

AN APPRAISAL OF EDUCATION AND SPORTS IN THE NORTHEAST PROVINCE OF SRI LANKA

PART I EDUCATION

PART II SPORTS

REPORT OF A STUDY CONDUCTED

BY

Nagalingam Ethirveerasingam, Ph.D. (Cornell University)

**Consultant to the Provincial Ministry of Education, Culture and Sports, May 1 -
July 31, 1998**

**with the assistance of
Arjunan Ethirveerasingam, B.A. (University of California, Santa Barbara)**

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***Eppotul Yar Yar Vaai kaedpinum,
Appotul Meippotul Kaanpathu Aarivu.***

**Whatever, from whoever we may hear it,
determining the truth of it is wisdom.**

Thiruvalluvar

DEDICATION

This report is dedicated to the memory of the students Krishanthi Kumaraswamy and her brother Piranavan, her mother Rasamma, a teacher and principal, their neighbour Kirupamoorthy, and thousands of other school children, teachers, and their parents who were murdered, tortured or wounded physically and emotionally, and suffered the trauma of rape at the hands of those who had sworn to protect them, and whose tragedy was never heard in court.

This report is also dedicated to the students, teachers, volunteer teachers, principals, education staff, community leaders and all their families living in the War and Conflict Zones in the NorthEast of Sri Lanka suffering the consequences of the battles and policies of war. If not for their dedication, endurance, conviction and determination to educate the next generation, without concern for their own professional future and without regard for their personal safety, the education system in the War and Conflict Zones would have collapsed by now. I have no doubt, they will give their best until they can no longer physically or mentally do so.

About the Author

The author is a citizen of Sri Lanka and a Permanent Resident of the United States. He earned the B.Sc. in agriculture management at the University of California, Los Angeles, MA in Education at the California State Polytechnic University, and the Doctor of Philosophy degree in Agricultural Education from Cornell University, New York.

He taught teacher education courses, agriculture and developed curricula for the school and university level at the University of Sierra Leone from 1965 - 1977. He was consultant to the Commonwealth Fund for Technical Cooperation to the Government of Papua New Guinea and prepared curricula for the three Agriculture Colleges in 1977 - 1978. He farmed in Mankulam in 1979/1980. UNESCO appointed him as specialist in agricultural education during 1980 -1985 to advise and assist the Vice Chancellor and the Committee of Deans to establish and expand the Rivers State University of Science and Technology, Port Harcourt, Nigeria. He was a member of the University Senate and chaired the Senate Committees on Research, Curriculum and Instruction, and the Sports Council. From 1986 to 1990, he taught teacher education courses and prepared agriculture, technical and Science teachers at the University of Papua New Guinea. From 1990 to 1994, he taught at the Primary and Secondary schools in the ABC Unified School District in Los Angeles, California, USA.

He taught in the Faculty of Agriculture campus (at Kilinochchi) of the University of Jaffna in 1994 - 1995 and worked in the Vanni area as a humanitarian volunteer in settling the Displacees who took refuge in the Vanni, from October 1995 - January 1996. He has visited the Vanni area in October/November 1996 and March/April 1997 on humanitarian missions.

He participated in the Olympic Games held in Helsinki, 1952, and Melbourne, 1956, and three Asian Games - Manila 1954, Tokyo 1958 and Djakarta 1962. In Manila, he was co-holder of the record in the high jump at 6 feet 5 inches. In Tokyo, he won the Gold Medal and raised the high jump record to 6 feet 8 inches, and at Djakarta, he won a Silver Medal in the high jump. He held the Ceylon/Sri Lanka record in the high jump from 1953 at 6 feet 3 inches and improved it to 6'6 1/2 inches in 1962 which was broken in 1988. He played cricket for the University of Sierra Leone and was Vice Captain of the Sierra Leone National Team as a fast bowler. He had played against visiting British County, MCC, and Commonwealth cricket teams and took many wickets of Test level batsmen.

He has written many conference papers, project reports, curricula, instructional materials in agriculture and a secondary school textbook, *Agriculture for Melanesia*, published by Longman-Cheshire, Melbourne, 1993, which is being used in schools in Papua New Guinea and the island countries in Melanesia.

Acknowledgement

This report is a result of the request by the Secretary of Education, Culture and Sports, Mr. Sundaram Divakalala and the Governor of the NorthEast Province at the time of the study, Mr. Gamini Fonseka. They have both given me much more than the encouragement and assistance that I wished for.

Mr. M. Jeevaratnam, the Assistant Director of Sports, who, since 1994, had regularly asked me to give consultancy services in sports, gave his support. He assigned his staff in the Ministry, Mr. B. Kirubakaran and Mr. Rohan Rajasingam, and in the field, Messrs. Wimalarajah, Musatheek, Naffar, and Sunil to work with me. They gave me their total support in the field to collect data and coach, and in organising and conducting the sports seminar held at Trincomalee.

Mr. Kandasamy, Provincial Director of Education and his staff in Trincomalee and the Directors of Education and Divisional Education Officers in the districts assisted me in all aspects of collecting information for this report. Mrs. S. Sooriyamoorthy, Assistant Director of Physical Education, helped in the sports seminar at Trincomalee. Mr. Arunagirirajah, ADE, Jaffna Zone 1, gave his assistance and advice in sports in the Jaffna peninsula and helped in the sports seminar in Trincomalee.

Mr. Satkunarajah, Consultant to the Ministry and an eminent educator and researcher, former Secretary for Education, NEP, and his staff helped me immensely in the organisation of the research seminar. Mr. Satkunarajah joined me in my visit to the East and helped me to understand the education system of the past and the present and gave me an insight into the problems of education.

Principals, teachers, students, parents and community leaders in all the districts we visited gave their valuable time collectively, and individually, to inform me of the many problems they face and the data on their school. We thank them for the hospitality they and the Directors of Education in the Districts extended to us.

Finally, Arjunan and I thank Mr. S. Divakalala, Mr. Jeevaratnam, Mr. Gunaratnam and the Finance and Administrative staff for helping us with our personal day to day travel and living in Trincomalee and in all the sites we worked in the NorthEast Province. Though I have travelled, competed, learned and worked far and wide around the Globe, I returned to the NorthEast to Learn what the struggle for life, justice and peace was all about. I thank the Secretary Mr. S. Divakalala and Governor Gamini Fonseka for giving me the opportunity to conduct this study.

PREFACE

This report attempts to inform those who are in decision making positions the conditions of the violent conflict environment and the status of education in the NorthEast Province, and recommends actions that would stabilise and improve education and the life of the children. The term “Vanni Districts” in this report refers to the areas controlled by the LTTE in July 1998 in the Vavuniya, Mannar, Mullaitivu and Kilinochchi Districts.

It is hoped that this report will be presented to the Governor of the NorthEast Province and the President of Sri Lanka and widely distributed to educators, parents, and international aid agencies. Most importantly, the report should receive wide circulation within the Ministry of Education, Culture and Sports and the Zones, Principals and Teachers Associations for discussion, observations and their recommendations.

The violent civil strife that has engulfed Sri Lanka, especially in the NorthEast has adversely affected everyone living in the NorthEast and all the sectors, not just Education and Sports. The report however restricts itself from reporting the situation in other sectors the author had observed. It is hoped that an in-depth study of the Health, Agriculture, Industrial and infrastructure status of the NorthEast will be conducted by independent consultants.

The problems and issues observed in education in the NorthEast are such that the solution is in the full transfer of decision making powers and finance in education, not mere decentralisation of administrative functions. In the recommendations, the Consultant has refrained from recommending, “patch up” measures to solve problems unless such measures are needed as an emergency measures while waiting for a political solution to the conflict, peace and reconstruction.

Although hundreds of persons, both in the education system and outside it, assisted in identifying and assessing the status of education in the NorthEast, the Consultant takes responsibility for what is in the report, including the recommendations.

Nagalingam Ethirveerasingam, Ph.D.
Los Angeles, USA
May 31, 1999

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MAP OF SRI LANKA HERE

REMOVE THIS SHEET

EXECUTIVE SUMMARY

This is a report of a three-month study conducted from May 1 to July 31, 1998, by the consultant, to assess the status of schools and sports in the NorthEast Province of Sri Lanka. Areas visited include Amparai, Kalmunai, Batticaloa, Trincomalee, Vavuniya, the LTTE controlled areas of Vavuniya, Mannar, Kilinochchi and Mullaitivu Districts (Vanni), and the Jaffna Peninsula. Many schools were visited and discussions were held with teachers, principals, education department staff, students, community leaders and parents.

The findings confirm that the education system in the War Zones and Conflict Zones is collapsing. The LTTE controlled areas are the most affected. More than 200 schools are displaced and functioning in temporary shelters, while many others are closed. School buildings have not been repaired or rebuilt, though a few of the buildings in a very few schools in the Jaffna peninsula are being repaired. Temporary sheds serve as classrooms in the Vanni with many of them functioning without furniture.

More than 30,000 school-age children have dropped out of school in the Vanni. 70% of them give poverty due to war and multiple displacement as their reason for dropping out. The shelters in which more than half of the children in the Vanni live are 8 feet by 10 feet and are not a suitable place to study. A lack of kerosene or money to purchase their quota of kerosene prevents any learning after daylight hours. Nutrition is a serious problem with a large number of primary school-age children. Many of them, especially those who live in shelters, do not eat in the morning and manage with only one meal a day. There is no school health programme in the Vanni. Eye problems, malaria, diarrhoea and flu are common ailments. There are only 4 government doctors, and no ophthalmologist or dentist. Trauma due to the bombing, shelling, injury and death are a serious problem.

Jaffna, where approximately 450,000 of the original 850,000 who were displaced have returned since mid 1996, is still functioning as a police state. The Jaffna NGO Council's report published in July 1998 gives the gloomy picture of the education and other sectors in the Jaffna peninsula.

Teacher shortage in the war zones and conflict areas is acute. In July 1998, fifty percent of the vacancies were yet to be filled. Volunteers, who have studied up to the GCE A Level, fill some of the vacancies for little or no pay. There is almost no equipment available in schools and none in the market place. Stationery is restricted. School textbooks are sent six months into the school year. The lack of electricity and communication facilities has had a tremendous negative impact on the education system.

The current structure of the education system itself is an impediment to improving education in the NEP. The relevancy of the curricula to 80% of the students is questionable. Major change in the structure and the curricula is needed. The current education reforms taking place may not make much difference. The teacher education system is also in need of restructuring and is in need of major inputs to improve the quality and quantity of teachers available. Tuition and Tutories are operating like shadow schools. Almost every student attends a tutory 20 to 28 hours per week.

Instructional material development in the Tamil medium is an area that needs urgent attention in the NEP. Computer literacy programmes are non-existent in the Vanni as computers are not allowed into the Vanni by the Ministry of Defence. In Jaffna, thirty schools are supposed to have only one computer each, but very few of them are working as many teachers are not competent in the use of computers. In other parts of the NEP computer instruction is given in three centres for a few students only. A massive programme needs to be implemented, especially in the Teacher Education institutions, the Education departments, and the NEP Ministry to promote the use of computers by teachers and students.

The report makes many recommendations to improve the education delivery system and teacher education. Most of all, the recommendations are aimed at providing equal opportunities for all pupils to develop their talents to the optimum. The main recommendation is for the establishment of an interim authority composed of the Government and LTTE civilian administrators, with participation of international organisations, to make decisions on stabilising the access to food, health, shelter and the education of the children in the areas not in control of the Sri Lanka government. Without restrictions lifted on essential commodities being transported into the War Zones, food, health and education for the children will regress below the threshold state for both communities to resolve their conflict peacefully.

Improvement of rural schools should be a high priority. Mere restructuring of Type 3 schools and calling them by other names is not going to improve their quality. Special recommendations are made to improve them by reallocation of resources and teacher education. Schools that are predominantly of children from the *low caste* should be integrated by law and incentives, and such integration shall be enforced strictly by the education system.

About 68% of the students fail the GCE O Level examination and only 2% of the students who start out in Year one enter the University. Though 70% of the people are engaged in agriculture and fisheries, only 16% of those that enter the University are from these families. The University admission policies have not altered this composition. The rural and coastal schools suffer from neglect in the quality of education they offer, especially science education, as compared to their urban counterparts. It is important for the 68% who fail the GCE O Level to follow a vocational curricula in Year 12 and 13 to acquire employable skills.

The greatest impediments to education in the NEP are the War, the over centralised decision making system, and the centre controlled teacher education system. The current education reforms consist primarily of decentralisation of the administrative machinery and very little of the actual decision making apparatus. A simple mundane example illustrates this point. The form that an employee needs to fill to get reimbursement of official expenses is only available in the Sinhala Language. None of the secretariats in the NEP had that form in Tamil nor are they allowed to print the forms in Tamil. Experience shows that no amount of laws and regulations are going to make the staff, composed of 93% Sinhalese in the Central government, implement those laws. Experience shows that the will is simply not there. Waiting for the Central Sinhala administrative machinery to change its attitude and its efficiency on matters that concern the welfare and education of the Tamils is an unrealistic expectation. Such change will not take place in the near future. It is therefore important for

the NEP to be vested with ALL decision making powers with respect to the education of the Tamil speaking people in the NEP and the rest of the Island.

Recommendations are made not only to devolve decision making powers from the Ministry of Education and Higher Education to the NEP Ministry of Education, Culture and Sports. Equally important are the recommendations for the transfer of decision making powers to the Zone Boards of Education on the recruitment of teachers and other staff for schools in their Zones, and other powers needed to improve the quality of education in the Zones.

CHAPTER 1: INTRODUCTION

1.1. Assignment

At the invitation of the Secretary of the Ministry of Education, Culture and Sports (MECS), of the NorthEast Province (NEP), and with the approval and encouragement of the Governor of NEP, the consultant accepted a three-month consultancy from May 1 to July 31, 1998. The assignment was to visit schools and communities in Amparai, Batticaloa, Jaffna, Kilinochchi, Mannar, Mullaitivu and Trincomalee districts to study and report on the status of education and sports, and make recommendations to improve performance.

As part of his assignment, the consultant participated in the planning and conduct of the joint study by the MECS and Save the Children Fund, UK (SCFUK) to appraise the education of children in school Years 1 to 11 (that is, Grades K through 12) under conditions of war, in areas controlled by the Liberation Tigers of Tamil Eelam (LTTE), a Tamil politico-military organisation, in the Vanni districts - Vavuniya, Mannar, Mullaitivu and Kilinochchi. The report, "*An Appraisal of the Education system in the Vanni Areas of Sri Lanka*," published in May 1998 by MECS and SCFUK presents the results and recommendations of that study.

The consultant, with other members of the MECS, visited the LTTE controlled areas in the Vanni and participated in a ten-day inservice teacher education workshop in July 1998 and collected more information from more than 200 teachers, principals and education administrators on education and sports problems. This report should be read in conjunction with the MECS - SCFUK report to get a fuller picture of education and actions needed to prevent the collapse of the education system in the Vanni areas controlled by the LTTE.

Those who have read the MECS - SCFUK Report would notice that this report does not have the restraint of the former report. The Consultant, as the sole author of this report does not have the need to make compromises on the integrity of reporting his findings. International Non Government Organisations (INGO) is at the mercy of the Sri Lanka Government (SLG) to operate in the war torn areas. They have to watch what they say or print in public or face deportation, restrictions or administrative strictures and delays on permissions for their various movement, use of equipment and conduct of operations, and thus lose an opportunity to make valuable contribution, however small they are, to people in distress. MECS - SCFUK report wanted to ensure that the report is written in such a way to get the SLG to accept and implement the recommendations. To achieve this end, extreme care was taken not to antagonise the SLG to the extent some members including this Consultant compromised on the reporting of findings, as most of the important recommendations needed the co-operation and decisions of the Defence, Education and Health Ministries to make any meaningful improvement on education in the Vanni Districts.

The MECS has adopted many of the recommendations that were within their responsibility and financial resources. Some of the recommendations addressed to the local and INGOs are also being implemented though not to the extent or depth of the recommendations. However, none of the recommendations that were addressed to the Ministries of the SLG were implemented to date. This report therefore has no reason to restrain its reporting hoping for action by the SLG. Its objective is to report to the MECS, educators and parents in the NEP on the status of education in the NEP for their consideration to get the present Government or succeeding governments in Sri Lanka and the NEP to act constructively to improve the education, health and welfare of the children in the war torn areas of Sri Lanka.

This report consists of two parts. Part I is on education and school sports and Part II on sports administration and sports activity in the community. The summary of information collected in education and sports by interviews are together and is appended to this report and is not presented again in Part II.

1.2. The Process

The consultant's itinerary is in Appendix 1. Appendix 2 lists the places, schools visited and the number of persons interviewed. Interim verbal and written reports and recommendations were made to the Secretary, MECS, from time to time during the three-month consultancy. A research seminar was held in Trincomalee to identify problems and issues. These problems, and the problems identified in the conflict area, were presented at the district level meetings for review. The various district summaries are presented in the Appendix 3. The consultant visited Jaffna with his assistant. He visited the districts in the East with his assistant, MECS's consultant in research, and one of its Sports Project Officers.

Similar exercises were held in all the places visited with Sports Officers, Physical Education Teachers and officers of sports associations. Information from athletes and cricketers was collected in the field while coaching, during sports meets and cricket matches. The information collected was presented at a four-day workshop to selected Physical Education teachers, Assistant Directors of Education (Sports), Sports Officers, and District Sports Officers.

The second visit to the Vanni was with a team of educators from the MECS. Seminar/workshops were held in Mallavi Central College with education administrators, principals and teachers. Information was collected through small group discussions and visits to communities.

1.3. Background

1.3.1. General

It is important for the reader to understand and feel the pulse of the environment in which education and sports activities are conducted in order to assess the difficulties and the strain experienced by the educators while trying to maintain the education system. The impression one perceives when travelling and observing the education and sports systems in the conflict areas of the NorthEast is a scene of destruction as a result of fifteen years of civil war and the Government imposed embargo and restrictions on goods and services, especially in areas controlled currently and previously by the LTTE. Such destruction started in 1983 and escalated to a higher level with the embargo and/or restrictions on all goods and services, which were put in place in 1990 and continue to this day. Since 1995, the destruction of not only the infrastructure but also the very fabric of life has been pushed to unparalleled heights.

In spite of the tension, deprivation and the stress of life the people in these areas have risen to meet the challenges of living. The evidence of their courage is in their constructive and innovative actions to continue education, food production, maintain health services and a spiritual life in the midst of deprivation, displacement, death and destruction caused by the war. It is a testimony to the strength and determination of the spirit of a people in distress, determined not to let intimidation by force derail their struggle for their liberty and justice.

The devastating effect of the war on all sectors is accepted by everyone familiar with the ground situation. Reports by UNHCR (1998), Human Rights Watch, Asia (1998), US Human Rights Report (1997,1998), Report of the UN Commissioner for Disappeared (1997), Report of the UN Commissioner for the Rights of Children (1997), US Committee for Refugees (1996), and various reports of Amnesty International, Save the Children Fund, UK and others have documented the destructive effects of the war on the men, women and children living in the Conflict Zones and on food production, health, property and the environment.

The devastation of the infrastructure of Tamil society and the institutions in the NEP, from the War Zones to the relatively calmer periphery, is like the eye of a storm that has engulfed the NEP. At ground zero, there are no institutions or civilians except those of the Sri Lanka Government Forces (SLGF), who the Tamils refer to as Sinhala Forces, composed of approximately 99% Sinhalese and the LTTE, composed of almost entirely 100% Tamils. There are many pockets of Ground Zeros and No Man's Lands that are scattered from Point Pedro to Pottuvil in the NEP. See Table 1 for more details.

The fact that the people are carrying on their daily activities under stress and deprivation is a tribute to the ingenuity of the people. The conflict areas are like surrealistic landscapes. The Tamil people think of their ordeal as a sacrifice for the dawn of a new era. The government is hoping that it would be the end of the Tamil armed struggle for self-determination. It is in such an atmosphere that education and sports activities are taking place and that this assignment was conducted.

1.3.2. War, Embargo and Restrictions in the NEP.

The additional problems of education in the NEP, over and above those of the rest of the country, are due to the war which has caused displacement, destruction, personal injury and death, leaving an indelible psychological trauma (See Plate 1). The embargo and restrictions placed, by the government, on the Northern Province and in the LTTE controlled areas in the Eastern part of the NEP are viewed by the Tamils as the cruel actions of an uncaring government intent on breaking the will of the Tamil people. Such actions by the various Sinhala dominated governments and the laws that they enacted since 1956, and more violently for the last fifteen years, have alienated the Tamil students and their parents from the Sinhala population and the Sri Lankan Government, which the Tamils refer to as the Sinhala Government.

More than 50,000 Tamil civilians, 10,000 LTTE forces, 10,000 SLGF and approximately 500 to 800 Sinhala civilians have died as a result of the ethnic war since 1958. In 1995/96 there were 700,000 internally displaced persons (IDP) in the Vanni districts alone. There are the reported Vantharamoolai, Sathurukandan and Kokkaddicholai massacres in the East and the Bolgoda Lake killings in the West. Thousands have been arrested, detained, and tortured every month during the nineties. There are more than a thousand victims of rape and/or killing. The latest are the statements in open court by the first accused, convicted for the rape and killing of Krishanthi Kumarasamy, and the killing of her mother, brother, and a neighbour, of mass graves in Chemmani allegedly containing 300 to 400 Tamils killed while in custody of the armed forces in the Jaffna peninsula. These atrocities by the SLGF are still occurring in the NorthEast as reported in the news media every day.

Human activity does not take place in a vacuum or in virtual reality. They take place in time within the confines of space and in real time. To understand the dynamics of any human activity, we need to understand the environment in which the activities take place. For the purpose of understanding the problems that face people in the NEP it is important to categorise districts in the NEP into areas based on the intensity of the war and the parts of the districts that the parties to the conflict control. The categories are:

- 1) areas that are controlled by the SLGF,
- 2) areas controlled by the LTTE, and
- 3) areas that are considered 'No Man's Land' (NML).

For want of a fixed time from which to review, 1983 is as good a point as any other. From that time, the areas in the NEP can be divided into War Zones (WZ), Conflict Zones (CZ) and No Man's Lands (NML). The boundaries of each of these areas shift back and forth. Table 1 shows the nature of the divisions. Any map of the boundaries is only good until the next swing of the pendulum.

Movement between the three categories of areas is controlled by the SLGF and LTTE at the borders. The control of movement and records kept of movements are similar to immigration and customs control between two countries. The records are kept in their respective languages. The SLGF in the border towns or deployed in the NorthEast do not speak Tamil. In effect Sinhala citizens of Sri Lanka do not have the freedom to move to LTTE controlled Tamil areas and Tamil Citizens of Sri Lanka from the NorthEast do not have the freedom to move to any other parts of Sri Lanka. There is de facto physical separation of the two communities. A fissure has also developed in the mindset of the two communities over the last forty years.

There are two to three miles of No Man's Land between the border checkpoints. Those who cross by road, except the International NGOs, have to walk this distance with their luggage. Mothers, infants, elderly and the sick make the crossing with great suffering in the tropical Sun or in the monsoon downpour. The Consultant has traversed the Thandikulam/Omanthai divide, with the indignities that go with it, fifteen times between 1994 to 1997.

For more than twenty years the NEP has been under emergency rule. Unlike the other provinces the administration of the NEP is conducted Directly by the President through the Governor. The NEP does not have an elected council or council of Ministers like the other provinces. The NEP cannot raise its own revenue and therefore depends on the Central government for funds. There is a *de facto* division of areas in the NEP between the Government and the LTTE.

In the NEP long term systematic planning or implementation of plans and programmes is extremely difficult. In the LTTE controlled areas the Government prohibits any development activities. The MECS and other sectors of government are continuing their work as best as possible under the military and / or civilian administration of the opposing forces. The cordon and search operations which lead to arrest and in many cases torture of adolescents and adults by the SLGF in the East, Vavuniya, Jaffna, and out side the NEP, and the resultant disappearances of Tamils, is a constant traumatic experience for the young Tamil students, and school leavers seeking employment, and their parents. Learning under such a threatening and humiliating environment is extremely difficult. The fair results of the student's performance in national examinations in these areas are a credit to their will to continue against great odds. However, there are many who did not have a chance to sit for the national examinations because of displacement, detention and results of torture.

Table 1: War Landscape of the NEP and its Main Features

Control	Zones	Criteria	Conditions
SLGF	Conflict Zone (CZ)	Zone leading away from WZ. SLGF in control. Intermittent attack by LTTE. Border changes slowly.	Govt. embargo on military and remotely related items. Restrictions on all other items Restriction on movement of Tamils.
SLGF	War Zone (WZ)	SLGF in control. LTTE 'underground.' Scene of intense attack by LTTE. Quick change of Forward Defensive Lines (FDL).	Govt. embargo on military and related items, restrictions on other items. No movement of Tamils in or out. No young Tamils. Sparsely or not populated.
NONE	No Man's Land. (NML)	No civilians. Intense fighting & aerial bombardment. FDL change constantly	Total destruction of property, agriculture land, environment & infrastructure as the borders move up and down. No people.
LTTE	War Zone (WZ)	LTTE in control. SLGF's intense artillery and aerial bombing. Quick change of FDL.	Govt. embargo on military and remotely related items. Restrictions on all other items, services and movement of civilians in & out. Infrastructure destroyed.
LTTE	Conflict Zone (CZ)	Zone leading away from war zone. Scene of intermittent artillery and aerial bombing. Slow change of borders.	Govt. embargo on military and related items. Restrictions on all other items, services and movement of civilians in and out.

1.3.2.1. Areas in the Vanni Districts Under LTTE Control

There is an embargo by the Government on many day to day items including electricity, cement, petrol, computers, vehicles, audio visual equipment, auto spare parts, complex medical equipment, hospital supplies, and some types of medicines. There are restrictions on almost all items including medicine, kerosene, school supplies, bicycles and bicycle spare parts. Almost all buildings in town Centres in the area are damaged by bombing and shelling. There are between 600,000 to 700,000 people living in the area out of whom nearly 500,000 are displaced (For details see the quarterly reports of the Government Agents of Kilinochchi, Mullaitivu, Mannar and Vavuniya since November 1995.). Most of the displaced are living in shelters 8 feet by 10 feet for a family of 5 to 8 persons. The other displaced live with relatives or friends either in the house or in shelters in the compound. A majority of the displaced families have moved three or more times. There are no employment opportunities except periodic and seasonal agriculture related work.

There is no freedom of movement to and from the Vanni districts. The movement of Tamils from the Vanni districts to any other part of Sri Lanka is severely restricted to those who can get permission from the SLGF for urgent medical treatment and to government servants on official duty. The consultant and other staff of MECS who went to the Vanni with the SCFUK and for a workshop for teachers took prior permission for the return journey, and permission to take a small quantity of instructional materials needed to conduct the workshop. No laboratory glass wares, equipment or chemicals were permitted for instructional purpose.

Some displaced government departments function in temporarily erected sheds and others are located in damaged buildings or buildings in need of repair. The displaced education departments are in houses or in classrooms commissioned from schools. Government offices in the Vanni are denied any vehicles while the offices in the areas controlled by the armed forces or in the rest of the country benefits from such allocation. (See the SCFUK and MECS report referred to earlier for details.)

1.3.2.2. Areas in the East Under LTTE Control

The consultant did not visit such areas. There are Government restrictions on the transportation of building materials, fuel, electricity, vehicles, and teaching and learning related items to these areas. Situations similar to the Vanni districts are said to exist. The information collected from these areas is from the education administrators and teachers who attended the workshops conducted by the consultant.

1.3.3. Education

Schools: The schools in Sri Lanka are classified into four categories. They are,

1. Type 1AB - Year 1 to 13 (Arts, commerce and science at GCE A/L).
2. Type 1C - Year 1 to 13 (Arts and commerce at GCE A/L)
3. Type 2 - Year 1 to 11 (Include all subjects examined at GCE O/L),
4. Type 3 - Year 1 to 5, Primary (Some schools include Year 7, or 8.)

In addition, a few 1AB schools were selected as National Schools. They have higher achievement levels and higher allocation of resources. Students who pass the Scholarship examination usually enter the National Schools. The Ministry of Education and Higher Education (MEHE) assume responsibility for National Schools. They were first established in 1984 hoping that they will be self-supporting. This objective was never realised.

It is apparent that the criteria chosen to determine the Type of School to establish in any area is the number of school-aged children in that area at the Year 1 to Year 5, Year 6 to Year 11, and Year 12 and 13 levels. Due to the sparse population in farming communities in the rural areas and fisher communities in the coastal areas Type 3 schools are found mainly in these areas. Children from these areas, after Year 5, 6, 7, or 8, start working in the field or at sea with their parents or relatives. Enrolment in a typical Type 3 school is between 100 and 200 students. Type 3 schools usually consist of a single building 120 feet long and 15 or 20 feet wide without partition between classrooms. The outer walls are not more than 3 feet high. Most Type 3 schools in the NEP, have no toilets or drinking water. Where such facilities exist, they are in a stage of disrepair or show signs of neglect.

School Census Data for 1996 shows that there were 583 Type 1AB, 1827 Type 1C, 3668 Type 2 and 4029 Type 3 schools in Sri Lanka. The number of schools in the corresponding categories in the districts in the NEP is presented in Table 2. The quality of the buildings, the educational achievement of the teachers, the instructional aids available and the quality of the other facilities increase from Type 3 to Type 1AB schools. One of the main observations is that the quality and quantity of the inputs that are essential to educational development received by Year 1 - 5 students in Type 3 school is far below the level of inputs received by Year 1 - 5 students in all other school types. Such an observation immediately raises the question of

equality in education. The education system is not programmed nor is it sensitive to make amends and correct such inequalities.

Table 2: Number of schools in the NEP by District & Type, 1997.*

School District	1AB	1C	2	3	Total
Amparai**	3	19	59	55	136
Batticaloa	11	38	44	191	309
Jaffna I	15	21	50	66	152
Jaffna II	28	19	81	147	275
Kalmunai**	13	17	23	129	182
Kilinochchi	6	12	19	55	92
Mannar	9	10	29	62	110
Mullaitivu	5	11	21	69	106
Trincomalee	10	36	54	104	241
Vavuniya	5	18	31	135	185
TOTAL NEP	105	201	413	1016	1788

Source: MECS School Database, 1997 School Census.

* Includes schools that are temporarily closed and a few which are in a state of displacement.

** Kalmunai was previously part of Amparai.

Student enrolment by Years in each school district in the NEP for 1997 is given in Table 3. Jaffna and Batticaloa have approximately 20% and 19% of the NEP enrolment respectively. In Jaffna only 50% of the students have returned after the 1995 displacement. Kalmunai has 15% and Trincomalee 14% of the NEP enrolment. The increase in total student enrolment in Sri Lanka from 1977 to 1987 was approximately one million. From 1987 to 1997 the increase is only half a million. It is expected that enrolment will stabilise at five million in year 2007. If however the dropout rate is reduced and if occupational education

Table 3: Student Enrolment by Years in Each School District in the NEP, 1997 *

District	Yr. 1-5	Yr. 6-11	Yr. 12-13	Total	% Total NEP
Amparai	19,718	19,866	882	40,466	7.72
Batticaloa	52,917	43,339	4,173	100,429	19.17
Jaffna 1	19,205	22,534	4,531	46,270	8.83
Jaffna 2	26,852	29,997	4,674	61,523	11.74
Kalmunai	38,582	35,132	3,063	78,777	15.04
Kilinochchi	18,471	18,474	1,621	38,566	7.36
Mannar	9,531	9,479	968	20,248	3.87
Mullaitivu	19,301	15,772	1,353	36,426	6.95
Trincomalee	35,385	32,965	3,487	71,847	13.72
Vavuniya	15,374	14,210	1,700	31,284	5.97
Total NEP	255,346	242,038	26,452	523,836	
Sri Lanka '97				4,124,108	
Sri Lanka '87				3,634,435	
Sri Lanka '77				2,546,957	

* Some schools are closed temporarily or not reporting due to displacement. Some of the students from such schools are enrolled in other schools or are not attending school.

is introduced in Years 12 and 13, the total enrolment will increase. If pre-kindergarten and/or early childhood education become part of the education system, that would also increase the total student population.

Percent students who dropout between Year 1 to 9 and at Year 11 - 12, especially those who did not qualify in 1997 to proceed to Year 12 are presented for each school district in Table 4. The figures are presented to indicate the filtering effect of the school system. The dropout in the War Zones in the North and East is considerably higher in 1997 than in 1992 because of repeated displacement.

Table 4: Percent Dropouts in NEP by Districts. *

District	Yr. 1 - 9	Yr. 11 - 12
Amparai	3.9	74.1
Batticaloa	7.6	64.3
Jaffna	9.7	60.6
Kilinochchi	0.3	69.4
Mannar	31.8	74.6
Mullaitivu	16.7	66.2
Trincomalee	2.7	67.6
Vavuniya	10.9	59.3
Average NEP	20.9	67.01
Sri Lanka	3.9	67.3

*Year 1-9, 1992 and Year 11-12 GCE O/L Failure Rate, 1997.

Source: Table 225, Statistical Abstract, Sri Lanka 1994, and GCE O Level Results, 1997, Dept. of Examination.

Table 5 (on the next page) shows the enrolment of students by type of school, year and Zones for 1997. These data need to be interpreted with caution as some schools did not report and some were closed temporarily.

Table 6 presents an indication of the density of schools and students in the Districts in the NEP and gives an idea of the distance students, teachers and education supervisors need to travel to get to schools. From Column 5, we note that Kilinochchi, Mannar, Mullaitivu, and Vavuniya have one school every 17 to 23 square kilometres

Table 6: Distribution of Population in Government Schools by Pupils, Teachers and Districts, 1990 (Before Embargo and Restrictions and during IPKF and SLGF operations).

District	Total Area sq.km	1981 Pop. '000	No. of Sch	Sq.km /sch	Pupils	Pupil/ Sq.km	Teachers	T:P
Jaffna	1,025	831	481	2	210,868	206	6790	1:3 1
Kilinochchi	1,279	97	76	17	29,388	23	733	1:4 0
Mannar	1,996	127	103	19	29,907	15	846	1:3 5
Mullaitivu	1,966	90	86	23	22,030	11	557	1:4 0
Vavuniya	2,616	112	129	20	27,553	11	736	1:3 7
Amparai*	4,414	465	329	13	135,500	31	4997	1:2 7
Batticaloa	2,854	401	245	12	91,891	32	2743	1:3 4
Trincomalee	2,727	307	207	13	76,441	28	2345	1:3 3
NEP	18,877	2,430	1656	11	623,578	33	19,747	1:3 3
Sri Lanka	65,525	17,600	10,107	6	4,124,108	63	146,997	1:2 8
% NEP, SL	29	14	23	-	15		13	

Source: Basic data from Statistical Abstract, Sri Lanka, 1994

* Amparai includes Kalmunai.

and from Column 7 we see that those districts have 13 to 23 pupils per square kilometres. This is an indicator of the distance between schools. These districts also have large tracts of jungle. In 1983, the dry and arid zones, which is predominantly the NEP, had 34.3% of the land under forest compared to only 12.4% in the wet, intermediate and Montane zones, which is predominantly the South. These districts in the War Zones, hardly have any transport other than bicycles and a few motorcycles. The roads have more areas in potholes than flat surface. Travel during rainy season is extremely difficult. The Teacher to Pupil ratio in these districts range from 1: 35 to 1:50.

Table 7: Number of Schools, Pupils & Teachers by District & Province, 1997.

District	Number of students	Number of Schools	Number of Teachers	Teacher-Pupil Ratio (1/X)
Colombo	349,175	442	13,949	25
Gampaha	328,225	577	13,356	25
Kalutara	207,728	457	9,233	23
Kandy	295,753	689	14,307	21
Matale	105,973	320	5,050	21
Nuwara Eliya	162,689	521	6,367	26
Galle	231,963	492	10,312	23
Matara	180,351	393	9,354	19
Hambantota	145,270	331	6,559	22
Kurunagala	341,546	947	17,827	19
Puttalam	157,374	354	5,903	27
Anuradhapura	193,187	563	8,870	22
Polonaruwa	83,357	215	3,324	25
Badulla	195,192	575	9,714	20
Moneragala	110,465	260	4,374	25
Ratnapura	244,205	596	9,900	25
Kegalle	175,160	593	9,418	19
Sri Lanka less NEP	3,507,613	8,325	157,817	23
Amparai	155,319	397	6,037	26
Batticaloa	109,080	309	3,635	30
Trincomalee	86,976	241	3,478	25
Vavuniya	41,605	175	1,597	26
A+B+T +V.	392,980	1,122	14,747	27
Mannar	23,256	87	633	37
Kilinochchi	39,549	84	858	46
Mullaitivu	48,076	92	947	51
M+K+M.	110,881	263	2,438	45
Jaffna I+II	112,634	410	4,583	25
NEP	616 495	1 795	21 768	28

Table 7 gives the number of schools, number of teachers and the student population in all of the districts of Sri Lanka in 1997. These are given for comparative purposes.

Schools, except for a few in Colombo, are segregated throughout Sri Lanka by language groups. In the Trincomalee town area, where students from Sinhala and Tamil language groups are living in the same

school area, schools are segregated. The separation is continued because of the medium of instruction. Also, after school hours, children from both communities play separately. The practice of two language streams in the same school, as found in some schools in Colombo, is not found in the Trincomalee or Vavuniya towns.

In addition to division of schools along language lines there are schools that are predominantly Muslim or Hindu or Christian. This is usually due to the make-up of the surrounding population but is also the result of cultural factors.

Currently, reforms in general education are being implemented or are under consideration for implementation. Major reforms include changes to organisational structure from larger District levels to smaller Zone levels; change to a two-tier system, that is, Year 1 to 9 schools and Year 10 to 13 schools where such changes can be rationalised based on numbers; and curricular changes from Year 1 to year 13 in stages over time.

An outline of the reforms is presented in a report of National Education Commission (1997), *Reforms in General Education*. There have been periodic criticisms of the report by educators especially on the proposed two-tier school system. Its implementation has also run into various problems in the NEP. War is the major problem and the number of qualified educational administrators available as a result is a serious problem among others.

Teachers: There were 190,000 teachers in Sri Lanka in 1997. In 1987 there were 143,343 teachers. Out of whom 23.3% are graduates but without teacher education qualification; 0.15% (205) are one-year education postgraduate diploma holders; 57.07% are non-graduates but were trained in teacher training colleges and Colleges of Education; 4.62% are non-graduates but certified to teach; 13.31% have passed the GCE O/A Level but do not have teacher training.

In 1998, while there is a shortage of 1665 teachers in the Tamil medium schools in the NEP, in the schools in the rest of the country there is over employment by 14%.

Teacher Education: Most of the reforms in teacher education in Teacher Training Colleges were implemented by Dr. C. W. W. Kannangara in 1945. In 1935 he sponsored the post-graduate diploma programme in education. But the progress in Teacher education since then has been piecemeal adjustment without any major reforms.

Teacher education is conducted by Teacher Training Colleges and Colleges of Education at the certificate and diploma level. Degree and Post Graduate diplomas in education are offered by the National Institute of Education (NITE), Universities of Colombo, Peradeniya and Jaffna offer post graduate degrees and diplomas in education. None of the Universities have elevated the field of education to the level of a Faculty. Currently education is a department in the Faculty of Arts. Degree programmes in science education, mathematics education and social studies education are offered by the NITE only in the Sinhala medium. There are no degree programmes in physical education. The University of Jaffna and the University of Kelaniya are planning to begin two-year diploma courses in physical education in the Tamil and Sinhala medium respectively. They expect to expand into degree programmes in the future. A One-Year Diploma course in sports is offered only by the National Ministry of Sports. The medium of instruction is Sinhalese, though Tamil students can follow the course in Sinhalese and sit for the examination in English. Other short courses in physical education offered by the Ministry of Education and Higher Education are also offered only in the Sinhala medium. Tamil teachers do not attend such courses. Almost all Tamil students in the NorthEast province, like their Sinhala counterparts in other provinces of the

country except those from Colombo, can hardly speak or understand everyday English, despite 10 years of five hours a week instruction in schools.

1.3.4. Change

Changes made during Kannangara's watch made major directional change and improvement to a colonial system of education. Major alterations were made in 1972. Those changes were reversed by the new government elected in 1977. They proposed their own reforms. The changes in the early eighties, such as the Cluster Schools which were supposed to share common resources, and the Zones with smaller Divisional units within each Zone, have worked well in other countries, but did not achieve the intended goals in Sri Lanka. The new educational reforms proposed in 1997, attempt to make the entrenched system respond to the challenge. The control of education from the centre with an overloaded administrative staff and inefficient information system has stifled progress, especially in the periphery. The most important change that is fundamental to all other changes is devolving the responsibility and power to the Divisions, Zones and the Provinces. Such devolution has not taken place. What has been done even in the new Zonal system is decentralisation of routine administrative matters with the main objective of supervision of the schools.

The National Education Commission's report, *Reforms in General Education*, published in 1997 has identified many of the problems in the education system of Sri Lanka, but it had omitted many unique problems that were precipitated by the Government's war policies in the NEP during the last fifteen years. Problems peculiar to the war zones and conflict zones and concerns of the Tamil community are not addressed. No where in the report does the Commission refer to the civil war that is going on in the country and the destruction of life, property and education in the NEP. For the Tamils, the report reads like a report written for another country far away from the NEP. The question is, is it a conscious or an unconscious omission. The NEC report has no relevance to the NEP as it appears that it was not intended for the NEP. Even if peace and normalcy are established, the destruction of the education system with respect to physical structures and inadequate education personnel is such that any attempts to achieve parity with the rest of the country will take many years.

The civil war has siphoned off the resources which would otherwise have been used for education, health, economic, social, and cultural development that could generate skilled employment for the young who graduate out of the education system at various levels.

1.3.5. English Language

Dr. C.W.W. Kannangara, the father of free education in Sri Lanka, is without doubt the leading educator of the twentieth century in (Ceylon) Sri Lanka. In 1931 he introduced regulations to provide a course in the mother tongue, Sinhala or Tamil and in English in all schools. In 1933 he required that all inspectors of schools and all trained teachers be bilingual, that is, English and their mother tongue. Kannangara promoted education in the medium of the mother tongue, Sinhala or Tamil and English, to unite the people of the country who were then divided as, those who were English speaking and powerful and the vernacular speaking and the powerless. The language policy in 1944, which continued up to the end of the D.S. Sennanayake Government, was replaced by the Sinhala Only Act in 1956. The Tamils protested enough to get the concession to use Tamil as the medium of instruction in the schools they attended, but without giving enough emphasis to English language. Kannangara's policies to unite the people were changed by his successors in such a way that it divided the Sinhala and the Tamil people, and it united the people within the two language groups to wage war against each other. Two quotes from historian K.M. de Silva's book, *Reaping the Whirlwind ...*, Ch 2 pp 45 and 47, 1998 gives added meaning to the language policy of the government:

“In May 1944 the national legislature adopted a policy resolution to the effect that Sinhala and Tamil should replace English as the official languages within a reasonable time. Indeed, the

two decades from 1930 onwards also marked a decisive phase in the evolution of Sri Lanka's modern education system. Language was a central issue in the controversies of educational reform. But just over ten years later, and less than a decade after independence, the agreement reached in 1944 was unilaterally abrogated, setting in motion a train of events that marked the first phase in Sri Lanka's recent history of violent ethnic conflict."

"The first principal of Ceylon University College - and as usual at this time, a British expatriate - Robert Marrs, pointed to the possibility that while the triumph of *swabasha* might bring to an end the presumed divisiveness of the existing education system it could create a potentially much more dangerous division, detrimental to national cohesion, through an education system based on two languages, Sinhala and Tamil, operating on parallel lines with little effort to bring the two language streams together as part of a larger whole.

What today would be seen as an unusually prescient observation was dismissed by *swabasha* enthusiasts then as arrant nonsense or worse as coming from a prejudiced and hostile source. They believed that bi-lingualism - Sinhalese and Tamil - would be an ideal unifying force, and in the beginning there were encouraging signs of this actually happening. But the viability of Sinhalese-Tamil bi-linguals was largely impaired by the general lack of enthusiasm for Tamil among the Sinhalese including educators and the elite, the natural complacency of a majority community."

The education system, after 1956, while fostering the development of Sinhala identity and Tamil identity, did not define or establish the criteria and values of a Sri Lankan identity to pass on to the children. Instead, it assumed that the Sinhala identity was also the Sri Lankan identity. This assumption was rejected by the Tamils. Kannangara's successors, regrettably, fell in line with the Sinhala political movement of the sixties and seventies without anticipating the violent consequences that has been with us now for fifteen years.

English, the link language is taught for one period a day in the school system. But, after the English teachers from the 1950's and 1960's retired, English teachers who came through the Sinhala or Tamil medium did not acquire the competence of the earlier English teachers. The Tamil or Sinhala medium students finished secondary school without being able to speak, read, or write English well enough to communicate with those who did not speak their mother tongue. The consultant could not converse in English with most of the younger secondary school principals or with the primary school principals. Educational policies since 1956 have not promoted unity among the Tamils, Sinhalese and Muslims. Such policies, implemented without regard to the consequences, let the ethnic division grow deeper.

CHAPTER 2: IDENTIFIED PROBLEMS

Presented below is a summary of problems identified in group discussions, seminars, and workshops by those who were interviewed and those problems that the consultant observed in his visits. Appendices provide notes on the observations and interviews. Many of the problems, not related to war, that are expressed were observed to be common to all the districts in the NEP. The consultant takes the responsibility for the literal and figurative translation and selection of the problems that need attention.

2.1. Trincomalee, Batticaloa, Kalmunai and Amparai

2.1.1. Curricula and Instruction

Curricula for the Primary and Secondary level are developed in Colombo and given to schools for implementation. Teachers' input is minimal. The view of the community leaders and the representatives of private sector where school leavers will have to find employment are seldom consulted. Hence the curricula has no relevance to the needs of the country.

- a) The extent and depth of the curricula to be covered is far too much for the time allocated. There are many holidays. To cover the syllabus the teacher has to lecture without any discussions or question and answer sessions. It is a heavy load for students and teachers. Much of the syllabi are covered during the last two months before the examinations. Some of the contents are not age appropriate.
- b) Common examinations are prepared and directed from Colombo. The curricula and assessment are the same for students from schools in Colombo such as Royal and St. Thomas and in schools in Paduvankerni (a neglected school division in Batticaloa), though the environment and prospective employment opportunities to those 98% who will not enter the University are not the same.

The educational objectives of students and schools are to get Distinction and Credit level passes at the GCE O/A Levels and enter University, not to learn knowledge or employable skills. Teaching is therefore syllabus and examination centred and not student centred.

- c) Tamil medium schools in the NEP have a shortage of 1665 teachers, while the Sinhala medium schools have an excess of 305 teachers. There are not enough teachers for mathematics, science, music, dance, drama, physical education and vocational subjects in the NEP as a whole. There is not a single qualified teacher for fisheries, though it is a subject for examination at the GCE O Level. No job skills are taught, though the vocational curricula prepared in the early seventies are still there. Most of the schools do not have the equipment and materials to teach the subject practically.
- d) Teaching is mainly "chalk and talk" and there is very little activity based teaching. Assessment does not require practical skills testing, although from 1998 onwards an attempt is being made to test practical skills in some subjects.
- e) However a Science Fair held in Trincomalee in July 1998 organised by schools in the Zone was planned, prepared and presented well in all the fields of study. The practical demonstration in science, agriculture, home science, health and environment were excellent. Students who demonstrated or explained their projects to the visitors were well prepared to present what they have learned. The Science Fair was however held in cramped space and for only three days for the many students and public who attended. It is best to hold such a large fair in large area and for a longer period of time for all students to spend enough time to learn from the fair. If other Zones had not prepared and held such a

science fair, they should conduct one at least once a year. If such a fair was not held at the school level, it is important to do so in order to get many students to get the experience of preparing and participating in such co-operative practical projects.

- f) In the past, a teacher taught more than one subject. Now a teacher teaches only one subject.
- g) School year does not match the Maha planting and harvest seasons. A large number of children of primary and secondary school age are absent during the planting and harvesting times September - October, and February - March respectively.
- h) There are no counselling programmes nor any teachers or qualified staff in schools or districts and divisional offices to counsel students. Due to the war the number of psychological problems of students and parents has been steadily increasing.

2.1.2. School Physical Facilities

- a) Some schools do not have enough classroom buildings.
- b) Thirty students are the recommended number per class, but there are 40 to 50 students in many classes. Compare this to the national teacher to pupil ratio of 1:23 which would be even less if the Vanni Districts teacher to pupil ratio is left out. In many classrooms there is no walking space.
- c) There are no partitions between classrooms. The walls are too low. There is too much noise from other classes and from the road. Where there are windows they are kept closed to prevent dust and noise, but on a hot day the heat is stifling.
- d) Many schools have no laboratory for “O” and “A” Level Science.
- e) Not enough funds, or a system of distribution of funds, for maintenance and repair.
- f) Not enough classroom furniture. Schools in town and near the roadside get furniture first. No criteria or plan for distribution of furniture.
- g) No space for sports and games. Some schools have no space at all, some have adequate space and others only have a very small space.
- h) Some schools do not have drinking water nearby and many Type 3 schools do not have toilets.

2.1.3 System

- a) Not enough Sri Lanka Education Service (SLES) qualified staff to start the new Zone system. Only 24 are available in NEP where 84 are needed. No new appointments are being made nor examinations conducted to give opportunities for staff to qualify for SLES.
- b) Data generated, submitted or recorded are often not reliable. Training is needed for staff and administrators in planning and use of computer to develop a reliable database.
- c) Transfer procedures for teachers are long and tedious and are not implemented, or they are interfered with by persons outside the system.
- d) Supervision of and relationship between staff needs to improve.

2.1.4 Community

- a) School system objectives need to be synchronised with community objectives for schools.
- b) There is poor relationship or understanding between parents and child irrespective of the economic status of the families.
- c) The parents have no knowledge of changes in school. They do not believe in decisions made by the schools and the school's effectiveness. They trust the tutors more.
- d) Poor families are afraid of approaching teachers or principals to discuss their, or their children's, educational problems. Many parents are afraid to co-operate with teachers because they are afraid that teachers may scold them and make them feel small.
- e) Banks and private enterprises support one or two big schools whose students' parents are in important and influential positions. Small schools, especially in rural areas, including those schools in the colonisation schemes established since the fifties, often do not have influential parents and are neglected by private entrepreneurs and government systems.

2.2 Mannar, Mullaitivu, Kilinochchi and Vavuniya North.

Please see the report, *"An Appraisal of the Education system in the Vanni Areas of Sri Lanka"* MECS and SCFUK, 1998 for additional details.

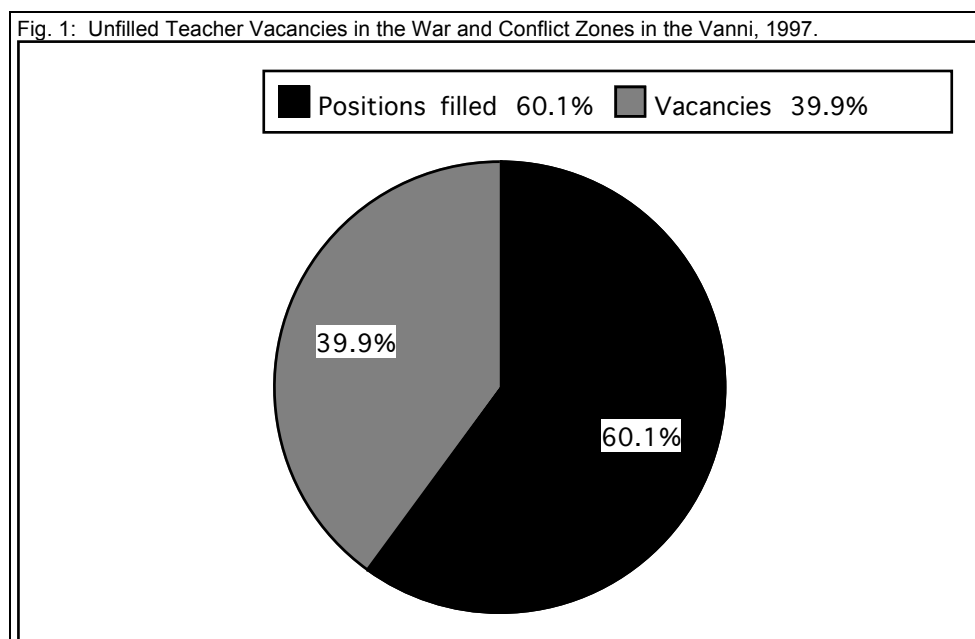
2.2.1. General environment

- a) No peaceful or stable environment for teaching and learning.
- b) Periodic displacement, shelters dwelling (See Plate 2), the problems of the displaced and the resulting pressure on the permanent residents, disrupts teaching, learning and educational administration.
- c) Vanni, even before the war, was a neglected rural area. The war and war policies have compounded the problems of education and life in the Vanni.
- d) Poverty is a major problem to most of the residents at normal times. War has intensified the problem to make them dependent on assistance from the NGOs and rations from the Government, reducing them to persons without self-esteem with hardly any control over the well being of their children. Poverty has caused many parents to lose interest in their children's education and in their own lives. Children from such families seldom attend school.
- e) There are no transport, electricity, communication and other conveniences for school administrators, teachers and students.
- f) A Large number of students have lost their birth certificates which makes it almost impossible to take the national examinations and take part in sports competitions.
- g) Government rations are not enough and are not issued in time.

- h) Kerosene rationed for purchase is not adequate for a family and often it is delayed due to transportation problems.
- i) Students often move from place to place with their parents and thus the student must move from school to school. They lose schooling for months at a time due to this displacement. Some do not enrol in new schools due to the lost time and end up dropping out as a result of the displacement. The Government, by its war policies, are in effect pushing out such students from the school system.
- j) The quota set for Scholarship examination and University entrance for students from the Mullaitivu, Kilinochchi and Mannar districts are still the same even though the number of students have increased. Also, conditions of education and social structure have deteriorated due to the war far more than when the quota was set during peace time.

2.2.2. Teachers, Teacher Education. and Non-teaching staff

- a) Insufficient teachers in all schools. Approved cadre for 1994 was 5755. The number of positions filled in 1997 was 3460. That is a shortage of 2295, which is a 40% shortage. Because of the influx of displaced students, the need for teachers also increased. Approved cadre for 1997 therefore have to be more than 1994. The percent shortage will be higher than 44%. The education system was not able to respond to it because decisions need to be made by the relevant Ministries in Colombo. (See Figure 1)



- b) The Government does not recognise the young volunteer teachers who had completed the GCE A Level but not qualified enough to be admitted to the Universities. The Government does not provide financial remuneration or temporary appointments to them. 992 of them however fill less than half of the teacher vacancies as a service to their community. Some get Rs. 500. per month from the school community.
- c) Insufficient inservice teacher seminars or education for teachers.
- d) There are not enough mathematics, science, aesthetics and physical education teachers in most schools.
- e) No qualified teachers or staff to conduct guidance and counselling. There are no such programmes in the Vanni even though the problem is getting worse in the Vanni.

- f) Vacant positions are not filled in any of the government departments including Health, Education and Agriculture. Approximately half the original positions at all levels in all these departments are not filled, although the population in these districts has more than doubled to 600,000 - 700,000 from the pre-displacement population of 300,000. Not only have the services they provide has deteriorated, the infrastructure is also collapsing.
- g) Recruitment procedures and transfers of teachers are serious problems, especially in the War Zones and intense Conflict Zones.
- h) Teachers do not like to seek jobs in deprived rural areas within the Vanni. Many of those who get appointed in the Vanni, request transfer within a short time.
- i) Many schools are headed by acting Principals who would not in normal times be considered qualified to be Principals.
- j) Only a few pre-schools have been established by independent persons. A dearth of pre-schools has had a negative effect on learning in the Primary years.
- k) The Education Departments do not have more than 30% - 50% of the approved complement of staff at all levels. This is also the case in all other government sectors, such as, health, agriculture.
- l) Delay in extension of service, processing retirement papers and benefits is a concern for all teachers, but for the teachers in the Vanni the problem is compounded due to the war and difficulty of travel and lack of telephone communication with offices in Trincomalee and Colombo.
- m) Lack of junior clerical staff in schools and education departments cause inefficiencies in schools. Recruitment of junior staff to fill the vacancies requires approval from Colombo.
- n) Not enough teachers or resources to teach slow learners or those who have lost school months and years due to displacement.

2.2.3. Buildings and furniture

- a) Insufficient school buildings. Displaced schools are in temporary sheds or in the open, many without furniture (See Plates 3 and 4). All buildings are in need of repair.
- b) No laboratories, laboratory furniture or equipment.
- c) Insufficient, or lack of, library space, furniture and books.
- d) No personal accommodation for displaced teachers or principals. Most students live in temporary sheds.
- e) The Kilinochchi and Mullaitivu district education offices function in parts of two schools due to lack of office space.
- f) The divisional offices occupy two rooms in private houses.
- g) There are many classrooms in almost every school where there is no furniture.

2.2.4. Curricula, Learning and Instructional Resources

- a) Lack of microscopes, glassware, chemicals and other materials for chemistry, physics and biology laboratories due to the embargo on these items by the Government.
- b) Writing materials, exercise books, poster papers, , even Braille papers, and other instructional materials needed to make instructional aids are restricted or banned. The reasons given by SLGF authorities who review applications state that these materials will fall into the hands of the LTTE and used for propaganda against the Government!!! This is a standard response for all items.
- c) Lack of office equipment, educational equipment and adequate stationery.
- d) GCE O/A Level classes do not have appropriately qualified teachers, and the quality of their facilities is far below those of equivalent schools in the rest of the country.
- e) Syllabi, teacher's guides, textbooks, circulars, announcements and other such items are not received at the same time as schools in the rest of the country.
- f) No educational institutions exist to offer occupational skills training. No private technical or production enterprises exist to train school leavers for the world of work at the end of the GCE O/A levels.
- g) Students who have passed GCE A Levels but were not admitted to a university or other tertiary institutions, because of lack of space in those institutions, have no prospects of vocational training or other forms of education. Young Tamils are restricted from travelling to any areas controlled by the Government forces or to any other parts of the country to seek admissions to technical schools, trade schools, or to find apprenticeship or employment. Arrest and detention, rapes, molestation, torture, disappearances and extra-judicial killing of Tamil youths are a documented reality. (One such document is about 6000 disappearances and deaths in the East. See Robert Oberst, *Hell in a Faraway Place: Human Rights Abuses in Batticaloa, Sri Lanka*. Paper read at the South Asia Conference, Madison Wisconsin, 1998. Prof. Oberst spends his sabbatical in the East, last of which was in 1997.)
- h) Television, Video Players/recorders, videocassettes, computers, musical instruments and other educational equipment are banned or restricted. School children and teachers are thus deprived of educational television and radio programmes, and learning to play musical instruments. Many English educational programmes shown on television are dubbed in Sinhala and not in Tamil. More educational programmes are broadcast in Sinhala than in Tamil, though Sinhala and Tamil students sit for the same examinations. Parity and equality of opportunity to learn from television and radio by Sinhala and Tamil students are not maintained.
- i) Most textbooks used in primary and secondary schools are written in Sinhala first and then translated into Tamil. It is important for such texts to be written in Tamil by Tamil professionals and then both Tamil and Sinhala professionals can get together and ensure the facts, principles and concepts are not distorted by either Tamil or Sinhala writers. It is important to promote and encourage Tamil textbook writers rather than encourage only Tamil translators if parity of status of the two languages is to be maintained. The current situation, like land colonisation, is intellectual colonisation, which is not acceptable to the Tamils.
- j) Fisheries is listed as a subject for the GCE O Level examination but it is not offered in any schools in the NorthEast, not even in the coastal schools.

- k) The Tamil Day competitions at the schools, local and provincial level were conducted well. The quality of performance of the students showed they were taught and learned well. The only drawback for the lay audience is that there were too many long speeches.

2.2.5. Attendance and Non-School Going children

- a) Poor attendance due to poverty, health, and bombings and artillery attacks.
- b) Students have no facilities to study in their crowded shelters or houses.
- c) There are 29,000 school-aged children not attending school in Kilinochchi and Mullaitivu and parts of Mannar districts.
- d) There are more than a thousand children in the camps in Vavuniya who are not attending school. With each offensive in the war front, more and more children are displaced with their families and end up dropping out of the school system.
- e) School-aged children from fishing villages, especially from the displaced villages, join the adult relatives on their fishing trips rather than attend school. Parents give the need to earn a living as excuse for not encouraging the children to go to school. Another excuse is that the school does not prepare their students for the world of work. Parents of children from farming families give the same reasons. In addition, they feel that children who go to school and do not pass the GCE O Level feel shy and are reluctant to work on the farm again.
- f) Class size is generally 1:50 in most schools compared to 1:23 nationally. If the non-school going children return to these classes, the class size will be even bigger.
- g) There are approximately 30,000 students in Kilinochchi and Mullaitivu districts who have lost their birth certificates due to war and displacement.
- h) The School Year does not suit the farming cycle in rural areas. Most of the NEP is rural except for a few urban Centres. Many non-school going school aged children are working on farms, herding goats or cattle, or gathering firewood for sale (See Plate 5). Others are absent during the planting and harvesting seasons either to help parents on the farm or work for a quarter of the adult minimum wage on farms. Some children working in the home baby-sitting while parents go to work in the fields. Parents of full-time or part-time working children have either no jobs themselves or do not have enough income or rations to feed the family.

2.2.6. Food, Nutrition and Health

- a) No school health programme exists to prevent or treat diseases, care for the mentally or emotionally disturbed, or to give dental, ear and eye care. There is a large number of children in schools with untreated dental and eye problems. The hospitals are also not equipped or staffed sufficiently to provide these school with health programmes.
- b) Many children at the primary level come to school without breakfast and often do not have lunch when they get home. A survey by the Government Agents shows that 50% or more of children in the Kilinochchi district are under nourished and many show signs of malnutrition and stunted growth. Insufficient food supply and/or poverty prevent access to food.
- c) There are no staff specialised in guidance and counselling to help the students cope with the stress of the war and the regular counselling needs of students.

2.2.7. Travel and Infrastructure

- a) Travel to government controlled areas by teachers for work-related activities is difficult, tiring, unsafe and costs more than the travel allowance entitlement.
- b) It is almost impossible and hazardous to take educational field trips within the LTTE controlled areas and to and from SLGF controlled areas by teachers and students due to the war.
- c) None of the Zone or Divisional education departments have any official vehicles to travel to conduct supervision or inservice training in schools. The bicycle is the main form of transport. A few have 80 and 100 cc motor cycles that have been converted to run on Kerosene, which is a stringently restricted item.
- d) Public transport is almost non-existent. The few vehicles that run are 30 to 40 year old vans or mini buses. They often breakdown and run on old stitched-up tyres. Vehicles including motor cycles are banned items. Spare parts and tyres for motor vehicles are also banned. Spare parts for bicycles are restricted and are not available except in the black-market.
- e) Electricity has not been available in these areas since 1990. Some areas never had electricity. It is a banned service and there is no longer a electric grid in the LTTE controlled areas. The posts and wires have been dismantled and used for other purposes. Small portable generators are used in some schools and in hospitals. Four of the urban Centres are provided electricity for 3 hours each night by the LTTE's civil administration. But no spare parts, wires, bulbs or other electrical goods are available because of the embargo. Some items can be purchased at high cost on the black-market. Very old small generators are used in some shops and houses. LTTE also supplies electricity in some towns to limited public areas.
- f) Cement, metal and other building materials are all banned items. Due to the lack of building materials existing hospital, school, other government and private buildings cannot be repaired. LTTE however produces a form of cement from locally available materials and technology and they can be purchased in the local market.
- g) The bunds and spillways of tanks and water reservoirs that store rainwater to provide water for agriculture and to replenish wells are in need of repair. This repair has been held up because no cement is available and the task is costly. The government does not provide adequate funds or fill irrigation department staff vacancies to repair and maintain the reservoirs (Tanks).

2.2.8. Tertiary Education

There are no tertiary education institutions in the LTTE controlled Vanni districts. Teacher education, technical education and university education are tertiary matters. Tertiary education is a matter reserved for the MEHE. Admission criteria to enter universities determine curricula, instruction and assessment at the school level. The problems in tertiary and university education in the NEP need to be studied by a special team.

2.3. Jaffna Peninsula

- a) Jaffna not only appears to be a military garrison, but is a military dominated and controlled area. The LTTE present is felt by the sporadic attacks by them on the SLGF. Travel from the Palaly airfield, and base used by the SLGF, to Jaffna town is a tense moment going through a war damaged zone occupied by a foreign force that does not even speak the language of the area.. Freedom of movement, assembly and speech are severely restricted. Discussions held with community leaders and a study that was

nearing completion by the Council of NGO's in the Jaffna District, published later in July 1998, paints a dismal picture of life in the Jaffna District. 70% of the people do not have the purchasing power to buy the daily necessities and half of them have only one meal a day. Farmers are losing money because of the high cost of input and low prices and no outside market. About 5600 people are living in welfare camps, and 64,000 are living with friends or relatives. 190,000 houses are damaged by war, which is half of the houses in the District. 70,000 youths are unemployed. More than 12,000 vacancies in the government sector have not been filled since 1990 - the year the government decreed and enforced an embargo in the North. There are 1500 volunteer teachers who do not receive any payment. Malnutrition of 1 to 5 year olds has reached 22, 480 in the district. There is a shortfall of 121 doctors and 340 in the nurses and midwives. Many categories of basic medical equipment required in the hospitals in Jaffna are yet to be supplied by the government. For reconnecting telephones, customers have to pay the arrears payment from 1990 - the time telephone service was cut off to the North. They were even asked to pay for the year they were displaced out of the Peninsula. The going bribe in June 1997 was Rs. 25,000. for reconnection. Those who refused to pay the bribe were still waiting for reconnection

- b) The Jaffna Peninsula, including the islands is divided into two educational Zones, Zone 1 and Zone 2. The two Zones have one four wheel vehicle and one three-wheeler each. Visits to school sites by Zone or Division staff are infrequent due to this lack of transportation. The two district offices are crowded into two small houses with hardly enough standing or storage room. The place is dark because there is no electricity during the daytime. The division offices are in a worse state. Electricity is distributed to the Jaffna town area on alternate days from 7:00 or 8:00 PM till 9:00 PM. Often the service is disrupted due to generator or supply line problems. Students must study at night with oil lamps. Schools that had telephones before do not have them now.
- c) Coastal schools, where the children are from fisher families, have problems keeping students in school. School aged children go fishing and help in the work before and after fishing. The problem is not too bad now because, except two or three hours of restricted fishing near the coast, the SLGF does not allow fishing. However, the fishing hours are such that they interfere with the school hours.
- d) Some schools have repaired some of their buildings. Two have re-built damaged buildings. Such repairs are done either by international NGOs, aid donors, or in a few instances by contributions from alumni who live overseas. But the mass of buildings in most schools, Jaffna Library, churches, law courts, houses and buildings in business centres are still not repaired (See Plates 6, 7 and 8.). Many buildings are without roofs. More than half the buildings of Kanagaratnam MMV, a leading school before 1995, including all four laboratories and vocational workshop, are still in ruins. School laboratories are not stocked with glassware, materials or equipment. In short, the promised rehabilitation and reconstruction of the buildings and school infrastructure have not been done.
- e) Schools in the islands off the peninsula, though functioning, have only 10 to 15 students per class. The original students and their families have not returned from the places where they displaced to or are now living in the peninsula, especially in Jaffna. These schools do not function for a full school day. The Principals and teachers arbitrarily close school by noon or in some cases by 11:00 AM for spurious reasons. Only a third of the original population has returned to the Islands. Out of those who returned, almost all of them are Fisher and Tapper families - two of the deprived castes. The consultant did not visit Vadamrachchi or Chavakachcheri because of transport problems. But discussions with the Divisional Directors of Education indicate that the conditions there are more severe than in schools in the Valikamam section of the peninsula.

- f) Travelling to and from school is tense and students, like others, have to go through several checkpoints. Cars are thirty or forty years old and only a few are in service. Only a few buses discarded from other parts of the Island operate. Most people use bicycles. At the many army checkpoints everyone must dismount and be checked. Sentries often stop Primary school aged children and ask the older ones to leave after checking them. The sentries talk to the children one by one before they let them go. Children are also used by sentries to run errands like buying cigarettes and sweets. Many round-ups, arrests, detentions, disappearances, torture, rape, molestation and death occur every week somewhere in the district. Approximately 467,000 people have returned to the district, which had a government estimated population of 1,010,300 before displacement in November 1995. The population according to the 1981 Census was 840,000. Only 50% of the original student population prior to October 1995 have returned to the Jaffna peninsula.
- g) There is only one psychiatrist, Dr. Daya Somasunderam, in the Jaffna peninsula who holds clinics in two hospitals and teaches at the University of Jaffna. The Education department has one young graduate who, with the help of the psychiatrist, is conducting a survey of emotionally disturbed children. His recent book, "Scarred Minds," gives the extent and depth of the trauma the Tamils, especially the children, have faced since 1983 each year worse than the previous one.
- h) There are 10,000 Primary school aged children who are said to be without primary education. Many students dropped out of the school system after they returned from the Vanni, where they had been displaced because they lost a year of schooling when they were displaced. Many children interviewed gave the reason for not attending school as poverty and the necessity to work or help parent on the farm. There are approximately 8000 children of school age who are not attending school. Other problems are discussed under appropriate headings in the education issues section below.
- i) The Unemployed Graduate Association said that they have 600 graduates who are unemployed but are willing to teach if employed. Most of them are Arts graduates and many are willing to teach in the Vanni districts if given employment. The consultant obtained the names and addresses of 600 unemployed graduates from the Jaffna Unemployed Graduate Association.

The effect of the War policies of President J. R. Jeyawardena's UNP government and more devastatingly by President Chandrika Kumartunge - Bandaranaike's People's Alliance government on education is far worse than the effect of language media based University admission policies of Prime Minister Srimavo Bandaranaike's United Front government and her SLFP government's 1961 atrocities in Jaffna. On University admission policy, K.M. de Silva, in his book referred to earlier, states in page 131 that, "The effect of this was to place the Tamil students at a great disadvantage in that they needed to obtain a higher aggregate of marks to enter the universities - in the medical, science and engineering sections - than the Sinhalese."

What the language policy could not do to the education of the Tamil youths, the war policies since 1995 are achieving by destroying the physical infrastructure of education of the Tamil children, their attendance in schools, teaching and learning, and the destruction of their psyche and person enough to make them learning disabled.

CHAPTER 3: EDUCATION AND SCHOOL SPORTS ISSUES

“All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents.”

- John F. Kennedy -

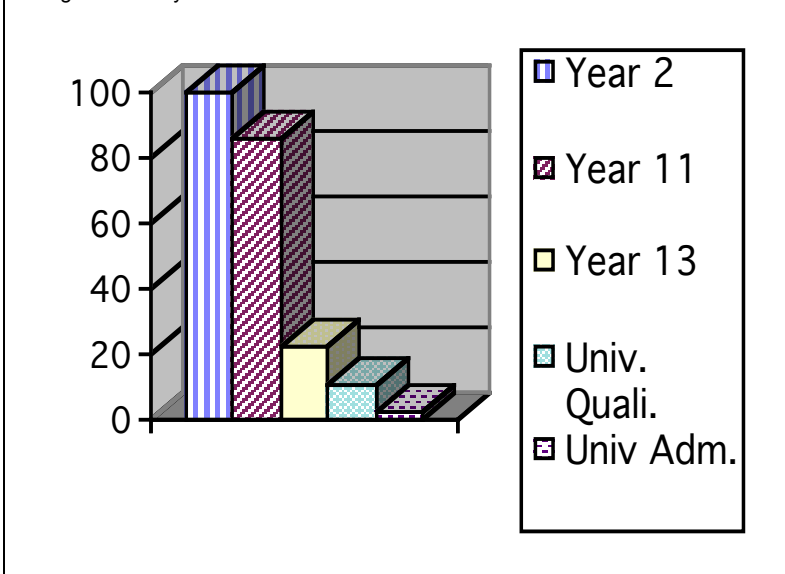
In all of the issues discussed below there is an intense disparity between the NEP and the rest of the country, between the War Zones, Conflict Zones and the rest of the areas within the NEP. The disparity is greatest at the epicentre of the war becoming less intense at the periphery.

3.1. Equality

Dr. C.W.W. Kannangara's vision of Education was rooted in achieving equality. He saw the inequality as between those who spoke English and those who spoke the vernacular, and between rural and urban, and between the poor and the rich. Implementation of his Free Education scheme in 1945 achieved his objectives to a great extent and provided equal opportunity to those who could not afford to get an education. His policy of establishing Central Schools in the rural areas provided access to secondary education to rural children.

A common thread that flows through the education system in the NEP is inequality of opportunity to access 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 2, 1C, or 1AB schools. The effect of this discrepancy is felt in the Scholarship examination. In all the Type 3 schools

Figure 2: Percent students who remained in the education system from Year 2 through University Admission in 1989.



the consultant visited during the consultancy, and before that from 1994 to 1997 during his travel in the Vanni districts, none of the schools had any students passing in the scholarship examination. Many students from Type 3 schools do not continue with secondary education.

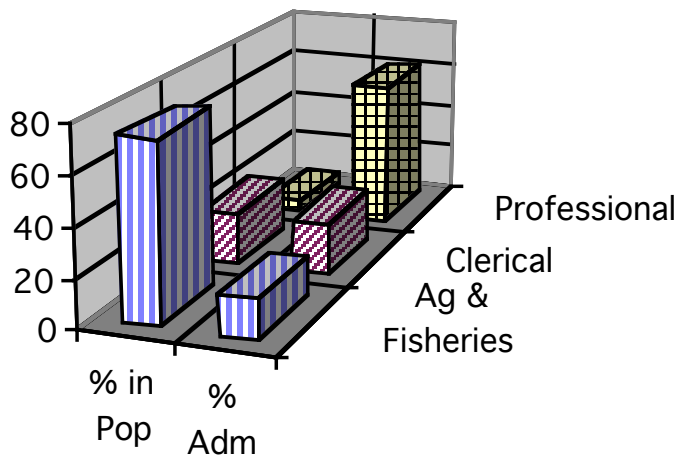
Such inequalities have resulted in an education system that, in 1997, only qualified 32% of those who took the GCE O Level examination to proceed to the GCE A Level. Out of those who start Year 2 (Grade 1) only 2% are admitted to the

universities though 11% qualify for university education. Most of the other 98% leave secondary schools at various stages with very little employable skills. See Table 5 for NEP data on dropouts.

The number of students who entered Year 2 (Grade One) in 1977 was 324,516. The number of students eligible for University admissions in 1989 was 34,491, which is 11%. The number of students admitted to universities in 1989 was 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.

Fig. 3. Percent of the Three Socioeconomic Categories in the General Population and the Percent Admitted to University from each Category, 1989/90.



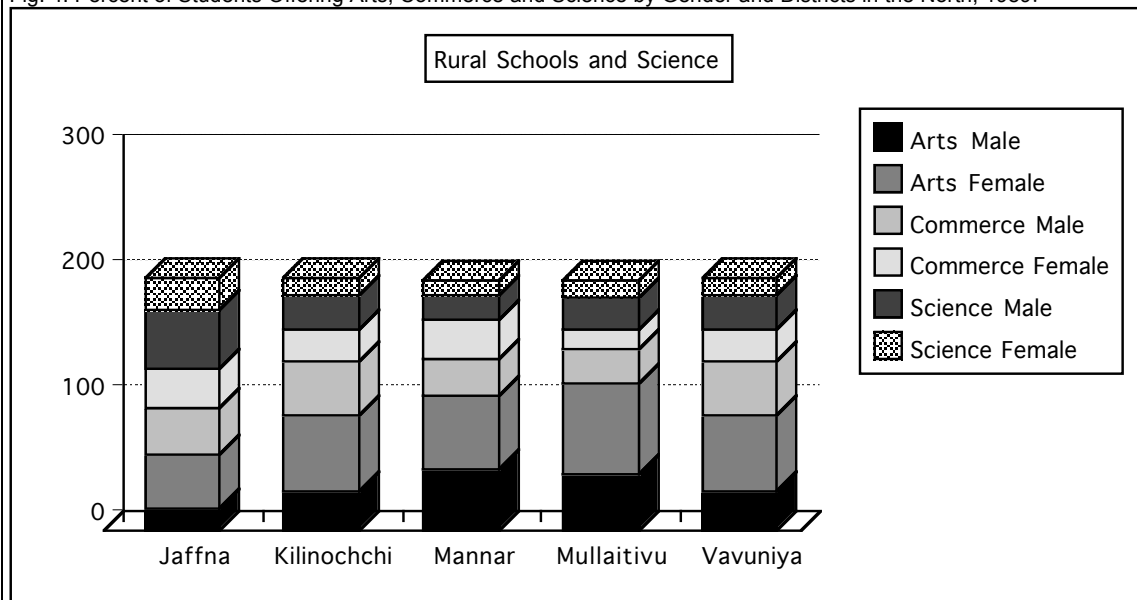
Source: University Grants Commission's Statistics on Higher Education, 1989/90 and Statistical Abstracts, Sri Lanka 1989

Of those 2% who enter the Universities 16% of them are from agriculture and fisher families, 21% from the clerical or middle-level/class working families and 61% are from professional families. In the general population, the numbers are reversed. Agriculture and fishers families are 73%, middle level/clerical 22% and professional 5%. Figure 3 illustrates the problem. The education system is such that, almost two-thirds of the future professionals will come from the parents of professionals. The education system is encouraging a de facto caste system in the society that helps to maintain the economic status quo to a great extent.

Data on gender inequalities in choice of subjects by male and female students at the GCE A Level in the Northern districts and the national average is presented in

Figure 4 .

Fig. 4: Percent of Students Offering Arts, Commerce and Science by Gender and Districts in the North, 1989.



Female students overwhelmingly choose Arts subjects and Male students choose Science or Commerce. This may be a phenomena of social and family expectations or pressure and teacher expectations and influence. The data also shows that a high proportion of students, both male and female, from rural districts, which have a high proportion of IC schools where science is not offered, choose Arts rather than science when compared to male and female students from the Jaffna district. The problem would have worsened

since 1989 in areas where there is an embargo on chemicals and laboratory equipment and displacement of schools and students. Similar problem can also be expected in the Eastern districts.

The education system, though it does not put any restrictions on choice within a school, does not make special efforts to bring equality in the choice of subjects. The University Grants Commission's report referred to above shows that the first year male and female students enrolled in the first year university science and medicine are more or less equal in number. At the Faculty of Agriculture in the University of Jaffna, men and women students in each of the four years are almost the same. Considering that there is no stated policy on equal admission of males and females, further analysis of admission data is needed before we can conclude that even though the female students who take the science examinations are small in number, compared to male students, the percent of female students who score more marks is higher than that of the male students.

A most disturbing observation in some parts of the Jaffna Peninsula, and to a lesser extent in the rest of the districts in the NEP, is that there are areas which are predominantly populated with families from the so called *low caste* or families from low socio-economic strata. When colonisation schemes were devised in the Vanni, in the sixties and seventies, each of the settlements was made up of families from the same caste. This design was not a policy of the government, but a general understanding of those Tamil officers who made decisions in implementation of the colonisation projects. Type 3 schools were established in the new rural settlements. All of these schools are now in a dilapidated condition. Such schools that are not displaced are still functioning. Schools in such areas are composed of students only from the deprived caste or socio-economic group. It was said that attempts at integration were met with strong resistance from parents of the privileged groups. In the East, like in the North, in addition to enrolment in some schools of students predominantly from a single caste and / or poor displaced families, some schools are comprised almost exclusively of Hindu or Muslim students. The rules and regulations and / or the social conditions or demography of villages are such that the status quo is allowed to continue. Since independence, segregation in one form or another continues to fragment the society in Sri Lanka.

With respect to per pupil recurrent expenditure in 1984 - 1985, Colombo leads with Rs.1,017 followed by Kandy Rs 1,005, Gampaha Rs.949, Matara Rs.922, Kalutara Rs.912, Minurangoda Rs.912 and Rs.616 in Trincomalee. NEP districts per pupil recurrent expenditure is between Rs.616 and Rs.709 except for Amparai which is Rs. 762. Out of this 80% to 93% goes for salaries. See Appendix 5 (a),(b), (c) and (d). However, when the expenditure is calculated based on the number of 1AB Schools in the district, the allocation of recurrent expenditure is more or less equitable. Salaries and science classes require, higher expenditure for GCE A Level. It is important to analyse the per pupil expenditure by Primary, Year 6 to 11 and Year 12 and 13 Arts, Commerce and Science, and compare them between schools, between Zones and within Zones to ascertain, equal per pupil recurrent and capital expenditure.

3.1.1. Special Education

Except for two schools, the consultant did not see any school where school age children with physical, mental, language, hearing, vision or learning disabilities are enrolled. St. James's College in Jaffna has three students with Down's Syndrome who are enrolled in the primary section. They are socially integrated with the same chronological age group. In Tharmapuram in the Kilinochchi District, thirteen visually impaired students are enrolled in age appropriate classes. The teachers and classmates help these students in and out of class. The vision impaired students live in a home called "Inya Valvu Illam" where there is only one Braille machine and one teacher with skills in teaching Braille. The teachers in both schools mentioned that the children take care and treat the special education students as friends. The education system does not provide any special help for such students or to the schools they attend. This is another instance of lack of equality in the education system.

A policy decision is urgently needed to ensure equality of opportunity for appropriate quality education to all students irrespective of their disabilities.

3.2. System: Structure of School Districts and School Organisation

The restructuring of the education system is in progress. But in the NEP because of the war and a shortage of qualified staff due to delays in conducting Sri Lanka Education Service (SLES) and other examinations, an apparent lack of concern in the administrative bureaucracy of the Ministry of Education and Higher Education, and inconsistencies inherent in the restructured system school restructuring is not progressing according to schedule. Mere decentralisation of administrative functions without devolving the authority and higher responsibility to make crucial decisions at the Zonal level, the intended benefits of a smaller unit is not going to make any difference in the quality of education.

Specialists in education have critiqued the proposed two-tier system in the daily newspapers. The rationale given for restructuring and other reforms are based on valid observations, however the remedies proposed may not solve the problems. The preferred traditional structure is Year 1 to Year 13 in the same school and in the same school compound. The one to thirteen structure has many advantages. It is a time tested structure that has many valuable attributes. Through its boarding facilities it has given a chance for students from less populated areas and from various parts of the country or province to study together. The students, studying in one school over a 10 to 13 year period, develop an identity and form a lifelong relationship and pride in the school. Younger students gain values with the guidance of older students. During the adolescent years the students are part of the younger and older student community. The two and three tier system, where the adolescent students are separated from older students, leads to behaviour problems. Adopting school tiers from other countries without studying the ones we have is not going to solve the problems in education.

The present Types 1AB, 1C, II and III also have problems of quality and equality in education throughout the NEP and the country. There is a necessity to recognise the educational problems already identified, and solve such problems rather than assume that restructuring and changing curricula will bring about the intended outcome.

3.2.1. Inservice Advisers

The consensus is that in the North the inservice education process is not functioning satisfactorily. The main reasons are that there are many unfilled positions and transport is not available. For example in the Kilinochchi district, the approved cadre is 34 but only 9 positions are filled. Some in those positions do not have the professional respect of the teachers in schools. Transport is not available, and the distance from the Directorate to most schools is too far. For example from Puthukudiyiruppu to Thunukkai is a full day travel by motorbike. Travel by personal bicycle is most common. Travel by motor cycles when available is

hazardous and costly in the LTTE controlled areas because of the restrictions on essential items and shelling by the SLGF.

In such circumstances it is important to have professional associations or societies for science, mathematics, physical education, and agriculture. In some places such associations already exist. Programmes devised by such associations should be funded to promote the improvement of teaching and teaching material production on subjects. Such organisations can meet and share their knowledge in regularly conducted workshops, seminars, and conferences organised and conducted by their society.

Inservice education for teachers and other staff needs to be restructured and scheduled more regularly as a pre-planned professional activity.

3.2.2. Zone Directors of Education, Administrators, and Principals

Due to delays in conducting specialised courses and examinations administrative staff have not had the opportunity to qualify themselves to advance their careers. There are currently not enough qualified staff to implement the proposed changes in the structure of the school system. Many of the administrative staff are given higher “acting” positions in order to keep the system alive. Centralisation of the education system, one of the major causes of the current status of the education system in the whole Island, is made worse in the NEP by the war and the causes of the war. It is important to provide administrative education to school and district administrative staff and to give them the opportunity to take the qualifying examinations immediately so that they can assist in the implementation of the existing or proposed reforms, and prevent the collapse of the system in the NEP, especially in the War Zones.

3.2.3. Teachers, Teacher Education, and Teacher Educators

Over fifty percent of the teachers in the Vanni Districts have not received any education beyond GCE A Level in the subject areas. More than two-thirds of those who are graduate teachers are not qualified in teacher education. Teacher education is the responsibility of the Ministry of Education and Higher Education (MEHE), National Institute of Education (NIE) and the Universities. It is not devolved to the MECS though there are Teacher Training Colleges and Colleges of Education located in the NEP.

The education of teacher educators for teacher education institutions in the NEP has not taken place to the Masters and Doctorate levels needed to meet the demand. The quality of teachers produced at the teacher training institutions depends on the teaching and educational experience of the teacher educators. A positive chain effect from teacher educators to teachers and then to students is important for quality education. Much attention needs to be devoted to teacher education.

A Bachelors degree in Education is not currently offered at any of the three Universities in the NEP. The University of Jaffna has been approved to start such a degree programme. The National Institute of Education, which was set up more than ten years ago, does not offer the B. Ed. in Science or Mathematics education in the Tamil medium, though it offers such degrees in the Sinhala medium.

Despite the employment of a thousand graduate teachers as graduate trainees, there are still more than 2000 unemployed university graduates. Unfortunately, most of them are arts graduates who are in abundant supply and not in demand as much as a commerce or science graduate. If teachers are to be upgraded to graduate level trained teachers, such graduates can be employed as teachers after a three to six month intensive teacher education, while those in the teacher training or colleges of education are allowed to continue a degree programme.

Teacher supervision and evaluation is not taking place in the war zones for lack of an adequate number of staff, transport and other difficulties related to the war.

3.2.4. Guidance and Counselling

Except for one instance, the consultant did not find any formal programme of guidance and counselling in the NEP school system. Neither the Provincial Education Secretariat nor the MECS have a unit for this important service to students and their parents. The D. S. Senanayake National School in Amparai 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 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 are needed to help manage the caseload 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 the community, including prevention of suicides. There is a need for a formal programme of guidance and counselling for students and their parents in all schools. The need for qualified staff to conduct such programmes in schools is urgently, and severely felt especially in the War and conflict Zones.

3.3. Curricula, Instruction and Assessment

3.3.1. Tuition and Tutorials

Tutorials have taken up the slack in the education system and have become a mental crutch for students preparing for the Scholarship and GCE O/A Level examinations. It has also become a second source of income to many, if not all, teachers and some administrators in the Zones. Students who do not attend tuition consider not attending tutorials to be a social stigma and they also feel that they will be handicapped at examination time.

Tuition is considered so important that some displaced families spend their savings on tuition at the expense of food or other necessities.

The consultant observed the displacements and the displaced in 1995, 1996, 1997 and 1998 and the sufferings and stress of the displacees and residents. First, schools in areas receiving the displaced are closed and displacees are accommodated in them. Soon tutorials are established by concerned and entrepreneurial minded teachers and former tutors. Tutorials operate all day to students whose parents can afford the tuition fees. It is mainly because of the tutorials in the Mullaitivu, Kilinochchi and Mannar districts that the GCE O/A Level results of 1996 and 1997 are equivalent or slightly better than previous years. The determination of students, their parents, the community leaders, and the LTTE's education secretariat to maintain the standard of education of those who attended school was the other reason. (See Table 9.) It is necessary to examine the data on students who sat for the GCE O Level examinations, in the War and Conflict Zones, in these years to assess whether the number declined. In Jaffna half the students did not return to Jaffna yet. The percent pass may be higher in Jaffna, because of the dropout of borderline and weak students who thought they did not have a chance of passing the GCE O Level due to lost school-months and tuition.

Table 8. Percent Qualified to continue to GCE O/L level by District & Years.

DISTRICT	1992 % Passing GCE O/L	1994 % Passing GCE O/L	1996 % Passing GCE O/L	1997 % Passing GCE O/L	% Diff 92/94	% Diff 94/96	% Diff 96/97
Colombo	48	34	36	53			17
Gampaha	25	25	28	37			11
Kalutara	21	22	26	33			7
Homagama	-	-	-	37			-
Minuanguoda	-	-	-	33			-
WESTERN	19%	16%	18%	39%	- 4	3	9
Kandy	22	22	26	32			6
Matale	18	17	22	26			4
Nuwara Eliya	17	18	21	24			3
Nikaweratiya	-	-	-	27			-
CENTRAL	19%	19%	23%	27%	0	4	4
Galle	23	22	26	33			7
Matara	28	20	26	30			4
Hambantota	15	16	21	26			5
SOUTHERN	22%	19%	24%	30%	- 3	5	6
Kurunagala	20	22	27	34			7
Puttalam*	23	23	28	32			4
NORTHWEST	22%	23%	28%	33%	1	5	5
Anuradhapura	17	17	23	27			4
Plonnaruwa	16	18	21	26			5
NO. CENTRAL	17%	18%	22%	27%	1	4	5
Badulla	21	20	25	29			4
Moneragala	15	17	20	24			4
UVA	18%	19%	23%	27%	1	4	4
Ratnapura	20	20	24	29			5
Kegalle	22	22	26	32			6
SABRAGAMUA	21%	21%	25%	31%	0	4	6
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
NORTHEAST	22%	22%	27%	36%	0	5	9
Sri Lanka	22	21	26	33		5	

However, the standard of results cannot be maintained by the people under distress if the restrictions on educational materials, fuel, food and medicine continues. Education and examination results of children of poor parents will be more severely affected if the current government policies of deprivation of the basic necessities continue.

Tutories are referred to as “Shadow Schools” or “schools away from schools.” Some parents and students refer to tutories as the real school and government schools as the required schools in order to register for examinations. A majority of the GCE O/A students attend 20 to 28 hours of classes per week in tutories. Tutories have sprung up throughout the NorthEast. Most of them are clustered around population Centres. When the Jaffna population was displaced, tutories started functioning at the same time, and in many cases even before, the displaced schools started. By 1996 they were well established in the Vanni after the displacement of November 1995. In 1997 and 1998 many shifted back to Jaffna, but others stayed in the Vanni districts.

Even though many of the classes in tutories have 50 and 200 students in a cramped space, students pay substantial amounts to attend the classes. Tutories function after school on weekdays and all day during weekends. If anything has returned to normalcy in Jaffna, it is tuition and tutories though only half the original population has returned to the Jaffna peninsula. The tutories may however contest this statement.

Almost every student we spoke to, except those living in shelters, and students in Amparai, where there are not many tutories, attends tuition classes. Many schools in the Vanni offer tuition classes, by teachers, to their students outside class hours for no fees. Such service by teachers to students who have lost schooling, and others who need extra effort, was another reason for the maintenance of previous level of examination results. Very few schools outside the Vanni offered these services. In some schools in Jaffna and in the Vanni districts UNICEF and CIDA are funding special classes for students at risk of failing because of the school days they lost during displacements and for other education related reasons.

Our discussions with students, principals and teachers about the benefits of attending classes in the tutories brought fourth different responses between the groups. In a survey conducted by the Co-ordinator of

Table 9. Reasons for Taking Tuition that 50% or More of the Student Respondent Agreed and the Corresponding percent Agreement Response by the Principals.

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.	02	84
12. No uniform necessary to go for tuition	00	76

Research Mr. Satkunarajah, and this consultant, students were given a list of reasons why they attend tuition classes and asked to agree, disagree or 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 questions. Table 9 below shows percent agreement of GCE O and A Level students, and principals who came to meetings with the MECES team.

Students said that almost all teachers in their schools, and in many instances inservice advisers and some divisional education officers, gave tuition for a fee in tutorials. Students mentioned that they do not go to tutorials where their own teachers are the tutors because they are not good teachers. The tutorial administrators and some of the teachers are either retired teachers or those who have resigned from other jobs including teaching to teach full-time in tutorials. Many advertisements for tutorials 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 tutorials with students from other schools. Teaching in tutorials has become a second job for teachers to earn additional income. They also probably teach better at the tutorials because their continued employment in tutorials depends on their performance as observed by the director of the tutorials and the examination results of the students they tutor, as opposed to school employment which is for life time with pension irrespective of teaching performance. Paying higher salaries will not stop teachers from teaching in tutorials as long as there is a demand. Tuition and tutorials 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 tutorial when he faced termination by the school if he continued to teach at the tutorial. 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.

A vast majority of the principals agreed with reasons that had little to do with learning. It shows that compared to the students' reasons for attending tuition, many principals are out of touch with the reality and effectiveness of the tutorials or student's reasons for attending them. The student's perception of learning is very important for teaching and learning effectiveness. In fact, the education system is trying to do what the tutorials are doing. That is, to prepare students to answer Scholarship and GCE examination questions.

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

The question arises as to the relevancy of the current 8:00 am to 2:00 PM school hours compared to the 8:00 am to 4:00 PM school hours in the fifties and early sixties. Parents and students feel that when everyone is going to tuition those who do not may be handicapped in the examination. Many students, parents and principals say that taking tuition classes has become a fashion and those who do not attend feel stigmatised and inferior socially and academically. Such feelings on the part of the students will definitely affect their performance on the examination even if there are no advantages in attending tuition classes. If tutorials are helping students to get higher marks, as believed by students and parents, and based on tutorial enrolment, then, those who cannot afford to attend tutorials, especially those in shelters, the poor, and those in remote rural areas where there are no tutorials, are at a disadvantage in national examinations. Even if the benefits are not real, the feeling of inferiority by those who do not attend tutorials will contribute towards their low achievement.

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 tutorials need to be resolved without losing any of the benefits of tuition.

It is not known whether the tutorials are registered as a place of business and whether they pay taxes. It is important to conduct an intensive research to understand the role of tutorials and their effectiveness. The consultant was not able to get a list of tutorials or how many there are in each of the school districts. It is important to know the results of the students who take tuition and the grade they obtain in the subjects at the Scholarship Examination and GCE O/A Levels. It is also important to licence and monitor institutions that tutor minors under 18 years of age. Collecting the statistics of students, teachers and the physical space of the tutorials and assessing their effectiveness is important. Tutorials are providing a service to minors but there is no control on the quality of the service and its effects. After all, tea boutiques and *Thosai Kadais* need licences to conduct their business even in the war and conflict zones.

Tutorials are private enterprises in competition with other tutorials to attract students. What they sell is a chance to pass scholarship, GCE O/A Level examinations for a fee. What percent of contribution the tutorials make as opposed to the contribution of schools in examination results is not known. A research study is needed to ascertain the effectiveness. Tutorials are in effect private schools to prepare students for examinations. In the United States, there are many reputable institutions that prepare law and medical graduates for a period of two to three months to pass the licensing examinations. Tutorials in the NEP serve a similar purpose, but unfortunately it tutors school students throughout the year.

3.3.2. Relevancy

Relevancy of the school curricula is a problem in Sri Lanka considering only 32 percent (in 1997) of those who take the GCE O Level qualify to proceed to the GCE A Level class. Only 12 percent of those who took the GCE A Level examination are given admission to the Universities. A majority of them qualify in arts and are not employable in Sri Lanka's economy. Some of them, like most of their science colleagues, end up in teaching without the preparation needed to teach. School curricula is geared to examinations that culminate in the GCE A Level and to the object of entering the University to study Medicine, Engineering, Science, Agriculture, Commerce or Arts. The 98% of the students who do not enter university are left with a basic knowledge and hardly any other employable skills. The majority of them end up unemployed, some take up unskilled jobs and a few go on to trade schools or to technical institutes. Those who end up unemployed and/or get unskilled jobs, are from the 68% of those who took the GCE O/L and failed, and the 14% who dropped out of the school before the GCE O Level. The goal of the education system, the curricula, teaching methods and the assessment system needs to be re-examined to remedy the current situation.

Vocational curricula exist as options, but hardly any schools have the facilities or qualified teachers to teach those subjects. World University Service is attempting to introduce technical and vocational subjects in some schools in the Eastern part of NEP. Subjects such as carpentry and metal workshops were introduced in schools but have failed because they are not popular with students. These professions are *caste* specific and thus parents and students of the so-called *high caste* do not wish to be identified with those skills. Electrical, electronics, commerce and computer skills are getting a better response and may turn out to be a successful programme. Many private technical work-study and computer training Centres have started in the NEP, but none of them are registered or monitored by the education department.

Currently, Home Science and Commerce are the only subjects offered in almost all schools as an optional subject. Some offer Agriculture and Handicraft. No schools in the NEP offer Fisheries though Sri Lanka is an island and the NEP has almost half the coastal area. Here again, fishing is associated with a specific

caste along the coastal areas where education is neglected. Fisheries is a subject listed in the GCE O Level syllabus. Yet there are no qualified fisheries teachers in the school system. Some children who dropout after Year 5 join parents or relatives to work as apprentices and learn their trade. There is no relationship between the technical or trade world of work and the school system. **Practising artisans in metal, carpentry, masonry, maintenance and repair of small engines, motors, small equipment, and machinery are never consulted or invited to assist in the planning of vocational and technical curricula or assist in teaching.** There is a reluctance on the part of the academically trained educators to seek advice or assistance from skilled artisans and technically superior craftsmen on vocational education. Educators should change their outlook and approach towards practical education and its practitioners, if useful and meaningful education is to be provided to the 82% of students who leave the school system without completing GCE O Level.

Vocational subjects were introduced in the early seventies, but in 1978 emphasis reverted back to the traditional subjects. It is essential to find a balance in the curricula between the vocational, technical, and traditional subjects in order to better prepare the two thirds of students who will not be entering tertiary education for the employment opportunities available in the community. In the traditional subjects the curricula is theoretical and assessment is often paper and pencil tests. At the GCE O/A Levels there are no practical examinations in the science subjects, though there is a proposal to introduce it. Unless all Type 2, 1C and 1AB schools have the science practical teaching facilities, students from schools without the facilities will be at a disadvantage. In most schools, especially those in the war and conflict zones under the control of the LTTE, there are no facilities to conduct practicals to suite the theory that is taught. The vocational subjects are considered as inferior subjects for those who are being educated.

The curricula for the GCE A Level should have more breadth of subject areas. **Forcing students to choose between arts, commerce and science at age 16 is really not a choice based on student's interest and ability to choose. Such a decision has a finality that once a choice is made the student lives with it for the rest of his working life.** Education of the child is to inform the child of the gift of human achievement, including the gift from the culture of the child and the opportunities in the world of work based on the potential to excel in a suitable profession. Based on the knowledge gained, the student chooses the field of study for further study at the tertiary level or chooses a profession and learns the specialised skills needed for that profession and the world of work.

Narrowing choices and specialising at such an early age is not in the best interest of the student. A sixteen-year-old does not possess adequate knowledge and experience to make such life long choices. Curricula should be devised in such a way from the Primary to the University level for a student to be able to choose a specialisation after the first year of a four-year degree programme. **Those who do not qualify at the GCE O Level to have the opportunity to enrol in the University based academic curricula should be able to learn employable skills in Year 12 and 13 before entering the world of work or enter tertiary colleges after Year 13 to learn further specialised skills.** That is, in Year 12 and 13 there will be a stream of students who will enrol in the University bound curricula and take the GCE A Level and there would be other streams in technical, commerce and performing arts who would be preparing for one or two years to enter the world of work with employable skills.

3.3.3 Child Development Centres (Pre-schools)

Pre-schools for children of ages 3 and 4, as part of the education system are only just beginning. It is a welcome sign that the old 'pre-school' is being replaced by Early Childhood Education (ECE) which reflects the change in substance and method of teaching. Such schools could be appropriately named as 'Child Development Centres (CDC).' The need for early childhood education in CDC's, in the rural areas, to those who cannot afford the fees charged by private Centres is great. The cost of providing such a service

to three and four year olds will be high, but the social cost of not providing for early childhood education would be even greater. Starting CDC's in only areas periphery to the War Zones will put the children in the War Zones at a disadvantage when they take common examinations in subsequent years. Providing access to such education to some and not to others will violate the basic principle of equal access to education by those who have the potential to benefit from such education.

3.3.4. Co-operative Learning Skills

A neglected area in instruction from Primary to Secondary is co-operative learning. Team approach to setting goals, planning class projects, and learning the techniques of working together to achieve intended goals are not included in the curricula or method of learning and teaching of any subjects. In the world of work in the NEP and for that matter in the whole of Sri Lanka, co-operative effort is wanting. Leaders, even in Universities, are often authoritarian and followers are either submissive and obedient or uncompromising and rebellious. **Groups co-operating democratically to achieve common goals are a rare phenomena. The Science Fair, held in Trincomalee, is a successful example of co-operative learning projects on a large scale. Similar experience should be given to students in learning at the class level on a regular basis. Such experience develops leadership skills also.**

In some lower Primary grades children were observed sitting as a group around a table, but they still do individual work and seldom work on problem solving as a group. Skills for working as a group to achieve common agreed upon goals must be taught and learned by repeated practice. **The curricula, instruction and assessment should encourage co-operative learning and working skills. The design of furniture and its arrangement in class hinders students sitting and working together.**

It is recognised that the assessment system in school and national examinations are highly competitive in order to select students for the limited space available in higher education institutions. Co-operative working skills need to be valued in the school and national examinations for them to be practised by teachers and students in the classroom. **One of the main differences between the industrial world and the developing world is the degree of democratic leadership, the organisational skills of its citizens, and the productive effort and results of organisations.** Schools in the developing world seldom have co-operative learning strategies as part of the curricula or instruction. It is important for co-operative learning skills to be part of the teaching methodology in all Primary and Secondary schools. **It is important for students in the NEP and Sri Lanka not to be like "Unipolar Magnets" in a bowl repelling each other.**

3.3.5. Primary Education

3.3.5.1. Environmental Studies

The Primary Education Curricula is scheduled to start in January 1999. Though it is an improvement on the past, the inclusion of environmental studies as one of the four subjects that would integrate natural science, health, creative activities and aesthetic studies needs to be questioned. One has to ask why not include mathematics, religion and language within environmental studies too and have only one subject.

3.3.5.2. The Four Major Subjects and Environment

The proposed replacement of science with environmental studies needs re-examination. It is important to teach language, mathematics, science and social science and how these subjects are linked and how the principles of these subjects operate in the physical and biological environment. Such an approach would give the student an understanding of how the environment functions and ways to sustain it. Science is a process of inquiry. The process should not be subsumed in a subject. Science goes beyond the study of the

degradation or enhancement of the environment. One of the end results of the study of language, mathematics, science and social studies is to understand and enhance the environment, including the humans in it. One could take an ecological niche, use the scientific process and learn about its constituents and the interaction of the constituents and how homeostasis is maintained. The environment is thus the living laboratory. Students learn the inductive and deductive reasoning processes from such exercises. The student begins to understand the principles at work and how they can be applied and transferred to the appropriate situation. It is the method of teaching science that we should be concerned with. But replacing it with environment studies is not going to help the students learn the scientific process. Teaching science may become teaching of environmental clichés without understanding the science that supports the recommendations.

3.3.5.3. English

The new education reform calls for English words to be used in Year One simultaneously with Tamil or Sinhalese. This is a good approach for the child to hear and memorise the words and associate them with the objects around them. But most of the Primary teachers do not know the English words for many common objects or do not pronounce them well enough for another Sri Lankan who knows English well to understand. Most primary teachers cannot carry on a simple conversation in English. Their vocabulary is very limited. It is therefore important for all primary school teachers who cannot carry on a simple conversation in English to be given instruction four or five periods a week for three months, to speak, read and write English.

The British Council sponsored English language education Centres have just started to function. They will help in the education of teachers to improve the speaking, reading and writing of English. Such Centres are supposed to be established in each of the districts in Sri Lanka, but there are no plans to establish them in the districts controlled by the LTTE. The reason given is that the British Council staff are not permitted to visit the LTTE controlled areas and building materials and audio visual equipment are restricted to the point that none of the schools or the education directorates in the Vanni areas have the necessary equipment. Such policies are discriminate against the Tamil children in these areas. If the English language Centres are not established in one district, then they should not be built in any other districts if we accept the notion of equality in education of children in Sri Lanka.

3.3.6. Secondary Education

3.3.6.1. Science

At the Secondary level GCE O Level science is taught not as an integrated subject, but as chemistry physics, botany and zoology. Social studies is taught as history, geography and civics. The textbooks used also treat the subjects separately. The GCE O Level examinations, even though titled science or social studies, the questions are categorised into separate titles except for a few questions that require some integration. Integration is only in words but the text, teaching, and examination are in separate units. The curricula are not designed in such a way to teach as the term integration implies. Teachers said that they did not receive adequate training in teaching science and social studies using methods of integration. The objectives of the curricula and the form and substance of the examination often determine the form of instructional materials and the methods of teaching.

3.3.6.2. Fisheries

Fisheries is not taught in any of the schools, not even in schools in the coastal areas of the NEP, although it is a subject that is examined at the GCE O Level. In the SLGF controlled areas fishing is limited to two

hours in the early morning before 6:00 PM or late in the afternoon. The fisheries training centre in Jaffna was destroyed but some of the staff are still in the area. Local fishermen can be invited to teach the practical aspects of fishing and processing. Fishing gear, including boats and outboard motors, are either banned or restricted. In such conditions, appropriate practicals in the subject would be difficult.

In 1994, St. James in Jaffna offered the subject for 25 students taught by the staff of the Department of Fisheries and the University of Jaffna. Twenty students passed with Distinction, four earned Credit and one earned a pass. After the displacement the subject was never offered, even though the fisheries department staff and the Centre for Fisheries at the University of Jaffna have produced a textbook and teachers guide and are willing to train teachers and teach the subject. The Jaffna Zones have sent circulars to schools to offer the subject but no schools have taken action because of lack of support materials and provisions for staffing. There needs to be a more co-ordinated and co-operative active encouragement that goes beyond just instruction through circulars to offer the subject.

Fisheries is an optional subject for the GCE with other subjects such as agriculture, physical education, and home science. None of the schools in or near the coastal area has any materials or equipment to teach Fisheries.

3.3.6.3. Agriculture

Agriculture is taught in many schools. However there are not enough trained agriculture teachers. Most schools, even schools in rural areas, do not have a vegetable garden or small animal or poultry farm. Like science subjects, agriculture teaching is mainly “chalk-talk and notes” method and seldom production oriented. The object is to pass the GCE O Level examination rather than to learn skills in farming. The curricula and teaching methods are examination oriented as opposed to acquisition of farming, animal husbandry and entrepreneurial skills. Most agriculture teachers and students do not take care of the plants after school hours and on weekends. Animals are seldom raised for want of someone to feed and water them after school hours and weekends. Very few of the teachers visit farms of parents of agriculture students from farm families or have student agriculture projects on family farm. **Farmers are seldom invited to teach the practical aspects of crop production, animal husbandry, poultry keeping, or marketing of produce.** Teaching agriculture only in the classroom is a waste of pupil’s valuable school time. Agriculture knowledge or farming skills are not required to enter any courses, including agriculture, in the universities in Sri Lanka, though farming skills will be an asset to learn and understand agriculture better. It is refreshing to find some schools operating a well maintained vegetable garden under the guidance of enthusiastic and capable agriculture teachers.

3.3.6.4. Typing Skills

Typing is taught only in few schools in the NEP. Many of the staff in the schools, Zones, Provincial Secretariat, or in the MECS secretariat, other than those who were recruited for typing, are not able to use a typewriter. Compare this situation to the USA where most high school students have acquired typing skills by the end of Grade 12. Almost all university students have typing skills also. Since the late eighties almost all of them can use a computer.

Use of a typewriter to write a letter, a resume or an application for a job should be required of a student before the student leaves Year 11. Typing skills would speed up the learning of the use of computers.

3.3.6.5 Work Skills and Work Ethics

Secondary school students over sixteen and University students do not engage in part-time work or work during holidays for pay. Learning the dignity of work, working as a group, understanding the requirements of various unskilled, semi-skilled and skilled jobs, and the value of work, earning and saving money is never gained. **Part-time work teaches information skills, manipulative skills and managerial skills that are not learned in a classroom.** Such work experiences, in addition to what they learn in schools, will prepare the students to enter the world of work with confidence.

3.3.6.6. Physical Education and Sports Competitions

The report on, "Physical Education and Sports, a Three Year Development Plan, 1997 - 1999," prepared by MECS lists the main problems in the area of sports and physical education in the schools in the NEP. What follows is an addition to that report.

Three key persons who introduced the subject of physical education in the schools were Dr. H. S. R. Goonewardena, the first Director of Physical Education, Mr. P.E. Rajendra and Mr. Duncan White, the first and only Silver Medallist in the Olympic Games and the first Gold Medallist in the Commonwealth Games, and Lecturer in PE at Maharagama Teachers Training College (MTTC). I had the pleasure of observing them in a workshop for physical education teachers in MTTC in 1952. They would be disappointed to see what PE has turned into in schools.

Contrary to the original objectives of physical education (PE), the subject is now primarily taught in the classroom rather than in the field to the detriment of the students. Time allocated per class is one period per week. Some teachers spend some of the time in the field either during the first period of the day or somewhere before the end of the school at 2:30 PM. The content includes health and hygiene, rules and basic techniques of the popular games, and specifications of the fields and instruments used in sports. During the fifties and sixties, until the school hours were changed from 8:00 AM - 4:00 PM to 8:00 - 2:30 PM, all physical education classes were activity based and held in the field during the last period once or twice a week.

Except for a few isolated cases, PE teachers do not coach any of the school teams in any sports. Most of the PE teachers have not represented their school in any of the sports in any competitions. They only took physical education as a subject in the teacher training colleges. Unlike in the past, very few teachers coach any teams in school. Most PE teachers assume that their workday ends at 2:30 PM. The school teams are coached, after school hours, by part-time coaches who were past sportspersons. Teaching PE at the school level in the classroom does not give students any skills in games and sports or provide any recreation.

Many schools do not have the materials needed for athletics and cricket. Only a few schools in each of the zones have cricket materials or play cricket. In the war zones there is no cricket, although some children play softball cricket. For other ball games there are not enough balls and other equipment to conduct appropriate coaching sessions or tournaments within and between schools.

Playground and recreation areas in schools are inadequate or non-existent. New schools in the rural areas have the land space, but it has not been prepared for use as a playground. In the Jaffna district there are only five schools that have a field large enough to lay a 400-metre track. Some have enough for a 200-metre track and others do not have space for any field at all. Cricket, athletics, soccer, volleyball and basketball are played on the same field. Many girl's schools have field large enough for a netball court. The problem is similar in all Zones in NEP.

The standards of performance in athletics and soccer have fallen drastically during the last twenty years in the NEP, with the possible exception of Amparai. One of the main problems is the fact that very few students go to the field to train for any sports, except cricket, or play any games after school. Almost all students go for tuition immediately after school and on Saturdays and Sundays. Students do compete in the inter-house and the Zone athletic competitions. However, 90% of them do not practice at all for these competitions. Except for two or three students in each school, the others practice for less than one week prior to the sports meet. In cricket however, the students do practice as regularly as in the past. The standard has remained the same as in the past while the standard in the rest of the country has risen dramatically. The gap is therefore greater. Students from NEP schools used to be in the national school teams in cricket, athletics, soccer, netball, basketball and hockey, but now it is a rare phenomena. That the war is the major cause of this is undeniable.

Competitions in soccer and cricket exist between schools. In cricket there are more tournaments. In athletics it is limited to the inter-house meeting for the average athlete. Those selected from the War zones to participate in the Zone, sub-provincial and provincial championships find travel from the war zones and conflict zones to the venues in other parts of the NEP impossible. No dual track meets are conducted between schools like dual matches in cricket and soccer.

Leather ball cricket is not played in the conflict zones in the Vanni districts. Helmets, even a batsmen helmet, are a banned item and the schools do not have any materials except softball cricket bats and tennis balls. The Provincial Ministry is not allowed to take any sports materials to these areas without special permission from the Ministry of Defence. Competitions in athletics and soccer are held but winners do not go to the Provincial meeting in Trincomalee due to fears for their safety and travel restrictions. Loss of birth certificate due to the war and displacement has become a serious problem where there are competitions by age groups. Children who cannot produce a birth certificate are not allowed to compete. In some cases such children are also not allowed to sit for the scholarship examination or the GCE O Level examinations. One displaced parent in Mallavi said in confidence that a leading school in Jaffna where his child attended school before the displacement in November 1995, wanted his child to come back to Jaffna to attend school and would not hand over the birth certificate. **Another displaced father in the Kilinochchi District said that his daughter was not even allowed to enrol in Year 11 because without a birth certificate she will not be able to sit for the GCE O Level examination anyway.** It is important to find a way to issue such children a birth certificate based on an affidavit.

3.3.6.7. GCE O Level Examination in Physical Education

Offering PE at the GCE O Level and the teaching of physical education in the classroom makes no sense. At the school level PE is intended as an activity to help the students maintain a healthy body through recreational activity and not as a subject for paper and pencil examination. PE is now a subject for examination at the GCE O Level. The first Examination is to be held at the end of 1998. The Teachers Guide for the subject was not available in many schools in the NEP. The printed syllabus booklet for Year 11 was still not available to the schools in the NEP at the end of July 1998. There was only one copy in the MECS's Provincial directorate. This case illustrates one of the many problems of centralisation of curricula and examinations in Colombo.

Whether teachers are qualified to teach physical education to the required standard at the GCE O Level is questionable as they had not received any additional education and training to rise to the challenges of a GCE O Level Syllabus. It was also observed that the sports facilities, equipment, and instructional materials required to teach the subject to any appreciable standard were not available in many schools in the NEP. The examination is the same for all students in the Island, but the conditions, especially the teachers and facilities, are not equivalent even within the NEP, especially in the War and Conflict Zones. There are no basketballs or courts in the Vanni districts except in the court in Mullaitivu town that was built by the SLGF before 1996. One of the PE teachers in the workshop was hoping that the SL Army will build basketball courts in all their bases in the Vanni! There are no basketballs to teach or practice the game, even for an examination. The options available to schools in the War and Conflict Zones are very limited.

Teachers are already wondering when their school will start PE at the GCE A Level. This is the natural consequence of the decision to offer the subject at GCE O Level. National and NEP education authorities should take a critical look at the objectives of PE at the secondary school level. As it is, it is being treated like subjects such as Language, Mathematics, Science, and Agriculture which are pre-requisites for learning employable skills. Employment in sports includes coaching sports, teaching sports skills, sports equipment sales and sports related employment. The best-prepared student for all of these jobs is the student who has the skills to perform well in sports and has good communication and analytical skills. Learning PE in the classroom is not going to help the student to acquire those skills. It is not important for a student to study physical education at the GCE O/A Levels in order to enter tertiary level in physical education. However, students who are able to perform in one or more sports can acquire the maximum skills and knowledge in physical education at the tertiary level. What is needed at the secondary school level is for all students to participate in sports and learn the rules of the games while playing, rather than learn about the games and the rules within the four walls of the classroom. Teaching in the shade of the classroom is convenient to the teacher and the student, but such sedentary learning deprives the opportunity for the student to acquire performance skills and does not contribute to the physical well being of the student.

3.3.6.8. Sports Schools

The name 'Sports School' is misleading. It is really a programme to recruit students, in each of the school district, who have the potential to be good performers in the future. The selected students are admitted to a school that is provided with sports facilities and coaches. The students are given dormitory accommodation and a scholarship. There are two 'sports schools' in the NEP. St. Joseph's, Trincomalee and D. S. Senanayake, National school in Amparai. Other Provinces have a sports school in each of the Districts. Due to the violent ethnic conflict in the NEP, only two schools, one in Amparai in the Sinhala medium and one in Trincomalee in the Tamil Medium were established. Other districts in the NEP do not have the programme. Nor are the students in these districts provided with the opportunity to be tested to determine their potential. The idea of providing special incentives, facilities and coaching for students with special talents in one or more sports is commendable and it is worthwhile to promote achievement in national and international competitions. However, the programme as instituted and implemented has serious flaws. Some of the problems are;

- a) The Ministry of Sports and Youth Affairs funded the program in its first year, 1997, but stopped funding any further intake of students. In other provinces, the Provincial Ministries of Education are providing the funds to continue the programme. The NEP is not funding any further intake of students.
- b) The validity of the test for selection is questionable. Out of the students who participate in sports, those who perform well are given basic physical skills tests. Such tests do not have any predictive validity of future performance of students in one or more major sports because there are many other performance variables that are more important. A study needs to be done with the present set of students in all the “sports schools” in Sri Lanka to ascertain the validity and the reliability of the selection criteria.
- c) No one knows what will happen to the students whose performance does not keep up as predicted. There is no provision to include in the programme students from the province who would in the seventh or eighth year perform well or better than the selected students. Problems arise when regular students in the ‘Sports School’ perform better than the student in the sports programme.

3.3.6.9. Performance in Athletics

The Provincial Directorate of Education has an Assistant Director Education for Physical Education who co-ordinates the subject in the NEP. Some of the Zones have Assistant Directors for Physical Education who co-ordinate physical education activities in schools in their zones and are responsible for Zone and zone groups within a limited geographical area (sub-provincial) sports activities. Organisation and conduct of district and sub-provincial athletic meetings are done effectively. However, in Jaffna, school athletes did not show any sign of having been coached especially in field events, which are complex and require practice. The standard of performance was very poor though many showed natural talents.

Time keeping in track events was poor. Record keeping overall leaves much to be desired. Unlike in the past, there does not seem to be any records of established records for students to break. The reason given is that timing and measurements are not accurate enough to consider new records. This is a sad state of affairs for officiating in a school system, which is supposed to teach students measurement and the scientific process. Even though tapes and stopwatches are restricted items and are rare in schools (most of the schools in the North do not have stopwatches), PE and other teachers are unable to use tapes or stop watches accurately. Another reason for inaccurate measurement of time is that none of the sports meetings in the NEP use starting pistols (which do not have open barrels) as they are banned by the Ministry of Defence. Students represent their schools in Zonal sports meet, but in provincial and national meets they represent the Zone and the Province. This is also the case in team games. Such a practice does not give a chance to use school pride as a source of encouraging participation and performance. Representing one’s own school not only in the Zonal meets, but also in the Provincial and National competitions is important. Such a practice should also be applied to team sports.

3.3.6.10. Assessment and Records

The examinations are used as summative evaluation and not formative. Often there are no practical classes. There are not enough materials for practical classes. Therefore no assessment of practical skills is done. Teaching and learning are examination centred. Competition is fierce for space in the Universities and in other tertiary institutions, especially in the sciences, engineering, medicines and technical subjects. Admission to Universities depend on the total score a student earns at the GCE A Level.

All those who pass the scholarship examination in Year 5 get admission to the National Schools or to leading 1AB schools for their secondary education. Competition continues through the years to the GEC O/A Levels. I am told that there is no evidence to suggest that those who passed the Scholarship

examination did better at the GCE O or A Levels than those who did not. A study to test such a claim needs to be conducted.

Many schools in the NEP place students from any single year into different classes based on their achievement the previous year. Often, those who are in the 'A' division are considered high achievers, those in the 'B' division as average and if there is a 'C' division, they are considered below average. In some schools, 'C' division may also be considered average. 'A' and 'B' sections often get the best teachers. Such a system at such an early stage in effect condemns the students in the 'C' section to poor performance. Thus their failure is built into the system. Late bloomers are given little chance to achieve their potential.

The continuous assessment system that is being introduced is a step in the right direction, but the teachers and administrators need to be given the knowledge and skills needed to use the new approach. The teachers I interviewed are not aware of the modalities of the continuous assessment system. They have no booklet or handbook or teachers guide. They also have had no inservice instructions on the subject. Their understanding of continuous assessment is contrary to accepted practices of continuous assessment as practised in schools in other countries.

In the Faculty of Agriculture, University of Jaffna, continuous assessment was introduced at its inception in 1990, without the lecturers knowing the fundamentals of the system. The courses are assigned credit or units that are not in keeping with accepted definitions in the University of Peradeniya and elsewhere in the world. The examinations are conducted and marked during and at the end of each semester, but the students are not allowed to see the answer papers. Thus the students are oblivious to their strengths and weaknesses. The student's performance on the examination must be discussed with the individual student. In effect, mid-term examinations are summative and there is no formative evaluation in the system. The questions of final examinations in all courses in each of the semesters are sent to an external examiner for vetting before the examination is administered. The answer papers were also sent to the same external examiners to ensure that the marking was up to standard.

The whole exercise is left over from the single comprehensive examination at the end of three or four year course of study as practised in some Universities in the Commonwealth which has no place in a continuous assessment system. The blind commitment to external examiners vetting question papers and marking answer papers twice a year was so tenacious that even when travel was difficult from Kilinochchi to University of Peradeniya, through the borders and 'no man's land between Omanthai and Thandikulam, the lecturers in each of the six departments would take all the question papers and answer papers twice a year, by hand, to lecturers in the University of Peradeniya. The practice continued even when the Faculty of Agriculture was displaced from Kilinochchi to Karipaddamurippu, near Mankulam, in 1996 and to Jaffna in 1997. Though the new assessment system is called continuous, it maintained all the rules and regulations of the old comprehensive system of assessment. All attempts to change such anomalies met with strong opposition. **If the teachers are not given the knowledge of how the system works and how to implement it, the continuous assessment will only be a new label attached to the old assessment system.**

It is important for all teachers and administrators in all the school districts in the NEP and in the country to follow a standard practice in continuous assessment. Each of the Grades should have a continuous assessment committee and the school should have one also to ensure that the recommended practices are followed by teachers. Otherwise, the reliability of continuous assessment will be affected, and thus the reliability of the GCE O Level examination results, which will contain an unreliable continuous assessment component.

The task of assessment and record keeping of such a system is enormous and many schools are not geared to implement the system. The vast amount of calculations and records that need to be kept would overburden the teachers. A school could not keep all the records of all the students and an archive of grades of past students without a computer database. Continuous assessment database programmes are used in schools in other countries and are available in the market. Such programmes can be tailored to meet local needs.

3.3.6.11. GCE O and A Level Examinations

There are no practical examinations thus far though there are proposals to introduce them at the GCE O Level. Implementing such a proposal is not feasible, even in provinces without war, unless facilities to teach practicals are provided to all secondary schools, including those in the War and Conflict Zones. Another alternative is to design curricular activities that can use the environment and other resources that are available locally.

Changing curricula and methods of teaching are of no consequence unless changes are made in the form, substance and methods of examination of the objectives, especially the objectives in the manipulative and at the higher levels of the cognitive categories. Otherwise, students will learn only the information that will help them get high marks on the tests and teachers will have to teach for most of their students to get high marks. The main cause of the mushrooming of tutorials and students flocking to them with more enthusiasm than to schools is that the tutorials are able to prepare students for paper and pencil tests without much capital expenditure.

The Universities, through the University Grants Commission, to a large extent determine the depth and extent of the contents of the GCE A Level examinations. They also determine the cut off marks for various fields of study based on the space available for entry into such fields. Unfortunately, the curricula, instruction and assessment methods are directed down the line like a ripple in the pond. **University education thus becomes the centre of education, even though only 2% of the students of any single batch that started out at Kindergarten (Year 1) enter the universities in Sri Lanka.** In the final analysis universities have the key to school curricula, instruction and assessment methods. **The other tertiary education institutions or industries that 98% of the students may have the opportunity to work for, have very little say on school curricula. Year 12 and 13 are at present entirely directed to the benefit of University bound students.**

Such a system in effect condemns minors to fend for themselves with dire consequences to the society and to themselves as demonstrated continuously since the seventies in the South and NorthEast of the country. **The consequences of Government reaction to the concerns of its young from the seventies to the present is now felt internationally, where Sri Lanka is called to account for its human rights and humanitarian abuses in international forum.** A pertinent question the Sri Lankan citizens should ask is, how many persons in the armed forces or the police who carry a gun have passed Year 13 when they entered the armed forces. A more serious question is how many of the officers earned a university degree before they joined the armed forces. **The educators, parents and political leaders have yet to implement changes in the Year 12 and 13 to allow, in addition to the University bound stream, vocational and technical streams to students who are capable of learning employable skills in Year 12 and 13.**

Unfortunately, University education is limited to courses in the field of study they were admitted to, such as agriculture, engineering, physical science, biological science, history, law, medicine, for the duration of the degree programme. There is no requirement to take courses in any other discipline. For example, mathematics students do not receive any instruction in the humanities or related sciences. Agriculture students in the University of Jaffna learn only about agriculture from 8:00 am till 5:00 PM with an hour break for lunch, for five days a week for four years.

After the GCE O Level, at age 16, students stop learning about any other subjects. Those who continue education are permanently separated into science, commerce or arts students. University graduate's knowledge of other fields of study is limited to the GCE O Level standard, but in the real world they have to have basic knowledge of many other subjects such as psychology, sociology, history, geography, environment, business organisation, principles of management, accounting, politics, and government. The universities fail to provide such education to their graduates. There are many criticisms of the University system from both within and outside the system. The most serious of which is the universities reluctance to change. Academic concrete once poured sets in very hard.

Change needs to take place in the GCE O and A Level examinations. Some of the proposals to reform these examinations are in the right direction, but they do not go far enough. The question still arises whether a one shot examination that weighs heavier than the continuous assessment component is valid in selecting students for higher education. Worse still is to “push out” students who fail the basic academic curricula at the GCE O Level examination at age 16. **Sri Lanka's economic and employment opportunities, and salary structure are such that, failure in the primarily academic curricula at the GCE O/A Levels condemns a majority of those who fail to abject poverty.** Competition and the pressure to pass these examination become the paramount concern of the students and parents. The teachers, schools and the whole education system are evaluated on the results of these examinations. **The education system is preoccupied with the GCE O/A Level examinations to the point of paralysis to think of other outcomes of education and the plight of the 68% or more (217,298 in 1997) of the sixteen year old the system “pushes out” annually into poverty.** (The percent “push out” is higher in the previous years.)

A research study should be conducted to follow-up on the lives of the students who fail the GCE O/A Level examination. Neither the University, nor the Education System has conducted any serious studies of those whom they were instrumental in pushing out of the education system and the employment market.

3.4. Educational Resources

3.4.1. Library

Except for the National Schools and Assisted Schools all the others have no library books or no room that can be called a library. In some National Schools, no period is allocated for use of the library. The Library is closed after school hours. Many Type 1C and Type 2 schools have no library space, and some have only a handful of irrelevant books donated by foreign organisations.

3.4.2. Educational Resource Centres

Currently the resource Centres established in some of the districts are functioning as units that collect questions from teachers, gets them typed and duplicated, using commercial outlets, and distributed to teachers to administer to GCE O/A Level students in order to prepare the students for those examinations. The benefits of such practices to get students to pass examinations have not been established. If such exercises are thought to be valuable the practice may be continued. However, using Educational Resource Centres (ERC) as test preparation and distribution Centres is a misuse of such Centres. ERCs are for improving teaching by assisting teachers and providing them with facilities to prepare instructional materials and acquire new skills in teaching through peer and expert workshops. Improving assessment is only one aspect of the ERC's activities. The ERCs do not have any reference books. One ERC in the East had books on surgery that should be in a hospital or a medical library. There are no audio, visual, reproduction equipment or any other instructional materials in any of the ERCs in the NEP. There is lack of understanding on the part of teachers and educational administrators on the role of ERCs. When the Centres are equipped, inservice education will be necessary for teachers and those who would be in charge of the Centres on the use of ERCs in teaching and learning.

3.4.3. Textbooks and Television

Most of the textbooks for primary and secondary schools, and for distance education are written in Sinhalese and then translated to Tamil. Most of the educational television programmes are also produced in Sinhalese and either dubbed or subtitled in Tamil at a later date. English television educational programmes are dubbed in Sinhalese and it prevents Tamil educators from at least recording and translating them themselves. **SLG Television service also does not give equal time to the Tamil educational programmes. The number of staff employed to produce and deliver Tamil programmes is also far less than in the Sinhala television services.** This may be because there is no full-time Tamil language television service. Equality in providing opportunity to learn from textbook, radio and television is thus violated. Time allocation for such services to the two language groups should be equal and not based on their proportion in the population. **Equality is violated if a Sinhala person receives twice the television services from the government than the Tamil person.**

In translation much is lost, especially the originality of the thought, concept, colour and tone of the subject. Translation from Sinhala to Tamil or vice versa is no exception. **We should ask the question, “How many of the school textbooks or instructional materials were translated from Tamil to Sinhalese?”** The illustrations are also more often than not Sinhala culture specific. **A more important problem, especially in history, is interpretation of facts by Sinhala authors, when translated the Tamil translators “toe the line” of the institution they work for reasons of job and personal security.** Such intentional or unintentional actions by the institutions concerned do not encourage Tamil writers or give them the opportunity to create ideas and methods of presenting ideas. **Tamils get the experience only as translators from Sinhala to Tamil. Such policies, and the implementation of policies, are considered by NEP educators and community leaders as intellectual colonisation similar to what Sinhalese and Tamils suffered during the British era. In the long run, if such policies are not resisted and changed, it would lead to blunting of the creative spirit and abilities of Tamil educators.**

There is no rationale to provide more time to Sinhala Educational programmes or for that matter for Sinhala entertainment and informative programmes on Government radio and TV, than for such programmes written and produced by Tamils. **To base proportion of time allocated to Tamil and Sinhala radio and television educational programmes on the basis of the proportion in the population deprives Tamil speaking people of equal access to the benefits of these programmes.** When students from both language groups have to sit for the same examination, such discrimination violates the rights of the Tamil individual.

School textbooks are written or translated for use in the NEP, and educational television programmes are produced and approved for view by Tamil students and teachers, without consultation and approval from the MECS or by a professional committee appointed by the MECS.

The consultant found hundreds of copies of a set of conflict resolution books for students, teachers and administrators in the Zone offices. The books were sponsored by UNESCO, written and translated well from English to Tamil, even though none of the pages had any illustration. These books and teachers guides were to be given to schools for use by teachers and students to use by students in the resolution of the conflicts between them. The intention is that the conflict resolution methods would carry over into resolving conflicts in the community. However, there was no one in the education offices or in the schools who had any previous formal education in the discipline of conflict resolution or had had inservice training in teaching conflict resolution. **It is a waste of local and well intended international resources to print conflict resolution books only to have them sit in a corner of rooms and be consumed by termites.**

3.5. Teacher Education

Teacher Education institutions in the North are displaced or functioning with skeletal staff in temporary buildings. The teacher educators have not had further training in education in their field nor have they had adequate inservice education. No degree programmes in education exists in any of the Universities in Sri Lanka. The current teacher education institutions in Sri Lanka, including the universities that offer postgraduate programmes in education, do not have the physical capacity nor enough qualified staff to provide inservice and preservice education to teachers in all the subject groups, at a sufficient pace, at the degree level, to meet the needs of the NEP. Whatever programmes are available at the degree level in science and mathematics education in the NIT are only in the Sinhala medium.

Inservice and preservice teacher education is the single most important factor in the quality of education. Teacher education, like tertiary technical education has not kept pace with the school population increase and the expansion of the school system. This is a common problem in countries emerging from colonial rule. Two and three-year teacher training schools and colleges were established by the colonial governments in the colonies using the same blueprints irrespective of the educational environment of the different colonies. In the late forties Great Britain thought that one University College at Ibadan, Nigeria was enough for the whole of English speaking West Africa. Now after independence, Nigeria alone has 19 universities and others, except Gambia, have two or more universities each.

Unlike some other developing countries, including countries in West Africa such as Nigeria, Ghana, Sierra Leone, where Bachelors degrees in education started in the early sixties, Sri Lanka did not commence such a programme until the eighties and that only at the NIT. The Colleges of Education were not sufficiently improved and expanded to meet the demands in quantity and quality. The consultant was a member of the Faculty of Education at the University of Sierra Leone, in 1965, when the Bachelor of Education in the subject mentioned was instituted. He was a member of the UNESCO team to establish and expand the Rivers State University of Science and Technology at Port Harcourt, Nigeria, where a Faculty of Technical and Science Education was formed to prepare students for the Bachelors degree in Education in those fields, in 1980, to staff the schools in Rivers State. He was a member of the University of Papua New Guinea when it started similar degrees in education, in 1990. After fifty years of self-rule, though 30 years of it were under emergency rule, we should no longer blame the colonial government for our ills.

It is important to reform the teacher education system in Sri Lanka recognising the advances in teacher education and keeping in mind the trilingual needs of the country. There are hardly any teachers with a degree, trained or untrained, teaching at the primary level. Most of the teachers in the NEP, especially in the North at the primary level have not gone beyond the GCE A/ L or equivalents in the subject areas. Less than 50% have had teacher training. Type 1C and Type II schools fare worse than 1AB schools.

There is a need for a Faculty of Education to be established in the NEP. The Faculty of Education should offer the Bachelors degree of Education in Primary education and in all the subjects, especially science and mathematics education, and technical education, for the secondary level. The Faculty of Education should also ensure that the current teachers, without a degree or without teacher education preparation get the opportunity to earn the degree. The universities may be reluctant to establish Faculties of Education and meet the demands of the schools, because of their national status and University Grants Commission (UGC) restrictions, and their traditional outlook, which has come into wide criticism. **It is important for the NEP to establish its own University of Science and Technical Education.**

3.6. Building, Space, Furniture and Maintenance

There is a wide variation between the required and available buildings, furniture, and space within and between War zones, Conflict zones, and other areas in the NEP. The building, furniture and space requirements, need to be assessed in comparison to the national norm on a per students basis. Rather than the furniture being built centrally in the Western Province, it is important for MECS to get the required furniture made in the NEP in the respective zones according to the schools' needs and specifications. This would reduce transportation costs resulting in cheaper and more appropriate school furniture. There are many complaints from schools that the furniture sent from Colombo is not always appropriate to the age groups in the NEP.

3.6.1. In Conflict Areas In The Vanni

Buildings are either destroyed or abandoned due to displacement and the war. The schools that have not been displaced have accommodated students or entire schools that were displaced. Schools are functioning are overcrowded and do not have enough space. Class sizes per teacher range from 50 to 70 students as compared to the national average of 1:23.

Fifty percent of the schools are displaced in the Vanni. They are in temporary sheds, which are not large enough to accommodate all the students. When schools displaced, the sudden and violent nature of the displacement did not always give enough time to take all the movable items from the school. There was also a lack of transportation. The main concern of the school staff was the safety of the children and adults. Of the furniture that was taken many items were broken beyond repair.

The woven dry coconut palm fronds used for thatching roofs - *Kiduhu* - of temporary sheds only last for two years. The tropical sun and the monsoon rains deteriorate the *Kiduhu* quickly (See Plate 9). During the second rainy season they leak heavily. All of the roofs we observed that were two years old or older were leaking and needed replacement. The government does not pay for replacement of most of them. Some of the roofs are replaced with the help of international NGOs and School Development Societies (SDS).

3.6.2. In the Jaffna Peninsula - Valikamam and the Islands

Many schools that were in areas where entry is now prohibited by the SLGF or where the buildings were completely destroyed or are not habitable, are still in temporary shelters in relatively safer places in the peninsula. Many of the schools in the North of Valikamam, such as Union College, Mahajana College, and Palaly Teacher Training College are occupied by the SLGF as civilians are not allowed in that area. Some schools such as Kopai North RCTMS and Kanagaratnam MMV are functioning in half destroyed buildings and are waiting for the totally destroyed buildings to be rebuilt (See Plate 10). The functioning buildings are not safe because of severe war damage. Many other schools are functioning in partially damaged buildings, repaired buildings, or in abandoned and irreparable houses and buildings. A list of schools that are damaged and the cost of repairs is available from the Government Agent, Jaffna and the RRAN in Colombo. The cost of repair and replacement runs into billions of rupees. It is common knowledge that reconstruction of the schools, or for that matter any buildings or infrastructure in the War and Conflict Zones, irrespective of who controls them, is not going to happen until the end of the war. Therefore, repair of buildings and erecting of temporary buildings is important to continue education.

3.6.3. In the East

Some schools outside the 'No Man's Land' and War Zones in Trincomalee, Batticaloa, Kalmunai and Amparai are short of the required buildings and space for recreation. Kalmunai Muslim Mahalir Maha Vidyalaya for example has no space at all for students outside the classroom. Buildings are so close together that one can touch adjacent buildings. The air in the classroom is stifling on a hot day. The School Development Society has now bought an adjacent piece of land, enough for one-third of a netball court, and donated it to the school. National Schools in Akkaraipaththu and Amparai do not have a field large enough

to lay a 400m track or fit a school size cricket grounds. This condition is similar in all secondary schools visited including the 'Sports Schools.' Girl's schools do not have a large enough field for games, except netball, in the NEP and this is probably true in all of Sri Lanka with the possible exception of some schools in the rural areas. In a province where there is a vast acreage of land, the fact that the construction of school buildings has become so crowded shows poor planning.

3.7. Ministry of Education Culture and Sports Secretariat

The Units that the consultant was asked to look into are the Research, Planning, Sports and Computer units. It is important for the Planning and Research units to have staff from all the Units in the Ministry represented to ensure relevancy and integrity of plans and research in their areas. Though the four sectors are in the same Ministry, there is hardly any professional interaction or co-ordination between staff of each of the four sectors. Professional interaction and sharing of ideas between the relevant units of the Ministry - especially between the planning, research and computer units and the rest of the units - is crucial for educational development.

It is essential for the Ministry to function administratively together, but each of the sectors needs to be organised as independent sectors with school and community as their focus. The school responsibilities need to be co-ordinated through a NorthEast Board of Education. The Provincial Directorate of Education depends on the MEHE for decisions on curricula, teaching materials, textbooks and other school related education matters. In addition to formal and official meetings, regular informal and professional interaction through internal seminars on common themes and exploration of possible areas for co-ordination and co-operation need to be instituted. Such activities would promote a team approach with a minimum of dissonance.

Each of the sectors should have at least one staff competent in the process of planning and research in their field. The staff responsible for planning and research should be competent in the use of computers in planning, project management and research. Computers need to be viewed as a tool far beyond the functions of a pen, a calculator or typewriters and should be used to make the work in all spheres of the education system more efficient in learning, teaching, organising, planning, implementation, administration and research. All staff should be competent in using computers in their respective field. At present, only a negligible number of staff is able to use a computer or other office equipment. But they do not use it to any appreciable extent.

3.7.1. Planning Unit

It is essential to have a well staffed, active, dynamic and competent planning unit. At present this is lacking. There is no detail plan of work or any systematic planning activity. There is no database of past and current records in education, culture and sports in the NEP. The computer unit is beginning to develop a database of the enrolment and other school related data. The data collected should however be relevant to the education related questions that need to be answered. Collecting every information available in the education system will not help in decision making nor would it be cost effective.

3.7.2. Research Unit

Much valuable research has been done and seminars held during the short time the research unit has been in existence. The current Research Consultant has trained the staff to identify problems, conduct research and publish the results.

The staff in the Research Unit, except the Research Consultant, has no formal training or experience in conducting educational research. There were some staff doing good work but there are others who, for

various reasons, are not suitable for the positions they hold. The Research Unit should reorganise and re-staff the Unit.

The research seminar that was held during the consultant's stay identified many problems in education in the schools of the NEP. It is important to include teachers and administrators at the school level and administrators at the Zone level as a part of the research team.

3.7.3. Computer Unit and Use of Computers

The Computer Unit has a competent Head and enthusiastic staff who are good at data entry and word processing. Only two computers have the required specifications, and three others are suitable for various lesser jobs. There is also one old IBM computer in the research Unit which is sufficient for the work it does now but not adequate for expanded responsibilities. There are no internet facilities. **For a Ministry that has three different sectors - education, culture and sports, the Computer Unit needs to be expanded and the computer unit and all other staff should be given more training.** The Computer Unit needs to be strengthened to provide services to the Ministry staff, Provincial staff, Zone staff, School administrative staff, and teachers.

CHAPTER 4: RECOMMENDATIONS

Many of the problems and issues arise because of the war and the nature of the devolution under the 13th Amendment to the Constitution. It is also a reality that the President, as Commander in Chief, and the Minister of Defence rule the NEP through the appointed Governor and the various secretariats, including MECS, without an elected Provincial Council. Nothing substantial to improve education can be done in the LTTE controlled areas by the MECS without the approval of the Ministry of Defence and the LTTE. The LTTE welcomes and push for equal treatment of children's education. The Ministry of Defence because of their war policies has become the primary bottleneck in the education of Tamil children in the War and Conflict Zones. Recommendations to keep the education in the LTTE controlled areas from collapsing were made in the MECS/SCFUK report referred to earlier. The recommendations made in the MECS/SCFUK report and the recommendations made in this report for the LTTE controlled areas in the Vanni districts and the Jaffna Peninsula take priority over the recommendations for other areas in the NEP because of the tragic nature of the problems of life and education.

It is however hoped that warring parties will put the interest of education and the welfare of the children first and ensure that their war strategies will not harm children and their parents with respect to their security, health, food, shelter and education. The recommendations are made with the optimistic view that the war will end before the beginning of the 21st Century. The MECS should be ready to begin reconstruction and development of the educational infrastructure and be prepared to launch an innovative development of education to make up for the lost years and lost generation. Future generations need to be educated to cope with the demands of the twenty-first century and the local and international communities.

It is important to continue the maintenance, improvement and reconstruction of the vital sectors of health, food, shelter and education irrespective of the continuation and consequences of the war. Only those who are not affected directly by the war can say that one has to wait for normalcy to return to continue. Just maintaining a semblance of assistance to health, food and education to keep the system ticking is inviting irreparable damage to relations between two peoples who have drifted apart, but need to learn to live peacefully together in the same small island. Irrespective of the political and military outcome of the civil war, the vital sectors mentioned above need to be supported to the same equitable extent that these sectors are supported in other provinces over and above the reconstruction needs. Fifteen years of neglect of the NEP with the civil war as an excuse, while other provinces are getting the maximum support to sustain and develop the various sectors during the last fifteen years, should no longer be accepted by any humanitarian.

There are many recommendations in this report that need more funds than are allocated by the Government for education in the NEP. If such recommendations are accepted additional funds will be needed either from allocation by the Government or through grants from international aid agencies.

The remainder of the recommendations are internal changes to the NEP that would result in increased equitable budget allocation and stringent and efficient allocation of existing resources. The rationale for the recommendations is found in the Education and School Sports Issues in Chapter 3.

Urgent Recommendation for an Interim Institution to Stabilise Deteriorating Conditions in Health, Food and Education of Children in the War and Conflict Zones

With the Approval of the President of Sri Lanka and the Liberation Tigers of Tamil Eelam inaugurate an Interim Administrative Authority for Food, Education and Health (IAAFEH) to plan and implement programmes and projects to stabilise and improve the education, food and health of children and their families in all War and Conflict Zones in the NEP.

The Interim Administrative Authority should be composed of:

- 1. Three members who are residents or work in the LTTE controlled areas nominated by the President,*
- 2. Three members nominated by the LTTE, and*
- 3. The Secretaries of Agriculture, Education and Health.*

The Chairman of the IAAHFE shall be the Chief Secretary.

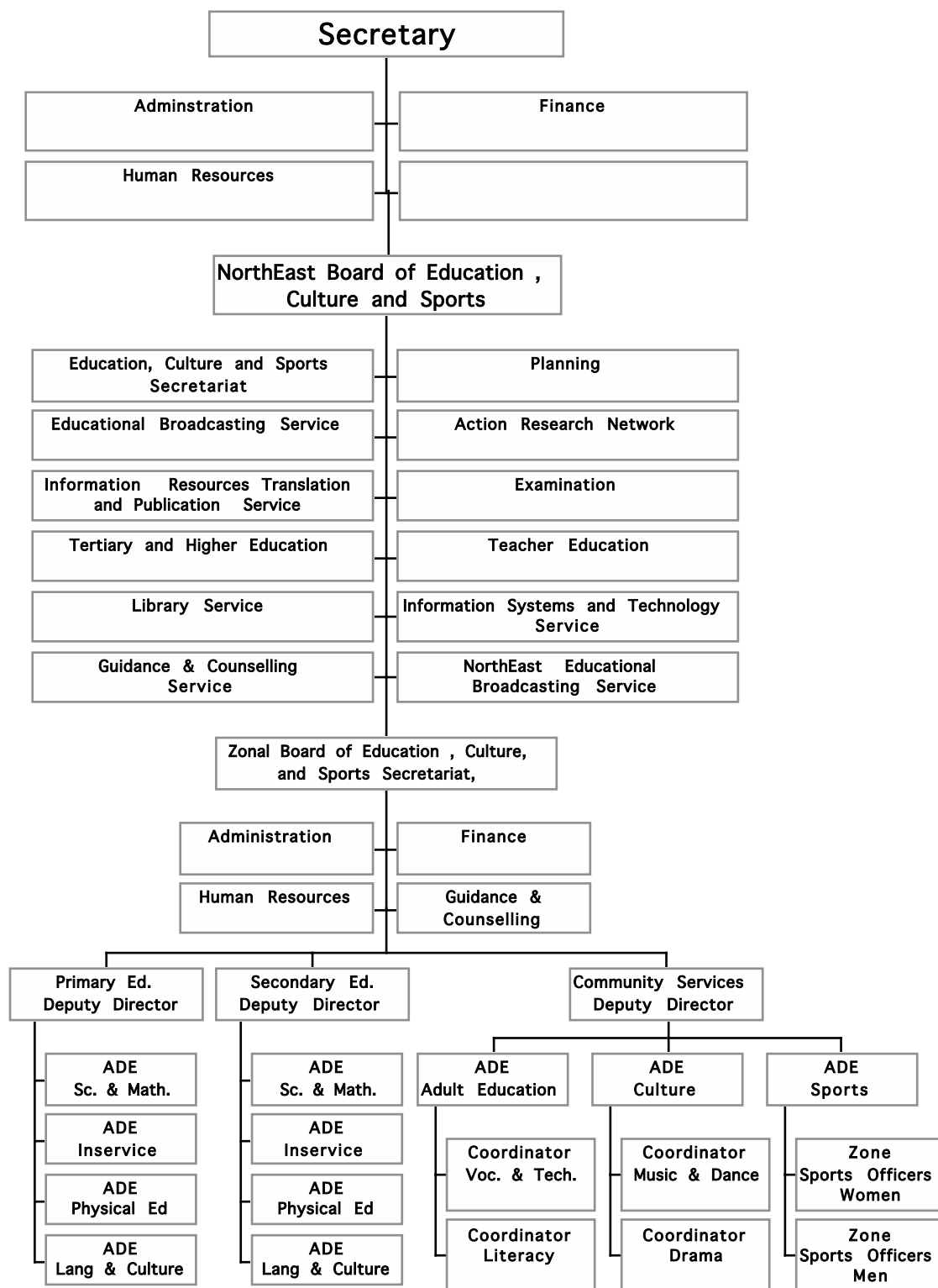
The IAAHFE shall be the sole authority to make decisions and implement projects that would stabilise and improve the quality of life of children and their families through the Education, Agriculture and Health Sectors in the NEP. Their decisions shall be final and should not be overruled by the Armed forces or Central Ministries for any reasons.

Their plans and actions should however be monitored by a committee composed of one member each nominated by the Defence Secretary, UNDP, ICRC, UNHCR, Government Agents of the relevant districts in the NEP and the LTTE. The monitoring committee shall have observer status in the IAAHFE and shall assist and advise the IAAHFE and shall report to the IAAHFE, the Governor of NEP, and the President on the efficiency and integrity of the projects and its implementation. The IAAHFE shall make its own regulations for the conduct of its meetings.

4.1. Review and restructure the education system in the NEP. (See Figure 5. in next page.)

4.1.1. Establish a NorthEast Board of Education Culture and Sports (NEBEC)

Fig. 5. Recommended Structure for the NorthEast Ministry of Education, Culture and Sports



Members of the NEBECS shall be the Secretary for Education, who shall be the Chairperson, NEP Director of Education, Deputy Directors of Culture and Sports. The Financial Head of MECS, Directors of All Zones, A representative from each teacher education institutions in the NEP, Chairperson of the Principals Association from each Zone, the Chairperson of the Teachers Association from each Zone. The Chairperson of Parents Association in each of the Zone and five members from the agriculture, fisheries and industrial sectors nominated by the NEP Council. The NEBECS shall meet four times an year. In each of its meetings, one hour should be set aside at the beginning for the NEBECS to hear complaints, ideas and other education related matters from the people living in the NEP.

NEBECS shall make all decisions with respect to all policy and financial matters related to education at the primary, secondary, vocational and technical education levels, and any tertiary institution established or vested in it. The NEBECS shall be responsible for developing, revising and approving curricula guidelines; teacher education and certification; improving physical facilities; commissioning, selecting and approving textbooks, Radio and Television educational programmes, and other instructional material development and distribution; and monitoring, maintaining and improving the quality of education in the NEP. NEBECS shall be responsible for the creation, production, translation and approval of educational Radio TV programmes in Tamil for all Tamil schools in Sri Lanka and for distance learning in the Tamil medium. The NEBECS shall report quarterly to the Secretary of MECS. It shall communicate with Government institutions in other parts of Sri Lanka through the Secretary of MECS.

4.1.3. Establish Zone Board of Education, Culture and Sports (ZBECS) for Each Zone.

Each Zone should be guided by a Zone Board of Education (ZBECS) similar to the way in which a University Council guides the administrative functions of a University.

The members of the Board should be residents from the Zones. Some members should be elected by the residents in the Zones, some members elected by the Principals in the Zones, and some appointed by the MECS. The Director of Education, one of his senior staff, and the financial head of the Zone shall be permanent members of the ZBECS. Half of the members of the ZBECS should be elected every two years. The ZBECS shall meet at least four times a year. In each of its meetings, one hour should be set aside at the beginning for the NEBECS to hear complaints, ideas and other education related matters from the people living in the Zone.

The Zone Director of Education Culture and Sports (ZDECS) will be recruited by the ZBECS on a four-year renewable contract with approval from the MECS, from the current Directors or Deputy Directors of Education, and the Principals. The ZDECS's renewal of contract should be based on improvement of education in the Zone as determined by the NEBECS.

Recruiting teaching and administrative staff for the schools in the Zones should be done by the ZBECS. The selection should be made by appropriate and approved procedures. There should be no teacher transfer or transfer of Principal and other staff from school to school in the same Zone or between Zones or from school to the Zone or MECS secretariat. School, Zone and MECS appointments shall be through advertisement and recruitment. Those who wish to move within the same Zone or from one Zone to another have to resign from their school or Zone, without any penalty, based on approved procedures. They can apply for a position in the new Zone or a different school in the same Zone or to MECS while they still hold their present position. Continuity of service, pension and other related matters are the responsibility of the NEBECS and MECS. What the proposed structure envisages is a devolution of responsibility and authority that are now with the Ministry of Education and Higher Education (MEHE) and the MECS to the Zones while the responsibilities for the common and co-ordinating facilities and institutions are retained in the MECS. What would be retained in the MEHE are matters of common concern to the Provinces and the Centre.

4.1.4. Keep the current structure of 1AB schools as is without breaking them up into two levels.

4.1.5. Redefine all Type 3 schools and Primary sections to include Pre-Kindergarten (Pre - K) for four-year-old children and from Years 1 to 6. (Year 1 = K or Kindergarten.)

4.1.6. Discontinue the concept of National Schools in the NEP. All schools in the NEP should be the responsibility of the Province.

4.1.7. Ensure that per pupil salary of teachers and non-salary recurrent expenditure, and equitable capital expenditure, for Year 1 to Year 5, Year 6 to Year 11, Year 12 to Year 13 Arts, Commerce and Mathematics, and Year 12 to Year 13 Science, irrespective of which Type of school they are located, or which part of the NEP they are in, are equal.

The purpose of the recommendation is to equate the quality of teachers, buildings, and instructional materials, for all children in each section of schools, in the whole of NEP, thus providing equal opportunity to develop their talents.

For example, if salaries of teachers or recurrent expenditure in the Primary sections of the 1AB schools are higher than that of the Primary sections of Type 3 schools, irrespective of which part of the NEP they are in, then the difference should be allocated to the Type 3 schools as additional funds without reducing the salaries of the 1AB school primary teachers. Half of this amount should be used to pay for inservice education of the teachers, instructional materials, and facilities to improve teaching and learning, and the other half should be used for incentive pay for the teachers in the Type 3 and rural schools. Similar criteria should be used to bring per pupil expenditure in other categories of classes.

4.1.8. Improvement and development of schools should start from rural and coastal areas in the War and Conflict Zones, and continue to urban Centres in the War and Conflict zones and then proceed to the relatively 'normal areas' in rural, coastal and urban areas.

4.1.9. Transfer responsibility and authority for recruitment and termination of teachers, payment of salaries, and other administrative matters from the MEHE and MECS to the Zones with appropriate checks and balances from the MECS needed to prevent abuses.

4.1.10. Introduce one and two-year Technical, Commerce and Performance Arts programmes in at least four schools in each Zone.

The programmes should give employable skills during Year 12 and 13 to students who have not qualified to proceed to the GCE A Level classes. In essence, students who took the GCE O Level examination and failed, but passed at least the language and a vocational subject can opt to stay in school and continue to learn an employable skill in Year 12 and 13. Additional Workshops classrooms, practical full and part-time teachers, equipment and materials will be needed in the four schools in each of the zones.

4.1.11. Provide special intensive training to the administrative and clerical staff in the Zones to meet the new responsibilities.

4.1.12. Integrate schools in mixed ethnic communities.

In Zones, especially where a school neighbourhood has a mix of two or more of the ethnic groups - Tamil, Muslims and Sinhalese - such schools should be integrated, but may have separate mediums of instruction.

However, in such schools, students should be encouraged to learn to speak each other's languages. The school's sports teams should be integrated.

4.1.13. Review and consider changing the school year.

Serious consideration should be given to changing the school year to suit the farming community where a majority of the schools are located. Such changes will include one longer vacation and two shorter vacations. Such a change will assist in the inservice education of teachers, assist students who need special classes before they are permitted to go to the next grades and also allow students to work for pay in various enterprises during the longer vacation.

4.1.14. Apportion equal school holidays for all religious and cultural groups.

Each of the religious communities should have the same number of holidays, taking into consideration an equal number of religious and cultural holidays for Hindus, Muslims, Christians, and Buddhists and other non-religious national holidays, and the required minimum and maximum number of school days.

4.1.15. Appoint a review and restructuring committee.

A committee of specialists should be appointed to prepare guidelines, rules and regulations that would operate the education system as proposed above. Such a committee should visit a school district in the USA, Australia, New Zealand or Canada. Alternatively, the committee should be guided by a specialist from one of the countries mentioned in setting up and implementing the proposed system.

4.2. Establish and protect equality in education.

The recommendations in 4.1. pave the way for equality to be achieved and protected. However, specific actions need to be taken to stop discrimination and to restore the balance in those schools where there is discrimination in one form or another. It is important to prevent and correct the problem of schools whose students are predominantly from families which the society has, socially and otherwise, consciously or subconsciously, branded as "*low caste*" and discriminated against for generations. The recommendations below are to, eliminate and redress society's subtle and the education system's unobtrusive form of discrimination.

4.2.1. Integrate schools.

Ensure that there are no schools where enrolment is predominantly of children from *the "lower caste."* This is a stigma ridden term that has and still negatively impacts the children.

4.2.2. Ennoble Discriminated Schools.

Improve and integrate the schools that are predominantly composed of the so-called "*low caste*" to the status of model schools. If integration becomes a stimulus for violence or other forms of protest by those who wish to maintain the status quo, such schools should be earmarked for immediate upgrading of teachers and administrators, erecting of new buildings, installing science and computer laboratories, improving facilities for sports and other co-curricular activities, and other forms of improvements that will enhance the quality of education provided and present a positive and progressive image of such schools. The object is twofold: 1. To attract the students from families from the so-called "*high caste*," and 2. To compensate for past discrimination and neglect.

4.2.3. Establish Equality in Quality Between Rural and Urban Schools.

Enact and implement policies that would ensure schools in the rural and coastal areas are equal to the urban schools in all factors that enhance teaching and learning, including equitable funding, before any additional inputs are allocated to improve urban schools.

4.2.4. Advocate Gender Equality in Science Mathematics and Commerce.

Encourage female students, beginning in the Primary grades through incentives and education to enrol in science, mathematics and commerce to ensure that male and female students who take these subjects at the Year 12 and 13 are more or less equal in number to male students.

4.2.5. Appoint a Review Committee on Equality to draft guidelines, rules and regulations to bring about equality in education.

Send members or chairperson of the Committee on a study tour to a country where similar discriminations existed, or exist to see what they are doing to redress the situation. Or, recruit a specialist from India to give guidance to the committee.

4.3. Establish a Provincial University of Science and Technology, and name it “Thurairajah University of Science and Technology,” with Faculties of Education, Science, Engineering, Fisheries, Computer Science and Information Technology, and Management Sciences to offer, two-year certificate, degree and post-graduate degrees and conduct extension and research services to the NEP community.

About seventy five percent of the students in the NEP and the rest of Sri Lanka who qualify for university education do not get a chance to enter universities in Sri Lanka. They are a valuable human resource who never reach any where near their potential. Even the 12,000 students who are selected to enter the universities do not enrol until two years after they are given admission. A third of such students are from the NEP. Two years of earning capacity of these future graduates is lost to the country and to the NEP each year for the last ten years. That is two years off the last two productive and high income years of each of the students every year for the last ten years. In effect, approximately 4,000 students X Rs.15,000/per month X 12 months = Rs.720,000,000. per year is lost in earnings, in 1999 rupee value. Each of the future years of earnings as graduates will also be a loss to the NEP if those students who qualified for examination but did not get a place in the universities. A new University of Science and Technology would give admissions to many of those students and will also give much needed emphasis to the neglected areas of engineering, fisheries, teacher education and computer technology to train the NEP human resources for the future.

The name of the University is to honour the greatest educator and engineer of the NorthEast who spent his entire career in the service of Sri Lanka and the NorthEast.

4.4. Improve Teacher Education

All teachers, in addition to specialising in two subjects, should as educators, have a breadth of knowledge that should cover the major areas of the knowledge spectrum. All teachers in the future should earn a degree and teaching certificate to teach at the Primary and Secondary levels. The young teachers in service now should be given an opportunity to earn the degree in education.

4.4.1. Acquire, upgrade and expand the teacher education system.

Acquire the existing teacher education institutions in the NEP that provide less than degree courses. Bestow the responsibility for teacher education, from selection of candidates to certification, to the NorthEast Board of Education, Culture and Sports (NEBECS) and in a Provincial University in the NEP to achieve the mission in education and other fields.

4.4.2. Prepare teachers at the degree level for primary and secondary education GCE O Level, and expand the programme of the Post-graduate Diploma in Education to prepare teachers for the GCE A Level.

The Mission of the University is to prepare teachers at the Bachelor of Education (B. Ed.) level in all subjects taught at the primary and secondary levels; offer post-graduate degrees and functional short term courses in education to teachers and education administrators; offer Post Graduate courses in Education to graduate teachers and other graduates who want to teach; conduct action research in education; offer programmes of courses for all teachers in service who are forty years or younger on a distance education, part-time, or full-time basis to earn the B. Ed. degree; enhance overall knowledge of education of all teachers; advise and assist the MECS and the NEBECS to formulate educational policies and evaluate the results of policy implementation; ensure that the education of children from Early Childhood to Year 13 and the education of teachers meet the demands of the world of work, and the national and the international societies' expectations.

4.4.3. Encourage and maintain competence of teacher educators

NEBECS and the Universities and the proposed University of Science and Technology should provide opportunities for Teacher Educators to earn Masters degrees with course work and thesis in relevant fields of education from universities in Sri Lanka, and Doctorates based on course work and thesis in renowned universities in other countries.

4.4.4. Offer higher teacher education opportunities to selected volunteer teachers.

Offer opportunity to those volunteer teachers who have less than degree level qualifications and whose teaching for two or more years was outstanding to enrol in the degree programme in Primary education, science, mathematics, agriculture, performance arts (which includes physical education) or vocational and technical, education.

4.4.5. Discontinue further recruitment of teachers without a degree or admission of probationary teachers into teacher training colleges or colleges of education as soon as a decision is made to offer B. Ed. in a university in the NEP.

4.4.6. Institute programmes of courses in universities and institutes for selected teachers to specialise in school counselling and guidance for appointment as school counsellors.

The curricula should not just follow the curricula taught in universities in the West, but should be formulated with the assistance of specialists who are practising in countries in South Asia and specialists in adolescent psychology, social psychology and psychiatry practising in the NEP or Sri Lanka.

4.4.7. Provide opportunities for the use of computers and internet resources for teacher education institutions and teachers in training.

The NEP is so far behind in the education of Tamil teachers in critical areas it is imperative to catch up in the quality and quantity of teachers. Internet resources in teacher education and education that is not culture specific should be fully utilised.

4.4.8. Catalogue and translate into Tamil relevant educational materials on the internet and on videotapes.

Relevant teacher education resources, teaching guides, and school science and mathematics curricula available on the internet, and relevant tapes and printed materials available in English should be translated into Tamil if appropriate translations are not available in the market.

4.4.9. Assign the responsibility for selecting authors, commissioning the writing and translation of textbooks, teachers guides, and other instructional materials in Tamil for all Tamil schools in Sri Lanka and for distance learning in the medium of Tamil to the NorthEast Board of Education (NEBECS)

The NEBECS shall form a committee consisting of, among other, scholars and teachers in the various disciplines from the Hill Districts, Colombo, and the NEP. The Committee shall make decisions concerning the writing, producing, and translating of textbooks and all other forms of instructional materials, and for approving such materials for use in Tamil medium schools in Sri Lanka.

4.4.10. Appoint a teacher education review committee.

The review committee should plan, prepare guidelines, create rules and regulations and implement a new system of teacher education. Members of the committee should be sent on a study tour to universities in Australia, New Zealand, Canada, or USA to study their systems of teacher education.

4.5. Restructure the Inservice Education System.

Inservice education should be co-ordinated in each Zone for each of the subjects at the secondary level by one or more practising experienced teacher who is professionally respected by other teachers in their subjects. The selected teachers should be given only half the normal teaching load to give them time to plan and implement the inservice programme. They should conduct seminars and workshops for teachers in the Zone on new knowledge and methods of teaching and in other topics requested by teachers. Every teacher should be required to attend a minimum number of such inservice workshops per year. All teachers should be given the opportunity to share their new ideas and / or methods that they have found to work in the classes they teach. One inservice administrator in each Zone will suffice to administer such an inservice education system. A similar arrangement should be made for the Primary level. Those who are currently Inservice Advisers are eligible to be administrators or co-ordinators, if selected. Those not selected should return back to the classroom to teach without a reduction in their salary. The teachers in each subject areas in the Zone should have a say in selecting the inservice co-ordinators in each of the Zones.

4.6. Improve Curricula and Instruction in Schools

4.6.1. Introduce co-operative learning skills

Introduce and motivate teachers to use co-operative learning skills as one of the methods of teaching in Year 1 through Year 13. Design classroom furniture to facilitate co-operative learning skills at the Primary level. Teacher education should emphasise methods of teaching co-operative learning skills.

4.6.2. Primary Education

4.6.2.1. Permit the primary schools to keep the four subject areas of languages, science, mathematics and social studies.

It is the methods of teaching those subject areas that need revision. The environment should be studied to observe the principles of science, social science, mathematics and language in action to enable the students to understand the dynamics of the environment. The object should be to see the forces that enhance, maintain or degrade the physical and biological environment in the community and to identify actions that are needed to protect and enhance the environment. Introduction of environmental studies as a subject in place of science should be re-examined.

4.6.2.2. Integrate subjects based on themes, principles and concepts.

Textbooks and teachers guides should be written to reflect the integration of science, mathematics, and social studies. For example, a chapter on water would treat the science of chemistry, biology, physics, and mathematics and show how water influences climate, human settlement and activities, and the total impact on the environment. Inservice and preservice teacher education should include the new integrated approach to teaching.

4.6.2.5. Improve primary school sports.

The value of sports in the development of cognitive, affective and psychomotor skills has been proved beyond doubt. Manipulative skills in learning and playing increases the number of synapses in the brain and other parts of the nervous system not only in the young, but also in the older adults. Exercises also produce beneficial hormones in the body to enhance the feeling of well being in the child and adult. The habit of taking part in games, sports and other exercises regularly needs to be learned at the Primary years to ensure that the child to continues the activities into adult life when they are needed to keep down cholesterol,

enhance muscle tone and lead a healthy independent life after retirement. Heart disease in sedentary adults is a serious problem in Sri Lanka.

(See Appendix 6 for detail recommendations for primary school sports.)

4.6.3. Secondary Schools

4.6.3.1. Broaden the curricula of Year 12 and Year 13

Curricula for Year 12 and 13 should include, among others, the mandatory study of the English language, Literature in English, Tamil Language and Tamil Literature, or Sinhala Language and Sinhala Literature. Typing and computer literacy should also be included in the curricula. For science and mathematics students at the GCE A Level introductory history, government, geography and commerce at a higher level than GCE O Level should be included. For arts and commerce students at the GCE A Level science subjects at a level higher than GCE O Level should be included. This does not mean that all of these subjects should be taught every week for two years. Each of the courses that are not part of the specialisation can be taught for 10 weeks for two or three periods per week. The theoretical aspect of the depth of the three or four subjects students select now for the GCE A Level can be reduced to increase their breadth of knowledge and their practical and applied skills.

The Universities may have to alter the content of their curricula and expand the requirements to include other courses besides the specialisation without increasing the contact hours per week. Such an approach would better prepare the students for the world of work. This is more important than being knowledgeable in a narrow field of specialisation suited only for earning higher degrees, which only two or three in each batch of graduates, are selected to do. A significant number of the rest, especially in the Arts, join the unemployment queues.

4.6.3.2. Implement fisheries and aquaculture programme.

Fisheries should be introduced in schools that are within 2 or 3 miles of the sea, and aquaculture should be introduced in schools near major and minor Tanks as an optional vocational subject in Year 9 or 10. The University of Jaffna Fisheries Centre and the Fisheries Department have prepared teachers' guide, textbook, and are willing to assist in teaching, preparing fisheries and aquaculture teachers, and conducting seminars for science teachers on the science of fisheries.

4.6.3.3. Entrust to the University of Jaffna or to the proposed Thurairajah University of Science and Technology to offer teacher education in fisheries and aquaculture.

Selected young biology graduate teachers with an aptitude and interest in fisheries could also be sent to South India for a one-year course in fisheries and aquaculture. Selected students could also be sent to South India, the Philippines or Japan to study for a degree programme in Fisheries and Aquaculture.

4.6.3.4. Entrust to the proposed University or request that the University of Jaffna or the Eastern University to offer a Bachelor of Education degree in agricultural education.

Two of the three Universities in the NEP already have Faculties of Agriculture. A fourth year of education and agricultural education courses could be added to the general agriculture courses they follow in the first three years. The degree could be awarded jointly by the Faculty of Education and the Faculty of Agriculture.

4.6.3.5. Recruit an agricultural education consultant to redirect and improve the teaching of agriculture in schools.

The agriculture consultant should plan and assist in the establishment of self-sustaining nurseries and small farms in schools that teach agriculture. The consultant should provide inservice education to agriculture teachers in the methods of teaching agriculture using the school and family farm. The consultant should also give practical seminar / workshops to science teachers in using the farm as a living laboratory in teaching science. The end product of the workshop should be instructional materials and lesson plans to teach employable farming skills to Year 8, 9, 10 and 11 students who opt for agriculture.

4.6.3.6. Encourage schools that offer agriculture to recruit practising farmers on a part-time basis to teach students practical agriculture skills on the farm.

4.6.3.7. Improve and expand sports and physical education.

Taking into account the inputs by the Physical Educators of Kalmunai, Batticaloa, Amparai, Trincomalee, Vavuniya, Kilinochchi, Mannar, Mullaitivu and Jaffna, and discussions with principals, teachers, community leaders, sports officials and sportspersons, and the experience in coaching athletes in the places visited, the Consultant is making the following recommendations.

4.6.3.7.1. Discontinue physical education subject at GCE O Level.

The Mission of physical education and sports at the school level should be to develop healthy active students who acquire skills in at least two sports for recreation in school and later in life. In the process, students should acquire the basic principles in biology, physics, chemistry and mathematics that apply to their sport and learn the affective qualities of competitions. Physical education as a subject of study should be left for tertiary education. Physical education in all classes should be activity based, with at least 2 to 3 activity periods per week, as opposed to the present one period of classroom instruction per week. The classes should be mandatory for all students. These 2 or 3 periods per week should be used to learn performance skills, and rules and regulations of popular sports while participating and playing. The science principles in sports should be taught to the science teachers to improve the teaching and learning of science and the student's performance in sports.

4.6.3.7.2. Until the proposed University is established, request the University of Jaffna to offer a Bachelor of Education degree in Sports and Physical Education.

4.6.3.7.3. Require all secondary school students to participate in at least two co-curricular activities of their choice in each of the school years.

Co-curricular activities are important for the development of the student. Participants are student-athletes, student-dancers, student-musicians, student-actors and student-volunteers. The emphasis is on 'student.' All co-curricular performances are a co-ordinated activity of the emotions, mind and body, that is, affective, cognitive and psychomotor domains in education.

4.6.3.7.4. Encourage dual and triangular competition.

Dual or triangular competition should be held in all, or most, appropriate co-curricular activities. Like the dual competitions in cricket and soccer, trophies or other forms of prizes need not be given. Also, dual competition need not have a chief guest or tents and decorations or speeches. Records however should be kept and certificates issued to the first three places in athletic meets in each event if the logistics and finances permit.

Encourage maximum participation in dual or triangular competitions such as in athletics or Tamil Day cultural competitions, by awarding a point to each participants in each event from each school to a maximum of three participants per event from each school. The objective is to encourage students to practice and participate to keep a healthy mind in a healthy body and learn to experience the emotions associated with defeat, success and sportsmanship, and respond to these emotions in a socially acceptable manner.

4.6.3.7.5. Appoint, on contract basis, retired physical education teachers and coaches of high calibre who have made outstanding contributions to education and sports.

Due to the dearth of experienced and qualified physical education staff and coaches, it is important that retired staff, whose contribution was outstanding and are still active, as considered by a panel of education and sports advisers, be appointed as full-time or part-time contract teachers and coaches in schools.

4.6.3.7.6. Strengthen sports administration and personnel.

- a) Establish a post of Deputy Director of Sports and Physical Education in the proposed NEBECS.
- b) Establish in the NEBECS, two Assistant Directors of Sports and Physical Education positions, one for the secondary and one for the Primary sports and games. One of the appointees should be a woman so that the needs of the female students and sports women are addressed.
- c) Establish in the Zones, two Assistant Directors of Physical Education, one for secondary and one for primary school sports and games. One of whom should be a woman.
- d) Allocate adequate computer time for use by the physical education and sports section in each Zone.

4.6.3.7.7. Appoint additional physical education teachers, coaches and support staff.

- a) Allocate physical education teachers based on the normal load of teaching in physical education activity classes at the end of the school day and coaching, after school time, at least one sport during each term of the Year. This would mean a PE teacher's school day in the secondary school may start after 1: 00 PM and would include working a full or half day on Saturdays.
- b) Appoint part-time paid coaches to the first team in each of the sports to which there is a Zone competition if a suitable PE teacher is not available. The part-time coach may be a teacher in the school or a person from outside the school who has excellent character and is competent in that sport.
- c) Form a school sports committee composed of: 1) Five staff members with interest in a major and minor sports, 2) Prefect of Games as the Chairperson, 3) Physical Education teacher as the Secretary, and 4) Captains of each sport and game.

The committee shall be responsible for encouraging participation, promotion, organising and conducting sports events, maintaining records, and nominating persons for awards. The committee may form sub-committees with co-opted members to carry out the duties of the sports committee. The Sub-Committees shall include student managers of the respective teams. The duty of the student manager is to assist the coach and captain. The manager is a non-playing member of the team and is entitled to all the privileges of the team including awards.

- d) Appoint Groundskeepers to each school who shall also be responsible to keep all sports equipment and materials in good repair and also be the sports storekeeper. The groundskeeper shall be assisted by interested, responsible and capable senior students, and all participants in the respective sports.

4.6.3.7.8. Implement the following recommendations on practice and competitions

- a) To be eligible to represent the school in any sports or in any co-curricular activity, a student sportsperson should have passed at least six subjects in the previous term. The student sportsperson can however continue to practice with the team irrespective of their academic performance. The student sportsperson should also have attended at least 80% of the practice sessions and have 90% school attendance, not counting sick leave, during two months before the competitions. The School Sports Committee shall be responsible for enforcing this rule supervised by the Zone ADE (Sports and Physical Education.) Without such a requirement, keen and committed sportspersons neglect to put in sufficient time into their studies which leads to poor grades. The interest of high performing student-sportspersons to compete in sports is such that they would comply with the requirement to learn enough to at least get a passing grade in all subjects. Such a system in the USA has helped sportsperson to enter universities and earn degrees. 90% of participants in the Olympic Games from the USA are graduates or attending their universities.
- b) In athletics, points should be awarded to all those who participate, and schools should enter at least three competitors for each event.
- c) Develop a sports calendar for the NEP based on climate, national competitions, examination periods and the school year. No single sport should go beyond two terms consecutively. Individuals or a team who have attained the national school or adult standards in any sports could be exempted from this rule.

- d) Keep accurate records of all results of all competitions by schools, Zones and Provinces. Zone and provincial average performances should be computed and published at least two months after the end of the season for each sport.
- e) Keep records of height and weight of each student in each age group in each Zone. Students who have lost their birth certificate as a result of displacement should be allowed to compete in their height to weight ratio group.
- f) Provide continuous inservice education to organisers of sports competitions on planning, co-ordination with other Zones, and organising and conducting sports competitions at the Zone, Sub-Province, Province and National levels.
- g) Provide continuous inservice education to interested teachers on officiating, record keeping, time keeping and other skills with a view to taking the examination and certification by the National controlling body of the sports.

4.6.3.7.9. Establish criteria for the issue of sports materials and equipment based on the number of participants who practice in the sport or game per week and the number of competitions the school participates in each season.

At the school level, participation in sports practice in all sports should be at least 50% of the number of students enrolled in the school. Additional materials can be given as the percentage of student participation increases. Competition materials should be given only if the school fields a team on a regular basis, and engages in competition with at least four other schools or enters Zone competitions. Outstanding sportspersons, that is, those who earn a place to compete at the Inter-Zone level should receive special assistance in acquiring sports goods and other relevant needs.

4.6.3.7.10. Provide grounds and facilities as recommended below.

Every Zone, in addition to existing grounds in schools, should have,

- a) One 4 to 8 lane 400 metre Track for athletics, where football can also be played in the centre.
- b) A cricket field measuring at least 100 metres by 150 metres with a turf pitch.
- c) Space for volleyball, netball, basketball and badminton courts
- d) All sports equipment that is needed to operate the sports facilities should be provided. One of the ADE (PE), should be in charge of the facilities with the assistance of a clerk and four groundskeepers to maintain and help in the operation of the facilities. In Zones where there is no state land available for acquisition, a school where a 400 metre, or even a 300 metre, track and a reasonable size cricket field exist can be improved and equipped as a divisional school sports centre. An agreement can be negotiated with such a school for other schools in the Zones to use the facilities under a strict set of rules, schedules and supervision.
- e) All schools should be provided with at least enough space to lay a 200 metre track and space for volleyball, basketball, netball, and a storeroom to keep all sports equipment.
- f) Establish regulation for all Zonal, Provincial and National school sports competitions, that 1) competitors will represent their school and the championships will be decided based on the school that gains the most points. 2) in Zonal, Provincial and National team competition, it is the first four school

teams that win the Zonal Championships shall go to the Provincial School Championships and the first two school in the Provincial Championships shall go to the National Championships.

To promote more participation, school spirit and higher performance, such an approach to competition is essential. The concept of Zone and Province are too abstract especially in Team sports. In soccer, netball, volleyball and cricket, team play is best with those who have practised together for some time. A separate competition can be organised at the National level for provincial school teams and athletics, if needed. Zones are administrative offices and not considered as something one represents

4.6.3.8. Supply two school buses to each Zone.

School buses that can carry 40 passengers each for each Zone will encourage schools to take educational field trips within NEP and to other parts of Sri Lanka. It can also transport sports teams and Tamil Day contestants, and can be used in other educational activities related travel to distant venues.

4.6.3.9. Appoint a review and planning committee.

A five-member committee composed of men and women from primary and secondary school should be formed to review, plan, and implement the sports and physical education programme at the Primary and Secondary schools. At least two of the members, one of whom should be a woman, should have the benefit of making a study tour to Australia, USA, or China.

4.7. Recognise and provide extra challenges to Gifted Students.

At the end of Year 1, Year 6, and Year 9, all students should be tested for potential giftedness and high achievement in science, mathematics or language. Selected students, not more than 20 per classroom, if their parents are willing, should be placed in special classes in the schools. The gifted programme, should be well staffed and equipped to provide the best environment for study. The total number of students per class should not exceed 20 in primary and 25 at the secondary levels.

4.8. Recognise and provide equal access to appropriate education within the school system for physically and mentally impaired students

Special efforts should be made to enrol and integrate students who are physically and mentally disadvantaged in appropriate classes, or if need be special classes, in each of the schools or selected schools in the Zones, based on the number, the nature and severity of impairment. A Special Education Unit should be established within Zone directorate. NEBECS should be responsible for the educational needs of special education students in the NEP. Teachers should be trained and appropriate curricula developed to teach special education students.

4.9. Assess the socio-economic status of the students' families on a yearly basis, determine the students who will need financial assistance for nutrition and other school related assistance from Year 1 to Year 13, and provide appropriate assistance to the students.

4.10. Create a Student Work-for-Pay Programme for students to learn the monetary value and dignity of work. All students 16 years and older should work part-time in a Work-for-Pay programme for not less than 5 and not more than 10 hours per week at the rate of minimum hourly wage in the first year with appropriate raise in pay in subsequent terms for quality and quantity of work done.

The work programme may be in school or in any recognised work places in the community. Students who work for their parent's economic activity, and if they receive pay for it, can be considered as part of the programme if appropriate records are kept and monitored by the school. The work performance should be graded as 'Satisfactory' or 'Unsatisfactory.' Students should earn a satisfactory grade to be permitted to take the gifted and GCE O/A Level examinations and to receive a letter of recommendation from the school at the time of leaving school.

4.11. Institute two Schools for the Performing Arts, one in the North and another in the East for the highly gifted student-athletes and artists from the three communities.

Gifted student-athletes and student-artists should be selected, based on their performance at the end of Year 9, for placement in a residential Academy of Performance Arts. Two such schools should be established in the NEP. Such schools should also have the regular academic programme and should be appropriately staffed and equipped with adequate and appropriate building space, specialised classrooms, gymnasium, theatre and playing fields.

4.12. Regulate automatic promotion and require those who are below passing level in any subjects to attend special classes conducted by the school during holidays. Require satisfactory performance before the beginning of the next school year to proceed to the next Year.

4.13. Assess effect of tuition and tutorials

4.13.1. Appoint an Action Research Team to study all types of tuition in the NEP.

The Team should be composed of three persons from each of the Zones where tutorials function, that is, where a tutor is teaching more than 10 students in any single level and subject throughout, or to a greater part of the year, in one or more subjects for a fee.

A distinction should be made between such a tutorial and teachers giving tuition for less than 10 students for a fee for one or two terms before an examination. The research team should attempt to find what needs of the students, if any, the tutorials satisfy and to what extent, and identify who is giving tuition and who is receiving tuition

4.13.2. Require registration of all Tutorials with the NEBECS, with all the data as determined and required by the NEBECS based on the results of the action research team. In consultation with the owners of the tutorials and the action research team, arrive at a set of regulations that would be required to issue licences for tutorials to operate. The Principals and Zone Directorate should inspect and verify the information provided before licences are issued.

4.13.3. Implement Interim Actions.

- a) All teachers be given notice not to teach in tutorials from 8:00 am till 5:00 PM during weekdays. They may however give tuition, for a fee, to not more than two groups of five or less students, for not more than two hours a day, at home or in a school classroom after school. The Principals, the Zone Directorate and the School Board should monitor such approved tutoring activities of the teacher.
- b) Give more weight to Continuous Assessment and reports, based on activity and/or inquiry, for the scholarship and GCE O/A Level examinations.

4.14.0. Permit private primary, secondary (1AB only) and technical schools (Post GCE O/L) to be established in rural areas at least three kilometres away from the nearest existing 1AB schools, with similar guidelines and conditions as for Assisted Schools.

4.15.0. Establish an adult education centre for every three Zones.

Education in occupational skills should continue for those who are 18 years and older and not in school, and who need occupational skills training or those who want to upgrade their skills. A committee should be set up to plan and draw up a programme of one, two or three term courses that would provide skills leading to employment. Each of the adjacent Zones can specialise in different occupational skills. Teachers for adult education Centres should be recruited from practitioners of the various crafts on a part-time basis as these are activity based classes.

4.16. Inaugurate a Teachers Corps to give an opportunity to those who are waiting to enter the University, to teach temporarily in Type 3 Schools in the rural areas for an year.

Students who are given admission to the Universities have to wait two years before they begin their studies. This problem has existed since the late eighties. Such students should be paid a monthly salary appropriate to their GCE A Level qualification. Such service gives the high achieving students an insight into the teaching profession and a sense of contribution to the future of the young children. Placement of such volunteer teachers should be away from their hometown or village to expose them to life in other rural communities.

4.17.0 Improve and expand MECS Secretariat

The proposed structure for MECS is presented in the organisation chart in Figure 5. This structure would improve the delivery of education to the people in the NorthEast. Detail recommendations for the Sports Unit is in Part II of this report. Culture is not part of the Consultant's assignment. However Figure 5 shows how culture and sports activities at the school and community level can be organised and delivered through the Zone Board of Education, Culture and Sports.

4.17.1. Improve and expand the MECS library

The Library should be within the NEBECS. It should stock many copies of each of the textbooks and teachers guides from Early Childhood Education to Year 13, and copies of textbooks and other instructional materials used at all levels of teacher education institutions in Sri Lanka. Educational reference books on Mental Measurement, Educational Research, Educational Planning and Administration, and educational journals and magazines should be included. A set of Encyclopaedia Britannica is a must. Textbooks used at the degree level for Bachelor of Education for Primary and Secondary education should be included for

reference by staff. In addition the library should have the standard selection of books a library should have in all the categories of the Library of Congress Cataloguing System.

4.17.2. Establish a 500 book lending library, with appropriate furniture and a library assistant, for the use of students, teachers and the public in all Type 3 schools in the NEP.

4.17.3. Propose and give guidance for the building, stocking, and operating of a Library with a million volumes with appropriate selections in the three languages. The library should be located in Trincomalee and operate branches throughout the NEP where their services are needed.

4.17.4. Approve and implement the proposal for The Action Research Network (ARN) presented in Appendix 4. ARN shall report quarterly to the NEBECS

4.17.5. Activate and Expand Planning Unit

Appoint a competent Director of Planning who has had experience in higher educational institutions, if possible with experience in education overseas or in educational planning in Sri Lanka. At least three dynamic assistants need to be appointed for education, culture and sports planning with clerical support. The Planning Unit shall report quarterly to the NEBECS.

4.17.6. Improve and expand the Computer Unit and the use of computers, install internet service and rename the computer unit to ‘Information Systems and Technology Service’ (ISTS)

ISTS should co-ordinate the purchase, maintenance, and repair of computers and related equipment in the NEP. It should be responsible for maintaining and operating a Local Area Network. One of its major functions is to identify, collect and distribute educational software and get specialists to prepare new software in the Tamil language for use in education. The Unit therefore needs to be staffed with persons who can meet the expanded and intensive activities included in the recommendations below. ISTS shall report to the NEBECS

4.17.6.1. Allocate computers to all sections within the MECS on the basis of one computer for every three professional staff trained to use computers in their work. In addition, secretaries of each of the section, should have a computer for their work.

4.17.6.2. Require Proficiency in Computer Skills

Establish a computer laboratory to train all staff in MECS, including staff in the Zonal Secretariat and selected teachers and staff in Principal’s offices in each Zone, in the use of computers in their work. All staff in teacher education institutions need to be trained to use computers, the internet and educational software in teacher education.

4.17.6.3. Establish computer education Centres in each of the Zones with at least 30 computers and accessories, two instructors and one support staff to provide instruction in the use of computers in education to staff and provide computer literacy to school leavers. Provide electronic mail (e-mail) facilities to Principals, Zone Directors, NEBECS, and the MECS Office, and Directors of all the Units and provide training for all of them in the use of e-mail.

4.17.6.4. Provide Internet access in the first phase to the Secretary, Directors of NEBECS, Planning Unit, Research Unit, Computer Unit, and the Teacher Education Institutions.

It is important, if feasible, for the MECS to have its own Server to provide Internet and e-mail services rather than depend on commercial providers in Sri Lanka.

4.18.0. Establish a Guidance and Counselling Service within the NEBECS.

Consult with practising psychologists in the NEP on this matter. Its staff should have professional qualifications and experience. It should be the responsibility of this unit to establish school counselling Centres and provide guidance and counselling service to students and their parents where there is a need in psychological, scholastic, vocational guidance and life counselling. Each of the Zones should have an Office of Guidance and Counselling with a Primary and a Secondary division to implement the programme in all schools. For every 1000 students in Secondary schools, one counsellor with an office assistant should be appointed.

4.19.0. Incorporate an Educational Broadcasting Service (EBS) within an incorporated NorthEast Public Broadcasting Service (NEPBS).

NEP will need a Radio and Television Service to provide adequate time for entertainment and education in the Tamil medium to residents in the NEP and elsewhere in Sri Lanka, and an opportunity to develop talents in Tamil and Muslim cultural performances. It will also provide an opportunity for more Tamils than at present to develop talents in radio and television writing, production, and broadcasting technology.

Initially, MECS should operate, using EBS, educational television and radio programmes to facilitate teacher education, promote School and Distance Education learning, and Cultural and Sports Education in the NEP in Tamil and in English in all fields. EBS shall report quarterly to the NEBECS. It is hoped that other sectors such as Health and Agriculture would also use the NEPBS to promote their mission.

4.20.0. Establish and expand Information Resources, Translation and Publication Service (IRTPS)

There are many educational materials on the internet, videotapes and in print that are relevant to the NEP. There is also much literature in English that needs to be translated into Tamil. Establishment of a new translation and reproduction service will provide appropriate teaching and learning materials for teachers, students, and adults and help to eliminate the current dearth of such materials. With assistance from Information Systems and Technology Services (ISTS), Educational Broadcasting Service and the Library the task of the IRTPS can be done efficiently.

CHAPTER 5: CONCLUSION

Education in most regions in the NEP lags far behind the rest of country and the world due to neglect, administrative bottle necks, centralised control of finance and key decision making apparatus, lack of concern and direct action to solve the problems of education in the rural and coastal area, inequality of access to quality education and most importantly the consequences of the war between the majority Sinhala and the minority Tamil communities through their leaders and their military institutions. Within the rest of Sri Lanka, there are other pockets of neglect in the rural and coastal areas, and the urban slums. If the recommendations are accepted and decisions are made to implement them, actions should start from the areas of greatest need, which are the War and the Conflict Zones, and spread to other areas of neglect based on the degree of deprivation to access to quality education.

Recommendations with respect to the changes in the administrative and services structure, school organisation, curricula implementation, and teacher education system can take place simultaneously if the political will is there to enact appropriate changes to the political and administrative instruments. The recommendations, other than those related to the war, will also apply to a greater part of the education system in the Sinhala medium as a whole with appropriate modification.

The consultant could not but realise that the recommendations to improve the education system in the NEP in effect require self-governance for the Tamil medium's education system. The corollary to this is that, self-governance should also be given for the education system in the Sinhala medium. It is very tempting for the consultant who has observed the other sectors such as agriculture and health in the NEP during the last four years to extrapolate the need for self-governance in the education sector, implied by the recommendations. It is important for specialists in those other sectors to study the problems and propose appropriate recommendations that would enhance the services those sectors provide to residents of the NEP.

Political immaturity and extreme ethnic chauvinism in Sri Lanka were among the barriers to finding a political solution to the ethnic conflict for thirty years which lead to the attempt to solve the problem by force by the two communities resulting in the twenty-year protracted war. Since 1958 the violent conflict has resulted in over 70,000 dead, over a hundred billion rupees in property and infrastructure destroyed, and over a million persons pushed into refugee or displaced status. Additionally tens of thousands more have been physically, emotionally, and morally damaged. There is no sign of de-escalation of the conflict but only signs of escalation. If implementation of the proposed recommendations is not feasible now, it is hoped that whoever survives to sweep up the ashes in the NEP and the rest of the Island will consider the recommendations as a basis for building a new system of education for whoever is left alive in the pearl of the Indian Ocean.

END

APPENDICES

- Appendix 1. Itinerary of the Consultant and the Teams
- Appendix 2. Number of Schools, Persons and Places visited, in Areas controlled by the LTTE in the North and Sri Lanka Armed Forces controlled areas in the East
- Appendix 3. Observations and Discussion in,
 (a) Vanni Districts
 Kilinochchi
 Mullaithivu
 Vavuniya North
 Mannar (Mainland)
 Mallavi (Mullaitivu District)
- (b) Jaffna
 (c) Batticaloa
 (d) Kalmunai
 (e) Amparai
 (f) Trincomalee
- Appendix 4. An Action Research Network
- Appendix 5. Per Pupil Recurrent expenditure, 1984 -1985
- Appendix 6. Recommendations to Improve Primary School Sports

Appendix 1: Itinerary of the Consultant and the Teams

Itinerary May 1 to August 3, 1998:

- May 3 - 5 Workshop with MECS and Save the Children Team in Action Research methods to study the status of education in the conflict areas in the Vanni districts.
- May 6 - 10 Discussions with Sports Unit, Visit to Type 3, 1C and 1 AB school and “Sports School.” Took part in coaching camp for sports officers and physical education teachers.
- May 11 - 19 Travel with the Action Research Team to Vavuniya, Madhu, Mallavi, Thunukkai, Kilinochchi East, Puthukudyerruppu, Mulliyavalai, Puthukudyerruppu, Skandapuram, Akkarayan, Madhu and Vavuniya. Discussions with Principals, Teachers, Students, non-school going children, community leaders individually and in groups. In Vavuniya, the Team briefed the Government Agents of the Vanni Districts and the Secretary of MECS on preliminary findings.
- May 19 - 27 The Team stayed in Anuradhapura, analysed the data collected and wrote the report, “An Appraisal of the Education System in the Vanni Area of Sri Lanka.” The printed report was handed to the Secretary MECS in Colombo on May 27.
- May 29 -
June 17 Travelled to Jaffna. Visited schools, University of Jaffna and had discussions with, Principals, Education Administrators in the two Zones, teachers, PE teachers, students, non-school going children, sports persons and sports associations, witnessed sports meets and cricket matches, volleyball tournaments and coached athletes. Addressed student assemblies. Discussions with NGOs, Unemployed Graduates Association, University sports teams, Vice Chancellor and teaching staff of Medicine, Agriculture, Fisheries and Science of the University of Jaffna. Attended the Jaffna Science Association Conference sessions. Left Jaffna on June 17.
- June 19 In Colombo. Briefed Governor Gamini Fonseka
- June 22 - 24 Travel to Trincomalee. Research seminar and workshop on school problem identification and action research methods, with research unit staff, teachers and staff from all the Zones in the NEP and administrators.
- June 25 - 27 Discussions with MECS and Provincial Directorate staff. Coached athletes.
- June 29 -
July 1 Travel to Batticaloa. In Batticaloa, Discussions with Principals, teachers and Zone administrators. Sports Officers, Physical Education teachers. Coaching athletes. Visit to all categories of schools and discussion with principals and teachers.
- July 2 - 4. Travel to Kalmunai. In Kalmunai. Similar schedule as in Batticaloa.
- July 5 - 8. Travel to Amparai. In Amparai. Visited Sports School. Similar schedule as in Batticaloa.
- July 9 - 15 Travel to Trincomalee. Meetings and discussions with various units in the MECS. Coaching. Submitted interim report and briefed Secretary MECS.

- July 16 - 18 In Trincomalee. Sports workshop / Seminar with selected Physical Education teachers, Sports Officers, District Sports Officers, ADE Sports and ADEs PE from districts. Reviewed of status of sports in schools and in the districts and identified issues and problems and approaches to problem solving. Took part in Rehabilitation and Reconstruction planning meetings of RRAN, with the Provincial Secretariats and Government Agents in the North.
- July 17 - 31 Visited Mallavi with the MECS team and took part in the 10-day workshop for 200 plus teachers in all subjects. Consultant took part in the sports workshop and coaching and English and Primary Science workshops. Had discussions with Principals of Vavuniya North schools, Directors of Education of Kilinochchi and Mullaitivu. Had discussions with teachers, students, PE teachers and sports associations and coaches. Visited displaced shelters. Visited displaced schools. Visited micro-project sites of various NGOs - CARE, MSF and local NGOs. Spoke to non-going school children and their parents. Had discussions with the two doctors in Mallavi and Thunukkai. Travelled to Vavuniya, and the next day to Colombo.
- August 3 Briefed Governor Gamini Fonseka. Briefed Secretary and gave project proposals draft done by educators in Mallavi.

Appendix 2: Number of Schools, Persons and Places visited in Areas controlled by the LTTE in the North and Sri Lanka Armed Forces controlled areas in the East.

- Persons interviewed
 - Children 5 -16 877
 - Adults 859
 - Groups of 10 -15 31
 - Groups of 50 -100 6

- Schools visited
 - Years 1 - 5 12
 - Years 1 - 11 10
 - Years 1 - 13 15

- Places visited
 - Vavuniya, Mannar, Mullaitivu and Kilinochchi Districts (LTTE controlled)
 - *Villages and small towns From Madhu to Kilinochchi to Mullaitivu*

 - Jaffna District (Sri Lanka army controlled)
 - *Greater Jaffna Town area, Kokuvil, Puththur, Point Pedro, Manipai, Periyavillan, Illavalai*

 - Trincomalee, Batticaloa, Kalmunai and Amparai
 - *Town areas and villages controlled by SL Armed forces*

Appendix 3(a): First visit. Observations and Discussions: Vanni Districts.

(For observations on the first visit by the consultant and the Team, please refer to the Report, *An Appraisal of the Education System in the Vanni Areas of Sri Lanka*, by the team of NEP, MECS, and Save the Children UK. ” May 1998. Summary of the observations during the second visit to Mallavi in the Mullaitivu district is given below and is also incorporated in Chapter 2 of this report.)

Appendix 3(b): Second visit. Mullaitivu District (Mallavi). Reflections and Conclusions based on Observations from the First and Second Visits.

The consultant met with 26 principals and senior teachers and Divisional Education Officers (DEO) of Vavuniya North schools that were displaced and discussed the problems of displacement, buildings, furniture and teachers related issues. He also met with the Directors of Education of Kilinochchi and Mullaitivu districts, two DEOs and 10 Principals to draw up projects that would help reduce the stress in the education of the children. The draft project ideas and outlines were given to the Secretary MECS for project formulation and decisions. The discussions below are a summary of their concerns and views as accepted by the consultant as matters that need resolution.

Schools in the Vavuniya District under the control of the LTTE

As of June 30, 1998, there were 82 schools with 12,623 students of which all but 11 were displaced. There were two 1 AB, five 1C, twelve Type 2 and 63 Type 3 schools. The number of students who were displaced was 11,513. Most of the schools are in temporary shelters. The schools did not bring most of their furniture or other heavy items.

Vavuniya North Summary

Vavuniya North is the only division of the Vavuniya district remaining in the LTTE controlled areas at the time of the visit. The acting divisional education officer has responsibility for 42 schools of which all but one are displaced. There are 32 Primary or Type 3 schools (Year 1 to 5), and 3 Secondary schools which teach arts up to GCE A L and one Arts and Science up to GCE A L. Six other secondary schools teach up to GCE O L. All these schools have been displaced for one year since May 1997. They are physically located in three districts. Five schools are in the Mullaitivu district. Eleven in the Madhu division of Mannar district and the remaining 26 schools are in Kilinochchi district. This and the limitations on transport make the job of Divisional Education Officers (DEO) almost impossible. The DEO with the assistance of one in-service science advisor and one clerk cover all of these schools. With each displacement there is a different mix of students and teachers in the new location of the schools, depending on who displaced to where.

Despite the wide geographical dispersion of the schools, the long distances, the extra costs entailed and the problems involved in crossing from the LTTE controlled areas to the army controlled areas, all seminars for principals and teachers of these schools are conducted in Vavuniya itself. However, some locally organised training is available in Manthai East.

Supplies are sent to the divisional office in the Vanni area from where the DEO must distribute them to schools. The divisions used to have responsibility for salaries but that is now done from Vavuniya. There has been no District supervision. The student numbers have dropped by 30%, i.e. 30% of 5363, which is 1609 students, since displacement. No record of their location is available.

Displacement and its Consequences

Displacement is the single most important event that affects access to, and the quality of, education in conflict areas. Displacement takes place just before, during and after aerial bombardment. In it are subsumed the bulk of the problems of education in an area of violent conflict: loss of home and property, the trauma of the violence, the long trek, uncertainty of future, and most importantly the disruption of the family and social fabric in which the children and adults took comfort while pursuing their daily lives. The eight year old embargo on electricity, fuel, medicines, building and construction materials, and other items that are needed to sustain a community has put an additional burden on the displaced and those caring for the displaced. The institutions are drastically short of staff. Vehicles, telephone, postal, other than mail delivered by the SL Red Cross, and other services needed for communication are non existent. The roads have become stony, muddy lanes with knee-deep holes.

Displacement of institutions such as health, agriculture, schools, and civil administration puts an even greater burden on the already understaffed institutions. Loss of jobs, loss of land for cultivation, and the loss of the tools of their trade make people depend on the irregular supply of inadequate rations with low nutritional content. In all this, the children are most affected. In long-term conflicts, children are born in camps and temporary shelters with very little or no prenatal, natal, and postnatal care. Nutrition during the early childhood period is inadequate and as a result brain development and learning are negatively affected in children living in shelters.

Poverty has spread like a disease in epidemic proportion engulfing the already poor who make up the bulk of the displaced. Health is affected due to lack of adequate health care and proper nutrition. Poor parents are unable to give their children adequate nourishment, school supplies, or lamplight at home to enable the child to study. Poverty is compelling parents to use primary school aged children as wage earners or child-minders in the home. Children who would like to attend school are compelled by economic necessity to assist in the survival of their family.

Curricula, Teachers and School buildings

Relevancy of the curricula followed in the conflict area is questionable. The present curriculum does not give employable skills to the 70% of the students who are “pushed out” of the education system between Year 1 and Year 11. The challenge is to give the students in the conflict area an education in the secondary schools that would give them employable skills. Due to the embargo on the conflict area and the resulting negative impacts on the economy unemployment levels in the Vanni are very high. In addition, the chances of a student from the conflict area finding employment in the areas not affected by the conflict is very low due to the threat of being accused of being a member of the LTTE by the security forces.

Education departments have had to find temporary shelters. Schools have had to double-up or triple-up in existing dilapidated schools with leaky thatched roofs. Teacher shortages range from 50% to 90% depending on the subject and the location of the school. Students who have lost a large number of school days end up leaving school for good because they feel they have fallen too far behind. Loss of school days can seldom be regained. In each class the range of ability levels of students is much wider than during peacetime due to the long absences most displaced students have experienced compared to those who are permanent resident students. Instructional materials, especially laboratory equipment that has been lost as a result of displacement cannot be replaced because of the embargo. More than 70% of the schools have no tables or chairs in classes from Year 1 to Year 9. Mats are used where available, however writing in this position is a problem, especially for older children. Many children in conflict zones have poor eyesight due to nutritional deficiency and these children find it hard to write sitting on a mat.

The disadvantaged community of children those who are visually or hearing impaired, without one or both parents, or are physically and emotionally disabled are the hardest hit as a result of prolonged violent conflicts. These children have special needs that are not being addressed due to a lack of resources and expertise.

The ray of hope is the indomitable spirit and resolve of those young volunteer teachers, teachers, parents, and community leaders who were themselves displaced many times and who, despite concerns for their safety, stayed behind in conflict areas. Most of all is the young, smiling and ever so playful children who are eager to learn and respond to the challenges of survival in the conflict areas with enthusiasm. The sight of blind children being helped by their schoolmates and orphans, whose numbers have tripled since the start of the conflict, marching in line to attend school is a ray of hope. When it rains their playful nature comes out - splashing through water puddles and dancing in the rain like any child in peaceful circumstances.

With such children cared for by such adults, there is no doubt they will come through this conflict to lead a fruitful life. If only the conflict will stop before their lives are snuffed out by decisions and actions made by those who will never witness the violent death that results from their decisions and actions. As the rest of the country progresses, an existing inequality is exacerbated. As inequality deepens, so does the conflict, feeding on the fuel of inequality. There is no better substitute to improve education in the conflict areas than to stop the war.

Appendix 3(c): Jaffna

Objectives of the visit

1. To collect information on issues in education of children in Year 1 to 11 from Zonal Directors of Education, Divisional Education Officers, principals, teachers, students and parents.
2. To collect information on issues in sports and sports development from physical education teachers, Assistant Directors of Education (PE), Sports Officers and District Sports Officers.

General

Jaffna not only appears to be a military garrison, but is a military dominated and controlled area. Travel from the Palaly airfield, and base used by the SLGF, to Jaffna town is a tense moment through a war-damaged zone occupied by a foreign force that does not even speak the language of the area.. Freedom of movement, assembly and speech are severely restricted. The main text of the report gives some description of the conditions in Jaffna. Discussions held with community leaders and a study that was nearing completion by the Council of NGO's in the Jaffna District, published later in July 1998, paints a dismal picture of life in the Jaffna District. 70% of the people do not have the purchasing power to buy the daily necessities and half of them have only a one meal a day. Farmers are losing money because of the high cost of input and low prices and no outside market. About 5600 people are living in welfare camps, and 64,000 are living with friends or relatives. 190,000 houses are damaged which is half of the houses in the District. 70,000 youths are unemployed. More than 12,000 vacancies in the government sector have not been filled since 1990 - the year the government decreed and enforced an embargo in the North. There are 1500 volunteer teachers who do not receive any payment. Malnutrition of 1 to 5 year olds has reached 22, 480 in the district. There is a shortfall of 121 doctors and 340 nurses and midwives. Many categories of basic medical equipment required in the hospitals in Jaffna are yet to be supplied by the government.

Schools visited, principals, teachers, students and parents interviewed.

Though the Zonal directors of education were informed by the secretary of the consultant's visit, no arrangements were made for the meetings nor were any transportation arrangements made. The consultants made his own appointments with individual schools, except for a one-day visit to three schools with the Director of Zone 2, the Provincial Director, the Divisional Education Officer, and the School Engineer. The visit to schools in Point Pedro was cancelled because of lack of transportation arrangements.

Achchelu MMDMS, Neerveli, Type II

The School is housed in an unfinished private house. In 1995, before displacement, enrolment was 429 girls and 447 boys. Now there are 360 girls and 380 boys but only 552 are in attendance. Students attendance is irregular and one sixth of the students being absent on any given day is normal since the displacement. 20 boys and 25 girls have dropped out after they returned from displacement. After year six students normally go to work. During planting and harvest times absenteeism is greater than normal.

Socio-economic status of parents of students is:

Farming families	242
Labour or families	220
Toddy Tappers	35
Others	55

None of the children take tuition due mainly to poverty. Thirty-six students sat for the "O" Level Examination. Two (5.5%) qualified to study for "A" Level. The School has no furniture except for the "O" Level class. There were no repeaters in the "O" Level class. Though most of them dropout a few prepare for the examination on their own. It is one of the school selected by the Zonal Department for assistance by CIDA to tutor students enrolled in the "O" Level class. No space to play any games.

Interview with parents and non-school going children

Only mothers of children who are not going to school came to the interview. Fathers stayed away. Only girls who have dropped out of school turned up to the interview. There were fifteen of them who came to the meeting with their mothers. The mothers said that the men were ashamed to come to the meeting because they felt that they contribute nothing to the welfare of the family. One grandfather who is taking care of two children whose parents were killed during the war during an aerial attack came to the meeting with the two children who are not attending school. Most of the families had 7 to 8 children. All girls who came had low self-esteem. Three families did not have fathers. Except for one girl, others wanted to return to class, but because they have lost one or two years of schooling, the other children tease them because of their ignorance. Some have no uniforms or appropriate clothes. Others are working or caring for their younger sisters and brothers. Five "O" Level students have no books or other school materials. The non-school going children said that they have no money to pay for the extra curricular (Facilities) fees.

Sirruppidy GTMS.

Year 1 - 8. No one passed the Scholarship examination in 1997. Children do not do any homework. They cannot afford copies and pencils. No lamps at home or lamps out at 8:00 PM because of the cost of kerosene. None of them go for tuition. Housed in the same compound as the Achchelu school. UNICEF is giving small financial assistance to the school to devise instructional materials and conduct extra classes for students to improve learning. No space for any games.

Navakiri AMTMS, Puththur.

Type 3. Years 1 to 5. 130 students. The Principal's son and his wife both lost a leg due to land mines. Six permanent teachers. One English teacher who is also teaching P.E. One trained teacher and one "A" Level Mathematics teacher. It is a feeder school to Somaskanda. Half the children drop out. Some work after

school. The school has no playground. The building is concrete and timber and well made. The cement floor has become a dirt floor due to lack of cement and repair. The school has not been painted due to neglect by the system. No space for any games. Another incomplete building with uneven, rocky space for a playground is being considered for completion.

Kopai North, RCTMS

Type 3. Year 1 to 5. There are five teachers including the Principal. Three of them are trained. No one has ever passed the Scholarship examination. In the past ten years no one from this school has gone on to secondary school. There are 42 non-school going children of primary school age in the neighbourhood. Poverty is the main reason given for not going to school. Parents go for work and primary school age children look after younger siblings. In 1995 bombs or artillery shells damaged the Principal's office and roof of half the school. The classes are functioning in the rest of the school, though the concrete pillars and half walls are severely cracked. It is dangerous as the buildings may collapse from the shock waves of supersonic bombers and low flying large helicopters. The Director and Engineer inspected the building and went to the vehicle. While they waited in the vehicle I interviewed the Principal, who was glad to talk to some one about the status of the school.

All of the 142 children enrolled in the school are from 'toddy tapper' families living in the neighbourhood. The children of other families of "high caste" go to other schools. Liquor consumption by the parents is a problem. Some men have two or three "wives." Next to the school we saw a family illegally brewing and selling alcohol called "Kassippu." There is currently no police force like during the years LTTE controlled Jaffna, or like before the seventies when Tamil SL Police did, to maintain law and order.

Parents do not show enough interest in their children's education. They say that their children can never do well in school and therefore it is best if they learn when they are young to work and tap palmyrah trees for a living. Otherwise, when they fail in secondary school, they no longer want to tap palmyrah trees and they have no skills or opportunity to do any other jobs. Children also said that, "I am not good in studies to go to secondary schools with "those other children", meaning children of "*higher castes*." There was resignation and suppressed anger in their statements.

When I raised these questions with the DEO and DE and the Provincial Director, they expressed concern but they said that there is not much the system could do to change the ways of our people. They said even the LTTE were not able to make much progress in some of the communities to change the attitude of the "*high caste*." Some said that segregation by cast existed only in isolated cases. However, the DEO Kopai and the DEO Point Pedro said they can take me to many other such schools in their Division to show me similar schools. However I was not able to arrange a vehicle to visit Point Pedro and it was too far to use a bicycle.

The Principal of Jaffna Central College, to whom I mentioned about the segregated nature of our school system, introduced me to the Principal of St. James, who in turn introduced me to the Principal of St. Ross.

St. James, Colombuthurai.

It is a Type II school with classes from Year 1 to 11. In 1997 24 students sat for the "O" Levels and 5 qualified to go to Year 12. The pass percentage is half of the pre - 1995 years. Required teachers are 23. Only 16 are permanent the other 7 are volunteers. Five of the volunteers are teaching in the primary section. Before displacement the school had an enrolment of 1,400. Now the number is 590. Students drop out when they are 13 or 14 after year 8 or 9. Many of the children younger than that are frequently absent because they have gone fishing with their father or uncle. Fisheries, though it is a GCE "O" Level subject is not taught in the school because the department has not allocated a teacher cadre for it.

The school is bordered by a narrow road and tiny lanes on the three sides. The houses are crowded and so close one could listen to the conversation of the occupants. The school does not have a playground. But the school is district champion in soccer. They use an open space nearby, which the Principal wants to acquire for the school. He would like the school to be moved to the outskirts of the fishing village. He feels that the children who are all from fisher families are deprived the chance to interact with children from parents with other professions. Children of farmers and other castes do not want to come to the school because it is in the middle of a fishing village on the coast of the lagoon.

The coast suffers from frequent cordon and search operations by the SL Government Forces. With all the problems, the school is maintaining good discipline and continuing schoolwork efficiently despite being deprived of resources.

St. Ross, Thirunagar.

Type 3 with Years 1 - 8. 500 students were enrolled before displacement. Now 390. About 50 to 60 are absent daily. 90 to 95% of the parents are road sweepers and conservancy labourers. 5% are fisher families. Alcohol is a problem in most families. Parents do not show interest in the education of their children. Students are talented and are good at singing and dancing like any other children. Qualified teachers transfer to other schools. Trained and graduate teachers are transferred to other "good schools" by the system. This is a sour point with the teachers and parents. For the 22 approved teaching positions available, only 15 teachers are permanent. Two are volunteers to make up 17. No music, art, dance or PE teachers. Teacher / student ratio ranges from 1:47 to 1:56.

Meeting with Director of Education Zone 2, DEOs and ISAs.

Maruthankerni Education division.

Mamnai

Sempianpattu

Nagar Kovil American Mission

Maruthankerni MV

Maruthankerni Hindu MV

Ampan Aru Mission.

No roofing was done in the following schools for many years. They are in need of a new roof. Many of their observations are incorporated in Chapter 2 and 3.

Sri Vignesvara, MV.

Type II school from Year 1 to 11. Zone One education office is on one side of the school and on the other side is Vignesvara Hindu temple. 90% of the parents are daily wage earners or unemployed. Children of wealthy parents go to other schools like John Bosco Kanagaratnam, MMV or other big schools such as St. John's Chundikuli Girls High School, St. Patrick's, Holy Family Convent, Vembadi Girls, Jaffna Central which are all within two miles radius of Sri Vignesvara, MV. In 1997 no one passed Scholarship examination or qualified in the GCE O L to go to Year 12. 90% do not go for tuition. Reason given is poverty. Enrolment ranges from 8 in Year one to 27 in Year 11. SDS is poor. No initiative by parents. Save the Children has a program to tutor Year 1 to 5 children. Many children in the lower classes come to school without having eaten breakfast.

Jaffna Central College (National School)

The school has begun to achieve normalcy. However, out of the 160 students who sat for the GCE O Level in 1997, only 63, or 38% qualified to go to Year 12. Which is half of the percent of passes before 1995. Though repairs to some of the buildings has begun, many of the buildings including the Hostel complex and the main Romaine Hall are without roofs and with damaged walls. Percival Hall that was erased to the

ground, is still in the same state. St. Peter's church built in 1826, which lost its roof in the war during-1989 - 1990, is now erased to the ground in the October 1995 SLGF offensive. All the buildings, built during the Dutch era and later between the school and the coast, where the Jaffna courts functioned, are in ruins. The environment constantly reminds students and parents of violence, war and destruction. There are army sentry points and patrol near the school. Jaffna Central is the Sports Centre of the District Sports Officer. The school grounds are large enough for a six track 400 metre track. It has a full size school cricket field, where soccer is also played. The school would like to improve the sports field to establish a turf wicket for cricket, widen its field more, and build a small pavilion. Major sports events are held there.

The Consultant attended Jaffna Central from 1943 - 1954. As a schoolboy he represented Sri Lanka in the XVth Olympic Games in Helsinki in 1952 when he was 17 and the IInd Asian Games in Manila in 1954. It is a heartrending experience to see important historic buildings of Jaffna Central and its historic surrounding including the Jaffna library opposite the school in ruins. If Royal, Ananda, Nalanda, St Joseph's or St Thomas's Colleges suffered the same fate from the Tamils, I could not imagine what the consequences would be to the Tamil population.

Vembadi Girls High School (National School)

Outside the school is a major army checkpoint and military vehicle traffic is very heavy. While the consultant was at the school, three large low flying helicopters flew by over the school. Some of the damaged buildings are temporarily repaired, some are condemned and others need repair. The Principal who was there before 1995 went for higher education, a Principal who was appointed was transferred without her consent and a new Principal appointed. The school has a very small field for netball, but not large enough for a 200 metre track. Teaching and learning like in most schools is progressing satisfactorily under stressful military situation. The results of the 1997 GCE O L examination are an indicator of the determination of the students, teachers and parents to continue their education. 105 students sat for the examination and 103 or 98% qualified to continue to Year 12. The ability of the students, teachers and parents to shut out the trauma of the war, displacement, loss of property and all the horror visited on them at that time and when they returned to Jaffna to perform so well in the national examination is commendable. It is a testimony to their resilience and courage under fire.

St. Johns College (National School)

The Principal with the help of the Old Boys have repaired and rebuilt damaged buildings. The school, though it has not returned to its old glory, is fast approaching it. They had 73 students out of 98 or 70% of students qualified to go to Year 12. This was 20% less than in pre - 1995 years. Discipline is well maintained. It is embarking on laying out a 400m track around its cricket field where a turf wicket is expected to be built. Here again the dedication of the students, teachers and parents to learning is an example, like Vembadi Girls High School, for other schools to emulate.

Periyavillan RCTMS

Type 3 school. This is the primary school that the Consultant attended. It has been closed since 1992 SLGF operation that captured the Northern coastal area from Palaly to Mathakal. Periyavillan to Sandilipai and Pandatherippu junctions became "No Man's Land." The whole population evacuated. Some went to other parts of the country. Others went to India, UK, Canada and Europe as refugees. The village was overgrown with vegetation until the 1995 SLGF forces occupied Periyavillan. The consultant passed through the village on the Sandilipai - Illavalai road in June 1994 and then again in 1998. All the houses are damaged except for the houses on the roadside which are now occupied by the SLGAF. The St John's church at the junction is not damaged. A new "Bo Tree" sapling is growing well, with a statue of the Buddha under it, in front of the Church at the junction where the sentry post is located. A whole village of farmers, carpenters, blacksmiths, Toddy Tappers, Hindus, Christians and shopkeepers displaced from their homes and way of life overnight in 1992. The consultant saw the village that nurtured him in ruins and abandoned.

Sports in Jaffna

The consultant had discussion/workshops with a group of PE teachers and the ADE (PE). He also met with some of the part-time coaches, witnessed sports meets, cricket matches, coached club and University athletes. A meeting with the Presidents and secretaries of sports clubs were held to identify issues in sports that need to be addressed.

Cricket is the most popular game. It is played at the school level at under 15, under 17 and under 19 levels between each school. At Club level many one-day tournaments are played. Practice in schools is regular. Coaches are hired on a temporary part-time basis by schools using facilities fees or through SDS sponsorship. Physical Education teachers do not coach cricket teams. Except in exceptional cases they do not coach any school teams. Physical education has, like other subjects become a classroom subject, now offered in some schools at the “O” Level.

There are cricket fields in the Jaffna Peninsula large enough to play club or national level cricket. All the fields measure less than 66 metres from the wicket. University grounds, Central College, St. Patrick’s College and Jaffna College grounds are the largest but they are also less than the required size. Most schools have small cricket grounds or none at all. It is important for the 12 schools that are playing cricket in competition to have fields at least the size of the Central College grounds. It is important for a full-size public cricket field to be prepared with turf wicket and a pavilion with locker room and seating accommodation either in the space on the way to Jaffna College from Jaffna town or in the space beyond Ariyalai.

Athletics is not a sport that is practised much in schools. However, school, Zonal, and sub-province meets are held on time. The standard of performance at the sub-province meet was very poor. More importantly, the basic styles and form exhibited by athletes in the field events are extremely poor. Athletes in these events showed no evidence of coaching at any age level from 15 to 21. The reasons given were that students go to tuition and do not come to practice. Only the big schools hired part time coaches and others, though they have PE teachers do not have coaches. Athletics is more of a social event than a competitive championship. During the past thirty years the standard of Athletics in terms of performance and form has gone downhill in the schools and clubs since the seventies. Since the Displacement in 1995 the sports system has not recovered, though cricket is beginning to come close to the level of the nineties. The war and displacement since the eighties have put sports in the low priority category. Students represent their school only at the Zonal sports meet. At the sub-province or provincial level, students represent their respective Zones, and at the national level they represent their province. School pride that students and teachers have is not used as a source to better performance and improvement in sports. Representing the school in a provincial or national level have added incentives for teachers and Principals to give more attention to co-curricular activities.

Netball and Volleyball are popular in schools and University. Volleyball is a keenly competed sport at club level and should be encouraged.

A workshop was held with PE teachers and ADE Physical Education. A consultation was held with sports officers, District Sports Officer and officials of sports clubs and associations. Their recommendations were combined with those from other districts and presented elsewhere as a general recommendation to improve sports organisation and performance in the North East Province.

The University has started a two-year diploma in physical education. Its admission standard is based on the premise that the programme may develop into to a degree programme in the future. It has not recruited staff yet. A review of the curricula is given in the Sports section of the Report.

Education in the Islands

Before displacement started in early nineties, there were 20,000 families in the Islands. Now, only 8000 families have returned. Drinking water supply is now a more serious problem than before. Safety is also a major concern. Most of the families from the Island who returned from the Vanni, live in Jaffna. Their children attend schools in Jaffna. More than 80% of the families now in the Islands are fishers or Toddy Tappers. Fishing is done using catamarans only and the times and duration are severely restricted. Fishing is allowed on waters in the shore from 5-7 PM and 2-5 AM in some places within 500 metres of the shore. In other places fishing is restricted from 4 am to 7 am. In the Jaffna lagoon fishing is allowed without boats from 9 AM-12 noon and 3-5 PM.

Velanai has 11 schools with an enrolment of 10 to 15 students in most of the schools. Most of the schools close between 10:30 am and 12 noon. The teachers come from Jaffna daily in bus or Vans and they like to get back to town early. The last bus leaves at 1:30 PM. The SDS in the schools are not strong enough and the DEO does not visit often. The dedication and pride in their school is no longer as visible as before displacement.

Appendix 3(d): Batticaloa

Met with the Director of Education, Deputy Director and ADEs. Met with the Principals of Primary and Secondary schools, DOE, DDE, ADE and DEO on the first day. On the second day met with the PE teachers and sports officers. The Principals were formed into groups and each group was asked to identify the five most pressing issues within the following categories: Curricula, Teaching and Teachers, Systems and Community. The results of the workshop are presented below.

Curricula, Teaching and Teachers

1. Curricula is developed in Colombo and given to teachers. It has no input from teachers or administrators. It has no relevance except for the GCE O/A examinations..
2. The extent and depth of the curricula to be covered is far too much in the time allocated. To cover the syllabus, the teacher has to lecture without any discussions or to have question and answer sessions. It is a heavy load for students. Some of the contents are not age appropriate.
3. Common examination conducted from Colombo. The curricula and assessment are the same for students in Royal College and Paduvankerni (a neglected school division) though the environment is not the same.
4. Educational experience now is to get Distinctions and Credits, not to learn employable knowledge and skills. Teaching is therefore examination centred, not students centred.
5. Not enough teachers for mathematics, science, aesthetics, PE and vocational subjects. No job skills are taught, though the curriculum is there. There are no teachers to teach vocational skills. Most of the schools do not have the equipment and materials.
6. Curricula should be one third cognitive, one third affective and one third psychomotor.
7. Earlier a teacher taught more than one subject. Now a teacher teaches only one subject.
8. Teachers are not skilled in teaching skills in the Affective Domain.

School Physical Facilities

1. Some schools do not have enough buildings and others have too many.
2. 30 students is the cap per class, but there are 50 students in most. In some classes there are no walking space.

3. No partitions between classrooms. Too much noise from other classes and from the road. Windows are kept closed to prevent dust and noise, but on a hot day the heat is stifling.
4. Many schools have no laboratory for “O” Level and “A” Level Science.
5. Not enough funds or a system of distribution of funds for maintenance and repair.
6. Not enough classroom furniture and in some classes, there are none. Schools in town and near roadside get furniture first. No criteria or plan for distribution of furniture.
7. No space for sports and games. Some schools have no space at all, some adequate and others have very small space only.

System

1. Not enough SLES qualified staff to start the new Zonal system. Only 24 are available in NEP where 84 are needed. No new appointments or examinations conducted to give opportunities for staff in the NEP to qualify for SLES.
2. Data generated, submitted or recorded are often not reliable. Training is needed for staff and administrators in planning and use of computer for database management.
3. Transfer procedure is not implemented or is interfered with from outside the system.
4. Supervision and relationship between staff needs to improve.

Community

1. School objectives need to be synchronised with community objectives.
2. Poor relationship or understanding between parent and child irrespective of their socio-economic status.
3. The parents have no knowledge of changes in school. They do not believe in school. They trust the tutors.
4. Poor families are afraid of approaching teachers or principals.
5. Bank supports one or two big schools, but not small schools.
6. Parents are afraid to co-operate with community because they are afraid that teachers may scold them.

Schools visited.

Kallady Muhathuvaram Vipulananda. 1 C school with 846 students. All the information of a school that is needed to assess the school is presented graphically and in tables, neatly and accurately, in the small Principal's office and teachers' room. The scheme of work and lesson plans were a month ahead. It is a school that is an example of the difference a good principal makes with the same teachers and same inputs as a mediocre principal. The agriculture plots were well kept. 19 out of 38 students passed GCE O Level. The WUS program is progressing well. The school benefits from the Regional English Education Centre. Only 6% of the students go for tuition. Teachers have extra classes without a fee for students.

The students' and teachers' moral is excellent. The school needs additional toilet facilities. It is also short of buildings and furniture. They manage with temporary sheds now. School time is lost due to army operations. A tall high voltage electric pylon was blown partially two nights before in the village, and blown up completely the night before we visited the school.

A municipal road runs through the small soccer field, even though there is a road around the field. Many request have been made to the Municipal council to close the road, but with no success. The students and teachers had a positive and pleasant disposition that showed in their enthusiastic commitment to learning and teaching. They were very proud of their school.

Milleth Mahalir Muslim School.

It is a 1B school with 800 Students. It is located in two three story buildings in a very crowded neighbourhood. The buildings were adjacent to each other, so close that one can reach out and touch the other. The buildings' walls were next to the boundary wall. There is no space outside the building for even

ten students to gather together. The SDS has bought and donated to the school an adjacent very expensive piece of land that can hold only half a Netball court. Out of 74 students who sat for the GCE O Level 31 passed.

Kaluthuvalai Vipulananda.

It is a Type 3 school with 110 students and two teachers. Parents of the students are very poor displaced families living in the shelters nearby. No one passed the Scholarship examination. Very few go on to secondary school. No playground. Not enough furniture. It had a look of abandonment and like the parents in the shelters had a look of hopeless abandonment.

Aaraipathai MV.

Majority of the students from low income and poor families. They are assumed to be low achievers by the teachers. Out of 48 students, 18 passed the GCE O Level.

Thambilavil Kalaimahal Vidyalaya. Type 3.

One "A" Level Teacher. 10 Trained teachers plus Principal for 415 students. Students live within one and a half km radius. Parents are from mostly farming families. The School is in the Thirukovil Division. PE teachers cadre for the Division is 10 but only one PE teacher is on seat. Teacher shortage in the division is 112.

The Principal and the DEO gave a list of items that they would like to have or done. The Principal is very efficient and she had all data on the school displayed in her office. The teachers are dedicated and enthusiastic. The children were alert, happy and seemed relaxed. The team could not help but notice the stark difference of the students, parents and teachers in schools in middle class neighbourhood and those from the low income and displaced shelters neighbourhood. War and war related poverty is the legacy of the children of the NEP. The school has a good team of drama, dance and music teachers. The Year 4 student who won the provincial title for her age group gave an excellent dance recital at the school assembly. When I asked the assembled students how many students practised athletics, less than ten raised their hands. When asked how many played Netball or other games, less than ten raised their hands. When asked how many went to tuition classes, more or less all the students raised their hands.

Arunodaya, Manal Kadu.

It is a Type 3 school with 110 students. Only two teachers. The chairman of the school, an Ayurvedha physician, said that two other teachers were transferred without their requesting a transfer. All the students were from fisher families. The chairman has at his expense prepared the sandy beach, by putting soil on top, to form a small football field next to the school near the beach. The engineer of that area sends his child to the school. The energy and determination that the two gentlemen showed gave hope to that school. From the conversation of persons in the Thambilavil and Arunodaya neighbourhoods, I could sense the discord between the two communities.

Appendix 3(e): Kalmunai

Akkaraipaththu Division Computer Centre

It is located in As-siraj MV 1AB school compound. As-siraj MV had 94.6% pass rate in the 1997 GCE O Level examination. The best results in the East and second to Vembadi Girls School (98%) in the NEP.

The computer centre had 3 staff with Centre manager.

There were 10 computers 1 printer and a Local Area Network. It offered a 6 month (96 hours) course for 720 Year 10 and 11 students. For GCE A/L students it offered a three month course for 96 hours. NIE

prepared the curriculum. Students come from far away. Girls have to stay overnight with relatives. No toilet or drinking water facilities in the building. Students have to walk across to the school to use the school toilet when classes are on. Principal does not like it. The computer centre would like to have separate toilet and resting room for girls. Estimate for toilets and water supply is Rs.80,000. No English teacher. Learning English by self is difficult. Students do not have typing skills. It is important for students to learn English language and typing skills before taking computer skills classes. Or English and typing can be incorporated in the curriculum.

Akkaraipaththu Muslim MMV (Central College.)

It is a National School with an enrolment of 2008 students. They have 87 students in the hostel. Drinking water is a problem. Well in the school is saline, the nearby well has good water but it needs a pump and larger storage tank at school. Agriculture is offered but no farm. No Home science. Library has some books, but needs more reference and fiction books. In 1997 37.5% passed GCE O Level. Needs a mathematics teacher. No library periods. Students suffer as it is a conflict area. No minor employees appointed since 1979. Three acres of play ground but during rainy season the field is flooded. When asked about the participation in various sports from the assembled student body, Year one to Year 13, only about 15 raised their hands. The whole student body raised their hands when asked how many of them took tuition classes.

Zahira MV and Kalmunai Muslim Mahalir MMV.

Both are 1AB schools. Buildings and grounds are adequate. Almost all students took tuition classes. Most of the teachers gave tuition. Some teachers organised tuition for fees in the school. Some teachers gave tuition in school for no fees.

The Principals, DEO and ADE were formed into groups to make recommendations on issues they identified as problem areas. Their responses are given in Chapter 2 of this report.

The Physical Education teachers and ADE (PE), were asked to identify issues in sports teaching. The summary of their response is given in Chapter 2 of this report.

The Sports Officers and District Sports Officers, and members and officers of sports organisations and Associations were asked to give their response for the issues they identified. Summary of their response is presented in Part II of this report .

Appendix 3(f): Amparai

Met with the Principals, DE and ADE. In groups they identified issues and presented their recommendations. The summary of the interviews is presented below. Specific problems in education identified are in Chapter 2. Specific sports problems are given in Part II of this report.

Met with the physical education teachers, ADE, SO and DSO and the Chairman of the District Cricket Association. Their response is presented below.

For two days from 4 PM till 6:30 PM Coached athletes in the various events. The teachers observed the methods of coaching. They then, individually coached their athletes to improve the style of performance.

The schools visited:

Navagiriyawa Vidyalaya.

Type II. Modest buildings. Most of the parents work in the field. Some have farms and the others work. Seasonal employment only. School started in 1958. None passed the Scholarship examination, though 38 sat for it. 50 students sat for the GCE O/L and 16 qualified for Year 12. That is 32% - same as the national average. 100% go to O/L tuition. School provide free tuition for Year five and GCE O/L in the evenings. Teacher cadre is all filled, but no Music teacher or PE teacher. Parents said that the school:

1. Is good in sports.
2. GCE O/L examination results are satisfactory.
3. Have good teachers. They are friendly to parents.
4. Discipline is good.
5. Is good in arts and aesthetics.

The parents would like to see the school get:

1. School materials and receive supervision. We were the first visitors for a very long time;
2. Sports materials.
3. Library shelves and books. Only a few books are stored in a cupboard in the teachers room.
4. Furniture for building SDS put up on their own.
5. A Music teacher.
6. A Physical Education teacher.
7. A well and drinking water nearby.
8. Dental care for children. No health care for one year. The day we visited, the children were being vaccinated for “brain fever.” They were vaccinated for polio also during the polio campaign.

Strong points of the school are:

1. Relationship between school children and between teachers and children and between teachers and parents is very good.
2. Very active and dedicated Principal.
3. The Netball team won the Provincial Championship. We watched an exhibition match and awarded their Provincial Certificate. The girls from both teams did not wear shoes, but the playing strategy and their form were very good. They did not have a special coach or a PE teacher, but were coached by a teacher who was interested in Netball and coaching and had learned the game by playing and coaching.

Buildings need maintenance and repair. From funds from families, the Principal bought 500 books but no bookshelves are available to display them or tables and chairs for readers to use. There was no space for a laboratory.

They have some physics and chemistry laboratory materials in a cupboard.

Karangawa Vidyalaya.

Type 3. Year 1 - 8. Enrolment 172. Equal number of boys and girls. Have 11 teachers plus principal. No PE Teacher. No music teacher. No English teacher. Voluntary music teacher teaches for six periods per week, but no pay. No one passed the Scholarship examination, though 16 sat for the examination. No one takes tuition. Two thirds of the children’s parents are agriculture workers. Forty of the families have farms without irrigation. They do Chena cultivation during Maha season only. Two of the parents are government servants, one peon and one teacher, others are road labour. Parents education is mostly to year 5. Most of the parents cannot write. Some can’t even sign their name in Sinhala. Students are good in athletics. In 100m and high jump they were district champions.

Children and parents want to learn but do not know how to learn. No non-school going children in the primary level in the area. During harvesting time 25% are absent for one month. After Year 5, many drop out to work. Public road runs between the school buildings. Dust flows into classroom. Accidents occur. One building is a temporary shed with “Anton Sheet” roofing. It is very hot in that classroom. No well. Irregular supply of water by bowsers. Villagers also take water from the small water tank in the school. Not enough water to keep the toilet clean. Need Tube Well. Space available for sports but no sports materials or equipment.

D.S. Senanayake MV (National School/Sports School)

The library has some books, but not enough books of general interest. Books in English like in most others schools are scarce. Because of the lack of competence in English, the students and teachers are missing all the ideas and literature written in English and not translated in Sinhalese. Sinhala and Tamil nationalism implemented without regard to the acquisition of knowledge at the school level have denied the students of the seventies to the present, a tremendous amount of general knowledge.

The laboratories are reasonably equipped and the class size is ten to fifteen at the GCE A/L. The school has a carpentry workshop. It has a 200 metre track cum playground where all games are played. It was selected as one of the two “sports schools” in the NorthEast province where talented sports persons are admitted with scholarships. They live in the dormitory. They are now in their second year. Two Physical Education teachers coach them. There is space within the school compound to lay a 400 m track. It is however uneven and rocky.

The school has a guidance and counselling program for students. A teacher who was formerly with the Ministry of Education’s psychological services is assigned the responsibility. He sees eight students per day. Some of the students he sees are physically or sexually abused and who want to commit suicide. He also talked to parents and close relatives who were part of the problem. He functions in a space in the veranda that is neatly closed with half screens for privacy. The anecdotal evidence indicates that the program is successful. The principal and the counselling teacher would like to expand the program with better facilities and more staff.

Appendix 3(g): Trincomalee

Discussions with staff of the various Units of the MECS are included in the main report. The outcome of the Research Seminar/Workshop is included in the main report. The discussions and outcome of the Sports Seminar/Workshop is included in the main report. The physical education and school sports are in Part I of the report and Community Sports is in Part II of the report. Visit to St Joseph’s (Sports Programme.)

Appendix 4: An Action Research Network

Introduction

This is a concept paper to establish an educational action research network in the NEP. The objective of the action research network is to investigate educational issues identified by those in the classroom, school, and the education system in the NEP, and propose solutions for implementation to improve teaching and learning. Teachers and administrators will take active part in the research process. The research process will also train teachers and administrators to expand action research in the school system.

Each Zonal Research Co-ordinator will co-operate with and assist 10 teachers and 3 Principals. The Action Research Network.

Suggestion for the Research Process

1. Select different classes from different Zones
2. Select different subject in different Zones
3. Different aspects of Teaching & Learning
4. Assessment Program
5. In school supervision program (frequency and process)
6. Other relevant information concerning the school, parents, SDS, etc.

Zonal Research Co-ordinator (ZRC)

Qualifications and experience required:

1. Bachelors Degree and Diploma or B.Ed or higher.
2. Completed at least two research projects.
3. Three to five years teaching experience.

Duty Station and Work Station

1. Based in a 1C School selected for research near a town.
2. Spends three days in research project schools and two days at the Duty Station school per week.
3. Visits Provincial Research Office (PRO) every quarter to meet with Provincial Research Co-ordinator (PRC) and ZRC's to report progress and for consultation.
4. Responsible directly to the Provincial Research Co-ordinator and the Secretary.

Materials & Equipment needed in the Zonal Research Office:

Computer and printer

Typewriters (Tamil, Sinhala, English)

Roneo machine

Typist clerk

Two tables and chairs

One filing cabinet

Office supplies

Finance

Allocation for research should be made, based on the research plan and the total number of research projects approved. Individual research project should then withdraw funds separately from the pool..

Provincial Research Office

One Director of Research

One Deputy Director of Research

One Provincial Research Co-ordinator

One Amparai and Sinhala Medium research co-ordinator

One Trincomalee/Batticaloa/Kalmunai research co-ordinator

One Jaffna Peninsula research co-ordinator

One Mannar/Vavuniya/Kilinochchi/ Mullaitivu research co-ordinator

Materials & Equipment needed in the Provincial Research Office

1. Computer (ordered)
2. Typewriter (Tamil, Sinhala, English)
3. Roneo machine
4. Scanner (Stencil)
5. Portable Overhead Projector
6. Access to photocopier
7. Office supplies
8. 3 cabinets
9. Research and other reference books and Journals
10. Journal Subscriptions
11. Annual Budget for books and Journals, conferences.

Office Personnel

1. Computer Operator
2. 1 Administrative Assistant
3. 1 Clerk
4. 1 OES
5. Typist/clerk/office machine operator (Tamil)

Research Advisory Group

The Research Advisory Group (RAG) should meet twice a year for review of mid-year and end of year progress and approval of research plan and budget.

Members:

Secretary

Provincial Research Co-ordinator

Director Education Secretariat (NEBECS)

2 Zonal Research Officers

2 Principals

3 Senior Teachers (Science, Mathematics, Tamil and Sinhala)

2 Leading Educators

Representatives from Faculties or Departments of Education in NEP.

NIE representative

Appendix 5: Per Pupil Recurrent Expenditure, 1984/1985

(a) Ranked by Recurrent Expenditure Per Pupil, 1984 - 1985

DISTRICT	Recur. Exp.	Non-Sal Exp.	Rec. Salary	Sal.% of Tot. Recurr. Exp.	Total 1AB 1989	
Colombo	1017		191	826	81	125
Kandy	1005		124	881	81	156
Kurunagala	1000		99	991	99	229
Gampaha	949		100	849	90	121
Kegalle	949		82	867	97	102
Matara	922		85	837	91	86
Kalutura	912		94	818	90	94
Minuangoda	911		128	783	86	-
Galle	899		64	835	93	118
Homagama	890		56	834	94	-
Matale	847		80	767	91	59
Anuradhapura	786		84	702	89	88
Ratnapura	772		86	686	89	98
Amparai**	762		105	657	86	54
Puttalam*	761		75	686	90	50
Polonaruwa	731		87	644	88	36
Nikaweratiya	729		80	649	89	-
Kilinochchi	709		65	644	97	13
Batticaloa	699		73	626	90	28
Mannar	692		91	601	87	14
Kalmunai**	683		82	601	88	-
Moneragala	683		51	632	93	36
Nuwar Eliya	634		61	573	90	52
Trincomalee	616		87	529	86	39
Vavuniya	599		27	572	96	15
Sri Lanka	806					

Source: Educational Policies and Change, W.A. de Silva and Chandra Gunawardena, National Institute of Education; and Statistical Abstract, 1994, Sri Lanka.

No figures reported for Hambantota, Badulla, Mullaitivu and Jaffna.

(b) Ranked by Non-Salary Recurrent Expenditure Per Pupil, 1984 - 1985

DISTRICT	Recurr. Exp.	Non-Sal. Recurr. Exp.	Salary	Sal.% of Tot. Recurr. Exp.	Total 1C & 1AB 1989
Colombo	1017	191	826	81	125
Minuangoda	911	128	783	86	-
Kandy	1005	124	981	81	156
Amparai**	762	105	657	86	54
Gampaha	949	100	849	90	121
Kurunagala	1000	99	991	99	229
Kalutara	912	94	818	90	94
Mannar	692	91	601	87	14
Polnnaruwa	731	87	644	88	36
Trincomalee	616	87	529	86	39
Ratnapura	772	86	686	89	98
Matara	922	85	837	91	86
Anuradhapura	786	84	702	89	88
Kegalle	949	82	867	97	102
Kalmunai**	683	82	601	88	-
Matale	847	80	767	91	59
Nikaweratiya	729	80	649	89	-
Puttalam*	761	75	686	90	50
Batticaloa	699	73	626	90	28
Kilinochchi	709	65	644	97	13
Galle	899	64	835	93	118
Nuwar Eliya	634	61	573	90	52
Homagama	890	56	834	94	-
Moneragala	683	51	632	93	36
Vavuniya	599	27	572	96	15
Sri Lanka		86			

Source: Educational Policies and Change, W.A. de Silva and Chandra Gunawardena, National Institute of Education; and Statistical Abstract, 1994, Sri Lanka.

No figures reported for Hambantota, Badulla, Mullaitivu and Jaffna.

(c) Ranked by Salaries Expenditure per pupil, 1984 - 1985

DISTRICT	Recurr. Exp.	Non-Salary Recurr. Exp.	Salary	Sal.% of Tot. Recurr. Exp..	Total 1AB 1989
Kurunagala	1000	99	991	99	229
Kandy	1005	124	981	81	156
Kegalle	949	82	867	97	121
Gampaha	949	100	849	90	102
Matara	922	85	837	91	86
Galle	899	64	835	93	118
Homagama	890	56	834	94	-
Colombo	1017	191	826	81	125
Kalutura	912	94	818	90	94
Minuangoda	911	128	783	86	-
Matale	847	80	767	91	59
Anuradhapura	786	84	702	89	88
Ratnapura	772	86	686	89	98
Puttalam*	761	75	686	90	50
Amparai**	762	105	657	86	54
Nikaweratiya	729	80	649	89	-
Plonnaruwa	731	87	644	88	36
Kilinochchi	709	65	644	97	13
Moneragala	683	51	632	93	-
Batticaloa	699	73	626	90	28
Mannar	692	91	601	87	14
Kalmunai**	683	82	601	88	36
Nuwar Eliya	634	61	573	90	52
Vavuniya	599	27	572	96	15
Trincomalee	616	87	529	86	39
Sri Lanka			728		

Source: Educational Policies and Change, W.A. de Silva and
Chandra Gunawardena, National Institute of Education; and Statistical Abstract, 1994, Sri Lanka.

No figures reported for Hambantota, Badulla, Mullaitivu and Jaffna.

(d) Ranked by Salary as Percent of Recurrent Expenditure Per Pupil, 1984 - 1985

DISTRICT	Recur. Exp.	Non-Sal Exp.	Rec. Salary	Sal.% of Tot. Recurr. Exp.	Total 1AB 1989	
Kurunagala	1000		99	991	99	229
Kegalle	949		82	867	97	102
Kilinochchi	709		65	644	97	13
Vavuniya	599		27	572	96	15
Homagama	890		56	834	94	-
Galle	899		64	835	93	118
Moneragala	683		51	632	93	36
Matara	922		85	837	91	86
Matale	847		80	767	91	59
Gampaha	949		100	849	90	121
Kalutura	912		94	818	90	94
Puttalam*	761		75	686	90	50
Batticaloa	699		73	626	90	28
Nuwar Eliya	634		61	573	90	52
Anuradhapura	786		84	702	89	88
Ratnapura	772		86	686	89	98
Nikaweratiya	729		80	649	89	-
Polonaruwa	731		87	644	88	36
Kalmunai**	683		82	601	88	-
Mannar	692		91	601	87	14
Minuangoda	911		128	783	86	-
Amparai**	762		105	657	86	54
Trincomalee	616		87	529	86	39
Colombo	1017		191	826	81	125
Kandy	1005		124	881	81	156
Sri Lanka				90		

Source: Educational Policies and Change, W.A. de Silva and
Chandra Gunawardena, National Institute of Education; and Statistical Abstract, 1994, Sri Lanka.

No figures reported for Hambantota, Badulla, Mullaitivu and Jaffna.

Appendix 6: Recommendations to Improve Primary School Sports

4.5.2.5. Improve primary school sports (year 1 to 5).

1. Each Primary school or Primary section should have at least two teachers who have taken physical education and games at the Teacher Training College or have played on school teams at the secondary school level.
2. The Sports Mission of the Primary grades is to engage all the students in activities that will benefit them in learning age appropriate affective (feelings, relationships, co-operation, sharing work, fairness, dependability, sportsmanship), cognitive and psychomotor skills in preparation to learn more complex skills in the learning areas at the secondary level.
3. Require all students to take part in all activities unless they are medically advised not to do so.
4. Include activities that would prepare eye-hand, eye-foot, hand-leg, co-ordination. It should involve eyeball, handball, football movements, sequential movements, spatial movements with a ball and with ball, and or other objects. Require parents of students to volunteer 2-4 hours a month and more during preparation on the day of the sporting event, (or pay a modest amount towards the cost of recruiting a temporary person.) The object is to get at least one of the parents involved in school activities and for parents to interact with each other.
5. All materials that can be made by the local carpenter and/or blacksmith should be made locally. If the items are not already available, a sketch and dimension of the items that are required should be given to a competent local carpenter or blacksmith to produce the items rather than procure them. Priority should be given to purchase other items that are made within the country.
6. Provide high jump posts, high jump pits with sand, rice husks or sawdust depending on availability. Provide Long Jump pits with sand. No take-off board necessary. Students and volunteer staff should be involved in the making of the pitches, pits laying the field for athletics, soccer and other games. Where there are vocational or technical colleges, students can make the items, under the supervision of their teachers. The physical education and sports teachers in training can assist in preparation of the field, pitches, pits and other work in the schools nearby as part of their assignment in the appropriate classes. All parents should also be encouraged to donate a reasonably specified time to help in preparing the sports field, making equipment and in coaching.
7. Provide various sizes and types of balls, three of each type of balls for each class, standard playground equipment, a wall 6 feet high and 10 feet wide made of cement, short netball posts and rings, short basketball posts with backboards, rings, and nets, Softball cricket materials for each of the last three grades. Any standard book on physical education and games for primary published in Australia has the details of facilities needed.

8. Javelins, shot and discuss implements are not needed at the Primary levels as these items are not appropriate for reasons of safety and maturity. Cricket ball or tennis ball throw can be substituted for the throwing events. Discus and Shot can be introduced at age 16 and Javelin at age 17.
9. Low intensity competitions for enjoyment can start at Year 4 and 5 between four or five schools near each other. Each school will then have three or four games and a knockout tournament between the five schools or in Athletics, a championship meet. The winners can then proceed to the Zone championship, which shall be the final for the Primary schools.
10. All traditional games played in the villages in the past and present should be taught to all children. The skills in the traditional games are an excellent preparation for other sports and have educational values.
11. Schools should encourage students to form teams in the areas they live to practice and play games between themselves and against teams from neighbouring areas or villages. This is how the author began his sports career and continued, especially during week-ends and holidays, to participate until he was sixteen. His team mates went on to participate in district and national level competitions. Village sports competitions were some of the most happy and memorable moments in his sports career.

APPENDIX 7

Table 5: Summary of Enrollment by Type of School, Years and Zone/Districts, 1997

Table 3 - Summary of Enrolment by Type of School, Years and Zone/Districts, 1997																							
TYPE	No. of sch.*	YR1	YR2	YR3	YR4	YR5	TOTAL 1-5	YR6	YR7	YR8	YR9	YR10	YR11	TOTAL 6-11	YR12	YR13	TOTAL 12-13	TOTAL 1-13					
Jaffna 1																							
IAB	15	300	251	335	293	359	1538	8%	1284	1284	1363	1374	1343	1629	8277	37%	1936	1652	3588	79%	13403	29%	13403
IC	21	675	613	671	669	644	3272	17%	1019	1009	953	989	932	1237	6139	27%	515	428	943	21%	10354	22%	10354
III	50	1271	1159	1276	1274	1258	6238	32%	1417	1308	1139	1166	1060	1335	7425	33%	0	0	0	0%	13663	30%	13663
TOTAL	152	3857	3621	3998	3845	3884	19205	42%	254	215	168	23	22	11	693	3%	0	0	0	0%	8850	19%	8850
Jaffna 2																							
IAB	26	502	495	553	514	521	2585	10%	1677	1591	1688	1838	1737	2448	10979	37%	1855	2041	3896	83%	17460	28%	17460
IC	20	781	665	765	723	689	3763	14%	1064	1062	1041	1075	1079	1422	6743	22%	376	370	746	16%	11252	18%	11252
III	70	1287	1574	1801	1619	1656	8437	31%	1967	1848	1704	1570	1442	1845	10376	35%	19	13	32	1%	18845	31%	18845
TOTAL	116	2463	2238	2551	2346	2469	12067	45%	616	577	521	77	77	41	1899	6%	0	0	0	0%	13966	23%	13966
Kilinochchi																							
IAB	6	255	267	321	241	328	1412	8%	446	524	445	480	491	713	3099	17%	314	513	827	51%	5338	14%	5338
IC	10	621	862	828	779	987	4067	22%	1056	1117	1136	1238	1072	1381	7000	38%	444	350	794	49%	11861	31%	11861
III	18	854	910	910	776	865	4231	23%	981	994	898	830	717	740	5160	28%	0	0	0	0%	9391	24%	9391
TOTAL	40	1722	1756	1904	1665	1714	8761	47%	983	896	755	285	245	51	3215	17%	0	0	0	0%	11976	31%	11976
Mannar																							
IAB	7	327	337	380	370	388	1802	19%	419	406	445	379	422	797	2868	29%	286	399	685	71%	5355	26%	5355
IC	8	350	395	343	318	365	1771	19%	393	361	383	334	325	508	2304	24%	180	103	283	29%	4358	22%	4358
III	20	694	659	682	619	655	3309	35%	732	674	612	562	499	561	3640	37%	0	0	0	0%	6949	34%	6949
TOTAL	37	1949	1907	1966	1809	1900	9531	28%	290	241	201	115	47	43	937	10%	0	0	0	0%	3586	18%	3586
Mullaitivu																							
IAB	4	43	38	55	82	63	281	1%	757	768	760	690	696	937	4608	29%	409	498	907	67%	5796	16%	5796
IC	6	685	763	880	780	915	4023	21%	927	923	824	794	717	817	5002	32%	213	233	446	33%	9471	26%	9471
III	17	1022	979	1013	895	1016	4925	26%	1178	1003	941	855	780	685	5442	35%	0	0	0	0%	10367	28%	10367
TOTAL	78	3913	3814	3997	3643	3934	19301	52%	334	213	146	27	0	0	720	5%	0	0	0	0%	10792	30%	10792
Amperai																							
IAB	3	118	84	97	104	101	504	3%	213	211	214	203	195	385	1421	7%	96	174	270	31%	2195	5%	2195
IC	19	972	947	921	961	888	4689	24%	1097	1102	1139	1134	1006	1353	6831	34%	273	323	596	68%	12116	30%	12116
III	59	1914	1757	1909	1967	1950	9497	48%	2173	1962	1841	1604	1332	1912	10824	54%	8	8	16	2%	20337	50%	20337
TOTAL	55	1089	957	1051	1065	866	5028	25%	298	270	213	790	9	0	760	4%	0	0	0	0%	5818	14%	5818
Batticaloa																							
IAB	11	612	519	630	630	648	3039	6%	1703	1689	1444	1649	1447	2030	9962	23%	1158	1219	2377	57%	15378	15%	15378
IC	38	2275	2372	2435	2385	2455	11922	23%	3296	3017	2899	2575	2403	3311	17501	40%	1004	740	1744	42%	31674	31%	31674
III	44	2112	2062	2243	2181	2177	10715	20%	2560	2321	2046	1714	1291	1537	11469	26%	20	32	52	1%	22236	22%	22236
TOTAL	191	6378	5680	5469	5045	4669	27241	51%	1660	1278	1021	7410	6179	89	4407	10%	0	0	0	0%	31648	32%	31648
Kalmunai																							
IAB	13	704	800	879	810	823	4016	10%	2233	2507	2423	2869	2713	4087	16832	48%	320	2171	2491	81%	23339	30%	23339
IC	17	927	1086	1133	1204	1210	5560	14%	1483	1319	1273	1084	840	1273	7272	21%	36	536	572	19%	13404	17%	13404
III	23	1122	1226	1285	1186	1298	6117	16%	1697	1576	1298	958	656	680	6855	20%	0	0	0	0%	12982	17%	12982
TOTAL	129	5006	4726	4677	4358	4122	22889	59%	1767	1456	863	35	42	0	4163	12%	0	0	0	0%	27052	35%	27052
Trincomalee																							
IAB	10	751	769	839	843	836	4038	11%	914	983	1024	989	1012	1501	6423	19%	1080	1029	2109	60%	12570	17%	12570
IC	36	2076	2128	2120	2237	2226	10787	30%	2741	2655	2520	2236	2055	2613	11860	45%	711	667	1378	40%	27055	38%	27055
III	54	1802	1802	1914	1862	1914	9376	26%	1897	1844	1659	1310	948	1096	8754	27%	0	0	0	0%	18130	25%	18130
TOTAL	104	2614	2485	2331	1987	1777	11194	32%	1119	920	551	177	117	44	2928	9%	0	0	0	0%	14122	20%	14122
Vavuniya																							
IAB	3	500	516	536	518	564	2634	17%	555	610	665	681	665	952	4128	29%	670	631	1301	77%	8063	26%	8063
IC	13	892	871	937	879	951	4530	29%	920	981	928	962	807	1086	5684	40%	230	169	399	23%	10613	34%	10613
III	20	621	559	599	511	595	2885	19%	661	737	658	505	381	446	3388	24%	0	0	0	0%	6273	20%	6273
TOTAL	98	3191	3186	3134	2869	2994	15374	35%	373	317	196	61	42	21	1010	7%	0	0	0	0%	6335	20%	6335
NORTHEAST PROVINCE																							
TYPE	No. of sch.*	YR1	YR2	YR3	YR4	YR5	TOTAL 1-5	YR6	YR7	YR8	YR9	YR10	YR11	TOTAL 6-11	YR12	YR13	TOTAL 12-13	TOTAL 1-13					
IAB	98	4112	4076	4625	4405	4631	21849	9%	10201	10573	10471	11152	10721	68597	28%	8124	10327	18451	70%	108897	21%	108897	
IC	188	10254	10692	11033	10935	11470	54384	21%	13996	13586	13096	12421	11236	79336	33%	3992	3919	7901	30%	141621	27%	141621	
III	375	13171	12631	13714	12942	13272	65730	26%	15263	14267	12796	11074	9106	73343	30%	47	53	100	0%	139173	27%	139173	
TOTAL	1512	52339	50629	52743	49706	49929	255346	44%	47154	44809	40998	35697	31763	242038	30%	12153	14299	26452	0%	134145	26%	134145	
Does not include schools that are temporarily closed, displaced, or did not report.																							
523836																							

*Does not include schools that are temporarily closed, displaced, or did not report.

END