Educational Opportunities for the Poor in Sri Lanka: Assessing Spatial Disparities

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Acronyms

DCS	-	Department of Census and Statistics
EPD	-	Education Publication Department
FGD	-	Focus Group Discussion
G.C.E (A/Level)	-	General Certificate of Education – Advanced Level
G.C.E (O/Level)	-	General Certificate of Education – Ordinary Level
GDP	-	Gross Domestic Product
GEP	-	General Education Project
ICT	-	Information Communication Technology
IDA	-	International Development Assistance
IT	-	Information Technology
MBOP	-	Multiple- Book Option Programme
MDG	-	Millennium Development Goals
NEC	-	National Education Commission
NGO	-	Non Governmental Organization
PDE	-	Provincial Department of Education
PRA	-	Participatory Rural Appraisal
QI Project	-	Quality Input Project
UFEP	-	Universal Free Education Policy
UFEP	-	Universal Free Education Policy
ZEO	-	Zonal Education Offices

Acknowledgement

Executive Summary

Research Context and Objectives

Sri Lanka has made significant progress in terms of its basic education indicators compared to many other developing countries in the world. Moreover, it is "on track" to achieve the MDG targets of universal primary education and gender parity in education. Such achievements are largely a result of investment in human capital development and various pro-poor education policies pursued by successive governments since the 1940s. The Universal Free Education Policy introduced in 1945 is the most far-reaching measure in education taken by the government. Furthermore, programmes such as the free school textbook, free uniform and mid-day meal programmes were implemented by successive governments since the 1980s, to enhance the quality of education and improve school attendance particularly by the children from low-income families. Despite such polices and remarkable achievements at the national level, evidence shows considerable disparities in terms of education facilities at more a disaggregated level. Nevertheless, adequate research had not been carried out previously to explore this aspect in detail.

In this context, the attempt of this study is to analyse the availability of resources (both human and physical) of schools to assess the extent of disparity across and within districts. It further examines the effectiveness of education welfare programmes such as the free school textbook and uniform programmes to find out whether and to what extent the benefits of these programmes are equitably received by students of all schools. The study attempts to bring together the views and suggestions of various stakeholders of the education sector (e.g., Government officials, principals, teachers, students and parents) on the above issues and find ways to improve the quality of education received particularly by students from disadvantaged areas. The analysis is carried out at two levels: first, the aggregate level analysis based on secondary data explores the availability of resources/facilities and the extent of disparity in terms of human and physical resources at the district level. Second, micro-level analysis based on a survey of selected schools and focus group discussions with teachers, students and parents examines intra-district, inter-sectoral disparities (e.g., urban, rural and remote schools) with regard to resources.

Key Findings and Policy Implications

- **Physical Resources**
  The district-wise analysis reveals that the majority of districts in the Northern Province, including Mullativu, Mannar and Vavuniya as well as districts of Moneragala and Polonnaruwa that are largely rural based, have a considerably lower number/share of schools, particularly the schools with Advanced Level education facilities. In many of these districts, there is only one school for over 20 Km^2 and one Type 1AB school (those with Advanced Level science stream) for over 400 Km^2. On the other hand, districts such as Colombo, Kandy and Gampaha (relatively developed districts) have a much higher density of schools and a higher share of type 1AB schools. In addition, substantial variations can be seen across districts with regard

to facilities such as libraries, computer rooms, and laboratories and, other basic facilities like electricity, water and sanitation, with over one-half of the schools in some districts lacking these facilities. Intra-district disparities with regard to such physical resources/facilities are also highlighted in the micro-level analysis. Such disparities between urban and rural schools are not significant, however, remote schools, in general, have relatively poor facilities.

Availability of the physical resources/facilities depends largely on the level of funding avaiable to schools. Remote schools in particular are constrained by funds; they have limited internal funds as the students of these schools are from low-income families with limited capacity to contribute to school development funds. Moreover, many schools experience a m i s m a t c h between the priority areas identified by the school authorities under their school development plans and those for which funding is received. Such a situation stresses the need for a more efficient mechanism to allocate funds to schools based on the priorities identified by the school authorities. Furthermore, priority in resources allocation has to be given to schools which lack basic facilities such as class rooms, libraries, water and sanitation.

- **Human Resources**

Although there is no significant difference with regard to overall student-teacher ratios in schools across districts and among different types of schools, considerable disparities are observed in relation to the distribution of more qualified (e.g., graduate and trained) teachers and teachers for English language, Science and Mathematics. The micro-level analysis reveals a shortage of teachers in many remote schools, which is particularly acute for subjects like English, Mathematics, Science and Aesthetic Studies. On the contrary, an excess number of teachers is available for some of these subjects in some urban schools. Lack of teachers' quarters and other basic facilities like electricity, water and sanitation and, problem of accessibility are some of the key factors that have led to the reluctance of teachers to serve in remote schools.

The study brings out a number of policy recommendations to improve the level of human resources in remote schools. Provision of an attractive incentive package for teachers serving in remote schools, allocation of teachers to schools from the same district (and where possible from the same division), identification of volunteers and other personnel from the local areas and providing them with necessary training to serve in remote schools, improvement of teachers' quarters and other basic facilities in remote schools are some of the policy suggestions. Furthermore, the study stresses the need for the strict enforcement of the regulations/policies applied to transfers of teachers from remote schools to another and, setting up of a monitoring and evaluation mechanism to examine the attendance and performance of teachers.

- **Education Welfare Programmes**

  The education welfare programmes such as the free textbook programme and the free uniform programme have played an important role in improving the school attendance, particularly among the poor students. However, it is important to ensure that all the students, including those in remote schools receive all the required textbooks prior to the commencement of the academic year. Furthermore, it is important to encourage the schools to re-use the same text-books for a number of years to minimize wastage of resources. With regard to the uniform programme, almost all students receive uniforms on time and have largely benefited those from poor families. While some teachers, principals and parents argue for a targeted programme aimed at students from low-income families based on cost factors, a universal programme like the one being operated presently would help ensuring equality among the students without creating social differentiation among them.

1. Introduction

Sri Lanka enjoys a remarkable progress in terms of its basic education indicators, compared to many other developing countries in the world. By 2006, it had a literacy rate of about 95.8 per cent for the 15-24 year olds and a net primary enrolment ratio of 97.5 per cent. The primary completion ratio is 99.6 per cent. Moreover, Sri Lanka has achieved significant progress in gender equality in education. The literacy rate of 15-24 years old females is 96.6 while the figure for males is 94.8. Moreover, the ratio of literate women to men is 101.8 for 2006. In addition, net primary enrolment ratio for females is 97.4 per cent and is at the same level as that for male students.[1]

Sri Lanka's achievement in terms of these basic education indicators is largely a result of strategic public policy decisions, over several decades, to invest resources in education and other social services. Human capital development has been recognized as a priority by the governments since the 1930s. The Universal Free Education Policy (UFEP) introduced in 1945 is the most far-reaching measure in education taken by the government. The UFEP was designed to provide educational facilities, free-of-charge, to all students from the Kindergarten level to the University education level. Moreover, establishment of Central Schools[2] to provide quality education, introduction of national languages (e.g., Sinhala and Tamil) as the medium of instruction in primary schools and provision of free mid-day meals to school children are some other complementary and mutually reinforcing policies initiated during the 1940s that have helped to improve school enrolment particularly among children from poor families. Such important actions/policy measures taken by the then governments have largely contributed towards Sri Lanka's current achievements with regard to education indicators.

The commitment of successive governments to improve educational facilities gained further momentum after independence in 1948 until the mid-1960s. The government was able to back up its political commitment with adequate resources for education owing to favourable economic conditions during this period. The government could spend around 4 per cent of GDP on education. Consequently, the literacy and school enrolments both among males and females improved significantly by 1960.

Nevertheless, the weak economic conditions since the late 1960s[3] strained the government's capacity to sustain and strengthen its commitment to education. The allocation for education fell below 3 per cent of GDP in the 1970s. The curtailed expenditure on education was only adequate to meet the essential recurrent expenditure such as teachers' salaries and the cost of expansion of schools necessitated by the increased school enrolment. Consequently, there was a set-back to the quality of education. Moreover, the Structural Adjustment Policies pursued by the government since 1977, led to the further curtailment of education expenditure to less than 2 per cent of GDP during 1981-85. This situation contributed to the

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[1] Figures used here were obtained from the Central Bank of Sri Lanka Annual Report, 2007 and Department of Census and Statistics data.

[2] Central Schools are government run (free) schools established to provide high quality comprehensive education facilities that are equivalent to the best fee-levying schools at the time. Originally, 50 Central Schools were established- one for each electorate in the State Council.

[3] Declining terms of trade due to depressed prices for Sri Lanka's commodity exports in 1960s and the unfavourable global economic conditions particularly the two oil shocks and the international food crises, as well as drought conditions in the country were the main factors that affected the economy during this period.

deterioration in the quality of education, increase in regional disparities in education and slowing down of further attainment in literacy and education.[4]

The successive governments in the 1980s and 1990s took several policy measures and introduced a number of programmes to enhance the quality of education and improve the school enrolment and completion rate, particularly at primary and secondary levels. Provision of free school textbooks to students from Grade 1-11 initiated in 1980, is an important government policy aimed at enhancing the quality of education and improving learning outcomes. Currently, around 4 million students in approximately 10,000 schools are benefited from this programme. Moreover, education incentive programmes such as the free school uniform programme, Grade-five scholarship programme and subsidized public transport for students was introduced by the government with the objective of improving the school enrolment and attendance among the poor children and thereby enhancing equity in education.[5] By 2003, the expenditure on these student welfare programmes amounted to Rs. 1,820 million, accounting for about 4.7 per cent of the total public expenditure on education.

In addition, the education sector has undergone several waves of reforms during the last couple of decades. The most recent reforms implemented in the late 1990s were aimed at transforming and modernizing Sri Lanka's education system to suit the rapid changes occurring in the socio-economic and global landscape of the 21st century. These reforms which were based on the recommendations of the National Education Commission (NEC) focused on two main policy initiatives: (i) improving the quality of education, and (ii) provision of education for all. To improve the quality of education, the Ministry implemented the recommendations of the NEC, covering the span of education from early childhood to collegiate level. To ensure education for all, the reforms proposed strict adherence and enforcement of laws for sending children of 5-14 years age to school. Furthermore, a number of other important initiatives in the areas of teacher training and development, enhancing education in Information Technology (IT) and English Language have also been included in these reforms.

Linked to the national reforms in the education sector, the Government has also implemented the General Education Project-2 (GEP2), funded by the International Development Assistance Programme (IDA) and the World Bank in 1998. The GEP2 included a number of components such as curriculum development for grades 1 - 9, publishing of school text books and other related publications, rationalization of school facilities, supply of quality inputs and school library development.[6]

Despite such policies/programmes by successive governments over the decades to improve the education sector, and the success that has been achieved at the aggregate level, the education sector currently experiences a number of problems. Some such problems include the low participation in education and high

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[4] See Sandaratna, N. (2000), "Economic Growth and Social Transformations: Five Lectures on Sri Lanka" for further details.

[5] A more detailed analysis on some of these programmes like the school text-book programme and uniform programme is provided in section 4 of the report.

[6] Ministry of Education and Higher Education website (http://www.moe.lk).

drop out rates and low attendance particularly at secondary and tertiary levels. According to the Department of Education, in 2001, 6.19 per cent of children in the 6-14 age categories do not participate in educational institutions. For the 15-16 year group, the non -participation rate is as high as 22.13 per cent.[7] In addition, according to the World Bank (2005), Sri Lanka is far from achieving its universal compulsory education;[8] at present, there are about 18 per cent of children who fail to complete the compulsory education up to Grade 9.[9] Evidence from the literature suggests a number of reasons for the non-attendance of school which include lack of food and clothing, need for the child's earnings for the family, distance to school and inadequate transport, difficult terrain and frequent illness. Furthermore, quality of education, availability of teachers and opportunity cost of schooling are also important factors determining school attendance.[10]

In addition, there are considerable disparities in education facilities and the quality of education provided, among different schools and across regions. *The Regaining Sri Lanka : Vision and Strategy for Accelerated Development* document[11] highlights that about 2000 schools, most of which are in remote rural areas, lack basic facilities such as buildings, desks, chairs and blackboards. Moreover, The World Bank (2005) also shows that the 18 per cent of students who fail to complete Grade 9 are mostly from poor homes and economically disadvantaged regions, rural areas, conflict affected and estate areas. Furthermore, schools in remote areas often lack trained teachers, necessary books and library facilities, etc., which in turn affects the quality of education provided in these schools. Therefore, improving schooling facilities in such disadvantaged areas and enhancing the quality of education provided by all the schools is essential for reducing disparities and improving the overall performance of the education sector of the country.

There is a large volume of literature on the education sector in Sri Lanka published in recent decades. However, only a limited number of studies have attempted to provide a picture at a more disaggregated level. As emphasized earlier, despite Sri Lanka's significant performance in education indicators at the aggregate level, there exist considerable disparities across the regions and among different schools, with regard to facilities/resources as well as the quality of education. Nevertheless, adequate studies have not been carried out to capture such ground realities.

In this context, this study will attempt to analyze the availability of resources/facilities of schools and assess the extent of disparity in resources/facilities across districts, and within districts among different types of schools. Moreover, it will examine the effectiveness of various educational welfare programmes, such as the free school textbook programme and the uniform programme to find out whether the benefits of these programmes are equitably received by students of all schools. The study will attempt to bring together the views, opinions and suggestions of various stakeholders in the education sector (Government

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[7] Percentage of Non-Participation in Educational Institutions, Ministry of Education.

[8] By Law, all children in the age group 6-14 should attend school and should be provided with 9 years of schooling (from Grade 1-9).

[9] World Bank (2005), **"**Treasures of the Education System in Sri Lanka: Restoring Performance, Expanding Opportunities and Enhancing Prospects**"**, The World Bank Colombo Office, Sri Lanka.

[10] See Aturupane, H. (1998) and Arunatilake, N., (2004).

[11] Government of Sri Lanka, (2003), Regaining Sri Lanka: *Regaining Sri Lanka*: *Vision And Strategy For Accelerated Development*, Government of Sri Lanka, Colombo.

officials, principals and teachers, students and parents) on resources/ facilities in schools and the effectiveness of education welfare programmes to find out ways to improve the facilities and the quality of education in Sri Lanka, particularly those received by the poor students.

In order to meet the above objectives the study uses both qualitative and quantitative techniques. It uses various (secondary) data sources including the School Census (2004) of the Ministry of Education and Higher Education, to examine the extent of disparity in resources (both human and physical) across districts (inter regional disparities). This is complemented by a sample survey of schools conducted in four selected districts that is used to analyze the extent of disparity within the districts (intra-regional disparities). This micro-level survey was carried out using Participatory Rural Appraisal (PRA) methods and Focus Group Discussions (with teachers, students and parents) of selected schools and Key Informant Interviews (with school Principals, Zonal education authorities and officials from the Ministry of Education and Higher Education). Information was obtained on the resources/facilities available in the schools, on various welfare programs in operation (namely the free text book program, uniform program and the midday meal program) and through the discussions and interviews an attempt was made to bring together the views of the stakeholders of the education sector. As such, this study attempted to analyze the above mentioned issues by looking beyond 'what we see' to see 'what they have to say'.

The structure of the report is as follows: Chapter 2 provides a detailed analysis of the availability of various resources (both physical and human) by district to look at the extent of the inter-regional disparities. Chapter 3 examines the intra-regional disparities based on the sample survey of schools and the results of the PRA , FGD techniques. The effectiveness of the student welfare programs such as the free-text book program and the uniform program are analyzed in Chapter 4, while Chapter 5 provides some concluding remarks.

2. Educational Resource Availability: Aggregate Analysis

This chapter attempts to provide a district-wise analysis of various resources and facilities available in schools to identify the extent of disparity across districts. First, it is important to look briefly at the administrative structure of the education system and the different types of schools in Sri Lanka.[12]

2.1 School Education System in Sri Lanka

The present administrative structure of the school education system in Sri Lanka came into operation after the establishment of the Provincial Council system in 1987. It comprises 5 inter-linked layers i.e., the Ministry of Education and Higher Education, Provincial Ministries/Departments of Education, Zonal Education Offices, Divisional Education Offices and schools including both National and Provincial schools (see Figure 2.1).

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[12] It is important to note that the Education system in this report refers to school education which includes education from Grade 1 to 13 and excludes tertiary/ university level education.

Figure 2.1
Administrative Structure of the School Education System

| Ministry of Education and Higher Education | Provincial Council |

Provincial Ministry of Education

Provincial Department of Education

Zonal Education Office

Divisional Education Office (300)

| National Schools | Provincial Schools |
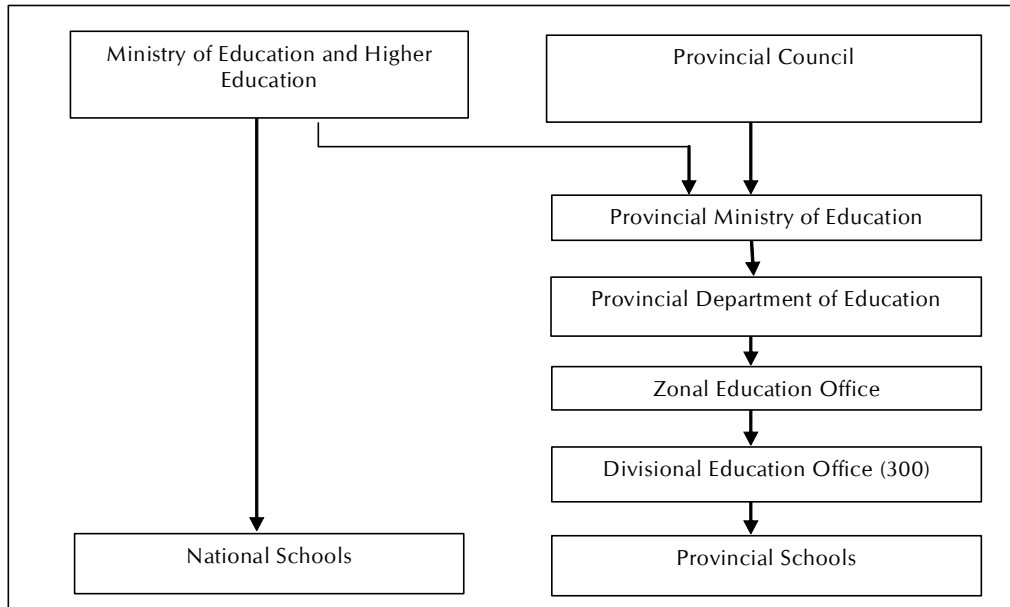
Source: Ministry of Education and Higher Education.

The Ministry of Education is responsible for formulating and ensuring the implementation of the National Policy on Education, development of the school curriculum, the training of teachers and education managers, reviewing and coordinating policy implementation at national, provincial and school level, and controlling the functioning of private schools. Moreover, schools identified as 'National Schools'[13] are directly administered by the Ministry of Education and Higher Education. Provincial Councils are responsible for administering all the provincial schools that account for over 95 per cent of the total government schools in the country. Under the Provincial Education Ministries, the Provincial Department of Education (PDE) is in charge of the provincial administrative system. Currently, there are eight PDEs in the country. Financial resources are allocated to each PDE from the Provincial Council. The main functions of the PDE include planning and budgeting in the province, general administration of zonal and divisional offices and education development of schools through the Zonal and Divisional offices. Currently, there are 94 Zonal Education Offices (ZEOs) under the PDEs and over 300 Divisional offices under the ZEOs.

In addition, the school education system of Sri Lanka consists of 4 levels: (i) Primary Level (includes five years of education from Grades 1 to 5), (ii) Junior Secondary Level (Grades 6-9), (iii.) Senior Secondary Level (Grades 10-11), and (iv.) Collegiate Level (comprises 2 years of education from Grades 12-13). The compulsory basic education is up to the level of Junior Secondary Level, i.e., from Grade 1 to 9. The College level education has 3 subject streams, namely, Science, Arts and Commerce. There are three main national level examinations held each year. These are the Grade 5 Scholarship Examination, the G.C.E

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[13] Currently, there are about 325 National schools from about 10,000 government schools. National schools in general have classes from Grade 1-13 with Advanced level in Science, Commerce and Arts streams and higher quality education facilities.

Figure 2.2
School System in Sri Lanka
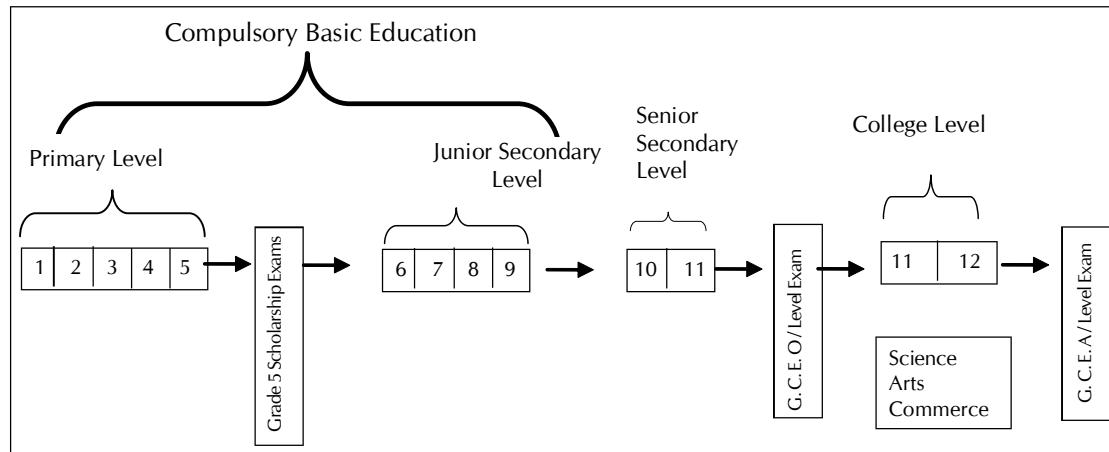
Source: Ministry of Education and Higher Education.

(O/Level (General Certificate of Education - Ordinary Level) Examination and the G.C.E. A/Level (General Certificate of Education - Advanced Level) Examination (see Figure 2.2).

The schools in Sri Lanka are further classified into 4 types as follows:[14]

i. Type IAB - schools with classes up to Grade 13 including A/L Science Stream.
ii. Type IC- schools with classes up to Grade 13 but without an A/L Science Stream (only Commerce and Arts streams).
iii. Type 2- schools with classes up to Grade 8 or 11.
iv. Type 3- schools with classes up to Grade 5.

2.2 Distribution of Resources and Facilities: District-Wise Analysis

This section discusses the background characteristics and distribution of schools, teachers, students and facilities of schools. The analysis is carried out for various types of schools within districts and among the districts. The analysis and calculation made in this section is based on the data obtained from School Census 2004[15] conducted by the Statistics branch of the Ministry of Education and Higher Education.

2.2.1 Distribution of Schools

As per the School Census of 2004, currently, there are 10,059 government schools in the country.[16] In addition to these schools, there are 736 other schools which include 85 private schools and 631 Pirivenas (schools for Buddhist monks). However, for the purpose of this report only government schools were taken into account. As can be seen from the Table 2.1 below, the number of schools varies largely between districts. Moreover, the majority of the districts in the Northern Province[17] with the exception of Jaffna have recorded a relatively lower percentage of schools (only 1-2 per cent each).

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[14] Based on the information from the Ministry of Education.

[15] The latest school census data used available at the time when this study was initially carried out in 2006 under the project on Economic and Political Empowerment of the Poor: Sri Lanka Country Studies.

[16] Though the number of schools is recorded as 10,059, most of the analysis is based on 9,765 schools due to missing values in the data set.

[17] Districts of Jaffna, Mannar, Vavuniya, Mullativu and Killinochchi.

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Table 2.1
Distribution of Schools across Districts

District	Total Number of Schools		Type 1AB		Type 1C		Type 2		Type 3	
	No.	%	No.	%	No.	%	No.	%	No.	%
Ampara	388	4.0	23	3.7	57	3.2	158	3.7	150	4.8
Anuradhapura	549	5.6	16	2.6	93	5.2	252	5.9	188	6.1
Badulla	566	5.8	27	4.3	110	6.2	239	5.6	190	6.1
Batticaloa	314	3.2	17	2.7	46	2.6	88	2.1	163	5.3
Colombo	418	4.3	66	10.6	78	4.4	213	5.0	61	2.0
Galle	435	4.5	44	7.1	87	4.9	203	4.7	101	3.3
Gampaha	537	5.5	54	8.7	94	5.3	256	6.0	133	4.3
Hambantota	311	3.2	18	2.9	69	3.9	160	3.7	64	2.1
Jaffna	411	4.2	39	6.3	46	2.6	154	3.6	172	5.6
Kalutara	419	4.3	34	5.5	75	4.2	212	5.0	98	3.2
Kandy	647	6.6	46	7.4	155	8.7	259	6.1	187	6.0
Kegalle	529	5.4	21	3.4	105	5.9	206	4.8	197	6.4
Kilinochchi	94	1.0	7	1.1	14	0.8	33	0.8	40	1.3
Kurunegala	886	9.1	45	7.2	191	10.8	440	10.3	210	6.8
Mannar	93	1.0	8	1.3	13	0.7	35	0.8	37	1.2
Matale	307	3.1	15	2.4	64	3.6	108	2.5	120	3.9
Matara	375	3.8	26	4.2	79	4.5	192	4.5	78	2.5
Monaragala	262	2.7	12	1.9	44	2.5	142	3.3	64	2.1
Mullativu	102	1.0	5	0.8	13	0.7	39	0.9	45	1.5
Nuwara Eliya	517	5.3	23	3.7	74	4.2	158	3.7	262	8.5
Polonnaruwa	231	2.4	10	1.6	44	2.5	87	2.0	90	2.9
Puttalam	343	3.5	21	3.4	62	3.5	208	4.9	52	1.7
Ratnapura	585	6.0	26	4.2	84	4.7	293	6.9	182	5.9
Trincomalee	259	2.7	14	2.3	54	3.0	100	2.3	91	2.9
Vavuniya	187	1.9	4	0.6	23	1.3	39	0.9	121	3.9
Total	9,765	100	621	100	1,774	100	4,274	100	3,096	100

In terms of school type it is interesting to note that even though the Kurunegala district houses over 9 per cent of the total number of schools in the country almost 11 per cent of the 621 Type 1AB schools are located in the Colombo district. The corresponding figure for Kurunegala is 7.2 per cent and for most of the other districts is less than 5 per cent (except for a few like Gampaha, Kandy and Galle). Moreover, almost one-fourth of the total type 1 AB schools are concentrated in the Western province, which is considered to be the most developed region in Sri Lanka.[18] The Jaffna district also has more than 5 percent even though it is a war affected district. However, it is important to note that all the districts mentioned are the economically well off districts in the country. In contrast, the districts of Vavuniya, Mullativu, Kilinochchi, Mannar, Polonnaruwa and Moneragala each has less than 2 per cent of total Type 1 AB schools. However, it is noteworthy that the distribution of the Type 1C and Type 2 schools across districts is largely in line with the district-wise distribution of the total number of schools.

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[18] Western province consists of the three districts of Colombo, Gampaha and Kalutara.

There are many reasons for the number of schools to vary across districts, land area and population being the main two. However for distribution to be fair, the distribution by type should match the general distribution of schools and as can be seen from the above table this is not the case.

As shown in Figure 2.3, close to half of the total number of schools in the country (4,000 or 44 per cent) are Type 2 schools with only secondary level education. Moreover, Type 3 schools with only up to the primary education, account for about 32 per cent of the total schools. This indicates that over three-fourth of the schools in the country have only up to primary or secondary level education while those with collegiate/advanced level (A/L) education facilities is less than one fourth.

Figure 2.3
Distribution of Schools by School Type
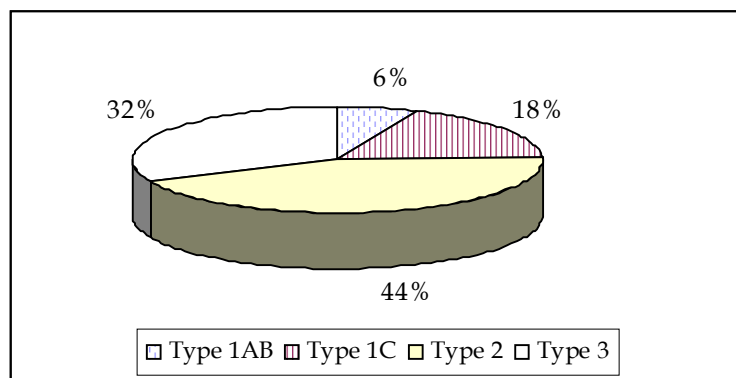
Furthermore, even out of the schools with collegiate/A Level education (Type 1AB and Type 1C), the share of those with science facilities (Type 1AB) is relatively low - only 6 per cent of the total number of schools in the country.

It is also important to analyze the distribution pattern of schools by type within each district. In other words, out of the total number of schools in each district, what is the share of say Type 1AB schools.

It is evident from Figure 2.4 below that in the majority of the districts, Type 2 schools account for the highest share of schools followed by Type 3 schools. However, there are a few exceptions like the districts of Nuwara Eliya, Matale and many districts in the Northern and Eastern parts of the country, where the Type 3 schools account for the highest share.

Furthermore, in almost all the districts, the share of the Type 1AB and 1C schools together is less than 25 per cent with the exceptions of a few districts like Colombo and Kandy. This means that in most districts, students have much fewer schools from which they can continue their education after Grade 11.

2.2.2 Scatter of Schools

As mentioned previously, the number of schools per district could vary for a number of justifiable reasons namely population and land area. Therefore, when analyzing the disparity in the distribution of schools

Figure 2.4
Distribution of Schools by Type for Each District
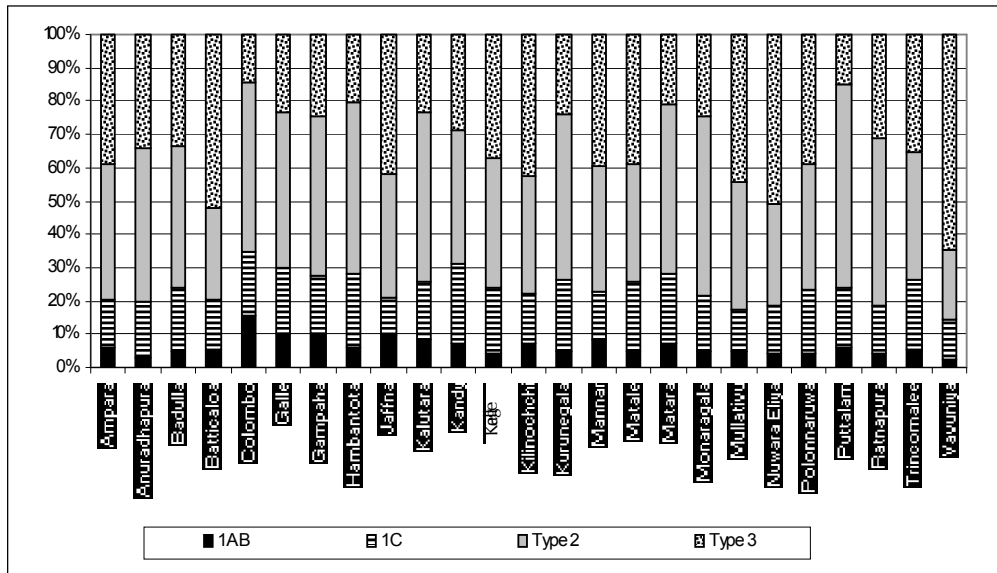
among districts it is important to take these two factors into account. In order to do this the density or the scatter[19] of the schools (how the schools are spread) within a district has been calculated. The density of schools in a district depends directly on the geographical extent and number of schools in the district, while it is indirectly related to the population in the district, specifically the population density. A low population density increases the cost of provision of education per student.

Table 2.2 describes how schools are scattered across each district. The Colombo district has the highest density of schools in the country (0.62) and as indicated by the scatter there is a school located every 1.6 Km^2.

In the districts of Mullativu, Moneragala, Mannar and Polonnaruwa the density of schools is much lower than the other districts. In fact, the land area between schools is more than 10 times that of Colombo. The reasons for the low density could be due to the higher land area of the district, low number of schools in the district or due to both. For instance, the reason for the low density of schools in the districts of Mullativu and Mannar are mainly due to existence of a very low number of schools whilst for Moneragala, it is owing to the higher square kilometres of the district combined with comparatively low number of schools.

In addition to the directly related factors, the density of schools in a district also depends on the population of the district. For instance, Colombo and Gampaha districts are the districts with highest population densities. They also have the highest and 3rd highest school densities respectively. When building schools the government has to take into account the population in the area and given the much higher population

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[19] The scatter has been calculated as the inverse of the density of schools i.e., (extent of district Km^2)/ (Number of schools) It shows, on average how many square kilometres of land lie between schools.

Table 2.2
Scatter of Schools According to Districts

District	Population Density (Population/Sq km)	School Density (Total # Schools/Sq km)	Scatter of Schools = 1/School Density				
			Total	1AB	1C	Type 2	Type 3
Ampara	245	0.09	10.9	183.6	74.1	26.7	28.1
Anuradhapura	112	0.08	12.1	416.5	71.7	26.4	35.4
Badulla	274	0.20	5.0	104.7	25.7	11.8	14.9
Batticaloa	186	0.12	8.3	153.5	56.7	29.7	16.0
Colombo	3,305	0.62	1.6	10.2	8.7	3.2	11.1
Galle	613	0.27	3.7	36.8	18.6	8.0	16.0
Gampaha	1,541	0.40	2.5	24.8	14.3	5.2	10.1
Hambantota	210	0.12	8.0	138.7	36.2	15.6	39.0
Jaffna	528	0.44	2.3	23.8	20.2	6.0	5.4
Kalutara	673	0.27	3.8	46.4	21.0	7.4	16.1
Kandy	664	0.34	3.0	41.7	12.4	7.4	10.3
Kegalle	463	0.31	3.2	80.2	16.0	8.2	8.6
Kilinochchi	106	0.08	12.8	172.1	86.1	36.5	30.1
Kurunegala	314	0.19	5.2	102.8	24.2	10.5	22.0
Mannar	81	0.05	20.2	235.0	144.6	53.7	50.8
Matale	227	0.16	6.4	130.1	30.5	18.1	16.3
Matara	599	0.30	3.4	48.8	16.1	6.6	16.3
Monaragala	72	0.05	21.0	459.0	125.2	38.8	86.1
Mullativu	50	0.04	23.7	483.0	185.8	61.9	53.7
Nuwara Eliya	410	0.30	3.3	74.2	23.1	10.8	6.5
Polonnaruwa	117	0.08	13.3	307.7	69.9	35.4	34.2
Puttalam	245	0.12	8.4	137.2	46.5	13.9	55.4
Ratnapura	312	0.18	5.5	124.5	38.5	11.0	17.8
Trincomalee	135	0.10	9.8	180.6	46.8	25.3	27.8
Vavuniya	81	0.10	10.0	465.3	80.9	47.7	15.4

Source: Calculated using data from School Census 2004.

densities in these two districts, it seems reasonable that the school density is also greater. Similarly, in regions such as Mullativu and Moneragala where the population densities are quite low it makes sense that the school density would also be low. However, to make clearer sense of this, it is required to analyze the population per school, which is done later on in this section.

When analyzing the density of schools it is important to take into account the type of school or else the figures would reveal a positively biased picture. For example in the Anurdhapura district there is a school for every 12.1 Km^2 (i.e., scatter of 12.1). However, the scatter of Type 1AB schools and Type 1C schools in the district is 416.5 and 71.7 respectively indicating that for students wanting to continue education after Grade 11 there is a school only every 71.7 Km^2, and if they want to do A/L Science then its only every 416 Km^2. This is a fairly grim picture and in fact in the majority of districts excluding Colombo and Gampaha, the density of Type 1AB schools is very low. In most of the districts the highest density calculated was for Type 2 schools and the next highest for Type 3 or primary schools.

Table 2.3
Number of Students per School

District	Students per School	Students per Type 1AB School	Students per Type 1C School	Students per Type 2 School	Students per Type 3 School
Ampara	393	1,588	796	341	113
Anuradhapura	320	2,187	703	249	66
Badulla	323	1,562	644	236	70
Batticaloa	373	1,500	763	408	127
Colombo	826	2,572	974	390	271
Galle	497	2,183	694	224	139
Gampaha	594	1,958	914	346	292
Hambantota	415	1,833	578	242	272
Jaffna	328	1,030	640	288	122
Kalutara	458	2,028	803	246	108
Kandy	415	1,870	641	238	116
Kegalle	294	1,941	549	198	83
Kilinochchi	305	806	649	304	97
Kurunegala	344	1,912	650	185	64
Mannar	263	1,133	438	217	58
Matale	303	1,560	574	214	82
Matara	441	2,038	640	236	211
Monaragala	388	1,885	806	276	67
Mullativu	264	876	606	300	66
Nuwara Eliya	295	1,260	699	308	88
Polonnaruwa	348	1,675	777	267	69
Puttalam	451	1,753	825	281	163
Ratnapura	364	1,810	813	261	117
Trincomalee	364	1,339	673	298	102
Vavuniya	226	2,584	582	289	60

Source: Calculated using data from School Census 2004.

As mentioned previously, analyzing the distribution of schools according to the student population will provide an idea of whether the schools are appropriately distributed to meet the demand of each district.

Twenty three out of the twenty five districts have less than 500 students per school. The Colombo district has the highest ratio of 826 students per school and Vavuniya the lowest with 226 students per school. However, these figures can be misleading as the number of students also depends on the type of school. It is important to keep in mind that the Type 1AB and Type 1C schools have a higher number of classes (or Grades) and so are bound to have more students. The fact that Colombo is the most densely populated district and the that it has the highest proportion of Type 1AB and 1C schools in the country add to the reason that it has the highest number of students per school.

The ratio of Type 1AB students to 1AB schools is highest for Vavuniya and then for Colombo. However, it is important to note that, though the ratio is highest for Vavuniya, the number of 1AB schools for Vavuniya is only 4 for 10,334 number of 1AB students while for Colombo, it is 66 Type 1AB schools for

169,760 number of students. In the case of Vavnuiya the reason for the high density could be due to the small number of schools whereas in Colombo it could be due to the larger number of students wanting to continue education after Grade 11.

When considering Type 1C schools too, the Colombo district has the highest student density. Kandy district has the highest number of Type 1C schools; hence, it has a relatively lower density of students. Mannar district has the lowest density of students per Type 1C School, which could either indicate a lower demand for A level education or a large number of schools. In actual fact, the number of schools in the district is the lowest in the country- the fact that the density is still low indicates a low number of students for A level classes.

Low densities could also imply a low spread of schools in the district, which may discourage the children attending schools and increase the indirect cost of schooling, thereby keeping the children out of schools.

There are a number of claims in the literature that Sri Lanka has a high number of schools with fewer students thereby wasting valuable resources. Table 2.4 illustrates the distribution of student numbers among schools in order to asses whether this really is the case.

As shown below, approximately 30 per cent of schools in the country have less than a 100 students and approximately half of the schools of the country have less than 200 students. In the Vavuniya district 44 per cent of schools have less than 50 students. More than 20 per cent of the schools in the Kegalle, Matale and Mullativu districts have less than 50 students. The low population density (50 per Sq Km) in the Mullativu district could account for this but in the case of the other two districts this appears to be a waste of resources.

It is again important to consider the distribution of students according to the type of school, the reason being that it is sometimes doubtful whether allocating resources to these schools makes sense. There may be cases where there are only very few students in a school. Hence, it is worthwhile to look at the number of students in these schools.

Since Type 2 schools are the most widely distributed schools in the country, this section will specifically look at Type 2 schools (Distribution for Type 3 schools is provided in the Annex).

As shown in Table 2.5, in the districts of Galle, Kalutara, Kegalle, Kurunegala and Matara, approximately 25 per cent of the Type 2 schools have less than 100 students. In line with this, it is important to note that in Kalutara, Kurunegala and Matara, approximately 50 per cent of the schools out of the total number of schools in each district consists of Type 2 schools. Out of all the districts, Kurunegala has the highest number of Type 2 schools and the density of Type 2 schools in Kurunegala is not too low either (one for every 10.5 Km^2 as indicated by Table 2.2).

In some districts when people live far apart it is important to ensure that the schools are distributed in such a manner that they are accessible to all students. However, in the case of rural and remote areas that are

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Table 2.4
All Schools - Percentage of Schools According to Categories of Number of Students

| | Number of Students | | | | | | | | | | | | | | | | Total |
| | 1-25 | | 26-50 | | 51-100 | | 101-150 | | 151-200 | | 201-500 | | 501-1000 | | 1001 and above | | |
	Row %	Cumu.%	Row %	Cumu.%	Row %	Cumu.%	Row %	Cumu.%	Row %	Cumu.%	Row %	Cumu.%	Row %	Cumu.%	Row %	Cumu.%	Row %
Ampara	2	2	7	9	14	24	11	35	10	45	30	74	16	91	9	100	100
Anuradhapura	8	8	11	19	16	36	12	48	9	57	25	82	12	95	5	100	100
Badulla	8	8	10	17	15	32	13	46	8	54	27	81	12	93	7	100	100
Batticaloa	4	4	4	9	18	27	13	40	8	48	26	74	18	92	8	100	100
Colombo	1	1	3	4	7	11	6	17	8	25	30	55	19	74	26	100	100
Galle	6	6	8	14	11	25	12	37	11	48	26	74	12	86	14	100	100
Gampaha	2	2	5	7	10	17	7	24	8	32	30	62	19	81	19	100	100
Hambantota	5	5	5	11	12	23	13	36	9	45	30	76	14	90	10	100	100
Jaffna	3	3	10	13	14	27	14	40	8	48	31	79	15	94	6	100	100
Kalutara	6	6	10	15	15	31	10	40	10	51	23	73	14	87	13	100	100
Kandy	6	6	9	15	13	28	11	39	9	48	28	76	14	90	10	100	100
Kegalle	14	14	13	27	13	40	11	51	10	61	23	84	9	94	6	100	100
Kilinochchi	2	2	10	12	18	30	12	41	7	49	32	81	17	98	2	100	100
Kurunegala	8	8	12	21	15	36	12	48	10	58	24	81	10	92	8	100	100
Mannar	2	2	22	24	14	38	17	55	8	62	24	86	9	95	5	100	100
Matale	13	13	12	25	11	36	12	48	9	57	26	83	9	92	8	100	100
Matara	6	6	7	13	11	24	9	34	12	46	29	75	14	89	11	100	100
Monaragala	8	8	8	16	11	26	10	37	10	47	28	75	16	91	9	100	100
Mullativu	10	10	17	26	12	38	13	51	5	56	24	79	18	97	3	100	100
Nuwara Eliya	4	4	10	15	22	37	14	51	8	59	22	81	13	94	6	100	100
Polonnaruwa	4	4	13	17	20	37	6	43	6	50	29	79	13	92	8	100	100
Puttalam	2	2	4	6	11	17	16	33	8	40	32	72	18	90	10	100	100
Ratnapura	8	8	10	18	13	31	10	41	9	50	27	78	14	92	8	100	100
Trincomalee	2	2	7	8	15	23	15	38	8	46	31	76	17	94	6	100	100
Vavuniya	22	22	22	44	12	57	9	66	7	73	18	91	5	96	4	100	100
Total	6	6	9	16	14	29	11	41	9	50	27	77	14	90	10	100	100

Source: Calculated using data from School Census 2004.

Table 2.5
Percentage of Type 2 Schools According to Categories of Number of Students - Calculated using data from School Census 2004

Number of Students

District	1-25		26-50		51-100		101-150		151-200		201-500		501-1000		1001 and above	
	Row N%	Cumu.%	Row N%	Cumu.%	Row N%	Cumu.%	Row N%	Cumu.%	Row N%	Cumu.%	Row N%	Cumu.%	Row N%	Cumu.%	Row N%	Cumu.%
Ampara	0.6	0.6	0.6	1.3	3.2	4.4	8.9	13.3	10.8	24.1	57.0	81.0	17.1	98.1	1.9	100.0
Anuradhapura	0.0	0.0	0.4	0.4	12.3	12.7	20.6	33.3	17.9	51.2	42.1	93.3	5.6	98.8	1.2	100.0
Badulla	1.7	1.7	2.9	4.6	10.9	15.5	19.2	34.7	14.6	49.4	44.4	93.7	5.4	99.2	0.8	100.0
Batticaloa	0.0	0.0	0.0	0.0	3.4	3.4	3.4	6.8	9.1	15.9	61.4	77.3	20.5	97.7	2.3	100.0
Colombo	0.0	0.0	0.5	0.5	6.6	7.0	8.5	15.5	14.6	30.0	47.4	77.5	17.4	94.8	5.2	100.0
Galle	0.5	0.5	3.9	4.4	13.8	18.2	19.7	37.9	19.7	57.6	36.0	93.6	4.9	98.5	1.5	100.0
Gampaha	0.0	0.0	0.8	0.8	10.2	10.9	10.5	21.5	14.5	35.9	45.7	81.6	13.7	95.3	4.7	100.0
Hambantota	2.5	2.5	2.5	5.0	11.3	16.3	20.6	36.9	14.4	51.3	41.9	93.1	5.6	98.8	1.3	100.0
Jaffna	1.3	1.3	2.6	3.9	4.5	8.4	10.4	18.8	12.3	31.2	59.1	90.3	9.7	100.0	0.0	100.0
Kalutara	2.4	2.4	3.8	6.1	17.9	24.1	16.5	40.6	16.5	57.1	34.9	92.0	6.6	98.6	1.4	100.0
Kandy	0.0	0.0	2.7	2.7	16.2	18.9	16.6	35.5	18.1	53.7	40.2	93.8	5.0	98.8	1.2	100.0
Kegalle	1.0	1.0	5.3	6.3	19.4	25.7	20.4	46.1	19.4	65.5	30.6	96.1	2.9	99.0	1.0	100.0
Killinochchi	0.0	0.0	0.0	0.0	6.1	6.1	15.2	21.2	9.1	30.3	57.6	87.9	12.1	100.0	0.0	100.0
Kurunegala	0.7	0.7	6.6	7.3	20.7	28.0	23.6	51.6	18.0	69.5	28.6	98.2	0.9	99.1	0.9	100.0
Mannar	0.0	0.0	2.9	2.9	8.6	11.4	31.4	42.9	17.1	60.0	37.1	97.1	2.9	100.0	0.0	100.0
Matale	0.0	0.0	1.9	1.9	11.1	13.0	23.1	36.1	20.4	56.5	40.7	97.2	0.9	98.1	1.9	100.0
Matara	0.5	0.5	5.2	5.7	16.1	21.9	15.1	37.0	20.3	57.3	35.4	92.7	5.7	98.4	1.6	100.0
Monaragala	0.0	0.0	2.1	2.1	7.0	9.2	16.2	25.4	17.6	43.0	43.0	85.9	14.1	100.0	0.0	100.0
Mullativu	0.0	0.0	2.6	2.6	2.6	5.1	17.9	23.1	12.8	35.9	48.7	84.6	15.4	100.0	0.0	100.0
Nuwara Eliya	0.0	0.0	1.3	1.3	6.3	7.6	12.7	20.3	15.2	35.4	51.3	86.7	12.7	99.4	0.6	100.0
Polonnaruwa	0.0	0.0	1.1	1.1	8.0	9.2	9.2	18.4	13.8	32.2	62.1	94.3	5.7	100.0	0.0	100.0
Puttalam	0.5	0.5	1.0	1.4	9.6	11.1	22.6	33.7	11.5	45.2	43.3	88.5	10.6	99.0	1.0	100.0
Ratnapura	1.0	1.0	2.4	3.4	10.9	14.3	13.3	27.6	16.0	43.7	47.8	91.5	8.2	99.7	0.3	100.0
Trincomalee	0.0	0.0	2.0	2.0	9.0	11.0	11.0	22.0	11.0	33.0	57.0	90.0	9.0	99.0	1.0	100.0
Vavuniya	2.6	2.6	0.0	2.6	2.6	5.1	12.8	17.9	23.1	41.0	53.8	94.9	2.6	97.4	2.6	100.0
Total	**0.7**	**0.7**	**2.7**	**3.3**	**11.9**	**15.2**	**16.4**	**31.6**	**16.0**	**47.6**	**43.0**	**90.6**	**7.9**	**98.6**	**1.4**	**100.0**

less densely populated this could mean that the number of students per school is very low (resulting in a waste of resources). In districts such as Kurunegala where the density of Type 2 schools is not too low and the number of schools with few students is high (50 per cent of schools in this district have less than 150 students), it may be prudent to merge certain schools in order to avoid duplication of efforts and wastage of resources.

2.3 Human Resources/Teachers

2.3.1 Distribution of Teachers by District, School Type and Teacher Type

The school census of 2004 indicates that there are about 190,000 teachers in over 10,000 schools in Sri Lanka. The district-wise distribution of teachers shows a somewhat similar pattern to that of the schools (discussed in the previous section). For example, the highest number of teachers are recorded from the Kurunegala district (9.7 per cent or 18,512) whilst the lowest number is from Mannar district (0.5 per cent or 947) which also has the lowest number of schools. Moreover, the districts of Kandy, Colombo and Gampaha, have relatively higher number of teachers while Mullativu, Kilinochchi and Vavuniya districts have relatively lower number of teachers, next to Mannar (Table 2.6).

Table 2.6
Distribution of Teachers Across Districts

District	Total Number of Teachers	%	% of Teachers According to Type			
			Graduate	Trained	Untrained	Other
Ampara	6,993	3.7	2.5	3.9	9.7	6.4
Anuradhapura	9,135	4.8	3.4	5.4	3.9	3.9
Badulla	10,217	5.4	4.4	5.7	4.5	7.3
Batticaloa	4,532	2.4	2.3	2.2	6.6	4.4
Colombo	14,898	7.8	10.5	6.9	4.9	5.2
Galle	10,456	5.5	5.7	5.6	2.3	2.2
Gampaha	13,826	7.3	8.5	7.0	4.3	4.6
Hambantota	6,535	3.4	3.9	3.3	2.7	1.1
Jaffna	6,123	3.2	4.0	2.7	6.9	5.6
Kalutara	9,263	4.9	5.6	4.7	2.5	3.2
Kandy	15,226	8.0	8.8	8.0	4.9	2.5
Kegalle	8,962	4.7	4.6	4.9	2.9	1.7
Kilinochchi	1,053	0.6	0.5	0.5	3.0	1.3
Kurunegala	18,512	9.7	11.2	9.5	5.1	3.4
Mannar	974	0.5	0.6	0.4	2.6	0.9
Matale	5,389	2.8	2.6	3.0	3.0	0.8
Matara	9,160	4.8	5.5	4.7	1.8	1.7
Moneragala	4,771	2.5	1.9	2.7	2.1	4.9
Mullativu	1,056	0.6	0.6	0.4	4.9	1.8
Nuwara Eliya	7,117	3.7	2.2	3.9	3.3	18.7
Polonnaruwa	3,365	1.8	1.3	2.0	2.1	1.3
Puttalam	6,625	3.5	2.8	3.6	3.3	7.5
Ratnapura	9,990	5.3	4.4	5.7	5.1	3.7
Trincomalee	4,125	2.2	1.3	2.4	5.4	3.7
Vavuniya	1,781	0.9	0.8	0.9	2.5	2.3
Total	190,084	100.0	100.0	100.0	100.0	100.0

Source: Calculated using data from School Census 2004.

The qualifications of the teacher i.e., whether the teacher is a graduate, trained/untrained teacher is vital in analyzing the quality of education of the country particularly at regional level. The Figure 2.5 below shows the distribution of teachers according to their qualifications within each district. As illustrated in Sri Lanka, the number of the graduate teachers as a share of the total number of teachers is about 28 per cent whilst the percentage of the trained teachers is about 67 per cent. The untrained and other teachers including the voluntary teachers account for less than 5 per cent of the total number of teachers in the country. Nevertheless, considerable variations exist across districts. For example, in districts like Colombo, Gampaha and Kalutara (the three districts in the Western province) and Kandy, Kurunegala, Galle and Matara, over 95 per cent of the teachers are either graduates or trained teachers. On the contrary, in the districts of Mullativu, Killinochchi and Mannar, the figure is less than 85 per cent.

Figure 2.5
Distribution of Teachers by Teacher Type in Each District
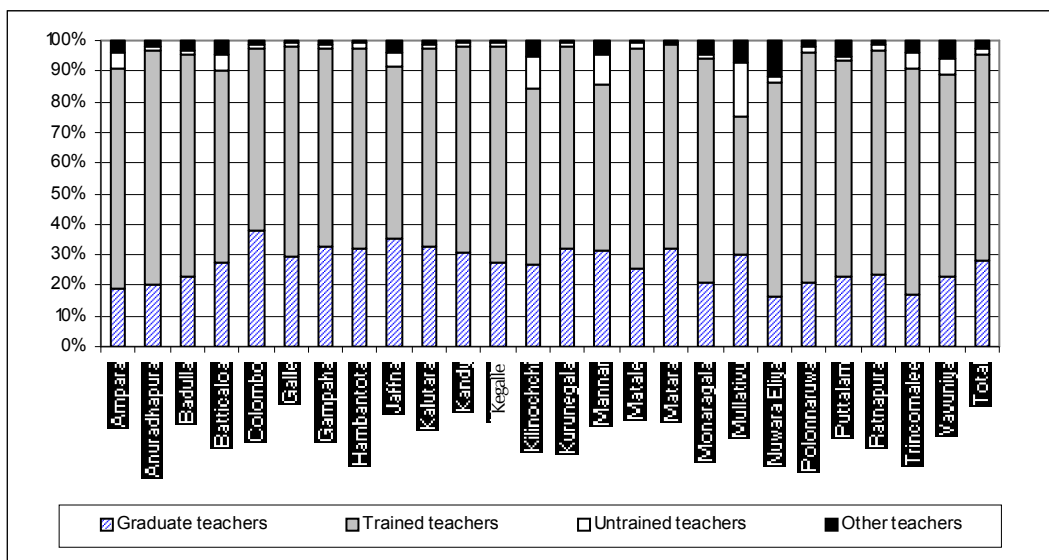
Despite the district-wise variations in the number of teachers from about 1,000 to over 18,500, the overall pupil to teacher ratio for the country is around 20, which indicates a somewhat better performance at the aggregate level. Further, the student-pupil ratio varies from 16 to 27 across districts. However, in order to obtain a better picture of any disparities among the districts/schools, it is important to look at the teacher pupil ratios based on the type of schools, grades and type of qualifications of teachers and subjects they teach. The data shows that the overall pupil to teacher ratio is lowest in Kurunegala followed by Kegalle, and Matale. The Kurunegala district records relatively lower ratios for all the school types. The Type 3 schools in particular have recorded a student teacher ratio of 11:1 - the lowest ratio compared to the other types of schools within the district and also across districts. It is important to note that Nuwara Eliya district which has the highest number of Type 3 schools has a pupil to teacher ratio of 19 for Type 3 schools. However, there are no large disparities with regard to the student -teacher ratio among the districts and type of schools, which indicates a reasonably even distribution of teachers in the country according to the student population, among the districts and even among type of schools within a district.

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Table 2.7
Student-Teacher Ratio by Type of School: District-wise Analysis

District	Total Schools	Type of School			
		1 AB Schools	1 C Schools	Type 2 Schools	Type 3 Schools
Ampara	22	23	24	21	17
Anuradhapura	19	26	21	17	12
Badulla	18	21	19	16	15
Batticaloa	26	28	26	27	23
Colombo	23	26	23	20	23
Galle	21	26	20	15	18
Gampaha	23	26	24	19	24
Hambantota	20	26	20	16	23
Jaffna	22	24	24	21	20
Kalutara	21	25	22	16	18
Kandy	18	21	18	14	16
Kegalle	17	22	19	14	15
Kilinochchi	27	24	29	30	23
Kurunegala	16	21	18	13	11
Mannar	25	27	24	25	21
Matale	17	22	18	14	15
Matara	18	22	19	14	19
Monaragala	21	26	23	19	15
Mullativu	26	27	29	25	20
Nuwara Eliya	21	22	23	20	19
Polonnaruwa	24	27	27	21	17
Puttalam	23	25	27	20	22
Ratnapura	21	25	23	19	20
Trincomalee	23	23	25	21	20
Vavuniya	24	25	23	23	23
Total	20	24	21	17	18

Source: Calculated using data from School Census 2004.

The ratio of students to graduate teachers is highest in Trincomalee, Nuwara Eliya, Ampara and Polonnaruwa in respective order. In these schools, there are for over 115 students for each graduate teacher. On the contrary, Kurunegala, Matara, and Kandy have the lowest student teacher ratios, indicating relatively higher number of graduate teachers in these districts in relation to their student population. These districts have less than half of the students of a graduate teacher in Trincomalee, Nuwara Eliya, Ampara and Polonnaruwa. Furthermore, with regard to the trained teachers, Mullativu, Kilinochchi, Mannar and Batticaloa have the highest pupil to trained teachers ratios which shows that these districts, when compared to the others, have a relatively lower number of trained teachers in relation to their student population. The number of students for untrained teachers is high for the districts of Galle, Matara, Kalutara, Gampaha and Colombo in the respective order. This is partly owing to the reason that these districts have a lower number of untrained teachers. For instance, untrained teachers account for only less than one per cent of the total number of teachers in Galle and Matara districts.

It is also worthwhile looking at the pupil to teacher ratios for different types of schools within a district. In the case of Type 1 AB and 1C schools (those with collegiate/Advanced level education facilities), this is particularly important. In the Polonnaruwa district, there are more than 80 students to a graduate teacher in 1AB schools.[20] It is more than 70 for the districts of Nuwara Eliya and Ampara. Furthermore, when considering the whole country, one graduate teacher in a Type 1AB school has about 57 students. However, in the districts of Jaffna, Mullativu, Kurunegala and Kilinochchi, there are a relatively lower number of students to graduate teachers in Type 1AB schools.

In 1C schools, Trincomalee has the highest number of students per graduate teachers which is as high as 119, followed by Puttalam, Polonnaruwa, Nuwara Eliya, Monaragala and Ampara, where the ratio is over 100:1. The districts of Kurunegala, Kandy, Matara, Hambantota and Kegalle on the other hand, have relatively lower ratios (around 50-60). The overall student teacher ratio for the country is 69 for Type 1C schools. For Type 2 schools Kurunegala has a very low pupil to graduate teacher ratio of 52.[21] In addition, Type 2 schools in Kurunegala have the highest number of graduate teachers out of all Type 2 schools in other districts and it is very much closer to the number of graduate teachers in 1AB schools in the district.[22]

2.3.2 Teachers/Schools by the Medium of Instruction

Out of all the schools in the country, 67 per cent have only the Sinhala medium as the medium of teaching. This is followed by about 29 per cent of schools with only Tamil medium of teaching. In addition, an insignificant share of schools have both Sinhala and Tamil media. Further, about 2 per cent of schools have Sinhala and English both as media of instruction (see Figure 2.6) while another small percentage of schools have both Tamil and English media.

Figure 2.6
Distribution of Schools According to the Medium of Teaching

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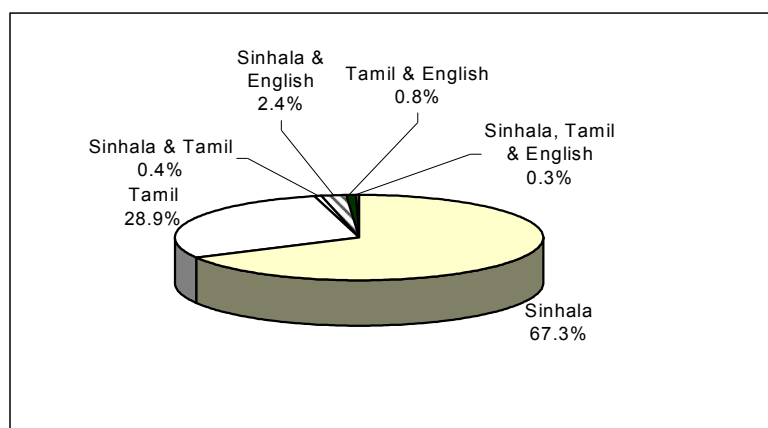
[20] The student population for each type of school was calculated using the total number of students in that type of schools in a district.

[21] See annex for student-teacher ratio for each school type and teacher type.

[23] There are 1,550 graduate teachers in all the Type 2 schools in Kurunegala and it is 1,815 for 1 AB Type of schools and 2,415 for 1C Type of schools in Kurunegala.

It is important to look at the distribution of those schools with English as a medium of instruction, in addition to a national language (Sinhala or Tamil). Out of the total number of schools with both Sinhala and English mediums, Colombo accounts for the highest share (42 schools) followed by Kandy (32 schools) and Kurunegala (27 schools) In Colombo, 10 per cent of the total number of schools have English medium along with the Sinhala medium, while another 1.5 per cent schools have English medium with Tamil medium. The schools with both Sinhala and English media accounts for around 5 per cent of the total schools in Kandy. In addition, around 3-4 per cent of their schools in Matara and Gampaha also have English medium In Kurunegala, though the number of English (and Sinhala) schools is high, it accounts only for about 3 per cent of the of total schools in the district.

Out of the districts where the major medium of teaching in schools is Tamil, only Jaffna has a significant number of schools with both Tamil and English medium teaching which is only 10. However, this figure accounts to 4 per cent out of all the schools in the Jaffna district. Though Mannar does not have a higher number of schools with both Tamil and English medium at the same time (it has only 4 schools with both Tamil and English medium teaching), the number of those schools accounts to 3.6 per cent out of all the schools in Mannar district. Kilinochchi and Mulativu do not have any schools with mixed medium teaching. Kegalle has the highest number of schools (10 schools) with the three mediums, while Colombo has the next highest (6 schools). However, the percentages out of the total number of schools in the districts are not significant.[23]

The outcomes of the 1AB schools are quite surprising. Out of all the 1 AB Type schools in the country, 41 per cent of the schools are only Sinhala medium. Furthermore, the percentage of schools with both Sinhala and English media teaching is almost the double (29 per cent) as the schools teaching only in Tamil medium (15 per cent) and it is almost the triple the percentage of schools with both Tamil and English medium teaching. In contrast, in Type 1C schools, there are 71 per cent Sinhala medium only schools out of all the 1C Type schools in the country, about 24 per cent Tamil medium only schools while the rest of the types have very low percentages. The same pattern follows the Type 2 schools, where there are 77 per cent of Sinhala medium only schools out of all the Type 2 schools in the country and 22 per cent Tamil medium only schools, while the rest of the types are negligible. The Type three schools on the contrary, have almost the same proportions for Sinhala medium only (56 per cent) and Tamil medium only (43 per cent), while the rest is negligible.

2.3.3 Teachers for the subjects of English, Mathematics and Science

The successive governments in recent years have taken various measures to enhance facilities to teach subjects like Mathematics, Science and English Language. Thus, it is interesting to see the extent of disparity among the districts, in terms of teachers for subjects like English, Science and Mathematics. This is described in Table 2.8. In the case of English teachers, more than half of the 25 districts in the

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[23] Kandy has 1.5 per cent of the schools in the district with all the three mediums. Colombo has 1.43 of its schools in the three media.

country have at least one school in each district without an English teacher for 1-5 grades (primary level).[24]

The case is critical for Mannar district, where there are only six English teachers (teaching for 3-5 Grades) for 93 schools (where they have 1-5 Grades) indicating that only less that 7 per cent of the schools with primary grades in the district have required human resources to teach English language to primary grades. Moreover, in almost all the districts in the Northern and Eastern provinces, including the districts of Vavuniya, Mullativu and Kilinochchi , more than 50 per cent of schools have no English teacher for primary levels. Furthermore, the districts of Nuwara Eliya, Polonnaruwa and Anuradhapura also have significant proportion of schools with no teachers for English language at primary levels. When looking at the whole country, on average, there is only one English teacher for each school with Grades 1-5. The ratio of English teachers in primary level is as low as 1.19 for the whole country. Only for the districts of Colombo and Gampaha, there are at least 2 English teachers per school (the ratio is 2.1). However, once looked within a district there are instances where there are more than 2 teachers per school which carries the total ratio up and vice versa for the ratio to be low. As such, there could be drastic differences among the schools of the same district, which cannot be captured by the available data.

The situation is better at the secondary school level (for the Grade 6-11 English). The overall ratio of Grade 6-11 English teachers to total number of schools with 6-11 grades is around 5, which means there are 5 teachers for English language per school on average at the secondary level (Grades 6-11). However, the ratio varies among the districts largely. For instance, the ratio for Colombo is as high as 10.3, while for the districts of Vavuniya, Mannar, Mullativu and Kilinochchi, the ratio is very low, closer to 1.5. However, this is partly due to the low student population in these schools. Furthermore, Kurunegala has the highest number of English teachers at secondary level (5,068) but, since the number of schools with classes 6-11 are high (918) in Kurunegala, the ratio has come down to 5.5. Though the number of teachers in Colombo is the second highest (4,324), the ratio for Colombo is highest (almost the double of Kurunegala), since it has relatively a lower number of schools with Grade 6-11 classes (419), compared to Kurunegala.

In the case of Grades 6-11 Science/Mathematics teachers, there are about 7 Science/Mathematics teacher per school with Grade 6-11 classes, for the whole country. However, the ratio is around 3 for the districts of Mannar, Kilinochchi, Mullativu and Vavuniya. It is highest for Colombo (14.7), followed by Gampaha (10), Galle (9.7) and Matara (9.4). Though Kurunegala has the highest number of teachers (6,696), the same scenario as earlier applies again for Kurunegala. The ratio for Colombo is almost the double as the ratio of Kurunegala (which is 7.3). This is owing to the reason that, Kurunegala has the highest number of schools with Grade 6-11 (918 schools) which is more than the double of the number of the schools Colombo has (Colombo has 419 schools with Grade 6-11).

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[24] For there to be 'at least one school in the district without a teacher', the English teachers to total number of schools ratio (ex: Total number of English teachers for Grade 3-5 / Total number of schools with classes with 1-5 Grades) has to be less than 1. In addition, it should be noted that English as a subject is taught in schools from Grade 3 onwards. Further, the total number of schools with Grade 1-5 is Type 3, Type 2 schools and other Type 1 AB and Type 1 C schools with 1-5 primary grades.

Furthermore, for other subjects in Grade 6-11, there are about 26 teachers per school (for schools where there are Grade 6-11 classes), in overall. The ratio again is highest for Colombo which is closer to 49, while the lowest are for Mannar and Vavuniya, which have the ratio closer to 12.

2.4 Facilities

It is important to look at the availability and district-wise variation of various facilities like libraries, laboratories and computers which will help to enhance the quality of education. It is also equally important to look at the other basic infrastructure facilities like electricity, water and sanitation facilities.

2.4.1 Resources for Quality Improvement

2.4.1.1 Library Facilities

An important aspect in terms of development of quality education in schools is to have adequate library facilities. Since it is difficult for poor students to access relevant reference material other than the free text books that they are provided with, it is of high importance that schools have library facilities together with good reading material.

Table 2.8
English, Science and Maths Teachers at Primary and Secondary Level by District

District	Primary Cycle - Grade 1-5			Secondary Cycle - Grade 6-11				
	Total No. of Schools (with Grade 1-5)	Total No. of English Teachers (for Grades 3-5)	Total No. of English Teachers/ Schools with Primary Grades	Total No. of Schools (with Grades 6-11)	Total No. of English Teachers	Total No. of English Teachers/ Schools with Secondary Level	Total No. of Teachers for Science or Maths (for Grades 6-11)	Total No. of Teachers for Science or Maths (for Grades 6-11/ Total No. of Schools with Grades 6-11)
Ampara	384	492	1.3	392	1,548	3.9	2,568	6.6
Anuradhapura	539	436	0.8	558	2,276	4.1	3,399	6.1
Badulla	559	556	1.0	569	2,448	4.3	3,306	5.8
Batticaloa	311	310	1.0	324	992	3.1	1,512	4.7
Colombo	400	848	2.1	419	4,324	10.3	6,186	14.8
Galle	416	748	1.8	451	3,148	7.0	4,389	9.7
Gampaha	480	1,032	2.2	543	4,268	7.9	5,478	10.1
Hambantota	288	416	1.4	320	1,628	5.1	2,400	7.5
Jaffna	384	186	0.5	483	1,092	2.3	2,922	6.0
Kalutara	406	538	1.3	432	2,768	6.4	3,690	8.5
Kandy	610	986	1.6	658	4,156	6.3	5,487	8.3
Kegalle	506	622	1.2	550	2,444	4.4	3,300	6.0
Kilinochchi	93	20	0.2	99	168	1.7	288	2.9
Kurunegala	864	1,178	1.4	918	5,068	5.5	6,696	7.3
Mannar	93	6	0.1	112	172	1.5	309	2.8
Matale	295	330	1.1	317	1,356	4.3	1,995	6.3
Matara	348	650	1.9	379	2,448	6.5	3,558	9.4
Monaragala	261	254	1.0	264	1,104	4.2	1,869	7.1
Mullativu	99	30	0.3	107	176	1.6	345	3.2
Nuwara Eliya	511	252	0.5	518	1,484	2.9	2,415	4.7
Polonnaruwa	230	188	0.8	233	816	3.5	1,308	5.6
Puttalam	334	326	1.0	350	1,852	5.3	2,601	7.4
Ratnapura	568	604	1.1	589	2,668	4.5	3,900	6.6
Trincomalee	256	178	0.7	280	856	3.1	1,446	5.2
Vavuniya	187	68	0.4	193	272	1.4	669	3.5
Total	**9,422**	**11,254**	**1.2**	**10,058**	**49,532**	**4.9**	**72,036**	**7.2**

Source: Calculated using data from School Census 2004.

Table 2.9
Availability of Library Facilities Formal

	% of Schools Without a Permanent Library	% of Schools Without Permanent/ Temporary Library or Reading Room
Sri Lanka	73	50
Ampara	76	57
Anuradhapura	76	53
Badulla	75	58
Batticaloa	84	60
Colombo	43	15
Galle	65	42
Gampaha	59	26
Hambantota	67	44
Jaffna	88	64
Kalutara	67	44
Kandy	70	41
Kegalle	77	57
Kilinochchi	96	87
Kurunegala	73	46
Mannar	87	75
Matale	76	54
Matara	68	45
Monaragala	72	56
Mullativu	94	79
Nuwara Eliya	83	68
Polonnaruwa	73	42
Puttalam	71	47
Ratnapura	73	53
Trincomalee	82	62
Vavuniya	88	76

Source: Calculated using data from School Census 2004.

However, it is disheartening to find out that about 73 per cent of the schools in the country do not have a proper library and 50 per cent of the schools do not have even a temporary library or a reading room in their schools. As shown in Table 2.9 over 80 per cent of the schools in Ampara, Anuradhapura, Badulla, Batticaloa, Jaffna, Kilinochchi, Mannar, Matale, Mullativu, Nuwara Eliya, Trincomalee and Vavuniya districts do not have a permanent library. This is worst in the Kilinochchi, Mullativu, Mannar and Vavuniya districts. Over 75 per cent of the schools in these districts are functioning without even having a temporary library or a reading room.

2.4.1.2 Laboratory Facilities[25]

According to the calculations shown in Table 2.10, the lab : school ratio is less than one, which implies, that there are not enough labs for the number of schools.[26] In overall, there are 36 per cent of the schools

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[25] The calculations are for all the schools excluding Type 3 schools.

[26] It is important to note here that, according to the way the school census questionnaire had recorded data, sometimes one school has more than one lab or a one school can have all the types of labs in any numbers. Hence, the percentages do not add to 100.

without a lab, a mini lab or at least a science room. However, it can be observed that, there are more number of labs than science rooms or mini labs. Kilinochchi and Mulativu districts have the lowest number of any labs. Surprisingly, Badulla, Monaragala, Polonnnaruwa districts have a higher ratio of labs on par with the best performing districts of Colombo and Galle, even higher than all other districts. Furthermore, Badulla and Monaragala have the highest ratios for mini labs. In addition, if we consider the actual number of labs, these districts have a comparably higher number of labs.[27] More than 80 per cent of the schools in Kilinochchi and Mullativu districts do not have any kind of a lab. Colombo has the lowest percentage of schools without any lab (11 per cent).

	Ratio of Labs per School	Ratio of Science Rooms per School	Ratio of Mini Labs per School	% of Schools without any Labs
Sri Lanka	0.33	0.26	0.16	36
Ampara	0.32	0.26	0.08	42
Anuradhapura	0.32	0.18	0.07	47
Badulla	0.45	0.11	0.33	30
Batticaloa	0.21	0.26	0.04	52
Colombo	0.46	0.50	0.18	11
Galle	0.43	0.25	0.22	29
Gampaha	0.34	0.43	0.17	20
Hambantota	0.30	0.19	0.23	35
Jaffna	0.25	0.34	0.01	44
Kalutara	0.32	0.27	0.25	27
Kandy	0.33	0.29	0.29	26
Kegalle	0.27	0.32	0.13	35
Kilinochchi	0.04	0.09	0.02	87
Kurunegala	0.32	0.28	0.03	41
Mannar	0.27	0.05	0.09	64
Matale	0.29	0.38	0.17	28
Matara	0.30	0.19	0.17	46
Monaragala	0.44	0.07	0.32	38
Mullativu	0.05	0.16	0.04	81
Nuwara Eliya	0.27	0.20	0.18	49
Polonnaruwa	0.44	0.23	0.09	32
Puttalam	0.31	0.25	0.10	41

Table 2.10
Lab Facilities[28]

Source: Calculated using data from School Census 2004.

2.4.1.3 Computer Facilities

Table 2.11 shows the average number of computers. In general, the schools have nearly two computers per school. However, the district-wise data shows that, there is a high variation in the availability of computer facilities among the districts. Schools in the Colombo district have approximately 6 computers per each school. Schools in the districts such as Kandy, Gampaha, Kalutara, Galle, Hambantota and Matara have around 2 to 3 computers per school. On the other hand, Kilinochchi, and Mullativu have a

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[27] Badulla has 170 labs, which is second only to the number of labs in Kurunegala (170) and even higher than Colombo (164), which has the third highest number of labs. Badulla has the second highest number of mini labs too (123), after Kandy (135).

[28] In the calculations, the Type 3 schools were excluded, since they do require lab facilities for those classes.

ratio of less than one, indicating that a considerable share of schools within these districts lack computer facilities.

	Table 2.11 Computer Facilities by District	
	Total Computers as a Percentage of Number of Schools	
	Mean Value	**Rank**
Sri Lanka	1.94	
Ampara	1.42	16
Anuradhapura	1.12	21
Badulla	1.52	13
Batticaloa	1.52	14
Colombo	6.31	1
Galle	2.44	5
Gampaha	2.72	3
Hambantota	2.18	6
Jaffna	1.83	8
Kalutara	2.60	4
Kandy	2.89	2
Kegalle	1.60	10
Kilinochchi	0.18	25
Kurunegala	1.55	12
Mannar	1.36	17
Matale	1.52	15
Matara	2.18	7
Monaragala	1.08	22
Mullativu	0.38	24
Nuwara Eliya	1.35	18
Polonnaruwa	1.33	19
Puttalam	1.57	11
Ratnapura	1.33	20
Trincomalee	1.69	9
Vavuniya	1.06	23

Source: Calculated using data from School Census 2004.

2.4.2 Other Facilities

As evident from Tables 2.12, a relatively higher proportion of the schools do not have electricity, telephone, drinking water. The study found out that, in general, 35 per cent of the schools are functioning without electricity. There are no telephone facilities for 82 per cent of the schools. It is notable that, 24 per cent of the schools are without any drinking water facilities.

A look into the district-wise comparison shows that there are high variations of the distribution. It shows that closer to 95 per cent of schools in Kilinochchi and Mullativu do not have connection to electricity. In the districts of Trincomalee, Vavuniya, Batticaloa, Mannar (districts in North and East) and in Monaragala, Nuwara Eliya districts, over 50 per cent of the schools do not have electricity facilities. In contrast, in Colombo and Gampaha, there are only 2-3 per cent of schools without connection to electricity. The availability of telephone facilities is much worse than the availability of electricity facilities. Except

Colombo and Gampaha districts, in all the other districts at least 75 per cent of the schools do not have telephone facilities. Furthermore, over 90 per cent of the schools in Mullativu, Kilinochchi, Monaragala, Vavuniya, Nuwara Eliya and Anuradhapura districts do not have telephone facilities.

It is a vital factor for schools to have facilities for drinking water. However, it is alarming to find out that about one quarter of the schools in the country do not have drinking water facilities. The highest proportion of the schools functioning without dinking water were in Kegalle (39 per cent) followed by Nuwara Eliya (38 per cent). However, in Colombo and Gampaha only about 2-3 per cent of the schools do not have drinking water facilities. In addition, it is important to note that, about 42 per cent of the schools obtain water from school wells or tube wells, while only 21 per cent of the schools in the country get water through tap systems. Furthermore, about 10 per cent of schools obtain water from mountain spring flow. This figure is relatively high in the districts of Nuwara Eliya, Ratnapura and Badulla.

It is also important to find out that about 68 per cent of the schools in the country do not have any principal's quarters. However, it is interesting to see that many districts considered to be remote have a higher share of schools with such quarters.

Table 2.12
Availability of Electricity, Telephone, Drinking Water,
and Principal's Quarters Facilities by District

	% of Schools without Electiricity	% of Schools without Telephone	% of Schools without Drinking Water Facilities	% of Schools without Principal's Quarters
Sri Lanka	35	82	24	68
Ampara	44	84	32	63
Anuradhapura	41	91	21	49
Badulla	37	88	31	51
Batticaloa	51	85	22	94
Colombo	2	44	3	82
Galle	16	80	18	74
Gampaha	3	57	4	89
Hambantota	29	90	30	55
Jaffna	46	80	12	90
Kalutara	16	76	13	71
Kandy	23	81	30	67
Kegalle	43	87	39	71
Kilinochchi	95	95	30	83
Kurunegala	33	85	26	75
Mannar	56	75	17	79
Matale	39	88	28	60
Matara	20	78	19	77
Monaragala	58	94	36	35
Mullativu	93	95	18	79
Nuwara Eliya	50	93	38	60
Polonnaruwa	39	89	21	22
Puttalam	26	84	32	69
Ratnapura	44	88	29	67
Trincomalee	55	80	23	65
Vavuniya	72	93	33	83

Source: Calculated using data from School Census 2004.

As regards schools with sanitary facilities available for teachers, 33 per cent do not have satisfactory facilities. Furthermore, 64 per cent of toilets for male students are not in a satisfactory condition, while the figure is 54 per cent for girl students. In situations where there are common toilets in schools, 88 per cent of them are not in good condition.

	Table 2.13			
	Sanitary Facilities for Teachers and Students			
	% of Toilets not in a Good Condition			
		Student		
	Teachers	**Male**	**Female**	**Common**
Sri Lanka	33	64	54	89
Ampara	42	77	72	88
Anuradhapura	37	74	67	90
Badulla	33	52	44	88
Batticaloa	23	81	79	84
Colombo	15	45	32	90
Galle	32	73	57	86
Gampaha	12	49	34	84
Hambantota	44	69	58	90
Jaffna	28	45	44	91
Kalutara	24	61	41	84
Kandy	28	66	48	92
Kegalle	37	65	50	87
Kilinochchi	62	72	69	98
Kurunegala	33	73	67	91
Mannar	42	55	49	89
Matale	35	73	61	91
Matara	24	56	43	88
Monaragala	43	51	42	89
Mullativu	49	76	76	91
Nuwara Eliya	40	65	54	91
Polonnaruwa	43	71	67	89
Puttalam	28	66	58	89
Ratnapura	37	63	47	86
Trincomalee	43	77	75	87
Vavuniya	63	73	74	85

Source: Calculated using data from School Census 2004.

2.5 Students and Performances at National Examinations

2.5.1 Information of Students

There are about 3,255,000 students from Grade 1-10 classes of government schools in Sri Lanka. In addition, it is important to mention that as far as this data reveals, there is not much difference between the male to female students ratio, it is 50:50 (number of male students are 1,648,277 while the number of female students are 1,606,968, only in Grades 1-10). It is important to mention that the male to female ratio in every district is around 50:50 and it is the same even if the student population is broken down by the three categories of Grades, which are Grade 1-5, Grade 6-8 and Grade 9-10.

2.5.2 Performance of Students[29]

The performances of the students in this case can be measured only through considering their pass rate in national examinations. Hence, this section looks only at the 3 main national examinations available as Grade 5 Scholarship Examination, G.C.E.O/L (General Certificate of Education - Ordinary Level) Examination and G.C.E.A/L (General Certificate of Education - Advanced Level) Examination.

For the year 2004, out of the total number of candidates who sat for the Grade 5 scholarship examination, only 8 per cent of the students have obtained the marks above the cut-off level. About 43 per cent out of those above the cut-off are awarded scholarships. The highest percentage above the cut-off, out of the total number of students who sat for the exam is recorded in Gampaha, Trincomalee and Jaffna districts, which is above 10 per cent. Kilinochchi is at the bottom of the list having a percentage of just above 3 per cent only.

Table 2.14
Performances of Examinations by Districts -2004

District	Grade 5 Scholarship % of Students above cut-off	O/L % of Students Qualified for A/Ls from O/Ls	A/L Number Sat for the Exam.	% of Students Qualified for University Entrance
Ampara	8	39	5,428	58
Anuradhapura	9	40	6,404	51
Badulla	9	40	7,314	53
Batticaloa	7	43	2,978	59
Colombo	9	66	17,590	57
Galle	8	48	10,885	56
Gampaha	11	52	18,841	50
Hambantota	8	42	5,806	53
Jaffna	10	40	7,063	58
Kalutara	9	48	9,223	55
Kandy	6	46	14,072	55
Kegalle	8	45	7,376	57
Kilinochchi	3	24	775	66
Kurunegala	9	52	15,805	56
Mannar	5	38	779	63
Matale	4	36	3,639	52
Matara	8	47	9,295	54
Monaragala	6	34	2,909	48
Mullativu	4	27	875	68
Nuwara Eliya	7	31	4,195	59
Polonnaruwa	8	38	2,573	49
Puttalam	4	41	4,369	54
Ratnapura	6	40	9,292	59
Trincomalee	10	38	2,385	56
Vavuniya	8	50	1,281	65
Total	8	45	171,152	55

Source: Data from Statistical Hand Book 2002-2004 of Department of Examinations.

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[29] The data for evaluation of performance of students are obtained from the Statistical Handbook: 2002-2004 of the Department of Examinations.

Out of all students who sat for O/Level Examination in 2004, only 45 per cent have qualified to study A/Levels. However, this is an improving trend compared to past years. About 7.5 per cent of the students have failed in all the subjects. When we consider the O/Level Examination results for 2004, the lowest performances in the country are for the subjects of Mathematics, English and Science compared to all the main subjects. While for most of the subjects, the pass percentage is above 70 per cent or at least above 50 per cent, for these 3 subjects the percentage is only about 45. The English passed percentage is only 42 per cent. This had been the trend in other years also, having the lowest performances for English subject. According to the district comparison, the percentage of students qualified for A/Levels is highest in Colombo where it is closer to 66 per cent. The next highest percentages are for Kurunegala (52 per cent) and Gampaha (52 per cent) districts. The lowest percentages are recorded from Kilinochchi (24%) and Mullativu (27 per cent) districts.

The A/ Level Examination results show a slightly different picture. From the whole island, 55 per cent of the students out of the school candidates in 2004 are qualified for university entrance. About 8 per cent have failed in all the subjects. In almost all the districts except Monaragala (48%) and Polonnaruwa (49%) districts, more than 50 per cent of the candidates who sat for the A/L Examination had qualifications for university entrance, in the year 2004. Surprisingly, the highest percentages are from the districts of Mullativu (68 per cent), Killinochchi (66 per cent), Vavuniya (65 per cent) and Mannar (63 per cent). However, in terms of the absolute numbers, these figures remain at a relatively lower level. While the number of school candidates who sat for the exam in these districts is about 20 times less than the number of candidates who sat in districts like Colombo, Galle and Kurunegala, the number passed is slightly lower than 20 times.

However, it is important to note that measurement of the school performances solely based on the results of the examinations is not adequate. It does not bring out the real picture of the quality of education or the performances of students. In such case, measurement of skills as cognitive skills is more important. However, such an in-depth analysis may not be possible within the scope of this study and given the limitations of data.

In addition to this, it is important to note that, the past governments have demonstrated an inequitable resource allocation among the districts for education and therefore, had introduced a district quota system for university entrance. Hence, the university entrance cut-off marks differs according to the district. Though the effectiveness of the programme is not clear, the students of the difficult districts have been able to benefit largely despite their school area's inability to access more resources. However, sometimes it is argued that this system has influenced the efficiency of the education system. Rather than trying to reduce the gaps in education quality, it is said that the quota system has diverted the attention of policy makers, since there is a mechanism in place which does not address the real sources of educational disparity.

3. Educational Resource Availability-Micro Level Analysis

Chapter 2 provided an aggregate level analysis of the performance of schools in the country. An inter-district comparison was made of human resource availability, physical resource availability and performance rates in the national exams which revealed significant differences among districts in terms of all of the above measures. The Colombo district in particular appeared, on average, to have better facilities and performance rates. However, in order to get an idea of inter sectoral (urban, rural and remote) disparities and find out details that are often missed out in aggregate level studies, a more disaggregated micro level analysis was carried out. This section describes the methodology used, the findings at the grass root level, and makes a comparison of schools across sectors within selected districts.

3.1 Methodology

3.1.1 Selection of the Districts

Schools were selected from the four districts of Colombo, Kurunegala, Matale and Moneragala. The districts were selected based on three criteria; the level of poverty in the district, the incidence of schools, and the topographical characteristics of the district. It was felt that these three have a significant impact on the level of education attained. Districts with higher rates of poverty tend to have schools with poorer facilities and fewer teachers, as well as poorer attendance by students. Also, schools located in areas with a rougher terrain, may be more difficult to access, and are likely to reduce teacher and student attendance. Such factors work together and separately to have a negative impact on levels of educational attainment.

The poverty headcount index calculated by the DCS[30] was used to assess the level of poverty in each district. In order to ensure a representative sample, districts with the two extremes of the poverty headcount and two in between were chosen (Colombo has the lowest and Moneragala the highest). Kurunegala which has medium levels of poverty was also chosen because it has the highest number of schools, making the area an interesting case study. Matale which has higher levels of poverty was chosen for its topographical characteristics. It is situated in the mid-country and low country both, and has mountainous terrain which reduces the accessibility.

Table 3.1
Selection Criteria of Districts[31]

District	Poverty Headcount[32]	Number of Schools	Land Area	Topography Characteristics
Colombo	6%	418	676 Km^2	Mostly urban- highest population density.
Kurunegala	25%	886	4,600 Km^2	Urban and rural population. Located in the intermediate zone.
Matale	30%	307	1,952 Km^2	Mid-country and low country-mountainous terrain.
Moneragala	37%	262	5,508 Km2	Mostly rural. Consists of both dry and intermediate zones, water is scarce. Least densely populated.

[30] Figures taken from the official poverty line for Sri Lanka, Department of Census and Statistics, 2004.

[31] Based on data obtained from Department of Census and Statistics various documents, School Census data and personal communication with Natural Resource Management Centre, Department of Agriculture, Peradeniya.

[32] Note that the poverty Headcount ratios used here are in year 2002, the latest figures that were available at the time this survey was carried out (early 2006).

3.1.2 Selection of Schools

Six schools were selected from each of the four districts with 2 each from the urban, rural and remote sectors. The 'remote' schools were selected out of the schools classified by the Department of Education as 'remote'. However, in the case of Colombo, since there weren't any remote schools, two comparable schools (with low income students) were used instead.

School type (described in Section 2.1 of this document) was also taken into account during selection of the schools. The four school types were randomly allocated to the four slots available for urban and rural schools. In the case of the 2 remote schools, since most of the schools belonged to the Type 2 category, 2 schools were randomly chosen from the sector without reference to Type.

Table 3.2
Selection of Schools for the Survey

District	Type of Schools according to Functional Grade					
	Urban		Rural		Remote	
Colombo	1AB	Type 2	1C	Type 3	Type 2	Type 2
Kurunegala	1C	Type 2	1AB	Type 3	1C	Type 2
Matale	1AB	Type 3	1C	Type 2	Type 2	Type 2
Monaragala	1C	Type 3	1AB	Type 2	Type 2	Type 2

The schools chosen are as described in Table 3.2 above. The selection process was carried out in consultation with the Zonal Directors of Education in each district in order to ensure that the sample chosen was representative of the areas being studied.

3.1.3 School Level Survey and the Participatory Rural Approach

A pre-prepared and tested questionnaire was used to collect information/statistics related to students, teachers and available resources in the selected schools. Observations were made within the school by visiting class rooms, libraries, science rooms and staff quarters. Visits were also made to students' homes or villages when conducting discussions in order to understand the socio-economic background of the village, students and the teachers.

Additional information regarding problems with the existing educational environment of students and teachers and the socio-economic background of the school population and other administrative matters was collected using Participatory Rural Appraisal methods and/or Focus Group Discussions (with parents, students, school staff) and by carrying out Key Informant interviews (with Zonal Authorities, School Principals).

Each of the schools chosen was assessed on the basis of human resource availability (number of teachers, quality of teaching and availability of student counsellors) and physical resource (existing infrastructure, access to sanitation facilities and utilities, class room equipment, and extra curricular facilities) availability and performance rates.[33] An intra-district, inter-sectoral comparison was then carried out in order to

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[33] Measured in terms of pass rate of Year 5 Scholarship Exam, O Level and A level Pass rate.

understand if a relationship exists between a school's education facilities and the sector (urban, rural or remote) to which it belongs.

3.2 Key Findings of Case Study 1: Matale District

3.2.1   Selection of Schools

Six schools were selected to represent the urban, rural and remote sectors and the functional types 1AB, 1C, 2 and 3 as follows.34   Names of schools have not been provided in order to maintain anonymity. For details of backgrounds and students of each school, see Annex 2.

Table 3.3
Schools in Matale District

Sector	Functional Type	Code Given
Urban	Type 1AB	School A
	Type 3	School B
Rural	Type 1C	School C
	Type 2	School D
Remote	Type 2	School E
	Type 2	School F

Table 3.4
Availability of Teaching Facilities

Location	School and (Type)	Availability of Teachers	Adequacy as Perceived by Principal
Urban	School A (Type 1AB)	The number of teachers in the school is sufficient to meet the needs of the student population and number of classes. In fact there are 2 extra English and Science teachers. The student teacher ratio is 19:1 and teacher: class ratio is 1.7 to 1.	Sufficient
	School B (Type 3)	The number of teachers is considered to be sufficient to meet the needs of the school. There are 19 teachers for the 15 (primary) classes and the student teacher ratio is 26:1.	Somewhat Sufficient
Rural	School C (Type 1C)	The number of teachers is sufficient to meet the needs of the school and there are extra teachers in the primary grades. The student teacher ratio is 9:1 and teacher to class ratio is 1.9: 1.0. It was noted that teachers prefer this school as it is easily accessible by public transport.	Sufficient
	School D (Type 2)	The student teacher ratio is 20:1 and the teacher to class ratio is 1.4:1.0. However, there is a lack of qualified teachers in the school. There are no teachers for Mathematics, English and Aesthetic Studies subjects and Science teachers are inadequate. Volunteer teachers were taken on to fill the gap but despite this the school had to close down its O'Level classes due to lack of teachers. It was mentioned that outside teachers are reluctant to stay for long in the school as they consider it to be remote.	Not Sufficient
Remote	School E (Type 2)	The student teacher ratio is 13:1. However, the teacher to class ratio is only 0.9:1 indicating a greater number of classes than teachers. The school hasn't had an English teacher for the last 6 years and has been without a Science teacher for the last 2. Also, no teachers for Aesthetic studies subjects. Primary grades are combined for teaching due to the shortage of teachers. According to O Level students in the school, only 50 per cent of their school periods are covered by teachers.	Not Sufficient
	School F (Type 2)	The school has only 10 teachers for 11 classes and has a teacher class ratio of 0.9 and a student teacher ratio of 22:1. There are no substitute teachers and according to O Level students only 70-80 per cent of their school periods get covered. No teachers are available for Aesthetics studies subjects. Outside teachers are reluctant to stay in school; moreover, there are no accommodation facilities for female teachers.	Not Sufficient

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34 School Types defined in Section 2.1.

3.2.2 Human Resources

Teaching Facilities

The number of teachers was insufficient to meet the needs of the student population in half the schools surveyed in the district. Furthermore, in most of the schools where there was a teacher shortage, the deficiency appeared to be for subjects such as English, Mathematics and Science. This was especially the case in the rural and remote sectors due to the fact that outside teachers are often reluctant to work in schools in these areas (Teaching facilities for each school are described in Table 3.4).

First Aid and counselling facilities

First Aid facilities were available in most of the schools studied. However, only 2 schools had counselling facilities available.

Table 3.5 Availability of First Aid and Counselling Facilities			
Location	**School and Type**	**First Aid**	**Counselling**
Urban	School A 1AB	Not available	Available
	School B 3	Available	Not available
Rural	School C 1C	Available	Available
	School D 2	Available	Not available
Remote	School E 2	Available	Not available
	School F 2	Available	No specific counselling facilities available though the principal works as one when informed by teachers.

3.2.3 Physical Resources

Facilities required for education quality

All the schools studied had at least a temporary library in operation. There was no disparity between the library facilities available in the urban and rural schools and in fact, the rural schools had better facilities than those available in its urban counterparts. However, both remote schools had inadequate space to set up a library and no librarian. *School F* had only 300 books. Science room facilities were adequate in the urban and rural schools. The science room was not in full operation in both of the remote schools studied. In the first school even though the room and equipment was more than adequate, there was no science teacher and in the second, the facilities were inadequate. Computer facilities were inadequate in all the schools studied. The *School A* however recently built a room and was expecting new computers during the year.

Table 3.6
Facilities Required for Education Quality

Location	School and Type	Library Facilities	Science/ Home Science Room and Workshop Facilities	Computer Facilities
Urban	School A 1AB	The school has a new library complete with furniture and 3000 books. Proper library methods in use.	The school has 2 science rooms-one each for the O Level and A Level classes. There is a home science room. However the school workshop is used as a store for damaged furniture.	A new computer room was built recently. 20 computers were expected during the year. An instructor is also present.
	School B 3	School has a temporary library with 800 books. There is no librarian but a teacher has been put in charge for the present. Space is not adequate.	Not applicable as this is a primary school.	Not applicable.
Rural	*School C* 1C	The school has a proper library with 3,000 books. No librarian but a teacher is in charge and proper methods are in use.	Science room is available and the equipment is adequate and in good condition. There is no home science room though space is allocated from another building. No workshop facilities available.	There is a computer room and computer instructor present. However out of the 13 computers, 6 are in need of repairs.
	School D 2	Proper library complete with 1,000 books. There is a librarian and proper methods are in use.	The school has a science room. Equipment is adequate and in good condition.	There are no computers though a computer room is in existence.
Remote	*School E* 2	A temporary library is in use. It has 800 books and a primary teacher is in charge of handling it. No proper methods are in use. Space for the library is inadequate.	The school has a science room and the equipment is adequate and in good condition. However, there is no science teacher so the room is used as a class room instead.	No computer room or facilities available.
	School F 2	The school has a temporary library with only 300 books. There is no librarian and the space provided is inadequate.	The school has a science room, however, the equipment is not sufficient and only 60% are in good condition.	No computer room or facilities available.

Infrastructure, land and capital equipment required for classes

The overall level of infrastructure in the schools in the district was inadequate. Classrooms were inadequate to meet the needs of the students. Furthermore, furniture and equipment such as blackboards, whiteboards, sports equipment and cupboards were in short supply or in need of repair. The remote schools were the worst off in this respect.

Table 3.7
Infrastructure, Land and Capital Equipment required for Classes

Location	School and Type	Classrooms/ Buildings	Classroom Equipment	Extra Curricular Facilities
Urban	*School A* 1AB	The number of classrooms in the school was not sufficient to meet the needs of the school. Furthermore, there was a lack of space in some of the classrooms.	There was a shortage of space for the junior classes -they were in need of cupboards. The blackboards in the intermediate classrooms are in need of repair. Furniture was only available for 15% of the students.	There is no space for a playground within the school premises. Sports equipment is sufficient.
	School B 3	The number of primary classrooms in the school was found to be insufficient. Classrooms needed for 20% of students.	The classrooms are short of storage space- 50% of the classrooms don't have cupboards. Also, 30% of the classrooms don't have whiteboards.	School has a playground and sports equipment is fairly adequate.
Rural	School C 1C	The number of classrooms in the school is not enough to meet the students' needs. 10% of students need classrooms.	Blackboards in the senior classrooms need repairs.	School has a playground. However, sports equipment is inadequate.
	School D 2	The number of classrooms and space available was adequate for the students.	The classrooms were lacking in storage space- did not have any cupboards. Blackboards were somewhat sufficient.	School has a playground but available sports equipment is inadequate.
Remote	School E 2	Two additional classrooms are needed to meet the needs of the school. Also, space available is inadequate.	Lack of storage space- only 2 cupboards available for 5 classrooms. Blackboards in the intermediate class rooms are in need of repairs.	School has a playground but available sports equipment is inadequate. No PT[36] classes held.
Remote	School F 2	2 more classrooms are required by the school, space was also deemed to be inadequate.	The classrooms did not have any cupboards for storage. Blackboards in some classrooms were in need of repairs. Furniture was not sufficient for Grades 6-11.	School has a playground but available sports equipment is inadequate. No PT classes held.

Access to Water, sanitation and other utilities

Whilst all the schools appeared to be suffering from a shortage in teachers' quarters, staff rooms and toilets in terms of facilities for students and access to utilities, there is a visible disparity between the remote and urban schools. Both urban schools have access to electricity and the Type 1AB has telephone facilities as well. Also, in the case of both urban schools, drinking water was found to be available from a tap within the premises. Both the remote schools have no access to electricity or telephones. Drinking water is obtained from a well or stream. It is also important to note that the shortage of teachers' quarters is more detrimental to rural and remote schools as they depend on outside teachers.

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[36] Physical Training (or Exercise) classes.

Table 3.8
Access to Water, Sanitation and other Utilities

Location	School and Type	Facilities for Teachers (Toilets, Teachers' Quarters etc.)**	Facilities for students (Toilets, Drinking water,etc.)	Access to Electricity and and Telephone
Urban	School A 1AB	There are no teachers' quarters or principals' quarters available. Toilets and staff rooms are inadequate.	The number of toilets in the schools is inadequate. Drinking water is available from a tap within the premises.	Electricity and telephone facilities available.
	School B 3	There are no teachers' quarters, teachers' toilets or staff rooms in the school. Teachers use the toilet attached to the principal's quarters.	The number of toilets in the schools are inadequate. Drinking water is available from a tap within the premises.	The school has access to electricity but no telephone facilities available.
Rural	School C 1C	There are no teachers' or principal's quarters available. No staff room and the number of toilets are inadequate.	The number of toilets in the schools is inadequate. Drinking water is available from a tap within the premises. However it is inadequate.	The school has access to electricity but no telephone facilities available.
	School D 2	The school has no staff room and no separate toilets for teachers. The teachers' and principal's quarters are in need of repairs.	The number of toilets in the school is inadequate. Drinking water is available from a tube well.	The school has access to electricity but no telephone facilities available.
Remote	School E 2	The teachers' quarters are not adequate. One couple resides in these quarters and 3 other teachers reside in the principal's quarters. The school has no staff room.	The number of toilets in the schools is inadequate. Drinking water is available from a tube well and nearby stream.	The school has no access electricity or telephones.
	School F 2	The school has a staff room but no separate toilet for teachers. The teachers' quarters are inadequate. One set of quarters in need of repairs is occupied by 3 male teachers.	The number of toilets in the schools is inadequate. Drinking water is available from a tube well. There is no school canteen.	The school has no access to electricity or telephones.

* The number of desks and chairs available were inadequate in all 6 schools.

** The issue of teachers' quarters is especially important in the case of rural and remote schools where teachers are generally hired from outside the area.

3.2.4 Performance and Drop-out Rates

The national average pass rate for the Grade 5 scholarship exam is 8 per cent and the district pass rate is 4 per cent. Hence, the pass rates attained by all the schools except for *School B*, i.e., the urban Type 3 school (pass rate of 6 per cent) are well below average. In terms of O/ Level results all the schools aside from *School D* have fared poorly with pass rates well below the national and (Matale) district averages i.e. 45 per cent and 36 per cent respectively. *School D* had an unusually high pass rate of 75 per cent which was much higher than its previous year's results. Only 2 schools had A level classes, the urban school had a higher pass rate (37 per cent) than the rural Type 1C school (25 per cent). However, both were lower than the district average of 52 per cent. The drop-out rates varied between 1-3 per cent though

it was slightly higher in the remote schools. The reason being that in these areas students are often from poor families and so often have to leave school early to help generate an income for the family.

Table 3.9
Performance and Drop-out Rates

Location	School and Type	Grade 5 Scholarship Pass Rate[37]	GCE Ordinary Level Pass Rate[38]	GCE Advanced Level Pass Rate[39]	Drop-out Rates
Urban	School A 1AB	1.0%. This figure has been steadily declining over the past 4 years.	30%. (Only 20% of the students passed Mathematics and English, whereas 90% passed Home Science.	37%. (60% Arts subjects, 30% Commerce and 10% Science). Out of the 41 students who passed, 24 gained university admission.	1-2%
	School B 3	6%	NA	NA	-
Rural	School C IC	No primary grades.	20%	25% (60% Arts and 35% Commerce). The pass rate was 50% in the previous year.	1-2%
	School D 2	None of the students passed.	75%. This was a large increase from the previous year's figure figure of 21 per cent.	NA	Less than 1.0%.
Remote	School E 2	None of the students passed.	Only 9 students enrolled. None passed.	NA	2%
	School F 2	None of the students passed.	6%	NA	2-3% after Grade 6. Many female students leave school to take up work in garment factories.

3.3 Key Findings of Case Study 2: Kurunegala District

3.3.1 Selection of Schools

Six schools were selected to represent the urban, rural and remote sectors and the functional types 1AB, 1C, 2 and 3 as follows.[40] Names of schools have not been provided in order to maintain anonymity. For details of backgrounds and students of each school, see Annex 2.

Table 3.10
Schools in Kurunegala District

Sector	Functional Type	Code Given
Urban	Type 1C	School G
	Type 2	School H
Rural	Type 1AB	School I
	Type 3	School J
Remote	Type 1C	School K
	Type 2	School L

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[37] As at 2004.
[38] As at 2005.
[39] As at 2005.
[40] School Types defined in Section 2.1.

3.3.2 Human Resources

Teaching Facilities

In terms of availability of teachers there appears to be a disparity between the urban and remote schools. Both of the remote schools had a shortage of teachers. In general, the teacher shortage was for English and Mathematics. The inadequacy of teachers has actually resulted in a decline in the student population for the Type 2 remote school.

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Table 3.11
Availability of Teaching Facilities

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Location	School	Availability of Teachers	Adequacy as perceived by Principal
Urban	School G (1C)	The number of teachers in the school is sufficient to meet the needs of the student population and number of classes. In fact there are 2 extra teachers for English and Mathematics. The student teacher ratio is 9:1 and teacher: class ratio is 1.9 to 1.	Sufficient
	School H (2)	The number of teachers in the school is sufficient to meet the needs of the student population and number of classes. Of the 16 teachers 5 are graduates. The student teacher ratio is 11:1 and the teacher class ratio is 1.4:1	Sufficient
Rural	School I (1AB)	The school has a teaching staff of 62 of which 23 are graduates and the others are trained in special subject areas. However, there not enough teachers to meet the needs of the school. 2 vacancies exist for Mathematics teachers and additional English teachers are also needed. School has employed 4 volunteer teachers to temporarily fill the gap. Student teacher ratio is 26:1 and teacher class ratio is 1.2.	Not Sufficient
	School J (3)	Student teacher ratio is 9:1 and teacher class ratio is 1:1. Classes for Grades 1 and 2 are held together as there are only 3 students in Grade 2. Number of teachers is adequate to meet the needs of the students.	Sufficient
Remote	School K (1C)	There is a teaching staff of 28 of whom 6 are graduates. A special class is conducted for mentally challenged children by an experienced teacher. Two volunteer teachers are also employed. However, the number of teachers is not enough to meet the needs of the students. Vacancies exist for English, and Aesthetic Studies subjects. Student teacher ratio is 18:1 and teacher class ratio is 1.4.	Not Sufficient
Remote	School L (2)	The number of teachers is inadequate to meet the needs of the school. There are no teachers for Mathematics and there not enough English teachers. The Principal has hired two volunteer teachers to fill the gap. The school has a Student teacher ratio of 12:1 and teacher class ratio of 0.6 : 1.	Not Sufficient

First Aid and counselling facilities

Two thirds of the schools studied had First Aid facilities and/or counselling facilities. The 2 urban schools and the Type 2 remote school had both facilities whereas the two rural schools did not have any first aid facilities.

Table 3.12
Availability of First Aid and Counselling Facilities

Location	School (Type)	First Aid Facilities	Counselling
Urban	School G (1C)	Available	Available
	School H (2)	Available	Available
Rural	School I (1AB)	Not available	Available
	School J (3)	Not available	Not available
Remote	School K (1C)	Available	Not available
	School L 2	Available	Available

3.3.3 Physical Resources

Facilities required for education quality

Overall facilities in the urban schools are better than the schools in the rural and remote areas. The two remote schools have very limited library facilities and inadequate science and home science room facilities in comparison to the 2 urban schools.

Table 3.13
Facilities Required for Education Quality

Location	School (Type)	Library Facilities	Science/ Home Science Room and Workshop Facilities	Computer Facilities
Urban	School G (1C)	The school has a full fledged library complete with 3,000 books and a librarian. Appropriate methods are in use and books are issued to students to take home.	The school has a Science room complete with equipment. Equipment is in good condition. A Home Science room and workshop are available. Both are in satisfactory condition.	The school has a separate computer room. Computers are in good condition there is a trained teacher available.
	School H (2)	There is a full fledged library with 3,500 books. The school's agriculture teacher is in charge so that management methods are not fully adequate.	The school has a Science room. The equipment available is in good condition but is not sufficient to meet the needs of the student population. A Home Science room is available but is too small and has inadequate equipment. It is also used as a staff room. No workshop is available.	No computer facilities are available.
Rural	School I (1AB)	A temporary library is in use. The space in the library is inadequate for the student population. It has 3,000 books and a librarian so appropriate methods are in use.	The school has a Science room and equipment. However facilities are only adequate up to Grades 11. There are good facilities available for a Home Science room and a decent workshop.	There is a separate computer room with 10 computers in good condition. There is also an instructor available
Rural	School J (3)	There is no library available. However, 125 books are kept in the school office room for students' use but space is inadequate.	NA	NA
Remote	School K 1C	The school has a reading room with 1,000 books. Only a register is maintained and appropriate methods are not in use.	A Science room is available but it is in very poor condition. Equipment available is not sufficient and is not in good condition. There is no Home Science room or workshop in the school.	A separate computer room with 3 computers is available which are in good condition. A volunteer teacher (paid for by a NGO) works as an instructor.
	School L 2	School has an audio visual stocked with 600 books to be issued by students for reading. No appropriate management system is in use.	There is no Science room available equipment has been placed in the office room for use by students. There is no Home Science room or workshop in the school. No computer facilities are available.	

Infrastructure, land and capital equipment required for classes

Both the urban schools had an adequate number of classrooms to meet the needs of the students. Classroom equipment and extra curricular facilities were also fairly adequate to meet the needs of the students. In the case of the rural schools (especially the two remote schools), the number of classrooms was inadequate and items such as whiteboards, blackboards, desks and chairs were found to be insufficient.

Table 3.14
Infrastructure, Land and Capital Equipment Required for Classes

Location	School (Type)	Classrooms/ Buildings	Classroom Equipment	Extra Curricular Facilities
Urban	School G (1C)	There are enough classrooms and space to meet the needs of the student population.	Desks and chairs are enough to meet the students' needs. Insufficient quantity of white boards and cupboards.	The school has 7 acres of land. It has a playground available with sufficient sports equipment. Also a school band. Furthermore, it also has an auditorium.
	School H (2)	There are enough classrooms and space to meet the needs of the student population.	There are not enough desks and chairs for all the students.	There is a school playground with sports equipment but no PT classes.
Rural	School I (1AB)	There is not enough space to house all the students. 10 extra classrooms are needed.	The number of desks and chairs are only enough to meet the needs of 90% of the student population. The number of blackboards, whiteboards and cupboards are also inadequate.	There is a playground but available sports equipment is inadequate.
	School J (3)	There is one main hall for the students. As this is a small primary school with only 35 students, this is sufficient.	There are no cupboards for the classes and there is only one whiteboard for the whole school.	The students have a playground and sports equipment. Other equipment for Aesthetic studies is also available.
Remote	School K (1C)	Space and the number of classrooms is adequate. However, the building needs repairs.	A number of desks and chairs need repairs which are adequate for only 90% of the school population.	There is a playground but sports facilities are inadequate.
	School L (2)	There are enough classrooms and space to meet the needs of the student population.	There are not enough blackboards and cupboards.	A playground was constructed by the INGO Plan International but sports equipment is not adequate.

Access to water, sanitation and other utilities

There is a serious shortage of teachers' quarters and facilities in all the schools. Whilst there is no significant difference between the different sectors (urban and rural) this is more of a problem in the case of the rural schools where the only alternative for outside teachers is to live in a village homestead. There was no significant disparity in terms of student facilities- though the urban school especially *School G* fared better in terms of student facilities.

Table 3.15
Access to Water, Sanitation and Other Utilities

Location and	School (Type)	Facilities for Teachers (Toilets, Teachers' quarters etc.)**	Facilities for Students (Toilets, Drinking water, etc.)	Access to Electricity Telephone
Urban	School G (1C)	The number of toilets for teachers is inadequate; one toilet commonly used by males and females. There are no teachers' or principal's quarters available.	The number of toilets in the schools is sufficient. Drinking water is available and water is sourced from a protected well.	The school has access to electricity but no access to telephone facilities.
	School H (2)	No teachers' quarters are available. One toilet is commonly used by everyone. The Home Science room is used as a staff room.	The number of toilets in the schools is inadequate. Drinking water is available and water is sourced from tap within the premises.	The school has access to electricity but no access to telephone facilities.
Rural	School I (1AB)	The number of toilets is inadequate. Teachers' quarters are inadequate.	The number of toilets in the schools is inadequate. Drinking water is available and water is sourced from a protected well.	The school has access to electricity and telephone facilities.
	School J (3)	No teachers' quarters are available. Outside teachers have nowhere to stay except in village homes. The number of toilets is inadequate. No staff room is available, so an office room is used instead.	The school has sufficient toilets for its students. Water is sourced from a tube well outside the premises. There is no drinking water available for the students.	The school has no access to electricity or telephone facilities.
Remote	School K (1C)	Inadequate quarters. Two teachers' quarters and the principal's quarters are in a condemned state. The number of toilets is inadequate.	The number of toilets in the schools is inadequate. Drinking water is only barely sufficient and is sourced from an unprotected well.	The school has access to electricity but no access to telephone facilities.
Remote	School L	No teachers' or principals' quarters. The number of toilets is inadequate.	The number of toilets are adequate but not separated for use by males and females. There is sufficient access to drinking water and water is sourced from a protected well.	The school has no access to electricity or telephone facilities.

* The number of desks and chairs available were inadequate in all the schools except the urban Type 1C school and remote Type 2 school.

** The issue of teachers' quarters is especially important in the case of rural and remote schools where teachers are generally hired from outside the area.

3.3.4 Performance and Drop-out Rates

In all the schools studied the performance in the Grade 5 scholarship exam was very poor. The national average is 8 per cent and for Kurunegala the rate is 8.77 per cent. However only the urban Type 1C school had a rate above zero (and this too was only 2 per cent). Performance at GCE O/Levels was below the national and district averages of 51 per cent and 45 per cent respectively. Most of the schools had a pass rate of 33 per cent. The rural school Type 1AB school fared exceptionally well with a pass rate of 69 per cent. One possible reason is that the school is under the *Navodya*[41] programme and therefore has been able to improve its facilities over the years. It is also well known for its discipline which could be another

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[41] The Navodya school development programme was initiated in 1997, and aims to provide at least one school in each administrative division in the country with funding for buildings, classrooms, laboratories, libraries, computer facilities, and so on.

factor in the results. A' level results in all the schools are above the national and district averages of 56 per cent and 55 per cent. There is no disparity between the urban and rural sectors in this respect.

Table 3.16
Performance and Drop-out Rates

Location	School (Type)	Grade 5 Scholarships	GCE Ordinary Level	GCE Advanced Level	Drop-out Rates
Urban	School G (1C)	2%	33%	66%	No drop-outs up to Grade 11
	School H (2)	0% (only 9 students enrolled)	35%	NA	0
Rural	School I (1AB)	No primary grades	69%	67% Of those who passed, 5.7% obtained university admission	Approximately 9% above Grade 10. These belong mainly to students from income families.
	School J (3)	0% (only 11 students enrolled).	NA	NA	1% (1 to 2 students per year) Mainly due to family disputes.
Remote	School K (1C)	-	35%	68%	After Grade 9 drop-out rate is about 10%
	School L 2	0% (only 8 students enrolled).	-		1%

3.4 Key Findings of Case Study 3: Moneragala District

3.4.1 Selection of Schools

Six schools were selected to represent the urban, rural and remote sectors and the functional types 1AB, 1C, 2 and 3 as follows.[42] Names of schools have not been provided in order to maintain anonymity. For details of backgrounds and students of each school, see Annex 2.

Table 17
Schools in Moneragala District

Sector	Functional Type	Code Given
Urban	Type 3	School M
	Type IC	School N
Rural	Type 1AB	School O
	Type 2	School P
Remote	Type 2	School Q
	Type 2	School R

3.4.2 Human Resources

Teaching facilities

Except for the urban Type 3 school, all the schools studied indicated a significant shortage of teachers. The deficiency appeared to be mainly for the subjects of Mathematics, Science and English. In some cases, voluntary teachers were taken on to fill the gap but facilities remain inadequate. No significant difference between urban and rural sectors were observed, though in the case of the rural sector a couple of schools mentioned lack of teachers' quarters as a problem.

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[42] School Types defined in Section 2.0 of the document.

Table 3.18
Availability of Teaching Facilities

Location	School (Type)	Availability of Teachers	Adequacy as perceived by Principal
Urban	School M 3	The school is the only primary school in the area with a full quota of teachers. The student teacher ratio is 24:1 and the teacher to class ratio is 1.5:1.	Sufficient
	School N IC	The school is faced with a serious shortage of teachers. The number of teachers for Science and Mathematics are not sufficient and there is no teacher for Aesthetic studies. The Principal has tried to temporarily fill the gap with 6 voluntary teachers. The teacher student ratio is 33:1 and teacher class ratio is 0.7:1.	Not Sufficient
Rural	School O 1AB	The number of teachers is inadequate. There are no teachers for Mathematics and English. The teacher student ratio is 22:1 and teacher class ratio is 1.5:1.	Not Sufficient
	School P 2	The number of teachers is inadequate to meet student needs. There are not enough teachers for Science and Mathematics subjects. Grades 2 and 3 are jointly handled by one teacher due to the shortage. Teacher student ratio is 15:1 and teacher class ratio is 0.8:1.	Not Sufficient
Remote	School Q 2	The number of teachers is inadequate to meet student needs. There are not enough teachers for Science subjects and no teachers for Mathematics and English. The student teacher ratio is 38:1 and the teacher class ratio is 1:1.	Not Sufficient
	School R 2	The number of teachers is inadequate. There is no Science teacher and there are not enough teachers for English. The student teacher ratio is 29:1 and the teacher class ratio is 0.8:1.	Not Sufficient

First Aid and counselling facilities

Only half the schools studied have First Aid facilities. It seems there is a difference between the urban and rural sectors. None of the remote schools had first aid facilities while the opposite was true for the urban schools. Students in the rural Type 1AB school suffer from many social problems and counsellors are available to attend to the affected students.

Table 3.19
Availability of First Aid and Counselling Facilities

Location	School (Type)	First Aid Facilities	Counselling
Urban	School M 3	Available	
	School N 1C	Available	
Rural	School O 1AB	Available	3 student counselling teachers available.
	School P 2	Not Available	
Remote	School Q 2	Not Available	
	School R 2	Not Available	

3.4.3 Physical Resources

Facilities required for education quality

The urban and rural schools studied had significantly better facilities than the 2 remote schools. There was no significant difference between urban and rural areas. In the two rural schools there are inadequate library facilities, the Science room has inadequate facilities and there is no proper computer room. In some cases it was seen that rooms were used for different purposes, for example in *School Q* (remote) the Home Science room was used as a staff room and four teachers were residing in the Science room.

Table 3.20
Facilities Required for Education Quality

Location	School	Library Facilities	Science/ Home Science Room and Workshop Facilities	Computer Facilities
Urban	*School* M 3	There is an adequate library in use with a librarian and accepted library methods. It houses 1,300 books.	NA	NA
	School N 1C	There is an adequate library with 1,500 books. No librarian is available and appropriate methods are not in use.	A science room was set up under the Navodya program. Equipment is in good condition but is not sufficient. There is a Home Science room and a workshop but the room needs repairs and the workshop is not adequately equipped.	Separate computer room with 3 computers in good condition but with no instructor. Mathematics teacher acts as a substitute.
Rural	*School* O 1AB	A full fledged library is in use with 3,000 books. A Librarian is available. Also a separate audio visual room is available.	Science room is available, equipment is sufficient and in good condition. Home Science room and workshop is available and adequate.	There is a computer room with 10 computers in good condition. There is also an instructor available and training classes are held for a nominal fee for the out of school youth.
	School P 2	Adequate library with 300 books though space is inadequate and there is no librarian. Proper methods not in use.	Science room available. Equipment is adequate. No Home Science room or workshop.	No computer facilities.
Remote	*School* Q 2	Only a reading room is available with 300 books but there is no librarian. Space is insufficient.	There is a Science room but is not sufficient. 4 teachers reside in the Science room. There is a Home Science room but it is used as a staff room. No workshop available.	No computer facilities.
	School R 2	The school has 800 books but not enough space to have a proper library. A Librarian is available.	Even though a Science room is available there is no Science teacher in the school. Equipment is not sufficient. No Home Science room or workshop is available.	No computer facilities.

Infrastructure, land and capital equipment required for classes

The number of classrooms in most of the schools studied was adequate to meet student needs. Classroom equipment such as whiteboards and cupboards was in short supply in all the schools. Sports and Aesthetic studies equipment was also inadequate in most of the schools. No significant difference between the different sectors.

Table 3.21
Infrastructure, Land and Capital Equipment Required for Classes

Location	School (Type)	Classrooms/ Buildings	Classroom Equipment	Extra Curricular Facilities
Urban	*School* M 3	Number of classrooms is adequate.	Equipment is adequate, however more storage space is needed (i.e., not enough cupboards).	The school has a playground but no PT classes are held. Sports equipment is inadequate. Equipment for aesthetic studies[43] is also not adequate.
Urban	*School* N 1C	The number of classrooms is not enough to meet the students' needs.	Equipment is adequate, however more storage space is needed.	The school has no playground though there is space available for children to play. Sports equipment not adequate. Aesthetic equipment is adequate but no teacher is available.
Rural	*School* O 1AB	Number of classrooms adequate.	Equipment adequate, however more storage space is needed.	There is a playground and PT classes are held in school. Equipment is somewhat sufficient. Aesthetic equipment was donated by Plan International- three bands perform in the school (Western, Eastern and Junior).
	School P 2	Number of classrooms adequate.	The number of whiteboards is inadequate; more cupboards are also needed.	The school has a playground but no PT classes are held. Sports equipment is inadequate. No facilities for aesthetic studies.
Remote	*School* Q 2	Number of classrooms adequate.	The number of white-boards is inadequate; more cupboards are also needed.	The school has a playground but no PT classes held. Sports equipment is inadequate. Equipment is available for aesthetic studies but no teacher is available.
	School R 2	The number of classrooms is inadequate. Grade 3 students don't have a classroom and classes are normally held under a tree.	The school does not have any e whiteboards or cupboards for classes above Grade 5.	The school has a playground but no PT classes are held. Sports equipment is in-adequate. Facilities for aesthetic studies are not adequate.

Access to water, sanitation and other utilities

Overall facilities available to teachers and students are very poor. Teachers' quarters were inadequate or non-existent in all the schools. In one school, teachers were residing in the school Science room. No significant disparity prevails between the urban, rural and remote schools.

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[43] Music and Dancing mainly.

Table 3.22
Access to Water, Sanitation and Other Utilities

Location	School (Type)	Facilities for Teachers (Toilets, Teachers' quarters etc.)**	Facilities for Students (Toilets, Drinking water, etc.)	Access to Electricity and Telephone
Urban	School M 3	The number of toilets was adequate but the school has no teachers' quarters and the principals' quarters are in need of repair.	The number of toilets available are adequate for students. Drinking water is available but not adequate Water is sourced from the town but supply is irregular. 90% of students bring water from home.	Access to electricity and telephone facilities available.
	School N IC	Number of toilets are sufficient but the school has no teachers' quarters.	Toilets are somewhat adequate. Drinking water is not sufficient to meet the needs. Water is from a tube well and is of poor quality.	Access to electricity but no telephone facilities are available.
Rural	School O (IAB)	No separate toilets for teachers, so some use the office toilet, others use students' toilets. Teachers' quarters are inadequate. 60% of teachers do not have chairs. No Principal's quarters is available.	The number of toilets are inadequate and there are no separate toilets for male and female students. Drinking water is adequate. Water is pumped from a protected well.	Access to electricity and telephone facilities are available.
Rural	School P (2)	Toilets are adequate but no place for outside teachers to stay. No principal's quarters.	The number of toilets are inadequate and there are no separate toilets for male and female. Water is from a tube well within the premises. Plan international has provided water supply and sanitation facilities-90% of work completed.	No access to electricity or telephone facilities.
Remote	School Q (2)	Toilets are somewhat sufficient. Teachers' quarters grossly inadequate. 4 teachers have to reside in the school Science room.	Number of toilets available is inadequate. Drinking water is fairly adequate and is from a protected well.	No access to electricity or telephone facilities.
	School R (2)	No toilets available. Teachers' quarters are inadequate and there are no principal's quarters.	No toilets available for students. No access to drinking water; students bring water from outside.	Access to electricity but no telephone facilities available.

None of the schools had staff rooms.

* The number of desks and chairs for teachers available were inadequate in all the schools.

** The issue of teachers' quarters is especially important in the case of rural and remote schools where teachers are generally hired from outside the area.

3.4.4 Performance and Drop-out Rates[44]

The national and district pass rates for the Grade 5 scholarship exam are 8 per cent and 5.8 per cent respectively. The urban Type 3 school has fared exceptionally well in comparison and the other schools were close to the district pass rate. In the case of the 2 schools P (rural) and R (Remote), the pass rates were zero.

In terms of O/Levels two schools had results close to the district average of 34 per cent but below the national average of 45 per cent. The urban school had a higher pass rate for A/Levels (national average 55 per cent and district rate 48 per cent). Overall, the urban schools have performed slightly better in terms

[44] As at 2005.

of these performance ratios than its rural and remote counterparts. Drop-out ratios were also less in urban schools.

Table 3.23
Performance and Drop-out Rates

Location	School (Type)	Grade 5 Scholarship Pass Rates[45]	GCE Ordinary Ordinary Level Pass Rate[46]	GCE Advanced Advanced Level Pass Rate	Drop out Rates
Urban	School M (3)	36% steady increase over the years.	NA	NA	No drop-outs. The majority of children are from families with stable incomes and this is the most popular primary school in the Moneragala zone.
	School N (IC)	5.5% sharp drop from the previous year.	30% Has shown a gradual increase.	60% (steady increase).	5% for classes above Grade 5. The students are mainly from low income (estate) families. Girls stay home to look after younger siblings and boys start work on the estates.
Rural	School O (IAB)	6.3%	15%	50%	5% for classes from Grades 6 to 9 and 10% after Grade 10. Most of the drop-outs are from low income groups. Low education of parents, family disputes and economic reasons were some of the main causes cited for the drop-out rate.
	School P (2)	-		NA	10%; drop-outs are mainly from low income groups. As above, this is mainly due to economic reasons, low education of parents and family disputes.
Remote	School Q (2)	5% (as at 2004).	18%	NA	20% from Grades 6 to 9 and 15% after Grade 10. *
	School R (2)	-	35%	NA	20% from Grades 6 to 9 and 10% after Grade 10.*

* In the remote schools over 90 per cent of the students are from farming families who engage in paddy and chena cultivation. Chenas[47] are located far away and sometimes boys are also taken to reside in the chenas during the season. Girls need to be at home to look after younger siblings. Quite often, girls are married off at a young age (after Grade 7) to reduce the financial burden on the family.

3.5 Key Findings of Case Study 4: Colombo District

3.5.1 Selection of Schools

Six schools were selected to represent the urban, rural sectors and the functional types 1AB, 1C, 2 and 3 as follows.[48] Unlike the other 3 districts in Colombo, 4 schools were selected from the urban sector and none from the sector categorized as "remote". This is because Colombo is mainly urban and there are no remote areas in the district. However, the 2 urban areas selected were of poorer socio-economic background. Names of schools have not been provided in order to maintain anonymity. For details of backgrounds and students of each school, see Annex 2.

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[46] As at 2005.

[47] As at 2004.

[48] Slash and burn crops.

[48] School Types defined in Section 2.1.

Table 3.24
Schools in Colombo District

Sector	Functional Type	Code Given
Urban	Type 1AB	School S
	Type 2	School T
Rural	Type 2	School U
	Type 2	School V
Remote	Type 1C	School W
	Type 3	School X

3.5.2 Human Resources

Teaching facilities

Overall, there were an adequate number of teachers in each of the schools studied. However, there was one complaint that the teacher composition was not balanaced. There was no visible disparity between sectors.

Table 3.25
Availability of Teaching Facilities

Location	School (Type)	Availability of Teachers	Adequacy as perceived by Principal
Urban	*School* S 1AB	The number of teacher is fairly adequate to meet the students' needs. Student/teacher ratio is 25: 1 and teacher class ratio is 1.4 :1 There are 2 extra teachers for Mathematics and English. However, 2 more teachers are needed for the primary cycle.	Sufficient
	School T 2	The number of teachers is fairly adequate to meet the students' needs. Student teacher ratio is 24: 1 and teacher class ratio is 1.4 :1 There is one extra teacher for English. However, 2 more teachers are needed for the primary cycle.	Somewhat Sufficient
Urban II	*School* U 2	There are sufficient teachers and 2 extra English teachers. However, the teacher composition is not balanced. Only 2 primary trained teachers are available and graduate teachers are used instead. Student teacher ratio is 15:1 and teacher class ratio is 1.8:1	Sufficient
	School V 2	The number of teachers is adequate to meet the students' needs. Student teacher ratio is 20:1 and teacher class ratio is 1.2 :1.0	Sufficient
Rural	School W 1C	The number of teachers is fairly adequate to meet the students' needs. Student teacher ratio is 22:1 and teacher class ratio is 1.4 :1	Somewhat Sufficient
	School X 3	The number of teachers is adequate to meet the students' needs. Student teacher ratio is 6:1 and teacher class ratio is 1.0 :1.0.	Sufficient

First aid and counselling facilities

All the schools studied had first aid and counselling facilities available. However, in some cases the quality of the services provided was unsatisfactory.

Table 3.26
Availability of First Aid and Counselling Facilities

Location	School (Type)	First Aid Facilities	Counselling
Urban	School S (1AB)	Available	There is one teacher available but service not satisfactory.
	School T (2)	First Aid facilities obtained from Quality Input project funds.	Available
Urban II	School U (2)	Available	Available
	School V (2)	Available	Available
Rural	School W (1C)	Available but room combined with Home Science room	There are 2 teachers available but service not satisfactory.
	School X (3)	Available	Not available.

3.5.3 Physical Resources

Facilities required for education quality

There is no visible disparity between urban and rural sectors. Library facilities are adequate except in the case of 2 schools. Science room facilities were inadequate in many of the schools though there is no visible disparity between urban and rural.

Table 3.27
Facilities Required for Education Quality

Location	School (Type)	Library Facilities	Science/ Home Science Room and Workshop Facilities	Computer Facilities
Urban	School S (1AB)	Full scale library in use with 6,000 books. There is a librarian and assistant with appropriate methods in use.	Facilities inadequate. No Science room for 6-11 classes due to insufficient space. Science room available for A/L classes. No Home Science room or workshop available despite requests to department.	Computer room available. There are 20 computers in good condition and there is an instructor available.
Urban	School T (2)	Temporary library in use with 2,500 books. No librarian-a teacher is in charge and a register maintained. Inadequate space.	No proper Science room. Equipment is in good condition but no space to keep the register maintained. Inadequate equipment. Stored in cupboards. No Home Science room or workshop but space is allocated and students follow classes.	No computer facilities.
Urban II	School U (2)	A proper library is in use with 1,000 books. A teacher is in charge and proper methods in use.	There is a Science room and equipment is in good condition and adequate. Home Science room available but there is no teacher.	No computer facilities.
	School V (2)	Library is available and has 3,000 books, however it is not in use. There is no librarian.	There is a Science room and equipment is in good condition and adequate. However no electricity in this room. Home Science room is available but not in use.	No computer facilities.
Rural	School W (1C)	Proper library in use with 4,000 books. Librarian in charge and proper methods in use.	Science room available and equipment in good condition. Home Science room is in need of repairs.	There is no separate computer room. However, 4 computers in good condition are are available in the Audio Visual unit and two trained teachers are available.
	School X (3)	Temporary library in use with 1,500 books. No librarian. A teacher is in charge and proper methods not in use.	NA	NA

Infrastructure, land and capital equipment required for classes

In terms of space the rural schools were better off than the urban schools. The first two urban schools had an inadequate number of classes for the students. In the case of the Urban II schools there are extra classrooms and furniture due to the fact that many students are leaving the school.

Table 3.28
Infrastructure, Land and Capital Equipment required for Classes

Location	School (Type)	Classrooms/ Buildings	Classroom Equipment	Extra Curricular Facilities
Urban	School S (IAB)	There are insufficient class-rooms for Grades 11-12 in the Arts classes.	Not enough desks and chairs. Also inadequate storage space-need more cupboards.	No playground instead 2 l large compounds available. Sports equipment inadequate.
	School T (2)	Insufficient space and number of classrooms. Classes not separated, no space for Science, Home Science or Library.	School development society provided desks and chairs. Inadequate number of cup-boards and whiteboards.	No playground, sports equipment somewhat adequate. Champions within divisional volleyball for 6 years.
Urban II	School U (2)	Unutilized class rooms available as student popula-tion has declined.	Extra furniture available. And equipment is adequate.	-
	School V (2)	Unutilized class rooms available as student popula-tion has declined.	Extra furniture available. And equipment is adequate though whiteboards are not sufficient.	-
Rural	School W (IC)	Sufficient space and number classrooms to meet student needs.	Not enough desks and chairs. No cupboards and white boards. Also blackboards needed in senior grades.	Playground available but sports equipment inadequate. Aesthetic studies equipment sufficient-participated in national level dancing competitions and won.
	School X (3)	Sufficient space and number of classrooms to meet student needs.	Equipment sufficient to meet student needs.	There is a playground but no sports equipment.

Access to water, sanitation and other utilities

No teachers' quarters available in any of the schools. However, given that in the Colombo district (especially urban areas) there is easy access to accommodation facilities this is not a problem. Only 2 schools (both urban) have access to telephone facilities. No significant difference between sectors.

Table 3.29
Access to Water, Sanitation and Other Utilities

Location	School (Type)	Facilities for Teachers (Toilets, Teachers' quarters etc.)**	Facilities for Students (Toilets, Drinking Water, etc.)	Access to Electricity and Telephone
Urban	School S (IAB)	Toilets are sufficient. No teachers' quarters available. Staff room inadequate.	Toilets are adequate. Students have access to drinking water and water is sourced from a public tap.	Access to electricity and telephone available.
	School T (2)	Insufficient number of desks and chairs. No teachers' quarters available. No staff room.	Toilets are adequate. Students have access to drinking water and water is sourced from a tap within the unit.	Access to electricity but no telephone facilities available.
Urban II	School U (2)	Toilets are sufficient. No teachers' quarters available.	Toilets are adequate. Students have access to drinking water and water is sourced from a tap within the unit.	Access to electricity and telephone available.
	School V (2)	Toilets are sufficient. No teachers' quarters available.	Toilets are adequate. Students have access to drinking water and water is sourced from a tap within the unit.	Access to electricity and telephone available.
Rural	School W (IC)	25% of teachers don't have desks and chairs. Toilet facilities are inadequate. No teachers' quarters available.	Toilets are adequate. Students have access to drinking water and water is sourced from a protected well.	Access to electricity but no telephone facilities available.
	School X (3)	Toilets are sufficient. No teachers' quarters available. Inadequate staffroom.	Toilets are adequate. Students have access to drinking water and water is sourced from a public tap.	Access to electricity but no telephone facilities available.

3.5.4 Performance and Drop-out Rates

Grade 5 Scholarship results were higher than average (8 per cent) in the urban Type 1AB school however, performance was poor in all the other schools studied.

In terms of O/Level results the urban Type 1AB school and the rural Type 1C school fared the best with an average pass rate of 62 per cent. The rural school had a pass rate of 60 per cent. This is above the national pass rate of 45 per cent but below the Colombo district pass rate of 65 per cent. The two Urban II schools fared poorly with pass rates of 8 per cent (*School U*) and 22 per cent (*School V*) respectively. Given the socio-economic status of these students and the high rates of poverty, this is not too surprising. According to school sources from *School U* (urban) the living conditions and environments of 60 per cent of the students are not conducive to education.

The A/Level pass rate for the rural Type 1C school is exceptionally high at 90 per cent and is higher than the district pass rate of 56 per cent. There is no disparity between the urban and rural areas but only between differential socio-economic backgrounds.

The school drop-out rate was zero in all the schools. Both Urban II schools provide a mid-day meal to the Grade I and II students in order to encourage attendance.

Table 3.30
Performance and Drop-out Rates

Location	School (Type)	Grade 5 Scholarship Pass Rate[49]	GCE Ordinary Level Pass Rate[50]	GCE Advanced Level Pass Rate	Drop-out Rates
Urban	School S (1AB)	11%	64%	56%	-
	School T (2)	3%	43%	NA	-
Urban II	School U (2)	-	8%	NA	-
	School V (2)	-	22%	NA	-
Rural	School W (1C)	4%	60%	90%	-
	School X (3)	- Only 5 students enrolled.	NA	NA	-

3.6 General Findings from the Four Case Studies

Overall, the micro level analysis carried out revealed a number of interesting facts not brought out by the aggregate level analysis and at the same time provided some supporting evidence to the aggregate analysis.

There were disparities between the schools located in the urban, rural and remote sectors though these were most obvious when comparing the urban and remote sectors. Interestingly, it was observed that in addition to sectoral (urban, rural or remote) effects the socio-economic background of students had an effect on the quality of education received and performance attained.

A number of constraints and challenges (in terms of facilities, funding and social environment) facing the school staff and students were also observed from the study.

3.6.1 Human Resources

In most schools the teacher: student ratio was not too low with most schools having less than 25 students per teacher. On average, a student teacher ratio of 20:1 is considered to be acceptable. However, despite the low ratio there was a shortage of teachers for many subjects namely Mathematics, English, Science and Aesthetic Studies subjects in a number of schools. In the case of primary schools there also appeared to be a slight shortage of trained primary teachers. The problem was worse in remote schools with urban schools being comparatively better off. Two of the key reasons cited are that outside teachers are reluctant to work in these schools as they are remote (far and not easily accessible) and because in most of these schools teachers' quarters are inadequate. In one remote school studied in the Moneragala district, 4 teachers were residing in the Science room. In the case of remote schools, the only other choice of accommodation is a village home which is unacceptable to many outside teachers. In order to improve

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[49] As at 2005.

[50] As at 2004.

the standard of the teachers it is important to ensure that facilities are available, adequate and acceptable in order to attract teachers from outside areas.

First Aid facilities were available in most of the schools. However, half the schools studied in the Moneragala districts (2 remote and 1 rural) did not have access to adequate First Aid. Apart from this there did not seem to be a disparity between the sectors in this respect. Half the schools studied did not have access to counselling facilities or available counsellors were not suitable for the job. Given that a number of schools visited (especially where students are from poorer socio-economic backgrounds) mentioned that students suffer from psychological problems due to missing parents, or social environment, it is important that student counsellors are available.

3.6.2 Physical Resources

Physical resources such as classrooms, library facilities, Science rooms, classrooms, furniture and teaching aids seem to depend more on the level of funding to the school than which sector it belongs to. In schools where students are from a better economic environment they are better able to fund these items through facilities fees and the school development society. Schools under the *Navodya programme* also seemed to have better physical resources than others.

Most of the remote schools studied had a limited number of classrooms, limited library facilities and limited Science and extra curricular facilities. Whilst the 'remote' factor may have some bearing, it is important to bear in mind that in most of these cases the students are from low income families and cannot afford to contribute to school development. Aside from the additional 2 urban schools in Colombo, most of the students attending urban schools are of lower middle income or middle income households, furthermore, urban schools are more popular and therefore attract more funds from authorities for their school development.

Access to water and sanitation was adequate in all the Colombo schools studied. Teachers' quarters were not available, though, given that these schools are mostly located in urban areas this is not a pressing need. In the case of the other 3 districts, access to sanitation facilities was limited in remote schools with limited toilets available for students and teachers. Access to electricity is also not available in some of the rural and remote schools. It was observed that rural and remote schools receive assistance from various NGOs in school development activities. For example, two schools (one urban and rural) in the Moneragala district mentioned that Plan International was carrying out a water and sanitation project in their respective schools.

3.6.3   Funding

As mentioned previously, the level and source of funds of a school have a significant effect on the level of physical resources available in the school. Therefore it is an important factor to be taken into account when analyzing the quality of education. All the schools studied receive funds from both external and internal sources though the amounts vary greatly. External sources referred to are Provincial Council funds

(allocated for building construction, etc.), funds from the Quality Input (QI) project[51] and various NGOs operating in the area. Internal sources mainly provide funds from the School Development Society, school fees and income generated from services such as the canteen and theatre.

Overall, the level of funds received was considered to be inadequate by the principals and school staff. In the urban schools studied, most of the students were found to be from middle income or lower middle income families thereby enabling the school to collect more money through the School Development Society and parents in order to undertake maintenance work and other activities. However, in the rural schools most of the students are from the lower income bracket and thus unable to contribute towards school development. Schools in these areas are more likely (than schools in the urban sector) to receive NGO funds and some schools did benefit from such sources.

It was largely felt that the allocation of Provincial Council funds was politically biased. According to the principals all the schools have prepared a 5 year school plan indicating priorities with rough cost estimates. However, these are not taken into consideration at higher levels when funds are allocated to schools. Those with political connections or influence in the Provincial Council are able to access funds. The remote and rural schools are the worst affected as they are not even able to rely on the School Development Societies for funding urgent construction work.

> *"We have to work though the politicians and the minister to get funds for development work"* (Principal, School A, urban, Type 1AB, Matale).

> *"…we are helpless in some cases when we request for funds for urgent needs based on our development plans"* (Principal, school in Moneragala).

Many schools, especially in the rural and remote areas, have inadequate classrooms and staff quarters. However, they have insufficient funds to undertake any construction work. It is evident that political interference should be removed in order for funds to be more equitably allocated.

There did not appear to be any significant difference between the overall levels of government funding at the district level. Despite the general perception that Colombo schools benefit from more funding, when calculating per student allocations under the Quality Input project, the figures were lowest for the Colombo district. However, given the small sample size it would not be appropriate to analyze differences in the level of funding.

3.6.4 Performance and Drop-out Rates

Performance at the Year 5 scholarship exam was below average in most of the schools studied. This could be due to poor teaching quality or the fact that the good students have already been filtered out.

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[51] To be used for inputs directly related to education for use by teachers and students

In terms of O/Level and A/Level pass rates there was not much of a disparity between the urban and rural sectors though schools with better teaching facilities and physical resources appeared to attain better performance rates.

On average, the schools in the Colombo district appear to have fared better (in terms of O/Level and A/Level pass rates) than those in the other districts. However it would seem that rather than location, the socio-economic background of the parents was the more significant variable factor affecting student performance. Within Colombo the two urban schools where students suffered from higher levels of poverty and social conditions, performance was significantly lower.

The socio-economic environment of the students affects their performances in many ways. It is important for children to have the encouragement, support (mental and financial) of their families in order to perform well. There were a number of schools where the staff felt the students did not live in an environment conducive to study. Those living in congested areas with high levels of poverty were affected by family disputes, men in the home addicted to illicit alcohol and other related problems. Also there were many cases of students whose mothers had gone abroad to work in the Middle East leaving them in the care of relatives. This was found to be disruptive and to create a sense of instability in the child.

Drop-out rates appeared to be higher in the rural and remote schools. However, this too was at the higher grades and for those students from low income families. In very poor households education is much lower down on the priority list of parents. Children are expected to help out to generate an income for the family. In the rural areas this involves missing classes during cultivation and harvesting seasons, and for girls staying home to look after siblings while parents work. Females are considered to be a financial burden in these very low income families and are sometimes married off at an early age for this reason. Parents also find it difficult to send their children to schools not close by due to the cost and difficulty of transport. This is especially so for female students as it is not safe to send them far alone.

According to parents in some villages they were disappointed that their children had not received any employment opportunities after obtaining an education. These factors tend to discourage students from staying on in school and reduce the value they place on education.

4. Education Welfare Programmes

To develop the human capital of the country and to provide education opportunities to children from all the socio-economic backgrounds, in 1945, the Government introduced the Universal Free Education Policy (UFEP) in Sri Lanka, as one of the major components of its social policy package. The UFEP was designed to provide educational facilities free-of-charge to all the students from the Grade 1 to the University education level. Moreover, the successive governments in 1980s and 1990s implemented various policies/programmes, with the objectives of enhancing the quality of education and increasing educational opportunities for the poor and thereby improving the school enrolment and completion, particularly at primary and secondary levels. Among several major welfare programmes/ policies, the free

school text book programme initiated in 1980 was with the aim of improving the quality of education. Furthermore, some other important welfare policies also emerged including the free mid-day meal program, free uniform material programme and subsidized transport facilities. These programs are discussed in detail in this section. The findings of the PRA and focus group discussions with students, teachers and parents from the selected schools (discussed in Chapter 3) and key informant interviews with school principals, government officers (of the Ministry of Education and Zonal Offices) are also used to analyze the effectiveness/usefulness of these programs and to identify any problems.

i. The Free School Textbook Programme

The free textbook programme was introduced by the government in 1980 with the objective of enhancing education quality and improving learning outcomes particularly among children from poor families. Under this program, all students from Grades 1 to 11 in all the state and state-aided schools are provided with required text books free-of-charge by the government. At present, it covers all students which accounts to about 4 million students from over 10,000 schools in all the districts in the country. Further, over 30 million copies covering more than 300 different subjects/titles in three basic languages of Sinhala, Tamil and English are distributed annually under this programme.

The production and distribution of textbooks is handled by the Education Publication Department (EPD) of the Ministry of Education. The Ministry directly transports the books to the schools where there are more than 2000 students, while for other schools, the distribution and request is done though the Divisional Offices.

The government is the main source of funding for the text book program. At present, the government spends approximately Rs.1,100 million (about US$ 11 million) annually for the program. This amounts to approximately 2.8 per cent of the total education expenditure and is about 0.25 per cent as a share of the total government expenditure. Moreover, the total cost of textbook program (in nominal terms)[52] has increased by almost twenty times during 1980 to 2002 period.

There were a number of important changes in the textbook programme in recent years.

Until recently, all the textbooks were produced in the Sinhala and Tamil media except the English Language textbooks. With the introduction of English media in some schools (at post-primary levels) by 2002, measures were taken to publish textbooks for some selected subjects like Mathematics and Science & Technology in the English medium (in addition to Sinhala and Tamil media). Moreover, revisions in curricula for some subjects and introduction of new subjects for some grades took place in some years like 1994, 2001, and 2007 which has led to production of new textbooks incurring higher costs in these years.

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[52] Based on data obtained from the Ministry of Education.

In 1999, a policy to improve the physical quality of textbooks was initiated. The physical quality of school textbooks has so deteriorated over the years that over 70 per cent of the books had to be replaced every year, incurring high and unsustainable costs to the government. The poor physical quality also limited the re-use of these textbooks. The new initiatives aimed at improving the physical quality (e.g. paper, layout, illustration, colour) and increasing the life-span of the textbooks and thereby bringing down the cost of the textbook programme over-time. A re-use policy to encourage schools to use each textbook for a minimum of three years was also introduced. This program was supported by the World Bank under the General Education Project (GEP) II. A reimbursement of the additional costs incurred in producing high quality textbooks was provided by the World Bank.

Under the GEP II of the World Bank, the Multiple- Book Option Program (MBOP) was introduced in 2003 to enable schools to have access to more than one textbook per subject, and to improve the quality of textbooks (both the content and the physical quality). Under this program a multiple number of textbooks (ex: about three) based on the same curriculum was introduced for each selected subject (e.g. Mathematics, Science, and languages) for Grade 6 -11. The schools were given the choice to select one out of the multiple textbooks for each subject and each grade, which would then be given to the students in that school free-of charge. MBOP has been implemented only for Grades 6, 7 and 8 during the last couple of years. After implementation for Grade 9, by 2007, the programme is due to end. However, a number of problems emerged in the MBOP. Despite the objective of providing access to multiple books for a subject, the students do not tend to use the books (which they might have to purchase), other than the books they were provided with free-of charge. Moreover, the programme has been seen as something of a failure by the government officials, as it is not consistent with a 'free' programme. This program has incurred huge costs. In 2004, it cost around Rupees (Rs.) 150 million (equivalent to US$ 1.5 million).[53] Furthermore, this program has allowed private sector participation in writing and printing of school textbooks thereby increasing the competition and reducing the monopoly of the EPD in providing textbooks. However, there had been several incidences of misuse of this method due to the strong competition by bidders.

The school textbook program has clearly undergone a number of changes/reforms during the last two and a half decades. Despite the few limitations/problems mentioned above, this program has shown substantial improvement in terms of its coverage and the quality of textbooks. Particularly in recent years, the quality of books (both in terms of the content and physical quality) has improved significantly in a way to encourage the students to use them. The PRA and focus group discussions revealed that the free textbook program has been seen by the teachers and parents as an incentive for students to attend school. It has helped to improve school attendance and enrolment particularly for students from the rural areas. Further, this program has helped to ensure greater equity of facilities among the students.

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[53] In 2004, the MBOP covered only the relevant multiple textbooks for Grade 6. 2005 covered textbooks for Grade 7 and 2006 will cover Grade 8.

According to a Principal met during the PRA:

"It is an incentive for all the students to attend the school. If not given free poor parents cannot afford to buy them. Because of the text book program there are no visible socio-economic classes in the class room. All feel equal."

(Principal, School I, Type 1AB, Rural, Kurunegala).

Nevertheless, delays in receiving books were identified as a major problem of the program. According to the findings of the PRA, irrespective of the type of school or whether the school is urban, rural or remote based, many schools do not receive 10-20 per cent of the required textbooks by the beginning of the academic year. Despite, many rural and remote schools having the idea that they are more ill-treated than the urban schools, the PRA found out that all the schools tend to face the same problem.
According to a parent met during a focus group discussion:

"All students must get their books at the beginning of the year. It is an incentive for the students and a big saving for the parents, when there are 2-3 school going children in the family".
(*Parent, School G, Type 1C, Urban, Kurunegala*).

According to the Government officials the deficiency lies at both ends of the distribution channel. One end is the Publications Department of the Ministry of Education and the other end is the respective administrators of the school. The deficiency of an effective plan for distribution and poor management of time which constrains the provision of the books at the required time, remains the main problems facing the Ministry. Provision of inaccurate information/data on the number of students/required textbooks, etc. and failing to provide the books on time are the main problems faced at the other end.

In order to address the problem of delays in the distribution process, the Publication Department is planning to implement a comprehensive system of distribution for school textbooks. Under this programme, the distribution process will begin during the first quarter of the year to ensure completion of the distribution of textbooks to schools by the beginning of the following year.

ii. The Free School Uniform Materials Programme

This program commenced in 1993. Under this program all students (Grade 1-13) in all the government schools are provided with free material for their school uniforms. The program also provides relevant robe materials to student monks studying in Pirivenas (temple schools). The type of material and the quantity received by students depends on the gender and the grade of the School (Table 4.1).

The free school uniform program is executed by the Ministry of Education under the School Supplies Unit. The program is totally financed by the government. Currently, the government spends approximately

Rs. 1,200 million (about US$ 12 million) per year on this program, making it the second highest item of the recurrent education expenditure, next to teachers' salaries.

Table 4.1
Type and Quantity of Uniform Materials

Group	Grade		Quantity (in metres)
Primary	Grade 1-5	Boys	Shirt material (1.15 m)
			Trouser material (0.68 m)
	Grade 1-5	Girls	Dress material (1.8m)
Junior Secondary	Grade 6-9	Boys	Shirt material (1.37m)
			Trouser material (0.9m)
	Grade 6-9	Girls	Dress material 2.28m
Senior Secondary	Grade 10-13	Boys	Shirt material (1.75 m)
			Trouser material (1.82 m)
	Grade 10-13	Girls	Dress material (2.75m)
Student Monks	Below age of 14		Robe material (6.4m)
	Above age of 14		Robe material (9.14m)

Sources: Collection of Circulars: Ministry of Human Resource Development, Education and Cultural Affairs, Vol-1 (1993-2003).

Due to high costs involved in this program, in 2002, the government experimented with transforming this program from the existing universal program to a targeted scheme providing free uniform materials only to students from poor families. Under this new scheme, the parents of those students who wish to receive free uniforms had to make a request and hand over the completed application forms to the Divisional Secretariat offices. These forms had to be first approved by the principal of the school and the 'Grama Niladari' (Village Headman). The procedure was too lengthy and complex so that many poor students/ parents failed to follow this process and to thereby benefit from it. This new scheme was a failure due to its complex and time-consuming nature, lack of awareness of the procedures among the parents as well as due to various political reasons. As a result, the program was transformed back to the previous universal program from year 2004.

The findings of the PRA and focus group discussions showed that the school uniform program has been seen by the teachers and parents as a commendable effort by the government which has helped the students, particularly those coming from low income families, to improve their school attendance. Furthermore, it was found that the school uniform materials are received by almost all the students on time. The key informants and focus group discussions revealed that the program has been beneficial to both the students and parents.

> *"They are not only incentives for attending the school but also a relief for the parents whose incomes are low".* **(Teacher, School W, Type 1C, Rural, Colombo).**

> *"Majority of the students have only one uniform and for some students it is an all purpose dress."* **(Principal, School X, Type 3, Rural, Colombo)**.

Further, according to a Principal of urban 1C school in Moneragala, the attendance of students in the school is low and it is particularly low during the rainy season. As he says, the main reason for this is the lack of uniforms as it is difficult to dry the clothes during the rainy season. Though the school is an urban school, many students are from poor families. It was further mentioned that,

"About 50 per cent of the students have only one uniform to wear. Parents are very poor. Many parents wash them once in 2 days. We can see that. It {uniform program} is an incentive for them to attend school. Parents do not usually buy material for uniforms".

(Teacher, School B, Type 1C, Urban, Matale).

A common feature observed in the study was that many parents and teachers were suggesting that the program be a targeted program. While many students have a dress for each day, some have only one uniform which they wash and use. Hence, the parents and teachers pointed out the importance of targeting the program effectively, which would more pointedly support the poor students.

A Teacher of Colombo district 1AB school:
"About 15-20 per cent of the students do not deserve uniform materials as they can afford to buy them. Instead, two uniforms must be given to the very poor students. Some students donate their uniform material to others."

Another Teacher mentioned
"Some arrangements must be made to provide additional material to give to the poorest students."

However, while some teachers and principals admitted that the program benefits the non-poor too and hence needs to be targeted, others preferred the program to be a universal program as it would help to ensure equality among the students without creating social differentiation among them.

iii. Mid-day Meal Program[54]

The free mid-day meal program initially started in 1989. It was aimed at increasing the school attendance and improving the nutritional status of the children. Initially, it aimed at providing one meal to all children enrolled in primary and secondary schools throughout the country. The objectives of the programme were to raise the nutritional status of children at all levels by providing a wholesome mid-day meal of 600-800 calories for every student. Through this process the program also aimed to motivate the people in the immediate vicinity of the schools to produce food items that can be used for mid-day meals, which would contribute to the national development. Under the initial program, a student received a stamp of Rs.3 and was expected to bring a home prepared lunch to school. In this context, the program was implemented in about 10,000 schools covering about 4 million students.

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[54] Data from Mid-day Meal Program for School Children-2006, Ministry of Education.

The program needed re-structuring since it absorbed a huge proportion of funds and strained the government budget. Hence the program was later implemented as a targeted program, covering only the poor students from the food stamp families and also including the students who applied for such assistance. The number of beneficiaries was reduced accordingly to about 3 million out of 4 million students. Under the program, a student was entitled to receive Rs. 500 per month. The program was finally absorbed into the Samurdhi poverty alleviation program in 1995.

However, after recognizing the declining nutritional status of school children, the present Government identified the importance of re-starting the program. Accordingly, the Mid-day Meal Program was re-started in 2006 and is being carried out as a targeted program aimed at improving the nutritional status and enhancing the educational attainments of the economically marginalized children. Hence, the target group of the program are the school children in difficult areas, children of marginalized families and identified schools where at least 30 per cent of the students are malnourished. Payments for students will be based on attendance and Rs. 15 will be spent on a meal for each student. The Government had allocated Rs. 700 million for this purpose in 2006.

The following table shows the distribution of schools covered under the current Mid-day meal programme. As it shows, currently, 293,347 students in 6,249 schools are covered by this program. Nevertheless, there are issues/problems related to the selection of schools/students under this program. However, detailed analysis on the effectiveness of the current mid-day meal program is not possible at this stage, as the program has only been in place for a few months.

Table 4.2
Mid-day Meal Programme: Coverage

Province	No. of Schools	No. of Students in Grade 1 & 2
Western	667	32,558
Southern	800	44,571
Central	1,048	47,155
Uva	674	28,031
North-Central	595	28,672
North Western	780	30,802
North East	858	49,124
Sabaragamuwa	827	32,434
Total	6,249	293,347

Source: Ministry of Education and Higher Education.

5. Conclusions and Policy Implications

Sri Lanka has made significant progress in terms of its basic education indicators, compared to many other countries in the region and developing countries in the world. Furthermore, the country is currently "on track" to achieve MDG targets on universal primary education and gender parity in education. Such achievement is mainly due to the large investments in human capital development and various pro-poor policies pursued by successive governments since the 1940s. Despite such efforts and the remarkable

achievements at the aggregate level, there exist considerable disparities across and within districts with regard to both human and physical resources and consequently the quality of education and student performance at national examinations.

The district-wise analysis revealed that the majority of districts in the Northern Province, including Mullativu, Mannar and Vavuniya and, other districts of Moneragala and Polonnaruwa, which are largely rural based, have a considerably lower number/share of schools, particularly the schools with A/L (Collegiate) education facilities. Moreover, in many of these districts, there is only one school for over 20 Km2 and one Type 1AB school for over 400 Km2. On the other hand, districts such as Colombo, Kandy and Gampaha (relatively developed and economically active districts) have a much higher density of schools and a higher share of type 1AB schools. Even though there are no large disparities with regard to the overall student teacher ratios among the districts and among different types of schools, some disparities were observed in relation to the distribution of more qualified (graduate and trained) teachers for subjects like English language, Science and Mathematics. Furthermore, facilities such as libraries, computer rooms, and laboratories that help to enhance the quality of education and other basic facilities like electricity, water and sanitation saw substantial variations across districts. The micro-level analysis further showed that many 'remote' and rural schools which are largely attended by students from low-income families, lack human and physical resources, particularly teachers for subjects such as English, Mathematics and Science and such facilities as libraries and laboratories. The situation was found to be much better in most of the urban schools. Shortages of required resources/facilities in remote schools could lead to adverse implications on the quality of education provided and hence the education achievement of students in these schools.

In this context, it is vital that the government along with the private sector and the other stakeholders in the education sector, takes necessary action to improve resources and facilities directed to the disadvantaged districts and schools in order to provide quality education for the students in these areas/schools and thereby ensure greater equity in access to education among districts, sectors, schools and social classes.

The remoteness of schools and lack of facilities for teachers including teachers' quarters were found to be two important factors which make schools in remote areas unattractive to many teachers. Thus, in order to attract and retain teachers in these schools, it is important to ensure that the required facilities such as teachers' quarters and other basic facilities like electricity, water and sanitation are adequately available and are in a satisfactory condition. Moreover, lack of infrastructure facilities such as roads and transportation has constrained access to 'remote' schools leading to high absenteeism among both the students and teachers. Therefore, improving infrastructure facilities in remote areas is crucial to improving school attendance among teachers as well as students.

The government has introduced several policies in recent years to help fill shortage of teachers in remote areas. For instance, a policy has been introduced requiring new teachers (e.g. trained teachers) to serve in remote areas for three consecutive years. Though this could help to reduce the problem of inadequacy of

teachers in remote areas to some extent, the students in these schools face the problem of receiving only new teachers all the time rather than more experienced teachers. Moreover, many teachers who come to these remote schools manage to get transfers to relatively better schools, after one to two years of service in these schools, indicating the reluctance and lack of commitment by them to teach in disadvantaged schools. Thus, there is a need for the strict enforcement of the regulations/policies applied to teachers and transfers from one school to another. It is also important that such policies be applied to all categories of teachers (e.g. trained, gradate, untrained) regardless of the scheme under which they are recruited.

Another important policy implemented by the government in recent years aimed at filling the teacher shortage in remote areas is the provision of a special allowance for the teachers employed in the remote areas. However, it is important that the incentive package be sufficient to cover transport costs and other costs associated with serving in remote areas (e.g. accommodation) to attract teachers to these areas. Moreover, allocation of teachers to schools from the same district (and where possible from the same division) would also help minimising, to some extent, the problems related to transport and accommodation often faced by teachers working in remote areas. Furthermore, recruitment of volunteers (with Advanced Level or above qualifications) from the local areas and providing them with necessary training to serve in remote schools will also help to minimize the problem of teacher shortage in the remote areas. In addition, setting up a monitoring and evaluation mechanism to examine the performance and school attendance of the teachers and to provide salary increments based on their results are some other policies that could be implemented.

The government should also take necessary measures to further increase the number of teachers qualified in subjects such as English, Mathematics and Science. Moreover, it is important to improve resources/ facilities -both human and physical- to provide the student with the opportunities to learn such subjects as Information/ Communication Technology (IT/ ICT), in order to keep pace with the modern technology. However, the study finds inadequacy of such facilities particularly in the rural and remote schools. Therefore, measures are needed to improve these facilities by providing teachers with the necessary qualifications and related equipment/infrastructure in these schools. Furthermore, improving basic facilities such as electricity in the remote schools is a prerequisite for introducing these support facilities. An alternative mechanism is to identify schools with necessary facilities to teach IT/ICT in the same district/ division and link them as 'centres' with those schools which lack required infrastructure facilities to teach IT in their schools.

In addition, the study finds the importance of having at least one teacher (per school) qualified in student counselling, given the rising number of school-aged children with mental instabilities due to their various socio-economic circumstances. Further, educating parents on the advantages of children's education is of great importance to improve the school enrolment, attendance and completion rate of students, particularly in the remote and urban poor areas. This can be done through the schools with the involvement of the school principal, teachers and officers from divisional/zonal education officers.

The study also finds that the majority of schools, particularly those in rural and remote areas, are constrained by funds required to improve the facilities needed to provide quality education for their students. Further,

many schools experience a mismatch between the priority areas identified by the school authorities under their school plans and the areas for which they receive funds from the Provincial Councils. This is largely due to inappropriate prioritization by the school administration or the lack of understanding of the Provincial Councils on the priorities of these schools or both. Such inefficiencies have led to wastage of resources in some schools. Hence, it is important that the Provincial Councils/Ministry of Education consult the school authorities to identify their priorities in order to ensure an efficient allocation of funds. Priority should be given to schools which lack basic facilities such as class rooms, libraries, water and sanitation and with limited resources from internal funds (e.g., school fees, school development fund).

In addition, the study finds that the education welfare programs such as the free text books program and the free uniform program have played an important role in improving the school attendance, particularly among the poor students. Nevertheless, in the case of the free text book program, the distribution process has to be strengthened to ensure that all the children in the rural and especially in the remote areas receive all the required textbooks on time. Furthermore, in order to reduce the strain on the government budget, it is important to encourage the schools to re-use the same textbooks for a number of years. With regard to the uniform program, the efficient targeting of the provision of free uniforms to students from poor families or students from remote and rural schools, will help to bring down the cost of this program, thereby allowing the government to use excess resources for other important policies/programs to improve the quality of education or increase schooling facilities in remote areas. However, there is concern that such a targeted system may create social differentiation among students in the same class and school.

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Educational Opportunities for the Poor in Sri Lanka

Annex 1:
Annexes for Chapter 2

Table I. Level of Training for Teachers by District and School Type

District	Graduate Teachers					Trained Teachers					Untrained Teachers					Other				
	1 AB	1 C	Type 2	Type 3	Total	1 AB	1 C	Type 2	Type 3	Total	1 AB	1 C	Type 2	Type 3	Total	1 AB	1 C	Type 2	Type 3	Total
Ampara	70	101	200	235	116	38	35	27	22	30	891	648	311	225	425	850	658	567	222	539
Anuradhapura	65	90	124	185	96	43	29	21	14	25	6999	1421	1012	387	1210	8749	1867	661	326	1020
Badulla	54	74	106	178	78	34	27	20	18	25	2343	1447	697	704	1095	6025	796	351	203	566
Batticaloa	68	75	121	207	95	52	44	39	32	41	1821	702	473	199	480	1342	688	599	309	595
Colombo	57	63	66	99	62	49	37	29	32	39	5144	1688	956	1102	1919	1632	1651	1241	1102	1489
Galle	67	66	76	131	70	43	30	20	22	30	8732	3354	1199	739	2512	2 668	2744	1424	2006	2227
Gampaha	59	69	75	132	71	49	39	27	31	36	7552	2045	1283	1175	2019	1578	1534	1451	2041	1571
Hambantota	55	57	62	102	61	49	31	22	31	30	4124	2098	746	869	1303	16494	2344	1436	3477	2529
Jaffna	41	61	82	143	63	61	43	32	28	39	1296	654	472	247	529	1255	796	435	276	546
Kalutara	60	64	65	100	64	43	35	23	23	32	6267	3762	984	815	2063	2028	1881	1242	321	1361
Kandy	49	52	70	133	57	38	28	19	20	26	5734	1742	780	699	1476	3308	3546	1866	867	2398
Kegalle	49	59	71	169	63	41	28	18	18	25	8154	1747	972	608	1454	5824	3603	2041	497	2048
Kilinochchi	48	87	228	259	102	59	52	44	35	47	513	395	193	155	258	706	567	669	216	503
Kurunegala	47	51	52	67	51	40	29	17	13	25	4098	2070	923	667	1613	2776	3449	1129	1026	2005
Mannar	64	63	113	356	80	54	55	41	28	46	824	167	211	133	252	567	569	690	427	583
Matale	55	60	83	155	67	38	27	18	17	24	1950	645	961	576	846	5851	3677	1537	1631	2658
Matara	53	55	54	97	57	40	29	19	25	27	3117	3368	1809	1646	2466	2119	2526	1966	2058	2174
Monaragala	68	101	130	213	101	42	32	25	18	29	5654	1774	817	711	1302	4523	591	290	251	468
Mullativu	46	74	116	187	85	77	77	49	37	56	548	179	138	69	150	1461	493	230	332	341
Nuwara Eliya	73	105	206	504	130	34	35	28	24	31	1449	1846	1081	828	1260	580	230	126	134	183
Polonnaruwa	83	106	150	326	115	43	37	26	20	32	2094	1709	665	387	1018	1197	2010	1551	443	1340
Puttalam	68	113	121	242	102	44	39	27	27	33	6136	1461	927	498	1280	604	393	443	942	466
Ratnapura	57	88	117	256	91	45	33	23	24	29	2942	2008	789	519	1134	4279	2529	956	473	1307
Trincomalee	69	119	262	577	133	38	34	26	26	31	1339	727	331	201	471	987	758	505	237	571
Vavuniya	63	84	176	315	103	47	36	31	32	36	1148	670	376	207	450	861	515	322	250	414
Total	57	69	87	153	73	43	32	23	23	30	3147	1344	696	439	1043	1785	1098	620	412	870

Source: sdgsdggfd.

Table II: Medium of Instruction -Percentage by District

	Missing	Only Sinhala	Only Tamil	Sinhala and Tamil	Sinhala and English	Tamil and English	Sinhala, Tamil and English	Row %	Total No.
Ampara	1.02	44.64	51.79	0.00	0.26	2.30	0.00	100.00	392
Anuradhapura	1.61	84.95	11.29	0.18	1.97	0.00	0.00	100.00	558
Badulla	0.53	66.08	30.76	0.00	2.11	0.35	0.18	100.00	569
Batticaloa	3.09	0.00	95.68	0.00	0.00	1.23	0.00	100.00	324
Colombo	0.24	75.42	8.35	3.10	10.02	1.43	1.43	100.00	419
Galle	3.55	90.24	2.88	0.67	2.44	0.22	0.00	100.00	451
Gampaha	1.10	90.79	3.87	0.18	3.50	0.18	0.37	100.00	543
Hambantota	2.81	92.19	2.50	0.00	2.50	0.00	0.00	100.00	320
Jaffna	14.91	0.00	80.95	0.00	0.00	4.14	0.00	100.00	483
Kalutara	3.01	81.25	12.04	0.69	1.62	0.93	0.46	100.00	432
Kandy	1.67	64.29	26.14	1.06	4.86	0.46	1.52	100.00	658
Kegalle	3.82	76.73	16.55	0.00	2.00	0.91	0.00	100.00	550
Kilinochchi	5.05	0.00	94.95	0.00	0.00	0.00	0.00	100.00	99
Kurunegala	3.49	84.42	8.82	0.00	2.94	0.33	0.00	100.00	918
Mannar	16.96	0.00	79.46	0.00	0.00	3.57	0.00	100.00	112
Matale	3.15	77.60	16.40	0.32	1.58	0.95	0.00	100.00	317
Matara	1.06	90.50	4.22	0.26	3.69	0.00	0.26	100.00	379
Monaragala	0.76	89.77	6.82	0.00	2.65	0.00	0.00	100.00	264
Mullativu	4.67	0.93	94.39	0.00	0.00	0.00	0.00	100.00	107
Nuwara Eliya	0.19	40.73	56.95	1.35	0.39	0.19	0.19	100.00	518
Polonnaruwa	0.86	88.84	9.01	0.00	1.29	0.00	0.00	100.00	233
Puttalam	2.00	74.57	19.43	0.57	2.57	0.57	0.29	100.00	350
Ratnapura	0.68	80.48	16.47	0.17	2.04	0.00	0.17	100.00	589
Trincomalee	7.50	22.50	67.50	0.36	0.36	1.79	0.00	100.00	280
Vavuniya	3.11	8.81	87.05	0.00	0.00	1.04	0.00	100.00	193
Total	2.91	65.29	28.07	0.41	2.33	0.75	0.25	100.00	10058

Source: afsff.

	Only Sinhala	Only Tamil	Sinhala and Tamil	Sinhala and English	Tamil and English	Sinhala, Tamil and English	Row %	Total No.
Table III: Medium of Instruction (Type 1 AB school)								
Ampara	17.39	39.13	0.00	4.35	39.13	0.00	100.00	23
Anuradhapura	43.75	6.25	0.00	50.00	0.00	0.00	100.00	16
Badulla	51.85	3.70	0.00	37.04	7.41	0.00	100.00	27
Batticaloa	0.00	76.47	0.00	0.00	23.53	0.00	100.00	17
Colombo	33.33	1.52	3.03	50.00	4.55	7.58	100.00	66
Galle	77.27	0.00	0.00	22.73	0.00	0.00	100.00	44
Gampaha	62.96	5.56	1.85	25.93	0.00	3.70	100.00	54
Hambantota	61.11	0.00	0.00	38.89	0.00	0.00	100.00	18
Jaffna	0.00	53.85	0.00	0.00	46.15	0.00	100.00	39
Kalutara	61.76	2.94	5.88	14.71	8.82	5.88	100.00	34
Kandy	23.91	13.04	0.00	41.30	4.35	17.39	100.00	46
Kegalle	33.33	4.76	0.00	47.62	14.29	0.00	100.00	21
Kilinochchi	0.00	100.00	0.00	0.00	0.00	0.00	100.00	7
Kurunegala	44.44	0.00	0.00	48.89	6.67	0.00	100.00	45
Mannar	0.00	50.00	0.00	0.00	50.00	0.00	100.00	8
Matale	40.00	13.33	0.00	33.33	13.33	0.00	100.00	15
Matara	42.31	3.85	0.00	53.85	0.00	0.00	100.00	26
Monaragala	66.67	0.00	0.00	33.33	0.00	0.00	100.00	12
Mullativu	0.00	100.00	0.00	0.00	0.00	0.00	100.00	5
Nuwara Eliya	47.83	30.43	8.70	4.35	4.35	4.35	100.00	23
Polonnaruwa	70.00	0.00	0.00	30.00	0.00	0.00	100.00	10
Puttalam	33.33	9.52	0.00	42.86	9.52	4.76	100.00	21
Ratnapura	57.69	3.85	3.85	30.77	0.00	3.85	100.00	26
Trincomalee	21.43	42.86	0.00	0.00	35.71	0.00	100.00	14
Vavuniya	0.00	50.00	0.00	0.00	50.00	0.00	100.00	4
Total	40.74	15.14	1.29	29.47	10.14	3.22	100.00	621

Source: ssdgdsgsd.

Table IV: Medium of Teaching (Type 1 C Schools)							
	Only Sinhala	Only Tamil	Sinhala and Tamil	Sinhala and English	Tamil and English	Sinhala, Tamil and English	Row %	Total No.
Ampara	50.88	49.12	0.00	0.00	0.00	0.00	100.00	57
Anuradhapura	80.65	17.20	0.00	2.15	0.00	0.00	100.00	93
Badulla	80.91	17.27	0.00	1.82	0.00	0.00	100.00	110
Batticaloa	0.00	100.00	0.00	0.00	0.00	0.00	100.00	46
Colombo	70.51	7.69	6.41	11.54	2.56	1.28	100.00	78
Galle	93.10	3.45	2.30	0.00	1.15	0.00	100.00	87
Gampaha	85.11	8.51	0.00	5.32	1.06	0.00	100.00	94
Hambantota	95.65	4.35	0.00	0.00	0.00	0.00	100.00	69
Jaffna	0.00	95.65	0.00	0.00	4.35	0.00	100.00	46
Kalutara	86.67	9.33	0.00	2.67	1.33	0.00	100.00	75
Kandy	68.39	21.29	1.29	7.10	0.65	1.29	100.00	155
Kegalle	84.76	12.38	0.00	0.95	1.90	0.00	100.00	105
Kilinochchi	0.00	100.00	0.00	0.00	0.00	0.00	100.00	14
Kurunegala	85.86	12.57	0.00	1.57	0.00	0.00	100.00	191
Mannar	0.00	100.00	0.00	0.00	0.00	0.00	100.00	13
Matale	81.25	15.63	1.56	0.00	1.56	0.00	100.00	64
Matara	91.14	8.86	0.00	0.00	0.00	0.00	100.00	79
Monaragala	86.36	6.82	0.00	6.82	0.00	0.00	100.00	44
Mullativu	0.00	100.00	0.00	0.00	0.00	0.00	100.00	13
Nuwara Eliya	59.46	36.49	2.70	1.35	0.00	0.00	100.00	74
Polonnaruwa	86.36	13.64	0.00	0.00	0.00	0.00	100.00	44
Puttalam	61.29	38.71	0.00	0.00	0.00	0.00	100.00	62
Ratnapura	85.71	9.52	0.00	4.76	0.00	0.00	100.00	84
Trincomalee	24.07	74.07	0.00	1.85	0.00	0.00	100.00	54
Vavuniya	13.04	86.96	0.00	0.00	0.00	0.00	100.00	23
Total	71.53	24.52	0.68	2.48	0.62	0.17	100.00	1,774

Source: arfasf.

Table V: Medium of Teaching (Type 2 Schools)							
	Only Sinhala	Only Tamil	Sinhala and Tamil	Sinhala and English	Tamil and English	Sinhala, Tamil and English	Row %	Total No.
Ampara	60.76	39.24	0.00	0.00	0.00	0.00	100.00	158
Anuradhapura	87.30	11.90	0.40	0.40	0.00	0.00	100.00	252
Badulla	77.41	22.59	0.00	0.00	0.00	0.00	100.00	239
Batticaloa	0.00	100.00	0.00	0.00	0.00	0.00	100.00	88
Colombo	85.92	10.80	2.82	0.00	0.47	0.00	100.00	213
Galle	95.07	3.94	0.49	0.49	0.00	0.00	100.00	203
Gampaha	97.27	2.73	0.00	0.00	0.00	0.00	100.00	256
Hambantota	96.25	3.13	0.00	0.63	0.00	0.00	100.00	160
Jaffna	0.00	100.00	0.00	0.00	0.00	0.00	100.00	154
Kalutara	91.98	7.55	0.47	0.00	0.00	0.00	100.00	212
Kandy	69.88	28.19	1.16	0.77	0.00	0.00	100.00	259
Kegalle	89.32	10.68	0.00	0.00	0.00	0.00	100.00	206
Kilinochchi	0.00	100.00	0.00	0.00	0.00	0.00	100.00	33
Kurunegala	90.91	8.64	0.00	0.45	0.00	0.00	100.00	440
Mannar	0.00	100.00	0.00	0.00	0.00	0.00	100.00	35
Matale	82.41	17.59	0.00	0.00	0.00	0.00	100.00	108
Matara	94.79	4.17	0.52	0.00	0.00	0.52	100.00	192
Monaragala	93.66	6.34	0.00	0.00	0.00	0.00	100.00	142
Mullativu	2.56	97.44	0.00	0.00	0.00	0.00	100.00	39
Nuwara Eliya	53.16	45.57	1.27	0.00	0.00	0.00	100.00	158
Polonnaruwa	95.40	4.60	0.00	0.00	0.00	0.00	100.00	87
Puttalam	84.13	14.90	0.96	0.00	0.00	0.00	100.00	208
Ratnapura	92.49	7.51	0.00	0.00	0.00	0.00	100.00	293
Trincomalee	35.00	65.00	0.00	0.00	0.00	0.00	100.00	100
Vavuniya	12.82	87.18	0.00	0.00	0.00	0.00	100.00	39
Total	77.16	22.23	0.40	0.16	0.02	0.02	100.00	4274

Source: sdfdf.

Table VI: Medium of Teaching (Type 3 Schools)							
	Only Sinhala	**Only Tamil**	**Sinhala and Tamil**	**Sinhala and English**	**Tamil and English**	**Sinhala, Tamil and English**	**Row %**	**Total No.**
Ampara	30.67	69.33	0.00	0.00	0.00	0.00	100.00	150
Anuradhapura	91.49	8.51	0.00	0.00	0.00	0.00	100.00	188
Badulla	46.32	53.16	0.00	0.00	0.00	0.53	100.00	190
Batticaloa	0.00	100.00	0.00	0.00	0.00	0.00	100.00	163
Colombo	91.80	8.20	0.00	0.00	0.00	0.00	100.00	61
Galle	98.02	1.98	0.00	0.00	0.00	0.00	100.00	101
Gampaha	97.74	2.26	0.00	0.00	0.00	0.00	100.00	133
Hambantota	100.00	0.00	0.00	0.00	0.00	0.00	100.00	64
Jaffna	0.00	100.00	0.00	0.00	0.00	0.00	100.00	172
Kalutara	71.43	28.57	0.00	0.00	0.00	0.00	100.00	98
Kandy	66.84	32.09	1.07	0.00	0.00	0.00	100.00	187
Kegalle	72.08	27.92	0.00	0.00	0.00	0.00	100.00	197
Kilinochchi	0.00	100.00	0.00	0.00	0.00	0.00	100.00	40
Kurunegala	90.95	9.05	0.00	0.00	0.00	0.00	100.00	210
Mannar	0.00	100.00	0.00	0.00	0.00	0.00	100.00	37
Matale	82.50	17.50	0.00	0.00	0.00	0.00	100.00	120
Matara	100.00	0.00	0.00	0.00	0.00	0.00	100.00	78
Monaragala	90.63	9.38	0.00	0.00	0.00	0.00	100.00	64
Mullativu	0.00	100.00	0.00	0.00	0.00	0.00	100.00	45
Nuwara Eliya	27.48	72.14	0.38	0.00	0.00	0.00	100.00	262
Polonnaruwa	87.78	12.22	0.00	0.00	0.00	0.00	100.00	90
Puttalam	78.85	21.15	0.00	0.00	0.00	0.00	100.00	52
Ratnapura	63.74	36.26	0.00	0.00	0.00	0.00	100.00	182
Trincomalee	13.19	85.71	1.10	0.00	0.00	0.00	100.00	91
Vavuniya	7.44	92.56	0.00	0.00	0.00	0.00	100.00	121
Total	56.43	43.41	0.13	0.00	0.00	0.03	100.00	3096

Source: asfsfsafsa.

		Table VII: Sources of Drinking Water				
	% of Schools with School Well/Tube Well	% of Schools with Tap Facilities	% of Schools Getting Water Spring Flows	% of Schools Getting Water from Bowsers[55]	% of Schools without Water Facilities	Total
Sri Lanka	42	21	10	1	24	100
Ampara	47	19	0	1	32	100
Anuradhapura	68	10	0	0	21	100
Badulla	17	23	29	0	31	100
Batticaloa	69	5	0	0	22	100
Colombo	22	75	1	0	3	100
Galle	48	26	5	0	18	100
Gampaha	63	31	1	0	4	100
Hambantota	23	43	1	0	30	100
Jaffna	64	10	0	5	12	100
Kalutara	50	25	9	0	13	100
Kandy	17	37	14	1	30	100
Kegalle	23	17	18	0	39	100
Kilinochchi	60	0	0	5	30	100
Kurunegala	64	5	1	0	26	100
Mannar	52	7	0	7	17	100
Matale	43	17	9	0	28	100
Matara	37	31	11	0	19	100
Monaragala	39	15	9	1	36	100
Mullativu	78	0	0	0	18	100
Nuwara Eliya	4	14	43	0	38	100
Polonnaruwa	68	10	0	0	21	100
Puttalam	53	12	0	0	32	100
Ratnapura	19	17	35	0	29	100
Trincomalee	45	26	0	0	23	100
Vavuniya	62	1	0	1	33	100

Source: Calculated using data from School Census 2004.

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[55] A bowser is a transportable tank, which is used to transport liquid. For some schools where they do not have water facilities, they are provided with bowsers.

Annex 2:
Background of Schools and Students[56]

Matale District

School A (Urban, Type 1AB)
The school is located within the Matale Municipal area and is 500 metres from the main road to Dambulla. The school is accessible from all surrounding areas as public transport is available even from nearby rural areas. 50 per cent of the students reside within a 2Km radius from the school and 30 per cent between 2-5 Km, the remaining 20 per cent come from outside suburban areas. Most students (who don't live close by) come to school by bus.

The school has a student population of 1,336 of whom 55 per cent are male. According to school sources the majority of students are from lower middle income families while approximately one fourth are from low income households. Lower middle income families in rural areas send their children to this school because of their preference for urban schools and in fact, 50 per cent of the students come from outside the municipal limits. The school is also popular in the surrounding urban area as a good alternative to the National school in the area. This has resulted in a 16 per cent increase in the student population over the last year.

School B (Urban, Type 3)
The school is located on the Matale-Rattota road and is approximately 2Km from the Matale Municipal Council limit. The majority of students are from the suburbs of the Matale municipal area and the rest are from rural areas along the main road (to Rattota). 45 per cent of the students live within a 2 Km radius of the school and approximately 10 per cent travel 5-8Km to come to school. The school is however easily accessible from bus routes.

The school has a student population of 457 of whom approximately 50 per cent are male. According to school sources 75 per cent of student families have a permanent source of income while 25 per cent belong to low income households.

School C (Rural, Type 1C)
The school is located on the Ukuwela-Elkaduwa main road and caters to 19 GN divisions in the area. There are 7 feeder schools (Primary and Junior Schools) within a 6Km radius of the school, from which students come to Grade 6 and sometimes to 10 and 12. The majority of students are from villages within a 2 Km radius and come to school by foot. Around 20 per cent of the students live further than 3 Km away and come to school by bus.

The student population is 260 of which 52 per cent are male. The student population has declined by 10 per cent over the last year and the number of A/Level students declined by 35 per cent. One of the main reasons for this is that those who pass their O/Levels with good results move to schools in the town and

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[56] Information regarding school population over last 2 years and over grades is provided in Annex 3.

so only those with average or bad results remain in school. Most of the students belong to families from farming communities or households involved in cottage industries. Half the families are poor and most are Samurdhi[57] beneficiaries. In fact, it was mentioned by the teachers that 30 per cent of the students could not even afford to buy shoes and therefore wearing shoes is not compulsory in the school. Another notable feature in the school was that out of its 260 students, 50 students had mothers working in the Middle East.

School D (Rural, Type 2)

The school is located 75Km from Matale town and was established for the children of the settlers of the Minipe Ela Irrigation settlement scheme. Transport is available on the main road but other facilities are available in the Hettipola town 16 Km away. 90 per cent of the students reside within 2Km of the school and come to school on internal gravel roads. A few students cycle to school.

The student population is 327 and 49 per cent are male. The student population has been declining over the past 6 years but this is due to the decline in family size in the area. The majority of families are engaged in paddy cultivation and cultivation of other field crops. According to the Principal, 30 per cent of the families are poor and are Samurdhi recipients. It was also mentioned that 15 per cent of the students' mothers have gone for foreign employment to the Middle East.

School E (Remote, Type 2)

The school is located in Puwakpitiya village and caters to children from 4 GN Divisions. The villages around are surrounded by the Knuckles Forest Reserve and no public transport is available from the village except for a private night parking bus in the morning to Laggala and back in the evening. Children are unable to attend outside schools due to the unavailability of transport. However, those who can afford it and have relatives closer to Laggala, Pallegama keep their children with relatives so they can attend the larger school in Pallegama.

The present student population is 124 of whom 47 per cent are male, and this figure hasn't changed significantly over the last 6 year period. 75 per cent of the student families belong to the farming community in the surrounding 4 villages. Lorries come to the village 1-2 times a week to collect vegetables and other products. Incomes are seasonal and approximately 30 per cent of the families are Samurdhi beneficiaries.

School F (Remote, Type 2)

The school is located on a gravel road running interior on the Hettipola-Handungamuwa road and vehicles cannot travel on the road during the rainy season. Wild elephants visit the premises frequently. 80 per cent of the students are from the Weheragalyaya village and 20 per cent from adjoining villages.

The majority of students are from farming families living in the area. Incomes are seasonal and some parents go in search of work during the off season. Wild elephants frequently damage the crops. Approximately 40 per cent of the families are Samurdhi beneficiaries and according to schools sources 20 per cent of the students have a family member working in the Middle East.

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[57] The Samurdhi program is a targeted Poverty alleviation programme in the country.

Kurunegala District

School G (Urban, Type 1C)
This school is located within the municipal limits of Kurunegala and is on the main road to Dambulla and 1.5 Km from the town centre. 60 per cent of the students live within a 2km radius and either walk or come by bus.

It has a student population of 746. This number has steadily declined over the past five years due to preference shown for the national school in town. According to school sources most of the students are from the surrounding municipal area and surrounding villages and belong to different socio-economic backgrounds. Approximately 50 per cent of the students are from middle or lower middle income families and 30 per cent from low income households.

School H (Urban, Type 2)
The school is located approximately 1Km from the main Colombo road and is around 2.5Km from the town centre. Most of the students live within a 2 Km radius of the school and travel there on foot or by bicycle along the gravel road. No public transport is available up to the school.

The school has a student population of 174 of which 61 per cent are males. The majority of students are from low income families (minor employees, skilled and unskilled labourers, and farmers). According to school sources, students of middle income families do not attend this school.

> *"..this school is for the poor who cannot go to the main school in the town. Although this school is close to the town it gets step motherly treatment from the administration."*
>
> (Staff member, *School H*, Urban Type 2)

It was interesting to note that in 50 per cent of the student families, at least one parent was recorded as working in the Middle East. It was mentioned by the teachers that this has had a negative effect on the mental stability of many of these children and as a result on their education as well.

School I (Rural, Type 1AB)
The school is located on the Galgamuwa-Morogollagama road. Approximately 90 per cent of the students are from villages along this road. However, some villages are located further away from the road and distance to school from these villages varies between 5 and 6 Km. No public transport is available and students have to depend on bicycles to come into school.

The student population is 1602 of whom 47 per cent are male. The majority of student families are engaged in agriculture and approximately 30 per cent are low income households. Electricity is not available in around 30 per cent of the villages from which the students come. Here too it was observed that 5-10 per cent of students had mothers working in the Middle East.

This school was an interesting case study as it is under the *Navodya* program. The school has become popular in the area for its facilities, discipline and performance. However, despite its reputation facilities

in this school appeared to be inadequate in a number of instances. Performance though was impressive and above average.

School J (Rural, Type 3)

The school is located on the Maho-Anuradhapura main road approximately 16Km from Maho. Student population is small and comprises 35 students all of whom live within a 2 Km radius of the school and 70 per cent within a 1 Km radius.

The school was initially established by a local politician for socially disadvantaged (low caste) villagers in the area. Families are involved in agricultural work and cottage industry products. Socio-economic conditions are very poor and some live in traditional temporary houses. There is no electricity in their villages and houses are congested. Alcohol related social problems are also common. These factors are not conducive for study.

> *"....Our environment is not good for education. 75 per cent of the males are addicted to illicit alcohol. There are noisy quarrels within families in the evening. Some people put their radios on high. It is difficult to attend to school work in the evening."*
> (O/Level student, School J, Rural, Type 2).

School K (Remote, Type 1C)

The school is located 45 Km away from Maho and 3 Km interior from Jayabima junction off Galgamuwa. The school was established to provide educational facilities to the children of the Usgala Siyamabalagamuwa irrigation settlement scheme. 60 per cent of the students live within a 1 Km radius of the school. There is no public transport available from the main road so the mode of transport is by foot. 20 per cent of the students have bicycles.

The student population comprises approximately 500 students (46 per cent Male). 90 per cent are from farming families and according to school sources around 40 per cent are from the low income category. 10 per cent of the students have family members in foreign employment.

School L (Remote, Type 2)

The school is located 65 Km away from Kurunegala town and 4Km interior from the Galgamuwa-Anuradhapura road. There is no public transport available from the main road and both the male and female teachers come by motor cycle. All the students are within a 2 Km radius of the school and come to school on foot along the gravel roads. A few come on bicycles.

The total student population is 77 and the majority are from farming families or those related in agricultural work. According to the staff, children of middle income or lower middle income families go to outside schools with more facilities and teachers and only poor students attend this school. According to the Principal, 10 per cent of students' mothers have gone abroad resulting in mental instability. These children often have to put up with family disputes and separations.

Moneragala District

School M (Urban, Type 3)
The school is located within the Moneragala town and 1Km from the town centre. Approximately 70 per cent of the students reside within 2-3 Km of the Moneragala town. Students come to school in vehicles with parents or on foot.

The total student population is 886 of whom 80 per cent of the students are from either upper or middle income families and so are capable of contributing to school development.

School N (Urban, Type 1C)
The school is located within the Moneragala town on the main road to Wellawaya. 30 per cent of the students reside within a 1-2 km radius and come to school by foot. Another 40 per cent (approx.) reside between 2-4km from the school and the remaining 30 per cent commute from more than 4 Km away. The school is easily accessible by bus.

The school was originally established as an estate school and has a student population of 602 of whom 99 belong to estate labour families and displaced estate labour. All belong to low income families, and attendance especially of males is poor after Grade 10 as the students go on to work on the estates.

School O (Rural, Type 1AB)
The school is located on the Moneragala-Pottuvil main road and is 28 Km from Moneragala town. 40 per cent of the students reside within 2 km from the school and they usually come by foot. 5 per cent who live further than 5Km away cycle to school while others come by bus or with their parents.

The school has a student population of 1326 of whom 60 per cent are from farming families. Of these, 20 per cent are from very low income households. There were a number of social problems noted in these households- addiction to illicit alcohol by males combined with the fact that a number of females (mothers) were working in the Middle East which have created an unsuitable environment for their children. There were a few cases where young girls left alone were sexually abused. The school has 3 counsellors to help the affected children.

School P (Rural, Type 2)
The school is located within the Siyambalanduwa D.S. division and can be reached from Moneragala-Siyambalanduwa road by travelling 8 km to the interior on the Kotiyagala road. Approximately 70 per cent of the students reside within a 1 km radius and the balance within 2 km. 90 per cent of the students come to school by foot and the balance on their bicycles.

The school has a student population of 139 children of whom 80 per cent are farming families. They come to this school because they cannot afford to attend schools further away. Approximately 40 per cent are Samurdhi beneficiaries.

School Q (Remote, Type 2)
The school is located close to the Moneragala-Ampara district boundary and is remote. Approximately 60-70 per cent of the students reside within 2km and come to school by foot. 20 per cent come on bicycles. The roads are not in good condition and during the rainy season students from distant places cannot cross the streams so the attendance of the schools' drops to 60-70 per cent. Even though all can ride bicycles and many would like to have one they cannot afford it. As a result 22 per cent of the students travel nearly 6km daily by foot.

The school has a student population of 423 and 95 per cent are from farming families. Income is seasonal and many are from very low income households. As a result, drop out rates are high. Females are considered a financial burden on the family, and parents prefer to give them away to someone who can work and feed them. According to students in the Grade 7 class, some of the students (girls) got married and went to live with their partners in Chenas.

School R (Remote, Type 2)
The school is located close to the Monaragala- Ampara district boundary and is on the Ethimale –Kumana road. Most of the students live within a 2-3 Km radius of the school and travel by foot. It was mentioned however that many would prefer to ride bicycles to school.

The present the student population stands at 259 and of which 54 per cent are females. Approximately 95 per cent belong to farming families. Drop-out rates are high for Grades 6 and above due to the above mentioned reasons.

Colombo District

School S (Urban, Type 1AB)
The school is located in the Colombo Municipal area (Colombo -6) and can be reached by many bus routes available in the city. Approximately 60 per cent of students are from the Colombo municipal area and the balance from outside suburbs. Some of the students entered the school through admission from the Grade 5 scholarship exam.

The school has a student population of 2770 of whom only 20 per cent are female. Students are from varying socio-economic backgrounds. The majority fall under the middle income category.

School T (Urban, Type 2)
The school is located in the highly populated municipal zone of Kotahena. The majority of students reside within a 2 Km radius and the rest from less than 3Km and come to school by bus. It was initially established for the children of poor employees of the Catholic Church next door. It is currently run under the Provincial Council's education department. It is a convent and has a student population 390 females. 50 per cent of the students belong to low income families with poor housing and living conditions.

School U (Urban, Type 2)

The school is located in Colombo 05 Municipal zone (Narahenpita). It has a student population of 300 of whom 60 per cent are female. All the students are from low income households and the majority live under poor social conditions in the surrounding colonies. 10-20 per cent of students have mothers working in the Middle East. Family disputes and illegal trades are common in these colonies all of which creates an environment unconducive to study.

School V (Urban, Type 2)

The school is located in the highly populated Colombo 5 area. It started off with 1300 students but today only has a student population of 289 of whom 55 per cent are male. The school has lost its identity among the middle income families as they started to look for more popular schools in the area. The majority (approx 90 per cent) are from low income families living in urban encroachments or colonies. Many students have mothers working in the Middle East and it is common for females to get married and leave school at an early age.

School W (Rural, Type 1C)

The school is located on in the Padukka Divisional Secretary area. Distance from Meepe Junction is approximately 6km and private buses are available from Padukka via Meepe Junction. Approximately 60 per cent of students reside within a 2 Km radius and travel by foot while the remainder come by bus.

The school has a student population of 780 of whom 51 per cent are male. Majority (approx. 75 per cent) of the students are from low income families in the surrounding villages. Though located at the centre of the village only 25 per cent of village students attend this school. The better income students go to attend schools in the town.

School X (Rural, Type 3)

The school is located at a distance of 6km from Meepe-Ingiriya road on the road to Waga. The school has only 29 students who belong to socially disadvantaged poor groups in the area.

Matale District

Table 01

Location	Type	Year	Total		Grade 1-5		Grade 6-9		Grade 10-11		Grade 12-13	
			M	F	M	F	M	F	M	F	M	F
Urban	1ab	2005	747	619	389	270	222	217	87	74	49	58
		2000	662	512	201	205	223	137	106	89	92	81
	3	2005	226	237	-	-	-	-	-	-	-	-
		2000	231	210	-	-	-	-	-	-	-	-
Rural	1c	2005	138	122	-	-	74	86	40	29	24	07
		2000	152	133	-	-	84	76	41	36	27	21
	2	2005	159	168	69	78	61	62	29	28	-	-
		2000	196	193	101	82	86	89	09	22	-	-
Remote	2	2005	58	66	23	28	22	23	13	09	-	-
		2000	60	56	38	27	19	25	03	04	-	-
	2	2005	101	125	34	31	38	68	29	26	-	-
		2000	110	94	5	38	48	48	07	08	-	-

Educational Opportunities for the Poor in Sri Lanka

Kurunegala District

Table 02

Location	Type	Year	Total		Grade 1-5		Grade 6-9		Grade 10-11		Grade 12-13	
			M	F	M	F	M	F	M	F	M	F
Urban	1C	2005	232	272	90	95	92	96	37	32	13	29
		2000	296	310	128	116	113	119	36	53	19	22
			Medium Sinhala				**10 Tamils & 3 Muslim Students**					
	2	2005	106	68	38	26	51	26	19	16	-	-
		2000	94	86	32	29	32	33	20	24	-	-
Rural	1AB	2005	760	842	-	-	342	323	242	231	228	282
		2001	812	611	-	-	341	344	320	349	212	234
	3	2005	14	21	14	21	-	-	-	-	-	-
		2000	01	04	01	04	-	-	-	-	-	-
Remote	1C	2005	232	272	90	95	92	96	37	52	13	29
		2000	296	310	128	116	113	119	36	53	19	22
	2	2005	38	39	19	22	19	20	-	-	-	-
		2000	50	38	28	27	22	11	–	-	-	-

Moneragala District

Table 03

Location	Type	No. of Students
Urban	3	886
	1C	602
Rural	1AB	1326
	2	139
Remote	2	423
	2	259

Colombo District

Table 04

Location	Type	Year	Total		Grade 1-5		Grade 6-9		Grade 10-11		Grade 12-13	
			M	F	M	F	M	F	M	F	M	F
Urban	1AB	2005	2192	578	568	133	680	135	359	27	587	383
		2000	1746	450	475	132	669	70	241	30	361	218
	2	2005	-	391	-	176	-	148	-	67	-	-
		2000	-	384	-	163	-	152	-	69	-	-
Rural	1C	2005	405	376	173	130	120	145	100	71	12	30
		2000	350	315	143	135	123	108	76	49	08	23
	3	2005	19	10	19	10	-	-	-	-	-	-
		2000	38	31	21	12	17	10	-	-	-	-
Urban II*	2	2005	117	182	56	71	44	77	27	34	-	-
		2000	294	218	65	40	94	84	39	36	26	26
	2	2005	160	129	63	50	55	49	22	20		
		2000	149	142	68	70	51	55	30	17		

Note: *   Urban II schools in Colombo are used as a proxy for 'remote' schools and were selected from the schools with students from poorer socio-economic backgrounds.