Country Report
SRI LANKA

Regional Conference on Community Learning Centers (CLC’s)

Life Long Learning for all through CLC’s
(26th -28th September 2012)
1.0 General Information

1.1 Area : 65610 Sq. km²
1.2 Total Population : 20.27 million
1.3 Ethnic Groups : Sinhalese
              Tamil
              Muslim
              Burgher
              Other
1.4 No. of Province : 09
1.5 Literacy Rate : 92.5%
1.6 School Participation rate in Primary level : 99%
1.7 Computer Literacy : 35%
1.8 No. of Schools : 10508
1.9 No. of Universities : 15
The Percentage of admission into Schools the student in Primary stage is 99% in Sri Lanka. Accordingly, the percentage of the children in school going age who haven’t been guided to education is 1% out of the children admitted to schools, some drop out of school without completing school education owing to various reasons. It has been identified that dropping out of school is mainly caused by poverty, negligence of school is mainly cased by poverty, negligence of parents, long distance to school, geographical location, negative attitudes, non acceptance and isolation. As a consequence of this, the literacy rate in Sri Lanka remains at the level of 92.5%.
A need has arisen for the continuation of an island-wide literacy program in respect of the students in the selected areas for the purpose of enhancing the literacy rate up to 100%. Accordingly, the following programmes are implemented by the line Ministry of Education, Sri Lanka with the collaboration of the provincial education Ministry.

1. Creating community awareness
2. Creating an awareness among the pre-school teachers
3. Implementing compulsory Education Committees to guide children to school at regional level.
4. Conducting surveys to identify the children haven’t entered education
The following programs are underway for improving the literacy education.

- Basic Literacy Programs.
- Functional Literacy Programs.

Basic Literacy programs are conducted in favour of the children within the age group of 5-14 years who have never been admitted to school and for those who drop out of school while Functional Literacy classes are conducted with an idea of providing opportunities for school leaving children, young people and elders with poor literacy to obtain the literacy while engaging in some kind of profession.
The resource persons for these programs are the instructors who have obtained higher education, special training and experiences and who are residing in the areas where courses are conducted.

The Basic Literacy Program has been recognized as the most effective and efficient one out of the aforesaid literacy programs.

The significance of these programs is that both male and female students enroll in these on full time basis and these programs are conducted throughout the country.
<table>
<thead>
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<th>Name of the Programme</th>
<th>Number of Units</th>
<th>Number of Participants</th>
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<td>Basic Literacy Classes</td>
<td>438</td>
<td>582</td>
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<td>Functional Literacy Classes</td>
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2.1.1 Participation of the boys and girls who do not attend school and who belong to the age group of 5-14 years the period of compulsory education.

2.1.2 Provision of educational opportunities to the children living in disadvantaged conditions (Street Children, children who lost their parents, children whose parents are abroad).

2.1.3 Providing opportunities to improve literacy education of the children living in geographically isolated areas.

2.1.4 Providing educational opportunities also to the students with special needs who lacks literacy.
2.2 Innovative points of the programme particularly linking to life long learning

2.2.1 Providing opportunities to those with poor literacy to obtain education individually at home with the assistance of well educated persons.

2.2.2 Providing educational facilities to children with practical difficulties to reach the centres by sending instructors to their homes.

2.2.3 Providing appropriate transport facilities to the children with transport difficulties to reach the centres.

2.2.4 Providing opportunities to get additions to a formal school after reaching the level of passing in the literacy class.

2.2.5 Providing opportunities to obtain vocational training after exceeding the age limit of compulsory education.

2.2.6 Implementing optional programmes to provide literacy for the parents of the children in literacy classes.

2.2.7 Creating the background necessary for the promotion of living surrounding and social status through the education obtained.
2.3 Challenge: lesson learnt from the programme

2.3.1 Motivation students participation in the basic literacy classes.

2.3.2 Keeping the students in the literacy classes till they obtain the expected level of literacy.

2.3.3 Admission of the student who obtained basic literacy to a formal school.

2.3.4 Seeking the assistance of parents to admit the children in these classes to a formal school.

2.3.5 Providing frequent training programmes to the instructors of literacy courses as they are recruited on a temporary basis.

2.3.6 Inadequacy of the allowance paid to the course instructors.

2.3.7 Limited financial provisions for this programme.
Measures to be taken to overcome the Challenges

- Creating community awareness and broadening community relationships
- Seeking assistance from other Governmental and non Governmental organization.
- Providing the learning- teaching instructional manual to the instructors of literacy classes.
- Taking measures to increase annually the allowance paid to the literacy instructors.
- Amendment to the structure of the monitoring committees in charge of compulsory education.
Various programmes are undertaken by the government to address poverty in
the low-income communities in Sri Lanka. In this regard, a large number of
programmes have been introduced by the Ministries such as the Ministry of
Vocational and Technical Training, the Ministry of Youth Affairs, the Ministry
of Economic Development, the Ministry of Samurdhi, the Ministry of
Education, the Ministry of Finance and Planning, the Ministry of Fisheries
and the Ministry of Employment of Labour etc. This are island wide
programmes with much emphasis to those living in low-income areas.

3.1 Any Innovative and remarkable project/cases to reduce poverty (any sector)

- Samurdhi Development programme
- Nenasala Programme

3.1.1 Education

- Providing, from primary stage to the level of tertiary education. The facilities of free Education.
- Free distribution of school text books to students.
- Free distribution of uniform material to students.
- Providing the school children with mid-day meal free of charge.
- Providing transport facilities to students on concessionary basis.
- Providing computers to students free of charge.
3.1.2 Agriculture

- Providing fertilizer subsidy.
- Providing low-income families with plant and seeds to cultivate.
- Providing cultivation loans.
- Improvement of rivers/tanks.

3.1.3 Technical Knowledge

- Providing rural community with the opportunity to obtain knowledge and training in computer technology through "Nenasala Programme".
- Granting opportunities to gain understanding on various matters through the provision of internet facilities.
- Providing knowledge and skills necessary for effective utilization of rural resources.
3.1.4 Road development

- Providing opportunities to duly transport in a safe manner the goods and services at a low price by means of developing highways and rural road.

3.1.5 Samurdhis Development programmes/ Divi Naguma programme

- Providing opportunities to low-income communities to engage in small enterprises and to sell their product.
- Improving the knowledge to marketing.
- Introducing banking systems to increase savings of rural community.
- Providing loan facilities and act in accordance with the views of the rural community when managing loans.
- Providing relief/ assistance required in housing development.
3.2 Innovations and New approaches through CLC’s to reduce poverty

3.2.1 Community awareness (use of innovative knowledge). New information on Agriculture, Fisheries Industry, Animal Husbandry.

3.2.2 Providing opportunities to use computer technology.

3.2.3 Providing the required training for the production of goods.

3.2.4 Extending market facilities to sell goods.

3.2.5 Organizing classical and aesthetic programs for personality development of rural community.

3.2.6 Creating awareness in environmental conservation.

3.2.7 Implementation of Functional Literacy Programmes.

3.2.8 Implementation of various development programmes at the community learning centers with the consent of the community. (Environment, Health, Medicine, Music, Dancing etc)

3.2.9 Implementing vocational training programs for the detainees of the center.
4.0 New Contents of Life skills
Skill Development in Sri Lanka

4.1 Current contents of Life skills/ Skill development in Sri Lanka
Under formal education and Non formal education
Training courses are conducted under Non-Formal Education (Sewing clothes, Batik product, patchwork, Curtain making, Embroidery, Creating designs, Repairing domestic electric equipment, Welding works, Beauty culture and hair dressing, Cooking, Bakery product, Use of language etc)

4.1.1 Measures are taken to teach the subject practical Technical skills for Grade 6-9 in the formal School

4.1.2 Actions have been taken to further broaden the technical skills in the curriculum for Grade 10 and 11

4.1.3 Opportunities are granted to select technical courses based on the preference of the students.
4.2 New contents of life skills development required for future in Sri Lanka.

- Enterprise Education
- NVQ programmes.
Thank you

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Ministry of Education
SRI LANKA