No. 1

BASIC DESIGN STUDY REPORT
ON
THE PROJECT
FOR
EXPANDING THE NATIONAL INSTITUTE OF EDUCATION
IN
THE DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA

AUGUST 1989

JAPAN INTERNATIONAL COOPERATION AGENCY

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PREFACE

In response to a request from the Government of the Democratic Socialist Republic of Sri Lanka, the Government of Japan has decided to conduct a Basic Design Study on the Project for Expanding the National Institute of Education and entrusted the study to the Japan International Cooperation Agency (JICA).

JICA sent to Sri Lanka a survey team headed by Mr. Noriaki Sagara, Deputy Director of Overall Planning and Co-ordination, National Institute for Educational Research, Ministry of Education, Science and Culture, from February 18 to March 9, 1989.

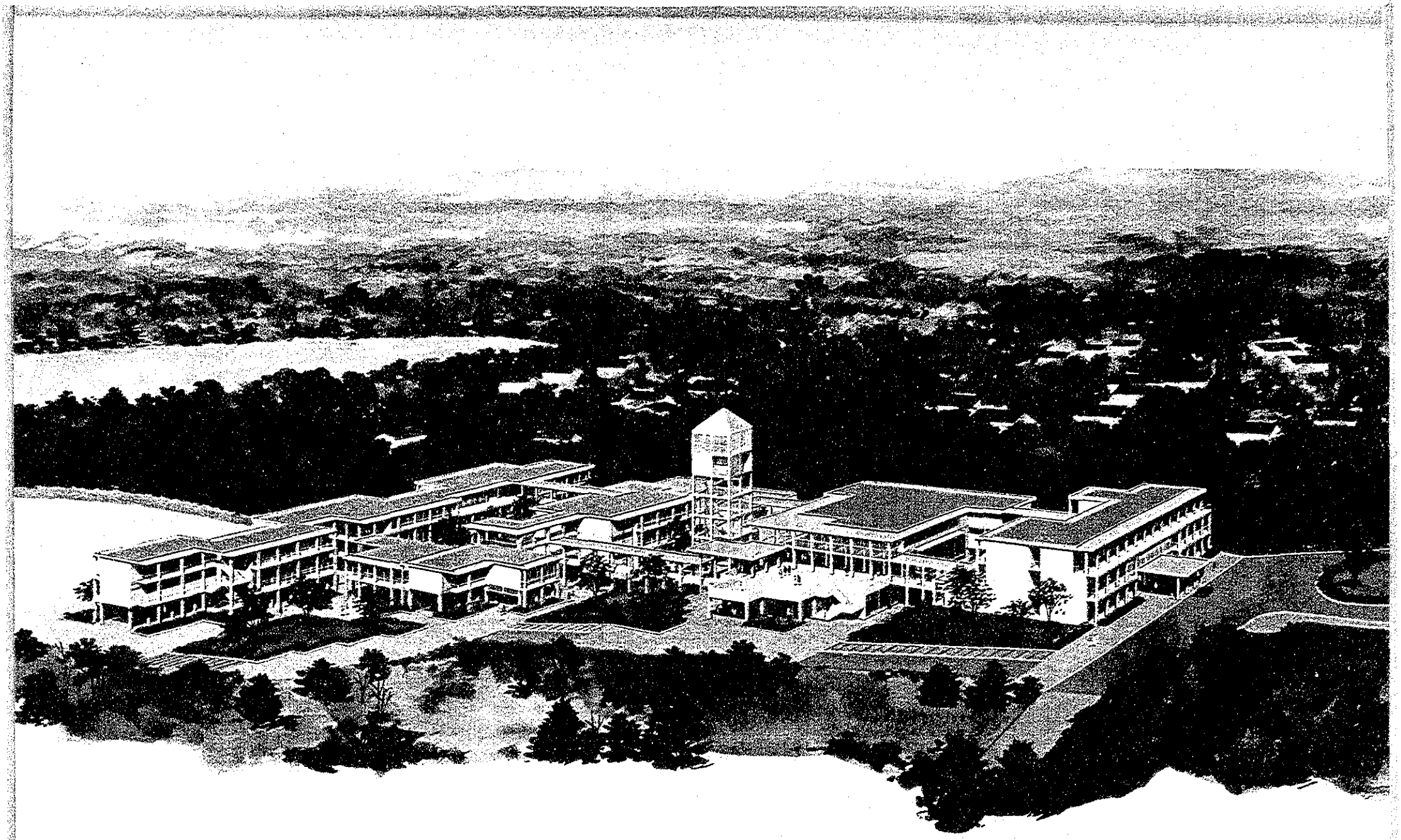
The team exchanged views with the officials concerned of the Government of Sri Lanka and conducted a field survey in Maharagama, Colombo District. After the team returned to Japan, further studies were made. Then, a mission was sent to Sri Lanka in order to discuss a draft report and the present report has been prepared.

I hope that this report will serve for the development of the Project and contribute to the promotion of friendly relations between our two countries.

I wish to express my sincere appreciation to the officials concerned of the Government of the Democratic Socialist Republic of Sri Lanka for their close cooperation extended to the team.

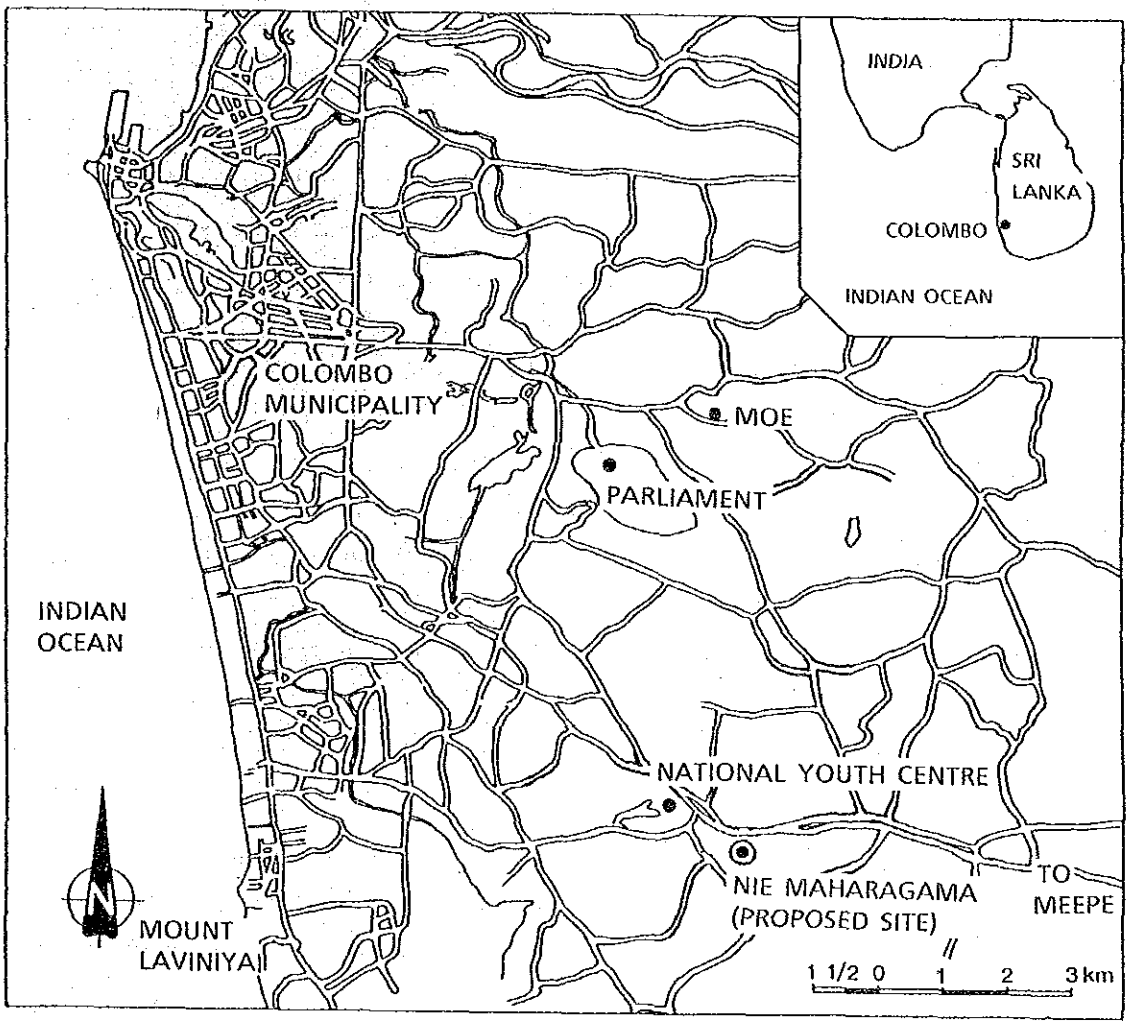
August, 1989

Kensuke Yanagiya
President
Japan International Cooperation Agency



THE NATIONAL INSTITUTE OF EDUCATION IN THE DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA

LOCATION MAP



SUMMARY

The Government of Sri Lanka has long been developing and promoting its national system of public education by providing educational opportunities for all through free education and education in mother tongue and has achieved one of the highest literacy rates among developing countries of 86.5%. In contrast, attempts to stimulate economic development have so far failed to achieve the intended results due to inadequate manpower development, in turn caused by the lack of a qualitative improvement of education despite the high literacy rate and the high enrolment ratios.

The Government of Sri Lanka established the National Institute of Education (NIE) in 1986 by integrating various organizations engaged in educational training, research and curriculum and teaching material development, etc. under the supervision of the MOE and located in various places in order to promote the development of education in the country. The purpose of this integration was the efficient coordination of such diverse activities as curriculum development for the promotion of primary and secondary education, the training of teachers and educational administrators and the adoption of new media as part of educational activities, etc. by the central locationing of all the relevant organizations while also aiming at the further expansion of these activities. The intended activity expansion, however, is almost impossible with the present facility, equipment and staff members as the facilities and equipment of the main Maharagama Campus where NIE's major facilities are concentrated are both inadequate and deteriorated.

Against this background, the Sri Lankan Ministry of Education, Cultural Affairs and Information (MOE) prepared the Project for Expanding the National Institute of Education to consolidate the research and training activities of the NIE by converging as many of NIE's scattered organizations as possible at Maharagama and expanding the facilities, equipment and staff members of the Maharagama Campus and also to establish the NIE as the central organization in educational training and research in Sri Lanka and the Government of Sri Lanka subsequently made a request to the Government of Japan for the provision of grant assistance for the Project.

In response to this request, the Government of Japan sent the Grant Assistance Preliminary Study Team to Sri Lanka to confirm the contents and background of the request, to study the details and progress of the MOE's NIE improvement

plan and to confirm the order of priority and appropriateness of the request for grant assistance.

The Study Team concluded that the importance and urgency of the Project were understandable and that the implementation of the Project will assist the promotion of the spirit of self-reliance among the Sri Lankan people and contribute to both the development and improvement of the educational environment. The Study Team also concluded that while responsible and continuous efforts on the part of the Sri Lankan side can be expected, an early response to the request is desirable in order to implement the Project with the grant assistance of the Government of Japan despite certain problems, including that of Sri Lanka's political instability.

Based on the results of the Preliminary Study, The Government of Japan decided to conduct the Basic Design Study and the Japan International Cooperation Agency (JICA) was commissioned to send the Basic Design Study Team to Sri Lanka for the period of 20 days between February 18 and March 9, 1989. JICA then supervised the basic design of the planned facilities, equipment selection and maintenance plan preparation, etc. based on the findings of the Basic Design Study Team and the subsequent domestic study and sent the Basic Design Draft Final Report Explanation Team to Sri Lanka for the period of 9 days between June 8 and June 16, 1989.

The responsible organization and implementation agency for the Project are the MOE and NIE respectively. The NIE is under the supervision of the MOE and is regarded as the central institute responsible for training and research in the field of education in accordance with MOE initiatives. The NIE is composed of the following 8 divisions and sections under the leadership of the Director General and Deputy Director General.

- Professional Development of Educational Personnel Division
- Curriculum Design and Development Centre
- Educational Technology Division
- Evaluation Division
- Administration and Finance Division
- Secretarial and General Services Section
- Planning Section
- Research Section

The NIE currently has a total of 438 members which is planned to be increased to 710 in fiscal 1989. The number of members to be assigned to the facilities

planned under this Project is 316 according to the 1989 plan. The planned main activities of the NIE will be as follows.

1) Professional Development of Educational Personnel Division

   ① Staff College for Educational Administration
   educational management training and research

   ② Higher Institute for English Education
   English academic/ professional training (for senior teachers and teacher educators in English of teacher's college and colleges of education)

   ③ Institute of Distance Education
   teacher training (for non-graduate un-trained teachers)

   ④ Institute of Teacher Education
   teacher training (for un-trained graduate teachers) and training to teacher educators of teacher's colleges, and special education teacher training

   ⑤ Institute of Aesthetic Education
   aesthetic education training and research

2) Curriculum Design and Development Centre
   curriculum and teaching material research and development and curriculum design and development training

3) Educational Technology Division
   educational document and information management, computer teaching material development and related training, audio-visual teaching material development and related training and publishing and distribution of educational textbooks and reports

4) Evaluation Division
   evaluation of pupil achievement at various level

5) Administration and Finance Division
   general administration

6) Secretarial and General Services Section
   provision of assistance to the Council, Academic Affairs Board and special committees

7) Planning Section
   provision of guidelines for activity plans, planning of annual activity plans and staff training

8) Research Section
educational research and studies

Of the above, the divisions and sections to be housed in the facilities planned under this Project are : the Staff College for Educational Administration, Institute of Distance Education, Institute of Teacher Education, Educational Technology Division, Administration and Finance Division's External Services Section, Secretarial and General Services Section, Planning Section, and Research Section.

The planned project site is in the western part (approximately 2.8ha) of the NIE's Maharagama Campus which is owned by the MOE and located some 16km south by southeast of Colombo. 70% of the NIE's facilities are concentrated on the Maharagama Camps which has over 50 large and small buildings, some 30 of which are located on the project site. The Campus has an irregular shape with a total area of some 8.86ha and a difference in ground level as large as 20m. The planned buildings are outlined as follows.

<Phase 1>

- Headquarters Building
  houses rooms relating to the Director General, Deputy Director General, Assistant Director Generals, the Secretarial and General Services, Planning and Research Section
  Director General's office, Deputy Director General's office, Assistant Director Generals' offices, Directors' offices, Consultants' offices, Academic Staff offices, Non-academic Staff offices and discussion rooms, etc.

- Library and Information Building
  houses rooms relating to the Library and Documentation, Publication and Special Education Resource Centre
  Directors' offices, Academic Staff offices, Non-academic Staff offices, stack room, reading rooms, training room, behaviour monitoring room and examination rooms,etc.

<Phase 2>

- Working Building
  houses rooms, workshops and laboratories relating to the Computer Education, Audio Visual Medial Centre and Curriculum Design and Development Centre
  Directors' offices, Academic Staff offices, Non-academic Staff offices, computer training room, software development room, Consultants' rooms,

studio, teaching material production room, science laboratories and workshops (domestic science, handicrafts and metalware),etc.

- Training Building
  houses rooms relating to the Staff College for Educational Administration, Institute of Distance Education and Institute of Teacher Education
  Directors' offices, Consultants' offices, Academic Staff offices, Non-academic Staff offices, training rooms, staff rooms and course material distribution room, etc.
- Covered Way, etc.
- Total Floor Area : approaximately 9,990 m^2

The planned equipment to be provided includes general training equipment, audio-visual equipment, laboratory and workshop equipment and printing equipment.

The required construction periods will be 12 months for the first phase and 12 months for the second phase with a 3.5 month overlapping period.

The implementation of the Project is expected to have the following effects.

1) The number of personnel employment in Department and Institutions under the MOE and school principals and deputy principals undergoing educational management training courses will be increased from 300 to 460 a year, developing educational administration and management and assisting the qualitative upgrading of education.
2) The professional training of un-trained primary and secondary school teachers in service (a total of some 37%) will be expanded. The accelerated increase of the number of properly trained and qualified teachers will facilitate the qualitative upgrading of education.
3) The strengthened development efforts vis-a-vis suitable curricula and teaching materials for primary and secondary education will make the qualitative upgrading of education possible.
4) The provision of education with little difference among districts will be promoted throughout the country by the increased number of trained and qualified teachers and the promotion of special education for the handicapped pupils, etc.
5) A strong relationship between the facilities will be achieved with the rearrangement and expansion of the facilities of the Maharagama Campus, stimulating the activities of the NIE. Moreover, the provision of the

achievements of the NIE's stimulated activities to other similar institutes in Sri Lanka will vitalize their activities and will also assist in the establishment of new educational policies and guidelines aiming at the upgrading of the quality of Sri Lankan education.

It is expected that the Project will not only contribute to the qualitative improvement of primary and secondary education in Sri Lanka through the consolidation and expansion of the NIE's training and research activities but will also contribute to the fostering of capable manpower, thereby promoting sound social and economic development in Sri Lanka.

In view of the Project's expected contribution to the Sri Lankan economy and society, the provision of grant assistance for the Project by the Government of Japan is deemed appropriate. Furthermore, it is desirable that technical cooperation also be provided by sending experts from Japan to Sri Lanka in view of making the NIE function more efficiently.

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LIST OF ABBREVIATIONS

A/V	Audio Visual
CAI	Computer Assessed Instruction
CAL	Computer Assessed Learning
CEB	Ceylon Electricity Board
DOER	Department of External Resources
GCE A/L	General Certificate of Education (Advanced Level) Examination
GCE O/L	General Certificate of Education (Ordinary Level) Examination
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
LEC	Lanka Electricity Company Ltd.
MOE	Ministry of Education, Cultural Affairs and Information
MOF	Ministry of Finance and Planning
MOHE	Ministry of Higher Education, Science and Technology
NIE	National Institute of Education
OHP	Over Head Projector
SIDA	Swedish International Development Authority
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Internaitonal Children's Emergency Fund

CHAPTER 1 INTRODUCTION

CHAPTER 1 INTRODUCTION

Sri Lanka began to develop and improve its national system of public education well before its independence by expanding education in mother tongue and by providing educational opportunities for all through free education. These efforts have resulted in not only an improvement of school enrolment ratios but also one of the highest literacy rates among developing countries of 86.5%.

In recent years, the Government of Sri Lanka has been promoting economic development with particular emphasis on the vitalization of agriculture, Sri Lanka's main industry, the advancement of industrialization by the utilization of the vitality of the private sector and exports. Attempts to stimulate economic development, however, have so far failed to achieve the intended results, partly because of the poor socio-economic infrastructure and partly because of inadequate manpower development, in turn caused by the lack of a qualitative improvement of education despite the high enrolment ratios and literacy rates.

To improve the situation, the Government of Sri Lanka enacted the National Institute of Education Act in 1985 and established the National Institute of Education to promote the development of education in the country.

The National Institute of Education (NIE), Sri Lanka, the main campus of which is located in suburban Colombo at the former Maharagara Teachers' College campus, was opened in January, 1986 to integrate the various organizations related to educational research, teacher training and teaching material development under the supervision of the MOE which were scattered around the country. The purpose of this integration was the efficient coordination of such diverse activities as curriculum development for the promotion of primary and secondary education, the training of teachers and educational administrators and the adoption of new media as part of educational activities, etc. by the central location of all the relevant organizations while also aiming at the further expansion of these activities.

In view of the fact that no expansion of the NIE's activities can be expected with its present facilities, equipment and staff due to facility and equipment deterioration and shortage, the Government of Sri Lanka prepared the Project for Expanding the National Institute of Education and subsequently requested the

Government of Japan's provision of grant assistance for facility construction and educational equipment supply.

In response to this request, the JICA sent the Grant Assistance Preliminary Study Team headed by Mr. Shigeo Miyamoto, Director of Overall Planning and Co-ordination, National Institute for Educational Research, Ministry of Education, Science and Culture, to Sri Lanka for the period between September 3rd and 22nd, 1988 to study the background of the request, the details and current stage of progress of the NIE Expanding Project and the degree of priority and suitability of the Project for the grant assistance of the Government of Japan.

Based on the results of the Preliminary Study, the Government of Japan decided to conduct the Basic Design Study and entrusted the Japan International Cooperation Agency (JICA) to send the Basic Design Study Team headed by Mr. Noriaki Sagara, Deputy Director of Overall Planning and Co-ordination, National Institute for Educational Research, Ministry of Education, Science and Culture, to Sri Lanka for the period between February 18th and march 9th, 1989.

The main items of the Basic Design Study conducted in Sri Lanka were as follows.

1) Confirmation of the contents of the Government of Sri Lanka's request and the background of the request.

2) Study on the project implementation agency and related organizations/ agencies.

3) Confirmation of the NIE's activities.

4) Survey on the project site and the conditions of the project-related infrastructure.

5) Examination of the proposed functions and size of the facilities and technical points relating to construction work.

6) Reference study on similar facilities and equipment.

7) Consultations with government agencies involved in construction work.

8) Study on the project implementation schedule and budgetary measures to be taken by the Government of Sri Lanka.

9) Collection of data and information required to estimate the project cost.

Following the completion of the various studies required for the preparation of the Basic Design and consultations with Sri Lankan officials, the Basic Design Study Team agreed with the Government of Sri Lanka on the project contents, implementation agency, project site and the scopes of work to be separately undertaken by the two governments, etc. The basic agreements were compiled in the Minutes of Discussions which were then signed and exchanged by Mr. Noriaki Sagara, leader of the Basic Design Study Team, representing the Japanese side and Mr. Walter Laduwahetty, Secretary, Ministry of Education, Cultural Affairs and Information, representing the Sri Lankan side on February 27th, 1989.

Based on the domestic analysis of the field study results, the Basic Design Study Team compiled the Basic Design and the Government of Japan then sent the Basic Design Draft Final Report Explanation Team headed by Mr. Shigeo Miyamoto, Director, Department of Overall Planning and Co-ordination, National Institute for Educational Research, Ministry of Education, Science and Culture to Sri Lanka for a period between June 8th and June 16th, 1989.

While the Draft Final Report Explanation Team confirmed the contents of the Basic Design with the Sri Lankan officials concerned and agreement was reached, as the Sri Lankan side made a proposal to reopen the Maharagama Teachers' College at part of the NIE Maharagama Campus which is outside the planned project area for the grant assistance and as this proposal was contrary to the basic policy of the Project which intends the centralization of as many NIE divisions as possible at Maharagama by utilizing the existing facilities and also the expansion of facilities, equipment and manpower, the Team returned home without exchanging the Minutes of Discussions.

As the Sri Lankan side later withdrew the said proposal which was contrary to the basic policy in writing, the NIE Maharagama Campus and all the existing facilities became available for the sole use by the NIE. Consequently, both parties compiled the matters mutually agreed upon in the Minutes of Discussions on the Draft Final Report of the Basic Design Study which were then exchanged by Mr. Hideo Yasuki, Resident Representative, JICA Sri Lanka Office, representing the Japanese side and Mr. Walter Laduwahetty, Secretary, Ministry of Education, Cultural Affairs and Information, representing the Sri Lankan side on July 17, 1989.

The present report compiles the results of all the preceding studies.

The list of the study team members, list of those interviewed and copies of the Minutes of Discussions are given in the Appendices.

CHAPTER 2 BACKGROUND OF THE PROJECT

CHAPTER 2 BACKGROUND OF THE PROJECT

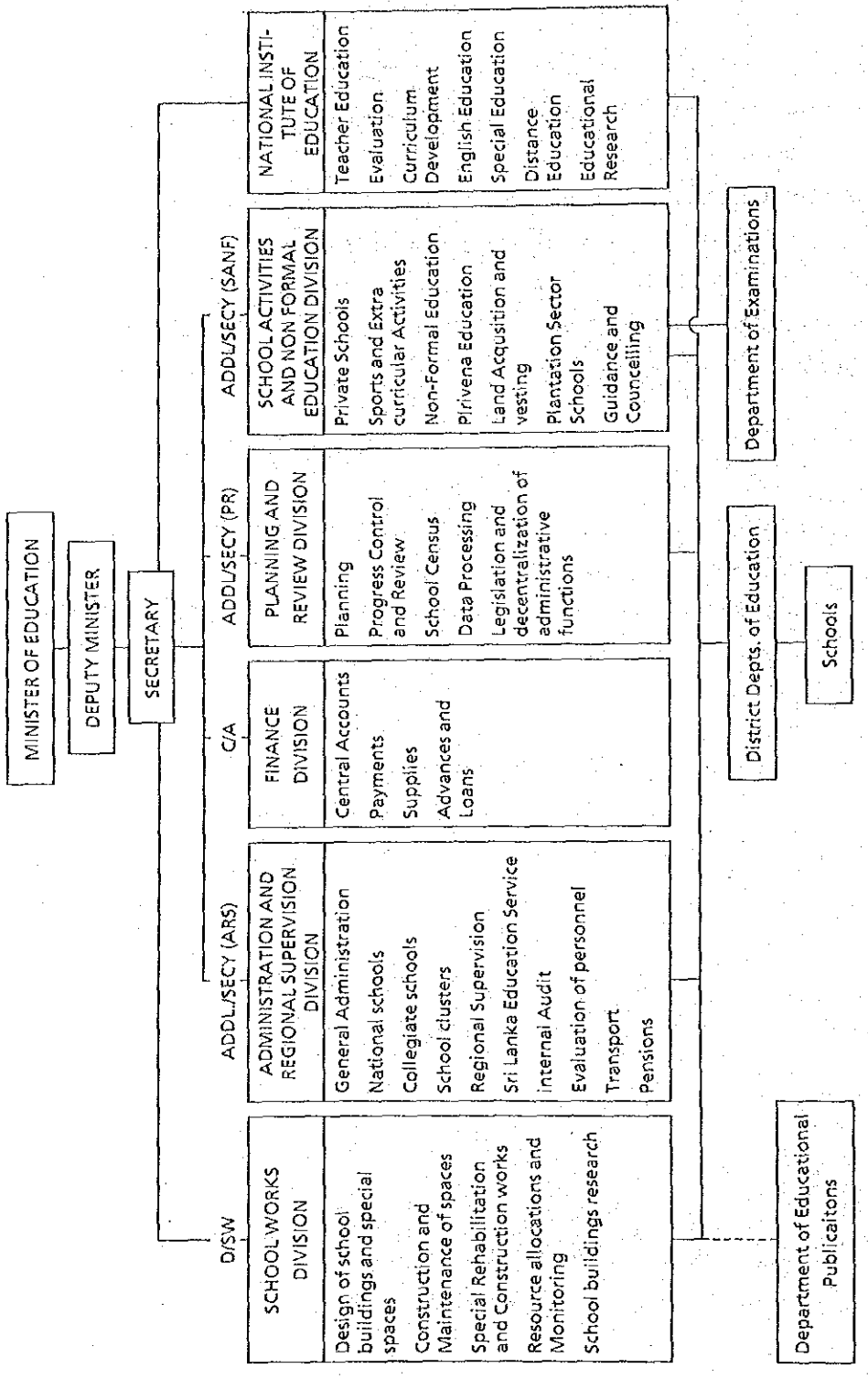
2.1 Outline of Society and Education

Sri Lanka has long been promoting a policy of economic development, the priorities of which are given to the vitalization of agriculture as Sri Lanka's main industry, the advancement of industrialization by utilizing the energy of the private sector and the increase of exports. For the successful implementation of this policy, the improvement of the general educational standard, substantial manpower development in all fields and the fostering of experts have become increasingly important in addition to the consolidation of the socio-economic infrastructure.

Sri Lanka's educational system was firmly established long ago under British rule and strenuous efforts were made to establish schools and colleges of various levels throughout the country. Formal education has been provided in mother tongue, in addition to English, for many year. The current system of free education from the Kindergarten to the University began in 1945 as well as teaching in mother tongue was introduced, providing wide educational opportunities for all.

Since independence in 1948, the Government of Sri Lanka has continuously attempted to improve the enrolment ratios for different cycles of education and the present literacy rate of 86.5% is exceptionally high among developing countries.

Fig. 2-2-1 Former Ministry of Education Organization Chart



2.2 Educational Conditions

2.2.1 Educational Administration

The authorities involved in educational administration are the Ministry of Education, Cultural Affairs and Information (MOE) and the Ministry of Higher Education, Science and Technology (MOHE). In addition, the Ministry of Youth Affairs and Sports and the Ministry of Labour and Social Welfare are both involved in vocational training/education. Although the current jurisdictions of these authorities are not entirely clear due to reorganization in February, 1989, they are outlined below.

(1) Ministry of Education, Cultural Affairs and Information

The MOE was established in February, 1989 by integrating the Ministry of Educational Services with the Ministry of Education and adding the Cultural Affairs and Information Division and it has the following jurisdiction.

- Former Ministry of Education
  Primary and secondary (non-vocational) education, non-formal and adult education and the training of primary and secondary school teachers, etc.

- Former Ministry of Educational Services
  Provision of school buildings, teaching equipment and furniture, etc., distribution of free textbooks and provision of school meals, etc.

- Cultural Affairs and Information Division

The organization of the new MOE and the actual structure of the Cultural Affairs and Information Division have not yet been announced. The National Institute of Education (NIE) which was set up as a corporation under the supervision of the former Ministry of Education is now under the supervision of the new MOE (see Fig. 2-2-1 for the organization of the former Ministry of Education).

Sri Lanka has a total of 25 administrative districts, including those in the Northern and Eastern Provinces where the question of automony has been posing a serious problem for the Central Government. In each district, the Regional Department of Education acts as the local office of the MOE.

The Regional Department of Education employs Circuit Education Officers (CEOs) and maintenance staff who are under the control of the Regional

Table 2-2-1 Education Districts / Sub-Districts

Province	District/ Sub-District
1. Western Province	1. Colombo
	2. Homagama
	3. Gampaha
	4. Minuwangoda
	5. Kalutara
2. Central Province	6. Kandy
	7. Matale
	8. Nuwara Eliya
3. Southern Province	9. Galle
	10. Matara
	11. Tangalle
4. North East Province	12. Jaffna
	13. Kilinochchi
	14. Mannar
	15. Mulativu
	16. Vavuniya
	17. Batticaloa
	18. Ampara
	19. Kalmunai
	20. Trincomalee
5. North West Province	21. Kurunegala
	22. Kuliyapitiya
	23. Nikaweratiya
	24. Puttalam
	25. Chilaw
6. North Central Province	26. Anuradapura
	27. Polonnaruwa
7. Uva Province	28. Bandarawela
	29. Moneragala
8. Sabaragamuwa Province	30. Ratnapura
	31. Kegalle

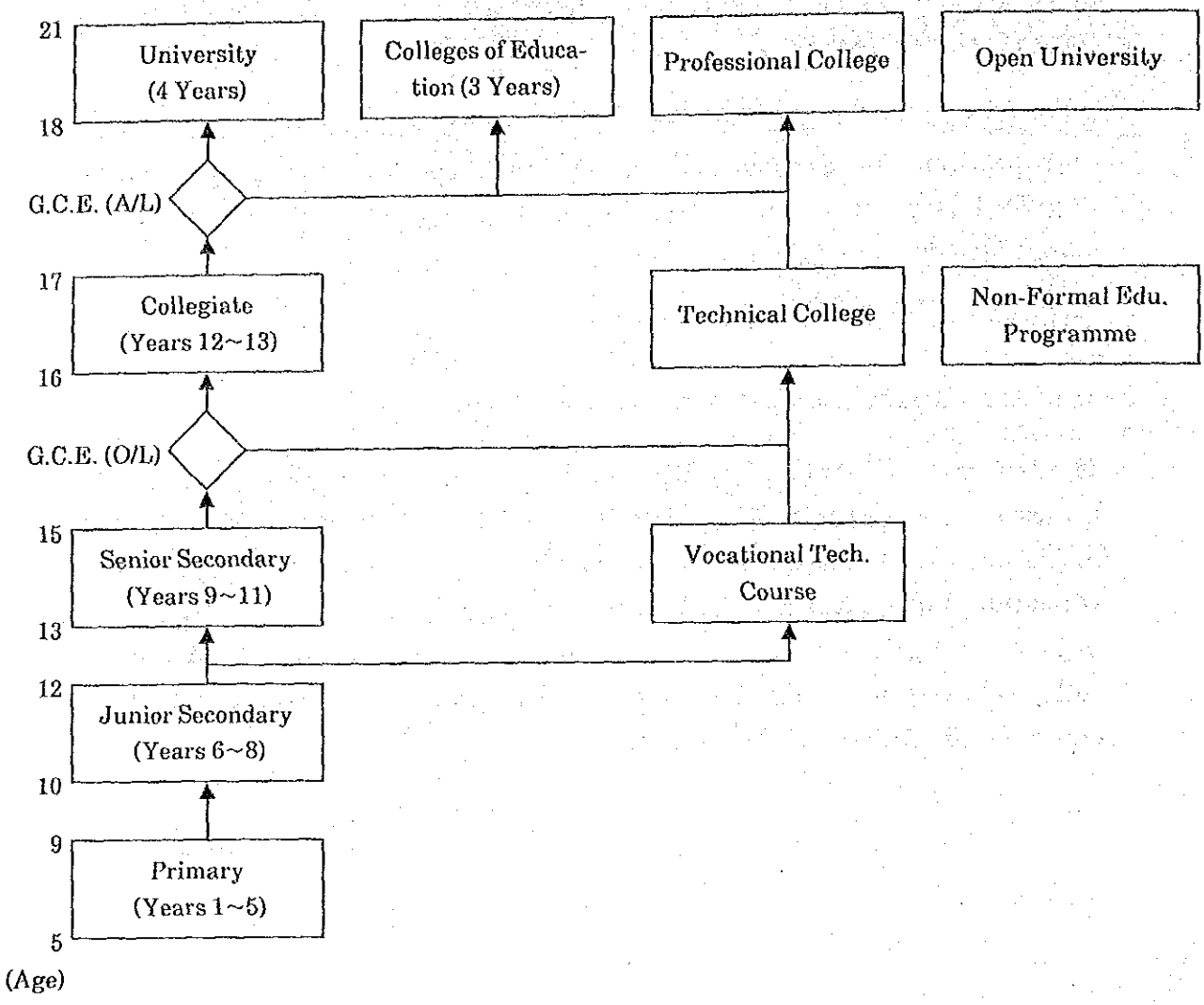
Director of Education (RDE). In the case of a large district, such as Colombo, sub-offices are established under the Regional Department of Education and there are a total of 31 Education Districts/Sub-Districts throughout the country (see Table 2-2-1).

Each Education District/Sub-District is divided into circuits, each of which controls some 30 - 40 schools. The CEO of the respective circuit represents the Regional Department of Education and is responsible for educational administration and guidance for schools.

(2) Ministry of Higher Education, Science and Technology

The Science and Technology Division was added to the Ministry of Higher Education in February, 1989 and the MOHE is now responsible for both higher education and technical and vocational education. At present, higher educational institutions in Sri Lanka consist of 8 universities, 1 college, 1 open university, 1 private medical college and 7 institutes. The number of technical colleges has been rapidly increasing in recent years and there are currently 10 Grade I and 13 Grade II technical colleges.

Fig. 2-2-2 System of Education / Training



2.2.2 Educational System

The educational system in Sri Lanka is largely divided into 3 types, i.e. general education, higher education and technical/vocational education, as shown in Fig. 2-2-2.

General education consists of 5 years of primary education, 3 years of junior secondary education, 3 years of senior secondary education and 2 years of collegiate education. Primary education commences at the age of 5.

The first half of primary education emphasises the 3 R's, i.e. reading, writing and arithmetic, while such subjects as religion, mathematics, social study, aethetics and English are taught in the second half.

The curricula changes little in the 6 years of secondary education. However, domestic science and vocational/technical education have been included in senior secondary education nationwide since 1988 to prepare pupils for adult life. The General Certificate of Education (Ordinary Level) Examinations are held at the end of senior secondary education (11th Grade) and pupils qualify for either collegiate education or technical colleges depending on the examination results.

Collegiate education consists of 3 elective courses, i.e. science, commerce and arts. Pupils qualify for higher education depending on the results of the General Certificate of Education (Advanced Level) Examinations which are held at the end of the 2 year period of collegiate education.

Primary, junior secondary and senior secondary schools are not necessarily separated from each other and many senior secondary schools are combined with junior secondary and primary schools while many junior secondary schools are combined with primary schools. According to fiscal 1987 statistics of the Ministry of Education, the number of schools is as follows.

Total Number of Primary and Secondary Schools	9,714 (100%)
1. Primary	3,639 (37.5%)
2. Primary + Junior Secondary	1,003 (10.3%)
3. Primary + Junior Secondary + Senior Secondary	3,212 (33.1%)
4. Primary + Junior Secondary + Senior Secondary + Collegiate	1,505 (15.5%)
5. Junior Secondary + Senior Secondary + Collegiate	355 (3.6%)

Table 2-2-2 Pupil Population Census

1. Primary and Secondary Education (1987)

Cycle	Total No. of Pupil	Pupil Population by School Year (Person)		Repeaters (%)	Drop-out (%)
Primary	1,993,994	Year 1	426,203	8.0	-
		2	426,073	9.6	2.1
		3	399,308	9.4	2.5
		4	387,923	9.7	3.9
		5	354,487	8.5	5.5
Junior Secondary	877,453	Year 6	317,958	6.4	6.4
		7	295,135	6.6	6.6
		8	264,360	4.6	7.1
Senior Secondary	796,986	Year 9	235,841	3.6	8.1
		10	213,330	1.6	-
		11-1	217,802	-	-
		11-2	130,007	-	-
Collegiate	164,762	Year 12	67,170	-	-
		13-1	59,201	-	-
		13-2	38,391	-	-
Total	3,833,159				

2. Higher Education(1985)

Cycle	Enrolement in Cycle (Person)
Higher Education	
University, College etc.	24,739
Distance Education by University	9,851
Others	21,430
Total	56,020

99% of all primary, junior secondary and senior secondary schools are state schools and private schools account for less than 1% of the total number of schools. Since free education is also guaranteed by most of these private schools, however, they are also under the direct control of the MOE. While most primary, junior secondary and senior secondary schools are mixed, one-third of the schools in Colombo are single sex schools. In general, large schools with a long history tend to be single sex schools, having inherited the old British system. In addition, schools are also divided into Sinhalese, Tamil and Muslim schools reflecting the multi-racial and multi-religious background of Sri Lanka. Sinhalese schools use the sinhalese medium while Tamil and Muslim schools use Tamil as the main medium. The ratio of the former is 73% and that of the latter is 26% as shown below. The remaining 1% uses both mediums.

	Male Schools	Female Schools	Mixed	Total
Sinhalese Schools	95	130	6,844	7,069
Tamil Schools	28	29	1,861	1,918
Muslim Schools	11	20	639	670*
Total	134	179	9,344	9,657

Source: Ministry of Education Statistics: 1986 TAB. 02

* Of the 670 Muslim schools, 648 use Tamil while the remaining 22 schools use both Sinhalese and Tamil.

2.2.3 Pupil Population and Enrolment Ratios

(1) Pupil Population

Table 2-2-2 shows the pupil population at each level of education as of 1987. The small number of pupils for collegiate and higher education vis-a-vis the number for primary, junior secondary and senior secondary education can be explained by the fact that collegiate and higher education are strongly considered elite.

(2) School Enrolment Ratios

The age specific school enrolment ratios are shown in Table 2-2-3 based on 1983 Ministry of Education statistics. The school enrolment ratios for the age group between 5 and 15 years is fairly high compared to other countries in Southeast Asia. As the ratio of those repeaters is fairly high in Sri Lanka, however, each grade is not necessarily composed of pupils of the same age. For example, the school enrolment ratios for 10 year old children is 90.9% according to Table 2-2-3 but many of these children may well be in the 5th or lower grades. The same situation applies to 11 year old children. The number of repeaters gradually declines from the 4th grade onwards. Instead, the number of drop-outs increases. Given these facts, it can be assumed that repeaters tend to leave school at an earlier age.

Table 2-2-3 The Age Specific School Enrolment Ratios

Cycle	Grade	Age Specific School Enrolment	Enrolment Ratios (%)
Primary	1	5	82.3
	2	6	89.6
	3	7	90.2
	4	8	91.5
	5	9	88.2
Junior Secondary	6	10	90.9
	7	11	89.1
	8	12	81.9
Senior Secopndary	9	13	75.5
	10	14	69.7
	11-1	15	60.1
	11-2	16	45.4
Collegiate	12	16	35.5
	13-1	17	25.5
	13-2	18	18.7

2.2.4 Future Trend in Pupil Population

Table 2-2-4 shows the recent trend in pupil population in Sri Lanka. While the figures for 1983 to 1987 are based on actual surveys, those for 1988 onwards are estimates of the former Ministry of Education based on the number of children of school age, the school enrolment ratios and the number of repeaters, etc.

Although the pupil population showed an annual increase of 2.3~2.8% between 1983 and 1985, the annual increase rate from 1987 onwards is expected to be much lower (even less than 1%) due to the declining birth rate since 1980. This small increase rate will provide the opportunity for a qualitative improvement of education which is long overdue as education in Sri Lanka has so far been pressed to expand the facilities to accommodate all pupils.

Table 2-2-4 Trend in Pupil Population

Grade	1983	1984	1985	1987	1988	1989	1990
1-5	1,814,361	1,853,494	1,898,236	1,993,994	2,019,875	2,017,170	2,008,105
6-8	847,411	850,166	850,180	877,453	855,014	875,439	907,271
9-11	668,582	715,879	757,153	796,986	827,913	829,686	832,532
12-13	130,021	119,557	132,688	164,762	193,727	204,303	209,088
Total	3,460,375	3,539,096	3,638,257	3,833,159	3,896,529	3,926,598	3,956,966

(Statistical data for 1986 unavailable on account of a riot which broke out over a racial problem.)

2.2.5 Current Conditions of Teachers

4,000 - 5,000 new university graduates or senior secondary school leavers (with GCE O/L or GCE A/L) are recruited every year as primary and secondary school teachers, totaling some 140,000 in 1987. There are some 4,000 university graduates annually and most graduates of art courses become teachers, partly because of Sri Lanka's severe employment situation.

Of the 8 universities in Sri Lanka, only Colombo University has a faculty of education. However, this faculty does not specially aim at the training of teachers of general subjects. Consequently, nearly all newly recruited teachers

(university graduates) lack the basic and compulsory subject knowledge required for a teaching position while many of the senior secondary school leavers recruited as teachers have not undergone any teacher training. A total of 2,500 - 3,000 newly recruited teachers, i.e. more than half of the new recruits, lack basic teacher training.

Most university graduates become secondary school teachers and most senior secondary school leavers become primary school teachers.

The MOE has been implementing measures to make un-trained teachers obtain the proper qualifications while in service through the provision of various educational courses. Table 2-2-5 shows the teacher qualification situation as of 1987.

Until very recently, the minimum requirement for a teaching position was GCE O/L at a set passing level. However, this requirement has now been raised and candidates for teaching positions must have GCE A/L necessitating at least 13 years (previously 11 years) of school education.

Table 2-2-5 Number of Primary and Secondary School Teachers by Qualification (1987)

Cycle	No. of Teacher	Ratio
1. Graduates of University	person	
(1) Trained Teacher	223	0.1%
(2) Un-trained Teacher	33,667	23.9%
2. Graduates of Senior Secondary School or Collegiate Cource		
(1) Trained Teacher by Teachers' College	79,741	56.9%
(2) Certificated Teacher by Distance Education	6,658	4.8%
(3) Un-trained Teacher	18,326	13.1%
3. Others	1,689	1.2%
Total	140,081	100.0%

2.2.6 Current Conditions of Teacher Training

Most teachers are recruited from among senior secondary school and collegiate leavers who then are trained the teacher education programme at teachers' colleges while in service. These teachers' colleges play a central role in the training of those teachers in service after secondary education and there are currently 18 such colleges with some 4,500 trainees who already are teacher in service (see Table 2-2-6). At the peak time, there were 25 teachers' colleges training some 8,000 teachers in service. Seven of these, however, have now been reorganized and expanded to become colleges of education which train teacher candidates prior to actual recruitment. At present, the construction of 3 more colleges of education is in progress, bringing the total number to 10 in the near future. The students of these colleges of education are selected from applicants aged 22 years or below who have completed 13 years of education upto collegiate cource and have obtained the necessary GCE A/L results.

Pre-service teacher training courses consist of 3 years, i.e. 2 years' study at college and 1 year's on the job teaching at assigned schools. The length of the training and the available courses at colleges of education are basically the same as at the teachers' colleges. With 10 fully operational colleges of education, 2,500 teachers will be produced annually and the MOE intends to replace the conventional teacher recruitment system where teacher training is conducted in service to pre-service training.

The MOE has no professional training institution which provides teacher training for un-trained graduate teachers. While most teachers at the senior secondary and collegiate course are graduates, less than 1% has proper teaching qualifications provided by the post-graduate diploma course (1year). This diploma course has, however, now been withdrawn.

The MOE provides short teacher training courses for un-trained graduate teachers in service at the Curriculum Design and Development Centre of the NIE. However, the provision of teacher training for un-trained graduate teachers in service by 3 universities (Colombo, Peradeniya and Jaffna), the Open University and the NIE's Institute of Teacher Education is planned to produce. Some of these courses have in fact already commenced.

In the case of the training of those un-trained teachers in service on the completion of senior secondary or collegiate course, correspondence course was introduced in 1981 to supplement the courses at teachers' colleges in order to cope

Table 2-2-6 Number of Students by the Courses in Teachers' Colleges

Name of Teachers' Colleges \ Teaching Subjects	Science	Mathematics	English	Primary Methods	Home Science	Life Skills	Social Study	Language (Sinhala, Tamil, Arabic)	Physical Education	Aethetics (Music/ Dance)	Religion	Special Education	
ANURADAPURA T.C	34	72		77									183
KAL. MUNAI T.C	42	43		56			37	T 40 A 66			21		305
PERADENIYA T.C			406										406
MIRIGAMA E.T.C.											273		273
NITTANBUNA T.C				76		90	64						230
HINGRAGODA T.C		41		48									89
BATTICALOA T.C	49	44		64			42	T 39					238
KOPAI T.C				60	140		65	T 43		22	33		363
AMPARA T.C				46			57	S 18					121
GIRAGAMA T.C										122		202	324
GAMPOLA T.C				154				S 74					228
DAMBADENIYA T.C				123				S 59	113				295
BOLAWALANA T.C				283							89		372
TALAWAKELE T.C				34			16	T 21					71
ALUTHGAMA (MUSLIN. L) T.C	42	48		66	55		23	T 58			29		321
BALAPITIYA T.C		111		82			47	S 58					298
LINANATUNA T.C	79	91		145									315
MATARA T.C		24											24
TOTAL	246	474	406	1,314	195	90	351	476	113	144	445	202	4,456

with the growing number of new un-trained teacher at the time of recruitment. The organization responsible for correspondence course was initially the MOE but was subsequently changed to the Institute of Distance Education with the inauguration of the NIE in 1986.

The Institute of Distance Education provides elementary, maths/science courses for primary and secondary school teachers in service. In addition to sending learning materials, the Institute provides short intensive contact sessions and guidance at 30 regional centres which use the facilities belonging to the NIE, teachers' colleges and colleges of education. Each course lasts for 3 years, at the end of which the trainees are awarded the same qualifications as graduates of teachers' colleges upon passing the examinations. At present, some 8,000 teachers are enrolled in correspondence courses.

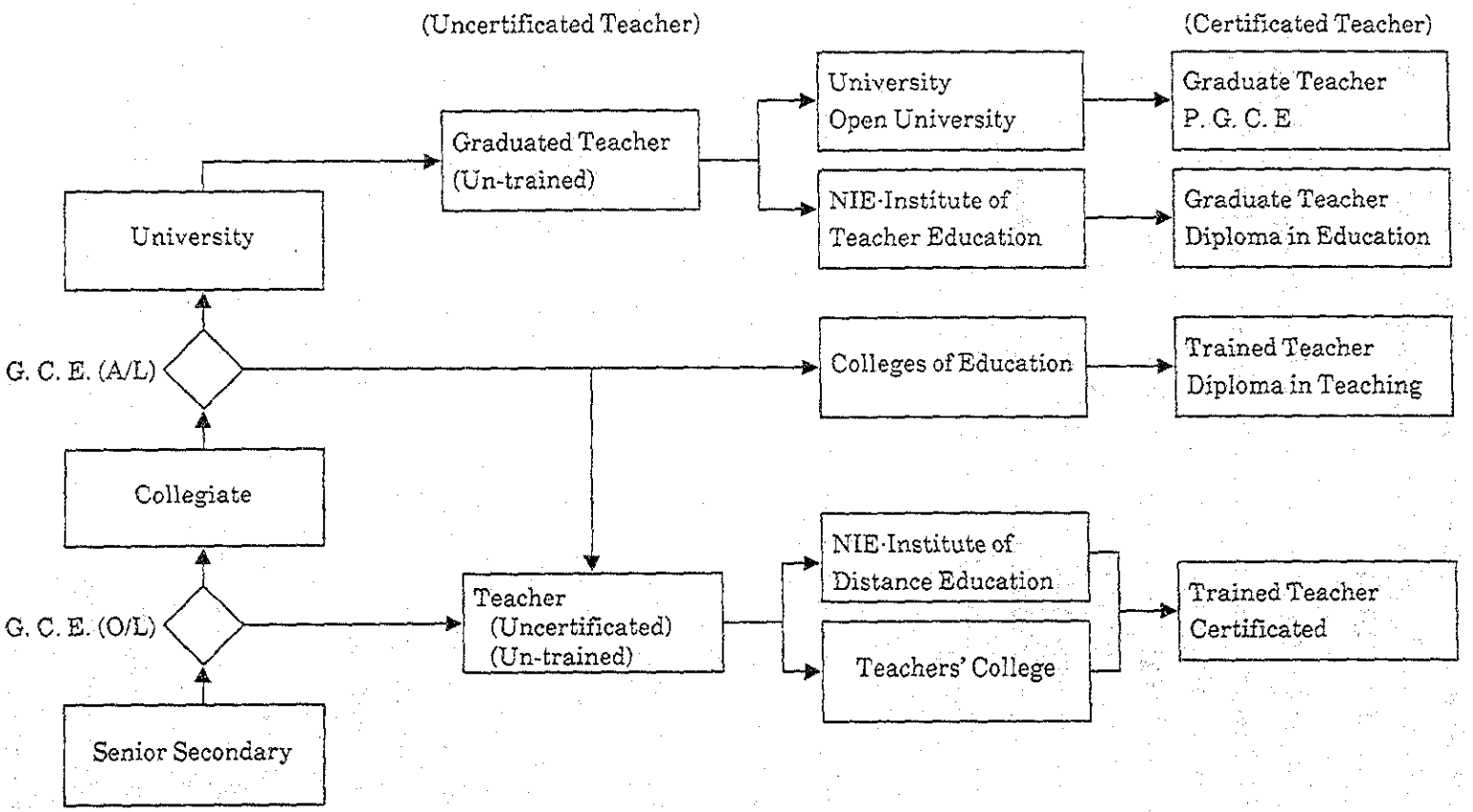
2.2.7 Current Problems of Education

Sri Lanka's educational policy of emphasizing equal educational opportunities has resulted in a school enrolment ratios as high as some 90%, thereby achieving a high literacy rate of 86.5%.

However, measures to upgrade the qualitative aspects of education, such as offering education of richer content, qualitative upgrading of teachers, consolidation of educational institutions, promotion of research and development of curriculum and educational method lagged behind in view of the fact that a quantitative expansion of educational facilities has been given priority to secure equal educational opportunities vis-a-vis the increased number of school age children following the rapid population increase. As a result, the improvement of the general public's educational level, the development of manpower in various fields and the fostering of experts, all of which are prerequisites to push forward the country's socio-economic development, have not been fully achieved which, together with the inadequate socio-economic infrastructure, poses an obstacle to the successful implementation of economic development policies.

Taking the recent opportunity of a decline in the increase rate of school age children, the Government of Sri Lanka has set the following targets for improved educational administration to raise the general educational level and to foster manpower in order to achieve the socio-economic development of the country.

Fig. 2-2-3 Teachers Education Flow



- qualitative improvement of primary and secondary education
- introduction of technical and vocational training in primary and secondary education
- fostering of manpower with a maths/science background in higher education

Of these targets, priority is given to a qualitative improvement of primary and secondary education which form the basis of education. However, no substantial results have so far been achieved due to the slow progress of the qualitative improvement of teachers, the development of appropriate curricula and textbooks, etc. and the provision of facilities and equipment.

Since only those with pre-service teacher training background at colleges of education, etc. will be recruited in the future, the qualitative improvement of teacher will eventually be achieved. However, the further training of those untrained teachers who lack professional teacher training and who account for some 37% of the total number of teachers in service is still a problem to be solved.

The development of curricula and textbooks, etc. which is equally as important as a qualitative improvement of teachers in terms of improving the quality of education has made little progress,necessitating the urgent development and improvement of curricula and textbooks, etc. which meet Sri Lanka's current requirements.

The Government of Sri Lanka established the NIE in 1986 by integrating various educational ortganizations to promote the development of education in the country.

Table 2-3-1 NIE Organization Structure

Project	Establi-shment	Location			No. of Staff	
		Ma	Co	Me	Present	1989 Pro-gramme
1. Professional Development of Educational Personnel					146	246
○ Assistant Director General Office						(6)
①. Staff College for Educational Administration	1976	○			(34)	(48)
②. Higher Institute for English Education	1985		○		(11)	(24)
③. Institute of Distance Education	1981	○			(50)	(68)
④. Institute of Teacher Education (Special Education Resource Centre)		○			(31)	(45)
⑤. Institute of Aesthetic Education				○	(20)	(55)
2. Curriculum Design and Development	1969				127	181
○ Assistant Director General Office					(2)	(6)
①. Primary Education		○			(30)	(39)
②. Language, Religion and Social Studies			○		(37)	(47)
③. Science and Mathematics		○			(38)	(59)
④. Technical Education		○			(20)	(30)
3. Educational Technology					38	101
○ Assistant Director General Office					(1)	(5)
①. Library and Documentation		○			(10)	(19)
②. Computer Education			○		(13)	(20)
③. Audio Visual Media Centre			○		(12)	(27)
④. Publication		○			(2)	(30)
4. Evaluation			○		18	27
5. Administration and Finance					74	96
○ Assistant Director General Office					(1)	(17)
①. Finance		○			(28)	(32)
②. Administration		○			(25)	(29)
③. External Services		○			(8)	(7)
④. Engineering Services		○			(12)	(11)
6. Secretarial and General Services		○			12	27
7. Planning		○			6	8
8. Research		○			17	24
Total					438	710

Location : Ma-Maharagama, Co-Colombo, Me-Meepe

2.3 Current Conditions of NIE

2.3.1 Objective, Organization and Budget

(1) Objective

Established on January 1st, 1986 pursuant to the National Institute of Education act (1985), the NIE is under the supervision of the MOE. The objective of the NIE is to promote the development of education in the country through the following activities.

(a) Advise the Minister regarding plans, programmes and activities for the development of education in Sri Lanka ;

(b) Provide and promote post-graduate education in the several specialities of education ;

(c) Conduct and promote studies on the education system including its performance, goals, structures, content and methodology and on the social, economic and other aspects of education ;

(d) Initiate and promote innovative practices in the education system including adaptation of technology for educational purposes ;

(e) Provide for the development of professional and general competence of personnel in the education system ;

(f) Make available to the Government and other approved organizations, specialist services in education ;

(g) Carry out education development programmes approved by the Minister ; and

(h) Co-ordinate with other institutions having similar objectives.

(2) Organization, Manpower and Budget

The NIE consists of various divisions responsible for Professional Development of Educational Personnel, Curriculum Design and Development, Educational Technology, Evaluation, Administration and Finance, Secretarial and General Services, Planning and Research. Table 2-3-1 shows the organization of the NIE and its manpower level.

Table 2-3-2 Annual Budget of NIE (Fiscal Year 1987~1989)

(Unit : Rs)

Division Name	Fiscal Year			
	1986	1987	1988	1989
1. Professional Development of Educational Personnel		30,441,895	29,169,775	37,942,000
2. Curriculum Design and Development		23,703,395	11,959,730	14,595,000
3. Educational Technology		4,527,844	4,879,001	6,462,000
4. Evaluation		-	2,686,123	8,000,000
5. Administration and Finance		1,684,934	6,440,324	10,962,000
6. Secretarial and General Services		1,683,182	1,556,657	2,078,000
7. Planning		76,450 (includes Research)	572,382	924,000
8. Research			2,717,164	4,037,000
9. Capital Budget of the Institute		15,000,000	49,000,000	56,000,000
Total Budget		77,005,250	108,981,156	141,000,000

	1984	1985	1986	1987	1988	1989
Building Construction Budget	-	-	500,000	8,000,000	25,000,000	33,500,000

The NIE was established by integrating the staff College for Educational Administration (est. 1976 in Maharagama), the Institute of Distance Education (est. 1981 in Maharagama), the Curriculum Design and Development Centre (est. 1969 in Colobmo, then moved to Maharagama) and the Higher Institute for English Education (est. 1985 in Colombo).

The operation of the NIE is under the control of the Council which prepares the annual plan and programme and the annual budget, etc. and which is composed of the following members.

1) the Secretary to the Minister of the MOE (Chairman)
2) the Director General of the NIE
3) a representative of the MOHE
4) a representative of the MOF
5) 8 other persons appointed by the Minister of the MOE from among persons with experience in the field of education

The Academic Affairs Board was established to act as a consultative organization for the Council on academic matters.

While the NIE currently has a total of 438 members (1988), it plans to increase the number to 710 in 1989 and now recruitment of increasing numbers is undergoing. The budget of the NIE was 77 million Rs in fiscal 1987 and 108.98 million Rs in fiscal 1988. The budget for fiscal 1989 is planned to be 141 million Rs (see Table 2-3-2 for annual budget of NIE). The NIE had a building construction budget of 0.5 million Rs in fiscal 1986, 8 million Rs in fiscal 1987 and 25 million Rs in fiscal 1988, totaling 33.5 million Rs (approximately 134 million yen).

2.3.2 Activities

The training and research activities (1986~1988) by each division and section of NIE are given in the appendices.

(1) Professional Development of Educational Personnel Division

① Staff College for Educational Administration

The College provides training courses to develop management knowledge, skills and competencies in the personnel of the education system. Class I, II and III SLEAS personnel employment in Department and Institutions under the MOE and principals of Grade 1 AB and C schools 8-10 undergo training courses on a full-time residential basis at the NIE for a period of 3 weeks to 1 month while correspondence course is provided for other personnel.

The College also offers consultancy services for educational administrators and conducts research on educational administration.

The College introduced a 1 year Post-Graduate Diploma in Educational Management Course in fiscal 1987 for those with a Diploma of Education and 5 years' experience in service with the aim of fostering senior and middle level educational mangers. In addition to support provided by domestic universities and research institutes, the University of London (U.K.) and the University of Uppsala (Sweden) also provide professional support for this course.

831 trainees participated in either long or short training programmes in 1987 and 1988.

② Higher Institute for English Education

Located in Colombo, this Institute was established in 1985 to provide English academic/ professional training for senior teachers and teacher educators of teacher's colleges and colleges of education. A 1 year diploma course and short courses of 1 - 3 months are provided with the support of British Council consultants. 44 teachers in service have so far completed the diploma course while 322 teachers in service have participated in short courses.

③ Institute of Distance Education

This Institute provides correspondence teacher training to non-graduate un-trained teachers in service. 2 courses are provided, i.e. one for elementary and one for maths/ science in the junior secondary school teachers. The teachers participate in the courses while in service and both courses last for 3 years.

The teaching materials are developed by the Institute itself (105 units for the elementary course and 122 units for the maths/science course). Contact session and guidance are provided by specialized staff assigned to the Institute's 31 regional centres (1 centre in each Education District/Sub-District).

The course examinations are held by the Institute with the support of the Department of Examinations of the MOE and those passing the examinations are awarded a teaching certificate by the NIE. The passing ratio is as high as some 97%.

Table 2-3-4 shows the number of qualified teachers through correspondence training (distance education).

Table 2-3-4

	Sinhala Medium		Tamil Medium		Total
	Elementary Course (Primary)	Maths/ Science Course	Elementary Course (Primary)	Maths/ Science Course	
1984	3,093	1,573	-	-	4,666
1985	3,183	1,112	-	-	4,295
1987	1,650	944	436	186	3,216
1988	1,150	862	224	88	2,324
Total	9,076	4,491	660	274	14,501

The course examinations were not held in 1986 due to a riot over a racial problem. The reasons why the number of those who acquired qualification decreased both in 1987 and 1988 are that some of the regional centres were closed due to the riot and that the number of newly recruited teachers was reduced.

④ Institute of Teacher Education

This Institute has 2 functions, i.e. the training to graduate un-trained teachers in service lacking professional training and the training to teacher educators of teachers' colleges and colleges of education. The Institute's immediate plan is to focus on the former.

The training of graduate teachers in service is mainly conducted by correspondence training courses which use curricula and teaching materials developed by the Institute and which last for 2 years while in service. Contact session and guidance is provided by 14 regional centres under the support of the Institute. Those teachers passing the course examinations are awarded a qualification equivalent to a post-graduate degree.

Trial teacher training courses to graduate teachers in service were held at 10 regional centres in 1987 and 1988 with the participation of 445 teachers and a passing rate of 80%. The full-scale implementation of these courses is planned to commence in 1989 when the necessary curricula and teaching materials have been fully developed.

Special Education Resource Centre

The Special Education Resource Centre was integrated with the Institute of Teacher Education of the NIE in 1988. The Centre currently has 12 staff members, including 6 experts in the education of various fields for handicapped children and is assisted by JICA and SIDA in terms of the provision of equipment and the dispatch of experts. There are 3 regular full-time teacher education courses in special education (education of visually impaired, hearing impaired and mentally retarded) which last for 2 years each in addition to short training courses.

⑤ Institute of Aesthetic Education

This Institute was established in 1987 in Meepe which is located some 15 km east of Maharagama to provide training courses for fine arts, music and dance teachers and to conduct and promote curriculum design and development for aesthetic education. It also provides a 1-year music and dance course for school children.

(2) Curriculum Design and Development Centre

This Centre has the longest history of all the NIE's divisions, commencing the preparation, research and development of curricula for primary and secondary education under the supervision of the MOE well before the establishment of the NIE.

The centre prepares and develops teaching guidelines, teachers' books and textbooks, etc. and also provides training courses on curriculum design and educational methodology for teachers.

The centre consists of 4 sections, i.e. Primary Education, Languages, Religion and Social Studies, Science and Mathematics and Technical Education, each of which is engaged in research and the provision of training courses on its own subjects in addition to research commissioned by the MOE. The subject fields of each section are as follows.

Primary Education

primary education (Grade 1 - Grade 5)

Languages, Religion and Social Studies

languages (Sinhala and Tamil), religion and social studies for junior and senior secondary schools (Grade 6 - Grade 11) and art subjects for collegiate course (Grades 12 and 13)

Science and Mathematics

science subjects and mathematics for junior and senior secondary schools and science subjects for collegiate course

Technical Education

technical education (handicrafts, framing, commerce and domestic science) for junior and senior secondary schools and domestic science for collegiate course

(3) Educational Technology Division

The Educational Technology Division consists of the Library and Documentation, Computer Education, Audio Visual Media Centre and Publication, of which the Computer Education and Audio Visual Media Centre are located on the Colombo campus.

The Library and Documentation is responsible for all library functions while the Computer Education provides computer (personal computer) training for teachers and also prepares computer training teaching materials. At present, the personal computer/school ratio is 1 in 300.

The Audio Visual Media Centre prepares audio-visual teaching materials for schools of various levels and also provides training courses to teacher educators of teachers' colleges and colleges of education in view of their own preparation of teaching materials. The preparation of video tapes for collegiate course science and mathematics is currently in progress and a total of 240 tapes is planned, i.e. 48 tapes each for physics, chemistry, botany, zoology and mathematics.

Publication prints and distributes NIE studies.

(4) Evaluation Division

The pupil achievement at various level is evaluated in Sri Lanka by such national examinations as the GCE O/L and A/L Examination which are conducted by the Department of Examinations of the MOE. The Department of Examinations is responsible for such specialized matters relating to the measurement and evaluation of the pupil achievement level as the preparation of examination papers, the analysis of the pupil achievement level, feedback of the analysis results to examination paper preparation and the training of those responsible for examination paper preparation and marking. It is planned that the Evaluation Division will take over these functions in the future, leaving matters relating to examination implementation to the Department of Examinations. It is also planned that the Evaluation Division will conduct research on aptitude tests, IQ tests and the measurement of the degree of interest, all of which have so far not been conducted in Sri Lanka.

(5) Administration and Finance Division

The Administration and Finance Division deals with the general administrative affairs of the NIE, including finance, coordination to foreign aided project and the maintenance of the NIE's facilities.

(6) Secretarial and General Services Section

This Section acts as the secretariat for the Council, the Academic Affairs Board and other special committees and also audits as well as evaluates the NIE's accounts.

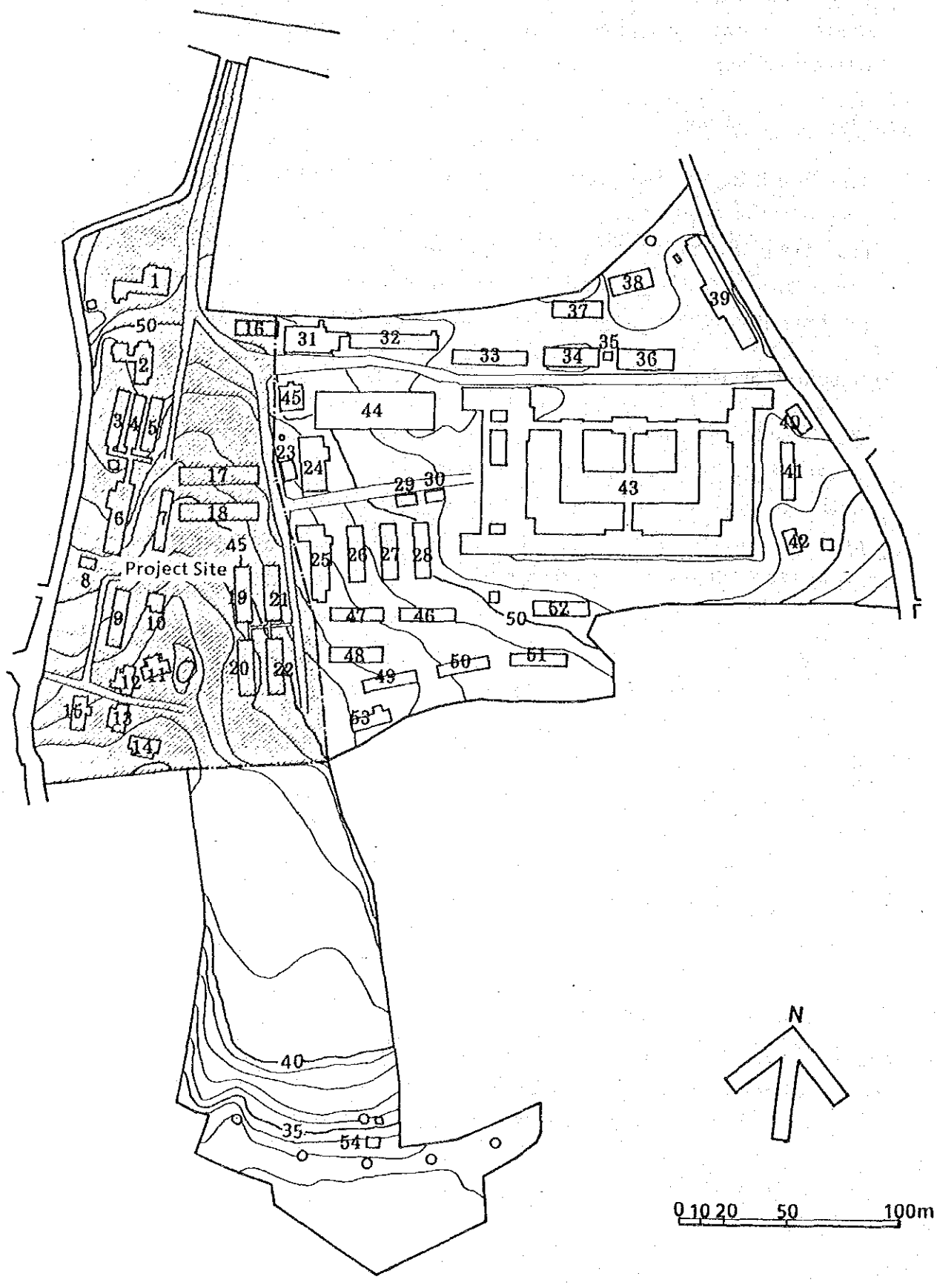
(7) Planning Section

The Planning Section decides the guidelines for the NIE's activity plan, prepares the annual activity plan based on these guidelines, evaluates the progress of the planned activities and announces the evaluation results. It also prepares the NIE's staff development plan, holds seminars as part of the plan and promotes cooperation with other educational institutions.

(8) Research Section

The Research Section conducts research to assist the qualitative improvement of education, holds forums for discussion of educational issue to ascertain the national opinion on policies, plans and implementation of educational change, provides collected data to external researchers and promotes the development of the research abilities of the NIE's staff.

Fig. 2-3-1 Current Building Distribution of Maharagama Campus



2.3.3 Current Conditions of Facilities and Equipment

(1) Facilities

At present, the facilities of the NIE are located at its 3 campuses, i.e. Maharagama, Colombo and Meepe,as shown in Fig. 2-3-1. 70% of all the facilities are concentrated at the Maharagama Campus where there are a total of more than 50 large and small buildings (excluding small huts).

The largest building on the Maharagama Campus is the single story main building which has a floor area of approximately 4,670m^2 and which formerly belonged to the Curriculum Design and Development Centre. However, as a large proportion of the floor area is taken up by a gallery and corridors, the effective floor area is said to be some 3,300m^2. The building is now used by the Institute of Teacher Education, the Library and the Administration and Finance Division as well as the Curriculum Design and Development Centre. The Special Education Resource Centre is also housed in this building although its research and training activities are far from satisfactory despite the presence of foreign experts due to the poor provision of equipment.

The main building is over 25 years old and its closed style with a courtyard fails to provide good ventilation and a comfortable environment. The structure itself, however, is still good and its continuous use in the future is possible with the completion of the ongoing improvement work.

The Staff College for Educational Administration is housed in a building constructed in 1986 in accordance with the Maharagama Campus Expansion Plan prepared by the Department of Architecture of Moratuwa University. However, the number of research offices already falls short of the present requirement and the training courses are held in other buildings, the conditions of which are poor. The achievements of these courses are consequently unsatisfactory. Schools and the National Youth Centre in the vicinity are used in the case of training involving more than 100 trainees because of no training room for large numbers trainees' accommodation.

The Institute of Distance Education and the Institute of Teacher Education use various buildings, most of which were formerly barracks. These buildings are poorly equipped, making communication within the same institute difficult. They are also badly deteriorated and require full-scale improvement work.

As most of the hostel's for trainees are too deteriorated to be used, the construction of 3 3-story buildings is currently in progress.

Table 2-3-6 List of Exisitng Buildings on Project Site

No.	Description	Floor Area (m^2)	Building Condition	Remarks
1	Office	442.2	○	house director generals', secretarial and general affairs and consultants' rooms, etc.
2	Staff Residence	217.5	○	for director general
3	Stores	136.8	○	
4	Canteen	136.8	○	not in use
5	Stores	136.8	○	used for teaching material storage for Institute of Distance Education
6	Kitchen	249.0	○	not in use
7	Office	153.0	○	belongs to Institute of Distance Education
8	Store	37.4	X	not in use
9	Quarters	158.8	△	
10	Quarters	69.3	○	
11	Quarters	84.6	○	
12	Quarters	84.6	○	
13	Quarters	84.6	○	
14	Quarters	84.6	○	
15	Quarters	103.0	○	
16	Garage	126.7	△	houses 5 cars
17	Recture Halls	291.6	△	$75m^2$ x 3 rooms; not in use due to lack of desks and chairs
18	Recture Halls	291.6	△	as above
19	Research Offices	143.6	△	belong to Institute of Distance Education
20	Research Offices	143.6	△	as above
21	Research Offices	143.6	△	belong to Institute of Teacher Education
22	Research Offices	143.6	△	as above
	Total	3,465.3		

Table 2-3-7 List of Exisitng Buildings Outside of Project Site

No.	Description	Floor Area (m^2)	Building Condition	Remarks
23	Lavatories	56.7	○	
24	Canteen	368.6	○	for staff
25	Hostel	240.0	△	partially used as a director's house
26	Hostel	166.3	△	partially used as a warehouse
27	Hostel	166.3	△	as above
28	Church and Hostel	166.3	△	church not in use
29	Shop	58.1	△	
30	Store	44.6	X	
31	Research Offices	261.1	○	used by Special Education Resource Centre and Training School
32	Lecture Halls	286.5	△	4 rooms
33	Lecture Halls	221.1	△	$100m^2$ x 2 rooms
34	Library and Lecture Hall	229.5	○	$99m^2$ each
35	Security Post	13.0	△	not in use
36	Lecture Halls	229.5	△	$84m^2$ x 2 rooms
37	Hostel	365.0	◎	$19m^2$ x 12 rooms
38	Canteen	142.7	○	effective floor area of $64m^2$; for trainees
39	Hostel	475.3	○	
40	Stores	75.2	X	
41	Quarters	121.5	△	
42	Power Distribution Room	59.4	△	
43	Main Building	4,672.6	under Renovation	houses Curriculum Design and Development Centre, Administraiton and Finance, Educational Technology, Special Education Resource Centre, laboratories (impossible to use) and library

No.	Description	Floor Area (m^2)	Building Condition	Remarks
44	Research Offices	1,117.4	◎	belong to Staff College for Educational Administration
45	Shrine Romm	98.0	○	
46	Hostel	288.0	under construction	21 rooms to accomodate 42 trainees
47	Hostel	288.0	〃	as above
48	Hostel	288.0	〃	as above
49	Hostel	189.0	X	$18m^2$ x 7 rooms
50	Hostel	189.0	X	as above
51	Hostel	189.0	X	as above
52	Hostel	162.5	X	$13m^2$ x 8 rooms
53	Lavatories	97.2	X	
54	Pump House	65.0	◎	
	Total	11,390.5		

Note : ◎ New △ Poor
○ Fair X not be able to use

(2) Equipment

About two years have elapsed since the inauguration of the NIE and its activities now seem fairly vigorous, but its facilities and equipment which were inherited as they were from the former Maharagama Teachers' College have remarkably deteriorated and are hardly befitting a national institute of educational training and research, though the conditions vary somewhat from one division to another.

The shortage of educational equipment is particularly pronounced in the field of training, especially for institutes of educational training and research in carrying out their basic activities which flow from research to training and to evaluation.

For example.

1) All of computers used for training are borrowed.
2) There is not even a facility, not to speak of equipment, for technical education (metalwork, woodwork, homemakings), so that school buildings in the suburbs have to be rented for it.
3) Textbooks and course guidance books which have been researched and developed cannot be printed systematically and comprehensibly.
4) The grade of the equipment for developing video teaching materials is too poor for practical use.
5) The science laboratory is so dilapidated that both facility and equipment are unusable.
6) The ventilation and lighting of training rooms are extremely poor, and the blackboards are damaged so badly that letters written on them are hardly legible.
7) Hardly any equipment or facility is available for experimenting, during the training course, with the audio-visual teaching aids developed on a trial basis.

In order to further envigorate NIE's activities in the future, it is considered important to provide equipment mainly in this field.

The following summarizes the current condition of equipment in each division.

1) Curriculum Design and Development Centre

Although the Centre comprises the core organization of the NIE, its activities are centered around curriculum development and training of

teachers for primary and secondary education. It does not conduct any other research related to curriculum development, for example, analysis of classwork. Because of this, it does not have any equipment for research such as computer and video equipment. For training of teachers, the physics, chemistry and biology laboratories of the former Maharagama Teachers' College are being used, but these facilities are just as extremely deteriorated as the equipment for experiment and are not fit for use.

2) Institute of Distance Education

Training of teachers in service is offered by the use of textbooks called modules, the printing of which is currently contracted out because the small offset printing press provided by the SIDA is not in operation yet. The two personal computers purchased for efficient registration of trainees and for dispatching textbooks are still in trial operation and are not used for the actual work yet.

3) Institute of Teacher Education

Professional education for graduated teachers has only just begun on an experimental basis, and the necessary equipment for it have not been satisfactorily provided yet. For educating the visually impaired,the SIDA has provided the Special Education Resource Centre with necessary equipment and dispatched experts, so that the Centre is reasonably well equipped with equipment necessary for carrying out its activities, such as a braille printer. For educating those with hearing impairment, the JICA has dispatched an expert and provided necessary equipment including an audiometer. These equipment for educating the visually impaired or those hard of hearing are being effectively utilized by the local staff under the guidance of experts but they are not enough for carrying out NIE's intended activities.

4) Library

A stack room and an office in the so-called Main Building are complete with an air-conditioning system but the books have not been fully sorted or arrayed yet. A few personal computers have been induced on a trial basis.

5) Educational Technology Division

The Educational Technology Division uses the site of the former Curriculum Design and Development Centre in Colombo. Its Audio Visual Media Centre was provided by Japan and the UNDP, etc. with a video equipment system mainly consisting of 3/4 inch U-matic low band. As it

has no studio, a classroom was remodelled into a studio. Compared to VTR and other peripheral equipment, the grade of the video camera with a single image orthicon seems too low. Several science educational programmes are produced annually with the cooperation of the Rupabhahini Broadcasting Station.

6) Computer Education Section

The Section is also located on the site of the former Curriculum Design and Development Centre in Colombo. More than 10 personal computers are installed in two classrooms. All computers are compatible with IBM computer and were purchased by the MOE and loaned to the NIE.

2.3.4 Current International Assistance for NIE

The NIE has received a series of assistance from various international organizations and foreign governments and the ongoing international assistance provided to the NIE is outlined below.

(1) SIDA

1) Distance Education
   - seminars/workshops for distance education personnel

2) Special Education
   - launch and implementation of a programme of training of lecturers
   - establishment of a Resource Centre with library services and equipment for production of teaching materials
   - specialized training to some teachers ("pilots") from each district
   - ensuring materials for production by the braille printing press
   - mapping out a development of the sign language in Sri Lanka

3) Training in Curriculum Design and Development
   - training of teachers in pilot schools
   - lower primary training : Manner District
   - teacher training for disabled children
   - upper primary training
   - teacher training for literacy classes

4) Primary School Development Programme
   - construction of primary schools and improvement of educational programmes (in specific districts)

5) Plantation School Education Development
   - qualitative improvement of primary and secondary education in plantation areas

(2) British Council Consultants

1) Training in Educational Management
   - Post-Graduate Diploma in Educational Management

2) Training in English Language
   - Certificate Course in English Language Teaching Methods
   - District Language Centre Staff Conference
   - Revised Certificate Course in English Language Teaching Methods
   - Certificate Course in Principles and Methods of Teacher Education
   - Diploma in TESL
   - English Language Teaching and Media Course
   - Course in Linguistics for Language Teacher Educators
   - PRINSETT Instructors' Course
   - Certificate Course for Prospective Teacher Educators

(3) UNDP

1) Research on Educational Management
   - UNDP Research Project

2) Strengthen selected Programmes of NIE (to be undertaken by UNESCO)

   Dispatch of experts for the following 3 programmes :
   - Training and Human Resources Development
   - Policy Research and Programme Evaluation
   - Organization and Management

3) Research by the Research Section
   - State of the Art Resources
   - Case Studies of Successful Scale Practices

(4) UNESCO

1) Research by the Research Section
   - National Study on Secondary Education

2) local workshops

(5) UNICEF

1) Training in Curriculum Development
   - primary education

(6) BRIDGES (jointly organized by the U.S. and UNDP, etc.)

1) Research on Educational Management
   - Bridges Project Collaborative Research

2) Research by Research Section
   - Bridges Project

(7) JICA

1) Special Education
   - dispatch of expert for education of the deaf

2) JOCV
   - Training in Educational Technology
     - dispatch of volunteer to Computer Education Section

2.3.5 Problems of NIE

The NIE was established in 1986 by integrating various organizations involved in training for primary and secondary school teachers, educational research and the development of teaching materials under the supervision of the MOE.

Since its establishment, all the divisions have been conducting their respective work to achieve the objective of the NIE, i.e. the promotion of the development of education in the country. However, the achievements so far have been inadequate, partly because of no concentrated location of all the relevant organizations and the short history and the lack of full-scale activities. The activities of the NIE are limited by the following problems, the solution to which must be found in order for the NIE to function as the central organization for primary and secondary education training and research.

(1) Deterioration of Facilities and Shortage of Facilities and Space
Although the NIE is attempting to expand and improve its facilities, facility expansion is falling being activity expansion due to the limited budget.

(2) Shortage of Equipment

- Common Equipment: audio-visual, general training equipment and personal computer for data processing
- Institute of Distance Education : scientific experimental apparatus

- Institute of Teacher Education : scientific experimental apparatus
  - Special Education Resource Centre : infant audiometory and eye-sight testing apparatus
- Science/ Mathematics : scientific experimental apparatus
- Technical Education : technical & homemaking apparatus
- Library and Documentation : library equipment
- Computer Education : personal computer
- Audio Visual Media Centre : studio equipment
- Publication : printing equipment

(3) Shortage of Staff

It is planned to increase the number of NIE staff from the present 438 to 710 in 1989, with major emphasis on increasing the number of project officers and technical staff whose shortages are particularly significant.

- Academic staff 216 → 398 persons
  - executive staff 22 → 28 (with an addition of 6 persons)
  - project officer 239 → 370 (with an addition of 131 persons)
- Non-academic staff 177 → 312 persons
  - technical staff 7 → 41 (with an addition of 34 persons)
  - others 170 → 271 (with an addition of 101 persons)

(4) Lack of organic Unification Between Divisions

- an integrated body of various organizations in the education field
- 3 separate campuses in Maharagama, Colombo and Meepe
- scattering of facilities on the main Maharagama campus
- short history

The training and research activities of each of the NIE's divisions are systematically linked and it is by strengthening the systematic linkage among the divisions that the activities of each of its divisions are envigorated and amplified. However, because NIE's divisions are scattered at three locations at present, organic linkage is lacking among them which is hampering efficient operation and precluding them from fully executing their activities.

The NIE Expanding Project has been prepared to solve the above problems in order to achieve the NIE's objective.

2.4 Background and Contents of the Request

(1) Background of the Request

In recent years, Sri Lanka has been promoting economic development with particular emphasis on the vitalization of agriculture, the advancement of industrialization and exports. However, the intended economic development has not been fully achieved, partly because of the poor socio-economic infrastructure and partly because of inadequate manpower development, in turn caused by the lack of a qualitative improvement of education.

Against this background, the Government of Sri Lanka enacted the National Institute of Education Act in 1985 and established the NIE pursuant to this Act with the main objectives of upgrading the quality of teachers, improving the educational facilities and promoting research and development on curriculum and teaching methods by integrating various organizations engaged in educational training, research and teaching material development, etc. which were under the supervision of the MOE and scattered around the country.

In view of the restricted expansion of the NIE's activities due to facility and equipment shortage and deterioration and also due to the limited staff as the NIE inherited the facilities and equipment of the former Maharagama Teachers' College as they were, the Government of Sri Lanka prepared the Project for Expanding the National Institute of Education with the aim of expanding NIE's educational training and research activities by converging its scattered divisions at Maharagama as much as possible and expanding its facilities, equipment and staff, and made a request to the Government of Japan for the provision of grant assistance for the Project.

In response to this request, the Government of Japan sent the Grant Assistance Preliminary Study Team to Sri Lanka to confirm the contents and background of the request, to study the details and progress of the MOE's NIE Expansion Plan and to confirm the priority order and appropriateness of the request for grant assistance.

The Study Team concluded that the importance and urgency of the Project were understandable and that the implementation of the Project will assist the promotion of the spirit of self-reliance among the Sri Lankan people and contribute to both the development and improvement of the educational environment. The Study Team also concluded that while responsible and continuous efforts on the part of the Sri Lankan side are expected, an early

response to the request is desirable in order to implement the Project with the grant assistance of the Government of Japan despite certain problems, including that of Sri Lanka's political instability.

The facilities to be requested and their scale were reexamined by the Sri Lankan Government authorities concerned after the Preliminary Study, and their final request was presented at the time of the Basic Design Study.

(2) Contents of the Request

The contents of the request of the Government of Sri Lanka are outlined below.

Project Objective

The objective of the NIE has already been given in 2.3.1. The Project intends the concentration and expansion of the currently scattered facilities of the NIE at the Maharagama Campus as much as possible to efficiently achieve the objective of the NIE by improving communication and coordination between the NIE's various divisions with necessary funcitons on the following.

- Provide for the professional growth of personnel in the education system.
- Carry out research studies, particularly in the area of policy so as to be able to "advise the Minister regarding plans, programmes and activities for the development of education in Sri Lanka.
- Design and develop curricula for the entire school system.
- Promote research studies in education.
- Establish links with other similar institutes, local and foreign.

Project Implementation Agency

National Institute of Education

Project Site

NIE Maharagama Campus, Maharagama, Colombo District

Main Activities Plan

1) Professional Development of Educational Personnel Division
   ① Staff College for Educational Administration
   educational management training and research
   ② Higher Institute for English Education
   English academic/ professional training (for senior teachers and teacher educators in English of teachers' colleges and colleges of education)
   ③ Institute of Distance Education
   teacher training (for non-graduate un-trained teachers)

④ Institute of Teacher Education
teacher training (for un-trained graduate teachers) and training to teacher educators of teachers' colleges, and special education teacher training

⑤ Institute of Aesthetic Education
aesthetic education training and research

2) Curriculum Design and Development Centre
curriculum and teaching material research and development and curriculum design and development training

3) Educational Technology Division
educational document and information management, computer teaching material development and related training, audio-visual teaching material development and related training and publishing and distribution of educational textbooks and reports.

4) Evaluation Division
evaluation of pupil achievement at various level

5) Administration and Finance Division
general administration

6) Secretarial and General Services Section
provision of assistance to the Council, Academic Affairs Board and special committees

7) Planning Section
provision of guidelines for activity plans, planning of annual activity plans and staff training

8) Research Section
educational research and studies

Personnel Plan

present staff: 438 (to be increased to 710 in 1989)

Contents of Request for Grant Aid Assistance

(Facilities)

1)	Administration and Finance Division	1,596m^2
2)	Library	1,824m^2
3)	Curriculum Design and Development Centre	2,835m^2
4)	Staff College for Educational Administration	2,160m^2
5)	Institute of Teacher Education	952m^2
6)	Canteen	528m^2
7)	Auditorium	1,232m^2
8)	Institute of Distance Education	2,480m^2

9)	Evaluation Division	3,140m^2
10)	Dining/ Kitchen	1,825m^2
11)	Flats	950m^2
12)	Pavilion	168m^2
13)	Women's Hostels	3,600m^2
14)	Men's Hostels	2,304m^2
15)	Staff Residence	1,125m^2
	Total	26,719m^2

(Equipment)

equipment required for the activities of the NIE

(3) Confirmed Points by Grant Assistance Preliminary Study Team

1) The subjects of the original request cover all activities of the NIE. However, as efforts are in progress on the Sri Lankan side to improve or construct some of the above-listed facilities, the priority order of the requested facilities was consequently decided as follows.

Group A (The First Priority)

Administration and Finance Division	1,798m^2
Institute of Teacher Education	767m^2
Institute of Distance Education	1,851m^2
Dining (including Canteen)	2,353m^2

Group B (The Second Priority)

Research Section	361m^2
Auditorium	1,232m^2
Hostel's	5,904m^2
Curriculum Design and Development	3,407m^2
Staff College for Educational Administration	1,588m^2

Group C (The Third Priority)

Library	1,935m^2
Evaluation Division	2,140m^2
Staff Residence	

2) Some 1.5ha of land on the Maharagama Campus where unassisted improvement by the Sri Lankan side has not made progress and where NIE's functional facilities are relatively few was designated the construction site for the facilities to be provided by the grant assistance of the Government of Japan.

3) In regard to the decision on the construction site, it was agreed that the facilities to be constructed on the 1.5ha land area would be selected from Groups A and B. As a result, the originally requested floor area of 26,719m^2 was reduced to 10,000 - 12,000m^2.
4) As the site is owned by the MOE, there will be no site change in the future. The Sri Lankan side will complete the demolition of the existing buildings on the site where necessary prior to the commencement of the construction work.
5) The equipment to be provided will be restricted to educational equipment required by the facilities to be constructed which is indispensable for the activities of the NIE.

Based on the above,the Preliminary Study Team judge the necessity and feasibility of the Project to be appropriate.

(4) Contents of Final Request to Basic Design Study Team

The contents of the final request made by the Sri Lankan side reflect the results of reconsideration on common space among divisions and other matters. The requested facilities and their floor areas are as follows.

1) Professional Development of Educational Personnel

Assistant Director General Office, etc.	60 m^2
Staff College for Educational Administration	1,173 m^2
Institute of Distance Education	826 m^2
Institute of Teacher Education	336 m^2
Training Room	280 m^2
Lavatory, Pantry etc.	108 m^2
Sub-Total	2,813 m^2

2) Curriculum Design and Development

Assistant Director General Office, etc.	65 m^2
Primary Education	430 m^2
Language, Religion and Social Studies	435 m^2
Science and Mathematics	340 m^2
Technical Education	545 m^2
Lavatory, Pantry etc.	108 m^2
Sub-Total	1,923 m^2

3) Administration and Finance

Assistant Director General Office, etc.	70 m^2
Finance	306 m^2

	Administration	282 m^2
	External Services	96 m^2
	Engineering Services	269 m^2
	Lavatory, Pantry etc.	68 m^2
	Sub-Total	1,091 m^2
4)	Secretarial and General Services (inc. DG, DGG Office)	512 m^2
5)	Planning	257 m^2
6)	Research	276 m^2
7)	Evaluation	2,608 m^2
8)	Publication	1,855 m^2
9)	Library and Documentation	1,743 m^2
10)	Rooms related to Special Committees	320 m^2
11)	Canteen	528 m^2
12)	Auditorium	1,232 m^2
13)	Men's Hostels	2,304 m^2
14)	Women's Hostels	3,600 m^2
15)	Dining/ Kitchen	1,825 m^2
16)	Others	354 m^2
	Total	23,241 m^2