

### 3-3. プロジェクト実施計画

#### 3-3-1. 実施体制

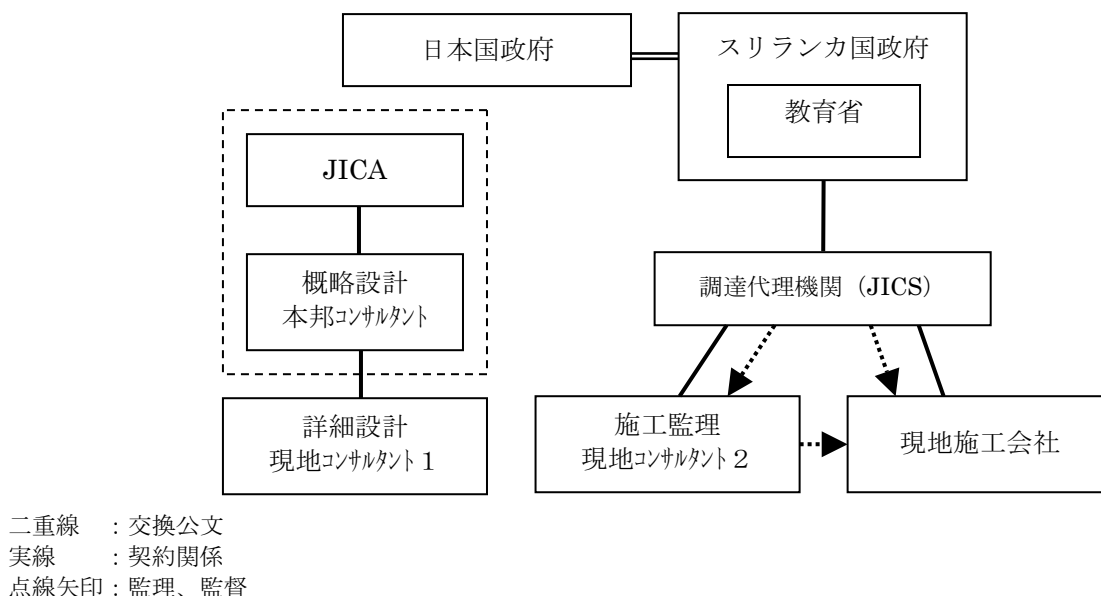
わが国政府は、2004年12月26日に発生したスマトラ沖大地震およびインド洋津波被害に関し、スリランカ国に対し80億円（8千万ドル相当）のノンプロ無償を行うことを表明し、2005年1月17日にこのための両国政府間の交換公文（E/N）を締結した。本プロジェクトは、この合意に基づき両国の政府間評議会により採択された。

JICAは、プロジェクト形成調査により本プロジェクトの概略設計を行い、入札図書作成参考資料（詳細設計図、技術仕様書、概算事業費）を作成しJICSへ引き渡すこととなった。

JICSは、E/Nに基づきスリランカ国政府の調達代理機関として、各プロジェクトにおける資金の管理、必要となる物資およびサービスなどの調達管理を実施することとなり、本プロジェクトにおいてはJICAが作成した入札図書作成参考資料をもとに、施工監理コンサルタントおよび施工業者を調達することとなった。

業務実施体制を図3-1に記す。

図3-1 業務実施体制



#### 3-3-2. 役割分担

本プロジェクトの各関係機関の主な役割分担を表3-7に記す。

表3-7 関係機関の主な役割分担

機関名	主な役割
日本国政府	E/N 締結
スリランカ政府	E/N 締結 計画内容の承認 JICS（調達代理機関）との契約
JICA	概略設計の実施 本邦コンサルタントの管理・監督 入札図書作成参考資料の作成
本邦コンサルタント	サイト調査の実施 基本計画案の立案 現地コンサルタント業務委託 現場モニタリング
現地コンサルタント1	詳細設計・事業費積算の実施および入札図書作成
JICS（調達代理機関）	資金管理 コンサルタントの調達（選定、契約、管理など） 施工業者の調達（選定、契約、管理など）
現地コンサルタント2	入札業務の補助 施工監理
現地施工業者	施設建設

### 3-3-3. 予算区分

本プロジェクト予算区分を表3-8に記す。

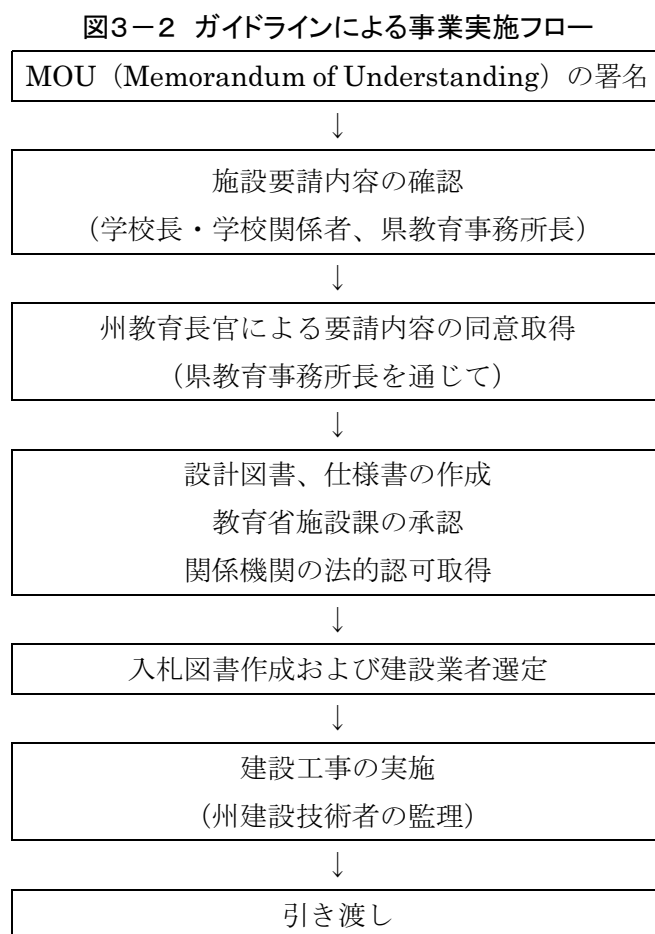
表3-8 予算区分

内容	概略設計調査 予算	ノン・プロジェクト 無償予算	スリランカ国 の独自予算
1. 移転のための用地取得			○
2. 概略設計調査 ・ 調査の実施 ・ コンサルタント設計委託	○		
3. 監理コンサルタントの調達		○	
4. 建設業者の調達 ・ 障害物撤去、整地、擁壁など準備工事 ・ 施設建設 ・ インフラの敷設・接続 ・ 家具調達 ・ 門扉、グラウンド整備など外構工事 ・ 教員宿舎		○	
5. 上記3、4に係る VAT 支払い			○
6. 教科書、教材、PC、図書の調達			○

### 3-3-4. 事業実施のフロー

教育省はガイドラインにて事業実施フローを定めており、事業実施の各段階において学校長・学校関係者や県教育事務所長の確認や承認、州教育長官の同意のほか、教育省施設課についても計画内容について承認を必要とした。

図3-2にガイドラインによる事業実施フローを記す。



計画の実施に関する MOU(Minutes of Understandings)について、我が国の ODA タスクメンバー（大使館、JICA、JBIC）は、ノンプロ無償の各セクターへの振り分けについてはスリランカ政府、現地 ODA タスクメンバーおよび JICS を含めたワーキンググループやステアリングコミッティーにおいて協議するべきとの見解により、本プロジェクトでは締結しないこととした。

### 3-3-5. 現地コンサルタント委託業務

本調査では、現地コンサルタントに対し、表3-9に記すとおり入札図書作成（詳細設計・事業費積算）の業務委託を実施した。なお、現地業者が建設を行うことを前提に、以下の条件で事業費積算を実施した。

- ・ 契約は一括請負方式ではなく現地で一般的な BOQ 方式（精算方式）とする。
- ・ 現地の慣習に倣いコンテンツェンシー（予備費：10%）を契約金額に含める。

表3-9 現地コンサルタント業務委託一覧

バッチ/学校名		委託先現地コンサルタント
1	No.1 : ディーバンカラ校	Engineering Consultants Ltd
2	No.2 : クダウェラ校	Surath Wickramasinghe Associates
	No.8 : カラティブ校	Engineering Consultants Ltd
	No.12 : オリクラム校	Engineering Consultants Ltd
	No.13 : プトゥクディルupp校	Engineering Consultants Ltd
	No.14 : アンバー校	Engineering Consultants Ltd
	No.15 : セントテレサ女子校	Engineering Consultants Ltd
	No.5 : スリスマンガラ男子校	Surath Wickramasinghe Associates
3	No.4 : クマラカシャパ校	Surath Wickramasinghe Associates
	No.9 : アルバヒリヤ校	Engineering Consultants Ltd
4	No.10 : アルアブサン校	Engineering Consultants Ltd
	No.11 : アリヤワライ校	Engineering Consultants Ltd
5	No.7 : パヤガラ女子校	Surath Wickramasinghe Associates

### 3-3-6. 契約状況

JICS による各対象校の契約状況を表3-10に記す。契約金額の総額は11.84億円<sup>6</sup>となった。

### 3-3-7. 実施工程

プロジェクトの実施工程を図3-3に記す。なお、工事期間はNo.1は6ヶ月、その他は9ヶ月を基本として設定されているが、No.5については工期が2期分けとなり、各工期の間に2ヶ月の移転期間を設けているため、全体で20ヶ月の工期となっている。

<sup>6</sup> 1円=Rs.0.90にて換算。12月末時点で入札評価中の1校の入札金額を含む。

表3-10 JICS 契約状況

学校名/被災状況等	契約対象	入札日	契約日	契約先	契約金額 (Rs)
No.1: デイパーパンカラ校	コンサルタント 施工業者	5月16日 5月17日	5月20日 5月20日	Surath Wickramasinghe Associates Nuwani Construction Ltd.	1,759,106.25 22,799,883.57
No.2: クダウエラ校	コンサルタント 施工業者	8月22日 8月22日	8月30日 9月15日	Surath Wickramasinghe Associates Nuwani Construction Ltd.	2,609,612.50 72,704,464.25
No.4: クマラカシヤパ校	コンサルタント 施工業者	10月31日 11月7日	11月23日 11月23日	DH Wijewarhene Link Engineering	1,476,000.00 59,188,283.11
No.5: スリスマンガンラ男子校	コンサルタント 施工業者	9月20日 10月7日	10月7日 10月31日	Surath Wickramasinghe Associates Buildmart Lanka Ltd.	5,654,000.00 277,345,798.74
No.7: パヤガラ女子校	コンサルタント 施工業者	12月9日 12月16日	12月26日 12月30日	Surath Wickramasinghe Associates Elemech Engineers (Pvt) Ltd.	1,936,500.00 67,571,922.66
No.8: カラテイブ校	コンサルタント 施工業者	8月15日 8月22日	8月30日 9月9日	Engineering Consultants Ltd. Ranasiha Lanka (Pvt) Ltd.	2,171,500.00 40,264,390.10
No.9: アルバヒリヤ校	コンサルタント 施工業者	10月31日 11月7日	11月29日 11月29日	State Engineering Corporation Ranasiha Lanka (Pvt) Ltd.	2,537,500.00 53,276,476.26
No.10: アルアブサン校	コンサルタント 施工業者	11月30日 12月9日	12月27日 12月23日	Engineering Consultants Ltd. Squire Mech Engineering	3,030,000.00 88,006,181.26
No.11: アリヤワライ校	コンサルタント 施工業者	12月9日 12月16日	12月27日 入札評価中	Engineering Consultants Ltd. Stephen's Construction (Pvt) Ltd.	8,850,000.00 145,093,422.64※
No.12: オリクラム校	コンサルタント 施工業者	9月6日 9月13日	10月10日 10月7日	Engineering Consultants Ltd. Squire Mech Engineering	3,160,000.00 144,066,470.08
No.13: プトウクデイルツプ校	コンサルタント 施工業者	9月6日 9月13日	10月10日 10月7日	Engineering Consultants Ltd. Squire Mech Engineering	3,100,000.00 .102,078,953.08
No.14: アンバー校	コンサルタント 施工業者	9月6日 9月13日	10月10日 10月7日	Engineering Consultants Ltd. Squire Mech Engineering	(No.12 に含む) 同上
No.15: セントテレサ女子校	コンサルタント 施工業者	9月6日 9月13日	10月10日 10月7日	Engineering Consultants Ltd. Squire Mech Engineering	(No.13 に含む) 同上
合計					1,006,601,511.42

※2005年12月末時に入札評価中のため入札金額を記載

図3-3 計画実施工程表

学校番号	内容	2005												2006							2007								
		4月	5月	6月	7月	8月	9月	10月	11月	12月	1月	2月	3月	4月	5月	6月	7月	8月	9月	10月	11月	12月	1月	2月	3月	4月	5月	6月	7月
No.1	詳細設計	■																											
	入札・契約		■																										
	施工(6ヶ月)			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
No.2 No.8	詳細設計				■																								
	入札・契約					■																							
	施工(9ヶ月)						■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
No.12 No.13 No.14 No.15	詳細設計					■																							
	入札・契約						■																						
	施工(9ヶ月)							■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
No.5	詳細設計						■																						
	入札・契約							■																					
	第1期施工(9ヶ月)								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
No.4 No.9	移転																												
	第2期施工(9ヶ月)																												
	詳細設計								■																				
No.10	入札・契約								■																				
	施工(9ヶ月)									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	詳細設計										■																		
No.11	入札・契約									■																			
	施工(9ヶ月)										■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	詳細設計											■																	
No.7	入札・契約																												
	施工(9ヶ月)																												
	詳細設計																												

### 3-3-8. 建設費

各対象校の建設費および建設単価を表3-11に記す。

表3-11 各対象校の建設費および建設単価

No.	学校名	契約金額			床面積 (㎡)	平米単価 (円)
		全体 (Rs)	予備費(10%) を除く(Rs)	同左円換算額 (円) ※		
1	ディーパンカラ校	22,799,884	20,727,167	23,030,186	1,223.20	18,828
2	クダウェラ校	72,704,464	66,094,967	73,438,853	3,241.91	22,653
4	クマラカシャパ校	59,188,283	53,807,530	59,786,145	2,519.73	23,727
5	スリスマンガラ校	277,345,799	252,132,544	280,147,271	11,779.22	23,783
7	パヤガラ女子校	67,571,923	61,429,021	68,254,467	2,767.10	24,666
8	カラティプ校	40,264,390	36,603,991	40,671,101	1,313.78	30,957
9	アルバヒリヤ校	53,276,467	48,433,152	53,814,613	1,570.67	34,262
10	アルアブサン校	88,006,181	80,005,619	88,895,133	2,681.43	33,152
11	アリヤワライ校	145,093,423※	131,903,111	146,559,013	3,446.84	42,520
12	オリクラム校	72,943,735	66,312,486	73,680,540	2,195.52	33,559
13	プトゥクディルupp校	34,005,764	30,914,331	34,349,257	1,066.39	32,211
14	アンバー校	71,121,294	64,655,722	71,839,691	2,074.90	34,623
15	セントテレサ女子校	71,230,270	64,754,791	71,949,768	1,933.57	37,211

注：1円=Rs.0.90にて換算

※2005年12月末時に契約が完了していないため、入札金額を記載した

本概略設計調査では、No.1：ディーパンカラ校を対象に、過去の無償資金協力とほぼ同程度の設計仕様と、現地仕様の場合の建設費比較を行った。表3-12に比較表を記す。

表3-12 ディーパンカラ校建設費比較表

費目			無償資金協力仕様		現地仕様		
			金額(Rs)	㎡単価(Rs)	金額(Rs)	㎡単価(Rs)	
1. 建設費	直接工事費	建築費	建築	32,789,520	27,997	19,963,549	17,045
			家具	4,758,047	4,063	3,566,530	3,045
			外構	1,601,398	1,367	-	-
			改修	407,321	1,627	477,800	1,908
			小計	39,556,286	33,774	24,007,879	20,499
	設備費	機械	1,237,521	1,057	1,191,164	1,017	
		電気	1,588,402	1,356	578,175	494	
		小計	2,825,923	2,413	1,769,339	1,511	
	計			42,382,209	36,187	25,777,218	22,009
	間接工事費(15%)			6,357,331	5,428	-	-
準備費等			-	-	1,789,461	1,528	
合計			48,739,540	41,615	27,566,679	23,537	
2. 予備費(建設費の10%)			4,873,954	4,162	2,756,668	2,354	
総計			53,613,494	45,777	30,323,347	25,891	

## 第4章 プロジェクトの妥当性の検証



## 第4章 プロジェクトの妥当性の検証

### 4-1. プロジェクトの効果

#### 4-1-1. 直接効果

##### (1) 安全な学習環境の確保

本プロジェクトの実施により、バッファゾーン内に位置し移転を要する10校、および被災校舎の再建を要する3校の計13校に就学する6,864人の児童・生徒に対し、安全な環境を確保することが可能となる。

##### (2) 学習環境の向上

本プロジェクトにより、各対象校には教育省のガイドラインに則り各種特別教室や集会場などの施設が整備されるため、対象校に就学する児童・生徒の学習環境が飛躍的に向上する。

##### (3) 児童・生徒収容キャパシティの増大

計画対象13校において、ガイドラインに則り被災前の全教室数206教室が279教室<sup>7</sup>に増設されるため、最大2,555人<sup>8</sup>の児童・生徒収容キャパシティが増大する。

##### (4) 衛生環境の改善

本プロジェクトにおいて適切な設備を備えた便所施設を整備することにより、計画対象校の衛生環境が改善する。

#### 4-1-2. 間接効果

##### (1) 被災した児童・生徒の心理的ケアへの寄与

本プロジェクトの施設には、教育省のガイドラインに則りカウンセリングルームやダンスルーム、玩具室など津波によりトラウマなど災害ストレスを負った児童・生徒のケアに配慮した施設が整備される。本プロジェクトにより、安全な学習環境での学校活動が実施され、また児童・生徒にとって魅力のある学習環境が提供されることにより、被災児童・生徒の心の問題回復に寄与することが期待される。

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<sup>7</sup> 既存教室38教室、本計画により建設される教室数241教室

<sup>8</sup> 1教室当たりの生徒数を35人とした場合

## (2) 地域社会による施設利用

本プロジェクトにより建設される施設は教育施設としてのみならず、コミュニティー活動といった教育以外の目的への活用が可能であり、地域社会への貢献が期待される。

## 4-2. 課題・提言

本プロジェクトは、その裨益効果が十分期待できるとともに、広く住民の BHN の向上に寄与するものであることから、ノンプロ無償の対象事業として実施されることの妥当性が確認される。しかしながら、より大きな裨益効果を達成するためには、以下の点が合わせて考慮されなければならない。

### (1) 新たな学校運営体制の確立

本プロジェクト施設完了にともない、対象校 13 校のうち、4 校は近隣校と統合し、また 1 校は従来の小中高一貫校を小学校と中高等学校に分割し運営する予定である。こうした学校では、生徒や教員の移転に加え、保護者など学校関係者による運営体制の再編といったさまざまな準備作業が必要である。施設完成後に速やかかつ円滑に学校運営が開始されるため、早急なる運営体制確立のための準備開始が望まれる。

### (2) 児童・生徒保護者、地域住民に対する合意形成

移転や統廃合を要する対象校では、移転前に比べ通学の便が悪くなる、または統廃合を望まず従来どおりの学校運営を望むといった理由により、児童・生徒保護者および地域住民の中には、移転や統廃合に対し難色を示す人々も存在する。このため、本プロジェクトの実施と並行し、教育省県事務所などの関係機関は、保護者や地域住民に対し、移転計画の説明や学校運営体制の意見交換会を行うなど十分に合意形成を図る必要がある。

### (3) 運営維持管理費の確保

本プロジェクトの実施により、対象校の施設規模が拡張されるため、ランニングコストやメンテナンスといった維持管理費が増大する。また、児童・生徒収容キャパシティの増大にともない、近い将来児童・生徒数が増加し、教員の増員が必要になることなども想定される。このため、早急な運営維持管理費の増額の確保が必要とされる。

### 4-3. プロジェクトの妥当性

本プロジェクトは4-1に記した効果が期待でき、また以下の理由によりノンプロ無償対象事業の実施が妥当であると判断される。

- ① 本プロジェクトの裨益対象が、スリランカ国の児童・生徒および教員といった貧困層を含む一般国民である。
- ② 本プロジェクトのプロジェクト目標は被災施設の復旧および協力対象地域における学習環境の改善であり、BHNの向上、教育および人造りに合致する。
- ③ 本プロジェクト施設は、現地の標準的な設計に則り計画されており、スリランカ国独自の資金と人材・技術で維持管理・修繕を行うことができ、高度な技術を必要としない。
- ④ 本プロジェクトの内容が、スリランカ国の「ドナー機関に対する津波被災学校修復移転のためのガイドライン (Guideline for Donor Agencies Rehabilitation / Relocation of Tsunami Affected Schools)」の内容に合致している。
- ⑤ 本プロジェクトは、長期的且つマクロな視点においての費用対効果は期待されるものの、計画実施に伴う直接の収益性を有さない。
- ⑥ 計画実施に伴う環境に対する負の影響がない。
- ⑦ ノンプロ無償の制度により、特段の困難なく計画の実施が可能である。

### 4-4. 結論

本プロジェクトは、前述のように多大な効果が期待されると同時に、本プロジェクトが広く住民の BHN の向上に寄与するものであることから、協力対象事業の一部に対して、ノンプロ無償の対象事業として実施することの妥当性が確認される。また、本プロジェクトの運営・維持管理についても、スリランカ国側体制は問題ないと考えられる。さらに、本章4-2に記した課題・提言が改善、実施されれば、本プロジェクトの目標はより効果的に達成し得ると考える。

#### 4-5. その他(ノンプロ無償の活用について)

本プロジェクトの特徴は、ノンプロ無償を活用した点であり、これにより以下の成果を得たと考えられる。

##### (1) 迅速なプロジェクトの実施

本プロジェクトは、他ドナーと比較しても極めて迅速に工事の着手に至っている。主な要因としては、以下が考えられる。

- ① 教育省、他ドナーなど関連機関とのネットワークを有する JICA がプロジェクト形成のための本調査を行うことで、迅速にニーズを把握し、支援対象を特定することができた。
- ② 設計段階においては、過去の無償資金協力による類似案件の知見を活用した。
- ③ 移転など刻一刻と状況が変化する問題に対しても、複数回の現地調査の派遣など状況に応じ、対象学校毎に柔軟な対応をしたことで、問題が解決した学校に対し直ちに設計を開始することができた。
- ④ 現地コンサルタントの活用、国内における承認プロセスの簡略化等により、設計期間が短縮された。
- ⑤ JICS が本調査における概略設計の進行と並行し段取りよく入札手続きを行い、設計資料を受領後直ちに入札業務を開始することができた。今後も、支払い、品質および工程管理など適切にプロジェクトが遂行されるためには、JICS による業務管理が必須である。

##### (2) 低コスト化の実現

本プロジェクトでは、一般無償による案件の実施と比べ低コスト化が実現された。以下に主な要因を記す。

- ① ノンプロ無償の活用により、現地コンサルタントによる施工監理、現地業者による建設が可能となった。
- ② 詳細設計は現地コンサルタントによる現地仕様で実施した。
- ③ 日本の会計年度の制約を受けず、現地の状況に応じた工期の設定が可能であった。

資 料

## 資料1:調査団員氏名

### 第1次現地調査(平成17年2月2日～平成17年2月23日)

No	団職名	名前	所属
1	総括：	中川 和夫	国際協力機構 無償資金協力部長
2	計画管理：	相良 冬木	国際協力機構 無償資金協力部 管理・調整グループ、管理チーム
3	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所
4	施設・建築設計1：	堀越 誠一	株式会社毛利建築設計事務所
5	施設・建築設計2：	工藤 洋靖	株式会社毛利建築設計事務所
6	施設・建築設計3：	山田 風悟	株式会社毛利建築設計事務所
7	施設・建築設計4：	秋山 英一郎	株式会社毛利建築設計事務所
8	施工・調達計画/積算：	関根 清吉	株式会社 久米設計

### 第1次概略設計説明調査(平成17年3月13日～3月30日)

No	団職名	名前	所属
1	総括：	青木 眞	国際協力機構 無償資金協力部次長
2	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所
3	施設・建築設計2：	工藤 洋靖	株式会社毛利建築設計事務所
4	施設・建築設計3：	山田 風悟	株式会社毛利建築設計事務所
5	施工・調達計画/積算：	関根 清吉	株式会社 久米設計

### 第2次現地調査(平成17年4月10日～4月13日)

No	団職名	名前	所属
1	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所

### 第2次概略設計説明調査(平成17年4月17日～4月26日)

No	団職名	名前	所属
1	総括：	稲葉 誠	国際協力機構 無償資金協力部 管理・調整グループ長
2	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所
3	施設・建築設計2：	工藤 洋靖	株式会社毛利建築設計事務所

第3次現地調査(平成 17 年 6 月 8 日～6 月 29 日)

No	団職名	名前	所属
1	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所
2	施設・建築設計 2：	工藤 洋靖	株式会社毛利建築設計事務所

第4次現地調査(平成 17 年 7 月 17 日～8 月 16 日)

No	団職名	名前	所属
1	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所
2	施設・建築設計 2：	工藤 洋靖	株式会社毛利建築設計事務所

第5次現地調査(平成 17 年 9 月 19 日～9 月 30 日)

No	団職名	名前	所属
1	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所
2	施設・建築設計 2：	工藤 洋靖	株式会社毛利建築設計事務所

第6次現地調査(平成 17 年 10 月 24 日～11 月 4 日)

No	団職名	名前	所属
1	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所

第7次現地調査(平成 17 年 11 月 20 日～12 月 1 日)

No	団職名	名前	所属
1	業務主任/建築・社会調査：	杉浦 晃	株式会社毛利建築設計事務所

資料2: 調査行程

第1次現地調査

日時	a 団長	b 計画管理	c 業務主任/ 建築・社会調査	d 施設・建築設計1	e 施設・建築設計2	g 施設・建築設計3	g 施設・建築設計4	h 施工・調達計画/ 積算
1	2月2日	水	成田発→コロンボ着					
2	2月3日	木	JICA、DER、MOE、EOJ打合せ	成田発→コロンボ着				
3	2月4日	金	サイト視察(Galle:No.4,5)		調査準備			
4	2月5日	土	コロンボ→バンコク					
5	2月6日	日	バンコク→成田	サイト視察(Gampaha:No.7)、移動:Negombo→Batticaloa				
6	2月7日	月		サイト視察(Batticaloa:No.12,13,14,15)				
7	2月8日	火		サイト視察(Ampara:No.8,9,10)				
8	2月9日	水		サイト視察(Hambantota:No.1,2)	サイト調査(No.12)			
9	2月10日	木		サイト視察(Galle:No.3,4 Kalutara:No.No.5,6)	サイト調査(No.15)		成田→コロンボ	
10	2月11日	金		教育省協議	サイト調査(Gampaha:No.7)			積算調査
11	2月12日	土		サイト視察(Kalutara:No.No.5)	サイト調査(Kalutara:No.No.5)			積算調査
12	2月13日	日		コロンボ→成田	JICS打合せ	サイト調査準備	サイト調査準備	積算調査
13	2月14日	月			移動:Colombo→Tangalle	サイト調査準備	サイト調査準備	積算調査
14	2月15日	火			移動:Colombo→Ampara	同上	同上	積算調査
15	2月16日	水			移動:Colombo→Ampara	同上	同上	積算調査
16	2月17日	木			移動:Colombo→Ampara	同上	同上	積算調査
17	2月18日	金			移動:Colombo→Ampara	同上	同上	積算調査
18	2月19日	土			移動:Colombo→Ampara	同上	同上	積算調査
19	2月20日	日			移動:Colombo→Ampara	同上	同上	積算調査
20	2月21日	月			移動:Colombo→Ampara	同上	同上	積算調査
21	2月22日	火			移動:Colombo→Ampara	同上	同上	積算調査
22	2月23日	水			移動:Colombo→Ampara	同上	同上	積算調査

第1次概略設計説明調査

日時	総括	業務主任/ 建築・社会調査	施設・建築設計2	施設・建築設計3	施工・調達計画/ 積算
1	3月13日	日	成田発→コロンボ着		
2	3月14日	月	JICA打合せ サイト視察(No.5)	成田発→コロンボ着	成田発→コロンボ着
3	3月15日	火	JICA事務所打合せ、JICS打合せ、大使館打合せ		同左
4	3月16日	水	コロンボ発→成田着	教育省School Works Division入札図書説明	成田発→コロンボ着
5	3月17日	木	JICA事務所打合せ	教育省入札図書説明、JICA事務所打合せ	JICS打合せ
6	3月18日	金	JICS打合せ	No.5校サイト調査	JICA事務所打合せ
7	3月19日	土	教育省Zonal Education Director協議	No.5校サイト調査	コロンボ発→成田着
8	3月20日	日	JICA事務所打合せ	No.5校:学校関係者ミーティング	
9	3月21日	月	コロンボ→タンガラ	コロンボ→アンバラ	Colombo>Tangalle
10	3月22日	火	タンガラ教育事務所	カラティブ教育事務所	タンガラ教育事務所
11	3月23日	水	No.2校サイト視察	パティカロア教育事務所	No.2校サイト調査
12	3月24日	木	タンガラ→コロンボ	アンバラ→コロンボ	No.2校サイト調査
13	3月25日	金	大蔵省、ユニセフ	教育省協議、JICA打合せ	No.5校サイト調査
14	3月26日	土	教育省協議、JICA打合せ	修正案作成、JICS打合せ	建築関連調査、修正図面作成
15	3月27日	日	現地祭日:修正案作成	JICA・JICS・大使館打合せ	コロンボ発→成田着
16	3月28日	月	JICA・JICS・大使館打合せ		
17	3月29日	火	コロンボ→アンバラ、パティカロア教育事務所協		
18	3月30日	水	タンガラ地域教育事務所協議、タンガラ→コロン		

第2次現地調査

日時	業務主任/ 杉浦 晃 4日間		
1	4月10日	日	成田発→コロンボ着
2	4月11日	月	JICA・JICS・LC打合せ
3	4月12日	火	LC打合せ・契約、JICA・JICS打合せ
4	4月13日	水	コロンボ発→成田着

第2次概略設計説明調査

日時	総括	業務主任/ 建築・社会調査	施設・建築設計2
1	4月17日	日	成田発→コロンボ着
2	4月18日	月	JICA事務所表敬
3	4月19日	火	LC入札図書作成指揮
4	4月20日	水	成田発→コロンボ着
5	4月21日	木	LC入札図書作成指揮
6	4月22日	金	サイト視察(No.5) LC打合せ
7	4月23日	土	JICA・JICS打合せ、教育省協議
8	4月24日	日	入札図書内容確認・修正、無償案件校視察
9	4月25日	月	LC入札図書作成指揮
10	4月26日	火	内部協議、入札図書内容確認・修正
			コロンボ発→成田着
			同上、JICS入札図面提出
			JICA・JICS打合せ、教育省打合せ、LC打合せ
			コロンボ発→成田着



第3次現地調査

日時	業務主任／建築・社会調査 杉浦 晃 18日間		施設・建築設計2 工藤 洋靖 18日間	
	1 6月8日	水		成田発→コロンボ着
2 6月9日	木		JICA表敬、LC打合せ	
3 6月10日	金		LC打合せ	
4 6月11日	土		同上	
5 6月12日	日		同上	
6 6月13日	月	成田発→コロンボ着		
7 6月14日	火	JICA事務所打合せ、JICS打合せ、LC打合せ		
8 6月15日	水	No.1起工式、No.2打合せ、No.4サイト視察		
9 6月16日	木	JICA打合せ、LC打合せ		
10 6月17日	金	LC打合せ		
11 6月18日	土	南部州教育事務所打合せ、No.4、3サイト視察	サイト調査準備、LC打合せ	
12 6月19日	日	資料整理	コロンボ→アンバラ、No.9.10サイト視察	
13 6月20日	月	コロンボ→アンバラ、No.9サイト調査	No.9サイト調査	
14 6月21日	火	No.8,12,13,14,15打合せ、Baticalloa/Kalumunai Zonal Education Office打合せ		
15 6月22日	水	アンバラ→コロンボ		
16 6月23日	木	LC打合せ、JICA打合せ		
17 6月24日	金	No.4サイト調査		
18 6月25日	土	教育省打合せ、LC打合せ		
19 6月26日	日	JICA打合せ、JICS打合せ	コロンボ発→成田着	
20 6月27日	月	資料整理		
21 6月28日	火	No.1校モニタリング		
22 6月29日	水	LC契約、教育省打合せ、JICA・JICS報告		
		コロンボ発→成田着		

第6次現地調査

日時	業務主任／建築・社会調査 杉浦 晃 12日間		施設・建築設計2 工藤 洋靖 12日間	
	1 10月24日	月	成田発→コロンボ着	
2 10月25日	火	LC打合せ (No.11進捗確認)		
		LC打合せ (No.7詳細設計打合せ)		
		JICA表敬・打合せ		
3 10月26日	水	LC打合せ (No.11設計内容確認)		
		JICS打合せ		
4 10月27日	木	No.1、2現場モニタリング、No.5サイト視察		
5 10月28日	金	LC打合せ (No.1,2監理状況確認)		
		JICS報告 (No.1,2の進捗状況)、教育省打合せ (No.10詳細設計図提出)		
		JICA中間報告・打合せ		
6 10月29日	土	資料整理		
7 10月30日	日	コロンボ→アンバラ		
8 10月31日	月	No.8、12,13,14,15現場モニタリング		
9 11月1日	火	ポロナルワーコロンボ		
		LC打合せ (No.11、BOQ等)		
10 11月2日	水	教育省打合せ (No.11詳細設計図の承認)		
		No.11入札図書JICS提出		
		LC打合せ (No.7契約)		
11 11月3日	木	LC打合せ (No.11,7設計内容確認)		
		JICA・JICS報告		
12 11月4日	金	コロンボ発→成田着		

第4次現地調査

日時	業務主任／建築・社会調査 杉浦 晃 21日間		施設・建築設計2 工藤 洋靖 24日間	
	1 7月17日	日	成田発→コロンボ着	
2 7月18日	月	教育省表敬、LC打合せ		
3 7月19日	火	LC打合せ、JICS打合せ		
4 7月20日	水	サイト調査 (No.3)、No.5校関係者打合せ		
5 7月21日	木	JICA表敬・打合せ、LC打合せ		
6 7月22日	金	JICA打合せ、LC打合せ、教育省 (tERM) 打合せ		
7 7月23日	土	LC打合せ		
8 7月24日	日	資料整理		
9 7月25日	月	JICS入札図書納品 (No.2,8)		
10 7月26日	火	LC打合せ、教育省図面承認 (No.2,8)		
11 7月27日	水	成田発→コロンボ着	同上	
12 7月28日	木	JICA・JICS打合せ、LC打合せ	図面説明 (No.4)	
13 7月29日	金	コロンボ→アンバラ、図面説明 (No.9)、サイト調査 (No.10)		
14 7月30日	土	アンバラ→コロンボ		
15 7月31日	日	資料整理		
16 8月1日	月	LC打合せ、JICA打合せ		
17 8月2日	火	教育省打合せ、LC打合せ、JICA打合せ		
18 8月3日	水	コロンボ→ジャフナ、サイト調査 (No.11)		
19 8月4日	木	ジャフナ→コロンボ、LC打合せ、JICA中間報告		
20 8月5日	金	LC打合せ、JICA打合せ		
21 8月6日	土	LC打合せ		
22 8月7日	日	同上		
23 8月8日	月	LC打合せ、教育省次官打合せ (No.3,7の取扱い)		
24 8月9日	火	LC打合せ (入札図書作成指導)	コロンボ発→成田着	
25 8月10日	水	同上、教育省打合せ、JICA打合せ		
26 8月11日	木	No.1校モニタリング、No.3サイト視察、No.5関係者打合せ		
27 8月12日	金	教育省入札図書承認 (No.12,13,14,15)、JICS打合せ、JICA打合せ		
28 8月13日	土	資料整理		
29 8月14日	日	LC打合せ		
30 8月15日	月	JICS入札図書納品 (No.12,13,14,15)		
		LC契約 (No.4,9)		
		教育省図面承認 (No.5)、JICA・JICS報告		
31 8月16日	火	コロンボ発→成田着		

第7次現地調査

日時	業務主任／建築・社会調査 杉浦 晃 12日間		施設・建築設計2 工藤 洋靖 12日間	
	1 11月20日	日	成田発→コロンボ着	
2 11月21日	月	JICA表敬・打合せ		
		LC打合せ (No.7、11詳細設計図受領)		
		教育省打合せ (No.7,11詳細設計図提出)		
3 11月22日	火	LC打合せ、JICS入札図書提出 (No.7)		
4 11月23日	水	LC打合せ、JICS入札図書提出 (No.11)		
		コロンボ→ポロナルワ		
5 11月24日	木	No.8、12、13、14、15現場モニタリング		
6 11月25日	金	ポロナルワーコロンボ		
		JICA打合せ、JICA・JICS・大使館合同打合せ		
7 11月26日	土	資料作成・整理		
8 11月27日	日	コロンボ→ハンバントタ		
9 11月28日	月	No.1現場モニタリング (竣工検査補助)		
		No.2現場モニタリング、→コロンボ		
10 11月29日	火	LC打合せ、JICS打合せ、No.5現場モニタリング		
11 11月30日	水	教育省打合せ、JICS打合せ、JICA報告		
12 12月1日	木	コロンボ発→成田着		

第5次現地調査

日時	業務主任／建築・社会調査 杉浦 晃 12日間		施設・建築設計2 工藤 洋靖 12日間	
	1 9月19日	月	成田発→コロンボ着	
2 9月20日	火	JICA表敬、LC打合せ、JICA・JICS打合せ		
3 9月21日	水	LC打合せ、No.7サイト調査		
4 9月22日	木	JICA打合せ、プロジェクト事業費の検討、教育省入札図書提出・打合せ、大使館・JICA・JICS協議		
5 9月23日	金	No.3周辺校調査、No.1モニタリング		
6 9月24日	土	No.10設計内容説明、No.11設計打合せ		
7 9月25日	日	No.7基本計画案策定、資料整理		
8 9月26日	月	コロンボ→ジャフナ、No.11設計打合せ	JICS入札図書提出、No.7基本計画案策定	
9 9月27日	火	ジャフナ→コロンボ	No.7設計打合せ	
10 9月28日	水	No.3周辺校再調査、LC打合せ		
11 9月29日	木	LC契約、JICA・JICS報告		
12 9月30日	金	コロンボ発→成田着		

### 添付資料3. 面談者リスト

#### Ministry of Education

Dr. Tara De Mel	Secretary
Mr. Dias Amarasinghe	Additional Secretary
Mr. S.L.M.D. Piyasena	Project Director, New Model Primary Schools Project & Implementation of Junior Schools Project

#### School Works Division

Ms. Malinie Fernando	Director of School Works Division
Ms. Sandya Mendis	Architect

#### Secondary Education Modernization Project

Mr. Anura Dissanayake	Project Director
Mr. L.W. Palitha	Project Engineer

#### Provincial Department of Education, Southern Province

Mr. C.D.Vidana Pathirana	Secretary
Ms. Saraswathie Dassanayake	Director/ Planning

#### Division Office, Pandura

Mr. D.P.L.C. Perera	Divisional Secretary Pandura
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#### Zonal Education Office, Tangalle

Mr. S.A.M. Sooriyapatabandi	Zonal Director of Education
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#### Zonal Education Office, Ambalangodh

Mr. W.A.D.A. Gurawardena	Zonal Director of Education
--------------------------	-----------------------------

#### Zonal Education Office, Vadamaradchy (Jaffna)

Mr. Servaraja	Zonal Director of Education
Mr. B. Rahunathan	Deputy Director of Education

#### Zonal Education Office, Jaffna

Ms. P. Kagnasgva Ran	Zonal Director of Education
Mr. M.P. Balakwamar	Technical Officer

**Zonal Education Office, Batticaloa**

Mr. M. Pavalakanthan

Zonal Director of Education

**Zonal Education Office, Kalutara**

Ms. K.H. Amara Nandani

Zonal Director of Education

**Zonal Education Office, Kalmunai**

Mr. U.L. Mohamed Hazim

Zonal Director of Education

Mr. B. Jayakumara

Divisional Education Officer (Karative)

**Zonal Education Office, Akkaripattu**

Mr. Haseem

Zonal Director of Education

Mr. L.M. Carder

District Education Officer

**Zonal Education Office, Kalumunai**

Ms. U.L.M. Hashim

Zonal Director of Education

**District Education Office, Potvil**

Mr. L.M. Carder

District Education Officer

**Government Agent, Jaffna**

Mr. K. Ganesh

Government Agent

Mr. Jeyaseelam

Assistant Government Agent

**Ministry of Finance**

Mr. J.H.J. Jayamaha

Additional Director General,  
External Resources Department

Mr. Mapa Patirana

Director Japan Division,  
External Resources Department

**在スリランカ日本国大使館**

軽部 洋

公使

大西 英之

参事官

宮原 勇治

一等書記官

## JICS スリランカ連絡事務所

神保 孝行  
石崎 高博  
清水 修司  
尾ヶ口 和典  
梅宮 勇  
西川 光久  
引間 靖生  
高橋 豊  
松尾 光久  
小林 辰哉

業務部 総括プロジェクトマネージャー  
業務部 プロジェクトマネージャー  
業務部  
業務部

### Technical Adviser

コンサルタント (八千代エンジニアリング)  
コンサルタント (八千代エンジニアリング)  
コンサルタント (八千代エンジニアリング)  
コンサルタント (八千代エンジニアリング)  
コンサルタント (八千代エンジニアリング)

## JICA スリランカ事務所

植嶋 卓巳  
坂田 英樹  
小林 秀弥  
西丸 崇  
Dr. Priyantha Serasinghe

所長  
次長  
所員  
企画調査員  
Research Officer

資料4: 収集資料リスト

調査名 スリランカ国 津波被害学校復旧計画 概略設計調査

建築関連

番号	名称	形態	オリジナル・コピー	発行機関	発行年
1	Modules on Quality Control Module 1: Quality Control of Cement	図書	オリジナル	Ministry of Local Government, Housing and Construction/ ICTAD (Institute for Construction Training & Development)	May 1987
2	Conditions of Contract for Works of Building & Civil Engineering Sri Lanka	図書	コピー	Ministry of Housing & Urban Development/ ICTAD	Jan. 1989
3	Preliminaries Bill No.1 (Specimen Bill)	図書	コピー	Ministry of Policy Planning & Implementation/ ICTAD	
4	Guidelines for Site Investigations for Foundations of Buildings	図書	コピー	Ministry of Housing & Construction/ ICTAD	Jan. 1994
5	Standard Bidding Document: Procurement of Works	図書	オリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Jan. 2004
6	Standard Bidding Document: Procurement of Works Major Contracts	図書	オリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Sep. 2003
7	Standard Bidding Document: Procurement of Works Minor Contracts	図書	オリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Sep. 2003
8	A List of Building Construction Contractors	図書	コピー	Ministry of Housing, Construction & Industry, Eastern Province Education & Irrigation Development/ ICTAD	Dec. 2004

9	Report of the Committee on Upgrading Consultancy Services in Sri Lanka	図書	カリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Aug. 2002
1 0	Client Guide- General	図書	カリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Aug. 2002
1 1	Client Guide- Selection of Consultants	図書	カリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Aug. 2002
1 2	Directory of Consultants to the Construction Industry	図書	カリジナル	Ministry of Housing Construction and Public Utilities/ ICTAD	1995
1 3	Specifications for Building Works- Volume I	図書	カリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	July 2004
1 4	Specifications for Site Investigation for Building Works and Sample Bill of Quantities	図書	コピ -	Ministry of Housing Construction and Public Utilities/ ICTAD	Apr. 1997
1 5	Standard Bidding Document: Procurement of Works Design & Build Contracts	図書	カリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	May 2003
1 6	Specifications for Building Works- Volume II Sanitary Installations	図書	カリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Oct. 2001
1 7	Specifications for Water Supply Sewerage and Storm Water Drainage Works	図書	カリジナル	Ministry of Housing & Plantation Infrastructure/ ICTAD	Apr. 2002
1 8	Fire Regulations	図書	コピ -	Ministry of Housing, Construction and Public Utilities/ ICTAD	May 1997
1 9	Specifications for Electrical and Mechanical Works Associated with Building and Civil Engineering	図書	コピ -	Ministry of Urban Development Housing and Construction/ ICTAD	Aug. 2000
2 0	Scope of Consultancy Services ICTAD Publication No. ICTAD/COUSULT/04	図書	コピ -	Ministry of Housing, Construction and Public Utilities/ ICTAD	Aug. 2002

2 1	Form of Agreement Standard Conditions of Engagement – Parts I & II ICTAD Publication No. ICTAD/COUSULT/01	図書	コビ	Ministry of Urban Development Housing and Construction/ ICTAD	Aug. 2002
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教育・統計関連

番号	名称	形態	オリシナル・コピ	発行機関	発行年
2 3	The Development of Education National Report	図書	コピ	Ministry of Education	Aug. 2004
2 4	Sri Lanka- Teacher Education and Teacher Deployment Project	図書	コピ	World Bank	May 1996
2 5	Present Education System and Management Structure	図書	コピ	Ministry of Education	Sep. 2004
2 6	Recent Developments in Education in Sri Lanka	図書	コピ	Ministry of Education	Jan. 2004
2 7	Government's Poverty Reduction Strategy	図書	コピ	World Bank	
2 8	Sri Lanka- Poverty Assessment	図書	コピ	World Bank	June 2002
2 9	Five Year Plan for Primary Education- Sri Lanka: 2000-2004 Chapter 1-3	図書	コピ		
3 0	Summary Education Profile: Sri Lanka	図書	コピ	World Bank	
3 1	School Census 2003 Preliminary Report	図書	コピ	Ministry of Human Resource Development, Education and Cultural Affairs/ Statistics Branch	Mar. 2004

## 津波関連

番号	名称	形態	オリジナル・コピー	発行機関	発行年
3 2	Preliminary Statistics of the Census of Buildings and Persons Affected by the Tsunami- 2004 <Galle District>	図書	コピー	Department of Census and Statistics	2005
3 3	Preliminary Statistics of the Census of Persons and Buildings of the Census Blocks Affected by the Tsunami- 2004 <Batticaloa District>	図書	コピー	Department of Census and Statistics	2005
3 4	Preliminary Statistics of the Census of Population and Buildings of the Census Blocks Affected by the Tsunami- 2004 <Ampara District>	図書	コピー	Department of Census and Statistics	2005
3 5	Preliminary Statistics of the Census of Buildings and Persons Affected by the Tsunami- 2004 <Hambantota District>	図書	コピー	Department of Census and Statistics	2005
3 6	Preliminary Statistics of the Census of Buildings and Persons Affected by the Tsunami- 2004 <Jaffna District>	図書	コピー	Department of Census and Statistics	2005
3 7	Preliminary Statistics of the Census of Population and Buildings of the Census Blocks Affected by the Tsunami- 2004 <Kalutara District>	図書	コピー	Department of Census and Statistics	2005
3 9	Preliminary Statistics of the Census of Population and Buildings of the Census Blocks Affected by the Tsunami- 2004 <Gampaha District>	図書	コピー	Department of Census and Statistics	2005



## 資料5 要請校の運営状況

### Questionnaire (Educational Planning)

School Name:	No.1 H/Deepankara M.P.S	School Type:	Type 3 / Type 2 / IC / IAB
Ethnicity:	Singhalise (100%) Tamil (___%) Other: _____ (___%)		
District:	Hambantota	Zone:	Tangalle
Province:	Southern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students ( 56 )**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	7	5	5	2	2	5							
	Boys	9	12	3	2	2	2							
	<b>Total</b>	<b>16</b>	<b>17</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>7</b>							
After	Girls	7	5	5	2	2	5							
	Boys	9	12	3	2	2	2							
	<b>Total</b>	<b>16</b>	<b>17</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>7</b>							

**B. Any plan for transferring students and teachers from OTHER Schools?: ( Yes / No )**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers ( 8 )**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	7	1	8									
After	7	1	8									

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	-	1	1
After	-	1	1

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1	1							
Classrooms	1	1	Other classes are in the main hall.										

**F. Has School Development Society (SDS) already established?: ( Yes / No )**

- If yes,
- How many members?: ( 65 )
  - Who are the members?: ( Principal, Teacher, Parents, Community, Residents, Other )
  - How often does the SDS call a meeting?: ( once a term )
  - What is main role of the SDS?: ( To develop the school )

**G. Information about Surrounding Area**

G-1 Major industry: ( Agriculture, Fishery, Forestry, Commerce, Other: Fishery and commerce )

G-2 Average cash income per household per year: ( approx. 20,000 Rp.)

G-3 Total population of the area: ( about 5,000 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( enough resources to live )

G-5 Are “internally displaced persons” moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( 25 families )

G-6 Number of out-of-school children in the area: ( No )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents’ understanding on the importance of education
- Other ( \_\_\_\_\_ )

} All the children go to schools by the non-formal education system

**H. Surrounding Schools**

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. H/Rahula M. V.					
2. H Marakolliya K. V					
3.					
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.1 近隣校 Rahula M. V, Tangalla	School Type:	Type 3 / Type 2 (IC) / IAB
Ethnicity:	Singhalise (100%) Tamil (____%) Other: _____ (____%)		
District:	Hambantota	Zone:	Tangalle
Province:	Southern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13(1)	13(2)
Before	Girls	9	8	14	9	15	33	13	22	21	19	44	23	27	13
	Boys	7	17	13	15	12	18	8	8	26	21	35	7	10	4
	<b>Total</b>	<b>16</b>	<b>25</b>	<b>27</b>	<b>24</b>	<b>27</b>	<b>51</b>	<b>21</b>	<b>30</b>	<b>47</b>	<b>40</b>	<b>79</b>	<b>30</b>	<b>37</b>	<b>17</b>
After	Girls	5	9	7	14	9	15	33	13	22	20	48	22	25	13
	Boys	5	8	17	13	15	12	17	6	8	26	36	7	8	4
	<b>Total</b>	<b>10</b>	<b>17</b>	<b>24</b>	<b>27</b>	<b>24</b>	<b>27</b>	<b>50</b>	<b>19</b>	<b>30</b>	<b>46</b>	<b>84</b>	<b>29</b>	<b>33</b>	<b>17</b>

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	8	-	8	8	1	9	6	1	7	2	5	7
After	8	-	8	8	1	9	6	1	7	2	5	7

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	2	1	3
After	2	1	3

Administrator – 1  
Assistant – 2 (female)

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1	1	1	2	2	2	4	2	3
Classrooms	1	1	1	1	1	1	2	2	2	2	4	2	3

**F. Has School Development Society (SDS) already established?: (Yes / No)**

- If yes,
- How many members?: ( 270 )
  - Who are the members?: (Principal, Teacher, Parents) Community Residents, Other)
  - How often does the SDS call a meeting?: ( thrice a year )
  - What is main role of the SDS?: ( developing the school )

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other: labor)

G-2 Average cash income per household per year: (3,000 Rp.)

G-3 Total population of the area: (20,000)

1.2%

G-4 Trend of population growth: (Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease)

Reason of the trend: (Urbanization)

G-5 Are "internally displaced persons" moving into this area after Tsunami?: (Yes / No)

If yes, approximately how many?: (about 50%)

G-6 Number of out-of-school children in the area: (10%)

G-7 Disparity in the number of out-of-school children by sex: More (Girls / Boys) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other (\_\_\_\_\_)

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. H/Rahula M. V. Tangalle	1C	437	30	Sinhara	
2. H/Tangalle Balica V					1 km
3. H/Tangalle M. V.					1 km
4. H/Primary School					1/2 km
5. H/Model School Polommaruwa					2 km

\*B. No instruction is given by the Ministry of Education about transferring the classes from grade 6 to 13.

No details of constructing or rehabilitation.

But, the primary section has been transferred to another school (H/Deepanicara M.V. Tangalle) in order to the instruction given by the Ministry of Education of southern province (letter on 9<sup>th</sup> February, 2005).

Parents and school development society are requesting for the storied building and to complete the building that is semi built.

### Questionnaire (Educational Planning)

School Name:	No.2 Kudawella Jayawickrema MV. Nakulugamuwa	School Type:	Type 3 / Type 2 (IC) / IAB
Ethnicity:	Singhalise ( <u>100</u> %) Tamil ( ___ %) Other: _____ ( ___ %)		
District:	Hambantota	Zone:	Tengalle
Province:	Southern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students ( \_\_\_\_\_ )**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	14	16	17	16	17	27	13	15	11	14	29	4	
	Boys	11	11	10	14	12	28	17	20	14	10	20	8	
	<b>Total</b>	<b>25</b>	<b>27</b>	<b>27</b>	<b>30</b>	<b>29</b>	<b>55</b>	<b>30</b>	<b>35</b>	<b>25</b>	<b>24</b>	<b>49</b>	<b>12</b>	
After	Girls	14	16	16	16	17	27	13	15	10	14	28	4	
	Boys	11	11	10	14	12	28	17	20	14	10	20	8	
	<b>Total</b>	<b>25</b>	<b>27</b>	<b>26</b>	<b>30</b>	<b>29</b>	<b>55</b>	<b>30</b>	<b>35</b>	<b>24</b>	<b>24</b>	<b>48</b>	<b>12</b>	

**B. Any plan for transferring students and teachers from OTHER Schools?: ( Yes / No )**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers ( \_\_\_\_\_ )**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	5	-	5	5	-	5	7	2	9	-	-	-
After	5	-	5	5	-	5	7	2	9	-	-	-

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	1	-	1
After	1	-	1

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1	2	1	1	1	1	2	-	-
Classrooms	1	1	1	1	1	2	1	1	1	1	2	-	-

**F. Has School Development Society (SDS) already established?: ( Yes / No )**

- If yes,
- How many members?: ( 295 )
  - Who are the members?: ( Principal, Teacher, Parents ) Community Residents, Other )
  - How often does the SDS call a meeting?: ( twice per term )
  - What is main role of the SDS?: ( Development of the school & education level of students )

**G. Information about Surrounding Area**

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 85,000 Rp.)

G-3 Total population of the area: ( 11,000 )

G-4 Trend of population growth: (Rapidly Increase) / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( It is a fishing village \_\_\_\_\_ )

G-5 Are “internally displaced persons” moving into this area after Tsunami?: ( Yes ) No )

If yes, approximately how many?: ( 5 )

G-6 Number of out-of-school children in the area: ( 10 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

**H. Surrounding Schools**

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. Nakulugamuwa primary V.	1-C	563	24	Sinhara	1 km
2. Nakulugamuwa Gamini M.V	1-AB	930	54	Sinhara	1 km
3.					
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.3 对象外 Devapathiraja MV., Ratgama	School Type:	Type 3 / Type 2 / IC (IAB)
Ethnicity:	Singhalise (100 %) Tamil (___%) Other: _____ (___%)		
District:	Galle	Zone:	Ambalangoda
Province:	Southern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	-	-	-	-	-	121	121	123	135	129	131	45	29
	Boys	-	-	-	-	-	139	139	145	142	137	125	54	38
	Total	-	-	-	-	-	260	260	268	277	266	256	99	67
After	Girls	-	-	-	-	-	121	121	123	135	129	131	45	29
	Boys	-	-	-	-	-	139	137	145	142	137	125	54	38
	Total	-	-	-	-	-	260	258	268	277	266	256	99	67

**B. Any plan for transferring students and teachers from OTHER Schools?:** (Yes) / No)

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers	1												

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (65/67)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	-	-	-	-	-	-	35	19	54	8	3	11
After	-	-	-	-	-	-	37	19	56	8	3	11

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	2	5	7
After	2	5	7

Others 6

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes						6	6	6	6	6	6	3	3
Classrooms						6	6	6	6	6	6	3	3

**F. Has School Development Society (SDS) already established?:** (Yes) / No)

If yes, • How many members?: (About 1,500)

• Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)

• How often does the SDS call a meeting?: (thrice a year and according to needs)

• What is main role of the SDS?: (Support for the extra curricular activities, help to solve the problems.)



### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: (Fishery 35,000 Rp, Others 25,000 Rp.)

G-3 Total population of the area: (30,000)

G-4 Trend of population growth: (Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease)

Reason of the trend: (\_\_\_\_\_)

G-5 Are "internally displaced persons" moving into this area after Tsunami?: (Yes / No)

If yes, approximately how many?: (\_\_\_\_\_)

G-6 Number of out-of-school children in the area: (\_\_\_\_\_)

G-7 Disparity in the number of out-of-school children by sex: More (Girls / Boys) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other (\_\_\_\_\_)

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. Sirisumana K.V	Type 3	900	28	Sinhalese	1 km
2. Boossa K.V	Type 3	120	11	Sinhalese	1 1/2 km
3. Sir Ernest K.V	Type 3	180	7	Sinhalese	3 1/2 km
4. Thilaka K.V	Type 3	185	7	Sinhalese	2 km
5. Mawadaisila K.V	Type 3	340	18	Sinhalese	10 km

The necessities of the other sections of the school 1. Primary School (grade 1-5) 2. Home science unit 3. Aesthetic unit (music/art/dancing) 4. First aid unit 5. Computer unit 6. Computer unit 7. Girls' guide unit 8. Chess unit 9. English unit 10. Shrine place (Buddha statue) 11. Swimming pool 12. Basket ball / valley ball / Net ball court 13. Sports room	14 Auditorium 15 Principal's quarter 16 Teachers' quarter 17 Counseling and guide unit 18 Media unit 19 Dental unit (with equipment) 20 Principal's office, Deputy principal's office 21 Teachers' staff room 22 Library 23 Prefect's room 24 Cadet's room 25 Western bands room (two for girls and boys) (26) Orient band room (two for girls and boys) (27) Clerical staff office (28) Gymnasium
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### Questionnaire (Educational Planning)

School Name:	No.4 Kumara Kasyapa K.V. (re-location) Kuleegoda			School Type:	Type 3 / Type 2 / IC / IAB		
Ethnicity:	Singhalise (100%) Tamil (____%) Other: _____ (____%)						
District:	Galle		Zone:	Ambalangoda		Province:	Southern

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	54	34	34	38	37								
	Boys	43	79	72	67	68								
	Total	97	113	106	105	105								
After	Girls	40	41	32	33	38								
	Boys	46	53	76	70	65								
	Total	86	94	108	103	103								

**B. Any plan for transferring students and teachers from OTHER Schools?:** (Yes) / No)

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (before 19, after 18)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	14	5										
After	13	5										

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	1		1
After	1		1

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	3	3	3	3	3								
Classrooms	3	3	3	3	3								

**F. Has School Development Society (SDS) already established?:** (Yes) / No)

- If yes,
- How many members?: (About 450)
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: (Twice a year)
  - What is main role of the SDS?: (Developing the school)

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other: Coir industry)

G-2 Average cash income per household per year: ( 80,000 Rp.)

G-3 Total population of the area: ( About 6,800 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( )

G-5 Are "internally displaced persons" moving into this area after Tsunami? ( Yes / No )

If yes, approximately how many?: ( About 3,000 )

G-6 Number of out-of-school children in the area: ( About 10 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( Family problems )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. G/Madamipa M.M.V	2	960	58	Sinhalese	1/2
2. G/Kuleegoda Sumana K.V	3	875	25	Sinhalese	1
3.					
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.4 近隣校 G/MAWADAWILA MALIYADEWA M.V.	School Type:	Type 3 / <u>Type 2</u> / IC / IAB
Ethnicity:	Singhalise ( <u>100</u> %) Tamil ( ___ %) Other: _____ ( ___ %)		
District:	Galle	Zone:	Ambalangoda
		Province:	Southern

**I. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students ( 526 )**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls													
	Boys													
	Total													
After	Girls	32	30	28	14	23	16	20	26	17	24	42		
	Boys	23	19	22	19	29	25	23	23	18	16	37		
	Total	55	49	50	33	52	41	43	49	35	40	79		

**J. Any plan for transferring students and teachers from OTHER Schools?: ( Yes / No )**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**K. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers ( before 19, after 18 )**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before												
After	7	-	7	7	2	9	5	2	7			

**L. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before			
After	1	1	2

**M. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	2	2	2	1	2	1	1	2	1	2	1		
Classrooms	2	2	2	1	2	1	1	2	1	2	1		

**N. Has School Development Society (SDS) already established?: ( Yes / No )**

- If yes,
- How many members?: ( 250 )
  - Who are the members?: ( Principal, Teacher, Parents, Community Residents, Other )
  - How often does the SDS call a meeting?: ( Once a Month )
  - What is main role of the SDS?: ( Educational & Social Development )

**O. Information about Surrounding Area**

G-1 Major industry: (Agriculture, Fishery) \_\_\_\_\_ )

G-2 Average cash income per household per year: ( ~15000 Rp.)

G-3 Total population of the area: ( 6000 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( Establishment of new houses for tsunami victim )

G-5 Are “internally displaced persons” moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( \_\_\_\_\_ )

G-6 Number of out-of-school children in the area: ( 30 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- ~~Distance from their house to the school~~
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

**P. Surrounding Schools**

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. RANAPANADENJYA M.V.					
2. IMBULA K.V.					
3. MALIDUWA M.V.					
4. KATUDAMPE VIDYALAYA					
5. GINIMALLAGAHA M.V.					

### Questionnaire (Educational Planning)

School Name:	No.5 Sri Sumangala Boys' School, Panadura	School Type:	Type 3 / Type 2 / IC (IAB)
Ethnicity:	Singhalise (100 %) Tamil (___%) Other: _____ (___%)		
District:	Kalutara	Zone:	Kalutara
Province:	Western		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	-	-	-	-	-	-	-	-	-	-	-	-	-
	Boys	236	242	238	243	257	273	260	260	288	269	258	231	199
	<b>Total</b>	236	242	238	243	257	273	260	260	288	269	258	231	199
After	Girls	-	-	-	-	-	-	-	-	-	-	-	-	-
	Boys	193	225	241	243	244	243	263	274	264	250	282	215	189
	<b>Total</b>	193	225	241	243	244	243	263	274	264	250	282	215	189

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

2005.1.31

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	30	3	33	18	10	28	15	9	24	15	11	26
After	30	3	33	19	10	29	15	9	24	15	11	26

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	1	4	5
After	1	4	5

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	6	6	6	6	6	6	6	6	6	6	6	7	7
Classrooms	6	6	6	6	6	6	2	6	6	6	6	5	0

**F. Has School Development Society (SDS) already established?: (Yes / No)**

- If yes,
- How many members?: ( 3241 )
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: ( twice a year )
  - What is main role of the SDS?: ( developing the school )

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 36,000 Rp.)

G-3 Total population of the area: ( 6,000 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( Schools and the city are near )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( 700 )

G-6 Number of out-of-school children in the area: ( 100 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( Parents immigrate for job search )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. Royal college	1AB	2700	94	Sinhalese	0.5 km
2. Sri Sumangaia Girls' School	1AB	3257	119	Sinhalese	0.3 km
3. Agamathi Balika Vidyalaya	1C	2200	69	Sinhalese	1 km
4. Upoadyaya Vidyalaya	2	757	30	Sinhalese	1.5 km
5. Panadura Balika Vidyalaya	1AB	1685	63	Sinhalese	1.5 km

### Questionnaire (Educational Planning)

School Name:	No.7 Payagala North R.C. Girls School	School Type:	Type 3 / <u>Type 2</u> / IC / IAB
Ethnicity:	Singhalise ( <u>99%</u> ) Tamil ( <u>1%</u> ) Other: _____ ( <u>   </u> %)		
District:	Kalutara	Zone:	Kalutara
Province:	Western		

**I. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students ( 270 )**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	24	30	33	20	26	26	20	31	20	27	28		
	Boys													
	Total	24	30	33	20	26	26	20	31	20	27	28		
After	Girls	23	29	28	19	26	22	22	26	20	27	28		
	Boys													
	Total	23	29	28	19	26	22	22	26	20	27	28		

**J. Any plan for transferring students and teachers from OTHER Schools?: ( Yes / No )**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**K. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers ( \_\_\_\_\_ )**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	5	-	5	5	-	5	5	-	5	-	-	-
After	5	-	5	5	-	5	5	-	5	-	-	-

**L. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before			
After			

**M. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1	1	1	1	1	1	1		
Classrooms	1	1	1	1	1	1	1	1	1	1	1		

**N. Has School Development Society (SDS) already established?: ( Yes ) No )**

- If yes,
- How many members?: ( 270 )
  - Who are the members?: ( Principal, Teacher, Parents ) ~~Community Residents, Other~~
  - How often does the SDS call a meeting?: ( 5times a year )
  - What is main role of the SDS?: ( Volunteer help )



**O. Information about Surrounding Area**

G-1 Major industry: (~~Agriculture, Fishery, Forestry, Commerce, Other~~) \_\_\_\_\_)

G-2 Average cash income per household per year: (About 5,000 Rp.)

G-3 Total population of the area: (35,000)

G-4 Trend of population growth: (~~Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease~~)

Reason of the trend: (r \_\_\_\_\_)

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No)

If yes, approximately how many?: (184)

G-6 Number of out-of-school children in the area: (about 1000)

G-7 Disparity in the number of out-of-school children by sex: More ( Girls /  Boys) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
  - Lack of parents' understanding on the importance of education
  - Other (\_\_\_\_)

**P. Surrounding Schools**

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. Bandarayaka M.V. Pagadah					

### Questionnaire (Educational Planning)

School Name:	No.7 对象外 Newstead Girls' School	School Type:	Type 3 / Type 2 / IC (IAB)
Ethnicity:	Singhalise (80 %) Tamil (2 %) Other: Muslims (18 %)		
District:	Gampaha	Zone:	Negombo
Province:	Western		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	-	160	203	220	179	165	208	218	225	220	219	247	245
	Boys													
	Total													
After	Girls	152	160	203	221	177	164	208	217	224	220	218	247	245
	Boys													
	Total													

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before			23	19	1	20			14	26	4	30
After			23	19	1	20			14	26	4	30

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	91	10	101
After	91	10	101

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	4	4	5	5	4	5	5	5	5	5	5	7	7
Classrooms	4	4	4	4	4	5	5	5	5	5	5	4	4

**F. Has School Development Society (SDS) already established?: (Yes / No)**

- If yes,
- How many members?: ( 3,000 )
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: ( once a year )
  - What is main role of the SDS?: ( to improve the education level of the students )

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other: Tourism)

G-2 Average cash income per household per year: ( 96,000 Rp.)

G-3 Total population of the area: ( )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: (Yes / No )

If yes, approximately how many?: ( 75 )

G-6 Number of out-of-school children in the area: ( )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. St. Maris School		2000	85	Sinhalese	1/2 km
2. St. Peters School		2500	95	Sinhalese	1/2 km
3. Ave Mariya		2500	100	Sinhalese	1/2 km
4. Maristella		2800	102	Sinhalese	3/4 km
5.					

\* Library was built in 2004

### Questionnaire (Educational Planning)

School Name:	No.8 Karathive Vigneswara Vidyalaya, Karathive (re-location)	School Type:	Type 3 / Type 2 / IC / IAB
Ethnicity:	Singhalise (___%) Tamil (100%) Other: _____ (___%)		
District:	Ampara	Zone:	Kalmunai
Province:	East		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	13	17	17	19	15								
	Boys	10	16	19	23	27								
	<b>Total</b>	<b>23</b>	<b>33</b>	<b>36</b>	<b>42</b>	<b>42</b>								
After	Girls	11	16	16	18	14								
	Boys	9	14	17	19	25								
	<b>Total</b>	<b>20</b>	<b>30</b>	<b>33</b>	<b>37</b>	<b>39</b>								

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	7	1	8									
After	7	1	8									

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before			
After			

Principal x 1 (before/after)

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	2	2	1								
Classrooms	1	1	2	2	1								

**F. Has School Development Society (SDS) already established?: (Yes / No.)**

- If yes,
- How many members?: (\_\_\_\_\_ 180 \_\_\_\_\_)
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: (twice a year)
  - What is main role of the SDS?: (Development of the school)

## G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other)

G-2 Average cash income per household per year: ( 24,000 Rp.)

G-3 Total population of the area: ( 1250 average )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( fishing and marketing of fishing )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( about 500 )

G-6 Number of out-of-school children in the area: ( 40 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls ) Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( Parents are uneducated )

## H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. Km/ Shanmuga lidy Karatigu	1C	1100	33	Hindu	3 km
2. Km/ Vishnu Vidy Karatigu	3	110	6	Hindu	2 km
3. Km/ R.K.M Boys' School	3	250	13	Hindu	3 km
4. Km/ R.K.M Girls' School	2	475	19	Hindu	3 km
5. Km/ Kannaki Hindu Vidy	3	80	5	Hindu	3 km

- 7 classrooms, staff room x 1, principal's office x 1, principal's quarter x 1, library, pray room, toilet (boys x1, girls x2 for students, male x2 and female x2 for teachers)
- Water supply
- Telephone line and electricity for 24 hours
- Wind direction (east to west)
- Damages on roof by cyclone in 1976

### Questionnaire (Educational Planning)

School Name:	No.9 A/Bahriya Vidyalaya (re-location)	School Type:	(Type 3) Type 2 / IC / IAB
Ethnicity:	Singhalise (____%) Tamil (____%) Other: <u>Ceylon Moon</u> (100%)		
District:	Ampara	Zone:	Akkarai Pattu
Province:	North-east		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	15	6	14	11	13								
	Boys	16	15	17	15	15								
	<b>Total</b>	<b>31</b>	<b>21</b>	<b>31</b>	<b>26</b>	<b>28</b>								
After	Girls	15	6	14	11	13								
	Boys	16	15	17	15	15								
	<b>Total</b>	<b>31</b>	<b>21</b>	<b>31</b>	<b>26</b>	<b>28</b>								

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before		6	6									
After		6	6									

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before		2	2
After		2	2

Principal }  
Vice principal } Both of them conduct lessons

**Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1								
Classrooms													

**E. Has School Development Society (SDS) already established?: (Yes / No)**

- If yes,
- How many members?: (\_\_\_\_\_)
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: (\_\_\_\_\_)
  - What is main role of the SDS?: (\_\_\_\_\_)

**F. Information about Surrounding Area**

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( \_\_\_\_\_ ~ \_\_\_\_\_ Rp.)

G-3 Total population of the area: ( 353 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( Normal )

G-5 Are “internally displaced persons” moving into this area after Tsunami?: (Yes / No )

If yes, approximately how many?: ( 10 )

G-6 Number of out-of-school children in the area: ( 0 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents’ understanding on the importance of education
- Other ( \_\_\_\_\_ )

**G. Surrounding Schools**

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. Ak/ Thaural Falah	3				
2.					
3.					
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.10 Am/Km/Absan Vidyalaya	School Type:	Type 3 / Type 2 / IC / IAB
Ethnicity:	Singhalise (___%) Tamil (___%) Other: <u>Muslim</u> (100%)		
District:	Ampara	Zone:	Akkarai Pattu
Province:	North-east		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami:** Total No of Students (\_\_\_\_\_)

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	12	24	15	15	14								
	Boys	14	13	16	21	18								
	<b>Total</b>	<b>26</b>	<b>37</b>	<b>31</b>	<b>36</b>	<b>32</b>								
After	Girls	18	16	21	20	12								
	Boys	13	19	9	18	24								
	<b>Total</b>	<b>31</b>	<b>35</b>	<b>30</b>	<b>38</b>	<b>36</b>								

**B. Any plan for transferring students and teachers from OTHER Schools?:** (Yes / No)

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami:** Total No. of teachers (\_\_\_\_\_)

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before		5	5									
After		4	4									

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before		1	1
After		1	1

Principal also conducts lessons

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1								
Classrooms	1	1	1	1	1								

**F. Has School Development Society (SDS) already established?:** (Yes) No.)

- If yes,
- How many members?: ( 11 )
  - Who are the members?: (Principal, Teacher, Parents) Community Residents, (Other)
  - How often does the SDS call a meeting?: ( once a month )
  - What is main role of the SDS?: ( educational development, financial & resource development )



### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 36,000 Rp.)

G-3 Total population of the area: ( 1500 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( \_\_\_\_\_ )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( \_\_\_\_\_ )

G-6 Number of out-of-school children in the area: ( \_\_\_\_\_ )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. Al-Israque vidyalaya	II		12	Muslim	2 km
2. Al-Aqsa vidyalaya	II		21	Muslim	3 km
3. Sinha Pura Vid	II			Sinhara	2 km
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.11 Aliyawalai CCTMV, Aliyawalai,	School Type:	Type 3 / Type 2 (IC) / IAB
Ethnicity:	Singhalise (___%) Tamil (100%) Other: _____ (___%)		
District:	Jaffna	Zone:	Vadamaradchy
Province:	North-east		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	12	17	12	15	7	16	26	18	25	18	37	9	11
	Boys	18	7	10	18	11	22	21	17	13	22	38	8	7
	<b>Total</b>	<b>30</b>	<b>24</b>	<b>22</b>	<b>33</b>	<b>18</b>	<b>38</b>	<b>47</b>	<b>35</b>	<b>38</b>	<b>40</b>	<b>75</b>	<b>17</b>	<b>18</b>
After	Girls	10	15	8	14	10	7	13	24	16	25	35	9	11
	Boys	7	6	10	18	17	10	21	19	16	13	40	8	7
	<b>Total</b>	<b>17</b>	<b>21</b>	<b>18</b>	<b>32</b>	<b>27</b>	<b>17</b>	<b>34</b>	<b>43</b>	<b>32</b>	<b>38</b>	<b>75</b>	<b>17</b>	<b>18</b>

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students	5	6	2	0	13	3	0	3	0	8	3	35	1
Teachers						2			1				

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	5	1	6	3	3	6		2	2		3	3
After				1	1	2		1	1			

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before		1	1
After		1	1

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1	1	1	1	1	1	1	1	1
Classrooms													

**F. Has School Development Society (SDS) already established?: (Yes / No)**

- If yes,
- How many members?: (\_\_\_\_\_)
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: (\_\_\_\_\_)
  - What is main role of the SDS?: (\_\_\_\_\_)

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 5,000 Rp.)

G-3 Total population of the area: ( 1750 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( \_\_\_\_\_ )

G-5 Are "internally displaced persons" moving into this area after Tsunami? ( Yes / No )

If yes, approximately how many?: ( \_\_\_\_\_ )

G-6 Number of out-of-school children in the area: ( 25 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1.					
2.					
3.					
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.12 BT/ Oliukulam Al-Hambra VID,	School Type:	Type 3 / Type 2 / IC / IAB
Ethnicity:	Singhalise (___%) Tamil (___%) Other: _____ (___%)		
District:	Batticaloa	Zone:	Batticaloa
Province:	East		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	7	12	14	13	17								
	Boys	15	16	18	16	17								
	<b>Total</b>	<b>22</b>	<b>28</b>	<b>32</b>	<b>29</b>	<b>34</b>								
After	Girls	9	10	12	7	6	8	10	5					
	Boys	12	13	12	10	10	12	13	9					
	<b>Total</b>	<b>21</b>	<b>23</b>	<b>24</b>	<b>17</b>	<b>16</b>	<b>20</b>	<b>23</b>	<b>14</b>					

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes) / No)**

If yes, how many students and teachers to be transferred from other school(s)?: \_\_\_\_\_ Starts in next year

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students		5	4	4	9	5	2	6					
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	4	2	6									
After	4	2	6	1	1	2						

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before		1	1
After		1	1

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes													
Classrooms													

**F. Has School Development Society (SDS) already established?: (Yes) No)**

- If yes,
- How many members?: (\_\_\_\_\_ 15 \_\_\_\_\_)
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: (\_\_\_ Yes \_\_\_)
  - What is main role of the SDS?: (\_\_\_\_\_)

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 72,000 Rp.)

G-3 Total population of the area: ( 1750 )

G-4 Trend of population growth: (Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( \_\_\_\_\_ )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / (No) )

If yes, approximately how many?: ( \_\_\_\_\_ )

G-6 Number of out-of-school children in the area: ( 25 )

G-7 Disparity in the number of out-of-school children by sex: More ( (Girls) Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. BT/ Kankeyanoda, Al Akza M. VID	1C	750	22	Muslim	3 km
2. BT/ Palamunai Aligar VID	2	675	18	Muslim	2 1/2 km
3. BT/ Arai Pattai Maha VID	1C	765	24	Tamil	3 1/2 km
4. BT/ Kattankudy M.M. VID	1AB	1250	45	Muslim	5 km
5.					

### Questionnaire (Educational Planning)

School Name:	No.13 BT/ Puthukudyiruppu Kannaki MV	School Type:	Type 3 / Type 2 (IC) / IAB
Ethnicity:	Singhalise (___%) Tamil (100%) Other: _____ (___%)		
District:	Batticaloa	Zone:	Batticaloa
Province:	Eastern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	31	30	40	43	37	47	68	46	48	38	63	16	32
	Boys	41	28	48	35	52	43	58	28	39	26	46	9	24
	<b>Total</b>	<b>72</b>	<b>58</b>	<b>88</b>	<b>78</b>	<b>89</b>	<b>90</b>	<b>126</b>	<b>74</b>	<b>87</b>	<b>64</b>	<b>109</b>	<b>25</b>	<b>56</b>
After	Girls	31	29	40	43	37	47	68	46	48	38	63	16	32
	Boys	41	28	48	35	52	43	58	28	39	26	46	9	24
	<b>Total</b>	<b>72</b>	<b>57</b>	<b>88</b>	<b>78</b>	<b>89</b>	<b>90</b>	<b>126</b>	<b>74</b>	<b>87</b>	<b>64</b>	<b>109</b>	<b>25</b>	<b>56</b>

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	7	3	10	17	7	24						
After	7	3	10	17	7	24						

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

Teachers in charge of grade 6-9 conduct classes of grade 6 to 13

	Female	Male	Total
Before	1	4	5
After	1	4	5

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	2	2	2	2	2	3	3	3	2	2	3	1	2
Classrooms	2	2	2	2	2	3	3	3	2	2	3	1	2

**F. Has School Development Society (SDS) already established?: (Yes / No)**

- If yes,
- How many members?: (\_\_\_\_\_ 11 \_\_\_\_\_)
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: (once a year)
  - What is main role of the SDS?: (school development)

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 15,000 Rp.)

G-3 Total population of the area: ( 3,000 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( \_\_\_\_\_ )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( 15 )

G-6 Number of out-of-school children in the area: ( \_\_\_\_\_ )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1.					
2.					
3.					
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.14 BT/ Anver Vidyalyaya (No.14)	School Type:	Type 3 / Type 2 / IC / IAB
Ethnicity:	Singhalise (___%) Tamil (___%) Other: <u>Muslim</u> (100 %)		
District:	Batticaloa	Zone:	Batticaloa
Province:	Eastern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	21	11	7	10	10								
	Boys	12	14	12	15	11								
	<b>Total</b>	<b>33</b>	<b>25</b>	<b>19</b>	<b>25</b>	<b>21</b>								
After	Girls	18	15	11	7	9								
	Boys	21	10	13	10	20								
	<b>Total</b>	<b>39</b>	<b>25</b>	<b>24</b>	<b>17</b>	<b>29</b>								

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	6		6									
After	6		6									

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before		1	1
After		1	1

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1								
Classrooms	1	1	1	1	1								

**F. Has School Development Society (SDS) already established?: (Yes) / No.)**

- If yes,
- How many members?: (\_\_\_\_\_ 90 \_\_\_\_\_)
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: (once a month)
  - What is main role of the SDS?: (Taking decision regarding the school development)



### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 4,800 Rp.)

G-3 Total population of the area: ( 3,000 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( Early marriage system prevailing in the area \_\_\_\_\_ )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( \_\_\_\_\_ )

G-6 Number of out-of-school children in the area: ( \_\_\_\_\_ )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. BT/ M.M.V (National School)	1AB	1909	60	Muslim	100 meter
2. BT/ Al-Ameen VID	II	600	32	Muslim	400 meter
3. BT/ Nooraniya VID	III	300	9	Muslim	900 meter
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.14 近隣校 BT/ Kattankudy MM.VID	School Type:	Type 3 / Type 2 / IC (IAB)
Ethnicity:	Singhalise (____%) Tamil (____%) Other: <u>Muslim</u> (100%)		
District:	Batticaloa	Zone:	Batticaloa
Province:	Eastern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	17	16	20	15					31		123	49	50
	Boys	21	21	20	16		245	268	168	166	154	238	83	120
	Total	38	37	40	31		245	268	168	197	154	361	132	170
After	Girls	17	16	16	19	15					37		41	32
	Boys	19	21	21	20	16	192	240	268	175	189	147	74	79
	Total	36	37	37	39	31	192	240	268	175	226	147	115	111

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	3	2	5	17	13	30	3	17	20	2	4	6
After	3	2	5	17	13	30	3	17	20	2	4	6

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

	Female	Male	Total
Before	2	9	11
After	2	9	11

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1	6	6	7	5	6	5	3	3
Classrooms	1	1	1	1	1	6	6	7	5	6	5	3	3

**F. Has School Development Society (SDS) already established?: (Yes) / No)**

- If yes,
- How many members?: (21)
  - Who are the members?: (Principal, Teacher, Parents, Community, Residents) Other)
  - How often does the SDS call a meeting?: (once a month & special occasions)
  - What is main role of the SDS?: (Development of school in curriculum & curricular activities)

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other \_\_\_\_\_)

G-2 Average cash income per household per year: ( 24,000 Rp.)

G-3 Total population of the area: ( 18,000 )

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( by normal birth \_\_\_\_\_ )

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( 9,000 )

G-6 Number of out-of-school children in the area: ( 200 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( Displaced & living in refugees camp far away \_\_\_\_\_ )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. BT/ Al. Ameen VID. Kky	2			Muslim	100 meter
2. BT/ Anver VID. Kky	3			Muslim	150 meter
3. BT/ Nooraniya VID. Kky	3			Muslim	100 meter
4.					
5.					

### Questionnaire (Educational Planning)

School Name:	No.15 St. Theresa Girls' Vidyalaya	School Type:	Type 3 / <u>Type 2</u> / IC / IAB
Ethnicity:	Sinhalese (___%) Tamil (___%) Other: _____ (___%)		
District:	Batticaloa	Zone:	Batticaloa
Province:	Eastern		

**A. Number of Students by Grade & Sex BEFORE/AFTER Tsunami: Total No of Students (\_\_\_\_\_)**

Grade		1	2	3	4	5	6	7	8	9	10	11	12	13
Before	Girls	3	2	5	7	7	12	10	11	18				
	Boys													
	<b>Total</b>	3	2	5	7	7	12	10	11	18				
After	Girls	1	3	2	5	8	8	10	10	11				
	Boys													
	<b>Total</b>	1	3	2	5	8	8	10	10	11				

**B. Any plan for transferring students and teachers from OTHER Schools?: (Yes / No)**

If yes, how many students and teachers to be transferred from other school(s)?:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Students													
Teachers													

**C. Number of Teachers by Grade & Sex BEFORE/AFTER Tsunami: Total No. of teachers (\_\_\_\_\_)**

	Grade 1-5			Grade 6-9			Grade 10-11			Grade 12-13		
	F	M	T	F	M	T	F	M	T	F	M	T
Before	2		2	6		6						
After	2		2	6		6						

**D. Number of Administrative Staffs by Sex BEFORE/AFTER Tsunami**

Principal & Deputy principal are included

	Female	Male	Total
Before	1	1	2
After	1	1	2

**E. Number of Classes & Classrooms Used BEFORE Tsunami**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
Classes	1	1	1	1	1	1	1	1	1				
Classrooms	1	1	1	1	1	1	1	1	1				

**F. Has School Development Society (SDS) already established?: (Yes / No)**

- If yes,
- How many members?: ( 26 )
  - Who are the members?: (Principal, Teacher, Parents, Community Residents, Other)
  - How often does the SDS call a meeting?: ( twice a year )
  - What is main role of the SDS?: ( to develop the school and education )

### G. Information about Surrounding Area

G-1 Major industry: (Agriculture, Fishery, Forestry, Commerce, Other, Carpentry, Masonry \_\_\_\_\_)

G-2 Average cash income per household per year: ( 36,000 Rp.)

G-3 Total population of the area: ( 4523 ) Periyauppodai division

G-4 Trend of population growth: ( Rapidly Increase / Increase / Stable / Decrease / Rapidly Decrease )

Reason of the trend: ( Education and other facilities \_\_\_\_\_)

G-5 Are "internally displaced persons" moving into this area after Tsunami?: ( Yes / No )

If yes, approximately how many?: ( \_\_\_\_\_ )

G-6 Number of out-of-school children in the area: ( 30 )

G-7 Disparity in the number of out-of-school children by sex: More ( Girls / Boys ) are out-of-school

G-8 What is Major reason(s) for not going to the school?:

- Distance from their house to the school
- Help their parents and dependence to work or housework
- Financial problem
- Low academic performance of the child
- Lack of parents' understanding on the importance of education
- Other ( \_\_\_\_\_ )

### H. Surrounding Schools

School Name	School Type	No. of Students	No. of Teachers	Ethnic Majority	Distance from the School (km / min.)
1. BT/St. Sebashans B.V	3				
2. BT/Mahajana College					
3.					
4.					
5.					

57 schools in zone

15 completely damaged schools, 40 schools functioning (2 sessions)

2 schools are 1 AB type

2 partly damaged schools, 9 partly functioning schools, 8 schools not functioning

24 schools used for salvage (warehouse, army hospital, hospital)

\*8 schools private lands (no enough budget)

120 ft x 70 ft (40,000,000 min. fund for primary school)

\* 6 schools have formed for new lands

10 teachers died

861 students died (28 students lost their parents, 775 lost their mothers, 484 lost their fathers)

2986 injured

## 資料6 津波被災校の移転・改修に関するガイドライン

**Guidelines for Donor Agencies  
Regarding rehabilitation/ relocation  
tsunami affected schools.**

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## **1 Introduction:**

Ferocious tidal waves hit the coastal belt of Sri Lanka damaging 182 schools (killing over 32000 people and displacing one million people) on 26/12/2004. Following this disaster, camps for internally displaced people were set up at 287 schools.

It is necessary to bring these affected schools back to normalcy as early as possible to enable students to continue with their studies.

National and international Donor agencies have pledged financial assistance for the renovation of schools damaged due to the tsunami.

Out of 182 schools, 74 schools that were situated in the close vicinity of sea are fully damaged. All buildings have crumbled into debris. Some buildings that remain will have to be replaced by new buildings, as these buildings are severely damaged. Another 26 partly damaged schools are situated very close to the shore. It is necessary to relocate these 98 (74+24) schools with improved facilities with suitable structures quite away from the shore so that they will not be damaged in future by another tsunami. At the same time, it is decided to construct well-planned school buildings with enhanced facilities in an attractive environment. New lands in safe areas, yet close to the original locations have to be identified and acquired for the relocation of damaged schools.

The balance 84 schools are partly damaged. While severely damaged buildings will have to be replaced by new buildings, partly damaged buildings will have to be renovated with the essential facilities in these schools.

Camps for displaced people have been set up at 287 schools. These schools need repairs because these buildings had been used for lodging purpose of displaced people. New toilets and urinals will have to be reconstructed since existing toilets and urinals are excessively used and no longer useable. In addition, facilities essential for quality education need to be provided to these schools.

This report is prepared for the purpose of giving guidelines with regard to the rehabilitation and reconstruction of buildings damaged by the tsunami.

### **2.1 Relocation of fully damaged schools and reconstruction of buildings**

Out of 182 affected schools, 74 schools that are situated in the close vicinity of sea are completely damaged. Even if there have been some buildings remaining, they also have to be replaced by new buildings due to severe damages caused to them. Another 24 partly damaged schools are situated very much close to the shore. It is necessary to relocate these 100 (74+24) schools quite away from the shore so that they will not be damaged in future due by a disaster. New lands in safe areas, yet close to the original locations have to be identified and acquired for relocation. Nevertheless, at some schools, extent of lands is large enough to reconstruct buildings quite away from the shore.

As for these schools, on the basis of types of schools and students' enrolment, requirements of buildings, infrastructure facilities, furniture and other needs have been identified and tentative costs have been calculated. In the appendixes, details of identified requirements of buildings, infrastructure facilities, furniture, other facilities and their costs are given for Primary (type 2 & 3), Secondary 1C and 1AB (where all A/L streams are conducted) schools for three categories of student populations. General building requirements, Norms and Specification are also given in the appendixes 1 to 5. New schools could be designed using these details.

## **2.2 Renovation of damaged schools**

The extent of damage varies from one school to another school. Some buildings in these schools are fully damaged. Instead of these damaged buildings, new buildings will have to be constructed. Depending on the extent of damage, damaged buildings could be grouped into following three categories. It is expected that these schools after renovation will have better facilities than what they had before.

*Damaged buildings but repairable:* These buildings are damaged but they could be repaired. It is expected to give face-lifts to these buildings and renovate them with enhanced facilities.

*Unrepairable damaged buildings:* These buildings are damaged to such an extent that they are beyond repair. Structures of some buildings though they still stand, are badly damaged. At the same time, there are some very old buildings (damaged and undamaged) in these schools. It is not worthwhile repairing them, since the lifetime of the buildings would not exceed five years even if they were fully repaired. Hence, these buildings will have to be replaced.

*Buildings to be shifted to safe locations within the premises:* Some affected schools have extensive land. But some school buildings are situated very much close to the coastal line. Even if they are renovated, they will be affected in future by such a tsunami. Parents also do not like their children studying in such buildings. Hence such buildings will have to be shifted to safe locations yet, in the same land.

As for the new buildings that need to be constructed at the same sites, new designs need to be prepared to meet the requirements of needs. Needs could be identified in consultation with the respective Principals of these schools and the school community.

## **2.3 Amalgamation of damaged schools with some other schools**

There are some affected schools with lean enrolment to be shifted to inland. It is proposed to amalgamate these schools with other schools situated close to the affected schools but further away from the shoreline. In order to accommodate

students from affected schools, in the proposed schools, new buildings will have to be constructed.

#### **2.4 Repairs to schools where camps are setup for internally displaced people**

Approximately one million people were internally displaced. Most of them had been given shelter in 281 schools situated alongside coastal belt but further away from the shore.

These buildings were used for the lodging purpose of displaced people. In these schools, some buildings have been used as kitchens. As a result, most of buildings are in need of urgent repairs. Donor Agency's assistance is sought to rehabilitate these schools with enhanced facilities. Along with these improvement works, other necessary requirements also (which were not provided before the disaster) will have to be provided.

Toilets and urinals are no longer usable as they have been excessively used and new toilets and urinals will have to be constructed. Water supply systems also need to be repaired. The extent of damage also varies from one school to another. Until damages are assessed and estimates of damages are prepared for individual school, the exact cost cannot be determined.

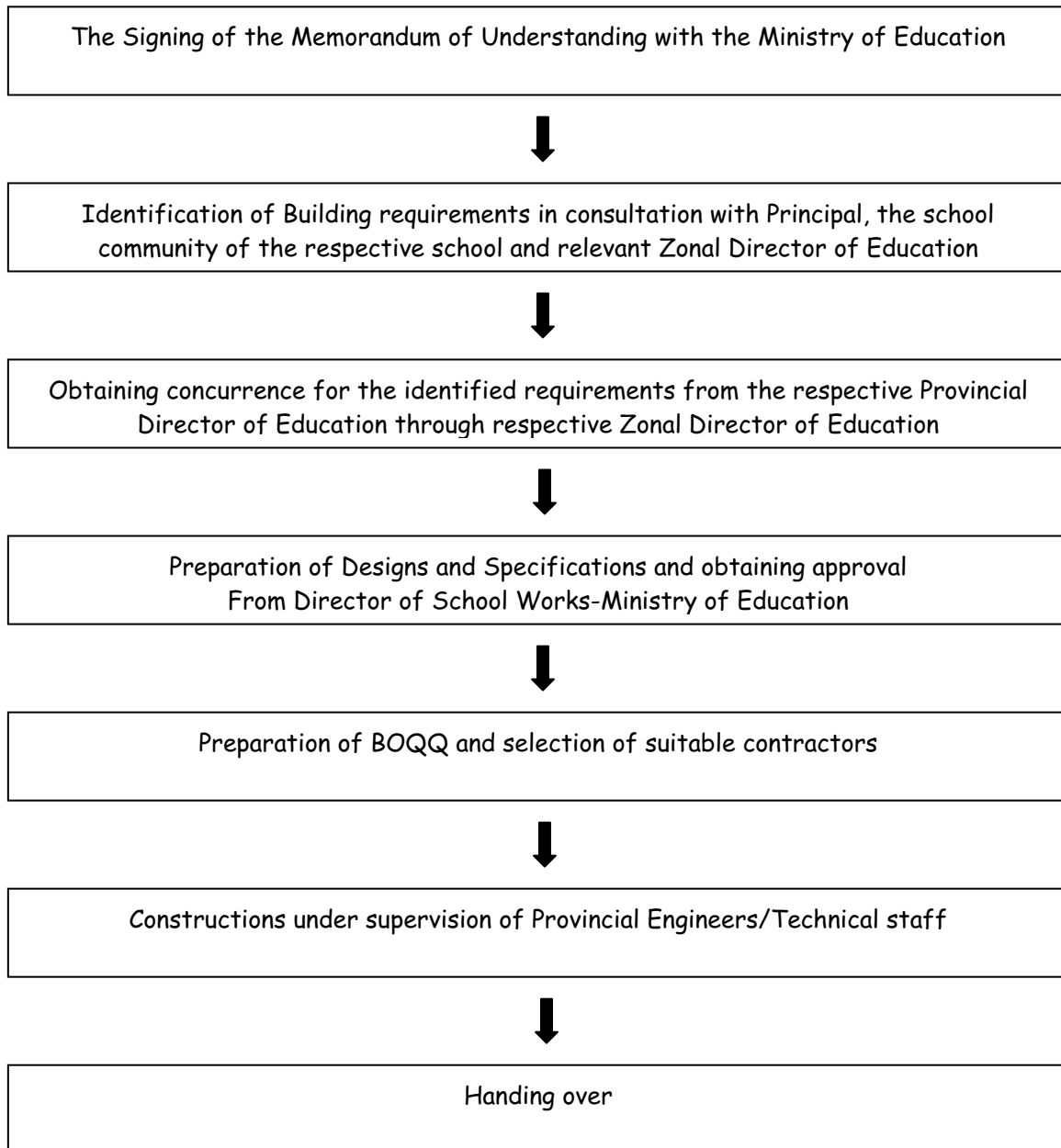
Furniture already at these schools were very badly used by the internally displaced people. Hence, new furniture will have to be provided.

#### **2.5 Land Acquisition**

Some schools will have to be relocated in safe places, yet close to the original locations. For some other schools, buildings could be reconstructed at the same locations, but a buffer zone of 200 meters (all districts in North-East Province) and 100 meters (for all districts in North-Western Province and Southern Province) from the shoreline should not be used for building construction. Plans are afoot to acquire lands specially belonging to the state.

### 3 Implementation -Preliminaries

For the entire process of reconstruction/ renovation, the following steps have to be followed.



### **3.1 Signing of the Memorandum of Understanding with Ministry of Education**

The Donor agencies are solicited to sign a Memorandum of Understanding with Ministry of Education.

### **3.2 Identification of types of improvements and new buildings for partly damaged schools**

Types of improvements and new buildings to be constructed have to be identified in consultation with Principal of the school, the school community and the **respective Zonal Director of Education**. The Zonal Director of Education will obtain the concurrence for these proposals from the **Provincial Director of Education**. Once the Architectural and Structural drawings for new buildings are prepared, they need to be submitted to the **Director of School Works- Ministry of Education** for her approval. Chartered Architects and Chartered Engineers must prepare and certify the Architectural and Structural Drawings respectively.

### **3.3 Identification of types of new buildings for relocation of schools**

As for relocation, types of new buildings have to be identified in consultation with Principal of the school, the school community and the **respective Zonal Director of Education**. The Zonal Director of Education will obtain the concurrence for these proposals from the **Provincial Director of Education**. Principals will provide all necessary information including the numbers of students and teachers, types of facilities needed etc. A certain provision has to be made for future expansion.

Once the master plan, site-specific Architectural and Structural drawings for new buildings are prepared, they have to be submitted to **Director of School Works-Ministry of Education** for her approval. Chartered Architects and Chartered Engineers must prepare and certify Architectural and Structural Drawings respectively.

### **3.4 Ministry of Education (the Line Ministry)**

The Ministry of Education functions under Her Excellency the President of Sri Lanka who is the Minister of Education. The Secretary to this ministry has the overall responsibility. The ministry will be involved in planning, coordination and monitoring all rehabilitation works and the Ministry is housed at 'Isurupaya' Building at Battramulla.

Secretary -**Dr. Tara de Mel**      Tele No. 0112784811    Fax No. 0112785162

Additional Secretary - **Mr. P.D. Amarasingha**    Tele No. 0112785874    Fax No. 0112785162

(In charge of rehabilitation of the Tsunami affected schools)

Address-Ministry of Education, Isurupaya, Battramulla- Sri Lanka

### **3.5 Provincial Departments of Educations and Zonal Education Offices**

Sri Lanka has eight provinces. The coastal belt runs through Southern, Western and North-East provinces. Powers and authorities are vested with provincial councils. Provincial Departments of Education headed by the Provincial Directors of Education function under respective provincial councils. Provincial Directors of Education are accountable to the Ministry of Education.

Provinces are subdivided for the educational purpose into Educational Zones. There is a Zonal Education Office at each Zone. **A working committee** has been set up under the chairmanship of Zonal Director of Education and this committee will be assisting in facilitating rehabilitation Programme.

Provincial Department of Education - North-East Province

Name of the Provincial Director of Education: Mr. R.Visakalingam

Telephone Number: 0262222106 Fax: 0262222871

Address: Provincial Department of Education - North-East Province,  
Trincomalee. - Sri Lanka

Provincial Department of Education - Southern Province

Name of the Provincial Director of Education: Mr. N.J.Karunadasa

Telephone Number: 0912245823 Fax: 0912234157

Address: Provincial Department of Education - Southern Province,  
Upper Dickson Road, Galle- Sri Lanka

Provincial Department of Education - Western Province

Name of the Provincial Director of Education: Mr. W.D.Fenando

Telephone Number: 011294951 Fax: 0112693897

Address: Provincial Department of Education - Western Province, Green Path,  
Colombo 7- Sri Lanka

### **3.6 School Works Branch of the Ministry of Education**

The Ministry of Education has a School Works Division with four Engineers and three Architects. These officers will provide necessary information including the Norms, specifications and general requirements to all Donor Agencies.

**Director of School Works**-Head of School Works Branch coordinates with Provincial Directors of Engineering Services/School Works. The Director of School Works will approve all Structural and Architectural designs and the Master Plans.

Director of School Works: Mrs. I. M.Fernando-Engineer

Telephone Number: 0112786866 Fax: 0112786866

Address: Ministry of Education, Isurupaya, Battaramulla - Sri Lanka

If Donor agencies need any clarification/modification regarding the norms, specifications and general building requirements, please consult Director of School Works.

### **3.7 Provincial Departments of Engineering Services/School Works for North-East, Western and Southern Provinces**

*Southern province:* At Southern province, there is a Provincial Department of Engineering Service with number of Engineers, Architects and Technical staff.

Provincial Director of Buildings- Mrs.H.K.R.J. Edirisinhga -Engineer

Telephone Number: 0912246161 Fax: 0912246161

Address: Provincial Department of Engineering Services -Southern Province  
Fort, Galle Sri Lanka

*Western province:* At Western province, there is a Provincial Department of Engineering Service with number of Engineers, Architects and Technical staff.

Provincial Director of Buildings- Mr.P.S.S.P.Rodrigu-Engineer

Telephone Number: 0112693302 Fax: 0112693302

Address: Provincial Department of Buildings -Western Province  
'Savasthri Mahal' Marcus Fernando Road Colombo 7-Sri Lanka

*North-East Province:* At the North-East Province, there is a School Works Branch with number of Engineers and Technical Staff attached to Provincial Ministry of Education.

Provincial Director of Buildings- North-Province - Mr. A.V.Andiappu -Engineer

Provincial Director of Buildings- East-Province - Mr.S.K.Vinyagarthnam -Engineer

Telephone Number: 0262220087 Fax: 0262220087

Address: Provincial Ministry of Education, Cultural affairs & Sports-North-East Province

Trincomalee-Sri Lanka

The Technical staff will be involved in the following activities.

- Providing necessary information for identification of improvements (whatever possible)
- Providing necessary information for preparation of working drawings (whatever possible)
- Supervision of Construction works

### **3.8 Norms, Specifications and General requirements**

Norms, Specifications and General requirements are given in the appendix 5. General requirements of schools for four categories (type 2, type3, 1C and 1AB schools) are given for three categories of student populations. These are vital for the identification of requirements and preparation of drawings. However, the building requirements of

individual school will be finalized in consultation with respective Principal of school and the relevant Zonal Director of Education.

### **3.9 Timeframe**

It is important to complete construction and renovation within the shortest possible timeframe. In order to achieve this target, a well-planned work program has to be followed.

## **4 Implementation -Design and Construction**

Implementation of reconstruction of buildings consists of design and construction components.

### **4.1 Design Component**

It is necessary to design and build modern buildings with enhanced facilities in order to suit individual school deviating from the traditional type plan concept (In Sri Lanka, school buildings are generally constructed based on type plans regardless of how far these individual buildings are compatible with the rest of the buildings. Locations of construction of these buildings are also selected haphazardly). The design component consists of followings.

- Preparation of site-specific master plan for individual school,
- Preparation of site-specific Architectural & Structural designs for new buildings,
- Preparation of designs for proper infrastructure facilities for individual schools
- Preparation of priced Bill of Quantities (useful to negotiate with contractors)
  
- Providing the Project Management Service during construction

The Donor Agencies are solicited to prepare Architectural plans for modern buildings with child friendly environment convenient for teaching/ learning process. It is necessary to create inner courts between the buildings, provide outdoor activity areas adjacent to primary classes and thus make the school environment more attractive to the students as well as to the community. Child-friendly toilets with adequate ventilation & space and flushing system must be provided. For more details refer appendix 5 -Norms and Specifications (6.1).

Further, accessibility for disabled students should also be a design consideration. Ramps instead of steps to ground floor areas, grab handles and rails where appropriate wide enough corridors should be included in the design. Toilets for disabled teachers and students must be provided. For more details refer appendix 5 -Norms and Specifications (6.2).



As for structural designs, British standards are generally followed. At most places, earth is hard enough to have buildings with isolated footings and strip foundations. Since number of stories is limited to three, pile foundations are unnecessary.

Donor Agencies may employ Sri Lankan qualified chartered Architects and Engineers for a short period for design and construction if necessary.

#### **4.2 Construction Component**

The Donor Agencies are solicited to select suitable contractors and get construction works done and to make payments to them on their own. But Provincial Engineers and technical staff in respective provinces will supervise construction and renovation in order to assure the required quality.

**The State Engineering Corporation and the State Development & Construction Corporation** (Semi Government Corporations) have facilities to pre-cast building elements such as beams, slabs, columns etc at their well equipped pre-cast sites, transport to sites and assemble them at sites and thereby reduce construction period drastically. **Central Engineering Consultancy Bureau** is also a semi government engineering organization that provides consultancy works and undertakes construction.

In Sri Lanka, there are many private contractors who have the capacity to undertake major constructions.

Tender Procedure: Contractors are generally selected through an open tender procedure 'Measure and Pay contract' is also generally followed.

Contractors are registered with ICTAD.

State Engineering Corporation

Contact Person: Mr. D.R.N.Ferdinando -General Manager

Telephone Number: 0112421262 Fax: 0112435270

130, WAD Ramanayaka Mawatha Colombo 2-Sri Lanka

State Development and Construction Development Corporation

Contact Person: Mr. M.D.S.Wijebandara-General Manager

Telephone Number: 0112638015 Fax: 0112632146

No7 Borupana Road, Ratmalana -Sri Lanka

Central Engineering Consultancy Bureau

Contact Person: Mr. WMC Piyadasa -General Manager

Telephone Number: 0112687490 Fax: 0112687369

415 Baudhaloka Mawatha Colombo 7-Sri Lanka

## 5 Other necessary information:

### 5.1 Institute of Construction Training & Development -ICTAD

Sri Lankan Government has established an **Institute of Construction Training & Development (ICTAD)** with the aide of World Bank for the development of local construction industry.

After extensive consultations with all clients in the state sector, **ICTAD** has designed a uniform system of grading and registering Domestic Contractors nationally and obtained the approval from the cabinet of Ministers. ICTAD is grading and registering contractors accordingly effective for a period of two years. The grading and registering is a tedious procedure of screening of the capabilities of the prospective contractors to determine their ability to undertake different types and sizes of projects on the basis of the corporate, technical and financial status of the contractor.

All contractors are registered with ICTAD. They are graded according to their capacities.

As for rehabilitation works of the tsunami affected schools, **ICTAD** registration can be accepted as pre-qualification of prospective contractors and thus time can be saved for following pre-qualification procedure. (This procedure is followed by other ADB funded projects and World Bank funded projects). At the time of awarding the contract, the selected contractor is post qualified.

ICTAD is responsible for preparation and updating specifications for civil works in the context of Sri Lankan conditions. The following documents are available with ICTAD.

- Conditions of Contract for Works of Building & Civil Engineering Sri Lanka
- Specifications for Building Works/Sanitary Installation/water supply -Sri Lanka

Contact Person- Chairman -Professor Lakshman Alwis

Telephone Number: 02699649 Fax: 02699438

Address: 'Savsiripaya' 123 Wijerama Mawata, Colombo 7 -Sri Lanka

### 5.2 Availability of Building Materials in Sri Lanka

All building materials are locally available. In Sri Lanka, there are number of cement, steel, tile manufacturing factories. In addition, all building materials including cement, steal, tiles, sanitary equipments etc. are also imported. Rubble, bricks, sand, metal and lime are locally available. 15 % Tax has to be paid for all building materials purchased from Sri Lanka.

### 5.3 Types of schools in Sri Lanka

There are four types of schools in Sri Lanka.

**Type 3 school (primary):** These schools have classes up to grade 5. The list of facilities necessary for type 3 schools is given in appendix 1.

**Type 2(primary):** Classes up to grade 11(up to O/L classes). The list of facilities necessary for a type 2 is given in appendix 2.

**Type 1C(Secondary):** Classes up to grade 13(up to A/L classes) excluding Science A/L classes. The list of facilities necessary for a 1C School is given in appendix 3.

**Type 1AB(Secondary):** Classes up to grade 13(up to A/L classes) including Science A/L classes. There can be parallel classes also. The list of facilities necessary for a IAB School is given in appendix 4.

For all these four categories, there can be parallel classes. Irrespective of the number of students, facilities such as playgrounds, libraries, Aesthetic units, Science Laboratories, Administrative offices need to be provided. Fully fledged Computer Rooms are proposed to provide for all types of schools. Number of classrooms has to be decided on the basis of number of student enrolment.

Appendix 1

**Building and other requirements for relocation of Primary Schools**

Figures are given in Rs million

Primary Schools Type 3	Students up to 200			Students up to 400			Students up to 600		
	Size	Cost	Cost for others *	Size	Cost	Cost for others	Size	Cost	Cost for others
1 Clearing the site		0.5				1			1
2 Class Room Buildings with a corridor of 5'	8/25' x25'	8	1.5	12/25' x25'	10	2.5	18/25' x25'	18	4
4 Administrative Block with Principal's office, staff room, assembly room with computers	60' x25'	3	1	60' x25'	3	1	80' x25'	4	1.2
5 Assembly hall	70' x30'	5.5	0.5	70' x30'	5.5	0.5	80' x30'	6	0.6
6 Aesthetic unit for music, dancing and arts	60' x25'	3	0.1	80' x25'	4	0.1	80' x25'	4	0.1
7 Private Counsel rooms	1/20' x25'	1	0.03	2/20' x25'	2	0.05	2/20' x25'	2	0.05
Canteen	10' x20'	0.5	0.05	20' x20'	1	0.1	20' x20'	1	0.1
8 Play ground,		0.5			0.6			0.7	
9 Play area for school children		0.3			0.5			0.5	
10 Science Activity Room	20' x25'	1	0.1	20' x25'	1	0.1	20' x25'	1	0.1
11 Learning Resource Centre									
> Fully fledged Computer Learning Centers two rooms with 10 computers each	1/20' x20'	1	1.6	1/20' x20'	1	1.6	1/20' x20'	1	1.6
> Toy room	20' x25'	1	0.1	20' x25'	1	0.1	20' x25'	1	0.1
> Library	20' x25'	1	0.2	30' x25'	1.5	0.3	40' x25'	2	0.4
> books			0.3			0.4			0.5
12 Electricity		0.5			0.5			0.75	
13 Toilets, Urinals for students and teachers	6	0.5		8	0.75		12	0.9	
14 water supply		0.5			0.5			0.5	
15 Gate and fence		0.8			1.2			1.6	
16 Access road, road network in the premises		0.4			0.8			0.9	
17 Quarries	30' x40'	3		30' x40'	3		30' x40'	3	
<b>Total</b>		28.5	5.48		34.85	6.75		45.85	8.75

\*Cost for others-furniture, laboratory equipments and computers

Appendix 2

**Building and other requirements for relocation of Primary Schools**

Figures are given in Rs million

	Students up to 200			Students up to 400			Students up to 600		
	Size	Cost	Cost for others *	Size	Cost	Cost for others	Size	Cost	Cost for others
Secondary Schools type 2									
1 Clearing the site		0.5				1			1
2 Class Room Buildings	14/20'x25'	14	1	16/20'x25'	16	2.5	18/20'x25'	18	4
3 Learning Resource Centre									
> Fully fledged Computer Learning Center two rooms with 10 computers each	1/20'x20'	1.2	1.6	2/20'x20'	2	3.2	2/20'x20'	2	3.2
> Toy room	20'x25'	1	0.1	20'x25'	1	0.1	20'x25'	1	0.1
> Library	20'x25'	1	0.2	30'x25'	1.5	0.3	40'x25'	2	0.4
books			0.3			0.4			0.5
4 Administrative Block with Principal's office, staff room, assembly room with computers	60'x25'	3	0.8	60'x25'	3	0.8	80'x25'	4	0.9
5 Assembly hall	70'x30'	5.5	0.5	70'x30'	6	0.5	80'x30'	6	0.6
6 Aesthetic unit for music, dancing and arts	80'x25'	4	0.1	80'x25'	4	0.1	80'x25'	4	0.1
7 Private Counsel rooms	1/20'x25'	1	0.03	2/20'x25'	2	0.05	2/20'x25'	2	0.05
8 Play ground,		0.5			0.6			0.7	
10 Play area for school children		0.3			0.5			0.5	
12 Fully fledged O/L Laboratory	40'x20'	2	1	40'x20'	2	1	40'x20'	4	1
Canteen	10'x20'	0.5	0.05	20'x20'	1	0.1	20'x20'	1	0.1
13 HomeScience / Technical Subjects / Agriculture	60'x25'	3	0.5	60'x25'	3	0.5	60'x25'	3	0.5
14 Science Activity Room	20'x25'	1	0.1	20'x25'	1	0.1	20'x25'	1	
15 Electricity		0.5			0.5			0.75	
16 Toilets, Urinals for students and teachers	6	0.5		8	0.75		12	0.9	
17 water supply		0.5			0.5			0.5	
18 Gate and fence		1.2			1.2			1.6	
19 Access road, road network in the premises		0.8			0.8			0.9	
20 Quarters	30'x40'	3		30'x40'	3		30'x40'	3	
<b>Total</b>		41.5	6.28		47.35	9.65		53.85	11.45

\*Cost for others-furniture, laboratory equipments and computers

Appendix 3

**Building and other requirements for relocation of Secondary Schools**

Figures are given in Rs million

	Students up to 400			Students up to 800			Students up to 1200		
	Size	Cost for Civil Works	Cost for others	Size	Cost for Civil Works	Cost for others	Size	Cost for Civil Works	Cost for others
<b>Secondary Schools -type 1C</b>									
1	Clearing the site		0.6			0.7			0.8
2	Class Room Buildings	13/25' x25'	18.5	24/25' x25'	30	4.5	36/25' x25'	40	6.5
3	Fully fledged O/L Laboratory	40' x25'	2	1 40' x25'	2	1	2/40' x25'	4	2
4	Home Science Unit	40' x25'	2	40' x25'	2	0.16	40' x25'	2	0.16
5	Agriculture Unit	30' x25'	1.8	40' x25'	2	0.16	40' x25'	2	0.16
6	<u>Learning Resource Centre</u> > Fully fledged Computer Learning Centers two rooms with 20 computers each > Multi Media Unit > Library books	2/30' x25'	3.5	2/30' x25'	3.5	6.5	2/30' x25'	3.5	6.5
7	Administrative Block with Principal's office, staff room, assembly room with computers	60' x30'	3	80' x30'	4	0.9	80' x30'	4	0.5
8	Assembly hall	70' x30'	5.5	100' x30'	8	0.8	110' x30'	9	0.9
9	Aesthetic unit for music, Dancing and arts	80' x25'	4	80' x25'	4	0.5	80' x25'	4	0.5
10	Language Center	40' x20'	2	1 40' x20'	2	1	40' x20'	2	1
11	Vocational & Technical Unit	20' x20'	1.2	0.5 20' x20'	1.2	0.5	20' x20'	1.2	0.5
12	Private Counsel rooms	2/20' x25'	2	0.05 2/20' x25'	2	0.05	2/20' x25'	2	0.05
13	Play ground with a pavillion	40' x25'	4	0.4 40' x25'	4	0.4	40' x25'	4	0.4
14	Gymnasium	60' x25'	4	0.4 60' x25'	4	0.4	60' x25'	4	0.4
15	Canteen	30' x20'	1.5	0.5 30' x20'	1.5	0.5	30' x20'	1.5	0.5
16	Play area for school children		0.5		0.5			0.5	
17	Science Activity Room	20' x25'	1	0.1 20' x25'	1	0.1	20' x25'	1	
18	Electricity		1		1			1.5	
19	Toilets, Urinals for teachers and students	8	0.6	16	1.2		22	1.65	
20	Water Supply		0.5		0.6			0.75	
21	Gate and fence		1.2		1.2			1.8	
22	Quartes	30' x40'	3	30' x40'	3		30' x40'	3	
	<b>Total</b>		62.8	15.82	79.2	18.67		94.4	21.47

\* Cost for others-furniture, laboratory equipments and computers

Appendix 4

**Building and other requirements for relocation of 1AB Schools**

Figures are given in Rs million

	1AB Schools	Students up to 800			Students up to 1200			Students up to 1800		
		Size	Cost for Civil Works	Cost for others	Size	Cost for Civil Works	Cost for others	Size	Cost for Civil Works	Cost for others
1	Clearing the site		1.2			1.3			1.4	
2	Class Room Buildings inclusive of corridor of 5'	24/25'x25'	30	4.5	36/25'x25'	45	7.5	52/25'x25'	60	10
3	Fully fledged O/L Laboratory	40'x20'	2	1	40'x20'	2	1	40'x20'	4	2
4	Fully fledged A/L Laboratory	2/90'x25'	9	2	2/90'x25'	9	2	2/90'x25'	9	2
5	Home Science Unit	40'x25'	2	0.8	40'x25'	2	0.8	40'x25'	2	0.8
6	Agriculture Unit	30'x25'	1.8	0.2	30'x25'	1.8	0.2	30'x25'	1.8	0.2
7	Learning Resource Centres									
	>Fully fledged Computer Learning Centers two rooms with 20 computers each	2/30'x25'	3.5	6.5	2/30'x25'	3.5	6.5	2/30'x25'	3.5	6.5
	>Multi Media Unit	40'x25'	2	1	40'x25'	2	1	40'x25'	2	1
	>Large digital Library with computers	60'x25'	3	0.75	60'x25'	3	0.75	60'x25'	3	0.75
8	Administrative Block with Principal's office, staff room with computers , assembly room for community	80'x25'	4	0.8	80'x25'	4	0.8	80'x25'	4	0.8
9	Assembly hall for students	100'x30'	8	0.8	110'x30'	9	0.9	110'x30'	9	0.9
10	Aesthetic unit for music, dancing and arts	80'x25'	4	0.5	80'x25'	4	0.5	80'x25'	4	0.5
11	Play ground with a pavillion		4.5			4.5			4.5	
12	On-site environmental Laboratory	50'x20'	3	0.2	50'x20'	3	0.2	50'x20'	3	0.2
14	Private Counsel rooms	2/20'x25'	2	0.05	2/20'x25'	2	0.05	2/20'x25'	2	0.05
15	Gymnasium	60'x25'	4	0.4	60'x25'	4	0.4	60'x25'	4	0.4
16	Canteen	30'x20'	1.5	0.5	30'x20'	1.5	0.5	30'x20'	1.5	0.5
17	Vocational & Technical Unit	30'x20'	2	0.5	30'x20'	2	0.5	30'x20'	2	0.5
18	Science Activity Room	20'x25'	1	0.1	20'x25'	1	0.1	20'x25'	1	0.1
19	Play area for school children		0.5			0.5			0.5	
20	Electricity		1			1.4			1.4	
21	Toilets, Urinals for students and teachers	14	1.05		16	1.2		25	1.88	
22	Water Supply		0.6			0.75			0.75	
23	Access road,Gate and fence		2			2			2	
24	Cadetting room and scouting room	25'x25'	1.5	0.1	25'x25'	1.5	0.1	25'x25'	1.5	0.1
25	Quartes/Principal /teachers	30'x40'	3		30'x40'	3		30'x40'	3	
	<b>Total</b>		93.95	20.7		110.65	23.8		128.33	27.2

\*Cost for others-furniture, laboratory equipments and computers

## Appendix 5 Norms and Specifications

### 1 Classroom Space

- 1.1 Primary Cycle (Grade 1 to Grade 5)  
30 students in a class-Floor Dimensions (FD): 7.62 mx6.1 m -square meters  
1.549 per a pupil
- 1.2 Secondary Cycle (Grade 6 to Grade 11/Grade 12/13)  
35 students in a class-Floor Dimensions (FD): 7.62 mx6.1 m -square meters  
1.328 per a pupil

Class rooms could be provided in single, two or three storied buildings (the maximum of three stories)

Normal shape- Rectangular

Floor- Cement rendering, Walls-Bricks/cement block plastered with 16mm thick plaster

Doors -Wooden/Plywood doors

Windows- Aluminum frames and glazed aluminum sashes covered with security

Iron grills or glazed timber windows with timber frames covered with security grills.

One Black board for each classroom.

Inbuilt on a suitable wall ( 4.9 m x 1.2m) or movable Black Board

Roof -locally manufactured Tiles

Roof frame-steel/timber

Ceiling-Plywood/wood/Armano sheets

( no asbestos roof or ceiling)

No Air-conditioning, no lifts, but ceiling fans could be provided.

Since Sri Lanka is topical country, Windows must be large enough to have natural ventilation. Height must be 3.1 meters (minimum)

A corridor of 1.5 m to be provided

Structure of Buildings

Reinforced Cement Concrete (RCC)

Single Storied Building -RCC Columns on RCC footings

Steel Roof frame on columns

Storied Building -RCC Columns on RCC footings

RCC beams and slabs on columns



- 1.3 Number of Classes for the school concerned: This could be obtained from Principal of the school concerned.  
 Thumb rule - No of students / 35 +10%

Following classes are conducted in the following types of schools.

Type 3	Type 2	IC	IAB
Grade1	Grade1	Grade1	Grade1
Grade2	Grade2	Grade2	Grade2
Grade3	Grade3	Grade3	Grade3
Grade4	Grade4	Grade4	Grade4
Grade5	Grade5	Grade5	Grade5
	Grade6	Grade6	Grade6
	Grade7	Grade7	Grade7
	Grade8	Grade8	Grade8
	Grade9	Grade9	Grade9
	Grade10	Grade10	Grade10
	Grade11	Grade11	Grade11
		Commerce Arts	Commerce Arts & Science
		Grade 12	Grade 12
		Grade 13	Grade 13

There can be parallel classes.

## 2 Special Spaces

### 2.1 Libraries

For Grade 1 up to Grade 5)

Learning Resource Center

Library, Toy Units and Computer Learning Center must be housed in the same building.

This building is known as Learning Resource Center.

Floor areas (FA) - 140 square meters

For Secondary Classes

Learning Resource Center

Library, Multimedia Unit and Computer Learning Centers should be housed in the

same

Building

Library -FA-120 square meters for less than 2000 students

FA-186 square meters for more than 2000 students

Library furniture (tables, chairs, shelves to be provided)

Digital Library-Three computers to be provided.

Multimedia Unit- FA- 70 Square meters

Building Specifications: same as classrooms but floor to be tiled.

### 2.2 Fully fledged Computer Learning Centers

Up to grades 5

Fully fledged Computer Learning Centers with 10 computers-Floor

Dimension:

7.6mx6.1 m

to be established in Learning Resource Center

From Grade 6 upwards for type 2, type 3,1C, 1AB schools

Fully fledged Computer Learning Centers with 20 computers- Floor

Dimensions-

7.6mx9.14

One Computer for two students

One Computer table and two chairs for one computer

Building Specifications: same as libraries

10 or 20 modern computers with necessary accessories

One Computer, one table and a chair for teacher

Three printers for 10 computers, UPS for every computer, Computers to be connected

in Local Area Network (LAN) with a server and a Magi Board

One 13 Amps Plug point for each computer

Three Phase Electricity Power Supply to be provided.

- 2.3 Multimedia Room  
 For 1AB and 1C schools- 12.2 mx7.62m  
 Type 2 Schools -FL: 9.14 mx7.62 m  
 Building Specifications: same as libraries  
 Equipment- a Television, Radio, an Overhead, a slide project to and a VCD, a CD record players  
 Chairs for 40 students to be provided. A Chair and table for teacher to be provided.
- 2.4 O/L Laboratory  
 Type 2, 1C & 1AB schools  
 For four O/L Classes, FD: 7.62x12.2 meters  
 Building Specifications: same as libraries  
 Laboratory Equipment to be provided.  
 Workbench with sinks to be provided.
- 2.5 For 1AB schools only  
 A/L Laboratory  
 A/L science enrolment up to 120 students Double Unit Laboratory- FD: 27.432 mx7.62 m  
 One unit for Biology  
 Other Unit for Physics and Chemistry  
 Laboratory Equipment, stools, tables to be provided.  
 120-180 students - two storied building with three  
 Laboratories-24.43mx7.62 m  
 Three separate units for Chemistry, Physics and Botany & Zoology  
 Building Specifications: same as libraries
- 2.6 Science Room  
 Type 3 schools  
 FD:7.62x6.1 meters  
 Building Specifications: same as libraries
- 2.7 Aesthetic Unit for Music, Arts and Dancing  
 For all schools  
 Music room -Floor Area: 93 square meters- separate room with a store room  
 Arts room - Floor Area: 69 square meters separate room  
 Dancing room -116 square meters- separate room including a store room with terrace floor, Mirrors have to be fixed on walls.  
 Building Specifications: a single storied building to be constructed away from classrooms.  
 Architectural appearance must suit aesthetic subjects.  
 Instruments for music and Dancing to be provided

For 1AB Schools, Western Music unit with instrument to be given- FA: 46 square meters

2.8 Agriculture Unit

For 1AB, 1C and type 2 schools

Single room -FD: 7.62mx9.14m

Building Specification: same as classrooms

Workbenches with sinks and furniture to be provided.

2.9 Home Science Unit

For 1AB, 1C and type 2 schools

Single room -FD: 12.2mx7.62m

Building Specification: same as libraries

Workbenches with sinks and furniture to be provided.

2.10 Language Center

For 1AB schools and 1C schools with student population more than 800

Single room-FA-7.62mx9.133 m

Furniture and computers to be provided.

Building Specifications: same as libraries

2.11 Assembly Hall

Assembly halls will be provided to all schools.

These assembly halls are used to have assemblies & concerts for students and community.

Building Specification: same as classrooms

A stage 7.62 m width and 1.2 m height, if possible, a lighting and sound system to be provided.

Chair for spectators

Types 2,3 and 1C schools 27.4 mx7.62 m

(size could be changed depending on the number of students)

Type 1C & 1AB schools 36.6 mx9.14 m

(size could be changed depending on the number of students)

2.12 On-site Environmental Field Study Centers

For 1AB schools FD: 15.2 mx 7.61 with a store room and a room for teacher

Building Specification: same as laboratory

Laboratory tables and chairs to be provided.

Laboratory equipment to be provided.

Similar to O/L Laboratory with 7.62mx3.1 room for stores and teacher's room

- 2.13 **Counsel Room**  
 Students studying at these schools have been traumatized. Hence two  
 counsel rooms for girls  
 and boys) to be provided Single room-7.62 m x6.2 m  
 Building Specification: same as classrooms
- 2.14 **Gymnasium**  
 For 1AB Schools only  
 Floor Dimensions:24.4 m x 15.42 m minimum height 6.1m
- 2.15 **Administrative Block**  
 Type 2 and type 3 schools  
 Administrative office must consist of the Principal's office, staff room  
 Size-7.62 m x9.2 m  
 Building Specification: same as classrooms
- 2.15 **1C and 1AB schools**  
 Administrative office must consist of the Principal's office, staff room and  
 conference room  
 Suitable cubical for Vice Principals and the clerical staff  
 Floor Dimensions: 21.2mx9.2 m for more than 1000 students  
 Floor Dimensions: 18.3mx9.2 m for less than 1000 students
- Building Specification: same as classrooms  
 Principal's room to be tiled.  
 For all types of schools. One Computer and one Printer for the Principal  
 One computer and one Printer for a clerical staff member  
 two computers and two Printer for the staff room
- 2.16 **Staff room**  
 Up to 20 teachers - one room -20 square meters  
 Up to 40 teachers - one room -36 square meters  
 Above 40 teachers - one room -60 square metes  
 Toilet facilities with pipe born water to be provided one for Principal and  
 another one for the rest of staff. furniture to be supplied.
- 2.17 **Store room**  
 Up to 500 students - one room- FA:18 square meters  
 Above 500 students - one room- FA: 36 square meters
- Canteen FA: 36 square meters for less than 1000 students  
 FA: 72 square meters for more than 1000 students
- 2.18 **Principals Quarters and teachers' quarters**  
 For family (I) FA: 80 square meters -teachers  
 (ii) FA: 180 square meters for Principal

Water service, Electricity ,flushable toilets to be provided.  
Principal's Quarters/Teachers Quarters to be provided according to necessity

2.19 Play ground  
Play area for students up to grade 5- 18mx12m

Type 2 schools- 45mx 23 m  
1AB schools-140mx200m

### 3 Furniture

For class rooms

Infant Desks, Chairs One for each pupil in Grade 1 to Grade 2

Infant Desks, Chairs One for each pupil in Grade2 to Grade5

Large Size Desks and Chairs One for each pupil in Grade 6 to Grade 13

Steel Cupboards One Steel Cupboard for each classroom

Teachers' tables and chairs One for each class + 20%

### 4 Sanitary Facility

4.1 Toilets and Urinal for pupils

No. of students Students	Required no of toilets for Girls schools	Required no. of Toilets and Urinals For boys schools	
		Toilets	Urinals
100	2	1	1
200	3	1	2
300	5	2	3
400	6	2	4
500	8	3	5
600	9	3	6
700	11	4	7
800	12	4	8
900	14	5	9
1000	15	5	10
1200	16	5	11
1400	17	6	11
1600	18	6	12
1800	19	6	13

For mixed schools, identify the number of toilets and urinals required separately

for boys and girls using the above table.

Example: 300 boys and 400 girls

For boys, two toilets and three urinals

For girls, six toilets

#### 4.2 Teachers Toilets

For teachers less than 10 - two toilets

10 to 40 teachers - four toilets

Above 40- five toilets

#### 4.3 Water

Water can be supplied from Water Supply schemes under Urban Councils if schools are

situated in urban areas. Please check as to the availability of water for the school concerned.

When water is supplied, an overhead tank has to be constructed.

If not, well water must be made available for students.

A well has to be dug in the premises of school, Overhead water tank has to be constructed

and pump house with electrical water pump has to be provided to pump water from the well to the tank. From there, water must be distributed to toilets, Laboratories,

Home Science, Canteen, Administrative Block etc.,.

If the school is situated in close proximity to the sea. It is not possible to use well water

for drinking purpose due to the contamination of salt.

No of Students		
200	2000	
400	4000	
600	6000	
800	8000	
1000	9000	
1200	10000	a sump of same capacity to be provided on the ground
>1200	12000	

## **5 Other facilities**

### **5.1 Electricity**

In most of the places, electricity is available. But there are places where electricity is unavailable. At some places, only single phase power supply is available, at other places

Three-phase Power Supply is available. At some places, there is a severe voltage drop.

Voltage -230 V

Current -30 amps

Electricity should be supplied to all buildings.

### **5.2 Access road, gates, a watch hut and fence**

Access road and the road network within the premises have to be constructed.

Two gates (one gate for students and another small gate) to be provided.

A barb wired fence has to be constructed around the premises of school.

A watch hut to be constructed..

Proper drainage system to be provided.

## **6.1 Accessibility for disabled children and adults**

Disabled children and adults have the same rights as other users of any building therefore every space out and inside the building should be accessible for all.

Specifications are given in relation to several facilities:

Ramps must have the maximum slope of 1:15, a maximum length of 9 meters and the minimum width of 90cm.

Proper rails and handles to be installed. When a landing is required the minimum measurements are

1.2mX 1.8 m. When the ramp is exterior of buildings, adequate water drainage must be included.

The surface of the ramp shall not be smooth cement finish but must have some kind of profile

that prevents slipping. Sanitation facilities should offer at least one toilet that is accessible

for handicapped people.

The Minimum size for an adult toilet is 1.40 X 1.80m, the door straight in front of the toilet seat. Mirror

at the maximum 1 meter above the finished floor; wash basin at max. 85cm height ensuring proper

knee clearance; grab bars on the wall aside from the toilet seat between 85-90cm high. The doors have



the minimum width of 85cm and shall open no less than 90 degrees.

The Minimum size for a children's toilet is 1.20 X 1.50m the door straight in front of the toilet seat.

Mirror at maximum 1meter above the finished floor; wash basin at max. 65cm height ensuring proper knee clearance;

grab bars on the wall aside from the toilet seat between 45-68cm high. The doors have a minimum width of 85cm and shall open no less then 90 degrees.

Staircases: Any stair thread shall be no less then 28cm excluding the 3.5cm nosing. Risers shall be no more then 18cm and open risers are not permitted. Stairs should have proper hand rails mounted between 85 and 95cm.

## 6.2 Criteria for a child friendly school design.

The school should be within walking distance. (if possible)

A primary school should not ideally be more than 500 pupils

There should be facilities for play, dance and drama, art and communication  
Creating an inner space with two opposite U-shapes (so avoiding the parallel classroom buildings and multi story buildings,)

Maximum 25-35 pupils per class

All areas appropriately accessible for disabled children and adults

Child friendly toilets with lots of ventilation, flushing toilets and large space. Easy to use, easy to clean and accessible for disabled persons.

Many possible variations within the design, to prevent the creation of typical buildings to be built everywhere in the same manner.

There should be residential accommodation on the site.

### Appendix 6

#### Activity Plan for relocation of fully damaged schools Reconstruction of new buildings

Activity	2005'											
	J	F	M	A	M	J	J	A	S	O	N	D
Identification of Improvement works	■	■	■									
Preparation of Drawings and Bills of Quantities		■	■	■	■							
Selection of Suitable Contractors			■	■	■	■	■					
Construction-Single Storied Building				■	■	■	■	■				
Construction-Two Storied Building				■	■	■	■	■	■			
Construction-Three Storied Building				■	■	■	■	■	■	■	■	

#### Activity Plan for carrying out of renovation works for partly damaged buildings

Activity	2005'											
	J	F	M	A	M	J	J	A	S	O	N	D
Identification of Improvement works	■	■	■									
Preparation of Drawings and Bills of Quantities		■	■	■	■							
Selection of Suitable Contractors			■	■	■	■	■					
Carrying out of renovation works				■	■	■	■	■	■			