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Література:

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Education System of Sri Lanka

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Sri Lanka enjoys a remarkable progress, in terms of basic education indicators, compared to many other developing countries in the world. As a result of the priority given to human capital development, the Universal Free Education Policy was introduced in 1945, by the government. It was designed in order to provide education facilities free to all students from Kindergarten to the University education. Establishment of Central schools, introduction of national languages- Sinhala and Tamil- as the medium of instruction in primary schools, free mid-day meals has helped to improve the school enrollment mostly among the poor families. After independence in 1948 until the mid-1960s, the government was able to back up its political commitments with adequate resources for education owing favorable economic conditions.

The government was able to spend about 4% of the GDP on education, resulting an improvement in literacy and school enrollment in both male and female. Nevertheless, the weak economic conditions since the late-1960s, strained the government's ability to sustain and strengthen the education system. As a result, in the 1970s, allocation for education fell below 3% of the GDP, limiting the expenditure only adequate to meet the essential recurrent expenditure such as teachers' salaries and the cost of expansion of schools in order to increase the enrollment rate. Furthermore, the Structural Adjustment Policies introduced by the government in 1977 led to the reduction of the education expenditure to less than 2%

of the GDP, thus, deteriorating the quality of education, slowing down further attainment in literacy and increasing the regional disparities in education.

Later on, the successive governments in the 1980s and 1990s took measures in order to increase the deteriorated quality of education, school enrollment rate and the completion rate. Thus, provision of free school text books for grade 1-11 students, handing free uniforms, grade 5 scholarships and subsidized public transportation for students was introduced. In 1990, education reforms based on the recommendation of the National Education Commission (NEC) were introduced in order to transform and modernize the Sri Lankan education system to fit in the global landscape and socio-economic changes of the upcoming century. These reforms were focused on two main initiatives: a) to improve the quality of education and b) to provide education for all. Furthermore, the government enforced laws and took strict adheres to send children of 5-14 years in age to school and initiated teacher training and development programs to develop an interest mainly in the field of Information Technology and English. General Education Project-2 (GEP2) funded by the International Development Assistance Program (IDA) and the World Bank in 1998, assisted to print text books and related publications, curriculum development for grades 1-9, rationalize school facilities and to develop school libraries.

Even though such measures were taken to increase the quality of education, Sri Lanka has been experiencing a number of problems. Some of the problems can be listed as the high dropout rates, low participation in education and the poor attendance, especially in the secondary and tertiary levels, poor performance in mathematics and science, unequal distribution of resources among schools – mainly rural and urban, over-loaded curriculum, lack of opportunities to continue up to higher education and issues pertinent to teacher training etc.

The general education system in Sri Lanka provides 13 years in three cycles. Children from 5-10 attend primary school (Grade 1-5), from age 11-14 junior secondary school (Grade 6-9), from age 15-16 senior secondary (for General Certificate Examination/Ordinary Level - GCE O/L (Grade 10-11) and from age 17 -

18 collegiate or GCE Advanced Level - A/L (Grade 12-13). In Sri Lanka schooling is compulsory for children from 5 to 14 years of age. The national level examination – GCE O/L marks the end of the senior secondary and GCE A/L marks the collegiate education. For GCE O/L, there is a common syllabus and it includes both compulsory and optional subjects. It is compulsory for all students to study one's own language, second language (English), Maths, Science, History and Religion. Three other subjects such as civics, arts, dancing, commerce, entrepreneurship, agriculture etc. can be taken from the optional list. However, a student should take 9 subjects for GCE O/L examination and to continue for GCE A/L class one should at least pass 6 subjects (with minimum, 3 C passes for compulsory subjects) including native language, Math and science. In the A/L class students are free to select one main stream out of three: Arts, Science, and Commerce. For Arts, many social science (Economics, Geography, Logic, Political science and Psychology etc.) and Humanities (language, culture, drama, history and classical studies etc.) subjects are offered. There are two main streams for Science students: bio-science and physical science. The students who study bio science normally take Biology, Physics and Chemistry and physical science students take Math, Physics, Vhemistry etc. There are very few courses such as agriculture, zoology and double math as optional courses. Commerce students have to select course from such as accounts, commerce, economics and entrepreneurship etc. However, once students select his/her field he/she has to study three main relevant subjects, English and General knowledge as compulsory subjects. The university entrance is based on the results of GCE A/L examination.

There are two types of under graduate programs in Arts: i) three year General Degree Program which offer three main subjects and the duration is 3 years; ii) the Special Degree Program offers more than twenty courses but relevant to one main subject. The commerce program takes 4 years and Medicine, vet science and dental courses are for 5 years. The science, engineering and agriculture etc. takes 4 years to complete the course.

Education is generally state-funded and offered free of charge at all levels, including the university level. The government also provides free text books and uniform (3 for a year) to school children. There are 10,763 schools in Sri Lanka (public - 9931, private - 98, and pirivena (mainly for Buddhist monks) - 734) [1, 243]. The public schools offer curriculum prepared by the Ministry of Education and the private schools offer local as well as the British syllabus. There is new set of private English medium schools established recently and they are approved and registered by the Board of Investment (BOI) - Sri Lanka. Though statistics related to them is not collected systematically between 200-250 such schools are estimated and they mainly offer foreign curricula and prepare students for international examinations [2, 53].

Currently there are 4,186,803 students (public -3,996,531, private – 125,669, pirivena – 64,608) and 231,988 teachers (public – 219,788, private – 6144, pirivena - 6086) in Sri Lanka. The new admissions to all schools in 2012 were 337,901. The teacher student ration has been achieved from one teacher for 22.5 students in 2000 to 1:18.5 in 2010.

Sri Lankan tertiary education system consists of 15 universities, 7 post graduate institutes, 10 other higher education institutes and 1,138 technical and vocational education and training institutes. All of them are public institutions. Establishment of degree awarding institutions outside the University Grants Commission is a recent development. The University Act No 16 of 1978 has allowed non-state local institutions to conduct courses of study and award degrees. According to the Minister of Higher Education, The Board of Investment (BOI) has given license to 51 institutions but there

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