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Educational, Scientific and
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New Delhi Office
Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka

UNESCO Country Programming Document for Sri Lanka

2013–2017

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Preface

The UNESCO Country Programming Document (UCPD) for Sri Lanka, published by UNESCO New Delhi, reflects the close links between the priorities and programmes of the Government of Sri Lanka and UNESCO's areas of competence. As the leading UN agency for the promotion of peace, progress and prosperity through international cooperation in education, the sciences, culture, communication and information, UNESCO has made a significant contribution to Sri Lanka's development in all of these areas. Its policy guidance and support have helped to mainstream these five core areas into national policies and programmes, thus demonstrating the wide and cross-cutting nature of UNESCO's mandate.

The Sri Lanka National Commission for UNESCO has been a proud supporter of the objectives and concepts that UNESCO promotes and has enjoyed close cooperation with UNESCO New Delhi. Serving as an instrument to strengthen collaboration between all national stakeholders, this UCPD will no doubt contribute to a more effective and results-oriented planning and execution of programmes in Sri Lanka and will increase the overall visibility of UNESCO at all levels.

The Sri Lanka National Commission is grateful to the UNESCO New Delhi office for its efforts to prepare this comprehensive UCPD and for its dedication and commitment to the delivery of such a wide array of services, in spite of limitations in staffing strengths. These efforts will continue to make a positive impact on the future of Sri Lanka. The Sri Lankan National Commission for UNESCO will continue to pursue initiatives in Sri Lanka as the focus continues to shift toward supporting the national development agenda.

Bandula Gunawardhana
Minister of Education/Chairman, Sri Lanka National Commission for UNESCO,
Sri Lanka

Foreword

Established in 1948, UNESCO New Delhi functions as the Cluster Office for Bhutan, India, Maldives, and Sri Lanka. Sri Lanka became a Member State of UNESCO in 1949.

As a non-resident UN agency, UNESCO has developed a relatively limited number of projects in Sri Lanka. This is also due in part to the three decades of internal conflict that affected the country. Nonetheless, the office has managed to maintain a steady working relationship with the Government of Sri Lanka through a variety of UNESCO subregional meetings and initiatives.

Considerable credit for the visibility and credibility of UNESCO in Sri Lanka over the past six decades is due to the Sri Lanka National Commission for UNESCO (SLNCU), which has continuously waved the banner for UNESCO and its mandate within the country. Thanks to this unique system of coordination with Member States, which is not available in other UN systems, UNESCO enjoys a privileged relationship with the Government of Sri Lanka, which has voluntarily included UNESCO in its national policy-planning.

With the end of the civil war, the focus of the United Nations Development Assistance Framework (UNDAF) Sri Lanka for 2013–2017 has shifted for the first time from humanitarian assistance and contingencies to supporting the National Development Agenda, with the overall goal of "sustainable and inclusive economic growth with equitable access to quality social services, strengthened human capabilities and reconciliation for lasting peace".

This change gives UNESCO a new opportunity to play a proactive role within the UN country team and to contribute its technical assistance. Expectations are high for UNESCO's contribution in the area of teacher training and vocational training to help the country make up the acute lack of human resources caused by the decades of civil war, as well as capacity-building of media and journalism. Promotion of science education is particularly important for the government, in accordance with its plan to shift from a natural-resource-based economy to creative, intellectual-property-based industries. Social science research in Sri Lanka is marginal, but the social development challenges facing the region will require strong capacities in these fields. There is a crucial need for research to inform the design of policies for poverty eradication and social inclusion. In this context, community

radio is a medium with strong potential for social change, reaching marginalized communities and promoting peace in the country and in the region.

With the government's ambition to redevelop the Northern and Eastern parts of Sri Lanka, once known for their pristine landscape, as a tourism destination, there is an urgent need for management of cultural and heritage resources, not only so that these regions may be tapped as a source of income, but also to ensure that development is in tune with local cultures.

This UNESCO Country Programming Document (UCPD) is an internal tool for UNESCO to decide in which manner the Organization can contribute to the national development agenda of Sri Lanka, as well as being part of One UN (an initiative that allows the UN to deliver in a more coordinated way at the country level). For external readers, however, I hope it will serve as a stimulating introduction to the mandate and vision of UNESCO.

Mr Shigeru Aoyagi
Director and UNESCO Representative
to Bhutan, India, Maldives and Sri Lanka

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Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
ASPnet	Associated Schools Project Network
CI	UNESCO Communication and Information Sector
CLT	UNESCO Culture Sector
ECCE	Early Childhood Care and Education
ED	UNESCO Education Sector
EDI	Education Development Index
EFA	Education For All
EPSD	Education for Peace and Sustainable Development
ESD	Education for Sustainable Development
FAO	Food and Agriculture Organization
FOSS	Free and Open Source Software
FSB	Public Service Broadcasting
FTE	Full-Time Equivalent
GDP	Gross Domestic Product
GERD	Gross Domestic Expenditure on Research and Development
GNI	Gross National Income
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
ICH	Intangible Cultural Heritage
ICT	Information and Communications Technology
IDP	Internally Displaced Person
IHDI	Inequalities Human Development Index
ILO	International Labour Organization
IOM	International Orgnization for Migration
IPDC	International Programme for the Development of Communication
MAB	Man and Biosphere
MCNS	Media Centre for National Security
MDG	Millennium Development Goal
MIL	Media and Information Literacy
MT	Megatonne
NGO	Nongovernmental Organization

NIE	National Institute of Education
NSF	National Science Foundation of Sri Lanka
NVQ	National Vocational Qualification
OCHA	Office for the Coordination of Humanitarian Affairs
ODA	Official Development Assistance
OER	Open Educational Resources
PSB	Public Service Broadcasting
R&D	Research and Development
S&T	Science and Technology
SACAM Network	South and Central Asian MAB Network
SACEP	South Asia Cooperative Environment Programme
SC	UNESCO Science Sector
SLCJ	Sri Lanka College of Journalism
SLNCU	Sri Lanka National Commission for UNESCO
sq km	Square kilometre
TVET	Technical & Vocational Education and Training
UCPD	UNESCO Country Programming Document
UGC	University Grants Commission
UIS	UNESCO Institute for Statistics
UMCSAWM	UNESCO Madanjeet Singh Centre for South Asia Water Management
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UN-HABITAT	United Nations Human Settlements Programme
UNHCR	United Nations High Commissioner on Refugees
UNHRC	United Nations Human Rights Council
UNICEF	United Nations Children's Fund
UNODC	United Nations Office on Drugs and Crime
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
WFP	World Food Programme
WHO	World Health Organization

Part I – Situation Analysis

1. Existing Country Assessment

1.1 Statistical Overview

Surrounded by the Indian Ocean and separated from India by the Gulf of Mannar and Palk Strait, the Democratic Socialist Republic of Sri Lanka is an island state lying east of the southern tip of the Indian subcontinent and covering a land area of 65,610 square kilometres (sq km).

Sri Lanka's population is around 20.9 million (2011), and its population density of 333 persons per sq km is one of the highest in the world.[1] About 15 per cent of the population lives in urban areas.[2] It is expected that while the country's population will stabilize at 23 million by 2025, the urban population will increase to 60 per cent of the total by this time.

The country is a multireligious, multiethnic, pluralistic society. According to the Census report of 2012, 74.9 per cent of the population is Sinhalese, while Sri Lankan Tamils form the largest ethnic minority with 11.2 per cent, and Sri Lankan Moors 9.2 per cent. Indian Tamils, whose ancestors were brought to the country by British planters, comprise 4.2 per cent of the population. Other smaller ethnic groups include Burghers (of mixed European descent – 0.2 per cent) and Malays (0.2 per cent). Buddhism represents the largest religious affiliation, with 70.2 per cent of the population, while Hinduism and Islam are practised by 12.6 per cent and 9.7 per cent of the population respectively. Roman Catholics constitute 6.1 per cent of the population.[1]

According to the Ministry of Finance and Planning, in 2011 the economically active population was around 8.6 million, approximately 5.6 million (65.6 per cent) of whom were males. A majority of the economically inactive population (69.4 per cent) were females.[3] The distribution of the economically active population among labour sectors shows a similar pattern, with a high proportion of males in each sector. Over 50 per cent of the population were engaged in activities directly dependent upon the environment.[4]

The development efforts of successive governments during the last five decades have led to an increase in people's standard of living. Sri Lanka's gross domestic product (GDP) per capita is US$6,247 (2012),[5] which is ahead of most South Asian countries. The high population density and sustained efforts to improve living standards have exerted tremendous pressure on the country's natural environment.

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[1] Census 2012, Government of Sri Lanka
[2] www.tradingeconomics.com
[3] 2011 Annual Report, Sri Lanka Labour Survey, Department of Census and Statistics, Ministry of Finance and Planning
[4] Norwegian University of Science and Technology, Globalization Research Programme, Working Paper no 02/2011: An Exploratory Study on Adapting to Climate Change in Coastal Areas of Sri Lanka. www.ntnu.edu/global
[5] World Bank: http://data.worldbank.org/indicator/NY.GDP.PCAP.PP.CD?order=wbapi_data_value_2012+wbapi_data_value+wbapi_data_value-last&sort=desc

TABLE 1. KEY INDICATORS: SRI LANKA COUNTRY ASSESSMENT, 2012

	Total Population (millions), 2011	20.9
1	Life expectancy at birth (years), 2009	75
1	Population aged 0–14 years (%), 2010	25
2	Proportion of total population aged 60+ years (females/males, %), 2010	13.2/11.4
1	GDP growth rate (%), 2011	8.3
2	Sex ratio (males per 100 females), 2010	96.9
1	GDP per capita (ppp, US$), 2011	5 582
4	Human Development Index (ranks 97 out of 187), 2011	0.691
3	Urban population (%), 2010	15.1
1	Rural population (%), 2011	84.9
3	Unemployment rate (%), 2012	3.9
2	Population below poverty line (%), 2010	8.9
1	HIV rate (%) in adults 15–49 years, 2009	0.1

Source 1: UNESCO Institute for Statistics (UIS)
Source 2 : UN data
Source 3: www.tradingeconomics.com
Source 4: Sri Lanka socio-economic data 2011, Department of Census Statistics

1.2 Human Development Index

In 2012, Sri Lanka's Human Development Index (HDI) of 0.715 positioned the country at 92 out of 187 countries (Table 2). Pakistan and India are ranked 146 and 136 respectively. Sri Lanka is above the average of 0.558 for countries in the high human development group and above the average of 0.558 for countries in South Asia.

TABLE 2. SRI LANKA HDI INDICATORS 2012, RELATIVE TO SELECTED SOUTH ASIAN COUNTRIES AND GROUPS

	HDI value	HDI rank	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (PPP US$)
Sri Lanka	0.715	92	75.1	12.7	9.3	5,170
Pakistan	0.515	146	65.7	7.3	4.9	2,566
India	0.554	136	65.8	10.7	4.4	3,285
South Asia	0.558	—	66.2	10.2	4.7	3,343
High HDI	0.758	—	73.4	13.9	8.8	11,501

Source: United Nations Development Programme (UNDP):Human Development Report 2013.
http://hdrstats.undp.org/images/explanations/lka.pdf

Between 1980 and 2012, Sri Lanka's HDI value increased from 0.557 to 0.715, an increase of 28 per cent, or an average annual increase of about 0.8 per cent. Table 3 reviews Sri Lanka's progress in each of the HDI indicators. Between 1980 and 2012, Sri Lanka's life expectancy at birth increased by 7.0 years, mean years of schooling increased by 2.3 years and expected years of schooling by 2.7 years. The country's gross national income (GNI) per capita also increased by about 229.0 per cent.

TABLE 3. SRI LANKA HDI TRENDS BASED ON CONSISTENT TIME SERIES DATA (NEW COMPONENT INDICATORS AND NEW METHODOLOGY)

	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2005 PPP$)	HDI value
1980	68.1	10	7	1,571	0.557
1985	69.2	10.5	7.6	1,835	0.583
1990	69.5	11.4	8.3	2,008	0.608
1995	69.1	12	8.6	2,446	0.627
2000	70.9	12.4	8.8	2,942	0.653
2005	74	12.7	9	3,510	0.683
2010	74.8	12.7	9.3	4,541	0.705
2011	74.9	12.7	9.3	4,876	0.711
2012	75.1	12.7	9.3	5,170	0.715

Source: United Nations Development Programme (UNDP):Human Development Report 2013.
http://hdrstats.undp.org/images/explanations/lka.pdf

However, when the value is discounted for inequality, the HDI falls to 0.607, a loss of 15.1 per cent, due to inequality in the distribution of the dimension indices (Table 4). Nevertheless, this is a smaller percentage reduction than that of India and Pakistan, and smaller than the average loss due to inequality for high HDI countries and for South Asia as a whole.

TABLE 4. SRI LANKA INEQUALITY HUMAN DEVELOPMENT INDEX (IHDI) 2012, RELATIVE TO SELECTED COUNTRIES AND GROUPS

	IHDI value	Overall Loss (%)	Loss due to inequality in life expectancy at birth (%)	Loss due to inequality in education (%)	Loss due to inequality in income (%)
Sri Lanka	0.607	15.1	9.4	14.6	20.8
Pakistan	0.356	30.9	32.3	45.2	11
India	0.392	29.3	27.1	42.4	15.8
South Asia	0.395	29.1	27	42	15.9
High HDI	0.602	20.6	12.4	19.9	28.6

Source: United Nations Development Programme (UNDP):Human Development Report 2013.
http://hdrstats.undp.org/images/explanations/lka.pdf

1.3 Millennium Development Goals: Achievement and Gaps

Sri Lanka has made impressive progress towards meeting the Millennium Development Goals (MDGs), especially in education and health, and is likely to meet the target before 2015, although significant challenges remain. However, the country assessment by the UN Country Team points out that there is urgent need to deal with persistent inequalities, in particular the plight of vulnerable groups (see Table 5).

Special attention must be paid to areas that are falling behind, and especially those groups who have recently returned to their places of origin in the conflict-affected areas or who await final return. In addition, Sri Lanka faces many challenges arising from its demographic, health and epidemiological transitions.

The country must also cope with environmental threats, especially as it plans to step up investments and economic growth. More concerted efforts are needed to promote women's empowerment, gender equality and human rights, while guaranteeing social protection to all. The UNDAF 2013–2017[6] provides an analysis of loopholes in the achievement of MDGs by the Government of Sri Lanka to identify potential areas of contribution by the UN country team (Table 5).

TABLE 5. PROGRESS ON MDGS, AND UNDAF CHALLENGES

Achievement of MDGs[7]	Challenges identified in UNDAF 2013–2017
Goal 1: Eradicate extreme poverty and hunger	
On Track Sri Lanka has made significant progress in poverty reduction. The proportion of people living below the poverty line declined sharply from 26.1 per cent in 1990/01 to 8.9 per cent in 2009/10, and on current trends, the national MDG target of halving poverty to 13.1 per cent is likely to be achieved well ahead of 2015.	→ Prevailing poverty in the conflict-affected Northern and Eastern provinces, and among vulnerable groups, including those who have recently returned to their places of origin or are awaiting return in the conflict-affected areas; the rural poor, female-headed households (war widows), the elderly and those with disabilities.
Goal 2: Achieve universal primary education	
On Track Sri Lanka has achieved near-universal primary school enrolment, with a 97.5 per cent rate. The literacy level of 15–24 year-olds in all regions also increased from 2003 to 2006/07; it has crossed 95 per cent across all sectors and for both males and females.	→ Focus needed on improving the quality of education and improving educational outcomes in remote areas and post-conflict areas. → Growing skills mismatch between the demand and supply of labour. There is a particular lack of students in the area of science and engineering.

[6] United Nations Development Assistance Framework (UNDAF) 2013-2017. Colombo, October 2012
[7] Millennium Development Goals Sri Lanka: Country Report 2008/2009

Achievement of MDGs	Challenges identified in UNDAF 2013–2017
Goal 3: Promote gender equality and empower women	
On Track Sri Lanka has almost reached gender parity in primary education, with the ratio of girls to boys in primary education reaching 99 per cent in 2006. In secondary and tertiary education, the ratio of girls to boys exceeds 100 per cent.	→ High levels of unemployment among the educated, especially among women and youth. The rate of unemployment for women is more than twice that for men. The rate for educated women is around three times the rate for educated men. → The proportion of female members of the National Parliament has increased marginally, from 3 per cent in 1947 to only 5.8 per cent at present. Representation of women on local councils is even lower.
Goal 4: Reduce child mortality	
On Track Sri Lanka has been extraordinarily successful in reducing child mortality over the last half-century. Its infant mortality rate has become remarkably low compared to most developing countries. Hence the 2015 MDG mortality targets are well within reach.	→ Large regional disparities in infant mortality rates across the country. While rates declined in seven provinces during 1991–2003, they increased in the Eastern and North Central provinces during this period. → Malnutrition affects nearly one-fifth of children and one-sixth of women, with an increase in prevalence in urban areas.
Goal 5: Improve maternal health	
On Track Sri Lanka has consistently achieved considerable success in reducing its maternal mortality ratio. With near-universal access to healthcare, and 98 per cent institutional deliveries, the country is on track to meet the MDG on improving maternal health.	→ Significant interdistrict variations in infant and maternal mortality. → Induced abortion is high in spite of being illegal except to save the woman's life, and unsafe abortion practices contribute to maternal mortality and morbidity. → Renewed attention is needed to prevent unwanted pregnancies, particularly among married women of mature reproductive age.
Goal 6: Combat HIV/AIDS, malaria and other diseases	
On Track Sri Lanka remains one of the few countries in the region with a low-level HIV epidemic. Even though malaria occurs in most parts of the country, the overall situation is improving significantly.	→ More than 60 per cent of reported HIV infections in 2006 were in the Western Province. → Only about one-third of the population aged 15-24 years possesses comprehensive knowledge about HIV infection.

Goal 7: Ensure environmental sustainability

Satisfactory Progress

Sri Lanka's forest coverage and CO_2 emissions situation has deteriorated steadily over time. By 2005 forest coverage had declined to less than 20 per cent of the total land area, and the per capita carbon dioxide emission per year increased from 0.20 megatonnes (MT) to 0.64 MT between 1990 and 2005. Positive changes are that consumption of ozone-depleting substances has been gradually declining and the proportion of the overall surface area that is protected to maintain biological diversity has increased from 15.5 per cent in 1990 to 17.2 per cent in 2005.

- Sri Lanka is extremely vulnerable to environmental disturbances and climate change.
- Environmental and anthropogenic threats include coastal degradation, fresh water pollution, destruction of mangroves, soil erosion and dam siltation as well as problems associated with urban and industrial waste disposal.
- Legal and institutional capacity for enabling biodiversity protection, control, research need to be strengthened as well as human resource basis to deal with the issues.

Goal 8: Develop a global partnership for development

Satisfactory Progress

Official Development Assistance (ODA) works as one of the sources to achieve MDGs in a developing country. However, the amount of ODA received by Sri Lanka as a percentage of GNI declined from 5 per cent in 1992 to 3 per cent in 2005.

The allocation of aid for the trade sector has remained minimal and the allocation for the agriculture sector has declined. Disparity across sectors is significant: while 17.8 per cent of urban households own a computer, only 6.9 per cent and 1.1 per cent own computers in the rural and estate[8] sectors respectively.

- The pressure to reduce the overall debt-to-GDP ratio remains. Effective steps are needed to contain the fiscal deficit.
- A robust investment climate, with gains in both private and foreign direct investment, will be key to achieving the envisaged strong growth forecasts of 8.5 per cent plus per annum.

[8] An estate is defined as a plantation area of more than 20 acres in size, and with at least 10 residential labourers.

2. National Development Priorities and Indicators in UNESCO's Areas of Competence

The national vision for development is defined in a ten-year development framework with the title Sri Lanka: The Emerging Wonder of Asia – Mahinda Chintana Vision for the Future (2007–2016): The Development Policy Framework.[9] It seeks to:

- Provide a comprehensive quality education system, where all children complete primary and secondary education, and where appropriate skills are developed to meet the emerging needs of a modern global knowledge economy.
- Establish a health system that is equipped with qualified staff and able to respond to changing disease and demographic patterns, while also addressing the needs of vulnerable groups.
- Ensure the betterment of villages ("Gama Neguma"), with villages emerging as "micro-centres of growth on modern lines" and having, among other things, equitable access to sufficient, safe drinking water.
- Establish a "five-fold hub" – Sri Lanka "as Naval, Aviation, Commercial, Energy and Knowledge hub..."
- Focus on regional investment and development plans, with an emphasis on the Northern and Eastern Provinces, to (a) restore people's livelihoods, (b) reactivate services and facilities, (c) rehabilitate infrastructure facilities, (d) develop human capabilities, and (e) establish good governance practices.
- Encourage "indigenous" enterprises, big and small, as well as domestic agriculture to ensure better sharing of the benefits of development with the not-so-well-to-do classes by introducing: (a) poverty alleviation projects like Samurdhi, (b) tax incentives and subsidies for small producers and those in domestic agriculture, small to medium enterprises and self-employment activities, (c) public employment programmes at critical times, (d) deliberate rural bias in a number of programmes, (e) incentives to small-scale and rural infrastructure development projects, and (e) housing development programmes to help the lower middle classes and the poor.

The discussion paper prepared in support of Mahinda Chintana further provides a comprehensive overview on the need and policy framework for each sector, including Agriculture; Irrigation; Industrial development; Economic infrastructure; Tourism; Urban development and human settlement; Livelihood development and social protection; Education; Health; Sports and Culture; Workforce;

[9] This document is referred to henceforth as Mahinda Chintana.

Science and technology; Environment; Public administration reforms; Development of conflict-affected districts; and a macroeconomic framework.

On the basis of Mahinda Chintana, the following section of this document provides an overview of policy priorities in the sectors relevant to UNESCO's areas of competency, along with data and statistics from various sources. Whenever available, UNESCO and other UN statistics are used. However, since these are limited, a large proportion of the statistics is drawn from the Government of Sri Lanka's official documents.

2.1 Education

Literacy and schooling

Sri Lanka's population enjoys relatively high rates of education and literacy. The literacy rate is the highest in South and West Asia after Maldives, and the percentage children eligible by age who enter education at Grade One is the highest (91.2 per cent of official entrance age education in 2010).

Among people aged 10 and above, 16.5 million are literate. The estimated all-island literacy rate is 92.2 per cent. Literacy in the urban sector is slightly higher than in the rural sector.

TABLE 6. EDUCATION IN SRI LANKA, SELECT STATISTICS 2010–2012

1	EFA Development Index (EDI) (Rank 97 out of 120) , 2010	0.7
Literacy		
2	Number of illiterate adults (15 and older), 2010	1,372,000
2	Adult literacy rate (15 and older) (per cent), women	90.0
2	Adult literacy rate (15 and older) (per cent), men	92.6
2	Adult literacy rate (15 and older) (per cent), total	91.2
Education		
1	Compulsory education? Yes, no how many years?	5–13 years old; free and compulsory
1	Pre-primary gross enrolment rate, 2011 (per cent)	84
1	Primary (ISCED 1), [10] 2011 • Gross enrolment ratio • Net enrolment ratio	 97 93
1	Out-of-school children of primary-school age (per cent)	7
1	Teaching staff (ISCED 1–2), 2011	149,857
	Female teachers (ISCED 1–2) (per cent)	75.1
1	Tertiary (ISCED 5–6), 2011 • Gross enrolment ratio, total • Enrolment • Female enrolment (%)	 14 232,333 62.3
1	Public expenditure on education as a percentage of GDP, 2011	2.0

Source 1: UIS Global Education Digest 2012 (data from 2010), database accessed June 2013

Source 2: Sri Lanka Statistics Labour Force Survey, Annual Report 2011

[10] ISCED is the International Standard Classification of Education, 1997, for which UNESCO is responsible. Classification is 0: Early Childhood Education, 1: Primary Education, 2: Lower Secondary Education, 3: Upper Secondary Education, 4: Post-secondary, non-tertiary Education, 5: Short-cycle Tertiary Education, 6: Bachelor's or equivalent, 7: Master's or equivalent, 8: Doctoral or equivalent.

According to Mahinda Chintana, non-schooling is not pervasive in Sri Lanka except in severely economically disadvantaged locations and among vulnerable groups. The key issue is rather to bring out-of-school children into schools or non-formal centres and to increase participation at senior-secondary level to lead their way to higher education. Quality of education remains an ongoing issue, reflected in the low mastery of levels in first languages and mathematics in primary grades, and a low pass rate at the Ordinary-level examination in Grade 11. Science education in grades 12–13 is confined to 6 per cent of schools; and information and technology is still in the initial stage of development in schools.

The current government plan foresees transforming the education system into one that provides the technological skills required for economic growth and national development. With the objectives to achieve "Skills for Life – Jobs for Skills", a network of Vocational Training Institutes and Community Schools has been set up to facilitate the increase of enrolment from 90,000 to 200,000 by 2016.

Early Childhood Care and Education

According to the Demographic and Health Survey (2006/07), 38.3 per cent of children aged 5 years were receiving early childhood care and education (ECCE). This proportion is high, since admission to Grade 1 in Sri Lankan schools is contingent upon turning 5 years old by the end of January in the year of admission. According to the Ministry of Education, 95 per cent of the children admitted to Grade 1 that year had had some exposure to pre-school education.[11] A 2010 survey by the Ministry of Child Development and Women's Affairs found that 48 per cent of the children in pre-school education were aged 4–5 years, 20 per cent were 3–4 years old, and 29 per cent were in the 5–6 years group.

Issues to be addressed include:

- Lack of clarity as to whose function is the provision of ECCE;
- Lack of legislation to ensure that standards are maintained with regard to physical facilities, staff qualifications and the curriculum;
- Lack of coordination of the programmes provided by various institutions and organizations and their accreditation;
- Lack of proper awareness among parents and the general public of the importance of a child attending ECCE;
- Lack of professionally qualified teachers;
- Lack of an accurate database for informed decision-making;
- The majority of the ECCE centres are private and levy fees, which limits access to early childhood development programmes to affluent segments of the population.

[11] School Census, 2010

Primary Education

Sri Lanka has an enrolment rate of 97.8 per cent for both boys and girls, ranging from 96 per cent to 99 per cent in the nine provinces and 91 per cent in the historically disadvantaged plantation schools.[12] Moreover, 49.1 per cent of those enrolled in primary grades were girls in 2009.[13] The difference in the enrolment rate of children in the poorest income quintile and the richest income quintile is said to be infinitesimal.[14] Dropout rates are around 1 per cent.[15] Retention rates were 98.7 per cent for boys and 99.4 per cent for girls in 2008.[16]

Issues to be addressed are:

- Extreme poverty is still the main reason for non-participation of children at the primary stage.
- Children are employed to supplement family income and the opportunity cost for education is very high among these groups.
- There is no systematic programme to identify disabled children and enroll them in schools, and educational facilities for disabled children are inadequate.
- Inadequate resources are provided for primary classes.
- Unequal distribution of teachers among different regions of the country has a negative impact on the education of children in the less developed and poorer regions.
- Teacher absenteeism is significant.
- The quality of textbooks is inadequate, and there are delays in distributing them.
- The primary curriculum content is too heavy, resulting in cognitive stress for children.
- Many of the schools in rural areas and the north-east suffer from lack of basic infrastructure such as buildings, laboratories, libraries and educational equipment.[17]

Secondary Education

Half the government's education expenditure is allocated to the secondary level.[18] Secondary education spans grades 6–13: grades 6–9 (junior secondary) parallels the compulsory education period, and grades 10–13 are senior secondary education. Issues are:

- Low achievement rates at General Certificate of Education (GCE) Ordinary Level. The average pass rate is only 37 per cent, and pass rates in underprivileged areas are even lower.
- A high percentage of secondary school leavers lack relevant skills to join the labour force.
- The junior secondary level curriculum is weak in conceptualisation and implementation.
- English is taught as a second language up to GCE Advanced Level but only 10 per cent of the

[12] MDG Report, DCS, 2008
[13] School Census, 2009
[14] World Bank, 2007
[15] Schools Census, 2008
[16] Ministry of Education, 2008
[17] Millennium Development Goals, Country reports 2005 and 2009, Sri Lanka
[18] World Bank, 2005

children achieve mastery in English language skills, and the disparity between urban (23 per cent) and rural areas (7 per cent) is high.

- Children's access to information technology is low, and the competence of teachers in this area is also very low.

Technical & Vocational Education and Training (TVET)

The Ministry of Skills Development, Vocational and Technical Education was established in 2004 and an order was issued for the implementation of the National Vocational Qualification (NVQ) system. Certificate courses of the first four levels are provided in Technical Colleges and diploma courses at levels 5 and 6 are provided in newly established nine Colleges of Technology in the nine provinces. The University of Vocational Technology was established in 2008 to award NVQ Level 7 degree qualifications. Main issues include:

- The importance of TVET is poorly understood, and its poor image and low social acceptability as a career path discourage students from choosing it.
- The link from general education to TVET has not been clearly worked out.
- The traditional rigidity in the programmes, provided without responding to changes in the market and industry, has further contributed to the poor image of TVET.
- There is a shortage of qualified and competent staff in the public-sector institutions, which are the largest provider of TVET. Teachers lack competence in adult teaching methods and mentoring skills.
- TVET institutions are not adequately equipped and therefore provide a poor learning environment in most public and private institutions.
- There is a lack of interaction with relevant industries, poor response to industry demands and needs, and lack of subsequent employment of students by industry.
- Competency-based training courses as designed by the NVQ framework and identified by industry have not been implemented due to shortcomings in the training environment.

Higher Education

Sri Lanka has 15 conventional universities. In addition, the Open University, 16 postgraduate institutions affiliated to universities and eight degree-awarding institutions operate under the University Grants Commission (UGC). There are two other universities, one under the Ministry of Defence and the other under the Ministry of Vocational Technology. The funds channelled by the government amount to less than 0.5 per cent of GDP; the universities depend on this state funding to meet about 96 per cent of their annual expenditure. Issues to be addressed are:

- Inadequate links between higher education and human resource needs and national development;
- Quality of provision and the relevance of the product, resulting in a serious problem of graduate unemployment;
- Resource and financial constraints;

- The large number of students seeking admission to universities who are denied access.

Gender in Education

Sri Lanka enjoys a high level of gender parity in education. Factors contributing to this include the right to vote, which was granted to both men and women in 1931, the provision of educational facilities, and the fact that 96.6 per cent of state schools are co-educational. In 2010, 98.2 per cent of the 6–14-year age group were enrolled in schools, 50.5 per cent of whom were girls.[19] More females enter universities than males. The proportion of the female population with at least secondary education is 61.0 per cent in countries with high human development, 27.3 per cent in South Asia and 56.0 per cent in Sri Lanka (compared to 57.6 per cent for males).[20] The Gender Inequality Index was 0.480 for Sri Lanka, compared to 0.601 for South Asia and 0.409 for countries with high human development. These low disparities between males and females are chiefly due to education.

2.2 Natural Sciences

Science and Technology

Mahinda Chintana recognizes that government investment in science and technology is limited, the infrastructure inadequate and the research achievement in the field low, compared to the government's ambition to shift from its current natural resource based industry to knowledge and science-based industry (Table 7). Lack of media support, an inappropriate education system, low motivation for students to pursue science options, as well as "brain drain" from the country, are some of the concerns that the national plan intends to address.

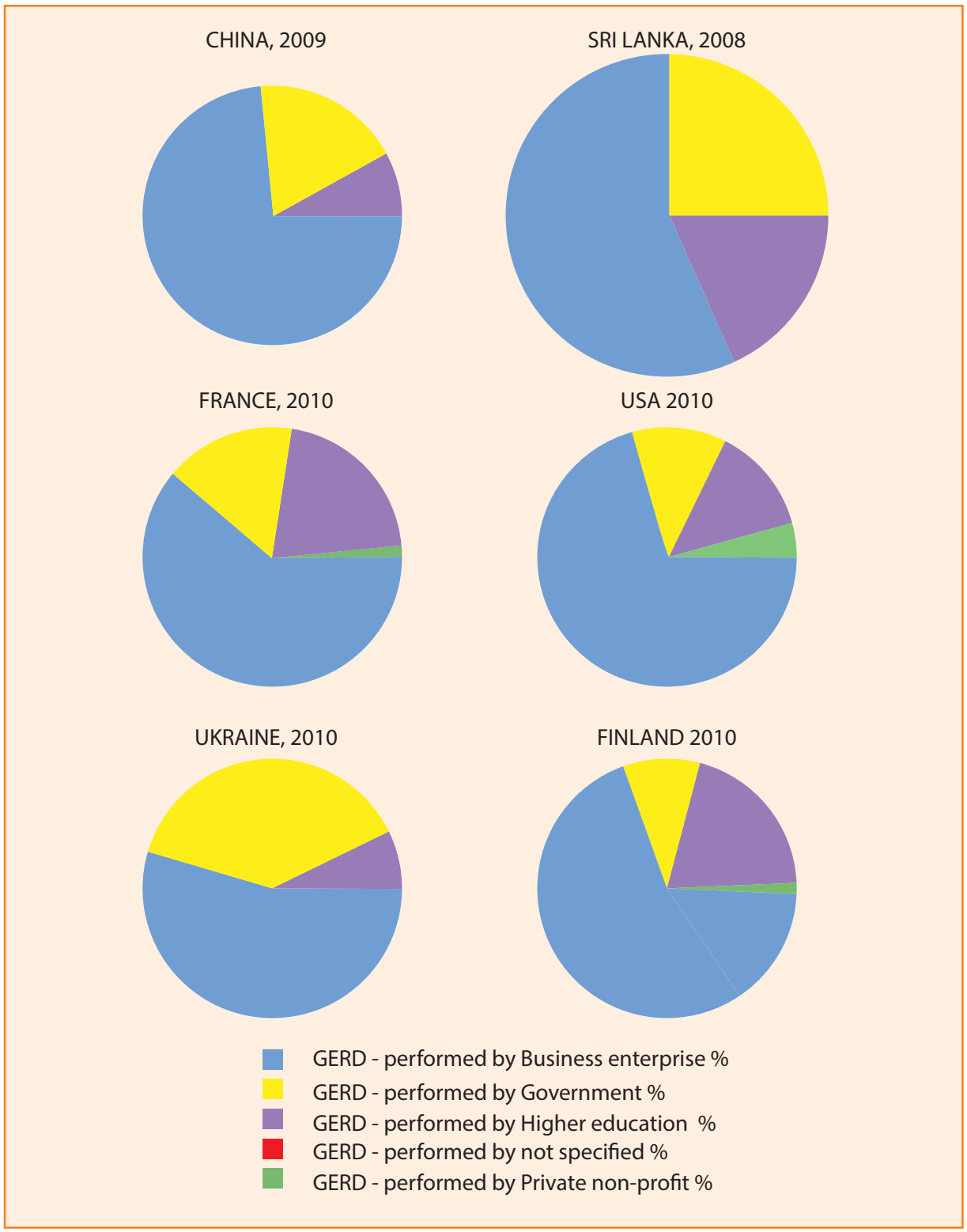
TABLE 7. SCIENTIFIC RESEARCH AND DEVELOPMENT INDICATORS, 2008

Numbers of researchers (FTE),[21] 2008	1972
Researchers per million inhabitants (FTE), 2008	96
Researchers working in the field of natural sciences (%), 2008	22.4
Gross domestic expenditure on research and development (GERD) as percentage of GDP, 2008	0.11
Research and development (R&D) funded by the government sector (%), 2008	71.8
Source: UIS	

As Figure 1 demonstrates, unlike in most developed countries where much R&D expenditure is by the private sector (over 65 per cent in most cases), the proportion in Sri Lanka is a mere 8 per cent, with the bulk (71.8 per cent) coming instead from the state sector. This has significant implications for the rate of commercialization of research.

[19] Ministry of Education, School Census, 2010
[20] UNDP, 2011
[21] Full-Time Equivalents: The ratio of the total number of paid hours during a period (part-time, full-time, contracted) to the number of working hours in that period (Mondays through Fridays). One FTE is equivalent to one employee working full time.

FIGURE 1. GROSS DOMESTIC EXPENDITURE ON RESEARCH AND DEVELOPMENT (GERD), SELECT COUNTRIES



BOX 1: GLOBAL FORUM OF SRI LANKAN SCIENTISTS

The Global Forum of Sri Lankan Scientists was established in 2011 on the initiative of the SLNCU. The objective of the forum is to promote and facilitate collaboration between Sri Lankan scientists in Sri Lanka and abroad in all fields of science and technology. Through this initiative, new research initiatives and industrial projects will be established in Sri Lanka, including support in the form of funding and technology. Several of the proposed research collaborations between scientists in Sri Lanka and abroad were developed further during 2012. The most significant progress was made in projects in the following fields of research:

- Biotechnology
- Natural products
- Advanced design and manufacture
- Information and communication technologies
- Green energy technologies, especially solar

Natural Resources Management

Since national industry has until now been largely dependent on natural resources, appropriate management of the environment is a key priority for the government. Systematic planning for environmental management under the National Conservation Strategy began as early as 1982. Priority programmes and areas include:

- Biodiversity conservation
- Soil and water conservation
- Multiple-use natural forests
- Home gardens and non-forest tree resources
- Forest plantation
- Non-wood forest products
- Human resource development, policy and legislation, planning, and monitoring and evaluation

Millennium Development Goals on Water

Sri Lanka is working towards meeting its Millennium Development Goals on water and sanitation five years ahead of schedule by targeting 85 per cent of the population with safe drinking water and 70 per cent with safe sanitation by 2010. However, wide regional disparities mean the situation remains very poor for many children and women:

- About one-third of Sri Lankan households have no access to sanitation.
- About one-quarter have no access to safe drinking water.
- 18 per cent of children lack access to any water supply or sanitation facility or service.
- Every year a large percentage of Sri Lankan children suffer from some form of diarrhoeal disease.
- A high proportion of Sri Lanka's 10,000 schools do not have adequate water and sanitation facilities, and about 600 do not have any at all.

UNICEF's water and sanitation activities aim to address both the immediate needs of Sri Lankan coastal communities affected in the aftermath of the December 2004 tsunami, as well as to support the entire country's ongoing requirements in maintaining clean and safe water supplies, sanitation and hygiene support.

Sri Lanka tops other countries in the region with improved sanitation facilities and safe drinking water.

Ecology and Biodiversity

"This earth and its vegetation is yours. But they should be protected not only for your benefit but also for the benefit of future generations. A ruler is only a temporary trustee and not an owner of your children's heritage," Mahinda Chintana.

Environmental protection as a way of life is deeply rooted in Sri Lankan society: as far back as 1,500 years ago the country had developed a unique water civilization. With the present manifold pressures on the country's ecological systems, the Mahinda Chintana presents protection of the environment as an indispensible responsibility of the government in consideration of the well-being of future generations. This is also reflected in the government's Haritha Lanka programme for sustainable development.

Sri Lanka is among the most biologically diverse countries in the world, being recognized together with Western Ghats of India as one of the worlds biodiversity hotspots. The country has four Biosphere Reserves and two World Natural Heritage sites.

Despite its small size, Sri Lanka is home to a remarkable array of species and is considered to be the richest per unit area in the Asia region with regard to mammals, reptiles, amphibians, fish and flowering plants. In this regard it surpasses several mega-diversity countries such as India, Indonesia and Malaysia. The concentration of avian species per unit area in Sri Lanka is also second only to Malaysia in Asia. Sri Lanka has a rich marine and coastal biodiversity due to a 1,620 km coastline surrounded by the Territorial Sea and Exclusive Economic Zone, which comprise 21,500 sq km and 517,000 sq km respectively.[22]

The Central Highlands of Sri Lanka with the Peak Wilderness Protected Area, Horton Plains National Park and Knuckles Conservation Forest are a globally important habitat for an exceptional number of endemic species of flora and fauna. They include areas of Sri Lankan montane rain forests considered a super-hotspot within the Western Ghats and Sri Lanka biodiversity hotspot. More than half of Sri Lanka's endemic vertebrates, half of the country's endemic flowering plants and more than one-third of its endemic trees, shrubs and herbs are restricted to these diverse montane rain forests and adjoining grassland areas.

Disaster Management

Disaster risk management constitutes an integral part of the government's livelihood improvement strategy. The long-term vision is to ensure low risk from natural disasters through early warning

[22] Dela 2009

systems and public awareness-raising. The importance and effectiveness of investment in preparedness is recognized as much as rehabilitation and reconstruction. The government intends to develop and implement a comprehensive and holistic strategy that will identify and coordinate the efforts of multiple stakeholders.

Being situated in the path of two monsoons, Sri Lanka is affected by floods mostly due to monsoonal rain or the effects of low-pressure systems, as well as droughts due to failure of monsoonal rain. The 2004 Indian Ocean tsunami affected almost two-thirds of the coast, highlighting the country's vulnerability to low-frequency but high-impact events. The 2004 tsunami was responsible for 35,399 deaths and affected a further 1,019,000 people; it caused more than US$1.3 billion worth of damage.[23] Table 8 shows the impact and economic impact of natural disasters over a 30-year period, excluding the 2004 tsunami. Annex 1 presents the government's plans for investment in disaster mitigation.

TABLE 8. NATURAL DISASTERS, 1980–2010 (EXCLUDING 2004 TSUNAMI)

Number of events	61
Number of people killed	1 583
Average number killed per year	53
Number of people affected	16 438 362
Average number affected per year	547 945
Economic damage (US$)	357 864 000
Average economic damage per year (US$)	11 928 800

Source:http://www.preventionweb.net/english/countries/statistics/?cid=162

2.3 Social Sciences

According to the Department of Census and Statistics' 2009/10 Household Income and Expenditure Survey,[24] in 2002 the poverty head count ratio at the national level was 23 per cent, affecting 3–5 million people. Since then, the poverty level has declined to 15.2 per cent in 2006/07 and 8.9 per cent in 2009/10. The 41 per cent reduction reported in just three years is the highest drop ever witnessed. However, the "non-poor" are closely clustered just above the poverty line, which means that the number of poor is subject to a sharp increase with slight changes in economic conditions.

Poverty is largely a rural phenomenon (85 per cent as compared to 9 per cent in urban areas in 2009/10), explained by the inability of the rural economy to provide sustainable livelihoods. Poverty is mainly concentrated in the Northern and Eastern regions of the country. Gama Neguma is a major rural development programme with a principal focus on infrastructure development, management of forest resources and development of small/cottage industry. The Samurdhi programme is another major poverty alleviation scheme with a cash grant programme for livelihood development. The New Life for Plantation Areas policy focuses on the welfare of the plantation community, which is a poverty niche.

[23] http://www.preventionweb.net/english/countries/statistics/?cid=162
[24] http://www.statistics.gov.lk/poverty/povertyindicators2009_10.pdf

BOX 2: SPECIAL REGIONAL DEVELOPMENT PROJECTS

Specific regions have been identified as targets for focused development projects, components of which would be relevant to UNESCO's areas of mandate:

Senkadagala Revival: The areas covering Kotmale, Ukuwela and Digana will be developed as model periphery regions through the establishment of economic zones. The strategies include development of suitable industries, including traditional Kandyan industries; addressing the problem of landless farmers; and addressing the area's environmental problems.

Rajarata Reawakening: Rich in cultural heritage, the area that also include Anuradhapura and Polonaruwa – the two World Heritage sites – will benefit from infrastructure support with the objective of making villages self-sustaining; ensure conservation of religious places and improve pilgrimage facilities.

North-West Revival: This project supports industrial/processing networks based on agricultural and other local raw materials through improvement of infrastructure. Rehabilitation and conservation of places of cultural and historic importance is an integral objective.

Uva Wellessa Awkening: This programme aims to regain the past glory of the area once known as the "land of 100,000 paddy fields" and centre of the country's food industry, by making it attractive to investors in non-farm activities, with particular focus on biotechnology, organic farming and agro- and eco-tourism.

Urban Development

Sri Lanka is experiencing rapid growth in its urban population, which is projected to reach 60 per cent of the total population by 2016. The pace and magnitude of urbanization call for policy and strategies for sustainable urban development. Significant portions of the urban population live in unhealthy neighbourhoods without access to basic services. Women and children suffer the most from these conditions of deprivation. Underserved settlements are becoming a characteristic of the cities as they grow.

Migration

Forced migration in Sri Lanka is strongly associated with ethnic conflict and the three decades of civil war. While deteriorating relations between Sri Lanka's two main ethnic groups (Sinhalese and Tamils) led to some migration beginning in the 1950s, the onset of civil war in 1983 saw a massive increase in displacement, especially among Sri Lanka's Tamils. Since then, conflict-induced displacement has occurred internally, to nearby India, and further afield to other parts of the world (particularly the West).

According to the Ministry of Foreign Employment Promotion and Welfare (October 2008), Sri Lanka has seen a tenfold increase in migrant numbers in the last two decades, and current estimates

suggest there are over one million migrants working abroad, with an annual outflow of about 200,000 persons.

Over the years, foreign employment has generated substantial inflows through remittances, relieved local unemployment pressures and provided employment opportunities, especially to women.

BOX 3: DEVELOPMENT OF THE NATIONAL MIGRATION HEALTH POLICY

On 28 November 2012, following a three-year development process, the Government of Sri Lanka presented the final draft of the National Migration Health Policy for public debate.

The distinguishing features of the policy are: 1) the entire policy-making process was orchestrated through an evidence-based approach; 2) the process took an intergovernmental/multi-stakeholder approach, with the participation of 13 government ministries, as well as academics, UN agencies and civil society organizations; 3) the process sought to address not only the health of outbound labour migrants but encompassed all migrant categories – inbound, outbound and internal. In addition, the process also addressed the health concerns of the families and children left behind.

Towards a globally employable workforce

According to the Mahinda Chintana, Sri Lanka had a work force of around 7.8 million at the beginning of 2006, of which 2.4 million were women workers. Of the labour force, 91 per cent was categorized as employed, which included unpaid family workers. The vast majority (70 per cent) were working in the unorganized/informal sector, sometimes in conditions of partial employment and often without adequate access to decent wages or social protection. Nearly 45 per cent were employed in service sectors and 25 per cent and 30 per cent in industry and agriculture respectively. Issues in the labour sectors include:

- Huge share of employment in the informal sector and absence of legislative coverage for this sector
- Lack of entrepreneurship among young people
- Lack of quality employment opportunities for women
- High migration of unskilled labour
- Lack of training for youth employment
- Absence of social security for the unemployed
- Child labour

The government's targets to be achieved by 2016 are found in Annex 3.

2.4 Culture

The government sees conservation and protection of cultural heritage as imperative to meet the emotional and religious needs of the people and to maintain Sri Lanka's distinct identity. Annex 2 presents the government's Cultural Development Plan between 2007 and 2016.

Protection of heritage sites comes under the Ministry of National Heritage. So far 1,879 sites have been declared "protected sites", with an additional 218 to be declared in the course of 2012. Sri Lanka became a State Party to the UNESCO World Heritage Convention in 1980 and has eight UNESCO World Heritage Sites[25] – six Cultural and two Natural – with two further sites on the Tentative List[26]. Further to the end of internal conflict, the Ministry of National Heritage and SLNCU are working to develop a proposal for the inscription of a cluster of ancient Buddhist temples, Hindu kovils, ports and forts in the Northern and Eastern provinces into the World Heritage List.

TABLE 9. CULTURAL INDICATORS

	Number of National Protected Sites (2012)	1 879
	Number of sites to be declared Protected Sites (2012)	218
1	World Heritage Sites[25]	8
1	Sites on Tentative List[26]	2
	Intangible cultural heritage (ICH) elements on UNESCO Representative List	0
3	Number of registered artisans	2 406
2	Endangered languages[27]	1

Source 1: UNESCO World Heritage Centre (http://whc.unesco.org/en/statesparties/LK/)
Source 2: UNESCO Atlas of the World's Languages in Danger
Source 3: Ministry of Traditional Industries Small Enterprise Development

Sri Lanka is known for its wealth of traditional handicrafts, both indigenous and those inherited from European settlers. There are 2,406 artisans registered by the Ministry of Traditional Industries Small Enterprise Development, which is currently supporting the revitalization of traditional weaving in the Northern part of the country to support the livelihood of war widows and woman-headed households.

The UNESCO Atlas of the World's Languages in Danger[27] identifies one language in Sri Lanka—Vedda—which is classified "definitely endangered", meaning that children are no longer learning the language as their mother tongue in the home. Vedda in spoken in Badulla and Polonnaruwa districts, but only 300 speakers are left, according to the Atlas.

While Sri Lanka is also State Party to the UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage, it has so far not taken any steps to inscribe elements under either the Convention's Representative List or Urgent Safeguarding List.

[25] Cultural: Ancient City of Polonnaruwa (1982), Ancient City of Sigiriya (1982), Golden Temple of Dambulla (1991), Old Town of Galle and its Fortifications (1988), Sacred City of Anuradhapura (1982), Sacred City of Kandy (1988). Natural: Central Highlands of Sri Lanka (2010), Sinharaja Forest Reserve (1988).
[26] Seruwila Mangala Raja Maha Vihara (2006), Seruwila to Sri Pada (Sacred Footprint Shrine), Ancient pilgrim route along the Mahaweli river in Sri Lanka (2010).
[27] The UNESCO Atlas of the World's Languages in Danger is intended to raise awareness about language endangerment and the need to safeguard the world's linguistic diversity among policy-makers, speaker communities and the general public. It is also a tool to monitor the status of endangered languages and trends in linguistic diversity at the global level.

TABLE 10. RATIFICATION OF UNESCO CONVENTIONS ON CULTURE BY SRI LANKA

Conventions	Ratification, acceptance or approval and accession, Yes, No?	Date of deposit of instrument Ratification, acceptation
1954, Convention for the Protection of Cultural Property in the Event of Armed Conflict	Yes	11/05/2004
1970, Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	Yes	07/04/1981
1972, Convention Concerning the Protection of the World Cultural and Natural Heritage	Yes	06/06/1980
2001, Convention on the Protection of the Underwater Cultural Heritage	No	
2003, Convention for the Safeguarding of the Intangible Cultural Heritage	Yes	21/04/2008
2005, Convention on the Protection and Promotion of the Diversity of Cultural Expressions	No	

UNESCO Asia-Pacific Awards for Cultural Heritage Conservation

Established in 2000, the UNESCO Asia-Pacific Awards for Cultural Heritage Conservation recognize excellent achievement in successfully conserving or restoring heritage buildings and properties in the region by the private sector or by public–private initiatives. Sri Lanka is a regular participant in the competition and has won the awards shown in Table 11.

TABLE 11. UNESCO ASIA-PACIFIC AWARDS FOR CULTURAL HERITAGE CONSERVATION AWARDED TO SRI LANKA

Year	Category of award	Award winner
2010	Award of Merit	Old Houses in the World Heritage Fort of Galle
2007	Award of Distinction	Galle Fort Hotel, Galle
2005	Award of Merit	Dutch Reformed Church, Galle
2001	Award of Merit	Tea Factory Hotel, Kandapola
2000	Honourable Mention	Harischandra Building

UNESCO Award of Excellence for Handicrafts

This award aims to encourage artisans to produce handicrafts using traditional skills, patterns and themes in an innovative way, in order to ensure the continuity and sustainability of these traditions and skills, while increasing market opportunities for craft producers. Between 2004 and 2012, a number of products won the award from Sri Lanka (see Table 12).

TABLE 12. UNESCO AWARDS OF EXCELLENCE FOR HANDICRAFTS AWARDED TO SRI LANKA

Year	Number of awards	Details of the winning products
2004	1	Hand-woven wall hanging by "Dumbara"
		Wood carving "Nagakanya" mask by "Lakpahana"
2006	1	Metal carving: silver-plated tray by W.G. Jayaratne
2008	3	Bobin lace neckerchief by E.H. Beutin, Nipuni Bobin Lace and Textile
		Rush and reed clutch bag by Edirisinghe Handicrafts
		Silver carved box by Manamendragedara Aberathna
2012	3	Fruit Bowl (Red Clay) by Ewlin Barabos
		Carpet/floor mat by Ranjani Kumarathunga
		Silver ring: The Four Signs by E.T. Dharmakeerthi

Tourism

Tourism has been accorded the highest priority by successive governments as a fast-emerging growth sector in terms of foreign exchange generation, employment creation, infrastructure development, regional development and rural poverty alleviation. According to government statistics, the tourism sector generates Rs 40 billion by way of foreign exchange, while securing more than 200,000 direct and indirect jobs.

The informal sector dependent on tourism is substantial and fast growing. Mahinda Chintana envisages making Sri Lanka the "foremost leisure destination" of South Asia, tapping into the country's natural and cultural resources. The creation of a second international airport at Weeravila is likely to contribute to this effort. The objective is to realize 2 million tourist arrivals by 2016, attracting high-spending independent travellers rather than package tourists. Promotion of traditional food as well as development of village-based tourism (such as "pottery tourism" or "handicraft villages") will be pursued as part of the strategy.

2.5 Communication and Information

Media and Communication

The media accountability systems in place in Sri Lanka have arisen in large part from the response of the media community and various other stakeholders to the country's long civil war.

TABLE 13. MEDIA AND COMMUNICATIONS INDICATORS

1	Average daily newspaper circulation per 1,000 persons Circulation of daily newspaper (in 000)	26 170 240
1	Regulatory authority dealing with broadcasting	Telecommunications and Regulatory Commission of Sri Lanka (TRCSL)
2	Telephone subscribers per 100 inhabitants	86.6
2	Internet users per 100 inhabitants, 2009	8.8
3	Mobile cellular subscriptions per 100 inhabitants, 2011	87.04
4	Radios per 1,000 persons	215

Source 1: Sri Lanka Socio-Economic Data 2011 undata-website, un-mdgs-website
Source 2: UN data
Source 3: World Bank

Press Freedom

The latest annual report of the International Federation of Journalists, New Frontiers, New Struggles: Press Freedom in South Asia 2011-12, points out that the rancour against journalists in Sri Lanka persists even after the war's end. The physical security of journalists and human-rights defenders remains a major issue. Internet-based news portals continue to suffer from arbitrary curbs; the government has pre-emptively blocked several news sites; and a March 2012 directive from the Media Centre for National Security (MCNS – a government body under the country's Ministry of Defence) has made it mandatory for all media outlets to obtain prior approval from the MCNS before publishing any news related to national security, security forces and the police.

The report also draws attention to the aggressive attacks by a government-owned TV channel and newspaper against the Free Media Movement, a voluntary body with which some of Sri Lanka's finest journalists have been associated for decades. Disturbingly, the tone of comment in the state-controlled media does not suggest a serious intention to promote national reconciliation after the bitterness of the civil war years. The government's violent opposition to the Right to Information Bill and the defeat of the bill in Parliament violates its own stated commitment to enact such a law once the civil war was over, and thwarts the process of ushering in a new era of transparency and accountability.

3. Post-War Reconstruction and Reconciliation

The Government of Sri Lanka underwent substantial criticism over the deaths of an estimated 40,000 civilians during the last stages of the war. A Commission of inquiry – the Lessons Learnt and Reconciliation Commission – was appointed by the president in May 2010. The Commission was mandated to investigate the facts and circumstances which led to the failure of the ceasefire agreement of 27 February 2002; the lessons that should be learned from those events; and the institutional, administrative and legislative measures which need to be taken in order to prevent any recurrence of such concerns in the future; as well as to promote further national unity and reconciliation among all communities. After an 18-month inquiry, the Commission submitted its report to the President on 15 November 2011. The report was made public on 16 December 2011, after being tabled in the Parliament.

The public release of the Report was welcomed by many, both within the country and by the international community, albeit with certain nuances. United Nations Secretary-General Ban Ki-moon welcomed the public release of the report and expressed the hope "that the Sri Lankan Government will move forward on its commitments to deal with accountability in good faith as an essential step towards reconciliation and lasting peace in the island country".

At the 19th session of the United Nations Human Rights Council (UNHRC), Navi Pillay, UN High Commissioner for Human Rights, welcomed the report's publication and noted that it made important recommendations. However, Pillay believed that the report “fell short of the comprehensive accountability process recommended by the Secretary-General’s Panel of Experts," and she urged the UNHRC to discuss the report.

3.1 Refugees and Internally Displaced Persons

Human Rights Watch, in its World Report 2012, makes critical observations about the status of human rights in Sri Lanka. The report does acknowledge that the majority of the nearly 300,000 civilians illegally confined in military-controlled detention centres after the war have moved back into communities, although not necessarily into their original homes. About 110,000 persons still live with host families or in camps and several thousand are not able to return because their home areas have not been demined. Statistics from the United Nations High Commissioner for Refugees (UNHCR) give an indication of the size of the displaced population (Table 14).

TABLE 14. REFUGEES AND OTHER DISPLACED POPULATIONS, JANUARY 2012

Residing in Sri Lanka[28]	
Refugees	188
Asylum Seekers	204
Returned Refugees	2 365
Internally Displaced Persons (IDPs)	138 401
Returned IDPs	144 577
Stateless Persons	0
Various	0
Total Population of Concern	285 735
Originating from Sri Lanka	
Refugees	136 617
Asylum Seekers	8 634
Returned Refugees	2 365
IDPs	138 401
Returned IDPs	144 577
Various	0
Total Population of Concern	430 594

3.2 Eastern Province

Eastern Province covers an area of about 10,000 sq km, or 15 per cent of Sri Lanka's total land mass. It comprises three districts: Ampara, Batticaloa and Trincomalee. The Province's population is about 1.54 million (about 7.5 per cent of the country's total);[29] of these, males constitute 50.5 per cent and females 49.5 per cent. The Province is known for its multiethnic character, with representation of all three major groups – Tamil (40 per cent), Moors (37 per cent) and Sinhalese (22 per cent).[30] The contribution of the Province to national GDP is 8.0 per cent (2012): it ranks in seventh place, ahead of North Central and Uva Provinces, but lags in quality of life (Central Bank's Prosperity Index), lying just ahead of the Northern Province.

Agriculture, which was the dominant sector in the Province, showed a steady decline between 2004 and 2007, but there have been signs of recovery from 2008, when it contributed 22 per cent of the provincial GDP. The industries sector has increased its contribution from one-fifth of provincial GDP in 2004 to a little more than one-third in 2008. The services sector sustained its contribution, from around 43 per cent to 47 per cent, during the same period.

[28] Country or territory of asylum or residence. In the absence of Government estimates, UNHCR has estimated the refugee population in most industrialized countries based on 10 years of asylum-seekers recognition.
[29] Central Bank Report, 2009
[30] CBSL 2007

Historically the Province has been an important source of rice, contributing to around 25 per cent of national production. Livestock has long been an integral component of the Province's rural economy and has been recognized as having the potential to make a significant contribution to poverty alleviation. With approximately 30 per cent of the national cattle and buffalo population, Eastern Province is well endowed to provide a resource base for livestock development.

Fisheries are the Province's second largest subsector of agriculture and contribute around 16 per cent of national marine fish production. Around 40 per cent of the country's active fishermen are engaged in marine fish production in Eastern Province. Forest cover constitutes approximately 34.35 per cent of the Province's total land area. The contribution of the forestry sector to the provincial economy in 2009 was 0.51 per cent, higher than the national contribution of 0.41 per cent. The Province produces surplus paddy, fish, maize and ground nuts, etc., which are sold as primary products.

The Eastern Province has a weak health-care delivery system. Problems and constraints centre on human resources, disparity in service provision, and health-service delivery. The provincial ayurveda healthcare system possesses a reasonable delivery network, but services are constrained by problems with the supply of drugs, distance of ayurvedic hospitals, poor transport facilities, and a shortage of nurses and pharmacists.

Problems in the education sector include non-enrolment, drop-outs, absenteeism and poor learning quality. A dearth of equipment, lack of infrastructure and other support facilities, as well as of basic facilities such as toilets and safe drinking water, leave most rural schools deprived. There is a shortage of teachers in the rural and difficult areas.

The potential for future development of tourism in Eastern Province is still very high. Nilaveli in Trincomalee, Passikudah in Batticaloa and Arugam Bay in Amparai are world-famous for sun-and-sand tourism. A number of sanctuaries and national parks are situated in the Province, including Lahugala, Kumana, Gal Oya, Sagamam, and Kudumbigala, and have the potential to attract and promote ecotourism. The East Coast Region was one of the five resort regions identified in the first Tourism Master Plan (1967–1976) as having high potential for tourism development in Sri Lanka. The beaches on the east coast were identified as the best in the country, with a high potential for developing a range of ocean-based recreational facilities.

The potential areas identified for development of tourism in the East Coast Region by the Master Plan Team were the Nilaveli beach stretch, the attractive bays in the outer harbor of Trincomalee (Deadman's cove, Sweat Bay, Marble Bay and Clappensburg), Batticaloa (Passikudah) and Amparai (Arugam Bay). In addition to the principal attraction of the beaches, the cultural attractions of the rituals and festivals of Buddhist, Hindus and Muslims were also identified.

3.3 Northern Province

Northern Province covers about 13.2 per cent of Sri Lanka's land mass of Sri Lanka, with a total extent of about 8,850 sq km, and consists of five districts: Bombali, Kambia, Koinadugu, Port Loko, and Tonkolili. The estimated population was 1.19 million in 2010. It is a pre-dominantly agricultural

Province, with crops, livestock and fisheries as pivotal subsectors. Rapid expansion in income-generation activities in the Province has led to its GDP growth rate being the highest among provinces, at 22.9 per cent in 2010. Its share in the national GDP was 3.4 per cent in 2010. Per capita income increased to US$1,185 in 2010, from US$1,166 in 2009.

The Province has worked hard to sustain its literacy rate at 92.5 per cent. The total number of displaced people in the Province is estimated at 353,272, of whom 346,622 had been re-settled by mid-December 2011. The poverty index recorded Northern Province as having the third-highest level of poverty among the provinces, at 12.8 per cent of the population in 2010.

Northern Province is rich in natural resources in its extensive coastal area, dense forests and mineral deposits. Forest resources are largely intact despite many decades of conflict and form a considerable percentage of the country's total forest cover. Lagoons, bays, salt flats, wetlands, coral reefs, islands and islets, and estuaries are some of the prominent coastal features that are important both ecologically and economically. The Province has 40 per cent of the country's coastline and has immense potential for fisheries, aquaculture and tourism.

There are many areas in Jaffna and Mannar of exceptional archaeological value. These include ancient temples and sites mentioned in chronicles, sites of prehistoric significance, and old churches and temples of high cultural value to the Northern people.

Part II – UNESCO Past and Present Cooperation, and Lessons Learnt

1. Education

UNESCO, in line with the national priorities of the Government of Sri Lanka, is focusing to promote expanded access to learning opportunities throughout the life cycle and through multiple pathways (formal education, non-formal and informal learning). UNESCO is cooperating with the Government of Sri Lanka to ensure that education and learning systems are inclusive, gender-responsive, rights-based and reflect the diversity of all learners in accordance with the Mahinda Chintana vision.

UNESCO will respond to the need to improve the quality of education and learning by focusing on the following key areas: supporting teacher professional development through capacity development; innovative use of ICTs in education; and assessment of learning outcomes.

UNESCO will also promote education for peace and human rights by empowering learners to be creative and responsible global citizens,and will strengthen education for sustainable development (ESD) and enhance health education.

In the lead-up to the 2015 target year for achieving the Millennium Development Goals and Education for All (EFA) goals, UNESCO will continue to coordinate EFA, facilitate national assessments of progress towards EFA, and will put its efforts into having the EFA commitments included in international education and development agendas beyond 2015.

The main national partners in the Education for UNESCO will be the Ministry of Education, Ministry for Higher Education, University Grants Commission, SLNCU, National Institute of Education, UNESCO Category II Regional Centre for Teacher Development, UNESCO Associated School Network and other institutions. At the same time UNESCO cooperates in its work with many bi- and multilateral establishments, UN and development agencies, civil society organizations and educational and research organizations.

Education for Peace and Sustainable Development

The UN Decade of Education for Sustainable Development (DESD) was established from 2005 to 2014 to stimulate development that is environmentally sound, socially equitable, culturally sensitive and economically just. As the premier agency for DESD, UNESCO strives to enhance education systems to prepare learners to enter the work force as well as handle a crisis, be resilient, become responsible citizens, acclimate to change, identify and solve local issues with global roots, welcome other cultures with respect and build a peaceful and sustainable society.

On 30 January 2012, the President of Sri Lanka launched the National Action Plan on Education for Peace and Sustainable Development (EPSD), which constitutes Sri Lanka's action in the context of

DESD. Subsequently, the SLNCU took an active part in developing the draft action plan and logical framework.

Assessing the Progress of Education for All

As a signatory to the Global Framework of Action for EFA, Sri Lanka has consistently pursued the six EFA goals. The EFA Global Monitoring Report 2012 under the theme of "Youth, Skills and the World of Work"recognised Sri Lanka's achievements in youth skills development programmes and vocational training.The SLNCUorganized a national launch of this report in Colombo on 16 October 2012, in collaboration with the Ministry of Youth and Skills Development and other UN partners. In accordance with the report, a National Youth Employment Task Force was created in Sri Lanka to develop and implement the National Action Plan on Youth Employment.

The report also chose Sri Lanka as an example of providing advantages of clearly defined standards and qualifications, and said that the country's national qualification framework brought clarity to highly fragmented technical and vocational education outside formal secondary education.

Expanding Technical and Vocational Education and Training

The research project "School to Work Transition" wasestablished in 2010-2011to assess how best to transform and expand TVET to ensure that all young people and adults can develop critical work skills. Funded by UNESCO Bangkok and facilitated by UNESCO New Delhi, the project should be regarded as a first step toward the continuous adaptation and development of the TVET system, providing a sound information infrastructure to collect demand side requirements on the one hand and monitor the performance of TVET supply on the other hand.

South Asian Centre for Teacher Development

The proposal to establish a UNESCO Category II South Asian Centre for Teacher Development in Meepe, Sri Lanka, was approved by the UNESCO Executive Board during its 189th session in March 2012. As a follow-up, the SLNCU hosted the first "South Asian Ministerial Level Symposium on Teacher Development" on 9 October 2012 to identify the needs of the countries in the field of teacher development and the collaboration framework. Ministers of education from Bangladesh, Maldives and Nepal as well as high-level government officers and advisers from India and Pakistan attended the symposium. They expressed their interest and support for the centre and made recommendations for the way forward.

National Forum on Education for Disaster Risk Reduction and in Emergencies

The UNESCO Regional Office in Bangkok, the Ministry of Education in Sri Lanka and SLNCU, as part of the UNESCO-Japan Funds in Trust Cooperation "Education in Emergencies for Sustainable Development", organized the first National Forum on Education for Disaster Risk Reduction and in Emergencies on15-17 November 2012 in Colombo.

The objective of the National Forum was to take stock of the activities in the area of disaster safety education in Sri Lanka since the tsunami in 2004. Participants included representatives of all main

stakeholders in the field, including the national, provincial, district and zonal levels. As part of the preparation for the workshop, a mapping of past and current activities was conducted through a consultancy. The final report of the National Forum will be published in 2013.

GOSL, UNICEF and UNESCO Institute for Statistics joint study on Out-of-School Children in Sri Lanka

The Ministry of Education, UNICEF and UNESCO Institute for Statistics (UIS) conducted a joint study on out-of-school children with a support from Australian AID. The National Workshop to launch this study took place at the Sri Lanka Foundation Institute, Colombo, on 25 June 2013.

The study is part of the Global Initiative on Out-of-School Children conducted by UNICEF and UIS to investigate where, how many and why children are out of school or at risk of dropping out. It is looking at obstacles to enrolment and identifies measures that can get the children to complete their education.

The study notices that Sri Lanka has an excellent record on bringing children aged 5-14 years into school, following seven decades of universal free primary and secondary education. However, only 98% of qualified students are admitted to formal schooling, for a variety of reasons. The Government of Sri Lanka's aim is to guide the remaining 2% of children into formal or non-formal education.

The study found that poverty is the number one risk factor for Sri Lankan children not to attend school. Many of these children – poor girls living in plantations, poor primary-school-age children in urban areas and lower secondary boys – are engaged in labour.The study's recommendations include provincial and community action to identify and support such children to get back into school, measures to end child labour and provisions to increase access for children with disabilities.

Staff from the Ministries of Education, Child Development and Social Services and civil society participated in the workshop to showcase innovations to reach vulnerable children and agreed on specific actions to meet the national goals of compulsory education for all children aged 5-16.

Capacity development of the Ministries of Education and Higher Education on education statistics

Basic concepts and definitions of educational statistics and the development of indicators have been identified as some of the key areas of concerns in capacity-building of education personnel in Sri Lanka.

The UNICEF and UIS joint project on the Statistical Capacity Building produced the Statistical Capacity Building Resource Package, which will help newly trained education officials to better measure disparities and interpret data using graphs and charts, leading to more equitable provision of effective education services.

UNESCO-UIS has also provided regular technical backstopping to the University Grants Commission to improve quality, coverage and use of higher education statistics.

UNESCO global, regional and sub-regional meetings and conferences

UNESCO provided assistance tthe Sri Lanka Government representatives to attend the numbers of UNESCO global, regional and sub-regional meetings and conferences, as provided in the Annex 2.

Direction for 2013-2017

The period will be marked by examining the progress towards the six EFA Goals at all levels and the policy paths established at the World Conference in Dakar in 2000. The efforts of UNESCO will be guided by recognition of the new educational challenges and needs to be addressed in order to lay the foundations for a new global education agenda after 2015. The primary focus will be on the following three strategic objectives that contribute to peace and sustainable development:

- develop education systems to foster quality lifelong learning opportunities for all
- empower learners to be innovative, creative and responsible global citizens
- shape the future education agenda.
- These objectives will be achieved through the programmatic work in the following thematic areas:
- supporting priority sub-sectors: literacy, TVET and higher education
- improving the professional development of teachers

- improving learning processes and monitoring learning outcomes
- expanding learning opportunities through ICTs in education
- scaling-up education for peace and human rights
- strengthening education for sustainable development
- promoting health through education
- leading global dialogue and undertaking foresight and research
- monitoring global education development and the implementation of the right to education
- promoting partnerships for and coordination of education.

At a time of approaching the target set for 2015, along with other Member States Sri Lanka started the National EFA 2015 Review exercise which will continue until June 2014. The EFA review will provide better understanding of the bottlenecks and barriers and achievements of EFA.UNESCO will assist the Sri Lanka in the review process.

BOX 4: ACTIVITIES PLANNED FOR THE COMING PERIOD

UNESCO will contribute to the UN Development AssistanceFramework (UNDAF2013-2017), to the government strategy on EPSD and other national priority programmes and initiatives in education and skills development with focusing on the following aspects:

- Improvement of teacher training in the country and the region through activities focusing on supporting teachers and teacher trainers through specific training and progressive support structures, such as information and communications technology (ICT);
- Promotion of inclusive education through policy/advocacy and training of teachers;
- Building capacity for quality English teaching in the country through support to the Regional English Support Centres, in collaboration with other national and UN stakeholders;
- Strengthening quality of education through teacher development and assisting in the set-up of the South Asian Centre for Teacher Development in Meepe, Sri Lanka (UNESCO Category II Centre);
- Promotion of EPSD. Training of teachers in approaches to integrate EPSD in the teaching and learning processes, and follow-up of the implementation of the National Action Plans on EPSD launched by the President of Sri Lankaon 30 January 2012;
- Advocacy for and promotion of preparing school graduates for the labour market through transferable skills and TVET;
- Enhancing the monitoring of education delivery sector-wide through capacity-building programmes in the Education Information Monitoring System and regular process analyses by senior policy-makers and others.

2. Natural Sciences

The overarching objective of the Natural Science department, in line with the national priorities of the Government of Sri Lanka, has been to mobilize scientific knowledge and policy for sustainable development, with particular focus on biodiversity management, natural disaster mitigation and promotion of science education in the context of small-island developing states.

UNESCO has focused on a limited number of strategic interventions. Activities were mainly channelled through the UNESCO Office in New Delhi, with coordination with UNESCO Focal Points and National Commissions.

Over the past years, UNESCO has been active in building capacity to establish and manage science and technology (S&T) policies by providing technical support. UNESCO assisted in the revision of the existing S&T policy and the definition of priority S&T areas to be developed in the short, medium and long terms, to strengthen the existing research capability and build capacity in the area of proposal-writing, with the objective of attracting national and external funds.

Promoting Science and Science Education

Mahinda Chintana points out the general lack of a scientific culture in the country and the low contribution made by the media to such a culture. The First International Workshop on Science Journalism was organized in Sri Lanka in September 2008, bringing together experts from Ministry of Science and Technology, Government of India and SCIDEV (the Science and Development Network, an international nongovernmental organization) in collaboration with UNESCO Jakarta Office. At the workshop, 35 Sri Lankan journalists and science writers were trained in science reporting.

Multiple events were organized in Sri Lanka in 2011 to celebrate the International Year of Chemistry 2011. The events sought to encourage the use of chemistry and chemical engineering, targeting the student population in the northeast of the country.

To kickstart the Global Forum of Sri Lankan Scientists, an International Conference was held in Sri Lanka on 13-15 December 2011 in partnership with the National Science Foundation of Sri Lanka (NSF) and Ministry of Technology and Research, and in cooperation with the SLNCU. The forum aimed to be a platform for the government to harness the knowledge of expatriate scientists for the post conflict economic and social development of the country. It brought together expatriate and local scientists to establish strong links and networks for knowledge-sharing.

UNESCO benefited from Malta Funds to develop science kits to facilitate hands-on science in Sri Lanka's secondary schools in Grades 6 to 11, in collaboration with the National Institute of Education, Sri Lanka. The project aims to enhance the capacities of a core group of provincial and zonal trainers in developing science kits for the modernized science curriculum.

Managing Natural Resources and Biodiversity

UNESCO took part in a two-day workshop organized by the NSF in July 2010 to identify priority water-sector research through a discussion forum. The forum identified gaps and future directions and key research targets.

UNESCO cooperation agreement with SACEP

The South Asia Cooperative Environment Programme (SACEP) is an intergovernmental organization focusing primarily on environmental issues of eight South Asian countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. SACEP promotes and supports protection, management and enhancement of the environment in the region through regional cooperation.

UNESCO New Delhi has entered into a cooperation agreement with SACEP, particularly in the area of ecological sciences and other interdisciplinary programmes, so as to synergize efforts at the regional level by jointly addressing environmental and development challenges common to the countries of the region.

UNESCO and SACEP jointly organized a three-day Capacity-Building Programme on the Convention on Biological Diversity and Bio Safety Protocol through Clearing House Mechanism in June 2008 in Colombo. The programme sensitized government officials and academics who are decision-makers or managers of the country's biological resources on basic issues related the clearing-house mechanism and relevant international conventions. UNESCO and SACEP have also worked jointly on issues related to the Gulf of Mannar biosphere reserve and the South Asia Coral Reef Task Force.

South and Central Asian MAB (SACAM) Network

Sri Lanka is the founder member of the SACAM Network, which was established in 2001 under the aegis of UNESCO's Man And Biosphere (MAB) programme. The network provides an institutional mechanism for South and Central Asian countries to work together in MAB programme areas, particularly in the effective management of biosphere reserves. The network also promotes exchange of information concerning institutional and administrative arrangements for the management of biosphere reserves, and facilitates interregional cooperation with similar networks in other parts of Asia and the world. The network currently has a membership of 13 countries from the South and Central Asian region.

MAB Sri Lanka hosted the first SACAM Network meeting in Hikkaduwa on 15–18 October 2002. The meeting formally launched the new subregional network and finalized its Statutes. The SACAM newsletter and its website were also launched during this meeting. Sri Lanka has participated in all the SACAM meetings.

Biosphere Reserves and MAB Programme in Sri Lanka

Within the South Asian Region, Sri Lanka and the Western Ghats of India are together considered one of the 25 biodiversity "hotspots". A review undertaken by the Sri Lanka Forest Department in

1999 indicated that 34 MAB reserves had been established in Sri Lanka. However, UNESCO has recognized four reserves under its World Network of Biosphere Reserves (Table 15).

TABLE 15. UNESCO BIOSPHERE RESERVES IN SRI LANKA

Hurulu National Park	Designated as a biosphere reserve in January 1977.	Important habitat of the Sri Lankan Elephant; represents Sri Lanka dry-zone dry evergreen forests.
Sinharaja National Park	Designated a UNESCO Biosphere Reserve in 1978 and a World Heritage Site in 1988.	Name translates as "Kingdom of the Lion", a treasure trove of endemic species, including trees, insects, amphibians, reptiles, birds and mammals, most common larger mammal is the endemic purple-faced langur.
Kanneliya-Dediyagala-Nakiyadeniya (KDN)	The forest complex in southern Sri Lanka was designated as a biosphere reserve in 2004 by UNESCO.	One of the ecologically richest forest areas in South Asia. The rain forest is a major catchment area for two of the most important rivers in southern Sri Lanka, the Gin and the Nilwala. Harbours many plants and animal species endemic to Sri Lanka.
Bundala National Park	First wetland to be declared as a Ramsar site in Sri Lanka. Designated as a biosphere reserve by UNESCO in 2005.	Important wintering ground for migratory water birds: harbours 197 species, the highlight being the greater flamingo, which migrates in large flocks.

A case study on the interactions and socio-economic links between local communities and the Sinharaja Biosphere Reserve was undertaken by a MAB Young Scientist Awardee, Manishka De Mel. The study made recommendations for effective management of the site through community involvement.

Disaster Mitigation

20 officials from Sri Lanka were trained on how to better cope with flood events during the training workshop on Capacity Development of Flood Management in Sri Lanka, held at the Divecha Centre for Climate Change at the Indian Institute of Science, Bangalore on 10-23 July 2011. The workshop was intended to build a pool of specialists on flood management and to equip them with various concepts, tools and models of flood management.

BOX 5: ACTIVITY OF SRI LANKA NATIONAL COMMISSION 2012

In cooperation with UNESCO Bangkok and the Sri Lanka Ministry of Education, and as part of the UNESCO/Japan Funds-in-Trust Cooperation "Education on Emergencies", SLNCU organized the first National Forum on Education for Disaster Risk Reduction and in Emergencies on 15–17 November 2012 in Colombo, with the participation of national, provincial and zonal officers. The forum took stock of activities in the area of disaster management since the 2004 tsunami. The findings of mapping exercises and the outcome of the forum can be viewed on the SLNCU website.

Education for Sustainable Development

A consultation and planning workshop was held on Post Conflict Peace-Building to Promote Quality and Innovation in Teacher Education through Education for Sustainable Development on 4–6 April 2011 at the National Institute of Education (NIE). The workshop focused on developing an overall classroom curriculum strategy with appropriate teacher-training materials and modules across different grades and subjects to integrate education and the values of peace and sustainable development in the pedagogy, curriculum and learning environment. Education for Sustainable Development (ESD) models for schools were also discussed. Twenty-three participants from Sri Lanka worked on subjects including language and culture, science and social sciences. They analysed the curriculum for themes related to peace, society, ecology and economy. This exercise provided ideas to help teachers understand concepts of peace, environment, the economy and social issues and place the learning outcomes under the above subheads.

The second workshop to review and finalize the teaching-learning materials that had been developed was held on 19–21 May 2011 at NIE. Experts from NIE and India participated, including organizations such as the Centre for Environment Education, the Global Education and Leadership Foundation and The Energy and Resources Institute. They proposed the remodelling of sessions, improvement of language and clearer learning outcomes, as well as a 10 day framework for training of trainers.

Directions for 2013–2017

Strengthening MAB programme and creation of new biosphere reserves

The MAB programme, particularly the SACAM Network, will be strengthened in Sri Lanka by activities such as use of biosphere reserves as laboratories of learning for ESD, identification and preparation of projects for new biosphere reserves, issues of climate change affecting Small Island Developing States, organizing programmes to create awareness about geoparks, and capacity-building on biodiversity conservation. UNESCO will work with the NSF and the Environment and Forest Ministries for designation of three new biosphere reservces: Mannar Biosphere Reserve (the Indian side has already been declared the Gulf of Mannar Biosphere Reserve), Knuckles Biosphere Reserve and Kandy Biosphere Reserve, as well as Ussangoda archaeological site as a geopark.

World Environment Conference 2014 in Sri Lanka

UNESCO plans to assist the Government of Sri Lanka in organizing the World Environment Conference planned for 2014 in Sri Lanka for the elaboration of ecological policies outlined by UNESCO and issues on sectors of water resources, coastal areas, oceans, urban development, wetlands, ESD etc.

Future meetings are planned with the Ministry of the Environment, agency heads and UNESCO to discuss a holistic approach to environmental issues. Subjects include irrigation, water resources, water supply, drainage, coastal areas, oceans, wetlands, ecological policies, biodiversity conservation and urban development.

Science Education

UNESCO will continue working with the Government of Sri Lanka to promote hands-on science teaching and learning in schools, to make it enjoyable and interesting and to attract more students to the science stream. The science kits developed under the UNESCO Malta project will be further improved and mainstreamed to all schools in Sri Lanka with support from donors and the respective ministries and institutions. A South Asian Association for Regional Cooperation-level conference is also planned to showcase innovative science education initiatves in the region and to share the experience and case studies.

Collaboration with UNESCO Madanjeet Singh Centre for South Asia Water Management (UMCSAWM)

UNESCO New Delhi Office will provide technical support to UMCSAWM for initiating its academic programmes and collaboration with similar entities in the region.

3. Social and Human Sciences

The Mahinda Chintana states that one of its goals is "to share the benefits of growth across all segments of the population and also to prevent inequities, social exclusion and adverse environmental repercussions that have been witnessed in some of the rapidly growing economies" (p.3). In the field of Social and Human Sciences, UNESCO has supported social protection policies and scientific research to inform policy decisions. Responding to the call by UN Secretary-General Ban Ki-moon to mitigate the social consequences of the financial and economic crisis and develop appropriate policy responses, UNESCO, through the Management of Social Transformation Programme, has focused on extending benefits of social protection to the most neglected and vulnerable sections of society, in order to facilitate inclusive and redistributive growth in the South Asia region.

In Sri Lanka, the Samurdhi programme stands out as a unique social protection programme, encompassing components such as a savings and credit programme, income transfer and development of community infrastructure through trainings, workfare and social development programmes. However, some sections of the Sri Lankan population continue to face difficulties in fulfilling basic needs, including workers in the informal sector, migrant workers and the increasing ageing population.

UNESCO Forum of Ministers on Social Protection Policies in South Asia

A Declaration affirming political will and determination to promote and expand the scope of social protection policies in the region was adopted at the Third Meeting of the UNESCO Forum of Ministers in charge of Social Development from South Asia in Colombo in February 2011. The meeting focused on "Social Protection Policies in South Asia," in order to raise awareness and foster commitment to the development of such policies based on high-quality research.

In the Colombo Declaration, Ministers and Heads of Delegations agreed, among other commitments, to "increase public funding to build the capacities of the social sciences in the region, through evidence-based research, analysis and statistics; adopt a comprehensive approach to social protection, encompassing preventive, protective and promotional measures that address both individual and community risks and deprivations; strive to move towards a universalized, rights-based, gender-sensitive approach in the extension of social protection and advance the agenda for a social protection floor in the region, ensuring universal access to essential social transfers and services".

Jointly organized by UNESCO and the Ministry of Social Services of Sri Lanka, the meeting included ministers from Afghanistan, Bangladesh and Sri Lanka, and high-level representatives from Bhutan, India, Maldives and Nepal, as well as over 50 researchers and scholars, social activists, representatives of UN agencies and international organizations from across South Asia, who discussed social protection measures designed for the benefit of the poor, the vulnerable and the excluded, including the Social Protection Floor Initiative and its practical eligibility in South Asia.

The meeting contributed to the advancement of knowledge on social protection research and policy in South Asia, notably in Sri Lanka with the revitalization of the collaboration between the NSF and the Indian Council of Social Science Research.

In the future, UNESCO will seek to advance knowledge on the implications of global environment change on migration in the South Asia region, in particular through sea level rise. UNESCO will work to foster inclusive social development and intercultural dialogue through the social and human sciences, while ensuring the social inclusion of vulnerable and marginalized populations. UNESCO will seek to strengthen national research systems and capacities and social science knowledge networks through greater exchange between social science researchers in the South Asia region on themes such as bridging research, policy and practice, youth development and participation, and the promotion of traditional sports and games.

4. Culture

With the vision to place culture at the centre of local empowerment, the effort of the Culture Sector of UNESCO New Delhi have been geared towards advocacy for, and capacity-building of government authorities in the effective management of cultural heritage resources (both tangible and intangible) to offer alternative paths for sustainable development.

Since the end of the civil war there has been a growing interest on the part of the Government of Sri Lanka, in particular the SLNCU, to rehabilitate the image and the pride of the country through the positive portrayal of its rich cultural traditions as well as to explore the possibility of culture-based income generation through the recognition of traditional arts and crafts skills. This has given opportunities to the Culture Sector to expand the scope of its work from its traditional focus on World Heritage Sites to other areas of culture, in particular intangible cultural heritage, and to address the issues of cultural and development rather than strict conservation of heritage.

Mapping Cultural Resources

Given that information on local cultures is often scarce, the activities of the Culture Sector have consisted mainly of supporting the government's efforts in documentation/mapping of relevant baseline information on local cultural resources. Prior to 2006, the office had supported the cultural mapping of the historical city of Kandy by the University of Kandy. In 2007–2008, upon the request of SLNCU, two field studies were conducted in two of the UNDAF priority districts, Lunugala and Seruwila, to document the local cultural and natural resources in order to explore the feasibility of making the districts cultural tourism destinations. Between 2008 and 2010, the Culture Sector further supported a field survey by the Newton Gunasinghe Foundation to explore the local cultural resources of Trincomalee district, immediately after the area was cleared of Tamil Tigers by the army.

From Survey to Policy-making

The studies conducted so far are of varying nature and quality, and have been kept with the surveying entities. Thus, while they contain valuable information, they do not contribute to policy-making. It is therefore necessary to collate these scattered data, review and analyse them, and improve the survey methodologies so that the data collected contribute to specific development objectives.

In line with this concern, work has been initiated since 2008 with the government, with the participation of the National Library and National Archives, to explore the development of a national inventory of intangible cultural heritage (ICH), using a coherent system for data collection. In 2012 a capacity-building project for government officials on implementation of the 2003 UNESCO Convention was initiated with the Japanese Funds-in-Trust. The project, through a series of three workshops, is intended to impart training on the implementation of a national policy on ICH and the development of a national inventory.

Direction for 2013–2017

According to the Mahinda Chintana, culture is an area of high importance for the government in the coming decade. The plan specifically notes the importance of conserving heritage sites in the war-affected north and opening cultural sites for tourism in both the north and east. In Jaffna, the plan foresees the establishment of a Multi-ethnic Cultural Centre promoting the notion of "Unity and Diversity." The framework further identifies tourism as a major source of Sri Lanka's economic growth in the coming years, projecting 4 million foreign tourist arrivals by 2020 and promoting especially upscale tourism, ecotourism, healthcare (Ayurveda) tourism, agrotourism and community-based tourism. It also aims to promote new tourist destinations, especially on the country's east coast.

The Ministry of Economic Development's Divi Neguma National Programme on Cottage Industries, implemented by the Ministry of Traditional Industries and Small Enterprise Development, aims to strengthen the home-based economy through cottage industries at household level to ensure sustainable income and employment for rural families. It aims to establish 62,800 Cottage Industrial Economic Units at the village level. Implemented since 2011, the programme's activities entail: (i) creating an entrepreneurship culture among the general public in villages, (ii) training in cottage industries, (iii) support for basic raw materials and tools, (iv) links with financial institutions to obtain bank loans, and (v) market support for cottage industrialists.

The past and ongoing efforts of the Culture Sector to develop systematic data collection and analysis related to local cultural resources are likely (and should be designed) to contribute to the government's two plans described above by demonstrating the wide range of cultural resources (tangible and intangible) available in the country and their potential to contribute to culture-based income generation and business development.

BOX 6: AREAS OF FOCUS SUGGESTED BY THE SRI LANKA NATIONAL COMMISSION

- Assisting the Ministry of National Heritage in the workshop on Intangible Cultural Heritage and proactively engaging with the Ministry of Culture and Art to encourage their leadership in the field
- Promotion of World Heritage awareness through a World Heritage in Young Hands Kit, planned to be made available in Sinhala and Tamil
- Supporting the nomination of Pirith for inscription on the Representative List of Intangible Cultural Heritage
- Promotion of new nominations for north-east World Heritage Sites
- Developing pilot projects on cultural industries to generate employment

5. Communication and Information

The Media Landscape

Sri Lanka's media consist of a combination of state and privately owned outlets (newspapers, TV channels and radio stations). The media are divided along linguistic and ethnic lines. As of December 2011, Sri Lanka also had 2.5 million Internet users and the web is a popular and growing medium for news. However, the country has a deeply troubling tradition of violations of press freedom. At the height of the civil war, Sri Lanka was described as one of the most dangerous places in the world for a journalist. Although the state of emergency imposed at the beginning of the conflict was lifted in 2011, Reporters Without Borders observes that murders, threats and censorship continue, and that top officials are directly implicated in serious violations of press freedom.

Promoting Freedom of Expression and the Safety of Journalists

Free media transform societies by enhancing the decision-making process with information and thus empowering individuals to take control of their destinies. In this context, media freedom plays a crucial role in political, economic and social development.

UNESCO's observance of World Press Freedom Day on 3 May every year is an important occasion for the organization to highlight the interrelationships between a free press, democratic governance and peace, and to emphasize the media's primary role as an open, public platform. UNESCO supports the International Federation of Journalists' Asia Pacific Chapter in the annual production of a detailed report monitoring press freedom in eight South Asian countries (including Sri Lanka) and identifying common challenges.

The safety of journalists is central to the functioning of democracy and to the right of all citizens to receive reliable information. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity, endorsed in April 2012, brings together the various UN agencies, programmes and funds to work towards the creation of a free and safe environment for journalists in both conflict and non-conflict situations. Recognizing the continuing threat to journalists' lives in post-conflict Sri Lanka, UNESCO will conduct advocacy and rights-based training to promote the safety of journalists and work towards strengthening national mechanisms to rectify the issue of impunity.

Media Development and Capacity-building

UNESCO continues to conduct a wide range of media development projects under the International Programme for the Development of Communication (IPDC)[31]. The IPDC is the only multilateral forum in the UN system designed to mobilize the international community to promote media development in developing countries, and over the last 30 years it has focused its projects on the most urgent

[31] The IPDC is guided by the following priorities: promotion of freedom of expression and media pluralism; development of community media; human resource development, or capacity-building to improve (a) the knowledge, skills and awareness of media professionals; and (b) media institutes' capabilities for imparting advanced skills and training trainers.

needs in communication development.

In the last five years a number of IPDC projects have been conducted in Sri Lanka. The 2007 project, titled Capacity Building of Community Reporters for Peace-casting and Local Content Broadcasting provided a platform for community concerns to be broadcast to a wide audience, promoting understanding of development issues at the grassroots level. Young community reporters were trained to work closely with communities and produce programmes that would allow their voices to be heard. The programmes – in Tamil, Sinhala and English – were then broadcast on Young Asia Television's terrestrial and satellite channels. The IPDC project for 2008 strengthened Sri Lanka's print media sector by introducing and launching a new Tamil weekly paper in Jaffna, and training aspiring journalists to report on a range of subjects for the paper, rectifying a serious gap in the ability of people there to access information.

Besides projects under the IPDC, UNESCO has supported other events and programmes to train Sri Lankan journalists. In September 2008, UNESCO partnered with the NSF in an international workshop on science journalism in Colombo. Attended by representatives of seven countries from the Asia Pacific region, the workshop was designed to advance the skills of journalists in the field of science journalism, facilitate the sharing of ideas and experiences, and build a network for regional cooperation.

In 2010, an IPDC project titled Professional Development Programme on Reporting on Post-Conflict Related Issues was implemented. to train the various tiers of Si Lankan media professionals – from editors to local reporters – in reporting on post-conflict political transformation and related issues such as devolution, democracy and development.

UNESCO's most recent IPDC project in Sri Lanka has sought to improve the overall quality of journalism education in the country. UNESCO partnered with the Sri Lanka College of Journalism (SLCJ) to develop a comprehensive new journalism syllabus based on the UNESCO Model Curriculum for Journalism Education. The project also trained the teaching staff of the SLCJ, thereby building the institute's academic capacity and equipping it to produce the next generation of Sri Lankan media professionals.

Media and Information Literacy

UNESCO's actions focus on providing people with skills for the critical reception, assessment and use of information in their professional and personal lives through media and information literacy (MIL) programmes. The organization is committed to the introduction of MIL at all levels of education, particularly through teacher training institutions. UNESCO's MIL Curriculum for Teacher Education (which has been designed to help teachers educate young people to engage critically with the media, and help students understand how the media work and affect the world they live in) is an important tool in this regard, and UNESCO has been promoting the curriculum in the countries where it operates.

In November 2009, 35 teacher trainers from across South Asia gathered in Colombo for a regional workshop on UNESCO's MIL Curriculum. The four-day training-of-trainers workshop introduced the

curriculum, educated participants about the basics of MIL, and hosted discussions on how to adapt the curriculum to meet the particular demands of the region. UNESCO will continue working with leading teacher training institutes in Sri Lanka to popularize the curriculum and to promote MIL teaching skills.

Building Inclusive Knowledge Societies

Limited access to knowledge hampers progress towards inclusive growth, employment creation and sustainable development. UNESCO promotes the building of inclusive knowledge societies through international dialogue, frameworks for collaborative action, by creating awareness of the potential of ICT for development, and maintaining the focus of the debate on content issues. The development of conventional and digital libraries, archives and knowledge repositories, and the training of librarians and archivists are a priority for UNESCO. In 2011, UNESCO partnered with the Sri Lanka Foundation to implement a project titled Empowerment of Libraries for National Development in Sri Lanka. The project's aim was to strengthen public libraries, school libraries and community information centres by conducting eight training workshops for public and school librarians in four provinces. The workshops were attended by almost 500 public and school librarians from the four selected provinces. UNESCO will continue to support the development of libraries and capacity-building of librarians in Sri Lanka.

UNESCO will actively advocate for the creation and use of Open Educational Resources (OER), and will increase awareness of the organization's newly launched OER Platform. In June 2011 UNESCO facilitated and supported Sri Lanka's participation in the Asia Pacific OER Platform Workshop held in Hyderabad, India, which explained the benefits and operation of the OER Platform to representatives from journalism schools across the Asia Pacific region.

Besides promoting library development and OER, UNESCO will also support the creation of e-learning tools and resources at chosen educational institutes, and will assist public authorities and institutes to adopt Free and Open Source Software (FOSS) and Open Web Standards, notably though UNESCO's FOSS portal. There is significant room for further awareness-raising, capacity-building and sensitization programmes involving all stakeholders in order to create an open data environment to facilitate universal access to information, knowledge and community heritage. There are several open-access journals (on OJS platform) hosted in disciplines such as agriculture, medicine, humanities and sciences. UNESCO will continue supporting open-access initiatives; that several universities and other institutions tried to provide free access to resources by setting up subject gateways, linking to free resources on the internet, building institutional repositories of institutional publications, and providing simultaneous access to e-journals purchased under consortia programmes.

Public Service Broadcasting

UNESCO is committed to developing policies and regulatory frameworks and encouraging the adoption of new technologies to support public service broadcasting (PSB) in Sri Lanka. In June 2011, UNESCO supported Sri Lanka's participation in a PSB Colloquium as part of the 20th Annual Conference of the Asian Media and Information Centre in Hyderabad, India. Attended by

representatives of seven South Asian nations, the colloquium discussed the status of PSB in South Asia; explored the efficacy of different models and technologies; examined the potential of PSB to promote civic consciousness and address gaps in education; and made recommendations to revive flagging PSB systems.

The Sri Lankan representatives contributed actively to the colloquium, pointing out that the educational potential of broadcasters was not unique to PSBs, and that certain private television networks in Sri Lanka were just as committed – if not more so – to perform a public service through educational and informational programmes. Thus a hybrid private–PSB model might better describe the educational imperatives of broadcasting in the country. Nevertheless, the Sri Lankan participants concluded that the poor media literacy of the general public remained a serious impediment to the growth of the country's media sector.

In May 2012, UNESCO supported an international seminar on Creating an Enabling Environment for Public Service Broadcasting at the Asia Media Summit. The event brought together 35 delegates from South Asian countries, including Sri Lanka, each of whom was closely involved with PSB either in the capacity of regulator, manager, journalist or content producer. Participants raised a number of concerns – such as political and corporate interference with editorial content, and competition from new broadcasters and technologies – which they felt could be addressed with stronger PSB. Most participants also recognized the need to use new technologies to produce more interactive content, and to use innovative programming to deliver their PSB remit.

TABLE 16. COMMUNICATION AND INFORMATION SECTOR DIRECTIONS FOR 2013–2017

Objective: Building knowledge societies through information and communication
MLA: Promoting an enabling environment for freedom of expression and freedom to information
Programmes
• Supporting World Press Freedom Day and highlighting the interrelationships between a free press, democratic governance and peace • Promoting the safety of journalists and mechanisms to rectify the issue of impunity • Advocacy, awareness-raising and rights-based training on freedom of expression and freedom to information for good governance • Developing policies and regulatory frameworks for public service broadcasting
MLA: Promoting the development of free, independent and pluralistic media
Programmes
• Building the capacities of media organizations and media training institutions • Promoting media and information literacy and civic participation in the media
MLA: Fostering universal access to information
Programmes
• Promoting conventional digital libraries, content preservation, the development of archives, and the dissemination of diverse cultural expressions • Building the capacities of librarians and archivists • Promoting the creation and use of OER and raising awareness about UNESCO's OER Platform • Advocating the use of FOSS

BOX 7: AREAS OF FOCUS SUGGESTED BY THE SRI LANKA NATIONAL COMMISSION

- Promotion of access to knowledge and Right to Information
- Capacity-building of media personnel
- Media Resources Training Centre through public/private partnership

Part III – UNDAF (2013–2017)

The United Nations Development Assistance Framework for Sri Lanka 2013–2017 (UNDAF) was published in October 2012 as the planning framework for the UN's activities in Sri Lanka. It largely draws from Mahinda Chintana. This UNDAF is the first for Sri Lanka that is not structured to support conflict-related contingency operations and large humanitarian assistance. The process involved close collaboration with the government and extensive consultations with other development partners. In line with the national priorities of Mahinda Chintana, the Millennium Declaration and the MDG framework, four pillars and corresponding outcomes have been identified under the overall goal of "Sustainable and inclusive economic growth with equitable access to quality social services, strengthened human capabilities and reconciliation for lasting peace":

Pillar 1: Equitable Economic Growth and Sustainable Livelihoods

Pillar 2: Disparity Reduction, Equitable and Quality Social Services

Pillar 3: Governance, Human Rights, Gender Equity, Social Inclusion and Protection

Pillar 4: Environmental Sustainability, Climate Change and Disaster Risk Reduction

In June 2012, a draft Operational Plan was developed with each UN agency proving its respective planned inputs to contribute to UNDAF outcomes. Table 17 shows the UNDAF expected outcomes along with the identification of potential areas of contribution by UNESCO, as presented in the draft Operational Plan, noting that the latter is still a work in progress and is not meant to be a final commitment.

TABLE 17. UNDAF SRI LANKA (2013–2017) OUTCOMES RELEVANT TO UNESCO RESPONSIBILITIES

Pillar 1: Equitable Economic Growth and Sustainable Livelihoods **Outcome 1.1: An enabled environment for equal opportunities to sustainable livelihood, decent work and employability.**	**Contributing UN entities**
The UN Agencies shall, in keeping with the vision of the Mahinda Chintana, focus on promoting an enabling environment for sustainable livelihoods and decent work, market-oriented skills training, empowering vulnerable groups, and enhancing support to lower-income groups and the most vulnerable to move beyond subsistence. ** In the draft Operational Plan, Outcome 1.1 is further divided into four thematic areas: Livelihoods; Skills Development/Vocational Training; Policy/Enabling Environment; Food Security.*	UNICEF, UNDP, UNOPS, World Food Programme (WFP), UNESCO, United Nations Human Settlements Programme (UN-HABITAT), International Labour Organization (ILO), Food and Agriculture Organization (FAO).
UNESCO Proposed/Potential Contribution	**Competent UNESCO Sector**
UNESCO Education Sector (ED) will partner with UNICEF for its activities for the enhancement of employable skills for adolescents and youth.	ED
UNESCO Culture Sector (CLT) intends to contribute to Livelihoods by exploring the feasibility of promoting culture-based employment/income generation, namely the revitalization and promotion of traditional handicrafts in conflict-affected areas, with a special target on war widows.	SC CLT
UNESCO (CLT) may also consider being a partner to ILO in its planned work towards the "development of skill development and vocational training strategies in conflict-affected areas and with special focus on vulnerable groups" that would be complementary to UNESCO (CLT)'s above-mentioned plan to explore the feasibility of culture-based income/employment generation.	
UNESCO (CLT) considers that the National Capacity Building Programme for the Implementation of the 2003 UNESCO Intangible Cultural Heritage Convention currently implemented in Sri Lanka and until 2014 will definitively contribute to the formulation of policies for the recognition and promotion of traditional knowledge and skills that constitute the livelihood basis of a large part of the rural communities.	
SLNCU suggested that UNESCO Science Sector (SC) would contribute to Skill Development by supporting the Government of Sri Lanka's plan to develop a Nanotechnology Science Park, thereby laying the basis to foster a new generation of scientists.	
Pillar 2: Disparity Reduction, Equitable and Quality Social Services **Outcome 2.1: Strengthened provision of, access to and demand for equitable and quality social-services delivery and enhanced capacity of national institutions for evidence-based policy development.**	**Contributing UN entities**

The UN agencies shall focus particularly on supporting interventions aimed at promoting health, food and nutrition security, education, water and sanitation, housing and social protection as well as management reforms and improvements in data and information systems. ** In the draft Operational Plan, Outcome 2.1 is further divided into nine thematic areas: Water; Education; Health Systems; Maternal and Child Health and HIV; Malnutrition; Resettlement/Housing; Social Protection; Planning; Demining.*	UNESCO, UNICEF, UNODC, UNFPA, WHO
UNESCO Proposed/Potential Contribution	**Competent UNESCO Sector**
UNESCO (ED) may bring its technical contribution in consultation with UNICEF to three areas: Enhancement of inclusive education policies and its monitoring; Capacity-building of the Ministry of Education in quality of education; and Basic standards and curriculum for early learning and preschools. UNESCO (ED) may further contribute to UNICEF's proposed work on early childhood care and development. In addition to above, UNESCO (ED, CLT and CI) also intends to implement activities contributing to teacher development and education, including ICT literacy and pedagogy for better delivery of quality education in schools.	CI ED
Pillar 3: Governance, Human Rights, Gender Equality, Social Inclusion and Protection **Outcome 3.1: Communities empowered and institutions strengthened to support local governance, access to justice, social integration, gender equality, and monitoring, promotion and protection of human rights in alignment with international treaties and obligations and in alignment with the constitution of Sri Lanka.**	**Contributing UN entities**
The UN shall support the government to translate international commitments into local laws by extending assistance to examine gaps that exist in the national legislation vis-à-vis international standards; facilitating the incorporation of international standards into existing national law and practice; and supporting the follow-up to treaty body obligations. The UN shall work closely with the government to strengthen capacity-building in this area, including that of civil society to better advocate for human rights. The UN agencies shall also support strengthening of mechanisms that promote participatory and transparent decision-making at the policy, planning and implementation level and initiatives aimed at increasing interaction, exchange, understanding and dialogue between various groups. ** In the draft Operational Plan, Outcome 3.1 is further divided into five thematic areas: Standards and Conventions; Database and Statistics/Evidence-based Policy-making; Girl-based Violence; Participation/Empowerment; Protection.*	UNICEF, UNESCO, UN-HABITAT, UNFPA, ILO,UNDP

UNESCO Proposed/Potential Contribution	Competent UNESCO Sector
UIS will contribute to enhance the capacity of national statisticians for effective monitoring of Education (School and higher education) and S&T policies at national and international levels. CI will work for advocacy and capacity for promoting the importance of freedom of information. SHS will work to promote the inclusion of marginalized communities through traditional sports and games. SHS will be involved in sharing and exchanging learning on inclusive social development policies, especially social protection, among social-science researchers in the South Asia region. SLNCU urges UNESCO (ED and CLT) to look into education for peace with a particular target on youth.	ED UIS SHS CLT CI
Pillar 4: Environment and Climate Change **Outcome 4.1: Policies, programmes and capacities to ensure environmental sustainability, address climate change mitigation and adaptation, and reduce disaster risks in place at national, sub-national and community levels.**	**Contributing UN entities**
The UN agencies shall support review and analysis of environmental policies and programme, formulation of new policies, programmes and interventions in partnership with the government, strengthening the combined efforts by government, civil society, community groups and the private sector as well as building and improving capacities at various levels.	UNICEF, UNDP, UNESCO, WHO, UN-HABITAT, WFP, UNICEF, UNOPS, FAO, ILO
UNESCO Proposed/Potential Contribution	**Competent UNESCO Sector**
SC will collaborate with other UN agencies on strengthening existing mechanisms to support disaster management (preparedness and mitigation). SC will further contribute to Outcome 4.1 through support towards the nomination of biosphere reserves; management and monitoring of biodiversity and ecosystems; enhanced understanding of the management of natural resources in drylands, tropical forests, mountains, urban and coastal areas. SHS will advance knowledge and research on migration and climate change in the South Asia region.	SC SHS

Part IV – UNESCO Partner Networks in Sri Lanka

1. UN Country Team in Sri Lanka

The UN began its work in Sri Lanka in 1952, making it one of the first countries in the world to have a UN development programme. Three years later, on 14 December 1955, Sri Lanka was admitted as a Member State of the UN. The UN is in Sri Lanka by explicit agreement with the government. All its work, including disbursement of funds, is supervised by line ministries as agreed in a Memorandum of Understanding.

Currently the UN Country team counts 15 Resident Agencies and four Non-Resident Agencies. UNESCO New Delhi, by nature of its mandate, has so far collaborated/consulted most actively with the following UN agencies:

UNDP	ED
UNICEF	ED, SHS, UIS
UN Women[8]	ED
UNFPA	ED
ILO	ED

For more than 50 years the UN's Specialized Agencies have supported the development of Sri Lanka with technical expertise, financial assistance and during times of natural and man-made disaster. UN Resident Agencies in Sri Lanka today continue to work with the government on fundamental issues such as food security, agriculture, education, health and the environment.

With the cessation of the civil war in 2009, UN Agencies such as the UNHCR, OCHA and UNDP scaled down operations. UNHCR closed its project office with the Ministry of Resettlement which facilitated and supported IDP services after the influx of IDPs at the end of the war. With the gradual return of IDPs, the UN field presence was also reduced in the Northern and Eastern provinces. In turn, however, both IOM and UNHCR extended their programmes to ensure the return of refugees and assist with post-war rehabilitation. IOM has a significant programme on return of ex-combatants.

Operationally, the UN team no longer needs to be geared to emergency relief and humanitarian assistance which were required during 2009–2012. UN Agencies are now concentrating on long-term development. However, parts of the country are still in the post-recovery stage, with the last of the "new IDPs" returning to their areas of origin in late 2012.

2. Sri Lanka National Commission for UNESCO

The Sri Lanka National Commission for UNESCO (SLNCU), established in 1949, remains one of UNESCO's foremost government partners in Sri Lanka. While currently hosted at the Ministry of Education, it acts as an important liaising and coordinating agency with multiple government departments to respond to the requirements of UNESCO's multidisciplinary mandate. The ongoing efforts and initiatives of SLNCU include:

- Proposal for a Constitutional Act establishing SLNCU as an independent institution, which is awaiting approval from the Parliament.
- National Action Plan on EPSD, launched by the president on 30 January 2013. SLNCU took part in the drafting process as part of the advisory committee.
- Proposed establishment of South Asia Centre for Teacher Development in Meepe as a UNESCO Category II Institute.
- Operationalization of UNESCO Scholarship Fund to advance the education of disabled and displaced children.

In the questionnaire on draft 37C/4 Medium Term Strategy (2017–2021) and 37C/5 Programme and Budget (2014–2017) circulated to all the UNESCO National Commissions in May 2012, SLNCU identified Sustainable Development and Education for Peace as the top priorities, which would cover the activities of all five Sectors. SLNCU also called for more intersectoral activities. It noted that out of UNESCO's five key functions, "Clearing House", "Capacity Development" and "Monitoring" should be reinforced, as these areas have so far been weak in comparison with the two other functions – "Laboratory of Ideas" and "Standard Setting". It was further noted that more resources should be allocated to consultation and capacity-building at the national level rather than major international or regional meetings, which have little impact at the local level due to the lack of follow-up.

3. UNESCO Global Networks

UNESCO Associated Schools Project Network (ASPnet)

125 schools are members of ASP net in Sri Lanka, which constitutes UNESCO's and SLNCU's regular partner to promote UNESCO's ESD objectives.

4. Other Implementing Partners

TABLE 18. MINISTRIES AND GOVERNMENT INSTITUTIONS

Ministry of Education	ED
Ministry of Higher Education	ED
National Institute of Education	ED, SC
National Education Commission	ED
National Authority on Teacher Education	ED
University Grants Commission	ED
National Science Foundation	ED, SC, SHS
National Institute of Technical Education of Sri Lanka	
Irrigation Department, Mahaweli Authority	SC
Ministry of Social Services	SHS
Ministry of Culture and the Arts	CLT
Ministry of Heritage	CLT
National Archives	CLT
National Library	CLT
Central Cultural Fund	CLT
Galle World Heritage Authority	CLT

TABLE 19. UNIVERSITIES

University of Colombo	SC
University of Moratuwa	SC
University of Kelaniya	SC
Institute of Chemistry, Colombo	SC
University of Kandy	CLT

TABLE 20. INTERNATIONAL INSTITUTES

Global Water Partnership, Sri Lanka	SC
International Development Research Centre – Asia	SHS
International Council on Social Welfare – South Asia	SHS

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Annexure 1: Extracted tables from "vision for a new Sri Lanka" by Mahinda Chintana

1.1 Disaster Mitigation and Risk Management

Rs Mn.

Projects	2007-2009	2010-2012	2013-2016	2007-2016
Emergency Response Network	2,800	–	–	2,800
Development of Disaster Management Policy and Institutional Mandates and Institutional Capacities	509	80	30	619
Hazard, Vulnerability and Risk Assessment	2,061	634	400	3,095
Integration of Migration and Disaster Risk Reduction into Development Planning	4.236	5,214	4,560	14,010
Establishment of Tsunami Multi Hazards Working System	1,096	681	93	1,870
Community Based Disaster Risk Management	3,032	2,565	1,860	7,457
Preparedness & Response Plan	18,661	7,808	6,410	32,879
Public Awareness, Education and Training	747	112	105	964
Total	**33,142**	**17,094**	**13,458**	**63,694**

1.2 Cultural Development Plan 2007-2016

Objective	Activity	Expected Investment 2007-2016 (Rs Mn)
Preserve and conserve cultural treasures and heritage sites	• Renovation and development of important museums such as Galle Maritime Museum, Science and Technology Museum, Osteology Gallery and Sigiriya Museum	2000
	• Completion of conservation work on Abhayagiriya, Jetvana monasteries Maha Vihara at Anuradhapura World Heritage site.	1000
	• Preparation of the tentative World Heritage list for UNESCO and inclusion of such sites as Sri Pada, Horton Plains and Jayaganga irrigation scheme etc. to World Heritage.	2
	• Development of Wayamba Quadrangle containing ancient kingdoms of Kurunegala, Dambadeniya, Yapahuwa and Panduwasnuwara	500
	• Demarcation and preparation of plans on places where archeological monuments stand oF 2007 – 500 blocks of land oF 2008 – 200 blocks of land oF 2009 – 2000 blocks of land oF from 2010 – 1000 blocks of land per year	1000
	• Commencement of excavation over megalithic burial sites which are found an Tissamaharama, hinderland of Anuradhapura, Sigiriya and Kandy	500
	• Exploration of 05 archeological places which have not yet been explored on Divisional Secretariat or Grama Niladari Division basis.	500
	• Identification and conservation of all the temples where the scared tooth relic was enshrined during the past and publication of a book including such places	500
	• Collection and recording of indigenous cultural and artistic events which are being extinct in Sri Lanka at present such as folk songs/folk poems/folk dances/vannam/drum beatings/ rituals/devil dances/puppetry and production of Compact discs by including them	50
	• Continuation of conservation work at the ancient city of Magama and expansion of the activities to the Southern Province and focus attention to the heritage sites of historic Ruhunu including Rathnapura and Monaragala Districts. Presentation of these sites after developing them as anew heritage region	100
	• Exploration, archeological excavation and conservation of remaining heritage sites. (Ex. Western Monasteries, Toluvila, Asokarama etc.) at the World Heritage City of Anuradhapura	250

Objective	Activity	Expected Investment 2007-2016 (Rs Mn)
	• Collection and printing of the books related with the fold stories, folk lore and various cultural events which contains the high socio-cultural value, annually	50
	• Records Management and Preservation of 120 Institution in Government Sector	250
	• Production of Mobile Exhibition compartment for Galle Heritage	100
Teach, develop, share our deep rooted cultural values, rituals. arts. crafts, music, dance, cinema etc. to youth, schools leavers and interested persons	• Establishment of SAARC Cultural Centre	300
	• Establishment of 700 Rural Societies	100
	• Construction of Cinema halls	
	• Launching of Drama Network with the Association of all Cultural Centers island wide	10
	• Production of film depicting scenes of Galle Fort	50
	• Intervention of the National Film corporation for the Establishment of a local cinema which reflected the Sri Lanka identity under state patronage	10
	• Renovation and refurbishment of all the theatres under the Hall Theatre foundation as specified in the Mahinda Chinthana	750
	• Conversion of first and second floor of Sarasavipaya into a Drama Academy	250
Promotion of cultural tourism	• Establishment of Visitor facilities at Anuradhapura, Polonnaruwa, and Kanky	750
	• Introduce Special boat service around Galle Fort for attraction of tourists	100
	• Introduction of the Cultural Tourism concept to the Southern Cultural Triangle and popularize the southern heritage sites among the cultural tourists	10
	• Focus attention to the heritage sites in the Eastern Province and develop cultural tourism in the region	50
	• Ensure preservation of industrial heritage cultures – such as tanks and other irrigation works	100
	• Construction of Performing Art Centre	500

1.3 Employment: Targets to Achieve by 2016

Focus Area	Objective	Indicators/targets	
		2005	2016
Employment generation	Unemployment will be half the level as at 2005	7.7%	3.8%
	Female Unemployment will be half the level as at 2005	11.9%	5.9%
	Unemployment of those between the ages of 15-24 to be halved	22%	9%
	Employment in the informal sector will be no more than 50 percent of all employment	71%	50%
Skills development and labour productivity	5% average annual growth in productivity during the next ten years in agriculture, industry and services (Rs '000 per person)	Agri. 77.4	116
		Indust. 152.2	228
		Service 172.4	258
	Under-employment will be half the 2005 level	23%	11.5%
	Literacy in IT to be increased to 60% of the population	10%	60%
Labours laws and regulations	Have established a comprehensive structure of unemployment insurance for all		
	Litigation outstanding in the Labour Tribunals to be no more than 25% of 2005 levels	15000 applications	3,750 applications
	Time taken to resolve Arbitrations and inquiries at the Termination Unit of the Labour Department to be halved from 2005 levels	14 months	6 months
Employer employee relations	Person Days lost due to strikes will be reduced to one fourth of as at 2005	158,000	38,000
	Number of collective agreements being signed will be double the 2005 rate	35	70

Annexure 2: UNESCO global, regional and sub-regional meetings and conferences

Asia-Pacific Forum for Open Education Resources, organized by UNESCO Bangkok, took place in Bangkok, Thailand, on 23-24 April 2012. Assistant Project Officer, Open School Unit of the National Institute of Education participated.

Changwon-UNESCO International Education Symposium "Cities, Education and Sustainable Development for All", organized by Changwon Korea and the Korean National Commission for UNESCO, took place in Chang-won, Korea on 25-29 April 2012. Assistant Director General, Nation-al Institute of Education, participated in the symposium.

Regional Workshop on Education Data and Indicators in South and West Asia, organized by the UIS, took place in Bangkok, Thailand, on 30 April - 3 May 2012. Statistician, University Grants Commission, and the Director, Data Management, Ministry of Education, participated.

Regional High-Level Expert Meeting on "Towards EFA 2015 and Beyond - Shaping a new Vision of Education", organized by UNESCO Bangkok, took place in Bangkok, Thailand, on 9-11 May 2012. Chairman, National Committee for Formulating the New Education Act of Sri Lanka, participated.

UNESCO-UNEVOC Special Session at the 3rd TVET Congress, organized by UNESCO, took place in Shanghai, People's Republic of China,on 13-16 May 2012. Minister of Education, Chairman, Sri Lanka National Commission for UNESCO, and Add. Secretary, Ministry of Education, participated.

Regional Seminar on Public-Private Partnerships in Higher Education, TVET and Youth Employment, organized by UNESCO Bangkok, took place in Bangkok, Thailand, on 30-31 July 2012. Chairman, National Committee for Formulating the New Education Act of Sri Lanka, participated.

12th Asia-Pacific Training Workshop on Education for International Understanding (EIU), organized by the Asia-Pacific Centre of Education for International Under-standing (APCEIU), took place in Seoul, Republic of Korea,on 29 August - 7 September. 2012. Project Officer, Dept. of Teacher Education, National Institute of Education, participated.

Support to Sri Lanka participants to attend the **South Asia Regional Consultation "Early Childhood Care & Education Policies and Practices: Towards 2015 & Beyond"**, New Delhi, India, on 27-29 August 2012. Director ECCE, National Institute of Education, and Assistant Director, Ministry of Child Development and Women Affairs, Sri Lanka attended.

Regional Conference on Community Learning Centres, organized by UNESCO Bangkok, took place in Bangkok, Thailand on 26-28 September 2012. Vice President, Sevanatha Urban Resource Centre, participated.

Change Education (RICE), took place in Chiang Mai, Thailand, on 15-20 October 2012. Deputy Secretary General, SLNCU, and Assistant Teacher, Maliyadewa College Kurunegala, participated in the workshop.

3rd Asia Pacific Leadership Academy for School Principals on Education Diversity, organized by the Asia-Pacific Centre of Education for International Under-standing (APCEIU), took place in Seoul, Republic of Korea on 30 October - 7 November 2012. Principal, Al Hilal Central College, Mutur, participated.

The South Asian Ministerial Forum (SAMF) Translating ICT-in-Education Policies into Action up to 2015 and Beyond, New Delhi, India, on 11-12 February 2013. Director (ICT) and Director (Management & Quality Assurance) Ministry of Education attended.

IIEP/UNESCO Advanced Training Programme in Educational Planning in Management, organized by the International Institute for Educational Planning of UNESCO, for the period 3 September 2012 - 28 June 2013, Asst. Director of Education, Department of Education, Southern Province. 3rd RICE Regional Training Workshop, organized by the Asian Regional Initiative for Climate.

United Nations
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New Delhi Office
Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka

UNESCO New Delhi
B 5/29 Safdarjung Enclave, New Delhi 110029
Tel:+91-11-26713000 Fax:+91-11-26713001/002
Email: newdelhi@unesco.org
Website: http://www.unesco.org/new/en/newdelhi