

# **SAARC SOCIAL CHARTER**

## **SRI LANKA ACTION PLAN 2008-2015**

**National Coordination Committee  
Prime Minister's Office  
Colombo 7**

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## List of Acronyms

ADE	- Assistant Director of Education
A/L	- Advance Level
ARI	- Acute Respiratory Infections
ATI	- Advanced Technology Institution
BOI	- Board of Investment
CEDAW	- Convention on the elimination of all forms of discrimination against women
CGS	- Commissioner General of Samurdhi
CRC	- Convention on Rights of the Child
CRC	- Child Rights Carter
DCS	- Department of Census and Statistics
DDE	- Deputy Director of Education
DE	- Director of Education
DTET	- Department of Technical Education & Training
DPT	- Diphtheria, Pertussis and Tetanus
DS	- Divisional Secretary
ECD	- Early Childhood Development
EDB	- Export Development Board
FHB	- Family Health Bureau
GBV	- Gender Based Violence
GC	- Guidance and Counseling
GCCO	- Guidance, counseling and Co curricular activities
GCE	- General Certificate of Education
GCE A/L	- General Certificate of Education Advance Level
GCE O/L	- General Certificate of Education Ordinary Level
GDI	- Gender Development Index
GDP	- Gross Domestic Product
HDI	- Human Development Index
HIV/AIDS	- Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
ICT	- Information, Communication and Technology
IMR	- Infant Mortality Rate
IRQUE	- Improvement of Relevance & Quality of undergraduate Education
ISA	- In Service Advisor
ITI	- Industrial Technology Institute
LTTE	- Liberation Tigers of Tamil Elam
M/C & CA	- Ministry of Commerce and Consumer Affairs
MCH	- Maternal and Child Health
MTCT	- Mother to Child Transmission
MIS	- Management Information System
MOE	- Ministry of Education
MOH	- Medical Officer of Health
M/F & P	- Ministry of Finance and Planning
M/NB & EID	- Ministry of Nation Building Estate Infrastructure Development
My/R & LD	- Ministry of Rural & Livestock Development
NAITA	- National Apprentice and Industrial Training Authority
NCPA	- National Child Protection Authority

NCW	- National Committee on Women
NFE	- Non-formal Education
NGOs	- Non Governmental Organizations
NIE	- National Institute of Education
NITE	- National Institute of Technical Education
NOCE	- National College of Education
NPA	- National Plan of Action
NVQ	- National Vocational Qualification
NW&DB	- National Water Supply and Drainage Board
NYC	- National Youth Council
NYSCO	- National Youth Services Cooperation
NYSC	- National Youth Services Council
O/L	- Ordinary Level
PPP	- Purchasing power parity
R&D	- Research & Development <sup>76</sup>
RDB	- Rural Development Bank
RDHS	- Regional Director of Health Services
R & LD	- Rural and Livelihood Development
Rs	- Rupees (Sri Lankan)
SA	- Samurdhi Authority
SAPRSI	- South Asia Partnership, Sri Lanka
SDP	- Skills Development Project
SEN	- Special Education Needs
SLIATE	- Sri Lanka Institute of Advanced Technical Education
STD	- Sexually Transmitted Diseases
TVEC	- Tertiary and Vocational Education Commission
UGC	- University Grants Commission
UN	- United Nations
UNDP	- United Nations Development Programme
UNICEF	- United Nations Children's Fund
UNIFEM	- United Nations Development Fund for Women
VTa	- Vocational Training Authority
YEN	- Youth Employment Network

## **1.0 Introduction**

The South Asian Association for Regional Cooperation (SAARC) was established when its Charter was formally adopted on December 8, 1985 in Dhaka, Bangladesh, by the leaders of the seven founder member countries of the SAARC. Afghanistan joined SAARC as the newest member during the Fourteenth Summit held in New Delhi in the year 2007. The initial objective of this regional grouping was to improve the quality of life of the people of South Asia by accelerating the economic and social development in the region. The past two decades have witnessed the evolving of SAARC into a fraternity that promotes joint venture and collaboration. This has created a favourable environment in the progress of the fulfillment of the Charter objectives.

At the inception of the Association, the Integrated Programme of Action (IPA) consisting of a number of Technical Committees (TCs) was identified as the core areas of cooperation. Over the years, the number of Technical Committees was changed according to existing requirement. The current areas of cooperation under the reconstituted Regional Integrated Programme of Action, pursued through the Technical Committees, cover Agriculture and Rural Development, Health and Population Activities, Women, Youth and Children, Environment and Forestry, Science and Technology and Meteorology, Human Resources Development and Transport. In more recent times, high-level Working Groups have also been established to strengthen cooperation in the areas of Information and Communications Technology, Biotechnology, Intellectual Property Rights, Tourism, and Energy.

The Tenth SAARC Summit held in 1998 in Colombo, reviewed the progress made in the social sector by SAARC and a decision was made to develop a Social Charter, which would focus on drawing up targets to be achieved across the region in the areas of poverty alleviation, population stabilisation, the empowerment of women, youth mobilisation, human resource development, the promotion of health and nutrition and the protection of children. The Twelfth SAARC Summit held in January 2004 in Islamabad Pakistan, witnessed the signing of the Social Charter. At the Thirteenth SAARC Summit held in 2005 in Dhaka, Heads of State reiterated their commitment to take initiatives at national and regional level for achieving the objectives of the Social Charter.

The SAARC Social Charter, which aims at the promotion of welfare of the people of South Asia by improving their quality of life, requires the Member States to formulate a National Plan of Action to operationalize the provisions of the Charter. In pursuance of this objective, the Office of the Prime Minister took the initiative to formulate the National Plan of Action, in consultation with relevant line Ministries and other governmental and non-governmental organisations. This comprehensive document aims at giving effect to the provisions of the SAARC Social Charter, which are most relevant to Sri Lanka, with specific goals and targets to be achieved within a specified time frame.

## 2.0 Situation Analysis

### 2.1 Poverty

The government of Sri Lanka has affirmed that the poor could constitute huge potential resources, provided that their basic needs are met. They can be mobilized to create economic growth. The Sri Lankan poverty alleviation programs are being designed based on the above.

According to the Dept. of Census & Statistics, in 1990 around 26.1 percent of the population was considered as poor and this has decreased to 22.7 percent in 2002, however the poor in the North & East provinces have not been covered fully in 2001 Census. Hence the actual number of poor will be much higher than that figure. The Sri Lankan poverty level by sectors is shown in Table 1.

**Table 1: Percentage of poor by Sector, 1990 & 2002**

	1990		2002	
	Nos. in Mn.	%	Nos. in Mn.	%
Urban	0.5	16.3	0.2	7.9
Rural	3.0	29.4	3.4	24.7
Estate	0.2	20.5	0.2	30.0
National	3.7	26.1	3.8	22.7

It shows that the Sri Lankan poverty level has decreased from 1990 to 2002. Although the percentage of rural poor had decreased over that period, the absolute number of poor had increased. In addition, the percentage of estate poor had also shown an increasing trend during that period.

There are significant district variations in the level of poverty. The poverty level of some districts remain the same during the above period; but in some districts the poverty level had decreased, especially in the urban areas, while in six districts the poverty level had worsened during the above period (Dept. Census & Statistics, 2004).

The general indicators show that Sri Lanka recorded good progress in terms of quality of life index; however there are a number of areas which still need special attention. Malnutrition is still a major problem as 50 percent of Sri Lankan population is considered as malnourished. Substantial proportion of Sri Lankan poor does not have access to safe drinking water and proper shelter.

The distribution of income shows that the poor do not get an adequate share of the national wealth; hence their income has also worsened over this period. Addiction to drugs, alcohol and such substances are a major health and social problem further worsening the poverty level in families. Future poverty reduction programs therefore need to address the above issues seriously in order to reduce poverty in Sri Lanka.

The ‘**Empowerment**’ of the poor is the main theme of the Sri Lankan poverty alleviation programs. This includes economic, social, psychological, cultural and leadership empowerment. The major state intervention programme for poverty alleviation which is the *Samurdhi* program has an island wide coverage including conflict affected areas.

As poverty is considered a composite of many states of deprivation, the government of Sri Lanka expects to address the following problems as priorities during the next ten years to reduce poverty and inequality.

The dependency mentality, discrimination against women and children, top down planning for village development by those who are not sensitive to village realities, lack of investment within the rural economy from village savings, and poor social mobilization are among the major elements causing poverty in Sri Lanka.

It is also needed to divert more resources to economically backward areas, especially the 119 poorest Divisional Secretaries’ divisions, through various projects and programs creating conducive environment in the rural community, and to expand incomes of the poor.

Proper co-ordination of all poverty related projects and programs at the grass-root level should get the highest priority. Many social mobilization programs have also been planned to change the attitude and behaviour of the poor so that they could absorb more resources.

The major components of the National Plan of Action 2008 – 2015 concentrate on the following;

1. Expansion of investment opportunities among poor,
2. Special attention on vulnerable groups among low income families,
3. Improving the infrastructure in less developed backward areas,
4. Promoting and facilitating housing for vulnerable groups,
5. Reducing inter and intra regional imbalances and disparities,
6. Provision of safety nets to arrest further deterioration of the living standards of the poor.

The strategies for reduction and eradication of poverty will address the above issues. It is also needed to protect the poor from any adverse effects of macro economic policies. The major component of the National Plan of Action 2008 – 2015 expects to expand investment in order to reduce poverty.

## **2.2. Education**

### **2.2.1. General education**

Education is a human right of every citizen. The government has pledged to achieve Millennium Development Goals on education by achieving universal primary education and promoting gender equality in primary and secondary education. Sri Lanka is committed to achieve universal education for 5-14 age groups in accordance with the compulsory education legislation introduced in 1998. Education largely contributes to minimize the socio-economic disparity by promoting income distribution and upward social mobility thereby reducing extreme poverty. In this context the Ministry of Education (MOE) is committed to continue free education policies and to support households through welfare programs and subsidies with a view to promoting schooling.

Primary and secondary education is provided free of charge by the State to 93% (3.8 Million in number) of children through 9,714 Government Schools. Parents of the remaining group children opt to get their children educated either in the local private schools or in the “International” schools although free education is available free for all in government schools. The total number of Grade 1 admissions in 2006 was 327,601. This is 93% gross enrolment rate at Grade 1. The State provides free school uniforms to all school going children and free textbooks to children of Grade 1-11 on an annual basis. There are 204,908 teachers employed in the government schools as per 2006 school census. The overall teacher-pupil ratio in 2006 was 1:19. However, there are inter-district and intra-district variations.

Under the *Mahinda Chintana* policy framework, there is commitment to provide a mid-day meal to school children, provide modern facilities to schools including science teachers and laboratories, improve language skills in Sinhala, Tamil and English in keeping with a pluralistic society, provide for IT skills and upgrade sports facilities. Special attention is being given to English education.

It also includes special interventions for children affected by natural disasters such as tsunami and landslides etc. Sri Lanka is also focused on the quality aspects of education. This includes the planning and implementation of an island-wide education reform with inputs in relation to teacher training, upgrading of classrooms, provision of teaching aids and equipment, and changes in the curriculum. The National Institute of Education is responsible for almost all these curriculum related matters.

### **2.2.2. Public examinations and university entrance**

According to the Department of Examinations, more than 50% of the students who sit the G.C.E (O/L), do not acquire the necessary minimum qualifications required to follow GCE (A/L) courses. Further, only 55% of the students who take the GCE (A/L) Examination earn necessary qualifications required for university entrance. The serious issue is that out of those who have earned necessary qualifications, only around 15% would get the opportunity of entering one of the conventional universities. This is purely because of the limited number of places available in the university system. As a result, the majority of students who qualify for university entrance have to find alternative ways for continuation of their higher education.



University education is also provided completely free of charge through 15 conventional Universities and one Open University. The present annual intake to these 15 Conventional Universities is approximately 15,500. All sorts of courses in different disciplines are available in these universities. There is a very high competition and demand for Medical and Engineering faculties and as a result those who fail to get a slot in the universities, seek admission in foreign universities if they can afford it, to fulfill their aspirations.

### **2.2.3 Teacher training**

There are 17 National Colleges of Education and 10 Teacher Training Colleges. National Colleges of Education are for preparing the teachers required for the system. This is a pre-service training of teacher trainees. Selection of teacher trainees for these colleges is based on the GCE (A/L) performances of the applicants. All categories of teachers required for the system are trained in these colleges through a three-year course. The annual intake for these colleges is 3000 – 3500 depending on the number required for the system. The Teacher Training Colleges are for in-service training of teachers who are in the system for them to get their knowledge updated and the profession upgraded. In addition to all these long-term training institutes, 100 Teacher Centers have been established island-wide in order to facilitate provincial authorities to conduct short-term training, workshops and discussions etc. in order to update teachers' knowledge. The Ministry of Education has gone to the extent of providing opportunities for dedicated teachers to familiarize themselves to the foreign school environments through organizing study visits annually to more developed countries. It is expected for those teachers to learn about modern approaches in the teaching and learning process and implement the new findings to suit our children. So far a considerable number of teachers and administrators have been provided with this opportunity.

### **2.2.4 Curriculum development**

The National Institute of Education (NIE) is responsible for making provisions required for the implementation of the educational process in Sri Lanka in keeping with the cultural, economical and social needs of the country. For the successful performance of this challenging role it is necessary to grasp new trends in the world. Preparation of curricula, course guides, teacher guides and also attending to the curriculum reforms introduced from time to time is the major role of this institute. Further, training of all teachers through In-Service Advisors (ISA- a category of teacher trainers for all subjects) is also organized by the NIE. The latest curriculum cycle started from year 2007 and to be completed by year 2010 is due to be introduced for creating a proper relationship with the Primary, Secondary and Higher Education sectors.

### **2.2.5 Non-formal education**

To achieve the goal “education for all”, by providing education facilities to all children of school going age, the Ministry of Education has adopted non-formal education programs (NFE) in addition to formal education opportunities. It is the responsibility of the non-formal education branch of the Ministry of Education to ensure the enforcement of the compulsory education legislation. Non-formal education (NFE) programs have to act as a safety net in ensuring education to both who have not enrolled in the formal schools and also to the dropouts of the formal system. The NFE programs are designed to suit the needs of the children as well as the adolescents.

### **2.2.6 Children with Special Education Needs (SEN)**

Data and information on children with special education needs (SEN) are not adequately available. The MoE will conduct surveys to update information on such children. Establishment of a full-time National Resource Center to identify and assess children having special educational needs and to carry out research and studies on teaching methodologies and learning materials is essential as the available Resource Centres at provincial level have very limited capacities. According to the 'Salamanka Statement', most countries in the world accept inclusive Education. Awareness should be raised on the concept of "Inclusive Education" which emphasizes that every child with SEN should have right to get their education with normal children. There are about 1200 teachers and 100 officers including In-Service Advisors (ISAs) who are working in the field of special education. Professional development and improving the quality of delivering special education with specific, modern teaching-learning equipment are timely needs today.

Targets of education reforms in the primary cycle have been achieved. The next step is to strengthen the system to enhance the sustainability of primary education. Therefore in 2008 it is expected to achieve the aims of promoting the quality of primary education by introducing innovation, exchanging good practices among the schools and using monitoring and evaluation tools.

### **2.2.7 Guidance and Counselling**

Today a guidance and counselling service has become extremely important for the school system. It is essential for a student's academic success, and it can help increase a student's ability to concentrate on study. Guidance and counselling service supports teaching in the classroom. The Ministry of Education realizing the necessity of the services of a career guidance unit, a separate branch has been established in the Ministry for this activity. It conducts school career guidance and counselling programs. Creating a drug-free school environment in order to lead towards a drug-free society in the year 2015 is another major goal of the Ministry. In order to achieve this goal the Ministry conducts awareness programs at provincial and zonal level and also implement several drug prevention programs at school level.

Identified priority areas for addressing the sector specific issues in accordance with the SAARC Social Charter are included in this action plan as follows;

1. Providing free education through the State at primary, secondary and tertiary levels and compulsory education to all children between the ages of 5-14 years
2. Eliminating disparities in the provision of quality education
3. Ensuring the relevance of Education to social and economic needs

### **2.2.8 Higher Education (University system)**

Education, in particular Higher Education, leads the efforts to find solutions to social and economic issues through the development of human resources.

The state university system which includes 33 organizations (Universities and Institutions) is the predominant system providing for university education in the country. The Open University provides programs of study through distance education. The Sri Lanka institute for Advanced Technology Education plays an important role in providing education and practical training in technological studies.

The state continues to be the main provider of funds for higher education. Universities and Advanced Technological institutes expand and provide more access to higher education in areas relevant for national development.

The following areas have been identified as problems/issues in higher education which need to be addressed.

- 1). Need for a New Higher Education Policy
- 2). Inadequate opportunities for higher education
- 3). Lack of opportunities for study/training in emerging technologies
- 4). Need for improvement in relevance and quality of higher education
- 5). Lack of a research a culture in the Higher Educational Institutions
- 6). Necessity of an accreditation system

### **2.2.9 Vocational training**

Technical and vocational sub-sector proposes to achieve a theme of “Skills for life- Jobs for Skills” providing nationally and internationally recognized training in keeping with advancing technology, meeting the demand of the labour market both domestic and foreign. For this, a new network of Vocational Training Institutions (100) and Community schools are to be set up which will facilitate an increase of student intake from 90,000 to 200,000 by 2016.

In this regard, the following have been identified as policy targets and strategies;

1. Improving the quality and relevance of programs
2. Increasing enrolment in technical and vocational institutions improving the operational and managerial efficiency of technical and vocational education institutions
3. Creating opportunities for upward career mobility
4. Ensuring uniformity in national standards
5. Promoting the relevance of courses
6. Increasing enrolment in technical and vocational institutions
7. Improving operational and managerial efficiency

Under the *Mahinda Chinthana* Program the Ministry of Vocational and Technical Training upgraded two Technical Colleges, established two new Technical Colleges and 25 new Vocational Training Centres, and trained 6000 service providers during the year 2006.

## **2.3 Youth**

The National Youth Services Council was established under the Voluntary National Youth Service Act No. 11 of 1967. The Ministry of Youth Affairs and Employment was established in 1978, for the first time after Independence as a Cabinet level Ministry. The National Youth Services Council functioned under the Ministry of Youth Affairs and Employment since then. Now it is under the purview of the Ministry of Youth Affairs.

Although there were a number of projects and programs implemented for the development of the youth, they were inadequate to satisfy the aspirations of a growing body of restless youth. This resulted in two youth insurgencies in 1971 and 1989. To probe the causes for this youth unrest, a National Youth Commission was appointed and its report came out in 1990. Although some recommendations of the Commission were implemented, some problems of the youth yet remain unresolved. For instance, the highest rate of unemployment is among the youth.

According to the Department of Examinations, more than 50% of the students who sit the G.C.E (O/L), do not acquire the necessary minimum qualifications required to follow GCE (A/L) courses. Further, only 55% of the students who take the GCE (A/L) Examination earn necessary qualifications required for university entrance. The serious issue is that out of those who have earned necessary qualifications, only around 15% would get the opportunity of entering into one of the universities. This is purely because of the limited number of places available in the formal university system. As a result majority of the students who are really qualified for university entrance have to find alternative ways and means for continuation of their higher education.

Unemployment among educated youth is a critical issue. Though the nation's youth are generally educated, their educational qualifications do not match the needs of the prevailing job market. Therefore, young men and women need more opportunities to acquire employable skills to equip them to meet the labour market needs.

The Youth Employment Network (YEN) is a joint initiative of the United Nations Secretariat the International Labour Organisation and the World Bank and other relevant specialized agencies that aim to assist and support governments in addressing the challenge of youth unemployment. As a leading country in this initiative the Sri Lanka government is committed to preparing and implementing a National Action Plan for Youth Employment. This National Action Plan was prepared by the YEN Secretariat through a comprehensive exercise of consultations with various experts and relevant stakeholders from governmental and civil society organizations working on youth employment issues.

The Youth Employment National Action Plan analyses the situation of youth and employment in Sri Lanka and provides practical policy recommendations following the general framework that has been set up by the global Youth Employment Network (YEN). These are structured along the so-called 4 E's. They are:

- **Equal opportunities:** to understand and address factors that lead to exclusion and discrimination of young women and men in regard to employment opportunities with special view on gender, ethnicity and disability as cross-cutting issues impinging on youth.
- **Employment creation:** to place employment creation for young people at the centre of macroeconomic policy and to address structural factors that act as brakes on the rate of job
- **Employability:** to improve access quality and effectiveness of education and vocational training for young people and improve the impact of these investments in regard to the school –to-work transition of youth.
- **Entrepreneurship:** to promote skills, knowledge and attitudes that make it easier for young people to start and run enterprises, to provide more and better jobs for young women and men within the private sector and to promote efficiency and professionalism in the public sector.

The Sri Lanka Action Plan examines and makes recommendations with respect to these four major subject areas with a view to expanding employment opportunities for youth in the country.

Young women and men are likely to face a variety of problems concerning their health too. Youth health is multi-layered and inter-connected. The health of a young person can be affected by a variety of factors, including engagement in activities that are detrimental to health, such as addiction to alcohol or drug abuse, commercial sex activities and the risks accompanying the tourist trade. In fact, the potential is there for the spread of STD & HIV/AIDS.

The estimated HIV prevalence between 15- 49 age group in 2003 was less than 0.1%. This is low for the south Asian region, but there is no guarantee that this figure would not increase in the future. This is particularly true in the light of a number of risk factors such as a significant number of sex workers, migration for overseas employment, and the Free Trade Zone areas where young women employees go to work away from home.

By considering the above mentioned situation of the Youth Sector and the thrust areas highlighted by the SAARC Social Charter in relation to youth, the following priority areas have been identified for concentrated action in its sectoral plans under the Sri Lanka Action Plan.

- 1) Creating productive employment for all groups of people
- 2) Enhancing opportunities for youth to participate fully in the national development process
- 3) Creation of awareness on family planning, HIV/AIDS & STD and the risks of consumption of tobacco, alcohol and drugs.
- 4) Providing enhanced job opportunities for young people, increased investment in Education and Vocational Training
- 5) Enhancement of opportunities for personal development, leadership qualities and knowledge of social-political issues
- 6) Enhancement of career counselling services

## **2.4 Women**

Slow economic growth and consequently persistent poverty, two decades of destabilizing armed conflict and discriminatory social norms have resulted in the positive and negative facets of the situation of women in Sri Lanka. For instance, the Millennium Development Goals pertaining to education and health had been achieved virtually even before these goals were set as a consequence of the introduction of free education and health services and subsidized food in the 1940s. However, other aspects of the third goal of Gender Equality and the Empowerment of women such as economic rights have yet to be realized.

The 1978 Constitution guarantees equal rights without discrimination on grounds of sex and provides for affirmative action to ensure equal rights. Sri Lanka ratified the UN Convention on the Elimination of All Forms of Discrimination against women in 1981 without reservations and a Women's Charter was formulated in 1993 and accepted as a policy by successive governments. However the provisions of CEDAW and the Women's Charter need to be incorporated in national legislation to be effective.

While elements of the legal system enforce women's rights, there are lacunae to be addressed such as some gender discriminatory provisions in the Family Laws of the three ethnic communities and in the Land Development Ordinance. Labour legislation follows international practice but enforcement is relatively weak and the informal sector in which many women are employed is outside the ambit of Labour laws. Positive developments in recent years have been the amendments to the Penal Code since 1994, which increased penalties for rape, and which made grave sexual abuse, incest and sexual harassment criminal offences. The introduction of Domestic Violence Legislation in 2005 as a response to lobbying to eliminate gender based violence was also a positive development. Effective enforcement continues to be a dire need.

### **2.4.1. Women's representation in decision making**

Women have participated actively in voting at elections since the introduction of universal franchise in 1931. At the height of the political structure Sri Lanka had the world's first woman Prime Minister in 1960 and a woman Executive President for eleven years from 1994. Nevertheless the representation of women in Parliament has been abysmally low - around 4 – 5% since 1931 – and is even lower in local assemblies – 2% - 3%. Women are severely underrepresented at the political and decision-making levels in Sri Lanka. Elections held in April 2004 resulted in the formation of a new government and saw less than 5% of women elected to parliament.

In response to agitation by women's organizations a quota of 25% of the nominations to contest local assembly elections has been promised in the Mahinda Chintana, the political manifesto of the present government.

There is gender inequality in the labour market too where women have not been able to make optimal use of the benefits of their education. While women have been limited to a narrow range of skills by the vocational education system, the demand for low cost female labour in the manufacturing and services

sectors have resulted in the poor quality of employment available to them. Consequently female unemployment rate has been consistently at least double that of men since the end of the 1960s.

In agriculture, women are chiefly unpaid family labour, except in the plantation sector. The relocation of labour intensive industries in economically developing countries by transnational corporations and the use of the comparative advantage of low cost labour to reduce production costs have affected women adversely.

The demand for female labour for overseas employment has led to the exodus of women as domestic workers for family survival and maintenance. Since 1995, registration, insurance, training and welfare benefits have improved their situation but they are still vulnerable to economic and sexual exploitation in the absence of bilateral agreements to protect them.

In the informal sector, women engage in wage or self employment, moving from one low skill, low income economic activity to another while a minority have become successful entrepreneurs. 41.5% of the employed women and 35.4% of employed men are engaged in agriculture and allied sectors. Approximately 68% of the women in agriculture work in plantations and more than 70% of rural women are involved in subsistence production.

Around 80% of factory workers in Export Processing Zones, rural garment factories and industrial estates are women. Their access to employment has empowered them economically but their working conditions and relegation to assembly line operations reinforce gender subordination in the workplace.

Gender imbalances in enrolment are wide in engineering and information technology courses in universities and tertiary education institutes, and in technical related training courses in the island wide networks of vocational training institutions.

Women have benefited from equal access to health services over six decades and extensive provisions of Maternal and Child Health facilities and Primary Health Care. Health indicators are therefore positive— a crude death rate of 5.8/1000 (2004), an infant mortality rate of 11.2/1000 (2003), and a child mortality rate of 4/1000. Female mortality rates have been lower than male mortality rates since the 1960s, maternal mortality is around 12/100,000 in 2002 and life expectancy is 74 years for women and 70 years for men. Around 96% of childbirths are attended by skilled health personnel.

However, as a consequence of reduction in health expenditure, the removal of the food subsidy and the rising cost of drugs since the introduction of structural adjustment programs, decline in morbidity, particularly with respect to environmental diseases, has been slow. The incidence of under-nutrition among women is reflected in around 20% low birth weight babies and in anemia among pregnant and lactating mothers. Contraceptive prevalence is around 70% and the population growth rate has declined to 1.1%. The 'mother and child' health care concentration has tended to overshadow adequate attention to adolescent health, occupational health, and the need for geriatric care for a rapidly ageing population. Mental health and reproductive care also need more attention.

### **2.4.2 Gender based violence**

Sri Lanka has introduced several far reaching legislative reforms intended to provide more effective remedies to deal with gender based violence. Statistics indicate that there is a greater willingness to report such cases to law enforcement authorities. The number of women victims of grave crime offences in 1992 was reported to be 3,608. In 1982 the number was 2,688. It is widely believed that the number has since increased. This cannot be attributed totally to an increase in crime against women and may also be a result of increased reporting to the Police.

The concept of trafficking in women was not generally known in Sri Lanka. Some surveys and studies conducted in Sri Lanka show that the phenomenon of trafficking in women existed in the country and there was not much of involvement of international trafficking rings and it was only a local occurrence, except for few instances where women had been trafficked from other countries for use as commercial sex workers. However, the quiet social revolution taking place in the Island due to the impact of economic development, the advancement of information technology, the twin forces of liberalization and globalization plus the movement of rural population to urban areas have changed the traditional value system and family life. This together with the decline of religious and moral values, have been creating an environment in which social ills such as commercial sex and trafficking activities involving women could occur.

### **2.4.3. Sri Lanka Plan of Action for women's Empowerment**

The major components of the Sri Lanka Plan of Action for Women concentrate on the following:

1. Ensuring the participation of women in the local, regional and national level development processes,
2. The empowerment of women through literacy and education in order to reduce the gender gap and
3. Promotion of the advancement of women as integral part of mainstream political, economic, social and cultural development.



## **2.5 Children**

A significant proportion of Sri Lanka's 19.4 Million people are children below the age of 18 years. This is approximately 36 per cent of the population. Infants are 1.6%, children under 4 years - 7.2%. The school going population 5 to 18 years is 21% of the population. There are approximately 325,000 births annually.

Sri Lanka although a developing nation which has suffered the consequences of a protracted conflict, nevertheless, is considered to be a country at a medium level of human development with an HDI of 0.75. Sri Lanka ranks 93 in the Human Development Report of 2005 by UNDP. This is based on the indicators of life expectancy at birth, adult literacy rate, combined with gross enrolment ratio for primary, secondary and tertiary schools, GDP per capita, life expectancy index, education index and GDP index.

Sri Lanka has experienced a consistent decline in infant mortality, under-five and maternal mortality since Independence. The infant mortality is estimated at 11.2 per 1,000 live births (2003). This is due to successful interventions such as universal child immunization and oral dehydration therapy. Most deaths now occur during the neonatal period. Most of these take place during the first week of life. Immunization of infants against polio, whooping cough, tetanus, diphtheria and measles as well as tuberculosis has been sustained at levels over 90%.

The maternal mortality ratio is 12 per 100,000 live births (2002). A significant factor is the high numbers of deliveries which occur in maternity care institutions with trained care. There are very few home deliveries with untrained care. Important factors include improved family planning acceptance and an increasing age of marriage of girls as well as high female literacy. The wide outreach of public health services and MOH clinics, which have developed for several decades, includes home level care by trained family health workers.

Nutrition still remains a problem. 16.7% of new born are of low birth weight signifying inadequate weight gain during pregnancy. More than one-fourth of infants and pre-schoolers are affected by under nutrition particularly among the more disadvantaged families. This pattern appears to extend to school going years. Some areas are worse affected such as the tea plantations, remote rural areas, urban slums, conflict affected areas and now possibly the tsunami affected areas. Anemia continues to be widespread particularly among girls and women. There is also iodine deficiency in geographical pockets although all salt is iodized.

School Health coverage needs to be both extended and the quality improved, including the provision of services for adolescents and youth. This also includes the need to promote life skills and vocational education, which will have bearing on reducing substance abuse, HIV/AIDS & STDs as well as emotional problems and suicides among youth. There are approximately 8.5% of teen pregnancies (2004).

Early Childhood Care and Development (ECD) is the foundation to build learning capacities throughout life. Although there is an existing policy on ECD, this is yet to be fully implemented both in terms of center-based services such as pre-schools as well as home based interventions which focus on parental and

caregiver education. There are an estimated 13,000 to 20,000 pre-school teachers many of whom lack professional training. To a large extent pre-schools have become the responsibility of NGOs and Provincial Councils. This is therefore an area needing further support and expansion, as it has been identified as a priority in the *Mahinda Chintana* policy framework.

The issue of child abuse and exploitation was first recognized in the 1990s mostly influenced by global attention to promote Child Rights following ratification of the Child Rights Charter (CRC) by 191 countries. The CRC ushered in fresh thinking that survival, growth and development alone was not sufficient if children lacked protection. Such children included those who were physically, emotionally and sexually abused as well as others who had protection problems such as children affected by the armed conflict, street children, child labour, children in conflict with the law and children in institutional care. All these areas are given priority in the *Mahinda Chintana*, which is committed to the elimination of child abuse and includes strengthening of the National Child Protection Authority.

Reporting of children abused and exploited has been increasing although official figures only reveal “a tip of the iceberg”. Most children suffer in silence due to stigmatization. Problems of inadequate law enforcement and “child unfriendly” judicial processes add to the problem. Recruitment of children as combatants by the LTTE could be recognized as one of the most serious of protection issues and has been recently taken up as a key issue under Resolution 1612 of the UN Security Council. The National Child Protection Authority (NCPA) was established through an Act of Parliament in 1998, and since 2005 November, it functions under the Ministry of Women’s Empowerment and Child Development. The newly established Ministry includes the Department of Probation and Child Care, the Children’s Secretariat and the NCPA. It is a structure through which there would be effective responses to child protection issues, recognizing multi-sectoral aspects of awareness creation, protective education, therapy/counselling rehabilitation, and judicial aspects such as law enforcement. This should also include the need to improve childcare and protection services which in fact has been highlighted in the *Mahinda Chintana* policy framework. Capacity building and expansion of the Women and Children Police units, reform of the juvenile justice system and services for street children continue to be important.

The continued recruitment of boys and girls as child combatants is an area which needs special interventions not only to halt recruitment as a zero-tolerance and non-negotiable issue but also in terms of demobilization, re-unification with their families, rehabilitation, and promotion of psychosocial recovery.

Child sexual abuse occurs largely within families and is thus not very visible. There is increasing incest in families where there is a migrant mother. Another important area of concern is a commercial sex network involving foreign paedophiles.

Child labour in Sri Lanka mainly occurs in the informal sector and has its roots in poverty as occurs in other South Asian countries. Child domestic labour occurs in spite of legislation, which prohibits such labour under the age of 14 years. Figures quoted range from 30,000 to several thousands more. 15% of child labour also engage informally in the manufacturing sector, 3% in the service sector (hotels, small shops

and garages) and 60% in agriculture as unpaid family workers or paid employees. Many children are forced into child labour by their families. This occurs in the tea plantations, remote rural areas, urban slums and conflict affected areas. Child recruitment by the LTTE is regarded as one of the worst forms of child labour, and occurs in the conflict affected areas of the North and East.

A partnership was forged with National Child Protection Authority, Sri Lanka to produce a video on child abuse to increase awareness. A trainer's guide on the prevention of human trafficking has also been brought out as a result of a series of training programs by South Asia Partnership, Sri Lanka (SAPSRI).

To increase public awareness on the issue of women and child trafficking, the Regional Anti-trafficking Program facilitated the visit of journalists to project sites. Their writings on the issue led to political advocacy and policy change. Efforts were made to ensure that women and children affected by trafficking have an opportunity to tell their stories without being sensationalized.

The major components of the Sri Lanka Plan of Action 2008-2015 concentrate especially on children's health, education, and their protection as priority areas for investment.

## Sri Lanka Action Plan

### 3.1 Poverty Reduction 2008 – 2015

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
<b>1. Un-affordability for basic food and Lack of awareness of the necessity of nutritious food among extreme poor</b>	Reduction of poor persons (existing) by 25% between 2007 & 2010	1.1 Provide food subsidies to meet the basic food requirements.	<p>1.1.1 The existing nutrition program to be improved for the benefits of infants, pregnant and lactating mothers.</p> <p>i Revise the present nutrition program (which gives Rs. 200/- per mother) in order to improve nutrition status of the pregnant and lactating mothers.</p> <p>ii Nutrition program to be strengthened and continuous monitoring of the nutrition status of infants, pregnant, &amp; lactating mothers to be organized.</p> <p>iii Special attention has to be given to protect the nutrition status of those women of the prime age groups.</p> <p>iv Educate the community on nutrition concerns in preparation of food</p> <p>1.1.2 Samurdhi subsidy should be targeted to provide assistance to real needy groups.</p> <p>- Samurdhi relief should be limited to 3/5 years.</p> <p>1.1.3 Increase the supply of Thripsha and Corn Soya.</p> <p>- Introduce rice based products with fresh milk (Locally produce at household level).</p> <p>1.1.4 Strengthen awareness program, to educate community and practical experience to be given through demonstrations.</p> <p>1.1.5 Promotion of home gardening</p>	<p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>M/ Health care and Nutrition ,</p> <p>M/Trade, Marketing Development Co-operatives and Consumer Services</p> <p>Dept/ Commissioner General of Samurdhi.</p> <p>Dept/ Census &amp; Statistics</p> <p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division,</p> <p>Dept/ Commissioner General of Samurdhi,</p> <p>M/Finance &amp; Planning</p> <p>Dept. of Census and Statistics</p> <p>M/ Healthcare and Nutrition</p> <p>M/ Agricultural Dev. &amp; Agrarian Services</p> <p>M/ Trade, Marketing Development Co-operatives and Consumer Services</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
		1.2 Provide nutritional supplements to those who do not enjoy the fruits of the development & isolated groups.	<p>1.1.6 Existing training programs to be continued systematically.</p> <p>1.1.7 School midday meal and Food for work (World Food Program) program to be improved.</p> <p>1.1.8 To undertake a study to identify the actual number of poor and malnourished population through community participation.</p> <p>1.1.9 New Programs for war and tsunami affected families (Infants, pregnant and lactating mothers).</p> <p>1.1.10 Introduce special package worth of Rs. 500/- for each pregnant mother in collaboration with the Ministry of Health and Nutrition, Ministry of Livestock Development and the Ministry of Nation Building &amp; Estate Infrastructure Development - Samurdhi Division</p> <p>1.1.11 Provision of 12 bottles (250ml) of milk for children in poor families each month</p> <p>1.2.1 Existing nutrition programs to be strengthened to cover all needy people.</p>	<p>M/ Healthcare &amp; Nutrition M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division M/ Agricultural Development &amp; Agrarian Services</p> <p>RDHS &amp; MOH</p> <p>Dept/ Commissioner General of Samurdhi.</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
<b>2. Dependence Mentality and less avenues for extra income generation</b>	Reduction of No. of persons whose income below 1\$ ppp by 25% by the end of 2010	2.1 Improve Income Generation avenues and Opportunities.	<p>2.1.1 Resource profile of each D.S. division needs to be updated.</p> <p>i Preparation of the priority list through community participation. ii Implement high priority activities during first five years.</p> <p>2.1.2 Following programs ** to be strengthened further; -Gamidiriya -Gampubudu - Maganeguma, - Dahasakwew, -Mahinda Randora Programs, - 300 industrial programs - Kiri gammana</p> <p>1.3 Improve handlooms, art-line products, additional handicraft, etc.</p> <p>2.1.4 Improve land Productivity e.g. Introduction of intercropping,, pre-harvest and post harvest technologies, etc.</p> <p>2.1.5 Expand inland &amp; ornamental fishery 2.1.6 Improve hospitality industry including eco- tourism, indigenous foods, etc.</p>	<p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division Rural and Livelihood Development Division. (R&amp;LD) should co-ordinate with relevant agencies, Provincial Councils District Secretariat.</p> <p>-Dept/ Commissioner General of Samurdhi (D/CGS) -Samurdhi Authority (SA) -Dept/ Rural Development Provincial council My/ R&amp;LD. Dept/C&amp;S M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division (M/NB&amp;EID)</p> <p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division should coordinate with relevant agencies Provincial Council, District Secretariat</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>2.1.7</p> <p>i. Rs. 100.0 mn worth big project in 5 districts during 1<sup>st</sup> year, another 5 projects 3<sup>rd</sup> year, etc. need to be initiated.</p> <p>ii. Coordinate with relevant Ministries to improve productivity of the factors of production.</p> <p>iii. Re-opening of closed industries that are economically viable.</p>	<p>Divisional Secretariat</p> <p>M/Finance and Planning, NGO Secretariats</p>
			<p>2.1.8 Re-engineering of business process of local industries which are under performing.</p> <p>2.1.9 Encourage private sector investment in industry, agriculture and service sectors.</p> <p>i. Widen market opportunities to get the right price.</p> <p>ii. Training and technology transfer to enhance competitiveness</p> <p>2.1.10 Capital accumulation in rural areas through thrift &amp; savings</p> <p>2.1.11 Expansion of investment in rural areas, e.g Janapubudu, Sanasa bank, Seylan Grameen, Isuru Credit, and revolving funds, etc. operated by the Govt., NGO, Private sector, Bilateral and Multilateral Agents</p> <p>2.1.12</p> <p>i. Expansion of Credits, Micro Financing, to improve investment in rural areas.</p> <p>ii. Improve and Modify Samurdhi loan scheme with greater emphasis on local requirement.</p> <p>iii. Encourage government &amp; private banks to practice user friendly banking systems for issuing loans</p>	<p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division to coordinate with relevant agencies, Central Bank , M/ Finance &amp; Planning</p>

<b>Problems / Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
			iv. Change the mind set of the bankers to trust the poor, and be flexible on collateral requirements. v. Create opportunities to share experience on evolving new financial markets e.g. Share market, Treasury bills, and bonds.	
			2.1.13 Increase female participation in all development programs and projects. i. Women as equal partners in decision making process. ii. Empowerment of women through awareness Program, training and education, and increased access to resources, etc.	M/ Child Development & Women Empowerment, M/ Finance and Planning, Women Organizations.
			2.1.14 Government should co-ordinate and facilitates NGOO to carry out their development activities.  2.1.15 Establishment of NGO co-ordination cell in the Ministry, and there should be a forum for closer interaction.	NGO Secretariat Nation Building & Estate Infrastructure Development - Samurdhi Division
			2.1.16 Expand opportunities for technical, vocational and entrepreneurial skills development and create a Culture of Entrepreneurship. i. Provide Seed Capital without collateral as well as incubation facilities to promote business startup with open access to market.  2.1.17 i. Technology for needy people to be transferred. ii. Introduce new areas for self employment.	My/Nation Building & Estate Infrastructure Development - Samurdhi Division. coordinates with relevant agencies.



Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>2.1.18 Introduce cultivation of alternative plants as economic crops, including medicinal plants, Bamboo, lotus, Kohila, etc.</p> <p>2.1.19 Utilize infertile lands for various other development activities eg. Housing schemes, Construction of Factories, etc.</p> <p>i. Utilize infertile lands for housing schemes or develop Industries.</p> <p>ii. Introduce incentive schemes to lease out those infertile/marginal lands to the private sector.</p> <p>iii. Flexible land use policy to induce private sector economic activities.</p> <p>2.1.20 Promotion of energy plantation (Gliricidia) in infertile lands.</p>	<p>M/Finance &amp; Planning</p> <p>M/ Science and Technology,</p> <p>M/Land, &amp; Land Development</p> <p>NGO</p> <p>Private Sector</p>
			<p>2.1.21 Promotion of modern agriculture in keeping with identified agricultural zones and land use planning.</p> <p>2.1.22 Promotion, development and production of high quality seeds at an affordable price.</p> <p>2.1.23 Paddy and other food crops cultivation aiming for export markets.</p> <p>2.1.24</p> <p>i Promote agro marketing with forward and backward integration through Supply Chain Management.</p> <p>ii Promote organic farming among rural agricultural farmers.</p> <p>iii Improve local varieties by means of R&amp;D for higher productivity</p>	

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>2.1.25 Introduction &amp; promotion of suitable crops according to the local conditions.</p> <p>2.1.26 Agricultural extension services to be strengthened.</p> <p>2.1.27 Pre and post harvest technology.</p> <p>2.1.28</p> <p>i. Utilize high quality seeds.</p> <p>ii. Encourage farmers to produce agro products suitable for local and international markets.</p> <p>2.1.29 Develop information and communication system with easy accessibility for producers to get timely information.</p> <p>2.1.30 Encourage farmers to utilize quality input and standard practices in order to improve quality and productivity.</p> <p>2.1.31 Improve packaging to minimize losses as well as for value addition.</p> <p>2.1.32 Production of high quality agricultural crops Introduction of technology for value addition.</p> <p>2.1.33 Expansion of varieties of agricultural crops suitable for export market.</p> <p>2.1.34 Supply of information on agriculture farming techniques to farmers and encourage them to use such techniques.</p> <p>2.1.35 Introduction of technology for value addition.</p> <p>2.1.36 Promotion of branding.</p>	<p>M/ Agricultural Development &amp; Agrarian Services</p> <p>M/ Trade, Marketing Development, Cooperatives and Consumer Services, M/Finance and Planning</p> <p>M/ Industrial Development</p> <p>M/Mass Media &amp; Information</p> <p>BOI</p> <p>SLSI</p> <p>Export Development Board,</p> <p>M/ Agricultural Development &amp; Agrarian Services</p> <p>Research Institutes</p> <p>Universities.</p>

<b>Problems / Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
		2.2. Identify New Economic Activities.	<p>2.2.1 Introduce policies for innovations and imitations and devise methods for motivations for new inventions and imitations.</p> <p>2.2.2 Deploy local &amp; foreign experts to create a conducive environment for innovation and imitation.</p> <p>Carry out studies to identify economically value unexploited resources in rural areas.</p>	<p>Central Bank of Sri Lanka M/Finance &amp; Planning</p> <p>Dept./ C&amp;S with relevant institutions</p>
			<p>2.2.3 Link successful entrepreneurs with the EDB/Gem Corp./SLECI, etc. to enter export markets.</p> <p>2.2.4 Introduce new training programs covering international business procedures, legal and other business aspects of local and international markets.</p> <p>2.2.5 Educate prospective entrepreneurs on market knowledge, information and intelligence for competitive advantage through market information network.</p> <p>2.2.6 Establish new Dedicated Economic Centres/rural fair in potential areas identified under national development Programs.</p> <p>2.2.7 Government policies on imports, such as tariffs, taxes and incentives to promote and protect agricultural and cottage industries</p>	<p>M/ Agricultural Deve. &amp; Agrarian Services RDB M/Finance and Planning. Export Development Board. M/ Trade, Marketing Deve., Cooperatives and Consumer Services,</p> <p>My/ Agricultural Development &amp; Agrarian Services M/Finance &amp; Planning M/ Agricultural Development &amp; Agrarian Services</p> <p>M/Finance &amp; Planning</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
		2.3. Provide Needed Venture Capital to the Rural Poor Community to Commence Small and Medium size Enterprises.	<p>2.3.1 Explore the possibility of developing abandoned Lands owned by defunct public enterprises with the private sector involvement. e.g. Kanthale Sugar, Mahaweli areas, Cement, Paranthan Chemicals -Neelaweli , Neraveli Glass factory, Paper mills at Embilipitiya, Valachchenai to be reactivated or used for alternative developments.</p> <p>2.3.2 Census on Land availability, utilization pattern.</p> <p>2.3.3 Land use planning, special planning to be undertaken.</p> <p>2.3.4 Advocacy and promotion.</p> <p>2.3.5 Encourage consumption of local products.</p> <p>2.3.6 Provide an enabling environment for expansion and diversification of existing industries.</p> <p>2.3.7 To encourage local products through Tax concession.</p>	<p>M/Land &amp; Land Development M/Industrial Development M/ Plantation Industries. M/ Agricultural Dev. &amp; agrarian Services Dept/ Census &amp; Statistics M/Finance and Planning</p> <p>ITI M/ Science &amp; Technology M/ Industrial Development M/Mass Media &amp; Information M/ Finance &amp; Planning M/ Agricultural Dev. &amp; agrarian Services M/ Rural Industries &amp; Self Employment Promotion</p>
			<p>2.3.8 Identify areas to be developed as domestic industries in consultation with industry chambers.</p> <p>2.3.9 Awareness to organize public for participation.</p> <p>2.3.10 Organization of systematic training to commence home based industries.</p>	<p>Dept/C&amp;S M/ Industrial Development M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division. M/ Mass Media &amp; Information M / Finance &amp; Planning. M/ Agricultural Dev. &amp; agrarian Services</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			2.3.11 Expand Janapubudu, Gampubudu, and Banks loans to initiate above economic activities i The savings of the Mahasangam to be utilized as a revolving Fund, for investment in the development of small industries. ii Any unmet demand for funds to be arranged through donor assistance.	M/Finance & Planning. M/Industrial Development. M/Nation Building & Estate Infrastructure Development - Samurdhi Division.
			2.3.12 Present programs to be reassessed, revised, strengthened and expanded to prepare rural entrepreneurs as risk takers as against risk avoiders. 2.3.13 Training programs and practical sessions to share actual experience	M/Finance & Planning. M/Nation Building & Estate Infrastructure Development - Samurdhi Division. Samurdhi Authority Dept/CGS
			2.3.14 Development of human resources of the public sector to play effective roles as change agents in the rural development process. 2.3.15 Involvement of NGOs in organizing this type of programs	NGO M/Social Service & Social Welfare M/ Mass Media & Information Other related Ministries
<b>3. Regional disparities in distribution of health facilities</b>	Access to affordable health facilities for all the people in Sri Lanka	3.1 Ensure the maintenance of the present living standards without deteriorating further.	3.1.1 Family Health programs to be strengthened. 3.1.2 Health camps, school health programs, and awareness programs through family health officers to be expanded 3.1.3. Infants from birth to age 5, and 6-12 years to be referred to the general clinics and school health clinics respectively.	M/ Healthcare & Nutrition M/ Mass Media & Information NGOs Private sector.

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>3.1.4 Convince beneficiaries the importance of attending such clinics through media.</p> <p>3.1.5 Continue monitoring, and evaluation of such programs to be organized</p> <p>3.1.6 Expand community based broadcasting services.</p> <p>Introduce a new community radio programs by the Ministry.</p> <p>3.1.7 Programs on sanitation, food habits, first aid, prevention of infection diseases, etc. to be strengthened.</p> <p>3.1.8 Present training Programs to be revised, expanded, and accelerated.</p> <p>3.1.9 Organize awareness programs for religious leaders, community leaders, etc. as change agents</p> <p>3.1.10 Improve the quality of health services.</p> <p>3.1.11 Expand social security benefits to the vulnerable groups e.g. Health Insurance.</p> <p>3.1.12 Improve the institutional facilities, expansion and promotion of specialist services to the remote areas.</p> <p>3.1.13 Minimize the distress and unfairness of privatizing the public services &amp; prevent the misuse of the public assets.</p>	<p>M/ Healthcare &amp; Nutrition M/ Mass Media &amp; Information</p> <p>M/ Healthcare &amp; Nutrition M/ Education</p> <p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>M/Healthcare &amp; Nutrition My/Education My/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
		3.2. Ensure the protection of the poor from hazards.	<p>3.1.14 Minimize the prices of medicine. Prohibit the sale of the same medicine in different names.</p> <p>3.1.15 Unemployment (seasonal) benefits covered by an insurance scheme</p> <p>3.2.1 Health education &amp; awareness programs.</p> <p>3.2.2 Rehabilitation programs aiming at preventing drug, alcohol addictions to be accelerated.</p> <p>3.2.3 Socialization program for youth entertainment clubs, sport clubs, etc. to be introduced.</p> <p>3.2.4 Laws and regulations for compulsory education for children of migrant families to be strictly enforced and monitored by the community based organization.</p> <p>3.2.5 Govt. intervention through various social safety nets.</p> <p>3.2.6 Remedies to be developed and implemented to prevent in house abuses of young children especially girl child.</p> <p>3.2.7 Laws and regulations for abuse of children and women to be strictly enforced and monitored.</p> <p>3.2.8 Education programs for both men and women in the society to be introduced.</p> <p>3.2.9 Strict law enforcement for offenders and parents.</p>	<p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>M/ Healthcare &amp; Nutrition Presidential Task Force</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>3.2.10 Area police station should closely observe these addicted people and direct them for rehabilitation centres, organize sports activities, etc.</p> <p>3.2.11 Programs for freeing family breadwinners from consuming adult goods to be introduced.</p>	
		3.3 Promote poverty reduction through improving financial management in the family.	<p>3.3.1 More counseling programs for women and girl child of drug addicted families to be organized.</p> <p>3.3.2 Religious programs, and Meditation programs, etc. to be organized.</p> <p>3.3.3 Emerging new issues among socially disabled groups, such as tsunami, war victims, to be identified and addressed immediately</p> <p>3.3.4 Issues on social problems to be incorporated into school curriculum.</p>	<p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>M/ Healthcare &amp; Nutrition NGOs</p> <p>MOH</p> <p>Child Protection Authority, M/ Social Services.</p>
<b>4. Limited access to quality education in secondary, tertiary and vocational education in remote areas</b>	Increase the students by number of 2% in Vocational Training Programs	4.1. Expansion of Vocational and Technical education.	<p>4.1.1 The present V &amp; T programs to be revised suitably for the 21<sup>st</sup> Century</p> <p>4.1.2 When recruiting student for V.T programs some % of Samurdhi beneficiaries to be selected. Expenses involved in it to be provided by Samurdhi Authority.</p> <p>4.1.3 School leaving certificates should be issued only after completing V.T. programs.</p>	<p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>M/Vocational &amp; Technical</p> <p>M/ Finance &amp; Planning</p> <p>M/Vocational &amp; Technical &amp; Training</p> <p>M/Education</p>



Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>4.1.4 Demand can be created from the private sector through discussions with them for their training requirement.</p> <p>4.1.5 Convey the importance of vocational &amp; technical education through media and highly respected well-known persons.</p> <p>4.1.6 V&amp;T subject make compulsory at the GCE O/L, and A/L.</p> <p>4.1.7 Janapubudu Rural Banks NGO'S &amp; Private Sector Credit Schemes</p> <p>4.1.8 Teacher training programs should expand to cover technical education.</p> <p>4.1.9 More vocational training for self employment to be promoted, such as Kitul related food industry, food and beverage, construction, motor mechanic, electronic, etc.</p> <p>4.1.10 Labour demand for vocational training in each DS division to be identified.</p> <p>The above information to be available for rural youth</p> <p>4.1.11 Implementation of vocational technical proposals with the establishment of V&amp; T unit in schools. The unit should gather relevant information to introduce programs.</p>	<p>Samurdhi Authority, M/Vocational &amp; Technical Training M/Vocational &amp; Technical Training M/Education</p> <p>Dept. Census and Statistics, Provincial Councils</p>
		4.2. Strengthen the capacity buildings among poor community	4.2.1 Continues trainings of youth who have under gone technical education to develop their self employment capacity.	<p>M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division. M/Finance and Planning</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>4.2.2 Through Network of public private partnership provide practical experience to establish self help economic activities.</p> <p>4.2.3 Public, Private and NGO should be involved in designing new programs.</p> <p>4.2.4 Develop a comprehensive database for each D.S. division.</p> <p>4.2.5 Student Exchange programs, youth camps, etc. with leading schools, International schools and NGOs to be organized.</p> <p>4.2.6 With the help of International community and donor agencies, organize youth exchange programs/camps, to share and develop new ideas, skills, knowledge and experience</p>	<p>NYC M/Vocational &amp; Technical Training</p> <p>M/Labour Relations &amp; Manpower M/Mass Media &amp; Information M/Youth Empowerment &amp; Socio Economic Development</p> <p>NGOs NYSC M/Education</p>
<b>5. Substandard housing</b>	The total number of households living in semi-permanent, and temporary housing will be reduced to 10 per cent in 2010 and to 5 per cent in 2015	4.3. Enhance human resource development programs for affective implementation of the poverty alleviation programs.	<p>4.3.1 Training with demonstration in advance technology</p> <p>5.1. Ensure the concept of "healthy shelter for all" to minimize health hazards.</p> <p>5.1.1 Update resource profiles of each DS division.</p> <p>5.1.2 Identify the flow areas and basic minimum facilities</p>	<p>M/Finance &amp; Planning M/Housing &amp; Common Amenities District Planning Officers</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			<p>5.1.3 Programs like Deevara Gammmana, Housing Lottery should be expanding NGO &amp; Private organizations</p> <p>5.1.4 Use Samurdhi savings as a revolving fund to provide housing loans with a very nominal interest rates affordable to Samurdhi families.</p> <p>5.1.5 Identify the no. of families who could not build their own houses.</p> <p>5.1.6 NGO/Private sector should assist to build houses for the poor who live in extreme poverty.</p> <p>5.1.7 Assess the no. of families who cannot afford to buy a land to build house.</p> <p>5.1.8 Provide a land to construct houses.</p> <p>5.1.9 Assist the poor to construct houses</p> <p>5.1.10 Assist to construct houses for war affected families.</p>	<p>M/ Housing &amp; Common Amenities My/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division. Provincial Council Dept/ Census &amp; Statistics. Provincial Councils M/ Housing M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>D/C&amp;S M/ Land &amp; Land Dev. M/Housing &amp; Common Amenities M/Nation Building &amp; Estate Infrastructure Development - Samurdhi Division.</p> <p>M/Defence M/F&amp;P</p>
<b>6. Lack of access to safe drinking water and sanitation</b>	- The total number of people with access to safe water will be 80% by 2010 and 90% by 2015	6.1 Appropriate water management, minimizing use of pesticides, control of waste and industrial discharges, optimizing the use of organic fertilizer	<p>6.1.1. Strengthen chlorination of drinking water wells</p> <p>Pumping schemes &amp; water management</p>	<p>NW&amp;D B NGOs, NW&amp;D B M/Education, M/ Healthcare &amp; Nutrition Local Authority</p>

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
			6.1.2 Expansion of new water connections to rural areas. 6.1.3 Expansion of community and rural water supply projects to distance areas.  6.1.4 Expansion of common wells projects through community participation. 6.1.5 Educate community for maintaining of common wells. 6.1.6 Involvement of the community to rehabilitation of water reservoirs. 6.1.7 Expansion of school education programs to promote healthy habits	ITI, NGOs Provincial Councils , NGOs. M/Education and M/Healthcare & Nutrition.  NW&D B  NGOs, NW&D B  M/Education, M/Healthcare & Nutrition
<b>7.Barriers against Conservation of bio-diversity</b>	Genetic resources conservation and associated traditional knowledge	7.1. Promotion & preservation of natural resources for utilization of the present & future generations.	7.1.1 Enhance education for resource management. 7.1.2 Find out alternative source of natural resources. 7.1.3 Introduce new laws and regulations to protect natural resources. 7.1.4. Assess the levels and size of natural resources.	Dept. of Forest, Environmental Authority, Dept/ Agricultural Development & Agrarian Services.  Environmental Authority. Dept. /Census and Statistics.
		7.2. Ensure the implementation of pro-poor growth projects & programs while protecting the environment.	7.2.1 Prevent sand digging & timber cutting 7.2.2 Introduce alternatives for sand and timber 7.2.3 Reforestation and re-plantation programs	Dept./ Forest, Environmental Authority, Dept/ Agriculture.

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
<b>8. Lack of adequate economic opportunity and quality of life that affects negatively the size of the family</b>	The human poverty index (HPI) for Sri Lanka is expected to change from the present level to 14% in 2010 and 10% in 2015.	<p>8.1. Support livelihoods development through facilitating to access information</p> <p>8.2. Pave the way for market and technology.</p> <p>8.3. Introduce insurance systems to protect livelihoods.</p>	<p>8.1.1 Improve activities and coverage of “VIDATHA” resource centres.</p> <p>8.1.2 Establishment of village information centres.</p> <p>8.1.3 Develop a system to take technology to villagers</p> <p>8.2.1 Enhance VIDATHA program</p> <p>8.2.2 Government sponsored sales outlets to be installed in each DS division.</p> <p>8.3.1 Coverage of the present pension scheme to be expanded.</p>	<p>M/Science &amp; Technology M/Trade, Marketing Dev. Co-operatives &amp; Consumer Services Provincial Councils</p> <p>M/Science &amp; Technology</p> <p>M/ Finance and Planning. Insurance Corporation, Dept. Pension</p>

\*\* · Hambantota District - Proposed International Airport, Industrial Bunkering Port, Southern Expressway

· Puttalam District - Proposed Coal Power Plant, Puttalam Padeniya main road, Puttalam Anuradhapura main road, Kalpitiya Tourist Zone·

· Trincomalee District- Proposed Coal Power Plants, Habaran Trincomalee main road, Tsunami effected coastal belt highways and township development Trincomalee investment & tourism zone - Greater Dambulla township

### 3.2 Education: 2008– 2015

#### (1) General Education

Problems / Issues	Targets	Strategies	Programs	Institutions Responsible
1.Barriers of Providing free education to all children between 5-16 years	- 100% enrollment and participation in the formal school (and non-formal centers)	1.1 Encourage parents to send their children to school	<p>1.1.1 Free education to all children from Grade 1 – 13</p> <p>1.1.2 Free school text books to all children from Grade 1 – 11</p> <p>1.1.3 Free school uniform materials to all children from Grade 1 – 13</p> <p>1.1.4 Scholarships and Bursaries for the children who are exceptionally good at Grade 5, Grade 10 and Grade 12 levels</p> <p>1.1.5 Transport subsidy for school children who depend on public transport</p> <p>1.1.6 Ensure a school for every child within a stipulated distance (2km for G1-5, 4km for G6-11, 8km for G12-13)</p> <p>1.1.7 Special education classes conducted in the formal school through providing necessary human and physical resources.</p> <p>1.1.8 Mid-day meal program for primary students</p> <p>1.1.9 Strengthen non-formal education through increasing the number of Non-formal Education(NFE)Centers, Community Learning Centers</p> <p>1.1.10. Make the parents aware on NFE Centers and encourage them to send their dropped out children to these centers</p> <p>1.1.11 Enhance multi-grade teaching</p>	Ministry of Education

<b>Problems / Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
2. Dropping-out of children especially at Grade 5 and Grade 9 levels and also retaining them in the system.	- Ensure that 98% of children will complete compulsory education cycle (age 5-14)	<p>2.1 Ensure full universal participation of 5 – 14 year old children in education and prevent dropping out while promoting retention</p> <p>2.2 Sustain interventions supportive of “education for all” and ensure the effective</p> <p>2.3 Implementation of compulsory education regulations</p>	<p>2.1.1 Effective enforcement of compulsory education regulations and a focus on identifying non-school going children.</p> <p>2.1.2 Provision of incentives to marginalized groups.</p> <p>2.1.3 Improve physical facilities in schools in deprived areas and minimize dropping-out.</p> <p>2.1.4 Activate School Attendance Committees and promote non-formal option.</p> <p>2.1.5 Recognize attendance committees</p> <p>2.1.6 Survey on out-of-school children in disadvantaged areas</p> <p>2.1.7 Introduce management information system (MIS) for NFE</p> <p>2.1.8 Material development for NFE activities</p> <p>2.1.9 Training of trainers and teachers for NFE</p>	Ministry of Education





<b>Problems / Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
4 Lack of balanced personality development	<p>Drug free society in the year 2015</p> <p>-Development of balanced personalities in the student</p>	<p>3.2 Provision of better national and international resources information and other new techniques of the psychosocial intervention for the school system</p> <p>3.3 Developing a monitoring mechanism through ISAs</p> <p>3.4 Establishing/strengthening career guidance service in the school system</p> <p>3.5 Create drug free school environment in order to lead towards a drug free society.</p> <p>4.1 Promote a balanced personality development for students</p>	<p>4.1.1 Promote co-curricula activities in schools</p> <p>4.1.2 Organize and conduct national level competition on Drama in collaboration with respective organizations.</p>	<p>Director / Guidance &amp; Coun. &amp; Co-Curricular Act. / MoE</p> <p>Co-curricular Activities &amp; Guidance and Counseling Branch / MoE DE, ADE</p>

<b>Problems / Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
			<p>4.1.3 Setting up of 460 new mass media clubs (five per division) in the schools by the provincial department with the assistance of the line ministry.</p> <p>4.1.4 Organizing and conducting national level school media festivals annually</p> <p>4.1.5 Introducing Scouting with the assistance of provincial authorities and Sri Lanka Scout Association</p> <p>4.1.6 Introducing Girl Guiding with the assistance of the Sri Lanka Girl Guide Association &amp; provincial authorities</p>	M/ Education Dept. Examinations, National Institute of education
		<p>4.2 Develop the students' aesthetic sense &amp; appreciation power</p> <p>4.3 Provision of discipline for students required by them for the utilization of media in a more rational manner and develop their creative media skills</p>	<p>4.1.7 Promote the Saukyadana Movement in Schools</p> <p>4.1.8 Introduce Cadetting to schools with the assistance of National Cadet Corps &amp; provincial authorities</p>	

Problems & Issues	Targets	Strategies	Programs	Institutions Responsible
5. Need for improving the quality aspects of education and learning achievements.	- Ensure all children achieve mastery level in essential learning competencies.	4.4 Creation of disciplined & society friendly citizens		M/Education Dept. Examinations, National Institute of Education
		5.1 Improving access to ICT Skills and provide library facilities to all schools.  5.2 Strengthening life skills education.  5.3 Improving the quality and access to education in tsunami and conflict affected areas.	5.1.1 Effective training and development of teacher skills and capacities.  5.1.2 Development of improved instruments to test learning achievements.  5.1.3 Training of selected teachers on psychosocial counseling to cover all schools.	

Problems & Issues	Targets	Strategies	Programs	Institutions Responsible
6. Inadequate attention to Human rights, Peace National Harmony, social equity and gender equality	<p>- Promotion of Human Rights, Peace, National Harmony and Gender equity Through School programs</p> <p>- social equity &amp; gender equality</p>	<p>5.4 Improving learning skills and capacities through mastering essential learning competencies, teacher training, strengthening guidance and counseling.</p> <p>6.1 Promotion of knowledge related to peace education, interracial harmony and conflict resolution.</p>	<p>6.1.1 Undertaking a review and improvement to the existing curriculum to promote national harmony and peace, human rights, including gender equity and use of co-curricular programs</p> <p>6.1.2 Improve awareness, knowledge and change behavior in relation to substance abuse.</p> <p>6.1.3 Improve awareness on child abuse and provide protective education.</p> <p>6.1.4 Improve infrastructure facilities to cater to the entire child population in need of education</p> <p>6.1.5 Equitable distribution of human and physical facilities.</p> <p>6.1.6 Review of existing curricula and textbooks.</p> <p>6.1.7 Widen networks of communication among multi-cultural groups</p> <p>6.1.8 Promote use of co-curricular activities to enhance multi cultural understanding and communication.</p>	<p>M/ Education</p> <p>Dept. of Examinations,</p> <p>National Institute of Education,</p> <p>Dept. of Educational Publications</p>

<b>Problems &amp; Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
7. Lack of facilities for Providing literacy for out-of-school children in the 5-14 age group.	- Functional literacy for all out-of-school children	<p>7.1 Expanding outreach to ensure that all out-of-school children under 14 years achieve functional literacy in relevant alternate learning situations.</p> <p>7.2 Opportunities for continued learning for out-of-school children.</p> <p>7.3 Expand Vocational Training.</p> <p>7.4 Reduce gender imbalances in vocational training</p>	<p>7.1.1 Rationalization and expansion of existing network of literacy centers.</p> <p>7.1.2 Establishment of new literacy centers in disadvantaged situations.</p> <p>7.1.3 Establishment of more community learning centers</p> <p>7.1.4 Restructuring of existing courses on vocational training.</p>	<p>Non Formal Education Branch of the Ministry of Education</p> <p>Ministry of Vocational &amp; Technical Training</p> <p>Ministry of Vocational &amp; Technical Training</p>

## (2) Higher Education

Issues/Problems	Targets	Strategies	Programs	Institutions Responsible
1. Need for a new Higher Education Policy appropriate for the development of the country and to achieve a better quality of life for the people	- new National Higher Education	1.1 Development a new National Higher Education Policy through a system of consultation with all stake- holders	1.1.1 Establish a unit in the Ministry to develop the Policy initiatives 1.1.2 Identify and appoint Steering Committee and panel of consultants and experts etc. 1.1.3 Consult stake-holders 1.1.4 Conduct workshops, seminars and to develop draft policy document 1.1.5 Obtain necessary approvals	M/Higher Education
2. Inadequate opportunities for Higher Education	- Provide opportunities to all those who qualify for Higher Education  - Increase intake to Universities and Advanced Technology Institution (ATI's)	2.1. Develop appropriate mechanism  2.2. Expand facilities in the existing universities and the ATI's  2.3. Develop new programs of study  2.4. Explore opportunities to gain overseas scholarships	2.1.1 Identify alternate Methodologies  2.2.1. Improve the infrastructure such as buildings for academic activities and other facilities 2.2.2. Expand academic staff cadre and recruit qualified staff 2.2.3. Develop programs of study based on needs of the country 2.2.4. Improve/ expand opportunities	M/Higher Education  UGC  SLIATE  ATI's

<b>Problems &amp; Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
3. Lack of opportunities for study/training in emerging technologies	-Establishment of an advanced institute of emerging technologies	3.1 Develop pool of experts in relevant emerging Technologies (Academic and entrepreneurial)	3.1.1 Identify the emerging technologies in which training is necessary for national development. 3.1.2 Establish an Institute 3.1.3. Develop regional cooperation with similar institutions	M/Higher Education  M/Science & Technology
4. Need for improvement in relevance and quality of Higher Education	Enhanced quality and standards of programs of study with emphasis on employability of graduates and diploma holders	4.1 Encourage reform of curricular to make the graduate and diploma holders employable and globally competitive	4.1.1 Re-structure current programs with emphasis on skills 4.1.2 Diversify courses 4.1.3. Offer continuing education courses for mature employed students 4.1.4 Introduce new courses to address needs	Universities, SLIATE IRQUE Project
5. Lack of a research culture Higher Education Institutions	- A well established research culture within the higher education institution	5.1Recognize research as integral aspect of teaching and learning a higher educational institutions 5.2 Define relevant areas and maintain a list of researchers	5.1.1 Provide necessary resources for research 5.1.2 Network universities for more efficient use of research equipment 5.1.3 Recognize and reward outstanding research leading to innovations	M/Higher Education UGC Universities SLIATE
6. Necessity of an accreditation system	- Develop an accreditation system	6.1Co-ordinate with higher education institutions to access accreditation process	6.1.1 Evaluate all courses & programs of study in the Universities & ATI's 6.1.2 Establish an accrediting body	M/Higher Education UGC SLIATE Universities

### (3) Vocational Training Sector

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
1. Absence of Quality and relevance of Technical Education and Vocational Training Programs	- Establishment of qualification framework in par with internationally recognized systems	1.1 National vocational Qualifications framework with 7 qualification levels - Development and implementing National Skill Standards  1.2 Conduct competency based assessment - Quality Management systems	1.1.1 Develop skills under Skills Development Project 1.1.2 Prepare National Skills Standards Preparation of additional 50 skills standards	TVEC
	- Improvement of relevance and quality of courses	1.3 Introducing a scheme of competency based National Skills Standards  1.4 Enforcing quality assurance  1.5 Conducting research to Address environmental aspects	1.3.1 Implementing Skills Standards  1.4.1 Develop a unified certification system for national vocational qualifications granted by existing institutions 1.4.2 Commence the registration, of vocational training institutions, accreditation of courses, and quality auditing 1.4.3 Enforcing quality assurance 1.4.4 Conduct registration of training centres  1.5.1 Initiate labour market linkages through job placement and support for entrepreneurship	TVEC NITE DTET VTA NAITA



<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
2. Limited capacity of Qualifications to develop career paths	- Establishment of pathways for upgrading of qualification	2.1 Overall structure of implementation	2.1.1 Upgrade 9 Technical Colleges (one for each province) 2.1.2 Conduct courses in NVQ level from 1 - 4 at Technical Education and Vocational institute 2.1.3 Conduct courses in NVQ level 5 & 6 at colleges of Technology 2.1.4 Conduct courses in NVQ level 7 at University of vocational technology 2.1.5. Establish a Graduate school for Technology & Management in Colombo 2.1.6 Establish a University of Vocational Technology	M/VTT DTET SDP
3. Limited expansion of Structural, operational and managerial capacities	- Improvement of operational and managerial efficiency of TVET	3.1 Introduce rationalization Mechanisms 3.2 Conduct staff training 3.3 Keeping links with local and foreign institutions 3.4 Keep links with industry centre better learning environment	3.1.1 Rationalize TVET system 3.1.2 Improve quality in Training Programs 3.1.3. Introduce 100 occupational training to meet the foreign labour market needs 3.1.4 Provide accommodation and renovation facilities of the trainees	TVEC NITE SL SDP

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
<p>4. Enrolment deficiencies</p> <p>- non popularity of vocational and Technical training among school leavers and parents</p>	<p>- Increase enrolment capacity of TVET institutions</p>	<p>4. 1 Provision of TVET by modes of institution based training (IBT) and Apprenticeship based training (ABT)</p> <p>4.2 Conduct career guidance and Counseling for students parents &amp; teachers</p> <p>4.3 Conduct awareness Programs</p> <p>4.4 Establish new vocational training centres</p>	<p>4.1.1 Increase the number of centres for institutional and apprenticeship based training particularly in rural areas</p> <p>4.1.2 Encourage private sector to conduct technical and vocational training Programs and provide financial support where necessary</p>	<p>M/VT VTA DTET NAITA</p>
<p>5. Gender disparity in enrolments</p>	<p>- Equity of access to TVET for women, disadvantaged groups and disabled</p>	<p>5.1 Reduce the gap of unemployment rate between females and males Improve the quality of employment of females</p> <p>5.2 Provide gender sensitive vocational training and diversified training opportunities for women Similar approach must be taken to cater the disabled groups</p>	<p>5.1.1 Establish vocational training centres including curriculum development and Training of Trainers and provision of equipment and learning resources</p> <p>5.1.2 Upgrade National Vocational Training Centre as a centre of Excellence</p>	<p>M/VT DTET VTA NAITA</p>

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
6.High unemployment rate among youth  7. Low income level of rural youth	- Promotion of self employment	6.1 Facilitation of self-employment providing entrepreneurship training Provision of loans for small business and enterprises 7.1 Providing tool kits	6.1.1 Issue Self employment entrepreneurship promotion investment loan to start self employment in rural areas  7.1.1 Conduct Entrepreneurship development program and (SEIP) loan awareness program Strengthen Career Guidance Program	M/VTT DTET NAITA VTA
8. Lack of public awareness of the opportunities and importance of Technical and Vocational Training	- Improvement of social image of TVET	8.1 Career guidance 8.2 Display exhibitions 8.3 Publications of LMIS Bulletin 8.4 Conduct seminars /publications	8.1.1. Conduct TVET awareness program by exhibition newsletters and brochures 8.1.2 Conduct Teacher training program and Seminars for TVET Staff	VTA NAITA DTET
9. Insufficient no. of the available institutes engage in technical and vocational activities	- Encourage private sector to conduct vocational training Programs	9.1 Facilitate to registration 9.2 Facilitate to Accreditation 9.3 Provision of Equipment 9.4 Establish public-private partnerships	9.1.1 Develop marketing plan 9.1.2 Training Program 9.1.3 Provide consultation and services	M/VTT TVEC

### 3.3 Youth: 2008-2015

Problems/ Issues	Targets	Strategies	Programs	Institutions Responsible
1.Lack of opportunities for youth to participate fully & more widely in National Development process.	-Provide opportunities for youth to participate fully & more widely in National Development Process.	1.1 Conduct of voluntary Shramadana camps.  1.2 Implementation of programs among youth, which would inculcate attitudes on social responsibilities.	1.1.1 Implementation of voluntary Shramadana programs at the levels of youth clubs and divisions 1.1.2 Establishment of youth voluntary Corp 1.1.3 Implement National Youth Shramadana Day for once a six month 1.1.4 Establishment of awards presentation units at School levels  1.2.1 Village Security System (Gramarakshaka) which would lead to the concept of social security among youth organizations. (Centered on Pioneer Youth). 1.2.2 Conducting seminars for social responsibilities under the Government Institution. 1.2.3 Organizing national Programs for leaders of trade union 1.2.4 Programs on preservation and appreciation of the value of world heritages (Sinharaja, Sigiriya) and national heritages.	N.Y.S.C  N.Y.S.C.  N.Y.S.C. National Youth Awards Authority  National Youth Services Council  N.Y.S.C  N.Y.S.C. Youth Crop
2.Inadequacy of opportunities for enhancement of personality development and leadership qualities.	-Ensure adequate opportunities for enhancement of personality development & leadership qualities	2.1 Infuse positive thinking.	2.1.1. District youth camp (Thurunu Naguma). 2.1.2 Programs on communication aimed at behavioral changes 2.1.3. Counseling programs for imprisoned youth 2.1.4. Personality development programs for displaced youth 2.1.5. Empowerment programs for youth with disabilities 2.1.6. Program to team-up youth of the plantation sector. 2.1.7. Community Learning Centre	N.Y.S.C.  N.Y.S.C. N.Y.S.C N.Y.S.C N.Y.S.C N.Y.S.C

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
		2.2 Development of life-skills	<p>2.2.1 Teaching of the subject of life skills at schools</p> <p>2.2.2 Conduct life skills programs at secondary and tertiary educational institutes and at vocational training institutes.</p> <p>2.2.3 Telecast tele-dramas centered on the subject of life skills.</p> <p>2.2.4 Life skills programs at garment factories.</p> <p>2.2.5 Leadership programs for students of the advance level classes.</p> <p>2.2.6 Training programs at district level under the program “progressive youth”.</p> <p>2.2.7 Life skills programs for school prefects.</p> <p>2.2.8 Leadership awards ceremonies</p> <p>2.2.9 Workshops for Golden Award candidates</p> <p>2.2.10 Youth Awards Ceremony</p> <p>2.2.11. Special life skills program for proposed national voluntary Corp for disaster management.</p>	<p>N.Y.S.C &amp; MoE</p> <p>N.Y.S.C &amp; UNICEF</p> <p>N.Y.S.C &amp; M/ Media &amp; Information</p> <p>N.Y.S.C. &amp; Ministry of Labour relations &amp; Manpower</p> <p>N.Y.S.C. &amp; MoE</p> <p>N.Y.S.C</p> <p>N.Y.S.C &amp; MoE</p> <p>N.Y.S.C. &amp; MoE</p> <p>N.Y.S.C., MoE &amp; Provincial Council</p> <p>N.Y.S.C.</p> <p>N.Y.S.C.</p>

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
		2.3. Launching of program to strengthen the attitudes	2.3.1 “Pioneer Youth” program. 2.3.2 Change-agent programs at Universities and Higher Educational Institutes. 2.3.3 Attitudinal improvement programs at Prisons, Remand Camps and Rehabilitation Camps(drug addicts) 2.3.4 Implement community service programs for University students	N.Y.S.C. /Youth Corp N.Y.S.C.& University Grant Commission N.Y.S.C. with Department of Prisons Ministry of Education & Higher Education
3.A High incidence of unemployment and under employment among youth particularly among young women.	- Reduce high incidence of unemployment and underemployment among men and women	3.1 Career Guidance & Vocational Training.	3.1.1. “Thurunu Shakthi i Center” program. 3.1.2. Awareness program on counseling and guidance. 3.1.3. Motivating programs on self-employment. 3.1.4. District job market program. 3.1.5. Establishment of youth business Network 3.1.6. Vocational guidance programs for students prior to/after university entrance.	N.Y.S.C./Youth Corp NYSCO N.Y.S.C.  Youth Entrepreneurship Development Division  N.Y.S.C.  N.Y.S.C.

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
3.B Inadequate employment opportunities.	-Generate employment opportunities in expanding sectors. Such as ICT, marketing etc		3.1.7. Survey on requirements of employers.	N.Y.S.C. with M/Vocational & Technical training N.Y.S.C. Youth Entrepreneurship Development Division  Dept. Of Social Services N.Y.S.C. Ministry of Youth Affairs Ministry of Vocational Training Department of Social Services N.Y.S.C.
			3.1.8. Survey on trainees who had completed the training.	
			3.1.9. Publicity program through media.	
			3.1.10. Conduct of exhibitions of products of vocational training centers.	
			3.1.11. Vocational Training courses & Carrier Guidance Programs for rural young men and women.	
			3.1.12 Conducting workshops for instructors in collaboration with Employers Federation and relevant Ministries.	
			3.1.13. Introduction of new training courses	
		3.2. Financial assistance, technical know- how & infrastructure facilities.	3.2.1. Establish Mobile Vocational Service unit	NYSCO  NYSCO  NYSCO  NYSCO
			3.2.2. Conduct Consultancy services for entrepreneurs.	
			3.2.3. Conduct of technical workshops.	
			3.2.4. Conduct trade fairs of traditional handicrafts.	
			3.2.5. Project to introduce special loan schemes.	

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
			<p>3.2.6. Training programs on entrepreneurship development ( associated with indigenous traditional handicrafts production villages.)</p> <p>3.2.7. Special loan schemes for youth entrepreneurs’ rural industrial development.</p> <p>3.2.8. Scholarships for improve technical know-how.</p>	<p>NYSCO</p> <p>NYSCO</p> <p>NYSCO</p>
		3.3 Improve efficiency & Productivity.	<p>3.3.1. 5S productivity concept program.</p> <p>3.3.2. Management training programs.</p> <p>3.3.3. Out-bound program.</p> <p>3.3.4. Competition to select the best trainer.</p> <p>3.3.5. Awareness program for time management</p>	NYSCO
		3.4. Advance vocational training program aiming for foreign labour market.	<p>3.4.1. Survey on foreign employment market.</p> <p>3.4.2. Awareness program on employment attitudes and employment opportunities.</p> <p>3.4.3. Establishment of foreign employment bank.</p> <p>3.4.4. Program to form pools of new inventors.</p> <p>3.4.5. Formation of new inventors’ organizations at district levels.</p> <p>3.4.6. Provide technical assistance to identified new inventors</p> <p>3.4.7. Program to provide financial assistance.</p> <p>3.4.8. Direct young inventors for international inventors’ competitions.</p> <p>3.4.9. Conduct exhibitions of new inventors.</p>	Ministry of Labour and Foreign Employment Bureau
		3.5. To improve facilities in Vocational and Technical Training Programs.	<p>3.5.1. Establish new Training Centers.</p> <p>3.5.2. Improve facilities to the existing Training Centers.</p> <p>3.5.3. Introducing new occupations</p> <p>3.5.4 Identify courses for new occupations.</p> <p>3.5.5 Prepare occupational standards (Skills Standards) for the identified occupations.</p> <p>3.5.6 Provide modern equipment to the Training Centre train the technical staff in line with advancement of new technology.</p>	Ministry of Vocational & Technical Training



<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
		3.6 With the assistance of the private sector to creating opportunities for the trained youth in Small Scale Enterprise for improving their entrepreneurial skills	3.6.1. Continuous assessment of existing labour market. 3.6.2. Create job opportunities in the industry. 3.6.3. Provide Small Scale Enterprise and self-employment for men and women in the informal sector.  3.6.4. Facilitate loan schemes for Small Scale Enterprise and self-employment.	Ministry of Vocational & Technical Training  Youth Corp  Ministry of Vocational & Technical Training
3C. 22% of unemployment rate among youth between 15 to 24 age range	- Improve impact of various initiatives	3.7 Cabinet approval to the Youth Employment National Action Plan  Cabinet sub committee for youth employment  Establishment of youth employment steering committee  Establishment of youth employment national secretariat	3.7.1 Establish an inter-ministerial coordination body-on youth employment located within Ministry of Youth Affairs in order to reduce areas of overlap and increase their impact  3.7.2. Empower the Youth Employment National Secretariat (YEN'S) as a convener for such a body  3.7.3. Conduct regular surveys on youth employment issues to assess current situation and to monitor and evaluate impact of ongoing programs and projects	YEN Secretariat  YEN Secretariat  YEN Secretariat



<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
6. Lack of greater opportunities for sports, recreational, cultural and aesthetic activities and programs.	- Create greater opportunities for sports, recreational, cultural and aesthetic activities and programs	6.1 Development of facilities for youth to spend their time in sports and leisure productively.	6.1.1 Draw-up a structural plan to direct youth towards a post-school education on sports. (National Sports Academy). 6.1.2. Integrate Sports Clubs with Youth organizations. 6.1.3. Organize exhibition matches among sports pools. 6.1.4. Program to protect indigenous sports. 6.1.5. Development program for indoor games. 6.1.6. Program to develop adventure sports and traditional sports. 6.1.7. Program to train school children to uplift their talents to national level.	N.Y.S.C. With Department of Sports Development
		6.2 Introduce the importance of sports and good mental behavior for youth.	6.2.1. Culture programs for National Festival such as New year. 6.2.2. Special Religious programs. (Meditation Programs – Thurunu Aruna)	
		6.3 Stress the importance of preventive programs for youth.	6.3.1 Drug prevention program. 6.3.2 Awareness programs for street children, beach boys, commercial sex workers and three-wheel drivers. 6.3.3 Conduct programs integrated with Family Health Officers, Public Health Officers and rural leaders. 6.3.4 Counseling training program for rural leaders. 6.3.5 Implementation of counseling centers at village level.	

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
7. Lack of effective career counseling focusing on youth.	- Ensure effective career counseling focused on youth.	7.1 Participatory Development  7.2 Inculcate the affection for local products and ideas.	7.1.1 Formation of participatory circles in schools and educational institutes.  7.1.2 Implementation of programs to make available opportunities for youth who are addicted to various activities and ignored by the society.  7.1.3 Participatory activities to take place in prisons and retaining camps.  7.1.4 Conduct annual exhibitions which provide opportunities to raise self-confidence and creativeness.  7.2.1 .Implement programs in rural youth organizations which will lead to build-up to the appreciation and preference for local inventions and productions.  7.2.2 publicity program targeted government, private and public places  7.2.3 “Tharuna Sithata Daham Sisila” program	N.Y.S.C.  N.Y.S.C.  N.Y.S.C. with Department of Prisons  N.Y.S.C.  N.Y.S.C.
8.High risk behaviour patterns and unhealthy lifestyles among youth which are	- Inculcate relaxed mind and creative skills within the youth.	8.1 Development of values and aesthetic sense.	8.1.1 Implementation of curricula as well as aesthetic programs in schools and higher educational institutions. 8.1.2 Get the youth organizations actively involved in activities on new inventions. 8.1.3 Aesthetic programs for youth isolated from the society ( i. e. disabled, in prison camps).	N.Y.S.C.  N.Y.S.C. with National Institute of Education

<b>Problems/ Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
conducive to substance abuse (alcohol, tobacco and drugs as well as suicides and unsafe-sexual behaviour .		<p>8.2. Instill and develop decency and discipline in sexual behaviour.</p> <p>8.3. Develop potential skills of the youth.</p>	<p>8.2.1 Communication programs on behavioral changes related to reproductive health.</p> <p>8.2.2. Youth friendship service program.</p> <p>8.2.3. Training of rural leaders as befriended.</p> <p>8.2.4 Implement health education programs for youth including HIV/AIDS and other sexually transmitted diseases.</p> <p>8.2.5 Training community drug workers</p> <p>8.3.1. Programs to identify natural talents.</p> <p>8.3.2. Training programs to develop identified talents.</p> <p>8.3.3. Evaluation programs at divisional, district and national levels.</p>	N.Y.S.C.

### 3.4 Women's Empowerment: 2008- 2015

Problems & Issues	Targets	Strategies	Programs	Responsible Institutions
1. Discrimination against women in the legal provision & in enforcement of law.	- Elimination of legal discrimination & recognition of women's rights	1.1 Law & policy reforms -Family law -Land Development - Ordinance	1.1.1 Incorporation provisions of CEDAW & Women's Charter in national legislations 1.1.2 Engendering legislation	M/ Child Development & Women's Empowerment  M/ Justice & Law Reforms
		1.2 Effective Enforcement of Laws  -Labour Regulations -Penal Code -Laws related to domestic violence	1.2.1 Sensitization of Law Enforcement Officers & capacity building of law Enforcement Institutions (e.g. Women and Children Desks in Police)	NCW M/Land and Land Development M/Justice& Law Reforms  M/CD& WE NCW Police Dept.
2 Inadequate Women Representation in decision making and in Public life	- Ensure 30% women Participation in decision making level in Public, Private Institutions and Statutory boards	2.1 Issue policy directives to achieve at least 30% women in decision making level  2.2 Sensitization of policy makers 2.3 Empowering women to perform decision making positions efficiently and effectively	2.1.1 Lobbying for policy directives  2.2.1 Conducting sensitization programs	M/ Child Development & Women's Empowerment Women's Organizations  M/ CD & WE Women's Organizations

<b>Problems &amp; Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Responsible Institutions</b>
<p>3 A Gender Inequality in Labour market</p> <p>B. Gender Division in Labour market limits the access of women to technological employment</p>	30% of Members of Parliament and Local Assemblies to be Women by 2015	2.4 Sensitization of political party leaders to nominate women candidates at Elections	2.4.1 Lobbying campaigns to nominate Women candidates at elections	NCW M/ CD & WE Election Dept. NGOs
		2.5 Empowering women to function in decision making positions efficiently and effectively	2.5.1 Leadership training & capacity building programs	M/ CD & WE All other Ministries
	- At least 45% participation of Women in Labour force by 2015	3.1. Increase remunerative employment opportunities for women in expanding areas in Labour market	3.1.1 Surveys, Researches, Studies to Identify new avenues of jobs	M/ Labour Dept. of Census and Statistics Research Institutes
	- 40% employment in technological jobs for women by 2015	3.2. Increase employment opportunities for women in technological areas in the labour market	3.1.2 Restructure vocational training programs to meet labour market demand  3.2.1 Conduct Surveys, Researches, Studies to identify avenues of technological employments for women	M/ M/Vocational & Technical Training  M/ Labour Dept. of Census and Statistics Research Institutes

Problems & Issues	Targets	Strategies	Programs	Responsible Institutions
<p>C. The “Glass Ceiling” impedes Women’s upward Occupation mobility to decision making positions</p> <p>D. Low wages and inadequate Protection for Women in Export Processing Zones</p> <p>E. Vulnerability of migrant women workers to economic and sexual exploitation</p>	<p>- 40% employment of Women in decision making level positions by 2015</p> <p>- Protect migrant women Employees from Economic and sexual exploitation</p>	<p>3.3 Lobby for equal access of women to decision making positions by 2015</p> <p>3.4 Revise recruitment and promotion procedures to ensure equal opportunities</p> <p>3.5 Improve working Conditions of Women working in Export Processing Zones</p> <p>3.6 Expedite bilateral agreements with Labour receiving countries to protect migrant women</p>	<p>3.3.1 Introduce gender sensitive recruitment procedures</p> <p>3.4.1 Sensitize policy makers to revise recruitment and promotion procedures</p> <p>3.4.2 Lobby for policy changes and implementation</p> <p>3.4.3 Sensitize policy implementers to follow revised policies and procedures</p> <p>3.5.1 Efficient and effective implementation of Labour Laws</p> <p>3.6.1 Lobbying for bilateral agreements with labour receiving countries</p>	<p>M/ Labour Relations &amp; Manpower, Dept. of Census &amp; Statistics, Research Institutes</p> <p>M/ Public Administration All Public &amp; Private Institutes M/ Labour Relations &amp; Manpower M/ Public Administration M/ CD &amp; WE M/ Labour Relations &amp; Manpower</p> <p>M/ Labour Relations &amp; Manpower</p> <p>M/ CD &amp; WE M/ Labour Relations &amp; Manpower</p>



Problems & Issues	Targets	Strategies	Programs	Responsible Institutions
<p>4. A. Wide gender gap of Women in literacy rate in over 50 age group in certain segments of population</p> <p>4. B. Less participation of girls in technological education field</p>	<p>- Improve literacy level</p> <p>- Increase 40% of enrolment in technical related education and training Program for women by 2015</p>	<p>3.7 Raising awareness of migrant women about laws regulations and about situation of labour receiving countries</p> <p>4.1. Supply support services</p> <p>4.2 Take purposeful measures to reduce gender imbalance in enrolment in technical related programs</p>	<p>3.7.1 Raising Awareness of women on labour laws</p> <p>3.7.2 Sensitize parliamentarians and policy makers</p> <p>3.7.3 Lobbying for making agreements with labour receiving countries</p> <p>3.7.4 Conduct awareness raising programs</p> <p>4.1.1 Conduct functional literacy classes</p> <p>4.2.1 Encourage girls to follow technical related courses</p>	<p>Foreign Employment Bureau M/ Labour Relations &amp; Manpower</p> <p>Foreign Employment Bureau M/ Labour Relations &amp; Manpower</p> <p>M / Education</p> <p>M / Education</p>

Problems & Issues	Targets	Strategies	Programs	Responsible Institutions
4.C. Gender roles stereo types in educational materials	<ul style="list-style-type: none"> <li>- Reduce gender gap in access to ICT</li> <li>- Eliminate gender roles in curriculum &amp; in text books</li> </ul>	<p>4.3 ICT training for women</p> <p>4.4 Introduce content to promote the concept of gender equality &amp; the empowerment of women</p>	<p>4.3.1 Develop at least one school in Each DS Division with Science, IT and Technical Education</p> <p>4.4.1 Survey of text books</p> <p>4.4.2 Introduction of gender sensitive curricula</p>	<p>M / Education M/ Science &amp; Technology ICTA</p> <p>Universities M/Education Women's Research institutions NIE</p>
5. A. Incidence of under nutrition among women	<p>-MMR 1/10,000 Female IMR 5/1,000 Female CMR 2/1,000 by 2015</p>	5.1 Improving nutritional levels	<p>5.1.1 Raising awareness on importance of having Nutritional foods</p> <p>5.1.2 Special Samurdhi Support program for poorest group of women</p>	<p>M/ Labour M/ Health care &amp; Nutrition M/ CD &amp; WE</p> <p>M/ Nation Building &amp; Estate Infrastructure Development</p>
5.B. Anemia among pregnant mothers and lactating mothers		5.2. Provide micro nutritional supplementation for pregnant and lactating mothers	<p>5.2.1 Supply free Nutritional foods and Vitamins for Pregnant mothers and Lactating mothers</p> <p>5.2.2 Raising awareness on Nutrition</p>	<p>M/ Healthcare &amp; Nutrition</p> <p>M/ Healthcare &amp; Nutrition Women's Bureau</p>

<b>Problems &amp; Issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Responsible Institutions</b>
<p>6. Inadequate support services for women to prevent from gender based violence in various areas such as :</p> <ul style="list-style-type: none"> <li>-Domestic violence</li> <li>-Sexual harassment<sup>1</sup> and violence in work places</li> <li>-Trafficking, Exploitation, Commercial sex work,</li> <li>-Rape and incest</li> </ul>	<p>- Eliminate gender based violence</p>	<p>5.3 Improve the capacity of peripheral health institution to meet the reproductive and other health needs of women</p> <p>6.1 Provide support through legal aid, crisis centers, hot line, Cyber watch and counseling for women victims of GBV</p> <p>6.2 Strengthen capacity of law enforcement institutes to support to women victims of GBV</p>	<p>5.3.1 Supply specialist doctors and other technical staffs and modern equipments to hospitals in periphery</p> <p>6.1.1 Legal and psychosocial support through legal aids, hot lines, women crisis centers, counseling centers and etc.</p> <p>6.2.1 Awareness raising on GBV and on existing laws.</p> <p>6.2.2 Research &amp; ongoing monitoring of incidence of Gender Based Violence</p>	<p>M/ Healthcare &amp; Nutrition Women's Bureau</p> <p>M/ CD &amp; WE NCW Women's Bureau NCPA, NGO's</p> <p>NCW Women's Bureau M/ Justice &amp; Law Reforms</p> <p>M/CD &amp; WE NCW, Women's Bureau Women's Organizations M/CD &amp; WE NCW, Women's Bureau Women's Organizations</p>

### 3.5 Children's Development: 2008- 2015

Problems/issues	Targets	Strategies	Programs	Institutions Responsible
<b>1. <u>Health</u></b> A. Risk of high neonatal and pre-natal mortality B. Low birth weight, inadequate weight gain in pregnancy, maternal under nutrition and anemia complicating pregnancy C. Increasing teenage pregnancies D. Need to promote early childhood development including physical, emotional, cognitive and psychosocial development E. Existing inter district and intra district disparities in under five child mortality F. Childhood mortality and morbidity are still not the expected level	<u>During Pregnancy and New Born Care</u> - Lower maternal mortality from 49 to less than 40 per 100,000 births - Lower maternal morbidity by 25% - Improve weight gain in pregnancy from 8Kg to 10Kg and thereby low birth weight from 16.7% to less than 13 percent. - Reduce teen pregnancies by 25% - Prevent mother to child transmission (MTCT)	1.1 Providing quality ante natal, natal and pre natal care/ access to emergency Obstetrics Care 1.2 Reducing inter-district disparities in services 1.3 Nutrition education and supplementary feeding programs including the promotion of breast feeding 1.4 Prevention and control of anemia 1.5 Active discouragement and prevention of teen pregnancies 1.5 Improving the quality and access to FP (Family Planning) services 1.6 Improved outreach of HIV/AIDS & STD services	1.1.1 Improve quality of care programs for mothers and expand emergency obstetric care 1.3.1 Nutrition education programs 1.5.1 Education activities for adolescent girls and boys 1.6.1 Improve FP services 1.7.1. Expand HIV/AIDS & STD services	Family Health Bureau/ MOH  Nutrition Department/ MOH/FHB  Health Education Bureau/MOH  Family Health Bureau/ MOH  National HIV/AIDS & STI control Program

Problems/issues	Targets	Strategies	Programs	Institutions Responsible
<p>G. Under nutrition and micro nutrient deficiencies</p> <p>H. Inadequacies in School health services for adolescents</p> <p>I. Under-five mortality and morbidity</p> <p>J. Obstacles for ensuring universal child immunization</p> <p>K. Under nutrition and micro nutrition deficiencies in any infants and pre school children</p>	<p><u>Infant and Pre-School Child</u></p> <p>- Reduce under five mortality and morbidity –</p> <ul style="list-style-type: none"> <li>- IMR from 12.2 per 1,000 live births to less than 9.5 per 1,000 live births</li> <li>- Neonatal mortality from 12.9 per 1,000 live births to less than 7 per 1,000 live births</li> <li>-</li> <li>- 1 to 5 mortality from 0.93 per 1,000 children to less than 0.85 per 1,000 children in that age group.</li> <li>- .Contribute to the eradication of polio and the virtual elimination of measles and tetanus.</li> <li>- .Reduce underweight children under five by 25%</li> <li>- Reduce iron deficiency in preschoolers from 34% to 18%.</li> <li>- Reduce morbidity and mortality (25%) related to ARI, diarrhoeas and dysentery and mosquito borne infections</li> </ul>	<p>1.8 Improve the quality of new born care</p> <p>1.9 Enhance the nutritional status of infants and pre-schoolers and prevent micronutrient deficiencies.</p> <p>1.10 Promote nutrition education, micronutrient supplementation, strengthen growth monitoring.</p> <p>1.11 Prevent and control diarrhoeal diseases and expand the provision of safe water and sanitation including the promotion of hygienic practices.</p>	<p>1.8.1 Improve new born care programs better</p> <p>1.9.1 Nutrition for infant and preschoolers including better infant and young child feeding practices</p> <p>1.11.1 Control of diarrhoeal Diseases</p>	<p>Family Health Bureau/MOH</p> <p>Family Health Bureau/MOH</p> <p>Epidemiology unit/MOH</p> <p>Epidemiology unit/MOH</p>

Problems/issues	Targets	Strategies	Programs	Institutions Responsible
L. Need for Equitable distribution of MCH services ensuring quality of care	<ul style="list-style-type: none"> <li>- Sustain the current immunization coverage of infants with DPT, polio and measles and 100% coverage of mothers with tetanus toxoid.</li> <li>- Improve the quality of care at MCH Clinics and also ensure an equitable coverage of quality services in all districts.</li> </ul>	1.12 Sustain child immunization, ensuring effective surveillance and quality of services.	1.1 Sustaining universal child immunization	FHB / MOH
M. Unequal School Health Services	<p><u>School Child</u></p> <ul style="list-style-type: none"> <li>- Universal School Health Services</li> </ul>	1.1 Expand school health & Improve school medical inspections (early identification and correction of defects and disabilities).	1.1.1 Expand School Health Services	Family Health Bureau / MOH
N. Iron deficiency , Anemia among school girls			1.2.1 Nutrition education and Iron Supplementation through Schools	Provincial Health Authorities
O. Psychological problems among school children	<ul style="list-style-type: none"> <li>- Reduce iron deficiency among school children from 55% to less than 40% with special emphasis on adolescent girls.</li> <li>- Improve the psychosocial and emotional status of school children</li> <li>- Promote healthy life styles among school children with include the prevention of child abuse substance</li> </ul>	<p>1.2 Provision of Nutritional supplements &amp; iron supplements through schools</p> <ul style="list-style-type: none"> <li>-Nutritional education in schools.</li> </ul> <p>1.3 Psychosocial interventions for schools</p>	1.3.1 Psychosocial counseling and services.	Family Health Bureau & Nutrition Division

Problems/issues	Targets	Strategies	Programs	Institutions Responsible
<p>P. Substance abuse, poor knowledge of reproductive health. HIV/AIDS &amp; STDs</p> <p>Q. Lack of safe water, sanitation in schools</p> <p><b>2.Early Childhood Development</b>  A. Inadequacies in the promotion of both home based and Centre Based facilities for Early Childhood Care and Development(ECCD)</p>	<p>abuse (tobacco alcohol and drugs) and reproductive health including HIV/AIDS &amp; STD prevention &amp; provide adolescent friendly services including life skills education.</p> <p>- All schools to have access to safe water &amp; sanitation.</p> <p>- Improve access to dental care</p> <p>- Increase the participation of 3 – 5 year children in pre-school education programs from an average of 62% to 80%.</p>	<p>1.4 Expand services and education for adolescents.</p> <p>1.5 Improve access to safe water and sanitation in schools and promote hygiene education.</p> <p>1.6 Strengthen dental care services in schools</p> <p>2.1 Providing incentives to ECCD providers to expand number of centres and initiate new ones</p>	<p>1.4 Life skills education and reproductive programs for Adolescents</p> <p>1.5 Provide safe water and sanitation to schools</p> <p>1.6.1 Dental care services for all schools</p> <p>2.1.1 Expand ECCD centres at Provincial Level</p>	<p>FHB /MOH Provincial Health Authorities</p> <p>MOE Provincial Education Authorities</p> <p>Dental Health Services / MOH/ Provincial Health Authorities</p> <p>Children's Secretariat Provincial Councils</p>

<b>Problems/issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
	<p>- Train all pre-school teachers</p> <p>- Improve the quality of the Early Child Care Centres and Early Child Care Development education</p> <p>- ensure the early childhood care and development</p>	<p>2.2 Ensure quality assurance in relation to the training of ECD service providers.</p> <p>2.3 Implementation of ECD Policy Island wide</p> <p>2.4 Implementation of minimum standards &amp; guidelines for ECD centres</p>	<p>2.1.2 Conduct awareness raising programs through Media &amp; parent education programs</p> <p>2.2.1 Increase pre school teacher training and diploma programs</p> <p>2.3.1 Conduct Awareness raising programs on ECD for relevant officials and teachers</p> <p>2.4.1 Conduct awareness raising programs for pre school teachers, care givers, and parents</p> <p>2.4.2 conduct awareness raising programs on ECD for relevant officials</p>	<p>Children's Secretariat Provincial Councils NGOs</p> <p>Children's Secretariat Provincial Councils</p> <p>Children's' Secretariat Provincial Councils</p> <p>Children's' Secretariat Provincial Councils</p>



Problems/issues	Targets	Strategies	Programs	Institutions Responsible
<b>3. Protection</b>  A. Lack of measures for prevention & control child abuse & exploitation	- Elimination of all forms of child abuse and exploitation including physical, emotional and sexual abuse and promote awareness and knowledge focused on prevention  - Rehabilitation of all child victims of abuse and exploitation.  - review all Sri Lanka's laws and legal procedures to confirm to its obligations under international instruments	3.1 Improve awareness and education on child abuse among parents and care givers.  3.2 Elimination of child trafficking and commercial sexual exploitation  3.3 Prevent exposure of children to cyber sex  3.4 Reform substantive law, reform procedural law, improve law enforcement and undertake ancillary procedural measures.  3.5 improve the quality of investigation by the NCPA and WE & C Desks of the police department	3.1.1 Promote awareness on child abuse including physical, emotional and sexual aspects  3.2.1 Improve the reporting of child abuse and quality of the database. 3.2.2 Establish a child help line  3.3.1 Expand the cyber watch unit of NCPA  3.4.1 Improve current procedures for medico legal examination of child victims implement greater application of video evidence in Courts  3.4.2 Strengthen and activate District Child Development committees to improve activities at District, Divisional, and GN division levels  3.5.1 conduct awareness raising programs for relevant officials, law enforcement officers and public	NCPA  Min. of Justice & Law Reforms, National Child Protection Authority (NCPA)

<b>Problems/issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
<p>B. Problem among children of working women and female migrants</p> <p>C. Greater abuse of children of migrant women &amp; working women</p> <p>D. Poor care facilities for children of migrant women &amp; working women.</p>	<p><u>Children of Migrant and Working Women</u></p> <p>- To promote adequate care and protection to the children of migrant and working mothers.</p>	<p>3.6 Enforce the maternity benefits ordinance regulation</p> <p>3.7 Ensure compulsory registration of all migrant women</p> <p>3.8 Improve financial allocations for programs for children of migrant mothers.</p> <p>3.9 Undertake Research/Surveys to determine extent of problems of migrant and working women, and services needed.</p> <p>3.10 Provide protective networks of services at village/community level for families of migrant women.</p>	<p>3.6.1 Advocacy and promotion programs</p> <p>3.7.1 Monitoring registration &amp; compliance</p> <p>3.8.1 Resource mobilization &amp; budget review</p> <p>3.9.1 Preparation of reports/survey</p> <p>3.10.1 development of a protective network</p>	<p>Women's Bureau/ Min. of Women Empowerment &amp; Child Development</p> <p>Foreign Employment Bureau</p> <p>Foreign Employment Bureau</p> <p>Dept. of Sociology./ University of Sri Jayewardenepura</p> <p>Foreign Employment Bureau</p>

Problems/issues	Targets	Strategies	Programs	Institutions Responsible
	<p><u>Children with Disability</u></p> <ul style="list-style-type: none"> <li>- Improve coverage and services for disabled children.</li> <li>- Ensure access of special education facilities for disabled children.</li> <li>- Promote integration of disabled children into Society and protect their rights.</li> <li>- Prevent known congenital disabilities by preventive interventions e.g. Consanguinity, Rubella, Mumps, Jaundice and pre-marital genetic counseling.</li> </ul>	<p>3.11 Provide day care facilities to help working mothers.</p> <p>3.12 Expanded services to reach all children in need</p> <p>3.13 Training of staff from institutions providing care, special/inclusive education.</p> <p>3.14 Expand Community Based Rehabilitation Activities</p> <p>3.15 Promote Inclusive Education.</p> <p>3.16 Include facilities for Vocational Training for the Disabled.</p>	<p>3.11.1 Identifying daycare needs/ development of policies</p> <p>3.14.1 planning and developing expanded services based on needs</p> <p>3.15.1 special education training programs</p> <p>3.15.2 training in CBR at community level</p> <p>3.16.1 training programs for teachers in inclusive education</p>	<p>Women's Bureau/ Min. of Women Empowerment &amp; Child Development</p> <p>Min. of Social welfare</p> <p>NIE MOE</p> <p>Provincial and District Authorities MOE / NIE</p> <p>Min. of Social Welfare/MOE/MOH</p> <p>College of Obstetricians and Gynecologists</p>

<b>Problems/issues</b>	<b>Targets</b>	<b>Strategies</b>	<b>Programs</b>	<b>Institutions Responsible</b>
4.Gaps in the available care in institutions for abused, abandoned and exploited children	<ul style="list-style-type: none"> <li>- Improving care for victims of abuse</li> <li>- Improvement to the quality of service provided by existing institutions</li> </ul>	<p>3.17 Improve antenatal, natal and postnatal care to prevent disabilities and strengthen early detection.</p> <p>3.18 Improve counseling for parents-to-be.</p> <p>3.19 Detection in early childhood and minimize risks. Introduce newer detection technologies and treatment procedures</p> <p>4.1 Increase the number of institutions</p> <p>4.2 Train the staff of existing institutions to improve quality of care</p>	<p>3.17.1 Vocational training programs</p> <p>3.18.1 Counseling in relation to consanguinity</p> <p>3.18.2 Counseling programs in hospitals and in community</p> <p>3.19.1 Early detection of abnormalities through better screening.</p> <p>3.20.1 Training medical staff, supplies for better screening and early detection</p> <p>4.1.1 Build new centres particularly in underserved districts</p> <p>4.2.1 Preparation of minimum standards for care institutions and a monitoring mechanism</p>	<p>Civil Society Organizations</p> <p>Religious Institutions</p> <p>MOH</p> <p>M/CD &amp; WE NCPA Dept. of Probation and Child Care</p> <p>M/CD &amp; WE NCPA</p>

Problems/issues	Targets	Strategies	Programs	Institutions Responsible
<p>A. Inadequate institutional care for child abuse including the quality of care, rehabilitation and social reintegration</p> <p>B. Inadequacies in the availability of services for institutionalized children</p>	<p>- Improve the quality of care, protection and rehabilitation of children in institutions. This should include both children who are victims of Abuse and Exploitation as well children in trouble with the law</p> <p>- Expand number of institutions initially to at least one for each province and then one for each district on a phased basis.</p>	<p>4.3 Strengthen of the psycho-social support &amp; care</p> <p>4.4 Provide adequate financial resources particularly for food, basic services such as safe water and sanitation, schooling, therapy and counseling, skills in vocational training and rehabilitation.</p> <p>4.5 Increase numbers of well-trained staff</p> <p>4.6 Ensure registration of all child care institutions at provincial level and set up a system of re-registration based on monitoring and adherence to minimum standards.</p>	<p>4.2.2 Conduct training programs for staff of institutions</p> <p>4.3.1 Train staff to provide psycho-social support</p> <p>4.4.1 Increase the allocation for food and other basic services and staff</p> <p>4.5.1 Conduct regular staff trainings</p> <p>4.6.1 Establish a database for the registration of unregistered institutions</p>	<p>Dept. of Probation and Child Care</p> <p>M/CD &amp; WE NCPA</p> <p>M/ CD &amp; WE Dept. of Probation and Child care services</p> <p>Provincial and District Officials</p>