

質問書回答

2018年12月19日

「(案件名) スリランカ国インクルーシブ教育アプローチを通じた特別なニーズのある子どもの教育強化プロジェクト」
(公示日：2018年12月12日／公示番号：180494) について、質問の回答は以下のとおりです。

通番	当該頁項目	質問	回答
1	3 頁 7 プロポーザル等の提出、(6)見積書	配布資料の「詳細計画策定調査報告書」30 頁では、スリランカ国側の投入として、JICA 専門家用家具付き執務スペース、とありますが、Record of Discussions の ANNEX2 PDM 内の Inputs The Sri Lanka side の 3. Facility and Equipment には office space for JICA experts とのみ記されています。家具は別途購入する必要がありますでしょうか	家具は先方から提供ある想定ですが、確定していません。場合によっては購入を考える必要があるため、見積もりに含めてください。
2	3 頁 7 プロポーザル等の提出、(6)見積書	同じく Record of Discussions の ANNEX2 PDM 内の Inputs The Japanese side の 3. Equipment には vehicle, computers, projectors, photocopy machines, video camera との記載があります。このうち、車両の購入を想定していないことは貴企画説明書の別添 12 頁に記載されていますが、それ以外の機材についてはどのように考えるべきでしょうか。computers, projectors, photocopy machines については、複数形で記載されていますので、供与機材の想定があるようでしたら数量をご教示頂けないでしょうか	先方の状況に合わせて、必要台数を購入する想定で複数形にしています。現時点で、パソコン 6 台、プロジェクター 3 台、コピー機 1 台、プリンター 3 台を想定して見積もりに含めてください。
3	3 頁 7 プロポーザル等の提出、(6)見積書	同じく Record of Discussions の ANNEX2 PDM 内の Inputs The Japanese side の 4. Operational Cost には Internet と記載されていますが、スリランカ国側から提供される執務スペースで、教育省のインターネット環境を使用できませんでし	執務場所は決まっていないので、インターネットの有無は確認されていません。インターネットに係るコストも見積もりに含めて下さい。

通番	当該頁項目	質問	回答
		うか。それにより、見積もりに計上すべき額が大きく異なると考えます	
4	<業務指示書等一覧表> (2) 配布資料(4)の「詳細計画策定調査報告書(暫定版)」	「詳細計画策定調査報告書」ページ iii のリストにある添付資料をいただけますでしょうか。	別紙をご確認ください。
5	「企画競争説明書 別添」 ページ 6 「(11) ベースライン/エンドライン調査の実施」	「上記業務については、現地再委託を認めることとし、別見積もりとすること」とありますが、この業務の一部をデータ分析の精度を担保する観点から、国内の企業に委託することは可能でしょうか。	データ精度の担保は、御社での担保が難しいければ、委託可能です。
6	特記仕様書 P7 全国セミナー	招へいする参加者の人数はどれくらいを想定していますでしょうか	最大 300 名程度を想定しています。
7	特記仕様書 P8 本邦研修	見積りに研修委託業務費と渡航費(研修員 10 名×3 回)も含めるという理解でよろしいでしょうか。その場合、別見積もりに含めるという理解でいいでしょうか	別見積りではなく、契約見積りに含めて下さい。

以上

**MINUTES OF MEETINGS
BETWEEN
DETAILED PLANNING SURVEY TEAM OF
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF SRI LANKA
ON
JAPANESE TECHNICAL COOPERATION
FOR
THE PROJECT FOR STRENGTHENING EDUCATION FOR CHILDREN WITH
DISABILITIES THROUGH TRANSFORMING SPECIAL EDUCATION UNITS TO
INCLUSIVE EDUCATION UNITS**

The Detailed Planning Survey Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) headed by Mr. Toshio MURATA, visited Sri Lanka from 11th June, 2017 to 24th June, 2017 with the purpose of planning out the details of the technical cooperation on “The Project for Strengthening Education for Children with Disabilities through Transforming Special Education Units to Inclusive Education Units (hereinafter referred to as “the Project”).

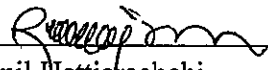
During the stay in Sri Lanka, the Team exchanged views and had a series of discussions with the authorities concerned of the Democratic Socialist Republic of Sri Lanka (hereinafter referred to as “GoSL”) with respect to the framework of the Project and reviewed the necessary measures to be taken by GoSL and JICA for the implementation of the Project.

As a result of the discussions, the Team and the authorities of GoSL agreed upon the matters referred to in the document attached hereto.

Colombo, 23rd June, 2017



Mr. Toshio Murata
Leader
Detailed Planning Survey Team
Japan International Cooperation Agency
Japan

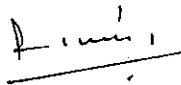


Mr. Sunil Hettiarachchi
Secretary
Ministry of Education
Government of Sri Lanka

Sunil Hettiarachchi
Secretary
Ministry of Education
"Isurupaya"
Battaramulla



Mr. B. Harishchandra
Additional Secretary
Ministry of Social Empowerment, Welfare and
Kathiravelu
Additional Secretary (Social Development)
Ministry of Social Empowerment,
Government of Sri Lanka
1st Floor, Sethsiripaya - Stage II
Battaramulla



Mr. R.M.P. Rathnayake
Director General
External Resources Department
Ministry of National Policies and
Economic Affairs
Government of Sri Lanka

ATTACHED DOCUMENT

1. Title of the Project

Both sides agreed on the title of the Project to be changed from “The Project for Strengthening Education for Children with Disability through transforming Special Education Unit to Inclusive Education Unit” to “The Project for Strengthening Education for Children with Special Needs through Inclusive Education Approach in Sri Lanka”. The both sides will take necessary measure to change the title of the Project.

2. Outline of the Project


Both sides agreed to the outline of the Project as shown in ANNEX (the Draft of Record of Discussions for the Project). As a result, the finalized Record of Discussions is expected to be signed by end of August 2017 as a pre-condition of implementation of this project.

3. Way Forward

Both sides agreed to take necessary measures to realize the tentative schedule as follows;

Date	Activities	Responsibility
June-July 2017	Appraisal of the Project by JICA Headquarters	The Japanese side
July-August 2017	Signing of the Record of Discussions (R/D)	Both sides
September-October 2017	Selection/procurement of JICA Experts	The Japanese side
October-November 2017	Commencement of the Project	Both sides

ANNEX: Draft of Record of Discussions

END

4
12

(draft)

ANNEX

RECORD OF DISCUSSIONS

FOR

**THE PROJECT FOR STRENGTHENING EDUCATION
FOR CHILDREN WITH SPECIAL NEEDS THROUGH
INCLUSIVE EDUCATION APPROACH IN SRI LANKA**

AGREED UPON BETWEEN

MINISTRY OF EDUCATION

OF

THE DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

Dated Month Day 2017

QZ

~~*[Signature]*~~

TS

g

Based on the Minutes of Meetings on the Detailed Planning Survey for the Project for Strengthening Education for Children with Disability through transforming Special Education Unit to Inclusive Education Unit (hereinafter referred to as "the Project") signed on [date] between Ministry of Education (hereinafter referred to as "MOE"), of the Democratic Socialist Republic of Sri Lanka (hereinafter referred to as "the GoSL") and the Japan International Cooperation Agency (hereinafter referred to as "JICA"), JICA held a series of discussions with the counterpart and relevant organizations to develop a detailed plan of the Project.

The purpose of this Record of Discussions (hereinafter referred to as "the R/D") is to establish a mutual agreement for its implementation of the Project by both parties and to agree on the detailed plan of the Project as described in the followings and the attached documents as Annexes, which will be implemented within the framework of the Agreement on Technical Cooperation signed on [date] (hereinafter referred to as "the Agreement") and the Note Verbales exchanged on [date] between the Government of Japan and the Government of Sri Lanka.

Concerned authorities of GoSL will be responsible for the implementation of the Project in cooperation with JICA, coordinate with other relevant organizations and ensure that the self-reliant operation of the Project is sustained during and after the implementation period in order to contribute toward social and economic development of Sri Lanka.

Both parties also agreed that the Project will be implemented in accordance with the "Basic Principles for Technical Cooperation" published in December 2016 (hereinafter referred to as "the BP"), unless other arrangements are agreed in the R/D.

The R/D is delivered at Colombo as of the day and year first above written. The R/D may be amended by a minutes of meetings between both parties, except the plan of operation to be modified in monitoring sheets. The revised Minutes of Meetings will be signed by authorized persons of each side who may be different from the signers of the R/D.

For

JAPAN INTERNATIONAL
COOPERATION AGENCY

For

MINISTRY OF EDUCATION
SRI LANKA

[Name]

Chief Representative
JICA Sri Lanka Office

Mr. Sunil Hettiarachchi
Secretary
Ministry of Education
Government of Sri Lanka

TS



- Annex 1 Main Points Discussed
- Annex 2 Project Design Matrix (PDM)
- Annex 3 Plan of Operation (PO)
- Annex 4 Implementation Structure
- Annex 5 List of Proposed Members of Joint Coordinating Committee

PS

~~_____~~

4

10

MAIN POINTS DISCUSSED

Environmental and Social Considerations:

1. With regard to the Section 10.1 of the BP, the Project is likely to have minimal adverse impact on the environment and society under the 'JICA Guidelines for Environmental and Social Considerations (April 2010)'.

Scope of the Project:

2. The Project will provide technical support for promoting enrolment of children with special needs and developing teaching capacity of all the teachers including those of the special education units, so that children with special needs can receive quality education.
3. The target area of the Project is the Colombo District of the Western Province and the Kurunegala District of the North Western Province. In these two districts, pilot schools will be selected based on the criteria and the result of the base line survey within six month after the commencement of the Project.
4. The inclusive education is defined in Sri Lanka as follows: a) identifies and reduces the barriers that may lead to exclusion; b) ensures not only enrolment, but full participation and achievement of all children in school; c) responds positively to diversity and difference; and d) aims to meet the needs of all learners through an on-going process of quality improvement in teaching and learning. The inclusive education approach is a series of methods and methodologies to realize these desirable situations. The Project will define a clear definition of the inclusive education approach in Sri Lanka, which will be approved in the third Joint Coordinating Committee.

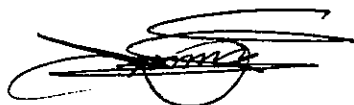
Responsibilities of MOE and JICA prior to the Commencement of the Project:

5. MOE will facilitate the nomination of the personnel indicated in the List of Proposed Members of the Joint Coordinating Committee of the Project (Annex 5) no later than August 2017 when the R/D is planned to be signed. Since the several entities will be involved in implementation of the Project, MOE will well coordinate among the organizations concerned as the principle owner.
6. After the R/D is signed, JICA will start the recruitment process of JICA experts.

Responsibilities of MOE and JICA during the Project:

7. The Project will organize a technical committee at the provincial level in each of the Western and North Western provinces. The committee will formulate the activity plan of each province and review the progress.
8. MOE will secure furnished room for JICA experts within MOE most preferably near the Non-formal and Special Educaiton Branch, in which photocopy machines, computers and other equipment can be set up by JICA. MOE will bear expenses for electricity and water. JICA will bear expenses for internet, telephone, etc.
9. MOE will bear government approved allowance such as travel cost and perdiem for officers and teachers of MOE and provincial level for their

13



PM

4

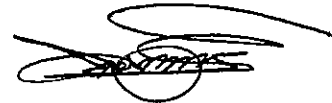
participation in the Project activities such as trainings in Sri Lanka. JICA will bear a necessary cost for the training in Japan, except the insurance during the travels between Sri Lanka and Japan, according to the guideline and regulation of JICA training

10. MOE will develop strategies for diffusing the guidelines prepared by the Project on inclusive education approach in Sri Lanka at the national level and will take a necessary official procedure to complete by the end of the Project. MOE will bear cost for printing and distributing the guidelines.

Mid-term Review of the Project:

11. The Project will conduct the joint review. The mid-term review will be conducted during 18 month to 24 month after the commencement of the Project. Based on the review result, the scope of the Project will be modified.

25



h

22

Project Design Matrix

Project Title: The Project for Strengthening Education for Children with Special Needs through Inclusive Education Approach in Sri Lanka

Implementing Agency: Ministry of Education (MOE)

Target Group: Direct beneficiaries; Officers and specialists of MOE, school principals, teachers, students and parents of the pilot schools
Indirect beneficiaries; Officers and specialists of the other ministries, etc.

Period of Project: October 2017 to September 2020 (3 years)

Project Site: Colombo District and Kurunegala District

Version 0

Dated

DD,MM,2017 (Signing Date of RD)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Overall Goal The inclusive education approach for children with special needs is diffused all over the country.	1. The inclusive education approach for children with special needs developed by the project is introduced in non-target districts of Western and North Western Provinces and 7 other provinces.	1. National and/or Provincial Diffusion Plan of the inclusive education approach.			
Project Purpose The inclusive education approach for children with special needs is developed.	1. The guidelines prepared by the project is officially approved by MOE. 2. Positive changes in the students are found out in more than 80% of the pilot schools. 3. The number of the out-of-school children with special needs decreases in the pilot districts.	1. MOE's document which indicates official approval of the guidelines 2. Record of the project 3. Statistics of Colombo and Kurunegala Districts	MOE gives an instruction to other provincial ministries of education on application of the approach developed by the project. The teachers unions are not against the diffusion plan.		
Outputs 1. The system for promoting enrollment of children with special needs is set up in the pilot districts. 2. Capacity of teachers of the pilot schools for teaching children with special needs is developed. 3. Accumulated good practices of the inclusive education approach are referred to mainly by teachers.	1-1. The number and conditions of out-of-school children with special needs are identified by the committee. 1-2. Acceptable recommendations for the pilot schools to accommodate children with special needs are presented by the committee. 2-1. The individual teaching plan for every child with special needs is prepared by teachers of the pilot schools. 2-2. The number of implemented joint activity and learning increases in the pilot schools each year. 2-3. The reasonable accommodations are implemented in regular classrooms of the pilot schools according to the necessity of the children with special needs. (*1) 3-1. The reference material of practice cases of the inclusive education approach is developed. 3-2. Practice cases of the inclusive education approach are uploaded in the website of MOE or NIE.	1-1. Record of the committee 1-2. Record of the committee 2-1. Record of the project 2-2. Record of the project 2-3. Individual teaching plan 3-1. Developed material of practice cases of the inclusive education approach. 3-2. Uploaded data of practice cases of the inclusive education approach.	More than half of the trained officers and specialists remain in the public education system.		

Activities	Inputs		Important Assumption
	The Japanese Side	The Sri Lanka Side	
<p>1-1 Select pilot schools based on the result on the base line survey.</p> <p>1-2 Specify members and responsibilities of committees for promoting enrolment of children with special needs.</p> <p>1-3 Conduct the committees.</p> <p>1-4 Conduct trainings on development of the basic school infrastructure for the committees, pilot schools, MOE, etc.</p> <p>1-5 Conduct awareness raising activities for parents in the pilot schools.</p> <p>1-6 Prepare the draft guidelines on operation of the committee and facility and equipment of the school.</p> <p>2-1 Conduct a survey on learning of children with special needs in the pilot districts.</p> <p>2-2 Prepare teaching materials for the children with special needs.</p> <p>2-3 Conduct trainings on the inclusive education approach for school principals and teachers of the pilot schools.</p> <p>2-4 Facilitate pilot schools to incorporate the inclusive education approach into the School Development Plans.</p> <p>2-5 Develop draft guidelines on activities with the inclusive education approach.</p> <p>3-1 Prepare formats for collecting cases.</p> <p>3-2 Conduct trainings on monitoring practices of the inclusive education approach for In-Service Advisors (ISAs) in the target provinces.</p> <p>3-3 Collect practice cases of the inclusive education approach.</p> <p>3-4 Make the draft of the reference materials of the inclusive education approach.</p> <p>3-5 Conduct national seminars to share the project experiences.</p>	<p>1. Dispatch of Experts</p> <ul style="list-style-type: none"> - Long-term 2 (Inclusive Education, Awareness Program / Project Coordination) - Short-term (If necessity) <p>2. Training in Japan (10 participants per year)</p> <p>3. Equipment (vehicle, computers, projectors, photocopy machines, video cameras, etc.)</p> <p>4. Operational Cost</p> <ul style="list-style-type: none"> - Cost for hiring the project staff - Travel expense of staff of Japanese side - Printing cost of the draft of the guidelines and materials - Internet, Telephone, etc. 	<p>1. Counterpart assignment</p> <ul style="list-style-type: none"> - Project Director 1 - Project Manager 1 - Provincial Chief 2 - Project Team members <p>2. Administrative cost</p> <ul style="list-style-type: none"> - Travel expenses for training participants for local training - Shared cost for printing guidelines and materials - Necessary costs for training in Japan such as incidental expenses, travel insurance, local transport etc. <p>3. Facility and Equipment</p> <ul style="list-style-type: none"> - Cost of training venue, office space with furniture for JICA experts and supportive staffs - Taxes of the project vehicle etc. 	<p>Pre-Conditions</p> <ul style="list-style-type: none"> - Related organizations such as pre-primary schools and child welfare institutions agree on their participation in the project. - Teachers are assigned for the Special Education Units as planned in the pilot schools. <p style="text-align: center;">▼</p> <p><Issues and countermeasures></p>

*1) Reasonable Accommodation in regular classrooms" include appropriate seating arrangement of the students with Special Needs, adjustment of the curriculum, use of the assistive devices as per disabilities, etc.

FD



BR

k

Tentative Plan of Operation

Version 0

Dated DD.MM.2017 (Signing Date of R)

Project Title: The Project for Strengthening Education for Children with Special Needs through Inclusive Education Approach in Sri Lanka

Inputs	Year	2017												2018												2019												2020												Remarks	Monitoring		
		Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Issue	Solution														
Expert																																																					
Inclusive Education	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Awareness Program / Project Coordination	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Special Needs Education / Material Development	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Teacher Education	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Equipment																																																					
Vehicle, computers, photocopy machine, video camera, etc.	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Training In Japan																																																					
Training for Counterpart Personnel	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			

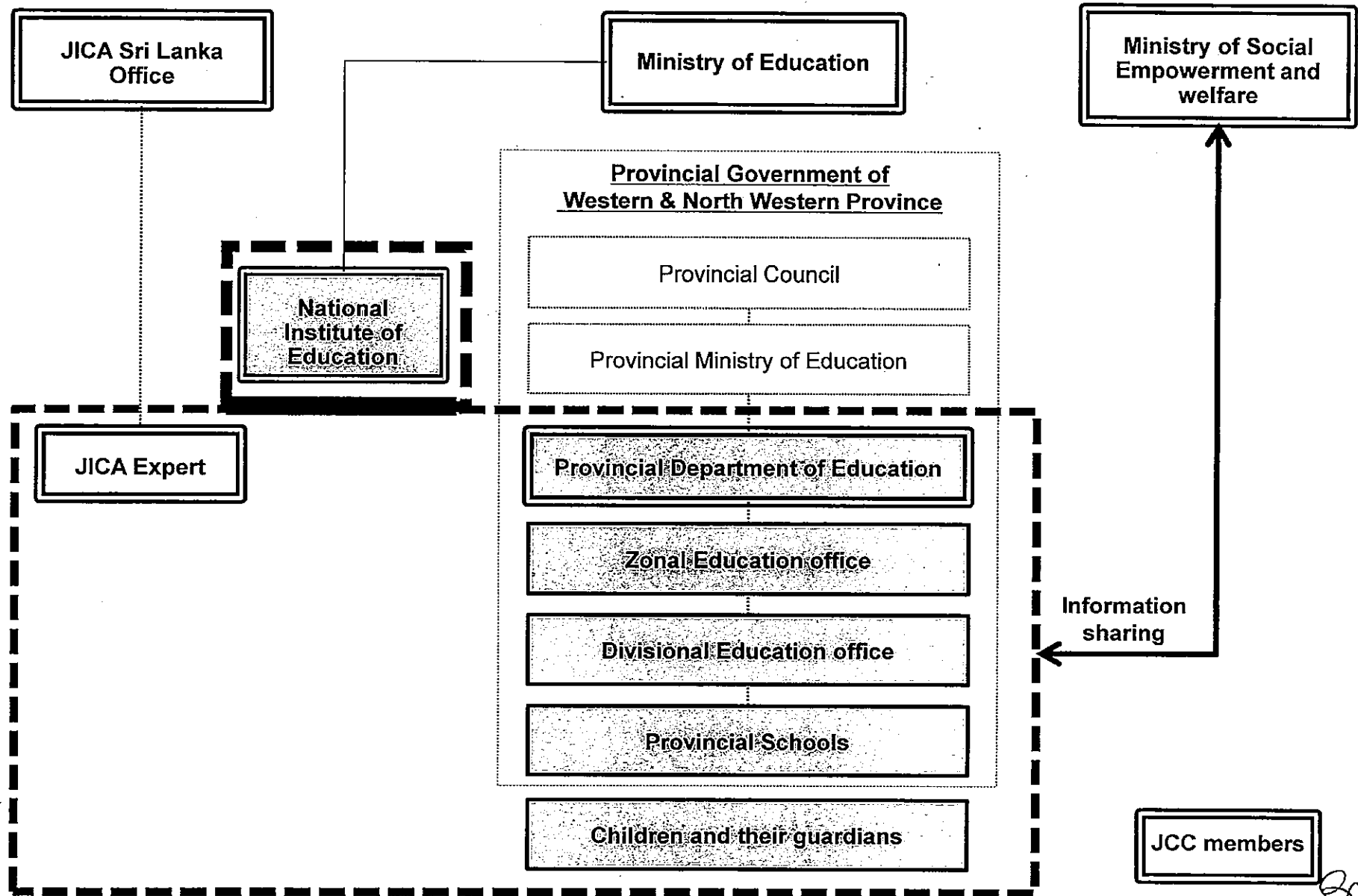
Activities	Sub-Activities	Year	2017												2018												2019												2020												Responsible Organization		Achievements	Issue & Countermeasures
			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Japan	GOSL														
Output 1: The system for promoting enrollment of children with special needs is set up in the pilot districts.																																																						
1.1	Select pilot schools based on the result on the baseline survey.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
1.2	Specify members and responsibilities of committees for promoting enrolment of children with special needs.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
1.3	Conduct the committees.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
1.4	Conduct trainings on development of the basic school infrastructure for the committees, pilot schools, MOE, etc.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
1.5	Conduct awareness raising activities for parents in the pilot schools.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
1.6	Prepare the draft guidelines on operation of the committee and facility and equipment of the school.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
Output 2: Capacity of teachers of the pilot schools for teaching children with special needs is developed.																																																						
2.1	Conduct a survey on learning of children with special needs in the pilot districts.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
2.2	Prepare teaching materials for the children with special needs.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
2.3	Conduct trainings on the Inclusive education approach for school principals and teachers of the pilot schools.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
2.4	Facilitate pilot schools to incorporate the inclusive education approach into the School Development Plans.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
2.5	Develop draft guidelines on activities with the Inclusive education approach.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
Output 3: Accumulated good practices of the Inclusive education approach are referred to mainly by teachers.																																																						
3.1	Prepare formats for collecting cases	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
3.2	Conduct trainings on monitoring practices of the inclusive education approach for In-Service Advisors (ISAs) in the target provinces.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
3.3	Collect practice cases of the inclusive education approach.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
3.4	Make the draft of the reference materials of the Inclusive education approach.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			
3.5	Conduct national seminars to share the project experiences.	Plan	[Gantt chart]																																																			
Actual	Actual	Actual	[Gantt chart]																																																			

Duration / Phasing	Plan	[Gantt chart]																																																			
	Actual	[Gantt chart]																																																			

Monitoring Plan	Year	2017												2018												2019												2020												Remarks	Issue	Solution	
		Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4																		
Monitoring																																																					
Joint Monitoring	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Set-up the Detailed Plan of Operation	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Joint Coordinating Committee	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Submission of Monitoring Sheet	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Monitoring Mission from Japan (consultation and mid-term review)	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Reports/Documents																																																					
Project Progress Report	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Project Completion Report	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Public Relations																																																					
Project web Site	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			
Guideline of Inclusive Education Approach	Plan	[Gantt chart]																																																			
Actual	Actual	[Gantt chart]																																																			

Handwritten signatures and initials at the bottom of the page.

ANNEX 4: Implementation Structure of the Project for Strengthening Education for Children with Special Needs through Inclusive Education Approach in Sri Lanka



Handwritten signatures and initials at the bottom of the page.

[ANNEX 5]

ANNEX 5: List of Proposed Members of the Joint Coordinating Committee (JCC) for The Project for Strengthening Education for Children with Special Needs through Inclusive Education Approach in Sri Lanka

1) Functions

JCC is the steering body of the Project. JCC will meet at least twice a year or whenever necessity arises. The main functions of the JCC are as follows:

- a. Formulate the annual plan of operation of the Project;
- b. Review the overall progress of the Project and achievements of the Project; and
- c. Identify issues that may arise during the implementation of the Project and to propose possible solutions.

2) Composition

Project Director	Secretary of Ministry of Education (MOE)
Project Manager	Director, Department of Non-Formal / Special Education Branch, (MOE)
Provincial Chief	Provincial Director of Education of Western and North Western Provinces
Members (Sri Lanka side)	<ul style="list-style-type: none">• Representatives from related branches, MOE (Primary Education Branch, Education for All Branch etc.)• Representatives from Social Service Department of Ministry of Social Empowerment and Welfare.• Representatives from the Inclusive Education Branch, National Institute of Education• Assistant Director of Special Education, Provincial Department of Education of Western and North Western Provinces• Representatives from three National Colleges of Education• Other representatives as necessary
Members (Japanese side)	<ul style="list-style-type: none">• Representatives of JICA Sri Lanka Office• JICA Experts of the Project• Other personnel concerned to be proposed by JICA as necessary
Observers	<ul style="list-style-type: none">• Representatives from Ministry of Health• Representatives from Ministry of Women and Child Affairs

12



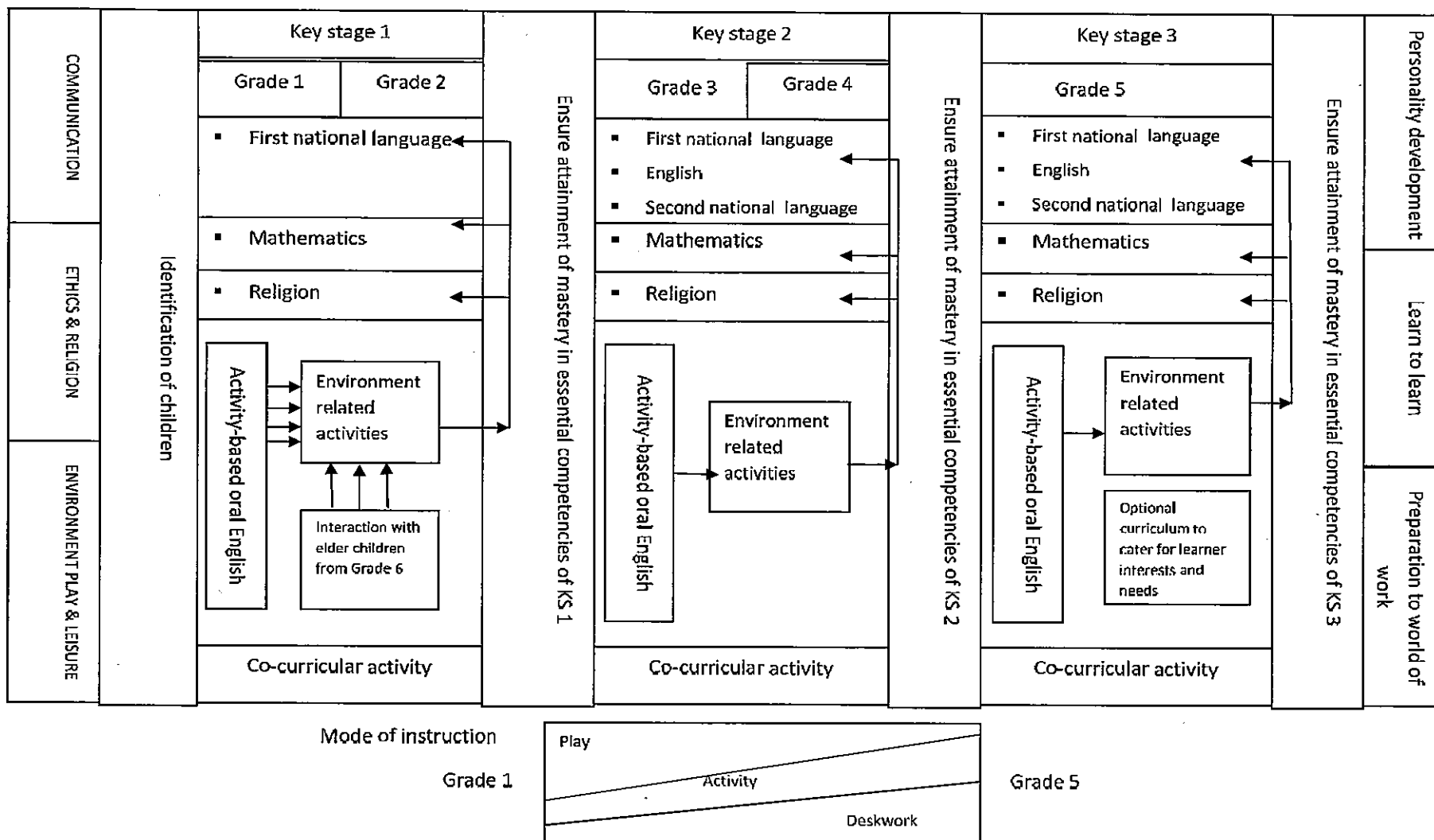
2

収集資料リスト

- Abeywickrama, Sudath Piyankara et Jayasinghe, Inoka Kumudini (2013). "Excluded in Inclusive Schools: Experiences of Children with Disabilities, their Families and Teachers in Sri Lanka," in "Disability, CBR and Inclusive Development," Vol. 24, No. 1.
- Arachchi, Chandana Kasturi (2014). "Decentralization and Role of School Development Committees (SDC) In the Public Schools in Sri Lanka: Case Study in the Colombo District"
- Hettiarachchi, Syamani et Das, Ajay Kumar (2015). "Perceptions of 'Inclusion: And Perceived Preparedness among School Teachers in Sri Lanka," in "Teaching and Teacher Education," No. 43.
- Liyanage, I. M. Kamala (2014). "Education System of Sri Lanka: Strength and Weakness." (荒井悦代『内戦後のスリランカ経済』調査研究報告書第7章、アジア経済研究所)
- Ministry of Education (2009). "Education Sector Development Framework and Programme (ESDFP) 2008-2012."
- Ministry of Education (2010). "Framework of Action for Inclusive Education in Sri Lanka."
- Ministry of Education (2012). "Becoming More Inclusive: A Toolkit for Teachers."
- Ministry of Education (2013a). "Education First: Education Sector Development Framework and Programme (ESDFP 2) (2012-2016)."
- Ministry of Education (2013b). "Education First: Education Sector Development Framework and Programme (ESDFP 2013-2017)."
- Ministry of Education (2013c). "Education First: Sri Lanka."
- Ministry of Education (2013d). "Guidelines for School-level Planning."
- Ministry of Education (2016a). "Annual Performance Report 2015."
- Ministry of Education (2016b). "School Census: Preliminary Reports 2016"
- Ministry of Education (2016c). "Training and Development Plan 2017-2018"
- Ministry of National Polices and Economic Affairs (2016). "Public Investment Programme 2017-2020."
- Ministry of Policy Planning and Economic Affairs (2013). "Census of Population and Housing 2012."
- Ministry of Social Welfare (2003). "National Policy on Disability for Sri Lanka."
- National Education Commission (2014a). "Study on Development of Special Education and Non-Formal Education."
- _____ (2014b). "Study on Educational Planning and Management."
- Rajapakse, B. L. (1999). "Special Education Policy of Sri Lanka," draft.
- Dhanapala, T. D. T. L. (2006). "Success of Inclusion in Sri Lanka."
- United Nations Children's Fund (UNICEF) Sri Lanka (2013). "Country Study: Out of School Children in Sri Lanka: Summary Report."

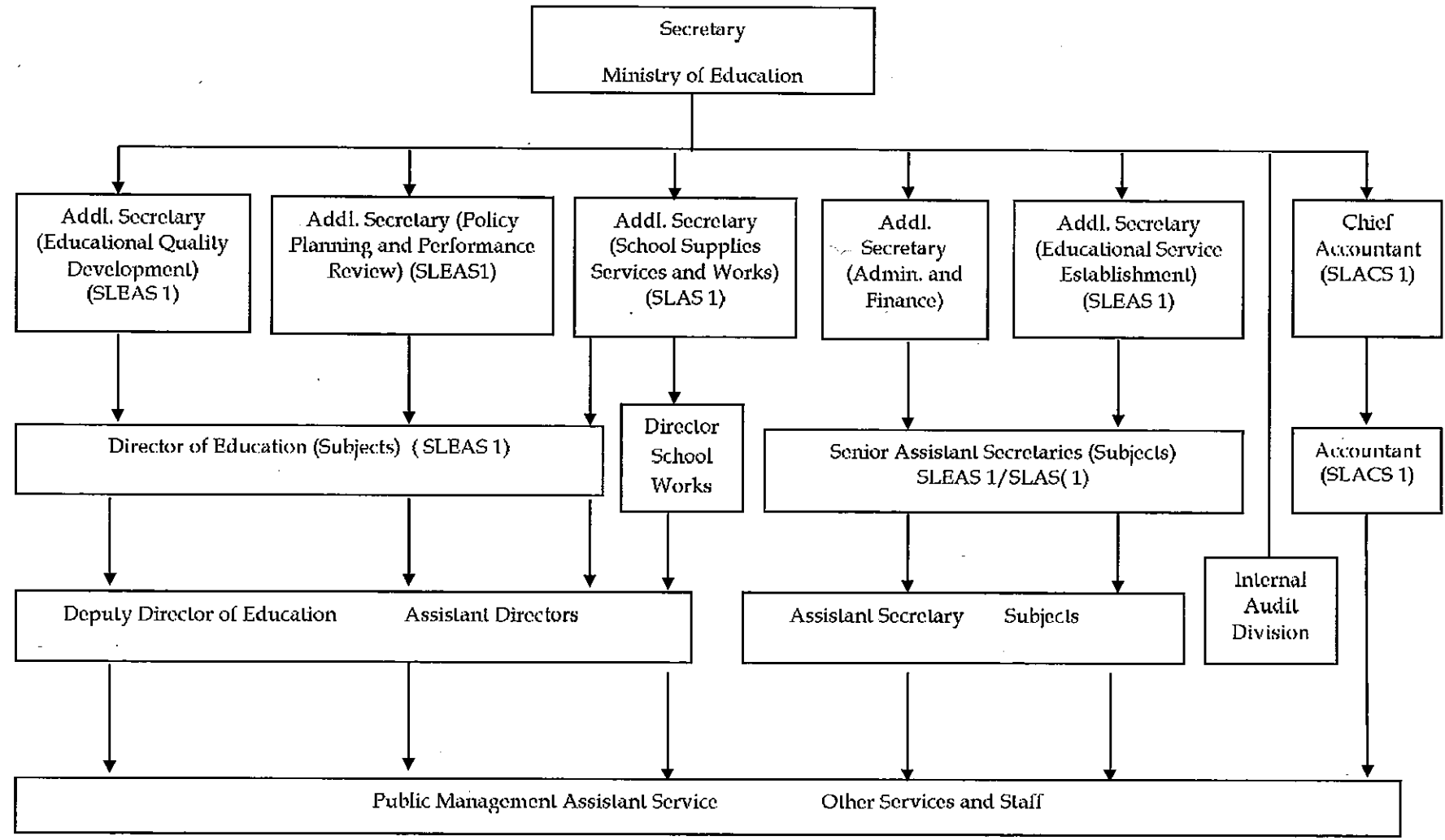
- UNICEF Regional Office for South Asia (2003). “Examples of Inclusive Education: Sri Lanka.”
- University Grants Commission (2014) “Sri Lanka University Statistics 2015.”
- World Bank (2014). “Laying the Foundation for Early Childhood Education in Sri Lanka.”
- 外務省 (2012) 「対スリランカ民主社会主義共和国国別援助方針」
- 株式会社コーエイ総合研究所・株式会社アプライドマネージメント (2008) 「スリランカ
国学校運営改善プロジェクト事業完了報告書：和文要約」
- 清水由紀・坪川紅美 (2007) 「スリランカにおける幼児教育」(平成 16～18 年度科学研究
費補助金基盤研究「幼児教育分野におけるアジアの途上国の実態調査とネット
ワーク形成」研究成果報告書)
- 古田弘子・プラサード＝セートゥンガ (2008) 「スリランカの教員養成カレッジの新科目
「特殊教育」について」熊本大学教育学部紀要第 57 号
- 渡辺実 (2010) 「スリランカのインクルーシブ教育の実践：特別支援学級の実践事例から
考える」『花園大学社会福祉学部研究紀要第 18 号
- 日本貿易振興機構 (2015) 「スリランカ BOP 層実態調査レポート：教育事情」
- JICA (2008) 「スリランカ国学校運営改善プロジェクト終了時評価調査報告書」

Figure 3.2: Primary curriculum framework



Organizational Structure of the Ministry of Education

Annex 2

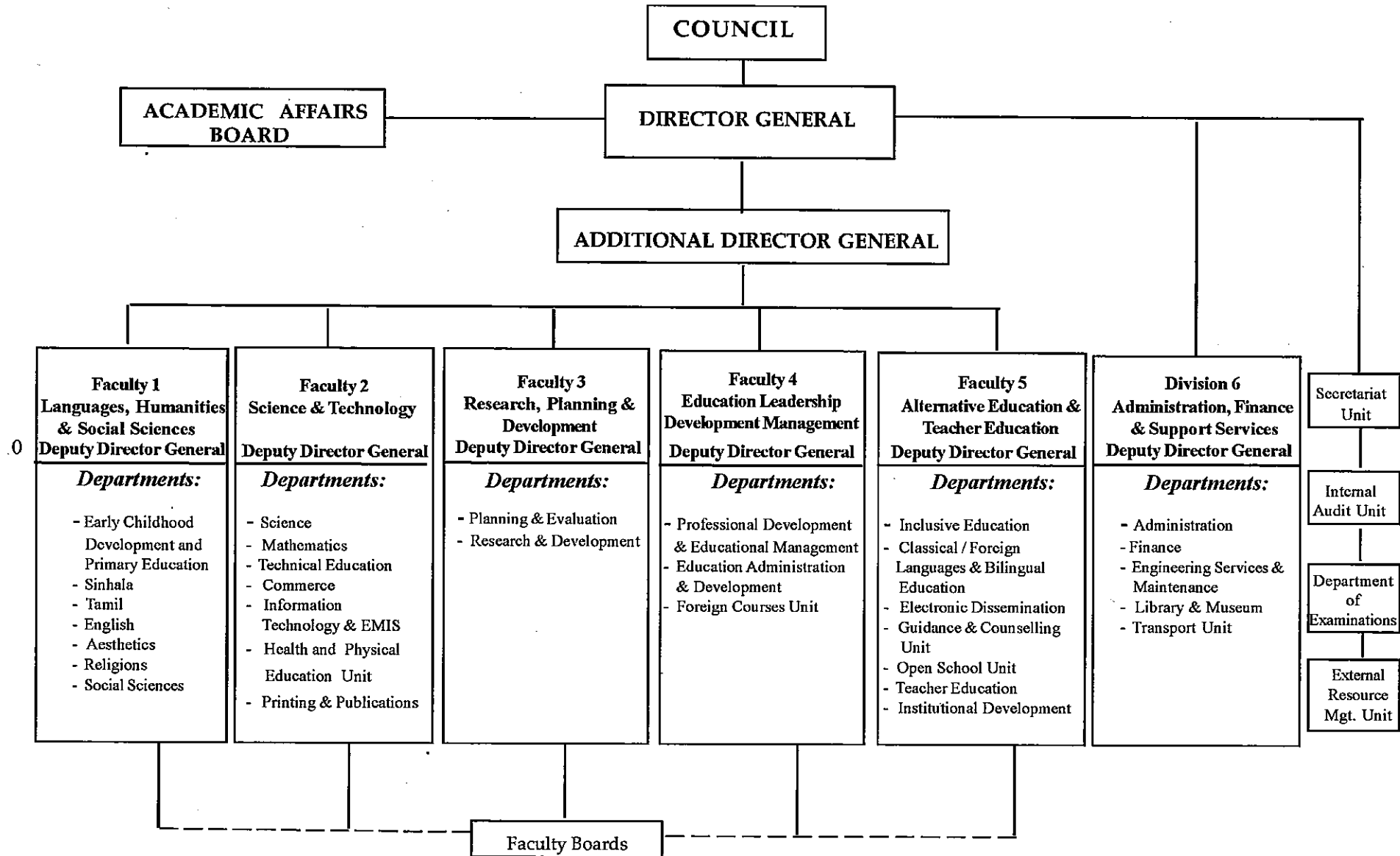


Secretary(MOE)

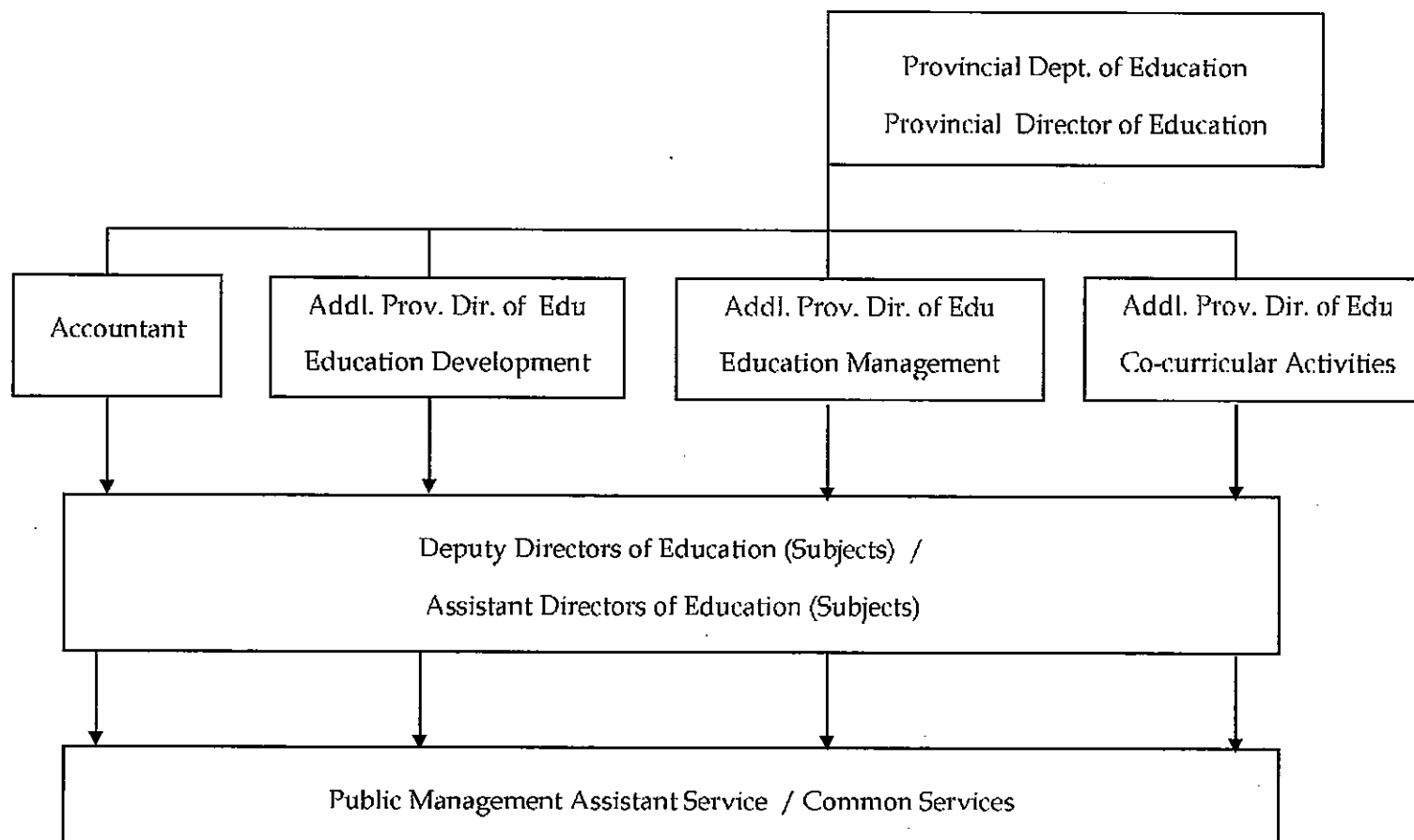
Additional Secretary(School Duty)

1. Director of Non Formal and Special Education Branch
2. Deputy Director of Non Formal and Special Education Branch
3. Assistant Director of Non Formal and Special Education Branch
4. Assistant Director of Non Formal and Special Education Branch
5. Director of Primary Education Branch
6. Director of Education for All Branch
7. Director of School Building Branch
8. Deputy Exam Commissioner of Exam Department
9. Assistant Commissioner of Educational Publish Department
10. Lecturer of NIE
11. Subject Coordinator of Western Provincial Department of Education
12. Subject Coordinator of North Central Provincial Department of Education
13. Subject Coordinator of North Western Provincial Department of Education
14. Special Education Teacher of Autism Children Development Centre
15. Vice President, Disability Organization Joint Front
16. Computer Advisor, Blind People Service Board
17. Assistant Manager, National Child Protection Authority
18. Assistant Director, Ministry of Social Empowerment and Welfare
19. Lecturer, National College of Education, Hapithigama
20. NO.J-G-3, Mount Lavinia Mahal Niwasa
21. Chairman, Sri Lanka Central Federation for Deaf People
22. Vice President, Sri Lanka Association for People with Intellectual Disability
23. Vice Secretary, Sri Lanka Blind Graduates Board
24. Chairman, Cerebral Palsy Sri Lanka Foundation for Cerebral Palsy
25. Father, Education Department for Disability
26. Principal, Jaya Sevana Special School, Pettah, Western Province
27. Principal, Chandrasekara Special School, Horeithuduwa, Kalutara
28. Special School Manager, Subhagya Special School
29. Inservice Advisor, Sabaragamuwa Zonal Education Office, Embilipithiya
30. Sign Language Interpreter

ORGANIGRAMME



Provincial Department of Education - Management Structure



ශ්‍රී ලංකා ප්‍රජාතාන්ත්‍රික සමාජවාදී ජනරජයේ ගැසට් පත්‍රය

අති විශේෂ

The Gazette of the Democratic Socialist Republic of Sri Lanka

EXTRAORDINARY

අංක 1963/30 - 2016 අප්‍රේල් මස 20 වැනි බදාදා - 2016.04.20

No. 1963/30 - WEDNESDAY, APRIL 20, 2016

(Published by Authority)

PART I : SECTION (I) — GENERAL

Government Notifications

L.D.B. 37/53.

THE EDUCATION ORDINANCE (CHAPTER 185)

REGULATIONS made by the Minister of Education under Section 37 of the Education Ordinance (Chapter 185).

AKILA VIRAJ KARIYAWASAM,
Minister of Education.

Colombo,
04th April 2016.

Regulations

1. These Regulations may be cited as the Compulsory Attendance of Children at Schools Regulations No. 1 of 2015.

2. Every parent of a child of not less than five years and more than sixteen years of age (hereinafter referred to as the "age of compulsory education") shall cause such child to receive an education by regular attendance at a school unless he has otherwise made adequate and suitable provisions for the education of such child.

3. (1) There shall be established-

- (i) for each School Feeder Area, a school attendance facilitating Committee (hereinafter referred as the "School Committee") ;
- (ii) for each Education Division, a compulsory School Attendance Monitoring Committee (hereinafter referred to as the "Monitoring Committee") ;

(2) (i) The Division Director of Education shall with the assistance of the School, Committee determine the relevant feeder area of a school, based on the proximity and the number of students who come from the area ;



- (ii) The Division Director of Education shall map the school feeder area coming under his division and submit through the Zonal Director of Education to the Provincial Director of Education for his approval ;
- (iii) Every school feeder area shall be determined and mapped within two months from the date of publication of these regulations.

4. (1) A School Committee shall consist of the following members appointed by the Zonal Director of Education-

- (i) the principal of the school who shall be the Chairperson ;
- (ii) heads of primary and secondary sections (two persons) ;

Provided however, there being no primary or secondary sections two teachers shall be appointed

- (iii) two teachers ;
- (iv) two prefects (in case of primary school, teachers or parents may be appointed in place of prefects) ;
- (v) two parents ; and
- (vi) two past students ;

(2) The members of the School Committee other than the Chairman shall hold office for a period of two years from the date of their appointment.

(3) The School Committee shall-

- (i) collect details relating to children of the age of compulsory education residing within the identified feeder area who do not receive an education by regular attendance at a school and facilitate their attendance to a school ;
- (ii) identify the students whose attendance is irregular and are at the risk of dropping out and the reasons for such behaviour and facilitate their regular attendance ;
- (iii) identify the students who are in the age of compulsory education who do not attend schools and who have dropped out of school and take steps to make them attend school again ;
- (iv) assist in providing the facilities required to create a friendly, pleasant and wholesome learning environment within the school ;
- (v) assist in conducting suitable programme for students whose performance levels are not satisfactory;
- (vi) conduct awareness programmes within the school feeder area on the benefits of receiving education by attending schools ;
- (vii) where necessary obtain assistance and services of the school development society, school development committee of the school, and teacher trainers on primary education, student counseling and special education ;
- (viii) reports to the Monitoring Committee on the findings in respect of the children who do not attend schools or whose attendance is poor and the progress of the follow up action taken on a monthly and regular basis ;

*Div
director ←
report*

(4) The School Committee shall meet at least every two months. The minutes of the meetings of the school committee shall be forwarded to the Monitoring Committee through the Divisional Director of Education.

5. (1) The Monitoring Committee shall consist of the following members appointed by the Provincial Director of Education :-

- (i) the Divisional Director of Education of the relevant educational division who shall be the Chairperson ;
- (ii) the Deputy Director of Education or an Assistant Director of Education in charge of Primary Education in the relevant zone ;
- (iii) the Deputy Director of Education or an Assistant Director of Education in-charge of non-formal education in the relevant zone ;
- (iv) an assistant project officer in-charge of non-formal education in the relevant Educational Division ;
- (v) a senior officer representing the Divisional Secretary ;
- (vi) a child protection and psycho social officer in the Divisional Secretary's Division ;
- (vii) an officer of the Children and Women's Bureau nominated by the Assistant Superintendent of Police of the area ;
- (viii) two representatives from the voluntary organizations registered in the relevant Divisional Secretary's Office.

(2) The Monitoring Committee shall monitor the functions of the School Committee and ensure that the School Committee carries out its functions properly. In the event that the School Committee is not active, the Monitoring Committee shall take steps to make it functional.

(3) The Monitoring Committee shall meet at least every three months and the minutes of the meeting shall be forwarded to the Zonal Director of Education.

6. The Provincial Director of Education shall appoint the Zonal Director of Education as the authorized officer of each educational zone and the authorized officer shall take steps to-

- (i) establish School Committees ;
- (ii) monitor the activities of the Monitoring Committee ;
- (iii) resolve problems identified by the School Committees and the Monitoring Committee.

7. In case where the number of students in the school feeder area is more than the number of students that can be admitted to a school or if the school does not have the relevant grades, the relevant Zonal Director of Education shall decide the necessary steps to admit students of such school feeder area to a suitable school.

8. Every School Committee shall prepare and forward to the Monitoring Committee, a report including a list of the children of the age of compulsory education who do not attend school or for whose education adequate and suitable provision has not been made by their parents and residing in the feeder area of the school for which such School Committee has been established. Grama Niladhari of the division shall submit the names of the children and the names, addresses and permanent place of residence of the parents of such children to the School Committee, so as to enable the School Committee to prepare the said list.

9. For the purpose of preparing the report referred to in Regulation 8, the School Committee shall have the power to call for any additional information from the parents or visit the parents, or any other person residing within the feeder area of the school for which such Committee has been established.

10. The Monitoring Committee shall submit the report it received from the School Committee together with its remarks to the authorized officer who shall, upon receipt of such report, notify the parents of such children to cause such children to attend a school, within four weeks of the receipts of such notification.

11. Where any parent fails to comply with the notification within the period specified therein and informs or does not inform the authorized officer the reasons as to why such child is not attending a school, the authorized officer or any other person authorized by him shall hold an inquiry into the reasons for such non compliance.

12. For the purpose of an inquiry under Regulation 11 an authorized officer shall have the power to -

- (i) demand and obtain information from any person whom he thinks is relevant to the inquiry ;
- (ii) require any child to be produced before him for inspection ;
- (iii) enter upon and search any premises for the purpose of gaining or verifying any information with regard to any such children.

13. If at the inquiry it is revealed that the grounds for non-compliance are -

- (i) that the child is prevented from attending school by reason of sickness, mental or physical disability or other medical cause ;
- (ii) that the child is attending a non-forman literacy centre, activity school or a technical vocational training centre as a transitional measure, a special school or a pirivena within the meaning of the Pirivena Education Act, No. 64 of 1979 ;
- (iii) any other unavoidable cause impede the child's attendance at school

the authorized officer shall report in writing on these matters to the Provincial Director of Education with his recommendation.

14. Upon receipt of the recommendations referred to in Regulation 13 of the Provincial Director of Education may, if he is satisfied that the parent of any child has made adequate and suitable provision for the education of his child, exempt such child from attending a school.

15. Where the Provincial Director of Education is not satisfied that any parent has made adequate and suitable provisions for the education of his child, he shall require the parent of such child to make arrangement for the admission of such child to a school situated within a distance not exceeding three decimal two kilometres from the residence of such child and if he is satisfied that the parent of such child is unable to provide the child with the basic requirements for the schooling of such child, he shall arrange for the provision of such requirements.

16. Upon arrangements being made for the admission of such child to a school in terms of Regulation 15 the school committee shall furnish a further report to the Provincial Director of Education after three months as to whether such child has been admitted to a school and receiving education.

17. If the further report reveals that the child is still not attending a school and that the parent, has failed in his responsibility in causing the child to attend a school, notwithstanding the arrangements made and the basic requirements provided for the admission of such child, the Provincial Director of Education shall direct the authorized officer to obtain a written report to the Monitoring Committee from the the School Committee.

18. The Monitoring Committee shall have the power to summon the parents who have failed to cause their children to attend a school in terms of Regulation 17, or authorize in writing a member of the Committee or visit such parents, and shall counsel and advise such parents, with a view to ensuring the attendance of such children at schools.

19. Every parent who contravenes the provisions of Regulation 2 shall be guilty of an offence.

20. For the avoidance of doubts, it is hereby declared that nothing in these regulations shall affect the operation of section 38 of the Education Ordinance.

21. In these regulations "Parent" shall have the same meaning assigned to it under the Education Ordinance (Chapter 185).

22. The Compulsory Attendance of Children at Schools Regulations, No. 01 of 1997 published in the *Gazette Extraordinary* No. 1003/5 of 25th November, 1997 is hereby rescinded without prejudice to anything done thereunder.

05-91

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Sri Lanka	1,617,924	996,939	389,077	734,213	343,689	197,575	180,833
Colombo	150,325	93,876	34,429	64,520	31,262	21,204	17,800
Colombo	20,453	13,315	4,429	8,645	3,427	2,796	2,202
Kolonnawa	11,932	7,156	2,286	5,245	2,590	1,555	1,564
Kaduwela	14,681	9,103	3,393	6,174	3,165	1,935	1,679
Homagama	14,330	8,698	3,342	6,503	3,128	1,933	1,581
Hanwella	9,166	5,891	2,483	4,026	2,036	1,107	871
Padukka	5,299	3,367	1,446	2,201	1,150	597	556
Maharagama	11,996	7,095	2,660	5,467	2,741	1,687	1,528
Sri Jayawardanapura Kotte	6,581	3,804	1,433	2,980	1,432	1,156	770
Thimbirigasyaya	15,482	9,523	3,693	6,747	2,923	2,266	1,799
Dehiwala	5,511	3,462	1,259	2,223	1,155	946	674
Ratmalana	6,936	4,502	1,497	2,641	1,242	1,024	876
Moratuwa	13,670	9,130	3,129	5,726	3,066	2,065	1,946
Kesbawa	14,288	8,830	3,379	5,942	3,207	2,137	1,754
Gampaha	163,369	98,232	40,386	77,197	35,731	22,324	18,912
Negombo	11,328	6,943	2,050	5,864	2,049	1,310	1,232
Katana	14,995	9,060	3,436	6,907	3,132	2,102	1,705
Divulapitiya	9,219	5,080	2,612	4,692	2,303	1,447	1,194
Mirigama	12,647	7,525	3,731	5,955	3,110	1,907	1,536
Minuwangoda	15,805	9,817	4,162	7,817	3,479	2,108	1,641
Wattala	12,265	7,473	2,533	5,742	2,566	1,608	1,428
Ja-Ela	14,829	9,491	3,011	6,449	2,856	1,850	1,584
Gampaha	11,721	5,937	3,147	6,236	2,716	1,768	1,427
Attanagalla	10,993	6,042	3,458	5,143	2,815	1,705	1,533

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Dompe	12,531	8,168	3,695	5,190	2,913	1,808	1,415
Mahara	13,135	7,278	3,443	6,538	3,182	1,918	1,615
Kelaniya	10,105	6,614	2,036	4,306	1,909	1,119	1,175
Biyagama	13,796	8,804	3,072	6,358	2,701	1,674	1,427
Kalutara	97,118	60,652	24,460	43,109	20,637	11,698	9,847
Panadura	14,742	9,517	3,186	6,219	2,925	1,726	1,432
Bandaragama	8,810	5,231	1,996	4,299	1,885	1,081	884
Horana	9,668	6,492	2,446	4,011	2,140	1,046	868
Ingiriya	3,694	2,091	1,152	1,780	885	445	399
Bulathsinhala	5,056	2,990	1,524	2,139	1,035	598	534
Madurawala	3,378	2,238	952	1,507	708	379	281
Millaniya	5,725	3,408	1,432	2,860	1,161	659	510
Kalutara	10,709	6,782	2,567	4,386	2,251	1,538	1,232
Beruwala	11,303	7,219	2,349	5,032	2,229	1,356	1,245
Dodangoda	4,956	3,252	1,326	2,013	1,073	548	455
Mathugama	7,768	4,962	2,084	3,589	1,693	902	736
Agalawatta	2,555	1,332	805	1,305	640	376	301
Palindanuwara	4,804	3,042	1,419	2,120	1,109	529	498
Walallavita	3,950	2,096	1,222	1,849	903	515	472
Kandy	126,623	79,354	29,257	58,874	26,141	14,297	12,417
Thumpane	3,574	2,138	964	1,743	891	402	322
Poojapitiya	5,029	3,023	1,409	2,324	1,222	588	543
Akurana	5,153	2,977	1,165	2,780	1,139	606	628
Pathadumbara	7,967	5,413	1,804	3,059	1,478	859	752
Panvila	2,734	1,614	569	1,643	664	233	251

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Udadumbara	1,973	969	480	1,033	482	229	231
Minipe	3,722	2,169	1,016	1,621	939	516	515
Medadumbara	5,874	3,506	1,490	3,009	1,471	778	629
Kundasale	11,194	7,058	2,493	4,987	2,143	1,264	1,107
Kandy Four Gravets & Gangawata Korale	14,456	9,793	2,955	5,898	2,599	1,498	1,228
Harispattuwa	8,802	5,523	2,049	4,215	1,711	913	777
Hatharaliyadda	3,613	2,476	998	1,613	787	365	285
Yatinuwara	10,575	6,947	2,443	4,608	1,963	1,107	938
Udunuwara	8,990	5,190	2,192	4,523	2,062	1,307	1,027
Doluwa	4,936	3,205	1,126	2,329	1,094	505	431
Pathahewaheta	6,012	4,085	1,524	2,618	1,362	717	653
Delthota	2,994	1,639	631	1,658	637	433	356
Udapalatha	7,964	4,582	1,540	4,102	1,493	880	748
Ganga Ihala Korale	5,534	3,652	1,315	2,441	1,023	597	525
Pasbage Korale	5,527	3,395	1,094	2,670	981	500	471
Matale	39,131	23,454	9,571	18,964	8,248	4,565	3,980
Galewela	5,152	3,169	1,254	2,458	1,170	706	633
Dambulla	5,324	3,398	1,221	2,287	1,042	615	502
Naula	2,831	1,744	638	1,327	493	273	217
Pallepola	3,270	2,111	767	1,709	603	308	244
Yatawatta	2,278	1,217	592	1,230	543	287	215
Matale	5,808	3,511	1,328	2,889	1,088	644	565
Ambanganga Korale	1,594	1,007	403	796	350	168	157
Laggala-Pallegama	879	490	238	363	207	111	107

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Wilgamuwa	2,353	1,388	601	930	598	342	344
Rattota	4,938	2,823	1,281	2,578	1,058	557	518
Ukuwela	4,704	2,596	1,248	2,397	1,096	554	478
Nuwara Eliya	64,169	37,384	11,376	31,338	12,325	5,859	6,917
Kothmale	10,167	6,520	1,935	4,706	1,777	912	1,076
Hanguranketha	6,629	3,634	1,741	3,493	1,456	781	666
Walapane	10,827	6,414	2,264	5,516	2,477	1,066	1,034
Nuwara Eliya	18,809	10,362	2,619	9,437	3,421	1,541	1,894
Ambagamuwa	17,737	10,454	2,817	8,186	3,194	1,559	2,247
Galle	84,956	52,052	23,561	36,934	19,177	11,101	9,509
Benthota	4,855	3,084	1,296	2,092	938	558	445
Balapitiya	4,751	2,748	1,133	2,151	1,010	750	598
Karandeniya	5,663	3,995	1,660	2,147	1,073	696	577
Elpitiya	6,179	4,010	1,839	2,618	1,358	790	650
Niyagama	3,424	2,190	976	1,401	739	384	342
Thawalama	2,308	1,402	696	1,063	506	283	290
Neluwa	2,776	1,845	692	1,246	613	311	303
Nagoda	4,864	3,186	1,438	1,976	1,091	618	509
Baddegama	6,584	3,783	2,047	2,982	1,609	842	693
Welivitiya-Divithura	2,608	1,745	771	1,014	612	314	290
Ambalangoda	3,160	1,739	888	1,418	782	455	381
Gonapeenuwala	2,022	1,192	521	834	518	238	241
Hikkaduwa	9,404	5,775	2,450	4,325	2,064	1,091	979
Galle Four Gravets	6,127	3,533	1,295	2,778	1,374	878	811
Bope-Poddala	3,469	2,116	911	1,385	786	484	371

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Akmeemana	4,953	2,713	1,457	2,308	1,200	805	619
Yakkalamulla	3,406	1,926	1,051	1,604	885	525	465
Imaduwa	3,432	1,952	1,081	1,615	819	425	389
Habaraduwa	4,971	3,118	1,359	1,977	1,200	654	556
Matara	61,741	38,422	17,775	26,603	15,479	8,797	7,728
Pitabeddra	1,931	933	550	785	552	309	332
Kotapola	5,806	3,830	1,673	2,491	1,255	664	597
Pasgoda	4,424	2,767	1,288	1,872	1,202	619	546
Mulatiyana	3,378	2,002	1,228	1,501	1,051	612	567
Athuraliya	1,930	972	649	908	581	304	290
Akuressa	4,283	2,913	1,282	1,581	989	564	513
Welipitiya	3,868	2,198	1,098	1,904	990	588	582
Malimbada	3,037	1,929	801	1,246	733	451	295
Kamburupitiya	3,561	2,330	1,127	1,360	896	487	414
Hakmana	2,849	1,752	816	1,303	805	426	371
Kirinda Puhulwella	2,139	1,422	620	858	481	278	206
Thihagoda	2,690	1,577	824	1,148	745	412	353
Weligama	6,244	4,300	1,584	2,509	1,354	761	632
Matara Four Gravets	7,645	4,578	2,053	3,513	1,788	1,133	963
Devinuwara	4,589	3,017	1,209	2,023	1,074	584	503
Dickwella	3,367	1,902	973	1,601	983	605	564
Hambantota	50,396	31,742	13,122	22,974	12,176	6,161	5,646
Sooriyawewa	2,659	1,628	618	1,171	717	326	310
Lunugamvehera	2,864	1,811	621	1,292	573	277	271
Thissamaharama	6,921	4,732	1,498	2,974	1,362	625	510

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Hambantota	4,907	3,310	1,057	2,188	919	485	510
Ambalantota	5,731	3,237	1,495	2,707	1,556	741	773
Angunakolapelessa	4,296	2,697	1,173	2,143	1,069	520	487
Weeraketiya	3,026	1,826	935	1,369	794	453	375
Katuwana	3,892	2,397	1,128	1,661	1,103	515	470
Walasmulla	3,635	2,294	1,127	1,695	993	545	478
Okewela	2,164	1,538	581	1,012	549	303	265
Beliatra	4,914	2,947	1,507	2,278	1,264	686	600
Tangalle	5,387	3,325	1,382	2,484	1,277	685	597
Jafna	51,966	29,874	11,693	23,064	9,912	5,350	6,739
Island North (Kayts)	1,186	661	223	564	193	88	139
Karainagar	1,370	930	366	503	244	92	129
Valikamam West (Chankanai)	4,405	2,581	1,062	1,822	912	559	641
Valikamam South-West (Sandilipay)	4,280	2,442	959	1,832	755	390	458
Valikamam North	2,577	1,363	543	1,220	523	311	418
Valikamam South (Uduvil)	5,222	3,151	1,112	2,318	992	514	569
Valikamam East (Kopay)	5,808	3,545	1,198	2,408	1,086	632	868
Vadamaradchi South-West (Karaveddy)	4,585	2,420	1,154	2,350	988	476	619
Vadamaradchi East	909	484	204	402	230	103	156
Vadamaradchi North (Point Pedro)	4,322	2,371	1,025	2,052	884	410	550

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Thenradchi (Chavakachcheri)	5,652	3,102	1,370	2,619	1,218	561	817
Nallur	5,418	3,282	1,144	2,207	736	498	591
Jafna	4,180	2,395	830	1,839	700	435	512
Island South (Velanai)	1,607	902	396	694	360	207	228
Delft	445	245	107	234	91	74	44
Mannar	7,360	4,168	1,226	3,317	1,552	748	1,044
Mannar Town	3,467	2,133	555	1,566	624	382	466
Manthai West	1,357	775	264	576	282	119	202
Madhu	669	381	128	300	141	54	134
Nanaddan	1,524	689	217	741	437	149	194
Musalai	343	190	62	134	68	44	48
Vavuniya	13,203	8,191	2,468	4,877	2,781	1,327	2,308
Vavuniya North	1,382	854	305	504	306	125	288
Vavuniya South	806	456	204	355	194	118	101
Vavuniya	8,372	5,141	1,495	3,250	1,676	892	1,421
Vengalcheddikulam	2,643	1,740	464	768	605	192	498
Mullaitivu	7,110	3,932	1,482	2,848	1,453	685	1,283
Thunukkai	869	478	183	394	204	88	140
Manthai East	408	209	96	139	87	62	105
Puthukudiyiruppu	1,712	854	369	630	328	164	390
Oddusuddan	1,092	576	219	493	238	117	157
Maritimepattu	2,254	1,304	456	844	439	202	433
Welioya	775	511	159	348	157	52	58
Kilinochchi	8,451	4,325	1,810	3,735	1,687	784	1,424

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Pachchilaipalli	393	173	101	165	89	52	47
Kandavalai	2,198	1,118	484	985	462	188	479
Karachchi	4,443	2,338	890	1,953	858	386	650
Poonakary	1,417	696	335	632	278	158	248
Batticaloa	34,448	19,243	6,025	15,929	7,533	3,330	5,120
Koralai Pattu North (Vaharai)	1,511	934	273	687	298	150	257
Koralai Pattu Central	1,873	1,122	215	939	389	155	227
Koralai Pattu West (Oddamavadi)	1,536	778	206	859	273	155	188
Koralai Pattu (Valachchenai)	1,668	999	275	785	300	130	191
Koralai Pattu South (Kiran)	2,104	1,142	457	1,059	572	180	356
Eravur Pattu	6,089	3,661	1,068	3,053	1,299	601	864
Eravur Town	1,612	847	205	898	351	152	162
Manmunai North	4,426	2,699	740	1,626	715	454	593
Manmunai West	2,709	1,242	465	954	868	179	602
Kattankudy	2,542	1,447	322	1,193	479	240	311
Manmunai Pattu (Araipattai)	1,787	988	363	826	322	216	293
Manmunai South-West	1,232	552	259	492	364	143	251
Porativu Pattu	2,463	1,315	551	1,131	605	279	379
Manmunai South & Eruvil Pattu	2,896	1,517	626	1,427	698	296	446
Ampara	43,707	26,507	9,127	19,649	8,894	5,384	5,893

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Dehiattakandiya	4,348	2,883	1,365	1,892	1,233	877	838
Padiyathalawa	1,262	824	288	557	278	174	136
Mahaoya	2,329	1,609	553	1,085	446	235	208
Uhana	6,544	4,670	1,533	2,524	1,108	652	554
Ampara	2,938	1,917	611	1,152	486	305	261
Navithanveli	1,363	720	334	710	321	117	198
Sammanthurai	1,769	631	363	917	448	290	506
Kalmunai Tamil Division	1,416	768	238	594	341	180	205
Kalmunai	2,153	1,179	361	1,033	503	269	299
Sainthamaruthu	1,215	587	188	640	247	168	214
Karaitheevu	631	274	97	315	109	69	107
Ninthavur	2,273	1,066	288	1,403	363	210	279
Addalachchenai	2,130	1,168	319	971	419	353	408
Irakkamam	303	94	50	171	83	51	60
Akkaraipattu	1,733	1,022	197	697	341	182	249
Alayadiwembu	1,566	960	292	717	229	135	158
Damana	4,695	3,316	1,152	2,083	924	485	412
Thirukkovil	1,721	1,073	337	708	398	180	253
Pothuvil	2,379	1,103	371	1,137	492	326	464
Lahugala	939	643	190	343	125	126	84
Trincomalee	32,212	20,665	5,694	14,258	5,914	3,358	4,121
Padavi Sri pura	1,230	890	293	514	206	106	90
Kuchchaveli	2,196	1,236	391	1,137	396	212	284
Gomarankadawala	656	436	146	243	120	66	56
Morawewa	719	396	136	408	137	59	65

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Trincomalee Town and Gravets	9,329	6,671	1,479	3,639	1,495	816	1,016
Thambalagamuwa	1,929	1,074	379	951	377	239	314
Kantalai	5,194	3,837	933	2,066	846	451	439
Kinniya	3,503	1,689	555	1,750	705	520	607
Muttur	4,778	2,875	838	2,321	1,032	539	759
Seruvila	1,535	989	272	650	228	105	168
Verugal (Echchilampattu)	1,143	572	272	579	372	245	323
Kurunegala	139,921	87,312	36,721	66,098	30,250	18,578	14,040
Giribawa	2,385	1,483	677	980	552	287	263
Galgamuwa	4,153	2,537	1,147	1,921	883	620	499
Ehetuwewa	2,255	1,325	645	1,044	489	309	245
Ambanpola	1,993	1,162	498	945	415	309	207
Kotavehera	2,310	1,493	671	988	512	294	240
Rasnayakapura	2,106	1,224	536	1,111	567	289	217
Nikaweratiya	4,036	2,524	1,038	1,944	762	544	371
Maho	5,072	2,950	1,254	2,758	1,109	667	440
Polpithigama	6,695	4,413	1,656	2,828	1,414	823	640
Ibbagamuwa	8,205	5,517	2,069	3,555	1,665	1,207	812
Ganewatta	2,405	1,248	710	1,241	559	397	311
Wariyapola	6,594	4,642	1,478	2,765	1,224	639	513
Kobeigane	2,888	1,753	715	1,352	562	421	304
Bingiriya	5,606	3,815	1,380	2,563	1,088	796	558
Panduwasnuwara	6,168	3,790	1,510	3,265	1,290	744	588
Panduwasnuwara East	3,065	1,812	814	1,546	725	420	324

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Bamunakotuwa	3,409	2,166	936	1,644	782	458	323
Maspotha	1,843	993	487	898	412	292	239
Kurunegala	5,822	3,789	1,434	2,560	1,134	725	538
Mallawapitiya	4,452	2,887	1,066	1,949	904	576	376
Mawathagama	5,745	3,370	1,495	2,917	1,290	870	652
Rideegama	8,660	5,598	2,449	4,286	2,161	1,189	972
Weerambugedara	3,207	1,841	1,002	1,605	749	464	374
Kuliyapitiya East	5,101	3,143	1,173	2,515	1,069	635	480
Kuliyapitiya West	4,680	2,404	1,343	2,348	1,117	669	581
Udubaddawa	4,974	3,411	1,096	2,181	1,021	564	435
Pannala	9,268	5,261	2,628	4,637	2,127	1,210	981
Narammala	5,574	3,750	1,610	2,541	1,206	606	435
Alawwa	5,608	3,371	1,647	2,696	1,205	771	521
Polgahawela	5,642	3,640	1,557	2,515	1,257	783	601
Puttalam	63,658	39,751	13,722	29,541	12,706	7,784	7,047
Kalpitiya	5,507	3,546	863	2,324	995	617	727
Vanathavilluwa	985	602	216	381	243	120	145
Karuwalagaswewa	2,188	1,372	500	943	372	242	168
Nawagattegama	1,047	616	336	457	269	153	138
Puttalam	6,043	4,045	958	2,255	1,018	687	825
Mundel	4,080	2,714	872	1,756	736	477	505
Mahakumbukkadawala	2,116	1,327	491	952	364	223	153
Anamaduwa	3,574	2,265	984	1,652	759	449	376
Pallama	1,996	1,310	569	913	409	333	237
Arachchikattuwa	3,412	2,067	771	1,673	644	400	358

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Chilaw	5,756	3,730	1,097	2,598	997	615	550
Madampe	3,669	2,284	874	1,828	802	488	389
Mahawewa	5,338	3,204	1,122	2,728	1,138	549	447
Nattandiya	5,943	3,649	1,388	2,936	1,350	798	669
Wennappuwa	6,903	3,964	1,560	3,649	1,526	939	827
Dankotuwa	5,101	3,056	1,121	2,496	1,084	694	533
Anuradhapura	66,848	41,053	16,080	30,408	13,102	8,124	6,673
Padaviya	1,172	581	312	546	270	171	170
Kebithigollewa	1,872	1,298	518	724	340	191	157
Medawachchiya	3,454	2,144	730	1,538	604	409	295
Mahavilachchiya	1,836	1,033	477	686	352	397	215
Nuwaragam Palatha Central	4,465	2,689	1,069	2,164	956	655	520
Rambewa	3,146	1,904	790	1,543	564	343	302
Kahatagasdigiya	3,230	1,765	749	1,673	674	407	343
Horowpothana	2,039	1,066	626	985	516	342	346
Galenbindunuwewa	4,107	2,679	1,104	1,549	758	488	374
Mihinthale	2,534	1,515	577	1,258	505	270	213
Nuwaragam Palatha East	4,677	3,053	967	1,903	898	559	462
Nachchadoowa	2,712	1,826	583	1,318	482	274	235
Nochchiyagama	4,499	2,928	1,034	1,925	834	423	394
Rajanganaya	3,617	2,490	871	1,539	595	311	226
Thambuttegama	3,430	2,184	821	1,555	661	365	356
Thalawa	4,970	3,156	1,189	2,202	975	630	489
Thirappane	2,220	1,252	580	1,107	480	320	287

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Kekirawa	3,392	1,919	856	1,596	703	514	408
Palugaswewa	1,265	691	337	646	246	140	119
Ipalogama	2,765	1,536	632	1,527	544	321	264
Galnewa	3,061	2,022	680	1,325	540	238	218
Palagala	2,385	1,322	578	1,099	605	356	280
Polonnaruwa	33,024	20,424	7,264	14,901	6,689	3,450	3,106
Hingurakgoda	5,782	3,603	1,280	2,790	1,113	606	523
Medirigiriya	6,127	4,014	1,436	2,646	1,373	731	596
Lankapura	2,643	1,553	660	1,163	540	301	309
Welikanda	2,635	1,422	499	1,258	460	258	243
Dimbulagala	5,342	3,235	1,130	2,165	1,143	525	498
Thamankaduwa	6,265	3,904	1,315	2,912	1,066	578	536
Elaheera	4,230	2,693	944	1,967	994	451	401
Badulla	70,143	43,314	15,903	33,119	14,342	7,727	7,673
Mahiyanganaya	4,857	3,130	1,195	1,826	995	632	612
Rideemaliyadda	3,760	2,337	1,019	1,490	873	502	411
Meegahakivula	1,024	549	252	505	237	160	149
Kandaketiya	1,987	1,265	527	831	479	236	339
Soranathota	2,116	1,265	518	1,054	500	257	236
Passara	4,677	2,831	973	2,333	1,066	502	649
Lunugala	3,048	1,915	794	1,530	675	362	375
Badulla	5,768	3,465	1,272	2,916	1,054	600	548
Hali-Ela	9,459	5,987	1,986	4,570	2,051	922	760
Uva Paranagama	8,661	5,585	1,926	4,261	1,632	810	807
Welimada	8,208	5,153	1,959	3,748	1,613	960	811

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Bandarawela	5,110	3,041	1,073	2,529	1,069	546	473
Ella	4,642	2,882	1,085	2,238	942	541	696
Haputale	3,725	2,079	686	1,839	606	371	504
Haldummulla	3,101	1,830	638	1,449	550	326	303
Moneragala	37,634	24,538	9,414	16,280	8,472	4,597	4,128
Bibile	3,674	2,401	924	1,604	811	471	377
Madulla	2,567	1,713	683	1,009	612	343	327
Medagama	2,647	1,670	784	1,175	707	417	388
Siyambalanduwa	5,127	3,434	1,185	2,128	1,067	669	511
Moneragala	3,453	2,103	913	1,673	843	405	415
Badalkumbura	3,326	2,091	808	1,507	788	410	390
Wellawaya	5,500	3,608	1,194	2,357	1,123	602	554
Buttala	3,726	2,458	929	1,619	827	438	402
Katharagama	1,703	1,048	457	854	387	171	178
Thanamalvila	2,401	1,607	556	963	565	282	240
Sevanagala	3,510	2,405	981	1,391	742	389	346
Ratnapura	99,722	65,533	25,916	43,580	21,406	11,394	10,073
Eheliyagoda	6,982	4,891	2,001	2,853	1,626	952	673
Kuruvita	8,676	6,089	2,220	3,056	1,485	875	731
Kiriella	3,339	2,184	914	1,525	704	354	300
Ratnapura	9,377	5,810	2,396	4,250	2,083	1,187	1,027
Imbulpe	6,016	3,929	1,457	2,842	1,229	651	601
Balangoda	6,841	4,191	1,696	3,135	1,456	757	801
Opanayaka	1,976	1,151	533	964	471	284	233
Pelmadulla	9,150	6,289	2,082	3,853	1,752	883	776

Census of Population and Housing - 2012, Sri Lanka

Population (5 years and over) with difficulties according to district and DS division by type of difficulty, 2012

District and DS division	Total population with difficulties	Type of difficulty					
		Seeing	Hearing	Walking	Cognition	Selfcare	Communication
Elapatha	3,700	2,201	1,092	1,718	972	434	446
Ayagama	2,973	1,931	866	1,347	649	323	306
Kalawana	4,479	2,858	1,323	1,982	1,102	476	432
Nivithigala	5,554	3,682	1,406	2,279	1,164	603	493
Kahawatta	4,404	3,065	991	1,940	844	458	361
Godakawela	8,783	5,916	2,155	4,204	1,649	998	867
Weligepola	3,414	2,449	957	1,408	757	371	324
Embilipitiya	9,350	6,087	2,535	3,926	2,303	1,238	1,190
Kolonna	4,708	2,810	1,292	2,298	1,160	550	512
Kegalle	70,689	42,941	20,595	32,096	15,820	8,949	7,405
Rambukkana	6,325	3,807	1,829	2,957	1,372	874	633
Mawanella	6,810	3,750	1,807	3,115	1,636	892	744
Aranayaka	6,975	3,973	2,112	3,479	1,600	920	673
Kegalle	8,633	5,413	2,510	3,918	1,823	937	779
Galigamuwa	6,773	4,276	2,001	2,856	1,517	835	757
Warakapola	9,311	5,393	3,005	4,590	2,217	1,310	1,055
Ruwanwella	5,243	3,198	1,611	2,415	1,152	605	553
Bulathkohupitiya	4,301	2,660	1,123	1,878	800	516	377
Yatyanthota	5,669	3,478	1,507	2,547	1,300	753	672
Dehiovita	6,662	4,363	1,954	2,724	1,549	834	714
Deraniyagala	3,987	2,630	1,136	1,617	854	473	448