



# EDUCATING SRI LANKANS FOR DEVELOPMENT

Thematic Report based on Census of Population and Housing 2012



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Thematic Report based on Census of  
Population and Housing 2012

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## TABLE OF CONTENTS

Acronyms	03
Message from the Director General Department of Census and Statistics	04
Message from UNFPA Representative in Sri Lanka	05
Key Findings	06
Introduction	12
<b>Chapter 1</b> : Literacy Rate, Engagement in Education and Educational Attainment	13
<b>Chapter 2</b> : Pre-school Education	22
<b>Chapter 3</b> : Education of Persons with Difficulties	28
<b>Chapter 4</b> : Computer Literacy, Language Skills and Implication for Employability	37
Appendix (A)	47
Appendix (B)	54
Appendix (C)	82
Appendix (D)	102
Appendix (E)	110
List of References	114

## ACRONYMS

American Montessori Institute	AMI
American Montessori Society	AMS
Computer Applications Assistant	CAA
Early Childhood Care and Development	ECDD
Early Childhood Care Education	ECCE
Early Childhood Development Standards	ECDS
General Certificate in Education (Ordinary Level)	G.C.E.(O/L)
General Certificate in Education (Advanced Level)	G.C.E.(A/L)
Information Communication Technology	ICT
International Montessori Society	IMS
International Non-governmental Organization	INGO
Non-governmental organization	NGO
Plantation Human Development Trust	PHDT
United Nations Development Programme	UNDP
United Nations Educational, Scientific and Cultural Organization	UNESCO
United Nations Population Fund	UNFPA

## MESSAGE FROM THE DIRECTOR GENERAL DEPARTMENT OF CENSUS AND STATISTICS

DR.AJ.SATHARASINGHE



The Department of Census and Statistics (DCS), under the Ministry of National Policies and Economic Affairs, is the Central Government agency that collects, compiles and disseminates relevant, reliable and up-to-date statistical information required to plan and monitor progress of development and other socio-economic activities in the country. The DCS is entrusted with the duty of conducting all national censuses and surveys, and the facilitation of generating official statistics from administrative records. The Census of Population and Housing is one of the major censuses conducted decennially by the Department.

The DCS takes various steps to disseminate key findings of its censuses and surveys. This thematic publication is one such effort to disseminate findings of the Census on Population and Housing 2012, which was a landmark event, as it covered the entire country after 30 years. The report is the result of a collaboration between the DCS, UNFPA and the expertise of an external consultant.

This report is a comprehensive review of the educational status of Sri Lankan population. It focuses on the important issues of literacy, educational attainment, pre-

school education, education of persons with difficulties and the advancing issue of computer literacy and language skills. Based on this evidence-based research, the report proposes recommendations for the educational policy of Sri Lanka.

I hope that this report will be used as a reference guide and tool by policy makers and decision makers involved in the development and improvement of the educational system in Sri Lanka.

**Dr. A.J. Satharasinghe**

**Director General**

*Department of Census and Statistics*

## MESSAGE FROM UNFPA REPRESENTATIVE IN SRI LANKA

MR. ALAIN SIBENALER



Sri Lanka has an excellent record of commitment towards achieving universal education. As data from the Population and Housing Census 2012 indicates, Sri Lanka boasts a literacy rate of 95.7%, the highest among its South Asian counterparts. However, in contrast, 43.6% of individuals between the ages of 17-24 years have not obtained their O/L qualification.

As education is directly linked to achieving youth potential and reaping benefits of the demographic dividend that Sri Lanka is currently experiencing, it is vital that policy makers take steps to address such issues.

The objective of this report is to provide a comprehensive, yet simple overview of Sri Lanka's educational system, and the areas that may require more attention from policy makers and decision makers. Some of these include: educational engagement of youth, pre-school education, education of persons with difficulties, quality education for women and young girls, the ICT sector, and language education. It is recommended that these issues be adequately addressed if the country is to reach better heights of development.

We at the United Nations Population Fund, UNFPA Sri Lanka, are pleased to have supported the Department of Census and Statistics to develop this report on Education in Sri Lanka. As we go beyond data, we feel that it is vital to show how the data in this report brings emerging issues, such as education, to the forefront of the nation's development agenda. We hope that the evidence-based policy directions outlined in this report will serve as a reference guide for policy makers and planners for many years to come.

As Representative of the United Nations Population Fund (UNFPA) in Sri Lanka, I am proud to be part of Sri Lanka's journey as a newly emerging middle income country. We stand ready to provide assistance and commitment to the Government of Sri Lanka and all key stakeholders to link data to national development planning and budgeting.

**Mr. Alain Sibenaler**

*UNFPA Representative in Sri Lanka*

## KEY FINDINGS

### LITERACY RATE, ENGAGEMENT IN EDUCATION AND EDUCATIONAL ATTAINMENT

- Overall, the literacy rate across the country is impressive at 95.7%.
- Lowest literacy rate among the three sectors (urban, rural and estate), 80.9% is recorded by the females in the estate sector.
- In all three sectors, males record a higher literacy rate compared to their female counterparts.
- Among the 25 districts in the island, Gampaha (98.5%) and Batticaloa (89.5%) records the highest and the lowest literacy rates, respectively.
- The differences in the literacy rates among the three sectors is a reflection of the quality of education, standard of living and level of income prevailing in the respective sectors.
- Significant differences in literacy among the different ethnic and religious communities in the island could not be observed.
- Number of individuals in both sexes across the three sectors not engaged in any educational activity increase after age 15. Here too, the number of individuals in the estate sector not engaged in education is highest.
- Overall, 4.2% of individuals in the age category of 5-14 are not engaged in educational activities. This brings out noteworthy implications about school dropout rate or the percentage never been to school. The same is recorded at 8.2% in the estate sector.
- It is likely that these individuals aged 5-14 who are not engaged in educational activities also never attempt the G.C.E. (O/L) examination.
- The lowest percentage of individuals not engaged in education is recorded from Kilinochchi (2.96%) and the highest is recorded from Rathnapura (5.43%).
- 3.4% males and 3.3% females in the age category 5-14 years do not attend school. This indicates that the same percentages of males and females do not complete their compulsory education.
- Percentages of individuals passing only grades 1-5 is the highest in the estate sector. A majority of children in the estate sector seem to leave school before the G.C.E. (O/L) grade whereas the opposite is true about the urban and rural sectors.
- The highest percentage completing the General Certificate of Education (Advanced Level) are found in the urban sector.
- 43.6% of individuals in the age category of 17-24 have not obtained their O/L qualification.



## PRESCHOOL EDUCATION

- Sri Lankan children seem to begin pre-school at the age of 3. Majority of children in all sectors are in pre-school by age 4.
- Here too, the percentage (77%) of children aged 4 who are enrolled in pre-school is lowest in the estate sector.
- Around 10% - 20% children aged 4 years in all three sectors do not attend pre-school.
- Fertility rate of Sri Lanka which has been on the rise since 1998 indicates the possibility of increased numbers of children in the future. Consequently, the numbers of children aged 3 or 4 are likely to increase. With the projected increase in child population, the need for a more organized system of pre-school education is felt severely.
- There are 10,199 registered Early Childhood Care and Education (ECCE) centers in the island that are privately owned, 2,741 by public body, 984 by religious organizations, 1,075 by NGOs, 129 by INGOs and 1,895 by others.
- About 1% of children aged 6 years (age of primary school enrolment) continue to be in pre-school. This could be an indication of the difficulties encountered in finding a suitable primary school for children due to the existing regulations and procedures implemented by the Ministry of Education.
- The estate sector records the highest percentage of children aged 6 years not engaged in any educational activities.
- Over 4% of children aged 6 years are not engaged in any educational activity in the districts of Colombo, Nuwaraeliya, Vavuniya and Rathnapura.
- The high percentages of Hindus (5.1%) and the Indian Tamils (6.4%) aged 6 years who are not engaged in any educational activity also possibly reflects the educationally disadvantaged position of the estate sector.

## KEY FINDINGS CONTD.

### EDUCATION OF PERSONS WITH DIFFICULTIES

- The Government of Sri Lanka recognizes the importance of providing equal opportunities for individuals with difficulties in accessing education and advocates a policy of 'inclusive education.
- However, the National Policy on Disability states that the Government and the private sector educational institutes are still incapable of fully handling the educational needs of individuals with difficulties.
- The National Policy on Disability (2003) identifies some areas of education that needs improvement in order to improve the numbers of individuals with difficulties enrolling in formal schools, namely 1) many children with difficulties do not still enroll in primary school, 2) the dropout rate of children with disability is high and 3) number of females enrolled in school is less than that of males.
- There are 546 special needs units affiliated to government schools across the country. However, they are mostly concentrated in the Western Province. Rural areas in general or districts recording more numbers of persons with difficulties do not seem to have been given any priority in establishing special needs units in the respective government schools.
- Contrary to the arguments presented in the National Policy on Disability (2003), percentage of females (aged 5-19 years) with disability not engaged in education is less than that of males in all age categories except 5-9 years.
- The percentages of individuals with difficulties is highest in Nuwaraeliya, Mannar, and Badulla. Educating children with special needs becomes a key concern in rural schools, particularly in the districts with higher numbers of individuals with disability in the school-going age.
- Rural areas in general or districts recording more numbers of persons with difficulties do not seem to have been given any priority in establishing special needs units in the respective government schools.
- Of the 88,740 individuals with difficulties in the age group 5-19 years, 34.1% are not engaged in any educational activities. Majority of these individuals are from the estate sector.
- Lack of facilities in schools to accommodate these children with special learning needs and the social stigma attached to disability could be playing a role in keeping the rural and estate children away from formal schooling.
- Most children in school with disability seem to be suffering from mental disorder. The need for teachers with relevant skills and capacities to address the unique learning needs of such children is recognized.

## EMPLOYMENT RATE, COMPUTER LITERACY AND LANGUAGE SKILLS

- In Sri Lanka, computer education has begun in schools in 1983 and the National Policy on School IT Education has been in place since 2001.
- The language policy of teaching Sinhala to Tamil and Tamil to Sinhala students in schools have been in place since the early 2000s.
- English has been taught as a compulsory second language since the 1950s.
- However, in spite of these policies and practices, the English language skills and computer skills among Sri Lankans after several years of schooling do not seem very impressive.
- Compared to the national investment made towards teaching English to all students, the returns to the country seems very limited with only 26% of the country's total population being able to speak in English and only 31% able read and write English.
- The urban sector is more privileged in terms of all three language skills in English. The estate sector records the lowest percentages of individuals who are competent in speaking, reading and writing English.
- The numbers of individuals who are still unemployed after so many years of formal education could be a reflection of the quality of education they have received. They could be lacking important skills required by the employment market.
- Only 12% of those with G.C.E. (O/L) qualification are capable of speaking and 45% of reading and writing English. This is not an impressive figure given the fact that these individuals have gone through the "compulsory second language programme" in schools.
- Though Sri Lanka has had a formal IT unit in the Ministry of Education and relevant policies to promote IT among school children since 2001, majority in all age groups are unable to use computer. Situation seems worse in the rural sector (77.9%) and worst in the estate sector (91.2%) even when there is an IT program operating for schools.
- In all three sectors (except the estate sector) of the country, females' capacity to use computers is less than that of males.
- Data does not confirm that computer literacy is an advantage in finding employment. Of the total number employed only a minority (23.66%) is recorded to possess the ability to use computer. Furthermore, 48.91% of the unemployed are recorded as being able to use computers.
- A positive relationship between ability to use computers and educational attainment levels can be observed in the data.
- This can be taken to indicate two things: 1) individuals engaged in educational activities seem to acquire computer skills because of its instrumental value in acquiring knowledge, 2) the fact that school children are able to improve their computerskills as they reach higher Grades in school could be due to the school ICT programme.
- In the age categories 10-14 and 15-19, the percentage of individuals able to speak Sinhala & Tamil, Sinhala & English, Tamil & English and all three languages is all below 20%. Since these age groups represent school going children, this figure can be taken as an indication of the ineffectiveness of the language teaching programme in school.
- However, when taken separately (i.e. without combining two languages) children's ability to speak in Sinhala seems impressive across all ethnic groups.

## KEY FINDINGS CONTD.

### CONCLUDING RECOMMENDATIONS FOR EDUCATIONAL POLICY

1. Programmes to improve literacy levels among adult members, particularly females, of the estate sector is recommended as a long-term mechanism to improve the quality of life among families in the estate sector.
2. The need to implement mechanisms for ensuring that young girl children from the estate sector is retained in school is recommended to avoid the long-term problem of low levels of literacy among estate females. Improving pre-school facilities in the estate sector would also contribute towards eliminating this long-term problem in the sector. The above interventions would also contribute towards improving engagement in educational activities among individuals aged 15 and over from the estate sector.
3. A clear decline in engagement in educational activity is visible in all sectors after the age of 15, i.e. after completing compulsory education. Interventions to encourage continued schooling is recommended at least to ensure more students would complete their G.C.E. (O/L) examination.
4. Promoting vocational training with a salary for those leaving formal school after completing compulsory education is recommended to prevent them from seeking unskilled employment.
5. For decades, the country's education policy has attempted to eradicate differences between educational facilities (both physical and human) provided for schools in the different sectors in the country. However, the attempt still remains largely futile. It is recommended that this attempt be continued with more focus placed on rural and estate schools.
6. In light of the possible increase in population in future, it is recommended that pre-schools be standardized in terms of pedagogy and curriculum. Mechanisms need to be introduced to ensure the policies that are currently in place for this purpose are properly implemented.
7. Improve access to pre-schools by way of increasing the number of affordable pre-schools in rural and estate sectors.
8. The situation of children who are attending pre-school at age 6 needs attention. The reasons for over staying in pre-school need to be identified and addressed.
9. Improving opportunities for 'inclusive education' for individuals with difficulties needs immediate attention. The geographical distribution of such individuals needs to be taken into account in improving the number of such educational units affiliated to government schools across the island.
10. 'Inclusive education' needs to pay more attention towards developing awareness and sensitivity among other students and teachers about the plight of students with difficulties. Teachers should be made capable of dealing with the physical and psychological difficulties of such students.
11. Sri Lankans record low levels of IT and English language skills in spite of the country's commitment towards improving IT and multi-language skills among its student population. Attention should be placed on improving these skills by way of improving relevant (physical and human) facilities for implementing the educational programme and by improving the curriculum.
12. It is recommended that the school IT programme be implemented with adequate IT facilities in all schools in the island, particularly rural and estate schools.
13. The language teaching programme in school should incorporate curricular that gives prominence to the speaking ability if it were to achieve its objectives of improving employment and educational opportunities and national reconciliation.

## CONCLUDING RECOMMENDATIONS FOR FURTHER RESEARCH

1. Statistical/ quantitative data presented in the 2012 census of population and housing confirm that Sri Lanka has reached impressive levels of educational achievement in terms of one of the most commonly used development indicators; literacy level. However, the initial findings made in this report highlight the need for more qualitative inquiry to explore the issues pertaining to accessibility of educational opportunities, unequal distribution of physical and human resources among schools in the three sectors and classroom delivery that may disadvantage some over others.
2. In terms of policy, Sri Lanka already has well-developed policy frameworks for improving pre-school education, inclusive education and IT and multi-language education. However, perfect and complete implementation of these policies seems to be hindered by several socio-economic and cultural reasons which are difficult to identify through an analysis of quantitative data of this nature. Further, quantitative and qualitative research is recommended for identifying these reasons to facilitate better implementation of the said policies.
3. It is recommended that research be undertaken to identify reasons for district/ sector wise differences in literacy levels, engagement in education and educational attainment. Identification and the eradication of context-specific reasons for the above will be instrumental in establishing the egalitarian system of education envisioned by proponents of free education in Sri Lanka.
4. Ensuring equal distribution of physical and human resources to all schools in the island would require further research in order to identify the requirements of individual schools. Distribution of resources without such research would continue the mistake of distributing facilities on a more general principle of equality whereby the disadvantaged schools would not get the special attention they deserve.
5. Research is also necessary for identifying the reasons that lead some children to continue in pre-school even after reaching the age of 6 which is when they should be enrolling in primary school. Eliminating any problems caused by the system that blocks primary school entrance for some would improve accessibility to education.
6. Research is also necessary for identifying the socio-cultural reasons that may be playing a role towards insufficient educational participation by persons with difficulties. It was revealed that some individuals whose disability status may not necessarily hinder their education stay away from educational activities. Encouraging these individuals to engage in educational activities will not only help them gain acceptance into wider society but also help the country's economy by encouraging these individuals to seek independent ways of existence without entirely depending on social welfare.

## INTRODUCTION

Sri Lanka has a long history of being committed to universal education. During the period of colonization, the country had an education system that largely restricted access to education based on economic standing of individuals (Jayasuriya, 1976). This resulted in a class-based education system in the country where education was tied to a particular group of elites who could afford it (Jayasuriya, 1969; 1976).

However, in the early 1940s, the then Minister of Education C.W.W. Kannangara introduced a wide range of educational reforms that aimed at creating an equitable system of education in Sri Lanka. His educational reforms emanated from a 1944 report of a committee he appointed to inquire into the then prevailing education system. This Special Committee on Education (also known as the Kannangara Committee) pointed out that having two types of schools based on the media of instruction was a major defect of the then contemporary system of education in Sri Lanka (Jayasuriya, 1969). This committee initiated the ideas of free education, and education through the vernacular media. These policies and several other welfare policies that were introduced in the field of education during later years were useful in making education available to all Sri Lankans irrespective of their ethnic, religious, caste or class standing.

As a result of these welfare policies, citizens of the country has reached impressive standards of educational attainment over the last several decades. However, there seem to be few areas within education that can be improved further. This thematic report intends to explore these areas by careful analysis of the Population Tables published by the Department of Census and Statistics based on the Census of Population and Housing- 2012, Sri Lanka (Department of Census and Statistics, 2015).

The report identifies four major areas which require more attention from the government and policy makers, namely, 1) literacy rates, educational attainment and engagement in education, 2) pre-school education, 3) education of persons with difficulties and 4) ICT and language education. Data shows that the country has reached considerable levels of development in all these areas. However, the present report attempts to identify how further improvement can be achieved.

The Sri Lankan government's commitment towards providing equal opportunities for all Sri Lankans is visible in the country's constitution as well as other policy documents such as the ones pertaining to early childhood care and development and the disabled and disadvantaged communities. These policies imply the widespread agreement that these vulnerable groups must be given equality of treatment in providing education. However, in practice several problems seem to hinder their chances of accessing education. The situation of the estate sector has been researched and documented as one that is disadvantaged due to lack of facilities available in estate schools, cultural values and attitudes in the community. These factors create a social background which pays little attention to the need of educating women in the sector. Low levels of educational qualifications and income levels in the community have been highlighted as reasons that disadvantage the estate sector over others.

Furthermore, although policies and relevant documents have been formed to standardize the pre-schools in the country, according to officials at the Children's Secretariat there are several pre-schools in operation which have not gone through the required registration process. Therefore, the quality of early childhood care and development provided by such pre-schools which is unmonitored is questionable. Pre-schools that employ teachers without the required educational qualifications that adopt ad hoc approaches towards early childhood care and development raise concerns about the quality of pre-school education provided by such institutes.

Likewise, the policy document pertaining to individuals with difficulties claims commitment towards the provision of equality of educational opportunities for such individuals. However, in practice several issues seem to discourage such individuals from trying to access the limited educational opportunities available for them. Among them a key issue highlighted by the said policy document is the social stigma attached to persons with disabilities. Sri Lankan society still seems reluctant to acknowledge this group of individuals in par with those considered to be 'normal'. This could result in exacerbating the social position and security of persons with difficulties in the long run.

## CHAPTER 1

### LITERACY RATE, ENGAGEMENT IN EDUCATION AND EDUCATIONAL ATTAINMENT

#### 1.1 INTRODUCTION

The Constitution of Sri Lanka has among its goals, “the complete eradication of illiteracy and assurance to all persons of the right to universal and equal access to education at all levels” (The Constitution of Sri Lanka, Article 27(2)h), and “to promote with special care the interests of children and youth so as to ensure their full development, physical, mental, religious, social and to protect them from exploitation and discrimination” (The Constitution of Sri Lanka, Article 23(13)). This chapter attempts to understand the overall picture of educational involvement of Sri Lankans by way of looking at the country’s literacy rate, engagement in education and educational attainment.

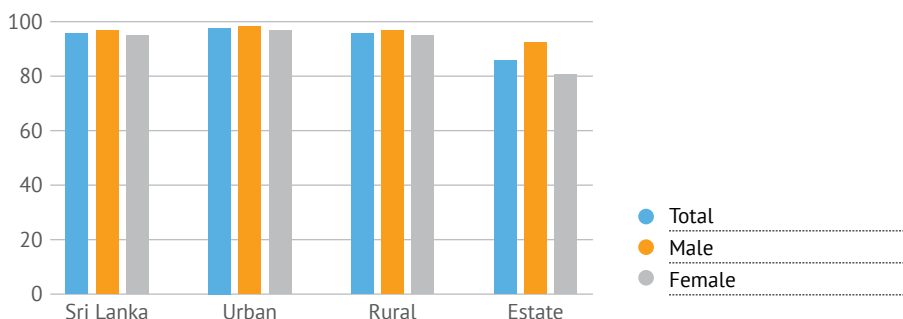
Literacy contributes to economic prosperity, to good health, to cultural identity, civic participation and tolerance and to individuals’ ability to realise their potential (UNESCO, 2006). Illiteracy is likely to affect the underprivileged than the privileged: the poor, the female, ethnic, cultural or linguistic minorities and the disabled are particularly at risk (Ministry of Education, 2009). Literacy in Sri Lanka is defined as the ability to read and write in the first language and the assessment of literacy depends on oral responses from individuals as to whether they can read and write. The validity of these rates is sometimes subjected to debate as there is no standardized literacy test adopted for testing ‘actual’ literacy (Ministry of Education, 2009).

Taking literacy rate as an indicator of educational engagement is debatable (Ministry of Education, 2009) as it is merely a percentage of the population aged 10 and above who can read and write a short, simple statement on their everyday life. Engagement in educational activities and educational attainment may also bring out information either about the school dropout rate or the general interest shown towards education as these figures could be of either individuals who dropped out of school or of those never enrolled in school.

#### 1.2 LITERACY RATE

Sri Lanka has reached an impressive level of overall literacy over the past decades thanks to policies such as the free education policy of 1945, non-formal education for adults and several other initiatives by the government and non-governmental agencies. The country has reached an overall literacy rate of 95.7% across the sexes, all age categories and sectors (See Appendix A). Literacy among males (96.9%) is higher than that among females (94.6%). The overall literacy rate is also higher in the urban sector (97.7%) than the rural sector (95.7%). The lowest overall rate is recorded in the estate sector (86.1%). In all three sectors males record a higher literacy rate compared to their female counterparts. The lowest rate among all sectors is recorded by females in the estate sector (80.9%), a figure worthy of attention (Department of Census and Statistics, 2014b, 2015a) (See Figure 1 and Appendix A).

Figure 1.1: Literacy Rates of Populations aged 10 years and over by sector and sex 2012



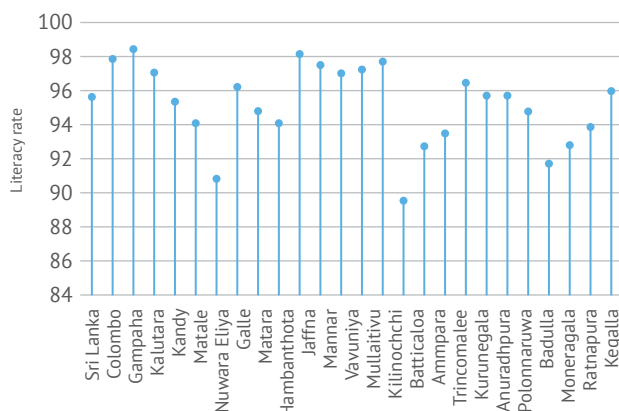
Source: Census of Population and Housing - 2012

## LITERACY RATE, ENGAGEMENT IN EDUCATION AND EDUCATIONAL ATTAINMENT CONTD.

While the arguments about literacy rate being an inadequate measurement of educational involvement may be relevant, it is also important to note that literacy would help create awareness among individuals with low-levels of education about health habits, diseases, matters that concern their social wellbeing, significance of educating their children and possibilities of exploring new livelihood activities. Given the low-income and low educational levels of the estate community (Little, 2007, Vijayakumar, 2012), awareness programs that target women and address the above issues become very important for improving their and their families' quality of life and the empowerment of women. Low levels of literacy among estate females may hinder the possibility of such women and their families obtaining the full benefit of such products.

When literacy rates are checked across the 25 districts of the island, it becomes further evident that the rural sector is in a worst plight compared to the urban sector. The highest level of literacy is recorded in Gampaha (98.5%) and the lowest in Batticaloa (89.5%) (UNFPA, 2015). (See Figure 1.2).

Figure 1.2: Literacy levels according to District 2012



Source: Census of Population and Housing -2012

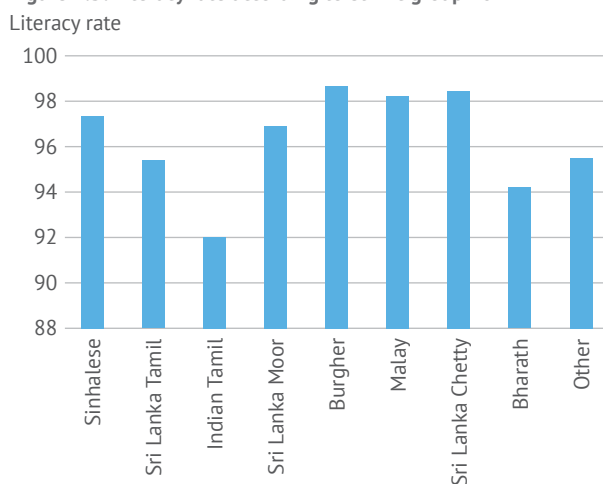
The reasons for higher levels of literacy among residents in Gampaha and the lower levels of literacy among residents of Batticaloa are not identifiable through the data that has been generated so far. However, this can be identified as an important area which requires further exploration and research.

The differences in the literacy levels among the three sectors are undoubtedly a reflection of the quality of education (Institute of Policy Studies, 2010), standard of living and level of income prevailing in the respective sectors. The latter two factors are often taken as important in determining the general attitude and interest toward education in any community (Husain, 2005; Mukharjee and Das, 2008). In the absence of a 'push' from the community and family, children are unlikely to develop an innate liking towards the act of going to school. According to the 2012 Census data, the urban sector shows literacy levels both higher than that of the rural and estate sectors. If literacy is taken as an outcome of schooling, the higher levels of literacy obtained by the urban sector is undoubtedly a result of the quality of schooling, standard of living and economic standing of urban residents compared to their rural and estate sector counterparts (Ekanayake, 2010; 2013).



A comparison of literacy levels across ethnicity and religion does not bring out any significant differences between the groups. This is probably an indication of the effectiveness of the free education policy that is in place. However, it must be noted that literacy level among Indian Tamils is lower than that of the other communities; a probable reflection of the above discussion about the estate sector as many estate residents are Indian Tamils (See Figure 1.3).

**Figure 1.3: Literacy rate according to ethnic group 2012**



Source: Census of Population and Housing - 2012

### 1.3 ENGAGEMENT IN EDUCATION

Engagement in education, an indicator of whether individuals are engaged in any educational activities, also bring out information about the number of individuals never been to school or the numbers dropping out of school (See Appendix B). In all age categories and in all sectors a clear decline of Sri Lankans engaging in educational activity is visible after age 14 which signifies the end of compulsory education in the country. In other words, numbers of individuals in both sexes across all sectors not engaged in any educational activity increase after age 15 (See Table 1.1).

**Table 1.1: Percentage of Population aged 15-16 and 17-18 years not engaged in educational activity by sex and sector 2012**

Sector	Sex	Age (%)	
		15-16	17-18
Urban	Male	18	40
	Female	18	35
Rural	Male	19	46
	Female	18	40
Estate	Male	33	64
	Female	30	59

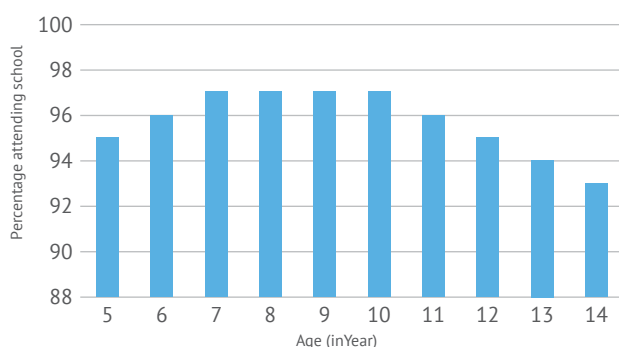
Source: Census of population and housing- 2012

## LITERACY RATE, ENGAGEMENT IN EDUCATION AND EDUCATIONAL ATTAINMENT CONTD.

Here too, the estate sector seems backward compared to its urban and rural counterparts. Percentages of individuals in the estate sector not engaged in any educational activity at age 15-16 and 17-18 are the highest. Further, the percentage of estate females in the same age categories not engaged in education is slightly higher (by 3% and 5% respectively) than that of the males.

Percentage of individuals in the age category of 5-14 not engaged in education brings out noteworthy implications about the school dropout rate and/or the school enrollment rate of the country (See Figure 1.4). Overall, 4.2% of individuals in this group are not engaged in any educational activities (See Appendix B). Approximately similar percentages of individuals in both sexes in the urban and rural sectors seem to be out of school. The estate sector again records the highest rate of 8.2% of individuals aged 5-14 not engaged in education. The fact that these individuals remain out of school before the age of 15 reveals that the same percentages of individuals have not even attempted their General Certificate in Education (Ordinary Level) examination.

**Figure 1.4: Percentage of Population aged 5 to 14 years engaged in educational activity by Single years of age, 2012**

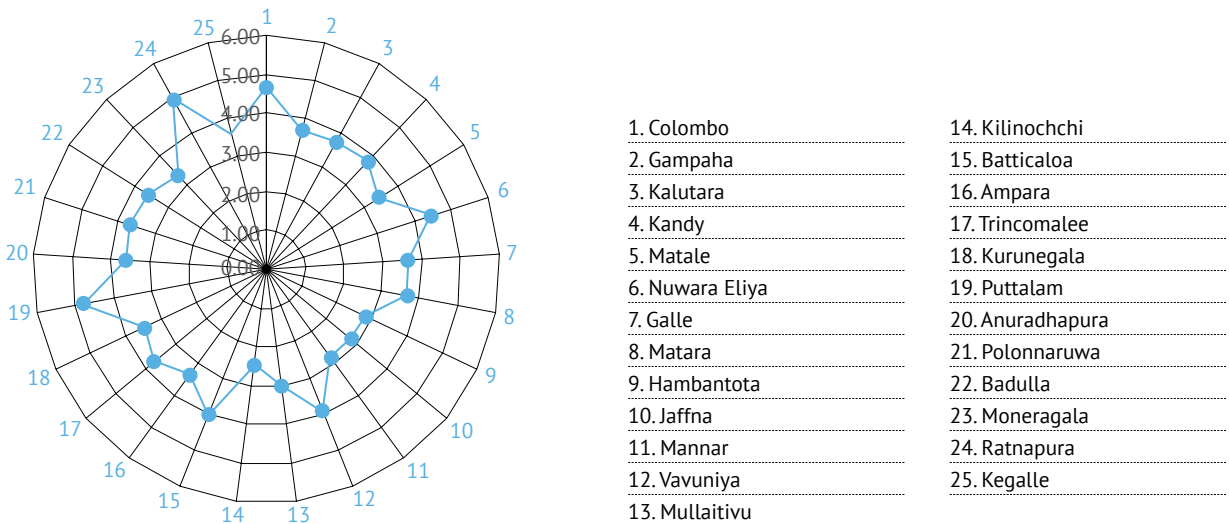


Source: *Census and Population and Housing - 2012*

The issue of what becomes of these individuals who dropout of or never attend school ending up without their G.C.E. (O/L) examination is certainly worthy of exploration. The census of population and housing data does not contain information about what sort of work or other activities that this group of individuals might be engaged in. If available, this information would have provided useful insights as to how to support these individuals gain some educational or vocational qualification that would support their livelihood.

The percentages of individuals aged 5-14 not engaged in any educational activity across the districts show that on average there are 3-4% individuals are not engaged in all districts. The lowest percentage of individuals not engaged in education is recorded from Kilinochchi (2.5%) while the highest is recorded in Rathnapura (5.04%) (See Figure 1.5). Although it is difficult to determine the factors that affect these district-specific disparities, it is noteworthy that Rathnapura has been highlighted in one other area of educational disadvantage, i.e. having a high percentage of individuals aged 6 still attending pre-school (See Section 2.4). Again, it is difficult to explain whether or how these two percentages would be related purely based on census data. It is possible that there is some administrative difficulty of allocating schools for everyone.

Figure 1.5: Percentage Distribution of Population aged 5-14 years not engaged in Educational Activity by District 2012



Source: Census and Population and Housing - 2012

### 1.4 EDUCATIONAL ATTAINMENT

Data on educational attainment also relates to information about educational involvement of individuals and make suggestions about school dropout and enrollment rates. Overall, there are 700,419 individuals who have not received any school education. In the age category 5-14, 114,750 individuals are recorded to have not received any schooling. The issue of 114,750 individuals not enrolled in school and therefore not completing the 8 years of compulsory education becomes significant in a context where education is provided free of charge.

Table 1.2: Population aged 5 Engaged in Educational Activity

Sector	No disabilities						With disabilities					
	Pre school	School	Other	No schooling	Total	Schooling %	Pre school	School	Other	No schooling	Total	Schooling %
Urban	3955	48014	25	2334	54328	88.4	95	629	11	182	917	68.6
Rural	12111	230029	57	9085	251282	91.5	445	4178	29	966	5618	74.4
Estate	1404	14522	9	1223	17158	84.6	62	335	0	109	506	66.2

Source: Census of population and housing- 2012

In a country that provides free education along with several other welfare policies that encourage school enrolment, the issue of 11.6%, 8.5% and 15.4% urban, rural and estate children respectively without any physical/mental difficulties never attending school is worthy of exploration (See Table 1.2).

A noteworthy number of individuals in the age group 5-14, both male and female, fall in the “no schooling” category (See Table 1.3). This requires the attention of policy makers and implementers in the context of attempting to provide education for all. It is also important to note that the number of males with no schooling in the age category of 5-14

## LITERACY RATE, ENGAGEMENT IN EDUCATION AND EDUCATIONAL ATTAINMENT CONTD.

is slightly higher than that of females (See Table 1.3). Though the difference is a negligible 0.1%, this is still worthy of discussion because of the country's free education policy which targets "education for all".

**Table 1.3: Population aged 5-14 years with no Schooling**

Sex	Age in years (5-14)	No schooling	No schooling (%)
Male	1711177	58751	3.4
Female	1676627	55999	3.3

Source: Census of Population and Housing

A further observation pertaining to educational attainment is that 1,722,461 (54.21%) individuals in the age category of 15-24 have not attained the qualification level of G.C.E. (O/L) or equivalent (See Appendix B). This indicates that they have either dropped out of school before or during Grade 11 (i.e. the year during which they are likely to take the G.C.E. (O/L) examination) or that they have failed the examination, again it is difficult to ascertain the exact reason through Census data alone (See Table 1.4).

**Table 1.4: Percentages of Population aged 15 -24 years, by educational attainment, sex and sector**

	Total		Urban		Rural		Estate	
	Male	Female	Male	Female	Male	Female	Male	Female
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No schooling	0.8	0.7	0.6	0.6	0.8	0.6	2.7	2.9
Attending Grade 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Passed Grade 1-5	3.0	2.0	2.1	1.6	2.9	1.7	11.3	9.6
Passed Grade 6-8	8.0	5.2	6.5	5.1	7.7	4.8	21.2	15.1
Passed Grade 9-10	46.8	41.9	37.3	33.1	49.4	44.0	43.1	43.7
G.C.E. (O/L) or equivalent	26.1	27.8	30.7	30.1	25.4	27.5	16.2	20.9
G.C.E. (A/L) or equivalent	14.5	21.2	21.0	27.4	13.3	20.4	5.3	7.4
Degree	0.7	1.0	1.5	1.8	0.5	0.8	0.2	0.3
Post graduate diploma	0.1	0.1	0.2	0.2	0.0	0.1	0.0	0.1
Post graduate degree	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Ph.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Source: Census of Population and Housing 2012

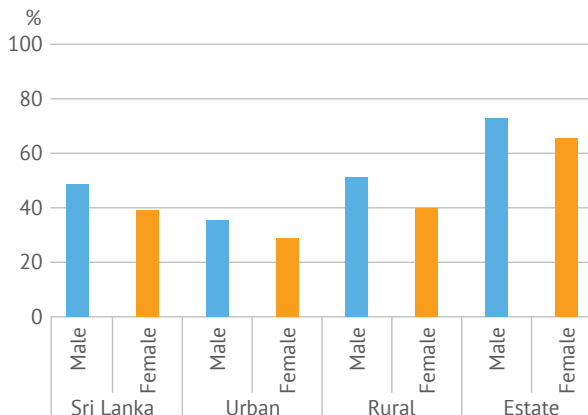
Although it is difficult to draw conclusions merely based on the available statistical data, this again raises significant concerns about the school education system. Dropping out of school few years/months before an important national examinations reiterates the possible role played by parents, family and culture in attracting the child away from school. In all sectors, except the urban sector, females outnumber the males with G.C.E. (O/L) or equivalent qualification. Again although existing data make it difficult to identify reasons for this situation, it could be that rural and estate males are expected to contribute to family income and give up school during the year in which they are supposed to take their G.C.E. (O/L) examination.

Likewise, if the reasons for high numbers of individuals not obtaining G.C.E. (O/L) or equivalent qualification is due to failure at the examination, then the quality of education provided in schools need to be considered. The issue of lack of or low quality of physical and human resources available in some government schools, particularly rural and estate schools, has been highlighted by many researchers (Ekanayake, 2010; Little, 2007).

The backward position of the estate sector is visible even in the data pertaining to educational attainment. Percentages of individuals passing only grades 1-5 is the highest in the estate sector. A majority of children in the estate sector seem to leave school before the G.C.E. (O/L) grade whereas the opposite is true about the urban and rural sectors. The rural sector too has a considerable percentage (close to 50%) of students ending their education before completing the O/L examination. In the urban sector, though not as high as the rural or estate sectors, the highest percentage of children seem to be ending their education without completing the G.C.E. (O/L) examination. The highest percentage completing the General Certificate of Education (Advanced Level) is found in the urban sector. The higher educational attainment levels among urban children could be a reflection of the more developed social milieu and schools in these regions.

The number of individuals successfully completing their G.C.E. (O/L) examination is worthy of consideration as 43.6% of individuals in the age category of 17-24 have not obtained their O/L qualification (See Appendix B). This age category represents those who are likely to have taken their O/L examination and excludes those currently in Grade 10 and 11 in school. As emphasized throughout this report, the fact that closer to half the population aged 17-24 have not gained their O/L qualification deserves further exploration considering the country's free education policy.

**Figure 1.6 Percentage of Population Aged 17-24 without O/L Qualification by sex and sector 2012**



Source: *Census and Population and Housing - 2012*

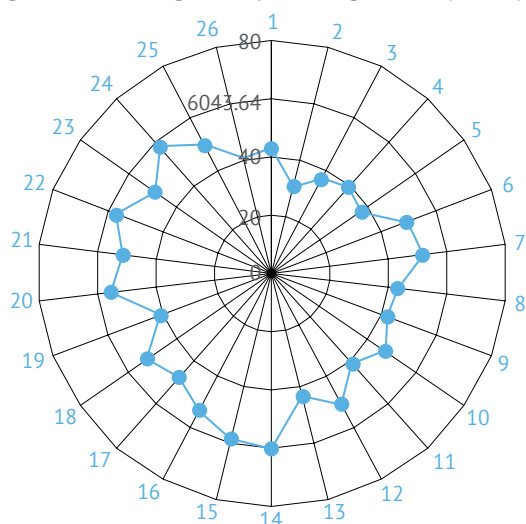
In all three sectors a higher percentage of females seem to be completing the O/L qualification (See Figure 1.6). Again the disadvantaged position of the estate sector is highlighted where the percentages of males and females in the estate sector aged 17-24 with educational attainment below G.C.E. (O/L) are higher than that of both urban and rural sectors. The educationally advantaged position of the urban sector is further confirmed.

Percentages similar to or much higher than the national percentage of 43.6% of individuals in the 17-24 age category are observed as not qualifying the O/Ls across the districts (See Figure 1.7). In all districts it varies between 39.9 -69.9% indicating the possibility of a vast variation of socio-economic and educational factors across the districts. Although the exact reasons for the different percentages of individuals completing the O/L qualification is difficult to determine based on the available data, the argument about educationally advantaged and disadvantaged position of respective geographical areas are confirmed to a larger extent. For example, Colombo (30.9%), the urban-center of the country records the lowest percentage of non-completion while Nuwaraeliya (52.2%) with its large community of estate workers, record a much higher percentage. Monaragala (58.4%), an area that has been identified as an educationally disadvantaged area few decades ago (Baker, 1988), still seems deprived. Likewise, districts in the North and East that

## LITERACY RATE, ENGAGEMENT IN EDUCATION AND EDUCATIONAL ATTAINMENT CONTD.

were affected by war few years ago record high percentages of individuals not completing their education. In the 17-24 age category, a reasonable number of individuals' education is likely to have got affected or terminated due to the war that prevailed till 2009.

Figure 1.7: Percentages of Population aged 17-24 years, by Non-completion of G.C.E. (O/L) according to District 2012



1. Sri Lanka	14. Mullaitivu
2. Colombo	15. Kilinochchi
3. Gampaha	16. Batticaloa
4. Kalutara	17. Ampara
5. Kandy	18. Trincomalee
6. Matale	19. Kurunegala
7. Nuwara Eliya	20. Puttalam
8. Galle	21. Anuradhapura
9. Matara	22. Polonnaruwa
10. Hambantota	23. Badulla
11. Jaffna	24. Moneragala
12. Mannar	25. Ratnapura
13. Vavuniya	26. Kegalle

Source: Census of Population and Housing - 2012

Percentages of individuals aged 17-24 completing their O/L qualification shows variation across ethnic and religious communities (See Table 1.5 and Table 1.6). It is the highest among the Sinhalese and the Buddhists, probably a situation created by their numerical dominance in Sri Lanka. Here too, the estate Tamils and the Hindus record the highest percentages of not completing their O/L qualification, reiterating the educational backwardness of the estate sector.

Table 1.5: Percentages of Population aged 17-24 years with level of education O/L and above by religion and sector – 2012

	Sector			
	Total	Urban	Rural	Estate
Total	56.4	67.9	54.7	31.1
Buddhist	59.2	73.7	56.6	46.0
Hindu	44.5	62.0	44.7	28.1
Islam	53.1	58.8	50.0	30.7
Roman Catholic	58.0	63.2	56.4	39.2
Other Christian	52.3	65.3	46.9	33.1
Other	62.2	69.4	58.7	15.0

Source: Census and Population and Housing- 2012

Table 1.6: Percentages Population aged 17-24 years with level of education O/L and above by ethnic group and sector – 2012

	Sector			
	Total	Urban	Rural	Estate
Total	56.4	67.9	54.7	31.1
Sinhalese	59.3	72.7	56.8	46.1
Sri Lanka Tamil	48.7	62.1	45.2	21.1
Indian Tamil	33.3	51.9	38.2	30.5
Sri Lanka Moor	53.0	58.6	49.9	30.0
Burgher	69.0	73.0	65.6	46.4
Malay	61.5	61.2	61.6	75.0
Sri Lanka Chetty	55.9	62.1	54.9	25.0
Bharatha	63.1	78.2	43.3	0.0
Other	56.5	73.1	43.6	27.1

Source: Census and Population and Housing- 2012

## 1.5 SUMMARY

The discussion on literacy rate, engagement in education and educational attainment bring out the need for further welfare policies that would encourage involvement in education and/or improvement of service quality in schools. The estate sector and females within it have been identified as the most severely affected group of individuals. Low levels of literacy (and/or education) among estate females could inhibit their empowerment and the empowerment of the entire estate sector.

Educational attainment (G.C.E. (O/L) or equivalent) rates indicate a more disadvantaged position enjoyed by males as opposed to their female counterparts. The reasons for such a situation is not identifiable through available data.

Furthermore, conclusions about the reasons for regional/district-level differences in literacy, engagement in education and educational attainment is difficult to draw without further analysis of the data made available through the census of population and housing in 2012. School- and/or sector-level disparities in the availability of facilities have been identified as a possible reason for these differences.

## CHAPTER 2

### PRE-SCHOOL EDUCATION

#### 2.1 INTRODUCTION

In Sri Lanka, most children are enrolled in preschool at the age of 3 or 4 (See Figure 2.1) and according to Ministry of Education (2013b) sources approximately 95% of children who got admitted to Grade 1 of Government schools have had pre-school education. The National policy governing Early Childhood Care and Development (ECCD) identifies the period between three to five years as a “time of significant changes in cognition, language, personality development and especially in early socialization” (Democratic Socialist Republic of Sri Lanka, 2004: 8). Although the above statement implies a suitable age for pre-school enrollment, this policy document does not clearly specify a suitable age for preschool enrolment. It is difficult to say if the decision to enroll children in pre-school is taken according to the above policy or according to parental convenience as in some preschools enrollment may take place at a younger age depending on the availability of daycare/crèche and/or play group facilities for infants and toddlers. Pre-schools with day care facilities are becoming more attractive in urban, rural as well as estate sectors where both parents are likely to be involved in paid work. This demand is also recognized by the National policy on ECCD.

On principle, all pre-schools in Sri Lanka are expected to be registered under Early Childhood Development Units/ Authorities that are established in all provincial council offices. Registration of such pre-schools is done subject to certain criteria identified by the Children’s Secretariat (2015) located in Colombo under the Ministry of Women and Child Affairs. The same Secretariat (n.d) has developed Early Childhood Development Standards (ECDS) for Sri Lankan children. These mechanisms and criteria/standards have been in place since 2006. However, a study conducted by the same Secretariat (2010) points out that there are still a large number of pre-schools (approximately 60%) that are not registered at the respective provincial councils. According to latest (unpublished) data obtained from the Ministry of Education (2012b) there are 17,023 registered Early Childhood Care and Education (ECCE) centers/ pre-schools in the island. It is also expected that pre and post registration visits for confirming adherence to the prescribed standards and processes are conducted by childhood development officers attached to the respective Divisional Secretariats.

The national policy on ECCD (2004) identifies the problems observed in the pre-school system based the National Survey on Pre-schools conducted jointly by the Children’s Secretariat of the Ministry of Social Welfare and UNICEF in 2002-2003. In addition to the large number of unregistered pre-schools in the country, the policy identifies the following problems based on this study.

- Large numbers of pre-schools being conducted in building unsuitable for such schools.
- Unavailability of facilities for children with special needs in over 95% of the pre-schools.
- Inadequacy of training received by pre-school teachers.
- Absence or lack of priority given to storytelling, free play, environment related activities and development of listening skills.
- Based in these factors, it is concluded that “much remains to be done to transform the pre-school classroom to a child friendly development setting” (2004: 9).

Consequently, the policy identifies the need for developing standardized curriculum for pre-schools with a standard training module for pre-school teachers, for the provision of adequate pre-schools in the remotest parts of the country and for the systematic registration of pre-schools as integral components of the national action plan (2004: 9). As a result of attempting to address these urgent issues, the Children’s Secretariat has worked towards the development of ECDS and made the successful completion of the Diploma in Early Childhood Care and Development offered by the Open University of Sri Lanka a compulsory qualification for becoming pre-school teachers. Furthermore, the Children’s Secretariat is currently working towards the development of a pre-school curriculum for nation-wide implementation (information revealed by Mr. A. Athukorala, Assistant Director of the Children’s Secretariat).



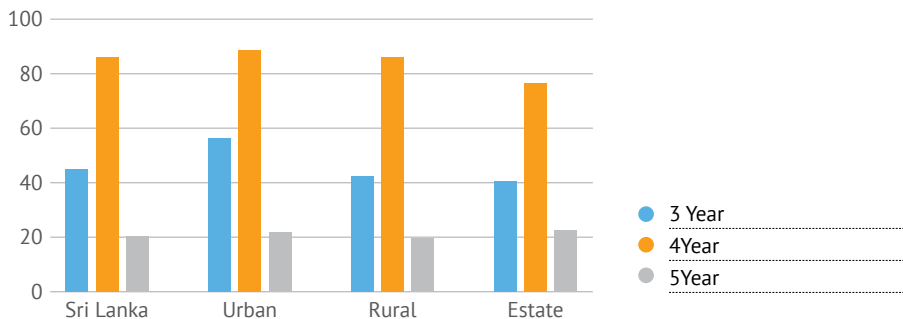
According to Ministry of Education (2012b) data on ECCE centers, there are 4,821 pre-school teachers without G.C.E. (O/L), 12,011 with G.C.E. (O/L), 10,694 with G.C.E. (A/L) and 1,815 with above G.C.E. (A/L). The same document reveals that there are 5,580 teachers without any training, 6,684 with a professional training of less than 6 months, 5,776 with a training of 6 months or more and a 11,301 with a training of 1 year or more. The numbers of teachers without O/L qualification and without any training is worthy of attention considering the Government’s current interest in streamlining the pre-school system of the country.

## 2.2 PRE-SCHOOL ATTENDANCE

Sri Lankan children seem to begin pre-school at the age of 3. Majority of children in all sectors are in pre-school by age 4 (See Figure 1.2). This indicates that children are likely to be exposed to 2 or 3 years of pre-school prior to joining primary school.

Here too, the percentage (77%) of children aged 4 who are enrolled in pre-school is lowest in the estate sector. This could be one reason that causes the low levels of literacy among individuals from the estate sector in later years (See Chapter 1). At the same time, the low levels of pre-school enrollment in this sector might be a reflection of the awareness and attitudes towards education among estate parents. In the estate sector, the Plantation Human Development Trust (PHDT) is responsible for planning and implementing ECCD activities (Democratic Socialist Republic of Sri Lanka: 2004). Ministry of Education (2012b) data records 9,985 children enrolled in 500 registered ECCE centers meant for plantation area children.

Figure 2.1 Percentage of Pre-school Attendance of Selected Age Groups by Sector and Age 2012



Source: Census of Population and Housing - 2012

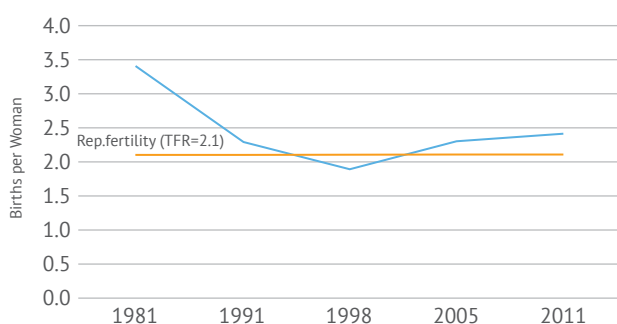
It is also noteworthy that around 11.08% - 23.05% children aged 4 years in all three sectors do not attend pre-school. This figure increases if you add the ones who are aged 3 and 5 years not attending pre-school. There are 50.1% Sri Lankans aged 3 years and 79.5% Sri Lankans aged 5 years not attending pre-school. This indicates that a considerable number of children in all sectors begin primary education without any exposure to academic learning in the pre-school. In principle, this is not a problem as the primary school curriculum is not structured on an expectation of such pre-school exposure (See Democratic Socialist Republic of Sri Lanka, 2004). However, in practice, it is observed that primary school teachers begin their teaching on the basis that the children have received some training in elementary literacy and numeracy.

## PRE-SCHOOL EDUCATION CONTD.

### 2.3 NEED TO IMPROVE QUALITY OF PRE-SCHOOL EDUCATION

The tendencies of population growth shows the possibilities of an increased child population in the years to come due to an improved fertility rate after 1998 (See Figure 2.2). The fertility rate of the country has been on the rise since 1998 and has reached 2.4 by 2011. Based on this rising fertility rate, an increase in the population of Sri Lanka (De Silva & De Silva, 2015) and therefore the number of children in the future can be anticipated.

Figure 2.2 Total Fertility Rate of Sri Lanka 1981 to 2011



Source: Census of Population and Housing - 2012

Consequently, the numbers of children aged 3 or 4 are likely to increase in the future. With the projected increase in child population, the need for a more organized system of pre-school education is felt severely.

At present, most of the pre-schools in the island are privately owned with few pre-schools in rural and/or estate sectors conducted with the support from the Government. There are 10,199 registered ECCE centers in the island that are privately owned, 2,741 by public body, 984 by religious organizations, 1,075 by NGOs, 129 by INGOs and 1,895 by others (Ministry of Education, 2012b). The National policy on ECCD (2004) recognizes the rapidly increasing involvement of the private sector in providing pre-school facilities and pre-school teacher training programmes. The policy document further states that the private sector brings in various kinds of teaching models and materials that are likely to impress and attract parents but not necessarily 'sound' in terms of child development principles. As a result, the teaching in some of these schools are done in English (313) while the others teach in Sinhala (12,798) or Tamil (3,812) (Ministry of Education, 2012b). After age 5 the children graduating from these pre-schools are enrolled in Government, semi-government, private or International schools which might be conducting their lessons in a language completely different to that the child was exposed to in the pre-school. This may cause academic difficulties for children joining primary school where in adverse cases, it may result in academic backwardness among some primary school children.

Furthermore, these pre-schools adopt curricular and pedagogical practices developed in and for developed (mostly Western) countries. As a result, one finds pre-schools claiming to adopt the Montessori Method, AMI (American Montessori Institute) method, AMS (American Montessori Society) method, or IMS (International Montessori Society) method (International Montessori Society, 2009). There are also few pre-schools that use Australian pedagogical approaches. With the growing number of pre-schoolers in the future, it seems imperative that there is some Government intervention to regulate how these ECCD practices in pre-schools. The situation is likely to improve once the mechanisms for establishment and management of pre-schools are done with a common curriculum. However, the fact that there

are still so many pre-schools in operation without being registered at the provincial council raises important questions about the implementation of the procedures prescribed by the National policy on ECCD and the Children's Secretariat.

It would also be ideal if the National policy on ECCD clearly stipulates a compulsory period of time a child should attend pre-school prior to admission in primary school after age 5. Currently, in the absence of such requisites, some children attend pre-school for periods as long as 3-4 years while some do not attend at all. This results in fresh pre-school graduates possessing different levels of literacy and numeracy which may affect how they are taught and approached by primary school teachers. The percentage of children who enter primary school without any exposure to pre-school education discussed in section 2.2 above become largely disadvantaged in this scenario. Here too, the plight of estate children is probably worse off compared to that of urban and rural children. Such a situation is likely to create educational backwardness among estate children which in turn may result in high dropout rates.

#### 2.4 OVERSTAY IN PRE-SCHOOL

In Sri Lanka, children are expected to enter primary school after age 5 and a child is usually allocated a Government school based on the distance from his/her residence to the prospective school (Ministry of Education, 2013a). However, according to 2012 census data, 3,103 children who are 6 years of age are reported to be still in pre-school (See Table 2.1).

**Table 2.1 Population Aged 6 Years Engaged in Educational Activities**

Total	351,156
Pre-School education	3,103
School education	334,975
Other educational activity	158
Not engaged in educational activity	12,920

*Source: Census of Population and Housing - 2012*

Although the percentage of children aged 6 who have not yet enrolled in primary school is less than 1% of the total number of children aged 6 years and is almost negligible, this brings out important implications about the school enrolment rules and procedures. These children may have missed their first year of primary school due to problems of finding a suitable school. Taken as percentages, the highest percentage of children aged 6 years who are still in pre-school are from the estate sector. This further confirms the arguments presented in Chapter 1 about the backwardness of the estate sector in terms of education.

Table 2.1 brings out some other information that is worthy of attention. 158 individuals aged 6, though a very small number, is recorded as engaging in 'other' educational activities. Identification of what these other educational activities are and the quality of such services would provide useful insights into pre-school educational policy and practice. However, the census data does not contain such qualitative information.

Furthermore, Table 2.1 indicates that 12,920 children aged 6 years do not engage in any educational activity. This may also be caused by the rules and procedures involved in primary school enrolment which probably inhibits these children from finding suitable schools for enrolment. Again taken as percentages, the estate sector records the highest percentage (6.4%) of children aged 6 years not engaged in any educational activities (See Table 2.2).

## PRE-SCHOOL EDUCATION CONTD.

Table 2.2 Children Aged 6 Years not Engaged in any Educational Activity

	Total number of children aged 6	Number of children aged 6 years not engaged in educational activity	Percentage of children aged 6 years not engaged in educational activity
Sri Lanka	351,156	12,920	3.7
Urban	59,003	2,433	4.1
Rural	273,742	9,314	3.4
Estate	18,411	1,173	6.4

Source: Census of Population and Housing - 2012

Significant differences between the percentages of children aged 6 not engaged in any educational activity across districts is not observable. The highest percentages are recorded in Colombo (4.4%), Nuwaraeliya (4.5%), Vavuniya (4.1%) and Rathnapura (4.7%). Again, the fact that over 4% of children aged 6 years are not engaged in any educational activity in a context where education is free of charge, deserves exploration. The 4.4% in Colombo is particularly worthy of exploration given the fact that it is the capital city of the country. Although it is difficult to ascertain the origin of the children who belong to this group through the census data alone, the 'urban poor' that are concentrated in large numbers in Colombo might be forming a significant portion of this group. These urban poor have a reputation known for their lack of interest in education (Lakshman et al., forthcoming, Niriella, 2012). However, it should also be mentioned here that there are some limited facilities to help these low-income groups. For example, there are 92 non-fee levying ECCE centers and 8 ECCE centers meant for low-income group children in the Western province (Ministry of Education, 2012b). It is feasible to assume that at least few of these pre-schools would be in the Colombo district supporting the above mentioned urban low-income groups. The case of Nuwaraeliya might be a further reflection of the disadvantaged position of the estate sector that inhibits their capacity to make complete use of free education. In Rathnapura and Nuwaraeliya, the high rate of individuals with difficulties (See Figure 3.1) might be contributing towards keeping children away from educational activities.

Table 2.3 Percentage of Population Aged 6 Years not Engaged in Educational Activity by Religion 2012

Religions	Total number of children aged 6	Number of children not engaged in educational activity	Percentage of children Not engaged in educational activity
Buddhist	233,188	7781.0	3.3
Hindu	47,587	2416.0	5.1
Islam	44,155	1684.0	3.8
Roman Catholic	21,017	808.0	3.8
Other Christian	5,167	226.0	4.4
Other	42	5.0	11.9

Source: Census of Population and Housing - 2012

Table 2.4 Percentage of Population Aged 6 Years not engaged in Educational Activity by Ethnic Group 2012

	Total number of children aged 6	Number of children not engaged in educational activity	Percentage of children not engaged in educational activity
Sinhalese	248,983	8,354	3.4
Sri Lanka Tamil	40,970	1,805	4.4
Indian Tamil	16,702	1,064	6.4
Sri Lanka Moor	42,835	1,611	3.8
Burgher	529	31	5.9
Malay	806	26	3.2
Sri Lanka Chetty	94	9	9.6
Bharatha	24	3	12.5
Other	213	17	8.0

Source: Census of Population and Housing - 2012

Tables 2.3 and 2.4 does not show a clear relationship between religion, ethnicity and non-engagement in education among children aged 6. However, the high percentages of Hindus (5.1%) and the Indian Tamils (6.4%) aged 6 years who are not engaged in any educational activity also imply the disadvantaged position of the estate sector as majority of estate workers are likely to be Hindus and Indian Tamils.

## 2.5 SUMMARY

The chapter discussed census data to highlight the fact that standardized pre-schools would be an essential need for meeting the demands of the rising population of the country. Standardization of pre-school education becomes necessary in a situation where majority of pre-schools are privately owned.

It is also noteworthy that some children aged 6, which is the usual age for primary school enrolment, still remain in pre-school. This situation is an indication probably of the difficulties encountered in finding suitable primary schools for children due to the rules and regulations implemented by the Ministry of Education.

Data pertaining to pre-school education also provide grounds for confirming the disadvantaged position of the estate sector. Data on engagement in educational activity across religious and ethnic identities confirmed that Hindus and Indian Tamils (both indicative of estate sector) record the highest level of non-enrollment in formal primary education by age 6.

## CHAPTER 3

### EDUCATION OF PERSONS WITH DIFFICULTIES

#### 3.1 INTRODUCTION

The Government of Sri Lanka recognizes the importance of providing equal opportunities for individuals with difficulties in accessing education (Ministry of Social Services, 2003; Parliament of Democratic Socialist Republic of Sri Lanka, 1996). The National Policy on Disability (2003), in its attempt to recognize individuals with difficulties in par with other citizens of the country, claims that the term 'special education' should be removed from all discourses pertaining to the education of individuals with difficulties and replaced with the term 'inclusive education'.

The first school for the deaf and blind in Sri Lanka was established in 1912 and since the 1970s the Ministry of Education has taken a keen interest in improving educational opportunities for children with disabilities. Currently, such children are enrolled in 'normal' classes of Government schools or in special education units attached to Government schools. Others who do not wish to enter Government schools or those whose difficulties inhibit them from enrolling in Government schools are enrolled in special schools conducted by NGOs or the private sector. However, the National Policy on Disability states that the Government and the private sector educational institutes are still incapable of fully handling the educational needs of individuals with difficulties (Ministry of Social Services, 2003). Gunawardena and Ekanayake (2009) also states that the Government's policy initiatives towards inclusive education has largely not met its desired outcomes.

The National Policy on Disability (2003) identifies some areas of education that needs improvement in order to improve the numbers of such individuals enrolling in formal schools.

- Many children with difficulties do not still enroll in primary school.
- The dropout rate of children with disability is high.
- Male-female disparity in school enrolment: Number of females enrolled in school is less than that of males.

The National Policy also highlights the improvements made in teacher training to make education more inclusive since the education reforms of 1997.

The National Policy on ECCD (2004) also recognizes the need to provide children with special needs the equal access to pre-school education. However, these policy recommendations include a wider group of children as possessing special needs, i.e. children disadvantaged due to physical or mental impairment, children who have suffered abuse in the home or community, children who have faced discontinuity in care due to loss of parents/caregivers, and children who have faced deficiencies in health, nutrition, and psychosocial stimulation. However, Ministry of Education (2012b) reveals that there are only 49 ECCE Centers meant for disabled/ street/ vulnerable group children. Of these 49 centers, 42 are situated in the Uva province with 4, 1 and 2 such centers situated in the Western, Southern and North Western provinces respectively. This is definitely inadequate for meeting the requirements of children with difficulties who are dispersed in all nine provinces of the island.

The present chapter focuses on children in the age categories, 5-9, 10-14 and 15-19 in order to understand the situation of children with difficulties who are in the school-going age (i.e. 5-19). Of a total population of 5,032,053 aged 5-19 years, Sri Lanka records 88,740 (1.76%) individuals with difficulties. The disability status of 77,718 (87.6%) individuals of the total number with difficulties in the same age group are recorded as experiencing 'difficulty' (i.e. with limited capacities to attend to his/her day-to-day needs) while another 11,022 (12.4%) individuals are recorded as 'not possible at all' (i.e. completely incapable of managing their day-to-day needs) (See Appendix C).

Of the individuals with difficulty in the 5-19 age group, 28,520 (32.1%) individuals, 15,099 (17%) individuals, 21,679 (24.4%) individuals, 31,470 (35.5%) individuals, 31,196 (35.2%) individuals and 30,424 (34.3%) individuals are recorded as suffering from difficulties related to seeing, hearing, walking, cognition, selfcare and communication respectively. Some individuals are recorded to be experiencing more than one of these difficulties. These groups of individuals with

difficulties are again divided into the two groups mentioned above, namely 'difficulty' and 'not possible at all' (See Table 3.1 and Appendix C).

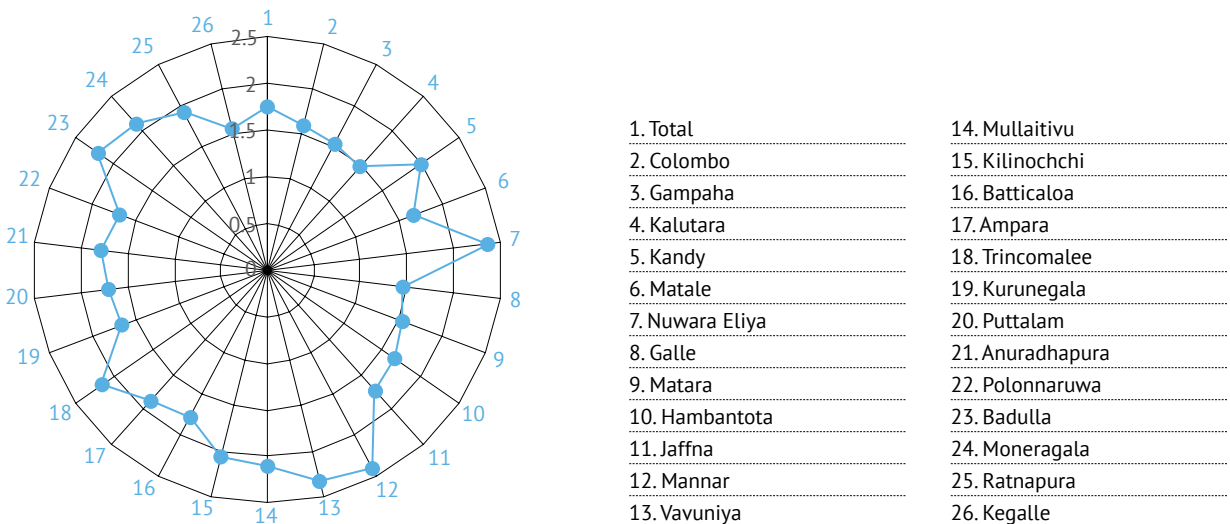
**Table 3.1: Percentage of Population aged 5-19 with difficulties by type of difficulty 2012**

Type of Difficulty	Difficulty Status	Total	Urban	Rural	Estate
Seeing	Difficult	29.17	39.75	27.14	27.45
	Not possible at all	2.97	4.50	2.73	2.07
Hearing	Difficult	11.15	9.12	11.44	12.55
	Not possible at all	5.87	8.28	5.62	3.14
Walking	Difficult	16.14	12.77	15.82	27.14
	Not possible at all	8.54	8.39	8.81	5.91
Cognition	Difficult	26.11	20.12	27.51	24.33
	Not possible at all	9.36	8.98	9.78	5.62
Selfcare	Difficult	24.18	20.17	25.03	23.95
	Not possible at all	10.98	10.64	11.39	7.32
Communication	Difficult	21.79	17.77	22.57	22.31
	Not possible at all	12.50	13.59	12.72	7.65

Source: Census of Population and Housing - 2012

Figure 3.1 shows that the percentages of individuals with difficulties is highest in Nuwaraeliya, Mannar, and Badulla. Further, 76.93% of individuals aged 5-19 with difficulties are recorded from the rural sector with the urban sector recording 15.93% and estate sector 7.13%. (Urban 14,140, Rural 68,271 and Estate 6,329).

**Figure 3.1: Percentages of Population with difficulties (aged 5-19 years) by District 2012**

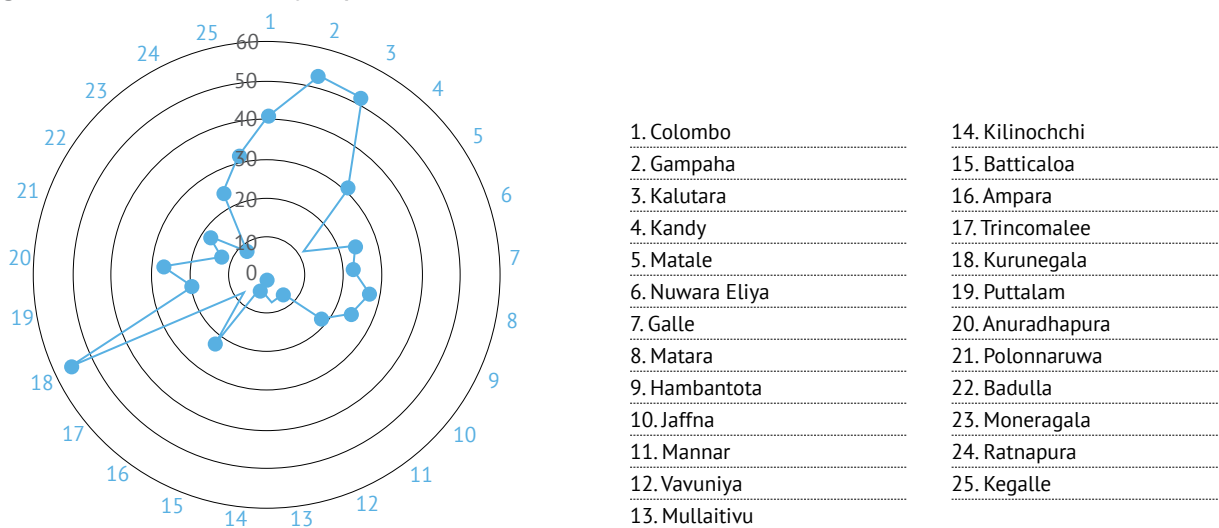


Source: Census of Population and Housing - 2012

## EDUCATION OF PERSONS WITH DIFFICULTIES CONTD.

Apart from the numerical superiority of the rural population in Sri Lanka, it is difficult to ascertain reasons that lead to higher percentages of individuals with disability in the rural sector based on the statistical data available. However, the argument about rural schools having access to lesser facilities becomes relevant here (See Chapter 1). Educating children with special needs becomes a key concern in rural schools, particularly in the districts with higher numbers of individuals with disability in the school-going age. It is essential that such schools are adequately equipped to deal with the unique learning needs of children with difficulties (See Figure 3.2).

**Figure 3.2 District-wise availability of Special Needs Units in Government Schools 2012**



Source: School Census, 2012<sup>1</sup>

There are 546 special needs units affiliated to government schools across the country (Ministry of Education, 2012a). However, they are mostly concentrated in the Western Province (See Figure 3.2). Rural areas in general or districts recording more numbers of persons with difficulties do not seem to have been given any priority in establishing special needs units in the respective government schools. However, the plight of pre-school children with difficulties in Badulla is probably better than that of those in the age category of 5-19 years. Data on the availability of ECCE Centers for children with special needs (Ministry of Education, 2012b) show that a majority of such centers are available in the Uva province (See Chapter 2). Such facilities are however, not available in other areas recording higher percentages of children with difficulties.

<sup>1</sup> Data obtained through a special request from the Statistics Department of the Ministry of education. The data is based on the school census conducted in 2012.



### 3.2 LACK OF EDUCATIONAL OPPORTUNITIES FOR PERSONS WITH DIFFICULTIES

Of the 88,740 individuals with difficulties in the age group 5-19 that are likely to be engaged in education, 30,308 individuals (34.1%) are not engaged in any educational activities (See Table 3.2).

Table 3.2: Population with difficulties aged 5-19 years by engagement in education, age and sex 2012

Age	Sex	Not engaged in educational activity	Total disabled Population	% eNot engaged in educational activity
Sri Lanka	Male	16283	47075	34.59
	Female	14025	41665	33.66
05-09	Male	3377	16991	19.88
	Female	3027	14554	20.80
10-14	Male	4062	14910	27.24
	Female	3398	12617	26.93
15-19	Male	8844	15174	58.28
	Female	7600	14494	52.44

Source: *Census of Population and Housing - 2012*

Table 3.2 does not confirm the male-female disparity in school enrollment identified in the National Policy on Disability (2003) in all age categories 5-19 years. Mendis (2004) also points out that many female children with disabilities are kept away from school. The National Policy points out that this situation is caused by the parents' reluctance to enroll girls in school mostly due to the issue of security, i.e. the security of the child as well as the family against the discriminatory views of a society that sees disability as a reason for stigma. Taking into consideration the overall population with difficulties, UNFPA (n.d.) also confirms that non-engagement in education is higher among girls compared to boys. Contrary to these arguments, the percentage of females with disability not engaged in education is less than that of males in all age categories ranging from 5 to 19 years except 5-9 years. The same trend is visible in the overall figures for the country as a whole for the same age category of 5-19 years.

The highest numbers of individuals with difficulties are recorded from the rural sector in the age groups of 5-9, 10-14 and 15-19 (See Table 3.3). The issue of inadequate facilities in rural schools to accommodate these children becomes relevant again (Gunawardena, 2016; Saddhananda, 2001; UNFPA, n.d.). It is also noteworthy that in each age group, except 10-14, the highest percentage of individuals (of the total in each age group) with difficulties not engaged in any educational activity is highest in the estate sector (See Table 3.3). Reasons for non-engagement in education by persons with difficulties in the estate sector is not clear from available data. One possibility for this non-engagement could be the lack of facilities available in estate schools to accommodate such children. The disadvantaged position of the estate sector in terms of education is reaffirmed. At the same time, the lesser percentages of non-engagement in educational activities recorded by the urban sector is probably a result of the better facilities available in urban schools to accommodate children with difficulties.

## EDUCATION OF PERSONS WITH DIFFICULTIES CONTD.

Table 3.3: Population with difficulties aged 5-19 years by engagement in education, age and sector - 2012

Age	Sector	Not engaged in educational activity	Total disabled Population	% Not engaged in educational activity
Sri Lanka	Urban	4154	14140	29.38
	Rural	23895	68271	35.00
	Estate	2259	6329	35.69
05-09	Urban	859	4343	19.78
	Rural	5005	24843	20.15
	Estate	540	2359	22.89
10-14	Urban	1028	4603	22.33
	Rural	5847	20806	28.10
	Estate	585	2118	27.62
15-19	Urban	2267	5194	43.65
	Rural	13043	22622	57.66
	Estate	1134	1852	61.23

Source: Census of Population and Housing - 2012

Data presented in Table 3.3 further suggests the possibility of culture inhibiting educational engagement by persons with difficulty aged 5-19 years in rural and estate sectors. Higher educational engagement by persons with difficulty aged 5-19 years in the urban sector could also be indicative of the more 'modern' cultural values and attitudes that prevail in urban areas compared to the rural and estate sectors. In addition to the better educational facilities available for persons with difficulty in urban areas, these cultural values and attitudes could be active in supporting such individuals and their families overcome the stigma attached to disability.

Table 3.3 also shows that in all three sectors, the percentages of individuals not engaged in education increases as they grow old. Gunawardena (2016) explains that this is probably due to the age limit set for compulsory education which ends at age 14. As a result, the desire to be in school probably drops after age 15.

11,022 individuals with difficulties in the age group 5-19 years fall into the 'not possible at all' category and they are unlikely to be able to attend school. However, the total number of individuals who are not engaged in any educational activity is much higher than 11,022 (See Tables 3.2 & 3.3). This probably indicates that some individuals whose disability status is recorded as 'difficulty' also are not capable of schooling or are voluntarily refraining from attending school (See Table 3.4). While the highlighted concerns about availability of facilities in schools also become relevant here, there is also the possibility of individuals with difficulties (or their families) opting to refrain from attending school due to social stigma. The National Policy on Disability (Ministry of Social Services, 2003) identifies the issue of social stigma as a cause that may lead to the exclusion of individuals with difficulties.

**Table 3.4: Percentage of Population aged 5-29 years with Difficulties who are not Engaged in any Educational Activity by Type of Difficulty - 2012**

Type of Difficulty	Difficulty Status	Total	Urban	Rural	Estate
Seeing	Difficult	20.36	25.90	19.18	22.62
	Not possible at all	4.47	5.73	4.32	3.76
Hearing	Difficult	14.99	14.73	14.93	16.07
	Not possible at all	7.63	8.74	7.57	6.24
Walking	Difficult	22.18	20.41	21.52	32.40
	Not possible at all	19.44	19.43	19.97	13.77
Cognition	Difficult	34.84	30.93	35.92	30.63
	Not possible at all	20.57	20.22	21.38	12.62
Selfcare	Difficult	21.00	21.18	20.70	23.77
	Not possible at all	23.58	23.16	24.44	15.32
Communication	Difficult	30.50	29.51	30.72	29.97
	Not possible at all	25.04	25.30	25.76	16.95

Source: Census of Population and Housing - 2012

The number of individuals with disability statuses that do not completely inhibit their capacity to engage in educational activities is worthy of attention because it raises questions about the availability of educational facilities for individuals with difficulties and the impact of social stigma.

School Census data for the year 2012 reveal that a total of 12,029 disabled children are attending government schools in Grade 1 to 13. Most children in school with disability seem to be suffering from mental disorder (See Table 3.5). Census Data 2012 also confirm that a majority of persons (31,470) with difficulties aged 5-19 years suffer from cognition related issues. This indicates the need for sound counselling practices in schools and providing training facilities for teachers on the necessary skills required for dealing with children with mental disorder.

**Table 3.5: Children with Disability Attending School in Grade 1-13 - 2012**

Sector	Deaf	Blind	Mental Disorder	Physical Disorder	Total
Urban	44	287	1296	473	2100
Rural	178	1336	5734	2102	9350
Estate	12	164	249	154	579
Total	234	1787	7279	2729	12029 <sup>2</sup>

Source: School Census - 2012<sup>3</sup>

Percentages of individuals with difficulties aged 5-19 does not show marked disparities across ethnicity or religion (See Tables 3.6 & 3.7).

<sup>2</sup> Any disparity between census data and school census data might be due to differences in definitions of disability status, reporting errors (due to stigma), differences in the reporting unit (household and school) etc.

<sup>3</sup> Data obtained through a special request from the Statistics Department of the Ministry of education. The data is based on the school census conducted in 2012.

## EDUCATION OF PERSONS WITH DIFFICULTIES CONTD.

Table 3.6: Individuals aged 5-19 years not engaged in education by ethnic group - 2012

Ethnicity	Not engaged in educational activity	Total disabled Population	% Not engaged in educational activity
Sinhalese	20187	59961	33.67
Sri Lanka Tamil	4375	12031	36.36
Indian Tamil	2005	5683	35.28
Sri Lanka Moor	3586	10610	33.80
Burgher	50	159	31.45
Malay	71	199	35.68
Sri Lanka Chetty	8	30	26.67
Bharatha	4	9	44.44
Other	22	58	37.93

Source: Census of Population and Housing - 2012

Table 3.7: Individuals aged 5-19 years not engaged in education by religion - 2012

Religion	Not engaged in educational activity	Total disabled Population	% Not engaged in educational activity
Buddhist	18867	55877	33.77
Hindu	5292	14515	36.46
Islam	3708	10962	33.83
Roman Catholic	1835	5738	31.98
Other Christian	597	1628	36.67
Other	9	20	45.00

Source: Census of Population and Housing - 2012

Based on the data in Table 3.6 and 3.7 it seems feasible to conclude that keeping children with difficulties at home and away from school may not have cultural reasons attributable particularly to ethnicity or religion. If social stigma can be considered a cultural reason that keeps children with difficulties away from school, it seems to be a national issue, rather than an ethnic or religious one.

### 3.3 ECONOMIC ACTIVITIES OF PERSONS WITH DIFFICULTIES

Low levels of educational attainment among persons with difficulties and the inabilities caused by their difficulties seem to also curtail their capacity to engage in economic activities. Of the total population of economically active (i.e. those aged 15-59 excluding the pensioners, unable/too old to work, students and children) persons with difficulties, approximately 28% is employed. The National Policy on Disability (2003) states that women with difficulties are more discriminated in the labour force compared to their male counterparts. The same trends are confirmed by the Census Data 2012 (See Table 3.8) although it is difficult to ascertain the exact reason for lower levels of employment among women just by looking at the available data.

Table 3.8: Economic activity status of population with difficulties aged 15-59 years by age and sex - 2012 <sup>4</sup>

Age	Employed %		Unemployed %		Economically not active %	
	Male	Female	Male	Female	Male	Female
Total	65.3	27.2	1.6	0.9	33.1	71.9
15-19	11.9	6.5	5.6	3.0	82.6	90.6
20-24	38.9	16.7	9.0	6.7	52.1	76.6
25-29	53.7	22.0	5.5	3.6	40.8	74.4
30-34	60.2	23.3	2.5	1.5	37.3	75.2
35-39	65.3	28.4	1.5	0.9	33.2	70.7
40-44	72.7	32.8	0.9	0.5	26.4	66.6
45-49	77.2	33.6	0.7	0.4	22.2	66.0
50-54	74.7	29.6	0.6	0.3	24.8	70.0
55-59	64.4	23.6	0.4	0.3	35.2	76.1

Source: Census of Population and Housing - 2012

However, it is noteworthy that the percentage of economically active (employed and unemployed) and inactive males and females with difficulties closely resemble that of the general population of the entire country. Overall, the country records around 65% economically active males and around 35% economically active females (Department of Census and Statistics, 2014, 2015b, 2015c). Table 3.8 shows similar percentages for individuals with difficulties particularly after age 25 for males and age 20 for females. The reasons for low-levels of labour force participation nationally seem relevant also for persons with difficulties.

Table 3.9: Percentage of Persons with Difficulty aged 15-59 years according to their Educational Attainment by Type of Difficulty and Economic Activity Status - 2012

	Total	Employed	Unemployed	Economically Inactive
Total	100.0	100	100	100
No schooling	11.4	7.1	4.5	15.1
Passed grade 1- 5	26.6	27.1	13.5	26.6
Passed grade 6-10	39.7	40.4	43.3	39.0
G.C.E. (O/L) or equivalent	13.3	13.5	19.1	13.1
G.C.E. (A/L) or equivalent	7.3	9.1	16.1	5.7
Degree or above	1.6	2.9	3.5	0.6

Source: Census of Population and Housing - 2012

Data presented in Table 3.9 highlights that individuals who have passed grades 6-10 or achieved higher levels of educational qualifications are more unemployed than those with lower levels of educational qualifications. For example,

<sup>4</sup> Unemployed: Persons available and/or looking for work, and who did not work and take steps to find a job during last four weeks and ready to accept a job given a work opportunity within next two weeks (Department of Census & Statistics, 2014a). Hence, these individuals are also considered 'economically active' along with their employed counterparts.

## EDUCATION OF PERSONS WITH DIFFICULTIES CONTD.

among those who have passed grade 6-10, 43.3% are unemployed while only 40.4% are employed. In the case of those with G.C.E. (A/L) or an equivalent qualification 16.1% are unemployed and 9.1% are employed. This is indicative of either educational qualifications being an irrelevant factor for employment among persons with difficulties or a lack of job opportunities for 'more' educated persons with difficulties.

The Government of Sri Lanka provides several types of social services to support non-economically active individuals with difficulties. Bigger part of this responsibility is undertaken by the Department of Social Services (UNFPA, n.d.). The services provided include donation of equipment (such as hearing aids, wheelchairs etc.), payment of disability benefits, accommodation facilities, management of six vocational training centers, financial support for self-employment and maintenance of a list of job-seekers to help them find employment etc.). However, the Department's capacity to provide these kinds of assistance is restricted by budgetary allocations. Lack of awareness among the target groups about these services is another factor that restricts the Department's capacity to support (Ministry of Social Services, 2003). If persons with difficulties can be drawn out of household-based self-employment and employed in organization-based formal occupations, the general public's awareness of and sensitivity towards such individuals will improve. Such recognition by the public will help promote the government's initiative towards inclusive education in the long run.

### 3.4 SUMMARY

In principle the Sri Lankan government is committed towards accommodating Sri Lankans with difficulties in par with other citizens of the country. However, there seem to be several factors restricting the availability of educational opportunities for these individuals.

Firstly, there seem to be an unequal distribution of schools and pre-schools with special needs units or required facilities to accommodate children with difficulties. Priority does not seem to be given to areas with more numbers of disabled individuals aged 5-19 years. Even though the rural sector records the largest number of disabled individuals in school-going age, government schools with affiliate special needs units are concentrated in the more urban Western Province.

Secondly, it was noted that a large number of individuals with difficulty aged 5-19 are not attending school. Even though the data provided do not give adequate evidence to claim that this is due to the nature of their disability, it is also possible that children with disability, might be kept at home to safeguard them from the damage that may be caused by social stigma.

Finally, it was noted that labour force participation of individuals with difficulties is within a range similar to that of those without such difficulties. The problems that result in low levels of labour force participation that apply nationally seem to be relevant for individuals with difficulties as well. Improving educational opportunities for and general awareness and sensitivity towards persons with difficulties may help more persons with difficulties join organization-based formal employment. Such initiatives would improve the possibilities of equal treatment towards persons with difficulties resulting in a long-term positive impact on the government's commitment towards inclusive education.

## CHAPTER 4

### COMPUTER LITERACY, LANGUAGE SKILLS AND IMPLICATION FOR EMPLOYABILITY

#### 4.1 INTRODUCTION

In keeping with modern trends in education and the needs of the 21st Century, recent trends in Sri Lankan education system have focused on improving computer literacy and language skills among the student population. Providing a sound foundation in Information Communication Technology (ICT) and language skills is expected to improve the employability of school graduates who do not proceed to the universities and also the ability to access up-to-date knowledge among those who proceed to higher studies. Introducing ICT education to the school curriculum has also been done with the intention of improving the quality of education. Compulsory teaching of English and the national languages (i.e. Sinhala to Tamil students and Tamil to Sinhala students) has been introduced as a means of improving ethnic harmony in the country (UNESCO, n.d.).

In Sri Lanka, computer education has begun in schools in 1983 and the National Policy on School IT Education has been in place since 2001 (Dissanayake, n.d.; UNESCO, n.d.). Likewise, the language policy of teaching Sinhala to Tamil and Tamil to Sinhala students in schools have been in place since the early 2000s. English has been taught as a compulsory second language since the 1950s. The language teaching practices in schools have been developed in line with the country's language policy which states Sinhala and Tamil as national and official languages and English as the link language (Department of Official Languages, 2015). However, in spite of these policies and practices, English language skills among Sri Lankans after several years of schooling do not seem very impressive.

**Table 4.1 Percentages of Employed Population aged 15-59 years with English Proficiency by Sector and Sex - 2012**

		Ability to Speak English	Ability to Read and write English
Sector	Total	25.81	31.46
	Urban	48.16	52.04
	Rural	21.47	27.61
	Estate	10.14	14.92
Sex	Total	25.81	31.46
	Male	24.08	29.14
	Female	29.90	36.98

Source: *Census of Population and Housing - 2012*

A person aged 15 years who has gone through formal schooling is likely to have studied English for at least 5 years while a person over 19 years of age is likely to have done so for at least 9 years. Compared to the national investment made towards teaching English to all students, the returns to the country seems very limited with only 26% of the country's employed population aged 15-50 being able to speak in English and only 31% able read and write English (See Table 4.1).

Researchers have discussed the difficulties encountered in teaching English in rural and estate schools under deprived conditions where there is a dearth of qualified and trained English teachers and required physical facilities (See Karunaratne, 2009). These arguments are confirmed by the data presented in Table 4.1. The urban sector is more privileged in terms of all three language skills in English. The estate sector records the lowest percentages of individuals who are competent in speaking, reading and writing English.

## COMPUTER LITERACY, LANGUAGE SKILLS AND IMPLICATION FOR EMPLOYABILITY CONTD.

### 4.2 UNEMPLOYMENT AMONG THE A/L-QUALIFIED AND UNIVERSITY GRADUATES

The total unemployed population at and over age 15 is 521,938. Of them 156,650 are A/L qualified while another 29,601 possess a university degree. These figures require attention considering the educational attainment levels of the respective groups. Data on unemployed individuals (excluding those still completing compulsory education and those who are over 65 years old) is presented in Table 4.2.

Table 4.2: Unemployed Population aged 15-64 years by Educational Qualification - 2012

Education attainment level	15-64 population	%
Total	517,386	100.00
Never attended	2,338	0.45
Currently studying in grade 1	-	-
Passed grade 1-5	14,913	2.88
Passed grade 6-10	188,948	36.52
G.C.E.(O/L)	122,859	23.75
G.C.E.(A/L)	156,335	30.22
Degree	29,519	5.71
Post Graduate Diploma	2,474	0.48

Source: Census of Population and Housing - 2012

Individuals with A/L qualification have completed 13 years of formal schooling while those with a degree have completed 13 years of schooling and 3-4 years of university education. The numbers of individuals who are still unemployed after so many years of formal education (See Table 4.2) could be a reflection of the quality of education they have received. They could be lacking important skills required by the employment market. For years, researchers have pointed out that school leavers' and university graduates' level of English language competency as not being up to the requirements of employers, particularly in the private sector (Balac and Aamot, 1999; Karunaratne, 2009).

However, a clear improvement in English language skills can be observed as the educational achievement levels of individuals improve (See Table 4.3). In addition to this been indicative of a certain level of success of the English language teaching programmes conducted in schools and in universities, this also confirms the need for more English for higher levels of educational achievement; a fact pointed out by many researchers. From the data available, it is difficult to say if English competency is the cause or the effect of higher levels of educational achievement.



Table 4.3 Percentages of Population aged 15-59 years with English proficiency by level of education - 2012

Level of education	Ability to Speak English	Ability to Read and write English
Total	25.56	32.63
No schooling	0.94	0.77
Passed grade 1-5	1.69	2.10
Passed grade 6-10	11.71	17.32
G.C.E. (O/L) or equivalent	33.47	44.54
G.C.E. (A/L) or equivalent	60.08	71.65
Degree	82.25	88.68
Post graduate diploma	82.83	89.10
Post graduate degree	91.08	94.09
Ph.D.	92.44	94.62

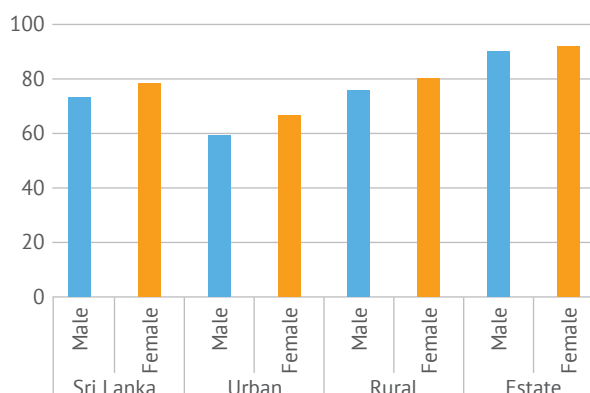
Source: Census of Population and Housing - 2012

Data presented in Table 4.3 also confirm that it is only around 26% of the total population aged 15-59 years that are competent in speaking in English. Further, only 33.5% of those with G.C.E. (O/L) qualification are capable speaking and 45% of reading and writing English. This is not an impressive figure given the fact that these individuals have gone through the “compulsory second language programme” in schools. This raises important questions about the effectiveness of the said programme.

### 4.3 COMPUTER LITERACY

Though Sri Lanka has had a formal IT unit in the Ministry of Education and relevant policies to promote IT among school children since 2001, majority in all age groups are unable to use computer. Situation seems worse in the rural sector (77.9%) and worst in the estate sector (91.2%) even when there is an IT program operating for schools (See Appendix D).

Figure 4.1: Percentage of Population aged 10 years and over Unable to use Computer - 2012



Source: Census of Population and Housing - 2012

## COMPUTER LITERACY, LANGUAGE SKILLS AND IMPLICATION FOR EMPLOYABILITY CONTD.

The situation seems to slightly improve for younger age groups of females (See Table 4.4). The females in the age group of 20-24 are slightly better than their male counterparts in terms of computer ability. Percentage of males in the age group 15-19 capable of using a computer is higher than that of females. The difference between the percentages of males and females capable of using a computer in other age groups mentioned in Table 4.4 are however negligible. However, it is noteworthy that here too, the percentages of males and females unable to use a computer form a majority in all age groups.

Table 4.4: Percentage of Population aged 15-29 years by ability to use computer, age, sex and sector - 2012

Sector	Sex	Age	Ability to use computer	
			Able	Unable
Total	Total	15-19	48.9	51.1
		20-24	46.1	53.9
		25-29	35.6	64.4
	Male	15-19	50.6	49.4
		20-24	45.6	54.4
		25-29	36.0	64.0
	Female	15-19	47.2	52.8
		20-24	46.6	53.4
		25-29	35.2	64.8
Urban	Total	15-19	61.6	38.4
		20-24	60.9	39.1
		25-29	51.2	48.8
	Male	15-19	63.3	36.7
		20-24	60.9	39.1
		25-29	51.7	48.3
	Female	15-19	59.9	40.1
		20-24	60.9	39.1
		25-29	50.7	49.3
Rural	Total	15-19	47.1	52.9
		20-24	43.6	56.4
		25-29	33.1	66.9
	Male	15-19	48.8	51.2
		20-24	42.9	57.1
		25-29	33.4	66.6
	Female	15-19	45.4	54.6
		20-24	44.3	55.7
		25-29	32.9	67.1

Sector	Sex	Age	Ability to use computer	
			Able	Unable
Estate	Total	15-19	24.9	75.1
		20-24	19.0	81.0
		25-29	12.4	87.6
	Male	15-19	24.4	75.6
		20-24	18.0	82.0
		25-29	12.8	87.2
	Female	15-19	25.3	74.7
		20-24	19.8	80.2
		25-29	12.1	87.9

Source: Census of Population and Housing - 2012

In all three sectors (except the estate sector) of the country, females' capacity to use computers is less than that of males. According to existing literature it seems feasible to assume that the males would be more employable compared to their female counterparts. However, this is not confirmed when data on employment status is cross tabulated with individuals' capacity to use computers (See Table 4.5).

Table 4.5 does not confirm computer literacy to be a determining factor towards securing employment. Of the total number employed only a minority (23.66%) is recorded to possess the ability to use computer. Furthermore, 48.91% of the unemployed are recorded as being able to use computers. These figures bring out the implication that most organizational tasks in Sri Lanka are still done manually or by few who are competent users of the computer such as computer applications assistants (CAAs). Additionally, the fact that only 23.66% Sri Lankans in the age group 15 years and above possess the ability to use computers raises concerns about the effectiveness of the ICT programme in schools.

Table 4.5: Individuals aged 15 years and over by Ability to use Computer by Employment Status - 2012

	Able use computer	Unable use computer	Total	% able to use computer
Employed	1,735,272	5,600,160	7,335,432	23.66
Unemployed	255,288	266,650	521,938	48.91
Not economically active	1,539,537	5,830,866	7,370,403	20.89
Sri Lanka	3,530,097	11,697,676	15,227,773	23.18

Source: Census of Population and Housing - 2012

However, a positive relationship between ability to use computers and educational attainment levels can be observed in the data (See Table 4.6). Except in the case of those with postgraduate diplomas, there is a clear increase in ability to use computers as educational attainments grow.

## COMPUTER LITERACY, LANGUAGE SKILLS AND IMPLICATION FOR EMPLOYABILITY CONTD.

Table 4.6: Population aged 15 years and over by education attainment and ability to use computer - 2012

Educational Attainment	Able to use computer	Unable to use computer	Total	% able to use computer
Total	3,530,097	11,697,676	15,227,773	23.18
No schooling	2,972	582,697	585,669	0.51
Passed Grade 1-5	19,451	2,275,615	2,295,066	0.85
Passed Grade 6-8	56,623	2,042,782	2,099,405	2.70
Passed Grade 9-10	678,840	3,615,987	4,294,827	15.81
G.C.E.(O/L) or equivalent	960,007	2,199,395	3,159,402	30.39
G.C.E.(A/L) or equivalent	1,410,872	882,969	2,293,841	61.51
Degree	308,674	75,181	383,855	80.41
Post Graduate Diploma	54,603	16,533	71,136	76.76
Post Graduate Degree	32,598	5,361	37,959	85.88
Ph.D.	5,457	1,156	6,613	82.52

Source: Census of Population and Housing - 2012

Although it is difficult to claim a relationship between employability and ability to use computers based on available data, a clear relationship between educational attainment and ability to use computers can be identified. This can be taken to indicate two things: 1) individuals engaged in educational activities seem to acquire computer skills because of its instrumental value in acquiring knowledge, 2) the fact that school children are able to improve their computer skills as they reach higher Grades in school could be due to the school ICT programme.

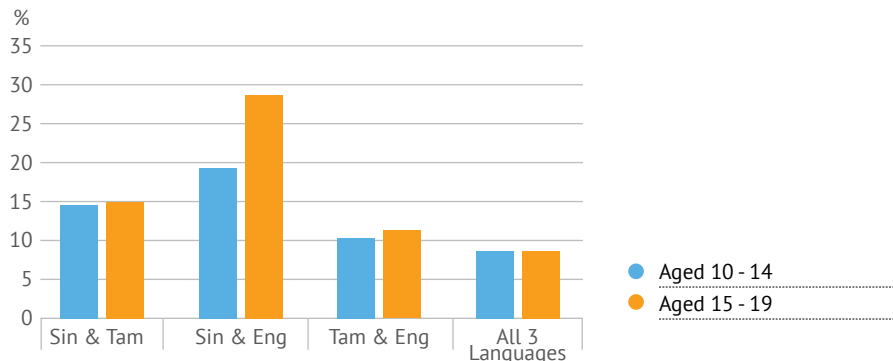
#### 4.4 MULTI LANGUAGE SKILLS

The Sri Lankan education system has been providing all school children the opportunity to learn English as a compulsory second language (and in recent years as a link language) since the early 1950s. Teaching of Tamil to Sinhala students and Sinhala to Tamil students as a compulsory second language has been implemented in schools since early 2000s. Both these language policies have been designed and implemented based on the need for ethnic harmony in a country with citizens representing different ethnic, religious and linguistic identities. Additionally, English is taught to all for its instrumental value in acquiring knowledge and social position (Karunaratne, 2009; Lo Bianco, 2000).

Census data on multi language skills focus on the three main language skills, i.e. reading, writing and speaking (See Appendix E). The analysis presented here pays more attention to an individuals' capacity to speak as that seems like

the most necessary skill for ethnic harmony. If the country's language teaching policies are based on a need for ethnic harmony and national reconciliation, then the language skill most likely to be demanded by society would be the ability to speak the respective languages. The available data for the age categories 10-14 and 15-19 raise concerns about the effectiveness of the second language teaching policies and processes in school.

Figure 4.2: Percentage of population aged 10-14 and 15-19 years, by multi language speaking skills, 2012



Source: *Census of Population and Housing - 2012*

In the age categories 10-14 and 15-19, the percentage of individuals able to speak Sinhala & Tamil, Sinhala & English (except those in the age category 15-19), Tamil & English and all three languages is all below 20% (See Figure 4.2). Since these age groups represent school going children, these figures can be taken as an indication of the ineffectiveness of the language teaching programme in school. This situation raises serious concerns about reconciliation initiatives currently underway in the country. However, the numbers of individuals in the same age categories who can read and write the same languages are relatively higher (Appendix E). This is probably a situation that highlights issues of teaching and learning methods. Teachers and students paying more attention to reading and writing skills as a way to pass examinations has previously been identified as a reason for weak second language speaking skills among students in Sri Lanka (Karunaratne, 2009).

However, when taken separately (i.e. without combining two languages) children's ability to speak in Sinhala seems impressive across all ethnic groups (See Table 4.8). In addition to the possibility of the language teaching programme in school being effective in terms of teaching Sinhala, the obvious presence of the language in wider society as the language of the majority ethnic group probably plays a role here.

## COMPUTER LITERACY, LANGUAGE SKILLS AND IMPLICATION FOR EMPLOYABILITY CONTD.

Table 4.8: School children aged 10-14 years and 15-19 years by ability to speak Sinhala by ethnic group

		Sinhala speaking					
		Aged 10-14 years			Aged 15-19 years		
		Can Speak	Can't speak	% can speak	Can Speak	Can't speak	% can speak
Ethnicity	Sinhalese	1,134,691	1,922	99.83	1,158,593	2,402	100
	Sri Lanka Tamil	29,557	5,001	85.53	33,949	3,317	91
	Indian Tamil	14,443	4,480	76.33	17,351	2,620	87
	Sri Lanka Moor	63,921	14,212	81.81	73,760	9,180	89
	Burgher	2,093	122	94.49	2,447	64	97
	Malay	3,124	178	94.61	3,293	44	99
	Sri Lanka Chetty	348	23	93.80	352	14	96
	Bharatha	51	4	92.73	64	5	93
	Other	828	42	95.17	875	20	98

Source: Census of Population and Housing - 2012

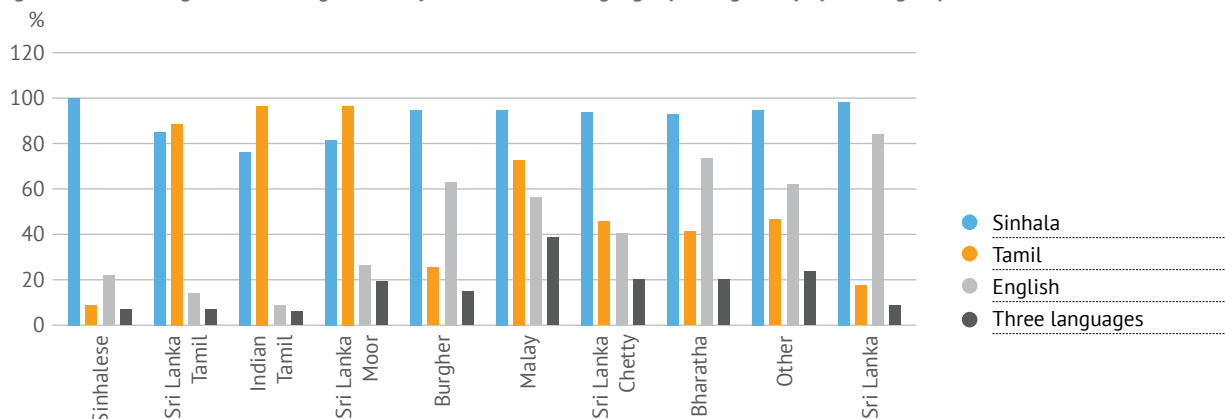
Table 4.8, 4.9 and Figure 4.3 support the claims made above about the Sinhala language teaching programme and its obvious presence in society which might be responsible for the higher numbers of students who can speak the language. Table 4.8 shows that percentages of children aged 10-14 years who can speak Tamil is low among ethnic groups that are not likely to use Tamil as their first language (i.e. except Sri Lankan Tamil, Indian Tamil and Sri Lankan moors). However, the Sinhala speaking ability among all groups are quite high. These findings indicate issues in the Tamil (to Sinhala students) teaching programme in schools. However, a noteworthy figure here is the percentage of Sri Lankan Moors and Malays who outnumber all other groups, except Chetti and Bharatha, in their capacity to speak in all three language.

Table 4.9: Percentage of Persons aged 10-14 years with Multi language speaking ability by ethnic group - 2012

	Sinhala	Tamil	English	Three languages
Sinhalese	99.8	8.6	21.9	7.0
Sri Lanka Tamil	85.5	88.3	14.5	7.4
Indian Tamil	76.3	96.2	9.1	6.1
Sri Lanka Moor	81.8	96.3	26.2	19.4
Burgher	94.5	25.9	63.0	15.2
Malay	94.6	73.0	56.5	39.2
Sri Lanka Chetty	93.8	45.8	40.6	20.1
Bharatha	92.7	41.8	74.0	20.5
Other	95.2	46.9	62.1	24.2
Sri Lanka	98.0	18.0	84.5	8.6

Source: Census of Population and Housing - 2012

Figure 4.3: Percentage of Persons aged 10-14 years with Multi language speaking ability by ethnic group – 2012



Source: Census of Population and Housing - 2012

The same patterns and trends discussed for Table 4.9 is confirmed by Table 4.10. However, there seem to be an improvement in the overall figures recorded for some languages. This is probably a result of the higher age group discussed in Table 4.10. At age 16, children are supposed to take their G.C.E. (O/L) examination which usually improves teacher and student commitment towards teaching and learning respectively in order to face a competitive National examination (Karunaratne, 2009). In Table 4.10 a marked improvement in the percentage of children who can speak English across all ethnic groups is visible. Desire to pass the English subject at the G.C.E. (O/L) examination might be partially responsible for this. Unlike in the age category 10-14 where children in the primary grades would also be included, the age category 15-19 is likely to undergo a more formal programme of learning English in the upper grades.

Table 4.10: Percentage of Persons aged 15-19 years with Multi Language Speaking Ability by Ethnic Group - 2012

	Sinhala	Tamil	English	Three languages
Sinhalese	99.8	5.8	32.6	4.6
Sri Lanka Tamil	91.1	90.5	22.9	10.3
Indian Tamil	86.9	97.6	19.4	14.3
Sri Lanka Moor	88.9	97.3	38.1	29.1
Burgher	97.5	25.0	70.6	16.5
Malay	98.7	72.8	70.3	49.2
Sri Lanka Chetty	96.2	50.5	53.9	29.3
Bharatha	92.8	55.1	78.4	34.1
Other	97.8	45.5	65.8	26.0
Sri Lanka	99.0	16.0	32.0	8.6

Source: Census of Population and Housing - 2012

## COMPUTER LITERACY, LANGUAGE SKILLS AND IMPLICATION FOR EMPLOYABILITY CONTD.

### 4.5 SUMMARY

In principle, Sri Lanka seems committed to teaching IT skills and language skills to its population. Policies pertaining to IT education and the teaching of Sinhala and Tamil languages as second languages to Tamil and Sinhala students respectively has been in place for the last 2-3 decades. Policies for teaching English as a compulsory second/ link language to all Sri Lankans has been in place since the early 1950s. However, the low levels of language skills and ability to use computers lead one to question the effectiveness of these programmes in spite of the large national investment made on these programmes.

A majority of Sri Lankans aged 15-59 years in all three sectors are unable to use a computer. Only 26% of all Sri Lankans are able to speak in English with a slightly higher percentage being able to read and write English. Likewise, Sinhala and Tamil language skills among those not using the respective languages as their first language are not very impressive. However, Sri Lankans across the different ethnicities seem to possess better abilities to speak Sinhala compared to their abilities to speak Tamil or English. This is probably the result of the language's prominent social presence as the language of the majority ethnic group. Minority groups, namely the Sri Lankan moors, Malays and other groups, seem to possess better multi language skills compared to other ethnic communities.

It was difficult to identify a clear relationship between employment of individuals and the IT and English language skills from available data. The attempt made to see if these skills played a significant role in determining a person's employability was largely inconclusive. However, it was made evident that these skills improved as the educational attainment levels of individuals improved. Here too, it was difficult to conclude whether high levels of educational attainment was the cause or the effect of better IT and English language skills.



## APPENDIX (A)

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A31: Population aged 10 years and over by literacy rate, age, sex and sector

Age, Sex and Sector	Total		Literate		Illiterate	
	No.	%	No.	%	No.	%
SriLanka						
All Sectors						
10 years and over						
<b>Total</b>	<b>16,867,825</b>	<b>100.0</b>	<b>16,142,267</b>	<b>95.7</b>	<b>725,558</b>	<b>4.3</b>
10-14	1,640,052	100.0	1,629,599	99.4	10,453	0.6
15-19	1,644,249	100.0	1,631,973	99.3	12,276	0.7
20-24	1,532,883	100.0	1,517,745	99.0	15,138	1.0
25-29	1,552,848	100.0	1,532,605	98.7	20,243	1.3
30-34	1,639,415	100.0	1,606,683	98.0	32,732	2.0
35-39	1,409,077	100.0	1,366,180	97.0	42,897	3.0
40-44	1,359,209	100.0	1,297,201	95.4	62,008	4.6
45-49	1,285,830	100.0	1,203,335	93.6	82,495	6.4
50-54	1,219,460	100.0	1,140,074	93.5	79,386	6.5
55-59	1,064,229	100.0	991,728	93.2	72,501	6.8
60-64	917,910	100.0	844,015	91.9	73,895	8.1
65-69	633,289	100.0	567,817	89.7	65,472	10.3
70-74	412,414	100.0	359,240	87.1	53,174	12.9
75-79	283,186	100.0	233,896	82.6	49,290	17.4
80&over	273,774	100.0	220,176	80.4	53,598	19.6
Male						
10 years and over						
<b>Total</b>	<b>8,095,303</b>	<b>100.0</b>	<b>7,841,287</b>	<b>96.9</b>	<b>254,016</b>	<b>3.1</b>
10-14	829,069	100.0	823,317	99.3	5,752	0.7
15-19	819,927	100.0	813,227	99.2	6,700	0.8
20-24	742,316	100.0	734,308	98.9	8,008	1.1
25-29	743,510	100.0	733,181	98.6	10,329	1.4
30-34	796,866	100.0	780,908	98.0	15,958	2.0
35-39	686,037	100.0	666,229	97.1	19,808	2.9

## APPENDIX (A) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A31: Population aged 10 years and over by literacy rate, age, sex and sector

Age, Sex and Sector	Total		Literate		Illiterate	
	No.	%	No.	%	No.	%
40-44	661,623	100.0	634,786	95.9	26,837	4.1
45-49	618,140	100.0	584,234	94.5	33,906	5.5
50-54	581,293	100.0	550,990	94.8	30,303	5.2
55-59	500,871	100.0	476,396	95.1	24,475	4.9
60-64	425,428	100.0	404,235	95.0	21,193	5.0
65-69	283,764	100.0	267,400	94.2	16,364	5.8
70-74	181,846	100.0	169,493	93.2	12,353	6.8
75-79	116,389	100.0	105,824	90.9	10,565	9.1
80&over	108,224	100.0	96,759	89.4	11,465	10.6
<b>Female</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>8,772,522</b>	<b>100.0</b>	<b>8,300,980</b>	<b>94.6</b>	<b>471,542</b>	<b>5.4</b>
10-14	810,983	100.0	806,282	99.4	4,701	0.6
15-19	824,322	100.0	818,746	99.3	5,576	0.7
20-24	790,567	100.0	783,437	99.1	7,130	0.9
25-29	809,338	100.0	799,424	98.8	9,914	1.2
30-34	842,549	100.0	825,775	98.0	16,774	2.0
35-39	723,040	100.0	699,951	96.8	23,089	3.2
40-44	697,586	100.0	662,415	95.0	35,171	5.0
45-49	667,690	100.0	619,101	92.7	48,589	7.3
50-54	638,167	100.0	589,084	92.3	49,083	7.7
55-59	563,358	100.0	515,332	91.5	48,026	8.5
60-64	492,482	100.0	439,780	89.3	52,702	10.7
65-69	349,525	100.0	300,417	86.0	49,108	14.0
70-74	230,568	100.0	189,747	82.3	40,821	17.7
75-79	166,797	100.0	128,072	76.8	38,725	23.2
80&over	165,550	100.0	123,417	74.5	42,133	25.5
<b>Urban Sector</b>						
<b>Both sexes</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>3,130,283</b>	<b>100.0</b>	<b>3,059,241</b>	<b>97.7</b>	<b>71,042</b>	<b>2.3</b>
10-14	286,653	100.0	285,403	99.6	1,250	0.4

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A31: Population aged 10 years and over by literacy rate, age, sex and sector

Age, Sex and Sector	Total		Literate		Illiterate	
	No.	%	No.	%	No.	%
15-19	306,654	100.0	304,989	99.5	1,665	0.5
20-24	308,605	100.0	306,760	99.4	1,845	0.6
25-29	290,825	100.0	288,357	99.2	2,468	0.8
30-34	294,944	100.0	290,920	98.6	4,024	1.4
35-39	260,479	100.0	255,845	98.2	4,634	1.8
40-44	253,831	100.0	247,106	97.4	6,725	2.6
45-49	237,646	100.0	229,515	96.6	8,131	3.4
50-54	223,940	100.0	216,265	96.6	7,675	3.4
55-59	192,715	100.0	186,245	96.6	6,470	3.4
60-64	169,167	100.0	162,378	96.0	6,789	4.0
65-69	121,751	100.0	115,962	95.2	5,789	4.8
70-74	77,909	100.0	73,096	93.8	4,813	6.2
75-79	52,087	100.0	48,158	92.5	3,929	7.5
80&over	53,077	100.0	48,242	90.9	4,835	9.1
<b>Male</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>1,510,749</b>	<b>100.0</b>	<b>1,485,943</b>	<b>98.4</b>	<b>24,806</b>	<b>1.6</b>
10-14	145,640	100.0	144,955	99.5	685	0.5
15-19	155,546	100.0	154,644	99.4	902	0.6
20-24	151,666	100.0	150,719	99.4	947	0.6
25-29	142,387	100.0	141,077	99.1	1,310	0.9
30-34	145,860	100.0	143,849	98.6	2,011	1.4
35-39	127,396	100.0	125,207	98.3	2,189	1.7
40-44	124,363	100.0	121,455	97.7	2,908	2.3
45-49	113,675	100.0	110,485	97.2	3,190	2.8
50-54	106,249	100.0	103,443	97.4	2,806	2.6
55-59	90,444	100.0	88,523	97.9	1,921	2.1
60-64	78,370	100.0	76,496	97.6	1,874	2.4
65-69	54,401	100.0	53,045	97.5	1,356	2.5
70-74	33,807	100.0	32,817	97.1	990	2.9
75-79	21,036	100.0	20,264	96.3	772	3.7
80&over	19,909	100.0	18,964	95.3	945	4.7

## APPENDIX (A) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A31: Population aged 10 years and over by literacy rate, age, sex and sector

Age, Sex and Sector	Total		Literate		Illiterate	
	No.	%	No.	%	No.	%
<b>Female</b>						
10 years and over						
<b>Total</b>	<b>1,619,534</b>	<b>100.0</b>	<b>1,573,298</b>	<b>97.1</b>	<b>46,236</b>	<b>2.9</b>
10-14	141,013	100.0	140,448	99.6	565	0.4
15-19	151,108	100.0	150,345	99.5	763	0.5
20-24	156,939	100.0	156,041	99.4	898	0.6
25-29	148,438	100.0	147,280	99.2	1,158	0.8
30-34	149,084	100.0	147,071	98.6	2,013	1.4
35-39	133,083	100.0	130,638	98.2	2,445	1.8
40-44	129,468	100.0	125,651	97.1	3,817	2.9
45-49	123,971	100.0	119,030	96.0	4,941	4.0
50-54	117,691	100.0	112,822	95.9	4,869	4.1
55-59	102,271	100.0	97,722	95.6	4,549	4.4
60-64	90,797	100.0	85,882	94.6	4,915	5.4
65-69	67,350	100.0	62,917	93.4	4,433	6.6
70-74	44,102	100.0	40,279	91.3	3,823	8.7
75-79	31,051	100.0	27,894	89.8	3,157	10.2
80&over	33,168	100.0	29,278	88.3	3,890	11.7
<b>Rural Sector</b>						
Both sexes						
10 years and over						
<b>Total</b>	<b>13,021,416</b>	<b>100.0</b>	<b>12,466,443</b>	<b>95.7</b>	<b>554,973</b>	<b>4.3</b>
10-14	1,268,234	100.0	1,260,480	99.4	7,754	0.6
15-19	1,271,146	100.0	1,262,125	99.3	9,021	0.7
20-24	1,163,811	100.0	1,152,896	99.1	10,915	0.9
25-29	1,189,761	100.0	1,175,708	98.8	14,053	1.2
30-34	1,271,293	100.0	1,248,334	98.2	22,959	1.8
35-39	1,094,725	100.0	1,063,102	97.1	31,623	2.9
40-44	1,054,297	100.0	1,008,047	95.6	46,250	4.4
45-49	996,133	100.0	933,034	93.7	63,099	6.3
50-54	942,525	100.0	882,466	93.6	60,059	6.4
55-59	826,119	100.0	771,296	93.4	54,823	6.6

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A31: Population aged 10 years and over by literacy rate, age, sex and sector

Age, Sex and Sector	Total		Literate		Illiterate	
	No.	%	No.	%	No.	%
60-64	706,777	100.0	651,722	92.2	55,055	7.8
65-69	481,782	100.0	431,944	89.7	49,838	10.3
70-74	318,216	100.0	276,001	86.7	42,215	13.3
75-79	222,031	100.0	180,696	81.4	41,335	18.6
80&over	214,566	100.0	168,592	78.6	45,974	21.4
<b>Male</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>6,245,244</b>	<b>100.0</b>	<b>6,043,721</b>	<b>96.8</b>	<b>201,523</b>	<b>3.2</b>
10-14	640,575	100.0	636,261	99.3	4,314	0.7
15-19	632,432	100.0	627,417	99.2	5,015	0.8
20-24	562,416	100.0	556,438	98.9	5,978	1.1
25-29	566,762	100.0	559,294	98.7	7,468	1.3
30-34	615,007	100.0	603,316	98.1	11,691	1.9
35-39	532,099	100.0	516,863	97.1	15,236	2.9
40-44	512,588	100.0	491,535	95.9	21,053	4.1
45-49	480,230	100.0	452,790	94.3	27,440	5.7
50-54	450,736	100.0	426,372	94.6	24,364	5.4
55-59	389,763	100.0	369,822	94.9	19,941	5.1
60-64	328,275	100.0	311,503	94.9	16,772	5.1
65-69	216,276	100.0	203,128	93.9	13,148	6.1
70-74	140,797	100.0	130,665	92.8	10,132	7.2
75-79	91,479	100.0	82,477	90.2	9,002	9.8
80&over	85,809	100.0	75,840	88.4	9,969	11.6
<b>Female</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>6,776,172</b>	<b>100.0</b>	<b>6,422,722</b>	<b>94.8</b>	<b>353,450</b>	<b>5.2</b>
10-14	627,659	100.0	624,219	99.5	3,440	0.5
15-19	638,714	100.0	634,708	99.4	4,006	0.6
20-24	601,395	100.0	596,458	99.2	4,937	0.8
25-29	622,999	100.0	616,414	98.9	6,585	1.1
30-34	656,286	100.0	645,018	98.3	11,268	1.7
35-39	562,626	100.0	546,239	97.1	16,387	2.9

## APPENDIX (A) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A31: Population aged 10 years and over by literacy rate, age, sex and sector

Age, Sex and Sector	Total		Literate		Illiterate	
	No.	%	No.	%	No.	%
40-44	541,709	100.0	516,512	95.3	25,197	4.7
45-49	515,903	100.0	480,244	93.1	35,659	6.9
50-54	491,789	100.0	456,094	92.7	35,695	7.3
55-59	436,356	100.0	401,474	92.0	34,882	8.0
60-64	378,502	100.0	340,219	89.9	38,283	10.1
65-69	265,506	100.0	228,816	86.2	36,690	13.8
70-74	177,419	100.0	145,336	81.9	32,083	18.1
75-79	130,552	100.0	98,219	75.2	32,333	24.8
80&over	128,757	100.0	92,752	72.0	36,005	28.0
<b>Estate Sector</b>						
<b>Both sexes</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>716,126</b>	<b>100.0</b>	<b>616,583</b>	<b>86.1</b>	<b>99,543</b>	<b>13.9</b>
10-14	85,165	100.0	83,716	98.3	1,449	1.7
15-19	66,449	100.0	64,859	97.6	1,590	2.4
20-24	60,467	100.0	58,089	96.1	2,378	3.9
25-29	72,262	100.0	68,540	94.8	3,722	5.2
30-34	73,178	100.0	67,429	92.1	5,749	7.9
35-39	53,873	100.0	47,233	87.7	6,640	12.3
40-44	51,081	100.0	42,048	82.3	9,033	17.7
45-49	52,051	100.0	40,786	78.4	11,265	21.6
50-54	52,995	100.0	41,343	78.0	11,652	22.0
55-59	45,395	100.0	34,187	75.3	11,208	24.7
60-64	41,966	100.0	29,915	71.3	12,051	28.7
65-69	29,756	100.0	19,911	66.9	9,845	33.1
70-74	16,289	100.0	10,143	62.3	6,146	37.7
75-79	9,068	100.0	5,042	55.6	4,026	44.4
80&over	6,131	100.0	3,342	54.5	2,789	45.5
<b>Male</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>339,310</b>	<b>100.0</b>	<b>311,623</b>	<b>91.8</b>	<b>27,687</b>	<b>8.2</b>
10-14	42,854	100.0	42,101	98.2	753	1.8

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A31: Population aged 10 years and over by literacy rate, age, sex and sector

Age, Sex and Sector	Total		Literate		Illiterate	
	No.	%	No.	%	No.	%
15-19	31,949	100.0	31,166	97.5	783	2.5
20-24	28,234	100.0	27,151	96.2	1,083	3.8
25-29	34,361	100.0	32,810	95.5	1,551	4.5
30-34	35,999	100.0	33,743	93.7	2,256	6.3
35-39	26,542	100.0	24,159	91.0	2,383	9.0
40-44	24,672	100.0	21,796	88.3	2,876	11.7
45-49	24,235	100.0	20,959	86.5	3,276	13.5
50-54	24,308	100.0	21,175	87.1	3,133	12.9
55-59	20,664	100.0	18,051	87.4	2,613	12.6
60-64	18,783	100.0	16,236	86.4	2,547	13.6
65-69	13,087	100.0	11,227	85.8	1,860	14.2
70-74	7,242	100.0	6,011	83.0	1,231	17.0
75-79	3,874	100.0	3,083	79.6	791	20.4
80&over	2,506	100.0	1,955	78.0	551	22.0
<b>Female</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>376,816</b>	<b>100.0</b>	<b>304,960</b>	<b>80.9</b>	<b>71,856</b>	<b>19.1</b>
10-14	42,311	100.0	41,615	98.4	696	1.6
15-19	34,500	100.0	33,693	97.7	807	2.3
20-24	32,233	100.0	30,938	96.0	1,295	4.0
25-29	37,901	100.0	35,730	94.3	2,171	5.7
30-34	37,179	100.0	33,686	90.6	3,493	9.4
35-39	27,331	100.0	23,074	84.4	4,257	15.6
40-44	26,409	100.0	20,252	76.7	6,157	23.3
45-49	27,816	100.0	19,827	71.3	7,989	28.7
50-54	28,687	100.0	20,168	70.3	8,519	29.7
55-59	24,731	100.0	16,136	65.2	8,595	34.8
60-64	23,183	100.0	13,679	59.0	9,504	41.0
65-69	16,669	100.0	8,684	52.1	7,985	47.9
70-74	9,047	100.0	4,132	45.7	4,915	54.3
75-79	5,194	100.0	1,959	37.7	3,235	62.3
80&over	3,625	100.0	1,387	38.3	2,238	61.7

## APPENDIX (B)

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
Sri Lanka							
<b>Total</b>	<b>10,482,723</b>	<b>554,379</b>	<b>4,155,322</b>	<b>154,194</b>	<b>101,618</b>	<b>202,996</b>	<b>5,314,214</b>
3	361,960	162,405	-	-	-	130	199,425
4	363,564	314,701	-	-	-	99	48,764
5	362,156	74,170	270,105	-	-	127	17,754
6	351,156	3,103	334,975	-	-	158	12,920
7	351,423	-	339,988	-	-	238	11,197
8	340,643	-	329,803	-	-	275	10,565
9	342,374	-	331,037	-	-	427	10,910
10	342,003	-	329,519	-	-	677	11,807
11	341,004	-	327,601	-	-	1,190	12,213
12	335,621	-	318,708	-	-	1,777	15,136
13	306,331	-	287,056	-	-	2,042	17,233
14	315,093	-	290,665	-	116	2,286	22,026
15	340,009	-	296,742	-	329	2,597	40,341
16	326,955	-	220,899	-	4,483	15,044	86,529
17	324,569	-	185,963	302	5,442	9,480	123,382
18	325,749	-	157,543	618	5,301	7,260	155,027
19	326,967	-	79,682	3,022	9,998	28,433	205,832
20	325,689	-	30,250	13,543	14,806	30,116	236,974
21	303,948	-	14,436	22,256	14,227	20,775	232,254
22	307,556	-	6,259	26,167	12,077	14,446	248,607
23	297,586	-	3,092	24,994	8,676	10,407	250,417
24	298,104	-	999	18,959	6,054	8,884	263,208
25	292,011	-	-	12,012	4,415	7,894	267,690
26	310,364	-	-	8,219	3,340	6,596	292,209
27	309,171	-	-	5,569	2,633	5,583	295,386
28	315,829	-	-	4,067	2,150	4,849	304,763
29	325,473	-	-	3,398	1,806	4,312	315,957
30	336,238	-	-	2,791	1,495	3,808	328,144



## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
31	349,257	-	-	2,666	1,407	3,679	341,505
32	325,420	-	-	2,079	1,059	3,351	318,931
33	327,407	-	-	1,871	900	3,197	321,439
34	301,093	-	-	1,661	904	2,859	295,669
<b>Male</b>							
<b>Total</b>	<b>5,179,976</b>	<b>279,667</b>	<b>2,071,458</b>	<b>56,574</b>	<b>56,166</b>	<b>96,874</b>	<b>2,619,237</b>
3	182,578	81,277	-	-	-	69	101,232
4	183,602	159,124	-	-	-	52	24,426
5	183,347	37,749	136,502	-	-	80	9,016
6	177,234	1,517	168,997	-	-	96	6,624
7	177,361	-	171,630	-	-	139	5,592
8	171,774	-	166,313	-	-	182	5,279
9	172,392	-	166,514	-	-	301	5,577
10	172,983	-	166,374	-	-	513	6,096
11	172,995	-	165,712	-	-	996	6,287
12	169,539	-	160,543	-	-	1,434	7,562
13	154,565	-	144,210	-	-	1,607	8,748
14	158,987	-	145,983	-	81	1,784	11,139
15	171,914	-	148,600	-	238	1,896	21,180
16	164,269	-	108,983	-	2,809	7,357	45,120
17	162,259	-	86,723	161	4,074	5,328	65,973
18	161,219	-	70,813	327	4,004	4,209	81,866
19	160,266	-	36,531	1,264	5,888	11,946	104,637
20	158,749	-	14,287	4,690	7,799	12,835	119,138
21	147,579	-	7,171	7,890	6,986	9,108	116,424
22	149,209	-	3,313	9,442	5,944	6,415	124,095
23	143,348	-	1,677	8,941	4,376	4,504	123,850
24	143,431	-	582	6,898	2,936	3,905	129,110
25	139,453	-	-	4,426	2,237	3,498	129,292
26	148,141	-	-	3,009	1,795	2,989	140,348

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
27	148,096	-	-	2,117	1,454	2,658	141,867
28	151,568	-	-	1,579	1,230	2,396	146,363
29	156,252	-	-	1,303	1,040	2,110	151,799
30	162,433	-	-	1,132	808	1,883	158,610
31	169,750	-	-	1,010	812	1,844	166,084
32	158,799	-	-	891	618	1,661	155,629
33	159,100	-	-	799	507	1,581	156,213
34	146,784	-	-	695	530	1,498	144,061
<b>Female</b>							
<b>Total</b>	<b>5,302,747</b>	<b>274,712</b>	<b>2,083,864</b>	<b>97,620</b>	<b>45,452</b>	<b>106,122</b>	<b>2,694,977</b>
3	179,382	81,128	-	-	-	61	98,193
4	179,962	155,577	-	-	-	47	24,338
5	178,809	36,421	133,603	-	-	47	8,738
6	173,922	1,586	165,978	-	-	62	6,296
7	174,062	-	168,358	-	-	99	5,605
8	168,869	-	163,490	-	-	93	5,286
9	169,982	-	164,523	-	-	126	5,333
10	169,020	-	163,145	-	-	164	5,711
11	168,009	-	161,889	-	-	194	5,926
12	166,082	-	158,165	-	-	343	7,574
13	151,766	-	142,846	-	-	435	8,485
14	156,106	-	144,682	-	35	502	10,887
15	168,095	-	148,142	-	91	701	19,161
16	162,686	-	111,916	-	1,674	7,687	41,409
17	162,310	-	99,240	141	1,368	4,152	57,409
18	164,530	-	86,730	291	1,297	3,051	73,161
19	166,701	-	43,151	1,758	4,110	16,487	101,195
20	166,940	-	15,963	8,853	7,007	17,281	117,836
21	156,369	-	7,265	14,366	7,241	11,667	115,830
22	158,347	-	2,946	16,725	6,133	8,031	124,512

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
23	154,238	-	1,415	16,053	4,300	5,903	126,567
24	154,673	-	417	12,061	3,118	4,979	134,098
25	152,558	-	-	7,586	2,178	4,396	138,398
26	162,223	-	-	5,210	1,545	3,607	151,861
27	161,075	-	-	3,452	1,179	2,925	153,519
28	164,261	-	-	2,488	920	2,453	158,400
29	169,221	-	-	2,095	766	2,202	164,158
30	173,805	-	-	1,659	687	1,925	169,534
31	179,507	-	-	1,656	595	1,835	175,421
32	166,621	-	-	1,188	441	1,690	163,302
33	168,307	-	-	1,072	393	1,616	165,226
34	154,309	-	-	966	374	1,361	151,608
<b>Urban Sector</b>							
<b>Total</b>	<b>1,898,308</b>	<b>99,801</b>	<b>731,461</b>	<b>50,956</b>	<b>26,605</b>	<b>48,940</b>	<b>940,545</b>
3	59,330	33,649	-	-	-	17	25,664
4	58,817	52,298	-	-	-	18	6,501
5	60,166	13,194	43,904	-	-	37	3,031
6	59,003	660	55,872	-	-	38	2,433
7	58,891	-	56,685	-	-	58	2,148
8	56,918	-	54,920	-	-	55	1,943
9	57,502	-	55,444	-	-	89	1,969
10	58,492	-	56,169	-	-	144	2,179
11	58,723	-	56,207	-	-	278	2,238
12	59,012	-	55,635	-	-	446	2,931
13	53,862	-	50,166	-	-	548	3,148
14	56,564	-	51,847	-	29	638	4,050
15	61,681	-	53,671	-	67	742	7,201
16	58,922	-	41,556	-	710	2,597	14,059
17	60,723	-	37,318	145	1,004	2,059	20,197
18	62,334	-	32,942	343	1,148	2,023	25,878

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
19	62,994	-	16,805	1,346	2,512	6,210	36,121
20	64,230	-	6,487	5,069	3,423	6,726	42,525
21	61,419	-	3,142	8,082	3,405	4,924	41,866
22	62,769	-	1,589	8,890	3,190	3,811	45,289
23	60,514	-	860	8,384	2,744	2,926	45,600
24	59,673	-	242	5,870	2,123	2,551	48,887
25	57,502	-	-	3,500	1,568	2,173	50,261
26	58,164	-	-	2,283	1,094	1,813	52,974
27	58,542	-	-	1,629	814	1,540	54,559
28	57,229	-	-	1,164	634	1,242	54,189
29	59,388	-	-	1,010	524	1,140	56,714
30	60,358	-	-	832	421	973	58,132
31	62,461	-	-	772	403	896	60,390
32	58,588	-	-	604	301	838	56,845
33	58,601	-	-	551	240	703	57,107
34	54,936	-	-	482	251	687	53,516
<b>Male</b>							
<b>Total</b>	<b>948,366</b>	<b>50,595</b>	<b>367,138</b>	<b>21,467</b>	<b>14,058</b>	<b>25,503</b>	<b>469,605</b>
3	29,987	17,010	-	-	-	8	12,969
4	29,741	26,564	-	-	-	6	3,171
5	30,454	6,703	22,177	-	-	16	1,558
6	29,597	318	28,002	-	-	23	1,254
7	29,587	-	28,509	-	-	33	1,045
8	28,846	-	27,835	-	-	40	971
9	29,055	-	27,995	-	-	58	1,002
10	29,664	-	28,427	-	-	114	1,123
11	29,904	-	28,541	-	-	223	1,140
12	30,091	-	28,320	-	-	362	1,409
13	27,316	-	25,358	-	-	433	1,525
14	28,665	-	26,229	-	18	510	1,908

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
15	31,086	-	26,923	-	44	552	3,567
16	29,843	-	20,835	-	421	1,422	7,165
17	30,856	-	17,955	70	725	1,213	10,893
18	31,780	-	15,531	193	809	1,238	14,009
19	31,981	-	8,215	650	1,457	2,981	18,678
20	32,064	-	3,234	1,977	1,969	3,316	21,568
21	30,238	-	1,582	3,269	1,793	2,460	21,134
22	30,923	-	847	3,708	1,602	1,972	22,794
23	29,352	-	477	3,448	1,215	1,437	22,775
24	29,089	-	146	2,422	881	1,217	24,423
25	28,091	-	-	1,523	695	1,036	24,837
26	28,239	-	-	990	522	844	25,883
27	28,609	-	-	751	401	734	26,723
28	28,089	-	-	528	314	621	26,626
29	29,359	-	-	420	286	566	28,087
30	29,838	-	-	402	212	488	28,736
31	30,778	-	-	307	226	462	29,783
32	29,318	-	-	317	184	409	28,408
33	28,890	-	-	264	133	347	28,146
34	27,036	-	-	228	151	362	26,295
<b>Female</b>							
<b>Total</b>	<b>949,942</b>	<b>49,206</b>	<b>364,323</b>	<b>29,489</b>	<b>12,547</b>	<b>23,437</b>	<b>470,940</b>
3	29,343	16,639	-	-	-	9	12,695
4	29,076	25,734	-	-	-	12	3,330
5	29,712	6,491	21,727	-	-	21	1,473
6	29,406	342	27,870	-	-	15	1,179
7	29,304	-	28,176	-	-	25	1,103
8	28,072	-	27,085	-	-	15	972
9	28,447	-	27,449	-	-	31	967
10	28,828	-	27,742	-	-	30	1,056

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
11	28,819	-	27,666	-	-	55	1,098
12	28,921	-	27,315	-	-	84	1,522
13	26,546	-	24,808	-	-	115	1,623
14	27,899	-	25,618	-	11	128	2,142
15	30,595	-	26,748	-	23	190	3,634
16	29,079	-	20,721	-	289	1,175	6,894
17	29,867	-	19,363	75	279	846	9,304
18	30,554	-	17,411	150	339	785	11,869
19	31,013	-	8,590	696	1,055	3,229	17,443
20	32,166	-	3,253	3,092	1,454	3,410	20,957
21	31,181	-	1,560	4,813	1,612	2,464	20,732
22	31,846	-	742	5,182	1,588	1,839	22,495
23	31,162	-	383	4,936	1,529	1,489	22,825
24	30,584	-	96	3,448	1,242	1,334	24,464
25	29,411	-	-	1,977	873	1,137	25,424
26	29,925	-	-	1,293	572	969	27,091
27	29,933	-	-	878	413	806	27,836
28	29,140	-	-	636	320	621	27,563
29	30,029	-	-	590	238	574	28,627
30	30,520	-	-	430	209	485	29,396
31	31,683	-	-	465	177	434	30,607
32	29,270	-	-	287	117	429	28,437
33	29,711	-	-	287	107	356	28,961
34	27,900	-	-	254	100	325	27,221
<b>Rural Sector</b>							
<b>Total</b>	<b>8,095,797</b>	<b>428,049</b>	<b>3,229,553</b>	<b>102,096</b>	<b>73,220</b>	<b>149,274</b>	<b>4,113,605</b>
3	284,286	121,327	-	-	-	105	162,854
4	286,109	248,061	-	-	-	64	37,984
5	282,543	56,487	213,148	-	-	80	12,828

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
6	273,742	2,174	262,144	-	-	110	9,314
7	273,484	-	265,220	-	-	168	8,096
8	264,855	-	256,839	-	-	210	7,786
9	266,553	-	258,148	-	-	327	8,078
10	265,041	-	255,884	-	-	518	8,639
11	264,034	-	254,191	-	-	899	8,944
12	258,799	-	246,608	-	-	1,306	10,885
13	236,867	-	223,028	-	-	1,476	12,363
14	243,493	-	225,853	-	84	1,624	15,932
15	262,827	-	231,164	-	249	1,827	29,587
16	253,975	-	171,627	-	3,588	12,050	66,710
17	250,984	-	143,421	153	4,260	7,158	95,992
18	251,297	-	120,885	269	4,022	5,063	121,058
19	252,063	-	60,883	1,659	7,300	21,902	160,319
20	248,869	-	22,707	8,406	11,194	23,016	183,546
21	231,002	-	10,744	14,057	10,656	15,612	179,933
22	233,146	-	4,375	17,153	8,714	10,446	192,458
23	224,540	-	2,015	16,461	5,804	7,343	192,917
24	226,254	-	669	12,967	3,839	6,160	202,619
25	221,414	-	-	8,414	2,789	5,456	204,755
26	237,477	-	-	5,866	2,206	4,524	224,881
27	235,802	-	-	3,886	1,771	3,779	226,366
28	243,149	-	-	2,834	1,467	3,316	235,532
29	251,919	-	-	2,334	1,245	2,953	245,387
30	261,474	-	-	1,917	1,030	2,634	255,893
31	270,357	-	-	1,850	977	2,565	264,965
32	252,068	-	-	1,437	740	2,314	247,577
33	254,513	-	-	1,277	645	2,273	250,318
34	232,881	-	-	1,156	640	1,996	229,089

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
<b>Male</b>							
<b>Total</b>	<b>3,991,870</b>	<b>215,620</b>	<b>1,607,428</b>	<b>34,634</b>	<b>41,367</b>	<b>69,242</b>	<b>2,023,579</b>
3	143,350	60,544	-	-	-	58	82,748
4	144,382	125,230	-	-	-	34	19,118
5	142,970	28,768	107,682	-	-	59	6,461
6	138,344	1,078	132,415	-	-	69	4,782
7	138,218	-	134,066	-	-	101	4,051
8	133,354	-	129,328	-	-	135	3,891
9	134,060	-	129,691	-	-	237	4,132
10	133,966	-	129,079	-	-	392	4,495
11	133,799	-	128,426	-	-	766	4,607
12	130,616	-	124,061	-	-	1,057	5,498
13	119,411	-	111,902	-	-	1,164	6,345
14	122,783	-	113,257	-	61	1,265	8,200
15	132,942	-	115,724	-	185	1,333	15,700
16	127,589	-	84,484	-	2,311	5,778	35,016
17	125,334	-	66,468	90	3,276	4,012	51,488
18	123,772	-	53,683	131	3,129	2,900	63,929
19	122,795	-	27,481	606	4,353	8,838	81,517
20	120,873	-	10,571	2,691	5,755	9,378	92,478
21	112,014	-	5,339	4,576	5,124	6,578	90,397
22	112,784	-	2,306	5,690	4,286	4,392	96,110
23	108,090	-	1,081	5,436	3,112	3,021	95,440
24	108,655	-	384	4,428	2,025	2,617	99,201
25	105,270	-	-	2,867	1,518	2,353	98,532
26	112,995	-	-	1,990	1,251	2,012	107,742
27	112,341	-	-	1,336	1,028	1,797	108,180
28	116,094	-	-	1,018	895	1,608	112,573



## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
29	120,062	-	-	862	738	1,433	117,029
30	125,637	-	-	709	579	1,289	123,060
31	130,794	-	-	683	572	1,276	128,263
32	122,124	-	-	555	425	1,137	120,007
33	123,211	-	-	514	368	1,118	121,211
34	113,241	-	-	452	376	1,035	111,378
<b>Female</b>							
<b>Total</b>	<b>4,103,927</b>	<b>212,429</b>	<b>1,622,125</b>	<b>67,462</b>	<b>31,853</b>	<b>80,032</b>	<b>2,090,026</b>
3	140,936	60,783	-	-	-	47	80,106
4	141,727	122,831	-	-	-	30	18,866
5	139,573	27,719	105,466	-	-	21	6,367
6	135,398	1,096	129,729	-	-	41	4,532
7	135,266	-	131,154	-	-	67	4,045
8	131,481	-	127,511	-	-	75	3,895
9	132,493	-	128,457	-	-	90	3,946
10	131,075	-	126,805	-	-	126	4,144
11	130,235	-	125,765	-	-	133	4,337
12	128,183	-	122,547	-	-	249	5,387
13	117,456	-	111,126	-	-	312	6,018
14	120,710	-	112,596	-	23	359	7,732
15	129,885	-	115,440	-	64	494	13,887
16	126,386	-	87,143	-	1,277	6,272	31,694
17	125,650	-	76,953	63	984	3,146	44,504
18	127,525	-	67,202	138	893	2,163	57,129
19	129,268	-	33,402	1,053	2,947	13,064	78,802
20	127,996	-	12,136	5,715	5,439	13,638	91,068
21	118,988	-	5,405	9,481	5,532	9,034	89,536
22	120,362	-	2,069	11,463	4,428	6,054	96,348

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
23	116,450	-	934	11,025	2,692	4,322	97,477
24	117,599	-	285	8,539	1,814	3,543	103,418
25	116,144	-	-	5,547	1,271	3,103	106,223
26	124,482	-	-	3,876	955	2,512	117,139
27	123,461	-	-	2,550	743	1,982	118,186
28	127,055	-	-	1,816	572	1,708	122,959
29	131,857	-	-	1,472	507	1,520	128,358
30	135,837	-	-	1,208	451	1,345	132,833
31	139,563	-	-	1,167	405	1,289	136,702
32	129,944	-	-	882	315	1,177	127,570
33	131,302	-	-	763	277	1,155	129,107
34	119,640	-	-	704	264	961	117,711
<b>Estate Sector</b>							
<b>Total</b>	<b>488,618</b>	<b>26,529</b>	<b>194,308</b>	<b>1,142</b>	<b>1,793</b>	<b>4,782</b>	<b>260,064</b>
3	18,344	7,429	-	-	-	8	10,907
4	18,638	14,342	-	-	-	17	4,279
5	19,447	4,489	13,053	-	-	10	1,895
6	18,411	269	16,959	-	-	10	1,173
7	19,048	-	18,083	-	-	12	953
8	18,890	-	18,044	-	-	10	836
9	18,319	-	17,445	-	-	11	863
10	18,470	-	17,466	-	-	15	989
11	18,247	-	17,203	-	-	13	1,031
12	17,810	-	16,465	-	-	25	1,320
13	15,602	-	13,862	-	-	18	1,722
14	15,036	-	12,965	-	3	24	2,044
15	15,501	-	11,907	-	13	28	3,553
16	14,058	-	7,716	-	185	397	5,760
17	12,862	-	5,224	4	178	263	7,193
18	12,118	-	3,716	6	131	174	8,091

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
19	11,910	-	1,994	17	186	321	9,392
20	12,590	-	1,056	68	189	374	10,903
21	11,527	-	550	117	166	239	10,455
22	11,641	-	295	124	173	189	10,860
23	12,532	-	217	149	128	138	11,900
24	12,177	-	88	122	92	173	11,702
25	13,095	-	-	98	58	265	12,674
26	14,723	-	-	70	40	259	14,354
27	14,827	-	-	54	48	264	14,461
28	15,451	-	-	69	49	291	15,042
29	14,166	-	-	54	37	219	13,856
30	14,406	-	-	42	44	201	14,119
31	16,439	-	-	44	27	218	16,150
32	14,764	-	-	38	18	199	14,509
33	14,293	-	-	43	15	221	14,014
34	13,276	-	-	23	13	176	13,064
<b>Male</b>							
<b>Total</b>	<b>239,740</b>	<b>13,452</b>	<b>96,892</b>	<b>473</b>	<b>741</b>	<b>2,129</b>	<b>126,053</b>
3	9,241	3,723	-	-	-	3	5,515
4	9,479	7,330	-	-	-	12	2,137
5	9,923	2,278	6,643	-	-	5	997
6	9,293	121	8,580	-	-	4	588
7	9,556	-	9,055	-	-	5	496
8	9,574	-	9,150	-	-	7	417
9	9,277	-	8,828	-	-	6	443
10	9,353	-	8,868	-	-	7	478
11	9,292	-	8,745	-	-	7	540
12	8,832	-	8,162	-	-	15	655
13	7,838	-	6,950	-	-	10	878
14	7,539	-	6,497	-	2	9	1,031

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
15	7,886	-	5,953	-	9	11	1,913
16	6,837	-	3,664	-	77	157	2,939
17	6,069	-	2,300	1	73	103	3,592
18	5,667	-	1,599	3	66	71	3,928
19	5,490	-	835	8	78	127	4,442
20	5,812	-	482	22	75	141	5,092
21	5,327	-	250	45	69	70	4,893
22	5,502	-	160	44	56	51	5,191
23	5,906	-	119	57	49	46	5,635
24	5,687	-	52	48	30	71	5,486
25	6,092	-	-	36	24	109	5,923
26	6,907	-	-	29	22	133	6,723
27	7,146	-	-	30	25	127	6,964
28	7,385	-	-	33	21	167	7,164
29	6,831	-	-	21	16	111	6,683
30	6,958	-	-	21	17	106	6,814
31	8,178	-	-	20	14	106	8,038
32	7,357	-	-	19	9	115	7,214
33	6,999	-	-	21	6	116	6,856
34	6,507	-	-	15	3	101	6,388
<b>Female</b>							
<b>Total</b>	<b>248,878</b>	<b>13,077</b>	<b>97,416</b>	<b>669</b>	<b>1,052</b>	<b>2,653</b>	<b>134,011</b>
3	9,103	3,706	-	-	-	5	5,392
4	9,159	7,012	-	-	-	5	2,142
5	9,524	2,211	6,410	-	-	5	898
6	9,118	148	8,379	-	-	6	585
7	9,492	-	9,028	-	-	7	457

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A27: Population aged 3 to 34 years engaged in educational activities by single years of age, sex and sector

Sex and age (in years)	Total	Educational activity					
		Pre-School education	School education	Degree/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
8	9,316	-	8,894	-	-	3	419
9	9,042	-	8,617	-	-	5	420
10	9,117	-	8,598	-	-	8	511
11	8,955	-	8,458	-	-	6	491
12	8,978	-	8,303	-	-	10	665
13	7,764	-	6,912	-	-	8	844
14	7,497	-	6,468	-	1	15	1,013
15	7,615	-	5,954	-	4	17	1,640
16	7,221	-	4,052	-	108	240	2,821
17	6,793	-	2,924	3	105	160	3,601
18	6,451	-	2,117	3	65	103	4,163
19	6,420	-	1,159	9	108	194	4,950
20	6,778	-	574	46	114	233	5,811
21	6,200	-	300	72	97	169	5,562
22	6,139	-	135	80	117	138	5,669
23	6,626	-	98	92	79	92	6,265
24	6,490	-	36	74	62	102	6,216
25	7,003	-	-	62	34	156	6,751
26	7,816	-	-	41	18	126	7,631
27	7,681	-	-	24	23	137	7,497
28	8,066	-	-	36	28	124	7,878
29	7,335	-	-	33	21	108	7,173
30	7,448	-	-	21	27	95	7,305
31	8,261	-	-	24	13	112	8,112
32	7,407	-	-	19	9	84	7,295
33	7,294	-	-	22	9	105	7,158
34	6,769	-	-	8	10	75	6,676

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
SriLanka				
All Sectors				
5-29 years				
Total	8,117,784	4,657,447	3,460,337	57.4
5	362,156	344,402	17,754	95.1
6	351,156	338,236	12,920	96.3
7	351,423	340,226	11,197	96.8
8	340,643	330,078	10,565	96.9
9	342,374	331,464	10,910	96.8
10	342,003	330,196	11,807	96.5
11	341,004	328,791	12,213	96.4
12	335,621	320,485	15,136	95.5
13	306,331	289,098	17,233	94.4
14	315,093	293,067	22,026	93.0
5-14	3,387,804	3,246,043	141,761	95.8
15	340,009	299,668	40,341	88.1
16	326,955	240,426	86,529	73.5
17	324,569	201,187	123,382	62.0
18	325,749	170,722	155,027	52.4
19	326,967	121,135	205,832	37.0
20	325,689	88,715	236,974	27.2
21	303,948	71,694	232,254	23.6
22	307,556	58,949	248,607	19.2
23	297,586	47,169	250,417	15.9
24	298,104	34,896	263,208	11.7
25	292,011	24,321	267,690	8.3
26	310,364	18,155	292,209	5.8
27	309,171	13,785	295,386	4.5
28	315,829	11,066	304,763	3.5
29	325,473	9,516	315,957	2.9
15-29	4,729,980	1,411,404	3,318,576	29.8

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
<b>Male</b>				
<b>5-29 years</b>				
Total	4,016,930	2,303,948	1,712,982	57.4
5	183,347	174,331	9,016	95.1
6	177,234	170,610	6,624	96.3
7	177,361	171,769	5,592	96.8
8	171,774	166,495	5,279	96.9
9	172,392	166,815	5,577	96.8
10	172,983	166,887	6,096	96.5
11	172,995	166,708	6,287	96.4
12	169,539	161,977	7,562	95.5
13	154,565	145,817	8,748	94.3
14	158,987	147,848	11,139	93.0
5-14	1,711,177	1,639,257	71,920	95.8
15	171,914	150,734	21,180	87.7
16	164,269	119,149	45,120	72.5
17	162,259	96,286	65,973	59.3
18	161,219	79,353	81,866	49.2
19	160,266	55,629	104,637	34.7
20	158,749	39,611	119,138	25.0
21	147,579	31,155	116,424	21.1
22	149,209	25,114	124,095	16.8
23	143,348	19,498	123,850	13.6
24	143,431	14,321	129,110	10.0
25	139,453	10,161	129,292	7.3
26	148,141	7,793	140,348	5.3
27	148,096	6,229	141,867	4.2
28	151,568	5,205	146,363	3.4
29	156,252	4,453	151,799	2.8
15-29	2,305,753	664,691	1,641,062	28.8

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Female				
5-29 years				
<b>Total</b>	<b>4,100,854</b>	<b>2,353,499</b>	<b>1,747,355</b>	<b>57.4</b>
5	178,809	170,071	8,738	95.1
6	173,922	167,626	6,296	96.4
7	174,062	168,457	5,605	96.8
8	168,869	163,583	5,286	96.9
9	169,982	164,649	5,333	96.9
10	169,020	163,309	5,711	96.6
11	168,009	162,083	5,926	96.5
12	166,082	158,508	7,574	95.4
13	151,766	143,281	8,485	94.4
14	156,106	145,219	10,887	93.0
5-14	1,676,627	1,606,786	69,841	95.8
15	168,095	148,934	19,161	88.6
16	162,686	121,277	41,409	74.5
17	162,310	104,901	57,409	64.6
18	164,530	91,369	73,161	55.5
19	166,701	65,506	101,195	39.3
20	166,940	49,104	117,836	29.4
21	156,369	40,539	115,830	25.9
22	158,347	33,835	124,512	21.4
23	154,238	27,671	126,567	17.9
24	154,673	20,575	134,098	13.3
25	152,558	14,160	138,398	9.3
26	162,223	10,362	151,861	6.4
27	161,075	7,556	153,519	4.7
28	164,261	5,861	158,400	3.6
29	169,221	5,063	164,158	3.0
15-29	2,424,227	746,713	1,677,514	30.8



## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Urban Sector				
5-29 years				
<b>Total</b>	<b>1,485,217</b>	<b>862,827</b>	<b>622,390</b>	<b>58.1</b>
5	60,166	57,135	3,031	95.0
6	59,003	56,570	2,433	95.9
7	58,891	56,743	2,148	96.4
8	56,918	54,975	1,943	96.6
9	57,502	55,533	1,969	96.6
10	58,492	56,313	2,179	96.3
11	58,723	56,485	2,238	96.2
12	59,012	56,081	2,931	95.0
13	53,862	50,714	3,148	94.2
14	56,564	52,514	4,050	92.8
5 -14	579,133	553,063	26,070	95.5
15	61,681	54,480	7,201	88.3
16	58,922	44,863	14,059	76.1
17	60,723	40,526	20,197	66.7
18	62,334	36,456	25,878	58.5
19	62,994	26,873	36,121	42.7
20	64,230	21,705	42,525	33.8
21	61,419	19,553	41,866	31.8
22	62,769	17,480	45,289	27.8
23	60,514	14,914	45,600	24.6
24	59,673	10,786	48,887	18.1
25	57,502	7,241	50,261	12.6
26	58,164	5,190	52,974	8.9
27	58,542	3,983	54,559	6.8
28	57,229	3,040	54,189	5.3
29	59,388	2,674	56,714	4.5
15 -29	906,084	309,764	596,320	34.2

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
<b>Male</b>				
<b>5-29 years</b>				
<b>Total</b>	<b>742,778</b>	<b>430,681</b>	<b>312,097</b>	<b>58.0</b>
5	30,454	28,896	1,558	94.9
6	29,597	28,343	1,254	95.8
7	29,587	28,542	1,045	96.5
8	28,846	27,875	971	96.6
9	29,055	28,053	1,002	96.6
10	29,664	28,541	1,123	96.2
11	29,904	28,764	1,140	96.2
12	30,091	28,682	1,409	95.3
13	27,316	25,791	1,525	94.4
14	28,665	26,757	1,908	93.3
5-14	293,179	280,244	12,935	95.6
15	31,086	27,519	3,567	88.5
16	29,843	22,678	7,165	76.0
17	30,856	19,963	10,893	64.7
18	31,780	17,771	14,009	55.9
19	31,981	13,303	18,678	41.6
20	32,064	10,496	21,568	32.7
21	30,238	9,104	21,134	30.1
22	30,923	8,129	22,794	26.3
23	29,352	6,577	22,775	22.4
24	29,089	4,666	24,423	16.0
25	28,091	3,254	24,837	11.6
26	28,239	2,356	25,883	8.3
27	28,609	1,886	26,723	6.6
28	28,089	1,463	26,626	5.2
29	29,359	1,272	28,087	4.3
15-29	449,599	150,437	299,162	33.5

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Female				
5-29 years				
<b>Total</b>	<b>742,439</b>	<b>432,146</b>	<b>310,293</b>	<b>58.2</b>
5	29,712	28,239	1,473	95.0
6	29,406	28,227	1,179	96.0
7	29,304	28,201	1,103	96.2
8	28,072	27,100	972	96.5
9	28,447	27,480	967	96.6
10	28,828	27,772	1,056	96.3
11	28,819	27,721	1,098	96.2
12	28,921	27,399	1,522	94.7
13	26,546	24,923	1,623	93.9
14	27,899	25,757	2,142	92.3
5-14	285,954	272,819	13,135	95.4
15	30,595	26,961	3,634	88.1
16	29,079	22,185	6,894	76.3
17	29,867	20,563	9,304	68.8
18	30,554	18,685	11,869	61.2
19	31,013	13,570	17,443	43.8
20	32,166	11,209	20,957	34.8
21	31,181	10,449	20,732	33.5
22	31,846	9,351	22,495	29.4
23	31,162	8,337	22,825	26.8
24	30,584	6,120	24,464	20.0
25	29,411	3,987	25,424	13.6
26	29,925	2,834	27,091	9.5
27	29,933	2,097	27,836	7.0
28	29,140	1,577	27,563	5.4
29	30,029	1,402	28,627	4.7
15-29	456,485	159,327	297,158	34.9

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
<b>Rural Sector</b>				
<b>5-29 years</b>				
<b>Total</b>	<b>6,254,109</b>	<b>3,589,184</b>	<b>2,664,925</b>	<b>57.4</b>
5	282,543	269,715	12,828	95.5
6	273,742	264,428	9,314	96.6
7	273,484	265,388	8,096	97.0
8	264,835	257,049	7,786	97.1
9	266,553	258,475	8,078	97.0
10	265,041	256,402	8,639	96.7
11	264,034	255,090	8,944	96.6
12	258,799	247,914	10,885	95.8
13	236,867	224,504	12,363	94.8
14	243,493	227,561	15,932	93.5
5-14	2,629,391	2,526,526	102,865	96.1
15	262,827	233,240	29,587	88.7
16	253,975	187,265	66,710	73.7
17	250,984	154,992	95,992	61.8
18	251,297	130,239	121,058	51.8
19	252,063	91,744	160,319	36.4
20	248,869	65,323	183,546	26.2
21	231,002	51,069	179,933	22.1
22	233,146	40,688	192,458	17.5
23	224,540	31,623	192,917	14.1
24	226,254	23,635	202,619	10.4
25	221,414	16,659	204,755	7.5
26	237,477	12,596	224,881	5.3
27	235,802	9,436	226,366	4.0
28	243,149	7,617	235,532	3.1
29	251,919	6,532	245,387	2.6
15-29	3,624,718	1,062,658	2,562,060	29.3

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Male				
5-29 years				
<b>Total</b>	<b>3,089,131</b>	<b>1,771,337</b>	<b>1,317,794</b>	<b>57.3</b>
5	142,970	136,509	6,461	95.5
6	138,344	133,562	4,782	96.5
7	138,218	134,167	4,051	97.1
8	133,354	129,463	3,891	97.1
9	134,060	129,928	4,132	96.9
10	133,966	129,471	4,495	96.6
11	133,799	129,192	4,607	96.6
12	130,616	125,118	5,498	95.8
13	119,411	113,066	6,345	94.7
14	122,783	114,583	8,200	93.3
5-14	1,327,521	1,275,059	52,462	96.0
15	132,942	117,242	15,700	88.2
16	127,589	92,573	35,016	72.6
17	125,334	73,846	51,488	58.9
18	123,772	59,843	63,929	48.3
19	122,795	41,278	81,517	33.6
20	120,873	28,395	92,478	23.5
21	112,014	21,617	90,397	19.3
22	112,784	16,674	96,110	14.8
23	108,090	12,650	95,440	11.7
24	108,655	9,454	99,201	8.7
25	105,270	6,738	98,532	6.4
26	112,995	5,253	107,742	4.6
27	112,341	4,161	108,180	3.7
28	116,094	3,521	112,573	3.0
29	120,062	3,033	117,029	2.5
15-29	1,761,610	496,278	1,265,332	28.2

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Female				
5-29 years				
<b>Total</b>	<b>3,164,978</b>	<b>1,817,847</b>	<b>1,347,131</b>	<b>57.4</b>
5	139,573	133,206	6,367	95.4
6	135,398	130,866	4,532	96.7
7	135,266	131,221	4,045	97.0
8	131,481	127,586	3,895	97.0
9	132,493	128,547	3,946	97.0
10	131,075	126,931	4,144	96.8
11	130,235	125,898	4,337	96.7
12	128,183	122,796	5,387	95.8
13	117,456	111,438	6,018	94.9
14	120,710	112,978	7,732	93.6
5-14	1,301,870	1,251,467	50,403	96.1
15	129,885	115,998	13,887	89.3
16	126,386	94,692	31,694	74.9
17	125,650	81,146	44,504	64.6
18	127,525	70,396	57,129	55.2
19	129,268	50,466	78,802	39.0
20	127,996	36,928	91,068	28.9
21	118,988	29,452	89,536	24.8
22	120,362	24,014	96,348	20.0
23	116,450	18,973	97,477	16.3
24	117,599	14,181	103,418	12.1
25	116,144	9,921	106,223	8.5
26	124,482	7,343	117,139	5.9
27	123,461	5,275	118,186	4.3
28	127,055	4,096	122,959	3.2
29	131,857	3,499	128,358	2.7
15-29	1,863,108	566,380	1,296,728	30.4

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Estate Sector				
5-29 years				
<b>Total</b>	<b>378,458</b>	<b>205,436</b>	<b>173,022</b>	<b>54.3</b>
5	19,447	17,552	1,895	90.3
6	18,411	17,238	1,173	93.6
7	19,048	18,095	953	95.0
8	18,890	18,054	836	95.6
9	18,319	17,456	863	95.3
10	18,470	17,481	989	94.6
11	18,247	17,216	1,031	94.3
12	17,810	16,490	1,320	92.6
13	15,602	13,880	1,722	89.0
14	15,036	12,992	2,044	86.4
5-14	179,280	166,454	12,826	92.8
15	15,501	11,948	3,553	77.1
16	14,058	8,298	5,760	59.0
17	12,862	5,669	7,193	44.1
18	12,118	4,027	8,091	33.2
19	11,910	2,518	9,392	21.1
20	12,590	1,687	10,903	13.4
21	11,527	1,072	10,455	9.3
22	11,641	781	10,860	6.7
23	12,532	632	11,900	5.0
24	12,177	475	11,702	3.9
25	13,095	421	12,674	3.2
26	14,723	369	14,354	2.5
27	14,827	366	14,461	2.5
28	15,451	409	15,042	2.6
29	14,166	310	13,856	2.2
15-29	199,178	38,982	160,196	19.6

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Male				
5-29 years				
<b>Total</b>	<b>185,021</b>	<b>101,930</b>	<b>83,091</b>	<b>55.1</b>
5	9,923	8,926	997	90.0
6	9,293	8,705	588	93.7
7	9,556	9,060	496	94.8
8	9,574	9,157	417	95.6
9	9,277	8,834	443	95.2
10	9,353	8,875	478	94.9
11	9,292	8,752	540	94.2
12	8,832	8,177	655	92.6
13	7,838	6,960	878	88.8
14	7,539	6,508	1,031	86.3
5-14	90,477	83,954	6,523	92.8
15	7,886	5,973	1,913	75.7
16	6,837	3,898	2,939	57.0
17	6,069	2,477	3,592	40.8
18	5,667	1,739	3,928	30.7
19	5,490	1,048	4,442	19.1
20	5,812	720	5,092	12.4
21	5,327	434	4,893	8.1
22	5,502	311	5,191	5.7
23	5,906	271	5,635	4.6
24	5,687	201	5,486	3.5
25	6,092	169	5,923	2.8
26	6,907	184	6,723	2.7
27	7,146	182	6,964	2.5
28	7,385	221	7,164	3.0
29	6,831	148	6,683	2.2
15-29	94,544	17,976	76,568	19.0



## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A29: Population aged 5 to 29 years engaged in educational activity by activity status, single years of age, sex and sector

Sex and age (in years)	Total	Activity status		
		Attending	Not attending	Attending %
Female				
5-29 years				
<b>Total</b>	<b>193,437</b>	<b>103,506</b>	<b>89,931</b>	<b>53.5</b>
5	9,524	8,626	898	90.6
6	9,118	8,533	585	93.6
7	9,492	9,035	457	95.2
8	9,316	8,897	419	95.5
9	9,042	8,622	420	95.4
10	9,117	8,606	511	94.4
11	8,955	8,464	491	94.5
12	8,978	8,313	665	92.6
13	7,764	6,920	844	89.1
14	7,497	6,484	1,013	86.5
5 -14	88,803	82,500	6,303	92.9
15	7,615	5,975	1,640	78.5
16	7,221	4,400	2,821	60.9
17	6,793	3,192	3,601	47.0
18	6,451	2,288	4,163	35.5
19	6,420	1,470	4,950	22.9
20	6,778	967	5,811	14.3
21	6,200	638	5,562	10.3
22	6,139	470	5,669	7.7
23	6,626	361	6,265	5.4
24	6,490	274	6,216	4.2
25	7,003	252	6,751	3.6
26	7,816	185	7,631	2.4
27	7,681	184	7,497	2.4
28	8,066	188	7,878	2.3
29	7,335	162	7,173	2.2
15 -29	104,634	21,006	83,628	20.1

## APPENDIX (B) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A28: Population aged 3 to 34 years engaged in educational activity by educational attainment and sex

Educational attainment and sex	Total	Educational activity					
		Pre-School education	School education	Under graduate/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
Sri Lanka							
<b>Total</b>	<b>10,482,723</b>	<b>554,379</b>	<b>4,155,322</b>	<b>154,194</b>	<b>101,618</b>	<b>202,996</b>	<b>5,314,214</b>
No schooling	184,120	77,273	-	-	160	1,444	105,243
Attending year 1	348,136	-	347,985	-	-	-	151
Passed grade 1 - 4	1,563,667	-	1,358,431	-	252	6,000	198,984
Passed grade 5 - 7	1,393,528	-	984,968	-	513	10,371	397,676
Passed grade 8 - 10	3,251,083	-	1,054,162	-	18,042	38,872	2,140,007
G.C.E.(O/L) or equivalent	1,559,781	-	363,763	3,048	21,602	38,247	1,133,121
G.C.E.(A/L) or equivalent	1,250,370	-	46,013	124,167	56,870	97,868	925,452
Degree	177,834	-	-	22,980	3,508	8,457	142,889
Post Graduate Diploma	18,394	-	-	2,584	528	973	14,309
Post Graduate Degree	9,275	-	-	1,334	126	488	7,327
Ph.D.	1,011	-	-	81	17	47	866
Not stated	725,524	477,106	-	-	-	229	248,189
Male							
<b>Total</b>	<b>5,179,976</b>	<b>279,667</b>	<b>2,071,458</b>	<b>56,574</b>	<b>56,166</b>	<b>96,874</b>	<b>2,619,237</b>
No schooling	92,786	39,266	-	-	118	855	52,547
Attending year 1	176,879	-	176,809	-	-	-	70
Passed grade 1 - 4	801,890	-	687,600	-	174	4,105	110,011
Passed grade 5 - 7	733,571	-	499,764	-	372	7,898	225,537
Passed grade 8 - 10	1,677,802	-	524,421	-	13,173	21,721	1,118,487
G.C.E.(O/L) or equivalent	744,670	-	163,741	1,437	14,624	19,791	545,077

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A28: Population aged 3 to 34 years engaged in educational activity by educational attainment and sex

Educational attainment and sex	Total	Educational activity					
		Pre-School education	School education	Under graduate/ Post grad. degree education	Vocational/ Technical education	Other educational activity	Not engaged in educational activity
G.C.E.(A/L) or equivalent	503,829	-	19,123	43,869	25,725	38,294	376,818
Degree	69,504	-	-	9,453	1,642	3,388	55,021
Post Graduate Diploma	7,951	-	-	1,159	269	441	6,082
Post Graduate Degree	4,406	-	-	610	62	241	3,493
Ph.D.	508	-	-	46	7	19	436
Not stated	366,180	240,401	-	-	-	121	125,658
<b>Female</b>							
<b>Total</b>	<b>5,302,747</b>	<b>274,712</b>	<b>2,083,864</b>	<b>97,620</b>	<b>45,452</b>	<b>106,122</b>	<b>2,694,977</b>
No schooling	91,334	38,007	-	-	42	589	52,696
Attending year 1	171,257	-	171,176	-	-	-	81
Passed grade 1 - 4	761,777	-	670,831	-	78	1,895	88,973
Passed grade 5 - 7	659,957	-	485,204	-	141	2,473	172,139
Passed grade 8 - 10	1,573,281	-	529,741	-	4,869	17,151	1,021,520
G.C.E.(O/L) or equivalent	815,111	-	200,022	1,611	6,978	18,456	588,044
G.C.E.(A/L) or equivalent	746,541	-	26,890	80,298	31,145	59,574	548,634
Degree	108,330	-	-	13,527	1,866	5,069	87,868
Post Graduate Diploma	10,443	-	-	1,425	259	532	8,227
Post Graduate Degree	4,869	-	-	724	64	247	3,834
Ph.D.	503	-	-	35	10	28	430
Not stated	359,344	236,705	-	-	-	108	122,531

## APPENDIX (C)

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
Sri Lanka								
All Sectors								
Total								
Both sexes	18,615,577	16,997,653	1,555,536	62,388	968,265	28,674	354,871	
Male	8,977,411	8,282,148	663,733	31,530	406,435	12,745	153,184	
Female	9,638,166	8,715,505	891,803	30,858	561,830	15,929	201,687	
5 - 9								
Both sexes	1,747,752	1,716,207	27,924	3,621	5,574	914	2,776	
Male	882,108	865,117	14,961	2,030	2,869	496	1,506	
Female	865,644	851,090	12,963	1,591	2,705	418	1,270	
10 - 14								
Both sexes	1,640,052	1,612,525	24,078	3,449	9,415	838	3,280	
Male	829,069	814,159	12,942	1,968	4,649	464	1,856	
Female	810,983	798,366	11,136	1,481	4,766	374	1,424	
15 - 19								
Both sexes	1,644,249	1,614,581	25,716	3,952	10,898	881	3,836	
Male	819,927	804,753	13,004	2,170	4,869	472	2,081	
Female	824,322	809,828	12,712	1,782	6,029	409	1,755	
20 - 24								
Both sexes	1,532,883	1,505,073	24,249	3,561	9,528	829	3,426	
Male	742,316	727,266	13,056	1,994	4,551	441	1,852	
Female	790,567	777,807	11,193	1,567	4,977	388	1,574	
25 - 29								
Both sexes	1,552,848	1,523,517	25,644	3,687	9,324	872	3,654	
Male	743,510	727,318	14,143	2,049	4,768	450	1,951	
Female	809,338	796,199	11,501	1,638	4,556	422	1,703	
30 - 34								
Both sexes	1,639,415	1,601,642	33,623	4,150	12,241	1,007	4,964	
Male	796,866	776,635	17,915	2,316	6,190	554	2,495	
Female	842,549	825,007	15,708	1,834	6,051	453	2,469	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	34,206	662,200	72,013	301,192	42,497	142,583	54,992	133,623	47,210
	16,017	248,682	31,942	124,350	19,652	62,374	24,606	63,457	23,563
	18,189	413,518	40,071	176,842	22,845	80,209	30,386	70,166	23,647
	1,382	4,837	2,760	8,031	2,725	13,966	3,959	7,043	3,640
	743	2,514	1,485	4,403	1,505	7,332	2,178	3,928	2,005
	639	2,323	1,275	3,628	1,220	6,634	1,781	3,115	1,635
	1,644	4,521	2,413	7,484	2,724	4,232	2,959	5,908	3,425
	879	2,373	1,406	4,300	1,552	2,355	1,711	3,393	1,925
	765	2,148	1,007	3,184	1,172	1,877	1,248	2,515	1,500
	2,181	4,967	2,403	7,653	2,853	3,256	2,824	6,382	4,026
	1,140	2,522	1,353	4,251	1,564	1,733	1,584	3,559	2,216
	1,041	2,445	1,050	3,402	1,289	1,523	1,240	2,823	1,810
	1,808	6,121	2,173	6,747	2,520	3,057	2,316	5,845	3,433
	949	3,402	1,236	3,785	1,351	1,784	1,221	3,345	1,840
	859	2,719	937	2,962	1,169	1,273	1,095	2,500	1,593
	1,769	7,239	2,149	6,932	2,363	3,087	2,057	5,857	3,228
	888	4,127	1,252	3,902	1,313	1,828	1,145	3,301	1,720
	881	3,112	897	3,030	1,050	1,259	912	2,556	1,508
	2,186	10,684	2,248	8,191	2,466	3,322	2,011	6,551	3,519
	1,124	5,635	1,346	4,514	1,316	1,938	1,117	3,618	1,890
	1,062	5,049	902	3,677	1,150	1,384	894	2,933	1,629

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>35 - 39</b>								
Both sexes	1,409,077	1,364,287	40,797	3,993	17,320	926	5,387	
Male	686,037	663,478	20,305	2,254	7,933	498	2,687	
Female	723,040	700,809	20,492	1,739	9,387	428	2,700	
<b>40 - 44</b>								
Both sexes	1,359,209	1,279,497	75,920	3,792	47,680	1,036	7,421	
Male	661,623	626,450	33,035	2,138	18,973	551	3,582	
Female	697,586	653,047	42,885	1,654	28,707	485	3,839	
<b>45 - 49</b>								
Both sexes	1,285,830	1,160,406	121,513	3,911	86,286	1,152	11,203	
Male	618,140	563,234	52,695	2,211	36,917	623	5,217	
Female	667,690	597,172	68,818	1,700	49,369	529	5,986	
<b>50 - 54</b>								
Both sexes	1,219,460	1,061,375	154,487	3,598	108,968	1,332	16,130	
Male	581,293	512,821	66,539	1,933	47,637	709	7,444	
Female	638,167	548,554	87,948	1,665	61,331	623	8,686	
<b>55 - 59</b>								
Both sexes	1,064,229	886,948	173,499	3,782	119,653	1,489	22,808	
Male	500,871	424,497	74,421	1,953	52,404	772	10,469	
Female	563,358	462,451	99,078	1,829	67,249	717	12,339	
<b>60 - 64</b>								
Both sexes	917,910	718,247	195,516	4,147	130,066	1,997	34,330	
Male	425,428	340,840	82,490	2,098	55,806	993	15,876	
Female	492,482	377,407	113,026	2,049	74,260	1,004	18,454	
<b>65 - 69</b>								
Both sexes	633,289	449,817	179,621	3,851	116,852	2,182	43,808	
Male	283,764	208,638	73,305	1,821	48,161	1,020	19,211	
Female	349,525	241,179	106,316	2,030	68,691	1,162	24,597	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	2,068	13,993	2,136	8,073	2,078	3,041	1,652	5,951	3,027
	1,078	6,849	1,303	4,171	1,101	1,805	905	3,207	1,637
	990	7,144	833	3,902	977	1,236	747	2,744	1,390
	1,836	20,917	2,093	9,913	2,018	3,366	1,487	6,443	2,808
	911	8,979	1,229	4,960	1,026	1,920	828	3,419	1,485
	925	11,938	864	4,953	992	1,446	659	3,024	1,323
	2,044	32,560	2,452	12,377	1,926	3,895	1,548	7,057	2,738
	1,030	12,176	1,456	5,642	1,060	2,182	883	3,643	1,469
	1,014	20,384	996	6,735	866	1,713	665	3,414	1,269
	1,448	48,981	2,920	15,667	1,764	4,774	1,719	7,168	2,107
	738	17,434	1,549	6,817	893	2,489	951	3,708	1,122
	710	31,547	1,371	8,850	871	2,285	768	3,460	985
	1,541	63,807	3,630	18,894	1,633	6,258	1,998	7,402	1,982
	787	23,143	1,891	7,727	822	3,214	1,097	3,756	1,053
	754	40,664	1,739	11,167	811	3,044	901	3,646	929
	1,688	83,984	5,078	25,864	1,836	9,014	2,898	8,733	2,038
	817	30,828	2,591	10,307	894	4,510	1,554	4,222	1,069
	871	53,156	2,487	15,557	942	4,504	1,344	4,511	969
	1,888	87,732	5,914	29,937	1,929	11,146	3,398	8,649	1,959
	883	31,628	2,719	11,560	872	4,947	1,670	3,963	1,004
	1,005	56,104	3,195	18,377	1,057	6,199	1,728	4,686	955

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>70 - 74</b>								
Both sexes	412,414	253,550	155,441	3,423	99,105	2,630	50,487	
Male	181,846	117,610	62,764	1,472	40,407	1,116	21,670	
Female	230,568	135,940	92,677	1,951	58,698	1,514	28,817	
<b>75 - 79</b>								
Both sexes	283,186	142,661	137,081	3,444	86,805	3,268	56,954	
Male	116,389	63,058	52,089	1,242	33,135	1,182	22,566	
Female	166,797	79,603	84,992	2,202	53,670	2,086	34,388	
<b>80 and above</b>								
Both sexes	273,774	107,320	160,427	6,027	98,550	7,321	84,407	
Male	108,224	46,274	60,069	1,881	37,166	2,404	32,721	
Female	165,550	61,046	100,358	4,146	61,384	4,917	51,686	
<b>Urban Sector</b>								
<b>Total</b>								
Both sexes	3,422,763	3,176,999	234,455	11,309	147,929	4,834	45,849	
Male	1,658,288	1,555,194	97,560	5,534	61,593	2,167	18,824	
Female	1,764,475	1,621,805	136,895	5,775	86,336	2,667	27,025	
<b>5 - 9</b>								
Both sexes	292,480	288,137	3,714	629	1,107	207	336	
Male	147,539	145,259	1,947	333	559	113	185	
Female	144,941	142,878	1,767	296	548	94	151	
<b>10 - 14</b>								
Both sexes	286,653	282,050	3,901	702	2,093	211	405	
Male	145,640	143,273	1,992	375	989	118	213	
Female	141,013	138,777	1,909	327	1,104	93	192	
<b>15 - 19</b>								
Both sexes	306,654	301,460	4,372	822	2,420	219	548	
Male	155,546	152,970	2,111	465	1,088	125	282	
Female	151,108	148,490	2,261	357	1,332	94	266	



Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	2,010	85,197	7,071	33,983	2,375	14,389	4,256	9,955	1,882
	865	31,067	2,842	12,739	912	5,779	1,770	4,136	814
	1,145	54,130	4,229	21,244	1,463	8,610	2,486	5,819	1,068
	2,637	82,663	8,476	39,164	3,107	18,494	5,808	11,733	2,239
	1,077	28,894	2,887	13,745	1,051	6,417	1,957	4,333	812
	1,560	53,769	5,589	25,419	2,056	12,077	3,851	7,400	1,427
	6,076	103,997	18,097	62,282	8,180	37,286	14,102	22,946	5,159
	2,108	37,111	5,397	21,527	2,420	12,141	4,035	7,926	1,502
	3,968	66,886	12,700	40,755	5,760	25,145	10,067	15,020	3,657
	5,849	95,118	12,056	41,229	7,051	22,424	9,316	20,048	8,367
	2,735	33,873	5,119	16,355	3,139	9,281	4,051	9,262	3,998
	3,114	61,245	6,937	24,874	3,912	13,143	5,265	10,786	4,369
	273	615	401	935	402	1,707	580	817	569
	152	307	211	495	213	875	302	437	305
	121	308	190	440	189	832	278	380	264
	412	557	385	933	415	634	463	777	617
	219	289	222	522	220	328	259	437	323
	193	268	163	411	195	306	204	340	294
	486	634	401	977	453	511	462	918	735
	276	329	241	518	258	267	274	506	416
	210	305	160	459	195	244	188	412	319

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>20 - 24</b>								
Both sexes	308,605	304,004	3,937	664	2,130	189	445	
Male	151,666	149,281	2,029	356	1,007	87	231	
Female	156,939	154,723	1,908	308	1,123	102	214	
<b>25 - 29</b>								
Both sexes	290,825	286,198	4,001	626	1,912	184	490	
Male	142,387	139,959	2,073	355	884	102	234	
Female	148,438	146,239	1,928	271	1,028	82	256	
<b>30 - 34</b>								
Both sexes	294,944	289,305	4,990	649	2,272	203	668	
Male	145,860	142,921	2,585	354	1,078	110	335	
Female	149,084	146,384	2,405	295	1,194	93	333	
<b>35 - 39</b>								
Both sexes	260,479	253,707	6,133	639	3,063	185	668	
Male	127,396	124,100	2,950	346	1,400	96	336	
Female	133,083	129,607	3,183	293	1,663	89	332	
<b>40 - 44</b>								
Both sexes	253,831	241,309	11,808	714	7,866	208	984	
Male	124,363	118,798	5,175	390	3,262	110	473	
Female	129,468	122,511	6,633	324	4,604	98	511	
<b>45 - 49</b>								
Both sexes	237,646	218,403	18,579	664	13,423	217	1,410	
Male	113,675	105,089	8,210	376	5,894	114	661	
Female	123,971	113,314	10,369	288	7,529	103	749	
<b>50 - 54</b>								
Both sexes	223,940	200,194	23,050	696	16,525	234	2,002	
Male	106,249	95,951	9,919	379	7,223	123	927	
Female	117,691	104,243	13,131	317	9,302	111	1,075	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	330	713	381	896	400	410	407	772	576
	165	393	188	509	203	230	205	426	301
	165	320	193	387	197	180	202	346	275
	331	888	356	931	394	452	359	809	533
	176	488	198	528	212	245	199	433	284
	155	400	158	403	182	207	160	376	249
	335	1,357	394	1,078	394	480	350	898	543
	181	686	222	606	189	261	178	512	277
	154	671	172	472	205	219	172	386	266
	325	1,886	396	1,065	349	471	323	831	490
	161	852	224	556	188	274	173	458	250
	164	1,034	172	509	161	197	150	373	240
	357	2,965	397	1,360	376	573	307	986	534
	180	1,225	229	678	202	327	170	539	264
	177	1,740	168	682	174	246	137	447	270
	362	4,708	454	1,770	348	679	311	1,119	471
	176	1,740	279	847	195	390	183	582	247
	186	2,968	175	923	153	289	128	537	224
	285	6,843	577	2,087	358	804	368	1,148	445
	134	2,434	302	945	182	432	190	625	232
	151	4,409	275	1,142	176	372	178	523	213

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>55 - 59</b>								
Both sexes	192,715	166,913	25,150	652	17,652	249	2,706	
Male	90,444	79,367	10,751	326	7,791	137	1,186	
Female	102,271	87,546	14,399	326	9,861	112	1,520	
<b>60 - 64</b>								
Both sexes	169,167	139,935	28,480	752	19,098	320	4,082	
Male	78,370	66,033	11,951	386	8,189	170	1,783	
Female	90,797	73,902	16,529	366	10,909	150	2,299	
<b>65 - 69</b>								
Both sexes	121,751	94,380	26,693	678	17,256	335	5,251	
Male	54,401	43,511	10,579	311	6,994	162	2,237	
Female	67,350	50,869	16,114	367	10,262	173	3,014	
<b>70 - 74</b>								
Both sexes	77,909	54,411	22,874	624	14,133	386	6,144	
Male	33,807	24,757	8,813	237	5,542	156	2,513	
Female	44,102	29,654	14,061	387	8,591	230	3,631	
<b>75 - 79</b>								
Both sexes	52,087	31,346	20,134	607	11,910	432	7,075	
Male	21,036	13,529	7,300	207	4,421	144	2,691	
Female	31,051	17,817	12,834	400	7,489	288	4,384	
<b>80 and above</b>								
Both sexes	53,077	25,247	26,639	1,191	15,069	1,055	12,635	
Male	19,909	10,396	9,175	338	5,272	300	4,537	
Female	33,168	14,851	17,464	853	9,797	755	8,098	
<b>Rural Sector</b>								
<b>Total</b>								
Both sexes	14,382,573	13,093,063	1,240,744	48,766	773,173	22,595	294,381	
Male	6,932,190	6,377,636	529,747	24,807	323,028	10,056	127,967	
Female	7,450,383	6,715,427	710,997	23,959	450,145	12,539	166,414	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	239	8,635	672	2,331	313	1,000	381	1,095	384
	120	3,029	347	976	155	526	215	562	194
	119	5,606	325	1,355	158	474	166	533	190
	279	11,523	909	3,371	352	1,496	532	1,304	399
	139	4,171	456	1,341	165	757	284	668	204
	140	7,352	453	2,030	187	739	248	636	195
	253	12,573	980	3,867	332	1,826	551	1,318	373
	123	4,308	437	1,445	144	771	271	584	191
	130	8,265	543	2,422	188	1,055	280	734	182
	280	12,184	1,167	4,550	372	2,161	698	1,508	339
	114	4,131	401	1,568	136	774	275	588	136
	166	8,053	766	2,982	236	1,387	423	920	203
	355	11,944	1,256	5,312	455	2,800	895	1,797	372
	132	3,947	399	1,782	138	935	290	650	120
	223	7,997	857	3,530	317	1,865	605	1,147	252
	947	17,093	2,930	9,766	1,338	6,420	2,329	3,951	987
	287	5,544	763	3,039	339	1,889	583	1,255	254
	660	11,549	2,167	6,727	999	4,531	1,746	2,696	733
	27,209	527,983	57,692	245,153	34,019	113,607	43,848	105,482	36,998
	12,743	198,530	25,706	101,799	15,811	50,018	19,640	50,427	18,619
	14,466	329,453	31,986	143,354	18,208	63,589	24,208	55,055	18,379

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>5 - 9</b>								
Both sexes	1,361,157	1,336,314	22,013	2,830	4,100	657	2,190	
Male	686,946	673,487	11,844	1,615	2,113	363	1,200	
Female	674,211	662,827	10,169	1,215	1,987	294	990	
<b>10 - 14</b>								
Both sexes	1,268,234	1,247,428	18,216	2,590	6,650	586	2,571	
Male	640,575	629,141	9,933	1,501	3,346	324	1,488	
Female	627,659	618,287	8,283	1,089	3,304	262	1,083	
<b>15 - 19</b>								
Both sexes	1,271,146	1,248,524	19,658	2,964	7,780	622	3,048	
Male	632,432	620,675	10,137	1,620	3,499	328	1,686	
Female	638,714	627,849	9,521	1,344	4,281	294	1,362	
<b>20 - 24</b>								
Both sexes	1,163,811	1,142,271	18,771	2,769	6,798	607	2,786	
Male	562,416	550,584	10,253	1,579	3,247	337	1,518	
Female	601,395	591,687	8,518	1,190	3,551	270	1,268	
<b>25 - 29</b>								
Both sexes	1,189,761	1,167,060	19,795	2,906	6,787	640	2,944	
Male	566,762	553,992	11,168	1,602	3,579	326	1,595	
Female	622,999	613,068	8,627	1,304	3,208	314	1,349	
<b>30 - 34</b>								
Both sexes	1,271,293	1,241,686	26,292	3,315	9,183	762	4,043	
Male	615,007	598,966	14,187	1,854	4,680	422	2,045	
Female	656,286	642,720	12,105	1,461	4,503	340	1,998	
<b>35 - 39</b>								
Both sexes	1,094,725	1,059,245	32,248	3,232	13,373	700	4,456	
Male	532,099	513,990	16,256	1,853	6,106	385	2,230	
Female	562,626	545,255	15,992	1,379	7,267	315	2,226	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	1,045	3,606	2,218	6,448	2,201	11,240	3,188	5,599	2,906
	561	1,882	1,209	3,559	1,234	5,923	1,786	3,145	1,622
	484	1,724	1,009	2,889	967	5,317	1,402	2,454	1,284
	1,170	3,374	1,903	6,044	2,182	3,321	2,348	4,703	2,655
	624	1,783	1,109	3,505	1,256	1,864	1,368	2,730	1,518
	546	1,591	794	2,539	926	1,457	980	1,973	1,137
	1,622	3,821	1,894	6,291	2,293	2,525	2,238	5,107	3,125
	832	1,969	1,051	3,542	1,254	1,353	1,242	2,871	1,720
	790	1,852	843	2,749	1,039	1,172	996	2,236	1,405
	1,400	4,890	1,700	5,490	2,025	2,458	1,817	4,731	2,716
	749	2,773	1,000	3,083	1,102	1,454	968	2,730	1,466
	651	2,117	700	2,407	923	1,004	849	2,001	1,250
	1,370	5,632	1,685	5,599	1,874	2,424	1,597	4,675	2,550
	677	3,314	999	3,185	1,044	1,476	891	2,661	1,361
	693	2,318	686	2,414	830	948	706	2,014	1,189
	1,779	8,297	1,751	6,694	1,960	2,678	1,554	5,269	2,816
	903	4,511	1,061	3,702	1,059	1,591	876	2,925	1,520
	876	3,786	690	2,992	901	1,087	678	2,344	1,296
	1,690	10,944	1,668	6,576	1,669	2,432	1,286	4,831	2,444
	900	5,542	1,047	3,423	885	1,467	715	2,613	1,342
	790	5,402	621	3,153	784	965	571	2,218	1,102

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>40 - 44</b>								
Both sexes	1,054,297	991,036	60,314	2,947	37,945	780	6,082	
Male	512,588	484,728	26,185	1,675	14,892	414	2,955	
Female	541,709	506,308	34,129	1,272	23,053	366	3,127	
<b>45 - 49</b>								
Both sexes	996,133	896,516	96,519	3,098	68,977	877	9,176	
Male	480,230	436,911	41,574	1,745	29,160	477	4,280	
Female	515,903	459,605	54,945	1,353	39,817	400	4,896	
<b>50 - 54</b>								
Both sexes	942,525	817,457	122,306	2,762	86,645	1,010	13,196	
Male	450,736	396,824	52,432	1,480	37,597	542	6,078	
Female	491,789	420,633	69,874	1,282	49,048	468	7,118	
<b>55 - 59</b>								
Both sexes	826,119	684,526	138,605	2,988	95,755	1,166	18,831	
Male	389,763	329,108	59,100	1,555	41,498	599	8,699	
Female	436,356	355,418	79,505	1,433	54,257	567	10,132	
<b>60 - 64</b>								
Both sexes	706,777	548,184	155,390	3,203	103,499	1,549	28,325	
Male	328,275	261,386	65,276	1,613	44,118	777	13,233	
Female	378,502	286,798	90,114	1,590	59,381	772	15,092	
<b>65 - 69</b>								
Both sexes	481,782	336,137	142,640	3,005	92,837	1,715	36,290	
Male	216,276	156,632	58,212	1,432	38,194	811	15,993	
Female	265,506	179,505	84,428	1,573	54,643	904	20,297	
<b>70 - 74</b>								
Both sexes	318,216	190,082	125,458	2,676	80,140	2,119	42,240	
Male	140,797	88,769	50,858	1,170	32,722	900	18,265	
Female	177,419	101,313	74,600	1,506	47,418	1,219	23,975	



Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	1,438	16,237	1,621	8,015	1,569	2,645	1,127	5,086	2,181
	715	7,053	954	4,053	789	1,521	624	2,707	1,173
	723	9,184	667	3,962	780	1,124	503	2,379	1,008
	1,617	25,114	1,906	9,771	1,521	3,000	1,185	5,477	2,176
	816	9,357	1,120	4,447	837	1,686	672	2,859	1,171
	801	15,757	786	5,324	684	1,314	513	2,618	1,005
	1,102	38,169	2,224	12,449	1,340	3,698	1,273	5,459	1,566
	570	13,388	1,186	5,381	675	1,924	709	2,828	834
	532	24,781	1,038	7,068	665	1,774	564	2,631	732
	1,244	50,679	2,827	15,328	1,259	4,894	1,533	5,712	1,512
	637	18,225	1,470	6,233	638	2,513	834	2,914	811
	607	32,454	1,357	9,095	621	2,381	699	2,798	701
	1,315	66,605	3,950	20,727	1,389	6,933	2,207	6,665	1,516
	634	24,201	2,018	8,244	682	3,455	1,190	3,213	798
	681	42,404	1,932	12,483	707	3,478	1,017	3,452	718
	1,539	69,574	4,703	24,266	1,507	8,655	2,706	6,597	1,491
	718	25,005	2,174	9,426	684	3,860	1,330	3,030	764
	821	44,569	2,529	14,840	823	4,795	1,376	3,567	727
	1,664	68,835	5,700	27,796	1,933	11,529	3,431	7,782	1,475
	724	25,145	2,349	10,510	750	4,677	1,435	3,264	644
	940	43,690	3,351	17,286	1,183	6,852	1,996	4,518	831

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>75 - 79</b>								
Both sexes	222,031	107,142	112,150	2,739	71,591	2,686	47,992	
Male	91,479	47,661	42,816	1,002	27,345	997	19,128	
Female	130,552	59,481	69,334	1,737	44,246	1,689	28,864	
<b>80 and above</b>								
Both sexes	214,566	79,455	130,369	4,742	81,113	6,119	70,211	
Male	85,809	34,782	49,516	1,511	30,932	2,054	27,574	
Female	128,757	44,673	80,853	3,231	50,181	4,065	42,637	
<b>Estate Sector</b>								
<b>Total</b>								
Both sexes	810,241	727,591	80,337	2,313	47,163	1,245	14,641	
Male	386,933	349,318	36,426	1,189	21,814	522	6,393	
Female	423,308	378,273	43,911	1,124	25,349	723	8,248	
<b>5 - 9</b>								
Both sexes	94,115	91,756	2,197	162	367	50	250	
Male	47,623	46,371	1,170	82	197	20	121	
Female	46,492	45,385	1,027	80	170	30	129	
<b>10 - 14</b>								
Both sexes	85,165	83,047	1,961	157	672	41	304	
Male	42,854	41,745	1,017	92	314	22	155	
Female	42,311	41,302	944	65	358	19	149	
<b>15 - 19</b>								
Both sexes	66,449	64,597	1,686	166	698	40	240	
Male	31,949	31,108	756	85	282	19	113	
Female	34,500	33,489	930	81	416	21	127	
<b>20 - 24</b>								
Both sexes	60,467	58,798	1,541	128	600	33	195	
Male	28,234	27,401	774	59	297	17	103	
Female	32,233	31,397	767	69	303	16	92	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	2,187	67,628	7,010	32,411	2,566	15,022	4,755	9,365	1,774
	904	23,743	2,406	11,448	881	5,248	1,606	3,464	654
	1,283	43,885	4,604	20,963	1,685	9,774	3,149	5,901	1,120
	5,027	84,578	14,932	51,248	6,731	30,153	11,603	18,424	4,095
	1,779	30,639	4,553	18,058	2,041	10,006	3,394	6,473	1,221
	3,248	53,939	10,379	33,190	4,690	20,147	8,209	11,951	2,874
	1,148	39,099	2,265	14,810	1,427	6,552	1,828	8,093	1,845
	539	16,279	1,117	6,196	702	3,075	915	3,768	946
	609	22,820	1,148	8,614	725	3,477	913	4,325	899
	64	616	141	648	122	1,019	191	627	165
	30	325	65	349	58	534	90	346	78
	34	291	76	299	64	485	101	281	87
	62	590	125	507	127	277	148	428	153
	36	301	75	273	76	163	84	226	84
	26	289	50	234	51	114	64	202	69
	73	512	108	385	107	220	124	357	166
	32	224	61	191	52	113	68	182	80
	41	288	47	194	55	107	56	175	86
	78	518	92	361	95	189	92	342	141
	35	236	48	193	46	100	48	189	73
	43	282	44	168	49	89	44	153	68

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>25 - 29</b>								
Both sexes	72,262	70,259	1,848	155	625	48	220	
Male	34,361	33,367	902	92	305	22	122	
Female	37,901	36,892	946	63	320	26	98	
<b>30 - 34</b>								
Both sexes	73,178	70,651	2,341	186	786	42	253	
Male	35,999	34,748	1,143	108	432	22	115	
Female	37,179	35,903	1,198	78	354	20	138	
<b>35 - 39</b>								
Both sexes	53,873	51,335	2,416	122	884	41	263	
Male	26,542	25,388	1,099	55	427	17	121	
Female	27,331	25,947	1,317	67	457	24	142	
<b>40 - 44</b>								
Both sexes	51,081	47,152	3,798	131	1,869	48	355	
Male	24,672	22,924	1,675	73	819	27	154	
Female	26,409	24,228	2,123	58	1,050	21	201	
<b>45 - 49</b>								
Both sexes	52,051	45,487	6,415	149	3,886	58	617	
Male	24,235	21,234	2,911	90	1,863	32	276	
Female	27,816	24,253	3,504	59	2,023	26	341	
<b>50 - 54</b>								
Both sexes	52,995	43,724	9,131	140	5,798	88	932	
Male	24,308	20,046	4,188	74	2,817	44	439	
Female	28,687	23,678	4,943	66	2,981	44	493	
<b>55 - 59</b>								
Both sexes	45,395	35,509	9,744	142	6,246	74	1,271	
Male	20,664	16,022	4,570	72	3,115	36	584	
Female	24,731	19,487	5,174	70	3,131	38	687	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	68	719	108	402	95	211	101	373	145
	35	325	55	189	57	107	55	207	75
	33	394	53	213	38	104	46	166	70
	72	1,030	103	419	112	164	107	384	160
	40	438	63	206	68	86	63	181	93
	32	592	40	213	44	78	44	203	67
	53	1,163	72	432	60	138	43	289	93
	17	455	32	192	28	64	17	136	45
	36	708	40	240	32	74	26	153	48
	41	1,715	75	538	73	148	53	371	93
	16	701	46	229	35	72	34	173	48
	25	1,014	29	309	38	76	19	198	45
	65	2,738	92	836	57	216	52	461	91
	38	1,079	57	348	28	106	28	202	51
	27	1,659	35	488	29	110	24	259	40
	61	3,969	119	1,131	66	272	78	561	96
	34	1,612	61	491	36	133	52	255	56
	27	2,357	58	640	30	139	26	306	40
	58	4,493	131	1,235	61	364	84	595	86
	30	1,889	74	518	29	175	48	280	48
	28	2,604	57	717	32	189	36	315	38

## APPENDIX (C) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A24: Population with difficulties aged 5 years and over by disability status, sex and sector

Age group and sex	Total Population (5 yrs. & above)	Population with difficulties			Seeing		Hearing	
		No Difficulty	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	
<b>60 - 64</b>								
Both sexes	41,966	30,128	11,646	192	7,469	128	1,923	
Male	18,783	13,421	5,263	99	3,499	46	860	
Female	23,183	16,707	6,383	93	3,970	82	1,063	
<b>65 - 69</b>								
Both sexes	29,756	19,300	10,288	168	6,759	132	2,267	
Male	13,087	8,495	4,514	78	2,973	47	981	
Female	16,669	10,805	5,774	90	3,786	85	1,286	
<b>70 - 74</b>								
Both sexes	16,289	9,057	7,109	123	4,832	125	2,103	
Male	7,242	4,084	3,093	65	2,143	60	892	
Female	9,047	4,973	4,016	58	2,689	65	1,211	
<b>75 - 79</b>								
Both sexes	9,068	4,173	4,797	98	3,304	150	1,887	
Male	3,874	1,868	1,973	33	1,369	41	747	
Female	5,194	2,305	2,824	65	1,935	109	1,140	
<b>80 and above</b>								
Both sexes	6131	2618	3419	94	2368	147	1561	
Male	2506	1096	1378	32	962	50	610	
Female	3625	1522	2041	62	1406	97	951	

Disability status									
	Not possible at all	Walking		Cognition		Selfcare		Communication	
		Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all	Difficulty	Not possible at all
	94	5,856	219	1,766	95	585	159	764	123
	44	2,456	117	722	47	298	80	341	67
	50	3,400	102	1,044	48	287	79	423	56
	96	5,585	231	1,804	90	665	141	734	95
	42	2,315	108	689	44	316	69	349	49
	54	3,270	123	1,115	46	349	72	385	46
	66	4,178	204	1,637	70	699	127	665	68
	27	1,791	92	661	26	328	60	284	34
	39	2,387	112	976	44	371	67	381	34
	95	3,091	210	1,441	86	672	158	571	93
	41	1,204	82	515	32	234	61	219	38
	54	1,887	128	926	54	438	97	352	55
	102	2326	235	1268	111	713	170	571	77
	42	928	81	430	40	246	58	198	27
	60	1398	154	838	71	467	112	373	50

## APPENDIX (D)

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
Sri Lanka						
All Sectors						
10 years and over						
<b>Total</b>	<b>16,867,825</b>	<b>100.0</b>	<b>4,086,167</b>	<b>24.2</b>	<b>12,781,658</b>	<b>75.8</b>
10 - 14	1,640,052	100.0	556,070	33.9	1,083,982	66.1
15 - 19	1,644,249	100.0	804,058	48.9	840,191	51.1
20 - 24	1,532,883	100.0	706,952	46.1	825,931	53.9
25 - 29	1,552,848	100.0	552,116	35.6	1,000,732	64.4
30 - 34	1,639,415	100.0	435,169	26.5	1,204,246	73.5
35 - 39	1,409,077	100.0	303,617	21.5	1,105,460	78.5
40 - 44	1,359,209	100.0	228,294	16.8	1,130,915	83.2
45 - 49	1,285,830	100.0	167,255	13.0	1,118,575	87.0
50 - 54	1,219,460	100.0	127,335	10.4	1,092,125	89.6
55 - 59	1,064,229	100.0	92,115	8.7	972,114	91.3
60 - 64	917,910	100.0	56,774	6.2	861,136	93.8
65 - 69	633,289	100.0	28,811	4.5	604,478	95.5
70 - 74	412,414	100.0	13,859	3.4	398,555	96.6
75 - 79	283,186	100.0	6,878	2.4	276,308	97.6
80 & over	273,774	100.0	6,864	2.5	266,910	97.5
Male						
10 years and over						
<b>Total</b>	<b>8,095,303</b>	<b>100.0</b>	<b>2,143,901</b>	<b>26.5</b>	<b>5,951,402</b>	<b>73.5</b>
10 - 14	829,069	100.0	298,181	36.0	530,888	64.0
15 - 19	819,927	100.0	415,087	50.6	404,840	49.4
20 - 24	742,316	100.0	338,823	45.6	403,493	54.4
25 - 29	743,510	100.0	267,328	36.0	476,182	64.0
30 - 34	796,866	100.0	226,767	28.5	570,099	71.5
35 - 39	686,037	100.0	167,347	24.4	518,690	75.6
40 - 44	661,623	100.0	130,653	19.7	530,970	80.3
45 - 49	618,140	100.0	95,819	15.5	522,321	84.5



## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
50 - 54	581,293	100.0	74,551	12.8	506,742	87.2
55 - 59	500,871	100.0	55,986	11.2	444,885	88.8
60 - 64	425,428	100.0	36,709	8.6	388,719	91.4
65 - 69	283,764	100.0	19,347	6.8	264,417	93.2
70 - 74	181,846	100.0	9,275	5.1	172,571	94.9
75 - 79	116,389	100.0	4,283	3.7	112,106	96.3
80 & over	108,224	100.0	3,745	3.5	104,479	96.5
<b>Female</b>						
10 years and over						
<b>Total</b>	<b>8,772,522</b>	<b>100.0</b>	<b>1,942,266</b>	<b>22.1</b>	<b>6,830,256</b>	<b>77.9</b>
10 - 14	810,983	100.0	257,889	31.8	553,094	68.2
15 - 19	824,322	100.0	388,971	47.2	435,351	52.8
20 - 24	790,567	100.0	368,129	46.6	422,438	53.4
25 - 29	809,338	100.0	284,788	35.2	524,550	64.8
30 - 34	842,549	100.0	208,402	24.7	634,147	75.3
35 - 39	723,040	100.0	136,270	18.8	586,770	81.2
40 - 44	697,586	100.0	97,641	14.0	599,945	86.0
45 - 49	667,690	100.0	71,436	10.7	596,254	89.3
50 - 54	638,167	100.0	52,784	8.3	585,383	91.7
55 - 59	563,358	100.0	36,129	6.4	527,229	93.6
60 - 64	492,482	100.0	20,065	4.1	472,417	95.9
65 - 69	349,525	100.0	9,464	2.7	340,061	97.3
70 - 74	230,568	100.0	4,584	2.0	225,984	98.0
75 - 79	166,797	100.0	2,595	1.6	164,202	98.4
80 & over	165,550	100.0	3,119	1.9	162,431	98.1
<b>Urban Sector</b>						
Both Sexes						
10 years and over						
<b>Total</b>	<b>3,130,283</b>	<b>100.0</b>	<b>1,150,667</b>	<b>36.8</b>	<b>1,979,616</b>	<b>63.2</b>
10 - 14	286,653	100.0	137,041	47.8	149,612	52.2

## APPENDIX (D) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
15 - 19	306,654	100.0	189,011	61.6	117,643	38.4
20 - 24	308,605	100.0	187,880	60.9	120,725	39.1
25 - 29	290,825	100.0	148,873	51.2	141,952	48.8
30 - 34	294,944	100.0	121,493	41.2	173,451	58.8
35 - 39	260,479	100.0	95,005	36.5	165,474	63.5
40 - 44	253,831	100.0	75,940	29.9	177,891	70.1
45 - 49	237,646	100.0	59,588	25.1	178,058	74.9
50 - 54	223,940	100.0	47,806	21.3	176,134	78.7
55 - 59	192,715	100.0	35,871	18.6	156,844	81.4
60 - 64	169,167	100.0	24,148	14.3	145,019	85.7
65 - 69	121,751	100.0	13,989	11.5	107,762	88.5
70 - 74	77,909	100.0	7,270	9.3	70,639	90.7
75 - 79	52,087	100.0	3,627	7.0	48,460	93.0
80 & over	53,077	100.0	3,125	5.9	49,952	94.1
<b>Male</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>1,510,749</b>	<b>100.0</b>	<b>610,432</b>	<b>40.4</b>	<b>900,317</b>	<b>59.6</b>
10 - 14	145,640	100.0	73,184	50.2	72,456	49.8
15 - 19	155,546	100.0	98,526	63.3	57,020	36.7
20 - 24	151,666	100.0	92,359	60.9	59,307	39.1
25 - 29	142,387	100.0	73,634	51.7	68,753	48.3
30 - 34	145,860	100.0	63,397	43.5	82,463	56.5
35 - 39	127,396	100.0	51,106	40.1	76,290	59.9
40 - 44	124,363	100.0	42,458	34.1	81,905	65.9
45 - 49	113,675	100.0	33,441	29.4	80,234	70.6
50 - 54	106,249	100.0	27,391	25.8	78,858	74.2
55 - 59	90,444	100.0	21,395	23.7	69,049	76.3
60 - 64	78,370	100.0	15,380	19.6	62,990	80.4
65 - 69	54,401	100.0	9,252	17.0	45,149	83.0
70 - 74	33,807	100.0	4,800	14.2	29,007	85.8

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
75 - 79	21,036	100.0	2,320	11.0	18,716	89.0
80 & over	19,909	100.0	1,789	9.0	18,120	91.0
<b>Female</b>						
10 years and over						
<b>Total</b>	<b>1,619,534</b>	<b>100.0</b>	<b>540,235</b>	<b>33.4</b>	<b>1,079,299</b>	<b>66.6</b>
10 - 14	141,013	100.0	63,857	45.3	77,156	54.7
15 - 19	151,108	100.0	90,485	59.9	60,623	40.1
20 - 24	156,939	100.0	95,521	60.9	61,418	39.1
25 - 29	148,438	100.0	75,239	50.7	73,199	49.3
30 - 34	149,084	100.0	58,096	39.0	90,988	61.0
35 - 39	133,083	100.0	43,899	33.0	89,184	67.0
40 - 44	129,468	100.0	33,482	25.9	95,986	74.1
45 - 49	123,971	100.0	26,147	21.1	97,824	78.9
50 - 54	117,691	100.0	20,415	17.3	97,276	82.7
55 - 59	102,271	100.0	14,476	14.2	87,795	85.8
60 - 64	90,797	100.0	8,768	9.7	82,029	90.3
65 - 69	67,350	100.0	4,737	7.0	62,613	93.0
70 - 74	44,102	100.0	2,470	5.6	41,632	94.4
75 - 79	31,051	100.0	1,307	4.2	29,744	95.8
80 & over	33,168	100.0	1,336	4.0	31,832	96.0
<b>Rural Sector</b>						
Both Sexes						
10 years and over						
<b>Total</b>	<b>13,021,416</b>	<b>100.0</b>	<b>2,872,734</b>	<b>22.1</b>	<b>10,148,682</b>	<b>77.9</b>
10 - 14	1,268,234	100.0	408,348	32.2	859,886	67.8
15 - 19	1,271,146	100.0	598,519	47.1	672,627	52.9
20 - 24	1,163,811	100.0	507,600	43.6	656,211	56.4
25 - 29	1,189,761	100.0	394,268	33.1	795,493	66.9
30 - 34	1,271,293	100.0	307,675	24.2	963,618	75.8
35 - 39	1,094,725	100.0	205,595	18.8	889,130	81.2

## APPENDIX (D) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
40 - 44	1,054,297	100.0	150,423	14.3	903,874	85.7
45 - 49	996,133	100.0	106,259	10.7	889,874	89.3
50 - 54	942,525	100.0	78,430	8.3	864,095	91.7
55 - 59	826,119	100.0	55,482	6.7	770,637	93.3
60 - 64	706,777	100.0	32,176	4.6	674,601	95.4
65 - 69	481,782	100.0	14,585	3.0	467,197	97.0
70 - 74	318,216	100.0	6,498	2.0	311,718	98.0
75 - 79	222,031	100.0	3,194	1.4	218,837	98.6
80 & over	214,566	100.0	3,682	1.7	210,884	98.3
<b>Male</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>6,245,244</b>	<b>100.0</b>	<b>1,501,497</b>	<b>24.0</b>	<b>4,743,747</b>	<b>76.0</b>
10 - 14	640,575	100.0	219,536	34.3	421,039	65.7
15 - 19	632,432	100.0	308,758	48.8	323,674	51.2
20 - 24	562,416	100.0	241,368	42.9	321,048	57.1
25 - 29	566,762	100.0	189,311	33.4	377,451	66.6
30 - 34	615,007	100.0	159,971	26.0	455,036	74.0
35 - 39	532,099	100.0	114,392	21.5	417,707	78.5
40 - 44	512,588	100.0	86,943	17.0	425,645	83.0
45 - 49	480,230	100.0	61,495	12.8	418,735	87.2
50 - 54	450,736	100.0	46,446	10.3	404,290	89.7
55 - 59	389,763	100.0	34,076	8.7	355,687	91.3
60 - 64	328,275	100.0	20,991	6.4	307,284	93.6
65 - 69	216,276	100.0	9,928	4.6	206,348	95.4
70 - 74	140,797	100.0	4,416	3.1	136,381	96.9
75 - 79	91,479	100.0	1,931	2.1	89,548	97.9
80 & over	85,809	100.0	1,935	2.3	83,874	97.7

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
<b>Female</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>6,776,172</b>	<b>100.0</b>	<b>1,371,237</b>	<b>20.2</b>	<b>5,404,935</b>	<b>79.8</b>
10 - 14	627,659	100.0	188,812	30.1	438,847	69.9
15 - 19	638,714	100.0	289,761	45.4	348,953	54.6
20 - 24	601,395	100.0	266,232	44.3	335,163	55.7
25 - 29	622,999	100.0	204,957	32.9	418,042	67.1
30 - 34	656,286	100.0	147,704	22.5	508,582	77.5
35 - 39	562,626	100.0	91,203	16.2	471,423	83.8
40 - 44	541,709	100.0	63,480	11.7	478,229	88.3
45 - 49	515,903	100.0	44,764	8.7	471,139	91.3
50 - 54	491,789	100.0	31,984	6.5	459,805	93.5
55 - 59	436,356	100.0	21,406	4.9	414,950	95.1
60 - 64	378,502	100.0	11,185	3.0	367,317	97.0
65 - 69	265,506	100.0	4,657	1.8	260,849	98.2
70 - 74	177,419	100.0	2,082	1.2	175,337	98.8
75 - 79	130,552	100.0	1,263	1.0	129,289	99.0
80 & over	128,757	100.0	1,747	1.4	127,010	98.6
<b>Estate Sector</b>						
<b>Both Sexes</b>						
<b>10 years and over</b>						
<b>Total</b>	<b>716,126</b>	<b>100.0</b>	<b>62,766</b>	<b>8.8</b>	<b>653,360</b>	<b>91.2</b>
10 - 14	85,165	100.0	10,681	12.5	74,484	87.5
15 - 19	66,449	100.0	16,528	24.9	49,921	75.1
20 - 24	60,467	100.0	11,472	19.0	48,995	81.0
25 - 29	72,262	100.0	8,975	12.4	63,287	87.6
30 - 34	73,178	100.0	6,001	8.2	67,177	91.8
35 - 39	53,873	100.0	3,017	5.6	50,856	94.4

## APPENDIX (D) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
40 - 44	51,081	100.0	1,931	3.8	49,150	96.2
45 - 49	52,051	100.0	1,408	2.7	50,643	97.3
50 - 54	52,995	100.0	1,099	2.1	51,896	97.9
55 - 59	45,395	100.0	762	1.7	44,633	98.3
60 - 64	41,966	100.0	450	1.1	41,516	98.9
65 - 69	29,756	100.0	237	0.8	29,519	99.2
70 - 74	16,289	100.0	91	0.6	16,198	99.4
75 - 79	9,068	100.0	57	0.6	9,011	99.4
80 & over	6,131	100.0	57	0.9	6,074	99.1
<b>Male</b>						
10 years and over						
<b>Total</b>	<b>339,310</b>	<b>100.0</b>	<b>31,972</b>	<b>9.4</b>	<b>307,338</b>	<b>90.6</b>
10 - 14	42,854	100.0	5,461	12.7	37,393	87.3
15 - 19	31,949	100.0	7,803	24.4	24,146	75.6
20 - 24	28,234	100.0	5,096	18.0	23,138	82.0
25 - 29	34,361	100.0	4,383	12.8	29,978	87.2
30 - 34	35,999	100.0	3,399	9.4	32,600	90.6
35 - 39	26,542	100.0	1,849	7.0	24,693	93.0
40 - 44	24,672	100.0	1,252	5.1	23,420	94.9
45 - 49	24,235	100.0	883	3.6	23,352	96.4
50 - 54	24,308	100.0	714	2.9	23,594	97.1
55 - 59	20,664	100.0	515	2.5	20,149	97.5
60 - 64	18,783	100.0	338	1.8	18,445	98.2

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A36: Population aged 10 years and over by ability to use computer, age, sex and sector

Age, Sex and Sector	Total		Able		Unable	
	No.	%	No.	%	No.	%
65 - 69	13,087	100.0	167	1.3	12,920	98.7
70 - 74	7,242	100.0	59	0.8	7,183	99.2
75 - 79	3,874	100.0	32	0.8	3,842	99.2
80 & over	2,506	100.0	21	0.8	2,485	99.2
<b>Female</b>						
10 years and over						
<b>Total</b>	<b>376,816</b>	<b>100.0</b>	<b>30,794</b>	<b>8.2</b>	<b>346,022</b>	<b>91.8</b>
10 - 14	42,311	100.0	5,220	12.3	37,091	87.7
15 - 19	34,500	100.0	8,725	25.3	25,775	74.7
20 - 24	32,233	100.0	6,376	19.8	25,857	80.2
25 - 29	37,901	100.0	4,592	12.1	33,309	87.9
30 - 34	37,179	100.0	2,602	7.0	34,577	93.0
35 - 39	27,331	100.0	1,168	4.3	26,163	95.7
40 - 44	26,409	100.0	679	2.6	25,730	97.4
45 - 49	27,816	100.0	525	1.9	27,291	98.1
50 - 54	28,687	100.0	385	1.3	28,302	98.7
55 - 59	24,731	100.0	247	1.0	24,484	99.0
60 - 64	23,183	100.0	112	0.5	23,071	99.5
65 - 69	16,669	100.0	70	0.4	16,599	99.6
70 - 74	9,047	100.0	32	0.4	9,015	99.6
75 - 79	5,194	100.0	25	0.5	5,169	99.5
80 & over	3,625	100.0	36	1.0	3,589	99.0

## APPENDIX (E)

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A34 : Population aged 10 years and over, by multi language skills, ethnic group, sex and sector

Sector, sex and ethnic group	Population aged 10 years & over	Ability to speak							
		Sin & Tam		Sin & Eng		Tam & Eng		No.	
		No.	%	No.	%	No.	%		
<b>Sri Lanka</b>									
<b>10 and over</b>	<b>16,867,825</b>	<b>2,692,639</b>	<b>16.0</b>	<b>3,802,474</b>	<b>22.5</b>	<b>1,414,258</b>	<b>8.4</b>	<b>1,205,322</b>	
10 - 14	1,640,052	240,638	14.7	316,625	19.3	169,552	10.3	141,449	
15 - 19	1,644,249	247,190	15.0	474,167	28.8	186,630	11.4	142,030	
20 - 24	1,532,883	245,276	16.0	478,787	31.2	164,427	10.7	128,401	
25 - 29	1,552,848	254,209	16.4	433,700	27.9	141,579	9.1	117,380	
30 - 34	1,639,415	275,343	16.8	405,912	24.8	135,805	8.3	117,369	
35 - 39	1,409,077	231,845	16.5	334,529	23.7	112,140	8.0	99,295	
40 - 44	1,359,209	226,348	16.7	295,411	21.7	102,300	7.5	92,750	
45 - 49	1,285,830	217,029	16.9	250,047	19.4	89,835	7.0	82,327	
50 - 54	1,219,460	202,850	16.6	220,453	18.1	80,429	6.6	74,057	
55 - 59	1,064,229	172,013	16.2	184,321	17.3	69,066	6.5	63,640	
60 - 64	917,910	149,298	16.3	156,281	17.0	61,395	6.7	56,358	
65 - 69	633,289	100,502	15.9	107,115	16.9	42,750	6.8	38,943	
70 - 74	412,414	61,843	15.0	67,378	16.3	27,912	6.8	24,711	
75 - 79	283,186	36,965	13.1	41,856	14.8	16,669	5.9	14,490	
80 & over	273,774	31,290	11.4	35,892	13.1	13,769	5.0	12,122	
<b>Male</b>									
<b>10 and over</b>	<b>8,095,303</b>	<b>1,502,583</b>	<b>18.6</b>	<b>1,923,662</b>	<b>23.8</b>	<b>757,416</b>	<b>9.4</b>	<b>671,860</b>	
10 - 14	829,069	112,888	13.6	144,518	17.4	74,504	9.0	61,604	
15 - 19	819,927	121,461	14.8	214,560	26.2	82,096	10.0	63,262	
20 - 24	742,316	126,329	17.0	216,638	29.2	73,880	10.0	60,601	
25 - 29	743,510	136,837	18.4	201,918	27.2	68,495	9.2	59,892	
30 - 34	796,866	155,087	19.5	202,380	25.4	72,649	9.1	65,526	
35 - 39	686,037	134,693	19.6	173,407	25.3	63,758	9.3	58,609	
40 - 44	661,623	133,663	20.2	158,835	24.0	61,053	9.2	57,208	
45 - 49	618,140	126,661	20.5	135,183	21.9	54,133	8.8	51,091	
50 - 54	581,293	119,332	20.5	123,126	21.2	50,081	8.6	47,390	
55 - 59	500,871	103,367	20.6	107,524	21.5	45,208	9.0	42,782	
60 - 64	425,428	91,400	21.5	95,004	22.3	41,994	9.9	39,632	
65 - 69	283,764	61,426	21.6	65,202	23.0	29,472	10.4	27,659	



		Ability to read and write							
All 3 Languages		Sin & Tam		Sin & Eng		Tam & Eng		All 3 Languages	
	%	No.	%	No.	%	No.	%	No.	%
	<b>7.1</b>	<b>1,763,562</b>	<b>10.5</b>	<b>4,705,553</b>	<b>27.9</b>	<b>1,761,870</b>	<b>10.4</b>	<b>1,282,296</b>	<b>7.6</b>
	8.6	323,150	19.7	500,894	30.5	322,329	19.7	256,828	15.7
	8.6	253,480	15.4	641,750	39.0	294,596	17.9	204,560	12.4
	8.4	191,213	12.5	586,230	38.2	218,324	14.2	147,721	9.6
	7.6	164,546	10.6	527,987	34.0	174,531	11.2	119,338	7.7
	7.2	160,320	9.8	493,068	30.1	157,111	9.6	110,359	6.7
	7.0	128,186	9.1	400,193	28.4	122,497	8.7	88,792	6.3
	6.8	117,727	8.7	352,889	26.0	106,270	7.8	79,968	5.9
	6.4	104,634	8.1	294,409	22.9	89,335	6.9	68,790	5.3
	6.1	92,645	7.6	256,154	21.0	76,088	6.2	58,816	4.8
	6.0	77,474	7.3	210,937	19.8	63,018	5.9	48,411	4.5
	6.1	64,070	7.0	174,559	19.0	53,958	5.9	40,662	4.4
	6.1	39,559	6.2	116,373	18.4	36,307	5.7	26,336	4.2
	6.0	22,586	5.5	70,747	17.2	23,077	5.6	15,533	3.8
	5.1	12,629	4.5	42,876	15.1	13,381	4.7	8,692	3.1
	4.4	11,343	4.1	36,487	13.3	11,048	4.0	7,490	2.7
	<b>8.3</b>	<b>886,534</b>	<b>11.0</b>	<b>2,281,735</b>	<b>28.2</b>	<b>861,812</b>	<b>10.6</b>	<b>631,146</b>	<b>7.8</b>
	7.4	144,893	17.5	231,326	27.9	144,393	17.4	112,146	13.5
	7.7	109,226	13.3	288,967	35.2	126,717	15.5	84,552	10.3
	8.2	83,434	11.2	257,530	34.7	91,555	12.3	61,044	8.2
	8.1	76,712	10.3	235,204	31.6	77,437	10.4	53,408	7.2
	8.2	81,030	10.2	232,747	29.2	76,758	9.6	54,784	6.9
	8.5	68,502	10.0	196,388	28.6	63,731	9.3	47,192	6.9
	8.6	65,608	9.9	179,523	27.1	58,313	8.8	44,842	6.8
	8.3	58,466	9.5	150,896	24.4	49,299	8.0	38,806	6.3
	8.2	53,409	9.2	136,478	23.5	44,320	7.6	35,058	6.0
	8.5	46,814	9.3	117,821	23.5	38,815	7.7	30,837	6.2
	9.3	41,108	9.7	101,595	23.9	35,088	8.2	27,686	6.5
	9.7	26,208	9.2	67,852	23.9	24,012	8.5	18,402	6.5

## APPENDIX (E) CONTD.

## CENSUS OF POPULATION AND HOUSING OF SRI LANKA, 2012

Table A34 : Population aged 10 years and over, by multi language skills, ethnic group, sex and sector

Sector, sex and ethnic group	Population aged 10 years & over	Ability to speak							
		Sin & Tam		Sin & Eng		Tam & Eng		No.	
		No.	%	No.	%	No.	%		
70 - 74	181,846	38,677	21.3	40,665	22.4	19,443	10.7	17,879	
75 - 79	116,389	22,357	19.2	24,419	21.0	11,445	9.8	10,373	
80 & over	108,224	18,405	17.0	20,283	18.7	9,205	8.5	8,352	
<b>Female</b>									
<b>10 and over</b>	<b>8,772,522</b>	<b>1,190,056</b>	<b>13.6</b>	<b>1,878,812</b>	<b>21.4</b>	<b>656,842</b>	<b>7.5</b>	<b>533,462</b>	
10 - 14	810,983	127,750	15.8	172,107	21.2	95,048	11.7	79,845	
15 - 19	824,322	125,729	15.3	259,607	31.5	104,534	12.7	78,768	
20 - 24	790,567	118,947	15.0	262,149	33.2	90,547	11.5	67,800	
25 - 29	809,338	117,372	14.5	231,782	28.6	73,084	9.0	57,488	
30 - 34	842,549	120,256	14.3	203,532	24.2	63,156	7.5	51,843	
35 - 39	723,040	97,152	13.4	161,122	22.3	48,382	6.7	40,686	
40 - 44	697,586	92,685	13.3	136,576	19.6	41,247	5.9	35,542	
45 - 49	667,690	90,368	13.5	114,864	17.2	35,702	5.3	31,236	
50 - 54	638,167	83,518	13.1	97,327	15.3	30,348	4.8	26,667	
55 - 59	563,358	68,646	12.2	76,797	13.6	23,858	4.2	20,858	
60 - 64	492,482	57,898	11.8	61,277	12.4	19,401	3.9	16,726	
65 - 69	349,525	39,076	11.2	41,913	12.0	13,278	3.8	11,284	
70 - 74	230,568	23,166	10.0	26,713	11.6	8,469	3.7	6,832	
75 - 79	166,797	14,608	8.8	17,437	10.5	5,224	3.1	4,117	
80 & over	165,550	12,885	7.8	15,609	9.4	4,564	2.8	3,770	

Ability to read and write									
All 3 Languages		Sin & Tam		Sin & Eng		Tam & Eng		All 3 Languages	
	%	No.	%	No.	%	No.	%	No.	%
	9.8	15,432	8.5	41,111	22.6	15,504	8.5	11,185	6.2
	8.9	8,477	7.3	24,231	20.8	8,824	7.6	6,165	5.3
	7.7	7,215	6.7	20,066	18.5	7,046	6.5	5,039	4.7
	<b>6.1</b>	<b>877,028</b>	<b>10.0</b>	<b>2,423,818</b>	<b>27.6</b>	<b>900,058</b>	<b>10.3</b>	<b>651,150</b>	<b>7.4</b>
	9.8	178,257	22.0	269,568	33.2	177,936	21.9	144,682	17.8
	9.6	144,254	17.5	352,783	42.8	167,879	20.4	120,008	14.6
	8.6	107,779	13.6	328,700	41.6	126,769	16.0	86,677	11.0
	7.1	87,834	10.9	292,783	36.2	97,094	12.0	65,930	8.1
	6.2	79,290	9.4	260,321	30.9	80,353	9.5	55,575	6.6
	5.6	59,684	8.3	203,805	28.2	58,766	8.1	41,600	5.8
	5.1	52,119	7.5	173,366	24.9	47,957	6.9	35,126	5.0
	4.7	46,168	6.9	143,513	21.5	40,036	6.0	29,984	4.5
	4.2	39,236	6.1	119,676	18.8	31,768	5.0	23,758	3.7
	3.7	30,660	5.4	93,116	16.5	24,203	4.3	17,574	3.1
	3.4	22,962	4.7	72,964	14.8	18,870	3.8	12,976	2.6
	3.2	13,351	3.8	48,521	13.9	12,295	3.5	7,934	2.3
	3.0	7,154	3.1	29,636	12.9	7,573	3.3	4,348	1.9
	2.5	4,152	2.5	18,645	11.2	4,557	2.7	2,527	1.5
	2.3	4,128	2.5	16,421	9.9	4,002	2.4	2,451	1.5

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