

MEMORANDUM OF RECOMMENDATIONS

June 2005

OFFICIAL LANGUAGES COMMISSION

Official Languages Commission
4th Floor ,
"Bhasha Mandiraya",
341/7, Kotte Road,
Rajagiriya.

CONTENTS

		Page
PART I	<u>INTRODUCTION –THE LAW</u>	1
PART II	<u>THE PRESENT SITUATION – APPLICATION OF THE LAW</u>	4
	The period since the Thirteenth Amendment	4
	Bilingual Secretarial Divisions	4
	Provincial Councils and Local Authorities	5
	Publication of Orders, Rules, Bye-Laws etc. and Previously Enacted Laws	6
	The Courts	6
	President Kumarathunga’s Letter to Ministers	7
PART III	<u>PROBLEMS AND THE NEEDS</u>	8
	The Public Sector	8
	Needs of the Public Sector	9
	Training in the Second Official Language	11
	Need for Competent Translators and interpreters	12
	The Link Language	13
	The role of the Official Languages Department (OLD)	14
	Glossaries	15
	Motivation of Public Servants	16
PART IV	<u>CONCLUSIONS</u>	17
	Language Training	18
	The Official Languages Department (OLD)	20
	Development of the National / Official Languages	20
	Training of Translators & Interpreters	21
	Training in Link Language (English)	21
	Bilingual Secretarial Divisions	22
	Remuneration and Allowances	24

Implementation and Supervision

24

Part V	<u>SCHEDULES</u>	
	The First Schedule	25
	The Second Schedule	26
	The Third Schedule	27
Part VI	<u>SUMMARY OF CONCLUSIONS</u>	
	Implementation of the Official Languages Policy	28
	Language Training	28
	Official Languages Department (OLD)	29
	Development of the National / Official Languages	30
	Training of Translators and Interpreters	30
	Training in the Link Language (English)	31
	Bilingual Secretarial Divisions	31
	New Categories of Cadre	31
	Allowances	32
	Implementation	32
	<u>APPENDICES</u>	33
Appendix I	- Population by ethnicity and language according to D.S. Divisions.	34-40
Appendix II	- Secretarial Divisions directed to use both Sinhala and Tamil as the Language of Administration under Article 22 of the Constitution	
Appendix III	- President Chandrika Bandaranaike Kumaratunga's Circular dated 30 th January , 1999.	
Appendix IV	- Details pertaining to Language Training by the OLD, OLC and the NIPU	42-45
Appendix V	- Public Administration Circular 28/98 of 30/12/1998	

INTRODUCTION - THE LAW

1.1 **The Official Languages Commission (OLC)** was established by Act No. 18 of 1991. Under the objectives of the OLC set out in Section 6 of the Act¹ the OLC is entitled *to recommend principles of policy relating to the use of the official language, and to monitor and supervise compliance with the provisions contained in Chapter IV of the Constitution.*

*Official
Languages
and National
Languages.*

1.2 Chapter IV of the Constitution which is on Language comprise Articles 18 to 25. Article 18 of the Constitution declares that Sinhala and Tamil shall be the *Official Languages* of Sri Lanka and that English shall be the *link language*. Under the provisions of Article 19 Sinhala and Tamil are National Languages of Sri Lanka.

1.3 Article 20 provides that *members of Parliament, Members of Provincial Councils and members of local authorities* are entitled to perform their duties and discharge their functions in Parliament or in the Provincial Councils or local authorities of which they are members, in either of the National Languages.

*Representative
Democratic
Institutions.*

1.4 A person is *entitled to be educated through the medium of either of the National Languages*. This does not apply to an institution of higher education where the medium of instruction is a language other than a National Language. Where one National Language is a medium of instruction or in any course, department or Faculty of any University directly or indirectly financed by the State the other National Language shall also be made a medium of instruction for same. Compliance of this provision is not obligatory if such other National Language is the medium of instruction for those in another campus of the University or in another University. (vide Article 21)

*Medium of
Education*

1. Section 6

The general objects of the Commission shall be :

- (a) to recommend principles of policy, relating to the use of the Official Languages, and to monitor and supervise compliance with the provisions contained in Chapter IV of the Constitution;
- (b) to take all such actions and measures as are necessary to ensure the use of the languages referred to in Article 18 of the Constitution (hereinafter referred to as “ the relevant languages “) in accordance with the spirit and intent of Chapter IV of the constitution ;
- (c) to promote the appreciation of the Official Languages and the acceptance, maintenance, and continuance of their status, equality and right of use;
- (d) to conduct investigations , both, on its own initiative, and in response to any complaints received, and to take remedial action as provided for, by the provisions of this Act.

- 1.5 The Constitution in Article 22 declares that Sinhala and Tamil shall be the *Languages of Administration* through out Sri Lanka and Sinhala shall be the Language of Administration in all provinces other than the Northern and Eastern Provinces where Tamil shall be so used. However the President is empowered to direct that both Sinhala and Tamil be used as *the Languages of Administration in any Secretarial Division*, having regard to the proportion of the Sinhala or Tamil linguistic minority bears to the total population of that area. ***Languages of Administration***
- 1.6 In *any area where Sinhala is used as the Language of Administration* , a person other than an official acting in his official capacity is entitled: (a) to receive communications and to communicate and transact business in either Tamil or English; (b) if the law recognizes his right to inspect or to obtain copies of or extracts from any official register, record, publication or other document, to obtain a copy or an extract or translation thereof in either Tamil or English ; and (c) to obtain a copy or translation in either Tamil or English of a document executed by an official for the purpose of being issued to him. In *any area where Tamil is used as the language of administration*, a person other than a person acting in his official capacity is entitled to obtain similar services in either Sinhala or English . [vide Article 22 (2) and (3)].
- 1.7 Under Article 22 (4) *Provincial Councils and local authorities* are entitled to receive communications and to communicate and transact business with any official in his official capacity in the official language in which they conduct business. ***Provincial Councils and Local Authorities***
- 1.8 A person is entitled to be examined through the medium of either Official Language or a language of his choice at *an examination for the admission of persons to the Public Service, Judicial Service, Provincial Public Service, Local Government Service or any public institution*. Subject to the condition that he may be required to acquire a sufficient knowledge of Tamil or Sinhala as the case may be, within a reasonable time after admission to such Service or institution. [Vide Article 22 (5)] ***Public Service Judicial Service etc***
- 1.9 It is required that *all laws and subordinate legislation in force prior to the commencement of the Constitution* be published in the Gazette in Sinhala and Tamil Language as expeditiously as possible. [vide Article 23 (1)] ***Previous Laws and Subordinate Legislation***
- 1.10 All *laws and subordinate legislation* should be enacted or made or published in Sinhala and Tamil, together with a translation thereof in English. All *Orders, Proclamations, rules, bye-laws regulations and notifications* made or issued under any written law other than by a Provincial Council or a local authority should be published in the two Official Languages together with a translation in English. In the case of Provincial Councils or a local authority all Orders, Proclamations, rules, and all documents, including circulars and Forms issued by ***Laws and Subordinate Legislation etc.***

any of them should be published in the language used in the administration of the respective area in which they function, together with a translation in English.[vide Article 23 (2) and (3)]

- 1.11 Sinhala and Tamil are *the Languages of Courts* throughout Sri Lanka. The language of the courts situated in all the areas of Sri Lanka except in the areas where Tamil is the Language of Administration is Sinhala. In the event of an appeal from any court, records shall also be prepared in the language of the court hearing the appeal if the language of such court is different. However the Minister in charge of the subject of Justice with the concurrence of the cabinet of Ministers, may direct that the record of any court should also be maintained and the proceedings conducted in a language other than the language of the court. He may also similarly issue directions permitting the use of English in or in relation to the records and proceedings for specified purposes. [vide Article 24 (1), (2) and (4)].

Languages of Courts

- 1.12 Any judge, juror, party or applicant or any person legally entitled to represent such party or applicant who is not conversant with the language used in a court, is entitled to *interpretation and translation* into Sinhala or Tamil provided by the State. [vide Article 24 (3)]

- 1.13 It is also important to note that Section 12 (2) in Chapter III of the Constitution which lays down *the fundamental rights* provides that, no citizen should be discriminated against on the grounds of language, among others mentioned therein. (The Provisos to this section mention situations in which the requirement to acquire a knowledge of a language is not considered discriminatory). Hence a person could seek relief from the Supreme Court if his language rights are violated by way of discrimination.

Fundamental Rights

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THE PRESENT SITUATION – APPLICATION OF THE LAW

- 2.1 Forty eight years have passed since Sinhala was made the Official Language.² From 1966 Tamil has been used as the Language of Administration of the Northern and Eastern provinces, i.e. after the implementation of the Tamil Language (Special Provisions) Act No.28 of 1958. Already seventeen years have elapsed since the Tamil Language was declared as the other Official Language by the 13th Amendment to the Constitution (1987). The provisions of Chapter IV of the Constitution as amended are comprehensive in regard to the position and the use of the Official Languages / National Languages (Sinhala and Tamil) and the Link Language (English). Yet, there is an enormous gap between constitutional provisions and their application.

*Official Language Act (1956);
Tamil Language (Special provisions) Act- (1958);
13th Amendment to the Constitution (1987)*

THE PERIOD SINCE THE THIRTEENTH AMENDMENT

- 2.2 The main achievement over the years is that Sinhala has generally become the language of administration in the provinces other than the Northern and Eastern Provinces and Tamil operates generally as the language of administration of the temporally merged North Eastern Province. The facilities for communicating with the central government and obtaining its services in Tamil are minimal. This situation amounts to a violation of the constitutional rights of the Tamil speaking citizens of the country. Apart from the indignities they are made to suffer they are put into innumerable inconveniences in transacting business with the government. The provincial administrations including that of the North-East miserably fail in serving the citizens inhabiting those areas who are not proficient in the language of administration of the respective province in their own language which has official language status.

*Achievements
and failures*

BILINGUAL SECRETARIAL DIVISIONS

- 2.3 Under the provision of Article 22 of the Constitution the President (Chandrika Bandaranayake Kumarathunga) has directed 29 Secretarial Divisions³ to use both Sinhala and Tamil as the Languages of Administration.⁴ It is observed that in determining these Secretarial Divisions as such there has not been uniformity in the application of the factor of the proportion of the Tamil Linguistic minority that bears to the total population of the respective areas. Cases in point are the inclusion of Haguranketha in the NuwaraEliya District and Meegahakivula in the Badulla District with Tamil speaking minorities of 12.5% and 14.85% respectively as bilingual administrative areas. The secretarial Divisions of Matale (36.92 %), Rattota (28.80%), Ukuwela (34.29%) in the Matale District , Medakubura (25.93%) Udunuwara (26.51%) in the Kandy District , Horowpathana (26.47%) in the Anuradhapura District , Welikanda (26.10%) Lankapura (29.75%) in the Polonnaruwa District and Kuliypitiya (29.47%) in the Kurunegala District however have been excluded from this category.

*Bi-lingual
Secretarial
Divisions*

². Official Language Act No. 33 of 1956

³. See appendix I for the names of the Secretarial Divisions which have been so declared.

⁴ .Government Gazettes dated 12-11-1999, 14-02-2001 and 07-04-2003 (See Appendix II – for details)

It may be preferable that the minimum proportion of the linguistic minority to the total populations of the Secretarial Division be fixed at

- 20% for a Secretarial Division to be directed to use both Sinhala and Tamil as Languages of Administration.
- 2.4 In the North –East except the Trincomalee -Gravettes Secretarial Division all other Secretarial Divisions have been carved out to be monolingual Secretarial Divisions. Since Tamil is the administrative Language of the North –East Province those Secretarial Divisions which have a Sinhala speaking majority Sinhala speaking majority should be directed to use both Tamil and Sinhala as the Languages of Administration . This should include Trincomalee Town and Four Gravetes Secretarial Division which comprise 55% Sinhala speaking and 41% Tamil speaking people.
- 2.5 The Secretarial Divisions which have been directed to use both Official Languages as Languages of Administration have so far failed to provide a satisfactory service to those speaking the Tamil Language . In a sense mere direction that both Sinhala and Tamil Languages should be used as Languages of Administration of a given Divisional Secretarial area is useless unless facilities for its implementation are provided. This unsatisfactory situation need to be rectified expeditiously.
- 2.6 The government has generally failed to provide facilities to citizens in those areas where Sinhala is used as the Language of Administration to receive communications and to communicate and to transact business in the Tamil language . Nor are adequate facilities available to citizens in those areas to obtain copies of or extracts from or translation of such from any official register , record, publication or other document, in the Tamil Language. Similarly adequate facilities do not exist for them to obtain translations in Tamil of documents executed by an official and issued to them. In those areas where Tamil is the Language of Administration similar problems are faced by citizens who are entitled to obtain these same services in the Sinhala Language.
- 2.7 At official meetings of Ministries where persons speaking different official languages participate the proceedings are conducted either in Sinhala or in English, whereas they should be conducted in both official languages. The practice in this regard at meetings of Provincial Councils’ Ministries is similar. These also focus on the need to provide simultaneous interpretation in the two official languages at such proceedings.

Failure to provide facilities

Official meetings

PROVINCIAL COUNCILS AND LOCAL AUTHORITES

- 2.8 The Commission provides, as stated in **Part I** of this Memorandum that Members of Provincial Councils and Local Authorities are entitled to perform their duties and discharge their functions in their respective Provincial Councils or Local Authorities in either of the National Languages. According to information obtained by the Commission, only the Western Province Provincial Council provides such facilities which include simultaneous interpretation at meetings. The other Councils have not so far taken steps to comply with this provision in the Constitution. As for the Local Authorities such facilities are available only in a handful of Councils

Provincial Councils and Local Authorities

/ Sabhas. Although it is necessary that simultaneous interpretation be provided to those who speak a different National Languages / Official Languages such facilities are available only in the Colombo Municipal Council. Of the Local Authorities where members do not speak the same National Language / Official Language, except in a *few*, minutes of meetings are neither kept nor presented in both National Languages / Official Languages.

- 2.9 The constitutional provision that Provincial Councils and Local Authorities are entitled to receive communications and to communicate and transact business in the Official Language in which they conduct business, is not fully adhered to. Usually communications are made either in the Sinhala Language or in the English Language.

PUBLICATION OF ORDERS, RULES, BYE-LAWS etc AND PREVIOUSLY ENACTED LAWS

- 2.10 Provincial Councils and Local Authorities usually publish their Orders, Proclamations, Rules, Byelaws, Regulations and Notifications issued by them either in Sinhala *or in* Tamil only although it is required that they publish those and other documents, including Circulars and Forms issued by them in the language of administration together with an English translation. It is preferable that they are published in the other Official Language as well. Compliance in respect of these provisions by those Secretarial Divisions which have been declared by the President as Divisions where both Official Languages should be used as Languages of Administration is negligible. In some government offices as well as the offices of the Provincial Councils, signboards both in the exterior and in the interior are not displayed in both Official Languages and the Link Language . Nor are Street sign-boards drawn up in all three languages in some of the Local Authorities despite the need to comply with this requirement being pointed out by the Commission.⁵

Publication of Orders, Proclamations Rules, Bye-laws etc.

THE COURTS

- 2.11 The stipulation in the Constitution that *all laws and subordinate legislation in force immediately prior to the Promulgation of the Constitution be published in the Gazette in Sinhala and Tamil languages as expeditiously as possible* has been ignored although twenty six years have passed since the promulgation of the Constitution.
- 2.12 There are problems in regard to the use of the Official Languages in the Courts as well. One of the problems confronting the Courts is the deficiency of competent interpreters and translators. This applies to interpretation and translation from Sinhala into Tamil and Tamil into Sinhala as well as interpretation and translation from Sinhala/Tamil to English and English to Sinhala/Tamil. Any judge , juror, party or applicant or any person legally entitled to represent such party or applicant who is not conversant with the language used in the Court is entitled to these facilities. It is also observed that there are difficulties in complying

Previously enacted Laws and Subordinate Legislation

The Courts

⁵ Circular letter sent by the Chairman of the Official Languages Commission dated 30. 05. 2003

with the stipulation that in the event of an appeal from any Court records should be prepared in the language of the Court hearing the appeal if the language of such Court is different.

This is because of the deficiency of competent translators in the Courts from which the appeal is preferred and the consequent delay in preparing the requisite Court record. If justice is seem to be done it is also essential that at least a fair number of judges at all levels of the judiciary are ensured to be conversant with both the Official Languages and the Link Language.

PRESIDENT KUMARATHNGA'S LETTER TO MINISTERS

2.13 On 30th June 1997, H.E. Chandrika Bandaranaike Kumaratunga issued a letter titled 'Implementation of the Official Language Policy' to all Ministers with copies to all Ministry Secretaries and heads of Departments ⁶. In this letter the President drew their attention to the several instances of failure on the part of government institutions to comply with the Constitutional provisions relating to the Official Languages which had been brought to her notice. She directed all government institutions to comply with the following instructions within a period of two months.

*President
Kumaratunga's
Letter to
Ministers*

- All regulations, legal provisions and information be available in all three languages;
- All printed forms must be available in all three languages ;
- All letters received from the public should be answered in the language in which they are received (where there is a difficulty, at least a translation in English should be attached);
- All name boards of public institutions and other instructions or directives meant for the public must be displayed in all three languages;
- Action should be taken to fill immediately all the vacancies in the posts of Sinhala-Tamil Translators and Tamil Typists service. Institutions that do not have a cadre should make use of persons on a contractual basis;
- A senior officer must be identified in every Institution and charged with the responsibility for implementing the law relating to language.

2.14 Whatever the reasons be, officials have so far failed to fully comply with these appreciable instructions, which are of a minimal nature as far as the implementation of the language policy is concerned.

2.15 The foregoing account regarding the present situation in respect of the implementation of the Constitutional provisions relating to Language shows the enormity of the tasks ahead.

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III

PROBLEMS AND THE NEEDS

- 3.1 The Public Service is the focus of the implementation of the Official Languages Policy. It covers the State Sector, Provincial Public Sector and the Semi-Government Sector. An examination of the Constitutional provisions on Language reveal that they cannot be fully implemented without the public service proceeding to achieve this in stages and being geared to operate in both Official Languages.

The Public Service

THE PUBLIC SECTOR

- 3.2

The total number of employees in public service according to this classification totaled to 835,651 according to provisional figures enumerated in 2000 by the Census and Statistic Department. The Statistical Abstract of the Census and Statistics Department (2003) gives the number of public servants in 1998 as 774,952. Of them 477,993 -(61.68%) were persons for whom proficiency in the second Official Language (ie. Tamil for the Sinhalese and Sinhala for the Tamils) is not essential for the discharge of their functions (see Tables below for details) On this basis it may be deduced that the number of public servants who actually require proficiency in both Official Languages is approximately in the region of 335,000 . The exact number of public servants who need to be proficient in both Official Languages should be computed by the government after a due survey.

Employees who require Official Languages proficiency.

Total Number of Public Servants and those in certain categories (1998)

Number of Public Servants					Total	Percentage
					744,952	100%
Sector	Teaching professionals	Craft & related workers	Plant & mechanical operators	Elementary occupations		
State	24,210	11,120	5707	55,630	96,667	13%
Provincial	165,674	7,774	4224	45,281	222,953	30%
Semi-govt.	37	26,643	22,442	49,251	98,373	13%
	189,921	45,537	32,373	150,162	477,993	61.68%

Source: Statistical Abstract of the Department of Census and Statistic (2003)

- 3.3 The final objective should be to build a Public Service which in the least is bilingual (ie. conversant in both Sinhala and Tamil) if not trilingual (ie. conversant in Sinhala Tamil and English).The reality is that this can be achieved only in the distant future. Presently, there should be a plan to achieve certain short-term goals to facilitate citizens to communicate and correspond with the government and its different institutions in either of the Official Languages and to obtain documents etc. in the language in which they are conversant with or in the form of translations . The implementation of such a plan should be in stages based on a time-frame and relate to the degree of coverage of the public service at each stage whilst taking into account the priorities in regard to the needs.

Building a Bilingual Public Service

- 3.4 The main problem is that at least a significant section of public servants have not been trained over the years to do their work in both languages. When it comes to the use of the Tamil Languages as an Official Language the problem has been further compounded as the number of Tamil speaking employees in the Public Service is very low. According to provisional estimates referred to above they number 8.31% of the total, which is very much below their proportion in the population (26%)

The main problem.

Tamil Speaking Public Servants by sectors and ethnicity (2002 – provisional) :

Sector	Total number of employees	Muslims	Sri Lanka Tamils	Tamils of recent Indian origin	Tamil Speaking employees (Total)
State	295,734	3.09%	5.06%	0.25%	8.40%
Provincial Council	292,072	5.75%	12.3%	1.76%	19.81%
Semi – government	247,845	3.20%	5.48%	0.37%	9%

Source : Census & Statistics Department

Note : figures do not include the Police Department and the Armed Services.

NEEDS OF THE PUBLIC SECTOR

- 3.5 However, in the present circumstances training of public sector employees already in service needs to be given priority. They fall into three groups according to their functions and the nature of their service.

- (a). Those who should be trained mainly in conversation in the second Official Language (ie. the Official Language they are not conversant with) so that they can communicate with the public at a government office or other establishment or in such services as the Police or the health service and to serve the public and to attend to their needs ,However they should also be taught to read and write upto a minimum level.
- (b). Those who need to acquire a degree of proficiency in the second Official Language that enables them to converse and attend to correspondence.
- (c). Those at the administrative level in government establishments who need to acquire a knowledge of the second Official Language sufficient for them to read analyze reports and draft reports when necessary.

***Public sector
Employees and
service needs***

The number of some Public Servants who may be categorised under groups (a) , (b) and (c) is as follows :

Group (a)		Group (b)		Group (c)	
Police officers	64,000 ⁷	Clerical and related workers in the state sector & provincial councils --do-- semi government sector	47,583 ⁹	Administrative level in state sector and provincial councils	5715 ¹⁰
Doctors , nurses and related health workers	23,281 ⁸			71,317 ¹⁰	

Note: Police officers need to be trained also in reading and writing to enable them to record statements, (Proposed Higher Tamil course of OLD may be sufficient for the purpose.)

The percentages of Tamil speaking employees falling into the categories of Senior officials and managers and clerical and related workers in the three sectors are as follows :

Category	State Sector	Provincial Sector	Semi- government Sector
Senior Officials and Managers	11%	14%	14%
Clerical and related grades	8%	18%	03%

Source : Census & Statistic Dept

Note : Figures pertaining to Tamil employees in the health sector is not available.

7 Source : Police Department

8 Calculations based on the Statistical Abstract – Census & Statistics Dept -2002

9 Provisional enumeration (2002)

10 Provisional enumeration (2002)

11 Provisional enumeration (2002)

TRAINING IN THE SECOND OFFICIAL LANGUAGE

- 3.6 The primary task is to train a substantial section of these public sector employees in the second Official Language so that citizens living in all parts of the country would be served in the Official Languages they are conversant with . Since over 90% of employees in the public sector are only conversant in the Sinhalese Language they need to be the main target in training of employees in the second official language. *Primary task*
- 3.7 The foregoing facts establish the need for training in the Second Official Languages at the aforesaid levels. To date the content of proficiency in a Second Official Language that has been required of public servants is at a basic level. From colonial times there had existed a rule that field officers in services like the Police should obtain a basic level of proficiency in the Second National Language (ie. Tamil for those who are proficient in Sinhala and Sinhala for those who are proficient in Tamil). Over the years this had not been properly implemented and consequently this rule remains a dead letter. *Proficiency in the Second Official Languages*
- 3.8 From 1992 the Official Languages Department (OLD) has been organizing training programs and holding examinations based on syllabi of a basic nature at two levels which are designated as “ Basic “ and “ Higher “ . Depending on the application of the person who qualifies in both these courses (which are of 108 hours and three months –full time duration respectively) they would enable him /her to engage in simple conversation and read and understand a text of a limited vocabulary in the relevant language. *Training Programmes of the OLD*
- 3.9 Several other institutions also conduct Second Official Languages Training Programs . Some follow the syllabi of the OLD and prepare the trainees to sit for examinations conducted by the OLD. Others follow their own syllabi and make their own evaluations at the end of the training period. These include the Sri Lanka Foundation Institute and the Open University.Sri Lanka Institute of Development Administration (SLIDA) conducts a Basic course in the second Official Language for new entrants to the Sri Lanka Administrative Service, of only 80 hours compared with the duration of 108 hours for the Basic course (ie. the lower level) conducted by the OLD. However, the OLD is the main institution engaged in language training . During the period 1992-2003 the OLD has succeeded in training altogether 7290 public servants in the Basic Tamil Course and 527 in the Higher Tamil Course. It has trained 1183 in the Basic Sinhala Course and 95 in the higher Sinhala course. ¹²
- 3.10 As evidenced from these facts the present Second Language Training Programs are not at all sufficient to meet the challenges relating to the implementation of the Official Languages Policy . At the pace these programs are proceeding presently no fundamental change in the use of the Official Languages could be envisaged in the foreseeable future. Hence the *need for an accelerated program* sufficient to train at least a third in each of the afore mentioned categories of employees in the public sector within a period of five years. *Need for an Accelerated Programme*

¹² See Appendix IV for details including those that relate to the OLC and NIPU (National Integration Programme Unit) – presently under the Minister of constitutional Affairs and National Integration

- 3.11 The foregoing facts point to the need to coordinate the Official Languages Training Programs in respect of syllabi, training methods, material used, evaluation of trainees and training of trainers. Thus there is need for a single authority to be vested with the authority to make the final determination in regard to the levels and standards of these factors.

*Coordination of
Training
Programmes*

NEED FOR COMPETENT TRANSLATORS AND INTERPRETORS

- 3.12 Training of Competent Translators who can translate from one Official Language to another are very much scant. At times for want of competent translators the work of ministries including the publication of Gazette notifications are delayed. The past experience of training translators reveals that a professional approach should be applied in regard to qualifications for recruitment. If competent persons are to be attracted to serve as translators they should be assured of salaries and future prospects commensurate with their training.

*Need for
Competent
Translators*

- 3.13 In the year 2000 four hundred posts of Apprentice Translator were created .But only 240 persons (114 Sinhala and 126 Tamil) accepted appointments. Of these only 150 remain in service now as the others had left the service in search of better prospects ¹³. All of them are engaged as English /Sinhala and English / Tamil Translators . None have been trained as Sinhala / Tamil and Tamil /Sinhala Translators . The total number in the Translators service presently is only 166. Of them only 44 are qualified in Sinhala / Tamil translation. Sinhala / English Translators add up to 108 and there are 14 Tamil / English Translators¹⁴. These figures indicate the serious situation that the government is confronted with due to the shortage of competent translators who are qualified in the two Official Languages .It is necessary to adopt an accelerated program to train Sinhala / Tamil and Tamil / Sinhala translators as well.

Past Experience

- 3.14 In the implementation of the Official Languages Policy, the matter of providing simultaneous interpretation between Sinhala and Tamil on the one hand Sinhala / Tamil and English on the other has not so far being seriously addressed.

*Need for
Simultaneous
Interpreters*

If the Official Languages Policy is to be properly implemented it is essential that simultaneous interpretation between these languages are provided at :

- (a) all official meetings and consultations of a collective nature
- (b) the level of Ministries Departments, and District Secretariats at meetings of representative democratic institutions (the Parliament, Provincial Councils and Local Authorities) and their committees.

¹³ Source OLD

¹⁴ . Source Ministry of Public Administration

- 3.15 Only in a few ministries facilities for simultaneous interpretation between Sinhala / Tamil and Sinhala /English interpretation exist . In this situation it is not surprising that District Secretariats and Divisional Secretariats cannot provide simultaneous interpretation to the participants at their meeting.
- 3.16 Earlier in this Part II of this Memorandum the problems relating to simultaneous interpretation at representative democratic institutions have been discussed . Hence it is not necessary to repeat same here .
- 3.17 There are two key problems relating to the provision of simultaneous translations . Firstly there is the deficiency of competent interpreters who could interpret from one language to another. (ie .Sinhala , Tamil and English) Secondly for simultaneous interpretation special electronic equipment are required.
- 3.18 The dearth of competent interpreters could be met only by providing training to selected persons (preferably graduates who have qualified in at least in one of the relevant languages) at a university for a minimum period of two years on the minimum. Provision of necessary equipment for simultaneous interpretation is primarily the responsibility of the government. Both these measures require considerable investment and have to be carried out in stages.

***Key
problems***

Training

THE LINK LANGUAGE

- 3.19 At present training in English (the link Language) is not much relevant to the day to day affairs of administration. The generation of public servants who were educated in the English medium are no longer in service. Therefore the function of English as the Link Language as was originally conceived has also declined in importance . The present day public servants are persons who have been educated in either the Sinhala or the Tamil medium. Therefore the promotion of programs to train them in the Second Official Language gains more importance.
- 3.20 However it is still important that training in the English Language is continued to attain certain other objectives. Training in English contributes to the elevation of the quality of the public servants, in as much as they broaden their knowledge and vision with the access provided through the English Language to the outside world . It will help them to break with the insular character embedded in them . This is more important to the higher grades of the Public Service and particularly to those in executive positions.

***Link
Language***

***Training in
English***

- 3.21 On the other hand employees in certain sectors and services connected with Foreign Affairs, Trade and Commerce, Industry and Technology, Health Services, Customs , Emigration and immigration etc. need persons who have a functional competence in the English Language . Therefore training in the English Language should be specially targeted to employees in these sectors and services of a similar nature .
- 3.22 A pass in the Official Languages Department's Basic Course is comparable with a pass in English at the present G.C.E (O) Level . Only persons who have passed the Higher English Language Course conducted by the OLD has competence to freely converse and attend to correspondence. Therefore persons coming under the categories which require English for the discharge their functions should be required to attain such a level of competence.
- 3.23 These facts make it evident that the achievement of a Trilingual Public Service is a distant call.
- 3.24 Hence the need for a short –term plan to ensure that (a) those serving in departments and establishments which require proficiency in the English Language for their work and (b) those who comprise the public service at managerial, administrative and executive levels have the necessary competence in the English Language.
- 3.25 During the period 1992 –2003 the OLD has trained 9114 in the English Language (Link Language) Basic course. Nine hundred and nine (909) persons have passed the Higher English Language course conducted by the OLD. ¹⁵

***Targeting of
English
Language
Training***

***OLD
Courses***

***Need for a
Short term
Plan***

THE ROLE OF THE OFFICIAL LANGUAGES DEPARTMENT (OLD)

- 3.26 The data given above indicate that if the OLD is to serve as the primary institution for training public servants in the Official Languages and the Link Language it should be re-structured for and converted into a modern institution which has the capacity, the resources (both human and material) and the breadth to train the several thousands of public servants in the middle rung who require such training . Language training for those who specialize in translation and interpretation and those who comprise the higher levels of the Public Service should be carried out through the Universities in the form of Diplomas . The Open University has an important role to play in this respect . All these require adequate government funding.
- 3.27 There is also the need to continually enrich the vocabularies of the Official Languages to serve the usage of the languages in the fields mentioned in Chapter IV of the Constitution which includes politics , administration, education from school to the university , the law and the legal system. This requires linguistic research and the compilation of glossaries and dictionaries on different subjects. These functions which were earlier discharged by the OLD have been almost abandoned. What is available today are the same glossaries that were

***Restructuring
OLD***

***Compilation of
Glossaries etc.***

compiled nearly fifty years ago. They have not been revised since , although knowledge has been continually expanding. New fields of human endeavor has emerged , and new branches of sciences and the law have sprung up requiring the development of the languages to meet the modern demands of communication . In the absence of officially accepted terminology individuals have stepped in to fill the vacuum thereby creating problems of standardization of terminology used in different subjects. These highlight the need to reactivate linguistic research and the production of glossaries and dictionaries required for the purpose.*

3.28 At the time the OLD was initially with the task of producing glossaries in the National Languages, it was considered as the appropriate institution for the purpose because it had been set up to assist the implementation of the Language policy of the state. Today after almost 50 years of its existence the question has arisen as to whether it should any longer considered as the appropriate institution for the compilation of glossaries concerning different disciplines of knowledge.

3.29 There is a view that the OLD should be relieved of this function and that it should be mainly confined to and concentrate on the following tasks:

- (a) training in the Official Languages, (Sinhala and Tamil) and the Link Language (English). This should be the primary task.
- (b) Training in other Languages – Languages spoken by smaller minorities (eg. Malay, Malayalam) and Languages which are useful for employment within and without Sri Lanka.
- (c) carrying out official translations from one language to another.
- (d) Compilation of glossaries that relate directly to administration and preparation of legislation. (the law).

Functions of the OLD

GLOSSARIES

3.30 The compilation of glossaries that relate to educational and academic domains may be entrusted to an appropriate institution. The government may also consider setting up a separate institution for the development of the National Languages to meet the continually expanding vocabulary needs pertaining to the use of these languages. The study of the experience of countries such as France and Turkey in this respect may be useful.

Glossaries re educational and academic domains

* While these recommendations were in preparation the Cabinet has decided to launch a two year project for the compilation of Glossaries of Technical terms (English / Sinhala)

MOTIVATION OF PUBLIC SERVANTS

- 3.31 For the successful implementation of the language policy it is necessary to effectively motivate public servants to learn the Second Official Language. Considerations of official duty or the benefit that the nation would derive by promoting national unity by this means are not sufficient factors to motivate public servants in this respect. They need to be offered attractive material benefits and incentives by way of payment of additional allowances and assurance of grater promotional prospects in employment.
- 3.32 The incentives paid to public servants with regard to the proficiency in a second and/or third languages in terms of Public Administration Circular 28/98 of 30/12/1998 ¹⁶ broadly fall into three categories. The first such category is the payment of a continuous monthly allowance (which is not considered for the pension). Under this, the holders of posts of which the entry qualification is the GCE (OL) standard or less are eligible to receive a lump sum of Rs. 500/= and a monthly payment of Rs. 150/= if they possess a pass at the GCE (OL) or equivalent as specified by the above circular for the language in question with a pass at an oral test conducted by the Department of Examinations. If the candidate possesses a Credit pass, the monthly payment can be a sum equivalent to the monthly value of his or her annual salary increment and a once and for all payment of RS. 500/=. This lump sum will be Rs. 1000/= if he possesses a Distinction pass.
- 3.33 To the holder of a posts for which the entry qualification is GCE (AL) or above, the incentive varies from a monthly payment of Rs. 150/= or a sum equivalent to the monthly value of the annual salary increment and a minimum of a once and for all sum of Rs. 1500/= to a maximum of Rs. 5000/= depending on the level of qualifications regarding the language in question.
- 3.34 The third category is the payment of a once and for all lump sum of Rs. 500/= in respect of one additional language. A pass for the Basic Level Course conducted by the Department of Official Languages is sufficient to obtain this payment.
- 3.35 The officers who are required to acquire proficiency in a specific language in terms of the scheme of recruitment are eligible for this incentive only if they possess a higher qualification in the language in question.
- 3.36 It evident that these incentives are not adequate to motivate language learning in a big way and therefore an attractive package should be introduced for those acquire a considerable proficiency in second and/or third languages.
- 3.37 Implementation of the Official Languages Policy also requires adequate government funding. Investment in this sphere should not be construed only as an investment for giving effect to the provisions of the Constitution on Language but also as an investment towards promoting national unity and building national integration which are pre-requisites for economic development.

*Motivation of
Public
Servants*

*Present
incentives*

*Need for
Enhancement
of Incentives*

*Requirement of
sufficient
Investment for
Implementation*

¹⁶ see Appendix V

IV

CONCLUSIONS

4.1 The proper implementation of the provisions of Chapter IV of the Constitution (on Language) demands that both Official Languages are used in the administration of the country. The provisions of the Constitution on the use of the Official Languages / National Languages and the Link Language (English) are comprehensive and needs no revision at present. Over the years planned and sustained efforts have not been made for the implementation of the Official Languages Policy. As a result it becomes necessary to make a new beginning to achieve this objective . In the main it concerns the establishment of a bi-lingual administration at all levels through out the country.

The Use of both Official Languages in

4.2 At the present pace of implementation of the Official Language Policy realization of the goal would remain elusive for many more decades. This necessitates the drawing up of a comprehensive plan based on the consideration of the present realities and the problems * that have to be surmounted in the process. Such a plan should stipulate a time –frame and clearly lay down the stages in which the end objective is sought to be achieved and the tasks assigned for each.

Need for a comprehensive Plan

4.3 This Commission is of the view that the whole process of fully implementing the constitutional provisions on the use of the Official Languages would take a minimum period of fifteen (15) years giving consideration among other things to the present state of its implementation. It should comprise three stages of five years' duration with tasks specified for each. However, it is expected that attend of the first five year period public institution would be able to render a general service in both Official Languages.

Period of time needed

First Stage: Conversion of one –third of the public service to function in both Official Languages and fulfillment of the tasks set out in the **First Schedule**.

Second Stage: Conversion of two –thirds of the public service to function in both Official Languages and fulfillment of the tasks set out in the **Second Schedule**.

Third Stage: Completion of the conversion of the public administration into one which functions in both Sinhala and Tamil and fulfillment of the tasks set out in the **Third Schedule**.

4.4 It should be noted that every year about 4% of public servants terminate their services due to retirement, resignation, dismissal, illness or death. On this basis 20% of public servants vacate the public service very five years. At the end of fifteen years only about 40% of those in service at present would continue in office .Therefore it is essential that in the recruitment of future public servants conditions be laid that they are either proficient in the Second Official Language before appointment or attain proficiency during a specified period thereafter.

The Rates at which present Public Servants cease to be in Office.

* See Parts II and III

LANGUAGE TRAINING

4.5 Language training in the Official Languages and the Link Language (English) encompasses seven components. They are (i) The trainee; (ii) Syllabi; (iii) Training Materials ; (iv) Methodology ; (v) Technology ; and (vii) Institution.

4.6 The trainees who are the subject of language training may be divided into three categories according to their needs. Under the *First Category* comes those who need basic proficiency in conversation and a limited knowledge of reading and writing. The *Second Category* consists of persons who need proficiency in conversation as well as training in reading and writing to enable them to attend to correspondence. Those who need a higher training in the language which will enable them to read and analyse reports and draft reports in that language when necessary belongs to the *Third Category*.

The Trainees.

4.7 There is thus the need for three different training programmes for the three categories and the syllabi has to be drawn to meet these separate and different needs. Presently the OLD which is the premier language training institution for public servants have two levels of training for each of the three languages, but only the programmes for *English* , although deficient in certain respects, are to an extent relevant to the needs of the two categories (ie. The first and the second). The programmes for *Sinhala and Tamil* which also have certain weaknesses does not go beyond the needs of the First Category. There are four points to be noted in this respect. Firstly, the syllabi of these programmes had been drawn up over a decade ago and *does not fully reflect the present requirements*. Secondly, to meet the present requirements the syllabi of all language programmes of the OLD *need to be updated*. Thirdly, the training of public servants have to be carried out on *common syllabi* so that a uniform standard is maintained, whichever institution conducts the training. Fourthly , *evaluations and examinations* on those syllabi should be carried out by *a single institution* and preferably the Department of Official Languages.

The syllabi

4.8 The training materials which are used at present have been prepared by the OLD several years ago. Some of them are criticised for their linguistic failings and poor contents. There is also criticism that contents of some materials are not helpful to national integration. Therefore new training materials which take into account these shortcomings and reflect the present realities need to be produced.

Training Materials

4.9 Training methods (methodology) also need to be overhauled in order to update them to fall in line with modern concepts and methods of language training applicable to adults . In the background of the demand for extending language training to public servants working in distant parts of the country employment of modern methods of distant education also becomes relevant.

Training Methods (methodology)

4.10 The failure to adopt modern technology for language training is a serious draw back Apart from the old audio –visual techniques modern methods such as the use of Compact Disks, Video Compact Discs, Digital Video Discs, CD –Roms and Multi –media Equipment etc. should be used in advancing language training. While modernizing the existing language laboratories accordingly, more of them should be set up.

***Modern
Technology***

4.11 Trainers involved in language training continue the same old methods that have been used for years. Modern technology used in language training is almost foreign to most of them . They have not being subjected to periodic refresher courses for uplift of their knowledge and methodology . Often the fact that these training programmes are directed towards public servants who are all adults has been ignored. These point to the need to retrain the trainers with these aspects in mind.

Trainers

4.12 There are a number of Institutions engaged in the training of public servants in the Official Languages and the Link Language . The main institution conducting language training programmes is the Official Languages Department (OLD). Others include the Official Languages Commission (OLC) the Sri Lanka Institute of Development Administration (SLIDA), the Sri Lanka Foundation Institute (SLFI), and the National Integration Programme Unit (NIPU) of the Ministry of Constitutional Affairs and National Integration . As stated in Par III while the SLIDA and the SLFI conduct programmes based on their own syllabi subjected to their own evaluations and examinations the OLC and the NIPU organize Language training programmes on the basis of OLD syllabi using trainers of panels set up by the OLD and the trainees are made to sit for the examinations conducted by the OLD .

Institutions

4.13 It is important that Language Training for public servants should be targeted to achieve common levels of proficiency based on common syllabi which ever institution is engaged in their training in the official Languages and the Link Language.

4.14 The Commission strongly recommends that training programmes should be at three levels targeting three categories of public servants : (i) those who primarily need competence in conversation, (ii) those who need competence in both conversation and correspondence and (iii) those who need sufficient competence for carrying out administrative and executive functions. The government should enter into agreements with universities engaged in Language training such as the Open University and the Kelaniya University to organize language training in the form of Diploma Courses for those coming under the third category who are usually graduates. The training of persons coming under the first two categories should be assigned to non – academic institutions engaged in language training, primarily and most importantly the OLD . It will be the responsibility of the

***Training
Programmes***

government to provide adequate funds to these institutions to carry through the programmes and meet the expenses incurred by the trainees during their training period.

THE OFFICIAL LANGAUGES DEPARTMENT (OLD)

4.15 The OLD has to be developed to reach the position of a modern institution that could successfully bear the main burden of language training of public servants. The constraints placed on its activities as a government department need to be removed. For this reason it is preferable that the OLD is converted into a statutory institution – a national languages institution under the government. The following should be its main functions :

*A National
Languages
Institution*

- (a) Training public servants in the Official Languages (Sinhala and Tamil) and the Link Language (English);
- (b) Training in other languages – languages spoken by smaller national minorities and languages which are useful for employment within and without Sri Lanka ;
- (c) Carrying out official translations from one language to another and providing practical training in official translations for those trained by other institutions ; and
- (d) Compilation of terminologies and glossaries that relate directly to administration and preparation of legislation.

Functions

4.16 Structurally, it should have in the minimum a Directorate with a Director – General at the head, Divisions for the different branches of work and activities and Branches of the institution where necessary under a system of decentralisation . It should be provided with necessary funds as well as buildings and other facilities necessary for carrying out the massive training programmes that it will be called upon to accomplish. With the concurrence of the President, the Minister under whom the institution functions may give directives in regard to the training of public servants in the relevant languages and the requirements of the government and connected matters. It should act in consultation and coordinate with the OLC in regard to matters connected with the implementation of the language policy and on the content of training in the Official Languages and the Link Language.

*Structure and
Direction*

DEVELOPMENT OF THE NATIONAL / OFFICIAL LANGUAGES

4.17 The National / Official Languages should keep pace with the development of different branches of knowledge in the world. Daily, new words and terms are coined in different languages to give expression to the expansion of such knowledge. The vocabularies of the National Languages also need to keep pace with and develop their own facility for communication. Hence compilation of terminologies and glossaries and their continuous updating play an important role in

*Compilation of
Terminologies
and Glossaries
for the
Development
of the National
Languages.*

the development of our national languages and in standardizing the terminology that is used. For these reasons this Commission proposes the establishment of an institution for the development of national languages . According to information similar institutions exist in France and Turkey . Such a step becomes all the more important because these are the Official Languages of Sri Lanka . The proposed institution may be considered as the appropriate institution to undertake the compilation of terminologies and glossaries which is presently a subject under the OLD.

TRAINING OF TRANSLATORS & INTERPRETORS

4.18 Training of Translators and Interpreters is an urgent but a time – consuming task. Until now the government has been concentrating on translation of documents form the English Language to the Official Languages and vice versa. A serious programme for the training of translators proficient in translations between the Official Languages had never being initiated. On the other hand the government had never addressed itself to the need to train interpreters for interpretation between Official Languages and between Official Languages and the Link Language . These point to the urgent need to initiate steps to train the requisite translators and interpreters. As stated in Part III the earlier efforts to train translators through the OLD had failed.

*Training of
Translators
and
Interpreters*

4.19 The government should lookup to the Universities to train translators and interpreters of sufficient competence and knowledge. The first step that has to be taken considering the urgency of training them is to obtain the assistance of the universities which have the necessary facilities and human resources to begin diploma or postgraduate courses with graduates who have qualified in one or more of the respective languages. Priority should be given to the training of translators and interpreters between the Official Languages . The other step that has to be taken is for universities to begin degree courses of a job –oriented nature to train translators and interpreters, giving priority to the Official Languages. If the universities could complete the training of at least 200 translators and 200 interpreters between the Official Languages every year, beginning two years hence, the government would be able to solve some of the most urgent problems relating to translations and interpretation. Once the process of training translators and interpreters is continued as proposed, eventually the entire problem would be solved.

*Assistance of
Universities
and Priorities*

TRAINING IN LINK LANGUAGE (English)

4.20 Training public servants in the Link Language (English) should proceed on the basis of priorities. Following may be considered as services and categories which should be given priority according to their order :

*Order of
Priority*

- (i) Public servants in Services, Departments and Institutions whose functions require proficiency in English ,

- (ii) Public servants in the administrative, managerial and executive grades ;
- (iii) Professionals according to an order of needs decided upon by the relevant Ministries.
- (iv) Others who on their own volition request language proficiency up to the levels relevant to them. Who are selected on merit.

4.21 The training programmes may be at the three levels as mentioned in the section dealing with Language Training (Paragraph 4.14) . Those who come under group (i) should possess a level of proficiency that enables them to converse fluently and attend to correspondence with ease. (ie. Level II of Language training). Public servants who fall into group (ii) and group (iii) must attain level III in Language training. Those coming under group (iv) should acquire proficiency comparable to levels I (lower) or II (middle) according to the positions they hold in the Public Service.

Levels of Proficiency

4.22 The assistance of developed English –speaking countries may be sought for the English Language Training Programmes. With their assistance groups of persons coming under the three different –levels of Language training may be selected on the basis of merit for Language practice in such English speaking countries.

Assistance of Developed English – speaking Countries.

4.23 The main responsibility of training Public servants at levels I ad II (Lower and Middle levels) should be vested with the OLD or an institution that is created in its place. Training at Level III (the higher level) should be organised with the assistance of Universities such as the Open University for the award of a University Diploma.

Responsibility of Training.

BILINGUAL SECRETARIAL DIVISIONS

4.24 The present situation in respect of the Bilingual Secretarial Division has been discussed in paragraph 2.3 (page 4). As noted in that paragraph it is preferable that the minimum proportion of the linguistic minority to the total populations of the Secretarial Division be fixed at 20% for a Secretarial Division to be directed to use Both Sinhala and Tamil as Languages of Administration. (Article 22(1) of the constitution) . Accordingly the Commission recommends to the President to direct that both Sinhala and Tamil be used as the Language of Administration of the following areas in terms of Article 22 (1) of the constitution in addition to those areas which have been already directed to use both Official Languages :

Bi –Lingual Secretariat Divisions

Dehiwala- Mount Lavinia Secretarial Division	}	COLOMBO DISTRICT
Kolonnawa Secretarial Division		
Negombo Secretarial Division	}	GAMPAHA DISTRICT
Watala Secretarial Division		
Doluwa Secretarial Division	}	KANDY DISTRICT
Ganga Ihala Korale Secretarial Division		
Kandy Four Gravets & Gangawata Korale Secretarial Division		
Medadumbara Secretarial Division		
Pathadumbara Secretarial Division		
Udunuwara Secretarial Division		
Ambanganga Korale Secretarial Divisions	}	MATALE DISTRICT
Matale Secretarial Division		
Rattota Secretarial Division		
Ukuwela Secretarial Division		
Kotapola Secretarial Division		MATARA DISTRICT
Kuliypitiaya East Secretarial Division		KURUNEGALA DISTRICT
Horowpathana Secretarial Division	}	ANURADHAPURA DISTRICT
Kahatagasdigiliya Secretarial Division		
Kekirawa Secretarial Division		
Lankapura Secretarial Division	}	POLONNARUWA DISTRICT
Welikanda Secretarial Division		
Balangoda Secretarial Division	}	RATNAPURA DISTRICT
Godakawela Secretarial Division		
Kahawatha Secretarial Division		
Ratnapura Secretarial Division		
Deraniyagala Secretarial Division	}	KEGALLE DISTRICT
Mawanella Secretarial Division		
Yatiyanthota Secretarial Division		
Vavuniya South Secretarial Division		VAVUNIYA DISTRICT
Ampara Secretarial Division	}	AMPARA DISTRICT
Damana Secretarial Division		
Dehiattakandiya Secretarial Division		
Lahugala Secretarial Division		
Mahaoya Secretarial Division		
Padiyatalawa Secretarial Division		
Uhana Secretarial Division		
Gomarankadawala Secretarial Division	}	TRINCOMALEE DISTRICT
Kanthale Secretarial Division		
Morawewa Secretarial Division		
Padavi Sripura Secretarial Division		
Seruwila Secretarial Division		
Thambalagamuwa Secretarial Division		
Trincomalee Town & Four Gravets Secretarial Division		

REMUNERATION AND ALLOWANCES

4.25 Implementation of the recommendations regarding translators and interpreters should be supplemented by the abolition of the present Government Translators' Service and the establishment of two new services to wit : A Government translators' Service and a Government Interpreters' Service. Those who come under these two proposed Services should be paid such remuneration as would suit their qualifications, training and nature of their work.

A Government translators' Service and a Government Interpreters' Service

4.26 Public servants who acquire proficiency in the Second Official Languages and the Link Language should be paid allowances comparable with the level of proficiency in the Second Language and / or the Link Language they attain at examination held by the stipulated institutions (see page 18) . The following rates are suggested for the allowances :

Payment of Language Allowances

Level I	-	Rs. 500/- per month
Level II	-	Rs. 1000/- per month
Level III	-	Rs. 2000/- per month

Scales of allowances

In the event of salary increases the allowances should be proportionately increased.

4.27 It is also necessary that those who attain Language proficiency are given preference at promotions or elevated to higher positions by creating new categories of cadre. The creation of special grades of cadre for those who have gained proficiency at levels II and III of both the second Official Language and Link Language should be considered.

Promotions and Creation of Special Grades of Cadre

IMPLEMENTATION AND SUPERVISION

4.28 General Supervision of the implementation of the Language Policy at the stages mentioned in the recommendations of the Commission should lie with the Ministries in charge of the subjects of

- (a) Public Administration and
 - (b) Home Affairs,
 - (c) Provincial Councils and Local Government
 - (d) The Police
 - (e) Health Service
 - (f) Justice
- and others that may become relevant

Ministries

4.29 For this purpose the respective Ministries should call for bi- annual and annual reports in regard to implementation of the use of the Official Languages and the Link Language from the Departments, Services and Institutions under their charge.

The role of the Official Languages Commission

4.30 The overall power of monitoring and supervision of the compliance of Chapter IV of the Constitution will lie with the Official Languages Commission as provided for by Official languages Commission Act No. 18 of 1991.

V

SCHEDULES

THE FIRST SCHEDULE

The tasks of the First Stage are as follows :

- a) The rational use * of the public servants who are already proficient in both Sinhala and Tamil languages ;
- b) The training of a sufficient number of relevant public servants † in the second Official Language (ie. Tamil for those proficient in Sinhala and Sinhala for those proficient in Tamil) so as to enable them to converse with the public and attend to simple correspondence in that language ;
- c) Beginning of a programme for the training of qualified a translators and interpreters competent in translating and interpreting from one Official Language to another and from one Official Language to the Link Language and vice versa to meet the requirements of such personnel in Ministries, Government Departments , District Secretariats, Divisional Secretariats, Provincial Administrative Institutions and local authorities as well as in the Court houses; and the rational assignment of those so trained as translators and interpreters to serve in the aforesaid establishments ;
- d) Beginning of training for administrative, managerial and executive staff to attain proficiency in both Official Languages and in the Link Language (English) sufficient to attend to the duties and functions pertaining to their services;
- e) Require that all professionals in Public Service including members of the judiciary obtain a level of proficiency in the Second Official Language for them to attend to their duties and functions within a specified period of time ;
- f) Increase of the intake of Tamil –speaking public servants so as to satisfactorily reflect the linguistic proportion of those in the country.
- g) Ensure that all new entrants to the public service are either proficient or attain the requisite degree of proficiency in both Official Languages sufficient to carry out their functions in those Languages within a specified period after admission to the public service;

* Here “ration use “ denotes use of these public servants where they are most needed

† Relevant to the use of the Official Languages.

- h) Ensure that all public servants who need proficiency in the Link Language (English) at required levels for the performance of their duties and functions are trained and to stipulate a condition for new entrants to such services that they acquire such proficiency within a specified period unless they already possess qualifications of a comparable level ;
- i) Provision of facilities for simultaneous interpretations at key ministries, provincial councils and in local authorities in areas which have been designated as areas where both Official Languages have to be used in their administration ;
- j) Provision of equipment necessary for transcription (type-writers and computers etc.) and electronic equipment required for simultaneous interpretation ;
- k) Inclusion of both Sinhala and Tamil as compulsory subjects in the curriculum of schools leading to the completion of the 11 year secondary education ;
- l) the fulfillment of all other requirements as may be necessary for the achievement of the tasks that are designated to be carried out during this stage.

THE SECOND SCHEDULE

The tasks of the Second Stage are as follows :

- a) The rational use * of those public servants who are either proficient or have obtained proficiency in both Official Languages in the previous stage;
- b) Training of a sufficient number[‡] of relevant public servants in the second Official Language to reach a level of proficiency that would enable them to carry out their functions in either of the two Official Languages;
- c) Continue with the training of translators and interpreters so as to enable them to gain competent in translating and interpreting from one Official Language to the other and from one Official Language to the Link Language and vice versa so that two –thirds of the requirement of such personnel in the public service are met on a rational basis ;
- d) complete the training of two –thirds of the administrative, managerial and executive level personnel to carry out their functions in both Official Languages ;

* Here “rational use “ denotes the use of these public servants where they are most needed.

‡ Here “ sufficient number “ means a number sufficient to fulfill the tasks of the second stage

- e) Provide of facilities for simultaneous interpretation at all Ministries, at all Provincial Councils and Local Authorities where the members speak different National Languages and provision of necessary electronic equipment for such interpretation ;
- f) Ensure that passes in both National Languages (Sinhala and Tamil) are made compulsory for the award of the General Certificate of Education (Ordinary Level);
- g) Fulfillment of all other requirements that have to be accomplished during this Stage in regard to the use of both Official Languages in the administration.

THE THIRD SCHEDULE

The tasks of the third Stage are as follows :

- a) Ensure that relevant public servants function in the relevant Official Language * in the course of their duty ;
- b) Completion of the training of all public servants in the use of the second Official Language to the degree relevant to their functions;
- c) Ensure the availability of the required cadre of trained and qualified translators competent in translating and interpreting from Sinhala to Tamil, Tamil to Sinhala and Sinhala / Tamil to English and vice versa;
- d) Completion of training of all public servants at the administrative, managerial and executive levels in the levels in the second Official Language and in the Link Language (English) to attain such competency in those languages as may be necessary for the due performance of their duties and functions;
- e) Provision of facilities for simultaneous interpretation at all meetings at Ministries, key Government Departments and other public institutions, District and Divisional Secretariats, Provincial Councils, Local Authorities attended by persons speaking both Official Languages;
- f) Ensure that all pupils who pass out after the 11th year of education at secondary schools obtain sufficient proficiency in the Second Official Language enabling them to converse fluently, read with ease and attend to any correspondence in that language ;
- g) Fulfillment of all requirements necessary for the completion of all tasks that need to be achieved in connection with the complete conversion of the administration into one that functions in both Official Languages at all levels through out the country.

* Here “ relevant Official Language” means either Official Language that may become relevant in the course of any duty or communication with any member or a section of members of the public who are proficient only of the Official Languages .

Summary of Conclusions

1. IMPLEMENTATION OF THE OFFICIAL LANGUAGES POLICY :

To take steps necessary to establish a bi –lingual administration in conformity with Chapter IV of the constitution :

- at all levels of the administration
 - through out the country
 - within a period of fifteen years
 - in three stages of five years' each.
- **First Stage**
 - Conversion of one –third of the Public Service to function in both Official Languages
 - Fulfillment of the tasks set out in the First Schedule.
 - At the end of this stage it is expected that public institutions would be able to render most of their services in both Official Languages.
 -
 - **Second Stage**
 - Conversion of two –thirds of the public service to function in both Official Languages
 - Fulfillment of the tasks set out in the Second Schedule.
 -
 - **Third Stage**
 - Conversion of the entire public service into one which functions in both Official Languages.
 - Fulfillment of the tasks set out in the Third Schedule.

2. LANGUAGE TRAINING :

i. Training Programs:

- To train public servants under three categories according to their language requirements.

- Category I – Public servants who need basic proficiency in conversation and a limited knowledge of reading and writing.
- Category II – Public servants who need proficiency in conversation, reading and writing sufficient to attend to correspondence .
- Category III – Public servants who need higher level of proficiency to read analyse and draft reports etc.

ii. Syllabi :

- Programs should be updated to reflect the present requirements .
- Common syllabi should be adopted for training public servants.
- Evaluation and examination should be conducted by a single institution (for categories I and II)

iii New training material should be used.

iv Modern language training methods should be employed.

v Modern technology such as Digital Video Computer Discs , CD Roms and multimedia equipment should be used.

vi Trainers should be retrained so as to elevate their quality as well as to enable them to adopt modern language training methods and use modern technology.

- v**
- Training of Public servants coming under Category III – (Administrative officers and executives) should be the preserve of universities who may conduct diploma courses for them.
 - Training of public servants coming under Categories I & II should be assigned to non academic institutions and primarily and most importantly the Official Languages Department.

3. OFFICIAL LANGUAGES DEPARTMENT (OLD) :

i The Department of Official Language may be converted into a statutory institution a National Languages Institution – so as to remove certain constraints imposed on it as a government department.

ii Functions should be :

- Training of public servants in the Official Languages and Link Language .
- Training in other languages - languages of smaller national minorities and languages useful for employment.
- Carrying out Official translations.
- Compilation of glossaries that relate to administration and legislation.

iii Structure:

- Directorate with a Director General
- Divisions
- Decentralisation with branches

4. DEVELOPMENT OF NATIONAL / OFFICIAL LANGUAGES :

An institution for the development of National / Official Languages should be set up .

Main functions :

- Compile terminologies and glossaries except those that relate to administration and preparation of legislations.
- Engage in continual work to develop the vocabularies of the Official Languages to keep pace with the development of different branches of human knowledge and activities.
- Help standardize terminologies.

5. TRAINING OF TRANSLATORS AND INTERPRETORS :

- Need to train translators proficient in translation between the Official Languages.
- Need to train interpreters for interpretation between the Official Languages .
- Universities to assist in training .
- Graduates qualified in one of the Official Languages to train in the other Official Language .
- Promote the Universities to begin courses which leads to training in translations and interpretation between the two Official Languages.

6. **TRAINING IN LINK LANGUAGE (ENGLISH) :**

- Training should proceed on the basis of priorities
- Order of priority
 1. Public servants in, Departments and Institutions who require proficiency in English
 2. Administrative / Managerial grades
 3. Professionals according to needs
 4. Others who request to be selected on merit.
- Levels of proficiency
 - Level I
 - Level II
 - Level III
 } similar to levels of training in the Official Languages.
- Assistance of developed English speaking countries may be sought .
- Main responsibility of training for Levels I and II to vest in the OLD or the institution set –up in its place
- Level I through a University Diploma course.

7. **BILINGUAL SECRETARIAL DIVISIONS :**

- Need to adopt a common standard in determining Secretarial Divisions which should use both Sinhala and Tamil as Languages of Administration .
- Minimum of the linguistic proportion to the total population of the Secretarial Division should be fixed at 20%.
- Accordingly 28 new Bilingual Secretarial Divisions are recommended.

8. **NEW CATEGORIES OF CADRE :**

- Setting up of two new Services for Translators and Interpreters.
 - Government Translators' Service
 - Government Interpreters' Service
- Translators and Interpreters to be remunerated considering their qualifications ,training and nature of work.
- Those who attain Second Official Language and the Link Languages should be given preference in promotions.

- Special grades and new categories of cadre may be created for those who qualify in the second Official Languages and / or Link Language .

9. ALLOWANCES

- Payment of Language Allowances to
 - (a) those who qualify in the Second Official Language according Levels of proficiency .
 - (b) those who qualify in the Link language (English) according to Levels of proficiency.
- Scale of Allowances

Level I	-Rs. 500/- per month
Level II	-Rs 1000/- per month
Level III	-Rs. 1500/- per month
- In the event of salary revisions these allowances should be the proportionately increased.

10. IMPLEMENTATION :

- General supervision of the implementation should be with Ministries in charge of the subjects of Public Administration, Home Affairs , Provincial Councils and Local government, the Police, Health Service and Justice and any others that may become relevant.
- Ministries should call for bi –annual and annual reports regarding implementation from Departments, Services and Institutions under them.
- Over all power of monitoring and supervision to be with OLC as provided for by Act No. 18 of 1991.

APPENDICES

- APPENDIX I :** Secretarial Divisions - with population by ethnicity and language.
- APPENDIX II :** Secretarial Divisions directed to use both Sinhala and Tamil as Languages of Administration under Article 22 of the Constitution.
- APPENDIX III :** President – Chandrika Bandaranaike Kumaratunga's letter titled “ Implementation of the Official Languages Policy" to all ministers with copies to all Ministry Secretaries and Heads of Departments.
- APPENDIX IV :** Details pertaining to Languages Training by the Department of Official Languages (OLD) , the Official Languages Commission (OLC), and the National Integration Programme Unit (NIPU) .
- APPENDIX V :** Public Administration Circular 28/98 of 30/12/1998 regarding incentives paid to public servants for proficiency in a second and / or third languages.

Population by ethnicity and language according to D.S.Divisions **

(computed on the basis of 2001 Census Report)

District	D.S.Division	Total no.of persons	Ethnicity					Language	
			Sinhalese	Sri Lanka Tamil	Indian Tamil	Sri Lanka Moor	Others	Percentage	
								Sinhala Speaking	Tamil Speaking
Colombo	Colombo	377,396	117,090	117,510	7,946	120,109	14,741	31.03%	65.07%
	Dehiwala -Mount Lavinia	209,787	158,070	22,737	2,060	20,357	6,563	75.35%	21.52%
	Hanwella	93,569	83,419	4,315	4,809	887	139	89.15%	10.70%
	Homagama	183,782	180,094	1,320	267	613	1,488	97.99%	1.20%
	Kaduwela	209,741	202,210	3,146	802	1,341	2,242	96.41%	2.52%
	Kesbewa	207,307	202,390	1,614	320	774	2,209	97.63%	1.31%
	Kolonnawa	160,417	124,290	12,657	1,097	19,103	3,270	77.48%	20.48%
	Maharagama	180,112	173,253	2,043	455	1,371	2,990	96.19%	2.15%
	Moratuwa	177,190	168,324	4,433	375	2,452	1,606	95.00%	4.10%
	Sri Jayawardanapura Kotte	115,826	101,331	6,583	786	4,031	3,095	87.49%	9.84%
	Padukka	54,395	52,095	344	1,018	850	88	95.77%	4.07%
	Thimbirigasyaya	264,767	148,567	68,162	6,022	33,190	8,826	56.11%	40.55%
Distirct Total		2,234,289	1,711,133	244,864	25,957	205,078	47,257	76.59%	21.30%
Gampaha	Attanagalla	154,358	135,486	977	467	16,545	883	87.77%	11.65%
	Biyagama	161,236	149,032	996	245	9,680	1,283	92.43%	6.77%
	Divulapitiya	127,898	126,642	805	125	85	241	99.02%	0.79%
	Dompe	130,195	127,584	380	73	1,879	279	97.99%	1.79%
	Gampaha	170,289	168,321	929	174	238	627	98.84%	0.79%
	Ja- Ela	185,562	173,423	5,635	873	906	4,725	93.46%	4.00%
	Katana	223,050	206,081	5,983	728	2,716	7,542	92.39%	4.23%
	Kelaniya	134,588	114,965	6,487	679	7,594	4,863	85.42%	10.97%
	Mahara	176,817	166,262	1,865	220	4,174	4,296	94.03%	3.54%
	Minuwangoda	152,164	146,001	652	179	4,879	453	95.95%	3.75%
	Mirigama	143,744	136,590	656	152	6,146	200	95.02%	4.84%
	Negombo	144,551	109,165	14,834	1,459	17,191	1,902	75.52%	23.16%
	Wattala	161,644	122,302	24,251	2,014	8,287	4,790	75.66%	21.38%
District Total		2,066,096	1,881,854	64,450	7,388	80,320	32,084	91.08%	7.36%
Kalutara	Agalawatta	33,692	32,706	221	672	90	3	97.07%	2.92%
	Bandaragama	86,409	76,471	240	56	9,476	166	88.50%	11.31%
	Beruwala	144,251	95,966	1,223	422	46,477	163	66.53%	33.36%
	Bulathsinhala	59,218	50,128	1,254	5,680	2,113	43	84.65%	15.28%
	Dodangoda	54,290	47,461	1,852	4,904	40	33	87.42%	12.52%
	Horana	90,526	88,484	923	930	86	103	97.74%	2.14%
	Ingiriya	45,553	41,207	1,010	3,253	25	58	90.46%	9.41%
	Kalutara	141,414	128,004	1,646	504	10,952	308	90.52%	9.26%
	Madurawala	29,635	26,944	291	2,363	9	28	90.92%	8.99%
	Mathugama	72,872	63,469	1,290	5,525	2,524	64	87.10%	12.82%
	Millaniya	44,459	43,016	96	1,275	11	61	96.75%	3.11%
	Palindanuwara	44,566	40,085	1,448	2,515	460	58	89.95%	9.92%
	Panadura	162,979	140,187	1,044	514	20,488	746	86.02%	13.53%
	Walallavita	50,936	49,765	989	156	24	2	97.70%	2.30%
District Total		1,060,800	923,893	13,527	28,769	92,775	1,836	87.09%	12.73%
Kandy	Akurana	55,366	16,923	2,058	1,473	34,893	19	30.57%	69.40%

Delthota	29,719	11,812	2,968	7,592	7,289	58	39.75%	60.06%
Doluwa	45,102	32,100	1,073	9,701	2,155	73	71.17%	28.67%
Ganga Ihala Korale	50,706	40,181	540	6,723	3,143	119	79.24%	20.52%
Harispattuwa	78,207	67,894	1,345	503	8,332	133	86.81%	13.02%
Hatharaliyadda	29,005	26,891	265	427	1,419	3	92.71%	7.28%
Kandy Four Gravets & Gangawata Korale	161,395	119,731	12,641	9,129	16,969	2,925	74.19%	24.00%
Kundasale	106,473	88,140	6,766	5,321	5,701	545	82.78%	16.71%

District	D.S.Division	Total no.of persons	Ethnicity					Language	
			Sinhalese	Sri Lanka Tamil	Indian Tamil	Sri Lanka Moor	Others	Percentage	
								Sinhala Speaking	Tamil Speaking
District Total	Medadumbara	58,216	43,051	4,268	7,656	3,171	70	73.95%	25.93%
	Minipe	47,760	47,373	40	21	317	9	99.19%	0.79%
	Panvila	26,687	9,981	93	15,353	1,195	65	37.40%	62.36%
	Pasbage Korale	56,934	26,030	2,358	20,210	7,807	529	45.72%	53.35%
	Pathadumbara	80,224	60,517	2,105	661	16,733	208	75.44%	24.31%
	Pathhewaheta	53,107	47,532	2,132	2,124	1,262	57	89.50%	10.39%
	Poojapitiya	53,644	43,900	423	1,026	8,259	36	81.84%	18.10%
	Thumpane	35,306	32,515	236	90	2,429	36	92.09%	7.80%
	Udadumbara	22,651	20,480	896	987	281	7	90.42%	9.55%
	Udawalpaya	86,136	48,401	6,415	13,523	17,359	438	56.19%	43.30%
	Udunuwara	98,879	72,297	1,382	1,737	23,093	370	73.12%	26.51%
Yatinuwara	96,946	86,289	1,201	2,084	7,222	150	89.01%	10.84%	
District Total		1,272,463	942,038	49,205	106,341	169,029	5,850	74.03%	25.51%
Matale	Ambanganga Korale	15,542	11,221	2,592	1,666	61	2	72.20%	27.79%
	Dambulla	61,230	58,546	754	99	1,760	71	95.62%	4.27%
	Galewela	61,999	53,118	966	344	7,430	141	85.68%	14.10%
	Laggala -Pallegama	12,450	11,965	30	446	4	5	96.10%	3.86%
	Matale	68,826	42,862	8,749	3,975	12,690	550	62.28%	36.92%
	Naula	28,208	26,438	706	644	409	11	93.73%	6.24%
	Pallepola	27,553	25,296	473	832	944	8	91.81%	8.16%
	Rattota	49,395	35,023	5,776	6,581	1,809	206	70.90%	28.68%
	Ukuwela	61,663	40,291	2,889	6,522	11,733	228	65.34%	34.29%
	Wilgamuwa	26,885	26,866	4	0	13	2	99.93%	0.06%
Yatawatta	28,676	23,359	1,043	2,220	2,014	40	81.46%	18.40%	
District Total		442,427	354,985	23,982	23,329	38,867	1,264	80.24%	19.48%
Nuwara Eliya	Ambagamuwa	202,432	44,600	11,760	141,066	4,524	482	22.03%	77.73%
	Hanguranketha	87,577	74,544	1,250	11,608	144	31	85.12%	14.85%
	Kothmale	96,280	49,488	3,566	36,891	6,216	119	51.40%	48.48%
	Nuwara Eliya	206,944	43,497	22,266	134,554	5,850	777	21.02%	78.61%
	Walapane	106,850	68,107	2,603	35,267	823	50	63.74%	36.21%
District Total		700,083	280,236	41,445	359,386	17,557	1,459	40.03%	59.76%
Galle	Akmeemana	63,910	62,221	474	90	1,105	20	97.36%	2.61%
	Ambalangoda	71,083	70,805	217	17	33	11	99.61%	0.38%
	Baddegama	68,698	66,601	913	1,151	14	19	96.95%	3.02%
	Balapitiya	65,335	63,918	102	15	1,283	17	97.83%	2.14%
	Benthota	46,774	45,491	77	10	1,146	50	97.26%	2.64%
	Bope -Poddala	41,566	39,877	252	61	1,346	30	95.94%	3.99%

	Elpitiya	59,879	57,929	877	1,061	1	11	96.74%	3.24%
	Galle Four Gravets	104,015	72,526	1,002	273	29,869	345	69.73%	29.94%
	Habaraduwa	58,996	58,832	91	10	15	48	99.72%	0.20%
	Hikkaduwa	98,012	97,529	330	55	48	50	99.51%	0.44%
	Imaduwa	39,903	39,817	61	7	9	9	99.78%	0.19%
	Karandeniya	55,840	55,146	281	18	393	2	98.76%	1.24%
	Nagoda	52,580	48,065	2,419	2,066	18	12	91.41%	8.56%
	Neluwa	27,553	25,906	1,342	295	7	3	94.02%	5.97%
	Niyagama	34,310	34,014	232	52	5	7	99.14%	0.84%
	Thawalama	31,887	29,751	792	1,294	38	12	93.30%	6.66%
	Welivitiya- Divithura	26,632	25,370	953	307	1	1	95.26%	4.73%
	Yakkalamulla	43,556	40,583	1,181	1,770	15	7	93.17%	6.81%
District Total		990,539	934,381	11,596	8,553	35,346	663	94.33%	5.60%
Matara	Akuressa	49,752	48,258	404	1,049	31	10	97.00%	2.98%
	Hakmana	30,272	29,245	5	0	1,021	1	96.61%	3.39%
	Kamburupitiya	37,420	37,302	53	7	13	45	99.68%	0.20%
	Kirinda Puhulwella	19,458	18,832	11	0	614	1	96.78%	3.21%

District	D.S.Division	Total no.of persons	Ethnicity					Language	
			Sinhalese	Sri Lanka Tamil	Indian Tamil	Sri Lanka Moor	Others	Percentage	
								Sinhala Speaking	Tamil Speaking
	Kotapola	63,951	50,779	645	12,469	44	14	79.40%	20.58%
	Malimbada	31,484	30,998	29	0	457	0	98.46%	1.54%
	Matara Four Gravets	108,461	103,583	371	55	4,335	117	95.50%	4.39%
	Mulatiyana	45,972	45,734	228	4	4	2	99.48%	0.51%
	Pasgoda	56,188	54,537	956	692	1	2	97.06%	2.93%
	Pitabeddara	49,313	45,472	1,468	2,329	21	23	92.21%	7.74%
	Thihagoda	30,865	30,804	29	2	18	12	99.80%	0.16%
	Weligama	66,528	60,171	177	9	6,153	18	90.44%	9.53%
	Welipitiya	46,312	41,368	41	19	4,861	23	89.32%	10.63%
District Total		761,236	716,780	4,791	16,983	22,378	304	94.16%	5.80%
Hambantota	Ambalantota	63,930	62,214	349	12	504	851	97.32%	1.35%
	Angunakolapelesa	42,420	42,399	10	4	3	4	99.95%	0.04%
	Beliatta	52,280	52,187	81	3	3	6	99.82%	0.17%
	Hambantota	46,777	37,839	805	54	2,830	5,249	80.89%	7.89%
	Katuwana	62,222	62,187	26	1	5	3	99.94%	0.05%
	Lunugamvehera	25,148	24,633	31	2	269	213	97.95%	1.20%
	Okewela	18,204	18,171	14	0	16	3	99.82%	0.16%
	Sooriyawewa	35,620	35,591	16	1	7	5	99.92%	0.07%
	Tangalle	62,804	61,524	158	16	1,038	68	97.96%	1.93%
	Thissamaharama	60,941	59,077	437	146	93	1,188	96.94%	1.11%
	Weeraketiya	55,024	54,241	30	4	738	11	98.58%	1.40%
District Total		525,370	510,063	1,957	243	5,506	7,601	97.09%	1.47%
Mannar District Total	Mannar Town **	41,724	282	35,955	1,379	4,085	23	0.68%	99.27%
		41,724	282	35,955	1,379	4,085	23	0.68%	99.27%
Vavuniya	Vavuniya **	115,335	1,280	109,252	1,267	3,501	35	1.11%	98.86%
	Vavuniya South	10,989	10,843	125	5	16	0	98.67%	1.33%
	Vengalacheddikulam* **	17,616	36	12,608	11	4,954	7	0.20%	99.76%

District Total	Echchilampattai								
		192,902	77,312	18,947	1,557	94,349	737	40.08%	59.54%
Kurunegala	Alawwa	58,155	57,899	167	49	27	13	99.56%	0.42%
	Ambanpola	19,844	19,465	27	0	346	6	98.09%	1.88%
	Bingiriya	55,682	53,857	263	21	1,532	9	96.72%	3.26%
	Bamunakotuwa	20,708	19,988	28	10	675	7	96.52%	3.44%
	Ehetuwewa	22,962	22,341	15	0	601	5	97.30%	2.68%
	Galgamuwa	47,548	43,995	552	10	2,902	89	92.53%	7.29%
	Ganewatta	36,698	34,790	140	11	1,742	15	94.80%	5.16%
	Giribawa	28,089	26,032	28	3	2,026	0	92.68%	7.32%
	Ibbagamuwa	75,857	69,252	1,052	116	5,411	26	91.29%	8.67%
	Katupotha	27,374	26,766	13	9	579	7	97.78%	2.20%
	Kobeigane	31,711	28,503	38	2	3,159	9	89.88%	10.09%
	Kotavehera	19,175	19,095	19	0	61	0	99.58%	0.42%
	Kuliyapitiya East	46,752	32,926	169	6	13,605	46	70.43%	29.47%
	Kuliyapitiya West	70,795	68,024	740	29	1,866	136	96.09%	3.72%
	Kurunegala	88,457	74,389	3,497	518	9,105	948	84.10%	14.83%
	Maho	50,346	47,211	350	16	2,606	163	93.77%	5.90%
	Mallawapitiya	46,149	38,593	1,053	57	6,220	226	83.63%	15.88%
	Maspotha	18,753	18,634	74	8	9	28	99.37%	0.49%
	Mawathagama	56,718	47,455	2,781	187	6,216	79	83.67%	16.19%
	Narammala	50,916	47,426	350	29	3,076	35	93.15%	6.79%
	Nikaweratiya	36,303	34,664	284	14	1,328	13	95.49%	4.48%
	Panduwasnuwara	69,634	62,133	223	45	7,182	51	89.23%	10.70%
	Pannala	114,174	106,325	972	423	6,275	179	93.13%	6.72%
	Polgahawela	58,486	51,657	930	690	5,018	191	88.32%	11.35%
	Polpithigama	67,150	67,049	45	1	31	24	99.85%	0.11%
	Rasnayakapura	18,763	15,527	40	8	3,188	0	82.75%	17.25%
	Rideegama	80,408	69,685	2,385	414	7,903	21	86.66%	13.31%
	Udubaddawa	48,161	43,298	501	17	4,320	25	89.90%	10.05%
Wariyapola	56,371	55,409	180	31	728	23	98.29%	1.67%	
Weerambagedara	30,230	30,038	75	8	41	68	99.36%	0.41%	
District Total		1,452,369	1,332,426	16,991	2,732	97,778	2,442	91.74%	8.09%
Puttalam	Anamaduwa	32,910	32,050	189	5	645	21	97.39%	2.55%
	Arachchikattuwa	37,996	34,632	2,866	274	166	58	91.15%	8.70%
	Chilaw	60,271	49,267	6,046	328	4,218	412	81.74%	17.57%
	Dankotuwa	58,923	56,571	1,369	119	342	522	96.01%	3.11%
	Mahakumbukkadawala	16,751	16,131	579	10	24	7	96.30%	3.66%
	Mahawewa	48,143	47,129	896	34	34	50	97.89%	2.00%

District	D.S.Division	Total no. of persons	Ethnicity					Language	
			Sinhalese	Sri Lanka Tamil	Indian Tamil	Sri Lanka Moor	Others	Percentage	
								Sinhala Speaking	Tamil Speaking
	Mundel	56,064	22,724	12,105	89	21,058	88	40.53%	59.31%
	Nattandiya	57,263	49,765	1,691	143	5,569	95	86.91%	12.93%
	Nawagattegama	12,908	12,545	362	0	0	1	97.19%	2.80%
	Pallama	22,233	18,469	351	32	3,363	18	83.07%	16.85%
	Puttalam	70,915	21,060	7,699	406	41,260	490	29.70%	69.61%
	Wanathawilluwa	16,574	9,026	1,102	24	6,409	13	54.46%	45.46%
	Wennappuwa	70,565	68,302	1,676	268	83	236	96.79%	2.87%

District Total		705,342	520,330	48,689	2,161	131,864	2,298	9.36%	25.90%
Anuradhapura	Galenbindunuwewa	41,011	39,471	85	18	1,362	75	96.24%	3.57%
	Galnewa	30,335	28,276	75	1	1,967	16	93.21%	6.73%
	Horowpothana	30,287	22,257	84	0	7,934	12	73.49%	26.47%
	Ipalogama	32,978	27,649	282	43	4,846	158	83.84%	15.68%
	Kahatagasdigiliya	33,342	26,408	176	10	6,745	3	79.20%	20.79%
	Kebithigollewa	19,480	17,759	24	128	1,568	1	91.17%	8.83%
	Kekirawa	51,830	40,167	1,551	100	9,987	25	77.50%	22.45%
	Mahavilachchiya	18,525	18,475	36	5	4	5	99.73%	0.24%
	Medawachchiya	40,621	38,276	172	65	2,090	18	94.23%	5.73%
	Mihinthale	26,821	25,246	123	2	1,325	125	94.13%	5.41%
	Nachchadoowa	21,812	18,690	24	4	3,082	12	85.69%	14.26%
	Nochchiyagama	41,779	39,859	172	20	1,696	32	95.40%	4.52%
	Nuwaragam Paltha Central	53,466	48,083	975	11	4,355	42	89.93%	9.99%
	Nuwaragam Paltha East	65,915	62,283	673	67	2,752	140	94.49%	5.30%
	Padaviya	21,707	21,686	14	0	4	3	99.90%	0.08%
	Palagala	29,823	25,332	137	7	4,346	1	84.94%	15.06%
	Palugaswewa	14,617	14,378	132	5	99	3	98.36%	1.61%
	Rajanganaya	30,298	30,286	9	0	1	2	99.96%	0.03%
	Rambewa	31,703	26,410	28	10	5,248	7	83.30%	16.67%
Thalawa	50,504	49,642	170	16	665	11	98.29%	1.69%	
Thambuttegama	36,397	35,330	36	4	8	1,019	97.07%	0.13%	
Thirappane	23,215	21,704	86	1	1,419	5	93.49%	6.49%	
District Total		746,466	677,667	5,064	517	61,503	1,715	90.78%	8.99%
Polonnaruwa	Dimbulagala	63,188	60,893	2,173	28	77	17	96.37%	3.61%
	Elahera	39,765	39,620	108	11	16	10	99.64%	0.34%
	Hingurakgoda	60,959	59,638	323	39	827	132	97.83%	1.95%
	Lankapura	33,642	23,626	48	0	9,962	6	70.23%	29.75%
	Medirigiriya	57,943	57,914	17	0	10	2	99.95%	0.05%
	Thamankaduwa	74,549	61,113	1,484	63	11,811	78	81.98%	17.92%
	Welikanda	29,151	21,538	3,032	6	4,569	6	73.88%	26.10%
District Total		359,197	324,342	7,185	147	27,272	251	90.30%	9.63%
Badulla	Badulla	69,971	48,939	3,183	10,921	6,083	845	69.94%	28.85%
	Bandarawela	60,063	43,532	4,872	8,250	2,939	470	72.48%	26.74%
	Ella	42,615	27,790	1,960	11,261	1,506	98	65.21%	34.56%
	Haldummulla	37,666	19,631	2,015	15,486	511	23	52.12%	47.82%
	Hali-Ela	87,081	55,279	6,755	21,435	3,197	415	63.48%	36.04%
	Haputale	50,295	27,344	4,642	14,902	3,187	220	54.37%	45.20%
	Kandaketiya	22,309	20,999	153	744	413	0	94.13%	5.87%
	Lunugala	32,797	13,668	515	17,321	1,199	94	41.67%	58.04%
	Mahiyanganaya	66,838	65,080	72	6	1,666	14	97.37%	2.61%
	Meegahakivula	18,418	16,184	77	2,132	10	15	87.87%	12.05%
	Passara	48,783	26,831	2,287	17,372	2,153	140	55.00%	44.71%
	Rideemaliyadda	45,433	45,245	98	40	1	49	99.59%	0.31%
	Soranathota	22,658	17,907	430	4,004	291	26	79.03%	20.85%
	Uva -Paranagama	76,282	63,914	2,177	7,939	2,233	19	83.79%	16.19%
Welimada	93,352	65,875	2,994	9,274	15,027	182	70.57%	29.24%	
District Total		774,561	558,218	32,230	141,087	40,416	2,610	70.57%	27.59%

District	D.S.Division	Total no. of persons	Ethnicity				Language Percentage	

			Sinhalese	Sri Lanka Tamil	Indian Tamil	Sri Lanka Moor	Others	Sinhala Speaking	43 Tamil Speaking
Monaragala	Badalkumbura	36,693	30,875	1,040	3,088	1,649	41	84.14%	15.74%
	Bibile	35,453	33,599	279	751	801	23	94.77%	5.16%
	Buttala	47,086	46,264	358	32	409	23	98.25%	1.70%
	Katharagama	16,372	15,514	716	44	69	29	94.76%	5.06%
	Madulla	28,302	28,240	40	2	7	13	99.78%	0.17%
	Medagama	32,083	28,117	57	8	3,899	2	87.64%	12.36%
	Monaragala	42,575	35,985	2,460	3,699	334	97	84.52%	15.25%
	Sevanagala	36,683	36,643	18	3	0	19	99.89%	0.06%
	Siyambalanduwa	47,437	47,337	15	16	58	11	99.79%	0.19%
	Thanamalvila	23,158	23,112	23	2	15	6	99.80%	0.17%
Wellawaya	50,349	48,867	573	15	806	88	97.06%	2.77%	
District Total		359,498	343,678	4,539	4,572	6,398	311	95.60%	4.31%
Rathnapura	Ayagama	28,491	24,839	741	2,840	22	49	87.18%	12.65%
	Balangoda	77,026	60,912	3,089	7,500	5,333	192	79.08%	20.67%
	Eheliyagoda	63,332	57,639	366	2,214	3,042	71	91.01%	8.88%
	Elapatha	35,576	33,397	887	1,182	97	13	93.88%	6.09%
	Embilipitiya	118,307	118,041	167	5	62	32	99.78%	0.20%
	Godakawela	69,263	53,721	4,374	8,718	2,432	18	77.56%	22.41%
	Imbulpe	55,228	46,599	1,389	7,113	73	54	84.38%	15.53%
	Kahawatta	42,083	31,882	2,396	6,465	1,292	48	75.76%	24.13%
	Kalawana	48,201	40,322	0	7,747	87	45	83.65%	16.25%
	Kiriella	30,384	29,369	111	884	6	14	96.66%	3.29%
	Kolonna	43,303	38,928	749	3,590	5	31	89.90%	10.03%
	Kuruvita	85,343	78,009	1,103	4,493	1,657	81	91.41%	8.50%
	Nivithigala	58,412	46,842	4,648	6,347	493	82	80.19%	19.67%
	Opanayaka	25,221	23,085	442	1,455	215	24	91.53%	8.37%
	Pelmadulla	84,450	71,955	5,455	6,520	430	90	85.20%	14.69%
Ratnapura	114,640	89,160	8,253	11,347	5,623	257	77.77%	22.00%	
Weligepola	28,904	28,565	165	161	2	11	98.83%	1.13%	
District Total		1,008,164	873,265	34,335	78,581	20,871	1,112	86.62%	13.27%
Kegalle	Aranayaka	65,865	59,335	711	871	4,925	23	90.09%	9.88%
	Bulathkohupitiya	45,429	36,862	2,438	5,822	274	33	81.14%	18.79%
	Dehiovita	73,062	59,003	1,560	9,930	3,046	-477	80.76%	19.90%
	Deraniyagala	44,370	34,104	224	9,990	45	7	76.86%	23.12%
	Galigamuwa	68,441	64,700	872	1,788	1,049	32	94.53%	5.42%
	Kegalle	86,581	82,574	1,614	1,071	1,024	298	95.37%	4.28%
	Mawanella	100,280	70,601	879	633	28,096	71	70.40%	29.53%
	Rambukkana	74,858	71,419	622	391	2,390	36	95.41%	4.55%
	Ruwanwella	58,231	50,371	1,037	3,457	3,324	42	86.50%	13.43%
	Warakapola	105,279	96,644	2,109	1,337	5,094	95	91.80%	8.11%
Yatiyanthota	56,838	41,929	2,097	10,357	2,432	23	73.77%	26.19%	
District Total		779,774	667,536	14,163	45,647	51,699	729	85.61%	14.30%

* Incomplete

**Certificate receipts under the Language Training Programme
conducted by the Department Of Official Languages
1991-2004**

	Year	Basic Sinhala	Advanced Sinhala	Basic Tamil	Advanced Tamil	Basic English	Advanced Tamil	Total
Department of Official Languages	1991	-	-	-	-	39	-	39
	1992	56	-	15	-	53	-	124
	1993	232	-	1003	-	1926	-	3161
	1994	46	-	108	-	458	-	612
	1995	120	-	471	-	1153	-	1744
	1996	33	-	490	-	1002	-	1525
	1997	139	-	424	-	705	-	1268
	1998	28	-	451	-	500	-	979
	1999	102	-	695	-	1005	3	1805
	2000	25	-	980	-	1128	216	2349
	2001	25	-	533	-	358	211	1127
	2002	141	-	1052	17	570	129	1909
	2003	110	-	1217	51	375	82	1835
	2004	50	23	602	123	302	94	1194
Total		1107	23	8041	191	9574	735	19671

**Certificate Receipients under the Language Training Programme conducted by the
Official Languages Commission**

2003-2004

	Year	Basic Tamil	Advanced Tamil	Total
Official Languages Commission	2003	154	93	247
	2004	413	366	779
Total		567	459	1026

**Certificate recipients under the Language Training Programme conducted by
National Integration Programme Unit 2003-2004**

Year	Subject	Kandy *	Kegalle *	Badulla *	Ampara *	Trincomalee*	Vavuniya*	Kalutara**	Katukurunda***	Total
2003	Basic Tamil	95	30	-	-	31	-	-		156
	Basic Tamil							105		105
	Basic Tamil							85		85
	Basic Sinhala	-	-	-	-	32	31	-		63
2004	Basic Tamil	363	76	163	35	13	26	-		676
	Basic Tamil	-	-		-	-	-		35	35
	Basic Tamil	-	-	-	-	-	-		40	40
	Adv. Tamil	41	-	-	-	-	-	-		41
	Basic Sinhala	-	-	66	-	23	43	-		132
	Basic English	20	-	65	-	-	-	-		85
Total		519	106	294	35	99	100	190	75	1418

Source: Department of Official Languages

* Training programmes held at Divisional Secretariats

** Training programmes held at Sri Lanka Police
College

*** Training programmes held at STF Training Camp.

**Certificate recipients under the Language Training Programme conducted by
Language Laboratory of the Official Languages Department 2002-2004**

Year	Basic Sinhala	Basic Tamil	Basic English	Basic Korean	Basic Spanish	Basic Japanese	Basic German	Basic Italian	Basic Hindi	Basic French	Advanced Tamil	Advanced English	Advanced German	Advanced French	Total
2002	-	56	39	-	-	-	34	-	-	24	35	68	-	-	256
2003	-	89	129	-	-	10	47	16	04	80	24	170	05	27	601
2004	02	63	108	06	03	18	31	14	41	27	32	42	-	04	391
Total	02	208	276	06	03	28	112	30	45	131	91	280	05	31	1248

Source : Department of Official Languages

