

Implementation of CRC in NorthEast

Table of Contents

Introduction

1. Children in armed conflict: state responsibility	3
1.1 Children as Collateral Damage	3
1.2 Children’s homes.....	7
1.3 Under-age youth in the LTTE: return to society.....	8
1.3.1 UNICEF Action Plan and LTTE Child Protection Unit	8
1.3.2 Education Skills and Development Centre.....	9
1.4 Refugee children	10
2. Education in the NorthEast.....	11
2.1 Lack of Tamil speaking employees in Ministry of Education.....	11
2.2 Lack of Tamil medium Teachers	12
2.3 Text books.....	13
2.4 Schools in High Security Zones.....	16
2.5 Performance and achievement	17
2.6 University admission	19
3. Healthcare in the NorthEast.....	21
3.1 Nutritional status	21
3.2 Preventable health issues	21

Introduction

The children in the NorthEast who have suffered the effects of war, educational discrimination, refugee life and lack of adequate healthcare can no longer be seen as “children.” Many of them have forced to become adults because of the pressures that exist in a war-affected area. It is well beyond alarming when one looks at children’s issues in the NorthEast with respect to the international humanitarian law and the rights of the child. The responsibility of seeing to their well-being and growth has been rejected by the GoSL over the decades of war and is still being rejected to this day.

1. Children in armed conflict: state responsibility

The Convention on the Rights of the Child (CRC) states that it is the State’s responsibility to see that the needs and welfare of children are sufficiently met. The Optional Protocol on Children in Armed Conflict deposits the responsibility for the care of children caught in armed conflict with the State. Violating both the CRC and its Optional Protocol, when the State unleashes violence against children whom it is supposed to protect, the children become just statistics in the collateral damage.

1.1 Children as Collateral Damage

Article 38.4 - In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 6.1, 6.2 - 1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Over the span of a decade in the 1990s SLAFs unleashed violence through several large-scale massacres on Tamil villages in NorthEast. Many of them claimed the lives of large numbers of children. The children were clearly not ensured protection or care, as international humanitarian law calls for. In fact, it was not simply that the GoSL ignored international humanitarian law, but they deliberately desecrated it, breaching Article 38.4.

Four of the massacres stand out as the most gruesome in targeting children. Two of the massacres took place in churches, where civilians took refuge after learning the SLAFs were bombing their villages. The third massacre took place in a school during school hours and in the fourth one villagers including children were rounded up and massacred. In total 162 children were killed in these four massacres.

Navali Church bombing on 9 July 1995
Children killed: 43

Eight rocket bombs were dropped on Navali Church and its surroundings. The church was crammed with people who had taken refuge in the church when they realized the army was bombing their village. 155 bodies of civilians were recovered from the church and its surroundings and 250 people were injured. There is no doubt that the SLAFs deliberately dropped a bomb at a place where there was a maximum density of people gathered, and the large crowd of people would have been noticeable from the air.

Vaithiyalingam Kamalanathan lost his wife during this massacre. The incident as described by him is as follows. *“When I ran back to my house the road was filled with fallen trees and buildings. In my house my wife was bleeding from here chest. My daughter was injured in her head and hand. Blood was running. I ran to the other houses nearby. One of my neighbour’s family were all laying dead. My elder son’s daughter was injured. My sister’s husband said that we could do no more for my sister. He said to go and look after my family. My wife died at the hospital asking me to look after our children.”*

After ICRC officials made the massacre public, Reuters noted in a news report that “Thirteen babies were among the dead found under the rubble of a Catholic church bombed by the Sri Lankan air force,” as stated by ICRC official Dominique Henry.

Madhu church on 20 November 1999
Children killed: 16

Madhu church is a St. Mary’s Catholic Church that is popular among all ethnic communities in the area. During the 1990s following the SLAFs attacks several people from Jaffna, Mannar and Vavuniya were displaced to the church’s surroundings, as it was considered a safe refuge. The SLAFs was advancing on this day through the forest towards the church, constantly firing. As a result, people in the villages like Palamputti, also displaced to the surroundings of Madhu Church. The SLAFs forced all to go to the church. At 9.45 pm the SLAFs started shelling. Two of the shells fell on the banyan tree in front of the church. The third shell fell on the church. Thirty-one people including children died. Nine more people died in the hospital. More than 60 were injured. One two-year-old child was among those killed.

Nagar Kovil School massacre on 22 September 1995
Children killed: 29

On this day the SLAFs dropped several bombs in Nagar Kovil area. There were 810 students at the Nagar Kovil School when the bombing started. It was about 12:45 pm when the SLAFs dropped a bomb on the school. Twenty-nine were

killed and 42 were injured. Among them were several students who lost their limbs. In addition, 20 people in the village were killed.

Saththurukondan massacre on 9 September 1990

Children killed: 74

Due to military attacks, people took refuge in schools and other public places. After a few days the military allowed the people to go back to their homes. Trusting the SLAFs, people went back and settled in their homes. Immediately after, the SLAFs surrounded the village and took 184 people. On that night they raped and murdered several women, all together 85 women were killed. Twenty-eight men were chopped to death. Five babies, under the age of 1, 42 children under the age of 10 were killed.

The only survivor of the massacre, Kanthasamy Krishnakumar (27) made statements recalling the terrifying incidents. *“Tamil civilians from Batticaloa, Saththurukkondan, Panichchayady, Kokkuvil, Pillaiyarady were taken to the Army camp for interrogation. I was the only survivor of the 185 civilians taken there. We were stabbed with sharp knives including a one and a half year old child, children and women.”*

The principal at the Kathaiyakkam Thivu School, Kanthiah Sivakkolunthu (37) was an eyewitness to this massacre and described the incident. *“On that day at around 11 in the morning a man wearing a red half sleeved T- shirt was going in a bicycle. He was new to the village and had a knife on the handle of the cycle. I immediately sensed that something was wrong and took my wife and children in a cycle to the Saththurukkondan colony. At that time, I saw armed personnel both in civil and military clothing taking many civilians including women, children and elderly. We stayed the day at the Saththurukkondan colony. The army camp was situated a thousand meters from my house. I heard cries of distress, shouts for help of women and children throughout the night. We also heard gun shots being fired and also saw a huge fire as well... Next day morning I went to my uncle's house. I couldn't see my uncle, aunt, nephew, niece or any of the children. All I saw was some splattered small shoes of the children. In this massacre one-and-a-half-year-old Subhosini, three-year-old Thulasi, seven-year-old Sulochana were lost. I heard that all of them were taken to the Army camp and were butchered. Even the bodies have been burnt. Some kids who had gone near the camp later for rearing the cattle have said that they had seen many skulls and bones.”*

Vairamuththu Ariyavadivel (22) described the incident in which he lost two siblings. *“On that day I had taken shelter in the jungle fearing the military. Since I thought that the Army won't harm children I had left my siblings, Sothivadivel (7) and Sharmila (9) at our house. They are also missing since the day of the massacre. I heard a lot of cries for help and mercy and a lot of shots being fired all through out the night on that day.”*

In the Final report of the Presidential Commission of Inquiry into Involuntary Removal or Disappearance of Persons in the Northeast Province published in 1994, the killing of five infants below the age of one is recorded: *“S. Priya, a three-month-old baby girl was*

hacked to death by a soldier at the scene of the massacre, according to evidence of a survivor. N. Venuraj, a three month old baby boy, of Panichchaiadi was hacked to death along with his brother, N. Sivatharsan (6) his sister, N. Sivatharsini (4) and his mother N. Sithrathevi (22).”

In May 2000, the Elephant Pass battle took place in the North. Yogapalan Kajentha (14) describes how the SLAFs bombed their village. *“On May 12 2000 a kibbir airforce came and attacked around 4pm. My father, sister and brother died and I lost my hand and my grandfather also lost his leg. They carried me to the hospital and gave treatment. My mother was also wounded. My mother goes to work comes back at 5pm. She takes care of us and brings us exercise books to study. She works in order to provide us with money for studies. I go to school and everyone helps me there. I’m in grade 9. I won a prize in sports. Everybody in my home helps me. Even though I don’t have a hand, I can do all the work.”*

In a Northeast Secretariat on Human Rights (NESOHR) report, the number of children affected by war from 1977 – 2004 is reported as in Table 1 below.

Table 1

	Under 10	11 – 18
Death	1,185	5102
Disabled	143	513
Injured	444	1120
Disappeared	23	388
Arrested	39	1100
Tortured	21	203
Mentally Affected	43	38
Total	1,898	8464

During in the months after Sri Lankan President Mahinda Rajapakse came into office, the following arbitrary killings and injuries took place, all of which were children.

Killed:

1. Dilexan Cruz (4) burnt to death in Mannar on 23 Dec 05 by SLN.
2. Thambirajah Arulajanthan (17) killed in Jaffna by SLA shooting on 29 Dec 05
3. Gopalakrishnan Suresh (16) killed in Batticaloa by SLA fire on 16 Jan 06.
4. T.H.Rashmi Dilrangi (8) killed in Trinco by Trinco riots on 12 Apr 06
5. Nishanthan (17) killed in Vavuniya by SLA claymore on 13 Apr 06.
6. Atputharasa Sureshkumar (16) killed in Jaffna by SLA claymore on 17 Apr 06.
7. Pakkiaraja Baskaran (16) killed in Trinco by SLA shooting on 22 Apr 06.
8. Meiyar Kishanthan (4) killed in Trinco by SLA bombing on 25 Apr 06
9. Thuraiappa Ratheesh (15) killed Trinco on by SLA bombing 25 Apr 06
10. Varathan Rajkumar (16) killed Trinco SLA bombing on 25 Apr 06.
11. Thamothersampillai Sharmilian (17) killed in Jaffna by SLA shooting on 4 May 06.

12. Balakumar (17) killed in Trinco by GoSL forces on 12 May 06
13. Ketheeswaran Thanushkanth (4) killed in Jaffna by SLN on 13 May
14. Ketheeswaran Yathursan (0) killed in Jaffna by GoSL forces on 13 May
15. Selvarajah Ravichandran (12) killed in Batti by GoSL forces on 20 May 06
16. Chandran Linton (15) killed in Mannar by SLA claymore on 21 May 06
17. Kanthaiya Sathiyathan (17) in Trinco killed by SLA shooting on 23 May 06
18. Kanapathy Balu (12) killed in Batti by SLA claymore attack on 27 May 06
19. Vinayagamoorthy Nanthan (15) killed in Batti by SLA claymore on 27 May 06.

Disappeared:

20. Sellathamby Kangeswaran (14) disapp in Batti by GoSL forces on 12 Mar 06
21. Sellathamby Thangarajah (16) disapp in Batti by GoSL forces on 12 Mar 06.
22. Sivalingam Vaneswaran (17) disapp in Batti by GoSL forces on 12 Mar 06.
23. Johnson (13) disappeared in Mannar by GoSL forces on 14 Apr 06.
24. Mylvaganam Mohanasingham (9) disapp in Trinco by GoSL forces on 26 Apr 06.
25. Yoganathan Alagendran (11) disapp by GoSL forces 26 Apr 06.
26. Antony Sureshkumar (17) disapp in Mannar by GoSL forces on 10 May 06.

Injured:

27. A student (12) injured in Batti on by STF fire on 22-May-02
28. Yogeswari (2) injured in Amparai by GoSL operated forces on 7 Dec 05
29. Sivaraja Jesipan (13) injured in Jaffna by SLA grenade on 7 Jan 06
30. Tharmalingam Rajakumar (16) injured in Jaffna by SLA shooting on 12 Jan 06.
31. Arulraj (15) abducted and released in Batti by GoSL forces on 3 Feb 06
32. James Nirojan (14) injured in Jaffna by beating by SLN on 24 Feb 06.
33. Marilidoss Sureshkumar (4) injured in Jaffna by GoSL forces on 28 Apr 06.
34. Mahendrarasa Gajendran (17) injured in Trinco by GoSL forces on 12 May 06.
35. Chandran Sangeetha (6) injured in Batti by SLA shelling on 13 May.

1.2 Children's homes

The number of parentless children in the NorthEast show the degree of devastation that families experienced during wartime. According to statistics from the Department of Social Welfare for NorthEast, Trincomalee and the District Child Protection Committee of Jaffna Teaching Hospital, there are 9,577 children being cared for in 165 children's homes in the NorthEast (as shown in Table 2) and there are about 600,000 children under 18 in the NorthEast. This makes a startling statistic that one in 73 children in NorthEast are being cared for in a children's home.

The GoSL does not provide sufficient funding for children's homes that are functioning in the NorthEast. This nullifies the aspect in Article 38.4 of State Parties "taking measures to ensure protection and care" for children in armed conflict.

Table 2

District	Children home	Children
Jaffna	45	2,151
Kilinochchi	16	1,671
Mullaitivu	11	952
Vavuniya	10	429
Mannar	08	210
Trincomalee	18	1,083
Batticaloa	42	2,305
Amparai	15	776
Total	165	9,577

1.3 Under-age youth in the LTTE: return to society

Article 38.3 - States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

Article 3 of the Optional Protocol - 1. States Parties shall raise in years the minimum age for the voluntary recruitment of persons into their national armed forces from that set out in article 38, paragraph 3, of the Convention on the Rights of the Child, taking account of the principles contained in that article and recognizing that under the Convention persons under the age of 18 years are entitled to special protection.

Article 4.1 – 1. Armed groups that are distinct from the armed forces of a State should not, under any circumstances, recruit or use in hostilities persons under the age of 18 years.

1.3.1 UNICEF Action Plan and LTTE Child Protection Unit

The “Action Plan of the Children of the NorthEast affected by War” is an agreement between the UNICEF, GoSL and LTTE. It was drawn with assistance from UNICEF and

had almost ten focus issues. Yet it is most famous for its efforts to return under-age youths in LTTE back into society.

According to the latest UNICEF report of 31 March 2006, LTTE has released 1614 underage youths to their homes either through the transit centres or directly to their homes and there is a further 1424 youths yet to be released by the LTTE. However, since the time of the UNICEF report, LTTE has released a further 56 children under the age of 18. The list of names of these 56 children has also been handed to the UNICEF. Of the 1424 that UNICEF says are still with the LTTE, UNICEF says 828 have passed the age of 18.

Many of the under-age youth who are released from the LTTE are unable to return home because of intolerable living conditions, such as child labor, child abuse or fear of returning to government-controlled areas. The Education and Skill Development Centre (ESDC) has provided a place for these youths to develop their skills until such time when they feel confident to return to their homes/families.

1.3.2 Education Skills and Development Centre

The ESDC is set up with a long term goal. It provides education and vocational training for youth affected by war in order to prevent them being exploited and abused. The ESDC is funded by Tamils Rehabilitation Organisation (TRO), Rural Education and Economic Development Organisation (REERDO), International Labour Organization (ILO) and through the Government Agent President's Fund.

The majority of the students at the ESDC are those who joined the LTTE below the age of 18 and were later allowed to leave due to their under-age status. As mentioned before, many such youths are not in a position to return home for many reasons. Their needs are cared for at ESDC. TRO also enrolls other youths who do not have a safe environment with their family. Presently there are 28 boys and 49 girls training at ESDC. So far 69 boys and 78 girls have been through ESDC and have returned home.

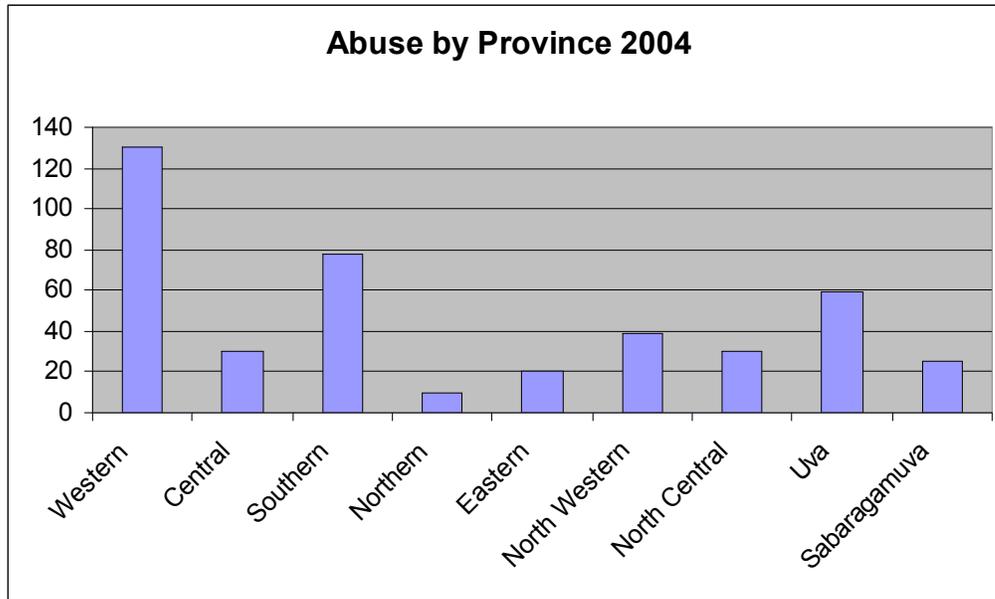
The Year 1 to Year 11 classes are conducted with six teachers. This year 16 students sat GCE OL examination. Four students are training at the White Pigeon artificial limbs fitting centre. Ten students are training in the video and photography field at another centre.

The teachers at the ESDC cover a range of skill development; presently there are two wiring and pipe laying teachers, two seamstress teachers, two cooking teachers, one physical training teacher, and one Karate teacher. Students at ESCD have reached the national level competition in karate. ESDC has teams other sports such as for badminton, volleyball, cricket, and Kilithaddu (a local-team game).

The Child Protection Unit (CPU) of the LTTE was established ??? to address child rights issues in the NorthEast such as under-age youth, child abuse and children who have lost their parents in war.

In a meeting between UNICEF and LTTE's CPU in February 2006 UNICEF welcomed the sharp decline in under-age youth joining the LTTE. CPU believes that although the child abuse statistics for Northeast published by the National Child Protection Authority (see Graph 1) is encouraging, their task is not complete until these abuses are eliminated entirely.

Graph 1



One of the CPU's main objectives is maintaining a solid relationship with UNICEF to resolve the issue of under-age youth joining the LTTE through the Action Plan. The CPU has met with UNICEF on several occasions to resolve remaining cases of under-age youth in the LTTE.

1.4 Refugee children

Article 27.1 - States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

UNHCR estimates that women and children constitute 80 percent of the world's refugees and IDPs. The Ministry of Relief, Rehabilitation, Reconciliation of Sri Lanka reports that of the 400,000 remaining IDPs in Sri Lanka, it is estimated that 34 percent (136,000) are children.

Children raised in refugee camps receive an upbringing with little or no discipline, consistency or proper guidance due to the lack of privacy in homes. As mentioned in greater detail in the document on Women's Rights in the NorthEast, this is a problem faced by many internally displaced women raising children. With the lack of privacy, the entire family structure is placed in a precarious situation and when hardships are faced by mothers and other adult family members, the children in turn are also brought into coping in a harsh environment.

2. Education in the NorthEast

Article 28.1 - States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

When Sri Lanka gained independence in 1948 the educational achievement of Tamils was envied throughout the island. From that time, a sharp decline in Tamil students' performance has occurred, the trend showed no change even during the time of the CFA. In this Section it will be shown that this decline in the performance of Tamil students is not solely attributable to war but also to a deliberate scheme of GoSL's Education Ministry to deteriorate the standard of education through deprivation of, human resources, teaching material, building facilities and laboratory facilities to Tamil medium schools.

2.1 Lack of Tamil speaking employees in Ministry of Education

The Ministry of Education oversees all education matters island-wide and also oversees sub-institutes such as the National Institute of Education (NIE). The NIE, functioning for 20 years, is responsible for overseeing the production of books, curriculum development, and teacher training.

The breakdown of ethnic representation of the staff within the Ministry of Education is as follows. Out of 1,200 staff at the Ministry of Education, which serves 75% Sinhala, 25% Tamil medium students, 96% are Sinhala, only 4% of the staff is Tamil speaking. A similar misrepresentation follows within the NIE. Among the higher-positions at NIE, 7% are Tamil speaking and of the rest of the positions at NIE only 2% are Tamil speaking.

2.2 Lack of Tamil medium Teachers

A 40% teacher shortage in Tamil medium schools has persisted for 10 years. Statistics reveal that the teacher appointments for Tamil medium schools existed as early as the 1970s and has continued on for the last 30 years. From 1971 to 1974 a total of 21,344 teachers were appointed island-wide. Of that number, 17,060 were Sinhala teachers, 2,507 were Muslim teachers and 1,807 were Tamil teachers. In 1982 25,081 teachers were appointed island-wide and of this number 2,632 were Tamil teacher appointments.

In the latest statistics of teacher appointments for Tamil and Sinhala medium schools, it is shown in Table 3 that the deficit for teachers is significantly higher for Tamil medium schools than for Sinhala medium schools for Grades 1 to 5 in General subjects as well as Grades 6 to 11 in Maths/Science, English, and other subjects.

Table 3

Subject	Tamil medium				Sinhala medium			
	Required	Available	Deficit	Excess	Required	Available	Deficit	Excess
1 - 5 General	16,224	12,519	3,705		41,237	41,893	-	656
6 -11 Maths/Science	5,816	4,320	1,496	-	18,604	19,417	-	813
6 -11 English	2,807	1,841	966	-	8,967	9,371	-	404
6 - 11 Others	9,431	8,551	880	-	31,181	37,844	-	6,663

In 2005 3,000 graduates were given teaching appointments in the NorthEast and 2,000 took positions. However, these appointments were merely political appointments and did not take into account the needs of the schools in the NorthEast. Without properly identifying the needs of schools in the NorthEast, the arbitrary appointments lead to poor education. In the South, there is a 15,000 excess of teachers.

Due to the shortage of teachers in the NorthEast, voluntary teachers took teaching appointments, establishing themselves in schools throughout the NorthEast. The unsuitable teacher appointments made by the GoSL is taking away the voluntary teaching positions, creating greater inconsistency and poor education standards for students in the NorthEast.

2.3 Text books

The Sri Lankan government Ministry of Education is supposed to provide free textbooks to the students. Tamil educationalists have complained about the quality of Tamil medium textbooks provided by the government for a long time. A good example is the history of the textbook for Social Studies. In 2005 the single Social Studies subject was divided into three subjects, History, Geography and Civics. The quality of these new textbooks has remained poor in spite of the long history of complaints made by Tamil educationalists.

The number of mistakes in the three Grade 7 three textbooks for History, Geography and Civics is show in Table 4.

Table 4

Textbook	No. of pages	No. of mistakes
History	62	667
Geography	52	319
Civics	47	231

A similar quality issue has existed in the case of Grade 9 Social Studies textbook since 1998. **The 54 maps in this textbook are all consistently smaller in the Tamil version than in the Sinhala version.** An example of this is shown in Figures 1 and 2. Figure 1 is a map in the Sinhala version of the textbook and Figure 2 is the corresponding map in the Tamil version.

After the first version of this textbook was published in 1998, many protested about the numerous errors in the Tamil version and wrote letters to the Education Ministry. When the second edition of the textbook was published in 1999, all of the errors were still in the textbook. This same practice of reprinting errors happened over and over again until 2004, creating seven editions where Tamil students received textbooks with 2,000 errors. Yet these were never corrected and reprinted as is for the following seven years.

The detrimental effects of using textbooks with errors puts Tamil students in a harmful position, literally robbing them from quality education opportunities. This is one example of the scheme that the Education Ministry is carrying out to damage the future of Tamil students in the NorthEast.

Language and math are core subjects. The NIE agreed to send three sample textbooks for each of these two subjects to schools so that the school can chose a textbook for its use. NIE will then send copies of the selected textbook to be distributed to the students. Last year the samples were sent to schools in Northeast. But, after the schools in Northeast selected the books it wished to use, copies of the books were not sent to the schools until third term. This year, the sample books for selection have not even arrived. This lack of education materials puts children's education in serious jeopardy.

Figure 2: Grade 9 Social Studies Textbook, Tamil medium

கண்டல் தாவரங்கள்

இலங்கையின் காட்டு வளம், புல்நிலங்கள் பற்றி விளங்கிக்கொண்ட உங்களுக்கு இவற்றைப்போன்ற முக்கியத்துவம் வாய்ந்த இயற்கைவளம் ஒன்றை நீங்கள் அறிந்துகொள்ள முடியும். இலங்கையின், ஆற்றுக் கழிமுகங்களையும், களப்புக்களையும் சூழ அமைந்துள்ள கரையோரப் பிரதேசங்களில் விரித்திபெற்றுள்ள சிறப்பான தாவர வகை காணப்படுகிறது. இவைகள் கண்டல்கள் என அழைக்கப்படுகிறது. இன்று இலங்கையில் ஏறத்தாழ 10,000 ஏக்கர் பரப்பில் இவை பரம்பிக் காணப்படுகிறது. ஆறாம் தேசப்படம் இவற்றின் பரம்பலைத் எடுத்துக் காட்டுகிறது. கண்டல்கள் அதிகளவில் பரம்பி இருப்பது புத்தனம் மாவட்டத்தின் கழிமுகப் பிரதேசத்திலாகும். அடர்ந்தியாக வளர்ச்சி பெற்ற கண்டல்கள் வடமேற்குப் பகுதியிலும் வடகிழக்கின் தென்பகுதியிலுள்ள களப்புகளின் அண்மையில் இடையிடையேயும் சிதறிக் காணப்படுகிறது.

கண்டல் தாவரங்கள் மூலம் மனிதர்களுக்கு பல நன்மைகள் கிடைக்கின்றன. முற்காலத்திலிருந்தே கரையோரப் பிரதேசத்தில் வாழ்ந்தோரின் பல தேவைகள் நிறைவேற்றப்பட இக்கண்டல்கள் உபயோகப்பட்டுள்ளன. இறால்கள், நண்டுக்கள் போன்றவற்றைப் பிடிப்பதற்கும், இக்கண்டல் தாவரங்களை விறகாகப் பாவிப்பதற்கும் வீடுகளுக்குத் தேவையான வளைகள், தூண்கள் ஆகியவற்றை உற்பத்தி செய்வதற்கும் மருந்தாக உற்பத்தி செய்யவும் சாயம் போன்றவற்றை தயாரித்துக் கொள்ளவும், காய்களுக்கு மருந்தாக உபயோகிக்கவும் இவைகள் பயன்பட்டன.

இதனைத் தவிர களப்புகள், கழிமுகங்கள் என்பவற்றின் கரையோரங்கள் ஆரிக்கப்படுவ திலிருந்து பாதுகாக்கப்படுவ தற்கும் இக்கண்டல் தாவரங்கள் பயன்படுகின்றன. இங்கு கண்டல் பிரதேசத்திலுள்ள தாவரங்கள் உயிரினங்கள் (விலங்குகள்) பல்வேறு வகையினவாகக் காணப் படுவதால் உயிரியல் பாடத்தைக் கற்கும் பலருக்கும் கண்டல் தாவரச் சூழல் திறந்த விஞ்ஞான ஆய்வு கூடமாகக் காணப்படு கிறது. ஆகவே இக் கண்டல்கள் எவ்வளவு முக்கியத்துவம் வாய்ந்த



உரு. 9.4
கண்டல் தாவரங்களின் பரம்பலைக் காட்டும் படம்

In 1997 a new subject about fishing was introduced to Sinhala medium schools. A teacher's guide to teach this subject was also produced in Sinhala. The same teacher's guide in Tamil was not produced until the year 2004, indicating that Tamil students were not considered as an important group for teaching this subject for seven years. Despite the fact that there are more coastal fishing areas in the Tamil majority regions, Tamil students were not included in this new education offering. The educationalist in the NorthEast, realising the importance of fishers in their region, trained volunteers to teach this subject. In 2004, more than 800 Tamil students sat the national Year 11 examination of this subject as opposed to just under 120 Sinhala students. This clearly shows that the need for teaching this subject is much greater in the Northeast region than in the Sinhala majority areas.

The Table 5 below illustrates the funds allocated (in millions of rupees) by the University Grants Committee to each university island-wide.

Table 5

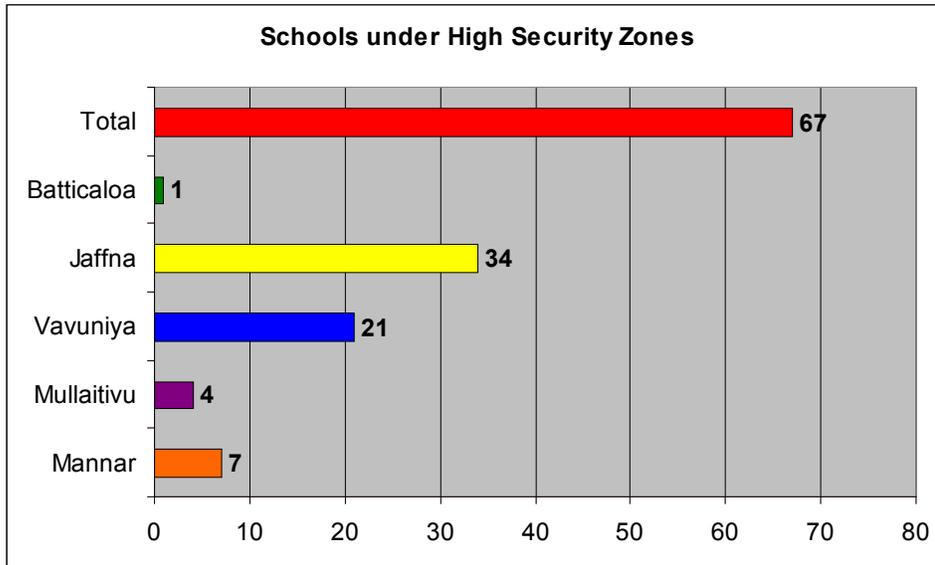
University	2001	2002	2003
Peradeniya	1,108	936	495
Colombo	594.6	546.6	238.6
Ruhunu	529	492	238.1
Jayawardanapura	580.9	390.5	421
Kalani	417.5	492.9	238.1
Moratuwa	336.1	391.8	344.2
Sabrahamuwa	158.9	118.4	144.1
Eastern University	189.3	175.7	85.2
Rajaratta	135.2	180.5	139.1
Vayamba	148.9	136.9	55.8
Buddhist and Paali	23.5	29.1	14.8
Jaffna	0.4	0.3	0.3

2.4 Schools in High Security Zones

As shown in Graph 2, throughout the NorthEast there are 67 schools that fall within High Security Zones, and are either completely not functioning or displaced to function in sub-standard facilities such as temporary sheds or simply under the shade of trees.

Figure 3 is a map of the area surrounding Hartley Boys College and Methodist Girls College, two leading schools in Jaffna. The schools are now located inside SLAFs camp complex. The main entrances to the schools used to be on the seaside, which was a wider and was easier access into school grounds. Presently, students must enter through one, narrow path which is heavily occupied by Sri Lankan Army soldiers and their checkpoints, camps and living quarters. It is a daily occurrence that students line up on the side of the road, as shown in Figure 3, and undergo severe checking, which students have said that lasts for at least one hour.

Graph 2



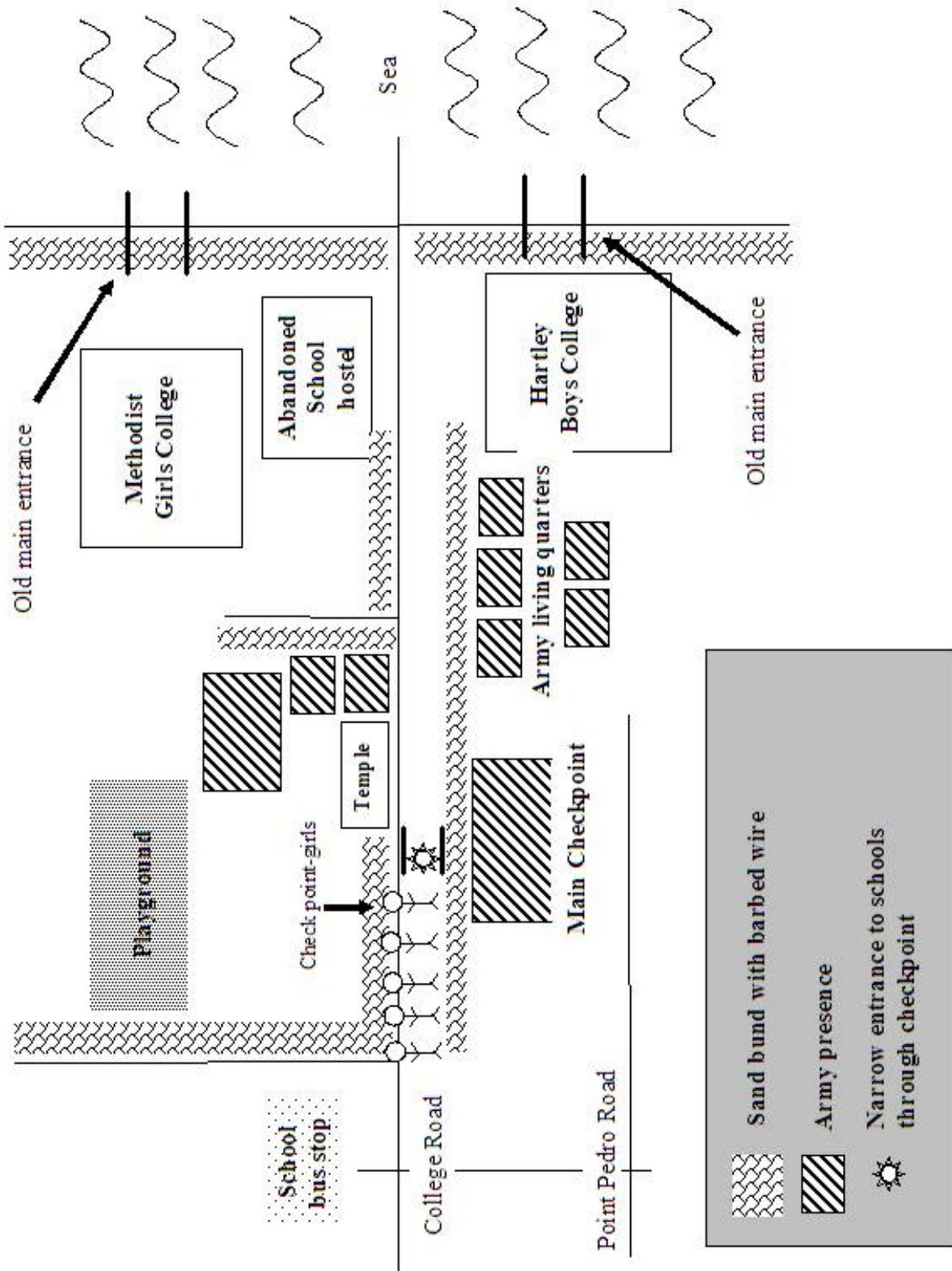
Furthermore, students and teachers are barred from entering the schools after 3:00 pm. Students usually enter college premises after school hours to do extra-curricular activities. SLAFs soldiers were seen doing physical exercises in the college playground. In 2002 and 2003 students reported that they were ordered not to travel to school after 8:30 am and they could not leave school before 3:00 pm. During this time, parents were restricted in visiting the school and were ordered to inform the army at the checkpoint when they planned to visit the school three days in advance.

2.5 Performance and achievement

Data gathered by several organizations and Tamil Teachers Association show that the performance and achievement levels of Tamil students is lower than Sinhala students on all measurement criteria. In considering all of the factors mentioned above, beginning with the representation of Tamils in the Ministry of Education and the National Institute of Education, the poor quality of textbooks, and the Tamil schools falling in High Security Zones, one can connect the links and see the results of these factors through Tamil students' performance and achievement in different subject areas given below.

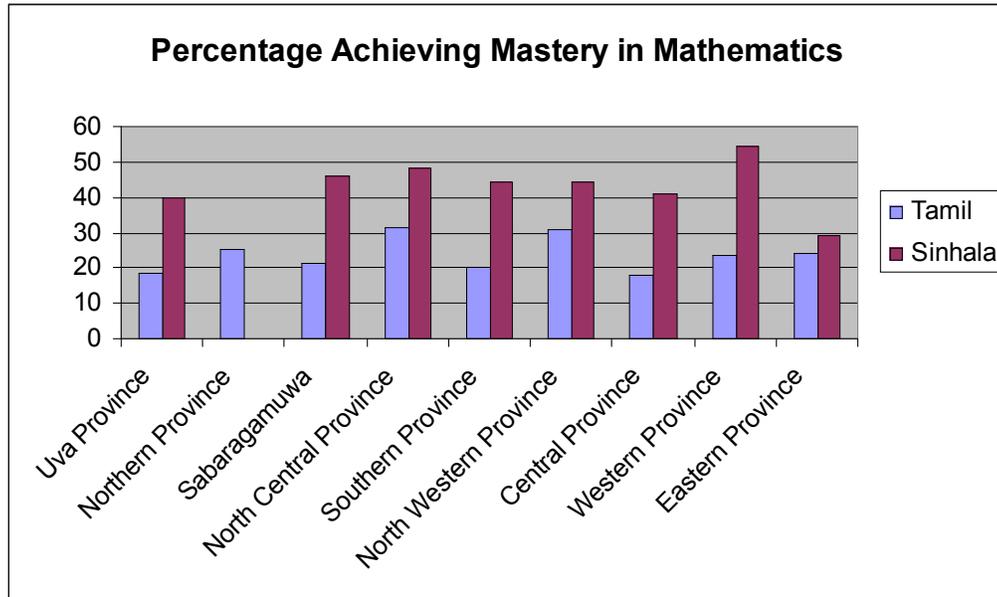
Data from an assessment of achievement of Grade 4 students in Sri Lanka conducted by the National Education Research and Evaluation Centre (NEREC) and World Bank show in Graph 3 that the Percentage Achieving Mastery in Mathematics throughout nine provinces is higher among Sinhala students.

Figure 3: SLAFs presence around Methodist College and Hartley College, Jaffna



The only instance where Tamil students' achievement is at a higher percentage is in the Northern Province and that is because there are no Sinhala students in the Northern Province. It is also important to notice that the district with best Tamil performance still does not reach the level of the district with the lowest Sinhala performance, showing how badly Tamil students are affected by the discrimination in education.

Graph 3



Results for Grade 5 scholarship examination in Table 6 show that Tamil students continuously make up the percentage that scores the lowest.

Table 6

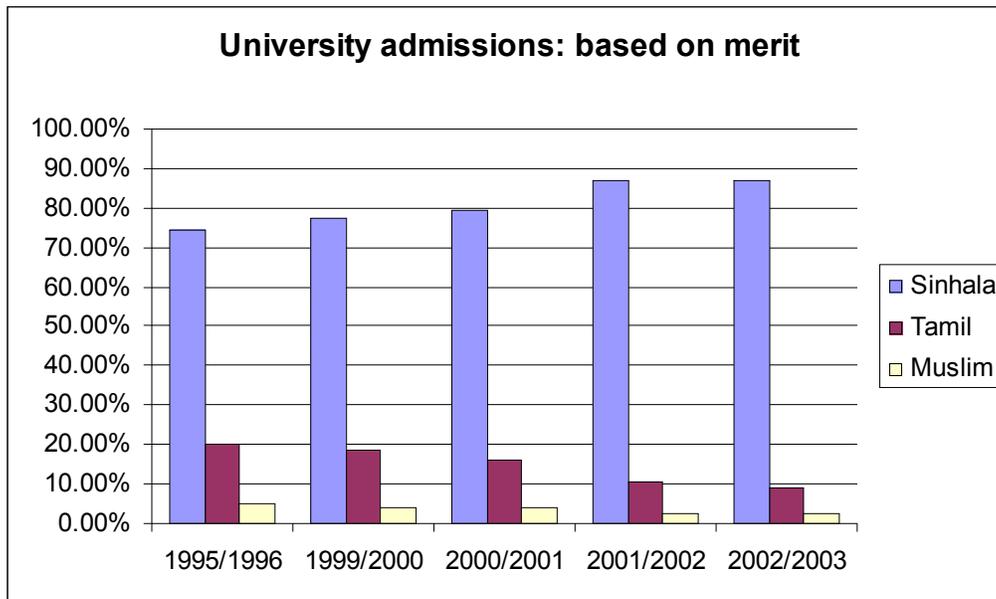
Grade 5 Scholarship Exam results								
Year	Above 80		Below 80		Below 40		Below 30	
	Sinhala	Tamil	Sinhala	Tamil	Sinhala	Tamil	Sinhala	Tamil
1995	11.07%	12.17%						
1998	10.09%	10.42%						
1999	10.25%	9.05%	46.40%	62.50%	12.30%	18.90%	4.50%	6.90%
2000	10.17%	9.07%	40.90%	53.60%	10.40%	18.40%	8.10%	8.10%
2001	9.17%	7.76%	51.20%	67.40%	13.60%	22.90%	4.50%	9.00%
2002	8.78%	7.55%						
2003	8.14%	7.09%						
2004	8.36%	6.80%						

2.6 University admission

A deterioration of standard can be seen in the percentages of university admissions between Sinhala, Tamil and Muslim students. From the school year 1995/1996 to

2002/2003 university admission percentage based on merit only for Tamil students dropped from 20.32% to 9.25%, as shown in Graph 4. During the same timeframe, the university admission percentage for Sinhala students rose from 74.27% to 87.14%. A huge difference in university admission was already present in 1995. The chart below illustrates the percentages of university admission based on merit only.

Graph 4



District	Children
Jaffna	20,464
Kilinochchi	5,479
Mullaitivu	6,231
Vavuniya	5,801
Mannar	3,514
Trincomalee	13,804
Batticaloa	16,379
Amparai	23,123
Total	94,885

The poor education that Tamil students are presented with, along with the burdens of living in a war-affected area, force thousands of students to drop out of school. Almost 100,000 students dropped out of school in the year 2003, as shown in the adjacent Table.

Evident discrimination of Tamil medium schools

The low performance of Tamil students, the small number of university admission among Tamil students and the overall drop in education standards in Tamil medium schools in the

NorthEast is directly connected to the deliberate discrimination in education, as has been shown in the presentation of different types of education data from different sources included in this document.

3. Healthcare in the NorthEast

Article 24.2b - To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care.

Article 24.2c - To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution.

3.1 Nutritional status

In February 2005, the World Bank's Human Development Unit issued a report in which it stated that child malnutrition is significantly higher in the NorthEast (46 percent) than compared to the rest of the island (29 percent). The regions surveyed revealed that Batticaloa (53 percent) and Vavuniya (51 percent) have the worst levels of child malnutrition within the NorthEast. The next highest levels are in Trincomalee (45 percent), Ampara (44 percent) Jaffna (43 percent) and Mannar (38 percent). Kilinochchi and Mullaitivu were not surveyed. If child malnutrition statistics from Kilinochchi and Mullaitivu were included, it would increase the survey percentages.

Research conducted by final year medical students in Kilinochchi, under the supervision of Dr John Whitehall, found that in a study of 150 children, 2/3 were found to be malnourished and that a correlation exists between under nutrition and reduced kidney size.

3.2 Preventable health issues

Conditions in the NorthEast have resulted in children suffering from easily preventable health problems. The poor conditions of temporary tsunami camps and the failure of the Post-Tsunami Operational Management Structure (P-TOMS), that would have provided funds for sanitary living conditions and health facilities, have left children with various health problems.

- Vitamin A deficiency leads to blindness (malnutrition)
- Spread of TB in temporary tsunami camps
- Stunted growth
- Children missing school because of toothaches