



## **ANALYSIS OF EDUCATION REFORMS PROPOSALS SUBMITTED ON THE DIGITAL PLATFORM**

**State Ministry of Education Reforms, Open  
Universities & Distance Learning Promotion**

**August 10<sup>th</sup> 2021**

## Executive Summary

A Digital Platform was launched on March 26th 2021 to gather public opinions on *educational reforms proposals* those are proposed by the two *Taskforces* appointed by the government and the education reforms framework presented to the public in *'Vistas of Prosperity and Splendour'* that is adopted as the policy of the newly formed government.

A total of 4,921 proposals were received. However, this number comes from 1404 submissions as many proposals had been submitted on the Digital Platform as well as the Google form and even hardcopies submissions and these were taken into consideration in the analysis.

Out of the number of responses received 85% directed at General Education, 7% on Pre-school education, 6% on Higher Education and 2% on Vocational Education.

The prime objective in this exercise is to examine the congruency of digital platform education reforms proposals and google-form reforms proposals on the framework submitted by the Task Force; and also, to take note of any worthy new recommendations by the public.

There was very high Congruence between the responses received through the Digital Platform and the proposed reforms framework.

**Pre-school Education:** There were 10 important items on pre-school education and only one item was new and that is worth considering where it was proposed the pre-school to be affiliated with the nearest primary schools for supervision by the Grade 1 teacher of the school.

**Primary Education:** All proposals made were highly congruent with the reforms proposal. However, there were diverse ideas given by the public on the Scholarship Examination.

**Secondary Education:** Many proposals were made on the curriculum, content, English teaching, instructional system, teacher and principals of school, school facilities, etc. Almost all ideas were highly congruent with the ideology of the proposed reforms.

**Vocational and Higher Education:** Only a very few submissions were received. The proposals were mostly directed at access to higher education and unemployable graduates of the university system and to make higher education more accessible and pay emphasis on employable skills.

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## Chapter One

# INTRODUCTION

### Background

A Digital Platform was launched on March 26th 2021 to gather public opinions on educational and proposals reforms. The widely circulated Podujana Peramuna Presidential Candidate Honorable Gotabhaya Rajapakse's election manifesto '*Vistas of Prosperity and Splendour*' was endorsed by 6.9million voters and believed it is widely known to the public. The Elected President of Sri Lanka Excellency Gotabhaya Rajapakse adopted the election manifesto '*Vistas of Prosperity and Splendour*' as the policy framework of the elected government. The adopted policy framework for all sectors was also widely circulated to all public institutions and also by the media.

However, placing high importance to education Sector the Excellency the President subsequently appointed two different 'Taskforces' particularly to look into the new education policy framework and make strategic recommendations towards the implementation of the government's policy framework.

### The Task Force One:

The Taskforce 1 was appointed by the Cabinet of Ministers on the 15th of December 2019, before Covid 19 threat, "to formulate programmes, identify strategies and mechanisms for implementation, inter-institutional coordination, provide monitoring and feedback, and work together with the appropriate agencies/teams/officials responsible for the implementation of such programmes in order to implement education reform proposals mentioned below.

- i. Implement relevant programmes while ensuring a free education policy further.
- ii. Provide all relevant facilities including new technologies to schools located in rural areas and provide incentives for the teachers serving in very difficult schools in order to avoid the closure of such rural schools and improve their quality.
- iii. Develop three (03) schools in each Divisional Secretariat Division with necessary physical and human resources, (thereby increasing the number of national schools to 1,000) and introduce a school clusters

system enabling sharing of resources and gaining benefits for the other schools in the same Divisional Secretariat.

- iv. Establishment of 20 full-fledged trilingual national schools on a district basis.
- v. Recruit school-based Teacher Assistants for primary grades.
- vi. Introduce a new, school-based scientific methodology to select students for Government universities, instead of the prevailing district-based z-score methodology.
- vii. Reforms relevant to the education administration.
- viii. Upgrade the National Colleges of Education to university faculties.
- ix. Establish a closed service relevant to the education services.
- x. Make legal amendments to the teacher transfer policy.
- xi. Curriculum development, teacher training and provide infrastructure facilities for the school system.
- xii. Implement a student-centred education system instead of an examination-centred education system.
- xiii. Launch productive programmes to further ensure health, nutrition and protection of schoolchildren.
- xiv. Provide feedback of recommendations of respective Expert Committees to be appointed to implement new education policies (i.e. new z-score methodology, upgrading National Colleges to university faculties, increase national schools to 1,000 make education services closed services etc.) and submit recommendations to the Minister of Education to implementation proposals.”

## **Task Force Two**

Task Force, 2 was appointed No. 2169/2 - March 31, 2020, the Presidential Task Force on Sri Lanka's Education Affairs, and to execute the below-mentioned tasks:

1. Introduce and implement mechanisms necessary for the proper operation of examination activities and curriculum of students after clearing the backlog of work that has occurred due to recent interruptions (Covid 19) to primary, secondary and tertiary education activities.

2. Introduce and implement strategies to conduct student education activities without interruption under the distance education concept during this period.
3. Identify activities to broaden vocational and skills education opportunities and introduce and implement innovative solutions to improve skills and competencies compatible with the job market.
4. Formulate a programme to expedite new enrollments to universities and expand higher education opportunities by extending distance learning opportunities to such students as well.
5. Introduce and implement training mechanisms, including education techniques that enhance the quality of the education sector and direct students to subjects in line with topical requirements

The '*Vistas of Prosperity and Splendour*' policy framework has policy recommendations on four sectors as follows:

- Pre-school education,
- General education,
- Higher education, and
- Vocational education

The government decided to obtain grassroots responses on educational reforms and invited the public to submit proposals on the digital platform. The Ministry of Education launched a digital platform for the general public to present their proposals. A three-month period was given to submit such proposals.

It was decided by the education authorities to analysis the public responses submitted on the digital platform as well as through other means on the framework that is presented in the Task Force Report. Thereby, this report examines the congruent between Task Force expert committee proposals and the proposals received through the Digital Platform and the other means.

Proposals of the digital platform are summarized and grouped in this analysis and presented along with the four key sectors and the sub-areas under each sector.



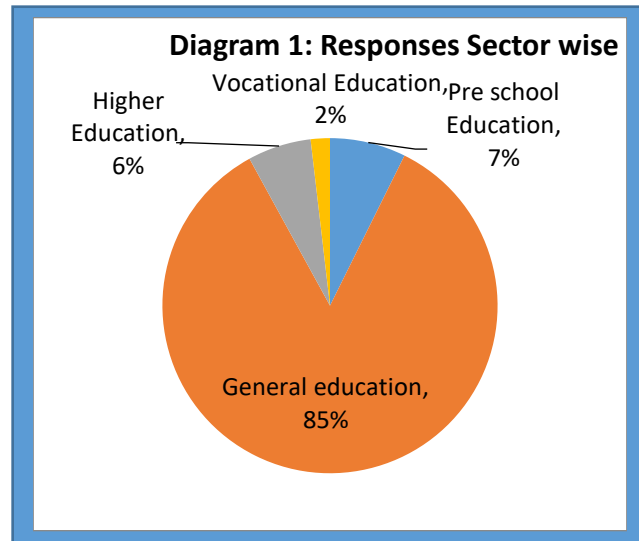
## Chapter Two

### ANALYTICAL METHODOLOGY

#### Responses Received:

Proposals for reforms had been invited from the general public through the digital platform and a google form. In this study, both responses have considered together and will be described as the digital platform. A total of 4,921 proposals were identified. However, this number comes from 1404 submissions as many proposals had been submitted on the Digital Platform as well as the Google form and even hardcopies submissions and these were taken into consideration in the analysis.

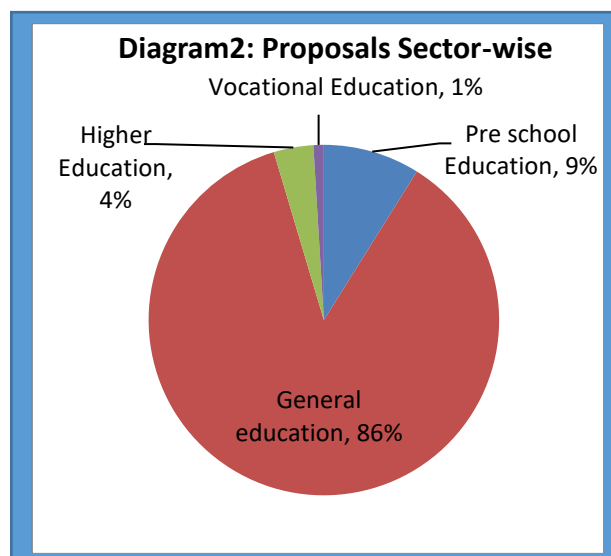
The **Diagram 1** presents the number of responses received sector-wise and 85% directed at



General Education 7% on Pre-school education, 6% on Higher Education and 2% on Vocational Education. The **Diagram 2** presents the number of proposals received sector-wise, where 86% on general education, 9% on pre-school education, 4% on higher education and 1% on vocational education.

#### Data Entry:

In the first stage of analysis, responses were grouped by the four sectors mentioned earlier – Pre-school education, General Education, Vocational Education and Higher Education. Then categorized the responses into sub-sectors. However, among the four sectors the sub-sectors were seen more under the General Education. The percentages of responses were tabulated to understand the main pattern of the responses.



### **Congruence Analysis:**

As the prime objective in this exercise is to examine the congruency of digital platform education reforms proposals and google form reforms proposals on the framework submitted by the Task Force and also, to take note of any worthy other recommendations by the public.

Therefore, the proposals under the four sectors were subsequently divided and placed by sub-areas (sub-categories) that are listed in the Task Force Report – ‘Reimagining Education in Sri Lanka’. under each main sector.

Congruency of proposals under each sub-category of the task force framework of proposals are examined and the extracted information of the public proposals were tabulated under those sub-areas. The percentages of responses were also calculated.

The reforms suggestions those were incongruent or unmatched with the said subgroups are also presented in a separate column for consideration by the authorities.

## Chapter Three

# CONGRUENCE ANALYSIS OF PUBLIC RESPONSES ON THE PROPOSED REFORMS FRAMEWORK OF THE TASK FORCE

### Pre-school Education

Out of the total proposals received 438 proposals (9% of total proposals) were lodged under this category and **Table 1 in Annex 1** present the distribution of the submitted proposals/suggestions under two columns: i.e.: congruence and incongruence.



Although there were 438 submissions all these conveyed the same thinking. The proposals were directly congruent with the framework of proposals are:

1. Register and Administrate pre-schools through the Local Government Councils under the Ministry of Education;
2. Need to have a pre-school policy;
3. Implement a pre-school education policy and pre-school education with material prepared by the National Institute of Education (NIE);
4. Introduce and implement a common syllabus including moral and value education;
5. Employ teachers with proper qualification and training, and offer them a continuous training;
6. Maintain at least 15: 1 pupil-teacher ratio;
7. Supervision of pre-schools through the nearest primary school or primary section of the secondary school.
8. Provide pre-school education free to all and also provide meals
9. Provide free transport for the pre-school children.

### **New Proposals by the Public:**

Of these 09 items the following four suggestions were new:

- *Supervision of Pre-school by the nearest primary school,*
- *Provide Free Pre-School Education,*
- *Meal for the pre-school children, and*
- *Transport for the pre-school children*

The rest of the items were congruent with the Task Force Framework proposals.

- *Supervision of the Pre-school by the Nearest Primary School:* The suggestion to supervise Pres-School by the nearest Primary School is a high value suggestion as the pre-school directly connects with the primary grade one. The Primary Grade One teacher will be an asset to the pre-school teacher. This can be accepted as a positive suggestion. This particularly could be implemented in the rural areas of Sri Lanka.
- *Meals for Pre-school Children:* This is also an important suggestion if not for all pre-schools, this could be implemented in selected pre-schools in socioeconomically weaker communities to ensure minimum nutritional status of the children in the impoverished communities.

## General Education

Of the large number, eighty six percent (86%) of the proposals received, were identified and categorized under the general education sector of the framework of proposals. The **Annex 2** presents the tabulated data.

**The proposals in this category were divided into the sub-categories/sub-sectors following the Task Force Framework under Primary Education Secondary Education, and Teacher Education.**

### 2.1 Primary Education

Out of the proposals under general education 17% of proposals was posted on primary education. These are presented in **Table 2 in Annex 2**



The proposals/suggestions centered around a few topics. The Primary Education Reforms happens on a much wider perspective to produce a child with basic skills to live in the 21<sup>st</sup> century and beyond based on active and joyful learning principles.

*The proposals and suggestions made by the public on the Digital Platform are presented in the table below in comparison with the on-going reforms framework and the proposal given in the two Task Forces appointed in support of reforming education.*

**Table 2: Congruence Analysis of On-going Primary Education Reforms with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Public Proposals on Digital Platform	On-Going Reforms and Task Force Recommendations
<b>Assessment of Abilities and Creativity of Students</b>	<ul style="list-style-type: none"> <li>• Introduce more subject for Aesthetic and Creative activities, assess intelligence, assess abilities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic and appreciation are given high importance in the Themes Based Learning</li> <li>• National Assessment of reading, writing and numeracy at Grade 4 to ensure primary child’s achievement of Basic Skills for Life</li> <li>• Early training in Emotional Intelligence with mindfulness training;</li> <li>• Sound training in formation of healthy practices;</li> <li>• Play Corners for Creative Work and Play;</li> </ul>
<b>Grade Five Scholarship Examination</b>	<ul style="list-style-type: none"> <li>• Some suggested to abolish the Grade 5 scholarship examination;</li> <li>• Some suggested to replace the scholarship exam with an admission test to popular schools;</li> <li>• Some have suggested to conduct this examination at grade 7 or 8;</li> <li>• Some have suggested to have only mathematics for the test;</li> <li>• Some suggests not to have a test but assess those who a suitable for scholarships through other measures;</li> <li>• Some suggest the scholarship school placement should be done only within the Province;</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce examination stress</li> <li>• Ensure Identification of talented students from Year One</li> <li>• Develop Student Profile and student records from Year One to identify those who deserves Bursaries as well as could be placed in a better school if needed;</li> <li>• Developing a school cluster with facilities and ensuring a national school at Year Six would reduce the demand for scholarship examination;</li> </ul>

**Table 2: Congruence Analysis of On-going Primary Education Reforms with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Public Proposals on Digital Platform	On-Going Reforms and Task Force Recommendations
	<ul style="list-style-type: none"> <li>• Bursaries to be given from Year one for the needy;</li> <li>• Assess competencies without conducting scholarship exams</li> </ul>	
<b>Assuring Basic Facilities in School Clusters</b>	<ul style="list-style-type: none"> <li>• Requests to establish cluster of primary schools comprising around 10 schools affiliated to a National School</li> </ul>	<ul style="list-style-type: none"> <li>• This is highly congruent with the National Schools concept of the reforms. Task Force One has formulated primary school clusters affiliated with the National Schools taking note of the geographic conditions, student flow and accessibility.</li> </ul>
<b>Up-date Primary School Curriculum</b>	<ul style="list-style-type: none"> <li>• Update the syllabi with the right weight and include mathematical and science concepts, ICT, environment aspects, self-discipline and concepts to love the country, respect the culture and admire the history.</li> <li>• Check student’s physical fitness as an important aspect of the school activities;</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Curriculum is aligned with 21<sup>st</sup> Century Skills and basic skills for living.</li> <li>• Thematic curriculum is well aligned with the environmental studies, science, life skills, values, aesthetic appreciation, with joyful learning</li> <li>• Curriculum is activity based and skills oriented for child to engage in active learning;</li> <li>• BMI of all students will be recorded and a new school health policy is expected to be presented to the Cabinet of Ministers for approval.</li> </ul>
<b>English Language</b>	<ul style="list-style-type: none"> <li>• Some request to Introduce English Language as the medium of instruction;</li> <li>• Some suggested to offer bi-lingual education;</li> <li>• Some suggested to introduce English from Grade One</li> </ul>	<ul style="list-style-type: none"> <li>• Year One on wards child is exposed to English learning;</li> <li>• Key Stage One (Year 1 &amp; 2) English will be to familiarize with English Language with exposure and verbal communications, commands, singing songs and poems, etc.</li> </ul>

**Table 2: Congruence Analysis of On-going Primary Education Reforms with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Public Proposals on Digital Platform	On-Going Reforms and Task Force Recommendations
		<ul style="list-style-type: none"> <li>• In Key Stage two onwards child will develop English learning and to use English as a basic skill;</li> <li>• Integrated learning will introduce learning of 2<sup>nd</sup> language Tamil and Sinhala through exposure and learning words simultaneous enlarge vocabulary through singing, plays and other joyful activities;</li> </ul>
<b>Value Education</b>	<ul style="list-style-type: none"> <li>• Value systems of each religions should be taught;</li> <li>• Key features of each religion should be taught;</li> <li>• Implement value education and meditation programmes at the beginning of school day;</li> </ul>	<ul style="list-style-type: none"> <li>• Value systems of each religion are given importance;</li> <li>• Awareness of all religions with Multi-religious education</li> <li>• Respect for other religions</li> <li>• Value education.</li> <li>• Mindfulness training for all</li> </ul>
<b>Teacher Qualification</b>	<ul style="list-style-type: none"> <li>• All teachers must be primary trained teachers;</li> <li>• This must be ensured for Year 1 and Year 2 particularly;</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher deployment is a critical issue the educational reforms is addressing;</li> <li>• Although qualified teachers are there in the system deployment needs to be rationalized;</li> </ul>
<b>Teacher Salaries:</b>	<ul style="list-style-type: none"> <li>• Teacher Salaries are too low and need to increase</li> </ul>	<ul style="list-style-type: none"> <li>• The Task Force proposes to make the teacher service a Closed Service where it intends to address salary issues as well.</li> </ul>
<b>School Hours</b>	<ul style="list-style-type: none"> <li>• A few have proposed to extend the school hours with a lunch break;</li> <li>• There was also a suggestion to extend primary education from Year One to Year Seven;</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The reforms do not intend to expand the school hours</b></li> <li>• Currently, the primary schools run 4 hours for Year 1 and 2 (the Key Stage One) and Year 3, 4, &amp; 5 runs 5 ½ hours with a 30</li> </ul>

**Table 2: Congruence Analysis of On-going Primary Education Reforms with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Public Proposals on Digital Platform	On-Going Reforms and Task Force Recommendations
<p><b>Involvement of Parents</b></p>	<ul style="list-style-type: none"> <li>• School Assignment of Homework for children - to produce home-based learning syllabus and material for primary school children</li> <li>• Reporting to Parents – Ensure Primary Teacher and</li> </ul>	<p>minutes snack break as interval. In UK the primary runs 7 hours with an hour lunch break. Primary Schools in Singapore runs 5 hours and 40 minutes with 30 minute break.</p> <ul style="list-style-type: none"> <li>• The proposed reforms do not wish to fix everything from the top. The freedom is given to the teacher to select activities according to their surroundings and local situations;</li> <li>• Parents - Teachers meetings are given high importance in the reform's agenda as well</li> </ul>



## **2. Assuring Basic Facilities in Primary School Clusters:**

*All primary Schools will network with the 1200 National Schools. The cluster will be treated as one entity. The principals of the schools in the cluster will work together for the development of the cluster. Several essential steps will be introduced in the school cluster as follows:*

**Catchment Area Survey:** *Catchment Area surveys are to be carried out by all schools in the cluster to identify the actual student numbers from the Age 1 through Age 5 to ensure Year One admission facilities are to be provided in the cluster schools;*

**Projected Admissions to Year 6:** *The principals of all the cluster schools will project the Year 6 admission in the forthcoming years and ensure the necessary facilities, resources and the space are provided;*

**School Profile with Minimum Standards Established:** *All primary, secondary and the National Schools are to be up-graded and up-dated with minimum standards to ensure quality of primary education.*

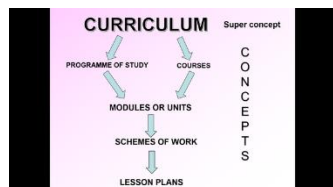
*'Student Cumulative Profiles' are introduced from Grade One, the functions of having a scholarship examination can be managed without an examination. Moreover, the percentage of students who can find an acceptable Grade 6 class for admissions will increase from the present 20% level to 70%. Thereby by the year 2024 the Scholarship Examination could be abolished. As suggested by the public to offer of bursaries to needy students from early grades could be administered at school level without a scholarship examination utilizing the student profile data.*

**(See Annex 1 for the congruency details)**

### 3. SECONDARY EDUCATION

The digital platform responses on Secondary Education are summarized and presented here under the headings those were presented in the Task Force Report.

#### 3.1 Curriculum Development & Revision



The majority of reforms proposals submitted for general education to the digital platform (41%) come under the area of Curriculum Development and Revision.

These are presented here under several sub-headings:

- Proposals on Curriculum Subjects and Content
- Instructional Methods and Curriculum
- English Education
- ICT Education
- Co-Curricular and Extra-curricular Activities

These proposals which are congruent to the framework of proposals are grouped into sub-areas and presented below.

##### 3.2.1 Proposals on Subjects and Contents:

1. Introduce different technical subjects, more suitably commence from Grade 6.
2. Make Agriculture a compulsory subject inclusive of introducing sustainable agricultural concepts and also allow students to participate in cultivation with farmers once a year.
3. Introduce carpentry, farming and road safety and discipline
4. Introduce innovative subjects.
5. Educate on social responsibility in every stage of education
6. Change the subject “History” as “Heritage Management” and incorporating the relevant and practically applicable parts of History to the new subject to inculcate patriotism by learning about the creativity of the people in our country
7. Include self-accountability on self-collective achievements, collective goals, volunteerism, obedience to the law, prevention of environmental pollution and prevention of bribery.
8. Introduce basic law, sex education, civics, entrepreneurship education, commerce and financial awareness.
9. Introduce more practical based learning

10. Introduce modules on foreign policies, international relationships together with environment-friendly foreign concepts.
11. Focus more on aesthetic education
12. Introduce civil war in Sri Lanka and its impact
13. Include social media and its impact.
14. Introduce “Performing Art” as an A/L subject
15. Introduce “Social Science” as a subject inclusive with contents of culture, society in Sri Lanka, civics in depth.
16. Include concepts and programmes of “Mindfulness”.
17. Teach Religion comparatively together with meditation and human values.
18. Teach soft skills.
19. Introduce financial management, critical & logical thinking, decision making, self-awareness, human behaviour, environmental science and management, institutional management including 21st-century skills.
20. Teach Physics, Chemistry and Biology as separate subjects from grade 08 onwards
21. Include critical thinking and logical reasoning in the science syllabus.
22. Make consist of Mathematics, Science, Business Studies, Accountancy, Geography, Civics, Entrepreneurship, ICT in grade 6-11 curriculum.
23. Include interesting and attractive lessons in English education, which targets word of work.
24. Improve grammar and composition sections of English
25. Increase field visits
26. Educate on social responsibility in every stage of education
27. 1. Lighten the current heavy syllabi
28. 2. Introduce Provincial/local (sub-national level) curricular
29. 3. Align the curriculum with the degree programmes
30. 4. Provide integrated education up to grade 9.
31. 5. Introduce components on Geology, Food safety, Astrology.
32. 6. Introduce a component of tax calculation

### 3.2.2. Instructional Methods and Curriculum



1. Introduce structured problem-solving method.
2. Introduce a system that consists of research, analysis, and assignment
3. Introduce competency-based curriculum and evaluation system focusing on acquiring the basic concepts for

- healthy life including concepts on diseases and homely administration of medicine
4. Provide practical based education and learning methods that can be used in everyday life.
  5. Change the curriculum to develop creative and practical citizens.
  6. Incorporate STEM model
  7. Preparation of curriculum as per international curricular.
  8. Reduce the number of O/L subjects to six.
  9. Link O/L and A/L to NVQ levels.
  10. Introduce practical tests for O/L science and A/L science subjects and also introduce industrial usage of Physics, Chemistry at A/L.
  11. Create a class-friendly environment for students to express themselves freely
  12. Introduce self-learning Modules.
  13. Introduce TV and Distance Learning Methods

### **3.2.3. English Education**

1. Conduct an English exam according to the IELTS methodology.
2. English should be taught from grade 1.
3. Opportunity to learn English as a first language.
4. Oral and written tests for English.
5. Introduce practical teaching/learning methods for English education.
6. Allow teachers to use a practical method in teaching

### **3.2.4. ICT Education**



1. Consider ICT as a core subject in grades 6-11.
2. Provide knowledge on computer viruses and cybersecurity.
3. Introduce software usage
4. Use English terms in ICT education

### **3.2.5. Co-Curricular and Extra-curricular Activities**

1. Promote school societies/associations to acquire related competencies.
2. Introduce cadetting for all grade 9-13 students.

In addition to the above congruent proposals following worthwhile proposals also identified and grouped under the following subcategories.

### **3.2.6. Foreign Languages**

1. Introduce major foreign languages
2. Teach a second national Language

### **3.2.7 Vocational Education**

1. Vocational education for all students to select career paths at a suitable stage.
2. Secondary education stage to be aimed at vocational education and select students on competency.
3. Introduce subjects to suit the job market.
4. Introduce to select vocational driven subjects at grade 8 or 9.
5. Introduce more vocational subjects at grade 8 or 9.
6. Introduce a non-competitive competency development system in education for future employment needs.

Two proposals have been made with reference to the 13-year guaranteed education program.

One proposal suggests to reduce schooling by one year;

The other proposal request to review the current 26 vocation subject-syllabi for the 13-year education programme.

### **3.2.8 Regularization of Private and International schools**

#### **Background**

1. Following three proposals (2% of proposals to General Education) have been identified as reform proposals through the digital platform
2. 1. Control and monitor the function through a regulating authority established under the Ministry of Education.
3. 2. Control the fees structure
4. 3. Teach Sinhala / Tamil Literature
5. (Table 13 in Annex 1 shows the congruency details)
6. There were no proposals identified under the sub-areas of Quality Assurance & Accreditation and Improving Planning and Management of Education System which were stipulated in the framework of proposals.

### **3.2.9. Other**

1. Organize a national level annual contest to select outstanding innovators and for granting sponsorship.
2. Extend school time up to 3 P.M.

## **3.3 Testing & Assessment Systems**

Eight percent (8%) of proposals posted under general education have been placed in the area of Testing and Assessment. Out of those proposals following proposals are directly congruent with the framework of proposals.

1. Introduce national assessment policy
2. Introduce a continuous assessment system on students' attendance, behaviour, communication skills, leadership qualities, discipline and creativity
3. Test and evaluate the Speaking, writing, listening and reading skills in languages.
4. Add 50% of continuous assessment marks with 50% of the examination score final result of a subject.
5. Allocate 50% for knowledge and 50% for practical.
6. Introduce a continuous assessment system for the achievements of extracurricular activities
7. Develop examination tool based on student talents targeting the future job market and government economic strategy
8. Introduce an assessment system for research work and data analysis.

### **3.3.1. GCE O/L and A/L Examination**

- a) Restrict A/L to two subjects and Sinhala/Tamil/English literature
- b) Make Aesthetic and Literature compulsory to all A/L streams
- c) Teach Political Science to all students
- d) Introduce practical and job-oriented subjects for A/L.
- e) Bring A/L education after grade 9.
- f) Provide internship training opportunities for A/L students.
- g) Make Compulsory the practical tests for O/L and A/L.
- h) Appoint a suitable panel to validate the quality of question papers
- i) Introduce an open book system
- j) Conduct A/L exam twice a year
- k) Conduct O/L exam at Grade 10
- l) Allow the use of calculators
- m) Introduce an alternative evaluation system for handicapped students instead of O/L and A/L

- n) Passing English at the O/L exam should be compulsory to enter GCE(A/L).

### **3.4 Textbooks**

Very few proposals (1% of General education) comes under this category. The proposals that indicates the following:

1. Improve the quality of textbooks
2. Make Textbooks interesting and simple
3. Appoint a panel of writers to guaranty the quality of Textbooks
4. Select the textbook writers through a transparent and systematic process
5. Establish a system for monitoring and approval process to regulate contents in textbooks and other study materials.
6. Produce textbooks and supplementary materials at the national level
7. Prepare textbooks according to each term.
8. Supply textbooks to Grades 3-12
9. Provide textbooks or syllabuses for A/L.
10. Introduce resource books for A/L students

#### **3.4.1. Reading Habits and Use of School Library**

Only four proposals could be identified under this category. All of them are directly congruent with the framework of proposals.

1. Make compulsory the usage of library
2. Develop school libraries
3. Introduce an online library system
4. increase the number of study places in public libraries

### **3.5 Career Guidance**

Following three proposals posted under career guidance in digital platform for new education reforms are congruent with the framework of proposals are:

1. Introduce career guidance to all schools
2. Appoint trained teachers/mentors for Career Guidance
3. Ensure an efficient career guidance process.

*The proposals and suggestions made by the public on the Digital Platform are presented in the table below in comparison with the on-going reforms framework and the proposal given in the two Task Forces appointed in support of reforming education relation to Secondary Education.*

## **Key Proposals on Secondary Education**

*The public consultations, the Digital Platform submissions tallies very much with the taskforce reports and the “Saubahagya Dekma” framework adopted as a basic policy document for educational reforms.*

*The following 12 Areas are the key aspects highlighted in all proposals:*

- *Curriculum Subjects and Content*
- *Instructional Methods and Curriculum*
- *English Education*
- *ICT Education*
- *Skills,*
- *Vocational Education and Career Guidance*
- *Human Values*
- *Co-Curricular and Extra-curricular Activities*
- *Examination reforms*
- *Teacher Qualifications and Deployment*
- *School Leadership and Principals*
- *Facilities and Resources at Schools*

### **The Educational Reforms:**

**Table 3** *presents how the on-going Educational Reforms relates with the key proposals.*



**SUMMARY PRESENTATION OF THE KEY  
ASPECTS OF THE ON-GOING EDUCATIONAL  
REFORMS  
WITH  
THE TASKFORCE AND THE PUBLIC PROPOSALS**

**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>3.1 Curriculum Development &amp; Revision</b></p>	<ul style="list-style-type: none"> <li>• All children must acquire <b>foundation skills in reading, writing, speaking, and mathematics.</b> Improving handwriting is also important. A study conducted by the NEC shows that a large number of students lack the basic language and numeracy skills and with poor handwriting. Assignments in reading, practical writing, and making presentations</li> <li>• Introduce major foreign languages</li> <li>• Teach a second national Language</li> <li>• Lighten the current heavy syllabi</li> <li>• Introduce Provincial/local (sub national level) curricular</li> <li>• Restrict to A/L to two subjects and Sinhala/Tamil/English literature</li> <li>• Aesthetic and Literature make compulsory to all A/L streams</li> <li>• Teach Political Science to all students</li> <li>• Provide integrated education up to grade 9.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The on-going curriculum reforms have identified Essential Learning Competencies as Learning Outcomes and these include</i> <ul style="list-style-type: none"> <li>○ <i>Basic Skills Reading, Writing, Listening, Speaking and Numeracy as skills at primary level</i></li> <li>○ <i>At Junior Secondary Level from Grade 6 – 11 the curriculum has identified 14 Areas as Essential Learning Areas and this includes the (a) Mother Tongue; (b) 2<sup>nd</sup> Language either Tamil or Sinhala; (c) English as the International Language; (d) Mathematics for Life, (e) Science for Life, (f) Religion and Value Education, (g)History, (h) Aesthetic Education, (i) Health and Sports, (j) Civic Education (k) Social Sciences, (l) Technology, (m) Information Technology, (n) Co-curricular activities</i></li> <li>○ <i>The curriculum makes <b>Health, Emotional Development and Sports as essential practices</b></i></li> <li>○ <i>30% of the curriculum is names as <b>Further Learning Areas</b> diversified for a student to learn diverse skills from a wider selection of modules according to the ability and interest</i></li> </ul> </li> <li>• <i>The Total curriculum is prepared with <b>10hour Learning Modules</b> avoiding a heaviness in content, but deepening learning through activities and practice of learning</i></li> </ul>

### 3.2 Curriculum Development To Address Skills

- Link subject knowledge to competencies/skills at every grade and allow children to learn through engaging in suitable activities
- Introduce life skills, including skills in electrical, plumbing, carpentry, and masonry. This would provide opportunities for the children to use the skills in real life;
- Ensure that all children learn not just foundation skills but also transferable skills such as critical thinking, problem-solving, advocacy, and conflict resolution to help them become good citizens. Curriculum may include practical skills such as recycling systems, water harvesting, and preservation, using alternative energy sources for cooking, cleaning up public places, waste management, creating gardens, and planting trees to acquire environmental awareness.
- Introduce vocational education for all students to select career path at the suitable stage
- Secondary education stage to be aimed at vocational education and select students on competency.
- Practical and job-oriented subjects for A/L.
- Introduce subjects to suit for job market.
- Introduce Non-competitive competency development system in education for future employment needs

- *The Curriculum now in development is called a “Skills Oriented Curriculum” where student is taken beyond knowledge to deeper learning through activity-based learning of skills;*
- *All curriculum material and modes of learning are aligned with 21<sup>st</sup> Century Skills built in as Learning Outcomes;*
- *Life Skills, Periotic Citizenship and Productive citizen with human values are incorporated as expected learning outcomes;*
- *Authentic Learning with problem solving, problem-based learning, project-based learning, interactive learning, etc. are given high importance;*
- *Technology subjects with a Vocational Orientation are given high importance and the student will have a wider selection of technology modules to select and 30% of the curriculum allows students to select modules according to their interest and ability;*
- *Information Technology will be a mandatory requirement*

#### 3.2.1

- Developed countries have emphasized that Science, Mathematics, and English as
- **STEM-** Science, Technology, Mathematics, English and IT

**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>Proposals on Subjects and Contents:</b></p>	<p>core subjects to be taught from Grade 1 onwards. Looking at the global trends, it is important for us to give due recognition to these three subjects in addition to the mother tongue and religion.</p> <ul style="list-style-type: none"> <li>• Mathematics, Science and ICT as core subjects.</li> <li>• Incorporate STEM model</li> <li>• Adopted a two-tier system where the higher tier is followed by the students who require higher mathematical knowledge and skills and the lower tier by those who only need practical knowledge of Mathematics</li> <li>• Preparation of curriculum in par with international curricular</li> <li>• Compulsory Reading assignments should be given to students and encouraged to use books in the library.</li> </ul>	<p><i>are given high importance in the new curriculum</i></p> <ul style="list-style-type: none"> <li>• <i>Mathematics and Science as well as other subjects have <b>Further Studies as a higher tire of learning</b> over and above the essential modules.</i></li> <li>• <i><b>A two-tier system</b> where the higher tier is followed by the students who require higher level of ability</i></li> <li>• <i><b>All Modules have the self-study principles</b> and finding information by other modalities as a built-in strategy</i></li> </ul>
<p><b>3.2.2. Instructional Methods and Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Provide more opportunities for students to learn by collecting relevant information and data</li> <li>• Allow teachers to use practical methods in teaching</li> <li>• Introduce self-learning Modules.</li> <li>• Start educational programmes on TV and Radio</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>In the new curriculum “Learning replaces Teaching”, it is expected to concentrate on learning and teacher serves as the facilitator and guide;</i></li> <li>• <i>The Higher tire of learning is based on self-learning principles;</i></li> <li>• <i>Learning will be facilitated on <b>Blended Mode</b> where <b>e-Thaksalawa, Gurugedara and TV Channels and Youtube Channels</b> will facilitate learning</i></li> </ul>

**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>3.2.3. English Education</b></p>	<ul style="list-style-type: none"> <li>• English should be taught from Grade 1</li> <li>• Opportunity to learn English as the first Language</li> <li>• Introduce practical teaching/learning methods for English education.</li> <li>• It is suggested raising the proficiency level of English in addition to the learning of the first language and second national language</li> <li>• Teaching English interactively is important. A lot of quality work regarding quality teaching of the English Language has been done and still being done at the TRANSFORM project, which is a collaborative effort between the MoE and British Council.</li> <li>• To hold O/L English exam on IELTS methodology.</li> <li>• Oral and written tests for English.</li> <li>• Pay special attention on A/L English language.</li> <li>• Introduce English medium education from Grade 1</li> <li>• Introduce Bi-lingual education to the Primary grades</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning English is given high priority;</i></li> <li>• <b>Bilingual Education</b> will allow students to study many modules in English if the student has the ability and interest</li> <li>• <b>All language tests will follow IELTS Testing principles</b> and Speech will be given high importance in assessment</li> <li>• Most of the learning Modules will have <b>Performance Assessment</b> where student demonstrate ability to speak, listen and understand and write</li> <li>• <b>English will be made compulsory for GCE A/L Certification</b></li> </ul>

**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>3.2.4. ICT Education</b></p>	<ul style="list-style-type: none"> <li>• Another important aspect is integrating ICT from the primary level to enhance teaching and learning across the curriculum. The recent experiences have highlighted the need to understand the importance of computers, the internet, and online education, and the sooner it is introduced, the better it would be for the overall teaching and learning process of the children.</li> <li>• Use English terms in ICT education.</li> <li>• Consider ICT as core subject in Grades 6 -11;</li> <li>• Provide knowledge on computer viruses and cyber protection</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>IT and Blended Learning will be introduced from Grade 6 onwards;</i></b></li> <li>• <i>Telecommunication Regulatory Authority and ICTA has plans to <b>provide Internet facility to all schools</b> to enable blended learning;</i></li> <li>• <b><i>General Information Technology (GIT) examination will be up-graded and make it compulsory for all G.C.E . O/L students and GIT Advanced Level will also make compulsory for GCE A/L Students</i></b></li> </ul>

**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>3.2.5. Co-Curricular and Extra-curricular Activities</b></p>	<ul style="list-style-type: none"> <li>• Make extra-curricular activities compulsory for all students, including sports, aesthetics, the study on environment and society, community service and the like. Integrate continuous evaluation and assessment systems and include such marks as a percentage into the final examination results.</li> <li>• Provide more time to the students in the school to engage in extra-curricular activities which will be assessed and included in the final examination results.</li> <li>• Introduce cadetting for all grade 9-13 students.</li> <li>• Promote school societies/Associations to promote many competencies.</li> <li>• Include basic concepts for healthy life</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All schools will have wide range of co-curricular activities introduced – Cadetting, Scouting, Girl Guiding, Health Clubs, Sports Clubs, Literary Clubs and Societies, and industry related clubs, etc.</i></li> <li>• <i>Participation in two Sports activities and at least one Club Activity will be mandatory requirement;</i></li> <li>•</li> <li>•</li> </ul>
<p><b>3.2.6. Foreign Languages</b></p>	<ul style="list-style-type: none"> <li>• Introduce major foreign languages</li> <li>• Teach a second national Language</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Under Further Studies component Modules will be made available for a range of major languages;</i></li> <li>• <i>Second language is compulsory for all students</i></li> </ul>



**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>3.2.7. Religious and Value Education</b></p>	<ul style="list-style-type: none"> <li>• Learning of respective religions by all students should be made compulsory and be taught at Sunday schools.</li> <li>• Sri Lanka also should look at building religious and ethnic harmony through social cohesion among students from a very young age. This should begin at the school, and it is essential to establish more mixed schools with multi-ethnic children.</li> <li>• Introduce Comparative Religion &amp; Value Education as a subject. All students should learn the basic principles of all major religions and study the key social values. Elaborated versions of respective religions can be learned at Sunday schools organized by respective religious institutions.</li> <li>• Introduce ways to inculcate ethical values, including respect others, sharing resources, non-violence, non-competitive attitudes, democracy, the rule of law.</li> <li>• Introduce many important and relevant technical subjects offered as optional subjects at O/L</li> <li>• Include meditation</li> <li>• Include human values</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The new modular curriculum has identified religious values as a common basis for all religions and the syllabuses are prepared collectively by all religious representatives;</i></li> <li>• <i>Beside the religious values there is teaching of each religion</i></li> <li>• <i>Reforms will bring about a new school climate where every child will spend allocated time on Mindfulness Training to enhance Emotional Intelligence (EQ)</i></li> <li>• <i>Schools will arrange to celebrate religious festivals of all religions and all students will learn to respect and understand all religions;</i></li> <li>• <i>Human Values are given high importance in all activities school children are expected to actively participate</i></li> </ul>



**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>3.3. Testing &amp; Assessment Systems</b></p>	<ul style="list-style-type: none"> <li>• The curriculum appropriately integrated with the testing and assessment system.</li> <li>• Reduce O/L examination to six subjects</li> <li>• Link O/L and A/L to NVQ levels</li> <li>• Introduce software usage.</li> <li>• Introduce Practical testing for O/L science.</li> <li>• Include industrial usages of Physics and Chemistry to A/L</li> <li>• Teach Physics, Chemistry, and Biology as separate subjects from grade 8.</li> <li>• Introduce Practical test for A/L science subjects.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Examinations will be replaced as much as possible with assessment of learning</i></li> <li>• <i>The end of course paper-pencil examinations will be limited to several subjects and place less weightage in the grading</i></li> <li>• <i>Assessment panels will be set up to bring more reliability to school-based assessment</i></li> <li>• <i>The composition of the curriculum is such that Performance Assessment will be given more importance over paper-pencil testing</i></li> <li>•</li> </ul>
<p><b>3.4. Textbooks</b></p>	<ul style="list-style-type: none"> <li>• Textbooks should also be developed to allow children to engage in more learning practices.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Junior Secondary Curriculum will have Modules these are mostly activity based and short self-learning units;</i></li> <li>• <i>However, references are given to various other sources both digital and books.</i></li> <li>• <i>No textbooks as given now</i></li> </ul>

**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<p><b>3.5. Facilities</b></p>	<ul style="list-style-type: none"> <li>• Organize national level annual contest to select outstanding innovators and for granting sponsorship.</li> <li>• Develop schools in difficult areas</li> <li>• Develop primary schools by regional level with all basic facilities</li> <li>• Rearrange the primary schools as the branches of leading popular schools</li> <li>• Establish school clusters comprising around 10 schools</li> <li>• Make compulsory to admit students to the nearest school</li> <li>• Develop school libraries</li> <li>• Introduce online library system</li> <li>• increase number of study places in public libraries</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The 1200 National Schools will be networked with the identified sets of primary and Junior Secondary Schools in the student catchment area and each school will be targeted for physical facilities and human resource development;</i></li> <li>• <i>90% of the primary school will be networked with the national schools;</i></li> <li>• <i>All schools will be provided with internet facility, smart classrooms and Television classes;</i></li> <li>• <i>Library facilities will be enhanced in every school</i></li> <li>• <i>Many club activities and sport facilities will be developed in all schools</i></li> </ul>
<p><b>3.6. Vocational Education</b></p>	<ul style="list-style-type: none"> <li>• Introduce to select vocation driven subjects at Grade 8 or 9.</li> <li>• Pay more emphasize for practical education</li> <li>• Make friendly environment in the class for students to express their ideas freely.</li> <li>• Increase field visits.</li> <li>• Introduce innovative subjects</li> <li>• Introduce a practical based learning method</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The new curriculum offers a wide range of vocational learning modules under Technology</i></li> <li>• <i>Practical Skills are placed high importance in all Modules</i></li> <li>• <i>Authentic Learning and Further Study Modules directly support the development of a wide range of skills</i></li> </ul>

**Table 3: Congruence Analysis of On-going Secondary Education Reforms on Curriculum, Instructional Methods and Examinations with the Key Recommendation of the Digital Platform Proposals**

CONSTRUCTS	Taskforces and the Public Proposals	On-Going Reforms and Task Force Recommendations
<b>3.7. Other</b>	<ul style="list-style-type: none"> <li>• Creative/ innovative work under the proper guidance of teachers for individual students is essential. Consider such innovations for the final examination results. E.g., innovations introduced by some students during COVID - 19 period proves that the students possess the creative and innovative abilities.</li> <li>• Schools should not be segregated on ethnic, religious and sex</li> <li>• All schools should function as mix schools</li> <li>• Classes not to segregate on ethnicity</li> <li>• Establish school clusters comprising around 10 schools</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Annual Innovation Exhibitions will be organized in each of the educational Zones enabling all students to demonstrate such innovations;</i></li> <li>• <i>In school rationalization efforts are being made to establish Trilingual Schools where it possible to do so;</i></li> <li>• <i>As a policy government agrees with mixed schools. However, nor attempt will be made to integrate segregated schools at this stage of the reforms;</i></li> </ul>

### **3.8. Teacher Development**

Around 17% of proposals are teacher and teacher education and training. Those proposals can be grouped into the role of the teacher, teacher training, teacher’s salary, professional development, teacher recruitment and welfare. All of the proposals are highly congruent with the framework of proposals.

#### **3.8.1. Role of Teacher**

1. Reform the teacher as a facilitator
2. Improve teaching as a passion by the recruitment of the right persons for teaching

### **3.8.2. Teacher Training**

1. Update teacher training programmes
2. Implement continuous teacher training programmes
3. Introduce more in-service training opportunities
4. Implement more School Based Training and Development (SBTD) programmes
5. Train all new graduates through a one-year training programme
6. Train to teach using new technology and teaching methods
7. Make aware the teachers on child rights and teaching children in a friendly manner
8. Train teachers to use ICT in teaching
9. Train teachers on usage of ZOOM, Google etc.

### **3.8.3. Professional development**

1. Upgrade the professional qualification of teachers
2. Introduce opportunities for research-based teacher development
3. Supply more opportunities to teachers for postgraduate studies
4. Implement capacity-building programmes.
5. Upgrade NCOE diploma to degree

### **3.8.4. Teacher's salary**

1. Increase the salary of teachers
2. Abide annual salary increment with performances
3. Pay salaries according to the qualifications
4. Implement teacher appraisal programmes annually

### **3.8.5. Teacher recruitments**

1. Introduce degree as the minimum qualification for the teaching profession
2. Introduce B.Ed. programmes aiming to recruit as teachers
3. Recruit only the trained teachers
4. Introduce a licensing scheme for teachers

### **2.8.6. Teacher Welfare**

1. Introduce a loan scheme to purchase vehicles and housing for teachers

## **3.9 Principal as the Leader**

About 7% of proposals under general education reform proposals identified from the digital platform has posted for this category. Those proposals can be grouped into professional development, principal's salary, recruitment procedure and welfare. All of the proposals are highly congruent with the framework of proposals.

### **3.9.1. Professional Development**

1. Create visionary leaders
2. Train principals as quality managers
3. Empower principals through well-designed leadership and capacity building programmes
4. Implement continuous training programmes
5. Promote practical oriented training programmes
6. Train principals through research-based
7. Award foreign training
8. Promote periodic group meetings for sharing experiences

### **3.9.2 Recruitment procedure**

1. Establish a close service consolidating SLTS, SLPS, SLTES and SLEAS
2. Recruit to SLPS according to the minute and fill the vacancies regularly
3. Appoint only from the SLEAS and SLPS officers as principals
4. Recruit only the degree holders
5. Award 50% for exam marks and 50% for past performances as teachers at selections
6. Introduce promotional scheme based on performances
7. Avoid political appointments

### **3.9.3. Salary and other benefits**

1. Provide handsome salary
2. Evaluate the performance of principals and award scholarships for best achievers
3. Provide vehicle facilities

## **4. HIGHER EDUCATION**

A substantial number of reform proposals or 180 proposals were on Higher Education have been posted to the digital platform. However, the proposals were mostly on the same topic. Those proposals were all congruent with the Taskforce Reforms Framework. **(See Table 4 in Annex 4 for Congruency of Proposals on Digital Platform to The Framework of Proposals)**

The following proposals are the most common proposals received.

1. Strengthen the open university along with provincial centres
2. Introduce ICT for all degree programmes
3. Act to cater to Industrial and organization requirements
4. Allow functioning only for highly recognized foreign universities
5. Monitor foreign degree-awarding institutions

### **4.1. Administration**

1. Consolidate universities
2. Allow expatriates to serve in universities
3. Take actions to exchange academic staff among universities
4. Obtain a membership of an international distance education system
5. Ban ragging
6. Introduce loan scheme instead of free education

### **4.2. Infrastructure**

1. Establish Universities by district
2. Establish Universities for agriculture by district

### **4.3. Faculties**

1. Increase the number of technical faculties
2. Introduce more vocational courses
3. Increase the opportunities to obtain degrees in Vocational fields

#### **4.4. Selection to Universities**

1. Increase the intake to universities
2. Ensure placement for all A/L Qualifiers
3. Reduce admission to Arts streams
4. Introduce entrance exams by universities leaving selection based on Z-score
5. Introduce a system to enroll students through a one-year foundation programme
6. Consider leadership qualities and achievements in curricular activities in the selection
7. Offer additional marks for students educate or residing in remote areas
8. Offer a scholarship for foreign students

#### **4.5. Curriculum**

1. Establish high standard universities with a variety of fields
2. Introduce STEM-based curriculum
3. Limit degree programmes to three years
4. Introduce English as the medium of instruction
5. Introduce new courses and modify the current courses
6. Include teaching climatic changes to all students
7. Introduce boot camps for TEC/IT students

#### **4.6. Different Pathways for Higher Education**

Among the proposal about 2% offered ideas on Education to follow a different pathway in General Education. The proposals that align with the framework proposals are;

1. Establish Universities by district
2. Establish regional branches of Open University
3. Establish regional Technical Universities

## 5. VOCATIONAL EDUCATION

Only 47 proposals, 1% of the total proposals were found under vocational education on the digital platform of proposals. The proposals congruent to the framework of proposals are as follows

### 5.1. Policy

1. Prepare a national policy on vocation education
2. Make vocation training compulsory for all young citizens

### 5.2. Learning Opportunities

1. Introduce more demanding courses
2. Introduce short term courses for the students pending O/L and A/L results
3. Establish better links with skills demand and job opportunities
4. Establish strong linkages between schools and TVET
5. Provide SLQF status for students complete vocational education levels
6. Provide more further education opportunities for, NDT, HNDE, HNDES graduates
7. Provide more opportunities to obtain degrees from a university or technical college

### 5.3. Curriculum

1. update the syllabi
2. Include innovative and practical contents

### 5.4. Other

1. Promote vocational education programme through media
2. Recruit lecturers with practical and professional experiences
3. Supply of modern equipment to vocational training institutions
4. Introduce cadet training for youth
5. Train three-wheeler drivers additional skills to find a job

**(Table 5 in Annex 5 shows the congruency details)**



**ANNEX 1:**

**Analytical Tables On  
Pre-School Education**

## Annex 1

**Table 1 Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework**

<b>Taskforce Framework Proposal</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Incongruent</b>
<ul style="list-style-type: none"> <li>• The main purpose of preschool education should be to provide opportunities to the child to develop his/her preparedness to work with peers, socialization, adopt basic etiquettes and to ensure that child is ready for primary education as a pre-primary stage of education.</li> </ul>	<p>Teach discipline and values of life</p> <p>Teach love to the country</p> <p>Teach love to environment</p>	
<ul style="list-style-type: none"> <li>• Inclusion of pre-school education under the Ministry of Education, adopt a coherent policy/ action plan on pre-school education, in collaboration with the Ministry of Women and Child Affairs. • Responsibilities of early childhood development assigned to the Ministry of Children's Affairs and coordination of preschool education to the Ministry of Education.</li> </ul>	<ol style="list-style-type: none"> <li>1. Administration of Pre-schools through Local Government Councils under the Ministry of Education</li> <li>2. Implementation of Pre-school education policy prepared by the NIE</li> <li>3. Administration of pre-schools attaching to the nearest primary school</li> <li>4. Introduce a monitoring mechanism</li> </ol>	<p>Make pre-schooling age Year 3 to 7</p>
<ul style="list-style-type: none"> <li>• Implementation to be delegated to Provincial Education Authorities develop a uniform syllabus including basic language and numerical literacy, developing a social relationship with peers, provide professional training for the teachers, adopt a uniform salary structure for preschool teachers. Provision of other required facilities</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce a common syllabus.</li> </ol>	<p>Introduce a parent lead teaching mechanism.</p>

**Table 1 Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework**

<b>Preschool Education</b>		
<b>Taskforce Framework Proposal</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Incongruent</b>
<ul style="list-style-type: none"> <li>Ministry of Education should formulate a learning framework for preschool education, develop guidelines on the training of preschool teachers and monitoring the implementation. • It is important to design a uniform framework with national standards on pre-school education that cater to our education system’s needs. The pre-school framework can be designed using some experience from the pre-school education practiced in other countries, such as, ‘The Early Years Foundation Stage (EYFS) framework’ in the UK, which supports an integrated approach to early learning and care. The EYFS framework is based on four overarching principles: preparing a unique child, positive relationships, enabling environments and learning and development.</li> </ul>	<ol style="list-style-type: none"> <li>Implement continuous Training of pre-school teachers.</li> <li>Employ only qualified and trained teachers to pre-schools.</li> <li>Registration of pre-school teachers under the Ministry of education</li> <li>maintain 15:1 pupil teacher ratio</li> </ol>	
<ul style="list-style-type: none"> <li>Unlike a set curriculum, the framework provides the structured standard for promoting the learning, development, assessment, and safety of children in communication and language, physical development, and personal, emotional, and social development. Such a framework will give all professionals and institutions a set of common principles and commitments to deliver quality early education and provide childcare experience to all children. It will also provide the educators the freedom to</li> </ul>	<ol style="list-style-type: none"> <li>Include moral and value education</li> <li>Give more opportunities for practical activities</li> <li>Teach life skills, numeracy, mother tounge, second national language, environment studies, aesthetic activities</li> </ol>	

**Table 1 Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework**

**Preschool Education**

**Taskforce Framework Proposal**

**Digital Platform**

**Congruent**

**Incongruent**

develop their curriculum, which takes into account the unique needs of the students, but within the set guidelines so that students throughout the country will be provided with similar opportunities to develop skills needed for the child. The following diagram depicts the key characteristics of a child at the preschool level.

4. Introduce mindfulness

**Other Proposals**

- 1. Provide free education with meals and transport
- 2. Provide transport for preschool children

**ANNEXES**

**Analytical Tables On  
General Education**

**Annex 2**

**PRIMARY EDUCATION**

## Annex 2:

### Table 2: Primary Education

#### Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework

Task Force Framework Proposals	Digital Platform Proposals	
	Congruent	Noncongruent
1. Recognize all students as having unique talents and abilities	<p>Get an idea on student's intelligence (IQ) and creativity</p> <p>Promote leadership skills and organisation events</p>	
2. Provide more opportunities for all students to engage in creative work. More opportunities for self-learning and to spend the childhood as a child. The present system of rigid focus on subject learning should not snatch the childhood	<p>Include more Aesthetic and Creative activities</p> <p>Introduce a subject for Aesthetic and Creative activities</p> <p>Include more practical activities</p>	No need of homework
3. Scholarships to be awarded for talented and needy students based on a simple test to be held at Grade 5 and continue with secondary education uninterrupted. A learning support grant can be provided to the children in low-income families from grade 1 onwards, may be combining with family-based subsidy grants.	<p>Abolish Grade 5 scholarship exam</p> <p>Assess only the mathematical skills at Grade 5 scholarship exam</p> <p>Hold the Scholarship exam only for awarding bursaries</p>	<p>Revise the Grade 5 scholarship exam child friendly in par with International standard</p> <p>Hold the scholarship exam at Grade 7</p> <p>Hold the Scholarship exam at Grade 8</p>
4. A simple test using emotional intelligence, general ability/ aptitude paper, and a paper to assess Essential Learning Competencies	Asses competencies without exams	Introduce numeracy and literacy tests

## Table 2: Primary Education

### Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework

Task Force Framework Proposals	Digital Platform Proposals	
	Congruent	Noncongruent
<p>be conducted. The examination should be less stressful for children. Only those children from families below the designated income level should apply for the examination. (The test should strictly be aimed at identifying outperforming students of low-income cohorts given that all ethical aspects be secured, and their dignity is assured).</p>		
<p>5. A separate simple test may be conducted by the educational authorities to select children for admission to secondary schools. It is essential to develop 1000 secondary schools with all required physical and human resources. This should reduce the parent’s competition to admit their children to so-called “popular schools.” Replace the Grade 5 scholarship examination with a suitable admission test to be administered by educational authorities for admitting children to secondary schools.</p>	<p>Develop schools in difficult areas</p> <p>Develop primary schools by regional level with all basic facilities</p> <p>Rearrange the primary schools as the branches of leading popular schools</p> <p>Establish school clusters comprising around 10 schools</p> <p>Make compulsory to admit students to the nearest school</p>	
<p>6. Recognition, motivation, and incentives for Primary teachers and principals on par with</p>	<p>Handsome salary for teachers</p>	

**Table 2: Primary Education**

**Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework**

**Task Force Framework Proposals**

**Digital Platform Proposals**

**Congruent**

**Noncongruent**

secondary schools is essential. Principals and teachers of primary schools are not given due recognition compared to secondary school staff. Salary structures and other benefits that are given to primary staff should be upgraded to motivate them to work more efficiently and effectively.

7. Recognition towards primary teachers and principals, especially those serving in rural, challenging locations should be accorded with an additional financial incentive and evaluation system to count on in their performance appraisal schemes, transfers, and promotions.
8. The primary school curriculum should provide all children with learning opportunities that recognize their strengths and develop their full potential. The curriculum should be designed on a thematic approach inclusive of the right weight to key subjects such as mathematical foundations, development of skills, and development of character. Accordingly, each school day will provide opportunities to learn core subjects and foundation subjects and enrichment

Include mathematical and science concepts

Introduce ICT from Grade 1

Introduce light curriculum incorporated environmental aspects

update the syllabi

Incorporate the self-discipline

Limit the subject matter

Develop home schooling curriculum



**Table 2: Primary Education**

**Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework**

**Task Force Framework Proposals**

**Digital Platform Proposals**

**Congruent**

**Noncongruent**

activities such as play, sports, clubs, and societies during afterschool hours.

create the atmosphere to grownup a child who loves the country, respect the culture and admire the history

Change the curriculum to develop thinking pattern and encourage reading, creativity and domestic activities

9. It is suggested raising the proficiency level of English in addition to the learning of the first language and second national language, Mathematics, Science and ICT as core subjects.

Introduce English at Grade 1

Introduce English medium education from Grade 1

Introduce Bi-lingual education to the Primary grades

Include more Science and mathematical concepts to the syllabus

10. Also, the value systems of each religion are important; thus, multi-religious education would help children be aware of the principles of other religions so that they respect others. Hence, it is worth to include a

Value systems of each religions should be taught

Key features of each religion should be taught

**Table 2: Primary Education**

**Congruency of Proposals on Digital Platform on the Task Force Reforms Proposals Framework**

**Task Force Framework Proposals**

**Digital Platform Proposals**

**Congruent**

**Noncongruent**

subject on comparative religion and value education. The main principles of key religions should be taught to all children from Primary to secondary levels. Also, value systems of each religion are critical thus multi-religious education would help children to be aware of the other religions so that they respect others.

11. Learning of respective religions by all students should be made compulsory and be taught at Sunday schools.

12. Sri Lanka also should look at building religious and ethnic harmony through social cohesion among students from a very young age. This should begin at the school, and it is essential to establish more mixed schools with multi-ethnic children.

Implement value education and meditation programmes at the beginning of school day.  
practice mindfulness

Schools should not be segregated on ethnic, religious and sex

All schools should function as mix schools

Classes not to segregate on ethnicity

## **Annex 3**

### **SECONDARY EDUCATION**

**Table 3: SECONDARY EDUCATION****Annex 3****Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<b>3.1. CURRICULUM DEVELOPMENT</b>		
1. Link subject knowledge to competencies/skills at every grade and allow children to learn through engaging in suitable activities,	<ul style="list-style-type: none"> <li>• Introduce different technical subjects</li> <li>• Make Agriculture compulsory</li> <li>• Introduce Sustainable agriculture concepts</li> <li>• Make students to participate in cultivation with farmers, once a year.</li> <li>• Teach technical subjects from grade6 .</li> </ul>	
2. Provide more opportunities for students to learn by collecting relevant information and data		
3. The curriculum appropriately integrated with the testing and assessment system.	<ul style="list-style-type: none"> <li>• Introduce structured problem-solving method</li> <li>• Introduce a system with research, analysis and assignments</li> <li>• Introduce competency-based curriculum and evaluation system</li> </ul>	
4. Textbooks should also be developed to allow children to engage in more learning practices.	<ul style="list-style-type: none"> <li>•</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>5. Make extra-curricular activities compulsory for all students, including sports, aesthetics, the study on environment and society, community service and the like. Integrate continuous evaluation and assessment systems and include such marks as a percentage into the final examination results.</p> <p>6. Introduce life skills, including skills in electrical, plumbing, carpentry, and masonry. This would provide opportunities for the children to use the skills in real life, even as Do It Yourself (DIY) practices.</p> <p>7. Creative/ innovative work under the proper guidance of teachers for individual students is essential. Consider such innovations for the final examination results. E.g., innovations introduced by some students during COVID - 19</p>	<ul style="list-style-type: none"> <li>• Promote school societies/Associations to promote many competencies.</li> <li>• Include basic concepts for healthy life</li> <li>• Introduce cadetting for all grade 9-13 students.</li> <li>• Include carpentry and paddy farming</li> <li>• Provide practical based education which can use in day to day life</li> <li>• Pay more emphasize for practical education</li> <li>• Make friendly environment in the class for students to express their ideas freely.</li> <li>• Increase field visits.</li> <li>• Introduce innovative subjects</li> </ul>	

**Table 3: SECONDARY EDUCATION****Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>period proves that the students possess the creative and innovative abilities.</p> <p>8. Create a friendly and desirable environment for students to learn and develop social interactions and to enjoy school activities. Provide more time to the students in the school to engage in extra-curricular activities which will be assessed and included in the final examination results. Students may be allowed to stay after standard school closing time, and teachers should be provided with suitable incentives to stay after regular school hours to guide the students.</p> <p>9. Introduce ways to inculcate ethical values, including respect others, sharing resources, non-violence, non-competitive attitudes, democracy, the rule of law.</p>	<ul style="list-style-type: none"> <li>• Introduce a practical based learning method</li> <li>•</li> <li>• Introduce noncompetitive education system which develop competencies suitable for a future career.</li> <li>• Educate "Social Responsibility" in every stages of education.</li> <li>• Change the subject "History" as "Heritage Management" and include</li> </ul>	<p>Make religion an optional subject</p>

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
	<p>practically applicable parts of History to the new subject,</p> <ul style="list-style-type: none"> <li>• Inculcate patriotism through learning creativity of the people in our history.</li> <li>• change curriculum to develop creative and practical citizen.</li> <li>• Inculcate good discipline</li> <li>• Introduce concepts on diseases and homely administration of medicine</li> <li>• Include concepts on self-accountability</li> <li>• Include concepts on self-collective achievements, collective goals, volunteerism, obeying the law, prevention of environment pollution and prevention of bribery</li> <li>• Introduce basic law</li> <li>• Include sex education</li> <li>• More emphasis for aesthetic education</li> <li>• Include civics</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

Taskforce Frame work Proposals	Digital Platform	
	Congruent	Non-Congruent
	<ul style="list-style-type: none"> <li>• Introduce practical based entrepreneurship education, commerce and financial awareness</li> <li>• Introduce modules on “foreign policies” and “international relationships.”</li> <li>• Introduce social media and their impacts.</li> <li>• Include Sri Lankan civil war and its impact.</li> <li>• Include in-depth contents of culture and society in Sri Lanka to Civics</li> <li>• Include road safety and discipline</li> <li>• Introduce social science</li> </ul>	
10. Introduce Comparative Religion & Value Education as a subject. All students should learn the basic principles of all major religions and study the key social values. Elaborated versions of respective religions can be learned at Sunday schools organized by respective religious institutions.	<ul style="list-style-type: none"> <li>• Include mindfulness and mindfulness concepts</li> <li>• Teach comparative religion</li> <li>• Include meditation</li> <li>• Include human values</li> </ul>	



**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
11. All children must acquire foundation skills in reading, writing, speaking, and mathematics. Improving handwriting is also important. A study conducted by the NEC shows that a large number of students lack the basic language and numeracy skills and with poor handwriting. Assignments in reading, practical writing, and making presentations should be given to the students, and such assignments should be assessed through proper methods.	•	
12. Ensure that all children learn not just foundation skills but also transferable skills such as critical thinking, problem-solving, advocacy, and conflict resolution to help them become good citizens. Curriculum may include practical skills such as recycling systems, water harvesting, and preservation, using alternative energy sources for cooking, cleaning up public places, waste	<ul style="list-style-type: none"> <li>• Teach soft skills</li> <li>• Introduce financial management, decision making, Critical thinking and self-awareness</li> <li>• Update the syllabi</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>management, creating gardens, and planting trees to acquire environmental awareness.</p> <p>13. Developed countries have emphasized that Science, Mathematics, and English as core subjects to be taught from Grade 1 onwards. Looking at the global trends, it is important for us to give due recognition to these three subjects in addition to the mother tongue and religion.</p>	<ul style="list-style-type: none"> <li>• Include 21st century skills</li> <li>• Include foreign policy and foreign relationship modules</li> <li>• Incorporate STEM model</li> <li>• Grades 6-11 curriculum should consist with Mathematics, Science , Business Studies Accountancy, Geography, Civics, Entrepreneurship and ICT</li> <li>• Provide opportunity to learn on logical thinking, human behaviour, environment protection and institutional management.</li> <li>• Include critical thinking and logical reasoning to science syllabus.</li> <li>• Introduce Practical testing for O/L science.</li> <li>• Include industrial usages of Physics and Chemistry to A/L</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

Taskforce Frame work Proposals	Digital Platform	
	Congruent	Non-Congruent
	<ul style="list-style-type: none"> <li>• Teach Physics, Chemistry, and Biology as separate subjects from grade 8.</li> <li>• Introduce Practical test for A/L science subjects.</li> </ul>	
14. In Sri Lanka, at the primary level, the basic sciences are included as a component of the integrated Environment Related Activities (ERA) curriculum. It is prudent to investigate whether Science is given its due place and whether Science should stand separately as a core subject. It is questionable whether laboratory work is given sufficient importance in the science syllabus at the secondary level.	<ul style="list-style-type: none"> <li>• Introduce environmentally friendly science concepts</li> </ul>	
15. In as much as Mathematics is an important subject, and one needs to find whether there is a need for all students to follow the same syllabus at the upper secondary level. Countries like Singapore and the UK have adopted a two-tier system where the higher tier is followed by	<ul style="list-style-type: none"> <li>• Preparation of curriculum in par with international curricular</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>

the students who require higher mathematical knowledge and skills and the lower tier by those who only need practical knowledge of Mathematics.

**Teaching English**

- The World Bank Report, “Transformin School Education in Sri Lanka,” published in 2011, suggests the improvement in teaching and learning English at the primary school level. In order to prepare our young generatior to face the challenges of the future, w need to do more than what is being done currently and commence providing more opportunities to learn English as an international language from Grade 1.
  - Teaching English interactively is important. A lot of quality work regarding quality teaching of the English Language has been done and still being done at the TRANSFORM
- English should be taught from Grade 1
  - Opportunity to learn English as the first Language
  - Introduce practical teaching/learning methods for English education.
  - Include interesting and attractive lessons which targets world of work
  - Improve grammar and composition sections of English.
  - To hold O/L English exam on IELTS methodology.
  - Oral and written tests for English.

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>project, which is a collaborative effort between the MoE and British Council</p> <ul style="list-style-type: none"> <li>• Another important aspect is integrating ICT from the primary level to enhance teaching and learning across the curriculum. The recent experiences have highlighted the need to understand the importance of computers, the internet, and online education, and the sooner it is introduced, the better it would be for the overall teaching and learning process of the children.</li> <li>• Secondary education level is the best time to judge the schools on their success in dealing with issues such as whether the students are equipped with the necessary skills to take their place in the workforce. The main focus of the current system is on academic content and preparing students for university entrance rather than addressing the national needs. The system is ill-</li> </ul>	<ul style="list-style-type: none"> <li>• Pay special attention on A/L English language.</li> <li>• Allow teachers to use practical methods in teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce ICT</li> <li>• Use English terms in ICT education.</li> <li>• Consider ICT as core subject in Grades 6-11 .</li> <li>• Provide knowledge on computer viruses and cyber protection</li> </ul>

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>equipped to help schools address the broader issues and, therefore, is at the risk of losing opportunities for young people.</p> <ul style="list-style-type: none"> <li>There are many important and relevant technical subjects offered as optional subjects at O/L. However, the demand for many of these subjects is low due to the non-availability of specialized teachers and the required resources. Further, there is no motivation for students to offer such subject as these technical subjects are not linked to qualifications of the National Vocational Qualification (NVQ) Framework and therefore, does not provide a direction for a suitable career after school. It is important that the vocational pathways are created within the school structure in the same lines as what is done with the BTECs in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce O/L subjects to six</li> <li>Link O/L and A/L to NVQ levels</li> <li>Introduce software usage.</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>

**Other Proposals**

- Introduce major foreign languages
- Teach a second national Language
- Lighten the current heavy syllabi
- Introduce Provincial/local (sub national level) curricular
- Restrict to A/L to two subjects and Sinhala/Tamil/English literature
- Aesthetic and Literature make compulsory to all A/L streams
- Teach Political Science to all students
- make the curriculum align to degree programmes
- Start educational programmes on TV and Radio
- Organize national level annual contest to select outstanding

**Table 3: SECONDARY EDUCATION****Annex 3****Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
innovators and for granting sponsorship.		
<ul style="list-style-type: none"><li>• Introduce vocational education for all students to select career path at the suitable stage.</li><li>• Provide physical facility requirements (instruments, extra supplementary books, etc.)</li><li>• Provide devices for on-line education.</li><li>• Secondary education stage to be aimed at vocational education and select students on competency.</li><li>• Practical and job-oriented subjects for A/L.</li><li>• Introduce subjects to suit for job market.</li><li>• introduce components on Geology, Food safety, Astrology.</li><li>• Introduce component tax calculation.</li></ul>		



**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

**Digital Platform**

**Taskforce Frame work Proposals**

**Congruent**

**Non-Congruent**

- Provide integrated education up to grade 9.
- Bring A/L education after grade 9.
- Extend school time up to 3 P.M.
- Provide internship training opportunities for A/L students.
- Introduce self-learning Modules.
- Introduce Non-competitive competency development system in education for future employment needs.
- Introduce more vocational subjects at Grade 8 or 9.

**3.3M Testing & Assessment Systems**

- Link the testing system with curriculum, syllabus writing, and textbook production, “Traditionally, literacy, numeracy, and Continuous assessment system for students' attendance, behavior, communication skills, leadership qualities, discipline, creativity should be introduced.

**Table 3: SECONDARY EDUCATION****Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>disciplinary knowledge are assessed using standard tests and data are gathered related to enrollment and attendance; however, these do not measure many aspects of quality education. Missing are the assessment and evaluation of life skills, perceptions, behaviors, and values which are part of quality education.” (UNESCO)</p> <ul style="list-style-type: none"> <li>Develop methods of testing the student’s creative activities, including aesthetics, sports, community work, environmental studies and so forth to be made a part of the continuous assessment which should be given weightage in the final examination marks such as GCE O/L and A/L.,</li> <li>Assess the reading, speaking, and listening abilities in addition to writing when testing language proficiencies. Testing systems used in other countries should be</li> </ul>	<p>Prepare questions to assess skills</p> <p>to conduct practical test for Physical Education also.</p> <p>Continuous assessment system for extracurricular activities should be put into practice.</p> <p>Alternative evaluation system instead of O/L and A/L for handicapped students.</p> <p>Allocate 50% for knowledge and 50% for practical.</p> <p>Speaking, writing, listening and reading should be tested and evaluated on languages.</p>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
adopted appropriately in our system.		
<ul style="list-style-type: none"> <li>Introduce a transparent and unbiased system of continuous assessment of student activities, including extra-curricular activities. Establish panels of teachers to ensure objective assessments. This will promote a school-based assessment system.</li> </ul>	Introduce national assessment policy	
<ul style="list-style-type: none"> <li>Marks obtained by the students for extra-curricular activities may be given 30% weightage of total assessment marks and be counted for the final examination results of O/L and A/L. Department of Examinations should develop a detailed methodology for objectively assessing the extra-curricular activities.</li> </ul>	Compulsory practical tests for O/L and A/L students are needed.	
<ul style="list-style-type: none"> <li>Need to retain students of the secondary levels in schools to attend to the extra-curricular exercises after regular school hours</li> </ul>	Extend school time until 3.00pm	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>and make it compulsory. These exercises should be done under the close supervision of teachers.</p> <ul style="list-style-type: none"> <li>• DOE should be assigned to develop a pragmatic testing and assessment system with a proper combination of summative and formative assessments. DOE should develop guidelines to conduct classroom-based assessment tools that can help teachers identify, monitor, and support the learners.</li> <li>• Supervision by teachers at different stages of an assignment given to the students, including selecting topics, the methodology to collect and analyze data, and a draft of the assignments should be practiced (learning process) rather than assessing only the final product. At present, it is observed that there are various external entities who prepare final</li> </ul>	<p>Develop examination tool based on student talents targeting future job market and government economic strategy</p> <p>Introduce assessment system on research and analysis.</p>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
assignments to be sold to the students.		
<ul style="list-style-type: none"> <li>Strong emphasis needs to be given to formative assessments (School/classroom-based, teacher-based) of which the scores are recognized.</li> </ul>	<ul style="list-style-type: none"> <li>Add 50% of continuous assessment marks with 50% of examination score final result of a subject.</li> <li>Introduce open book system</li> <li>Allow use calculators</li> </ul>	

**Other Proposals**

- Hold O/L exam at Grade 10
- Hold A/L exam twice a year
- Appoint a suitable panel to validate the quality of question papers
- Passing English at O/L exam make compulsory to enter GCE(A/L).

**3.4 Textbooks**

- Textbooks for main subjects such as mathematics, science, history, geography and the like may be written for an extended period as

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

**Digital Platform**

**Taskforce Frame work Proposals**

**Congruent**

**Non-Congruent**

there is no significant change in the content.

- Textbooks may be distributed through registered bookshops. Those who are willing to open bookshops should apply to the Education Publication Department (EPD) and register the bookshops.
- At least 5000-10,000 bookshops may be established throughout the country, which would provide a business opportunity to small entrepreneurs.
- A simple declaration may be obtained from the parents stating their willingness to pay for the textbooks for their children or to receive textbooks free of charge.
- Parents who state that they could pay for the textbooks may buy the textbooks at any bookshop. Parents may recognize it as a

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

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	<b>Congruent</b>	<b>Non-Congruent</b>
<p>contribution to their children’s education.</p> <ul style="list-style-type: none"> <li>• Parents who have stated that they cannot pay for the textbooks should be given a coupon to get the books from the bookshops, and the EPD should reimburse the value of coupons.</li> <li>• Students who opt to buy used textbooks may be given such books at a reduced rate and allow them to buy any other books or stationery for the balance amount within the textbooks’ approved value. This may promote the reuse of textbooks (At present about 25% of the books are reused for the following year).</li> <li>• The amount of funds saved from book sales should be allocated to other requirements of the education of children. For example, such savings may be used to</li> </ul>		

**Table 3: SECONDARY EDUCATION****Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
provide digital devices to needy children at a concessional rate.		
<ul style="list-style-type: none"> <li>Textbooks should be based on the syllabus of a subject in the curriculum. Based on the syllabus weightage, among units and learning outcomes defined in the syllabus, the question paper should be set.</li> </ul>	<p>Improve the quality of text books</p> <p>Appoint a panel of writers to guaranty the quality of Text books</p> <p>Select the text book writers through a transparent and systematic process</p> <p>Establish a system for monitoring and approval process to regulate contents in text books and other study materials.</p> <p>Make Text books interesting and simple</p>	

**Other proposals**

- Produce text books and supplementary materials in national level
- Prepare textbooks according to each term
- Supply text books to Grades 3-12



**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>• Provide text books or syllabuses for A/L.</li> <li>• Introduce resource books for A/L students</li> </ul>		

**3.4.1. Reading Ability and Skills**

- Compulsory Reading assignments should be given to students and encouraged to use books in the library. Make compulsory the usage of library
- Individual assignments- Every student selects a book and makes a brief presentation after reading the book on its content with critical comments. This should be done under the supervision of the teacher.
- Group assignments- Teachers to give a topic to students in a group and ask them to read relevant books and make a group

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<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>presentation, citing the books and critical comments.</p> <ul style="list-style-type: none"> <li>• Students should be taught reading techniques to find the required topic for the assignment.</li> <li>• Evaluation of reading assignments also may be taken into account in the final assessment process.</li> <li>• School libraries should be developed in a planned manner, and the Ministry of Education may issue guidelines on acquiring the required books for the libraries.</li> <li>• Prescribe a list of books for each subject and put all those books in the library in all schools.</li> <li>• Provide required training to the teachers on what is expected by this reading assignment</li> </ul>	<p>Develop school libraries</p> <p>Introduce online library system</p> <p>increase number of study places in public libraries</p>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

**Digital Platform**

**Taskforce Frame work Proposals**

**Congruent**

**Non-Congruent**

**3.5 Facilities and Sharing Resources**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Initiate a programme to streamline the school system based on a set of identified criteria to pave the way for maximum utilization of resources.</li> <li>• A network of schools is created based on a “center school” identified through the following criteria, enabling them to share resources more feasibly.</li> <li>• The geographical location of the Schools.</li> <li>• The social, economic, and cultural background of the school.</li> <li>• Availability / Abundance of the physical and human resources of any school and the neighboring schools.</li> <li>• Fair flow in the pattern of sharing resources in the Network identified.</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>• Establish school clusters comprising around 10 schools</li> <li>• Make compulsory to admit students to the nearest school</li> <li>• Amalgamate schools with lesser no of students to other.</li> <li>• Limit the class size to 30 students</li> <li>• Limit the school size to 1000</li> </ul> |
|---|---|

**3.6 Career Guidance**

- Guidance is necessary for the selection of subjects and course

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<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>streams and finding appropriate job placements.</p> <ul style="list-style-type: none"><li>• Career guidance helps students to reflect on their ambitions, interests, qualifications, and abilities. Based on that knowledge, one can access the information about the labor market and educational opportunities by organizing it, systematizing it, and retrieving it as and when required.</li><li>• Career guidance would help students to make a transition to the working world. The availability of career guidance facilities can improve the efficiency of the education system by enabling those whom complete education to find gainful employment.</li><li>• Career Guidance Programme could help to reduce the drop-out rate of students.</li></ul>		

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>Introduce a system of career guidance in the school system, suitable persons with required qualifications to be appointed <b>as Career Guidance Counselors</b> by the vocational education sector (Ministry) and place them in schools. Continuous interactions of the career guidance counselors with vocational education are paramount. Provide required facilities including computers, office equipment, and internet facilities for them. Career guidance counselors should update the available information related to the world of work and guide the children and the parents on suitable future employment based on their interests and skills.</li> <li>Suitable persons should be selected as Career Guidance Counsellors through a proper selection procedure from the</li> </ul>	<p>Introduce career guidance to all schools</p>	
	<p>Appoint trained teachers / mentors for Career Guidance</p> <p>Ensure an efficient career guidance process.</p>	

**Table 3: SECONDARY EDUCATION****Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>graduates appointed by the government.</p> <ul style="list-style-type: none"> <li>• Arrange proper and continuous training for the career Guidance Counselors.</li> <li>• According to a study conducted by McKinsey Center for Government using data of selected 25 countries, many youths are not sure that their post-secondary education has improved their chances of finding a job. Almost 40% of employers say that a lack of skills is the main reason for entry-level vacancies.</li> <li>• Job categories identified are teacher, salesperson, landscape specialist, web designer, banker, accountant, musician, car repairer, doctor, nurse, fireman, entrepreneur, welder, surgeon, hotel manager, engineer, architect, and driver.</li> </ul>		

**3.7. Regularization of Private and International schools Background**

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>• Establish a regulating authority under ministry of Education.</li> <li>• Control the fees structure</li> <li>• Monitor the function through the Ministry of Education</li> <li>• Teach Sinhala / Tamil Literature</li> </ul>		

**3.8. Vocational Education**

- Provide alternative pathways including vocational, polytechnic, technical and other options for students to select a preferred pathway.
- Coordinate with the vocational education sector to absorb students who do not proceed with the academic pathway until the A/L s.
- Provide opportunities for all students who proceed in different pathways to pursue higher education. Establish institutions on vocational education to offer higher-level studies, including diplomas and degrees, Establish Universities by district

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	<b>Congruent</b>	<b>Non-Congruent</b>
preferably at the district level. E.g., Proposed District universities.		
<ul style="list-style-type: none"> <li>Consider establishing regional campuses of UNIVOTEC at the district level to provide higher education opportunities for the students in the vocational institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Establish regional branches of Open University</li> <li>Establish regional Technical Universities</li> </ul>	
<ul style="list-style-type: none"> <li>Rationally integrate NVQ and SLQF and provide opportunities for the students in the vocational sector to proceed with higher studies systematically.</li> </ul>		
<ul style="list-style-type: none"> <li>Carrying out consultations with career guidance counselors operating at the schools on the preferred pathway while considering the students' interests and talents. Career guidance counselors should guide the child and the parents showing the vast array of opportunities available in the employment market and allow the child and the parents to select an appropriate pathway.</li> </ul>		
<ul style="list-style-type: none"> <li>The number of years in school should be brought back to 12 years, as was done previously.</li> </ul>	Reduce schooling by one year	



**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>• A proper and robust system should be established to provide entry opportunities to formal vocational education and training institutions for students who do not intend to pursue higher education through the A/L stream.</li> <li>• Students should be guided to select alternative pathways in the vocational education sector and provide more opportunities to pursue higher studies without A/L by recognizing their work experience. The students should be enrolled in NVQ and SLQF to enable them to reach the same destination through alternative pathways.</li> </ul>		

**Other Proposals**

- Review the current all 26 syllabi

**3.9 Teacher Development**

- Teacher training should be improved, and morale of teachers should be lifted; teachers should guide the students’ future
- Reform the teacher as a facilitator
- Update teacher training programme

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>through developing their respective capabilities, ability to think for themselves, their desire to continue learning in life, and encouraging them not only in getting and receiving but in giving and contributing.</p> <ul style="list-style-type: none"> <li>• Building up the standing of teachers and giving them every support to get their task done well is key to running a superior education system.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement teacher appreciation programmes annually</li> <li>• Upgrade the professional qualification of teachers</li> <li>• Implement continuous teacher training programmes</li> <li>• Train all new graduates through one-year training programme</li> <li>• Train to teach using ICT</li> <li>• Train to teach using new technology and teaching methods</li> <li>• Train teachers on usage of ZOOM, Google etc.</li> <li>• Introduce more in-service training opportunities</li> <li>• supply more opportunities to do post graduate studies</li> <li>• Implement more SBTD programmes</li> <li>• Implement capacity building programmes.</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>Organize regular Teacher Conventions at national, zonal and divisional levels to share creative experiments among the teacher community.</li> <li>Introduce practices for Improving the teacher-child relationship.</li> <li>Consider offering an attractive benefits package to teachers. Since teaching is a unique profession, it may be established as a close service to offer due recognition and status.</li> <li>Use international experience on teacher development appropriately:</li> <li>Teacher Service should be recognized as the premier service among all education services, including the Sri Lanka Education Administrative Service (SLEAS), Principals’ Service, etc. A classroom interaction requirement should be made a prerequisite for all appointments to the SLEAS and Principals’ Service, and the like. The entry-level to all educational services to be the Teacher Service and</li> </ul>	<ul style="list-style-type: none"> <li>Introduce opportunities for research-based teacher development</li> <li></li> <li>Increase the salary of teachers</li> <li>Abide annual salary increment with performances</li> <li>Introduce a loan scheme to purchase vehicles and housing</li> <li>Pay salaries according to the qualifications</li> <li></li> <li>Introduce degree as the minimum qualification for the teaching profession</li> <li>Introduce B.Ed. programmes aiming recruit as teachers</li> <li>Introduce a license scheme for teachers</li> <li>Recruited only the trained teachers</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>recruitments to other services should be done by selecting eligible persons of the teacher service who possess adequate experience in the teaching</p> <ul style="list-style-type: none"> <li>• Service and the exposure to the classroom. Deploying the officers selected to SLEAS to teach for two years does not fulfil the requirement as they go as “officers.” All officers in education services should begin their careers with adequate experience in the classroom.</li> <li>• Present designation of Teacher Advisors should be changed as Learning Process Coordinators and be managed and supervised by the NIE. They should share new knowledge with teachers and act as a link between NIE and the classroom. They should conduct model classes for the teachers and encourage the dialogue with the teachers on teaching methods, learning process and so forth.</li> <li>• Teaching is not a mere profession – it should be a passion. In the process of education, it is particularly important to see that the student does not lose his/her joyfulness, spontaneity, or ability to be truthful without fear of consequence. There</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teaching as a passion</li> </ul>

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

**Digital Platform**

**Taskforce Frame work Proposals**

**Congruent**

**Non-Congruent**

is much ‘un-learning’ to do on the part of teachers and parents if we are to achieve a truly transformative education system.

- It is necessary to work towards transforming teaching and pedagogical techniques and that teaching methodologies and student activities should not merely transmit knowledge but also contribute to the development of generic skills that are necessary for effective functioning in personal life, interpersonal relationships, employment/economic activities and society. Examples of such skills are critical, and divergent thinking, creativity, initiative, leadership, problems-solving, decision making, responsibility, and teamwork. Pedagogical methods can be improved by changing the nature of classroom activities, field-based projects, co-curricular activities, and the school’s social climate.
- As pointed out in a UNESCO publication, there are four key strategies to provide better teachers:
- Make aware the teachers on child rights and teaching children in friendly manner
-

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<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>• Attract the best teachers (motivated candidates into the profession who are driven by the satisfaction of helping students to learn, fulfil their potential and develop as responsible citizens)</li> <li>• Improve teacher education (impart skills needed to teach and use of pedagogical practices)</li> <li>• Get teachers where they are most needed. Effective teacher deployment system (provide incentives to teachers to accept postings in difficult areas, compulsory service in areas away from urban centers).</li> <li>• Provide the right incentives to retain the best teachers (salary structure, other motivation packages) (UNESCO, Teaching and Learning, 2014)</li> <li>• Responsibility for teacher development to be entrusted to the NIE and promote school-based teacher development.</li> <li>• NIE to perform as an autonomous institution affiliated to a selected university which has a Faculty of Education. This would provide opportunities to share resources, career development, and other improvements, particularly academic interactions. The proposed affiliation may</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>be done in line with Singapore NIE, which is affiliated to Nanyang Technical University as an autonomous institution. NIE Singapore awards various certificate programs and bachelor’s degrees and post-graduate degrees to be conferred by the Nanyang University. NIE, Sri Lanka should be upgraded to award bachelor’s degrees and Postgraduate Diplomas / Degrees at Master and PhD levels. Affiliation to a university will improve the recognition for the degrees offered by the NIE as the university could confer such degrees.</p> <ul style="list-style-type: none"> <li>• All National Colleges of Education (NCoE) should be managed by the NIE. When upgrading NCoEs as degree awarding institution, the degrees so awarded can also be conferred by the University to which the NIE is affiliated.</li> <li>• Presently the teacher trainees for NCoEs are selected from the list of advanced level results after selecting students for the Universities. This system would give a devalued impression for the Teacher Trainees selected for NCoEs. The selection of Inmates for NCoEs should be made based</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade NCOE diploma to degree</li> <li>•</li> </ul>	<p>Upgrade NCOE as a degree awarding institution under UGC</p>

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>on advanced level examination results considering their preference for admission to universities or NCoEs.</p> <ul style="list-style-type: none"> <li>• NCOEs should be managed as an improved institution of former teacher training colleges. The inmates should be required to work according to a uniform timetable, including academic content, physical training, gardening, cleaning of the premises, meditating, and other religious activities, and inter-cultural programmes. This would bring about discipline among teacher trainees and to uplift their social behavior.</li> <li>• The teachers who pass out from NCOEs were posted to difficult remote areas in the past to meet the shortage of teachers. They had to serve in such schools for 3 years. The teachers would like to continue this process if they are released after serving the 3 years and giving them a transfer to a place they prefer. In recent times teachers were reluctant to do so as their transfers have not been given for a long time.</li> </ul>		



**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>• NIE should continue to be managed by its council under the Ministry of Education while the academic affairs are coordinated with the selected university.</li> <li>• A senior officer should be appointed as Director (Teacher Development) under the Ministry of Education. He/ She should be entrusted with the overall coordination of the process with all relevant institutions.</li> <li>• Center for Excellence in English Education (NCOE) at Peradeniya should be upgraded with modern technology and providing high caliber professionals to the teaching staff. All English teachers should be provided with adequate training on a residential basis for effectively teaching English.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	

**3.10 Principals as Leaders**

- Principal to develop the vision for the school followed by a long-term plan
- Motivate teachers to extend full support to realize the vision and the planned activities lead by the principal.

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<ul style="list-style-type: none"> <li>Enhance capacities of principals through suitable training and development, including foreign training for selected principals and teachers.</li> <li>Due recognition to the principal should be awarded. An attractive benefits package should be offered to motivate the principals.</li> <li>The principal may Coordinate with entrepreneurs in the area and obtain their views on the skills needed in the</li> </ul>	<ul style="list-style-type: none"> <li>Empower principals through well designed capacity building programmes</li> <li>Implement leadership development programmes</li> <li>Create visionary leaders</li> <li>Promote practical training programmes</li> <li>Award foreign training</li> <li>Train principals as quality managers</li> <li>Train principals in research based</li> <li>Implement continuous training programmes</li> <li>Promote periodic group meeting for sharing experiences</li> <li>Evaluate the performance of principals and award scholarships for best achievers</li> <li>Provide handsome salary</li> <li>Provide vehicle facilities</li> <li></li> </ul>	

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>employment market and other expectations from the students.</p> <ul style="list-style-type: none"> <li>• School-based reforms should be entrusted to the principals and implemented with the District Director of Education’s concurrence.</li> <li>• Review the career development, and the social behavior of past pupils, and lessons learned should be used to improve the school’s behavioral patterns. The violence of past students, including inhuman ragging at universities, should be avoided by inculcating proper values to the school students.</li> <li>• Suitable criteria for the assessment of principals’ performance should be developed, and students social behavior may be included as an indicator in the assessment criteria.</li> <li>• The systematic placement and transfer process of principals should be developed and implemented. Principals may be transferred after five years from one school to another. Those principals who</li> </ul>		<ul style="list-style-type: none"> <li>• Establish a close service consolidating SLTS, SLPS, SLTES and SLEAS</li> <li>• Recruit to SLPS according to the minute and fill the vacancies regularly</li> </ul>

**Congruency of Proposals on Digital Platform To The Framework Of Proposals**

<b>Taskforce Frame work Proposals</b>	<b>Digital Platform</b>	
	<b>Congruent</b>	<b>Non-Congruent</b>
<p>have delivered good results may be asked to take over another school with poor performance and request them to improve the standards of the school assigned to them.</p>	<ul style="list-style-type: none"> <li>• Appoint only the persons belong to the SLEAS and SLPS as principals</li> <li>• Avoid political appointments</li> <li>• Recruit only the degree holders</li> <li>• Introduce promotional scheme based on performances</li> <li>• Award 50% for exam marks and 50% for past performances as teachers</li> </ul>	

**Annex 4**

**HIGHER EDUCATION**

## Table 4: HIGHER EDUCATION

Annex 4

### Congruency of Proposals on Digital Platform with The Framework of Proposals of the Taskforce

Non-Congruent

#### Proposals of Digital Platform Congruent with Taskforce Frame work

1. Restructure the Higher Education System with appropriate Legislation
2. Promote Efficiency by Reforming Governance of Higher Education Institutes
3. Harness Evolving Technological Potential to Provide Rewarding Teaching and Learning Experience through Online Learning
4. Enhance the Relevance of Higher Education
5. Expand the Services of the Open University of Sri Lanka
  - Strength the open university along with provincial centers
6. Enhance the Competencies and Skills of non-STEM Graduates to Support Country's National Development and Growth
  - Inclusion of ICT to all degree programmes
7. Establish a Virtual University to increase Access for Higher Education
  -
8. Expand the Non-state Sector of Higher Education
  - Allow to function only for highly recognized foreign universities

## Table 4: HIGHER EDUCATION

Annex 4

### Congruency of Proposals on Digital Platform with The Framework of Proposals of the Taskforce

- |  |  |
|--|--|
| 9. Promote Research and Development, Innovation and Technology Transfer                              | • Act to serve faculties with Industry and organization requirements |
| 10. Ensure Quality Assurance in Higher Education   | • Monitor foreign degree awarding institutions                       |
| 11. Consider leadership qualities and achievements in cocurricular activities in selection           |  |
| 12. Increase the intake of universities  |  |
| 13. Ensure placement for all A/L Qualifiers  |  |
| 14. Reduce admission to Arts streams   |  |
| 15. Introduce entrance exams by universities leaving selection based on Z-score                      |  |
| 16. Introduce a system to enroll students through a one-year foundation programme                    |  |
| 17. Offer additional marks on university selections for students educate or residing in remote areas |  |

## Curriculum

## Table 4: HIGHER EDUCATION

Annex 4

### Congruency of Proposals on Digital Platform with The Framework of Proposals of the Taskforce

18. Establish high standard universities with variety of fields
19. Include teaching climatic changes to all students
20. Introduce STEM based curriculum
21. Limit degree programmes to three years
22. Introduce new courses and modify the current courses
23. Establish Universities by district
24. Establish Universities for agriculture by district
25. Offer scholarship for foreign students
26. Introduce loan scheme instead on free education
27. Introduce boot camps for TEC/IT students
28. Increase the opportunities to obtain degrees at Vocational fields
29. Introduce more vocational courses



## Table 4: HIGHER EDUCATION

Annex 4

### Congruency of Proposals on Digital Platform with The Framework of Proposals of the Taskforce

30. Allow expatriates to serve in universities
31. Take actions to exchange academic staff among universities
32. Ban ragging
33. Introduce English as the medium of instruction
34. Consolidate universities
35. Obtain a membership of an international distance education system
36. Increase the number of technical faculties

**Annex 5**

**VOCATIONAL EDUCATION**

**Congruency of Proposals on Digital Platform to The Framework of Proposals**

**Digital Platform**

**Taskforce Frame work Proposals**

**Congruent**

**Non-Congruent**

**3.8. Vocational Education**

1. ● Provide alternative pathways including vocational, polytechnic, technical and other options for students to select a preferred pathway.
2. ● Coordinate with the vocational education sector to absorb students who do not proceed with the academic pathway until the A/L s.
3. ● Provide opportunities for all students who proceed in different pathways to pursue higher education. Establish institutions on vocational education to offer higher-level studies, including diplomas and degrees, preferably at the district level. E.g., Proposed District universities.
4. ● Consider establishing regional campuses of UNIVOTEC at the district level to provide higher education opportunities for the students in the vocational institutions.
5. ● Rationally integrate NVQ and SLQF and provide opportunities for the students in the

Establish Universities by district

Establish regional branches of Open University

Establish regional Technical Universities

**Congruency of Proposals on Digital Platform to The Framework of Proposals**

**Digital Platform**

**Taskforce Frame work Proposals**

**Congruent**

**Non-Congruent**

vocational sector to proceed with higher studies systematically.

6. ● Carrying out consultations with career guidance counselors operating at the schools on the preferred pathway while considering the students’ interests and talents. Career guidance counselors should guide the child and the parents showing the vast array of opportunities available in the employment market and allow the child and the parents to select an appropriate pathway.
7. ● The number of years in school should be brought back to 12 years, as was done previously.
8. ● A proper and robust system should be established to provide entry opportunities to formal vocational education and training institutions for students who do not intend to pursue higher education through the A/L stream.
9. ● Students should be guided to select alternative pathways in the vocational education sector and provide more opportunities to pursue higher studies without

Reduce schooling by one year

**Table 5: VOCATIONAL EDUCATION**

Annex 5

**Congruency of Proposals on Digital Platform to The Framework of Proposals****Digital Platform****Taskforce Frame work Proposals****Congruent****Non-Congruent**

A/L by recognizing their work experience. The students should be enrolled in NVQ and SLQF to enable them to reach the same destination through alternative pathways.

**Other Proposals**

10. Review the current all 26 syllabi OF 13 YEAR Guaranteed Education Program

