

**Proposed
New Educational Reforms
and Related Opinion Survey
2018**



Department of Research and Development
National Institute of Education

**Proposed New Educational Reforms
and Related Opinion Survey
2018**



**Department of Research and Development
National Institute of Education
Maharagama
2018**

Proposed New Educational Reforms and Related
Opinion Survey

Guidance	Dr. T. A. R. J. Gunasekara (Director General)
Research supervision	Dr. Dayananda Keppetigoda (Director- Research)
Project Coordinator	K. A. N. Sulochana Alexander (Lecturer)
Internal Research Group	W. K. Shirani Pushpamala (Senior Lecturer)
	D. Hettige (Lecturer)
	N. D. Dissanayake (Lecturer)
	M. D. D. I. De Silva (Assistant Educationist)
External Research Group	L. M. Wanshawathie (Retired Dean)
	W. P. S. Wakishta (In-Service Advisor)
	M. A. P. Munasinghe (Retired Chief Project Officer)
Computer Typesetting	Nilmini Fernando (Management Assistant)
Cover Design	Chathura Madusanka (Department of electronic dissemination)
Printing and Technical Management	W. M. U. Wijesooriya (Director-Acting) Printing and Publication Department

Executive Summary

The Hon. Minister of Education has appointed a committee representing all the state institutions related to education in order to identify the areas that need curricula reforms in general education. The aforesaid committee has prepared a draft identifying the four areas below that need reforms.

1. New vocational stream introduced to grades 12 and 13
2. G.C.E. Advanced Level – grades 12 and 13
3. G.C.E. Ordinary Level- grades 10 and 11
4. Primary Education

The proposals of the committee have been presented to a board of hundred professionals whose views were taken into account. There after, they were forwarded to a sample group of 242 individuals that includes education administrators, principals, in-service advisors, teachers and parents who were direct stakeholders of the educational process. The sample group was given a questionnaire and subjected to a focus group interview. Then, the collected data was analyzed and the summation of the recommendations, conclusions, suggestions and the descriptions are as follows.

Proposed reforms to the new vocational curriculum introduced to grades 12 and 13

A vocational subject stream should be introduced to the school drop-outs after the G.C.E. Ordinary Level. This should be constituted by a general component and an applied subject component while the general component should start immediately after the completion of G.C.E. O/L exam. Steps should be taken to establish at least one school in a Divisional Secretariat while ensuring the availability of infrastructure and physical facilities and curriculum substances needed to empower the vocational subject stream. While this course is progressing, special attention should be given to the students with special educational needs and those who are misfortunate

The execution of subject stream should be done in accordance with the vocational education standards. For this, the assistance of the subject-related authoritative institutions should be obtained. The evaluation and assessment of the learners should be in par with the vocational education standards. Those who get properly qualified from the subject stream will be awarded with the Advanced Certificate of Vocational Education (ACVE) and the society should be informed about the connection between the NVQ and ACVE.

Proposed reforms to the G.C.E. Advanced Level Exam (grades 12 and 13)

The G.C.E Advanced Level exam certificate should be recognized as a qualification for finishing school education and it should not be considered a university entrance exam. It should also project the proficiency level of each student in a sufficient way.

The other major proposals approved by the majority were, preparing students with skills required for the job market of the 21st century commencing a vocational post-guidance service for those who fail at the G.C.E. Advanced Level, proving credibility and validity of the school based assessments, reforming the

Common General Test into a full aptitude test, subject amalgamating done by including two subjects from specific fields and one from a subject basket and finally excluding low demanding subjects from the examination.

Proposed reforms to the G.C.E. Ordinary Level (grades 10 and 11)

The students who prepare for the G.C.E. (O/L) exam should learn six core subjects only, all the subjects should be given equal teaching time. The G.C.E. (O/L) results should be released on grades and also as an average of grade marks within the 0-5 scale. In teaching religious studies and ethics, it is appropriate to learn about other religions and cultures. In doing so, the assistance of religious institutions should be sought. Mathematics and science subjects should be enhanced to teach skills essential for day to day life. When integrating social studies and history, the content must be given close attention. It should be further investigated that whether to consider subjects like Information Technology, Physical Education as core subjects or basket subjects.

Proposed reforms to the Primary Education

According to the United Nations standards, the primary curriculum should logically be in par with the six subjects of grades 6-11 in a similar way to the standards of developed nations. Moreover, the primary curriculum should be under-pinned with an indigenous, national and cultural base. It should be developed according to the principles of psychology and sociology of child development by which the foundation for emotional, cultural and spiritual stability of children is expected to be established. While creating a healthy classroom environment to develop language and communication skills without any discrimination, it is expected to teach one's native language along with the English language from grade one. The recruitment of primary teachers should be purely based on skills and a set of criteria has to be prepared to maintain the high standards of teacher- training by obliterating deficiencies. A pool of teacher-trainers should be established through a supervisory and a follow up process while protecting the productivity of teacher trainings.

Syllabi should be prepared considering the primary subject constituents on vertical and horizontal bases while targeting the development of basic competencies. Also a proper plan should be developed to assess and evaluate the proposed primary subject constituents. The primary curriculum should open a future for the children with Special Educational Needs (SEN).

Foreword

Empowering the education system is the first step towards progress in developing a nation. Therefore, all nations in the world prioritize in developing their respective education systems. In the current post-globalization context, the main goals of education systems are to produce resilient individuals who can face the current global challenges steadfastly and foresee the transient global trends successfully by dexterously applying new knowledge. As balanced individuals, they should have the skills needed to coexist in pluralistic societies such as soft skills, sensitivity, empathy and artistic expression. Hence, there should be an intense modernization in education with the societal, economical and cultural progresses that are taking place locally and globally.

Having foreseen the requirements which emphasized reforms to the current Sri Lankan education system, the Honorable Minister of Education appointed a committee representing all the education-related public institutions in the country in order to prepare a draft on the reforms needed to the curriculums in general education. This committee proposed that reforms are needed in the new operational vocational subject stream and the primary, secondary and senior-secondary stages in the education system.

In order to succeed in this national endeavor, it is necessary to implement the proposed education reforms based on a strong, research-backed platform. Therefore the Research and Development Department decided to inquire into the responses of stakeholders such as education managers, principals, in-service advisors, teachers and parents who represent the operational level slab of the education system.

I expect that the research-backed data received from the responses of direct stakeholders and the education field draft presented by the committee through the observation of current educational trends, will strongly contribute to policy making and help in implementing educational reforms.

While conferring my gratitude to the staff at the Department of Research and Development and the external resource persons for their contributions in this endeavor, I wish the role of the Research and Development Department will be expanded by conducting research of this nature that is helpful to promote qualitative developments in the education system.

Dr. T. A. R. J. Gunasekara
Director General
National Institute of Education
Maharagama

Acknowledgement

Achieving global milestones while adapting to emerging social, economic, cultural and technology-based tendencies have become the prime intention of all nations in the modern global context. The world has turned into a global village where no country can stand alone without others' societal, economic and cultural influence. Therefore the education system has been entrusted with a specific duty in accomplishing the aforesaid endeavor for a country. Sri Lanka too has intended to bring reforms to her education system in order to accomplish the aforesaid goals with a strong emphasis on research. Therefore this study was executed taking all the above factors into consideration. From the beginning to the end there were a lot of people who helped to make this study a success in numerous ways. Among those;

- ÷ Madam Dr. (Mrs) Jayanthi Gunasekara, the Director General of National Institute of Education for giving the initial idea for the research and providing guidance and encouragement throughout the process.
- ÷ Dr. Dayananda Keppetigoda, the Director at the Research and Development Department for the support given through leading, monitoring and supervising and guiding the study in the correct direction.
- ÷ Mrs. L.M. Wanshawathie, the past president of Wayamba National College of Education and Mr. S. P. W. Wakishta, In-Service Advisor at the Galle Zonal Education Office and M. A. P. Munasinghe, Project Officer (Retired) at the Research and Development Department for the continuing support given for the success of the study.
- ÷ Ms. Shirani Pushpamala, Senior Lecturer, for monitoring the scientific process of the research by giving support at the right moment to make this study a success, Lecturers (Mrs.) Dihani Hettige and (Mrs.) Nirosha Dissanayaka for collecting and coding the data and Ms. Irani De Silva, Assistant Educationist for administrating the monetary affairs of the project and supporting with the documentation of the research.
- ÷ Senior Lecturers Mrs. Nisala Chinthani and Ms. Roshini De Silva and, the Assistant Lecturers Mrs. Kamanika Perera and Mr. Yehan Sachith of Planning Department for collecting Sinhala medium data and Mr. Duneisinghe, Sectional Head, Open School Unit, Mrs. I. Selvarani, Senior Lecturer and Mrs. S. Sudarshani, Assistant Lecturer at the Teacher Education Department and Mr. S. Rajendran, Senior Lecturer, Mr. C. Sudeshan, Assistant Lecturer at the Mathematics Department, for collecting Tamil medium data in the study.
- ÷ External Resource Persons Mr. R. Ravindran and Mr. M. Premanadan for their assistance in translating Tamil medium data into Sinhala medium.
- ÷ Mr. Vipula Liyanage, Management Assistant for the proper execution of office work related to the project. And Mrs. Nilmini Fernando, Management Assistant for computerizing the study report and Mrs. Nisansala Jayarani for her contribution to the project in numerous activities.

- ÷ Mr. Chathura Madusanka, at the Digital Public Relations Department work for creating the beautiful cover design of the study report.
- ÷ Thank you for all who made their contributions to make this study a success.

K.A.N. Sulochana Alexander
Lecturer
Research and Development Department
National Institute of Education
Maharagama

Content

	Page No.
Executive Summary	iv
Foreword	vi
Acknowledgement	vii
Content	ix
List of Tables & List of Figures	x
Introduction	1
Section I	
General Education in Sri Lanka: Proposals for Reforms Draft Report	9
Section II	
Responses of the committee of intellectual on Proposed educational reforms	31
Section III	
Responses of the stakeholders directly connected to The field of education on proposed new educational reforms	49
Section IV	167
Conclusions & Suggestion	

List of Tables

Table 1	:	Sample of the study
Table 2	:	Subject categories under applied components and the applied subject
Table 3	:	The Structure of Vocational Stream – Grade 12
Table 4	:	The Structure of Vocational Stream – Grade 12
Table 5	:	Current subjects prescribed for G.C.E. (O/L) and the number of periods allocated for a week
Table 6	:	The current grading system in G.C.E. (O/L) examination
Table 7	:	The number of core subjects G.C.E. (O/L) students should learn relevant to the proposed recommendations and the number of periods allocated for a week
Table 8	:	The number of bucket subjects G.C.E. (O/L) students should learn relevant to the proposed recommendations and the number of periods allocated for a week
Table 9	:	The grades and how the grade marks are offered for G.C.E. (O/L) examination according to the proposed reforms
Table 10	:	The prescribed subjects, activities and how the time is allocated for the three main stages of primary education
Table 11	:	The responses of the stakeholders to the recommendation that, a vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels
Table 12	:	The responses of the relevant stakeholders to the recommendationThe responses of the stakeholders to the recommendation regarding the implementation of the vocational subject stream in accordance to the vocational educational standards
Table 13	:	Responses of the relevant stakeholders to the recommendation that the vocational stream learners should be assessed and evaluated with the vocational education standards.
Table 14	:	The responses to the recommendation that, the students who get qualified form the subject stream, should be awarded with the Advanced Certificate of Vocational Education (ACVE).

Table 15	:	The consent of the stakeholders regarding the overall recommendations (for all the four recommendations) of the vocational subject stream.
Table 16	:	The responses of the stakeholders related to the recommendation that the G.C.E.(A/L) examination certificate should be recognized as a school leaving qualification
Table 17	:	The responses of the stakeholders to the recommendation given to create opportunities to achieve proficiency required to the 21 st century world of work
Table 18	:	The responses of the stakeholders to the recommendation given to the development of a national level mechanism to affirm the public faith in implementing the School Based Assessment
Table 19	:	The responses of the stakeholders to the recommendation that the present common general test, should be reformed as a full aptitude test
Table 20	:	The responses of the stakeholders to the recommendation that there should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket.
Table 21	:	The responses of the stakeholders to the recommendation that the present number of subjects for the G.C.E. Advanced Level should be reduced by removing the less demanding subjects
Table 22	:	The agreement of the total stakeholders to the total proposed recommendations (for six recommendations) related to G.C.E. Advanced Level.
Table 23	:	The responses of the stakeholders related to the recommendation that the number of subjects that should be learnt by the G.C.E.(O/L) students are six. In relation to the learning teaching time duration of grades 10 and 11 an equal weight should be kept on those subjects.
Table 24	:	The G.C.E. (Ordinary Level) examination results of the students as Grades and Grade Point Average (GPA).
Table 25	:	A new Grade system will be introduced as in the countries where G.C.E.(O/L) is held. Responses of the stakeholders to the second recommendation given to issue the G.C.E.(O/L) results as Grades and a Grade Point Average (GPA) of 0-5 scale
Table 26	:	The stakeholders' agreement regarding the total recommendations (for both the recommendations) related to the G.C.E. (O/L) educational reforms.

Table 27	:	The stakeholders' responses to the recommendation that, requirement of one educational structure for all: towards a fair learning environment.
Table 28	:	The stakeholders' responses to the recommendation that, the grade 5 scholarship examination should be abolished.
Table 29	:	The stakeholders' responses to the recommendation that, the primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards
Table 30	:	The stakeholders' responses to the recommendation that, the teachers should be recruited only on merit.
Table 31	:	The stakeholders' responses to the recommendation that the anomalies of the standards of teacher trainings should be removed.
Table 32	:	The stakeholders' responses to the recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children.
Table 33	:	The stakeholders' responses to the recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination
Table 34	:	The stakeholders' responses to the recommendation according to the standards, the English language should be taught from grade one onwards along with the vernacular.
Table 35	:	The stakeholders' responses to the recommendation that; the future should be open for the children with special educational needs.
Table 36	:	The stakeholders' responses to the recommendation that the structure of the subjects of the primary education: its ethos
Table 37	:	The stakeholders' agreement regarding the total recommendations (for all the ten recommendations) of the primary educational reforms

List of Figures

Figure 1	:	The themes uncovered from the responses regarding the proposed vocational subject stream
Figure 2	:	The themes uncovered regarding the G.C.E. Advanced Level educational reforms

- Figure 3 : The themes uncovered regarding the G.C.E. Ordinary Level educational reforms
- Figure 4 : The themes uncovered from the board responses related to the proposed primary education reforms
- Figure 5 : The themes uncovered from the responses to the common recommendations presented by the board, in addition to the new proposed educational reforms
- Figure 6 : The themes uncovered from the responses of the stakeholders given to the recommendation that a vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels.
- Figure 7 : The themes uncovered from the responses given by the stakeholders to the recommendation that the vocational subject stream should be implemented in accordance to the vocational educational standards
- Figure 8 : Themes emerged from the responses of the stakeholders to the recommendation given to assess and evaluate the learners in accordance to the vocational education standards
- Figure 9 : The themes uncovered from the responses of the stakeholders to the recommendation that the Advanced Certificate of Vocational Education (ACVE) certificate should be awarded to the students who get qualified from the subject stream.
- Figure 10 : The themes uncovered from the responses regarding the implementation of the vocational subject stream outside the expertise committee recommendations.
- Figure 11 : The themes uncovered from the qualitative data analysis of the responses to the recommendation that G.C.E. Advanced Level Certificate should be recognized as a qualification of school leaving.
- Figure 12 : The responses of the stakeholders to the recommendation that the opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work.
- Figure 13 : The themes uncovered from the responses to the recommendation that a national level mechanism should be established in order to consolidate the public trust regarding the school based assessment process.

Figure 14 : The themes uncovered from the responses to the recommendation that the present common general test should be reformed as a full aptitude test.

xiii

Figure 15 : The themes uncovered from the responses to the recommendation that there should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket.

Figure 16 : The themes uncovered from the responses to the recommendation that the present number of subjects for the G.C.E. Advanced Level should be reduced by removing the less demanding subjects.

Figure 17 : The themes uncovered from the responses regarding the G.C.E. Advanced Level subject stream external to the recommendations, in implementing the G.C.E. Advanced Level vocational subject stream.

Figure 18 : The themes uncovered from the responses to the recommendation that the number of core subjects that the G.C.E. (O/L) students should learn is six. An equal weight should be kept on them in relation to the learning teaching time in grades 10 and 11

Figure 19 : The themes uncovered from the responses to the recommendation that a new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well.

Figure 20 : The themes uncovered from the responses given by the stakeholders to the recommendation that the requirement of one educational structure for all: towards a fair learning environment.

Figure 21 : Themes emerged from the responses to the recommendation given to abolish the grade 5 scholarship examination

Figure 22 : The themes uncovered from the responses given by the stakeholders to the recommendation that the primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards

Figure 23 : Themes emerged from the responses to the recommendation given to recruit the teachers on the skill administration basis

Figure 24 : The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 24.

Figure 25 : The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children.

xiv

Figure 26 : The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination

Figure 27 : The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that, according to the standards, the English language should be taught from grade one onwards along with the vernacular

Figure 28 : The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that, the future should be open for the children with special educational needs

Figure 29 : The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that the structure of the subjects of the primary education: its ethos

Identifying the Responses of Stakeholders Related to the Education System regarding the Proposed New Education Reforms

1.1 Introduction

In a global context of rapid advancement in technology, every country in the world has to face challenges. Consequently, many countries are promoting educational systems that can create individuals who can successfully make their skills and knowledge useful beyond the 21st century. Based on this foundation, Sri Lanka too has taken steps to make necessary curricula amendments, by launching educational reforms in order to reach policy decisions necessary to achieve future goals. In this exercise, the National Education Commission, the responsible policy making body and the National Institute of Education, the authoritative body, are fulfilling a prime duty.

The National Education Commission has proclaimed common national educational goals of Sri Lanka. The 1992 and 2003 reports have introduced a collection of basic competencies that are needed to be achieved in order to fulfill national educational goals. In addition the research reports and the policy documents published by the national Education Commission and the National Institute of Education had been used in the rationalizing process of the curricula being implemented since 2007. The general education section had been given the priority with reference to achieving common national educational goals.

The general education section, operating with a mutual relationship with the tertiary and secondary education is a key component in the national development process. A minority would enter into tertiary or vocational education at the end of the ordinary school education but for the majority it's a drop out point. Therefore, students should master skills, knowledge; attitudes required for higher education and acquire practical competencies and soft skills. Therefore the ordinary school curricula should be composed considering the requirements of both the parties.

Modernizing of education according to global educational trends is necessary. Therefore, learning and teaching processes in the classroom should be updated with the use of

technology. Concurrently, learning and teaching methodologies and the teacher development courses should be reorganized while the institutes that execute these plans should be reorganized.

In editing the curricula to suit the current requirements, it is important to pay attention to the former curricula reformations because it helps to identify the strengths and the weaknesses of the previous curricula and to plan the proposed new curricula efficiently and productively. The main drawbacks to the current education system as depicted by the research studies and intellectual board discussions are as follows:

÷ **Not receiving equal opportunities in education**

Though the state has paid attention in constituting equal opportunities, it can be seen that there are inequalities and anomalies in disseminating resources. Thus, a belief has been established in the community, that extra teacher resources and physical resources would be channeled to the much facilitated main urban schools.

÷ **Curricula do not meet the purposes of national goals**

The national education system already has the components that are needed to improve general education; however there are problems in implementing them in the action level. Knowledge-based (not activity based) curricula is the problem behind this.

÷ **Overburdened curricula content**

The students are subjected to unnecessary pressure by unbearable expansion of the subject content, instead of introducing the approaches to search for knowledge students are directed to rote learning. The attraction of students to tuition classes is an erroneous consequence of this.

÷ **Theory over practice in the curricula content**

The curriculum has not mainly emphasized the development of practical talents required to the day to day life or to the world of work. In this knowledge centered context of education there will not be any balanced, sustainable development in the student.

÷ **Examination-oriented education**

The education of Sri Lankan students is solely based on the grade 5 scholarship examination, G.C.E. (O/L) examination and G.C.E. (A/L) examination. Because of this, an unnecessary competition in education has been induced. Thus, giving unnecessary emphasis to the cognitive fields slows down the psycho-motor development.

÷ **Lacking of required skills for the job market**

The development of required human resource, according to the ever-changing labor market due to globalization, is one of the responsibilities vested on the education system. Therefore; the personal literacy growth to face the competition of the labor market should happen by the curricula.

÷ **Knowledge Economy Concept and Education**

While the current century is declared as a knowledge-based century and the emergent economy as the knowledge economy, financial empowerment, innovation, education and training, and information and computer technology are considered as the four pillars of knowledge economy. Based on this, guidance should be given by the curricula content to lifelong educational opportunities which will turn children into fruitful members of knowledge economy.

÷ **Communicative and Information Technological Skills and Media literacy**

Communicative technological skills have become a necessary tool in current learning environments not only because the internet is a knowledge source, but also the computer has a potential in supplying the interactive learning opportunities. To this, approach opportunities should be open by a new curriculum.

÷ **Food, Nutrition and Physical well Being**

Many health related problems have emerged among school students due to the changes occur in life styles concurrent to the changing socio-economic context. There is a rapid spread of non communicable diseases in the present society due to

several factors like instant food, lack of exercise and wrong health habits. The curriculum should provide a support to control and prevent this situation.

÷ **Degeneration of social ethics**

Rapid growth of crime, usage of drugs and the violence in the present society is an implication of a huffed generation of social ethics. Likewise, the necessity to control high suicide rates and the development of emotional well being are highlighted. The long term responsibility vested on education is to curb this situation.

÷ **Environmental conservation and Sustainable development**

The adverse effects of high consumption of resources by the present mankind would be the deterioration of resources in a short period of time and environmental pollution. Therefore, the emphasis of curricula modernization should develop the attitudes regarding the sustainable development instead of consumer culture and the security of the environment and the resources.

Hence, reforms to the curricula should be done in accordance to the current global trends and by enquiring the compliance shown to the indigenous societal, economic and cultural context; or with a strong research foundation.

1.2 Current Studies

1.2.1 Background

The main goal of the National Institute of Education is to implement the proposed curricula developments on a research-backed basis after exploring the facts about the Sri Lankan education systems as mentioned above. Thus, the Research and Development Department at the National Institute of Education has put the foundation to do a full system analysis to figure out the direction which the Sri Lankan education should take prior to the aforesaid curricula development process.

Simultaneously, a special committee was appointed by the Honorable Minister of Education to prepare a draft on curricula reforms that are needed be done to General Education. That committee includes:

- ÷ The Academic affairs council of National Institute of Education
- ÷ The Establishment council of National Institute of Education
- ÷ Ministry of Education
- ÷ Department of Examination
- ÷ Education Publication Department
- ÷ University system
- ÷ University Grant Commission
- ÷ Ministry of Skills and Vocational Training
- ÷ Provincial Department of Education

The committee also consists of veteran scholars representing different parties in the education field. The maiden meeting was held on 26.03.2017 at the National Institute of Education and identified four fields to be reformed at the initial stage.

1. Introduction of new vocational stream for grades 12 and 13
2. Reforms related to G.C.E.(A/L) 12 and 13 grades
3. Reforms related to G.C.E.(O/L) 10 and 11 grades
4. Primary Education Reforms

Four committees were appointed to prepare a draft on new reformation proposals, following an in-depth investigation of facts on above mentioned four fields. These sub committees met seven times, which led to brainstorming sessions and discussion rounds. The rough draft was developed on proposed educational reforms along the four identified fields ought to be reformed.

1.2.2 The intellectual opinion survey on new educational reforms

The fore-going rough draft of proposals on new educational reforms was presented to a hundred member circle of intellectuals at the conference held on 16.12.2017 at the new auditorium of the National Institute of Education, Maharagama. This body was constituted by;

- ÷ The National education commission council officers representing the policy making stratum of education system,
- ÷ The officers of National Institute of Education representing the Syllabi compiling stratum
- ÷ The officers representing the direct stakeholders involved in formal school education : Ministry of Education, Sri Lanka Examinations Department, National Colleges of Education,
- ÷ The Provincial and Zonal level officers who represent the curriculum implementation level
- ÷ The Pediatricians who represent the medical profession working for children's mental and physical balance ,
- ÷ The officers of Child Protection Authority who work to protect child rights and responsibilities
- ÷ The stakeholders of University Grant Commission and the University system representing the Higher Education field,
- ÷ The officers of Vocational Training Authority, Ministry of Skills Development representing as stakeholders compiling the vocational education opportunities, and officers of the Chamber of Commerce representing the private sector.
- ÷ The veterans who represent different fields in non-governmental and private sectors

The responses given on a philosophical basis by the aforementioned body were collected in both the verbatim and written manner then and there. The verbatim ideas were recorded. The recorded verbatim data were archived and qualitatively analyzed against each reform. The analyzed details are depicted in the section two of the report.

1.2.3 The opinion survey of the stakeholders related to education; regarding the new educational reformation proposals.

Since this project was launched in 2017, a step forward was taken to further accomplish this national endeavor. In addition to the philosophical ideas and proposals received from the committee in regard to above mentioned draft (that includes the proposed educational reforms which are set to be implemented in 2018) the Research and Development

Department began to find out the responses of stakeholders such as education managers, principals, and in-service advisors, teachers and parents who are directly engaged in education field. The study was executed along a specific goals mentioned above on the prime aim of research-based implementation of new proposed educational reforms.

1.2.4 Aims

- ÷ To identify the responses to the rough draft of the new proposed educational reforms, given by the stakeholders directly related to education.
- ÷ To prepare the required foundation to the policy making, related to the new proposed educational reforms by the responses of the stakeholders.

1.2.5 The Sample

The data regarding the new educational reform proposal were collected from the below mentioned parties which constituted the sample of 242 representing the education zones: Colombo, Bandarawela, Galle, and Vauniya covering the nine provinces of the is land:the Western province, Uva province, Southern province and Northern Province respectively.

- ÷ Education managers (Directors)
- ÷ Principals
- ÷ In-Service Advisors
- ÷ Teachers
- ÷ Parents

Table 1: Sample of the study

Stakeholders	Education Managers	Principals	In-Service Advisors	Teachers	Parents	Total
Province	N=58	N=37	N=44	N=53	N=50	N=242
Western Province	15	13	06	10	10	54
Southern Province	20	06	14	18	13	71
Uva Province	11	08	13	14	12	58
Northern Province	12	10	11	11	15	59
Total	58	37	44	53	50	242

1.2.6 Data collection

Questionnaires and focus group interviews were the research tools employed in collecting data from the aforesaid stakeholders.

The data were obtained in two ways: recorded verbatim data and written data through the new educational reform proposal commonly submitted to a hundred member board of professionals .

Obtaining the responses of the stakeholders who are directly connected to the education field was done at the provincial level. After dividing the stakeholders into groups, focus group discussions were held. Developing a conversation among was encouraged by this process and their oral responses were recorded. Likewise using a questionnaire their responses, related to each recommendation were taken.

1.2.7 Data Analysis

From the verbatim and written data obtained through focus group interviews and the questionnaires related to each recommendation, the recorded verbatim data were listened to multiple times and converted to written reports suitable for analysis.

Of the data obtained from the written documents, the data that should be taken qualitatively were analyzed based on qualitative analytical principles and the data should be taken quantitatively were analyzed on quantitative analytical principles.

Likewise through the quantitative and qualitative data analytical methods, the responses of the stakeholders related to the education system regarding the new proposed educational reform proposals were uncovered.

The developed research report as said is presented along four sections as follows.

- Section 1 : General Education in Sri Lanka: Proposal for Reforms, rough draft report
- Section 2 : Related opinion of the committee regarding the proposed new educational reforms
- Section 3 : Responses of the stakeholders directly connected to the education system regarding the proposed new educational reforms
- Section 4 : Entire conclusions and proposals regarding the new educational reforms

Section 1

General Education in Sri Lanka: Proposal for Reforms,
rough draft report

General Education in Sri Lanka: A Proposal for Reforms

Preamble

The Vision 2025 Policy Statement of the government of Sri Lanka carries the commitment to transform our country into a knowledge hub inspired by highly competitive, social market economic policies. In this futuristic effort, the document underscores the need to orient education for skill development; making 13 years of education available to all, increase access to tertiary education, and expand opportunities for vocational training, thus empowering youth to make a vibrant contribution to the economy. A holistic and coherently articulated long term educational policy is a prerequisite in this regard.

Nature of mandate from the government

Having foreseen this requirement, the Hon. Minister of Education appointed a committee to formulate a National Education Policy Framework in line with the above government policy on education reforms under the direction of the Hon. Prime Minister.

In formulating a National Education Policy Framework, it was expected that the committee would recognize the global trends in education, economic development policies of the government, the demands of the evolving workforce as well as the work on education reforms already considered in Sri Lanka.

Core areas to be focused

Guidelines were also given to the effect that the new policy framework must be evolved in support of the government initiatives in the following core areas:

- a) Thirteen years of guaranteed education for all students in state schools;
- b) Modernizing the General Education System in Sri Lanka;
- c) Upgrading the quality of education through such means as teacher training and development; and,
- d) Ensuring standards of education by continuous inspection and evaluation systems.

The Committee identified four areas in which reforms should be made initially:

1. Introducing a new Vocational Stream in grades 12 and 13
2. Reforms regarding the GCE Advanced Level in grades 12 and 13
3. Reforms regarding the GCE Ordinary Level in grades 10 and 11
4. Reforms in Primary Education

Four committees were appointed to draft reform proposals in the areas mentioned:

Specific Reforms

1. Introducing a new vocational stream in grades 12 and 13

The academic content focused nature with little emphasis on work-friendliness/work-orientation is prominent within the curriculum prescribed for pre-tertiary level education of GCE (A/L).

Most the stakeholders expect a very high performance of students in the competitive, summative evaluation conducted at the end of a two-year educational process that burdens the students. Meanwhile, the overloaded syllabi devoid of opportunities for thinking pragmatically pave the way for narrowing down of cognitive skills of learners who are compelled to memorize and then retrieve. Additionally, over-comprehensibility makes the situation further undesirable. On the other hand, stakeholders' over-expectations of tertiary education have restricted them to focus on university focused education that makes learning intolerable.

Under the proposal of 13 years of continuous education of the present Government, it is intended to allow each learner to continue his or her studies till the end of Grade 13 without dropping out after sitting the GCE (O/L).

Thus the need for timely curriculum reforms, making the learning process interesting and work-friendly with futuristic perspectives. This is going to be addressed through introducing a new stream called the "Vocational Stream" for Grades 12 and 13 that would consist of Applied Work-friendly subjects (called Applied Subjects) in a cohesive manner.

Recommendation 1.1: Introduce a Vocational Curriculum to Meet the Aspirations of those who leave the School System after GCE (O/L).

We propose to develop a vocational curriculum that would meet the following objectives:

- ÷ To make students well prepared for life-long learning and responsible global citizenship
- ÷ To promote means of preparation for occupational fields/ with occupational interests to be geared towards the world of work
- ÷ To use local tactical knowledge as a catalyst for strengthening the youth's capacity for active involvement in a productivity and creativity based knowledge economy
- ÷ To instrumentalize promotion of environmentally sound sustainable development
- ÷ To facilitate poverty alleviation
- ÷ To enhance learner-awareness for education for life by reducing the prevailing gulf between academic aspects and pragmatic realities

The Vocational Stream would consist of three main components:

- (1) General Component**
- (2) Applied Subjects (Vocational Skill Area)**
- (3) Industrial Skills Training**

(1) General Component

This will be delivered in the first term of Grade 12 covering the following modules

	<i>Hours</i>
Fist Language: Sinhala/Tamil	40
Business English and Communication Skills	60
Aesthetic Appreciation	40
ICT Skills	60
Skills related to Citizenry	40
Health and Life Skills for Social Well-being	40
Entrepreneurship Skills	40
Career Guidance	60
Extra-Curricula: Sports, Societies, etc.	30

(2) Applied Subjects (Vocational Skill Area).

There are 26 Applied Subjects identified by the NIE under 7 clusters after having consulted the relevant stakeholders including the industry.

Table 2 : Subject categories under applied components and the applied subject

Cluster	Applied Subject
<i>Health and Social Services:</i>	1. Child Psychology and Care
	2. Health and Social Care
	3. Physical Education and Sports
<i>Socio-Cultural Studies:</i>	4. Performing Arts
	5. Event Management
	6. Arts and Crafts
<i>Designing:</i>	7. Interior Designing
	8. Fashion Designing
	9. Graphic Designing
	10. Art and Designing
	11. Web Designing
	12. Landscaping
<i>Agro and Food Technology:</i>	13. Applied Horticultural Studies
	14. Livestock Product Studies
	15. Food Processing Studies
	16. Aquatic Resource Studies
	17. Plantation Product Studies
<i>Technical Studies:</i>	18. Construction Studies
	19. Automobile Studies
	20. Electrical and Electronic Studies
	21. Textile and Apparel Studies
	22. Metal Fabrication Studies
	23. Aluminium Fabrication Studies
	24. Software Development
<i>Tourism and Hospitality</i>	25. Tourism and Hospitality
<i>Environment Related Studies</i>	26. Environmental Studies

Each Applied Subject will consist of four modules:

- I. Introductory Module (100 hours x 3)
- II. Intermediate Module (100 hours x 3)

III. Advanced Module Part I (200 hours) and

IV. Advanced Module Part II (100 hours)

(3) Industrial Skills Training:

This component consists of Industrial Training (or On the Job Training – OJT) related to the main Applied Subject chosen by students.

Implementation of Vocational Curriculum – Grade 12

The first year (Grade 12) is allocated for:

- ÷ Improving Generic Skills of students
- ÷ Introduction to the new Applied subjects and
- ÷ Improving the knowledge base of Applied Subjects with pragmatic awareness in the school in collaboration with the skilled and talented human resources in the nearby areas.

Out of the 26 applied subjects the students will select three in the first year (Grade 12) and will complete Introductory and Intermediate modules.

Implementation of Vocational Curriculum – Grade 13

- ÷ The first two terms of the second year (Grade. 13) will be allocated for on the job experience through exposure to real work places while learning the Advanced Modules of one selected subject in the school.
- ÷ Students will select industries both traditional and modern that are available in their own localities in line with the selected subject. The students will go ahead with a product based project work based on the experience collected through learning and practicing.
- ÷ In the last term of Grade 13 students will spend time in the school, while continuing industrial training, and are expected to work for reporting their interventions at work place through a project report and do revisions for the final evaluation.

Recommendation 1.2: Deliver Vocational Curriculum as per the Vocational Education Standards.

- ÷ The ideal class size for this stream needs to be 30 students. According to TVEC standards, for practical classes it needs to be 15.
- ÷ In consultation with the experts, appropriate teaching and learning methods along with suitable assessment activities need be identified for modules taught in this stream
- ÷ Teaching and learning strategies need to be aligned to problem based education instead of traditional content based education (Examples: Just-in-Time Learning. Learn to resolve problems)
- ÷ Need to produce attractive videos for lessons taught in this stream

Recommendation 1.3: Assess and evaluate learners as per the Vocational Education Standards.

- ÷ Assessment and evaluation process of these learners needs to be different from the conventional pattern, taking a practical approach.
- ÷ Assessment of learning should be based on the theory and practical components they are exposed to.
- ÷ During the first year (Gr. 12), a more balanced curriculum will be delivered with subject content and a school based practical component.
- ÷ A well-structured portfolio assessment method will be implemented with a reporting mechanism for tracking each individual's progress.
- ÷ In the first two terms of the second year (Gr. 13), students are allowed to experience real-life applications of their theoretical knowledge base by working in a team or individually out of school, at a working place. A formative portfolio assessment will be implemented during this period too.
- ÷ The third term of the second year (Grade 13), students will go back to the school and are expected to work and reporting their interventions at work place through a project report.
- ÷ At the end of the two years, students must sit for a summative examination.
- ÷ The records of formative portfolio assessment should be linked with their summative assessment by the end of the second year.

- ÷ It is suggested to prescribe 50% of final marks for Portfolio Assessment, 10% for the Project Report and 40% for the Summative Written Assessment. The Portfolio Assessment should consist of 25% school based and 25% work place based components.
- ÷ The NIE would introduce a model papers on summative assessment included in a guideline on both types of assessment.

Recommendation 1.4: Award “Advanced Certificate in Vocational Education (ACVE)” for suitably qualified students in the stream

- ÷ The Vocational Stream study program of Grades 12 and 13 in the Sri Lankan school system will lead to the award of qualification titled “Advanced Certificate in Vocational Education (ACVE)” by the Ministry of Education.
- ÷ Award of ACVE is based on the credit based modular structure
- ÷ Each module is taught and assessed within a term or across the whole year
- ÷ Each module is assigned a credit value that expresses students’ expected workload for the module
- ÷ The total number of credits required for ACVE is 120 NVQ credits
- ÷ The achievement level of ACVE by a student will be given in terms of Grade Point Average (GPA)
- ÷ The main Applied Subject specialization followed by a student will be considered for an NVQ award.
- ÷ The award of NVQ level will be based on the performance of the following two components of ACVE:
 - ÷ In-class modules (Introductory – 100 hours, Intermediate – 100 hours, Advanced Part I – 200 hours and Advanced Part II -100 hours) totaling 500 hours and
 - ÷ The Industrial Training (OJT) of 650 + + + hours.
- ÷ The above two components of ACVE must be designed to meet the requirements for the award of NVQ Level 4

Table 3 : The Structure of Vocational Stream – Grade 12

Grade 12 - Study Content			
	General Component	Applied Subjects (Vocational Skill Area)	Industrial Skill Training
Term 1	÷ First Language: Sinhala / Tamil ÷ Business English and Communication Skills ÷ Aesthetic Appreciation ÷ ICT Skills ÷ Skills related to Citizenry ÷ Health and Life Skills for Social Well-being ÷ Entrepreneurship Skills Total - 350 hours	-	-
Term 2		Introductory modules of three Applied Subjects: ÷ Subject 1 (100 hours) ÷ Subject 2 (100 hours) ÷ Subject 3 (100 hours)	-
Term 3		Intermediate modules of Applied Subjects already chosen ÷ Subject 1 (100 hours) ÷ Subject 2 (100 hours) ÷ Subject 3 (100 hours)	-

Table 4 : The Structure of Vocational Stream – Grade 13

Grade 13 - Study Content		
	Applied Subjects (Vocational Skill Area)	Industrial Skill Training
Term 1	Part I of Advanced Module: One selected Applied Subject (200 hours)	Industrial Training (150 hours +++)
Term 2	Part II of Advanced Module: The Applied Subject already chosen (100 hours)	Industrial Training (250 hours +++)
Term 3	Project work Reporting and reviewing activities (100 hours)	Industrial Training (200 hours +++)

2. Reforms regarding the GCE Advanced Level in Grades 12 and 13

The collegiate stage of the Senior Secondary Stream (Grades 12 and 13) or the GCE A/L offers a specialized curriculum in contrast to the integrated curriculum in Primary and Junior Secondary cycles. Along with the technology streams introduced in 2005 on a pilot basis and implemented in selected schools island-wide from 2013, it comprises six broad streams: Arts, Commerce, Biological Science, Physical Science, Bio-system Technology and Engineering Technology. The total number of subjects available for the GCE A/L Examination is 63. Each subject is expected to carry 600 periods in school in order to cover the syllabus.

The GCE A/L Examination is not only a school leaving examination but also an examination for selecting students to universities. The minimum qualification for entering into a university is obtaining passes (S) for three approved subjects for the prospective course in not more than three attempts. In addition, every student has to offer General English and obtain a pass (30%) in the Common General Paper for admission to a university. Though this is the minimum qualification for admission to universities, the true qualifying level for admission is much higher than this due to heavy competition. So, only a small fraction of students with minimum qualifications (17.5 % in 2013) will have an opportunity to enter a state university. At present the selection criterion used for admission is the Z score of the student which depends on the course and the district.

In aligning the GCE A/L with the current national goals and targets, it needs several improvements and reforms. The curriculum developed with a focus on a small percentage of students seeking admission to universities makes it too heavy for the majority and restricts the choice of subjects. GCE A/L should be made an exit point and a school leaving qualification reducing the academic load on students. Hence, the GCE A/L program should serve the vast majority who leave school and look for work or pursue other tertiary training opportunities. The students should be given a chance to select subjects according to their interests and have access to new professions with freedom to explore fields other than their main stream area. For this students' liberty to choose three A/L subjects should be enhanced. At the same time, the current list of A/L subjects offered is too large and have less popular subjects with very small candidature. It is required to set new standards for what students should be able to do

when leaving school to replace the basic skill competencies and knowledge expectations of the current demands, and benchmark GCE A/L with other countries offering the same qualification.

Recommendation 2.1: Recognize the GCE (AL) as a school leaving qualification.

GCE A/L is a global qualification offered by several Commonwealth countries with well-defined specifications. By definition, it is considered a school leaving qualification and not a university entrance examination as currently practiced in Sri Lanka.

After recognizing the GCE (AL) as a school leaving qualification steps must be taken to align the curriculum, teaching and learning, and assessment in keeping with international specifications. Further, it is important to do a comparative study on the volume of learning and the depth of learning related to GCE A/L subjects with respect to other countries offering the same qualification.

Recommendation 2.2: Provide students with opportunities to achieve proficiency in 21st century skills for the World of Work.

The stakeholders (parents, educators and workforce experts), agree that our children need improved 21st century skills to be successful in their higher education, work and life. To meet this challenge school curriculum must be transformed in ways that will enable students to acquire creative thinking, problem solving, teamwork and innovative skills.

The Sri Lanka Qualifications Framework (SLQF), developed by the Ministry of Higher Education, includes qualifications from GCE O/L and GCE A/L up to PhD, and has identified twelve learning outcomes as of national importance to meet 21st century demands. Further, SLQF has customized the twelve learning outcomes to suit each level of qualification from GCE O/L to PhD.

The learning outcomes are as follows:

1. Subject / Theoretical Knowledge
2. Practical Knowledge and Application
3. Communication
4. Teamwork and Leadership

5. Creativity and Problem Solving
6. Managerial and Entrepreneurship,
7. Information Usage and Management
8. Networking and Social Skills
9. Adaptability and Flexibility
10. Attitudes, Values and Professionalism
11. Vision for Life, and
12. Updating Self / Lifelong Learning.

GCE A/L curriculum must be developed and modernized by giving the opportunity for students to achieve twelve learning outcomes identified in SLQF as of national importance to meet 21st century demands.

Recommendation 2.3: Develop mechanisms at national level to ensure the public confidence and credibility in implementation of SBA.

This recommendation was made by the National Education Commission report “Study on Curriculum Development in General Education” in 2014. It is more important now than before in the context of assessing the twelve learning outcomes stated in Recommendation 2.

SBA should include all forms of assessments, including the practical components of science subjects, conducted by the teachers at classroom level. Implementation and validation of this activity could come under the purview of the proposed school inspectorate.

Recommendation 2.4: Transform the current Common General Test (CGT) into a Fully-Fledged Aptitude Test.

The objective of the current CGT is to measure the potential and capacity of a student to benefit from university education. It comprises four components as recommended by a national workshop report in December 1997. The four components are: *General Awareness, Reasoning Ability, Problem Solving Ability, and Comprehension and Communication.*

In this context, it is proposed to transform the current Common General Test into a fully-fledged Aptitude Test, designed to measure basic critical reading, math and

writing skills in both first and second languages, and use it as an alternate method to select students to university admission.

Recommendation 2.5: A maximum of two subjects from selected areas of specializations to be stipulated by a Faculty of a University or a College of Technology. The third subject could be selected from a basket.

Two studies of National Education Commission; “*National Policy Document*” in 2003 and “*Study on Curriculum Development in General Education in Sri Lanka*” in 2014 have recognized the importance of increasing students’ freedom of choosing three A/L subjects. It recommended that the three subjects should be from the list of subjects available. A maximum of two subjects from selected areas of specializations may be stipulated by a Faculty of a University or a College of Technology.

Even though the two reports suggest that the third subject could be selected from the full range of subjects we recommend that the third subject be selected from baskets rather than from a full range.

The z-score of a student will continue to be calculated by using the three subjects the student has done.

Recommendation 2.6: Reduce the number of GCE A/L subjects.

According to the Department of Examination the total number of GCE A/L subjects currently offered is 63. NEC recommendations have suggested to remove some of the subjects from the list.

We propose to conduct a proper study on the current list of GCE A/L subjects. The basis for identifying subjects for GCE A/L should be that the breadth and depth of content coverage and the examination of each subject must be comparable both in terms of demand and intellectual challenge.

3. Reforms Regarding the GCE Ordinary Level - Grades 10 and 11

The curriculum of GCE O/L should essentially be a common and balanced curriculum. Currently every student is required to take nine subjects for the GCE O/L Examination. Of these six subjects are core subjects and are compulsory. Students have to select the

other three subjects, one each from the three groups of electives as described in the following table.

Table 5 : Current subjects prescribed for G.C.E. (O/L) and the number of periods allocated for a week

Subject	Number of periods per week
1. Religion	2
2. First Language	5
3. Math	6
4. Science	6
5. English Language	5
6. History	3
7. Elective 1*	3
8. Elective 2**	3
9. Elective 3***	3
Using Library	1
Other Activities	3
Total	40

Notes: Subjects 1-6 are core subjects. Students have to choose elective subjects 1,2 and 3 from the following groups.

Group I: Geography, Citizenship Education and Governance, Entrepreneurship Education, Classical and Modern Languages (Pali, Sanskrit, French, German, Hindi, Japanese, Arabic), Sinhala/Tamil as a Second Language

Group II: Music (Eastern/Western/Karnataka), Art, Dancing (Local, Indian), Drama and Theatre (Sinhala/ Tamil/English), Literature (Sinhala/ Tamil/English/Arabic)

Group III: Information Technology, Agriculture and Food Technology, Fisheries and Food Technology, Design and Technology, Arts and Crafts, Home Economics, Electronic Writing and Short Hand, Health and Physical Education, Communication and Media Studies

Current grading system of the GCE O/L Examination is as follows.

Table 6 : The current grading system in G.C.E. (O/L) examination

Grade	Scale	Grade Description
A	75 – 100	Distinction
B	65 – 74	Very Good Pass
C	55 – 64	Credit Pass
S	40 – 54	Ordinary Pass
W	00 - 39	Failure

As a result of understanding the demerits of summative evaluation and high examination orientation of the curriculum, it was argued that a judicious combination of a Internal School Formative Assessment or a School Based Assessment (SBA) with public examinations would produce a better criterion to evaluate students. However the present practice is not taking into account the SBA marks in deciding the student's marks in each subject but give them SBA grades separately for the Certificate.

Currently, every student is required to take 9 subjects for the GCE O/L examination. Even though these subjects have different weights in terms of learning, majority of students' find it physically and emotionally burdensome to bear the total workload. As a global qualification, in other countries, the number of subjects required to be done by a student for the GCE O/L is either 5 or 6.

Achievement level of the GCE O/L examination by a student is expressed in terms of grades such as 9As, 8As and 1B, etc. It is important to find out if there are other methods to measure the overall achievement level of a student and reduce the undue competition of GCE (O/L) students for grades.

SBA should be an integral part of the learning and teaching process and should be given a greater recognition.

Recommendation 3.1: GCE O/L students to study 6 core subjects that are equally weighted in terms of teaching and learning times during Grades 10 & 11.

Table 7 : The number of core subjects G.C.E. (O/L) students should learn relevant to the proposed recommendations and the number of periods allocated for a week

	Subject	Number of Periods per week	Remarks
1	Religion and Value Education	5	GCE (O/L) Qualification consists of these 6 common subjects
2	First Language	5	
3	Math	5	
4	Science	5	
5	English	5	
6	History and Social Studies	5	

Students are encouraged to learn areas in Aesthetic Studies, Technological Studies and other Languages according to their liking. Also they will be provided with opportunities to learn including Second Language and ICT in Grades 10 & 11. Learning of these areas would be primarily assessed through portfolios via SBA and they are not considered as a part of GCE (O/L) qualification. The number of periods recommended to these areas is described below.

Table 8 : The number of bucket subjects G.C.E. (O/L) students should learn relevant to the proposed recommendations and the number of periods allocated for a week

	Subject	Number of Periods per week	Remarks
Other Subjects/Activities	Aesthetic Studies/ Other Languages (Group I)	3	These are not part of GCE O/L qualification and assessed primarily through portfolios via SBA system
	Technological Studies (Group II)	3	
	Second Language	2	
	Physical Education	1	
	ICT	1	
Total Periods		40	

Recommendation 3.2: A new grading system, like in other countries having GCE O/L, to be introduced and the results of GCE O/L to be released both in terms of Grades and in terms of Grade Point Average (GPA) in a 0 – 5 scale.

Table 9 : The grades and how the grade marks are offered for G.C.E. (O/L) examination according to the proposed reforms

Grade	Scale	Grade Description	Grade Point Value
A	75 – 100	Distinction	5.00
B	65 – 74	Very Good Pass	4.00
C	55 – 64	Credit Pass	3.00
S	40 – 54	Ordinary Pass	2.00
E	25 – 39	Weak Pass	1.00
W	0 – 24	Failure	0

With the proposed system, for example, a student having 4S and 2C grades will be equivalent to one having a GPA $2.33 = [(4 \times 2) + (2 \times 3)]/6$.

Minimum achievement levels for various requirements (employment, eligibility to do GCE A/L etc.) can be expressed in terms of specific GPA values.

4. Reforms in Primary Education

Like in many countries within the United Nations System, Primary Education in Sri Lanka addresses the needs of children in the age group of five to nine years. To ensure relevant teaching and learning methods at different age levels, the primary cycle is divided into three Key Stages – Key Stage 1 (Grades 1 and 2), Key Stage 2 (Grades 3 and 4) and Key Stage 3 (Grade 5).

An integrated approach is used in the present primary curriculum which includes six subjects – Mother Tongue, Math, Environment Related Activities (ERA), English, Second National Language and Religion. English is used in Grade 1 as a means of communication and is known as Activity Based Oral English (ABOE). In ABOE teaching, the emphasis is to use English as a means of communication while children

are engaged in activities under the subject ERA. Allocation of time for the subjects/activities in the three Key Stages is presented in the following table.

Table 10 : The prescribed subjects, activities and how the time is allocated for the three main stages of primary education

Subject/ Activity	Time per week		
	Key Stage 1 (Grades 1 and 2)	Key Stage 2 (Grades 3 and 4)	Key Stage 3 (Grade 5)
Mother Tongue	5.00 h	5.00 h	5.00 h
Mathematics	3.30 h	5.00 h	5.00 h
Environment Related Activities	5.30 h	6.00 h	7.30 h
English	-	3.00 h	3.30 h
Second National Language	30 min	1.00 h	1.00 h
Religion	1.15 h	2.00 h	2.00 h
Morning Assembly and Religious Observances	1.15 h (15 min per day)	1.15 h (15 min per day)	1.15 h (15 min per day)
Interval	1.15 h (15 min per day)	1.40 h (20 min per day)	1.40 h (20 min per day)
Health and Physical Activities	1.40 h (20 min per day)	2.05 h (25 min per day)	2.05 h (25 min per day)
Co-curricular activities	30 min (In one day of the week)	30 min (In one day of the week)	30 min (In one day of the week)
Optional Activities	-	-	30 min
Total	21.15 h	27.30 h	30.00 h

Throughout the learning teaching process children are assessed continuously by placing emphasis on informal methods of assessment. Towards the end of each Key Stage, children are assessed on their level of mastery of essential competencies. Essential Learning Competencies to be achieved at the end of each Key Stage have been identified and documented.

The age of 5-9 years is a crucial period relating to children's socialization into universally respected values of human conduct. Such values in a society of incompatible class and ideological interests are further constrained by interventions of other social institutions like family, religion, and the media. The prevailing system is best visualized as a boat without a rudder.

Although primary education provides children with their first ever opportunities to interact with others from different socio-cultural backgrounds, the system in Sri Lanka is constrained due to the absence of a strong Model of Primary Education inspired by global benchmarks. The need is for a system molded by standards of adopted by strong and competitive nations, and not by the weak within the community of nations.

The curricula designed for this level are unharmonious with moral and intellectual development of children. These are, respect for values connected with diversity and openness needed by a pluralist society. The curricula should incorporate locally and globally pertinent concepts that strengthen the minds of primary children to value peaceful co-existence, equality and human dignity.

Assessment of Primary Children

There is a need for a more humane orientation towards assessment of children, without burdening them with schemes that create performance anxieties for Scholarships into more privileged schools. The urgent need is to train and mold primary level teachers in line with modern educational concepts and demands of a changing world. It has to be ensured that children are trained to gain competencies in soft skills such as respect for elders, initiative and drive in community related issues, and be rich in values such as gratitude and appreciation.

The system is almost dysfunctional due to the incapacity to enable all children to have access to well-equipped schools inspired by universal benchmarks concerning human and physical infrastructure needs. The government shall ensure that primary education be made mandatory for all children.

Recommendation 4.1: Need for One Model of Education for All: Towards a Level Playing Field

In line with the Right to Education, all children should have access to properly-equipped schools inspired by minimum universal benchmarks (ARTICLE 26 of UDHR). The Purpose is to eliminate, lop sided and unequal treatment of children creating a minority with undue advantage.

Curricula at this level, and recruitment of teachers from early childhood should be guided by NIE standards for all schools; leading to a strong Foundation to face demands of Grades 6-11.

Recommendation 4.2: Eliminate the Grade V Scholarship Examination

This recommendation is entirely dependent on action taken to build the physical and human infrastructure of all schools based on UNESCO's minimum standards

Recommendation 4.3: Primary School Curricula should logically lead to the six subjects in Higher Grades 6-11, in line with UN Benchmarks

Primary curricula should be driven by modern educational concepts and demands of a changing world i.e., UNESCO Benchmarks on Happy Schools, Morals and Values Education, Sexuality Education, Media Literacy

Recommendation 4.4: Teacher recruitment should be based only on Meritocracy.

We strongly endorse the recommendation of the National Education Commission Report "Proposals for a National Policy on General Education in Sri Lanka" published in 2016 that teacher recruitment be based on the following qualifications:

- ÷ Diploma in Teaching
- ÷ Bachelor of Education
- ÷ Either National Diploma or Higher National Diploma or a General Degree in any relevant subject combination, and 6-months dual training in an institution and field.

Also, recruitment of teachers to have an efficiency bar requirement with Postgraduate Certificate/ Diploma in Education, to enable them to be part of the national pool of resources for teaching functions.

Professional training should be based on how to relate to children with attractive educational concepts and methods.

Recommendation 4.5: Prevent Disparities in Standards of Teacher Training

To avoid disparities, it is proposed that the NIE should launch a nationally coordinated programme of Teacher training in collaboration with the national university faculties.

Furthermore, curriculum planning, development and quality assurance should come strictly under the purview of the National Institute of Education in collaboration with the team that comes from the national university faculties.

Recommendation 4.6: Build the Foundation for Emotionally, Culturally and Spiritually Stable children

To introduce Spiritual/Moral/Aesthetic Education to build emotionally, culturally and spiritually stable children.

Acute forms of attitudinal corruption leading to normlessness and lawlessness cannot be addressed when children enter secondary and tertiary education or the world of work. This needs to be done through a planned educational process at primary level.

The proposed programme would achieve the following:

- (a) **Focus on values, morality and Spiritual enhancement** as against ritualistic worship, superseding principal teachings. This also relates to elements of the four-major religions practiced in Sri Lanka and other universal moral principles.
- (b) **Soft skills** include respect for peers and elders, possess initiative and drive, and be rich in kindness, humility and thankfulness etc.
- (c) **Aesthetic Education:** This is a vital component of character building and a source of vitality, enabling children to appreciate the world creatively.

Recommendation 4.7: To Build a Conducive Class Room Environment for Learning Language, and Communication Competencies without discrimination

Class room environment should be compatible with language and communication skills development. Children should be exposed to adequate listening, speaking and reading exercises and enhance individual participation and capacity for mentoring.

Recommendation 4.8: English to be taught together with Vernacular Languages from Grade 1 with Benchmarks

Presently, the majority of children lag behind accepted benchmarks of oral and written communication skills in English as well as in vernacular languages.

Lagging behind in English language, is a recipe for backwardness and retardation of personality in the modern world with the need for dynamic interactions beyond one's own borders. This results in social and cultural bankruptcy, resulting in an insular imagination.

Recommendation 4.9: Way forward for Special Needs Children

It is the obligation of the State to educate and train children to take their rightful place in society; inspiring them with love, kindness and mercy.

Also, we need to be mindful that children carry their deficient traits due to no fault of theirs, living without parental love, and burdened with poverty. The feeling of being rejected works in their minds, resulting also in alienation.

Recommendation 4.10: The Structure of Subjects for Primary Education: It's Ethos.

To enable *children to appreciate the potential of humanity and peaceful co-existence, develop proactive human values and qualities, and social skills development for sound interactivity* are major objectives.

There is a need for a proper balance in spiritual and cultural development and physical and material development of children.

Hence the structure of education should consist of the following elements:

- (a) Language competencies
- (b) Numerical competencies
- (c) Environmental sensitivity: Human and Physical
- (d) Religious and Values Education
- (e) Basic Science, with Health and Physical development
- (f) Aesthetic Education: Art, Singing, Drama, Music etc.

Section 2

Related Responses of the Board of Professionals Regarding the Proposed New Education Reforms

Related Responses of the Board of Professionals on the Proposed New Education Reforms

In the conference held on 16.12.2017 at the National Institute of Education auditorium, the rough draft of the proposed new educational reforms was presented to a group of hundred professionals who represented the policy making strata in the education system, curricula compiling and executing strata. This group also included veterans from different sections of public and private sectors and their responses were recorded.

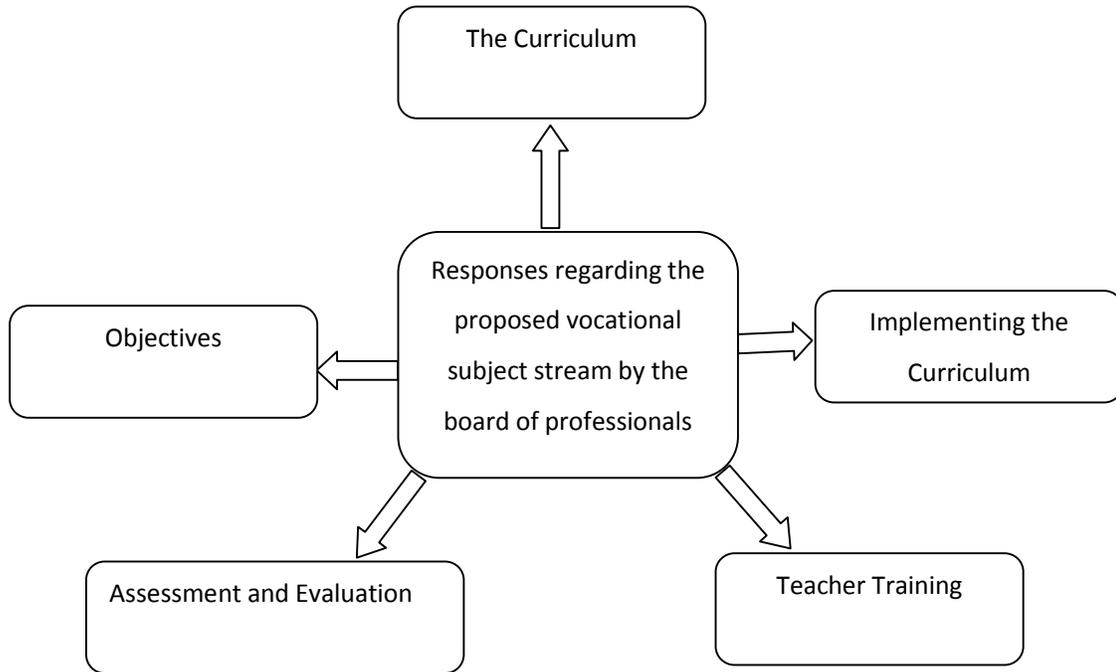
The responses given were qualitatively analyzed in relation to each reform. The revelations of the analysis are presented under the following four special fields which were mentioned in the report.

1. New vocational subject stream introduced to grades 12 and 13
2. Reformation proposals related to G.C.E. Advanced Level grades 12 and 13
3. Reformation proposals related to G.C.E. Ordinary Level grades 10 and 11
4. Primary education reformation proposals

1. The responses regarding the vocational subject stream introduced to grades 12 and 13

In the responses regarding the vocational subject stream introduced under the proposed new educational reforms included that there are positive traits such as presenting vocational subject stream reforms within a clear frame, creating vocational education opportunities for those who drop out from the academic education. The responses received were qualitatively analyzed and five main themes were uncovered. Those themes are presented in figure 1.

Figure 1: The themes uncovered from the responses regarding the proposed vocational subject stream



The five main themes uncovered from the analysis are as follows.

- ❖ Objectives
- ❖ Curriculum
- ❖ Implementing the curriculum
- ❖ Teacher training
- ❖ Assessment and evaluation

The proposals of the board regarding each theme are as follows.

- ❖ Objectives
 - The target of the vocational subject stream should be, to produce a person who can face the global and future challenges and make a contribution to the development of the country with a balanced personality.
 - After the completion of the vocational subject stream, the progress path of the students should be transparent to the students, teachers and the common public as well.

❖ The curriculum

- The content of the training related to vocational subject stream should be bounded with: job-oriented learning tendency; Information Technology and communicative skills; group relationships, and management skills.
- The recommended learning outcomes of the vocational syllabus should be rethought.
- The subjects that aim the competencies to bring out the Sri Lankan identity should be included to the applied subject field.
- Soft skills and Ethics development should be integrated to all the subjects.

❖ Implementing the Curriculum

- A strategy should be composed to stop the reiterating the proposed applied subject with the National Vocational Qualification (NVQ) subjects that comes under the tertiary education.
- In implementing the 26 subjects under the proposed applied subjects, a system should be composed to remove the influence that creates the limitations at school level to the wishes of the students in selecting the subjects.
- The students should be clearly and properly guided in selecting the applied subjects (including the subject selecting methods).
- Under the applied subjects, the wider themes that are accustomed to the modern trends should be included technological education.
- English, and Information Technological and Computer skills which are under the common component should not be limited only to the first term.
- Under the health and social security, a module regarding caring elders and the sick should be included.
- A language learning component inclusive of different language skills needed for foreign employment should be included.
- The external institutions and sections connected to the job market should be systematically connected to the learning order.

❖ Teacher Training

- Qualified teachers should be recruited and trained them to implement the courses.
- Structured teacher trainings should be prepared.
- The National Institute of Education should commence teacher training courses for the resources persons who conduct professional education.

❖ Assessment and Evaluation

- The assessments of applied subject field should be implemented focusing the measuring of student progress.
- The assessment techniques like performance achievement records, project reports, innovations can be utilized in measuring the student progress.
- The criteria used in assessment should be correctly manifested.

The summary of the responses presented by the board regarding the proposed vocational subject stream is as follows.

Summary

The responses regarding the vocational subject stream were identified along four main themes: Aims of vocational subject stream; the curriculum; implementing the curriculum; teacher training, and assessment and evaluation.

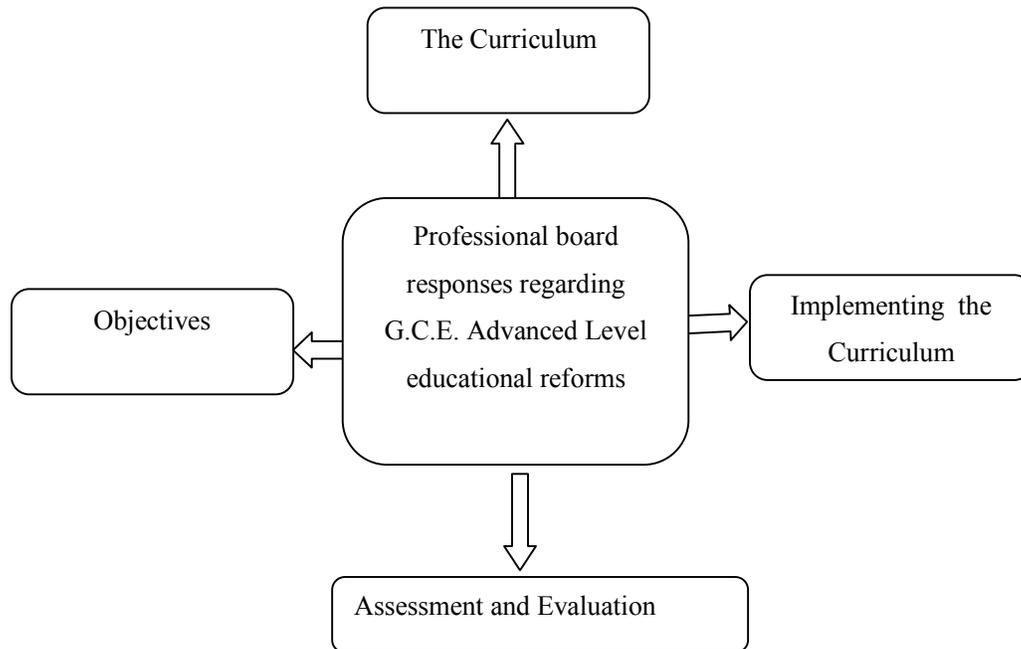
The vocational subject stream should be able to produce a person with a balanced personality focusing personal and national development in accordance with the future national and global trends while the paths to accomplish them should be transparent.

The subject content, subject selection and implementation of the vocational subject stream should be done while focusing on the future job market. In order to achieve this objective multiple skills should be developed in the student. In implementing the proposed number of subjects under the applied subjects, the opportunities to select the subjects should be created according to student preferences while steps should be taken to stop any limitations of the preferred subject fields. A proper mechanism should be composed to identify, recruit and train suitable teachers and resource persons to implement the subject stream. Multiple assessment techniques should be used in assessing the student progress and the assessment criteria should be clearly stated.

2. Responses regarding the proposed G.C.E. Advanced Level educational reforms.

Responses regarding the proposed new educational reforms for the G.C.E. (Advanced Level) by the board of professionals indicate that there are positive traits such as, placing a low weight on academic work, giving an opportunity to select the third subject from the subject baskets instead from a wide complete subject spectrum and more opportunities for wider achievement of learning outcomes as well. Hence, the responses received from the board of professionals were analyzed and four main themes were uncovered. Those themes are presented in figure 2.

Figure 2 : The themes uncovered regarding the G.C.E. Advanced Level educational reforms



The four main themes uncovered from the analysis are as follows.

- ❖ Objectives
- ❖ Curriculum
- ❖ Implementing the curriculum
- ❖ Assessment and Evaluation

- ❖ Objectives
 - The objective of the G.C.E. Advanced Level should be the employment and the foundation knowledge for higher education.
 - The intensions of the G.C.E. Advanced Level should be clearly mentioned.

- ❖ Syllabus
 - The curricula should be compiled in a way that the opportunities be given to the students to achieve the expected learning outcomes.
 - Strategies to re-implement the student centered activity oriented approach proposed in 2007 should be compiled.
 - The Advanced Level and University syllabi should be integrated.
 - Students should be given the freedom to select subjects with different combinations while introducing an academic guidance for that.
 - Subjects like modern languages, Information and Computer Technology, Aesthetic Education should be introduced by dropping unnecessary subjects.

- ❖ Implementing the Curriculum
 - The curriculum should be implemented to suit the promotion of higher level knowledge spectrums such as critical assessing and analyzing.
 - Time should be allocated for the intermittent trainings and application given from the industries and institutional sections within the two year period of Advanced Level.
 - Facilities should be expanded for school science education.

- ❖ Assessment and Evaluation
 - According to the new interpretation given to the Assessment and Evaluation, the School Based Assessments and Evaluation should be maintained in parallel to the learning teaching process.
 - The G.C.E. (Advanced Level) Certificate should be renamed.
 - Instead of knowledge based examinations quality evaluation (usage strategies should be introduced).
 - The school based assessment should be reintroduced after a study regarding pre existing experiences and practical implementation.

Among the responses regarding the proposed G.C.E. Advanced Level educational reforms, ideas against the recommendations related to Advanced Level, were presented in addition to aforesaid responses.

- Still the proposed syllabus is comprised of traditional subjects and of high subject content.
- There is no provision to develop soft skills from this curriculum reforms.
- As there is no proper understanding of whether to have a technical subject stream or a technological subject stream to increase the job opportunities for Arts students by the proposed recommendations, the opportunities are lost in admitting a suitable group of people to the technical subject stream.

The summary of the board responses regarding the proposed reforms for G.C.E.(Advanced Level) are as follows.

Summary

The responses related to proposed reforms for the G.C.E. (Advanced Level) were mentioned along four main themes: Aims of vocational subject stream; the curriculum; implementing the curriculum; and Assessment and Evolution.

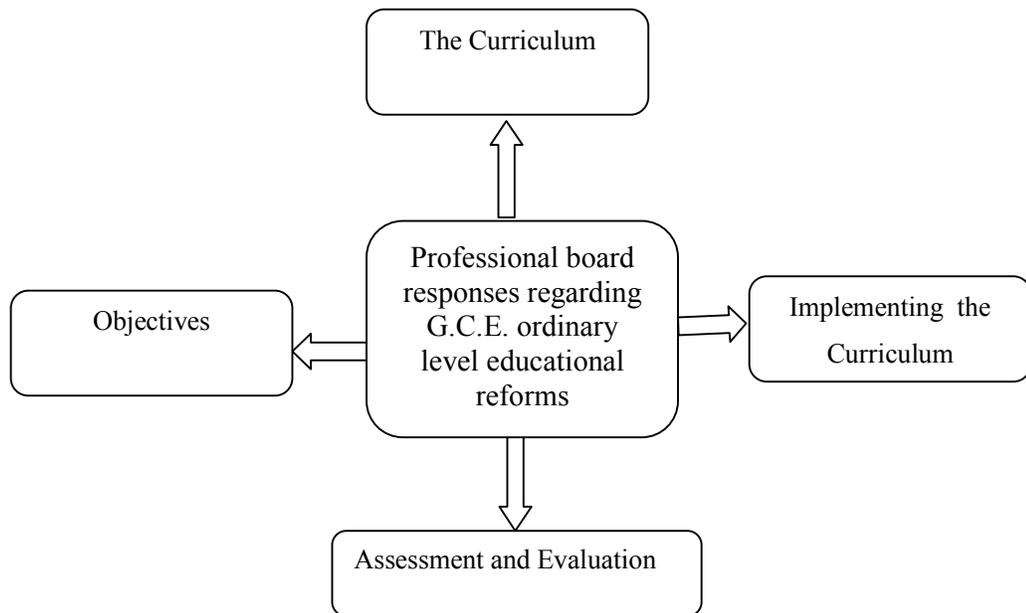
By the proposed recommendations for Advanced level to reduce the academic work load, the flexibility to select subjects and creating opportunities for wider learning outcomes are the positive responses in the recommendations.

In compiling the advanced level subject stream, the goals of the curriculum should be clearly mentioned including the guidelines for future job opportunities. The advanced level and university curricula should be integrated. Students should be given the opportunity to select the subjects with multiple combinations, along a proper academic guidance. There is a necessity of a correct mechanism to identify the difference and the depth between the technical education and technology. The scientific education should be expanded and the necessity of utilizing the school based assessment after a proper study and pre-experiences.

3. Responses regarding the proposed G.C.E. Ordinary Level educational reforms

In the board responses regarding the proposed G.C.E. Ordinary Level education, there are positive traits like reducing the number of ordinary level subjects to six, a credit system instead of grades in assessing and utilizing a grade marks aggregation were included. Four main themes were uncovered by analyzing the responses received. Those themes are depicted in figure 3.

Figure 3 : The themes uncovered from the responses regarding the proposed G.C.E. ordinary level education.



Main themes uncovered by the analysis are as follows.

- ❖ Objectives
- ❖ Curriculum
- ❖ Implementing the curriculum
- ❖ Assessment and Evaluation

❖ Objectives

- Promoting the learning abilities of the students and establishing the conceptual foundation should be the primary goal.
- In deciding the G.C.E. ordinary level objectives, attention should be given to the global, national requirements and trends, and to the student requirements and issues as well.

❖ Curriculum

- Naming the language subjects should be as follows
 - First Language - Sinhala/Tamil
 - Second Language - English
 - Second National Subject - Tamil/Sinhala
- The applied communicative skills of the subject English should be changed.
- Other subjects should be integrated to the main six subjects of G.C.E. ordinary level.
 - Religion and Ethical Studies
 - First Language and Aesthetic Studies
 - Mathematics, and Information and Computer Technology
 - Science and Technological Studies
 - English and other Languages
 - History and Social Science
- Reduction of number of subjects to six, should be implemented from grade six.
- The subject content should be organized to suit the development of the ideology, creative capability, and communication skills of the students in compatibility to student capacity.
- All the External Curricular Activities should be named as Co-Curricular Activities.
- The Physical Education and Ethical Education subjects should be converted as subjects which direct self-learning, activity based and induce life strengths instead of exam oriented subjects.

- Health and Physical Education should be made compulsory.
 - History and Social Studies should be introduced after a pre inquiry has been made.
 - A mathematic subject Syllabus should be composed for average level students focusing the day to day life skills development.
 - Technological Science Subject should be prepared on the pre existed Practical Technological Skills basis.
 - Key elements of entrepreneurial studies should be added to the vocational guidance component.
 - The allocated time for Information Technological skills should be increased.
- ❖ Implementing the curriculum
- Increasing the time of teaching the core subjects and utilizing that time to facilitate deep learning
 - As pleasurable learning –teaching methods, collective and self motive learning methods should be utilized to enlighten the analytical thinking.
 - The school time should be extended (7.30 am-3.30 pm) while allocating more time for practical skills development.
- ❖ Assessment and Evaluation
- The assessing should be implemented focusing to encourage learning capability and self motivation.
 - Attention should be given to the number of term tests implemented for a year.
 - The proposed performance files which are used in assessing subjects should be executed on an academic drive.

Opposing responses identified in addition to the above responses related to the proposed new educational reforms for G.C.E. ordinary level are as follows.

- Absence of a bottom up approach and a practical orientation, and offering an exam oriented G.C.E. ordinary level curriculum as before.
- It is doubtful that the science subject would cover the concepts that covered by the health and physical education.

The summary of the board responses regarding the proposed new educational reforms for G.C.E. Ordinary Level is as follows.

The Summary

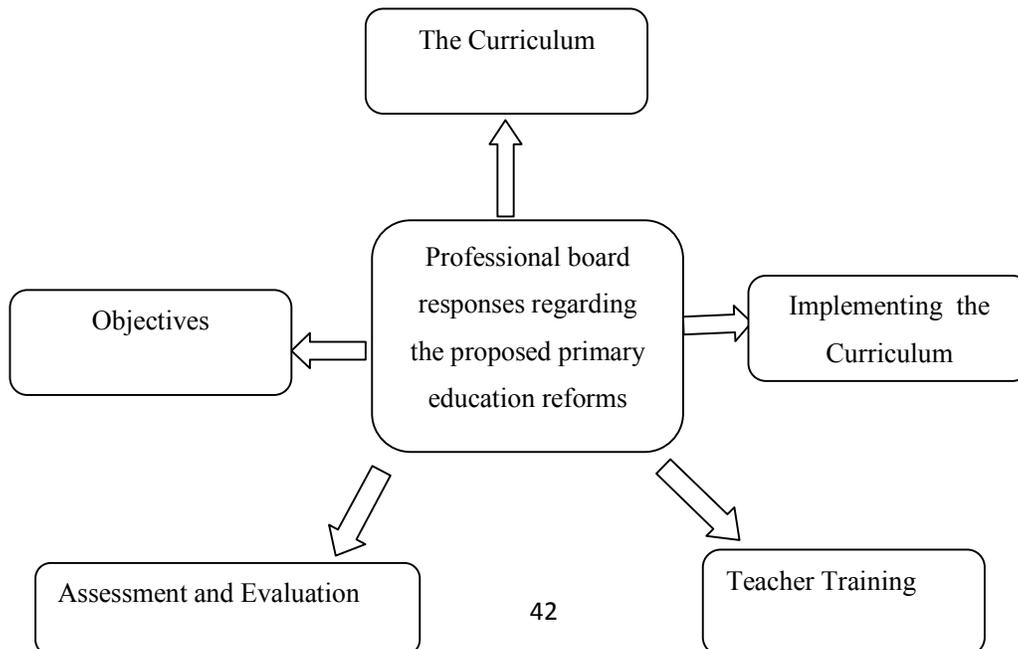
By analyzing responses related to G.C.E. (O/L), the main themes i.e. the objectives of the G.C.E. (O/L) curriculum, the curriculum and implementation, and assessment and evaluation were identified.

The objectives of the G.C.E. (O/L) should be decided in accordance to the national global necessities, trends and students' necessities as well. The reduction of the G.C.E. (O/L) curriculum to six subjects, should be commenced from the grade six onwards. The integration of other subjects to the main six subjects is essential. Self learning and peer learning should be mastered in implementing the curriculum. Assessing should be practical and executed through multiple strategies.

4. The responses regarding the proposed primary education reforms.

There have been positive traits and negative traits as well in the responses of the board of professionals for the ten recommendations regarding the primary education reforms. The responses from the board of professionals thus received were analyzed qualitatively and four themes were uncovered. The following figure depicts the four themes.

Figure 4: The themes uncovered from the board responses related to the proposed primary education reforms



The themes uncovered from the analysis are as follows.

- ❖ Objectives
- ❖ The curriculum
- ❖ Implementation of the curriculum
- ❖ Teacher training
- ❖ Assessment and Evaluation

Board proposals related to each theme are as follows.

- ❖ Objectives
 - The broader objective of the primary education should be the development of personality development and the language skills development required to live as a good citizen.
 - The primary education goals should be set, basing the necessary qualities and skills required for a primary student.

- ❖ The curriculum
 - The primary curriculum should be drafted as a common curriculum that sets the basis to the junior secondary education.
 - The primary curriculum should be drafted to give joyful and free learning opportunity for the students.
 - A theme based vertical and horizontal co curricular curriculum should be drafted.
 - Different research revelations and pieces of subject expertise advise should be based in developing the primary curriculum.
 - Teachers of English should be employed to teach Activity Based Oral English.
 - The term ‘Physical Exercises’ should be replaced by the term ‘Sports’ and the time allocation for sports should be increased.
 - Giving skills related to sex education, media literacy to primary students should be reconsidered.
 - The competencies and activities of the environmental related subject should be developed.

❖ Implementing the Curriculum

- Natural learning methods that promote students' innovative strength and the participation should be utilized.
- The societal and oral communication skills of the students should be developed by integrating into other subject topics through new methods.
- The learning should be planned at individual level and implemented in a way that every student has an opportunity to learn according to their intelligence and maturity.
- An activity based teaching-learning process should be steered.
- Various motivational strategies should be implemented to encourage students for participatory learning.
- The learning material supplied to the primary students should be reduced.

❖ Teacher Training

- Utilization of untrained teachers to primary classes should be stopped and should prepare a teacher development plan.
- Teacher Educators should be employed for primary teacher training instead of those who engaged in higher academic work.
- Opportunities should be created for each primary teacher to become a trained graduate or an educationist.

❖ Assessing and Evaluating

- Exam oriented nature of the primary education should be removed.
- A teacher based assessment method should be followed instead of term tests.
- Students who complete the primary education should be enrolled to schools through an entrance examination.
- An alternative method should be employed instead of the scholarship examination.
- Measuring the essential learning competencies should be further developed.

In addition to above responses related to the primary education reforms, there had been opposite responses stated to the proposed primary education recommendations by the board of professionals. Responses like, continuation of the grade five scholarship

examinations, removal of the prevailing high competitive nature and implementation of methods for rural students to receive education were presented.

The summary of the responses provided regarding the new proposed educational reforms for primary education is as follows.

The Summary

In relation to recommendations regarding the primary education, reforms have been identified along four themes such as, objectives of the primary education, primary curriculum and implementation, and assessment and evaluation.

The wider aim of the primary education should be prepared focusing the required character development for a good citizen and the basic foundation of the secondary education. The primary curriculum should be a theme based integrated curriculum.

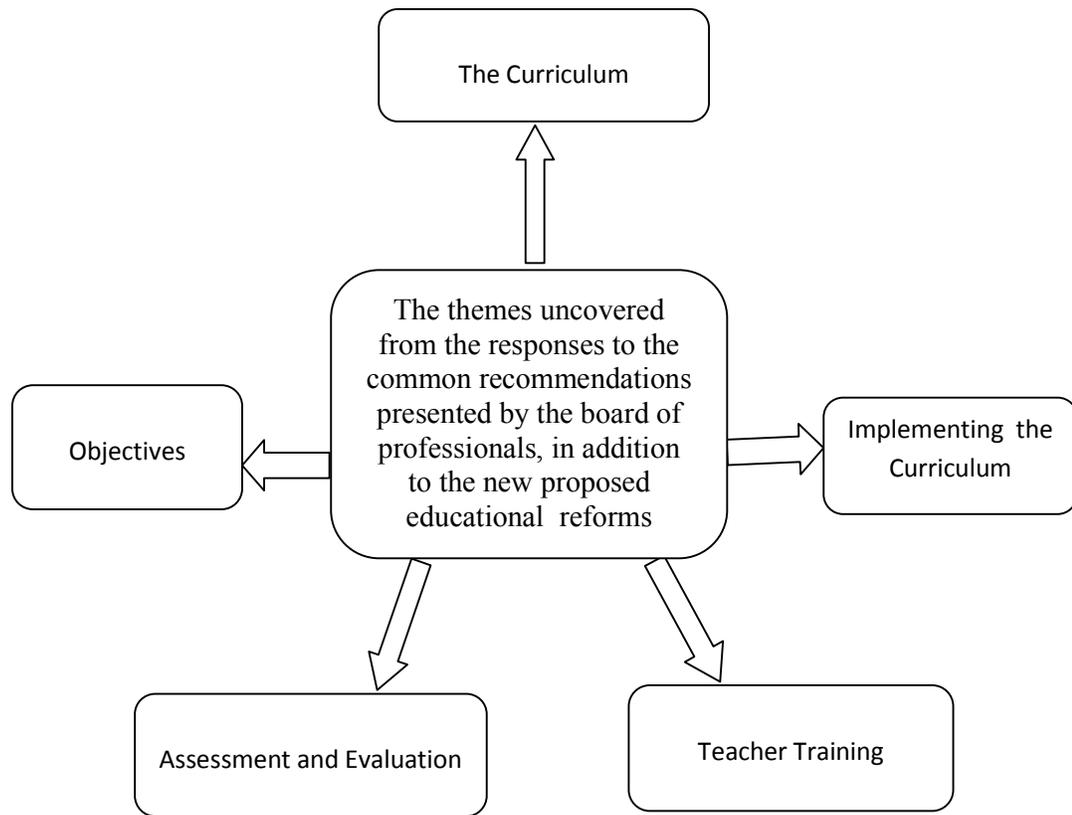
The research revelations and the subject expertise ideas should be utilized in developing the primary curriculum.

In implementing primary curriculum, active peer learning should be implemented in a joyful learning environment. Likewise the primary education should be implemented giving priority to the teacher based assessment without the exam centered nature. An alternative system to grade five scholarship examination should be introduced to provide schools and student bursaries to the students.

The common recommendations in addition to the new proposed educational reforms.

In addition, to the responses directly related to recommendations under the new proposed reforms such as vocational subject stream, G.C.E.(Advanced Level) curriculum, G.C.E.(Ordinary curriculum) and primary education, the common recommendations presented by the board are as follows. They were categorized under seven main themes. Those themes are depicted in figure 5.

Figure 5 : The themes uncovered from the responses to the common recommendations presented by the board, in addition to the new proposed educational reforms.



The main five themes uncovered from the analysis are as follows.

- ❖ Objectives
- ❖ The curriculum
- ❖ Implementation of the curriculum
- ❖ Teacher training
- ❖ Assessment and Evaluation

The board proposals related to each theme are as follows.

- ❖ Objectives
 - The nature of the Sri Lankan person(agency) that educationists expect to give birth to should be judged theoretically before deciding the educational reforms.

- The vision and the mission related to four reforms should be decided.
- The educational reforms should be considered on a macro-oriented approach.
- the national educational goals should coincide with the regional educational goals, and be able to animate.
- While developing human qualities, the goals should be to give the required education for life.

❖ The Curriculum

- The Sri Lankan identity, Global awareness, and inter cultural understanding should prevail across the curriculum.
- Throughout the whole schooling period; Pre determined methods should be included in the curriculum for a healthy life and character development.
- The Sri Lankan identity, Global awareness, and the Inter cultural understanding should be embedded throughout the whole curriculum.
- Information should be revealed through a research approach regarding the currently failed subjects in the curriculum.
- The facilities and resources that direct student to exploratory learning should be employed in bi-lingual education.

❖ Implementing the curriculum

- A curriculum should be executed that encourages more active participation than accomplishment.
- Practices that assess the qualitative aspect of the classroom learning should be introduced.
- Making the schooling period to 11 or 12 years should be reconsidered.
- Necessary facilities should be given to the students who have learning difficulties.
- Students should be engaged in research studies that suit their age levels.

❖ Teacher Training

- A programme should be made to implement the curriculum reforms with a proper teacher training.

- the curriculum compilers should implement a teacher development programme by using technology that addresses the teachers directly.
- The teacher's teaching quality assurance should be re-activated by implementing a clinical supervisory schedule.

❖ Assessment and Evaluation

- Only the core subject curriculum should be assessed. For that a consensus between the National Institute of Education and the department of Education should be established.

The opposing responses to the recommendations made in addition to new proposed educational reforms made by the board of professionals are as follows.

- There are important ideas embedded in reforms and those are fruitless as the executing institutions have no vision or coordination though.
- The experts in the field should be identified and rewarded.
- Creation of equal opportunities has become meaningless as the learning styles of the girls and the boys have not been properly identified.

-The summary of board response to the common recommendations made in addition to new proposed educational reforms is as follows.

The Summary

The board of professionals should consider the common recommendations that are not directly linked to the four main fields of the proposed educational reforms. From the responses the identified five themes are; the objectives, the curriculum, curriculum implementation, assessment and evaluation, and teacher training.

Thus, before making any educational reform it's a pre requisite to declare the expected nature of the person who would be created by the education system and that should coincide with the national, regional and global aims. It is essential to investigate the education through a macro oriented perspective while interpreting the Sri Lankan identity, global awareness and inter-cultural understanding through the curriculum. When implementing the curriculum, the learning-teaching methods that strengthen the active participatory skills instead of exam oriented goals and the learning facilitation through resources should be confirmed.

Section 3

The responses of the stakeholders directly linked with the field of education regarding the new proposed educational reforms

**The responses of the stakeholders directly linked with the field of education
regarding the proposed educational reforms**

Introduction

It is important to obtain the ideas and proposals from the stakeholders who represent or directly linked to the education system, regarding the proposals made by the body of professionals on proposed new educational reforms. Therefore, data was collected from the responses of education managers, principals, in-service advisors, teachers and the parents representing four provinces; Western, Northern, Southern and Uva. These responses were obtained in accordance to the proposed fields mentioned by the committee report.

1. New vocational subject stream introduced to grades 12 and 13
2. Reformation proposals related to G.C.E. Advanced Level grades 12 and 13
3. Reformation proposals related to G.C.E. Ordinary Level grades 10 and 11
4. Primary education reformation proposals.

The obtained quantitative and qualitative data was analyzed as percentages and thematically based on (Brown & Clark, 2015) respectively. The presentation and the interpretation of the analyzed data is depicted in this section of the study under the four fields mentioned in the committee report.

1. New vocational subject stream introduced to grades 12 and 13

Under the 13 years continuing education proposal, a vocational subject stream has been introduced to grades 12 and 13 with the expectation of creating a space for the learners to continue education until the end of grade 13 without dropping out, after sitting for the G.C.E. (O/L) examination. This reform proposal has been introduced with a futuristic perspective which converts the learning–teaching process to an attractive and work friendly exercise. There are four key recommendations regarding the proposed vocational subject stream.

Recommendation 1.1: A vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels.

Recommendation 1.2: The vocational subject stream should be implemented in accordance with vocational education standards.

Recommendation 1.3: The assessing and evaluating of the learners should be done in accordance with vocational education standards.

Recommendation 1.4: The students who get qualified from the subject stream, should be awarded with the Advanced Certificate of Vocational Education (ACVE)

The quantitative and qualitative data uncovered from the analysis of the responses obtained from different stakeholders who represent the education system are presented in relation to each recommendation as follows.

Recommendation 1.1: A vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels

This recommendation is made to achieve following aims: Development of the knowledge of the learner by connecting the education to life through reducing the gap between the academic components and the practical reality, making an active contribution to a productive and innovative based knowledge economy, promoting systems to prepare for vocational fields by matching vocational likeness to the world of work, promoting sustainable development, preparing students to facilitate poverty alleviation and to lifelong learning, bearing the responsibilities of global citizenship. In addition, the

development of a vocational subject stream is proposed under main components: the common component, the applied component, and the technological skills component.

The responses of the entire stakeholders regarding the above recommendation have been investigated and are depicted in the table 11.

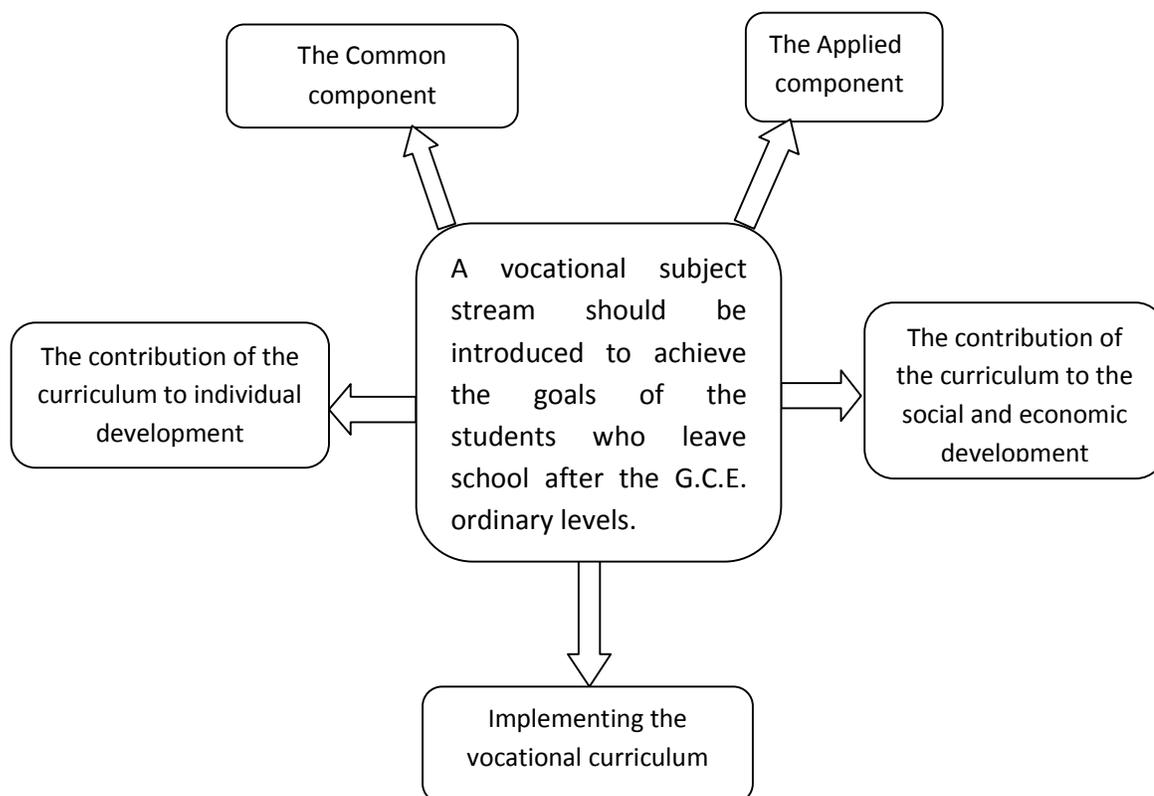
Table 11: The responses of the stakeholders to the recommendation that, a vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 1.1	Agree	53	36	42	50	47	228	94.21
	Do not agree	03	-	01	-	02	06	2.47
	Cannot comment	02	01	01	03	01	08	3.30

94.21% of entire stakeholders agree to the recommendation adduced regarding the vocational subject stream. Whereas, 3.3% has refrained from giving any comment on the recommendation, 2.4% have disagreed with the recommendation. Overall, 94% have agreed with the recommendation that “a vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels”.

The themes uncovered from the analysis of the qualitative data received from the stakeholders to the above recommendation are depicted in the figure 6.

re 6 : The themes uncovered from the responses of the stakeholders given to the recommendation that a vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels.



As depicts in the figure, five main themes have been uncovered from the analysis regarding the introduction of a vocational subject stream to achieve the goals of the students who leave school after the G.C.E. ordinary levels. They are as follows.

- ❖ The Common component
- ❖ The applied component
- ❖ The contribution of the curriculum to individual development
- ❖ The contribution of the curriculum to the social and economic development
- ❖ Implementing the vocational curriculum

The suggestions of the stakeholders related to each theme are as follows.

❖ The Common component

- The common subject module should be taught immediately after the G.C.E. ordinary levels.
- More emphasis should be given to the communication skills development through the first language Sinhala/Tamil module.
- Opportunities should be created to develop values.
- A more tendency to do sports and practical activities should be created.
- Social psychology should be included.

❖ The applied component

- An opportunity should be given to select courses and subjects conforming to regional diversity and resources.
- Training centers with hostel facilities should be open in the respective areas.
- The jobs which have a demand in the global and local job market should be identified and the related courses should be implemented.
- There should be a space to select the subjects on student's wish but not on the resources in the school.
- The time for industrial training 650 hours should be increased to 750 hours.
- At school, more space should be given for the practical activities.
- The allocated time for teaching should be increased.
- The following subjects should be introduced as new subjects to the applied subjects.
 - Printing realm
 - Indigenous art craft and sculpture
 - Traditional cuisine
 - Hotel management
 - Ayurvedic medical treatment methods
 - Photography
 - Animal husbandry, fishery industry and ornamental fish industry
 - Environmental conservation and forestation

- ❖ The contribution of the curriculum to individual development
 - Pre-identifying and planning of one's own profession should be allowed.
 - Attention should be given in implementing the learning-teaching process actively and happily.
 - Easy access in obtaining self-employment, local and foreign employment should be created for the students who follow the vocational subject stream.
 - Opportunities should be created to improve the innovative and organizing capabilities of the students.
 - Opportunities should be created to develop students' capabilities to develop a holistic personality and live with dignity.

- ❖ The contribution of the curriculum to the social and economic development
 - Opportunities should be provided to create new innovations by increasing employments.
 - The curriculum should be implemented in a way that, veterans are produced at international, local and provincial levels.
 - Employment opportunities should be provided in a way to obtain jobs at a very young age.
 - Opportunities should be provided for the failures at the G.C.E. ordinary level to join the work force as trained labourers.
 - The vocational subject stream should be implemented in a suitable way to uplift the rural economy.

- ❖ While providing opportunities to follow hereditary subjects related to culture and traditional professions, should be directed to self-employment. Implementing the vocational curriculum

- The subject stream should be introduced in way that it is compulsory to each student.
- It should be made compulsory for every student should follow a job oriented subject at grades 12 and 13.
- The vocational subject stream should be introduced to the students who drop out from school in between grades 6-11.
- Students who have passed G.C.E. ordinary but do not get directed to study Advanced Level should be channeled to follow the vocational subject stream.
- The vocational subject stream should be commenced in grades 9/10.
- This subject stream should be implemented to Special Educational Needy (SEN) children as well.
- A tendency towards the vocational subjects should be created from the initial education itself.
- The subjects that should be implemented in a province should be selected with the initiative of the respective province when implementing the vocational subject stream.
- The students who complete the subject streams successfully should be introduced to the state/private sector through a competency market and should be updated with the information regarding the local and international job opportunities.
- Vocational subject stream should be implemented in every school, if not at least in one school at Divisional Secretariat level.
- Separate schools should be established only for the vocational subject stream.
- The schools, state institutions that are closed should be opened and utilized as schools to implement only the vocational subject stream.

- There should be one Higher Technological Institute for an Administrative District.
- In a situation where the subject is not offered in a convenient school for the student, the required background should be created for the student to follow the subject in another school with hostel facilities.
- The vocational subject stream should be implemented at least in one school by amalgamating a few schools to give an opportunity to a larger number of students as the students' needs arises.
- The common component of the Advanced Level Vocational Subject Stream should immediately after the G.C.E.(O/L) examination without allowing the students to stay at home.

In addition to the above mentioned responses to this recommendation, opposing responses too had been presented.

- As there are lots of opportunities for vocational education in the public and private sector, there is no need of any vocational subject stream.
- With the introduction of the vocational subject stream, there will be lack of interest among students in obtaining the G.C.E. (O/L) qualification and of parents interest on children's education as well.

The summary of the quantitative and qualitative responses submitted regarding the recommendation that, a vocational subject curriculum should be introduced to achieve the goals of the school leavers after the G.C.E. ordinary levels is as below.

Summary

The quantitative data analysis reveals that 94% of the total stakeholders are of the view that, the vocational subject stream should be introduced to as a solution for of those who leave school after the G.C.E. (O/L) examination.

According to the qualitative data, it has been proposed to commence teaching the common component immediately after the G.C.E. (O/L) examination in order to enhance personal development and economic development of the students

A few subjects have been proposed to plan and implement content under the applied components by acknowledging the provincial diversities, global and local trends.

When implementing subject streams, there should be an inclination towards the vocational subjects, starting from basic level education. Likewise opportunities should be created for the school dropouts and the students with special educational needs to follow this subject stream. All the Divisional Secretariats should be facilitated at least with one school which has the vocational subject stream. The students who complete the subject stream successfully, should be introduced to the public and private sectors through skill promoting exhibitions and fairs .

Recommendation 1.2 : The vocational subject stream should be implemented in accordance with the vocational educational standards.

This recommendation includes; the optimum number of students that should be in a classroom, the learning - teaching methodologies, related modules and suitable assessment activities according to the technological and vocational educational standards.

The quantitative analysis of the responses of the entire stakeholders regarding the recommendations that the vocational subject stream should be implemented in accordance with the vocational educational standards is depicted in the table no. 12.

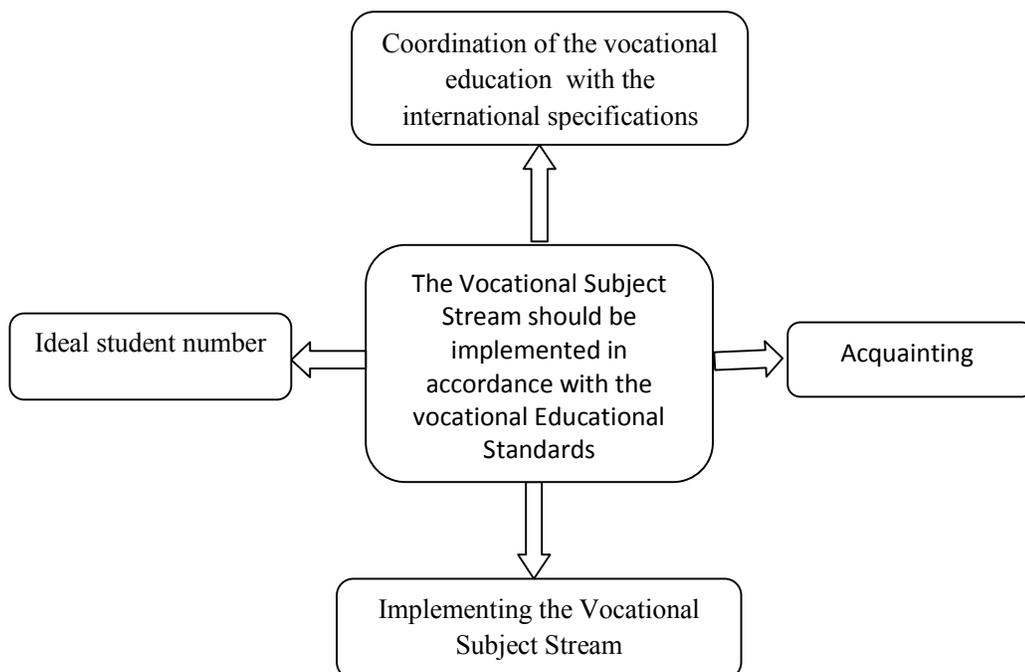
Table 12 : The responses of the stakeholders to the recommendation regarding the implementation of the vocational subject stream in accordance to the vocational educational standards.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 1.2	Agree	53	34	40	52	41	220	90.90
	Do not agree	03	-	01	-	06	10	4.13
	Cannot comment	02	03	03	01	03	12	4.95

The above table depicts that 91% of the stakeholders agree that the vocational subject stream should be in accordance to the vocational educational standards while 4.13% and 4.95% of the stakeholders do not agree and refrained from commenting respectively.

The themes uncovered through a qualitative analysis of data collected from the stakeholders as responses to the above recommendation are depicted in the figure 7.

Figure 7 : the themes uncovered from the responses given by the stakeholders to the recommendation that the vocational subject stream should be implemented in accordance to the vocational educational standards.



As depicted in the figure 7, four themes have been uncovered by a qualitative analysis of the responses to the recommendation that, the implementation of vocational subject stream should be implemented in accordance with the vocational educational standards are as follows.

- ❖ Coordination of the vocational education with the international specifications
- ❖ Acquainting
- ❖ Implementing the vocational subject stream
- ❖ Ideal student number

The proposals of the stakeholders related to each theme are as follows.

- ❖ Coordination of the vocational education with the international specifications
 - Steps should be taken to develop the syllabus by coordinating the vocational educational standards with the standards of other the institutions and the countries.
- ❖ Acquainting
 - The students and the community should be acquainted with the vocational educational standards.
- ❖ Implementing the vocational subject stream
 - The training related to the vocational subjects should be given only by the standardized institutions.
 - Teachers who have an expertise knowledge and a training regarding vocational subject stream should be utilized in implementation of the subject stream.
- ❖ Ideal student number
 - The ideal student number that should be in a class should be 15-20 students.
 - The recommended number of student for practical trainings should be 10-15 students

The summary of the quantitative and the qualitative responses received regarding the recommendation that, the vocational subject stream should be implemented in accordance with the vocational educational standards is as follows.

The summary

According to the quantitative analysis, 91% of the total stakeholders have expressed their consent to the recommendation that implementation of the vocational subject stream should be in accordance with the vocational educational standards.

While basing the qualitative data to empower the consent, steps should be taken to develop the subject stream coordinating the vocational educational standards with the standards of the other countries and the institutions; it is proposed to acquaint the students with the vocational educational standards.

It is revealed that the trainings related to the vocational subjects should be given by a standardized institution and implemented by trained teachers with expertise knowledge while providing future opportunities to the students for higher education leading to a degree.

It is proposed that 15-20 students as the ideal student number for a classroom while 10-15 students for practical sessions.

Recommendation 1.3 : The assessing and evaluating of the learners should be done in accordance with vocational education standards.

During the first year in order to inquire the continuous progress of each student, a reporting mechanism with an assessment system of properly structured portfolios is implemented. In the first two terms of the second year, experienced is gained working in a workshop outside the school and a formative portfolio assessment is implemented during this period. It is proposed that at the end of the two year period, students are to appear for a summative assessment and that the breakdown of the final marks to be 50% for portfolio assessment, 10% for the project report, and 40% for the summative assessment. The portfolio assessment is further divided on the basis that 25% to the

school based component and 25% to the workshop based component. Like this, deviating from the traditional approaches a practical approach is embedded in this recommendation to assess the theoretical and practical components of the learners who study vocational subject stream.

The responses to the above recommendation were quantitatively investigated and it is depicted in the table 13 as follows.

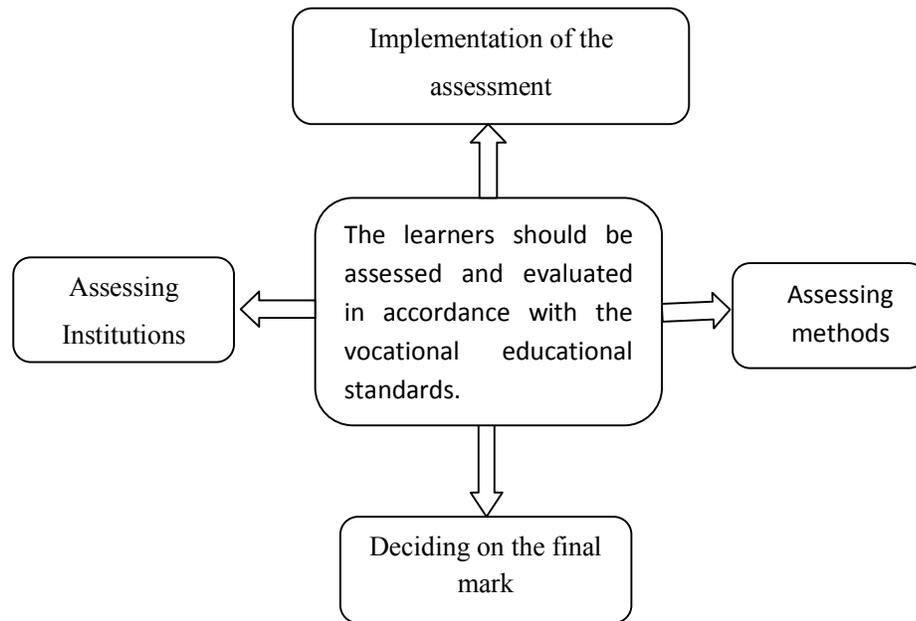
Table 13 : Responses of the relevant stakeholders to the recommendation that the vocational stream learners should be assessed and evaluated with the vocational education standards.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 1.3	Agree	52	36	38	52	44	222	91.73
	Do not agree	02	-	01	-	-	03	1.23
	Cannot comment	04	01	05	01	06	17	7.02

The analysis reveals that 91.7% of the total stakeholders agree to the above recommendation whereas 1.2% of the stakeholders do not agree and 7.0% refrain from making any comment. Furthermore, it is apparent that more than 91.0% of the stakeholders have given their consent to this recommendation as in the two recommendations analyzed prior to this. Thus, the analysis proves that the majority of the stakeholders to accept the third recommendation “the learners should be assessed and evaluated in accordance with the vocational educational standards”.

The themes uncovered from the analysis of qualitative data received as responses from the stakeholders to the above recommendation are depicted in the figure 8.

Figure 8 : Themes emerged from the responses of the stakeholders to the recommendation given to assess and evaluate the learners in accordance to the vocational education standards



As shown in the figure 8, four themes were uncovered by a qualitative analysis of the responses to the recommendation that, the learners should be assessed and evaluated in accordance with the vocational educational standards. They are as follows.

- ❖ Assessing Institutions
- ❖ Implementation of the assessment
- ❖ Assessing methods
- ❖ Deciding on the final mark

The proposals of the stakeholders related to each theme are as follows.

- ❖ Assessing Institutions
 - The assessment should be done by a standardized professional institution.
 - Should be implemented by the Department of Examinations.
 - The evaluation should be done at least once a term by the Vocational Training Authority or the Higher Technological Institute.

- The assessment should be done by the school following a proper mechanism protecting the credibility of the marks.
- ❖ Implementation of the Assessment
- An instructional manual should be compiled for assessment
 - Teachers should be acquainted with the assessment and evaluation
 - Teachers should be properly trained for assessment and evaluation
 - At least one assessment should be implemented by an expertise board of specialists of the vocational education field.
 - The assessment should be limited only to the subject selected for the final year.
 - Direct and indirect monitoring should be done
 - In-service training on skills should be subjected to proper supervision
- ❖ Assessment Methods
- A book should be prepared for the students to keep daily work records while engaged in skill training
 - A practical assessment system should be developed after considering the spot observations; criterion based practical assessments; behavioral records obtained from the work place and the things produced as the work end products.
 - More space should be given to practical assessments
 - The criteria should be implemented according to the prior planning
 - Considering the international implications, the assessment methods should be customized
 -
- ❖ Deciding the final Mark
- In summative assessment 80% should be allocated to the practical training and 20% to the written assessment
 - 20% for implementing the project and 30% for the respective report should be allocated
 - In summative assessment the marks should be allocated as 60% for the portfolio assessment, 30% for the written assessment and 10% for the project.
 - The pass mark of the students should be pre decided.

In addition to the above responses to the recommendation, the following responses came out not in favour of the recommendation.

- There is a tendency in increasing the student failure number by allocating 40% to the written and the summative assessment.
- There is no necessity of any written test mark.
- A student cannot be successfully assessed through portfolios.

The summary of the quantitative and qualitative responses forwarded regarding the recommendation, that the learners should be assessed and evaluated in accordance with the vocational educational standards is as follows.

The Summary

According to the quantitative data analysis regarding the recommendation, that the learner should be assessed and evaluated in accordance with the vocational educational standards 92% of the total stakeholders have agreed upon the recommendation.

According to the identified proposals from the qualitative data responses given by the stakeholders to consolidate the consent given to the recommendation, the implementation and the monitoring should be done by proper institutions by using variety of assessment tools such as, subject assessment, spot observations according to a suitable method, criteria based practical assessments, behavioral reports obtained from the workplaces, and things as work outputs. The pass mark of the students should be pre decided and should adhere to a better practical method in deciding the final mark.

Recommendation 1.4: The students who get qualified form the subject stream, should be awarded with the Advanced Certificate of Vocational Education (ACVE)

The ‘Advanced Certificate of Vocational Education’ (ACVE), awarded by the Ministry of Education will be the aim for the proposed vocational subject stream educational programme. The certificate will be awarded on a credit based module structure. The total National Vocational Qualification Credits (NVQ Credits) needed to receive the Advanced Certificate of Vocational Education(ACVE) is 120. The main applied subject expertise, a student acquires is considered to offer the National Vocational Qualification (NVQ) and it requires 500 hours of classroom modules, and 650 hours of industrial related in-service training .

The responses of the total stakeholders for the above recommendation are as follows.

Table 14 : The responses to the recommendation that, the students who get qualified form the subject stream, should be awarded with the Advanced Certificate of Vocational Education (ACVE).

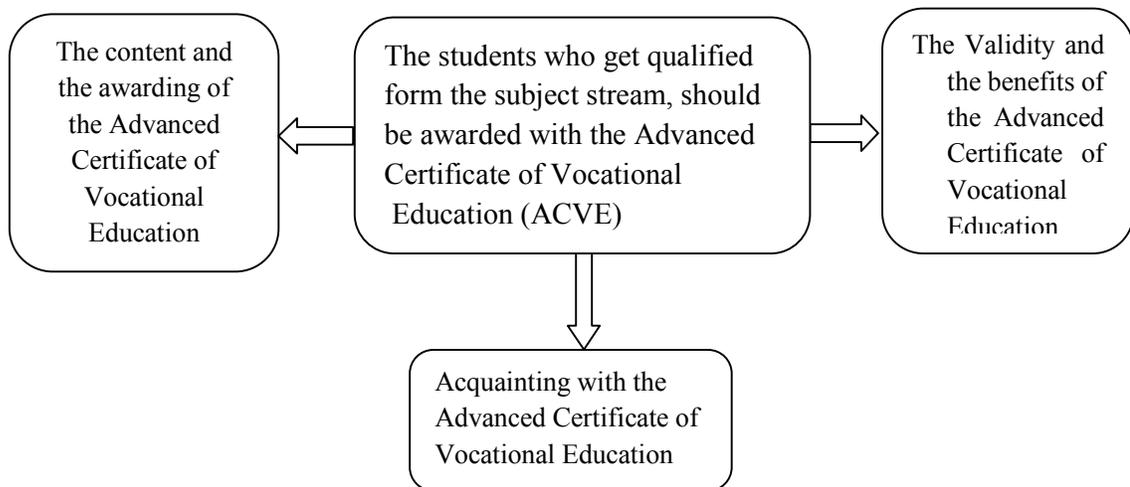
Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 1.4	Agree	48	34	40	52	48	222	91.73
	Do not agree	02	-	01	-	-	03	1.23
	Cannot comment	08	03	03	01	02	17	7.02

The above table depicts that 91.73% of the stakeholders are in favour of offering the Advanced Certificate of Vocational Education (ACVE) to the students who get qualified from the subject stream. It is significant that only 1% is not in favour of the recommendation and 7% being undecided. As the three recommendations analyzed before, regarding the subject stream, this recommendation; the students who get qualified

from the subject stream should be awarded the Advanced Certificate of Vocational Education (ACVE) too has been accepted by more than 90% of the stakeholders.

The following figure shows the themes that have been uncovered from a qualitative analysis of the responses given by the stakeholders to the above recommendation.

Figure 9 : The themes uncovered from the responses of the stakeholders to the recommendation that the Advanced Certificate of Vocational Education (ACVE) certificate should be awarded to the students who get qualified form the subject stream.



The responses of the stakeholders to the recommendation that the students who get qualified form the subject stream should be awarded with the Advanced Certificate of Vocational Education (ACVE), were analyzed and the following three themes have been uncovered.

- ❖ The content and the awarding of the Advanced Certificate of Vocational Education
- ❖ The Validity and the benefits of the Advanced Certificate of Vocational Education
- ❖ Acquainting with the Advanced Certificate of Vocational Education

The proposals of stakeholders related to each theme are as follows.

- ❖ The content and the awarding of the Advanced Certificate of Vocational Education
 - The Examination Department should award the certificate by mentioning the course content on the certificate so as it would help the employers to select the employees.
 - The ACVE certificate should be awarded considering the credit number, a student obtains.
 - An ACVE certificate should be awarded in relation to the performance level, a student acquires.
 - The certificate should be awarded in accordance to the international standards.
 - The certificate should be awarded to a grade system.
 - The attendance of the student should take into consideration in awarding the certificate.
 - The practical test marks should only be used for the certificate.

- ❖ The Validity and the benefits of the Advanced Certificate of Vocational Education
 - A validity should be given to the Advanced Certificate of Vocational Education and create local and foreign job opportunities.
 - The ACVE certificate should be used as a strategy to bring students to the school.
 - on the performance level, a student acquires; opportunities should be created to proceed forward from the NVQ level.

- ❖ Acquainting with the Advanced Certificate of Vocational Education
 - The society should be educated about the Advanced Certificate of Vocational Education.
 - The society should be educated about the relationship between the Advanced Certificate of Vocational Education and the NQV level.
 - The future educational and vocational opportunities of the students who do not qualify for the Advanced Certificate of Vocational Education should be informed.

The summary of the quantitative and qualitative responses regarding the recommendation that an Advanced Certificate of Vocational Education (ACVE) certificate should be awarded to the students who get properly qualified form the subject stream, is as follows.

The Summary

According to the quantitative analysis, 92% of the total stakeholders have agreed upon the recommendation that an Advanced Certificate of Vocational Education (ACVE) certificate should be awarded to the students who get properly qualified form the subject stream.

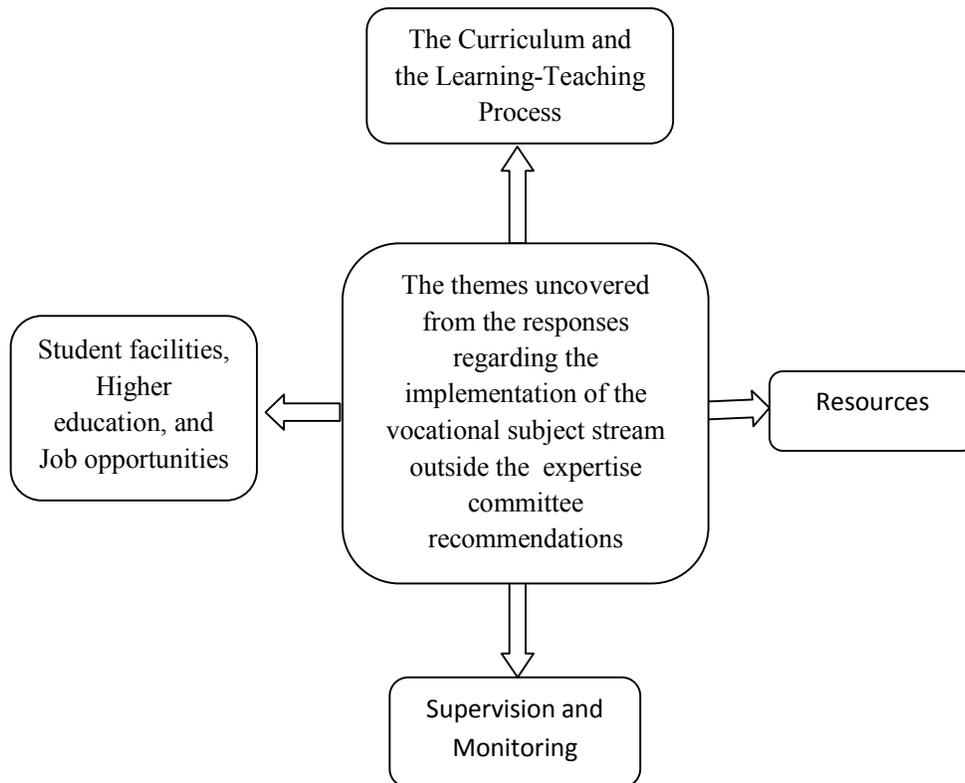
To prove the above agreement according to the qualitative data, the proposals identified from the responses of the stakeholders emphasize that the certificate should be awarded with the inclusion of course units in accordance with the international standards. The opportunities way forward from the NVQ level should be created according to the performance, students acquire. The society should be acquainted about the relationship between ACVE certificate and the NVQ level.

Responses from the stakeholders not in favour to the expertise committee recommendations related to the new vocational subject steam were presented.

The responses not in favour to the expertise committee recommendations related to the new vocational subject steam.

The themes uncovered from the analyzed responses of the stakeholders regarding the vocational subject stream in addition to the expertise committee recommendations related to the new vocational subject stream are as follows.

Figure 10 : The themes uncovered from the responses regarding the implementation of the vocational subject stream outside the expertise committee recommendations.



The four themes uncovered from the qualitatively analysis of the responses given by the stakeholders regarding the vocational subject stream in addition to the expertise committee recommendations related to new vocational subject stream are depicted in the figure 10.

- ❖ Student facilities, higher education, and job opportunities
- ❖ The Curriculum and the Learning-Teaching Process
- ❖ Resources
- ❖ Supervision and Monitoring

The proposals of the stakeholders related to each theme are as follows.

- ❖ Student facilities, Higher education, and Job opportunities
 - A separate uniform should be recommended to the students who follow the subject stream.
 - A mechanism should be prepared to render the services of the trainee students for needy parties when necessary for a concession price.
 - Job opportunities should be created through a job bank for the students who follow the vocational subject stream.
 - Opportunities should be there for the students to learn by tablets.
 - A specific mechanism should be created for the students to reach NVQ 5,6,7 levels after the grade 13.

- ❖ The Curriculum and the Learning-Teaching Process
 - The syllabus content of the vocational subject stream should match with NVQ 4 (university entrance) level syllabus
 - The English language should be taught to the students who follow the vocational subject stream in way that directs for foreign employment protecting the professional dignity.
 - The smart classroom concept should be empowered in schools where vocational subject stream is in progress.
 - The subjects belongs to the general subject stream should be taught in the other subject streams (Arts, Commerce, Science/Mathematics, Technology)

- ❖ Resources
 - External teachers/Resource Persons/ Provincial Professionals with specialist knowledge can be utilized for service after a training.
 - The holders of Diploma in Teaching and the graduates with institutional training on vocational Subjects should be recruited.
 - A special allowance should be given to increase the vocational productivity of the teachers who are recruited for the vocational subject stream.
 - Human resource training opportunities should essentially be supplied.
 - As teachers with vocational skills and subject specialty shows a very low entering into the system, actions should be planned to keep them in the system.

- When implementing the subject, the help of the public sector as well as the private sector should be taken.
- Before implementing the vocational subject stream, it is essential to supply physical resources with storage facilities to the centers.

-

❖ Supervision and Monitoring

- The Ministry of Education should always monitor the vocational training.
- The vocational subject stream should be implemented under the supervision of the vocational Training Authority or any other standardized institution.

The summary of the qualitative responses forwarded regarding the vocational subject stream, in addition to the recommendations given by the expertise committee related to the new vocational subject stream.

The Summary

According to the qualitative data, the proposals identified from the responses of the stakeholders; the higher education and the job opportunities in implementing the vocational subject stream which means supplying jobs thorough a job bank to the students who follow vocational subject stream and establishing a system for the students to reach NVQ 5,6,7 levels after the grade 13. In addition, proposals have been forwarded for the development of learning-teaching process by utilizing external teachers, resource persons, regional professionals with specialist knowledge on the vocational subject stream and the vocational subject stream be supervised and monitored by the Vocational Training Authority or any other standardized institution.

The responses of the stakeholders, related to the overall recommendations of the vocational subject stream.

The quantitative and the qualitative data could be revealed by an analysis regarding the responses of the stakeholders related to every recommendation of the vocational subject stream. One of the prime elements of the study was to investigate the stakeholders consent to the overall recommendations of the vocational subject stream introduced with the expectation of allowing every learner to continue education without dropping out after

sitting for the G.C.E. ordinary level examination. Table no. 15 depicts the analytical revelations regarding the consent of the stakeholders to four recommendations of the vocational subject stream.

Table 15 : The consent of the stakeholders regarding the overall recommendations (for all the four recommendations) of the vocational subject stream.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 1	Agree	53	36	42	50	47	228	94.21
	Do not agree	03	-	01	-	02	06	2.47
	Cannot comment	02	01	01	03	01	08	3.30
Recommendation 2	Agree	53	34	40	52	41	220	90.90
	Do not agree	03	-	01	-	06	10	4.13
	Cannot comment	02	03	03	01	03	12	4.95
Recommendation 3	Agree	52	36	38	52	44	222	91.73
	Do not agree	02	-	01	-	-	03	1.23
	Cannot comment	04	01	05	01	06	17	7.02
Recommendation 4	Agree	48	34	40	52	48	222	91.73
	Do not agree	02	-	01	-	-	03	1.23
	Cannot comment	08	03	03	01	02	17	7.02
Overall Recommendations	Agree	206	140	160	206	180	892	92.14
	Do not agree	10	-	04	-	08	22	2.28
	Cannot comment	16	08	12	06	12	54	5.58

When each proposed recommendation for the vocational subject stream analyzed separately, it was implied that more than 90% of the stakeholders accept the recommendations by giving their consent. However, when the consent of the stakeholders to the overall recommendations (For all the four recommendations) of the vocational subject stream was investigated it is apparent that there is a variation. The analyzed data reveal that all the stakeholders' consent to the four proposed recommendations is 92.14%.

In the analysis from the first recommendation to the fourth recommendation of the vocational subject stream, the consent of the stakeholders not in favour of the recommendations was less than 5%. The data reveal that while 4% of stakeholders do not agree with the second recommendation, the third and the fourth recommendations record a 1% disagreement. Though the disagreement of stakeholders to each recommendation as mentioned above, the disagreement of the stakeholders to the overall recommendations (for four recommendations) of the vocational subject stream stays at 2.28% as analysis depicts.

The percentage of stakeholders that do not agree from the first to the fourth recommendation varies from 3%-7%. Nevertheless, a variation can be seen in the percentage of the stakeholders who disagree to the overall recommendations, it was revealed that 5.58% of the stakeholders refrained from making any comment to all four recommendations.

Thus, from the analysis of all the details mentioned above, it is clear that 92.14% of the overall stakeholders have accepted the proposed recommendations regarding the vocational subject stream by giving their consent.

The responses regarding the stakeholders' consent have been consolidated by the qualitative analysis and the summary of the proposals forwarded under the identified themes related to the vocational subject stream has been mentioned above. Thus, the vocational subject stream should be implemented along with basic infrastructure aiming the individual, societal and economical development, and in accordance with the global trends. Therefore, for this it is necessary to get the active participation of both the public and private sectors and at the same time, the vocational subject stream should be implemented in accordance with the vocational educational standards. In this, the attention should be paid to utilize; the ideal classrooms, suitable student number, adequate physical resources, teachers with specialist knowledge and training, suitable new

learning-teaching and assessment methods. Likewise, it is apparent by the analysis that how the stakeholders have emphasized of a necessity of a special work schedule to supervise and monitor the implementation of the vocational subject stream and to provide future opportunities for the students go for higher education from NVQ level to Degree level.

2. The reform proposals regarding grades 12 and 13 of G.C.E. Advanced Level

Not like the general common curriculum in the primary and junior secondary stages, in the G.C.E. Advanced Level students follow a special curriculum. There are five wide subject streams such as Arts, Commerce, Physical Science, Bio-Science, Physics and Technology. The G.C.E. Advanced Level examination is not only a school leaving examination but also a University entrance examination. This curriculum which has been developed aiming a small percentage of students who intend to enter into the University has become an extra academic burden causes to limit the subject selection as well.

The G.C.E. Advanced Level reforms have been introduced with the aim to adjust it as a school leaving examination and a qualification for it and also to make the matching of the curriculum coincide with the present National Aims and Goals. These reforms should address the majority student community who enter into the world of work and who seek for tertiary education training after school leaving. The selection of subjects according to the students' own preference, entering into new professions, widening the liberty to explore the subject fields in addition to one's own main subject stream and the establishment of standards regarding new fields that the school leavers can get into instead of the demanded fields at present has become a need of the era. Based on this it is proposed to introduce this new educational reform to the G.C.E. Advanced Level. Six key recommendations have been forwarded.

Recommendation 2.1: The G.C.E. Advanced Level Certificate should be recognized as a qualification of leaving school.

Recommendation 2.2: Opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work.

Recommendation 2.3: A national level mechanism should be established in order to consolidate the public trust regarding the school based assessment process.

Recommendation 2.4: Present common general test should be reformed as a full aptitude test.

Recommendation 2.5: There should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket.

Recommendation 2.6: The present number of subject for the G.C.E. Advanced Level should be reduced by removing less demanding subjects.

The Quantitative and Qualitative data gathered by analyzing the responses received to each recommendation from different stakeholders who represent the education system are as follows.

Recommendation 2.1: The G.C.E. Advanced Level Certificate should be recognized as a qualification of school leaving

G.C.E. Advanced Level examination means a global qualification that several countries award. But in present Sri Lanka it is considered not as a University entrance examination but a qualification that of school leavers. Thus, this recommendation has been forwarded with an expectation that the G.C.E. Advanced Level of Sri Lankan education system to be in accordance with the global trends and its curriculum, learning - teaching process, and the assessing to be in par with the international specifications. Further, the attention should be paid to the content amount and the depth of the subjects prescribed for the G.C.E. Advanced Level in relation to the equivalent qualifications offered in other countries.

The responses of the total stakeholders regarding the above mentioned recommendations were quantitatively investigated and are depicted in the table 16.

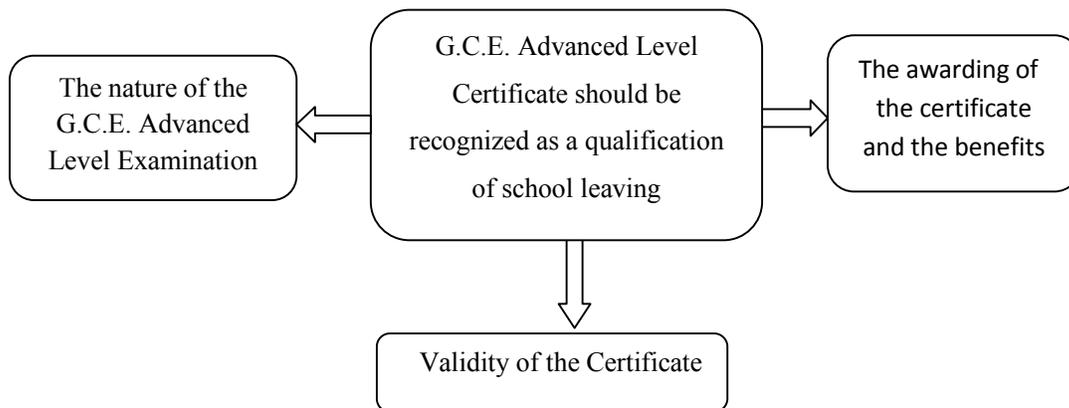
Table 16 : The responses of the stakeholders related to the recommendation that the G.C.E. Advanced Level Certificate should be recognized as a qualification of school leaving.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 2.1	Agree	44	34	37	35	37	187	77.27
	Do not agree	12	02	04	13	11	42	17.35
	Cannot comment	02	01	03	05	02	13	5.37

77.27% of the total stakeholders have agreed to the recommendation whereas, 5.37% % have refrained from making any comment. An also, 17.35% of the stakeholders have not agreed to the recommendation. As a whole it is apparent that acceptance of the recommendation by a high percentage of the stakeholders proves that the G.C.E. Advanced Level Certificate should be recognized as a qualification for leaving school.

The themes uncovered from the qualitative data analysis of the responses to the aforesaid recommendation are depicted in the figurer 11.

Figure 11 : The themes uncovered from the qualitative data analysis of the responses to the recommendation that G.C.E. Advanced Level Certificate should be recognized as a qualification of school leaving.



As depicted in the figure, three key themes have been uncovered from the qualitative analysis of the responses of the stakeholders to the recommendation that the G.C.E. Advanced Level Certificate should be recognized as a qualification of school leaving. Those themes are as follows.

- ❖ The nature of the G.C.E. Advanced Level Examination
- ❖ Awarding of the certificate and the benefits
- ❖ Validity of the Certificate

The proposals of the stakeholders related to each theme are as follows.

- ❖ The nature of the G.C.E. Advanced Level Examination
 - Should not be a University entrance examination
- ❖ The awarding of the certificate and the benefits
 - The institutions; the school/the examinations Department/ Education office should jointly award the certificate.
 - There should be a proper guidance regarding the future educational opportunities that the failures of the G.C.E. Advanced Level can obtain by this certificate.

University Entrance

- G.C.E. Advanced Level examination should be accepted only as a cutoff examination.
- Should only be considered as a qualification to the tertiary education but not be a University entrance examination.
- Another suitable method that can be used for University entrance should be introduced.
- Along with Advanced Level qualifications another examination should be there for University selection.

Vocational Educational approach

- The G.C.E. Advanced Level certificate should resemble the level the student achieved at the completion of the schooling period, not as a qualification of school leaving.

- Should be considered as a directing qualification to a vocational competency frame.
- Should be based to follow suitable courses for vocational training requirements.
- There should be a proper guidance for the students who fail at the G.C.E. Advanced Level, regarding the future education or job opportunities that can be obtained from this certificate
- The students who fail the G.C.E. Advanced Level should be shown the alternative opportunities that are available.

❖ Validity of the Certificate

- A certificate which suits the international specifications should be issued.
- A valid certificate that as a qualification for the University entrance and a qualification to apply for a job should be given.
- A value should be added to the certificate so as to add a value to the degree education.
- Should not be named as the School leaving certificate.

The summary of the quantitative and qualitative responses forwarded regarding the recommendation that, the G.C.E. Advanced Level Certificate should be recognized as a qualification of school leaving.

The Summary

According to the quantitative analysis regarding the aforesaid recommendation, 77% of the total stakeholders have expressed their agreement.

The themes; nature of the G.C.E. Advanced Level examination, awarding the certificate and the benefits, the validity of the certificate have been identified from the qualitative data. The G.C.E. Advanced Level examination should not be a University entrance examination but an indicator of the student achievement level. The G.C.E. Advanced Level certificate should be considered as a qualification for tertiary education and applying for a job. There should be a proper guidance for the students who fail at the G.C.E. Advanced Level, regarding the future education or job opportunities.

Recommendation 2.2 : Opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work.

The education system and the related stakeholders state their agreement that, the 21st century children should acquire highly developed skills in order to achieve success in education, world of work and life. To face this challenge, this recommendation expects to arm the students with creative ideology, problem solving, group work, and new inventions, and to reorganize the G.C.E. Advanced Level curriculum so as to achieve the twelve learning outcomes that have been identified as a must in the Sri Lanka Qualification Framework and as a National importance to fulfill the 21st century demands. The responses of the total stakeholders regarding the above recommendation were quantitatively investigated and they are depicted in the table 17.

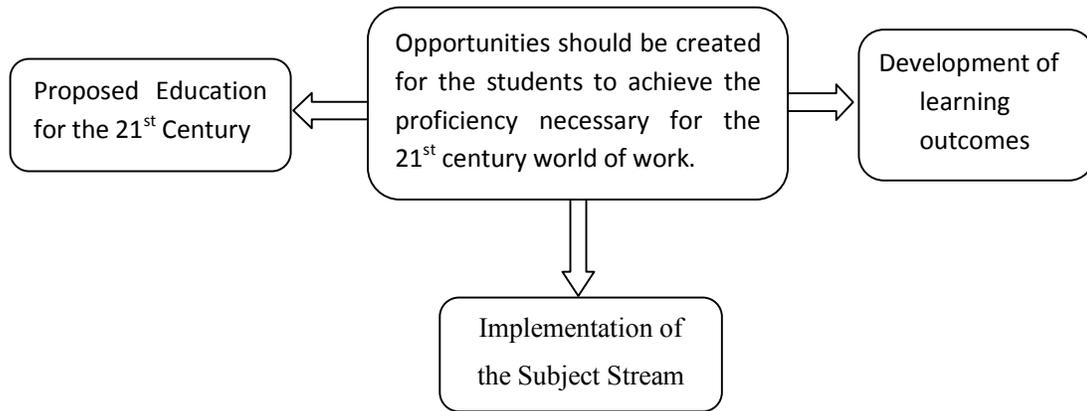
Table 17 : The responses of the stakeholders to the recommendation that the opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 2.2	Agree	56	36	40	48	42	222	91.73
	Do not agree	-	-	01	02	-	03	1.23
	Cannot comment	02	01	03	03	08	17	7.02

Regarding the aforesaid recommendation to the curriculum reforms of the G.C.E. Advanced Level, 91.73% of the total stakeholders have expressed their consent, while 7.02% of the stakeholders have refrained from making any comment. However, 1.23% of stakeholders have not given their consent to the recommendation.

The responses of the stakeholders to the above recommendation were qualitatively analyzed and the uncovered themes are depicted in the figure 12.

Figure 12 : The themes uncovered from the responses to the recommendation that, the opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work.



As depicted in the figure 12, three themes uncovered from the qualitative analysis of the responses of the stakeholders to the recommendation that the opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work are as follows.

- ❖ Proposed Education for the 21st Century
- ❖ Development of learning outcomes
- ❖ Implementation of the Subject Stream

The Stakeholders' proposals related to each theme areas follows.

- ❖ Proposed Education for the 21st Century
 - The curriculum should be developed aiming the competency development which is able to win the future challenges corresponding to the international standards.
 - The curriculum should be accustomed according to the contemporary society.
 - Subject syllabi with competencies related to the world of work which can produce practical oriented, active people should be introduced.
 - The subject content should be changed in a way that it caters more opportunities for technical education.

- Number of Technical Colleges and Technological Faculties should be increased to give more space for technical and technological education.
 - Physical and Human resources should be supplied to schools to produce the suitable veterans required to world of work.
 - A suitable strategy should be compiled during the advanced level study period, to create an initiative to enter into the future world of work.
 - Necessary arrangements should be made to accomplish the qualifications needed for a student to be a producer in their own field.
- ❖ Development of learning outcomes
- The learning outcomes should be implemented aiming to develop a balanced personality.
 - The development of the learning outcomes should be done at least with a five year forward forecast.
 - A learning outcome related to aesthetic appreciation should be included into the twelve learning outcomes.
 - A suitable assessment system should be introduced to assess the twelve recommended learning outcomes.
 - The society should be aquatinted with the twelve recommended learning outcomes.
- ❖ Implementation of the Subject Stream
- The G.C.E. Advanced Level subject stream should be implemented in a way that, a job oriented training is received by each student according to the subject stream followed.
 - More opportunities should be created for practical experiences rather than limiting it to theoretical knowledge.
 - Steps should be taken to impart the knowledge of the qualified trainers to update the rapidly changing technical knowledge.
 - The subject stream should be implemented in way that, suits to face the social challenges successfully.

The summary of the quantitative and qualitative responses regarding the recommendation that the opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work is as follow.

The Summary

According to the quantitative data analysis regarding the aforesaid recommendation 71% of the total stakeholders has given their consent.

According to the qualitative data, the proposals of the stakeholders to nourish the aforesaid recommendation are: An education system should be developed with an aim to improve the initiating strength of the learners by supplying related resources, to produce people with special abilities in the world of work in accordance with the local and international standards; forward forecasting the learning outcomes, including the aesthetic learning outcomes by consolidating a suitable assessment system, a wide societal awareness should be created.

The practical application of the subject stream should be implemented through updated trainers along with a practical inclination, developing the capabilities to face the social challenges.

Recommendation 2.3: A national level mechanism should be established in order to consolidate the public trust regarding the school based assessment process

This recommendation has been forwarded by the National Education Commission report, and its importance is felt today more than before in assessing the twelve learning outcomes mentioned in the recommendation 2.2. For school based assessment, with the practical components done at classroom level by the teachers, all the other assessments are included. It is implicated by this recommendation, that the schools proposed to implement and validate the school based assessment be subjected to school supervision authority.

The stakeholder's responses regarding the aforesaid recommendation have been quantitatively investigated and it is depicted in the following table 18.

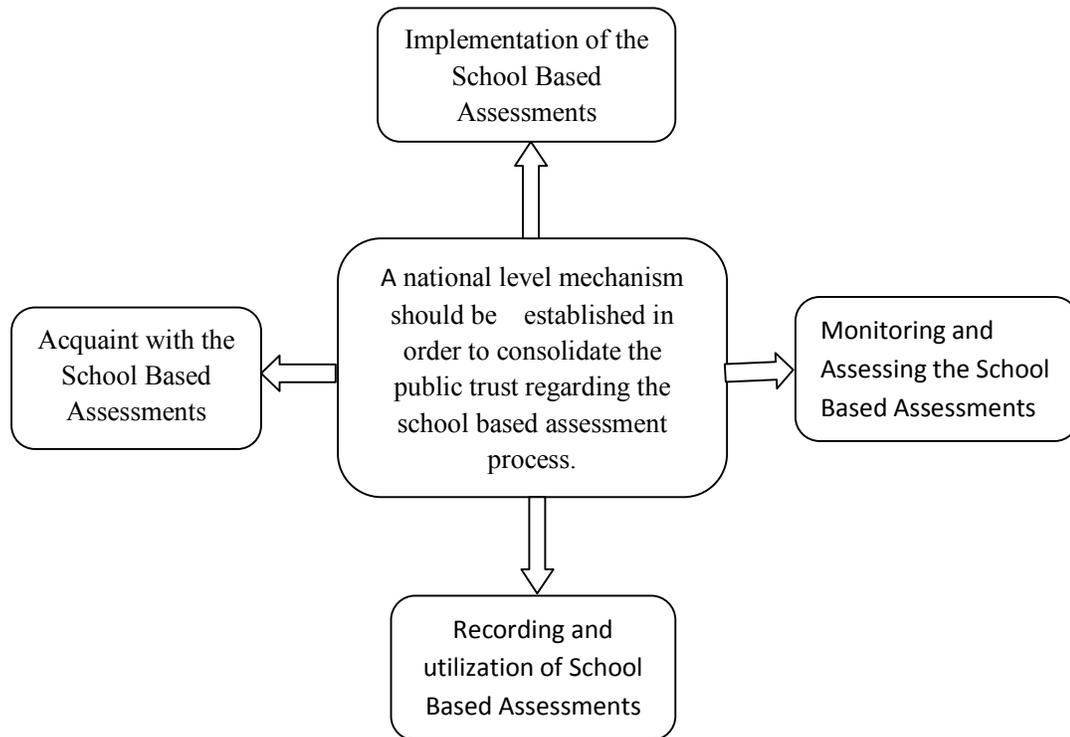
Table 18 : Responses of the stakeholders to the recommendation given to the development of a national level mechanism to affirm the public faith in implementing the School Based Assessment

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 2.3	Agree	56	33	40	40	47	216	89.25
	Do not agree	01	02	03	05	-	11	4.54
	Cannot comment	01	02	01	08	03	15	6.19

89.25% of the total stakeholders have agreed to the recommendation mentioned above regarding the reforms to the G.C.E. Advanced Level. However, 6.19% of the stakeholders have refrained from making any comment on it while 4.54% have not agreed upon.

The themes uncovered from the analysis of the responses received as qualitative data from the stakeholders to the above recommendation are depicted in the figure 13.

Figure 13 : The themes uncovered from the responses to the recommendation that a national level mechanism should be established in order to consolidate the public trust regarding the school based assessment process.



As figure 13 depicts, the four themes that have been uncovered by analyzing the responses of the stakeholders to the recommendation qualitatively, that a national level mechanism should be established in order to consolidate the public trust regarding the school based assessment process are as follows.

- ❖ Acquaint with the School Based Assessments
- ❖ Implementation of the School Based Assessments
- ❖ Monitoring and Assessing the School Based Assessment
- ❖ Recording and Utilizing the School Based Assessment marks.

The Stakeholders' proposals related to each theme are as follows.

- ❖ Acquaint with the School Based Assessments
 - A activity based teacher training on the school based assessment concept and system should be given continuously.
 - Opportunities should be created for the teachers to implement independent assessment with a basic awareness of the criteria related to the subject.
 - Teacher attitudes regarding the school based assessments should be developed.
 - The society should be acquainted with the school based assessment concept widely.

- ❖ Implementation of the School Based Assessments
 - An Instructional manual on school based assessment should be composed.
 - The school based assessment tools should be introduced as a part of the subject curriculum.
 - The school based assessments should be the things that be able to implement properly, practically, and transparently.
 - A suitable mechanism should be introduced to implement the school based assessment in such a way, to minimize the difference between the assessment process and the result of the national assessment and the school based assessment.

- ❖ Monitoring and Assessing the School Based Assessment
 - A national level mechanism should be arranged to monitor the process.
 - A direct or indirect monitoring system should be arranged to assess the process.
 - The school based assessment process should be monitored properly at divisional and zonal level.
 - The school based assessment process should be implemented by supervisory boards at national and school (internal) level.
 - Supervision of school based assessment should be included into the inquiring superintendent's subject area.
 - The necessary advice, training, assistance, monitoring and the follow up to implement the school based assessment should be done by the top management.

- ❖ Recording and Utilizing the School Based Assessment marks
 - School based assessment marks should be entered into the progress record to show the student progress.
 - School based assessment marks should be mentioned separately on the exam certificate.
 - A separate certificate for school based assessment should be awarded from the school.
 - In deciding the z-score and enrolling the higher educational institutes the school based assessments should be founded.

The summary of the quantitative and qualitative responses forwarded regarding the recommendation that a national level mechanism should be established in order to consolidate the public trust regarding the school based assessment process is as follows.

The Summary

According to the quantitative data analysis regarding the above recommendation, 89% of the total stakeholders have given their consent.

According to the qualitative data, the proposals of the stakeholders to nourish the said recommendation are; the teacher attitude development regarding the theoretical and practical usage of the assessment process and an establishment of wider community awareness.

The implementation of school based assessment should be independent to the school and be transparent. An instructional manual which can be easily implemented with a transparency, affiliated to the syllabus, should be introduced in a way that the gap between the national level assessment and the school based assessment is kept at a minimum level.

The mechanism to monitor the school based assessment should be implemented with the help of the provincial superintendents inclusive of national level direct monitoring systems. This system should be supervised on the directions of the top management while it should be in par with the school subject of the inspection authority. When recording the school based marks, the school based assessment marks should be included as an independent component in the exam certificate. In providing higher education opportunities, the school based assessment mark should be given a value in addition to the Z score.

Recommendation 2.4 :Present common general test should be reformed as a full aptitude test

The aim of the current common general test is to measure the potential and the feasibility, a student possesses, to receive the benefits of the University education. The four recommended components from the National Workshop Report in December 1997 are:

- ÷ General Awareness
- ÷ Ability in logic
- ÷ Ability to solve problems
- ÷ Comprehension and Communication

In this context the present common general test is to be turned into a skill measuring full aptitude test of basic cognitive reading related to the first and second languages, writing, reading, and mathematics; it is expected to be used as an alternative measure in selecting students to the Universities too.

The responses of the total stakeholders regarding the above recommendation were quantitatively investigated and they are depicted in the table 19.

Table 19: The responses of the stakeholders to the recommendation that the present common general test, should be reformed as a full aptitude test.

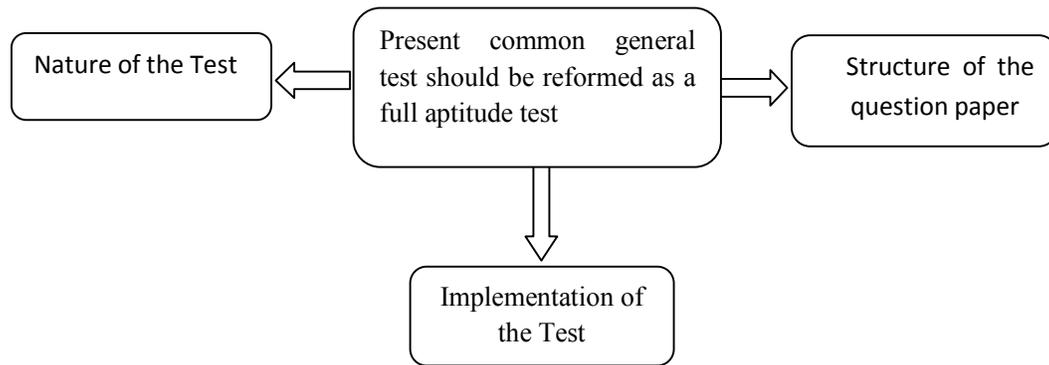
Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 2.4	Agree	36	30	37	38	37	178	73.55
	Do not agree	22	06	04	13	09	54	22.31
	Cannot comment	-	01	03	02	04	10	4.13

While 73.55% of the total stakeholders have agreed to the above mentioned recommendation forwarded in regard to the reforms related to the G.C.E. Advanced Level

curriculum, 4.13% have refrained from making any comment. Likewise, 22.31% of the stake holders have disagreed to the recommendation.

The themes uncovered by analyzing the qualitative data presented as the responses by the stakeholders to the aforesaid recommendation are depicted in the figure 14.

Figure 14 : The themes uncovered from the responses to the recommendation that the present common general test should be reformed as a full aptitude test.



As figure 14 depicts the three themes that have been uncovered by analyzing the responses of the stakeholders to the recommendation qualitatively, that the present common general test should be reformed as a full aptitude test are as follows.

- ❖ The nature of the Test
- ❖ The structure of the Question paper
- ❖ Implementation of the Test

The stakeholders' proposals related to each theme are as follows.

- ❖ The nature of the test
 - The test should measure the general knowledge, language and communication skills, creative ability and information technological skills by giving more weight on measuring the aptitude.
 - An intelligence quotient test is more appropriate than a full aptitude test.

- ❖ The structure of the question paper
 - Should be prepared to measure the creativity, the problem solving ability, spontaneous decision making skills, the managerial skills and writing skills, without limiting to multiple choice items.
 - The aptitude test should be prepared according to the subject stream and it should not obstruct the University entrance of the students.
 - The structure of the question paper should be prepared in a way that it should not create an unnecessary burden to the students.

- ❖ Implementation of the Test
 - The community should be pre-informed of the test
 - Should be implemented to a standard
 - The students should be assessed by a full aptitude test at the end of the secondary education

The summary of the quantitative and qualitative responses forwarded regarding the recommendation that the present common general test should be reformed as a full aptitude test is as follows.

The Summary

According to the quantitative analysis of the aforesaid recommendation, 74% of the total stakeholders have given their consent.

According to the qualitative data the proposals of the stakeholders to nourish the said recommendation are: an intelligent quotient test to measure, the creativity instead of aptitude test, problem solving ability, spontaneous decision making skills, managerial skills, and writing ability instead of an aptitude test. The structure of the question paper should be prepared in a way that it should not create an unnecessary burden to the students.

Recommendation 2.5: There should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket

By the two studies of the national education commission on ‘the proposals for a national policy framework regarding the general education in Sri Lanka’ (2003) and ‘the curriculum development of the general education in Sri Lanka’ (2014) , the importance of increasing the liberty of the students to select the three subjects of G.C.E. Advanced Level has been identified. It is recommended that the selection of three subjects should be done from the subject list that can be appeared for the examination. A maximum of two subjects can be prescribed from a selected special field either to a University Faculty or a Technological Faculty. In addition, the recommendation of the intellectual committee regarding the selection of the third subject is that it should be from the subject baskets but not form the total spectrum. Moreover, a continuous calculation of the Z score of a student will be done, based three appeared subjects of theirs.

The responses of the total stakeholders regarding the above recommendation were quantitatively investigated and they are depicted in the table 20.

Table 20 : The responses of the stakeholders to the recommendation that there should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket.

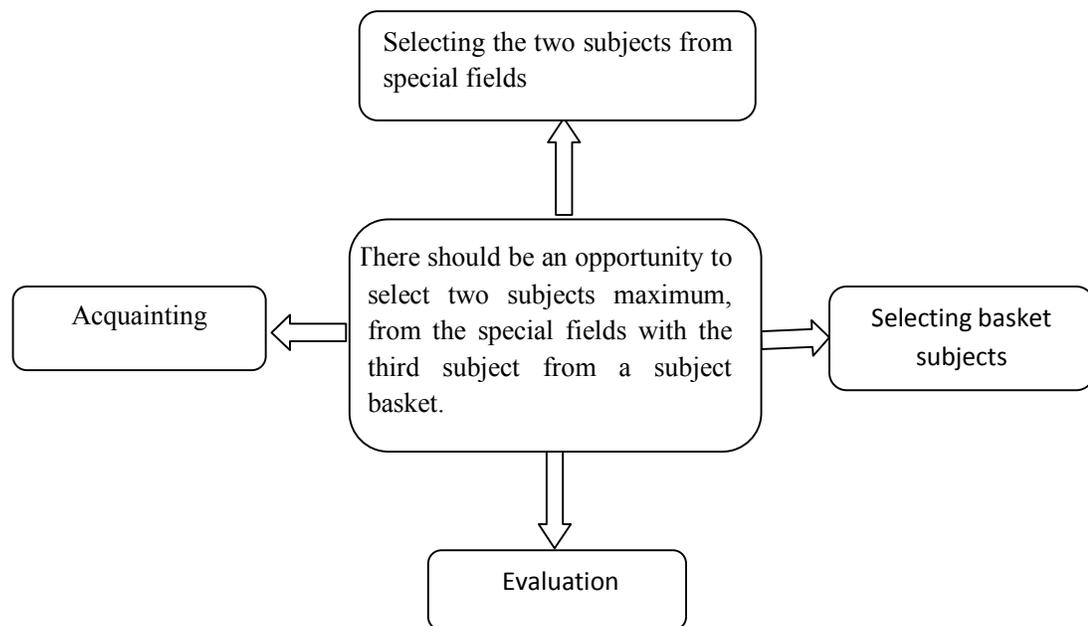
Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 2.5	Agree	48	34	34	42	42	200	82.64
	Do not agree	09	02	05	08	05	29	11.98
	Cannot comment	01	01	05	03	03	13	5.37

While 82.64 % of the total stakeholders have agreed to the above mentioned recommendation forwarded in regard to the reforms related to the G.C.E. Advanced Level

curriculum, 5.37 % have refrained from making any comment. Likewise, 11.98 % of the stake holders have disagreed to the recommendation.

The themes uncovered by analyzing the qualitative data presented as the responses by the stakeholders to the aforesaid recommendation are depicted in the figure 15.

Figure 15 : The themes uncovered from the responses to the recommendation that there should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket.



As figure 15 depicts, the four themes that have been uncovered by analyzing the responses of the stakeholders to the recommendation qualitatively, that there should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket are as follows.

- ❖ Selecting the two subjects from special fields
- ❖ Selecting basket subjects
- ❖ Evaluation
- ❖ Acquainting

The stakeholders' proposals to each theme are as follows.

- ❖ Selecting the two subjects from special fields
 - An opportunity should be given to select one from the two subjects, which in relation to future vocational field.
 - The selection of the subjects should be allowed according to the students' requirements.
 - The remedies to the arising issues related to the existing knowledge in studying University courses should be found.
 - The subject content should only be reduced while maintaining as three subjects.

- ❖ Selecting basket subjects
 - The opportunity in selecting subjects should be aimed to produce a creative professional in accordance with the student interests and inherited talents.
 - There should be subjects in subject baskets to be selected, in way that the equilibrium of the two subjects in the special field is not broken.
 - Variety of new subjects that represent all the sections should be added to the subject baskets.
 - An opportunity should be given to select an aesthetic subject, which could direct a student for higher appreciation.
 - The subject should be future vocational directing and practical skill developing.
 - Opportunities of selecting subjects should be given to the students to be able to open multifaceted future education opportunities and job opportunities.

- ❖ Evaluation
 - In deciding the Z score, the marks of the two special subjects should only be considered.
 - The mark offers to the project in deciding the Z score should be considered, after the proper execution of the projects.
 - A pass only in two subjects should be accepted as G.C.E. Advanced Level qualified.
 - A pass in two special subjects and general English should be made compulsory for the University entrance

❖ Acquainting

- The community should be made aware of the subject selection through the media or any other method.
- Students should be guided to seek carrier guidance in selecting subjects

The summary of the quantitative and qualitative responses forwarded regarding the recommendation that there should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket is as follows.

The Summary

According to the quantitative analysis of the aforesaid recommendation, 83% of the total stakeholders have given their consent.

According to the qualitative data the proposals of the stakeholders to nourish the said recommendation are: If there is a knowledge gap between the two G.C.E. Advanced Level specialized field subjects selection, and the higher education and the vocational education a strategy should be composed to minimize that gap. The bucket subject should in par with the two specialized field subjects and should have a practical skills development and vocational orientation. In summative assessment the Z scores of the two specialized field subjects should only be considered. The community should be broadly acquainted with this.

Recommendation 2.6: The present number of subjects for the G.C.E. Advanced Level should be reduced by removing less demanding subjects.

According to the examination department, the number of subjects that the advanced level students can appear for is 63. After conducting a suitable study of the G.C.E. Advanced Level subject list; the covered subject area, appropriateness, demand in the labour market, social, economical and cultural challenges, that is covered by each subject content should be the basis in selecting the appropriate subjects for the G.C.E. Advanced Level. Thus, it is said by this recommendation to reduce the number of subjects by removing the less demanding subjects for the G.C.E. Advanced Level.

The responses of the total stakeholders regarding the above recommendation were quantitatively investigated and they are depicted in the table 21.

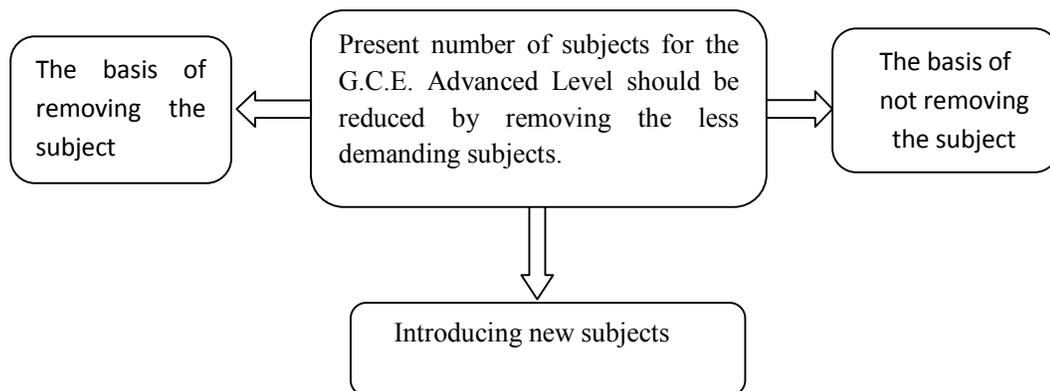
Table 21 : The responses of the stakeholders to the recommendation that the present number of subjects for the G.C.E. Advanced Level should be reduced by removing the less demanding subjects.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 2.6	Agree	40	29	35	42	33	179	73.96
	Do not agree	17	04	05	06	10	42	17.35
	Cannot comment	01	04	04	05	07	21	8.67

While 73.96 % of the total stakeholders have agreed to the above mentioned recommendation 8.67 % have refrained from making any comment. Likewise, 17.35 % of the stake holders have disagreed to the recommendation.

The themes uncovered by analyzing the qualitative data presented as the responses by the stakeholders to the aforesaid recommendation are depicted in the figure 16.

Figure 16 : The themes uncovered from the responses to the recommendation that the present number of subjects for the G.C.E. Advanced Level should be reduced by removing the less demanding subjects.



As figure 16 depicts, the three themes that have been uncovered by analyzing the responses of the stakeholders to the recommendation qualitatively, that the present number of subjects for the G.C.E. Advanced Level should be reduced by removing the less demanding subjects.

- ❖ The basis of removing the subject
- ❖ The basis of not removing the subject
- ❖ Introducing new subjects

The stakeholders' proposals regarding each theme are as follows.

- ❖ The basis of removing the subject
 - Unsuitable traditional subjects should be removed
 - In order to protect resources from been wasted, the subjects that are not important to practical life and not related to any profession should be removed
 - The subjects that do not make any impact to the social, economic, and cultural development process and also the subjects that less number of students appear should only be removed.

- ❖ The basis of not removing the subject
 - Each and every student should be given an equal opportunity to select the subjects according to their preference
 - Since the skills of students are different, the removal of the lees demanding subjects should be done through a research approach in consultation with the stakeholders and the academics.
 - Though the number of subjects for the G.C.E. Advanced Level are to be reduced, it is important to rethink as to how the knowledge of those subjects be socialized again.
 - Though there is a less demand, the subjects that contain classic languages, religions and social heritages should be implemented
 - The current Advanced Level subjects that can be merged, should be merged
 - The opportunities for University entrance should not be deprived.

❖ Introducing new subjects

- Instead of reducing the number of subjects, current subjects should be introduced

Eg: Robotic technology

- The subjects that give new knowledge to suit the job market should be added
- New subjects that suit to the global demand should be introduced and qualified teachers to teach those subjects should be recruited to the system
- Since students go for jobs after the Advanced Level, new subjects that support it should be introduced

The summary of the quantitative and qualitative responses forwarded regarding the recommendation that the present number of subjects for the G.C.E. Advanced Level should be reduced by removing the less demanding subjects.

The Summary

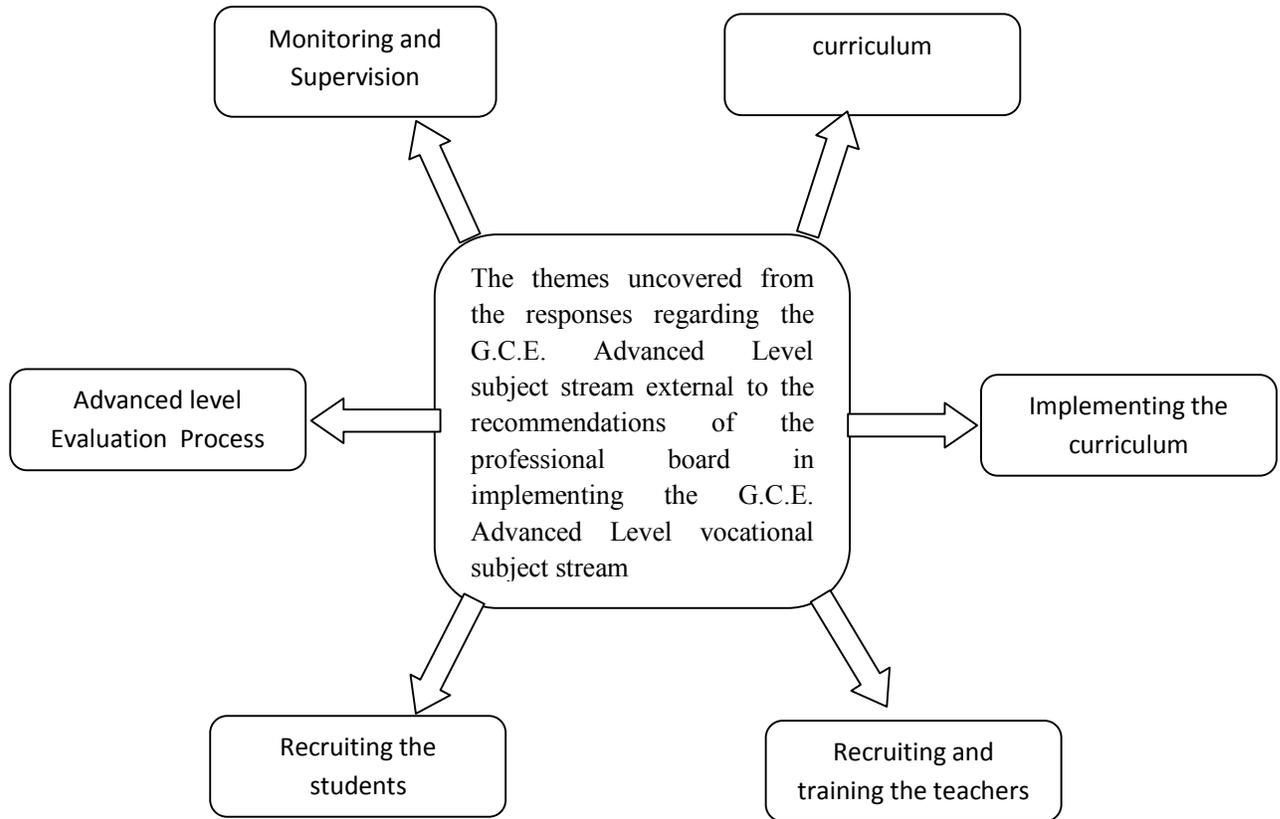
According to the quantitative analysis of the aforesaid recommendation, 74% of the total stakeholders have given their consent.

According to the qualitative data the proposals of the stakeholders to nourish the said recommendation are: The policy decision on removal or non removal of the subjects that do not directly have an impact on social, cultural and economic development process of the country should be taken through a research approach. Though there is a less demand, the subjects that contain classic languages, religions and social heritages should be implemented. Likewise, new subjects that suit the current trends, global demands and job orienting should be introduced to Advanced Level and qualified teachers to teach those subjects should be recruited.

The responses regarding the G.C.E. Advanced Level subject stream external to the recommendations of the board of professionals.

The themes uncovered by analyzing the responses regarding the G.C.E. Advanced Level subject stream external to the recommendations of the board are depicted in the figure 17.

Figure 17 : The themes uncovered from the responses regarding the G.C.E. Advanced Level subject stream external to the recommendations, in implementing the G.C.E. Advanced Level vocational subject stream.



As figure 17 depicts, the six themes that have been uncovered by analyzing the responses of the stakeholders to the recommendation qualitatively, that the responses regarding the G.C.E. Advanced Level subject stream external to the recommendations in implementing the G.C.E. Advanced Level vocational subject stream are as follows.

- ❖ The curriculum
- ❖ Implementing the curriculum
- ❖ Recruiting and training the teachers
- ❖ Recruiting the students
- ❖ Advanced Level Evaluation process
- ❖ Monitoring and Supervision

The stakeholders' proposals regarding each theme are as follows.

- ❖ The curriculum
 - The curriculum and the subject content
 - If the G.C.E. Advanced Level subject content is to be changed it should be done through a research approach
 - The G.C.E. Advanced Level curriculum should not make complex
 - Only the basic concepts of the theoretical facts should be included in the G.C.E. Advanced Level curriculum. The other deep sections should be included in the University courses
 - The subject content should not be tuition dependent
 - G.C.E. Advanced Level subject stream should be in par with the University subject stream

 - Subject
 - The suitable and qualified teachers should be utilized for technological subjects
 - The Laboratory facilities should be expanded for the technological subject studies
 - The NVQ level 3 should be awarded after setting a suitable assessment system to receive a practical training for the students who follow technological subject stream
 - The learning teaching methodology should be improved with a suitable system that can give an English speaking ability
 - G.C.E. Advanced Level students should be given an English Education free of charge at evenings by commencing island wide English Education Centers.
 - It is a must to include the Life Skill subject for the G.C.E. Advanced Level
 - It is important to make the Physical Education subject compulsory from grade 1-13, as there is an increase of non-communicable diseases in Sri Lanka

- ❖ Implementing the Curriculum
 - There should be schools only for G.C.E. Advanced Level students in selected towns.
 - The rural schools that have G.C.E. Advanced Level sections should be provided with the necessary teachers and the resources
 - A proper continuous education system should be started for the students who do not get University admission.

- By strengthening the carrier guidance, a system should be planned to direct students for a vocational training. right after they leave school after the G.C.E. Advanced Level examination.
 - The re- scrutinizing of the results should be expedited in order to supply job opportunities and opportunities to follow courses for the students
- ❖ Recruiting and training the teachers
- When recruiting teachers to G.C.E. Advanced Level, teachers who are in tuned with the teacher role with professional qualifications should be recruited
 - A set of rules and regulations should be set regarding the teacher duties
 - Teachers should be trained in prior to the implementation of the new educational reforms
 - An awareness on different teaching methods should be given to the teachers who teach at advanced level classes
 - The practical activities of the advanced level learning teaching process should be increases to minimize student participation in tuition classes
 - The student attraction to the tuition classes should be controlled by developing school teachers' learning teaching process
- ❖ Recruiting the students
- To the University
 - The intake to the Universities should be increased
 - The recruitment to the Universities should be completed before the month of August in the following year after year of appearance to the G.C.E. Advanced Level
 - All the students who satisfy the basic qualification for the University entrance should be recruited
 - A mechanism should be prepared to recruit the students who get three ordinary passes in the Science Stream from rural areas to the Universities
 - The selections to the Universities on the Z score should be removed
 - The selections to the Universities should be expedited

- To Advanced Level
- Seven subject streams should be introduced to the Advanced Level and the composition of student recruitment to those should be as follows.
 1. Science subject stream 10%
 2. Mathematics subject stream 10%
 3. Information technology subject stream 20%
 4. Arts subject stream 15%
 5. Commerce subject stream 15%
 6. Technological subject stream 15%
 7. Vocational subject stream 15%
- The future educational opportunities of the students who follow subject streams from 1-5 should be given by the Universities and from 6-7 should be by the Technical colleges or the Vocational Technological Universities.

- ❖ Advanced Level Evaluation process
 - Though it is practically difficult ,it is suitable to do as semester systems
 - An examination with practical tests for subject streams like Mathematics, Science should be properly implemented
 - Instead of the test for general information technology, a practical test should be implemented to measure the computer skills.

- ❖ Monitoring and Supervision
 - An internal and external monitoring should be implemented regarding the subject learning teaching process
 - By the teacher monitoring, the attendance of the G.C.E. Advanced Level students should be strengthened to keep at 80%
 - The G.C.E. Advanced Level teachers should be subjected to continuous monitoring and supervision process
 - A suitable school level mechanism to increase the student attendance should be made and monitored
 - A separate set of in-service advisors should be recruited to supervise the G.C.E. Advanced Level teachers.

The summary of the responses regarding the implementation of the G.C.E. Advanced Level subject stream external to the recommendations of the intellectual committee related to the G.C.E. Advanced Level subject stream is as follows.

The Summary

According to the qualitative data the proposals identified from the responses of the stakeholders suggest that if it is to change the content of the G.C.E. Advanced level it should be done through a research approach. The Advanced Level subject stream should be in par with the University subject stream.

Introducing new subjects for the Advanced Level and by standardizing the supply of infrastructure facilities, a persistent education programme should be started for the students who do not enter into the Universities. For that, by strengthening the vocational guidance a mechanism should be made to direct the school leavers after the advanced level for a vocational training immediately.

Teachers who possess professional qualifications and blended to the teacher role should be recruited as advanced level teachers. The attraction of students to tuition classes should be controlled through the practical activities of the learning teaching process.

The students should be enrolled to the advanced level through seven subject streams on a proportionate basis. The G.C.E. Advanced level assessment system should semester based and the students who satisfy the basic qualification should be enrolled to the Universities.

A separate set of in-service advisors should be recruited to supervise the G.C.E. Advanced Level teachers while subjecting to a continuous monitoring and supervision process.

The responses of the total stakeholders to the total recommendations (for six recommendations) related to G.C.E. Advanced Level.

Not like in the primary or secondary, the students follow a special curriculum at the G.C.E. Advanced level. The G.C.E. Advanced Level examination has created a very high competition among students as it plays a dual role; a decisive examination to leave

school, and also a selection examination to the Universities. It is important to investigate the stakeholders' agreement regarding the total recommendations of the G.C.E. advanced level educational reforms that have been introduced with the aim of establishing a standard in relation to the other countries which award the G.C.E. advanced level qualification such as instead of a curriculum that has been developed focusing a small percentage of students who have decided to enter the University the selection of subjects to the own preference of the student; giving opportunities for new professions and currently demanded basic skills; as what the school leavers can do, instead of competency and knowledge related expectations. Table no. 22 depicts the analytical revelations regarding the stakeholders' agreement for the six recommendations on the G.C.E. Advanced Level.

Table 22: The agreement of the total stakeholders to the total proposed recommendations (for six recommendations) related to G.C.E. Advanced Level.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 1	Agree	44	34	37	35	37	187	77.27
	Do not agree	12	02	04	13	11	42	17.35
	Cannot comment	02	01	03	05	02	13	5.37
Recommendation 2	Agree	56	36	40	48	42	172	71.07
	Do not agree	-	-	01	02	-	03	1.23
	Cannot comment	02	01	03	03	08	17	7.02
Recommendation 3	Agree	56	33	40	40	47	216	89.25
	Do not agree	01	02	03	05	-	11	4.54
	Cannot comment	01	02	01	08	03	15	6.19
Recommendation 4	Agree	36	30	37	38	37	178	73.55
	Do not agree	22	06	04	13	09	54	22.31
	Cannot comment	-	01	03	02	04	10	4.13
Recommendation 5	Agree	48	34	34	42	42	200	82.64
	Do not agree	09	02	05	08	05	29	11.98
	Cannot comment	01	01	05	03	03	13	5.37
Recommendation 6	Agree	40	29	35	42	33	179	73.96
	Do not agree	17	04	05	06	10	42	17.35
	Cannot comment	01	04	04	05	07	21	8.67
Overall Recommendations	Agree	280	196	226	245	238	1185	82.69
	Do not agree	39	16	22	47	35	159	11.10
	Cannot comment	07	10	19	26	27	89	6.21

After analyzing the six proposed recommendations for the G.C.E. Advanced Level separately, it was inferred that every recommendation more than 71% of the stakeholders have accepted the recommendation by giving their consent. Likewise, when investigating the stakeholders' agreement regarding the total recommendations (for four recommendations) of the G.C.E. advanced level it can be seen that there is a variance. The analysis of the data reveals that 82.69% the total stakeholders have agreed to the six proposed recommendations.

In analyzing the recommendations 1-5 of the proposed recommendations for the G.C.E. Advanced Level, it is clear that the stakeholders who did not agree to the recommendations takes a value of 4%-7% . In relation to the other recommendations of the G.C.E. Advanced Level, a majority of stakeholders (17%-22%) have not agreed to the first, fourth, and sixth recommendations. Nevertheless, a low percentage, about 1%-4% of the stakeholders have not agreed to the second and the third recommendations. Though this the case of agreement of the stakeholders regarding each recommendation separately, the stakeholders' disagreement to the total recommendations (for all the six recommendations) of the G.C.E. advanced level stays at 11.10%.

The stakeholder percentage that have not made any comment on all the recommendations ranges between 4%-9%. Nevertheless, there is a variance in the stakeholder percentage who did not express any idea regarding the total recommendations (for all the six recommendations) of the G.C.E. advanced level and the percentage of the stakeholders who refrained from giving any idea regarding the four G.C.E. advanced level recommendations is 6.21%. Thus, with the analysis of above mentioned data it is clear that 82.69% of the total stakeholders have expresses their agreement to the G.C.E. Advanced Level Reforms.

The summary of the presented proposals under the identified themes related to the G.C.E. Advanced Level Reforms through a qualitative data analysis of the proposals regarding the stakeholders' consents is as follows.

G.C.E. Advanced Level examination should not be a University entrance examination, but an indicator of student's achievement level. There should be a mechanism to for a proper guidance to direct the students who fail the G.C.E. Advanced Level for job opportunities or future education. To produce individuals with special abilities in accordance to the local and international world of work, the students should be recruited

to the G.C.E. Advanced Level in seven subject streams proportionately. In that endeavor, in addition to the proposed learning outcomes; the learning outcomes aiming to develop the students' soft skills should be included.

If there is a knowledge gap created with the selection of two subjects of the specialized field for the G.C.E. Advanced Level, a strategy should be composed to reduce the gap. Likewise, it is important either to remove the subjects that do not make any direct impact on the society, culture, and economy of the country; subjects that have a less demand or include new subjects.

The learning outcomes should be consolidated through suitable evaluation systems. The school based assessment should be implemented transparently and independently at school level with the assistance of the provincial superintendents under a direct national level monitoring system. The school based assessment marks should be included in the exam certificate as a free component. A test that measures the students' multiple intelligence should be utilized and that should not be an impediment to the University entrance.

The total process related to the G.C.E. advanced level reforms should be implemented with a research approach.

3. The reformation proposals regarding the G.C.E. ordinary level grades 10 & 11.

The G.C.E. ordinary level curriculum should necessarily be a common and well balanced curriculum and at present, every student should appear for nine subjects at the G.C.E. ordinary level. Of these nine subjects six subjects are compulsory and the other three subjects are to be selected by the student. From the learning perspective though the weight on these subjects are the same, the total examination process seems to be a physical and a mental burden on majority of students. When considering the global qualifications a G.C.E. ordinary level student of other countries should appear only for five or six subjects whereas a Sri Lankan student has to appear for nine subjects at the G.C.E. ordinary level and strive for higher grades. It is important to find out if there is any system to measure the total achievement level of a student by which the unnecessary competition among G.C.E. ordinary level students for grades could be mitigated.

There are two main recommendations proposed through the G.C.E. ordinary level educational reforms aiming to prepare the total G.C.E. ordinary level examination process free of any physical and mental pressures.

Recommendation 3.1 : The number of core subjects that the G.C.E. (O/L) students should learn is six. An equal weight should be kept on them in relation to the learning teaching time in grades 10 and 11.

Recommendation 3.2 : A new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well.

The quantitative and qualitative data that have been revealed by analyzing the responses regarding the aforesaid recommendations obtained from different stakeholders who represent the education system are as follows.

Recommendation 3.1 : The number of core subjects that the G.C.E. (O/L) students should learn is six. An equal weight should be kept on them in relation to the learning teaching time in grades 10 and 11.

This G.C.E. (O/L) education reforms propose six core subjects that the students ought to learn and equal of five periods have been allocated for each.

1. Religion and Ethic Education
2. First Language
3. Mathematics
4. Science
5. English
6. History and Social Studies

These six subjects are inclusive for the G.C.E.(O/L) qualification. In addition to that an opportunity is given for the students to learn the following subjects.

- ÷ Aesthetic Education (03 periods)
- ÷ Second Language (02 periods)

- ÷ Information and Computer Technology (01 period)
- ÷ Physical Education (01 period)

Basically the assessment of the above subjects is done through the school based assessment affiliated performance files and these subjects will not be considered as a part of G.C.E. (O/L) qualifications.

The responses of the total stakeholders regarding the above recommendation were quantitatively investigated and it is shown in the table 23.

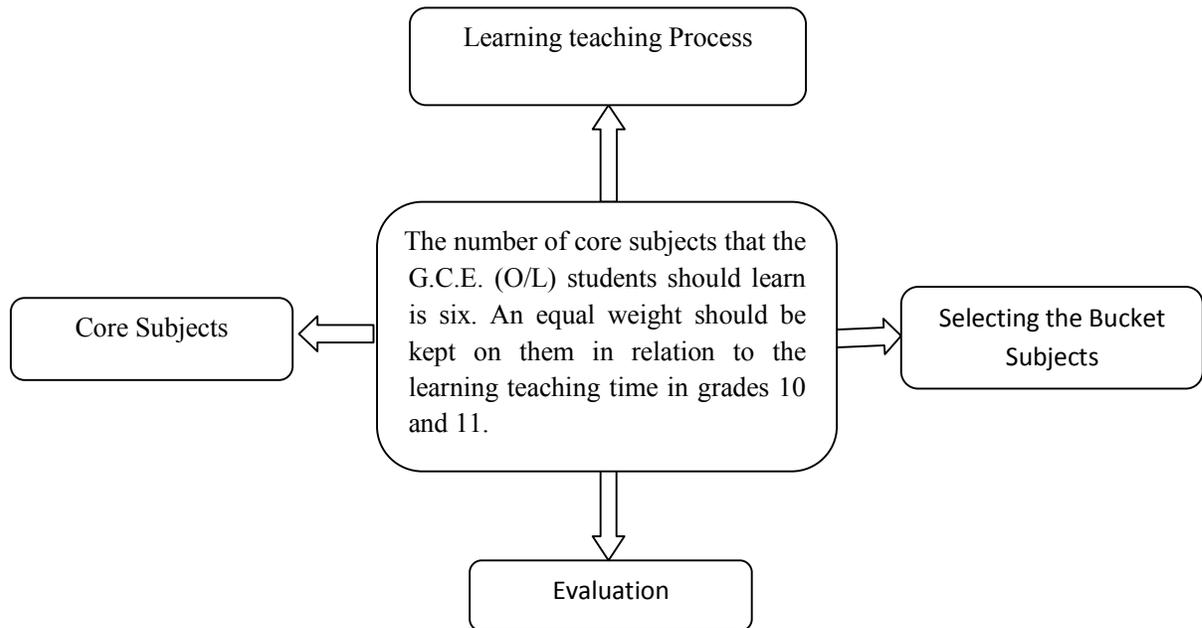
Table 23 : The responses of the stakeholders related to the recommendation that the number of subjects that should be learnt by the G.C.E.(O/L) students are six. In relation to the learning teaching time duration of grades 10 and 11 an equal weight should be kept on those subjects.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 3.1	Agree	46	33	33	39	43	194	80.16
	Do not agree	10	02	08	08	07	35	14.46
	Cannot comment	02	02	03	06	-	13	5.37

80.16% of the total stakeholders have agreed to the first recommendation related to the G.C.E.(O/L) reforms while 5.37% have refrained from giving comments to it. Likewise, 14.46% of the stakeholders have not given their consent to the recommendation. As a whole 80.1% of the stakeholders have agreed to the first recommendation that the number of subjects that should be learnt by the G.C.E.(O/L) students are six; in relation to the learning teaching time duration of grades 10 and 11, an equal weight should be kept on those subjects. Based on the data it is clear that the first recommendation has been accepted.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 18.

Figure 18 : The themes uncovered from the responses to the recommendation that the number of core subjects that the G.C.E. (O/L) students should learn is six. An equal weight should be kept on them in relation to the learning teaching time in grades 10 and 11.



As depicted in the above figure18,the four main themes uncovered by qualitatively analyzing the responses of the stakeholders regarding the recommendation that the number of subjects that should be learnt by the G.C.E.(O/L) students are six; in relation to the learning teaching time duration of grades 10 and 11 an equal weight should be kept on those subjects are as follows.

- ❖ The Core Subject
- ❖ The Bucket Subject
- ❖ Learning Teaching Process
- ❖ Evaluation

The stakeholders proposals related each theme are as follows.

❖ The Core Subject

Proposals regarding five main subjects could be uncovered under the theme core subject.

÷ Religion and Ethics

- The religion and ethic subject should be developed in a way that it can be practically implemented.
- To the content of the religion and ethic subject , the subject contents of other religions and cultures should be included.
- It is satisfactory to increase the number of periods for the religion and ethics subject but that increased periods should not be compensated by deducting periods from other subjects.
- The number of periods should be deducted for the religion and ethic subject.
- Sunday ‘Dahamma School’ system should be made compulsory.

÷ English Language Subject

- When developing the curriculum it should be simplified so as to get more opportunities for speaking skill
- The content of the Subject English should be decided on a research basis
- When teaching English ,it should be implemented by increasing opportunities for the practical usage of the language
- As the learning of the subject English pave way to learn every other subject easily, more time should be allocated for it.

÷ Mathematics and Science

- A new curriculum with a subject content that is easy for all the students should be developed on research basis
- The subject content of the Mathematics and Science should be developed based on subject matters that give essential knowledge for day to day life.
- The pressure on students should be reduced by reducing the current subject content.
- By allocating five periods for Mathematics and Science, the subject content that a student has to learn would decrease. That will reduce the knowledge that

requires for the University education and for the students who select Advanced Level Science and Mathematics streams. Therefore the number of periods should not be reduced.

- The current allocated number of periods for science and mathematics should not be reduced in order to develop the students' appreciative ideology and logical skills.

÷ History and Social Studies

- The subject should be named as History and Social Studies while keeping more weight on to the history component.
- Instead of the name History and Social Studies, the name Social Studies should only be used while including History to it.
- The subject should be named as History and Social Studies and should be integrated.
- The limitation of the subject history only for the namesake, will cause the comprehension of Civic and Community Control, Geography, and Environment to be reduced. A wide spectrum of subjects can be covered by naming the subject as Social Studies.
- History and Social Studies should not be integrated
- History and Social Studies should not be made a core subject
- The periods for History and Social Studies should be reduced

❖ Bucket Subjects

- Proposal regarding four subjects could be uncovered

÷ Aesthetic Subject

- Since a subject that grows in affective field it should be named as a core subject
- The aesthetic subject should not be included with other subjects under the first category
- As the aesthetic subject is not considered as a subject to be studied to qualify the G.C.E. (Ordinary Level), steps should be taken to prevent students from paying less attention to it.

- The injustice cause by the proposed system to the students who follow aesthetic subjects for G.C.E. Advanced Level not studying the aesthetic subject at the G.C.E. Ordinary Level should be prevented.
 - By allocating four periods for the aesthetic subject, more practical training should be given.
 - New learning teaching methods should be utilized in teaching the subject
- ÷ Information Technology
- More weight should be kept on the Information Technology subject
 - The subject content of the Information Technology should be reduced
 - The proposed number of periods for the Information Technology subject should be increased
 - A separate period should be allocated from grade 6 onwards
- ÷ Physical Education
- Number of periods for the Physical Education should be increased
 - The practicality of the learning teaching should be increased
 - Physical Education should not be a bucket subject
- ÷ Commerce Subject
- Entrepreneurialism and Accounting should not be parallel subjects.
 - Entrepreneurial studies should be developed
- ÷ Other bucket subjects
- A bucket subject that transmit the traditional knowledge should be included
 - The subjects like ,carpentry, masonry, agriculture which have a vocational tendency should be included into the technological subjects bucket
 - More students should be encouraged to follow Practical Technological subject as it can direct students to obtain a professional qualification
 - Technology and Agriculture should not be bucket subjects
 - Two periods should be allocated for the second language
 - It is important to clearly define what bucket subjects are and the number of subject to be selected should be increased

- The subject components that have essential competencies that should be given from the subjects such as Home Economic Science, Agriculture, Food Technology proposed to the second technical bucket subjects should be combined and a new integrated subject should be introduced and that new subject should be considered as a qualifying subject for the G.C.E.(O/L)
- A new subject bucket should be introduced inclusive of subjects that can develop the special abilities of students
- Adding Aesthetic education only as the first subject bucket, technological subjects as the second subject bucket, there should be a third subject bucket of language subjects.
- New subjects like, Waste Management and Disaster Management should be added

❖ Learning Teaching Process

- The curricula and learning methods should be organized in accordance with the abilities and skills of the children, and of high cognitive skills without limiting to the knowledge only.
- Like in primary classrooms an activity based learning environment with happy learning opportunities should be created in 6-9 classrooms as well.
- School level projects that develops proposed subject attitudinal soft skills with a tendency to practical section should be implemented
- The monitoring of learning teaching process of the teachers who are teaching in grades 6-11 should be strengthened
- The subject content of all the proposed subjects should be able to complete within the year.
- Project based learning opportunities should be created to teach religion
- Keeping the subject content of Mathematics and Science subjects as it is, the content transmitting system should be changed.
- The science subject should be taught through expeditionary and experiment approach
- The practical experiments/activities related to the Science subject should be uplifted to a higher level from the existing level. The facilities for that should be upgraded.

- Every student should be taught simple mathematics needed for day to day life and mathematics for clever students for higher requirements.
- Opportunity should be given to select the subject area at grade 9
- The physical education should be a continuous educational process existing in the general education system
- The existing subject amalgamation should be executed according to the current number of periods
- Selection of bucket subjects should be solely on students' preferences and skills without any teachers' influence
- In learning teaching process Smart Classes with information technological facilities should be created
- A compulsory period should be allocated for library usage
- The counseling process should be empowered to make learning teaching process a success

❖ Evaluation

- The practical evaluations should be implemented through evaluation boards
- A proper system should be fixed in offering the school based assessment marks.
- The subjects that consider as qualifications for G.C.E. ordinary level should be assessed through portfolios.
- The five hour paper to assess the first language should be abolished
- Instead of practical tests and theoretical assessments, a more practical examination should be held by the department of education
- It is important to maintain a consistency when evaluating the subjects that have practical tests
- After evaluating the written test by the examination department, the school based assessment marks should be added to the final certificate
- After measuring the achievement level in grades 6, 7 and so on, it is suitable to award an achievement certificate at the ordinary level before or after the national level examination
- The achievement of the school based assessment should be included into the school leaving certificate

- The evaluation should be held with a provincial level test paper and a practical test for the practical subjects.
- The work load that a student has to study at a time is reduced by introducing a semester assessment instead of one final national level examination. As this would reduce the stress, the semester system should be implemented in assessing students.

The summary of the quantitative and qualitative responses forwarded regarding the recommendation that the number of core subjects that the G.C.E. (O/L) students should learn is six. An equal weight should be kept on them in relation to the learning teaching time in grades 10 and 11 is as follows.

The Summary

80% of the total stakeholders have agreed upon the recommendation that the number of core subjects that the G.C.E. (O/L) students should learn is six. An equal weight should be kept on them in relation to the learning teaching time in grades 10 and 11.

Based the qualitative data the responses forwarded related to this recommendation were identified under four themes such as core subjects, bucket subjects, learning teaching process, and Assessment.

There are proposals under the core subjects, regarding the subjects; Religion and Ethics, English Language, Mathematics, Science, History and Social Studies

The subject contents of other religions and cultures should be included into the Religion and Culture subject content and should be developed in a way to that it can be implemented practically. Apart from the school the religious institutions too have a responsibility in further nurturing the religion and ethics. As English language facilitates learning, there should be a practical activity based approach in implementing it. It is important to pay attention to the students' future educational opportunities in developing the subject content of Mathematics and Science based on essential competencies that need for day to day life and to develop critical thinking and logical skills. Two argumentative proposals have been presented on naming and integrating the History and Social Studies Subject. Thus, one party suggests that the subject contents be integrated and the other party says that it to be separated.

There are proposals under the bucket subjects regarding; aesthetic education, information technology, physical education and the commerce subject. Without including the aesthetic education under the first group along with other languages, it should be developed as a core subject aiming the development of cognitive and psychomotor skills.

Information technology should be taught from grade 6 onwards giving a considerable weight. Physical Education should increase the practicality of the learning teaching process while not being a bucket subject. The entrepreneurialism and Accounting which are under the Commerce Subject should be developed as two separate subjects not as two parallel subjects. When considering the submitted proposals regarding the bucket subjects, the main idea inferred, is that the bucket subjects ought to be diversified and specified and the students be given the opportunity to select the preferred subjects.

The proposals submitted related to implementation of the assessments are of two fields, such as school based assessment and national level assessment. When implanting the school based assessment the credibility, validity and consistency should be maintained. National level assessments should be implemented by giving more attention to practical tests with the Examinations Department's initiative. Moreover, the school based assessment marks should be added to the final certificate.

Recommendation 3.2: A new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well.

According to the aforesaid recommendation it is expected to issue the G.C.E. (O/L) examination results of the students as Grades and 0-5 scale Grade Point Average (GPA) as well.

Table 24 : The G.C.E. (Ordinary Level) examination results of the students as Grades and Grade Point Average (GPA).

Grade	Scale	Grade description	Grade Point Value
A	75-100	Distinction	5.00
B	65-74	Very Good Pass	4.00
C	55-64	Credit Pass	3.00
D	40-54	Ordinary Pass	2.00
E	25-39	Weak Pass	1.00
W	0-24	Fail	0

The responses of the total stakeholders regarding this recommendation were quantitatively investigated and they are depicted in the table 25.

The responses of the stakeholders to the second recommendation that a new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well.

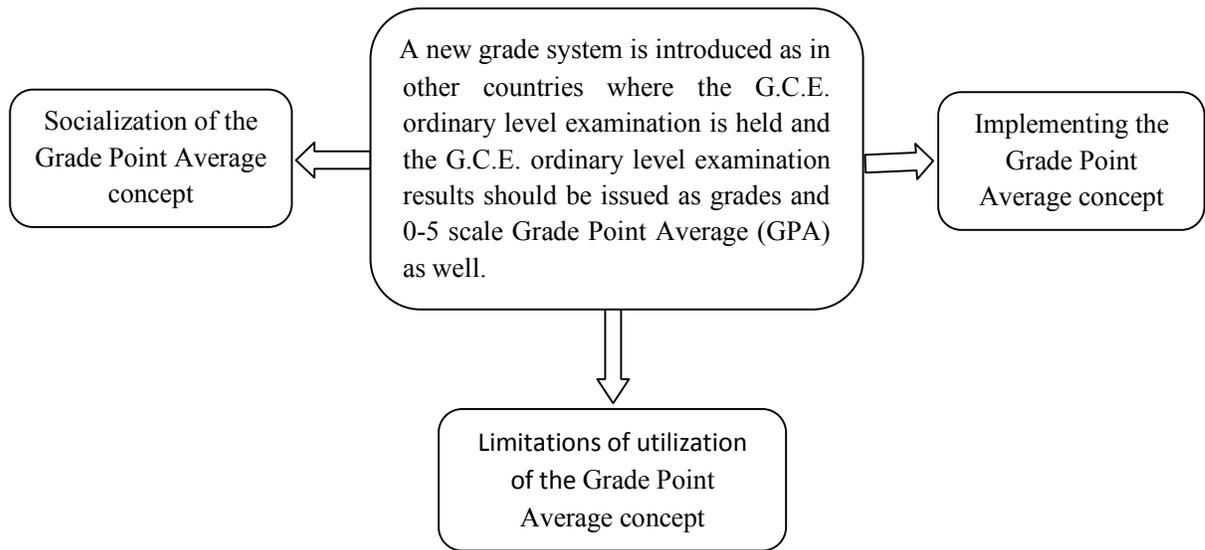
Table 25 : A new Grade system will be introduced as in the countries where G.C.E.(O/L) is held. Responses of the stakeholders to the second recommendation given to issue the G.C.E.(O/L) results as Grades and a Grade Point Average (GPA) of 0-5 scale

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 3.2	Agree	53	30	38	34	39	194	80.16
	Do not agree	03	04	02	09	-	18	7.43
	Cannot comment	02	03	04	10	11	30	12.59

80.16% of the total stakeholders have agreed to the second recommendation related to the G.C.E.(O/L) reforms while 12.59% have refrained from giving comments to it. Likewise, 7.43% of the stakeholders have not given their consent to the recommendation. As a whole 80.1% of the stakeholders have agreed to the recommendation that a new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well. Based on the data it is clear that the recommendation has been accepted.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 19.

Figure 19 : The themes uncovered from the responses to the recommendation that a new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well.



As depicted in the above figure 19, the three main themes uncovered by qualitatively analyzing the responses of the stakeholders regarding the recommendation that a new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well are as follows

- ❖ Socialization of the Grade Point Average concept
- ❖ Implementing the Grade Point Average concept
- ❖ Limitations of utilization of the Grade Point Average concept

The proposals of the stakeholders related to each theme are as follows.

- ❖ Socialization of the Grade Point Average concept
 - Prior to introducing the Grade Point Average (GPA), the suitability of it should be checked through a monitoring test and an intellectual board negotiation. Thereafter should be forwarded as suitable to the country.

- By offering a Grade Point Average even if a student is weak for a single subject it gives the students an opportunity to qualify for the G.C.E. Advanced level and also retards the chasing of grade passes. Therefore the Grade Point Average concept should be socialized and thereafter it is suitable to implement it to the system.

- ❖ Implementing the Grade Point Average concept
 - In preparing the Grade Point Average, it should be done according to the interval scale.
 - When there are six main subjects along with three bucket subjects for the G.C.E. ordinary level, the way the pass fail of the examination under the Grade Point Average is decided should be clearly indicated.
 - In deciding the qualification for the Advanced Level, the way the grade point average is referred to or the required grade point average should acquire is to be declared.
 - How the grade point average is based in deciding the Advanced Level subject stream should be explained.
 - If a student does not appear for one subject; the way the Grade Point Average is calculated should be clearly shown.

- ❖ Limitations of utilization of the Grade Point Average concept
 - Without giving attention to all the six subjects that have been proposed, to assess according to the students' GPA value, should prepare only for a selected number of subjects from those six subjects (eg. The expected subjects to be studied for Advanced Level) and by obtaining a very high GPA value to get through from the examination.
 - Though the GPA value can be used to evaluate a study course, the suitability of this system to assess the total development of a student should be inquired.

The summary of the quantitative and qualitative responses forwarded regarding the recommendation that a new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) is as follows.

The Summary

The quantitative data analysis shows that 80% of the total stakeholders have agreed upon the recommendation that a new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA).

According to the qualitative data, to consolidate that agreement the stakeholders propose that; prior to introducing the Grade Point Average (GPA), the suitability of it should be checked through a monitoring test and an intellectual board negotiation and thereafter should be forwarded as suitable to the country; when implementing the grade point average concept, it should be explained as to how the selection of the advanced level subject stream should be done on the grade point average basis; though the GPA value can be used to evaluate a study course, the suitability of this system to assess the total development of a student should be inquired.

There are proposals regarding the G.C.E.(O/L) education external to the professional board's recommendations related to G.C.E. (O/L) educational reforms.

- Children with special abilities should be identified and opportunities should be created for them to move forward and also, active programmes for vacation should be planned when developing the curriculum.
- when deciding the subject content ,attention should be paid to the time consumption of the co-curricular activities and other programmes that are in operation in the school.
- When developing the subject material, it is important to pay attention to the size and the weight of the text books
- The general education should be terminated at grade 9 and the G.C.E.(O/L) examination should be held at grade 10 and should direct students for higher studies from very young age.
- Students should be given the general education until grade 9 and thereafter, according to the student's educational level and the talents, and from grade 10, opportunities should be given to select a special subject field to be studied.

- The school time should be extended till 3.30 pm and opportunity should be given for physical education.

The stakeholders’ responses regarding the total recommendations (for both the recommendations) related to the G.C.E.(O/L) educational reforms.

Quantitative and qualitative data could be uncovered from the above analysis regarding the responses of the stakeholders for each recommendation for the G.C.E.(O/L) educational reforms. The number of core subjects that the G.C.E.(O/L) students should learn is six. The prime aim of the study is to investigate the agreement of the stakeholders regarding the total recommendations of the proposals that are to offer Grade Point Average and to keep weight on the learning and teaching time of the in grades 10 and 11. The table number 26 depicts the analytical of the respondents’ agreement on the two recommendations of the G.C.E.(O/L) educational reforms.

Table 26 : The stakeholders’ agreement regarding the total recommendations (for both the recommendations) related to the G.C.E. (O/L) educational reforms.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 1	Agree	46	33	33	39	43	194	80.16
	Do not agree	10	02	08	08	07	35	14.46
	Cannot comment	02	02	03	06	-	13	5.37
Recommendation 2	Agree	53	30	38	34	39	194	80.16
	Do not agree	03	04	02	09	-	18	7.34
	Cannot comment	02	03	04	10	11	30	12.59
Overall Recommendation	Agree	99	63	71	73	82	388	79.83
	Do not agree	13	06	10	18	07	54	11.12
	Cannot comment	04	06	07	16	11	44	9.05

When analyzing each proposed recommendation for the G.C.E. (ordinary level) educational reforms separately, it is apparent that 80% of the stakeholders have agreed and accept related recommendations. Likewise, when examining the agreement of the stakeholders regarding the total recommendation for the G.C.E. (ordinary level) educational reforms (for both the recommendations) no deviation can be seen. It stays at 79.83% as the data analysis depicts.

In the analysis of each proposed recommendation for the G.C.E. (ordinary level) educational reforms separately, the percentage of the stakeholders who did not agree to the above mentioned recommendations fluctuates between 7%-14%. When the first and second recommendations are compared, it is clear that the stakeholder percentage of not agreeing to the first recommendation is almost double of the percentage that do not agree with the second recommendation. However, it is clear from the analysis that the stakeholder percentage for not agreeing to the total recommendations (for both the recommendations) for the G.C.E. (ordinary level) educational reforms stays at level of 11.12% .

The stakeholder percentage refrained from giving any comment on the first and the second recommendations stays between 5%-13%. However, when the percentage of the stakeholders who did not comment on the total recommendations regarding the vocational subject stream is inquired, a fluctuation can be observed. The total stakeholder percentage that refrained from giving any comment for all the four recommendations was discovered as 9.05%.

Thus, from the analysis of the above mentioned facts makes it clear that 79.83% of the total stakeholders have agreed and accept the related recommendations regarding the G.C.E. (ordinary level). This has been further consolidated by the qualitative data analysis of the stakeholder agreement responses and the summary of the forwarded proposals identified under the themes related to the G.C.E. (ordinary level) educational reforms is stated below.

According to the qualitative data, there are proposals regarding the subject structure of the subjects such as religion and values, English language, Mathematics, Science, History and Social Studies, subject combining and the allocated time.

Under the bucket subjects there are proposals regarding the subjects such as aesthetic education, information technology, physical education and the commerce subject. When considering the proposals regarding the bucket subjects, it is apparent that the bucket subjects should be further diversified and specified while giving students the opportunity to select them. The school counseling system should be empowered while making the library period compulsory. The learning teaching process should be implemented in an environment aiming the high cognitive ability and soft skill development.

There are two proposals regarding the assessment implications along two fields such as school based assessment and national level assessment. The monitoring and supervision relate to the learning teaching process should be strengthened. The subject content of the G.C.E. ordinary level should be decided on a research basis.

It is clear from the analysis of the stakeholders' responses that the feasibility of the Grade Point Average (GPA) should be checked through a prior testing and an intellectual narrative and should be prepared to suit the country.

4. Primary Educational Reformation Proposals

The primary education in Sri Lanka addresses the educational needs of the children of 5 to 9 years age group. In order to certify the usage of the related learning teaching methods for diverse age groups, the primary cycle has been divided into three stages such as the first key stage, second key stage and the third key stage. There are essential competencies that a student should achieve at each key level and the achievement level of essential competencies will be evaluated at the end of each respective key level. Assessments of primary students should be done with a compassionate approach while being free of qualifying depressions for entering to a privileged school that create pressure on students

The first opportunity, the children get to interact with different persons of diverse societal cultural backgrounds is from the primary education. This education should portrait the respect towards the values attached to diversity and the openness required for a pluralistic society. The subject curriculum should combine with the local and global concepts related to strengthening the minds of the primary children to value the peaceful coexistence, equality and human dignity. As there is no globally enriched powerful primary education structure, the Sri Lankan primary education system has become feeble. Therefore, the

necessity of a primary education system shaped by the standards of the powerful and competitive nations is emphasized. Thus, by the proposed Primary Education Reforms, ten recommendations have been presented to empower the primary education.

Recommendation 4.1: Requirement of one educational structure for all: towards an equal learning environment.

Recommendation 4.2: Abolishing the grade 5 scholarship examination

Recommendation 4.3: The primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards

Recommendation 4.4: Teachers should be recruited only on merit.

Recommendation 4.5: The anomalies of the standards of teacher trainings should be removed

Recommendation 4.6: A foundation should be laid for emotionally, culturally, and spiritually stable children

Recommendation 4.7: A healthy classroom environment should be established to learn the language and communicative skills without any discrimination.

Recommendation 4.8: The English language should be taught according to the standards from grade one onwards along with the vernacular.

Recommendation 4.9: The future should be open for the children with special educational needs.

Recommendation 4.10: The structure of the subjects of the primary education: its ethos

The Quantitative and Qualitative data uncovered by analyzing the responses received to each recommendation from different stakeholders who represent the education system are as follows.

Recommendation 4.1: Requirement of one educational structure for all: towards a fair learning environment.

According to the article 26 of the universal human rights declaration, the right a student has to enter into a school with facilities proposed by the universal standards. The expectation of this recommendation is to eradicate the biased a unequal treatment of students and thereby to control the birth of a minority groups who enjoy improper privileges.

The stakeholders’ responses to the above recommendation were quantitatively investigated and are depicted in the table 27.

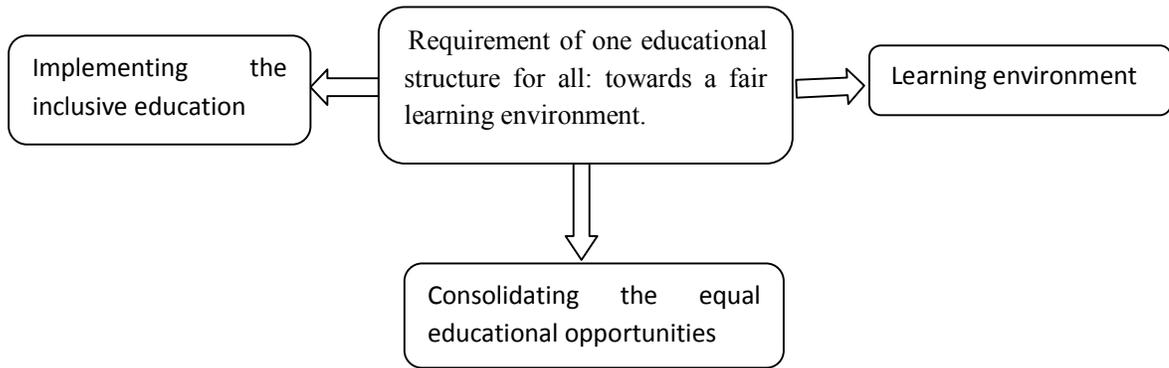
Table 27 : The stakeholders’ responses to the recommendation that, requirement of one educational structure for all: towards a fair learning environment.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.1	Agree	56	37	43	52	48	236	97.52
	Do not agree	-	-	-	01	01	02	0.82
	Cannot comment	02	-	01	-	01	04	1.65

97.52% of the total stakeholders have agreed to the recommendation related to the primary educational reforms while 1.65% has refrained from giving comments to it. Likewise, 0.82% of the stakeholders have not given their consent to the recommendation. As a whole 97.5% of the stakeholders have agreed to the recommendation that the requirement of one educational structure for all: towards a fair learning environment.

The themes uncovered from the analysis of the qualitative data produced as responses to the above recommendation by the stakeholders are depicted in the figure 20.

Figure 20 : The themes uncovered from the responses given by the stakeholders to the recommendation that the requirement of one educational structure for all: towards a fair learning environment.



The above figure depicts the three themes uncovered by qualitatively analyzing the responses given by the stakeholders to the recommendation that the requirement of one educational structure for all: towards a fair learning environment. Those themes are stated below.

- ❖ Consolidating the equal educational opportunities
- ❖ The Learning environment
- ❖ Implementing the inclusive education

The stakeholders' proposals related to each theme are as follows.

- ❖ Consolidating the equal educational opportunities
 - The closest school to the student should be upgraded to a resourceful school
 - should affirm that every student gets a chance to receive the basic education
 - Laws should be enacted to get the students to school and to retain them.
 - Equal educational opportunities should be implemented with new components
 - Students should be allowed to enter into schools with equal facilities
 - Rural small schools should be developed
- ❖ The learning environment
 - Steps should be taken to make the classroom enjoyable

- Tool boxes and technical equipment should be established in classrooms
- The learning environment should be developed in accordance with the basic competencies of the curriculum
- The group activities should be directed in learning teaching
- The curriculum should be implemented to develop the basic competencies by giving the experiences of activity based activities in accordance to the living environment

❖ Implementing the inclusive education

- The learning opportunities should be created according to the students' talents and diversities
- The learning and teaching process should be implemented with the consideration of students' learning speed and the learning style
- The standards for the primary classrooms should be prepared

There are responses not in favour of the recommendation that the requirement of one educational structure for all: towards a fair learning environment.

- giving equal educational opportunities will diminish the competitiveness
- giving equal educational opportunities is not a reality

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows

The Summary

The qualitative data analysis reveals that 97.5% of the total stakeholders have agreed to the recommendation that the requirement of one educational structure for all: towards a fair learning environment.

According to the qualitative data, there are proposals as to how the primary education should be implemented by creating a learning teaching environment and with inclusive educational opportunities with the aim to consolidate the stakeholders' equal educational opportunities. However there are ideas to say that, the implementation of equal educational opportunities would retard the competitiveness and the practicality of equal educational opportunities is not significant.

Recommendation 4.2: Abolishing the grade 5 scholarship examination

This recommendation has been forwarded with the aim of doing the assessments of primary students with a compassionate approach while being free of qualifying depressions for entering to a privileged school that create pressure on students.

The stakeholders' responses to the above recommendation were quantitatively investigated and are depicted in the table 28.

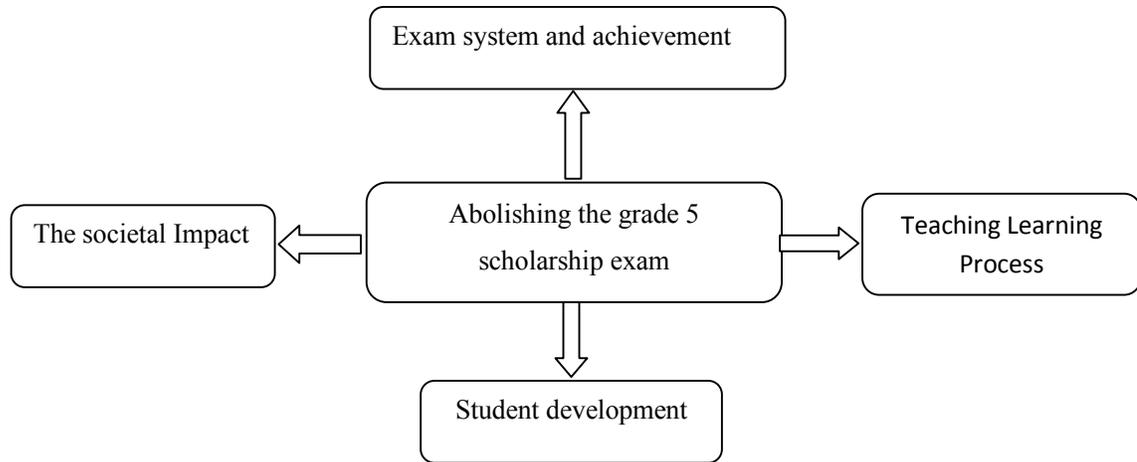
Table 28 : The stakeholders' responses to the recommendation that, the grade 5 scholarship examination should be abolished.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.2	Agree	40	25	28	41	27	161	66.52
	Do not agree	14	11	15	12	20	72	29.75
	Cannot comment	04	01	01	-	03	09	3.71

66.5% of the total stakeholders have agreed to the recommendation related to the primary educational reforms while 3.71% has refrained from giving comments to it. Likewise, 29.75% of the stakeholders have not given their consent to the recommendation. As a whole 66.5% of the stakeholders have agreed to the recommendation that, 'the grade 5 scholarship examination should be abolished'.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 21.

Figure 21 : Themes emerged from the responses to the recommendation given to abolish the grade 5 scholarship examination



The above figure depicts the four themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that the grade 5 scholarship examination should be abolished. They are as follows.

- ❖ Exam System and Achievement
- ❖ Learning Teaching Process
- ❖ Student Development
- ❖ The Societal Impact

The stakeholders' proposals related to each theme are as follows.

- ❖ Exam System and Achievement
 - Competitive exam system should completely removed
 - The cut off marks should be abolished and a test to measure the achievement level should be kept.
 - Pass mark should be in 70-100 range
 - All the schools should be supplied with equal facilities and assessment system should be implemented
 - There should be a system to identify the feasibility of the subject

- An alternative system should be composed to cater the children who are in need of popular schools and scholarships
- Opportunities should be created for the rural school children to attend popular school through intelligent quotient tests

❖ Learning Teaching Process

- Attention should be paid to the students who are at the low proficiency level
- Learning opportunities should be created so as to develop the language and communication competencies
- The learning teaching process should be conducted in a way that the curriculum be captured at grade six

❖ Student Development

- A different assessment should be done at grades 6-9 not at grade 5 in order to reduce the mental pressure of the student
- The scholarship examination should be abolished with an aim of providing opportunities for a student to have natural learning
- Opportunities should be provided to master the creative abilities of students
- Opportunities should be provided to select the activities according to the student's wish by developing a subject content that suits the student's preference and ability.

❖ The Societal Impact

- Systems should be developed to remove the competitiveness among the parents, teachers and the school going students
- A system with the state intervention should be implemented to limit the private tuition classes
- The mental and societal pressure that exerts on the parents and the students from the heavy homework given by the school should be reduced

There were opposing responses to the recommendation that the grade 5 scholarship examination should be abolished. The key ideas among them are as follows.

- The only opportunity that rural students get to entre into schools with facilities is the grade 5 scholarship examination

- The competition helps to produce clever people
- There is a great drive in primary schools because of the grade 5 scholarship examination
- Students will get an opportunity to align themselves with the global competitive society

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 66.5% of the total stakeholders have agreed to the recommendation that the grade 5 scholarship examination should be abolished.

According to the qualitative data, the proposals of the stakeholders were identified under the themes; the examination system and the achievement, student development and the societal impact. A system external to a competitive exam system should be developed to identify the student potentials by giving all the schools equal facilities. Alternative strategies should be created to select the talented students for scholarships. The learning teaching process should be organized for the students who enter into the secondary education to comprehend the curriculum without any confusion. A suitable assessment and learning teaching process that masters the creativity of a student in a natural, student preferred should be organized at grades 6-9. Should act in-order to reduce the societal issues that have emerged as result of the competitiveness because of the grade 5 scholarship examination. There had been counter proposals to the recommendation by highlighting the positive results of the competitiveness and the opportunity that create for the rural students to attend schools with facilities.

Recommendation 4.3: The primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards

This recommendation proposes that, the curriculum should be comprised of local and global related concepts such as ethics and value education, sex education, and media literacy to strengthen the minds of the primary students to value the respect towards the values that are attached to diversity; the openness requires for a pluralistic society, peaceful coexistence, equity and human dignity in accordance with the UNESCO standards for a happy school. Likewise the primary curriculum should be induced by the current education concepts and the demands of the changing world, and those should be logically combined to the six core subjects of grades 6-11.

The stakeholders’ responses to the above recommendation were quantitatively investigated and are depicted in the table 29.

Table 29 : The stakeholders’ responses to the recommendation that, the primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards

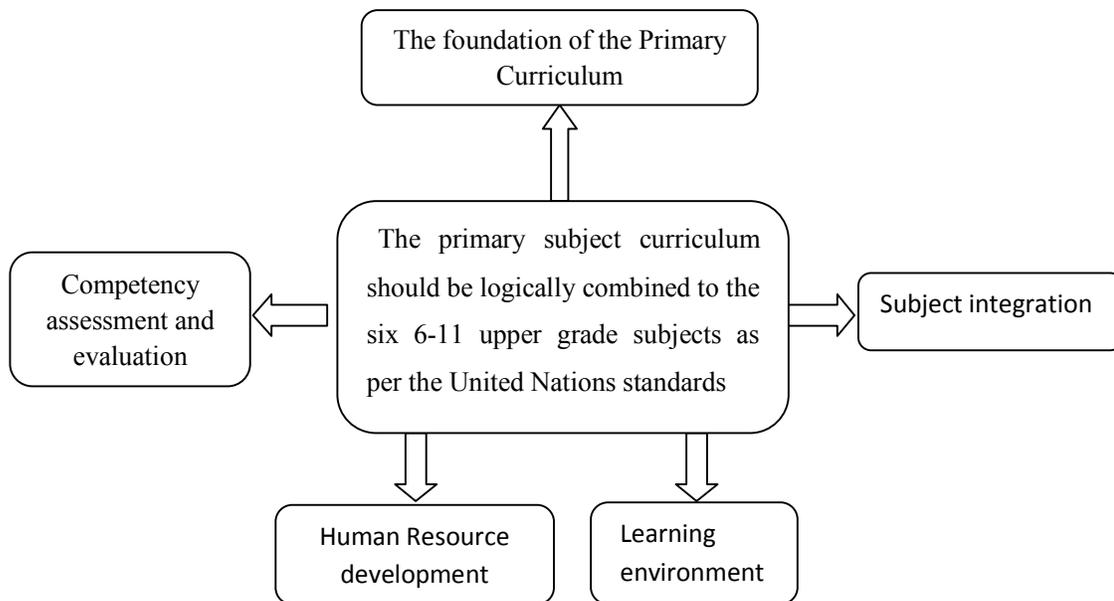
Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.3	Agree	50	34	40	50	45	219	90.49
	Do not agree	06	03	01	01	02	13	5.37
	Cannot comment	02	-	03	02	03	09	4.13

90.49% of the total stakeholders have agreed to the recommendation related to the primary educational reforms while 4.13% has refrained from giving comments to it. Likewise, 5.37% of the stakeholders have not given their consent to the recommendation. As a whole 90% of the stakeholders have agreed to the recommendation that the primary

subject curriculum should logically combine to the six 6-11 upper grade subjects as per to the United Nations standards.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 22.

Figure 22 : The themes uncovered from the responses given by the stakeholders to the recommendation that the primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards



The above figure depicts the five themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that the primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards

- ❖ The foundation of the Primary Curriculum
- ❖ Subject integration
- ❖ Learning environment
- ❖ Human resource development
- ❖ Competency assessment and evaluation

The stakeholders' proposals related to each theme are as follows.

❖ The foundation of the Primary Curriculum

- The foundation of the Primary Curriculum should be prepared according to the religious and cultural environment of Sri Lanka and to as to protect the identity.
- The strategies related to the primary curricula of the developed countries should be adopted.
- The foundation of the primary curriculum should be the development of the intelligence quotient, and personality traits of the primary students
- The up uplifting of the literacy should be the foundation
- the primary curriculum should be prepared in way to reduce the gap between the primary and secondary curricula by arranging the grade 6 competencies and competency levels based on the competencies of the primary curriculum

❖ Subject integration

- The content of the primary curriculum should be in accordance with the basic concepts of the proposed secondary curriculum.
- A subject called personal hygiene/physical health should be introduced with an aim to reduce the child abuse

❖ Learning environment

- Classrooms that help direct students for self-learning should be established in the classrooms. Models exhibits should be displayed in the classroom
- Primary classrooms should be equipped with new technological facilities
- An attractive classroom as well a school environment which persuade students for learning should be established

❖ Human resource development

- Teachers should be empowered to execute child friendly learning approaches
- Teacher development programmes should be implemented focusing as to how the curriculum should be taught with practical activities
- Primary teachers should be encouraged to do constant research

- ❖ Competency assessment and evaluation
 - Ongoing term test system in the grades 1-5 should be abolished
 - Competitive evaluation and assessment should be abolished
 - Students who lack the literacy should not be promoted to higher grades
 - Student cannot bear the amount of concepts in the existing primary school curriculum
 - Though the students have been assessed as they have achieved the competencies, it is questionable if they have really achieved so.

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 90% of the total stakeholders have agreed to the recommendation that the primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards.

According to the qualitative data there are a few proposals stated agreeing to the said recommendation. In matching the primary school curriculum with the secondary curriculum, it should be done in accordance to the primary curriculum of the developed countries while adhering to the Sri Lankan culture and identity. Likewise the primary curriculum should align with the grade 6 curriculum and should be in accordance with the development of students' intelligence quotient and personality traits. Attention should be given to the secondary subjects when integrating the primary subjects. It has been emphasized that the necessity of a teacher empowering process as equal as a learning environment to the education curriculum.

Recommendation 4.4 Teachers should be recruited only on merit.

The foundation for the teacher recruitment should be on a Bachelor of Education degree, Diploma in Teaching, National Diploma in any subject combination or Higher National Diploma, or a General Degree with a six month institutional and field training. In addition, for the teachers who recruited for the teaching should be given a professional

training and an efficiency bar as to how the primary school students should connect with the education concepts and the systems attractively.

The stakeholders' responses to the above recommendation were quantitatively investigated and are depicted in the table 30.

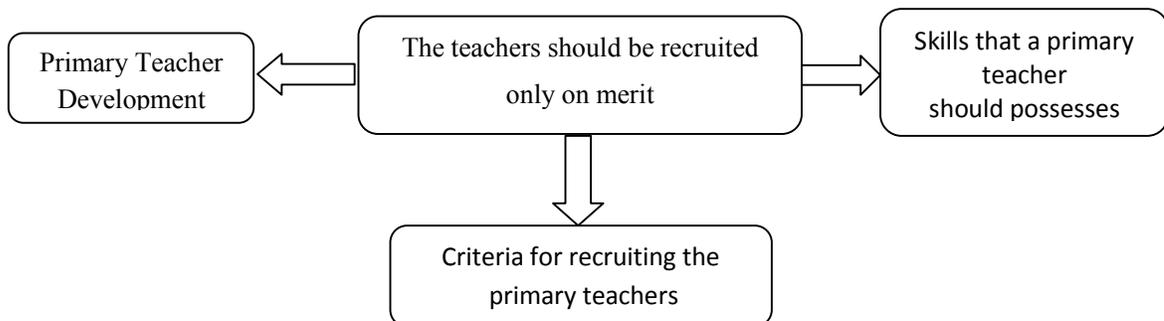
Table 30: The stakeholders' responses to the recommendation that, the teachers should be recruited only on merit.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.4	Agree	54	34	40	40	44	212	87.60
	Do not agree	03	02	02	04	02	72	5.37
	Cannot comment	01	01	02	09	04	17	7.02

87.60% of the total stakeholders have agreed to the recommendation related to the primary educational reforms while 7.02% has refrained from giving comments to it. Likewise, 5.37% of the stakeholders have not given their consent to the recommendation. As a whole 87.60% of the stakeholders have agreed to the recommendation that the teachers should be recruited only on merit.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 23.

Figure 23 : Themes emerged from the responses to the recommendation given to recruit the teachers on the skill administration basis



The above figure depicts the three themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that the teachers should be recruited only on merit. They are as follows:

- ❖ The skills that a primary teacher should possess
- ❖ Criteria for recruiting the primary teachers
- ❖ Primary teacher development

The stakeholders' proposals related to each theme are as follows

- ❖ The skills that a primary teacher should possess
 - Should possess the skills related to controlling classroom activities in addition to the primary teacher trained certificate.
 - Should be a person with aesthetic skills
 - Primary teacher should have a technical knowledge and a knowledge of the international language
 - Should be willing to upgrade the competencies that a primary teacher possesses

- ❖ Criteria for recruiting the primary teachers
 - There should be a national policy on teacher recruitment and training.
 - Teachers should be recruited only after a proper training
 - Only Primary teachers should be appointed to primary sections.
 - Primary teachers should be recruited only after an attitudinal test and an interview
 - Teachers should be recruited school based and the skills should be assessed annually through an assessment system
 - Teachers should be recruited on an equal gender proportion
 - The performance evaluation of primary teachers should be checked once in five years
 - Offering primary teacher appointments should not be politicized
 - A compulsory difficult service period should be recommended for the teachers
 - Primary untrained graduates should not be appointed for the primary classes

❖ Primary teacher development

- A system should be made to update the knowledge of the primary teachers

A targeted development programme should be implemented to remove the classroom teaching disparities

There were opposing responses to the recommendation that the teachers should be recruited only on merit. The key ideas among them are as follows.

- It is difficult to recruit primary teachers on various qualifications
- The quality of the teachers who pass out from the Colleges of Education should be improved

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 87% of the total stakeholders have agreed to the recommendation that the teachers should be recruited only on merit.

According to the qualitative data related to the agreement, the primary teachers should not only be qualified personnel but also be able to control classrooms and be filled with aesthetic skills. A national policy is needed in setting the criteria to recruit the primary teachers, to recruit teachers after a proper training and to check the continuous service progress of the teacher. Untrained graduates should not be employed in primary classes. While the recruitment of the teachers should be free of political influence; programmes such as continuous teacher professional development which update and, develop the knowledge and the skills of the teachers should be implemented.

Recommendation 4.5: The anomalies of the standards of teacher trainings should be removed

A national coordinating programme regarding the teacher training continuant with the National Institute of Education and the Education Faculties of the national Universities should be commenced in order to remove the anomalies of the standards of teacher trainings.

The stakeholders’ responses to the above recommendation were quantitatively investigated and are depicted in the table 31.

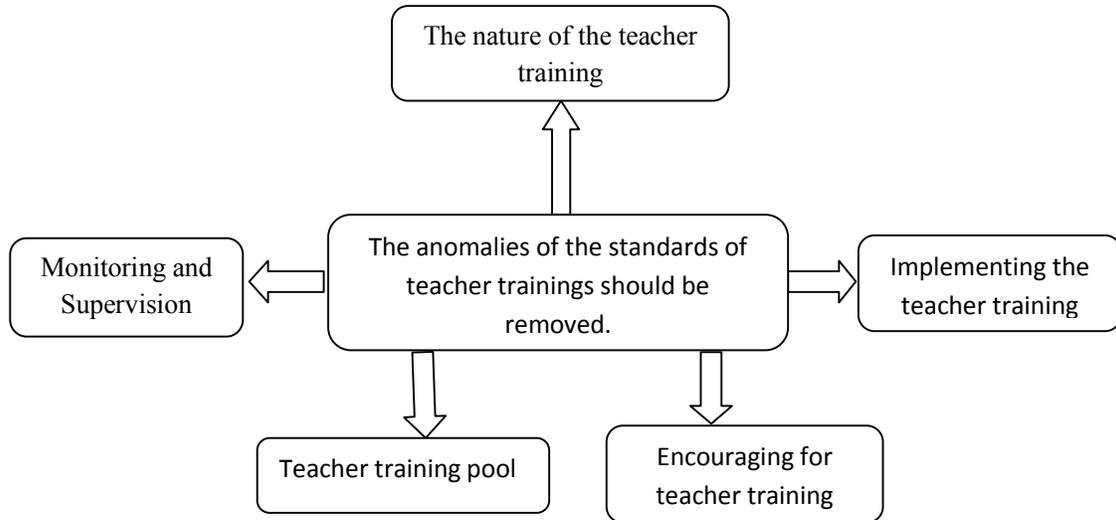
Table 31: The stakeholders’ responses to the recommendation that the anomalies of the standards of teacher trainings should be removed.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.5	Agree	53	34	38	52	42	219	90.49
	Do not agree	04	02	02	-	02	10	4.13
	Cannot comment	01	01	04	01	06	13	5.37

90.49% of the total stakeholders have agreed to the recommendation related to the primary educational reforms while 5.37% has refrained from giving comments to it. Likewise, 4.13% of the stakeholders have not given their consent to the recommendation. As a whole 90.49% of the stakeholders have agreed to the recommendation that the anomalies of the standards of teacher trainings should be removed.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 24.

Figure 24: The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 24.



The above figure depicts the five themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that the anomalies of the standards of teacher trainings should be removed. The themes are as follows:

- ❖ The nature of the teacher training
- ❖ Implementing the teacher training
- ❖ Encouraging for teacher training
- ❖ Teacher training pool
- ❖ Monitoring and Supervision

The stakeholders' proposals related to each theme are as follows

- ❖ The nature of the teacher training
 - The primary teacher training should be developed on standardized criteria
 - In order to remove the anomalies in the teacher training, the teacher training should be given under the supervision of one institute.
 - A proper primary education oriented teacher training should be given to the teachers who would be utilized in the primary section learning teaching process
 - Primary teachers should be given a training in every five years

- In the learning teaching process, teachers should be empowered to teach the subjects by integrating the environment.
- ❖ Implementing the teacher training
 - Teacher training should be coordinated by a single central institute
 - The National Colleges of Education should directly involve in teacher trainings
 - Training programmes should be implemented in collaboration of all the teacher training institutes
 - Teacher trainings should be done at the provincial level while ensuring the quality of the workshops
 - There should be at least three days of Training sessions for a term
 - New technology and new teaching methodology should be used in the training sessions
 - At the training sessions, a special attention should be given to promote the professional skills
- ❖ Encouraging for teacher training
 - The participation for the teacher trainings should be made as a compulsory boundary
 - School based teacher development should be empowered
 - Methods to encourage the teachers for the teacher trainings should be prepared
 - The programmes that help promote the professional skills of the teachers should be given free of charge
- ❖ Teacher training pool
 - Attention should be paid to the skills of the trainers who handle the trainings
 - Veteran trainers with specialized training for the relevant subjects should be utilized in executing the workshops
 - An academic pool of trainers who are clever at teacher training should be formed and should be utilized in teacher trainings island wide
 - Every primary teacher should be trained under a trained teacher for a compulsory period of one year.

❖ Monitoring and Supervision

- An authority with power should be established to monitor and supervise the teacher training programmes
- There should be programmes to supervise the teachers constantly
- Internal supervision should be implemented continuously.

There were opposing responses to the recommendation that the anomalies of the standards of teacher trainings should be removed. The key ideas among them are as follows.

- The teacher training has been irregular because the teachers who enter into the field under diverse qualifications are trained by different institutions
- Untrained teachers have been utilized to teach in the primary section

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 90% of the total stakeholders have agreed to the recommendation that the anomalies of the standards of teacher trainings should be removed.

According to the qualitative data, among the proposals made by the stakeholders regarding the said agreement; the nature of the teacher training, implementing the teacher training, encouraging for the teacher training, teacher training pool, and monitoring and supervision. Thus in order to remove the anomalies in the standards of the teacher trainings, the trainings should be executed by a centralized institution. There should be a training system to empower teachers to implement the integrated subjects. A necessity of a continuous teacher training for the primary teachers, after receiving the basic training was emphasized. In that, attention is paid to give skills to use new technological tools and teaching methods for the teachers and to encourage teachers to take part in the teacher training programmes. These disparities can be mitigated by establishing a trainer and resource person pool. To make the teacher training a success, the monitoring and supervising system should be strengthened and the internal supervision plans should be implemented continuously.

Recommendation 4.6: A foundation should be laid for emotionally, culturally, and spiritually stable children

One of the prime objectives of the primary education through aesthetic education should betogive the soft skills needed to development and character development for students to see the world creatively and to appreciate, focusing the values, ethics, and spiritual development, by connecting with the universal ethical principles, and to give the ability to live in harmony in a pluralistic society. This recommendation says that this would provide a foundation to produce emotionally, culturally and spiritually stable children.

The stakeholders’ responses to the above recommendation were quantitatively investigated and are depicted in the table 32.

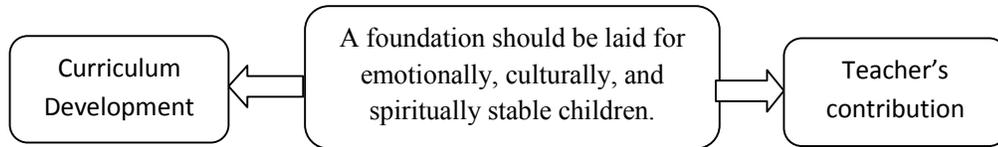
Table 32: The stakeholders’ responses to the recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.6	Agree	54	34	41	50	46	225	92.97
	Do not agree	02	-	02	-	-	04	1.65
	Cannot comment	02	03	01	03	04	12	4.95

92.97% of the total stakeholders have agreed to the recommendation related to the primary educational reforms while 4.95% has refrained from giving comments to it. Likewise, 1.65% of the stakeholders have not given their consent to the recommendation. As a whole 92.97% of the stakeholders have agreed to the recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 25.

Figure 25: The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children.



The above figure depicts the two themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children.. The themes are as follows:

- ❖ Curriculum development
- ❖ Teacher's contribution

The stakeholders' proposals related to each theme are as follows

- ❖ Curriculum development
 - The learning teaching activities of every subject should be planned aiming the development of stable emotions and cultural foundation of the students
 - The basic concepts related to values and ethics should be included into the primary curriculum
 - The spiritual practices of different religions and cultural diversity should be included into the school curriculum
 - Religious education should be implemented optimally
 - A suitable system should be organized from the primary classes to inculcate good attitudes in students
 - Opportunities that develop soft skills should be increased
 - Opportunities should be created for the students to perform aesthetic items on daily basis
 - Should include books and literary works into the syllabuses and make reading more common
 - Activities related to balanced emotions should be practiced under sports

❖ Teacher's contribution

- Teachers should develop the qualities such as soft skills, attitudes and affection
- A change in the learning teaching method in primary classes should be made in order for a good attitudinal change in students
- A healthy mental status should be created for learning
- A pressure free learning environment should be created for the student
- A habit of managing the emotions should be created in students from the primary stage itself.
- In the learning teaching process, more opportunities should be given to the development of the soft skills
- Learning opportunities should be created to develop skills for harmonious living in a multicultural society
- The learning teaching process should be planned to give the present students the ability to face the challenges and to create empathy.
- More attention should be paid to the aesthetic values than the exam orientation
- More time should be allocated for religious and value related activities
- While directing students for education, opportunities should be increased to extra-curricular activities such as educational and field trips, and variety entertainment activities
- Perpetual supervision should be done on the activities related to the spiritual development programs done in the classroom
- Primary school teacher should always be with the student counseling work

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 93% of the total stakeholders have agreed to the recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children.

According to the qualitative data, in developing the curricula, it has been proposed to develop the teacher's and the student's soft skills, and to plan the activities of the learning teaching process with an objective to develop the stable emotions and the cultural foundation of the students.

The primary teacher should always be in a constant effort in student counseling work to inculcate a habit in the student regarding the management of his or her emotions. Perpetual supervision should be done on the activities related to the spiritual, emotional and cultural development programs done in the classroom

Recommendation 4.7: A healthy classroom environment should be established to learn the language and communicative skills without any discrimination.

Primary classroom environment should be arranged to suit the development of the students' language and communication skills. This recommendation proposes to increase the teacher intervention for the student development by providing opportunities for the students to engage in exercises suitable in developing four skills of a language.

The stakeholders' responses to the above recommendation were quantitatively investigated and are depicted in the table 33.

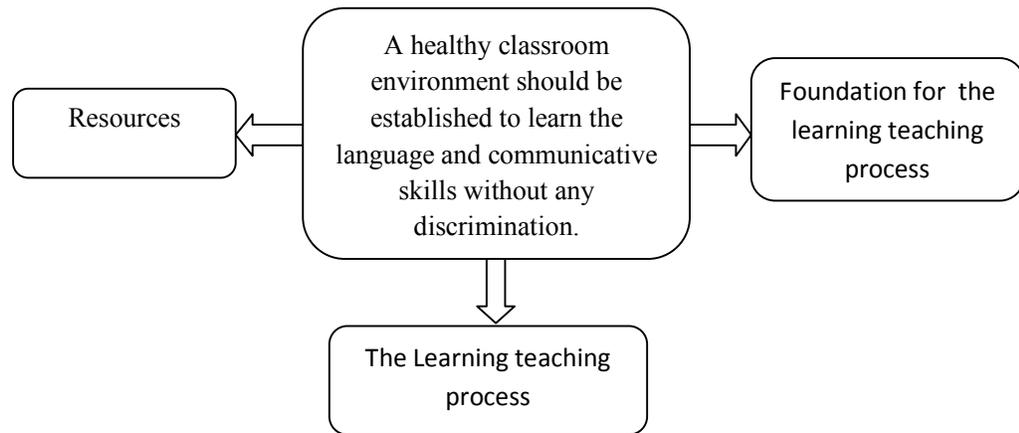
Table 33: The stakeholders' responses to the recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.7	Agree	56	35	43	51	46	231	95.45
	Do not agree	-	02	-	-	02	04	1.65
	Cannot comment	02	-	01	02	02	07	2.89

95.45% of the total stakeholders have agreed to the recommendation related to the primary educational reforms while 2.89% has refrained from giving comments to it. Likewise, 1.65% of the stakeholders have not given their consent to the recommendation. As a whole, 95.45% of the stakeholders have agreed to the recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 26.

Figure 26: The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination.



The above figure depicts the three themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination. The themes are as follows:

- ❖ Foundation for the learning teaching process
- ❖ The learning teaching process
- ❖ Resources

The stakeholders' proposals related to each theme are as follows

- ❖ Foundation for the learning teaching process
 - As the underdevelopment of the communicative competencies at the primary stage makes a negative impact on the secondary education, more time should be allocated for the language skills development.
 - should lay a foundation from the primary classes itself to strengthen the bi-lingual education
 - The number of students in a classroom should be maintained to the prescribed standard

- ❖ The learning teaching process
 - Communication skills of the students should be developed through activities that create opportunities for listening and speaking while making room in the classroom for group activities
 - The four skills related to the student's mother tongue and the speaking skill related to the second and the link languages should be developed through simple activities
 - Information Communication technological methodology should be used in learning teaching process
 - Students with communication difficulties should be identified separately and activities should be prepared to improve their communicative skills

- ❖ Resources
 - The library facilities and other reading opportunities should be expanded to develop the communicative skills
 - The smart classroom concept should be utilized
 - Facilities to develop the four language skills using the Language Laboratories should be supplied
 - Communicative skills should be developed by using technological tools
 - The allocations required to build up a healthy atmosphere to develop communicative skills should be provided adequately and equally
 - Skillful teachers should be utilized to develop the usage of oral English/Tamil and spoken skills from the grade one itself.
 - As the school operates as a centre in mastering the communicative skills, all the subject teachers should be developed suitably in order to improve the communicative skills of the students

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 95% of the total stakeholders have agreed to the recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination.

According to the qualitative data, among the proposals made by the stakeholders regarding the said agreement, it is emphasized that a supply of suitable human and physical resources to maintain a healthy atmosphere in the classrooms with opportunities to develop the communicative skills by maintaining the standard student number in a classroom and the school should function as a centre in mastering the communicative skills.

Recommendation 4.8: According to the standards, the English language should be taught from grade one onwards along with the vernacular.

When inquired into the way of acquiring the written and spoken skills of the vernacular and the English language by the primary students, it is evident that a majority of Sri Lankan students are way behind the accepted standards of communicative skills. The backwardness for the English Language is a barrier to surpass the current world boundaries. To overcome this successfully, this recommendation suggests empowering the learning teaching process by vernacular, along with the English language.

The stakeholders' responses to the above recommendation were quantitatively investigated and are depicted in the table 34.

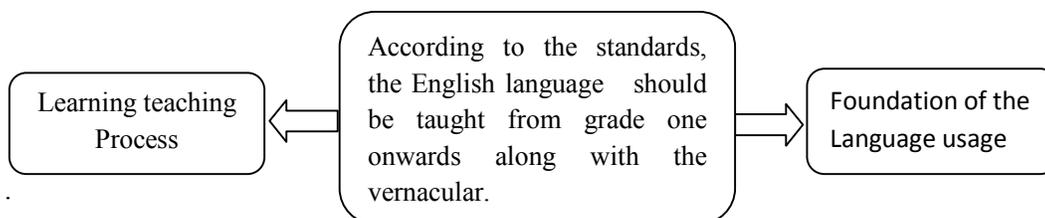
Table 34: The stakeholders’ responses to the recommendation according to the standards, the English language should be taught from grade one onwards along with the vernacular.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.8	Agree	52	35	40	50	45	221	91.32
	Do not agree	05	02	01	01	03	12	4.95
	Cannot comment	01	-	03	02	02	08	3.30

91.32% of the total stakeholders have agreed to the above recommendation related to the primary educational reforms while 3.30% has refrained from giving comments to it. Likewise, 4.95% of the stakeholders have not given their consent to the recommendation. As a whole, 91.32% of the stakeholders have agreed to the recommendation that English language should be taught along with the vernacular from grade one onwards according to the standards.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 27.

Figure 27: The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that, according to the standards, the English language should be taught from grade one onwards along with the vernacular.



The above figure depicts the two themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that, according to the standards, the English language should be taught from grade one onwards along with the vernacular.

The themes are as follows:

- ❖ Foundation of the language usage
- ❖ Learning teaching process

The stakeholders' proposals related to each theme are as follows

- ❖ Foundation of the language usage
 - The related written and spoken skills of the vernacular and English language should be improved in the classrooms in order to make it easy for the students to fit into the global society
 - Language skills needed for the international world of work should be given
 - As Sri Lanka is a multi-ethnic country, English should be taught from the grade one onwards.
 - Equal learning opportunities should be given to both the languages
 - By a proper implementation of oral English activities from grade 1-5, priority should be given to the improvement of applied skills
 - Learning medium should be the mother tongue
 - Three languages including English should be taught from grade 1-5
 - Two periods for a week should be allocated for oral English
- ❖ The learning teaching process
 - By laying the foundation for English Language at the primary stage, the phobia to learn other subjects should be removed
 - The teaching time of English language should be increased by adopting a very simple syllabus
 - Should take assistance of the in-service advisors
 - Should conduct English Language camps
 - English should be taught without hindering the development of the child's basic concepts

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 91% of the total stakeholders have agreed to the recommendation that , according to the standards, the English language should be taught from grade one onwards along with the vernacular.

According to the qualitative data, among the proposals made by the stakeholders regarding the said agreement, two main themes; the foundation of English language teaching and the learning teaching process were identified. The written and the oral language skills should be developed by providing equal opportunities for the vernacular and the English language from grade one onwards with the aim of simplifying the students' integration into the global society. In order to develop the English language skills, abundant opportunities should be provided for practical and applied learning.

Recommendation 4.9: The future should be open for the children with special educational needs.

The prime objective of education is to give the education and the training for the children with special educational needs by enlightening them with love, kind and sympathy and their due place. This recommendation says that, the opportunities should be created for these children to receive education happily like other children.

The stakeholders' responses to the above recommendation were quantitatively investigated and are depicted in the table 35.

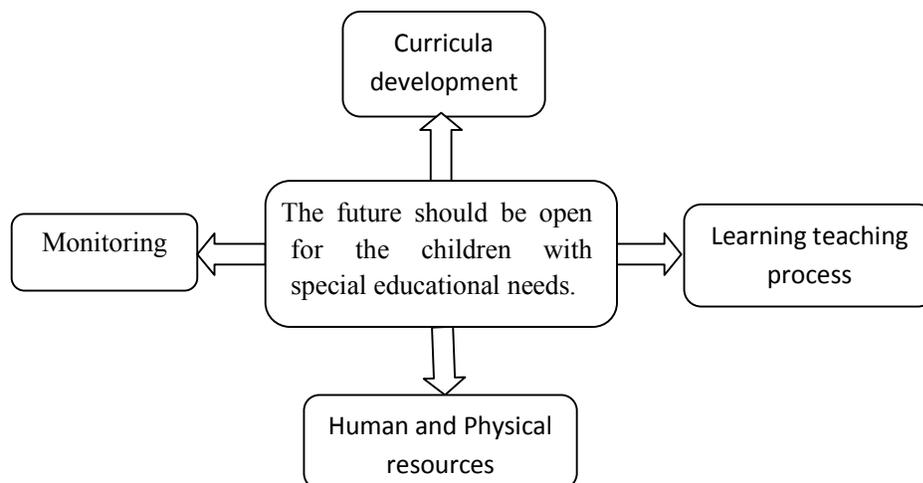
Table 35: The stakeholders’ responses to the recommendation that; the future should be open for the children with special educational needs.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.9	Agree	58	36	41	52	45	232	95.86
	Do not agree	-	01	01	-	01	03	1.23
	Cannot comment	-	-	02	01	04	07	2,89

95.86% of the total stakeholders have agreed to the above recommendation related to the primary educational reforms while 2.89% has refrained from giving comments to it. Likewise, 1.23% of the stakeholders have not given their consent to the recommendation. As a whole, 95.86% of the stakeholders have agreed to the recommendation that English language should be taught along with the vernacular from grade one onwards according to the standards.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 28.

Figure 28: The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that, the future should be open for the children with special educational needs.



The above figure depicts the four themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that the future should be open for the children with special educational needs. The themes are as follows:

- ❖ Curricula development
- ❖ Learning teaching process
- ❖ Human and Physical resources
- ❖ Monitoring

The stakeholders' proposals related to each theme are as follows

- ❖ Curricula development
 - In curriculum development, attention should be paid to the special gifted students
 - The curriculum should be flexible according to the student requirements
 - Learning opportunities should be provided for each student with special educational needs
 - Steps should be taken to prevent the slow learners from dropping out
- ❖ Learning teaching process
 - Updated remedial teaching methods for special needed students should be maintained
 - Learning teaching should be implemented according to specially identified methods from foreign experiences
 - Teacher should take the assistance of the parents when teaching the students with special educational needs
 - Methodologies and learning environments should be utilized according to the level and the requirement of the student.
- ❖ Human and Physical resources
 - Special Educational Training Units/Special Units or special schools should be established
 - It is compulsory to provide a separate classroom and required resources for the students with special educational needs
 - The technical equipment needed for the classroom should be provided

- An interactive classroom environment should be established
- A suitable system should be brought in to make opportunities for the special educational need students who show high performance to enter into either national or popular schools.
- The best teachers who can identify the special educational need children and know the suitable teaching methods should be utilized as primary teachers
- Should increase the intake of the student teachers to the special education course at National Colleges of Education
- A Special Activity Handbook should be given to the teachers

❖ Monitoring

- Follow up method should be established prevent special educational need students from dropping out from education
- A national level monitoring and supervision should be done to see if special education is properly implementing or not.

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows.

The Summary

The quantitative data analysis reveals that 95% of the total stakeholders have agreed to the recommendation that, the future should be open for the children with special educational needs.

According to the qualitative data, among the proposals made by the stakeholders regarding the said agreement were stated along the themes; the curricula development, learning teaching process, human and physical resources, and monitoring and supervision. In providing educational opportunities attention should be given in providing remedial learning educational opportunities for the special need students. Special units for special education should be established and should equip them necessary resources, and at the same time interactive classroom concept should be promoted. A national level supervising and monitoring work plan should be planned in implementing the special education.

Recommendation 4.10: The structure of the subjects of the primary education: its ethos

With the necessity of maintaining a balance among , the ability in students to value the potential of humanity and peaceful coexistence, spiritual and cultural development, and physical and material development; founding this, it is expected to include language competencies, numerical competencies, environmental sensitivity, human, physical, religious and ethical education, basic science, and health and physical education to the primary education structure.

The stakeholders’ responses to the above recommendation were quantitatively investigated and are depicted in the table 36.

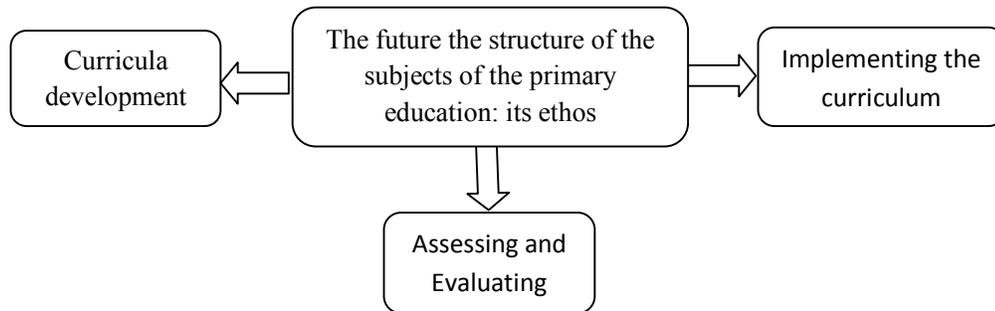
Table 36: The stakeholders’ responses to the recommendation that the structure of the subjects of the primary education: its ethos

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total	
							Number	%
Recommendation 4.5	Agree	56	35	41	50	41	223	92.14
	Do not agree	01	01	-	01	04	07	2.89
	Cannot comment	01	01	03	02	05	12	4.95

92.14% of the total stakeholders have agreed to the above recommendation related to the primary educational reforms while 4.95% has refrained from giving comments to it. Likewise, 2.89% of the stakeholders have not given their consent to the recommendation. As a whole, 92.14% of the stakeholders have agreed to the recommendation that the structure of the subjects of the primary education: its ethos.

The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation are depicted in the figure 29.

Figure 29: The themes uncovered from the analysis of the qualitative data produced as responses by the stakeholders to the above recommendation that the structure of the subjects of the primary education: its ethos



The above figure depicts the three themes uncovered by qualitatively analyzing the responses of the stakeholders to the recommendation that the structure of the subjects of the primary education: its ethos. The themes are as follows:

- ❖ Curricula development
- ❖ Implementing the curriculum
- ❖ Assessing and Evaluating

The stakeholders' proposals related to each theme are as follows

- ❖ Curricula development
 - A curricula which are related to the proposed basic elements that leads to a balanced personality with nationalistic feelings should be developed
 - The development of curriculum elements should be language centered
 - The primary curriculum should be developed in a way that the students are assessed.
 - Aesthetic studies should made compulsory to reduce the stress on students and for basic competency development it should be integrated
 - The initial foundation to explore knowledge using the new technology should be laid by the primary education
 - Opportunities should be provided only to retrieve what was learnt in the classroom while stop forcing students on studies and giving any homework
 - Students should be given a basic knowledge on information technology

- Handcraft should be included to upgrade the free creative activities and products
- Should make the grade 1-3 syllabuses more attractive by reducing the depth of their contents
- In the primary education syllabus more attention should be given to outdoor activities related to environmental camps
- Teachers who have a proper training on the basic components such as; language, basic mathematical concepts, basic science, creativity, and aesthetic education should be recruited

❖ Implementing the curriculum

- After identifying the different educational and mentality levels of the students, and the learning opportunities should be provided accordingly
- Suitable activities should be prepared to develop the students' skills such as; observation, exploration, and comprehension of the environmental phenomena
- The curriculum should be implemented in order to develop the personal hygiene and health
- The learning environment and the facilities should be provided related to the development of the primary education elements
- With the basis of proposed integrated elements and activities, Opportunities should be created to showcase the students' creations in school and outside.
- Primary stage school hours should be from 7.30 am to 12.30 pm
- A proper mechanism should be developed to assess and evaluate the proposed elements

The summary of the quantitative and qualitative responses presented regarding the above recommendation is as follows

The Summary

The quantitative data analysis reveals that 92% of the total stakeholders have agreed to the recommendation that the structure of the subjects of the primary education: its ethos.

According to the qualitative data, among the proposals made by the stakeholders regarding the said agreement have been identified along three themes such as; curricula development and implementation, and assessing and evaluating. The relate syllabuses should be developed according to the proposed basic elements namely, a balanced personality and nationalistic feeling. Likewise the primary curriculum should be prepared to assess the students' abilities. For that highly skilled teachers with a proper training should be recruited. Identifying different educational and mentality levels of the students, the learning opportunities should be created to develop the skills related to the environment, health, and personal hygiene and the creativity skill as well. A proper system should be developed to assess and evaluate the proposed elements.

There are proposals regarding the pre- primary education and primary education, external to the intellectual committee recommendations related proposed primary educational reforms.

÷ Pre-Primary Education

- The pre-school system should be regularized with the state intervention and teachers who have received a proper training should be utilized
- A kindergarten should be commenced in schools

÷ Primary education

- The number of students that should be in a classroom be standardized to 20-25 students
- The criteria that follow to enroll students to primary schools should be revised
- Primary schools should function as separate schools without affiliating to National, or popular schools.

The stakeholders' responses regarding the total recommendations (all the ten recommendations) related to Primary Educational Reforms

The quantitative and qualitative data regarding the responses of the stakeholders to each recommendation related to the primary educational reforms could be uncovered from the aforesaid analysis. To certify that all the children receive the primary education, the following proposals were introduced to the primary educational reforms with the aim of developing the primary education; the ability to the students to enter into a school with human and physical infrastructure and facilities in par with the international standards; acquisition of soft skill competencies and mutual respect towards the causes regarding the community, empathy; empowerment of values such as thankfulness and appreciation; aligning with the ever changing global demands. The prime objective of the study was to investigate the stakeholders' agreement to the total recommendations of the primary educational reform proposals. Table No. 37 depicts the analytical revelations of the stakeholders' agreement to the total recommendations of the primary educational reforms.

Table 37 : The stakeholders' agreement regarding the total recommendations (for all the ten recommendations) of the primary educational reforms.

Stakeholders Recommendation	Responses	Director N=58	Principal N=37	Inservice Advisors N=44	Teachers N=53	Parents N=50	Total N=242	
							Number	%
Recommendation 1	Agree	56	37	43	52	48	236	97.52
	Do not agree	-	-	-	01	01	02	0.82
	Didn't comment	02	-	01	-	01	04	1.65
Recommendation 2	Agree	40	25	28	41	27	161	66.52
	Do not agree	14	11	15	12	20	72	29.75
	Didn't comment	04	01	01	-	03	09	3.71
Recommendation 3	Agree	50	34	40	50	45	219	90.49
	Do not agree	06	03	01	01	02	13	5.37
	Didn't comment	02	-	03	02	03	09	4.13
Recommendation 4	Agree	54	34	40	40	44	212	87.60
	Do not agree	03	02	02	04	02	72	5.37
	Didn't comment	01	01	02	09	04	17	7.02
Recommendation 5	Agree	53	34	38	52	42	219	90.49
	Do not agree	04	02	02	-	02	10	4.13
	Didn't comment	01	01	04	01	06	13	5.37
Recommendation 6	Agree	54	34	41	50	46	225	92.97
	Do not agree	02	-	02	-	-	04	1.65
	Didn't comment	02	03	01	03	04	12	4.95
Recommendation 7	Agree	56	35	43	51	46	231	95.45
	Do not agree	-	02	-	-	02	04	1.65
	Didn't comment	02	-	01	02	02	07	2.89
Recommendation 8	Agree	52	35	40	50	45	221	91.32
	Do not agree	05	02	01	01	03	12	4.95
	Didn't comment	01	-	03	02	02	08	3.30
Recommendation 9	Agree	58	36	41	52	45	232	95.86
	Do not agree	-	01	01	-	01	03	1.23
	Didn't comment	-	-	02	01	04	07	2.89
Recommendation 10	Agree	56	35	41	50	41	223	92.14
	Do not agree	01	01	-	01	04	07	2.89
	Didn't comment	01	01	03	02	05	12	4.95
Overall Recommendations	Agree	529	339	395	488	429	2180	90.11
	Do not agree	35	22	24	21	37	139	5.76
	Didn't comment	16	07	01	22	34	100	4.13

The separate analysis of ten proposed recommendations infer that 87%-97% of the stakeholders have accepted nine out of ten recommendations related to the primary educational reforms by agreeing to them. However to the second recommendation which proposes to abolish the grade 5 scholarship examination records a low agreement which is 66%. Nevertheless, when the stakeholders' agreement to all the ten recommendations for primary educational reforms is taken into consideration, a fluctuation can be observed and according to the data analysis it is apparent that 90.11% stakeholders agree upon all the ten recommendations.

When the disagreement to the primary educational reforms is taken into consideration, the disagreement is less than 4% to the recommendations 1, 6, 7, 9, and 10. But the disagreement to the recommendations 3, 4, 5, and 8 stays between 4%-6% range. The stakeholder percentage that does not agree to abolish the grade 5 scholarship examination is about 30%. Though the this is the case with the stakeholders disagreement for the recommendations if taken them separately; it is clear from the analysis that the disagreement to the recommendations related to the proposed primary reforms as a whole (all the ten recommendations) take a very low percentage such as 5.76%.

The stakeholder percentage that has refrained from giving any comment on the ten recommendation records less than 7%. Among them the highest percentage that did not make any comment is against the recommendation 4 and it is 7.02%. the recommendation, 'one educational structure for all: equal learning environment' recorded the lowest percentage for not receiving any comments from the stakeholders and it is 1.65%.

Thus, it is clear from the aforementioned data analysis that 90.11% of the stakeholders by agreeing upon accept the recommendations related to the primary educational reforms.

The responses related to the stakeholders' agreement have been further consolidated by the qualitative data analysis. The gist of the proposals submitted under the identified themes related to the total primary educational reforms is as follows.

Proposal have been presented to say that, the primary education should be executed with a learning teaching environment that confirms the equal education opportunities of the stakeholders and creating inclusive education opportunities in proportionate to the

student diversity. However, there are ideas to say that making equal education opportunities are not practical.

Giving equal facilities to all the schools, a suitable system should be organized away from the competitive exam system to identify the students' feasibilities. Steps should be taken to mitigate the social issues that cropped up as result of the scholarship examination. However, there are ideas to say that competitiveness leads to positive results and the scholarship examination helps the rural students to entre into schools with facilities.

Matching of the primary school curriculum with the secondary curriculum should be done in accordance with the primary education curriculum of developed countries and corresponding to the Sri Lankan culture and the identity. Likewise, the primary curriculum should coincide with the grade six curriculums.

The primary teacher should be qualified and also be full grown with aesthetic skills and be able to handle classroom activities well. A national policy regarding preparation of the criteria to recruit primary teachers, giving appointments after a proper training, continuous checking of the service progress, and the teacher training is needed.

It is a requirement to give the teacher training from a central institute in order to minimize the anomalies in the standards of the teacher trainings. A training system is needed to empower the teachers to execute the integrated subjects. In conducting this programme it is important to strengthen the monitoring and supervision process by establishing a trainer pool.

With the aim of developing the students' stable emotions , the cultural foundation and the learning teaching activities of all the subjects, the curriculum development should be planned and the nature of operation of the programmes in progress should be supervised vigilantly.

The school should be a center to master the communication skills and English should be taught along with the vernacular in classrooms in order to give equal learning opportunities from the grade one onwards to improve the written and oral skills in order to make it easy to adapt to the global society.

While establishing special units for special education equipped with necessary resources, the inclusive classroom concept should be promoted. The primary curriculum should be

composed aiming the personal development and national development as well. Learning opportunities that help develop the skills related to the environment, health and personal hygiene according to the students' diverse education and mentality levels and creative skill development should be supplied.

Section IV
Conclusions and Proposals

Conclusions and Proposals

This chapter presents the conclusions and the proposals uncovered by the quantitative and qualitative analysis of the responses of the intellectual board, the curriculum composers connected directly or indirectly to the education field and those who represent the curriculum implementation level such as, education managers, principals, in-service advisors, teachers, and parents.

As mentioned in the intellectual committee board, the conclusions and the proposals related to each recommendation under the following four special fields are depicted as follows respectively.

5.1 The new vocational subject stream introduced to the grades 12 and 13

5.2 Reformation proposals related to G.C.E. Advanced level grades 12 and 13.

5.3 Reformation proposals related to G.C.E. ordinary level grades 10 and 11

5.3 Reformation proposals of primary education

5.1 The new vocational subject stream introduced to the grades 12 and 13

Recommendation 1: A vocational subject stream should be introduced to achieve the goals of the students who leave school after the G.C.E. ordinary levels.

❖ Conclusions

- ÷ It is clear that 94% of the total stakeholders agree to the recommendation mentioned above regarding the vocational subject stream
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows.

- Focus is to produce a balance person who can shoulder the development of the country by facing the global and future challenges successfully.
- The common components should be commenced as soon as the G.C.E. ordinary level is over
- The vocational subject stream that directly make a contribution to the economic development should be implemented through a personnel development targeted learning teaching process.
- Inclusion of new subjects for applied subject component
- Integration of theory and practical with a clear framework
- Establishing an institute with facilities aiming a precise geographical area, a place where the students can easily reach for
- Paying attention regarding the students who drop out and have special needs in executing the vocational subject stream

❖ Proposals

- The common component should be started before the G.C.E. ordinary level results are released. For this, identifying the human resources such as specialist teachers, and the public and private resource persons, and also the training, locating and syllabus material should be pre-planned
- The physical resources and the infrastructure facilities for different subject streams should be provided in advance.
- A proper system should be arranged for the students to reach NVQ levels 5,6,7, after grade 13 and the job opportunities be supplied from a Job Bank
- When including new subjects;
 - Should correspond to the global and local trends, and to the provincial diversities
 - The student interests, abilities should be taken into consideration and the students should be given the freedom to select the subjects
 - These subjects should coincide with the state/private/self employments and also with the local and international labour market demands.
 - The proposed applied subject should control the instances that repeated errors occur from the subjects belong to National Vocational Qualification (NVQ)

- At least one school with necessary facilities that can implement the vocational subject stream should be established at the provincial secretariat level.
- The existing carrier guidance services in schools should be strengthen
- A programme should be planned to take continuous support from the public and private sector who are interested and responsible regarding the students with special needs and the victims
- A coordinator at school level should be appointed to implement the vocational subject stream.

Recommendation 2: The vocational subject stream should be implemented in accordance with vocational education standards.

❖ Conclusions

- ÷ The agreement of the total stakeholders to the recommendation that the vocational subject stream should be implemented in accordance with vocational education standards is 91%.
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows.
 - A certain programme is necessary to develop a vocational subject stream according to the international vocational education standards and also a programme to make the community aware of it
 - Providing opportunities to select the vocational subjects according to the student's preference is a necessity.

❖ Proposals

- Future opportunities should be provided to the students to peruse higher education up to the degree level from the vocational subject stream
- In developing a vocational subject stream, the help of a standardized institute connected to vocational subjects should be sorted.
- Development of a vocational subject stream should be a continuing process that corresponds to the current requirements.

- The ideal number of students that should be in a classroom is 15-20 and for practical sessions it should be 10-15.
- A pool of suitable teachers and resource persons for implementing the vocational subject stream should be established at national and provincial levels

Recommendation 3: The assessing and evaluating of the learners should be done in accordance with vocational education standards.

❖ Conclusions

- ÷ The agreement of the total stakeholders to the recommendation that the assessing and evaluating of the learners should be done in accordance with vocational education standards is 92%.
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows.
 - A certain proper programme is necessary for the assessment of the vocational subject stream according to the international vocational education standards.

❖ Proposals

- The implementing and monitoring of the subject assessment should be done according to a suitable system by proper institutions
- The pass mark of the students should be pre decided
- The best practical method should be adapted in deciding the final mark

Recommendation 4: The students who get qualified form the subject stream, should be awarded with the Advanced Certificate of Vocational Education (ACVE)

❖ Conclusions

- ÷ The agreement of the total stakeholders to the recommendation that the students who get qualified form the subject stream, should be awarded with the Advanced Certificate of Vocational Education (ACVE is 91.73%.
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows.

- It is necessary to award a certificate including the course units in accordance with the international standards
- ❖ Proposals
 - According to the achievement level the students acquire at the end of year 13, opportunities should be provided to move forward from NVQ level
 - Society should be made aware regarding the relationship of the levels between the Advanced Certificate of Vocational Education (ACVE) and the NVQ

5.2 The reform proposals regarding grades 12 and 13 of G.C.E. Advanced Level

Recommendation 1: The G.C.E. Advanced Level Certificate should be recognized as a qualification of school leaving.

- ❖ Conclusions
 - ÷ According to the quantitative analysis of the aforesaid recommendation 77% of total stakeholders have expressed their agreement.
 - ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - G.C.E. Advanced Level Examination should not be a University entrance examination. Instead it should be an indicator of the achieved of the student
 - G.C.E. Advanced Level should aim to give a foundation knowledge for employment and for learning.
- ❖ Proposals
 - G.C.E. Advanced Level certificate should be considered as a qualification for tertiary education and as a qualification to apply for a job as well.
 - G.C.E. Advanced Level subject stream should align with the University subject stream
 - When appointing teachers to G.C.E. Advanced Level steps should be taken to recruit teachers who are professionally qualified and harmonized to the teacher role

- A job oriented guidance service at national level should be implemented for the students who fail the G.C.E. Advanced Level.

Recommendation 2: Opportunities should be created for the students to achieve the proficiency necessary for the 21st century world of work.

❖ Conclusions

- ÷ According to the quantitative analysis of the aforesaid recommendation 71% of total stakeholders have expressed their agreement
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - A necessity of developing a corresponding education system to the local and international standards has emerged

❖ Proposals

- A programme should be designed for the mental empowerment of the learners
- A professional education system should be established with the aim of developing the initiative strength of the learners and opportunities should be composed for further education
- A programme should be initiated to remove the dissonant social acceptance regarding several vocations the society bear

-

Recommendation 3: A national level mechanism should be established in order to consolidate the public trust regarding the school based assessment process.

❖ Conclusions

- ÷ According to the quantitative analysis of the aforesaid recommendation 89 % of total stakeholders have expressed their agreement
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - It is necessary that the school based assessment process should properly operate with confidence and validity

- School based assessment should be utilized after pre experiences and a proper study
- ❖ Proposals
 - School based assessment should be introduced with a guide book which will help make an easy implementation
 - A wide community awareness programme should be implemented about the school based assessment
 - School based assessment marks should be included in the exam certificate as an independent component
 - In providing higher educational opportunities, the school based assessment mark should be given a value in addition to the Z score
 - G.C.E.O/L advanced level assessment process should be conducted according to the semester system

Recommendation 4: Present common general test should be reformed as a full aptitude test

- ❖ Conclusions
 - ÷ According to the quantitative analysis of the aforesaid recommendation 73.55 % of total stakeholders have expressed their agreement
- ❖ Proposals
 - Instead of a full attitude test, an intelligent quotient test to measure multiple skills should be composed
 - Related intelligent quotient test subject should not be an impediment for students' University entrance
 - The structure of the test paper should be simple

Recommendation 5: There should be an opportunity to select two subjects maximum, from the special fields with the third subject from a subject basket.

- ❖ Conclusions
 - ÷ According to the quantitative analysis of the aforesaid recommendation 83% of total stakeholders have expressed their agreement

- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - If there is a gap of knowledge between the vocational education and the higher education as a result of selecting two subjects of the specialist field, a strategy should be composed to reduce that gap
 - Opportunities to select subjects with variety of combinations with a proper academic guidance should be composed
- ❖ Proposals
 - The bucket subjects should coincide with two specialist field subjects
 - Bucket subjects should be vocational oriented
 - In summative assessing the Z scores of the two specialist subjects should only be taken into consideration

Recommendation 6: The present number of subject for the G.C.E. Advanced Level should be reduced by removing less demanding subjects.

- ❖ Conclusions
 - ÷ According to the quantitative analysis of the aforesaid recommendation 74 % of total stakeholders have expressed their agreement
 - ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - It is necessary to take policy decisions regarding the subject through a research approach
 - There is a necessity of integration of the Advanced level curriculum and the University curriculum
- ❖ Proposals
 - In conduction researches more attention should be given to the subjects like, Religion and Social Heritage, Classical Languages

5.3 The reformation proposals regarding the G.C.E. ordinary level grades 10 & 11.

Recommendation 1 : The number of core subjects that the G.C.E. (O/L) students should learn is six. An equal weight should be kept on them in relation to the learning teaching time in grades 10 and 11.

❖ **Conclusions**

÷ 80 % of total stakeholders have expressed their agreement to the aforesaid recommendation

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- It is essential to include the facts of other religions to the religion and values subject
- It is necessary to develop content of Mathematics and Science subjects based on essential competencies that are required for day to life
- It is important to further diversify and specify the bucket subjects and give opportunities for the students to select them
- It is required to organize a separate mathematics syllabus for the ordinary students aiming the daily life skills
- It is required to study further to see whether the Information Technology, Physical Education, Entrepreneurship, and Accounting subjects be included into the basket subject or to the core subject

❖ **Proposals**

- In addition to the school the religious places should further nourish the religion and values
- Attention should be paid regarding the future educational opportunities of the students when developing the subject content of Mathematics and Science
- When integrating History and Social Studies, decisions should be taken giving attention to its subject content
- In deciding the subject content, attention should be given to the time allocation for co-curricular and other programmes that are operating in the school

- A system should be made to implement the common education until grade 9 and thereafter to hold the G.C.E. (O/L) examination at grade 10.

Recommendation 2 : A new grade system is introduced as in other countries where the G.C.E. ordinary level examination is held and the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well.

❖ Conclusions

- ÷ 80 % of total stakeholders have expressed their agreement to the aforesaid recommendation that the G.C.E. ordinary level examination results should be issued as grades and 0-5 scale Grade Point Average (GPA) as well.
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - It required to customize the grade point average concept suitable to Sri Lanka

❖ Proposals

- Before utilizing the grade point average concept, a pretest has to be done and the revelations should be directed to an intellectual board discussion
- The relationship between the grade point average and deciding of the advanced level subject streams should be clearly mentioned
- Though the grade point average (GPA) matches to use as an indicator for total assessing the suitability of its application for ordinary education is to be further investigated

5.4 Primary Educational Reformation Proposals

Recommendation 1: Requirement of one educational structure for all: towards an equal learning environment.

❖ Conclusions

÷ 97.5 % of total stakeholders have expressed their agreement to the aforesaid recommendation that therequirement of one educational structure for all: towards an equal learning environment.

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- Primary education should be prepared with opportunities for inclusive learning

❖ Proposals

- Should take precautions in creating a learning environment suitable in consolidating equal educational opportunities

Recommendation 2: Abolishing the grade 5 scholarship examination

❖ Conclusions

÷ 66.5 % of total stakeholders have expressed their agreement to the recommendation that the grade 5 scholarship examination should be abolished

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- A system that certifies the acquisition of equal educational opportunities and facilities by every student without competition should be complied

❖ Proposals

- A system should be complied to certify the enjoymentof equal facilities by the students of all the schools.
- A transparent system should be executed to select the clever students for the scholarships
- The primary learning and teaching process should be implemented to face the secondary education successfully

- A suitable system should be proposed to resolve the social issues that have developed within and among schools because of the competitive exams

Recommendation 3: The primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards

❖ Conclusions

- ÷ 90 % of total stakeholders have expressed their agreement to the aforesaid recommendation that the primary subject curriculum should be logically combined to the six 6-11 upper grade subjects as per the United Nations standards
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - It is required that the primary curriculum should be compiled according to the accepted standards

❖ Proposals

- The compilation process of the primary curriculum should fall in with the nature of the primary curriculum of the developed countries
- The compilation of the primary curriculum should be indigenous, nationalistic, and cultural based.
- The primary curriculum should be prepared as a base to the first step of the secondary education
- when preparing the primary curriculum attention should be given to compile it according to the child development psychology and social science principles

Recommendation 4 Teachers should be recruited only on merit

❖ Conclusions

- ÷ 87% of total stakeholders have expressed their agreement to the aforesaid recommendation that the teachers should be recruited only on merit
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - It is required to recruit the primary teachers on a national policy

❖ Proposals

- Criteria regarding the recruitment of the primary teachers should be compiled
- A system should be developed to direct the primary teachers for the learning teaching process after a proper training
- Continuous professional development programmes should be implemented enabling a continuous skill development of the primary teachers

Recommendation 5: The anomalies of the standards of teacher trainings should be removed

❖ Conclusions

÷ 90% of total stakeholders have expressed their agreement to the aforesaid recommendation that the anomalies of the standards of teacher trainings be removed

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- The necessity of executing the teacher training from a central institute exists
- Teacher educators should be utilized for the teacher trainings instead of high academic veterans

❖ Proposals

- A teacher training system that empowers the primary teacher regarding the integrated implementation of the primary subjects should be implemented
- A programme should be compiled to increase the teacher participation in teacher training programmes
- The supervision and monitoring process should be executed in order to protect the productivity of the teacher training
- A pool of teacher trainers should be established
- Methods to strengthen the supervision and monitoring programme related to teacher training should be utilized

Recommendation 6: A foundation should be laid for emotionally, culturally, and spiritually stable children

❖ Conclusions

÷ 93% of total stakeholders have expressed their agreement to the aforesaid recommendation that a foundation should be laid for emotionally, culturally, and spiritually stable children

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- It is necessary to develop the student counseling skills in the primary teacher

❖ Proposals

- The learning teaching process should be channeled to direct the student to self-manage the emotional feelings
- A programme should be implemented to develop the basic soft skills to strengthen the teacher-teacher, teacher-student, student-student relationships

Recommendation 7: A healthy classroom environment should be established to learn the language and communicative skills without any discrimination.

❖ Conclusions

÷ 95% of total stakeholders have expressed their agreement to the aforesaid recommendation that a healthy classroom environment should be established to learn the language and communicative skills without any discrimination.

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- All the students need to develop the language and communicative skills

❖ Proposals

- A programme should be compiled to implement diverse opportunities and strategies in the classroom to improve the language skills
- Different programmes should be implemented to improve the tri-lingual usage in the classroom

Recommendation 8: The English language should be taught according to the standards from grade one onwards along with the vernacular.

❖ Conclusions

÷ 91% of total stakeholders have expressed their agreement to the aforesaid recommendation that the English language should be taught according to the standards from grade one onwards along with the vernacular.

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- A necessity of a practical and applied programme exists to develop the English Language skills

❖ Proposals

- A programme should be compiled to develop the English Language related written and oral skills from the grade one onwards

Recommendation 9: The future should be open for the children with special educational needs.

❖ Conclusions

÷ 95% of total stakeholders have expressed their agreement to the aforesaid recommendation that the future should be open for the children with special educational needs

÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;

- The necessity of a national level programme exists regarding the implementation of the special education

❖ Proposals

- Remedial teaching methods for the students with special educational needs should be compiled and executed
- A programme should be there to supply resources to ease the learning of the students with special educational needs

- A joint programme of responsible stakeholders related to education should be compiled to confirm the entrance to the education, participation and retaining in the education of the students with special educational needs

Recommendation 10: The structure of the subjects of the primary education: its ethos

❖ Conclusions

- ÷ 92% of total stakeholders have expressed their agreement to the aforesaid recommendation that the structure of the subjects of the primary education: its ethos
- ÷ The conclusions arrived at from the responses given by the stakeholders to the aforesaid recommendation are as follows;
 - There is a requirement for a primary curriculum aiming to develop the basic skills
 - It is necessary to compile the primary curriculum as theme based and integrated subjects

❖ Proposals

- The subject syllabuses should be prepared aiming to develop the basic competencies and considering the basic primary subject elements on a vertical and horizontal foundation
- A proper programme should be compiled to assess and evaluate the proposed primary subject elements

In addition to the proposals forwarded to the aforementioned 10 recommendations related to the primary educational reforms, the necessity of implementation of the kindergarten system and the organizing of the pre-primary education is inferred by the responses of the stakeholders.

The conclusions and the proposals related to several fields that are not directly connected to the proposed new educational reforms, but necessary to consider when the educational

reforms are done have been inferred by the responses of the intellectual board are as follows.

❖ Conclusions

- When doing the educational reforms it is necessary to investigate with macro approach

❖ Proposals

- The nature of the expected person to be produced before the educational reforms are done should be decided on a macro approach
- The nature of the person should coincide with the national, regional and global goals and with the personnel requirements

❖ Conclusions

- Necessity of programme is there to overcome the communication limitations and the difficulties that exist between the curriculum composers and the teachers who are in action level

❖ Proposals

- A proper programme should be implemented to maintain a continuous relationships between the curriculum composers and the teachers who are in action level through technology