

Formulation and Implementation of the National Education Policies



National Audit Office

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1. Executive Summary

Education is a process of developing knowledge, skills and attitudes in an individual. It is associated with a wide area such as learning, teaching, evaluation, appreciation and training. Hence, education is a personal development process for producing a complete man by enhancing individual abilities as well as a social development process heralding social development. The education of Sri Lanka has a proud history that dates back to about 2000 years while education has been incorporated as a fundamental right by the Constitution of Sri Lanka.

The National Education Policy should be formulated while safeguarding the national identity, with a view to leading children to a satisfactory life in society, preparing them for effective work with adults, establishing a labour force equipped with skills in the socio-economic development of Sri Lanka, building or developing a framework for expanding higher education, complying with similar accesses, tendencies and requirements made globally and expanding higher education by considering the local social background for which such changes are expected to be introduced.

It is a basic feature that every developed country has acquired a high socio-economic growth agriculturally in approaching development. Hence, it is essential to formulate educational policies for the development of those areas by identifying the areas needed to be specifically developed from time to time.

In terms of provisions cited in the National Education Commission Act, No.19 of 1991, the National Education Commission has been established to provide for the formulation of the National Education Policy. In addition to the Consolidated Fund, financial provisions had been made therefor under foreign funded projects as well.

The functions of institutions which perform the tasks of formulation, approval and implementation of policies were taken into consideration during the course of this performance audit. The main objective was examining whether a national educational policy effective for the country is formulated, whether it is in operation and whether the existing supervision and administrative frame of national level is adequate for formulation and implementation of such a policy.

Further, providing formal education targeting the number of students directed annually to university education, out of students sitting for the G.C.E (Ordinary Level), a considerable percentage of students being unqualified for the G.C.E (Advanced Level), a low percentage of those students being qualified for universities, enrolment of a low percentage of students who are qualified for university entrance, a low percentage of those being male students, joining of failures of Ordinary Level and Advanced Level without qualifications to the labour force annually, unemployment due to their mismatch in skills with social requirements, thus giving rise to a situation where an educational policy should be declared for providing vocational and informal education for this group of students .Even though various educational institutions have necessary authority therefor at present, they are not covered by a proper educational policy. As such, certain policy issues have arisen in the field of education.

Inability of children with different skills to proceed further in their desired fields due to the requirement of passing the subject of Mathematics and the failure of the institute in making the total number of students who can possibly participate for the courses existing in the fields of tertiary and vocational education, was evident. The free education policy and the policies of providing education are in implementation for a considerable period in the country. However, it was observed that a national education policy was needed to address the issues existing in the field such as parents being inclined to expend a high percentage of their wealth for providing education for their children and mental stress caused to children, teachers and parents due to the complexity of the school curriculum. Thus, the objective of this audit was an in-depth study into the institutional background and legal framework of institutions established for formulating the National Education Policy.

Examination of the performance of the National Education Commission regarding the formulation of national education policies, review of other relevant documents and enquiries made from officers concerned, examination of research reports and taking views of experts into consideration, were carried out in this audit examination.

It was observed that various problems have arisen due to inadequate infrastructure facilities of the Commission and 14 vacancies existed in the senior, tertiary and secondary levels, failure to formulate Service Minute so as to recruit the staff who are proficient in researches and to obtain the service of external research personnel. The process of declaration of the report including recommendations made to the President by the Commission, as the National Education Policy had not been successful due to failure to make basic criteria necessary for formulating a national education policy.

It was observed that changing the term of office of a member of 5 years due to change of the Office of the President had been the major hindrance for formulating the National Education Policy. According to Chapter 4 of the Report of the Commission on Youth, a ten-year plan on a national education policy had not been prepared by the National Education Commission and a national education policy had not been launched after the year 1997. Moreover, with the change of Governments in the country since then, declaration of a national education policy had been discontinued.

Action should be taken to attach a professional staff by filling vacancies and developing infrastructure facilities of the Commission. Moreover, appropriate Standards and criteria should be determined for improving the National Education Policy and a regular format and a time frame be prepared to declare the said Policy. Further, recommendations of the Commission should be made to the President so as to declare by reviewing all its aspects again and a state mechanism and statutory provisions should be made therefor by which, action should be taken to introduce an unchanged national education policy to the country.

2. Background

2.1 Introduction

2.1.1 National Education Commission

In terms of Chapter 4 of the Report of the Presidential Commission on Youth, it has been accepted that the “Establishment of a National Commission on Education Policy” with a view to reaching a consensus on the Education Policy is urgently need. Accordingly, the National Education Commission had been established in terms of the National Education Commission Act, No.19 of 1991 based on the matter such as “The purpose of preparation of a ten-year plan through such Commission should be commenced with immediate effect and action should be taken to implement the said plan during the year 1991” stipulated in the Report of the Presidential Commission on Youth and by identifying the significance of the formulation of a permanent and specific policy for an education system free from political influence which took place from time to time.

In terms of Sections 2(1) and 2(3) of the National Education Commission Act, the President may declare from time to time the National Education Policy which shall be conformed to by all authorities and institutions responsible for education in all its aspects, based on the report including recommendations made to the President by the National Education Commission.

In terms of Section 4(1) of the Commission Act, the Commission shall consist of two permanent members and 13 members appointed by the President including ten other members who have shown capacity in the fields of Education, Administration or Management, the Chairman and the Vice Chairman appointed under Section 5 of the Act. (Annexure 01) The composition of the staff of the National Education Commission appears in Annexure 02. A proper place so as to meet the requirement, is being sought by the National Education Commission which functions at No.126, Nawala Road, Nugegoda at the monthly rental of Rs.760,500, due to inadequate space. The Commission and Standing Committees had not functioned for a long period due to placing the National Education Commission under the Ministry of Education from time to time and delay in appointing members to the Commission. As such, the Commission had not functioned from time to time.

2.1.2 The Prevailing Institutional Framework for the formulation of National Education Policy.

National Education Commission



Review of the Prevailing National Education Policy, Formulation and presentation of a set of new proposals.



The President



Periodical Declaration of the Prevailing Education Policy, Presentation to all Institutions Connected with Education



Ministry of Education, Ministry of Skills Development, Ministry of Higher Education, University Grants Commission, Universities, Ministry of Provincial Education, Vocational Education Institutions and linked institutions.



Implementation of the National Education Policy by making changes to the prevailing education policy.

2.1.3 Legal Provisions

- (A) Provisions have been made regarding the formulation of the National Education Policy through sections 2(1),2(3),8(1)(A),(B),(C),8(2),8(2)(A),(B),(C),(D),(E),(F),(G),(H),(I) and section 9 of the National Education Commission Act No 19 of 1991.

Particulars were as appeared in the annexure 03.

- (B) Provisions regarding powers of the Commission have been made through the sections 10(1)(B),(E),(H),(I) and (J) of the National Education Commission Act.

Particulars were as appeared in the annexure 04.

2.1.4 Financial Provisions

Rs.49 million under head No 12 had been granted from the Consolidated Fund for the year 2018 and Rs.6 million out of that amount had been allocated as development expenditure for the preparation of policy statements. Provisions had been made through foreign aid projects in addition to the consolidated fund.

Particulars were as appeared in the annexure 05.

2.1.5 Linked Institutions

Linked Institutions at the formulation stage and implementation stage of the National Education Policy.

<u>Institution</u>	<u>Role in short</u>
(a) Presidential Secretariat	Declaration of National Education Policy
(b) Ministry of Education	Representation at the level of Preparation and implementation of Policies
(c) Ministry of Higher Education	
(d) Tertiary and Vocational Educational Commission	
(e) Ministry of skills Development and Vocational Training.	
(f) University grants Commission	
(g) National Institute of Education	
(h) Department of Examinations	
(i) Other linked institutions	

2.1.6 National Education Policy

Introduced by the Report of the Presidential Commission on Youth –March 1990, the National Education Commission has been established through the National Education Commission Act No 19 of 1991 to formulate the National Education Policy. The President, subject to the provisions in the National Education Commission Act, may declare from time to time the National Education Policy which shall be conformed to by all authorities and institutions responsible for education in all its aspects.

Education Policy in accordance with recommendations identified by the chapter 4 of the report of the Presidential Commission on Youth -March 1990.

- (A) Should be job oriented
- (B) Should focus on giving skills to children
- (C) Should create strategies that seek to ensure maximum utilization of funds of the country.

The National Education Policy includes the following matters as per section 2(2) of the National Education Commission Act, No 19 of 1991.

- (A) Aims and goals of education
- (B) The structure of the educational system -- pre-school, primary, secondary tertiary, higher, informal, non-formal, adult, special, professional and religious.
- (C) The establishment, location and distribution of educational institutions, including methods and criteria for admission of students and recruitment of teachers.
- (D) The content of education, including medium of instruction, diversification of curricula, text books and learning materials, the place of religious knowledge, observance and practice, assessment and evaluation, the examination system, certificates, diplomas and academic awards and recognition of qualification; recruitment, placement, disciplinary control and professional growth of education service personnel, including teachers, para -education personnel, supervisors and administrators.

- (E) Resources for education, including the mobilization of community participation; and
- (F) Ancillary services for education including mid-day meals, health and dental services, physical education and sports.

Further the education policy should be implemented taking into consideration the internationally agreed upon timely education goals.

The Education Ordinance of 1939 prevailed as an initial policy regarding National education of Sri Lanka and while this policy is still in force, specific Acts have been adopted as policies to achieve specific goals.

In accordance with Mr. C.W.W.Kannangara's report on education, it has become the Government policy to ensure that every child has equal opportunity to education.

The policy reports that have been prepared by the National Education Commission during their tenure and presented to the president are mentioned in the annexure 06.

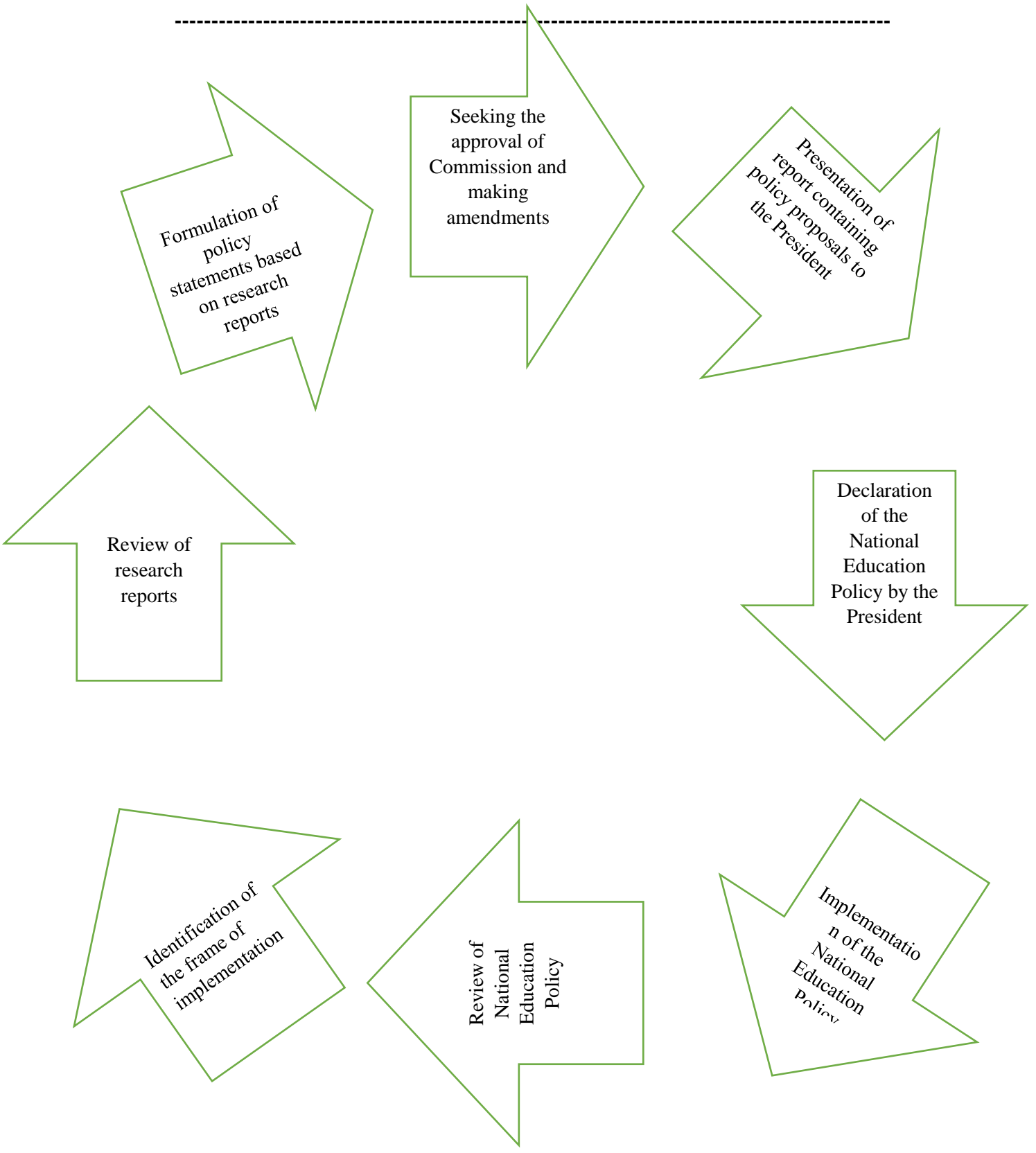
2.1.7 The Process of Determining and Implementing of the National Education Policy

The Commission involved with the preparation of policy statements had identified the below mentioned fields and policy statements had been made thereunder.

- (a) General Education
- (b) Technical and Tertiary Education
- (c) Higher Education

The commission has established three separate standing committees for this purpose.

2.1.8 Steps of the Determination and Implementation of National Education Policies



2.1.9 Process of formulation and implementation of the policy statements which recently prepared by the National Education Commission and presented to the President

When considering the process of determination and implementation of national education policies, attention was drawn to several recommendation reports for the policies presented to the President recently.

(a) Reforms of General Education - 1997

- (i) The report formulated by the Presidential Task Force appointed by the President and headed by the Minister of Education and Higher Education with the collaboration of National Education Commission and based on the first report presented to the President by the National Education Commission in 1992, was declared as the National Education Policy -1997 by the President. This report which declared as the National Education Policy had been implemented island wide since the year 1999.
- (ii) Policies relating not only to formal school education during the period from Grade one to Grade thirteen but also all the sectors including early childhood education, preschool education, adult education, continuous education and special education, had been introduced. These reforms are being implemented at present too.
- (iii) The parties to the implementation and administration of education policies had joined with the Presidential Task Force and 12 Technical Committees had participated in performing the said function (Annexure -07). An Executive Summary had been prepared by collecting proposals made by the Committees (Annexure -08) and the functions to be performed in education field at each stage, the institutions responsible therefor and a time table for implementation had also been proposed by the said report.

(b) Policy Proposals on General Education -2016

- (i) Research studies on 10 areas covering the entire General Education System were undertaken by Research Teams and their Reports critically reviewed by a panel of experts .The findings and recommendations of the Research Teams were presented to Stakeholder Groups for further improvement and then cast into the format of policy recommendations.
- (ii) The policy statement had been presented to the President in the year 2017 and presented to the Ministry of Education in August 2017 for the participation of and discussion with related parties therefor and for planning. Various discussions thereon were in progress even by the end of the year 2019.

(c) National Policy on Technical and Vocational Education -2018

- (i) The policy statement on technical and vocational education and training had been drafted after having identified the necessity of reviewing the existing policies and formulating a new policy statement due to the social, economic and technical development taken place locally and internationally during the past decade and to ensure the necessities of modern world and after holding discussions at a workshop of stakeholders with the participation of 9 panels of experts and carrying out surveys under the identified areas.
- (ii) The Report was presented to the President and Cabinet approval for the Report had been received on 28 August 2019. The authorities had been directed to prepare an Action Plan based on the activities including the activity entrusted to the relevant agencies for the implementation of national policy on technical and vocational education to achieve the expected targets and the scheduled time frames for the completion for such activities.

- (iii) It has been proposed through this policy to formulate a mechanism to fulfil requests and challenges of the unexpected technical and vocational educational training which requires special interventions.
- (iv) The supervision in the National Level has been entrusted to the Tertiary and Vocational Education Commission.

(d) National Policy on Preschool Education - 2019

- (i) It has been identified that the party that should administer the National Policy on preschool education submitted in the year 2019 should be the Ministry of Child Affairs of the Central Government and the National Coordinating Committee on Pre Childhood Development and Protection should supervise it in the National Level.
- (ii) It had been proposed to establish the Early Childhood Advisory Committee for the implementation of this Policy.
- (iii) Ministry of Child Affairs of the Central Government had been proposed to administer the implementation of the National Policy on preschools.
- (iv) Provision of counselling, guidance and assistance to the Ministry of Child Affairs of the Central Government had been identified as the role of the Early Childhood Advisory Committee.
- (v) This National Policy had been drafted by the National Education Commission based on the opinions and recommendations of the groups representing the field comprised of Researches, Sector Focus Interviews and specialists, researchers, professionals in Early Childhood Development, public Officers, administrators and officers in United Nations Agencies and Officers in national and international institutions. (Annexure 09)

- (vi) It was proposed to submit this report to the approval of the Cabinet of Ministers subsequent to presenting it to the President on 15 October 2019.

2.2 Authority for Audit

This Audit was carried out under my direction in pursuance of Provisions in Article 154(1) of the Constitution of the Democratic Socialist Republic of Sri Lanka and Provisions of the National Audit Act No. 19 of 2018.

2.3 Basis for Audit

- (a) Even though this Institution was initiated with the objective of determining and implementing various policies on the Authority of all the authorities and institutions which are responsible for all the sectors of the Education and to constantly maintain a qualitative education policy by preventing the change in those Policies by various sources of political power, it is obvious that various authorities and institutions in the field of education determine and implement numerous policies according to their Authority and the policies are changed through various sources of political power.
- (b) The issues of the following nature which have no lasting solutions could be seen in the field of education for a longer period of time.
 - (i) Teachers and children are pressurized due to the inability of covering the overloaded syllabuses within the prescribed period, children are directed to tuition classes to cover the syllabuses, limited time period for children to engage in activities and parents have to spend much of their wealth and time on tuition classes.

- (ii) Non planning of courses of study to fit the job market demand and non-reviewing of them timely in the planning of courses of study within educational, tertiary and higher educational fields.
 - (iii) Children with various skills find it difficult to proceed in their preferred field due to failure in the Subject of Mathematics as passing the G.C.E. (O/L) and passing the subject of Mathematics are considered as a basic qualification for following courses of study in State Institutions as well as in Private institutions in getting tertiary and vocational education.
 - (iv) Inability of institutions to provide opportunities for all the students eligible to follow courses of study in the tertiary and vocational fields of education.
 - (v) General Educational opportunities are available focussing a minority who seek higher education.
 - (vi) Non-availability of teachers with proper skills and training in the field to provide a qualitative preschool education.
- (b) Even though policy proposals had been submitted by the Commission for the aforementioned issues from time to time, those proposals had not been implemented.

2.4 Audit Approach

This Audit was carried out under the following approaches.

- (a) Examining the functioning of the National Education Commission in relation to the formulation of National Education Policies in terms of the Provisions of the National Education Commission Act, No. 19 of 1991.
- (b) Utilization of Policy statements that have currently been published by the National Education Commission.
- (c) Obtaining opinions of the expert personnel.
- (d) Studying the specific reports of the National Education Commission pertaining to the subject.

2.5 Objectives of the Audit

The fundamental objective of this Performance Audit is to examine whether a national education policy which is productive to the country has been established and whether it is in the operational status and the existing national level monitoring and administrative framework is sufficient for the establishment and the implementation of such a policy.

2.6 Audit Criteria

- (a) National Education Commission Act.
- (b) Presidential Commission Report on Youths

2.7 Scope of Audit

This audit was carried out based on the limitation of time and resources, by taking into consideration the activities of the National Education Commission, National Institute of Education, Ministry of Education and the Presidential Secretariat which are responsible for national education policies from formulation to implementation. Moreover, the pathway of education from implementation of the National Education Policy -1997 up to now, was taken into account.

2.8 Limitation of Scope

Although it was needed to consider the old data and information on the policies which were referred to the Presidential Secretariat since year 1991, the year of establishment of the National Education Commission, those data and information were not available in the Presidential Secretariat. Therefore, this audit was carried out based on the information existed in the Presidential Secretariat from the year 2016 and the information furnished by the Education Commission.

3. Observations

- (a) In terms of Sections 2(1) and 2(3) of the Commission Act, the President may, on a consideration of the report including the recommendations and advice made to the President by the National Education Commission, declare from time to time the National Education Policy which shall be conformed to by all authorities and institutions responsible for education in all its aspects. However, since the basic criteria for the formulation of National Education Policy had not been specified by the Commission, no proper regulation had been carried out to declare the report inclusive of the recommendations and presented to the President by the Commission as the national education policy.
- (b) Following the submission of first report of the Commission prepared in the year 1992 to the President, the President had established a Presidential Task Force and declared in the year 1997 the National Education Policy prepared based on that report. Thereafter, this method had not been adopted on the proposals made for the education policies that had been presented to the President by the Commission. As a result, any reports presented by the Commission after the year 1992 had not been declared as the policies.
- (c) No instruction or guidance had been given in the Act to the effect that all aspects of the education sector should be involved in the preparation of a National Education Policy. Therefore, after submission of the proposals for the general education policies presented in the year 2016 to the President by the Commission in the year 2017, the Additional Secretary to the President had informed the Secretary of the Commission on 27 December 2017 that the relevant activities be expeditiously planned in cooperation with the panel of experts of the Commission and other related parties including the Secretary to the Ministry of Education and forwarded the proposals again for the Cabinet approval. Nevertheless, it had not been so done.

- (d) The following effective recommendations included in the reports presented by the Commission in the years 2003, 2016 had been implemented by the government institutions which adhered to the national education policies. It was observed that if those reports had been declared as policies, those recommendations would have been successfully implemented.
- (i) Implementation of Z-Score system
 - (ii) Instead of the question paper including all the matters applicable to the primary grades, introduction of a question paper for the final test of the primary education under the present curricular revisions to evaluate necessary learning skills and capabilities relating to the field of knowledge, skills and attitudes and values.
 - (iii) To increase the five year scholarship up to Rs.500.00
 - (iv) Revision of the provisions relating to compulsory attendance of the children between 5 to 16 years to schools.
 - (v) In the preparation of curricular, the National Institute of Education had considered that the medium of teaching shall be the mother language in the primary education and spoken English and formal teaching should be strengthened in Grades 1,2,3,4 and 5 and that equal opportunities should be given to English in the secondary education.
- (e) The policy report on industrial and vocational education prepared in the year 2018 and presented to the President in the year 2019 had not been declared as the National Policy on Industrial and Vocational Education. Although Proposals had been made to prepare an industrial and vocational education training development plan based on this policy declaration and include in the Action Plan to implement the same in the year 2020, it had not been so done.

- (f) Although it had been stated that the National Education Committee established in terms of recommendations of the Chapter 04 of the Presidential Commission on Youths should prepare a ten-years plan on the National Education Policy, the Commission had presented the recommendations for the policies including the initial report in 1992, reformation proposals on general education in 2003 and 2016, university education in 1996,2000 and 2009, industrial and vocational education in 2009 and 2018 and the pre- school education in 2019 to the president. Accordingly, similar time frame had not been fixed for the preparation of policy declaration and ten-years plan too had not been prepared.
- (g) Even though the process on the policy proposals related to the prior period and presented to the Presidential Secretariat should be reviewed, the Presidential Secretariat lacked the old data and information to carry out the relevant review.
- (h) Although the Commission had forwarded education policy declaration/ policy declaration proposals to the president from the year 2014 to 2019 at a cost of Rs.14,179,749, a National Education Policy to be followed by all the institutions involved in the field of education had not been declared. Accordingly, it is questionable as to whether the objective of the establishment of the Commission, that is, the maintenance of an unchanged national education policy devoid of any political intervention, has been achieved.
- (i) The observations included that the National Education Policy had not been established to be in line with the recommendations identified by the Commission such as, job orientation, providing the children with skills, and optimum utilization of public funds; and, the Education Ordinance introduced in the year 1939 is still in effect.
- (j) In terms of Section 10 (1) (f) of the Act of the Commission, a data bank relating to education and relevant areas in Sri Lanka and other countries should be established and maintained. However, it was observed that the said task had not been fulfilled.

- (k) Lack of infrastructure facilities and ample space relating to the workshops conducted by the Commission with the stakeholders on policy making. Additional costs had to be incurred as external auditoriums had to be reserved in that connection.
- (l) The employees of the Commission, having been deemed as employees of a Corporation/Board in accordance with the Service Minute thereof, do contribute to the Employees' Provident Fund and Employees' Trust Fund. As the National Education Commission is an entity functioning under the budgetary provisions of the Treasury through a separate head of expenditure, the Commission presents its financial statements in a manner similar to a Government Ministry. Hence, problems were observed relating to salary increment of the officers.
- (m) The approved cadre of the Commission stood at 45 as at 31 December 2019 whereas the actual cadre was 28, thus observing vacancies of 06, 07, and 03 in the senior, tertiary and secondary levels respectively. Furthermore, due to failure in identifying the posts in accordance with the functionality of the Commission when approval was sought for posts, it was observed that the said reason had attributed to the poor performance of the Commission.
- (n) Qualified external researchers had to be selected due to reasons such as, failure to take such steps as may be necessary to advance the skills of its officers and servants with a view to developing a pool of expertise in different fields of education in terms of Section 10 (1) (h) of the Act, and an adequate salary had not been recommended to recruit a staff capable of conducting researches at a professional level. A sum of Rs. 3,937,500 had been spent on 08 such teams of researchers in the year 2019.

- (o) It is mentioned in Chapter 1 of the Report of the Presidential Commission on Youth that recommendations on the nominations for the members to be appointed to the National Education Commission should be made by the nomination committee. However, the nomination committee had not been established even up to the year 2020. Changes in the tenure of the members of the Commission being 05 years under different presidents and governments, had affected the performance of the Commission.

04. Recommendations

- a) Standards and criteria suitable for the establishment and publication of national educational policy should be formulated thereby defining a uniform model and a timeframe

- b) A Government mechanism and statutory provisions should be made so that, once the reports on recommendations are prepared, such reports shall be reviewed with the cooperation of all the relevant stakeholders, thus making the reports publishable before being presented to the President.

- c) A methodology should be established in order to hand over the information relating to national educational policies maintained at the Presidential Secretariat, to the staffs of the successive presidents.

- d) In terms of Section 10 (1) (f) of the Act of the Commission, action should be taken to establish and maintain a data bank on education and affiliated areas with respect to Sri Lanka and other countries.

- e) The Commission should be permanently located in a suitable place with ample space at a minimum cost. The service minute should be prepared in a manner that a staff capable of conducting researches professionally could be recruited.

- f) According to the Act of the National Education Commission, tenure of the members of the Commission is 05 years. The necessity had been identified at the inception of the Commission that the members of the Commission should be appointed by an independent board based on the preference of the members of Government and Opposition in Parliament in view of maintaining the sovereignty of the Commission. Taking that into consideration, statutory provisions should be made to appoint the members.

- g) The Commission, being an independent entity as per the Act, had been brought under purview of the Ministry of Education in the years 2015 and 2019 contrary to the Act. In order to avert this, suitable statutory provisions should be made.

W.P.C. Wickramaratne

Auditor General

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Composition of the Commission

- (i) Chairman of the University Grants Commission established by the Universities Act, No.16 of 1978;
- (ii) Chairman of the Vocational Education Commission, established by the Tertiary and Vocational Education Act, No.20 of 1990;
- (iii) A Member appointed by the President, on the recommendation of the Minister-in-charge of the subject of Education and Higher Education;
- (iv) A Member appointed by the President, on the recommendation of the Minister-in-charge of the subject of Finance;
- (v) A member appointed by the President, on the recommendation of the Minister-in-charge of the subject of Provincial Councils;
- (vi) The other ten members that should be appointed by the President out of the persons who had shown their capability in the fields of Education, Administration or Management or had excelled in a particular profession, should serve full-time as the Chairman, Vice Chairman (Policies) and Vice Chairman (Planning), as per Section 5 of the Act.

Staff of the Commission

Category of Employee	Approved Cadre	Actual Cadre	Number of Vacancies
-----	-----	-----	-----
(i) Senior Level	12	06	06
(ii) Tertiary Level	11	06	05
(iii) Secondary Level	10	07	03
(iv) Primary Level	12	12	-
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Total	45	31	14
	===	===	===

Legal Provisions on Formulation of the National Educational Policy

- (i) The National Educational Policy, that should be compiled with by all the Authorities and Institutions that should be responsible of all sectors of education, in terms of Section 2(1) of the Act and under the provisions of the Constitution.
- (ii) The National Education Policy should be formulated, considering the recommendations made and the instructions given to the President by the National Education Commission established by Section 3, in terms of Section 2(3) of the Act.
- (iii) Presenting recommendations to the President, relating to all matters of the Education Policy, with the intention of making available the capacity of assuring the continuous maintenance of educational policies and complying with the changing needs of the society, including the expeditious reviewing of the educational policy and plans or plans and presenting recommendations to the President relating to a broad National Educational Policy in terms of Section 8(1)(a).
- (iv) Reviewing and analyzing of the National Educational Policy and Plan that is in implementation and, recommending the changes that should be made in the relevant policy, plan or plans if necessary, to the President, in terms of Section 8(1)(b) of the Act.
- (v) Giving instructions on all matters relating to education that could be referred to the Commission by the President for the instructions of the Commission in terms of Section 8(1)(b) of the Act.
- (vi) Recommendations could be made to the President relating to the following matters by the Commission, if, recommendations could be made on any matter by the Commission, without damaging the spread of those matters, under Sub- section 8(1), in terms of Section 8(2) of the Act.

- (vii) Changes that should be made in educational institutions, syllabuses, and teaching methods that are necessary for formulating education in a manner that suits with employment, industries and social needs in terms of Sub- section 8(2)(a) of the Act.
- (viii) Sufficiency of the guidance and of the counseling services that should be provided in manner that the students of the educational institutions could improve their self-efficacy to their full potential, in terms of Sub- section 8(2)(b) of the Act.
- (ix) Procedures necessary to strengthen the relationship between the educational institutions and the community, in terms of Sub- section 8(2)(c) of the Act.
- (x) Developing the educational institutions into resource centres for the total humanitarian development of the Community, in terms of Sub- section 8(2)(d) of the Act.
- (xi) Steps that are necessary to be taken in decreasing the imbalances remaining at schools in regional level in terms of Sub- section 8(2)(e) of the Act.
- (xii) Steps that are necessary to be taken in uplifting the professional level of Teachers and of the staff of the Educational Service, in terms of Sub- section 8(2)(f) of the Act,
- (xiii) Alternative programmes that could be formulated for their use in a manner that their competency could be improved to their full potential, for the children who go on procession on the prescribed period, of the primary schools and of the secondary schools, in terms of Sub- section 8(2)(g) of the Act,
- (xiv) Changes that should be made in the syllabuses that are necessary for nurturing the cultural and religious expectations of all ethnic and religious groups, in terms of Sub- section 8(2)(h) of the Act,
- (xv) Legal changes that are necessary in implementing any such recommendations, in terms of Sub- section 8(2)(i) of the Act,

- (xvi) The powers either exercised by a Minister- in- charge either of a Subject or of a function or, exercised by a Public officer or any matter stated in Section 8 should not either be impacted or e damaged by any matter including in the Act. Or, it should not be deemed to be considered that any impact or any damage may not be made, by the Act, under any written law, under the National Educational Policy declared under Section (2), in terms of Section 9 of the Act.

Provisions relating to the Powers of the Commission

- (i) Building and maintaining relationships with Organizations which execute functions similar to the functions of the Commission, that are located away from Sri Lanka, in terms of Section 10(1)(b) of the Act.
- (ii) The establishment and the maintenance of a Data Bank including information relating to Education in Sri Lanka and in other countries and the fields relating thereto, in terms of Section 10(10)(e) of the Act.
- (iii) Taking any steps that are necessary in improving the skills of the Officers of the employees of the Commission, with the intention of developing a Board of Expertise in various areas in education in terms of Section 10(1)(h) of the Act.
- (iv) Appointing any Committees, teams of Specialists and Advisory Committees that could be necessary in properly exercising in terms of Section 10(1)(i) of the Act.
- (v) Either taking ancillary actions or all actions relating thereto or, engaging in other actions in implementing and executing the powers and functions of the Commission in terms of Section 10(1)(h) of the Act.

Financial Provisions

(a) Receipts of Funds- Consolidated Fund

Year of Accounts	Description	Estimated Provision	Net Expenditure
		(Rs.)	(Rs.)
2014	2502(Investments)	3,500,000	2,372,611
2015	2502(Investments)	4,000,000	198,865
2016	2502(investments)	3,000,000	1,442,827
2017	2507Investments)	2,500,000	1,163,378
2018	2507-1(Investments)	980,000	586,113
2018	2507-2(Investments)	5,200,000	4,656,645
2019	2507-1(Investments)	5,000,000	2,322,652
2019	2507-2(Investments)	1,800,000	1,436,658
Total		25,980,000	14,179,749

(b) Receipts of Funds- Other

----- Description -----	----- Value ----- (Rs.)	----- Institution provided -----
Proposals for a National Policy Framework on General Education of Sri Lanka- 2003	-	By the Teacher Education and Teachers Development (TETD) Project financed by the World Bank, of the Ministry of Human Resources Development, Education and Cultural Affairs
Proposals for the National Policy on General Education- 2016	5 million	Project for the Formulation of a school education system that is based on a Knowledge Hub, of the World Bank, through Sri Lanka Development Administration Institute.
For the Formulation of the Technical and Vocational Educational Policy- 2018	1 million	By the Sectoral Skills Development Programme (SSDP) of the Ministry of Skills Development and Vocational Training

Annexure 06

Reports presented to the President, compiled by the National Education Commission

Serial No.	Description	Year
-----	-----	-----
01	First Report of the National Education Commission	1992
02	Reconstructing the Teachers' Service	1993
03	Reconstructing the Teachers' Service, control of education, making General Education compulsory, increasing and improving the opportunities to learn English	1993
04	A functional technique towards a policy on National Education	1995
05	National Policy on University Education	1996
06	Reforms in General Education	1997
07	Recommendations presented to the President on the University Entrance Policy	2000
08	Recommendation on the National Policy for the development of Technical Education in Sri Lanka	2002
09	Proposals for a National Policy Framework on the General Education of Sri Lanka	2003
10	Recommendation in respect of Private Schools and International Schools	2003
11	Survey Report on the Language and Mathematical competencies of Grade 6 and Grade 10 students	2006
12	National Framework on Higher Education and Technical and Vocational Education	2009
13	Policy Proposals on General Education, presented to the President	2007- 2010
14	Proposals for the National Policies on the General Education of Sri Lanka	2016
15	National Policy on Technical and Vocational Education	2018
16	National Policy on Pre- school Education	2019

Presidential Task Force

Serial No.	Name of the Member	Institution
-----	-----	-----
1.	Hon. Richard Pathirana	Minister of Education and Higher Education
2.	Hon. Wishwa Warnapala	Deputy Minister of Education and Higher Education
3.	Prof. A.V. Suraweera	Deputy Minister of Cultural Affairs
4.	Dr. (Mrs.) Tara de Mel	Advisor to the President
5.	Mrs. Sunila Mendis	Senior Assistant Secretary to the President
6.	Mr. Andrew Silva	Secretary, Ministry of Education and Higher Education
7.	Prof. Lakshman Jayathilake	Chairman, National Education Commission
8.	Prof. K.D Arulpragasam	Vice Chairman, National Education Commission
9.	Prof. S. Padmanadan	Vice Chairman, University Grants Commission
10.	Mr. Lal Senevirathne	Secretary, Ministry of Planning and Ethnic Affairs
11.	Mr. Anura Kumarasinghe	Chairman, Tertiary and Vocational Education Commission
12.	Mr. Mahinda Ranaweera	Special Advisor, Ministry of Education and Higher Education
13.	Dr. (Mrs.) Alaileema	Additional Director General, Ministry of National Planning
14.	Mr.J.P Herath	Additional Director General, National Institute of Education
15.	Mrs. Lalani Perera	Additional Secretary, Ministry of Justice and Constitutional Affairs

1997 Report- Technical Committees

(1) Improvement of Quality

Serial No.	Name of the Member	Post	Institution
1.	Prof. Lakshman Jayathilake	Chairman	National Education Commission
2.	Dr. (Mrs.) P. Alaileema	Additional Director General	Ministry of National Planning
3.	Mr. J.P. Herath	Additional Director General	National Institute of Education
4.	Mrs. Jeima Ismail		
5.	Mr. Wilfred Perera	Senior Project Officer	National Institute of Education
6.	Mr. Mahinda Ranaweera	Special Advisor	Ministry of Education and Higher Education

(2) Teaching of English

Serial No.	Name of the Member	Post	Institution
1.	Prof. K.D. Arulpragasam	Vice Chairman	National Education Commission
2.	Dr. (Mrs.) Tara de Mel	Advisor to the President	
3.	Mrs. Chandra Amarasekara		
4.	Mrs. Manique Gunasekara	Head of the Department	Department of English
5.	Mrs. Jeima Ismail		
6.	Mrs. Y.S.M .Yatawatte	Director	Department of English, National Institute of Education

(3) Assessment

Serial No.	Name of the Member	Post	Institution
1.	Prof. Lakshman Jayathilake	Chairman	National Education Commission
2.	Mr. Gamini Gunarathne	Commissioner General of Examinations	Department of Examinations, Sri Lanka
3.	Mr. A.A. Nawarathne	Director	Assessments, National Institute of Education
4.	Dr. Lal Perera	Senior Lecturer	University of Colombo
5.	Mr. G. Kumarasinghe	Principal	Royal College

(4) Teacher Education

Serial No.	Name of the Member	Post	Institution
-----	-----	-----	-----
1.	Prof. (Mrs.) Swarna Jayaweera (Chairman)	Member	National Education Commission
2.	Mr. Daya Rohana Athukorala		Faculty of Education, University of Colombo
3.	Dr. (Mrs.) Prema Kudaligama		Open University of Sri Lanka
4.	Mr. Mahinda Ranaweera	Special Advisor	Ministry of Education and Higher Education
5.	Prof. S. Chandrasekaran	Assistant Professor	Faculty of Education, University of Colombo
6.	Prof. (Mrs.) Swarna Wijetunga		Faculty of Education, University of Colombo

(5) Compulsory Education

Serial No.	Name of the Member	Post	Institution
1.	Prof. (Mrs.) Swarna Jayaweera	Member	National Education Commission
2.	Mrs. Jayanthi Gunasekara	Director (Planning)	National Institute of Education
3.	Dr. S.D.L Amara Gunasekara	Deputy Director General	National Institute of Education
4.	Mr. P Weliwita	Director	Non- formal Education Branch, Ministry of Education and Higher Education
5.	Mrs. Kamala I. Wikramasinghe	Additional Secretary	Ministry of Education and Higher Education

(6) Early Childhood Education

Serial No.	Name of the Member	Post	Institution
-----	-----	-----	-----
1.	Mrs. Kamala Pieris(Chairman)	Member	National Education Commission
2.	Mrs. Amara Amarasinghe	Project Officer	National Education Commission
3.	Prof. Chandra Gunawardane	Professor in Educational Science	Faculty of Humanities and Social Sciences, Open University of Sri Lanka
4.	Dr. G.L.S Nanayakkara	Director	Primary Education Branch, National Institute of Education
5.	Dr. (Mrs.) Chandra Sadarasinghe	Senior Project Officer	National Institute of Education
6.	Mr. S.B Thoradeniya		Ministry of Education and Higher Education

(7) Restructuring of Schools and Management

Serial No.	Name of the Member	Post	Institution
-----	-----	-----	-----
1.	Prof. K.D Arulpragasam	Vice Chairman	National Education Commission
2.	Dr. (Mrs.) P. Alaileema	Additional Director General	Ministry of National Planning
3.	Mrs. M.N. Edissuriya	Principal	Visakha Vidyalaya
4.	Mr. Sisira Liyanage	Deputy Director General	National Institute of Education
5.	Mr. Mahinda Ranaweera	Special Advisor	Ministry of Education and Higher Education
6.	Mrs. R. Siwagurunadan	Principal	Ramanadan Hindu College
7.	Prof. (Mrs.) Swarna Wijetunga		Faculty of Education, University of Colombo

(8) Consultancy and Career Guidance

Serial No.	Name of the Member	Post	Institution
-----	-----	-----	-----
1.	Mr. Jayasena Buthpitiya (Chairman)	Director	Department of Educational Management, National Institute of Education
2.	Prof. P.W. Epasinghe	Chairman	Tertiary and Vocational Education Commission
3.	Dr. Lakshman Hettiarachchi		
4.	Prof. S.B Hettige		Department of Sociology, University of Colombo
5.	Mrs. H.H Kumarapperuma	Deputy Director	English Management, National Institute of Education
6.	Dr. Diyanath Samarasinghe	Chairman	National Dangerous Drugs Control Board

(9) Media and Educational Technology

Serial No.	Name of the Member	Post	Institution
-----	-----	-----	-----
1.	Prof. P.W. Epasinghe	Chairman	Tertiary and Vocational Education Commission
2.	Mrs. Lakshmi Gunarathne		National Institute of Education
3.	Prof. Sunanda Mahendra		University of Kelaniya
4.	Prof. V.K. Samaranyake	Director	University of Colombo School of Computing
5.	Dr. Buddhi Weerasinghe	Director	Educational Technology

(10) Raising Awareness

Serial No.	Name of the Member	Post	Institution
1.	Mrs. Sunila Mendis	Senior Assistant Secretary	Presidential Secretariat
2.	Dr. Tara de Mel	Advisor to the President	
3.	Mr. Bandula Pieris	Assistant Secretary	
4.	Mr. Cyril Gunapala	Additional Secretary	Presidential Secretariat
5.	Mr. Shan Jayawardane		
6.	Mr. Athula Manchanayake		Publications Branch, National Institute of Education
7.	Mr. K.I Wikramasinghe	Additional Secretary	Ministry of Education and Higher Education

(11) University Entrance

Serial No. - -----	Name of the Member -----	Post -----	Institution -----
1.	Prof. K.D. Arulpragasam	Vice Chairman	National Education Commission
2.	Mr. C. Abeygunawardane	Additional Secretary	Ministry of Higher Education
3.	Dr. Carlo Fonseka		Faculty of Medicine, University of Kelaniya
4.	Prof. W.D Lakshman	Vice Chancellor	University of Colombo
5.	Prof. S. Padmanadan	Vice Chairman	University Grants Commission
6.	Dr. S. Thilakarathne	Chairman	University Grants Commission

(12) Compilation of Laws

Serial No. - -----	Name of the Member -----	Post -----	Institution -----
1.	Mr. R.S Madagama (Chairman)	Secretary	National Education Commission
2.	Mr. P.W Gunasekara	Director, (PSDP)	SIDA Project, Ministry of Education and Higher Education
3.	Mr. P. Weliwita	Director	Formal Education Branch, Ministry of Education and Higher Education

Advisory Committee on Early Childhood Education

1. Secretary to the Ministry of the Central Government on Children's Affairs (to act as the Chairman)
2. Director to the Children's Secretariat (to act as the Secretary)
3. Chairman of the National Education Commission or the Executive- level Officers appointed by the Chairman
4. Chairman of the Finance Commission or an Executive- level Officer appointed by the Chairman
5. Secretaries to the Ministries of the Central Government in- charge of the subjects of education, finance, health, social services and provincial councils or Executive- level Representatives appointed by the Secretaries
6. Executive- level Representatives appointed by the Superintendent on Early Childhood Education/ Preschool Education/ Directors of the Bureau/ Branch or by the Provincial Chief Secretary
7. Director General of the Department of National Planning or an Executive- level Representative appointed by the Director General
8. Director General of the Estate Human Resources Trust or an Executive- level Representative appointed by the Director General