



**Report of the
Sectoral Oversight Committee on Education
on
National Education Policy Framework - Sri Lanka (2023 – 2033)
on Thursday, 09th May 2024**

Members of the Sectoral Oversight Committee on Education

Hon. (Dr.) V. Radhakrishnan. M.P., Chair of the Committee.
Hon. S. B. Dissanayake. M.P.
Hon. Wimalaweera Dissanayake. M.P.
Hon. Sivagnanam Shriharan. M.P.
Hon. (Mrs.) Rohini Kumari Wijerathna. M.P.
Hon. Sanjeeva Edirimanna. M.P.
Hon. Kulasingam Dhileeban. M.P.
Hon. Asanka Navarathna. M.P.
Hon. (Mrs.) Muditha Prishanthi. M.P.
Hon. Mayadunna Chinthaka Amal. M.P.
Hon. (Mrs.) Manjula Dissanayake. M.P.
Hon. (Prof) Charitha Herath. M.P.

Powers of the Committee

The powers of the said Sectoral Oversight Committees are set out under the Standing Order No. 111 of Parliament and more details are included in the Parliament official website (www.parliament.lk).

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Mr. Jayalath Perera	- Acting Director (Legislative Services)
Ms. Chula Herath	- Assistant Director (Administration)
Mr. M.R.D.T. Thilakasiri	- Assistant Principal Officer

Reference and Inquiries

All documents pertaining to this report could be obtained by post to reach Secretary, Sectoral Oversight Committee on Education (Committee Office II), Parliament of Sri Lanka, Sri Jayewardenepura Kotte and even by calling 011 2777100.

BACKGROUND:

The National Education Policy Framework Sri Lanka [2023-2033] (henceforth, NEPF) was referred to the Sectoral Oversight Committee on Education (henceforth, SOC/E) on 23 November 2023 by Parliament.

The Sectoral Oversight Committee on Education convened on five occasions, on the following dates, to discuss the said NEPF document, and concluded its deliberations on 07 March 2024.

1. First Discussion:	07 December 2023
2. Second Discussion:	08 February 2024
3. Third Discussion:	22 February 2024
4. Fourth Discussion:	28 February 2024
5. Fifth Discussion	07 March 2024

The lists of attendees at these meetings are provided in Annex 1 of this Report. The Experts appointed to assist the SOC/E were contracted at the end of January 2024, and helped to facilitate the Committee's discussions during its second, third, fourth and fifth meetings. It is clear, therefore, that the SOC/E members were provided with ample time to read, discuss and respond to the NEPF document.

The NEPF was prepared by a 25-member Cabinet-appointed Sub Committee, whose names and designations are listed in Annex 2. It was approved by the Cabinet of Ministers in October 2023, and comprises 32 pages of text, including 41 recommendations or “Expected Transformations” classified under three categories – Teaching, Learning and Credentialing, Governance, and Resources and Investment – and presented in relation to the three education areas, Early Childhood Education (ECE), General Education (EC) and Higher Education.

After extensive deliberation and consultation with representatives of the Ministry of Education (MoE), the Cabinet Sub Committee which drafted the NEPF, and relevant members of the Presidential Secretariat, the SOC/E makes the following recommendations regarding the NEPF report for the careful consideration of Parliament. The English version of the NEPF text was used as the basis for discussion and analysis, as it was established that the original NEPF document was prepared in English.

It should be noted that the SOC/E's recommendations were agreed by the relevant stakeholders. Proposed agreements and changes to the NEPF have been summarized as follows:

RECOMMENDATIONS:

1. GENERAL RECOMMENDATIONS ON NEPF DOCUMENT:

1.1 Guiding Principles:

The **SOC/E proposes that the following four Guiding Principles** should be introduced at the beginning of the NEPF document to ensure that the 41 recommendations are placed in the proper context and to confirm that there is no misunderstanding of the overarching values and cherished educational traditions that Sri Lanka has upheld unbroken for 79 years. These guiding principles will reiterate and enshrine the foundation upon which the NEPF is grounded.

1. **Free education is a foundational principle** which will not be compromised in the NEPF.
2. **Education is a fundamental right**, which must be upheld and protected in all reforms.
3. **Equity and social justice will be the over-arching norm and standard** that governs both the NEPF and all reforms, including in the allocation of resources and in ensuring equal access and opportunity to all students, irrespective of any demographic and ideological factors.
4. **Education is only effective if and when students have their basic needs fulfilled**, and hence, social safety nets, including school feeding and healthcare, should be ensured for all, as a pre-requisite for any potential reform.

In this context, the SOC/E proposes that reference should be made in the NEPF to the ***National Education Policy Framework 2020 – 2030***, a comprehensive policy document prepared by the National Education Commission, which contains both primary and secondary data in support of above principles and which provides the crucial context for the present education proposals.¹ In particular, the sections of the above report that outline fundamental disparities within the general education system, pointing to the absence of a level playing field, including but not confined to widely unequal access to basic needs such as water, toilets, electricity, core infrastructure needs to be highlighted. Reference should also be made to addressing school-closure-related learning losses and providing students' basic nutritional needs during the current economic crisis. This introductory section is necessary to demonstrate that the NEPF will not in any way, even unwittingly, lead to exacerbating current educational and social disparities during the reform process.

1.2 Omissions that should be rectified:

Since the NEPF is a comprehensive document that will govern the development of the education for the next ten years at least, and cast its influence even beyond this timeframe, it

¹See ***National Education Policy Framework 2020 -2030*** published in June 2022 by the NEC, accessible at <https://nec.gov.lk/wp-content/uploads/2022/10/NATIONAL-EDUCATION-POLICY-FRAMEWORK-2020-2030-Full-Text.pdf>

should necessarily be over-arching and complete in scope if not in detail. Hence, key omissions and gaps need to be rectified for overall credibility and impact. Although it is repeatedly stated that “The National Education Policy Framework (2023-2033) shall be the guiding document for any future reforms in the sector” [p. 4 *passim*], the NEPF’s **silence on** the following should be remedied:

1.2.1 Pirivena Education:

In 2020, there were 816 Pirivena establishments registered and supported by the Ministry of Education, comprising 7,336 teachers catering to 69,878 Bhikkhu and lay students. This is 7.35% of all schools in the country.²

The SOC/E proposes that Pirivena Education should be included as a specific sub-area within general education, and that the term “pirivena education” should be described in the body of the text.

1.2.2 Regulation and Monitoring of International Schools³

395 international schools operate outside the purview of the MoE in Sri Lanka with a total teacher population of 13,731 catering to 143,123 students in 2019⁴, which is 3.88% of total schools and 3.29% of the student population in the country. This problem has been recognised as a core issue in education in Sri Lanka by all studies and stakeholders, including, most clearly by the NEC report.

The SOC/E proposes that regulating and monitoring “international schools” should be included as a specific proposal under the Governance category within general education, and that this Expected Transformation should include drafting appropriate a new law to bring international schools under the direct purview of the Ministry of Education with immediate effect.

1.2.3 Inclusion of Brief Overview on Resourcing and Prioritization in a Challenging Context:

While it is universally accepted that the funding of these education policy reforms, including hiring and training of teachers, providing infrastructure and necessary electronic devices and STEM-related equipment, is extremely challenging in today’s economic crisis context, the NEPF has made no attempt to identify, even in the broadest terms, additional financial and other resources, which are clearly necessary to ensure the implementation of its recommendations. This has led to legitimate concerns that the State will not finance these recommendations. Strong fears that students and their families will have to bear substantial new costs for their education at all levels, which, given the current economic crisis, they are unable to af-

² See *ibid.*, p. 157p. 14, p. 116.

³ NEC, *ibid.* p. “International schools: International schools have mushroomed over the last 4 decades without having any regulatory control by the Ministry of Education. The low public perception about the quality of education offered by some public schools and the poor access to better quality public schools have contributed to this increasing number of students being admitted into private education institutions. As they are not coming under the purview of a regulatory authority or quality assurance agency, the quality of education provided by these schools is uncertain. Further, as they are registered with different agencies, the up-to-date information related to students, teachers, facilities, and performance of these schools are not available. Moreover, there is no information with regard to the curricula followed by these schools, and as such, it is uncertain whether the education offered by such schools is aligned with the National Education Goals of the country.” P. 16.

⁴ “Unpublished data”, cited by NEC, *ibid.*, p. 13.

ford. It may fuel fears of selective implementation of these recommendations which will violate the very foundation of free education, and thereby exacerbate existing socio-economic inequalities. The stark fact is that Sri Lanka remains one of the lowest spenders in the region on education in relation to percentage of GDP: any meaningful reform process will require increased State expenditure, but the NEPF is deafeningly silent in this regard.

Hence, the SOC/E proposes that a brief section be added to the NEPF, which outlines broad resourcing options and modalities, and provides a prioritization or sequencing modality to facilitate implementation. This proposal is aligned to the Government's approved policy document *A Robust National Planning Framework for Sri Lanka: June 2023*, which identifies, *inter alia*, the need for Prioritization, Risk Assessment, and Costing in such frameworks as the NEPF.⁵

2. SPECIFIC RECOMMENDATIONS ON “EXPECTED TRANSFORMATION”:

The following Table summarizes the agreements reached on the 41 recommendations (expected transformations) and supporting descriptions in the NEPF.

	Teaching, Learning & Credentialing	Governance	Investments and Resources	Total	Recommendation
1. Recommendations agreed by SOC/E and MoE to be implemented after due preparation and resourcing.	13	05	02	20	Endorsed, subject to preparation and resourcing.
2. Recommendations agreed by SOC/E and MoE after changes in wording, including due preparation and resourcing.	08	01	02	11	Revised wording of recommendation agreed, subject to required preparation and resourcing,

⁵While it is acknowledged that a Policy Framework does not require detailed accounts of financing and implementation, global good practice, as seen in recently-published similar documents from, for example, the UK, India, Malaysia and Singapore, provide examples of substantial sections on financing, implementation and sequencing.

3.	Deferred for later consideration as there was disagreement on the content.	00	04	06	10	Not recommended at this stage: Deferred for later consideration as there was disagreement on the content.
	TOTAL	21	10	10	41	31 out of 41 recommendations mutually agreed between SOC/E and MoE,

Provided below is a detailed account of the MoE-agreed recommendations submitted by the SOC/E for the consideration of Parliament, in keeping with the role and responsibility of the SOC/E to advise the House on the NEPF document. This Table summarizes the decisions taken at the discussions held between the SOC/E and the key stakeholders identified above.

Recommendations (Expected Transformations)	Policy Statement Attachment	Revised Recommendation ⁶
TEACHING, LEARNING AND CREDENTIALING		
1. “Religions and Values” subject allowing students to learn about all religions for increased harmony in society	6.4	Agreed With No Change.
2 Choice of education in the English Medium in any school	6.2	<p>Change in wording agreed.</p> <p>Revised Recommendation:</p> <p>2. <u>“A phased approach to establishing bilingual education in all schools, which would eventually facilitate improved education in English.”</u></p>
3. All students are proficient in the two national languages, English, numeracy and digital literacy appropriate to stage of education.	6.1	Agreed With No Change

⁶ Colour Coding: Green = Agreed without any change; Yellow = Agreed subject to change in wording; Blue = no agreement reached.

4. Blended Learning, STEAM, Mindfulness Learning, and other 21 st century approaches incorporated into all classrooms:	6.8	Agreed With No Change
5. All students to make aware [sic] on artificial intelligence, climate change, sustainable development and other emerging global priorities..	6.9 & 6.11	Agreed With No Change
6. Entrepreneurship, financial literacy and other functional skills through curricular or co-curricular activities	6.10	Agreed With No Change
7. National curricula and assessments at all levels in Education standardized against suitable international benchmarks	6.12 & 6.22	Agreed With No Change
8. Standards and curricula in skills development in major sectors of the economy developed by relevant Skills Councils.	6.13	<p>Change in wording agreed. Revised Recommendation:</p> <p>To replace this statement with the wording of Policy Statement No. 6.13: 8. ‘Standards and curricula in skills development in major sectors of the economy shall be developed by relevant Skills Councils’.</p>
9. Combination of subjects in either academic and/or skills tracks with multiple pathways of progression along professional or vocational paths.	6.18	<p>Change in wording agreed. Revised Recommendation:</p> <p>Amendments should be made to Figure 1 and Policy Statement No. 6.18, considering the following.</p> <ul style="list-style-type: none"> • <u>Multiple pathways are open from Senior Secondary 1 stage while Skills Electives will be available for Grades 10-11.</u> • <u>Show direct pathway between Senior Secondary II to Bachelor’s degree in Figure 1.</u>

<p>10. 12+ Years of Education with Completion Certificates at the end of Year 11 and Year 12+capturing the full extent of their learning.</p>	<p>6.16 & 6.17</p>	<p>Change in wording agreed. Revised Recommendation:</p> <p>10. '13 Years of Education with Completion Certificates at the end of Year 11 and <u>Year 13</u> capturing the full extent of their learning'.</p> <p>Accordingly, amendments should be made to Expected Transformation No 10, Policy Statements No 6.16, Figure 1 and Policy Statement No. 6.18, considering the following as well.</p> <ul style="list-style-type: none"> • Multiple pathways are open from Senior Secondary 1 stage while Skills Electives will be available for Grades 10-11. • Show direct pathway between Senior Secondary II to Bachelor's degree in Figure 1.
<p>11. Less weightage placed on final examinations and increased emphasis on project-based assessments.</p>	<p>6.6 & 6.17</p>	<p>Change in wording agreed. Revised Recommendation:</p> <p>2nd sentence (3rd to 5th lines) of Policy statement No. 6.17 should be amended as "Less weightage shall be placed on final, summative examinations such as GCE O/L and GCE A/L." (Delete 'by making them optional').</p>
<p>12. Re-entry at any point and transfers across programs</p>	<p>6.19</p>	<p>Change in wording agreed. Revised Recommendation:</p> <p>12. 'Re-entry at any point at skills sector and higher education and transfers across programs'</p>

13. Mandatory career guidance at key stages	6.21	Agreed With No Change
14. Mechanism for articulation and transfer between international and local qualifications	6.23	<p>Change in wording agreed.</p> <p>Revised Recommendation:</p> <p>14. “Mechanism for <u>evidence-based benchmarking</u> and transfer between international and local qualifications.”</p> <p>Modify Statement 6.23 accordingly.</p>
15. Inclusive learning approaches facilitated to benefit students with special needs.	6.25	Agreed With No Change
16. Accelerated learning processes facilitated to address the needs of high achieving students.	6.26	<p>Change in wording agreed.</p> <p>Revised Recommendation:</p> <p>16. ‘<u>Specially targeted learning processes</u> facilitated to address the <u>learning requirements of children with special learning needs</u> as well as the needs of high achieving students.’</p> <p>Modify Statement 6.26 accordingly.</p>
17. Teaching profession transformed to attract qualified individuals by introducing Certification and Rewarding mechanism and a National Council for Teachers, and readjustment of teacher remuneration. .	6.27	Agreed With No Change
18. Teachers and educators continuously trained and their capacity built for delivering enhanced services.	6.28	Agreed With No Change
19. Internships and apprenticeships across all stages of education.	6.29 I©	Agreed With No Change

20. Artificial intelligence, among other technologies as teaching and learning tools.	6.29(2)	Agreed With No Change
21. Opportunities created for teachers through international linkages to foster global exposure exchanges, and collaborations.	6.29 (3)	Agreed With No Change
GOVERNANCE		
22. The Ministry of Education freed from administration to focus on policy direction.	7.1 & 7.3	Agreed With No Change
23. Three bodies to advise the Minister of Education: The National Advisory Committee for Education that will replace the National Education Commission The Expert Committee for the Integration of ICT in Education The Directorate of Provincial Education Authorities	7.4	Agreed With No Change
24. Provincial Boards of Education to establish new colleges and universities in accordance with national standards.	7.4	Deferred for later consideration as there was disagreement on the content.
25. All schools shall be Provincial Schools. National Schools will cease to exist.	7.5	Deferred for later consideration as there was disagreement on the content.
26. Education Development Boards to be established at Divisional level with autonomy for administration and education development in their jurisdictions.	7.5	Change in wording agreed. Revised Recommendation: 26. 'Divisional Education Boards' to be established at Divisional level with autonomy for administration and education development in their jurisdictions'. Also, to add a Figure to illustrate the provincial Education structure.

27. National Secretariat for Early Childhood Development absorbed into the National Institute of Education ending the coordination problems in the sector.	7.6	Agreed With No Change
28. Tertiary and Vocational Education Commission to be transformed into the National Skills Commission with a mandate to unify the existing state vocational training providers.	7.7	Agreed With No Change
29. The University Grants Commission shall be transformed into the National Higher Education Commission (NHEC) with responsibility for both state and non-state institutions.	7.8	Deferred for later consideration as there was disagreement on the content.
30. All education providers shall have autonomy within the guidelines set by the national and provincial authorities	7.4 & 7.10	Deferred for later consideration as there was disagreement on the content.
31. Accountability through an Annual Report by the Minister on national education outcomes.	7.1	Agreed With No Change
INVESTMENTS AND RESOURCES		
32. National Quality Assurance & Accreditation mechanism established to enable unified quality assurance and accreditation across all sectors.	7.9	Agreed With No Change
33. Participation of non-state partners including public-private partnerships facilitated in all sectors.	8.1	<p>Change in wording agreed. Revised Recommendation:</p> <p>33. Participation of non-state partners including public-private partnerships facilitated in all sectors <u>subject to</u></p>

		<p><u>adhering to appropriate regulatory frameworks.</u></p> <p>Policy Statement 8.1, which is presently a copy of 33, should be amended accordingly.</p>
34. Provisions for Early Childhood Education optimized through partnerships.	8.2	Agreed With No Change
35. Financing Government schools through funding based on enrolment, existing facilities and performance. Special provisions for schools catering to disadvantaged and vulnerable children/communities.	8.3	<p>Change in wording agreed.</p> <p>Revised Recommendation:</p> <p>35. Financing Government schools through funding based on enrolment, existing facilities and performance, while maintaining minimum resourcing levels for school survival. Special provisions for schools catering to disadvantaged and vulnerable children/communities.</p> <p>Amend Policy Statement No 8.3 appropriately.</p>
36. Financing tertiary education in state institutions through three components- Government funding, student contributions, and other funds generated by the institution.	8.4	Deferred for later consideration as there was disagreement on the content.
37. A period of three years for the transition from line-item based funding to enrolment-based funding in tertiary education.	8.4	Deferred for later consideration as there was disagreement on the content.
38. Students receiving Government grants and Government-backed loans have a choice of enrolment in state or non-state tertiary education institutions.	8.4 & 8.5	Deferred for later consideration as there was disagreement on the content.
39. Limits to ownership by foreign investors in higher education and Skills development removed.	8.10	Deferred for later consideration as there was disagreement on the content.

40. Incentive schemes for investors to establish universities and vocational training centers in unutilized and underutilized facilities on lease.	8.11	Deferred for later consideration as there was disagreement on the content.
41. Competitive funding and/or Incentives for education institutions for research, innovations in teaching, digital transformation, partnerships with industry and international linkages	8.12	Deferred for later consideration as there was disagreement on the content.

Agreed Recommendations	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 31, 32, 33, 34, 35.
Deferred Recommendations (Deferred for later consideration as there was disagreement on the content.)	24, 25, 29, 30, 36, 37, 38, 39, 40, 41.

The Committee suggests that the proposed National Education Policy Framework needs to be improved giving due consideration to the aforementioned observations and recommendations in order to ensure that it will best serve the national interest, while at the same time most completely reflect the will and aspiration of the people of Sri Lanka.

The **National Education Policy Framework, Sri Lanka (2023 – 2033)** was considered by the Sectoral Oversight Committee on Education and we, the members of the Committee, approved this report to be presented to Parliament as the formal submission of the Committee's recommendations.

The 'National Education Policy Framework, Sri Lanka (2023 – 2033)' was considered by the Sectoral Oversight Committee on Education and we, the members of the Committee, approved this report to be presented to Parliament as the formal submission of the Committee's recommendations.

Sectoral Oversight Committee on Education

1. The Hon. (Dr.) V. Radhakrishnan (Chair)
2. The Hon. S. B. Dissanayake
3. The Hon. Wimalaweera Dissanayake
4. The Hon. Sivagnanam Shriharan
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Sivagnanam Shriharan
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Mr. M.R.D.T. Thilakasiri, Assistant Principal Officer, for Secretary to the Committee

References:

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ANNEX I

Institutions and Officials called before the Committee:

On 23.11.2023

Ministry of Education

- Mr. M.N. Ranasinghe, Secretary, Ministry of Education
- Ms. B. Maheshi Weerasooriya, Additional Secretary (Policy Planning & Performance Review)
- Mr. W.T. Bandula Sarath, Additional Secretary (Educational Reforms)
- Mr. K.D. Bandula Kumara, Director of Education (Educational Reforms)
- Ms. A.K.P.K. Perera, Director of Education (Educational Reforms)
- Ms. W.K.S.S. Perera, Director of Education (Educational Reforms)

National Education Commission Sri Lanka

- Mr. M. Kingsly Fernando, Acting Chairman
- Ms. Padmini Ranaweera, Vice Chairperson

National Institute of Education

- Prof. Prasad Sethunga, Director General
- Dr. S.A.D. Samaraweera, Deputy Director General
- Mr. K.R. Pathmasiri, Deputy Director General

Presidential Secretariat

- Mr. Anura Dissanayake, Secretary to the Prime Minister
- Ms. Chandanie Wijayawardena, Senior Additional Secretary to the President (Presidential Secretariat)
- Ms. M. A. G. Thushari, Director (Presidential Secretariat)
- Mr. Prabath Udukumbura, Assistant Director (Presidential Secretariat)
- Dr. (Ms). Kumudika Boyagoda, Senior Lecturer (University of Colombo)
- Dr. (Ms.) Sujata Gamage, Senior Research Fellow, LEARNasia
- Mr. Sriyan De Silva Wijayaratne, Chairman, Axion Solutions
- Mr. Indika De Zoysa, Chairman, Federation of Information Technology Industry Sri Lanka (FITIS)
- Mr. Asique Ali, Chairman, Sri Lanka Association for Software Services Companies (SLASSCOM)
- Dr. Sanjiva Weerawarana, Chief Executive Officer, WSO2

Youth Representatives

- Mr. M.S. Joseph, Tutorial Staff (Advanced Level)
- Ms. D.P.T.S. Jayawardena, Volunteer Teacher
- Mr.A.G.M. Aslam, Office Assistant, National Apprentice and Industrial Training Authority (NAITA)
- Mr. P.B.P.C.Y. Pelpita, Law Student

On 07.12.2023

Ministry of Education

- Mr. M.N. Ranasinghe, Secretary, Ministry of Education
- Ms. B. Maheshi Weerasooriya, Additional Secretary (Policy Planning & Performance Review)
- Mr. K.D. Bandula Kumara, Director of Education (Educational Reforms)
- Ms. A.K.P.K. Perera, Director of Education (Educational Reforms)

National Education Commission Sri Lanka

- Mr. M. Kingsly Fernando, Acting Chairman
- Ms. Padmini Ranaweera, Vice Chairperson

National Institute of Education

- Dr. S.A.D. Samaraweera, Deputy Director General
- Mr. K.R. Pathmasiri, Deputy Director General

Presidential Secretariat

- Mr. Anura Dissanayake, Secretary to the Prime Minister
- Ms. Deepani Kumarajeewa, Senior Additional Secretary to the President (Legal)
- Dr. Harsha Alles, Chairman, Gateway Group
- Dr. (Ms) Sujata Gamage, Senior Research Fellow, LEARNasia
- Ms. Chandanie Wijayawardena, Senior Additional Secretary to the President, Presidential Secretariat
- Ms. M.A.G. Thusahri, Director, Presidential Secretariat
- Mr. Prabath Udukumbura, Assistant Director, Presidential Secretariat
- Mr. H.M. Gunasekara, NEPF Implementation Facilitation Unit
- Mr. Duminda Perera, NEPF Implementation Facilitation Unit

Youth Representatives

- Mr. M.N.M. Minaz, University Student
- Mr. S.M.B. Muhammathu Assam, Chief Marshal (Acting)
- Mr. S.P.C. Suriyaarachchi, Director Env. Engineering

On 08.02.2024

Ministry of Education

- Ms. Wasantha Perera, Secretary, Ministry of Education
- Ms. B. Maheshi Weerasooriya, Additional Secretary (Policy Planning & Performance Review)
- Ms. C.M.P.J. Thilakarathne, Additional Secretary (Educational Reforms)
- Mr. K.D. Bandula Kumara, Director of Education (Educational Reforms)

- Mr. E.K.P.K. Perera, Director of Education (Educational Reforms)
- Mr. W.K.S.S. Perera, Director of Education (Educational Reforms)

Presidential Secretariat

- Mr. Anura Dissanayake, Secretary to the Prime Minister
- Mr. A.T.M.U. D.B. Tennakoon, Secretary, Finance Commission
- Ms. Deepani Kumarajeewa, Senior Additional Secretary to the President (Legal)
- Dr. (Ms.) Sujata Gamage, Senior Research Fellow, LEARNasia
- Ms. Chandanie Wijayawardena, Senior Additional Secretary to the President, Presidential Secretariat
- Ms. M.A.G. Thushari, Director, Presidential Secretariat
- Mr. Anupa Wickramage, Assistant Secretary to the President
- Mr. Prabath Udukumbura, Assistant Director, Presidential Secretariat
- Mr. H.M. Gunasekara, NEPF Implementation Facilitation Unit
- Mr. Duminda Perera, NEPF Implementation Facilitation Unit
- Ms. Shiranthi Rathnayake, Additional Director General, Department of National Planning (NPD)
- Ms. Nilmini Herath, Additional Secretary, Ministry of Women and Child Affairs

Department of Examinations

- Mr. H.J.M.C.A. Jayasundara, Commissioner General of Examinations
- Mr. W.V.D.S.M. Warakagoda, Assistant Commissioner General of Examinations

National Institute of Education

- Prof. Prasad Sethunga, Director General
- Dr. S.A.D. Samaraweera, Deputy Director General
- Mr. K.R. Pathmasiri, Deputy Director General

Experts to the Committee

- Prof. Arjuna Parakrama, Consultant
- Dr. (Ms.) M.M. Wehella, Consultant

Youth Representatives

- Mr. A.R.S. Sarachchandra, Director, Youth Affairs and Sustainable Development
- Ms. S.S.P. Sandamini, Engineer
- Mr. L.K.P. Srimal
- Mr. M.M. Zainudeen, Teacher

On 22.02.2024

Experts to the Committee

- Prof. Arjuna Parakrama, Consultant
- Dr. (Ms.) M.M. Wehella, Consultant

Office of the Leader of the House of the Parliament

- Mr. Harsha Wijewardana, Secretary to the Leader of the House of Parliament

On 28.02.2024

Ministry of Education

- Ms. Wasantha Perera, Secretary, Ministry of Education
- Prof. Gunapala Nanayakkara, Advisor to the Hon. Minister of Education
- Ms. B. Maheshi Weerasooriya, Additional Secretary (Policy Planning & Performance Review)
- Ms. C.M.P.J. Thilakarathne, Additional Secretary (Educational Reforms)

Department of Examinations

- Mr. H.J.M.C.A. Jayasundara, Commissioner General of Examinations

National Institute of Education

- Prof. Prasad Sethunga, Director General
- Dr. A.D.A. De Silva, Director

Educational Publications Department

- Mr. Z. Thajudeen, Commissioner General

Experts to the Committee

- Prof. Arjuna Parakrama, Consultant
- Dr. (Ms.) M.M. Wehella, Consultant

On 07.03.2024

Ministry of Education

- Ms. Wasantha Perera, Secretary, Ministry of Education
- Ms. B. Maheshi Weerasooriya, Additional Secretary (Policy Planning & Performance Review)
- Ms. C.M.P.J. Thilakarathne, Additional Secretary (Educational Reforms)
- Ms. H.W.K. Athaudage, Additional Secretary
- Ms. J.A.C. Harini Jayasinghe, Director

Department of Examinations

- Mr. H.J.M.C.A. Jayasundara, Commissioner General of Examinations

National Institute of Education

- Prof. Prasad Sethunga, Director General
- Dr. A.D.A. De Silva, Director

Educational Publications Department

- Mr. Z. Thajudeen, Commissioner General

Presidential Secretariat

- Mr. Anura Dissanayake, Secretary to the Prime Minister
- Ms. Chandanie Wijayawardena, Senior Additional Secretary to the President, Presidential Secretariat
- Dr. (Ms.) Sujata Gamage, Senior Research Fellow, LEARNasia
- Ms. M.A.G. Thusahri, Director, Presidential Secretariat
- Mr. Prabath Udukumbura, Assistant Director, Presidential Secretariat
- Mr. H.M. Gunasekara, NEPF Implementation Facilitation Unit
- Mr. Duminda Perera, NEPF Implementation Facilitation Unit
- Ms. Shiranthi Rathnayake, Additional Director General, Department of National Planning (NPD)
- Ms. Padmini Ranaweera, Vice Chairperson, National Education Commission
- Prof. Veranja Karunaratne, Vice Chancellor, SLTC Research University
- Dr. (Ms.) Kumudika Boyagoda, Senior Lecturer, University of Colombo
- Mr. Ashique Ali, Chairman, Sri Lanka Association for Software Services Companies (SLASSCOM)

Experts to the Committee

- Prof. Arjuna Parakrama, Consultant
- Dr. (Ms.) M.M. Wehella, Consultant

ANNEX II

The National Education Policy Framework 2023 – 2033 was prepared by a 25-member Expert Officials Committee appointed by the Cabinet of Ministers, and chaired by the Secretary to the Hon. Prime Minister, Mr. Anura Dissanayake.

Expert Officials' Committee appointed to assist the Cabinet Sub-Committee appointed to prepare and submit the National Education Policy Framework to the Parliament

1. Mr. Anura Dissanayake, Secretary to the Prime Minister
2. Mr. Nihal Ranasingha, Secretary, Ministry of Education
3. Prof. N. D Gunawardena, Secretary, Ministry of Technology
4. Senior Prof. Sampath Amaratunga, Chairman, University Grants Commission
5. Prof. P.S.M. Gunaratne, Former Vice Chairman, University Grants Commission
6. Prof. Sirimal Abeyratne, Former Head of the Department, Department of Economics, University of Colombo
7. Prof. Veranja Karunaratne, Vice Chancellor, SLTC Research University
8. Dr. Harsha Athurapana, Chief Economist, World Bank
9. Dr. (Ms). Kumudika Boyagoda, Senior Lecturer, University of Colombo
10. Dr. Harsha Alles, Chairman, Gateway Group
11. Dr. Sanjiva Weerawarana, Chief Executive Officer, WSO2 Institute
12. Dr. Harsha Subasinghe, Chief Executive Officer, Code-Gen Group of Companies
13. Mr. Duminda Hulangamuwa, Vice President, Ceylon Chamber of Commerce
14. Mr. Yasas Talagala, Head, Citra Innovation Lab
15. Ms. Padmini Ranaweera, Vice Chairperson, National Education Commission
16. Ms. Vositha Wijenayake, Executive Director, SLYCAN Trust Global
17. Mr. Ashique Ali, Chairman, Sri Lanka Association for Software and Services Companies (SLASSCOM)
18. Mr. Indika Soysa, Chairman, Federation of Information Technology Industry Sri Lanka (FITIS)
19. Mr. Dinesh Saparamadu, Chief Executive Officer, hSenid Group of Companies
20. Mr. Hiran Cooray, Managing Director, Jetwing Hotels Group
21. Mr. Anushka Wijesinghe, Chief Executive Officer, Centre for a Smart Future
22. Mr. Shriyan De Silva Wijeyeratne, Chairman, Axion Institute
23. Ms. D.P.K. Samarasinghe, Director of National Schools, Ministry of Education
24. Mr. Thilak Wattuhewa, Principal, Royal College
25. Mr. H.B. Jayasundara, Social Development Specialist, Asian Development Bank

Mr. Kanchana Nanayakkara (Director, Jetwing Hotels Group) has been appointed to represent the Expert Officials' Committee in place of Mr. Hiran Cooray, following Mr. Cooray's request for a substitution.

ANNEX III



December 07, 2023

Urgent

Hon. Members of the Sectoral Oversight Committee on Education

Dear Sir/Madam

Proposals for the National Education Policy Framework, Sri Lanka (2023 – 2033)

Ref. Instructions of the Hon. (Dr.) V. Radhakrishnan, M.P., Chair of the Committee on Education given to me on the above.

02. The Chair of the Committee, directed me to inform you to submit your views, ideas or proposals on the above subject to the Committee for its consideration and for necessary discussions.

03. Accordingly, you are kindly requested to submit your views, ideas or proposals on or before 13.12.2023 to this office (as a written document) (soft copy of the same could be emailed to tharanga_t@parliament.lk) enabling me to forward the same to the Chair of the Committee.

04. For further clarification please contact Mr. T. Thillakasiri, Assistant Principal Officer, Sectoral Oversight Committee on Education on 011 2777100 (Ext. No. 6724).

05. Your kind co-operation in this regard is highly appreciated.

Yours faithfully

A. M. S. Dissanayake
Secretary to the Committee
/or Secretary-General of Parliament

Members of the Committee

1. The Hon. (Dr.) V. Radhakrishnan, M.P., Chair of the Committee.
2. The Hon. S. B. Dissanayake, M.P.
3. The Hon. Wimalaweera Dissanayake, M.P.
4. The Hon. Sivagnanam Shirtharan, M.P.
5. The Hon. (Mrs.) Rohini Kumari Wijerathna, M.P.
6. The Hon. Sanjeeda Edirimahna, M.P.
7. The Hon. Kulasingam Dhileeban, M.P.
8. The Hon. Asanka Navarathna, M.P.
9. The Hon. (Mrs.) Muditha Prishanthi, M.P.
10. The Hon. Mayadunna Chinthaka Amal, M.P.
11. The Hon. (Mrs.) Manjula Dissanayake, M.P.
12. The Hon. (Prof.) Charitha Herath, M.P.