

Summary Report



**PRESIDENTIAL TASK FORCE
ON SRI LANKA'S EDUCATION AFFAIRS**

SEPTEMBER 2020

VISTAS OF PROSPERITY AND SPLENDOUR



Gotabaya Rajapaksa

H. E. the President of Sri Lanka

“An Informed Citizen: A Society Endowed with Knowledge - “Comprehensive reforms will be undertaken to establish a quality education system to which all children would have a right to access from pre-school to the tertiary level education under a single curriculum in accordance with international standards. This will enable young children to develop their inherent talents and skills and also to select the education stream that would provide them with a pathway to the employment market”

“We will focus our special attention on preparing an action plan in this regard from pre-school to tertiary education including technical education.”

“We will expand opportunities for technical education and the use of technology among students.”

TABLE OF CONTENTS

VISTAS OF PROSPERITY AND SPLENDOUR

INTRODUCTION	01
RAISING THE BAR	03
RECOMMENDATIONS ACROSS ALL SECTORS	05
SECTOR SPECIFIC RECOMMENDATIONS	10
GENERAL EDUCATION	12
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING	14
HIGHER AND PROFESSIONAL EDUCATION	15
NURSING EDUCATION SECTOR	17

INTRODUCTION

Sri Lanka has always benefited from a rich culture of learning, dating back to the 6th century BC. The country served as a regional hub for religious education, teaching Buddhist practices to pilgrims from across Asia. However, it is important to note that the first learning centres at this time provided individuals with not just a traditional education, but also an understanding of practical and technical skills of economic, social and cultural importance at the time, ranging from weaving and painting to architecture, geometry and agricultural studies. This ancient system allowed students to receive a holistic education, hone their individual talents and abilities, and serve as productive citizens capable of contributing towards the development of the country.

Today, with the continuance of a long-standing free education policy, high rates of primary school enrolment, gender parity at the primary education level, and a literacy rate of 93%, Sri Lanka has not only met key educational milestones, but is also ahead of the curve in South Asia in terms of ensuring access to education. Despite these recent successes, the country has witnessed a shift away from its historical focus on holistic learning, to its detriment. Sri Lanka's gross enrolment ratio in tertiary education is below the South Asian average and the lowest among all middle-income countries, and the country suffers from one of the highest rates of brain drain in the region. In addition, one of the key pitfalls of free education is the instilling of a culture of entitlement, which extends to an expectation of inevitable employment, which, in a country with longstanding high rates of youth unemployment, large pockets of unskilled labour and a skills mismatch within the labour market, can serve as a barrier to continued economic development. These issues, among others, stem from factors such as rigid curricula, an emphasis on rote learning, and teacher-centric classrooms that focus on top-down and inflexible teaching methodologies.

This year, the COVID-19 pandemic saw the disruption of almost all existing education pathways. The outbreak has provided an impetus for the development of a comprehensive plan for the transformation of Sri Lanka's education system. The health crisis demonstrated that in order for Sri Lanka to truly leapfrog ahead in its development trajectory and become a more resilient nation, its citizenry and labour force will need to be equipped with the skills and capabilities to critically and innovatively respond to evolving challenges. Thus, the national education system must necessarily move beyond its current rigid framework, towards encouraging critical and innovative thinking and the development of 21st-century skills and competencies, in order for this vision to be realised.

In light of these systemic and structural issues and in identifying the need to build on an existing, well-reputed foundation, the government's guiding national policy framework, 'Vistas of Prosperity and Splendour' (hereafter referred to as 'Vistas'), places much importance on developing citizens' knowledge, skills, and capabilities as key drivers to Sri Lanka's progress. It calls for the "creation of an environment that provides our youth and local entrepreneurs with new opportunities, gives everyone new hope and a sense of pride, where people can use their skills, talents and business acumen to be the world leaders in any field of their choice". Accordingly, the document sets out a framework for the development and execution of an **action plan on education** that ensures **universal access** to schooling from preschool to tertiary education, in recognition of the fact that education is a "fundamental right of the people of our country". It also recognises the need to adapt to ever changing global contexts, in order to ensure the continued relevance and ability of its people to compete with and contribute to global markets.

Accordingly, a Presidential Task Force (PTF) on Sri Lanka's Educational Affairs was appointed in March 2020, with a mandate to undertake an extensive review of the existing education system, to understand its shortcomings and identify potential entry points to drive transformation. This, together with the government's commitments in 'Vistas' to prioritising education in its national budget, indicates a national drive towards the development of an **equally accessible, holistic, integrated and streamlined** education system that will focus on harnessing the talents and abilities of different individuals and moulding them into intelligent, hard-working and principled citizens. This integrated system should also be learner-centric and take into consideration differences in "inherent talents and skills" and learning styles, allowing young people to effectively "select the education stream that would provide them with a pathway to the employment market". Reforms must necessarily ensure access to an education that is reflective of current and evolving industry needs, and inculcate curiosity, creativity, critical thinking and empathy in students. These changes will contribute to the creation of "a generation that is disciplined, healthy, stress-free, and possessing an inquisitive mind, instead of a generation that is stressed due to a competitive environment and possessing only book knowledge".

The PTF envisions that these reforms would directly contribute to the goal of **reducing the population of unskilled labour to 10% by 2025** and to the positioning of Sri Lanka as the **epicentre for human resource development in the South Asian region**, all in aid of producing **a new generation of global technocrats**. Accordingly, the PTF has focused its recommendations on effecting change in the **development of learning content and curricula, learning infrastructure** and **policy-level interventions** to allow for the creation of a learning and teaching environment that adapts to change and constantly strives to ensure that students receive the best possible education they can.

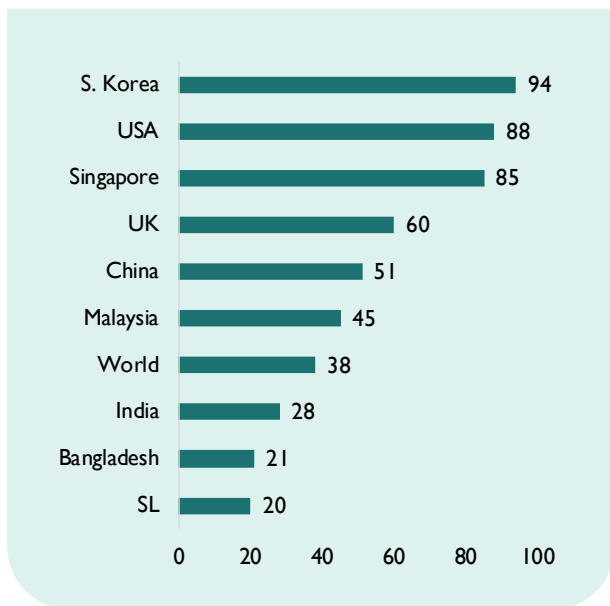
"All Sri Lankan Citizens should have an equal opportunity to access a quality education regardless of their socio-economic status"

- C. W. W. Kannangara

RAISING THE BAR

1

Productive Citizens: Creating a proactive workforce that is equipped with new knowledge and in-demand, high-value skills and is capable of working at its fullest potential. Increasing Sri Lanka's currently low rates of tertiary education enrollment will be crucial to enable this.



2

Informed Citizens: While we have long prided ourselves on high literacy, we must look beyond the basics. Moving away from a focus on rote learning and rigid curricula towards encouraging critical and analytical thinking and skills required in today's labour market, such as digital and financial literacy, is critical.

HOLISTIC EDUCATION



3

Innovative Citizens: Instilling a culture of innovation within which citizens are trained to employ creative approaches, foresight and new technologies in all aspects of work. Students of all ages must be encouraged to develop mindfulness, creativity, and an entrepreneurial mindset. This also calls for an emphasis on driving research and development across all sectors.

Global Innovation Index GII 2020



#101

- For example, while there is a growing number of entrepreneurs in SL, by global standards, we are still lagging in innovation.
- Sri Lanka ranked 101st out of 131 economies considered in the GII 2020, scoring only 31.25 out of 100 (#1 ranked Switzerland scored 66.08).



STRATEGY SUMMARY

VISION

Creating citizens who are

Productive

Innovative

Informed

KEY OBJECTIVES

Reduce population of unskilled labour to 10% of the workforce

Position Sri Lanka as a regional knowledge and human resource hub

Create technocrats and thinkers of global influence

KEY CONSTRAINTS

Current educational value chain does not work cohesively but in silos

Inconsistent quality standards and control

Investment and resources are not deployed to areas with the highest impact / outcomes and ROI is not monitored or measured

Education and skills development are not aligned with economic demand or industry needs

KEY VALUES

Ensuring an inclusive education (race, ethnicity, religion, class, caste, nationality, persons with disabilities, etc.)

Leveraging digitalisation

Ensuring equal and non-discriminatory access to education for all children (across race, religions, class, castes, abilities and nationalities, including refugees and asylum-seekers)

Smart financing, ensuring resource mobilization also from donors, private sector, etc.

Collaboration across and within sectors of education



STRATEGY SUMMARY

– RECOMMENDATIONS ACROSS ALL SECTORS –

Short Term 2020 - 2021

Formulate a new overarching Ministry of Education and Human Resource Development, with integrated responsibilities of early childhood & general, higher and vocational education as well as education reform

Establish an independent Authority/Task Force to oversee reforms until necessary amendments are made to existing legislation

Re-deploy investments and educational resources

Facilitate 'blended learning' techniques in classrooms

Ensure that STEAM education is incorporated into all classrooms

Teachers to compulsorily receive training on digitising content, utilising alternative teaching methodologies and providing psychosocial support

Place less weightage on final, summative examinations and ensure increased emphasis on formative assessments

Introduce mindfulness education

Eliminate any and all forms of harassment and violence within the education system

Medium Term 2020 - 2023

Establish an integrated LMS system across all sectors of education

Ensure all students have access to devices and Internet connections

Develop a National Policy for Education, and review and amend existing legislation

Study, revise and establish multiple progression pathways with cross-linkages across key education sectors

Ensure that students receive mandatory career guidance at key stages in their schooling career

Establish an independent institution for curriculum development and assessment

Streamline learning pathways to gain accreditation as a teacher

Develop guidelines for the training and qualification of preschool teachers

Evaluate and revise current measures of success within the education system, including, but not limited, to evaluations of teachers and the regular review of learning content

Design an integrated quality assurance system, with a common dashboard for KPIs

Long Term 2020 - 2025

Guidance counsellors must be trained to identify students' skills and interests and equipped to guide students

Ensure linkages between educational content at all levels and employment market demands, by updating all curricula in line with global best practices and industry skills

Introduce a comprehensive system for monitoring and collaborating with private and international schools

'Teacher Service' established as a core government service

Ensure all educational institutions have access to trained counsellors/therapists, to ensure mental well-being and student welfare

RECOMMENDATIONS ACROSS ALL SECTORS

1. Evaluate and restructure the current administrative structure

- a. Formulate a new overarching Ministry of Education and Human Resource Development, with integrated responsibilities of Early Childhood & General Education, Vocational & Technical Education, Higher Education and Education Reforms. The Ministry should function under a Cabinet Minister and three state/deputy Ministers may be appointed to oversee each sector respectively.
- b. Develop a National Policy for Education, and review and amend existing legislation to facilitate the implementation of key recommendations made by the PTF, including, but not limited to, the University Act and the existing Education Ordinance.
- c. Establish an independent Authority/Task Force to oversee reforms until necessary amendments are made to existing legislation. The National Institute of Education will fall under the purview of this authority and will focus on teacher training and the quality assurance of learning content and classrooms.
- d. In order to ensure integration between the national and provincial levels, the Provincial Secretary of Education should be assigned broad functions related to overall provincial initiatives, while Provincial Directors of Education are assigned the implementation and monitoring of national education policies at the district, divisional and school levels.

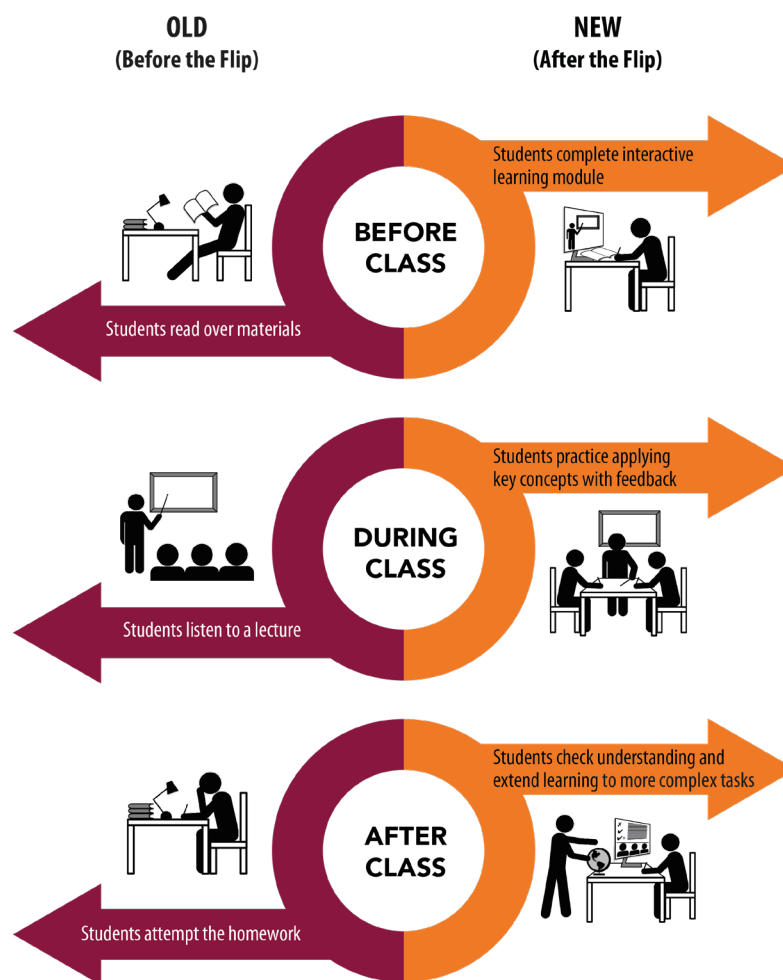
2. Facilitate an integrated value chain

- a. An integrated LMS system across all sectors of education, and supported by trusted external parties, such as the Lankan Education and Research Network (LEARN). It should contain the following elements, among others:
 - Grade and syllabus specific guidelines and learning content
 - An engagement platform allowing virtual classes to be conducted
 - A portal for student assessments, grading and provision of feedback
 - A link to a digitised version of the 'Skills passport' (elaborated on in a later section)
 - An e-Library facility and repository of digital content
 - A provision to audit digital courses and earn certificates (possibly for a payment) without being enrolled at a university
 - Data security and privacy
- b. Study, revise and establish multiple progression pathways with cross-linkages across key education sectors.
- c. Ensure linkages between educational content at all levels and employment market demands, by updating all curricula in line with global best practices and industry skills requirements that are conducive towards the creation of a 21st century workforce.

- d. Ensure that students receive mandatory career guidance at key stages in their schooling career. Guidance counsellors must be trained to identify students' skills and interests and equipped to guide students and parents/guardians to potential study and career pathways accordingly.
- e. Introduce a comprehensive system for monitoring and collaborating with private and international schools.

3. Revise curricula and learning methodologies

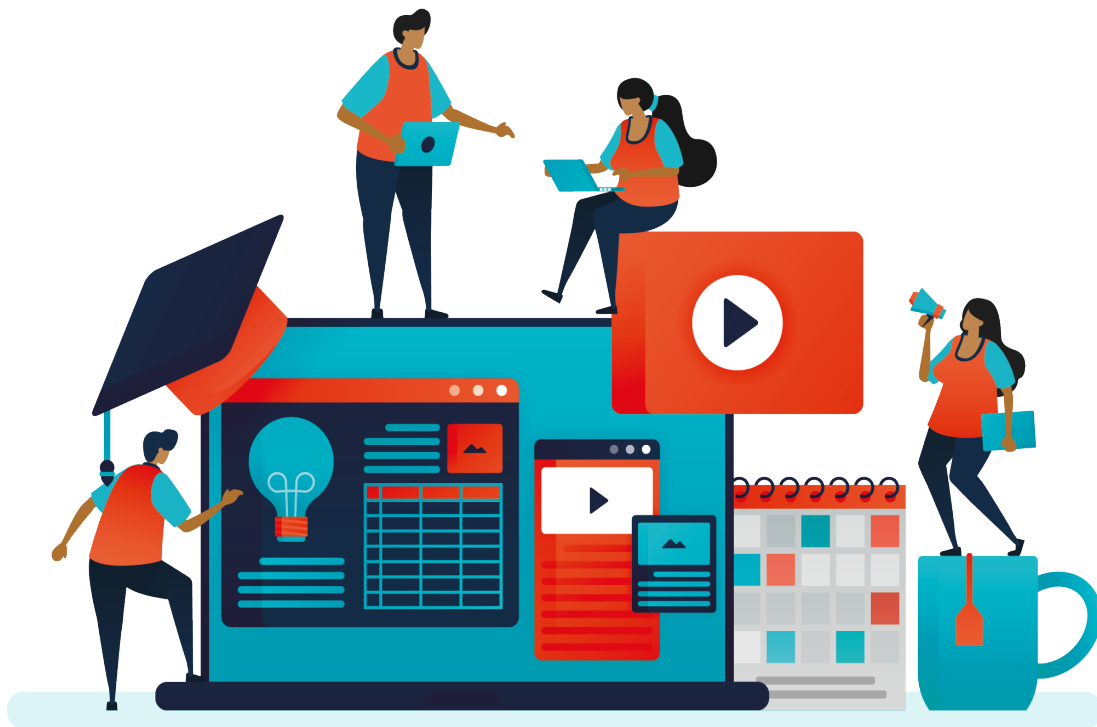
- a. Establish an independent institution for curriculum development and assessment, as a subsidiary apex body under the National Education Commission, tasked with updating all curricula as per global best practices and industry requirements.
- b. Facilitate 'blended learning' techniques, such that students are exposed to both traditional and digital learning avenues, while allowing the incorporation of a range of teaching methods and student engagement within the classroom.
- c. Introduce blended learning concepts, such as 'flipped classrooms', whereby students are introduced to content at home, perhaps digitally, and then practice working through it at school, encouraging independent study and student-led research.



- d. Ensure that STEAM education is incorporated into all classrooms as an overarching principle. Elements of these subject streams should be incorporated into core subject areas.

4. Comprehensive and standardized teacher development

- a. Streamline learning pathways to gain accreditation as a teacher, such that the equivalent of a Bachelor's in Education is required to teach.
- b. 'Teacher Service' established as a core government service, to give it its due recognition.
- c. Teachers to compulsorily receive training on the following aspects:
 - Digital tools and digitalising content on the integrated LMS.
 - Alternative teaching methodologies to accommodate varied learning styles and abilities, to ensure an inclusive education – for instance, ensuring that students with learning disabilities are identified and catered towards.
 - The provision of psychosocial support to students.



5. Re-deploy investments and educational resources

- a. Evaluate past and current budget allocations and redirect funding based and evaluated returns on investment in education and on need.
- b. Limit reliance on donor funding, with a renewed focus on receiving loans that have an inbuilt layer of accountability, as opposed to outright grants.
- c. Conduct a digital needs assessment, including, but not limited to, a survey of the availability of equipment, connectivity within school premises, connectivity within the education zone, and connectivity among students and teachers.

- d. Procurement and distribution of required devices and ensuring access to Internet connections for all educators and students, including a loan facility for students.
- e. Introduce a textbook management system, in aid of reducing printing and environmental costs.

6. Ensure consistent quality assurance and control

- a. Evaluate and revise current measures of success within the education system, including, but not limited, to evaluations of teachers, principals and the regular review of learning content.
- b. Based on these measures of success, design an integrated quality assurance system that cuts across all sectors of education, and establish KPIs that also take into account the uptake of soft skills and the practical applicability of knowledge and skills learnt.
- c. Establish a common dashboard for monitoring success across a range of KPIs.
- d. Place less weightage on final, summative examinations and ensure increased emphasis on formative, potentially project-based assignments that evaluate critical thinking, analytical skills and other competencies throughout the year.



7. Inculcating value systems within education systems

- a. **Introduce mindfulness education across all schools and learning institutions** in aid of encouraging students to be self-aware, focused and empathetic. Globally, we see an increased emphasis on consciousness-based approaches to education that draw on practices such as yoga and meditation. Mindfulness practices are often introduced to students at the preschool level and continue to be built into classroom practices thereafter.
- b. Eliminate any and all forms of harassment and violence within the education system:
 - Strictly implement the Prevention of Ragging Act
 - Introduce compulsory student mentorship programmes and programmes to redress ragging and harassment victims
 - Empower law enforcement authorities to handle cases of ragging and violence
- c. Ensure all educational institutions have access to trained counsellors/therapists, to ensure mental well-being and student welfare.



STRATEGY SUMMARY

– SECTOR-SPECIFIC RECOMMENDATIONS –

	Short Term 2020 - 2021	Medium Term 2020 - 2023	Long Term 2020 - 2025
 General Education	<p>Compulsory teaching of both national languages and English as a link language</p> <p>Develop a uniform preschool syllabus</p> <p>Establish an independent curriculum development institution</p> <p>Introduce a 'skills passport'</p>	<p>Ensure that student assessments target critical thinking and analytical skills, vs. rote learning</p> <p>Replace the Grade 5 scholarship examination with a suitable test for admission into secondary schools. The test should focus on emotional intelligence, general ability/ aptitude and essential learning competencies</p> <p>Mainstream civics & ethics, comparative religion, and human anatomy & sexuality education as core subjects</p>	<p>Evaluate and revise the classification of schools</p> <p>Align education zones with administrative zones</p> <p>Ensure that all international and private schools are registered with the Ministry of Education</p> <p>Mandatory for students to meet with trained guidance counsellors to identify skills, interests and potential career pathways</p>
TVET Technical & Vocational Education	<p>Align and expand course content and course catalogue with industry expectations and needs</p> <p>Conduct a digital needs assessment</p>	<p>Provide industry on-the-job (OJT) training opportunities</p> <p>Promote "One Assessment—One Certificate" concept to unify all TVET qualifications</p>	<p>Work with the Sri Lanka Qualification Framework (SLQF) to provide recognition & accreditation to TVET students</p>
 Higher & Professional Education	<p>Conduct a digital needs assessment</p> <p>Enable digital courses in IT and English as prerequisite courses for university</p> <p>Introduce modules that encourage independent study and interdisciplinary research</p>	<p>Streamline and expedite A/L marking systems and university selection</p> <p>Develop alternate, more equitable criteria for university selection</p> <p>Synchronize the academic calendars of universities</p> <p>Expand and update university course catalogue in line with industry requirements</p> <p>Establish student research grants and awards</p> <p>Develop a national Open Educational Resource (OER) policy</p>	<p>Establish Sri Lanka as an Education Hub for the region</p> <p>Establish a virtual university under the UGC</p> <p>Expand OUSL, creating regional and study centres and allowing for interdisciplinary courses</p> <p>Facilitate partnerships with foreign universities</p> <p>Develop an International Student Visa System</p>



STRATEGY SUMMARY

– SECTOR-SPECIFIC RECOMMENDATIONS –

Nurses Training Schools

Short Term 2020 - 2021

Upgrading the Nurses Training Schools to a Degree Awarding level

Ensure that nurses training courses are developed as per revised University Act and SLQF

Develop a new course structure in compliance with SLQF level 6

Oversee Quality Assurance of the undergraduate and postgraduate study courses

Expand CPD course catalogue

Mandate a Top-up Degree programme

Common merit list for placement within the Ministry of Health

Re-establish the Sri Lanka Nursing Council

Medium Term 2020 - 2023

Ensure an adequate number of undergraduates are enrolled in the nursing degree programs

Amend the SLNC act to accommodate the registration of nursing graduates

Provide advanced in service programmes for Nurses in specialized units

Create and promote distance learning course modules

Expand CPD course catalogue

Long Term 2020 - 2025

Establish a university for nursing education under the Ministry of Higher Education

Acquire all 16 Nursing Training Schools (NTS) as faculties of the proposed university

Establish a postgraduate nursing diploma

Establish a Masters qualification in Nursing and/or Public Health

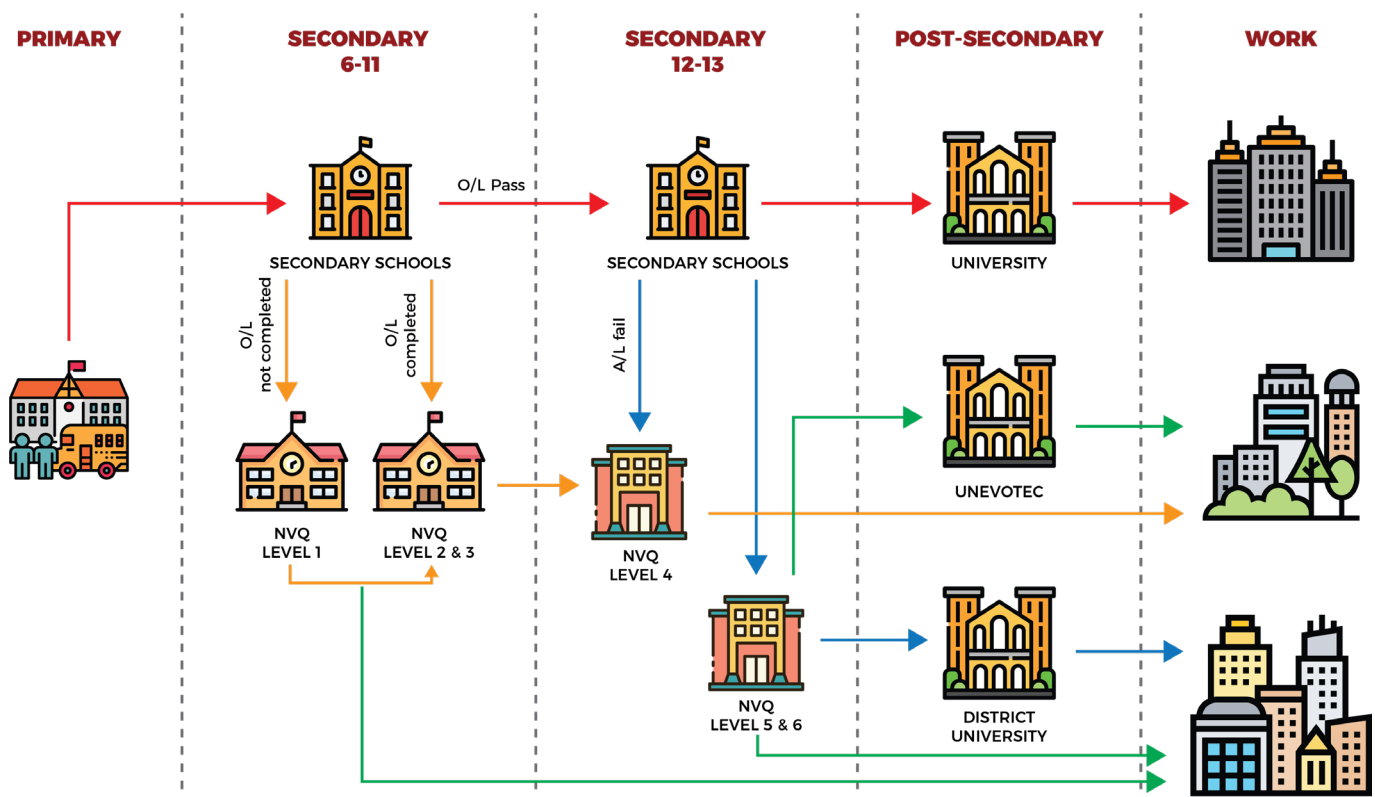
Establish a Doctorate in Nursing

SECTOR SPECIFIC RECOMMENDATIONS



GENERAL EDUCATION

- In keeping with the alignment of education zones with current administrative zones, establish distinct **school clusters**.
 - Each cluster to be governed by a Divisional Director of Education. This should allow for increased coordination and sharing of key facilities and educational resources within the cluster (libraries, laboratories, sports grounds etc.).
- Revise the current **classification of schools** as follows:
 - Classify all existing schools as either primary or secondary schools.
 - Develop schools in clusters that feed into each other as depicted in the diagram below:



- Ensure that all International Schools and private schools are registered with the Ministry of Education.
- Develop a uniform syllabus, including basic language and numerical literacy and developing social relationships with peers.

3. Include the following **core subjects** in school curricula:
 - Exposure to STEAM concepts
 - Comparative religion
 - Civics & ethics
 - Human Anatomy and Sexuality education
4. Introduce a **framework and guidelines for continuous assessment of students' progress** with an increased emphasis on **formative assessments** that account for student engagement, comprehension and ability to apply learned knowledge, working in a team etc.
 - Replace the Grade 5 scholarship examination with a suitable test for admission into secondary schools. The test should focus on emotional intelligence, general ability/aptitude and essential learning competencies.
5. When testing **language proficiencies**, assess reading, listening and speaking abilities, as well as writing skills.
 - Reading assignments to be set by the independent curriculum institution, as part of the core curriculum. This could include either individual or group assignments, whereby students may make critical presentations on relevant books. Evaluation of these assignments should be included in final assessments.
6. Introduce a **'Skills passport'**, which considers community service, extra- and co-curricular activities, sports, work experience, etc., that will be compulsory for university entry.
7. Students must compulsorily meet with **trained guidance counsellors** to identify skills and interests. Students will revisit the guidance counsellor at key milestones throughout their schooling career.
 - The Skills passport may be developed in consultation with the guidance counsellor
 - Guidance counsellors to be equipped to identify learning capabilities and guide students towards all available learning and employment pathways
 - **Identify and facilitate specific exit/entry points** for the students in schools to join the vocational training sector, provided they have obtained proper career guidance, as opposed to allowing them to "drop out" from their schooling.



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

1. Ensure **alignment of course content with industry expectations** and that students are equipped with soft skills, critical thinking, analytical and communications skills in addition to technical expertise.
2. **Expand and update the current course catalogue** to reflect changes in the work environment and to ensure that students are equipped with future-fit competencies and technical training.
3. Provide students with opportunities to pursue **on-the-job training** and gain work experience which would count as course credits.
4. Establish and promote the **“One Assessment-One e-Certificate”** concept to unify all TVET qualifications.
5. Work with the **Sri Lanka Qualification Framework (SLQF)** to provide recognition to students pursuing TVET or work placements.





HIGHER AND PROFESSIONAL EDUCATION

1. Streamline **university application and entrance processes** with a view to minimize delays in A/L marking systems and university admission.
 - Develop an alternate, more equitable criteria for selection into university, as opposed to the Z-score.
 - Administer digitally delivered and standardized courses in IT and English in the interim period prior to university, as prerequisite and non-evaluated courses.
 - Synchronize the academic calendars of all universities.
2. Ensure universities offer **interdisciplinary studies and learning pathways**.
 - Facilitate options for selecting non-core/foundation subjects from a common basket of subjects.
 - Ensure that these subjects form part of the compulsory credit requirement.
 - Make industrial placements/internships a compulsory non-GPA course in all degrees.
3. **Upgrade and (where required) establish HEIs** to ensure all students have access to obtaining degree-level qualifications.
 - Expand university intakes by establishing university colleges/campuses affiliated to established universities
 - Institute reforms to facilitate the expansion of the Open University of Sri Lanka (OUSL).
 - Develop regional and district wide study centres to ensure wider access to courses, while facilitating their autonomy.
 - Offer interdisciplinary and inter-faculty programmes that are employment-oriented and suitable for students with diversified qualifications and experiences.
 - Establish a virtual university under the UGC, in collaboration with existing universities.
 - Upgrade nursing schools to degree-awarding institutions.
 - Establish a HEI dedicated towards sports education.
4. Encourage and develop students **research capabilities**
 - All degree programmes to include modules requiring independent study.
 - Mandatory requirement for students to write and submit research papers as part of their coursework.
 - Create opportunities for students to participate in faculty/university-wide research symposiums.
 - Establish student research grants and awards for independent research.
 - Encourage multi-disciplinary research.

5. Increase exposure to **global educational practices**

- Initiate discussions with international agencies, institutes, and course providers such as Khan Academy, Coursera, edX, Udacity, Udemy to offer **courses developed by world-class universities** to Sri Lankan students, as well as to offer courses developed by Sri Lankan academics to local and global audience.
- Develop a national Open Educational Resource (OER) policy, to allow academics to alter and adapt materials to the local context and into their curriculum. This repository could also form the foundation for online courses offered by the university for a wider (paying) audience.
- Develop an **Education Hub** for foreign universities to set up facilities locally, with the Government providing basic facilities, utilities and infrastructure, as well as land.
- Develop an International Student Visa System to attract foreign students and establish a work-study system whereby students are bonded by the university to work in local industries and positively contribute to the Sri Lankan economy, in order to pay off loans.





NURSING EDUCATION SECTOR

1. Reform the **administration and oversight of Nurses Training**

- Establish a university for nursing education under the Ministry of Higher Education.
- Acquire all 16 Nursing Training Schools (NTS) as faculties of the proposed university.
- The Ministry of Higher Education is required to ensure curriculum development and evaluation, for instance ensuring that training courses are developed as per revised University Act and SLQF.
- The University Grants Commission will be required to:
 - i. Ensure an adequate number of undergraduates are enrolled in the nursing degree programs that will be offered by the proposed National University of Nursing.
 - ii. Oversee Quality Assurance of the undergraduate and postgraduate study courses.
 - iii. Coordinate a common component for the final exit examination to enable a common merit list for service employment and placement within the Ministry of Health.

2. Nursing Training Schools to award a **qualification equivalent to a bachelor's degree**

3. Drive **Legislative Reforms to Regulate Nursing Education and Practices**

- Amend the SLNC act to accommodate the registration of nursing graduates of the proposed National Nursing University.
- Ensure that all nursing education institutes comply with the standards prescribed by the SLNC in order to register their graduates or diplomates to practice.
- **Re-establish the Sri Lanka Nursing Council** as a statutory body with **representation of health care and nursing professionals and the public.**

4. **Upgrading methodology for registered nurses already qualified from NTS**

- Mandate a Top-up Degree programme with module system/ distance learning that also accommodates part time students.
- A new course structure to be established in compliance with requirements for obtaining a SLQF level 6; minimum 120 credits for four years.

5. Establish and mainstream in-service training

- In service training programmes should cater to Nurses working in the private sector.
- **Advanced in service programmes to be provided for Nurses working in specialized units** within the ministry of Health and private sector.
- Where applicable, **distance learning models** should be promoted for in service training.
- In service training programmes may be linked to Continuous Professional Development (CPD).
- Encourage and provide facilities (i.e. leave, conference fees etc) to Nursing Officers to attend in Service training programmes.

6. Ensure that **CPD programmes address current needs and demands** of the health care system.
 - Revise current CPD programmes to **ensure that Nurses are equipped to face the challenges of the 21st century.**
 - Expand available CPD Categories to include: clinical specializations, administrative, educational health information systems and personality development programmes, as well as specializations in Oncology Nursing, Pediatric Nursing, Renal Nursing, Palliative care Nursing, Critical Care Nursing, Cardiac Nursing, Trauma and Emergency Nursing, Mental Health Nursing, Nursing Research, Geriatric Nursing, Community health nursing and Nursing Administration.
7. **Streamline the use of technology in NTS's and enable digital/virtual learning opportunities**
 - Ensure that CPD training programmes are designed to accommodate practicing nurses.
 - Provide access to virtual classrooms and digital learning tools to allow all nursing professionals to work and study.
 - Promote E-learning; improving accessibility to modern educational programs; evidence-based practice; student centric learning; creating enjoyable and effective learning environments for students; quality teaching environments for nursing tutors; providing cost effective and environmentally friendly solutions.
8. **Expand and improve opportunities for the professional development of Nurses**
 - Provide a Postgraduate Certificate that will allow for the development of skills in nursing while employed.
 - Establish a Post Graduate Diploma that will provide information and training on modern trends in nursing such as reflective practice, collaborative learning, and activity-based learning.
 - Establish a Masters qualification in Nursing and/or Public Health.
 - Establish a Doctorate in Nursing on par with international standards.
9. **Amend the enrolment processes for students that wish to follow a Nursing Education**
 - Develop a standard entry criterion in collaboration with the UGC.
10. Develop a communications and engagement strategy to convey changes in Nursing Education



