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The Sri Lankan Advanced Level (A-level), is a General Certificate of Education (GCE) qualification exam in Sri Lanka, similar to the British Advanced Level, conducted annually by the Department of Examinations of the Ministry of Education. It is usually taken by students during the optional final two years of collegiate level (grade 12 and 13 or external (non-school) candidates), after they have completed GCE Ordinary Level exams.

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No one argues today that our world is modern. History teaches us that this modernity is the fruit of an evolution. This evolution that is the mainstream direction of world history has not been uniform on the entire face of the earth. At certain periods, in certain parts, localities, or countries of the world, changes and transformations took revolutionary forms. These changes and transformations are the result of the combination of factors. While some are involuntary, some are desired and sought for. The impacts of these changes and transformations affect the environment, life settings, as well as the lives of the people who are at their origin. The effects of changes and evolutions have taught human beings that change outcomes on the environment, on life setting, and to life itself can be induced. It is to these voluntary and planned transformations at the level of a community, a country, or group of countries from one continent to another, from one part of the world to another, has led to their classification as rich or poor, developed or underdeveloped. Other classifications place countries in three categories: developed countries (first world), emergent countries (second world), underdeveloped countries (third world).

New Scientist magazine was launched in 1956 "for all those men and women who are interested in scientific discovery, and in its industrial, commercial and social consequences". The brand's mission is no different today - for its consumers, New Scientist reports, explores and interprets the results of human endeavour set in the context of society and culture.

Persistent skills shortages have constrained new investments and economic growth in Sri Lanka. This study assesses the skills deficit in two priority sectors/food and beverages, and electronics and electricals. It recommends supply-side responses to increase the quantity and quality of labor in these areas. The recommendations include raising awareness among young people about the sectors' employment potential, upgrading courses, providing professional development for instructors, and establishing collaborations between businesses and training institutes.

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This independent tracer study examines Sri Lanka's Skills Sector Development Program, which the Asian Development Bank supported through results-based lending. The study tracks graduates from seven public technical and vocational education and training institutions involved in the program. It examines graduates' employability by looking at job placement rates. It also examines access to the education and training programs, their quality and relevance, and possible areas for improvement in the sector. The study provides evidence to inform future policies to help equip young people with the skills employers need.

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This book responds to the growing interest in the scholarship of mathematics teaching; over the last 20 years the importance of teachers' knowledge for effective teaching has been internationally recognised. For many mathematics teachers, the critical link between practice and knowledge is implied rather than explicitly understood or expressed. This means it can be difficult to assess and thus develop teachers' professional knowledge. The present book is based on two studies investigating exactly how teachers developed their pedagogical knowledge in mathematics from different sources. It describes: The findings in this book have significant implications for teachers, teacher educators, school administrators and educational researchers, as well as policy-makers and school practitioners worldwide.

This book analyzes the performance of South Asian educational systems and identifies the causes and correlates of student learning outcomes. Drawing on successful initiatives both in the region and elsewhere in the world, it offers an insightful approach to setting priorities for enhancing the quality of school education in South Asia.

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