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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.

## [GCE Advanced Level in Sri Lanka - Wikipedia](#)

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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.

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.

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.

This book contributes to discussions on the topical issue of "Fifty Years after the independence of the Southern Cameroons", by taking a critical look at the process that led up to Southern Cameroons' 'reunification' with la République du Cameroun. This was the period spanning from 1951 to 1961, and possibly up to 1972. This immediately conjures two overriding factors; first, the British colonial policy in Southern Cameroons, which dominated political life in the period leading up to: the Plebiscite, the Buea Tripartite Conference, the Bamenda All Party Conference, the Fouban Constitutional Conference and the Yaounde Tripartite Conference during the phase, 1959-1961. This constituted one huge hoax, whilst that from 1961-1972 and, beyond was dominated by the enigmatic figure of President Ahrnadou Ahidjo. At the heart of the first, are the declassified British secret papers which have uncovered the ugly undercurrents that characterised British colonial policy, while on the other hand, is President Ahmadou Ahidjo, who practically personalized the administration of the Federal Republic of Cameroon. His domination of the entire existence of the Federal Republic of Cameroon, (1961-1972) was overshadowed by the fact that he could not brood sharing power with any individual or institution. Simply put, he was allergic to democratic principles-or any form of opposition to his authority. As well, he was a matchless dictator especially in his ambivalent dealings with Southern West Cameroon. Apparently, it was the "destiny" of Southern Cameroons 'that up to 1961, it was harnessed to the tenterhooks of Great Britain and from 1961-1972, transferred to those of the Ahidjo Regime; neither of which wished its people well.

This book argues that Southern Cameroons up to the late 1960s had extensively developed an evolved mature, political culture. It was amazingly led by a range of: simple, visionary, austere, honest, peace-loving and realistic leaders, almost without exception; vintage products of their epoch. Distinguished by good governance; throughout it organized frequent free, fair and transparent elections, peaceful handover of power and enjoyed free primary and adult education. It was further crowned with an ideal, efficient civil service, literally, corruption free. In fact, the period, 1955-1968 in the history of Southern Cameroons qualifies as a "Golden Age" for that nostalgic state, whose citizens were repeatedly referred to as "nice, peace loving, loyal, good and hospitable people" by administrators, missionaries, visitors and those who got to know them closely. The most remarkable observation however, was that finally made by Malcolm Milne, the greatest critic, who noted that during his last couple of years in the Southern Cameroons administration, he dealt with: "People of high intelligence who knew exactly what they wanted." Of the civil servants, he maintains that they had greatly enriched his time in the colonial service; "There was something very special about that corps; their service was their watch word." This superlative description by Malcolm Milne was being made of a combination of the people of the present North and South West Regions, whom he saw as a socio-cultural, economic and political unit. It is therefore obvious that from 1955 - 1968, Southern West Cameroon came close towards becoming an ideal state.

This book analyzes the main achievements and challenges for human capital development in Sri Lanka. It draws several conclusions and provides strategic recommendations for the acceleration of future human capital development in the country.

This volume brings together diverse thinkers and practitioners on Participatory Action Research (PAR) and educational development in South Asia. Contributors draw from their research and field experiences on how PAR is currently being understood, theorized, debated, and implemented for education of children in South Asia. This book will act as a key reference text for academics, students, and

practitioners interested in the intersection of education and participatory development in the region. The book opens a constructive debate on PAR approaches to education and proposes a reflective framework that allows the reader to develop their perspectives about the conceptual, methodological, and sociopolitical potential and limitations of participatory approaches.

This volume contains papers and reports from the Conference held in Romania, June 2000. The book covers many topics, for example, place, role and content of geotechnical engineering in civil, environmental and earthquake engineering.

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