

National Curriculum Reforms for General Education - Sri Lanka



Presidential Secretariat
19th of January, 2024

Alignment of the NCF with the NEPF

- Process adopted
 - A team of academics from NIE lead by Mr. K. R. Pathmasiri
 - Worked in eight groups
 - Studied the NCF against KETs in the NEPF
- Criteria used
 - Well aligned – when there is evidence for alignment
 - Fairly aligned – when there is evidence, yet needs improvement
 - Not aligned – when there is no mention



Result

- Out of 28 KETs identified as relevant
 - Well aligned – 17 KETS (60.71%)
 - Fairly aligned – 4 KETS (14.28%)
 - Not aligned – 7 KETS (25%)



Examples

- Fairly aligned
 - 12+ years of education with completion certificates at the end of year 11 and year 12+ capturing the full extent of their learning
 - Completion certificate mentioned only for JS level
- Not aligned
 - Choice of education in the medium of English in any school
 - By the time NCF was developed this was not a policy action

Both will be duly rectified



Curriculum Implementation Plan

	Piloting	Implementation	National Exam
Year 1	Gr. 1, 6, 10		
Year 2	Gr. 2, 7, 11	Gr. 1, 6, 10	
Year 3	Gr. 3, 8, 12	Gr. 2, 7, 11	G.C.E. (O/L)-August
Year 4	Gr. 4, 9, 13	Gr. 3, 8, 12	
Year 5	Gr. 5	Gr. 4, 9, 13	G.C. E (A/L)- December
Year 6		Gr. 5	



Curriculum Implementation Plan (option 1 - with pilot year as 2024)

	Piloting	Implementation	National Exam
Year 1 2024	Gr. 1, 6, 10		
Year 2 2025	Gr. 2, 7, 11	Gr. 1, 6, 10	
Year 3 2026	Gr. 3, 8, 12	Gr. 2, 7, 11	G.C.E. (O/L)-August 2026
Year 4 2027	Gr. 4, 9, 13	Gr. 3, 8, 12	
Year 5 2028	Gr. 5	Gr. 4, 9, 13	G.C. E (A/L)- December 2028
Year 6 2029		Gr. 5	



Curriculum Implementation Plan (option 2- with pilot year as 2025)

	Piloting	Implementat ion	National Exam
Year 1 2025	Gr. 1, 6, 10		
Year 2 2026	Gr. 2, 7, 11	Gr. 1, 6, 10	
Year 3 2027	Gr. 3, 8, 12	Gr. 2, 7, 11	G.C.E. (O/L)-August 2027
Year 4 2028	Gr. 4, 9, 13	Gr. 3, 8, 12	
Year 5 2029	Gr. 5	Gr. 4, 9, 13	G.C. E (A/L)- December 2028
Year 6 2030		Gr. 5	

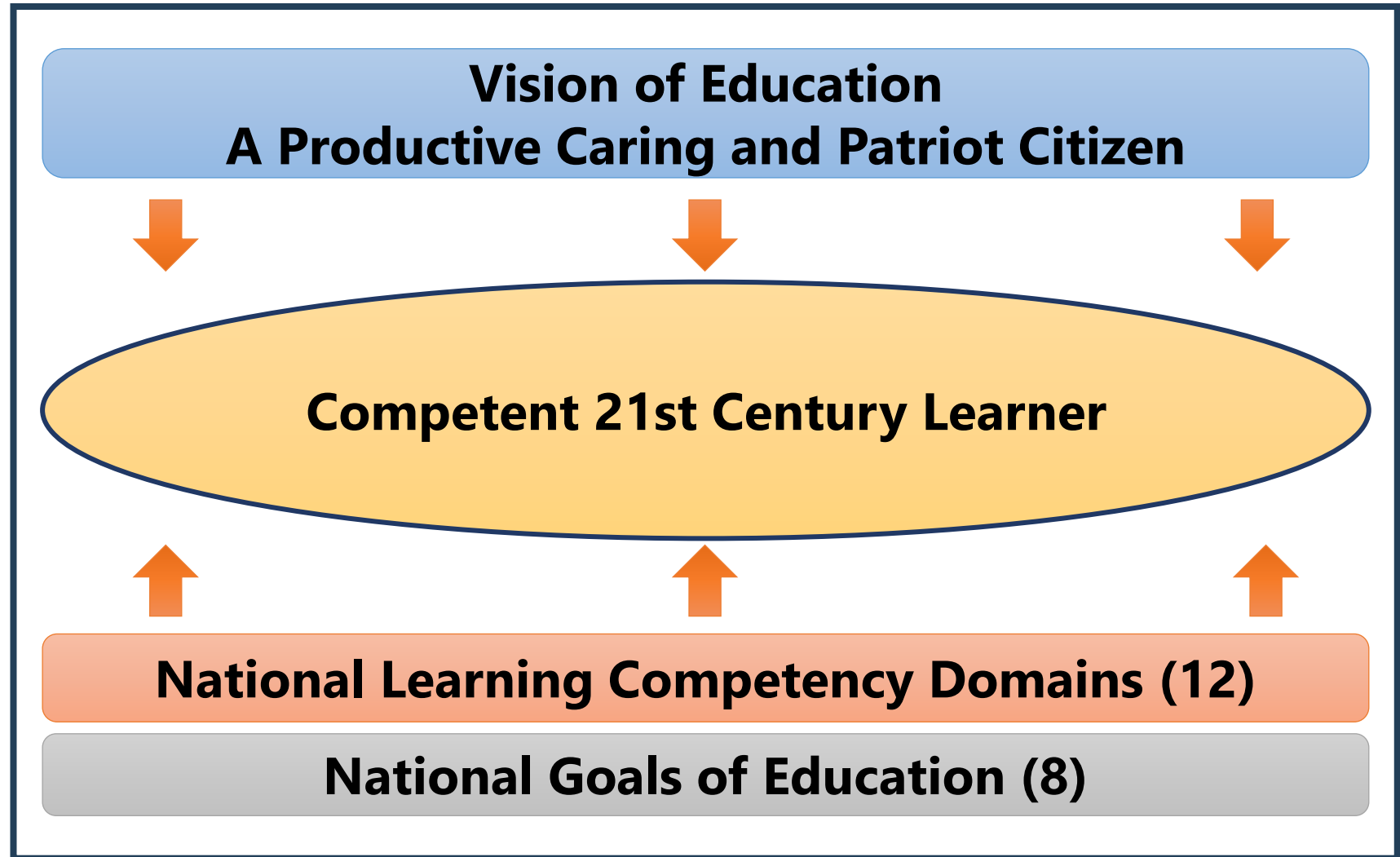


Major Requirements

- To implement (irrespective of the year)
 - Issuing all relevant circulars (with lead time)
 - Securing funds
 - Bringing school year to normalcy
 - Clearing the backlog of examinations
 - Making everything ready to hold O/L examination (3rd year August)
 - Aligning with the revised SESIP plan



National Curriculum Framework for General Education Under the Proposed Education Reforms



1

- It is suggested to classify the 4 stages of school as, Primary, Junior Secondary, Senior Secondary, and Upper Secondary as per the framework of the International Standard Classification of Education (ISCED) developed by UNESCO and ensure that the learning outcomes and terminology used are not in contradiction with the ISCED
- Addressed



2

- It is needed to ensure that the curriculum framework is consistent with the Administrative Reforms proposed by the Ministry of Education. Especially, the compatibility of the above classification of stages of schooling with Education Clusters proposed under Administrative Reforms should be examined.
- Addressed



3

- Substantial focus has not been given to the Upper Secondary level. No indication has been given on the subjects to be covered at the Upper Secondary Level with an authentic assessment to rationalize those subjects reflecting market requirements.
- In progress



4

- It is important to expand the Upper Secondary Education section, specifically, the vocational stream, and delineate the in-school coursework to be followed by the students in that stream.
- In progress



5

- Link the Electives proposed for Senior Secondary Education to the options available in the vocational stream at Upper Secondary Education so that the students are better informed and better prepared for the vocational stream.
- Addressed, needs further revision



6

- Clarification on how the new system will help students leave the school with the credentials they deserve is needed. No student should leave without proper credentials after 13 years of schooling. Also, a child should receive a certificate of completion at the end of each stage and it is required to elaborate on what that certificate would contain
- Addressed to a greater extent



7

- A progression chart showing how a child may progress from early childhood education to tertiary education should be included in the Curricular Framework with the entry options available for each stage.



National Goals of Education (NEC, 2023)

NEG No	National Education Goals	Condensed Form
NEG 1	Promote the physical, mental, spiritual, socioemotional, and environmental well-being of Individuals necessary for a healthy and happy way of life, based on respect for human values	Happy and healthy human being
NEG 2	Develop knowledge, skills, attitudes, and human qualities for technological, socio-economic, and cultural advancement, in keeping with national needs and global trends	Productive individual
NEG 3	Develop productive Individuals with curiosity, critical thinking, problem-solving skills, creativity, and innovativeness	Progressive learner
NEG 4	Promote respect for human rights and laws of the country, while fulfilling duties and obligations in keeping with the norms of social justice and democratic way of life	Respectful and trustworthy person
NEG 5	Develop individuals to manage change and cope with complex and unforeseen situations	Resilient Individual
NEG 6	Uphold the nation's cultural and ecological heritage while responding to local and global challenges	Culturally fortified Citizen
NEG 7	Promote a mindful and self-conscious learner to enhance the capacity for learning to learn	Reflective learner
NEG 8	Develop a patriotic Sri Lankan citizen fostering national cohesion, national Integrity, and national unity while respecting cultural diversity	Patriotic citizen



NATIONAL LEARNING COMPETENCY DOMAINS (NLCDS)

- NLCD 1. Subject / Theoretical Knowledge**
- NLCD 2. Practical Knowledge and Skills**
- NLCD 3. Communication**
- NLCD 4. Teamwork and Leadership**
- NLCD 5. Creativity and Problem Solving**
- NLCD 6. Managerial and Entrepreneurship skills**
- NLCD 7. Information Usage and Management**
- NLCD 8. Networking and Social Skills**
- NLCD 9. Adaptability and Flexibility**
- NLCD 10. Attitudes, Values and Professionalism**
- NLCD 11. Vision for Life**
- NLCD 12. Updating Self / Lifelong Learning**



21st Century Skills Framework for Sri Lankan General Education



Foundational Literacies	Interpersonal Skills	Values and Character
<ul style="list-style-type: none">• Literacy and Numeracy• Scientific Literacy• Technological Literacy• Media and Information Literacy• Management Financial and Entrepreneurial Literacy• Quantitative Reasoning	<ul style="list-style-type: none">• Effective communication• Social and cultural skills• Critical and innovative thinking• Global Citizenship• Intra-personal skills	<ul style="list-style-type: none">• 21st century skills and personality development• Appreciation of life and ethical understanding



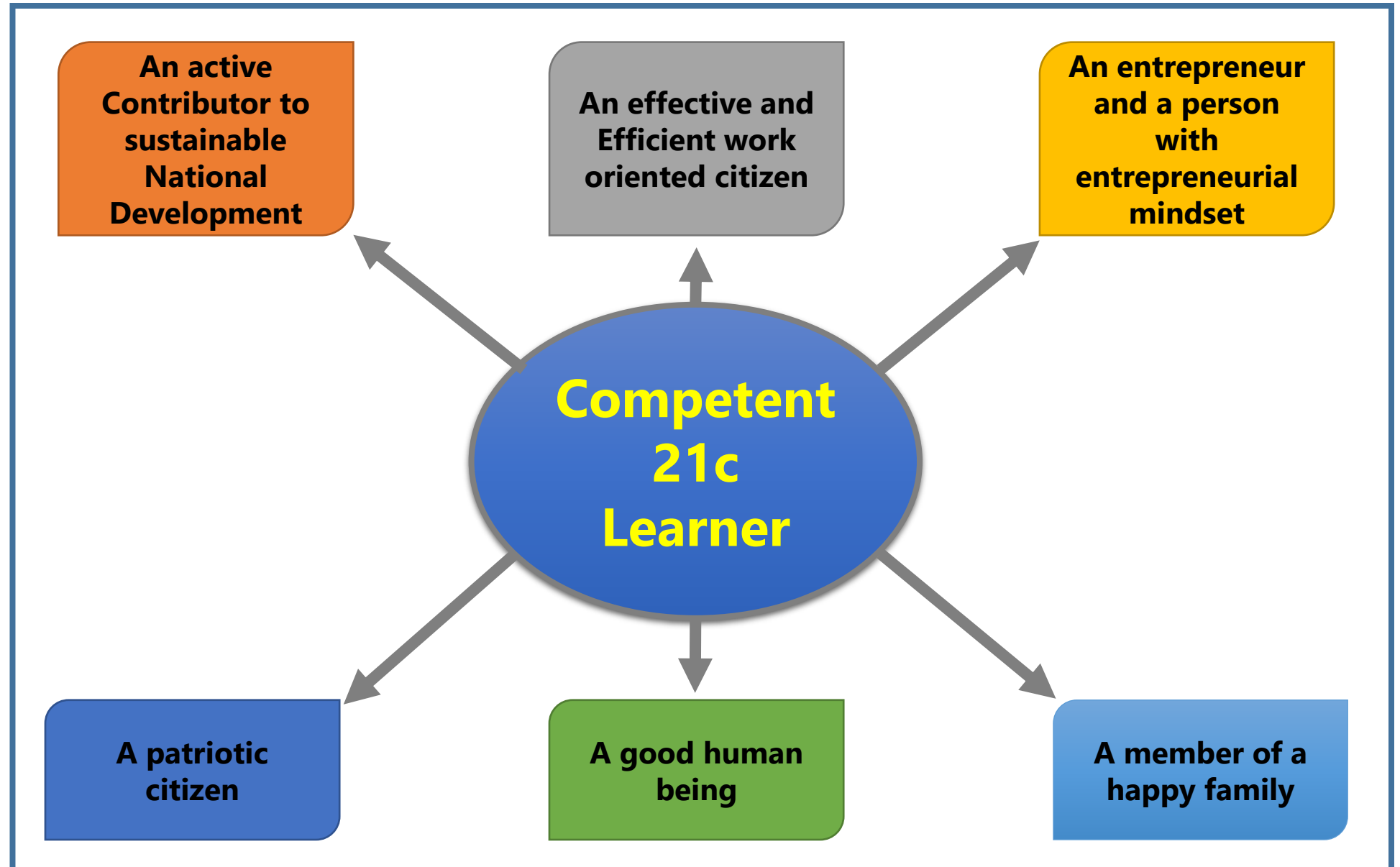
Stages of Schooling



Stage	Period	Purpose	Grades
Primary Education	5 years	P1: Education for basic life skills	1-5
Junior Secondary Education	4 years	P2: Foundation for life	6-9
Senior Secondary Education (Leading to G.C.E. O/L)	2 years	P3: Foundation for career readiness	10-11
Senior Secondary Education (Collegiate Level)	2 Years	P4: Foundation for academic and professional life	12-13



Profile of the Sri Lankan 21c Learner



Specific features of the proposed new curriculum up to grade 11

- **A module based school credit system (36 credits a term/360 hours)**
- **Reducing the number of subjects tested at the G.C.E. (O/L) to 7**
- **More weight on qualitative assessment**
- **Inquiry based authentic learning activities powered by blended learning**
- **Further learning areas focusing A/L and further education**
- **Technology modules addressing regional needs and specialization**
- **Introduction of innovation labs**



Broad Learning Areas

- **Language and Literacy Education**
- **Science, Technology, Engineering and Mathematics Education**
- **Aesthetic Education**
- **Health and Physical Education**
- **Commerce and Entrepreneurship Education**
- **Humanities and Social Science Education**
- **Information and Communication Technology**
- **Peace and Citizenship Education**
- **Environment and Sustainable Development**
- **Education for Work**



Primary Education

Subject		Time allocation per week (Hours)		
		Key Stage 1	Key Stage 2	Key Stage 3
Mother Tongue	Sinhala/Tamil Language skills of Listening, speaking, reading and writing	05:00	05:00	05:00
English Language	Activity Based Oral English and English as a subject from Gr 3 to Gr 5	00:50	03:00	03:30
Second National Language	Only to develop oral skills (Tamil for Sinhala medium students and Sinhala for Tamil medium students)	00:30	01:00	01:00
Mathematics	Pre-math skills, use of numbers, mathematical operations etc.	03:30	05:00	05:00
Religion and Value Education	Buddhism, Saivanery, Catholicism, Christianity, Islam	01:30	02:00	02:00
Science, Technology and Environment related Activities	Integrated with elementary science, Basic technology skills, Environment, Aesthetic	05:00	05:00	07:00
Integrated Aesthetic Education	Singing, Drama and dancing, Art and handwork	01:00	01:30	01:30
Health and physical Education	Physical development activities	02:05	02:05	02:05



Junior Secondary Level

Broad Learning Area	Essential Learning Areas	Credits	Further Learning Areas	Credits
Language and Literacy Education	Mother Tongue	3	Appreciation of Literature Media Studies	
	English Language	3		
	Second National Language	1		



Junior Secondary Level

Broad Learning Area	Essential Learning Areas	Credits	Further Learning Areas	Credits
STEM	Mathematics	3	Mathematics for Further Studies	
	Science	3	Science for Further Studies	
	Health and Physical Education	2	Applied Technology	
	ICT	2	Health and Sports	
	Agriculture & Technology for Life	1	ICT for Further studies	



Junior Secondary Level

Broad Learning Area	Essential Learning Areas	Credits	Further Learning Areas	Credits
Humanities and Social Sciences Education	Geography	1	Global Studies	
	History	2	Orientation to World History	
	Civic Education	1	Social Service	
	Religion and Value Education	2	Aesthetics for Further Studies	
Aesthetics Education	Aesthetics subjects	2		



Junior Secondary Level

Broad Learning Area	Essential Learning Areas	Credits	Further Learning Areas	Credits
Commerce and Entrepreneurship Education	Economics and Business Studies	1	Entrepreneurship Industrial Exposure Service Sector Studies	
Co Curricular Activities		1		
Credits to be earned		28		8



Senior Secondary Level

	Essential Learning Areas				Further Learning Areas	
Broad Learning Area	Category 1	Credits	Category 2	Credits	Category 3	Credits
Language and Literacy Education	Mother Tongue	3	Second National Language	1	Appreciation of Literature	
	English Language	3			Media Studies	
					Foreign & Classical Languages	



Senior Secondary Level

	Essential Learning Areas				Further Learning Areas	
Broad Learning Area	Category 1	Credits	Category 2	Credits	Category 3	Credits
STEM	Mathematics	3	Health and Physical Education Information Technology Agriculture & Technology	2	Mathematics for Further Studies Science for Further Studies ICT for Further Studies Applied Technology	
	Science	3		1		
				2		



Senior Secondary Level

	Essential Learning Areas				Further Learning Areas	
Broad Learning Area	Category 1	Credits	Category 2	Credits	Category 3	Credits
Humanities and Social Sciences	History	2			Global Studies	
	Social Studies	2			History for further Studies	
	Religion and Value Education	2	Mindfulness Training		Civic Education	
					Social Services Projects	
					Value Education	



Senior Secondary Level

	Essential Learning Areas				Further Learning Areas	
Broad Learning Area	Category 1	Credits	Category 2	Credits	Category 3	Credits
Commerce and Entrepreneurship Education			Economics and Business Studies	1	Entrepreneurship Industrial Exposure Service Sector Studies	
Aesthetics Education			Aesthetics Education	2	Aesthetics for Further Studies	
			Co curricular Activities	1		
Credits to be earned		20		10		3



Distribution of Essential Learning Areas (Category 1)

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Credits	Credits	Credits	Credits	Credits	
Mother Tongue	3	3	3	4	4	Dedicated to Further Learning areas
Mathematics	4	4	4	3	3	
Science	4	4	4	3	3	
English	3	3	3	4	4	
History	2	2	2	2	2	
Social Science (Geography +Civic)	2	2	2	2	2	
Religion & Value Ed.	2	2	2	2	2	
	20	20	20	20	20	



Distribution of Essential Learning Areas (Category 2)

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Credits	Credits	Credits	Credits	Credits	
2 NL	1	1	1	1	1	Dedicated to Further Learning areas
Health and PE	2	2	2	2	2	
ICT	1	1	1	1	1	
Technology	2	2	2	2	2	
Economics & BS	1	1	1	1	1	
Aesthetics	2	2	2	2	2	
Co curricular Activities	1	1	1	1	1	
	10	10	10	10	10	



Time Comparison

Subject	Existing time (Hours per year) 6-9	Proposed time (Hours per year) 6-9	Existing time (Hours per 2 years) 10-11 (6 terms)	Existing time (Hours) 10-11 (5 terms)
Mother Tongue	100	90	200	170
Mathematics	100	90	250	180
Science	100	90	250	180
English	100	90	200	170
History	40	60	120	100
Geography	40	30	120	50
Civic Education	40	30	120	50
Health Science	40	60	120	100
ICT	20	60	120	50
PTS	60	30	_____	_____



Time Comparison

Subject	Existing time (Hours per year) 6-9	Proposed time (Hours per year) 6-9	Existing time (Hours per 2 years) 10-11 (6 terms)	Existing time (Hours) 10-11 (5 terms)
Religion	40	60	120	100+50 (Mindful)
Aesthetics	60	60	120	50
2NL	40	30	120	50
Entrepreneurship		30	120	50
Bus. & Acc. (Basket)				
Lit. App. (Basket)				Further
Foreign Lang. (Basket)				Further
Media (Basket)				Further



Curriculum Development Process (NIE)

- **Need analysis / Content analysis (studying of reports, Conducting of studies, stakeholder discussions, compare with other countries) – completed**
- **Designing the NCF – Completed**
- **Concurrence of the NEC – Completed**
- **Approval process for the NCF – Council approval received**
- **Cabinet approval – Received**
- **Development of Subject curricula – Completed**
- **Instructional development – In progress**



Instructional Materials Development Process

- **Primary stage – Activity books for grade 1 completed**
- **Junior Secondary stage – Modules and TGs for grades 6 Completed**
- **Senior secondary stage1 – Modules and TGs for grade 10 completed**
- **Pre-piloting of materials – Completed**
- **Pending activities**
 - **Teacher training programmes for pilot phase**
 - **National level awareness programmes**



Points for Discussion

- **School span 12 years or K-12 (13 years)**
 - **K-12 being the global standard**
- **Stakeholder understanding and coordination in terms of achieving the objectives of curriculum reforms (MOE, NIE, DOE, EPD, PDEs, NCOEs, Universities, industry)**
- **Strategies to overcome the issues in implementation (printing cost/ digital materials/ LMS)**
- **Joining global bench marking systems**
 - **PISA (Programme for International Student Assessment)**
 - **TIMSS & PIRLS (Trends in International Mathematics and Science Study & Progress in International Reading Literacy Study)**
- **Curriculum implementation circulars from the MOE**
- **Circular regarding assessment**
- **Fixed implementation plan**
- **Clear pathways for academic and technical and vocational streams**
- **Discussion with UGC and other agencies regarding G.C.E. (A/L)**



Assessment Plan for a Module (One Credit)

Assessment Point	Assessment Type (e.g.)	Weight %
AP 1	MCQ	10
AP 2	Check list	10
AP 3	Presentation (group/ individual)	25
AP 4	Rubric	10
AP 5	Project report (Rubric based)	15
	Total	70
AP 6 (summative)	Question paper (1h)	30
		100

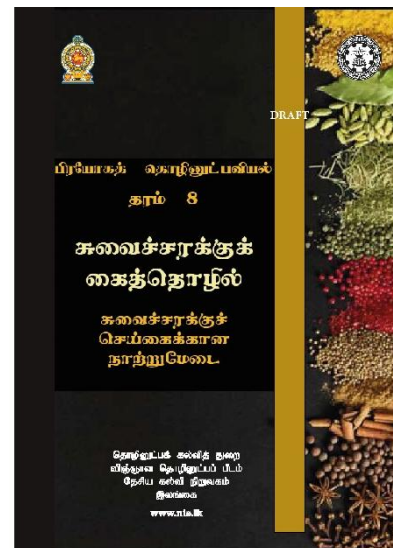
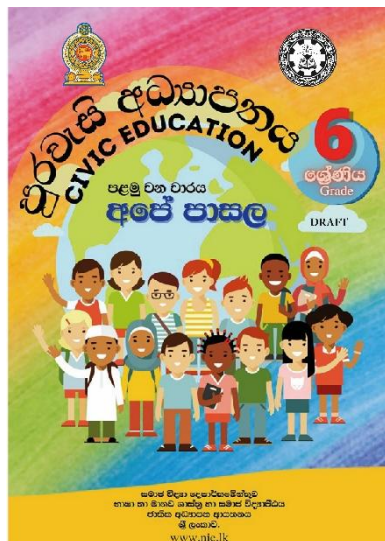
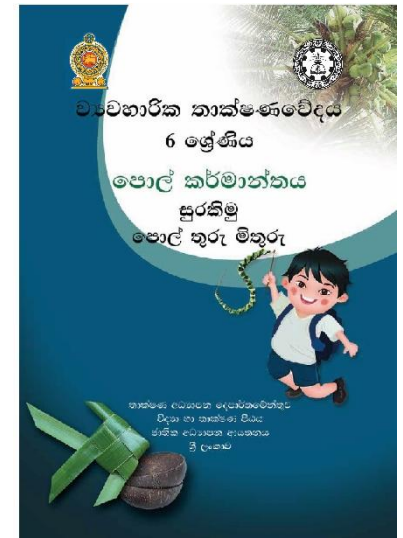
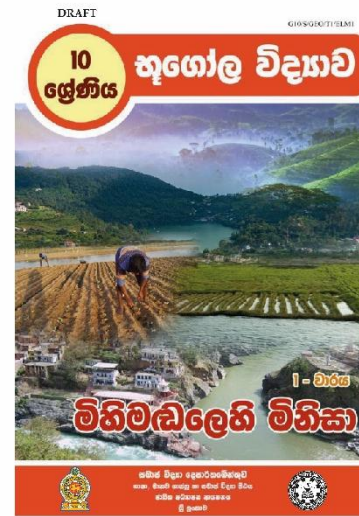
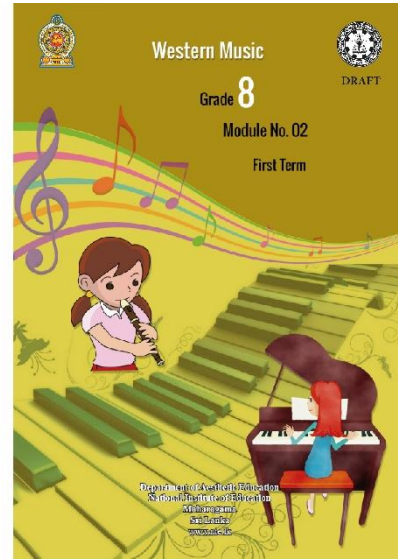
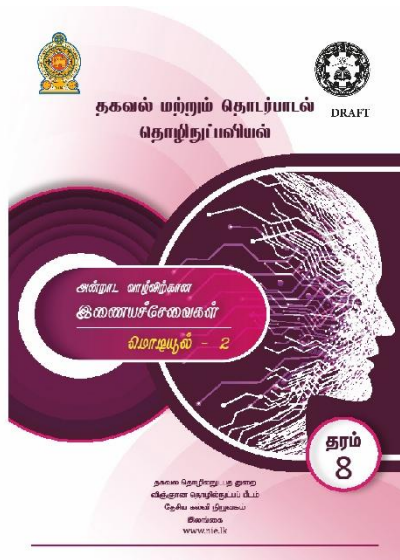


Modules Prepared for the First Term

Subject	Grade 1		Grade 6						Grade 10						TOTAL
	S	T	ELM			FLM			ELM			FLM			
			S	T	E	S	T	E	S	T	E	S	T	E	
Mathematics	1	1	3	3	3	1	1	1	3	3	3	1	1	1	26
Language (Mother Tongue)	1	1	3	3		1	1		3	3		1	1		18
ERA	1	1													02
Religion	1	1	8	8					8	8					34
English	1	1			3			1			3			1	10
Agriculture & Technology for Life			02	02		17	17		12	12		24	24		110
Health & P.E.			02	02	02				02	02	02				12
Aesthetic			18	18		9	9		9	9		9	9		90
Science			3	3	3	1	1	1	3	3	3	1	1	1	24
Economic & B.S			1	1	1	1	1	1	1	1	1	1	1	1	12
ICT			2	2	2	1	1	1	2	2	2	1	1	1	18
Geography			1	1	1	1	1	1	1	1	1	1	1	1	12
History			2	2		1	1		2	2		1	1		12
Civic Edu.			1	1	1	1	1	1	1	1	1	1	1	1	12
Tamil Language		1		1			1			1			1		05
Second National Language	1	1	1	1					1	1					06
Sports			1	1					1	1					04
TOTAL															407



Modules Prepared for the First Term



Proposed Plan for **Piloting** ✓ & **Implementation** ✓

Grade/s			Year									
P	JS	SS	2023	2024	2024	2025	2025	2026	2026	2027	2027	2028
1	6	10	✓	✓								
2	7	11			✓	✓						
3	8	12					✓	✓				
4	9	13							✓	✓		
5											✓	✓





1

**An active
Contributor to
sustainable
National
Development**

who is healthy; actively and productively contributes to the production process with a deep understanding of how to make use of the local, regional, national, and global challenges and opportunities; a life-long self-directed learner who updates the self to interact with the dynamic and changing world



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2

**An effective
and Efficient
work oriented
citizen**

**Who is skilled and employable;
an asset to the nation,
organization, and his/her team;
who contributes in active and
positive manner; who is
people/ customer oriented and
take actions in a proactive,
practical and pragmatic
manner as a dynamic team
player; does everything with
dignity and pride in
professional manner**



3

**An entrepreneur
and a person with
entrepreneurial
mindset**

**Who is creative, innovative,
and constructive; thinks out
of the box; takes risks to
introduce new ideas,
processes, concepts,
products, and services to
address local and global
market needs, to provide
employment opportunities
and to reduce poverty and
regional disparity**



4

A patriotic citizen



Who loves Sri Lanka; promotes sustainable use of natural resources; respects and values Sri Lankan heritage and cultural diversity, peace and social harmony with independent mind set as a responsible citizen; an effective member of family, immediate community, larger community; and thinks globally and acts locally



5

A good human being

Who is honest, straight forward, ethical and empathetic; maintains integrity; understands the right and wrong; stands against the wrong; understand his/her own strength and weaknesses; respects human rights



6

**A member of a
happy family**

**Who values human
relations; is democratic in
decision making and
implementing decisions;
aware of the rights and
responsibilities towards
others; lives a life full of
commitment, caring, and
sharing**

