

TRANSFORMING GENERAL EDUCATION IN SRI LANKA 2025



**Ministry of Education, Higher
Education, and Vocational
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Foreword

The Government of Sri Lanka recognizes education as a fundamental right and a cornerstone of national development. The development of a citizen who is emotionally intelligent, socially responsible, socially and culturally aware, politically literate, and capable of critical thinking depends on a robust education system that is equitable, effective, inclusive, future-oriented, and responsive to both national priorities and international trends. Therefore, peace, social harmony, good governance, economic prosperity and sustainable development of the country can only be ensured by a highly advanced education system.

In this context, the Government has initiated a comprehensive reform agenda for general education, with the first phase to be implemented through revised curricula for Grade 1 and Grade 6 from 2026 onwards. These reforms are designed to strengthen the quality, equity, and relevance of education, ensuring that learners are equipped with the knowledge, skills, and values required not only to thrive in a rapidly changing world but also to provide visionary leadership for the creation of an ethical, inclusive, just, pluralistic, sustainable, and responsible society.

This policy framework provides the foundation for the proposed transformation. It is structured around **five Strategic Pillars** that together articulate the key dimensions of reform:

1. **Curriculum Development** – development and alignment with emerging knowledge, future skills, and societal priorities.
2. **Human Resources Development** – professional growth and capacity building of educators and administrators.
3. **Development of Infrastructure Facilities and Education Administrative Reforms**– investment in modern infrastructure and governance systems that are efficient, transparent, and accountable.
4. **Assessment and Evaluation** – competency based and transparent assessment mechanisms that ensure fairness and continuous improvement.
5. **Public Awareness and Promotion** – strengthening stakeholder engagement, communication, and collective ownership of reforms.

This educational policy document outlines the strategic measures and interventions to be pursued under each pillar, serving as a roadmap for coordinated implementation across the education system. Several key stakeholders, government authorities, educators, parents, civil society, and people's representatives have worked together to develop this document.

Through these proposed educational reforms, the National People's Power (NPP) government reaffirms its unwavering commitment to providing free and equitable education of the highest quality. The proposed reforms aim not only to strengthen national education standards but also to prepare future generations of Sri Lankans to live in peace and co-existence and collectively build a moral and ethical society within a well-functioning and just democracy.

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Chapter 1: Introduction

1.1 Background

Sri Lanka, a country that has displayed a strong commitment to education for many centuries, is at a crucial juncture in its history as it is poised to design its future through a carefully crafted process of transformation in education. Such a transformative initiative is undertaken recognizing that general education has directly contributed to positive social change by reducing social inequality and enabling upward social mobility, even for the most marginalized and underprivileged social groups. In envisioning Sri Lanka's future during the post-war, post-pandemic, and post-Aragalaya period, a comprehensive, systematic, and futuristic approach is needed to transform the country's general education system. Recognizing this need, the National People's Power (NPP) government is introducing an education system that aims to not only create new generations of citizens with positive qualities but also eliminate existing disparities in access to quality

education. The proposed reforms will create citizens with a critical consciousness who will respect and appreciate the diversity they see around them, along the lines of ethnicity, religion, gender, disability, and other areas of difference. Building on Sri Lanka's tradition of free education, the proposed education reforms democratize education further, such that it becomes more accessible to those on the peripheries of our society. Such an educational system will enable the economic and social mobility of all its citizens, including those who are from underserved backgrounds.

One of the salient features of the proposed reforms is to mainstream vocational education as part of the general education policy. It is anticipated that such a move will give due recognition to vocational education as a viable and respectable avenue of tertiary education and a career path that will lead to social and economic progress.

1.2 Vision, Goals, and Objectives of the Proposed Education Transformation

1.2.1 Vision

The Vision and Goals of the educational transformation proposed for Sri Lanka are rooted

in the National Education Policy Proposals (2022) and its precursors, as well as the policy manifesto of the NPP Government.

Vision of the Proposed Education Transformation

Transforming education to nurture ethical, socially responsible, innovative, and lifelong learners who strive for equality, inclusivity, peace, prosperity, justice, sustainability, and global citizenship.

In order to realize this vision, the National Education Commission (NEC) report identified the National Education Goals.

1.2.2 National Education Goals (NEGs)

The NEC, established under the National Education Commission Act No. 19 of 1991,

initiated the National Education Goals (NEGs) in 1992 to direct the country's education reforms. The National Education Policy Framework (2020-2030), published in 2022 by the NEC, presented eight NEGs (Table 1.1).

Table1.1 National Educational Goals

NEG Number	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 and humane 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 a 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	Upholds the nation's cultural and ecological heritage while responding to local and global challenges.	Culturally rooted ambassador
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

The educational experience provided to students during the school years should create citizens who are not only independent, happy, and emotionally balanced but also capable of fulfilling the needs and expectations of the country. To ensure the quality of the country's education system, it is essential to describe the citizens the system intends to produce. The identification of the core skills that are provided through general education is one way to achieve this objective.

It has been widely agreed that cognitive skills or intellectual abilities (such as analytical or critical thinking skills, decision making skills, and general problem-solving skills) and the

knowledge base together make up the important intellectual resources that need to be mobilized for competent performance. Further, experts widely acknowledge that meeting a demand or accomplishing a goal also requires the mobilization of social, behavioral, and emotional aspects such as motivation, emotional regulation, resilience, etc., and commitment to values and ethics. Therefore, the curriculum should be able to instill values and develop emotional intelligence while developing knowledge, skills, and dispositions. Considering the above, it is proposed that through this transformation, Sri Lanka envisions a generation of learners who are empowered with the following skill areas (Table 1.2).

Table 1.2 Skill areas proposed in line with NEGs

Foundational Literacies: Literacy, numeracy, scientific literacy, academic literacy, ICT literacy, media & information literacy, cultural & aesthetic literacy, financial & entrepreneurial literacy	Digital & Future Skills: Digital fluency, coding, AI awareness, data literacy, and online safety
21st-Century Skills: Critical thinking, creativity, collaboration, communication, problem-solving	Green & Sustainability Skills: Climate literacy, resource efficiency, sustainable consumption, and circular economy practices
Civic & Global Competencies: Global citizenship, cultural awareness, social responsibility, ethical reasoning, collective responsibility	Entrepreneurial & Work-Ready Skills: Initiative, innovation, adaptability, productivity
Personal & Interpersonal Skills: Adaptability, resilience, self-awareness, leadership, empathy, social-emotional learning	Beyond 21st-Century Skills: Systems thinking, futures thinking, lifelong learning, metacognition, wisdom & judgment

The ultimate goal of the general education system proposed for Sri Lanka can be identified as the creation of the following:

- A healthy, ethical, and socially responsible member of society,
- A member of society who possesses emotional balance and self-awareness,
- A society that respects heritage, culture, and diversity within and outside the country as it faces the challenges of and beyond the 21st century,
- Sustainable national development, and
- Sustainable peace in a reconciled society built on democratic and multicultural values.

1.2.3 Objectives of Education Reforms in Sri Lanka

The proposed education reforms seek to:

- Nurture ethical, inclusive, and socially responsible citizens
- Create a system where every child, irrespective of social, economic, regional, or cultural background, receives fair and equitable access to educational resources and opportunities
- Foster an educational system that is inclusive and provides fair and equitable access and opportunities for students with disabilities

- Align general education with national development priorities, sustainable development goals, and attributes necessary for global citizenship
- Revise curricula by integrating emerging knowledge, new technologies, and global best practices, while incorporating critical thinking skills and creativity
- Promote student-centered collaborative learning and dialogue as part of the teaching-learning culture
- Implement fair, transparent, competency-based, learner-centered assessment systems that move beyond exam-focused rote learning
- Develop inclusive, contextually appropriate, and well-resourced physical infrastructure supported by transparent, accountable, and efficient governance
- Strengthen the professional capacity of educators and administrators and establish continuous professional development opportunities responsive to local needs and global trends
- Create a professional culture where teacher-educators are provided with opportunities for career advancement, fair financial remuneration, and a safe and nurturing working environment.

1.3 Understanding Education Reforms

1.3.1 Education Reforms Vs. Curriculum Revisions

In the Sri Lankan context, the concept of education reforms is often misinterpreted and confused with the concept of curricular reforms, leading to the two terms being used interchangeably. A total education reform process is a carefully conceived and complex process that involves a complete revamp of all the aspects and stages of the education system in the country, whereas the term curriculum revision refers to the periodic changes made to the curricula so that they are reflective of and responsive to the rapid changes taking place

nationally and globally. Curriculum reform is a major part of a complete education reform process, but that process also involves several other key considerations, such as infrastructure development, teacher training, and introduction of meaningful pedagogic practices informed by the ground realities in which educational activities take place in Sri Lanka, among others.

The proposed curriculum reforms are also responses to demands made by domestic stakeholders for updating the school curricula and the framework for general education through fundamental changes.

The proposed transformation seeks to reimagine and strengthen the entire education system in alignment with national priorities and global trends, which are considered desirable. This transformation will be advanced through the following **five Strategic Pillars**, which together form the foundation for sustainable and inclusive educational reform:

Pillar 1: Curriculum Development

Curricula will be updated to reflect emerging knowledge domains and skills and societal priorities, ensuring relevance, inclusivity, and responsiveness to local and global needs.

Pillar 2: Human Resources Development

The professional capacity of educators, administrators, and support personnel will be enhanced through continuous professional development.

Pillar 3: Development of Infrastructure Facilities and Education Administrative Reforms:

Investments will be directed towards upgrading physical, digital, and technological infrastructure, alongside the introduction of efficient administrative systems that foster accountability, transparency, inclusion, and innovation in educational governance.

Pillar 4: Assessment and Evaluation

Assessment systems will ensure fairness, transparency, equity, and competency-based approaches, complemented by robust mechanisms for institutional monitoring and evaluation to ensure quality assurance and continuous improvement.

Pillar 5: Public Awareness and Promotion

Strategic communication and awareness initiatives will be undertaken to engage stakeholders at all levels, promote widespread understanding of the reforms, and foster shared responsibility and ownership of the educational reform process.

This policy document elaborates on the proposed measures and interventions under each of these Strategic Pillars, providing a structured pathway for comprehensive education reform.

1.3.2 Historical Milestones in Sri Lankan Education Reform

In the recent history of Sri Lanka, the transformations that were introduced to general education in 1972, 1981, and 1999 are examples of education reforms. After 1999, there were two instances when curriculum

revision took place: in 2007 (taking the 1999 reforms forward) and in 2015, in keeping with the eight-year curriculum cycle policy (NIE & MOE, 2000).

The evolution of the education system currently in practice in Sri Lanka can be traced back to the 1999 education reforms, which were based

on the 1997 report of the National Education Commission. Some of the highlights of the reforms introduced to the system in 1999 are given below.

- Introduction of a competency-based education approach to the primary stage
- Division of the primary stage of education into three key stages (K): Grades 1 and 2 as K1, Grades 3 and 4 as K2, and Grade 5 as K3
- Introduction of Activity-Based Oral English to the primary stage to make the students ready for the formal learning of English as a Second Language (ESL) from Grade 3 (K2) upwards
- Limiting the G.C.E. (O/L) to two years (Grades 10 and 11)
- Reducing the number of subjects offered for G.C.E. (A/L) from four to three
- Introduction of the Common General Test for G.C.E. (A/L).

As stated earlier, the education system, thus reformed, underwent further changes in 2007 in keeping with the eight-year curriculum revision policy of the Ministry of Education. The competency-based approach was introduced to secondary education in 2007. In 2015, a curriculum rationalization process was undertaken instead of a transformation.

Building on the above initiatives, the present educational reforms process seeks to provide an education system founded on the following principles.

1.3.3 Principles for Effective Education Transformation

Any initiative aimed at a curriculum revision or a complete transformation of the education system, the process must ensure the democratic participation of various stakeholders, including students, teachers, educational administrators, researchers in the field of education, job-providers, and the wider citizenry. Such a process should be grounded in evidence-based decision-making. A comprehensive transformation of an education system of a country is inherently complex process that requires meticulous planning. Key considerations in such a transformation process include:

1. Strengths and weaknesses of the existing system
2. Contemporary local and global social, geopolitical, and economic contexts
3. National development policy of the country
4. Expectations of the people of the country in relation to prosperity, wellbeing, equity, and good governance.

A thorough analysis of the strengths and weaknesses of the existing system is crucial to identify the elements that should be retained and those that should be reformed or discontinued based on their demonstrated effectiveness. Such an analysis will also lead to the development of more effective methods that will create a robust and well-functioning education system. It is imperative that research findings, as well as the views of experts in the field, and, critically, the general public, are taken into consideration during the process of education reform. In addition, assessments of the performance of teachers and students over time will also provide vital information regarding the strengths and weaknesses of the existing system.

Globally, general education is undergoing transformation to ensure that it is reflective of the rapid social, economic, technological, and cultural transformations that are taking place at an exponential rate. United Nations (UN) agencies, particularly the United Nations Educational, Scientific and Cultural Organization (UNESCO), and other global development partners, have been engaging in active discussion on this topic over the last several years. When transforming the education system of the country, it is also important to consider global priorities such as the achievement of the Sustainable Development Goals (SDGs) and the inculcation of transversal skills and Socioemotional Learning (SEL).

There are also ongoing global trends that raise concern. For instance, there have been moves to reduce funding for the Humanities and Social Sciences in many parts of the world. These disciplines are seen as lacking economic and practical value. The increasing domination of market-based ideologies on education systems

across the world has resulted in serious negligence of these disciplines. To create knowledge that can help eradicate the socio-economic divisions and inequalities that we observe locally, nationally, and globally, Sri Lanka needs to invest more in the Humanities and Social Sciences, starting from the school level. Curriculum reforms should include special initiatives to strengthen these disciplines.

Sri Lanka's education policy cannot be separated from its national development policy. Since education is a key determinant of the future of the Sri Lankan nation, aligning the transformation in education with the national policy priorities is a key consideration. The entire transformation, including the curricula,

administrative and other structures, pedagogy, assessment and evaluation, etc., should be aligned with the development agenda of the country.

Above all, it is of paramount importance that the expectations of the people in the country are considered in such a transformation process as they are the primary participants in and beneficiaries of the reformed education system. Hence, public opinion on the education system and public expectations of the proposed changes have been considered in planning the transformation in education.

Against this backdrop, the existing education system in Sri Lanka has been examined, forming the basis for the current proposals.

1.4 Rationale for the Proposed Educational Reforms

It is evident that the existing general education system, particularly the curricula and assessment structures, cannot equip the Sri Lankan students with skills and competencies needed for current local and global contexts. A few relevant points highlighted by existing research and expert opinions are provided below.

Curriculum: The curriculum is too content-heavy, theoretical and target-driven. It also focuses on rote learning and lacks an inquiry-based approach. Further, it is weak in practical applicability in real-life contexts, especially in the Science, Technology, Engineering, and Mathematics (STEM) subjects. This leads to a mismatch between the skills of the present students and the skills required to face and overcome contemporary socio-economic challenges both as individuals and a community. Further, the opportunities to introduce subjects from the Social Sciences and Humanities into the STEM stream are insufficient. Such a change is necessary to develop students with social consciousness, political literacy, and a holistic personality.

Assessments: The assessment system, with its high-stakes examinations, favors the rote learning of theoretical skills. It is not sufficiently reliable to assess the performance of Sri Lankan students based on internationally defined benchmarks.

Consequently, it is difficult for policymakers to arrive at conclusions based on a realistic assessment. Moreover, the assessment system currently in place leads to excessive stress for the student, which ultimately leads to burnout. The existing assessment system also needs to be revised taking into consideration the diverse skills and abilities of learners.

Inadequate educational quality: The quality of teaching and educational leadership is inadequate and leads to poor learning outcomes. Teachers with sufficient subject knowledge (in some subjects in particular) are in short supply, and therefore some teachers teach subjects they are not qualified to teach, which is unproductive.

“Teaching to the test”: Teacher professional development initiatives tend to focus more on imparting content knowledge geared towards improving pass rates at examinations. Hence, teachers often “teach to the test” instead of fostering inquiry-based learning.

Limited access to science streams: Only 28% of all schools offer classes beyond Grade 11, with only 36% of them - the so-called “1AB schools” - offering four main subject streams (Science, Commerce, Arts, and Technology). However, in reality, not all “1AB schools” offer the Technology stream. Thus, 1AB schools which offer all four represent just 10% of all

schools. Hence, enrolment is skewed towards other types of schools that offer only Arts and Commerce subject streams.

Imbalance in the deployment of teachers:

Due to poor deployment practices, there is a shortage of qualified teachers for certain subjects. This is particularly marked in STEM subjects as deployment practices have long been skewed toward urban schools, making it difficult for non-urban students to access STEM streams. As a result, the government's efforts to increase STEM access in provincial and rural areas by providing additional classrooms and laboratories have not led to the intended outcomes. Thus, due to a lack of choice, senior secondary school enrolment in rural areas remains skewed toward Humanities and Social Sciences subjects.

Lower performance in the science stream:

Lower performance in the Science stream discourages students. The pass rate in Bioscience (58.15%) and Physical Science (57.84%) was lower than in the Arts (66.78%) stream.

Limited places in some tertiary courses:

Concerns regarding limited access to tertiary-level STEM programmes motivate senior secondary students to choose the Arts stream

to boost their chances of entering university. In 2022, Arts, Law, Management, and Commerce accounted for 47% of total undergraduate enrolments, while Science, Engineering, Architecture, and Computer Science accounted for 27%. Further, opportunities for students with different abilities are limited at the tertiary level.

Inequity in access and lack of sensitivity towards students with special needs

The existing education system is not capable of taking proper care of students with special needs. At present, there is no policy with regard to the education of students with such health situations and schools are ill-equipped in terms of human resources, training, and physical resources to manage and serve such students.

It is believed that a structured and well-planned outcomes-based education system is the most effective means of responding to the above drawbacks.

Such an education system will create citizens who are emotionally intelligent, socially responsible, socially and culturally aware, politically literate, and capable of critical thinking, and who will contribute to the economic prosperity and sustainable development of the country.

1.5 Key Elements of the Proposed Educational Transformation

A significant feature of the Sri Lankan education system is the state's commitment to providing free education. The Free Education Bill was passed in the Legislative Council in 1944 even before the country achieved independence and the NPP government is strongly committed to continuing to provide free school education to all students who enter state schools and to all students selected to government universities for undergraduate education. Further, a selected number of students are provided with free education at technical and vocational training institutes as well. The government is also committed to providing equal and equitable access to education to all children in the country, taking into consideration their physical, cognitive, and emotional needs. This vision is clearly articulated in the policy manifesto "Thriving Nation: A Beautiful Life," which

identifies education as both a fundamental right and a key driver of inclusive development. Free education is not only a means of empowering individuals but also a long-term investment in building a knowledge-based economy capable of responding to global pressures with resilience while preserving national values and identities.

The present government is also appreciative of the fact that throughout history, other partners such as religious institutions, nonprofit organizations, and private sector entities have also played and continue to play a significant role in developing the country's education system.

In this context, the proposed educational reforms are designed to create a new education system and a culture that is founded on globally

accepted pedagogical principles directed towards achieving national priorities. Therefore, the educational reforms are guided by the fundamental principles of national education policy, ensuring access and equity, maintaining

quality and relevance, fostering inclusivity, and promoting accountability and innovation so that education continues to serve as a foundation for personal advancement and collective prosperity.

Principles that guide national education policy are:

- Free education and equal and equitable access
- Relevance to human development and employment
- Acceptability for all
- Responsible citizens accountable to society
- Sustainability and innovation
- Lifelong learning

Chapter 2: Proposed Reforms

2.1 Curriculum Development

The overall goal of the curriculum revision is to lay the foundation for creating a citizen ready for the challenges of and beyond the 21st century, and to contribute to the process of sustainable national development and peace in the country.

2.1.1 The Objectives of the Curriculum Revision

The revised curriculum focuses on the following.

- Enhance curriculum relevance and quality to improve learning outcomes
- Emphasize critical thinking and dialogue as essential components of education
- Promote multiple intelligences
- Recognize the value of emotional intelligence
- Increase and diversify opportunities for students to enroll in the Science and Technology Streams
- Promote a deeper understanding of the social and political value of the Humanities and Social Sciences
- Promote Sustainable Development Goals (SDGs) and Citizenship Education
- Embed key values such as equity, inclusivity, and social justice
- Strengthen school-community relationships
- Promote an entrepreneurial outlook enriched by social awareness

2.1.2 Educational Span in Sri Lanka

According to the National Education Policy Framework (2020-2030), Sri Lanka's educational span can be identified thus:

- Early Childhood Care and Education (ECCE)
- General Education
- Higher Education
- Technical and Vocational Education

Of the above, the ECCE period is approximately two years and has been identified as a period to which much attention needs to be paid by policymakers and practitioners. The responsibility of operationalizing ECCE was

shared by the Provincial Councils. However, as a result of recent developments, the National Institute of Education (NIE) has been vested with the authority of curriculum development for ECCE, and, therefore, this phase is now included as an integral part of the General Education system of the country.

The 13-year period a child is expected to spend in school (the school span) is considered the period of General Education in Sri Lanka. The 13-year General Education Span will be divided into three main stages:

- Primary stage (5 years, from Grades 1-5)
- Junior Secondary stage (4 years, from Grades 6-9)
- Senior Secondary stage (4 years, from Grades 10-13)
 - Senior Secondary Phase 1
 - Senior Secondary Phase 2

A student enters school upon reaching 5 years of age and continues until the age of 18 or slightly older. When this system is compared to UNESCO's International Standard Classification of Education (ISCED), which is an international classification for recognizing educational programmes and related qualifications, it is observed that Sri Lanka's general education system is within the first three levels of the ISCED.

2.1.3 Broad Learning Areas

The broad learning areas identified in the general education curriculum of a country reflect the aspiration of that nation to create citizens who are capable of coping with and responding to the challenges of attaining sustainable development and growth in a constantly changing world. Such citizens, while possessing expert knowledge in their chosen fields and professions, should also, when necessary, possess the ability to resist and respond to hegemonic, divisive forces that pose a threat to social harmony and multicultural coexistence. The learning areas identified in the Sri Lankan General Education system have remained more or less static over the past few decades,

irrespective of the massive changes and advancements that have taken place over the years. A fundamental view in contemporary education is that these learning areas need to be revisited to facilitate a new generation of citizens capable of confidently facing the constantly changing world around them. They should, at the same time, be able to identify and critique local and global processes that are exploitative, extractive, and harmful to communities on the peripheries of society. Accordingly, the following ten learning areas have been proposed for the general education curriculum. However, it is emphasized that the broad learning areas identified should not be considered as subjects prescribed for general education in Sri Lanka.

1. Language and Literacy Education

Achieving literacy is one of the main objectives of general education. In the contemporary context, the term literacy is used to describe the abilities of individuals in various aspects of life (eg. ICT literacy, media literacy, and academic literacy). However, when literacy is considered in its most basic sense, i.e., the ability to read and write, the fundamental means of achieving literacy can be identified as language education. In a world in which multilingualism is the norm, language education within the general education system can be categorized into two areas: learning the language of the home (the mother tongue) and learning other languages. It is imperative that proficiency in the mother tongue is preserved and strengthened while learning the second language, English, as it is through the mother tongue that learners connect with their histories, cultures, and communities.

To achieve the above, the curriculum design process has been guided by the national language policy of the country. The language education policy in Sri Lanka is deeply rooted in the cultural diversity of the country, where a long-standing tradition of valuing multilingualism exists. The two official languages, Tamil and Sinhala, used by the vast majority of the people in Sri Lanka, and the most essential international language in the contemporary context, English, form the backbone of the general education curriculum in terms of language and literacy education. Furthermore, the proposed reforms seek to promote the

learning of the second national language – Tamil for the Sinhala-speaking population and Sinhala for the Tamil-speaking population - as a critical means of reconciliation and coexistence. This policy document also acknowledges the need for expanding existing definitions of mother tongue, first language, second language etc. to include speakers of the lesser-known languages of Sri Lanka and recognizes the linguistic aspirations of users of sign languages in the domain of education.

All the other languages taught at school level are viewed as value-additions to the 21st century citizen expected of general education and as catering to the specific interests and aspirations of the students.

All language learning efforts within the school system should be geared towards creating a citizen who is capable of communicating effectively in both local and global contexts. Thus, language teaching should be a process that empowers the learner to use the languages they learn as effective tools of local and global communication, as opposed to teaching *about* the language, which is a purely academic endeavor. Language education within the general education context in Sri Lanka will have two main objectives:

- (a) to teach students to use their first language and other languages for basic interpersonal communication so that they can convey ideas confidently, ask questions, reason, and take and defend positions as well as communicate with speakers of other languages in the interest of fostering harmony
- (b) to enable students to master the academic language competence needed for learning subject content in the medium of instruction of their choice.

Given the rising demand for Bilingual Education in Sri Lanka, a comprehensive policy regulating the medium of instruction in the general education context is being developed. Such a policy will enable the better implementation of all aspects of bilingual education in a just, equitable, and inclusive manner.

2. Science, Technology, Engineering, and Mathematics (STEM) Education

Science, Technology, Engineering, and Mathematics (STEM) education provides synergy for any society to progress in the diverse and complex world of today. It is mainly through science education that students gain the ability to understand and experience the physical world and the natural environment around them in a meaningful way. Citizens with proper scientific awareness of the world around them are more sensitive to the world we live in, thus better able to contribute to making it a safer, more sustainable, and more comfortable place for human life.

STEM education within the school system is expected to serve two major purposes: a) to contribute to the sustainable development of the country, and b) to motivate and direct students to higher learning in these fields and to be innovative and creative thinkers.

Mathematics is as important as languages in facilitating communication. Mathematics education contributes to developing logical and critical thinking that enables a person to make decisions to find the best possible solutions to the problems they encounter in real life. Therefore, it is imperative that all students are provided with a sound mathematics education, which can facilitate critical and creative thinking, enabling them to proceed to their further education.

Comprehensive training in technology and engineering is also vital to cope with the challenges created by the rapid expansion of knowledge and the changing nature of knowledge due to technological advancement.

STEM is a broad learning area that empowers learners to use scientific inquiry to deal with the challenges that human existence faces due to global warming and the depletion of non-renewable resources. STEM education can only be made meaningful through a fine blending of knowledge and skills.

3. Aesthetic Education

Aesthetics is one of the most essential broad learning areas celebrated in the general education curriculum. The most prominent core competency linked to Aesthetic Education is the Appreciation of Life. Further, in the present world of technological advancement, Aesthetic Education as a broad learning area plays an important role in producing citizens with the

ability to entertain and educate the wider community with their creativity, innovation, and passion for progressive social transformation. Furthermore, Aesthetic Education is crucial for converting learners into thinkers and creators who appreciate the cultural life of a society. It is also recognized that Aesthetic Education is a broad learning area that leads to interpersonal and intrapersonal emotional intelligence, an important consideration in creating citizens who are self-aware, resilient, and empathetic.

Throughout the national curriculum, the offering of Aesthetic Education will be done in different ways, considering the main objectives of each stage of schooling. It will take a more practical orientation, which will make Aesthetic Education more meaningful for learners. Emphasis on practicing and experiencing various forms of aesthetics is important for the happiness, relaxation, and emotional balance of the students.

4. Health and Physical Education

The importance of making Health and Physical Education a core component of general education cannot be overemphasized. Health and Physical Education as a broad learning area within the general education system of the country will provide the foundation to create a strong and healthy nation. In a world where the unhealthy lifestyles of humans are causing serious concern, giving prominence to Health and Physical Education as a broad learning area in the national curriculum is essential as it will enable students to understand, value, and practice a physically and emotionally healthy lifestyle.

5. Economics, Commerce, and Entrepreneurship Education

Economics, Commerce, and Entrepreneurship education is identified as a key broad learning area that could contribute to sustainable national development and successful living. Instilling foundational knowledge in economics, economic and social development, and socioeconomic differentiation and inequality is vital to producing effective thinkers and responsible citizens. Further, developing business and managerial skills, employability skills, an enterprising outlook that is also responsible and ethical, and developing resilience to overcome challenges in a volatile

world are addressed in the new curriculum. The curriculum will explore cooperative models of entrepreneurship that emphasize resource sharing, profit distribution, labor rights and protections and the strengthening of small and medium industries which are essential for achieving economic self-sufficiency.

Economic perspectives of modern living are constantly changing. There are new trends in the use of finance, the selling and purchasing of goods and services, and the nature of employment. The use of digital currencies and digital transactions, and e-commerce is becoming the new world order. Therefore, preparing the next generation of citizens to be efficient, effective, responsible, and ethical users of these advances is imperative.

6. Humanities and Social Sciences Education

The purpose of Humanities and Social Sciences education is to create awareness of diverse aspects of human experience, such as social interaction, history, culture, politics, trade and exchange, and the arts. Therefore, Humanities and Social Sciences education is a major part of the general education curriculum. It is this learning area that creates a strong foundation to produce a citizen with a positive and critical attitude towards the world they live in by promoting an inclusive outlook. Further, studies in the Humanities and Social Sciences will help learners see beyond insularity and serving the self.

Humanities and Social Sciences education is vital for students to develop as well as critique various forms of identities so that they have an awareness of their role in their immediate communities and nation. Such awareness will allow them to contribute towards the strengthening of democracy and intercommunal dialogue, which is necessary for peace and reconciliation. Furthermore, a strong grounding in the Humanities and Social Sciences will lead to equity and social justice concerning caste, disability, gender, and other features of social stratification. These disciplines will also help learners to participate in their country's development while appreciating their role and responsibility as global citizens. At the intrapersonal level, a grounding in the Humanities and Social Sciences will lead to

greater self-awareness and empathy as well as enhance the ability to understand and engage with complex emotions.

7. Information and Communication Technology (ICT)

Information and Communication Technology is considered the foundation of the fourth industrial revolution, and, therefore, empowering the nation with the skills necessary to be ICT literate is one of the major missions of the new education reforms of the country. The present curriculum reform should prepare students to be technologically proficient, and not only understand, but also be able to participate effectively and ethically in an increasingly technologically transformed world. The objectives should be, for example, to build awareness of technology and its tools that can be used in everyday life, across one's home, school, and society. Additionally, such a curriculum would equip students with basic knowledge of ICT devices as well as teach them fundamental computing knowledge and skills. Awareness of how to detect and respond to exploitative, unlawful and unethical usage of technology will be an important part of this education.

CROSS-CURRICULAR LEARNING AREAS

The proposed new curriculum also identifies several cross-curricular learning areas, which are viewed as key aspects in developing a modern citizen with a broad and holistic outlook. These areas are defined by the manner in which they are placed at the intersection of multiple disciplines and are therefore informed and influenced by several learning areas.

8. Character and Citizenship Education

Character and Citizenship Education contribute to creating a strong civil society in the country. This area of learning is, perhaps, the most important aspect of education in empowering citizens to benefit from the mission of educating a nation. Particularly, the skills developed in a student, such as understanding the dynamics of the diversity of modern society, and valuing democratic practices, decision-making, and respectful and peaceful co-existence, will be regarded as the building blocks of the future nation.

9. Environment and Sustainable Development

The contemporary world has several glaring and urgent issues that need to be addressed immediately in order to ensure the sustainability of human life on this planet. Human activities over the past few centuries have made the world's ecosystems fragile, vulnerable, and unsustainable. Climatic changes, environmental pollution, global warming, and depletion of natural resources are some of the problems that need immediate attention to make the world a safer place for future generations. Experts are of the view that the education system of a country has a responsibility to educate its people to find practicable and lasting solutions to mitigate these problems. Therefore, curriculum reform movements of the new millennium make notable efforts to address issues related to the environment and sustainable development through general education, since the idea of a healthy, sustainable, and environmentally responsible way of life can be inculcated more effectively during the formative years of life. Through such curricular reforms, students should be able to develop responsibility for their immediate environment to begin with and make informed judgments about their actions and behaviors to ensure sustainable living locally and globally.

10. Education for the World of Work

Making the next generation ready for work is one of the key responsibilities of education. A major concern of education in this regard is creating a culture where labour, including unpaid labour, is respected and celebrated by every citizen. With the advent of the 4th industrial revolution, it is crucial that a country assesses its human resource needs scientifically and re-aligns its work education to meet, navigate, and even resist, where necessary, the changing demands of the global economy. Since the world is witnessing the advent of new professions and the decline of some professions due to advances in new technologies, education systems must prepare learners to face the changes in the dynamic world of work. Equally important in this respect is that the curricular interventions in this area prepare students to manage and respond to change.

2.1.4 Definition of Terms

The following definitions are used in the context of the proposed curriculum.

Module: A Module is a focused, self-contained unit of learning that covers a specific topic, skill, or theme within a subject. It is designed to achieve defined learning outcomes through structured content, activities, and assessments.

Subject: A school subject is an organized area of knowledge or learning that is taught as part of the school curriculum. Each subject focuses on a specific field of study, such as Mathematics, Science, Language, History, and is designed to help students develop understanding skills and competencies in that particular area.

Further Learning Modules: Further Learning Modules are supplementary modules related to a particular subject, designed to enrich and extend the knowledge gained from the standard modules. These modules aim to deepen students' understanding, spark curiosity, and foster greater interest, particularly through practical applications, hands-on experiences, and exposure to emerging developments in a chosen subject. These modules are especially valuable for encouraging exploration beyond the core curriculum and for supporting learners with advanced or specific interests, particularly in applying their knowledge in real-world contexts and the world of work.

Transversal Modules: Transversal modules are learning units that transcend traditional subject boundaries, addressing skills, knowledge, autonomy, and responsibility that are applicable across multiple disciplines. These modules are designed to promote the holistic development of students by helping them connect academic learning with real-life contexts. By fostering transferable competencies and integrated knowledge, transversal modules aim to prepare students not only for academic success but also for meaningful participation in everyday life and the world of work.

Enrichment Modules: Enrichment modules are the modules that the students select from the same subject stream, excluding the core subjects that are essential for the specific subject stream.

Interdisciplinary Modules: These modules fall outside the core or essential subject areas of a student's selected subject stream. However, they can be taken as part of the broader learning opportunities offered during Phase 2 of Senior Secondary Education, enabling students to explore additional interests or acquire complementary skills.

School Credit: School credit is a measure that quantifies the amount of learning achieved by a student in each subject or module. One credit is equivalent to **10 hours of total learning time**, which may include direct instruction, guided study, assignments, practical work, and independent learning.

2.1.5 Salient Features of the Proposed Curriculum Transformation

■ A school Credit system from Grade 6 onwards (35 credits a term/350 hours)

A school credit system introduced from the Junior Secondary stage helps determine the volume of learning a child engages in during a term. According to this system, to earn a school credit, a student is expected to complete 10 hours of learning (600 minutes). Of this, 500 minutes (10 x 50-minute periods) fall within the school time, while the rest (100 minutes) is dedicated to out-of-the-class self-directed learning. In developing curricula, the curriculum developers are expected to break the curriculum for a particular subject into meaningful 10-hour units so that a student can earn one credit after completing the learning of that learning unit. The process of instructional materials development also follows this system as instructional materials are created in alignment with the 10-hour learning unit breakdown. In this way, when reporting a student's performance term-wise or stage-wise, the number of credits the student has earned in a particular subject will denote the learning volume (e.g., 3 credits indicate 30 hours of learning).

■ More weight on formative assessment

The strengthening of formative assessment enables both the teacher and the student to pay more attention to the process of learning rather than the product, which is usually a grade attained after a summative examination. In addition, formative assessments present opportunities for providing ongoing feedback

which enables personalized learning to take place, thus ensuring that every student achieves the intended essential learning outcomes. It is in this context that the new reforms place more weight on formative assessment in the curriculum and instructional material development process. In the new reforms, each 10-hour learning unit will place a weight of 70% on formative assessment and the rest (30%) on the unit-end summative assessment to ensure the student has reached the expected level of performance. Globally, it is widely accepted that formative assessments are useful as they allow continuous monitoring and addressing of issues such as the lack of proactive engagement of students and the excessively theoretical orientation of summative examinations, which are overly dependent on rote memorization. Formative assessments encourage collaborative learning, critical discussion, and internalization of values.

■ National Skills Assessment to be held at the end of the 9th grade

As the students mark the completion of Junior Secondary education, the new reforms recommend the conducting of a National Skills Assessment at the end of Grade 9. The proposed National Skills Assessment is aimed at assessing the readiness of the students to move forward to their Senior Secondary Education. It will provide insights into the natural inclinations or tendencies of the students as well as potential further pathways for Senior Secondary education. The National Skills Assessment consists of two major components: a) a Literacy and Numeracy test, and b) a Career Interest Test. Literacy and numeracy will be tested through a formal assessment, whereas the Career Interest Test will be facilitated online with an offline option if required.

■ Reporting student performance to showcase learning

Reporting student performance in a valid and reliable manner to showcase their learning during a particular stage of education is important for the students as well as for the system. Such a comprehensive reporting system not only displays the quality of the education system but also helps in decision-making and assessing the drawbacks of the system. It is in this context that the development

of a detailed, meaningful, valid, and reliable reporting system, which shows what a student has learnt, and the volume of learning, is presented as a major component of the transformation.

As stated earlier, a combination of formative and summative assessments will be used to evaluate student performance. A weightage of 70% will be placed on formative assessment, and the rest (30%) will be placed on unit-end summative assessment.

A significant aspect of the proposed transformation is that student progress will be reported as a Grade Point Value (GPV) for each module and subject, allowing students, parents, and teachers to monitor achievement and address any learning gaps promptly. The Grade Point Average (GPA) for each subject will be calculated based on the Grade Point Value (GPV) obtained for each Module in the subject, and the weighted average across all subjects will be the student's overall GPA.

■ **Blended learning**

The proposed reforms encourage, whenever possible, the use of online platforms alongside the traditional classroom setting for teaching and learning. Within the Sri Lankan context, where internet connectivity is still a problem, initially, the instructional process should be planned such that every student receives the learning experience in the best, most practicable and inclusive manner, regardless of socioeconomic background and access to resources. The government will take steps to facilitate the gradual increase of online resources by expanding access to internet facilities to cover the entire island.

■ **Specialized learning units to guide students to select their further education pathways (Academic or Skills pathways)**

The human capital development process is made efficient and effective when students select their further learning pathways with a

clear understanding of their potential and interests. Therefore, specialized learning units are introduced from the early years to help students select their further learning pathways. These specialized learning units enable the students to get further training in the particular subjects they are more capable of or interested in, while learning the essential content expected of them for the other essential subjects offered in the curriculum. During the Junior Secondary level, the new curriculum offers the specialization units as Further Learning at the end of the school term to those students who display a special aptitude for or a special interest in a particular subject.

■ **Technology modules addressing regional needs and specialization**

It is imperative that the general education curriculum addresses the specialized knowledge and skills specific to different provinces in the country (e.g. the gem industry of the Ratnapura district). Doing so will make students ready for the world of work and boost the country's economic development while capitalizing on the regional resources and areas of expertise spread across the country.

■ **Introduction of innovation labs**

Innovation labs will be built for students to receive hands-on experience in the practical aspects of STEM/STEAM-related education. These should be the incubators where future innovators get their initial experience in engaging in research and innovation.

■ **Strengthening Early Childhood Education as a means of transitioning to Primary Education**

Ensuring a child's smooth transition from the home environment to formal schooling is essential to achieve the best outcomes of general education. In this sense, establishing an effective Early Childhood Education (ECE) system to develop the social and emotional skills of the children will be a key element in the proposed education transformation.

2.1.6 Stages of Education

Table 2.1 presents the five stages of education that are proposed for the Sri Lankan general education system.

Table 2.1 Stages of General Education

Stage	Period	Purpose	Grades	ISCED
Early Childhood Education		Foundation for lifelong learning	-	0
Primary education	5 years	Education for basic life skills	1-5	1
Junior Secondary Education	4 years	Foundation for life	6-9	2
Senior Secondary Education - Phase 1	2 years	Foundation for career readiness	10-11	3
Senior Secondary Education – Phase 2	2 years	Foundation for academic and professional life	12-13	3

2.1.7 Early Childhood Education

Purpose: Foundation for Lifelong Learning

Early Childhood Education (ECE) is the most important stage of education in a country's education system. In Sri Lanka, Early Childhood Education (ECE) is a devolved subject under the 13th amendment to the 1978 Constitution. Therefore, the responsibilities of ECE are shared among the Ministry of Women and Child Affairs, the Ministry of Education, and the respective Provincial Ministries. Therefore, all these entities work in collaboration to regulate Early Childhood Education in Sri Lanka, while the National Institute of Education is responsible for setting the standards for ECE by developing its National Curriculum Framework.

2.1.8 Primary Education (Grades 1 – 5)

Purpose: Education for basic life skills

Sri Lanka's Primary Education (PE) process demonstrates the country's commitment to achieving Target 4.1 of the SDGs: "Ensure quality primary and secondary education for all". The Primary Education curriculum offered by the formal schooling system starts at Grade one and spans five years, retaining the three-tier Key Stage structure which has continued from 1999, based on globally accepted child development practices.

Key Stage 1 – Grades 1 & 2

Key Stage 2 – Grades 3 & 4

Key Stage 3 – Grade 5

Sri Lanka has demonstrated high completion rates in primary education since the entire primary entry cohort has continued to secondary education for over three decades. Building on this strong position, the Primary Education system must ensure that the basic skills required to continue secondary education are delivered. It is during this period that the student is empowered with a firm base in the basic competencies needed to face the uncertainties and complexities of the future.

"Education for basic life skills" is the emphasis of Primary Education under the new education reforms. During the PE stage, the students are exposed to a range of areas like literacy, numeracy, communication, basic science and environment-related awareness and skills, appreciation of life, creativity through aesthetic skills, religion and values education, health, nutrition and physical training, basic life skills, basics of financial literacy, etc.

The new reforms will result in the curriculum being delivered in a problem-solving pedagogical approach that is also outcome- and activity-based. The concept of "more activities and less desk work" promoted, recommended and continued under the 1998 and 2007 curriculum reforms will be strictly implemented in

the forthcoming curriculum. An activity-based integrated curriculum will be used instead of textbooks.

Upon completion of the Primary Education stage, the student is expected to develop the following:

- Awareness and understanding of their immediate home community, incrementally leading to the understanding of national and global contexts and the systemic challenges facing them.
- Understanding cultural, social, physical, biological, environmental, ecological, and geographical diversity.
- Literacy, numeracy, and social, cultural and emotional skills that are needed to prepare the student for life.
- Understanding basic life skills related to healthy living, character and citizenship, and the basics of financial literacy that help create a 21st-century-ready citizen.
- A foundation for a balanced personality enriched with empathy and other socioemotional skills and multiple intelligences.

Learning Areas provided in Primary Education

1. Mother tongue
2. English language
3. Second National Language
4. Mathematics
5. Elementary Science and Environment-Related Activities
6. Religion and Values Education
7. Aesthetic Education
8. Health and Physical Education
9. Co-Curricular Activities

Time Allocation

Weekly time allocations for various learning areas of the Primary Education stages are given in Table 2.2.

Table 2.2 Tentative Time Allocation for learning areas in Primary Education Stage (Grades 1-5)

Learning areas	Time per week (hours)		
	Key Stage 1	Key Stage 2	Key Stage 3
Mother Tongue	5.00	5.00	5.00
English Language	0.50	3.00	3.30
Second National Language	0.30	1.00	1.00
Mathematics	3.30	5.00	5.00
Religion and Values Education	1.30	2.00	2.00
Elementary Science and ERA	5.00	5.00	7.00
Aesthetic Education	1.00	1.00	1.00
Health and Physical Education	2.05	2.05	2.05
Co-Curricular Activities, Assembly, and Interval	4.20	3.25	3.25
Total	23.45	27.30	30.00

2.1.9 Junior Secondary Stage (Grade 6-9)

Purpose: Foundation for Life

The Junior Secondary curriculum of the Sri Lankan education system, which leads to the completion of compulsory Junior Secondary Education is designed with the main objective of forming the foundation for life. The four-year course of study is designed to provide the learners with the necessary skills to face the challenges of a fast-changing life and an unpredictable future.

There are fourteen essential subjects offered during this stage. Learning experiences intended for this stage will be organized under three categories: Essential Learning, Further Learning, and Transversal Skills. In developing the curricula and instructional materials, Essential Learning refers to the subject matter that every student is expected to learn during this stage, while Further Learning refers to the additional subject matter the student needs to learn under a subject if s/he is interested in pursuing further education in that particular subject. Additionally, modules aimed at developing Transversal Skills will provide opportunities for learners to engage in activities that will improve their socioemotional skills, leadership, team building, and communication skills, and their ability to apply the subject matter they learn to real-life situations.

As stated earlier, during this stage, the curriculum is organized based on a credit system that reflects the volume of learning the students must engage in. The curriculum and instructional materials are divided into 10-hour learning units, where each learning unit corresponds to one school credit. This school credit system, though not comparable to the standard college credit system, indicates the volume of learning a student undergoes, thus making the reporting process meaningful. Accordingly, for example, if the profile of a student reports that s/he has earned 9 credits for a particular subject during an academic year (Grade), that means s/he has undergone 90 hours of learning for that particular subject. Such meaningful reporting will help students, teachers, parents, and education managers place students correctly when, for example, they seek entrance to another school (both within the country and overseas).

During this stage, a student is expected to engage in learning for a maximum period of 350 hours within a school term, which translates to a maximum of 35 credits during a term.

Learning Areas

The subject distribution within the curriculum in the Junior Secondary stage is provided in Table 2.3.

Table 0.3 Subjects and Modules for Junior Secondary Stage (Grade 6-9)

Essential Subjects	Credits	Further Learning Modules	Transversal Skills Modules
1. Mother Tongue and Literature (Sinhala/ Tamil)	3	The student is required to choose three Further Learning modules. Each module weighs one credit . Further Learning modules in any of the Essential Subjects can be chosen based on the interest, aptitude, and future aspirations of the student.	The student is required to choose two modules. Each module weighs one credit. 1. Appreciation of Literature 2. Media Studies (<i>Grade 8 onwards</i>) 3. Industrial Exposure (<i>Grade 8 onwards</i>) 4. Service Sector Studies (<i>Grade 8 onwards</i>) 5. Global Studies 6. Social Services
2. English Language	3		
3. Second National Language	1		
4. Mathematics	3		
5. Science	3		
6. Health and Physical Education	2		
7. Information and Communication Technology	2		
8. Technology for Life	2		
9. Geography	1		
10. History	2		

Essential Subjects	Credits	Further Learning Modules	Transversal Skills Modules
11. Civic Education	1		7. Health and Sports (Grade 8 onwards)
12. Religion and Value Education*	2		8. Aesthetics Appreciation (Grade 8 onwards)
13. Aesthetic Education	2		9. Foundation for Career Readiness
14. Entrepreneurship and Financial Literacy	1		
15. Sports, Library, Clubs and Societies (participation only)	2		
Total Credits	30	3	2

*The following religions will be taught separately: Buddhism, Hinduism, Christianity, Islam, Catholicism, Saivanery

Essential Subjects

There are 15 subjects offered in this category. The subject, **Sports, Library, Clubs, and Societies**, within this category, is one in which students can earn two credits per term through participation. The total number of credits a student earns under this category is 30, which corresponds to 300 hours of learning.

Further Learning Modules

While there is an essential number of credits to be earned within a term for each subject, there will be a Further Learning module offered in that subject aimed at supporting those students who wish to learn that subject further in the future. Students have the freedom to select any three modules a term based on their interest, aptitude, and future aspirations. These modules provide the students who select them with a richer understanding of the subject concerned, thus gradually making them ready to study the selected subjects further. Students may change the subjects they offer each term if they desire.

Transversal Skills Modules

Modules offered under this category support students in improving their critical thinking, communication skills, creativity, leadership, socioemotional skills and other related aspects. Since the students are expected to earn only two credits from this category, there is a possibility for them to take several of these modules so that they will grow into well-rounded individuals at the end of the Junior Secondary stage.

Assessment and Evaluation

Formative Assessment

Module-based formative assessment is a process conducted by the classroom teachers based on pre-determined rubrics.

Summative Assessment

Since summative assessment is embedded within the module, students are eased of the examination burden, and therefore there is no need for conducting a specific term-end examination during this stage.

Skills Assessment

Students completing the junior Secondary stage are expected to take a skills assessment at the end of Grade 9. As discussed above, the objectives of the proposed skills assessment are to determine a) Literacy and Numeracy skills and b) Career Interest to engage in a particular field of study. The literacy and numeracy assessment is expected to determine if the students have acquired the fundamental literacy skills essential to continue their higher education and life after school. This includes their age-appropriate academic literacy, scientific literacy, mathematical literacy, communication, critical thinking, etc. Such an assessment is expected to support students to transfer from the Junior Secondary stage to the Senior Secondary stage seamlessly.

To understand the student's tendency/multiple tendencies towards a specific field of study, such as science, mathematics, social sciences, humanities, or technical or vocational skills, s/he

is expected to take the above-mentioned Career Interest Test at the end of Grade 9. The test will be available in both online and paper-based modes so that the students can select their preferred mode. This test is only an aid for students and has no authority to decide on the study path of the students.

Upon completion of their Junior Secondary education and having been assessed for their literacy, numeracy, and tendency, students will move on to the Senior Secondary stage.

2.1.10 Senior Secondary Stage (Grades 10 to 13)

The senior secondary stage of the general education system spans four years from Grades 10 to 13. During this stage, students get the opportunity to select a specialized subject stream for further education based on their preferences and their performance at the Junior Secondary stage. This stage is subdivided into two phases: **Phase 1 and Phase 2**, to ensure greater flexibility in the selection of subject streams and a smooth transition to further education.

Senior secondary stage - Phase 1 (Grades 10 & 11)

The purpose of this phase is to lay the "Foundation for Further Education and Career

Readiness" as it serves as a foundational phase for further study or a career.

Learning Areas

There will be three main components in this phase: (i) Core Curriculum, (ii) Further Learning Curriculum, and (iii) Transversal Skills, offered as approximately 50%, 40%, and 10% of the total curriculum load, respectively.

This phase of the Senior Secondary stage is designed such that the G.C.E. (O/L) Examination, which will target the standardized, national-level assessment of five common core subjects and two electives, will be held at the end of the 2nd term of Grade 11.

Core Curriculum

Students are expected to follow five subjects under this category. Students can earn 18 credits per term for this category, which amounts to 180 hours of learning. This will make the total number of credits earned from this category during the five terms 90 (18 credits per term x 5 terms), and the total number of hours of learning 900 (180 hours of learning x 5 terms).

Under the Core Curriculum, students will select the five compulsory subjects from those presented in Column 1 of Table 2.4. In addition, students will select two elective subjects from Column 3.

Table 2.4 Core Curriculum for Senior Secondary Stage - Phase 1 (Grades 10-11)

Compulsory Subjects	Credits	Elective Subjects with 2 Credits for each Select 2 Subjects
1. Mother tongue and Literature (Sinhala/ Tamil)	3	1. Second National Language (Sinhala/Tamil)
2. English Language	3	2. Information and Communication Technology (ICT)
3. Mathematics	3	3. History
4. Science	3	4. Geography
5. Religion and Value Education	2	5. Civic Education
		6. Health and Physical Education
		7. Classical Languages (Pali, Sanskrit)
		8. Foreign Languages (Chinese, French, German, Hindi, Japanese, Russian, Korean, Arabic)
		9. Appreciation of Literature (Sinhala/ Tamil/ English/ Arabic)
		10. Technology (Agriculture Management Technology/ Design and Engineering Technology/ Food and Consumer Technology/Design and Artistic Product Technology/ Aquatic Bioresources)

Compulsory Subjects	Credits	Elective Subjects with 2 Credits for each Select 2 Subjects
		Technology/Biosystems Technology) 11. Aesthetic Education (Oriental/ Western/ Carnatic Music, Dancing, Bharatha Natyam, Art, Drama and Theatre) 12. Entrepreneurship and Financial Literacy
Total Credits	14	4

Further Learning Curriculum (14 Credits per term)

There is a range of modules offered under this category, and they are classified under two main paths: Academic and Skills. The academic path is further subdivided into (i) Science and Technology, (ii) Humanities and Social Sciences, and (iii) Management. Entrepreneurship and Business Studies. The skills path consists of (i) Construction and Infrastructure, (ii) Creative Industries, (iii) Primary Industries, (iv) Social and Community Service, and (v) Manufacturing and Technology (Table 2.5).

During the first five terms, students are expected to offer seven Further Learning subjects and

earn 14 credits per term from subjects in this category, which will amount to 140 learning hours per term. This will lead to the acquisition of 70 credits (700 learning hours) during the five-term period. Students cannot offer the same subjects that they have offered as Electives. Students will be guided by career guidance and counselling experts to select subjects based on the results of the career interest test conducted at the end of Grade 9 as a part of the skills assessment process. During this stage, students are encouraged to select subjects from across the streams depending on their ability and interest, to ensure that they are able to make an informed decision regarding their specialized subject stream in Grade 12.

Table 2.5 Subjects for Further Learning Modules for Senior Secondary Stage - Phase 1 (Grades 10-11)

Path	Stream	Proposed Subjects	Credits
Academic	Science and Technology	1. Further Mathematics 2. Biology 3. Chemistry 4. Physics 5. Health and Physical Education 6. Computer Science 7. Data Science 8. Information and Communication Technology (ICT) 9. Agricultural Science 10. Design and Engineering Technology 11. Food and Consumer Technology 12. Design and Artistic Product Technology 13. Aquatic Science 14. Bioengineering Technology 15. Aviation Studies	2 Credits for each Module
	Humanities and Social Sciences	1. Language and Literature 2. Media and Communication 3. Foreign Language (Japanese, Chinese, Korean, Hindi, French, German, Russian, and Arabic) 4. Classical Language (Pali and Sanskrit) 5. Civic Education 6. History 9. Mathematics 10. Logic and Scientific Studies 11. Aesthetic Education (Oriental Music, Western Music, Carnatic Music, Dancing - Sinhala, Dancing – Bharatha Natyam, Art,	

Path	Stream	Proposed Subjects	Credits
		7. Geography 8. Economics Drama, and Theatre) 12. Film Studies	
	Management, Entrepreneurship and Business Studies	1. Accounting 2. Business Studies 3. Business Statistics 4. Economics 5. Entrepreneurship and Financial Literacy 6. Supply Chain Management 7. Mathematics 8. Information and Communication Technology	
Skills	Vocational Studies	1. Visual and Industrial Arts 2. Performing and Media Arts 3. Hospitality and Personal Services 4. Health and Social Work 5. Agriculture and Aquaculture 6. Metal and Light Engineering 7. Textile and Apparel Studies 8. Electrical and Electronic Studies 9. Construction and Building Services 10. Logistics and Supply Chain Management 11. Automotive Studies 12. Digital and Enterprise skills	

Transversal Skills (3 Credits per term)

Modules included in this section intend to ensure the overall development of the students and the provision of a fertile ground in which they can acquire the skills necessary for employment and life. Since the modules

included in this category continue from the Junior Secondary stage, it is expected that the students will have the opportunity to try as many modules as possible from this category so that they will have a fulfilling learning experience during the school period. Table 2.6 presents the Transversal Modules.

Table 2.6 Transversal Skills Modules for Senior Secondary Stage - Phase 1 (Grades 10-11)

Modules (Select 3 modules including Sports, Clubs, and Societies)	Credits
1. Media Studies 2. Industrial Exposure 3. Service Sector Studies 4. Global Studies 5. Social Services 6. Health and Sports 7. Aesthetic Appreciation 8. Film Appreciation 9. Foundation for Career Readiness 10. Digital Citizenship 11. Sports, Clubs, and Societies*	1 Credit for each Module

*Compulsory module

Table 2.7 Conditions for Selection of Further Learning Modules in Senior Secondary Stage - Phase 1 (Grades 10 - 11)

Compulsory 14 credits	Elective 4 credits	Further Learning Modules 14 credits	Transversal Skills Modules 3 credits
5 Subjects	Two subjects out of Elective Subjects	Science and Technology stream 1. Maximum four from the stream 2. Aesthetic Education and History from Humanities & Social Sciences stream* 3. One from the Vocational Studies stream Humanities and Social Sciences stream 1. Maximum four from the stream 2. Information & Communication Technology and Technology from the Science and Technology stream** 3. One from Vocational Studies stream Management, Entrepreneurship, and Business Studies stream 1. Maximum four from the Stream 2. Aesthetic Education and History from Humanities & Social Sciences stream* 3. One from Vocational Studies stream Vocational Studies stream 1. Maximum four from the stream 2. Aesthetic Education and History from Humanities & Social Sciences stream* 3. ICT or Technology from the Science and Technology stream**	One compulsory credit from Sport, Clubs and Societies and 2 Credits from other areas: 1. Media Studies 2. Industrial Exposure 3. Service Sector Studies 4. Global Studies 5. Social Services 6. Health and Sports 7. Aesthetic Appreciation 8. Film Appreciation 9. Foundation for Career Readiness 10. Digital Citizenship 11. Sports, Clubs, and Societies

* If a student chooses Aesthetic Education or History as Electives, she/he shall not select Aesthetic Education or History from the Further Learning modules. They shall select any other modules from the list of Humanities & Social Sciences subjects.

** If a student has selected Technology /ICT as Electives, she/he shall not select Technology /ICT from the Further Learning modules. They shall select any other module from the list of Further Learning modules

Table 2.8 Rationale for the Selection of Further Learning Modules by Stream for Senior Secondary Stage - Phase 1 (Grades 10 - 11)

Students' Primary Stream	Science and Technology	Humanities and Social Sciences	Management, Entrepreneurship and Business Studies	Vocational Studies
Science and Technology	4	2	0	1
Humanities and social sciences	2	4	0	1
Management, Entrepreneurship and Business Studies	0	2	4	1
Vocational Studies	0	2	1	4

Senior secondary stage- Phase 2 (Grades 12 & 13)

Purpose: Foundation for Academic and Professional Life

Students who complete Phase 1 of the Senior Secondary Level enter Grade 12 with a firm understanding of the specialized area they hope to follow for the G.C.E. (Advanced Level)

examination, which is the culmination of school education. The subjects for each stream are provided in Table 2.9. However, it is important to note that the subjects, subject combinations, and other details remain to be finalized, taking into consideration the higher education reforms that will take place in the near future.

Table 2.9 Proposed subjects for Senior Secondary stage - Phase 2 (Grades 12 & 13)

Path	Stream	Proposed Subjects
Academic	Science	1 Applied Mathematics 2 Pure Mathematics 3 Biology 4 Chemistry 5 Physics 6 Computer Science 7 Data Science 8 Agricultural Science 9 Aquatic Science
	Technology	1 Engineering Technology 2 Science for Technology 3 Bioengineering Technology 4 Food and Consumer Technology 5 Artistic Product Technology
	Management, Entrepreneurship, and Business Studies	1 Economics 2 Accounting 3 Business Studies 4 Business Statistics 5 Entrepreneurship and Financial Literacy 6 Mathematics 7 Supply Chain Management
	Humanities and Social Sciences	1. Language and Literature 2. Foreign Language (Japanese, Chinese, Korean, Hindi, French, German, Russian, and Arabic) 3. Classical Language (Pali and Sanskrit) 4. Media and Communication 5. Buddhism 6. Buddhist Civilization 7. Hinduism 8. Hindu Civilization 9. Christianity 10. Christian Civilization 11. Islam 12. Islamic Civilization 13. Political Science 14. History 15. Geography 16. Economics 17. Mathematics 18. Sociology

Path	Stream	Proposed Subjects
		19. Logic and Scientific Studies 20. Oriental Music 21. Western Music 22. Carnatic Music 23. Dancing (Sinhala) 24. Dancing (Bharatha Natyam) 25. Art 26. Drama and Theatre 27. Film Studies 28. Information and Communication Technology
Skills	Vocational Studies	1. Visual and Industrial Arts 2. Performing and Media Arts 3. Hospitality and Personal Services 4. Health and Social Work 5. Agriculture and Aquaculture 6. Metal and Light Engineering 7. Textile and Apparel Studies 8. Electrical and Electronic Studies 9. Construction and Building Services 10. Logistics and Supply Chain Management 11. Automotive Studies 12. Digital and Enterprise skills

Subject selection will be made based on the following criteria.

Specialization

Students will select three subjects from those offered under this category.

Each subject will be assigned 90 hours per term, leading to 540 hours of learning for the two years (90 hours per subject per term x 6 terms).

The total learning hours for the three selected subjects over the two years will be 1620 hours (540 hours per subject x 3 subjects).

Enrichment modules

Enrichment modules are the modules that the students can select from the same subject stream, excluding the three specialized subjects selected.

Each subject offered at the Senior Secondary Phase 2 stage will have an accompanying Enrichment module.

30 hours of study time will be allocated under this category per term.

Interdisciplinary modules

Students will be expected to obtain exposure to a selected number of modules from subject disciplines other than those from the subject stream they selected.

30 hours of study time will be allocated under this category per term.

Compulsory modules

General English and General Information Technology (GIT) will be offered as Compulsory modules.

There will be 20 hours per term allocated for General English. The time allocated for GIT per term will be 10 hours. General English and GIT examinations will be available for those who wish to take them.

2.2 Human Resources Development

An educational transformation of this magnitude cannot be attempted without careful attention being paid to developing the human resources associated with such a task. Therefore, the Ministry of Education, Higher Education and Vocational Education will focus on strengthening all five education services – the Sri Lanka Teacher Service (SLTS), the Sri Lanka Teacher Educators' Service (SLTES), the Sri Lanka Educational Administrative Service (SLEAS), the Sri Lanka Principals' Service (SLPS), and the Sri Lanka Teacher Advisors' Service (SLTAS) – so that they are able to respond to the challenges associated with the new educational reforms. In particular, attention will be paid to the following aspects:

- Training the members of the Sri Lanka Teacher Service (SLTS), the Sri Lanka Teacher Educators' Service (SLTES), the Sri Lanka Educational Administrative Service (SLEAS), the Sri Lanka Principals' Service (SLPS), and the Sri Lanka Teacher Advisors' Service (SLTAS) on the proposed new reforms.
- Conducting training programmes on the proposed new reforms for current student-teachers of National Colleges of Education.
- Upgrading the initial teacher qualification to equip teachers with the skills required to meet the future demand of the education sector.
- Upgrading the existing curriculum of degree programmes in Education to provide training that addresses the emerging needs of teachers.
- Developing a scientific teacher development framework considering the dynamics of each stage of the professional lifecycle of teachers
- Training existing teachers in the new subjects to be offered in the new reforms and ensuring that the new subjects are assigned to suitably qualified teachers.

Further details regarding teacher training sessions are provided below.

- Training sessions for teachers from Grades 1 – 11 will be conducted using the Cascade Model, where In-Service Advisors and Resource Persons from the regions will be trained directly by senior educators from the National Institute of Education. These educators then become responsible for conducting regional training programs for the teachers of their respective regions.
- These training sessions provide specific subject-based training using Training Manuals designed specifically for this purpose.
- Each training session will commence with a general introduction to the new education reforms and then proceed to the subject-specific training.
- When training sessions are conducted at the regional level, it is expected that the educators from the NIE will provide their expertise online, through the National Resource Hubs that will be made available at the regional level.
- Regional teacher educators will be provided continuous support from the senior educators of the NIE via online technology.
- Since the number of teachers engaged in teaching at the Senior Secondary Stage (Phase 2) is limited, they will be trained directly by the NIE.
- Training teachers and other key stakeholders on the education of students with special needs. This training is essential to ensure that students with such needs are integrated into mainstream classrooms in appropriate ways. These training initiatives should also focus on supporting staff members who might face similar challenges.

It is expected that these interventions will prepare the members of all five education services of the Sri Lankan state, private, and Pirivena education system for the new curriculum reforms.

2.3 Development of Infrastructure Facilities and Educational Administrative Reforms

2.3.1 Development of Infrastructure Facilities

Despite significant progress in expanding access to education, Sri Lanka's general education system continues to face challenges related to inadequate infrastructure and outdated administrative practices. Many schools operate with insufficient classrooms, laboratories, libraries, and sanitation facilities, while the integration of contemporary digital resources remains uneven across regions. At the same time, administrative processes are often fragmented, paper-based, and slow to respond to the dynamic needs of learners, teachers, and communities. These limitations undermine both the quality and equity of education delivery, widening disparities between urban and rural schools. Addressing these issues requires a comprehensive policy response that prioritizes the enhancement of infrastructure facilities and the reform of administrative systems, ensuring greater efficiency, transparency, and adaptability. Together, these reforms will lay the foundation for a more inclusive, accountable, and future-ready education system.

In terms of infrastructure, the Ministry of Education, Higher Education, and Vocational Education will strengthen both the basic infrastructure (classrooms, sanitary facilities, etc.) and higher-order learning spaces such as innovation labs, science labs, and language labs.

Special attention will be paid to facilitating the education of students with special needs by improving physical accessibility and providing relevant equipment and physical spaces to cater to the needs of the students as well as staff members.

2.3.2 Education Administrative Reforms

The following measures are proposed to address the current challenges in the educational administration sector:

- Establish an Education Council to modernize and streamline the teacher training process.
- Revise the Teacher Service Constitution to reflect contemporary needs and professional standards.
- Review the roles and responsibilities of the national and provincial level institutions responsible for the Early Childhood Education (ECE) and general education sectors.
- Strengthen recruitment and promotion processes by ensuring transparency, competitiveness, and alignment with national standards and assessments.
- Introduce a structured teacher transfer mechanism between national and provincial schools to ensure optimal utilization of human resources.
- Establishment of a Teacher Deployment Board comprising both national and provincial authorities, supported by a transparent, digital system to manage data and facilitate effective transfers.
- A gradual decrease to limit the number of students in a classroom to a maximum of 35 to facilitate more focused and individualized teaching.
- Implementation of an ICT masterplan to eliminate the amount of unnecessary paperwork that teachers are required to complete.
- Rationalize the school system, considering policies on classroom size, number of classrooms per school, geographical and socio-economic context, etc. Where necessary, this might involve the formation of a school clustering system in which schools are clustered based on resources, access, population density, and other factors.
- Establish evidence-based policies and implementation strategies across all levels of education with the support of a digitalized system. This system will also promote research and development in the education system, establishing partnerships among the MoE, NIE, DoE,

NEC, research institutions, and universities.

- Strengthen the system that currently exists in educational institutes (schools, Teacher Education institutes, etc.) to improve performance based on community feedback.

- Collaborate with specialists on gender, disability, etc., thus enabling equitable, inclusive, and contextually responsive decision making.

2.4 Assessment and Evaluation

2.4.1 General Concepts

This section discusses the overall assessment process of the Sri Lankan school system, with special attention to government schools, private schools, and Pirivenas, in terms of its various components, such as public examinations, qualitative assessment (QA), national assessment, etc.

It also provides suggestions/recommendations to restructure the assessment system in general education. In this section, the term assessment refers to the systematic process of evaluation that provides judgments on student performance and their achievement of learning outcomes.

Assessment and evaluation constitute essential pillars of school education, ensuring that the teaching–learning process is accountable and oriented towards continuous improvement. Assessment refers to the systematic collection of evidence on student learning, while evaluation is the process of interpreting this evidence to make informed decisions on student progress, curriculum effectiveness, and overall instructional quality. Together, they provide the foundation for evidence-based educational planning and decision-making.

Formative and Summative Assessments

In the school system, assessments are broadly categorized as formative and summative. Globally, it is widely accepted that formative assessments are useful as they allow continuous monitoring and addressing of issues such as the lack of proactive engagement of students and the excessively theoretical orientation of summative examinations, which are overly dependent on rote memorization. Formative assessments, which are embedded within the teaching-learning process, encourage collaborative learning, critical discussion, and internalization of values.

Formative assessment contributes not only to academic achievement but also to the development of critical learner attributes such as self-reflection, problem-solving, and self-regulation.

Summative assessments, in contrast, are generally conducted after a module, term, or academic cycle, to determine the extent to which prescribed learning outcomes have been achieved. These assessments serve purposes such as certification, promotion, and reporting of achievement levels.

While this policy framework places a particular emphasis on the role of formative assessment, it recognizes that a balanced integration of formative and summative assessments is essential to ensure quality, inclusivity, and effectiveness in school education.

2.4.2 National Level Assessments

There will be two key national assessments:

1. The GCE Ordinary Level (O/L) examination, at the end of the first five terms of Phase 1 (Grade 11), where students sit for the five compulsory and two elective subjects.
2. The GCE Advanced Level (A/L) exam in their chosen specialization sits at the end of Grade 13.

2.4.3 School-based Assessments

In alignment with the National Education Policy Framework (2020-2030), module-level, school-based assessments from Grade 6 onwards will be implemented. These assessments are continuous, formative, and supportive of learning, ensuring that evaluation strengthens rather than limits educational performance.

Teachers will implement a balanced assessment approach, combining formative assessments (ongoing, in-class activities and feedback) with

summative assessments (end-of-module evaluations). Formative assessments will account for 70%, with summative assessments

making up 30%. The marks, grades, and assigned GPVs are presented in Table 2.10 below.

Table 2.10 Grading system

Mark	Grade	GPV	Grade Description	Credits Earned
80 - 100	A	4.00	Excellent	Yes
75 - 79	A-	3.67	Extremely Good	Yes
70 - 74	B+	3.33	Very Good	Yes
65 - 69	B	3.00	Good	Yes
60 - 64	B-	2.67	Fairly Good	Yes
55 - 59	C+	2.33	Satisfactory	Yes
50 - 54	C	2.00	Fairly Satisfactory	Yes
45 - 49	S	1.67	Pass	Yes
40 - 44	D	1.33	Sub Pass	Yes
35 - 39	E	1.00	Poor	No
0 - 34	F	000	Very Poor	No

A student will be deemed to have passed a course-if s/he obtains a score of 40% or above as the combined mark from the formative and summative components, regardless of how they have performed in each component. Any student who completes 10 hours of learning with a minimum grade point value of 1.33 is considered to have achieved one credit.

Student progress will be communicated as a Grade Point Average (GPA) for each module and subject, providing a transparent mechanism for students, parents, and teachers to monitor learning, identify gaps, and take timely actions to enhance achievement.

Key objectives and features of the new assessment practices include:

- 1. Enhancing Student-Centered Learning:** Assessments focus on understanding, critical thinking, creativity, and application of knowledge, moving beyond mere performance ranking.
- 2. Promoting Equity and Inclusion:** Assessment practices will accommodate diverse learning needs, linguistic backgrounds, and socio-cultural contexts, ensuring all students have fair opportunities to succeed.
- 3. Fostering 21st Century and Beyond Skills:** Students will develop competencies such as problem-solving, collaboration, effective communication, digital literacy, and civic responsibility.

- 4. Strengthening Teacher Professionalism:** Teachers will be empowered to design, administer, and interpret assessments effectively, supported by continuous training and capacity building.
- 5. Supporting Policy Goals of Relevance, Efficiency, and Lifelong Learning:** Formative, school-based assessments will contribute to higher quality education, better learning outcomes, and preparation of learners for higher education, employment, and active citizenship.

This initiative represents a paradigm shift in assessment practices, embedding formative evaluation into the curriculum and aligning with Sri Lanka's commitment to nurturing confident, capable, and responsible learners in a rapidly evolving global context.

2.4.4 Certification System

The new certification system will formally recognize all aspects of a student's learning journey. School-leaving certificates will detail not only the subjects and streams completed, but also all credits earned, enrichment and interdisciplinary modules taken, and co-curricular achievements. This approach ensures that academic and vocational learning are valued equally and that every student's full range of skills is visible to employers, colleges, and training institutions.

Further, the new assessment system will be centralized through the National Education

Management Information System (NEMIS), which will integrate assessment data with student, teacher, and school profiles. It is also

expected that the NEMIS will be linked to local systems (LMSs) for a unified national education data ecosystem.

2.5 Public Awareness and Promotion

The successful implementation of the education reforms of the country is dependent on the extent to which the public takes ownership of it. Therefore, policymakers, subject experts, and other practitioners involved in the process should be sensitive to the aspirations of the students and

parents. In addition, as changes introduced to the education system should guide the country's development trajectory, it is important to listen to community leaders, young people, industry leaders, and the international community.

Chapter 3: Monitoring, Evaluation, and Review

Systematic and continuous monitoring and evaluation of the process of education transformation is the key to its success. While the implementation agencies develop their own monitoring and evaluation mechanisms, it is essential to have a third party involved in monitoring and evaluation. The National Education Commission will engage in thorough monitoring and evaluation of the implementation of the reforms. It is expected that valid and reliable measures will be used during this process so that the resulting data will form the basis of a successful education transformation.

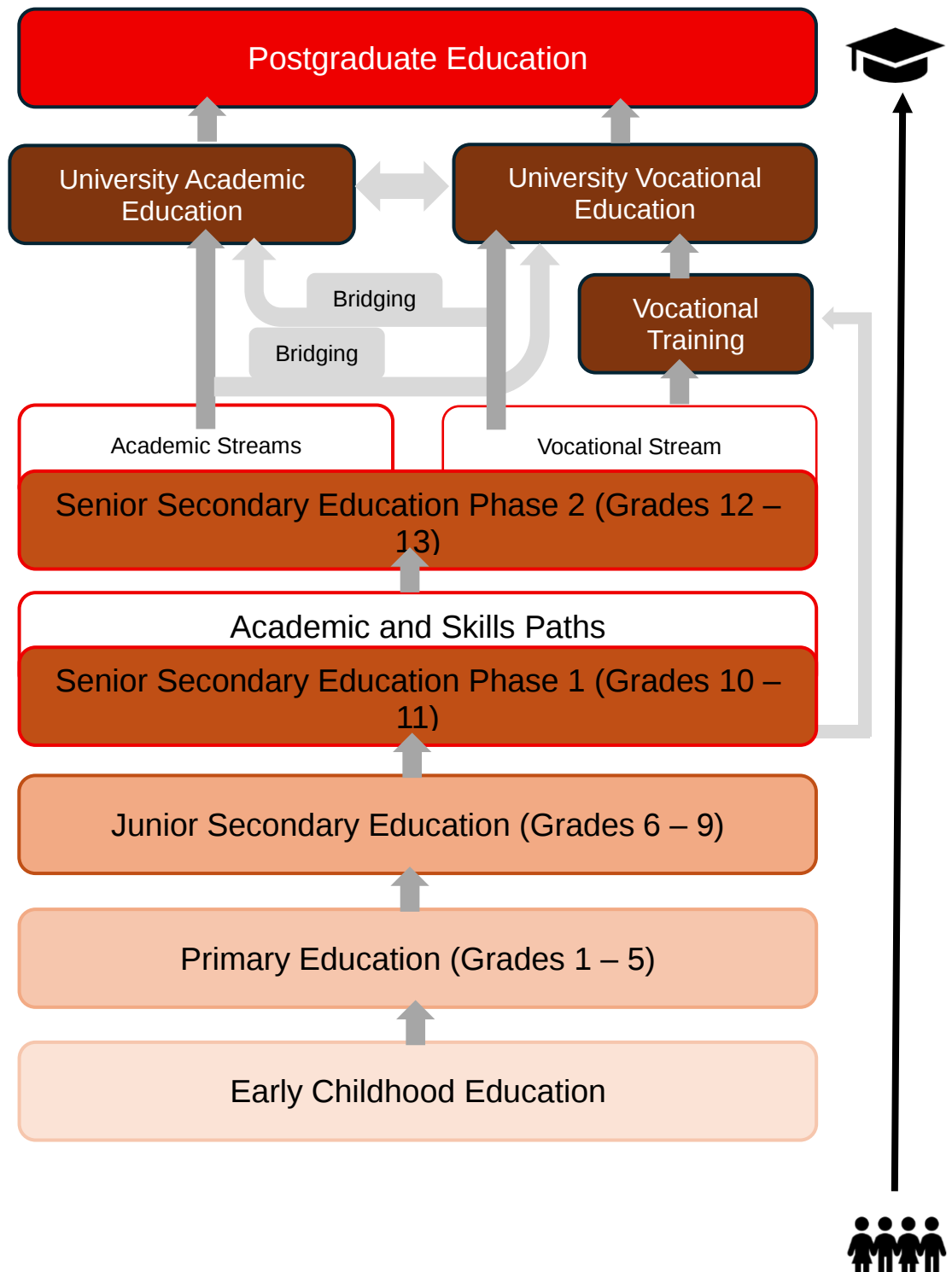
Further, it is emphasized that sharing feedback with the relevant implementation agencies in real time is crucial as it will enable the agency taking over the monitoring and evaluation to guide the practitioners to engage in a quality assurance process in order to maintain and raise standards every year.

Programme and Project Management Unit (PPMU)

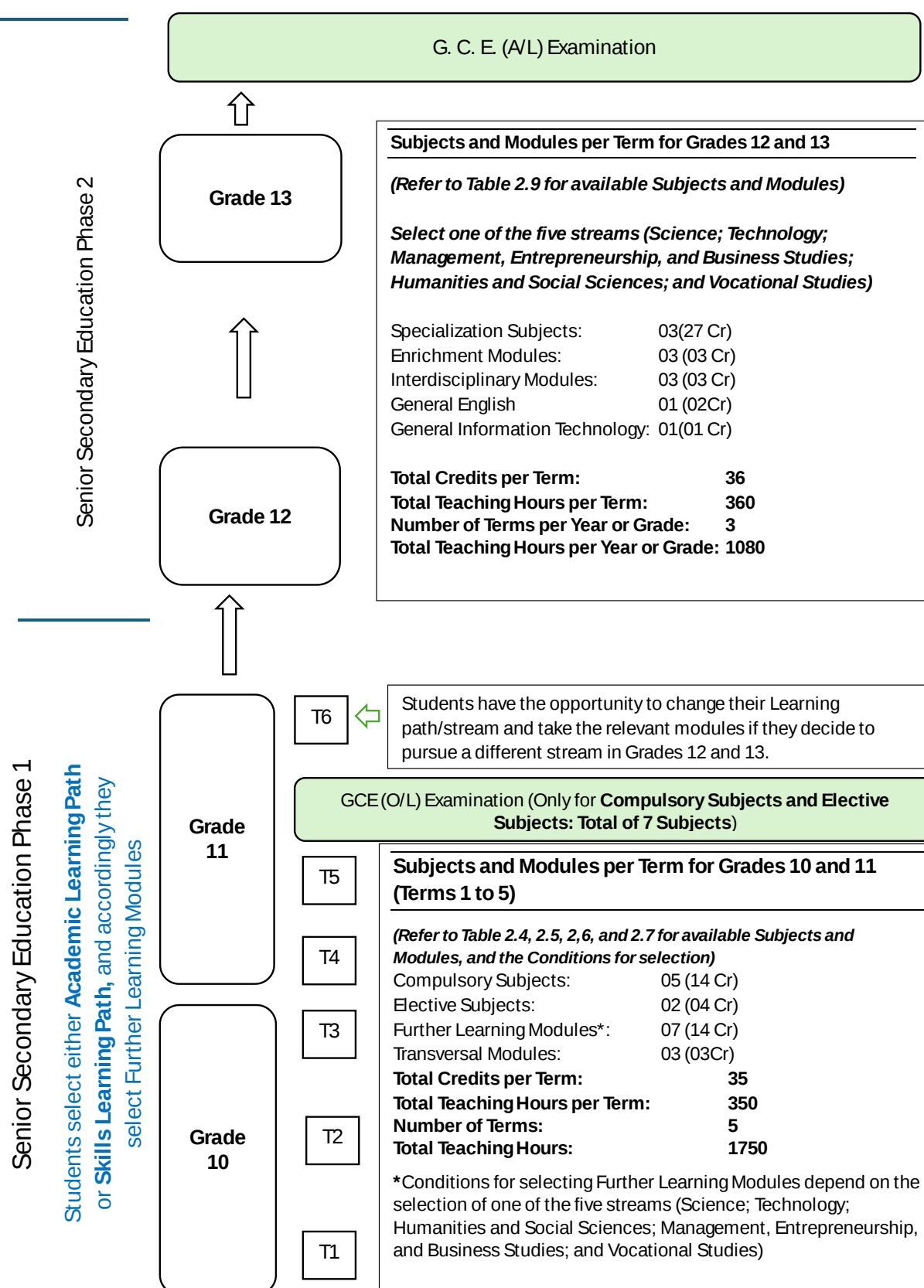
Given the magnitude, complexity, and national importance of these education reforms, it is essential that the whole process is managed in a centralized manner to ensure successful delivery across all the reform components. Therefore, a dedicated Program and Project Management Unit (PPMU) will be established to oversee, coordinate, and ensure the successful implementation of the project. It is expected that the PPMU will achieve the following:

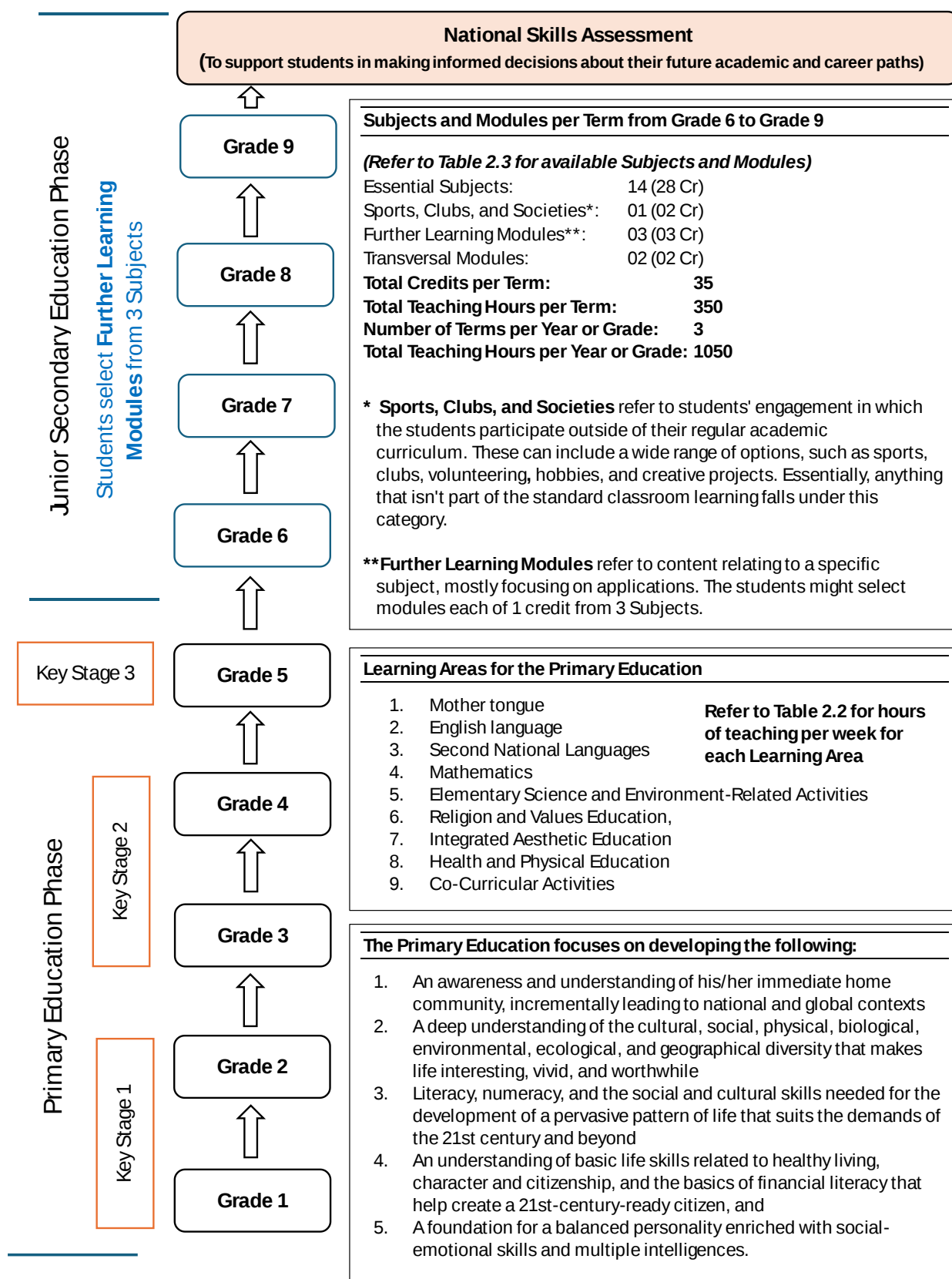
- Institutionalize a professional and resilient program management function.
- Reduce delays, redundancies, and execution gaps across all the reform pillars;
- Enable data-driven policy decisions and risk mitigation through real-time dashboards.
- Strengthen the Ministry of Education's long-term internal capacity to manage future sectoral reforms.

Annex 1: Progression Pathways in the Education System in Sri Lanka



Annex 2: Curriculum Framework for General Education





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- 132. Dr. S.U.P. Jinadasa, Dean, Faculty of Engineering & Management (Ocean University)
- 133. Mr. S.C. Jagath, Director General (Department of Technical Education and Vocational Training)

134. Dr. K.A. Lalithadeera, Director General (Tertiary & Vocational Education Commission)
135. Magor General. Priyantha weerasingha, Director General (Vocational Training Authority of Sri Lanka)
136. Mrs. Dimuthu Chandrasiri, Director (Vocational Training) (Vocational Education Division)
137. Mr. B.G.G. Milinda, Director (skill Development) (Vocational Education Division)
138. Dr. Mr. J.A.D.J. Jayalath - senior Lecturer (University of vocational technology)
139. Dr. Mr. Ajith Polwatta, Deputy Director General (Tertiary & Vocational Education commition)
140. Mr. C.P. Subasinghe, Director (National Apprentice and industrial training authority)
141. Mrs. W.M.D. kumari – Director (planning) (Department of Technical Education and Training)
142. Mr. M.S.D.M. Yahampath, Assistant Director (Training) (Vocational Training Authority of Sri Lanka)

