



Ministry of Education

**TRAINING AND
DEVELOPMENT
PLAN 2017-2018**

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TRAINING AND DEVELOPMENT PLAN 2017-2018

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HIGHLIGHTS

This plan is prepared for the training and development (HRT&D) of personnel in the system of general education in the state sector of Sri Lanka. It has two parts: **Part One** outlines a policy framework, and annual plans, programs and budgets, and organizational support systems for the two years, 2017 and 2018. **Part Two** presents tailor made illustrative programs for priority areas.

(1) Framework for Training and Development

Outlined below is a *Ten-point action framework* for effective implementation of the training and development plan with a recurrent and capital budget of Rs. 2.67bn , for the year 2017:

- a. **Policy:** Enactment of education policy, including training and development policy, of the government of Sri Lanka
- b. **Reforms:** Adoption of education reforms including 13 years of guaranteed education, rationalization of GCE (OL) assessments and examinations, school inspectorate, and school boards for effective management.
- c. **University College:** Establishment of a University College for Education at Meepe where the NIE Faculty of Education Management is located at present. A South Asian graduate School of Education Development is proposed to organize graduate and postgraduate studies and research in a more effective learning environment.
- d. **Training Resource Faculty:** Give priority to organizing for training of trainers and pooling external resource faculty at central and provincial levels, with a Directory of Registration and rationalization of rates of payment for their services.
- e. **HR Branch:** Reorganize the HR Branch of the Ministry of Education by expanding its capacity and upgrading its position to the organizational level of Additional Secretary.
- f. **Distributed Responsibility:** Administer responsibility for training and impact assessment by reorganizing training and development functions under the direction of respective Additional Secretaries.
- g. **Assessing Training Impact:** Incorporate post-training assessment of training impact as a requirement for financing training projects.

- h. **Provincial focus:** Develop a more effective working relationship with Provincial Directors of Education with a view to reaching schools at the periphery including Estate schools, village schools, and schools in the war-affected areas.
- i. **Model Schools:** Develop district level Model Schools under the *Nearer School is the Best School Program* in order to consolidate school-based training functions.
- j. **International collaboration:** Streamline relations with international institutions for training and improve coordination between donor funding and CF funding of training and development.

(2) Target Groups

Target groups are teachers (Sri Lanka teachers Service - SLTS) including those who are performing functions of academic administration in schools to assist the Principal, Sri Lanka Education Administrative Service personnel (SLEAS), school principals (Sri Lanka Principals Service – SLPS), Sri Lanka Teacher Educationists Service (SLTES), and Managerial and Support staff categories. : Four categories of training and development are proposed for policy and planning purposes:

- Training of teachers (SLTS),
- Training of SLEAS, SLPS, SLTES, Managerial and Support staff categories
- Development of teachers, and
- Development of SLEAS, SLPS, SLTES and select managerial groups

(3) Training and Development Policy

A training and development policy has been proposed. It contains 15 areas including need analysis, aligning training with skills development, focusing on future economic needs, transfer of training to operational level, and improvement of teaching and learning methods in schools.

(4) Developing programs

Essentials in programming will include the following components which could provide the basis for program development, project formulation and their costing (recurrent and capital):

- a. Training/Development activity
- b. Preparatory activity (e.g. hard and digital training materials development)
- c. Systems Resource Development (e.g. training laboratories, training of trainers)

(5) Training & Development to Focus on Education Goals

Training and development expenditures are investments in human capital development and organizational capacity enhancement. Since it is difficult to calculate return on such investments, investment planning is focused on broad educational goals. Five areas of education goals are recognized:

- (i) *Reduction of disparities among schools*: The premier development program, “nearer school is the best school” provides the framework for organizing training achieve higher levels of parity in education quality among schools;
- (ii) *Effective curriculum and delivery*: (a) *Key subject areas*. Included are science, mathematics, English, technology and ICT; (b) *Other subject areas*, and (c) *Quality improvement support*;
- (iii) *Social equity*: Peripheral schools, inclusive education, social cohesion, and other;
- (iv) *Gearing reforms*: 13 years of guaranteed education, school inspectorate, and School Boards;
- (v) *Developing institutional capacity*: Research, Management systems, HRD education and training, foreign studies

(6) Budget allocations

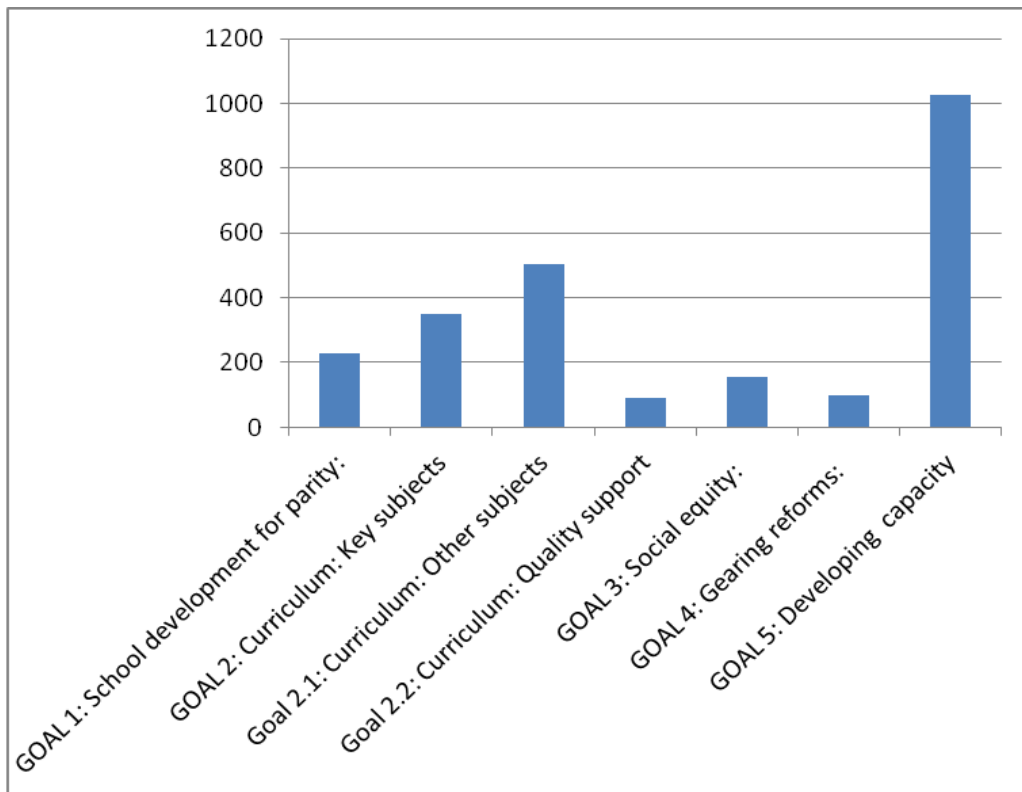
The HRT&D budget allocations in terms of the above goals of education are given in Table 1 below. At the end of T&D projects, effectiveness of T&D will be assessed against these goals.

Table 1: Budget Allocation according to Goals of Education

Five Principal goals	% 2017	2017	2018
GOAL 1: <i>Training for school development: Near School-Best School Program</i>	10%	166,000	210,000
GOAL 2: <i>Curriculum and delivery:</i>	17%	284,860	315,000
2.1 Key subjects			
2.2 Curriculum and delivery: Other subjects	26%	443,000	460,00
2.3 Curriculum and delivery: Education quality support	4%	58,700	110,000
GOAL 3: <i>Social equity: Peripheral schools, Inclusive education, Social cohesion and other</i>	6%	106,260	145,000
GOAL 4: <i>Gearing reforms: 13 years guaranteed education, Inspectorate, and SB</i>	5%	79,000	85,000
GOAL 5: <i>Developing institutional capacity: Research, Management systems, HRD education and training, foreign studies</i>	33%	551,980	650,000
Reserve	(12%)	238,500	200
Recurrent Total		1,929,300	2,175,000
Infrastructure capacity: Conference/training facilities	(29%)	770,000	930,000
GRAND TOTAL		2,699,300	3,105,000

See details: Appendix A

Fig.: I: Distribution of T&D Budget among Key Goals of Education



It is estimated that the financial requirements (capital and recurrent) for the programs proposed, from all sources of funding (CF and Foreign), would be approximately Rs. 2.7bn for 2017 and Rs. 3.1bn for 2018 (see Table 1). Fig. I above shows the distribution funds among the various goals of education.

The plan consists of a series of comprehensive programs aiming at key categories of personnel including an ambitious target of reaching approximately 86% of teachers and principals of schools over the two years. On the basis of information given in this document, specific proposals will be developed by respective officers to prepare projects for funds.

Table 2: HR Training by Organization and Cadre

<i>Organization and job category</i>	<i>2017 Cadre with new recruits</i>	<i>2017 Cadre to be trained</i>	<i>2018 Cadre to be trained</i>
SCHOOLS: Teachers	244,360	116,000 (41%)	125,000 (44%)
Principals	10,133	4,200 (42%)	4,500 (44%)
Deputy Principals/Asst. Principals incl. acting	11,925	5,000 (42%)	4,000 (34%)
Sectional Heads	19,935	10,000 (51%)	9,935 (49%)
SUB TOTAL	286,353	135,200 (47%)	143,435 (50%)
TRAINING CENTERS: ISAs, ICT trainers, TC managers, educationists, resource center coordinators	6060	3,440	2,840
PROVINCIAL Provincial, Zonal and Divisional level directors and officers	195	1,024	829
TRAINING COLLEGES Principals and lecturers	75	75	75
NCOEs Presidents, Deans, Educationists	1,510	1,510	1,510
NIE Directors, lecturers and staff	575	375	395
MOE Vocational teachers, Inspectorate cadre, Managerial and other staff of MOE	16,160	8,910	7,760
EXTERNAL RESOURCE FACULTY Trainers, and staff needed curriculum development, examinations, textbook design and writing, translators, etc.	1435	1,265	1,245
TOTAL	313,302	151,609	158,099
Average Recurrent Training Cost per trainee (Rs.)		9,894	10,120
Average duration of training per trainee (days)		6.5	6.5

Table 3: HR Development Programs (Local and Overseas) and Budget

Employee Development Category and Proposed Programs	Responsibility and Modes of Delivery of Programs	Budget Allocations
DEVELOPMENT OF TEACHERS Masters degrees, Diplomas, Certificates	Ministry of Education, NIE, Provincial Directors: <ul style="list-style-type: none"> • Establish South Asian Graduate School of Education Development (Meepe) • Distance Learning Programs • Collaboration with universities 	2017: Rs. 120 Mil. 2018: Rs. 200 Mil
Financial Support for Higher Studies	HR Branch, MOE/Provincial Directors Payment of tuition fees of Independent study	2017: Rs. 15 Mil. 2018: Rs. 25 Mil.
PROFESSIONAL DEVELOPMENT Masters, PhD, and Diplomas And Certificates	Ministry of Education, NIE, Provincial Directors: Establish under the Graduate School, the following Faculties/Centers and Departments: a. Faculty of Teacher Education b. Faculty of Education Management c. Center for Education Research d. Center for Extension Services	2017: Rs. 140 Mil. 2018: Rs. 230 Mil
Financial Support for Higher Studies	HR Branch, MOE/NIE/Provincial Directors Payment of tuition fees of Independent study for degrees/diplomas	2017: Rs. 20 Mil 2018: Rs. 30 Mil
OVERSEAS TRAINING AND DEVELOPMENT FACILITATION	HR Branch, MOE	2017: Rs. 210 Mil 2018: Rs. 250 Mil
TOTAL	2017 2018	Rs. 505 Mil Rs. 735 Mil

As shown in Table 2, the total number involved in training and development is 313,302 which includes external resource persons and minor employees as well. To reach a school cadre of Principals, VPs, Section Heads, and teachers, estimated to exceed 286,000 (including new recruits) by the end of this year, it is vital to have a well-motivated staff working at all levels of organization.

Human resource development opportunities for teachers, educationists, professional and managerial groups would be available through the new facilities to be set up for advanced studies at Meepe, through eLearning, distance education, collaborative programs with universities, international programs, and promotion of independent study by way of payment of tuition fees.

Table 4: Capital Budget Allocation for Infrastructure Improvements 2017-2018
(Rs. Mil.)

HR Support Infrastructure Capacity Development	2017	2018
<i>Ministry of Education:</i> Training facilities within premises	15	15
<i>NIE:</i> Training facilities and laboratories	30	140
<i>NCOEs:</i> Training and lecture rooms	300	150
<i>Training Colleges:</i> Training and Lecture rooms	110	80
<i>Training Centers:</i> Training facilities	50	50
<i>ICT Centers:</i> Training facilities	75	75
<i>Improvement of Training Locations of Provincial Departments for Collaborative Programs</i>	50	175
<i>National Schools:</i> Training rooms	60	100
To be allocated	70	145
TOTAL	770	930

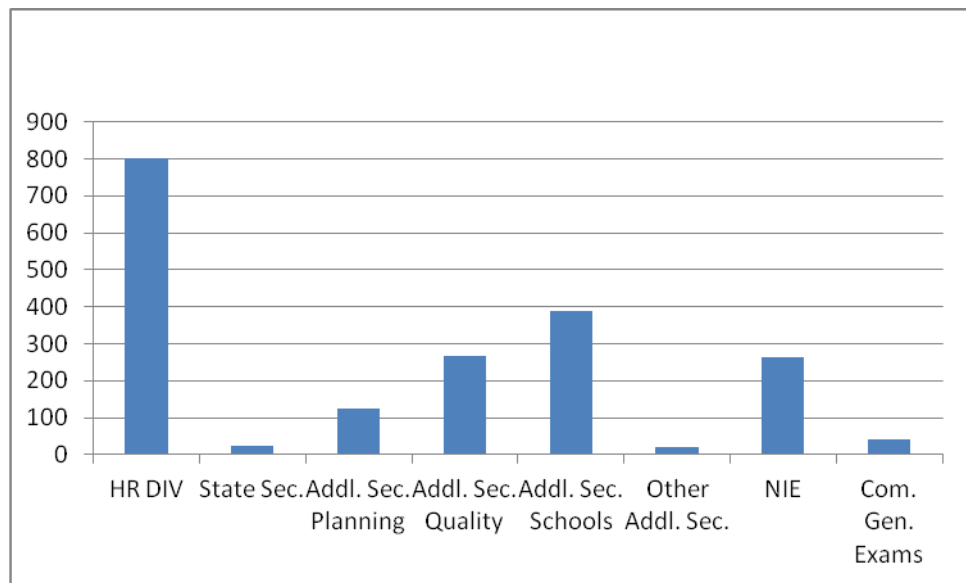
A capital budget of Rs. 770 million is estimated to be the cost of improving physical facilities, such as modern classrooms, conference facilities, laboratory equipment, ICT capacity building production of training materials, and distance learning facilities. These facilities will be suitably established in the Ministry, NIE, NCOEs, Training Colleges and training centers in the provinces.

(6) Plan Implementation

Four steps are taken to ensure the efficient and effective implementation of this plan.

- (i) The first step is to assign program responsibilities to senior management members – Addl. Secretaries, Chief Commissioner, CFO and Director General of NIE. The assignment of responsibility will be in writing, by the Secretary. Fig. II below shows the assignment of responsibilities. Full details are given in the report section on Implementation.

Fig. 2: Distribution of Implementation Responsibilities within Senior Management Team



- (ii) In the second step, the Secretary will instruct by circular how training program implementation and review will be undertaken procedurally.
- (iii) Directors/Officers in charge of projects will design their projects according to formats and procedures prescribed in circular, obtain concurrence of the HR Division, and approval of division head/head of institution and submit to CFO for funds.
- (iv) Those who are in charge of projects will prepare reports on evaluation of delivery and submit to their approving authority and the HR Division. Approval of subsequent project submissions will depend of the availability and success of the projects implemented with prior approval.

Summary:

In an effort to accelerate the process of education transformation in Sri Lanka, a budget of Rs. 2.67bn will be invested in training and development of human resources exceeding 312,000 in number to achieve educational goals in five areas that are critical for the transformation. Table 5 below gives the financial summary:

Table 5: HRT&D Budget Summary – Rs. Mil.

Purpose	2017	%	2018	%
Training	1,424.3	53	1,440.0	46
Development	505.0	19	735.0	24
TOTAL RECURRENT	1929.3	72	2,175.0	70
Capital	770.0	29	930.0	30
GRAND TOTAL	2,699.3	100	3,105.0	100

The effort will be heightened in 2018 on the basis of the foundations laid and the achievements made during 2017, with an enhanced total budget of Rs.3.1 billion.

PART I:
POLICY, PLAN AND PROGRAMS

1. INTRODUCTION

“The driving force for the 21st century is the intellectual capital of citizens,” said the Metiri Group in its white paper, Twenty-First Century Skills. More than technological expertise, 21st century skills refer to content knowledge, literacies and proficiencies that prepare individuals to meet the challenges and opportunities of today’s world. Political, social and economic advances in Sri Lanka during this millennium will be possible only if the intellectual potential of the Sri Lankan youth is developed now.

Our responsibility is to prepare our youth today to create their own future. It is difficult for us to make their future today. The responsibility of preparing the youth rests largely with our school teachers. Highly skilled teachers are one of the single most important influences on student success. According to Kane, Rockoff, & Staiger, (2007) class size and other salient variables do not impact students’ learning trajectories as much as the quality of their teachers. In addition, teacher-based influences impact students’ performances throughout a significant span of their school careers (Sanders & Rivers, 1996). Teachers facilitate the process whereby students cultivate habits of mind and knowledge schemes that are prerequisites for success, meaningful contributions and prosperity in an open, technological world (Darling, Hammond, 1997, 2013). This makes effective teacher training of paramount importance in the cultivation of an educated citizenry. The importance and urgency are heightened by the fact that most of our teachers and educational professionals have not undergone serious training in recent decades.

The highest performing countries in educational achievement such as Finland, Sweden, Singapore, Hong Kong and Korea have all made extensive teacher training a priority. Again, this illustrates the strong, positive relationship between well executed teacher training and high level student learning. Tuition and stipends for living expenses are provided for those in multiyear preparation programs. Salaries for new teachers are,

relatively speaking, substantial. In addition, a full fifteen to twenty hours per month is allocated for collaborative planning and professional development. This practice stands in

stark contrast to the relative absence of deliberative time allocation for training and development to educators working in our system of education. Consistent with the multifaceted support and compensation given to teachers in high performing countries, is the practice of conferring financial incentives to those willing to serve students in more disadvantaged locations.

Teachers in this country have received little or no incentives to work in low income contexts throughout urban and rural Sri Lanka. Time has come for Sri Lanka to adopt a comprehensive approach that is fully cognizance of the multiple factors governing teacher effectiveness in classroom. Among these factors, the training and development related factors such as effective training, evaluation of training impact, improvement of environment for teaching quality enhancement, facilitation and rewarding training participation, and professional recognition of training competency and academic development including continuing professional development must be recognized and institutionalized. It is in this conviction that this document is prepared and presented.

2. TRAINING AND DEVELOPMENT

While training is focused on preparing employees to perform well in their current jobs, development is concerned with employee capacity building for future jobs demands. In this context, let us examine the basic HRT & D (human resource training and development) aspects of the system of education.

Training in Core Subjects: Recent education activities in the Region have emphasized training of teachers, especially in Science, Mathematics, English, and ICT as being essential to the future development of education. Global education goals also highlight the current need to prioritize teacher education. In order to ***end the learning crisis, all countries, rich and poor, have to make sure every child has access to a well-trained and motivated teacher*** (Rhona Brown, et. al, 2015. www.britishcouncil.lk)

Creativity and Vocational Training: Further to the emphasis on teaching well Science, Mathematics, English and ICT, Sri Lanka's secondary education curriculum requires reforms to introduce a new emphasis on two dimensions: (a) *creative thinking* across the curriculum and (b) vocationally-driven skills development. These fundamental changes will be necessary to upgrade the quality of general education on the one hand, and to improve its relevance to the learner and the economy on the other.

An Integrative Approach to Training and Transfer of Training: We must also realize that training and its transfer to the level of action would call for an integrative approach which recognizes the roles of essential school facilities for teachers, school leadership dedicated to change, and program planning and implementation at institutional level.

Who are Teachers? It is important to have some clarity as to the meanings of teachers, teacher training and teacher development. Even though, a neat distinction is difficult in practical terms, it seems relevant here that the domains are clarified as far as possible, so that they help our institutional programming. When teachers are in

focus, the immediate attention is drawn to those who are in the system enabling the role of teachers, namely the professionals in education. In order to assist better programming for training and development, we must classify these cadres. Teachers are recognized in this paper as those who directly deal with children in school classrooms on the basis of approved curriculum. Thus, we must include Section Heads and vice-principals in the teacher category because their task performance directly deals with curriculum delivery in class, including occasional teaching in the classroom. For the purpose of training and development, we should include Master Teachers/ISAs whose job tasks are not very clearly defined. Given the current tasks they perform, it is advisable to classify them along with classroom teachers. Thus, teachers for the purpose of training and development include classroom teachers, section heads, and Master Teachers/In-service Assistants.

Who are Professionals in Education: The next category is the Professionals in the system. They include persons who are responsible for school management, education administration, and education development. Thus, in this category, there are School Principals, Vice-Principals, officers in the Director category, officers in education administration, heads of national colleges of teacher education and training, and teacher-educators such as lecturers who are responsible for carrying out training and development programs through various organizations such as the Ministry, NIE, NCOEs, Colleges of Teacher, etc. Thus, we will have the following typology for programming of training and development in the education system:

Table 1: Programming for Training and Development

CATEGORY OF PERSONS	TRAINING	DEVELOPMENT
TEACHERS	Program 1: Training of teachers	Program 3: Development of teachers
PROFESSIONALS	Program 2: Training of professionals	Program 4: Development of Professionals

Teacher training means preparing teachers to perform well in their current positions of teaching. Teacher development entails long-term and futuristic development of teachers in their career path. In essence, training aims at recovery and filling the gaps that have been filled already in the past. Development takes place on the basis of what is there in order to prepare for change and future. More specifically, in the present context:

(a) **Training** is usually conducted in the short-run (1 day to 1 month), directly addressing task performance in a job. Thus, it includes (i) training, given prior to placement, for teachers to be able to understand their job responsibilities, work environments and work systems (ii) training given to meet the requirements specified in the Teachers' Service Minute (iii) training on implementation of curriculum change, (iv) training given to fill gaps in teachers' competencies and knowledge in terms of content and method relating to present position of work

(b) **Development** activities are conducted in the long-run (three-months and beyond) addressing issues of structural change. They may include development of specific competencies in teachers as their specialized skills of performance, preparing teachers for future job needs, and preparing them for their career steps. Therefore, they include certificate courses, diplomas and degree programs.

3. TRAINING POLICY GUIDELINES

3.1 Objectives of HR Training & Development

The broader objectives to be achieved in the long-term are:

- a. ***HR Training and Development (HRT&D) for Orienting Education for the Future Economy:*** Training and development needs are defined and prioritized in order to orienting education to meet future needs of the economy - employment needs and skills profiles, foreign employment markets, and specially the future science, technology and innovation workforce requirements. Our NCOEs will play a key role in the process of change and quality improvement required in the school system.
- b. ***HRT&D to Implement Education Reforms:*** Training needs are recognized and prioritized to support implementation of education reform agenda of the Ministry, including curriculum reforms, changes in GCE(OL) and GCE(AL) interface, and introduction of vocational education, career guidance, aptitude testing, and reforming assessment of learning.
- c. ***Capacity Building of NCOEs:*** HR training and development will aim at strengthening and diversifying the capacity of all NCOEs as a priority so that they become centers of continuous training of school teachers as well.
- d. ***HRT&D Capacity Building in the System of Education:*** A sustainable program of HRT&D requires well qualified and capable teams of trainers in the key institutions of the system of education, including Ministry of Education (HR Division), National Institute of Education (NIE) and in the South Asian Center for Teacher Development.

3.2 Strategy of HRT&D

Developing programs, delivering them effectively, and evaluating their outcomes in order to achieve the above objectives require strategic thinking at institutional level. Recognizing the strengths and weaknesses of our existing institutions and their capacity in HRT&D, and in view of the opportunities and threats in the environment

of education it is important that sustainable approaches are adopted in this sphere. Therefore, the planned programs are developed in the following strategic framework:

1. Development of program content and relevant materials, as much as possible, by local experts/resource persons;
2. Carefully selecting trainees by assessing organizational needs, individual background, capacity to develop and deliver after training and development program completion;
3. Capacity development of selected teams of trainers (faculty) from local sources ideally for (i) teaching methodology, (b) special subject content, and (c) conducting higher degree programs.
4. Commence local training first which leads to foreign training. For foreign training, select first locations in Asia and Australia, and later in other countries.
5. Organizing local and foreign training components in conjunction with common objectives, and requiring trainees to complete local component of training successfully prior to being assessed for suitability for foreign training.
6. Establishing higher degree programs locally (e.g. Doctoral programs) while collaborating with local universities which will be linked to foreign university programs for advanced study and research work.
7. Linking training and development to (i) performance appraisal and performance-based rewards, (ii) career development, and (iii) succession planning in institutions.

3.3 POLICY GUIDELINES

To improve standards in schools, we need to raise the quality of teaching and school leadership. Our training and development policies will be guided by the following considerations:

1. ***Training Needs Analysis:*** Recognize training needs at the three interrelated levels of Task, Person and Organization, while giving attention to the teaching of Science, Mathematics, English, and ICT as high priority areas;
2. ***Training, Development and the Future Economy:*** Training and development needs must be prioritize in recognition of the employment needs and skills

profiles of the future economy of Sri Lanka, foreign employment markets, and specially the future science, technology and innovation workforce requirements

3. ***Training and Education Reforms Policy***: Prioritize training needs according to government education reform agenda including changes in GCE(OL) and GCE(AL) interface, and introduction of vocational education, career guidance and aptitude testing;
4. ***Financing***: Training and development functions must be financed adequately and by revising the rates of payment etc. in order to provide high quality training and education to teachers and professionals in the system of education
5. ***Training and Development for all Stakeholders***: Overall success will depend largely on a holistic approach to training which recognizes the training and development needs of key stakeholders, namely teachers, principals, education officers and educators.
6. ***Give Effective Training***: Make sure that teachers receive solid training that gives them the practical skills specially around teaching/learning methods;
7. ***Divide Responsibilities for Training***: Training is better delivered by a clear classification of responsibilities between the Ministry, Provinces and NIE;
8. ***A Strategy of Training***: Training will be efficiently delivered when a strategy is developed including the roles of institutions, Trainers (Educators), and quality of inputs (training environments, materials, and multiple systems of training);
9. ***Train the Trainers***: First select the trainers and then train them in methodology and common standards of training in the system;
10. ***Reaching the Poorer Schools***: Training must reach the teachers of the poorer schools where training has not reached so far so that the disparities are reduced;
11. ***Reaching the Schools in War-affected areas***: Attention to schools in the North and East and border schools of the NCP and Uva Provinces must be a priority;
12. ***Professional Development***: give teachers access to high-quality professional development so they can continue to improve throughout their careers;

13. ***Evaluation of Training Impact:*** Each program must be have a scheme of evaluation of training impact in terms of outputs and outcomes (follow set of education goals given, and also the Kirkpatrick model as a guide)
14. ***Responsibility for Transfer of Training:*** Those who are the agents of change after training are likely to bring about the desired change when the heads of their institutions provide the leadership required, hence the Principals of schools must be empowered by resolving their career issues on the one hand and providing facilities and training to them on the other.
15. ***Partnership in Training and Development:*** To develop a modernized system of secondary education it is essential to provide a clear role for donor agencies and NGOs in the system of training and develop of the government.

4. TRAINING AND DEVELOPMENT POLICIES

Training and development rights: All employees have a right to obtain training of skills aimed at performance of current job, and development of aptitudes aimed at future job performance.

Training and development planning: Annual plans must be developed with the participation of all stakeholders in order to focus on education reform and development objectives.

Continuous training: It is essential that all employees undertake training on a continuous basis while professional categories undertake continuous professional development (CPD) all of which shall be considered in performance appraisal and employee career progression.

Priorities: Administration will analyze and assess the needs of training and development and decide priorities

Responsibilities and financing: Training and development responsibilities are shared between the central government and provincial governments. The Treasury and the Ministry of Education will allocate funds in consideration of programs submitted for decisions during annual budget process.

Local and foreign training: While priority is given to local training, foreign training must be linked to prior local training completion.

Trainers: Trainers at both central and provincial level must be selected from a list of registered trainers.

Project design: Training projects must be designed in accordance with the guidelines issued by the HR Division

Training material: All training programs must be supported by professionally developed training materials: readings, exercises, case studies, videos, etc.

Locations: Training locations must be developed gradually by public funds at central and provincial levels with suitable standards of facilities, while hiring from outside continues until in-house facilities are completed. Training programs, whenever possible, must be delivered closer to the place of action.

Development programs: Employee eligibility for development programs (such as diplomas and degrees) must be decided by the HR Division/Appointment authority.

Transfer of training: It is the responsibility of the provider of training together with the immediate supervisor of the employee, to assess the impact of training after the trainee returns to the workplace and make appropriate decisions.

Implementation: The HR Division of the Ministry must provide leadership in the implementation of the annual programs.

5. PROGRAM PRIORITIES AND DEVELOPMENT

Training and Development programs may have one or more of the following components: which could provide the basis for programming and costing:

- a. Training/Development activity
- b. Preparatory activity (e.g. hard and digital training materials development)
- c. Systems Resource Development (e.g. training laboratories, training of trainers)

Given below is a listing of training and development priorities:

5. 1. TRAINING OF TEACHERS

1.1 Curriculum change implementation

1.2 Content teaching improvement

1.2.1 Science

1.2.2 Mathematics

1.2.3 English

1.2.4 ICT

1.2.5 Creative Thinking

1.2.6 Vocational Skills

1.2.7 Aptitude Measurement

1.2.8 Career Education

1.3 Teaching-learning methods improvement

1.3.1 Curriculum delivery methods and techniques

1.3.2 Learning measurement and evaluation

- 1.3.3 Management of students, subjects and classroom
- 1.3.4 Career guidance
- 1.3.5 Student counseling
- 1.4 Training for Untrained AL teachers
- 1.5 Training for new teacher recruits
- 1.6 Training for teaching of subjects under curriculum

5. 2. TRAINING OF PROFESSIONALS

- 2.1 Induction training for SLEAS new recruits
- 2.2 Induction training for newly recruited lecturers of NCOEs
- 2.3 Management training for NCOE Presidents/Deans/Coordinators
- 2.3 Induction training for ICT Instructors
- 2.4 Training for NCOE lecturers on new B. Ed program
- 2.4 Training for NCOE lecturers (Educationists) for higher effectiveness
- 2.5 Training for school Principals on development of best schools/Education reforms/School management
- 2.6 Training of officers in education on programming and implementation of training
- Provincial Directors of Education; Zonal Directors/Officers in Divisions

5. 3. DEVELOPMENT OF TEACHERS

- 3.1 Diploma in Education
- 3.2 Diploma in English
- 3.3 Diplomas in Foreign Languages
- 3.4 Diploma in Special Education
- 3.5 B. Ed. degree program
- 3.6 B. Ed. Engineering Technology program
- 3.7 PG Dip. Ed. program
- 3.8 M. Ed. degree program
- 3.9 CPD Program
- 3.10 Diploma in Vocational Education

5. 4. DEVELOPMENT OF PROFESSIONALS

The following programs that are presently conducted by the Faculty of Education Leadership and Management at Meepe need revision and expansion:

- 4.1 Overseas training for NIE Staff/Officers in Education
- 4.2 M. Sc. Education Leadership and Management
- 4.3 B. Ed. Education Management
- 4.4 PG Dip. in Education Administration
- 4.5 Diploma in Education Management
- 4.6 PG Dip. In Education Management
- 4.7 Dip in School Management
- 4.8 Thematic Courses in education management
- 4.9 M.Ed. / PhD collaborative degree programs with Sri Lankan and Foreign Universities

5.5 KEY TRAINING PRIORITIES

- 5.1 MOE Capacity building including training of trainers/external resource faculty
- 5.2 Training of School Principals/Vice Principals
- 5.3 Training of Provincial Directors/Education professionals
- 5.4 NCOE Presidents/Deans/Coordinators/Educationists
- 5.5. Induction training for new officer recruits/educationists
- 5.6 Vocational Skills for teachers
- 5.7 Training for teachers in Pedagogy
- 5.8 Teaching of core subjects

5.6 KEY DEVELOPMENT PRIORITIES

- 6.1 Upgrading existing degree/diploma programs of NIE
- 6.2 Obtaining recognition of Ministry of Higher Education for NIE degrees
- 6.3 Collaborative new postgraduate degree programs
- 6.4 Developing international collaboration
- 6.5 Funding education research projects

6. PREPARATION FOR TRAINING ACTIVITY

In order to conduct effective training, programs in certain areas such as science, technology, agriculture, vocational subjects, physical education, aesthetic education, languages and mathematics will require training laboratories, training physical grounds, equipment, designed spaces, teaching aids, and consumables for experimental exercises. These requirements must be estimated correctly and acquired in advance of the commencement of training. Very often, it is necessary to assign technical officers/assistants to help manage practicals. In the absence of such personnel, recruitment activity must begin early.

The following activities are proposed in order to ensure proper commencement of training and development:

- 6.1 Appoint project teams
- 6.2 Undertaking a needs assessment using suitable samples
- 6.3 Determining content in alignment with goals, and preparation of training modules
in hard and digital modes
- 6.4 Production of hard copies and CDs; and uploading the materials in relevant websites
- 6.5 Select trainers by interview
- 6.6 Train the trainers in short programs
- 6.7 Determine training venues

7. CAPACITY BUILDING: HR DIVISION OF THE MINISTRY

In order to implement training programs, it is proposed to set up a HR Division in the Ministry by upgrading and expanding the present HR Branch. This is necessary because the training activities have not been carried out satisfactorily in the past many years resulting in a new program and a comprehensive effort to cover the backlog at all levels. Clearance of this will take a few years, if the subject is approached effectively as from now.

Therefore, a new division within the current organizational framework of the Ministry with the following objectives and functions will be essential.

Objectives: To plan, organize, execute, and evaluate training programs while assisting other institutions and provincial departments to build training capacity of their own. The work of the Division will be decentralized to existing institutions after 2010 when the time is right for other institutions to undertake the responsibility of continuation of training after the current backlog is cleared.

Functions: This Division will provide leadership to other institutions and the provinces in planning, organizing, executing, and controlling training programs for teachers and professional groups. It will develop resource faculty, training materials, technical support and infrastructure development for the conduct of training, while networking to obtain the best possible training facilities already available elsewhere.

Table 3: Training Division, MoE – Staffing

Director	Responsible to Addl. Sec./HRD Consultant
Deputy Director	Teacher Training - All teacher training programs: Programming MoE training, Selection of trainees; implementation, monitoring, analysis of effectiveness; Coordination with NIE; Coordination with Provinces
Deputy Director	Training of Professionals - All training programs for education officers including Principals: Programming MoE training, Selection of trainees; implementation, monitoring, analysis of effectiveness; Coordination with NIE; Coordination with Provinces
Deputy Director	Training materials, Videos, Case studies Production of materials, equipment and facility upgrading
Deputy Director	Training resource faculty: Selection and registration, training workshops for trainers; allocation of trainers for training programs
Tamil Program Coordinator (Contract basis)	Tamil Program Coordination including the relevant provinces
Computing Analyst cum Graphic Designer	Data, Web Portal, Material design
Translators (two) (Contract basis)	
Management Assistants (2)	
Office Aide	

8. PROGRAMS RESPONSIBILITY FRAMEWORK

The proposed basic program structure is organized around Training Categories, Competency Areas and Assignment of Implementation Responsibility. The outline is given below.

Table 4: Training Load by Category, Competency Area and Delivery Responsibility

<i>Training Category</i>	<i>Competency Area</i>	<i>Delivery Responsibility</i>
SCHOOLS		
Teachers	a. Pedagogy b. Subjects c. School Management	Provinces NIE Ministry
School Principals	a. Education Management b. School Management	Provinces NIE Ministry
Vice Principals	a. Education Management b. School Management	Provinces NIE Ministry
Head Teachers	a. Pedagogy b. School Management	Provinces NIE Ministry
TRAINING CENTERS		
ISAs	a. Pedagogy b. Subjects c. School Management	MOE/NIE
ICT Trainers	a. Pedagogy b. ICT	MOE/NIE
Training Center Coordinators	a. Pedagogy b. Education Management	MOE
PROVINCIAL		

Zonal Directors	a. Pedagogy b. Subjects c. School Management d. Education Management e. Education Reforms	MOE/ Provinces
Zonal Subject Directors	a. Pedagogy b. Subjects c. School Management d. Education Reforms	MOE/ Provinces
Provincial Directors	a. Education Management b. School Management c. Education Reforms d. Project Management e. Financial Management	MOE/ Provinces
Provincial Education Officers	a. Education Management b. Education Reforms	MOE/ Provinces
TRAINING COLLEGES		
College Principals	a. Education management b. School management c. Financial Management	MOE
Lecturers	a. Pedagogy b. Subjects c. School Management	MOE
NATIONAL COLLEGES OF EDUCATION		
Presidents	a. Leadership and teamwork b. Education Management c. Management Skills d. Education Reforms e. Administrative Law f. Financial Regulations	MOE/NIE
Deans	a. Leadership and teamwork b. Education Management c. Management Skills d. Education Reforms	MOE/NIE
Coordinators	a. Leadership and	MOE/NIE

	<ul style="list-style-type: none"> a. teamwork b. Education Management c. Management Skills 	
Lecturers	<ul style="list-style-type: none"> a. Pedagogy and Andragogy b. School Management 	MOE/NIE
NATIONAL INSTITUTE OF EDUCATION		
Directors	<ul style="list-style-type: none"> a. Curriculum development b. Education Management c. Education Reforms 	NIE
Lecturers	<ul style="list-style-type: none"> a. Pedagogy and Andragogy b. Education Management 	NIE
MINISTRY OF EDUCATION		
Senior Management	<ul style="list-style-type: none"> a. Leadership and teamwork b. Policy and Decision making c. Senior Management Competencies e. Education Reforms f. Administrative Law 	MOE
Directors	<ul style="list-style-type: none"> a. Leadership and teamwork b. Policy and Decision making c. Senior Management Competencies e. Education Reforms f. Administrative Law 	
Executive Officers	<ul style="list-style-type: none"> a. Management Skills and Productivity b. Office Management c. Administrative and financial procedures 	MOE
Managerial Staff	<ul style="list-style-type: none"> a. . Management Skills and Productivity b. Office Management 	MOE

Support Staff	a. Work motivation and productivity improvement b. Work standards	MOE
EXTERNAL RESOURCE FACULTY		
Curriculum Designers	a. Curriculum development	MOE/NIE
Teacher Guide Writers	a. Writing teacher guides b. Writing Standards and Skills	MOE/NIE
Textbook Writers	a. Writing Textbooks	MOE/NIE
Trainers	a. Pedagogy and Andragogy methods	MOE/NIE
Visiting Lecturers	a. Pedagogy and Andragogy methods	MOE
Examiners	a. Assessment methods	MOE/DE
Examination Supervisors	a. Supervising regulations	MOE/DE
Summative Assessment Designers	a. Designing summative assessments for school curricula	MOE/NIE/DE
Translators	a. Translation standards	MOE

9. TRAINING AND DEVELOPMENT NATIONAL PLAN 2017-18

Training of teachers to teach the curriculum more effectively and develop them for tomorrow's education of the children is the foremost priority of this plan. The plan envisages to spend approximately 55% of its recurrent budget (Rs.1060 million) for this purpose. Training will be undertaken at all levels of action from the Colombo center through provincial centers to the school level where school-based training will be organized. Teachers will be enrolled in degree/diploma and long-term development educational programs through NIE, proposed South Asian Graduate School of Education Development and Research, and joint programs with universities. This plan wishes to begin a new era of articulating the long awaited fulfillment of training and development needs of our teachers, now surpassing the historic mark of 240,000.

As society changes, so do the needs of teachers, making it difficult to design teacher training curricula which meet teachers' lifelong career needs. Given the speed of change, the ability to adapt to societal transitions is a skill which is critical for teachers. There will always be a need for their continuing education, and teachers should play an essential part in the planning and implementation of their own professional development. In the categories of curriculum identified as priority areas (see pages 17-19), training will emphasize the following in particular:

(a) Student-centered learning, where student's needs and style of learning are recognized and students are given freedom to initiate, discuss, solve problems and thus take charge of the process of learning by themselves. Learning is the responsibility of the student, and the teacher would assist.

(b) Ensure that students receive state-of-the-art subject knowledge through a variety of means of which school and classroom plays an important role.

(c) Use of modern and appropriate techniques of teaching including case studies, role plays, skill projects, group discussions, experiments etc. and encouragement of students to use ICT widely and wisely.

(d) Cultivation of values in teachers so that they become role models in schools for students to emulate as morally and ethically strong persons.

(e) Acquire a variety of skills including ICT, communication, interpersonal relations. School management, and public relations.

Teacher-training program designers are strongly advised to study and focus on mostly recognized global skills for students. Hanover Research recently analyzed six major educational frameworks designed to improve the development of 21st century skills. This included frameworks and critical skills listed by the Partnership for 21st Century Skills, Tony Wagner's Seven Survival Skills, the Metiri Group's enGauge framework, the Iowa Core 21st Century Skills, developed by the Iowa Department of Education, the Connecticut State Department of Education and the Assessment and Teaching of 21st Century Skills (ATC21S). While each framework has slightly different list of critical 21st century skills, all seem to agree on four critical areas for development:

- Collaboration and teamwork
- Creativity and imagination
- Critical thinking
- Problem solving

“More than technological expertise, 21st century skills refer to content knowledge, literacies and proficiencies that prepare individuals to meet the challenges and opportunities of today’s world,” stated the Kamehameha Schools report, An Overview of 21st Century Skills. The Hanover Research analysis also identifies a second tier of important 21st century skills, present in five of the six major frameworks:

- Flexibility and adaptability
- Global and cultural awareness
- Information literacy
- Leadership

The following skills were present in four of the six frameworks:

- Civic literacy and citizenship
- Oral and written communication skills
- Social responsibility and ethics
- Technology literacy
- Initiative

Our programs of training, thus, should embody the content that is needed by teachers to prepare today's youth for their future. Therefore, training and development expenditures are investments in human capital development and organizational capacity enhancement. Since it is difficult to calculate return on such investments, investment planning is focused on broad educational goals. Five areas of education goals are recognized. It is essential that all officers responsible for training programming take cognizance of these goals fully.

- (i) *Reduction of disparities among schools:* While disparities among the schools continue to mar the achievements in education they seem to be the cause behind many other challenging problems in such areas as school admissions, high failure rates and dropouts. All training programs are expected to give attention to means of addressing the disparities (such as teacher availability, teacher quality, learning environments, school management, practical skills training, etc.). The premier development program of the Ministry, the "Nearer school is the best school" program will provide the framework for organizing the main training activities to achieve higher levels of parity in education quality among schools.
- (ii) *Curriculum and delivery:* (a) *Key subject areas.* Included are science, mathematics, English, technology and ICT; (b) *Other subject areas,* and (c) *Quality improvement support*

The school education system is failing in the teaching of science, mathematics, English language, technology and ICT, while work from the beginning has to be undertaken to establish teacher and facilities capacity for vocational subjects that are to be introduced in 2018. The goal is to increase the success rate of these subjects as early as possible. There are significant adjustments to be introduced to examination system and assessment methods as well in these areas in order to achieve these goals.

- (iii) *Social equity:* Peripheral schools, inclusive education, social cohesion, and other; The gaps in this goal area are identified as gaps in teacher quality and learning environment deficiencies in peripheral schools of North and Eastern provinces, war-affected areas of North Central Province, and Estate schools of the Uva, Central and Sabargamuwa provinces. There are gaps to be address in strengthening intercultural relations, special needs of differently abled children groups, and socially ignored groups.

Table 5 : Five principal goals, and allocation of recurrent budget

National Goal	% of Budget 2017	2017	2018
GOAL 1: Training for school development: <i>Near Schools-Best School Program</i>	10%	166,000	210,000
GOAL 2: Curriculum and delivery: Key subjects	17%	284,860	315,000
Curriculum and delivery: Other subjects	26%	443,000	460,00
Curriculum and delivery: Education quality support	4%	58,700	110,000
GOAL 3: Social equity: Peripheral schools, Inclusive education, Social cohesion and other	6%	106,260	145,000
GOAL 4: Gearing reforms: 13 years guaranteed education, Inspectorate, and SB	5%	79,000	85,000
GOAL 5: Developing institutional capacity: Research, Management systems, HRD education and training, foreign studies	33%	551,980	650,000
Reserve	(12%)	238,500	200
Recurrent Total		1,929,300	2,175,000
Infrastructure capacity Conference/training facilities	(29%)	770,000	930,000
GRAND TOTAL		2,699,300	3,105,000

- (iv) *Gearing reforms*: 13 years of guaranteed education, school inspectorate, and School Boards. Pending education reforms require training of teachers for vocational subjects of Gr. 12 and 13, managers of those programs, officers for the proposed inspectorate, and school boards.
- (v) *Developing institutional capacity*: Research, Management systems, HRD education and training, foreign studies. This goal area includes improvements in research capacity, management system improvement, training of trainers, development of teachers, principals, and officers for their next job responsibilities.

The exercise of allocation of recurrent budget (See Table 5 above) according to T&D Goals was undertaken after review of various proposals and education development priorities of the Ministry as reflected in various reports, decisions and discussions. The highest allocation is given to capacity building because the serious and long-term gaps are in the inadequacy of trainers and in the inefficiencies of professionals in management of education. Curriculum delivery in key subject areas is of serious consideration, and the general conditions of teacher quality is the next focus area.

Capital allocations are made for the following purposes: (a) improvement of classroom/training rooms/conference room facilities, including their physical environment and ICT/interactive facilities, (b) development of training materials – handbooks, Training packs, electronic media products, software and programs, (c) establishment and improvement of labs/farms/test materials/equipment and learning support materials. Table 6 and Fig. 1 show capital allocations by goals and Fig. 2 shows total allocations by their goals.

Table 6: Capital Allocation by Goals

National Goal	% of Budget	2017	2018
GOAL 1: Training for school development: <i>Near Schools-Best School Program</i>	9	70	80
GOAL 2: Curriculum and delivery: Key subjects	8	65	85
Curriculum and delivery: Other subjects	8	60	100
Curriculum and delivery: Education quality support	4	30	60
GOAL 3: Social equity: Peripheral schools, Inclusive education, Social cohesion and other	7	50	80
GOAL 4: Gearing reforms: 13 years guaranteed education, Inspectorate, and SB	3	20	45
GOAL 5: Developing institutional capacity: Research, Management systems, HRD education and training, foreign studies	62	475	480
Total	100	770	930

Fig. 1 : HR T&D Budget by Goals (%)

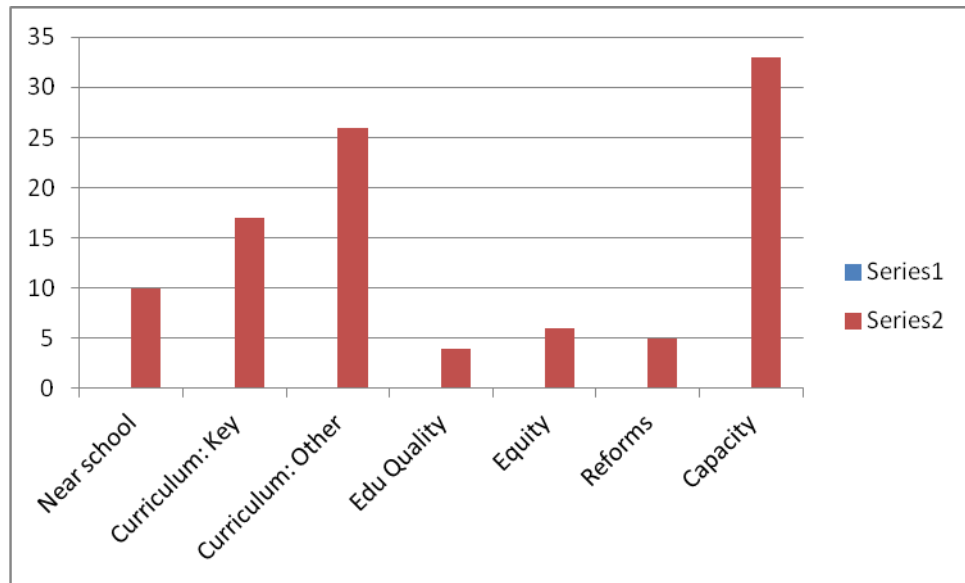


Table 7 gives the breakdown of budget allocations accordingly to responsibility for expenditure. The Human Resource Branch, which is to function under the direction of the Secretary until the Branch is reorganized will carry 42% of the allocation. For the first time, the State Secretary is given a budget, though small, to cater to the needs under the State Minister of Education specially in the area of Estate schools.

The Policy Planning and Performance Review Division is responsible for reforms implementation, with an allocation of 7 percent. Education Development and Quality Division will spend 14 percent while the School Affairs Division and the NIE will spend 20% and 14% respectively.

Table 7 : Budget Allocations by Management Responsibility

Responsibility	Rs. Million	%
Human Resource Division	800.2	42.0%
State Secretary	24.0	01.2%
Addl. Secretary – Policy, Planning and Performance Review	126.38	07.0%
Addl. Secretary – Education Development and Quality	266.16	14.0%
Addl. Secretary – School Affairs	387.7	20.0%

Other Addl. Secretaries/CFO/Com. Ed. Pub.	19.25	1.0%
NIE	264.0	14.0%
Commissioner General, Examinations	41.0	2.0%
TOTAL	1929.3	100

Fig. 2: Budget Allocations by Goals (Rs. Mil)

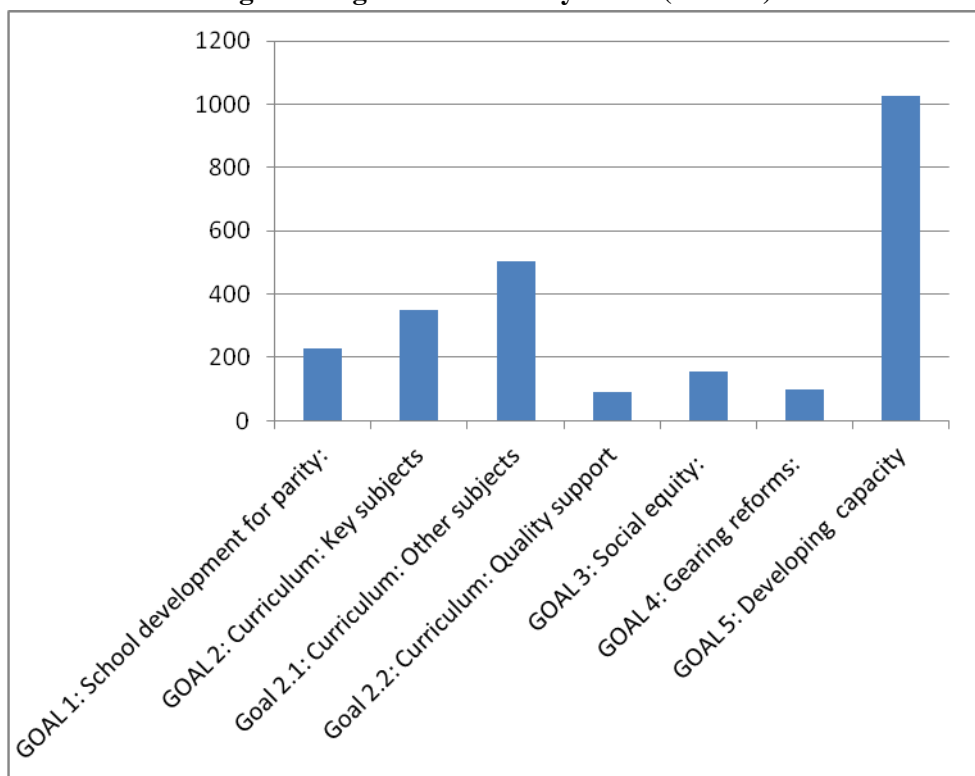


Fig. 3: Budget Allocations by Management Responsibility

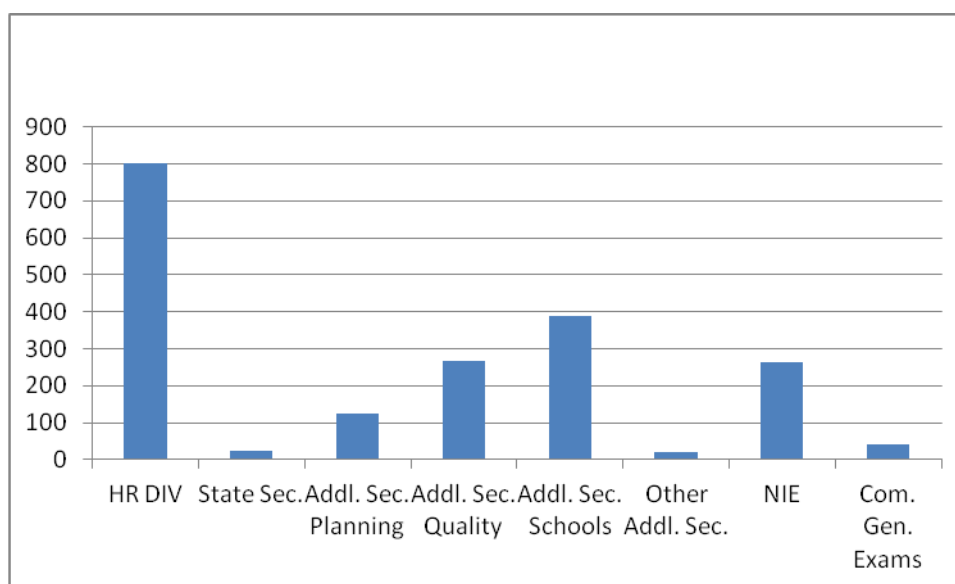


Fig. 4: HR Capital Allocations by Goals

National Goal	% of Budget	2017	2018
GOAL 1: Training for school development: <i>Near Schools-Best School Program</i>	9	70	80
GOAL 2: Curriculum and delivery: Key subjects	8	65	85
Curriculum and delivery: Other subjects	8	60	100
Curriculum and delivery: Education quality support	4	30	60
GOAL 3: Social equity: Peripheral schools, Inclusive education, Social cohesion and other	7	50	80
GOAL 4: Gearing reforms: 13 years guaranteed education, Inspectorate, and SB	3	20	45
GOAL 5: Developing institutional capacity: Research, Management systems, HRD education and training, foreign studies	62	475	480
Total	100	770	930

**Table 8: Total Training & Development Budget by
Goals (Recurrent and Capital) 2017**

National Goal	% of Recurrent Budget	% of Capital Budget	Total recurrent and capital Rs.Mil.	%
GOAL 1: Training for school development: <i>Near Schools-Best School Program</i>	10	9	230	9
GOAL 2: Curriculum and delivery: Key subjects	17	8	350	14
Curriculum and delivery: Other subjects	26	8	505	21
Curriculum and delivery: Education quality support	4	4	89	4
GOAL 3: Social equity: Peripheral schools, Inclusive education, Social cohesion and other	6	7	157	6
GOAL 4: Gearing reforms: 13 years guaranteed education, Inspectorate, and SB	5	3	99	4
GOAL 5: Developing institutional capacity: Research, Management systems, HRD education and training, foreign studies	33	62	1,028	42
Reserve	(12)	0	239	(9)
TOTAL			2,699	

Table 9: Training Categories and Contents of Training (proposed as target guidelines for project designers)

<i>Job category</i>	<i>2017 Cadre level with new recruits</i>	<i>2017 Cadre to be trained (Local)</i>	<i>2018 Cadre to be trained</i>	<i>Key training content description</i>
SCHOOLS				
Teachers	244,360	116, 000 (41%)	125,000 (44%)	Teaching/learning methods Subject Content Vocational Orientation Standards, Assessment Supervision School-based teacher development Distance/eLearning mode
School Principals incl. acting	10,133	4,200 (42%)	4,500 (44%)	Education reforms Education administration incl. curriculum and assessment School management and leadership
Deputy Principals/Asst. Principals incl. acting	11,925	5,000 (42%)	4,000 (34%)	Education reforms Education administration incl. curriculum and assessment School management and leadership
Sectional Heads	19,935	10,000 (51%)	9,935 (49%)	Education reforms Education administration incl. curriculum and assessment School management and leadership
SUB TOTAL	286,353	135,200	143,435	
TRAINING CENTERS				
ISAs	5,620	3,000 (53%)	2.620 (47%)	Teaching/learning methods Subject Content Vocational Orientation

				Standards, Assessment Supervision School-based teacher development Education reforms Distance/eLearning mode
ICT Trainers	120	120 (100%)	120 (100%)	New curriculum ICT Distance learning
Training Centers (100) Managers and Educationists	300	300 (100%)	100 (33%)	Subject content Teaching-learning methods Distance learning Education reforms New curriculum School management
Resource Centers (20): Coordinators	20	20 (100%)		Education reforms School management General management
SUB TOTAL	6,060	3,440	2,840	
PROVINCIAL				
Zonal Directors	195	95 (48%)	100 (53%)	Induction training Education reforms School management Curriculum assessment School supervision Education management
Zonal Subject Directors/divisi onal officers	800	800 (100%)	600 (75%)	Education reforms School management Curriculum assessment School supervision Education management
Provincial Directors	09	09 (100%)	09 (100%)	Education reforms School management Curriculum assessment School supervision Education management
Provincial Education Officers	120	120 (100%)	120 (120%)	Education reforms School management Curriculum assessment School supervision Education management
TOTAL	1,124	1,024	829	
TRAINING COLLEGES				
College	10	10	10	Education reforms

Principals		(100%)	(100%)	School management Curriculum assessment School supervision Education management Leadership
Lecturers	75	75 (100%)	75 (100%)	Teaching-learning methods Subject content Education reforms School management Curriculum assessment
SUB TOTAL	85	85	85	
NATIONAL COLLEGES OF EDUCATION				
Presidents/Deans	40	40 (100%)	40 (100%)	Education reforms School management Curriculum assessment School supervision Education management Leadership
Coordinators	20	20 (100%)	20 (100%)	Education reforms School management Curriculum assessment School supervision Education management Leadership
Lecturers (Educationists)	1450	1450 (100%)	1450 (100%)	Education reforms Subject content School management Curriculum assessment
SUB TOTAL	1,510	1,510	1,510	
NIE				
Directors	35	35 (100%)	35 (100%)	Education reforms Curriculum development School management Curriculum assessment Leadership
Lecturers	160	160 (100%)	160 (100%)	Teaching and learning methods Adult learning Curriculum development School management Curriculum assessment Education reforms
NIE Staff	380	180 (47%)	200 (53%)	Office management Teamwork

				Communication and secretarial work Education reforms
SUB TOTAL	575	375	395	
MOE				
Training relating to reforms implementation; (a)Vocational teachers; (b)Staff of Inspectorate; (c)Misc.	(a)15,000 (b) 300	(a)8,000 (b)200 (56%)	(a)7,000 (b)100 (54%)	Vocational teachers, career counselors; school inspectors and related officers
Senior Management	30	30 (100%)	30 (100%)	Policy, planning, projects management; Communication; Leadership Advances in education Education administration Best practices in management MIS
Ministers' Office Staff	30	30 (100%)	30 (100%)	Public relations Public communication Office systems and communication Report writing Media management Parliamentary affairs
Directors, Deputy Directors, Asst. Directors and other	120	120 (100%)	120 (100%)	Curriculum development Pedagogy and andragogy Advances in education Education administration Supervision in education Project management MIS Public relations
Executive /managerial Officers	80	80 (100%)	80 (100%)	Management process Communication Teamwork Project management ICT Public relations
Management Assistants and other	400	250 (63%)	200 (37%)	Office management Communication Teamwork ICT Customer service

Support Staff	200	200 (100%)	200 (100%)	Office work Teamwork Records management Customer service
SUB TOTAL	16,160	8,910	7,760	
EXTERNAL RESOURCE FACULTY	Required	To be trained in 2017	To be trained in 2018	Key content for training
National Curriculum Framework Committee Members	25	25 (100%)	25 (100%)	Role of national curriculum framework; basics of curriculum development; issues of curriculum in schools; Curriculum standards
Curriculum Designers	300	300 (100%)	300 (100%)	Education reforms; issues in curriculum; role of curriculum in modern education; curriculum development framework and guidelines
Teacher Guide Writers	150	80 (53%)	70 (53%)	Education reforms; issues in curriculum; role of curriculum in modern education; Teacher guide writing - framework and guidelines
Textbook Writers	150	80 (53%)	70 (47%)	Education reforms; issues in curriculum; role of curriculum in modern education; Textbooks writing - framework and guidelines
Teacher Trainers	350	350 (100%)	350 (100%)	Education principles and theories; pedagogy and andragogy; teaching-learning methods for tomorrow; technology in the learning process; innovations in teaching and learning
Visiting Lecturers	150	150 (100%)	150 (100%)	Education principles and theories; pedagogy and andragogy; teaching-learning methods for tomorrow; technology in the learning process; innovations in teaching and learning
Examiners	100	100 (100%)	100 (100%)	Education reforms; Principles of education psychology; measurement in education; setting examination papers; assessment and paper marking

Examination Supervisors	100	100 (100%)	100 (100%)	Education reforms; Principles of education psychology; measurement in education; Supervision process; assessment and paper marking
Summative Assessment Designers	60	30 (100%)	30 (100%)	Education reforms; Principles of education psychology; measurement in education; Summative assessment
Translators	50	50 (100%)	50 (100%)	Principles of communication; Education reforms; improving skills of translation
SUB TOTAL	1,435	1,265	1245	
TOTAL	313,302	151,609	158,099	
CADRE FOR TRAINING BY LEVEL OF MANAGEMENT				
Senior		5,594 (3.7%)	5,105 (3.2%)	
Middle		9,530 (6.3%)	8,344 (5.2%)	
Teachers		124,050 (82%)	132,100 (84%)	
Lower		11,435 (7.5%)	12,460 (7.8%)	
Average Recurrent Training Cost per trainee (Rs.)		9,894	10,120	Assuming an average cost of Rs.1,500 per participant per day
Average duration of training per trainee (days)		6.5	6.5	Assuming an average cost of Rs.1,500 + per participant per day

Table 10: HR Development Programs (Local and Overseas) and Budget

Employee Development Category and Proposed Programs	Responsibility and Modes of Delivery of Programs	Budget Allocations
<p>3. DEVELOPMENT OF TEACHERS</p> <p>3.1 Diploma in Education</p> <p>3.2 Diploma in English</p> <p>3.3 Diplomas in Foreign Languages</p> <p>3.4 Diploma in Special Education</p> <p>3.5 B. Ed. degree program</p> <p>3.6 B. Ed. Engineering Technology program</p> <p>3.7 PG Dip. Ed. program</p> <p>3.8 M. Ed. degree program</p> <p>3.9 CPD Program</p> <p>3.10 Diploma in Vocational Education</p>	<p>Ministry of Education, NIE, Provincial Directors:</p> <ul style="list-style-type: none"> Establish South Asian Graduate School of Education Development (Meepe) <p>Establish under the Graduate School, the following Centers:</p> <p><i>Center for English</i></p> <p><i>Center for Aesthetic Education</i></p> <p><i>Center for Science and Technology</i></p> <p>eLearning Programs</p> <p>Distance Learning Programs</p> <p>Collaboration with universities</p>	<p>2017: Rs. 120 Mil.</p> <p>2018: Rs. 200 Mil</p>
<p>Financial Support for Higher Studies</p>	<p>HR Branch, MOE/Provincial Directors</p> <p>Payment of tuition fees of Independent study for degrees/diplomas at recognized universities or institutions (local and international)</p>	<p>2017: Rs. 15 Mil.</p> <p>2018: Rs. 25 Mil.</p>
<p>4. PROFESSIONAL DEVELOPMENT</p> <p>4.1. M. Sc. Education</p> <p>4.2 M. Sc. Education Leadership and Management</p>	<p>Ministry of Education, NIE, Provincial Directors:</p> <ul style="list-style-type: none"> Establish South Asian Graduate School of Education Development (Meepe) <p>Establish under the Graduate</p>	<p>2017: Rs. 140 Mil.</p> <p>2018: Rs. 230 Mil</p>

<p>4.3 B. Ed. Education</p> <p>4.4 PG Dip. in Education Administration</p> <p>4.5 Diploma in Education Management</p> <p>4.6 PG Dip. in Education Management</p> <p>4.7 Dip. in School Management</p> <p>4.8 Dip. in Counseling</p> <p>4.8 Thematic Courses in education management</p> <p>4.9 M.Ed. / PhD collaborative degree programs with Sri Lankan and Foreign Universities</p>	<p>School</p> <p>The following Faculties/Centers and Departments:</p> <p>a. Faculty of Teacher Education</p> <p>b. Faculty of Education Management</p> <p>c. Center for Education Research</p> <p>d. Center for Extension Services</p>	
<p>Financial Support for Higher Studies</p>	<p>HR Branch, MOE/NIE/Provincial Directors</p> <p>Payment of tuition fees of Independent study for degrees/diplomas at recognized universities or institutions (local and international)</p>	<p>2017: Rs. 20 Mil</p> <p>2018: Rs. 30 Mil</p>
<p>OVERSEAS TRAINING AND DEVELOPMENT FACILITATION</p>	<p>HR Branch, MOE</p>	<p>2017: Rs. 210 Mil</p> <p>2018: Rs. 250 Mil</p>
<p>TOTAL: DEVELOPMENT PROGRAMS AND OVERSEAS</p> <p style="text-align: right;">2017 2018</p>		<p>Rs. 505 Mil</p> <p>Rs. 735 Mil</p>

Table 11: Capital Budget Allocation for Infrastructure Improvements 2017-2018 (Rs. Mil.)

HR Support Infrastructure Capacity Development	2017	2018
<i>Ministry of Education:</i> Training facilities within premises	15	15
<i>NIE:</i> Training facilities and laboratories	30	140
<i>NCOEs:</i> Training and lecture rooms	300	150
<i>Training Colleges:</i> Training and Lecture rooms	110	80
<i>Training Centers:</i> Training facilities	50	50
<i>ICT Centers:</i> Training facilities	75	75
<i>Improvement of Training Locations of Provincial Departments for Collaborative Programs</i>	50	175
<i>National Schools:</i> Training rooms	60	100
To be allocated	70	70
TOTAL	770	855

Table12: Achieving Goals of Training and Development
(proposed as focus guidelines for project designers)

Goals of training and development	Training strategies	Development strategies	Infrastructure strategies	Organizational strategies
1. REDUCTION OF DISPARITIES AMONG SCHOOLS	<p>1.Training teachers of all Type 2 and 3 school teachers (96,717) and principals (7338):</p> <p>Type 2: schools 3,462; teachers 62,551</p> <p>Type 3: schools 3,876; teachers 34,166</p>	<p>Give school management certificate to principals</p> <p>Register 12,000 teachers in education diplomas</p>	<p>Develop training centers for education Zones</p> <p>Develop ICT capacity to conduct E.learning courses</p>	<p>a.South Asian Graduate School of Education and Research</p> <p>b.E.learning/Distance education courses with OUSL</p> <p>c.Provincial Directory of Trainers</p> <p>d.MOE/Provincial joint programs</p>
2. INCREASING LEARNING QUALITY	<p>(a) Teacher training (GCE AL)</p> <p>(b) Teacher training (GCE AL)</p> <p>Total: 137,166</p> <p>1. Subject knowledge</p> <p>2. Pedagogy</p> <p>3. Special subjects: English Math ICT</p> <p>4. Pirivena Education</p>	<p>Give school management certificate to principals</p> <p>Register 15,000 teachers in education diplomas</p>	<p>Develop training centers at Provincial level</p> <p>Develop ICT capacity to conduct E.learning courses</p> <p>Infrastructure development in Teacher Training Colleges</p>	<p>a.South Asian Graduate School of Education and Research</p> <p>b.E.learning/Distance education courses with OUSL</p> <p>c.Provincial Directory of Trainers</p> <p>d.MOE/Provincial joint programs</p>

	5. Untrained teachers			
3. ADDRESSING SOCIAL DISPARITIES	a. Estate schools b. Inclusive education c. Tamil language d. Peripheral schools	1. Upgrading qualifications	Zonal training centers	a. E-learning/Distance education courses with OUSL b. MOE/Provincial joint programs
4. GEARING REFORMS	a. Teacher training (15,000) b. Inspection training (500) c. Awareness building d. Other	1. B.Ed program 2. Certificates	1. Zonal centers 2. Provincial centers	1. South Asian Graduate School 2. MOW/Provincial joint programs
5. DEVELOPING CAPACITY	1. Training in education management 2. Administrative training 3. Training of trainers	1. Bachelors/Postgraduate degree programs 2. Diplomas and certificates	1. Training facility development at MOE 2. NCOEs	1. Academic staffing at Graduate School

10. DELIVERY OF TRAINING AND DEVELOPMENT

10.1 Delivery Responsibilities

Implementation of the training and development programs are organized under the following categories:

- a. Ministry of Education – HR Division is responsible for overall coordination of training and development activity under this Plan and ensure that the budget is implemented accordingly.
- b. Ministry of Education – Add. Secretaries are responsible for their training components which will be implemented through Commissioners/Chief Commissioners and Directors of Education
- c. Ministry of Education and Provincial Departments of Education will have joint programs
- d. Ministry of Education and NIE will have joint programs
- e. NIE will have a separate training and development program and budget
- f. Provincial Departments will have programs financed by Ministry allocations
- g. Provincial Departments will have programs financed by its other funding sources

These program components and budgets must be developed and formulated in order to implement this Plan. The Controller of Finance will have overall control of the training and development budget.

10.2 Location of Training Activity and Development Programs

Training programs will be located in the following categories of places:

- a. Ministry of Education
- b. NIE
- c. Universities (for degree programs)
- d. Locations on hire (public)
- e. Locations on hire (Private)
- f. NCOEs
- g. Training Colleges
- h. Training Centers
- i. ICT Centers

- j. Training locations of the Provincial Departments
- k. Schools

This Plan includes financial provisions for upgrading the facilities of training locations of the system of education. A total inventory of the facilities available must be prepared soon in the following format:

TABLE 13 : NATIONAL TRAINING FACILITY INFORMATION (To be constructed)

TABLE 13 : PROVINCIAL TRAINING FACILITY INFORMATION (To be completed)

Item	Capacity	Remarks about standards and quality
Extent of area usable for training		
# of rooms for training		
Total seating capacity		
Size of the largest training room – seating capacity		
Is there an auditorium? How many seats?		
Are there small rooms for team discussions? How many?		
# of multimedia units available		
# of rooms with AC		
# of White boards and flip charts		
Is sound system available?		
Is photocopy facility available?		
How many support staff members are there?		
Is supply of tea and refreshments available?		
Is lunch arrangement possible?		
Are there residential accommodation for participants? How many? Cost per person?		

10.3: International Training Institutions

Collaboration with international institutions will be necessary to (a) obtain expert assistance to conduct programs locally, (b) train local staff in priority skills areas, and (c) to place professional members who are nominated for higher degree program studies and research.

Soon we must prepare a list of institutions recognized in suitable countries/destinations for the purpose of collaboration. Preferred destinations will depend on the purpose of activity.

10.4 Support for Employees to Develop Knowledge and Skills

Training and development activities will be effective when employees are fully committed to the activity. In order to enlist employee commitment, the following steps are proposed:

- a. Amending the Service Minutes of Teachers/Principals/Educationists/SLEAS to clearly provide weightage for training and development, especially for performance appraisal, promotions, job redesign, and placements;
- b. Provide financial incentives, at least to cover attendance cost for lower level categories of employees;
- c. Provide recognition for successful completion of programs;
- d. Provide recognitions and rewards for successful implementation of knowledge and skills learnt (transfer of training).
- e. Sponsor independent learning and development (degree and certificate courses)
By paying tuition fees, etc.

10.5 Adoption of the Training and Development Plan

The following sequence of steps is proposed:

- a. Consideration at the Senior Management Meeting on Monday
- b. Addl. Secretaries and Finance Controller to discuss the Plan with Directors and other relevant officers in their Divisions, and propose improvements
- c. Incorporate the improvements proposed by Divisions and Directors

- d. To obtain contributions from Provincial Directors of Education
- e. Senior Management and Directors (including NIE representatives) and provincial representatives to discuss the final draft and adopt for implementation.

It is proposed that the above process is completed by January 31, 2017.

10.6 Implementation of the Plan

The implementation of this training and development plan will require a clearly understood process of decision making. The process of decision making will be as follows:

Table 14: Decision making in the implementation process

Local and Foreign Training	Decision making
<i>Training Project Design:</i> Project design by Project Owners: Directors/Heads/Coordinators	Concurrence decision of the HR Branch
<i>Training Project Launch:</i> Prioritizing, Designing, Resourcing, and Scheduling of Training projects under this Plan	Approving decision by Addl. Secretary in charge of the subject/ DG of NIE/ Provincial Director of Education
<i>Financing Training Project:</i> Financing the training projects	Approving decision by Secretary as required by finance limits upon the project launch approving decision by Addl. Sec. /etc. Releasing of funds decision by CFO. This will be contingent upon Concurrence Decision Reports of HR Division on previous training projects of the relevant Branch.
<i>Evaluation of Training Project Impact:</i> a. Project completion report including evaluation by participants prepared by project owners within one week of the completion of the project b. Project impact report prepared after 3 months of training completion, prepared within the fourth month	a. Concurrence decision of HR Division, followed by observations of Project Launching Authority. b. Concurrence decision of HR Division, followed by observations of Project Launching Authority
<i>Certification of Training:</i> Design and issuing of certificates of participation in training projects with duration	Approving decision by Project Launching Authority; certificate signing may be delegated to

<p>of five days of more/30 hours of interactive work. Certificates must be issued after project completion report and within one month after the last day of training.</p>	<p>Director level. Two signatures are required including HR Branch</p>
<p>HR Development: Career planning, succession planning, Identification of HRD requirements and recommendations</p>	<p>Addl. Sec./Head of Institution/Provincial Director HR Division will assess and recommend. Final decisions by HR Development Committee of the Ministry/Province/NIE</p>

An HR Development Committees shall be established in the Ministry of Education, NIE and Provincial Departments for the purpose of making final decisions about HRD funding allocations, placements, payment of fees, and foreign nominations.

PART II

GUIDELINES FOR PRIORITY PROGRAMS

1. TRAINING OF TEACHERS

(A) Training Needs Analysis

At *organization level*, teacher training needs emanate from changes expected in the curriculum design. Design change will affect school classroom management, teaching aids and community relations. At *task level*, there will be changes in the subject matter, delivery methods, and measurement, and at the *person level* gaps will result from the need to acquire new knowledge and skills necessary to deliver the new tasks. Some of these needs have been projected on the basis of past experience in introducing curriculum change. Surveys based on workshop participant opinions have provided dependable evidence about potential gaps and the effort needed to close them up. Occasional studies by the Department of Research and Development of NIE, Research and Development Branch of the MOE, Department of Examinations, and Directors of Education in-charge of Subjects have also provided valuable information in our effort to identify and assess training needs of teachers.

(B) Curriculum Reforms & Implementation

Education reforms program of the government requires significant changes in curriculum particularly Gr.6 to 11 (GCE OL) and Gr. 12 to 13 (GCE AL). These changes are likely to cover core subjects, electives, assessments and examinations and introduction of vocational subjects. According to the policy of providing 13 years of compulsory education, admissions to Gr. 12 is likely to double, resulting in a huge increase in the demand for teachers in the senior secondary schools. In view of these pending change, a new strategy of training will be necessary to reach all teachers who are expected to implement new curriculum. The strategy must include:

- a. Training of Curriculum Committee Members
- b. Training of Trainers
- c. Training of School Principals, Vice-Principals and Head Teachers

- d. Training of provincial officials at all levels
- e. Training of ISAs

Training for ISAs should be in two stages. Stage one will cover new curriculum design changes such as subject combinations, assessment and measurements, student counseling. The training could be one-day workshops held both in Colombo and in provinces. The estimated cost per trainee is about Rs. 2100 which will include material preparation and production, trainer cost, workshop venue, administration and transport, trainee allowance (at the rate of Rs. 750 per person) and meal/refreshments. Stage two will be where ISAs are given training on the new syllabi change and delivery methods based on subjects. It is expected that in four subject-focused workshops, key areas of curriculum changes could be covered and hence the budget is about four times that for stage one.

Curriculum implementation will also require training of school section/subject heads who are responsible for organizing and management as well. They could also be used as trainers of teachers at school level (on the job training). Since the numbers are large, it is proposed to adopt the distance learning mode, coupled with a series of interactive sessions at the Zonal Level. Reaching the classroom with change is a difficult process in which head teachers/section heads must play a vital role of the change agent. Since the curriculum change is expected to be implemented from 2018, training for this segment must be completed by February 2018 where the last two months would be for assessment of training effectiveness in the distance learning mode. Activities of this program will include production and distribution of material in the electronic media including the proposed NIE Educational Channel, *Vision*. All sectional heads and head teachers would benefit from having a computing tablet which will facilitate distance learning, classroom management, and effective teaching. Financial provision required for this equipment could be distributed over the three years. It is estimated that a tailor-made tablet could be purchased at a price around Rs.22,000 per unit. Alternatively, supply of a computer lap-top could be considered as well.

(C) Improvement of Teacher Teaching: Needs Analysis

Surveys conducted by NIE reveal that training provided through ISAs does not reach school teachers efficiently and effectively due mainly to weaker links between ISAs and schools. In many subjects, including mathematics, parts of syllabi are omitted from training. Often made comments in surveys include too much of theoretical orientation and relative lack of practical examples, unrealistic and irrelevant content in terms of past examination experience, need for competency-based content, need for innovative and current material, failure of content to cover both talented and the weak students, lack of attention to planning model sessions, poor variety and references, and lack of workbooks/supportive material.

Training needs at teacher level are found in both content and pedagogy. While certain programs are dedicated to content or pedagogy, there will be some others where both are combined so that the ideal training practice is demonstrated.

(D) Delivery of Training

The proposed mechanism of training of teachers on subject content is comprised of the following:

a. Provincial schools: Provincial level (zonal and divisional included) training conducted at various training facilities on the basis of Provincial Resource Teams and in collaboration with Provinces;

b. National schools: Provincial Resource Teams working under NIE based on Provincial Centers set up in collaboration with Provinces;

c. All schools: Distance/e.Learning Mode

Recurrent costs including materials development, materials in electronic media, and TV programming are presented in the tables to follow. Capital costs are given separately elsewhere.

2. TEACHING OF MATHEMATICS

Dramatic improvement of capacity to teach mathematics in schools is a high priority. Aimed at a significant reduction of failure rates in examinations, the following model training program for NIE is proposed.

Table 1 : IMPROVEMENT OF TEACHING OF MATHEMATICS

RESPONSIBILITY: MOE AND NIE

Category of participants	Program Details	Time Frame and numbers: 2017-2018
New teachers in mathematics (6-11)	Orientation, pre-service training – two weeks, full-time – Provincial teams	2017 (460) 2018 (820)
New teachers in combined math	Orientation, pre-service training – two weeks, full-time, Provincial teams	2017 (850)
All teachers in mathematics	Curriculum rationalization and capacity building, conducted (a) provincial resource teams. (b) Distance mode	2017 (6,420) (a) (b) 2018 (6,000) (a) (b)
All teachers, math and combined math	Curriculum rationalization and capacity building, conducted (a) provincial resource teams. (b) Distance mode	2017 (500) (a) (b) 2018 (500) (a) (b)
Selected math teachers	Teaching upgrading based on thematic pedagogical approach. Provincial needs assessment. a) provincial resource teams. (b) Distance mode	2017 (3,000) a. b. 2018 (3,000) a. b.
ISAs	Introduction of effective pedagogical techniques in classrooms – 2-3 days a) at NIE b) Distance mode	2017 (600) 2018 (800)

2. TEACHING OF SCIENCE

Training of teachers in science aims at increasing the current levels of success rates of students in science in both junior and senior secondary schools, while increasing the percentage of students taking science subjects at GCE (AL). This is of particular relevance to the Northern and Eastern Provinces where the percentage of students taking science at GCE (AL) is the lowest at present. A special program for the Northern and Eastern Provinces is proposed therefore.

Training programs for 2016-18 will focus on updating and upgrading curriculum materials, pedagogy and evaluation of materials on science, biology, chemistry, physics in selected grades where performance has been poor and problematic. A special program will give attention to improving the quality of teaching.

The interactive training approach will be fold: (a) training of ISAs on a provincial basis so that they reach the school and divisional level, and (b) working with the provinces to train trainers so that provincial level training for selected groups can be conducted. In the distance learning mode, training programs will be designed for delivery through a television educational channel backed up by DVDs and supportive materials.

**Table 2: IMPROVEMENT OF TEACHING OF SCIENCE
RESPONSIBILITY: MOE AND NIE**

Category of Trainees	Program Details	Time Frame and numbers: 2017-2018
ISAs in Science – aimed at training 18,000 teachers in Gr. 8	To update and upgrade curriculum materials, pedagogy and evaluation of materials in Science. Gr.8 (a) 10 workshops (b) Monitoring provincial training workshops	2017 (650) 2018 (700)
Teachers – Gr.12 Biology	To update and upgrade curriculum materials, pedagogy and evaluation of materials in Science. Gr.12/13 v rovincial level workshops (cost sharing)	2017 (1,200) 2018 (1,200)
Teachers – Gr.12	To update and upgrade curriculum materials,	2017 (1,500)

Chemistry	pedagogy and evaluation of materials in Science. Gr.12/13 v Provincial level workshops (cost sharing)	2018 (1,500)
Teachers – Gr. 12 Physics	To update and upgrade curriculum materials, pedagogy and evaluation of materials in Science. Gr.12/13 Provincial level workshops (cost sharing)	2017 (1,500) 2018 (1,500)

3. TEACHING OF ENGLISH

Achieving new objectives of providing a working knowledge of English to all students while enabling specialized language and literature learning for those aspiring for higher studies will require curriculum change and change of examination systems which promote rote learning. While provincial-level training is continued through existing mechanisms of delivery including RESCs in the provinces, special programs will be conducted in Colombo. The proposed Institute of Advanced English Education will undertake bulk of this training.

**Table 3: IMPROVEMENT OF TEACHING ENGLISH -
RESPONSIBILITY: MOE/NIE**

Category of participants	Program Details	Time Frame and numbers: 2017-2018
ISAs in English	To update and upgrade curriculum materials, pedagogy and evaluation of materials in English (a) 10 workshops (b) Monitoring provincial training workshops	2017 (650) 2018 (700)
Teachers – Gr. 6-9	To update and upgrade curriculum materials, pedagogy and evaluation of materials in English, Primary classes (a) Provincial level workshops (cost sharing)	2017 (1,200) 2018 (1,200)
Teachers – Gr.10-11	To update and upgrade curriculum materials, pedagogy and evaluation of materials in English	2017 (1,500) 2018 (1,500)

	(a) Provincial level workshops (cost sharing)	
Teachers – Grade 12-13	To update and upgrade curriculum materials, pedagogy and evaluation of materials in English. Gr.12/13 (a) Provincial level workshops (cost sharing)	2017 (1,500) 2018 (1,500)

4. HUMAN RESOURCE TRAINING AND DEVELOPMENT PLAN FOR SRI LANKA EDUCATORS SERVICE, NATIONAL COLLEGES OF EDUCATION

This Section proposes a framework and a set of programs of Human Resource Training and Development (HRT&D) for National Colleges of Education (NCOEs). The needs for HRT&D of NCOEs are identified and defined within the larger system of HRT&D of the education system under the Ministry of Education. The following needs analysis will serve this purpose.

4.1 Needs Analysis

Staff belonging to Sri Lanka Teacher Education Service are employed in three types of organizations – NCOEs, Teacher Colleges and Teacher Centers. At present there are 683 staff members as shown in Table 1 below. The large majority of 80% of this staff are in NCOEs where as the other two types of organizations are acutely understaffed with only 9% and 12% of the vacancies filled. In the entire system of these three organizations, 64% of the positions are vacant. While the reasons for very high rate of vacancies are many, including smaller number of teachers being trained (operating under-capacity), the fact remains that the approved cadre has not been filled at the level of 2/3 of the projected needs.

Table 4: SRI LANKA TEACHER EDUCATORS SERVICE:
NUMBER OF PERSONS BY EMPLOYING INSTITUTION

CATEGORY OF PERSONS	NCOEs	TEACHERS COLLEGES	TEACHER CENTERS	Total
GRADE 1: NCOE Presidents; Vice-Presidents; Principals of Teachers Colleges; Snr. Lecturer; Coord. Lecturer (1, 2-I)	12	0	0	12 (2%)
GRADE II: Vice-Principals of Teachers Colleges; Managers of Teacher Centers; Lecturer (2-II)	151	3	9	163 (24%)
GRADE III: Vice-Principals of Teachers Colleges; Managers of Teacher Centers; Lecturer (III)	380	57	71	508 (74%)
Total	543 (80%)	60 (9%)	80 (12%)	683 (100%)
GRADE III – Vacancies To be recruited in 2016 (% of grand total)	529 (49%)	551 (90%)	110 (58%)	1,190 (64%)
Grand Total	1,072 (57%)	611 (33%)	190 (10%)	1873 (100%)

From the Table above, it is also clear that vacancies at higher Grades have not been properly filled over the years. The following Table shows the gaps of approved cadre and existing filled cadre at various levels which indicate a serious lapse in promotions and fulfilling the training needs therefore.

Table 5: APPROVED AND FILLED CADRES AS OF MAY 31, 2016

Post	Existing Cadre	Approved Cadre	Difference of Vacancies
GRADE I: Current system Gr. (1, 2-I)	12	182	(170)
GRADE II: Current system Gr. (2-II)	151	122	+ 29
GRADE III: Current system Gr. (III)	380	1785	(1,405)

Training needs can be grouped in to two as *primary* needs and *effective* needs. Primary needs are the essential training in terms of employment contract (Section 12.2 of the Service Minute). This training refers to induction (pre-service) and training prior to promotions (Capacity Development programs leading to Gr. II and Grade I). The second type of effective needs result from contemporary and future performance requirements of the education system which need to be addressed with special training programs. It seems that both these types of training have not been systematically provided in the past 8 years.

Further, in order to meet future evolving system demands, capacity development action is necessary in terms of providing opportunities for academic development through long-term study programs in postgraduate education. Such opportunities for staff categories have not been systematically arranged and provided in the past.

Training and development needs gaps are identified at three levels: Organizational, task or job, and person. These needs can be stated briefly as follows:

Types of Needs Gaps:

Understanding the gaps in terms of levels, categories and sequence of providing training and development:

- a. Induction training for the new recruits (to be recruited later this year)
- b. Capacity development training for Gr. III staff members
- c. Capacity development training for Gr. II staff members.
- d. Special training required to meet contemporary and future system demands.

- e. Higher education needs for long-term development of staff potential in academic delivery, institutional leadership and administration, and research in education

Contents of Needs Gaps:

Understanding gaps in terms of content that must be embedded in the desirable programs:

- a. *At organization level*, educator training needs emanate from changes expected in the curriculum designs including the planned upgrading of NCOE Diplomas to Bachelor Degree level (4 years). With the new reforms agenda of the Ministry, the NCOEs will be expected to prepare teachers for a future generation of new students whose success would be measured in terms of students' ability to meet the demands of the new economy.
- b. *At task level*, there will be changes in the subject matter, delivery methods, and assessment of learning. New subjects will be introduced, particularly in the technology and career development areas requiring acquisition of new knowledge by both teachers and educators alike. With the ensuing attempt to dramatically change the pedagogy from teacher-centered methods to learner-centered methods by using new technology and multi-dimensional sources of knowledge and skill development, teacher educators are required to acquire new competencies.
- c. *At the person level* gaps will result from the need to acquire new knowledge, skills, values and attitudes necessary to deliver the new tasks in a globally competitive environment. Some of these needs have been projected on the basis of past experience in introducing curriculum change. And, they include development of teacher personality, self understanding and motivation, team work, language skills, and promotion of innovative activity in education.

4.2 TRAINING PROGRAMS

Table 6: TRAINING PROGRAMS FOR EDUCATORS

Type of program	Location	Time table
LOCAL TRAINING		
1. Capacity development training program for Gr. II educators (6 weeks). As per syllabus in Service Minute	NIE/Ministry selections	March 01 - April. 30, 2017
2. Capacity development training program for Gr. III educators (4 weeks). As per syllabus in Service Minute As per syllabus in Service Minute	NIE/Ministry selections	April – May 31
3. Curriculum delivery and subject-based training for educators holding academic positions (lecturers and senior lecturers, etc.)	NIE/Ministry selections	March – May. 2017
4. Induction training for new recruits to educators service (6 months)	NIE/Ministry selections	March– 2017 Onwards
FOREIGN TRAINING		
1. Education administration and leadership program (foreign) for educators holding administrative and coordinating positions (Presidents, VP, College Principals, Coordinators, etc.). Program content to be designed.	Australia, Thailand, Malaysia, South Korea	Nov 2017 – Feb. 2018
2. Pedagogy and education development programs (foreign) for educators holding academic positions (lecturers and senior lecturers, etc.). Program content to be designed.	Australia, Thailand, Malaysia, South Korea	Jan. 2018 – May 2018
3. Other. TBA		

5. TRAINING OF TRAINERS: TRAINING CAPACITY DEVELOPMENT

The Need: There is special significance of organizing training of trainers, keeping in view the objectives and action strategy of pending education reforms which give top priority to quality education at all levels of learning island-wide. While Training entails responsibilities for preparing human resources for current performance, Development envisages preparing people for future jobs. Both these are up-hill tasks at present because the numbers to be trained are in hundreds of thousands and those to be developed are also in thousands. Moreover, these personnel are in employment across the island and hence reaching them requires special organization.

Implementation of education reforms will depend on productivity and innovative behaviours of our teachers, educationists, school administrators and education managers. It will not happen without academic and professional resource faculty who have the right knowledge, skills and competences who can work as lecturers, trainers, mentors and counselors. The general education sector institutions need:

At present, the availability of trainers with advanced and relevant knowledge and competencies in the following areas are very low:

- a. Pedagogy – methods of delivering instruction and managing learning processes in schools as teachers, i.e. learner or student-centered instruction delivery
- b. Andragogy – methods of delivering instruction and managing learning processes involving adults, i.e. adult learning
- c. Futuristic knowledge of subject matter, specially science, technology, computing and business development
- d. Knowledge of educational psychology and counseling
- e. Knowledge and competencies in cultivating positive thinking, positive attitudes and learning habits in participants
- f. Using advanced and modern techniques of teaching and training including
 - Basic PC-based programs
 - Interactive multimedia
 - Interactive video
 - Web-based training programs
 - Out-door training/On the job training

- Use of case studies
- Group discussions
- Simulations and games
- Handling discussions
- Designing and taking oral presentations
- Designing skills projects
- Assessing learning impact
- Lesson preparation methods
- Developing rapport with students/participants
- Praising the learner
- Listening to students/participants
- Avoiding criticizing students
- Avoiding blaming students
- Attending sessions on time, and managing time well
- Writing reports on training activity and feedback from participants
- And, many more Sri Lankan so-called trainers must learn first before they begin to work with others in education
- Finally, being serious and committed to the task of human resource development

The main reasons for the current poor situation include:

- a. Failure of our universities to produce graduates with pedagogical skills
- b. Failure of our institutions to be futuristic, and implement long-run development programs in HR
- c. Failure to pay and reward our trainers

As a result, we are saddled with **ADHOCRACY** which is characterized by the following:

- a. Select personally known persons as trainers
- b. Depend on trainer's inputs as content rather than on institution's requirements
- c. Neglect teamwork among trainers
- d. Neglect development of training materials for the purpose
- e. Neglect assessment of training impact and giving feedback to decisions

Even though time has passed for effective corrective steps, we must at least now take the steps in the right direction. Given below are some ideas for discussion.

5.1 DEVELOPING FACULTY TEAMS

The proposal is to set up *HR Faculty Teams*. The team members can be from the following sources:

- a. Internal employees of the general education sector

- b. Visiting staff from Universities
- c. Visiting staff from professional bodies , government institutions and private sector
- d. Visiting professionals (such as retired employees, free-lancers etc.)

TABLE 7: ORGANIZATION OF FACULTY TEAMS

Team types	Central	Provincial
Methodology (Mastering training methods in Pedagogy and Andragogy)	<ul style="list-style-type: none"> • Teams at Ministry level • Teams at Institutions under the Ministry 	<ul style="list-style-type: none"> • Provincial level teams • District level teams
Subjects (Upgrading content delivery on subjects in science, business, or education management such as leadership)	<ul style="list-style-type: none"> • Teams at Institutions under the Ministry 	<ul style="list-style-type: none"> • Divisional level teams

The total number of trainers required over time will depend on the extent of training programs and strategies to be adopted.

5.2 TRAINING OF TRAINERS

Training of Trainers: Training and development in the education sector suffers from a severe lack of trainers who are qualified and competent. Absence of education and development scheme to build capacity has been one reason. Another reason is lack of succession planning where identification of suitable persons and their service stability have not been given attention. It is of paramount importance now to begin a serious program of capacity development in this area.

Recruiting Trainers

Team members can be recruited from the following means:

- a. Trainers who have been working with programs of the sector
- b. Lists of nominations from the Institutions under the Ministry
- c. Database at NIE
- d. Advertisements

Institutional Arrangements

It will be important that the following steps are considered in order to establish the teams as a permanent feature of the general education institutional system:

- a. Select individuals and sign agreements for service as well as for their improvement
- b. Commit resources for training of trainers in Sri Lanka with local programs
- c. Commit resources for training of trainers in Sri Lanka with foreign resource persons
- d. Assign the subject responsibility to HR Division of the Ministry
- e. Develop a budget for HR Resource Faculty Teams

Training program designs.

Given below is a set of guidelines:

- a. Train 100 trainers in 2017, and another 100 in 2018. Select a group of 50 as the initial step to be further developed as trainers of the Ministry of Education (HR Division). 25 of them to be in pedagogy (education methods including bilingual education) and 25 others in priority subject areas such as English, Science, Mathematics, Technology, and Career Guidance.
- b. The process of selection to include (i) obtaining recommendations and resumes of trainers from Ministry sources, NIE and other Institutions of Education, (ii) obtaining a list of university academics based on their past services to educational institutions, and (c) obtaining recommendations and resumes of trainers from other relevant government institutions and recognized private educational institutions
- c. From the 50 persons, form two groups of trainers, one group as the core group consisting of permanent employees of the education system under the Ministry, and the second group as an auxiliary group consisting of persons from other institutions/private sector.

Table 8: TRAINING OF TRAINERS PROGRAMS 2016/17

Program type	Location	Time Table
1. Training of Trainers program I: (local) conducted for select group who will conduct local training programs for educators. A group of 50 trainers to be selected by Ministry and the training program is to be designed. 2 Foreign Consultants will take part in conducting local training.	Ministry selection	March 2017
2. Training of Trainers program II: (local) conducted for the select group (50) who will conduct local training programs for educators. Two foreign consultants will take part in conducting local training.	Ministry selection	May, 2017
2. Foreign Training program for a team of 10-12 trainers	Australia, South Korea	10 days in September 2017

6. HUMAN RESOURCE DEVELOPMENT PROGRAMS

a. Masters degree programs

Educators in Gr. II requires a Masters degree/Postgraduate degree to be considered for promotion to Gr.1. Follow up action will be taken by the Ministry to ensure that educators enroll themselves in approved degree programs in time of their service and attempt to qualify for promotions. The Ministry will consider the provisions for financial assistance to be amended suitably in support of this effort by educators.

b. Doctoral degree program

The Ministry of Education will support National Institute of Education to introduce a doctoral degree program in collaboration with state universities in Sri Lanka (University of Colombo/Open University of Sri Lanka/University of Jaffna/University of Peradeniya) in chosen areas of study in education and education administration. These degree programs will collaborate with suitable foreign universities to obtain

academic assistance, exchange of students and faculty, and supervision of research, etc. Students who are following the local degree program will be supported financially to study and research in collaborating foreign universities for specified time periods ranging from 2 months to 9 months during the required time period of the local degree program.

Members of the educators service who have shown exceptional educational and research performance and potential may be selected to follow higher degree programs (Masters and PhD) overseas. Depending on the requirements of educational institutions and curriculum delivery, persons may be sponsored to follow advanced certificate programs (3-6 months duration) in foreign universities and institutions.

Table 9: HIGHER EDUCATION PROGRAMS 2017-18

DEGREE PROGRAM	NUMBER OF EDUCATORS	LOCATION	TIME PERIOD
Local Masters/M. Phil. degree programs	60	NIE/local universities	Commencing June – Dec
Foreign Masters degree programs	10	To be selected	Commencing Sept.2017
Local Doctoral degree programs	20	NIE/local universities	Commencing Sept.
Foreign Doctoral degree programs	5	To be selected	Commencing April 2017.
Advanced Certificate programs	25	To be selected	Commencing Sept.

7. MOE TRAINING PROGRAM: SENIOR MANAGEMENT GROUP

Capacity development training for the MoE is proposed as one of the priority programs for which details are given below.

The most important skills to develop in managers to drive organizational success over the next five years were ([Flux Report by Right Management](#), 2013):

- Leadership skills 62%
- Management skills 62%
- Interpersonal skills 53%
- Innovation and creativity 45%
- Resilience 43%
- Technical/specialist skills 40%
- IT skills 40%
- Sales/marketing skills 32%
- Client management skills 24%
- Other/none of the above 4%

Table 10: 16 AREAS OF COMPETENCY FOR REVIEW AND IMPROVEMENT
(An illustrative program design)

<u>CHANGE MANAGEMENT</u>	1	Able to understand forces of change and inhibitors and design and implement organizational and process restructuring
<u>VERBAL COMMUNICATION</u>	2	Able to express your ideas clearly and confidently in speech/executive presentations
<u>TEAMWORK</u>	3	Work confidently within a group (Outward bound program)
<u>ORGANIZATIONAL AWARENESS</u>	4	Understand the challenges of education of system and economy
<u>ANALYSING, INVESTIGATING and DECISION MAKING</u>	5	Gather information systematically to establish facts & principles and problem solving.
<u>ANALYSING FINANCIAL AND</u>	6	Understanding results-based resource utilization, and

<u>RESOURCE UTILIZATION</u>		accountability processes
<u>INITIATIVE/SELF MOTIVATION</u>	7	Able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions
<u>DRIVE</u>	8	Determination to get things done. Make things happen & constantly looking for better ways of doing things.
<u>WRITTEN COMMUNICATION</u>	9	Able to express yourself clearly in writing: letters, reports, Cabinet memos
<u>NEGOTIATING & PERSUADING</u>	10	Able to influence and convince others, to discuss and reach agreement.
<u>LEADERSHIP</u>	11	Able to motivate and direct others (Outward bound program)
<u>NUMERACY</u>	12	Multiply & divide accurately, calculate percentages, use statistics & a calculator, interpret graphs & tables using Excell.
<u>COMPUTING SKILLS</u>	13	Word-processing, using databases, spreadsheets, the Internet & email, designing web pages etc.
<u>SELF AWARENESS</u>	14	Awareness of achievements, abilities, values & weaknesses & what you want out of life.
<u>PERSONAL IMPACT/CONFIDENCE</u>	15	Presents a strong, professional, positive image to others which inspires confidence & commands respect.
<u>LIFELONG LEARNING</u>	16	Continues to learn throughout life. Develops the competencies needed for current & future roles