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මුදල් කොමිෂන් සභාව  
(ආණ්ඩුක්‍රම ව්‍යවස්ථාවේ 154 'ඊ' ව්‍යවස්ථාව යටතේ පිහිටුවන ලදී.)

நிதி ஆணைக்குழு  
(அரசியலமைப்பின் 154'எ ஆம் உறுப்புரையின்கீழ் தாபிக்கப்பட்டது)

FINANCE COMMISSION  
(Established under Article 154 R of the Constitution)

48, වජිරා පාර,  
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මගේ අංක  
எனது இல  
My No } FC/3/2/2016

ඔබේ අංක  
உமது இல  
Your No }

දිනය  
திகதி  
Date } 10.12.2015

Chief Secretary

Western/ Central/ Southern/ Northern/ Eastern/ NW/ NC/ Uva/ Sab. Province

Dear Chief Secretary,

**Guidelines on Preparation of the Annual Development Plan – 2016**

This is further to my letter No.FC/3/2/2016 dated 26.11.2015 sent to you on the above.

As mentioned in the para 1.1.3 and 1.1.5 under Education Sector in the above letter, relevant guidelines on Teacher Conventions and Direction of the School Dropouts from the Formal Education to Vocational Training and Provision of Opportunities to Them are attached herewith in Sinhala and English versions. These guidelines can also be accessed at the website of the Finance Commission ([www.fincom.gov.lk](http://www.fincom.gov.lk)).

You are kindly requested to adhere to these guidelines and directions, and prepare the plans accordingly.

W.H.Munasinghe  
Secretary  
Finance Commission

Copies:

1. Secretary to the President, Presidential Secretariat - For Information
2. Secretary to the Prime Minister, Prime Minister's Office- For Information
3. Secretary, Ministry of Policy Planning and Economic Affairs - For Information
4. Secretary, Ministry of Finance - For Information
5. Secretary, Ministry of Provincial Councils and Local Government - For Information
6. Auditor General, Department of Auditor General - For Information
7. Deputy secretary to the Treasury, General Treasury - For Information
8. Director General, Department of National Budget - For Information
9. Director General, Department of National Planning - For Information
10. Secretary, Provincial Ministry of Education - For Necessary Action
11. Deputy Chief Secretary (Planning) - For Necessary Action
12. Deputy Chief Secretary (Finance) - For Necessary Action
13. Provincial Director, Department of Education - For Necessary Action
14. Assistant Auditor General - For Necessary Action

## **Guidelines on Teacher Conventions – 2016**

### **Introduction**

In the context of global rapid changes in the field of education, the role to be played by a teacher is very important in transforming the education system in Sri Lanka. In this transformation process, creation of a teacher with professional skills is very essential. In the achievement of this objective, several measures need to be implemented and holding teacher conventions is one of such productive measures.

### **Goal**

Empowerment of teacher professionals to develop learning and teaching process in the school system of the country.

### **Objectives**

- Get involved the teachers in a continuous learning process in order to improve the overall professional development of teachers.
- Provide opportunities to make the teachers aware on changing trends of the field of education and adjust to such changes.
- Avail opportunities to identify common problems relating to learning and teaching process and find out scientific solutions for them and review them periodically.
- Provide open chances to teachers to exchange their views, knowledge and skills among each other.
- Motivate teachers to conduct explorative studies in the field of education.
- Empower teachers as professionals to win the challenges with regard to learning and teaching.

### **Methodology**

- Every teacher convention should be organized in timely on appropriate theme.
- Hold lectures, discussions and seminars on the subjects related to education by the relevant experts.
- Provide opportunities to teachers to present their experiences on research findings related to learning and teaching process.
- Identify the problems and suggest remedial measures through group discussions.
- Provide opportunities to display the different kinds of innovations relating to the field of education.
- Get involved in gaming activities in order to improve personality of teachers.

### **Preparation of Programmes in Relation to Teacher Conventions**

- i. Teacher conventions should be organized at provincial and administrative district levels.
- ii. Holding teacher conventions should be coordinated by the Provincial Director of Education.
- iii. Teacher conventions should focus on the above mentioned objectives and the programmes need to be developed using proposed methodologies with the assistance of the relevant Zonal Directors of Education by the Provincial Director of Education. In this process, it is necessary to get involved by other relevant officials and principals.
- iv. Every year, it is imperative that at least one teacher convention to be held.
- v. Teachers who were not given opportunities to attend the first teacher convention should be participated for the conventions to be held in succeeding years.
- vi. One teacher convention needs to be held during two days continuously in school vacations.

- vii. The maximum number of teachers who participated in one teacher convention should not exceed 500.
- viii. When selecting teachers for conventions by the Provincial Director of Education, it is advisable to include all national and provincial schools while making arrangements to represent all types of teachers, all subjects and all grades.
- ix. The resource persons should be qualified in the subject, conversant about new trends, capable of winning the attention of participants and professionally qualified. They can be selected from the Universities and other educational institutes at national level. They should be provided an approved allowance for their service.
- x. It is necessary to include the activities such as academic researches and innovations on learning and teaching process into the programmes of teacher conventions.
- xi. For one teacher convention, it is advisable to select at least ten research experiences on learning and teaching process and they should be covered different types of fields. In this process, teachers should be selected by a committee which comprises the officers attached to the education zones and teacher instructors. The selection of research experiences should be undertaken two months before the proposed teacher convention.
- xii. In identifying common problems relating to learning and teaching process, the participants should be divided into few groups and group discussions need to be held in the form of structural model. Further, it is suggested that the responsibility of preparing a report incorporating the problems and solutions be assigned to a suitable officer by the Provincial Director of Education. At the same time, it is necessary to make the relevant teachers are aware on proposed measures, based on the report.
- xiii. At the initial stage, all expenses on organizing and holding teacher conventions will be born under the Human resource Development Programmes of the TSEP.
- xiv. For all teachers who participated in the teacher conventions should be provided with meals, accommodation and accepted allowance.
- xv. At the end of teacher convention, an extensive report should be prepared under the supervision of the Provincial Director of Education. This report should include the experiences gained from the teacher convention and future activities that can be adopted for teacher conventions. The copies of the report should be forwarded to the Secretary of the Ministry of Education, the Director General of the National Institute of Education, the Provincial Minister in charge of the subject, Chief Secretary, Provincial Secretary of Education, Project Coordinator of the TSEP and the Secretary of the Finance Commission. This report is suggested to be included the following main topics.
  - ✓ The theme of the convention.
  - ✓ Topics of the sub committees and activities.
  - ✓ Matters proposed and discussed.
  - ✓ Suggestions and conclusions
  - ✓ Recommended proposals and methodologies
- xvi. The implementation of the recommendations contained in the report on teacher conventions, should be followed up and the responsibility of regulation be assigned to the Provincial Director of Education.

These guidelines are issued with the concurrence of the Project Coordinator of TSEP.

## **Guidelines on Direction of the School Dropouts from the Formal Education to Vocational Training and Provision of Opportunities to Them - 2016**

### **Introduction**

It has been observed that in tradition, the Principal is concerned about the children of the school and no special attention is paid on the school dropouts. Therefore, it is timely important to direct the dropouts to the vocational Training Institutes which provide opportunities to improve vocational skills and required guidance.

Most of the school dropouts do not have the opportunities of engaging in productive employment, since there is no proper mechanism to give them a direction. It is also noted that the students who passed GEC (O/L) and (A/L) examinations face the competition in the job market directly, without having any vocational skills.

The number of school dropouts and school leavers, as a percentage of the population of the same age cohort, represents a higher value, and lack of vocational skills of them is one of all national issues. This will also be a future challenge as well.

In this backdrop, all provincial and district vocational training institutes should implement an integrated approach characterized by introduction of timely important and standard courses, identification of school dropouts from the formal education, direction of them for vocational training with required NVQ standards and direction of them for the job market.

### **The Way of Preparing the Proposed Programme on Providing Vocational Training**

- i. Proposed vocational training programmes should be organized by the Directors of Zonal Education with the concurrence of the Provincial Director of Education. In this process, it is necessary to take part the Principals of all schools in active manner. A database on school dropouts needs to be maintained using the information obtained from the Principals. The information on students who have been directed for the training programmes with NVQ qualifications should also be included in the data base subject to updating on regular basis.
- ii. It is required that the vocational training programs be in line with the NVQ system. The programmes should be developed with the concurrence of the Ministry of Skills Development and Vocational Training.
- iii. All programmes of the proposed vocational training should be held in the vocational training institutes of the Ministry of Skills Development and Vocational Training with their participation. If additional space is required, school class rooms can be used without making disturbances to school education, preferably in times not having classes.
- iv. These training programmes should be held with the co-ordination of Skills Development Assistant who is attached to Divisional Secretariat Office. The required guidelines on co-ordination will be issued to the relevant officer by the Ministry of Skills Development and Vocational Training. The copies of the guidelines need to be sent to the Provincial Director of Education, Zonal Directors of Education and Divisional Directors of Education. Finally, the programmes should be organized by the Divisional Directors of Education, with co-ordination support of the Skills Development Assistants.

- v. All part time and full-time courses which come under the non-formal education programmes should be upgraded to the level of NVQ. The Project Officers of the non-formal education programmes should also be taken part to their overall programme.
- vi. Those who have not been directed towards such training programmes, need to be given due attention, after making an assessment by the authorities. When such students are directed to follow training programmes, their necessity, skills and abilities must be given due consideration. In making an assessment on such students, all Principals should give their fullest support to the relevant officers of the Ministry of Skills Development and Vocational Training.
- vii. It is necessary that the specific industries in the province and the job demand be paid required attention, when conducting training programmes. The additional training courses can be designed to suit with the needs of the province.

Eg:- Tea cultivation in scientific way and making products using tea as a raw material/ input, and the industries which use raw fish as inputs. The courses should focus on scientific methods relating to proposed occupations/ trades.

- viii. Provisions under PSDG can only be used for conducting the vocational training programmes, if they are equal to NVQ standards.
- ix. Details on granting certificates after training and direction of the trained students to job market should be reported to the Provincial Director of Education by the Divisional Directors of Education.
- x. Making due payments to the vocational training intuitions and granting an approved allowance to the eligible students should be done by the relevant Divisional Secretaries with the concurrence of the Provincial Director of Education, under a suitable expenditure item related to human resources development.
- xi. In this training process, it is suggested to establish a District Coordinating Committee under the chairmanship of the District Secretary. The other members of the committee should include Provincial Director of Education, the Heads of the Vacationed Training Institutions, Youth Services Officer, Skills Development Assistant and Project Officer of the non-formal education.
- xii. A list of the Vocational Training Institutions, established in the districts under the Ministry of Skills Development and Vocational Training is attached.

These guidelines are issued with the concurrence of the Ministry of Skills Development and Vocational Training.

## Summary of Training Centres - 2015

### Ministry of Skills Development and Vocational Training

Province	District	DS Divisions	Technical Colleges	VTA Centres	NAITA Centres	Ocean University	NIBM	NSBM	CGTTI	SLIOP	UNIVOTEC	Total
Western	Colombo	13	3	16	8	1	1	1	2	1	1	34
	Gampaha	13	1	15	3	1						20
	Kalutara	14	1	9	4	1						15
<b>Province Total</b>		<b>40</b>	<b>5</b>	<b>40</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>		<b>69</b>
Central	Kandy	20	3	13	4		1					21
	Matale	11	2	6	2					1		11
	Nuwara Eliya	5	1	5	2							8
<b>Province Total</b>		<b>36</b>	<b>6</b>	<b>24</b>	<b>8</b>	<b>0</b>	<b>1</b>		<b>0</b>	<b>1</b>		<b>40</b>
Southern	Galle	19	2	17	4	1	1					25
	Matara	16	1	12	7							20
	Hambantota	12	2	13	5	1						21
<b>Province Total</b>		<b>47</b>	<b>5</b>	<b>42</b>	<b>16</b>	<b>2</b>	<b>1</b>		<b>0</b>	<b>0</b>		<b>66</b>
Northern	Jaffna	15	1	9	2	1						13
	Kilinochchi	4		5	2							7
	Vavunia	4	1	11	3							15
	Mannar	5	1	2	1							4
	Mullativu	6		6	1							7
<b>Province Total</b>		<b>34</b>	<b>3</b>	<b>33</b>	<b>9</b>	<b>1</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>46</b>
Eastern	Batticaloa	14	1	15	1	1						18
	Ampara	20	4	14	7							25
	Trincomalee	11	1	6	6	1						14
<b>Province Total</b>		<b>45</b>	<b>6</b>	<b>35</b>	<b>14</b>	<b>2</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>57</b>
North Western	Kurunegala	30	3	8	3		1					15
	Puttalam	16	1	7	4							12
<b>Province Total</b>		<b>46</b>	<b>4</b>	<b>15</b>	<b>7</b>	<b>0</b>	<b>1</b>		<b>0</b>	<b>0</b>		<b>27</b>
North Central	Anuradhapura	22	1	11	3							15
	Polonnaruwa	7	1	7	1							9
<b>Province Total</b>		<b>29</b>	<b>2</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>24</b>
Uva	Badulla	15	2	9	3							14
	Monaragala	11	2	10	4							16
<b>Province Total</b>		<b>26</b>	<b>4</b>	<b>19</b>	<b>7</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>30</b>
Sabaragamuwa	Ratnapura	17	2	13	4							19
	Kegalle	11	2	9	6							17
<b>Province Total</b>		<b>28</b>	<b>4</b>	<b>22</b>	<b>10</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>36</b>
<b>Island wide Total</b>		<b>331</b>	<b>39</b>	<b>248</b>	<b>90</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>395</b>