

**A STUDY ON THE EFFECTIVENESS OF
SHORT-TERM
IN-SERVICE TEACHER TRAINING
IN THE TEACHING-LEARNING PROCESS**

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Acronyms

| | | |
|---------|---|--------------------------------------------------------|
| ADB | - | Asian Development Bank |
| CDC | - | Curriculum Development Centre |
| CPD | - | Continuing Professional Development |
| CTT | - | Continuous Teacher Training |
| DOE | - | Department of Examinations |
| GCE O/L | - | General Certificate of Education, Ordinary Level |
| GCE A/L | - | General Certificate of Education, Advanced Level |
| DPEP | - | District Primary Education Programme |
| DTE | - | Distance Teacher Education |
| EKSP | - | Education for Knowledge Society Project |
| ICT | - | Information & Communication Technology |
| ISA | - | In-Service Advisor |
| ISCED | - | International Standard Classification of Education |
| IT | - | Information Technology |
| ITT | - | In-service Teacher Training |
| MOE | - | Ministry of Education |
| NCERT | - | National Council of Educational Research and Training |
| NCOE | - | National College of Education |
| NEREC | - | National Education Research and Evaluation Centre |
| NETS | - | National Evaluation Testing Service |
| NEC | - | National Education Commission |
| NIE | - | National Institute of Education |
| NPE | - | National Policy on Education |
| OECD | - | Organization for Economic Co-operation and Development |
| PGDE | - | Post Graduate Diploma in Education |
| PDE | - | Provincial Department of Education |
| PMOST | - | Programme of Mass Orientation of Teacher Education |
| RESC | - | Regional English Support Centre |
| SBA | - | School-Based Assessment |
| SOPT | - | Special Orientation of Primary Teachers |
| TC | - | Teacher Centre |
| TESL | - | Teaching of English as a Second Language |
| ZEO | - | Zonal Education Office |

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Executive Summary

In-service teacher education is considered as a continuous professional development process and accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teachers' education once they have received their certification in teaching and are employed in a professional position. The objective of this study was to evaluate the efficiency and effectiveness of the services provided to the teaching-learning process by the in-service teacher education programmes conducted in Sri Lanka.

An attempt has been made to evaluate the effectiveness by studying the in-service programmes conducted by the National Institute of Education, Provincial and Zonal Education Departments and Teacher Centers. Data and information for the study were collected from review reports and other documents published by the relevant institutions. Primary data were collected through interviews and questionnaires from a sample of 360 teachers, 36 principals, and zonal directors of 9 educational zones selected from 9 provinces in the country. In addition, in-service trainers of 10 departments of the NIE were interviewed to evaluate the training of trainers programme. Quantitative and qualitative data obtained from these sources were analyzed and presented in Chapters four and five of this report. Conclusions and recommendations derived from the analysis have been presented in Chapter six.

The government and funding agencies spent about 1000 millions of rupees annually for short-term in-service teacher training in Sri Lanka. Approximately more than 100,000 teachers undergo in-service training annually and more than 4000 resource persons are directly engaged in the in-service training process. The present survey reveals that the short-term in-service training is not a total failure, has immensely contributed for introducing curriculum revisions, innovations in education. Also, the attempt made by the NIE to introduce the competency based teaching and learning was successful to a certain extent.

However, as revealed by the study the training has not very much affected improving knowledge and skills of teachers. The effectiveness of the training programme is limited; training does not affect the classroom teaching. One of the main reasons for not achieving the expected results is the 'trickle down' problem, an inherent problem of cascade model training. Monitoring and supervision is one of the best solutions for this problem. Well planned monitoring and supervision system managed by a central body is needed at all levels of in-service education. Also, action has to be taken to formalize the ISA service and develop the quality of this service by converting to an All Island Service.

Altogether twenty two recommendations have been made, and following among them are considered as outstanding.

1. Establish a national level authority or a body with the responsibility of overall planning, coordination and monitoring of short-term in-service activities of all institutions- MOE, NIE, PDEs, ZEDs and Teacher Centers.
2. To avoid the irregularities of in-service training activities funds supplied by funding organizations should be provided to provinces in advance.
3. Curriculum development for in-service teacher education has to be centered on training needs of teachers, giving priority to the use of technology for classroom teaching.
4. Implement the compulsory rule of teacher participation; and Participation in in-service teacher training programmes should be considered for teachers' promotions; more incentives should be given to teachers for participation
5. Establish an 'In-service Advisors' Service' as an all island service. Formulate a 'Service Minute' for ISAs and get approved from the relevant authorities. Adopt a proper ISA-recruitment procedure, recruit qualified persons as ISAs, and select them from efficient teachers.
6. Conduct a provincial-wise survey on in-service training requirements and recruit more ISAs specially to the areas where ISA services are needed
7. If the services of present ISAs are to be taken in future, they should go under a thorough re-training programme. All ISAs should have IT skills. The MOE or the NIE should launch a special technology training program for all ISAs and subject directors..
8. Need a regular monitoring mechanism and a supervision programme for ISAs and assess ISAs' activities; results of the assessments should be used to promote ISAS and for further development
9. Improve Teacher Centers as central in-service training centers or establish a separate center in each zone for this purpose
10. On-site training is suggested. Conducting training sessions for small groups in the school itself will be more productive.

Chapter 1

Introduction

In-service education of teachers is considered as an essential component of the teachers' professional development in the country. It is defined as 'a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach' (Perron, 1991). 'In-service Teacher Training' conducted for the teachers who are currently employed as classroom teachers aims at developing the necessary teaching competencies in the prospective teachers that need to be further consolidated and strengthened through continuous in-service training programmes.

1.1 Background and Rationale

As a result of the expansion of the school system in Sri Lanka, there arose a demand for an increase in the size of the teaching cadre. As a result of a heavy intake of untrained recruits in to the teaching service during 1970s and 80s the government had to plan an alternative training system. The Government had to go for an accelerated programme because the training provided by the traditional residential institutionalized training mode was inadequate to clear the large backlog of untrained teachers. As a quickest and an economical way of training, the distance mode was suggested and implemented for teachers who are in service from 1983 onwards. Also, to address the issue of providing training for newly recruited teachers, government had to broaden the existing in-service training facilities. In addition, in view of training of untrained graduates, the MOE in collaboration with universities implemented short term (three months) in-service programmes.

In-service teacher education programmes can be broadly classified into two categories; (I) Long-term programmes, and (II) Short-term programmes. Universities, National Institute of Education and Teacher Training Colleges are the main providers of long-term in-service teacher education in Sri Lanka. University programmes are mainly focused on teacher education for graduate teachers. NIE and the Teachers' Colleges under the direction of MOE conduct teacher training programmes for non graduate teachers as well as for graduate teachers.

Short-term in-service teacher education programmes are of different types and are offered by different sources. For the purpose of improving quality in classroom teaching, NIE has designed short-tem courses for teachers. These courses, which fall under cascade model, are one day to one

week courses conducted at provincial level through In-Service Advisors (ISAs) and Subject Directors of Zonal Education Departments. ISAs as trainers are trained by the NIE. The main objective of the training of trainers programme is to broaden trainers' knowledge of curriculum reforms, syllabus revisions and improve their teaching skills by introducing innovative methods.

ISAs have been appointed for primary education and for selected subjects in the secondary curriculum, to conduct training programmes at zonal level. "In-Service Advisor (ISA) is functioning as the main communicator in introducing new education reforms to the classroom, as a counsellor for teachers relating to new methodologies and a provider of awareness for the community relating to new concepts and in many instances and as a trainer in the field of education" (Cabinet Memo, MOE, 2007). There are 3348 ISAs attached to 93 Zonal Offices in the country. ISAs are appointed by subject-wise and for each Division one ISA is appointed in charge of one subject in the secondary curriculum. One ISA for 20 schools is appointed to oversee the Primary education activities in schools.

In this way, this country-wide training programme conducted by Zonal Education Offices through Subject Directors and ISAs is the major short-term in-service training programme devoted for teacher development. Expenses for these training programmes are covered by the funds supplied by the funding agencies through MOE.

In addition the NIE conducts short-term training programmes for senior secondary (GCE-Advanced Level) teachers of selected subject areas. These programmes are conducted at the NIE premises as well as in provinces. In association with the NIE the Ministry of Education also conducts short-term training programmes for teachers in general subjects as well as special subject areas such as Guidance and Counselling, Religions etc.

A new type of short-term training programme is conducted in 100 'Teacher Centers' by teacher educators of nearby National Colleges of Education and by the zonal officers. Teacher Centers are serving as centers for continuing education for teachers. Teacher centers also serve as a meeting point for teachers to exchange their experiences. Duration of courses is ranging from 3 weeks to 3 months. For the purpose of improving knowledge and skills of English language teachers Regional English Support Centers (RESCs) have organized a short-term training programme in their 30 centers. Training instructors are trained by the NIE. RESCs also serve as a meeting point for English teachers of the region to exchange their experiences.

However, in spite of large number of initiatives taken over the years, the in-service education of teachers in Sri Lanka remains several issues regarding the quality and the administration of courses. Many have questioned about the quality, efficiency and the effectiveness of the in-service teacher training programmes conducted through ISAs in preparing future teachers. Cascade model, which is used as a popular model in training programmes in Sri Lanka as well as in developing countries, is being criticized by the stakeholders. In their concern with 'improved' curricula and 'more effective' teaching-learning methods, education ministries and departments often use the 'cascade' model to attempt to effect large-scale change at the classroom level. Experience of cascades in in-service development has tended to show, however, that the cascade is more often reduced to a trickle by the time it reaches the class-room teacher, on whom the success of curricular change depends.

Regardless of weaknesses, in-service training, as a continuous professional development process is accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teachers' education once they have received their certification in teaching and are employed in a professional position. Because the world that teachers are preparing students to enter is changing so rapidly, and because the teaching skills required are evolving likewise, continuation of in-service training programmes, even with weaknesses inherent to the system is essential. It seems that many problems arisen in the teacher training in Sri Lanka are problems related to the mismanagement of resources. Therefore, a thorough investigation is necessary to look into the problems and propose remedial measures with the view of developing in-service teacher education programmes in Sri Lanka.

1.2 Scope of the Study

In order to realize the above stated situation the National Education Commission in Sri Lanka has proposed the following scope to study on the effectiveness of the in-service teacher training programmes. Specific areas that have to be inquired are:

- (i) Perceptions and attitudes of teachers about short-term in-service training Programmes,
- (ii) How well the In-service trainers equipped with the required competencies in performing their task,
- (iii) Problems encountered by the ISAs in conducting of In-service programmes,
- (iv) Support provided by foreign funded projects, Ministry and Provincial authorities for the In-service programme,
- (v) Perceptions of school Principals about In-service teacher training programme,

- (vi) Contribution of In-service teacher training for professional development of Teachers,
- (vii) Cost effectiveness of In-service training programmes island-wide (National and Provincial) and
- (viii) Based on the outcomes of the study, to make recommendations for the improvement of effectiveness of the in-service training programme.

In order to cover the specific areas mentioned above, the following objectives have been formulated for the study.

1.3 Objectives of the Study

The main objective of the proposed study is to investigate the efficiency and effectiveness of short-term in-service programmes. Specific objectives of the study are;

1. To review the existing in-service teacher training programmes
2. To look into the perceptions of stakeholders relating to the short-term in-service teacher training programmes
3. To investigate the cost effectiveness of short-term in-service training programmes
4. To make recommendations for the improvement of effectiveness of the short-term in-service training programmes.

Chapter 2

Review of Literature

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school, and wider community (Wikipedia, 2011). Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages:

- **Initial teacher training / education** - a pre-service course before entering the classroom as a fully responsible teacher;
- **Induction** - the process of providing training and support during the first few years of teaching or the first year in a particular school;
- **In-service teacher training** - teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

2.1 In-service Teacher Training - Definitions

In-service Teacher Training / education (ITT/E) is considered as a Continuous Professional Development (CPD) process. Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further.

In-service training is accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teachers' education once they have received their certification in teaching and are employed in a professional position (Locke, 1984). The Education Information Network in the European Union (EURYDICE) defines in-service training as 'a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach' (Perron, 1991).

The in-service training is understood as a tool to professionalize teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological advances and innovations. 'If we also keep in mind the characteristics of present day society, with present transition, with continuous changes and adaptation to new technological, social, cultural changes, in-

service training turns to be the only tool to face these changes, as well as to democratize people's access to culture, to information and work' (Murillo, 1999). However, in-service training is thus considered as an important change agent, it doesn't seem to be enough guarantee to produce considerable changes in the education system.

Teacher Training Models:

In the last 50 years the conception of education has highly changed and has influenced developing new teacher training models. In early days teacher training was influenced by the positivist approach. Positivism is a system of philosophy that recognizes only things that can be scientifically or logically proved (Oxford Dictionary, 2003). In Positivism, education is considered as transmission of knowledge with an empirical and unidirectional. In-service teacher training based on the transmission model was understood as teachers' instruction in certain areas or subjects. The results that have been found in this instructive model have showed that after giving some teacher training courses, teachers scarcely used the contents in the daily practice (Hernandez, 1996).

A new approach, Constructivist approach has developed in the latter part of the 20th century. Constructivist approach, which considers training as a personal constructive act where the subject not only receives but rather the teacher apprehends, restructures and completes, that is to say, a constructivist model of education. The teacher does not learn from a blank mind but s/he possesses his/her own patterns and previous ideas about how to teach and how the pupils learn. It is understood that teachers build, elaborate and test their personal theory of the world; training is based on reflection, teacher comes to be a reflective subject.

Presently a third approach has started, more focused on teachers' learning devices, considering them as adults who face new learning challenges. From this perspective, the teacher is a learner who faces new skills to be acquired and consequently teacher training can be considered as one more process of teaching / learning. Supported by this approach, the model of Professional Development based on the school started to be used.

This model has the following characteristics:

- i. The training takes place at school itself
- ii. Team work: when the unit of intervention is the school, there must be at least a group of teachers, otherwise their training is senseless.

- iii. The role of the external advisors (like ISAs in Sri Lanka) must be flexible, adapt themselves to the needs of the school and the teachers, their interests, previous conceptions, experiences, etc.
- iv. Training in research skills is needed. Teachers must be engaged in practicing research skills such as constructing evaluation tools, conducting surveys and interviews with pupils, analyzing data, summarizing and synthesizing information, making lesson plans to intervene in the classroom.

2.2 Development of In-service Training

Teacher education has become an essential part of education systems in almost all the countries in the world only after the creation of national systems of (primary) education. These started first in the countries of Western Europe and North America, during the nineteenth century. The first mode of teacher education was the normal school, i.e. a secondary school in which prospective primary school teachers received their teacher education theory and practice together with their senior secondary school education (Karras, 2010). Next, teacher training colleges came into being. They first appear in the nineteenth century in Western Europe and North America, in the wake of the formation of national systems of (primary) education. In the age of colonialism, the institution of the teacher training college, as the normal school earlier, spread to the countries which were under the colonial rulers. Next, since the mid-twentieth century, universities took over teacher training; first the training of secondary teachers, later also the training of primary school teachers. Thus the states of Western Europe and North America too spearheaded the process of moving towards an all graduate teaching force, this process is currently spreading to the developing countries. Karras (2010) states that in the European Union, the prescriptions of the Bologna Agreement and the Lisbon Goals foresee a Masters Degree as the qualification of all teachers.

In addition to the requirement of higher academic qualifications, there arose another need for continual professional development for the teaching profession. Since the 1980s, the importance of the in-service training in the professional development, and especially in education is accepted by all (Blackburn & Moisan, 1987). In-service training is not seen as a remedy for deficiencies in initial training, but as a long-term process and a part of continuing education that makes possible the acquired knowledge in the initial training.

Continual professional development for teachers has become an essential component in teacher education systems in almost all the countries in the world. In-service training method is the major method widely used by many countries. However, as editors of the 'Introduction to the International

Handbook on Teacher Education Worldwide' point out, "while there is wide spread appreciation for the need for continual professional development; in most countries it just does not come off the ground" (Kararas, 2010)

Aims and objectives of in-service teacher training programmes conducted by different countries are more or less similar; however, **the structure of courses** differs from country to country. In **Austria** in-service teacher training is a task of university colleges of teacher training. In **France**, continuing professional development (CPD) or in-service teacher training is considered as an individual right as well as a professional duty for teachers. Training takes place during working time. It is composed of seminars involving university professors or other trainers as well as pedagogical encounters conducted by national education inspectors in their districts. However teachers are not explicitly obliged to engage in CPD. One should note that if lifelong learning is becoming an imperative for all teachers, continuing training activities need to be taken into account. (Nanaki & Altet, 2010) In **Post Soviet Moldova** in-service teacher training is considered as a responsibility of the state. Victoria Baxan and Aliona Ixari (2010) describe how the in-service teacher training is organized in Moldova. It is the responsibility of each teacher to continuously develop professionally, while the responsibility of the government is to provide enough opportunities in order to achieve this purpose. According to the law in Moldova, it is mandatory for the teaching staff to attend in-service teacher training courses at least once every five years. This practice is believed to help the teaching staff develop professionally and keep pace with methodological, curricular and technological innovations in the field of education. In-service teacher training in Moldova consists of in-house training or in institutions specializing in teacher development in home country and abroad. Seminars, conferences, round tables, workshops, distance training courses are the different forms of in-service teacher training. State owned institutions, private institutions, and the training initiatives financed by international development agencies and organizations are the main providers of the in-service teacher training. The in-service teacher training programmes are organized as modules and the programme design depend on the specialization of the teacher. The content of in-service teacher training, according to the set objectives, includes

- I. Programmes of general pedagogy (fundamentals of education, education theory, teaching in general)
- II. Teaching of the specialization area/teaching methodology,
- III. Curriculum theory, school management, and
- IV. Advanced training

The study process is carried out using active and interactive methods of instruction, taking into consideration the specifics of training adults.

In **Spain** Teacher Centers (TCs) are responsible for in-service teacher training. Each TC is responsible for a number of primary and secondary educational institutions to which they provide support in relation to professional development, guidance to carry out innovation and improvement activities. In addition universities also contribute to in-service teacher training. In Spain in-service teacher training is considered as a right as well as an obligation for all teaching staff. There are three types of in-service teacher training activities in Spain; courses, seminars and teamwork (Inmaculada Egido, 2010).

In-service teacher education in **India** is considered as an essential component of the teachers' professional development. Competencies gained by prospective teachers through pre-service teacher education are expected to further consolidate and strengthen by in-service teacher training programmes. Since education is a state function the in-service teacher education programmes are planned and executed by state and district level organizations according to their own needs. During the last decades of the past century the government of India has implemented two major centrally sponsored schemes of in-service teacher education, PMOST and SOPT. As Pandey (2010) reports PMOST is the most successful programme that has been implemented during 1986-90 to orient teachers on the thrust areas. 1.7 million primary and secondary teachers were trained under this programme, which provided the possibility and the need for quick dissemination of knowledge and technology. One of the special features of this programme was the development and distribution of adequate resource materials to resource persons and teachers for sustaining and enhancing the impact of the programme.

As Urabe and Almonte-Acosta (2010) describe State laws concerning education in **Japan** enforce teachers to do research and be trained continuously as part of their responsibilities. There are various in-service teacher training programmes conducted by the national government and also by the local governments.

- I. Teacher training programme for school administration or for an urgent important problem— for Head Masters, VPs, and middle class teachers – conducted at the Teacher Centers
- II. Teacher training programme for Teachers – at the local level
 - a. Training for the beginners and
 - b. Training for 10-year experienced teachers

All teachers in Japan must participate as a regular duty in the above two in-service programmes. A novice teacher should undergo training for one year on the Public Service law. It is expected that the

novice teachers can acquire the required practical competencies as practitioners. This training consists of various programmes in-and outside the school. In the school, a novice teacher should be trained by a mentor, who advises or instructs how the teacher should work at school. Teachers can be sent outside the school, for example in a NGO or business management group in order to have exposure to factors that could contribute to the enhancement of one's service to school as part of in-service training.

The training for 10-year experienced teachers focuses on developing the individual competencies of each teacher. Thus the training programmes are planned on the basis of the individual teacher's portfolios on their abilities and aptitudes. This type of training is conducted in two styles:

- Training outside the school, and
- Training inside the school, e.g. lesson plan research

In addition, there are in-service teacher training programmes conducted by universities, which cater students who need to strengthen their own fields in the teaching profession.

2.3 Challenges Faced by Countries

Challenges faced by countries regarding the efficiency and effectiveness of in-service teacher education programmes are more or less similar to the Sri Lankan situation. Maurer and Leutwyler (2010) point out three challenges in in-service teacher training in **Switzerland**. The quality of the content is one of the challenges. There is a need for raising the quality of the courses by revising the in-service curricular. Secondly, the challenges refer to organizational aspects. The lack of coherent and consistent governance mechanisms is a serious problem in in-service teacher education in Switzerland. Thirdly, the challenges refer to didactical and methodical implications of tertiary in-service training. Productive learning processes used in pre-service teacher training are not sufficiently used in in-service training. It seems that all the three challenges faced by Switzerland are similar to the current situation in Sri Lanka.

Studies have been conducted regarding the **participation rate** of teachers in OECD countries. The most recent study is an international survey in which representative samples of ISCED 2 teachers have been asked about their views on specific aspects of in-service teacher training. According to this study 97% have participated for at least one day in in-service teacher training during 18 months prior to the survey. Comparing this situation with the in-service training in **Austria**, Peter Posch (2010) states that Austria is in the upper third of the 20 participating countries of OECD. Also, it was

revealed that in most of the OECD countries teachers with higher qualifications (masters and above) have consumed more in-service teacher training than less qualified teachers (Bachelor and below). However, it is interesting to note that in Austria as Peter Posch, (2010) reveals, the better qualified teachers are thus less participating in in-service teacher training programmes than the less qualified teachers of regular secondary schools.

Teachers' satisfaction with the in-service teacher training in Austria seems to be poor. Only 14% of **Austrian** teachers say that courses and school-based workshops under in-service training have high impact on their professional development.

A number of evaluative studies on in-service teacher training in **India** establish its huge success both in terms of the modality of training implementation and its ability to generate awareness among teachers concerning the issues of education highlighted by NPE-1986. SOPT launched during 1993-1997 for 1.6 million primary teachers with the objective of developing competencies related to Minimum Levels of Learning and child-centered approach. Both PMOST and SOPT followed cascade approach to training in which the national level trainers provided 5 days training to key persons in states, and they provided training to primary teachers. Research evidence on the effectiveness of these two programmes reveals state initiatives yielded better results as they were able to incorporate the context specific needs of the special region rather than the national level initiatives. Another major attempt has been made under a World Bank Project (DPEP) in 1993, using the cascade model.

India has experimented the **technology of interactive television** for in-service teacher training. This model was used because cascade models were unable to cover the transmission loss in the quality of training from one level to another. Also, the cascade model had limited coverage capacity which failed to cover the huge population of teachers in the country. This satellite based one way-video and two way-audio teleconferencing interventions brought far reaching effects in the organization of in-service education of teachers due to its wider coverage capacity and uniform quality of training inputs to the whole target group. In addition, National Council of Educational Research (NCERT) made a pioneering effort during 2006-08, to utilize a two-way teleconferencing mode to provide training to school teachers on the thrust areas of the curriculum and the new books developed. As Pandey (2010) reports, it has covered 36,000 teachers and was a huge success.

Indian education authorities have attempted to face the challenges of training the large number of unreached teachers and improving the quality of in-service education in India. Suggested by NCERT,

'Split model of In-service Education' was introduced to reach the unreached and improve the quality of in-service education. Under this model a teacher has to undergo a 21 days training in four phases.

- Phase 1 : 6-8 days training at the resource center
- Phase II: 1-2 days training in actual school situation
- Phase III: Return to schools and field test the concepts, interventions and strategies in their classrooms for 2-3 months
- Phase IV: 1-2 days meeting at the Cluster Resource Centre for sharing the experiences and reflective discussion

However, in spite of large number of initiatives taken over the years, the in-service education in India remains weaknesses and problems in the implementation of in-service training programmes. Consequently a large number of teachers do not get the opportunity for training and the objective of exposing each teacher to undergo in-service education at least once in 5 years remains unfulfilled. Further, while in some areas in India teachers are exposed too many training programmes other areas remain neglected.

2.4 In-service Teacher Education in Sri Lanka

In-service teacher education programmes in Sri Lanka can be broadly classified into two categories as (I) Long-term programmes, and (II) Short-term programmes. Universities, National Institute of Education (NIE), and Teacher Training Colleges are the main providers of in-service teacher education in Sri Lanka. University programmes are mainly focused on teacher education for graduate teachers. NIE and the Teachers ' Colleges under the direction of MOE conducts teacher training programmes for non graduate teachers as well as graduate teachers (Table 2.1).

(I) Long-term In-service Programmes

Post Graduate Diploma in Education (PGDE) In-service Courses

Post Graduate Diploma in Education is the basic professional qualification a Sri Lankan graduate teacher can obtain. The main purpose of PGDE courses is to bring about professional and career advancement of non-trained graduate teachers of the system by introducing and institutionalizing a postgraduate training strategy that can ensure their commitment and active participation in quality improvement in education (NIE, 2003).

Four major universities and the National Institute of Education offer general courses as well as courses with different specializations. All PGDE courses can be classified into three main types; full-time, part-time, and distance mode.

Course structure and the curriculum of the full-time courses provided by traditional universities have been organized in line with the post graduate training model utilized in the past century by universities in UK. Several modifications were made during the course of time, but the traditional structure still prevails in most of the PGDE courses.

Candidates for the full-time courses are selected by the Ministry of Education by a competitive entrance examination. Students are placed in different universities according to their choice and the medium (Sinhala/Tamil/English) and they get the benefit of full pay leave during the period they follow the course.

Table 2.1: Long-term In-service Teacher Education Programmes in Sri Lanka

| Program | Course | Nature Training | Institution |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| PGDE | Postgraduate Diploma in Education-General, Full-time | <ul style="list-style-type: none"> ▪ On study leave, One Year | University Faculties and Departments of Education* |
| | Postgraduate Diploma in Education-General Part-time Course | <ul style="list-style-type: none"> ▪ 2-3 Year³ ▪ Part-time ▪ school-based; | |
| | Teaching of English as a Second Language | <ul style="list-style-type: none"> ▪ Full-time | Faculty of Ed. University of Col. |
| | Teaching of English as a Second Language | <ul style="list-style-type: none"> ▪ Part-time courses-school-based; 2+3years: | National Institute of Education |
| | Postgraduate Diploma in Special Needs Education | <ul style="list-style-type: none"> ▪ 15 months ▪ Distance mode | The Open University of Sri Lanka |
| B. Ed | Bachelor of Education Degree Course (B. Ed) | <ul style="list-style-type: none"> ▪ 3-4 years ▪ Distance mode ▪ For trained teachers | National Institute of Education |
| Diploma Courses | <ul style="list-style-type: none"> ▪ Teaching of English as a Second Language ▪ Diploma in Agriculture Education, & Special Education ▪ National Diploma in Education-Media Studies | <ul style="list-style-type: none"> ▪ One Year ▪ Part-time ▪ Classes in school vacations and week-ends | |
| Certificate Courses | Trained Teachers' Certificate Course | <ul style="list-style-type: none"> ▪ Two years ▪ Institutional ▪ for untrained (un-certificated) teachers | 10 Teachers' Colleges |
| | Trained Teachers' Certificate Course | <ul style="list-style-type: none"> ▪ Distance mode ▪ for untrained teachers | National Institute of Education |

| Program | Course | Nature Training | Institution |
|---------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------|
| | Additional Language Improvement Courses Sinhala/Tamil/English | <ul style="list-style-type: none"> ▪ Through modules and audio cassettes ▪ One year | |
| | Certificate Course for pre-school Teachers of Hearing Impaired Children | <ul style="list-style-type: none"> ▪ 15 months ▪ Part-time | |
| | Special Courses for Overseas Students Certificate in Teaching (Primary education) | <ul style="list-style-type: none"> ▪ 9 months | |
| | Diploma in Teacher Education- (Primary Education) | <ul style="list-style-type: none"> ▪ One year ▪ Full-time | |

* Faculty of Education, University of Colombo, Faculty of Education, Open University of Sri Lanka, Department of Education, Peradeniya, Department of Education, Jaffna

The curriculum of the PGDE courses consist of professional subjects, subjects related to general methods of teaching, special methods of teaching related to subjects in the school, and electives. In addition, information technology and its use in the classroom have been introduced recently. The course consists of 10 weeks period for practice teaching, which the students get hands on experience in the actual classroom. Other than the Open University courses, all PGDE courses conducted by universities are more or less similar in course structure.

As a result of recruiting a large number of graduates to the teaching service, universities were compelled to conduct additional Part-time courses in regions. From the academic year 1991-92, Faculty of Education commenced the part-time PGDE course at four regional centers. This programme has enabled teachers serving in the regions gain professional training while in service, without obtaining study leave. The classes were conducted on face to face mode during the week-ends and school vacations and the practical teaching classes were conducted in the student teachers' own schools. Master teachers and experienced teachers were utilized to monitor and supervise practical teaching. Implementation of this programme pioneered by the Faculty of Education from 1992 was rather a successful attempt made to train a backlog of untrained graduates.

The Post Graduate Diploma in the Teaching of English as a Second Language course is a one-year professional course for teachers and English Instructors in Universities and other tertiary education institutions. The main objective of the TESL course is to enable practitioners to understand various approaches to second language teaching. Also, the course assists participants in the construction of a

conceptual framework for language teaching and learning and provides them the skills and techniques essential for language teaching.

The course offered by the Department of Humanities Education in the Faculty of Education of the University of Colombo for about four decades has been revised in 2002 (Kotalawala, 2004). The introduction of more practical sessions on micro-teaching and peer teaching, sessions devoted to making of audio-visual aids and classroom observations have been included. Other innovations include a component in the Methodology of Teaching English at the primary level. These have been designed to meet the needs of the new education system.

The Open University of Sri Lanka offers a distance mode in-service graduate teacher training (PGDE) programme through its regional centers. This programme was restructured in 2000 reducing the study period from two years to fifteen months. The revised modules prepared for this programme have incorporated to a large extent the characteristic features of well designed distance education material. The number of optional courses provided by this course was limited due to the difficulty of providing modules for all the students on distance mode. One of the basic weakness in this programme as stated by Kotalawala, (2004) is the failure so far to introduce Communication and Information Technology into the curricula.

Post Graduate Diploma in Special Needs Education Course offered by the Open University is another long-term in-service teacher education course that deals comprehensively with all aspect of special needs education. This programme is conducted through distance mode in English medium consist of two academic semesters of 15 months (Handbook, PGD-Sp. Ed., 2008). The main structure of this course is similar to general PGDE courses, but special focus is given to special needs education area in all subjects. Evaluation of the course consists of continuous assessment through assignments, written examination, and evaluation of teaching practice.

The PGDE programme conducted by the National Institute of Education was instituted by in 1989 in order to meet the initial professional training needs of graduates recruited annually to the teaching profession along with a backlog of 18,000 that existed in 1988. It was decided to conduct this course in the distance mode with school-based on the job training not only because large numbers could be catered to through this mode but also because the problems the schools would face when a substantial segment of the teaching staff is released for full-time institutional training could be totally avoided (de Silva, 2004). According to the revised course description (2003) issued to students by the NIE, this course is conducted for Sinhala and Tamil media students at 30 regional centers.

The distance learning accomplished by a set of modules coupled together with face-to-face contact sessions comprise the main mode of teaching. The methodology adopts expository, individualized learning and discovery methods where students get opportunity to experiment and gather experience. Modules learning guides and audio and video cassettes are provided to students. Contact sessions are conducted at regional centers during week-ends. Workshops on school practice and the preparation of teaching/learning materials are organized during school vacations. Eighty percent of contact sessions are conducted by lecturers of the regional centers. Resource persons from universities conduct the rest of the contact sessions.

The Practical Project conducted in a school-based setting enables the students to complete a school and community based action research under proper guidance. Evaluation of student achievement consists of internal continuous assessments and a final external examination. De Silva (2004) has reported that approximately 14,000 graduate teachers have been trained under this programme during the 14 years of its inception.

PGDE programmes conducted for teachers in service by universities and the NIE have made a noteworthy contribution to the teacher education in Sri Lanka. PGDE is the basic qualification required for teacher educators in universities and teachers' colleges. Most of the senior positions in the Teacher Service, Educational Administrative Service and Teacher Educators Service in Sri Lanka are held by the PGDE holders. However, critics have often claimed that the teacher education courses conducted by traditional universities have not shown a much progress in changing with the innovative programmes introduced recently especially in the primary and junior secondary school.

At the beginning the university PGDE courses were designed mainly for the purpose of training graduate teachers for the senior secondary level. Curricula and the teaching methods of the courses were apposite to the teaching learning activities of the Higher School Certificate / GCE Advanced level classes. Subsequently, graduate teachers' services were badly needed not only for the senior secondary level but for the primary and junior secondary levels as well. However, steps taken by university education departments to modify the PGDE curricula and the teaching-learning methods in line with the innovative changes, especially in the primary and junior secondary school curriculum were sluggish and inadequate.

With the rapid increase of demand to train newly recruited graduates, university education faculties and departments were compelled not only to increase the intake for full-time PGDE courses but also had to begin part-time PGDE courses in their premises as well as in regional centers. To deal with

student numbers with hundreds, large seminar halls were utilized for theoretical teaching-learning activities and services of senior school teachers as master teachers were obtained for supervising teaching practice and other practical activities. Conventional delivery methods such as the lecture method were the most feasible method that had to be practiced in large classes in face to face teaching. This was one of the factors that hindered the quality improvement of long-term in-service courses of universities.

Another factor that hindered the quality improvement of Sri Lankan university PGDE courses was the less emphasis given on integrating the theoretical and applied components. Due to the time constraint and some constraints of linking with busy school programmes the PGDE students are sent for a limited period for actual teaching experience. To overcome this problem much emphasis is given for other in-house practical activities such as simulation, micro-teaching and workshops especially focusing on school-based assessment, preparation for practice teaching etc.

The Bachelor of Education In-service Degree Course

The Bachelor of Education in-service Degree Course was initiated in 1991, according to the Prospectus of NIE (2002-2004) with the objective of enabling the trained teachers serving within the system to acquire a degree level qualification that would strengthen their academic and professional experience. From the commencement of the B. Ed degree programme students were enrolled for a variety of specializations such as Primary Education, Special Education, Aesthetic Education, English Education, Tamil Education, Non-formal Education, Physical Education, Technical Education, Agricultural Education, Mathematics Education, and Home Economics. But later student enrollment was limited to few subjects like Primary Education and Aesthetic Education. The course offers in Sinhala and Tamil media at the NIE as well as in regional centers located all over the island. Also, it was scheduled as a three-year part-time programme with regular contact sessions held during weekends and school vacations. The contact sessions were supplemented by practical assignments to be done at the school base. It seems that very few practitioners have completed the course within the stipulated period. However, as de Silva (2004) reports, approximately 3500 teachers have been trained under this programme so far. Although the B. Ed programme prospered in respect of numbers, over the years the programme was subjected to numerous criticisms with respect to its quality and effectiveness. As such there arose a need to recognize the entire programme and restructure its curriculum in order to secure recognition from other degree awarding institutions. It was decided to develop a single B. Ed degree course appropriate for both primary and secondary school curricula, in place of the large number of B. Ed courses conducted earlier' (de Silva, 2004). It was proposed to include an academic component, which was not there before. The new B. Ed

programme was approved in 2001 with a new curriculum, but due to lack of resource persons and some other unforeseen reasons commencement of the new course was delayed.

Teacher Training Certificate In-service Course conducted by Teachers' Colleges

The traditional three-year in-service teacher training programme conducted by the 'Teacher Training Colleges' still prevails in ten Teachers' Colleges in the country. This is a programme for untrained teachers presently in the service as un-certificated teachers. Before 1990s these Teachers' Colleges played the main role of training non-graduate teachers who were in the service. Since the establishment of Colleges of Education in 1986 and with the commencement of NIE's distance mode training programmes the demand for teacher training in Teachers' Colleges decreased and some of these colleges were transformed as Colleges of Education. Some of the Teachers' Colleges were retained as Teacher Education Institutes to offer residential continuing teacher education for a heterogeneous group of untrained teachers with varying academic qualifications and teaching experiences in the school system.

Most Teachers' Colleges concentrate upon one particular discipline (e.g. English language, agriculture, handicraft, home economics, physical education, religion, aesthetic education etc.) According to the Special Committee Report (Ministry of Education, 1980) the areas of specialization at the Teachers' Colleges are selected based on their academic qualifications, aptitude and the needs of the teaching service. A uniform core curriculum has been developed for all Teachers' Colleges to follow, allowing for differences in missions where necessary, but otherwise expecting all students to be instructed in essentially the same subjects. The first two years in the Teachers' Colleges are set apart for course work related to the particular trainees' areas of specialization and general education courses and in the third year they are posted to schools for the internship training. Once the backlog of untrained non-graduate teachers is wiped out these Teachers' Colleges are expected to conduct in-service education courses for the already trained teachers so that their knowledge, skills and practices may be continuously renewed and updated.

Distance Mode Teacher Training Certificate Course (In-service)

As a result of exploring alternative approaches of providing initial teacher training for a backlog of 35,000 teachers including an intake of about 27,000 untrained recruits during 1980-1982, the Ministry of Education planned and implemented a Distance Teacher Education Programme (DTE) from 1983 onwards. With the establishment of the NIE, one of its departments took over the programme in 1986. Beginning from 1984, two DTE courses were conducted; Elementary Teacher Education Course and the Mathematics and Science Course for teachers of the secondary grades. In

1989, General English Course was added. In 1991, the DTE course was restructured in the name of 'Teacher Education Area Based' (Amaragunasekara, 1992).

The distance education program is an innovative approach to in-service teacher education in which a tutorial system brings continuity and support to the teachers while following a community based model (Tatto & Dharmadasa, 1995). Students spend at least three years on a part-time basis using self-faced instructional material to develop their subject knowledge and pedagogy linking to their continuing teaching assignments.

The DTE program consists of four components i.e, (i) Pre-prepared, printed self-learning materials in modular form, (ii) assignments for submission, (iii) face-to-face contact sessions in regional centers and (iv) school visits by tutors. There are three types of face-t-face activities, (i) study circles, (ii) practical sessions and (iii) 5 day vacation sessions. Above activities were carried out in 250 regional centers throughout the island (Amaragunasekara, 1992). The distance education programme has official recognition as a teacher training qualification, equal in status to that carried out in teacher training colleges. During 1984-1992 about 75% of the enrolled students have had completed the course.

An evaluation of the Distance Teaching Project in relation to Colleges of Education and Teachers' Colleges has been conducted under the Bridges Project (1991). This evaluation produced the following results: The overall cost of training by the distance mode was much lower than that of the Colleges of Education and Teachers Colleges. The cost of distance training was 1/3 that of traditional in-service training. When entry level and passing level performances were compared the distance training had made big positive gains in knowledge, attitudes and teaching skills. However, when compared with the performance of Colleges of Education trainees, the distance trainees were seen to be superior only in language and professional attitude. As de Silva (2004) states distance mode programme implemented by the NIE was a path to speedy clearing the backlog of non-graduate untrained teachers.

Post-graduate Degree Courses (In-service)

Universities and the NIE offer post graduate degrees in Education for graduate teachers, teacher educators and educational administrators who are serving in the Sri Lankan education system (Table 2.2).

Table 2.2: Postgraduate Degrees Offered by Universities and the National Institute of Education in Sri Lanka

| Institution/Organization | Degrees Offered |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Faculty of Education, University of Colombo | <ul style="list-style-type: none"> ▪ M.Ed. fulltime- one year ▪ M.Ed. part-time- one and half years ▪ M. Phil., Ph.D. |
| Department of Education, University of Peradeniya | <ul style="list-style-type: none"> ▪ M.Ed. fulltime- one year ▪ M.A in Education ▪ M. Phil., Ph.D. |
| Department of Education, University of Jaffna | <ul style="list-style-type: none"> ▪ M.A in Education, |
| The Open University of Sri Lanka | <ul style="list-style-type: none"> ▪ M.Ed. part-time- one and half years ▪ M.A. in Teacher Education – Two years ▪ M. Phil., Ph.D. |
| National Institute of Education, Maharagama | <ul style="list-style-type: none"> ▪ M. Ed |

The Master of Education courses are mainly 1-2 year taught courses offered for teachers by universities and the NIE. Curriculum of the M. Ed course in the Colombo University has been revised in 2002 with the adoption of the course unit system. The core courses include five components of which one, the Information Technology unit is a non-credit course. It offers elective courses under nine 'Majors' or areas of specialization. The M. Ed course in Science Education and Teaching of English to Speakers of Other Languages has made a major contribution to the school system (Kotalawala, 2004). The demand for the M. Ed programmes in universities is very high as the M. Ed / M.A. degree is accepted for promotional purposes according to the Teacher Service Minute in Sri Lanka.

A very salient feature in the M.A in Teacher Education programme of the Open University is the introduction of discipline based courses of which the student will select the specified number of courses in one discipline. This helps students to enhance their subject knowledge and methods of teaching in school based subjects, the school system would benefit directly.

Universities offer M. Phil and Ph. D in Education research degree courses especially for teachers and teacher educators who are willing to specialize educational subjects for professional development purposes.

2.5 Short-term In-service Programmes

Short-term teacher training programmes for the teachers in service have been formally started in 1960s by the Curriculum Development Centre (CDC).

Short-term in-service teacher training programmes are of different types and are conducted by different sources (Table 2.3).

Table 2.3: In-service Teacher Education Programmes – Short Term

| Institution/Organization | Nature of Training |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National Institute of Education (NIE) | <ul style="list-style-type: none"> ▪ Training of In-service Advisors (ISAs) ▪ In-service training through the ISA network ▪ Subject based training for GCE-AL teachers |
| Provincial Education Departments and Zonal Education Offices | <ul style="list-style-type: none"> ▪ Training conducted through In-service Advisors (ISAs) ▪ Program and curriculum designed by the NIE ▪ Duration: 1 day to 1 week ▪ Cascade model of training for small groups. ▪ Focus on education reforms |
| Teacher Centers (100) Managed by Zonal Directors | <ul style="list-style-type: none"> ▪ Continuing education ▪ Sessions by Teacher Educators of NCOEs ▪ Meeting point for teachers |
| Teacher Training Institutions (8) | <ul style="list-style-type: none"> ▪ Continuing education with residential facilities ▪ Duration 3 weeks to 3 months ▪ Emphasis on re-training and broadening |
| RESCs (30) Regional English Support Centers | <ul style="list-style-type: none"> ▪ Resource centers for English teachers ▪ Sessions conducted by NIE instructors ▪ Meeting point for English teachers |
| Ministry of Education | <ul style="list-style-type: none"> ▪ Training programmes for teachers in special subjects e.g. Guidance and Counselling, Religions |

For the purpose of improving quality in classroom teaching, National Institute of Education has designed short-term courses for teachers. These courses, which fall under Cascade model, are one day to one week courses conducted in zonal level through 'In-service Advisors (ISAs)'. ISAs have been

appointed for primary education and for selected subjects in the secondary curriculum, to conduct training programmes at zonal level.

NIE also conducts short-term training programmes for senior secondary (GCE-Advanced Level) teachers in selected subject areas. This programme conducts at the NIE as well as in provinces. In association with the NIE the Ministry of Education also conducts short-term training programmes for teachers in special subject areas such as Guidance and Counselling, Religions etc.

Short-term Training programmes conducted in Teacher Centers

A new type of short-term training programme is conducted in 100 'Teacher Centers' by teacher educators of nearby National Colleges of Education. Majority of TCs came into being during the two years of 1999 and 2000 (David, 2004). TCs were established on the basis of one TC per zone. In 2004, there were 84 TCs in 92 educational zones in Sri Lanka. Responsibilities assigned to TCs include continuous teacher training as well as professional development of teachers. Functions expected to carry out by the TCs are as follows;

- Conduct Continuous Teacher Training (CTT) Programmes
- Look into CTT needs
- Facilitate in-service teacher training programmes
- Conduct school-based professional development programmes
- Conduct vocational counselling programmes
- Supervision of short-term English learning programmes

Teacher Centers are serving as centers for continuing education for teachers. Teacher centers also serve as a meeting point for teachers to exchange their experiences. Duration of CTT courses is ranging from 3 weeks to 3 months.

Regional English Support Centers (RESCs)

For the purpose of improving knowledge and skills of English language teachers Regional English Support Centers (RESCs) have organized a short-term training programme in their 30 centers. Training instructors are trained by the NIE. RESCs also serve as a meeting point for English teachers of the region to exchange their experiences.

2.6 The Role of In-service Advisors in In-service Teacher Training

In-service Advisors (ISAs) play a significant role in in-service teacher education programmes. ISAs are considered as 'mentors'. A 'mentor' is defined as "an experienced person in an organization or institution who train and advises new employees or students" (Oxford Dictionary) Crow and Mathews (1947) categorize the activities of a mentor as three types; professional development, psychosocial development and career development. As Fullerton and Malderez (1998) analyze, mentor has several roles to play. Mentor is a model who can inspire teachers and demonstrate lessons, helper who can assist mentee to get used to the particular professional culture, sponsor, supporter to mentees, and an educator who can act as a sounding board for articulation of ideas.

For the first time in Sri Lanka this service was started in year 1962 titles as "In-service Teacher Advisors Service". A group possessing higher educational and professional qualifications and a seniority in teacher service and having a wealth of experience was selected for this service by conducting a written examination and an interview. Since then, recruitments to this service had been made by conducting national level examinations in years 1965, 1967, 1972, 1981, 1985, 1990, 1991, 1994, 1996 and 1998. After the year 1998 recruitments have been made by the Provincials as well, based on their provincial requirements (Cabinet Memo, 2007).

In 1960s their services were limited to the subjects, Science and Mathematics and during the past period of nearly 50 years the functions of the service have been broadened and it has been quantitatively expanded. In 1966, Circuit Education Officers were informed to get the services of ISAs to instruct teachers about the total Grade 6 curriculum. In 1972, ISAs were trained on the new curriculum introduced by the government. Attention was drawn on the practical problems arising in implementing the integrated subjects, Science, Mathematics and Social Sciences. As proposed by the White Paper – 1981, a policy decision was taken to recruit ISAs for all the subjects in revised curriculum. Accordingly, a selection examination was held by the DOE in 1985 and selected ISAs. The same procedure was repeated in 1987 and 1988. In 1991 ISAs were released full time for the teacher advisory service and increased their allowance up to Rs. 500. This allowance has been increased up to Rs 1000 in 1994, and again up to Rs.1500 in 1995. In 2005 there were 3432 ISAs having over 3 years service.

The role of ISAs has been broadened during the past few decades. ISAs are expected to work as a communicator, facilitator, guide, counsellor, and coordinator. Specially the ISA is functioning as the main communicator in introducing education reforms to the classroom, as a counsellor for teachers

relating to new methodologies and a provider of awareness for community relating to new concepts and in many instances and as a trainer in the field of education. Apart from this, coordination with institutes including NIE in curriculum development activities such as editing syllabi, teachers' guides etc. are other important functions performed by the ISAs.

Few studies have been conducted on the ISAs' role in the Sri Lankan education system. A study on in-service teacher education has been conducted by Mahanama (1983). She has suggested that opportunities should be given to teachers to evaluate in-service activities of ISAs, the need of increasing practical work, the need of organizing programmes according to teachers' needs and the need of a post-evaluation system to check whether in-service programmes are suitable to teachers. A study on in-service teacher education conducted by Leelaratne (1994) reveals some important aspects of the programme. She also has suggested the need of post evaluation and feedback on in-service programmes, need of a system to assess ISAs' activities, the need of principal's participation in sessions, a re-training programme to update knowledge and skills of ISAs. A study on the role of ISAs Athukorala (1998) has revealed that as implementers of in-service programmes ISAs of Mathematics were functioning satisfactorily. Based on the Central Province Jayasena (2001) conducted a 'Baseline Study on the Primary Teachers and the Role of ISAs (Primary)'. This study revealed that there were unfulfilled training needs on various aspects related to teaching learning process. Also, it was revealed that there were many problems and issues related to ISAs payments, difficulties in ISAs work stations, lack of opportunities to knowledge improvement and professional development, and ISAs self development. Some important findings and recommendations have been given through a study conducted by NEREC in 2002. It was revealed that teachers have positive attitudes towards in-service trainers, teacher-participation is satisfactory, ISAs are also satisfied with their work. However, the study reveals that the practical training given to Primary-ISAs is insufficient. NEREC study recommends reducing the number of schools assigned to each ISA. A study conducted on the role of ISAs (Gajanayake, 2007) revealed that ISAs role has not been properly identified by the directors and other officers as well as ISAs themselves. Evaluating the ISAs role as a mentor's role, Thilakalatha (2007) states that teachers are satisfied with the ISAs role and their services are positively evaluated by many stakeholders. However ISAs are not satisfied with their service conditions and recommends a complete reform in the ISA Service.

2.7 Issues and Concerns

Literature reviewed on in-service teacher education show us that problems related to teacher education in Sri Lanka are more or less similar to the problems faced by many developing countries. Coordination of institutional interventions, the transmission loss in the quality of training that affects

the grassroots-level development, less participation due to teachers' non-interest, inefficiency of trainers, lack of funds or delay in providing funds are some of the problems faced by many developing countries. As shown above, India has taken some steps by introducing new programmes like PMOST and SOPT to solve the trickle down problem, which is one of the problems faced by Sri Lanka. Another problem revealed was the low quality of training programmes.

Researchers have revealed several causes affecting this situation. Lack of a consistent policy on teacher education has been an important issue the Sri Lankan teacher development programmes had confronted since a long time back. Inconsistent policies and methods of teacher recruitment and teacher-trainer (ISA) recruitment, unhealthy working conditions that both the trainers and trainees undergo are some of the causes affected to this situation. Another critical issue the in-service teacher training programmes have faced is concerned with the quality improvement and the delay in changing over to the innovative methods of teaching-learning. Also, the delay in transforming from the earlier emphasis of theory based teacher education to a more practice based teacher training is another weakness seen in the system. Inadequate facilities and lack of competent in-service trainers with pedagogical knowledge and technological know-how was one of the major reasons caused this delay. In-house and overseas training to trainers of trainers, recruiting competent and qualified teacher educators, providing ICT facilities with the help of the World Bank to training institutions including education sections of universities were some of the measures taken by the government to overcome this problem. In terms of improvements in teacher training the World Bank (2005) has suggested that the government establish a 'Teacher Education Board' for planning, coordinating and quality assurance of the teacher education.

Information gathered in this chapter – Review of Literature- provides us an indication for searching ways and means of solving problems related to in-service teacher education in Sri Lanka. It is timely to conduct a series of research studies on different types of in-service courses, long-term and short-term, different modes of training, and the effectiveness and impact of teacher training. The present study attempts to study the effectiveness of short-term in-service teacher training courses in the teaching-learning process.

Chapter 3

Methodology

3.1 Methodology and Sample

To achieve the objectives of the proposed study it is important to collect detailed data and information on all activities related to short-term in-service teacher training. Quantitative as well as qualitative data were collected from two main sources; primary and secondary

Secondary sources; These include the circulars issued on in-service teacher training by the Ministry of Education, Cabinet memorandums submitted and Cabinet decisions taken in relation to the in-service teacher training activities, published and unpublished reports of committees appointed to reform and restructure the in-service teacher training, post graduate research studies conducted on in-service teacher training, published review reports and articles on teacher education programmes, handouts and other teaching-learning material prepared by the NIE trainers and in-service advisors, and documents submitted by the Zonal Education Offices (ZEOs).

Primary Sources

As sources of collecting data, samples were selected from schools, teachers, educational zones and trainers of trainers. The main source of collecting primary data is the conduct of sample survey of schools and ZEOs. In the selection of sample schools, the following assumptions have been made to select the sample evenly throughout the country.

- I. Since the beneficiaries of in-service programmes are students learning in schools situated in the whole country and teachers following in-service programmes are distributed all over the country it was decided to select a sample of schools from all the provinces.
- II. Assuming that teachers' participation in in-service programmes and their attitudes and perception on in-service training can be different by type of school an attempt has been made to select schools from all types (Type1AB, Type1C, Type 2, and Type 3) of government schools.
- III. Since Sinhala and Tamil languages are mainly used as media in teaching-learning activities in Sri Lankan government schools, selection of schools was done in a way of representing both media.

- IV. Since the in-service training programmes are generally conducted by subject-wise and assuming that the quality of in-service training programmes are different by subject an attempt was made to select teachers undergone in-service training on all major subjects.

In accordance with the above assumptions it was planned to select the sample in the following manner;

- No. of zones selected from 9 provinces = 9
- No. of zonal directors representing each zone = 9
- No. of ISAs representing each zone = 12, Total $9 \times 12 = 108$
- Number of schools from each zone = 4
(Representing all Types of Schools 1AB, 1C, 2 & 3)
- Number of principals to be interviewed = 4 from each Zone, Total =36
- Number of teachers to be interviewed = 10 from each school, Total = 360

It was expected to administer questionnaires and interviews with principals of selected schools along with the teachers of those schools. An attempt was made to select a purposive sample of teachers including at least one teacher from each school to represent one main subject. Accordingly, it was planned to select 360 teachers from 36 schools representing at least 10 main subjects in the school.

The researcher or his assistants visited to provincial offices, zonal offices and to schools to collect data from relevant officers and teachers. Data collectors were assigned the following four tasks;

- a. Interview the Director of the Zonal Education Department by administering a structured questionnaire, (Views of subject directors were also obtained in some instances)
- b. Interview at least 10 ISAs attached to the Zonal Education Department by administering a structured questionnaire,
- c. Visit to the four schools selected from each zone and interview principals by administering a structured questionnaire,
- d. Interview at least 10 teachers of the same school (who are representing different subjects) by administering a structured questionnaire

Data collectors had to spend about 3-5 working days in each zone to collect data from schools and from the zonal offices.

Sample Studied

Annex I shows number of schools visited and numbers of officers, principals and teachers responded. It shows that 304 teachers (88.4%) have responded to the questionnaire administered. Table 3.1 shows the subject-wise distribution of teachers

Table 3.1 Subject-wise Distribution of Teachers

| No | Subjects | No. of Teachers Responded |
|----|------------------------------------------|---------------------------|
| 1 | Sinhala | 28 |
| 2 | Tamil | 21 |
| 3 | English | 38 |
| 4 | Mathematics | 31 |
| 5 | Science | 32 |
| 6 | History | 36 |
| 7 | Primary | 35 |
| 8 | Commerce | 21 |
| 9 | Aesthetic subjects: Art, Dancing & Music | 45 |
| 10 | Religions | 6 |
| 11 | Other subjects | 5 |
| - | Not mentioned | 7 |
| | Total | 305 |

A sample of 9 ZEOs was selected to the survey. The researcher or his assistants were able to contact 7 ZEOs. Interviews were held with the 7 zonal directors, deputy directors, and subject directors of those 7 ZEOs.

Sample of ISAs

In-service Advisors (ISAs) are attached to the ZEOs. A sample of 111 ISAs has responded to the questionnaire administered. In addition, the researcher had the opportunity to discuss with some of them about their problems and issues.

Sample of NIE Trainers

National Institute of Education is the pioneering body of the in-service teacher training programmes. NIE trainers are responsible for delivering the new knowledge on revisions of syllabuses, instructing

appropriate teaching methods etc. The message that ISAs disseminate among teachers comes from the NIE. Therefore, as trainers of trainers, views of NIE trainers were considered as an important primary source for an investigation of in-service programmes.

To obtain data and information from NIE trainers, the researcher himself conducted interviews with 32 directors and project officers of ten departments of the NIE (Annex 2). Interviews were held following a schedule and a timetable given by the DDG- Administration of the NIE. Interviewed departments were, Sinhala, Tamil, English, Science, Mathematics, Social Science, Commerce, Aesthetic, Primary and Religions. The researcher had to spend about two and a half hours to conduct discussions with officers in each department. After the discussion a structured questionnaire was administered to each officer.

3.2 Instruments of Data Collection

As planned, five instruments were used to collect data. (Annex 3)

1. Questionnaire for Teachers
2. Questionnaire for Principals
3. Questionnaire for In-service Advisors (ISAs)
4. Questionnaire / Interview Schedule for Zonal Directors
5. Interview Schedule plus Questionnaire for NIE Trainers

The researcher with the help of an experienced person in in-service teacher training prepared questionnaires and interview schedules in Sinhala language and then translated them into Tamil and English.

Two structured questionnaires, one for principals and one for teachers were prepared to collect data from schools. The teacher-questionnaire was structured to get the teachers' views on in-service programmes. Especially, the teachers' perception on the services rendered by ISAs, organizational procedures of in-service programmes, the support given by principals to participate in seminars and workshops were the main issues addressed by the questionnaire. At interviews held with principals of schools they were requested to evaluate the ISAs services. Also, principals were asked to respond to the questions based on attitudes towards in-service programmes, weaknesses and suggestions to improve in-service teacher training.

Interview schedule devised to use in interviews with Zonal Directors enclosed similar questions given to school principals. In addition, they were asked to provide the provisions received from the government and from other funding agencies and expenditure for in-service programmes conducted in their zones

Questionnaire set to get information from ISAs included questions on background information of ISAs, type of training received from NIE and other organizations, their perception on the trainers and the training received from the NIE, problems of conducting training programmes to teachers, issues and problems related to the ISAs professional development etc.

A **pilot study** was conducted by administering the questionnaires and interview schedules in two educational zones, Piliyandala (Sinhala medium) and Jaffna (Tamil medium). In addition all the questionnaires and interview schedules were submitted to the NEC-Research Evaluation Committee and necessary revisions were made as advised by the Committee.

3. 3 Data Analysis

The data collected using the instruments detailed above, is analyzed quantitatively as well as qualitatively.

3.4 Outline of the Report

The report is presented in six chapters, the first being an introduction to the situation analysis. The second chapter presents a review of literature related to in-service teacher education. The third chapter presents methodology, the fourth chapter the analysis of data, and the fifth findings and the sixth conclusions and recommendations.

Chapter 4

Presentation and Analysis of Data

In this chapter the data collected from the sources (as mentioned in Chapter 3) on short-term in-service teacher education programmes is presented and analyzed quantitatively as well as qualitatively.

Ministry of Education, National Institute of Education, Zonal Departments of Education, Teacher Centers and few other subject-wise centers or committees are responsible for conducting short-term in-service teacher training programmes in the country. National Institute of Education plays the key role of in-service teacher education, however, initiated by the NIE, a major part of the programmes are organized by the Provincial and Zonal Education Departments. Apart from the zonal programmes the NIE itself organizes in-service programmes especially for the teachers of G.C.E. Advanced Level classes. .

4.1 Organizational Procedure of in-service Teacher Training programmes

Views of teachers, principals, ISAs and NIE trainers revealed that the training sessions are not conducted according to a pre-planned schedule. The main reason for this disorganized procedure seems to be the delay in provision of funds. Seven Zonal Directors responded at interviews have stated that they do not get funds at the beginning of the year; most probably they receive funds in the latter half of the financial year. In such a situation, Zonal Directors are compelled to act with urgent haste by conducting sessions during the last few months of the year since they want to spend the allocated money before the end of the year. Nearly a 50% of ISAs also agree that the provisions for conducting sessions do not get in time.

Responses given by many teachers of all subjects confirm that the in-service sessions are not conducted regularly. Sessions organized in the last school term of the year affect the academic activities of the school. Sometimes sessions are organized during the school examination period. Principals and teachers complain about the difficulties they face when in-service sessions are conducted during last school term. This has been stated as a major obstacle for regular planning and implementation of in-service teacher training programmes.

Delay in funds has affected the following shortcomings.

- a. Irregular timing of sessions. Without dispersing them to the whole year sessions are conducted at a stretch in the last school term. Releasing teachers at times which the school examinations are held has become a hindrance to the smooth functioning of schools.
- b. Sometimes, four or five sessions for different subjects are held at the same day. School principals face great difficulties when releasing teachers to in-service sessions. This problem is severe when the teaching staff is small.
- c. Duty conscious teachers do not like to participate in in-service sessions because they think that moving away from the classroom during the busy days in the third term will affect their students' learning.
- d. Conduct of sessions with the view of spending money, not for the purpose of improving relevant knowledge and skills of teachers. Almost all the principals complain about this matter.

It is an imperative need to provide funds at the beginning of the year. Almost all the stakeholders have strongly suggested introducing a system of funding which helps Provincial and Zonal Directors planning sessions in advance and conducting sessions from the very beginning of the year. Also, some have suggested holding seminars during the school vacations without disturbing the school learning environment.

Commencement and Closure of Sessions

A majority of the teachers in the sample agree that the sessions conducted by the NIE and the Zonal Departments commence and close in time.

Table 4.1: Commencement and Closure of In-service Sessions

| Sessions Conducted by | Percentages of Teachers' Responses | | Total Responded |
|-----------------------|------------------------------------|-----------------------------------|-----------------|
| | Commence and Close in Time | Do-not Commence and Close in Time | |
| NIE | 72.9 | 27.1 | 48 |
| Zonal Departments | 65.9 | 34.1 | 264 |

Table 4.1 shows that the sessions conducted by the NIE are more punctual than the sessions conducted by Zonal Departments. However, as the Table 4.1 shows more than one third of the

responded teachers do not agree with the statement 'In-service sessions conducted by the Zonal Office commence and close in time'.

Responses received for the question on commencement and closure of sessions in time was analyzed subject wisely. It was revealed that more than 75% of teachers following the sessions on the subjects of Science, Mathematics and Tamil agree that their sessions commence and close in time. However, the written answers given by teachers for open-ended questions shows that some of those in-service sessions are not conducted in time.

Also, it is necessary to plan sessions identifying the needs of teachers. Apart from the instructions given by the NIE, Zonal Directors should plan and implement sessions identifying the current needs of teachers. The use of technology in classroom teaching is one of the essential areas that attention should be given by the short-term in-service planners.

Lack of facilities for conducting sessions is another difficulty faced by the trainees as well as the trainers. School buildings, Teacher Centers and other suitable places are used to conduct sessions. It seems that some of these venues lack facilities to use technological devices and some are not spacious enough to conduct sessions with large numbers of participants. Therefore, it is necessary to make arrangements to develop centers for of continuing education. Without building new centers, it is more appropriate to develop Teacher Centers as centers for all type of continuing education.

4.2 Selection and Participation in Short-term In-Service Programmes

All teachers in government schools are expected to participate in in-service teacher training programmes conducted by the government. Few years ago it was compulsory for teachers to cover 300 session-hours by participating in short-term in-service teacher training programmes. However, during the last few years this compulsory rule has not been implemented firmly. At present, whenever the curriculum reforms, syllabus revisions or new methodologies are introduced by the government the National Institute of Education and the Zonal Education Departments inform teachers through subject directors and ISAs to participate in in-service teacher training programmes. Responses given by principals of schools and the teachers regarding the teacher-participation in in-service teacher training programmes indicate that the teacher-participation is more in sessions conducted by the Zonal Departments than the in-service teacher training programmes organized directly by the NIE. It seems that the programmes organized by the NIE are not more than 20 percent of all programmes.

Table 4.2: Teacher Participation for In-service Programmes conducted in 6 Zones for 9 Major Subjects*

| Zone | Total No. of Teachers in the Zone | Teacher participation in In-service Programmes of 9 major Subjects | | | |
|-------------------|-----------------------------------|--------------------------------------------------------------------|------------|--------|------------|
| | | 2009 | | 2010 | |
| | | Number | Percentage | Number | Percentage |
| CP/Denuwara | 2198 | 588 | 24.5 | 1342 | 55.9 |
| NCP/Chilaw | 3365 | 1905 | 56.6 | 2176 | 64.7 |
| UVA/Passara | 1147 | 681 | 59.4 | 695 | 60.6 |
| NP/Jaffna | 2340 | 2588 | 110.6* | 1744 | 74.5 |
| NP/Vadamarachchai | 1378 | 2604 | 189.0* | 2701 | 196.0* |
| EP/Kalmunai | 2096 | 1406 | 67.1 | 1440 | 68.7 |
| Total | 12524 | 9772 | 78.0 | 10098 | 80.6 |

* Primary, Sinhala, Tamil, English, Science, Mathematics, History, Commerce, Aesthetic

Total teacher participation rates in in-service teacher training programmes conducted for 9 major subjects are shown in the Table 4.2. The Table shows that, from 2009 to 2010, the teacher-participation rate has increased in all the six zones except in Jaffna. More than 50% of teachers have participated in in-service teacher training programmes in all zones. Because one teacher has participated in several subjects the participation rates are more than 100% in Jaffna in 2009 and Vadamarachchi in 2009 and 2010. However, these rates show that the teacher-participation in short-term in-service teacher training programmes is at a high rate in almost all the zones.

Normally, the in-service sessions are conducted by subject-wise and the teachers of a particular subject are called at a time to participate in sessions.

Table 4.3: Subject-wise Teacher Participation in sessions conducted in Six Educational Zones*

| Subject | Total | Percentage |
|-------------|-------|------------|
| Primary | 4559 | 22.9 |
| Sinhala | 1081 | 5.4 |
| Tamil | 1718 | 8.6 |
| English | 2279 | 11.5 |
| Science | 2538 | 12.8 |
| Mathematics | 2345 | 11.8 |
| History | 1884 | 9.5 |
| Commerce | 746 | 3.8 |
| Aesthetic | 2720 | 13.7 |
| Total | 19870 | 100 |

*(1) CP/Denurara, (2) NWP/Chilaw, (3) UVA/Passara (4) NP/Jaffna
 (5) NP/Wadamarachchai (6) EP/Kalmunai

The Table 4.3 and the Figure 4.1 shows that the highest participation is for primary subjects (22.9) and the least participation is for Commerce (3.8%). More than 10% of teacher-participation rates are seen for Science, Mathematics and English.

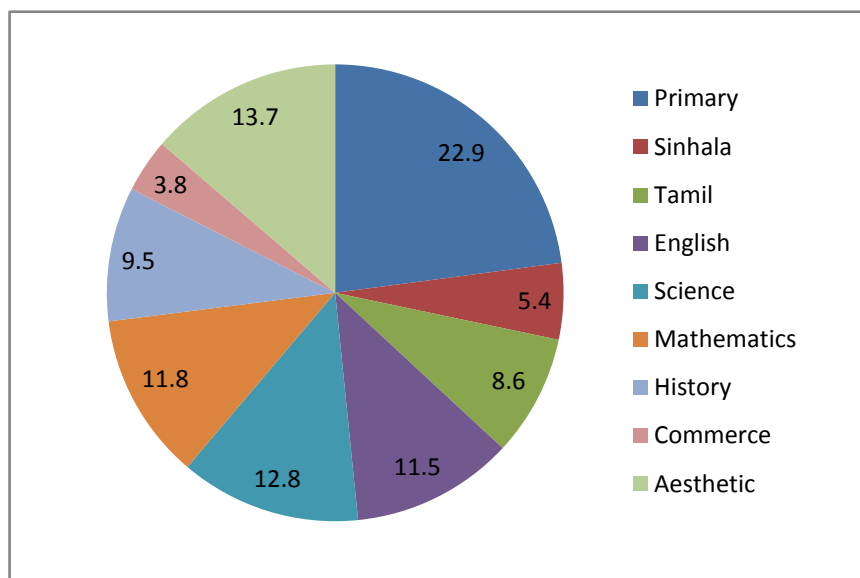


Figure 4.1: Subject-wise Teacher Participation in sessions conducted in Six Educational Zones*

A medium-wise comparison has been made on the data obtained from the 3 zones of Sinhala medium and from the 3 zones of Tamil medium. The following Table shows the rates of medium-wise teacher-participation.

Table 4.4: Teacher-participation by Medium

| Medium | Number of Teachers Participated | | | |
|---------------------|---------------------------------|-------|-------|------------|
| | 2009 | 2010 | Total | Percentage |
| Sinhala (3 Zones)*1 | 3174 | 4213 | 7387 | 37.2 |
| Tamil (3 Zones)*2 | 6598 | 5885 | 12483 | 62.8 |
| Total | 9772 | 10098 | 19870 | 100.0 |

*1 -CP/Denurara, NWP/Chilaw, UVA/Passara

*2- NP/Jaffna, NP/Wadamarachchai, EP/Kalmunai

When medium-wise participation is considered it can be seen in general, more Tamil medium teachers have participated in in-service sessions than the Sinhala medium teachers in 2009 and 2010. However, in Sinhala medium areas teacher participation has increased by 33% (from 3174 to 4213), but the teacher participation in Tamil medium areas has decreased by 11% (from 6598 to 5885) in 2010 compared to 2009.

The following Table shows medium-wise teacher participation by subject.

Table 4.5: Teacher-participation in 2010 by Medium and Subject

| Subject | Sinhala (3 Zones)*1 | Tamil (3 Zones)*2 | Total |
|-------------|------------------------|----------------------|-------|
| Sinhala | 523 81% | 126 19% | 649 |
| Tamil | 48 07% | 671 93% | 719 |
| English | 895 46% | 1037 54% | 1932 |
| Science | 390 37% | 655 63% | 1045 |
| Mathematics | 353 30% | 816 70% | 1169 |
| Aesthetic | 330 31% | 1033 69% | 1063 |

Table 4.5 shows that teacher participation is higher for all the subjects except Sinhala and Tamil. It is interesting to note that in Tamil speaking areas 19% of teachers have followed the sessions conducted for the Sinhala subject, but in Sinhala speaking areas, only 7% of teachers have followed the sessions conducted for the Tamil subject. Also it is noteworthy to state that the Tamil Medium teacher participation is significantly higher for the subjects Science mathematics and Aesthetic.

Teacher-participation- Views of Principals, ISAs and Teachers

All school principals in the sample (36) agree that their teachers participate in short-term in-service sessions conducted by Zonal Education Departments. However, only 40% of principals agree that their teachers participate in sessions conducted by the NIE. Also, almost all the principals facilitate teachers to participate in sessions by granting leave. A majority of ISAs agree that the teacher-participation in in-service sessions is at a high rate.

Teachers' views were obtained regarding their participation in sessions. Of the sample of teachers (305) 94% agree that principals nominate their names and 92% agree that the principals encourage for participation. Almost all principals say that they grant leave to teachers to participate in in-service sessions but according to the responses given by teachers only 67% of teachers agree that principals grant leave to teachers to participate.

Problems Related to Selections and Teacher-Participation

Selection of teachers for short-term training is another disorganized feature in the system. At present selection is done by the Zonal Department through Subject Directors and ISAs. In general, 30-55% of teachers are selected for in-service training in one year (Table 4.1). As teachers stated some of them do not get a chance to participate in sessions. Few teachers have stated that the selection system is reprehensible because some ISAs (a few) favor to friends and sometimes a same set of teachers are called for training. Also, selection of teachers without considering the strength of the teaching staff has hindered the normal activities in the school. Therefore, it is necessary to regularize the selection procedure by adhering to pre-prepared criteria. Also, priority should be given to new teachers who have not undergone any pre-service training.

According to the responses given by teachers and principals teachers are less interested to participate due to few reasons. Participation in short-term in-service sessions is not considered for teachers' promotions. Also, there is no compulsory rule for participation. Teachers in remote areas face difficulties in travelling. Rs. 100/= allowance paid for travelling is inadequate for many teachers. Teachers have complained that in some instances even the Rs. 100 allowance is not paid duly. Under

these circumstances teachers, principals and NIE trainers suggest to take the following measures to increase the teacher-participation rate.

- i. Compulsory rule for participation; All teachers should follow a specified number of relevant in-service training sessions within a specified period.
- ii. Participation in in-service teacher training programmes should be considered for teachers' promotions.
- iii. Allowances paid for transport should be increased.

Payments and Facilities for Participants

Under Education Development Programmes, funds have been allocated to improve continuing education and these funds are distributed among participants. Provincial and Zonal Departments have made arrangements to facilitate teachers by providing refreshments and paying a per diem of Rs. 250-300 for each participant. The following responses have been given to the questions posed to teachers on travelling and combined allowances they get from the zonal offices. Only 120 teachers (44%) out of 275 say that they receive Rs.100 as travelling allowance. Responses received from teachers for the question; 'whether they are satisfied with the payment receive for participation' shows that a majority of teachers are not satisfied.

Table 4.6: Teachers' Satisfaction Regarding Payments and Facilities

| Question | Sessions Conducted by | Percentages of Responses | | | | Total responded |
|------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------|-----------|-------------|--------------------|-----------------|
| | | Highly Satisfied | Satisfied | Unsatisfied | Firmly unsatisfied | |
| Are you satisfied with the payments and other facilities provided by the in-service teacher training organizers? | Zonal Departments | 9.9 | 36.7 | 34.5 | 18.9 | 264 |
| | NIE | 8.0 | 48.0 | 32.0 | 12.0 | 50 |

The above Table shows that a majority of teachers (53.4%) are not satisfied with the payment they receive from Zonal Education Departments. However, for NIE initiated programmes only 44% of teachers have stated that they are not satisfied.

The above analysis shows that the incentives given to teachers for participation in in-service training are inadequate. Especially in rural areas the teachers have to travel long distances and sometimes the small grant given to them is not sufficient even to cover travelling, food and lodging expenses. Some teachers have stated that they have to board one night at places close by the working station.

Participants' Qualifications

Of the teachers who responded to the questionnaire survey, almost all are either trained or qualified with degrees. Out of the sample of 305 teachers there were only 2 untrained teachers, one Mathematics teacher and another Science teacher. The following Table shows their professional qualifications.

Table 4.7: Percentage of Teachers by Professional Qualifications N=305

| Professional Qualification | Percentage |
|----------------------------|------------|
| Untrained | 1.0 |
| Trained | 40.0 |
| NCOE Diploma | 9.8 |
| Degree | 21.0 |
| PGDE | 25.3 |
| M.Ed / M.Phil | 1.6 |
| Other | 1.3 |

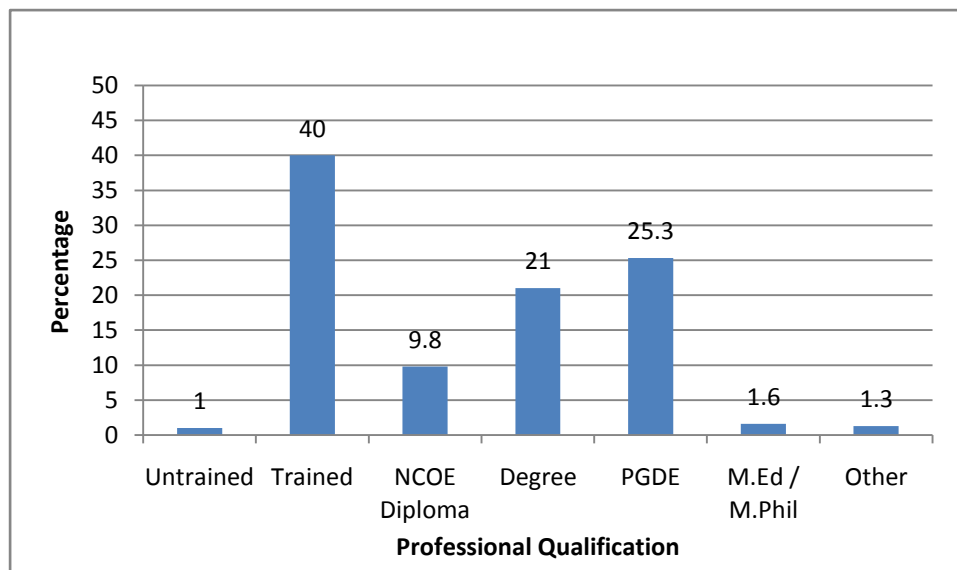


Figure 4.2: Percentage of Teachers by Professional Qualifications N=305

Nearly a half of the teachers who followed in-service programmes was either trained or has obtained the Diploma from NCOEs. Except few, others are graduates with or without Post Graduate Diplomas. However, 21% of teachers are graduates without due qualifications needed for a professional teacher. As Table 4.8 shows, a large majority of Primary, English, Science, and Mathematics teachers

are either trained or NCOE diploma holders. It is noteworthy to mention that more than 25% of teachers teaching History, Primary and Sinhala are having degrees but without professional qualifications. It is an imperative need to provide either long-term or short-term training to these teachers who have not undergone any pedagogical training course.

Table 4.8: Percentages of Teachers by Professional Qualifications and by Subject

| Subject | Professional Qualification | | | |
|-----------|-------------------------------------|---------------|----------------------|-----------------------------|
| | Trained/ NCOE Diploma Holders | PGDE/ M.Ed | First Degree only | Total Number of Teachers |
| Sinhala | 25.0 | 46.4 | 28.6 | 28 |
| Tamil | 42.9 | 47.6 | 9.5 | 21 |
| English | 78.9 | 5.3 | 15.8 | 38 |
| Maths | 69.0 | 6.9 | 24.1 | 29 |
| Science | 73.3 | 23.3 | 3.3 | 30 |
| History | 14.3 | 45.7 | 40.0 | 35 |
| Primary | 67.6 | 5.9 | 26.5 | 34 |
| Aesthetic | 48.9 | 31.1 | 20.0 | 45 |

4.3 Quality of Training

Quality of an educational training programme depends mainly on the quality of inputs, quality of trainers and the quality of the training methodology.

Perception of Teachers on Trainers' Awareness

Mainly there are two types of in-service trainers. One category consists of subject specialists of the NIE Departments and invited resource persons attached to universities and other educational institutions. Services of these persons are obtained mainly for in-service sessions conducted by the NIE for G.C.E. Advanced Level teachers. The second category consists of Subject Directors of the Zonal Education Departments and the In Service Advisors (ISAs). ISAs play the main role in in-service programmes conducted by the Zonal Education Departments.

Views of teachers, principals and zonal directors were obtained to assess the efficiency of different type of trainers. It seems that in general, the teacher-trainees are satisfied with their trainers' role. More than 90% of teachers agree that the both type of trainers, NIE trainers and the ISAs are

competent enough to train teachers. Also more than 80% of teachers accept that the trainers properly instruct about the curriculum revisions (Table 4.9)

Table 4.9: Perception of Teachers on Trainers' Awareness

| Item | Type of Trainers | Percentages of Teachers Responses | | Total Responded |
|--------------------------------------------------------------------|------------------|-----------------------------------|----------|-----------------|
| | | Agree | Disagree | |
| Trainers have a good awareness of the subject | NIE Trainers | 95 | 5 | 59 |
| | Zonal Trainers | 92 | 8 | 276 |
| Properly instruct teachers about revisions of the relevant subject | NIE Trainers | 83 | 17 | 53 |
| | Zonal Trainers | 80 | 20 | 270 |

Teaching/training /instructional methods used in in-Service sessions

Table 4.10 shows how the teacher-trainees of in-service sessions assess the teaching-learning methods used by their trainers.

Table 4.10: Use of Different Types of Teaching-learning Methods- Teachers' Responses

| Teaching-Learning Methodology | Percentage of Teachers Accepted (Highly Agreed & Agreed) | | | |
|------------------------------------------------------------|----------------------------------------------------------|----------|---------------------------------|----------|
| | NIE Training | | Zonal Training- (by ISAs & SDs) | |
| | Total Responded | % Agreed | Total Responded | % Agreed |
| Use student centered teaching-learning methods | 46 | 87.0 | 276 | 81.5 |
| Impart new knowledge and experiences | 47 | 87.2 | 279 | 80.6 |
| Use new technology | 53 | 67.9 | 258 | 54.3 |
| Use of training manuals, handbooks | 46 | 76.1 | 269 | 68.8 |
| Use discussion method for exchange views | 49 | 93.9 | 280 | 93.9 |
| Instruction <u>not limited</u> to the book (Teacher guide) | 42 | 47.6 | 270 | 44.1 |
| Group activities | 44 | 90.9 | 279 | 90.0 |
| Given opportunities for practical experiences | 45 | 68.9 | 266 | 74.8 |
| Use the relevant medium | 41 | 24.4 | 216 | 40.0 |

In general, a large majority of teachers have accepted that the instructional methods used by their trainers are in good quality. However, more positive responses have been received to the methods used by the NIE trainers.

For example, more than 90% of responded teachers in the sample agree that their trainers, both NIE trainers and ISAs, use discussion methods and group activities. More than 75% of teachers agree that trainers use student centered teaching-learning methods, impart new knowledge and experiences.

Use of New Technology

Table 4.10 shows how the trainers use technological devices for their in-service training. About 68% of teachers agree that the NIE trainers use new technology, but only about 54% of teachers agree that the Zonal trainers use new technology. It is noteworthy to see how the trainers of different subjects use technology for their teaching learning activities. Table 4.11 shows teachers' responses to the statement: '*Zonal trainers use new technology for instruction in sessions*'.

Table 4.11: Use of Technology by Zonal Trainers – Responses of Teachers by Subject

| Subject | Teachers' Responses to the Statement: ' <i>Zonal trainers use new technology for instruction in sessions</i> ' | |
|-------------|----------------------------------------------------------------------------------------------------------------|-----------------|
| | Percentage of Teachers Responded to the Statement as Agreed | Total Responded |
| Sinhala | 43.5 | 23 |
| Tamil | 64.7 | 17 |
| English | 65.6 | 32 |
| Mathematics | 36.0 | 25 |
| Science | 48.1 | 27 |
| History | 71.9 | 32 |
| Primary | 43.7 | 32 |
| Aesthetic | 53.8 | 39 |

Highest responses are for History (71.9), English (65.6) and Tamil (64.7). Lowest responses are for Mathematics (36.0), Sinhala (43.7), Primary (43.5) and Science (48.1). Less use of technological devices for instructional activities of Mathematics and Science is a peculiar finding revealed from teacher trainee's responses.

Rather peculiar comments have been given by teachers when they answer the open-ended questions. As they say, ISAs still use traditional lecture methods. The use of handouts is minimal. In some instances they organize group activities, assign activities and discuss at the end of the session but these activities are not constructive and effective. Discussions are held only with the views presented by trainees. No significant contribution is made by trainers.

Also, many teachers have stated in their written answers that the use of technology in sessions is very limited. There are reasons for the limited use of technology. One reason is the non-availability of facilities in places where they conduct in-service sessions. Another reason, as teachers and principals have stated, is the trainers' insufficient knowledge and skills to use technological devices. As they say, some of the ISAs are not competent enough to use IT and other technological devices. Therefore it is an imperative need developing IT facilities in centers where in-service sessions are held. As teacher advisors all ISAs should have IT skills needed for teaching. The MOE or the NIE should launch a special technology training program for all subject directors and ISAs.

Medium of Instruction in Sessions

It is noteworthy to state that a majority of teachers do not agree with the medium of instruction the trainers use when there are participants in both media, Sinhala and Tamil. A question was given 'whether the trainers use both media (Sinhala and Tamil) when there are Sinhala speaking and Tamil speaking participants in sessions'. Less than 25% of trainees in NIE sessions and 40% of trainees in Zonal sessions agree to this statement. Non availability of Tamil medium resource persons in Sinhala areas and non availability of Sinhala medium resource persons in Tamil areas and the cost of obtaining services of two resource persons for two mediums at a time are the reasons for this difficulty. However, the Tamil medium trainees are not satisfied with the medium the trainers use when training sessions are held with both groups, Sinhala and Tamil. In such situations it is necessary to conduct sessions in both media. If trainers or resource persons are not available, it is suggested to get at least the services of a translator if the trainer is unable to communicate with all the participants in the session.

4.4 On-site School Based Teacher Development (School Visits)

Apart from the training sessions conducted in centers, Subject Directors and ISAs are expected to visit schools for in-service activities. As per the Attachment 1 of the 'Proposed Teacher Educators Service' some activities have been assigned to ISAs in order to upgrade student-centered teaching-learning and assessment. Plan, create and introduce new methods of teaching, apply them in the

classroom and continuous supervision of the teaching-learning process are some of them. Especially the ISAs are expected to go to the schools located in his/her area and cover the duties expected from school visits. A large majority of teachers (90%) accept that ISAs regularly visit to schools. In addition, responses received to questions on ISAs' school visits are tabulated below (Table 4.12).

Table 4.12: Perception of Teachers on ISAs Activities in School Visits

| No. | Item | Agree | Total Responded |
|-----|-------------------------------------------------------------------------------------------|-------|-----------------|
| 1 | ISA regularly visits to the school and guide to develop your teaching-learning activities | 71.9 | 278 |
| 2 | At school ISA assists to solve problems related to the educational reforms | 71.6 | 264 |
| 3 | At school the ISA presents demonstration lessons | 54.0 | 272 |
| 4 | ISAs have teacher-friendly attitudes | 91.5 | 277 |
| 5 | ISAs appreciate / commend capabilities of teachers | 78.1 | 273 |
| 6 | ISAs attempt to develop cordial relationship with teachers | 80.2 | 278 |
| 7 | You (in-service trainees) have positive attitudes towards ISAs | 79.7 | 271 |

Table 4.12 shows that the teachers of the sample have positive attitudes towards ISAs school visit programme. More than 70% of teachers agree that the ISAs guide to develop their teaching-learning activities and assist to solve problems related to the educational reforms. However, only 54% of teachers satisfy with the demonstration lessons conducted by ISAs.

Questions 4-7 of Table 4.12 reveal that the **teacher- ISA relationship** is fairly good. A large majority of teachers say that they have positive attitudes towards ISAs activities; also, they accept that ISAs appreciate and commend capabilities of teachers. Out of 98, 58 ISAs (59%) say that their trainees follow the instructions given in sessions.

Views of Principals and Zonal Directors on ISAs' School Visits

Views obtained at interviews held with school principals do not support the views presented by teachers. Less than 50% of the 32 principals (15/32) say that ISAs visit their schools regularly. Fourteen principals say that they visit occasionally. Principals of three schools (1C school in Chilaw, Type 2 school in Ratnapura and 1AB school in Passara) say that they never come to their schools.

As zonal directors state, ISAs rarely visit to National Schools and to 1AB schools. There is no monitoring mechanism to check the whereabouts of ISAs.

Views of ISAs on On-site School Based Teacher Development

Table 4.13: Views of ISAs on On-site School Based Teacher Development

| No. | Item | Agree | No. of ISAs Responded |
|-----|---------------------------------------------------------------------------------------|-------|-----------------------|
| 1 | Principals of school support ISAs activities | 88.9 | 99 |
| 2 | Teachers prepare in advance with lesson plans | 58.1 | 98 |
| 3 | When they practice teaching they follow the instructions given in in-service sessions | 59.2 | 98 |
| 4 | Principal/Vice principal supervise teaching | 41.7 | 96 |
| 5 | Receives Teacher Guides, Textbooks, Syllabuses in time | 42.8 | 98 |
| 6 | ISAs have been assigned duties not related to their job | 78.1 | 96 |
| 7 | Office facilities are inadequate to perform the duties properly | 72.6 | 95 |
| 8 | Travelling difficulties affect very much for school supervision | 82.6 | 98 |

Responses given by ISAs (Table 4.13) shows that they are not very much satisfied with the school activities they perform. There are few reasons for this unsatisfactory level.

- i. Travelling difficulties: A vast majority of ISAs (82.6%) says that travelling difficulties affect very much for school supervision. ISAs are reluctant to go to schools in remote areas. (When the researcher and his assistants visited to schools in remote areas they were told that ISAs do not visit their schools because of travelling difficulties. ISAs are reluctant to visit even to schools in Colombo district where direct bus transport facility is not available)
- ii. Extra duties assigned to ISAs: Of 96, 69 ISAs (78%) say that they are assigned duties not related to in-service teacher training. Many of these activities assigned to ISAs by the Zonal Education Offices are not included in their duty list.
- iii. Lack of facilities: A majority of ISAs agree that they do not have enough facilities to conduct in-service sessions effectively. Nearly a half of the ISAs say that they do not use quality inputs. 57.2% of 98 ISAs accept that they do not get teacher-guides, textbooks, and syllabuses in time. IT facilities are inadequate to instruct teachers by using new technological devices.

4.5 Problems encountered by the ISAs in conducting of In-service programmes

ISAs have been appointed for primary education and for selected subjects in the secondary curriculum, to conduct in-service teacher training programmes at zonal level. Specially the ISA is functioning as the main communicator in introducing education reforms to the classroom, as a counsellor for teachers relating to new methodologies and a provider of awareness for community relating to new concepts and in many instances and as a trainer in the field of education. Apart from this, coordination with institutes including NIE in curriculum development activities such as editing syllabi, teachers' guides etc. are other important functions performed by the ISAs.

Background Information

Table 4.14 and the Figure 4.3 shows, age ranges of the ISA sample (104) drawn from 9 zones. Accordingly, all ISAs are over 30 years and a majority of ISAs (58.7%) are over 50 years. Also, 25% of the ISA sample is over 55 years. Of them some were in the age range of 58-60. This means that a considerable number of ISAs will be retired from the service within 5 years time.

Table 4.14: Age Ranges of the ISA Sample

| Age Range | Male | Female | Total | Percentage |
|-----------|------|--------|-------|------------|
| 20-30 | 0 | 0 | 0 | 0 |
| 31-40 | 4 | 2 | 6 | 5.8 |
| 41- 50 | 22 | 15 | 37 | 35.6 |
| 51-55 | 23 | 12 | 35 | 33.7 |
| 56-60 | 15 | 11 | 26 | 25.0 |
| Total | 64 | 40 | 104 | 100.0 |

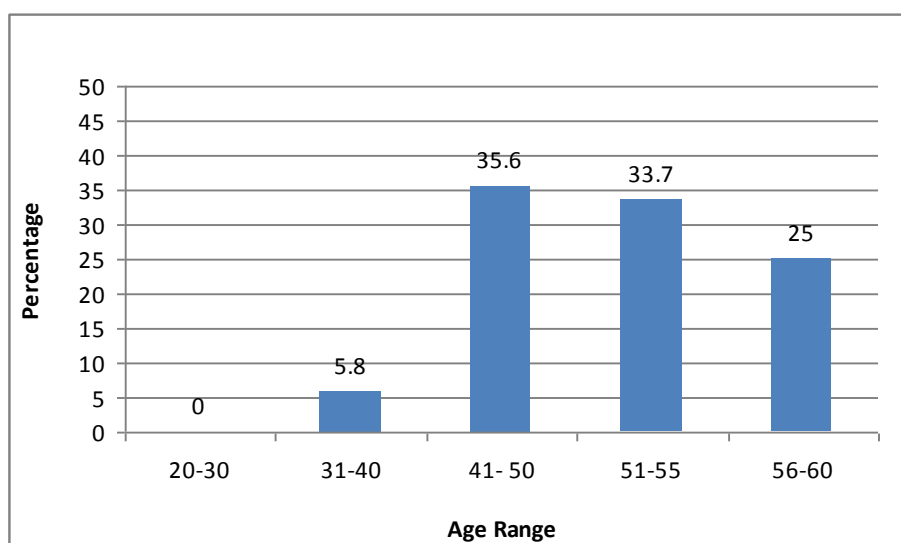


Figure 4.3: Age Ranges of the ISA Sample

Table 4.15 shows that 61.6% of the ISAs in the sample are graduates and 58.7% ISAs are professionally qualified graduates. As a teacher-advisor it is necessary to be professionally qualified with a degree and a post graduate diploma. However, 38.4% of the ISAs are trained teachers without degrees. According to the statistics of the Department of Census and Statistics (2010) 63.5% of the teacher population comprises with non-graduates. Accordingly, the percentage of graduates in the ISA sample is much higher than the percentage of graduates in the teacher population in Sri Lanka. Also, it is noteworthy that more than 10% of the ISA sample has Masters' qualifications.

Table 4.15: Professional Qualifications of ISA the Sample

| Professional Qualification | Male | Female | Total | Percentage |
|----------------------------|------|--------|-------|------------|
| Untrained | 0 | 0 | 0 | 0 |
| Trained | 23 | 15 | 38 | 36.5 |
| NCOE Trained | 2 | 0 | 2 | 1.9 |
| Graduate | 3 | 0 | 3 | 2.9 |
| Trained Graduate | 4 | 2 | 6 | 5.8 |
| Graduate with PGDE/ B. Ed | 27 | 17 | 44 | 42.3 |
| M. Ed / M. Phil | 5 | 6 | 11 | 10.6 |
| Total | 64 | 40 | 104 | 100 |

Problems encountered by the ISAs

The questionnaire administered to the ISAs comprises of selection type questions as well as free-response questions. Responses given to both type of questions reveal the following problems and issues.

- There is no Service Minute for ISAs. ISAs complain that they do not have a promotional scheme and their services are not accepted. Some have stated that they are frustrated and not interested to do the job as an advisor.
- An extra duty assigned by the zonal directors is another problem stated in their written responses. 78.1% of ISAs have accepted that other than subject-development activities, extra duties have been assigned to ISAs by zonal officers (Table 4.13). Activities in the PSI programme, SBA, Conducting pre-examination seminars, organizing various school competitions, programmes to enhance examination results, community related activities, working as judges and referees in various school competitions are some of the additional activities assigned to ISAs. One has responded with the following written statement. "No specified duties for ISAs; to our knowledge we are appointed to develop the school curriculum. Therefore it is the duty of the authorities to get the services of ISAs activities relevant to curriculum development".

- The number of ISAs appointed for each division is inadequate. An ISA appointed for one subject cannot cover all the schools in her/his division because there are too many schools to visit.
- ISAs are stationed in zonal offices or in divisional offices without adequate facilities. Of the responded ISAs 72.6% agree that office facilities are inadequate to perform the duties properly (Table 4.13). Also, they complain about the lack of facilities to conduct sessions. No facilities in places where they conduct sessions. They face difficulties in using technological devices as there are no adequate facilities. In some places there are facilities, but they do not get CDs, VCDs, audio visual aids etc. to use technological devices.
- Provisions are not given in time. Funds receive in the third or fourth quarter of the year strongly affects the smooth planning of in-service sessions.
- Payments for ISAs insufficient; travelling and subsistence allowances, resource person payments (for 6 hour allocation for a week with Rs. 250 per hour) are insufficient. 83% of ISAs agree that travelling difficulties affect very much for school supervision (Table 4.14). As payments are small, obtaining services of good resource persons has become a problem
- Teachers' payments are insufficient, not receive in time.
- Teachers do not participate when they are called for sessions. Many ISAs have stated that the teacher-participation in in-service sessions is weak. School principals are not interested to send teachers and some do not like to send their teachers to in-service sessions
- Teacher Guides, Textbooks and other instruments used for different subjects are not supplied regularly. Of 96 ISAs 58% agree that these provisions are late. (One ISA in Hingurakgoda says that 6-13 textbooks have not been provided until October 2011)
- ISAs themselves say that there is no programme to evaluate their activities. Also, there is no feedback programme.
- Some ISAs are not satisfied with the support they get from the zonal and divisional offices.
- lack of opportunities to knowledge improvement and professional development is another problem faced.

Suggestions:

Suggestions given by ISAs are summarized below

- Stipulate a Service Minute for the ISA Service
- Increase the number of in-service sessions; at least 2 training sessions are required for a term.
- Need more training sessions to ISAs

- Without conducting sessions in last term make arrangements to conduct sessions during the whole year. Financial provisions should be allocated in the previous year, so as to plan in-service sessions from the first school term.
- Activities initiated by the MOE, DOE, NIE and ZEDs should be coordinated. The need of a coordinated in-service is elaborately affirmed by ISAs.
- Increase the allowances given to teachers. A sufficient allowance should be given to teachers to meet the travelling and lodging expenses.
- Increase the allowances given to ISAs. Payments for resource persons should be increased
- Take action to increase the teacher participation; participation in in-service sessions should be a criterion for teachers' promotions
- Organize and conduct Training sessions to principals, vice principals and sectional heads
- Take measures to improve the quality of sessions by providing training centers with laboratory facilities, IT facilities and other technological instruments
- Improve Teacher Centers as a central training centre for in-service training activities or establish a separate center in each zone for this purpose; this will facilitate administering and monitoring in-service activities of the zone.
- On-site training is suggested. Conducting training sessions for small groups in the school itself will be more productive.

Perceptions of Zonal Directors and School Principals on ISAs Role

Zonal directors and school principals have given the following comments on the recruitment procedure of ISAs and activities done by ISAs and resource persons

- Number of ISAs serving in educational zones is insufficient. There are no ISAs for some subjects. Sometimes one ISA has to cover too many schools.
- Some ISAs have appointed without adhering to proper recruitment procedure. They are not competent in handling the relevant subject because of their insufficient subject knowledge and lack of experience. This has been stated by Zonal Directors as well as many principals.
- ISAs are not competent to use technology
- ISAs do not have a 'Service Minute', no incentives, no promotional benefits
- Teachers are not satisfied with the ISAs activities because some teachers are more experienced and knowledgeable than the ISA.
- Some resource persons are not competent in their subject
- ISAs rarely visit to National Schools and to 1AB schools
- There is no monitoring mechanism, no feedback programme and no post evaluation

Suggestions given by Principals:

Suggestions given by Principals of Schools and Zonal Directors are summarized below.

- Adopt a proper ISA-recruitment procedure, recruit qualified persons as ISAs, and select them from 'working /efficient teachers'. An ISA should be fit enough to work as a 'mentor'. He/she should have a specialized knowledge in the relevant subject, pedagogical training and should be able to maintain a healthy relationship with teachers.
- If the services of present ISAs are to be taken in future, they should go under a thorough re-training programme
- Formulate a 'Service Minute' and get approved from the relevant authorities.
- Need a regular monitoring mechanism and a supervision programme for ISAs.
- Assess ISAs activities and results of the assessments should be used to promote ISAs and for further development
- Make a pool of resource persons for each province

4.6 Teachers' Views on the In-service Activities - Subject-wise Analysis

Subject-wise analysis of the teachers' views on the in-service programmes conducted by Zonal Departments is presented in this section. Responses given by teachers following different subject programmes are analyzed here. The number of respondents who have selected the choice 'Firmly agree' and the number of respondents selected the choice 'Agree' are totaled and taken as 'agreed responses'.

Science and Mathematics

As the Table 4.16 shows, more than 70% of Science teachers are agreed to all statements except for the 3 and 18. A majority of teachers accept that the trainers have good awareness and the training methods used are appropriate. Also, the data indicates that the ISA-teacher relationship is good. However, only a few says that the trainers use technology. Also, many of the teachers do not agree with statement 'ISAs present demonstration lessons'.

Table 4.16: Training conducted by Zonal Departments- Responses of Science & Mathematics Teachers

| Item No | Subject | Science | Mathematics |
|---------|------------------------------------------------------------------------------------------|----------------------------------|-------------|
| | No. of Teachers Responded | 31 | 31 |
| | Item | Percentage of 'Agreed' Responses | |
| 1 | Trainers have a good awareness of the subject | 87.1 | 87.1 |
| 2 | Trainers properly instruct teachers about curriculum revisions | 80.6 | 71.0 |
| 3 | Use new technology for sessions | 41.9 | 29.0 |
| 7 | Trainees are given opportunities to exchange their experiences through group discussions | 87.1 | 67.7 |
| 9 | Opportunities are available for practical experiences | 74.2 | 48.4 |
| 11 | Introduce methods based on student-centered learning | 77.4 | 61.3 |
| 16 | ISAs regularly visit to schools and guide to develop teaching-learning | 71.0 | 51.6 |
| 18 | ISAs present demonstration lessons | 41.9 | 32.3 |
| 19 | ISAs have teacher-friendly attitudes | 93.5 | 77.4 |
| 20 | ISAs appreciate / commend capabilities of teachers | 74.2 | 61.3 |

Only 29% of Mathematics teachers say that the trainers use technology. Also, less than one third of the Mathematics teachers say that their trainers present demonstration lessons.

Responses given for open-ended questions revealed the following.

- Sessions are useful to clarify the complicated issues, help to understand new concepts and methods
- Subject development workshops are very successful, e.g. the session on Geometry (Wennappuwa, Chilaw)
- ISAs visit schools regularly and guide teachers, attend problems, trainers promptly act to teachers requests.

Negative aspects noted by Science and Mathematics teachers

- Quality of the Science - English medium sessions is not up to the standard
- Unsuccessful because all the sessions are conducted at the third term of the year,
- Sessions are inadequate, need more sessions (Many responses)
- New technology is not used in their in-service sessions. Software products are not used for teaching Mathematics
- Practical sessions are not methodical.
- No commendations even for teachers who attempt to get good OL results

- ISAs visit only in the day of the zonal supervision (Many responses). Though ISAs visit schools, there is no time to discuss subject matter. Only the Subject Director (Mathematic) visits (Type 2 school, Piliyandala)
- Lack of ISAs for Science in some zones; Separate ISAs should be appointed for Science and Mathematics. No Science ISA in this Division from 2008 (Embilipitiya). There are qualified teachers who have passed the competitive examination conducted to select ISAs, but still the vacancy exists.

Suggestions

- Conduct sessions from the very beginning of the year (many responses)
- Do not conduct sessions during the period of marking examination papers; at least need 6 sessions per year are needed
- Qualified ISAs should be appointed without favoring the supporters of political parties.
- Many have stated that the use of new technology is essential for this subject. Should provide technological devices for measuring.
- Trainers should pay more attention to perform practical sessions and activity based sessions (Many responses)

Primary, History and Aesthetic subjects

Table 4.17: Training conducted by Zonal Departments- Responses of the teachers of Primary, History and Aesthetic subjects

| Item No | Subject | Primary | History | Aesthetic |
|---------|------------------------------------------------------------------------------------------|----------------------------------|---------|-----------|
| | No. of Teachers Responded | 35 | 36 | 45 |
| | Item | Percentage of 'Agreed' Responses | | |
| 1 | Trainers have a good awareness of the subject | 85.7 | 75.0 | 88.9 |
| 2 | Trainers properly instruct teachers about curriculum revisions | 65.7 | 72.2 | 72.1 |
| 3 | Use new technology for sessions | 40.0 | 63.9 | 46.7 |
| 7 | Trainees are given opportunities to exchange their experiences through group discussions | 94.3 | 86.1 | 84.4 |
| 9 | Opportunities are available for practical experiences | 57.1 | 72.2 | 84.4 |
| 11 | Introduce methods based on student-centered learning | 77.1 | 77.8 | 68.9 |
| 16 | ISAs regularly visit to schools and guide to develop teaching-learning | 62.9 | 69.4 | 71.1 |
| 18 | ISAs present demonstration lessons | 60.0 | 52.8 | 66.7 |
| 19 | ISAs have teacher-friendly attitudes | 91.4 | 83.3 | 82.2 |
| 20 | ISAs appreciate / commend capabilities of teachers | 74.3 | 80.6 | 71.1 |

Primary - Views stated by 35 teachers

As the Table 4.17 shows a majority of Primary teachers have positively responded to the statements related to trainers' awareness, teaching methods, trainers' attitudes etc. However, only 40% of Primary teachers accept that the trainers use technology for instruction.

Responses given for open-ended questions revealed the following.

Positive:

- Sessions conducted by the NIE are more effective than the zonal sessions
- ISAs visit regularly, give instructions properly
- ISAs are cooperative, give instructions in time and they are teacher-friendly

Negative:

- Trainers are not capable of imparting new knowledge. In-service training is ineffective if teachers do not get a complete understanding about the newly introduced content and methods.
- In-service sessions are not interesting, not innovative, waste of time
- Conduct sessions from the very beginning of the year
- No feedback; it is essential to implement a feedback programme
- ISAs come to schools but their contribution for teaching and learning is minimal
- ISAs have not visited since 2008 (MO/Hambegamuwa K,V.), the only session conducted was on Language Development.
- Not satisfied with the services rendered by resource persons. It is important to get the services of persons who know the subject well.
- No sessions for 'Oral English'

Suggestions:

- Instructions should be given to prepare the annual plan
- Use new technology for sessions conducted for Primary subjects. (many responses),
- Implement a 'feedback programme'
- ISAs should pay their attention on children who need special attention

History

As the Table 4.15 shows a majority of History teachers have positively responded to the statements related to trainers' awareness, teaching methods, trainers' attitudes etc. Even for the statement on 'technology use' a majority of teachers have positively responded. In comparison with the other

subjects, this is a rather different situation because in many subjects very few teachers accept that the trainers use technology.

Responses given for the open-ended questions revealed the following.

Positive:

- In-service sessions help solve problems related to the subject, helpful to improve the teaching learning process, beneficial to students and to teachers
- ISAs visit schools frequently and guide teachers, supervise classes, give solutions whenever problems arise,
- Organize and conduct extra seminars and workshops
- Sessions conducted by the NIE are more effective

Negative:

- ISAs visit schools only on the day which the group supervision is held,
- Sessions are conducted at the end of the year or at the third term of the year when school examinations are held
- Poor time management
- Some sessions are not practical, not effective because ISAs conduct sessions without preparation.
- Participation in sessions conducted by Zonal Departments is a waste of time
- No demonstration /model lessons
- New teachers are not interested to participate. No attempt to develop positive attitudes

Suggestions:

- Conduct sessions throughout the year. (many responses);
- Need more training sessions,
- Need separate sessions for English medium
- Obtain services of subject specialists, e.g. university professors

Aesthetic Subjects - (Art, Dancing and Music) Views stated by 45 teachers

As Table 4.17 shows a majority of Aesthetic teachers have positively responded to the statements related to trainers' awareness, teaching methods, and trainers' attitudes. However, only 46.7% of Aesthetic teachers accept that the trainers use technology for instruction. Availability of opportunities for practical work in Aesthetic subjects is accepted by a large majority of teachers.

Responses given for open-ended questions revealed the following.

Positive:

- ISAs visit regularly, give instructions (many responses)
- ISAs are cooperative, give maximum support for curricular as well as co-curricular activities; give instructions in time; ISAs have teacher-friendly attitudes
- Programmes conducted by the Zonal Department since 2010 were very successful (NWP/Chilaw-Eastern Music); Sessions conducted by the NIE are more effective than the zonal sessions
- Conduct extra activities useful for students e.g. seminars for students

Negative:

- Should use new technology (many responses), should use CDs, DVDs, VCDs and other technological devices.
- No ISA for Art since 2009 (MO/Passara) No ISA for Dancing (Ratnapura/Embilipitiya), but the ISA for Music fill the gap; No ISA for Drama and Theater (Kandy-Denuwara)
- Sessions should be conducted from the beginning of the year; Should commence and close sessions in time
- Need more sessions, need practical sessions
- ISAs visit occasionally, only on days when Group Supervision is conducted (Ratnapura/Embilipitiya)
- No instruction on the use of Teacher Guides

Sinhala, Tamil and English

Table 4.18: Training conducted by Zonal Departments- Responses of the teachers of Sinhala, Tamil and English

| Item No | Subject | Sinhala | Tamil | English |
|---------|------------------------------------------------------------------------------------------|----------------------------------|-------|---------|
| | No. of Teachers Responded | 28 | 21 | 38 |
| | Item | Percentage of 'Agreed' Responses | | |
| 1 | Trainers have a good awareness of the subject | 67.9 | 81.0 | 86.8 |
| 2 | Trainers properly instruct teachers about curriculum revisions | 64.3 | 71.4 | 73.7 |
| 3 | Use new technology for sessions | 35.7 | 52.4 | 55.3 |
| 7 | Trainees are given opportunities to exchange their experiences through group discussions | 71.4 | 95.2 | 84.2 |
| 9 | Opportunities are available for practical experiences | 50.0 | 76.2 | 68.4 |
| 11 | Introduce methods based on student-centered learning | 67.9 | 100.0 | 76.3 |

| | | | | |
|----|------------------------------------------------------------------------|------|------|------|
| 16 | ISAs regularly visit to schools and guide to develop teaching-learning | 57.1 | 61.9 | 68.4 |
| 18 | ISAs present demonstration lessons | 32.1 | 52.4 | 39.5 |
| 19 | ISAs have teacher-friendly attitudes | 75.0 | 76.2 | 78.9 |
| 20 | ISAs appreciate / commend capabilities of teachers | 67.9 | 66.7 | 73.7 |

Sinhala

Views of 28 teachers teaching the subject Sinhala are summarized below.

A vast majority of teachers have responded positively to the questions related to the trainers' awareness and the instructional methods used. However, as seen in other subjects, use of technology is not accepted by many. Also, less than one third of the respondents accept that ISAs present demonstration lessons.

Responses given for open-ended questions revealed the following.

- Time and the dates allocated for sessions inadequate. Only one session has been conducted for this year (Piliyandala)
- Principals and teachers face difficulties when parallel sessions (for other subjects) are conducted at the same time.
- No plan for activities; sessions are not successful, further developed,
- Trainers understanding about the subject is inadequate;

Teachers have suggested

- to hold sessions from the beginning of the year,
- to conduct sessions using different teaching methods

Tamil

Views of 21 teachers teaching the subject Tamil are summarized below.

Positive responses given by teachers are as follows.

- Almost all teachers say that trainers introduce methods based on student-centered learning. A majority has accepted the training is relevant to the subject matter; trainers use discussion method and give opportunities to participants to exchange views. However, as in other subjects, only about half of the respondents accept that the trainers use technology for instruction.

Negative responses given by teachers are as follows:

- Difficulties faced by teachers when they are called for sessions in the last school term
- Difficulties in participating when sessions are conducted in working days
- Instructions given without conducting demonstration lessons

Suggestions:

- Need training sessions on use of technology

English

Views of 38 English teachers are summarized below.

As to Table 4.18, highly positive responses have been received to all statements related to teaching methodologies, trainers' awareness, teacher-ISA relationship etc. However, a majority of trainers do not accept that ISAs present demonstration lessons.

Responses given for open-ended questions revealed the following.

- Sessions are very useful to new teachers
- Participants are satisfied specially with the workshops conducted for English
- Sessions conducted by RESCs are productive
- ISAs visit schools frequently and guide teachers
- Discussions at the end of a session is very useful
- Ten-day workshop programme (English) is very useful; it was done using many games and activities
- The session organized by the Presidential Task Force on Speech was very successful

Negative responses given for open-ended questions are as follows:

- Sessions are conducted at the latter half of the year
- Favours for some teachers when calling for sessions;
- School visits - once in a blue moon (A trainee from Passara), ISAs visit only in the day of the zonal supervision; they come and inspect documents occasionally; some of them come regularly but their services are not so useful;
- One day for a session is not sufficient;
- Teachers do not like to participate in in-service sessions because they are monotonous; participation in a session is waste of time,

Suggestions:

- When calling for sessions priority should be given to untrained teachers
- All, new and old teachers, should participate in in-service sessions
- ISAs should pay more school visits
- Need more sessions, need at least 3 days per term
- Need more sessions for primary English (stated by many teachers)
- ISAs should conduct demonstration lessons and model lessons

- Use of new technology is important; The use of overhead projectors and multimedia projectors is an effective method; Trainers should encourage teachers to use technology at the classroom level

4.7 Training of Trainers Programme Conducted by the National Institute of Education

National Institute of Education plays the key role of the training of in-service trainers. Departments responsible for curriculum development of different subjects carry out subject-wise in-service training programmes for trainers in Provincial and Zonal Departments of Education i.e. ISAs and Subject Directors who train teachers in primary and secondary (6-11) level classes. In addition, The NIE directly conducts short-term training programmes for G.C.E. Advanced Level teachers.

Directors, Senior Project Officers (SPOs), Project Officers (POs), and Assistant Project Officers (APOs) of the NIE are in charge of both types of in-service training. For in-service training activities, there are 75 officers attached to 10 departments. Table 4.17 shows the professional qualifications of those 75 officers.

Table 4.19 Professional Qualifications of NIE Trainers

| Department | Ph.D | Professional Masters Qualification | Academic Masters Qualification | Masters Qualifications Total | Professional PGDE Qualification | First Degree | Total |
|-------------|------|------------------------------------|--------------------------------|------------------------------|---------------------------------|--------------|-------|
| Sinhala | - | 2 | 4 | 6 | 2 | | 8 |
| Tamil | - | 2 | 1 | 3 | | | 3 |
| English | - | 2 | 2 | 4 | | | 4 |
| Primary | - | 8 | | 8 | 4 | | 12 |
| Social Sc. | - | 2 | 2 | 4 | 3 | | 7 |
| Science | - | 5 | 6 | 11 | | | 11 |
| Mathematics | - | 2 | 3 | 5 | 2 | | 7 |
| Commerce | - | 1 | 1 | 2 | 3 | 1 | 6 |
| Religions | - | 2 | 1 | 3 | 2 | | 5 |
| Aesthetic | - | 5 | 4 | 9 | 2 | 1 | 12 |
| Total | 0 | 31 | 24 | 55 | 18 | 2 | 75 |
| % | 0 | 41.3 | 32.0 | (73.3) | 24.0 | 2.7 | 100 |

As shown in the above Table, except few others have obtained post graduate degrees. Even these few first degree holders are also in the process of obtaining post graduate degrees. It is also noteworthy to state that about 73% of trainers have obtained Masters Degrees. Also, out of 55 Masters Degree holders, 31 claim for professional Masters Degrees. However, as the directors of the departments informed, the 24 academic Masters Degree holders have followed several short-term or long-term non-degree pedagogical courses in and out of the country. Considering the above facts and figures it can be concluded that the NIE in-service teaching staff is adequately qualified to conduct the in-service training of trainers programme.

A sample of 26 trainers from 10 departments was interviewed to collect data on in-service teacher education. All trainers have more than 5 years experience as a teacher or as an educator in an educational institution.

Teaching Experience of the NIE Trainers Sample

| Experience in Years | No. of Trainers |
|---------------------|-----------------|
| 5-10 | 9 |
| 11-15 | 6 |
| 16-25 | 7 |
| 26-30 | 1 |
| More than 30 | 3 |
| Total | 26 |

Training sessions are conducted in the NIE premises as well as in outstations where the facilities are available i.e. Schools, Teacher Centers.

Content of Training Programmes

Content of Training programmes consists of the following

1. Introduce the curriculum and syllabus of each subject
2. Update the knowledge of trainees when reforms and revisions are introduced
 Example: Revisions made in the secondary curriculum (6-11) has been introduced in two steps:
 - I. Grades 6 and 10 in 2009
 - II. Grades 7, 8 and 11 in 2010
3. Introduce innovative teaching methods
 Example: Training on 'competency based teaching'
4. Enhancing the knowledge of subject content on selected topics

5. Instructions on preparation and application of teaching-learning aids
6. Dissemination of information on experiences gathered and lessons learnt.
7. Attend problems faced by ISAs and Subject Directors in Provinces and Zones

Participants of Training of Trainers Programmes

Training of training programmes are focused mainly on the following types of personnel.

- i. **Subject Directors** as officers of the Sri Lanka Education Service, are attached to Provincial/Zonal Departments of Education. In each zone there are about 10-20 Subject Directors in charge of subjects taught at the primary and secondary levels. Subject Directors are
- ii. **ISAs:** ISAs are the key persons responsible for the island-wide short-term in-service teacher training. There are about 3350 ISAs serving in 96 Educational Zones in the country. The sample survey carried out by the present study reveals the following information regarding the ISAs qualifications (Table 4.20 and Figure 4.4).

Table 4.20: Professional Qualifications of ISA Sample (101)

| Category | Qualification | No. of ISAs In the sample | No. of ISAs as a percentage of the total number |
|----------|-----------------------------------------------------------|---------------------------------|----------------------------------------------------|
| 1 | Teacher Training Certificate / holders of NCOE Diploma | 34 | 33.7 |
| 2 | First Degree only | 9 | 8.9 |
| 3 | Degree with PGDE | 47 | 46.5 |
| 4 | M.Ed, M.Phil | 11 | 10.9 |
| | Total | 101 | 100 |

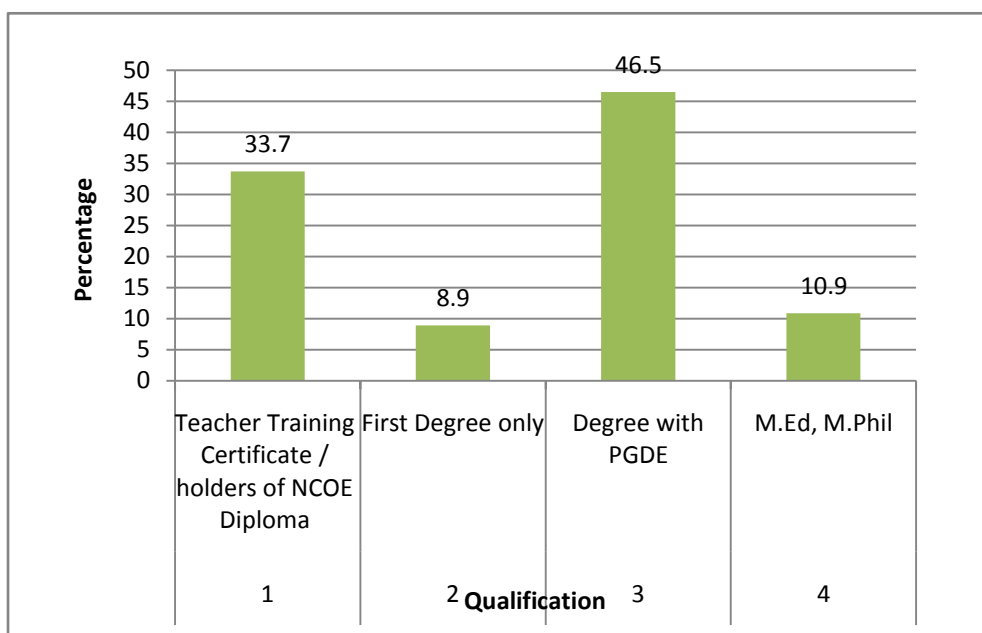


Figure 4.4: Professional Qualifications of ISA Sample (101)

It seems that all the 101 ISAs are qualified with training in education or qualified with a university first degree. Also, about 57% of them are graduates with Post Graduate Diplomas in Education and of them some have obtained post graduate degrees. However, the sample includes 9% of ISAs who have degrees but without professional qualifications. This is an evidence for the remarks made by teachers and principals and other stakeholders about the haphazard appointments given to unqualified teachers as ISAs.

iii. Teachers in government schools

Apart from the programmes conducted through Zonal Departments of Education, each department of the NIE directly contact teachers, especially the teachers in senior secondary (Advanced Level) classes and conduct seminars and workshops. As the numbers are not so large the NIE trainers themselves handle in-service activities of GCE Advanced Level teachers.

Organizational Arrangements

With the help of the Zonal Departments of Education the NIE organize short-term in-service training sessions for zonal trainers. Each department (NIE) informs ISAs through the Zonal Office about the dates and times of the sessions. Almost all the NIE trainers and 70% of 101 ISAs state that these session-schedules are informed to participants in advance. Also, 76.6% of ISAs accept that these sessions have been conducted in time without cancelling or postponing. However, 6/26 NIE trainers state that ISAs participation is not regular and they do not come in time to participate in sessions.

The NIE provides residential facilities and a payment (Rs. 600 for a 2-day workshop, Rs. 900 for a 3-day workshop) for trainees. A majority of ISAs (63.6%) accept that these residential facility provided by the NIE is satisfactory. However, a large majority of ISAs are not satisfied with the payment (Rs. 300 per day). About 90% of ISAs have stated that this payment is insufficient. Also About 57% of ISAs are not satisfied with the food supplied at sessions. Sometimes the NIE provides travelling expenses; however only 36% of ISAs accept that they get travelling expenses for participation.

The above facts and figures indicate that the ISAs as participants of in-service programmes are not happy with the organizational procedures of the NIE. More than 90% of ISAs have agreed to the statement 'Organizational arrangements in training sessions should be revised in a more effective manner'.

Instructional Procedure

In addition to the services of NIE trainers, the services of external resource persons are rendered for the training of trainers' programmes. Nearly 85% of NIE trainers states that they invite competent resource persons in universities and other educational institutions. The quality of services rendered for in-service training has been assessed by the trainees. Of 97 ISAs, 80% of them have accepted that the NIE trainers and resource persons are knowledgeable, efficient and competent to train.

All NIE trainers have mentioned that they use handouts, new technological devices to facilitate training. However, ISAs of the sample do not completely agree with these statements. Only 60% of ISAs say that the NIE trainers provide handouts. Of 98 ISAs 73.5% of them agree that the trainers use new technology for in-service sessions and 78% ISAs mention that training sessions are conducted with practical activities.

Almost all the NIE trainers (26) mention that they use different training methods. ISAs do not agree with the statement 'Lecturing method is the only device used in NIE training sessions'. Of the responses obtained from 94 ISAs 71.2% 'completely agree' or 'agree' with the statement 'NIE training sessions are good enough for professional development of ISAs'.

Impact of Trainers Training

Both groups, the trainers and the trainees, have positively responded to the questions given on different characteristics of the NIE programme. However, the NIE trainers are not fully satisfied with their achievements. Responses given to the questions related to the impact of training indicate that the expected results have not been gained.

About 50% of NIE trainers admit that when zonal training activities are conducted their trainees (ISAs) have not displayed the necessary skills properly. Also, 80% of NIE trainers admit that the training given to ISAs has not very much affected improving knowledge and skills of school teachers.

The reasons given by NIE trainers for not achieving the expected results:

1. 'Trickle down' problem: ISAs do not disseminate and practice properly the knowledge and skills they gain from NIE sessions. As well, the teachers are reluctant to practice properly the knowledge and skills they gain from zonal sessions. One example, as shown by NIE trainers, is the introduction of 5E system as a teaching-learning method. Apart from the specific problems related to some subjects, implementation of this new method was not so successful due to weak efforts done by ISAs.
2. Reluctance to change: Both Teachers and students are reluctant to change. Teachers use traditional methods because it is easy to practice, and suitable for examination oriented coaching. Even the school principals do not encourage teachers to practice new methods as their expectation is to get best results from national examinations.
3. Difficulties in disseminating the message to all: NIE trainers cannot satisfy with the participation rates of ISAs. On the other hand, teacher participation rates are also less and all the teachers in a particular subject are not released by school principals. Some teachers are reluctant to participate because they think spending time for a session is wastage. Also, there is no compulsory rule for teacher participation.
4. Difficulties in conducting adequate number of sessions:
5. Inadequate facilities to use technology
6. No feedback
7. There is no monitoring and supervision mechanism for ISAs
8. Longtime impact not assessed
9. There is no coordination among the key institutions; MOE, NIE, Exams Dept. Provincial Depts.

In-service Activities of the Different Departments of the NIE

Department of Sinhala & Science

- Through observations and research studies carried out by the department (*The Department has carried out a research study on the impact of in-service training in 2010*) it was disclosed that the effectiveness of the training programmes is very limited. Training does not affect the classroom teaching. For example, NIE trainers have introduced the concepts of 'competency-

based learning' and '5-E module'. Subject Directors and ISAs understand these concepts and introduce them to teachers. However, these new concepts are not practiced properly by teachers at classroom level.

- Not only the trickle down problem, some other factors like examination oriented teaching and learning, negative attitudes of teachers and parents towards newly introduced teaching learning methods have affected to weaken the implementation of the new concepts.
- Inadequate 'quality inputs' to make T-L aids
- The NIE trainers do not supervise activities done by ISAs
- Facilities are inadequate to use new technology. Even the NIE trainers have limited facilities. Sometimes they take their own laptops because there are difficulties in using the official equipments.
- In some instances the teachers who were trained under the in-service programmes are transferred to some other schools by the Provincial/Zonal department. In some cases teachers who were trained under a particular subject will be assigned a new subject.

Suggestions by the Science Dept.:

- Make a 'Pool of Resource Persons' for each province. Advertise and select 25 persons (Teachers, ISAs, Subject Directors) for each Resource Pool.
- Develop a national level Resource Pool
- Introduce a supervision programme to supervise and assess activities done by ISAs
- Provide facilities: Multi-media units, camera projectors
- Allocate funds throughout the year for smooth functioning of NIE training activities

Department of English

- Under the in-service training the Department of English (NIE) has successfully carried out awareness programmes for the syllabus revisions done in 2007-2010. The Department has conducted training sessions for Subject Directors and ISAs in 29 Regional English Support Centers (RESCs). These trainers have been specially trained by the British Council.
- Mixture of different teaching methods, such as lectures, group work, pair work, games are used for instruction in in-service sessions. They normally use multimedia, videos, CDs and other suitable audio visuals.

- **The Department of English** is highly satisfied with their ISAs activities. As they say their ISAs have innovative ideas. One of the ISAs has produced a set of language items for use of teaching English.
- The Department observes the following **weaknesses** in the in-service teacher training programme.
 - There is no monitoring mechanism for ISAs
 - Longtime impact not assessed
 - There is no coordination among the key institutions; MOE, NIE, Exams Dept. Provincial Depts.

Suggestions by the Dept. of English

- i. NIE –English Dept. needs more academic officers
- ii. Conducting more and more in-house training programmes
- iii. Develop a strong monitoring culture

Department of Social Sciences

- i. Introduced the competency-based TL system instead of the theme based system
- ii. Conducted seminars provincial wise and medium wise
- iii. Introduced the new syllabus 6-10 in 2007/8
- iv. Re-awareness programme for ISAs – for the subject: Geography
- v. Surveyed – how effective is the implementation

Problems related to different subjects

Geography

Awareness programme not effective, - does not go to the teachers; Why:

- i. Some Geography ISAs do not know the subject
- ii. No Geography ISAs in some zones e.g. Jayawardanapura Zone

History

- i. Lack of history teachers, Econ teachers teach history, they are not confident to teach the subject
- ii. Lack of history ISAs, they cannot explain the relationship of the Teachers Guide and the Text Book

- iii. Utilize resource persons, they know the subject knowledge but they do not know the classroom requirements
- iv. Teachers are interested to learn from NIE trainers but not from ISAs

Department of Mathematics

- i. Annual training program 6-11
- ii. Special training programme when English medium teachers recruited
- iii. ISA training 2/3 days per year
- iv. 400 Maths ISAs,
- v. There are ISAs respected by teachers, some ISAs are better than Subject Directors
- vi. NIE 5-E model – no instructions to do it in the same way, but ISAs say that should be done as it is
- vii. There are few ISAs in each province who are working efficiently with teachers. There should be someone to be with the teacher. ISA is the only person who supervise academic activities of teachers.
- viii. Introduced a Software for Geomtry “ GEOGEBRA” , another: for AL Maths, games one for each lesson
- ix. NIE does not monitor ISAs activities, no feedback, even the provincial ministries do no not monitor
- x. Filtering is there but it is personal to ISAs, subjective,
- xi. Reasons for not filtering:
 - a. Traditional attitudes
 - b. Implementation hindrances to ISAs
 - c. ISAs have to take more time to explain the subject matter, because teachers’ Maths knowledge is poor. There are about 400 non-maths teachers teaching maths in the western province
 - d. Teachers’ attitudes towards ISAs are not good
- xii. No integration among MOE, NIE, Prov. Divisions, Zone, Exams
- xiii. Weaknesses of NIE Activities: 5E model cannot implement for all subjects, ISA training inadequate, no funds for further training

Department of Religions

- i. Separate ISAs for Buddhism, Christianity, Catholicism, Hindu, & Islam.
- ii. Lack of ISAs, no ISA for Islam in Embilipitiya. In some zones Hindu activities are supervised by Islam ISAs

- iii. In general, attendance of ISAs is weak, however the approximate attendance rates:

| | |
|-----------------------------|------------|
| Buddhism | 50% -Weak |
| Hindu | 60% |
| Islam | 60% |
| Christianity, Catholicism – | 85% - good |
- iv. Less use of technical devices

Department of Commerce

- i. Not enough ISAs for Commerce
- ii. ISAs engaged in administrative work
- iii. We use multi teaching methods
- iv. 5E model is not suitable for all lessons
- v. No check or supervision to see whether ISAs' workshops are going well
- vi. Teachers expect university lecturers as resource persons because they set Q. papers. Sometimes university lecturers publicly states unethical statements ' I set the paper, use my book published by ...etc.
- vii. Without the knowledge of the NIE Institutions like CIMA conduct sessions to teachers and students (in cities). This is an unauthorized / inappropriate practice because CIMA lecturers do not know curriculum revisions and innovations done by the NIE. Sometimes they teach irrelevant things. They say without OL or AL students can proceed to Accountancy exams. This is a bad practice as NIE trainers observed.

Department of Tamil

Activities of the Dept.

- i. Introduces changes in the curriculum
- ii. Surveys, research, field visits to get information in Tamil Language use
- iii. Activity-based training to ISAs, SDs, training at NIE-2days
- iv. Prepare training materials on the information obtained from the surveys
- v. .Instructions on preparation of materials
- vi. Technology use is limited to OHP
- vii. AL training satisfactory

Problems

Discrepancies among the Textbook, Syllabus and the TIM (Teacher Instructional Manual)

- i. Training given to ISAs does not filtrate Why?
ISAs have limited time to spend in schools, no opportunity to demonstrate
No supervision, NIE does know what they are doing with teachers, no one monitors
ISAs activities. **Zonal officers check whether the ISAs go to schools or not, but do not assess what they do**
- ii. **ISAs do not take in-service training given by the NIE serious**, they are not interested to take the training manual, they do not take, do not distribute the training materials given by the NIE
- iii. Whatever the new T methods introduced teachers teach traditionally. They do not like to change
- iv. **The in-service training given in 3 days in NIE is covered by ISAs in 2 days, it is not possible**
- v. Some ISAs are inefficient; cannot address teacher seminars, do not know the syllabus, do not know the textbooks, do not know the Teachers Guide
- vi. ISA-Teacher relationship weak; (in Oman there is a strong relationship. Teachers eagerly wait till the ISA comes. Ts inquire several things over the phone, but here no such relationship)
- vii. Too many schools to visit- ISAs
- viii. No opportunity to NIE to assess the impact of training

Suggestions to Improve ISA Training - Tamil

- i. 2 day training –(2days per year) is inadequate – at least 3 days or two times of two day training per year
- ii. Training should be residential – then can work from 8 to 6
- iii. Need facilities to use New Tech. devices like; multimedia, PowerPoint presentations etc.
- iv. Better to work NIE and ISAs together
- v. NIE also should join 6-11 training, but not easy

Primary Department

Activities

- i. Awareness programs on primary curriculum reforms
- ii. Update on the information obtained from schools, ISAs, and from action research

- iii. Train resource persons when there are no ISAs (on request)
- iv. Get the help of ISAs to develop the curriculum
- v. Train teachers (directly) on request of Zonal Departments, e.g. Jaffna

Methodology

- i. Obtain statistics and information from ISAs and plan a schedule of activities- In-service training sessions for 40-50 ISAs at a time
- ii. PowerPoint presentations, two-group activities, group discussions

Comments on ISAs services

- i. It is not reasonable to highlight all negative aspects of ISAs activities. ISA is a good resource person as well as a representative of schools in remote areas. Services of the ISAs are essential because he/she is the only person who has direct contacts with 75,000 primary teachers in the country. Services of ISAs can be appreciated in some instances.
- ii. Services of ISAs appointed for the subject, Activities of ISAs in Primary Education are satisfactory, dedicated to work and work as a team
- iii. Instructions given by the NIE Primary Department are communicated through ISAs to teachers; however, it is not 100% satisfactory because some ISAs do not attend regularly. Anyhow the message is communicated to the system satisfactorily through the other ISAs.

Weaknesses

- i. Services rendered by some of the ISAs are ineffective; contribution to teachers' professional development is insufficient because they go to schools only one day per week
- ii. The Primary Department conducts a 3 day training of trainers programme to ISAs and Subject Directors, but the ISAs training programme for teachers is limited 2 days. This is one of the weaknesses in the in-service training.

Suggestions

- i. Strengthen the NIE team with more officers
- ii. Provide more facilities to conduct work sessions
- iii. Reorganize the ISAs work schedules giving priority to subject-based academic activities and school visits
- iv. Coordinate the NIE Primary Department and the Primary sections of the MOE
- v. Capacity development programme for ISAs

Department of Aesthetic Education

The Department is responsible for developing in-service education for the subjects of Art, Eastern Music, Drama and Theater, Bharatha natya and Deshiya Narthana (Local Drama)

Role of the Department

- i. Training of ISAs, Subject Directors, Assistant Directors and Deputy Directors
- ii. Training of GCE Advanced level teachers in charge of Aesthetic Education
- iii. Special training programmes for teachers in schools which has low achievement

Comments

- i. In-service training is essential for graduate teachers who have not undergone any pedagogical training
- ii. Participation of Tamil medium ISAs is better than the Sinhala medium ISAs
- iii. No impact of the NIE training because the message given by the NIE Department does not infiltrate
- iv. No assessment of ISAs activities, No supervision
- v. Some ISAs are not qualified, do not know the subject
- vi. ISAs are not accountable
- vii. No coordination among the activities done by the NIE and the Aesthetic unit of the MOE.

4.8 Cost effectiveness of In-service training programmes

Detail provisions and expenditure for in-service teacher training programmes conducted in 7 educational zones in the years of 2009 and 2010 are given in Annex 4. Table 4.21 gives a summary of the provisions and expenditure for in-service teacher training programmes conducted in the same seven zones.

As per Table 4.21, 73.09 millions of rupees have provided to 7 zones by the MOE and the ADB in 2009. In 2010 there is a 10.8% increase of provisions amounting of a total of 81.01 millions of rupees. Average provision for a zone in 2009 was 10.44 million and for the year 2010 it was 11.57 million. Average provision for a Sinhala speaking zone was 4.24 millions in 2009 and 7.06 millions in 2010. Average provision for a Tamil speaking zone was 18.71 millions in 2009 and 17.59 millions in 2010.

However, as per the information provided by the zonal directors, expenditure for the training programmes in 2009 was 91% of the financial target and for the year 2010, it was 69.8%.

Benefit gained from the cost of short-term in-service teacher training programmes is rather difficult to assess. Non-availability of accurate information on in-service sessions conducted by the zonal departments and the NIE, teacher-participation rates in in-service programmes conducted for all subjects in all educational zones is one of the reasons hindering a quantitative assessment. The other reason is the difficulty of obtaining the quantitative data on effects of training. However, effectiveness of in-service programmes is qualitatively assessed on the evidences of stakeholders and already reported in previous sections.

Table 4.22 shows the expenditure for in-service training and the number of teachers trained for 10 major subjects in each year 2009 and 2010. Accordingly 'cost per trainee' is calculated. This is not an accurate figure because the calculation here is done on the number of trainees who underwent training on 10 major subjects. The total number of in-service trainees in a zone may be a little higher than this figure and the cost per trainee will slightly come down.

Table: 4.21 Provisions for In-Service Training in 7 Zones -2009 & 2010 – Approximate Figures*

| Zone | Year | Financial Target Millions Rs. | Expenditure Millions Rs. | Balance Millions Rs. |
|---------------|------|----------------------------------|-----------------------------|-------------------------|
| Chilaw | 2009 | 7.01 | 5.19 | 1.82 |
| | 2010 | 9.32 | 7.73 | 1.59 |
| Passara | 2009 | 0.81 | 0.54 | 0.27 |
| | 2010 | 0.59 | 0.22 | 0.37 |
| Denuwara | 2009 | 0.18 | 0.18 | 0.002 |
| | 2010 | 1.83 | 1.66 | 0.17 |
| Jaffna | 2009 | 5.05 | 4.60 | 0.45 |
| | 2010 | 19.85 | 19.25 | 0.60 |
| Vadamarachchi | 2009 | 34.90 | 32.80 | 2.10 |
| | 2010 | 31.82 | 12.72 | 19.10 |
| Kalmunai | 2009 | 16.18 | 16.00 | 0.18 |
| | 2010 | 1.09 | 0.86 | 0.23 |
| Piliyandala | 2009 | 8.96 | 7.28 | 1.67 |
| | 2010 | 16.51 | 14.13 | 2.38 |
| Total- 2009 | 2009 | 73.09 | 66.59 | |
| Average -2009 | | 10.44 | 9.51 | |
| Total- 2010 | | 81.01 | 56.57 | |

| | | | | |
|----------------|--|-------|------|--|
| Average – 2010 | | 11.57 | 8.08 | |
|----------------|--|-------|------|--|

*Figures provided by the Directors of Zonal Education Depts.

Table: 4.22: Per Trainee Cost of In-service Training for 10 major subjects in 2009 & 2010*

| Zone | Year | Expenditure Millions Rs. | No. of Trainees | Cost per Trainee In Rupees |
|---------------|------|-----------------------------|--------------------|----------------------------------|
| Chilaw | 2009 | 5.19 | 1905 | 2724 |
| | 2010 | 7.73 | 2176 | 3552 |
| Passara | 2009 | 0.54 | 681 | 793 |
| | 2010 | 0.22 | 695 | 317 |
| Denuwara | 2009 | 0.18 | 588 | 306 |
| | 2010 | 1.66 | 1342 | 1237 |
| Jaffna | 2009 | 4.60 | 2588 | 1777 |
| | 2010 | 19.25 | 1744 | 11038 |
| Vadamarachchi | 2009 | 32.80 | 2604 | 12596 |
| | 2010 | 12.72 | 2701 | 4709 |
| Kalmunai | 2009 | 16.00 | 1406 | 11380 |
| | 2010 | 0.86 | 1440 | 597 |
| Total | 2009 | 59.31 | 9772 | 6069 |
| Total | 2010 | 42.44 | 10098 | 4202 |
| Mean values | 2009 | 9.89 | 1629 | |
| Mean values | 2010 | 7.07 | 1693 | |

*Figures provided by the Directors of Zonal Education Depts.

The Table 4.22 shows that the average cost per trainee in 2009 (Rs.6069) has gone down by 31%. Vast differences are seen in the costs per trainee by zone.

The researcher's endeavor to obtain total provisions and total expenditure of all short-term in-service training programmes conducted in all the provinces was not realized due to the difficulty in access to all provincial education departments. However, based on the available data in the sample of zones (7 zones) an estimation of total provisions and expenditures was done.

Table 4.23: An Estimation of Total Provisions and Expenditures in 96 zones*

| Sample of Educational Zones | Average Provision Rs. in Millions | Estimated Provisions for 96 zones Rs. in Millions | Average Expenditure Rs. in Millions | Estimated Expenditure for 96 zones Rs. in Millions |
|----------------------------------------------------------------------|--------------------------------------|------------------------------------------------------|----------------------------------------|-------------------------------------------------------|
| Chilaw Passara Denuwara Jaffna Vadamarachchi Kalmunai | 11.57 | 1110.7 | 8.08 | 775.68 |

*Based on data in 7 educational zones in 2010

Chapter 5

A Summary of Findings

In general, Ministry of Education, National Institute of Education, Zonal Departments of Education and Teacher Centers are responsible for conducting short-term in-service teacher training programmes in the country. National Institute of Education plays the key role of in-service teacher education, however, initiated by the NIE, a major part of the programmes are organized by the Provincial and Zonal Education Departments.

Delay in Provisions of Funds

There are difficulties in conducting short-term in-service teacher training programmes on a pre-planned schedule. The main reason for this disorganized procedure is the delay in provision of funds. As funds do not receive in time zonal directors are compelled to postpone the scheduled sessions to the last school term.

Sessions organized in the last school term of the year badly affect to the academic activities and administrative setup of the school. Sometimes sessions are organized during the school examination period. Principals and teachers complain about the difficulties they face when in-service sessions are conducted during last school term.

As a result of this delay zonal offices conduct in-service sessions in the last school term at a stretch. Releasing teachers at times when the school examinations are held has become a hindrance to the smooth functioning of schools. Teachers do not like to participate in the period when school examinations are held. When four or five sessions for different subjects are held at the same day School principals face great difficulties in releasing teachers to in-service sessions. This problem is severe when the teaching staff is small. This has been stated as a major obstacle for regular planning and implementation of in-service teacher training programmes.

Therefore it is an imperative need to provide funds at the beginning of the year. Almost all the stakeholders have strongly suggested introducing a system of funding which helps Provincial and Zonal Directors planning sessions in advance and conducting sessions from the very beginning of the

year. Also, some have suggested holding seminars during the school vacations without disturbing the learning environment of the school.

Need-based planning

Teachers have complained that the in-service sessions are planned without identifying the current needs of teachers. The use of technology in classroom teaching is one of the essential areas that attention should be given by the short-term in-service planners.

Facilities for Sessions

Lack of facilities for conducting sessions is another difficulty faced by the trainees as well as the trainers. Some of the places where sessions are held lack facilities to use technological devices and some are not spacious enough to conduct sessions with large numbers of participants. Therefore, it is necessary to make arrangements to develop centers for continuing education. Without building new centers, it is more appropriate to develop Teacher Centers as centers for all type of continuing education.

Timing of Sessions

A majority of the teachers in the sample agree that the sessions conducted by the NIE and the Zonal Departments commence and close in time and the sessions conducted by the NIE are more punctual than the sessions conducted by Zonal Departments. However, the written responses indicate that some of those in-service sessions are not conducted in time.

Selection and Participation in Short-term In-Service Programmes

There is no compulsory rule for teachers to participate in in-service sessions. Compulsory rule, implemented earlier, to cover 300 session-hours by participating in in-service training programmes has not been implemented firmly during the last few years.

Survey of seven educational zones reveals that more than 50 percent of teachers in each zone participate in in-service teacher training programmes conducted for 10 major subjects in the primary and secondary curriculum. Teacher participation rates are higher in Tamil speaking zones than the Sinhala speaking zones. From 2009 to 2010, the teacher-participation rate has increased in all the six zones except in Jaffna.

Survey of participation rates for each subject in seven zones revealed that the highest participation rates are for Primary subjects, Aesthetic, Science, Mathematics and English. The least participation is

for Commerce (3.8%). Less than 10% of the total teacher-participation rates are for Commerce, Sinhala, Tamil and History.

When medium-wise participation is considered it can be seen in general, more Tamil medium teachers have participated in in-service sessions than the Sinhala medium teachers in 2009 and 2010. However, in Sinhala medium areas teacher participation has increased by 33% (from 3174 to 4213), but the teacher participation in Tamil medium areas has decreased by 11% (from 6598 to 5885) in 2010, compared to 2009.

Teacher participation is higher for all the subjects except Sinhala and Tamil. It is interesting to note that in Tamil speaking areas 19% of teachers have followed the sessions conducted for the Sinhala subject, but in Sinhala speaking areas, only 7% of teachers have followed the sessions conducted for the Tamil subject. Also it is noteworthy to state that the Tamil Medium teacher participation is significantly higher for the subjects Science mathematics and Aesthetic.

Of the sample of teachers (305) 94% agree that principals nominate their names and 92% agree that the principals encourage for participation. Almost all principals say that they grant leave to teachers to participate in in-service sessions but according to the responses given by teachers only 67% of teachers agree that principals grant leave to teachers to participate.

Selection of teachers for short-term training is another disorganized feature in the system. At present selection is done by the Zonal Department through Subject Directors and ISAs. As teachers stated some of them do not get a chance to participate in sessions. Few teachers have stated that the selection system is reprehensible because sometimes the same set of teachers are called for training. Also, selection of teachers without considering the strength of the teaching staff has hindered the normal activities in the school.

According to the responses given by teachers and principals teachers are less interested to participate due to few reasons. Participation in short-term in-service sessions is not considered for teachers' promotions. Also, there is no compulsory rule for participation. Teachers in remote areas face difficulties in travelling. Rs. 100/= allowance paid for travelling is inadequate for many teachers. Teachers have complained that in some instances even the Rs. 100 allowance is not paid duly.

Under these circumstances, to increase the teacher-participation rate in in-service sessions, teachers, principals and NIE trainers suggest the need of regularizing the selection procedure by adhering to pre-prepared criteria. Measures suggested by them are as follows.

- i. All teachers should follow a specified number of relevant in-service training sessions within a specified period.
- ii. Participation in in-service teacher training programmes should be considered for teachers' promotions.
- iii. Allowances paid for transport should be increased.

Payments and Facilities for Participants

Provincial and Zonal Departments have made arrangements to facilitate teachers by providing a travelling allowance (Rs. 100/=), refreshments, and paying a per diem of Rs. 250-300 for each participant. A vast majority of teachers view that the incentives given to teachers for participation in in-service training are inadequate. They are not satisfied with the travelling allowance and with the other payments. Especially in rural areas the teachers have to travel long distances and sometimes the small grant given to them is not sufficient even to cover travelling, food and lodging expenses.

Participants' /Trainees' Qualifications

Out of the sample of 305 teachers almost all are either trained or qualified with degrees. Percentage of non-degree untrained teachers was less than one. Nearly a half of the teachers who followed in-service programmes was either trained or has obtained the Diploma from NCOEs. Except few, others are graduates with or without Post Graduate Diplomas. However, 21% of teachers are graduates without due qualifications needed for a professional teacher. A large majority of Primary, English, Science, and Mathematics teachers are either trained or NCOE diploma holders. It is noteworthy to mention that more than 25% of teachers teaching History, Primary and Sinhala are having degrees but without professional qualifications. It is an imperative need to provide either long-term or short-term training to these teachers who have not undergone any pedagogical training course.

Quality of Training

(A) Quality of Trainers - Perception of Teachers

Mainly there are two types of in-service trainers; (i) NIE trainers and (ii) Trainers of the Zonal department programmes (ISAs and Subject Directors). According to the responses given to the selection type questions of the 'Teachers' Questionnaire' the teacher-trainees are satisfied with their trainers' role. More than 90% of teachers agree that the both type of trainers, NIE trainers and the ISAs are competent enough to train teachers. Also more than 80% of teachers accept that the trainers properly instruct about the curriculum revisions. However, through written responses teachers have made adverse comments on trainers' awareness, knowledge and skills related to different subjects (Ref. Subject analysis).

(B) Quality of Training /instructional Methods

In general, a large majority of teachers have accepted that the instructional methods used by their trainers are in good quality. However, more positive responses have been received to the methods used by the NIE trainers. More than 75% of teachers agree that trainers use student centered teaching-learning methods, impart new knowledge and experiences.

Use of New Technology

NIE trainers use new technology skillfully than the zonal trainers. It is noteworthy to see how the trainers of different subjects use technology for their teaching learning activities. Highest responses are for History (71.9), English (65.6) and Tamil (64.7). Lowest responses are for Mathematics (36.0), Sinhala (43.7), Primary (43.5) and Science (48.1). Less use of technological devices for instructional activities of Mathematics and Science is a peculiar finding revealed from teacher trainee's responses. However, written responses of many teachers indicate that the use of technology in sessions is very limited. There are reasons for the limited use of technology. One reason is the non-availability of facilities in places where they conduct in-service sessions. Another reason, as teachers and principals have stated, is the trainers' insufficient knowledge and skills to use technological devices. As they say, some of the ISAs are not competent enough to use IT and other technological devices.

Providing IT facilities to centers where in-service sessions are held, developing trainers' IT skills, are some of the suggestions made by them.

Medium of Instruction in Sessions

A majority of teachers do not agree with the medium of instruction the trainers use when there are participants who speak Sinhala and Tamil. Especially, the Tamil medium trainees are not satisfied with the medium the trainers use when training sessions are held with both groups, Sinhala and Tamil. In such situations it is necessary to conduct sessions in both media.

On-site School Based Teacher Development (School Visits)

Apart from the training sessions conducted in centers, Subject Directors and ISAs are expected to visit schools for in-service activities. Planning, creating and introducing new methods of teaching, applying them in the classroom and continuous supervision of the teaching-learning process are some of them. A large majority of teachers responded to the selection type questionnaire accept that ISAs regularly visit to schools, guide developing teaching-learning activities, solve problems

related to the educational reforms. Teachers have positive attitudes towards ISAs. A vast majority of them accept that the ISAs are teacher-friendly, and commend capabilities of teachers.

However, the principals do not support the views presented by teachers. A majority says that ISAs do not visit their schools regularly. About 40% of principals say that they visit occasionally. Principals of three schools have stated that ISAs never come to their schools. As zonal directors state, ISAs rarely visit to National Schools and to 1AB schools. There is no monitoring mechanism to check the whereabouts of ISAs.

Views obtained from ISAs on on-site school based teacher development shows that they are not very much satisfied with their duties in schools. Reasons for this unsatisfactory level given by them are travelling difficulties, extra duties assigned to ISAs by the zonal director, and lack of facilities. It was revealed that ISAs are reluctant to go to schools not only in remote areas even in Colombo district where direct bus transport facility is not available. A majority of ISAs have stated that the available facilities are inadequate to conduct in-service sessions effectively. Many have complained that they do not get teacher-guides, textbooks, and syllabuses in time. IT facilities are inadequate to instruct teachers by using new technological devices.

Perceptions of Zonal Directors and School Principals on ISAs Role

ISAs themselves are not satisfied with their duties. Some of the reasons given by them were stated in previous paragraphs. Zonal directors and school principals have given the following comments on the recruitment procedure of ISAs and activities done by ISAs and resource persons.

- Number of ISAs serving in educational zones is insufficient. There are no ISAs for some subjects. Sometimes one ISA has to cover too many schools.
- Some ISAs have appointed without adhering to proper recruitment procedure. They are not competent in handling the relevant subject because of their insufficient subject knowledge and lack of experience.
- ISAs are not competent to use technology
- ISAs do not have a 'Service Minute', no incentives, no promotional benefits
- Teachers are not satisfied with the ISAs activities because some teachers are more qualified, experienced and knowledgeable than their ISAs.
- Some resource persons are not competent in their subject
- ISAs rarely visit to National Schools and to 1AB schools
- There is no monitoring mechanism, no feedback programme and no post evaluation

Suggestions given by Principals of Schools and Zonal Directors are summarized below.

- Adopt a proper ISA-recruitment procedure, recruit qualified persons as ISAs, and select them from 'working /efficient teachers'. An ISA should be fit enough to work as a 'mentor'. He/she should have a specialized knowledge in the relevant subject, pedagogical training and should be able to maintain a healthy relationship with teachers.
- If the services of present ISAs are to be taken in future, they should go under a thorough re-training programme
- Formulate a 'Service Minute' and get approved from the relevant authorities.
- Need a regular monitoring mechanism and a supervision programme for ISAs.
- Assess ISAs activities and results of the assessments should be used to promote ISAs and for further development
- Make a pool of resource persons for each province

Subject-wise Analysis - Findings

A majority of teachers underwent training in all the subjects have positive views towards trainers' subject awareness, instructional methods and ISA-teacher relationship. As they say sessions are useful to clarify the complicated issues, help to understand new concepts and methods. ISAs visit schools regularly and guide teachers, attend problems, trainers promptly act to teachers requests.

Specifically stated negative aspects of the training on **Science and Mathematics** are; new technology is not used in their in-service sessions; software products are not used for teaching Mathematics; demonstration lessons are not conducted by some ISAs; quality of the Science - English medium sessions is not up to the standard; practical sessions are not methodical. ISAs visit only in the day of the zonal supervision. Lack of ISAs for Science in some zones is a problem stated by some teachers. As they say, there are qualified teachers who have passed the competitive selection examination, but still the vacancies exist. The use of new technology, provision of technological devices, performance of practical sessions and activity based sessions are stated as suggestions for improving the in-service training on these subjects.

Primary teachers as well as the **History** teachers state that the sessions conducted by the NIE are more effective than the zonal sessions. As they say, Primary ISAs visit regularly, give instructions properly. However, they also complain about the little use of technology for instruction and the non-availability of a feedback programme. Special consideration on children who need special attention is

suggested. Some teachers state that the **History** sessions are not practical, not effective because ISAs conduct sessions without preparation. Conduct of demonstration /model lessons, separate sessions for English medium are suggested by History teachers.

Most of the **Aesthetic** teachers appreciate the zonal in-service training conducted since 2010. Availability of opportunities for practical work is accepted by a large majority. Lack of ISAs for Art, Dancing and Drama and Theater in remote areas is stated by many.

Trainees following the **Sinhala sessions** specifically stated that some of the trainers understanding about the subject is inadequate and suggest conducting sessions using different teaching methods. Almost all teachers following the subject **Tamil** stated that say that the trainers introduce methods based on student-centered learning. A majority has accepted the training is relevant to the subject matter; trainers use discussion method and give opportunities to participants to exchange views.

Written responses given by many teachers of all the subjects complain about the non-practice of demonstration/ model lessons. Some have stated that the teachers do not like to participate in in-service sessions because they are monotonous; participation in a session is waste of time as they state. Need of additional sessions, at least 3 days per term, use of new technology for instruction, conducting sessions from the beginning of the year are the general suggestions presented by many.

Training of Trainers Programme Conducted by the NIE

National Institute of Education plays the key role of the training of in-service trainers with a qualified staff. A large majority of NIE trainers are experienced and have obtained post graduate degrees Curriculum and syllabus revisions, updating the knowledge of trainees, innovative teaching methods, and dissemination of information on experiences are the main training components.

Training of training programmes are focused mainly on Subject Directors and ISAs.

The sample survey revealed that all the 101 ISAs are qualified with training in education or qualified with a university first degree. However, the sample included 9% of ISAs who have degrees but without professional qualifications.

ISAs accept that these sessions have been conducted in time without cancelling or postponing. However, as NIE trainers stated that the ISAs participation is not regular. The NIE provides residential facilities and a payment for trainees. However, a large majority of ISAs are not satisfied with the payments (Rs. 300 per day and travelling expenses) and request to revise.

ISAs, accept that the NIE trainers and resource persons are knowledgeable, efficient and competent to train. They use handouts, new technological devices to facilitate training. General view of ISAs on NIE training is positive, good enough for professional development of ISAs’.

Professional Development of Teachers - Impact of Trainers Training

The NIE trainers are not fully satisfied with their achievements because the trainees have not displayed the necessary skills properly and not very much affected improving knowledge and skills of teachers. NIE trainers accept that the effectiveness of the training programmes is limited; training does not affect the classroom teaching.

The reasons given by NIE trainers for not achieving the expected results are; (1) ‘trickle down’ problem (2) reluctance to change: (3) Difficulties in disseminating the message to all (4) lack of adequate ISAs in zones (5) less teacher participation because there is no compulsory rule for teacher participation, (6) difficulties in conducting adequate number of sessions (7) inadequate facilities to use technology (8) no feedback (9) no monitoring and supervision mechanism for ISAs (10) no proper assessment of the programme, and (11) no coordination among the key institutions; MOE, NIE, Exams Dept. Provincial Depts.

However, the Departments of English and Primary satisfy with their ISAs activities. As they say their ISAs have innovative ideas. They accept that the ISA is a good resource person as well as a representative of schools in remote areas. Services of the ISAs are essential because he/she is the only person who has direct contacts with 75,000 primary teachers in the country. Services of ISAs can be appreciated in some instances.

Individual departments have their own views to improve the in-service training. Almost all the departments suggest revising the ISA recruitment system, increasing the number of zonal sessions, establishing a pool of resource persons for each province, introducing a supervision programme to supervise and assess activities done by ISAs, providing facilities such as multi-media units, camera projectors etc. to departments, strengthening the NIE teams with more officers, reorganizing the ISAs work schedules by giving priority to subject-based academic activities and school visits, and implementing a capacity development programme for ISAs.

Cost effectiveness of In-service training programmes

73.09 millions of rupees have provided to 7 zones by the MOE and the ADB in 2009. In 2010 there is a 10.8% increase of provisions amounting of a total of 81.01 millions of rupees. Average provision for a

zone in 2009 was 10.44 million and for the year 2010 it was 11.57 million. Average provision for a Sinhala speaking zone was 4.24 millions in 2009 and 7.06 millions in 2010. Average provision for a Tamil speaking zone was 18.71 millions in 2009 and 17.59 millions in 2010. However, as per the information provided by the zonal directors, expenditure for the training programmes in 2009 was 91% of the financial target and for the year 2010, it was 69.8%. The average cost per trainee in 2009 (Rs.6069) has gone down by 31%. Vast differences are seen in the costs per trainee by zone.

Benefit gained from the cost of short-term in-service teacher training programmes is rather difficult to assess. Non-availability of accurate information on in-service sessions conducted by the zonal departments and the NIE, teacher-participation rates in in-service programmes conducted for all subjects in all educational zones is one of the reasons hindering a quantitative assessment. The other reason is the difficulty of obtaining the quantitative data on effects of training. However, effectiveness of in-service programmes is qualitatively assessed on the evidences of stakeholders and already reported in previous sections.

Chapter 6

Conclusions and Recommendations

Chapter 4 presented the analysis of data and information of short-term in-service teacher training programmes. Chapter 5 presented the findings that were able to identify in the analysis. In the present chapter, the conclusions arrived in the study and recommendations are presented under the following headings, which were formulated according to the scope of the study given in the terms of reference. Based on the above analysis, the following recommendations are made for future action.

Overall Organization of In-service Training

In-service teacher education is considered as important as initial teacher education. However, in-service teacher education has failed to receive this recognition because there is no proper planning and coordination of the activities of participating agents, primarily at the national level. The lack of coherent and consistent governance mechanisms is a challenge not only to Sri Lanka. As shown in the Review of Literature this has been a serious problem in in-service teacher education in Switzerland.

As stakeholders viewed there is no coordination among the government institutions, MOE, NIE, PDEs, ZDEs, and Teacher Centers, that are responsible for short-term in-service teacher training in the country. Among them the NIE plays the key role by organizing sessions and rendering academic services but the NIE does not have the authority to supervise, monitor and assess the training. Although PEDs and ZEDs are responsible for teacher education activities in their provinces and zones their responsibility is limited to carry out the scheduled programmes. No one is responsible for supervision, monitoring and assessment of teacher education programmes. ISAs that carry out in-service training in provinces are attached to zonal and provincial departments but no proper assessment or evaluation is practiced at zonal level.

In general, the whole in-service teacher training procedure is not well planned. There is no proper planning at the Ministry level, provincial level, and zonal level. There is no long-term plan even for the trainers' training programmes conducted by the NIE. In terms of improvements in teacher training the World Bank (2005) has suggested that the government establish a 'Teacher Education Board' for planning, coordinating and quality assurance of the teacher education. As suggested by stakeholders it is appropriate establishing an authority for continuing education with the view of monitoring, supervising and assessing in-service activities in the country.

Recommendations

- 1. There has to be a national level authority or a body to coordinate the in-service teacher training activities that are presently conducted by the MOE, NIE, PDEs, ZEDs and Teacher Centers.**
- 2. The proposed national level authority or a body should assume responsibility for overall planning, programme development and approval, curriculum development, progress monitoring and coordination of activities of all institutions delivering in-service education programmes.**

Funding

The main reason for not conducting in-service teacher training programmes according to a pre-planned schedule is the delay of annual provisions. Provincial and Zonal directors do not get funds at the beginning of the year. Due to the delay in receiving funds provincial authorities are compelled to postpone the scheduled programme and conduct sessions during the last few months of the year. Since they want to spend the allocated money before the end of the year they direct subject directors and ISAs to conduct sessions in an ad hoc manner.

Responses given by many teachers of all subjects confirm that the in-service sessions are not conducted regularly. Sessions organized in the last school term of the year affect the academic activities of the school. Sometimes sessions are organized during the school examination period. Zonal directors, school principals and teachers complain about the difficulties they face when in-service sessions are conducted during last school term. This has been stated as a major obstacle for regular planning and implementation of in-service teacher training programmes.

Therefore it is an imperative need to provide funds at the beginning of the year. Almost all the stakeholders have strongly suggested introducing a system of funding which helps Provincial and Zonal Directors planning sessions in advance and conducting sessions from the very beginning of the year. Also, some have suggested holding seminars during the school vacations without disturbing the school learning environment.

Recommendations

- 3. Funds supplied by a funding organization or any other body should be provided to provinces in advance. It is suggested that funds should be provided in the month of December of the previous year or at least in the first week of January in the current year.**

Curriculum Planning

It is necessary to plan sessions identifying the current needs of teachers. Attention should be given on the following aspects.

- Improving knowledge and skills acquired during the initial stage
- Curricular and other reforms introduced from time to time
- Global and national developments- The use of technology in classroom teaching is one of the essential areas that attention should be given by the short-term in-service planners.
- Problems and conditions specific to certain subject areas
- Training needs relevant to teachers- More than 25% of the teachers in the sample comprised of graduates who have not undergone any formal pedagogical training, therefore training on subject areas as well as pedagogy is essential for such teacher categories.

Recommendations

- 4. Curriculum development for in-service teacher education has to be centered on different types of training needs of teachers, giving priority to the use of technology for classroom teaching. Decisions on this area should be taken by the proposed body in consultation with the NIE**
- 5. It is an imperative need to provide training to the teachers who have not undergone any pedagogical training course.**

Teacher Participation

Teachers are reluctant to participate in in-service sessions. Some teachers have stated that participation in in-service sessions is a waste of time. ISAs complain that the irregular teacher-participation in sessions hinder the achievement of objectives. However, it was revealed that teacher participation rates are higher in Tamil speaking zones than in Sinhala speaking zones. Survey of participation rates for each subject in seven zones revealed that the highest participation rates are for Primary subjects, Aesthetic, Science, Mathematics and English.

According to the responses given by teachers and principals teachers are less interested to participate due to few reasons. Participation in short-term in-service sessions is not considered for teachers' promotions. Also, there is no compulsory rule for participation. Teachers in remote areas face difficulties in travelling. Under these circumstances, to increase the teacher-participation rate in in-service sessions, teachers, principals and NIE trainers suggest the need of regularizing the selection procedure by adhering to pre-prepared criteria.

The incentives given to teachers for participation in in-service training are inadequate. Especially in rural areas the teachers have to travel long distances and sometimes the small grant given to them is not sufficient even to cover travelling, food and lodging expenses.

Recommendations

- 6. It is necessary to regularize the selection of trainees for sessions by adhering to pre-prepared criteria. Selection should be done considering the staff strength and school requirements**
- 7. Recommend taking the following measures to increase the teacher-participation rate.**
 - i. Implement the compulsory rule for participation;**
 - ii. Participation in in-service teacher training programmes should be considered for teachers' promotions;**
 - iii. Allowances paid for transport should be increased as an incentive.**
 - iv. More incentives should be given to teachers for participation**

Quality of Training

In general, a large majority of teachers have accepted that the instructional methods used by their trainers are in good quality. However, more positive responses have been received to the methods used by the NIE trainers. Use of technology in sessions is very limited because of the non-availability of facilities in places where they conduct in-service sessions and the trainers' insufficient knowledge and skills to use technological devices. However, ISAs still use traditional lecture methods.

Medium of Instruction in Sessions

An injustice occurs when trainers use one language to communicate with trainees of both groups, Sinhala and Tamil. Especially, the Tamil medium trainees are not satisfied with the medium the trainers use.

Recommendations

- 8. Develop IT facilities in centers where in-service sessions are held.**
- 9. All ISAs should have IT skills needed for teaching. The MOE or the NIE should launch a special technology training program for all ISAs and subject directors.**
- 10. It is necessary to conduct sessions in both media when Sinhala speaking and Tamil speaking teachers participate in training. If competent trainers or resource persons are not available, it is recommended to get at least the services of a translator if the trainer is unable to communicate with all the participants.**

On-site School Based Teacher Development (School Visits)

In their school visits ISAs guide to develop teaching-learning activities and assist to solve problems related to the educational reforms. However, teacher-trainees of almost all subjects and principals have complained about the non-practice of demonstration lessons.

As perceived by school principals ISAs do not visit schools regularly. This happens due to travelling difficulties, extra duties assigned to ISAs, and lack of facilities. As zonal directors state, ISAs rarely visit to National Schools and to 1AB schools. There is no monitoring mechanism to check the whereabouts of ISAs.

Recommendations

- 11. Conduct of demonstration lessons and model lessons should be a part of the training methodology.**

The Role of ISA

The ISA is functioning as the main communicator in introducing education reforms to the classroom, as a counsellor for teachers relating to new methodologies and a provider of awareness for community relating to new concepts and in many instances and as a trainer in the field of education. Apart from this, coordination with NIE in curriculum development activities such as editing syllabi, teachers' guides etc. are other important functions performed by the ISAs. A majority of ISAs are professionally qualified graduates. However, more than one third of the ISAs are trained teachers without degrees.

However, a majority of stake holders do not accept that the services rendered by ISAs are effective. One of the major reasons for the little impact of the present in-service training, as perceived by NIE trainers, school principals and provincial and zonal directors is the ineffectiveness of the ISAs. ISAs, they themselves accept that their services are not fruitful, not satisfied with their role and some are even frustrated due to several problems. ISAs complain that their services are not officially accepted as an important service. Lack of a 'Service Minute', and promotional benefits, lack of facilities, poor payments for travelling etc are the problems stated. The number of ISAs appointed for each division is inadequate. An ISA appointed for one subject cannot cover all the schools in her/his division because there are too many schools to visit.

As perceived by zonal directors, school principals Some ISAs have been appointed without adhering to a proper recruitment procedure. Some are not competent in handling even the relevant subject

because of their insufficient subject knowledge and lack of experience. This has been stated by zonal directors as well as many principals.

If the in-service teacher training programmes are to be conducted properly a large number of ISAs are needed in future. It can be estimated that a considerable number of ISAs will be retired from the service within 5 years time because a majority of ISAs in the sample are over 50 years and 25% of the ISAs are over 55 years.

Recommendations

- 12. Establish an 'In-service Advisors' Service' as an all island service. Adopt a proper ISA-recruitment procedure, recruit qualified persons as ISAs, and select them from 'working /efficient teachers'. An ISA should be fit enough to work as a 'mentor'. He/she should have a specialized knowledge in the relevant subject, pedagogical training and should be able to maintain a healthy relationship with teachers.**
- 13. Formulate a 'Service Minute' for ISAs and get approved from the relevant authorities.**
- 14. Conduct a provincial-wise survey on in-service training requirements and recruit more ISAs specially for the areas where ISA services are needed**
- 15. If the services of present ISAs are to be taken in future, they should go under a thorough re-training programme**
- 16. Need a regular monitoring mechanism and a supervision programme for ISAs.**
- 17. Assess ISAs' activities and results of the assessments should be used to promote ISAs and for further development**
- 18. ISAs should be released from extra duties in zonal offices**
- 19. Travelling facilities should be provided to ISAs, especially to ISAs serving in difficult areas**
- 20. Make a pool of resource persons for each province**

Facilities for Training

Lack of facilities for conducting sessions is another difficulty faced by the trainees as well as the trainers. School buildings, Teacher Centers and other suitable places are used to conduct sessions. It seems that some of these venues lack facilities to use technological devices and some are not spacious enough to conduct sessions with large numbers of participants. Therefore, it is necessary to make arrangements to develop centers for of continuing education. Without building new centers, it is more appropriate to develop Teacher Centers as centers for all type of continuing education.

Recommendations

- 21. Improve Teacher Centers as central in-service training centers or establish a separate center in each zone for this purpose;**
- 22. On-site training is suggested. Conducting training sessions for small groups in the school itself will be more productive.**

Contribution of In-service Teacher Training for Professional Development of Teachers

The government and funding agencies spent about 1000 millions of rupees annually for short-term in-service teacher training in Sri Lanka. Approximately more than 100,000 teachers undergo in-service training and more than 4000 resource persons, (NIE trainers, ISAs, subject directors, provincial, zonal and divisional directors, visiting resource persons) are directly engaged in the in-service training process. A considerable number of man hours (in working days as well as in week-ends) are spent for in-service activities. Under these circumstances it is noteworthy to assess the contribution and impact of in-service training on teacher development.

The present survey conducted with hundreds of teachers, school principals, ISAs, directors and NIE officers reveals that the short-term in-service training is not a total failure. In-service training has contributed immensely for introducing curriculum revisions, innovations and new methods of teaching, developing awareness among professionally non-qualified personal in the teaching service, building up of relationships with teachers, trainers and managers etc. For example, in-service training has positively affected upgrading knowledge and skills of primary teachers in Sri Lanka. Also, the attempt made by the NIE to introduce the competency based teaching and learning was successful to a certain extent.

However, as revealed in previous sections there are many weaknesses in the whole programme. The NIE trainers are not fully satisfied with their achievements because the training has not very much affected improving knowledge and skills of teachers. NIE trainers themselves accept that the effectiveness of the training programme is limited; training does not affect the classroom teaching. One of the main reasons for not achieving the expected results is 'trickle down' problem. Though this is an inherent problem of cascade model training, some countries have adopted alternative methods, such as the Indian effort to contact teachers directly through modern communication methods. Comparing with the Indian teacher force, Sri Lankan teacher force is small and Sri Lanka can solve the

trickle downing problem to a certain extent by taking several measures with the view of improving in-service teacher education.

Monitoring and supervision is one of the best solutions for this problem. Well planned monitoring and supervision system is needed at all levels of in-service education. In-service education conducted by provincial and zonal departments, Teacher Centers, MOE, NIE and all other institutions should come under this monitoring and supervision network.

Attention of the MOE is needed to solve most of the other problems related to in-service education. Establishment of In-service Advisors' Service is a long hanging problem which has not been addressed successfully. ISAs are unsatisfied with their service problems such as changes in conditions of appointment existing in various provinces, lack of a prescribed salary scale, lack of a scheme of promotions and a systematic procedure, lack of a prescribed transfer policy and lack of a national level integration. The quality of this service has been deteriorated as these officers are retiring as teachers and owing to their loss of job happiness and mental depression. Also, action has to be taken to stop the informal procedures adopted in provincial level recruitments and also to enhance the quality of this service by converting to an All Island Service.

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Annex 1:**Number of Respondents of the Sample Survey of Schools and Zonal Education Offices**

| Province | District | Zone | No. of Schools | No. of Respondents from Schools | | No. of Respondents from ZEDs | |
|--------------------------------|-------------|--------------------------|----------------|---------------------------------|----------|------------------------------|------|
| | | | | Principals | Teachers | Directors of ZEDs | ISAs |
| WP | Colombo | Piliyandala & Maharagama | 4 | 4 | 36 | 1 | 4 |
| CP | Kandy | Denuwara | 4 | 4 | 39 | 1 | 6 |
| SAB | Ratnapura | Embilipitiya | 4 | 4 | 48 | - | 18 |
| | Kegalle | Mawanella | - | - | - | - | 11 |
| NWP | Puttalam | Chilaw | 4 | 4 | 42 | 1 | 10 |
| UVA | Badulla | Passara & Monaragala | 4 | 4 | 38 | 1 | 10 |
| NCP | Polonnaruwa | Hingurakgoda | - | - | - | - | 14 |
| EP | Ampara | Kalmunai | 4 | 4 | 33 | 1 | 11 |
| NP | Jaffna | Jaffna | 4 | 4 | 31 | 1 | 7 |
| | Jaffna | Vadamarachchi | 4 | 4 | 35 | 1 | 8 |
| SP | Hambantota | Hambantota | - | - | 02 | - | - |
| Total Responses | | | 32 | 32 | 304 | 7 | 99 |
| <i>Targeted Responses</i> | | | 36 | 36 | 360 | 9 | 108 |
| <i>Percentage of Responses</i> | | | | | 84.4% | 77.8% | |

Annex 2:**Interviews with NIE In-service Trainers - Time Schedule**

| Department | Names of nominated officers | Proposed Date | Time |
|-------------------|--------------------------------------------------------------------------------------------------------------------|----------------------|---------------|
| Sinhala | Rev.K. Ganawimala Thero Mr. Nimal Premakumara Ms. Thilini Rathnayake | 21.10.2011 | 9.00 – 12.00 |
| Social Science | Ms. M.P.R.Dhanawardana Ms. D.H.C.N. Dharmapala Mr.A.L.S. Abeywickrama | 25.10.2011 | 9.00 – 11.30 |
| Religions | Father. A.R.L. Shantha Kumar Father. Kalton de Silva Mr. S.P. Vithana Mr. P. Jeyarooban Mr. J.M. Jasar | 27.10.2011 | 1.00 – 4.00 |
| Tamil | Ms.v.Vijayaledsumi Ms.G.Chitraranjan Ms.V.Kandeepan | 31.10.2011 | 10.00 – 12.00 |
| English | Mr.S.A.D.Samaraweera Ms.V.D.C.P.Perera Ms.T.C.Peiris | 24.10.2011 | 1.00 – 4.00 |
| Aesthetic | Mr. Sudath Samarasinghe Mr. S. warnasinghe Mr.M.G.A.K.U. Bandara | 02.11.2011 | 9.00 – 11.30 |
| Primary | Mr. S.M.R. Sudin Mr.M.R.W.Madduma Ms.R.M.K.De Silva | 01.11.2011 | 12.00 – 2.30 |
| Science | Mr. A.D.A. de Silva Mr. D. kodithuwakku Mr. L.K. Waduge | 24.10.2011 | 9.00 – 12.00 |
| Mathematics | Mr. S. Rajendran Ms. Iresha Rathnayake Mr.G.L. Karunaratne | 27.10.2011 | 10.00 – 12.00 |
| Commerce | Mr. A.B. Wijesooriya Mr. K. Prabakaran Mrs. P.H. Kusumawathie | 28.10.2011 | 9.00 – 12.00 |

Annex 3: Provisions for In-Service Training in 7 Zones -2009 & 2010 –Detailed Figures*

| Zone | Year | | Financial Target | Expenditure | Balance | No. of Participants | Per Cost Rs |
|----------------------|---------|--------------|------------------|-------------|-----------|---------------------|-------------|
| 1. Chilaw | 2009 | Zonal Office | 6,919,935 | 5,114,096 | 1,805,839 | | |
| | | MOE | 89,550 | 77,300 | 12,250 | | |
| | | Total | 7,009,485 | 5,191,396 | 1,818,089 | 1905 | 2725 |
| | 2010 | Zonal Office | 8,381,235 | 7,231,518 | 1,149,717 | | |
| | | MOE | 939,100 | 503,526 | 433,574 | | |
| | | Total | 9320335 | 7735044 | 1583291 | 2176 | 3555 |
| 2. Passara | 2009 | Zonal Office | 484155 | 347171 | 136984 | | |
| | | MOE | 329775 | 187889 | 141886 | | |
| | | Total | 813930 | 535060 | 278870 | 681 | 786 |
| | 2010 | Zonal Office | | | | | |
| | | MOE | | | | | |
| | | Total | 586000 | 219362 | 366638 | 695 | 316 |
| 3. Denuwara | 2009 | Zonal Office | 104860 | 103000 | 1860 | | |
| | | MOE | 12100 | 12100 | 000 | | |
| | | Total | 61426 | 61426 | | | |
| | 2010 | Zonal Office | 178386 | 176526 | 1860 | 588 | 300 |
| | | Zonal Office | 96000 | 88156 | 7844 | | |
| | | MOE | 1730000 | 1575820 | 154180 | | |
| Total | 1826000 | 1663976 | 162024 | 1342 | 1239 | | |
| 4.NP - JAFFNA | 2009 | Zonal Office | 4400000 | 400000 | 4000000 | | |
| | | MOE | 650000 | 50000 | 600000 | | |
| | | Total | 5050000 | 4600000 | 450000 | 2588 | 1777 |
| | 2010 | Zonal Office | 19400000 | 19250000 | 150000 | | |
| | | MOE | 450000 | - | 450000 | | |
| | | Total | 19850000 | 19250000 | 600000 | 1744 | 11038 |
| 5.NP - Wadamarachchi | 2009 | Zonal Office | 6900000 | 6800000 | 100000 | | |
| | | MOE | 28000000 | 26000000 | 2000000 | | |
| | | Total | 34900000 | 32800000 | 2100000 | | |
| | 2010 | Zonal Office | 2820000 | 2820000 | | | |
| | | MOE | 29000000 | 9900000 | | | |
| | | Total | 31820000 | 12720000 | 19100000 | | |

| Zone | Year | | Financial Target | Expenditure | Balance | No. of Participants | Per Cost Rs |
|------------------|------|--------------|------------------|-------------|---------|---------------------|-------------|
| 6. EP - Kalmunai | 2009 | Zonal Office | 9360000 | 9360000 | | | |
| | | MOE | 6820000 | 6820000 | | | |
| | | Total | 16180000 | | | | |
| | 2010 | Zonal Office | 924200 | 750200 | 174000 | | |
| | | MOE | 167038 | 118357 | 48681 | | |
| | | Total | 1091238 | 868557 | 222681 | | |
| 7. Piliyandala | 2009 | Zonal Office | | | | | |
| | | MOE | | | | | |
| | | Total | 8967015 | 7287723 | 1679292 | | |
| | 2010 | Zonal Office | | | | | |
| | | MOE | | | | | |
| | | Total | 16518210 | 14133011 | 2385199 | | |