

Training Programme to Upgrade and Refresh the Existing Competencies of Teachers and Officers of the Field of Non-Formal Education to Face Challenges of Changing Trends.

Programme Topic:	Training Programme to Upgrade and Refresh the Existing Competencies of Teachers and Officers of the Field of Non-formal Education to Face Challenges of Changing Trends.
Target Group:	Teachers and officers of the field of Non Formal Education
Number of Participants:	50 Officers and Teacher (25 in Each Group)
Tentative Timeline	November 2018
Duration of the Training	7 Days
Country of Training	Singapore, Thailand, Malaysia, Hongkong

Background

The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure;

The field of non-formal education has grown tremendously in the past few years, demanding frequent updates for the professionals and enhance the opportunities to join various type of educational programmes for non-schooling population. Periodic in-service training programmes for teaching professionals to keep them abreast of the developments world-wide and to equip them to face the challenges of changing trends is of paramount


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importance. Such programmes are needed for all levels of staff from classroom teachers to administrative staff.


Non-Formal Education (NFE) in Sri Lanka

Scenario of education programmes in developing countries differs from that of developed countries in much respect. Attempt to exploit newer electronic & networking technology for pedagogy is the very common feature on most of the academic institutions of Sri Lanka. Conventional education system could not improve high mortality indices, low literacy rate and poor productivity of the nation. Distance education evolved as the best alternative for alleviating these development barriers. Inadequate infrastructure, poor equipment, less availability of technology transfer and socio-economic insolvency had been identified as the prime factor for lack of education drive among Sri Lankan rural communities. Non-formal education has been prescribed as the most practical and determining mode of education delivery among this geographically dispersed population with difficult transport provision. Using cyber-space & network technology in non-formal mode may impose new dimension to this society group of people.

However, the ability to adopt innovations and the willingness to accept risk in attempting new methods are frequently not found due to limitations of exposures, lack of information, lack of education and training, absence of risk-bearing institutions and a lack of incentives. Therefore, it is very essential to link with the countries which has well-established non-formal institutes, programmes and such professionals and environments in terms of information flows, national resources and market mechanism.

Statement of the Problem

During the last few years in Sri Lanka has organized effort that has been made in positive direction--to provide the opportunities to develop skills of rural youth, women, and people with disabilities outside the formal school system in order to remedy the situation.


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