

TECHNICAL EDUCATION AND VOCATIONAL TRAINING REFORMS

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**POLICIES, STRATEGIES,
AND
ACTION PROGRAMMES**

**THE PRESIDENTIAL TASK FORCE
ON
TECHNICAL EDUCATION AND VOCATIONAL TRAINING REFORMS**

SRI LANKA

1997

ABBREVIATIONS

CINTEC	Council for Information Technology
CISIR	Ceylon Institute of Scientific and Industrial Research (Presently known as Industrial Technology Institute)
DTE & T	Department of Technical Education and Training
HNDE	Higher National Diploma in Engineering
HRDC	Human Resource Development Council
ICTAD	Institute for Construction Training and Development
IMC	Inter Ministerial Committee
LMIS	Labour Market Information System
M/E & HE	Ministry of Education and Higher Education
M/S, YA & S	Ministry of Samurdhi, Youth Affairs and Sports
M/VT & RI	Ministry of Vocational Training & Rural Industries
NAITA	National Apprentice & Industrial Training Authority
NEC	National Education Commission
NERD	National Engineering Research & Development Centre
NGOs	Non Government Organisations
NITE	National Institute of Technical Education
NVCQ	National Vocational Competency Qualifications
NYSC	National Youth Services Council
RVTCs	Rural Vocational raining Centres
SLIATE	Sri Lanka Institute of Technical Education
TEVT	Technical Education and Vocational Training
TVEC	Tertiary and Vocational Education Commission
TVET	Technical and Vocational Education and Training
UGC	University Grant Commission
VTA	Vocational Training Authority

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INTRODUCTION

The following statement made by H.E. the President at the opening of the new Parliament in 1994 set the stage for reforms and restructuring of the technical education and vocational training system :

“ The Sri Lankan workforce lacks the requisite skills that are essential for industrial upgrading and diversification. The numerous state-run skill development programmes are essentially supply-oriented and therefore have a poor record of providing industry relevant skills. The vocational training system will be extensively restructured so as to be demand-driven, in cooperation with the private sector who will be the eventual employers.”

The reforms and rationalization process commenced with the elevation of vocational training to a ministerial function. Major institutions responsible for policy formulation and coordination, planning and delivery, training of trainers were brought under one ministry. This was a very significant move that recognized the need to optimize the existing physical and human resources in the technical education and vocational training sector.

Several initiatives were started simultaneously to push forward the process of formulation of reforms in the technical education and vocational training. These included the preparation of a report by an inter-ministerial committee and the draft policy paper on technical education and vocational training in the public sector by the National Education Commission. Pre-project studies were also undertaken by the World Bank. The urgent need, however, was an Action Programme for reforms.

The general education and university education systems are under one ministry. These are delivered through well structured, formal institutional systems. The students move progressively upwards through the schools, universities and other institutions. The technical education and vocational training system is different and more complex. Several Government ministries and agencies as well as the private sector are responsible for different types and levels of training programmes. The programmes vary in content and duration according to the educational attainments, age, and experience of the learners. Those who plan and provide technical education and vocational training have a diversity of interests and overlapping mandates.

It was therefore decided that the Social Infrastructure Division of the Presidential Secretariat should step in to cut across the inter-ministerial barriers and carry forward the formulation of reforms through an extensive consultative process involving both the public and private sectors. As in the case of general education and university education, a Presidential Task Force chaired by the Minister responsible for vocational training was asked to lead the formulation of reforms in technical education and vocational training. These efforts culminated in a consultative meeting on TEVT policy formulation held in June 1997. The main objective of the meeting was to come up with a report containing a concrete Action Programme. This report was accepted by H.E. the President in October, 1997 and the Task Force was asked to oversee the implementation of the reforms by the concerned agencies.

The above report, which was called “An Agenda for Reforms”, contained a concise Action Programme where the policies, strategies, parties responsible for implementation and a time frame were stated precisely. It is being used by the Task Force and the relevant agencies for the purpose of monitoring and implementation of reforms respectively.

It is now considered necessary to have a more complete document embodying the contents of the above report which could be used by all concerned parties as the Policy Document on Technical Education and Vocational Training. It was also felt that the document must fall in line with the reports prepared by the Presidential Task Forces on General Education and University Education. This document, therefore, fulfills these expectations.

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1. The Prelude to Reforms

1.1 The Rationalisation of the Technical Education and Vocational Training (TEVT) Sector

The Government has taken meaningful initiatives to rationalise the technical education and vocational training (TEVT) sector. One of the most significant initiatives was to elevate vocational training to a ministerial function. Since 1994, the following major institutions responsible for technical education and vocational training have been brought under one Ministry (i.e. since June 1997, under the Ministry of Vocational Training & Rural Industries, and, prior to that, under the Ministry of Labour and Vocational Training).

- Tertiary and Vocational Education Commission (TVEC)
- Department of Technical Education and Training (DTET)
- Vocational Training Authority of Sri Lanka (VTA)
- National Institute of Technical Education of Sri Lanka (NITESL)

In order to understand and appreciate the basic issues related to reforms and rationalisation, it is necessary to have an idea of the evolution, mandates, and functions of these key agencies which are mainly responsible for policy formulation, planning, and delivery of technical education and vocational training. These are outlined under the respective headings.

□ Tertiary and Vocational Education Commission (TVEC)

The TVEC, established under Act, No. 20 of 1990, is a statutory body responsible for policy formulation, co-ordination, and planning and development of technical education and vocational training. Its responsibilities include the formulation of skill standards, testing and certification procedures, and registration of training institutions. Quality of training is assured through its programmes of standard setting and accreditation of courses.

□ Department of Technical Education & Training (DTET)

This Department has a 106 year history. It delivers formal, institutional-type training at 34 technical colleges and affiliated institutions located in major provincial and district capitals. In 1998, about 15,000 students were enrolled for full time and part time courses. The DTET has traditionally been with the Ministry of Education. It has now been brought under the new Ministry that is responsible for both technical education and vocational training. Thus, it has been possible to make these complementary and mutually supportive functions. This step is in line with modern trends in other parts of the world.

□ Vocational Training Authority of Sri Lanka (VTA)

Nearly forty years ago, the Labour Department pioneered vocational training for the out-of school, unemployment youths. This is a very sensitive and vulnerable group. Over the years, vocational training expanded and assumed considerable importance because of its usefulness in facilitating self-employment and supplying urgently needed skills particularly for the informal sector. However, it was not possible to develop vocational training while it remained locked in a Government Department that is essentially meant for drafting and enforcement of labour laws. Therefore, in August 1995, the Government established the Vocational Training Authority of Sri Lanka (VTA) as a statutory body. The training programmes of the Labour Department were brought under the VTA which continues to serve the rural, unemployed youth through employment-oriented, short courses conducted through a network of nearly two hundred Rural Vocational Training Centres (RVTCs). These RVTCs are in fact the 'satellites' of the twelve District Centres that provide technical and other support to this network. In addition, there are three Special Vocational Training Centres that offer diversified courses. The three National Training Institutes in Colombo offer certificate level courses of longer duration.

□ National Institute of Technical Education of Sri Lanka (NITESL)

NITE is responsible for the training of trainers (i.e. training managers, technical teachers, vocational training instructors), and the development of curricula, training methodologies and teaching materials. In January 1999, NITE was converted to an independent statutory body separate from its former parent body, the DTET. It now has the necessary autonomy and the flexibility to respond to the diversified and expanding needs of the entire technical education and vocational training sector which now includes not only the technical colleges and other training organisations and institutions of the Government but also a large number of institutions run by NGOs, and voluntary, religious and other organisations. This sector also includes an increasing number of privately funded training institutions and enterprise-based, inplant and other training facilities run by the private sector companies.

□ National Apprenticeship and Industrial Training Authority (NAITA)

Formal Apprenticeship is the responsibility of the National Apprenticeship and Industrial Training Authority (NAITA) set up under the same Act as the TVEC. It was earlier known as the National Apprenticeship Board (NAB). Apprenticeship is essentially a contract between a learner, employer and the Government which is normally the regulatory body. In our case, NAITA represents the Government. The learner agrees to be trained on-the-job under an employer for a fixed period depending on the trade or occupation. The employer is committed to provide training, pay wages according to stipulated norms. In the case of NAITA, it pays a stipend to the apprentices and not the employers. Training conducted in industry is supplemented by theoretical and related instructions given on full time or part time basis at an institution. For this purpose, NAITA operates over eighty training institutions located throughout the country. The Apprenticeship Training Institute, Automobile Training Institute, and Technician Training Institute that award Diploma level qualifications are the national level institutions of NAITA. In 1997, there were about 19,000 trainees undergoing training mostly at craft and technician levels.

□ Training provided by other institutions of the Government and the Private Sector

In addition to the Government organisations and institutions described above, there are several specialised training institutions operated by different Ministries and Agencies. The programmes of these institutes are aimed at satisfying sectoral skills needs related to telecommunications, transport, construction, textiles and garments, and other specific fields.

The private sector operates several fee levying training institutions on commercial lines. In addition, large companies have established enterprise-based training facilities to satisfy their own training needs.

It is important to note that the major training agencies that supply the more conventional and traditional skill needs of the labour market, namely the DTET, VTA and NAITA account for nearly eighty five percent of the training provided by the state sector. As mentioned earlier, these agencies, except NAITA which is under the Ministry of Science and Technology, have been brought under the new Ministry. These are significant moves that contributed to the process of rationalisation.

The above changes contribute to the optimisation of physical and human resources and the development of complementary forms of delivery of technical education and vocational training. It is therefore seen that through these measures the country has embarked on a planned programme of development of the technical education and vocational training sector.

1.2 The Formulation of TEVT reforms

The Government has given the highest priority to reform the education sector. Presidential Task Forces have been appointed to formulate reforms in the following sub-sectors :

- General Education
- University Education
- Technical Education and Vocational Training

The process of formulation of reforms in technical education and vocational training (TEVT) was started in April, 1996 when H.E. the President appointed an Inter-Ministerial Committee on Vocational Training. This Committee appointed a Committee of Officials to study the issues and prepare a report. The report prepared by the officials was endorsed by the Inter-Ministerial Committee. When this report was presented to H.E. the President, it was agreed that there should be an Action Programme to bring about the necessary changes. The main recommendations contained in the report are at Annex I.

In June 1996, as part of their on going efforts to formulate reforms in the education sector, the National Education Commission (NEC), together with the Tertiary and Vocational Education Commission (TVEC), organised a seminar on Technical and Vocational Education and Training Programmes of the Public Sector. The main outcome of this seminar was a draft document on National Policy on Technical and Vocational Education prepared by the NEC. The recommendations contained in this document is at Annex II.

It is important to note that, in the case of general education and university education, the schools, teacher training colleges, universities and other relevant institutions and organisations are under the Ministry of Education and Higher Education. The TEVT sector is different. Several Government Ministries and organisations as well as the private sector have established a large number of training institutions. They operate a variety of training programmes targeted at different groups such as unemployed youth, rural women, young school leavers, unskilled and semiskilled workers. Different training delivery modes, such as formal, institutional, apprenticeship, inplant and on-the-job, are designed to cater to the varying educational attainments and learning abilities of the target groups. The duration of training and methodologies used depend on the levels of skill to be attained.

Considering the complexities of the technical education and vocational training sector outlined above, it was thought necessary for a neutral but a central body with authority to carry forward the reform formulation process. Therefore, in early 1997, the Social Infrastructure Division of the Presidential Secretariat initiated a series of discussions and consultations with the concerned officials of public and private sectors. These initiatives were useful in cutting across the inter-ministerial barriers and in facilitating a meaningful dialogue between the Government and the private sector. At these discussions, the above mentioned documents and several other papers and reports prepared by national and international consultants and organisations were used as background documents. The objective was to develop a national policy framework and an action programme to reform the technical education and vocational training sector.

These discussions culminated in a Consultative Meeting on Policy Formulation held in June, 1997. The report of the meeting contained policy objectives, strategy initiatives and programme elements to reform technical education and vocational training. A time frame and parties responsible for implementation were also identified. These were stated precisely in a user-friendly, concise Matrix that formed an integral part of the report. The Matrix is at Annex III.

This report was accepted by H.E the President in October, 1997 and the Task Force was requested to oversee the implementation of the reforms by the concerned agencies. For the purpose of implementation of the reforms, this report was titled "An Agenda for Reforms". It was, infact, the **Policy Document on Technical Education and Vocational Training**.

2. The Reforms

2.1 The main Thrust Areas of Reforms

In the case of the TEVT sector, several Government Ministries and organisations as well as the private sector operate a variety of training institutions and programmes targeted at different groups such as unemployed youth, rural women, young school leavers, unskilled and semiskilled workers. This is in contrast to the general education and university education systems where students move progressively from schools, to universities and to other relevant institutions and organisations of higher learning. All these institutions come under the purview of the Ministry of Education and Higher Education. The TEVT system utilises different training delivery modes, such as formal, institutional, apprenticeship, inplant and on-the-job that are designed to cater to the varying educational attainments and learning abilities of different target groups. The duration of training and methodologies used depend on the levels of skill to be attained. The main aim of technical education and vocational training is to prepare students for employment. Therefore, taking in to account the characteristics and complexities of technical education and vocational training, the reforms were grouped under the following major thrust areas :

- The Role of the Government
- The Involvement of the Private Sector in TEVT
- The Linkage between General Education, University Education and TEVT
- Training for Self Employment and the Unorganised Sector.

2.2 The Policies, Strategies and Action Programme

In the past, several reports prepared by international Donor agencies and Development Banks have identified problems and issues of the technical education and vocational training sector. Some of the reports have been used to secure external assistance and loans to establish institutions and training methodologies most of which have outlived their usefulness. The main problems in technical education and vocational training are well known to the policy makers and other concerned officials. The questions are : what to do ? and, how to do it ? During the consultative process of formulation of reforms, priority was given to the formulation of more concrete but viable strategies and action plans designed to realise the policy objectives aimed at resolving the problems.

In this section therefore, considerable attention has been given to the presentation of policies, required strategies and action plans precisely. However, a brief outline of the rationale for reforms is given under each of the thrust areas identified by the Task Force. This is followed by concise statements with regard to relevant policy objectives, required strategy initiatives and action programme elements. Parties responsible for implementation and a time frame are also given. In fact, the same information, except the rationale, is presented in a more user-friendly format in the Matrix at Annex III.

I. The Role of the Government

The Rationale

When the major sectors of the economy were dominated by the state sector, most of those who came out of the state-run technical education and vocational training institutions found employment in the Government Departments and semi-Government Corporations. When the economy was liberalised, this situation changed and the private sector became the main employer. Consequently, the trainees graduating from the state training institutions had very few job opportunities in the Government sector. They were, therefore, compelled to look for jobs in the private sector and compete for them.

Although the Government is not the main user of trained people under a liberalised economy, disproportionate share of costs of training is borne by the Government. In addition to the costs of inputs, such as salaries of teachers and instructors, raw materials and other operating expenses, those who undergo training are also paid a daily stipend. It is imperative, therefore, that the private sector, which is the main user of trained personnel under the prevailing liberalised economic setting, should be asked to share the costs and, more importantly, become an active partner in the planning and delivery of training. Also, if the private sector were to take greater responsibility for training to satisfy their own skill needs, the Government could focus its attention on training with strong social development goals and on training programmes where the private sector has no interest or capacity at present.

The main thrust of reforms, therefore, is for the Government to move away from being the main provider of training and become its facilitator, co-ordinator, standard setter and regulator.

Policy Objectives

- 1.1 Meaningful policies on TEVT in keeping with the current economic and social goals of the Government developed and the process of policy formulation improved.
- 1.2 The present role of the Government as the main provider of training changed to that of the facilitator, co-ordinator, standard setter and regulator of technical education and vocational training.
- 1.3 Government's responsibility focused on training with strong social development goals and on programmes for which the private sector has no interest or capacity.
- 1.4 The rate of return on the expenditure on training improved and waste of resources due to duplication avoided.

Required Strategies and Action Programmes

The main strategies and action programmes corresponding to the above policy objectives are listed below. The parties responsible and a time frame for completion of activities are also shown.

1.1.1 Strengthen the policy formulation and co-ordination capacity of the TVEC through the following measures:

- i. Reconstitute the TVEC with greater participation from the private sector. At least two thirds of its members should be from the private sector, with the knowledge and experience on training. They should preferably be recommended by the Employer Organisations and Chambers of Commerce and Industry.

Parties responsible: M/VT & RI, TVEC.

Time frame : 6-9 months.

- ii. Amend as necessary the TVEC Act in order to make TVEC a more functional and effective Organisation. For this purpose, convert it to a statutory body with its own budget and necessary legal powers to implement the reform policies.

Parties responsible: M/VT & RI, TVEC.

Time frame : 6-9 months.

- iii Relocate the TVEC

(Note : There was no unanimous support to bring the TVEC under H.E. the President)

- ### 1.2.1 Allow the private sector to be the main provider of pre-employment and job-entry training for the organised sector and also for training and retraining and upgrading during employment. Expand and improve the national skill standards, testing and certification system. Use this system to promote competition amongst training providers/institutions and thus make them commercially viable.

Parties responsible : TVEC in collaboration with Employer Organisations, Chambers and major training providers.

Time frame : 1-3 Years

- ### 1.3.1 Redefine the role of the Government training agencies such as VTA, NYSC in order to focus their efforts on planning and delivery of training for self-employment, for special groups and for the unorganised sector. Develop mechanisms to plan and implement priority training programmes for which the private sector has no capacity.

Parties responsible : TVEC, VTA, NYSC, DTET, NAITA, Ministry of Finance.

Time frame : 1-3 Yrs.

- ### 1.4.1 Greater control of allocation of funds and resources for training.

- i. Set up guidelines for the evaluation of training institutions and major programmes.

Party responsible : TVEC

Time frame : on going

- ii. Base the allocation of funds and resources on such evaluations and re-demarcate the responsibilities and functions of the Government training agencies as necessary.

Parties responsible: General Treasury and TVEC.

Time frame : 1 Yr.

- iii. Introduce a competitive mechanism for the allocation of public funds for TEVT through tendering and user choice options.

Parties responsible : General Treasury and TVEC.

Time frame : 2 Yrs.

II. The Involvement of the Private Sector in the implementation of TEVT reforms

The Rationale

In a liberalised economy, the labour market changes rapidly. The changes are brought about by the advent of new technology and adaptation of modern practices, particularly in the manufacturing and service sectors. Existing jobs are being lost but new jobs are being created. Information technology accelerates the pace of change. The business community is compelled to embrace new technology and modernise their businesses in order to remain competitive in a globalising economy. It is inevitable, therefore, that the private sector and the business community should be asked to take an active role in reforming the TEVT sector and also to join hands with the Government in planning and implementation of TEVT reforms.

Therefore, an important objective of reforms is to provide the necessary environment and incentives for the private sector to take the lead in providing training to satisfy their own requirements. Such training includes job-entry and on-the-job training as well as retraining and upgrading of workers. Under the reforms, the private sector should be offered a range of incentives such as tax concessions, duty free imports and grants to meet capital expenditure and concessionary credit to meet operational expenses on training.

Policy Objectives

- 2.1 A system of incentives to motivate the private sector and get them directly involved in training established.
- 2.2 Training reoriented in order to cater to the needs and aspirations of the private sector.
- 2.3 An interface between training providers and skill users built.
- 2.4 Increased employability and labour mobility.
- 2.5 Sector specific best practices adopted.
- 2.6 Work ethics improved.

Required Strategies and Action Programmes

The main strategies and action programmes corresponding to the above policy objectives are listed below. The parties responsible and a time frame for completion of activities are also shown.

2.1.1. Offer a range of incentives including the following:

- i. Profits and income earned by privately funded training institutions to be exempt from income tax for a fixed period of say 5 to 10 years.
- ii. Duty free imports of training equipment and related items.
- iii. Expatriate resource persons to be exempted from income tax.
- iv. Tax benefits, such as double deduction of tax, for Companies conducting enterprise based training.
- v. Grants to meet capital expenditure on training infrastructure of private sector firms.
- vi. Concessionary credit facilities to private sector firms to meet operational expenditure on approved TEVT programmes.

*Parties responsible: Ministry of Finance, Dept. of Inland Revenue, Banking Institutions, BOI, TVEC.
Time frame : within 3 Years*

2.1.2 Establish a Skills Development Fund based on employers' contributions. Private sector to actively participate in the management and operation of the Fund.

*Parties responsible : Employer Organisations, TVEC, Ministry of Finance.
Time frame : within 3 years*

2.2.1 Promote active involvement of the private sector in planning and delivery of training. Assess skill requirements, develop training products, set standards and monitor. Create a competitive environment for greater involvement of the private sector in training.

*Parties responsible: TVEC, NAITA, Professional bodies.
Time frame : Immediate and continuous.*

2.3.1 Make the private sector participation in training more meaningful by establishing Training Advisory Boards consisting of mainly the private sector representatives covering strategic economic sectors. These Boards may support and/or complement the existing Lead organisations such as CINTEC, ICTAD, Hotel School, Printing Institute etc.

*Parties responsible: TVEC, Sectoral Ministries, Employer Organisations and Chambers of Commerce.
Time frame : 1 Year*

- 2.4.1 Follow economic and labour market trends and provide appropriate multi-skill training for job entrants. Multi-skills related to repair, maintenance and absorption of new technologies should receive priority.
Parties responsible: Employer Organisations, Chambers, NAITA, DTET, and TVEC.
Time frame : Immediate and continuous
- 2.5.1 Formulate a process to bridge the existing deficiency gaps. Set-up industry-specific skill centres developed to serve groups of companies as well as enterprise-based training centres in individual companies.
Parties responsible: TVEC, NAITA, Employee Organisations, Chambers.
Time frame : Immediate and continuous
- 2.6.1 Inculcate value of work ethics at school/institute levels. Involve parents, students, employers in career guidance and counselling.
Parties responsible: Schools, Government training systems, Private sector firms.
Time frame : ongoing

III. The Linkage between General Education, University Education, and Technical Education and Vocational Training

The Rationale

The general perception of technical education and vocational training is that this type of education is meant for those who are out-of-school and looking for work. It is thought to be an inevitable route that most students take when they fail to move up the general education ladder. This has to change. Training should no longer be perceived as some kind of welfare support for school dropouts or a temporary alternative to a job that keeps the unemployed occupied.

Students who are at the secondary school level should make an informed decision to embark on technical education and vocational training. They should do so because they see clearly an **alternate route to acquire knowledge and skills that lead them progressively to certificate, diploma and degree qualification and prepare them for productive employment and enhancement of career prospects.** Entry criteria for admissions to vocational training centres, technical colleges, apprenticeship schemes are to be reviewed and modified so that there will be progressive paths for talented students and late developers to move upwards in the technical education and vocational training system. At the same time, necessary steps should be taken to develop two-way, lateral linkages between General and University Education and TEVT. This should minimise the pressure on students to gain entrance to universities. This concept is illustrated in the schematic Diagram 1.

Policy Objectives

- 3.1 Forward and lateral mobility between general education, tertiary education and TEVT developed and base levels of achievement established.
- 3.2 An island-wide TVET data base developed.
- 3.3 Multiple avenues for development of vocational and technical skills of school leavers at different levels identified.
- 3.4 Innate potential of pupils assessed.
- 3.5 Attitudes relating to the world of work reoriented.
- 3.6 Parents involved with teachers and pupils in promoting greater linkages between general education and TEVT.

Required Strategies and Action Programmes

The main strategies and action programmes corresponding to the above policy objectives are listed below. The parties responsible and a time frame for completion of activities are also shown.

- 3.1.1 Develop the TEVT system as a transparent, alternative route to assimilate knowledge and skills needed to progressively acquire certificate, diploma and degree level qualifications and also to obtain gainful employment. Change entry requirements of all levels of general education, tertiary education, and TEVT by giving credits for previous education and training and work experience. Develop a system of accreditation, competency based assessments and national vocational qualifications.
Parties responsible : NEC, UGC, M/E & HE, M/VT & RI, TVEC, SLIATE, NAITA, VTA.
Time frame : within 3 Years
- 3.2.1 Set up an appropriate data base of training providers in the Government and private sector
Party responsible: TVEC.
Time frame : on going
- 3.3.1 Use data base at 3.2.1 above for the development of vocational and career guidance. Co-ordinate existing counselling and guidance services of different Government Ministries/ Agencies.
Parties responsible : NEC, TVEC, NYSC, DTET, VTA, M/S, YA & S.
Time frame : within 3 years
- 3.4.1 School based assignments
Parties responsible : General Education.
Time frame : on going
- 3.5.1 Learning process in School
Parties responsibilities : General Education, Employer Organisations, Chambers.
Time frame : on going
- 3.6.1 School Management
Parties responsible : General Education
Time frame : on going

IV. Training for Self-Employment

The Rationale

Training cannot create employment. However, training is a powerful means of preparing young people for employment. But training alone is not sufficient for self-employment. Post-training support measures such as start-up capital, business know-how, access to raw materials and markets are essential for promoting self-employment. The means to strengthen the links between the training system and the mechanisms available for providing post-training support measures need to be identified and strengthened.

Policy Objectives

- 4.1 Young people made employable and employment opportunities increased through vocational training thereby contributing to the alleviation of poverty.
- 4.2 Delivery of training for self employment at the district level co-ordinated.

Required Strategies and Action Programmes

The main strategies and action programmes corresponding to the above policy objectives are listed below. The parties responsible and a time frame for completion of activities are also shown.

4.1.1 Reorient training in order to:

- (i) Create an entrepreneurial mind set
- (ii) Introduce basic entrepreneurship training.
- (iii) Upgrade technical skills.

Parties responsible : VTA, NYSC, NAITA, TVEC

Time frame : 6 months

4.1.2 Provide follow-up support to vocational training through:

- (i) Easy access to credit
- (ii) Access to local and foreign markets
- (iii) Access to raw materials
- (iv) Counselling services to overcome business related problems
- (v) Creation of self-help societies/groups.
- (vi) Monitoring and evaluation through tracer studies etc.

Parties responsible : Samurdhi, VTA, NYSC.

Time frame : 6 months

4.2.1 Decentralise the planning and management process of training for self employment. VTA, NYSC and NAITA to work together at the district level.

Parties responsible : Samurdhi Managers, District and Divisional Secretariats, Provincial and District Officials of VTA, NYSC and NAITA.

Time frame : 1-2 years.

3. The Implementation of Reforms

The Task Force appointed by H.E. the President to oversee the implementation of technical education and vocational training reforms consisted of fifteen members with the Minister of Vocational Training and Rural Industries as the Chairman. The Advisor on Technical Education and Vocational Training of the Ministry was entrusted the responsibility of assisting the Minister and the Task Force in coordinating the activities of the agencies responsible for the implementation of reforms. Other members of the Task Force included senior officials of concerned Ministries and Agencies of the Government, representatives of Employer Organizations and Chambers of Commerce and Industry, National Education Commission and other persons with specialized knowledge and experience as members. The names and designations of the members of the Task Force are at Annex IV.

3.1 The Technical Committees

There are several Government Ministries and private sector organizations involved in the TEVT reforms process. Hence, it was considered important to solicit their active participation in order to ensure their commitment to and support for the reforms. Therefore, six Technical Committees consisting of members of the Task Force, officials and specialists drawn from the Government and the private sector were appointed to identify the key activities and to facilitate the reforms implementation process. They were to concentrate on the four major thrust areas of reforms namely: (i) Role of the Government, (ii) Involvement of the Private Sector, (iii) Linkage between General and University Education and TEVT, and (iv) Training for Self-Employment and the Unorganized Sector as well as two other areas identified by the Task Force, (v) Quality Improvement, and (vi) Foreign and Local Resources for TEVT. The composition of the Technical Committees are at Annex IV.

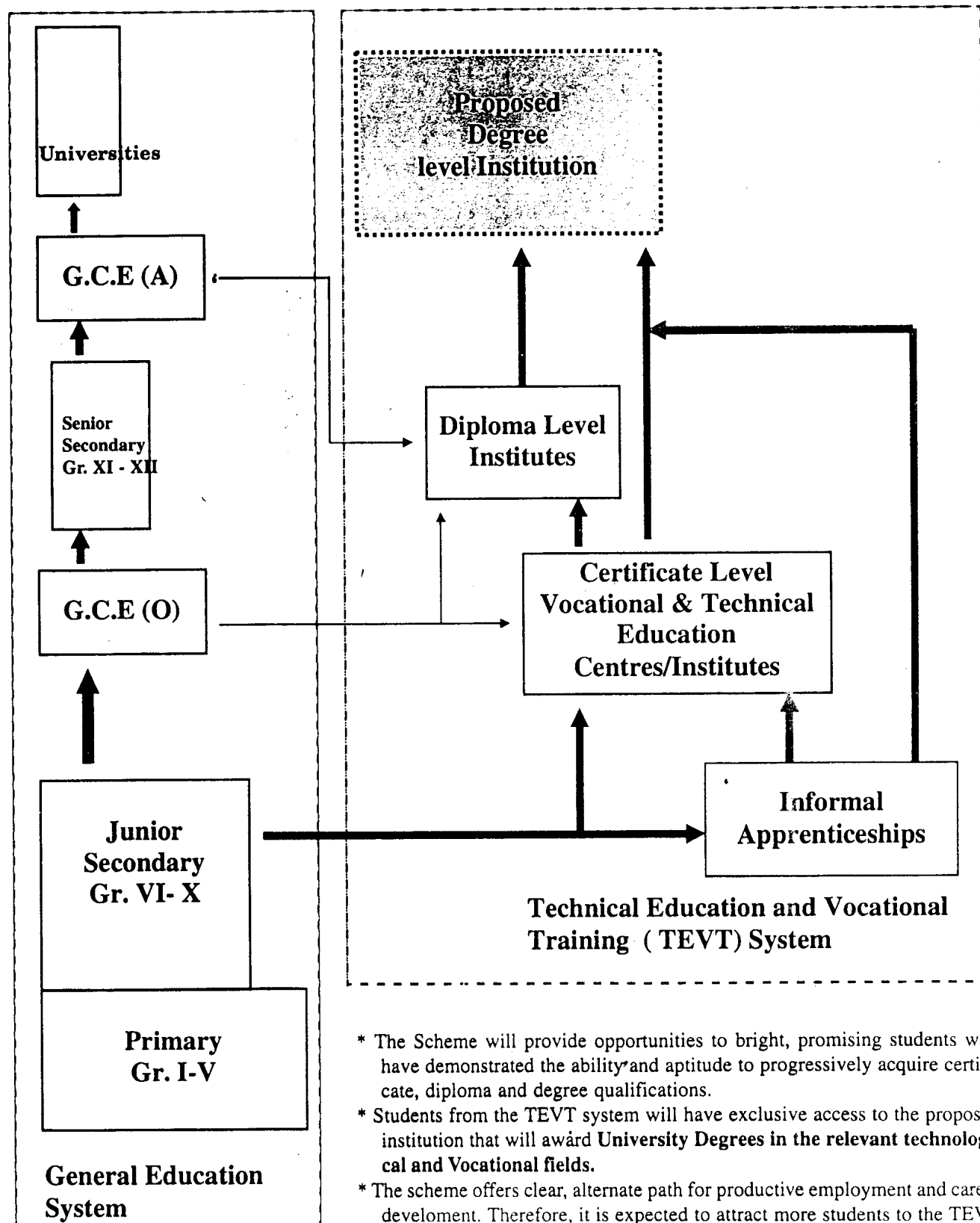
3.2 Modalities of Implementation

The Committees meet regularly to advise and assist the concerned agencies to come up with suitable modalities of implementation of Action Programmes identified in the Reforms report and to monitor the progress of reforms implementation. The Chairman of the Committees report to the Task Force at its meetings convened by the Presidential Secretariat and put forward specific proposals for approval. The concerned Government Ministries and Agencies are then directed to implement the proposals. H.E. the President is kept informed of the progress of implementation of reforms through regular reports.

The Task Force and the Committees are supported by the Reforms Secretariat established within the Ministry of Vocational Training and Rural Industries. The Advisor on Technical Education and Vocational Training is in charge of the Secretariat.

REFORMS IN TECHNICAL EDUCATION AND VOCATIONAL TRAINING

A scheme to provide progressive upward movement to the students in the TEVT system based on their aptitudes and abilities.



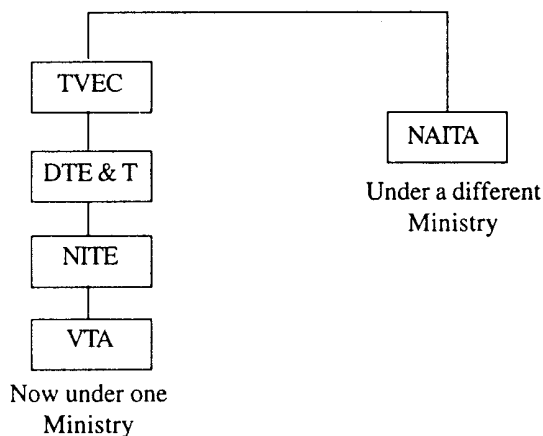
- * The Scheme will provide opportunities to bright, promising students who have demonstrated the ability and aptitude to progressively acquire certificate, diploma and degree qualifications.
- * Students from the TEVT system will have exclusive access to the proposed institution that will award **University Degrees in the relevant technological and Vocational fields.**
- * The scheme offers clear, alternate path for productive employment and career development. Therefore, it is expected to attract more students to the TEVT system.

Recommendations contained in the report of the Committee of Officials appointed by the Inter-ministerial Committee on Vocational Training, July, 1996

All members of the Committee were in total agreement with respect to the Terms of Reference of the Committee as extracted from the policy guidelines enunciated by Her Excellency the President at the meeting held on April 01, 1996. This is quoted below :

- i. *At the above meeting, Her Excellency the President has stated that the objectives of setting up of a separate Ministry of Vocational Training for the first time in the country is to bring the subject of Vocational Training under one umbrella. Her Excellency further stated that, although it may not be possible to bring all the Institutions under a single Ministry, it is necessary to plan and implement programmes avoiding unnecessary duplication of programmes or competition between Institutions.*
- ii. *Her Excellency further expressed the view that Vocational Training programmes which are characteristic of a particular Ministry may continue to remain within that Ministry and that the Ministry of Science, Technology and Human Resource Development should ideally be involved in training programmes requiring an input of a high level of scientific and technical knowledge, skills and expertise.*

The committee recommendations that rationalization and coordination of major TVET sector institutions should be achieved by bringing them under a single line of authority to maximize their effectiveness through the optimum utilization of limited resources. The major Institutes involved are as follows.



The Committee recommends that the TVEC should act as the apex body in the TVET sector with regard to policy, planning and coordination of the sector that the institutional and administrative set up of the TVEC should be strengthened in order to achieve the above objectives, specially by bringing in more participation in the activities of the TVEC by the private sector.

The Committee recommends that utilization of the resources in the sector has to be optimized, avoiding unnecessary duplication and multiplication of programmes and effort by different institutes.

The Committee recommends that the present Inter Ministerial Committee should continue in the future as the Cabinet Sub Committee on future activities in the TVET sector, and a Committee of Officials with representations from all major TVET sector Ministries and Institutes should be established as the services arm to study and make recommendations to the Cabinet Sub Committee. Creation or establishment of new project/institutes falling within the TVET sector by any Ministry should be referred to the Cabinet Sub Committee before such projects/institutes are given the approval in order to ensure rationalization and avoid duplication of programmes.

The Committee recommends to establish a coordination mechanism including MLVT, TVEC, DTET and SLIATE in order to conduct the HNDE (Higher National Diploma in Engineering) programmes at the Technical Colleges for the purpose of sharing of infrastructure , staff, workshop facilities for SLIATE as well as DTE & T programmes.

Recommendations contained in the draft report on National Policy on Technical Education and Vocational Training, National Education Commission, 1996

1. Policy Planning and Co-ordination

- i. The Technical and Vocational Education Commission (TVEC) should be strengthened to achieve the stated objectives of the Commission. It should be converted to statutory body and the necessary staff appointed to carry out its functions effectively.
- ii. The membership of the TVEC should be enlarged to include representatives from key ministries involved in TEVT and the private sector.
- iii. There should be an Inter - Ministerial Committee (IMC) to give overall direction and co-ordination of TVET. The TVEC will service the IMC.

2. Managerial Development of TVET Institutes

- i. The management structure of institutions delivering TVET will be reorganized giving them greater autonomy in planning and designing courses relevant to the needs of the country. This requires more discretion in financial management subject to regular audit and be held accountable for achieving the institutional objectives.
- ii. There should be Governing Boards for each institution. The Boards should consist of the Head, representatives of the staff and a number of representatives from the private sector organizations and professionals in TVET.

3. Resource Provision

- i. Financial provision for TVET as at present is inadequate to meet the expanding demand in this sector. Technical Education requires equipment and raw - materials for practical work. The Government allocation for TVET has to be increased.
- ii. There should be mechanisms to ensure the optimum use of expensive facilities. The facilities which can be shared between courses should be centrally located and made available to users.
- iii. A Skills Development Fund should be established with contributions from the private sector, corporate sector and foreign donations to supplement the Government allocation to the TVET sector.
- iv. Payment of stipends to the students and provision of other welfare facilities should be on the basis of a common set of guidelines prepared by the TVEC.
- v. Criteria for funding TVET institutions should be based on a set of guidelines related to determine the effectiveness of courses. Tracer studies should be carried out to determine the effectiveness of courses.

4. Social Image of Vocational Education

- i. The low social image of vocational skills is a factor which inhibit the development of TVET. A National Awards system to appreciate, recognize and motivate skilled practitioners has to be instituted.
- ii. Associations in main occupational groups such as masonry, carpentry and other crafts should be formed to promote the recognition of these skills.

5. Decentralization of Training Opportunities

- i. At present, most of the training programmes are concentrated in and around the Capital city. Action should be taken to establish new training centres in the Provinces with the assistance of the Provincial Councils and in participation with the private sector.
- ii. In areas where these are multi- ethnic concentrations of population the instruction should be provided in both media, Sinhala and Tamil.

6. Reorganization of National Institute of Technical Education (NITE)

- i. The NITE should be restructured as an autonomous authority with a Council of Management responsible for its management.
- ii. There should be a Central Curriculum Development System where modules can be designed to meet the different levels and subject areas in TVET.
- iii. There should be Training Advisory Boards for each technical/vocational area comprising representatives of the private sector and educationalists proficient in TVET to develop curriculum modules. Curriculum development should ensure that both employer needs and student needs are well addressed to in study courses. Courses should be updated and upgraded in keeping with the technological changes and consequent changes in skills profiles of occupations.
- iv. NITE should provide consultancy assistance to training institutes to modify and adopt their training modules to suit local conditions.
- v. Modules in craft and trade level courses should be designed to impart skills through practical work. Ability to read and understand the instructions in a basic manual will be a useful skill.
- vi. At technician and higher levels, although practical skills are essential, trainees should also be able to meet the knowledge demands of future industries.
- vii. It is necessary to impart multi-skills at lower levels such as crafts and trades so that they get better chances in seeking employment.
- viii. There should be a "General Education Component" comprising basic management and accounting and communication skills in all technician and higher level courses.
- ix. NITE should introduce a competency based technical teacher training programme through alternative modes of delivery to meet the needs of the teachers in service.
- x. NITE should conduct a pre-service teacher training programme for new recruits before they are sent to serve in their training institutes.

7. Staff Welfare

- i. High staff turnover is a drawback that affects quality in instruction. Staff should be adequately remunerated to attract capable personnel and retain them in the system.
- ii. There should be provision for teachers to gain industrial experience periodically on full-pay leave.
- iii. An appropriate balance should be maintained between the full-time and part-time staff at training institutes in order to get the best effect for the trainees. Part-time teachers help to establish links with the industry and bring into the classroom modern developments in technologies.

8. National Vocational Competency Qualifications

- i. National Vocational Competency Qualification (NVCQ) scheme will be established by the TVEC to provide a valid certification system for TVET. This will enable the students to transfer to more advanced courses after completing one course and satisfying the other relevant criteria.
- ii. TVEC will recognize local testing centres attached to national training organization such as NAITA, ICTAD, VTA, Technical Colleges, SLIATE etc.

9. Career Guidance and Counselling

- i. A Labour Market Information System (LMIS) will be established to provide information and data on available job opportunities and future trends. It will closely monitor the job availability and employment trends in the private sector and in foreign countries.
- ii. LMIS will be located at the HRDC and will establish links with the UGC, Universities, ME&HE, TVEC, Foreign Employment Bureau, Chambers of Commerce and Industry and other TVET centres.
- iii. Career Guidance and Counselling Services will be provided to those who undergo education and training at secondary and higher education levels and TVET. Students will be briefed to select a course of studies and training suited to their aptitudes and interests and also brief them with the job opportunities available after training.

10. Research and Development

- i. There is a need for R & D work in adapting modern technologies to suit the local conditions. The facilities available in the Advanced Technical Institutes should be used for such R & D work. They also should work in collaboration with national institutes in the such as CISIR, NERD Centre and the University system.

11. Reforms in Secondary Education

- i. The trainees in the TVET system have passed through the General Education System in schools. The curricula and the methodology of the Secondary Education System should be fashioned to produce a trainable person.

THE MATRIX

Recommendations contained in the report of the Consultative Meeting on Technical Education and Vocational Training Policy Formulation convened by the Presidential Secretariat on 23rd June, 1997.

Policy Objectives	Required Strategy Initiatives & Action Programme Elements	Parties responsible ; Remarks	Time Frame
1. Role of the Government			
1.1 Meaningful policies on TEVT in keeping with the current economic and social goals of the Government developed and the process of policy formulation improved.	Strengthen the policy formulation and co-ordination capacity of the TVEC through the following measures: (i) Reconstitute the TVEC with greater participation from the private sector. At least two thirds of the members of TVEC should be from the private sector, with knowledge and experience on training and preferably recommended by the Employer Organizations and Chambers of Commerce and Industry. (ii) Amend as necessary the TVEC Act in order to make TVEC a more functional and effective Organisation. For this purpose, convert it to a statutory body with necessary powers. (iii) Relocate the TVEC*	Ministry of Vocational Training & Rural Industries (M/VT & RI)	6 months
		M/VT & RI/ TVEC	6-9 months
		Presidential Secretariat	
1.2 The present role of the Government as the major provider of training changed to that of the Facilitator, Co-ordinator, Standard Setter and Regulator of technical education and vocational training.	Allow the private sector to be the the main provider of pre-employment and job-entry training for the organized sector and also for training and retraining/upgrading during employment. Expand and improve the national skill standards, testing and certification system. Use this system to promote competition amongst training providers/institutions and thus make them commercially viable.	TVEC Employer Organisations and Chambers of Commerce and Industry	1-3 years
		TVEC in collaboration with Employer Organizations, Chambers and major training providers. (This is linked to 2.2 and 3.1 below)	1-3 years
1.3 Government's responsibility focused on training with strong social development goals and on programmes for which the private sector has no interest or capacity. (Note: This objective relates to section 4 below)	Redefine the role of the Government training agencies such as VTA, NAITA, NYSC in order to focus their efforts on planning and delivery of training for self-employment, for special groups and for the unorganized sector. Develop mechanisms to plan and implement priority training programmes for which the private sector has no capacity.	TVEC VTA, NYSC, NAITA (Note: 1.2 and 1.3 are complementary)	1-3 years
		TVEC VTA, DTET, NAITA. Ministry of Finance.	1-3 years

* There was no unanimous support for the proposal to bring TVEC under H.E. the President.

Policy Objectives	Required Strategy Initiatives & Action Programme Elements	Parties responsible ; Remarks	Time Frame
<p>1.4 Rate of return on the expenditure on training improved and waste of resources due to duplication avoided.</p>	<p>Greater control of allocation of funds and resources for training. (i) Set up guidelines for evaluation of training institutions and major programmes. (ii) Base the allocation of funds and resources on such evaluations and re-demarcate the responsibilities and functions of the Government training agencies as necessary. (iii) Introduce a competitive mechanism for the allocation of public funds for TEVT through tendering and user choice options.</p>	<p>TVEC General Treasury and TVEC General Treasury and TVEC</p>	<p>on going 1 year 2 years</p>
<p>2. Involvement of the Private Sector in Training</p>			
<p>2.1 A system of incentives to motivate the private sector and get them directly involved in training established.</p>	<p>Offer a range of incentives including the following: (i) Profits and income earned by privately funded training institutions to be exempt from income tax for a fixed period of say 5 to 10 years. (ii) Duty free imports of training equipment and related items. (iii) Expatriate resource persons to be exempt from income tax. (iv) Tax benefits, such as double deduction of tax, for Companies conducting enterprise based training. (v) Grants to meet capital expenditure on training infrastructure of private sector firms. (vi) Concessionary credit facilities to private sector firms to meet operational expenditure on approved TEVT programmes. Establish a Skills Development Fund based on employers' contributions. Private sector to actively participate in the management and operation of the Fund.</p>	<p>Ministry of Finance, Dept. of Inland Revenue Banking Institutions BOI TVEC (This is linked to 2.5 below)</p>	<p>within 3 years</p>
<p>2.2 Training reoriented in order to cater to the needs and aspirations of the private sector.</p>	<p>Active involvement of the private sector in planning and delivery of training. Assess skill requirements, develop training products, set standards and monitor. Create a competitive environment for greater involvement of the private sector in training.</p>	<p>Employer Organizations TVEC. Ministry of Finance TVEC, NAITA Professional bodies (Note: This is related to 1.2 above.)</p>	<p>within 3 years. Immediate and continuous</p>

Policy Objectives	Required Strategy Initiatives & Action Programme Elements	Parties responsible ; Remarks	Time Frame
2.3 An interface between training providers and skill users built.	Make the private sector participation in training more meaningful by establishing Training Advisory Boards consisting mainly of the private sector representatives covering strategic economic sectors. These Boards may support and/or complement existing lead bodies such as CINTEC, ICTAD, Hotel School, Printing Institute etc.	TVEC Sectoral Ministries Employer Organizations and Chambers of Commerce.	1 year
2.4 Increased employability and labour mobility.	Follow economic and labour market trends and provide appropriate multi-skill training for job entrants. Multi-skills related to repair, maintenance and absorption of new technologies should receive priority.	Employers and Employer Organizations, Chambers, NAITA, DTET.	Immediate and continuous
2.5 Sector specific best practices adopted.	Formulate a process to bridge the existing deficiency gaps. Set-up industry-specific skill centres developed to serve a group of companies as well as enterprise-based training centres in individual companies.	TVEC, NAITA Employee organizations, Chambers (This is linked to 2.1 above)	Immediate and continuous
2.6 Improved work ethics	Inculcate value of work ethics at school/institute levels.	Schools, government training systems, Private sector firms.	on going
3. Linkages between General Education & TEVT			
3.1 Forward and lateral mobility between general education, tertiary education and TEVT developed and base levels of achievement established.	Develop TEVT system as a transparent alternative route to acquire knowledge and skills needed for gainful employment. Change entry requirements of all levels of General Education, Tertiary Education and TEVT by giving credits for previous education and training and work experience. Develop a system of accreditation, competency based assessments and national vocational qualifications.	NEC UGC M/E & HE M/VT & RI TVEC, SLIATE NAITA, VTA (This is linked to 1.2 above).	within 3 years
3.2 An Island-wide TVET data base developed.	Set up an appropriate data base of training providers in the Government and private sector	TVEC	on going
3.3 Multiple avenues for development of Vocational and Technical Skills of School leavers at different levels identified.	Use data base at 3.2 for the development of Vocational and Career Guidance. Co-ordinate existing Counselling and Guidance Services of different Government Ministries/ Agencies.	NEC TVEC NYSC DTET, VTA M/S, YA & S	within 3 years

Policy Objectives	Required Strategy Initiatives & Action Programme Elements	Parties responsible ; Remarks	Time Frame
3.4 Innate potential of pupils assessed.	School based assignments	General Education	on going
Attitudes relating to the world of work reoriented.	Learning process in School	General Education	on going
3.6 Parents involved with teachers and pupils in promoting greater linkages between general education and TEVT.	School Management	Employer Organisations, Chambers General Education	on going
4. Training for self employment and the unorganized sector	Reorient training in order to:	VTA NYSC	6 months
4.1 Poverty alleviated and employment opportunities increased through vocational training.	(i) Create an entrepreneurial mind set (ii) Introduce basic entrepreneurship training. (iii) Upgrade technical skills. Provide follow-up support to vocational training through:	Samurdi VTA NYSC	6 months
4.2 Delivery of training for self employment at the District level co-ordinated.	(i) Easy access to credit (ii) Access to markets: local and foreign (iii) Access to raw materials (iv) Counselling services to overcome business related problems (v) Creation of self-help societies/ groups. (vi) Monitoring and Evaluation through tracer studies etc. Decentralize the planning and management process of training for self employment.	Samurdi Managers District and Divisional Secretariats VTA and NAITA to work together at district level.	1-2 years

**MEMBERS OF THE PRESIDENTIAL TASK FORCE ON
TECHNICAL EDUCATION VOCATIONAL TRAINING**

This list contains the names (arranged in alphabetical order) of those who were appointed to the Task Force in November, 1997. The Task Force is still functioning. Therefore, the names of those who have been replaced on account of retirement, transfers, or absence from the country are listed under the Notes below :

1. Hon Amarasiri Dodangoda, Minister of Vocational Training and Rural Industries (Chairman)
2. Prof. K.D. Arulpragasam, Vice Chairman ; National Education Commission
3. Prof. P.W. Epasinghe ¹, Chairman, Tertiary and Vocational Education Commission
4. Mr. A.E.Z. Fernando, Advisor, Ministry of Vocational Training & Rural Industries (Co-ordinator of the Task Force)
5. Mr. Franklyn Amerasinghe , Director General , Employers Federation of Ceylon
6. Prof. L. Jayatilake, Chairman, National Education Commission
7. Mr. Lalith Weeratunga ², Director General, Tertiary and Vocational Education Commission
8. Mr. N.A. Obadage ³, Secretary , Ministry of Vocational Training & Rural Industries
9. Dr. Pat Alailima, Director General, Dept. of National Planning
10. Mr. R.I. Samaratinga, Chairman, National Apprentice & Industrial Training Authority
11. Dr. Saroj Jayasinghe ⁴, Consultant , National Development Council
12. Dr. Tara de Mel , Advisor to H.E. the President on Social Infrastructure
13. Mr. C.S. Weeraratne ⁵, Director (Agriculture) Samurdhi Authority
14. Mr. E.A. Wirasinha, Chairman, Tharuna Aruna Institute
15. Mr. H.A. Wimalagunawardena ⁶, Secretary, Ministry of Science & Technology

Notes :

1. Replaced by Mr. Anura Kumarasinghe, Chairman, TVEC , when Prof. Epasinghe completed his term of office as the Chairman of TVEC.
2. Replaced by Mr. Rohan Kuruppu, Director , Phoenix College of Clothing Technology, when Mr. Weeratunga was abroad on fellowship. Mr. Weeratunga has rejoined the Task Force on his return. Mr. Kuruppu also continues as a member.
3. Replaced by Mr. P.Liyanarachchi, Secretary, MVT & RI on the retirement of Mr. Obadage.
4. Replaced by Mr. Gamini Wickramasinghe when Dr. Jayasinghe reverted to the Colombo University.
5. Replaced by Dr. R.M.K. Ratnayake, Secretary , Ministry of Samurdhi, Youth Affairs and Sports, when Dr. Weeraratne resigned his post
6. Replaced by Mr. N. Pathmanathan, Secretary, Ministry of Science and Technology on the retirement of Mr. Wimalagunawardena.

PRESIDENTIAL TASK FORCE ON TECHNICAL EDUCATION AND VOCATIONAL TRAINING

Member of the Committees of the Presidential Task Force on TEVT, 1997

I. Presidential Task Force Committee on the Role of the Government

1. Mr. A.E.Z. Fernando (Chairman)
2. Mr. N.A. Obadage
3. Prof. P.W. Epasinghe
4. Mr. P.M. Leelarathne,
5. Maj. Gen. M.T.W. Ponnampereuma
6. Mr. R.I. Samarathunga
7. Mr. K. Kaluarachchi
8. Mr. L. Weeratunge
9. Mr. Nihal Abeysekera

II. Presidential Task Force Committee on the Involvement of the Private Sector on the TEVT Reforms

1. Mr. E.F.G. Amerasinghe (Chairman)
2. Mr. E.A. Wirasingha
3. Mr. Rohan Kuruppu
4. Mr. Nihal Rangala
5. Mr. Jayadeva de Silva
6. Mr. Dan Seevarathnam

III. Presidential Task Force Committee on Linkages Between General Education and University Education and TEVT

1. Prof. K.D. Arulpragasam (Chairman)
2. Prof. Dayantha Wijesekera
3. Prof. M.T.M. Giffry
4. Mr. N.K. Gunawardena
5. Prof. G.T.F. de Silva

IV. Presidential Task Force Committee on Training for Self-employment and the Unorganised Sector

1. Dr. C.S. Weeraratne (Chairman)
2. Mr. Wasantha Jayasinghe
3. Mr. R.I. Samarathunge
4. Mr. Sunil Navaratne
5. Mr. B.K.U.A. Wickramasinghe
6. Mr. Saliya Ranasinghe
7. Mr. Sarath Silva

V. Presidential Task Force Committee on Improvement of Quality of TEVT

1. Prof. Saroj Jayasinghe (Chairman)
2. Mr. U.M. Weerasekera
3. Mr. Saunil Wijesinghe
4. Mr. Sumithra Dias
5. Mr. J.M. Marrikkar

VI. Presidential Task Force Committee on Foreign and Local Resources

1. Mr. A.E.Z. Fernando (Chairman)
2. Mrs. D.D.J. Kudaligama
3. Dr. Pat Alialima
4. Mr. W.C. Dheersekera
5. Major. Douglas Wijesinghe
6. Mr. P.E.G. Perera