

**ILO/SKILLS-AP Japan Regional Workshop and Study Programme
On Skills Training in the Workplace
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Country Paper of Sri Lanka

1. Introduction

1.1 The Country Social and Economic Background

Sri Lanka is an Island of about 65000 Sq. km located in the southern tip of the Indian sub continent. Its population is about 19 millions with a labour force of about 7 millions. Sri Lanka has a written history of 2500 years and it became independent state in 1948 after colonial rule; first coastal belt under Portuguese, Dutch and British from 1505 to 1815 and then whole country under British from 1815 to 1948. At present Sri Lanka is a democratic country with an executive presidency, single house parliament and nine provincial governments.

Sri Lanka has been listed as a developing country practicing the open market policies. Present per capita income is about US \$ 2000.

1.2 General Education in Sri Lanka

Before colonial influence, there had been a temple based education system in Sri Lanka. Under colonial rule, formal school system had been established to facilitate promotion of religions and to produce civil servant for the Government duties. In parallel Buddhist dignitaries also had established a network of school to facilitate freedom movement.

With the independence in 1948, free school education system was introduced and all schools who agreed to come under government financing scheme were taken under the Ministry of Education. A few schools who opted to run on fee levying basis also had to follow government curricula. At present there are little more than 10,000 government schools with student enrolment from Grade 1 to 13 of about 4 mn. After liberalization of economy, a few international schools have been established but not a significant number.

1.3 Higher Education System in Sri Lanka

The first institution of higher education, The Ceylon University College was established in 1921 to externally prepare the students for the examination of the University of London and it became the University of Ceylon to award its own degrees in 1942. With the introduction of free education system in 1940s, education up to 1st degree of the university education have been given free of charge by the the government owned and managed schools and higher education system.

All successive government after independence have tried their best to expand the university system and at present there are 15 universities with total enrolment of about 20,000 students per year. All universities are working under the umbrella of the University Grant Commission. There are handful of public sector professional training institutions who have received degree awarding status through the accreditation of the University Grant Commission. Though a certain private training institutions are affiliated with foreign universities, there are no private universities operated in the country.

Our university system has two major problems; insufficient capacity to accommodate all who qualify for university education after school education and unemployment among graduates passing out from the universities.

2. TVET System in Sri Lanka

2.1 Evolution of Technical and Vocational Education in Sri Lanka

Sri Lanka had a very high standard of skills in construction, crafts, architecture and hydraulic technology during ancient times. Skills were taught by father to son or by elder relative to a younger to ensure a regular supply of skilled artisans.

This system broke down during the period Sri Lanka came under colonial rule, due to a change in the pattern of skills required in a colonial society with emphasis on the need of the colonial administration for producing the manpower needed for the lower level white collar jobs. Formal Technical and Vocational Education and Training (TVET), as we know of it today, had its beginnings in 1893 when the first Technical College was established to train skilled workers needed for the development of physical infrastructure such as the laying of railway lines and the construction of roads.

The period after independence (1948) saw a renewed interest in the development of skills required for achieving the development objectives of a newly emergent nation. Accordingly actions have been taken to establish a network of technical colleges and many other autonomous Vocational Training Institute under different ministries. However, this expansion did not have a focus on quality and relevance.

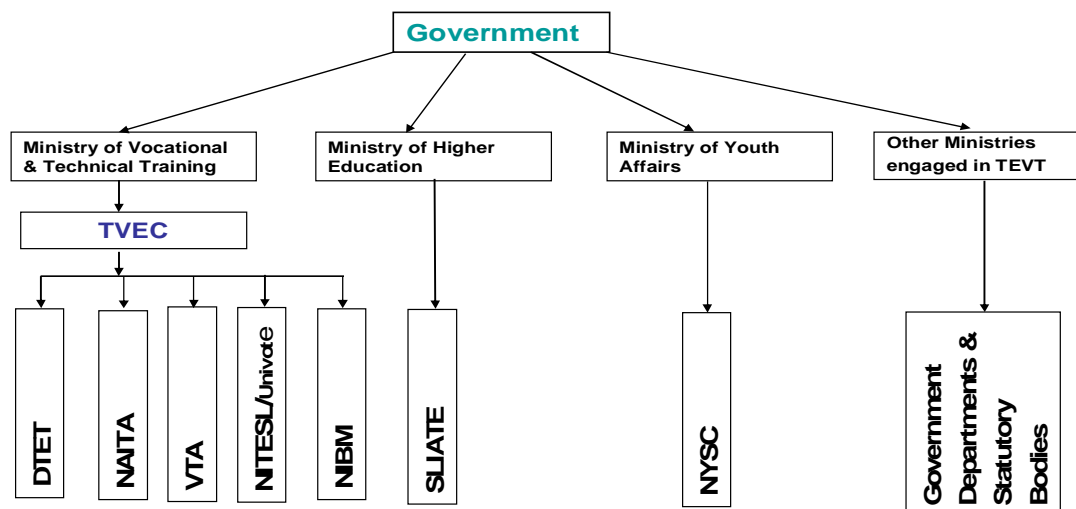
2.2 Change of focus in TVET System

From 1990, an attempt has been made to co-ordinate different training institutions to deliver training with quality and relevance according to the nationally agreed plan. This was symbolized by the establishment of the Tertiary and Vocational Education Commission (TVEC), the apex body in TVET in 1990 and establishment of a separate ministry for the TVET in 1994. This trend continued and present TVET focus is the establishment of a unified qualification system.

2.3 Institutional Structure of the TVET System currently functioning in Sri Lanka

At present, there are number of ministries with stake in TVET and the Ministry of Vocational and Technical Training is mainly responsible for development of TVET system in Sri Lanka. State Institutional Framework of TVET Sector is depicted in following diagram.

State Institutional Framework of the TVET Sector



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Institutions under the Ministry of Vocational and Technical Training depicted by abbreviations of the above diagram are listed below.

TVEC: Tertiary and Vocational Education Commission

Established in 1990, the Apex body in TVET sector responsible for policy formulation, co-ordination, planning and development and maintenance of standards through registration and accreditation of VT institutions and a unified qualification system.

DTET: Department of Technical Education and Training

Established in 1893 as the first technical college and at present it operates with a network of 38 technical colleges with annual enrolment of about 20,000 trainees; majority of them are at craft level. Actions have been taken to promote 9 technical colleges in 9 provinces as Colleges of Technology to conduct diploma courses under National Vocational Qualification System.

NAITA: National Apprenticeship and Industrial Training Authority

Established in 1971 as the National Apprenticeship Board to formalize the enterprise based apprenticeship training. It has been restructured in 1990 as the National Apprenticeship and Industrial Training Authority with wider powers for apprenticeship training, on the job training for all tertiary level courses and for trade test. At present it has a network of training centres including three national level institutions conducting dual training based courses and island wide network of inspectorate to conduct apprenticeship programmes with annual recruitment capacity of about 20,000 apprentices.

VTA: Vocational Training Authority of Sri Lanka

Established in 2005, VTA has a network of about 215 training centres with major focus on rural sector with annual reenrollment of about 20,000 students.

Univotec: University of Vocational Technology

University of Vocational Technology was established in 2009 to facilitate students in vocational training to continue their studies up to a degree programme. This has built up with facilities of the National Institute of Technical Education of Sri Lanka (NITESL) and it has undertaken the trainer training and Curricula and training material development functions of the NITESL.

Therefore, NITESL which was in the TVET system with the mandate for trainer training and Curricula and training material development ceased its operation in 2009.

NIBM: National Institute of Business Management

This is a leading public sector institution conducting business management and information technology courses in Sri Lanka.

Major State Institutions functioning under other Ministries are listed below.

NYSC: National Youth Services Council

NYSC has a mandate to conduct youth promotional activities and it has a network of training centres conducting courses at certificate levels.

SLIATE: Sri Lanka Institutes of Advanced Technical Education

SLIATE has a mandate for conducting diploma programmes and it has a network of training centres islandwide.

CGTTI : Ceylon – German Technical Training Institute (CGTTI)

This is a institution established with German assistance in 1950s under Ministry of Transport to conduct courses in automobile trades

CITI: Clothing Industry Training Institutes

This is the public sector lead training body in textile, Clothing and Garment industry sector.

ICTAD : Institute of Construction Training and Development

This is the public sector lead training and research body in Construction Industry Sector.

INGRIN: INGRIN Printing Training Institute

This is a State Owned Company to promote printing industry skill development programmes.

GJRTI: Gem & Jewellery Research and Training Institute

This is the public sector lead training and research body in Gem & Jewellery Industry Sector.

SLPA-MTC: Sri Lanka Ports Authority, Mahapola Training Centre

This training centre is responsible for training in ports, shipping and marine engineering related trades.

SLTTI: Sri Lanka Television Training Institute

This institutions has public sector affiliations and it conduct courses related to Television, Radio and film industry.

SLITHM: Sri Lanka Institute of Tourism and Hotel Management

This is an institutions under the Ministry of Tourism with the mandate for training in Tourism and Hotel trades.

Schools of Agriculture of the Department of Agriculture.

Department of Agriculture has three schools conducting courses in Diploma in Agriculture.

Private and NGO Sector Training Providers

There is a large number Private TVET institutions operated on fee levying basis. However, majority of them are in the IT sector. In addition, there is a widespread network of NGO sector TVET institutions. Though accurate statistics are not available, private VT institutions have about 4000 courses with about 100,000 annual intakes of students.

2.4 Training Statistics

Training delivery of full time course of key TVET institutions in 2004 is given below.

Table 1 : Training Enrollments and Completion in 2008

Institute	Number Enrolled			Number Completed		
	Male	Female	Total	Male	Female	Total
VTA	15,347	10,015	25,362	12,444	8624	21,068
National Institute of Business Mgt.	3,626	2,376	6,002	610	559	1,169
Ceylon German Tech Training Institute	353	11	364	206	0	206
INGRIN Printing Institute	662	237	899	588	216	804
Dept of Tech Education & Training	15,410	7,484	22,894	11,262	5,595	16,857
National App & Ind Training Authority	12,131	12,793	24,924	5,391	8,243	13,634
Clothing Industry Training Institute	641	272	913	641	272	913
Prots Authority Mahapola Tr Centre	336	0	336	333	0	333
Institute for Construction Tra & Deve	642	0	642	642	0	642
National Youth Service Council	5,442	5,168	10,610	5,403	5,141	10,544
National Design Centre	28	23	51	-	-	-
Sri Lanka Export Development Board	225	100	325	215	103	318
Total	54,843	38,479	93,322	37,734	28,753	66,487

Source : LMI Bulletin 2008 December, Tertiary and Vocational Education Commission

2.5 Reforms in TVET Sector

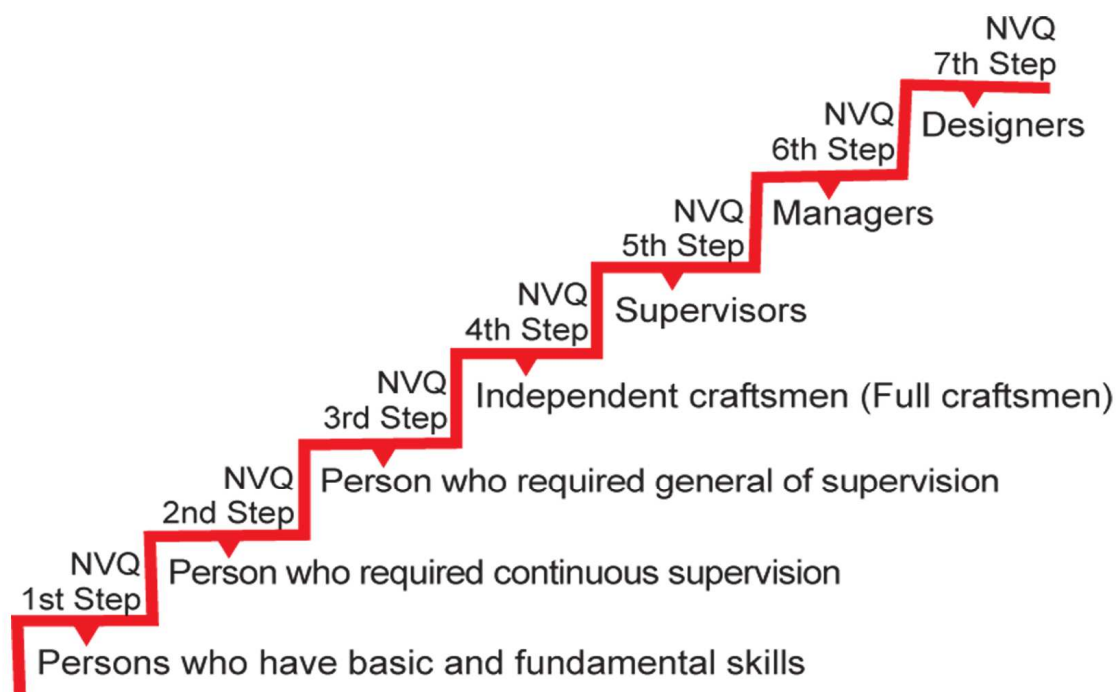
Ministry of Vocational and Technical Education in cooperation with major public sector TVET institution has taken action to implement two projects with the assistance of the Asian Development Bank to introduce sustainable reforms to the VT sector in Sri Lanka. Main reforms planned and being implemented are ;

- National Vocational Qualification (NVQ) Framework based on Occupational National Skills Standards to issue VT qualifications.
- Convert VT Courses into CBT Mode of Training and award NVQs.
- Implement Quality Assurance in TVET system through Registration of Training centres, Accreditation of training courses and installation of Quality Management System.
- Establishment of a Network of Career Guidance Centers and Learning Resources Utilization centres.
- Incorporate Entrepreneurship Development into TVET.
- Incorporate Employability Skills into TVET Curricula
- Recognize Private Sector Training Institutions to deliver NVQs through Registration and Accreditation
- Develop institutional capacity to conduct research in TVET
- Establish 9 Colleges of Technology in 9 Provinces by improving 9 Technical Colleges to conduct NVQ Level 5 & 6 Courses.
- Establish University of Vocational Technology to conduct NVQ 7 – Bachelor Degree courses

These reforms relevant to level 1 to 4 of NVQ Framework have been already implemented and about 22,000 NVQ certificate have been awarded from 2005 to 2009. In order to issue NVQ level 5 and 6 certificates, works related to development of 9 technical colleges in 9 provinces as Colleges of Technology are in progress. Further, the University of Vocational Technology has been established to facilitate degree level programmes for students in vocational training stream.

2.6 National Vocational Qualification Framework

National Vocational Qualification (NVQ) Framework was established in 2005 as a unified qualification system for TVET sector in Sri Lanka. NVQ Framework has a 7 levels qualification levels as depicted in following diagram.



Those qualification levels are described below.

Level	Qualification	Description
Level 1	National Certificates	Recognition for core of entry level skills
Level 2	National Certificates	Recognize the increasing level of competencies. Level 4 is the master level craftsmanship with ability to apply skill independently
Level 3	National Certificates	
Level 4	National Certificates	
Level 5	National Diploma	Recognize increasing competencies from technician to management levels
Level 6	National Diploma	
Level 7	Bachelors Degree Equivalent	This level recognizes the competencies at planning, resourcing and process management level.

National Vocational Qualification System of Sri Lanka has following features.

- National Skill Standards based qualification system.
- Curricula consisted of Curriculum Outlines, Trainer Guides and Trainee Guides based on the National Skill Standards.
- Competency based training delivery at registered training centres with accredited training courses belong to the public, private and NGO sectors.
- Competency based assessment by licensed assessors through recognition of current competencies and/or recognition of competencies acquired through prior learning.
- Joint certification with the signatures of the Director General of TVEC and head of assessment agency or head of accredited training course

Achievements made under implementation of NVQ Framework are listed below.

- 70 National Competency Standards of level 1 to 4 have been developed and another 23 are under preparation.
- About 300 courses have been accredited to award NVQ certificates
- About 800 assessors have been trained and registered to conduct NVQ Assessments.
- About 22000 NVQ certificates have been awarded from 2005 to 2009.
- About 3000 NVQ certificates have been awarded through Recognition of prior learning.

3.0 Labour Market of Sri Lanka

According to the Sri Lanka Labour Force Survey 2008, Summary Statistics on Labour Force of 15 years of age and over are given below.

Table 2 : Summary of Labour Force Characteristics in Sri Lanka (Excluding Northern Province)

	Male	Female	Total
Population 15 Years and Over	6848600	7777980	14626581
Labour Force in this age group	5212933	2848793	8061725
Labour Force Participation Rate	76.1	36.6	55.1
Employed Population	5018954	2609729	7628683
Employment Rate	96.3	91.6	94.6
Unemployed Population	193978	239064	433042
Unemployment Rate	3.7	8.4	5.4
Not in Labour Force	1635668	4929188	6564855

Source; Dept of Census & Statistics, Sri Lanka Labour Force Survey 2008

Above table reveal that about 7.6 million persons are being employed in 2008 of whom about 5.0 millions (66%) were males and 2.6 millions (34%) were females.

Table 3 : Change of Employed Population and Employment Rate in Major Industry Groups

Year	Total Employment		Major Industry Groups					
			Agriculture		Industries		Service	
	Number	%	Number	%	Number	%	Number	%
1992	4924130	100	2078560	42.2	991492	20.1	1854078	37.7
2000	6310247	100	2274153	36.3	1490795	23.6	2545299	40.3
2008	7174706	100	2344415	32.7	1888004	26.3	2942288	41.0

Source : Dept of Census & Statistics, Sri Lanka Labour Force Survey 2008

Above table shows that change of employed population and employment rate in major industry groups. Accordingly employed population has been increased from 4.9 millions in 1992 to 7.1 millions in 2008. From 1992 to 2008, employment in agriculture sector has decreased from 42.2% to 32.7%, employment in Industry sector has increased from 20.1% to 26.3% and employment in service sector has increased from 37.7% to 41.0%.

Table 4 : Current Employment in Number and percentage in different Occupational Groups

Occu Group	Occupational Group	Number Employed in 2009	Percentage Employed
1	Senior Official and Managers	142,000	2.0
2	Professionals	416,000	5.7
3	Technical and Associate Professionals	384,000	5.4
4	Clerks	320,000	4.4
5	Proprietors and Managers of Enterprises	482,000	6.7
6	Sales and Service Workers	555,000	7.7
7	Skilled Agriculture and Fishery Workers	1,739,000	24.0
8	Craft and Related Workers	1,118,000	15.4
9	Plant and Machine Operators and Assemblers	497,000	6.9
10	Elementary occupations	1,512,000	20.9
11	Unidentified	75,000	1.0
	All Groups	7,251,000	100

Source : LMI Bulletin June 2009, Tertiary and Vocational Education Commission

According to these figures published in the LMI Bulletin June 2009, number employed in Occupational Groups No 1 to 5 and No 7, 8, and No 9 have increased from 2003 to 2009. Among these occupational groups, Senior Officials and Managers have grown significantly. Number employed in Elementary (No 10) and Unidentified (No 11) have decreased from 2003 to 2009.

Table 5 : Current Employment in Number and percentage in different industry sectors

Industry Group	Industry Group	Number Employed in 2009	Percentage Employed
1	Agriculture Forestry and Fishery	2,460,000	33.9
2	Manufacturing	1,297,000	17.9
3	Construction, Mining & Quarrying, Electricity, Gas & Water Supply	509,000	7.0
4	Wholesale and Retail Trade	938,000	12.9
5	Hotel & Restaurant	117,000	1.6
6	Transport, Storage and Communication	408,000	5.6
7	Financial, Real Estate, Renting and Business Activities	243,000	3.3
8	Public Administration and Defense	521,000	7.2
9	Education	280,000	3.9
10	Health and Social Work	142,000	2.0
11	Other Community, Social and Personal Service Activities Extra Territorial organizations and Bodies	87,000	1.2
12	Private Household with Employed Persons	104,000	1.4
13	Miscellaneous Labour Work	138,000	1.9
14	Industries not adequately described	7,000	0.1
	All Groups	7,251,000	100

Source : LMI Bulletin June 2009, Tertiary and Vocational Education Commission

Above table has listed the number employed in different industry groups (Based on ISIC 88) in 2009. According to these figures published in the LMI Bulletin June 2009, number employed in

Industry Groups No 1 to 7 and No 9 and No 10 have increased from 2003 to 2009. Among those industry groups Whole Sale & Retail Trade and Hotel & Restaurant groups have shown a significant growth. Number employed in Industry groups 11, 12, 13 and 14 have reduced from 2003 to 2009.

Table 6 : Percentage distribution of employment by employment category and Gender 2008

Employment Status	Total		Gender			
	Number	%	Male		Female	
			Number	%	Number	%
Total	7648305	100.0	5033449	100.0	2614856	100.0
Employee	4315783	56.4	2894860	57.5	1420922	54.3
Public	1164147	15.2	689376	13.7	474770	18.2
Private	3151636	41.2	2205484	43.8	946151	36.2
Employer	221463	2.9	203612	4.0	17850	0.7
Own Account Worker	2312414	30.2	1716436	34.1	595978	22.8
Unpaid Family Worker	798644	10.4	218539	4.3	580104	22.2

Source : Dept of Census & Statistics, Sri Lanka Labour Force Survey 2008

When employment categories are considered, 56.4% of the labour force are employees. 2.9% of the labour force are employers. There are own account workers of about 30.2% and unpaid family workers 10.4 %.

Table 7 : Informal sector employment by Agriculture and Non Agricultural sector

Sector	Total		Formal Sector		Informal Sector	
	Number	%	Number	%	Number	%
Total Employment	7648304	100	3040621	39.8	4607684	60.2
Agricultural Employment	2489731	100	415325	16.7	2074406	83.3
Non-Agricultural Employment	5158573	100	2625296	50.9	2533277	49.1

Source : Dept of Census & Statistics, Sri Lanka Labour Force Survey 2008

Table 8 : Informal sector employment by Gender

Sector	Total		Formal Sector		Informal Sector	
	Number	%	Number	%	Number	%
Total Employment	7648304	100	3040621	39.8	4607684	60.2
Male	5033449	100	1868188	37.1	3165260	62.9
Female	2614856	100	1172432	44.8	1442424	55.2

Source : Dept of Census & Statistics, Sri Lanka Labour Force Survey 2008

According to above table, 39.8% of labour force are in the formal sector and 60.2% is in the informal sector. From the total employment, 32.5% belong to agricultural employments and from them 83.3% are in the informal sector. Non Agricultural employments are 67.5% and from them 49.1% are in the informal sector.

Among males, 62.9% are in the informal sector and among females, 55.2 are in informal sector.

4.0 Skill Training in the Workplace

4.1 Evolution of National Apprenticeship Programmes

As evident in the surviving ancient monuments as well as the extended irrigation network, ancient Sri Lanka claimed a skill base of a very high level, which was supposedly sustained through a skills training in the workplace. However, in the process of development of the TVET sector in Sri Lanka, more focus has been given to the development of institutional training. Nevertheless workplace training has been the more preferred mode of skill acquisition as studies have revealed that only 16% of the labour market has received formal training certificates which means that 84% of the labour market has acquired skill through workplace training.

In the past, skill acquisition has happened through a cast based skill training system. With growth of industrialization and plantation, big companies had established company based training systems to develop skilled people for employment in respective companies. Here engineering based companies had introduced company based apprenticeship schemes with two levels of apprenticeship programmes as listed below.

- Craft apprenticeship to train craft persons
- Special apprenticeship to train technicians

In 1971, Government took action to established the National Apprenticeship Board (NAB) to formalize informal apprenticeship and workplace training programmes and to introduce national apprenticeship schemes. In 1990, NAB was restructured and established National Apprentice and Industrial Training Authority (NAITA) with wider powers to provide on the job training for all tertiary level courses and to conduct trade test to recognize skills acquired in the workplace.

4.2 Current Workplace Training Programmes

4.2.1 Enterprise Based Apprenticeship Programme

Enterprise Based Apprenticeship programme is a 100% workplace training conducted based on a structured curriculum. Theoretical knowledge is provided through postal distance education lessons and from time to time supplementary instruction classes are organized to assist them to get sort out questions encountered in postal lessons. The apprentices are required to maintain a Training Diary and NAITA has employed Training Inspectors to visit the workplaces and give some supervisions. At the end of training, NAITA conduct an assessment and award certificate of apprenticeship. There are three types of Enterprise Based Apprenticeship programmes conducted by NAITA as details given below.

a. Enterprise Based Craft Apprenticeship

NAITA conducts Enterprise Based Craft Apprenticeship programmes for widely practiced matured occupations in the industry which are identified as national level occupations in the country. These apprenticeship programmes are introduced with the well developed curricula prepared with the participation of relevant industrialists in curriculum development panels. These curricula outline the facilities required in the industry to facilitate the apprenticeship programmes. These occupations are called categorized occupations of apprenticeship and at present NAITA have categorized more than 100 occupations for apprenticeship training.

b. Enterprise Based Situational Apprenticeship

In a developing economy, many new and emerging occupations could be found in growing industries. These emerging occupations may be practiced in a few companies. These occupations are identified as situational occupations which are specific to a few companies. As these occupations are not widely practiced in the industry, trainees are enrolled with employment guarantee in respective companies. If number of situational apprentices in particular occupation show a sign of growth, NAITA takes actions to categorize such an occupation as a national level occupation. In that respect, Situational apprenticeship is method of identifying training needs of the industry.

c. Enterprise Based Village level Apprenticeship

Many workshops and business enterprises in rural areas do not have facilities to cover a national level curriculum fully. In fact rural workshops need artisans who could work with a narrow range of skills relevant to the rural workshops. Village level apprenticeship scheme has been launched by NAB in 1970s to train village artisans. The village level apprenticeship scheme has widely practiced in 70s and 80s; in early period of national apprenticeship programme but now it is being phased out.

4.2.2 Dual Training Programmes

NAITA has a network of training centres based on dual training concept. Different Dual Training models are practiced by different training centres as explained below.

Institute of Engineering Technology (IET) (Formerly Technician Training Institute) Katunayake of NAITA

This institute has been established with UNDP / ILO assistance in 1985 to formalize the company based special apprenticeship programmes in engineering disciplines. This is a thick sandwich type course where Institutional Training and Industrial Training are provided by step by step as details given below.

Basic Instruction programme	6 Months	At the Institutions, IET, Katunayake
Basic Industrial Training	9 Months	In the Industry
General Instruction programme	6 Months	At the Institutions, IET, Katunayake
General Industrial Training	9 Months	In the Industry
Specialized Instruction programme	6 Months	At the Institutions, IET, Katunayake
Specialized Industrial Training	12 Months	In the Industry

This course is conducted in 9 engineering disciplines and on successful completion; National Diploma in Engineering Science is awarded. This is a very successful course with 100% employability.

Automobile Engineering Training Institute, Orugodawaththa, Colombo Apprenticeship Training Institutes, Katubedda, Moratuwa All other Regional Training Centres

These institutes conduct dual training programmes with thick institutional training programme followed with thick industrial training programmes.

4.2.3 In Plant Training and On the Job Training Programmes

NAITA facilitates the In Plant Training Programmes for engineering degree courses conducted by Universities in Sri Lanka and diploma programmes conducted by public sector tertiary level training institutes. In Plant Training is a compulsory component of curricula of these courses and during in plant training, it is expected to provide opportunities for students to enhance their practical skills. There are many technical and vocational training courses with no compulsory in plant training. NAITA facilitates the On the job training for those students on individual request to provide them opportunity to get experience in the work of world.

Table 9 : Performance of different type of workplace training programmes conducted by NAITA in 2008

Type of Training		Number Enrolled	Number Completed	Number in Training as at 31.12 2008
Enterprise Based Apprenticeship	Craft- Categorized	7229	2575	9213
	Situational	9382	6242	5660
	Village Level	2305	1750	1902
Dual Training (Thick Sandwich)		4379	2549	7532
In plant Training for other tertiary level course		2437	2312	1816
Total		25732	15428	26123

Source : P&I Division, NAITA

4.3 Cost of Workplace training

Companies do not charge for provision of workplace training. Therefore cost to the Government is its overhead for management and supervision of apprenticeship programmes and payment of apprenticeship allowance to the trainees. In 70s and 80s, apprenticeship allowance paid by the Government was attractive and has paid for full period of apprenticeship. At present Rs1000/= (Us \$ 10) per month is paid only for first six months. This is hardly sufficient for a trainee to meet the expenses of a month.

Companies say that during early period of on the job training, it is cost to the companies as trainees cannot produce productive output and sometime they make damages to the equipment and raw material. But during latter part of on the job training, trainees make positive contribution for the production and hence companies pay an allowance to the trainees. Again payment made by small and medium companies is not sufficient and made on daily basis.

4.4 Constraints to promote Workplace Training Programmes

a. Difficult to introduce structured on the job training for informal occupations.

According to studies, 60% of the labour market is in the informal sector. Majority in the informal sector have joined as helpers and only fraction of them get opportunity to acquire the skills for skilled employment. Even that skill acquisition is not a seamless process. Therefore, it is difficult to introduce structured curricula for them to acquire skills.

b. Boom of unskilled occupations in the Industry

Many industries with automated and line production have many occupations with very narrow range of skills. For example, a company producing electronic equipment in mass scale has

employment opportunities for electronic part assemblers. They need skills only to use a soldering iron for soldering of lead. Those are jobs and not occupations or vocations.

Initial Training is required to cover curriculum of wider area of competencies to have them flexibility in employment. Therefore, many workplaces practicing very narrow range of skills in present day specialized industries cannot provide opportunities to cover whole curriculum through workplace training.

c. Outsourcing of many activities.

According to present trend of industrialization, many activities outside the core businesses are outsourced. Many big companies adopt this practice these days. It is also a constraint to cover wider curriculum in workplace training. Smaller companies may not outsourced their activities. In such a situation, an apprentice who had training in a large company may not fit in to a smaller company for employment.

d. Output based payment schemes

Workplace skill acquisition is a working side by side with a skilled worker. This sometime gives a interruption to the skilled worker. When payment at the end of day is made based on output, skilled worker would be reluctant to give an opportunity to the trainee to work side by side with him. Therefore, many productivity measures taken in the present day work places have retarded the work place training programmes.

e. Non Participation in Theoretical Instruction Classes

Under apprenticeship programmes of NAITA, trainees attached to industry are required to attend theoretical instruction classes and English language classes from time to time. Here employers are reluctant to release trainees for instruction classes as it interrupts their work. Similarly many Trainees also do not like to attend classes as it deprive them the daily allowance paid by their employer.

5.0 Recognition of skills acquired in the workplace

National Apprenticeship Board (NAB) amended its legislation in 1985 to get the mandate to conduct trade test to recognize skills acquired in workplaces. This is very important area for development as 84% of the workforce has entered the labour market direct without undergoing pre-employment formal vocational training programme. Accordingly NAB has introduced National Trade Tests in 1985 mainly in construction sector trades. However after introduction of National Vocational Qualification (NVQ) System, Recognition of prior learning scheme has been introduced to recognize skills acquired in the workplaces. Under NVQ system introduced in 2005, 22,000 NVQ certificates have been awarded and 3303 NVQ certificates have been awarded through recognition of prior learning.

In the past many training centres has not included On the Job training in their curricula. However, NVQ framework has recognized the need of on the job training for NVQ Level 4 courses. NVQ Level 4 certificate is awarded only for full craftsmanship. Full craftsmanship needs industry experience. Therefore, Students following NVQ Level 4 course need to complete at least 6 months on the job training to appear for NVQ Level 4 assessment. Similarly, a person acquired competencies in a workplace after obtaining level 3 certificate needs 2 years experience to appear level 4 assessments.

6.0 Conclusion

According to Sri Lanka experience, Workplace training is a low cost model of training and all workplace training programmes have very high employability compare to the institutional based training programmes. According to traces studies conducted, 80% of NAITA trainees are employed and about 10% of them are self employed with their own businesses. But full potential of workplace training is not yet realized and this workshop may be useful to know about other country experiences and find ways to realize full potential of workplace training in Sri Lanka.

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