

**National Strategy on TVET Provision**

**For**

**Vulnerable People in Sri Lanka**

*- Strategies and Action Plans -*

Tertiary and Vocational Education Commission  
Ministry of Youth Affairs and Skills Development

Development of the National Strategies and Action Plans  
Supported by  
International Labour Organization

*International Labour Office, Colombo*

Dec 2010

## FOREWORD

The National Strategy on Tertiary, Vocational Education, and Training Provision for Vulnerable People in Sri Lanka is the policy document for providing Vocational Education and Training for Vulnerable groups in Sri Lanka. Implementing proposed policies and strategies of this document fulfills intention of the Mahinda Chinthana, the government's development policy framework of Sri Lanka. It has been developed within the broad guidelines of Technical and Vocational Education and Training (TVET) policy framework as well.

This document aims to convert the TVET Policy No. 80 into action. The National Consultation on Skills Development for Vulnerable Group in July 2008, identified six groups as vulnerable groups which would require immediate attention to find awareness of Vocational Training. These six groups were subsequently incorporated in the section of vulnerable groups in the overall National TVET Policy (Section 14.8: Policy 80). These groups were selected on the basis of vulnerability from the point of view of employability due to the limited access to skills training. The identified groups were;

1. Disadvantaged Women, especially those heading households.
2. People with disabilities (Mental and Physical)
3. Disadvantaged youth (including school drop out and former child labour)
4. Poor (including people in plantation areas, rural and urban poor)
5. Persons affected by conflict (including Internally Displaced Persons (IDPs) and ex-combatants)
6. Migrant Workers.

The Tertiary and Vocational Education Commission (TVEC) was able to present this valuable document to the stakeholders of related sectors. The international Labour Organization (ILO) provided the financial support to develop and publish this national document.

I take this opportunity to give my sincere gratitude to all parties who contributed to the success of this national document.

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## ACRONYMS / ABBREVIATIONS

ALFEA	Association of Licensed Foreign Employment Agents
CENWOR	Centre for Women's Study and Research
DCS	Department of Census and Statistics
DNP	Department of National Planning
DOJF	Disability Organizations' Joint Front
DOL	Department of Labour
DTET	Department of Technical Education and Training
ED	Entrepreneurship Development
EFC	Employers' Federation of Ceylon
FCCISL	Federation of Chambers of Commerce and Industry
Gemidiriya	Gemidiriya Foundation
GOO	Governmental Organizations
IDP	Internally Displaced People
ILO	International Labour Organization
MOEd	Ministry of Education
MOCD&WE	Ministry of Child Development and Women's Empowerment
MOF	Ministry of Finance
MOFEPW	Ministry of Foreign Employment Promotion and Welfare
MOLM	Ministry of Labour and Manpower
MOVTT	Ministry of Vocational and Technical Training
NCPA	National Child Protection Agency
NGOO	Non Governmental Organizations
NVQ	National Vocational Qualifications System-Sri Lanka
NWC	National Workers Congress
NYSC	National Youth Services Council
Samurdhi	Samurdhi Authority
SLBFE	Sri Lanka Bureau of Foreign Employment
TVEC	Tertiary and Vocational Education Commission
TVET Provision	Technical and Vocational Education and Training
VT	Vocational Training
VTA	Vocational Training Authority
US Aid	United States Agency for International Development
WUSC	World University Services of Canada

## 1.0 INTRODUCTION AND BACKGROUND

### 1.1 The Context

The prospect of an economic revival looms ahead for Sri Lanka stimulated and re-energized by the peace settlement to the ethnic conflict which spanned nearly 3 decades. Notwithstanding the impacts of the global economic crisis and the ethnic conflict, the economy has shown resilience<sup>1</sup> and is now poised to take-off from mid-2009. Helping all citizens to benefit from the ensuing political and economic environment is a major challenge to be taken up by the government. 'Mahinda Chinthanaya'<sup>2</sup>, the government's socio-economic and political manifesto, addresses the intents of policy makers in poverty reduction, improving well being of people, and enhancing measures for social capital formation, and in ensuring that the fruits of the new development initiatives are shared by all citizens including the disadvantaged. This is noteworthy as the mainstream groups who have access to service provisions of the government appear to have accrued benefits, while disadvantaged and vulnerable groups appear to have been largely left behind.

The provision of vocational training is important particularly because it is one of the most significant pathways to economic empowerment for youth and other participants who have not had the opportunity to enter the higher education stream or other viable forms of economic survival. The adverse situation with regard to 'access to' and 'provision of' Technical and Vocational Education and Training (TVET) for disadvantaged/marginalized groups is particularly disturbing when viewed from the precepts of inclusion, equal opportunity, economic empowerment, and general wellbeing.

'Vulnerable Groups' are marginalized from mainstream educational and training provision due to various barriers generated by economic, social, and geographic fault-lines and physical disabilities and other specific constraints. Natural disasters, primarily the Indian Ocean Tsunami in 2004, and adverse weather conditions, landslides, etc. and manmade conflicts (recent armed conflict in the North and East of Sri Lanka), too have contributed to the rise of a vulnerable group who are displaced from their original places of living and livelihoods.

The implications of their vulnerable status, particularly with regard to participation in vocational training, are reflected by some of the comparative statistics. The women who account for 51% of the population barely reach 10% enrollment in technical trades that are critical to skilled employment and those that command comparatively higher wages in the formal sector. The labour force participation rate too for women is around 35%<sup>3</sup>. Single women headed households are in significant numbers both in the North and East due to both the armed conflict and the 2004 Tsunami who are economically disempowered without life-skills or livelihood-skills. People with Disabilities are estimated to be about 7% of the total population<sup>4</sup>. Participation of those with disabilities, though possible to be accommodated by mainstream formal Vocational Training Centres (VTCs) is virtually none and a small number

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<sup>1</sup> Sri Lanka recorded a GDP growth rate of 6.8% in 2007 and 6% in 2008

<sup>2</sup> Issued in 2006 by the Government

<sup>3</sup> TVET National Policy-Access to TVET for Vulnerable Groups

<sup>4</sup> Dept. of Census & Statistics Data-Household and Population Survey 2006; Issue Paper on Disabled and VT Provision; Cyril Siriwardane, President/DOJF;

is accommodated under rural apprenticeship scheme through National Apprentice and Industrial Training Authority (NAITA)<sup>5</sup>. Most children disadvantaged from primary education end up in the informal sector with volatile income. Those who cannot find a living in the informal sector may roam in streets searching for a work. All these groups may be subject to exploitation and hence deprived of getting decent work. Those school drop-outs are further denied formal vocational training opportunities since secondary level educational attainment is almost prerequisite for entry to formal training. Rural and urban youth, especially from economically disadvantaged families, youth in plantation, and those from high poverty incidence areas are affected in accessing vocational training due to their low educational attainment levels, limited positioning of vocational training centres, mobility constraints, etc. It is evident that a significant number of children and youth in the north and eastern provinces of Sri Lanka are deprived their traditional income (agriculture, fisheries, other forms of subsistence agriculture, etc.). as they live in temporary locations. ( Particularly vulnerable have been youth and adult men and women from a livelihood perspective. Presence of vocational training institutions in these areas has been sparse and alternative forms of obtaining/delivering training also have been inadequate. Even after resettlement back in the former villages (which will happen after mine clearing and infrastructure establishment) the issue of access to mainstream or alternate forms of training will be an issue unless training facilities are established in these areas that best fit the local industry and business environment and aspirations of youth. Though earnings from remittances of migrant workers is within the top five foreign exchange earnings category of Sri Lanka, the majority of Migrant Workers belong to semi and unskilled category and therefore command comparatively low wages affecting both their personal financial status and the country's gross national income. Training facilities have to be further strengthened for migrant workers to upgrade their skills and also to get certification of current skills through Recognition of Prior Learning (RPL) introduced through the NVQ system.

The training landscape of Sri Lanka consists of a considerable number of providers. The Tertiary and Vocational Education Commission (TVEC) operates as the policy making and quality assurance body for the TVET sector.. While training is provided by Government, Non Governmental Organizations (NGO), and Private sector providers, the major provider is the government agencies spread across several Ministries. The training organisations under the line Ministry responsible for provision of TVET provide the bulk of Vocational and technical level training for the industrial sector, with the other subject specific Ministries such as Agriculture, Fisheries, Rural Development, etc. provide livelihood oriented programs. Provincial ministries also provide limited vocational and tertiary level training in telecommunications, transport, construction, textiles, and garments, Healthcare, Science & Technology, where educational attainment is a prerequisite for entry and therefore may not be readily accessible to disadvantaged youth. The largest national contingent of training providers under the line ministry responsible for TVET consists the Department of Technical Education and Training (DTET), Vocational Training Authority (VTA), and NAITA (apprenticeships) Within the spectrum of training providers are the NYSC providing entrepreneurship development, life-skills and livelihood focused programs for youth, the Samurdhi Authority provides poverty alleviation focused programs, and the Gemidiriya Foundation (World Bank Project) organises village focused holistic human development program with a livelihood-poverty alleviation focus. Most mainstream programs are

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<sup>5</sup> Trainee Output Statistics, Training Div. NAITA

generally youth and vocational training oriented while “disadvantaged youth focused” programs are mainly provided by NGOs and religious organizations and Department of Social Services

## 1.2 Policy Formulation on “TVET Provision for Vulnerable People”

The rationale from the government’s part in initiating into policy making and implementation in skill development for Vulnerable People therefore arises from the vision for a harmonious and inclusive society where all citizens participate and benefit from the social and economic services available for human development within the country. It is also felt that a shift to an inclusive vocational training system will help to relieve the root causes of conflict and social tension, build social cohesion, and contribute to social stability<sup>6</sup>. Evidence shows that investing in education and vocational training benefits vulnerable people to move out of poverty and make a valuable contribution to the society<sup>7</sup>. The policy coordination and oversight responsibility for the intended interventions is vested on TVEC by the National TVET Policy and also the – Tertiary and Vocational Educational Act (TVE Act), which therefore places TVEC at the national apex level in coordination of efforts of all stakeholders contributing and participating in training interventions for Vulnerable People.

As a first step towards formulating a Policy and Strategies for addressing skills needs of vulnerable people in Sri Lanka, a National Consultation Workshop on “Skills Development for Vulnerable Groups”<sup>8</sup> was held in July 2008, jointly organized by TVEC and International Labour Organization (ILO). The National Consultation was attended by stakeholders representing Public, Private, and NGO sectors, and Donors. While recognizing that considerable efforts have already been made in strengthening the overall TVET system, there was the general consensus that the outreach of the formal training system and other opportunities for skill development for vulnerable groups are still limited.

The overarching framework of the TVET Policy on training provision for vulnerable people is presented in the Section 14.8 “Access to TVET for Vulnerable groups; **Policy 80: Design customized TVET/livelihood training for vulnerable and disadvantaged groups**” of the “Policy Framework on University, Technical and Vocational Education”<sup>9</sup>. This component of the policy states that vulnerable or underprivileged groups need special attention to bring them into the mainstream economic development process. The barriers to access and participation in mainstream training are also cited: “Such groups often cannot access to TVET, due to reasons such as distance from training centres, lack of enrolment criteria, poverty, disability, lack of awareness etc”. The main emphasis is on the improvement of the quality of life for such vulnerable and underprivileged individuals through the introduction of

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<sup>6</sup> Youth unrest in early 1970s and 1993 are attributed to absence of economic and social policies addressing critical issues of youth.

<sup>7</sup> Informal Employment in Sri Lanka; Nature Probability of Employment, and Determinants of Wages, Ramani Gunatillake, 2008; ILO Asia-Pacific Working Paper series

<sup>8</sup> Workshop Completion Report, National Consultative workshop on TVET Provision for Vulnerable Groups, TVEC-ILO, July 2008.

<sup>9</sup> Policy Framework on University, Technical and Vocational Education: Chapter 14. TVET Sector: image, effectiveness, and employability and Policy 80 on Training Provision for Vulnerable Groups, TVEC/National Education Commission, 2009.



**appropriate life skills, livelihood skills, and vocational training**, thus enabling them to become partners in the national development process.

The Policy identifies seven Guiding Strategies that provide a framework in formulating more detailed strategies. The seven Strategies are: ensure training courses that are relevant to needs; include livelihood and entrepreneurship training; establish specialized training facilities; ensure support systems for vulnerable persons to continue TVET; recognize current skills through Recognition of Prior Learning (RPL); offer career guidance and counseling; and, set appropriate admission criteria.

### **1.3 Objective of the National Strategy and Action Plan**

This document aims to convert the TVET Policy No. 80 into action. This document thus serves as a blueprint for action in funneling candidates for vocational training in mainstream centres, opening up access to training opportunities which were hitherto denied or not adequately offered, and facilitating the creation of a conducive environment for the participation of vulnerable people and linking those trained with the world of work. In the backdrop of the current labour market situation, employment may not be limited to formal sector wage employment but also to other forms of employment found in the informal economy<sup>10</sup>.

The Document therefore serves as the Government's Strategic Plan on Training Provision for Vulnerable Groups and to warrant sustained attention and decisive action on the part of national agencies, the international donor community, development NGOs, and the private sector.

Because there are many deprivation and barriers to ensure access to the mainstream TVET Provision for all, tackling them requires action on many fronts. Based on the findings from our issue papers and consultations with the experts and discussions with other concerned stakeholders through Working Groups<sup>11</sup>, this document presents the Common Strategic Framework as well as a set of strategies which are specific to each vulnerable group (hereafter: Group-specific strategies). Each Group-specific strategy is further detailed by the Action Plans with expected outputs to assist the implementation of the Strategies.

### **1.4 Vulnerable Groups in Sri Lanka**

The National Consultation on Skills Development for Vulnerable Group in July 2008, mentioned above, identified six groups as the first list of vulnerable groups which would require immediate attention. These six groups were subsequently incorporated in the section on vulnerable groups in the overall National TVET Policy (Section 14.8: Policy 80). These

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<sup>10</sup> Informal Employment in Sri Lanka; Nature Probability of Employment, and Determinants of Wages, Ramani Gunatillake, 2008; ILO Asia-Pacific Working Paper series

<sup>11</sup> See Section 1.4 for the formulation of Working Groups.

groups were selected on the basis of vulnerability from the point of view of employability due to limited access to skills training. The identified groups were:

- Women, especially those heading households
- People with Disabilities (Mental & Physical)
- Disadvantaged youth (including school drop-out and former child labour)
- Poor (including people in plantation areas, rural and urban poor)
- Persons affected by conflict (including Internally Displaced Persons (IDPs) and ex-combatants)
- Migrant Workers

Vulnerable groups are defined basically by their profiles, type and extent of vulnerability. For the purpose of policy and strategy for TVET provision, those aspects of vulnerabilities that prevent them from accessing to training provision are considered. The Table below gives key underlying causes of vulnerabilities in respect of each group. *(Note: Profiles and Vulnerabilities are further elaborated in Section 3 under each of the specific vulnerable groups).*

Vulnerable Groups	Key underlying causes of vulnerabilities
Disadvantaged Women (Heads of single parent households; young unemployed women; women in informal sector employment)	Gender; family status; socio-economic constraints; poor educational attainment-disengagement from school education;
People with disabilities	Disability (physical, mental)
Disadvantaged Youth / Young People disengaged from education and employed/unemployed in informal sector	Age, and unemployment, socio-economic marginalization; poor educational attainment-disengagement from school education;
Poor (People in Urban, Rural, Plantations areas); Workers in informal sectors	Proximity /Geographic constraints; poor educational attainment-disengagement from school education;
IDPs and Ex-Combatants	Affected by Armed Conflict and natural disasters; Minority-language; geographic marginalization
Migrant Workers	Employment type; absence of vocational qualifications; non-recognition of competencies

It has also been recognized that these vulnerabilities are not mutually exclusive, and can occur at the same time, resulting in a compounded and more serious vulnerabilities. For example, a person can be disabled, young and IDP at the same time.

The National Consultation (July 2008) led to the formulation of the National Steering Committee coordinated by TVEC and technically supported by ILO. Under the NSC, six

Working Groups were established to elaborate the policy with Strategies and Action Plans for the respective vulnerable groups.

### **1.5 Other Related Policies**

Several other policies also served as the principal referral documents in setting the policy and strategy formulation and actions for TVET for vulnerable groups. The policy framework of the Government, "Mahinda Chinthanaya" - "Vision for a New Sri Lanka- a Ten Year Horizon Development Framework 2006-2016", identifies several key directions in respect of vocational training, viz. "improving the quality and relevance of training programs; improve operational and managerial efficiency of technical education and vocational education institutions; increasing enrollment in technical and vocational institutions from secondary schools and the workforce". The Development Framework also states programs addressed at disadvantaged groups, particularly migrant workers, women empowerment, people with disabilities, economically disadvantaged (poverty), plantation sector, and regional development. The development agenda particularly address social and economic empowerment with vocational skills development and livelihood skills development as key vehicles.

In addition, several other documents have also provided the backdrop and a useful perspective for detailing the strategy formulation for specific target groups such as people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded. Among these documents are (i) ILO Recommendation No. 195 "Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning (2004)"; (ii) CEDAW - The Convention on the Elimination of All Forms of Discrimination against Women adopted in 1979 by the UN General Assembly, -ratified by Sri Lanka; (iii) Protection of the Rights of Persons with Disabilities Act, No. 28 of 1996, Sri Lanka; (iv) UN Convention on the Rights of Persons with Disabilities (2006): Article 27 - work and employment; and the ILO Convention No. 159 - Vocational Rehabilitation and Employment (Disabled Persons); (v) National Action Plan for Youth Employment in Sri Lanka, Ministry on Youth Affairs 2007; (vi) UN Policy for Post conflict Employment Creation, Income Generation and Reintegration; (vii) National Labour Migration Policy for Sri Lanka, Ministry of Foreign Employment Promotion & Welfare (MFEPW).

## **2.0 COMMON STRATEGIC FRAMEWORK FOR IMPROVING ACCESS TO TVET BY VULNERABLE GROUPS**

Based on the above policy framework (local and international) and outcomes of the Working Groups on TVET for Vulnerable Groups, the following strategy portfolio has been developed to present a broad framework for the proposed interventions. Each strategy is further detailed by contextualizing it in the profiles and needs of specific vulnerable groups and presented in the Section 3.0 -Group Specific Strategies. Strategies 1, 2, and 3 given below are institutional development strategies that underpin the program's management and coordination structure and therefore are treated as a separate component in the Strategies and Action Plans (ref. Sec. 5; ID-1, ID-2, ID-3)).

### **a) Recognize training for the vulnerable as a national priority in achieving an inclusive economic and social development (ID-1)**

The importance of training for vulnerable groups must be recognized at the highest levels of government and through the various ministries and TVET agencies. Inter-ministerial and inter-agency coordination mechanisms and committees must be organized and meet regularly.

### **b) Establish information systems to coordinate action and assess performance (ID-2)**

For adequate provision, it is necessary that the government and its partners conduct research and develop adequate databases to understand how to target the vulnerable, monitor and assess how the progress and impact of various policies, schemes and programs.

### **c) Ensure adequate financing (ID-3)**

Funding is needed to ensure the successful implementation of the TVET National Policy and Strategy for Vulnerable People. A financial plan would set out the government contribution, funding from multilateral sources and cost-sharing between the two as well as with local partners.

### **d) Raise awareness and establish career guidance and counseling**

The government must raise awareness among the vulnerable (and their parents) about the value of training and the opportunities that exist. Vulnerable members of society need to chart a career path and plan their training, job search and work strategy.

### **e) Expand the network of training providers to increase outreach**

The network of government-owned, private and NGO training providers should be expanded to ensure training provision in under-served localities. The variety of course offerings should also be expanded to cater to the needs of the vulnerable groups.

### **f) Employ flexible and innovative training approaches**

Such approaches, designed to suit the educational and life circumstances of different vulnerable groups, would include part-time provision, flexible entry and exit, mobile training, apprenticeships on-the job training, e-learning and others.

**g) Incorporate livelihoods and life skills training**

Along with technical vocational skills, the training system must also provide vulnerable groups with livelihoods and life skills training so that they can actively participate in training, work and other social activities.

**h) Combine training with support for employment**

Training helps the vulnerable to obtain meaningful employment but specific mechanisms and collaboration with employers in facilitating job placement will ensure rapid training-to-work transitions with well-fitting skills-jobs match.

**i) Develop an inclusive culture within training providers**

Training providers should provide an inclusive culture to encourage the vulnerable to enroll in and complete vocational programs. A supportive and empathic environment for participation in training needs to be established within the training institutions to make them feel at home during training. Sensitization and training of trainers and managers of training institutions as to training provision for vulnerable groups will be crucial.

### 3.0 GROUP SPECIFIC STRATEGIES

This section addresses group specific vulnerabilities and the corresponding strategies to promote access to TVET. While vulnerabilities have multiple dimensions, the main focus here is on possible strategies that provide solutions for addressing the vulnerabilities through VT interventions.

#### 3.1 The Profile, Vulnerabilities and Group Specific Strategies - Disadvantaged Women

##### 3.1.1 The Profile of Disadvantaged Women

Most women are disadvantaged in access to vocational training as well as to employment as a consequence of the social norms that stereotype certain training and employment as either for females or males.. It is from this perspective that the VT for disadvantaged women is discussed. The disadvantaged women consist of three principal segments:

- Young women, teenagers and young adults, of disadvantaged families who have been disengaged from general education due to economic, geographic, socio-economic or other causes who are prevented from entry to formal vocational education;
- Households headed by widows, divorced /separated/ deserted women and single women constituted 75.1% and 70.1% of female heads of households in surveys of 2000 and 2006/7 respectively (Department of Census and Statistics- demographic and Health Surveys and Household Income and Expenditure Survey 2006/07).
- The home workers (piece rate workers, subcontracted); self employed workers- unregistered micro enterprises; self employed workers ó market vendors, street workers; home based workers in agriculture, industry, services; wage earners in unregulated jobs e.g. domestic workers. They are a part of the 'working poor' in the labour force who live below the 'poverty line'

The employment rate of women has been nearly doubled over the past two decades. The current concentration of women in what is perceived as 'feminine occupations' disadvantages them in obtaining access to VT in 'non-traditional occupations for women' in the formal sector, which offers better prospect for higher paying jobs. While around 60% of economic producers are reportedly operating in the informal economy, the significant majority are women. These women engage in subsistence level of economic activities to maintain their families. Their minimal skills and low productivity result in low incomes that perpetuate their poverty. Their vulnerability is increased by instability in opportunities and by the fact that they lack the support of organizations or networks and have limited, or no, voice. It is reported<sup>12</sup> (Perera, 1991) that women in informal economy are engaged in low skill, under resourced, low technology, and low income economic activities. The informal economic activities in which they are engaged are not generally perceived by support groups/agencies to be micro enterprises as such that would need a multifaceted package of inputs that would ensure a competitive advantage and a sustainable income. As a result, these women tend to be excluded from the existing entrepreneurship programs and even where they are included, the focus of the programs is not appropriate.

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<sup>12</sup> Perera, Myrtle (1991) Female Headed Households- A Special Poverty Group in Women, Poverty and Family Survival, CENWOR pp 27-64

### 3.1.2 Vulnerabilities and Barriers that affect access to VT by Vulnerable Women

Barriers arising from the family and individual status of vulnerable women: Poor basic education attainment of women in the informal sector<sup>13</sup> is seen as one of the obstacles for entry to formal VT courses. Attending full-time regular courses offered by VTCs has been constrained by their restricted time budgets, economic hardships, and family priorities (childcare and home-making). Those in informal sector micro-enterprises are reported to require know-how in improving quality, productivity, and marketing of products and services that would contribute to higher competitiveness and efficiency of the enterprises they own. Absence of basic education and poor literacy negatively impacts on life-skills that would have provided a survival advantage in wage or self employment. Career choices of women are constrained also by low expectations on possible career prospects which are conditioned by gender stereotyping and ignorance of potential career improvement services (formal or informal sectors) offered by VTCs. Educated young women as yet have not shown strong interest to enroll in non-traditional (for women) technical or other occupational courses though these would generally lead to higher income earning job prospects in the formal sector.

Barriers arising from the institutional environment: The traditional perception which brands and markets certain training courses as for female (or male) - so-called 'gender stereotyping' - has contributed much to the gender imbalances in enrolment in vocational programs. The current training provision does not support employment prospects (occupations) in the informal sector where most adult vulnerable groups of women are engaged in. Absence of flexible and creative training arrangements that support their enrolment and participation in VTCs too is seen as a major barrier. Poor institutional commitment and a lack of interest to offer creative and responsive programs for women beyond the traditional stereotyped courses is the general norm, except a few isolated innovative programs stimulated by INGOs. Conventionally Sri Lankan VTCs do not have childcare facilities as most trainees are young women who are not married yet. Young mothers and women-single parent family heads included, are thus prevented from attending VT courses unhindered by childcare responsibilities.

3.1.3 Proposed Strategies-Training Provision for Disadvantaged Women: While some of the above barriers are addressed through the common band of strategies (ref.3.0), the rationale and the proposed group specific strategies with regard to Disadvantaged Women are provided below:

- (i) Improving availability of sex disaggregated training provision data for national level policy planning and monitoring of VT Provision for women: The data collected would assist to measure Program effectiveness of training provision, particularly such aspects as access, participation and retention of vulnerable women. This strategy is intended to address the issues related to gender imbalances particularly in courses (predominantly technical-vocational skills) leading to higher wages in formal sector employment, the paucity of women participants in technician level (L4-L6) courses, and particularly the adult women in special courses supporting informal sector employment and self

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<sup>13</sup> Only 70% of women have attained basic education. Informal Employment in Sri Lanka; Nature Probability of Employment, and Determinants of Wages, Ramani Gunatillake, 2008; ILO Asia-Pacific Working Paper series

employment in micro enterprises. While it is possible to reach-out to this segment through the available social service networks and offer training services, it is felt that paucity of performance data on training provision will seriously affect the coordination of interventions. The Sex disaggregated data would provide evidence of measures taken to ensure the equity and due performance in the above intentions in service provision.

*Strategy W-1: Improve availability of sex disaggregated training provision data for national level policy planning and monitoring and in measuring program effectiveness of training provision (% enrolment, participation, performance, retention, etc.) related to programs for vulnerable women through: the establishment of mechanisms to capture output data from VTCs and collation at TVEC Database, and the conduct of research on aspects related to barriers for participation of disadvantaged women in mainstream VT. This would facilitate strategy formulation to increase participation and retention.*

(ii) Raise awareness on the service of VTCs among vulnerable women and labour market information to increase their participation in mainstream VTCs (Career guidance, LMI, training opportunities, employment prospects-formal and informal sectors, etc.): For most vulnerable women who are either engaged in informal sector economic activities or completely disengaged from employment, possibilities for making informed career choices are still limited, primarily due to absence of appropriate services and information. VTCs are currently equipped with capacities (primarily ED training and core technical skills) to provide these services, but have not effectively adopted them in practice, due to issues arising from policy, organizational culture, and resource constraints. Often this target segment is overlooked in career guidance and associated services as they do not fall within the regular prospects for enrolment and program promotion. For young women seeking employment in the occupations covered by regular course offerings and adult women who seek assistance from VT services to improve their livelihood prospects, targeted and specially packaged information about services and how best suited they are for different expectations need to be provided through career guidance programs.

*Strategy W-2: Raise awareness on the services of VTCs and job opportunities in both formal and informal sectors through special community based target group focused career guidance programs conducted by the CG Units established in the VTCs and partner agencies servicing “women in development programs”, so as to increase participation of vulnerable women in mainstream VT programs.*

(iii) Promoting participation in formal training for employment in technical occupations in the formal sector and the career growth of women: Though participation of women in the labour force has increased there is still a skew in employment trends caused by employment of larger numbers in so called ‘feminine occupations’. Young women with lower and higher secondary education who are qualified to enter VT as much as their male counterparts are particularly disadvantaged by the current VTC delivery environment which favours male enrolments.

*Strategy W-3: Promoting participation in formal training for employment in technical occupations in the formal sector and career growth of women through facilitation of increased enrolment and participation in VT programs,*



*opening-up participation in diverse formal and non-formal technical courses (beyond traditional 'feminine occupations'), and assisting them to gain NVQ L-2/3/4 qualifications that would support upward career mobility and growth. An award system for those VTCS that have made a significant progress on the above initiatives will be introduced.*

(iv) Supporting livelihoods of vulnerable women owning micro-enterprises to improve competitiveness and sustainability through appropriate ED training, vocational-technical skills and life-skills training: For those engaged in the informal economy, operating micro-enterprises, the need for livelihood skills training covering such as applied knowledge on technology, micro-enterprise management, quality assurance, and marketing has been highlighted. These training inputs would **enhance their competitiveness and survival prospects**. Life-skills training has been identified as a foundation skill that underpins survival in general and improving livelihoods prospects. The need for supportive institutional responses for livelihoods and life-skills development training is seen as a priority to service disadvantaged women in the informal sector. Life skills and Livelihood skills training capacities were established recently in VTCs, but have not been exploited yet to the fullest extent as the VTCs neither have adequate networks with the current actors nor the experience in delivery.

*Strategy W-4: Facilitate in association with NGOs, Gemidiriya, Samurdhi Authority, NYSC, etc., entrepreneurial capacity development of vulnerable women who are engaged in microenterprises (or those intending to be engaged) through delivery of vocational skills and entrepreneurial skills. These training may cover micro enterprise management, accessing market information, quality and productivity improvement, etc. that support developing better cost competitive products and services. The training may commence with a limited number of pilot programs in each province and later expanded to a larger number of VTCs where partner agencies' support is greater and have a better outreach. This cooperation will take the form of tie-ups between VTCs and ED programs.*

(v) Facilitating participation in VT of young and adult mothers and women re-entering the workforce: most prospective participants of this group would be discouraged to participate in regular or specially organized sessions in VTCs due to absence of childcare services. Some of those re-entering the labour force after childbirth or attending to other family commitments would desire to receive training to increase their chance of re-entering into the labour market. The government will provide a participation allowance for such economically disadvantaged mothers during the period of training.

*Strategy W-5: Establish childcare services in association with networks with local child care service providers, and offering VT with flexi-schedules for training, further training, or re-training and a training-participation allowance for economically disadvantaged mothers.*

## **3.2 The Profile, Vulnerabilities and Group Specific Strategies-Disabled Persons**

**3.2.1 The Profile of Disabled Persons:** In Sri Lanka accurate statistics of Disabled Persons are not available, but pilot surveys carried out for various projects especially Community Based Rehabilitation, estimates approximately 7% of the populations being disabled. The majority of the disabled persons is poor. Poverty is a consequence of disability since people with disabilities often lack access to education, health services and income-generating activities. They are often denied their human, social and economic rights which contribute to high levels of vulnerability and exclusion. People with disabilities have the right to work which has been enshrined in several national Acts and regulations and international Conventions ratified by the government of Sri Lanka, but policy implementation measures are still inadequate to enable them to exercise that right. Persons with disabilities have limited opportunities for vocational training and skills development. What is available lacks quality and does not meet the current labour market demands and also does not provide access to productive employment.

A Disabled Person is defined as *“any person who, as a result of any deficiency in his physical or mental capabilities, whether congenital or not, is unable by himself to ensure for himself, wholly or partly, the necessities of life”* (The Protection of the Rights of Persons with Disabilities Act). The classification of types of disability adopted by the Ministry of Social Welfare for program development encompasses people who have visual, speech, hearing, mobility, intellectual, and psychiatric disability and disability arising as a result of epilepsy and other causes. It also encompasses multiple disabilities, which is a combination of two or more of these various disabilities in a single individual (National Policy on Disability for Sri Lanka, 2003). Statistics are not available on the number of people with disabilities who need/desire vocational training. According to information given in the National Policy on Disability for Sri Lanka, 28,235 children with disabilities have attended secondary school in the year 2000. Assuming that 10% of these children were in the age group suitable for vocational training (without serious disabilities that prevent them from attending a formal mainstream VT institution), a reasonable estimate would make 2,800 youth. The places available in Special VT Centres for Disabled are estimated around 750, where the utilization rate is around 75%. This statistic is indicative of the magnitude of the problem that needs to be addressed by policymakers and VT providers.

**Current Training Provision and Responsiveness of TVET Sector:** Case studies have shown that possessing vocational skills significantly increases a disabled person's chance of earning an adequate income, whether it is in wage or self-employment, in the formal or informal sectors. There are three avenues for skill acquisition open for disabled, i.e. informal sector employment and/or apprenticeships, formal sector apprenticeships, and formal vocational training in VT institutions. While the earlier two modes do not require any basic educational qualifications, the latter requires the disabled to meet the entry qualifications of the respective courses to ensure access to VT Institutions. For most disabled, entry qualifications may act as a barrier, though most would have some aptitude for a vocational competency. School participation (and achievement at requisite level) is therefore an important factor in gaining access to VT institutes. The school participation statistics indicate that the participation of disabled children is also increasing (2000 to 2001 a 23% increase in enrolment 80,300 to 99,024). The pattern of school participation of disabled students in the mainstream schools in the recent past indicates that this trend would continue in the future too. It is now apparent that this trend would now place a challenge before the TVET sector, necessitating it to

respond proactively to a growing demand from a hitherto uncharted, un-serviced, and a deserving segment of prospective trainees

Access to employment-oriented skills development programs and training provision: The link between vocational training qualifications and higher income earning opportunities in the labour market has been studied extensively and the positive link has also been indicated for the disabled persons. However, at present the participation of Disabled in formal vocational training is limited to those in Special Centres dedicated to disabled (under the Department of Social Services) and NGO's. The spread of courses covers mainly industrial- manufacturing, handicrafts, and construction (mostly carpentry) courses. Most of the centres have residential facilities and training is provided free of charge. About 78 courses are delivered at these Centres falling into 35 course titles. It is recorded that there is about 25% underutilization of capacities. While the courses (by titles) are servicing diverse fields (ref. Table 4), the participation has been poor, with significant underutilization of physical capacities (DOJF sources). The reasons adduced are poor financing, absence of qualified trainers, lack of inputs for capacity development, poor image-quality and training-workshop technology, absence of good practice institutional models. The statistics on the participation of the disabled in the mainstream VT Centres is not available reflecting the fact that the disabled do not generally apply for mainstream centres (DOJF). An interesting feature from this pattern is the participation of Disabled in Apprenticeships under the rural training program of NAITA. NAITA's initiative has been continuing for several years and the performance of this special program has been encouraging (NAITA Sources). Though statistics on Job Placement and Retention are not readily available, the model has great potential for replication and in turn service those in rural and urban areas who would otherwise be not serviced and also in reaching out to small enterprises, of both formal and informal sectors. A pilot initiative from the Employers Federation of Ceylon (EFC) to facilitate employment of disabled are cited as models for replication. This program links training to employment in the private sector.

3.2.2 Vulnerabilities and Barriers that affect Access to VT by Disabled Persons are both arising from within the disabled ó the individual's disabilities, and arising from the surrounding socio-economic environment and from mainstream VT Centres.

Barriers arising from Physical Disabilities: A lack of basic educational qualifications prevents them from enrolling in the mainstream VT courses, though they may have an aptitude for a selected occupation. Physical disabilities are a cause of restrictions to mobility and also being engaged in training practices which involves using some machines and equipment,( in some cases seating and working tables). Hearing and visual impairment affects participation in some of the theoretical practical sessions. The economic condition of their families prevents most disabled from financing special transport, meals, and educational materials. The first choice for most disabled students from economically disadvantaged families on the completion of secondary education is to seek vocational training (evident from the number of applicants against positions available: 1:8, at Deaf and Blind School-Vocational Unit, Ratmalana). This level of a high national demand has not been adequately met.

Barriers arising from external environment: Many of the mainstream training providers have not been sufficiently sensitized and understood the issues concerning disabilities to facilitate the participation of the disabled persons. Often there is an unwillingness to offer training at workplaces and also employ a person with a disability. Parents and caregivers fear for the security of disabled when they are out in the world, thus preventing disabled from attending

training VTCs. Trainers as they are not trained to service disabled, feel that it would be difficult to pay attention to both disabled and others at the same time during training sessions. Training of trainers and sensitization for mainstream trainers is virtually non-existent. There is also a shortage of sign language interpreters. Financing constraints of mainstream VTCs for physical facilities improvements, systems development and operations are also major constraints for promoting VT for Disabled Persons. Lack of training materials in Braille affect visually impaired people who otherwise may be offered some vocational skills. Lack of information on training centres and type of training available is a barrier for prospective trainees to apply for courses. The lack of trained special needs teachers to provide training to persons with intellectual disabilities in special VT Centres is seen as a major issue to service this segment of the group.

### 3.2.3 Proposed Strategies ó Training Provision for Disabled People

(i) Improving availability and access to data on training provision for disabled for national level planning and monitoring: strategic and logistical planning for VT provision for Disabled People will be affected due to the unavailability of a data system on the extent to which training is provided to this group. This situation is attributed to the fact that mainstream VTCs do not provide training for Disabled people (except for limited numbers by NAITA in its rural apprenticeship program) and therefore no data is received by TVEC Database. Reaching out to disabled in the regions for career guidance and counseling, post-training follow-ups, etc. are affected due to absence of reliable information of the target segment. This includes a fair estimate of who desires to receive training which may be collected through a multitude of means and in association with social service organizations, primarily the DSS, which usually accesses many disabled persons. Program Planning and monitoring of implementation would be greatly enhanced including targeting of beneficiaries with the availability of data.

*Strategy DP-1: Improve the availability and access to data on catchment, current training provision and potential for employment of disabled persons to facilitate national level planning. This involves baseline surveys on current provision, current employment trends, etc. in association with networks consisting of regional DSS offices, dedicated social service Associations, NGOs operating programs for disabled persons and dept. of Census and Statistics.*

(ii) Creating enabling physical environments for disabled to access and participate in the mainstream TVET provision (Equity and rights perspective): Mainstream vocational training centres have been generally designed for persons without disabilities and in terms of access, training equipment; sanitary and other facilities need to be especially constructed or fabricated for the disabled. Institutional experiences are available in the country which would serve as good models that accommodate facilities for disabled persons. However, ignorance of good institutional practices make it difficult for trainers and managers of mainstream centres to visualize what needs to be done and how. A "best fit approach" between funds available and physical needs of disabled persons would also facilitate prudent choice of facilities upgrading efforts. Establishing a few model training workshops (one in each province) for disabled in the mainstream VTCs, drawing from international experiences, with specially trained trainers, and special technology and facilities would provide a means for emulation of good practices and models.

*Strategy DP-2: Create enabling physical environments for disabled to physically access and participate in the mainstream TVET provision through compilation, dissemination and emulation of international best practices and learning from good local models (such as US Aid funded VTCs., Improve physical facilities for access and fabrication of special educational technology, workplace design, etc.*

(iii) Increased TVET Institutional responsiveness with creative and flexible training arrangements for disabled people: Provision of training for disabled would require significant changes to teaching-learning approaches, systems, and facilities at the mainstream VTCs. While interests of the prospective trainee should not be sacrificed, identifying occupations and offering corresponding training courses for the disabled has been a challenge for managers, trainers and career guidance officers of VTCs as limited resource oblige them to limit occupational/training choices at VTCs. Systems and culture changes are equally required as well as an empathic environment for learning. Mainstream trainers have only recently gone through training in adult training methodologies and may need to acquire know-how on aspects of training for people with special concerns. Trainer training and sensitization should also be high on the agenda on transformation processes gearing to accept disabled.

*Strategy DP-3: Increase TVET Institutional responsiveness to meet the needs of the disabled through: review and expand occupational and training choices in VTCs for the disabled; strengthening career guidance; and the provision of flexible entry and exit, limited but employable skills, more practical as opposed to theoretical training. Conduct training of trainers on sensitization and special training approaches for disabled people. Promote collaborative formal-non-formal networks and NVQ-RPL acquisition, as well as twining arrangements between special DSS and NGO VTCs, and mainstream VTCs and NAITA's Rural and situational apprenticeship programs.*

(iv) Create supportive environment in the workplace for Disabled: Disabled would require both physically and emotionally supportive work environments to learn and practice trades. Models of good practice have to be learnt by the mainstream VT management and Trainers through trial and error, experiential learning, and emulation. These would range from obuddy-systemö to diversity conscious and inclusive strategies and work place ethics. These are aspects that mainstream managers and trainers have not acquired through formal learning or observation. Supportive environment creation at VTCs and Workplaces would necessarily improve participation rates and learning effectiveness both during formal and non-formal training provision. Prospective employers and fellow workers in industrial workplaces too need to be oriented to provide a supportive workplace environment.

*Strategy DP-4: Create supportive learning and work environments for greater participation in VT and retention of disabled persons in employment by promoting work culture which supports diversity and inclusiveness in the learning and workplace. This applies to within VTCs as well as workplace during OJT, apprenticeship and employment and will be achieved through the sensitization*

*of prospective employers and fellow workers and training managers, trainers and other staff.*

(v) Sensitization of parents, employers and care-givers on the benefits of participation in training and employment for disabled: Parents and caregivers of the disabled often fear the safety of those who care, and tend to keep prospective disabled trainees away from training centres.

*Strategy DP-5: Sensitize parents, care givers, and other adults of the training facilities and other arrangements made for the safety and security of disabled persons at the VTCs through special awareness sessions and open days, providing open access during training for observation of participation of disabled persons.*

(vi) Financing of training provision to meet physical facilities improvement to accommodate disabled persons: A common fear among mainstream managers in participation in special programs is that they are generally cash-strapped and therefore the funds allocated would be thinly spread if they are to accommodate the disabled, sacrificing the quality of training currently provided. Investment on training for the disabled would be considerable both for physical facilities and operational as well as program development. Allocation of special funds therefore would enable providing a better service to the disabled.

*Strategy DP-6: Solicit and secure financing for physical facility improvement and delivery capacity enhancement at VTCs through budgeting and estimating proposed capacity development interventions and working through MOFP soliciting funds. The physical facility improvement is to cover such aspects as reconstruction of buildings and other infrastructure, improved access to training workshops and lecture halls. Design improvements are also required as to equipment, training aids and apparatus to ease the utilization of these learning aids.*

### **3.3. The Profile, Vulnerabilities and Group Specific Strategies – Disadvantaged Youth**

3.3.1 The Profile of Disadvantaged Youth: Youth unemployment has been recognized as a serious problem in Sri Lanka since the nineteen sixties. Two major insurgencies experienced in the southern part of the country in 1971 and between 1989 and 1990 as well as the long-term ethnic conflict are attributed largely to youth unrest and unemployment, among a few other factors. Current estimates have placed youth unemployment at approximately 280,000 or roughly 40% of total unemployment. Moreover, about 144,000 or 60% of ex-combatants fall into the youth category.<sup>14</sup> This is a group of youth who are currently struggling to be successful in their roles as adolescent and who are socially, educationally and economically disadvantaged relative to their peers. The majority of them are not connected to society through mainstream public systems and agencies, or even though they are connected, not in a meaningful way that assists their smooth transition throughout adolescence and young adulthood.

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<sup>14</sup> National Action Plan for Youth Employment in Sri Lanka Ministry of Youth Affairs. 2007:4

According to the official statistics, young people aged from 15 to 29 years are estimated at 5.35 million and they account for 26.7% of the total population (Labour Statistics Sri Lanka 2006 DOL). However, reliable statistics are not available in terms of the disadvantaged youth group due to its demographic complexity and diversity. Geographic spread of disadvantaged youth, apart from the urban centres, covers the plantations, economically disadvantaged districts, and the plantation areas in the upper highlands. Estimates on this group are varied and appear to be mostly subjective and fragmented. However, DSS sources estimates about 100,000 as disadvantaged youth (2% of the total youth population).

Disadvantaged youth fall into two major categories: (i) those below 17 years of age, under the legal custody of the Dept. of Social Services, victimized through various forms (Street Children, Victims of Worst Forms of Child Labour 14 ó 17 yrs., Victims of Hazardous Forms of Child Labour, Child Workers on the street), currently numbering around 7500, and (ii) Youth without access to vocational training due to low educational attainment level (may also not from families below poverty level), within 14 to 29 yrs. of age; Street Children, Seasonal Child Workers, School drop-outs, Street working children; Unemployed Youth 14 to 18 yrs.

Several reasons for their disassociation from mainstream life and employment patterns include: low educational levels caused by disengagement from school education; family poverty, low parental education, living in single or no parental households, early dropping-out of school, and having a combination of any of these. Among the identified segments, some (Street Children, Victims of Worst Forms of Child Labour 14 ó 17 yrs., Victims of Hazardous Forms of Child Labour, Child Workers on the street, Seasonal Child Workers) will be cared for by Special Protected Homes administered by the Dept. of Social Services (DSS) which is their legal custodian. Therefore programs for them have to be designed and implemented in association with the DSS which is their legal custodian. As Ex-combatants and IDPs (Sec. 5), and Youth from below poverty line households (Sec. 6 ó Poor from Urban, Rural, and Plantation sectors) are treated elsewhere in this report, this section shall cover only the two categories profiled above.

### 3.3.2 Vulnerabilities and Barriers that affect Access to VT by Disadvantaged Youth

Most mainstream programs are generally for young people with vocational training orientation, while disadvantaged youth focused programs are mainly in the domain of NGOs and religious organizations providing social services. Capacities of major VT institutions are not currently utilized to the full (about 70-80% utilization, 64% average completion rate, etc.) and have possibilities of accommodating the disadvantaged youth with special provisions and innovative arrangements (in terms of delivery times, curricular approaches, prerequisites for entry, staged short term learning-competency acquisition arrangements, etc.). The lower educational levels of the disadvantaged youth prevent them from applying for the regular VT courses in formal VT Centres where the entry level educational qualifications are much higher. VT provision in mainstream institutions (admin system, delivery modes, enrolment and training mechanisms, qualification acquisition procedures, and processes, etc.) is generally designed to favor mainstream youth. The access to VT by the disadvantaged youth is also restricted due to their employment in the informal economy. Most of them are engaged in elementary occupations and therefore do not have the opportunity to gain skills on the job that may offer openings to better paying jobs in the informal or formal sectors. Variety of courses available in formal VT institutions support more the employment in formal industrial sector and also in achieving competency levels at

skilled levels rather than for informal and self employment sectors, where the disadvantaged youth usually tend to get employed. There is no support for skill acquisition for young workers employed in elementary occupations in Free trade Zone factories (the largest contingent of internal migrant employees coming from mostly rural areas), and they are out of reach of formal VT. **Absence of facilitation services** (course fees, transport and sustenance allowances, etc.) for participation in regular and advanced and longer duration courses has also been cited as a major reason for non-participation.

From an employment perspective, young people in the plantation sector<sup>15</sup> who are early school dropouts, generally underemployed and under-skilled to engage in viable employment, are not adequately serviced in terms of vocational training in the given localities-Plantation areas. The density of VTCs in the plantation areas is much lower than the average in the urban centres. The access to VT is further aggravated by transport constraints, medium of instruction not being available in Tamil (as most are either Srilankan Tamils or Indian Tamils). Absence of courses meeting plantation and local labour market needs is also a major issue. However, young people are also not attracted to plantation related jobs due to the manual nature of the jobs and poor recruitment and employee development practices of plantation management. Though vacancies exist for some plantation jobs, career guidance and development and training opportunities for young people in the plantation sector are virtually absent.

### 3.3.3 Proposed Strategies-Training Provision for Disadvantaged Youth

(i) Offer alternate VT courses/modes to service informal sector labour market employment prospects of the disadvantaged: The disadvantaged youth who have been disconnected from education due to economic and social reasons are often engaged in elementary occupations in irregular employment generally in the informal sector. Prospects for economic improvement can be realized through better paying jobs in either informal or formal sectors which require either qualifications or training. Training interventions that recognize the daily sustenance needs and time and appropriately responds to the labour market needs would be especially suitable to service the disadvantaged youth.

*Strategy Y-1: Increase equity in the VT provision and labour market relevance for economically disadvantaged regions through increased number of rural VT centres in the non-serviced DS divisions, including plantation areas. Where VTCs are available, the number of courses offered will be increased to support livelihoods in the local areas or to seek higher income earning jobs in the surrounding urban areas.* The alternate mode of training that go beyond formal training such as OJT, formal/informal sector apprenticeships, enterprise based training-CBT, self employment with mentorships that suit the aspirations, time budgets, economic and educational backgrounds of disadvantaged youth will be promoted.

(ii) Increasing access to and quality of training for the disadvantaged youth within the custody of DSS and also for those attending NGO supported VTCs: Those in the legal

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<sup>15</sup> Baseline Survey, Youth Employment Project- Sabaragamuwa Province, ILO-JICA



custody of DSS are not provided with adequate skill development that would enhance possibilities of moving out of poverty and assist their economic empowerment through a recognized occupational competency. The mainstream VTCs have capacities that could be shared with the DSS Centres and NGO supported VT projects to service this target segment facilitating either their access to mainstream VTCs and or improving the quality of training received at DSS or NGO Centres.

*Strategy Y-2: Increase access to and quality of training for the disadvantaged youth within the legal custody of DSS and also for those attending NGO supported VTCs through sharing mainstream VTC capacities either by direct enrolment or resource sharing between DSS VT Centres and mainstream VTCs.*

(iii) Enhancing employability of the disadvantaged youth through NVQ certification and special VT courses: VT requires flexible training provision to enable the disadvantaged youth to receive a certified training and qualifications without disengaging them from work. Disadvantaged youth who are employed would not be able to attend full time regular courses; however, receiving a certified training would enhance their career prospects, leading to a better job in the informal or formal sectors. The NVQ Standard in "Basic Competency for Employment" and NVQ Level 2 in respective occupations are attainable NVQ standards through appropriate training interventions, whether it is formal or informal. Those in Free Trade Zone factories and in informal employment would be the most appropriate immediate target group who would benefit from this intervention. For this target group self employment may not be an immediate employment prospect due to the absence of vocational skills, life skills, and difficulties in procuring finances for starting prospective business ventures.

*Strategy Y-3: Enhance employability in a prospective recognized occupation and promote career growth for the disadvantaged youth through life-skills training, catch-up education, and "NVQ-Basic Competencies for Employment" and NVQ L 2 certification in a relevant or potential occupation to improve career prospect in the current employment in the informal sector and/or to move to a regular formal sector employment where working conditions and employment terms are better in the future. A pilot program will be initiated targeting Free Trade Zone factories which are now contributing to increase employment of youth in rural areas and underdeveloped districts.*

### **3.4 The Profile, Vulnerabilities and Group Specific Strategies – Poor (Urban, Rural, and Plantations)**

#### 3.4.1 The Profile of Poor People (Urban, Rural, and Plantations)

The recent Household Surveys of Dept. of Census and Statistics highlight the following main observations in respect of the target group and the role of vocational training for the poor:

- The population under official poverty level is 15% of the total;
- The plantation areas, and pockets of communities (DS divisions) in some districts in North and East, Uva province; North-Central and Wayamba Provinces are considered areas of high incidence of poverty;

- Though the official statistics on poverty are generally concerned of poverty at household level; young adults (both females and Males) below 30 are a key target group for vocational training.

The relatively positive picture of poverty and vulnerability in Sri Lanka changes quite dramatically when the data is disaggregated into regions and sectors. While there has been significant progress, ‘pockets of poverty’ still exists and some features of human development, e.g. nutrition continues to lag behind. Some figures such as school drop-out rates are worsening. The main rationale for disaggregating poverty by sector ó urban, rural, and estate lies in variation in patterns of poverty across the sectors. In terms of the prevalence of poverty, the estate sector shows higher than national average of poverty and it is increasing. In terms of absolute numbers, the urban sector has the greatest numbers due to the higher concentration of population. The rural sector, on the other hand is the highest contributor to poverty in Sri Lanka. Over 80% of the poor is living in the rural sector.

The incidence of poverty ranges from 8.2% in Western Province to 27% in Uva Province. Similar disparities can be seen across districts. The lowest incident of poverty is observed in Colombo, while the highest poverty is in Nuwaraeliya. At the level of Divisional Secretariat, Dehiwala-Mt. Lavinia has lowest poverty, and Siyambalanduwa has the highest.

The high demand for VT in the Plantation sector has been a reflection of not only the general labour market trends which require vocational training for gainful employment in the sector, but also poor employment prospects in the plantation sector which encourages young people to pursue their careers outside of the sector. The major reasons attributed for poor demand/participation are: a mismatch between the existing training courses and the aspirations of the youth in the plantation sector; low interested in the plantation jobs due to the manual nature of the jobs, low pay without assurances of continued monthly pay; and limited career prospects.

#### 3.4.2 Vulnerabilities and Barriers that affect Access to VT by the Poor (Urban, Rural, and Plantations Sectors)

Perspectives from the side of prospective trainees: The geographical spread (by Pradeshiya Sabha level) of VT Centres in the country is unequal and the higher the incidence of poverty, the lower number, or none, of VTCs<sup>16</sup>. The variety of Courses also tends to be limited in VTCs located in areas with higher incidence of poverty. Training leading to casual employment/elementary occupations has a low impact on alleviating poverty<sup>17</sup>. Most training opportunities currently available for the poor are of low wage earning potential. Economic hardship is a key factor in trainees dropping out of VT courses. Courses (e.g. IT and technician levels) for occupations with higher salary earning potential in the formal sector are fee levying and run by state and private VTCs thus restricting access to poorer segments of

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<sup>16</sup> Comparison of VTC locations against areas (Pradeshiya Sabha level) of high incidence of poverty; Issue paper on “Poor” by Neranjana Gunathilake; Annex 4: Supply of Vocational Training in Poorest 119 DS Divisions.

<sup>17</sup> Analysis of Factors of Poverty: Issue paper on “Poor” by Neranjana Gunathilake; para 44/pg. 15 and Annex-3: Poverty by livelihood groups

the population. Poorer students cannot sustain in VT for a longer duration and economic hardships are cited as a key factor for trainees to drop out of VT courses. It has been indicated that the courses which take longer than 6 months is difficult for the poor to complete. Most of the poor are marginalized from primary and secondary education and have poor educational attainments and therefore cannot enroll in courses with high earning potential or those with more labour market demand.

Barriers arising from current VT Provision Approaches: There are a multiple reasons why the VT participation by the poor is limited. Areas identified as poverty districts are underserved in terms of location of VTCs, as mentioned. Where VTCs are located in economically disadvantaged areas, the choice of courses is normally limited, and this does not help the poor to obtain necessary skills for obtaining a higher wage employment. The number of courses in Tamil, life skills training and other training relevant for informal sector work are also limited. A lack of information regarding more relevant trainings is another major issue. Absence of dedicated pro-poor funding (allowances for transport, sustenance, etc.) for facilitating the participation and retention of the poor in VT is also a major cause of drop-outs and low participation rates of youth from economically disadvantaged areas. Policy dialogue and consultations with private sector employers need to be further enhanced to offer better job and OJT placement prospects for VT participants, and particularly those from poorer districts. The policy on poverty alleviation has not been sufficiently reflected in the TVET practices in terms of increased enrollment and retention of the poor.

### 3.4.3 Proposed Strategies-Training Provision for the Poor (Urban, Rural, and Plantations Sectors)

(i) Increasing equity in the VT provision and labour market relevance particularly for economically disadvantaged regions: Limited availability of VTCs and poor quality of facilities that affect access, quality of training and market relevance has been observed in the VTCs in the poor districts.

*Strategy P-1: Increase the number of rural VT centres in the non-serviced DS divisions. Where VTCs are available, the effort will be made to increase the number of courses that can support livelihoods based on local economy as well as to enhance opportunities to seek higher income earning jobs in the surrounding urban areas.*

(ii) Institutionalize pro-poor approach in training provision: VTCs have traditionally had a culture assuming that all of its trainees who completed the training would enter formal sector occupations, which is now being challenged. Institutionalizing a pro-poor approach within VTCs to meet labour market needs in the informal economy is required along with industry specific training which meets the requirements of the formal economy. This would require a major shift in the culture and approach in VTC management and policy makers that would necessitate building partnerships between mainstream VTCs, employer organizations/trade chambers, and NGO sector training and entrepreneurship development (micro enterprise development)service providers.

*Strategy P-2: Institutionalize pro-poor approach in training provision with the focus on livelihood skills and entrepreneurship development services for engaging in informal sector employment and micro-enterprises that assist the poor moving out of poverty through partnerships among mainstream VTCs, employer*

*organizations/trade chambers, and NGO sector training and entrepreneurship development (micro enterprise development) service providers that facilitate training for employment in the informal sector and where possible using the existing curricular material and delivery approaches of the participating agencies with suitable adoptions.*

**(iii) Flexible and innovative training courses addressing plantation sector labour market and beneficiary group aspirations:** The high incidence of poverty in the plantation sector requires concerted efforts. While specific strategies in the TVET provision are similar to the ones presented in the Disadvantaged youth section (notably flexible provision of VT) the strategy for the poor needs to combine the multiple strategies included in this report, addressing different types of vulnerable groups.

*Strategy P-3: Increase access and participation of plantation youth in VT programs to meet Plantation job vacancies by through alternate modes of training such as apprenticeships, workplace based training, and particularly introducing courses related to mechanization of plantation work, et., Introduce courses that support immediate formal or informal sector employment in the surrounding urban localities. Offer financial assistance to assist sustenance (to meet transport, meals, accommodation, etc.) of plantation youth during training and employment facilitation within plantations.*

### **3.5 The Profile, Vulnerabilities and Group Specific Strategies – Conflict Affected People (IDPs and EX-Combatants)**

#### **3.5.1 The Profile of Conflict Affected People (IDPs and EX-Combatants)**

Sri Lanka has suffered from decades of conflict which has affected the livelihoods of many thousands in the country and especially those who are living in the conflict affected areas. Two key groups of affected people are Internally Displaced Persons (IDPs) and Ex-Combatants. The target groups include Returnees (Resettled, Relocated) Host families, Non- host families, People directly and indirectly affected by the conflict, the youth and young adults (25 to 40 yrs) of above groups, and Ex- Combatants. Social integration of the two latter groups is considered a critical component of the re-integration efforts. The immediate priority now is to develop initiatives for rehabilitation and social integration of Ex- Combatants with the aim of providing alternate livelihoods and life styles within a peaceful society. As the second phase of reintegration, the Armed Forces will organize a dedicated program which will be independently managed.

Internally Displaced Persons (IDPs): Considerable efforts are being made by the government in association with international donor agencies and NGOs in re-settling IDPs and ex-combatants who were originally estimated (late 2008 to early 2009) at about 900,000 in Eastern and Northern Provinces. As of February 2010<sup>18</sup>, about 50% (470,000) are still receiving government welfare assistance. Of these some are in the IDP Camps (93,000) and

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<sup>18</sup> Source: Ministry of Resettlement and Disaster Relief Services

the balance (370,000) is being gradually resettled in safe zones (from land mines, and with new/improved infrastructure) in their former villages.

Ex-Combatants: Significant numbers of ex-combatants have already returned to civilian life and latest estimates indicate that approximately 10,000 personnel are already in the Eastern Province. Those in the North, around 7,000-10,000 are being rehabilitated with the intention of helping them to reintegrate with the civil society. They are generally of the age group 18-35 years and some have lower secondary education and most have been disengaged from participating in general education due to the armed conflict. Demobilized former combatants, removed from a supporting social structure and a steady source of income, find that their problems increase if they do not find income-generating opportunities quickly.

### 3.5.2 Vulnerabilities and Barriers that affect Access to VT by Conflict Affected People (IDPs and EX-Combatants)

The IDPs and ex-combatants for the past two decades have been disengaged from mainstream educational provision and most of them are therefore considered as semi-literate. This factor needs to be taken account in the VT provision. From a vocational training perspective, non-combatant adult males and women would require assistance to restart their former economic activities while some would benefit from life-skills training and livelihood training with an ED component. Based on current info on education and training profiles of adults, certification of competencies acquired through RPL scheme may provide an avenue for them to access better formal sector jobs elsewhere (overseas too).

With respect to ex-combatants, there is a need for systematic provision of information about reintegration assistance and training opportunities available when they return to their resettlement locations. Although there is some demand for skilled labour in particular areas, most demobilized combatants do not have these skills and no suitable courses exist to provide accelerated training for adults. Even if training courses were available, ex-combatants would be very unlikely to participate in these courses unless training allowance was paid during the course and other support services were provided (accommodation, travel, meals, educational materials, uniforms, etc.). Psychosocial services including Trauma-Counseling has been identified by medical professionals as an important support service for this group.

### 3.5.3 Proposed Strategies-Training Provision for Conflict Affected People (IDPs and Ex-Combatants)

(i) Ensure VT strategies for Conflict Affected People are underpinned by appropriate data-information, planning tools and corresponding Policy and Structural Systems: Both Conflict affected areas and host community areas are considered poorly served with VT provision. While emergency efforts for ensuring basic human needs are being carried out by the assigned government agencies, primary education and secondary education needs are also looked after to some degree. This is demonstrated by the numbers from IDP camps sitting GCE (O/L) and A/L. Information on the occupational background, vocational training, and experience are currently collected, which would give a reliable profile of the target group in a few months. The challenge placed before the government agencies is to match the

demographic data with economic profile of the concerned areas, by reflecting a scenario for a Regional Human Resource Development Strategy.

*Strategy IDP-1: Facilitate VT provision for people in the conflict affected areas (including IDPs and Ex-combatants) through: Human Resource Development Planning (Manpower Planning) which maps regional employment prospects, matching labour force supply, demand and VT provision and capacity building for VT. The provision of livelihood support training by adopting both formal and non-formal approaches.*

(ii) Provide Innovative and flexible learning arrangements to suit the learning abilities and situational context (emerging and current regional economic prospects, demographic patterns, etc.) of Conflict Affected People: The concerted actions would build the foundation for developing capacities for a more ambitious VT system to meet the needs of the conflict affected people. Such a VT system would need to draw all possible resources and inputs from the national repository of capacities available with TVEC and other VT providers, GOO and NGOO. The strategy for improving access to the VT for the conflict affected people also needs to include several support service measures, creating an empathic environment to sustain the trainers and trainees by providing accommodation, transport facilities as well as psychosocial counseling and career guidance. The considerable numbers of the conflict affected people would have acquired competencies through informal means, though they may not be officially certified. The sizeable number of these people could be considered as potential trainers, especially Tamil speaking trainers, to overcome immediate shortages of trainers. The other people would however require skill upgrading and retraining to meet the skills and competency standards to obtain a gainful employment.

*Strategy IDP-2: Extend existing formal VT capacities to deliver training services for the IDPs as an immediate measure through the introduction of CBT-NVQ curricular (NVQ and best models borrowed from VTCs of other regions), training of trainers and facilitating RPL among those who are competent but not formally certified. Recruit skilled/competent IDPs to overcome the immediate shortage of Tamil speaking trainers.*

(iii) Enhance employment prospects and economic well being through incorporation of Life skills and Livelihood Skills in VT Provision: While the IDPs and ex-combatants return to the regions where basic utilities are available, the regional economy would be in a dire need of rebuilding. Livelihood skills training would provide relevant economic survival skills that are immediately needed to build a new life back at the village.

*Strategy IDP-3: Facilitate social and economic re-integration of conflict affected people through life skills and livelihood skills provision. This will be achieved by utilizing training capacities available in the mainstream training providers in collaboration with other service providers which facilitate their participation, both men and women, in VT.*

(iv) Ensure a supportive environment for facilitating the participation in VT and post-training employment: Unless there is an empathetic environment for IDPs and ex-combatants, they would feel isolated, discouraged and would not seek actively to participate in the VT. The experience from previous training projects during the Tsunami period indicated a need

for building psychosocial support and establishing post-training employment facilitation linkages. The proposed range of services includes career guidance, counseling, job placement services, psycho-social services, advisory inputs for self-employment and informal sector employment through link arrangements with specialized service Providers, micro-finance agencies, etc.

*Strategy IDP-4: Provide a range of support services to ensure IDPs' and ex-combatants' participation and retention in training and the linkage with employment. Training provision should be complemented by post-training support which includes the provision of financial assistance, career guidance, counseling, job placement services, psycho-social services, advisory inputs for self-employment and informal sector employment through linkages with specialized service providers and micro-finance agencies. These services will be provided and coordinated within the governments new integrated framework of Special Development "Reawakening" Programs for Northern and Eastern Provinces (Nagenahira Navodaya and Uthuru Wasanthaya).*

### **3.6 The Profile, Vulnerabilities and Group Specific Strategies – Migrant Workers**

#### **3.6.1 The Profile of Migrant Workers**

Approximately 1,650,000 Sri Lankans are working outside of the country as migrant workers with the largest number working in Middle Eastern Countries. SLBFE defines the migrant workers by seven occupational level-categories i.e. Professionals, Sub-professionals, Clerical & Related occupations, Skilled Workers, Semi-Skilled Workers, Low-skilled Workers, and Housemaids. Of the above, the last four categories have received the most attention by policy makers due to the significant contribution that they make to the home economy but also their vulnerable employment situations, and attempts have been made to ensure that they receive sufficient government support while abroad and upon their return,.

Skilled Workers: According to SLBFE, this category of workers include tradesmen and crafts persons in recognized occupations in technical, commercial, service, hospitality, medical, sectors and are estimated around 367,000 (22.37% of the total population of overseas migrant workers). Most of them possess secondary and tertiary trade level education.

Semi-Skilled Workers: This category includes workers who are performing elementary functions (Helpers) associated with a recognized occupation, and are estimated at around 3,500 (2% of the total populations of migrant workers. They have some degree of experience and education generally at lower secondary level, with or without trade certificates.

Low-skilled Workers: These workers are engaged in elementary functions with no specific competencies, and are estimated about 329,000 (20.02% the total population of migrant workers). Most of them have lower secondary or below schooling and do not possess any trade certificates or experience in the given sector.

Housemaids: This category of migrant workers is women engaged as domestic aides and are most at-risk group. This is also the largest contingent of migrant workers, estimated at around 810,000 (49.35% of the total population of migrant workers). They generally have very low education/literacy levels.

### 3.6.2 Vulnerabilities and Barriers that affect Access and Participation in VT of Migrant Workers

Except skilled workers, the majority of migrant workers has limited education and do not have recognized VT qualifications. Some of the skilled workers have also received specialized training while on the job abroad. Female domestic workers during the recent years have benefited from a scheme where they are provided pre-departure training and awarded a certificate from the SLBFE. A new noteworthy development is that NVQ qualifications are being formulated for female domestic migrant workers. A significant impetus has been given to training and development initiatives through the National Policy for Migrant Workers which emphasizes creating a Decent Work Environment for all migrant workers.

A new phase in the interventions for migrant workers is marked by the joint efforts by TVEC and SLBFE in developing appropriate NVQ standards for in-demand occupations where certification was hitherto non-existent. Women domestic workers are considered a highly vulnerable group primarily with regard to the harassments at work. Their vulnerabilities are often linked with their low skills and competencies, harassments at work, poor wage and working conditions, and insecurity in employment. The introduction of NVQs has provided the opportunity for RPL certification through which a person who had acquired skills informally, for example on the job, can now obtain an official certificate for the skills. On the other hand, the current efforts for training of migrant workers are yet limited to only a few programs and training of migrant is not yet a regular feature of mainstream VTCs.

### 3.6.3 Proposed Strategies-Training Provision for Migrant Workers

(i) A responsive Planning and Implementation Framework for Training of Migrant Workers: The current joint actions by SLBFE and TVEC need to be further consolidated and formalized through a national apex level institutional network which better links the training sector, and agencies which are responsible for implementing the Migration Policy. This coordinated action would contribute to the implementation of both National Labour Migration Policy and National TVET Policy for Vulnerable People as well as the related International Conventions. The absence of sectoral dialogue has affected the effective and speedy implementation of training interventions to meet the needs of overseas labour market and consequently deprived Sri Lanka of much needed foreign exchange, and job opportunities for prospective migrant workers.

*Strategy MW-1: Ensure policy coherence and institutional coordination between TVET and Migration Policy, and their respective implementation agencies to plan effective VT strategies within the frameworks of National Labour Migration Policy and the TVET Policy for migrant workers. The coordination incorporates related international conventions and involves interagency mechanisms, a strategic plan and formal agreements between the agencies with participation of the Foreign Employment Agents' representative bodies.*

(ii) Meeting Demand and Supply of Migrant Labour : The international demand for migrant workers is increasing and through the bilateral agreements, prospects for sending more people for overseas employment are correspondingly increasing. SLBFE's slogan is



safe and qualified migrant workers in keeping with the national Decent Work Policy and Sri Lanka Migration Employment Policy. To respond to the increasing demand and the changing occupational map and competency profiles, it is proposed to regularly map the global migrant labour market trends and make corresponding changes in training provision for migrant workers.

*Strategy MW-2: Meet the demand and supply of migrant Labour by regularly mapping medium and long term international demand for migrant workers and matching with current and potential VT provision for migrant workers and building capacities to meet the deficits in numbers, occupations, and skill levels.*

(iii) Increasing access to training and enhancing recognition of qualifications for pre-departure migrant workers: Adequate training and formal qualifications can assist migrant workers to earn appropriate wages which correspond to the level of their skills and competencies in the respective occupational areas. This is particularly important for housemaids and semi-skilled workers. Competition from other countries in the region is also compelling Sri Lanka to export a qualified, i.e. certified, workforce.

*Strategy MW-3: Establish a nationally coordinated system for increasing access to training and recognition prior learning (i.e. formal certification of their skills and competencies) for pre-departure migrants through a collaborative institutional network between mainstream training providers located in various key demand towns and the SLBFE-Foreign Employment Agents.*

(iii) Life skills and livelihoods training provision to enhance the quality of life and social and economic reintegration upon return: Conflicts and re-integration problems primarily with the family are reported as a grave social cost of migration. These problems are often related to both expensive lifestyles and spending-saving practices of the returnee migrant and the family. Training interventions to assist behavioral changes and develop a safe investment portfolio are considered possible solutions by migration specialists.

*Strategy MW-4: Facilitate social and economic re-integration of returnee migrants through life skills and livelihood training, by using capacities available with mainstream training providers in association with SLBFE Life Style Experts and delivered through the network of SLBFE and VTC network in the “high demand migration” locations.*

## 4.0 IMPLEMENTATION FRAMEWORK

The proposed Implementation Framework is presented under three key themes:

- Institutional mechanism for implementation coordination and management;
- Monitoring and Evaluation Program;
- Research on Policy and Implementation - Program Implementation, Future Policymaking, and Financing of Program Implementation;
- Detailed Strategies and Action Plans (Section 5).

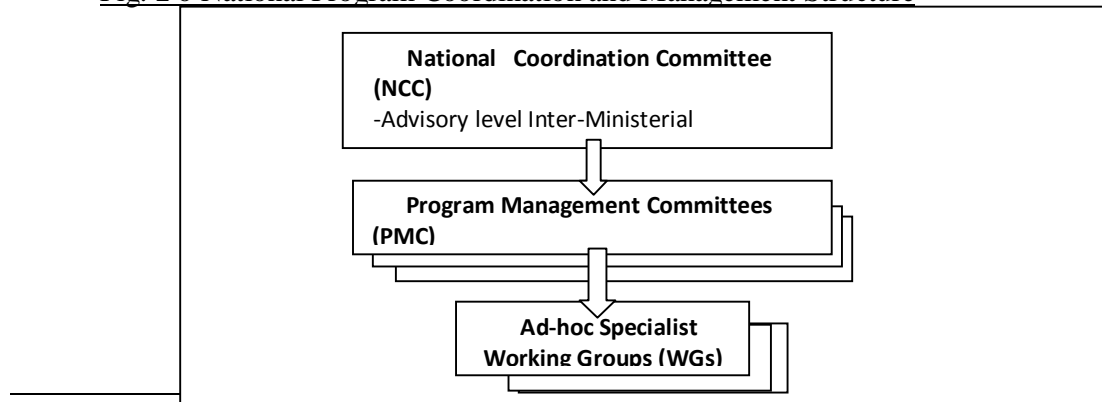
### 4.1 Institutional Mechanism for Implementation Coordination and Program Management

(i) The proposed national Coordination and Implementation structure would be a two tiered committee arrangement, with Specialist advisory Groups invited on specific issue areas. The proposal reflects the recommendation from the Working Groups<sup>19</sup> that urged the need for national level coordination given a multitude of stakeholders. These stakeholders have different mandates but could converge on this program for achieving a common goal. A large number of stakeholders (e.g. government sector alone would be represented by over 12 agencies at Ministerial, Departmental and Statutory Board levels) necessitates for meaningful policy formulation and oversight structures to coordinate and orchestrate the actions.

The Proposed Tasks of the National Program Management and Coordination Structure - a two tiered Committee Structure are as follows:

- National Coordination Committee-Advisory level Inter-Ministerial Committee: to make policy decision, programming approvals; oversight of policy implementation; strategic program development decisions;
- Program Coordination Committees (by each Vulnerable People Area): Implementing and Supportive Agency representation for coordination of activities, networking and resource sharing to implement programs;
- Ad-hoc Working Groups/Specialist Sub-Committees: to study issues and make implementation/programming recommendations to the National Coordination and Program Coordination Committees.

Fig. 2 ó National Program Coordination and Management Structure



<sup>19</sup> See Section 1.4 for the background of the Working Groups.

## 4.2 Monitoring and Evaluation Program

The proposed program is one of the widest in scope and complexity undertaken by any collective of public-private partnerships which address geographic coverage, stakeholder and partner agency participation, institutional networks, heterogeneity of beneficiaries, scope of training provided (vocational, life-skills, and livelihood skills), scope of support services (career guidance, entrepreneurship development, micro-finance, financial support to trainees, psychosocial counseling, etc.). The development component (programs, approaches, systems, curricula) and the implementation component has many ramifications, is stratified from national level to rural VTC level and therefore places on the national program coordinators a serious challenge in managing the program and delivering the declared programs. The performance accountability measuring function in the apex institutional structure is therefore the Monitoring and Evaluation Component that would provide a measure of the Program's success, its major bottlenecks, and slacks. As there are several schools of approaches (Classical Project Management, Results Based Management, MFDR, etc.), herein we have proposed to adopt the Project Output Based Approach. The proposed framework would consist of three major elements that reflect a) the pulse-beat of program operations, b) achieving principal benchmarks-milestones, and c) assessment of success factors that are in the core of the program design. The proposed approaches that service the above program evaluation intentions are:

- a) the pulse-beat of program operations: classical project management tools, such as program scheduling;
- b) achieving principal benchmarks-milestones: perceived Benchmarks reflecting the major program goals to be achieved (may be comparisons with regional best practice models) and milestones that reflect the program goals at specified points of time;
- c) assessment of success factors: a list of qualitative and quantitative indicators of success viewed from the perspective of ÷value for money and Benefits Accrued;

The instruments and approaches to be used for monitoring and evaluation would depend on such factors as funds available, administrative effort that needs to be invested for the M&E program; rigour/consistency of data collection and quality of data required for decision making, and finally the value and applicability of data for decision making, etc.

The ultimate purpose of the M&E program is, as stated earlier, are obtaining a measure of the Program's success, its major bottlenecks, and slacks. The findings of M&E operations need to be shared among the apex level decision makers, the program planners, and the program implementers so that each information user would be informed of the performance in the immediate sphere of operations and the global trends.

The M&E program may be implemented through internal implementer resources (the data that emerge from the operational level management) and where special dedicated studies are to be conducted, also outsourced. The proposed M&E Framework is elaborated in Part 2 which is provided as an addendum to this main report. The M&E framework is presented as a grid and contains, with reference to the Proposed Strategies and Actions, a set of Key Outputs, Output Indicators, Evidence/Data Sources, Time of M&E activity and frequency where applicable.

#### **4.3 Research on Policy and Implementation- Program Implementation, Future Policymaking, and Financing of Program Implementation**

(i) The proposed program is significantly different from the traditional activities that VT Agencies have been conducting in delivering training. The programming framework also differs in that a variety of risk management elements and behavior patterns (of vulnerable people) have to be known in advance to plan and manage interventions. The training of trainers, facilities improvement, catchments for promotion to ensure enrolment, physical and psychological needs, post-employment behaviours and possibilities for job placement, etc. are areas that require informed decisions rather than ad-hoc approaches. This can be achieved only through research (even rapid appraisals) and studies. The Policymakers, Managers of VT Centres, the Trainers, Career Guidance and other Staff, External Service Providers, Employers, etc. are extremely dependent on information to plan programs and availability of reliable data will facilitate better decision-making. A list of potential study areas are given below:

- Socio-economic Surveys, Baseline Surveys on Profiles-Demographics, and on Access Constraints, equitable distribution of resources and extent of participation of women;
- Beneficiary expectations, potentials for growth;
- Resource provision and capacity limitations of TVET Agencies;
- Data Collection - on Profiles and VT performance/responsiveness;
- Facilities and equipment design for Disabled.
- Regional Models on Training provision;
- Tracer Surveys and Impact Assessments of former trainees on post-training employment access and growth prospects.

**The major thematic areas/directions proposed for research are...**

- Research on matters related to Training Provision: Studies on Efficiency, Effectiveness, Relevance; Access; Baseline Surveys; Tracer Surveys; Impact Analysis; Benchmarking óRegional Countries; Institutional, Program, and Process Models-for emulation;
- Databases: Gathering; Analysis; Decision Support Mechanisms; Access to Managers, Researchers, Labour Market Analysts, Trainers,

(ii) Financing of Training for Vulnerable People

Financing of Program Activities underpin effective programming and implementation, the absence of which both for capital and recurrent expenditure, places the VT centres in a precarious situation, as they are usually cash-strapped. The activities that need to be financed may be

- Data Collection-Studies-Research;
- Capacity Building-Physical Facilities and Equipment, Curricula and Teaching-Learning Methods, Trainer and Management Training; Development and Implementation of Special Approaches and Programs;
- Consumable Training Materials; Pilot Testing of Models-Approaches;
- Special Financial Allocations for Allowances, Meals, Transport, Accommodation; TraineróMentor Allowances.

## **5.0 DETAILED STRATEGIES AND ACTION PLANS**

The Strategies given in section 2.0 Common Strategic Framework for Improving Access to TVET by Vulnerable Groups and 3.0 Group Specific Strategies are further elaborated in this section.

This section provides detailed Action Plans that are clustered into two groups; viz.

- (i) The common band covering the *Institutional Development Strategies* (Point 1-3) that is applicable for all Vulnerable Groups (ref. section 2.0), and
- (ii) The Group Specific Action Plans. Each Group Specific Plan is treated singly and provided sequentially for the six groups (ref. Section 3.0).

The Action Plans also contain the responsible implementation agencies, the proposed time frame as well as expected outputs which can be used as performance indicators to monitor the progress of the implementation of the Strategies. Orchestration of the Strategy Portfolio in consonant with the funding and other policy considerations would be a key responsibility of the national apex body appointed for policy implementation. This aspect is further elaborated under section 4.2 and the instrument for this purpose is the M&E framework proposed in the 'Part 2-Addendum' report.

*(Note: The Code Numbers of Strategies correspond to those in the narrative in Sec. 3)*

## 5.1 INSTITUTIONAL DEVELOPMENT STRATEGIES

### **ID -1 Strategy:**

**Recognize training for the vulnerable as a national priority in achieving an inclusive economic and social development:** The importance of training for vulnerable groups must be recognized at the highest levels of government and through the various ministries and TVET agencies. Inter-ministerial and inter-agency coordination mechanisms and committees must be organized and meet regularly.

-Establish at national level two-tiered committee structure

- At inter-ministerial level represented by MOVTT from the training sector and other concerned Ministries servicing Vulnerable People, and
- At program coordination level of implementation agencies, and
- The committees coordinated by TVEC as the national apex planning and coordination body for TVET sector. The Committees will be responsible for policy making, planning and implementation, and monitoring of training provision for Vulnerable Groups, occasionally appointing ad-hoc specialist working committees for study of concerned issues and making recommendations to the two standing committees.

Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>ID-1-.A.1</b> Formation of two Committees (National Coordination Committee-Advisory level Inter-Ministerial Committee with Tripartite Representation, Program Management Committees <i>(For each Vulnerable Group)</i> and Ad-hoc Specialist Working Groups (as required);</p> <p><b>ID-1.A.2</b> Regular convening of Meetings of the Coordination Committee (Quarterly) and the Program Management Committees within the year;</p> <p><b>ID-1.A.3</b></p>	<p>a) The National Coordination Committee (NCC) and Group Specific Implementation Committees (GSICs) established and regular policy making and implementation activities conducted;</p> <p>b) Long Term Master Implementation Program on Training Provision for vulnerable people formulated, approved at the National Coordination Comm. (NCC) and included in the MOFP's Mid Term Program.</p> <p>c) Annual Program on TVET Provision for Vulnerable People implemented in</p>	<p><u>Short Term:</u> Establishment of National Apex level coordination and implementation committees; and supervision of the preparation of Long Term Master Implementation Program; establishment of coordination-oversight mechanisms.</p> <p><u>Medium and Long Terms:</u> Policy making, coordination and monitoring,</p>

<p>Prepare a Long Term Implementation Program and agree on priority actions in consultation with prospective delivery partners and convey to respective implementers;  <b>ID-1.A.4</b>          Incorporate the Program Performance of VT Provision for Vulnerable People in the TVEC Annual Report.</p>	<p>association with the delivery agencies as given in the Master Implementation Program.</p>	<p><u>Implementing Agencies:</u>          Financing and VT sector overseeing agencies of the government; TVEC; MOVTT; Other training and service providing Ministries for vulnerable groups;</p>
<p><b>ID-2. Strategy:</b>  <b>Establish information systems to coordinate action and assess performance:</b> For adequate provision, it is necessary that the government and its partners conduct research and develop adequate databases to understand how to target the vulnerable, monitor and assess how the progress and impact of various policies, schemes and programs. Enable development, performance assessment and monitoring of benefits of VT programs for vulnerable people by establishing a comprehensive management information systems, which encompasses</p> <ul style="list-style-type: none"> <li>• A research program covering access retention and participation in TVET and post program placement and employment success, and demographics, economic status, livelihoods, barriers to VT, and employment prospects, and</li> <li>• A Database on extent of training provision (outputs, equity, quality, adequacy, accessibility, and relevance).</li> </ul>		
<p>Actions</p>	<p>Outputs</p>	<p>Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>ID-2.A1</b>          Prepare a Master Plan with critical areas for study on barriers to access and participation, and socio-economic issues of prospective participants;  <b>ID-2.A2</b>          Conduct the Studies as planned;  <b>ID-2.A3</b>          Review Study Outputs at the National Coordination and Program Management Comm. meetings, making appropriate strategic and operational decisions;</p>	<p>a) Critical areas of study on barriers to access and participation, and socio-economic issues of prospective participants listed in a Multi-year plan;          b) Studies are conducted and disseminated and annual targets in the Multi-year Study Plan accomplished;          c) A Live Database established to log data on performance of VT programs that service vulnerable groups;</p>	<p><u>Implementing Agencies:</u>          Financing and VT sector overseeing agencies of the government; TVEC; MOVTT; Other training and service providing Ministries for vulnerable groups;</p>

<p><b>ID-2.A4</b> Establish a Live Database to log data on performance of VT programs that service vulnerable groups under the National TVET strategy using the findings of Studies as baseline status;</p> <p><b>ID-2.A5</b> Establish a Monitoring and Evaluation System to monitor and assess <del>how</del> the progress and impact of policies, schemes and programs for TVET provision to vulnerable groups</p>	<p>d) An M&amp;E System established to monitor and assess <del>how</del> the progress and impact of policies, schemes and programs for TVET provision</p>	
<p><b>ID-3. Strategy</b> <b>Ensure adequate financing for program implementation</b> Funding is needed to ensure the successful implementation of the TVET National Policy and Strategy for Vulnerable People. A financial plan would set out the government contribution, funding from multilateral sources and cost-sharing between the two as well as with local partners.</p>		
<p>Actions</p>	<p>Outputs</p>	<p>Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>ID-3.A1</b> Develop Budget and Disbursement Cascade for the overall Vulnerable People Program</p> <p><b>ID-3.A2</b> Prepare Annual Physical and Financial Performance Report for the overall program.</p> <p><b>ID-3.A3</b> Solicit funds from potential local and foreign donor sources promoting the intended program impacts directed at reaching equity, inclusiveness, and human development for vulnerable groups in TVET provision.</p>	<p>a) Program Plans and corresponding budget-disbursement cascade developed at VTC, VT Agencies, and at National Level by TVEC;</p> <p>b) Finances disbursed to delivery partners in accordance with the Budget and Disbursement Cascade.</p> <p>c) The Long Term Master Implementation Program is reflected and supported by (at least partly) the government annual budgets.</p> <p>d) Funds secured from local and foreign donor sources</p>	<p><u>Short Term</u>- Developing the Master Plan; <u>Long Term</u>-implementation on continuing basis. <u>Implementing Agencies:</u> Financing and VT sector overseeing agencies of the government; TVEC; MOVTT; Other training and service providing Ministries for vulnerable groups;</p>



## 5.2 GROUP SPECIFIC STRATEGIES AND ACTION PLANS

### 5.2.1. Strategies and Action Plans – Vulnerable Women

<p><b>W-1 Strategy:</b>          Improve availability of sex disaggregated training provision data for national level policy planning and monitoring and in measuring program effectiveness of training provision (% enrolment, participation, performance, retention, etc.) related to programs for vulnerable women through: the establishment of mechanisms to capture output data from VTCs and collation at TVEC Database, and the conduct of research on aspects related to barriers for participation of disadvantaged women in mainstream VT. This would facilitate strategy formulation to increase participation and retention.</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>W-1.A1</b>          Establish a mechanism to regularly compile within TVEC (widening the current database), sex disaggregated data of training provision on access, retention, participation, etc.</p> <p><b>W-1.A2</b>          Make the Data base accessible to public and concerned agencies through links with TVEC database.</p> <p><b>W-1. A3</b>          Conduct (commission) research on demographic and socio-economic profiles, aspects related to barriers for participation of disadvantaged women, and tracer studies to identify strategies for increasing participation, and to monitor relevance, effectiveness, and impact of training programs.</p>	<p>a) Sex disaggregated data on access, retention, participation, etc. are regularly fed to TVEC Database by partner agencies and relevant information is made accessible to concerned professionals and members of the public;</p> <p>b) Research conducted on aspects related to barriers for participation of disadvantaged women to identify strategies for targeting potential occupational areas and to refine implementation strategies.</p> <p>c) Research findings are disseminated among TVET sector managers and trainers and the findings are used for refining policies and implementation strategies.</p>	<p><u>Short Term:</u> Program development and planning;  <u>Medium Term:</u> Program implementation</p> <p><u>Implementing Agencies:</u>          TVEC with inputs from VT Agencies and Other Govt. Agencies and NGOs engaged in Women in Development Programs.</p>
<p><b>W-2. Strategy:</b>          Raise awareness on the services of VTCs and job opportunities in both formal and informal sectors through special community based target group focused career guidance programs conducted by the CG Units established in the VTCs and partner agencies servicing women in development programs, so as to increase participation of vulnerable women in mainstream VT programs.</p>		

Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>W-2.A1</b> Identify approaches for establishing contacts with potential trainee vulnerable women groups in consultation with concerned GOOs, and NGOs.</p> <p><b>W-2.A2.</b> Conduct awareness programs to reach out to Vulnerable Women Groups to promote participation in VT using a portfolio of approaches that also include community radio, TV, print materials.</p> <p><b>W-2.A3</b> Conduct awareness programs to reach out to young women with higher secondary education promoting participation in technical training courses that provide higher income earning opportunities in the formal sector.</p>	<p>a) Report produced that cover feasible approaches to reach-out to and to establish contacts with potential disadvantaged women trainees;</p> <p>b) Awareness programs are conducted in accordance with approaches identified;</p> <p>c) Awareness programs are conducted to reach out to young women with higher secondary education promoting participation in technical training courses;</p>	<p><u>Short Term:</u> Program development and planning; <u>Medium Term:</u> Program implementation</p> <p><u>Implementing Agencies:</u> TVEC and VT Agencies assisted by CBOs, NGOs, and govt. social service agencies; MOCD&amp;WE</p>
<p><b>W-3.</b> Promote participation in formal training for employment in technical occupations in the formal sector and career growth of women <u>through</u> facilitation of increased enrolment and participation in VT programs, opening-up participation in diverse formal and non-formal technical courses (beyond traditional -feminine occupationsø), and assisting them to gain NVQ L-2/3/4 qualifications that would support upward career mobility and growth. An award system for those VTCS that have made a significant progress on the above initiatives will be introduced</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>W-3.A1.</b> Identify a portfolio of technical courses (-beyond traditional feminine-occupationsø) for women, with employment prospects in the formal sector, where enrolment rates of women with secondary education have been generally low or none;</p>	<p>a) Study on enrolment patterns of women in technical courses conducted and presented to NCC and GSICs;</p> <p>b) A list of technical courses (-beyond traditional feminine-occupationsø) for women identified and implementation</p>	<p><u>Short Term:</u> Program development and planning; <u>Medium Term:</u> Program implementation <u>Implementing Agencies:</u> TVEC and VT Agencies</p>

<p><b>W-3.A2</b> Conduct CG Programs targeted at potential women entrants, particularly with lower and upper secondary education, to enter formal VTCs and/or apprenticeships that offer courses in technical occupations for women;</p> <p><b>W-3.A3</b> Conduct Pilot training courses in selected 3-4 VTCs in urban/district centres in the given occupations with a significant enrolment of women;</p> <p><b>W-3.A4</b> Conduct a facilitation program to obtain NVQ qualifications in the trades trained with a special focus for women graduates of the pilot courses;</p> <p><b>W-3.A5</b> Conduct Tracer Study at 3 year intervals to monitor career progression of the target group;</p> <p><b>W-3.A6</b> Introduce an Award System to recognize better performing VTCs (model institutions) under the program.</p>	<p>agreed with VTCs;</p> <p>b) CG Program Plan developed specially targeting potential women entrants for technical courses and agreement reached for implementation with prospective VTCs;</p> <p>d) Pilot program of technical courses focused at the special target group conducted at min. 3 VTCs;</p> <p>e) women graduates of the pilot courses are assisted to apply for NVQ qualification;</p> <p>g) Tracer Survey conducted on extent of retention in employment and career growth patterns;</p> <p>h) An Award System for better performing VTCs is introduced.</p>	<p>assisted by CBOs, NGOs, and govt. social service agencies; MOCD&amp;WE</p>
<p><b>W-4 Strategy:</b> Facilitate in association with NGOs, Gemidiriya, Samurdhi Authority, NYSC, etc., entrepreneurial capacity development of vulnerable women who are engaged in microenterprises (or those intending to be engaged) through delivery of vocational skills and entrepreneurial skills. These training may cover micro enterprise management, accessing market information, quality and productivity improvement, etc. that support developing better cost competitive products and services. The training may commence with a limited Number of pilot programs in each province and later expanded to a larger number of VTCs where partner agencies support is greater and have a better outreach. . This cooperation will take the form of tie-ups between VTCs and ED programs.</p>		
<p>Actions</p>	<p>Outputs</p>	<p>Time Plan and Implementing Agencies/ Collaborators</p>

<p><b>W-4.A1.</b> Commission/prepare a Monograph-Concept paper on feasible approaches to address employment related skills training for women;</p> <p><b>W-4.A2</b> Prepare Master Plan with program scope for disadvantaged women focused VT programs;</p> <p><b>W-4.A3</b> Establish networks with potential partner agencies to deliver VT programs for vulnerable women;</p> <p><b>W-4.A4</b> Implement the Master Plan in association with Partner Agencies;</p> <p><b>W-4.A5</b> Conduct a pilot program in selected VTCs (in about 03 districts) for action research on training provision for vulnerable women;</p> <p><b>W-4.A5</b> Conduct feedback sessions on lessons learnt to participating VTCs.</p>	<ol style="list-style-type: none"> <li>a) Monograph-Concept paper on feasible approaches to address employment related skills training for women prepared and presented to the NCC and GSIC;</li> <li>b) Scope of program content decided and Master Plan prepared at the GSIC for Vulnerable Women;</li> <li>c) Network of service provider-partners established for the program;</li> <li>d) Courses conducted and trainees produced as per Master Plan on disadvantaged women focused VT programs;</li> <li>e) participation of women and benefits attributed to program initiatives demonstrated through Post-training surveys;</li> </ol>	<p><u>Short term:</u> program development and Planning; <u>Medium term:</u> program implementation (Piloting)</p> <p><u>Implementing Agencies:</u> Coordinated by TVEC and NITESL, implemented by VT Agencies, in association with Gemidiriya, Samurdhi Authority, NYSC, NGOs, Small industries Depts. of Provinces, National Crafts Council, and other Crafts, Agri-business, related Pvt. Agencies and trade associations; Provincial Chambers of Industries and Commerce, etc. MOCD&amp;WE</p>
<p><b>W-5 Strategy:</b> Facilitate participation in VT of young and adult mothers and women re-entering the workforce after childbirth or attending to other family commitments through establishment of childcare services in association with networks with local child care service providers, and offering VT with flexi-schedules for training, further training, and/or re-training and a training-participation allowance for economically disadvantaged mothers.</p>		
<p>Actions</p>	<p>Outputs</p>	<p>Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>W-5.A1</b> Establish at selected Pilot VTCs contacts with local child care service providers, where programs for disadvantaged women and mothers and women re-</p>	<ol style="list-style-type: none"> <li>a) Plan of Action with modalities for training provision formulated;</li> <li>b) childcare service provider/s are available at VTC locations supporting particularly the</li> </ol>	<p><u>Short term:</u> program piloting and securing funding sources; <u>Long Term:</u> program replication</p>

<p>entering the workforce are conducted;  <b>W-5.A2</b>          Assist vulnerable women participants to obtain child care services from potential service providers;  <b>W-5.A3</b>          Organize flexi-schedules for participation in training, further training, and or re-training for young and adult mothers and women re-entering the workforce;  <b>W-5.A4</b>  <u>Provide a participation allowance as an incentive for women participating in the training programs for disadvantaged women and mothers and women re-entering the workforce</u></p>	<p>trainee-mothers;          c) Flexi-schedules offered in courses dedicated for trainee-mothers and women re-entering the workforce;          d) Trainee-mothers and women re-entering the workforce effectively participate in VT sessions (demonstrating continued attendance, low dropouts, and high completion rates);          e) <u>Women participating in the training programs for disadvantaged women and mothers and women re-entering the workforce are provided a participation allowance as an incentive;</u>          f) <u>VTCs are provided additional allocations to support the special group of women participants.</u></p>	<p><u>Implementing Agencies:</u>          VTCs offering training in association with social and community service organizations in the respective localities;          Department of Social Services (local/provincial units)</p>
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### 5.2.2 Proposed Strategies and Action Plans- Disabled People

<p><b>DP-1 Strategy:</b>          Improve the availability and access to data on catchment, current training provision and potential for employment of disabled persons to facilitate national level planning. This involves baseline surveys on current provision, current employment trends, etc. in association with networks consisting of regional DSS offices, dedicated social service Associations, NGOs operating programs for disabled persons and dept. of Census and Statistics.</p>		
<p>Actions</p>	<p>Outputs</p>	<p>Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>DP-1.A1</b></p>	<p>a) Baseline survey conducted on status of</p>	<p><u>Short term:</u> Database</p>

<p>Conduct a baseline survey on status of current training provision for Disabled  <b>DP-1.A2</b>  Match current employment patterns with VT provision and identify potential areas for employment and VT provision in association with sources such as EFC, DOJF, , etc. engaged in facilitation of employment of disabled people</p>	<p>current training provision for disabled people;  b) VT Status Survey repeated at 03 year intervals.  c) List of current and potential occupations and industries identified for employment of disabled people;  d) Current and potential Employment to current training provision/gaps matched and illustrated in a Grid;</p>	<p>development and Planning;  <u>Medium term</u>: program implementation    <u>Implementing Agencies</u> :  Coordinated by TVEC implemented, in association with Depts. of Social Services (Provincial and Central), Major Training Provider agencies, NGOs servicing disabled people, DOJF, NAITA, Chambers of Industries and Commerce, and EFC.</p>
<p><b>DP-2 Strategy:</b>  Create enabling physical environments for disabled to physically access and participate in the mainstream TVET provision through compilation, dissemination and emulation of international best practices and learning from good local models (such as US Aid funded VTCs., Improve physical facilities for access and fabrication of special educational technology, and workplace design..</p>		
<p>Actions</p>	<p>Outputs</p>	<p>Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>DP-2.A1</b>  Identify enabling physical environments for disabled people to access and participate in VT , adopting both local and international good practices;  <b>DP-2.A2</b>  Establish model training workshops (one in each province) for Disabled in mainstream VTCs, drawing from international experience and with Specially trained Trainers and support special technology and</p>	<p>a) Physical environments for disabled people to access and participate in VT identified;  b) Master Program developed on facilities and capacity improvement of mainstream VTCs to service Disabled participants;  c) Model training workshops in mainstream VTCs (one in each province) established for VT for disabled people;  d) Experiences on methodologies and</p>	<p><u>Short term</u>: learning from good models and conceptualization of changes; <u>Medium term</u>: program implementation    <u>Implementing Agencies</u>:  Main training Provider agencies; DOJF; NGOs</p>

<p>facilities to service Disabled, covering such aspects as Physical accessibility; Creative and cost efficient modification of training aids to accommodate disabled trainees.</p> <p><b>DP-2.A3</b> Carryout emulation and sharing of experiences of the model training workshops with other mainstream VTCs and prospective employers from EFC program (employment for disabled).</p>	<p>physical environments for training of disabled persons shared among VTCs;</p>	<p>engaged in servicing disabled people; TVEC; MOVTT; My. /Dept. of Social Services; Foreign Training and Social Service institutions; DOJF; EFC; Donors;</p>
<p><b>DP-3 Strategy:</b> Increase TVET Institutional responsiveness to meet the needs of the disabled through: review and expand occupational and training choices in VTCs for the disabled; strengthening career guidance; and the provision of flexible entry and exit, limited but employable skills, more practical as opposed to theoretical training. Conduct training of trainers on sensitization and special training approaches for disabled people. Promote collaborative formal-non-formal networks and NVQ-RPL acquisition, as well as twining arrangements between special DSS and NGO VTCs, and mainstream VTCs and NAITA's Rural and situational apprenticeship programs.</p>		
<p>Actions</p>	<p>Outputs</p>	<p>Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>DP-3.A1.</b> Introduce a package of training approaches for mainstream VTCs appropriate for disabled persons that cover flexible entry and exit, limited but employable skills, more practice vs. theory, collaborative formal-non-formal networks facilitating complementarity of learning outcomes and NVQ-RPL acquisition,</p> <p><b>DP-3.A2</b> Conduct study to identify suitable occupations for different categories of disabled persons and appropriate special interventions (physical and methodological).</p>	<p>a) Package developed on training approaches appropriate for disabled persons; b) Guidelines developed and disseminated for adoption at VTCs on flexible approaches for training of disabled persons; c) Flexible approaches adopted for training of disabled persons at VTCs. d) List of potential occupations identified for training of disabled persons; e) Appropriate special interventions (physical and methodological) described in a Study. f) Pilot programs with flexible approaches conducted as planned;</p>	<p><u>Short to Medium terms:</u> piloting phase; <u>Long term:</u> implementation and replication at VTCs</p> <p><u>Implementing Agencies:</u> DOJF; NGOs engaged in servicing disabled people; TVEC; major TVET providers and VTCs; My. of Social Services; Special Training Schools of DSS, NAITA</p>

<p><b>DP-3.A3</b> Conduct pilot programs at selected VTCs (one in each Province) in search of new training approaches and workplace designs.</p> <p><b>DP-3.A4</b> Upgrade the existing DSS vocational training centres for Disabled Youth to accommodate persons with disabilities who cannot enter mainstream vocational training centres</p> <p><b>DP-3.A5</b> Introduce market oriented courses at DSS VTCs supporting wage employment and self employment</p> <p><b>DP-3.A6</b> Establish institutional twinning arrangements between Mainstream VTCs servicing Disabled and Special Training centres of DSS sharing curricular, methodological resources, and facilities between each other;</p> <p><b>DP-3.A7</b> Train Trainers of mainstream VTCs for sensitization and on special training approaches for disabled people;</p> <p><b>DP-3.A8</b> Establish an award scheme for Centres of Excellence in servicing VT needs of Disabled People.</p>	<ul style="list-style-type: none"> <li>g) New training approaches and workplace designs at VTCs identified and documented;</li> <li>h) DSS Institutional upgrading plan formulated;</li> <li>i) Market oriented courses are introduced at VTCs;</li> <li>j) Tracer study conducted on post-training employment patterns;</li> <li>k) MOU on twinning arrangements signed between DSS and Mainstream VTCs;</li> <li>l) Resources shared between DSS and Mainstream VTCs.</li> <li>m) Trainers of mainstream VTCs trained on special training approaches for T provision to disabled people ;</li> <li>n) Award/Recognition given to centres of excellence that provides flexible training packages for disabled persons.</li> </ul>	
<p><b>DP-4 Strategy:</b> Create supportive learning and work environments for greater participation in VT and retention of disabled persons in employment by promoting work culture which supports diversity and inclusiveness in the learning and workplace. This applies to within VTCs as well as workplace during OJT, apprenticeship and employment and will be achieved through the sensitization of prospective employers and fellow workers and training managers, trainers and other staff.</p>		
Actions	Outputs	Time Plan and Implementing



		Agencies/ Collaborators
<p><b>DP-4.A1</b> Create model enabling working environments for disabled at VTCs and document case histories;</p> <p><b>DP-4.A2</b> Conduct awareness sessions for Employers and Workers to ensure building supportive working environment for disabled employees at work places.</p> <p><b>DP-4.A3</b> Organize OJT opportunities and Apprenticeships through NAITA for disabled students.</p>	<p>a) Case studies conducted on learning experiences in creating model enabling working environments for disabled;</p> <p>b) Case studies and learning experiences shared with staff of model training centres servicing disabled.</p> <p>c) Disabled students are enrolled in OJT and Apprenticeships arranged through NAITA;</p>	<p><u>Short to Medium terms</u>-piloting phase; <u>Long term</u>: program implementation for replication of valid and relevant experiences <u>Implementing Agencies</u>: Main training Provider agencies; social service organizations; DOJF; NGOs engaged in servicing disabled people; TVEC; MOVTT; My. of Social Services; EFC, Employers' Organizations, Trade Unions; jobs Net;</p>
<p><b>DP-5 Strategy:</b> Sensitize parents, care givers, and other adults of the training facilities and other arrangements made for the safety and security of disabled persons at the VTCs through special awareness sessions and open days, providing open access during training for observation of participation of disabled persons.</p>		

Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>DP-5.A1.</b> Organize reach-out activities and invite parents and care givers of potential disabled students.</p> <p><b>DP-5.A2.</b> Conduct programs to sensitize parents on security and safety at VTCs for un-chaperoned disabled students.</p> <p><b>DP-5.A3.</b> Conduct case studies on attitude changes of parents in enrolling disabled youth in VTCs away from home environment</p>	<p>a) Sensitization programs conducted for the disabled students, caregivers and parents.</p> <p>b) Disabled students enrolled as a result of the sensitization programs;</p> <p>Case studies conducted on attitude changes of parents in enrolling disabled youth in VTCs away from home environment.</p>	<p><u>Short to Medium terms</u>-piloting phase;</p> <p><u>Long term</u>: program implementation for replication of valid and relevant experiences</p> <p><u>Implementing Agencies</u>: Main training Provider agencies; social service organizations; DOJF; NGOs engaged in servicing disabled people; TVEC; MOVTT; My. of Social Services; Employersø Organizations, and Trade Unions</p>
<p><b>DP-6 Strategy:</b> Solicit and secure financing for physical facility improvement and delivery capacity enhancement at VTCs through budgeting and estimating proposed capacity development interventions and working through MOFP soliciting funds. The physical facility improvement is to cover such aspects as reconstruction of buildings and other infrastructure, improved access to training workshops and lecture halls. Design improvements are also required as to equipment, training aids and apparatus to ease the utilization of these learning aids.</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>DP-6.A1</b> Develop a Master Plan for physical facilities and capacity development to accommodate disabled trainees in mainstream VTCs.</p> <p><b>DP-6.A2</b></p>	<p>a) Master Plan developed on physical facilities and capacity development to accommodate disabled trainees in mainstream VTCs;</p> <p>b) Donors (Local and foreign) pledge and provide funds for capacity development;</p>	<p><u>Short to Medium terms</u>: piloting phase;</p> <p><u>Long term</u>: program implementation</p> <p><u>Implementing Agencies</u>:</p>

<p>Conduct orientation programs-workshops for VTC Mangers and Trainers on possible facilities improvement strategies to guide them in preparation of Budgets and facility designs briefs;</p> <p><b>DP-6.A3</b> Prepare Budgets for improvement of facilities ;</p> <p><b>DP-6.A4</b> Solicit funds from Treasury and prospective donors;</p> <p><b>DP-6.A5</b> Conduct physical facilities improvement.</p>	<p>Physical facilities/capacities are improved according to the Master Plan.</p>	<p>Main training Provider agencies; social service organizations; DOJF; NGOOs engaged in servicing disabled people; TVEC; MOVTT; My. of Social Services; Employersø Organizations, Trade Unions; Financing and Overseeing agencies of the government; ; EFC; Chambers of Industries and Commerce; Foreign Donor Agencies; Foreign training agencies servicing Disabled and having modern training facilities that may serve as Models to emulate and learn from.</p>
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### 5.2.3 Strategies and Action Plans - Disadvantaged Youth

#### **Y-1 Strategy:**

Increase equity in the VT provision and labour market relevance for economically disadvantaged regions through increased number of rural VT centres in the non-serviced DS divisions, including plantation areas. Where VTCs are available, the number of courses offered will be increased to support livelihoods in the local areas or to seek higher income earning jobs in the surrounding urban areas. The alternate mode of training that go beyond formal training such as OJT, formal/informal sector apprenticeships, enterprise based training- CBT, self employment with mentorships that suit the aspirations, time budgets, economic and educational backgrounds of disadvantaged youth will be promoted.

Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>Y-1.A1</b> Identify course portfolio from regular offerings that is appropriate to the target group's employment prospects.</p> <p><b>Y-1.A.2</b> Formulate flexible training delivery arrangements that facilitate participation of disadvantaged youth;</p> <p><b>Y-1.A.3</b> Formalize mechanisms for alternate competency acquisition modes that go beyond formal training (<i>OJT, formal/informal sector apprenticeships, enterprise based training-CBT, self employment with mentorships, etc., that suit the aspirations, time budgets, economic and educational backgrounds of disadvantaged youth</i>)</p> <p><b>Y-1.A4</b> Conduct Pilot courses in 3-4 locations in well resourced VTCs in urban areas and evaluate performance and share lessons learnt with other VTCs;</p>	<p>a) A program portfolio developed addressing disadvantaged youth;</p> <p>b) Three pilot programs established in VTCs in urban and rural centres as Pilot Projects to service disadvantaged youth, disengaged from education;</p> <p>c) Alternate training modes for disadvantaged youth are listed and described in a guideline for VTCs;</p> <p>d) Alternate training modes are offered to disadvantaged youth in the pilot program;</p> <p>e) Learning experiences of the pilot project are shared with other training providers and stakeholders.</p>	<p><u>Short term:</u> piloting phase and trials;</p> <p><u>Medium to Long terms:</u> implementation at selected VTCs</p> <p><u>Implementing Agencies:</u> Training Providers with network of regional/ rural training centres; DSS; NGOs; Plantation management; Plantation Housing welfare Trust; Plantation Unions; Ministry of Plantation Development; Provincial Councils in the concerned provinces; TVEC.</p>
<p><b>Y-2 Strategy:</b> Increase access to and quality of training for the disadvantaged youth within the legal custody of DSS and also for those attending NGO supported VTCs through sharing mainstream VTC capacities either by direct enrolment or resource sharing between DSS VT Centres and mainstream VTCs.</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>Y-2.A1</b> Establish a network of agencies to assist participation of disadvantaged youth in DSS custody</p>	<p>a) A Network established to service Vulnerable Youth in DSS custody and others of similar status;</p>	<p><u>Short term-</u>Program commencement and implementation</p>

<p>and others of similar status in VT programs at mainstream VTCs in association with National and Provincial Social Service Departments, NCPA, and NGOs.</p> <p><b>Y-2.A2</b> Organize resource sharing arrangements between mainstream VTCs and DSS VTCs and other centres to improve quality of training delivery.</p>	<p>b) Disadvantaged youth are provide training in the identified programs at mainstream VTCs;</p> <p>c) Resources mainstream VTCs are shared with DSS VTCs and other centres to improve quality of training delivery to youth in custody.</p>	<p><u>Implementing Agencies/Collaborators:</u> Major VT Agencies, VTCs, Social Service Providers (Public and NGO); Provincial Councils and other concerned agencies; NCPA;</p>
<p><b>Y-3 Strategy:</b> Enhance employability in a prospective recognized occupation and promote career growth for the disadvantaged youth through life-skills training, catch-up education, and òNVQ-Basic Competencies for Employmentö and NVQ L 2 certification in a relevant or potential occupation to improve career prospect in the current employment in the informal sector and/or to move to a regular formal sector employment where working conditions and employment terms are better in the future. A pilot program will be initiated targeting Free Trade Zone factories which are now contributing to increase employment of youth in rural areas and underdeveloped districts.</p>		
<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Outputs</p>	<p style="text-align: center;">Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>Y-3.A1</b> Identify scope of life skills training and catch-up education required for disadvantaged youth in the pilot VTC location through a survey;</p> <p><b>Y-3.A2</b> Design a package of modular courses with flexible entry that include life-skills training, catch-up education, and Basic Competencies for Employment óNVQ and NVQ L 2 level courses in selected occupations that relates to job market demands for disadvantaged youth</p> <p><b>Y-3.A3</b> Deliver the package of training in pilot locations;</p> <p><b>Y-3.A4</b></p>	<p>a) Conduct a survey to identify the scope of life skills training and catch-up education required for disadvantaged youth;</p> <p>b) VT Package on modular basis covering catch-up education, òBasic Competencies for Employment öNVQö and NVQ L 2 courses in selected occupations is designed and offered to disadvantaged youth;</p> <p>c) Disadvantaged youth participate in offered VT courses including CBT-NVQ-2 basic competencies course;</p> <p>d) <u>Youth in Free Trade Zone</u> Factories attend specially targeted training courses.</p>	<p><u>Short term:</u> program planning; <u>Short to Medium term:</u> program Implementation</p> <p><u>Implementing Agencies:</u> Major VT Agencies, VTCs, Social Service Providers (Public and NGO); Provincial Councils and other concerned agencies, NCPA, Adult Education div. (MOE).</p>

Evaluate program success and share lessons with other VTCs; Y-3.A5 Conduct promotional programs to attract youth in Free Trade Zone Factories for training.		
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#### 5.2.4 Strategies and Action Plans – Poor (Urban, Rural, Plantations Sectors)

<p><b>P-1 Strategy:</b> Increase the number of rural VT centres in the non-serviced DS divisions. Where VTCs are available, the effort will be made to increase the number of courses that can support livelihoods based on local economy as well as to enhance opportunities to seek higher income earning jobs in the surrounding urban areas.</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>P-1.A1.</b> Plan and provide formal VT to ensure all deserving economically disadvantaged areas (DS regions, etc.) are serviced with appropriate facilities and means to access VT while increasing the variety of courses available for the target populations.</p> <p><b>P-1.A2</b> Introduce courses in labour market relevant economic activities to suit the specificities of the given localities.</p>	<p>a) VTCs are established in a significant number of un-serviced economically disadvantaged areas (DS regions, etc.) and with alternate VT modes ensuring means to access VT;</p> <p>b) Spread and variety of courses are increased and compare favorably with the earlier course offerings available to the target population.</p> <p>c) Courses offered at locations in disadvantaged districts also relate to labour market relevant economic activities of the given localities.</p>	<p><u>Short term:</u> program planning; <u>Short to Medium term:</u> program Implementation</p> <p><u>Implementing Agencies :</u> TVEC; assisted by MOVTT and National Planning Dept. and My. Plan Implementation; NYSC; Samurdhi Authority; Gemidiriya; Skills Development Fund</p>
<p><b>P-2 Strategy:</b> <i>Institutionalize pro-poor approach in training provision with the focus on livelihood skills and entrepreneurship development services for engaging in informal sector employment and micro-enterprises that assist the poor moving out of poverty through partnerships among mainstream VTCs, employer organizations/trade chambers, and NGO sector training and entrepreneurship development (micro</i></p>		

*enterprise development) service providers that facilitate training for employment in the informal sector and where possible using the existing curricular material and delivery approaches of the participating agencies with suitable adoptions.*

Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>P-2.A1.</b> Establish partnerships with agencies supporting youth in entrepreneurship development and facilitating micro enterprise creation.</p> <p><b>P-2.A2.</b> Conduct programs to support Livelihood skills and informal sector employment</p> <p><b>P-2.A3</b> Conduct training in Entrepreneurship Development;</p> <p><b>P-2.A4</b> Provide ED associated facilitation services addressing the Poor to youth trainees.</p>	<p>a) Network of partners with agencies supporting youth in entrepreneurship development and facilitating micro enterprise creation;</p> <p>b) Training programs servicing Livelihood skills and informal sector employment are provided to the youth trainees:</p> <p>c) Employment facilitation services are provided to the youth participants of VT courses and a minimum of 15% participants are benefitted from the program by starting or improving micro enterprises;</p>	<p><u>Short term:</u> program planning and research; <u>Short to Medium term:</u> program Implementation</p> <p><u>Implementing Agencies:</u> TVEC, NITESL, Major training Providers (Public and Private); NYSC; Samurdhi Authority, Gemidiriya, NYSC, VTA.</p>

**P-3 Strategy:**  
Increase access and participation of plantation youth in VT programs to meet Plantation job vacancies by through alternate modes of training such as apprenticeships, workplace based training, and particularly introducing courses related to mechanization of plantation work., Introduce courses that support immediate formal or informal sector employment in the surrounding urban localities. Offer financial assistance to assist sustenance (to meet transport, meals, accommodation, etc.) of plantation youth during training and employment facilitation within plantations.

Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>P-3.A1</b> Map training provision of affected plantation areas on density, and proximity ó mobility/accessibility criteria and select VTCs for Pilot interventions;</p> <p><b>P-3.A2</b> Develop VT courses that offer immediate</p>	<p>a) A mapping exercise conducted of affected plantation areas on density, and proximity ó mobility/accessibility criteria and VTCs selected for Pilot interventions;</p> <p>b) VT courses that offer immediate employment in the informal and formal</p>	<p><u>Short term:</u> program planning and research; <u>Short to Medium term:</u> program Implementation</p> <p><u>Implementing Agencies:</u> Major</p>

<p>employment in the informal and formal sectors for Plantation Youth and those of adjacent villages Based on surveys of job opportunities in the Estates and local labour market potential;</p> <p><b>P-3.A3</b> Negotiate with estate management and establish VT programs synchronizing with recruitment and promotional/succession plan for employment in the estates for potential plantation youth candidates.</p> <p><b>4 P-3.A4</b> Engage and train substitute Tamil instructors, where demand for enrolment exists for Rural VTCs in Plantation areas, but with low applications due to language constraints, engage/train substitute Tamil instructors.</p>	<p>sectors for Plantation Youth identified in a Study;</p> <p>c) Training Plans of affected plantation areas are synchronized with recruitment and succession plans for labour of Plantations and with enrolments to VTCs;</p> <p>d) Substitute Tamil Instructors recruited and trained for in-demand courses;</p>	<p>training Providers (Public and Private); TVEC; My. of Plantation Industries; PHDT; Plantation sector development Boards, Provincial Councils; Tea Small Holding Development Authority</p>
<p><b>P-3.A5</b> Establish an institutional network of partners which address-support Plantation sector labour market training and beneficiary group VT aspirations;</p> <p><b>P-3.A6</b> Identify through a consultative process with stakeholders (beneficiaries and deliverers) flexible learning approaches that may be adopted for VT for plantation areas (clustering VTCs, OJT, workplace based training, mobile VTCs, ILO_JICA Provincial Program YEN, etc. );</p> <p><b>P-3.A7</b> Develop and conduct training courses in-demand occupations in the plantation areas, offering also custom designed courses for the plantation sector employment.</p>	<p>a) Network of Training Services Partners established that support skills development of Plantation Youth;</p> <p>b) Flexible and innovative training approaches are introduced to enable participation of prospective plantation youth;</p> <p>c) Training courses for in-demand occupations in the plantation areas are offered supporting plantation sector employment.</p>	<p><u>Short term:</u> program planning and research; <u>Short to Medium term:</u> program Implementation</p> <p><u>Implementing Agencies:</u> Major training Providers (Public and Private); TVEC; My. of Plantation Industries; PHDT; Plantation sector development Boards, Provincial Councils; Tea Small Holding</p>



<p><b>P-3.A8</b> Provide sustenance allowances to support services such as transportation, , meals, etc. to facilitate participation of plantation youth in VT;</p>	<p>a) Plantation youth are provided with sustenance allowance and other facilities to facilitate participation of plantation youth in VT;</p>	<p>Development Authority</p>
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## 5.2.5 Proposed Strategies and Action Plans-Conflict Affected People

<p><b>IDP-1 Strategy:</b> Facilitate VT provision for people in the conflict affected areas (including IDPs and Ex-combatants) through: Human Resource Development Planning (Manpower Planning) which maps regional employment prospects, matching labour force supply, demand and VT provision and capacity building for VT. The provision of livelihood support training by adopting both formal and non-formal approaches.</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>IDP-1.A1.</b> Map Demographic Aspects of Conflict Affected People and Labour Market Needs and Match with Current and Future regional growth strategies and Beneficiary Expectations; <b>IDP-1.A2</b> Identify priority areas to provide formal vocational training; <b>IDP-1.A3</b> Link VT programs in IDP areas with nationally provided VT services <b>IDP-1.A4</b> Determine extent of institution building, curricular development, and other capacity building measures for new training provision-; <b>IDP-1.A5</b></p>	<p>a) Manpower Demand and Supply scenario presented for policy making-review and coordination of interventions; b) Priority areas to provide formal vocational training identified and institutional responses planned; c) Training conducted on priority trade areas as planned through training, further training, and retraining. d) Livelihood support training is provided through non-formal means matching sustainable economic activities and growth industries/economic sectors of the respective localities in North and Eastern Provinces.</p>	<p><u>Short term:</u> program planning and research; <u>Short to Medium term:</u> program Implementation  <u>Implementing Agencies:</u> MOVTT and other collaborating ministries in the North and East Reawakening programs, MOR&amp;R; GOO, NGOO, and Private sector; TVEC, VT providers, govt. and NGOO operating in the North and East.</p>

<p>Identify livelihood support training requirements that could be met through non-formal means and Provide training interventions, matching sustainable economic activities and growth industries/economic sectors of the respective localities in North and Eastern Provinces.</p>		
<p><b>IDP-2 Strategy:</b> Extend existing formal VT capacities to deliver training services for the IDPs as an immediate measure through the introduction of CBT-NVQ curricular (NVQ and best models borrowed from VTCs of other regions), training of trainers and facilitating RPL among those who are competent but not formally certified. Recruit skilled/competent IDPs to overcome the immediate shortage of Tamil speaking trainers.</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>IDP-2.A1</b> Select VT courses that address individual career ambitions of youth ensuring that they conform to existing CBT-NVQ curricula.</p> <p><b>IDP-2.A2</b> Establish capacities in the affected areas for Recognition of Prior Learning (RPL) of those having skills to obtain their services as temporary instructors so that current shortages could be met.</p> <p><b>IDP-2.A3</b> Conduct TOT for prospective trainers selected from among the IDP community</p> <p><b>IDP-2.A4</b> Conduct Formal vocational training courses and services, using the current VTC base and existing capacities for those seeking available courses.</p>	<p>a) Courses that conforming to NVQ-CBT and also address individual career ambitions of youth offered through the VTCs;</p> <p>b) Formal training courses conducted for those seeking available courses using the current VTC capacities;</p> <p>c) Capacities established to certify RPL applicants in the affected areas.</p> <p>d) TOT for potential trainers conducted responding to the new challenges in training delivery for IDP population and also to meeting NVQ standards;</p>	<p><u>Short term:</u> program planning and research; <u>Short to Medium term:</u> program Implementation</p> <p><u>Implementing Agencies:</u> MOVTT and other collaborating ministries in the North and East Reawakening programs, MOR&amp;R; GOO, NGOO, and Private sector; TVEC, VT providers, govt. and NGOO operating in the North and East.</p>
<p><b>IDP-3 Strategy:</b> Facilitate social and economic re-integration of conflict affected people through life skills and livelihood skills provision. This will be achieved by utilizing training capacities available in the mainstream training providers in collaboration with other service</p>		

providers which facilitate their participation, both men and women, in VT		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>IDP-3.A1.</b> Identify scope of delivery and content of life skills and catch-up education through a survey</p> <p><b>IDP-3.A2</b> Conduct courses to deliver Life Skills and Catch-up Education, Literacy and Numeracy as a key component of Vocational training to youth and adults of both genders;</p> <p><b>IDP-3.A3</b> Prepare plans for delivery of VT courses for Training, Further Training, and Retraining of beneficiary population to support economic empowerment, career growth, and personal development.</p> <p><b>IDP-3.A4</b> Conduct VT courses addressing Training, Further Training, and Retraining needs.</p>	<p><b>a)</b> Curricular developed servicing Training, Further Training, and Retraining of beneficiary population to support economic empowerment, career growth, and personal development;</p> <p><b>b)</b> Teaching learning materials are developed on Life Skills training and Catch-up Education;</p> <p><b>c)</b> Courses are conducted on Life Skills and Catch-up Education, Literacy and Numeracy as a key component of Vocational training to youth and adults of both genders;</p>	<p><u>Short to Medium Term:</u> Establish systems and procedures; <u>Long Term:</u> consolidation of operations</p> <p><u>Implementing Agencies:</u> Training Providers; GOO, NGOO and Pvt. Sectors; MOR&amp;R;</p>
<p><b>IDP-4 Strategy:</b> Provide a range of support services to ensure IDPs and ex-combatants participation and retention in training and the linkage with employment. Training provision should be complemented by post-training support which includes the provision of financial assistance, career guidance, counseling, job placement services, psycho-social services, advisory inputs for self-employment and informal sector employment through linkages with specialized service providers and micro-finance agencies. The service-delivery of this strategy will be through a nationally and regionally coordinated program that is expected to improve external efficiency of the VTCs. These services will be provided and coordinated within the government's new integrated framework of Special Development 'Reawakening' Programs for Northern and Eastern Provinces (Nagenahira Navodaya and Uthuru Wasanthaya).</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators

<p><b>IDP-4.A1.</b> Identify scope of delivery and content of life skills training through a Study, giving due consideration to the government's new integrated framework of Special Development Reawakening Programs for Northern and Eastern Provinces (Nagenahira Navodaya and Uthuru Wasanthaya)..</p> <p><b>IDP-4.A2</b> Identify scope and extent of post-training services for employment required, potential partner agencies, and feasible approaches and programs in short and medium terms;</p> <p><b>IDP-4.A3</b> Establish networks of partnerships with concerned policy making and service delivery GOO and NGOO service providers and arrive at agreements for service provision ;</p> <p><b>IDP-4.A4</b> Conduct training and provide post-training support in association with the partner network as programmed.</p>	<ul style="list-style-type: none"> <li>a) Study conducted indicating scope of delivery and content of life skills training;</li> <li>b) Study conducted on scope and extent of post-training services required for employment and job placement, potential partner agencies, and feasible approaches and programs in short and medium terms;</li> <li>c) Network of Partnerships established to support the program;</li> <li>d) Training is conducted meeting the scope and intents identified in the Studies;</li> <li>e) Post-training support services are provided in association with the partner network meeting the targets identified in the Studies.</li> </ul>	<p><u>Short term</u>: program planning and research; <u>Short to Medium terms</u>: program Implementation</p> <p><u>Implementing Agencies</u>: Training providers and Specialized Service Providing GOO &amp; NGOO; CHA; MOR&amp;R; MOVTT; Private sector; Chambers of Industries and Commerce; EFC</p>
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### 5.2.6 Strategies and Action Plans: Migrant Workers

**MW-1 Strategy:**

Ensure policy coherence and institutional coordination between TVET and Migration Policy, and their respective implementation agencies to plan effective VT strategies within the frameworks of National Labour Migration Policy and the TVET Policy for migrant workers. The coordination incorporates related international conventions and involves interagency mechanisms, a strategic plan and formal agreements between the agencies with participation of the Foreign Employment Agents' representative bodies.

Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>MW-1.A1</b> Coordinate the policy and implementation activities through the interagency mechanisms established for national policy making in the area of Migration and Training provision;</p> <p><b>MW-1.A2</b> Formulate a Medium Term (Strategic) Plan that is annually rolled for to identifying key directions of development of the training for migration program;</p> <p><b>MW-1.A3</b> Establish formal understandings through an MOU between input services providers as identified in the Strategic Plan;</p> <p><b>MW-1.A4</b> Obtain SLBFE intervention to ensure representation of ALFEA in national policy making and program implementation, and training of migrant workers.</p>	<p>a) Formal mechanisms of coordination between the TVET and migration policy agencies are established;</p> <p>b) A Medium Term Strategic Plan for VT provision for migrant workers is formulated;</p> <p>c) MOU signed between the agencies to provide VT for migrant workers;</p> <p>d) ALFEA actively participates in the proceedings of the national level consultations between the two sectoral agencies.</p>	<p><u>Short to Medium Term:</u> Establish systems and procedures; <u>Long Term:</u> consolidation of operations</p> <p><u>Implementing Agencies:</u> TVEC, Ministry of Foreign Employment Promotion and Welfare (MOFEPW) and SLBFE; concerned other Ministries; mainstream VT providers; ALFEA</p>
<p><b>MW-2 Strategy:</b> Meet the demand and supply of migrant Labour by regularly mapping medium and long term international demand for migrant workers and matching with current and potential VT provision for migrant workers and building capacities to meet the deficits in numbers, occupations, and skill levels.</p>		
Actions	Outputs	Time Plan and Implementing Agencies/ Collaborators
<p><b>MW-2.A1</b> Map VT Provision for migrant workers (covering Institutional capacities, scope of training, recognition local/foreign, available qualifications frameworks, participation, etc.) and develop a</p>	<p>a) VT provision for migrant workers is mapped with gaps in training and potential training providers and a database is established;</p> <p>b) Regular manpower demand Surveys</p>	<p><u>Short to Medium Term:</u> Establish systems and procedures; <u>Long Term:</u> consolidation of operations</p>

<p>database of potential VT providers;  <b>MW-2.A2</b>  Conduct Regular Manpower Needs Surveys (once in 03 years) to study the long term international demand for employment of migrant workers.  <b>MW-2.A3</b>  Introduce changes in the national training implementation program by monitoring the global migrant labour market trends and socio-economic impact.</p>	<p>conducted as planned and outputs presented to concerned agencies and National Coordination Committee for review.  c) Information on changing international labour market trends are produced annually by SLBFE and presented in the LMI of TVEC;  d) Training schedules are annually revised to meet international labour market trends.</p>	<p><u>Implementing Agencies/Collaborators:</u>  TVEC, Ministry of Foreign Employment Promotion and Welfare (MOFEPW) and SLBFE; concerned other Ministries; mainstream VT providers; and ALFEA.</p>
<p><b>MW-3 Strategy:</b>  Establish a nationally coordinated system for increasing access to training and recognition prior learning (i.e. formal certification of their skills and competencies) for pre-departure migrants through a collaborative institutional network between mainstream training providers located in various key demand towns and the SLBFE-Foreign Employment Agents.</p>		
<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Outputs</p>	<p style="text-align: center;">Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>MW-3.A1</b>  Develop a Master Plan to place all priority migration related vocational trades under NVQ Standard setting framework ensuring that all courses offered for future migrant workers are accredited and validated both according to NVQ-SL and standards of the receiving countries.  <b>MW-3.A2</b>  Establish training capacities in the high density labour catchment localities for ðMigrant Housemaidsö ensuring conformance to international job market requirements, and for providing life skills for individual survival and career growth.  <b>MW-3 A3</b></p>	<p>a) Master Plan to place all priority migration related vocational trades is formulated identifying the NVQ standard setting priorities (local and international);  b) Courses delivered by the VTCs for migrant workers are accredited and validated, according to both NVQ-SL and standards of the receiving countries.  c) Training capacities in the high density labour catchment localities for ðMigrant Housemaidsö are established and training conducted ensuring conformance to international job market requirements, and for providing life skills for individual</p>	<p><u>Short to Medium Term:</u>  Establish systems and procedures;  <u>Long Term:</u> consolidation of operations.   <u>Implementing Agencies :</u>  SLBFE and mainstream training providers; Pvt. VTCs of members of ALFEA</p>

<p><i>Conduct special training courses for migrant workers in the semi-skilled and Low-skilled categories to acquire recognized foreign job market specific technical and technological skills and NVQ certification at mainstream VTCs.</i></p> <p><b>MW-3.A4</b> Conduct certification of prospective Migrant Workers through Recognition of Prior Learning Scheme-RPL of TVEC;</p>	<p>survival and career growth;</p> <p>d) Increasing numbers of trained and NVQ qualified migrant workers are departing from Sri Lanka;</p>	
<p><b>MW-4 Strategy:</b> Facilitate social and economic re-integration of returnee migrants through life skills and livelihood training, by using capacities available with mainstream training providers in association with SLBFE Life Style Experts and delivered through the network of SLBFE and VTC network in the high demand migration locations.</p>		
<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Outputs</p>	<p style="text-align: center;">Time Plan and Implementing Agencies/ Collaborators</p>
<p><b>MW-4.A1</b> Trace post-employment careers and livelihood development patterns to plan provision of re-training and further training.</p>	<p>a) Ad-hoc surveys are carried out to monitor employment trends in priority trades of Returnees and results presented in the LMI Reports/TVEC;</p> <p>b) Post-employment career patterns surveyed once in three years and results used for decision making on training interventions.</p>	<p><u>Short to Medium Term:</u> Establish systems and procedures;</p> <p><u>Long Term:</u> consolidation of operations</p> <p><u>Implementing Agencies</u> MOFEPW /SLBFE; assisted by TVEC and major training providers (GOO and NGOO); SLBFE training centres, EFC and Chambers of Industries and Commerce;</p>
<p><b>MW-4.A2</b> Establish a mechanism to offer the Recognition of Prior Learning (RPL) certification system for returnee migrants interested in obtaining certification for their work experience abroad and wishing to pursue a formal occupation and a career path on return.</p>	<p>a) Increasing numbers of Returnees apply for RPL certification for their work experience abroad.</p>	
<p><b>MW-4.A3</b> Conduct training for returnee migrants on life skills and livelihoods training (including literacy and</p>	<p>a) Returnee migrants participate in life skills and livelihoods training offered by VTCs;</p>	

numeracy skills enhancement, where needed.		
<b>MW-4 A4</b> Publicize through TVECø, FCCISLø and EFCø cooperation, the absorption in to local private sector employment of returning migrant workers, particularly those with advanced and technical skills and more productive competencies.	a) Returnee migrants are passed through the referral system of TVEC, SLBFE and EFC for absorption in to local private sector employment;	



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## **TVET National Policy in Training Provision for Vulnerable People**

*(Extract from Draft Policy Framework on University, Technical and Vocational Education)*

### **Chapter 14.0 TVET Sector: image, effectiveness, and employability**

#### **14.1 Introduction**

*Sri Lanka has the highest participation rate in primary education in South Asia and provides free education up to the first degree level. Parents aspire to provide their children with the highest possible education, most preferably ending up with a university degree. Any qualification below a degree is considered with lower recognition, irrespective of its relevance in securing gainful employment.*

*TVET sector training institutes are sought as a default option by students and parents in many cases. All available training places in state TVET institutions are not filled. The drop-out rates are also high, compared to other specialized training institutes and universities. The public acceptance of TVET institutes is comparatively low due to poor image, low recognition of the vocation, and relatively low recognition of the qualifications.*

*Vulnerable or underprivileged groups need special attention to bring them into the mainstream economic development process. Such groups often cannot access to TVET, due to reasons such as distance from training centres, lack of enrolment criteria, poverty, disability, lack of awareness etc. The quality of life of such vulnerable and underprivileged individuals can be improved greatly through introduction of appropriate life skills, livelihood skills and vocational training.*

#### **14.8 Access to TVET for Vulnerable groups**

##### **Introduction and Policy Issues**

*Whilst making available opportunities for the general public to access TVET, special attention needs to be paid to vulnerable/underprivileged groups so that they too can become partners in the national development process. The following groups in Sri Lanka may be considered especially vulnerable or underprivileged:*

- 2. Women, especially those heading households*
- 3. People with Disabilities (Mental & Physical)*
- 4. Disadvantaged youth (including school drop-out and former child labour)*
- 5. Poor (including people in plantation areas, rural and urban poor)*
- 6. Persons affected by conflict (including IDPs and ex-combatants)*
- 7. Migrant Workers*

*According to the Dept of Census and Statistics, females comprise 50.58% of the total population represents females but their labour force participation rates have been around 30 – 35% in the period 2002 – 2006. These rates indicate a need for articulating training programs for women so that the skills of the current workforce and training of new entrants could be improved.*

*The 2001 population census found that about 275,000 Sri Lankans have some form of disability. This includes approximately 70,000 with impaired vision; about 73,000 with impaired hearing or speech; about 50,000 with disability related to hands; about 90,000 with disability related to the legs; about 13,000 with other physical disabilities; and about 70,000 with mental disability. Even though they are*

*disabled, they can learn different skills and be appropriately employed. Therefore it is necessary to design training programs targeting this population.*

*A considerable number of children leave school due to numerous reasons, before they sit for national examinations. Street children may never have had primary education and some children may be engaged in child labour. Both rural and urban areas have a significant number of disadvantaged youth. Those who are above the compulsory primary education age could be provided TVET programs at training institutions leading to employment and inclusion in main stream society.*

*Poverty in Sri Lanka had been declining over the years but remains relatively high especially in rural and plantation areas. Urban areas also record a significant number of poor due to numerous reasons. Areas with irrigated agriculture have shown a significant reduction of poverty. TVET programs need a pro-poor approach. National level poverty alleviation programs need to have a TVET approach to equip them with necessary skills and to make them employable.*

*Many people in areas affected by conflict have been displaced and temporarily housed in other areas. Provision of TVET, livelihood training and life skills must become an integral part of the development of conflict affected areas, considering the demand for different occupations, particularly in the respective provinces and in the country at large. However, government training networks had very little or no training activity in many areas affected by conflict. Some non-state sector organizations have made considerable contributions towards establishing and operating training institutions with NVQ in such areas, but they are still inadequate in numbers.*

*Over 200,000 persons leave the country for foreign employment each year. The majority are unskilled and do not possess any vocational qualifications. The earnings of unskilled workers are very low. With little savings and no recognizable skills, such workers become caught up in a vicious circle. Many of them re-enter foreign employment despite family and social problems to earn a living. There is a need to impart vocational and livelihood training to unskilled foreign workers so that they can integrate with the skilled national labour force or seek higher paying foreign employment.*

***Policy 80: Design customized TVET/livelihood training for vulnerable and disadvantaged groups.***  
***Strategies for Policy Implementation***

- *Introduce training courses relevant to needs of each vulnerable group*
- *Introduce livelihood training programs and entrepreneurship training.*
- *Establish specialized training facility to relevant vulnerable groups, where necessary*
- *Establish support systems for vulnerable persons to continue TVET*
- *Recognize current skills through Recognition of Prior Learning*
- *Establish mechanisms for career guidance and counseling for vulnerable people*
- *Set admission criteria as appropriate.*

Ministries directly relevant for TVET provision and support services for Vulnerable People

	Ministry	Vulnerable Women	Disabled Persons	Disadvantaged Youth	Poor (Urban, Rural, Plantations)	Conflict Affected People	Migrant Workers
1.	Ministry of Child Development and Women's Empowerment MOCD&WE	xx	--	--	--	--	xx
2.	Ministry of Disaster Management and Human Rights MODM&HR	xx	xx	xx	xx	xx	xx
3.	Ministry of Education MOE	xx	xx	xx	xx	xx	xx
4.	Ministry of Finance and Planning MOFP	xx	xx	xx	xx	xx	xx
5.	Ministry of Foreign Employment Promotion and Welfare MOFEP&W	--	--	--	--	--	xx
6.	Ministry of Labour Relations and Manpower MOLR&M	xx	xx	xx	xx	xx	xx
7.	Ministry of Nation Building and Estate Infrastructure Development MONB&EID	--	--	--	xx	--	--
8.	Ministry of Plantation Industries MOPI				xx		
9.	Ministry of Resettlement and Disaster Relief Services MOR&DRS					xx	
10.	Ministry of Rural Industries and Self Employment	xx	xx	xx	xx	xx	xx

	Promotion MORI&SEP						
11.	Ministry of Social Services and Social Welfare MOSS&SW	xx	xx	xx	xx	xx	xx
12.	Ministry of Vocational and Technical Training MOVTT	xx	xx	xx	xx	xx	xx
13.	Ministry of Youth Affairs MOYA	xx	xx	xx	xx	xx	xx
14.	Ministry of Youth Empowerment and Socio Economic Development MOYE&SED	xx	xx	xx	xx	xx	

Ministries partially relevant for supporting TVET Provision for Vulnerable People

1.	Ministry of Constitutional Affairs and National Integration	MOCA&NI
2.	Ministry of Enterprise Development and Investment Promotion	MOED&IP
3.	Ministry of Plan Implementation	MOPI
4.	Ministry of Supplementary Plantation Crops Development	MOSPCD
5.	Ministry of Industrial Development	MOID
6.	Ministry of Community Development and Social Inequity Eradication	MOCD&SIE

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