Project for Rehabilitation through Education and Training – Opportunities for Needed Skills (PRET OPTIONS)

NVQ Implementation by NGO Vocational Training Providers in Sri Lanka

Experiences and lessons learned on the use of employment/income tracer studies

Paper submitted by WUSC Country Director, Ingrid Knutson, to the Ministry of Youth & Skills Development’s Technical & Vocational Training Conference in Colombo, Sri Lanka in August 2011
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ABSTRACT

The skills development literature in Sri Lanka points out that little is known about the training provided by NGOs. This limits the evaluation of vocational training (VT) to key public sector providers that represent half of the nation’s overall VT providers. This is a shortcoming in building a national skills development system that needs to be led by the government but include private sector and NGO VT providers.

The scope of NGO VT providers is small but important given their rural location and focus on marginalized groups and innovations such as identifying market demand, and providing non-traditional, but lucrative skills for women/girls.

Since 1989, World University Service of Canada (WUSC) has pursued skills training in 19 of 25 Sri Lankan districts thanks to support from twelve donors, including Canada, Norway and UNICEF. WUSC supports the government’s National Vocational Qualification (NVQ) system because of the potential for standardized, internationally recognized, quality training and certification for skills that the private sector needs. Of course much depends on coordination and attention to market needs if job rates (employability) and income generation are to be high. Tracer studies can provide good feedback on making good training choices.

Introduction

There has been some excellent, recent literature issued by the National Education Commission of the Government of Sri Lanka, the Asian Development Bank, and the World Bank on the VT sector in Sri Lanka set against a context of tertiary education and youth employment. Progressive private sector representatives in Sri Lanka have also been seized by the challenge of the mismatch between their need for skilled labour, and the frustration of young people who are literate, educated but jobless. The NGO sector has been active in the VT sector but has published less literature for reflection on their experience and findings. Yet more than ever, what is happening, or not happening, for youth employment, is important and everyone must engage.

This paper looks briefly at employment tracer studies conducted in rural areas by WUSC and its partners and shows that a comprehensive training approach pays dividends. It also reflects on the relationships between government, private sector and NGOs in the field of skills development training. There has been much progress in understanding how to successfully train for job creation but there are also shortcomings that bedevil us all collectively. A collective review of best practices and enhanced collaboration between players will improve the implementation of the NVQ system and the employability of the trainees.

NGOs in the VT and skills development training sector in Sri Lanka

In order to describe the various players and stakeholders other than government and the private sector that interact closely with NGOs, it may be useful to think about different levels of interaction.
a) VT and skills development sector's international support

There are donors, bilateral and multilateral, who have played, or are playing, a role in supporting the broad VT and skills development sector in Sri Lanka. This includes, in no particular order of importance, GIZ, CIDA, Norway, USAID, JICA, KOICA, India, AusAID, EU, as well as ADB, WB, UNICEF, ILO, IOM, WFP, FAO, UNDP, UNHCR. Those with the longest VT history in Sri Lanka include GIZ (50+ years) and ADB (20+ years). In fact, the Ceylon German Technical Training Institute, so visible on Galle road in Colombo, betrays its age by its name and is an intrinsic structural part of the Ministry of Youth and Skills Development today.

There are sector level international NGOs that work with national organizations to promote training for skills development and vocational training. The list, as above, is not exhaustive but has included: World Vision, Oxfam, Child Fund, ODW, Save the Children, CARE, FORUT, FIT, Cordaid, Terre des hommes, HIVOS, Swiss Contact, Plan Sri Lanka and WUSC. Today, very few of these groups are in the formal VT sector although many do training for livelihood or self employment. The Consortium of Humanitarian Agencies (CHA) is a national organization with international NGO members that also played a coordinating role in supporting the sector.

An exhaustive review of all these organizations’ activities is not the purpose of this paper but a few highlights follow.

In recent years Germany/GIZ invested heavily post tsunami to develop or upgrade 13 technical colleges as well as providing “dual systems for VT”, career guidance and entrepreneurship developing. ADB invested even more heavily throughout the past decade in developing the NVQ framework system of reforms with the Government Ministry, strengthening Colleges of Technology, and the establishment of the University of Vocational Technology. USAID, post tsunami, invested along the coast in the reconstruction and building of ten fully equipped VT Centers. In addition, USAID invested in , curriculum development and staff training and responded to the urgent private sector demand for various trades in addition to English and IT skills. Their private sector cost sharing VT efforts continue on a large scale now. KOICA’s upgrade of the Jaffna Technical College is advancing NVQ levels 5-6 for a number of trades. JICA’s support of the Maradana College of Technology is similarly visible. ILO is active in VT policy development, not least in its support of provincial VT plans in the East and South. They also engage at the grassroots level with workshops tackling issues from migrant workers to vulnerable groups. Then there are recent funding announcements by the Indian government in support of vocational training that are noteworthy.

What is remarkable is the number of players involved, to varying degrees, and the near absence of effective coordination across a complicated range of VT/skills development initiatives.

b) National NGO providers implementing VT

Most importantly, there are the national implementing, TVEC registered VT providers who have received funding and technical assistance as mentioned above.
The Tertiary Vocational Education Commission (TVEC) registers VT providers and is a beacon for the NVQ system. They have determined that by 2011, the registered and active NGO VT providers will represent 10.8% of the 767 overall VT providers.

The provincial breakdown of the NGO VT providers indicates that the Western Province (28) has the largest number of providers, which is in line with population density, followed by the Southern Province (25) and then the North (17) and East (17).

The diversity of the NGO VT or skills development providers is astonishing. It includes a range from the St. John Ambulance, the Gamini Dissanayaka Foundation, British Computing Society, National Association of Photographers of Sri Lanka, to the Muslim Ladies Study Circle. There are also well known NGO VT providers such as the Chamber of Construction Industry, as well as many others, such as SANASA Development Bank that contributed to district VT planning and Sewalanka that has worked on training for livelihood but not VT per se. Some are registered VT providers, some are not.

Sarvodaya and Don Bosco are two of the largest, registered, NGO VT providers with multiple regional locations. Sarvodaya was established by an Act of Parliament decades ago with a well developed mission statement, constitution, strategic plan and governing board structures. Sarvodaya Batticaloa alone had, a few years ago, an estimated 45 paid staff, 60 volunteers and programs involving VT, gender, entrepreneurship/credit, children, and relief activities. Don Bosco has six registered VT centres in Negombo, Kandy, Mannar, Galle, Kilinochchi and Wattala and offers an impressive list of more than 20 accredited courses, much of it involving repair and service trades.

Other national VT providers are smaller, with less national reach. Nonetheless, they provide accessible and effective VT service delivery in their areas, many of them rural, developed over many years to a high level with funding support from WUSC and others.

Kawanthissa VT Centre in rural Hambantota is chaired by a Buddhist monk who has been critical to its development since its establishment in 1985. With far fewer paid staff and smaller buildings it has managed to reach impressive levels of VT institutional performance. With a range of VT courses over the years (eg. lathe, automotive repair, leather, masonry, high speed machine operator, embroidery) it has trained hundreds of youth annually. It has also innovated in interesting ways (courses in cooking related to tourism), seizing opportunities to bring INGO funding together with private sector companies such as Jetwing.

Social Welfare Technical Institute of Ampara (SWOAD) in two locations in the Eastern Province offers VT courses in the Tamil language. They are designed to be more cost effective and sustainable as they...
conduct labour market assessments geared to immediate community market demand. SWOAD has a
great deal of training experience with youth and the delivery of appropriate leadership and life skills.

VT success can come quickly. For example, Miani Technical Institute in Batticaloa, is a more recent VT
provider, entering the sector in the post tsunami period. They support orphans and are run by the
Somascar Christian religious order. Established in 2006 with 24 trainees and two instructors, they now
have 114 trainees, four teachers and two administrative staff. It is now operating one of the country’s
more successful IT programmes and is meeting the high levels of TVEC accredited VT quality standards.
They currently offer six accredited courses, three of them focused on IT skills. They started with
construction courses (masonry, carpentry) and moved to tailoring, bakery and IT at ever higher NVQ
levels as they upgraded their capacities. They have now submitted a Quality Management system report
to TVEC for evaluation and approval.

Many NGO VT providers have customized specialization relating to isolated rural requirements, the
disabled or special needs including those of females. Thus, Saviya Women’s Organization in Matara has
obtained grade “A” level from TVEC for its Center which, since 2008, offers aluminum fabricator courses
leading to accreditation to NVQ level 4. With only a few paid staff but hundreds of volunteers, they have
performed at a sophisticated level. Rajarata Women’s Federation in Anuradhapura, operating since
1995, has a powerful network, a strategic plan, many donors and paid staff and volunteers, as well as a
production unit to assist with its financial sustainability. Mobile groups of women (and men) in the
production unit have done small community projects as a team which allows some mobility restrictions
for individual women/girls to be overcome. Uva Social Cultural Organization for Development (USCOD) in
Badulla and Monaragala is not a women’s organization, but has accomplished a great deal for female
trainees in non-traditional trades such as carpentry and electronics.

When referring to marginalized groups, there are two organizations that have made a name for
themselves working with the disabled. There is one in the South (Future in our Hands/Development
Foundation for differently-abled in Bandarawela), and the other, in the North (ORHAN/Organization for
Rehabilitation of the Handicapped). ORHAN is registered with TVEC and courses are accredited to NVQ
level 3. In 2010, they conducted a computer hardware course for 25 trainees that included eight trainees
injured in the conflict and undergoing treatment at the MSF medical unit. Although confined to
wheelchairs, these trainees will succeed because of the opportunity, access, and transport provided.

**WUSC’s experience with training and job creation in Sri Lanka over the decades**

WUSC is a training and education organization with over 60 years of development experience operating
in over 20 countries around the world and headquartered in Ottawa, Canada. It has a membership base
drawn largely from Canadian university and technical college campus students and faculty. It has
operated for many decades in Sri Lanka and today has six offices in all regions of the country with most
of its nearly all-Sri Lankan staff out of Colombo.

WUSC has several active projects in Sri Lanka but its flagship programming has always been vocational
training content to varying degrees - (Project for Rehabilitation of Education and Training (PRET),
Plantation Communities Project (PCP), VT Northern Transition (VTNT), and Youth in Transition (YITP).

In four hill country districts, WUSC’s PCP project has seen growing interest over the past decade in youth
accessing VT which is one of its program areas. In March 2011, Hatton had its first job fair and the
A turnout of 3,000 people keen to know more about VT courses offered in the area in Tamil medium and how to apply to private sector firms, was unprecedented. In a response to the 100th International Women’s Day anniversary in 2011, Watawala Plantations’s CEO responded to a first ever organized visit to Colombo by female tea pluckers and met with them. They asked and he determined that there was no good reason there could not be more female kanganies on tea estates and he is now working with WUSC to provide “soft skills” management training to ensure success.

The problematique for VT in the hill country and tea plantations is distinct but some factors are universal. Some of the challenges include a disconnect between youth interest and course offerings, lack of basic qualifications to apply for courses, course fees and material expenses that are too high for family income, lack of mobility due to transport and parental skepticism especially for females, and employment rates that remain low despite training and employer linkages.

Over the decades, a WUSC employment skills training cycle evolved to take into account lessons learned about how to prepare youth for jobs. It is a model that uses local labour market surveys to identify market driven, private sector needs. The holistic model pays particular attention to life skills acquisition and creating a space for addressing gender issues. The importance of “on the job” practical training, not just theoretical training, is absolutely essential. The availability of “tools of the trade” is appreciated given its clear link to self employment. This has proven particularly important in the North, post conflict, and elsewhere, post tsunami, as WUSC supported trainees received replacement tools lost as they fled. Last, but not least, quality training that is linked to NVQ certification is critical. Much effort is spent on working with NGO VT partners to ensure such quality training certification and registration with the government’s TVEC. It is a long term, continuous process. The full PRET cycle can appear quite daunting but employment results bear out the value of making the investment. (see appendix 3)

WUSC’s approach has led to high trainee retention rates (88%), increased income of trainees (increase has been ten-fold within two years with 25% of trainees contributing more than 75% of their income to the household), employment rates in excess of 63% and a growing body of TVEC registered and accredited course NGO VT partners. Special effort has been made to balance linguistic, ethnic and geographic benefits and much progress has been made to increase Tamil language VT curricula and its availability. There has been an estimated $ 60m of investment over two decades and an estimated 30,000 beneficiaries. Cooperation with Vocational Training Authority (VTA) has been a constant for WUSC, and now with National Apprenticeship and Industrial Training Authority (NAITA), there is every indication that this particularly private sector savvy governmental agency will lead to innovations in public/NGO VT collaboration.

However good an NGO VT partner is, they are not an island, and so their institutional capacity as it relates to various networks, including the private sector, is crucial. District level VT provider consortiums can contribute to quality training, better trainee selection and sustainability.

When the government’s NVQ reforms were developed nationally in 2004, WUSC embraced the system and worked with both public and NGO VT providers to improve the quality of training delivery. The implementation of NVQ by district partners involved many practical steps – studying the reforms, raising awareness of NVQ, training instructors, investing in infrastructure and equipment, facilitating TVEC outreach visits. One WUSC Field Director summed it up best saying NVQ implementation needs “awareness, persuasion and a wee bit of compulsion”. A recent NVQ quality audit of VT provider by WUSC indicates progress has been made but challenges remain.
Today about half of the active NGO VT providers registered with TVEC and providing at least one accredited VT course were supported by WUSC. Years of investment have been spent on institutional needs assessments and “partnership organization profiles” as part of WUSC’s “Partner Capacity Building Strategy” (2007) with performance measurements designed to reflect government NVQ standards and quality training requirements. It is intended to address that ever elusive “sustainability” objective. Progress has been made, if not fully achieved, and is documented in nine performance management measurements below.

- % of organizations with a strategic plan for sustainability
- % of organizations basic administration equipment sufficient to conduct PRET cycle activities
- % of organizations with the necessary tools and equipment to run nationally recognized VT courses
- % of organizations with basic VT infrastructure required for TVEC registration
- % of organizations with a current policy and procedures manual with staff policies
- % of organizations with gender policies and strategies
- % of organizations with an established Board of Directors/Executives that meet regularly
- % of organizations with various sources of VT funding
- % of organizations with accepted external financial audits

Most of the 25 NGO VT WUSC partnered providers met most of the criteria above although there was great regional variation. The performance was stronger in the South, than the East and finally the North, due to differences in the operating environment. Lower marks were seen on gender related criteria (especially female participation, retention, employment), markedly so in the North. Also, funding diversification was not strong.

What challenges have WUSC and its VT partners struggled with in delivering VT in Sri Lanka?

a) Labour market demand survey information and the private sector

Good labour market information and employment forecasting is essential for determining what vocational training needs to be offered in Sri Lanka, nationally and at district level. Without analyzing the needs of employers, there is a risk that scarce training resources will be used to produce skilled graduates who do not match the emerging labour market demands.

WUSC has undertaken district level surveys that were an important method of gathering employment information as were mini labour market surveys for particular VT trades. VT providers were trained to carry out these surveys. While WUSC has been active at the district level assessing the labour market demand for VT, there is a need to link this to the analysis at the national level for labour demand.

Currently many players, such as Census and Statistics, Central Bank, Labour Ministry, Ministry of Youth and Skills Development’s TVEC, the Ceylon Chamber and National Chamber of Commerce, and other important private sector organizations, all have a role in contributing to labour market information.

b) Career development and social marketing of VT

Training cannot be treated in isolation even if linked to labour market needs if the public perception is that VT is not a desirable career choice. If trainees and parents are uninformed about VT options and
careers and remain caught in a mindset that says there is only value in “university to be a doctor or engineer or government worker”, then it is difficult to build a strong VT system for the national economy. The June 2001 Jaffna Library Point Pedro Institute of Development public discussion forum and article about “Fussy labour in Jaffna” is sobering. It concludes that there is an obsession with public sector employment. “The aversion to seek employment in the private sector is not only a malaise in Jaffna, but a nationwide malaise.” WUSC’s work with job fairs and school principal exposure visits to VT facilities has built better understanding with parents and young people but the job is best done in a more comprehensive, coordinated fashion.

c) Female participation in the VT sector

Currently Sri Lanka has a low female labour participation rate even by regional standards according to a Government and ILO report Labour and Social Trends in Sri Lanka 2009, so attention to rural girls/women is needed. The unemployment rate of rural females between the ages of 15-29 is very high.

The VT Ministry’s “gender mainstreaming sub-committee” in 2006 began to develop a gender handbook with assistance from TVEC, ILO and WUSC. The policy is available in Sinhala with the Tamil translation recently completed. When WUSC hired female employment officers to promote women in non-traditional technical trades with strong income earning potential and market demand, there was considerable uptake. At a recent gathering of NGO VT partners in the South, their collective reflection was that there has been considerable progress in the past decade. Kavantissa VT Centre pointed out that they were proud of their success in having the first female trainees complete NVQ level 4 training and secure technical jobs at the Tissamaharama fuel emission testing centre run by Laugf Eco Sri (Pvt) Ltd. There were many other such examples offered at how society’s attitudes are changing but policy makers need to be vigorous in their defence of providing opportunities for women to work in trades other than beauty culture and embroidery/dressmaking without fear.

“Sometimes the best person for the job is a woman” is a video WUSC completed to promote women in non-traditional trades. CIDA’s “Skills for Employment” guidelines, captures WUSC experience in Sri Lanka with sessions geared to females entering non-traditional trades. These sessions are particularly effective when complemented by other gender sessions involving both females and males.

d) Coordination, district consortiums, and rational sharing of resources

At the district level there can be VT providers with registered courses, qualified instructors but no funding resources, or VT providers with available tools and buildings and funding, but no qualified instructors. A mapping of existing district resources made available to a district VT consortium group, chaired by the Government Agent, can make a tremendous difference to effective use of existing resources and coordination. Several districts have undertaken such VT consortium efforts (notably Jaffna, Mannar, Vavuniya, Ampara, Hambantota, Matara, Badulla, Monaragala) but greater buy-in would be more likely with national support from the Ministry.

e) Quality VT and accreditation promotion and support

Better communication of NVQ standards and accreditation procedures, well established and documented in Colombo, needs to make its way to rural areas. Ministry funding support is also needed to meet equipment and facility upgrades by VT providers in rural areas to meet NVQ standards. A recent
WUSC VT partners audit found that nearly half of the VT courses at registered VT centres, both public and private, were not accredited. Lack of accreditation makes it more difficult to secure work based learning agreements with the private sector. It also slows progress towards Quality Management VT systems for meeting ISO 9001-2008 standards.

**Employment and income tracer study methodology – description and lessons learned**

Employment and income tracer studies can give good feedback to allow VT providers to offer training courses that will generate employment and income. The effort to meet with trainees after their courses and establish the outcome to their personal and professional life has provided WUSC, over nearly two decades, with useful information. This ensures the employment rate of WUSC trainees remains over 60% and with substantially increased income levels. The tracer studies also provided information in the past on how family income was affected by trainees and the use to which the income was put. Finally, individual case studies of success were documented and shared with others as role models.

a) WUSC employment/income tracer study methodology

The employment/income tracer study methodology used (appendix 2 for questionnaire) involves regional WUSC district offices in the North, East and South hiring external consultants. The VT partner provides a list of trainee contact information to the consultants. The consultants sign agreements with WUSC’s regional offices where they are trained and are issued identity cards. WUSC also informs all trainees and their parents in advance of the visit by the consultant to relieve suspicion as to the reasons for asking delicate questions about employment and income...will this find its way to the government and put in jeopardy other financial benefits is often a concern. Despite the heavy labour invested in this process which has been fine-tuned over the years, there remains the need for WUSC to cross check on a random basis. Only this way can WUSC verify that questionnaires have been filled in accurately and with the trainees themselves.

Using VT partners as consultants has the benefit of using people who are more directly interested and knowledgeable about the content of the questionnaire and apply the trainee feedback. Of course having people directly involved in the training may compromise the independence of the results.

b) Results from WUSC employment/income tracer studies

In the early WUSC work-plans there was attention to employment tracer study results. In fact, by 1996, WUSC had a data base with 1,718 trainees although at that time tracing was done a year after the training (this changed to six months given the difficulty in tracing people). The employment rate was 60.6% and questionnaires were sent to other regions for review and analysis. By 1999 the tracer studies were showing an average monthly income increase from Rs 2,470 to Rs 2,934 An estimated third of trainees were women and their employment rate was much lower (42%) than for males (75%), with an overall employment rate of 65%. Income earned was greater, it was noted, for non-traditional training versus traditional training such as steno, handicraft and agriculture.

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1 In the South this spring 2011 there were 3 consultants covering 1-2 districts each with 50-200 trainees to be contacted. Given that the remuneration is Rs 300/questionnaire and that 45-60 minute “one-to-one” interviews are used, there are strong incentives to maximize travel to one location and avoid repeat visits to the same locale. The VT partner list of trainees for the consultants is based on the insurance list which protects all trainees should they be injured during training.
By the next decade of tracer study experience, there was greater depth in reporting on wage rates for various courses broken down by gender. Women were making more with English typing (Rs 4,000/month), computer applications (Rs 3,450) and TV and radio repair (Rs 3,825) and making much less with handloom (Rs 450). Yet women were earning more at radio repair than men were because women tended to favour radio repair self employment to men’s wage employment in the trade. The analysis resulted in a change in courses offered by WUSC’s partners – computer applications courses were reduced because of their high cost and demanding pre requisites that few of the target group could reach. Handloom was discontinued but not bicycle repair courses despite the fact that bicycle repair only generated Rs 1,500 per month. It was continued because it resulted in 100% employment for women and was a short course that generated fast income.

In 2003 there were more than 7,000 entries (35% female) with an overall 60% employment rate but by now the best remunerated trades were shifting as a result of labour market studies locally. For females, the best remuneration came from carpentry, motorcycle and/or auto repair, electronic goods repair, metal work, computer maintenance, photography. For males this was largely the same list but others were added such as tailoring, boat motor repair, welding, plumbing, AC/refrigeration and masonry.

During the second decade of tracer studies, second generation tracer studies were undertaken involving a gap of several years and the same consultant was hired in 2001 and 2006 to target 1,000 trainees in 11 districts. The target, due to security challenges, was not fully met but the findings involved 827 trainees (34% female). The consultant reported that 83% of those employed were employed in the trade for which they had trained. Their average monthly earning grew to Rs 7,342 and this contributed to 50% of family income. Access to credit for men was an average of Rs 14,096 but much lower for women at Rs 3,730 and savings were on average Rs 12,202. There was strong satisfaction with the training (96.4%) although not always for the income but for the “soft skills” which accrued mostly to men but was enjoyed by all, to some degree – greater self confidence, technical know-how, positive outlook, hope and social recognition, and better communication skills. There were changes they wanted to see – more English language skills and less verbal abuse and harassment for women in non-traditional trades.

Throughout the annual work-plans there is frequent reference to changing questionnaire formats. In the past year WUSC yet again changed questionnaire formats from 38 to 13 questions to focus on employment results. Now analysis can be more quickly assembled and with more data on reasons for unemployment (12 options) and obstacles for female unemployment. (7 options). This methodology can be easily transferred to others interested in the sector as WUSC’s PRET VT project comes to an end in 2013.

**Conclusions**

Government support for NGO VT providers is essential for success. Mahinda Chintana, the government’s national development vision, makes it clear that youth and job creation through training is important for Sri Lanka. Most national endeavours require an “all hands on deck” approach to be really successful. Coordination at both the district and national level can make a difference to effective collaboration and rational sharing of knowledge and resources between the government, the private sector and NGOs. If NVQ is to be a sustainable system of VT provision, it needs to be promoted and understood in every district and not just in Colombo. WUSC worked with
TVEC from the earliest days to promote NVQ in all districts during periods of conflict, ceasefire, natural disaster and peace, often bringing brave government VT officers where others feared to go.

Registered national NGO VT providers may constitute only 10% of the overall number of active VT providers but they offer high rates of accreditation and innovation in areas and with target groups that are difficult for everyone to address. While not all NGO VT providers are registered and accredited, the same is true for government and private sector VT providers.

A comprehensive training approach is key to job creation. WUSC’s intense focus on life skills, on the job training, linkage to credit providers and private sector firms, tracer studies and labour market surveying, has demonstrated results in maximizing employment and income rates. Most technical training courses alone will not generate high rates of employment and certainly will not do so with trainees who are from marginalized groups in the community.

Acknowledgments

I take this opportunity to thank Professor Sunil Chandrasiri for his article “Effect of training on labor market outcomes” and subsequent discussion. It had the effect of challenging at least one organization, WUSC, to provide public information on their trainees and employment rates since he opined that “virtually nothing is known about NGOs” in the VT sector.

This paper depended on the input from WUSC’s staff in Sri Lanka who are continually explaining things and directing our field operations, in particular Sumangalie Atulugama, Velupillai Jeyarajasingam, Lakshman Malawathanthri and Devika Rodrigo.

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Appendix  
1. WUSC monthly trainees monitoring report (2011 sample)  
2. WUSC tracer study questionnaire  
3. WUSC PRET employment cycle
APPENDIX I

WUSC Monthly Trainees Monitoring Report (2011 sample)
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61.83% of Trainees are employed
APPENDIX II

WUSC Tracer Study Questionnaire
Tracer Study Questionnaire
For PRET-Options Assisted Trainees
WUSC-SL

1. Course Details / பொருளையூர் வட்டையேறும் வாட்டை / நூற்பாட்டொழிப்பு

1.1. Project District / பொருளையூர் வட்டையேறும் வாட்டை / நூற்பாட்டொழிப்பு:  

1.2. Partner Organization Name / சார்புச்சார்ந்த வணிக தலைமை / கொழும்பியல் நூற்பாட்டொழிப்பு: 

1.3. Project LOA Number / பொருளையூர் LOA நம்பு / நூற்பாட்டொழிப்பு: 

1.4. Name of the Trade / கொழும்பியல் வணிக தலைமை / நூற்பாட்டொழிப்பு: 

1.5. Name of the Sub Trade / கொழும்பியல் வணிக தலைமை / நூற்பாட்டொழிப்பு: 

1.6. Batch Number / சாளையார் வணிக தலைமை / நூற்பாட்டொழிப்பு: 

1.7. Donor / விழுக்காட்டை வணிக தலைமை / நூற்பாட்டொழிப்பு: 

1.8. Project Code / பொருளையூர் வணிக / நூற்பாட்டொழிப்பு: 

1.9. Medium / மொழியால் / தமிழ்  

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<th>கால்தொன்டாந்து</th>
<th>தமிழ்</th>
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2. Personal Details / நூற்பாட்டொழியார் வணிக தலைமை / கொழும்பியல் 

2.1. Full name of the Trainee / நூற்பாட்டொழியார் வணிக தலைமை / கொழும்பியல்: 

2.2. Gender / மரணம் / வணிக தலைமை: 

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<th>Male/ மாண்கா</th>
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2.3. Address / அலைவு / வணிக தலைமை : 

2.4. District / வணிக தலைமை / கொழும்பியல்: 

2.5. NIC Number / வணிக தலைமை / கொழும்பியல்: 

World University Service of Canada – PRET OPTIONS
2.6. Date of Birth / முதல் வது காலம் / பெண் டிசம்பர்:
……………………………………………… (dd, மத்தியம், மாதம்/mm, ஆண், ஆண்டு /yyyy, முதல், ஆண்டு)

2.7. Contact number/ கொடுக்கும் நெண் / கொடுக்கும் நெண்கோட்டை:

Home/ ஐழியல் /தள்ளப்பெயர்: ……………………………………………

Mobile/ மெபோர்ட் நெண்கோட்டை / தள்ளப்பெயர்: ……………………………………………

3. What is your family’s average monthly income / உங்கள் குடும்பத்தின் வர்த்தக மாதத் தரவு /  கண்டறியப்பட்ட வருவாயான தரவு? 

3.1. Before the Training Programme/ பலவேற்று தொடங்கும் பைத்து / முதல் குடும்பநிலையில் நாள்வரம்:-
Rs: ரூபாம்: ………………………

3.2. Present (without trainee)/ பின்னர் வாழும் (பலவேற்று தொடங்கும் பைத்து) / குடும்பநிலை (முதல் குடும்பநிலை நிலைகோட்டை):- Rs: ரூபாம்: ………………………

4. How many members in your family (living with you presently)/ உங்கள் குடும்பத்தின் சிற்றாண்டு வாழும் (வாழும் வாழும் வட்டம்) / கண்டறியப்பட்ட வாழும் தொகுதியில் வாழும் (குடும்பநிலை நிலைகோட்டை) ? ……………………………

Employment /தேர்வு / நிறுவனம்

5. Are you employed now/ உங்கள் நாள்வரர் சேமிப்பு தொகுதியில்? / குடும்பநிலை நிறுவன நோய் புற்றுகிறீர்?
Yes/ என்னும் / என்னும்
No/ என்னும் / என்னும்

6. If yes, which trade/ உங்கள் உங்கள் குடும்பனப் போர்? / என்னும் வேலைக் கொள்ளும் வேலை?

6.1. Trained Trade/தேர்வு நிறுவனம் / முதல் வேலைப்பாடு

6.2. Other Trade/ ஆனொன் தேர்வு நிறுவனம் / வேலைப்பாடு

7. If employed in the trained trade, what category of employment/ உங்கள் உங்கள் தேர்வு நிறுவன / தேர்வு நிறுவனத்திலும் குடும்ப வேலைப்பாடு/ முதல் குடும்ப நிறுவனப் போரத்திலும் போர் போர். என்னும் வேலை வகை?

7.1. Self employed/தேர்வு நிறுவன/தேர்வு நிறுவனப்

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8. What is your average monthly income now? Rs: Rs: ....................................

9. How is your monthly income contributing to the family? (check all that apply) Rs: Rs: .................................................................

9.1. For day to day primary needs (food, clothes & utilities)

9.2. To assist brothers/ sisters’ education

9.3. Improve your business

9.4. To repair or build the house

9.5. Saving

9.6. Other – please specify

10. What percentage of your salary do you give to your family%?

11. For Female trainees only (do you face any obstacle during employment or from your family, neighbors or society) (if yes what are they)

11.1. Unequal pay for equal skill and workload

11.2. Gender biased division of labor in workplace (Eg: -ordering to prepare tea)
11.3. Employer has no confidence in female working capacity and skill
11.4. General harassment/verbal harassment*
11.5. Negative reaction from community or family
11.6. Must stop work after marriage
11.7. Must stop work after pregnancy
11.8. Other (please specify)

For Unemployed trainees
12. Could you explain the reason for unemployment? (check all that apply)
12.1. Did not try to find employment yet
12.2. No market for skills (no job for the trade) (same as could not find a job?)
12.3. Cultural barrier to do nontraditional trade employment
12.4. Parents/husband/wife not allowed to work
12.5. Illness
12.6. Safety and Security
12.7. Lack of practical knowledge
12.8. Lack of experience/

12.9. Employer not accepted/

12.10. Transportation difficult/

12.11. Child care/home responsibilities/

12.12. Other (please explain)/

13. What is your future plan regarding employment (check all that apply)/

13.1. No idea/

13.2. Looking for a job in any trade/

13.3. Looking for a job in trained trade/

13.4. Need additional training in the trade/

13.5. Need financial assistance for self employment/

13.6. Any other (please specify) /

Comments by the Trainee/
Comments by the Interviewer/ Comments by the Interviewer/ Comments by the Interviewer/ Comments by the Interviewer/ Comments by the Interviewer/ Comments by the Interviewer/

Potential Case Study/ Potential Case Study/ Potential Case Study/ Potential Case Study/ Potential Case Study/ Potential Case Study/

Yes / No

Interviewer’s Name/ Interviewer’s Name/ Interviewer’s Name/ Interviewer’s Name/ Interviewer’s Name/ Interviewer’s Name/

Interviewer’s signature Date

Cross checked by / Cross checked by / Cross checked by / Cross checked by / Cross checked by / Cross checked by/

Checked by/ Checked by/ Checked by/ Checked by/ Checked by/ Checked by/

World University Service of Canada – PRET OPTIONS
APPENDIX III

WUSC PRET Employment Cycle
The PRET-Options Employment Skills Training Cycle Key Elements include:

- **Planning Process and Project Preparation**
  Trade training is determined based on the viability of employment in the sector. Potential On-the-Job placements are identified. A syllabus is selected. Trainees are selected that meet the established criteria. The necessary equipment is purchased and, if needed, renovations to existing training facilities are carried out. Renovations can include building segregated washroom/change facilities for women.

- **Pre-course Training**
  Training is delivered in areas such as career orientation, gender and development, safety and first aid, health and nutrition. The training usually lasts two weeks. The career orientation serves the purpose of introducing the trainee to the specific trade they are about to be trained in. A pre-course training component in gender awareness is also offered to all trainees. This was a necessary component of the approach to promote non-traditional trades for women. The module is aimed at increasing the confidence of young women who have chosen to learn and engage in a trade not traditionally practiced by women. In addition, it supports women’s participation in training while breaking down biases and prejudices towards women and their social roles.

- **Vocational Training**
  The course contains both theoretical and practical components and follows nationally recognized syllabi. Through the use of tools and equipment, much emphasis is placed in the practical skills and adult learning methodology (experiential learning). During the course, trainees are paid a monthly stipend since they come from economically disadvantaged families. The stipends are
deposited into a savings account that the trainees are required to open. This has the main advantage of familiarizing the trainees with banking procedures. It also encourages a savings habit, as they are required to contribute fifteen percent of the value of a tool kit that they receive at the completion of their training. The length of the training varies depending on the trade. For example, bicycle repair is a three-month course, while NVQ level 4 radio and television repair, automotive repair and welding last twelve months.

**Post Course Training**
This is a short four-day set of modules aimed at preparing the trainee for OJT and eventually for employment. It includes career skills training (writing a CV, interview skills, etc) and workers’ rights and responsibilities. During this period, a selection is made to identify those trainees who could best benefit from entrepreneurship training.

**Follow-up Assistance**
The follow-up assistance consists basically of five components including:

*On the Job Training (OJT)*: Most trainees are placed for a period lasting up to six months in a shop or workshop to further enhance their practical skills. It also gives them the opportunity to learn first hand what the “real” work requires in terms of attitudes, customer relations, etc. It should also be stressed that a large number of trainees are actually offered employment by the same firms that provided their OJT.

*Tools of the Trade (TOT)*: Trainees in many trades receive tool kits at the end of the OJT period. The tools are selected by the instructors based, for most trades, on standard tool lists that figure in the course syllabi.

*Career Services*: Career Services operate through district partners, most of which are also vocational training providers. These services act as job banks and also provide employment assistance to ex-trainees and others in the community. Their role as the link between the training providers and the employment sectors needs to be strengthened.

*Entrepreneurship Development Training (EDT)*: This training is offered to a few trainees that have an interest in self-employment and that are selected during the post-training period on the basis of very basic aptitudes. It provides an introduction to credit, management skills training, book-keeping, marketing, etc. At the completion of the course, each trainee has prepared a business plan that will be used when they approach a credit provider.

Besides the above, the project regularly offers a series of forums for current trainees, OJT trainees and ex-trainees. These include trainee forums, credit forums, employer forums, trainee and parents’ forums, and others.

*Tracer Studies*: Six months after completing OJT, ex-trainees are interviewed in order to assess their success in finding employment, improving their earnings, or starting their own businesses. The tracer studies are an essential element that contributes to future planning and to incorporating lessons learned.

The WUSC vocational training cycle grew out of lessons learned in a conflict setting. It evolved from recommendations from the trainees, the partner institutions, employers and other stakeholders. It is also a dynamic cycle that requires additional modifications as the context evolves.

WUSC’s VT experience has shown that employment does not require only “hard” or technical skills; it also requires “soft” skills or attitudes as well as the ability to sell one’s services through such skills as curriculum vitae writing, job search strategies and of course, entrepreneurship.