

# VOCATIONAL EDUCATION AND TRAINING PLAN FOR EASTERN PROVINCE



## Tertiary and Vocational Education Commission

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EASTERN PROVINCE**

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**TERTIARY AND VOCATIONAL EDUCATION COMMISSION**  
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in association with  
**INTERNATIONAL LABOUR ORGANIZATION,  
COLOMBO OFFICE,  
AND  
EASTERN PROVINCIAL COUNCIL**

**International Labour Organization, Colombo Office, provided financial and technical assistance for the development of this VET plan .**

## **Foreword**

In view of the mandate of planning and coordination, the Tertiary and Vocational Education Commission (TVEC) undertook this study at the request of Hon. Chief Minister of the Eastern Province and with the financial assistance provided by the International Labour Organization (ILO).

TVEC has been established with the mandate for planning, coordination and quality assurance of the TVET programmes conducted by many training providers under the Tertiary and Vocational Education (TVE) Act No 20 of 1990. This Act has provisions to establish a qualification system and accordingly NVQ framework was established which addresses national level coordination of TVET Programmes and Institutions. In fact, NVQ Operation Manual developed for the implementation of the NVQ Framework has outlined roles and responsibilities of different public sector TVET institutions. In parallel to the development of the NVQ framework, many attempts have been made to coordinate TVET programmes at district level and provincial level in order to rationalize their TVET programmes and use of their resources.

TVE Act No 20 of 1990 has provisions to develop Provincial Vocational Education and Training (VET) Plans. This is the tool in the TVE Act to coordinate and rationalize district and provincial level TVET programmes. Further, the provincial VET Plan focused on identifying skills development needs of key industries in the province and to develop and deliver the TVET programmes accordingly.

All stakeholders; Officials and staff of the Eastern Provincial Council, representatives of key industries in the province and representatives of the provincial TVET institutions were involved in development of this VET Plan. We need the cooperation of all these stakeholders to implement this VET Plan effectively. On successful implementation of this VET Plan in the Eastern Province, same exercise will be replicated in other Provinces as well.

**Prof. Dayantha S. Wijeyesekera**

Chairman

Tertiary and Vocational Education Commission

## **Acknowledgement**

This Vocational Education and Training (VET) Plan is a result of team work of TVEC, Eastern Provincial Council Office and International Labour Organization (ILO), Colombo Office. First I expressed my gratitude and appreciation to Hon. Sivanethuraj Chandrakanthan, Chief Minister, Eastern Province for his request to prepare a provincial VET Plan and for encouragement given at our first meeting. Chief Secretary, Mr. V. P. Balasingham chaired many meetings held with industrialists and has been a partner in this development exercise. Deputy Chief Secretary (Planning & Training), Mr. V. Mahendrarajah coordinated all workshops held with industrialists in the province office. Government Agents/District Secretaries of three Districts and other officers in each District Secretariat Offices cooperated with us from the inception of this development exercise. I acknowledge with appreciation the cooperation extended by these officials and staff of the Eastern Provincial Council.

The ten professionals; Mr. Y.B. Iqbal, Research Officer, Department of Agriculture, Mr. Nazeer Ahamed, Senior Lecturer of South Eastern University, Dr. R. Gnanasehar, Director Planning, Ministry of Agriculture (Eastern Province), Mr. S. Sudharan, Deputy Director, Ministry of Agriculture (Eastern Province), Mr. D. Mangalagama, General Manager, Sanasa Development Bank Ltd-North Eastern Construction, Mr. Wazir Dole, Manager Operation , International Academy, Ampara, Mr. S.R. Thileepan, Provincial Director of Department of Rural Industries Development Eastern Province, Mr. J.A. Nazar, Technical Advisor, Kandy Fabric, Mr. A.L. Badurdeen, Director, College of Technology Ampara and Mr. L.R. David, Deputy Principal, St. Johns Vocational Training Centre Batticaloa who prepared key industry sector reports: Agriculture, Livestock, Fisheries, Construction, Hotel & Tourism, Small & Cottage Industries, Handloom Textile and Informal Services respectively, deserve special thank from TVEC. Many industrialists and employers of key industries, officials of relevant public sector institutions took part in sector workshops to assist us in analyses of manpower and skills demand. District Managers and heads of training centres of NAITA, VTA, NYSC and other public sector Training Institutes and Principals of Technical Colleges in Eastern Province actively took part in the TVET workshop to analyze skill supply side and to formulate strategies to bridge gaps of skills requirements. All those who attended the industry sector and TVET workshops deserve our appreciation.

As a team at the TVEC, this exercise was carried out by Mr. B.H.S. Suraweera, Deputy Director General, Mr. J.A.D J. Jayalath, Director (Information Systems), Mr. Ajith Polwatte, Actg. Director (Planning & Research), Mr. G. A.M.U. Ganepola, Programme Officer

(Planning & Research), along with the consultant to this project, Mr. Gaminie Gunasinge. While commending their dedication and commitment to produce the valued document, I appreciate the work of all those who contributed for successful completion of this VET plan. Finally, I expect same level of cooperation from all officials to implement this VET plan.

**Dr. T. A. Piyasiri**

Director General

Tertiary and Vocational Education Commission

## **Content**

	<b>Page No.</b>
List of tables and figures	vi
Abbreviations	xii
Executive summary	xv
 <b>Chapter 01 : Introduction</b>	
1.0 Overview	1
1.1 Rationale	2
1.2 Objectives of VET Plan Development	2
1.3 Methodology	3
1.4 Sector Studies and Demand Forecasting	7
1.5 Training Provision to Meet the Demands	8
1.6 Limitations	8
 <b>Chapter 02 : Socio-economic Environment of Eastern Province</b>	
2.0 Overview	9
2.1 Administrative Structure	9
2.2 Geography and Climate	11
2.3 Demography in Eastern Province	13
2.3.1 Population Distribution by Ethnicity	14
2.3.2 Population Distribution by Gender	15
2.3.3 Population Distribution by Sector- Urban and Rural	16
2.4 Context of General Education	16
2.4.1 Literacy in the Province	16
2.4.2 Number of Schools and Student Enrolment in the Province	17
2.4.3 Number Teachers and Teacher Qualifications	20
2.4.4 Student Teacher Ratios (STR) by Districts in the Province	21
2.4.5 Student Performance at G.C.E. (O/L) and G.C.E. (A/L) Examinations	22
2.4.6 Drop Outs in Schools in the Eastern Province	25

2.4.7	ICT Usage in Schools	26
2.4.8	School- Net Connectivity	30
2.4.9	Computer Literacy among Citizens in the Eastern Province	31
2.5	Socio-economic Infrastructure-Measurement in terms of Prosperity Index	35
2.6	Employment in Different Economic Sectors	35
2.6.1	Employment of Different Economic Sectors	37
2.6.2	Informal Sector Employment by District	43
2.7	Unemployment in the Province	44
2.8	Opportunities for Socio-economic Improvements in the Province	48

### **Chapter 03 Human Resource Profiles of Industry Sectors**

3.0	Overview	50
3.1	Agriculture Sector	50
3.1.1	Extent of Cultivation and Involvement of Labour	51
3.1.2	Issues in the Sector	53
3.1.3	Training Requirements	54
3.2	Fisheries Sector in the Eastern Province	55
3.2.1	Profiles of Fisheries Sub Sectors	56
3.2.2	Inland Fisheries in Eastern Province	59
3.2.3	Aquaculture	60
3.2.4	Fish Processing	61
3.2.5	Crab Fattening	62
3.2.6	Sea Bass Culture	63
3.2.7	Sea Weed Culture	63
3.2.8	Human Resource Profile	63
3.2.9	Human Resource Development in the Fisheries Sector in the Province	65
3.2.10	Training Requirements in Various Fisheries Sub Sectors	66
3.3	Livestock Sector in the Eastern Province	69
3.3.1	Dairy Sub Sector	69
3.3.2	Poultry Sub sector	70
3.3.3	Goat Sub sector	70
3.3.4	Service Delivery	71



3.3.5	Institutional Human Resource requirements	72
3.3.6	Human Resource Development in the Sector	74
3.3.7	Livestock Sector Training Plan	75
3.4	Construction Sector in the Eastern Province	78
3.4.1	Macro Economic Environment and the Construction Industry in the Eastern Province.	79
3.4.2	Construction Industry Profile in the Eastern Province	80
3.4.3	Human Resource profile in Construction Industry in Eastern Province	82
3.4.4	Demand for Skilled Manpower in Construction industry in Foreign Countries	87
3.4.5	Human Resource Development –Demand for Training in Construction Industry.	89
3.4.6	Provision of Training in the Province	90
3.5	Hotels and Tourism Sector	91
3.5.1	Present Scenario of Tourism Industry in Sri Lanka	92
3.5.2	Employment in the Tourism Industry	93
3.5.3	Future Scenario in Tourism in Eastern Province	94
3.5.4	Eastern Province Human Resource Development in Tourist Industry	97
3.5.5	Human Resource Development Activities in Tourism	98
3.6	Small and Cottage Industries Sector	99
3.6.1	Present Scenario-Small and Cottage Industry Profile in the Province	101
3.6.2	Future Scenario-Growth of Small and Cottage Industries in the Province.	103
3.6.3	Human Resource Development in SCI sector in Eastern Province	103
3.6.4	Training Requirements	105
3.7	Handloom Textile Sector in the Eastern Province	105
3.7.1	Present Scenario of Handloom Textile Industry in EP	106
3.7.2	Future Scenario with Revitalization of the Handloom Textile Industry	108
3.7.3	Human Resource Development in the Handloom Sector	109
3.7.4	Training Requirements	109
3.8	Informal Services sector –District wise (Ampara and Batticaloa)	110

3.8.1	Collection of Data	111
3.8.2	Findings of the Survey	112
3.8.3	Human Resource Development in Informal Service Sector in Eastern Province-Training Requirements Identified from the Survey	117
3.9	Light Engineering and Automobile Services sector	119
3.9.1	Focus Group Discussions on Light Engineering and Automobile Service Sector	120
3.9.2	Findings of the Focus Group Discussions	120
3.9.3	Training Strategies with Suggested Training	122

#### **Chapter 04 Current Training Profile - Supply of Skilled Manpower to the Labour Market**

4.1	TVET Institution Network	123
4.2	Course Mix Currently Available in the Districts	126
4.3	Annual Training Outputs from TVET Providers in Eastern Province in 2009	133
4.4	Training Staff - Teachers, Instructors and Trainers Serving in TVET Institutions In Eastern Province	134
4.5	Index of Opportunity for TVET in the Eastern Province in 2009	135
4.6	Availability of NVQ Assessors in the Eastern Province	136
4.7	NVQ Certified Skilled Man Power in the Province	138
4.8	Comparison of Availability of National Competency Standards in Three Languages	141
4.9	Availability of National Skills Standards for Related Vocations in the Economic Sectors Studied in the Eastern Province	141
4.9.1	Economic Sector_Agriculture	142
4.9.2	Economic Sector _Fisheries	142
4.9.3	Economic Sector_Livestock	142
4.9.4	Economic Sector _ Construction Industry	142
4.9.5	Economic Sector _Tourism and Hotels	143
4.9.6	Livelihood Occupations in the province Economic Sector_ Small and Cottage Industries	143

4.9.7	Economic Sector _ Handlooms	143
4.9.8	Economic Sector_ Services –informal	143
4.9.9	Economic Sector_ Light Engineering and Automobile Services	143
4.10	Outputs of Training Providers Workshops	144
 <b>Chapter 05 Vocational Education and Training Plan</b>		
5.1	Overview	156
5.2	Final Validation of VET Plan	179
5.3	Implementation of VET Plan	180
5.3.1	Provincial Council’s Role	180
5.3.2	District Secretariat’s Role	180
5.3.3	TVEC’s Role	180
 <b>References</b>		 181

## **List of Tables & Figures**

		Page No.
Table 2.1	Provincial Administration Agencies in the Eastern Province	10
Table 2.2	Divisional Secretariats in Eastern Province by Districts	11
Table 2.3	Land Area and Population Densities in All Provinces	13
Table 2.4	Population of Eastern Province by Ethnic Groups in 2007-Special Enumeration	14
Table 2.5	Population of Province by Gender	15
Table 2.6	Population Distribution by Sector- Urban and Rural	16
Table 2.7	Literacy Levels by Districts and Gender	17
Table 2.8	Schools in Eastern Province by Type-2008	17
Table 2.9	Schools in Eastern Province by Medium- 2008	18
Table 2.10	Student Enrolment in Sinhala, Tamil and English Medium Schools in EP-2008	18
Table 2.11	Comparison of School Densities in the Districts	19
Table 2.12:	Comparison of Student Enrolment in Grade 1- from 2000 to 2008	19
Table 2.13:	Teachers by Major Qualifications by Provinces in 2008	20
Table 2.14	No of Students and Teachers by Districts in Eastern Province in 2009	21
Table 2.15	G.C.E.(O/L) Examinations Results from 2005-2008 Qualified for G.C.E.(A/L) by Province-wise	22
Table 2.16	Performance of School Candidates by Districts at G. C. E. (O/ L) Examination 2005- 2008 and Qualified for G. C. E.(A/ L)	23
Table 2.17	G.C.E A/L Examinations Results from 2005-2008- Qualified for University Entrance by Province-wise	24
Table 2.18	G. C. E. (A. L) Examination 2005- 2009 Performance of School Candidates Qualified for University Entrance – District wise	25
Table 2.19	Drop outs in Schools by Grades, Districts and Gender in 2008	26
Table 2.20	Availability of ICT Related facilities in Schools by Districts	28
Table 2.21	Availability of Computers and Student /Teacher Computer	28

	Ratios by Districts	
Table 2.22	Percentage of teachers in schools with Computer Awareness, Computer Literacy and English Literacy by Sex and Districts	29
Table 2.23	Students-Computer Literate Teacher Ratio by Districts	30
Table 2.24	School Net Connectivity at the end of September 2008 (under Stage 1 of SchoolNet Implementation)	30
Table 2.25	Computer Awareness, Literacy in the Sectors and in Provinces	32
Table 2.26	Percentage of Computer Owned Household by Sector and Province	33
Table 2.27	Internet and E-mail Using Household Population (Percentage) 5 – 69 Years Aged by Sector and Provinces -2009	34
Table 2.28	Values of Sri Lanka Prosperity Index by Provinces 2000- 2007	35
Table 2.29	Percentage Distribution of Economically Active Population by Sex and Districts	36
Table 2.30	Labour Force Participation Rates by Districts and Sex- 2008	36
Table 2.31	Percentage Distribution of Employed Population by Major Industry Groups & by Districts-2008	37
Table 2.32	Percentage Distribution of Employee Population by Selected Employment Status and District 2008	38
Table 2.33	Currently Employed Persons by Occupation Groups (based on ISCO88) in the Province	39
Table 2.34	Currently Employed Persons by Industry Groups in the Eastern Province (based on ISIC third revision)	40
Table 2.35	Percentage Distribution of Employment by Status of Employment to the Labour Force by Provinces – 2008	42
Table 2.36	Currently Employed Persons by Employment Status in the Eastern Province –Both Sexes	42
Table 2.37	Currently Employed Persons by Employment status in the Province –Male	43
Table 2.38	Currently Employed Persons by Employment status in the Province–Female	43
Table 2.39	Percentage Distribution of Informal Sector Employment in Non-Agricultural Sector- 2008	44
Table 2.40	Unemployment Rates and Percentage Contribution of	45

	Unpaid Family Workers by Provinces-2008	
Table 2.41	Unemployment Rates by Districts -2008	46
Table 2.42	Unemployment Rate by Level of Education and Provinces –Both Sexes	46
Table 2.43	Unemployment Rate by Age Group and Provinces –Both Sexes	47
Table 3.1.1	GDP of Eastern Province at Current Factor Cost 2003 -2008	51
Table 3.1.2	Extent of Land Under Cultivation of Various Crops and Labour Requirements	52
Table 3.1.3	Available Labour Force in the Agriculture Sector	53
Table 3.1.4	Predicted Labour Requirements for 2015-Paddy by Districts	53
Table 3.1.5	Training Requirements Identified in the Sector	55
Table 3.2.1	Fish production, Number of Fishing Crafts and Number of Fishers District-wise	56
Table 3.2.2	Number of Boats by Types and District- wise	57
Table 3.2.3	Inland Fish Production, Fishing Crafts and Number of Fishers District-wise	59
Table 3.2.4	Ice Plant and Production Capacity – 2008	62
Table 3.2.5	Summary Table of Fishery Sub Sectors with Forecast of HR Requirements in 2015	63
Table 3.3.1	Livestock Farm Families by Districts in Eastern Province-2008	71
Table 3.3.2	Livestock Population, Dairy and Poultry Production by Districts in Eastern Province-2008	71
Table 3.3.3	Human Resource Requirement in the Institutional Extension Services	72
Table 3.3.4	Number of Extension Workers in the Dept of Animal Production& Health	73
Table 3.3.5	Number of Workforce in Milk Processing Units by District	73
Table 3.4.1	Selected Macro Economic Variables Related to Construction Industry	79
Table 3.4.2	Employment in Construction Industry in Eastern Province and Country –wise	80
Table 3.4.3	Number of Building Contractors in The Eastern Province by District-2010	81

Table 3.4.4	Identified Housing & Infrastructure Needs Through DS. Divisions & Govt's Development Plans	81
Table 3.4.5	Number of Craftsmen in Construction Industry Country and Province-wise	82
Table 3.4.6	Forecast of Number of Registered Contractors	83
Table 3.4.7	Summary of Number of Existing and Forecasted Craftsmen in Eastern Province	84
Table 3.4.8	Approximate Breakdown of Additional number of workforce to be trained in the Eastern Province from 2010 to 2015	85
Table 3.4.9	Craft Related Occupations in Construction Industry in Eastern Province	86
Table 3.4.10	Technical Grade Occupations in Construction Industry in Eastern Province	86
Table 3.4.11	Machine operators and Mechanics in Eastern Province	87
Table 3.4.12	Departures for foreign Employment by Districts and Manpower Levels 2008	87
Table 3.4.13	Foreign Employment in Construction Industry	88
Table 3.5.1	Distribution of Tourist Destinations by Resort Regions, Room Occupancy Rates and Number of Guests Nights	92
Table 3.5.2	Infrastructure of Hotel and Guest Houses by District wise in Eastern Province	93
Table 3.5.3	Direct Employment Composition in Tourism Industry	94
Table 3.5.4	Forecast of Annual Additional Human Resource Requirements in Hotels and Tourism in Eastern Province for 2011 to 2016	95
Table 3.5.5	Estimate of Annual Additional Human Resource Demand in Hotels Sector in the EP	96
Table 3.6.1	Summary of the Small and Cottage Industries in Eastern Province	101
Table 3.6.2	Number in Work Force Engaged in Small and Cottage Industries in Eastern Province	102
Table 3.6.3	Forecast of Growth of Small and Cottage Industries and Resulting Workforce Requirements in the Eastern Province	103
Table 3.7.1	Distribution of the Private Sector Handloom Centres in Eastern Province	107

Table 3.7.2	Distribution of the Government Assisted Handloom Centres in EP -2009	107
Table 3.7.3	Forecast of Annual Increase of Workforce in the Handloom Textile Sector	109
Table 3.8.1	Total Number of Enterprises Operating, Number Registered, Number of People Employed and Employment Forecast for 2015 for Ampara & Batticaloa District	114
Table 3.8.2	Human Resource Profiles –Employee Educational Attainments by Business Enterprises-Ampara & Batticaloa Districts	115
Table 3.8.3	Summary of Additional Numbers to be Trained with Suggested Training	118
Table 4.1	Geographical Distribution of the Training Institutes in Divisional Secretariat Divisions in Ampara District	124
Table 4.2	Geographical Distribution of the Training Institutes in Divisional Secretariat Divisions in Batticaloa District	125
Table 4.3	Geographical Distribution of the Training Institutes in Divisional Secretariat Divisions in Trincomalee District	126
Table 4.4	Course Mix in Training Centres in Ampara District	127
Table 4.5	Course Mix in Training Centres in Batticaloa District	129
Table 4.6	Course Mix in Training Centres in Trincomalee District	131
Table 4.7	Recruitments and Completions in Leading Public Sector Training Organizations in Eastern Province in 2009	134
Table 4.8	Teacher Population by Levels and Districts	135
Table 4.9	Total Number of Students available for TVET Sector	135
Table 4.10	Availability of Assessors for NVQ Certification in Eastern Province	137
Table 4.11	NVQ Certified Skilled Personnel in the Ampara District by Occupations and Training Providers	138
Table 4.12	NVQ Certified Skilled Personnel in the Batticaloa District by Occupations and Training Providers	139
Table 4.13	NVQ Certified Skilled Personnel in the Trincomalee District by Occupations and Training Providers	139
Table 4.14	Comparison of Number of NVQ Certificates issued through Training Providers in Eastern Province with that for All Island	140



Figure 2.1 Map of the Province

12

## **Abbreviations**

ADB	Asian Development Bank
BBP	Boat Building Project (GTZ)
BTI	Boat Building Technology Improvement Institute Lanka GTE Ltd
CBSL	Central Bank of Sri Lanka
CBT	Competency Based Training
CCI	Chamber of Construction Industry
CEFE	Competency based Economies through Formation of Enterprise
CoT	College of Technology
CG&C	Career Guidance and Counselling
CIVP	Construction Industry Vet Plan
CT	Construction Industry Craftsmen
DAC	District Action Committee
DAPH	Department of Animal Production and Health
DCS	Department of Census and Statistics
DEd	Department of Education
DEx	Department of Examination
DFAR	Department of Fisheries and Aquatic Resources
DI	Department of Industries
DS	Divisional Secretariat
DSC	District Steering Committee
DTET	Department of Technical Education and Training
EEZ	Exclusive Economic Zone
EP	Eastern Province
EPCw	Eastern Provincial Council website
FRP	Fibreglass Reinforced Plastic
G.C.E(O/L)	General Certificate of Education ( Ordinary Level)
G.C.E(A/L)	General Certificate of Education ( Advanced Level)
GDP	Gross Domestic Product
GNs	Grama Niladharies
GTE	Guaranteed
GTZ	German Technical Cooperation (in German Acronym)
GYBI	Generate Your Business Idea
HNDE	Higher National Diploma in Engineering
ICT	Information and Communication Technology
ICTAD	Institution for Construction Training and Development
ILO	International Labour Organization
INGO	International Non Government Organizaion
ISCO	International Standards of Classification of Occupations

ISIC	International Standards of Industry Classification
IYB	Improve Your Business
JPC	Job Placement Centre , Provincial Council
MoA	Ministry of Agriculture (Eastern Provincial Council)
NARDA	National Aquatic Research and Development Agency.
NAITA	National Apprentice and Industrial Training Authority
NCT	National Certificate in Technology
NDC	National Design Centre
NGO	Non Governmental Organization
NIFNE	National Institute of Fisheries and Nautical Engineering
NRC	Non Registered Construction Contractors
NVQ	National Vocational Qualification
NYSC	National Youth Services Council
OJT	On the Job Training
RC	Registered Construction Contractors
PCEP	Provincial council Eastern Province
PSC	Project Steering Committee
SCIs	Small and Cottage Industries
SIYB	Start and Improve Your Business
SLBFE	Sri Lanka Bureau of Foreign Employment
SLIATE	Sri Lanka Institute of Advanced Technical Education
SLIHTM	Sri Lanka Institute of Tourism & Hotel Management
SLPI	Sri Lanka prosperity Index
SLTDA	Sri Lanka Tourism Development Authority
SLTPB	Sri Lanka Tourism Promotion Bureau
SLTS	Sri Lanka Teacher Service
SPC	Sabaragamuwa Provincial Council
STR	Student Teacher Ratio
SYB	Start Your Business
TVE	Tertiary and Vocational Education
TVEC	Tertiary and Vocational Education Commission
TVET	Technical and Vocational Education and Training
UNCLOS	United Nations Convention on Law of the Sea
UNIVOTEC	University of Vocational Technology
VET	Vocational Education and Training
VT	Vocational Training
VTC	Vocational Training Centre
VTa	Vocational Training Authority
WAN	Wide Area Network

## **Executive Summary**

The Tertiary and Vocational and Education Commission (TVEC) in association with the International Labour Organization Colombo Office and the Eastern Provincial Council, developed this Vocational Education and Training Plan as per the provision of the Tertiary and Vocational Education Act no 20 of 1990.

To study the current Socio-economic scenario of the province, TVEC organized three planning workshops at the beginning of the study, where 09 economic sectors were identified. The key industry sectors; Agriculture, Fisheries, Livestock, Construction, Hotels and Tourism, Small and Cottage Industries, Handlooms and Informal Services were analyzed by sector experts appointed for the purpose of identifying the manpower and skills demands in the sectors. These findings were validated at industry sector workshops. The qualitative analysis of skills demand in Light Engineering and Automobile Services sector was done at two focus group discussions. The VET plan proposes, training programmes and numbers to be trained in various vocations and other related development initiatives, to assure the availability of trained man power for the reviving economic sectors in the province.

The economy of the Eastern province had been mainly based on agriculture. Paddy is the main agricultural crop. The development strategy in Agriculture sector is to shift from subsistence agriculture to commercially oriented agriculture, cultivating high-value items for the internal and external markets and establishing an agro-industrial base. Training will not be just to increase the productivity of the workers involved in the sector, or to give competencies for new entrants to the labour force, but also for the value addition initiatives in the sector as well. The training of operators and mechanics for combine harvesters and operators of agricultural machinery to minimize the cost of production is identified as immediate requirement. Apprenticeship training scheme for rice mill operators and boiler operators is also recommended.

The Fisheries sector in the province presently contributes 22.1% of the national fish production of the country. Employment opportunities are being created in the multi-day fishing sector with planned up grading of existing multi-day boats in long line fishing for tuna and other exportable fish. Inboard fish processing and packaging will generate more opportunities for technically competent fishers. The training requirements are for

improvement of production and productivity and also for value addition. Training for skills upgrading and livelihood training in Breeding and Shrimp culture, Crab fattening, Sea bass and Sea weed culture, Seasonal tank fish culture and Post harvesting technologies are to be developed and offered. The training courses for Boat building Craftsmen and in Boat Navigation are also to be developed and offered. Initially the training of trainers mainly the fisheries development and extension officers is to be done.

Livestock encompasses all aspects of Animal Production and Health. Dairying, Poultry and Goat rearing are the component of livestock sector in Eastern Province. It is suggested to recruit 60 more Livestock Development Officers to cater to the training needs of the 800 farmer families that could join this sector annually for their livelihood. The training for skills upgrading and livelihood training in Animal Production, Artificial Insemination practices, Animal Health-Disease control and management practices, Dairy value addition, Productivity Improvements, Livestock planning and extension, Feed resource development and Animal husbandry management etc are to be offered. The training of Trainers needs to be carried out initially.

The construction sector in the Eastern Province is expected to continue to grow with a large number of infrastructure development projects and construction of buildings units such as hotels and houses are being planned and implemented as a result of the economic revival in the eastern province. VET plan proposes to train annually a total of 1350 numbers of craftsmen in various vocations, 185 numbers in Technical grade occupations and 90 numbers of machine operators and mechanics of heavy and light construction equipment for future employment in industry. Planning and implementing skills upgrading training on short term basis for 85 per cent of the estimated 21,300 craftsmen already employed in the province is also envisaged in the VET plan.

The government has set a target of 2.5 million tourist arrivals by the year 2016. The Eastern province has the highest growth potential for tourism industry in the country. To accommodate the increased influx of tourists to Eastern region, close to 7000 hotel rooms are to be built by 2016 and this will generate close to 14,000 jobs in the hotels sub sector in the province. Training of Area and Site guides, Eco/Nature Interpreters and Training in Pleasure Boat Navigation coupled with life saving and rescue operations are suggested. Similarly need of training courses to assist small tourism related business development in association with

other tourism and business agencies and Courses for training crafts people for Handicraft skills development are also highlighted in the sector study.

The Small and Cottage Industries (SCIs) are seen as micro enterprises with low capital inputs using simple tools and equipment and run with locally available skills. The family itself is often the production unit. The following small and cottage industries exist in the province, where livelihood occupations of a number of smaller groups of people could be identified. Clay pottery industries, Clay bricks manufacturing, Coir and Carpentry industries, Palmyrah, Sea Snails Handicrafts production, Lime Production, Dress Making or Tailoring, Gold Smith and Jewelry Making, Black Smith, Cement Works, Crafts and Cement Products, Home based Food Processing and Envelop Making are such industries identified in the province. To run these entrepreneurial units require skilled man power. Training to be planned and implemented for giving skills of the relevant vocations and for technology transfer in the form of product development and new design concepts, development of entrepreneurship and Quality and Customer Satisfaction.

The EP handloom textile industry is highly labour intensive, rural based industry generating high returns. It is expected that the handloom textile industry will continue to grow with the present conducive atmosphere existing in the province as it uses appropriate technology with very simple equipment operable by village people and profitable for their livelihood. Training Requirements identified are skills upgrading and livelihood training in hand loom industry sector. Training for Development of Entrepreneurship with Concepts of Quality and Customer Satisfaction is also recommended. It is also suggested to introduce apprenticeship and OJT training in occupations in hand loom industry.

The informal services sector is considered as important in the economic activities in the Eastern province thus highlighting the necessity of the development of the human resources involved, for their productive utilization in the sector. The following sub sectors are identified. Trading - whole sale, retailing, eateries and food businesses, Child Care and Welfare Centres, Private Education and Training Centres, Private Transport Services and Beauty Culture Centres etc. In general, it is suggested to develop and implement entrepreneurial development training programmes for trainees and persons already engaged in informal services sector

The functions in light engineering and automobile services sector are activities in production and or services. This sector in Eastern province is dominated by private sector informal units and their distribution is not restricted to any identifiable locations. The production or services units are scattered throughout the districts based on demands, accessibility and availability of other basic infrastructure facilities like electricity for their location. It is recommended to implement Entrepreneurial Development training programmes for trainees and persons already engaged in this sector. The other suggestions include designing a short term training module on Precision Measurement and incorporating in curricula of all crafts courses, development of Competency Profiles and Curricula for emerging occupations such as Mobile Phone Repairer and offering Entrepreneurial Development training programmes for those persons already engaged in this sector.

It is suggested to establish Provincial and District TVET Steering Committees and Coordinate and Monitor the implementation of the VET Plan in the Province.

TVEC will continue to assist and facilitate coordination at provincial and district levels and work with Eastern Provincial Council and District Secretariats and other stakeholders to implement activities proposed in this VET Plan.

## **Chapter 1 : Introduction**

### **1.0 Overview**

The Tertiary and Vocational Education Commission (TVEC) is established by the Tertiary and Vocational Education (TVE) Act No 20 of 1990 with three main objectives given below:

- a. Policy development, planning, coordination and development of the tertiary education and vocational education at all levels in keeping with the human resource needs of the country.
- b. Development of a nationally recognized system for granting of tertiary and vocational education awards including certificates and other academic distinctions and
- c. Maintenance of academic and training standards in institutes, agencies and all other establishments providing tertiary and vocational education.

In order to achieve the objective (a) above, the TVEC has undertaken since 1999, to develop and regularly revise Vocational Education and Training (VET) plans for key industry sectors of the economy of Sri Lanka. Further, section 11 (4) of the (TVE) Act No of 1990 requires the TVEC to prepare Provincial Vocational Education and Training Plans on the requests made by Chief Ministers of provinces for the development of the tertiary and vocational education in their respective provinces.

There are many public, private and NGO sector training providers, operating in any given province. Thus, a need has arisen to rationalize the training programmes and the resources of these different training providers. Provincial VET plan is a tool set out by the TVE Act to ensure rationalized implementation of training at provincial level. The VET plan is prepared in consultation and participation of all training providers and other sector stakeholders. His Excellency the President shall approve such plans with or without amendments in consultation with the Hon Minister in charge of vocational education and training. The provincial administration then assumes the ownership of this VET plan which in turn will make all training providers in the province accountable for their adherence to effective implementation of the VET Plan. The progress of implementation of the VET plan will be



reviewed regularly at district and provincial progress review meetings attended by civil administration and training providers.

A VET plan outlines the strategies to bridge the gap between demand for and supply of skilled man power and it will provide significant benefits to all its stakeholders i.e. industry sectors, Technical and Vocational Education and Training (TVET) providers and the youth aspiring to undergo training. VET plan will also define the mechanisms to coordinate relevant stakeholders and thus effective coordination could be expected during VET plan implementation. As a result, TVET institutions will be able to utilize their resources to conduct demand driven programmes with a higher degree of rationalization.

## **1.1 Rationale**

First ever VET Plan developed for a province was for Sabaragamuwa province. This VET plan developed for Eastern province by TVEC is the second one, done at the request of the Chief Minister of the Eastern province and under the direction of the Ministry in charge of TVET sector. The financial assistance came from the International Labour Organization (ILO) for this work.

The Eastern Province is emerging from a devastating protracted conflict of three decades. Its economy is now reviving with visible vigour due to concerted efforts from the government, provincial administration and people themselves. This provincial VET plan provides direction for training providers operating in the province and establishes an integrated programme for development of its TVET system.

## **1.2 Objectives of VET Plan Development**

The objective of development of this VET plan for the Eastern province, is primarily to identify the demand for and supply of skills needs, in the context of post conflict development works in the Eastern province, to assure the availability of trained man power for the reviving economic sectors in the province. This exercise of VET planning will also facilitate youth in the province to realize their career aspirations.

The other objectives of this exercise are to:

- Identify key industry sectors and their development trends through analyses of socio-economic environment of the three districts in the Eastern province.
- Make demand forecasts of skills for the next five years through analyses of skills requirements of key industry sectors.
- Identify number and career aspirations of new entrants to the labour market through analysis of school education system.
- Identify the skills requirements of different livelihoods through assessments of livelihood occupations.
- Assessment of the VT courses available in the province and identify the potential for the supply of skills and examine the possibility of incorporating development of livelihood skills with the skills development programmes.
- Match the demand for and supply of skills and make recommendations for establishment of career guidance services, improvement of existing courses, expansion or contraction of existing courses and establishment of new courses and training of trainers.
- Propose a mechanism to coordinate the implementation of the VET plan in Ampara, Batticaloa and Trincomalee districts.

### **1.3 Methodology**

This plan was developed with the participation of key stakeholders. Initially secondary data were analyzed to determine present socio economic situation, key industry sectors and their development trends. Two questionnaires were administered among the heads of training centres and their teachers in order to capture the issues that they face, their opinions and suggestions for resolving such issues and also the training needs of the teachers.

The following major economic sectors and their sub sectors were identified at the initial planning workshops held in the three districts with the participation of civil administration, training providers and also other stakeholders representing various economic sectors.

The key economic sectors identified and their sub sectors in the province are indicated below:

**(a) Economic Sector - Agriculture**

This sector includes following sub sectors;

Paddy Cultivation, Coconut Cultivation, Cash Crop Cultivation/ Cultivation of Other crops- (Corn, Maize), Oil Crops (Sesame, Sunflower, Soya Bean, Ground Nuts) Cultivation, Vegetable Cultivation, Palmyrah Cultivation, Fruit (Mango & Banana ) Cultivation, Cashew Cultivation, Yam Cultivation (Manioc and others), Sugar Cane Cultivation, Betel Cultivation, Medicinal and Herbal Growing and their Products, Reed Cultivation, Mush Room Cultivation, Alternative Farming Technology, Integrated Farming, Organic Farming, Urban Agriculture, Home Gardening, Landscaping, Plant Nurseries, Bee Keeping, Agri Irrigation, Micro Irrigation, Drip Irrigation, Agri Forestry, Agriculture Marketing, Storage, Post Harvest Technology, Grinding Mills, Pest Control, Organic /Compost Fertilizer Production, Food Processing and Preservation, Food Industry/ Bakeries, Confectioneries, Processing and preservation of Cashew Fruits and Nuts, Rice Milling /Flour Production

**(b) Economic Sector - Fisheries**

This sector includes following sub sectors;

Deep Sea Fishing, Fresh Water Fishing, Mobile Fishing, Acqua Culture, Prawn Culture, Crab Fattening/ Fish Caging, Hatcheries-Prawn/Small Fish/Aquarium –Ornamental Fish, Sea Weeds, Sea Cucumber, Sea Food Processing, Prawn Feed and Processing, Fish Processing and Fish Preservation, Dry Fish Production, Navigation (Global Positioning System), Fishing Gear Production, Mending and Repairing, Fibre Glass Boat Building and Repairing, Marine Boat Building & Repairing, Fibre Boat Yards, Out Board and In Board Motor Repairing and Maintenance, Ice Plant (Cooler Repairing and Maintenance)

**(c) Economic Sector - Livestock**

This sector includes following sub sectors;

Diary Farming, Goat Farming, Poultry Farming, Milk Processing and their Products (Pasture Milk Production, Dairy Based Products- Yogurt and Curd Production) and Marketing, Dairy Management, Artificial Insemination, Animal Health, Animal Feed production - (Poultry, Goat), Bio Gas Production

**(d) Economic Sector - Construction**

This sector includes following sub sectors;

Clay Technology (Brick and Tiles making), Construction Equipment Training  
Carpentry, Wood Carving, Furniture and Roofing, Mechanized Carpentry, Timber Sawing  
Cement Works or Crafts, Cement Mitsui/ Cement Products  
Construction – Roads, Buildings, Metal Crushing  
Landscaping  
Building services –Lifts/Air conditioning/Electrical/House Wiring/ Plumbing services, Fire Control

**(e) Economic Sector - Tourism and Hotels**

This sector includes following sub sectors;

Eco-Tourism, Hotels & Restaurants, Hotel Management, House Keeping and Janitorial, Food & Beverage, Catering, Travel and Tour Organizing /Travel Guides, Religious Tourism- Pilgrimages, Event Management, Sea Borne Recreational Activities, Entertainment, Boat Riding, Water Sport Recreational services/Entertainment, Bay Watch and Life Guards, Diving

**(f) Livelihood Occupations in the province**  
**Economic Sector - Small and Cottage Industries**

This sector includes following sub sectors;

Coir Industries/Making of Ropes, Brooms and Door Mats, Mat Weaving  
Carpentry-furniture Making (Wood and cane), Wood Carving  
Gold Smithy and Jewellery Making, Black Smithy  
Cement Craft- Block Making and Other Products Making, Clay Bricks Manufacturing, Clay Pottery  
Sea Shells- Handicraft and Lime Production, Handicraft Production,–Palmayrah, sea cells, cane, coconut  
Dress Making Batik work, Screen Printing  
Home based Food Products, Coconut Oil Production/Extraction, Cashew Processing, Cashew Wine Industry  
Pots and Planting  
Envelop Making

**(g) Economic Sector – Handloom Textile**

This sector includes following sub sectors;

Handloom and Textile  
Fabric Dyeing, Screen Printing, Value Addition-(Printing)  
Machinery for Handloom Production

**(h) Economic Sector - Services (informal)**

This sector includes following sub sectors;

Whole Sale and Retail Marketing, Interior Design, Catering Services  
Day Care and Baby Sitting, Care of elders, Differently Abled/Handicapped/Disabled care centres  
Saloon/Hair Cutting, Hair Dressing and Beuticulture, Fitness Centres

Laundry Services

Tax and Accounting Counseling, Private Tuition, Language Skills Delivery, Resource and Data Providers

Pawning and Money Lending Services, Hiring and Leasing Equipment, Banking and Financing

Business Development Services, Security Services, Courier Services

Studio and Photo Copying, Videography/Photography, Printing, Media

Health, Nursing and Hospital Services, Medical Laboratory Services

Funeral Services

Storage and Packaging

**(i) Economic Sector - Light Engineering and Automobile Services**

This sector includes following sub sectors;

Automobile Repairing and Maintenance

Aluminium and Steel Fabrication

Die Casting and Moulding

Refrigeration and Air Conditioning

Farm Machinery including combine harvesters- Repairing and Maintenance

Motor Cycle, three wheeler & Bicycle Repairing

Radio, TV and Home Appliances Repairing

Office Equipment Repairing

Mobile Phone Servicing and Repairing

Small Farm Tools and Implements Production

**1.4 Sector Studies and Demand Forecasting**

Initially services of sector experts were obtained to analyze skills and human resources demand in different sectors and sub sectors identified at the planning workshops and prepare sector reports. The sector experts were expected to gather sector specific primary and secondary information required for development of the VET Plan for the Eastern province, analyze the gap between the demand for and supply of skills and forecast the demand of human resources in terms of types of skills to be provided and numbers to be trained in each

occupation in order to meet skills requirement of that sector. In the absence of any secondary data as in informal services sector, surveys were carried out with the assistance of Divisional Secretariats, making use of Grama Niladharies as enumerators.

The reports on each economic sector were validated with sector experts, held with participation of professionals and practitioners of relevant industry sectors.

### **1.5 Training Provision to Meet the Demands**

Issues and staff development requirements of technical teachers and institutional heads were found through a survey using structured questionnaires. After completing demand side analyses, human resource demand, skills shortages and labour market trends were presented to the managers of the training institutes and officials of the TVET sector in the Eastern province to work out TVET strategies to bridge the gaps in demands. The Vet plan prepared incorporating all these outcomes was validated at a workshop with the participation of senior staff of the provincial council and district secretariats and other relevant stake holders.

### **1.6 Limitations**

Two economic sectors could not be studied, due to unavailability of expert opinions and updated data, thus quantitative analysis of skills gaps could not be done. However, focus group discussions were organized with the participation of employers and entrepreneurs to capture skills and human resource requirements which are included in the VET Plan. Thus due to the difficulties in collecting data, the two sectors were analyzed qualitatively and recommendations have been presented accordingly. The two sectors of which quantitative data were not collected are given below;

- Informal services sector in Trincomalee district
- Light Engineering and automobile services sector

## **Chapter 2 : Socio-economic Environment of Eastern Province**

### **2.0 Overview**

The Eastern province comprises 15 per cent of the land area of the country, 25 per cent of the coastal belt and 8 per cent of the country's population. The land area is 9,361 sq km and inland waters 635 sq km totaling 9,996 sq km.

The three districts in the Eastern province - Ampara, Batticaloa and Trincomalee have land extents of 4,415 sq km, 2,854 sq km and 2,727 sq km with population figures of 618,000, 549,000 and 388,000 respectively.

The share of the Eastern province in the national GDP is 5.2. The contributions to the provincial GDP by Services, Agriculture and Industry sectors are 43.1 per cent, 22 per cent and 34.9 per cent respectively. The unemployment rate in the province stands at 7.7 per cent of the work force. The total employed labour force in the province is 473,588 and 44.6 per cent of it is employed in the Services sector. In Agriculture sector it is 30.7 per cent and in Industry sector it is 24.7 per cent. (CBSL-2010)

### **2.1 Administrative Structure**

The Chief Minister heads the provincial administration. The five ministries listed below administer the functions entrusted through the devolution of power to provincial councils by the constitution of the country.

1. Chief Ministry and Ministry of Rehabilitation, Resettlement, Environment, Tourism, Local Government and Rural Development
2. Ministry of Health and Indigenous Medicine, Social Welfare, Probation and Child Care Services, Women Affairs, Youth Affairs, Sports, IT Education, Cooperative Development, Food Supply and Distribution
3. Ministry of Education, Cultural Affairs, Lands and Land Development and Transport
4. Ministry of Agriculture, Animal Production and Development, Rural Industries Development and Fisheries



5. Ministry of Road Development, Irrigation, Housing and Construction, Rural Electrification and Water Supply

The appointment, transfer, dismissal, and disciplinary control of the Provincial officers are exercised by the Governor through the Provincial Public Service.

There are 43 Local Authorities administering and delivering the local government services in the Eastern province. They are the 2 Municipal Councils, 4 Urban Councils and 37 Pradeshiya Sabhas coming under the purview of the Commissioner of Local Government assisted by Regional Assistant Commissioners of Local Government. The Eastern province also constitutes three administrative districts, Ampara, Batticaloa and Trincomalee comprising 45 Divisional Secretariat (DS) Divisions with 1087 Grama Niladhari Divisions(GN) in total as shown in Table 2.1. (*EPCw-2010*)

**Table 2.1 Provincial Administration Agencies in the Eastern Province**

<b>District</b>	<b>No of GN divisions</b>	<b>No of DS divisions</b>	<b>Pradeshiya Sabha</b>	<b>Urban council</b>	<b>Municipal Councils</b>
Ampara	507	20	16	1	1
Batticaloa	348	14	10	1	1
Trincomalee	230	11	11	2	-
EP	1085	45	45	4	2

*Source: Eastern Provincial Council website [www.ep.gov.lk](http://www.ep.gov.lk)*

Local Authorities are the development agents in their respective areas and they are playing greater role in development activities at local level in collaboration with Central and Provincial government agencies.

The three District Secretariats coordinate certain development activities directed by the Central Government and by the Provincial Council.

Table 2.2 indicates the list of names of the Divisional Secretariats in the three districts.

**Table 2.2 Divisional Secretariats in Eastern Province by Districts**

	<b>Ampara District</b>	<b>Batticaloa District</b>	<b>Trincomalee District</b>
1	Ampara	Manmunai North (Batticaloa town)	Town & Gravetss
2	Damana	Kattankudy	Muthur
3	Dehiattakandiya	Manmunai South & Eruvil pattu	Gomarankadawela
4	Irakkamam	Manmunaipattu	Seruvila
5	Addalaichchenai	Porathivupattu	Eachchilampattu
6	Alayadivembu	Manmunai South West	Morawewa
7	Akkaraipattu	Manmunai West	Padavisiripura
8	Kalmunai(MD)	Koralaipattu North	Kuchchaveli
9	Kalmunai (TD)	Koralaipattu South	Kantalai
10	Karaitivu	Koralaipattu Central	Kinniya
11	Lahugala	Koralaipattu West	Thampalakamam
12	Mahaoya	Koralaipattu	
13	Navithanvely	Eravurpattu	
14	Ninthavur	Eravur Town	
15	Sainthamaruthu		
16	Padiyathalawa		
17	Pottuvil		
18	Thirukkivil		
19	Uhana		
20	Sammanthurai		

Source: Eastern Provincial Council Website, [www.ep.gov.lk](http://www.ep.gov.lk)

## 2.2 Geography and Climate

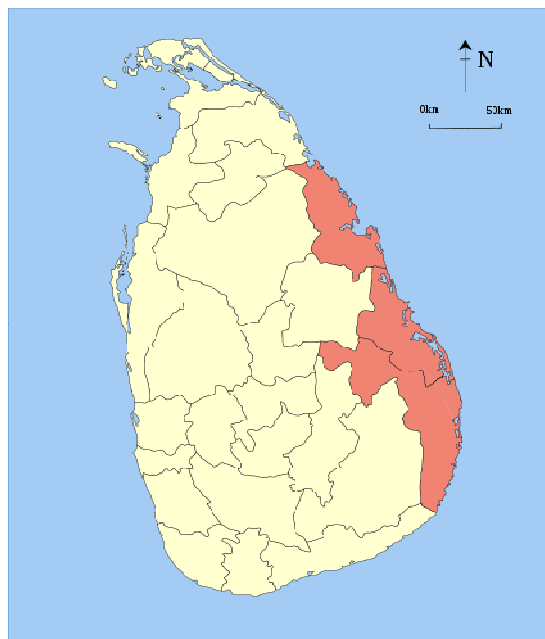
The Eastern province, located in the dry zone of the country and east coast of Sri Lanka, is surrounded in the east by the Bay of Bengal, north by the Northern province, west by the North Central and Central provinces and south by the Uva and Southern provinces as shown in figure 2.1, Map of the province.

The province's 400 km length of sea coastal line is endowed with industrial mineral sands, ilmanite, rutile, zircon and monazite and fishery resources. It is dominated by lagoons, the largest being the Batticaloa lagoon, 56 km long and surface area (141.2 sq km) followed by Kokkilai lagoon (29.95 sq km), Upaar lagoon (25.9 sq km) and Ullackalie lagoon (13 sq km).

The mean annual air temperature over the Eastern province as recorded for the years 2007 and 2008 at observation station in Trincomalee is 27.5<sup>0</sup> C

The mean relative humidity during the years 2007 and 2008 as recorded in Trincomalee varied during the day from 76 to 74 percent and during night time from 86 to 85 percent.

The Eastern province gets the highest rainfall during North-East Monsoon (December to February), from about 200 mm (8'') to over 1200 mm (47'') of rain and also during the inter monsoon period (October to November) following South-West monsoon. Rainfall during this period is widespread and exceeds 500 mm (20'') at many places. The mean rainfall as recorded at Trincomalee in 2008 is 1841.7 mm. (DCS-2009)



**Figure 2.1 Map of Eastern Province**

### 2.3 Demography in Eastern Province

The Eastern province is the second largest of the provinces with a total area of 9,996 sq.km, (North Central province being the largest with 10,472 sq km) and a population of 1,461,000 in 2007. In comparison with other provinces as Table 2.3 indicates, the Eastern province has a population density of 146 per sq km which approximately equals that of the Uva province. This is the third smallest population density in the country with Western province, the largest with 1,549 and the North Central province, the lowest with 114 per sq km.

**Table 2.3 Land Area and Population Densities in All Provinces**

Province	Total Area in Sq.km	Population'000	Population Density/population per sq km
Western	3,684	5,707	1,549
Central	5,674	2,599	460
Southern	5,544	2,417	436
Northern	8,884	1,159	130
Eastern	9,996	1,461	146
North Western	7,888	2,276	289
North Central	10,472	1,196	114
Uva	8,500	1,275	150
Sabaragamuwa	4,968	1,888	380
Sri Lanka	65,707	19,949	304

*Source: Department of Census and Statistics, 2007*

Table 2.4 shows that in the Eastern province, the population in Ampara district is the highest with around 611,000 and the lowest is in Trincomalee district with 334,400 as per the figures based on special enumeration done in 2007. The Population in Batticaloa district is around 516,000.

### 2.3.1 Population Distribution by Ethnicity

Table 2.4 also shows the population by ethnic groups, Sinhalese population in Ampara district is around 229,000 (38 per cent), in Trincomalee district, it is 85,000 (25 per cent) and only a few about 2400(0.5 per cent) Sinhalese live in the Batticaloa district. Muslim population in Ampara is highest with around 269,000 (44 per cent), lowest with 129,000 (25 per cent) in Batticaloa and 151,700 (45 per cent) in Trincomalee districts. The Tamil population is highest with around 382,000 (74 per cent) in Batticaloa district and lowest with 112,000(18 per cent) in Ampara and 96,000 (29 per cent) in Trincomalee districts respectively.

**Table 2.4 Population of Eastern Province by Ethnic Groups in 2007-Special Enumeration**

District	Tamils		Muslims		Sinhalese		Others		Total
	Number	%	Number	%	Number	%	Number	%	
Ampara	112,006	18.3	268,630	44.0	228,938	37.5	1,145	0.2	610,719
Batticaloa	381,984	74.0	128,964	25	2,397	0.5	2,512	0.5	515,857
Trincomalee	96,142	28.8	151,692	45.4	84,766	25.3	1,763	0.5	334,363
EP Total	590,132	40.4	549,857	37.6	316,101	21.7	4,849	0.3	1,460,939

Source: Department of Census and Statistics, 2007

The same statistical data also indicate the population distribution by DS divisions in Ampara district. Dehiattakandiya DS division reports the highest population with 55,930 while Lahugala DS division reports the lowest population with 8,259 in the Ampara district. Highest population percentages of Sinhalese are reported in Uhana ( 99.9 per cent), of Tamils in Thirukkivil (99.8 per cent) and of Muslims in Sainthamaruthu (100 per cent ) DS divisions respectively.

The population distribution by DS divisions in Batticaloa district shows that, out of 14 DS divisions in the district, Tamils are the major ethnic group in 10 DS divisions. In the remaining 4 DS divisions viz Kattankudy (100 per cent), Koralaipattu West (99.3 per cent),

Koaralaipattu Central (95.6 per cent) and Eravur Town (85.7 per cent), Muslims are the major ethnic group. The Sinhalese live only in Eravurpattu DS division.

The population distribution by DS divisions in Trincomalee district shows that the highest percentages of Sinhalese, Tamil and Muslim populations are reported from Padavisiripura (100.0 per cent), Verugal/Eachchalampattu (100.0 percent) and Kinniya (95.9 per cent) DS divisions respectively. (DCS-2007)

### **2.3.2 Population Distribution by Gender**

The Table 2.5 shows the sex composition of the population in the three districts in Eastern province which refers to the distribution of people according to sex. A useful measure of sex composition is the sex ratio, which is defined as the number of males per 100 females in the population. The figures indicate that the number of females is more than the number of males in all three districts and this holds true for the whole country. Among 20 DS divisions in Ampara, the highest sex ratio of 102.9 is recorded for Sainthamaruthu DS division followed by 101.4 and 101.1 for Dehiattakandiya and Irakkamam DS divisions respectively. All other DS divisions show fairly low sex ratios, below 100.

**Table 2.5 Population of Province by Gender**

District	Total Population	Sex		Sex Ratio
		Male	Female	
Ampara	610,719	299,731	310,988	96.4
Batticaloa	515,857	248,879	266,978	93.2
Trincomalee	334,363	165,926	168,437	98.5
EP	1,460,939	714,536	746,403	95.7
Sri Lanka	20,210,000	9,878,000	10,132,000	97.5

*Source: Department of Census and Statistics, 2007*

Male population of Batticaloa district is less than the female population. This is the pattern for all the DS divisions, as the sex ratios are below 100. Among 14 DS divisions of the district, the highest sex ratio of 99.2 is recorded in Koralai Pattu Central. Eravur Town DS division also records a sex ratio of 99.

Among 11 DS divisions of the Trincomalee district, the highest sex ratio of 104.9 is recorded for Kinniya and Kuchchaveli also records a sex ratio of 100.8. All other DS divisions show lower sex ratios, below 100. (DCS-2007)

### **2.3.3 Population Distribution by Sector- Urban and Rural**

According to the current definition, urban sector comprises all Municipal and Urban Council areas.

The Table 2.6 shows the population distribution according to the urban and rural sectors. On an average around 3.5 times more people are living in the villages or rural sector in the province than in urban sector.

**Table 2.6 Population Distribution by Sector- Urban and Rural**

District	Sector				Total Population
	Urban		Rural		
	Number	%	Number	%	
Ampara	118,737	19.4	491,982	80.6	610,719
Batticaloa	127,982	24.8	387,875	75.2	515,857
Trincomalee	87,269	26.1	247,094	73.9	334,363
EP	333,988	22.9	1,126,951	77.1	1,460,939

*Source: Department of Census and Statistics, 2007*

## **2.4 Context of General Education**

### **2.4.1 Literacy in the Province**

Literacy is an important indicator of human resource development as well as in well being of the people.

A person who can both read and write with understanding a short statement is considered as “Literate”

A person who can read and write only his or her name, figures or memorized phrases is not considered as “Literate”.

Table 2.7 shows that Batticaloa district reports lower literacy rate, lower than 85 per cent compared to literacy rates in other districts in the province. The overall figure of the literacy rate for the country is 91.3 per cent. Female literacy is less than that of male in the three districts and this is true for all districts in the country.

**Table 2.7 Literacy Levels by Districts and Gender**

District	Literacy Rate		
	Total	Male %	Female %
Ampara	90.6	94.6	86.9
Batticaloa	84.2	85.4	83.2
Trincomalee	85.5	89.3	81.5
Sri Lanka	91.3	92.8	90.0

*Source: Department of Census and Statistics, 2007*

#### **2.4.2 Number of Schools and Student Enrolment in the Province**

There are 1014 schools in the Eastern province, of which 29 schools are temporarily closed due to the conflict situation. The functioning 985 schools have a total enrolment of about 378,000 divided almost evenly between boys and girls. Please refer Tables 2.8, 2.9 and 2.10 for details.

There are nine national level schools in each district in the province. In Ampara district out of 396 schools, 220 are Tamil medium schools and all 325 schools in Batticaloa district are Tamil medium schools. In Trincomalee district out of total number of 264 schools, 197 are Tamil medium and 67 are Sinhalese medium schools.

**Table 2.8 Schools in Eastern Province by Type-2008**

District	National	Provincial	Sub Total
Ampara	9	387	396
Batticaloa	9	316	325
Trincomalee	9	255	264
EP	27	958	985

*Source: Statistical Information-2009 Eastern Provincial Council Web Site, [www.ep.gov.lk](http://www.ep.gov.lk)*



**Table 2.9 Schools in Eastern Province by Medium- 2008**

District	Tamil	Sinhala	Sub total
Ampara	220	176	396
Batticaloa	325	0	325
Trincomalee	197	67	264
EP	742	243	985

Source: Statistical Information-2009 Eastern Provincial Council Web Site, [www.ep.gov.lk](http://www.ep.gov.lk)

Table 2.10 shows that 78 per cent of students study in Tamil medium, 20 per cent study in Sinhalese medium and only 2 percent study in English medium. Of the total number of students studying in English medium in the province, 82 per cent are in Batticaloa district.

**Table 2.10 Student Enrolment in Sinhala, Tamil and English Medium Schools in EP- 2008.**

District	Number of Students						
	Sinhala		Tamil		English		Sub Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Ampara	27,914	28,291	49,256	46,920	335	551	153,267
Batticaloa	0	0	57,653	64,792	6,710	291	129,446
Trincomalee	9,966	9,838	38,368	36,778	253	311	95,514
EP	37,880	38,129	145,277	148,490	7,298	1,153	378,227

Source: Statistical Information-2009 Eastern Provincial Council Web Site, [www.ep.gov.lk](http://www.ep.gov.lk)

Table 2.11 indicates the school densities for both Sinhalese and Tamil medium schools worked out, from population and school statistics of the three districts. A Tamil medium school has to cater to Tamil population of 1730 in Ampara district, 1572 in Batticaloa district and 1258 in Trincomalee district. A Sinhalese medium school has to cater to a Sinhalese population of 1306 in Ampara district and 1265 in Trincomalee district. Apparently Trincomalee district has a higher density of schools in both Sinhalese and Tamil media. Overall, a school in the Eastern province has to cater to a population of 1483. Despite Trincomalee district is having a higher density of schools taught in both Sinhalese medium and Tamil medium, than the other two districts, it is not reflected in the district literacy rates shown in Table 2.7.

**Table 2.11 Comparison of School Densities in the Districts**

Item	Ampara	Batticaloa	Trincomalee
Sinhalese population	228,938	2,397	84,766
Muslims population	268,630	128,964	151,692
Tamils population	112,006	381,984	96,142
Other population	1,145	2,512	1,763
Total population	610,719	515,857	334,363
Total number of schools	396	325	264
Extent of land area	4,415	2,854	2,727
Schools per sq km	0.09	0.11	0.096
Area served by one school	11.1 sq.km	9.1 sq.km	10.4 sq.km
Number of Sinhalese medium schools	176	0	67
Number of Tamil medium schools	220	325	197
Tamil Population per Tamil medium schools	1,730	1,572	1,258
Sinhalese Population per Sinhalese medium school	1,306	0	1,265
Population per school	1,542	1,587	1,2671

*Worked out from Data Available*

Table 2.12 shows that admission of students to Grade one in Eastern province has fluctuated around 33,000 from 2000 to 2008.

**Table 2.12: Comparison of Student Enrolment in Grade 1- from 2000 to 2008**

District	2000	2001	2002	2003	2004	2005	2006	2007	2008
Ampara	14,385	13,947	12,883	13,172	12,646	12,408	13,070	13,340	12,908
Batticaloa	11,463	11,392	11,441	12,091	10,753	11,806	11,716	12,440	11,750
Trincomalee	8,587	8,253	7,979	8,463	7,950	8,740	8,717	8,291	8,318
EP	34,435	33,592	32,303	33,726	31,349	32,954	33,503	34,071	32,976

*Source: Statistical Information-2009 Eastern Provincial Council Web Site, [www.ep.gov.lk](http://www.ep.gov.lk)*

### 2.4.3 Number Teachers and Teacher Qualifications

Table 2.13 reveals that the Western and Eastern Provinces have highest student teacher ratios of 22 each, while students in the Central, Southern, North Western, Uva and Sabaragamuwa provinces are fortunate to have student teacher ratios lower than national average of 18. In 2008, 95.3 per cent of teachers in government schools in Sri Lanka are either trained or graduate teachers. In the Eastern province 96.5 percentage of teachers are either graduates or trained.

**Table 2.13: Teachers by Major Qualifications by Provinces in 2008**

Province	Graduates		Trained		Untrained						Total	
					Absorbed to SLTS		Not absorbed to SLTS		Others			
	No	ST R	No	ST R	No	STR	No	STR	No	STR	No	ST R
Western	17109	53	23644	38	449	2001	37	24278	110	8166	41349	22
Central	9961	52	18960	27	2422	214	99	5229	593	873	32035	16
Southern	11677	43	17485	29	337	1503	43	11778	23	22020	29565	17
Northern	4332	60	7489	35	355	737	44	5943	167	1566	12387	21
Eastern	4759	79	12186	31	475	796	109	3471	36	10509	17565	22
% of each category of teachers in Eastern Province	27.1		69.4		2.7		0.6		0.2		100	
North Western	9601	49	16889	28	423	1109	34	13795	21	22334	26,978	17
North Central	3566	71	8894	28	168	1503	1456	173	54	4676	14138	18
Uva	4814	58	10746	26	902	311	862	325	15	18684	17339	16
Sabaragamuwa	7743	47	13397	27	676	542	24	15265	16	22897	21856	17
Sri Lanka	73562	53	129700	30	6207	633	2708	1451	1035	3797	213212	18
% of each category of teachers in Sri Lanka	34.5		60.8		2.9		1.3		0.5		100	

Source: DCS 2010 STR-Students to Teacher Ratio

*Graduate Teachers*      *Graduates, post graduate degree/diploma holder and graduate trainees*

*Trained teacher*      *Teachers passed out from Teacher Training Colleges/National colleges of Education and teachers having 2 year diploma in Science and Mathematics*

*Untrained teachers*

a. *Untrained SLTS*      *Untrained teachers and 2-3 year diploma holders absorbed to Sri Lanka*

*Teachers service*

b. *Teacher trainees*      *Non SLTS teachers not absorbed to Sri Lanka teacher Service*

c. *Other teachers*      *Teachers paid by other government institutions and teachers paid by non*

*governmental institutes/organizations*

#### 2.4.4 Student Teacher Ratios (STR) by Districts in the Province

Table 2.14 shows the data from Statistical Information- 2009 of the Eastern Province website. It indicates a higher value for the total number of teachers in the province by around 725. Based on these figures, the overall student teacher ratios in the three districts in the Eastern province are worked out. In the Batticaloa district STR has a higher value of 23.4 and in Ampara and Trincomalee districts the STRs have lower values of 19.3 and 19.9 respectively. The overall Student Teacher Ratio (STR) for the Eastern province takes a lower value of 21 as seen from the Table 2.14.

**Table 2.14 No of Students and Teachers by Districts in Eastern Province in 2009.**

District	Students	Teachers	Student/ Teacher Ratio
Ampara	153,267	7,958	19.3
Batticaloa	129,446	5,540	23.4
Trincomalee	95,514	4,789	19.9
Eastern Province	378,227	18,287	20.7

*Source: Statistical Information-2009 Eastern Provincial Council Web Site, [www. ep.gov.lk](http://www.ep.gov.lk)*

## 2.4.5 Student Performance at G.C.E. (O/L) and G.C.E. (A/L) Examinations

Table 2.15 shows that on an average, 46.1 per cent of candidates in Eastern province appeared for the G.C.E.(O/L) examination, during the past five years, qualified to follow the G.C.E.(A/L) classes. This is the third lowest pass rates recorded among the nine provinces, where Uva province has the lowest followed by North Central province having the second lowest pass rates. The island average is 50.5 per cent.

**Table 2.15 G.C.E.(O/L) Examinations Results from 2005-2008-Qualified for G.C.E.(A/L) by Province-wise**

Province	2005		2006		2007		2008	
	No	%	No	%	No	%	No	%
Central	42,010	45.2	39,721	43.9	42,821	44.3	38,120	53.5
Eastern	19,891	44.2	19,441	46.4	21,151	44.9	20,683	48.8
Northern	18,768	45.2	17,060	48.4	18,445	49.9	15,894	53.4
North Central	20,871	41.6	19,414	39.7	20,817	41.3	18,592	48.8
North Western	36,370	48.5	34,855	50.6	35,384	52.4	32,332	59.5
Southern	42,536	47.8	41,312	49.7	42,132	49.5	38,815	57.4
Sabaragamuwa	32,607	45.7	31,768	46.1	32,305	46.8	27,433	54.8
Uva	22,698	40.1	22,672	39.6	23,769	40.4	20,246	47.5
Western	72,024	55.5	70,052	57.2	75,437	57.1	69,254	65.9
All Island	307,743	47.7	296,288	48.7	312,273	49.1	281,394	56.8

Source: Department of Examination-2010

Table 2.16 shows that candidates in Ampara district had always performed better at the G.C.E.(O/L) examinations and a higher percentage qualified for G.C.E.(A/L) in the four consecutive years from 2005 to 2008 than the candidates in Batticaloa and Trincomalee districts. The performance figures in Batticaloa and Trincomalee districts lagged behind by around 1 and 6 per cents that of Ampara district respectively, during the said four year period.

**Table 2.16 Performance of School Candidates by Districts at G. C. E.(O/ L) Examination 2005-2008 and Qualified for G. C. E.(A/ L)**

District/ Province		2005		2006		2007		2008	
		No.	%	No.	%	No.	%	No.	%
<b>Western</b>	Colombo	18839	61.58	19248	63.38	20619	63.64	21433	71.36
	Gampaha	13216	50.73	13267	52.81	14513	52.80	15557	62.06
	Kalutara	7905	51.40	7553	51.87	7934	51.02	8628	60.97
<b>Central</b>	Kandy	11861	51.31	10704	49.16	11694	49.58	12440	59.07
	Matale	3221	40.67	3081	41.04	3195	42.07	3536	51.34
	Nuwara Eliya	3899	35.53	3651	34.97	4079	35.04	4412	43.37
<b>Southern</b>	Galle	8778	50.05	8889	52.04	9187	51.33	9591	59.00
	Matara	6847	47.90	6832	49.73	6959	50.25	7567	58.79
	Hambantota	4700	43.91	4828	46.01	4721	45.46	5124	52.89
<b>Northern</b>	Jaffna	5365	47.54	5076	50.78	5243	50.13	5079	56.38
	Kilinochchi	614	28.93	673	34.73	915	40.76	632	35.45
	Mannar	661	46.85	624	47.06	785	56.68	613	56.24
	Vavuniya	1272	57.35	1338	58.22	1455	59.48	1517	65.33
	Mullativu	579	33.43	544	36.22	804	41.88	650	38.44
<b>Eastern</b>	Ampara	4036	46.08	4231	48.16	4378	46.87	4746	51.54
	Batticaloa	2609	45.56	2784	47.56	2963	45.65	3159	49.48
	Trincomalee	2147	39.72	2009	41.84	2161	40.63	2198	43.17
<b>North Western</b>	Kurunegala	13340	50.12	13208	52.29	13821	54.67	13886	61.14
	Puththalama	4287	43.95	4436	46.23	4704	46.56	5363	55.75
<b>North Central</b>	Anuradhapura	6168	42.10	5316	39.71	6002	41.58	6300	49.92
	Polonnaruwa	2514	40.42	2400	39.81	2596	40.68	2781	46.57
<b>Uva</b>	Badulla	5878	41.52	6014	42.21	6547	43.22	6738	51.06
	Monaragala	3226	37.77	2956	35.09	3045	35.32	2887	40.95
<b>Sabaragamuwa</b>	Ratnapura	8410	43.55	8373	43.32	8513	44.35	8193	50.72
	Kegalle	6483	48.76	6287	50.54	6618	50.48	6830	60.55
<b>Island</b>		<b>146855</b>	<b>47.72</b>	<b>144322</b>	<b>48.71</b>	<b>153451</b>	<b>49.14</b>	<b>159860</b>	<b>56.81</b>

Source: Department of Examination-2010

Annually, a higher percentage of students (average 64.3 per cent) in Eastern province qualified for university entrance at the G.C.E.(A/L) examination in the last five years, in fact in the last five years the performance of students in the Eastern province has been the second best, except in 2005, where the Sabaragamuwa and North Western provinces did better than the Eastern province. Please see the Table 2.17. It is interesting to note that best results at G.C.E.(A/L) during the said five years, are recorded in the Northern province with a average pass rate of 70.9 per cent.

**Table 2.17 G.C.E.(A/L) Examinations Results from 2005-2008- Qualified for University Entrance by Province-wise**

Province	2005		2006		2007		2008		2009	
	No Sat	Pass %	No Sat	Pass %	No Sat	Pass %	No Sat	Pass %	No Sat	Pass %
Central	22,194	59.5	22,255	59.6	22,471	61.1	23,752	61.6	22,443	59.5
Eastern	10,255	60.6	10,061	64.7	9,735	65.2	10,506	66.4	10,682	64.7
Northern	10,384	63.5	10,438	68.8	8,581	74.2	9,471	77.1	9,772	72.0
North Central	9,443	55.1	9,169	56.8	9,343	55.7	10,203	59.3	9,565	58.0
North Western	20,671	60.9	19,836	61.3	19,706	62.6	20,718	63.8	20,408	62.1
Southern	26,346	59.9	25,871	59.9	26,427	61.7	27,473	64.2	27,588	62.9
Sabaragamuwa	16,876	61.7	17,237	63.1	17,055	64.4	18,679	64.8	18,678	63.3
Uva	10,622	56.8	10,543	57.6	10,967	58.1	11,609	61.1	11,299	58.9
Western	51,113	52.5	46,921	57.2	45,991	58.4	47,171	59.0	47,324	57.8
All Island	174,034	59.1	172,319	60.1	170,161	61.4	179,437	62.9	177,655	61.2

Source: Department of Examination-2010

Table 2.18 shows that in the Eastern province, candidates in Batticaloa district had always performed better at the G.C.E.(A/L) examinations and a higher percentage around 67 per cent qualified for University admission in the five consecutive years from 2005 to 2009 than those in Ampara and Trincomalee districts. The performance figures in Trincomalee district had been better than those in Ampara district in all five years.

**Table 2.18 G.C.E.(A/L) Examination 2005- 2009 Performance of School Candidates Qualified for University Entrance -District wise**

District/ Province		2005		2006		2007		2008		2009	
		No.	%	No.	%	No.	%	No.	%	No.	%
Central	Kandy	8441	59.2	8382	59.5	8658	61.4	8905	60.8	8037	58.9
	Matale	2194	59.0	2211	58.1	2327	60.4	2496	60.5	2372	59.6
	Nuwara Eliya	2568	60.9	2665	61.1	2751	60.9	3242	65.1	2934	60.9
Eastern	Ampara	3015	58.5	3147	62.5	3135	63.6	3178	62.3	3234	63.0
	Batticaloa	1795	64.1	1966	68.5	1920	68.2	2236	70.6	2184	67.4
	Trincomalee	1406	61.1	1399	64.9	1296	65.1	1562	69.8	1494	64.7
Northern	Jaffna	4300	62.2	4606	66.8	4565	73.4	5196	76.8	5023	72.4
	Kilinochchi	478	68.3	501	71.7	236	63.2	308	73.8	291	57.0
	Mannar	520	64.7	583	68.2	506	75.9	570	77.3	548	73.6
	Mullativu	566	68.7	661	77.9	224	73.2	301	75.0	215	59.5
	Vavuniya	734	64.2	826	72.4	835	82.2	927	80.6	955	78.5
North Central	Anuradhapura	3671	55.8	3659	57.2	3711	56.5	4388	60.1	4040	59.9
	Polonnaruwa	1532	53.5	1547	55.8	1493	53.8	1666	57.4	1503	53.3
North Western	Kurunegala	9864	61.1	9511	61.7	9537	62.5	10175	63.3	9689	62.1
	Puththalama	2721	60.1	2648	59.9	2793	62.8	3037	65.4	2994	62.3
Southern	Galle	6811	61.2	6886	62.8	7296	64.6	7676	66.1	7522	64.5
	Hambantota	3383	56.6	3365	56.6	3470	58.7	3786	59.8	3896	59.1
	Matara	5581	60.4	5242	58.5	5533	60.0	6175	64.8	5946	63.7
Sabaragamuwa	Kegalle	4581	61.1	4717	61.9	4897	62.8	5201	62.9	4961	62.0
	Ratnapura	5824	62.1	6155	64.0	6082	65.7	6912	66.4	6854	64.2
Uva	Badulla	4366	57.6	4359	56.9	4408	58.0	4675	59.9	4396	57.3
	Monaragala	1667	54.8	1712	59.4	1963	58.3	2423	63.7	2263	62.4
Western	Colombo	13026	57.6	12921	57.6	12693	58.5	12949	59.7	12766	57.7
	Gampaha	8107	54.6	8102	54.1	8541	56.4	8876	56.2	8847	56.1
	Kalutara	5703	59.6	5793	60.9	5609	61.3	6006	62.0	5761	61.1
Island		102854	59.1	103564	60.9	104479	61.4	112866	62.9	108725	61.2

Source: Department of Examination-2010

## 2.4.6 Drop Outs in Schools in the Eastern Province

Table 2.19 shows that there are a total of 13,455 drop outs from grade 8 to grade 10 from schools in the Eastern province. This is a group of potential customers for vocational training providers. Although drop outs from grades 5 and above are considered, already a part of



economically active population or labour force, as they are 10 years of age and above, they could enter the labour market direct or they could also join the formal vocational training. Or else, they could join as apprentices learning under craftsmen working in the informal sector to acquire employable skills before seeking employment. DEd-2010

**Table 2.19 Drop outs in Schools by Grades, Districts and Gender in 2008**

Districts	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	M	F	M	F	M	F	M	F	M	F	M	F
Ampara	181	194	207	120	255	235	417	266	523	560	1808	1459
Batticaloa	360	227	81	-35	161	104	373	226	627	367	1427	1047
Trincomalee	284	340	319	265	346	309	402	411	740	665	1300	917
Eastern P	825	291	607	350	762	648	1192	903	1890	1592	4535	3423
Sub Totals	1116		957		1410		2095		3402		7958	
	3483						13455					
Total in EP	16938											
Sri Lanka	1944	558	3705	1763	4077	2389	6016	3724	10098	6996	24749	15340
Sub Totals	2502		5468		6466		9740		17094		40089	
	14436						66923					
Total SL	81359											

Source: Department of Education 2010

The negative figure in Grade 6 in Batticaloa district indicates an additional admission, may be half way through the academic year, of new students among the resettled internally displaced people arriving from other districts.

#### 2.4.7 ICT Usage in Schools

Sri Lanka has already achieved impressive levels of most international indicators such as school enrolment, primary school completion rate and literacy rates etc: The provision of access to technology for students will improve the quality of education and the availability of ICT facilities is therefore a requirement.

**(a) Availability of ICT related Facilities in Schools**

There are some basic ICT related facilities need to be available in schools to use ICT in teaching and learning process. Electricity is one such facility. As per findings of the Census on Computer Literacy of Academic staff in Schools done in 2006 by Department of Census and Statistics, Electricity is available in 76 per cent of schools in the country. The Table 2.20 shows district variation in the Eastern province. Batticaloa district has electricity in only 52.2 per cent of schools while Ampara district with 66.5 per cent and Trincomalee district with 61.5 per cent of schools do have electricity.

To obtain information using internet, schools need to have a telephone connection, which is the most widely used method as other options are expensive. Table 2.20 shows that at national level, only 26 per cent of schools have a land phone. In Ampara district 40.3 per cent, Batticaloa district 16.1 per cent and Trincomalee 25.2 per cent of schools have land line connections. Nationally internet is available in only 6.4 percent schools in 2006. Trincomalee district has more internet connectivity with 6.7 percent while Batticaloa has the lowest connectivity of 1.3 percent of schools. Only 4.1 percent of schools in the country have E-mail facility. In Eastern province, 5.9 percent of schools in Trincomalee district have e-mail facility while 1.8 and 1.6 per cents of schools in Ampara and Batticaloa districts do have this facility.

Computer laboratory will give an opportunity to acquire hands on experience of using computers. Overall in the country, only 17 percent of schools are equipped with computer laboratories. In the Eastern province, Trincomalee district has a higher availability of computer laboratories which is 14.8 per cent of schools and with lower availabilities of 12.8 per cent and 10.4 of schools in Ampara and Batticaloa districts respectively.

**Table 2.20 Availability of ICT Related facilities in Schools by Districts**

District	% of Schools with Electricity	% Schools with Land Phones	% of Schools with Internet Facility	% of Schools with E-mail Facility	% of Schools with Computer Laboratory
Ampara	66.5	40.3	2.5	1.8	12.8
Batticaloa	52.2	16.1	1.3	1.6	10.4
Trincomalee	61.5	25.2	6.7	5.9	14.8
All country	76.0	26.2	6.4	4.1	17.0

Source: Census on Computer Literacy of Academic staff in Schools-2006 DCS & Ministry of Education

Table 2.21 shows the availability of computers and the student and teacher computer ratios in the three districts in the province. At national level student – computer ratio is 137, that is one computer is available for every 137 students. The higher ratios exceeding 160 are in Ampara, Batticaloa and Trincomalee indicating comparatively lower number of computers are available for students and teachers in the districts.

**Table 2.21 Availability of Computers and Student /Teacher Computer Ratios by Districts**

District	% With Desk Top Computers	Student-computer Ratio	Teacher – computer Ratio
Ampara	23.4	169	8
Batticaloa	19.6	205	9
Trincomalee	30.4	169	7
All Country	29.6	137	7

Source: Census on Computer Literacy of Academic staff in Schools-2006 DCS & Ministry of Education

#### (b) Computer and English Language Literacy among Teachers

If a person has heard at least of one of the uses in wide range of applications from playing games to complicated aeronautic applications, then that person is considered as a person with computer awareness. A person is considered as a computer literate if the person could use computer on his/her own.

At national level the computer awareness of teachers in schools is 59.5 per cent and there is only a small disparity between male (63 per cent) and female (58 per cent). For Trincomalee and Batticaloa districts the values for computer awareness are below 30 per cent. Please see Table 2.22 for details.

As reported by teachers themselves in the school census done in 2006, only one third of teachers in schools are computer literate (32.5 per cent) in the country. Only Ampara district (31.9 per cent) among the three districts in the Eastern province comes closer to the all country figure. This is a low level compared to the level required for making significant progress in teaching and learning process using ICT. As reading materials on ICT are largely available in English language, ability to read and understand materials written in English is important. At national level 53.7 per cent of teachers in schools reported that they could read and understand documents written in English. More male teachers (56 per cent) can understand such documents than the female teachers (52.7 per cent), not only at national levels but also at district levels. Trincomalee district only 38.4 per cent teachers are English language literate. In both Ampara and Batticaloa districts, a higher proportion (46.5 per cent) of teachers have English literacy.

**Table 2.22 Percentage of Teachers in Schools with Computer Awareness, Computer Literacy and English Literacy by Sex and Districts**

District	% of Teachers with Computer awareness			% of Teachers with Computer Literacy			0% of Teachers with English Literacy		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Ampara	50.5	40.8	45.1	38.9	26.2	31.9	53.6	40.7	46.5
Batticaloa	36.2	20.9	26.9	31.5	17.3	22.9	53.2	42.1	46.4
Trincomalee	32.2	27.1	29.5	28.3	20.4	24.2	44.2	32.3	38.4
All Country	62.9	58.0	59.5	38.9	29.7	32.5	56.0	52.7	53.7

Source: Census on Computer Literacy of Academic staff in Schools-2006 DCS & Ministry of Education

### (c) Student-computer literate teacher ratio

Student-computer literate teacher ratio is defined as the number of students per computer literate teacher. Table. 2.23 shows that this ratio at national level stands at 56. At district level, the ratio in Ampara is 63 while both Batticaloa and Trincomalee have higher ratios of

98 and 94 respectively. This is relatively a poor status in relation to the general student to teacher ratios in the education system in the country and at district levels, which have values varying between 18 and 24 as shown in Tables 2.14.

**Table 2.23 Students-Computer Literate Teacher Ratio by Districts**

District	Students-Computer Literate Teacher Ratio
Ampara	63
Batticaloa	98
Trincomalee	94
All country	56

Source: Census on Computer Literacy of Academic staff in Schools-2006 DCS & Ministry of Education

#### 2.4.8 School- Net Connectivity

A wide-area network (WAN) connecting most of the senior secondary schools and other related organizations established by Ministry of Education is referred to as SchoolNet. This is a nation-wide infrastructure that brings all relevant organizations in the School Education system on-line.

As seen in Table 2.24, out of 1203 total connections in September 2008, there are 115 institutions including secondary schools in the Eastern province connected to the SchoolNet. The highest number is in Western province with 258, followed by Southern province with 156.

**Table 2.24 School Net Connectivity at the end of September 2008 (under Stage 1 of SchoolNet Implementation)**

Province	District	Number of Organizations Connected	Total in the Province
Western	Colombo	105	258
	Gampaha	87	
	Kalutara	66	

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Central	Kandy	94	148
	Matale	45	
	Nuwara-Eliya	39	
Southern	Galle	59	156
	Matara	55	
	Hambantota	42	
Northern	Jaffna	30	36
	Killinochchi	0	
	Mannar	6	
	Mullaitivu	0	
	Vavuniya	18	
Eastern	Batticaloa	33	115
	Ampara	52	
	Tricomalee	30	
North Western	Kurunegala	102	147
	Puttalam	45	
North Central	Anuradhapura	60	84
	Polonnaruwa	24	
Uva	Badulla	64	97
	Moneragala	31	
Sabaragamuwa	Ratnapura	64	116
	Kegalle	52	
<b>Total</b>		<b>1203</b>	<b>1203</b>

Source: *www.Schoolnet.lk website 2009*

#### **2.4.9 Computer Literacy among Citizens in the Eastern Province**

A Computer Literacy Survey has been conducted by Department of Census and Statistics in 2009 among 5-69 years of age group in a sample of some 12000 odd households.

**(a) E-readiness, Computer Awareness and Literacy**

The results of the survey indicated in Table 2.25 show that 44 per cent of the population in the age group of 5 – 69 years is aware about computers in 2009 in Sri Lanka and it was 37 per cent in 2006/07.

Table 2.25 also shows that among the provinces the highest computer awareness is reported in the Western province (51 per cent) and the lowest is from the Uva province (29 per cent). Eastern Province is the second highest with 47 per cent. It is obvious that the computer awareness has increased in all the provinces from 2006/07 to 2009 and the Eastern province has gained about 47 per cent increase. Computer literacy reported in 2009 as Sri Lanka average is 20.3 per cent and in Eastern province, it is 12.9 per cent. It shows a 25 per cent increase from 16.1 per cent for the country average and a 13.2 per cent increase from 11.4 per cent for the Eastern province as reported in 2006/07 respectively.

Among the provinces the highest level of computer literacy is also reported from the Western province (28 per cent). It is interesting to note that the least level of computer literacy is in the Eastern province (13 per cent) although this province has the second highest computer awareness.

**Table 2.25 Computer Awareness and Literacy in the Sectors and in Provinces**

Sector/Province	Computer awareness (%)		Computer literacy (%)	
	2006/07	2009	2006/07	2009
Country average	37.1	43.8	16.1	20.3
<b>Sector</b>				
Urban	47.4	60.0	25.1	31.1
Rural	36.9	43.0	15.1	19.3
Estate	10.3	15.8	04.3	08.4
<b>Province</b>				
Western	47.9	50.7	23.2	27.7
Central	31.0	34.8	14.8	18.0
Southern	43.2	45.0	15.6	19.8
<b>Eastern</b>	<b>31.5</b>	<b>46.6</b>	<b>11.4</b>	<b>12.9</b>

North Western	31.8	42.1	12.6	16.5
North Central	27.5	40.4	8.9	14.1
Uva	22.3	29.3	9.9	14.7
Sabaragamuwa	30.2	44.6	12.3	19.1

Source: DCS 2009 Computer Literacy Survey 2009

The results of this survey also reveal that at least one computer is available in one out of every ten households on average in Sri Lanka. In the Eastern province 6 out of every 100 households own at least one computer. Please See Table 2.26.

**Table 2.26 Percentage of Computer Owned Household by Sector and Province**

Sector/ Province	Desktop (%)			Desktop or Laptop
	2004	2006/07	2009	2009
<b>Country Average</b>	<b>3.8</b>	<b>8.2</b>	<b>10.6</b>	<b>11.4</b>
Urban	10.5	17.8	23.6	26.3
Rural	3.1	6.9	9.2	9.8
Estate	0.3	1.1	3.1	3.3
Province				
Western	8.4	16.4	19.0	20.7
Central	3.3	6.7	9.7	10.4
Southern	2.2	4.9	6.6	7.2
<b>Eastern</b>	<b>1.2</b>	<b>3.7</b>	<b>5.8</b>	<b>5.9</b>
North-western	3.1	4.8	6.9	7.1
North-central	1.4	2.7	6.1	6.8
Uva	0.4	2.7	4.6	4.9
Sabaragamuwa	2.0	3.3	7.3	7.5

Source: DCS 2009 Computer Literacy Survey 2009



**(b) Internet and E-mail Use**

Table 2.27 shows that the pattern of using the Internet among provinces is similar to that of e-mail use. It is important to note that the higher the use of Internet, higher the use of e-mail. Urban sector, where the facilities are commonly available, shows higher use of both email and internet than the non-urban sectors.

The survey results have revealed that about 12 per cent of the household population aged 5 – 69 years have used e-mail facility at least once during the last 12 months period. Highest e-mail use is reported from the Western province (18.5 per cent) followed by the Central province (12.3 per cent). The Eastern province has recorded the third highest with (10.5 per cent). The lowest e-mail use (5 per cent) among the provinces is reported in the North Western province.

**Table 2.27 Internet and E-mail Using Household Population (Percentage) 5 – 69 Years Aged by Sector and Provinces -2009**

Sector and Province	Used in last 12 months %	
	Internet	e-mail
<b>Country Average</b>	13.1	12.0
<b>Sector</b>		
Urban	23.9	22.9
Rural	11.1	9.9
Estate	9.2	9.2
<b>Province</b>		
Western	19.2	18.5
Central	13.2	12.3
Southern	10.6	8.5
<b>Eastern</b>	<b>11.4</b>	<b>10.5</b>
North Western	6.3	5.0
North Central	10.4	7.9
Uva	9.4	7.2
Sabaragamuwa	8.1	7.1

Source: DCS 2009 Computer Literacy Survey 2009

## 2.5 Socio-economic Infrastructure-Measurement in terms of Prosperity Index

The prosperity Index of Sri Lanka is introduced recently by Central Bank of Sri Lanka. It measures the level of prosperity achieved by provinces for comparison purposes and is a relative measure. The ranking obtained by a province by using SLPI enables policy makers to find out lagging areas of the province so that more resources could be allocated to address the specific issues that surface, there by preventing unfair distribution and misallocation of resources.

SLPI for 2007 shown in Table 2.28 indicates that only Western and Central provinces have achieved a level of prosperity above the national average. The Central Bank reports that the Eastern province scores the second lowest, mainly due to underperformance by the province in the economy and the business climate sub indices.

**Table 2.28 Values of Sri Lanka Prosperity Index by Provinces 2000- 2007**

Province	2000	2001	2002	2003	2004	2005	2006	2007
Western	55.3	55.5	56.8	57.5	58.3	60.3	63.2	66.1
Central	42.4	44.2	46.2	46.5	47.0	47.8	50.5	52.9
Southern	41.7	42.9	45.1	45.2	44.4	47.5	48.8	51.5
Northern	35.4	37.5	38.1	39.1	39.8	41.8	43.3	43.6
Eastern	35.1	36.5	37.1	37.6	39.3	40.5	41.9	44.2
North Western	39.8	41.2	42.7	43.6	43.9	45.7	47.5	49.4
North Central	38.5	39.5	41.2	42.2	42.0	44.1	45.6	48.4
UVA	38.0	40.3	41.4	41.4	42.9	42.3	45.3	47.8
Sabaragamuwa	39.1	40.7	41.3	41.7	42.4	43.9	46.1	48.2
Sri lanka	42.4	43.9	45.3	45.9	46.4	48.1	50.3	52.7

*Source: CBSL Annual Report, 2008*

## 2.6 Employment in Different Economic Sectors

Table 2.29 shows that the districts in Eastern province have lower percentages of female economically active population compared with all other districts. The economically active population is defined as comprising all persons above a specific age (10 years and above) of

either sex who furnish the supply of labour for the production of economic goods and services during a specified time (reference period or one year). The economically active population or the labour force is usually recognized as the sum of employed and unemployed population. In 2008, estimated economically active population in the Eastern province is around 513,000 and about 389,000 (76 per cent) of that are males and 124,000 (24 per cent) are females.

**Table 2.29 Percentage Distribution of Economically Active Population by Sex and Districts**

District	Economically Active Population		
	Total %	Male %	Female %
All country	100	64.7	35.3
Ampara	100	74.6	25.4
Batticaloa	100	77.1	22.9
Trincomalee	100	77.2	22.8

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

Labour force participation rates by district and sex are given in the Table 2.30. It can be noticed from the survey results that male participation rates are nearly double (67.8 per cent) as those of the females (33.2 per cent) in the total figure (49.5 per cent) for the country. The Survey report also showed that when comparison is made to all the other districts, Ampara (20.9 per cent), Batticaloa (16.2 per cent) and Trincomalee (16.2 per cent) districts show lowest female participation rates.

**Table 2.30 Labour Force Participation Rates by Districts and Sex- 2008**

District	Sex		
	Total %	Male %	Female %
All country	49.5	67.8	33.2
Ampara	42.9	66.8	20.9
Batticaloa	38.9	66.8	16.2
Trincomalee	41.3	62.2	19.3

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

The persons mainly engaged in full time studies, household duties, retired or old and disabled persons etc: are defined as 'Economically Inactive Population'. The Survey in 2008 reveals that in Eastern province, 728,000 (58.7 percent) persons of working age population were in the economically inactive group, comprising around 28 per cent males and 72 per cent females.

## **2.6.1 Employment of Different Economic Sectors**

### **(a) Employment in Major Industry Sectors**

Employment in agricultural, industrial and service sectors are shown in the Table 2.31. All Districts in the Eastern province have a dominant service sector exceeding the country average of 41.2 per cent of the total employed population. Trincomalee with 35.4 per cent employed population leads the other 2 districts in the province in agricultural sector. In the industry sector, Batticaloa leads the other two districts exceeding the country average figure of 26.2 per cent.

**Table 2.31 Percentage Distribution of Employed Population by Major Industry Groups & by Districts - 2008**

District	Total %	Major Industry Group								
		Agriculture %			Industry %			Services %		
		Total	Males	Females	T	M	F	T	M	F
Ampara	100	33.1	34.9	26.9	23.8	23.4	25.1	43.1	41.7	48.0
Batticaloa	100	23.2	25.7	*	30.7	29.8	34.0	46.2	44.5	52.3
Trincomalee	100	35.4	38.0	*	18.5	17.1		46.1	44.9	51.1
Country average	100	32.6	30.0	37.5	26.2	26.1	26.4	41.2	43.9	36.2
EP	100	30.7			*			44.6		

\*Reliable estimates were not provided due to small cell sizes.

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

In the provincial level distribution of employed population by industry group, the contribution made by the total employed persons to the agriculture group by Eastern province is 30.7 per cent. The contribution to service sector by Eastern province is second highest with 44.6 per cent, while Western province contributes the highest with 56.9 per cent.

Further the survey reports that wholesale and retail trade, repair of motor vehicles, motor cycles and personal and household goods, public administration and defence, compulsory social security are the main service sector activities in these districts.

**(b) Employment by Selected Employment Status and Occupation Groups in the Province**

Table 2.32 shows the percentage contributions made by own accounts workers and the unpaid family workers at the district level.

**Table 2.32 Percentage Distribution of Employee Population by Selected Employment Status and Districts -2008.**

<b>District</b>	<b>Own account worker</b>	<b>Unpaid family worker</b>
All country	30.2	10.4
Ampara	29.2	6.2
Batticaloa	30.7	4.6
Trincomalee	32.0	3.8

*Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province*

In Trincomalee and Batticaloa districts, more than 30 % of total employment comprises own account workers equaling or exceeding the all country value. Contributions made to the total employment by unpaid family workers in the three districts of the province are less than the country value of 10.4 per cent. The Ampara district with 6.2 per cent contribution made by family workers is higher than that of both Batticaloa and Trincomalee districts as can be seen in Table 2.32. This can also be identified in the Table 2.29 on Economically Active Population by Districts and Sex, Ampara district is having 25.4 per cent, a comparatively higher female labour force participation rate than the other two districts with around 22.8 per cent, as females are mostly unpaid family workers.

The Table 2.33 shows the number and percentage of employees in different occupational groups, and there are 20.3 per cent in elementary occupations, 20.1 per cent as skilled agricultural and fishery workers, 19.1 per cent in craft related occupations and 12.4 per cent as sales and service workers. The corresponding all country figures are 21.8 per cent, 22.1 per cent, 16.3 per cent and 7.9 per cent respectively. Vocational skills and qualifications of these categories of occupational groups are to be addressed by the vocational training providers. Occupational area of Elementary Worker need to be further studied in terms of skill profiles and training courses leading to specific qualifications are to be designed.

**Table 2.33 Currently Employed Persons by Occupation Groups (based on ISCO88) in the Province**

Occupation Group		Eastern Province		Total (all provinces)	
		Number	%	Number	%
1	Senior officials & managers	5173	1.1	126636	1.7
2	Professionals	32666	6.9	448659	5.8
3	Technical and associate professionals	26313	5.6	424802	5.5
4	Clerks	9301	1.9	308632	4.1
5	Proprietors and managers of enterprises	21216	4.6	498271	6.6
6	Sales and service workers	58887	12.4	604974	7.9
7	Skilled agricultural and fishery workers	95511	20.1	1699212	22.1
8	Craft and related workers	90374	19.1	1255470	16.3
9	Plant and machine operators and assemblers	28975	6.1	555896	7.3
10	Elementary occupation	96871	20.3	1673147	21.8
11	Unidentified	8311	1.8	52607	0.8
12	Total employed persons	473598	100%	7648305	100%

*Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province*

Note: These occupation groups are based on ISCO-88, although they are not major groups of ISCO-88

**(c) Employment by Industry Groups in the Province**

Table 2.34 shows the percentages of currently employed persons in different industry groups. In the Eastern province 30.7 per cent of employees are in Agriculture, Forestry and Fishery (A,B); 12.6 per cent each are in Manufacturing(D) and Wholesale and Retail Trade, Repair of Motor Vehicles, Motor Cycles and Personal and Household Goods(G); 12.1 per cent in Constructing (C), Mining & Quarrying (E), Electricity, Gas and Water Supply (F) groups. National figures corresponding to these industry groups are 32.5 per cent; 18.5 per cent, 12.9 per cent and 7.7 per cent respectively.

**Table 2.34 Currently Employed Persons by Industry Groups in the Eastern Province (based on ISIC third revision)**

Industry Group		Eastern Province		Total (all provinces)	
		Number	%	Number	%
1	Agriculture forestry and fishery (A, B)	145,317	30.7	2,489,731	32.5
2	Manufacturing (D)	59,586	12.6	1,414,483	18.5
3	Constructing, mining & quarrying, electrically, gas and water supply (C, E, F)	57,291	12.1	590,397	7.7
4	Wholesale and retail trade, repair of motor cycles and personal and household goods (G)	59,859	12.6	984,326	12.9
5	Hotels and restaurants (H)	6,503	1.4	110,317	1.4
6	Transport, storage and communication (I)	21,632	4.6	447,604	5.8
7	Financial intermediation real estate, renting and business activities (J,K)	*		241,474	3.2
8	Public administration and defence, compulsory social security (L)	49,414	10.4	512,048	6.7
9	Education (M)	26,823	5.1	325,633	4.2
10	Health and social work (N)	10,054	2.1	120,987	1.6
11	Other community, social and personal service activities, extra territorial organization & bodies (O,Q)	13,041	0.36	141,853	1.9
12	Private households with employed persons(P)	*		84,960	1.1
13	Miscellaneous labour work	17,274		170,572	2.2
14	Industries not adequately described	*		13,920	0.2
Total		473,598	100	7,648,305	100

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

It is interesting to note that in Eastern province, 10.4 per cent of employees are in Public Administration, Defence and Compulsory Social Security group where as the corresponding

national figure is 6.7 per cent and is less by almost 4 per cent. Again in comparison, in the Eastern province, more persons are employed in Construction and Mining industry group than the national level by 4 per cent, whereas the national figure in Manufacturing group is 6 per cent more than that of Eastern province. The proportions of workers in Hotels and Tourism group in both Eastern province and the whole country stand at 1.4 per cent. Vocational training delivery is widely available in construction and manufacturing related occupations, but not so in Agriculture (A & B) and Whole Sale and Retail Trade economic sectors.

Therefore, need of developing an adequate number of qualifications in the National Vocational Qualification Framework and delivery of training in the vocations in these specific economic sectors are to be met in formulating the VET plan.

#### **(d) Employment Status by Province**

In analysis of employment status, categorization could be made as paid employment, employers, own account workers and unpaid family workers. Percentage distribution of these categories in the provinces is indicated in Table 2.35. It could be seen from the table that the Eastern province has the second highest contribution of paid employees to the labour force showing 62.5 per cent while Western province shows 67.6. In addition Eastern province has 2.0 per cent employers, 30.2 per cent own account workers and 5.2 per cent of unpaid family workers.



**Table 2.35 Percentage Distribution of Employment by Status of Employment to the Labour Force by Provinces - 2008**

Province	Employment Status				
	Total	Paid Employee	Employer	Own Account Worker	Unpaid Family Worker
Total	100.0	56.4	2.9	30.2	10.4
Western	100.0	67.6	4.1	23.4	4.9
Central	100.0	58.7	3.1	27.3	10.9
Southern	100.0	54.0	2.3	32.6	11.2
Eastern	100.0	62.5	2.0	30.2	5.2
North Western	100.0	53.6	3.2	34.3	8.9
North Central	100.0	30.6	1.3	41.3	26.8
Uva	100.0	37.8	0.6	39.1	22.6
Sabaragamuwa	100.0	56.6	2.8	31.1	9.4

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

Tables 2.36, 2.37 and 2.38 show that there are more people employed in private sector than in public sector. In 2008, in the country 6.9 per cent, in paid employment categories of currently employed persons are from the Eastern province. Also of the total, 8.1 percent of public sector employees are from the Eastern province. It is also interesting to note that of all female employees in the private sector employment, 23.3 per cent are from the Eastern province. In the public sector of female employment, only 5.3 per cent are from the Eastern province. Of all male public sector employees, only about 10 per cent are from the Eastern province.

**Table 2.36 Currently Employed Persons by Employment Status in the Eastern Province –Both Sexes**

Province	Total	Employee			Employer	Own Account Worker	Unpaid Family Worker
		Total	Public	Private			
EP	473,598	296,140	94,010	202,130	9,672	143,148	24,638
Total *	7,648,305	4,315,783	1,164,147	3,151,636	221,463	2,312,414	798,644

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

**Table 2.37 Currently Employed Persons by Employment Status in the Province – Male**

Province	Total	Employee			Employer	Own Account Worker	Unpaid Family Worker
		Total	Public	Private			
Eastern Province	370,171	248,855	68,672	180,184	9,210	104,094	8,011
Total *	5,033,449	2,894,860	689,377	2,205,484	203,613	1,716,436	218,540

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

**Table 2.38 Currently Employed Persons by Employment Status in the Provinces – Female**

Province	Total	Employee			Employer	Own Account Worker	Unpaid Family Worker
		Total	Public	Private			
Eastern Province	103,427	47,285	25,339	21,946	462	39,054	16,626
All Country*	2,614,856	1,420,922	474,770	94,152	17,851	595,978	580,105

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

## 2.6.2 Informal Sector Employment by District

The informal sector is an important segment of the economy and also of the labour markets especially in developing countries like Sri Lanka. It also plays a major role in employment creation, production and income generation. As most of the agricultural activities are in informal nature, and industry and service sectors are known to be more formally organised than the agriculture sector, it is always important to see the contribution of the informal sector employment in the non-agricultural sector. However, as seen in Table 2.39 in the Eastern province, 58.3 per cent, 58.7 per cent and 53.0 per cent of non agricultural sector employment in Ampara, Batticaloa and Trincomalee districts respectively are in informal sector.

**Table 2.39: Percentage Distribution of Informal Sector Employment in Non-Agricultural Sector- 2008**

District	Percentage	District	Percentage
<b>Total</b>	<b>49.1</b>	Ampara	58.3
Colombo	40.5	Trincomalee	53.0
Gampaha	38.6	Kurunegala	58.3
Kalutara	45.9	Puttalam	66.1
Kandy	52.3	Anuradhapura	49.2
Matale	55.4	Plonnaruwa	46.4
Nuwaraeliya	60.7	Badulla	54.6
Galle	49.7	Moneragala	57.4
Matara	49.3	Rathnapura	53.3
Hambantota	54.8	Kegalle	53.1
Batticaloa	58.7		

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

## 2.7 Unemployment in the Province

The unemployed population is defined as persons who are not employed and who are available and looking for work, and had taken specific steps to find a job during the reference period.

The number of unemployed persons in the Eastern province is estimated to be about 40,000 during the year 2008. Of this total, 48 per cent are males and 52 per cent are females. The unemployment rate is defined as the ratio of the number of persons unemployed to the total number in the labour force.

Table 2.40 shows the unemployment situation in year 2008 by provinces. The worst unemployment situation is in Southern province showing an unemployment rate of 8.1 followed closely with 7.7 by Eastern province. The lowest is in North Central province. Lower employment rates in some provinces may be due to the fact that there is more percentage contribution from unpaid family workers to the employment.

**Table 2.40 Unemployment Rates and Percentage Contribution of Unpaid Family Workers by Provinces-2008**

<b>Province</b>	<b>Unemployment Rate</b>	<b>Percentage contribution of unpaid family workers</b>
North Central	3.9	26.8
North western	4.3	8.9
Western	4.4	4.9
Uva	5.0	22.6
Sabaragamuwa	5.2	9.4
Central	5.9	10.9
Eastern	7.7	5.2
Sourthen	8.1	11.2
Sri Lanka	5.8	

*Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province*

Table 2.41 shows the unemployment rates by districts reported in year 2008. At national level it is 5.4. Highest unemployment rate is reported in Hambantota district with 9.6 and Ampara, third highest with 8.5. Both Trincomalee and Batticaloa districts report figures around 6.8.

**Table 2.41: Unemployment Rates by Districts -2008**

District	Unemployment Rate	District	Unemployment Rate
All Country	5.8		
Colombo	4.1	Ampara	8.5
Gampaha	3.8	Trincomalee	6.9
Kalutara	5.9	Kurunegala	4.2
Kandy	6.4	Puttalam	4.6
Matale	6.1	Anuradhapura	3.9
Nuwaraeliya	5.2	Polonnaruwa	3.8
Galle	6.5	Badulla	5.5
Matara	8.9	Monaragala	3.9
Hambantota	9.6	Ratnapura	4.6
Batticaloa	6.7	Kegalle	6.0

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

The Table 2.42 shows the unemployment according to educational levels. Major share of unemployment is in G.C.E (O/L) and G.C.E. (A/L) of education categories. In Eastern province unemployment rates are 13.1 per cent and 19.5 per cent. This is common for all the other provinces.

**Table 2.42 Unemployment Rate by Level of Education and Provinces –Both Sexes**

Province	Level of Education				
	Total	Below Grade 5	Grades 5-9 years 6 - 10	G.C.E(O/L)	G.C.E(A/L)
Total	5.4	1.2	4.5	7.7	10.5
Western	4.4	*	4.0	5.5	5.4
Central	5.9	*	5.0	11.4	14.2
Southern	8.1	*	7.2	11.9	15.3
Eastern	7.7	*	4.1	13.1	19.5
North Western	4.3	*	3.5	6.5	10.6

North Central	3.9	*	2.9	*	13.4
Uva	5.0	*	4.5	10.3	*
Sabaragamuwa	5.2	*	4.5	4.0	15.3

Source: DCS Labour Force Survey Final report, 2008 \* except Northern Province

\*Reliable information has not been provided due to small cell size.

The unemployment distribution in different age groups in Eastern province is analyzed in the Table 2.43. It can be seen that in the Eastern province, the age groups (20-24) and (25-29) have recorded unemployment rates of 22.8 and 15.8 per cents respectively. Although the unemployment rate for age group (15 – 19), due to the small cell size used in the survey, is not available for the Eastern province, other provinces do have higher values for this age group than those for all other age groups. For instance for the whole country it is 20.7 and Western province it is 21.7 and Southern province it is 32.0. One could expect this value for Eastern province too to be high. This shows that youth have a higher value of unemployment rate than other age groups. This rate appears to decline as the age group range increases, possibly revealing that with gaining of skills and experience with age, more opportunities are available for employment.

**Table 2.43 Unemployment Rate by Age Group and Provinces –Both Sexes**

Province	Age Group				
	Total	15-19	20-24	25-29	30 & over
Total	5.4	20.7	18.1	9.5	1.8
Western	4.4	21.7	12.8	7.2	1.7
Central	5.9	24.8	20.4	7.5	2.3
Southern	8.1	32.0	25.6	16.5	2.9
Eastern	7.7	*	22.8	15.8	2.1
North Western	4.3	*	15.1	9.0	1.2
North Central	3.9	*	14.9	*	*
Uva	5.0	*	22.0	*	1.9
Sabaragamuwa	5.2	*	22.3	11.3	1.3

Source: DCS Labour Force Survey Final report, 2008 \*\* except Northern Province

\*Reliable information has not been provided due to small cell size.

## **2.8 Opportunities for Socio-economic Improvements in the Province**

The Eastern province is a province in a hurry as it has to catch up with lost opportunities of development and growth due to three decades of conflict. With the cessation of hostilities and dawn of peace in the Northern and Eastern provinces of the country after thirty years of conflict and confusion, there are signs of economic revival. The economy of the Eastern Province has the potential to diversify, to increase the unit value of its products and achieve higher growth. Much of this potential will be based on the Province's rich endowment of natural resources and the opportunities for economic advancement that they present. These endowments include:

- Trincomalee Port which can become a major commercial and industrial hub for the South Asian region.
- Large stretches of beautiful beaches, calm seas, wildlife and ecological conservation areas, which together with numerous important cultural and historical sites that can support a vibrant tourism industry.
- Potentially very productive agricultural crop land with low population density that can be developed for high intensity and highly productive agricultural enterprises through improved investments in irrigation water and water management and other practices.
- Livestock and fisheries resources that can be developed substantially through the development of additional infrastructure and services, and can supplement incomes from agriculture and other trade and commercial activities.

The concentration of economic centres and activities in limited coastal areas can be reduced through the spreading of development activities over a wider and better targeted spatial areas with better transportation networks, which can expand employment opportunities to the rural areas.

It was expected that through carefully crafted regional development policies and programs, the real GDP of the region can be raised from Rs. 44,700 Mn in 2003 to Rs. 118,700 Mn by 2010.

At the same time, the unemployment rate can be cut from the current level of 7.7 per cent to 5 per cent in 2010.

There are visible development interventions by the government of Sri Lanka for development of the Eastern province through the Eastern Reawakening Development project and also by donor agencies through various other projects. It is also a fact that there were in 2008, close to 350 local NGOs, 119 INGOs and 9 United Nations Agencies operating in the Eastern province. There are 17 projects that were planned, already implemented or still being implemented in the Eastern province with donor funding, flowed into the country for post tsunami reconstruction and rehabilitation work. All these projects and programmes certainly should make some impact on socio-economic conditions in the Eastern province. Therefore, the socio-economic environment conditions described herein is expected to change drastically for better soon.





## **Chapter 3 : Human Resource Profiles of Industry Sectors**

### **3.0 Overview**

In chapter 3, findings of nine sector studies and outputs of respective validation workshops held with sector professionals and experts are analyzed and compiled to a report. It contains forecasted demand for human resources in terms of types of skills required and numbers to be trained in each occupation in a given industry sector to meet skills requirements.

Following key economic sectors in the Eastern province were studied and validated by the sector experts and professionals relevant to each sector.

- |                 |                                     |
|-----------------|-------------------------------------|
| 1. Agriculture  | 5. Hotels and Tourism               |
| 2. Fisheries    | 6. Small and Cottage Industries     |
| 3. Livestock    | 7. Handloom Textiles                |
| 4. Construction | 8. Informal Services –District wise |

For Light Engineering and Automobile Services sector, focus group discussions were held to collect qualitative data with regard to the improvements and enhancement of skills.

### **3.1 Agriculture Sector**

The economy of the Eastern province had been mainly based on agriculture. The large number of ancient water bodies, scattered over the entire landscape of the Eastern province, suggests the existence of an advanced agricultural economy from ancient times. Paddy is the main agricultural crop. During the pre-colonial era, the region produced about two-thirds of the country's paddy output and was popularly known as the "Granary of the Island". There are 124 major irrigation schemes including 43 settlement areas, providing irrigation water for over 134,726 hectares of land.

Table 3.1.1 shows that the contribution of agriculture to the provincial economy has changed since 2004. Contribution of agriculture sector to provincial GDP has continued to decline from 36.6 per cent in 2004 to 15.3 per cent in 2007. In 2008 this trend seemed to have

reversed and the share of agriculture in provincial GDP has increased to 22.0 per cent. It is expected that agriculture sector will continue to perform well in the provincial economy.

**Table 3.1.1 GDP of Eastern Province at Current Factor Cost 2003 -2008**

Year	% of GDP by Sector			% Share in National GDP
	Agriculture	Industry	Services	
2003	36.4	29.8	33.8	6.1
2004	36.6	20.5	42.9	4.9
2005	27.8	24.8	47.4	4.7
2006	17.7	34.6	47.5	4.9
2007	15.3	37.8	46.9	5.2
2008 <sup>#</sup>	22.0	34.9	43.1	5.5

Source: *Economic and Social Statistics of Sri Lanka 2010, CBSL*

<sup>#</sup> Provisional

### **3.1.1 Extent of Cultivation and Involvement of Labour**

Table 3.1.2 indicates that nearly 250,000 hectares of land is cultivated in the province where Ampara district takes the lead by having 58.1% of the cultivated land area. It has been estimated that 4,869,738 man-days are required for continuation of the activities.

**Table 3.1.2 Extent of Land Under Cultivation of Various Crops and Labour Requirements**

Crop	Extent(ha)			Total Extent(ha)	Labour Requirement per Ha	Total Labour Requirement (man-days)
	Ampara	Batticaloa	Trincomalee			
Paddy	124,658	36,862	34,283	195,803	18	3,524,454
Coconut	9,832	7,858	12,666	30,356	1	30,356
Maize	5,500	2,000	1,600	9,100	54	491,400
Fruit crops	284	40	119	443	16	7,088
Cashew	0	6,242	0	6,242	0.8	4,994
Kurakkan	194	8	19	221	49	10,829
Greengram	209	6	46	261	49	12,789
Cowpea	1,526	2	44	1,572	49	77,028
Gingelly	43	6	18	67	16	1,072
Groundnut	573	39	201	813	120	97,560
Manioc	597	177	219	993	43	42,699
Onion	9	17	105	131	100	13,100
Chilli	253	61	101	415	166	68,890
Vegetables	1,539	850	1093	3,482	140	487,480
Total	145,217	54,168	50,514	249,899		<b>4,869,738</b>
% of Total	58.1	21.7	20.2	100		

Source: Sector report by Mr. Nazeer Ahamed, Senior Lecturer at South Eastern University based on data validated at workshop held on 6<sup>th</sup> May, 2010 at Ninthavur

Cultivation of cereals, fruits and vegetables, coconut, nuts, beverage and spice crops, horticultural and roots crops are common in the province. The Table 3.1.2 also shows the extent of cultivation of the individual crops and labour requirements. The labour requirements per hectare indicated had been calculated by the Department of Agriculture before introducing combine harvesters for harvesting of paddy. This is why the predicted labour requirements for 2015 given in Table 3.1.4 do not apparently reflect the increase in the extent of land as given in the same table.

There are around 463,000 workers involved in agriculture as shown in Table 3.1.3. Also it reveals that male participation rates are nearly three times the female participation rates, in all three districts.

**Table 3.1.3 Available Labour Force in the Agriculture Sector**

District	Available Labour Force in the Agriculture Sector		
	Male	Female	Total
<b>Ampara</b>	179,944	49,398	229,342
<b>Batticaloa</b>	99,405	33,898	133,303
<b>Trincomalee</b>	74,628	25,603	100,231
<b>Grand Total</b>			<b>462,876</b>

Source: Sector report by Mr. Nazeer Ahamed, Senior Lecturer at South Eastern University based on data validated at workshop held on 6<sup>th</sup> May, 2010 at Ninthavur

The involvement of labour force could be categorized as skilled & unskilled agricultural workers, crop growers, field crop & vegetable growers, tree & shrub crop growers, gardeners, horticultural and nursery growers and mixed crop growers. Requirement of labour force was calculated considering the needs of (un)skills in man-days from land preparation to packing of harvest.

Table 3.1.4 provides details of predicted labour requirements for paddy cultivation in the province by 2015 in the three districts.

**Table 3.1.4 Predicted Labour Requirements for 2015 in Paddy Cultivation by Districts**

District	Extent	Current Labour Requirement (man-days)	Expected Percentage Increase of Paddy Land	Expected Extent of Paddy Cultivation Land 2015	Predicted Labour Demand Increase
Ampara	124,658	2,243,844	10%	2,468,228	224,384
Batticaloa	36,862	663,516	20%	796,219	132,703
Trincomalee	34,283	617,094	20%	740,512	123,418
<b>Total</b>	<b>195,803</b>	<b>3,524,454</b>		<b>4,004,959</b>	<b>480,505</b>

Source: Sector report by Mr. Nazeer Ahamed, Senior Lecturer at South Eastern University based on data validated at workshop held on 6<sup>th</sup> May, 2010 at Ninthavur

### 3.1.2 Issues in the Sector

The following problems have been reported in this sector for Eastern province:

- Low productivity, slow growth rate, inadequate diversification and adoption of high-value products.

- Non-availability of quality seeds and planting materials.
- Inefficiencies in resource utilization in the province and inability of agricultural system to withstand free trade policies and the effect of globalization.
- A market mechanism that is too poorly developed to motivate and mobilize investment in agriculture production, processing and value addition.
- The high risk involved in production and trade, lack of capital, management, and technological skills.
- Inadequate application of advanced technology to production and slow adoption of modern agricultural practices in production and marketing.
- Inadequate capacity in institutions and farmer organizations to suit the modern production and trading system.
- Lack of strong agricultural research and extension system.

### **3.1.3 Training Requirements**

The agriculture development strategy of Eastern Provincial Council envisages shifting from subsistence agriculture to commercially oriented agriculture, cultivating high-value items for the internal and external markets and establishing an agro-industrial base. An important proposal is to diversify paddy cultivation with high-value vegetables, fruits and other field crops. It also identifies that vocational training as an investment in human capital that will bring returns in the future. However, training must be dynamic in nature, especially for agro-entrepreneurship to create structural changes in production, distribution and marketing, addressing the current and future problems and consumption. Training will not be just to increase the productivity of the workers involved in the sector, or to give competencies for new entrants to the labour force, but also for the value addition initiatives in the sector as well.

Table 3.1.5 shows the numbers to be trained in different vocations and areas as identified in training requirements. The training of operators and mechanics for combine harvesters and operators of agricultural machinery to minimize the cost of production is identified as an immediate requirement.

**Table 3.1.5 Training Requirements Identified in the Sector**

No	Type of Training	Numbers to be Trained
1	Combine harvester operators	300
2	Mechanics for repair of agriculture machinery Including hydraulic systems, and ploughs	100
3	Mechanics for combine harvesters, 4wheel tractors, 2wheel tractors and power sprayers	100
4	Boiler and Rice Mill Operators- Elevator system	100
5	Agriculture processing technician including fruit, vegetable and seed paddy etc.	500
6	Horticulture technicians and nursery managers	150
7	Agriculture extension officers	500
8	Training for agro chemical dealers	300
9	Training on crop diversification	1000
10	Establishing agro based producers associations	500
11	Training on marketing strategies	1000

Source: Sector report by Mr. Nazeer Ahamed, Senior Lecturer at South Eastern University based on data validated at workshop held on 6<sup>th</sup> May, 2010 at Ninthavur

### 3.2 Fisheries Sector in the Eastern Province

The Fisheries sector in the province contributes 22.1% of the national fish production of the country. Total fish production in Eastern province in 2009 has doubled over the previous year and is around 70,000 metric tons. This was due to the increase in production from both inland and marine fisheries. (DFAR- 2009)

Eastern Province has vast potential for fishing from both inland and marine resources, due to its long coastline and large and numerous reservoirs. It also has significant access to fresh, brackish, and saltwater required for aquaculture and inland fisheries sector development, with a higher potential for generating new income sources and employment opportunities. For example, tilapia, sea bass, sea cucumber, and seaweed are new aquaculture sectors that could be niche products in the global market.

The major thrust in fisheries development has been focused on optimizing production and productivity, augmenting export of fishery products, generating employment and improving welfare of fishermen and their socio-economic status. The fisheries sector also promotes other auxiliary industries such as net making, packaging material industries and boat building etc.

### **3.2.1 Profiles of Fisheries Sub Sectors**

Fisheries of Sri Lanka are generally divided into three broad categories; marine, inland and aquaculture. Marine fisheries are further sub-divided into coastal and offshore. Both marine and inland fisheries are referred to as capture fisheries.

Table 3.2.1 shows that the highest fish production in the Eastern province comes from the Ampara district with 8.5 per cent of country's output. Ampara district has 12.2 per cent of fisher population of the country, and the lowest number of fishing crafts of 3,025 out of total of 14,252 crafts in the province. The fishery sector employs around 72,190 active fishers. Fishing fleet operating in the Eastern province consists mainly of small to medium sized crafts, owned and operated by private individuals. (DFAR-2009)

**Table 3.2.1 Fish Production, Number of Fishing Crafts and Number of Fishers District-wise**

District	Fishers		Fishing Crafts		Fish Production	
	No	Island %	No	Island %	Mt	Island %
Ampara	23,910	12.2	3,025	7.2	27,290	8.5
Batticaloa	25,100	12.8	5,755	13.8	23,600	7.4
Trincomalee	23,180	11.8	5,472	13.1	19,630	6.2
Total	72,190	36.8	14,252	34.1	70,520	22.1

*Source: Sector Report of Mr.S Sudharan, Deputy Director Fisheries Unit , Ministry of Agriculture validated on 13<sup>th</sup> June, 2010 in Trincomalee*

The types of boats used in coastal fishing in the three districts of the Eastern province could be categorized as shown in Table 3.2.2.



**Table 3.2.2 Number of Boats by Types and District- wise**

<b>District</b>	<b>IDAY</b>	<b>OFRP</b>	<b>MTRB</b>	<b>NTRB</b>	<b>NBSB</b>	<b>TOTAL</b>
Ampara	453	1138	258	1042	121	3012
Batticaloa	324	1274	-	3678	171	5447
Trincomalee	14	1891	528	2202	157	4792
<b>TOTAL</b>	<b>791</b>	<b>4303</b>	<b>786</b>	<b>6922</b>	<b>449</b>	<b>13,251</b>

*Source: Team leader GTZ Boat Building Project-2010*

*Legend: IDAY- Single day boat with inboard engine; OFRP- Fibreglass Reinforced Plastic boats with out- board engine; MTRB- Motorized traditional boats; NTRB-Non-motorized traditional boats; NBSB- Beach Seine Crafts*

#### **(a) Coastal Fishing**

Coastal fisheries are broadly defined as fishing activities taking place within the continental shelf or fisheries conducted, within a day (24 hrs). Different types of ocean fishing are practised in Sri Lanka using different sizes of boats and nets. Larger fibre-glass day boats with outboard motors use long nets to trawl in the deep sea and are crewed with 3 fishermen. Many fishermen use smaller fibre-glass boats or traditional wooden crafts and fish close to the shore, some with outboard motors and some without. In the East, fishermen also use the canoes or 'Oru'.

Another fishing practice is the Beach Seine where boats are used to lay nets to surround shoals of fish. Groups of fishermen (up to 40) on the shore then pull in the nets.

Presently there are about 13,250 day boats in operation and estimated 40,000 workers, some attending to tasks of navigating the boats and operating the engines and others as helping hands, but all are active fishermen, engaged in marine fisheries. It is expected that about 2,000 more workers of these categories could enter into this sector easily by year 2015.

#### **(b) Offshore Fishing**

As an island nation the country has more potential in exploiting offshore fishing. Offshore fisheries are generally conducted beyond the continental shelf, up to the margin of Exclusive Economic Zone and also in high seas. EEZ is a sea zone over which a nation has special sovereign rights for the exploration and use of marine resources under the Third United

Nations Convention on Law of the Sea (UNCLOS). It extends 200 nautical miles from the shore and more under specified circumstances. Offshore boats stay out for more than a day during a single fishing trip.

Tuna is one of the species of the fish which provides a larger contribution to off-shore fish production. Although an off shore fishery has potential for future growth, its development is constrained by risk of investment due to uncertainty of finding fishing grounds.

Currently around 1020 multiday boats, most of them are less than 40 ft, are in operation in Eastern Province. Around 20 boats in Ampara, 320 in Batticaloa and 680 in Trincomalee districts are in operation.

There are about 6,000 strong workforce of different categories including skippers and deck hands in the areas of seamanship and boat operation, engine room assistants, long line fishers, cooks and helpers engaged in Multiday fishing operations and it is expected that 3,000 more workers in these different categories will enter into this field by 2015.

Introduction of large deep-sea fishing vessels above 50 ft long will have a crew of at least 6 fishers. However, the fish production is comparatively of poor quality. This is mainly due to the poor performance of boats and engines used, lack of proper knowledge of navigation and use of navigation equipment, poor fishing technologies, inappropriate post harvest technology and non usage of modern technology in finding the fishing grounds. It is therefore necessary to improve the competencies of fishers in the above fields. BBP -2010

There are other opportunities being created in the multi-day fishing sector with the national program envisaged in up grading of existing multi-day boats in long line fishing for tuna and other exportable fish. The upgrading will include a) installation of new engines and overhauling of existing engines b) introduction of inbuilt cooling system such as chilled baths and refrigeration instead of use of ice c) satellite fish finding systems and navigation systems d) advanced long line fishing system etc.

Also the future policy of the country to encourage use of larger fishing vessels with all the facilities mentioned above and inboard fish processing and packaging will generate more

opportunities for technically competent fishers in Eastern province as well as other coastal areas of the country.

These new developments will obviously create greater opportunities for vocational and technical training sector in the fisheries sector.

### **3.2.2 Inland Fisheries in Eastern Province**

Inland fisheries are conducted in perennial and seasonal tanks as well as in other freshwater bodies. Eastern Province has vast potential for fishing from inland resources including large reservoirs. These resources include a large number of water bodies including perennial reservoirs major (>800 ha), medium (200- 800 ha) and minor (<200 ha) and also seasonal village tanks (1-25 ha). Also 05 large reservoirs comprising 13,134 ha are located in the Eastern province.

Table 3.2.3 shows that the 19.3 per cent inland fish production comes from 19.1 per cent of island's fisher population in Eastern province. Province has 5910 active fisher population and 1,380 crafts operating in the inland fisheries.

**Table 3.2.3 Inland Fish Production, Fishing Crafts and Number of Fishers District-wise**

District	Fishers		Fishing Crafts		Fish Production	
	No	Island %	No	Island%	Mt	Island %
Ampara	2,170	7.0	590	7.8	5,240	11.8
Batticaloa	2,260	7.3	410	5.4	1,680	3.8
Trincomalee	1,480	4.8	380	5.0	1,650	3.7
Total	5,910	19.1	1,380	18.2	8,570	19.3

*Source: Sector Report of Mr. S.Suthaharan, Deputy Director Fisheries Unit , Ministry of Agriculture validated on 13<sup>th</sup> June, 2010 in Trincomalee*

Currently, 6,500 canoes are in operation in marine and inland fisheries activities in Eastern province. 13,000 persons are presently engaged as canoe paddlers and helpers in fishing using canoes and it is expected that 6,500 additional workers will enter to this fishing operation by 2015.

**(a) Seasonal Tank Programmes**

There are 441 working seasonal tanks in Eastern Province. These tanks retain water for a period of 6-8 months, thus enabling the production of much needed fish for the villagers and provide additional income to the rural poor. Despite the potential of seasonal village tanks to boost the domestic inland freshwater fish production, development has progressed at a slow rate mainly due to a shortage of juvenile fish to stock in the seasonal tanks.

Currently this sub sector provides employment for 6,000 persons engaged in fisheries activities. Seasonal tanks are more productive than the perennial tanks. However, culture based fisheries activities in the seasonal tanks in this province is still in an infant stage. As such promotion of fish culture in seasonal tanks will significantly increase inland fish production as the province has more number of seasonal tanks.

**3.2.3 Aquaculture**

Aquaculture in Sri Lanka is divided into two sub-sectors, i. e. brackish water culture and fresh water culture. The most important among these is the brackish-water shrimp culture which is practised in the province.

**(a) Shrimp Culture**

Eastern province has extensive areas of estuaries and coastal lagoons. At present brackish water aquaculture in this province is mainly confined to shrimp culture due to its high profitability over the other cultivated fish species. Culture of sea weeds (*Gracilaria* species) and mud crabs (*Scylla serrata*) are still at the experimental stage. Out of the 120,000 ha of total brackish water areas in the island, about 6,000 ha have been identified as potentially suitable for aquaculture (Samaranayake, 1986). Out of this 6,000 ha, 2,200 ha is in Eastern province (Batticaloa- 1,600 ha and Trincomalee- 600 ha). Shrimp culture will provide employment to about 5,500 persons in Eastern province. 02 shrimp hatcheries are needed to meet the shrimp Post Larvae (PL) requirement of this province. Also 50 workers including aqua culturists, assistant aqua culturists and labourers are needed for the operation of these hatcheries.

**(b) Pond Fish Culture**

Pond fish culture is a new entrant to aquaculture and the culture techniques are very easy and less expensive. Fish cultured in the ponds are less vulnerable to diseases. Thus farmers earn more profit from pond fish culture. Currently there are 500 ponds in Eastern province in operating condition and it will provide employment to 2000 workers in the future. As such training on pond fish culture technology, rearing of fingerlings and integrated fish farm operations is needed for pond fish farmers

**3.2.4 Fish Processing**

Traditionally, fish processing of this province consisted of activities such as drying and curing. Currently, the major means of fish preservation is the use of ice. But the quantity of ice used for preserving fish is not enough to prevent the spoilage of fish.

The quality of fish landings in the country is generally poor and fish waste is high especially in catches of multi-day boats. About 30- 40% of the catch landed by these boats are of poor quality and fish holds of these boats are not refrigerated and ice carried in the boats is not sufficient to keep the fish frozen until landing. Lack of knowledge on improved fish handling and post harvest practices has contributed to the poor quality of fish and fishery products.

Besides, by increasing the processing facilities in fishery sector, particularly for domestic consumption, the fisher folks can earn more for their produce and the consumers in the far flung areas of the country could also get benefited by getting nutritious food easily. For this, the rate of capacity utilization of fish processing sector needs to be raised, as there exist several business opportunities in the fish processing sector of the country. As such establishment and operation of ice plants are crucial for providing quality fish to local and export markets.

Table 3.2.4 shows that there were 03 governments owned ice plants and 07 privately owned ice plants operating in 2008 in this province. However, ice production from these plants does not meet the ice requirements of this province. As such harvested fish is packed in wooden

boxes containing ice to fish in the ratio of 1:2. Ice packed in the fish box is not enough to preserve the fish in such packing systems.

**Table 3.2.4 Ice Plant and Production Capacity - 2008**

<b>D.F.E.O/District</b>	<b>Plants (Numbers)</b>	<b>Capacity (tons/day)</b>
Ampara (Kalmunai)	4	40
Batticaloa	3	10
Trincomalee	3	199
Total	10	249

*Source: EP website. DFEOO (District Fisheries Extension Office)*

Fish processing plant managers, technical staff, refrigeration technicians, electricians, maintenance staff, general office staff and sales staffs are needed for the operation of fish processing plant. Fisheries Division of the Ministry of Agriculture of the Eastern provincial Council suggests to install 15 more ice plants, which will provide jobs for 75 ice plant operators, 60 workers for both electrical and mechanical maintenance works, 150 ice crushing and unloading labourers and 75 numbers in general office and sales staff.

In addition to ice plants for fish preservation, it is important to consider production of high quality dried fish, smoked fish and ready to cook fish fillets and other fish preparations using improved methods of fish processing. A large number of women involved in dried fish production could be trained in high quality fish processing.

### **3.2.5 Crab Fattening**

Locations for capturing mud crabs already exist in the Eastern region of Sri Lanka. The mud crab is a naturally existing resource, which has a potential to change the socio- economic status of the coastal community. Mud crabs sell well in the local market (1,500g/ crab) and are also transported to Colombo. Mud crabs are reasonably hardy animals and can be transported live, packed dry in boxes. This makes marketing and transportation much simpler than any other aquatic organisms. Crab fattening is profitable due to the fast turnover and good survival rates. It is also very suitable for small scale operations as an extra income

source for fisher folks. The shallow brakish waters provide the favourable atmosphere for rearing and fattening mud crabs.

### **3.2.6 Sea Bass Culture**

Some areas in Batticaloa and Trincomalee districts are suitable for sea bass culture. Presently culture of sea bass has been commercialised and cages are installed in Nawalady lagoon in Batticaloa district. Also a pilot project on cage culture of naturally found sea bass (*Lates calcarifer*) in Palakudah lagoon was introduced to two large and important lagoons, the Periyakalappu and Palakudah lagoons.

### **3.2.7 Sea Weed Culture**

Eastern Province has a long coast line along which a few species of sea weeds are found in the East coast. Sea weed culture has potential to thrive in the shallow marine lagoon in Batticaloa and Trincomalee. Sea weed culture has not yet reached commercial dimension and cultivation of sea weed is still in the experimental stage. Low investment required to begin production of sea weeds and the labour intensive nature of this activity will create more employment opportunities.

### **3.2.8 Human Resource Profile**

Table 3.2.5 is a summary table showing the numbers in current workforce and the additional workforce in sub sectors in the fisheries sector in the Eastern province, forecasted for 2015.

**Table 3.2.5 Summary Table of Fishery Sub Sectors with Forecast of HR Requirements in 2015**

<b>Sub Sector</b>	<b>Specific Feature Reffered to</b>	<b>Occupation</b>	<b>Current Workforce</b>	<b>Additional Workforce by 2015</b>
<b>Coastal Fishing</b>	Day Boats – 5880 (motorized)	Engine Operator	5800	500
		Throtller	5800	500
		Helper	8000	1000
	Beach Seine Crafts-450	fishers	18500	1850

<b>Off shore Sea Fishing</b>	Multi day Boats-1020	Skipper,	1000	400
		Deck hands	5000	1000
<b>Inland Fisheries</b>	Canoes-6,500	Paddler	6500	3250
		Helper	6500	3250
<b>Aquaculture in the tanks.</b>	Canoes 1,600	Paddler	1600	1700
		Helper	1600	1700
<b>Seasonal Tank Programmes</b>	441 working tanks	Fishers(general term)	6000	3000
<b>Shrimp Culture</b>	2200 ha plan for further 5452 ha		2000	5500
	Hatcheries-02	Acqua culturist		2
		Assistant Acqua culturist		4
		Laboratory Assistant		2
		Store Keepers		2
		Watchers		3
		Management Assistants		3
		Monitoring and Extension Officers		12
		Labours		20
<b>Pond Fish culture</b>	500 ponds		3000	<b>2000</b>
<b>Crab Fattening</b>				<b>2000</b>
<b>Sea Bass Culture</b>				500
<b>Sea Weed Culture</b>		Collectors	200	500
<b>Fish processing</b>	15 new ice plants	Ice plant operators		75
		Maintenance crew		60
		Ice crushing unloading Labour		150
		Gen Office and Sales persons		75
<b>Estimated Total Number of workforce</b>		Active Fishermen inclusive of otherr Vocations	71,450	28,770

Source: Summary of Data presented in Fisheries Sub sector Report by Mr.S. Suthaharan Deputy Director Fisheries Unit , Ministry of Agriculture EP validated on 13 July,2010 in Trincomalee



### **3.2.9 Human Resource Development in the Fisheries Sector in the Province**

The training requirements could be classified as a) Training for improvement of production and productivity and b) Training for value addition. The value addition and productivity improvement may entail both adaptation of new technology and skills upgrading.

There are a number of training institutions offering specific courses and programmes related to fisheries sector in the Eastern province. They are the National Aquaculture Development Authority Sri Lanka, National Institute of Fisheries & Nautical Engineering, Eastern University Sri Lanka and the Boat Building Technology Improvement Institute Lanka GTE Ltd (BTI).

The Boat Building Technology Improvement Institute Lanka GTE Ltd (BTI) which has training facilities in Negombo, Trincomalee and Batticaloa, has offered courses in the fields of Boat navigation leading to coxswain license, Post harvest technology in fisheries, Out board motor engine operation, maintenance and repairs, In board marine engine operation, maintenance and repairs, FRP technology for Boat building, FRP boat maintenance and repairs and Entrepreneurship, livelihood and micro businesses in the Eastern province. These courses were conducted in Vakarai, Ondachchimadam, Batticaloa, Thalavai, Valachchenai, Cod bay Trincomalee, Kantale, Kaluwankerni and Kalawanchkudy. (BTI-2010)

Several courses to offer the NVQ certifications in FRP Boat Building and Out board motor engine operation, maintenance and repairs too were conducted in the Eastern province.

Also Technical Colleges under the Department of Technical Education and Training, VT centres under Vocational Training Authority, National Youth Services Council and a number of private sector training centres provide general courses in Mechanical and Electrical Engineering, Refrigeration and Air Conditioning, and similar courses which are applicable and relevant to the fisheries sector.

The Provincial Ministry of Fisheries is not in a position to conduct training directly, as the number of extension officers is inadequate. In addition most of these officers are new to fisheries field and they, themselves prefer to get trained under this VET plan. However

provincial administration is prepared to coordinate the training in fisheries sector with other agencies to achieve the set training targets.

### **3.2.10 Training Requirements in Various Fisheries Sub Sectors**

#### **(a) Coastal Fishing**

Most of the fishers, throttlers and helpers do not have much knowledge on engine repairing, boat operation and maintenance, fishing gear technologies, knowledge of finding the fishing grounds and navigations. As such provision of training on the above fields is vital to boost the marine fish production by day boats. The major training providers could be the National Institute of Fisheries and Nautical Engineering and the National Aquatic Research and Development Agency. The estimated yearly addition to the workforce in coastal fishing is 750.

#### **(b) Off-shore Fishing**

In order to exploit the off shore fishery resources more efficiently, fishers need to use state-of-the-art technology such as fishery forecasting system, in addition to handling of modern marine equipment. This helps the fishermen to tackle the highly migratory off shore fishery resources, not only minimizing the search time for fish which significantly affects the economics of their operations, but also to enhance the catch per unit effort. In this regard satellite based fishery forecasting system will greatly boost the fish production in Eastern province. Presently the National Institute of Fisheries and Nautical Engineering conducts a two month training course in Marine Chart Reading and Satellite Navigation for the vessel owners. The training could also be provided by the National Aquatic Research and Development Agency. In addition, training on marine engine operation, maintenance and repairing, fish post harvest technology, fishing technology, safety management in multiday boats, communication technologies and satellite application and navigation for this workforce is crucial to increase the fish production and to minimize the post harvest losses. 1400 new entrants to this subsector are expected in the five year period up to 2015.

**(c) Inland Fisheries and Acqua culture in Tanks**

Training on modern fishing technology, canoe repairing, fisheries management, post harvesting technology and net mending for the relevant workforce is vital to increase the fish production, minimize the post harvest losses and create employment opportunities in the field of fisheries and its support services. The estimated annual addition to the workforce is around 2000.

**(d) Fishing in Seasonal Tanks**

Training on seasonal tank fish culture technology, post harvest technology, marketing, book keeping and fisheries management is required to promote and enhance inland fish production in seasonal tanks. The estimated additional workforce will be 600 annually.

**(e) Shrimp Culture**

Training on breeding technology, shrimp culture technology, shrimp post harvest technology, disease diagnosis and control and shrimp marketing is important for the successful operation of hatcheries and shrimp farms in a profitable manner. The estimated employment in two proposed haturies is 50 and annual addition to workforce is around 1100. Training could be provided by National Acquaculture Development Authority Sri Lanka.

**(f) Crab Fattening**

Over fishing of mud crabs has depleted natural crab population. There is no commercial culture of crabs in the Eastern province. However, if the respective institutions take steps to provide vocational training in different systems of crab fattening and site selection, it will greatly benefit the coastal poor, fishermen and educated youths as they could take up crab culture/ fattening in eco- friendly ways to raise their economic status. 2000 persons are expected to join the workforce by year 2015.

**(g) Sea Bass Culture**

Vocational training to construct the cages and on the job training, for selected members of the community based organization will greatly promote sea bass culture and generate employment opportunities for the unemployed youth and the rural poor community. It is estimated that annually around 100 persons will enter in to this sub sector. The relevant training could be provided by the National Aquaculture Development Authority, Sri Lanka

**(h) Sea Weed Culture**

Vocational Training on sea weed culture and processing will greatly benefit the sea weed collectors, fishers and villagers. The labour intensive nature of this activity paves way for employing the fishers and villagers. This will hopefully improve the living standards of the rural poor in the coastal are

as. Poor knowledge of sea weed collectors and exporters, in processing of sea weed and the sea weeds exporting without any processing, to meet the quality standards in the world market, leads to decline in demand for sea weed. It is expected that National Aquaculture Development Authority, Sri Lanka could train 500 new entrants to the workforce over a five year period till 2015.

**(i) Fish processing**

Ice plant operators and labourers should be trained on the aspects of ice plant machine operation, repairing and maintenance of ice plant machinery, ice crushing techniques and unloading, for successful operation of ice plants. 75 numbers of ice plant operators, 60 electrical and mechanical technicians, 150 ice crushing and unloading labourers and 75 numbers in general office and sales staff are to be trained once the proposed 15 ice plants are built and operated.

In general, fishers and traders need awareness-raising and training in modern fish-handling techniques to minimize wastage.

### **3.3 Livestock Sector in the Eastern Province**

Eastern province is an agricultural province and agriculture, livestock and fisheries have been the primary economic activities for centuries and remained so even during the conflict years. Approximately 70% of the population is dependent on agriculture and livestock for their livelihoods. Livestock is a broad term encompassing all aspects of Animal Production and Health. This sector is identified as a potent tool in accomplishing several national goals such as alleviation of poverty, employment creation and eradication of malnutrition. It also serves as an effective medium for empowerment of women and youth.

The topography and agro climatic conditions of Eastern province are ideal for livestock development. Suitable farmland and water are available as unutilized resources in the province. Further, necessary manpower both skilled and unskilled is available in abundance. Displacement of farming communities, loss of productive stocks, lack of access to credit facilities and poor veterinary extension services consequent to damage to productive assets of the Department of Animal Production and Health (DAPH) and other stake holders involved in livestock sector development are identified as major constraints in developing this sector to its full potential in the province.

#### **3.3.1 Dairy Sub Sector**

Dairying is the major component of livestock sector in the Eastern province. Dairying is labour intensive and promotes opportunities to rural women and contributes to family labour. Dairying efficiently utilizes marginal lands unsuitable for crop cultivation and provides income throughout the year. In addition cattle manure is an important source of organic manure used in crop cultivation in the province.

Table 3.3.1 shows that, there are 56,450 farmer families rearing dairy in Eastern province. It is estimated that there are 450,000 cattle (Please see Table 3.3.2) including buffalos reared for milk and meat and, the average cattle herd strength is 6-7 in the province. The average milk produced by the indigenous type animal is 1 to 1.5 Litres per day while improved crossbreeds under intensive management produce 10-12 Litres per day. Private milk procurement agencies such as Nestle and Milco etc are involved in milk collection activities.

It is estimated that approximately 20% of the milk produced is collected for processing. Approximately 53.0 Mn Liters of milk is produced in the Eastern Province annually.

Animal breeding, nutrition and management are considered as pillars of profitability in dairy sector. Artificial Insemination is identified and promoted as an efficient tool in genetic upgrading of low productive indigenous cattle population into productive animals.

### **3.3.2 Poultry Sub sector**

Poultry sector is identified as the second largest sector next to the dairy sector. Table 3.3.1 indicates that there are nearly 28,300 poultry farmer families rearing poultry producing 175,000 eggs per day. 89% of the farmers are rearing less than 50 birds. Table 3.3.2 also shows that the estimated poultry population of Eastern province is 733,120. The poultry industry in Eastern province has shown an expansion despite unfavorable situation due to conflict. The poultry meat and eggs, which were earlier, considered, as expensive food items have now become the cheapest and readily available protein source and forms an important component in the basic diet of the local population. (*EPCw-Statistical information 2009*)

Backyard poultry rearing is also identified as a potent medium in eradication of malnutrition since they do not require sophisticated housing and could be fed with agricultural residues, kitchen waste etc.

### **3.3.3 Goat Sub sector**

Goats are considered as poor man's cow and as a traditional form of livestock production among farmers in Eastern province. Smaller percentage (15%) is reared for milk while the balance is kept solely for meat. Jamnapari, Jamnapari crosses and Sannen are considered as the most preferred breeds in Eastern province. It is estimated that there are 104,350 goats (Please see Table 3.3.2). Around 20% of them are improved cross breeds while the balance are of indigenous type. It is estimated that around 11000 kg of mutton and 1100 Litres of goat milk are being produced in Eastern province per day.

Scarcity of quality breeding stock and goat diseases such as tetanus, parasitism and goat paralysis are the factors, which restrain the growth of this sector to its full potential. (EPCw-Statistical Information 2009)

**Table 3.3.1 Livestock Farm Families by Districts in Eastern Province-2008**

District	Livestock Farmer Families			
	Neat Cattle	Buffalo	Goat	Poultry
Ampara	6,735	1,852	1,152	3,332
Batticaloa	29,374	7,873	12,306	18,889
Trincomalee	8,330	2,263	2,640	6,096
Total	44,439	11,988	16,098	28,317

Source: EP website-Statistical information 2009

**Table 3.3.2 Livestock Population, Dairy and Poultry Production by Districts in Eastern Province-2008**

District	Livestock Population							
	Neat Cattle	Cow Milk Litres/day	Buffalo	Buffalo Milk Litres/day	Goat	Goat Milk Litre/d	Poultry	Eggs/d
Ampara	99,275	39,280	56,419	20,113	30,345	712	330,580	67,439
Batticaloa	120,518	44,259	62,581	18,366	49,676	99	192,990	25,125
Trincomalee	89,900	15,410	20,610	8,250	24,270	290	209,550	82,354
Total	309,693	98,679	139,610	46,729	104,351	1,101	733,120	174,918

Source: EP website-Statistical information 2009

### 3.3.4 Service Delivery

DAPH is responsible for the livestock sector development activities in the province. Reasonably sound network of service delivery is presently available with a network of 43 Veterinary Offices (Trincomalee District-10, Batticaloa District-14 and Ampara District-19). There are also 2 training cum stud centres and 2 livestock breeder farms located in the Eastern province. Among many activities, provision of veterinary extension services and providing professional advice on issues/statutes pertaining to livestock development is also

considered as main task of the DAPH with regard to livestock development in Eastern province.

### **3.3.5 Institutional Human Resource Requirements**

#### **(a) Livestock Extension Services**

Livestock Development Officers are the grass root level field officers engaged in livestock extension and training duties enabling the farmers a better access to improved animal husbandry techniques and modern technology. A minimum of 2 Livestock Development Officers are required for a Veterinary Range to provide satisfactory services to livestock farmers within that particular range. Agreed cadre of Livestock Development Officers and field Veterinary Surgeons is determined as 75 (Trincomalee-16, Batticaloa-25 and Ampara-34) and 50 respectively, which is totally insufficient to provide effective and efficient veterinary extension services. While the vacant cadre positions for veterinary surgeons (14 numbers) and livestock development officers (10) need to be filled, in addition (Please refer the Table 3.3.3), it is suggested to recruit 60 more Livestock Development Officers to cater to the training needs of the additional farmers that could join this sector for their livelihood.

**Table 3.3.3 Human Resource Requirement in the Institutional Extension Services**

<b>Category</b>	<b>Requirement (Recommended)</b>	<b>Approved Cadre</b>	<b>Available</b>	<b>Shortage</b>
Veterinary Surgeon	50	50	36	14
Livestock Development Officers	135	75	65	70

*Source: Sector Report of Dr R. Gnanasehar, Director Planning, Ministry of Agriculture EP Provincial Council, validated at Sector Workshop on 23<sup>rd</sup> June, 2010 in Trincomalee.*



In addition, there is a dearth of extension workers in the province as shown by Table 3.3.4. There are only 66 workers available while the total requirement is 232, requiring 156 more workers to be recruited in the sector in the Eastern province.

**Table 3.3.4 Number of Extension Workers in the Dept of Animal Production & Health**

District	No of Extension Workers								
	Diary Sector			Goat Sector			Poultry Sector		
	Require	Available	Shortage	Require	Available	Shortage	Require	Available	Shortage
Ampara	36	6	30	10	8	2	24	12	12
Batticaloa	69	12	57	34	2	32	25	8	17
Trincomalee	15	9	6	7	5	2	12	4	8
Total	120	27	93	51	15	36	61	24	37

Source: Sector Report of Dr R. Gnanasehar, Director Planning, Ministry of Agriculture EP Provincial Council, validated at Sector Workshop on 23<sup>rd</sup> June, 2010 in Trincomalee.

#### (b) Value Addition and Processing

Table 3.3.5 shows that out of total requirement of 174 workers for 22 numbers of milk chilling centres and 8 numbers of milk processing centres in the Eastern province, only 22 workers are available, thus needing 152 positions to be filled.

**Table 3.3.5 Number of Workforce in Milk Processing Units by Districts**

District	No of Units		No of workers required	No Available	No Required
	Milk Chilling Centre	Milk Processing Centre			
Ampara	6	3	54	8	46
Batticaloa	7	2	51	9	42
Trincomalee	9	3	69	5	64
Total	22	8	174	22	152

Source: Sector Report of Dr R. Gnanasehar, Director Planning, Ministry of Agriculture EP Provincial Council, validated at Sector Workshop on 23<sup>rd</sup> June, 2010 in Trincomalee.

### **3.3.6 Human Resource Development in the Sector**

In the Eastern province, livestock production system is mostly a family based household activity done at traditional subsistence level, with a fewer number of animals and nothing to the extent of any commercialized production system. Most farmer families are not willing or able to invest on large farms with higher number animals in poultry or dairy or such sub sector thus nearly 80 -90% of livestock sector remains as small holder units. It is also not expected, in the next few years, that a large number of new farmer families will come into this sector taking livestock activities for their livelihood. Total number of families could also drop as the fisher families involved in rearing of poultry or cattle in the last two decades due to the ban on fishing are now reverting back to their old livelihood as fishing is a more lucrative and profitable activity. Eastern province may also shift from agriculture based economy to industry based economy as better infrastructure facilities are being built and development work in other economic sectors are undertaken. In the Eastern province most lands are state owned, presently there is demand for land from other industries and economic sectors like hotels and tourism and factories, resulting in less availability of land for rearing of cattle and other such animals.

Only around 800 new farmer families are expected to enter into this sector annually in the five year period from 2011 to 2015. The focus is more on the training of existing farmer families on the increase of their production and productivity to make livestock more profitable venture and not on the increase of merely the number of farmers or number of animals. This 800 number is predicted based on the assessment of number of Central Bank loans accessed, number of donor funded programmes like new dairy villages and new dairy units, number of beneficiaries of private sector credit facilities and such other development programs planned. Training will also focus more on the value addition component in livestock production to enhance both production and productivity. Annual reports show that the existing training capacity of the DAPH in the province can cater to the training needs of 2000 farmer families annually through the extension officers and with the assistance of ADB funded projects. Farmer training will mainly be community based awareness programs facilitated through demonstration farms as well as interactive training, field days and exhibitions. There are also 5 day and occasionally 30 day residential training programs conducted at provincial levels for veterinarians, extension officers and a few other

stakeholders. Youth selected from farmer families also are given training and further supported to take up the role of leader farmer in the community.

In the Eastern province, there is little awareness about the importance of livestock management practices i.e. animal breeding, nutrition and management. Animal capacity building and training components are therefore critical for both short-term and long-term sustainability. The main stakeholder groups are the farmers and farmer communities, service providers i.e. veterinary surgeons and extension workers, NGOs and community leaders, and government agencies and ministries operating in the livestock sector.

### **3.3.7 Livestock Sector Training Plan**

#### **(i) Features**

A viable livestock sector training plan should focus on following features.

- Facilitate livestock farmer training through demonstration farms as well as interactive training programs. Promotion of dissemination of improved animal husbandry techniques emphasizing on housing, nutrition and breeding aspects of livestock industry. Private sector participation in training should be promoted wherever possible.
- Provide continuous guidance and support for targeted model farms and dairy villages.
- Assist livestock industry with a better market information system.
- Dissemination of knowledge on improved pasture and fodder resources.
- Promotion and dissemination of technologies on processing and value addition and storage of livestock produce.

**(ii) Key focal areas of training**

**a. Animal Production**

- Developing an integrated package of practices for appropriate husbandry in feeding, breeding, reproductive management, diseases control and product technologies, and transferring them to rural farmers.
- Management of dairy wastes especially in semi-intensive/intensive production system; and identification of strength and weaknesses of livestock production systems, and situation analysis.
- Development of a production model for livestock species in various districts.
- Genetic upgrading of cattle through artificial insemination and other improved breeding practices. Upgrading of indigenous animals with a view to conserve indigenous farm animals genetic resources.
- Development of feed rations by using available resources in rural areas by assuring their quality storability and the technologies disseminated must be simple so that it can be practiced by even a rural uneducated farmer.

**b. Animal Health**

Initiation of training programmes to increase knowledge on disease prevention and control.

- epidemiology and economics of livestock diseases.
- improving efficacy and efficiency of disease control service.
- issues related to public health and zoonotic diseases.
- mechanism for disease surveillance and effective control strategies.
- empirical models for management of bio-security threats.

**c. Milk Processing**

As milk is a perishable commodity, personnel involved in the processing of dairy products need competencies to ensure quality of milk at the collection, processing, storage and distribution stages with proper hygienic conditions. The training on the operation and maintenance of the processing plants are usually provided by the suppliers of machinery and equipment installed in the plants.

**(iii) Suggested Training programmes in Livestock sector**

**a. Short Term Programs**

- Awareness programs-Disease control and management practices
- Capacity building programs-Strengthening of farmer extension services

**b. Medium Term Programs**

- Artificial Insemination practices
- Dairy value addition
- Livestock planning and extension
- Feed resource development
- Animal husbandry management

**c. Long Term Programs**

- Career development and institutional development programmes

**(iv) Potential Partners in Providing Training**

The following training institutions are rather well known in the region and hold the reputation in organizing and conducting various tailor made courses for clients ranging from veterinarians, farmers and extension staff.

**a. District Level**

- Regional Training Centres-Uppuvelly Trincomalee and Kallady Batticaloa
- District Agriculture Training Centres-Trincomalee and Batticaloa
- Regional Livestock Farm-Uppuvelly Trincomalee

**b. Provincial Level**

- Management Development Training Centre-Trincomalee

**c. National Level**

- Animal Husbandry School Kundasale
- Eastern University Batticaloa
- University of Peradeniya-Peradeniya
- Post Graduate Institute of Agriculture –Peradeniya
- Institute of Continuing Education Peradeniya

**3.4 Construction Sector in the Eastern Province**

The construction industry is the prime mover of development and its outputs have only derived demand and not a direct demand for final consumption, unlike other industries. When the demand for industrial or agricultural products and services increases, the demand for construction industry too increases. When demand for outputs of other sectors falls in an economic recession or due to any other disturbance, demand for construction also falls. However with a large a number of infrastructure development projects are planned and being implemented and also more buildings units such as hotels and houses are being built as a result of the economic revival in the eastern province, the construction sector in the Eastern province is expected to continue to grow. The industry includes construction of residential and non residential buildings, dams, canals, highways & roads, bridges, power stations, water supply schemes and in general all civil engineering structures.

The activities connected with the industry range from investigation, planning, designing, procurement to implementation and post construction maintenance. The key partners of this process are the contractors, engineers, consultants, architects, quantity surveyors and supervisors.

In addition, building materials such as cement, steel, bricks and lime and other raw materials mainly used in the industry, a large volume of machinery & equipment and skilled & unskilled labour force are also major components of the industry.

Table 3.4.1 shows that the share of the Eastern province contribution to the Gross Domestic Product of the country was 4.9, 5.2 and 5.5 per cents in 2006, 2007 and 2008 respectively. While the share of the construction industry in total GDP of the country remained around 7.4

per cent in 2007 and 2008, that of EP construction industry in the provincial GDP recorded higher values of 21.5 and 20.4 per cents in 2007 and 2008. This shows at national level, expenditure or outputs in the construction sector remains somewhat constant, while revival in most sectors in the Eastern provincial economy has resulted in impressive increase in derived demand of its construction sector. Eastern province contribution to construction sector in the country remained at 15.1 per cents of GDP in 2007 and 2008.

### 3.4.1 Macro Economic Environment and the Construction Industry in the Eastern Province.

**Table 3.4.1 Selected Macro Economic Variables Related to Construction Industry**

	<i>Item</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
1	<i>E Provincial Gross Domestic Products in LKR Million</i>	143,523	185,474	242,475	na
2	<i>All island GDP in LKR Million</i>	2,938,680	3,578,688	4,410,682	4,825,085
3	<i>Rate of Growth of GDP ( %)</i>	19.8	21.8	23.2	9.4
4	<i>Rate of Growth of provincial GDP (%)</i>	44.6	29.2	30.7	na
5	<i>Provincial Share in the country GDP(%)</i>	4.9	5.2	5.5	na
6	<i>Contribution to GDP (%) by Sector</i>				
	<i>Agriculture</i>	11.3	11.7	13.4	12.6
	<i>Industry</i>	30.6	29.9	29.4	29.8
	<i>Services</i>	58.1	58.4	57.2	57.6
	<i>Construction</i>	7.4	7.4	7.4	7.6
7	<i>Contribution to Provincial GDP (%) by sector</i>				
	<i>Agriculture</i>	17.7	15.3	22.0	na
	<i>Industry</i>	34.7	37.8	34.9	
	<i>Services</i>	47.6	46.9	43.1	
	<i>Construction</i>	na	21.5	20.4	
8	<i>EP contribution to Construction sector in the country</i>	na	15.1	15.1	na

Source: Economic and Social Statistics of Sri Lanka 2010- CBSL & DCS- based on estimates of current prices

The employment in Construction industry in the country as a percentage of total employment runs around 7.6 per cent while the provincial figures changed from 12.1 in 2008 to 8.4 per cent in 2009 still a higher value for the province indicating higher level of economic activity and labour participation in construction sector compared with the country in general (Please see Table 3.4.2)

**Table 3.4.2 Employment in Construction Industry in Eastern Province and Country - wise**

Item	2008			2009		
	2008a- All Country Excluding North & East	2008b-All Country Excluding North	Eastern province	2009a- All Country Excluding North & East	2009b-All Country Excluding North	Eastern Province
Labour Force'000 persons	7,569	8,082	513	7,572	8,074	502
Employed'000 persons	7,175	7,648	473	7,140	7,602	462
Unemployed	394	434	40	433	471	38
Construction '000 persons	533	590	57	522	562	40
% in Construction		7.7	12.1		7.4	8.7

Source: Annual Report -2009 CBSL and Chapter 03, Statistical Handbook-2008 DCS

Mining and quarrying, electricity, gas and water are also categorized under Construction

a- Excluding both North and Eastern provinces, b- Excluding North province only

### 3.4.2 Construction Industry Profile in the Eastern Province

#### (a) Number of Registered Construction Contractors (RCs) in the Province.

The Institution for Construction Training and Development (ICTAD ) maintains a register of contractors and it shows that the number of construction contractors registered with the ICTAD in the Eastern Province is 384 in 2010. This comprises all categories such as construction of buildings, bridges, highways, water supply and drainage and Irrigation etc: The number of contractors of the Eastern Province registered with the ICTAD under different categories is given in Table 3.4.3.



**Table 3.4.3 Number of Building Contractors in The Eastern Province by Districts-2010**

District	C - Grade										
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Total
Ampara	0	0	1	2	6	11	44	52	1	3	120
Batticaloa	0	0	1	3	10	19	67	66	2	1	169
Trincomale	0	0	0	0	7	5	39	42	1	1	95
Total	0	0	2	5	23	35	150	160	4	5	384

Source: Directory of registered Contractors-2010-ICTAD

### (b) Expected Investments in Construction Sector in the Eastern Province

Table 3.4.4 provides a list of proposed projects and identified investments related to different economic sectors with construction related projects. Such economic sectors are housing development, power and energy, water supply and sanitation, roads and highways, railways, health, agriculture and urban development. Total investment is estimated to be around 70 billion rupees. It has to be noted that the table does not include the investments to be undertaken by the private sector.

**Table 3.4.4 Identified Housing & Infrastructure Needs Through DS. Divisions & Govt's Development Plans**

Housing and Infrastructure Needs	District			Total	Estimated Cost
	Ampara	Batticaloa	Trincomalee		
Housing Category – I ( 600 Sq.Ft.)			1,813	1,813	1,631,700,000.00
Housing Category – 2 (500 Sq.Ft.)			328	328	246,000,000.00
Housing Category – 3 ( 400 Sq.Ft.)			212	212	127,200,000.00
Repairs to Houses		878		878	175,600,000.00
Drinking Water Wells		942	194	1,136	213,000,000.00
Agro Wells		93	20	113	21,187,500.00
Toilets		3,504	2,727	6,231	467,325,000.00
Construction of Tarred Roads ( Km )		862	60	922	1,844,000,000.00
Construction of gravel roads (km)			15	15	13,500.000.00
Improvements to Drainage Systems				1	4,850.000.00
Construction of Community		125	4	129	580,500,000.00

buildings					
Public Markets		59		59	59,000,000.00
Fertilizer Stores		55		55	55,000,000.00
Cooperative Buildings		60		60	60,000,000.00
Milk Centres		50		50	50,000,000.00
Health Centres		63		63	63,000,000.00
Canals (km)		421		421	526,250,000.00
Trincomalee Coal Power Plant			1	1	60,000,000,000.00
Eastern Railway lines				1	4,500,000,000.00
					<b>70,638,171,500.00</b>

Source: CCI -2008 included in sector report of Mr. D. Mangalagama and validated at sector workshop on

13<sup>th</sup> July, 2010 in Batticaloa

### 3.4.3 Human Resource profile in Construction Industry in Eastern Province

#### (a) Estimate of Number of Construction Industry Craftsmen (CT) Working with Contractors in 2010

As per the Table 3.4.5 below, in 2010, an estimated number of 187,400 construction industry craftsmen are working in the country while the estimated number of craftsmen (CT) working in the Eastern province is 21,300.

**Table 3.4.5 Number of Craftsmen in Construction Industry Country and Province-wise**

Item	Number of RCs		Average Number of Craftsmen per Establishment	Number of Craftsmen in the country	Number of Craftsmen in Eastern Province
	All Country	Eastern Province			
C1	24		300	7,200	
C2	26		150	3,900	
C3	50	2	50	2,500	100
C4,C5, C6, C7	1,000	213	10	10,000	2130
C8, C9, C10	1400	169	05	7,000	845
<b>Sub Total</b>	<b>2,500</b>	384	30,600/2,500=12.24 (all country)	<b>30,600</b>	<b>3,075</b>
Number of Non registered Contractors(NRCs)/Craftsmen with NRCs	7,500	1152	3,075/384= 8.01 (EP)	91,800	9,225

<b>Total Number of Craftsmen with Contractors</b>	<b>122,400</b>	<b>12,300</b>
<b>Number of Self Employed Craftsmen @ average of 200 numbers in a DS division</b>	<b>325x 200= 65,000</b>	<b>45x200= 9,000</b>
<b>Total Estimated Number of Craftsmen in Construction Industry in 2010</b>	<b>187,400</b>	<b>21,300</b>

Source: ICTAD-2010 included in sector report of Mr.D Mangalagama and validated at sector workshop on 13<sup>th</sup> July, 2010 in Batticaloa

**(b) Forecast of Human Resource Requirements for 2015 in Construction Industry**

Trend Analysis -Registered number of contractors (RCs) can be taken as a good indicator for the trend analysis. Table 3.4.6 indicates how the number of construction contractors in the country registered at ICTAD increased since 2000 in five year intervals and forecast number for the year 2015.

**Table 3.4.6 Forecast of Number of Registered Contractors**

<b>Year</b>	<b>Number of Registered Contractors @ ICTAD</b>
2000	1800
2005	2000
2010	2500
2015	3000 # assuming same gradient of increase from 2005 to 2010 continue through to 2015

Source: ICTAD-2010

Number of Registered Contractors in Eastern province is assumed to increase at the same gradient as for the whole country,

$$384/2500 \times 3000 = 461$$

$$\text{Number of construction craftsmen with RCs by 2015 in RCs} = 3075 \div 384 \times 461 = 3,690$$

Relative to Registered contractors, number of Non-registered Contractors (NRCs) too is expected to increase.

$$\text{The forecast figure for NRCs in 2015} = 1152 + 500/2500 \times 1152 = 1,382$$

$$\text{Number of Craftsmen with NRCs in EP} = 3075 \div 384 \times 1382 = 10,830$$

The number of self employed craftsmen, based on 10% annual increase with reference to 2010 figures over the next five years, from 2011 to 2015 as suggested for other similar economic sectors in the province, particularly due to release of pent-up demand in EP, is 13,500.

Table 3.4.7 shows the summary of results in estimating the number of craftsmen in construction industry working in 2010 and the number of craftsmen required in 2015 in the Eastern province.

**Table 3.4.7 Summary of Number of Existing and Forecasted Craftsmen in Eastern Province**

<b>Description</b>	<b>2010</b>	<b>2015</b>
No of Registered contractors	384	461
Estimated No of unregistered Contractors(3 times)	1,124	1,383
Craftsmen with registered contractors	3,075	3,690
Craftsmen with unregistered contractors	9,225	10,830
Self employed craftsmen in 45 DS divisions @ 200 nos per division	9,000	13,500
Total Number of Craftsmen in Construction Industry	<b>21,300</b>	<b>28,020</b>

*Source: Sector report of Mr.D. Managalagama and validated at sector workshop on 13<sup>th</sup> July, 2010 in Batticaloa*

Increase of number of craftsmen by 2015 = 28,020- 21,300 = 6,720

Approximate increase of number of craftsmen per year from 2011 to 2015 approx =1350

The Table 3.4.8 shows the estimated break down of the total Construction Industry Employment by four major categories based on the Construction Industry Survey, the study done in 2006 for the development of VET Plan for the Construction industry for the country.

**Table 3.4.8 Approximate Breakdown of Additional Number of Workforce to be Trained in the Eastern Province from 2010 to 2015**

Employment Category	Estimated Ratio*	Estimated Annual additional Employment
Professionals	3.5	60
Clerical & Related	8.0	145
Technical grades	10.0	190
Crafts and Related	73.5	1350
Machine operators	5.0	90
Total	100	1835

*\*Source: Survey of Construction Industry Enterprises, December 2006 VET plan for Construction Industry*

*Professional Category includes Contractors, Administrators and managers and all other professionals such as Architects, Quantity Surveyors and Accountants. The Technical category includes Technical Officers, Work Supervisors, Draftsmen and Landscapers, Book Keepers etc: The Crafts and related category includes Masons, Carpenters, Plumbers, Electricians, Steel Workers, Aluminium Workers etc; Machine Operators category includes Heavy and Light machine Operators and Mechanics*

The Professional and Clerical related occupations have been purposely excluded from the demand for employment in the construction Industry due to reason that such occupational categories are not expected to be undertaken by the TVET Sector Training Institutes. Those categories are being trained by general educational and training institutions and the services of those persons are not necessarily limited to the construction industry.

**(c) Breakdown of Additional Craftsmen to be trained by Training Providers in the Eastern Province**

Table 3.4.9 indicates the numbers to be trained for craft related occupations in each year from 2011 to 2015 to meet the skills requirements in construction industry in the Eastern province.

**Table 3.4.9 Craft Related Occupations in Construction Industry in Eastern Province**

<b>Vocation</b>	<b>Estimated Coefficient / Ratio*</b>	<b>Estimated Annual Additional Employment</b>
Masons	26.0	480
Tile layers	2.2	40
Concrete Workers	10.5	195
Plasterers	10.6	195
Painters	2.2	40
Carpenters	13.0	240
Shuttering Workers	0.1	05
Aluminium Workers	0.3	10
Electricians	4.1	75
Plumber s and Pipe Fixers	1.7	25
Bar Benders and Steel Fixers	1.8	25
Scaffold Fixers	1.0	20
<b>Sub Total</b>	<b>73.5</b>	<b>1350</b>

\*Source: Survey of Construction Industry Enterprises, December 2006 VET plan for Construction Industry (CIVP)

The Table 3.4.10 indicates the numbers to be trained for technical grade occupations in each year from 2011 to 2015 to meet the skills requirements in construction industry in the Eastern province.

**Table 3.4.10 Technical Grade Occupations in Construction Industry in Eastern Province**

<b>Vocation</b>	<b>Estimated Coefficient / Ratio*</b>	<b>Estimated Annual Additional Employment</b>
Civil Work Supervisors	2.8	50
Technical Officers	3.7	65
Foremen	0.9	15
Electrical Technicians	0.9	20
Mechanical Fixers	1.2	20
Draftsmen	0.3	10
Landscapers	0.2	05
<b>Sub Total</b>	<b>10.0</b>	<b>185</b>

\*Source: Survey of Construction Industry Enterprises, December 2006 VET plan for Construction Industry

Similarly Table 3.4.11 indicates the annual estimated employment opportunities for machine operators in various occupational categories from 2011 to 2015, where interested training providers could plan to cater to these skills requirements in the construction industry in the province.

**Table 3.4.11 Machine Operators and Mechanics in Eastern Province**

<b>Machine Operators &amp; Mechanics</b>	<b>Estimated Coefficient / Ratio*</b>	<b>Estimated Annual additional Employment</b>
Heavy Machine Operators	2.1	38
Light machine operators	1.2	22
Mechanics	1.7	30
<b>Sub Total</b>	<b>5.0</b>	<b>90</b>

*\*Source: Survey of Construction Industry Enterprises, December 2006 VET plan for Construction Industry*

### 3.4.4 Demand for Skilled Manpower in Construction industry in Foreign Countries

Table 3.4.12 shows that there is wide variation among districts in the province in departures by manpower levels for foreign employment. Trincomalee district has the lowest departures in almost all categories. Out of total number of departures for foreign employment in 2008, only 16.2 per cent were from the Eastern province. Under Skilled employment category it is only 11.2 per cent.

**Table 3.4.12 Departures for Foreign Employment by Districts and Manpower Levels 2008**

<b>District</b>	<b>Professionals</b>			<b>Middle Level</b>			<b>Skilled</b>			<b>Semi Skilled</b>			<b>Unskilled</b>		
	<b>F</b>	<b>M</b>	<b>Total</b>	<b>F</b>	<b>M</b>	<b>Total</b>	<b>F</b>	<b>M</b>	<b>Total</b>	<b>F</b>	<b>M</b>	<b>Total</b>	<b>F</b>	<b>M</b>	<b>Total</b>
<b>Ampara</b>	0	58	58	11	159	170	44	3274	3318	0	146	146	84	3687	3771
<b>Batticaloa</b>	0	17	17	9	125	134	17	2451	2468	4	165	169	131	4551	4682
<b>Trincomalee</b>	1	7	8	15	47	62	22	920	942	0	48	48	47	1133	1180
<b>E Province</b>	1	82	83	35	331	366	83	6645	6728	4	359	363	262	9371	9633
<b>Sri Lanka</b>	<b>155</b>	<b>2681</b>	<b>2836</b>	<b>1634</b>	<b>7438</b>	<b>9072</b>	<b>5204</b>	<b>54644</b>	<b>59848</b>	<b>328</b>	<b>5002</b>	<b>5330</b>	<b>6338</b>	<b>53089</b>	<b>59427</b>

*Source: SLBFE Annual Report 2008*

The Table 3.4.13 shows the numbers of foreign job orders and relevant departure figures for selected 31 vocations, some having significant demand in relatively large numbers in the construction industry at skilled and semi skilled levels. Annual Reports of Sri Lanka Bureau of Foreign Employment show that the foreign employment opportunities offered to Sri Lankans are high but the acceptance or supply from Sri Lanka has been very low. Under technical grades 11.2, skilled category 17.7 and mechanic and operator category of construction equipment 10.2 per cents respectively of jobs offered in construction industry in

foreign labour market in 2008 were filled by Sri Lankan workers. The possible reason for this may be that the required skills expected by the clients were not met, which needs to be explored and studied by careful need analysis, followed with necessary training inputs for any gap filling.

**Table 3.4.13 Foreign Employment in Construction Industry**

Job Category	2007		2008	
	Order	Departure	Order	Departure
<b>Technical Grades</b>				
Draftsmen- Auto CAD	187	15	133	20
Draftsmen- General	136	2	214	26
Foreman- Ducting	55	2	21	-
Foreman- Pipe laying	97	4	78	10
Foreman- Civil	363	11	346	15
Supervisor- Site	218	12	159	9
Quantity Surveyor	829	53	1126	147
<b>Sub Total</b>	<b>1,885</b>	<b>97</b>	<b>2,077</b>	<b>227</b>
		<b>5.1%</b>		<b>11.2%</b>
<b>Skilled</b>				
<b>Carpenter -</b>				
Shuttering	2352	192	2646	214
<b>Electrician</b>				
Building	736	40	687	41
General	11695	1270	11711	1801
Industrial	191	14	46	5
<b>Erector</b>				
Duct	238	5	204	2
Steel	26	-	44	-
<b>Fabricator</b>				
Aluminium	1099	28	1219	53
Duct	213	1	105	2
Steel	545	10	490	14
General	855	45	829	88
Piping	213	1	105	2
<b>Fitter</b>				
Aluminium	348	20	200	44
Plumber/pipe	8830	873	10270	893
Fixer -Steel	4367	299	4486	245
<b>Mason</b>				
Brick Laying	93	10	99	24
General	12232	1257	13493	2164
Plastering	546	16	728	178
Tile Fixer	1060	58	1266	126
<b>Sub Total</b>	<b>45,639</b>	<b>4,144</b>	<b>48,628</b>	<b>5,896</b>
		<b>9.1%</b>		<b>17.7%</b>



<b>Mechanic</b>				
Heavy Equipment	379	14	291	27
Hydro Equipment	386	37	438	57
<b>Operator</b>				
Crane & Hoist	956	18	1211	72
Dozer	486	18	331	64
Excavator	818	40	1000	128
Fork Lift	707	42	749	90
Heavy Equipment	1052	131	1195	94
<b>Sub Total</b>	<b>4,784</b>	<b>300</b>	<b>5,215</b>	<b>532</b>
		<b>6.3%</b>		<b>10.2%</b>
<b>Total</b>	<b>52,300</b>	<b>4,541</b>	<b>55,920</b>	<b>6,655</b>
		<b>8.7%</b>		<b>11.9%</b>

Source: SLBFE Annual Report 2008

### 3.4.5 Human Resource Development –Demand for Training in Construction Industry.

The demand for future training in construction industry consists of two components as indicated below:

1. Training of employees required for future employment needs of the industry.
2. Further training to be provided for employees already employed in the industry.

As the industry demands new entrants to acquire necessary skills prior to their employment, training institutes need to provide this training and such training has to be of acceptable standards. The second category of training will preferably be on short term basis for industry accepted figure of 85 per cent of the estimated 21,300 craftsmen already employed in the province who never had any formal training, to enhance their skills. The provision of such advanced training in the same trade will improve their productivity and will assist to earn better wages. Some may also prefer training in other trades that are not related to the trade that they are presently employed. The purpose of such further training would be for acquisition of emerging skills in other occupations so that they could switch to different trades where demand is increasing. Such further training could be joint venture responsibility of training providers and large construction firms.

As the candidates for foreign job orders at professional and middle levels are mainly academically or professionally qualified or trained skilled and experienced personnel, the vocational training providers operating in the province have no major role to play in their training. However, much can be done by making concerted effort to analyse the reasons for

country's inability to meet the foreign job offers specially at skilled and unskilled man power levels and take corrective measures in training delivery by the training providers, if found necessary.

### **3.4.6 Provision of Training in the Province**

In the Eastern province the training in construction industry occupations is mainly carried out by the public sector organizations such as the Vocational Training Authority (VTA), National Apprentice & Industrial Training Authority (NAITA), Department of Technical Education & Training (DTET), National Youth Services Council (NYSC) and Chamber of Construction Industry (CCI). A few private sector and non-governmental organizations such as Sarvodaya, Seneco and Tokyo Cement Lanka Ltd. are also involved in conducting training programmes.

Chamber of Construction Industries will commence training of masons, carpenters, plumbers and electricians(for house wiring), in the Eastern province specially through its training centres in Batticaloa District in 2010 and expect to train 1200 numbers each(totaling 4800 craftsmen) in a three year period. In Trincomalee district it will be around 2160 with 180 numbers in each vocation annually. ( CCI- 2009)

In certain vocations the training providers apparently train annually, more than the estimated numbers required for construction industry, in Eastern province as seen from the Tables 3.4.9, 3.4.10 and 3.4.11. A few examples where the trained outputs from training centres exceed more than the numbers required are aluminium fabricators (10), draftsmen (10) and landscapers (5). Similarly for some vocations provision of training is not available and few examples are the bar benders, steel fixers, scaffold fixers and mechanics for heavy and light machinery and equipment. However training in excess of the requirements of these job categories in the province may not be worrisome as there are always the occurrence of cross boarder labour migration to the rest of the country and also the existence of the unmatched demands of foreign job market for skilled man power. It is also opportune now, to plan for training needs for vocations that have never been addressed by the training institutions in this province.

### **3.5 Hotels and Tourism Sector in the Eastern Province**

With the restoration of peace, order and the reestablishment of civil administration in the Eastern province in mid 2007 and the subsequent elimination of terrorism in the North, the prospects for tourism development in the country in general and the Eastern province in particular, have improved dramatically. In comparison to other economic sectors in the country, Tourism industry suffered the most as a result of the civil disturbances for a period of nearly three decades and is now brimming with hopes and expectations of a bright future for tourism.

The country is seeing some unprecedented growth in tourist arrival figures of almost 50 per cent, year on year, backed by strong yields as well. Tourist arrivals in the first 4 months period of 2010 is 198,709 as compared to 132, 756 in 2009. The earnings for the first quarter of 2010 was increased by hefty 70 per cent to US 141 Mn compared to US\$ 83 Mn in the same period of 2009. The country is now well positioned to offer investment plans and packages to investors in order to reap the full benefits of the peace that was achieved with sacrifices of thousands of lives. The gratitude can be paid for this by the tourism sector with job opportunities for the country's unemployed youth and tourism is one sector that can do this before any other industry. SLTDA-2010

The Eastern province certainly has the highest growth potential for tourism industry in the country with its famous coastal line with white sandy beaches, shimmering blue seas and is like no other coastal area in Sri Lanka. The most attractive features in the region include the beaches of Nilaveli, whale watching and dolphine spotting, Pigeon Island, Arugam bay-one of the world's best surfing waters, wild elephants of Lahugala and Yala, ancient ruins and Hindu Kovils of Ampara. This region also has two National Parks, Gal Oya National Park near Ampara and the Kumana National Park in Potuvil. The East also has a few archaeological sights which can be promoted such as Fort Fredrick-a port built by Portuguese in 1624 to be used as a naval base. Koneswaram and Swami rocks, Velgam Vihara, Magul Maha Vihara in Potuvil, Okanda Hindu Kovil and Deegawapi ruins etc are a few more interesting sites that will be promoted as tourist attractions.

### 3.5.1 Present Scenario of Tourism Industry in Sri Lanka

The Table 3.5.1 shows the distribution of tourist destinations by resort regions within the country with the number of graded establishments, number of rooms available, room occupancy rates and tourists guest nights spent in 2008.

The Table 3.5.1 also shows that more foreign guest tourist nights are spent in South Coast followed by Colombo City, Colombo Suburbs and Ancient Cities. The share in East Coast of the total foreign guest nights spent in 2008 in the country is only 0.4 per cent and in comparison it is 37.5 per cent in South Coast. The share of the local guest nights in East Coast is no better with 0.8 per cent compared that in South Coast of 29.5 per cent.

**Table 3.5.1 Distribution of Tourist Destinations by Resort Regions, Room Occupancy Rates and Number of Guests Nights**

Resort Region	No. of Units	No. of Rooms	Room Occupancy Rate %	Foreign Guest Nights		Local Guest Nights	
				No	%	No	%
Colombo City	29	3,188	64.1	708,511	25.6	180,388	18.4
Greater Colombo	53	2,651	58.9	575,585	20.8	196,871	20.1
South Coast	101	5,370	57.1	1,033,692	37.5	288,932	29.5
East Coast	8	230	24.8	12,029	0.4	8,251	0.8
Hill Country	20	772	49.2	73,408	2.7	63,506	6.5
Ancient cities	45	2,582	44.3	359,998	13.0	241,490	24.7
Northern region	-	-	-				-
<b>Total</b>	<b>256</b>	<b>14,793</b>	<b>49.7</b>	<b>2,763,223</b>	<b>100</b>	<b>979,438</b>	<b>100</b>

Source: Sri Lanka Tourist Development Authority (SLTDA) –Annual report 2008

Table 3.5.2 shows that in addition to the graded accommodation establishments which include both classified and unclassified hotels built and maintained according to international standards; there are 21 supplementary accommodations units with 234 rooms, which consist mainly of approved rest houses, guest houses and inns. SLTDA also estimates that, there are around 5% unregistered, additional rooms in the informal sector as well. Therefore despite the many local and foreign tourists who may wish to visit East coast, there are only around 500 rooms to accommodate them. The initiatives to promote East coast as a tourist destination to gain private investments for hotels are thus a priority.

**Table 3.5.2 Infrastructure of Hotels and Guest Houses by District wise in Eastern Province**

Category	Ampara	Batticaloa	Trincomalee	EP
<b>Classified hotels</b> Number of Units			2	2
Number of Rooms			<b>108</b>	<b>108</b>
<b>Unclassified hotels</b> Number of Units	2		6	8
Number of rooms	<b>31</b>		<b>99</b>	<b>130</b>
<b>Supplementary Accommodation /Approved Guest Houses</b>				
Number of units	5	7	9	21
Number of Rooms	<b>93</b>	<b>62</b>	<b>79</b>	<b>234</b>
Total Number of Rooms	<b>124</b>	<b>62</b>	<b>286</b>	<b>472</b>

Source: SLTDA Accommodation Guide and Data. June, 2010

### 3.5.2 Employment in the Tourism Industry

The tourism industry by nature makes a valuable contribution to the economy of the country through direct and indirect employment. Tourism generates employment directly in tourism related business establishments such as hotels and other accommodation units, restaurants, travel agents and tour operators, recreation and entertainment businesses, souvenirs, handicraft and other shops etc, and also indirectly in those businesses which sell goods and services to the tourism sector. Indirect employment includes domestic producers and suppliers of food items and manufacturers of and suppliers of handicrafts such as gem and jewellery, brassware, silverware, wood carvings, masks and basic products. Research shows that in Sri Lanka the ratio of direct employment to indirect employment in tourist industry is around 1:1.4. This implies that for every 100 jobs created in the tourism sector 140 jobs are generated in the supplying sectors.

#### (i) Human Resource Profile-Direct Employment in the Tourist Industry -2006 to 2009

The Major Sub sectors of the Hotel and Tourism Industry according to the Sri Lanka Tourism Development Authority are:

- a. Hotels and Restaurants
- b. Travel Agents and Tour Operators
- c. Air Lines
- d. Tourist shops
- e. Tourist Guide

f. Other -Agencies providing Recreational Facilities, National Tourist  
Organizations in State Sector

The first column of Table 3.5.3 below provides the detailed breakdown of the share of direct employment by sub sectors of tourism industry. The figures in brackets in the first column of the table, indicate the percentage share by each sub sector of total number in direct employment in the tourism industry averaged over the last three years. The percentage distribution of the direct employment in each sub sector averaged over the same period among the three occupational levels is shown in the Table 3.5.3.

**Table 3.5.3 Direct Employment Composition in Tourism Industry**

<b>Category of Establishments with % of Total in Direct Employment</b>	<b>Managerial Scientific &amp; Professional</b>	<b>Technical Clerical Allied and Supervisory</b>	<b>Manual &amp; Operative</b>
Hotels & Restaurants (62.5%)	14.5%	55.0%	30.5%
Travel Agents & Tour Operators (13.1%)	29.5%	56.3%	14.2%
Air Lines (9.7%)	14.6%	66.0%	19.4%
Tourist Shops ( 2.7%)	15.3%	67.0%	17.7%
Guides ( 6.4%)		100.0%	
Others (5.1%)	29.5%	32.4%	38.1%

*Source: SLTDA Annual Reports for 2007, 2008, 2009*

It is also estimated that 99 per cent of workforce in the travel and tour operations are mainly concentrated in Colombo and Greater Colombo Areas and almost all in Air Lines are located in Colombo city. Out of 481 travel agents registered under Sri Lanka Tourism Development Authority, presently only 6 agencies are located in the Eastern province with 5 in Ampara and 1 in Trincomalee districts. SLTDA- 2010

### **3.5.3 Future Scenario in Tourism in Eastern Province**

The government has set a target of 2.5 million tourist arrivals by the year 2016. In the year 2010, tourist arrivals in Sri Lanka is expected to reach 600,000. The set target implies an average growth rate of 30 per cent per year (on an exponential growth pattern) or on a linear pattern of growth around 317,000 additional tourist arrivals each year from 2011 upto 2016. Considering the number of present tourist destinations in the country by resort regions as

shown in Table 3.5.1 as six, and assuming that the additional tourist arrivals are shared equally among these resort regions, the Eastern province needs to be geared to receive an additional 52,700 number of tourists annually till the end of 2016. The expected employment generation using the modest average of one job created in tourism and hotel sector by 4.50 tourist arrivals in the country as evident from past 10 years, it is expected that every year from 2010, close to 11700 additional jobs both direct and indirect will be created in the Eastern province. The direct jobs thus created based on 1:1.4 ratio will be approximately, 4,875 annually. Thus these additional jobs generated will be in all sub sectors and their distribution among the subsectors or the categories of establishments and occupational categories are shown in the Table 3.5.4 worked out based on data in the Table 3.5.3.

As Table 3.5.4 shows in the areas of hotels and restaurant operations, tour guiding, travel agency and tour operations, air line ticketing etc: 4,875 more persons are needed to be trained annually from 2011 to 2016.

**Table 3.5.4 Forecast of Annual Additional Human Resource Requirements in Hotels and Tourism in Eastern Province for 2011 to 2016**

Category of Establishment/sub sector with percentages	Direct Employment (Total)	Managerial Scientific & Professional Category	Technical, Clerical Allied and Supervisory category	Manual & Operatives Category
<b>Hotels and Restaurants 62.5 %</b>	<b>3045</b>	442	1675	928
<b>Travel Agencies 13.1%</b>	<b>640</b>	190	360	90
<b>Air Lines 9.7%</b>	<b>472</b>	70	310	92
<b>Tourist Shops 2.7%</b>	<b>132</b>	20	88	24
<b>Guides 6.4%</b>	<b>312</b>	0	312	0
<b>Others 5.6%</b>	<b>274</b>	80	89	105
<b>Total</b>	<b>4875</b>	<b>802</b>	<b>2834</b>	<b>1239</b>

Source: Sector report by Mr. Wazir Dole, Operation Manager- Daya Apparel, validated at sector workshop held on 6<sup>th</sup> May, 2010 at Ampara

#### **(i) Forecast for Additional Employment in Hotels**

The Sri Lanka Tourism Development Authority has projected a target of having 6972 hotel rooms in the East Coast region by 2016. Given that the present room capacity in graded establishments is around 300 only, this virtually means almost 6600 new rooms over a six

year period or an average of 1100 rooms annually are to be built. Taking the standard that every new room creates two employment positions, the manpower needs to run these new hotel rooms would be around 13200 over a six year period or an average of 2200 persons per year at all occupational levels.

Estimate of additional number in employment in hotels from 2011 to 2016 = 2200 per year  
Human resource demand in non managerial occupations category(100-14.5)%= 1880 per year

Human resource demand per occupation (/65) = 1880/65

Human Resource Demand Factor =28.9

Table 3.5.5 thus indicates the estimated additional human resource demand for popular occupations in Hotels sector based on SLITDA forecast of number of rooms planned to be built and possible employment ratios among key job categories in a typical tourist hotel.

**Table 3.5.5 Estimate of Annual Additional HR Demand in Hotels Sector in EP**

Popular Occupations in non managerial levels	Employment Ratio*	Annual additional HR Requirements (x29)
Front Officer/receptionist	5	145
Chef	1	30
Chef de party	8	230
Cook	10	290
Kitchen assistant	6	175
Steward	4	115
Waiter	4	115
Barman	2	60
Stores worker	3	85
Room boy	10	285
Pool attendant	1	30
Mehanic	3	85
Electrician	4	115
Gardener	2	60
Security staff	2	60
<b>Total</b>	<b>65</b>	<b>1885</b>

Source: Sector report by Mr. Wazir Dole, Operation Manager- Daya Apparels, validated at sector workshop held on 6<sup>th</sup> May, 2010 at Ampara, \*From VET Plan- Sabaragamuwa Province-2009



### **3.5.4 Eastern Province Human Resource Development in Tourist Industry**

There are four broad groups of training providers in Hotel and Tourism sector in Sri Lanka. Sri Lanka Institute of Tourism and Hotel Management (SLITHM), former Hotel School is the major and most important provider of training. It provides institutional training programmes ranging from lower skill levels to Hotel Management Diploma level.

National Apprenticeship and Industrial Training Authority (NAITA) provides apprenticeship training through 'on the job' placement mode of training in industry. In addition private training schools and to a lesser extent overseas institutions assist to meet the training needs of the sector.

However none of the training institutes in the Eastern province registered at TVEC currently offer any training in the tourism sector. NAITA too has not done on the job training in the sector during the past years in the province.

In the Managerial, Scientific and Professional category of employment where experienced and professionally qualified and trained candidates are normally sought by employers, the vocational training providers operating in the Eastern province may not be able or be enthusiastic to cater to the additional numbers required for the planned and anticipated development in the Tourism sector.

However in the other two categories of occupations in the province, vocational training providers could do much to offer the necessary skilled and semi skilled level training programmes to prepare youth for employment in hotels and other tourism sub sectors in occupational areas identified in the tables 3.3.3 and 3.3.4. The tables also indicate the estimated numbers required to be trained annually to meet the skills requirements in the tourism sector in the Eastern province.

SLITHM in collaboration with Tourism Department of the Eastern Provincial Council has commenced to train the unemployed youth and school leavers both male and female from all three ethnic communities in Ampara, Batticaloa and Trincomalee districts.

The areas for which training is provided are Professional Cookery, House Keeping, Restaurant and Bar and Front Office with 3 month duration including one month of

intensive English language training. These are crucial areas in hotel industry where recruitment difficulties have been experienced and are areas where training is most needed. It is also forecast that with tourism getting such exposure and lime light, there is bound to be increased interest in tourism as a profession contrary to what we have seen during the years of stripe, where tourist industry attract young people who did not have any other opportunity and for whom tourism was the least career option.

On the job Training is the most popular mode of training, among the hotels and restaurants in the country, over 90% employers provide such training. OJT is preferred to ensure consistency of performance and is also important as the familiarity and adaptation gained with the hotel environment will help to deliver effective and efficient services. The training covers some of key aspects such as work processes, procedures, machinery and equipment, safety and health regulations, customs and etiquettes, discipline and hotel culture compliance etc. Usually there are inhouse trainers or visting trainers to conduct theory or demonstrations in class rooms or workshops.

Above is true for training in travel sectors although no sophisticated machinery and equipment are used except computers for accounting and ticketing functions.

### **3.5.5 Human Resource Development Activities in Tourism**

SLITHM has also taken following initiatives, to meet the government target of 2,500,000 tourists arrivals in the country by 2016.

- Franchising of training programmes to interested training providers both in public and private sector.

- Establishing more satellite training centres to meet the skills need in the Eastern and Northern provinces.

- Entering into public and private partnership to collaborate to provide training, utilizing resource persons from SLITHM to deliver the training.

- Training providers to conduct courses making use of the curricula developed by SLITHM and assessment and examinations to be conducted by SLITHM.

- Monitoring quality standards of public and private establishments currently conducting training programmes to provide manpower to the industry.

**(a) Special Training Requirements Identified**

As training of tourist guides and issuing of licenses are the exclusive functions of SLITHM and SLTDA at the national level, training of Area and Site guides can be undertaken by other approved Agencies.

Training of Eco/Nature Interpreters in conjunction with nature conservation agencies.

Training in Pleasure Boat Navigation coupled with life saving and rescue operations.

Training courses to assist small tourism related business development in association with other tourism and business agencies.

Handicraft skills development for crafts people, through the National Craft Council, National Design Centre and Palmyrah Board.

Awareness and education schemes for local people through the Local Authorities.

Skills training for the proposed Tourism Division/Bureau staff with the assistance of SLTDA and SLTPB.

Explore with the Eastern University the options for inclusion of tourism management related subjects into their general degree programme.

Setting up a Mobile Training Unit to organize itinerant training programmes at basic levels in Trincomalee and Ampara.

There are thus a lot of opportunities for other public and private training providers in the Eastern province to get involved in the planned activities for development of human resources required in this fast growing tourism sector.

**3.6 Small and Cottage Industries Sector in the Eastern Province**

Cottage industries were traditionally perceived to be an economic activity undertaken largely by home-based artisans and craft workers. Today these Small and Cottage Industries (SCIs) are re-epitomised by low capital inputs, simple tools and equipment, locally available skills, and they are seemed to belong to economically and socially disadvantaged families. While the family itself is often the production unit, women tend to be active participants in gender segregated tasks, as well as sharing in mainstream economic activities.

Many of these SCIs or micro-enterprise entrepreneurs in Sri Lanka, however, could be viewed as 'employers' or 'own account' workers operating independently, or else using a different categorisation, as self-employed individuals, self-employed groups of workers, or

those engaging in home-based or cottage industries. Subcontracting by dependent producers can also be included within the defined small enterprise sector. The distinguishing features of an "entrepreneur" are those of innovation, accelerated economic activity and the effective use of a wide range of inputs.

The following small and cottage industries exist in the province, where livelihood occupations of a number of smaller groups of people could be identified.

1. Clay pottery industries
2. Clay bricks manufacturing
3. Coir industries
4. Carpentry industries
5. Palmyra – Handicrafts production
6. Sea snails , handicraft, lime production
7. Dress making or tailoring
8. Gold smith and jewelry making
9. Black smith
10. Cement works, crafts and cement products
11. Home based food processing
  - Coconut oil production.
  - Rice flour grinding mills
  - Yogurt production
  - Fruit Drinks
12. Pots and Planting
13. Envelop Making

Many of such SCIs falling under this economic sector could be started with the minimum capital cost of Rs.25000.00 to Rs.200000.00 for necessary equipment and running capital for its sustainability. With this investment a certain monthly amount could be earned and the amount would depend on the amount of investment. The promotion and development of SCIs facilitate the sustainability of better livelihood among the village community.

The Department of Industries of the Eastern provincial council promotes the development of these industries in the respective areas where the local raw materials are conveniently available, for productive utilization and conversion to products in demand in the province. This will also provide livelihood for the majority of unemployed youth in the Eastern province who had been affected due to protracted conflict. The agricultural workers in the province also get involved in cottage industries during the off peak cultivation periods. In addition, the Department of Industries also provides necessary technical consultation and training as and when necessary.

### 3.6.1 Present Scenario-Small and Cottage Industry Profile in the Province

The data indicated below has been collected by the Department of Industries of the Eastern province through the respective DS offices, 20 in Ampara, 14 in Batticaloa and 11 in Trincomalee Districts in the province and presented in the SCI Sector report.

The Table 3.6.1 shows that the largest number of production units 653 are in the home based food processing followed by carpentry shops (446), dress making or tailoring shops (353), coir industries(223) and palmyra- handicraft production (202) in the declining order. The total number of enterprises or production units in these identified 13 main SCIs is 2487.

**Table 3.6.1 Summary of the Small and Cottage Industries in Eastern Province**

District	Clay bricks	Clay pottery Industries	Coir Industries	Carpentry Industries	Palmyra- Handicraft production	Sea snails , handicrafts and Lime production	Gold smith & Jewelry works	Black smith	Cement works and ....	Dress making or Tailoring shops	Home based food processing	Pots and planting	Envelop making
Ampara	20	09	30	283	88	08	46	30	14	180	257	25	31
Batticaloa	9	21	185	85	47	25	114	46	21	112	281	20	50
Trincomalee	14	42	8	78	67	06	4	12	9	64	115	7	24
<b>Total</b>	<b>43</b>	<b>72</b>	<b>223</b>	<b>446</b>	<b>202</b>	<b>39</b>	<b>164</b>	<b>88</b>	<b>44</b>	<b>356</b>	<b>653</b>	<b>52</b>	<b>105</b>

Source : Respective DS offices and included in the sector report by Eng S.R. Thileepan, Provincial Director

Dept of Industries, validated at sector workshop held on 24<sup>th</sup> June , 2010

Under the Department of Industries, 13 coir centers, 4 carpentry centers, 1 pottery center and 6 market promotion centers are functioning throughout the Eastern Province DI- 2010

Table 3.6.2 shows the total number of workers engaged in various types of production units (enterprises). The total number of workers in home based food processing units are 3260, closely followed by 3122 workers in carpentry industries, 2136 in dress making or tailoring shops, 920 in clay bricks and clay pottery industries and 669 in coir industry in the province. The total number of workers in the 2487 enterprises are estimated to be 12768. Please note that the Clay Bricks and Clay Pottery industries have been grouped together in the Table 3.6.2 in indicating the numbers in the workforce engaged in SCIs.

**Table 3.6.2 Number in Work Force Engaged in Small and Cottage Industries in Eastern Province**

District	Clay bricks & Clay pottery Industries	Coir Industries	Carpentry Industries	Palmyra- Handicraft Production	Sea snails , Handicraft and Lime Production	Gold Smith &Jewelry Works	Black Smith	Cement Works and ....	Dress Making or Tailoring Shops	Home Based Food Processing	Pots and Planting	Envelop Making
Labour per Production Unit (Average)	@ 8	@ 3	@ 7	@ 1	@ 3	@ 8	@ 5	@ 11	@ 6	@ 5	@ 3	@ 5
Ampara	232	90	1981	88	24	368	150	154	1080	1285	75	150
Batticaloa	240	555	595	47	75	342	230	231	672	1400	60	250
Trincomalee	448	24	546	67	18	32	60	99	384	575	21	120
<b>Total</b>	<b>920</b>	<b>669</b>	<b>3122</b>	<b>202</b>	<b>117</b>	<b>742</b>	<b>440</b>	<b>484</b>	<b>2136</b>	<b>3260</b>	<b>156</b>	<b>520</b>

Source : Respective DS offices and included in the sector report by Eng S.R.Thillepan, Provincial Director  
Dept of Rural Industries Development, validated at sector workshop held on 24<sup>th</sup> June , 2010

### 3.6.2 Future Scenario-Growth of Small and Cottage Industries in the Province.

Table 3.6.3 indicates that around 250 additional small and cottage industries or business units will come into effect annually over the period from 2011 to 2015. It is expected that with the restoration of peace in the North and East and the resettlement of internally displaced people and resulting economic revival, there will be a greater tendency for people to actively participate in the activities in the informal economy. Thus a 10 per cent growth in the SCIs is envisaged over the five year period from 2011 with 1350 additional employment generated annually in the SCIs sector.

**Table 3.6.3 Forecast of Growth of Small and Cottage Industries and Resulting Workforce Requirements in the Eastern Province**

<b>Growth in Enterprises and Required Manpower</b>	<b>Clay Bricks Clay Pottery Industries</b>	<b>Coir Industries</b>	<b>Carpentry Industries</b>	<b>Palmyra- Handicraft Production</b>	<b>Sea Snails , Handicraft and Lime Production</b>	<b>Gold Smith &amp;Jewelry Works</b>	<b>Black Smith</b>	<b>Cement Works and ....</b>	<b>Dress Making or Tailoring Shops</b>	<b>Home Based Food Processing</b>	<b>Pots and Planting</b>	<b>Envelop Making</b>	<b>Total</b>
<b>Additional no of SCs entering into business Annually (10%)</b>	12	22	45	20	04	16	09	05	36	65	05	10	<b>249</b>
<b>Additional work force required annually</b>	96	66	315	20	12	128	45	55	216	325	15	50	<b>1343</b>

Source : Respective DS offices and included in the sector report by Eng S.R.Thileepan, Provincial Director

Dept of Industries Development, validated at sector workshop held on 24<sup>th</sup> June , 2010

### 3.6.3 Human Resource Development in SCI sector in Eastern Povince

To run these entrepreneurial units require skilled man power. Most training providers in both public and private sectors as well as NGO run training centres in the three districts in the

province conduct courses regularly in carpentry, wood carving , masonry, dressmaking, pattern making, Zig Zag sawing, saree and fabric printing, tailoring, hand and machine ribbon embroidery etc: Such training providers could easily accommodate the training of the additional work force in the relevant vocations, forecast in the Table 3.6.3, in their annual plans and deliver the training.

As a functional activity, the Department of Industries of the Eastern provincial council has undertaken to provide service facilities to the rural and small industries, coordinate and conduct training programmes on Enterprises Promotion, Entrepreneurship Development and Handloom Production. The Department of Industries is also involved with activities towards, mainly skills development and technology transfer programs on various fields such as Leather, Food Processing, Aluminum Fabricating, Batik Printing, Screen Printing, Masonry, Carpentry, Plumbing and Electrical Wiring etc, in collaboration with the NGOs and other governmental and partner organizations. The database has been established to provide necessary industrial information and guidance to the entrepreneurs. The Department is also taking appropriate steps to develop the Handicraft Sector through training and related activities at rural level. Several innovative activities were carried out in the field of quality improvement, enterprise start up, marketing and information.

In addition, National Design Centre (NDC) in collaboration with the National Crafts Council and Sri Lanka Handicrafts Board regularly organizes skills training courses for local handicraft industrialists, small scale industrialists and craftsmen introducing novel creations, concepts and prototypes of new designs. NDC has trained during 2009 and 2010, a total of 179 persons on Pottery, Mat Weaving , Palmyrah Handicrafts and Handlooms in the three districts. National Design Centre also promotes and sponsors advanced design and technology development training programmes and provides assistance and vocational education programmes to improve skills in order to develop handicraft designs in keeping with local and export market trends. Through its participation in the development of '1000 industrial village programme' NDC provides opportunities for self employment for unemployed youth and also facilitate an income generating source for the semi employed groups in the society.

Analysts of employment in informal sector have noted the lack of an entrepreneurial culture and young people being reluctant to start their own businesses and generate their own



employment. Only about a fifth of young jobseekers prefer to start their own business, and lack of support from family and friends and a dominant culture that values security, ease and tranquility of mind, appear to be the inhibiting factors. There are a total of 11 master trainers and 39 trainers in Entrepreneurship Development trained, using CEFE resource materials, under the ADB funded Skills Development Project for TVET sector, serving in the public sector training centres in the Eastern province, who could contribute much to promote the entrepreneurial culture among its youth. In addition there are certified Start and Improve your Business (SIYB) trainers, 16 in Ampara, 25 in Batticaloa (2 of them are master trainers) and 19 in Trincomalee districts respectively who are available to carry out 'Generate your Business Idea' (GYBI), 'Start Your Business' (SYB) and 'Improve your Business' (IYB) trainings and counselling activities in the province. SIYB-2010

#### **3.6.4 Training Requirements**

1. Identification of raw materials
2. Introduction to relevant equipment, machinery and tools
3. Skills of the Trades
4. Training on modern technology
5. Product Development with New Design Concepts
6. Training on Entrepreneurship
7. Training on marketing strategy
8. Concept of Quality and Customer Satisfaction

#### **3.7 Handloom Textile Sector in the Eastern Province**

The Sri Lanka handloom textile industry is highly labour intensive export oriented, rural based industry generating high returns. It has gained high socio economic importance due to the significant employment generating potential especially among the rural women in Sri Lanka. Hand woven items are unique from other textile products because of their special characteristics. Being mostly cotton based, it demonstrates excellent fabric handling properties partly due to its weaving method.

There are about 962 private handloom producers in operation inclusive of small, medium and large-scale units in the country. In addition, 8 provincial councils own 771 production centres and the industry provides employment to around 15,000 persons. (*source: [www.srilankabusiness.com](http://www.srilankabusiness.com)*)

The industry has recorded a growth in the last few years. The export of handloom products has increased, the export earnings are accounted by 10 – 15 enterprises although there are many handloom weaving units located in different parts of Sri Lanka. Export market accounts for a substantial quantity of soft toys made out of handloom fabrics, hand woven materials such as curtaining, bed and table linen, bath and kitchen linen and cushion covers etc. These items are being exported to some of the most stringent markets in the world with European and American Quality Standards. The supply base is from its own production and technology wise, it uses traditional wooden looms, weaving methods and treadle weaving.

### **3.7.1 Present Scenario of Handloom Textile Industry in EP**

The Handloom Industry was a thriving Industry which provided livelihood to many in the Eastern province. The Industry which has recorded around five thousands looms in operation in 1992 is now confined to around nine hundred looms. The Government with the assistance of Eastern Provincial Council has now taken steps to develop the handloom sector in the province which will have a great potential in providing employment opportunities for the people in the region and uplift their livelihood.

#### **(a) Private sector**

Table 3.7.1 shows that there are 21 specially identified villages in the Eastern province where the handloom industry is surviving, 11 in Ampara, 7 in Batticaloa and 3 in Trincomalee districts employing a total of 1950 persons. These villages are:

Maruthamunai, Pandiruppu, Periyaneelavanai, Sawalakkadai, Ampara, Syampalawewa, Uhana, Thirukkivil, Sammanthurai, Akkaraipattu and Natpaddimunai in Ampara District.

Kattankudi, Palamunai, Puthukkudiuruppu, Eruvil, Kallar, Thuraieneelanai and Santhiveli in Batticaloa District.

Kantale, Kinnya and Pattithidal in Trincomalee District.

**Table 3.7.1 Distribution of the Private Sector Handloom Centres in Eastern Province**

District	Number of Specially Identified Villages for Handloom industry	Number of Handloom Centres	Work force Involved
Ampara	11	432	1744
Batticaloa	07	50	195
Trincomalee	03	03	06
<b>Total</b>	<b>21</b>	<b>485</b>	<b>1945</b>

Source: Survey done by Sector expert Mr. J.A.Nazar Engineer- Textiles and validated at sector workshop held on 6<sup>th</sup> May, 2010

**(b) Government Assisted Centres**

Table 3.7.2 shows that there are 10 handloom centres in Ampara district , 27 centres in Batticaloa and 9 in Trincomalee districts, totaling 55, which are all assisted by the state.

**Table 3.7.2 Distribution of the Government Assisted Handloom Centres in EP -2009**

District	Number of DS Divisions with Handloom Centres	Number of Handloom Centres	Average Number of Work force Involved
Ampara	14	19	600
Batticaloa	07	27	810
Trincomalee	07	09	240
<b>Total</b>	<b>28</b>	<b>55</b>	<b>1650</b>

Source: [www.ep.gov.lk](http://www.ep.gov.lk) and Survey done by Sector expert Mr. J.A.Nazar Engineer- Textiles and validated at sector workshop held on 6<sup>th</sup> May, 2010

The centres in Ampara district are in Alayadivembu, Damana, Karaitheevu, Sammanthurai, Veeramunai, Savalakkadai, Pathiyathalawe, Pandiruppu, Thirukkivil, Vinayagapuram, Ampara, Namalthalawa, Oluvil, Ninthavur, Paname, Senagama, Tissapura, Seiyampalawewa and Borapola villages.

The centres in Batticaloa district are in Kattankudy, Valaichchenai, Santhiveli, Arayampathy, Puthukudiyiruppu, Kirankulam, Palamunai, Design centre-Kallady, Art line centre-Kallady, Dye centre-Kallady, Handloom complex, Saththurukkondan, Kallady veloor, Manchchaththoduvai, Iruthayapuram, Navatkuda, Chettipalayam, Periyakallaru, Thuraineelawanai, Kaluthavalai, Kurukkalmadam, Iruthavapuram, Navatkuda, Chettipalayam, Periyakallaru, Thuraineelawanai, Kaluthavalai and Kurukkalmadam villages.

The centres in Trincomalee district are located in Anbuvalipuram, Periya Kinniya, Kurinchchakerny, Gopalapuram, Kantale, Veeramanagar, Paddithidal, Mahaweligama and Mavadychenai villages.

The Department of Industries in the province, oversees these 55 textile weaving centers functioning in locations spread throughout the Eastern province with nearly 1650 handloom textile trainees, working in the handloom villages. Thus both private and provincial council (Department of Industries) are involved in this sector.

### **3.7.2 Future Scenario with Revitalization of the Handloom Textile Industry**

The major strategies to revitalize the textile industry in the Eastern province include modernization of a few handloom centres, reactivation of unutilized looms, assisting in setting up of dye houses, establishing marketing outlets, introduction of new technology, imparting knowledge and skills on designing, facilitating raw material supply and exposure to market trends.

For the purpose of developing the Handloom sector in the Ampara district three government assisted handloom centres at Senagama, Siyabalanduwa and Tissapura in Uhana and a centre at Namalthalawa in Ampara DS divisions will be modernized.

It was planned to reactivate 750 number of looms at the cost of LKR 7.23 million, creating employment for 1125 persons, in the three districts in 2007-2010.

Handloom village development programme is being implemented at a cost of LKR 62.65 million to create 375 employment in handloom sector in Kalmunakudi, Chawalakade, Gomarankadawala, Palmunai and Pudukudirppu. It is expected that 75 per cent of this cost will be borne by the private sector.

Dye Houses are to be established to provide the necessary fabrics and yarns to the industrialists in Batticaloa and Trincomalee at a cost of LKR 6 million. (*Source: www.ep.gov.lk*)

### 3.7.3 Human Resource Development in the Handloom Sector

It is expected that the handloom textile industry will continue to grow with the present conducive atmosphere existing in the province as it uses appropriate technology with very simple equipment operable by village people and profitable for their livelihood. It is assumed that the work force engaged in the sector will grow at 10 per cent annually till 2015.

**Table 3.7.3 Forecast of Annual Increase of Work Force in the Handloom Textile Sector.**

Sector	Number of Handloom Centres	Workforce Involved	Estimated Annual workforce increase @10%
Private	485	1744	175
Government Assisted	55	1650	165
Total	540	3394	340

*Source: Sector Report of Mr. J.A.Nazar Engineer- Textiles and validated at sector workshop held on 6<sup>th</sup> May, 2010*

The Department of Industries of the Eastern Provincial Council offers skill development and technology transfer programs in various fields such as textile weaving, leather, food processing, batik printing, screen printing, etc, in collaboration with the NGOs and other Governmental and partner organizations. It also offers entrepreneurial training along with skills development and technology transfer programmes. The Department also has the necessary human resources such as 08 Senior Textile Supervisors and 75 Textile Demonstrators (EP website-2008 figures) working for the Department. As most training providers in the Eastern province, registered with TVEC do not have resource persons for handloom sector, they could organise such training in partnership with the Department of Industries sharing resources available.

### 3.7.4 Training Requirements

1. Introduction to basic handloom weaving technology
2. Introduction to usual cotton yarn varieties
3. Yarn winding and methods of handloom yarn knotting
  - a. Bobbing winding
  - b. Pirn Winding

4. Yarn counts, hanks, bundles, labels and its types
5. Calculation and estimation
  - a. Color combination and products
6. Weaving methodology and creel capacity
7. Leasing techniques
8. Beaming (warp un winding) method
9. Drawing –in technology
10. Loom setting technology
11. Weaving method and technology
12. Packing and labeling system of finished products
13. Analysis of market trend and production

### **3.8 Informal Services Sector –District wise (Ampara and Batticaloa) in the Eastern Province**

The importance of the informal sectors in the development of Sri Lanka had been realized long ago. The ILO- Nature Seminar on “ Organizing the un-organized in the informal Sector” held in Sri Lanka in 2001 concluded that due to today’s globalized economy a significant proportion of the workforce in Sri Lanka is being pushed to an insecure, unsure, unprotected, low quality, low paying, labour intensive unorganized sector where a typical non-formal, non-standard employment practices dominate. About 40 per cent of the GDP of the country is from the informal sector. The importance of the informal services sector was reiterated in the three planning workshops held in the three districts as part of the development of this VET Plan.. The following sub sectors were identified in the informal services sector as important in the economic activities in the Eastern province thus highlighting the necessity of the development of the human resources involved for their productive utilization in the sector.

1. Trades -Whole Sales and Retails Marketing
2. Catering Services
3. Day Care and Baby Sitting and Care of Elders
4. Differently Abled / Handicapped / Disabled Care Centers
5. Saloon and Hair Cutting
6. Hair Dressing and Beauty Culture

7. Physical Fitness Centers
8. Laundry Services
9. Private Tuition and Language Skill Delivery
10. Pawning and Money Lending Services
11. Hiring and Leasing of Equipment
12. Security Services
13. Studio/ Photography
14. Videography
15. Photocopying
16. Printing
17. Media
18. Health
19. Nursing and Hospital Services
20. Medical Laboratory Services
21. Funeral Services
22. Storage and Packing
23. Transport

### **3.8.1 Collection of Data**

Literature review showed that there are a considerable number of studies previously done on the informal sector in Sri Lanka. In all such studies the entire informal sector had been taken in to account including variety of non-estate agricultural activities, trading, fishing, the output of the craftsmen, small manufacturing units, street vendors and multiplicity of services in the trade and transport etc. However no acceptable quantitative data, except some qualitative information, is available for sub sectors identified under the informal services sector in the Eastern province for the purpose of VET planning. The information, in previous studies may be utilized to support the quantifiable data, if any. However in this particular sector study on informal services in the Eastern province, sub sectors are confined only to a few services, and excludes even Sathipola (weekly market) and seasonal roadside vendors etc:

In the absence of any useful secondary data, a survey was conducted in Ampara and Batticaloa districts to collect the required information. This survey could not be done in Trincomalee district due to the difficulties encountered in coordination of such a survey.

A questionnaire designed to collect the necessary information was distributed to all Grama Niladaries (GNs) working in the two districts through respective Divisional Secretaries (DS) and Assistant Directors of Planning. The GNs were the enumerators in the survey. There was 98 per cent response from GNs in Ampara District. Although the response from GNs in Batticaloa district was 80.3 per cent, only 38.3 per cent of 345 GNs had given any complete and correct information relevant to this study.

### **3.8.2 Findings of the Survey**

#### **(a) Assumption & accuracy of the information:**

- i. **Forecasting for 2015:** Based on the population increase from 2007 to 2008, considering the development process, post-conflict requirements, and the pent up demand in the district during three decades of conflict, it was assumed a 10% annual increase. Thus a 50% increase was assumed from 2010 to 2015.
- ii. **Education level of the people involved:** The sum total of the number of people indicated at different educational levels does not seem to tally with the total number, engaged in a particular sub sector. This is due to double counting of experience and education level or not properly knowing the education level by the enumerators of the survey. However, when scrutinizing the tables it becomes clear, that no significant change occurs in the overall inference. Therefore, the values given by the enumerators are considered acceptable.
- iii. **Information on Private Transport Services:** Considerable variation has been observed while providing information on this sub-sector. This is due mainly to, exclusion of three wheelers by some enumerators because of their inability to collect actual information.



**(b) Analysis of the Sub Sectors in terms of Number of Establishments, Human Resource (Profiles and Forecast of Employment in 2015)**

Only first six sub sectors ranked according to number of enterprises and number employed are analyzed in detail and given below.

**(i) Trading Establishments**

Table 3.8.1 shows that the Trading is the largest informal service sub sector operating in the two districts with 12398 trading establishments, providing 64.1 per cent of the total informal service sector employment. According to survey results, 20163 persons are involved in trading. If the constituents of trading are considered, whole sale, retail or petty trading enterprises, eating houses & tea centres and others account for 1711, 7994, 1374 and 1319 number of establishments respectively. Table 3.8.1 also indicates that only 4114 or 33.2 per cent of total trading establishments are formally registered with public authorities.

Table 3.8.2 shows that higher the level of education, lesser the number of persons willing to engage in trading. Majority of the workers (42.2 per cent) involved in trading are educated below G.C.E.(O/L). Further, 22.6 per cent and 7.1 per cent of workers are qualified at G.C.E.(O/L) and G.C.E.(A/L) respectively.

**Table – 3.8.1 Total Number of Enterprises Operating, Number Registered, Number of People Employed and Employment Forecast for 2015 for Ampara & Batticaloa Districts**

	<b>Category of Enterprises in Informal Service Sector</b>	<b>Total No. of enterprises</b>	<b>No. Registered</b>	<b>No. employed</b>	<b>HR Forecast for 2015</b>
1	Trading Establishments	<b>12398 (1)</b>	<b>4114</b>	<b>20613(1)</b>	<b>29406</b>
2	Child Care and Welfare Centres	<b>675 (4)</b>	<b>441</b>	<b>1193(4)</b>	<b>1801</b>
3	Adult Welfare Operations	<b>31</b>	<b>24</b>	<b>94</b>	<b>149</b>
4	Private Education and Training Centres	<b>762 (3)</b>	<b>259</b>	<b>3970(2)</b>	<b>5977</b>
5	Private Health Service Centres	<b>479(5)</b>	<b>246</b>	<b>737(5)</b>	<b>1100</b>
6	Private Transport Service Centres	<b>1868 (2)</b>	<b>1329</b>	<b>2135(3)</b>	<b>3208</b>
7	Beauty Culture Centres	<b>399(6)</b>	<b>91</b>	<b>535 (6)</b>	<b>787</b>
8	Taxation & Accounts	<b>7</b>	<b>7</b>	<b>39</b>	<b>59</b>
9	Pawning and Money lending	<b>60</b>	<b>60</b>	<b>176</b>	<b>264</b>
10	Hiring & Leasing of Equipment	<b>126</b>	<b>75</b>	<b>182</b>	<b>273</b>
11	Security Works	<b>3</b>	<b>3</b>	<b>31</b>	<b>46</b>
12	Printing Services	<b>57</b>	<b>41</b>	<b>134</b>	<b>189</b>
13	Studios	<b>97</b>	<b>90</b>	<b>184</b>	<b>276</b>
14	Media Centres	<b>54</b>	<b>45</b>	<b>113</b>	<b>148</b>
15	Photocopy/Communication & Net Browsing	<b>207</b>	<b>72</b>	<b>226</b>	<b>318</b>
16	Funeral Services	<b>20</b>	<b>17</b>	<b>62</b>	<b>93</b>
17	Packing & Distributions	<b>26</b>	<b>13</b>	<b>70</b>	<b>109</b>
18	Storage	<b>37</b>	<b>25</b>	<b>253</b>	<b>385</b>
19	Mobile Phone Repairs	<b>58</b>	<b>14</b>	<b>70</b>	<b>105</b>
20	Legal	<b>8</b>	<b>7</b>	<b>12</b>	<b>20</b>
21	Laundry Services	<b>146</b>	<b>15</b>	<b>229</b>	<b>344</b>
22	Physical Fitness Centres/Gyms	<b>14</b>	<b>9</b>	<b>30</b>	<b>45</b>
23	Other	<b>170</b>	<b>53</b>	<b>365</b>	<b>466</b>
	<b>Total</b>	<b>17702</b>	<b>7050</b>	<b>31453</b>	<b>45568</b>

Source: Sector report by Mr. A.L.Badurdeen, Director CoT Ampara, including Results of Surveys done in Ampara and Batticaloa Districts , validated at sector workshops held on 13<sup>th</sup> July & 03<sup>rd</sup> August, 2010 in Batticaloa and Ampara

## (ii) Child Care and Welfare Centres

Child care and welfare service is the fourth largest informal sub sector operating and provides for 3.8 per cent (fourth highest) of the total informal employment. Table 3.8.1 indicates that there are 675 child education welfare centres, providing 1193 employment opportunities. Nurseries are more common in Ampara district with 541 numbers while number of day care centres functioning is only 19 units. Enumerators in Batticaloa district had not made any distinction between day care centres and nurseries. Only 441 numbers ( 65.3 per cent) out of 675 centres in the two districts are formally registered and it is evident from Table 3.8.2 that unlike in trading, more workers (92.0 per cent) qualified at G.C.E.(O/L) or G.C.E.(A/L) are employed in this sub sector.

**Table 3.8.2 Human Resource Profiles –Employee Educational Attainments by Business Enterprises-Ampara & Batticaloa Districts**

	Category of Enterprises in Informal Service Sector	By Experience	Below G.C.E.(O/L)	G.C.E.(O/L)	G.C.E.(A/L)	Degree
1	Trading Establishments	2394	8512	4572	1434	153
2	Child Care and Welfare Centres	105	317	583	515	55
3	Adult Welfare Operations	16	23	18	18	4
4	Private Education and Training Centres	295	228	1464	1711	467
5	Private Health Service Centres	38	75	145	215	214
6	Private Transport Service Centres	515	826	438	140	26
7	Beauty Culture Centres	81	299	120	25	12
	Total	3444	10280	7340	4058	931

Source: Sector report by Mr. A.L.Badurdeen, Director CoT Ampara, including Results of Surveys done in Ampara and Batticaloa Districts, validated at sector workshops held on 13<sup>th</sup> July & 03<sup>rd</sup> August, 2010 in Batticaloa and Ampara

## (ii) Private Education and Training Centres

This sub-sector is the second largest provider of employment opportunities to 12.6 per cent (3970 employees) of the total work force in the informal service sector in the two districts as Table 3.8.1 shows. There is a total of 762 private education and training institutions

operating in Ampara and Batticaloa districts, only 34 per cent of this total are registered with the authorities. In Ampara district out of 544, majority is religious education centres (274 numbers) and tuition centres (113 numbers). No distinction of the type of the educational centres could be made for Batticaloa district.

It can be seen from the Table 3.8.2 that a higher percentage (43.1 per cent) of workers involved in this sub sector are qualified at G.C.E.(A/L) level and 36.9 percent at G.C.E.(O/L). A substantial number (11.7 per cent) compared to other sub sectors are degree holders.

### **(iii) Private Health Services**

By having 479 private health services centres with 737 employees in this sub-sector, it is ranked at fifth place in terms of both number of centres and number of employment opportunities. Please see Table 3.8.1. In Ampara district, this study found the number of private dispensaries, pharmacies, channeling centres and medical laboratories to be 157, 83, 52 and 28 (totaling 320) respectively. However no detailed analysis is available in the survey done in Batticaloa district. Only 51.4 per cent of the centres in the two district are registered despite, it is being more of a legal requirement under Health Authorities.

Also it is clear from Table 3.8.2 that more G.C.E.(A/L) and degree qualified persons (58.2 per cent) are involved in this sub sector.

### **(iv) Private Transport Services**

This sub sector is found to be the second largest, in terms of number of enterprises and the third largest in terms of providing employment according to the information available. Please see Table 3.8.1. No data is available in this sub sector from Batticaloa district. If the number of three wheelers actually plying is considered, one could imagine that the total number of enterprising units would exceed the number of trading centres operating in the district. However, if the number of employment opportunities provided is concerned, as one person is employed in a three wheeler, the total employment opportunities provided may not exceed those in trading and private education. Table 3.8.1 shows that there are 1868 transport

services providing employment for 2135 persons. Here 71 per cent of the enterprises are registered.

If the education levels of employees in this sub-sector are considered, these are par with those of traders. Those who have not completed G.C.E (O/L) are mostly engaged in this sector compared with others.

**(v) Beauty Culture Services**

Saloons, beauty centres, bridal decoration and dressing services are included under this sub-sector. From Table 3.8.1, it is clear that there are 399 such centres providing employment to 535 persons. In Ampara district, out of a total of 293, 272 centres are saloons and 18 numbers are beauty centres.

As per Table 3.8.2, it is evident that most workers (75.0 per cent) engaged in this service are also below the G.C.E (O/L) educational level.

**(vi) Other Informal Services Sub-sectors**

As shown in Table 3.8.1, seventeen more sub-sectors are in operation in Ampara and Batticaloa districts. There are 1121 such enterprises operating and providing employment to 2270 persons. It is also expected these sectors could provide employment for 3289 persons in 2015.

**3.8.3 Human Resource Development in Informal Service Sector in Eastern Province- Training Requirements Identified from the Survey**

The training providers in the province could develop new courses to meet the identified training requirements in the sub sectors and offer the suggested training to the additional work force in the relevant vocations in the informal service sector as summarized in the Table 3.8.3. In addition, modules on customer satisfaction and entrepreneurship development could also be included in such training. Table 3.8.3 also shows that around 2600 are to be trained annually in the six sub sectors identified in the survey.

**Table 3.8.3 Summary of Additional Numbers to be Trained with Suggested Training**

	Category of Enterprises in Informal Service Sector	Number to be trained	Training Suggested to Meet Training Requirements Identified
1	Trading Establishments	1760	Training on small and micro level enterprise management including entrepreneurship, accounting & records keeping, initiatives for customer satisfaction, ethical trading and legal, safety, hygienic and quality requirements, environmental requirements, and safe waste disposal methods etc:.
2	Child Care and Welfare Centres	120	Pedagogy, child psychology, use of audio visual aids/teaching aids, safe health practices, human (children's) rights and curriculum development
3	Private Education and Training Centres	400	Psychology, use of audio visual aids, safety health practices, human rights, curriculum development
4	Private Health Service Centres (Training is mainly for nurses )	75	Handling of basic equipment & tools, patients care, awareness on basic medicines and reading and interpretation of medical reports.
5	Private Transport Service Centres (Training is mainly for drivers and conductors)	215	Motor Traffic regulations, routine maintenance and repairs of vehicles and safety transport procedures, courteousness and customer satisfaction.
6	Beauty Culture Centres	50	Use of modern tools, machinery and cosmetics and safety practices.
Total number to be trained		2620	

Source: Sector report by Mr. A.L.Badurdeen, Director CoT Ampara, including Results of Surveys done in Ampara and Batticaloa Districts , validated @ sector workshops held on 13<sup>th</sup> July & 03<sup>rd</sup> August, 2010 in Batticaloa and Ampara

Most training providers in both public and private sectors as well as NGO run training centres in the three districts in the province conduct courses regularly, relevant to some of the training requirements identified in the survey.

Technical colleges and a few private sector institutes conduct courses in marketing and accounting technicians, business management, marketing management and computerized accounting which could meet some of the training requirements in trading sub sector.

In trading sub sector, if the business handles food, fast food or catering, food act stipules the employment of at least one accredited food handler. Some training providers may undertake the food handler training courses to ensure the kitchen and preparation areas, in the relevant food handling informal sector enterprises, are kept clean and free of hazards and the food that served meets the set hygienic standards.

Private training institute offers a Certificate Course in Early Childhood Development in the Ampara district. National Skills Standards for pre school teachers are already available.

Courses in dress making, tailoring, beauticians and hair stylists, sewing, pattern making, Zig Zag sawing, saree and fabric printing, tailoring, hand and machine ribbon embroidery etc: are offered by many training institutes in the province etc.

### **3.9 Light Engineering and Automobile Services Sector in the Eastern Province**

As the processes in Light Engineering and Automobile Services are generally less complicated, these two categories of economic activities are combined into a single economic sector for the study of human resources and skills requirements in the province. This grouping into a single sector could also be justified due to the characteristics of the two areas. The functions in light engineering and automobile services are activities in production and or services and they are both highly labour intensive, indigenous and use simple technology.

This sector in Eastern province is dominated by private sector informal units and their distribution is not restricted to any identifiable locations. The production or services units are scattered throughout the districts based on demands, accessibility and availability of other basic infrastructure facilities like electricity for their locations.

### **3.9.1 Focus Group Discussions on Light Engineering and Automobile Services Sector**

Focus group discussions to gather mainly qualitative information and not quantitative data related to current and future skills, and other issues related to human resources were held in Ampara with the participation of employers /entrepreneurs in the sub sectors given below.

- Combine harvester operation and maintenance.
- Automobile repairs.
- Motor bicycle and three wheeler repairs.
- Aluminum and sheet metal fabrication.
- Production of small farm tools and agricultural implements.
- Household appliances repairs and in addition mobile phone repairs.

The objectives of the Focus Group Discussions were to:

- Learn about the trends and development in the sector for understanding of any existing gaps in knowledge and skills of the practicing craftsmen;
- Identify any occupations and competency areas that are specific to the Eastern province and not commonly known to others;
- Identify any skills shortages and surpluses;
- Learn the preferred training strategies by the owners of enterprises for themselves or their employees.

### **3.9.2 Findings of the Focus Group Discussions**

The participants were mainly micro or small time entrepreneurs who have basically learnt their skills on the job with the guidance of skilled craftsmen, without attending any formal training institutions. They have received no further training after being employed. Some have given employment to a few people and few others work alone. The following were the major problems common to all the sub sectors as stated by the participants.

1. Trouble shooting of latest models on both operational and maintenance.
2. Availability or identification of correct and quality spares.
3. Shortage of skilled personnel.



The first two problems highlighted at the workshop possibly indicate the need for knowledge and skills upgrading required due to improved or changed technologies, featured in new models regularly being introduced to the consumer market. It appeared that some of the participants try to meet this challenge by exploring for new knowledge on internet, or through contacts developed with franchisees for servicing of specially electrical and electronic household products or with dealers of such products and goods in the locality. Others learn new technology by trial and error which may be both risky and costly.

**(i) Findings specific to few sub sectors**

**a. Aluminium Fabrication**

Employers prefer multi skilled workers. However the workers must be conversant in taking precision measurements.

**b. Operation and Maintenance of Combine Harvesters**

There are close to 400 machines of the wheeled type and around 100 machines of tract or chain wheeled type in Ampara district alone. These harvesters accomplish the functions of cutting, threshing, straw separating and rice collecting simultaneously and are becoming popular among paddy cultivators. There are only 10 Sri Lankan operators and rest are all Indians. Thus there obviously is a huge scarcity of operators. Operators should be able to do minor repairs. It is also said there is only a single workshop available in the district for any major repairs thus causing longer periods of down times of machines with loss of productive work.

**c. Motor Garages**

No problem with the new technology, craftsmen always manage to over come such problems by learning on the job, No multi skills possible, only specific jobs preferred as. auto painter, tinker, diesel engine or petrol engine mechanic and so on.

**d. Electrical and Electronic Household Appliances Repairs.**

Entrepreneurs have problems in marketing their skills.

### **3.9.3 Training Strategies with Suggested Training**

As workers could be released only for 1 to 2 days preferably in 3 to 6 months periods for training in institutions or work places, special short term courses are to be designed based on particular need assessments and offered by training institutions. This short term training should also be for transfer of new technology.

A special attention to be paid by training providers to develop and implement training programmes to train operators and mechanics for combined harvesters. This could be done best in collaboration with Department of Agriculture and the vendors/suppliers of these machines in Sri Lanka.

A module on metrology / precision measurement to be introduced to craft courses such as Aluminium Fabrication offered by training providers.

Some of the small scale self employed persons have difficulty in providing services as big companies operating at national level offer after sale services to the customers of their products. To overcome the difficulty in finding of markets for their services by such self employed persons, possibility of networking and finding opportunities for franchise dealership need to be explored by them. As an additional measure for trainees in such trades, a module on entrepreneurial development needs to be included as part of the training courses to built capacity for innovative approaches in finding markets.

As mobile phone penetration in the province and also in the country is increasing at unprecedented rate, the mobile phone repairer is an emerging vocation, action need to be taken to identify the skills involved, develop a curriculum and implement the necessary training by training agencies.



## **Chapter 4 : Current Training Profile - Supply of Skilled Manpower to the Labour Market**

In this chapter, the supply side of the labour market in the Eastern province will be examined. The youth dropping out of education system and the school leavers at G.C.E. (O/L) and G.C.E.(A/L) enter the labour market either direct or after following technical and vocational education and training courses to acquire employable skills. The group which has chosen to follow courses and undergo training, has better opportunities for employment. The trained youth are preferred by employers as they have acquired employable skills in demand in the labour market.

### **4.1 TVET Institution Network**

Eastern province has a total number of 112 training centres and only 96 are registered with TVEC. Out of the total number of institutions, 58 institutions are public sector centres and 38 are private owned centres. There are 16 training centres run by NGOs. The Department of Technical Education and Training has 4 technical colleges in Ampara district and one each in Batticaloa and Trincomalee districts. VTA has 17 training centres in Ampara district, 15 in Batticaloa and 6 in Trincomalee districts. NAITA has two training centres each in Ampara and Trincomalee districts but none in Batticaloa district. NYSC has one each in Ampara and Batticaloa districts and none in Trincomalee district.

Table 4.1 shows the geographical distribution of training institutes in Ampara district. 12 institutes are located in Ampara DS division, followed with 6 in Akkraipattu and lesser numbers in other divisions. Lahugala and Padiyathalwa DS divisions in the Ampara district have no vocational training centres operating in the divisions.

**Table 4.1 Geographical Distribution of the Training Institutes in Divisional Secretariat Divisions in Ampara District**

District	No	DS Division	Population with its % of the total in District	DTET	NAITA	VTA	NYSC	SLIATE	Other public	Private	NGO	Total	Registered	Unregistered
Ampara	1	Ampara	39,268(6.4%)	1	1	2	1	1		6		12	10	2
	2	Damana	35,705(5.8%)			1					1	2	1	1
	3	Dehiattakandiya	55,930 (9.2%)	1		1				1		3	3	
	4	Irakkamam	13,006(2.1%)			1						1	1	
	5	Addalaichchenai	39,721(6.5%)						1			1	1	
	6	Alayadivembu	22,289(3.6%)			1					1	2	2	
	7	Akkaraipattu	37,070(6.1%)	1		1				3	1	6	6	
	8	Kalmunai(MD)	42,852(7.0%)			1				1	1	3	3	
	9	Kalmunai (TD)	29,025(4.8%)							2	1	3	1	2
	10	Karaitivu	16,656(2.7%)			1						1	1	
	11	Lahugala	8,258(1.4%)											
	12	Mahaoya	17,801(2.9%)			1						1	1	
	13	Navithanvely	18,436(3.0%)			1						1	1	
	14	Ninthavur	25,652(4.2%)			1				1		2	2	
	15	Sainthamaruthu	25,147(4.1%)		1	1				1		3	2	1
	16	Padiyathalawa	16,451(2.7%)											
	17	Pottuvil	33,625(5.5%)			1						1	1	
	18	Thirukkivil	24,972(4.1%)			1				1	1	3	3	
	19	Uhana	53,262(8.7%)			1						1	1	
	20	Sammanthurai	55,592(9.1%)	1		1						2	2	
		<b>Sub Total</b>	610,719(100%)	<b>4</b>	<b>2</b>	<b>17</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>6</b>	<b>48</b>	<b>42</b>	<b>6</b>

Source: TVEC Database and TVET Guide 2010

Table 4.2 shows the geographical distribution of the training institutes in the DS divisions of the Batticaloa district. 15 centres operate in the Manmunai North (Batticaloa Town) division followed with 5 centres in Eruvilpattu division and lesser numbers in other divisions. There

is none, in one DS division namely; Koralaipattu Central where 4.8 per cent of total population of 515,857 in the district live.

**Table 4.2 Geographical Distribution of the Training Institutes in Divisional Secretariat Divisions in Batticaloa District**

District	No	Division	Population with its % of the total in District	DTET	NAITA	VTA	NYSC	SLIATE	Other public	Private	NGO	Total	Registered	Unregistered
Batticaloa	1	Manmunai North (Batticaloa town)	88,459(17.1%)	1		1		1		8	4	15	10	5
	2	Kattankudy	39,523(7.7%)			1				1		2	2	
	3	Manmunai South & Eruvil pattu)	57,917(11.2%)			2				2	1	5	5	
	4	Manmunaipattu-Araipattai	30,747(6.0%)			1	1					2	2	
	5	Porathivupattu	38,282(7.4%)			1						1	1	
	6	Manmunai South West	23,988(4.7%)			1						1	1	
	7	Manmunai West	25,025(4.9%)			1						1		1
	8	Koralaipattu North (Vaharai)	21,263(4.1%)			1			1			2	2	
	9	Koralaipattu South_Kiran	19,659(3.8%)			1						1	1	
	10	Koralaipattu Central	24,510(4.8%)											
	11	Koralaipattu West-Oddamvadi	20,985(4.1%)			1						1	1	
	12	Koralaipattu-Valachchanai	24,589(4.8%)			2						2	1	1
	13	Eravurpattu	75,886(14.7%)			1			1			2	2	
	14	Eravur Town	25,024(4.9%)			1						1	1	
		<b>Sub Total</b>	<b>515,857(100%)</b>	<b>1</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>5</b>	<b>36</b>	<b>29</b>	<b>7</b>

Source: TVEC Database and TVET Guide 2010

The geographical distribution of the training institutes in DS divisions of Trincomalee district is shown in the Table 4.3. Total of 15 institutes are located in the Town & Gravets DS division followed with 5 institutes in Kinniya DS division. There are no training centres located in 5 DS divisions namely; Eachchilampattu(2.0 per cent), Morawewa(1.7 per cent),

Padavisipura(3.2 per cent), Kuchchaveli(7.9 per cent) and Thampalakamam (8.2 per cent), percentages indicating the populations in the divisions as a percentage of the total population of 334, 363 in the district.

**Table 4.3 Geographical Distribution of the Training Institutes in Divisional Secretariat Divisions in Trincomalee District**

District	No	DS Division	Population with its % of the total in District	DTET	NAITA	VTA	NYSC	SLIATE	Other Public	Private	NGO	Total	Registered	Unregistered
Trincomalee	1	Town & Gravetss	89,046(26.6%)	1	1			1	2	8	2	15	11	4
	2	Muthur	47,132(14.1%)			1					2	3	3	
	3	Gomarankadawela	5,879(1.8%)			1						1	1	
	4	Seruvila	11,142(3.3%)			1						1	1	
	5	Verugal/Eachchilampattu	6,617(2.0%)											
	6	Morawewa	5,563(1.7%)											
	7	Padavisiripura	10,666(3.2%)											
	8	Kuchchaveli	26,327(7.9%)											
	9	Kantalai	42,861(12.8%)			2					1	3	3	
	10	Kinniya	61,558(18.4%)		1	1				3		5	4	1
	11	Thampalagamuwa	27,572(8.2%)											
		<b>Sub Total</b>	<b>334,363(100%)</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>5</b>	<b>28</b>	<b>23</b>	<b>5</b>

Source: TVEC Database and TVET Guide 2010

#### 4.2 Course Mix Currently Available in the Districts

Table 4.4 shows that there are a total of 181 courses offered by training institutes in Ampara district. Out of a total number of 41 Information Technology courses offered in the district, 27 are from private sector institutes. The number of courses related to Construction industry is 69, the number related to Light Engineering and Automobile services sector is 26, number of courses related to Informal Services sector is 19 and 7 courses are in Languages. There is only one course in Agriculture offered by SLIATE and none in Fisheries sector. Table 4.4 also shows that the total number of courses accredited for NVQ certification is 28.

**Table 4.4 Course Mix in Training Centres in Ampara District**

	Courses	Number of Courses								Total	NVQ Accredited
		DTET	NAITA	VTA	NYSC	SLIATE	Public	Private	NGO		
Agri	<i>Higher National Diploma in Agriculture</i>					1				1	
	<b>Sub Total</b>					<b>1</b>				<b>1#</b>	<b>0#</b>
ICT	<i>Computer Application Assistant</i>	1/1 *	1	6/2 *	1			7/1 *		16	4*
	<i>Computer Hardware</i>							5		5	
	<i>Computer Software/programming/</i>							6		6	
	<i>Computer Web Designing/Autocad</i>							5		5	
	<i>Computer System Engineering</i>							1		1	
	<i>ICT(Certificate Level)</i>			3			1	1		5	
	<i>ICT (Diploma)</i>			1				2		3	
	<b>Sub Total</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>1</b>		<b>1</b>	<b>27</b>	<b>0</b>	<b>41#</b>	<b>4*#</b>
Construction	<i>Aluminium Fabricator</i>			1			1		1 *	3	1*
	<i>Carpenter (furniture/building)</i>	1		5/1 *				2	2 *	10	3*
	<i>Wood carving</i>			1						1	
	<i>Draftsmanship</i>	4								4	
	<i>Plumber</i>	3/1 *		4/2 *				1	1	9	3*
	<i>Mason</i>	2/1 *		3/2 *				2		7	3*
	<i>Painter</i>							1		1	
	<i>Heavy Equipment Operator</i>							5		5	
	<i>Light Equipment Operator</i>						1			1	
	<i>Driver Heavy Vehicles</i>			1						1	



*Vocational Education and Training Plan for Eastern Province*

	NCT- Civil	2							2		
	NCT-Quantity Surveying	2							2		
	Electrical trades	3		12/ 5*	1		1	4	2/ 1 *	23	6*
	Sub Total	17		27	1		3	15	6	69#	16*#
Light Engineering & Automobile Services	Electronic trades			2/1 *	1			1		4	1*
	NCT-Electrical& Electronic	2								2	
	Refrigeration & A/C Mechanic	1		2					1 *	4	1*
	Welder	2/1 *		1				1		4	1*
	Fitter (Machinist )	1					1			2	
	NCT-Mechanical	1								1	
	Automobile Mechanic	2/1 *		1*						3	2*
	Motor Cycle & Three Wheeler Mechanics	1		4/1 *						5	1*
	Automobile Electrician			1						1	
	Sub Total	10		11	1	-	1	2	1	26#	6*#
Business	Business Management							1		1	
	HR Management							2		2	
	Marketing	1						1		2	
	H ND in Accountancy					3				3	
	NC Accounting	2								2	
	Secretarial Practice/Short Hand & Typing(Sinhalese & Tamil)	4								4	
	Sub Total	7		-		3		4		14#	0#
Informal Services	Fabric Painting/printing							1		1	
	Curtaining							1		1	
	Pattern Making									0	
	Dress Making/tailoring		2	4	1			6		13	

	<i>Sewing Machine operator/Mechanics</i>			2/1*				1		3	1*
	<i>Beauticians</i>				1					1	
	<b>Sub Total</b>		2	6	2			9		19#	1*
Languages	<i>Certificate in English</i>	3			1					4	
	<i>HN Diploma in English</i>					2				2	
	<i>Tamil Language</i>				1					1	
	<b>Sub Total</b>	3			2	2				7#	0#
Other	<i>Footwear Technology</i>	1*								1	1*
	<i>Soft Skills development</i>							1		1	
	<i>Early Childhood Development</i>							1		1	
	<i>Work Study Officer</i>			1						1	
	<b>Sub Total</b>	1		1				2		4#	1*
	<b>Grand Total</b>	39	3	55	7	6	5	59	7	181	28*

Source: TVET Guide 2010 & TVEC Database- grouping of courses is related mainly to the way the industry sectors were studied. \* mark indicates the NVQ accredited courses.

Table 4.5 shows that there are, in Batticaloa district, a total number of 104 courses offered by training institutes. Out of 36 number of Information Technology courses offered, 22 are from private sector institutes. There are 23 courses related to Construction industry, 19 numbers to Light Engineering and Automobile services sector, (It is interesting to note that there is only one course in welding offered in the district), 7 numbers to Informal Services sector and 3 courses in Languages. There are 8 courses related to Fisheries sector and none in Agriculture sector. Table 4.5 also shows that the total number of courses accredited for NVQ certification is 13.

**Table 4.5 Course Mix in Training Centres in Batticaloa District**

	Courses	Number of Courses								Total	NVQ Accredited
		DTET	NAITA	VTA	NYSC	SLIATE	Other	Private	NGO		
ICT	<i>Computer Application Assistant</i>			4	1		1	4/1*	2/1*	12	2*
	<i>Computer Hardware</i>						1	2*	1	3	2*
	<i>Computer</i>							8		9	

	Software/programming/									
	Computer Designing (web/graphic/Autocad)						5		5	
	Computer System Engineering						1		1	
	ICT(Certificate Level)			3			1	2	6	
	ICT (Diploma)									
	<b>Sub Total</b>			<b>7</b>	<b>1</b>		<b>3</b>	<b>22</b>	<b>3</b>	<b>36#</b>
Construction	Aluminium Fabricator			1					1*	2
	Carpenter (furniture/building)	1		2/1*						3
	Draftsmanship	1								1
	Plumber	1		3					2	6
	Mason			2			2			4
	NCT- Civil	1								1
	NCT-Quantity Surveying	1								1
	Electrical trades	1		2				1*	1	5
	<b>Sub Total</b>	<b>6</b>		<b>10</b>			<b>2</b>	<b>1</b>	<b>4</b>	<b>23#</b>
Light Engineering & Automobile Services	Electronic trades			1/1*	1			1*	2	5
	NCT-Electrical& Electronic	1								1
	Refrigeration & A/C Mechanic	1		1				1	1*	4
	Welder	1								1
	Fitter (Machinist )			1				1		2
	NCT-Mechanical	1								1
	Automobile Mechanic	1						1	1	3
	Motor Cycle & Three Wheeler Mechanics			1*					1*	2
	<b>Sub Total</b>	<b>5</b>		<b>4</b>	<b>1</b>			<b>4</b>	<b>5</b>	<b>19#</b>
Business	Marketing	1								1
	H ND in Accountancy					2				2
	NC Accounting	1								1
	Secretarial Practice/Short Hand & Typing(Sinhalese & Tamil)	2								2
	<b>Sub Total</b>	<b>4</b>				<b>2</b>				<b>6#</b>
Informal Services	Fabric Painting/printing									
	Curtaining									
	Pattern Making									
	Dress Making/tailoring			3				1*		4
	Sewing Machine operator/Mechanics				1					1
	Beauticians			1	1					2
	<b>Sub Total</b>			<b>4</b>	<b>2</b>			<b>1</b>		<b>7#</b>
Languages	Certificate in English	2								2
	HN Diploma in English					1				1
	<b>Sub Total</b>	<b>2</b>				<b>1</b>				<b>3#</b>
Fishes	Marine Engine Technology course						1			1

	<i>Fishing Technology Course</i>						2			2	
	<i>Marine Chart Reading, Communication and operation of Satellite Navigators</i>						1			1	
	<i>Out Board Motor Mechanic</i>			1						1	
	<i>Marine Fitter</i>						1			1	
	<i>Marine Science and Disaster Management</i>						1			1	
	<i>Fibre Glass Technology</i>						1			1	
	<b>Sub Total</b>			<b>1</b>			<b>7</b>			<b>8#</b>	
<i>others</i>	<i>Footwear Technology</i>			1						1	
	<i>Baker</i>							1*		1	1*
	<b>Sub Total</b>			<b>1</b>				<b>1</b>		<b>2#</b>	<b>1*#</b>
	<b>Grand Total</b>	17		<b>27</b>	<b>4</b>	<b>3</b>	<b>12</b>	<b>29</b>	<b>12</b>	<b>104</b>	<b>13*</b>

Source: TVET Guide 2010 & TVEC Database- grouping of courses is related mainly to the way the industry sectors were studied. \* mark indicates the NVQ accredited courses.

Table 4.6 shows that there are a total of 99 courses offered in the Trincomalee district. Out of the total number of 23 Information Technology courses offered, 14 numbers are from private sector institutes. There are 28 courses related to Construction industry, 23 numbers to Light Engineering and Automobile Services sector, 7 numbers to informal Services sector and 3 courses are in Languages. There are 7 courses related to fisheries sector and one in Agriculture sector offered by public sector training institutes. Table 4.6 also shows that the total number of courses accredited for NVQ certification is 17.

**Table 4.6 Course Mix in Training Centres in Trincomalee District**

	Courses	Number of Courses								Total	NVQ Accredited
		DTET	NAITA	VTA	NYSC	SLIATE	Other Public	Private	NGO		
Agri	<i>Farm Equipment Mechanic</i>			1						1	
ICT	<i>Computer Application Assistant</i>	1	1	2/1*				3	1*	8	2*
	<i>Computer Hardware</i>							3	1*	4	1*
	<i>Computer Software/programming/IT</i>							5		5	
	<i>Computer Designing (web/graphic/autocad)</i>							1		1	
	<i>Computer System Engineering</i>							1		1	
	<i>ICT(Certificate Level)</i>		1	1						2	

	<i>ICT (Diploma)</i>							1		1	
	<i>HND Information Technology</i>					1				1	
	<b>Sub Total</b>	<b>1</b>	<b>2</b>	<b>3</b>		<b>1</b>		<b>14</b>	<b>2</b>	<b>23#</b>	<b>3*</b>
Construction	<i>Aluminium Fabricator</i>			1*				1	2/1*	4	2*
	<i>Carpenter (furniture/building)</i>			1*				2	2*	5	3*
	<i>Draftsmanship</i>	1								1	
	<i>Plumber</i>	2/1*							1	3	1*
	<i>Mason</i>							1	1	2	
	<i>NCT- Civil/CE courses</i>	1					2			3	
	<i>NCT-Quantity Surveying</i>	1								1	
	<i>Electrical trades</i>	3	1	2*				1	2/1*	9	3*
	<b>Sub Total</b>	<b>8</b>	<b>1</b>	<b>4</b>			<b>2</b>	<b>5</b>	<b>8</b>	<b>28#</b>	<b>9*</b>
Light Engineering & Automobile Services	<i>Electronic trades</i>	3								3	
	<i>NCT-Electrical&amp; Electronic/EE courses</i>						5			5	
	<i>Refrigeration &amp; A/C Mechanic</i>	1						1		2	
	<i>Welder</i>	1		1*			1	2		5	1*
	<i>Fitter (Machinist )</i>							1		1	
	<i>NCT-Mechanical courses</i>						1			1	
	<i>Automobile Mechanic</i>	1						2		3	
	<i>Motor Cycle &amp; Three Wheeler Mechanics</i>							1	2*	3	2*
	<b>Sub Total</b>	<b>6</b>		<b>1</b>			<b>7</b>	<b>7</b>	<b>2</b>	<b>23#</b>	<b>3*</b>
Business	<i>Business Management</i>										
	<i>HR Management</i>										
	<i>Marketing</i>	1								1	
	<i>H ND in Accountancy</i>					2				2	
	<i>NC Accounting</i>	1								1	
	<i>Secretarial Practice/Short Hand &amp; Typing(Sinhalese &amp; Tamil)</i>	2								2	
	<b>Sub Total</b>	<b>4</b>				<b>2</b>				<b>6</b>	
Informal Services	<i>Fabric Painting/printing</i>										
	<i>Curtaining</i>										
	<i>Pattern Making</i>										
	<i>Dress Making/tailoring</i>	1							1	2	
	<i>Sewing Machine operator/Mechanics</i>								1	1	
	<i>Beauticians</i>							2/1*	1	3	1*
	<i>Hair Stylists</i>							1*		1	1*
	<b>Sub Total</b>	<b>1</b>						<b>3</b>	<b>3</b>	<b>7#</b>	<b>2*</b>
Languages	<i>Certificate in English</i>	2								2	
	<i>HN Diploma in English</i>					1				1	
	<i>Tamil Language</i>										

	<i>Sub Total</i>	<b>2</b>				<b>1</b>				<b>3#</b>	
Fisheries	<i>Marine Engine Technology course</i>						1			1	
	<i>Fishing Technology Course</i>						1			1	
	<i>Marine Chart Reading, Communication and operation of Satellite Navigators</i>						1			1	
	<i>Repair Maintenance and operation of Out Board Engines</i>						1			1	
	<i>Training Course to obtain Coxswain Certificate</i>						1			1	
	<i>Marine Fitter</i>										
	<i>Marine Science and Disaster Management Damage control/fire fighting(Naval/Maritime)</i>						1			1	
	<i>Fibre Glass Technology</i>						1			1	
	<i>Sub Total</i>						<b>7</b>			<b>7#</b>	
	<i>Footwear Technology</i>								1	1	
	<i>Sub Total</i>								<b>1</b>	<b>1#</b>	
	<i>Grand Total</i>	<b>22</b>	<b>3</b>	<b>9</b>		<b>4</b>	<b>16</b>	<b>29</b>	<b>16</b>	<b>99#</b>	<b>17*</b>

Source: TVET Guide 2010 & TVEC Database- grouping of courses is related mainly to the way the industry sectors were studied. \* mark indicates the NVQ accredited courses.

### 4.3 Annual Training Outputs from TVET Providers in Eastern Province in 2009

During the year 2009, Table 4.7 shows that a total number of 11,305 youth were recruited for technical and vocational training in the four leading public training organizations in the Eastern province. Males comprised the majority (57.1 per cent) of recruits and 10,696 trainees (94.6 per cent) of total intake had completed their training in 2009. NAITA had 41.4 per cent of the total number of trainees recruited, closely followed by VTA with 33.0 per cent of total intake. Although NAITA has only four training centres in the province, it had a higher number of trainees recruited to undergo apprenticeship training. DTET had 20.7 per cent and NYSC had only 4.9 per cent of total intake. The youth intake for training in the four state sector training institutions in Eastern province stood at 14.1 per cent and completion of training stood at 17.7 per cent of the country's total figures.

**Table 4.7 Recruitments and Completions in Leading Public Sector Training Organizations in Eastern Province in 2009**

Institute	No. Recruited			No. Completed		
	Male	Female	Total	Male	Female	Total
National Apprentice and Industrial Training Authority (NAITA)	1,933	2,743	4,676	1,407	3,152	4,559
Vocational Training Authority (VTA)	2,478	1,257	3,735	1,870	1,037	2,907
Department of Technical Education and Training (DTET)	1,823	522	2,345	1,711	982	2693
National Youth Service Council (NYSC)	218	331	549	215	322	537
Total in Eastern Province	6,452	4,853	11,305	5,203	5,493	10,696
Total in Sri Lanka	45,715	34,415	80,130	34,129	26,233	60,462
As a % of the total in the country	14.1%	14.1%	14.1%	15.2%	20.9%	17.7%

Source: Data available @ TVEC. Completions include the intake of previous years for courses of different durations

#### **4.4 Training Staff - Teachers, Instructors and Trainers Serving in TVET Institutions In Eastern Province**

Table 4.8 shows that there is a total of 420 numbers in academic staffs i.e. teachers, instructors and trainers involved in training delivery in the registered training institutes in Eastern province as per data available at TVEC. About 47 per cent of total number of teachers in the academic staff are qualified only at certificate level where as only 18 per cent are degree holders and 27 per cent are diploma holders. 8.1 per cent of the trainers in the province are having only experience, probably in relevant vocations without any vocational qualifications.

**Table 4.8 Teacher Population by Levels and Districts**

District	Degree Level	Diploma Level	Certificate Level	Vocational Experience only	Teacher Trained	Sub Total
Ampara	39	42	89	15	15	185
Batticaloa	31	50	56	02	02	139
Trincomalee	04	23	52	17		96
Total in EP	74	115	197	34		420
As a %	17.6	27.4	46.9	8.1	Reliable data not available	100

Source: TVEC Database as at 31<sup>st</sup> May, 2010

#### 4.5 Index of Opportunity for TVET in the Eastern Province in 2009

Index of opportunity is the total annual intake of trainees into TVET as a percentage of total number of students leaving the school system each year (dropouts + those completing primary, lower and upper secondary and not going on to further education).

Considering the total recruitments to public training institutions in the Eastern province in 2009 as 11,305 and the availability of potential trainees as 25,645 as seen in the Table 4.9, the index of opportunity for the province works out to be only 44.1 per cent suggesting a lot need to be done to attract the eligible youth to the TVET sector.

**Table 4.9 Total Number of Students Available for TVET Sector**

Category	Ampara	Batticaloa	Trincomalee	Sub Total
G.C.E.(O/L), failed to qualify for G.C.E.(A/L)	4,676	3,220	3,026	10,922
G.C.E.(A/L) failed	1,929	958	768	3,655
G.C.E.(A/L) not selected to university, 85% passed	2,671	1,717	1,217	5,605
Total Number not qualified for higher level	9,276	5,895	5,011	20,182



Number leaving the schools assuming 60% gives up the repeat and leave the school system	5,566	3,537	3,007	12,110
School drop Outs from Grade 8 to Grade 10	5,033	4,067	4,435	13,535
Total Available for TVET	10,599	7,604	7,442	<b>25,645(EP)</b>

*Worked out from data in Tables 2.16, 2.18 and 2.19*

#### **4.6 Availability of NVQ Assessors in the Eastern Province**

Out of 384 courses conducted in the three districts, Ampara, Batticaloa and Trincomalee, by the training institutions registered at TVEC, only 58 number of courses are accredited by TVEC which will permit certification of students at relevant NVQ levels.

In a competency based training system, trainees are assessed on skills, knowledge and attitudes by using national competency standards. For timely certification of trainees for the award of NVQ, trained, qualified and licensed assessors are a requirement.

As Table 4.10 shows, that in the Eastern province, currently, there are a total of 70 trained assessors (8.5 per cent of total in the country) for only 21 occupational areas. 37 of these assessors are still on probation and they are expected to complete minimum of 5 assessments to qualify for licentiateships. The distribution of assessors by district-wise are 21 in Ampara in 14 occupational areas; 40 in Batticaloa in only 13 occupations, with 8 in Trincomalee for 8 occupations respectively. There are 824 registered assessors for 54 occupations or occupational areas in the country as per TVEC data as at 31<sup>st</sup> May, 2010.

Although a training institute in Eastern province may look for assessors outside the province, their services may not be easily available due to difficulties in accessibility etc: This may be true for institutions within the province as well, due to inadequacy of both inter and intra connectivity. Obviously there is great dearth of registered and licensed assessors in the province, delaying the process of certification of trainees.

**Table 4.10 Availability of Assessors for NVQ Certification in Eastern Province**

Vocation		Ampara	Batticaloa	Trincomalee	Remarks
1	Carpenter (Building)	1	1	1	All on probation
2	Carpenter (Furniture)	0	2	0	One on probation
3	Computer Application Assistant	4	6	0	06 on probation
4	Computer Hardware	1	0	0	On Probation
5	Construction Site Supervisor	0	0	1	On probation
6	Electrician	1	5	0	4 on probation
7	Fruit & Vegetable Processor	0	1	0	
8	Hairstylist	0	0	1	On probation
9	Household Electrical Appliance Repairer	0	1	0	On probation
10	Leather Footwear Maker	1	0	0	
11	Machinist	0	1	0	On probation
12	Mason	2	4	1	3 on probation
13	Motorcycle Mechanic	1	3	1	2 on probation
14	Plumber	2	5	1	3 on probation
15	Radio, TV and Allied Equipment Repairer	0	3	0	
16	Refrigeration & Air Conditioning Mechanic	1	2	1	2 on probation
17	Welder	2	2	-	
18	Aluminum Fabricator	0	1	1	All on probation
19	Automobile Electrician	1	0	0	
20	Automobile Mechanic	3	3	0	4 on probation
21	Boiler Operator	1	0	0	On probation
<b>Total</b>		<b>21</b>	<b>40</b>	<b>08</b>	<b>37 (Probation)</b>

TVEC Data as at 31<sup>st</sup> May, 2010

#### 4.7 NVQ Certified Skilled Man Power in the Province

Table 4.11 indicates that out of 761 total number of NVQ certificates issued in Ampara district, VTA is instrumental in certifying a record number of 603 candidates almost 80 per cent of the total number. 7 candidates are certified on the basis of recognition of prior learning by NAITA. Only two technical colleges, one at Dehiattakandiya and other at Ampara are successful in getting total of 87 number of students certified at NVQ levels in Welder and Computer Application Assistant vocations.

**Table 4.11 NVQ Certified Skilled Personnel in the Ampara District by Occupations and Training Providers**

Occupation	NAITA		VTA	NYSC	DTET	Private	Total
	CBT	RPL					
Computer Application Assistant	0	0	65	0	27	0	92
Baker	0	1	0	0	0	0	1
Welder	0	0	16	0	60	0	76
Automobile Mechanic	0	1	0	0	0	0	1
Carpenter (Furniture)	0	0	185	0	0	21	206
Electrician	0	0	11	0	0	23	34
Mason	0	3	144	0	0	0	147
Refrigeration & Air Conditioning Mechanic	0	0	0	0	0	10	10
Aluminium Fabricator	0	1	0	0	0	10	11
Radio, TV & Allied Equipment Repairer	0	0	16	0	0	0	16
Plumber	0	1	100	0	0	0	101
Electric Motor Winder	0	0	66	0	0	0	66
<b>Total in 12 Vocations</b>	<b>0</b>	<b>7</b>	<b>603</b>	<b>0</b>	<b>87</b>	<b>64</b>	<b>761</b>

Source: TVEC Data base as at 31<sup>st</sup> May, 2010

Table 4.12 indicates that NAITA, DTET and NYSC have not produced a single NVQ certified skilled personnel from their training centres in the Batticaloa district and out of the

total number of 148 NVQ certified persons in 7 vocations, 67 are from VTA in 3 vocations and 81 are from private training providers in 4 vocations.

**Table 4.12 NVQ Certified Skilled Personnel in the Batticaloa District by Occupations and Training Providers**

Occupation	NAITA		VTA	NYSC	DTET	Private	Total
	CBT	RPL					
Computer Application Assistant	0	0	44	0	0	20	64
Baker	0	0	0	0	0	12	12
Carpenter (Furniture)	0	0	11	0	0	0	11
Motor Cycle Mechanic	0	0	0	0	0	18	18
Aluminium Fabricator	0	0	0	0	0	31	31
Radio, TV & Allied Equipment Repairer	0	0	12	0	0	0	12
<b>Total in Seven Vocations</b>	<b>0</b>	<b>0</b>	<b>67</b>	<b>0</b>	<b>0</b>	<b>81</b>	<b>148</b>

Source: TVEC Data base as at 31<sup>st</sup> May, 2010

Table 4.13 shows a total of 129 NVQ certificates are issued through training institutions in the Trincomalee district, of which 89 are by private providers and again none by DTET apparently indicating the non accreditation of courses conducted by technical colleges.

**Table 4.13 NVQ Certified Skilled Personnel in the Trincomalee District by Occupations and Training Providers**

Occupation	NAITA		VTA	NYSC	DTET	Private	Total
	CBT	RPL					
Computer Application Assistant	30	1	0	0	0	0	31
Beautician	0	0	0	0	0	12	12
Carpenter (Furniture)	0	0	8	0	0	0	8
Motor Cycle Mechanic	0	0	0	0	0	34	34
Aluminium Fabricator	0	1	0	0	0	23	24
Computer Hardware Technician	0	0	0	0	0	20	20
<b>Total in Six Vocations</b>	<b>30</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>89</b>	<b>129</b>

Source: TVEC Data base as at 31<sup>st</sup> May, 2010

Table 4.14 shows that out of Total of 24,688 certificates issued up to 31<sup>st</sup> May, 2010 in 37 vocations, in the country, Eastern province has only 972 (4 per cent of Total) NVQ certified skilled personnel in 14 vocations with highest numbers in Carpenter (furniture) vocation followed by Computer Application Assistant, Mason, Plumbers, Welder, Aluminum Fabricator, Motor Cycle Mechanic and Electrician vocations in the descending order.

**Table 4.14 Comparison of Number of NVQ Certificates Issued Through Training Providers in Eastern Province with that for All Island**

<b>Occupation</b>	<b>Ampara</b>	<b>Batticaloa</b>	<b>Trincomalee</b>	<b>Eastern Province</b>	<b>All Country</b>
Computer Application Assistant	92	64	31	187	3,566
Baker	1	12	0	13	3,058
Beautician	0	0	12	12	2,273
Hair Stylist	0	0	0	0	1,998
Welder	76	0	0	76	1,894
Automobile Mechanic	1	0	0	1	1,578
Carpenter (Furniture)	206	11	8	225	1,420
Electrician	34	0	0	34	1,328
Motor Cycle Mechanic	0	18	34	52	1,032
Mason	147	0	0	147	1,010
Refrigeration & Air Conditioning Mechanic	10	0	0	10	936
Aluminum Fabricator	11	31	24	66	483
Computer Hardware Technician	0	0	20	20	477
Computer Graphic Designer	0	0	0	0	464
Radio, TV & Allied Equipment Repairer	16	12	0	28	437
Plumber	101	0	0	101	344
Machinist	0	0	0	0	343
Electric Motor Winder	0	0	0	0	317
Industrial Sewing Machine Operator	0	0	0	0	300
Carpenter (Building)	0	0	0	0	295
Automobile Painter	0	0	0	0	226
Household Electrical Appliance Repairer	0	0	0	0	153
Automobile Air Conditioning Mechanic	0	0	0	0	116
Jewellery Stone Setter	0	0	0	0	112
Jewellery Maker (Goldsmith)	0	0	0	0	101
Desktop Publisher	0	0	0	0	97

Automobile Electrician	0	0	0	0	78
Litho Machine Operator	0	0	0	0	76
Automobile Tinker	0	0	0	0	74
Fabricator (Metal)	0	0	0	0	34
Leather Foot Wear Maker	0	0	0	0	19
Bar Bender	0	0	0	0	8
Store Keeper	0	0	0	0	8
Painter (Building)	0	0	0	0	3
Computer Network Technician	0	0	0	0	3
Tool & Die Maker	0	0	0	0	1
<b>Total</b>	<b>695</b>	<b>148</b>	<b>129</b>	<b>972</b>	<b>24668</b>

Source: TVEC Database as at 31<sup>st</sup> of May, 2010

#### 4.8 Comparison of Availability of National Competency Standards in Three Languages

National Competency Standards have been developed for 94 vocations and vocational areas with curriculum outlines developed for 67 of them (as at 31<sup>st</sup> May, 2010). All competency standards documents are available in English with 44 numbers in Sinhalese and 45 in Tamil languages. The curriculum outlines are available with 14 numbers in all three languages, 10 more in both Sinhala and Tamil, 2 more in both Tamil and English languages, 29 only in English, 8 only in Sinhala and 5 only in Tamil languages. Therefore a total of 32 in Sinhala and 29 in Tamil languages of curriculum outlines are available. This causes difficulties in delivery of training and assessments in Sinhala and Tamil language media, necessitating the special attention of the authorities concerned for required vernacular translations. (TVEC-2010)

#### 4.9 Availability of National Skills Standards for Related Vocations in the Economic Sectors Studied in the Eastern Province.

The economic sectors and their relevant subsectors were identified by the stake holder participants in the planning workshops held in Ampara, Batticaloa and Trincomalee districts as the first step in developing the Vocational Education and Training Plan for the Eastern province. The economic sectors and their sub sectors identified in the province, are indicated in the Chapter 1. The following observation has been made as to the current availability of the National Skills Standards (as at 31 May, 2010), for the information of

training providers interested in catering to human resource and skills requirements in such sectors.

A National Skills Standard could essentially be a launching pad for any training provider in planning and offering a training programme in a given vocation or vocational area. It is also expected that this information will also be helpful for the agencies entrusted with the responsibility and task of developing National Skills Standards and related Curricula to identify the need and initiate the necessary actions to develop such standards.

#### **4.9.1 Economic Sector\_Agriculture**

Related NCSs availability – Landscaper, Fruit & Vegetable Processor, Plant Nursery Development Assistant, Agricultural Equipment Mechanic and Pest Controller

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#### **4.9.2 Economic Sector \_Fisheries**

Related NCSs availability – Out Board Motor Mechanic and Refrigeration & Air Conditioning Mechnic

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#### **4.9.3 Economic Sector\_Livestock**

Related NCSs availability - none

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#### **4.9.4 Economic Sector \_ Construction Industry**

Related NCSs availability - Mason, Carpenter (Building), Carpenter(Furniture), Domestic Plumber, Industrial Plumber, Electrician, Refrigeration & Air-conditioning Mechanic, Aluminum Fabricator, Bar Bender, Landscaper, Construction Equipment Mechanic, Construction Site Supervisor, Draughtsperson, Road Construction Craftsman and Store Keeper

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#### **4.9.5 Economic Sector \_Tourism and Hotels**

Related NCSs availability - Bartender, Steward, Room Attendant, Cook, Receptionist, Cashier and Store Keeper

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#### **4.9.6 Livelihood Occupations in the province**

##### **Economic Sector\_ Small and Cottage Industries**

Related NCSs availability - Fruit & Vegetable Processor, Carpenter (Furniture) and Jewellery Maker (Goldsmith)

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#### **4.9.7 Economic Sector \_ Handlooms and Textiles**

Related NCSs availability - Fabric Cutter, Pattern Maker, Tailor, Fabric inspector, ISM Operator, Production Supervisor, Quality Controller, Computer Aided Colour Matcher, Sewing Machine Mechanic and Work Study Officer

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#### **4.9.8 Economic Sector\_ Informal Services**

Related NCSs availability - Sales Representative, Supermarket Floor Sales Assistant, Clerk (general), Wharf clerk, Nurse Assistant, Video Editor, Hairstylist, Beautician, Dry Cleaning & Laundry Processor, Gaffer, Photographer, Makeup Artist and Pre-school Teacher

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#### **4.9.9 Economic Sector\_ Light Engineering and Automobile Services**

Related NCSs availability - Aluminum Fabricator, Auto Electrician, Auto A/C mechanic, Auto Painter, Auto Tinker, Electric Motor Winder, Household Electrical equipment repairer, Tool & Die Maker, Machinist, Welder, Three Wheeler Mechanic, Agricultural Equipment Mechanic, Outboard Motor Mechanic, Fitter, Industrial Electronic Craftsman, Ref & Air Mechanic, Metal Fabricator and TV, Radio Allied Equipment Repairer



#### **4.10 Outputs of Training Providers Workshops**

Training providers met other stakeholders, at the onset of this exercise of developing the VET plan, in planning workshops held, to identify the key economic sectors in the province and issues in TVET sector in the three districts. The training providers also met at the final action planning sessions held to decide on strategies of meeting the demand of the skills and human resource requirements for the next five years as forecasted in sector studies. The outcomes of these workshops are summarized below.

##### **(a) How to improve geographical dispersion of training centres, course mix among them and accessibility for more youth.**

- Vocational training is mainly urban based causing difficulties in traveling and costly for rural youth.
- Possibility of establishing training institutions in those divisional secretariat divisions where there is none, by both public and private sector providers.
- Resources idle in certain training centres conducting fee levying courses, because state subsidizes training in public training institutes creating unfair playing field.
- Allow the private sector institutes also to establish training centres by creating fair playing ground and public training providers to focus more on capital intensive courses where private sector cannot afford.
- When a public training organization is planning to establish a training centre, make the other providers, aware of it and also of the types and levels of courses planned to be offered, such that the others (private, public and NGO assisted providers) could avoid any undue competition or duplication of courses.

##### **(b) Need to expand, contract or withhold current training courses.**

- The public training providers (DTET, VTA, NAITA and NYSC ) will agree to the proposed rationalization programme of the Ministry of Youth Affairs where training

in occupational areas and occupations and levels of training to be offered by them are clearly identified and demarcated. Forum of Training Providers for each district has been established for the rationalization purposes.

- Training providers to offer special vocational training programmes to physically challenged or differently abled youth and ex-combatants and / or expand, modernize and regularize the existing programmes to make them effective and relevant in providing livelihood to these groups of special needs.
- Inclusion of special modules like metrology to develop skills in precision measurements basically in all craft courses and efforts to be made to deliver the already available module on the entrepreneurship development to all vocational trainees for which trained teachers are already available in the province.

**(c) Need to identify and offer new programmes or courses**

- For the occupational areas or vocations where training was not offered but demand in labour market is clearly visible, training providers need to act, often innovatively, devising methods and means to overcome inadequacy if any, of resources both human and physical.
- Training providers need to keep track of the planned development projects in the province and the resulting human resource requirements during and after the projects' implementation and be prepared to act proactively to cater to such arising skills requirements.
- Need to design and offer courses in emerging occupations due to widely spread usage of modern implements and machinery applying new technology, in larger numbers, e.g. mobile phones with phenomenally high penetration rates and the combine harvesters which are becoming increasingly popular among farmers in paddy cultivation. The new occupations are mobile phone repairers and operators and mechanics for combine harvesters.

**(d) Need to address skills and human resource requirements in the nine economic sectors studied under the VET Plan development**

**i. Agriculture - Sector**

- Training of Operators and Mechanics for Combine harvesters is recognized as a priority and the possibility of collaboration with suppliers of the machinery and Farm School of the Department of Agriculture to be explored.
- Training of Tractor drivers for operating the combine harvesters and hiring of these machines during off seasons for training purposes is suggested.
- Training of boiler and rice mill operators under NAITA apprenticeship or on the job training scheme is suggested. Assessment of skills for NVQ certification and assessment for the issue of boiler operator's certificate by an inspector authorized by industrial Safety Division of the Department of Labour could be done together.

**ii. Fisheries- Sector**

- Need to train 80 skippers and 200 deck hands in Multi Day Boats and 100 operators and 200 assistants of Day Boats, on boat navigation leading to coxswain license, use, maintain and repair of electronic navigation equipment, fish finders, geographical positioning systems, inboard and outboard marine engine operation and maintenance and repairs, refrigeration and cooling system and fibre glass reinforced plastic technology for boat building and communication technology, on-board safety and rescue operations.
- Similarly training on long line fishing technology, seasonal tank fish culture technology, breeding technology, shrimp culture technology, sea bass culture, sea weed culture and processing and fish drying processes, post harvest technology including fish handling, on board processing and packaging etc.
- Initially training of development and extension officers in the fisheries unit of provincial Ministry of Agriculture who could do community based training for fisher folks is suggested. They, in turn could, in a multiplier effect, train the fishermen.

These training needs along with the numbers in existing and also in the future workforce to be trained are identified.

### **iii. Livestock -Sector**

- In the Eastern province, livestock production system is mostly a family based household activity done at traditional subsistence level with a fewer number of animals.
- Only around 800 new farmer families are expected to enter into this sector annually in the five year period from 2011 to 2015. The focus is more on the training of existing farmer families on the increase of their production and productivity to make livestock more profitable venture, not on the increase of merely the number of farmers or number of animals.

### **iv. Suggested training programmes in Livestock sector**

- Short term training programmes for awareness on disease control and management practices and capacity building programmes on strengthening of farmer extension services are to be offered.
- Medium term training in artificial Insemination practices, dairy value addition, livestock planning and extension, feed resource development and animal husbandry management initially for extension and development officers.
- Long term training is also suggested for career development and institutional development in the human resources in the sector.
- The following training institutions in the region will continue to conduct various tailor made courses for customers ranging from veterinarians, farmers and extension staff.
  - At district level, Regional Training Centres at Uppuvelly, Trincomalee and Kallady Batticaloa; district Agriculture Training Centres-Trincomalee and Batticaloa; Regional Livestock Farm-Uppuvelly Trincomalee

- At Provincial level, Management Development Training Centre-Trincomalee
- At National Level, Animal Husbandry School Kundasale; Eastern University, Batticaloa; University of Peradeniya-Peradeniya; Post Graduate Institute of Agriculture, Peradeniya and Institute of Continuing Education Peradeniya

**v. Construction- sector:**

- Need to train youth to acquire necessary skills prior to their entry to the industry for employment. The numbers to be trained annually are around 1350 craftsmen in various job categories, 185 in technical grades and 90 operators and mechanics for heavy and light construction machinery.
- In addition, 85% of already employed craftsmen estimated (around 18,000), who had no formal training need to be trained and certified. There is also a need for further training for the already employed, in the industry, preferably on short term basis for skills upgrading to improve productivity and better wages.

**vi. Hotels and Tourism- Sector**

- Opportunities are galore for public and private training providers in the Eastern province to get involved in the planned activities for development of human resources required in the fast growing tourism sector.
- Public and private training providers in the province could become franchisees of the Sri Lanka Institute of Tourism and Hotel Management (SLITHM) to deliver their training programmes.
- As training of tourist guides and issuing of licenses are the exclusive functions of SLITHM and Lanka Tourism Development Authority at the national level, training of area and site guides can be undertaken by other approved agencies.

- Need for training of Eco/Nature Interpreters in conjunction with nature conservation agencies.
- Training in pleasure boat navigation with life saving and rescue operation.
- Training courses to assist small tourism related business development in association with other tourism and business agencies.
- Courses for training crafts people and handicraft skills development through the National Craft Council, National Design Centre and Palmyrah Board.
- Set up a Mobile Training Unit to organize itinerant training programmes at basic levels in Trincomalee and Ampara

**vii. Small and Cottage Industries-Sector**

- These industries are economic activities undertaken largely by home-based artisans and craft workers. Around 250 additional small and cottage industries or business units are estimated to come into effect annually over the period from 2011 to 2015 with 1350 additional employment generated annually in the sector.
- Department of Industries of the Eastern provincial council (DI) provides training and other service facilities to the rural and small industries, coordinate and conduct training programmes.
- In addition, National Design Centre (NDC) regularly organizes skills training courses for local handicraft industrialists, small scale industrialists and craftsmen introducing novel creations, concepts and prototypes of new designs.
- The vocational training providers in the province are expected to collaborate with DI and NDC.

**viii. Handloom Textile- Sector**

- The handloom textile industry will continue to grow with the present conducive atmosphere existing in the province as it uses appropriate technology and simple equipment operable by village people and profitable for the sustenance of their livelihood. It is assumed that the work force engaged in the sector will grow at 10 per cent of workforce available in 2010 till 2015.
- The annual additional number entering the industry is estimated to be around 340. Training is done by the Department of Industries of the provincial council and National Design Centre in partnership with other organizations. Apprenticeship training for the new entrants to the sector has been recommended.

**ix. Informal Services -Sector**

- Short term training on small and micro level enterprise management including entrepreneurship, accounting & records keeping has been suggested.
- If the business handles food, fast food or catering services, food act stipulates the employment of at least one accredited food handler. Some training providers may undertake the food handler training courses to ensure the kitchen and preparation areas are kept clean and free of hazards and the food that served meets the set hygienic standards. It is estimated that 1760 additional workers will enter into food business are needed to be trained annually till 2015.
- Nursery or pre school teachers are required to be trained and certified. Annually 120 new workers are expected to enter childcare and welfare centres and are to be trained.
- Training of nurse assistants for private health services is identified. The trainings identified are on handling of basic equipment & tools, patients care, awareness on basic medicines and reading and interpretation of medical reports. It is estimated that annually 75 new employees will join the workforce in this sub sector.

- The following training areas for drivers and conductors in private transport services were identified: Motor traffic regulations, routine maintenance and repairs of vehicles, safety transport procedures, courteousness and customer satisfaction. Annual addition to the workforce in private transport services is estimated to be around 215.
- In Beauty Culture Services, use of modern tools, machinery and cosmetics and safety practices were identified. 50 numbers of new entrants to this sub sector annually are forecast.

**x. Light Engineering and Automobile Services- Sector**

- The need for knowledge and skills upgrading required due to improved or changed technologies featured in new models regularly introduced to the consumer market.
- The module on entrepreneurial development needs to be included as part of the training courses to built capacity for innovative approaches in finding markets etc:
- Training to be planned only for 1-2 days preferably in 3-6 months period for training in institutions or work places.
- Courses are to be designed and offered on need assessments by training institutions.

**(e) Need to improve Quality of Training Delivery**

**i. Registration of TVET institutions**

- The requirement of getting the training centres registered at TVEC is accepted and recognized.
- The institutions applied for registration and awaiting the processing need to be informed of the status at earliest possible so that institutes to take follow up action, if needed.



- Support and guidance from TVEC is necessary for institutions failed to satisfy the requirement of registration.

**ii. Accreditation of TVET courses for award of NVQ Certificates**

- For occupations where National Competency Standards are prepared, the training programmes are required to be accredited to ensure quality and relevance of training.
- Training Institutions accept and recognize the requirement of accreditation of courses.
- Failures in getting courses accredited are mainly due to inadequacy of available equipment in the training centre and lapses in the documentations needed to be submitted and also not having updated records of teaching and learning processes in the centre.
- The institutions applied for course accreditation and awaiting the processing need to be informed of the status at earliest possible to take follow up action.
- Assistance by TVEC in the form of financial grants to purchase some of the equipment required to perform certain tasks stipulated in the training standards on submission of proper proposals from training institutions.
- Support and Guidance from TVEC is necessary for institutions failed to satisfy the requirements of accreditation of courses.

**iii. Training of Trainers**

- Trainers play a major role in the quality of training delivery. Even with the availability of best curricula, teaching materials, best class rooms most advanced and modern equipment and infrastructure facilities, the training could still be of low quality, if the teachers are not competent(lacking in skills and knowledge) or committed.

- Thus the need for training of trainers for skills of teaching and subject upgrading.
- Inculcate professionalism among trainers so that they themselves seek new knowledge and skills.
- Teaching is a distinct skill that need to be acquired and therefore the need for training of trainers in pedagogy/andragogy. This has to be a requirement that is strictly fulfilled.
- All training organizations and institutions must legally be obliged to facilitate the trainers to acquire the said skills of teaching to meet the standards.
- Training of trainer curriculum needs to include a module on how to give life and soft skills to students to bring about among other things, attitudinal changes in the completers of training to match what employers prefer to have in the work force.

**(f) Need to organize OJT to Trainees**

- Training Institutions in the province appreciate the role played by NAITA in organizing on the job training. However following suggestions were made during training providers workshops, initially at planning sessions held to identify key economic sectors in the three districts and later at workshops held to plan actions to meet skills and human resource requirements in economic sectors studied for the next five years.
- NAITA to avoid doing trade tests for various job categories in the province even at the request of third parties/ sponsors and resort only to the recommended assessments for recognition of prior learning to award NVQ qualifications.
- NAITA to make concerted efforts to approach industry members in the chambers, trades associations, hotels, construction contractors associations, garment factories, and small and medium enterprises even including rice mills and handloom textile

centres in the province to develop partnerships for availing OJT opportunities for trainees.

**(g) Need to Conduct Career Guidance and Counseling Programmes**

- Public sector training providers usually receive fund allocations annually to conduct career guidance programmes.
- The purpose of career guidance programmes conducted by a given training provider should not be just to promote courses offered by the said agency, but to give awareness of all TVET courses conducted by all providers including the private and NGO supported organizations. Therefore Career Guidance and Counseling programmes to be done jointly by the training providers who have funds allocated for the purpose, thus making the programmes more effective and less costly. Establish a task group to develop a action plan annually and implementation to be monitored regularly.
- The need of a central entity for each district to plan implement monitor and review the progress of the career guidance and counseling programmes in the district. This structural arrangement must also include the net work of schools as well.
- The career guidance and counseling should also include personality development, CV writing, skills in job seeking and skills in facing interviews etc:
- Organizing awareness programmes, seminars, career liking tests and career fairs etc are to be organized jointly by training providers.
- The focus groups of CG & C programmes should include not only students, but also parents, teachers, local politicians and school drop outs.

**(h) Need of a Mechanism for Coordination and Monitoring**

- Coordination should facilitate; sharing of information among stakeholders; efficient implementation of the VET plan and easy monitoring and reviewing of its progress with feed back and timely corrective actions; Such a mechanism should also lead to broad basing the ownership of the plan and increase of accountability by relevant actors for effective implementation of the plan.
- The steering committee at the provincial level, to oversee the implementation of the plan, preferably chaired by the Chief Secretary.
- TVEC to take the facilitating role and progress review to be done at regular intervals once every 4 months by the steering body.
- Training providers consortium for each district to be established (already exist in Ampara and Batticaloa districts).
- Review of progress of implementation of the plan at the Provincial Steering Committee level as well as at the regular progress review meetings at a District Steering committee to be established for Ampara and Batticaloa District.



## **Chapter 5 : Vocational Education and Training Plan**

### **5.1 Overview**





TVET systems have to be developed into comprehensive clockworks. They should strive to respond to immediate labour market needs for skills and to improve productivity and competitiveness in all sectors, in which competent human resources are a critical factor for a successful integration of skills development into national and provincial employment and development strategies. Simultaneously TVET systems are to support long-term capacity development, and be flexible enough to accommodate new socio-economic conditions and structural changes as they arise, triggered by globalization, demographic trends and technological progress.

Based on socio economic and sectoral analyses and the inputs from the training providers workshops, the following objectives are set with related strategies in drawing up the Vocational and Education Training Plan for the VET system in Eastern province.

1. Increase TVET accessibility to larger number of youth inclusive of special needs and vulnerable groups
2. Promote TVET as a skill development path that assures employment with clear upward mobility and attract more youth to follow TVET courses, resulting courses to run in full capacity
3. Improve quality and relevance of TVET courses
4. Meet skills and human resources training requirements in economic sectors
5. Improve employability of TVET completers
6. Strengthen planning unit of provincial council to coordinate with TVET institutions, chambers and JobsNet to match demand for and supply of skills
7. Strengthen planning unit of provincial council to monitor implementation of TVET programmes in the Province

#### **Objective 1. Increase TVET accessibility to a larger number of youth inclusive of special needs and vulnerable groups**

Strategy 1.1 Establish new training centres to reduce geographical disparities and reach wider segment of the youth population ensuring equity and accessibility





Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
1.1.1	<p>Establish Training centres in Divisional Secretariat divisions; Lahugala and Padiyathalawa in Ampara District;</p> <p>Koralaipattu Central in Batticaloa district</p> <p>Verugal/ Eachchilampattu, Morawewa, Padavisiripura, Kuchchaveli and Thampalagamuwa in Tricomalee Districts</p> <ul style="list-style-type: none"> <li>• Prepare proposals for funding for both state and non state sectors</li> <li>• Implement the proposals</li> </ul> <p>(courses to be identified on rationalized basis to respond to labour market demands)</p>						<ul style="list-style-type: none"> <li>• Proposed PSC, DSC and District Fora.</li> <li>• VTCs</li> </ul>
1.1.2	Recruit and deploy adequate number of qualified teachers and trainers for training provision						VTCs, PSC and DSC
1.1.3	Implement training programmes						VTCs, PSC and DSC

Strategy 1.2 Arrange to conduct selected courses to special needs or vulnerable groups by all training providers

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
1.2.1	<p>Plan and conduct new programmes with specialized training facilities or assist to regularize any existing programmes in TVET, livelihood and life skills training relevant to needs of vulnerable groups- women specially those heading households, differently abled people, disadvantaged youth, persons affected by conflict, including IDPs, ex- combatants and migrant workers in training centres at selected/strategic locations</p> <ul style="list-style-type: none"> <li>• Develop proposals for TVEC grant scheme if required</li> <li>• Implement proposals if TVEC accepts and offers grants</li> </ul>						State and non state sector training providers, proposed PSC and DSC, Dept of Social Services and Commissioner General for Rehabilitation



Strategy 1.3 Facilitate rationalized and labour market responsive training provision

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
1.3.1	Conduct stakeholders' dialogues regularly to facilitate rationalized and labour market responsive training provision						Proposed PSC and DSC and district fora
	<ul style="list-style-type: none"><li>Establish district fora of training providers and other stakeholders or</li></ul>						
	<ul style="list-style-type: none"><li>Streamline existing consortia for wider participation</li></ul>						
	<ul style="list-style-type: none"><li>Convene regular meetings</li></ul>						
	<ul style="list-style-type: none"><li>Act to implement decisions</li></ul>						Individual Training providers & VTCs

Strategy 1.4 Facilitate delivery of training and assessment in Tamil language medium

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
1.4.1	<p>Make available all NCS, curricula and other teaching and learning materials in all three languages</p> <ul style="list-style-type: none"> <li>Identify and train trainers to undertake translations to Tamil language</li> <li>Implement timely translation of above documents into Tamil languages</li> </ul>						TVEC, NAITA and curriculum unit of UniVoTec

Strategy 1.5 Expand the apprenticeship and on the job training (OJT) programmes in the three districts.

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
1.5.1	Identify suitable industry partners through Chambers and Trade Associations etc. and evaluate capacity for OJT and apprenticeship training.						NAITA, proposed PSC and DSC
1.5.2	Develop apprenticeship training in livelihood occupations in industry clusters, such as handlooms, clay industry and handicrafts etc						NAITA, proposed PSC and DSC
1.5.3	Increase annual enrolment in apprenticeship training in informal sector and relevant livelihood occupations						NAITA, proposed PSC and DSC

Strategy 1.6 Recognize competencies of practising skilled craftsmen

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
1.6.1	Identify and promote experienced craftsmen working in various occupations in industry sectors to get NVQ certifications through. Recognition of Prior Learning						NAITA, proposed PSC and DSC
1.6.2	Identify skills gaps and develop and conduct gap filling short term training for these experienced craftsmen in industry						NAITA, proposed PSC and DSC
1.6.3	Conduct assessments and award NVQ certifications						NAITA, VTA proposed PSC and DSC

**Objective 2.** Promote TVET as a skill development path that assures employment with clear upward mobility and attract more youth to follow TVET courses, resulting courses to run in full capacity

Strategy 2.1 Strengthen Career Guidance and Counselling Programmes in the province.

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
2.1.1	Establish District Action Committee (DAC) for career guidance and counselling						Proposed PSC and DSC
2.1.2	Prepare a database of trained career guidance and counselling officers in different organizations in the province.						DAC, proposed PSC and DSC
2.1.3	Develop and implement annual action plan for career guidance and counselling for school children and such other target groups, incorporating post war depression counselling and other TVET policy directives						DAC and VTCs, proposed PSC and DSC





2.1.4	Plan and implement training for skills upgrading of career guidance officers inclusive of skills requirements envisaged in TVET policy directives						DAC, TVEC, UniVoTec, proposed PSC and DSC
2.1.5	Promote the existing CG & C units in training centres to provide psycho-social counseling to cater to youth's needs						DAC, Training Providers, proposed PSC and DSC
2.1.6	Arrange for Career Guidance officers to meet regularly to share experiences and learn from each other, the good practices, innovative initiatives and also to give recognition to high performers						DAC, proposed PSC and DSC

Strategy 2.2 Promote TVET among school children in partnership with school system and industry




Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
2.2.1	Organise open days and exhibitions for school children to visit training centres						VTCs, School Heads and Teachers, proposed PSC and DSC
2.2.2	Organise and conduct introductory and practical programmes to school children preferably for those following technology streams during vacations						
2.2.3	Organise for school children to visit industry and work places						
2.2.4	Document and report to parent organizations						VTCs and DAC

### Objective 3. Improve Quality and Relevance of TVET Courses

#### Strategy 3.1 Promote Registration of VT centres and accreditation of Courses

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
3.1.1	Use DS divisions resources to identify unregistered training centres						Proposed PSC and DSC
3.1.2	Prepare and Implement a plan to register all training centres in liaison with all Divisional Secretariats (Within A Year)						TVEC, proposed PSC and DSC
3.1.3	Prepare and Implement a plan for accreditation of courses where NCSs are available enabling NVQ certification of completers(All Courses Within 2 Yrs)						TVEC, proposed PSC and DSC
3.1.4	Advertise in daily news papers in addition to gazette notification of all registered training centres in the province. Prepare separate lists for each district and display in all Divisional Secretariat offices in respective districts.						TVEC, proposed PSC and DSC

#### Strategy 3.2 Training of Trainers

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
3.2.1	Make available adequate number of qualified trainers to training centres						Training Providers, VTCs, proposed PSC and DSC
3.2.2	Identify training requirements of trainers to facilitate accreditation and development of labour market responsive TVET system						proposed PSC and DSC
3.2.3	Prepare an action plan for training of trainers incorporating skills for						TVEC, proposed PSC

	delivery of life skills training, entrepreneurship development etc and submit to parent organizations for implementation						and DSC
3.2.4	Plan and implement programmes for regular upgrading of above skills of trainers						Training Providers
3.2.5	Release trainers to attend to such training programmes as and when required						VTCs, proposed PSC and DSC
3.2.6	Provide regular opportunities for trainers to meet and share experience, lessons learnt and exemplary practices						Training Providers, VTCs, district fora , proposed PSC and DSC

Strategy 3.3 Strengthen NVQ Assessments

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
3.3.1	Prepare and implement a plan for NVQ assessors training to meet the language, occupation and geographical requirements						TVEC, UniVoTec, proposed PSC and DSC

Strategy 3.4 Improve image and effectiveness of training centres






Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
3.4.1	Organise training centres to enhance their learning environment and appearance, appealing to students, parents and public						VTCs, proposed PSC and DSC

3.4.2	Organise and conduct competitions among trainees, trainers and training centres to motivate for higher performances						VTCs, proposed PSC and DSC



#### Objective 4 : Meet Skills and Human Resources Training Requirements in the Economic Sectors

##### 4.1 Develop strategies and implement training in occupations in Agriculture sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.1.1	Develop and implement training programmes for occupations for which NCSs are already available						VTCs, proposed PSC and DCS
4.1.2	Develop NCSs, curricula and other teaching and learning materials for new, and emerging occupations such as agriculture machinery operators (combined Harvesters)						TVEC, NAITA, UniVoTec, proposed PSC and DSC
4.1.3	Plan and implement training programmes based on news NCSs and curricula developed for suitable persons						VTCs, proposed PSC and DSC
4.1.4	Develop short term skills upgrading and livelihood training in agriculture sector including fruit, vegetables and seed paddy processing and post harvest technologies, horticulture and nursery management, crop diversification and , marketing strategies etc. for farmer community						MoA, proposed PSC and DSC

4.1.5	Develop funding proposals to carry out trainer training and above skills upgrading programmes and submit to funding agencies						Proposed PSC and DSC
4.1.6	Develop and implement the trainer training programmes for VT teachers, extension and development officers						MoA, proposed PSC and DSC
4.1.7	Implement above short term skills upgrading and livelihood training programmes for farmer community in agriculture sector						MoA, proposed PSC and DSC
4.1.8	Plan and Implement apprenticeship training for Mill and Boiler Operators						NAITA, proposed PSC and DSC
4.1.9	Implement Assessment programmes to recognize prior learning of practising craftsmen and employees						NAITA , VTA , proposed PSC and DSC

#### 4.2 Develop strategies and implement training in occupations in Fisheries sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.2.1	Develop and implement training programmes for occupations for which NCSs are already available						VTCs, proposed PSC and DCS
4.2.2	Develop NCSs, curricula and assessment materials for <ul style="list-style-type: none"> <li>Boat Building craftsmen</li> <li>Boat Navigation</li> </ul>						TVEC, NAITA, UniVoTec, proposed







							PSC and DSC
4.2.3	Develop and implement training programmes based on NCS developed						VTCs and proposed PSC and DSC
4.2.4	Develop short term skills upgrading and livelihood training in Fisheries sector in . <ul style="list-style-type: none"> <li>• Breeding and Shrimp culture</li> <li>• Crab fattening</li> <li>• Sea bass and sea weed culture</li> <li>• Seasonal tank fish culture</li> <li>• Post harvesting technologies</li> <li>• Value addition and productivity improvements etc</li> </ul>						NARDA, NIFNE, Fisheries unit of MoA, proposed PSC and DSC
4.2.5	Develop funding proposals to carry out trainer training and above skills upgrading programmes and submit to funding agencies						Proposed PSC and DSC
4.2.6	Develop and implement the trainer training programmes for VT teachers, extension and development officers						MoA, proposed PSC and DSC
4.2.7	Implement above short term skills upgrading and livelihood training for fisher community in the sector						MoA, proposed PSC and DSC



4.2.8	Implement Assessment programmes to recognize prior learning of practising craftsmen and employees						NAITA , VTA , proposed PSC and DSC
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Strategy 4.3 Develop strategies and implement training in occupations in Livestock sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.3.1	Develop NCSs and Curricula and other assessment materials for occupations in Livestock sector Diary Assistant Poultry Assistant						TVEC, Univotec and NAITA
4.3.2	Develop and implement training programmes based on NCS developed						VTCs and proposed PSC and DSC
4.3.3	Develop short term skills upgrading and livelihood training in Livestock sector in . <ul style="list-style-type: none"> <li>• Animal Production</li> <li>• Artificial Insemination practices</li> <li>• Animal Health-Disease control and management practices</li> <li>• Dairy value addition</li> <li>• Productivity Improvements</li> <li>• Livestock planning and extension</li> <li>• Feed resource development</li> <li>• Animal husbandry management etc</li> </ul>						DAPH, proposed PSC and DSC

4.3.4	Develop funding proposals to carry out trainer training and above skills upgrading programmes and submit to funding agencies						Proposed PSC and DCS
4.3.5	Develop and implement the trainer training programmes for VT , extension and development officers						MoA , DAPH proposed PCS and DCS
4.3.6	Implement above short term skills upgrading and livelihood training for farmer community in Livestock sector						MoA, proposed PSC and DSC
4.3.7	Implement Assessment programmes to recognize prior learning of practising craftsmen and employees						NAITA, VTA proposed PSC and DSC

Strategy 4.4 Develop strategies and implement training in occupations in Construction sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.4.1	Plan and Implement training for occupations for which NCS, Curricula and assessment materials are already available <ul style="list-style-type: none"> <li>• Craftsmen in various vocations</li> <li>• Technical grade occupations</li> <li>• Operators and Mechanics of Construction equipment</li> </ul>						VTCs, proposed PSC, DSCs
4.4.2	Develop and implement short term Skills upgrading training for those						VTCs, proposed

	already employed in above occupations for productivity improvements and better wages						PSC, DSC, CCI and NCASL
4.4.3	Implement assessment programmes to recognize prior learning of practising craftsmen and employees for NVQ certifications						VTA, NAITA in partnership with CCI and NCASL, proposed PSC and DSC

Strategy 4.5 Develop strategies and implement training in occupations in Hotels and Tourism sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.5.1	Plan and Implement training for various occupations in following categories in Hotel sector <ul style="list-style-type: none"> <li>• Manual and operatives</li> <li>• Technical, clerical related and supervisory</li> </ul>						SLITHM, VTCs, proposed PSC and DSC
4.5.2	Plan and Implement Apprenticeship and on the job training in occupations in manual & operatives and in Technical, clerical related and supervisory categories in the sector						NAITA, proposed PSC and DSC and Hotel associations
4.5.3	Develop and implement training programmes for <ul style="list-style-type: none"> <li>• Tourist Guides, Area, and Site Guides</li> <li>• Eco/Nature interpreters</li> </ul>						SLITHM, SLTDA, Nature conservations agencies,

	<ul style="list-style-type: none"> <li>Pleasure boat navigation including life saving and rescue operations</li> </ul>						proposed PSC and DSC
4.5.4	Develop and Implement training courses in <ul style="list-style-type: none"> <li>Small tourism related business development</li> <li>Handicraft skills development etc.</li> </ul>						VTCs, NDC, Palmyrah Board , proposed PSC and DSC
4.5.5	Implement assessment programmes to recognize prior learning of practising craftsmen and employees						VTA, NAITA, proposed PSC and DSC

Strategy 4.6 Develop strategies and implement training in occupations in Small and Cottage industry Sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.6.1	Plan and implement training programmes for occupations for which NCSs already exist <ul style="list-style-type: none"> <li>Carpenter</li> <li>Mason</li> <li>Tailor/Dress Maker</li> <li>Pattern Maker etc;</li> </ul>						VTA , TCs , proposed PSC and DSC
4.6.2	Develop and implement short term skills upgrading and livelihood training in cottage industry sector in <ul style="list-style-type: none"> <li>Pottery</li> <li>Mat Weaving</li> <li>Palmyrah handicrafts</li> <li>Coir industry</li> </ul>						DI, NDC, proposed PSC and DSC

	<ul style="list-style-type: none"> <li>• Sea Snails handicraft</li> <li>• lime production, Envelop Making and Home based food processing, etc</li> </ul>						
4.6.3	Develop and implement entrepreneurial development training programmes for interested trainees and persons engaged in SCIs						DI, VTA, VTCs, proposed PSC and DSC
4.6.4	Implement aprogrammes to recognize prior learning of practising craftsmen and employees						VTA, NAITA, proposed PSC and DSC

Strategy 4.7 Develop strategies and implement training in occupations in Handloom industry sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.7.1	Develop and implement skills training for occupations in handloom industry sector <ul style="list-style-type: none"> <li>• Weavers</li> <li>• Winding Machine Operators</li> <li>• Designers</li> <li>• Warping Persons, Drawing –in, Dyer and Dye Workers etc</li> </ul>						DI , NDC, proposed PSC and DSC
4.7.2	Develop and implement apprenticeship and OJT training in occupations in hand loom industry						NAITA,DI, proposed PSC and DSC
4.7.3	Develop and Implement short term skills upgrading and livelihood						DI, NDC, proposed PSC

	training in hand loom industry sector in colour combination, calculation and estimation, buying proper materials , packing and labelling system for finished products and finding markets for product etc						and DSC
4.7.4	Develop and implement entrepreneurial development training programmes for trainees and persons already engaged in handloom industry						DI, VTA, VTCs, proposed PSC and DSC

Strategy 4.8 Develop strategies and implement training in occupations in Informal services sector







Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.8.1	Map out the occupations involved in the following informal services sector enterprises: trading whole sale , retailing, eateries and food businesses , child care and welfare centres, Private Education and Training Centres, Private Transport Services and Beauty Culture Centres. Check for availability of NCS and Curricula outlines						Proposed PSC and DSC
4.8.2	Plan and implement training programmes for occupations identified which are having NCS already developed						VTCs, proposed PSC and DSC
4.8.3	Develop and implement short term skills upgrading and livelihood						VTCs, SME, related

	<p>training programmes in the informal services sector based on need analysis in sector enterprises.</p> <ul style="list-style-type: none"> <li>• Develop funding proposals and submit</li> <li>• Once accepted, implement training</li> </ul>						associations, proposed PSC and DSC
4.8.4	Develop and implement training to offer food handlers certificate for employees engaged in food preparation and serving businesses as stipulated in Food Act						Health authorities with VTCs, proposed PSC and DSC
4.8.5	Implement assessment programmes to recognize prior learning of practising craftsmen and persons engaged in the informal services sector such as pre school teachers, sales persons etc.						VTA, NAITA, proposed PSC and DSC
4.8.6	Develop and implement entrepreneurial development training programmes for trainees and persons already engaged in informal services sector						DI, VTA, VTCs, proposed PSC and DSC

Strategy 4.9 Develop strategies and implement training in occupations in Light Engineering and Automobile Services sector

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
4.9.1	Design short term training module on Precision Measurement and incorporate in curricula of all crafts courses						TVEC, UNiVoTec, VTCs, proposed



							PSC and DSC
4.9.2	Develop competency Profiles and Curricula for emerging occupations such as Mobile Phone Repairer						TVEC, NAITA, UniVoTec, proposed PSC and DSC
4.9.3	Plan and Implement short term skills upgrading programmes on precision measurements for practicing craftsmen and employees						VTCs, proposed PSC and DSC
4.9.4	Plan and Implement training programmes for emerging occupations						VTCs, proposed PSC and DSC
4.9.5	Plan and Implement short term skills upgrading training for persons already engaged in above emerging occupations						VTCs , proposed PSC and DSC
4.9.6	Review NCSs already developed to make them more relevant to the labour market demands, such as clustering competencies of in board, out board, three wheeler, motor cycle mechanics to a single occupation –Light Engine Mechanic						TVEC, UnivoTec, VTCs, proposed PSC and DSC
4.9.7	Develop and Implement Entrepreneurial Development training programmes for trainees and persons already engaged in this sector						DI, VTA, VTCs, proposed PSC and DSC

4.9.8	Implement assessment programmes to recognize prior learning of practising craftsmen and persons engaged in the sector.						VTA, NAITA, proposed PSC and DSC
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### **Objective 5: Improve Employability of TVET Completers**

Strategy 5.1 Initiate programmes to enhance employability skills of TVET course completers





Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
5.1.1	Integrate life skills/soft skills development, with TVET programmes and implement NCS on Basic Competencies to work						VTCs, NAITA, TVEC, proposed PSC and DSC
5.1.2	Develop and implement a system to promote social and creative engagement of TVET trainees						VTCs, proposed PSC and DSC

Strategy 5.2 Develop entrepreneurship skills to promote self employability

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
5.2.1	Integrate entrepreneur sensitizing programmes already developed with TVET programmes						VTCs, proposed PSC and DSC

5.2.2	Reactivate entrepreneurship development programmes						VTCs, proposed PSC and DSC
5.2.3	Develop and implement a follow up programme to provide post training support linked up with starter loan schemes such as SEPI loans from relevant agencies						VTCs, Banks, proposed PSC and DSC

**Strategy 5.3 Prepare trainees for foreign job market**

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
5.3.1	Establish a Job Placement Centre (JPC) to promote employment overseas. JPC will liaise with Foreign Employment Bureau and other Foreign Employment Agencies.						Proposed JPC and PSC
5.3.2	JPC to study the competency requirements in foreign jobs specially for skilled craftsmen in collaboration with SLBFE.						Proposed JPC and PSC
5.3.3	Plan and implement gap filling programmes in relevant crafts courses inclusive of knowledge and information on foreign work environment						Proposed JPC, PSC and DSC
5.3.4	Integrate English language and communication skills to TVET courses						VTCs, proposed PSC and DSC

5.3.5	Create a funding scheme to facilitate foreign employment for TVET completers						TVEC and PCEP
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**Objective 6: Introduce Labour Market Analyses to Planning Unit of Provincial Council**

Strategy 6.1 Develop a mechanism for Planning Unit of Provincial Council to coordinate with TVET institutions, chambers and JobsNet to match demand for and supply of skills

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
6.1.1	Train Staff of the Provincial Council on Labour market Analysis						TVEC and proposed PSC
6.1.2	Develop and maintain a mechanism to obtain data on school leavers from school system and vocational training system and skill demand from the Industry sectors						TVEC and proposed PSC

**Objective 7: Monitor Implementation of TVET Programmes in the Province**

Strategy 7.1 Establish Provincial and District TVET Steering Committees and coordinate and monitor the implementation of the VET Plan in the province

Activity No	Activity	Period of Implementation					Responsible Agencies
		2011	2012	2013	2014	2015	
7.1.1	Appoint and Make functional a provincial TVET Steering Committee and a District Steering						TVEC and PCEP

	Committee comprising representatives from stakeholders including Provincial Council, District Secretariats and TVEC (DSC is for both Batticaloa and Ampara districts)						
7.1.2	Establish reporting formats and mechanisms to monitor the progress of VET plan implementation						TVEC, proposed PSC and DSC
7.1.3	Meet regularly (quarterly) to review, monitor and evaluate the progress of the VET plan implementation and take necessary measures for desired outputs						TVEC, proposed PSC and DSC

## **5.2 Final Validation of VET Plan**

The TVET stakeholders, representing state and provincial administrations, economic and industry sectors and training providers, as indicated in the attached list, validated this VET plan at the workshop held on 9<sup>th</sup> December, 2010. This in essence symbolized the taking over the ownership of this VET plan and the responsibility of its implementation for a successful integration of skills development into provincial employment and development strategies.

## **5.3 Implementation of VET Plan**

The Eastern Provincial Council, its three District secretariats and the TVEC will play the key role in monitoring, reviewing and evaluating the execution of the activities listed in the VET Plan to their successful completion and achievement of the desired results. However the training providers who will implement the plan at the ground level are to be assisted by all stakeholders at the provincial and national levels in a planned and coordinated manner.

### **5.3.1 Provincial Council's Role**

Eastern Provincial Council will be the focal point in administering the VET plan. The proposed TVET Provincial Steering Committee comprising adequate number of representatives from economic sectors, civil administration and training providers, will meet regularly to review the progress of VET Plan implementation. This committee will be assisted by, a District Steering Committee to be established for both Ampara and Batticaloa will monitor and review VET Plan implementation at the two district level. The Provincial Steering committee will monitor and review VET plan implementation in the Trincomalee district as well as in the whole province.

### **5.3.2 District Secretariat's Role**

It is expected that the District Secretariats for Ampara, and Batticaloa districts that represent the central government in the province will play the role of a coordinator cum facilitator during the period of VET Plan implementation in the two districts. The District Secretariats will share the available resources with the Provincial council in this regard

### **5.3.3 TVEC's Role**

TVEC as the regulatory body for the TVET sector in the country will facilitate all recommended new initiatives and other development activities proposed in the VET Plan. It will assume a proactive role in monitoring, reviewing and evaluation during the VET plan implementation.

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