## PROVINCIAL VOCATIONAL EDUCATION AND TRAINING (VET) PLAN UVA PROVINCE

2014 to 2018

## TERTIARY AND VOCATIONAL EDUCATION COMMISSION

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#### Foreword

In giving effect to the mandate of planning and coordination of Technical and Vocational Education and Training sector at all levels, the Tertiary and Vocational Education Commission (TVEC) undertook this study at the request of Hon. Chief Minister of the Uva Province with the financial assistance provided by the Government Treasury.

TVEC has been entrusted 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, the 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 for effective 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 Uva Provincial Council, representatives of key industries in the province and representatives of the provincial TVET institutions were involved in development of this VET Plan. While acknowledging the contributions made by the stakeholders, we seek the cooperation of all of them to implement this VET Plan effectively. Provincial VET Plans for Sabaragamuwa, Eastern, Southern, North Western and Northern provinces have already been developed and will be implemented in the Province during next 5 year period.

**Dr. Chandra Embuldeniya** Chairman Tertiary and Vocational Education Commission

#### Acknowledgement

This Vocational Education and Training (VET) Plan is a result of team work of TVEC and Uva Province Council Office. First I expressed my gratitude and appreciation to Chief Minister, Uva Provincial Council for his request to prepare a provincial VET Plan and for encouragement given at our first meeting. Chief Secretary chaired many meetings held with industrialists and has been a partner in this development exercise. Government Agents/District Secretaries of two 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 Province.

These professionals; Dr. OG Dayaratna-Banda, Dean, Faculty of Management, Uva Wellassa University, Mr. Indika Tennakoon, Senior Lecturer, Faculty of Management, Uva Wellassa University, Dr. Saman Herath, Senior Lecturer, Faculty of Animal Science and Export, Agriculture, Uva Wellassa University, Dr.(Ms.) P.I.N. Fernando, Senior Lecturer, Faculty of Management, Uva Wellassa University, Mr. Ruwan Ranasinghe, Lecturer, Faculty of Management, Uva Wellassa University, Mr. Janaka Siyambalapitiya, Lecturer, Faculty of Management, Uva Wellassa University, 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, Director of CoT and Principals of Technical Colleges in Uva Province actively took part in the TVET workshop to analyze skill supply side and to formulate strategies to bridge the 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. P. C. P. Jayathilake, Director (Planning and Research) and other Directors, All Deputy Directors, Mr. G.A.M.U. Ganepola, Assistant Director (Planning & Research) with other Assistant Directors, Miss. Kumudu Amarasinghe, Computer Operator with all other staff along with the consultant to this project, Dr. O. G. Dayaratna-Banda. 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.

n

Dr. S. D. R. Perera Director General

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### Abbreviations

AC	=	Air Conditioning		
BLTI	=	Bishop Leo Technical Institute		
CAA	=	Computer Application Assistant		
COT	=	College of Technology		
DOA	=	Department of Agriculture		
DS	=	Divisional Secretariat		
DTC	=	District Training Center		
DTET	=	Department of Technical Education and Training		
DVTC	=	District Vocational Training Center		
FDI	=	Foreign Direct Investment		
FIOHDF	=	Future in Our Hands Development Fund		
GCE (A/L)	=	General Certificate of Education (Ordinary Level)		
GCE (O/L)	=	General Certificate of Education (Advanced Level)		
GDP	=	Gross Domestic Product		
GND	=	Grama Niladhari Divisions		
HR	=	Human Resources		
ICT	=	Information and Communication Technology		
MC	=	Municipal Council		
NAITA	=	National Apprentice and Industrial Training Authority		
NC	=	National Certificate		
NGO	=	Non-governmental Organizations		
NVQF	=	National Vocational Qualification Framework		
NYSC	=	National Youth Services Council		
OIC	=	Officer in Charge		
PS	=	Pradeshiya Sabha		
SATI	=	St Anthony's Technical Institute		
SDA	=	Skills Development Assistants		
SLITHM	=	Sri Lanka Institute of Tourism and Hotel Management		
SLTDA	=	Sri Lanka Tourism Development Authority		
SMEs	=	Small and Medium Enterprises		
SOSV	=	Technical Colleges in SOS Children's Villages		

TC	=	Technical College
TV	=	Television
TVEC	=	Tertiary and Vocational Education Commission
TVET	=	Tertiary and Vocational Education & Training
UC	=	Urban Council
VET	=	Vocational Education and Training
VTA	=	Vocational Training Authority
VTC	=	Vocational Training Center
WDC	=	Women Development Center

## Definition of Key Terms

Technical education:-	The academic and vocational preparation of students for jobs involving applied sciences and modern technology. It emphasizes the understanding and practical application of basic principles of science and mathematics rather than the attainment of proficiency in manual skills
Vocational education:-	The education and training that provides practical experience in a particular occupational field based on manual skills.
Apprenticeship:-	Proficiency in some manual skills.
Skilled Worker:-	A worker who has special skills, training, knowledge, and acquired ability to perform a specific task at the highest efficiency and productivity.
Semi-skilled worker:-	A worker who has some skills, training, knowledge, and acquired ability to perform a specific task at the some degree of efficiency and productivity.
Livelihood:-	A livelihood comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living: a livelihood is sustainable which can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation; and which contributes net benefits to other livelihoods at the local and global levels and in the short and long term.
Compound Growth Rate:-	The year to year growth rate of any value over a specific period of time that encompass all the possible factors that determine the rate of growth of that value.
Labour Force:-	The actual number of people available for work at a given time. It includes both employed and unemployed persons.

#### **EXECUTIVE SUMMARY**

Tertiary and Vocational Education Commission (TVEC) of the Ministry of Youth Affairs and Skills Development has embarked on an important endeavor to develop Vocational Education and Training plans (VET) for each province of the country on the instructions of H.E the President with a view to identifying human resource and training needs of each province and developing feasible strategic plans to address the identified developmental issues. This report is an outcome of a project commissioned by the TVEC in collaboration with the Uva Provincial Council with the behest of honorable Chief Minister.

The VET plan for Uva province can be justified on several grounds. First, individuals with improper and informal training are engaged in occupations that require formal training in the industry. Second, provision of courses is mostly supply-driven and not demand-driven. Third, most youths are confronted with a system which has traditionally been focused on educating for public sector employment, with little regard for the needs of the private sector. Fourth, most institutes do not educate and train people for regional and national needs. Fifth, TVET provided by government institutes and other non-state institutes have seemingly suffered from neglect and irrelevance, instead, traditional apprenticeship in the informal sector predominates in the workforce of most key industries in the country. Sixth, instead of excluding informal sector training, addressing the identification of job seekers by applying National Vocational Qualification Framework (NVQF) and implementing TVEC skills certification systems currently existing in the form of accreditation is needed. Finally, educational and training institutes seemingly lack partnerships with the private sector at all levels of education and training.

The objectives of the TVET plan were: to evaluate the labour force trends in the province, and to make forecasts for the next five years; to assess the skilled and semi-skilled manpower requirements of industry sectors in the Uva Province for the next five years; to assess the supply of vocational education and training by the institutes during the next five years; to assess the quality and relevance of various courses offered by the institutes in the province; to examine the institutional arrangements and incentive structures of the province availing to facilitate and stimulate TVET programmes; to examine the existing mismatch between supply of and demand for vocational education and training courses in the province; and to propose a plan of action for the Uva province in order to provide productive and efficient vocational education and training programmes to meet the demand of the industry.

Given the intensity of the project time period and the amount of material to be covered, the study has followed a systematic procedure to gather data and arrive at findings and conclusions to

make feasible recommendations. First, in order to gather preliminary data, stakeholder consultation workshops were held in Badullain collaboration with TVEC and Uva Provincial Council. Second, various sources of secondary data were used to gather data on socio-economic environment of the province including labour market characteristics. Third, in order to gather data on labour requirements of the key industry sectors for the next five years, a detail structured questionnaire was executed for all the recorded and relevant industrial enterprises of the province focusing on the total industrial enterprises obtained from the divisional secretariats, other state agencies of the province, Chambers of Commerce and Industry. Fourth, a structured questionnaire survey was conducted to gather data on existing courses, their quality of delivery from education and training providers of the province. Fifth, a structured questionnaire survey was also conducted to gather data on the satisfaction of trainees focusing on a sample of students from educational and training institutes of the province. Sixth, focus group discussions were conducted with a selected number of state officials, members of the chambers of commerce and industry, and representatives of education and training providers to gather qualitative data on issues and problems of TVET programmes/courses. Seventh, focus group discussions were also held with persons who are involved in livelihood occupations in the province to gather data on possible training needs of the livelihood occupants. Eighth, two workshops were held in Badulla and Moneragala to obtain feedback and validate the sector proposals of industry sectors of the province. Finally validation workshops were held in collaboration with TVEC and the Uva Provincial Council in Badullato obtain feedback on the proposed draft VET Plan. The plan was endorsed by the participated stakeholders. The study identified training needs in livelihood occupations, technical and vocational education in the Uva province.

The study identified diverse types of training needs for the livelihood occupations. While meeting the training needs of the province, the TVET institutes need to take in to account a number of aspects. Customized short courses should be planned and implemented in consistent with the needs identified. Formal training programmes involving experts in the respective fields are required as current training programmes are highly generic in nature. A system of lifelong learning with practical applications has to be planned and implemented for persons engaged in livelihood occupations. Trainer training programmes should also be done in both districts. There is a need of field based practical training programmes, and occupational categorization and standardization system might also accompany the training programmes.

The study also carried out comprehensive questionnaire based field surveys covering the total population of economic enterprises in the province which tend to employ semi-skilled and skilled workers in order to identify the future demand. The survey covered four sectors including,

agriculture, manufacturing, tourism and services. The sector report basically identified the training needs of the province with a prediction for the next five years. In addition, each sector requires certain specific interventions which have been documented in the report. When the demand and supply were compared, we found that there was seemingly a significant mismatch between demand and supply of skilled manpower in the province during the next five years. According to the predicted demand, supply of skilled manpower for the next five years, while there will an excess supply of manpower in some skill categories, there will be a significant shortage in other skills categories. It is also evident that some trainees expect foreign employment so that skills standardization should also be matched with international skills certification norms.

We also analyzed the TVET institutional network including the availability of courses, their quality and relevance, and various issues confronted by trainees as well as institutes. We, then, analyzed and predicted the demand for semi-skilled and skilled labour requirement for the next five years in the province using appropriate scientific procedures. The recommended policy interventions are, therefore, based on findings of the study.

We were able to identify essential policy interventions to improve the training supply in the province. The specific recommendations include diverse policy interventions including: providing transferable/generic skills to all students; teaching of main foreign languages to all trainees; implementing internship programmes in collaboration with public and private institutes, especially in cooperation with SME sector; promoting values and attitudes required by the world of work; developing a collaborative mechanism with other higher education institutes to enhance teaching and assessment resources; assisting the industry sectors to engage in Research and Development activities; introducing ICT components to all training courses; introducing standardization and licensing of various skilled occupational categories; establishing a formal consultative bodyat the provincial level: revising curricula to meet the skills needs in national and international labour markets; adopting new methods of programme promotion strategies with the assistance of new media methods; creating an income generating scheme by using available resources; introducing NVQ 5-7 courses in the province; strengthening the financial position of the trainees through innovative bursaries, scholarships and loan schemes; improving the residential facilities in the training institutes with access to ICT resources; training programmes to be redesigned to meet the needs of the agricultural sector; introducing basic training programmes for hotel industry; increasing the flexibility in scheduling training programmes; introducing tailor-made training programmes for existing employees; implementing an awareness drive on NVQ qualifications; implementing new programmes for career guidance and counseling

at the grass root level; formalizing the services of the Skills Development Assistants (SDAs) currently stationed in the Divisional Secretariats; implementing quality enhancement training programmes for trainers/assessors; establishing TVET Alumni networks to create a mutually beneficial environment; revising the fee structure; implementing awareness programmes using SDAs for parents as parents appear to make a significant influence on the choice of trainees; implementing awareness programmes at school level; increasing the number of modern course offerings; using leading/successful entrepreneurs/business practitioners to provide industry exposure to trainees through workshops and seminars; amending to existing Act or a new Act will be required to bring all private and NGO TVET providers under the quality assurance and accreditation framework of the TVEC; facilitating the future employment needs of the number of persons entering the labour market during next five years after GCE (O/L) and GCE (A/L).

In making judgments about training supply, the policy-makers need to be cautioned on several aspects of the study. The overall data as well as predictions may be subject to  $\pm 10\%$  bias due to errors and omissions. First, some industry respondents were not willing to provide employment data including future plans. Second, the TVEC needs to consider possible demand for training that might arise from those who will enter the labour market irrespective of whether there will be a demand from the provincial industries or not. Third, the lack of future plans for most of the economic enterprises also hinders any efforts for trying to estimate and predict future employment growth in industry sectors. Fourth, the TVEC should also seriously reassess its focus only on provincial needs for semi-skilled and skilled workers in planning training supply, and try to create globally employable prospective semi-skilled and skilled workers, as there is a growing global demand, especially from newly industrialized countries in Asia and oil-rich countries in the Middle East, for low wage skilled labour. Fifth, the demand data do not include possible demand that may arise from government/state sector during the next five years, due to retirements and other reasons. Sixth, the predicted demand data do not also include possible demand from the banks and finance companies. The training supply should, accordingly, be adjusted to meet the demand from those who enter the labour market, possible demand from the public sector arising from retirement of existing workers, possible demand from banks and financial institutes during the next few years.

# Chapter1 Introduction

#### 1.1. Background

Tertiary and Vocational Education Commission (TVEC) of the Ministry of Youth Affairs and Skills Development has embarked on an ambitious project to develop Vocational Education and Training plans (VET) for each province of the country on the instructions of H.E the President with a view to identifying human resource and training needs of each province and developing feasible strategic plans to address the identified developmental issues. This report is an outcome of a project commissioned by the TVEC in collaboration with the Uva Provincial Council with the behest of honorable Chief Minister. The report is prepared to meet the requirements of the TVEC in consistent with its guidelines to meet the general and specific objectives. This is an outcome of an intensive and tedious effort by a team of researchers of the Uva Wellassa University in collaboration with the TVEC and Uva Provincial Council which have extended excellent support to gather data and validate suggested solutions for the province by providing important insights.

#### 1.2. Rationale

Sri Lanka has both a significant pool of unfilled job vacancies and persistent unemployment as evident by job market information and labour force data. Minister S.B. Dissanayake recently pointed out that "there is a considerable unmet demand in the higher education sector which needs to be addressed". In this backdrop, preparation of a VET plan can be justified on several grounds. First, individuals with improper and informal training are engaged in occupations that require formal training in the industry. Second, provision of courses is mostly supply-driven and not demand-driven. High vacancy rates in the presence of large scale unemployment confirm the existence of skills mismatches in the country. Existing skills mismatches in the country also point out a poor quality of education and the absence of linkages between education systems and employers as underlying problems. Third, most youths are confronted with a system which has traditionally been focused on educating for public sector employment, with little regard for the needs of the private sector. Most institutes do not educate and train people for regional and national needs. Vocational education and training (TVET) has the potential to provide youth with more applied skills and better chances in the labour market which should, however, be properly recognized and addressed. Fifth, TVET provided by government institutes and non-state institutes have seemingly suffered from neglect and irrelevance, instead, traditional apprenticeship in the informal sector predominates in the workforce of most key industries in the country. This has resulted in poor quality output, resource wastage, inefficiency, low productivity and sluggish growth in the industry. Sixth, instead of excluding informal sector training, addressing the identification of job seekers by applying National Vocational Qualification Framework (NVQF) and implementing TVEC skills certification systems currently existing in the form of accreditation is needed. Seventh, educational and training institutes seemingly lack partnerships with the private sector at all levels of education and training. Finally, the Budget Speeches presented to the Parliament of Sri Lanka in recent times have emphasized that there is a high and growing global demand for semi-skilled and skilled manpower so that by developing vocational and technical education, Sri Lanka might be able to tap some of those global occupations to redress the unemployment problem in the country in the short to medium term. The Budget Speech 2013 has seriously emphasized the importance of developing vocational and technical education in the country basically to serve those who do not qualify to study GCE (A/L) and those who could not enter the universities after GCE (A/L). The government has proposed an ambitious plan with financial allocations to make advancements in this area.

As a result, identification of skilled and semi-skilled manpower demand of the industry and the quality and the relevance of the vocational education programmes/courses have to be properly recognized. To be successful in supplying skilled and semi-skilled manpower to the industry in consistent with the demand, the TVET system of institutes in the province needs a clear vision of the desired outcome and have to be focused on sectors with promising employment prospects. Continuous update and revision of existing courses and introduction of new courses might be required to address the changing and dynamic employment prospects in the industry. A TVET plan is expected to assist the TVEC and other state and non-state institutes to plan and implement the supply of vocational education and training programmes/courses for the Uva province to meet the dynamic and changing human resource demands of the key industry sectors.

#### 1.3. Objectives

The objectives of the TVET plan are:

i. To evaluate the labour force trends in the province, and to make forecasts for the next five years,

- ii. To assess the skilled and semi-skilled manpower requirements of industry sectors in the Uva Province for the next five years,
- iii. To assess the supply of vocational education and training by the institutes during the next five years,
- iv. To assess the quality and relevance of various courses offered by the institutes in the province,
- v. To examine the institutional arrangements and incentive structures of the province to facilitate and stimulate TVET programmes
- vi. To examine the existing mismatch between supply of and demand for vocational education and training courses in the province.
- vii. To propose a plan of action for the Uva province in order to provide productive and efficient vocational education and training programmes to meet the demand of the industry.

#### 1.4. Activities

We have been expected to perform following activities in preparing and submitting the TVETPlan for the Uva province:

- i. In association with TVEC organize district planning workshops in each district in the province and identify key industry sectors in the province on district basis and their issues and complete information related to development of the provincial VET Plan.
- ii. Prepare socio-economic analyses of the districts based on secondary data and information gathered at the planning workshops and identify economic trends.
- Analyze output of the school system in the province and estimate new entrants to the labor market with a forecast for next 05 years

- iv. Identify livelihood occupations existing in the province and assess their skill needs through consultation and focus group discussions of relevant occupants.
- v. Analyze skills supply of TVET system mainly TVET capacities, quality and other related issues and staff development needs through a structured questionnaire survey.
- vi. Identify main industry sectors and prepare sector reports on district basis with the forecast for demand for skills and supply of skilled manpower for next 5 years.
- vii. Organize focus group discussions and expert meetings to get sector reports validated and make demand side analyses.
- viii. Organize jointly with TVEC, TVET workshops and formulate strategies to bridge the skill gaps including Career Guidance programmes.
- ix. Finalize VET Plan incorporating strategies formulated at the above TVET workshop.
- x. Organize final validation workshops and get the VET Plan validated.

#### **1.5.** Materials and Methods

Given the intensity of the project time period and the amount of material to be covered, the research has followed a systematic procedure to gather data and arrive at findings and conclusions to make feasible recommendations. The data collection exercise of the study included a number of steps:

I. In order to gather preliminary data, stakeholder consultation workshops were held in Badullain collaboration with TVEC and Uva Provincial Council. The workshops were attended by the officials of the provincial council, representatives from the educational and training institutes of the province, private sector representatives including members from the chambers of commerce. Participants made a very valuable contribution by providing information on possible sources of data, key contact persons of the industry sectors, impending issues/constraints on the vocational education and training system in the province, and possible future paths to be taken. This information was basically used to plan the data collection methods for the Uva province.

- II. Various sources of secondary data were used to gather data on socio-economic environment of the province including labour market characteristics. Reports of the Department of Census and Statistics, Central Bank of Sri Lanka, Uva Provincial Council and other state institutes were extensively used for this purpose.
- III. In order to gather data on labour requirements of the key industry sectors for the next five years, a detail structured questionnaire was executed for all the recorded and relevant industrial enterprises of the province based on data obtained from provincial council, other state agencies of the province, Chambers of Commerce and Industry. All available business firms that come under the education and training purview of the TVEC were used as the respondent sample in the study. Enumerators were used to gather data from establishments in all the divisional secretariat divisions of the province.
- IV. A structured questionnaire survey was conducted to gather data on existing courses, their quality of delivery from education and training providers of the province. All existing state and non-state technical and vocational education providers were surveyed. Heads of each institute were the respondents. Mail questionnaire survey method was used. There was 100% response rate from the institutes.
- V. A structured questionnaire survey was also conducted to gather data on the satisfaction of trainees focusing on a sample of students from educational and training institutes of the province. Total number of students in the 2011 and 2012 academic years was used as the population. A total of 240 students, 120 from each district, were selected by using the stratified random sampling method as different courses have to be recognized in the sample. The sample was representative as it includes respondents form almost all educational and training providers in the province. Mail questionnaire survey method was applied together data.
- VI. Focus group discussions were conducted with a selected number of state officials, members of the chambers of commerce and industry, and representatives of education and training providers to gather qualitative data on issues and problems of TVET programmes/courses

- VII. Focus group discussions were also held with persons who are involved in livelihood occupations in the province to gather data on possible training needs of the livelihood occupants. A total of 30 respondents from two districts were selected for the focus group discussion.
- VIII. Two workshops were held in Badulla and Moneragala to obtain feedback and validate the sector proposals of industry sectors of the province. The suggestions made at the workshops were incorporated into the final report while the issues raised were substantially addressed.
- IX. Validation workshops were held in collaboration with TVEC and the Uva Provincial Council in Badulla to obtain feedback on the proposed draft VET Plan. The plan was endorsed by the participated stakeholders.

All data were processed by using statistical methods and qualitative methods

#### **1.6.** The Outline of the Report

The report is organized into five sections. Section one has detailed the background, rationale and methodological aspects of the study. Section two of the report describes and explains the socioeconomic environment of the province by focusing on educational and training needs based on possible demands of the key industry sectors with a five year forecast. Secondary data was used for the analysis. Section three of the report analyses the current and future skilled labour demand of each industry sectors focusing on the training requirements and employment prospects. Section four analyses available vocational education and training courses of the province, aspects related to quality and relevance of various courses, standards of course delivery, and guidance and counseling activities to promote courses. The existing mismatch of the supply of and the demand for vocational education and training courses are also analyzed in this section. Final section provides the proposed VET Plan for the Uva province addressing the vocational educations required to provide efficient and productive educational and training programmes.

## Chapter2

## Socio-Economic Environment of the Uva Province

#### 2.1. Prologue

Uva province consists of two districts such as Badulla and Moneragala. The provincial capital is Badulla where almost all provincial administrative institutions are located. The Uva province is bordered by Eastern, Southern, Sabaragamuwa and Central provinces (see map 1). The Wellassa area was composed of hundred thousand paddy fields (Wel Lakshaya) contributing to an affluent ancient economy and society. Wellassa is known to be the ancient kingdom of King Ravana, the greatest, who is said to have ruled the nation approximately 5000 years ago. The remains of various historical traces, places and folklore testify to the fact that the Ravana era was seemingly an extremely civilized period with economic, social, cultural, scientific and technological prosperity. Until 1817, Wellassa was recorded to be one of the most prosperous regions of the country. British successfully suppressed the Great Wellassa Freedom Struggle of 1817-1818 (The Third Kandyan War) through barbaric and criminal means. To eliminate any future freedom struggles emerging in the region, the entire able bodied male population of Wellassa region above the age of 18 years was killed while houses in the entire region were also torched and destroyed. Englishmen along with local patrons and benefactors destroyed the irrigation systems, poisoned the wells, killed all cattle and other useful animals, and burnt all paddy fields in the area of uprising. Wellassa has not yet recovered from crimes committed against humans, destruction of all properties and natural resources, and scorched earth policy of the British. Wellassa was the most prosperous heartland of the Sri Lankan kingdom prior to Western colonial occupations. In suppressing the Great Wellassa Freedom Struggle, Britton committed crimes against humanity and war crimes. Uva Wellassa that was destroyed by suppressive and destructive colonial occupation and tragic exclusion from most modern economic development efforts implemented during the post-independent period is one of the poorest regions of the country, though it is rich in land and other natural resources. The government elected in 2005 along with Uva Provincial Council began to offer a special attention to the Uva province in its development efforts recognizing them arginalized situation and long due yet much needed development efforts. A new era of rapid development has heralded in the province as a result of these efforts.

Map 1: The Uva Province in the Sri Lanka Map



#### 2.2. Administrative Structure of the Province

Sri Lanka inherited a parliamentary democratic system from British at the time of independence and continued to make amendments to the structure of administration throughout the post-independent period. The judicial and administrative structure of Sri Lanka is based on a republican constitution that combines components of parliamentary democracy practiced in Britain and of executive based democratic system practiced in the United States of America. The executive President of the Republic is elected by the people and holds office for a term of six-years, and is entitle for reelection. The parliament consists of 196 members elected by the people and 29 members appointed from the national lists. The President appoints the Prime Minister and the Cabinet of Ministers and who is the Head of the Cabinet (Figure 2.1). The ministries, departments, and statutory bodies of the central government are also responsible for industrial development as well as planning and administering vocational and technical education in all provinces of the country.



Figure 2.1: Structure of the Central Government Administration

The Constitution prescribes specific functions for the central government and provincial councils. The Central Government is prescribed to set national policies on all subjects and functions and has the power to approve legislation on the concurrent list of subject areas that have been listed as provincial subjects in the scheduled list. The mandatory functions of the central government include: national policy formulation, designing inter-governmental transfers, establishing and managing center-province relations, cadre and staffing in the government, and the administration of "home affairs".

Higher education and vocational and technical education are fundamental subjects of the central government while the provincial councils are entitled for planning and administering general education in the province. Therefore, the PCs is an important arm of the structure of the government in planning and implementing vocational and technical education policies and programmes in the province for human resources development.





The country is organized into nine provinces for administrative purposes. Power has been devolved to the provinces with the unit of devolution being the Provincial Council comprised of members elected by the people of each province. A Governor appointed by the President heads the province, while a Chief Minister appointed from the elected members, heads the Provincial Council. Provincial Councils are responsible for planning and implementing most provincial educational, health, and all other developmental efforts. The establishment of the Provincial Councils in 1988 was perceived as constituting a radical departure from the centralized form of governance that Sri Lanka had practiced since liberating from colonial rule. With the establishment of the PCs, the administration in the country was decentralized. The assignment of responsibilities between the center and the provinces is defined by legislative, executive, fiscal and administrative arrangements. They define the scope and extent of the assignment of responsibilities to provinces and what has been retained by the center. The Uva Provincial Council headed by the Chief Minister has taken vigorous efforts to develop human resources in the province through general education as well as vocational and technical education. There appears to have been a rapid growth and development of human resources of the province in recent times.

Division	Square km.	GN Divisions	Villages
Mahiyanganaya	629	35	140
Ridimaliyadda	413	42	168
Meegahakiula	112	20	87
Kandaketiya	164	26	110
Soranatota	80	25	101
Passara	124	41	125
Lunugala	141	28	85
Badulla	52	29	44
Hali-Ela	168	57	226
Uva-Paranagama	131	68	120
Welimada	187	64	266
Bandarawela	66	35	118
Ella	108	32	106
Haputale	49	26	118
Haldummulla	430	39	182
Total	2,861	567	1,996

Table 2.1: Number of GN Divisions and Villages in Badulla District

Source: Department of Census and Statistics

A coherent and solid administrative structure with necessary powers and resources are given to the provincial council by the 13<sup>th</sup> amendment to the Republican Constitution (Figure 2.2). The Governor of the province is responsible for the execution of policies and statutes made by the provincial council on devolved subjects. While the provincial council functions as the legislative body of the province, the Board of Provincial Ministers headed by the Chief Minister functions as the provincial

executive arm. The executive arm of the province is responsible for implementing the decisions made by the PC. A provincial public service has been constituted to support the executive. The operations, supervision of management, including the power to dissolve a local authority, come under the purview of the Provincial Council. Central government's involvement in provincial matters is limited to policies on the reform, structure and constitution of local authorities and the national policy making related to local government. In the area of vocational and technical education, the provincial council is the authority which is entrusted with powers to make and implement policies and programmes for developing skilled and semi-skilled human resources of the province. Statistics on local level administrative units are given in Tables 2.1 and 2.2. Badulla district is divided into 15 Divisional Secretariat divisions, 569 Grama Niladhari divisions and 1996 villages, whereas Monaragala district is divided into 11 Divisional Secretariat divisions, 567 Grama Niladhari divisions, and 1324 villages.

	1		
Division	Square km.	<b>GN</b> Divisions	Villages
Bibile	483.6	40.00	119
Madulla	723.4	38	128
Medagama	253.5	35	117
Badalkumbura	254.8	41	189
Moneragala	255.1	26	131
Siyambalanduwa	1049.3	48	194
Buttala	685.2	29	134
Wellawaya	597.9	29	147
Katharagama	607.71	5	24
Thanamalvila	559.8	14	70
Sevanagala	188.99	14	71
Total	5659.3	319.00	1324

Table 2.2: Number of GN Divisions and Villages in Monaragala District

Source: Department of Census and Statistics

#### 2.3. Biophysical Environment

Uva province consists of two districts such as Badulla and Moneragala, which is the second largest province in Sri Lanka in terms of land area. Badulla's geographical coordinates are 6.66667 and 81.3333 in decimal degrees. The entire land area of Badulla district is 2,861 km<sup>2</sup> and total population is 837,000. The district is bounded by the districts of Moneragala and Rathnapura on the East & South, by Ampara and Mahanuwara districts on the North and by Nuwara-eliya and Matale on the West. Badulla is an agricultural district where tea, vegetable and paddy are cultivated. Economy of the district is based on agriculture, livestock, and tourism. Badulla district is divided into two

portions as upper region and lower region according to climatic and geographical characteristics. Upper division of the district is famous for tea plantations and vegetable cultivation while lower division is well-known for paddy cultivation.

Monaragala district is the largest of the 25 districts in the country, with a land area of 7,133 km<sup>2</sup> which is located at an elevation of 123 meters above the sea level and its population is about 410,074.

The district is bounded by the districts of Badulla, Rathnapura, Ampara, and Hambanthota districts. Monaragala is a second-order administrative district. Monaragala meaning the "rock of peacock landing" consists of highly mountainous terrain which covers the western boundary towards Badulla and Ratnapura districts and hilly, steep and rolling terrains between the mountainous terrain and the undulating flat land which covers most of the eastern and southern boundaries. Monaragala is mainly an agricultural district. The Uva province was once a great hydraulic civilization with hundred thousand paddy fields. However, most of the ancient tanks that served the larger part of hundred thousand paddy fields (*Wel Lakshaya*) that existed prior to colonial occupation have been completely destroyed as Englishmen waged a barbaric and criminal war against the people and property in Wellassa. Currently, most agricultural activities confine only to *Chena* cultivation fed by rain water due to lack of irrigation water as large number of ancient tanks/reservoirs existed to serve hundred thousand paddy fields in Wellassa was completely destroyed by Great Britton.

Monaragala still consists of a very large cultivable land area that has the highest potential for rapid development upon completion of ongoing Uma Oya development project that diverts water from Uma Oya in Welimada area to Wellawaya in Monaragala district, and from there through canals to Lunugamawehera reservoir in Hambanthota district by filling dilapidated and recently renovated ancient tanks (*Wewa*) that served the ancient *Wel Lakshaya*. This project is likely to drastically change the biophysical environment of Badulla, Monaragala and Hambanthota districts as it tends to submerge a significant area of agricultural land in Badulla district by two new reservoirs built in Badulla district, and to irrigate a large area of cultivable land that is currently unused or under-used for agriculture in Monaragala and Hambanthota districts. It is well-known that agricultural development tends to stimulate growth in manufacturing industries. These development efforts are also expected to generate semi-skilled and skilled employment in manufacturing and related industries in future which would necessitate increased supply of vocational and technical education. For this purpose, existing vacancies in industry and prospective manpower requirements in emerging industries have to be recognized.

#### 2.4. Demography in the Uva Province

Though Uva is the second largest province in terms of land area in the country, it is the second least populated province. The total population of Badulla district is 837,000 and that of Monaragala district is 420,000. It is also notable that 64 percent of the total population in Badulla district belongs to the working age population, whereas 57 percent in Monaragala district belongs to the working age. These data indicate that future growth of labour force is higher in Monaragala district while current demand for employment is seemingly higher in Badulla district (Table 2.3 and 2.4).

DS Division	Under 18 years	Over 18 years	Total Population
Mahiyanganaya	28105	44116	72,221
Ridimaliyadda	20020	29084	49,104
Meegahakiula	7984	12029	20,013
Kandaketiya	9600	14537	24,137
Soranatota	8734	15690	24,424
Passara	18773	34013	52,786
Lunugala	13217	22280	35,497
Badulla	24942	50422	75,364
Hali-Ela	32664	61206	93,870
Uva-Paranagama	28823	53295	82,118
Welimada	36146	65154	101,300
Bandarawela	22200	42475	64,675
Ella	16326	29704	46,030
Haputale	17497	36947	54,444
Haldummulla	14639	26378	41,017
Total	299670	537330	837,000

Table 2.3: Total Population in Badulla District

Source: Department of Census and Statistics

Table 2.4: Total Population in Monaragala District

DS Division	Under 20 years	Over 20 years	<b>Total Population</b>
Bibile	15212	22,299	37,511
Madulla	12884	17,089	29,973

DS Division Medagama	<b>Under 20 years</b> 14983	<b>Over 20 years</b> 19,333	<b>Total Population</b> 34,316
Siyambalanduwa	23106	27,033	50,139
Moneragala	18455	26,419	44,874
Badalkumbura	16028	22,850	38,878
Wellawaya	22480	31,179	53,659
Buttala	21179	28,839	50,018
Katharagama	6902	10,323	17,225
Thanamalvila	10560	13,931	24,491
Sevanagala	16934	21,982	38,916
Total	178723	241,277	420,000

Source: Department of Census and Statistics

Population density is higher in Wellawaya, Buttala, Siyabalanduwa and Monaragala Divisional Secretariat divisions compared to others in Monaragala district while Welimada, Hali-ela and Uva-Paranagama DS divisions are relatively highly populated in Badulla district compared to other DS divisions. Population concentration is relatively low in most DS divisions. There are population enclaves in certain areas while most areas are sparsely populated in both the districts. Since agricultural sector dominates economic activity in the province, population dispersion appears to be higher.

Population structure of Uva province sees a large proportion of the population within the 0-20 cohorts, thus indicating higher levels of fertility and decreasing levels of infant mortality over the last 20 years, while possible increases in the new entrants to the labour force (Figure 2.3). The decreased number of population above the 30 years age groups can be attributed to varying factors including out-migration for employment purposes. Towards the later age groups there is more ageing females to males within the population.





Badulla district is more ethnically diverse than Moneragala district, and though Sinhalese makes up a majority of the population in both districts, in Badulla, Indian Tamil population makes up a substantial proportion of the district (Figure 2.4). They are the second largest ethnic group and make up 18 percent of the population.



Figure 2.4: Ethnic diversity comparison in Badulla and Monaragala

Population data of Department of Census and Statistics also indicates that 97.7 per cent of the population in Monaragala district lives in rural areas while the other 2.3 per cent lives in estate sector. In Badulla district, 6.6 per cent lives urban areas while 72.2 per cent and 20.7 percent respectively lives in rural and estate sectors. Poor urbanization in Badulla district and absence of any urbanization in Monaragala district indicate the possible rarity of industrial establishments in the district and the economy is dominated by agriculture and services.

District	Percentage of total population in each sector		
	Urban	Rural	Estate
Badulla	6.6	72.2	20.7
Monaragala	0	97.7	2.3

Table 2.5: Population by Sectors

Source: Department of Census and Statistics

Economically active population of Uva province is relatively lower compared to other districts of Sri Lanka. Economically active male population in Badulla and Monaragala is 59.9 percent and 65.7 percent respectively. Economically active female population in Badulla and Monaragala district is 40.1 percent and 34.4 percent respectively. These data indicate that most of the prospective persons who would demand for technical and vocational education are male, while a percentage of females who may seek technical and vocation education is relatively low. The relatively higher agrarian economy appears to have contributed for most women to opt out of the active labour force. However,
with increased educational opportunities and facilities along with development of infrastructure in recent times in the province would likely to increase the economically active population in the province.

Table 2.6: Percentage distribution of economically active population by gender & district - 2012

District	Male	Female
Badulla	59.9	40.1
Monaragala	65.7	34.3

Source: Department of Census and Statistics

# 2.5. Education System

Uva province has continuously lagged behind the other regions of the country in terms of human capital development during the post independent period. Significant efforts have recently been made to improve the resources available to develop human capital in the province. There are 841 schools in the province, out of which 577 are in Badulla and 264 are in Monaragala. The number of student population in the province is 277,283 while there are 18,952 teachers. The teacher-student ratio is 1:15 in the province (Table 2.7).

Table 2.7: Number of Schools in the Province, 2012

District/Province	Number of	Number of	Number of	Teacher-Student
	Schools	Teachers	students	Ratio
Badulla	577	12,687	181,068	1:14
Monaragala	264	6,265	96,215	1:15
Uva Province	841	18,952	277,283	1:15

Source: Uva Provincial Department of Education

According to the Uva Provincial Department of Education, there is a general lack of teachers for English, Mathematics and Science in most schools in the province. Most schools lack electricity. A large number of schools are run in temporary buildings. Most schools operate with very minimum physical resources. Facilities are very limited for mathematics, English language, natural sciences, and technology streams in the province.

Table 2.8: GCE (O/L) Results

	2009			2010			2011		
District/ Province	Number Sat	Number Qualified for A/L	Percentage of passed	Number Sat	Number Qualified for A/L	Percentage of passed	Number Sat	Number Qualified for A/L	Percentage of passed
Badulla	12324	5820	47.22	12235	6868	56.13	12051	6879	57.08
Monaragala	7144	2707	37.89	7148	3321	46.46	6586	3268	49.62
Uva Province	19468	8527	43.80	19383	10189	52.57	18637	10147	54.45
Source: Uva Provincial Department of Education									

There has been a rapid progress of educational attainment in the province during recent past. The percentage of qualified students for GCE (A/L) from GCE (O/L) has increased from 43.80 in 2009 to 52.57 percent in 2010 and to 54.45 in 2011 indicating that percentage entered into the labour force after GCE (O/L) has gradually declined in recent years (Table 2.8). However, the number entered to the labour force after GCE (O/L) has increased as there has been a growth of population in the relevant age category.

After GCE (A/L), 2381, 3897, 3747 respectively have directly entered the labour market in 2009, 2010, 2011 in Uva province. Achievement at the GCE (A/L) examination has also increased in the province. The percentage of students that has passed the GCE (A/L) has increased from 53.73 percent in 2009 to 54.46 percent in 2011 (Table 2.9). However, as all students who have passed the GCE (A/L) examination does not get a chance to enter a university for higher education, a significant portion of those who have passed GCE (A/L) would also enter the labour market and would seek opportunities for vocational and technical education. Those who did not qualify for GCE (A/L) after GCE (O/L) and those who did not qualify to enter a university after GCE (A/L) would have sought to follow courses on technical and vocational education institutes or would have directly opted for informal occupations. These statistics provides important information for the TVEC as well as technical and vocational educational suppliers to plan and implement courses targeting the total of these persons.

#### Table 2.9: GCE (A/L) Results

<b>District/Province</b>			2009			2010			2011
	Number Sat	Number passed	Percentage passed	Number Sat	Number Passed	Percentage passed	Number Sat	Number Passed	Percentage passed
Badulla	5162	2740	53.08	5943	3261	54.87	5574	2977	53.40
Monaragala	2362	1303	55.17	2697	1482	54.95	2654	1504	56.66
Uva Province	7524	4043	53.73	8640	4743	54.90	8228	4481	54.46

Source: Uva Provincial Department of Education

# 2.6. Socio-Economic Performance in the Province

According to historical evidence, Wellassa was one of the richest regions of the country prior to war crimes and crimes against humanity committed by Great Britton during the Great Wellassa Freedom Struggle of 1817-1818. However, Wellassa has remained extremely poor and socially backward during the past 200 years. It is disheartening to note that those patriotic combatants, their families and all those others victimized by the Wellassa crimes had been considered traitors until 2011 as the successive governments elected from 1948 failed to revoke Brownrigg's treacherous Gazette notification that named those patriots of Wellassa as traitors until President Mahinda Rajapaksha took action in 2011 to revoke it and rename them as national heroes.

Uva province inherited an extremely poor economy at the time of independence and has remained among the poorest regions of the country during the past 60 years. Uva province's contribution to GDP in Sri Lanka is about 4.47 percent. Agriculture contributes by 30 percent to provincial GDP while services sector contributes by 50 percent. The industrial sectors contribution to provincial GDP is about 20 percent (Table 2.10). Provincial per capita GDP is much lower than the Sri Lanka's average.

Sector	All Island	Uva	Uva Value as a percentage of GDP in Sri Lanka
Agriculture	792,457	88,073	1.35
Industry	1,956,658	57,167	0.87
Services	3,794,893	147,223	2.25
GDP	6,544,009	292,463	4.47
Percent of GDP Contribution	100	4.5	-
Per capita GDP by current prices	313,576	217,930	-

Table 2.10: Uva Province GDP by Industry Origin (Rs. millions), 2011

Source: Department of Census and Statistics

There is a significant difference in human capital endowments between Uva province and other provinces of the country. It is reflected by the differences in literacy rate and educational attainment (Table 2.11). Percentage of children with no schooling is 12 percent in Uva province while the same is 4 percent in Western province. The ratio of tertiary education is also much lower in Uva province compared to other regions.

Category	<b>Uva Province</b>	Western Province	All Island
Literacy rate	88	96	93
Rate of no schooling	12	4	8
Rate of primary education	36	24	29
Rate of secondary education	39	46	41
Rate of tertiary education	14	27	21

Table 2.11: Human Capital Indicators

Source: Department of Census and Statistics

Regional gaps in terms of economic infrastructure are more acute. The economic infrastructure in the Uva province is poorer compared to other provinces in the country (Table 2.12). The value of average accessibility index for infrastructure in Uva province is 2.8 while the same value for Western province is 3.8. Percentage of households with electricity in Uva province is 57 while the same in Western province is 92. Percentage of business firms with electricity in Uva province is 62 while the same in Western province is 79. Lack of access to economic infrastructure significantly inhibits growth of industrial activities which could create semi-skilled and skilled employment opportunities. Lack of access to vital infrastructure has significantly constrained growth of industries in the Uva province.

Provinces	Average accessibility index	% of households With electricity	% share of firms with electricity	% of firms with a land line/mobile phone	% of firms located in a community with a bank
Western	3.8	92	79	24	70
Central	3.1	73	80	7	47
Southern	3.1	78	68	18	62
North Western	3.1	69	61	15	70
North Central	2.9	66	61	8	75
Uva	2.8	57	62	23	78
Sabaragamuwa	3.3	62	76	15	70

Table 2.12: Access to Economic Infrastructure

Source: World Bank (2006), Sri Lanka: Poverty Assessment

Province Provincial industrial establishments as a % of total		Central	Southern	Northern	Eastern	North Western	North Central	Uva	Sabaragamuwa
Provincial industrial establishments as a % of total industrial establishments in Sri Lanka	41	12	9	2	3	20	4	2	7
Provincial population as a % of total population in Sri Lana	29	13	12	5	8	12	6	6	9

Table 2.13: Spatial Distribution of Industrial Establishments in Sri Lanka, 2011

It is also useful to discuss the spatial distribution of non-farm economic activities/establishments in Uva province, as non-farm economic activities tend to create employment opportunities for semiskilled and skilled manpower in the province. Out of total industrial establishments in Sri Lanka, 41 percent is located in the Western province, and a further 20 percent is located in North Western province. The share of the Uva province is just 2 percent (Table 2.13). This share of industries is not consistent with the provincial share of population as the share of total population in Uva province is 6 percent. These statistics indicate that the unemployed persons in Uva province generally lack non-farm paid employment options. They are, therefore, destined to migrate to other provinces and foreign countries. Out of the existing 2 percent of establishments, many of the establishments are small and medium enterprises in which the number of paid workers is a very few. The limitations of industrial establishments in Uva province indicate that the demand for employment options in the province is limited. A technical and vocational educational plan for Uva province should, therefore, consider employment options available in other provinces and foreign countries. This aspect will be looked at when the demand for employment is analyzed in industry sectors.

# 2.7. Labour Force Trends and Forecasts in the Province

According to the Department of Census and Statistics, in 2011, estimated economically active population was around 8.6 million and approximately 5.6 million (65.6%) of them are males. Majority among the economically inactive population are females (69.4%). The total number of persons in the labour force was 436,778 and 259,104 in Badulla and Monaragala districts, respectively, in 2011. The labour force participation rate is 56.2 percent in Badulla and 58.7 percent in Monaragala (Table 2.14).

	Badulla	Monaragala
Total	56.2	58.7
Male	70.7	70.0
Female	46.1	46.6

Table 2.14: Labour Force Participation Rates, 2011

Source: Department of Census and Statistics

Badulla and Monaragala districts are still dominated by agricultural sector. In Badulla district, 64.2 percent is employed in agriculture, while 10.1 and 25.7 percent respectively are employed in industrial and services sectors. Out of the labour force, only 35.8 percent is employed in sectors which are likely to generate employment opportunities for persons with technical and vocational education. In Monaragala district, 66.9 percent are employed in agricultural sector while 10.1 percent and 23.0 percent are employed in industrial and services sectors. Only 33.1 percent are employed in sectors that require semi-skilled and skilled labour (Table 2.15).

Table 2.15: Employed Population by Economic Sector, 2011

District	Agriculture	Industries	Services			
Badulla	64.2	10.1	25.7			
Monaragala	66.9	10.1	23.0			

Source: Department of Census and Statistics

In Uva province, currently recorded unemployment rate is 4.6 percent if one considers own account workers and contributory family workers as employed persons (Table 2.16). Out of employed population, 34.7 percent are employed as paid employees while 32.8 and 30.8 percent respectively are employed as own account workers and contributory family workers. This information makes it clear that employment opportunities available in the province for paid labour as semi-skilled and skilled employees constitute about 36.4 percent of total economically active population, while 63.6 percent of economically active population is employed in informal sector. There are 1.7% of employers indicating that the capacity of the Uva province to generate employment opportunities for semi-skilled and skilled labour is very limited.

Table 2.16: Unemployment Rate and Percentage Destitution of Employed Population in Uva Province, 2011

Item	%
Unemployment Rate	4.6
Paid Employees	34.7
Employers	1.7
Own Account Workers	32.8
Contributory Family Workers	30.8

Source: Department of Census and Statistics

The number of persons entered to the labor market after GCE (O/L) and GCE (A/L) are given in Table 2.17 and 2.18. In 2011, 5172 and 3318 persons respectively have entered the labour market after GCE (O/L) from Badulla and Monaragala districts. In 2011, 2597 and 1150 persons have entered the labour market after GCE (A/L) from Badulla and Monaragala districts. This increasing trend exists while there has been a growth of the number passed at the GCE (O/L) and GCE (A/L) examinations during these periods. Uva province has shown a rapid improvement of educational attainment at GCE (O/L) and GCE (A/L) during the past few years.

Table 2.17: Number Entered to the Labour Force after GCE (O/L)

District/Province	2009	2010	2011	2009- 2011
Badulla	6504	5367	5172	5681
Monaragala	4437	3827	3318	3861
Uva Province	10941	9194	8490	9542

Source: Uva Provincial Department of Education

Table 2.18: Number Entered to the Labour Force after GCE (A/L)

<b>District/Province</b>	2009	2010	2011	2009-2011
Badulla	2,422	2,682	2,597	2,567
Monaragala	1,059	1,215	1,150	1,141
Uva Province	3,481	3,897	3,747	3,708

Source: Uva Provincial Department of Education

Table 2.19: Primary Education Learning Outcomes by Province, 2011

Province	Percentageof students Achievingmastery of Theirfirstlanguage (Sinhala/Tamil)	Proportion of Studentsachieving Mastery of Mathematics	Proportion of students achieving mastery of English language
Uva	34	35	8
Western	51	52	20
Sri Lanka	37	38	10

Source: University of Colombo

It is also useful to consider the learning outcomes of the primary education as it provides the foundation for quality of secondary and tertiary education. A survey conducted by the University of Colombo indicates that competency levels of students in Uva province in first language, mathematics, and English language is poorer. Percentage of students achieving mastery of their first language

(Sinhala/Tamil) in Uva province is 34 percent while it is in Western province and Sri Lanka, as an average, are 51 percent and 37 percent respectively. Proportion of students achieving mastery of mathematics in Uva, Western and Sri Lanka are 35, 52 and 38 respectively. The national average of performance is higher than that of the Uva province while the performance in Western province is more than twice of Uva province. Proportion of students achieving mastery of English language is also lower in Uva province (Table 2.19). The differences in performance in human capital indicators are attributed to unequal distribution of physical and human resources for education across provinces in Sri Lanka. These indicators have significant implications on the nature and attributes of the technical and vocational education courses supplied in the province.

Based on GCE (O/L) and GCE (A/L) results, we have made labour market forecasts to identify possible entrants to the labour market during next five years. The forecast is based on a number of assumptions. First, we assume that there shall be a constant rate of growth of population during the next five years in the province. Second, the age composition of population will not have a significant change during the next five years. Third, the number failed the GCE (O/L) and GCE (A/L) are assumed to enter the job market or would pursue vocational and technical education. Finally, according to Department of Census and Statistics, Sri Lanka's labour force in Badulla and Monaragala districts was 436,778 and 259,104 respectively. Based on the current labour force of a district and the number entered to the labour market after GCE (O/L) and GCE (A/L), the rate of growth of labour force per year in two districts was computed for 2014-2019.

From the GCE (O/L), the estimated growth rate of labour force will approximately be 1.3 percent and 1.9 percent in Badulla and Monaragala districts respectively for 2014-2019. From GCE (A/L), the labour force will grow approximately by 1 percent per year in Badulla and Monaragala districts for 2014-2019. This forecast is approximately accurate. Any deviations from these predictions would be attributed to reduction in the rate of growth of labour force during next five years. The following equation was used for the forecast:

# $Number of new entrants to the labout market_{vear}$

= (Averagenumber of workersentered to the labout market from 2009 to 2011(1

+ growthrateoflaboutforce)<sup>Years</sup>)

The forecast values for possible entrants to the labour market after GCE (O/L) for the next five years have been given in Table 2.20. The forecasts indicate that 5755, 5830, 5905, 6060, and 6139 persons will enter the labour market from 2014 to 2019 respectively from Badulla district. The forecasts also indicate that 3935, 4010, 4086, 4164, 4243, and 4324 persons will enter the labour market from 2014

to 2019 respectively from Monaragala district. The total number that will enter the labour market from the Uva province would be 9666, 9792, 9919, 10048, 10179, and 10311 from 2014 to 2019 respectively. From 2014 to 2019, a total of 59914 persons will enter the labour force after the GCE (O/L) results from the Uva Province. These entrants are also likely to create a significant demand for technical and vocational education courses in the province. Suppliers of technical and vocational education and training courses need to plan and implement courses for these new entrants in consistent with possible jobs growth in the industry sectors of the province and the employment expectations of the job seekers of the province.

<b>District/Province</b>	2013	2014	2015	2016	2017	2018
Badulla	5681	5755	5830	5905	5982	6060
Monaragala	3861	3935	4010	4086	4164	4243
Uva	9542	9666	9792	9919	10048	10179

Table 2.20: Forecast of the New Entrants to the Labour Market after GCE (O/L)

Source: Estimated from the data given by Uva Provincial Department of Education

The forecast values for possible entrants to the labour market after GCE (A/L) for the next five years have been given in Table 2.21. The forecasts indicate that 2593, 2619, 2645, 2671, 2698, and 2725 persons will enter the labour market from 2014 to 2019 from Badulla district. The forecasts also indicate that 1152, 1164, 1176, 1187, 1199, and 1211 persons will enter the labour market from 2014 to 2019 from Monaragala district. The total number that will enter the labour market from the Uva province would be 3745, 3783, 3820, 3859, 3897, and 3936 from 2014 to 2019 respectively. From 2014 to 2019, a total of 23040 persons will enter the labour force after the GCE (A/L) results from the Uva Province. These entrants are also likely to create a significant demand for technical and vocational education courses in the province. Suppliers of technical and vocational education and training courses need to plan and implement courses for these new entrants in consistent with possible jobs growth in the industry sectors of the province and the employment expectations of the gob seekers of the province. Both forecasts indicate that courses are required to be supplied to these entrants to the labour market after GCE (O/L) and GCE (A/L) during the next five years.

Table 2.21: Forecast of the New Entrants to the Labour Market after GCE (A/L)

District/Province	2013	2014	2015	2016	2017	2018
Badulla	2,567	2593	2619	2645	2671	2698
Monaragala	1,141	1152	1164	1176	1187	1199
Uva	3,708	3745	3783	3820	3859	3897

Source: Estimated from the data given by Uva Provincial Department of Education

# 2.8. Summary

This chapter of the report examined the socio-economic environment of the Uva Province. It also analyzed the labour market trends during the recent past and made forecasts on possible entrants to the labour force during the next six year period. These numbers indicate the possible demand for technical and vocational education courses in two districts of the province during the next five year period. The forecasts made in this section along with current economy/industry structure and patterns will be used for preparing the plans for supply technical vocational education courses in the districts.

# **Chapter 3**

# **Training Needs for Livelihood Occupations**

# 3.1. Background

A livelihood of a person is defined as his/her means of securing the basic necessities of life including food, water, shelter and clothing. It is composed of a set of activities, involving securing water, food, fodder, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using endowments for meeting the requirements of the self and his/her household on a sustainable basis with dignity. The activities are usually carried out repeatedly. For instance, a firewood seller's livelihood depends on the availability to and accessibility of firewood. In 1992, Robert Chambers and Gordon Conway proposed the following composite definition of a sustainable livelihood: "A livelihood comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living: a livelihood is sustainable which can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation; and which contributes net benefits to other livelihoods at the local and global levels and in the short and long term". Individuals or families are engaged in various micro-level activities in agriculture, fisheries, livestock, services and industries as their means of livelihoods. In this chapter, we attempt to identify various livelihood occupations existing in the Uva province and their training needs. We also assess the current level of supply of training and any deficiency in meeting the demand for such training.

# **3.2.** Livelihood Occupations in the Province

In order to identify livelihood occupations in the Uva province, we conducted key informant discussions with a large number of individuals who included a set of government officials and persons engaged in livelihood occupations. A selected number of government officials were interviewed in Badulla and Monaragala districts in order to identify their perceptions on existing livelihood occupations and required training for those occupations in the province.

These case narratives are summarized in Tables 3.1 to 3.5. At the same time, a selected number of persons who are engaged in livelihood occupations in Badulla and Monaragala districts were also interviewed to identify the nature and extent of livelihood occupations and their training needs. These

case narratives are summarized in Tables 3.3 to 3.6. According to the results, livelihood occupations comprise a number of types of activities. Based on key informant discussions, Table 3.2 summarizes various livelihood occupations available in the province. First, garden cultivation or small scale agriculture dominates the livelihood occupations in the Uva province. Large proportion of population is engaged in rain-fed paddy farming, vegetable cultivation and mushroom farming.

	Sub-sector	Occupational Category
1.	Micro-scale agriculture	Vegetable cultivator; Fruit cultivator; Home gardener;
		Mushroom cultivator; Minor Export Crop Cultivator; Paddy
		farmer; Corn Farmer; Maize Farmer;
2.	Inland Fishing	Fisherman; Fish seller; Butcher and Meat Seller
3.	Livestock and poultry	Cattle herder; Chicken farmer; Buffalo herder; Goat herder;
		Curd maker; Yoghurt maker; Bee keeper; Honey processor
4.	Trading and Micro-	Trader; Retailer; Packager; Beverage maker; Traditional
	scale industries	Craftsman; Tailor; Cigar (Beedi) maker, Cargo Transporter;
		Sweet maker; Mat maker; Mud Pot maker; Brick maker;
		Concrete brick maker; Used Metal Collector; Kithul (Caryota
		urens) Treacle and Jaggery maker; Firewood Seller; Sand
		miner;
5.	Gardening	Horticulturist; Floriculturist; Landscaper; Gardener; Plant nurse,
		Tree doctor;
6.	Services	Artisan; Ayurveda practitioner; Broker; Boarder; Cleaner;
		Watchman;

Table 3.1: Summary of Livelihood Occupations Existing in Uva Province

Source: Based on Case Studies conducted in the Province

Second, though Badulla district is dominated by paddy and vegetable farming, inland fishing is a main livelihood of a large number of families in Monaragala district where a number of ancient tanks exist. Most fishermen use traditional methods for fishing, storage and transportation of fish. These fishermen operate under desperate conditions as the facilities have not improved. The economic profits that can be generated are quite small due to wasteful practices, and lack of technical and managerial knowhow. They are also unaware of sustainable fishing practices.

Third, livestock and poultry industry is very popular in most parts of Monaragala district while a considerable number of families in Badulla district are also engaged in occupations related to this industry. In Uva province many farmers depend on animal husbandry for their livelihood, but not a large proportion. Therefore, many livestock products have to be imported. The main animals and birds herded are chicken, goat, cattle, and buffalo. The main livestock and poultry products in Uva are milk, curd, meat, eggs, and ghee. There is a huge potential in Uva province to develop these industries in commercial scale. There is a significant space for agro-based industries in Monaragala

district emanating from animal husbandry and poultry. However, lack of technical knowhow, knowledge and skills the occupations cannot be uplifted beyond the current level of mere survival.

Fourth, in urban and semi urban areas of Uva province, retail trading and weekly markets (fairs) are run involving mostly persons in low income families. These are also popular in major tourist destinations. Retail shops, selling at trade fairs, mobile traders (fish, meat), cloths/garments vendors, street vendors, vendors who collect used metals/bottles. There are no basic facilities in most places for these micro-enterprises. Most persons engaged in these occupations are seemingly unable to generate an income sufficient for sustaining their livelihoods above the survival level. Trying to imitate same occupations already held by many others have also created congestion so that marginal profits that can be generated by one individual/family is also small.

Fifth, Uva province consists of a least share of manufacturing enterprises in the country. Except a few factories, nearly 95 percent those enterprises are micro and small scale establishment that have employed less than 20 workers. There is no single place in Monaragala district identified as urbanized. Badulla district consists of some micro and small scale manufacturing enterprises. In both districts, existing manufacturing activities are micro-scale and owner-occupied type. The existing manufacturing establishments include Kithul treacle and jaggery production, bee honey production, tailoring of garments, food production and supply, traditional craftsmanship, furniture production, food packaging, Cigar (beedi) production, Ayurveda medicine, curd production and selling, milk production and distribution, running various mills, and firewood production and selling. In Badulla district, Bullock Carts and Thavalama are still used to transport production to various markets.

Sixth, horticulture is also popular mainly in Badulla district. A number of plant nurseries are run in both districts. There are some individuals who are engaged in landscaping occupation as an informal work. However, there is a significant potential in both districts for landscaping professionals. There is a significant space for those who could maintain parks/gardens and turfs. Currently there is a general lack of well-trained individuals in these areas. Most individuals who are engaged in these occupations have received informal training.

Seventh, persons engaged in artisanship in the areas of performing art can also be found. A number of service providers including those who run boarding places, cleaning services, and housekeeping can also be observed. Some are engaged in traditional occupations such as drummers and dancers. These also constitute a significant number of livelihood occupations in the province.

Finally, a considerable number of people are also engaged in brokering/soliciting occupation, especially in land sales, property sales, and sales of used products. There is a significant market space for these occupations. So much of business and communication skills are required for these occupations. However, persons engaged in these occupations at present do not have any formal training on these occupations.

# **3.3. Training Needs**

In order to identify various training needs in livelihood occupations, a selected number of grassroots level government officials and persons engaged in livelihood occupations were interviewed (See Table 3.1 to 3.5). Table 3.6 summarizes training needs of livelihood occupations based on occupational categories and selected occupations in Uva province. Training needs have been identified with respect to different occupational categories. However, these training programmes have to be customized to meet the specific needs of different occupations. Our case studies indicated that there is a dire need of various generic and specific training in various occupational categories. These individuals have preferred short term coursesoffered by recognized institutes involving resource persons with relevant expertise. First, personsengaged in occupational categories such as small scale farming, home gardening, and mushroom growing are required formal training on best sustainable farming methods/practices, production of organic fertilizer, post-harvest technology for small farmers, budgeting, book/account keeping, waste minimization/management, marketing strategies, diseases/parasites prevention and controls, environmental awareness, and risk management.

DS Division	Name/Occupation	Narrative
Badulla	Sepalika, Mushroon	I want training on mushroom cultivation as well as josh stick
		production. There is a market for these here. I also want training
		on business process development, and marketing.
Badulla	Somawathi,	I want training on pesticides control and prevention, new
	Mushroom	production methods.
	cultivation	
Passara	Anoma, Mushroom	I want training by experts on pesticides control and prevention,
	cultivation	packaging, marketing.
Welimada	Niroshini, Sweet	I want training on methods for preserving sweets and snacks.
	production	Packaging techniques, storage method, account keeping, and
		business development.
Badulla	Wimalasiri, Yoghurt	I prefer training on preparation techniques, storage
	and Sweet	techniques, preservation methods, packaging methods, and
	production	chemical usage.
Hali-ela	Thilakaratne,	Sometimes we get training from various government officials.
	Mushroom	But, I prefer training by professionals on new techniques on

Table 3.2: Perspectives of Persons Engaged in Livelihood Occupations in Badulla District

DS Division	Name/Occupation	Narrative
	cultivation	parasite/pesticides control, plant budding, tissue culture, flower
		plant budding, practical training on these things are preferred.
Soranathota	Chandralatha,	I prefer training on pesticides and parasite controlling, new
	Mushroom	seeding methods, business registration, account keeping,
	cultivation	enterprise development.
Passara	Dilhani, Snack	A good training on standard methods for preparing snack by
	production	using rice flour, teach packaging method, preservation and
		storage methods, business registration and development
		procedures will be beneficial to us.
Bandarawela	Amarawansa,	I want training on business development, accounting and
	Fruit drinks	finance, how to obtain SLS certificate, how to use
	production	chemicals, awareness on suppliers of high quality fruits.

Source: TVET livelihood case studies

Second, persons engaged in occupational categories in inland fishing, especially in Monaragala district, are required short term formal training on sustainable fishing techniques, storage of fish, cleaning and processing of fish, fishing equipment maintenance, general education subjects, health and physical education, and risk management. Due to lack of skills or awareness on fish storage and fish processing, the amount of waste appears to be higher. They also appear to prefer training on ancient low cost fishing techniques.

DS Division	Name/Occupation	Narrative
Monaragala	Indika, Fruit	I prepare Banana chips as there is a good market. I want
	related products	training on how to produce good quality Banana chips as
		Banana is plenty in this area. I want training on
		preparation and preservation modern methods, business
		development methods.
Wellawaya	Premalal, Wood	I want training on technical knowhow, management and
	Carving	finance, marketing.
Badalkumbura	Kumari, Sweet	I prefer training on new technology, preservation and
	production	storage, technical skills, marketing, accounting and
		finance, book keeping, sources of financing
Wellawaya	Dhanushka, Hair	I want training on business process development,
	cutting	accounting, how to expand the business, effective
		marketing methods.
Buththala	Somawathi, Fruit	I prefer training on technology, preservation and storage,
	related products	packaging, finance, business development, book keeping,
		and marketing
Wellawaya	Ishaka,	I want formal training on photography and graphic
	Photography	designing.
Monaragala	Saranga,	I want training on book binding, cutting and thread
	Stationery	binding.
	products	
Katharagama	Dhammika,	I want training on how to expand the business, accounts

Table	3.3:	: Perspectives	of Persons	Engaged	l in I	Livelihood	Occup	ations	in N	Aonaragala	District
		·					r				

DS Division	Name/Occupation	Narrative
	Garments	keeping, and marketing.
Medagama	Damayanthi,	I want training on new garment fashion/patterns,
	Women garment	children's garment tailoring.
	tailoring	
Medagama	Swarnalatha,	This area is rich of Wewel canes. Even manufacturers in
	Wewel products	Weweldeniya get supplies mostly from Monaragala.
	(calamus rotang)	However, this industry is not so developed here. There is
		a huge potential. I want formal training on new creations
		in Wewel products, marketing and sales, and business
		development.
Badalkumbura	Piyasili,	I prefer training on garment related methods and
	Garments	techniques, new fashions/patterns, operation of new
		machines, and business development.
Siyabalanduwa	Jinadasa,	I have traditional skills in this livelihood. However, I
	Coconut shell	want training on technology, packaging, finance, business
	carving products	development, book keeping, and marketing so that I can
		get my livelihood developed
Madulla	Priyadarshana,	As there is a good business opportunity here, I want
	Exercise books	training on technology, finance, business development,
	production	book keeping, and marketing so that I can get my
		livelihood developed.

Source: Livelihood occupations case studies

Third, Uva province is also mainly dominated by livelihoods in livestock and poultry sectors, especially in Monaragala district. The persons engaged in cattle growing, chicken farming, buffalo herding, goat herding, curd making, yoghurt making, bee keeping, and honey processing are required short term formal training on housing systems, feeds and feeding strategies, diseases/parasites prevention and control, daily and special routine operations, marketing strategies, types of records and recording strategies, business process development, entrepreneurship, and risk management. These persons appear to prefer to develop their livelihoods as small business and future profit making enterprises.

Fourth, a larger percentage of families in lowest income strata of the population have opted for various occupations related to trading and markets sector. They are required with training on management, finance and accounting related areas. The case studies indicated that these persons prefer short term formal training on book/account keeping, business planning and finance, marketing strategies, merchandizing, personal health, material safety, communication skills, effective selling skills, effective customer service, financial management, and risk management. While conceptual and theoretical understanding is preferred little, higher demand is on practical training on these subjects. Due to lack of understanding in financial and accounting methods and practices, there are significant losses in terms of waste arising from lack of inventory management. Sustainability of business is also

an issue as smaller businesses fail to meet the total and changing customer demand.

Table 3.4: Bureaucrats'	Perspectives	on Training	Needs in	Badulla District
		· · · ·		

DS Division	Name/Desig nation	Narrative
Bandarawela	Udara, Grama Niladhari	The main livelihood occupations of the people in Bandarawella are vegetable farming and small scale tea plantation. They also grow minor export crops. The livelihood occupants require formal training on farming practices, pesticides and parasite controlling, traditional low cost farming method, budgeting and waste management.
Ella	Gunawathi, Samurdhi officer	The people in this area are very poor. No much opportunity is available for livelihoods. Most activities are confined to pepper production, vegetable farming, and dairy products. In my view, these people require formal training on farming methods/practices; production of organic fertilizer; post- harvest technology for small farmers, and diseases/parasites prevention and controls. It would be better if these training can be provided by experts in relevant fields.
Haldummulla	Senaka, Grama Niladhari	Only a few livelihood occupations are available in the area. The main livelihood occupations in the division are animal husbandry, pepper production, and retailing. These are basically promoted by the Samurdhi programme and Divineguma programme. In my view, these people require training on housing systems for poultry; feeds and feeding strategies; diseases/parasites prevention and control; daily and special routine operations; marketing strategies; recording strategies; business process development, business communication skills, and risk management strategies
Hali-Ela	Sunitha, Grama Niladhari	A few livelihood occupations available in the area include vegetable farming, floriculture, greenhouses, carpenters, bee keeping, and animal husbandry. I believe formal training is required on floriculture methods, land management, maintenance of parks and gardens landscening pursery
		maintenance of parks and gardens, landscaping, nursery maintenance, business process development etc.
Lunugala	Nihal, Grama Niladhari	No many opportunities are available except small scale tea plantation in the area. These people may be required training on sustainable farming methods and practices.
Meegahakiula	Sandanayak e, Samurdhi officer	Paddy, vegetable, pepper, banana farming, animal husbandry, and poultry (Chicken). I think training is required on land management, landscaping, nursery maintenance, business process development, technical knowhow etc.
Passara	Rasika, Grama Niladhari	This area does not have many livelihood opportunities. Most activities include paddy farming, pepper production, and retail trading. These people require training on production and use of organic fertilizer, diseases/parasite prevention and controls, book keeping etc.
Rideemaliyadda	Rathnayaka, Grama Niladhari	People are engaged in different livelihood occupations such as papaya growing, inland fishing, poultry, and horticulture. These people will be benefitted if training can be given on fishing methods and storage methods, equipment

DS Division	Name/Desig nation	g Narrative		
		maintenance, housing methods, diseases/parasites control,		
		daily and special routine operations, and risk management.		
Soranathota	Kapila,	The livelihood occupations available include paddy farming,		
	Grama	vegetable farming, pepper growing, retailing, tapioca and corn		
	Niladhari	farming. The people are required with training on farming		
		methods, technical knowhow, packaging technology, storage		
		methods/technology.		
Uva Paranagama	Rathnayaka,	People in the area are engaged in traditional farming and other		
	Grama	economic activities including pepper growing, Kithul treacle		
	Niladhari	and jaggery production, vegetable growing, paddy farming,		
		and Chena cultivation (Kurakkan). Training programmes on		
		marketing strategies, packaging and labeling, communication		
		skills, and post-harvest technology are preferred.		
Welimada	Abeysinghe,	Most people are engaged in paddy and vegetable farming, but		
	Grama	a few is engaged in tailoring, and retailing. Training		
	Niladhari	programmes on marketing strategies, effective customer		
		services, effective selling skills, book keeping, and		
		communication skills will be beneficial to these people.		

Source: Case studies conducted in the district.

Fifth, a significant share of population is also engaged in occupations in micro-scale manufacturing industries such as food packaging, beverage making, traditional craftsmanship, tailoring of garments, and Cigar (beedi) making etc. These persons demand short term formal training on business process development, account keeping, proposal writing, marketing, packaging and labeling, beverage making technology, business planning and finance, entrepreneurship and risk management.

Sixth, persons engaged in horticulture, floriculture, landscaping, gardening, and plant nurseries are required short term training on horticulture techniques, conservation & land management, irrigation, arboriculture techniques, floriculture techniques, landscaping, nursery maintenance, maintenance of parks/gardens and turfs, and risk management. There is a significant space in Uva province to develop these livelihoods into important economic sectors. However, training programmes involving experts are lacking.

Finally, a smaller number of persons in both districts are engaged in occupations such as artisan, Ayurveda practitioners, brokers, hospitality practitioners (boarding places), and cleaning services. There is significant market space for these kinds of occupations as they serve a number of essential needs and wants of the people. Some of these occupations can be developed as profitmaking enterprises if properly trained. They are also in need of formal training on business planning and finance, communication skills, safety and health, and risk management.

Table 3.5: Bureaucrats' Perspectives on Training Needs in Monaragala District

DS Division	Name/ Designation	Narrative
Buththala	Malkanthi, Grama Niladhari	Main livelihood occupations include paddy farming, retailing, animal husbandry, milk and curd production, and growing of perennial crops. I believe these people require training on housing systems, feeds and feeding systems, diseases/parasites control, storage methods, account keeping, risk management, and personal hygiene.
Katharagama	Ruwan, Grama Niladhari	Palmira leaf industry, brick production, retailing, garl and production, sweet production, growing of perennial crops, pocketing of chili and flour. These people require technical training ion respective areas. In addition, training on effective communication, bestselling practices, packaging, marketing strategies, and customer services will also be beneficial.
Medagama	Menaka, Grama Niladhari	People are engaged in paddy farming, animal husbandry, milk and curd production, retailing, growing of perennial crops as their main livelihoods. These people require training on housing systems, feeds and feeding systems, diseases/parasites control, storage methods, account keeping, risk management, and personal hygiene. On-going training programmes are only awareness programmes.
Monaragala	Thilak, Grama Niladhari	People are engaged in different livelihood occupations such as paddy farming, vegetable farming, corn growing, animal husbandry, floriculture, retailing, inland fishing, milk and curd production, and growing of perennial crops. These people will be benefitted if formal training can be provided on floriculture methods, business communication, effective customer service, storage methods, inventory control methods, material safety, entrepreneurship skills, business planning and finance.
Siyambalandu wa	Rathnayaka, Grama Niladhari	Most people are engaged in corn cultivation, cashew farming, cultivation of perennial crops, banana growing, and packaging of chili and flour. They are required with technical knowhow in the respective areas. In addition, training programmes on customer services skills, risk management, disease/parasite control, land management, and effective land use methods, etc., are required.
Thanamalvila	Chaminda, Grama Niladhari	This is a very poor region. Chena cultivation, paddy farming, animal husbandry, curd and milk production, packaging of chili and flour, growing of perennial crops are main livelihood occupations. People are required with technical and business training in the respective areas.
Wellawaya	Samantha, Grama Niladhari	This region is famous for paddy and vegetable farming, animal husbandry, and poultry. Training programmes on animal husbandry and poultry will be beneficial. People might also be benefitted if training can be provided on business communication, storage methods, business development, housing systems for poultry, feeds and feeding methods, post-harvest technology, and risk management etc.

Source: Case studies conducted in the district.

# 3.4. Perspectives on Existing Training Needs

	Occupational	Training Needs			
	Category Sector				
1.	Micro-scale agriculture	Sustainable farming methods/practices; Production of organic fertilizer; Post-harvest technology for small farmers Budgeting; Book/Account keeping; Waste minimization/management; Marketing strategies: Diseases/parasites prevention and controls:			
		Environmental awareness; Risk management			
2.	Inland Fishing	Fishing technology; Storage of fish; Cleaning and processing of fish; Equipment maintenance; Health and physical education; Risk Management			
3.	Livestock and Poultry	Housing systems; Feeds and feeding strategies; diseases/parasites prevention and control; Daily and special routine operations; Marketing strategies; Types of records and recording strategies; Business process development; Entrepreneurship; Risk management			
4.	Trading and Micro-scale Industries	Beverage making technology; Book keeping; Business planning and finance; Communication skills; Effective customer services; Effective selling skills; Entrepreneurship; Marketing strategies; Material safety; Merchandizing; Packaging and labeling; Personal health; Proposal writing; Risk management			
5.	Gardening	Horticulture technology; Conservation & Land Management Irrigation; Arboriculture technology; Floriculture technology, Landscaping; Nursery maintenance; Maintenance of parks/gardens and turfs; Risk management; Health and physical education			
6.	Services	Business planning and finance; Communication skills Safety and health; Risk management			

Table 3.7: Summary of Training Needs for Different Occupational Categories

Source: Compiled from the Case Studies

A number of state and non-state institutes appear to undertake training programmes for persons engaged in livelihood occupations. These include state institutions such as Department of Small Industries, Samurdhi programme, Divi Neguma Programme, and Divisional Secretariats. A number of non-state institutions such as Plan International, Sarvodaya, Vision International, SOS Villages, and Care International are also conducting training programmes. Most training programmes appear to be generic in nature. A well-planned set of training programmes targeting various different occupations are required for the province. If TVEC can offer those training programmes through state and non-state institutes, the persons engaged in livelihood occupations will be benefitted. It is the general opinion of the persons engaged in livelihood occupations that formal training conducted by relevant experts is required for them.

# 3.5. Summary of Recommendations

Planning and implementation of formal training programmes to persons engaged in livelihood occupations should be undertaken in consistent with training needs identified in Table 3.6. Following specific recommendations are made for consideration:

- Customized short courses should be planned and implemented in consistent with the needs identified in Table 3.6.
- Formal training programmes involving experts in the respective fields are required as current training programmes are highly generic in nature
- A system of lifelong learning with practical applications has to be planned and implemented for persons engaged in livelihood occupations
- Trainer training programmes should also be done in both districts.
- There is a need of field based practical training programmes.
- Occupational categorization and standardization system might also accompany the training programmes.

Competent advisory services might be established to support livelihood occupations.

# Chapter 4

# Current and Predicted Human Resource Requirements of Industry Sectors

#### 4.1. Overview

The analysis of the demand for skilled manpower in the Uva province is done by categorizing the economy in to the four sectors namely, agriculture and livestock, manufacturing, tourism, and services. This considers only the skilled manpower in the formal sector that include small to large enterprises. Training requirements of livelihood occupations is discussed in chapter three.

#### 4.2. Agriculture, Livestock and Fisheries

## 4.2.1.Nature and Structure of the Sector

Uva province, which consists of two districts namely Badulla and Moaragala, is a leading geophysical area that contributes to the Sri Lankan economy through agricultural production. The province has a land extent of 9,994 km<sup>2</sup> knowing to be one of the largest provinces in the country in which Badulla and Monaragala districts occupy with 2.861 and 7,133 km<sup>2</sup>, respectively. Unfortunately, the arable lands used for agriculture is still very low; 106,738 and 96,437 km<sup>2</sup> in the Badulla and Monaragala districts, respectively. On the other hand, the sector is still running as a primary industry although there is a huge potential to add value to the sector so that it could contribute to the gross domestic production (GDP). Therefore, it is obvious that there is an enormous potential to develop agricultural sector in Uva province. Despite under-utilization of available resources in the province, it contributes to the gross domestic production (GDP) by Rs. 343 billions, which is only 4.5 % of the total. As per the Central Bank of Sri Lanka, the main three areas such as agriculture, industry and services of Uva province contribute to the GDP by 27.5, 23.4, and 49.0 %, respectively.

Badulla district is well known for growing vegetables, tea, rice, flowers and some other cash crops whereas Monaragala district is popular for growing paddy – as the main crop since ancient time –, rubber, sugarcane, and other leguminous and cash crops. Certain identified spicy and

beverage crops are also gown in the two districts. Both districts have been used for animal husbandry for many years and Badulla district is however tested for rearing exotic cattle breeds considering the climatic conditions, which are favoured by the foreign breeds. In contrast, Monaragala district has number of water tanks (wewa) from the time of ancient kingdoms and therefore, inland fisheries have been promoted there basically as a livelihood occupation. Among the main three livestock species rearing in Uva province (cattle, buffalo, goat/sheep), except the buffaloes, the other two kinds dominate in the Badulla district. Beside, both districts are recognized to rear poultry species (chicken, duck etc) and at present, Badulla district nurtures two fold over the Monaragala district.

## 4.2.2. Nature, Characteristics and Participation of Labour in the Sector

People of Uva province, who had a long history of engaging in agriculture, do practice agriculture mainly in traditional ways. They have the best knowledge on paddy cultivation and associated operations. Chena was another farming system they have been practicing for decades to centuries. Therefore, the specific feature found in the area is that they used to utilize the family labour in day today farming activities and the agriculture was primarily set for the consumption until the time British captured the area. Thereafter, the agriculture sector gradually diverted towards plantation industry particularly in Badulla district over the Monaragala district. Given the climatic conditions, certain parts of Badulla were also introduced with exotic vegetable cultivation. However, at present, Monaragala district is used for growing some plantation crops such as Rubber, Sugarcane. Therefore, labour usage has been diverted eventually towards plantation sector.

Sugarcane has been grown in Monaragala district during last few decades. Therefore, a diverse group of employees are found in Pelwatte and Sewanagala sugar industries. Table 4.1 shows the present occupations involved in the sector. However, apparently, a very low percentage of workers have obtained National Vocational Qualification (NVQ) certificates i.e. 1% in the relevant occupations. Instead, they have got training after joining the job and eventually promoted.

Occupation	Total number of establishments	Total number of employees	Percentage with NVQ Certificates	Percentage without NVQ Certificates
Manager	02	02	-	-
Agricultural		10		
Extension Officer	02	10	-	-
Agricultural	02	10		
Officer	02	18	-	-
Tractor Operator	02	04	1%	99%
Equipment	02	02		
Manager	02	02	-	-
Transport	02	02		
Manager	02	02	-	-
Foreman	02	02	1%	99%
Transport	02	02		
Operator	02	02		-
Tire Mechanic	02	02	1%	99%
Tinkering Worker	02	02	-	-
Mechanics	06	20	1%	99%
Land				
Development	02	02	-	-
Superintendent				
Land				
Development	02	02	1%	99%
Mechanic				
Heavy Duty		10	1.9	0.0 %
Machine	02	10	1%	99%
Mechanic		00		
General Manager	02	02	-	-
Manager Civil	02	02	-	-
Engineering	02	0.2		
Surveyor	02	02	-	-
Irrigation	02	02	-	-
Assistant	02	02		
DGM Factory	02	02	-	-
Distillary	02	04	-	-
Distillery	02	02	-	-
I ab Officer	02	02		
Chamical	02	02	-	-
Engineer	02	04	-	-
Mechanical				
Fngineer	02	02	-	-
Flectrical				
Engineer	02	02	-	-
Mechanical	02	04		
moonumou	02		1	

Table 4.1: Worker distribution among different occupations in Sugarcane industry in Uva province

Occupation	Total number of establishments	Total number of employees	Percentage with NVQ Certificates	Percentage without NVQ Certificates
Superintendent				
Electrical Superintendent	02	02	-	-
Production Superintendent	02	02	-	-
Assistant Superintendent Maintenance	02	04	-	-
Plant Operator	02	02	-	-
Centrifuge Operator	02	02	-	-
Production Foreman	02	06	-	-
Evaporation Operator	02	02	-	-
Mechanic Foreman	02	02	1%	99%
Cram Operator	02	02	1%	99%
Mill Turbine Operator	02	02	1%	99%
Heavy Machine Operator	02	02	1%	99%
Boiler Operator	02	02	1%	99%
Welder	02	02	1%	99%
Machine Forman	02	02	-	-
Production Foreman	02	02	1%	99%
Lab Assistant	02	02	-	-
Stillman	02	06	-	-
Panman	02	04	-	-
Panman Assistant	02	10	-	-
Baggage Carrier Operator	02	02	1%	99%
Filterman	02	02	-	-
Carriage Operator	02	10	1%	99%
Filter	02	18	-	-
Turbine Operator	02	02	1%	99%
Boiler Operator	02	04	1%	99%
Power Turbine Operator	02	02	1%	99%
Electrician	02	04	1%	99%
Welder	02	04	1%	99%
Mill Operator	02	10	1%	99%

Most agricultural lands of Badulla district has been covered with Tea. Therefore, a lot of people have got opportunities to engage in this sector. There are 78 tea factories in the province and nearly 4800 workers are employed in these factories and estates. However, as the Table 2 shows, majority of the work force is labourers. Higher ranking positions of Tea plantations are held by certain group of people. As identified, certain workers of tea plantations have obtained NVQ certificates (Table 4.2). Field supervisors, mechanics, electricians, and drivers are such workers and out of the total, 30, 33, 10, and 33 % of them, respectively, have obtained the NVQ certificates.

Occupation	Total number of establishments	Total number of employees	Percentage with NVQ Certificates	Percentage without NVQ Certificates
Manager Estate	78	78	-	100
Assistant Manager	78	78	-	100
Factory Officer	78	78	-	100
Assistant Factory Officer	78	312	-	100
Field Supervisor	78	390	30	100
Chief Clerk	78	78	-	100
Mechanic	78	78	33	67
Electrician	78	78	10	90
Labour	78	3120	-	100
Driver	78	390	33	67

Table 4.2: Worker distribution among different occupations in Sugarcane industry in Uva province

Source: Employer feedback survey

There are a few agribusinesses found in the other agriculture and livestock related areas although Uva is well known as agriculture based territory. Nevertheless, there are many livelihood occupations in a variety of disciplines in agriculture and livestock, as mentioned in previous chapters. Therefore, there is an excellent opportunity for upgrading these livelihood occupations into agribusinesses. As the Table 4.3 shows, the majority of people who engage in these occupations do not have NVQ certificates.

Occupation	Total number of establishments	Total number of employees	Percentage with NVQ Certificates	Percentage without NVQ Certificates
Manager (Rice Mill)	01	1	-	100
Account Assistant (Rice Mill)	01	1	-	100
Computer Operator (Rice Mill)	01	1	-	100
Boiler Operator	01	2	-	100
Electrician (Rice Mill)	01	1	-	100
Ornamental Fish Producer	01	1	-	100
Curd Production (Buffalo)	02	2	-	100
Manager (Milk Collection)	01	1	-	100
OIC (Milk Collection)	01	1	100	-
Lobour (Milk Collection)	01	2	-	100
Floriculturist	04	17	-	100
Coconut Mill Machine Operator	02	2	-	100
Spice Miller	02	8	20	80

Table 4.3: Worker distribution among different occupations in other agriculture related industries in Uva province

## 4.2.3. Future Trends in the Sector

As per the findings of the survey conducted all over the province, it was observed that they will be a significant expansion in the Sugarcane industry, especially during next five years. This could be observed with both feedback taken from the employers and the econometric projections made based on the agriculture sectoral growth rate (Table 4.4 and 4.5). The Central Bank reported that there was a sectoral growth rate of 7.0, 1.5, and 5.8 in years 2010, 2011, and 2012, respectively. The average value of these growth rates (4.8) was considered in the econometric prediction.

Table 4.4: Predicted employment profile in Sugarcane industry for next five years based on employer feedback

Occupation	Number of Existing Employees	Number of New Employees		
	2013	2014	2015 – 2018	
Director				
General	02	-	01	
Manager				
Agricultural				
Extension	10	-	08	
Officer				
Agricultural	18	-	13	
Officer	10			
Tractor	04	-	03	
Operator				
Equipment	02	-	01	
Manager				
Transport	02	-	01	
Manager	02		01	
Transport	02	-	01	
Operator	02	-	01	
Tire Mechanic	02		01	
Tinkering	02	-	01	
Worker	02	-	01	
Mechanics	10	_	08	
Land				
Development	02	-	01	
Superintendent				
Land				
Development	02	-	01	
Mechanic				
Heavy Duty				
Machine	10	-	08	
Mechanic				
General	02	_	01	
Manager				
Manager Civil	02	-	01	
Engineering				
Measurer	04	-	03	
Surveyor	02	-	01	
Irrigation	02	-	01	
Assistant	02		01	
DGM Factory	02	-	01	
Senior	04	-	03	
Engineer		I		

Occupation	Number of Existing Employees	Numbe Emp	r of New loyees
	2013	2014	2015 – 2018
Distillery	02	_	01
Manager	02		01
Lab Officer	02	-	01
Chemical Engineer	04	-	02
Mechanical Engineer	02	-	01
Electrical Engineer	02	-	01
Mechanical Superintendent	04	-	03
Electrical Superintendent	02	-	01
Production Superintendent	02	-	01
Assistant Superintendent Maintenance	04	-	03
Plant Operator	02	-	01
Centrifuge Operator	02	-	01
Production Foreman	06	-	04
Evaporation Operator	02	-	01
Mechanic Foreman	02	-	01
Cram Operator	02	-	01
Mill Turbine Operator	02	-	01
Heavy Machine Operator	02	-	01
Boiler Operator	02	-	01
Welder	02	-	01
Machine Forman	02	-	01
Production Foreman	02	-	01
Lab Assistant	02	-	01
Stilman	06	-	04
Ponman	04	-	03
Ponman	10	-	08

Occupation	Number of Existing Employees	Numbe Emp	r of New loyees
-	2013	2014	2015 – 2018
Assistant			
Baggage			
Carrier	02	-	01
Operator			
Filterman	02	-	01
Carriage	10		08
Operator	10	-	08
Filter	18	-	13
Turbine	02		01
Operator	02	-	01
Boiler	04		02
Operator	04	-	03
Power Turbine	02		01
Operator	02	-	01
Electrician	04	-	02
Mechanic	06	-	04
Welder	04	-	03
Mill Operator	10	-	08

Table 4.5: Pred	icted employment	profile in	n Sugarcane	industry	for	next	five	years	based	on
employer feedba	ck adjusted for sec	ctoral grov	th prospects	5						

Occupation	Number of Existing Employees	Number of New Employees				
	2013	2014	2015	2016	2017	2018
Director						
General	02	2	2	2	2	2
Manager						
Agricultural						
Extension	10	10	10	11	11	11
Officer						
Agricultural	18	18	10	10	10	20
Officer	10	10	19	19	19	20
Tractor	04	1	4	1	4	4
Operator	04	+	4	4	+	+
Equipment	02	2	2	2	2	2
Manager	02	2	2	2	2	2
Transport	02	2	2	2	2	2
Manager	02	۷	۷	۷	۷	۷
Foreman	02	2	2	2	2	2
Transport	02	2	2	2	2	2

Occupation	Number of Existing					
Occupation	Employees		Γ	Γ	Г	
	2013	2014	2015	2016	2017	2018
Operator		2	2	2		-
Tire Mechanic	02	2	2	2	2	2
Worker	02	2	2	2	2	2
Mechanics	10	10	10	11	11	11
Land Development Superintendent	02	2	2	2	2	2
Land Development Mechanic	02	2	2	2	2	2
Heavy Duty Machine Mechanic	10	10	10	11	11	11
AGM	02	2	2	2	2	2
Manager Civil Engineering	02	2	2	2	2	2
Measurer	04	4	4	4	4	4
Surveyor	02	2	2	2	2	2
Irrigation Assistant	02	2	2	2	2	2
DGM Factory	02	2	2	2	2	2
Senior Engineer	04	4	4	4	4	4
Distillery Manager	02	2	2	2	2	2
Lab Officer	02	2	2	2	2	2
Chemical Engineer	04	4	4	4	4	4
Mechanical Engineer	02	2	2	2	2	2
Electrical Engineer	02	2	2	2	2	2
Mechanical Superintendent	04	4	4	4	4	4
Electrical Superintendent	02	2	2	2	2	2
Production Superintendent	02	2	2	2	2	2
Assistant Superintendent Maintenance	04	4	4	4	4	4
Plant Operator	02	2	2	2	2	2
Centrifuge Operator	02	2	2	2	2	2

Occupation	Number of Existing Employees		loyees			
	2013	2014	2015	2016	2017	2018
Production Foreman	06	6	6	6	6	7
Evaporation Operator	02	2	2	2	2	2
Mechanic Foreman	02	2	2	2	2	2
Cram Operator	02	2	2	2	2	2
Mill Turbine Operator	02	2	2	2	2	2
Heavy Machine Operator	02	2	2	2	2	2
Boiler Operator	02	2	2	2	2	2
Welder	02	2	2	2	2	2
Machine Forman	02	2	2	2	2	2
Production Foreman	02	2	2	2	2	2
Lab Assistant	02	2	2	2	2	2
Stilman	06	6	6	6	6	7
Ponman	04	4	4	4	4	4
Ponman Assistant	10	10	10	11	11	11
Baggage Carrier Operator	02	2	2	2	2	2
Filterman	02	2	2	2	2	2
Carriage Operator	10	10	10	11	11	11
Filter	18	18	19	19	19	20
Turbine Operator	02	2	2	2	2	2
Boiler Operator	04	4	4	4	4	4
Power Turbine Operator	02	2	2	2	2	2
Electrician	04	4	4	4	4	4
Mechanic	06	6	6	6	6	7
Welder	04	4	4	4	4	4
Mill Operator	10	10	10	11	11	11

It was stated that the employers do not expect a considerable expansion in the Tea sector in next five years (Table 6) but the statistical forecast shows that there will be some slight expansions (Table 7). Given the annual retirement rate of employees (~7 %), there will be a replacement of 7 % employees from the tea estates although the total number might remain unchanged.

Table 4.6:	Predicted	employment	profile	in	Tea	sector	for	next	five	years	based	on	employer
feedback													

Occupation	Number of Existing Employees	Number of New Employees							
	2013	2014	2015	2016	2017	2018			
Manager Estate	78								
Assistant Manager	78								
Factory Officer	78								
Assistant Factory	312								
Officer									
Field Supervisor	390	No signific	ant expansio	on is expected	l in the sector	•			
Chief Clerk	78								
Mechanic	78								
Electrician	78								
Labour	3120	]							
Driver	390								

Source: Employer feedback survey

Table 4.7: Predicted	employment	profile i	in Tea	sector	for	next	five	years	based	on	employer
feedback adjusted for	sectoral grov	vth prosp	ects.								

Occupation	Number of Existing Employees	Number of New Employees							
	2013	2014	2015	2016	2017	2018			
Manager Estate	78	80	81	83	84	86			
Assistant Manager	78	80	81	83	84	86			
Factory Officer	78	80	81	83	84	86			
Assistant Factory Officer	312	318	324	330	337	343			
Field Supervisor	390	398	405	413	421	429			
Chief Clerk	78	80	81	83	84	86			
Mechanic	78	80	81	83	84	86			
Electrician	78	80	81	83	84	86			
Labour	3120	3180	3242	3304	3368	3433			
Driver	390	398	405	413	421	429			

Both predictions for the employment profile of the other sectors in agriculture - based on employer feedback and based on employer feedback adjusted for sectoral growth prospects – show that there will be hardly any expansion (Table 8 and 9). Employers have responded that there would be some improvements in these areas especially in curd production, floriculture, and spice milling (Table 4.8). This prediction is scattered but the scientific prediction shows there will be some expansions in number towards the latter part of next five years, especially for the floriculturist and spice millers (Table 4.9).

Table 4.8: Predicted employment profile in other sectors in agriculture for next five years based on employer feedback

	Number of										
Occuration	Existing		Number of Employees								
Occupation	Employees										
	2013	2014	2015	2016	2017	2018					
Manager	1										
(Rice Mill)											
Account	1		2								
Assistant											
(Rice Mill)											
Computer	1		2								
Operator											
(Rice Mill)											
Boiler	2		3								
Operator											
Electrician	1		1								
(Rice Mill)											
Ornamental	1										
Fish Producer											
Curd	2	4									
Production											
(Buffalo)											
Manager	1										
(Milk											
Collection)											
OIC (Milk	1										
Collection)											
Lobour (Milk	2				1	1					
Collection)											
Floriculturist	17		3	3							
Coconut Mill	2	1									
Machine											
Operator											
Spice Miller	8	2									

Number of Occupation Existing Number of New Employees Employees Manager (Rice Mill) Account Assistant (Rice Mill) Computer Operator (Rice Mill) Boiler Operator Electrician (Rice Mill) Ornamental Fish Producer Curd Production (Buffalo) Manager (Milk Collection) OIC (Milk Collection) Lobour (Milk Collection) Floriculturist Coconut Mill Machine Operator Spice Miller

Table 4.9: Predicted employment profile in other sectors in agriculture for next five years based on employer feedback adjusted for sectoral growth prospects

#### 4.2.4. Training Requirements of Existing Workers in the Agricultural Sector

Table 4.10 provides the requirement for training programmes under agriculture sector for the existing workers. However, this number is low, except for the electricians. Importantly, the labourers of tea estates also expect to have a training regarding new machinery usage, which may not be categorized as an NVQ. This low requirement is given due to the low number of agro based industries found in the province.

Title of the	f the Number of Persons Seeking to Commence a (									
Course	2014	2015	2016	2017	2018					
Boiler Operator		2								
Motor Mechanic	2									
Use of new agric	4									
equipment										
Nursery		4								
Management										
(Floriculture)										
Landscaping		2								
Agricultural	1									
Marketing										
New Machinery	All Labours									
Usage (Tea)	All Labours I	All Labours in Tea								
Electrician		78								
(Tea Factory)										

Table 4.10: Total number of persons seeking vocational training in different courses among existing workers

# 4.2.5. Recommendations

Based on the findings of the survey as well as the predictions made scientifically, following recommendations are derived.

- Provide a proper extension service on good agricultural practices (GAPs) and about the potentials to develop agriculture as a business in Uva province. The majority of the people still involve in traditional agriculture and they are lacking with the knowledge about maximum utilization of available resources, practicing agriculture as a business etc.
- Identify resources available for agriculture and planning to make the best use of them to promote the sector into a business. As a whole, the province should have an idea about all the physical resources and all cultivations need to be planned accordingly. Attention should also be given on the seasonal variations, and thus the demand of each product including crops, livestock and fisheries.
- Expand potential (non-traditional) crops, e.g. Sugarcane. Especially, concerning the soil and climatic conditions of Monaragala district there is a possibility that sugarcane could be promoted in the area. This will create new job opportunities especially for NVQ
qualified workers. This will also help to increase the supply of sugar for the local consumption, which is only 10 % at present.

- Develop and introduce training courses as per the requirement. In order to promote the sector in the province, highly qualified workers should be placed in the identified agro based industries. Therefore, some courses with NVQ certificates have to be commenced without any delay.
- Uplift the livelihood occupations into agro based businesses by providing the technical know-how needed. According to the findings, there are about 500 livelihood occupations in the sector all over the province therefore there is considerable opportunity that at least a few of them could be promoted into agro based industries. If so, there will be a more demand for getting NVQ certificates over the present demand, in future.

#### 4.3. Manufacturing Sector

Uva province is the second least populated province bordered by Central, Eastern and Southern provinces. The province itself is enriched with large number of major tourist attraction and waterways. The symbolic mountain is Namunukula, as the Huputale mountain range provides a splendid view of the Southern and Sabaragamuwa provinces attracted by many local and foreign tourists from long time. The province itself inherited a number of historical places related to the Ravana era and renowned religious places as Mutiyanga Raja Maha Viharaya and Mahiyanga Raja Maha Viharaya. Uva province consists of two districts as Badulla and Monaragala. The salubrious environment of the province surrounded by misty mountains, large -scale tea plantations and waterfalls has attracted thousands of local and foreign travellers for long time. The diversity of the province is unique as many cultural and ethnic groups live in harmony by maintaining own heritage and customs as Sinhalese, Plantation Tamil Society, Muslims, Sri Lankan Tamils and Aadiwasee communities in Dambana. The region has highlighted as an economically less prosperous region, although by inheriting vast variety of natural resources and human capital. The challenge to be overcome is to find ways of industrial growth. Uva is in desperate need of the development as it highlighted as one of the poorest provinces in the Island. The development has reached at a slow phase, as the initiatives has taken by the Mahinda Chinthana to accelerate economic growth by broadening the infrastructure as the access to roads, local transportation system, telecommunication and novel development plans.

#### 4.3.1. Nature and Structure of the Sector

Industry sector is in an emerging phase as economic growth plans and opportunities are being reaching to the region with the present economic development initiatives. Result of the economic revival of the province, the industry sector is expected to continue to grow due to the gradual development in road systems, telecommunication and other main infrastructure. Presently large number of industries exists as the forms of Small and Medium sector enterprises. Unlike Western province with the massive key industries dominated, the Uva industrial sector consists vast variety of job categories even though the number of establishments is bigger but the overall investments and value addition to the regional economy is in lower phase. The construction and carpeting the road system has played a major role by enlighten the industry sector as the province itself is a landlocked region in between the hill country and dry zone. The location itself consists by mountain ranges, hence created the road facilities vital for the industrial development. The recent developments in road network are playing a main role to the sectorial development as by emerging new industries throughout.

Large number of industries is operating in the form of SME's as concrete workers, motor garages, bakeries, garment factories, welding workshops, carpentry, iron and steel manufactures, aluminum products and gold creative designers. The industry sector is an emerging sector although the government initiatives has been taken on highlighting the national priorities of the country

Indicator	2011	2012
Uva provincial GDP composition (Industrial sector)	22.6	23.4
All Island GDP composition (Industrial sector)	29.9	31.5
Contribution to GDP by sector (All Island)		
Agriculture	12.1%	11.1%
Industry	29.9%	31.5%
Services	58.0%	57.5%
Contribution to GDP by sector (Uva province)		
Agriculture	28.5%	27.5%
Industry	22.6%	23.4%
Services	48.8%	49.0%

Table 4.11: Macro-economic environment of the industrial sector

Source : Department of Census and Statistics

Item	2011	2012
Uva Provincial GDP (Rs Bn)	297	343
All Island GDP (Rs Bn)	6544	7582
Rate of growth – Uva provincial GDP %	17.5%	15.4%
Rate of growth – All Island GDP %	16.8%	15.9%
Provincial share for the country GDP%	4.5%	4.5%

Table 4.12: Salient features of GDP (by current market prices)

Source : Department of Census and Statistics

Uva province provided Rs. Bn 297 contribution for the national GDP in year 2011 and 343 in 2012. In line with the recent trends, the GDP share was however slightly decreased further to 4.54% from 4.52% in 2012. The provincial GDP growth has declined from 17.5% in 2011 to 15.4% as the country GDP growth also declined to 15.9 in 2012 from 16.8% in 2011. According to the GDP shares, province remained unchanged in year 2012 for the 4.5% representing second lowest in the country. As a comparison, Western province recorded 44.2% in 2011 and 43.4% in 2012 reflecting the highest portion from country GDP. As a comparison, Uva province reported a 15.4% growth rate while its share of GDP remained unchanged at 4.5% in both years. Improvements in the financial services, tourism, mining and quarrying and the agriculture helped the province to achieve a healthy growth rate in 2012. The emerging development programs under the national strategic plan will be served as an engine for the growth to the province.

#### 4.3.2. Nature, Characteristics and Participation of Labour in the Sector

Uva province consists of large number of industries as the form of Small and Medium scale. The province itself in a poor condition in regard to Industries, when it compared with other provinces of the Island, as such the small scale industries dominating the region. As a conclusion, large number of motor mechanical places, electrical items repairing activities , bakeries , carpentries and tailoring shops and 6 medium scale garment factories presently operating and there is a gradual demand for iron, steel and Aluminum workshops. The labour force is consisting a vast variety of job categories as indicated by the table 4.13 below, as the main observation is the scale the industries are operating. The value addition to the regional economy is in a lower phase, hence the medium scaled few industries available in present context. The province itself facing an emerging industry sector growth, since the infrastructure developments, road systems and telecommunication are gradually enriching to the province. Although the human capital

development have to work hand in hand with the physical infrastructure development, then to create a win-win situation for both parties.

Table 4.13 indicates the industry sector overview of the region, as accordance with the survey results in the province. The total number of establishments and employees has indicated and the present status on NVQ qualification has highlighted as a percentage of NVQ certificate holders and non-holders.

Occupation	Total number of establishments	Total number of employees	Percentage with NVQ certificates	Percentage without NVQ certificates
Motor mechanic	123	291	12	88
Cushion workers	12	34		100
Leaf-spring producers	2	8	13	88
Concrete workers	9	33		100
Lathe machine workers	5	8	38	63
Hair dressers	2	5		100
Tailors - ladies , children and men's cloths	105	231	3	97
Cap production	1	2		100
Handloom	2	2		100
Tinkering workers	1	2	100	
Shoe repair	4	9		100
Cane production	1	2		100
Mobile phone repair	19	32	31	69
Welders	28	61	7	93
Bakery workers	15	229	1	99
Pastry makers	15	3		100
Goldsmith	18	54		100
Gold jewelry creative designers	18	18	6	94
Iron workers	5	15	13	87
Aluminum workers	1	21		100
Fiber glass workers	1	2		100
Watch repair	3	4	50	50
Radio repair	3	5		100
Injector pump engineers	1	2		100
Electrician	30	45	33	67
Computer technician	8	24	17	83
Tea trade	1	45		100
Carpenters	41	52	13	87
Wood craft	1	4		100

Table 4.13:	NVQ	Qualified	Emplo	yees
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Occupation	Total number of establishments	Total number of employees	Percentage with NVQ certificates	Percentage without NVQ certificates
designers				
Plant nursery	1	2		100
AC machine repair	1	1		100
Photographic designers	1	1		100
bite producers	1	2		100
Medical equipment producers	1	30		100
Shoe producing	4	10		100
Hydraulic engineers	1	2		100
Engineering service	2	28		100
Rice mill workers	9	22		100
Motor repair	1	4	50	50
Tractor repair	1	3		100
Steel workers	1	1		100
Tire and tube repair	1	2		100
Advertising	1	2		100
Garment factory managers	6	22	5	95
Garment factory helpers	6	167		100
Garment factory supervisors	6	42	5	95
Garment factory machine operators	6	955		100
Garment factory quality controllers	6	14	14	86
Garment factory pattern cutters	6	4		100
Accountants/ accountant assistants	6	18		100
Garment factory packing services workers	6	20		100
Garment factory Drivers	6	6		100
Garment factory electrician	6	2		100
Garment factory mechanics	6	22		100
Picture framing	2	2		100
Glass cutters	2	6		83
Sales representatives	1	15		100
Computer operators	10	22		100

Source : survey data

According to the table 4.13 when it comparing the NVQ certificate holders, electricians, carpenters, mobile phone repairers, computer technicians and lathe machine workers indicated as the highest percentage job categories that having an any kind of a NVQ certificate. As the number of Small and Medium scale industries is high, the industry sector spread through different type of job categories. according to the survey, there are 291 motor mechanics existing but the percentage with the NVQ certificate is lower as 12%. The other main type of job category is small scale tailoring shops, as the number of tailors indicate as 231 but only 3% holding a NVQ certificate reflecting an importance of uplifting the human capital through technical and vocational education and training.

#### 4.3.3. Future Trends in the Sector

To highlight the future trends of the job categories, two compatible methods have been used, as by predicting the future job openings by taking the employers needs and forecasting through economic theory. The questionnaire included an employee plan for 5 years as from 2014 to 2018 to be predicted by employers for each category of workers. But many employers doesn't have a long-term plan in mind, may due to their small scale industry level or lack of forecasting ability by considering the future trends in the economy. To overcome that problem, along with the employers predictions, the future employment opportunities in each job category has been forecasted by employing an economic model, as " Okun's Law" by incorporating the Industry growth rate and employment generation.

Table number 4.14 indicates the predicted employment profile based on the feedback given by the employers in Industrial sector. It was highlighted that majority of employers reluctant to plan the future employment needs even for 3 or four years, while some employers didn't have any response on that simply neglecting the future predicted profiles. Some sectors, it could clearly see an expansion in the future as motor mechanical, welding and steel manufacturing, electricians and garment factory job categories, thus employers couldn't identify it as an opportunity.

Occupation	Number of Existing Employees		Nun	nber of New	Employees	
Motor mechanic	291	377	421	444	470	487
Cushion workers	34	41	44	47	52	52
Leaf-spring producers	8	8	8	8	8	8
Concrete workers	33	37	41	44	44	44
Lathe machine workers	8	11	11	15	18	21
Hair dressers	5	5	5	5	5	5
Tailors - ladies, children	231	278	308	353	378	392
and men's cloths						
Cap production	2	2	2	2	2	2
Handloom	2	2	3	4	4	4
Tinkering workers	2	2	2	2	2	2
Shoe repair	9	13	14	15	16	17
Cane production	2	2	2	2	2	2
Mobile phone repair	32	37	42	43	50	50
Welding workers	61	98	105	113	117	131
Bakery workers	229	245	264	267	267	268
Pastry makers	3	3	3	3	3	3
Goldsmith	54	58	58	58	58	58
Gold jewelry creative designers	18	18	18	18	18	18
Iron workers	15	15	15	15	15	15
Aluminum workers	15	15	15	15	15	15
Fiber glass workers	2	2	2	2	2	2
Watch repair	4	9	14	15	17	17
Radio repair	5	5	5	5	5	5
Injector pump engineers	2	2	2	2	2	2
Electrician	45	49	57	63	63	67
Computer technician	24	33	33	33	33	33
Tea trade	45	45	45	45	45	45
Carpenters	52	67	91	95	97	97
Wood craft designers	4	4	4	4	4	4
Plant nursery	2	2	2	2	2	2
AC machine repair	1	1	1	1	1	1
Photographic designers	1	1	1	1	1	1
bite producers	2	2	2	2	2	2
Medical equipment producers	30	30	30	30	30	30
Shoe producing	10	10	10	10	10	10
Hydraulic engineers	2	2	2	2	2	2
Engineering service	28	29	50	55	60	65
Rice mill workers	22	30	33	33	33	33
Motor repair	4	4	4	4	4	4
Tractor repair	3	6	7	7	7	9
Steel workers	1	1	1	2	2	3
Tire and tube repair	2	2	2	2	2	2
Advertising	2	2	2	2	2	3
Garment factory	21	24	30	36	36	36

## Table 4.14: Predicted Employment Profile Based on Employer Feedback

Occupation	Number of Existing Employees	Number of New Employees				
managers						
Garment factory helpers	167	184	200	215	231	249
Garment factory supervisors	42	44	50	55	56	57
Garment factory machine operators	955	975	1010	1040	1060	1080
Garment factory quality controllers	14	21	23	24	24	24
Garment factory pattern cutters	4	4	4	4	4	4
Accountants/ accountant assistants	18	21	21	21	21	21
Garment factory packing services workers	20	25	30	35	40	45
Garment factory Drivers	6	7	8	8	8	8
Garment factory electrician	2	2	2	2	2	2
Garment factory mechanics	22	22	22	22	22	22
Picture framing	2	4	4	4	4	4
Glass cutters	1	2	2	2	2	2
Sales representatives	15	15	15	15	15	15
Computer operators	22	26	26	26	26	26

Source : survey data

Accordingly, majority of employers are in opinions that because of the huge distance from the Capital city, Uva province industry sector growth is lag behind the other areas of the country. Lack of the market base or customer base also pointed out by some employers, while others mentioned Uva region as a remote area in the country, hence the economic growth in marginal phase. As a conclusion, predictions for year 2014 and 2015 were given by the employers, as it has shown in the table number 4.14.

Forecasted employment profile is indicated in table 4.15, as it has adjusted with the industrial sector growth of the country for the consecutive years, 2010, 2011 and 2012. The economic model that aligned with industry growth rate and unemployment has been taken to forecasting, and the average industry sector growth has calculated as 9.7% per year. According to the Central bank report 2012 and 2011, the industrial sector growth rate for the country as follows. Hence the average industrial growth has taken with the forecasting model, to estimate the future employment profile systematically by using the economic methods. Then it has incorporated with the present employment categories and forecasted for the years 2014 to 2018, as the table 4.15.

Occupation	Number of Existing	Number of New Employees				
occupation	Employees		1 (unito (		0,000	
	2013	2014	2015	2016	2017	2018
Motor mechanic	291	319	350	384	421	462
Cushion workers	34	37	41	45	49	54
Leaf-spring producers	8	9	10	11	12	13
Concrete workers	33	36	40	44	48	52
Lathe machine workers	8	9	10	11	12	13
Hair dressers	5	5	6	7	7	8
Tailors - ladies , children and men's cloths	231	253	278	305	334	366
Cap production	2	2	2	3	3	3
Handloom	2	2	2	3	3	3
Tinkering workers	2	2	2	3	3	3
Shoe repair	9	10	11	12	13	14
Cane production	2	2	2	3	3	3
Mobile phone repair	32	35	38	42	46	51
Welders	61	67	73	80	88	97
Bakery workers	229	251	275	302	331	363
Pastry makers	3	3	4	4	4	5
Goldsmith	54	59	65	71	78	86
Gold jewelry creative designers	18	20	22	24	26	29
Iron workers	15	16	18	20	22	24
Aluminum workers	15	16	18	20	22	24
Fiber glass workers	2	2	2	3	3	3
Watch repair	4	4	5	5	6	6
Radio repair	5	5	6	7	7	8
Injector pump engineers	2	2	2	3	3	3
Electrician	45	49	54	59	65	71
Computer technician	24	26	29	32	35	38
Tea trade	45	49	54	59	65	71
Carpenters	52	57	63	69	75	82
Wood craft	4	4	5	5	6	6

Table 4.15: Predicted Employment Profile Based on Employer Feedback Adjusted for SectoralGrowth Prospects

Occupation	Number of Existing Employees		Numbe	er of New Empl	oyees	
	2013	2014	2015	2016	2017	2018
designers						
Plant nursery	2	2	2	3	3	3
AC machine repair	1	1	1	1	1	2
Photographic designers	1	1	1	1	1	2
Bite producers	2	2	2	3	3	3
Medical equipment producers	30	33	36	40	43	48
Shoe producing	10	11	12	13	14	16
Hydraulic engineers	2	2	2	3	3	3
Engineering service	28	31	34	37	41	44
Rice mill workers	22	24	26	29	32	35
Motor repair	4	4	5	5	6	6
Tractor repair	3	3	4	4	4	5
Steel workers	1	1	1	1	1	2
Tire and tube repair	2	2	2	3	3	3
Advertising	2	2	2	3	3	3
Garment factory managers	21	23	25	28	30	33
Garment factory helpers	167	183	201	220	242	265
Garment factory supervisors	42	46	51	55	61	67
Garment factory machine operators	955	1047	1149	1260	1382	1515
Garment factory quality controllers	14	15	17	18	20	22
Garment factory pattern cutters	4	4	5	5	6	6
Accountants/ accountant assistants	18	20	22	24	26	29
Garment factory packing services workers	20	22	24	26	29	32
Garment	6	7	7	8	9	10

Occupation	Number of Existing Employees	Number of New Employees				
	2013	2014	2015	2016	2017	2018
factory Drivers						
Garment factory electrician	2	2	2	3	3	3
Garment factory mechanics	22	24	26	29	32	35
Picture framing	2	2	2	3	3	3
Glass cutters	1	1	1	1	1	2
Sales representatives	15	16	18	20	22	24
Computer operators	22	24	26	29	32	35

Source: survey data

According to the table 4.15, the highest forecasted demand is for the garment factory machine operators within next 5 years, followed by motor mechanics, bakery workers. Then the tailors getting the highest number followed by garment factory helpers. Occupational categories as Welders, electricians, engineers and goldsmith also consisted with a considerable job openings in next five years.

#### **4.3.4.** Training Requirements in the Sector

Vocational training requirements also answered through the survey by the employers, reflected the future needs of the training programs for each occupational category. Majority of the employers indicated the need of a motor mechanic courses, and especially new motor mechanic technology or process training. As the tailoring has highlighted as a significant occupational category in the region, there is a need for a tailoring courses as well as juki-machine operator courses. There is a need for a higher Diploma programme for electronic as well as wood craft courses in near future. As a whole, there is an untapped demand for some specialized courses as cookery and pastry making, gold creative designing and gem polishing and training on curtain designing and bridal Saree making. Table 4.16 indicating the vocational training needs of different occupations, as such the interested training providers could plan to cater to these skills requirements in future.

Title of the	Number of Persons Seeking to Commence a Course						
Course	2014	2015	2016	2017	2018		
Motor mechanic	24	2					
Wheel alignment	1						
courses	1						
New motor							
mechanic	12	2					
technology	15	2					
training							
Cushion work	2						
courses	2						
Construction							
Technology	1						
Diploma							
Fiber work courses	1						
Concrete	1						
designing training	1						
Lathe machine	2						
technical courses	2						
Promote	1						
engineering	1						
New technological	6						
equipment training	0						
Beauty culture	6						
Diploma	0						
Tailoring courses	11	13					
Wedding dress	4	1					
designing courses		1					
Bridal dressing	2						
courses	-						
Curtain designing	3						
courses							
New tailoring	7	3					
equipment training	-						
Juki machine	6	1					
training							
Computer	2						
courses/Diploma							
Fashion designing	3						
courses							
Handicraft		2					
designing courses							
Door-mat making	1						
Courses	2						
English courses	3						
in shaa maling	5						
training	3						
Mobile phone							
repairing courses	7						
New equipment							
training on conc	1						
training off calle	<u> </u>				1		

## Table 4.16: Total Number of Persons Seeking Vocational Training in Different Courses

Title of the	Number of Persons Seeking to Commence a Course					
Course	2014	2015	2016	2017	2018	
production						
Welding courses	6					
Cookery courses	3					
Pastry making	2	1				
courses	5	1				
Hospitality related	1					
courses	1					
Rubber related						
production	1					
training						
Gold creative	6		1			
design courses	0		1			
Gem polishing and	3	1				
setting courses		1				
Aluminum lathe	3					
machine training						
Sales marketing						
and promotion	2					
training						
Watch service	1					
technology	1					
training						
LED technology	3					
training						
training	2					
Electropic courses/						
Higher Diploma	11					
Networking and						
web designing	2					
courses	2					
Graphic designing						
courses	2					
Wood craft	1.0					
courses	10					
Human Resources						
Management	1					
courses						
Sewing machine	2					
mechanic	3					
Wiring courses	1					
Saree designing	2					
courses	2					
Bag making	1					
courses	1					
Photoshop and	1					
editing courses	1					
Steel work courses	2					
Heavy vehicle	1					
repairing courses	1					
Mobile phone	4					

Title of the	N	Number of Persons Seeking to Commence a Course					
Course	2014	2015	2016	2017	2018		
repairing and spare parts training							
Vehicle re- building training	1						
Pantry cupboard production training	2						

Source: survey data

The demand for the future training in industrial sector could be identified into two groups such as;

- 1. Training needs of existing employees of the province
- 2. Training for the future employment needs

As the industrial sector demands new employees to acquire the training and skills on particular job categories prior to their employment, the training providers also cater to those needs with its standard quality. As many employers view that, even with the NVQ certificate holders, the practical working skills are in an unsatisfactory level. Some employers viewed this as a failure of the system, even though the theoretical knowledge only is provided, but lack of practical exposures to the field. Hence it would further cater to enhance the quality in one hand while providing the training on required job categories. The provision of such better quality training would be improving the productivity of the future employees as the existing employees in employment, and accordingly to the predicted employment profile, it could be rather planned with the forecasted employments. The province has the fullest capacity for growth, as the human capital also would be enhanced through vocational training and education, while enhancing the physical infrastructure development in the region.

Table 4.17 indicates the future business planning of the industry sector of the Uva province. According to the table, 63% are in a view that the production capacity should have to be increased in future, although 56% favor for the introduction of new technology in terms of production process. It also signifies the future enhancements of the industrial sector of the province, hence the forecasted employment profile also could be matched with. Accordingly 22% in a favour of introducing other products or diversifying the existing business in future while 11% implies the other improvements also could be introduced. As a whole, Uva province

industry sector in a view that the business enhancements while introducing new technology, increasing production capacity and diversification could be expected in future.

	Plan for the Future	Number of Establishments	Percentage of Total
1	Increase the production capacity	302	63%
2	Introduce new technology	267	56%
3	Introduce other products	106	22%
4	Any other improvements	49	11%

 Table 4.17: Future Business Plan for Next 5 Years of the Establishments

Source : survey data

The employers in industrial sector are in a view that the present training is not in an adequate level, as only 2% mentioned training is in adequate level. According to the table, it could be finalized that the impression on NVQ qualification holders in the Uva region are in an unsatisfactory level. Table 4.18 elaborate the results on that perception, however many employers had lack of knowledge regarding the NVQ certificate even. Majority not provided their answers on that aspect.

 Table 4.18: The Perception of Employers on NVQ Qualification Holders

	Perception	Number of Establishments	Percentage of Total
1	Adequate	10	2%
2	Further training required	11	2%
3	Theoretical training	5	1%
4	Practical training	4	1%
5	Inadequate	1	0.2%

Source : survey data

Table 4.19 provides the average rank on the NVQ training providers of the province, as such the ranges are in between 1 to 5. Accordingly the employers average rank given for all NVQ providers is 3, indicated average level of perception regarding the training providers.

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	Institute	Number of Establishment s	Average Rank
1.	Vocational Training Authority (VTA)	186	3.22
2.	National Apprentice and Industrial Training Authority (NAITA)	177	3.23
3.	National Youth Services Council (NYSC)	155	3.22
4.	Department of Technical Education and Training (DTET)	125	3.36
5.	Other State Institutes		
6.	Non-state Institutes		

Note: Based on a ranking scale ranging from 1 to 5 where 1 stands for highly unsatisfactory and 5 stands for highly satisfactory.

-

Source: survey data

#### 4.3.5. Recommendations

As a conclusion following two broad strategies could be identified for the future development

Human capital development

- Introducing more on the job- training as in the form of compulsory industrial training to the vocational training course curricular
- Joint ventures with universities and local and foreign educational institutions
- Training of trainers

Institutional development

- Novel technological enhancements and process development
- Research and development activities
- Individual interest should be combine with the government / public interest

Industry sector of the Uva province in an emerging sector as such the infrastructure development is reaching to the province gradually with the present Mahinda Chinthana development programmes. As the human capital also should be enhanced through the vocational training and education, as it highlights the importance of making human resource more effective and productive. Accordingly the forecasted employment profiles on the sector clearly signifies the highlighted sectors , hence the future plans would be cater through. As a conclusion it would be win-win situation for both parties , to enhance the regional development.

#### 4.4 Tourism Sector

#### 4.4.1. Nature and Structure of the Sector

The tourism sector continues to be one of the vibrant and dynamic economic sectors in the country, generating a wide range of benefits. These include growing contribution to GDP, foreign exchange earnings, attracting FDI, driver for infrastructure development and most importantly securing employment opportunities both direct and indirect. Hotel sector being a labour intensive industry a range of employment opportunities are created. The Sri Lanka Tourism Development Strategy for 2011-2016 which was launched in October 2011 encapsulated the following key objectives:

- Promote tourism to achieve 2.5 million arrivals in 2016.
- Double the hotel room capacity to 45,000 by 2016.
- Increase direct and indirect employment to reach 500,000 by 2016.
- Improve the global image of Sri Lanka and position the country as one of the most sought after destinations in the world.
- Increase foreign exchange earnings to US\$ 2.75 billion in 2016.

The Katunayake express way has given Sri Lanka tourism a big boost and the Outer Circular express way and the extension of the Southern highway to Matara will certainly create greater tourist movements. The commencement of the Kandy highway is indeed an important step for the development of tourism and all tourism stakeholders look forward to the speedy completion and commissioning on this expressway. It is also notable that a number of international giants in the industry are hastily investing around the island e.g Shangri-La, Hyatt, Ramada and so on.

Certainly the new airport at Mattala can give Sri Lanka tourism a big boost, provided a proper strategy to market the entire product offering is in place. The airport is very strategically positioned in the Deep South, which can be a good launching pad to promote Sri Lanka tourism in the South and East coast of the country. However, there has to be strategic thinking to attractively price tours to these regions, partnering with tour operators, using chartered flights to land at Mattala airport in Hambantota. The shortage of well-trained tourism personnel continued to be a major issue for the industry with the situation worsening with many new hotels coming up in the country and absorbing the existing experienced personnel.

World	5
Asia Pacific	6
South east Asia	10
Hong Kong	8
Philippines	11
India	4.1
Thailand	19.6
Indonesia	9.1
Singapore	7.5
Malaysia	15.9
Maldives	10.2
Sri Lanka	27

 Table 4.20: Tourism Industry Growth (YY 2013) in Regions

Source: SLTDA Statistics 2014

Tourism industry holds a significant position in Sri Lankan economy (Table 4.20). Industry became one of the fastest growing sectors of the economy now-a-days and generates more income and employment as well as foreign exchange. The peaceful environment of the country served to attract a considerable amount of tourists to Sri Lanka. In 2012, Sri Lanka passed two milestones in its tourism history by recording more than one million tourist arrivals and US \$ 1 billion in export earnings. At the same time SLTDA forecasts there will be the need for 101,232 direct employees to service 39,000 in 2018. The country therefore needs to train and develop some 43,452 new tourism workers in the next five years, for direct employment alone (Jayawardena and Miththapala, 2013)

#### Uva - The Emerging Transition Centre for Tourism

Charter flight stopovers at Mattala international airport would result a huge number of tourists landing in Southern Coast out of which a considerable number visit the up roaring East coast. Uva being the link between South and east, the rapid infrastructure development, cultural and heritage tourism potential it has an immense opportunity to capture with a truthful approach to capitalize on emerging opportunities.

Ella, Haputale and Bandarawela areas being of highly climatic potential regions the tourism will continue to grow in these regions with hundreds and hundreds of new rooms and employment opportunities adding to the national total. Hence, Uva remains as the transition centre for the rapid growing East and south coasts of Sri Lankan tourism industry. The tourism geography of Sri Lanka getting ready to re-position itself from 1960's west coast late 70's down south and now being deep South and east coasts. Uva being located in between would be the next focal point with its immense potentials in diversified tourism product potentials for the years to come.

#### 4.4.2. Nature, Characteristics and Participation of Labour in the Sector

Accordingly the tourism industry growth in 2010 was 46 percent while it dropped to 17 percent in 2012 (Table 4.21). It went up significantly to 27 percent in 2013 according to the above table. It shows a momentous growth potential for this particular industry in Sri Lanka. However, for the purpose of projecting employment for this report the average industry growth rate will be used as 5 percent due to the following reasons.

- a. The overall national growth potentials and strategies are focused to reach five-fold growth in this sector by 2016.
- b. The industry is growing very fast after the resolution of internal struggles in 2009 and need to be careful in projecting with high growth rates in the early years of picking up.
- c. The national figures might deviate from the Uva picture mainly due to the spread of touristic areas is very significantly in the Island.

Table 4.21: Growth of Tourism sector in recent Years (year to year growth comparison)

Year	Growth %
2010	46
2011	30
2012	17
2013	27

Source: SLTDA Statistics 2014

Hence, for the purpose of employment projection 10 percent would be considered as the industry growth rate and it will be the lowest in comparison to the above annual average growth rates. According to the economic norms of employment projection a ratio of 3:1 will be applied industry growth Vs employment growth. Hence 10/3 or 3.33 will be used as annual growth rate for tourism and hotel sector employment in the Uva Province in this report.

#### The Present State of Hotel Sector Employees of Uva Province

According to the above tabulation the overall NVQ qualified employee percentage in this sector is very low in Uva Province. Out of proprietors a 28.6 percent have obtained NVQ qualifications. Among the other employment categories, hotel managers, restaurant supervisors, cooks, housekeepers and mechanics have NVQ qualifications in a range of 9 percent to 27 percent (Table 4.22). Contrarily, chefs, bakers and pastry cooks have a high percentage of NVQ qualifications according to the table above.

Occupation	Total number of establishmentsTotal number of employees		Percentage with NVQ Certificates	Percentage without NVQ Certificates	
Proprietor	7	7	28.6	71.4	
Hotel Manager	18	18	17	83	
Food and Beverage Manager	2	2	0	100	
Restaurant Supervisor	9	9	22	78	
Waiters	52	97	0	100	
Barman	4	4	0	100	
Front Office Supervisor	3	3	0	100	
GRE	4	4	0	100	
Receptionist	24	29	0	100	
Bell Boy	3	3	0	100	
Chef	11	11	54.5	45.5	
Chef de partie	2	2	50	50	
Demi chef de partie	6	7	0	100	
Cook	52	63	9	91	
Baker	4	4	50	50	
Pastry Cook	2	2	100	0	
Housekeeper	7	7	28.6	71.4	
Laundry Supervisor	1	1	0	100	
Housekeeping Supervisor	2	2	0	100	
Room Boy	52	65	0	100	
Laundryman	7	12	0	100	
Accountant	13	13	0	100	
Night auditor	4	4	0	100	
Cashier	14	14	0	100	
Accounts Asst.	14	19	0	100	
Storekeeper	7	7	0	100	
CAA	24	27	0	100	
Mechanic	4	4	25	75	
Electrician	3	3	0	100	
Pool attendant	2	2	0	100	
Gardner	2	2	0	100	

## Table 4.22: NVQ Qualifications of Present Employees

Source: Provincial General Survey 2013/14

## Table 4.2.3: Predicted Employment Profile Based on Employer Feedback

Occupation	Number of Existing Employees		Numbe	er of New E	mployees	
	2013	2014	2015	2016	2017	2018
Proprietor	7					
Hotel Manager	18	1			1	1
Food and Beverage Manager	2			1		1

Occupation	Number of Existing Employees	Number of New Employees					
	2013	2014	2015	2016	2017	2018	
Restaurant Supervisor	9	1	1	1		1	
Waiters	97	9	11	22	16	15	
Barman	4	1	1			2	
Front Office Supervisor	3			1		2	
GRE	4			1		3	
Receptionist	29	2	1	14	8	4	
Bell Boy	3					2	
Chef	11			1	1	1	
Chef de partie	2					1	
Demi chef de partie	7	1		1		2	
Cook	63	2	6	20	13	13	
Baker	4					1	
Pastry Cook	2		1		1	2	
Housekeeper	7						
Housekeeping Supervisor	2	1		1	1	3	
Laundry Supervisor	1						
Room Boy	65	9	8	16	16	11	
Laundryman	12		1		2	2	
Accountant	13						
Night auditor	4			1		1	
Cashier	14	1					
Accounts Assistant	19			1	5	6	
Storekeeper	7		1	1	2	2	
CAA	27	2	2	6	4	4	
Mechanic	4			3	3	1	
Electrician	3			2			
Pool attendant	2			1		2	
Gardner	2			1			

Source: Provincial General Survey 2013/14

The table 4.22 illustrates the growth of employment tin hotel sector in the Uva province, as per the feedback given by the employees. It shows that a sluggish increase in employment. However it should be noted here that this may exclude the consideration of fast industry growth since this highly depends on the individuals' knowledge and perceptions. Accordingly, the employment categories such as waiters, receptionists, cooks, room boys, account assistants and computer application assistants have a notable growth over the period as per the employees' perspectives.

Occupation	Number of Existing Employees	Number of New Employees				
	2013	2014	2015	2016	2017	2018
Proprietor	7	12	19	32	54	90
Hotel Manager	18	30	50	83	139	232
Food and Beverage Manager	2	3	6	9	15	26
Restaurant Supervisor	9	15	25	42	70	116
Waiters	97	162	270	449	749	1249
Barman	4	7	11	19	31	51
Front Office Supervisor	3	5	8	14	23	39
GRE	4	7	11	19	31	51
Receptionist	29	48	81	134	224	373
Bell Boy	3	5	8	14	23	39
Chef	11	18	31	51	85	142
Chef de partie	2	3	6	9	15	26
Demi chef de partie	7	12	19	32	54	90
Cook	63	105	175	292	487	811
Baker	4	7	11	19	31	51
Pastry Cook	2	3	6	9	15	26
Housekeeper	7	12	19	32	54	90
Housekeeping Supervisor	2	3	6	9	15	26
Laundry Supervisor	1	2	3	5	8	13
Room Boy	65	108	181	301	502	837
Laundryman	12	20	33	56	93	154
Accountant	13	22	36	60	100	167
Night auditor	4	7	11	19	31	51
Cashier	14	23	39	65	108	180
Accounts Asst.	19	32	53	88	147	245
Storekeeper	7	12	19	32	54	90
САА	27	45	75	125	209	348
Mechanic	4	7	11	19	31	51
Electrician	3	5	8	14	23	39
Pool attendant	2	3	6	9	15	26
Gardner	2	3	6	9	15	26

 Table 4.24: Predicted Employment Profile Based on Employer Feedback Adjusted for

 Sectoral Growth Prospects

Source: Provincial General Survey 2013/14

The table 4.24 above highlights the employment projection for the hotel sector in Uva province. The projection is based on the overall national growth rate of 5 percent for tourism and hotel sector. The current number of employees in the year of 2013 is the base for this projection and the annual growth rate of employment is projected as per the justifications provided 4.3.3 in this report.

Accordingly, 2014 to 2018 the employment growth has been projected on annual basis. E.g the number of hotel proprietors in 2013 is 7 and in 2014 the same figure is projected to be 12. The same figure projected to be 90 in Uva province by 2018. Moreover, the annual employment increase is projected by job category and the figures to be considered by training providers. Particularly, waiters, receptionists, cooks, room boys and CAAs have high demand over the period as per the figures provided in the above table.

#### 4.4.3. Future Trends in the Sector

It was also found that the business prospects for hotel sector in uva province as per the perceptions of employees who participated in this survey. The findings above illustrates that 88 percent of establishments are anticipating in expanding their room capacity. Moreover, 13 percent and 36 percent of establishments are willing to introduce new technology and new products respectively (Table 4.25).

 Table 4.25: Future Business Plan for Next 5 Years of the Establishments

	Plan for the Future	Number of	Percentage of Total
		Establishments	
1	Increase the production capacity	46	88
2	Introduce new technology	7	13
3	Introduce other products	19	36
4	Any other improvements	-	-

Source: Provincial General Survey 2013/14

#### 4.4.4. Training Requirements of Existing Workers in the Sector

As per the findings of this survey the number of personnel interested in different training programmes is illustrated in table 4.26. Predominantly, in hotel sector main operational departments such as food and beverage, kitchen, housekeeping and reception have training potential as per the findings. Additionally, there is also a segment expecting to join diploma qualification in hotel management. There is also a potential in English for hotel keeping as per the above table. It should also be noted here that many a employees are looking for part time courses or evening programmes so that they can continue employment as well as training.

Title of the Course	Number of Persons Seeking to Commence a Course							
The of the Course	2014	2015	2016	2017	2018			
Diploma in Hotel	6	5						
Management	0	3						
Certificate in Hotel	7							
Management	7							
Tourist Guiding Course	3							
Cookery	18	8						
Housekeeping	13	7						
Food and Beverage Service	9	10						
English Language (for hotel	1	6						
keeping)	4	0						

 Table 4.26: Total Number of Persons Seeking Vocational Training in Different Courses

Source: Provincial General Survey 2013/14

Table 4.27: The Perception of Employers o	n TVET Qualification Holders
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	Perception	Number of Establishments	Percentage of Total
1	Adequate	7	13
2	Further training required	43	83
3	Theoretical training	7	13
4	Practical training	39	75
5	Inadequate	4	8

Source: Provincial General Survey 2013/14

Table 4.27 illustrated the number of NVQ qualified employees in hotel sector. The above table 4.3.4.6 furthers the employers' feelings on NVQ qualified employees training quality. Accordingly, 83 percent of employers commented that further training is required while a 75 percent of employers feel that the present NVQ holders need practical training.

 Table 4.28: The Perception of Employers on the Education and Training Providing

 Institutes

	Institute	Number of Establishments	Averag e Rank
1	Vocational Training Authority (VTA)	6	3.33
2	National Apprentice and Industrial Training Authority (NAITA)	14	3.57
3	Department of Technical Education and Training (DTET)	-	-
4	Other State Institutes – SLITHM	17	4.27
5	Non-state Institutes	15	2.73

Source: Provincial General Survey 2013/14

It was interesting to find out that the ranking of employers on the training institutes were highest for SLITHM in hotel sector. NAITA has got a ranking of 3.5 while non-state sector training institutes have got the lowest ranking which is 2.73 in a ranking scale of 5 to 1 (Table 4.27 and 4.28)

#### 4.4.5. Recommendations

As per the preliminary study on the performance of tourism and hotel industry it was crystal clear that it has potentials for rapid increase in the future. It has shown such potentials due to the following reasons.

- 1. The national growth rate of tourism and hotel industry is very high, 27 percent in 2013
- 2. The location, natural and man-made resources, heritage and folklore of the province are highly supportive for industry growth.
- 3. On-going infrastructure development projects will have a boost on tourism industry performance of Uva province.
- 4. Since the industry of this province is at its initial stage a huge potential is available for appropriate development.

Based on the above implications and the findings of this survey, the following recommendations could be made for hotels and tourism sector training bodies.

- Introduce basic training programmes for hotel keeping Food and beverage service, Front office, Housekeeping and food preparation, to produce skilled employees for the industry since, finding good people from the area is extremely difficult.
- 2. Introduce basic English language programmes for hotel industry employees
- 3. Focus practical aspects in training planning rather go for theoretical programmes
- 4. Flexibility in scheduling training programmes, since many a training seekers need to attend evening or part time programmes.
- 5. Introduce tailor-made training programmes for existing employees since, 83 percent of employers comment that further training is required for their employees.
- 6. Make awareness programmes on NVQ and its importance since many a employers were not aware of such qualifications and their value.

#### 4.5. Services Sector

#### 4.5.1 Nature and Structure of the Sector

The Service sector is part of the economy that produces intangible goods. The service sector or the service industry (also known as the tertiary sector of the economy) is one of the three economic sectors, the others being the manufacturing and the primary sector such as agriculture, fishing, mining etc. The service sector also referred affective labour which consists of the activities where people offer their knowledge and time to improve productivity, performance, potential, and sustainability. Basic characteristic of this sector is the production of services instead of end products which is also known as "intangible goods".

From 1960s, a slight improvement in the sector shares was observed and the period since then recorded a virtual stagnation of services till early 1980s when the country moved to an open economy regime. During the period from 1980 - 2012, the agriculture sector further declined in relative terms from around 28 percent to 11.1 percent, while the industry remained slow increment at around 25 - 31.5 percent. But the services sector increased its share from 43 percent in 1980 to 56 percent in 2005 and 57.5 in 2012.

The underdeveloped service sector in Sri Lanka has the potential to become a new engine of economic growth for developing Sri Lanka, which has traditionally relied on export oriented manufacturing to power its growth. The Service sector, which is the largest sector in the economy of Sri Lanka contributing 58.5 per cent to the GDP grew by 4.6 per cent in 2012 (Central Bank of Sri Lanka Annual Report – 2012). As in many research report stated the expansion of infrastructure services such as, telecommunication, roads and transportation electricity etc. and increasing income levels helped to sustain the growth of the service sector.

#### 4.5.2 Labour Participation in the Sector

Labour is the basic but most complex factor of production. In the service sector labour is the most important factor for sustainable economic growth and prosperity. The long term outcome of development policies in the service sector, and thereby the level of development a society can achieve over time, depends mainly on how this delicate factor of production is handled. Countries, such as Japan and Singapore, which are relatively poor in natural resources, have

reached relatively higher states of economic prosperity through efficient and productive management of their service sector by using the only resource, labour.

According to the baseline survey (see table 4.29) occupations identified in the service sector was 384 establishments and 41 occupations identified which is covering most vital sub sectors of the studied area. Total number of employees was recorded as 709. Nearly 23 per cent of employees were with NVQ certificates and rest of the employees was not having NVQ qualifications. (Table 4.29)

Occupation	Total number of establishment	Total number of employees	Percentage with NVQ Certificates	Percentage without NVQ Certificates
Beautician	55	92	74%	26%
Barber	29	52	8%	92%
Photographer	20	36	19%	81%
Draftsman	03	03	67%	33%
Pharmacist	19	48	4%	96%
Optician	02	02	0%	100%
Motor Technician	04	09	11%	89%
Motor Vehicle Painter	02	03	0%	100%
Advertiser	10	12	50%	50%
Vehicle Service Technician	09	48	0%	100%
Sticker & Digital Printer	15	49	14%	86%
Tailor	17	62	29%	71%
Computer Technician	08	12	25%	75%
Goldsmith	03	04	25%	75%
Digital Printer	10	35	17%	83%
Laboratorist	09	07	0%	100%
Carpenter	06	13	0%	100%
Maison	06	27	0%	100%
Project Civil Engineering	06	06	17%	83%
Store Keeper	06	01	0%	100%
Electrician	06	06	83%	17%
Surveyor	06	04	0%	100%
Quantitative Surveyor	06	03	33%	67%
Project Supervisor	06	04	50%	50%
Welder	17	19	21%	79%
Aluminum Fabricator	11	14	21%	79%
Pharmacist	27	08	100%	$0\overline{\%}$
Machine Operator	28	20	30%	70%

Table 4.29: NVQ	Qualified Employees
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Occupation	Total number of establishment	Total number of employees	Percentage with NVQ Certificates	Percentage without NVQ Certificates
Security Guard	01	15	13%	87%
Financial Assistance	06	18	17%	83%
Cashier	05	05	0%	100%
Health Service	08	12	0%	100%
Assistance				
Health Service Nurse	08	53	2%	98%
Health service Head	08	01	100%	0%
Nurse				
Film Hall Manager	01	01	0%	100%
Film Hall Operator	01	02	0%	100%

#### 4.5.3 Future Trends in the Sector

In the recent past, services have been the main and the significant contributor to economic growth in Sri Lanka, pushing industry and agriculture to the second and third places, respectively. According to baseline survey employers are not having clear idea about the human resource need for the next five years. Majority of the employers are having a HR plan only up to the next year or maximum year after that. In the service sector Labour cost is one of the main components of the total cost of production and therefore employers or the service providers should have a considerable amount of knowledge in identification of need of human resources for future requirements. Thus Beauty Culture industry particularly the ladies beauticians, Construction Engineering and Health sector having more opportunity of expanding the businesses and recruit more potential job seekers (See table 4.30).

Table 4.30:	Predicted Employment Profile Based on Employer Feedback	C C

Occupation	Number of Existing Emp	Number of New Employees						
	2013	2014	2015	2016	2017	2018		
Beautician	55	33	27	17	05	02		
Barber	29	13	05	05	10	13		
Photographer	20	05	05	02	07	04		
Draftsman	03	01	00	00	00	00		
Pharmacist	19							
Optician	02	03	01	01	01	02		
Motor Technician	04	02	01	09	05	06		
Motor Vehicle Painter	02	03	04	12	06	07		
Advertiser	10	04	04	04	04	06		
Vehicle Service Technician	09	04	04	05	08	08		

Occupation	Number of Existing Emp	Number of New Employees					
	2013	2014	2015	2016	2017	2018	
Sticker & Digital Printer	15	31	24	20	15	05	
Tailor	17	10	08	12	13	15	
Computer Technician	08	09	08	10	12	15	
Goldsmith	03	01	02	-	-	-	
Digital Printer	10	15	12	10	06	03	
Laboratorist	09	01	02	02	05	04	
Carpenter	06	10	10	15	20	10	
Maison	06	20	20	10	10	08	
Project Civil Engineering	06	05	05	05	03	02	
Store Keeper	06	01	01	01	01	01	
Electrician	06	18	18	20	26	20	
Surveyor	06	06	06	08	10	02	
Quantitative Surveyor	06	05	05	10	15	20	
Project Supervisor	06	30	40	20	25	30	
Welder	17	10	10	05	05	05	
Aluminum Fabricator	11	20	20	24	20	10	
Pharmacist	27	10	10	07	05	06	
Machine Operator	28	18	20	17	26	20	
Security Guard	01	10	10	10	05	12	
Financial Assistance	06	15	20	10	10	10	
Cashier	05	10	10	04	04	04	
Health Service Assistance	08	20	15	05	10	10	
Health Service Nurse	08	29	15	16	35	10	
Health service Head Nurse	08	05	02	04	02	05	
Film Hall Manager	01	02	-	-	-	-	
Film Hall Operator	01	01	-	-	-	-	

 Table 4.31: Predicted Employment Profile Based on Employer Feedback Adjusted for Sectoral

 Growth Prospects

Occupation	Num of Existing Jobs	Number of New Employees						
	2013	2014         2015         2015         2016         2017         2018						
Beautician	92	93	95	96	98	99	101	
Barber	52	53	54	54	55	56	57	
Photographer	36	37	37	38	38	39	39	
Draftsman	3	3	3	3	3	3	3	
Pharmacist	48	49	49	50	51	52	53	
Optician	2	2	2	2	2	2	2	
Motor Technician	9	9	9	9	10	10	10	
Motor Vehicle Painter	3	3	3	3	3	3	3	
Advertiser	12	12	12	13	13	13	13	

Occupation	Num of Existing Jobs	f g Number of New Employees					
Vehicle Service Technician	48	49	49	50	51	52	53
Sticker & Digital Printer	49	50	51	51	52	53	54
Tailor	62	63	64	65	66	67	68
Computer Technician	12	12	12	13	13	13	13
Goldsmith	4	4	4	4	4	4	4
Digital Printer	35	36	36	37	37	38	38
Laboratorist	7	7	7	7	7	8	8
Carpenter	13	13	13	14	14	14	14
Maison	27	27	28	28	29	29	30
Project Civil Engineering	6	6	6	6	6	6	7
Store Keeper	1	1	1	1	1	1	1
Electrician	6	6	6	6	6	6	7
Surveyor	4	4	4	4	4	4	4
Quantitative Surveyor	3	3	3	3	3	3	3
Project Supervisor	4	4	4	4	4	4	4
Welder	19	19	20	20	20	21	21
Aluminum Fabricator	14	14	14	15	15	15	15
Pharmacist	8	8	8	8	9	9	9
Machine Operator	20	20	21	21	21	22	22
Security Guard	15	15	15	16	16	16	16
Financial Assistance	18	18	19	19	19	19	20
Cashier	5	5	5	5	5	5	5
Health Service Assistance	12	12	12	13	13	13	13
Health Service Nurse	53	54	55	55	56	57	58
Health service Head Nurse	1	1	1	1	1	1	1
Film Hall Manager	1	1	1	1	1	1	1
Film Hall Operator	2	2	2	2	2	2	2

Forecasted labour requirement done based on the consideration of the average sector growth on 2010, 2011 and 2012 (see table 4.31). Beauty culture industry, health sector, construction engineering and the garment sector having more opportunity providing more job openings in the sector for coming years.

#### 4.5.4 Training Requirements of Existing Workers in the Service Sector

Training requirements being identified in the sector based on the employers interview and employers marked the number of employees they can take part for the proposed programmes (See table 4.32).

	Number of Persons Seeking to Commence							
Title of the Course	a Course							
	2014	2015	2016	2017	2018			
Basic Beauty Culture	15	7	0	0	0			
Advance Diploma in Beauty Culture	27	12	0	0	0			
New Technology in Beauty Culture	38	10	0	0	0			
Usage of Equipment in Beauty Culture	24	7	0	0	0			
Certificate Courses in Sub-Sectors of	22	2	0	0	0			
Beauty Culture	52	2	0	0	0			
Hair Cutting	41	29	0	0	0			
Hair Dressing & Styling	20	4	0	0	0			
Tattoo Course	02	1	0	0	0			
Massage Course	14	1	0	0	0			
Photography Course	12	7	2	0	0			
Video Editing & Filming	8	4	0	0	0			
Graphic Designing	19	11	4	0	0			
Photography	21	13	0	0	0			
Pharmacist	31	19	2	0	0			
Motor Mechanic	09	4	0	0	0			
Advertising Course	5	2	0	0	0			
Mason	14	1	0	0	0			
Carpentry Course	8	4	1	0	0			
Product Development & Marketing	16	4	0	0	0			
Machine Operator	25	10	0	0	0			
English Language Course	21	14	0	0	0			
Computer Hardware Technician	19	14	0	0	0			
Electrician Course	17	3	8	0	0			
Welder	14	2	0	0	0			
Aluminum Fabricator	8	5	1	0	0			
Basic Business Management	34	10	0	0	0			
Tailoring	38	27	20	0	0			
Quantitative Surveyor	05	05	0	0	0			
Civil Engineering Course	04	0	0	0	0			

Table 4.32:	Total Number of	of Persons	Seeking	Vocational	Training in	Different Courses
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#### 4.6. Recommendations

- prioritize training needs in the sector on timely base requirement
- Strengthen industry link and increase practical component in training programmes
- Identify the importance of service sector
  - Importance of the service sector for industry & agriculture can be identified by examine the business processes
- Avoid the mismatch of regional service strategy with country economic strategy.
  - needed to be link with "The 5 hub" concept

- Implement ICT education widespread
  - Globalization of service sector
- Increase labour force participation
  - Female should encourage to actively participate in the sector
- Improve awareness of the training opportunities
  - New programmes for career guidance, job creation and promotion of available programmes should be implemented at the grass root level

## **Chapter 5**

# Current Training Profile – Supply of Skilled Manpower to the Labour Market in the Province

#### **5.1. TVET Institutional Network**

Being one of the least urbanized and least populated provinces in the country, the number of TVET institutes existing in the province is limited. More than 30 TVET institutes operate in the province, in which about 17 operate in Badulla district and 15 operate in Moneragala district (Table 5.1 and 5.2).Nearly 30% of institutes in Badulla district are located in Badulla DS division, and nearly 12 % is located in Mahiyangana, Welimada and Passara while no any institute is located in Meegahakiula, Kamdaketiya, Lunugala and Haputale DS divisions in Badulla district.

Na	DC Division	Government			Non-Government			Tatal	07	
INO.	DS Division	DTET	NAITA	VTA	NYSC	SATI	SOSCV	Other	Total	%0
1	Mahiyanganaya			2					2	11.8
2	Ridimaliyadda				1				1	5.9
3	Meegahakiula								0	0.0
4	Kandaketiya								0	0.0
5	Soranatota			1					1	5.9
6	Passara			2					2	11.8
7	Lunugala								0	0.0
8	Badulla	1	1	1		1		1	5	29.4
9	Hali-Ela			1					1	5.9
10	Uva-								0	0.0
	Paranagama								0	0.0
11	Welimada			1				1	2	11.8
12	Bandarawela	1		1					2	11.8
13	Ella								0	0.0
14	Haputale								0	0.0
15	Haldummulla			1					1	5.9
Total					17	100				

 Table 5.1: Spatial Distribution of Government and Non-Government Training Institutes in

 Badulla District

No	No. DS Division		Government			Non-Government			Total	07.
140.	DS DIVISION	DTET	NAITA	VTA	NYSC	SATI	SOSCV	Other	Total	70
1	Bibile			1				1	2	13.3
2	Madulla		1	1					2	13.3
3	Medagama	1							1	6.7
4	Siyambalanduwa			1					1	6.7
5	Moneragala	1		2	1	1	1		6	40.0
6	Badalkumbura								0	0.0
7	Wellawaya			2					2	13.3
8	Buttala			1					0	0.0
9	Katharagama								0	0.0
10	Thanamalvila			1					1	6.7
11	Sevanagala								0	0.0
Total					15	100				

Table 5.2: Spatial Distribution of Government and Non-Government Training Institutes in Moneragala District

Source: TVEC Database

In Moneragala district, 40% of institutes are located in Moneragala DS division, while about 13% are located in Bibile, Madulla and Wellawaya DS divisions while no institute is located in Badalkumbura, Buttala, Sevanagala and Katharagama DS divisions. It appears that there is a high concentration of most institutes in some areas in the districts. Measures need to be taken to increase the spatial distribution of TVET institutes in the Uva province. The majority of the institutes are from the state sector while some non-governmental and religious institutes are also conducting various TVET courses.

#### 5.2. Currently Available TVETCourses in the Province

A wide array of courses is available to offer in TVET institutes in both Badulla and Moneragala district (Table 5.3 and Table 5.4). It is also observed that while state institutes offer NVQ certificates, most private/NGO institutes offer a number of national and international courses which are not identified under NVQ. The available NVQ courses are also ranging from NVQ 1 to NVQ 4, and NVQ 5 and 6 courses are rare in the province. It is also observed that most courses are either in ICT and computer or closely related areas of occupations. This will create serious imbalance as those who get training might find it difficult to secure jobs upon exhaustion of existing jobs. Diversification of vocational education and training courses appear to be required.

Name of Institute	Center/Location	Name of Course				
VTA	VTC - Mapakadawewa	NC in Agriculture Equipment Mechanic				
NAITA	DTC - Badulla	Art & Sculpture				
DTET	COT - Badulla	NC in Engineering Craft Practice - Motor Mechanic (NVQ IV)				
DTET	COT - Badulla	Automobile Technology				
DTET	TC - Bandaeawela	Certificate in Motor Cycle & Scooter Repairing				
DTET	TC - Bandaeawela	NC in Engineering Crafts Practice - Motor Mechanic (NVQ IV)				
NYSC	NYSC - Orubendiwewa	Motor Mechanic				
VTA	DVTC - Badulla	NC in Automobile Mechanic (NVQ IV)				
VTA	VTC - Ambegoda	NC in Motor Cycle Mechanic (NVQ II)				
VTA	VTC - Ambegoda	NC in Three Wheeler Mechanic				
VTA	VTC - Mapakadawewa	NC in Automobile Electrician				
VTA	VTC - Mapakadawewa	NC in Three Wheeler Mechanic				
VTA	VTC - Mapakadawewa	NC in Motor Cycle Mechanic				
VTA	VTC - Nakkala	NC in Automobile Mechanic				
DTET	COT - Badulla	Construction Technology				
DTET	COT - Badulla	NC in Technology - Civil Engineering				
DTET	COT - Badulla	NC in Technology - Quantity Surveying				
DTET	COT - Badulla	NC in Engineering Craft Practice - Building Craftsman (NVQ III)				
DTET	COT - Badulla	NC in Engineering Draughtsmanship				
DTET	COT - Badulla	Quantity Surveying Technology				
DTET	TC - Bandarawela	NC in Engineering Draughtsmanship				
DTET	TC - Bandaeawela	NC in Engineering Craft Practice - Building Craftsman				
DTET	TC - Bandaeawela	NC in Technology - Civil Engineering				
DTET	TC - Bandaeawela	Quantity Surveying Technology				
VTA	DVTC - Badulla	NC in Construction Craftsman - Masonry (NVQ II)				
VTA	DVTC - Badulla	NC in Construction Craftsman(Masonry)				
VTA	VTC - Ambegoda	Draughtsmanship				
VTA	VTC - Ambegoda	NC in Construction Craftsman - Masonry (NVQ II)				
BLTI	BLTI - Badulla	Ref. & A/C Mechanic (NVQ II)				
BLTI	BLTI - Badulla	Radio, TV & Allied Equipment Repairer (NVQ III)				
DTET	COT - Badulla	NC in Engineering Craft Practice – Electronics				
DTET	COT - Badulla	NC in Technology - Electrical Engineering				
DTET	COT - Badulla	NC in Engineering Craft Practice - Industrial Electrical				
DTET	TC - Bandaeawela	NC in Engineering Crafts Practice - Industrial Electrician (NVQ IV)				
DTET	TC - Bandaeawela	NC in Engineering Crafts Practice – Electronic				
NYSC	NYSC - Orubendiwewa	Electrician				
VTA	DVTC - Badulla	NC in Industrial Electrician (NVQ III)				
VTA	DVTC - Badulla	NC in Radio, TV & Allied Equipment Repairer (NVQ III)				
VTA	VTC - Passara	NC in Electrician - Domestic (NVQ III)				
VTA	VTC - Divithotawela NC in Electrician - Domestic (NVQ III)					

Name of Institute	Center/Location	Name of Course					
VTA	VTC - Divithotawela	NC in Electric Motor Winder					
VTA	VTC - Divithotawela	NC in Electrician(Domestic)					
VTA	VTC - Haldummulla	NC in Electrician - Domestic (NVO III)					
VTA	VTC - Ambegoda	NC in Baker					
VTA	VTC - Ambegoda	NC in Cook					
BLTI	BLTI - Badulla	Computer Applications Assistant (NVO III)					
DTET	COT - Badulla	ICT Technician (NVO IV)					
DTET	COT - Badulla	NC in ICT (NVO VI)					
DTET	TC - Bandarawela	ICT Technician (NVO IV)					
NAITA	DTC - Badulla	ICT Technician (NVQ IV)					
NAITA	DTC - Badulla	ICT Technician (NVQ IV)					
VTA	DVTC - Badulla	NC in ICT Technician (NVQ IV)					
VTA	DVTC - Badulla	NC in Computer Hardware Technician (NVQ III)					
VTA	VTC - Ambegoda	ND in ICT					
VTA	VTC - Divithotawela	NC in Computer Hardware Technician					
VTA	VTC - Soranathota	NC in ICT Technician (NVQ IV)					
VTA	VTC - Haldummulla	NC in ICT Technician (NVQ IV)					
DTET	COT Bodulla	NC in English for Commerce, Industry & Further					
DIEI	COI - Badulla	Education					
DTET	COT Redulla	NC in English for Commerce, Industry & Further					
DIEI	COI - Badulla	Education					
DTET	TC Bandarawala	NC in English for Commerce, Industry & Further					
DIEI	TC - Dalidarawela	Education					
DTFT	COT - Badulla	NC in Engineering Craft Practice - Gas & Arc Welder					
DILI		(NVQ III)					
DTFT COT - Badulla		NC in Engineering Crafts Practice - Fitter Machinist					
		(NVQ IV)					
DTET	COT - Badulla	NC in Engineering Craft Practice - Plumber (NVQ IV)					
DTET	TC - Bandarawela	NC in Engineering Crafts Practice - Gas & Arc Welder					
2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 -		(NVQ III)					
DTET	TC - Bandarawela	Certificate in Machining (NVQ III)					
DTET	TC – Bandarawela	NC in Engineering Craft Practice – Plumber					
NAITA	DTC - Badulla	Basic Training (Welding, Automobile)					
NYSC	NYSC - Orubendiwewa	Welder					
NYSC	NYSC - Orubendiwewa	Machinist					
VIA	DVTC - Badulla	NC in Machinist - General (NVQ III)					
VIA	DVIC - Badulla	NC in Aluminium Fabricator (NVQ III)					
VIA	DVIC - Badulla	NC in Plumber					
VIA	VIC - Ambegoda	NC in Fabricator - Metal (NVQ III)					
VIA	VIC - Haldummulla	NC in Welder					
	VIC - Giradurukotte	NC in Secretarial Practice					
	VTC Ambagada	NC in Secretarial Practice					
VIA NATTA	VIC - Ambegoda	Secretarial Practice					
	DIC - Dadulla	NC in Heir Styliet (NVO H)					
VIA VTA	DVIC - Badulla	NC in Booutision (NVO III)					
VIA	DVIC - Badulla						
Name of Institute	Center/Location	Name of Course					
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VTA	VTC - Ambegoda	NC in Hair Stylist (NVQ III)					
VTA	VTC - Ambegoda	NC in Beautician					
DTET	TC - Bandarawela	NC in Engineering Crafts Practice - Ref. & A/C Mechanic (NVQ III)					
VTA	VTC - Ambegoda	NC in Ref. & A/C Mechanic (NVQ III)					
NYSC	NYSC - Orubendiwewa	Tailor					
VTA	VTC - Passara	NC in Tailor (Ladies & Children)					
VTA	VTC - Ambegoda	NC in Garment Quality Controller (NVQ IV)					
VTA	VTC - Soranathota	NC in Tailor (Ladies & Children)					
VTA	VTC - Giradurukotte	NC in Tailor (Ladies & Children)					
VTA	VTC - Unagolla	NC in Tailor (Ladies & Children)					
VTA	VTC - Nakkala	NC in Tailor (Ladies & Children)					
DTET	COT - Badulla	NC in Engineering Craft Practice - Wood Machinist (NVQ IV)					
DTET	TC - Bandarawela	NC in Engineering Crafts Practice - Wood Machinist (NVQ IV)					
FIOHDF	FIOHDF - Welimada	Wood Craftsman - Furniture(NVQ III)					
VTA	DVTC - Badulla	NC in Wood Craftsman - Furniture (NVQ IV)					
VTA	VTC - Passara	NC in Wood Craftsman - Furniture (NVQ II)					
VTA	VTC - Soranathota	NC in Wood Craftsman - Furniture (NVQ III)					
VTA	VTC - Giradurukotte	NC in Wood Craftsman (Furniture)					
VTA	VTC - Nakkala	NC in Wood Craftsman (Furniture)					

Source: TVEC Database, as of October 2013

Table 5.4: Available Courses in Moneragala District
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Name of	Contor/Location	Name of Course	
Institute	Center/Location		
DOA	HCDTI - Bibile	Plant Nursery Development Assistant Course	
VTA	VTC - Ethimale	NC in Agriculture Equipment Mechanic (NVQ III)	
DTET	TC - Monaragala	NC in Engineering Craft Practice - Motor Mechanic	
NYSC	NYSC - Monaragala	Motor Mechanic	
SATI	SATI - Monaragala	Motor Cycle Mechanic (NVQ III)	
SOSCV	SOSCV - Monaragala	Automobile Mechanic (NVQ III)	
VTA	DVTC - Monaragala	NC in Automobile Mechanic (NVQ II)	
VTA	VTC - Ethimale	NC in Motor Cycle Mechanic	
VTA	VTC - Ethimale	NC in Three Wheeler Mechanic	
DTET	TC - Monaragala	Construction Site Supervisor	
DTET	TC - Monaragala	NC in Engineering Draughtsmanship	
DTET	TC - Monaragala	NC in Technology - Quantity Surveying	
DTET	TC - Monaragala	NC in Technology - Civil Engineering	
DTET	TC - Monaragala	NC in Engineering Craft Practice - Building Craftsman	
NAITA	WDC - Thelulla	Construction Craftsman (Masonry)	
VTA	VTC - Ethimale	NC in Construction Craftsman (Masonry)	
DTET	TC - Monaragala	NC in Engineering Craft Practice - Industrial Electrician	
NYSC	NYSC - Monaragala	Electrician (NVQ III)	

Name of Institute	Center/Location	Name of Course		
SATI	SATI - Monaragala	Electrician (NVO III)		
SOSCV	SOSCV - Monaragala	Electrician (NVO III)		
VTA	VTC - Thanamalvila	NC in Electrician(Domestic)		
VTA	VTC - Bibile	NC in Electric Motor Winder		
VTA	VTC - Bibile	NC in Electrician(Industrial)		
VTA	DVTC - Monaragala	NC in Radio, TV & Allied Equipment Repairer (NVO II)		
VTA	DVTC - Monaragala	NC in Industrial Electrician (NVO III)		
VTA	VTC - Madulla	NC in Electrician(Domestic)		
VTA	VTC - Monaragala	NC in Electrical & Electronic Equipment Repairer (NVQ		
DTET	TC - Monaragala	NC for Accounting Technician		
VTA	VTC - Monaragala	NC in Cook		
DTET	TC - Monaragala	ICT Technician (NVO IV)		
DTET	TC - Monaragala	Certificate in Computer Hardware		
DTET	TC - Madagama	NC in ICT (NVO VI)		
NYSC	NYSC - Monaragala	NC in ICT (NVO IV)		
SATI	SATI - Monaragala	Computer Applications Assistant (NVO III)		
SOSCV	SOSCV - Monaragala	Computer Applications Assistant (NVO III)		
VTA	VTC - Bibile	NC in ICT Technician (NVO IV)		
VTA	DVTC - Monaragala	NC in ICT		
VTA	VTC - Ethimale	NC in ICT Technician (NVO IV)		
VTA	VTC - Madulla	NC in ICT Technician (NVQ IV)		
VTA	VTC - Monaragala	NC in ICT Technician (NVQ IV)		
VIII	VIC Monardgala	NC in English for Commerce Industry & Further		
DTET	TC - Monaragala	Education		
		NC in English for Commerce Industry & Further		
DTET	TC - Monaragala	Education		
		NC in English for Commerce Industry & Further		
DTET	TC - Madagama	Education		
DTET	TC - Madagama	Certificate in Footwear Making (NVO III)		
NAITA	NATC - Madulla	Nurse Assistant		
DTET	TC - Monaragala	Certificate in Aluminum Fabrication		
DTET	TC - Monaragala	NC in Engineering Craft Practice - Gas & Arc Welder		
DTET	TC - Monaragala	NC in Engineering Craft Practice – Plumber		
SATI	SATI - Monaragala	Welder (NVO III)		
SOSCV	SOSCV - Monaragala	Welder (NVO III)		
VTA	VTC - Thanamalvila	NC in Welder		
VTA	DVTC - Monaragala	NC in Aluminium Fabricator		
VTA	DVTC - Monaragala	NC in Welder		
VTA	DVTC - Monaragala	NC in Machinist (Turner)		
DTET	TC - Monaragala	NC in Shorthand, Typewriting & Computing		
DTET	TC - Madagama	NC in Shorthand, Typewriting & Computing		
NAITA	SSTC - Buttala	Sinhala Stenography		
VTA	VTC - Wellawava	NC in Hair Stylist		
VTA	VTC - Wellawava	NC in Beautician		
VTA	VTC - Bibile	NC in Ref. & A/C Mechanic		

Name of Institute	Center/Location	Name of Course	
NYSC	NYSC - Monaragala	Tailor (NVQ II)	
VTA	VTC - Bibile	NC in Tailor (Ladies & Children)	
VTA	DVTC - Monaragala	NC in Tailor (Ladies & Children)	
VTA	VTC - Kubukkana	NC in Tailor (Ladies & Children)	
VTA	VTC - Ethimale	NC in Tailor (Ladies & Children)	
VTA	VTC - Wellawaya	NC in Tailor (Ladies & Children)	
VTA	VTC - Monaragala	NC in Tailor(Gent)	
DTET	TC - Monaragala	NC in Engineering Crafts Practice - Wood Machinist	
NYSC	NYSC - Monaragala	Wood Work (NVQ III)	
SATI	SATI - Monaragala	Wood Craftsman - Furniture (NVQ III)	
SOSCV	SOSCV - Monaragala	Carpenter Furniture (NVQ IV)	
VTA	DVTC - Monaragala	NC in Wood Craftsman (Furniture)	
VTA	VTC - Kubukkana	NC in Wood Craftsman - Furniture (NVQ III)	

Source: TVEC Database, as of October 2013

## **5.3.** Training Output in the Province

The data on average annual training output of TVET institutes in the province are given in Table 5.5. The total number of registered students for all training programmes in the province during 2010 to 2012 is 10799 while the total number completed was 9776. The average rate of completion of courses is above 90%. A large majority of students have registered for some kind of computer or ICT courses during this period. It appears that the TVET training institutes are making a significant contribution to training of skilled manpower in the province. However, there is a heavy bias towards some kind of ICT or computer related training programmes. This would create a situation of over-supply of skilled manpower in some areas making it difficult for the industry to fully absorb them.

Name of the Course	Number Registered	Number Completed	Completion Rate
Accelerated Skills Acquisition Programme	1850	1850	100.00
International Pedagogical ICT License	978	978	100.00
Diploma in Computer	82	74	90.24
NC in House Wiring	152	126	82.89
International Computer Driving License	1050	1050	100.00
NC in Aluminium Fabricator	16	16	100.00

Table 5.5: Training Output of Uva Province (2010-2012)

Name of the Course	Number Pogistorod	Number Completed	Completion Poto
NC in Awrdedic Prestitioner	30	2	6.67
NC in Paker	147	136	92.52
NC in Dasia English	147	110	92.32
NC in Basic Eligiisii	123	119	93.20
NC in Computer Application	14	15	92.80
Assistant	100	100	100.00
NC in Carpentry	989	760	76.85
NC in Chef	14	11	78.57
NC in Computer	486	420	86.42
NC in Cook	23	23	100.00
NC in Electric Welding	8	3	37.50
NC in Electrical Equipment – Domestic	30	30	100.00
NC in Electrician	288	264	91.67
NC in Electronic	15	10	66.67
NC in English	110	73	66.36
NC in English Stenography	105	95	90.48
NC in Furniture Manufacturing	350	303	86.57
NC in High Power Tailoring	280	275	98.21
NC in ICT	1210	1179	97.44
NC in Leather Products	100	83	83.00
NC in Machine Technician	15	15	100.00
NC in Masonry	150	148	98.67
NC in Masonry and Plumber	38	30	78.95
NC in Mechanical Carpentry	278	178	64.03
NC in Motor Bike and Three Wheeler Mechanic	16	12	75.00
NC in Motor Mechanic	84	66	78.57
NC in Motor Mechanic – electrical	9	7	77.78
NC in Nursing Assistant	102	83	81.37
NC in Shoe Making	11	9	81.82
NC in Sinhala Stenography	414	350	84.54
NC in Stenography	93	84	90.32
NC in Tailoring	752	585	77.79
NC in Welder	278	211	75.90
Plant Nursery Development Assistant	7	5	71.43
Total	10799	9776	90.52

Source: TVET Institutions Survey in the Province

#### 5.4. Teaching, Learning and Assessment Resources

In order to understand the quality and relevance of various TVET courses in the province, we included a number of questions in both employer and trainee surveys. Results of the employers' feedback on the quality and relevance of TVET courses in the province are reported in Table 5.6.

Perception of Institutes	Average Score
The NVQTrainers/Assessors in the province are adequate	4.2
Performance of level of Trainers and Assessors is very high	3.8
Physical resources for theoretical training is adequate	3.5
Resources available for practical is adequate	3.3
The courses include an internship/in-plant training	3.9
Residential facilities are adequate	1.7
There is a good interrelationship between teachers and students	4.3
Students' participation in training is high	4.0
Students are seeking a certificate rather than a proper training	3.2
There is a need to revise all curricula	4.1
There is a dire need to introduce new courses in the area	4.2
There is high acceptance of Training by the Industry	4.3
Those who got training provide adequate feedback on current status upon request	3.7
The available fee structure is adequate to cover the Institutes' expenses	2.5
The number of registrations are low due to financial difficulties face by students	3.5
Trainees find it difficult to find accommodation facilities	4.1
Students face with transportation difficulties	4.2

Note: ALikert scale ranging from 1 to 5 was used, where 1 stands for fully disagree and 5 stands for fully agree. Source: TVET Institutions Survey in the Province

A number of observations can be made with regard to the quality and relevance:

- Average score reported for the availability of NVQ trainers and assessors is 4.2 out of 1 to 5 Likert scale ranking. This indicates that the TVET institutes do not have a problem of finding NVQ trainers and assessors in the province. Even though most NVQ assessors are not available in the province itself, the TVET institutes are able to get the service from other adjacent provinces/cities.
- ii. The TVET institutes believe that the average performance of NVQ trainers and

assessors is 3.8 out of 5 indicating that the performance is relatively good even though it is not excellent. This indicates that quality enhancement programmes are required for trainers/assessors.

- iii. It is the opinion of the TVET institutes that existing physical resources are on average adequate and further improvements are required.
- iv. Most courses include an industrial training programme mostly linked to state institutes.
- v. One of the main problems in the institutes is seriously insufficient accommodation facilities for trainees. This has hindered those who are from remote areas to undergo training as the cost of accommodation is not affordable for most trainees as they are from the lower segments of the income strata.
- vi. The TVET institutes have also responded that there is an urgent need to revise curricula of most courses. Curriculum review has to be done to see if the knowledge and skills embedded in these courses meet the requirements of the industry. It appears that the curricular do not undergo frequent review and revision.
- vii. Students appear to enthusiastically participating in study programmes as there is a good relationship with trainers and trainees.
- viii. TVET institutes have also responded that there is demand for new courses which have to be introduced. There is a good rating on the quality and relevance of trainees. However, the employers have commented that most trainees are good in theoretical knowledge but weak in practical skills. The values and attitudes of the trainees are also not very satisfactory as most trainees appear to bargain for higher financial and other benefits at the beginning of their services.
- ix. TVET institutes have responded that the graduates provide feedback on the industry when requested, but their response is moderate. Once they get passed out, they are basically delinked from their institutes.
- x. The TVET institutes are of the opinion that the current fee structure for most courses is not sufficient to meet cost of training. Measures need to be taken to improve financial efficiency of TVET courses.
- xi. There is no significant of finding trainees. However, it is the general opinion of the TVET institute that external Arts/Commerce degree programmes have made a significant problem for the TVET institutes as most students after GCE (A/L) appear to follow external degree rather than TVET courses. They are also of the opinion that

most youth appear to prefer to become a three wheeler rider and find a livelihood that follow a TVET course and become an skilled employee. The institutes believe that three wheeler industry should be regulated to improve the demand for TVET courses.

xii. It appears that transportation and the other logistical difficulties also reduce the number of registrations.

#### 5.5. Promotional Strategy of the Institutes

We also attempted to find out the current mode of advertising of TVET courses by the institutes. It appears that newspaper advertisements are the mostly preferred mode of advertising by most institutes. The second mostly used mode of advertising is through the trainees themselves (Table 5.7). However, advertising done through the Skills Development Officers working in DS offices appear to be very low. The TVET institutes might need to use various non-conventional methods for advertising their courses. However, the TVET institutes have indicated that the significant differences of existing incentives given by training institutes have negatively affected some training institutes and courses.

	Media	Average Score
1	Printed Newspapers	4.25
2	Electronic Media	3.22
3	Posters and Handbills	2.94
4	Workshops	3.22
5	State Institutes	2.59
6	Trainees	4.11
7	NGOs	3.88
8	Others	4.25

Table 5.7: Mediaof Advertising

Note: A Likert scale ranging from 1 to 5 was used, where 1 stands for fully disagree and 5 stands for fully agree. Source: TVET Institutions Survey in the Province

We also attempted to find out what kind of promotional strategies should be used by TVET institutes to attract trainees for various courses (Table 5.8).

i. The TVET institutes believe that village level awareness programmes should be implemented targeting mostly parents as parents appear to make a significant influence on the choice of trainees.

- ii. The TVET institutes also believe that awareness programmes should be implemented at school level for those who are following GCE (O/L) and GCE (A/L). This is preferred by most institutes.
- iii. The TVET institutes also of the view that new courses should be introduce to attract more trainees as most students appear to prefer modern and trendy courses rather than traditional skilled worker categories.
- iv. The TVETs do not think that existing laws and regulations are a barrier to introduce new courses.
- v. Current public attitudes towards TVET courses need to be changed through various awareness programmes. Parental education and elderly education is required to change the attitudes of parents and elders on TVET courses. Given the fact that parents influence is very high on vocational choices of youth, public awareness campaigns have to be implemented.
- vi. Most institutes have responded that the services of Skills Development Officers working in DS offices have not been utilized effectively by the institutes. It appears that SDOs could make a significant contribution to promoting TVET courses if their services is properly organized and recognized.

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Perception of Institutes	
In order to increase the number of registrations village level mobile awareness	
programmes should be implemented	4.0
Awareness programmes should be implemented at school level for GCE(O/L) and	
GCE (A/L) students	4.7
New vocation training programmes should be implemented	4.5
Number of students registered for existing courses should be increased	3.6
Existing regulations and laws are a big barrier to introduce new courses	3.3
In order to widen the vocational training, public attitudes must be changed towards	
various vocations	4.5
Services of Skills development officers working Divisional Secretariats are currently	
used as career guidance service	3.0
More concrete and increased service should be obtained from the skills development	
officers working Divisional Secretariats	3.8

Note: A Likert scale ranging from 1 to 5 was used, where 1 stands for fully disagree and 5 stands for fully agree.

Source: TVET Institutions Survey in the Province

No.	Availabili Expa	No. of Years	
	Available	Not Available	Years
1			3
2			2
3			2
4			1
5			
6			1
7			1
8			1
9			2
10			1
11			1
12			1
13			1
14			1
15			1
16			1
17			1
18			
19			
20			
21			1
22			1
23			1
24			1
25			1
26			
27			
28			
29			1
30			1

Table 5.9: Availability of a Future Expansion Plans for the Institutes

Source: TVET Institutions Survey in the Province

The table 5.9 indicates that most institutes appear to have plans for about a year. They have not developed strategic plans targeting at least five year period.

Course/Occupation	NVQ Level	2013	2014	2015	2016	2017	2018	2014-2018
Aluminum Fabricator	3	15	15	15	15	15	15	75
Baker	3	105	105	125	145	165	185	725
Beautician	3	15	15	15	15	15	15	75
Carpenter		128	200	240	225	225	225	1115
Chef	3	30	30	30	30	30	30	150
Computer Hardware Technician		205	205	205	205	205	205	1025
Electrician		115	115	115	115	115	115	575
Electronic	4	15	15	15	15	15	15	75
House maids	3	100	100	100	100	100	100	500
HR Manager	4	30	30	30	30	30	30	150
ICT		845	845	850	850	850	850	4245
Landscaping and Plant Nursery	4		10	15	20	30	35	110
Machinist	3	15	15	15	15	15	15	75
Mason and Plumber	3	30	30	30	30	30	30	150
Motor Bike and Three Wheeler Mechanic	3	15	15	15	15	15	15	75
Motor Mechanic	-	95	95	95	95	95	95	475
Nursing Assistant	-	19	25	25	30	30	30	140
Plant nursery assistant	-	30	40	45	50	60	70	265
Professional English	-	110	110	110	110	110	110	550
Shoe Making Technology	3	15	15	15	15	15	15	75
Sinhala Stenographer	-	36	40	40	40	40	40	200
English Stenographer	-	30	30	30	30	30	30	150
Tailor	4	175	215	215	195	195	195	1015
Welder		73	80	82	85	85	85	417
Total		3295	2475	2472	2472	2515	2550	12484

Table 5.10: Predicted Training Supply for the Next Five Years in the Province

Source: TVET Institutions Survey in the Province

## 5.6. Predicted Training Supply for the Next Five Years in the Province

The data on predicted training supply of TVET institutes in the province is given in table 5.10.

- i. During 2014 to 2018, the TVET institutes expect to train about 15779 persons in various different occupations.
- ii. This includes 3295, 2475, 2472, 2472, 25715, 2550 persons each year from 2014 to 2018.

- iii. The number of aluminum fabricators expected to produce during the five year period is 93.
- iv. The number of individuals to be trained as bakers during this period is 153.
- v. 90 persons will be trained as beauticians during this period.
- vi. Number of persons to be trained as carpenters is 1243 during this period.
- vii. 183 persons will be trained as Chefs during this period.
- viii. The TVET institutes expect to train 1230 persons involving different courses as computer hardware technicians.
- ix. 5090 persons will be trained in different types of ICT courses who will be able to be employed as computer application assistants during this period.
- x. The number of electricians will be produce is 690 during this period.
- xi. About 1190 persons will be trained as tailors during this period.

It appears to that majority will be trained to be employed in the services during this period. The number of individuals trained for manufacturing, agriculture, livestock, and tourism is relatively low during the period. This expectation of TVET institutes is very peculiar as most jobs that will be created during the next five years will come from agro-based industries, tourism, and manufacturing as the government is expected to promote agro-based industries and tourism for the next five years aiming at regional development.

# 5.7. Analysis of the Trainees' Feedback

We analyzed various aspects of trainees based on survey that represented 120 trainees in Uva province. The number of salient features of the observations regarding the characteristics of trainees (Table 5.11):

- i. 50 % of trainees have undergone NVQ level 3 courses out of the total sample
- ii. 16.7 % of the sample has undergone training in NVQ level 4 courses.
- iii. 8.3% have followed NVQ level 5 courses.
- iv. None in the sample have followed NVQ level 5 or 6.
- v. Out of the non-NVQ qualification holders, 15 % have followed certificate level courses, while 8.3% and 1.75 respectively have followed diploma and other courses.
- vi. It appears that most students register for TVET level 3 or 4 courses. There is a significant deficiency in following NVQ or equivalent level 5 or 6.

			NVQ			Non-NVQ			Total
Level of Skill	L-3	L-4	L-5	L-6	L-7	Certificate	Diploma	Other	
Number of Persons	60	20	10	0	0	18	10	2	120
Percentage	50	16.7	8.3	0	0	15	8.3	1.7	100

Table 5.11: Type and Level of Training Received

Source: TVET Trainees Survey in the Province

Table 5.12:	Employment	Status of	Trainees:	Self	Financing	Strengths

Employment Status of Trainees while on training	Percentage
Employed While on Training	10
Resigned from the earlier job to undergo training	12.5
Stopped the self-employment to undergo training	12.5
Not Employed	60
Other	5
Total	100

Note. The sample is 120 trainees

Source: TVET Trainees Survey in the Province

We also attempted to identify the financial strengths of trainees as this information is extremely helpful in determining various incentives for the trainees. Table 5.12 provides information on employment status of trainees while on training. 60% of trainees are not employed while on training while 25% have resigned from earlier job or self-employment to undergo vocational training. Only less than 15 % of the total appears to be employed while on training. This makes it clear that trainees have to either depend on parents for financing for their courses or they will have to rely on government or other sources of funding. This information justifies the fact that various financing methods have to be designed to assist trainees. Future vocational development plans for the province need to develop systems to redress the financial difficulties of the trainees. Being of the poorest regions of the country mainly due to historical injustices inflicted on the people of Wellassa, the present generations appear to still suffer from inability to overcome from destitution through productive employment opportunities.

Table 5.13: Expectations of Trainees

Job Expectation	Average Score	Rank
To do better in the earlier self- employment	4.82	1
To get a promotion of the already employed job	4.08	2
To undergo higher education and training	3.47	3
To employ in a foreign country	3.39	4
To become a trainer	3.12	5
To employ in private sector	3.07	6
To engage in new self-employment	2.29	7
To employ in state sector	1.68	8

Source: TVET Trainees Survey in the Province

It is also important to identify the future employment expectations of trainees as that would have an impact on the nature of the training that they would require. Table 5.13 provides information about trainees' expectations on future occupations:

- i. The highest preferred expectation of most trainees is to improve the already engage self employment.
- ii. The least preferred future expectation is to employ in the government sector
- iii. The third most preferred reason for TVET training is to engage in higher level training in the NVQ ladder
- It also appears that a significant number of individuals who are undergoing TVET training aspire to engage in foreign employment upon completion of the foreign training.
- v. Some are expecting to become the trainers in the respective fields
- vi. Preference on Sri Lankan private sector wage employment is also less preferred to self or foreign employment.
- vii. Overall finding is that most individuals who undergo vocational training expect to become entrepreneurs or find foreign employment.

Difficulties Faced	Average Score	Rank
The employer does not give leave for the training	4.4	1
Residences not available	3.5	2
Personal problems	2.8	3
Lack of English knowledge	2.5	4
I am facing transport difficulties	1.8	5
I am facing financial difficulties	1.5	6
Other	1.3	7

Table 5.14: Trainees' Perceptions on Training

Source: TVET Trainees Survey in the Province

We also attempted to identify the trainees' perceptions on training programmes. Table 5.14 summarizes the results of trainee feedback:

- i. Most trainees have responded that employers are not giving at least partial leave or some kind or relief for undergoing vocational training while working
- ii. Second most important difficulty faced by the trainees is the lack of availability of residential facilities in training institutes.
- iii. Some are also unable to effectively undergo vocational training due to personal problems and parental resistance on some courses.
- iv. The lack of English knowledge has also been cited as an important difficulty for those who prefer to employ in large scale private companies who would require the employees to have sufficient English knowledge and for those who wish to be employed in foreign countries.
- v. According to trainees financial and transport difficulties are not very severe

It appears, however, that a coherent and efficient incentive system needs to be created in the province to promote vocational training in the province.

Table 5.15: Employability Rate

Vocational category	Percentage
Self employed	47.5
Employed in Private Sector	22.5
Employed in Government Sector	10
Further studies	5
Unemployed	15

Source: Trainee feedback survey in Uva Province

Tables 5.15 provide information on employability of trainees after graduation.

- i. Out of the total sample 85% of the trainees are employed within 1 year of completion of the course and only 15% is unemployed.
- ii. 47.5% of the total trainees are engaged in some kind of self-employment.
- iii. Nearly 23% of the trainees are engaged in private sector employment upon graduation.
- iv. Only 10% of the total sample has joined the government sector for employment.
- v. It is also notable that only 5% of the total has preferred to undergo further studies in NVQ certificates.

 Table 5.16: Trainee Perception on the Quality and Relevance of the Course

Trainee Perception				
The training obtained is adequate, relevant and of acceptable quality	3.7			
The vocational training has helped improve the quality of life	4.3			
The vocational training has helped to improve the self-respect				
The vocational training has helped to improve the social respect for me	4.0			
The vocational training has helped to satisfy my expectations	4.2			
I expect to encourage family members to also undergo this training	4.0			

Note: A Likert scale ranging from 1 to 5 was used, where 1 stands for fully disagree and 5 stands for fully agree. The sample is 120 trainees

The sample is 120 tranees

Source: TVET Trainees Survey in the Province

The data was also obtained to identify the trainees' perception about the quality and relevance of the training provided. Results are reported in table 5.16.

- i. Most trainees are of the opinion that the quality and relevance of the TVET courses are good. However, on average they are not of the opinion that the quality and relevance is excellent. This indicates that further improvement is possible for the design and delivery of courses.
- ii. Most trainees believe that vocational training helps get their quality of life improved.
- iii. Trainees also believe that the vocational training has helped to improve their self-respect in the society.
- iv. Most trainees also believe that the vocational training has helped to satisfy their expectations.
- v. Most trainees have also commented that they expect to encourage their family members to undergo vocational training as TVET training helps find a job.

Trainees' Perception	Average Score
The institute has sufficient building facilities for training	3.8
The institute provides residential facilities to trainees	2.2
adequately	
The institute has sufficient equipment and machines for	
training	3.5
The institutes has sufficient qualified teachers and assessors	3.7
The institute has made required revisions to their curriculum	3.2
The institute provides adequate practical training	3.6
The institutes have a programme to provide industry exposure	
to trainees	3.0
The institute is located in a convenient place	3.6
The biophysical environment of the institute is appropriate	3.7
The institute offers relevant courses for the area	3.7
The public image on the institute is very high	3.8

Table 5.17: Trainee Perception on Institutes' Facilities

Note: A Likert scale ranging from 1 to 5 was used, where 1 stands for fully disagree and 5 stands for fully agree. The sample is 120 trainees

Source: TVET Trainees Survey in the Province

We also used a Likert ranking scale to identify the trainees' perception about the quality of facilities available in TVET institutes. Table 5.17 reports the results of the survey. It is observed that the average response is one of moderate rank rather than a very good or excellent rank.

- i. The trainees believe that the TVET institutes the availability of buildings in the TVET institute is moderate,
- ii. Availability of machinery and equipment is also moderate indicating that some important machinery and equipment for practical training is lacking.
- iii. Trainees also believe that the institutes have sufficient number of qualified trainers/assessors, but their response indicates that further improvements should be made to the quantity and quality of trainers/assessors.
- iv. According to trainees, the overall biophysical environment and facilities are at acceptable level.
- v. Most trainees appear to believe that the lack of residential facilities have hindered their training.
- vi. Industry exposure provided by most institutes through internships, factory visits, practical, industry participation in training is at average level indicating that further improvements are required in this area.
- vii. The overall results indicate that improvements are required in the areas of quality and relevance of courses, availability of teaching and learning resources, increasing the access to equipment and machinery, increasing the industry exposure, creating an incentive system to redress financial and other difficulties faced by the trainees, improving the quality of trainers and assessors, diversification of courses to meet the modern trends in the industry, elements to inculcate values and attitudes among the trainees.

We also considered the possible strategies and actions suggested by trainees to expand the TVET training in the Uva province. Table 5.18 reports the results of the survey:

- i. The most important way to promote the TVET courses is to use Skills Development Officers working in DS offices in more systematic manner through to create awareness by one to one contacts at schools or village level, and various other means.
- ii. The second most important way of promoting TVET courses is provide residential facilities or financial assistance for residential facilities in close proximity to the institutes.
- iii. The third most important action that is suggested by trainees is to develop loan schemes, bursaries, and scholarship schemes.

- The trainees also believe that training centers should be further spread in the province.
   Most have also complained the difficulty of finding opportunities for NVQ 5 and 6 level of courses. Accessibility needs to be increased for TVET courses.
- v. Most trainees also believe that introduction of new courses in consistent with industry trends would pave the way for expanding the TVET programmes in the province.
- vi. According to trainees, a coordinated mechanism should be created to promote the TVET courses in the province incorporating representatives from public officials, TVET institutes, schools, and community or grassroots organizations. TVET institutes-Industry coordination/consultancy mechanism will immensely help address most problems while significantly increasing the access to TVET courses in the province. They are also of the opinion that TVET courses should not only target employment in the province itself, they should also target employment in other metropolis in the country and foreign countries.

	Trainees Perception on Expansion Strategy	Average Rank	Rank
1	Increase career guidance activities done by the Skills Development Officers working in DS offices	4.9	1
2	Providing residential facilities by the institute to the students	4.8	2
3	Establish a loan/bursary or scholarship scheme for students	4.7	3
4	New TVET centers should be established throughout the province	4.2	4
5	Introduce new TVET courses	4.2	4
6	Increase the awareness about the TVET courses among school leavers	4.1	5
7	Enroll those who have followed technology stream in schools	3.7	6
8	Conduct short term awareness programmes in village level	3.6	7
9	Increase the number of students enrolled in a course	3.4	8
10	Create awareness among parents about TVET courses	3.0	9

Table 5.18: Strategies and Actions to Expand the TVET Courses in the Province

Source: TVET Trainees Survey in the Province

# 5.8. Total Predicted Demand for Skilled Manpower

The forecast of industry demand for various occupations is based on sectoral and overall economic growth forecast of the country. Being one of the highly focus provinces of the country, Uva is expected to maintain high growth in tourism and services sectors accompanied by

manufacturing sector. This will create a derived demand for occupations in the construction industry.

Prediction is based on following baseline data:

- Number employed in a particular skilled worker category in 2013 was taken as the initial values of labour demand
- The growth rate of employment as predicted by the Government Statistics is about 5% for the next decade. The population is expected to be ageing by 4% during the next 10 years. This is used as a proxy indicator for the rate of retirement. This along with additional growth emanating from regional growth projections, emerging and fast growing sectors were also considered in this prediction, the total demand for labour is expected to grow by 10% during the next five year period.

We assume that the provincial economy will exponentially grow resulting in exponential growth in employment. The demand forecasts were estimated by using the following:

Number of skilled workers demanded<sub>year</sub> = {Number of total skilled wokers employed in a particular category in 2013 (1 + growth rate of employment)<sup>Years</sup>}

Demand for skilled manpower in the Uva province is calibrated based on this information. Table 5.19 provides data on the predicted skilled labour demand for the Uva province. It appears that while there is a growing and greater demand for certain occupational categories, a sluggish growth would be recorded in some occupations.

	Number of Existing Employees	Number of New Employees Demanded						
	2013	2014	2015	2016	2017	2018	2014-2018	
AC, TV Repairer	10	1	1	3	5	9	19	
Accountant	31	2	3	9	16	29	60	
Account Assistant	20	2	2	6	11	19	39	

Table 5.19: Total Predicted Demand for Skilled Manpower in the Uva Province, 2014-2018

	Number of Existing Employees		Number	of New	Employe	es Dema	nded
Advertiser	14	1	1	4	7	13	27
Agricultural Extension Officer	28	2	2	8	15	26	54
Aluminum Fabricator	44	4	4	13	23	41	85
Assistant Factory Officer	312	25	27	95	165	293	604
Baker	236	19	20	71	125	221	457
Barman	4	0	0	1	2	4	8
Beautician	92	7	8	28	49	86	178
Bell Boy	3	0	0	1	2	3	6
CAA	27	2	2	8	14	25	52
Carpenter	107	21	26	112	286	822	1267
Cashier	19	2	2	6	10	18	37
Chef/Cook	76	6	7	23	40	71	147
Chemical Engineer	4	0	0	1	2	4	8
Clerk	101	8	9	31	53	95	196
Computer Hardware Technician	36	3	3	11	19	34	70
Curd Maker	2	0	0	1	1	2	4
Demi chef de partie	7	1	1	2	4	7	14
Digital Printer	35	3	3	11	19	33	68
Distillery Manager	2	0	0	1	1	2	4
Draftsman	3	0	0	1	2	3	6
Electrical Engineer	2	0	0	1	1	2	4
Electrician	139	11	12	42	74	130	269
Electronic	24						
Engineering servicemen	28	2	2	8	15	26	54
Equipment Manager	2	0	0	1	1	2	4
Estate Manager	78	6	7	24	41	73	151
Factory Officer	78	6	7	24	41	73	151
Fiber glass welder	2	0	0	1	1	2	4
Field Supervisor	390	31	34	118	207	366	756
Filterman	20	2	2	6	11	19	39
Finance Manager	36	3	3	11	19	34	70
Floriculturist	17	1	1	5	9	16	33
Food and Beverage Manager	2	0	0	1	1	2	4
Food processor	47	4	4	14	25	44	91
Foreman	14	1	1	4	7	13	27
Front Office Supervisor	3	0	0	1	2	3	6
Gardner	2	0	0	1	1	2	4

	Number of Existing Employees		Number	of New	Employe	es Dema	nded
Garment Factory Helpers	167	13	14	51	88	157	324
Garment Factory Machine Operators	955	76	83	289	506	896	1850
Garment Factory Managers	21	2	2	6	11	20	41
Garment Factory Pattern Cutters	4	0	0	1	2	4	8
Garment Factory Quality Controllers	14	1	1	4	7	13	27
Garment Factory Supervisors	42	3	4	13	22	39	81
General Manager	2	0	0	1	1	2	4
Glass cutters	1	0	0	0	1	1	2
Gold jewelry creative designers	18	1	2	5	10	17	35
Goldsmith	76	6	7	23	40	71	147
Guest Relations Executive	4	0	0	1	2	4	8
Hair dressers	57	4	4	18	31	54	111
Handloom Machine Operator	2	0	0	1	1	2	4
Health Service Assistance	12	1	1	4	6	11	23
Health Service Nurse	54	4	5	16	29	51	105
Housekeeper	7	1	1	2	4	7	14
Housekeeping Supervisor	2	0	0	1	1	2	4
HR Manager							
Hydraulic engineers	2	0	0	1	1	2	4
Injector pump engineers	2	0	0	1	1	2	4
Irrigation Assistant	2	0	0	1	1	2	4
Laboratory Technician	11	1	1	3	6	10	21
Land Development Superintendent	2	0	0	1	1	2	4
Landscape and plant nursery assistant							
Lathe machine operator	8	1	1	2	4	8	15
Laundry Supervisor	1	0	0	0	1	1	2
Laundryman	12	1	1	4	6	11	23
Leaf-spring producers	8	1	1	2	4	8	15
Machine Operator	90	7	8	27	48	84	174
Machinist	30	2	3	9	16	89	119
Manager	93	7	33	97	248	225	612
Mason	60	12	16	18	32	56	116
Motor Bike and Three Wheeler Mechanic							
Motor Mechanic	445	36	38	135	236	417	862

	Number of Existing Employees		Number of New Employees Demanded			nded	
Mobile phone repairer	32	3	3	10	17	30	62
Motor Vehicle Painter	3	0	0	1	2	3	6
Night auditor	4	0	0	1	2	4	8
Nursing Assistant							
Operations Manager	1	0	0	0	1	1	2
Optician	2	0	0	1	1	2	4
Ornamental Fish Producer	1	0	0	0	1	1	2
Packing Specialist	20	2	2	6	11	19	39
Pastry Cook	2	0	0	1	1	2	4
Pharmacist	56	4	5	17	30	53	108
Photographer	36	3	3	11	19	34	70
Photographic designers	1	0	0	0	1	1	2
Pool attendant	2	0	0	1	1	2	4
Production Engineer	4	0	0	1	2	4	8
Project Manager	6	0	1	2	3	6	12
Project Supervisor	4	0	0	1	2	4	8
Quantitative Surveyor	7	1	1	2	4	7	14
Restaurant Supervisor	9	1	1	3	5	8	17
Room Boy	65	5	6	20	34	61	126
Sales representatives	15	1	1	5	8	14	29
Security Guard	15	1	1	5	8	14	29
Sinhala stenographer							
English stenographer							
Shoe maker	19	2	2	6	10	18	37
Spice Miller	8	1	1	2	4	8	15
Sticker & Digital Printer	49	4	4	15	26	46	95
Store Keeper	8	1	1	2	4	8	15
Superintendent	12	1	1	4	6	11	23
Surveyor	6	0	1	2	3	6	12
Tailor	299	24	26	91	158	281	579
Tractor Operator	4	0	0	1	2	4	8
Transport Manager	4	0	0	1	2	4	8
Vehicle Service Technician	48	4	4	15	25	45	93
Waiter	97	8	8	29	51	91	188
Welder	87	7	8	26	46	82	169
TOTAL	5207	437	485	1726	3186	5806	11640

Source: Computed from the data of employer feedback survey and predicted industry demand.

Tables from 5.20 to 5.25 compare skill labour supply and demand in the Uva province in the next five years. The numbers indicated in negative sign indicate that the training providers must focus on this additional numbers to their existing plans. The numbers indicated in positive signs indicate that the training providers need to pay attention to reduce number trained in those areas. Training plans of the TVET institutes need to be adjusted accordingly. Negative value in gaps indicate that the planned training supply does not suffice to meet the industry demand, while positive gap indicates that the planned training supply exceeds the industry demand. These tables are useful for policymakers to make necessary adjustments to their respective training plans.

Occupation	2014				
L. L	Supply	Demand	Gap		
AC, TV Repairer	0	1	-1		
Accountant	0	2	-2		
Account Assistant	0	2	-2		
Advertiser/Graphic Designer	0	1	-1		
Agricultural Extension Officer	0	2	-2		
Aluminum Fabricator	15	4	11		
Assistant Factory Officer (Tea/Garment)	0	5	-5		
Baker	105	19	86		
Barman, Hotel	0	0	0		
Beautician	15	7	8		
Bell Boy, Hotel	0	0	0		
CAA-ICT	845	2	843		
Carpenter	200	21	179		
Cashier	0	2	-2		
Chef/Cook	30	6	24		
Chemical Engineer	0	0	0		
Clerk		8	-8		
Computer Hardware Technician	205	3	202		
Curd Maker	0	0	0		
Demi chef de partie, Hotel	0	1	-1		
Digital Publishers/Printer	0	3	-3		
Distillery Manager	0	0	0		
Draftsman	0	0	0		
Electrical Engineer	0	0	0		
Electrician	115	11	104		
Electronic	15	0	15		
Engineering servicemen	0	2	-2		

Table 5.20: Mismatch between Skilled Manpower Supply and Demand in the Province, 2014

Occupation	2014		
-	Supply	Demand	Gap
Equipment Manager	0	0	0
Estate Manager	0	6	-6
Factory Officer, Tea	0	6	-6
Fiber glass welder	0	0	0
Field Supervisor, Tea/Sugar Cane/Rubber	0	31	-31
Filterman	0	2	-2
Finance Manager	0	3	-3
Floriculturist	0	1	-1
Food and Beverage Manager	0	0	0
Food processor	0	4	-4
Foreman, Sugar	0	1	-1
Front Office Supervisor, Hotel	0	0	0
Gardner	0	0	0
Garment Factory Helpers	0	13	-13
Garment Factory Machine Operators	0	76	-76
Garment Factory Managers	0	2	-2
Garment Factory Pattern Cutters	0	0	0
Garment Factory Quality Controllers	0	1	-1
Garment Factory Supervisors	0	3	-3
General Manager	0	0	0
Glass cutters	0	0	0
Gold jewelry creative designers	0	1	-1
Goldsmith	0	6	-6
Guest Relations Executive, Hotels	0	0	0
Hair dressers	0	4	-4
Handloom Machine Operator	0	0	0
Health Service Assistance	0	1	-1
Health Service Nurse	0	4	-4
Housekeeper	100	1	99
Housekeeping Supervisor	0	0	0
HR Manager	30	0	30
Hydraulic engineers	0	0	0
Injector pump engineers	0	0	0
Irrigation Assistant	0	0	0
Laboratory Technician	0	1	-1
Land Development Superintendent	0	0	0
Landscaping and Plant Nursery	10		10
Lathe machine operator	0	1	-1
Laundry Supervisor	0	0	0

Occupation	2014		
	Supply	Demand	Gap
Laundryman	0	1	-1
Leaf-spring producers	0	1	-1
Machine Operator, Sugar	0	7	-7
Machinist	15	2	13
Manager	0	7	-7
Mason	30	12	18
Motor Bike and Three Wheeler Mechanic	15	0	15
Motor Mechanic	95	36	59
Mobile phone repairer	0	3	-3
Motor Vehicle Painter	0	0	0
Night auditor	0	0	0
Nursing Assistant	25		25
Operations Manager	0	0	0
Optician	0	0	0
Ornamental Fish Producer	0	0	0
Packing Specialist, Tea/Garment	0	2	-2
Pastry Cook	0	0	0
Pharmacist	0	4	-4
Plant nursery assistant	40	0	40
Photographer	0	3	-3
Photographic designers	0	0	0
Pool attendant, Hotel	0	0	0
Production Engineer	0	0	0
Project Manager	0	0	0
Project Supervisor	0	0	0
Professional English	110	0	110
Quantitative Surveyor	0	1	-1
Restaurant Supervisor, Hotels	0	1	-1
Room Boy, Hotels		0	0
Sales representatives	0	1	-1
Security Guard	0	1	-1
Sinhala Stenographer	40	0	40
English Stenographer	30	0	30
Shoe maker	15	2	13
Spice Miller	0	1	-1
Sticker & Digital Printer	0	4	-4
Store Keeper	0	1	-1
Superintendent	0	1	-1
Surveyor	0	0	0
Tailor	215	24	191

Occupation	2014			
	Supply	Demand	Gap	
Tractor Operator	0	0	0	
Transport Manager	0	0	0	
Vehicle Service Technician	0	4	-4	
Waiter	0	8	-8	
Welder	80	7	73	
TOTAL	2395	424		

Occupation	2015		
-	Supply	Demand	Gap
AC, TV Repairer	0	1	-1
Accountant	0	3	-3
Account Assistant	0	2	-2
Advertiser/Graphic Designer	0	1	-1
Agricultural Extension Officer	0	2	-2
Aluminum Fabricator	15	4	11
Assistant Factory Officer (Tea/Garment)	0	27	-27
Baker	125	20	105
Barman, Hotels	0	0	0
Beautician	15	8	7
Bell Boy, Hotels	0	0	0
CAA-ICT	850	2	848
Carpenter	240	26	214
Cashier	0	2	-2
Chef/Cook	30	7	23
Chemical Engineer	0	0	0
Clerk	0	9	-9
Computer Hardware Technician	205	3	202
Curd Maker	0	0	0
Demi chef de partie	0	1	-1
Digital Printer	0	3	-3
Distillery Manager	0	0	0
Draftsman	0	0	0
Electrical Engineer	0	0	0
Electrician	115	12	103
Electronic	15		15
Engineering servicemen	0	2	-2
Equipment Manager	0	0	0

Table 5.21: Mismatch between Skilled Manpower Supply and Demand in the Province, 2015

Occupation	2015			
	Supply	Demand	Gap	
Estate Manager	0	7	-7	
Factory Officer	0	7	-7	
Fiber glass welder	0	0	0	
Field Supervisor	0	34	-34	
Filterman	0	2	-2	
Finance Manager	0	3	-3	
Floriculturist	0	1	-1	
Food and Beverage Manager	0	0	0	
Food processor	0	4	-4	
Foreman	0	1	-1	
Front Office Supervisor	0	0	0	
Gardner	0	0	0	
Garment Factory Helpers	0	14	-14	
Garment Factory Machine Operators	0	83	-83	
Garment Factory Managers	0	2	-2	
Garment Factory Pattern Cutters	0	0	0	
Garment Factory Quality Controllers	0	1	-1	
Garment Factory Supervisors	0	4	-4	
General Manager	0	0	0	
Glass cutters	0	0	0	
Gold jewelry creative designers	0	2	-2	
Goldsmith	0	7	-7	
Guest Relations Executive	0	0	0	
Hair dressers	0	4	-4	
Handloom Machine Operator	0	0	0	
Health Service Assistance	0	1	-1	
Health Service Nurse	0	5	-5	
Housekeeper	100	1	99	
Housekeeping Supervisor	0	0	0	
HR Manager	30	0	30	
Hydraulic engineers	0	0	0	
Injector pump engineers	0	0	0	
Irrigation Assistant	0	0	0	
Laboratory Technician	0	1	-1	
Land Development Superintendent	0	0	0	
Landscaping and Plant Nursery	15	0	15	
Lathe machine operator	0	1	-1	
Laundry Supervisor	0	0	0	
Laundryman	0	1	-1	
Leaf-spring producers	0	1	-1	

Occupation	2015		
-	Supply	Demand	Gap
Machine Operator	0	8	-8
Machinist	15	3	12
Manager	0	33	-33
Mason	30	16	14
Motor Bike and Three Wheeler Mechanic	15	0	15
Motor Mechanic	95	38	57
Mobile phone repairer	0	3	-3
Motor Vehicle Painter	0	0	0
Night auditor	0	0	0
Nursing Assistant	25	0	25
Operations Manager	0	0	0
Optician	0	0	0
Ornamental Fish Producer	0	0	0
Packing Specialist	0	2	-2
Pastry Cook	0	0	0
Pharmacist	0	5	-5
Plant nursery assistant	45	0	45
Photographer	0	3	-3
Photographic designers	0	0	0
Pool attendant	0	0	0
Production Engineer	0	0	0
Project Manager	0	1	-1
Project Supervisor	0	0	0
Professional English	110	0	110
Quantitative Surveyor	0	1	-1
Restaurant Supervisor	0	1	-1
Room Boy	0	6	-6
Sales representatives	0	1	-1
Security Guard	0	1	-1
Sinhala Stenographer	40	0	40
Stenographer	30	0	30
Shoe maker	15	2	13
Spice Miller	0	1	-1
Sticker & Digital Printer	0	4	-4
Store Keeper	0	1	-1
Superintendent	0	1	-1
Surveyor	0	1	-1
Tailor	215	26	189
Tractor Operator	0	0	0
Transport Manager	0	0	0

Occupation	2015			
	Supply	Demand	Gap	
Vehicle Service Technician	0	4	-4	
Waiter	0	8	-8	
Welder	82	8	74	
TOTAL	2472	500		

Occupation	2016			
ľ	Supply	Demand	Gap	
AC, TV Repairer	0	3	-3	
Accountant	0	9	-9	
Account Assistant	0	6	-6	
Advertiser/Graphic Designer	0	4	-4	
Agricultural Extension Officer	0	8	-8	
Aluminum Fabricator	15	13	2	
Assistant Factory Officer	0	95	-95	
Baker	145	71	74	
Barman	0	1	-1	
Beautician	15	28	-13	
Bell Boy	0	1	-1	
CAA-ICT	850	8	842	
Carpenter	225	112	113	
Cashier	0	6	-6	
Chef/Cook	30	23	7	
Chemical Engineer	0	1	-1	
Clerk	0	31	-31	
Computer Hardware Technician	205	11	194	
Curd Maker	0	1	-1	
Demi chef de partie	0	2	-2	
Digital Printer	0	11	-11	
Distillery Manager	0	1	-1	
Draftsman	0	1	-1	
Electrical Engineer	0	1	-1	
Electrician	115	42	73	
Electronic	15	0	15	
Engineering servicemen	0	8	-8	
Equipment Manager	0	1	-1	
Estate Manager	0	24	-24	

Table 5.22: Mismatch between Skilled Manpower Supply and Demand in the Province, 2010
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Occupation	2016		
	Supply	Demand	Gap
Factory Officer	0	24	-24
Fiber glass welder	0	1	-1
Field Supervisor	0	118	-118
Filterman	0	6	-6
Finance Manager	0	11	-11
Floriculturist	0	5	-5
Food and Beverage Manager	0	1	-1
Food processor	0	14	-14
Foreman	0	4	-4
Front Office Supervisor	0	1	-1
Gardner	0	1	-1
Garment Factory Helpers	0	51	-51
Garment Factory Machine Operators	0	289	-289
Garment Factory Managers	0	6	-6
Garment Factory Pattern Cutters	0	1	-1
Garment Factory Quality Controllers	0	4	-4
Garment Factory Supervisors	0	13	-13
General Manager	0	1	-1
Glass cutters	0	0	0
Gold jewelry creative designers	0	5	-5
Goldsmith	0	23	-23
Guest Relations Executive	0	1	-1
Hair dressers	0	18	-18
Handloom Machine Operator	0	1	-1
Health Service Assistance	0	4	-4
Health Service Nurse	0	16	-16
Housekeeper	100	2	98
Housekeeping Supervisor	0	1	-1
HR Manager	30	0	30
Hydraulic engineers	0	1	-1
Injector pump engineers	0	1	-1
Irrigation Assistant	0	1	-1
Laboratory Technician	0	3	-3
Land Development Superintendent	0	1	-1
Landscaping and Plant Nursery	20	0	20
Lathe machine operator	0	2	-2
Laundry Supervisor	0	0	0
Laundryman	0	4	-4

Occupation	2016		
-	Supply	Demand	Gap
Leaf-spring producers	0	2	-2
Machine Operator	0	27	-27
Machinist	15	9	6
Manager	0	97	-97
Mason	30	18	12
Motor Bike and Three Wheeler Mechanic	15	0	15
Motor Mechanic	95	135	-40
Mobile phone repairer	0	10	-10
Motor Vehicle Painter	0	1	-1
Night auditor	0	1	-1
Nursing Assistant	30	0	30
Operations Manager	0	0	0
Optician	0	1	-1
Ornamental Fish Producer	0	0	0
Packing Specialist	0	6	-6
Pastry Cook	0	1	-1
Pharmacist	0	17	-17
Plant nursery assistant	50	2	48
Photographer	0	11	-11
Photographic designers	0	0	0
Pool attendant	0	1	-1
Production Engineer	0	1	-1
Project Manager	0	2	-2
Project Supervisor	0	1	-1
Professional English	110	0	110
Quantitative Surveyor	0	2	-2
Restaurant Supervisor	0	3	-3
Room Boy	0	20	-20
Sales representatives	0	5	-5
Security Guard	0	5	-5
Sinhala Stenographer	40	0	40
Stenographer	30	0	30
Shoe maker	15	6	9
Spice Miller	0	2	-2
Sticker & Digital Printer	0	15	-15
Store Keeper	0	2	-2
Superintendent	0	4	-4
Surveyor	0	2	-2
Tailor	195	91	104

Occupation		2016		
	Supply	Demand	Gap	
Tractor Operator	0	1	-1	
Transport Manager	0	1	-1	
Vehicle Service Technician	0	15	-15	
Waiter	0	29	-29	
Welder	85	26	59	
TOTAL	2475	1730		

O server a the re	2017			
Occupation	Supply	Demand	Gap	
AC, TV Repairer	0	5	-5	
Accountant	0	16	-16	
Account Assistant	0	11	-11	
Advertiser/Graphic Designer	0	7	-7	
Agricultural Extension Officer	0	15	-15	
Aluminum Fabricator	15	23	-8	
Assistant Factory Officer	0	16	-16	
Baker	165	125	40	
Barman	0	2	-2	
Beautician	15	49	-34	
Bell Boy	0	2	-2	
CAA-ICT	850	14	836	
Carpenter	225	286	-61	
Cashier	0	10	-10	
Chef/Cook	30	40	-10	
Chemical Engineer	0	2	-2	
Clerk	0	53	-53	
Computer Hardware Technician	205	19	186	
Curd Maker	0	1	-1	
Demi chef de partie	0	4	-4	
Digital Printer	0	19	-19	
Distillery Manager	0	1	-1	
Draftsman	0	2	-2	
Electrical Engineer	0	1	-1	
Electrician	115	74	41	
Electronic	15		15	
Engineering servicemen	0	15	-15	

Table 5.23: Mismatch between Skilled Manpower Supply and Demand in the Province, 2017

	2017			
Occupation	Supply	Demand	Gap	
Equipment Manager	0	1	-1	
Estate Manager	0	41	-41	
Factory Officer	0	41	-41	
Fiber glass welder	0	1	-1	
Field Supervisor	0	207	-207	
Filterman	0	11	-11	
Finance Manager	0	19	-19	
Floriculturist	0	9	-9	
Food and Beverage Manager	0	1	-1	
Food processor	0	25	-25	
Foreman	0	7	-7	
Front Office Supervisor	0	2	-2	
Gardner	0	1	-1	
Garment Factory Helpers	0	88	-88	
Garment Factory Machine Operators	0	506	-506	
Garment Factory Managers	0	11	-11	
Garment Factory Pattern Cutters	0	2	-2	
Garment Factory Quality Controllers	0	7	-7	
Garment Factory Supervisors	0	22	-22	
General Manager	0	1	-1	
Glass cutters	0	1	-1	
Gold jewelry creative designers	0	10	-10	
Goldsmith	0	40	-40	
Guest Relations Executive	0	2	-2	
Hair dressers	0	31	-31	
Handloom Machine Operator	0	1	-1	
Health Service Assistance	0	6	-6	
Health Service Nurse	0	29	-29	
Housekeeper	100	4	96	
Housekeeping Supervisor	0	1	-1	
HR Manager	30	0	30	
Hydraulic engineers	0	1	-1	
Injector pump engineers	0	1	-1	
Irrigation Assistant	0	1	-1	
Laboratory Technician	0	6	-6	
Land Development Superintendent	0	1	-1	
Landscaping and Plant Nursery	30	0	30	
Lathe machine operator	0	4	-4	
Laundry Supervisor	0	1	-1	

	2017			
Occupation	Supply	Demand	Gap	
Laundryman	0	6	-6	
Leaf-spring producers	0	4	-4	
Machine Operator	0	48	-48	
Machinist	15	16	-1	
Manager	0	248	-248	
Mason	30	32	-2	
Motor Bike and Three Wheeler Mechanic	15	0	15	
Motor Mechanic	95	236	-141	
Mobile phone repairer	0	17	-17	
Motor Vehicle Painter	0	2	-2	
Night auditor	0	2	-2	
Nursing Assistant	30		30	
Operations Manager	0	1	-1	
Optician	0	1	-1	
Ornamental Fish Producer	0	1	-1	
Packing Specialist	0	11	-11	
Pastry Cook	0	1	-1	
Pharmacist	0	30	-30	
Plant nursery assistant	60	3	57	
Photographer	0	19	-19	
Photographic designers	0	1	-1	
Pool attendant	0	1	-1	
Production Engineer	0	2	-2	
Project Manager	0	3	-3	
Project Supervisor	0	2	-2	
Professional English	110	0	110	
Quantitative Surveyor	0	4	-4	
Restaurant Supervisor	0	5	-5	
Room Boy	0	34	-34	
Sales representatives	0	8	-8	
Security Guard	0	8	-8	
Sinhala Stenographer	40	0	40	
Stenographer	30	0	30	
Shoe maker	15	10	5	
Spice Miller	0	4	-4	
Sticker & Digital Printer	0	26	-26	
Store Keeper	0	4	-4	
Superintendent	0	6	-6	
Surveyor	0	3	-3	
Tailor	195	158	37	

Occupation	2017			
	Supply	Demand	Gap	
Tractor Operator	0	2	-2	
Transport Manager	0	2	-2	
Vehicle Service Technician	0	25	-25	
Waiter	0	51	-51	
Welder	85	46	39	
TOTAL	2515	3187		

Occupation	2018			
Occupation	Supply	Demand	Gap	
AC, TV Repairer	0	9	-9	
Accountant	0	29	-29	
Account Assistant	0	19	-19	
Advertiser/Graphic Designer	0	13	-13	
Agricultural Extension Officer	0	6	-6	
Aluminum Fabricator	15	41	-26	
Assistant Factory Officer	0	29	-29	
Baker	185	221	-36	
Barman	0	4	-4	
Beautician	15	86	-71	
Bell Boy	0	3	-3	
CAA-ICT	850	25	825	
Carpenter	225	822	-597	
Cashier	0	18	-18	
Chef/Cook	30	71	-41	
Chemical Engineer	0	4	-4	
Clerk	0	95	-95	
Computer Hardware Technician	205	34	171	
Curd Maker	0	2	-2	
Demi chef de partie	0	7	-7	
Digital Printer	0	33	-33	
Distillery Manager	0	2	-2	
Draftsman	0	3	-3	
Electrical Engineer	0	2	-2	
Electrician	115	130	-15	
Electronic	15	0	15	
Engineering servicemen	0	26	-26	

Table 5.24: Mismatch between Skilled Manpower Supply and Demand in the Province, 2018

Accupation	2018				
Occupation	Supply	Demand	Gap		
Equipment Manager	0	2	-2		
Estate Manager	0	73	-73		
Factory Officer	0	73	-73		
Fiber glass welder	0	2	-2		
Field Supervisor	0	366	-366		
Filterman	0	19	-19		
Finance Manager	0	34	-34		
Floriculturist	0	16	-16		
Food and Beverage Manager	0	2	-2		
Food processor	0	44	-44		
Foreman	0	13	-13		
Front Office Supervisor	0	3	-3		
Gardner	0	2	-2		
Garment Factory Helpers	0	157	-157		
Garment Factory Machine Operators	0	896	-896		
Garment Factory Managers	0	20	-20		
Garment Factory Pattern Cutters	0	4	-4		
Garment Factory Quality Controllers	0	13	-13		
Garment Factory Supervisors	0	39	-39		
General Manager	0	2	-2		
Glass cutters	0	1	-1		
Gold jewelry creative designers	0	17	-17		
Goldsmith	0	71	-71		
Guest Relations Executive	0	4	-4		
Hair dressers	0	54	-54		
Handloom Machine Operator	0	2	-2		
Health Service Assistance	0	11	-11		
Health Service Nurse	0	51	-51		
Housekeeper	100	7	93		
Housekeeping Supervisor	0	2	-2		
HR Manager	30	0	30		
Hydraulic engineers	0	2	-2		
Injector pump engineers	0	2	-2		
Irrigation Assistant	0	2	-2		
Laboratory Technician	0	10	-10		
Land Development Superintendent	0	2	-2		
Landscaping and Plant Nursery	35	0	35		
Lathe machine operator	0	8	-8		
Accupation	2018				
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Occupation	Supply	Demand	Gap		
Laundry Supervisor	0	1	-1		
Laundryman	0	11	-11		
Leaf-spring producers	0	8	-8		
Machine Operator	0	84	-84		
Machinist	15	89	-74		
Manager	0	225	-225		
Mason	30	56	-26		
Motor Bike and Three Wheeler Mechanic	15	0	15		
Motor Mechanic	95	417	-322		
Mobile phone repairer	0	30	-30		
Motor Vehicle Painter	0	3	-3		
Night auditor	0	4	-4		
Nursing Assistant	30	0	30		
Operations Manager	0	1	-1		
Optician	0	2	-2		
Ornamental Fish Producer	0	1	-1		
Packing Specialist	0	19	-19		
Pastry Cook	0	2	-2		
Pharmacist	0	-53			
Plant nursery assistant	70	66			
Photographer	0	34	-34		
Photographic designers	0	1	-1		
Pool attendant	0	2	-2		
Production Engineer	0	4	-4		
Project Manager	0	6	-6		
Project Supervisor	0	4	-4		
Professional English	110		110		
Quantitative Surveyor	0	7	-7		
Restaurant Supervisor	0	8	-8		
Room Boy	0	61	-61		
Sales representatives	0	14	-14		
Security Guard	0	14	-14		
Sinhala Stenographer	40	0	40		
Stenographer	30	0	30		
Shoe maker	15	18	-3		
Spice Miller	0	8	-8		
Sticker & Digital Printer	0	46	-46		
Store Keeper	0	8	-8		
Superintendent	0	11	-11		

Accupation	2018				
Occupation	Supply	Demand	Gap		
Surveyor	0	6	-6		
Tailor	195	281	-86		
Tractor Operator	0	4	-4		
Transport Manager	0	4	-4		
Vehicle Service Technician	0	45	-45		
Waiter	0	91	-91		
Welder	85	82	3		
TOTAL	2550	5813			

Source: Computed from the data of employer feedback survey, predicted industry demand, and training institutes survey

Table 5.25: Mismatch between Skilled Manpower Supply and Demand in the Province, 2014-2018

	2014-2018					
Occupation	Supply by Training Institutes	Demand by Industry	Gap			
AC, TV Repairer	0	19	-19			
Accountant	0	59	-59			
Account Assistant	0	40	-40			
Advertiser/Graphic Designer	0	26	-26			
Agricultural Extension Officer	0	53	-53			
Aluminum Fabricator	15	85	-70			
Assistant Factory Officer (Tea and Garments)	0	59	-59			
Baker	830	456	374			
Barman	0	7	-7			
Beautician	90	178	-88			
Bell Boy	0	6	-6			
CAA-ICT	5090	51	5039			
Carpenter	1243	1267	-24			
Cashier	0	38	-38			
Chef/Cook	180	147	33			
Chemical Engineer	0	7	-7			
Clerk	0	196	-196			
Computer Hardware Technician	1230	70	1160			
Curd Maker	0	4	-4			
Demi chef de partie	0	15	-15			
Digital Printer	0	69	-69			
Distillery Manager	0	4	-4			
Draftsman	0	6	-6			

	2014-2018					
Occupation	Supply by Training Institutes	Demand by Industry	Gap			
Electrical Engineer	0	4	-4			
Electrician	690	269	421			
Electronic Technician	90	0	90			
Engineering servicemen	0	53	-53			
Equipment Manager	0	4	-4			
Estate Manager	0	151	-151			
Factory Officer (Tea, Garments)	0	15	-15			
Fiber glass welder	0	4	-4			
Field Supervisor	0	756	-756			
Filterman	0	40	-40			
Finance Manager	0	70	-70			
Floriculturist	0	32	-32			
Food and Beverage Manager	0	4	-4			
Food processor	0	91	-91			
Foreman	0	26	-26			
Front Office Supervisor	0	6	-6			
Gardner	0	4	-4			
Garment Factory Helpers	0	323	-323			
Garment Factory Machine Operators	0	1850	-1850			
Garment Factory Managers	0	41	-41			
Garment Factory Pattern Cutters	0	7	-7			
Garment Factory Quality Controllers	0	26	-26			
Garment Factory Supervisors	0	81	-81			
General Manager	0	4	-4			
Glass cutters	0	2	-2			
Gold jewelry creative designers	0	35	-35			
Goldsmith	0	147	-147			
Guest Relations Executive	0	7	-7			
Hair dressers	0	111	-111			
Handloom Machine Operator	0	4	-4			
Health Service Assistance	0	23	-23			
Health Service Nurse	0	105	-105			
Housekeeper	100	15	85			
Housekeeping Supervisor	0	4	-4			
HR Manager	150	0	150			
Hydraulic engineers	0	4	-4			
Injector pump engineers	0	4	-4			
Irrigation Assistant	0	4	-4			

	2014-2018				
Occupation	Supply by Training Institutes	Demand by Industry	Gap		
Laboratory Technician	0	21	-21		
Land Development Superintendent	0	4	-4		
Landscaping and Plant Nursery Assistant	110	0	110		
Lathe machine operator	0	16	-16		
Laundry Supervisor	0	2	-2		
Laundryman	0	23	-23		
Leaf-spring producers	0	16	-16		
Machine Operator	0	174	-174		
Machinist	75	119	-44		
Manager	0	610	-610		
Mason	150	134	16		
Motor Bike and Three Wheeler Mechanic	75	0	75		
Motor Mechanic	475	862	-387		
Mobile phone repairer	0	63	-63		
Motor Vehicle Painter	0	6	-6		
Night auditor (Hotels)	0	7	-7		
Nursing Assistant	140	0	140		
Operations Manager	0	2	-2		
Optician	0	4	-4		
Ornamental Fish Producer	0	2	-2		
Packing Specialist	0	40	-40		
Pastry Cook	0	4	-4		
Pharmacist	0	109	-109		
Plant nursery assistant	265	8	257		
Photographer	0	70	-70		
Photographic designers	0	2	-2		
Pool attendant (Hotel)	0	4	-4		
Production Engineer	0	7	-7		
Project Manager	0	12	-12		
Project Supervisor	0	7	-7		
Professional English Teacher	110	0	110		
Quantitative Surveyor	0	15	-15		
Restaurant Supervisor	0	18	-18		
Room Boy (hotel)	0	126	-126		
Sales representatives	0	29	-29		
Security Guard	0	29	-29		
Sinhala Stenographer	200	0	200		
English Stenographer	150	0	150		

	2014-2018				
Occupation	Supply by Training Institutes	Demand by Industry	Gap		
Shoe maker	75	38	37		
Spice Miller	0	16	-16		
Sticker & Digital Printer	0	95	-95		
Store Keeper	0	16	-16		
Superintendent	0	23	-23		
Surveyor	0	12	-12		
Tailor	1015	580	435		
Tractor Operator	0	7	-7		
Transport Manager	0	7	-7		
Vehicle Service Technician	0	93	-93		
Waiter	0	187	-187		
Welder	340	169	171		
TOTAL	12888	11658			

Source: Computed from the data of employer feedback survey, predicted industry demand, and training institutes survey

### 5.9. Summary

It appears that there is a significant mismatch between demand and supply of skilled manpower in the province during the next five years. According to the predicted demand supply of skilled manpower for the next five years, while there will an excess supply of manpower in some skill categories, there will be a significant shortage in other skills categories. It is also evident that some trainees expect foreign employment so that skills standardization should also be matched with international skills certification norms. The TVET plan will be based on the findings discussed in chapters 3, 4 and 5.

## **Chapter 6**

## **Vocational Education and Training Plan**

### 6.1. Background

The study used a Strategic Planning approach to preparing the VET plan for the Uva province. Therefore, we developed goals, objectives, strategies and actions considering various areas where further improvements are required. The basic focus was on bridging the mismatch between training supply and skilled manpower demand of the industry sectors in the province.

### 6.2. Recommendations based on qualitative assessments of feedback

*6.2.1. Provide transferable/generic skills:* such as management, accounting, communication skills, interpersonal skills, time and stress management skills, teamwork skills, and leadership skills must be embedded in to all training programmes [This is justified in the analysis in Section 3, 4 and 5]

6.2.2. *Teaching of main foreign languages to all trainees:* Since a larger percentage of trainees hope to engage in jobs in foreign countries, foreign language skills will help them to find jobs abroad [This is justified in the analysis in Section 3, 4 and 5]

6.2.3. Implement internship programmes in collaboration with public and private institutes, especially in cooperation with SME sector: The possibility of using small and medium size enterprises for internship training would generate mutual; benefits to the trainee as well as the industry sector [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.2.4. Promote values and attitudes required by the world of work: It has been observed that the values and attitudes of the persons entering the labour market are not receptive to industry sectors. Attempts should be made in the design, delivery and assessment schemes for inculcating values among trainees [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.2.5. Develop a collaborative mechanism with other higher education institutes to enhance teaching and assessment resources: The TVET institutes may undertake collaborative activities with the other private and public higher education institutes [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.2.6. Assist the industry sectors to engage in Research and Development activities: The existing R&D institutes in the province should engage with industry sectors for value creation activities [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.2.7. *Introduce ICT components to all training courses:* Most occupations currently require employees to work in ICT-savvy work environments [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17. and 5.18].

6.2.8. Introduce standardization and licensing of various skilled occupational categories: The lack of standardization of skilled worker categories has hindered the public/customers to choose from among various service providers [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.2.9. A formal consultative body may be established at the provincial level: to commonly understand and address the training needs and to avoid duplication of various training programmes, sharing of knowledge about economic trends, sharing of resources, obtaining frequent industry feedback on trends and patterns on skills requirements [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

### 6.3. Specific Recommendations Based on Observations of the Study

6.3.1. Revise curricula to meet the skills needs in international labour markets: While focusing on provincial needs of skills and semi-skilled labour, there is a growing demand by the prospective trainees to undergo training and obtain NVQ qualifications for them to be able to seek jobs in the foreign countries. This demand has to be met by redesigning the curricula and

delivery of courses. [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18]

6.3.2. Adopt new methods of programme promotion strategy with the assistance of new media *methods:* Most students felt that the practical components should be further enhanced [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.3. Create an income generating scheme by using available resources: Training resources may be made available on fee levying basis to other training providers and higher education institutes. Outsourcing of resources may be possible [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18]

*6.3.4. Introduce NVQ 5-6 courses in the province:* There is a demand for NVQ 4-6 courses in the province for most of the occupational categories which tend to have foreign market. These are expected to be established in Badulla and Moneragala cities [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.5. Strengthen the financial position of the trainees through innovative bursaries, scholarships and loan schemes: The trainees have cited various financial difficulties to undergo training. Bursary and scholarship schemes may be established in collaboration with various public and private partnerships. A low interest loan scheme would also be beneficial [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.6. Improve the residential facilities in the training institutes with access to ICT resources: A majority of trainees have responded that their training efforts are hindered by the lack of residential facilities [This is justified in the analysis in Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.7. Training programmes to be redesigned to meet the needs of the agricultural sector: In order to promote the sector in the province, highly qualified workers should be placed in the identified agro based industries. Therefore, some courses with NVQ certificates have to be commenced without any delay [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

*6.3.8. Introduce basic training programmes for hotel industry:* hotel keeping – Food and beverage service, Front office, Housekeeping and food preparation, to produce skilled employees for the industry since, finding good people from the area is extremely difficult [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

*6.3.9. Increase the flexibility in scheduling training programmes:* since many a training seekers need to attend evening or part time programmes [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

*6.3.10. Introduce tailor-made training programmes for existing employees:* since most employers comment that further training is required for their employees [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

*6.3.11. Implement an awareness drive on NVQ qualifications:* as the awareness by employers, prospective trainees and families appear to have no basic understanding on the available opportunities. Informal sources of knowing about the programmes still dominate [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.12. New programmes for career guidance and counseling should be implemented at the grass root level: Currently, trainees do not obtain a formal training career guidance and counseling. All trainees should be subjected to this training [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.13. Formalize the services of the Skills Development Officers (SDOs) currently stationed in the Divisional Secretariats: They are not properly used to promote TVEC courses. It might be feasible to bring these officers directly under TVEC and formally obtain their services for promoting career guidance and counseling. Their service can be utilized to promote TVEC programmes among school leavers as well as GCE (O/L) and GCE (A/L) students. The SDOs should also be given formal training on career guidance and counseling [This is justified in the

analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.14. Implement quality enhancement training programmes for trainers/assessors: Trainers/assessors should get their skills upgraded while having a good understanding on the current trends and patterns of industrial/economic transformations, and the nature and quality of the skills required by the industry [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

*6.3.15. Establish TVET Alumni networks to create a mutually beneficial environment:* This will be helpful to obtain feedback on the quality and relevance of courses [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

*6.3.16. Revise the fee structure:* the current fee structure is not feasible according the feedback given by the employers [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.17. Implement awareness programmes using SDOs for parents as parents appear to make a significant influence on the choice of trainees: According to the trainees, the attitudes of parents towards TVET courses are not favourable as they appear to prefer while-color/blue color jobs [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.18. Implement awareness programmes at school level: for those who are following GCE (O/L) and GCE (A/L), by using SDOs [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

*6.3.19. Increase the number of modern courses offerings*: to attract more trainees as most students appear to prefer modern and trendy courses rather than traditional skilled worker categories [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.3.20. Use leading/successful entrepreneurs/business practitioners to provide industry exposure to trainees through workshops and seminars [This is justified in the analysis in Section 4 and Section 5. See Tables 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 and 5.18].

6.21. Amendments to existing Act or a new Act will be required to bring all private and NGO TVET providers under the quality assurance and accreditation framework of the TVEC. License should be given to institutes and trainers after continuous and thorough assessments. The current voluntary system seems not working

# 6.4. Occupational Needs of New Entrants to the Labour Market in the Province

Technical and vocation training in the province need to be planned and implemented to facilitate the future employment needs of the number of persons entering the labour market. When the number of jobs available in the province is not sufficient to meet the demand for jobs, the training institutes might target other high growth provinces as well as possible foreign job opportunities (See Tables 6.1, 6.2, 6.3).

District/Province	2013	2014	2015	2016	2017	2018
Badulla	5681	5755	5830	5905	5982	6060
Monaragala	3861	3935	4010	4086	4164	4243
Uva	9542	9666	9792	9919	10048	10179

Table 6.1: Forecast of the New Entrants to the Labour Market after GCE (O/L)

Source: Estimated from the data given by Uva Provincial Department of Education

Table 6.2: Forecast of the New Entrants to the Labour Market after GCE (A/L)

District/Province	2013	2014	2015	2016	2017	2018
Badulla	2,567	2593	2619	2645	2671	2698
Monaragala	1,141	1152	1164	1176	1187	1199
Uva	3,708	3745	3783	3820	3859	3897

Source: Estimated from the data given by Uva Provincial Department of Education

Year	Year Predicted Supply of Skills Training by Institutes		Training Supply Gap		
2014	2395	13411	-11016		
2015	2472	13575	-11103		
2016	2475	13739	-11264		
2017	2515	13907	-11392		
2018	2550	14076	-11526		

Table 6.3: Mismatch between Labour Supply and Skills Training Supply

### 6.5. Provide Skills Training to Livelihood Occupants

Planning and implementation of formal training programmes to persons engaged in livelihood occupations should be undertaken in consistent with training needs identified in Table 6.3.

	Occupational Category Sub- Sector	Training Needs
1.	Micro-scale	Sustainable farming methods/practices; Production of organic fertilizer;
	agriculture	Post-harvest technology for small farmers
		Budgeting; Book/Account keeping; Waste minimization/management;
		Marketing strategies; Diseases/parasites prevention and controls;
		Environmental awareness; Risk management
2.	Inland Fishing	Fishing technology; Storage of fish; Cleaning and processing of fish;
		Equipment maintenance; Health and physical education; Risk
		Management
3.	Livestock and	Housing systems; Feeds and feeding strategies; diseases/parasites
	Poultry	prevention and control; Daily and special routine operations; Marketing
		strategies; Types of records and recording strategies; Business process
		development; Entrepreneurship; Risk management
4.	Trading and	Beverage making technology; Book keeping; Business planning and
	Micro-scale	finance; Communication skills; Effective customer services; Effective
	Industries	selling skills; Entrepreneurship; Marketing strategies; Material safety;
		Merchandizing; Packaging and labeling; Personal health; Proposal
		writing; Risk management
5.	Gardening	Horticulture technology; Conservation & Land Management
		Irrigation; Arboriculture technology; Floriculture technology,
		Landscaping; Nursery maintenance; Maintenance of parks/gardens and
		turfs; Risk management; Health and physical education
6.	Services	Business planning and finance; Communication skills
		Safety and health; Risk management

Table 6.4: Training Needs for Different Livelihood Occupational Categories

Source: Compiled from the Case Studies

- i. Training duration has been preferred to be from one day to about 8 weeks. These training programmes have to be designed to impart skills rather than knowledge about the matters. The persons engaged in livelihood occupations view the existing programmes to be highly knowledge oriented. Therefore, the programme delivery should be practical oriented rather than teaching oriented.
- ii. Possible collaborations between TVEC institutes and various state institutes must be explored in providing these training programmes as there may a serious duplication of training provision at present.

### 6.6: Establishing New Training Centers

There are no training centers are located as indicated in tables 6.5 and 6.6. No TVET centers are available in Meegahakiula, Kandeketiya, Lunugala, Uva Paranagama, Ella, and Haputale DS divisions in Badulla district. In Monaragala dostrict, no TVET centers are available in Badalkumbura, Buttala, Katharagama, and Sevanagala DS divisions.

Table 6.5: Spatial Distribution of Government and Non-Government Training Centers in Badulla District

		Number of Training Centers								% of Total
No.	DS Division					Nor	1-State Pr	oviders	Total	
		DTET	NAITA	VTA	NYSC	SATI	SOSV	Religious Institute		
1	Mahiyanganaya			2					2	11.8
2	Ridimaliyadda				1				1	5.9
3	Meegahakiula								0	0.0
4	Kandaketiya								0	0.0
5	Soranatota			1					1	5.9
6	Passara			1				1	2	11.8
7	Lunugala								0	0.0
8	Badulla	1	1	1		1		1	5	29.4
9	Hali-Ela			1					1	5.9
10	Uva-Paranagama								0	0.0
11	Welimada			1			1		2	11.8
12	Bandarawela	1		1					2	11.8
13	Ella								0	0.0
14	Haputale								0	0.0
15	Haldummulla			1					1	5.9
Total									17	100

		Number of Training Centers								
No.	DS Division			VTA	NYSC	Non-State P		roviders		% of Total
		DTET	NAITA			SATI	SOSV	Religious Institutes	Total	I OLAI
1	Bibile			1				1	2	13.3
2	Madulla		1	1					2	13.3
3	Medagama	1							1	6.7
4	Siyambalanduwa			1					1	6.7
5	Moneragala	1		2	1	1	1		6	40.0
6	Badalkumbura								0	0.0
7	Wellawaya			2					2	13.3
8	Buttala								0	0.0
9	Katharagama								0	0.0
10	Thanamalvila			1					1	6.7
11	Sevanagala								0	0.0
			Т	otal					15	100

Table 6.6: Spatial Distribution of Government and Non-Government Training Centers inMoneragala District

## 6.7. Skilled Labour Training Supply Plan

	Occuration		Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
1	AC, TV Repairer	6	1	1	1	2	3	7		
2	Accountant	19	1	1	2	5	10	19		
3	Account Assistant	12	1	1	1	4	7	14		
4	Advertiser/Graphic Designer	8	1	1	1	2	4	8		
5	Agricultural Extension Officer	17	1	1	1	5	9	17		
6	Aluminum Fabricator	26	2	2	2	8	14	29		
7	Assistant Factory Officer (Tea/Garment)	187	3	15	16	57	99	190		
8	Baker	145	11	11	12	43	75	152		
9	Barman, Hotel	2	0	0	0	1	1	2		
10	Beautician	55	4	4	5	17	29	59		
11	Bell Boy, Hotel	2	0	0	0	1	1	2		
12	CAA-ICT	64	1	1	1	5	8	17		
13	Carpenter	64	13	13	16	67	172	280		
14	Cashier	11	1	1	1	4	6	13		
15	Chef/Cook	46	4	4	4	14	24	49		
16	Chemical Engineer	2	0	0	0	1	1	2		
17	Clerk	61	5	5	5	19	32	65		
18	Computer Hardware Technician	22	2	2	2	7	11	23		
19	Curd Maker	1	0	0	0	1	1	1		
20	Demi chef de partie, Hotel	4	1	1	1	1	2	5		
21	Digital Publishers/Printer	21	2	2	2	7	11	23		
22	Distillery Manager	1	0	0	0	1	1	1		
23	Draftsman	2	0	0	0	1	1	2		
24	Electrical Engineer	1	0	0	0	1	1	1		
25	Electrician	83	7	7	7	25	44	90		
26	Electronic Technician	14	0	0	0	0	0	0		
27	Engineering servicemen	17	1	1	1	5	9	17		
28	Equipment Manager	1	0	0	0	1	1	1		
29	Estate Manager	27	4	4	4	14	25	50		
30	Factory Officer, Tea	47	4	4	4	14	25	50		
31	Fiber glass welder	1	0	0	0	1	1	1		

Table 6.7: Planned Skill Labour Supply in Badulla District

	Occupation		Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
32	Field Supervisor, Tea/Sugar Cane/Rubber	234	19	19	20	71	124	253		
33	Filterman	12	1	1	1	4	7	14		
34	Finance Manager	22	2	2	2	7	11	23		
35	Floriculturist	6	1	1	1	3	5	10		
36	Food and Beverage Manager	1	0	0	0	1	1	1		
37	Food processor	28	2	2	2	8	15	31		
38	Foreman, Sugar	8	1	1	1	2	4	8		
39	Front Office Supervisor, Hotel	2	0	0	0	1	1	2		
40	Gardner	1	0	0	0	1	1	1		
41	Garment Factory Helpers	100	8	8	8	31	53	107		
42	Garment Factory Machine Operators	573	46	46	50	173	304	618		
43	Garment Factory Managers	13	1	1	1	4	7	14		
44	Garment Factory Pattern Cutters	2	0	0	0	1	1	2		
45	Garment Factory Quality Controllers	8	1	1	1	2	4	8		
46	Garment Factory Supervisors	25	2	2	2	8	13	27		
47	General Manager	1	0	0	0	1	1	1		
48	Glass cutters	1	0	0	0	0	1	1		
49	Gold jewelry creative designers	11	1	1	1	3	6	11		
50	Goldsmith	46	4	4	4	14	24	49		
51	Guest Relations Executive, Hotels	2	0	0	0	1	1	2		
52	Hair dressers	34	2	2	2	11	19	37		
53	Handloom Machine Operator	1	0	0	0	1	1	1		
54	Health Service Assistance	7	1	1	1	2	4	8		
55	Health Service Nurse	32	2	2	3	10	17	35		
56	Housekeeper (Housemaid)	4	1	1	1	1	2	5		
57	Housekeeping Supervisor	1	0	0	0	1	1	1		
58	HR Manager	5	0	0	0	0	0	0		
59	Hydraulic engineers	1	0	0	0	1	1	1		
60	Injector pump engineers	1	0	0	0	1	1	1		
61	Irrigation Assistant	1	0	0	0	1	1	1		
62	Laboratory Technician	7	1	1	1	2	4	7		
63	Land Development Superintendent	1	0	0	0	1	1	1		
64	Landscaping and Plant Nursery	18	0	0	0	0	0	0		

	Occupation		Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
65	Lathe machine operator	5	1	1	1	1	2	5		
66	Laundry Supervisor	1	0	0	0	0	1	1		
67	Laundryman	7	1	1	1	2	4	8		
68	Leaf-spring producers	5	1	1	1	1	2	5		
69	Machine Operator, Sugar	54	4	4	5	16	29	58		
70	Machinist	18	1	1	2	5	10	19		
71	Manager	56	4	4	20	58	149	235		
72	Mason	36	7	7	10	11	19	54		
73	Motor Bike and Three Wheeler Mechanic	38	0	0	0	0	0	0		
74	Motor Mechanic	267	22	22	23	81	142	289		
75	Mobile phone repairer	19	2	2	2	6	10	22		
76	Motor Vehicle Painter	2	0	0	0	1	1	2		
77	Night auditor	2	0	0	0	1	1	2		
78	Nursing Assistant	7	0	0	0	0	0	0		
79	Operations Manager	1	0	0	0	0	1	1		
80	Optician	1	0	0	0	1	1	1		
81	Ornamental Fish Producer	1	0	0	0	0	1	1		
82	Packing Specialist, Tea/Garment	12	1	1	1	4	7	14		
83	Pastry Cook	1	0	0	0	1	1	1		
84	Pharmacist	34	2	2	3	10	18	36		
85	Plant nursery assistant	22	0	2	2	7	11	22		
86	Photographer	1	2	0	0	0	1	2		
87	Photographic designers	1	0	0	0	1	1	1		
88	Pool attendant, Hotel	2	0	0	0	1	1	2		
89	Production Engineer	4	0	0	1	1	2	4		
90	Project Manager	2	0	0	0	1	1	2		
91	Project Supervisor	4	0	1	1	1	2	5		
92	Professional English	5	0	1	1	2	3	6		
93	Quantitative Surveyor	39	1	3	4	12	20	40		
94	Restaurant Supervisor, Hotels	9	1	1	1	3	5	10		
95	Room Boy, Hotels	9	0	1	1	3	5	9		
96	Sales representatives	8	1	0	0	0	0	1		
97	Security Guard	128	1	0	0	0	0	1		
98	Stenographer (Sinhala)	11	0	1	1	4	6	12		
99	Stenographer (English)	5	0	1	1	1	2	5		

			Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
100	Shoe maker	29	1	2	2	9	16	31		
101	Spice Miller	5	1	1	1	1	2	5		
102	Sticker & Digital Printer	7	2	1	1	2	4	10		
103	Store Keeper	4	1	0	1	1	2	4		
104	Superintendent	179	1	14	16	55	95	180		
105	Surveyor	2	0	0	0	1	1	2		
106	Tailor	2	14	0	0	1	1	16		
107	Tractor Operator	29	0	2	2	9	15	29		
108	Transport Manager	58	0	5	5	17	31	58		
109	Vehicle Service Technician	52	2	4	5	16	28	55		
110	Waiter	6	5	1	1	2	3	11		
111	Welder	19	4	1	2	5	10	22		
	Total	3387	242	259	302	1044	1923	3771		

Note: The predicted numbers correspond to the total demand from industries for skilled and semi-skilled labour.

				Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18			
1	AC, TV Repairer	4	0	0	0	1	2	4			
2	Accountant	12	1	1	1	4	6	13			
3	Account Assistant	8	1	1	1	2	4	9			
4	Advertiser/Graphic Designer	6	0	0	0	2	3	6			
5	Agricultural Extension Officer	11	1	1	1	3	6	12			
6	Aluminum Fabricator	18	2	2	2	5	9	19			
7	Assistant Factory Officer (Tea/Garment)	125	2	10	11	38	66	127			
8	Baker	94	8	8	8	28	50	102			
9	Barman, Hotel	2	0	0	0	0	1	1			
10	Beautician	37	3	3	3	11	20	40			
11	Bell Boy, Hotel	1	0	0	0	0	1	1			
12	CAA-ICT	11	1	1	1	3	6	11			
13	Carpenter	43	8	8	10	45	114	186			
14	Cashier	8	1	1	1	2	4	9			

	Occuration		Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
15	Chef/Cook	30	2	2	3	9	16	33		
16	Chemical Engineer	2	0	0	0	0	1	1		
17	Clerk	40	3	3	4	12	21	44		
18	Computer Hardware Technician	14	1	1	1	4	8	16		
19	Curd Maker	1	0	0	0	0	0	1		
20	Demi chef de partie, Hotel	3	0	0	0	1	2	4		
21	Digital Publishers/Printer	14	1	1	1	4	8	16		
22	Distillery Manager	1	0	0	0	0	0	1		
23	Draftsman	1	0	0	0	0	1	1		
24	Electrical Engineer	1	0	0	0	0	0	1		
25	Electrician	56	4	4	5	17	30	60		
26	Electronic Technician	10	0	0	0	0	0	0		
27	Engineering servicemen	11	1	1	1	3	6	12		
28	Equipment Manager	1	0	0	0	0	0	1		
29	Estate Manager	31	2	2	3	10	16	34		
30	Factory Officer, Tea	31	2	2	3	10	16	34		
31	Fiber glass welder	1	0	0	0	0	0	1		
32	Field Supervisor, Tea/Sugar Cane/Rubber	156	12	12	14	47	83	168		
33	Filterman	8	1	1	1	2	4	9		
34	Finance Manager	14	1	1	1	4	8	16		
35	Floriculturist	4	0	0	0	2	4	7		
36	Food and Beverage Manager	1	0	0	0	0	0	1		
37	Food processor	19	2	2	2	6	10	20		
38	Foreman, Sugar	6	0	0	0	2	3	6		
39	Front Office Supervisor, Hotel	1	0	0	0	0	1	1		
40	Gardner	1	0	0	0	0	0	1		
41	Garment Factory Helpers	67	5	5	6	20	35	72		
42	Garment Factory Machine Operators	382	30	30	33	116	202	412		
43	Garment Factory Managers	8	1	1	1	2	4	9		
44	Garment Factory Pattern Cutters	2	0	0	0	0	1	1		
45	Garment Factory Quality Controllers	6	0	0	0	2	3	6		
46	Garment Factory Supervisors	17	1	1	2	5	9	18		
47	General Manager	1	0	0	0	0	0	1		

	Our and the second		Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
48	Glass cutters		0	0	0	0	0	0		
49	Gold jewelry creative designers	7	0	0	1	2	4	8		
50	Goldsmith	30	2	2	3	9	16	33		
51	Guest Relations Executive, Hotels	2	0	0	0	0	1	1		
52	Hair dressers	23	2	2	2	7	12	24		
53	Handloom Machine Operator	1	0	0	0	0	0	1		
54	Health Service Assistance	5	0	0	0	2	2	5		
55	Health Service Nurse	22	2	2	2	6	12	23		
56	Housekeeper (Housemaid)	3	0	0	0	1	2	4		
57	Housekeeping Supervisor	1	0	0	0	0	0	1		
58	HR Manager	4	0	0	0	0	0	0		
59	Hydraulic engineers	1	0	0	0	0	0	1		
60	Injector pump engineers	1	0	0	0	0	0	1		
61	Irrigation Assistant	1	0	0	0	0	0	1		
62	Laboratory Technician	4	0	0	0	1	2	5		
63	Land Development Superintendent	1	0	0	0	0	0	1		
64	Landscaping and Plant Nursery	12	0	0	0	0	0	0		
65	Lathe machine operator	3	0	0	0	1	2	4		
66	Laundry Supervisor		0	0	0	0	0	0		
67	Laundryman	5	0	0	0	2	2	5		
68	Leaf-spring producers	3	0	0	0	1	2	4		
69	Machine Operator, Sugar	36	3	3	3	11	19	39		
70	Machinist	12	1	1	1	4	6	13		
71	Manager	37	3	3	13	39	99	157		
72	Mason	24	5	5	6	7	13	36		
73	Motor Bike and Three Wheeler Mechanic	25	0	0	0	0	0	0		
74	Motor Mechanic	178	14	14	15	54	94	192		
75	Mobile phone repairer	13	1	1	1	4	7	14		
76	Motor Vehicle Painter	1	0	0	0	0	1	1		
77	Night auditor	2	0	0	0	0	1	1		
78	Nursing Assistant	5	0	0	0	0	0	0		
79	Operations Manager		0	0	0	0	0	0		
80	Optician	1	0	0	0	0	0	1		
81	Ornamental Fish Producer		0	0	0	0	0	0		

			Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
82	Packing Specialist, Tea/Garment	8	1	1	1	2	4	9		
83	Pastry Cook	1	0	0	0	0	0	1		
84	Pharmacist	22	2	2	2	7	12	24		
85	Plant nursery assistant	14	0	1	1	4	8	14		
86	Photographer		1	0	0	0	0	2		
87	Photographic designers	1	0	0	0	0	0	1		
88	Pool attendant, Hotel	2	0	0	0	0	1	1		
89	Production Engineer	2	0	0	0	1	1	2		
90	Project Manager	2	0	0	0	0	1	1		
91	Project Supervisor	3	0	0	0	1	2	3		
92	Professional English	4	0	0	0	1	2	4		
93	Quantitative Surveyor	26	0	2	2	8	14	26		
94	Restaurant Supervisor, Hotels	6	0	0	0	2	3	6		
95	Room Boy, Hotels	6	0	0	0	2	3	6		
96	Sales representatives	6	0	0	0	0	0	0		
97	Security Guard	85	0	0	0	0	0	0		
98	Stenographer (Sinhala)	8	0	1	1	2	4	8		
99	Stenographer (English)	3	0	0	0	1	2	3		
100	Shoe maker	20	1	2	2	6	10	20		
101	Spice Miller	3	0	0	0	1	2	4		
102	Sticker & Digital Printer	5	2	0	0	2	2	6		
103	Store Keeper	3	0	0	0	1	1	3		
104	Superintendent	120	0	10	10	36	63	120		
105	Surveyor	2	0	0	0	0	1	1		
106	Tailor	2	10	0	0	0	1	11		
107	Tractor Operator	19	0	2	2	6	10	19		
108	Transport Manager	39	0	3	3	12	20	38		
109	Vehicle Service Technician	35	2	3	3	10	18	36		
110	Waiter	4	3	0	0	1	2	7		
111	Welder	12	3	1	1	4	6	15		
	TOTAL	2247	162	173	202	696	1282	2514		

Note: The predicted numbers correspond to the total demand from industries for skilled and semi-skilled labour.

	O		Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
1	AC, TV Repairer	10	1	1	1	3	5	11		
2	Accountant	31	2	2	3	9	16	32		
3	Account Assistant	20	2	2	2	6	11	23		
4	Advertiser/Graphic Designer	14	1	1	1	4	7	14		
5	Agricultural Extension Officer	28	2	2	2	8	15	29		
6	Aluminum Fabricator	44	4	4	4	13	23	48		
7	Assistant Factory Officer (Tea/Garment)	312	5	25	27	95	165	317		
8	Baker	236	19	19	20	71	125	254		
9	Barman, Hotel	4	0	0	0	1	2	3		
10	Beautician	92	7	7	8	28	49	99		
11	Bell Boy, Hotel	3	0	0	0	1	2	3		
12	CAA-ICT	27	2	2	2	8	14	28		
13	Carpenter	107	21	21	26	112	286	466		
14	Cashier	19	2	2	2	6	10	22		
15	Chef/Cook	76	6	6	7	23	40	82		
16	Chemical Engineer	4	0	0	0	1	2	3		
17	Clerk	101	8	8	9	31	53	109		
18	Computer Hardware Technician	36	3	3	3	11	19	39		
19	Curd Maker	2	0	0	0	1	1	2		
20	Demi chef departie, Hotel	7	1	1	1	2	4	9		
21	Digital Publishers/Printer	35	3	3	3	11	19	39		
22	Distillery Manager	2	0	0	0	1	1	2		
23	Draftsman	3	0	0	0	1	2	3		
24	Electrical Engineer	2	0	0	0	1	1	2		
25	Electrician	139	11	11	12	42	74	150		
26	Electronic Technician	24		-	-	-	-	0		
27	Engineering servicemen	28	2	2	2	8	15	29		
28	Equipment Manager	2	0	0	0	1	1	2		
29	Estate Manager	78	6	6	7	24	41	84		
30	Factory Officer, Tea	78	6	6	7	24	41	84		
31	Fiber glass welder	2	0	0	0	1	1	2		
32	Field Supervisor, Tea/Sugar Cane/Rubber	390	31	31	34	118	207	421		
33	Filterman, Sugar	20	2	2	2	6	11	23		

Table 6.9: Planned Skill Labour Supply in Uva Province

	O		Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
34	Finance Manager	36	3	3	3	11	19	39		
35	Floriculturist	17	1	1	1	5	9	17		
36	Food and Beverage Manager	2	0	0	0	1	1	2		
37	Food processor	47	4	4	4	14	25	51		
38	Foreman, Sugar	14	1	1	1	4	7	14		
39	Front Office Supervisor, Hotel	3	0	0	0	1	2	3		
40	Gardner	2	0	0	0	1	1	2		
41	Garment Factory Helpers	167	13	13	14	51	88	179		
42	Garment Factory Machine Operators	955	76	76	83	289	506	1030		
43	Garment Factory Managers	21	2	2	2	6	11	23		
44	Garment Factory Pattern Cutters	4	0	0	0	1	2	3		
45	Garment Factory Quality Controllers	14	1	1	1	4	7	14		
46	Garment Factory Supervisors	42	3	3	4	13	22	45		
47	General Manager	2	0	0	0	1	1	2		
48	Glass cutters	1	0	0	0	0	1	1		
49	Gold jewelry creative designers	18	1	1	2	5	10	19		
50	Goldsmith	76	6	6	7	23	40	82		
51	Guest Relations Executive, Hotels	4	0	0	0	1	2	3		
52	Hair dressers	57	4	4	4	18	31	61		
53	Handloom Machine Operator	2	0	0	0	1	1	2		
54	Health Service Assistance	12	1	1	1	4	6	13		
55	Health Service Nurse	54	4	4	5	16	29	58		
56	Housekeeper (Housemaid)	7	1	1	1	2	4	9		
57	Housekeeping Supervisor	2	0	0	0	1	1	2		
58	HR Manager	9	-	-	-	-	-	0		
59	Hydraulic engineers	2	0	0	0	1	1	2		
60	Injector pump engineers	2	0	0	0	1	1	2		
61	Irrigation Assistant	2	0	0	0	1	1	2		
62	Laboratory Technician	11	1	1	1	3	6	12		
63	Land Development Superintendent	2	0	0	0	1	1	2		
64	Landscaping and Plant Nursery	30	-	-	-	-	-	0		
65	Lathe machine operator	8	1	1	1	2	4	9		

			Requirement							
No	Occupation	2013	2014	2015	2016	2017	2018	14-18		
66	Laundry Supervisor	1	0	0	0	0	1	1		
67	Laundryman	12	1	1	1	4	6	13		
68	Leaf-spring producers	8	1	1	1	2	4	9		
69	Machine Operator, Sugar	90	7	7	8	27	48	97		
70	Machinist	30	2	2	3	9	16	32		
71	Manager	93	7	7	33	97	248	392		
72	Mason	60	12	12	16	18	32	90		
73	Motor Bike and Three Wheeler Mechanic	63	-	-	-	-	-	0		
74	Motor Mechanic	445	36	36	38	135	236	481		
75	Mobile phone repairer	32	3	3	3	10	17	36		
76	Motor Vehicle Painter	3	0	0	0	1	2	3		
77	Night auditor	4	0	0	0	1	2	3		
78	Nursing Assistant	12	-	-	-	-	-	0		
79	Operations Manager	1	0	0	0	0	1	1		
80	Optician	2	0	0	0	1	1	2		
81	Ornamental Fish Producer	1	0	0	0	0	1	1		
82	Packing Specialist, Tea/Garment	20	2	2	2	6	11	23		
83	Pastry Cook	2	0	0	0	1	1	2		
84	Pharmacist	56	4	4	5	17	30	60		
85	Plant nursery assistant	36	0	3	3	11	19	36		
86	Photographer	1	3	0	0	0	1	4		
87	Photographic designers	2	0	0	0	1	1	2		
88	Pool attendant, Hotel	4	0	0	0	1	2	3		
89	Production Engineer	6	0	0	1	2	3	6		
90	Project Manager	4	0	0	0	1	2	3		
91	Project Supervisor	7	0	1	1	2	4	8		
92	Professional English	9	0	1	1	3	5	10		
93	Quantitative Surveyor	65	1	5	6	20	34	66		
94	Restaurant Supervisor, Hotels	15	1	1	1	5	8	16		
95	Room Boy, Hotels	15	0	1	1	5	8	15		
96	Sales representatives	14	1	-	-	-	-	1		
97	Security Guard	213	1	-	-	-	-	1		
98	Stenographer (Sinhala)	19	0	2	2	6	10	20		
99	Stenographer (English)	8	0	1	1	2	4	8		

No	Occupation	2013	Requirement					
			2014	2015	2016	2017	2018	14-18
100	Shoe maker	49	2	4	4	15	26	51
101	Spice Miller	8	1	1	1	2	4	9
102	Sticker & Digital Printer	12	4	1	1	4	6	16
103	Store Keeper	6	1	0	1	2	3	7
104	Superintendent	299	1	24	26	91	158	300
105	Surveyor	4	0	0	0	1	2	3
106	Tailor	4	24	0	0	1	2	27
107	Tractor Operator	48	0	4	4	15	25	48
108	Transport Manager	97	0	8	8	29	51	96
109	Vehicle Service Technician	87	4	7	8	26	46	91
110	Waiter	10	8	1	1	3	5	18
111	Welder	31	7	2	3	9	16	37
	TOTAL	5609	404	432	504	1740	3205	6285

Note: The predicted numbers correspond to the total demand from industries for skilled and semi-skilled labour.

### 6.8. Limitations

In making judgments about training supply, the policy-makers need to be cautioned on several aspects of the study:

- 1. The overall data as well as predictions may be subject to  $\pm 10\%$  bias due to errors and omissions.
- 2. Some industry respondents were not willing to provide employment data including future plans. They perceive that by responding to our questionnaire they will have to face various negative consequences, such as taxes, ETF, and EPF. Though this number is not very high, we have observed that a considerable number of small enterprises belong to this category.
- 3. The TVECneeds to consider possible demand for training that might arise from those who will enter the labour market irrespective of whether there will be a demand from the provincial industries or not. Demand from school leavers for TVET courses have to be accommodated in order for them to be able to find jobs in other provinces or in foreign countries. There will be a demand for skills training from the current unemployed persons who expect to start their own business.
- 4. These numbers also do not include skills labour demand from those who currently run their business informally and in the future expect to expand as we were able to capture only the formal establishments.
- 5. The above numbers also reflect predicted regional economic growth and resulting employment growth for skilled workers in the province. Though tourism and several other sectors are fast growing in the province, according to the industrialists, much of the demand will be created for unskilled worker categories.
- 6. Almost all businesses operate in one or two year future horizons and they are unable for make any forecasts beyond that. The lack of future plans for most of the economic enterprises also hinders any efforts for trying to estimate and predict future employment growth in industry sectors.

- 7. The TVEC should also seriously reassess its focus only on provincial needs for semi-skilled and skilled workers in planning training supply, and try to create globally employable prospective semi-skilled and skilled workers, as there is a growing global demand, especially from newly industrialized countries in Asia and oil-rich countries in Middle East, for low wage skilled labour.
- 8. The demand data do not include possible demand that may arise from government/state sector during the next five years, due to retirements and other reasons.
- 9. The predicted demand data do not also include possible demand from the banks and finance companies. This is due to the fact that regional branches are unable to provide any data about future recruitments as recruitments normally decided upon by the Head Offices of these financial institutions situated in Colombo. This has to be factored in any policy decisions.

The training supply should, according, be adjusted upward to meet the demand from those who enter the labour market, possible demand from the public sector arising from retirement of existing workers, possible demand from banks and financial institutes during the next few years. These numbers may be included in the final three tables above so that skills training supply will meet the expectations of those who will enter the labour market after GEC (O/L) and GCE (A/L).