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# Labour Market Information Bulletin

### December - 2021

For informed decisions on investing in Technical and Vocational Education and Training...

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LMI Team December, 2021

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### **CONCEPTS AND DEFINITIONS**

- 01. Informal Advertisements : Advertisements published in the classified columns of the newspapers
- 02. Formal Advertisements : Advertisements published by enterprises with their own titles in the newspaper.

### Following concepts and definitions used in the Quarterly Labour Force Survey, conducted by the Department of Census & Statistics, have been used in this publication.

- **03.** Labour Force : The labour force is composed of the economically active population of 15 years of age and over.
- **04.** The Economically Active population : Is defined as those persons who are/ were employed or unemployed during the reference period of the survey.
- **05.** Not in labour force (not economically active) : Persons who were neither working nor available/looking for work are classified as "not in the labour force". Persons are not in the labour force for such reasons as: full time care of the household, full-time students, retired or old age, infirmed or disabled, or are not interested in working for one reason or another.
- **06.** Employed : Persons, who worked as paid employees, employers own account workers (self employed), or unpaid family workers during the reference period are said to be employed. This includes persons with a job but not at work during the reference period.
- **07. Unemployed** : Persons available and/or looking for work, and who did not work and tried to find a job during the reference period.
- 08. Employee : The person, who works for payment.
- 09. Employer : The person, who employs at least one paid employee under him
- 10. Own account worker : The person, who works for own or only with contributory family workers.
- 11. Unpaid family worker : The person who works on his own family enterprise without any payment.
- 12. Unemployment rate : Represent the number of unemployed persons as a percentage of the economically active labour force.
- **13.** Reference Period : In this survey there are two (2) reference periods, "current" reference period is the week preceding the week of the survey, i.e., last week. The "usual" reference period preceding 12 months, i.e., the past 12 months.

### ABBREVIATIONS

NGO GCE (O/L)	Non-Governmental Organization General Certificate of Education (Ordinary Level)
GCE (A/L)	General Certificate of Education (Advanced Level)
NEC	Not Elsewhere Classified
ISIC	International Standard of Industry Classification
SLSCO	Sri Lankan Standard Classification of Occupation
EPF	Employment Provident Fund
EPZ	Export Processing Zone
IP	Industrial Park
REDC	Regional Economic Development Commission
BOI	Board of Investment
NVQ	National Vocational Qualification
RPL	Recognition of Prior Learning
CBT	Competency Based Training
NCECP	National Certificate in Engineering Craft Practice
TVET	Technical, Vocational Education and Training
QLFS	Quarterly Labour Force Survey
LFPR	Labour Force Participation Rate
NES	Not Elsewhere Specified

### INTRODUCTION

Generally, in a market place there are three key factors namely, demand, supply and price which determine shape and the very existence of the particular market. This is common for labour market too. Labour market is an intangible place where those who are in search of the labour and those who are able and willing to supply the labour, meet together.

Demand for labour is the number of employment opportunities available in the public and private sector institutions in and outside of the country. Supply of the labour represents the number of persons enter into the world of work from schools, universities, and technical and vocational training institutions. Price of the labour reflects the wage rates at which the Sri Lankan labour is exchanged locally and internationally.

This bulletin presents the labour market information such as demand for labour, labour force, employment, unemployment, wages and vocational training school and university performance in the Sri Lankan labour market. It reflects the characteristics, current trends and patterns of the Sri Lankan labour market.

Labour market information contained in this bulletin will be important for policy makers and planners at various levels in the Technical and Vocational Education and Training (TVET) sector of the country. Employers, job seekers, trainees and career guidance agencies will find this information valuable for the researchers in the particular sectors.

Labour market information presented in this bulletin is a result of the analysis done on the data collected and tabulated from the sources of Tertiary and Vocational Education Commission, Technical and Vocational Education and Training providers, Department of Census and Statistics, Board of Investment and the Foreign Employment Bureau of Sri Lanka. These organizations deserve appreciation for timely supply of data pertaining to demand for and supply of Labour.

### **Demand for Labour**

- 121,460 informal sector (advertisements published in the classified columns) and 22,697 formal sector (advertisements published by enterprises with their own titles in the paper) advertisements were counted during the period of January to December 2021.
- About 90 percent of total job advertisements were published for Service Workers & Shop & Market Sales Workers, Craft & Related Workers, Elementary Occupations, Plant and Machine Operators and Assemblers and Technicians & Associate Professionals categories during the year 2021.
- 51 percent of the advertisements were not preferred gender in 2021.
- About 11.3 percent of the advertisements required previous work experience in 2021.

### **Employment**

- About 8 million employment was reported during the period of January to December 2021.
- 26,290 employment opportunities have been estimated through 139 BOI approved investments in 2021.
- 121,795 employees have gone for foreign employment in 2021.
- 25 percent of departures to Qatar for foreign employment was reported in 2021.

### **Unemployment**

- It was reported 5.1 percent of unemployment rate for the period of January to December 2021.
- From the total unemployed persons, 72.2 percent were recorded as undergone no any training during the period of January to December 2021.

#### Vocational Training

- 38,621 persons have received their National Vocational Qualification Certificates in 173 occupational categories during the January to December 2021.
- It has been seen 14 percent of National Vocational Qualification certificate holders got their certificate through Recognition of Prior Learning system in the year 2021.

#### Note

Following occupational names have been changed,

Mason→Construction CraftsmanCarpenter (Building)→Wood Craftsmen (Building)Carpenter (Furniture)→Wood Craftsmen (Furniture)ICT for Beginners→ICT Application Assistant

# Demand for Labour

## Section 1:

his section describes the demand for jobs in government, private and NGO sector over several consecutive years up to the period under review. The job demand is classified into formal, informal. gender, experience requirements, educational attainment. main occupational category and industrial sector according to the newspaper advertisement survey conducted by Market Information the Labour section of Tertiary and Vocational Education Commission.

### SECTION - 1 | DEMAND FOR LABOUR

Section 1 discusses the demand for labour in Sri Lanka. Demand for labour was obtained from the Newspaper job advertisements survey done by the Tertiary and Vocational Education Commission. The Newspaper job advertisements survey has considered two weekend newspapers, 'Sunday Observer' and 'Lankadeepa' that are the key newspapers publishing the job advertisements in Sri Lanka. In addition, since 2008, job advertisements published in the Government Gazette are also included in the survey. Job advertisements were counted carefully avoiding repeating advertisements published in the two newspapers and the Government Gazette.

### Table 1.1: Distribution of No. of Job Advertisementsby Job Provider

Job Provider	2018	2019	2020	2021
Government	674	256	694	583
Semi Government	1,087	570	450	461
Private	213,986	159,999	121,765	143,076
NGO	244	108	94	37
Total	215,991	160,933	123,003	144,157

In the year 2021, there were 144,157 job advertisements published in both newspapers and the Government Gazette. Previous year shows a decrease (123,003) when compared with the year 2021. Considering job provider, private sector has dominated as the leading job provider with 99 percent of the total job advertisements appeared in 2021.

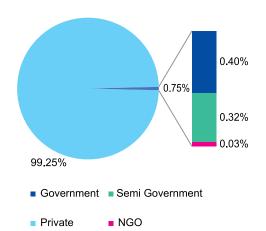
### Table 1.2: No. of Job advertisements by Formal/Informal Classification

Classification / Sector	2018	2019	2020	2021
Formal	42,991	27,763	18,289	22,697
Informal	173,000	133,170	104,714	121,460
Total	215,991	160,933	123,003	144,157

Informal - Taken from the Classified Advertisements

Table 1.2 reveals that, the number of job advertisements published under the informal classification is higher than the formal classification. 84.3 percent of the total job advertisements were published under the informal classification in 2021.

#### Graph 1.1: Percentage Distribution of Job Advertisement by Job Provider in 2021



#### Graph 1.2: Percentage Distribution of Job Advertisements by Formal/ Informal Classification in 2021

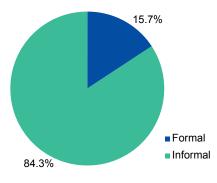


Table 1.3: No. of Job Advertisements by Gender

Gender	2018	2019	2020	2021
Male	92,277	72,298	28,754	49,409
Female	35,102	29,118	19,091	20,874
Not Specified	88,612	59,517	75,158	73,874
Total	215,991	160,933	123,003	144,157

Considering the gender preference of the advertisements, 51.2 percent of total job advertisements have not specified the gender preference in 2021. As shown in table 1.3, percentage of male preference advertisements is higher than that of females. 34.3 percent of advertisements preferred male while 14.5 percent preferred to recruit female workers in 2020.

### Table 1.4: No. of Job Advertisements by ExperienceRequirement

Experience Requirement	2018	2019	2020	2021
Experience Required	31,876	25,142	11,993	16,228
Not Specified	184,115	135,791	111,010	127,929
Total	215,991	160,933	123,003	144,157

There were 16,228 (11.3%) advertisements that required previous work experience in 2021. 88.7 percent of the total job advertisements have not specified the previous work experience.

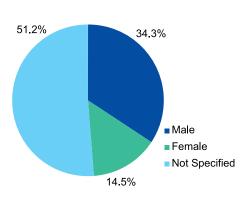
 Table 1.5: No. of Job Advertisements by Educational

 Attainment

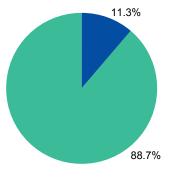
Educational Requirement	2018	2019	2020	2021
Degree & Above	3,367	1,941	1,421	1,689
GCE A/L	4,529	3,449	2,083	2,025
GCE O/L	3,866	3,127	2,071	2,258
Below GCE O/L	143	57	68	177
Not Specified	204,086	152,359	117,360	138,008
Total	215,991	160,933	123,003	144,157

As per table 1.5, 1,689 (1.17%) job advertisements have required Degree & above educational qualification and 2,025 (1.40%) job advertisements have required GCE A/L qualification in 2021. 95.7 percent of the total job advertisements have not specified the requirement of educational qualifications.

#### Graph 1.3: Percentage Distribution of Job Advertisements by Gender in 2021

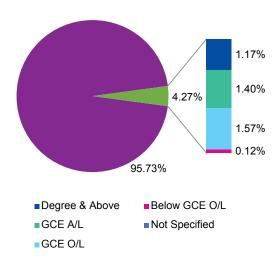


#### Graph 1.4: Percentage Distribution of Job Advertisements by Experience Requirement in 2021



Experience RequiredNot Specified

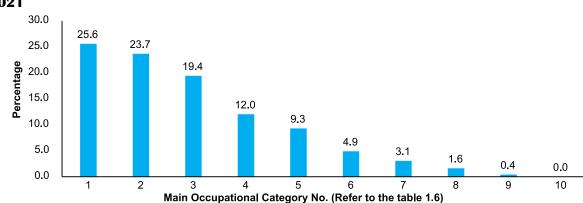




### Table 1.6: Percentage Distribution of Job Advertisements by Main Occupational Category(Based on SLSCO 08) and Gender in 2021

		(	Gender (%)	)	Total	
No.	Main Occupational Category	Male	Female	Not Specified	%	No.
1	Elementary Occupations	8,456	10,207	18,236	100	36,899
2	Craft & Related Workers	16,331	621	17,176	100	34,128
3	Service Workers & Shop & Market Sales Workers	9,708	3,379	14,917	100	28,004
4	Plant and Machine Operators and Assemblers	8,629	571	8,133	100	17,333
5	Technicians & Associate professionals	3,725	2,621	7,066	100	13,412
6	Clerks	1,167	2,321	3,560	100	7,048
7	Professionals	498	1,014	2,886	100	4,398
8	Legislators, Senior Officials And Managers	597	123	1,611	100	2,331
9	Skilled Agricultural & Fishery Workers	296	14	286	100	596
10	Armed Forces	2	3	3	100	8
	Total	49,409	20,874	73,874	100	144,157

As shown in table 1.6, elementary occupation category was the most demanded occupational category in 2021.





### Table 1.7: Variation Patteren of Job Advertisements by Main Occupational Category in 2021

No.	Main Occupational Category	2019	2020	Increase	Pattern
1	Skilled Agricultural & Fishery Workers	425	596	40.2%	
2	Service Workers & Shop & Market Sales Workers	21,442	28,004	30.6%	
3	Craft & Related Workers	27,094	34,128	26.0%	
4	Elementary Occupations	31,681	36,899	16.5%	
5	Plant and Machine Operators and Assemblers	15,448	17,333	12.2%	
6	Technicians & Associate professionals	12,711	13,412	5.5%	
7	Legislators, Senior Officials And Managers	2,284	2,331	2.1%	
8	Clerks	7,044	7,048	0.1%	
9	Professionals	4,837	4,398	-9.1%	➡
10	Armed Forces	37	8	-78.4%	↓
	Total	123,003	144,157	14.67%	

Considering the variation patteren of job advertisements as shown in table 1.7, job advertisements published under all occupational categories increase in the year 2021 compared to the year 2020 except armed forces occupational category.

### Table 1.8: Percentage Disribution of Job Advertisements by Main Occupational Category and Formal/Informal Classification in 2021

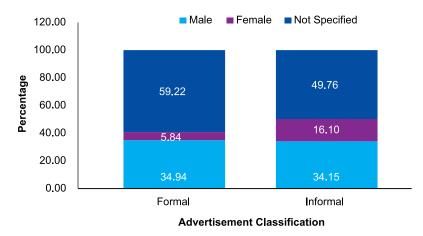
No	Main Occupational Catagory	Classificat	ion (%)	Total		
No.	Main Occupational Category	Formal	Informal	%	No.	
1	Elementary Occupations	9.1	90.9	100.0	36,899	
2	Craft & Related Workers	12.6	87.4	100.0	34,128	
3	Service Workers & Shop & Market Sales Workers	13.7	86.3	100.0	28,004	
4	Plant and Machine Operators and Assemblers	14.9	85.1	100.0	17,333	
5	Technicians & Associate professionals	30.7	69.3	100.0	13,412	
6	Clerks	21.4	78.6	100.0	7,048	
7	Professionals	41.3	58.7	100.0	4,398	
8	Legislators, Senior Officials And Managers	47.3	52.7	100.0	2,331	
9	Skilled Agricultural & Fishery Workers	8.1	91.9	100.0	596	
10	Armed Forces	37.5	62.5	100.0	8	
	Total	15.7	84.3	100.0	144,157	

Table 1.8 shows that, more than 85 percent of job advertisements for Elementary Occupation, Craft & Related workers, Plant & Machine Operators & Assemblers and Skilled Agricultural & Fishery workers and Service workers & shop & market sales workers occupational categories have advertised under the informal classification in 2021.

### Table 1.9: Percentage Distribution of Job Advertisements by Formal/Informal Classification and Gender in 2021

		Gendar (%)		Total		
Classification	Male	Female	Not Specified	%	No.	
Formal	34.94	5.84	59.22	100.00	22,697	
Informal	34.15	16.10	49.76	100.00	121,460	
Total	34.27	14.48	51.25	100.00	144,157	

### Graph 1.7: Percentage Distribution of Job Advertisements by Advertisement Classification and Gender in 2021

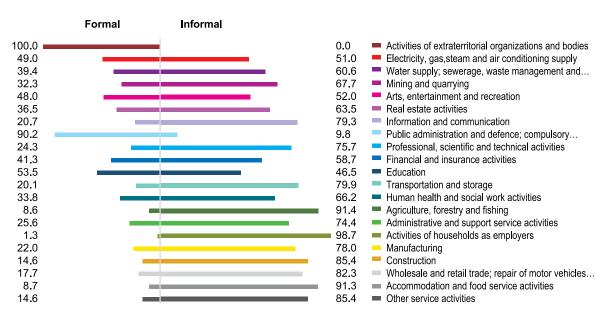


According to the table 1.9, more than 50 percent of formal advertisements have been published not specifying the gender preference while 34.9 of male preference advertisements and 5.8 of female preference advertisements have been published under the formal classification in 2021.

Industry Sector		sement fication	Total	
, ,	Formal	Informal	%	No.
Other service activities	14.6	85.4	100.0	29,938
Accommodation and food service activities	8.7	91.3	100.0	23,981
Wholesale and retail trade; repair of motor vehicles and motorcycles	17.7	82.3	100.0	21,580
Construction	14.6	85.4	100.0	20,915
Manufacturing	22.0	78.0	100.0	17,143
Activities of households as employers	1.3	98.7	100.0	10,771
Administrative and support service activities	25.6	74.4	100.0	7,034
Agriculture, forestry and fishing	8.6	91.4	100.0	3,925
Human health and social work activities	33.8	66.2	100.0	2,014
Transportation and storage	20.1	79.9	100.0	1,959
Education	53.5	46.5	100.0	1,703
Financial and insurance activities	41.3	58.7	100.0	866
Professional, scientific and technical activities	24.3	75.7	100.0	804
Public administration and defence; compulsory social security	90.2	9.8	100.0	451
Information and communication	20.7	79.3	100.0	353
Real estate activities	36.5	63.5	100.0	282
Arts, entertainment and recreation	48.0	52.0	100.0	150
Mining and quarrying	32.3	67.7	100.0	127
Water supply; sewerage, waste management and remediation activities	39.4	60.6	100.0	94
Electricity, gas, steam and air conditioning supply	49.0	51.0	100.0	49
Activities of extraterritorial organizations and bodies	100.0	0.0	100.0	18
Total	15.7	84.3	100.0	144,157

 Table 1.10: Percentage Distribution of Job Advertisements by Industry Sector (Based on SLSIC Fourth Recision) and Formal/Informal Classification in 2021

### Graph 1.8: Percentage Distribution of Job Advertisements in Selected Industries by Advertisement Classification in 2021



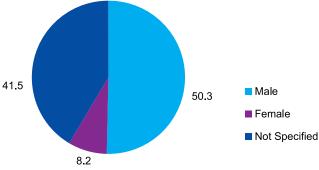
As shown in table 1.10, in 2021, apart from the other service sector, accommodation and food service activities sector was the most in-demand sector. The corresponding graph shows that, the number of advertisements appeared under the informal classification was very much lower than formal classification for public administration and defence; compulsory social security industry sector.

### Table 1.11: Percentage Distribution of Job Advertisements by Experience Requirement and Gender in 2021

Gender	Experience	e Required	Not Sp	ecified	Total		
Gender	No.	%	No.	%	No.	%	
Male	8,170	17	41,239	83	49,409	100.0	
Female	1,331	6	19,543	94	20,874	100.0	
Not Specified	6,727	9	67,147	91	73,874	100.0	
Total	16,228	11	127,929	89	144,157	100.0	

As per table 1.11, around 11 percent of the total job advertisements have required previous work experience in 2021. Considering the female preferred advertisements, around 94 percent of job advertisements have not required previous work experience.

Graph 1.9: Percentage Distribution of Job Advertisements Requiring Experience by Gender in 2021

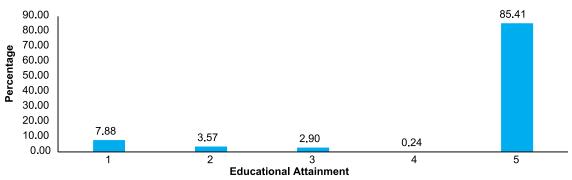


### Table 1.12: Distribution of Job Advertisements Requiring Experience by Educational Attainment in 2021

Educational Attainment	Experienc	e required	Not sp	ecified	Total		
	No.	%	No.	%	No.	%	
Degree & Above	1,279	75.7	410	24.3	1,689	100.0	
GCE A/L	580	28.6	1,445	71.4	2,025	100.0	
GCE O/L	470	20.8	1,788	79.2	2,258	100.0	
Below GCE O/L	39	22.0	138	78.0	177	100.0	
Not Specified	13,860	10.0	124,148	90.0	138,008	100.0	
Total	16,228	11.3	127,929	88.7	144,157	100.0	

Considering the Degree & above educational attainment category, around 75 percent of job advertisements have required previous work experience in 2021. In contrast 79.2 percent of below G.C.E. (O/L) educational qualification specified advertisements were published without requesting previous work experience.

### Graph 1.10: Percentage Distribution of Job Advertisements Requiring Experience by Educational Attainment in 2021



### Table 1.13: Percentage Distribution of Job advertisements by Main Occupational Category and Experience Requirement in 2021

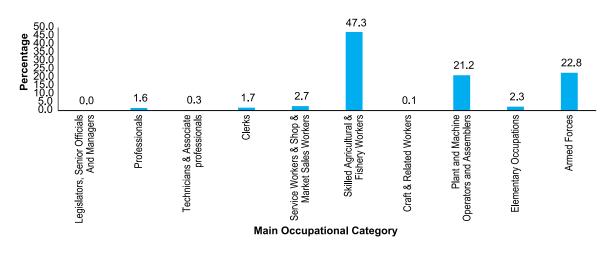
Main Occupational Category	Experience	e required	Not spe	ecified	Total	
	No.	%	No.	%	No.	%
Armed Forces	-	0.0	8	100.0	8	100.0
Clerks	919	13.0	6,129	87.0	7,048	100.0
Craft & Related Workers	3,520	10.3	30,608	89.7	34,128	100.0
Elementary Occupations	1,818	4.9	35,081	95.1	36,899	100.0
Legislators, Senior Officials And Managers	880	37.8	1,451	62.2	2,331	100.0
Plant and Machine Operators and Assemblers	2,266	13.1	15,067	86.9	17,333	100.0
Professionals	1,212	27.6	3,186	72.4	4,398	100.0
Service Workers & Shop & Market Sales Workers	2,989	10.7	25,015	89.3	28,004	100.0
Skilled Agricultural & Fishery Workers	83	13.9	513	86.1	596	100.0
Technicians & Associate professionals	2,541	18.9	10,871	81.1	13,412	100.0
Total	16,228	11.3	127,929	88.7	144,157	100.0

Considering the Elementary Occupations category, 95.1 percent of job advertisements have not required previous work experience. 37.8 percent of advertisements for Legislators, Senior Officials and Managers category have required previous work experience in 2021.

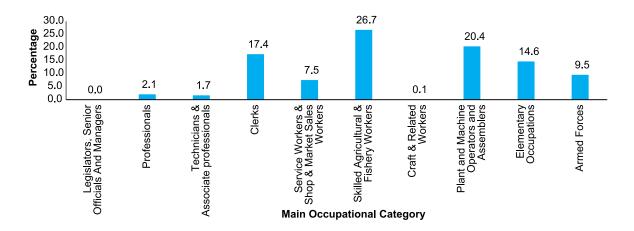
### Table 1.14: Percentage Distribution of Job Advertisements by Selected Major Industrial Group and Main Occupational Category in 2021

	Main Occupational Category (%)							Т	otal			
Industry Sector	Legislators, Senior Officials And Managers	Professionals	Technicians & Associate professionals	Clerks	Service Workers & Shop & Market Sales Workers	Skilled Agricultural & Fishery Workers	Craft & Related Workers	Plant and Machine Operators and Assemblers	Elementary Occupations	Armed Forces	%	No.
Other service activities	0.0	2.1	4.3	15.0	9.7	10.8	0.5	17.7	17.6	22.5	100.0	29,938
Accommodation and food service activities	0.0	1.6	0.3	1.7	2.7	47.3	0.1	21.2	2.3	22.8	100.0	23,981
Wholesale and retail trade; repair of motor vehicles and motorcycles	0.0	2.1	1.7	17.4	7.5	26.7	0.1	20.4	14.6	9.5	100.0	21,580
Construction	0.0	0.5	1.7	4.6	1.1	0.9	0.0	58.0	8.8	24.3	100.0	20,915
Manufacturing	0.0	1.0	1.5	10.3	3.3	3.6	0.0	37.4	22.7	20.1	100.0	17,143
Activities of households as employers	0.0	0.0	0.6	0.1	0.1	8.6	0.1	0.5	4.0	86.0	100.0	10,771
Administrative and support service activities	0.0	1.1	0.4	4.2	3.7	71.7	0.1	1.5	6.1	11.2	100.0	7,034
Agriculture, forestry and fishing	0.0	1.3	0.2	3.7	0.9	2.3	9.9	1.4	3.0	77.4	100.0	3,925
Human health and social work activities	0.0	1.5	27.0	21.7	6.8	25.1	0.0	1.8	2.5	13.5	100.0	2,014
Transportation and storage	0.0	0.8	0.6	3.3	5.7	3.6	0.0	3.3	66.3	16.5	100.0	1,959
Education	0.0	6.8	55.6	11.0	7.7	6.0	0.1	2.2	2.8	7.9	100.0	1,703
Financial and insurance activities	0.0	18.7	6.0	39.4	16.1	6.2	0.0	1.5	2.5	9.6	100.0	866
Professional, scientific and technical activities	0.0	2.5	10.8	14.3	13.3	1.7	0.0	34.1	9.5	13.8	100.0	804
Public administration and defence; compulsory social security	0.7	18.6	36.6	22.6	6.2	4.0	0.4	6.4	1.6	2.9	100.0	451
Information and communication	0.0	3.7	21.2	35.4	9.9	2.5	0.0	18.4	5.9	2.8	100.0	353
Real estate activities	0.0	8.2	10.3	46.1	21.6	1.4	0.0	1.1	1.8	9.6	100.0	282
Arts, entertainment and recreation	0.0	4.7	12.7	22.7	12.7	14.7	0.7	10.7	5.3	16.0	100.0	150
Mining and quarrying	0.0	1.6	0.8	8.7	3.9	0.8	0.8	11.0	61.4	11.0	100.0	127
Water supply; sewerage, waste management and remediation activities	0.0	5.3	8.5	19.1	3.2	1.1	0.0	25.5	11.7	25.5	100.0	94
Electricity, gas, steam and air conditioning supply	0.0	10.2	14.3	30.6	4.1	0.0	0.0	14.3	10.2	16.3	100.0	49
Activities of extraterritorial organizations and bodies	0.0	27.8	5.6	22.2	16.7	0.0	0.0	16.7	11.1	0.0	100.0	18
Total	0.0	1.6	3.1	9.3	4.9	19.4	0.4	23.7	12.0	25.6	100.0	144,157

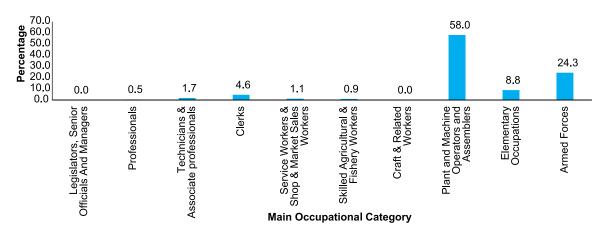
Graph 1.11: Percentage Distribution of Job Advertisements by Occupational Category for the Accommodation and Food Service Activities Sector in 2021



Graph 1.12: Percentage Distribution of Job Advertisements by Occupational Category for the Wholesale and Retail Trade (Repair of motor vehicles and motorcycles) Sector in 2021



Graph 1.13: Percentage Distribution of Job Advertisements by Occupational Category for the Construction Sector in 2021



		Total		
Occupation	Male	Female	Not Specified	Total
Helper, General	146	13	592	751
Security Officer	224	66	461	751
General Clerk	176	32	475	683
Welder	351		223	574
Heavy Truck Driver	321		168	489
Officer Incharge (Security)	285	6	194	485
Electrician	196	5	276	477
Manufacturing Industry Labourer	108	22	276	406
Senior Security Officer	215	10	166	391
Labelling Machine Operator	78	1	277	356
Sales Workers NEC	103	31	220	354
Cashier	71	58	207	336
Packing Machine Operator	95	4	229	328
Mason (General)	170		146	316
Sales Representative	186	5	116	307
Junior Security Officer	110	8	180	298
Cook	107	13	178	298
Manufacturing Industry Helper	121	3	164	288
Chauffeur	56	4	228	288
Quality Checker	71	7	201	279

#### Table 1.15: High Demand Jobs in Formal Advertisements by Gender in 2021

The high demand jobs under the formal classification are presented in the table 1.15. Helper general was the highest demand occupation under the formal classification in 2021.

#### Table 1.16: High Demand Jobs in Informal Advertisements by Gender in 2021

		<b>T</b> 4 4		
Occupation	Male	Female	Not Specified	Total
Helper, General	744	316	5,804	6,864
Mason (General)	2,995		2,302	5,297
Cook	1,845	188	2,314	4,347
House Maid		4,128	98	4,226
Char (Domestic Woman)	41	3,585	179	3,805
Sales Workers NEC	902	335	1,947	3,184
Heavy Truck Driver	1,666		1,075	2,741
Security Officer	644	189	1,838	2,671
Carpenter	1,419		1,201	2,620
Welder	1,279		1,162	2,441
Waiter	777	76	1,155	2,008
Cashier	565	500	890	1,955
Kotthu Maker	899		1,027	1,926
Masseur	58	1,678	98	1,834
Kitchen Helper	892	66	725	1,683
Chauffeur	419	22	1,076	1,517
Baker	727	27	722	1,476
Estate Labourer	239	18	1,183	1,440
Officer Incharge (Security)	739	13	662	1,414
Driver Light Vehicles	923	5	414	1,342

In 2021, even under the informal classification, the highest demand occupation was helper general,

### Table 1.17: High Demand Jobs by Gender in 2021

		Gender				
Occupation	Male	Female	Not Specified	Total		
Legislators, Senior Officials and Managers						
General Manager	28	28	333	389		
Sales Manager	45	15	187	247		
Marketing Manager	56	13	128	197		
Hotel Manager (Providing Meals and Rooms)	78	5	84	167		
Restaurant Manager	48	1	59	108		
Professionals						
Nurse	33	368	221	622		
Graphic Designer	97	61	438	596		
Occupational Therapist	4	299	67	370		
Accountant	34	35	232	301		
Pharmacist	43	14	164	221		
Technicians and Associate Professionals						
Masseur	63	1,734	110	1,907		
Sales Representative	677	16	381	1,074		
Marketing Officer	247	41	629	917		
Computer Operator	105	233	536	874		
Supervisor (General)	87	37	587	711		
Plant and Machne Operators and Assemblers						
Heavy Truck Driver	1,987		1,243	3,230		
Chauffeur	475	26	1,304	1,805		
Driver Light Vehicles	1,051	5	443	1,499		
Three Wheeler Driver	603	5	491	1,099		
Lorry Driver	556		471	1,027		
Service Workers and Shop and Market Sales Wo	orkers					
Cook	1,952	201	2,492	4,645		
Sales Workers NEC	1,005	366	2,167	3,538		
Security Officer	868	255	2,299	3,422		
Cashier	636	558	1,097	2,291		
Waiter	832	86	1,263	2,181		
Craft and Related Workers		^	<u> </u>			
Mason (General)	3,165		2,448	5,613		
Welder	1,630		1,385	3,015		
Carpenter	1,552		1,343	2,895		
Kotthu Maker	906		1,052	1,958		
Baker	745	27	754	1,526		

### Ranking of Local Jobs as per Job Demand in 2021 (Selected Main Occupational Categories)

### Fig 1.1: Legislators, Senior Officials and Managers

Job / Occupation	Rank
General Manager	1
Sales Manager	2
Marketing Manager	3
Hotel Manager (Providing Meals and Rooms)	4
Restaurant Manager	5
Senior Operations Manager	6
Manager (Establishment)	7
Shop Manager (Retail / Wholesale)	8
Project Manager	9
Manager, Security Services	10

### Fig 1.3: Technicians and Associate Professionals

Job / Occupation	Rank
Masseur	1
Sales Representative	2
Marketing Officer	3
Computer Operator	4
Supervisor (General)	5
Sales Agent	6
Quality Checker	7
Sales Executive	8
Marketing Executive	9
Recovery Officer	10

### Fig 1.5: Service Workers and Shop and Market Sales Workers

Job / Occupation	Rank
Cook	1
Sales Workers NEC	2
Security Officer	3
Cashier	4
Waiter	5
Officer Incharge (Security)	6
Senior Security Officer	7
Sales Assistant	8
Junior Security Officer	9
Beautician	10

### Fig 1.2: Professionals

Job / Occupation	Rank
Nurse	1
Graphic Designer	2
Occupational Therapist	3
Accountant	4
Pharmacist	5
Quantity Surveyor	6
University Lecturer	7
Civil Engineer	8
Medical Doctor	9
Montessori Teacher	10

### Fig 1.4: Plant and Machne Operators and Assemblers

Job / Occupation	Rank
Heavy Truck Driver	1
Chauffeur	2
Driver Light Vehicles	3
Three Wheeler Driver	4
Lorry Driver	5
Driver other light Motor Vehicles	6
Juki Machine Operator	7
Labelling Machine Operator	8
Packing Machine Operator	9
Excavator Operator	10

### Fig 1.6: Craft and Related Workers

Job / Occupation	Rank
Mason (General)	1
Welder	2
Carpenter	3
Kotthu Maker	4
Baker	5
Electrician	6
Building Painter	7
Food and Beverage Maker	8
Mechanic (General)	9
Hopper Maker	10

As shown in figure 1.6, the highest demanded occupation under the Craft & Related Workers category was recorded for Mason in 2021.

### Ranking of Local Jobs as per Job Demand in 2021 (Selected Industrial Sectors)

### Fig 2.1: Accommodation and Food Service Activities

Job/Occupation	Rank
Cook	1
Waiter	2
Kotthu Maker	3
Kitchen Helper	4
Cashier	5
Room Boy	6
Hopper Maker	7
Steward (Hotels and Restaurants)	8
Helper, General	9
Baker	10

### Fig 2.3: Construction

Job/Occupation	Rank
Mason (General)	1
Helper, General	2
Carpenter	3
Building Construction Helper	4
Building Painter	5
Bar Bender and Binder	6
Welder	7
Concrete Shutterer	8
Shuttle Operator	9
Building Construction Labourer	10

#### Fig 2.5: Information and Communication

Job/Occupation	Rank
Graphic Designer	1
Computer Operator	2
Type Setter	3
Marketing Officer	4
Data Entry Operator	5
Helper, General	6
Telecommunication Technician	7
Marketing Executive	8
Computer Hardware Technician	9
Receptionist (General)	10

#### Fig 2.2: Manufacturing of Waring Apparels

Job/Occupation	Rank
Juki Machine Operator	1
Tailor	2
Sewing Machine Operator	3
Garment Industry Helper	4
Helper, General	5
Garment Cutter	6
Quality Checker	7
Ironer / Presser (Hand)	8
Garment Supervisor	9
Supervisor (General)	10

### Fig 2.4: Wholesale and Retail Trade and Repair of Motor Vehicles and Motorcycles

Job/Occupation	Rank
Sales Workers NEC	1
Sales Assistant	2
Heavy Truck Driver	3
Cashier	4
Chauffeur	5
Welder	6
Sales Representative	7
Helper, General	8
Motor Vehicle Mechanic	9
Marketing Officer	10

### Fig 2.6: Education

Job/Occupation	Rank
University Lecturer	1
Montessori Teacher	2
Primary Education Teacher (Grades 1-5 Classes)	3
Language Teacher	4
Mathematics Teacher	5
Science Teacher	6
General Clerk	7
University Assistant Lecturer	8
History Teacher	9
Office Clerk	10

As shown in figure 2.1, the highest demanded occupation under the accommodation and food service activities sector was recorded for Cook in 2021.

### **Remuneration Level of Foreign Jobs in 2021**

### Table 1.18: Monthly Avarege Remuneration of Technicans and Associate Professionals in 2021

Occupation	Average Monthly	Average Monthly Remuneration	
	(US\$)	(Rs.)	
Electrical Foreman	1,755.00	622,955	
Maintenance Officer	1,725.00	612,306	
Maintenance Supervisor	1,552.50	551,075	
Mechanical Supervisor	1,350.00	479,196	
Costing Officer	1,350.00	479,196	
Procurement Officer	1,215.00	431,276	
Computer Technical Officer	1,215.00	431,276	
Technician (General)	1,126.11	399,723	
Incinerator Plant Operator	1,000.00	354,960	
Electrical Supervisor	873.00	309,880	
Fire Inspector	850.50	301,893	
Manufacturing Supervisor	837.00	297,102	
Quality Checker	810.00	287,518	
Technical Officer (Electronic)	783.00	277,934	
Marketing Executive	783.00	277,934	
Civil Supervisor	756.00	268,350	
Supervisor (Telephone Exchange)	729.00	258,766	
Supervisor (General)	697.50	247,585	
Purchaseman	675.00	239,598	
Electronic Engineering Technician	661.50	234,806	

The remuneration levels of foreign jobs have been identified from the newspaper job advertisements survey done by the Tertiary and Vocational Education Commission. Majority of job advertisements for the foreign employment were from Middle East countries in the year 2021.

### Table 1.19: Monthly Avarege Remuneration of Plant and Machine Operators and Assemblers in 2021

Occupation	Average Monthly Remuneration	
	(US\$)	(Rs.)
Tractor Driver (Four Wheel)	756.00	268,350
Bus Driver	702.00	249,182
Earth Moving and Related Machinery Operators	700.00	248,472
Juki Machine Operator	600.00	212,976
Bulldozer Operator	600.00	212,976
Crane Operator	587.25	208,450
Bottling Machine Operator	546.75	194,074
Excavator Operator	524.58	186,204
Driver other light Motor Vehicles	520.71	184,833
Painter (Vehicle)	513.00	182,094
Heavy Truck Driver	507.54	180,157
Heavy Equipment Operator	501.50	178,013
Knitting Machine Operator	500.00	177,480
Fork Lift Operator	499.60	177,338
Car Driver	499.50	177,303
Lathe Machine Operator	486.00	172,511
Sewing Machine Operator	450.00	159,732
Driver Light Vehicles	433.42	153,847
Wheel Loader Machine Operator / Driver	425.25	150,947
Printing Machine Operator	412.71	146,497

Source: Newspaper job Advertisement Survey, LMI Unit TVEC

Note: Monthly average salary in rupees was calculated at the rate 1 US\$=Rs. 354.96 as at 26th July 2022

#### Table 1.20: Monthly Avarege Remuneration of Service Workers & Shop & Market Sales Workers in 2021

Job/Occupation	Average Monthl	y Remuneration
JOD/Occupation	(US\$)	(Rs.)
Chief Chef	3500.00	1,242,360
Personal Care Workers in Health Services NEC	1223.50	434,294
Chef Steward	900.00	319,464
Chef	857.30	304,308
Bulding Maintainer(Nadattthu shilpi)	750.00	266,220
Attendant Home for the Elders/ Disables / Children	715.79	254,075
Bartender	700.00	248,472
Chef de Partie	678.50	240,840
Dim Sum Chef	675.00	239,598
Pastry Chef	650.00	230,724
Butler	631.13	224,024
Kitchen Assistant	625.00	221,850
Laundry Supervisor	607.50	215,638
Bar Steward	600.00	212,976
Sales Assistant	540.00	191,678
Delivery Assistant	520.00	184,579
Steward (Hotels and Restaurants)	519.50	184,402
Cleaning Supervisor	513.00	182,094
Demi Chef	499.50	177,303
Security Officer	487.63	173,087

#### Table 1.21: Monthly Avarege Remuneration of Professionals in 2021

Occupation	Average Month	ly Remuneration
Occupation	(US\$)	(Rs.)
Medical Officer	3120.00	1,107,475
Air-Conditioning Engineer	1836.00	651,707
Electronic Engineer	1836.00	651,707
Mechanical Engineer	1539.00	546,283
Electrical Engineer	1440.00	511,142
Secondary Education Teacher (Grades 6 and Higher)	1300.00	461,448
Site Engineer	866.67	307,632
Accountant	848.86	301,312
Nursing Officer	742.50	263,558
Engineer Bridge Construction	700.00	248,472
Instructor vocational	675.00	239,598
Librarian	675.00	239,598
Engineer, Building Construction	650.00	230,724
Nurse	641.33	227,647
Horticulturist	607.50	215,638
Veterinary Research Officer	600.00	212,976
Medical Doctor	599.57	212,823
Quantity Surveyor	551.12	195,626
Civil Engineer	531.90	188,802
Animator	530.00	188,129

Source: Newspaper job Advertisement Survey, LMI Unit TVEC Note: Monthly average salary in rupees was calculated at the rate 1 US\$=Rs. 354.96 as at 26th July 2022

	Average Monthly Remuneration				
Occupation	(US\$)	(Rs.)			
Food Preserver	1890.00	670,874			
Electrical Elevator and Related Equipment Fitter	756.00	268,350			
Repairer - Electrical Equipments	756.00	268,350			
Aluminium Worker	750.00	266,220			
Metal Printing Roller Engraver (Machine)	700.00	248,472			
Concrete Worker	654.76	232,412			
Auto Electrician	650.00	230,724			
Electronic Technician	621.00	220,430			
Instrument Technician	607.50	215,638			
Refrigeration Mechanic	607.50	215,638			
Structural Steel Worker	591.00	209,781			
Painter (Except Spray Painting and Varnishing)	587.00	208,362			
Boring Machine Setter-Operator	550.00	195,228			
Motor Mechanic	542.50	192,566			
Mechanic (General)	540.85	191,980			
Electrical Mechanic	536.83	190,554			
Artist & Layout Man (Printing Related)	530.00	188,129			
Electrician	499.88	177,437			
Electrician Building	491.00	174,285			
Tyre Fixer	490.00	173,930			
Tinker	489.33	173,694			
Welder	487.73	173,125			
Glass Finisher	486.00	172,511			
Electrical Motor and Generator Fitter	486.00	172,511			
Kadayappan Maker	486.00	172,511			
Food and Beverage Maker	478.10	169,706			
Blacksmith	477.50	169,493			
Air Conditioning Mechanic	475.53	168,793			
Motor Vehicle Mechanic	472.50	167,719			
Floor Tile Setter	463.67	164,583			
Painter - Structural Steel and Ship	462.33	164,110			
Printing Pressman	459.00	162,927			
Lineman Electric Power	459.00	162,927			
Structural Metal Maker	457.00	162,927			
Carpenter	446.13	158,358			
Building Painter	444.95	157,940			
Aluminium Fabricator	444.95	156,464			
Baker	439.90	156,404			
Tailor	439.90				
		154,526			
Mason (General) Cake Decorator	432.55	153,540			
Milliner	429.00	152,278 149,083			

#### Table 1.22: Monthly Avarege Remuneration of Craft & Related Workers in 2021

Source: Newspaper job Advertisement Survey, LMI Unit TVEC Note: Monthly average salary in rupees was calculated at the rate 1 US\$=Rs. 354.96 as at 26th July 2022



# Section 2 :

his section focuses on the information on employment which defines as to how work carried out in return for payment and refers to the number of people in Employed employment. population and employment rates by gender, industrial groups and occupational groups are included in this section. Information on Labour requirement of new projects of Board of Investment (BOI) is also included in the employment section. Furthermore, Labour market trends in labour demanded by foreign countries are also included in this section by country of departure, gender, level of employment, job demand categories etc..

### **SECTION - 2.1 | EMPLOYMENT (General)**

### 2.1.1: Employment (General)

Section 2.1.1 focuses on employment in the various industry sectors of the country. Information for the section 2.1.1 was obtained from the Departments of Census and Statistics (DCS) in Sri Lanka. Quarterly Labour Force Survey of DCS has provided useful inputs for this section.

Veer	Err	ployed populatio	n	Employment Rate(% to Total Labour Force)				
Year	Male	Female	Total	Male	Female	Total		
2003*	4,496,136 2,12		6,609,466	94.0	87.7	91.9		
2004*	4,512,082	2,191,924	6,704,006	94.0	87.9	91.9		
2005*	4,546,397	2,241,722	6,788,119	94.7	89.3	92.8		
2006*	4,610,643	2,494,679	7,105,322	95.3	90.3	93.5		
2007*	4,653,067	2,388,807	7,041,874	95.7	91.0	94.0		
2008*	4,663,277	2,511,429	7,174,706	96.4	92.0	94.8		
2009*	4,609,198	2,530,339	7,139,537	95.7	91.8	94.3		
2010*	4,770,376	2,465,265	7,235,641	96.5	92.5	95.1		
2011*	4,855,242	2,574,552	7,429,794	97.3	93.7	96.0		
2012*	4,867,975	2,466,656	7,334,631	97.1	94.2	96.1		
2013*	4,876,169	2,735,238	7,611,407	96.8	93.8	95.7		
2014*	5,548,131	2,875,862	8,423,994	96.9	93.5	95.7		
2015**	5,097,798	2,733,178	7,830,976	97.0	92.4	95.3		
2016**	5,149,948	2,797,735	7,947,683	97.1	93.0	95.6		
2017**	5,279,158	2,929,020	8,208,178	97.1	93.3	95.7		
2018**	5,300,310	2,714,855	8,015,166	97.0	92.9	95.6		
2019**	5,368,896	2,811,796	8,180,693	96.7	92.6	95.2		
2020**	5,372,947	2,626,146	7,999,093	96.0	91.5	94.5		
2021**	5,414,280	2,699,228	8,113,507	96.3	92.1	94.9		

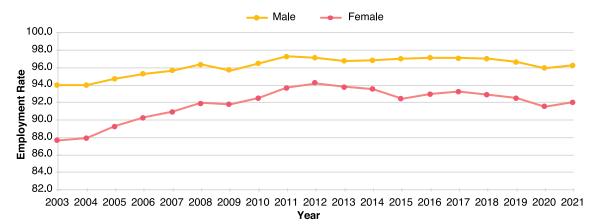
#### Table 2.1.1.1: Employed Population and Employment Rates - 2021\*\*

Source : Quarterly Labour Force Survey, Department of Census & Statistics.

\* Excluding Northern and Eastern provinces

\*\* All Island





Source: Quarterly Labour Force Survey, Department of Census and Statistics

As shown in table 2.1.1.1, about 8.11 million persons were employed in 2021. Of these employed persons, about 5.41 million (66.73%) were males and 2.69 million (33.27%) were females.

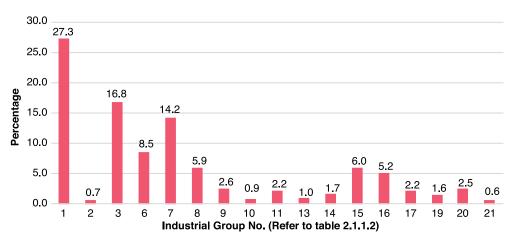
### Table 2.1.1.2 : Percentage Share of Employment by Industrial Group (Based on SLSIC Fourth Revision) - 2021(Jan - December)\*\*

Indus. Group No.	Industrial group	2021**
1	Agriculture, forestry and fishing (A)	27.3
2	Minning & quarrying (B)	0.7
3	Manufacturing (C)	16.8
6	Construction, Electricity, gas, steam and air conditioning supply, Water supply, sewerage, waste management and remediation activities (D, E,F)	8.5
7	Wholesale and retail trade, repair of motor vehicles and motor cycles(G)	14.2
8	Transportation and storage (H)	5.9
9	Accommodation and food services activities (I)	2.6
10	Information and communication (J)	0.9
11	Financial and insurance activities (K)	2.2
13	Professional, scientific and technical activities (M)	1.0
14	Administrative and support service activities (N)	1.7
15	Public administration and defence compulsory social security (O)	6.0
16	Education (P)	5.2
17	Human health and social work activities (Q)	2.2
19	Other service activities (S)	1.6
20	Activities of households as employers; undifferentiated goods and services - producing activities of households for own use (T)	2.5
21	Other (Real estate activities (L) + Arts, entertainment and recreation ® + Activities of extra teritorial organizations & bodies (U))	0.6
	All Groups	100.0

Source : Quarterly Labour Force Survey, Department of Census & Statistics. \*\* All Island

Note: [The tabulation groups based on ISIC (rev . 4) are indicated as A, B, C, ....U. due to the limitations on reliability(based on CV), some of these groups have been combined]





Source : Quarterly Labour Force Survey , Department of Census & Statistics.

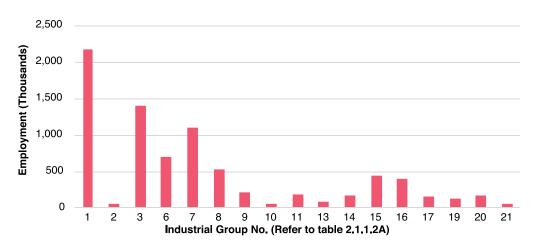
As presented in table 2.1.1.2, the Agriculture, forestry and fishing sector that accommodates more than one fourth of the employed in 2021 continues to be the major source of employment. The Manufacturing and Wholesale & Retail Trade sectors jointly accommodate about 31 percent of the employed population in 2021.

Indus. Group No.	Industrial group	2021**
1	Agriculture, forestry and fishing (A)	2,213
2	Minning & quarrying (B)	55
3	Manufacturing (C)	1,362
6	Construction, Electricity, gas, steam and air conditioning supply, Water supply, sewerage, waste management and remediation activities (D, E,F)	693
7	Wholesale and retail trade, repair of motor vehicles and motor cycles(G)	1,154
8	Transportation and storage (H)	482
9	Accommodation and food services activities (I)	214
10	Information and communication (J)	73
11	Financial and insurance activities (K)	182
13	Professional, scientific and technical activities (M)	81
14	Administrative and support service activities (N)	136
15	Public administration and defence compulsory social security (O)	490
16	Education (P)	423
17	Human health and social work activities (Q)	175
19	Other service activities (S)	128
20	Activities of households as employers; undifferentiated goods and services - producing activities of households for own use (T)	202
21	Other (Real estate activities (L) + Arts, entertainment and recreation (R) + Activities of extra teritorial organizations & bodies (U))	51
Total	All Groups	8,114

#### Table 2.1.1.2 A : Employment by Industry (Thousands) - 2021 (Jan - December)\*\*

Source : Quarterly Labour Force Survey, Department of Census & Statistics. \*\* All Island





Source: Quarterly Labour Force Survey, Department of Census and Statistics

According to table 2.1.1.2 A, Agriculture sector recorded the highest employment (about 2.21 million) in 2021.

Table 2.1.1.3 : Percentage Share of Currently Employed Persons by Occupational Group (Based on ISCO 08) - 2021(Jan - December)\*\*

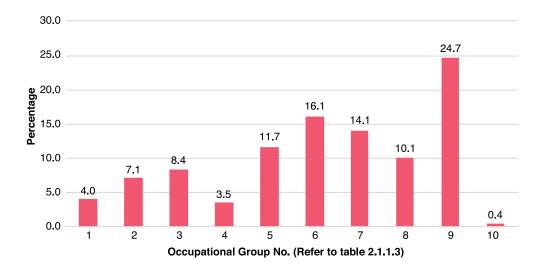
Occu. Group No.	Occupational Group	2021**
1	Managers, Senior Officials and Legislators	4.0
2	Professionals	7.1
3	Technicians & Associate Professionals	8.4
4	Clerks and Clerical support workers	3.5
5	Services and Sales Workers	11.7
6	Skilled Agricultural, Forestry and Fishery Workers	16.1
7	Craft & Related Trades Workers	14.1
8	Plant & machine operators & Assemblers	10.1
9	Elementary Occupations	24.7
10	Armed Forces Occupations & unidentified occupations	0.4
	Total	100.0

Source: Quarterly Labour Force Survey , Department of Census and Statistics

\*\* All Island

Note: Above occupation groups are based on SLSCO-08, However , they are not necessarily the Major Groups of SLSCO-08 classification

### Graph 2.1.1.3: Percentage Share of Currently Employed Persons by Occupational Group (Based on SLSCO 08) in 2021



Source: Quarterly Labour Force Survey, Department of Census and Statistics

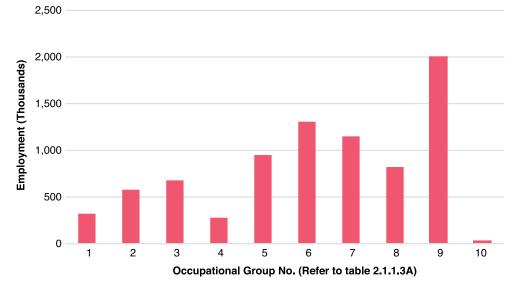
Table 2.1.1.3 has shown percentage of currently employed persons by major occupational groups. It was recorded that nearly 55 percent of the employed persons were in Elementary occupations, Skilled Agricultural and Fishery workers and Craft and Related Workers categories in 2021.

### Table 2.1.1.3 A : Currently Employed Persons by Occupational Group (Thousands) - 2021(Jan - December)\*\*

Occu. Group No.	Occupational Group	2021**
1	Managers, Senior Officials and Legislators	325
2	Professionals	576
3	Technicians & Associate Professionals	682
4	Clerks and Clerical support workers	282
5	Services and Sales Workers	948
6	Skilled Agricultural, Forestry and Fishery Workers	1,309
7	Craft & Related Trades Workers	1,142
8	Plant & machine operators & Assemblers	817
9	Elementary Occupations	2,000
10	Armed Forces Occupations & unidentified occupations	32
	Total	8,114

Source: Quarterly Labour Force Survey , Department of Census and Statistics \*\* All Island





Source: Quarterly Labour Force Survey, Department of Census and Statistics

As per table 2.1.1.3A, the highest employment (about 2 million) was recorded in Elementary occupations while the lowest employment (0.032 million) was recorded in Armed Forces occupations in 2021.

Table 2.1.1.4 : Percentage Distribution of Pension/Provident Fund Entitled Employees by main **Occupational category - 2021(Jan - December)\*\*** 

Occurational Crown		Total		
Occupational Group	Yes	No	Do not know	Total
Managers, Senior Officials and Legislators	88.2	11.4	0.3	100
Professionals	88.9	10.8	0.3	100
Technicians & Associate Professionals	81.2	17.3	1.5	100
Clerks and Clerical support workers	78.6	19.5	1.9	100
Services and Sales Workers	50.5	46.3	3.2	100
Skilled Agricultural, Forestry and Fishery Workers	12.3	85.7	2.0	100
Craft & Related Trades Workers	27.0	70.0	2.9	100
Plant & machine operators & Assemblers	59.3	37.0	3.7	100
Elementary Occupations	37.9	58.4	3.7	100
Armed Forces Occupations & unidentified occupations	96.1	3.9	-	100
Total	58.9	38.6	2.5	100

\*\*All Island

- Not reported

These figures are to be treated with caution as the corresponding CV (Coefficient of variation) values are high. Source : Quarterly Labour Force Survey, Department of Census & Statistics.

#### Table 2.1.1.5 : Percentage Distribution of Occupational Condition by main Occupational category - 2021(Jan - December)\*\*

Occupational group	Perma- nent	Tempo- rary	Casual	No Permanent employer	Total
Senior Officials & Managers	87.7	9.4	2.6	0.3	100
Professionals	87.0	10.1	2.3	0.6	100
Technicians & Associate Professionals	76.3	17.2	6.2	0.3	100
Clerks	72.9	20.4	6.2	0.5	100
Sales & Service Workers	46.9	38.0	12.0	3.1	100
Skilled Agriculture & Fisherery Workers	9.1	38.3	10.7	41.9	100
Craft & Related Workers	20.1	39.4	12.2	28.2	100
Plant & Machine Operators	50.9	33.8	11.3	4.1	100
Elementary Workers	23.9	32.8	12.2	31.1	100
Unspecified	94.6	0.9	2.8	1.7	100
Total	47.6	28.1	9.5	14.9	100

Provisional

\*\* All Island

These figures are to be treated with caution as the corresponding CV (Coefficient of variation) values are high Source : Quarterly Labour Force Survey, Department of Census & Statistics.

As shown in table 2.1.1.4, more than 80 percent workers of Armed Forces, Senior Officials and Managers, Professionals and Technicians & Associate Professionals categories were entitled for EPF/Pension in 2021. As shown in table 2.1.1.5, 47.6 percent of the total employed persons were permanent workers in 2021.

### **2.1.2: Employment (Board of Investment Projects)**

This section presents the new employment opportunities that may be created in near future through the project approved by the Board of Investment (BOI) of Sri Lanka. 139 projects were approved in 2021 (including 102 expansion projects). The estimated employment capacity for these BOI projects was about 26,290.

Table 2.1.2.1 : Number of Establishme	nts by Zone	/ Park and	Year of	<b>Commencement of</b>
Commercial Operation				

Year	Katunayake EPZ	Biyagama EPZ	Koggala EPZ	Meerigama EPZ	Wathupitiwala EPZ	Horana EPZ	Kandy IP	Seethawake IP	Malwatte EPP	Mawathagama EPZ	Polgahawela EPZ	IP Mirijjawila	IP Pallekele	IP Wagawatta	RO (Provinces)	REDC Outside	Total
2005	3	3	1	1	1	1	0	1	0	0	0	-	-	-	-	73	84
2006	3	2	0	0	0	0	0	1	1	0	0	-	-	-	-	76	83
2007	3	0	1	0	1	2	0	0	1	0	0	-	-	-	-	47	55
2008	0	3	1	0	0	1	0	0	0	0	0	-	-	-	-	80	85
2009	5	4	0	0	0	0	0	2	0	1	0	-	-	-	-	48	60
2010	1	3	-	3	1	1	-	-	1	-	-	-	-	-	-	75	85
2011	1	1	-	-	1	2	1	1	-	-	-	-	-	-	-	52	59
2012	1	3	2	-	-		-	1	-	-	-	-	-	-	-	57	64
2013	5	1	-	2	-	1	-	-	-	-	-	-	-	-	-	64	73
2014	2	2	-	-	2	3	-	-	-	-	-	1	-	-	-	75	85
2015		4	-	1	1	1	-	1	-	-	-	3	-	-	-	71	82
2016	2		1	-	-	1	-	-	-	-	-	-	1	-	-	41	46
2017	2	2	1	-	-	2	-	-	-	-	-	-	-	-	-	52	59
2018	3	1	-	1	1	2	-	2	-	-	-	-	1	-	4	47	62
2019	4	-	2	-	1	2	-	-	-	1	-	-	-	-	5	41	56
2020	3	-	2	-	-	-	-	1	-	-	-	-	-	-	-	39	45
2021	4	3	-	4	-	2	-	-	-	-	1	-	1	2	5	28	50

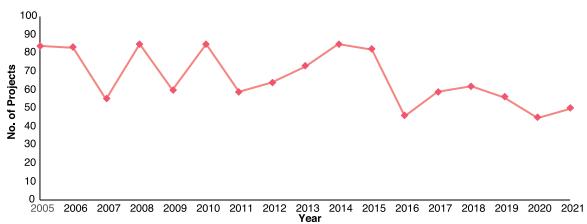
\* Provisional

# Including 200GFP & expansions

EPZ - Export Processing Zone

Source: Board of Investment of Sri Lanka (MIS - 18-02-2022)





Source : Board of Investment of Sri Lanka

As shown in graph 2.1.2.1, the number of establishments, which have started commercial operations, fluctuated from 2006 to 2011, but it increased gradually from 2012 to 2014 and decreased in 2015 and 2016. However, again it has increased in 2017 and 2018. Also a slide decrease can be seen after the year 2018. However, the number of establishments, which have started commercial operations increased in 2021 compared to the year 2020.

Industry Group No.	Industry Group	No. of Projects #	Estimated Employment Capacity
1	Services (Includes Agricultural Projects)	17	4,760
2	Textile, Wearing Apparel & Leather	5	1,605
3	Chemicals, Petoleum, Coal, Rubber & Plastic	2	779
4	Non- Metalic, Mineral Products	2	583
5	Fabricated Metal, Machinery, & Transport Eq.	4	576
6	Manufactured Products (N.E.S.)	3	564
7	Food, Beverage & Tobacco	3	280
8	Paper, Paper Product, Printing & Publishing	1	54
9	Wood & Wood Products		
	Total	37	9,201
	Expansions	102	17,089
	Grand Total	139	26,290

Table 2.1.2.2 : Estimated Employment Capacity in Projects Approved by BOI in 2021

Provisional
 Including 200GFP & expansions EPZ - Export Processing Zone
 Source: Board of Investment of Sri Lanka (MIS - 18-02-2022)



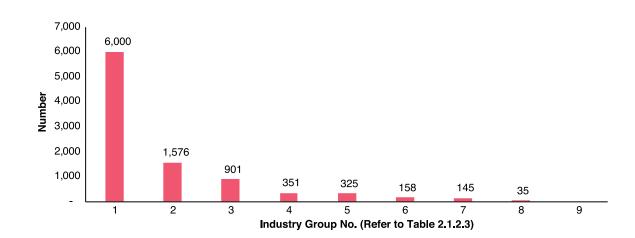
Graph 2.1.2.2 : Estimateded Employment Capacity in Projects Approved by BOI in 2021

As shown in table 2.1.2.2 and graph 2.1.2.2, the highest employment capacity of 4,760 was recorded for the Services (including agricultural projects) sector in 2021. Employment capacity for Textile, Wearing Apparel & Leather sector was 1,605 in 2021.

#### Table 2.1.2.3: Employment Capacity in Projects Commenced Commercial Operations by **Industry Group in 2021**

Industry Group No.	Industry Group	No. of Projects #	Estimated Employment Capacity
1	Textile, Wearing Apparel & Leather	16	6,000
2	Services (Includes Agricultural Projects)	20	1,576
3	Chemicals, Petoleum, Coal, Rubber & Plastic	6	901
4	Manufactured Products (N.E.S.)	2	351
5	Wood & Wood Products	1	325
6	Fabricated Metal, Machinery, & Transport Eq.	2	158
7	Food, Beverage & Tobacco	2	145
8	Non- Metalic, Mineral Products	1	35
9	Paper, Paper Product, Printing & Publishing		
	Total	50	9,491

Provisional
 Including 200GFP & expansions EPZ - Export Processing Zone
 Source : Board of Investment of Sri Lanka (MIS - 19-02-2021)



#### Graph 2.1.2.3: Employment Capacity in Projects Commenced Commercial Operations by **Industry Group in 2021**

According to the table 2.1.2.3 and graph 2.1.2.3, the highest employment capacity in projects commenced commercial operation was 6,000 and it was recorded for Textile, Wearing Apparel & Leather sector in 2021. Industry group related to paper, paper product, printing and publishing have not been commenced any projects during the year 2021.

# **SECTION - 2.2 | EMPLOYMENT (FOREIGN)**

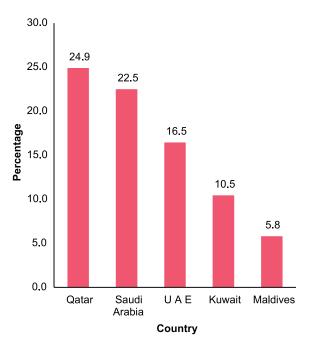
### 2.2.1: Trends in Foreign Employment Opportunities

This section allocates space to discuss the trend in foreign employment opportunities. During the year 2021, 121,795 workers had gone for foreign employment through all sources. The highest number of departures for foreign employment was recorded for Qatar (24.9%). Percentage of the departures for foreign employment for Saudi Arabia, U.A.E. and Kuwait were recorded 22.5, 16.5 and 10.5 respectively of the total departures for foreign employment. According to the graph 2.2.1.2, in all manpower levels, percentage of male departures was higher than that of female departures except in the housemaid category in 2021. Housemaid category recorded the highest number of departures for foreign employment.

### Table2.2.1.1:DeparturesforForeignEmployment in 2021 (Through All Sources)

Country	Total	Percentage
Qatar	30,334	24.9
Saudi Arabia	27,417	22.5
UAE	20,050	16.5
Kuwait	12,730	10.5
Maldives	7,082	5.8
Oman	6,416	5.3
Romania	3,002	2.5
Jordan	2,095	1.7
Bahrain	1,896	1.6
Cyprus	1,688	1.4
South Korea	1,426	1.2
Israel	1,264	1.0
Singapore	1,178	1.0
Seychelles	848	0.7
Japan	807	0.7
Lebanon	703	0.6
Bangladesh	652	0.5
Other	2,207	1.8
All Island	121,795	100
* Provisional		

#### Graph 2.2.1.1: Percentage of Departures for Foreign Employment in 2021 (For selected countries)



Through All Sources

# Table 2.2.1.2: Gender Distribution of Departures for Foreign Employment by Manpower Levelin 2021

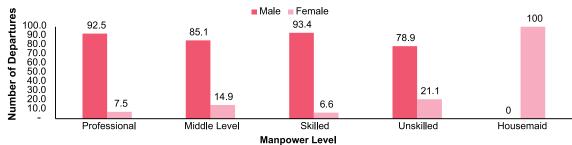
Gender	Professional	Middle Level	Skilled	Unskilled	Housemaid	Total
Male	7,686	3,589	37,321	24,844	-	73,440
Female	623	627	2,645	6,653	29,404	39,952
Total	8,309	4,216	39,966	31,497	29,404	113,392

\*Provisional

Source: Sri Lanka Bureau of Foreign Emplyment

Note: Excluding Clerical Related and Semi Skilled Occupations

# Graph 2.2.1.2: Percentage of Departures for Foreign Employment in 2021 by Manpower Level and Gender



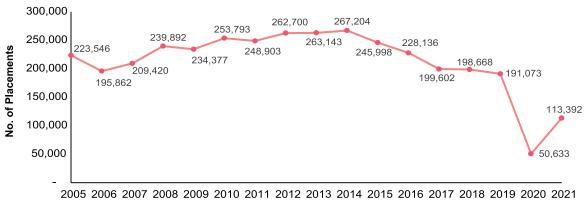
Year	Professional	Middle Level	Skilled	Unskilled	Housemaid	All Manpower Levels
2005	1,421	8,040	46,688	41,904	125,493	223,546
2006	1,619	6,665	45,307	41,143	101,128	195,862
2007	1,609	3,835	49,609	52,191	102,176	209,420
2008	2,836	9,072	59,848	59,427	108,709	239,892
2009	2,820	6,392	61,230	50,158	113,777	234,377
2010	2,974	6,720	71,114	59,898	113,087	253,793
2011	3,835	6,106	67,703	63,443	107,816	248,903
2012	4,445	9,278	67,078	62,847	119,052	262,700
2013	5,140	16,508	73,600	70,961	96,934	263,143
2014	5,340	20,749	73,039	79,415	88,661	267,204
2015	6,257	6,921	82,098	77,444	73,278	245,998
2016	6,574	8,235	76,559	71,641	65,127	228,136
2017	6,371	7,124	68,993	61,057	56,057	199,602
2018	7,210	7,748	67,053	51,719	64,938	198,668
2019	9,860	5,725	62,719	51,200	61,569	191,073
2020	2,954	1,498	16,733	14,061	15,387	50,633
2021	8,309	4,216	39,966	31,497	29,404	113,392

### Table 2.2.1.3 : Foreign Employment Placements by Manpower Level (2005 - 2021)

\*Provisional

Source: Sri Lanka Bureau of Foreign Emplyment Note: Excluding Clerical Related and Semi Skilled Occupations



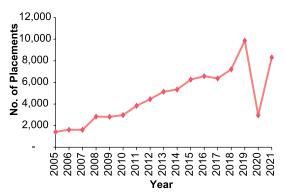


Year

A steady increase can be seen in total number of foreign employment placements from 2006. However, it shows a fluctuation from 2008 to 2014. It was considerably decreased from 2015 to 2017. It can also be seen a decline from 2017 to 2019 and by 2020 it has dropped significantly. However, it was considerably increased in 2021.

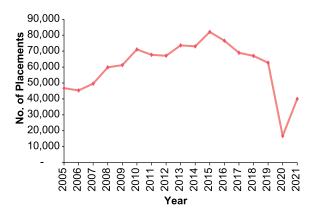
### 2.2.2: Trends in foreign employment placements for different level of jobs

Graph 2.2.2.1 to graph 2.2.2.5 shows trends in foreign employment placements for major job categories. An increasing trend in professional has changed in 2020. Every manpower level shows a significant decrease in 2020 compared to the previous year. Also that was recovered in 2021.

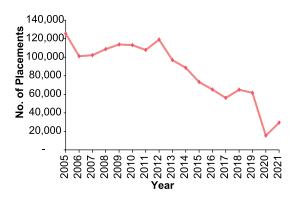


Graph 2.2.2.1: Trend in Professional Jobs

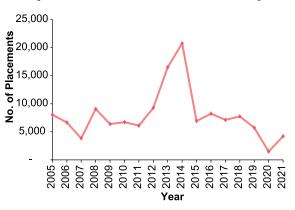
Graph 2.2.2.3: Trend in skilled jobs



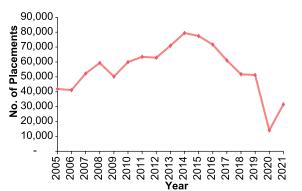
Graph 2.2.2.5: Trend in Housemaid jobs



Graph 2.2.2.2: Trend in Middle level jobs



Graph 2.2.2.4: Trend in Unskilled jobs



### 2.2.3 : Departures for Foreign Employment

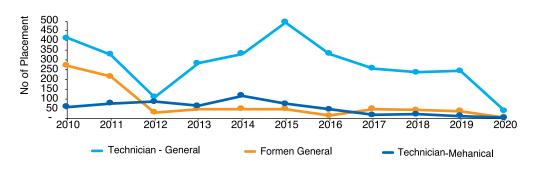
Table 2.2.3.1.	Foreign	employment	placement	for	selected	technicians	and	associate
professionals								

Job category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Technician - General	413	329	110	285	333	494	332	257	237	244	41	155
Technician-A/C and Ref	403	264	123	122	86	43	138	37	44	2	-	-
Foreman General	272	216	31	50	49	50	16	49	45	39	7	23
Technician-Mechanical	60	78	87	65	117	76	47	20	22	14	5	1
Draughtsman-General	20	3	9	13	135	12	5	10	4	6	-	3
Supervisor-Technical	-	-	-	-	-	445	145	21	2	2	-	-

Source: Sri Lanka Bureau of Foreign Employment \*Provisional

Through Registered Sources

### Graph 2.2.3.1: Trends in Selected Techniciance and Associate Professionals

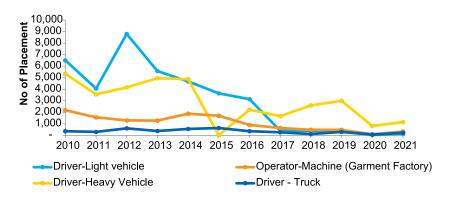


# Table 2.2.3.2. Foreign employment placement for selected plant and machine operators and Assemblers

Job Category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Driver-Light vehicle	6,516	4,064	8,798	5,582	4,678	3,650	3,143	409	404	327	36	123
Operator-Machine (Garment Factory)	5,342	3,563	4,158	4,963	4,871		2,236	1,665	2,610	2,997	814	1,157
Driver-Heavy Vehicle	2,185	1,565	1,297	1,284	1,886	1,708	903	639	489	482	105	340
Driver - Truck	363	302	609	383	557	637	366	272	119	304	74	226
Driver - Trailer	545	211	198	337	291	236	177	61	64	169	44	133
Operator-Heavy equip.	102	57	290	95	244	21	93	57	13	17	13	61
Operator - Jukie machine	186	31	274	229	155	54	93	18	5	40	7	337
Operator-Crane & Hosit	38	18	23	19	64	50	20	24	11	4	9	4

Source: Sri Lanka Bureau of Foreign Employment \*Provisional Through Registered Sources

### Graph 2.2.3.2: Trends in Selected Plant and Machine Operators and Assemblers



According to table 2.2.3.1, foreign employment for technician was recorded 155 departures in 2020. Foreign employment for operator-machine was recorded 1,157 departures under the plant and machine operators and assemblers category in 2021 as shown in table 2.2.3.2.

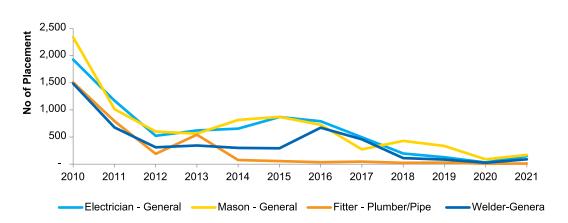
Job Category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Electrician - General	1,927	1,170	522	621	654	869	790	497	196	127	32	147
Mason - General	2,339	1,014	602	564	816	871	727	273	430	336	89	170
Fitter - Plumber/Pipe	1,508	794	189	542	77	55	37	47	24	29	10	11
Welder-General	1,485	677	310	344	299	293	673	458	113	85	26	90
Fixer-Steel	535	358	259	254	503	1,116	575	244	12	11	7	4
Painter-General	518	335	186	296	372	152	535	305	97	151	17	153
Mason-Tile fixer	684	328	73	106	78	59	17	76	14	8	2	7
Mechanic-General	349	225	126	272	218	98	453	55	40	72	37	24
Eelctrician-Auto	57	195	73	71	43	32	39	23	21	23	6	18
Tailor-Garment	172	92	25	103	48	294	499	226	141	191	-	-
Painter-Spray	228	52	24	27	73	22	16	2	4	4	-	1
Carpenter-Furniture	340	47	79	23	18	15	18	32	60	3	13	3
Fabricator	86	34	99	27	11	19	24	23	3	13	2	2
Fitter-General	100	11	77	22	44	13	459	14	52	49	-	14
Bar bender	125	10	95	16	50	26		28	28	68	19	8
Tinker	10	10	13	9	5	8	4	1	1	2	-	1

Table 2.2.3.3: Foreign Employment Placements for Selected Craft and Related Workers

Source: Sri Lanka Bureau of Foreign Employment \*Provisional

Through Registered Sources





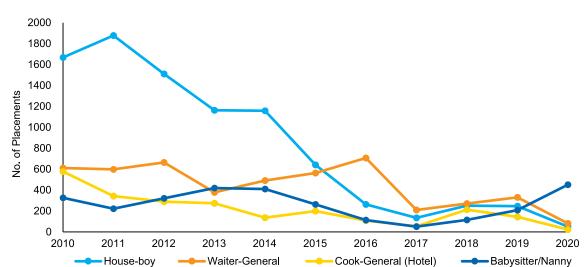
As shown in table 2.2.3.3, the highest number of foreign employment placement in the craft and related workers category was recorded for mason (general) in 2021. It was 170 placements.

Job Category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Housemaid - General	86,700	81,343	119,052	96,934	62,516	50,355	41,139	21,427	38,027	35,759	8,666	16,530
House-boy	1,668	1,877	1,510	1,163	1,158	641	264	136	251	247	51	175
Waiter-General	611	598	665	379	492	563	708	210	272	331	81	249
Cook-General (Hotel)	577	344	290	275	137	200	109	54	213	144	24	24
Gardner	113	274	647	1,508	658	1,202	1	163	134	-	-	-
Babysitter/ Nanny	326	223	322	420	410	264	114	51	116	208	452	515
Steward-Hotel	-	120	35	156	1	222	1	1	115	1	22	-
Office boy	75	102	194	374	613	130	146	203	67	87	-	-
Janitor	222	93	236	1,090	533			30		17	2	81
Chef	109	61	135	108	64	45	19	33	14	41	7	35
Janitress	4	61	31	17	2	-	-	-	-	-	-	-
Baker	46	60	71	66	44	57	69	49	70	104	28	33
House Keeper	51	57	185	236	110	151	8	50	65	45	18	-
Room boy	115	57	106	54	77	62	32	29	5	18	-	1
Laundryman	91	37	54	64	20	13	21	7	8	2	1	20
Sales workers	508	29	93	31	6	18	41	7	1	2	3	5
Waitress	35	17	29	12	25	63	44	32	19	23	-	15
Ironer	27	10	8	2	82		50	13	15	5	1	-
Officer-Security	16	9	79	-	9	25	9	5	7	9	-	2

# Table 2.2.3.4: Foreign Employment Placements for Selected Service Workers and Shop & Market Workers

Source: Sri Lanka Bureau of Foreign Employment \*Provisional

Through Registered Sources



### Graph 2.2.3.4: Trends in Selected Service Workers and Shop & Market Workers Jobs

In the service workers category, the highest number placements for foreign employment were recorded for housemaid in 2021.

# **2.2.4: Job Orders Received from Foreign Principals and Ranking as per Job Demand in 2020**

Job Category	Job orders	Rank
House Cook -Female	17,395	1
House Cook - Male	9,820	2
House Driver - S/L Licence	8,160	3
House Driver - Gulf Licenced	8,050	4
House Driver - Kuwait Licence	7,455	5
Waiter - General	4,592	6
Cook A (Non Domestic)	2,903	7
House Driver - Lady	2,710	8
Caregiver - Domestic Female	2,500	9
House Driver - Experience	2,495	10

### Table 2.2.4.1: Service Occupations

### **Table 2.2.4.2: Plant and Macine Operators**

Job Category	Job orders	Rank
Driver - House	18,508	1
Driver - General	4,717	2
Operator - Machine	4,088	3
Driver - Heavy Vehicle	3,293	4
Driver - Light Vehicle	2,430	5
Operator - Machine (Garment Factory)	2,253	6
Driver - Truck	1,814	7
Operator - Sewing Machine	1,750	8
Operator - Juki Machine	1,390	9
Operator - Excavate	1,212	10

The above ranking was done on the basis of the number of job orders offered to Sri Lankan employment agencies by their foreign principals.

### Table 2.2.4.3: Craft and Related Occupations

Job Category	Job orders	Rank
Carpenter	3,266	1
Mason - General	3,050	2
Electrician - General	2,618	3
Plumber	2,461	4
Welder - General	2,323	5
Mechanic - General	1,691	6
Carpenter - Shuttering	1,619	7
Mechanic - Auto	1,590	8
Painter - General	1,325	9
Fixer - Steel	1,111	10

### Table 2.2.4.4: Technicians and AssociateProfessionals

Job Category	Job orders	Rank
Technician - General	1,835	1
Technician - AC	1,035	2
Technical Intern Trainee	812	3
Technician - Auto A/C	571	4
Technician - Fiberglass	425	5
Technician -Refrigeration	403	6
Supervisor	385	7
Assistant- Ware House	347	8
Supervisor - General	327	9
Team Member	234	10

Source: Sri Lanka Bureau of Foreign Employment

\*Provisional

Note :-

The amount of job orders given above represent the total number of job placements offered to local employment agencies by their foreign principals. The actual number of job placements offered may be less than the figures given above since there may be instance where the foreign principals may refers the same job order to more than one local agency. The jobs offered under the occupational title of "Tailor" are sometimes for Housemaid, Houseboy or other type of domestic workers.

# Unemployment

UNEMPLOYMENT

# Section 3 :

his section describes the information related to unemployment by number, rate by year, rate by gender, composition of currently unemployed by expected employment type and gender. Also distribution of unemployed persons by level of education and different age groups is mentioned in this section. Preferred sector for currently unemployed persons is further presented by gender wise and distribution of unemployed persons with and without vocational

# **SECTION - 3.1 | UNEMPLOYMENT**

### **3.1.1 : Unemployment Trends**

Section 3.1 provides information on unemployment, unemployment rate, expected employment type of unemployed persons and unemployment by age categories in the country. The Quarterly Labour Force Survey, conducted by the Department of Census & Statistics has provided the inputs to this section.

Year	No. Unemployed	Unemployment Rate
2006*	493,440	6.5
2007*	447,021	6.0
2008*	394,009	5.2
2009*	432,852	5.7
2010*	374,748	4.9
2011*	307,951	4.0
2012*	293,719	3.9
2013*	344,603	4.3
2014*	380,554	4.3
2015**	383,496	4.7
2016**	362,999	4.4
2017**	358,507	4.2
2018**	372,593	4.4
2019**	411,318	4.8
2020**	467,513	5.5
2021**	439,783	5.1

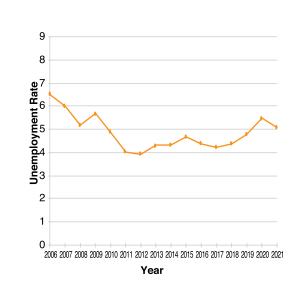


 Table 3.1.1.1: Number Unemployed & Unemployment Rate - 2021(Jan - December)\*\*

Source : Quarterly Labour Force Survey, Department of Census & Statistics \* Excluding Northern and Eastern provinces

\*\* All Island

Note:

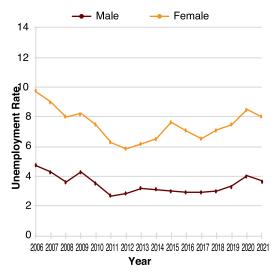
In 2005, Quarterly Labour Force Survey was not conducted by the Department of Census and Statistics due to absence of sample frame in the tsunami affected area. However, a special survey was conducted covering the entire country.

As shown in table 3.1.1.1, the unemployment rate (considering all island) decreased to 5.1 percent during 2021 from 5.5 percent recorded in 2020.

Year	Male	Female	Total
2006*	4.7	9.7	6.5
2007*	4.3	9.0	6.0
2008*	3.6	8.0	5.2
2009*	4.3	8.2	5.7
2010*	3.5	7.5	4.9
2011*	2.7	6.3	4.0
2012*	2.8	5.8	3.9
2013*	3.2	6.2	4.3
2014*	3.1	6.5	4.3
2015**	3.0	7.6	4.7
2016**	2.9	7.0	4.4
2017**	2.9	6.5	4.2
2018**	3.0	7.1	4.4
2019**	3.3	7.4	4.8
2020**	4.0	8.5	5.5
2021**	3.7	7.9	5.1

### Table 3.1.1.2: Unemployment Rate by Gender - 2021(Jan - December)\*\*

Source : Quarterly Labour Force Survey, Department of Census & Statistics \* Excluding Northern and Eastern provinces \*\* All Island



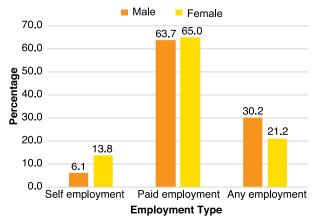
As shown in table 3.1.1.2, the unemployment rate among females was relatively higher than that of males. Moreover, both male & female unemployment rates were decreased in 2021 compared to the previous year.

# Table 3.1.1.3 : Percenatage Distribution of Currently UnemployedPersons according toExpected Employment typeby Gender - 2021(Jan - December)\*\*

Employment type	Ma	Male		nale	Total		
Employment type	No.	%	No.	%	No.	%	
Self employment	12,649	6.1	32,077	13.8	44,726	10.2	
Paid employment	131,807	63.7	151,361	65.0	283,168	64.4	
Any employment	62,488	30.2	49,402	21.2	111,889	25.4	
Total	206,943	100.0	232,840	100.0	439,783	100.0	

Source : Quarterly Labour Force Survey, Department of Census & Statistics \* \* All Island

# Graph 3.1.1.3: Percenatage Distribution of Currently Unemployed Persons by Expected Employment type & Gender - 2021



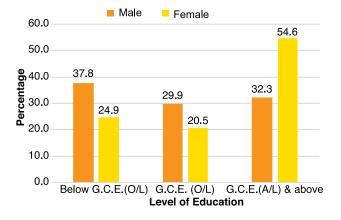
According to the table 3.1.1.3, about 64.4 percent of total unemployed persons expected paid employment in 2021. The graph 3.1.1.3 also shows that majority of unemployed males and females expected paid employment in 2021.

Table3.1.1.4: Percentage Distribution of Unemployed Persons	by Level of Education and
Gender - 2021(Jan - December)**	

Gender	Below G.C.E.(O/L)	G.C.E. (O/L)	G.C.E.(A/L) & above	Total
Male	37.8	29.9	32.3	100
Female	24.9	20.5	54.6	100
Total	31.0	24.9	44.1	100

Source : Quarterly Labour Force Survey, Department of Census & Statistics \* \* All Island

# Graph 3.1.1.4: Percentage Distribution of Unemployed Persons by Level of Education and Gender - 2021



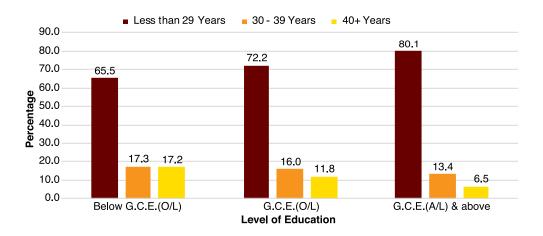
As per table 3.1.1.4, majority of unemployment of 44.1 percent was among those with qualification of GCE (A/L) & above group in 2021. It was 32.3 percent and 54.6 percent for males and females respectively. This reveals that the problem of unemployment was more acute among educated females than males.

# Table 3.1.1.5: Percentage Distribution of Unemployed Persons according to level of Education by Age Group - 2021(Jan - December)\*\*

Level of Education				Total
	Less than 29 Years	30 - 39 Years	40+ Years	Total
Below G.C.E.(O/L)	65.5	17.3	17.2	100.0
G.C.E.(O/L)	72.2	16.0	11.8	100.0
G.C.E.(A/L) & above	80.1	13.4	6.5	100.0
Total	73.6	15.2	11.1	100.0

Source : Quarterly Labour Force Survey, Department of Census & Statistics \* \* All Island

# Graph 3.1.1.5: Percentage Distribution of Unemployed Persons according to level of Education by Age Group - 2021



# Table 3.1.1.6 :Percenatage Distribution of Currently Unemployed Persons who are willing toget paid Employmentby Gender & Employment sector - 2021(Jan - December)\*\*

Employment costor	Ger	Tatal	
Employment sector	Male	Female	Total
Public Sector	28.0	46.9	38.1
Semi-government Sector	1.8	0.5	1.1
Private Sector	19.7	10.3	14.7
Any Sector	50.5	42.3	46.2
Total	100.0	100.0	100.0

Source : Quarterly Labour Force Survey, Department of Census & Statistics \*\*All Island

These figures are to be treated with caution as the corresponding CV (Coefficient of variation) values are high

According to the table 3.1.1.5, the unemployment rate was more acute among the age group of less than 29 years in 2021.

# Section 3.2: | Unemployment and Vocational Training

### 3.2.1: Unemployment with/without Vocational Training

This section contains information of unemployed persons with and without vocational training in the country. According to table 3.2.1.1, about 27.8 percent of the total unemployed persons have followed vocational training. In other words, it indicates that 72.2 percent of unemployed persons were without any vocational training in 2021.

Table 3.2.1.1 : Vocational Training and Unemployment - 2021(Jan - December)\*\*

Unemployed Persons	Ma	Male		nale	Total		
onemployed Persons	No.	No. % No.		%	No.	%	
With Vocational Training	53,861	26.0	68,412	29.4	122,272	27.8	
Without Vocational Training	153,082	74.0	164,428	70.6	317,510	72.2	
Total	206,943	100.0	232,840	100.0	439,783	100.0	

Source : Quarterly Labour Force Survey, Department of Census & Statistics \*\*All Island

### Graph 3.2.1.1: Male Unemployment by Vocational Training - 2021

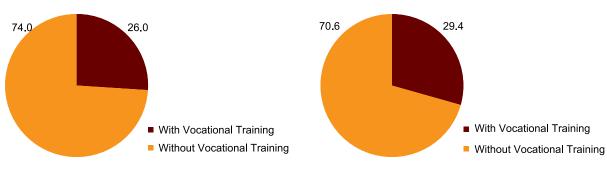


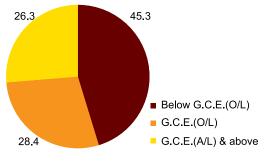
 Table 3.2.1.2 : Unemployed Persons without Vocational Training by Level of Education - 2021

 (Jan - December)\*\*

Level of Education	Male		Female		Female Total	
	No.	%	No.	%	No.	%
Below G.C.E.(O/L)	69,312	45.3	50,300	30.6	119,612	37.7
G.C.E.(O/L)	43,508	28.4	37,096	22.6	80,604	25.4
G.C.E.(A/L) & above	40,263	26.3	77,032	46.8	117,295	36.9
Total	153,082	100.0	164,428	100.0	317,510	100.0

Source : Quarterly Labour Force Survey, Department of Census & Statistics Provisional \*\*All Island

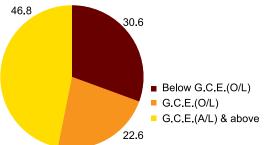
### Graph 3.2.1.2: Educational Status of Unemployed Males Without any Training -2021





Graph 3.2.1.1A: Female Unemployment by

**Vocational Training - 2021** 



# Supply of labour

# Section 4 :

his section provides information on supply of Trained persons from public and private sector training organizations by sector, gender, province and some institutional enrolments and completions in public sector training organizations. This section also includes output of the University graduates by course and gender as well as National Vocational Qualification (NVQ) holders' information by occupation and training mode.

# **SECTION - 4.1 | TECHNICAL, VOCATIONAL EDUCATION AND TRAINING** (TVET)

### 4.1.1. Training Performance

Table 4.1.1.1: Training Performance of TVEC Registered Public & Private Sector Training Institutes by Industry Sector (Based on ISIC- Rev .04) in 2021

Field of Otudu	N	o. Recruite	d	No. Completed			
Field of Study		Female	Total	Male	Female	Total	
Information and communication	13,617	17,440	31,057	7,407	9,794	17,201	
Education	10,516	12,816	23,332	4,623	7,717	12,340	
Construction	12,737	7,541	20,278	7,815	698	8,513	
Manufacturing	7,086	7,792	14,878	3,799	3,703	7,502	
Professional, scientific and technical activities	6,512	6,881	13,393	2,354	2,673	5,027	
Other service activities	4,141	7,591	11,732	2,105	4,141	6,246	
Wholesale and retail trade; repair of motor vehicles and motorcycles	6,688	3,357	10,045	4,470	195	4,665	
Accommodation and food service activities	3,747	2,463	6,210	2,199	1,573	3,772	
Human health and social work activities	2,446	3,183	5,629	1,973	2,395	4,368	
Agriculture, forestry and fishing	3,023	1,449	4,472	714	404	1,118	
Administrative and support service activities	1,192	1,111	2,303	670	817	1,487	
Transportation and storage	458	269	727	187	57	244	
Electricity, gas,steam and air conditioning sup- ply	229	476	705	207	22	229	
Arts, entertainment and recreation	50	59	109	51	34	85	
Activities of extraterritorial organizations and bodies	13	36	49	3	3	6	
Total	72,455	72,464	144,919	38,577	34,226	72,803	

Source: the above numbers are based on training performance of TVEC registered public & Private institutions in different industry sectors Note: Completions include in intake of previous years for courses of different duration. Both full time and part time courses are included. \*Except in – plant training and on the job training in NAITA

 Table 4.1.1.2: Training Performance of TVEC Registered Public Sector Training Institutes by

 Industry Sector (Based on ISIC- Rev .04) in 2021

Field of Study		lo. Recruite	ed	No. Completed		
		Female	Total	Male	Female	Total
Information and communication	11,509	14,270	25,779	6,047	7,948	13,995
Education	8,931	10,928	19,859	3,606	6,611	10,217
Construction	11,350	7,380	18,730	6,701	564	7,265
Manufacturing	6,391	7,002	13,393	3,386	3,100	6,486
Professional, scientific and technical activities	4,816	5,245	10,061	1,204	1,561	2,765
Wholesale and retail trade; repair of motor vehicles and motorcycles	6,211	3,321	9,532	4,195	193	4,388
Other service activities	3,683	5,589	9,272	1,871	2,961	4,832
Accommodation and food service activities	3,234	2,119	5,353	1,815	1,330	3,145
Human health and social work activities	2,163	2,086	4,249	1,744	1,571	3,315
Agriculture, forestry and fishing	2,770	1,382	4,152	515	336	851
Administrative and support service activities	1,047	1,074	2,121	526	790	1,316
Electricity, gas, steam and air conditioning supply	229	476	705	207	22	229
Transportation and storage	296	215	511	44	16	60
Arts, entertainment and recreation	35	34	69	44	21	65
Activities of extraterritorial organizations and bodies	8	31	39	-	-	-
Total	62,673	61,152	123,825	31,905	27,024	58,929

Source: the above numbers are based on training performance of TVEC registered public institutions in different industry sectors. Note: Both full – time and part time courses are included.

Table 4.1.1.3: Training Performance of TVEC Registered Private Sector Training Institutes by
Industry Sector (Based on ISIC- Rev .04) in 2021

Field of Study		o. Recruite	d	No. Completed			
Field of Study	Male	Female	Total	Male	Female	Total	
Information and communication	2,108	3,170	5,278	1,360	1,846	3,206	
Education	1,585	1,888	3,473	1,017	1,106	2,123	
Professional, scientific and technical activities	1,696	1,636	3,332	1,150	1,112	2,262	
Other service activities	458	2,002	2,460	234	1,180	1,414	
Construction	1,387	161	1,548	1,114	134	1,248	
Manufacturing	695	790	1,485	413	603	1,016	
Human health and social work activities	283	1,097	1,380	229	824	1,053	
Accommodation and food service activities	513	344	857	384	243	627	
Wholesale and retail trade; repair of motor vehicles and motorcycles	477	36	513	275	2	277	
Agriculture, forestry and fishing	253	67	320	199	68	267	
Transportation and storage	162	54	216	143	41	184	
Administrative and support service activities	145	37	182	144	27	171	
Arts, entertainment and recreation	15	25	40	7	13	20	
Activities of extraterritorial organizations and bodies	5	5	10	3	3	6	
Total	9,782	11,312	21,094	6,672	7,202	13,874	

\* Data from 223 of 609 registered private sector training institutes. Source: the above numbers are based on training performance of TVEC registered private institutions in different industry sectors.

### 4.1.2 : Training Performance in Selected Public Sector Training Institutions

During the year 2021, 123,825 youth were recruited for Technical & Vocational Education and Training by selected public sector training organizations. Majority (50.61%) of recruitments were males. Vocational Training Authority recorded the highest number of recruitments. That was 33,375. As shown in table 4.1.2.1, 17,691 trainees completed their training during the year 2021.

Table 4.1.2.1: Recruitments and Completions in Selected Public Sector Training Organizations
in 2021

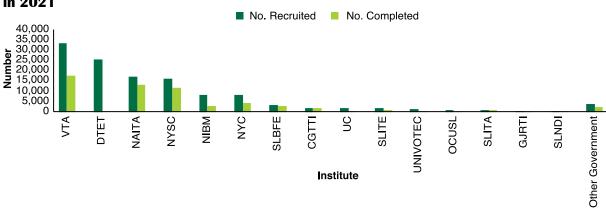
Name of the Training Provider	N	o. Recruite	ed	No. Completed			
	Male	Female	Total	Male	Female	Total	
Vocational Training Authority (VTA)	18,711	14,664	33,375	9,223	8,468	17,691	
Department of Technical Education & Training (DTET)	10,411	15,139	25,550			-	
National Apprentice & Industrial Training Authority (NAITA)	10,197	6,780	16,977	9,416	3,897	13,313	
National Youth Services Council (NYSC)	6,082	9,866	15,948	4,399	7,426	11,825	
National Institute of Business Management (NIBM)	4,002	4,193	8,195	1,347	1,487	2,834	
National Youth Corps (NYC)	4,006	4,126	8,132	1,749	2,255	4,004	
Sri Lanka Bureau Foreign Employment (SLBFE)	1,621	1,631	3,252	1,441	1,489	2,930	
Ceylon German Technical Training Institute (CGTTI)	1,994	-	1,994	1,830	17	1,847	
University Collages (UC)	1,091	842	1,933	171	136	307	
Sri Lanka Institute Of Advance Technological Education (SLIATE)	482	1,344	1,826	173	519	692	
University of Vocational Technology (UNIVOTEC)	562	504	1,066	217	145	362	
Ocean University (OCUSL)	706	296	1,002	91	24	115	
Sri Lanka Institute of Textile & Apparel (SLITA)	337	244	581	337	244	581	
Gem and Jewellery Research and Training Institute (GJRTI)	168	77	245	21	6	27	
Sri Lanka National Design Institute (SLNDI)	101	84	185	35	34	69	
Other government Institute	2,202	1,362	3,564	1,455	877	2,332	
Total	62,673	61,152	123,825	31,905	27,024	58,929	

Note: Completions include the intake of previous years for courses of different duration.

\*on the job training and in-plant training of NAITA are not included.

Both full time and part time courses are included.

Sources : National Apprentice & Industrial Training Authority (NAITA), Vocational Training Authority (VTA), Department of Technical Education & Training (DTET), National Youth Services Council (NYSC), National Youth Corps (NYC), National Institute of Business Management (NIBM), University Colleges (UC), Sri Lanka Institute of Textile & Apparel (SLITA), Ceylon German Technical Training Institute (CGTTI), University of Vocational Technology (UNIVOTEC), Mahapola Ports & Maritime Academy (MPMA) and Other registered government Institutes.



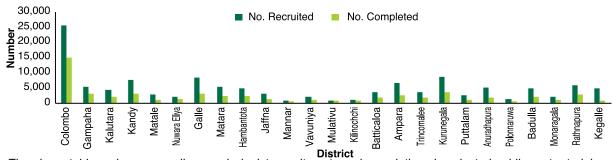
### Graph 4.1.2.1: Recruitments and Completions in Selected Public Sector Training Organizations in 2021

<b>D</b> .	<b>D</b> . ( ) (	1	No. Recruited		No. Completed			
Province	District	Male	Female	Total	Male	Female	Total	
	Colombo	14,914	10,533	25,447	9,900	5,154	15,0	
	Gampaha	3,141	2,139	5,280	1,878	1,175	3,0	
Western	Kalutara	1,926	2,541	4,467	793	1,354	2,1	
	Total	19,981	15,213	35,194	12,571	7,683	20,2	
	Kandy	3,472	4,142	7,614	1,296	1,799	3,0	
0 1 1	Matale	1,593	1,354	2,947	572	524	1,0	
Central	Nuwara Eliya	854	1,350	2,204	525	716	1,2	
	Total	5,919	6,846	12,765	2,393	3,039	5,4	
	Galle	4,127	4,187	8,314	1,365	1,828	3,1	
0 "	Matara	2,432	2,827	5,259	996	1,355	2,3	
Southern	Hambantota	2,513	2,322	4,835	1,257	1,113	2,3	
	Total	9,072	9,336	18,408	3,618	4,296	7,9	
	Jaffna	1,474	1,534	3,008	893	431	1,3	
	Mannar	543	406	949	399	215	6	
Northern	Vavuniya	973	1,203	2,176	664	530	1,1	
	Mulativu	403	356	759	497	250	7	
	Kilinochchi	649	481	1,130	606	319	ç	
	Total	4,042	3,980	8,022	3,059	1,745	4,8	
	Batticaloa	1,966	1,737	3,703	1,199	730	1,9	
- /	Ampara	3,294	3,353	6,647	1,663	1,066	2,7	
Eastern	Trincomalee	1,815	1,689	3,504	1,287	548	1,8	
	Total	7,075	6,779	13,854	4,149	2,344	6,4	
	Kurunegala	3,594	5,173	8,767	1,296	2,246	3,5	
North Western	Puttalam	1,217	1,312	2,529	503	655	1,1	
	Total	4,811	6,485	11,296	1,799	2,901	4,7	
	Anuradhapura	2,422	2,590	5,012	752	1,215	1,9	
North Central	Polonnaruwa	790	676	1,466	285	205	4	
	Total	3,212	3,266	6,478	1,037	1,420	2,4	
	Badulla	2,375	2,626	5,001	953	1,202	2,1	
Jva	Monaragala	1,024	1,128	2,152	389	648	1,0	
	Total	3,399	3,754	7,153	1,342	1,850	3,1	
	Rathnapura	2,861	3,003	5,864	1,557	1,402	2,9	
Sabaragamuwa	Kegalle	2,301	2,490	4,791	380	344	7	
	Total	5,162	5,493	10,655	1,937	1,746	3,6	
rand Total		62,673	61,152	123,825	31,905	27,024	58,9	

# Table 4.1.2.2: Training Performance in Selected Public Sector Training Organaizations in 2021

\*Except in plant training and on the job training in NAITA Both full time and part time courses are included.

# Graph 4.1.2.2: Training Performance in Selected Public Sector Training Organizations by District in 2021



The above table and corresponding graph depict recruitments and completions in selected public sector training organizations by province and district. It shows that Colombo district remains the geographical area where the highest number of youth was recruited. Also Mulativu remains as the geographical area where the lowest number of youth was recruited for training by public sector training organizations in the 2021.

# SECTION - 4.2 | DETAILED OUTPUT OF SELECTED PUBLIC SECTOR TVET INSTITUTIONS

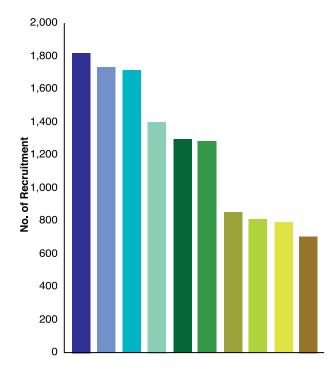
### 4.2.1 : Department of Technical Education and Training (DTET)

In the Department of Technical Education and Training, the highest number of recruitments (1,823) was recorded for Certificate for Information and Communication Technology Technician in the 2021. Of these recruitments 465 (25.5 %) were females.

Table 4.2.1.1: Top 10 Recruitment in Department of Technical Education & Training in	ı 2021
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Name of the Course	Male	Female	Total	Rank
Certificate for Information and Communication Technology Technician	1358	465	1823	1
National Certificate in Professional English	1465	272	1737	2
National Certificate in Technology (Civil Engineering)	449	1267	1716	3
National Certificate in Engineering Draughtsmanship	602	799	1401	4
National Certificate For Accounting Technicians	956	342	1298	5
National Certificate for Construction Site Supervisors	350	935	1285	6
Certificate for Quantity Survey Assistants	325	529	854	7
National Certificate in Engineering Craft Practice (Motor Vehicle Mechanic)	3	809	812	8
Certificate for field Assistants (Agriculture)	543	247	790	9
Diploma in Information And Communication Technology	366	341	707	10



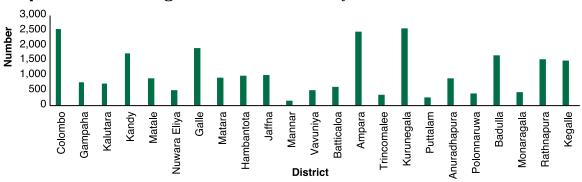


- Certificate for Information and Communication Technology Technician
- National Certificate in Professional English
- National Certificate in Technology (Civil Engineering)
- National Certificate in Engineering Draughtsmanship
- National Certificate For Accounting Technicians
- National Certificate for Construction Site Supervisors
- Certificate for Quantity Survey Assistants
- National Certificate in Engineering Craft Practice (Motor Vehicle Mechanic)
- Certificate for field Assistants (Agriculture)
- Diploma in Information And Communication Technology

Drouines	District	N	lo. Recruited	t	No. Completed			
Province	District	Male	Female	Total	Male	Female	Total	
	Colombo	795	1,763	2,558				
Western	Gampaha	220	551	771				
	Kalutara	334	390	724				
	Total	1,349	2,704	4,053				
	Kandy	738	999	1,737				
	Matale	458	454	912				
Central	Nuwara Eliya	200	318	518				
	Total	1,396	1,771	3,167				
	Galle	936	994	1,930				
<b>a</b>	Matara	415	517	932				
Southern	Hambantota	423	575	998				
	Total	1,774	2,086	3,860				
	Jaffna	412	613	1,025				
Northern	Mannar	63	108	171				
	Vavuniya	162	341	503				
	Total	637	1,062	1,699				
	Batticaloa	243	380	623				
<b>-</b> .	Ampara	790	1,689	2,479				
Eastern	Trincomalee	133	224	357				
	Total	1,166	2,293	3,459				
	Kurunegala	1,091	1,493	2,584				
North Western	Puttalam	90	173	263				
	Total	1,181	1,666	2,847				
	Anuradhapura	460	449	909				
North Central	Polonnaruwa	175	227	402				
	Total	635	676	1,311				
	Badulla	665	1,006	1,671				
Uva	Monaragala	257	188	445				
	Total	922	1,194	2,116				
	Rathnapura	653	889	1,542				
Sabaragamuwa	Kegalle	698	798	1,496				
-	Total	1,351	1,687	3,038				
Grand Total		10,411	15,139	25,550	0	0		

### Table 4.2.1.2: Training Performance in DTET by Province and District in 2021

In the year 2021, kurunegala district recorded the highest number of recruitment in DTET. In contrast, the lowest recruitment was recorded for Mannar district.



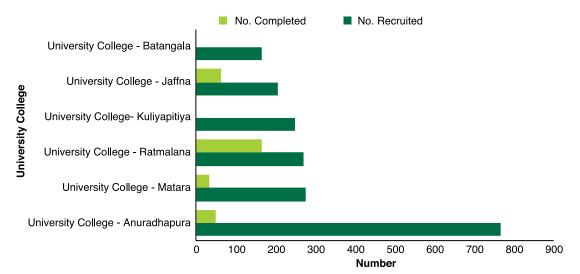
Graph 4.2.1.2: Training Performance in DTET by District in 2021

### 4.2.2: University Colleges

As shown in table 4.2.2.1. and graph 4.2.2.1, 1933 students were recruited in public university collages in the 2021.

Name of the University College	N	lo. Recruited		No. Completed			
Name of the University College	Male	Female	Total	Male	Female	Total	
University College - Anuradhapura	445	322	767	28	20	48	
University College - Matara	141	135	276	7	25	32	
University College - Ratmalana	137	134	271	101	64	165	
University College- Kuliyapitiya	142	107	249				
University College - Jaffna	129	77	206	35	27	62	
University College - Batangala	97	67	164				
Total	1091	842	1933	171	136	307	





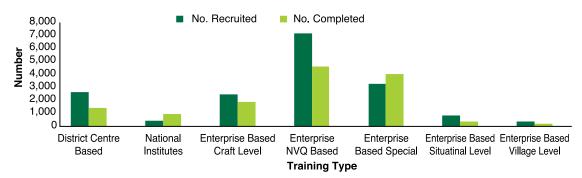
### 4.2.3 : National Apprentice and Industrial Training Authority (NAITA)

The highest number of recruitments was recorded for the Enterprise Based NVQ training. It was 7,115. Considering Center Based Apprenticeship Training of National Apprentice and Industrial Training Authority, the highest number of recruitments was recorded in kegalle district during the year 2021. It was 230.

Training Turpa		o. Recruite	ed	No. Completed			
Training Type	Male	Female	Total	Male	Female	Total	
District Centre Based	659	1,949	2,608	372	1,012	1,384	
National Institutes	320	70	390	765	160	925	
Enterprise Based Craft Level	1,205	1,213	2,418	1,228	616	1,844	
Enterprise Based NVQ	4,336	2,779	7,115	2,923	1,651	4,574	
Enterprise Based Special	3,176	88	3,264	3,937	97	4,034	
Enterprise Based Situatinal Level	443	380	823	167	205	372	
Enterprise Based Village Level	58	301	359	24	156	180	
Total	10,197	6,780	16,977	9,416	3,897	13,313	

Note:- Completion include the intake of previous years for courses of different duration. \*Excluding on the job training and In-Plant training





# Table 4.2.3.1B: Recruitments and Completions in On the Job Training and In-plant Training by Gender in NAITA in 2021

Turne of Training		o. Recruite	ed	No. Completed			
Type of Training	Male	Female	Total	Male	Female	Total	
In plant Training	2,800	2,639	5,439	2,766	1,930	4,696	
On the Job Training	3,643	3,047	6,690	3,013	2,568	5,581	
Total	6,443	5,686	12,129	5,779	4,498	10,277	

Note: completion include the intake of previous years for courses of different duration.

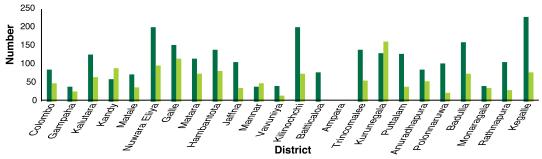
# Graph 4.2.3.1B: Recruitment and completion in On the Job Training and In-plant Training by Gender in NAITA in 2021



# Table 4.2.3.2: Recruitment and Completion in District Center Based Training in NAITA by Province and District in 2021

Description	District	N	lo. Recruited	b b	N	o. Complete	d
Province	District	Male	Female	Total	Male	Female	Total
	Colombo	38	49	87	19	30	49
	Gampaha	12	29	41	2	25	27
Western	Kalutara	49	79	128	25	42	67
	Total	99	157	256	46	97	143
	Kandy	29	32	61	38	52	90
Operatural	Matale	10	64	74	10	28	38
Central	Nuwara Eliya	9	192	201	2	96	98
	Total	48	288	336	50	176	226
	Galle	40	114	154	57	59	116
0	Matara	4	113	117	12	63	75
Southern	Hambantota	24	117	141	7	77	84
	Total	68	344	412	76	199	275
	Jaffna	28	80	108	4	32	36
Northern	Mannar	0	41	41	1	49	50
	Vavuniya	10	33	43	5	12	17
	Kilinochchi	83	118	201	32	44	76
	Total	121	272	393	42	137	179
	Batticaloa	48	32	80	0	0	(
<b>F</b> and a set	Ampara						
Eastern	Trincomalee	54	87	141	26	32	58
	Total	102	119	221	26	32	58
	Kurunegala	29	102	131	85	77	162
North Western	Puttalam	26	103	129	10	30	40
	Total	55	205	260	95	107	202
	Anuradhapura	23	64	87	8	47	55
North Central	Polonnaruwa	51	52	103	5	19	24
	Total	74	116	190	13	66	79
	Badulla	32	128	160	11	64	75
Uva	Monaragala	12	30	42	2	34	30
	Total	44	158	202	13	98	11'
	Rathnapura	15	93	108	3	28	3
Sabaragamuwa	Kegalle	33	197	230	8	72	80
	Total	48	290	338	11	100	11
Grand Total		659	1,949	2,608	372	1,012	1,384

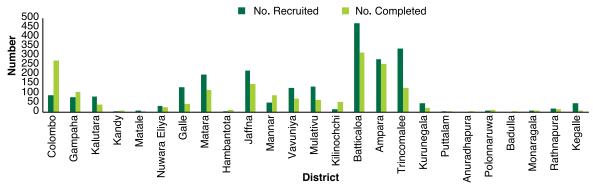




# Table 4.2.3.3: Recruitment and Completion in Enterprise Based Craft Level Training in NAITA by Province and District in 2021

	D: ( ) (	N	o. Recruite	ed	N	o. Complete	ed
Province	District	Male	Female	Total	Male	Female	Total
	Colombo	91	-	91	220	56	276
Masters	Gampaha	66	12	78	89	20	109
Western	Kalutara	63	20	83	31	9	40
	Total	220	32	252	340	85	425
	Kandy	2	-	2	1	8	9
Central	Matale	4	4	8	4	1	5
Central	Nuwara Eliya	4	30	34	12	16	28
	Total	10	34	44	17	25	42
	Galle	56	78	134	20	23	43
Couthorn	Matara	65	135	200	51	66	117
Southern	Hambantota	1	4	5	9	3	12
	Total	122	217	339	80	92	172
	Jaffna	148	75	223	95	57	152
	Mannar	41	9	50	70	21	91
	Vavuniya	67	62	129	35	37	72
Northern	Mulativu	32	105	137	18	46	64
	Kilinochchi	15	-	15	34	20	54
	Total	303	251	554	252	181	433
	Batticaloa	242	232	474	220	98	318
Factorn	Ampara	170	112	282	178	79	257
Lastern	Trincomalee	113	226	339	118	10	128
Eastern North Western	Total	525	570	1,095	516	187	703
	Kurunegala	4	43	47	7	17	24
North Western	Puttalam	2	3	5	1	-	1
	Total	6	46	52	8	17	25
	Anuradhapura	-	-	-	2	-	2
North Central	Polonnaruwa	4	4	8	3	9	12
	Total	4	4	8	5	9	14
	Badulla	-	-	-	1	-	1
Uva	Monaragala	3	7	10	7	-	7
	Total	3	7	10	8	-	8
	Rathnapura	6	12	18	2	13	15
Sabaragamuwa	Kegalle	6	40	46	-	7	7
	Total	12	52	64	2	20	22
Grand Total		1,205	1,213	2,418	1,228	616	1,844

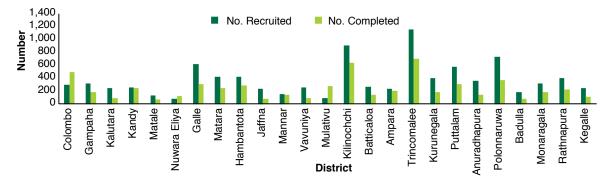
# Graph 4.2.3.3: Recruitment and Completion in Enterprise Based Craft Level Training in NAITA by Province and District in 2021



# Table 4.2.3.4: Recruitment and Completion in Enterprise Based NVQ Training in NAITA by Province and District in 2021

Drovinos	District	N	o. Recruite	ed	N	o. Complete	ed
Province	District	Male	Female	Total	Male	Female	Total
	Colombo	192	102	294	332	162	494
\\/	Gampaha	258	63	321	128	57	185
Western	Kalutara	149	93	242	53	38	91
	Total	599	258	857	513	257	770
	Kandy	112	146	258	136	110	246
Central	Matale	87	47	134	34	38	72
Central	Nuwara Eliya	50	30	80	65	51	116
	Total	249	223	472	235	199	434
	Galle	302	315	617	169	138	307
Couthorn	Matara	262	160	422	108	138	246
Southern	Hambantota	224	200	424	173	114	287
	Total	788	675	1,463	450	390	840
	Jaffna	100	131	231	20	61	81
	Mannar	104	47	151	125	18	143
N a rife a re	Vavuniya	136	118	254	57	28	85
Northern	Mulativu	66	23	89	222	51	273
	Kilinochchi	117	64	181	13	43	56
	Total	523	383	906	437	201	638
	Batticaloa	197	68	265	131	9	140
Factors	Ampara	186	44	230	179	20	199
Eastern	Trincomalee	408	250	658	248	116	364
Eastern	Total	791	362	1,153	558	145	703
	Kurunegala	200	202	402	123	64	187
North Western	Puttalam	118	57	175	91	27	118
	Total	318	259	577	214	91	305
	Anuradhapura	246	110	356	75	70	145
North Central	Polonnaruwa	235	138	373	171	52	223
	Total	481	248	729	246	122	368
	Badulla	123	62	185	49	25	74
Uva	Monaragala	85	50	135	42	68	110
	Total	208	112	320	91	93	184
	Rathnapura	263	135	398	127	100	227
Sabaragamuwa	Kegalle	116	124	240	52	53	105
	Total	379	259	638	179	153	332
Grand Total		4,336	2,779	7,115	2,923	1,651	4,574

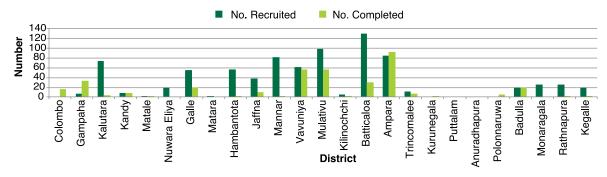




# Table 4.2.3.5: Recruitment and Completion in Enterprise Based Situational Level Training in NAITA by Province and District in 2021

Drawings	District	N	o. Recruite	d	N	o. Complete	d
Province	District	Male	Female	Total	Male	Female	Total
	Colombo					16	16
	Gampaha	4	3	7	17	17	34
Western	Kalutara	51	23	74		4	4
	Total	55	26	81	17	37	54
	Kandy	2	6	8	1	7	8
Control	Matale		2	2		3	3
Central	Nuwara Eliya	3	16	19			
	Total	5	24	29	1	10	11
	Galle	14	41	55	7	13	20
Couthorn	Matara		1	1			
Southern	Hambantota	30	26	56		1	1
	Total	44	68	112	7	14	21
	Jaffna	6	32	38		10	10
	Mannar	61	21	82	1		1
N lo with o wo	Vavuniya	42	20	62	42	14	56
Northern	Mulativu	4	94	98	2	54	56
	Kilinochchi	5		5	3		3
	Total	118	167	285	48	78	126
	Batticaloa	105	24	129	21	10	31
Factors	Ampara	67	18	85	59	33	92
Eastern	Trincomalee	11		11	7		7
	Total	183	42	225	87	43	130
	Kurunegala				1		1
North Western	Puttalam						
	Total				1		1
	Anuradhapura						
North Central	Polonnaruwa				5		5
	Total				5		5
	Badulla		20	20		19	19
Uva	Monaragala	6	20	26			
	Total	6	40	46		19	19
	Rathnapura	16	10	26	1	2	3
Sabaragamuwa	Kegalle	16	3	19		2	2
	Total	32	13	45	1	4	5
Grand	d Total	443	380	823	167	205	372

# Graph 4.2.3.5: Recruitment and Completion in Enterprise Based Situational Level Training in NAITA by District in 2021



### 4.2.4: Vocational Training Authority of Sri Lanka (VTA)

In the year 2021, the highest number of recruitments was recorded in Colombo district (7,609) and the lowest number of recruitments was recorded in Mannar District (64). Galle district also recorded 3,375 of recruitments. 52.3 percent of the total recruitments represented from together Western and Southern provinces.

Table 4.2.4.1: RecruitDistrict in 2021	nent and Complet	ion in Vocational Trainin	g Authority by Province and
		No. Recruited	No. Completed

Drovinco	District	N	o. Recruite		Ν	lo. Complet	ed
Province	District	Male	Female	Total	Male	Female	Total
	Colombo	4,922	2,687	7,609	3,575	1,917	5,492
Western	Gampaha	1,276	737	2,013	534	413	947
Western	Kalutara	712	766	1,478	275	366	641
	Total	6,910	4,190	11,100	4,384	2,696	7,080
	Kandy	910	617	1,527	301	275	576
Control	Matale	536	282	818	227	154	381
Central	Nuwara Eliya	314	421	735	279	340	619
	Total	1,760	1,320	3,080	807	769	1,576
	Galle	1,815	1,560	3,375	636	863	1,499
Couthorn	Matara	753	762	1,515	343	434	777
Southern	Hambantota	830	648	1,478	379	403	782
	Total	3,398	2,970	6,368	1,358	1,700	3,058
	Jaffna	432	451	883	212	230	442
Northern	Mannar	26	38	64	9	32	41
	Vavuniya	142	313	455	73	197	270
	Mulativu	95	104	199	61	80	141
	Kilinochchi	211	257	468	95	179	274
	Total	906	1,163	2,069	450	718	1,168
	Batticaloa	466	482	948	185	251	436
Fastara	Ampara	923	549	1,472	424	276	700
Eastern North Western North Central Jva	Trincomalee	447	306	753	206	169	375
	Total	1,836	1,337	3,173	815	696	1,511
	Kurunegala	598	732	1,330	318	426	744
Eastern North Western North Central	Puttalam	490	373	863	156	208	364
	Total	1,088	1,105	2,193	474	634	1,108
	Anuradhapura	412	374	786	182	204	386
North Central	Polonnaruwa	280	255	535	101	125	226
	Total	692	629	1,321	283	329	612
	Badulla	545	480	1,025	245	380	625
Uva	Monaragala	415	430	845	191	289	480
	Total	960	910	1,870	436	669	1,105
	Rathnapura	423	462	885	216	257	473
Sabaragamuwa	Kegalle	738	578	1,316	-	-	-
-	Total	1,161	1,040	2,201	216	257	473
Grand	d Total	18,711	14,664	33,375	9,223	8,468	17,691

Graph 4.2.4.1: Recruitment and Completion in Vocational Training Authority by Province and **District in 2021** 

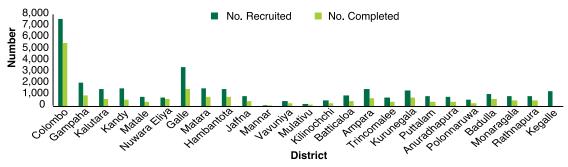


Table 4.2.4.2: Top 20 Recruitment in Vocational 1	Fraining Authority by Gender in 2021

Course Name	Male	Female	Total	Rank
Introduction to Cybersecurity	2,697	1,592	4,289	1
ICT Technician	660	2,490	3,150	2
Hair Dresser	204	1,713	1,917	3
Electrician	1,826	37	1,863	4
Dress Maker	29	1,375	1,404	5
Cook	1,087	296	1,383	6
Computer Graphic Designer	509	561	1,070	7
Computer Application Assistant	218	840	1,058	8
Beautician	67	838	905	9
Baker/ Commis I (Pastry & Bakery)	461	369	830	10
Motor Cycle Mechanic	799	8	807	11
Computer Hardware Technician NVQ IV with CISCO IT Essential/ A Plus	569	231	800	12
Aluminium Fabricator	685	1	686	13
Refrigeration and Air-conditioning Mechanic	564	1	565	14
English Language(Part Time)	189	331	520	15
Tourist Driver Refresher Program	500	4	504	16
Welder	489	5	494	17
Automobile Technician	477	4	481	18
PC Based Application(Part Time)	133	300	433	19
Food & Beverage Service	348	84	432	20

Table 4.2.4.2. Shows top 20 courses at Vocational Training Authority according to the total number of recruitments of each courses in of 2021.

# SECTION - 4.3 | National Vocational Qualification (NVQ)

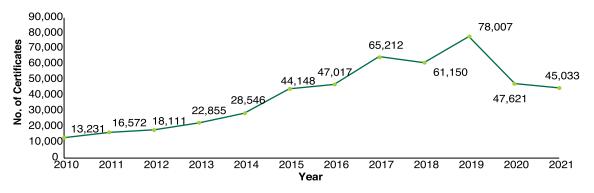
The highest number of NVQ certificates was issued for courses conducted by vocational Training Authority in the of 2021. It was 17,253. 13.4 percent of the total number of NVQ certificates was obtained qualification through Recognition of Prior Learning (RPL) method. Private sector recorded 26.2 percent of the total number of NVQ certificate recipients in the 2021. As shown in graph 4.3.2, female recipients were higher than male recipients for National Youth Services Council and private institutes.

Institute	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
DTET	1,607	1,316	2,932	3,481	4,171	4,169	6,104	8,818	11,199	8,670	4,633
NAITA	3,998	4,588	6,085	6,196	11,787	11,182	8,798	13,755	11,387	8,266	7,441
VTA	7,445	7,139	6,262	7,711	10,484	17,517	23,890	20,810	25,696	15,608	17,253
NYSC	424	534	656	720	1,244	1,957	1,219	1,780	1,933	2,118	3,897
Private	3,098	4,534	6,920	10,438	16,462	12,192	25,201	15,987	27,792	12,959	11,809
Total	16,572	18,111	22,855	28,546	44,148	47017	65,212	61,150	78,007	47,621	45,033

### Table 4.3.1: Number of NVQ Certificates Issued by Training Provider (2010 - 2021)

Source: Tertiary and Vocational Education Commission- NVQ Certificate Printing System Note: NVQ recipient may obtain more than one certificate.



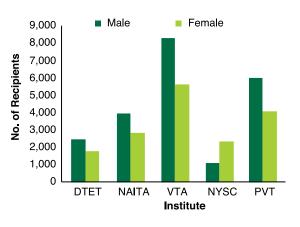


# Table4.3.2:NumberofNVQCertificateRecipientsAccording toTrainingProvider byGender in 2021

Institute		Recipient	
	Male	Female	Total
DTET	2,472	1,770	4,242
NAITA	3,976	2,870	6,846
VTA	8,331	5,632	13,963
NYSC	1,102	2,361	3,463
PVT	5,991	4,116	10,107
Total	21,872	16,749	38,621

Source: Tertiary and Vocational Education Commission NVQ Division

Graph 4.3.2: Number of NVQ Certificate Recipients According to Training Provider by Gender in 2021



Occupation	DT		ODT	NAITA	FDT	V1 ODT		NYSC	Private	Total
Plant Nursery Development Assistant	CBT 50	RPL	CBT	RPL 1	EBT 7	CBT 27	RPL	88	92	265
Field Officer (Rubber)	50			18	1	21		00	92	203
Field Assistant (Agriculture)	126			16				100	196	438
Assistant Factory Officer (Tea)	120			10				100	2	430
Assistant Field Officer (Tea)				24					2	24
Cinnamon Factory Operations	_			27					1	1
Combine Harvester Operator									17	17
Field Officer (Tea)									25	25
Tea Factory Officer									26	26
Farm Machinery Technology	_								20	20
Agricultural Production Technology	24								312	336
Post - Harvest Technology	11								012	11
Forestry									81	81
Scuba Diver				1					22	23
Basic Competencies to Work	_								1	23
Building Career Skills						2				2
-	8									23
Fruit and Vegetable Processor	8			7	8	15	9	10	E 07	
Baker					ð	522	9	13	527	1,086
Dairy Farming Assistant				5						5
Cake Decorator				7				29	10	36
Food Technology	_								12	12
Batik Artist	_			1		455				1
Industrial Sewing Machine Operator	_					155	5			160
Work Study Officer	_					10			2	12
Tailor	_		10	77	9	665	3	126	180	1,070
Quality Controller(Apparel Production)						37				37
Pattern Maker						128	4			132
Production Supervisor (Sewing )						36				36
Dress Maker/ Tailor (Ladies)						10				10
Fashion Design Technology	_								7	7
Leather Product Craftsman						26				26
Desktop Publisher			ļ						2	2
Computer Graphic Designer	37		108	1	6	377	7	163	93	792
Offset Litho Machine Operator						12				12
Book Binder			7	10						17
Lapidarist				2				15	50	67
Fabricator (Metal)				2		36			40	78
Welder	73	1	132	21	28	507	15	8	299	1,084
Tool and Die Maker									7	7
Fitter (General)				116		6				122
Millwright Technician									30	30
Welding Technology	9									9
Machinist	33		87	6		124			146	396
Refrigeration and Air Conditioning Mechanic	150		50	58	28	517	2	46	136	987
Sewing Machine Mechanic						84				84
Production Technology	10									10
Radio, TV and Allied Equipment Repairer	29		8			36	1	21	14	109
Industrial Electronic Craftsman	7									7
Electronic Appliances Technician	24		1	1		132			2	160
Television Post-Production Technology									8	8
Television Program Production Technology									3	3
Industrial Mechatronics Technician									21	21
Mechatronics Technology	48								22	70
Wood Craftsman (Furniture)			28	23		278			30	359
Jewellery Stone Setter	-					7				7
Jewellery Maker (Goldsmith)		9				45	3		4	61
Wood Carving Artist	_	- 3				13			-7	13
Jewellery Design And Manufacturing Technology	10					10				10
Electrician	510	24	89	898	27	1,353	1,182	105	371	4,559

### Table 4.3.3: NVQ Certificates Issued by Occupation and Training Provider in 2021

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	DTET			NAITA		V	TA	NYSC	Private	Total
Occupation	CBT	RPL	CBT	RPL	EBT	CBT	RPL	NYSC	Private	Total
Household Electrical Appliance Repairer	12					14			19	45
Electric Motor Winder		ļ			2	115				117
Pneumatic Technician						2	2		8	12
Linesman (Electrical)									19	19
Electrician (Domestic) - Please refer E40S001 NCS									8	8
Solar Photovoltaic Systems Installer/Solar Photovo						5				Ę
Electrical Technology	50								13	63
Plumber	81	1	8	64		174	5	29	8	370
Industrial Plumber									3	
Bar Bender	_			57		5			7	69
Painter (Building)				7		7				14
Aluminium Fabricator	25					280		8	7	320
Wood Craftsman (Building)	_			53	9	57	37		16	17:
Construction Craftsman (Masonry)	_	1		120	577	298	53		14	1,063
Construction Site Supervisor	241		12	4				5	21	283
Assistant Quantity Surveyor	250					39		8	21	318
Construction Equipment Operator	_			9					503	512
Draughtsperson	383			14		211	7	14	80	70
Laboratory Technician (Construction Sector)				18						1
Road Construction Site Equipment Operator									7	-
Elevator Technician									11	1
Tiler									5	
Multi Skilled Construction Craftsman			3						5	8
Construction Technology	265					1			44	310
Quantity Surveying	171					11			47	229
Drafting Technology									12	1:
Building Service Technology	1								2	:
Automobile Air Conditioning Mechanic	46	1	22	4	11	86			14	184
Automobile Electrician	22		52	7	25	170		5	356	63
Automobile Mechanic	152		80	38	80	171	12	77	618	1,228
Automobile Painter	10		63	9	14	102	6		41	24
Automobile Tinker	6		38		5	37			78	164
Motorcycle Mechanic	44			24	42	349	23	36	12	53
Three Wheeler Mechanic	18				13	216	5	10	İ	26
Agricultural Equipment Mechanic						107				10
Outboard Motor Mechanic		İ				24			4	28
Construction Equipment Mechanic				7					26	3
Floating (Fisheries) Vessel Mechanic				6						(
Diesel Pump Mechanic									80	8
Vehicle Body Repair Technician (Painting)									24	24
Diesel Engine Mechanic				1					33	34
Automobile Technology	66								21	8
Supermarket Customer Service Assistant					24					24
Mobile Phone Repairing Craftsman						34			29	6
Automobile Techno Commercial Sales Assistant	-								14	14
Refrigeration and Air Conditioning Technology	21									2
Accounting Sector	27									2
Waiter/ Steward				9	12	148			4	17:
Room Attendant	-				14	146		28	32	220
Cook	8			34	38	1,131	8	55	463	1,73
Bartender				57		.,.01			31	3
Food & Beverage	12			18		83			93	200
Guest Relation Agent (Front Office Operations)	12			10		10			23	3
Professional Cookery				5		10			23	5
Travel and Tour Management				5					73	7
Event Management									40	4
Hospitality Management				40					12	1:
Driver				16						10

Cont....

	DTET		NAITA		VTA		NYSC	Driveto	Total	
Occupation	CBT	RPL	CBT	RPL	EBT	CBT	RPL	NYSC	Private	Total
Heavy Vehicle Operator				138					382	520
Vehicle Serviceman and Interior Cleaner					6					6
Travel & Tour Operations				1						1
Reefer Container Technician									10	10
Time Keeper				12						12
Maritime and Logistics Management	2									2
Telecommunication Technician	3	13		163					4	183
Telecommunication Technology	15									15
Business Associate	212									212
Computer Hardware Technician	149	1	58	4		357	6	57	9	641
Computer Network Technician	66	4		2		45	7	57		181
Computer Applications Assistant	122	2	1	157		308	25	790	1,941	3,346
Information and Communication Technology Technicia	518		463	12		2,915	6	1,078	183	5,175
Web Developer						33			2	35
Security and Surveillance System Technician									20	20
ICT Application Assistant (Please refer K72S003 NC									7	7
Multimedia Designing Associate						57				57
Software Developer						43				43
Computer Hardware and Network Technician						56			20	76
Information and Communication Technology	88					88			23	199
Secretary(Secretarial Practices)	40					86		6		132
Receptionist				2	1	00		0	7	102
Cashier (Super Market/ General)									15	15
Clerk (General)				209	150				561	920
Photographer				17	100				2	19
Survey Field Assistant				29				19	94	142
Lifeguard				23				19		8
				14						14
Security Officer Pre-School Teacher					44.4	01	14	73	00	797
				432	114	81	14	73	83	
Pre-School Management	278								2	2 278
Teaching English as a Second Language	270									
Bio-Medical Technician			470	04	100				24	24
Nurse Assistant			172	31	102				73	378
Optician (Ophthalmic/Technician)				1		4				5
Dental Surgery Nurse Assistant									8	8
Laboratory Assistant				14						14
Care Giver				3	21				136	160
Occupational Safety and Health Officer									2	2
Pharmacy Technician				73						73
Care Giver (Please refer N85S010 NCS)						9			479	488
Elder Care Assistant (Please refer N85S010 NCS)					13					13
General Child Care (Please refer N85S010 NCS)					29	10				39
Child Care Center Operations					19				91	110
Caregiver (Elder)						9				9
Child Caregiver					1	26				27
Occupational Safety and Health Sector									89	89
Landscaping Technician	13			1		97		29	29	169
Video Editor / Assistant Editor				4						4
Physical Fitness Trainer									100	100
Sports Science (Sector)									34	34
Beautician			63	182		1,375	66	497	534	2,717
Hair Dresser			45	61	18	886	58	302	424	1,794
Bridal Dresser				984					6	990
Cosmetology						4			50	54
Domestic Housekeeping Assistant								1	503	503
Total	4,576	57	1 600	1 389	1 452	15,682	1 571	3,897	11,809	45,033

Note: - \*All issued Certificates (RPL, CBT & EBT) are included. \*\* NVQ Level 5/6 Certificates in technology sectors

DTET - Department of Technical Education and Training VTA - Vocational Training Authority

RPL- Recognition of Prior Learning CBT - Competency Based Training EBT - Enterprise Based Training NAITA - National Apprenticeship & Industrial Training Authority NYSC - National Youth Services Council

Table 4.3.4: NVQ Certificates Issued by Industry Sector and Occupation up to 31st December	
2021	

Industry	Trada	Νι	Number of issued certificates					
Sector	Trade	СВТ	EBT	RPL	Grand Tot			
	Agricultural Production Technology	2,147			2,14			
	Assistant Factory Officer (Tea)	2		13	1			
	Assistant Field Officer (Tea)		0	89	3			
	Cinnamon Factory Operations	46	6	802	85			
	Cinnamon Field Operations Combine Harvester Operator	39 213		21	21			
(A) Agriculture,	Farm Machinery Technology	126			12			
Hunting and	Field Assistant (Agriculture)	3,517		231	3,74			
Forestry	Field Officer (Rubber)	0,011		18	1			
roroony	Field Officer (Tea)	25			2			
	Forestry	81			6			
	Plant Nursery Development Assistant	1,467	63	32	1,56			
	Post - Harvest Technology	115			11			
	Tea Factory Officer	26		4 000	2			
	Total Aguaculture and Aguatic Resources Management	7,804 65	69	1,206	9,07			
	Aquaculture Technician	14			6			
(B) Fishing	Scuba Diver	145		1	14			
	Total	224		1	2			
	Advancing Career Skills	705			70			
	Basic Competencies to Work	23,425		308	23,7			
BCS) Common	Building Career Skills	3,461			3,4			
	Developing Career Skills	371			3			
	Total	27,962		308	28,2			
	Apparel Design Technician	10 701	9	0.4.40	44.0			
	Baker	12,721	121	2,149	14,99			
	Batik Artist Blaster Painter			<u>2</u> 13				
	Book Binder	134	43	81	2			
	Cake Decorator	29		11	2.			
	Commis (Pastry & Bakery)			4				
	Computer Graphic Designer	6,691	35	313	7,0			
	Dairy Farming Assistant			90				
	Desktop Publisher	171		39	2			
	Dress Maker/ Tailor (Ladies)	20						
	Electronic Appliances Technician	234		7	2			
	Electronic Technology	3		17				
	Fabric Cutter Fabricator (Metal)	496		<u>17</u> 292	7			
	Fashion Design Technology	22		292				
	Fiberglass Laminator			2				
	Fitter (General)	24	24	1,183	1,2			
	Food Technology	416		.,	4			
	Footwear Craftsman	405		37	4			
	Fruit and Vegetable Processor	512		40	5			
	Handloom Craftsman	7		58				
	Industrial Electronic Craftsman	126			1			
	Industrial Mechatronics Technician	322		407	3			
D) Manufactur-	Industrial Sewing Machine Operator	3,477		427	3,9			
ing	Jewellery Design And Manufacturing Technology Jewellery Maker (Goldsmith)	24 522		149	6			
	Jewellery Stone Setter	280		5	2			
	Lapidarist	113		7	1			
	Leather Product Craftsman	55						
	Machine Operator (Beverage Industry)			48				
	Machinist	5,172	19	532	5,7			
	Mechatronics Technology	442			4			
	Milking Machine Operator			5				
	Millwright Technician	30		10 /				
	Offset Litho Machine Operator	357	11	184	5			
	Pattern Maker Plastic Processing Machine Operator	967		<u> </u>	9			
	Printing Machine Mechanic		4	2				
	Production Supervisor (Sewing )	113		46	1			
	Production Technology	159			1			
	Quality Controller(Apparel Production)	740		18	7			
	Radio, TV and Allied Equipment Repairer	3,435		489	3,9			
	Refrigeration and Air Conditioning Mechanic	11,285	271	926	12,4			
	Rubber Processing Machine Operator			1				
	Sewing Machine Mechanic	765		49	8			
	Tailor	7,195	96	1,759	9,0			
	Television Post-Production Technology	16	1					
	Television Program Production Technology Tool and Die Maker	12 79		14				
		· / / /						

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Industry	Trade	N	ates		
Sector		CBT	EBT	RPL	Grand Tot
	Welder	16,776	218	3,005	19,99
	Welding Technology	68			6
	Wood Carving Artist Wood Craftsman (Furniture)	18 7,340		4 1,485	2 8,82
	Work Study Officer	194		1,405	19
	Total	81,967	851	13,540	96,35
	Boiler Operator			11	1
	Domestic Plumber	10			1
	Electric Motor Winder	2,395	40	116	2,55
	Electrical Technology Electrician	207	133	11,759	20 39.51
	Electrician (Domestic) - Please refer E40S001 NCS	16	100	11,700	1
(E) Electricity,	Household Electrical Appliance Repairer	1,247	8	31	1,28
Gas and Water	Industrial Plumber	18			1
Supply	Irrigation Technology	169			16
	Linesman (Electrical) Plumber	19	12	1,798	6.66
	Phumber Pneumatic Technician	4,859 46	12	2	6,66
	Solar Photovoltaic Systems Installer/Solar Photovoltaic Sys-	1		2	
	tems Technician	5			
	Total	36,613	193	13,717	50,52
	Aluminium Fabrication with Interior Decoration	14			1
	Aluminium Fabricator	6,206	1	299	6,50
	Assistant Quantity Surveyor Bar Bender	3,203	1	<u>129</u> 218	3,33
	Building Service Technology	76		210	
	Building Services Technician	10		1	
	Construction Craftsman (Masonry)	6,264	7,824	5,737	19,82
	Construction Equipment Operator	7,100		753	7,8
	Construction Site Supervisor	3,110		425	3,53
	Construction Technology	1,762			1,76
F) Construction	Drafting Technology Draughtsperson	60 5,284		662	( 5,94
	Elevator Technician	30		12	5,5
	Laboratory Technician (Construction Sector)	9		44	Ę
	Multi Skilled Construction Craftsman	118	27		14
	Painter (Building)	23		308	33
	Quantity Surveying	1,673			1,6
	Road Construction Craftsman Road Construction Site Equipment Operator	26 18		19	2
	Scaffoldder	30		19	
	Tiler	24		13	
	Wood Craftsman (Building)	1,450	83	1,751	3,28
	Total	36,552	7,935	10,371	54,85
	Accounting Sector	144			14
	Agricultural Equipment Mechanic	711	100	10	72
	Automobile Air Conditioning Mechanic Automobile Electrician	1,447 3,313	120 176	<u>101</u> 383	1,60 3.87
	Automobile Electrician	16,277	588	2,961	19,82
	Automobile Painter	1,436	96	388	1,92
	Automobile Techno Commercial Sales Assistant	14			.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	Automobile Technology	584			58
	Automobile Tinker	1,184	43	216	1,44
	Construction Equipment Mechanic	139		69	20
G) Wholesale	Diesel Engine Mechanic Diesel Pump Mechanic	86		41	12
and Retail Trade	Floating (Fisheries) Vessel Mechanic	115 6		<u>11</u> 7	12
	Mobile Phone Repairing Craftsman	64			6
	Motorcycle Mechanic	8,537	200	784	9,52
	Outboard Motor Mechanic	239	3	11	25
	Refrigeration and Air Conditioning Technology	266			26
	Sales Representative		10	59	6
	Supermarket Customer Service Assistant Three Wheeler Mechanic	2,586	46	138	2,79
	Vehicle Body Repair Technician (Painting)	2,560	73	130	2,78
	Total	37,209	1,355	5,179	43,74
	Bartender	60	.,	2	6
	Cook	10,044	505	1,064	11,61
	Event Management	56			5
	Food & Beverage	469		25	49
	Guest Relation Agent (Front Office Operations)	112			1
(H) Hotel and	Hospitality Management	66		A	6
Restaurants	Housekeeping Supervisor Professional Cookery	17		4	
	Room Attendant	1,294	264	51	1,60
	Spa and Leisure Tourism Operations Assistant	1,204	204	1	1,00
	Travel and Tour Management	129			12
	Waiter/ Steward	2,692	220	126	3,03
	Total	14,939	989	1,290	17,21

Industry		Number of issued certificates					
Sector	Trade	CBT	EBT	RPL	Grand To		
	Crane Operator (Level Luffing Jib)			30			
	Driver Heavy Vehicle Operator	1.172		<u>16</u> 594	1.7		
	Maritime and Logistics Management	23			1,7		
	Reefer Container Technician	10					
	Rigger Store Keeper	145	2	75 492	6		
(I) Transport,	Telecommunication Technician	355	<u> </u>	1,188	1,5		
Storage and communications	Telecommunication Technology	96					
ommunications	Time Keeper Tour Guiding	20		12			
	Transport Supervisor	20		1			
	Travel & Tour Operations			2			
	Vehicle Serviceman and Interior Cleaner Wharf Clerk		6	<u>71</u> 2			
	Total	1,821	8	2,483	4,3		
(J) Financial	Business Associate	2,038	6	1	2,0		
nter-mediation	Total	2,038	6	1	2,0		
	Cashier (Super Market/ General) Clerk (General)	15 2,088	625	2.242	4,9		
	Computer Applications Assistant	48,125	020	6,109	54,2		
	Computer Hardware and Network Technician	90					
	Computer Hardware Technician Computer Network Technician	8,649 1,725		<u>796</u> 169	9,4 1,8		
	ICT Application Assistant (Please refer K72S003 NCS)	223		100	2		
(K) Real	Information and Communication Technology	2,725			2,7		
Estate,	Information and Communication Technology Technician Mobile Phone Repair Technician (Please refer G52S003 NCS)	36,741		<u>574</u> 5	37,3		
Renting and	Multimedia Designing Associate	95		5			
Business Activi-	Photographer	34		98	1		
ties	Receptionist	303	51	30	3		
	Secretary(Secretarial Practices) Security and Surveillance System Technician	754 20		108	8		
	Software Developer	78					
	Survey Field Assistant	2,114		246	2,3		
	Survey Plan Repairer Web Developer	60		3			
	Total	103,839	676	10,382	114,8		
(L) Public Ad-	Lifeguard	19		8			
ministration and	Security Officer Total	30 49		<u>14</u> 22			
Deference	Pre-School Management	7					
M) Education	Pre-School Teacher	1,797	159	3,280	5,2		
	Teaching English as a Second Language	278	450	0.000	2		
	Total Bio Medical Equipment Technology	<b>2,082</b> 75	159	3,280	5,5		
	Bio-Medical Technician	24		5			
	Care Giver	366	26	43	4		
	Care Giver (Please refer N85S010 NCS) Caregiver (Elder)	1,879 9			1,8		
	Child Care Center Operations	91	27		1		
	Child Caregiver	26	1				
N) Health and	Dental Surgery Nurse Assistant Elder Care Assistant (Please refer N85S010 NCS)	99	83	<u>6</u> 26	1		
Social Work	First Aider	18	00	48			
	General Child Care (Please refer N85S010 NCS)	456	227	1	6		
	Laboratory Assistant	3,677	299	102 423	4,3		
	Nurse Assistant Occupational Safety and Health Officer	68	299	423	4,3		
	Occupational Safety and Health Sector	89					
	Optician (Ophthalmic/Technician)	30		71	1		
	Pharmacy Technician Total	17 6,924	663	278 1,003	2 8,5		
	Beautician	24,411		7,507	31,9		
	Bridal Dresser	32		995	1,0		
	Cosmetology Domestic Housekeeping Assistant	<u>163</u> 19,164		339	19,5		
	Dry Cleaning and Laundry Processor	10,104		5	13,0		
(O) Other	Florist			1			
Community,	Gaffer (Film and TV lighting person)	15 566	60	2 / 11	18,0		
Social and	Hair DresserLandscaping Technician	15,566 1,508	60	<u>2,411</u> 47	18,0		
Personal Service	Make-Up Artist	53		3			
Activities	Municipal Solid Waste Operation Assistant	1		829	8		
	Physical Fitness Trainer Sport Masseur	540 64		43	5		
	Sport Masseul Sports Science (Sector)	34					
	Video Editor / Assistant Editor			28			
	Total	61,536	60	12,210	73,8		

CBT - Competency Based Training EBT - Enterprise Based Training RPL- Recognition of Prior Learning

# **SECTION - 4.4 | SCHOOL PERFORMANCE**

Table 4.4.1: Performance of School Candidates who sat for the G.C.E. (O/L) Examination by District; 2017 - 2019

District	Nu	mber sat for exa	am	Number (	Qualified for G.C	C.E. (A/L)
District	2017	2018	2019	2017	2018	2019
Colombo	33,231	32,686	32,771	26,018	26,213	25,919
Gampaha	28,531	28,375	29,553	20,422	20,995	22,024
Kalutara	16,946	17,010	17,511	12,264	12,650	12,728
Kandy	20,986	21,414	21,629	15,520	16,127	16,038
Matale	7,312	7,253	7,641	5,154	5,261	5,403
Nuwara Eliya	10,679	10,958	11,447	7,164	7,292	7,445
Galle	15,540	15,562	16,198	12,211	12,274	12,359
Matara	11,772	12,038	12,315	9,421	9,871	9,756
Hambantota	8,913	9,120	9,667	7,136	7,387	7,783
Jaffna	9,176	8,495	8,520	6,219	6,096	5,902
Mannar	1,751	1,631	2,254	1,251	1,227	1,364
Vavuniya	2,704	2,543	1,607	1,853	1,853	1,200
Mullaitivu	1,884	1,833	2,545	1,158	1,182	1,723
Kilinochchi	2,484	2,157	1,696	1,420	1,302	1,070
Batticaloa	8,055	8,095	8,044	5,276	5,564	5,584
Ampara	10,160	10,021	10,307	7,318	7,437	7,644
Trincomalee	6,065	5,906	5,864	3,858	3,806	3,784
Kurunegala	24,146	23,871	24,853	18,538	18,873	19,284
Puttalam	10,606	10,693	10,816	7,388	7,726	7,565
Anuradhapura	13,435	13,531	14,294	9,486	9,909	10,292
Polonnaruwa	6,020	5,864	6,171	4,139	4,207	4,398
Badulla	12,761	12,770	13,696	9,068	9,462	9,772
Moneragala	6,710	6,909	7,345	4,505	4,783	4,989
Ratnapura	14,862	15,226	16,314	10,915	11,504	12,110
Kegalle	12,083	12,068	12,369	9,113	9,280	9,403
Island	296,812	296,029	305,427	216,815	222,281	225,539

# Table 4.4.2: Perpormance of School Candidates who sat for the G.C.E. (A/L) Examination by District; 2018 - 2020

District	Nui	mber sat for Exa	am	Number Qua	lified for Univers	sity Entrance
District	2018	2019	2020	2018	2019	2020
Colombo	26,259	27,335	30,390	17,633	18,625	20,799
Gampaha	20,437	22,612	24,554	13,131	14,506	16,347
Kalutara	12,237	12,837	15,411	7,982	8,670	10,236
Kandy	16,179	17,867	20,625	9,744	11,027	13,004
Matale	5,436	6,117	6,941	3,493	3,858	4,564
Nuwara Eliya	6,101	6,786	8,170	3,974	4,465	5,283
Galle	13,445	13,653	15,879	8,743	9,058	10,851
Matara	10,666	11,256	12,896	6,972	7,575	8,767
Hambantota	7,559	8,161	9,796	4,787	5,189	6,146
Jaffna	7,086	7,546	8,253	4,673	5,107	5,391
Mannar	1,277	1,237	1,507	875	854	990
Vavuniya	1,606	1,731	2,107	1,034	1,113	1,253
Mullaitivu	1,026	1,217	1,435	646	830	917
Kilinochchi	1,270	1,372	1,714	779	890	1,070
Batticaloa	4,970	5,274	6,639	3,079	3,368	4,040
Ampara	6,664	7,270	9,751	3,974	4,565	5,903
Trincomalee	3,567	3,685	4,915	2,159	2,358	3,063
Kurunegala	18,127	19,808	23,291	12,041	13,430	15,975
Puttalam	6,217	6,752	7,624	4,212	4,795	5,377
Anuradhapura	8,937	9,991	12,198	5,614	6,539	7,771
Polonnaruwa	3,644	4,232	5,350	2,215	2,537	3,385
Badulla	9,660	10,481	12,230	6,202	6,896	8,150
Moneragala	4,867	5,341	6,608	3,198	3,539	4,423
Ratnapura	11,502	12,422	14,706	7,932	8,209	9,763
Kegalle	9,452	10,567	12,324	6,080	6,902	8,203
Island	218,191	235,550	275,314	141,172	154,905	181,671

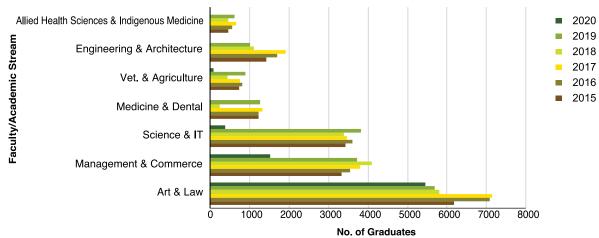
## **SECTION -4.5 | UNIVERSITY PERFORMANCE**

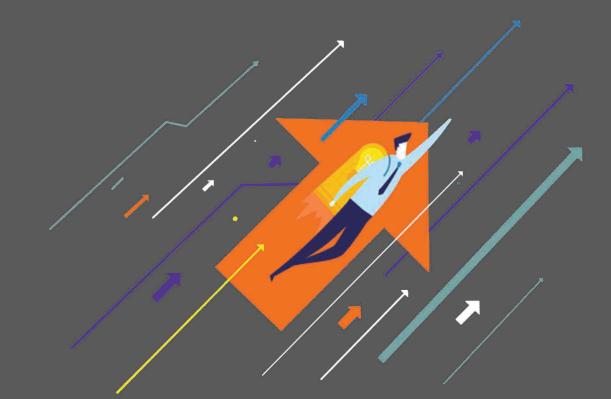
## Table 4.5.1: Undergraduates Admitted and Graduates Output of Universities by Academic Stream - 2015 - 2020

	2015		2016		2017		2018		2019		2020	
Faculty/Academ- ic Stream	Undergraduates Admitted	Graduate Output	Undergraduates Admitted	Graduate Output	Undergraduates Admitted	Graduate Output	Undergraduates Admitted	Graduate Output	Undergraduates Admitted	Graduate Output	Undergraduates Admitted	Graduate Output
Arts	7,966	5,835	9,141	6,666	8,702	6,780	9,143	5,451	9,438	5,382	10,570	5,451
Management & Commerce	5,030	3,329	5,175	3,557	5,618	3,794	5,949	4,105	5,931	3,722	7,786	1,522
Law	350	337	348	414	348	361	368	358	366	303	493	
Science	4,894	2,699	5,011	2,680	5,797	2,614	5,147	2,541	5,169	2,826	7,261	67
Medicine	1,255	1,145	1,266	1,135	1,306	1,176	1,484	182	1,494	1,188	1,967	
Dental Science	80	79	81	91	80	148	79	78	81	87	120	
Veterinary Medicine	99	69	81	73	80	79	80	77	99	54	128	
Agriculture	1,497	663	1,431	742	1,509	683	1,727	371	1,709	847	2,463	93
Engineering & Fsashin Design/ Transport and Logistic Management	1,695	1,344	1,869	1,486	1,916	1,562	1,969	824	2,021	771	2,630	
Architecture & QS	364	77	366	224	386	355	384	294	393	242	573	
Computer Sci- ence/ IT/ ICT/ MIT	1,368	729	1,421	932	1,562	846	1,587	856	1,589	996	2,325	322
Allied Health Sciences	611	238	612	401	847	478	785	290	828	373	1,242	10
Indigenous Medicine	467	227	456	169	501	186	510	170	503	248	715	
Technology			1,825		2,016		2,239		2,281		3,396	
Total	25,676	16,771	29,083	18,570	30,668	19,062	31,451	15,597	31,902	17,039	41,669	7,465

Source: University Grants Commission

#### Graph 4.5.1: Graduate Output by Major Field (2015 - 2020)





# Labour Market Trends

## Section 5:

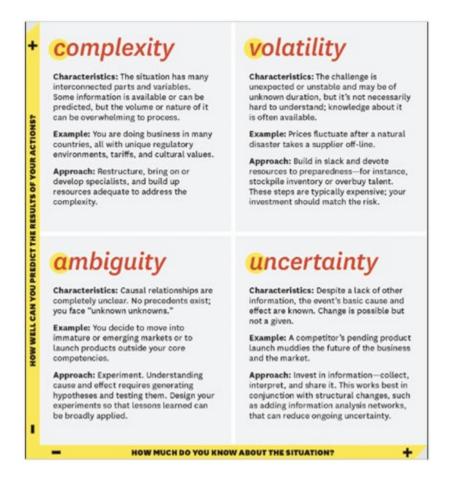
his section presents the information relate to Labour Market trends in years. The section further summarizes the important areas of the Labour Market with the information produced using the data captured in the bulletin.

### **SECTION - 5 | Blended Learning for TVET Programmes to Match with Current and Future Labour Market Demands in VUCA Times**

This is a modified version of the authors' (J. Jayalath, P. Tilakaratne) publication "Re-creating and Re-positioning of the Technical and Vocational Education and Training Sector to Meet the Needs and Challenges in a Pandemic Context" published by the National Science Foundation of Sri Lanka in 2021.

#### 1. What is VUCA?

VUCA is a short name for volatility, uncertainty, complexity, and ambiguity. Although VUCA might seem inescapable in certain situations, we can manage ourselves, our team, and our organization to mitigate its effects. We can even use it to our advantage. The key to managing in this environment is to break VUCA down into its parts and to identify volatile, uncertain, complex, or ambiguous situations. Each type of situation has its causes and resolutions as shown in Fig. 1.

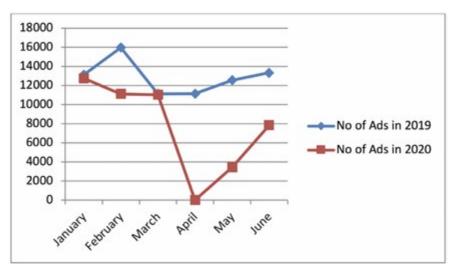


(Source: BBR Report: Jan-Feb 2014) Fig. 1 VUCA Characteristics, Examples, and Approaches

VUCA is a short name for volatility, uncertainty, complexity, and ambiguity. Although VUCA might seem inescapable in certain situations, we can manage ourselves, our team, and our organization to mitigate its effects. We can even use it to our advantage. The key to managing in this environment is to break VUCA down into its parts and to identify volatile, uncertain, complex, or ambiguous situations. Each type of situation has its causes and resolutions as shown in Fig. 1.

## 2. New Skills and qualifications in Response to Changes in Labour Market and Employment

The Sri Lankan economy has suffered a serious blow from the COVID-19 pandemic resulting in a fall in GDP growth rate from +2.3% in 2019 to -3.6% in 2020. The Industry Sector was most affected with its GDP contribution falling from +2.6% in 2019 to -6.9% in 2020, according to data published by the annual report of the Central Bank of Sri Lanka (CBSL, 2020). Sri Lanka's labour market was negatively impacted during the period with labour force participation rate falling from 52.3% to 50.6% and the mean unemployment rate rising from 4.8% in 2019 to 5.5% in 2020. The number of newspaper job advertisements fell drastically during the pandemic as shown in Fig. 2 (TVEC, 2020a).



(Source: TVEC Newspaper Advertisement Survey)



A considerable fraction of contract, temporary, and daily-paid employees had been laid off owing to the shrinking of the economy and issues of cash flow in the SME sector. The informal labour market was severely affected in this scene showing a marked downward trend in the employment of non-NVQ holders owing to the volatility of the market for unskilled workers (TVEC, 2020a). Wages of TVET graduates dropped significantly during 2020 amid considerable job losses for contract and daily-paid workers.

Despite the economic downturn and reduction in labour force participation rate, the ICT and telecommunication sectors showed an upward trend owing to the rise in ICT use and an increase in "Work From Home" (WFH) using IT and telecommunication facilities. Further, the patterns of working hours in 2020 drastically changed compared to the previous years.

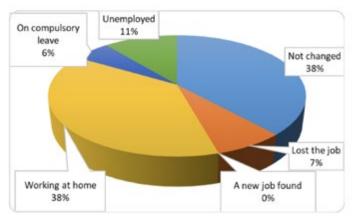


Fig. 3: Change of Employment Status due to COVID-19 in Sri Lanka

(Source: The economic impact of the COVID-19 pandemic in Sri Lanka, University of Ruhuna)

**Fig. 3** shows that 7% lost employment and 38% shifted to working from home. Some employees in the informal sector changed employment as a result of the emergence of new jobs in the labour market. Work opportunities in sectors such as transportation of goods, health services, ICT, etc. increased as a result of the pandemic. Introduction of strict health guidelines altered the scope of jobs and skill requirements in certain occupations. Thereby, some competencies of the workforce needed to be realigned to match the "new normal" situation.

The transformation of jobs and work occurred during this period with changes in the sets of skills required to perform specific jobs. Face-to-face communication was transformed into IT-based communication using various web and mobile applications including social media. This boosted the demand for IT-related jobs and telecommunication jobs to meet the rising demand for remote communication and the increased use of ICT applications.

As for the direct impact of the COVID situation on the operation of training centers, all schools and TVET centers were closed from March 2020 to July 2020 and started to re-open by August 2020. With the partial lockdown owing to the second wave of COVID-19 in October 2020, schools and TVET centers were issued with strict health guidelines to follow when re-commencing the studies and special health precautions were issued for TVET centers to avoid physical contact during the practical sessions.

#### 3. Re-creating and Re-positioning of TVET Programmes

Since the outbreak of the pandemic and the restriction of physical gatherings, many countries were moved towards IT learning platforms, supported by other IT applications, especially mobile applications using both synchronous and asynchronous communication methods (Jena, 2020; Ali, 2020). These applications largely support transferring theoretical knowledge and were backed by video-based material (Basilaia & Kvavadze, 2020).

Technical and Vocational Education and Training (TVET) programs in Sri Lanka adhere to National Competency Standards (NCS) with competency-based curricula and thus have a higher skills acquisition component than most educational programs in the academically oriented curricula. A vocational qualification is awarded when a candidate is found competent to perform identified tasks or a combination of tasks that require underpinning knowledge, practical skills, and relevant behavioral soft skills. Time spent to gain practical skills dominates certificate-level craft training programs and gradually reduces towards diploma-level programs. Nevertheless, practical skills are an essential key component of TVET. Therefore, the main challenge for training delivery during the pandemic with restricted practical workshop/laboratory sessions is the imparting of practical skills. Further, COVID-19 has brought the challenge of re-skilling the workforce for the changing working environment and health and safety issues (Majumdar et al., 2020).

In the Sri Lankan TVET sector, the teaching/learning process could reach only about 50% of students during the pandemic. That led to a digital divide between urban youth who had Internet and devices and rural youth who did not have such facilities and access to necessary infrastructure. Know-how for using remote learning systems and applications was minimal among the students and the trainers. That resulted in difficulty in sustaining remote learning tools such as "Zoom", "Teams" and "Meet" were extensively used in the teaching-learning process and "Whatsapp" was used as the communication platform for organizing and sharing links for such online collaborative activities.

It was reported that the access devices did not provide the expected level of performance for use with the online collaborative tools and many parents could not afford suitable devices because of their low-income levels. However, the use of devices increased substantially during this period as many trainers tried to deliver knowledge components of their courses using online collaborative tools and other ICT-based learning platforms. Open Learning Management Systems (LMS), especially "Moodle", were very popular to deliver lessons while social media were greatly used for text-based communications and video-based lesson delivery.

TVEC with the support of the line Ministry and other stakeholders has published a report on reforming the vocational education system to cater to the trends in the labour market to support re-creating and re-positioning of TVET programs (TVEC, 2020c).

#### 4. Local Initiatives

As local initiatives, it is imperative to develop an education system that will provide distance education with a skills-based job-oriented higher education system using self-learning, guided learning, group learning, and project training to produce a creative employees. It will also encourage trainees to learn and acquire new knowledge and skills, without disrupting their employment. Online education, distance education, and open learning will be used to deliver these courses in the future with proper quality assurance.

#### **3.1 TVET Centre Displays**

At the center level, COVID-19 prevention guidelines were displayed on various banners, boards, and stickers as a precautionary measure. (Please see Fig. 4 for information therein). Getting the message across to all trainees was the aim of displaying the boards and strict adherence was expected by the line ministry and the TVET apex body, Tertiary and Vocational Education Commission.

#### Initiatives at center level Displaying COVID Prevention Guidelines/Banners at TVET centers



Fig. 4: Display of COVID-19 Prevention Guidelines

(Source: TVET providers)

#### 3.2 **Open Access for e-Resources**

The use of e-resources dramatically increased during the pandemic period as physical contact was severely restricted. Different initiatives were adopted to offer e-material (Vilar & Zabukovec, 2017) using web resources and social media from the respective training providers. As the apex body, Tertiary and Vocational Education Commission (TVEC) made available all National Competency Standards (NCS) online and curricula free of charge to anyone, especially prospective training providers, trainers, and students during the period.

#### 3.3 Launch of National Skills Passport

National Skills Passport (NSP) was a new initiative of Sri Lanka to recognize the skills of a person with an authenticated profile. National skills passport is a tri-partite project and the partners are the Employers Federation of Ceylon (EFC), the International Labour Organization (ILO), Colombo Office, and the Tertiary and Vocational Education Commission (TVEC) under the guidance of the Ministry of Skills Development, Employment and Labour Relations. The skills profile in NSP includes National Vocational Qualification (NVQ) and confirmed experiences. This is linked to the online portal (www.nsp.gov.lk) where anyone could verify using the QR code the credentials of a person. This will support recognition of individual skills related to re-skilling, up-skilling, and certification. Returning migrants are encouraged to obtain the skills passport after transforming informal skills into formal qualifications through recognition of prior learning (RPL) process. This initiative supports the government's long-term skills planning for the economy and facilitates easier matching of opportunities for future employment creation. The system further supports tracking the employability of the NVQ holders with an up-to-date database. The NSP database will provide information to streamline migrant workers and returnee workers by skill-type, and bridge the gaps in the labour market both locally and overseas. Eventually, NSP will help attract migrant returnee workers to industries such as construction, which are currently facing high demand, with no local workers to bridge the gap.

#### 3.4 Implementing e-Learning in TVET

Several recommendations were made in the broad areas of infrastructure, training and institutional requirements for the development and implementation of e-Learning in the TVET sector in Sri Lanka. Infrastructure development was a key recommendation with the setting up of a centralized server facility with an internet connection to every training centre. Trainer capacity building and thereby converting traditional training course modules to e-Learning based material were among important recommended activities (Jayalath, 2010).

Delivery of TVET through e-Learning entails a blended learning approach. Learning that uses face-to-face interaction and via the online medium is referred to as blended learning here. The success of the blended mode depends on building a sustainable online learner community, that shares experiences using critical reflections on learning themes. Technological interaction and learning maturity help maintain a sustainable virtual community with transparent and consistent communication practices. Practical sessions need more instructor attention to provide hands-on experience to convey the required competencies. Learner progress depends on factors such as motivation and engagement with the learning content and the flow.

#### 3.5 Implementing Blended Learning in TVET

Blended learning will have the right "blend" of physical and virtual learning. Physical components comprise faceto-face learning, assignments, projects, and practical and on-the-job training among others. Virtual components comprise discussion forums, interactive digital content, virtual lessons, classes, etc. TVET desires the blended learning model owing to its advantage of asynchronous components which provide more trainer-learner flexibility. Blended learning supports work-based learning and addresses issues such as time, context, and the pace of an individual learner. The quality criterion for e-Learning has been transformed to match a blended learning model by adding the relevant additional components and TVEC has published a manual and quality criterion for registering Blended/eLearning/online courses in the TVET sector (TVEC, 2020b). Roadmap, which is proposed to implement distance learning in terms of supporting e-material, e-Learning, and blended learning guides the TVET providers with milestones discussed in the next section.

## **3.5.1** Roadmap for the Development of a Distance Learning System in the TVET Sector

The roadmap for the development of a distance learning system in the TVET sector has been developed in consultation with different stakeholders and proposed for implementation in the TVET sector (Jayalath, 2020). The following sections describe each activity to implement by the respective training providers with the coordination of the central agency handling the quality assurance.

#### • Develop a blended e-Learning strategy with leadership and planning

Prepare a shared vision document considering the use of new and emerging technologies focusing on the delivery of vocational education programs. The document shall state how other management and administration functions would support developing blended e-Learning development and implementation. A suitable policy needs to be established for strengthening the delivery of the knowledge component of every course with a step-by-step trainee engagement plan. Social and institutional acceptance is mandatory with the proper quality assurance of e-learning courses. Leadership support is critical to the process of transforming the delivery and assessment system from traditional learning to blended learning.

#### • Develop an e-Learning culture in TVET institutes

TVET trainers must be encouraged to use the e-contents available free of intellectual property restrictions on the web and use e-Learning with the active participation of trainers and trainees. It is encouraged to use the Learning Management System (LMS) to upload the content and arrange online learning activities. Due recognition and acceptance should be granted by employers and society to the blended e-Learning course, on par with classroom/ lab learning provided in the institutes.

#### • Develop ICT infrastructure

All TVET centers should be equipped with a range of ICT equipment with stable broadband Internet connectivity. Each trainee must have at his/her disposal a device to access contents with a free access policy for all learning content. The number of courses with local content and courses in local languages must be increased and made readily available for free access. Content development or acquisition needs to be strengthened to make trilingual local content available in all craftsman-level courses. An E-Learning unit or a dedicated section needs to be established for the administration and maintenance of the central system.

#### • Trainer Training on e-Learning development and implementation

All trainers and training managers shall undergo e-Learning development and implementation courses online and build capacity to convert their existing courses and/or start new courses for delivery in the blended e-Learning mode. Trainers must be encouraged to promote peer learning and peer validation of courses and contents among trainees to improve the quality of delivery. Trainers must be instructed to adhere to e-Learning quality criteria stipulated by the TVEC. Training of Trainer (TOT) programs need to be formalized and mandatory for accreditation of training programs.

#### • Quality Assurance of Online, e-Learning, and Distance Learning Programs

TVEC as the apex body is responsible for quality assurance of e-learning courses in the TVET sector in Sri Lanka. The development of quality standards is a requirement for accreditation of e-Learning courses (Jayalath, 2014). Accordingly, TVEC has developed quality standards with stakeholder participation including private and public sector training organizations, industry, and universities by benchmarking with the Open "ECB Quality Check" in Europe (Ehlers & Joosten, 2009).

#### Assessment of Students following blended Learning Courses in TVET

Assessment being a key element in the TVET system, it should be carefully implemented to maintain the quality of the output. Continuous assessments and course end evaluations must be embedded in the online/offline modes to support monitoring of trainee performance. The knowledge component of the assessments could be fully implemented in the online mode which offers greater effectiveness and efficiency than offline assessments. Item banks need to be established to implement the testing facility by transforming existing IT centres into online testing centres.

## • Develop e-Learning as an integral part of all TVET courses as a means of delivering the entire knowledge component

Trainers must be equipped with the necessary tools, methodologies, and interactive material to convert the entire knowledge component of the course to online content. All trainees must be provided with orientation training to access online content and follow a course with the support of tutors, content, and relevant teaching-learning activities.

#### • Implement supporting courses for Apprenticeship Training

It is required to set up blended courses for Apprenticeship Training programs in enterprises with the support of other infrastructure and resources. Online programs need to be established for the capacity building of inspectors and other related staff in the system. This could be linked with the industry as a facilitation role in the online system with a proper digital platform for the TVET sector and industry information. Mobile learning could be explored for possible knowledge transfer during the free time of learners (Mahazir et al, 2015).

#### 4 Regional and Global Initiatives

Measures have been adopted in the countries of South Asia to continue education with some innovative approaches. Access has not been very successful owing to lack of infrastructure, inadequate awareness, and prevalence of poverty. Online classes in some countries have widened the digital divide. Some countries seek to use television and radio which have wider coverage than broadband Internet.

However, opening schools and TVET institutes will have greater risk due to adhering to health measures is difficult and costly. Considering the rising number of victims, online and distance methods are preferred to avoid close contact. International Labour Organization has come up with a policy response to address protecting workplaces and supporting employment while stimulating the economy and labour demand by finding solutions through social dialogue as shown in Fig. 5: Policy framework: Three key pillars to fight Covid-19 based on International Labour Standards (ILO Policy Brief, 2020).

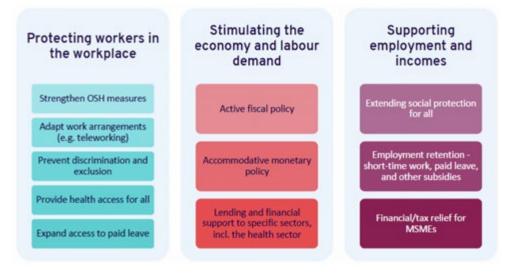


Fig. 5: Policy framework: Three key pillars to fight Covid-19 based on International Labour Standards (Source: ILO Policy Brief, 2020)

#### 5 Challenges and Opportunities

#### 5.1 Main challenges to TVET continuity

TVET systems face challenges in responding quickly and adequately to changing skill demands. To help address the serious economic disruption caused by the pandemic, it will be especially important that restrictions to demand-responsive training provision are addressed and that training programs and skill development systems are appropriately reimagined, reset, and reworked taking into account:

- Schools and many businesses are closed and the health emergency is at its peak;
- TVET's focus on practical skills and its potential to deliver short-term, targeted, and modular training can be harnessed to rapidly up-skill workers in essential sectors and reskill personnel to engage in the emergency response. TVET's focus on work-readiness could also imply that TVET students could relatively easily be engaged in the emergency response

#### 5.2 Possibilities and opportunities in TVET during the pandemic

During the COVID-19 pandemic, teaching and learning have moved from classrooms to remote access, facilitated by the Internet, television, radio, or printed material. But the extent to which learning can occur outside the classroom is constrained by many factors, which are most compelling in low-income contexts and for vulnerable students. Owing to the change in employment practices, relevant changes in TVET need to be more focused on challenges relating to health-related issues. Learning new content in the context of change in the kind of work in the workplace and remote working need to be embedded into TVET curricula to address the demands of the "new normal" situation (Hoftijzer et al., 2020).

#### 6 Recommendations and Conclusion

Owing to the pandemic, the learning paradigms have shifted towards self-led learning and/or attention to individual learning. This is in line with self-paced self-learning using e-Learning which could be rather more student-centered with Artificial Intelligence supported systems for individual adaptable learning systems. This also could deploy motivational mechanisms such as "gamification" for an immersive learning experience making learning game-like situations in TVET (Jayalath & Esichaikul, 2020). To deploy blended learning in the TVET context, the following steps are proposed to successfully implement the process.

#### 1. Set up of Steering Committee for Project Implementation

A Steering Committee shall be set up for project implementation to evaluate implementation, challenges, and possible solutions for the TVET providers in distance mode. A centralized resource pool shall be maintained to provide necessary assistance and consultation to start new courses and convert existing courses into distance mode.

#### 2. Maintaining a Strong Monitoring Phase

The entire e-Learning process should be monitored by a team to improve the overall performance of the system. Further, the monitoring process should be sub-divided into salient aspects such as training delivery, online examinations, submission of assignments, user feedback, technical performance, etc.

#### 3. Policy for Connectivity

A free data access policy for education should be provided for all users engaged with the e-Learning platforms and other educational resources. Appropriate concessions in connection charges should be given to instructors and students to encourage their use of online systems. In Sri Lanka, there are only a few public and private Internet Service Provider (ISP) companies that provide data connection facilities. However, access to data may face difficulties in remote locations.

#### 4. Online Digital Information and Resources Platform

It is required to establish an Online Digital Information and Resources Platform (ODIRP) to maintain training center information, student information, course information, staff information, assessment information, and quality-related information. This system needs to analyze and visualize sector data and link it with labour market information to facilitate informed decisions regarding the human resource demand of the industry. This information could be used as career guidance tools. Such a centrally managed data system is central to assessing the overall performance of the TVET sector.

#### 5. Virtual Library

A Virtual library should be attached to the e-Learning system where instructors and students can gain relevant subject knowledge by referring to online material such as video programs, audio programs, and E-books. Therefore, the respective reference materials should desirably be stored in a virtual library facilitating access by current and future students.

#### Conclusions

During the pandemic period, the closure of TVET centres for in-class learning harmed the teaching-learning process of students in all districts of Sri Lanka. Thus the only options available were online, distance, and blended learning methods to suit the learning style of the student in his/her field of knowledge, context, and pace. Innovation in the teaching-learning process with equitable, inclusive access and better connectivity could be promising. Online digital content creation needs to be strengthened to support the production of quality learning content.

In implementing distance learning using ICT and other means, it is recommended to support trainers, and trainees must be offered the necessary devices to access lessons and broadband connectivity to the

Internet at a concessionary price with installments. The use of the Internet needs to be free for education as a government policy to assure the right of every student to education, even in remote, poor, and vulnerable situations. The trainers must be given proper training to use the necessary devices and applications related to the delivery of lessons, including basic ICT skills. Also, the expertise to develop online content is required for a trainer to develop his/her content and lessons to deliver online. Policies that are conducive to promoting online learning and blended learning must be developed in support of informal learning including assessments and evaluations.

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