

Research Studies on Tertiary Education Sector

Identify Benefits and Analyze Issues related to Partnership Programs between Public TVET Institutions and Private Sector Enterprises

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on

**Identify Benefits and Analyse Issues related to
Partnership Programs between Public TVET
Institutions and Private Sector Enterprises**

by

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Abstract

Over the past 30 years, institutions engaged in technical education and vocational training has grown in number and complexity. Private-owned training institutions and NGOs have also expanded. Though institutional training in the public, private and NGO sectors has a fast expansion, industry based skill acquisition is still dominant and majority of people still acquire skills through working in industry, as well as through the informal apprenticeship. Total annual training of public Institutional training system is about 60,000 and large majority still acquire the skill through working in the industry.

As vocational training mainly focuses on development of employable skills, enterprises that are employing them have direct benefits. Therefore enterprises usually take more interest in skill development.

Therefore this research is to identify benefits and analysis of constraints in partnership programmes between public TVET institutions and private sector enterprises. The research was done using case study methods and a survey on sample of trained students. Considering the satisfaction level, most of trained students were satisfied with the training they have received. And also they stated that enterprises given satisfactory level of practical training opportunities. The employability of the trained students is 62%. Therefore partnership programmes with work site training are successful. And it can be concluded that overall satisfaction level is high.

Based on analysis, following recommendations were given.

- The legal framework i.e the Acts relevant to TVET have not given due recognition to partnerships. But there is a large number of partnerships, which have been established through interest and linkages of individual officers. This should be taken into mainstream of activities of relevant institutions. They should be included in the Corporate Plan and Annual Activity Plans of Institutions. Acts should give clear recognition public – private partnership programmes.

- All these partnerships could be considered as experiments. Actions should be taken to expand these programmes based on the outcome of those experiments.
- Some of the Memorandum of Understanding may need to improve with more professionalism. Therefore, group of officers in each institution should be trained to handle partnership with more professionalism.

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Abbreviations

| | |
|--------|---|
| TVET | Technical and Vocational Education and Training |
| TVEC | Tertiary and Vocational Education Commission |
| VT | Vocational Training |
| NAITA | National Apprentice and Industrial Training Authority |
| DTET | Department of Technical Education and Training |
| VTA | Vocational Training Authority |
| SLIATE | Sri Lanka Institute of Advanced Technical Education |
| ITUM | Institute of Technology, University of Moratuwa |
| NGO | Non-Government Organizations |

Chapter1: Introduction

1.1 TVET System in Sri Lanka

As evident in the surviving monastic and royal monuments as well as the extended irrigation network, ancient Sri Lanka claimed a skill base of a very high level, which was supposedly sustained through family based apprenticeship system.

The beginning of an institutional form of skills training may be traced back to the mid-18th century, when industrial schools were set up by the missionary societies in order to provide craft and agricultural training for children from poor families. However, industrial schools soon became unsustainable and withered away for want of funds and government and societal support. Institutional forms of skills training re-emerged in the form of technical schools under government sponsorship, with the establishment of the first technical school in November 1893, in Maradana, Colombo. The two decades after independence saw the first phase of expansion of institutionalized training in the hands of the government, seen as a response to the skills requirements of various government agencies created for industrial, agricultural and social infrastructure developmental purposes.

Over the past 30 years, institutions engaged in technical education and vocational training has grown in number and complexity. Private-owned training institutions have also expanded, mainly in response to the growing demand for private computer education. Furthermore, Non-Government Organizations, including church- and temple-based ones as well as those funded by international NGOs, have increased their involvement in institutional training, reflecting humanitarian concerns for the socioeconomic upliftment of disadvantaged groups.

Though institutional training in the public, private and NGO sectors has a fast expansion, industry based skill acquisition is still dominant and majority of people still acquire skills through working in industry, as well as through the informal apprenticeship. TVEC has found in its studies that 84% of working people have not followed formal training and hence not certified.

Industry based training is apprenticeship. Apprentice has recognized in Sri Lanka Labour Market or Industry and Employee Provident Fund Act of 1958 has outlined the provident fund right of the apprentices. However, when an apprentice acquires skill through working in the industry without a curriculum, it is called informal apprenticeship. The Government has taken action to formalize the informal apprenticeship by establishing the National Apprenticeship Board in 1971 which was later restructured as the National Apprenticeship and Industrial Training Authority (NAITA). Total annual training of public Institutional training system is about 60,000 and large majority still acquire the skill through working in the industry.

Legal and Institutional Framework of the TVET System

The following acts are the main components of the legal framework of the Technical and Vocational Education and Training (TVET) System in Sri Lanka:

- a. Part I of the Tertiary and Vocational Education (TVE) Act No. 20 of 1990, establishing the Tertiary and Vocational Education Commission, with a mandate to set general policy, planning and coordination, as well as to set standards and regulate the TEVT sector; this act was revised in 1999 with the provision of additional powers to the Commission for funding and research.
- b. Part II of TVE Act No. 20 of 1990, which converted the National Apprentice Board (NAB) to the National, Apprentice and Industrial Training Authority (NAITA), undertaking the apprenticeship programme and trade tests.
- c. Vocation Training Authority of Sri Lanka Act No 12 of 1995 which established the Vocation Training Authority with a special focus on training youth in rural areas.
- d. The National Institute of Technical Education of Sri Lanka, established under Act No. 59 of 1998, performing the functions of technical teacher training and curriculum development activity for the TEVT sector, and also providing training at the certificate and diploma level, as well as planning degree level programmes.

- e. The Sri Lanka Institute of Advanced Technical Education (SLIATE) Act No. 29 of 1995, to provide training towards higher National Diploma and Diploma Level Qualifications.
- f. The Institute of Technology, University of Moratuwa, Ordinance No. 3 of 2000, established under an amendment to the University Act No. 16 of 1978, primarily conducting the National Diploma in Technology course, which was previously conducted by the Faculty of Engineering of the University of Moratuwa.

In addition to institutions established under above Acts, the Department of Technical Education and Training which has network of Technical Colleges in all major cities plays a dominant role in Technical and Vocational Education and Training. All these leading public sector TVET institutions except SLIATE and ITUM whose primary function is training function under the Ministry of Vocational and Technical Training. In addition, many Ministries and provincial councils through the Departments and Corporations under their purview, undertake training as an associate function. In addition, there is a large number of private and NGO sector training institutions.

1.2 Public-Private Partnership in TVET Sector

As vocational training mainly focuses on development of employable skills, enterprises that are employing them have direct benefits. Therefore enterprises usually take more interest in skill development. In fact, before establishment of the formal vocational training system in Sri Lanka as well as in the world; that is before 18th century skill development for employment was totally handled by enterprises. When history of vocational training is browsed through, until mid 18th century, skill development of employment in the industry has happened only through work place training; apprenticeship. However, as a result of industrial revolution and shortage of manpower for industry due to engagement of people in wars, quick training or training within shorter period had become necessary. Therefore, first companies had started separate technical schools. This requirement had become intensified due to technological development explained below.

- Establishment of mass scale production through production line where work place

training was not practicable.

- Technological development in the industry has demand higher cognitive skills.

Enterprises when it comes to manpower development have short term goals but training recipients have long term goals. Because of this mismatch and needs of professionalism in training, Technical and Vocational Education and Training had been taken up by public school system. Though training schools are strong in development of cognitive skills, it has many draw backs when it comes to development of practical skills. These drawbacks could be well explained by skill development cycle explained below.

Skill development is usually happened in four stages.

- Unconscious incompetence
- Conscious incompetence
- Conscious competence
- Unconscious competence

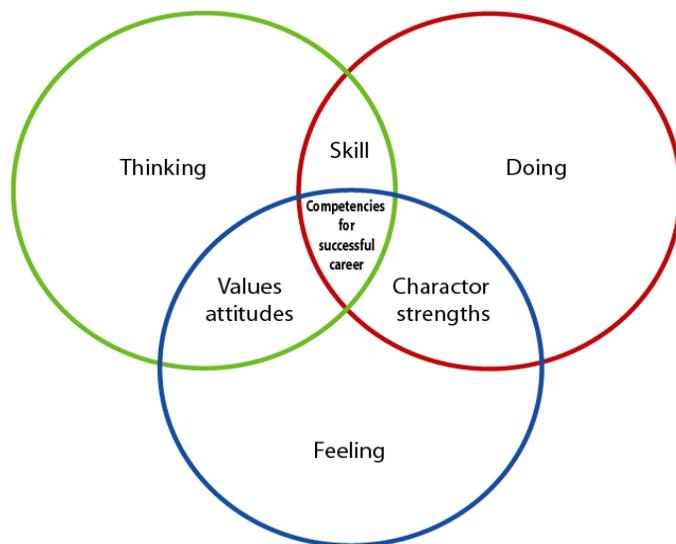
In the beginning, a novice is unaware of his incompetencies. After starting the learning process only the person will get aware of his/her incompetencies. Next stage is the conscious competency where competency could be applied very consciously only. That is like a early stage of a motor vehicle driver who need very high mental concentration to drive the vehicle. When a task is repeatedly done for some time at conscious competency level, a person reach unconscious competency level where competency is more like a habit. Like a driving school trains a driver only up to conscious competency level, a training school could train a person only up to Conscious Competency level.

A person has to do the task repetitively for some time to reach unconscious competency level. A training school cannot afford to provide opportunities to do the work repetitively due to high raw material cost. Therefore, trainees need on the job training in the industry to complete the training cycle up to unconscious competency level.

Competency is not only the practical skills. It is integration of practical skills, cognitive skills (Knowledge) and affective skills (Attitude) and it indicate the ability to perform in real work environment in different context and different ranges of technical application.

Following model explained how competency is formed by integration of skill, knowledge and attitude.

All the features of this model cannot be addressed in a training centre.



Many work place skills like team work, communication, commitment to work are based on Values, attitudes and character strengths and therefore work places or enterprises have a key role to play in skill development process.

As traditionally and historically skill development has been done in the industry, many European countries like Republic of Germany have established vocational schools to support apprenticeship training in the industry. However, many countries have developed separate vocational schools system mainly with public sector interventions. This may have many reasons such as immature industrial development and maintenance of equity among public. However, with the industrial development and competency of human resources became leading edge of the global competition, many industries took interest in joining with professional vocational schools for skill development for employments. Here Vocational schools understood that it needs assistance of industry to develop full competent person demanded by the competitive industries. Industry understood that vocational schools have training technology and professionalism. Therefore, partnership between vocational schools and enterprises became a must for skill development for 21st century.

1.3 Rationale for Research

Though importance of partnership between public sector vocational school and private enterprises is well understood worldwide, only a few countries have set up a coherent systemic framework and appropriate incentives for partnerships on TVET training. Nevertheless, there is already an assortment of innovative and interesting experiences throughout the world which offer options and lessons for promoting public/private alliances in training. Exploring of partnerships between public sector Vocational Training Institutions and private businesses has become one of the main focus in implementing TVET reforms. Some important changes attempted by partnerships have been;

- Make vocational training more relevant to work place practices.
- Ensure smooth transition of trainees from vocational institutions to the world of work.
- Broaden the trainers experience outside the training institutions.
- Apply private sector management practices into development and delivery of vocational training.
- Changes in business behaviors specially in staff recruitment and development..

The National Apprentice and Industrial Training Authority (NAITA) has a partnership with the industry to provide apprenticeship training. In addition to the traditional partnership of apprenticeship training, NAITA, Vocational Training Authority (VTA) and the Department of Technical Education and Training (DTET) have many linkages and partnership arrangements with the private sector enterprises in training and certification. Some of those partnership programmes are listed below.

- NAITA – S –lon to certify plumbers
- NAITA – Senok construction Training Institutes
- VTA – Kelani Cable

- VTA – Nayana saloon
- DTET – City & Guilds

As changes expected from partnership programmes are very important for development of TVET sector, it is necessary to further strengthen and expand the partnership programmes. The Acts governing the TVET in Sri Lanka have not very well addressed the partnership with industry issue. However, all public sector TVET institutions have established linkages with the industry. It may be beneficial to study on these linkages and see the possibility of strengthening them.

This study focus on different cases of partnerships and analyzes issues and benefits in order to propose appropriate policies to realize full benefits of partnership with the industry.

1.4 Objectives of the Study

The objectives of this study are

- a. To document the major partnership programmes in TVET sector.
- b. To identify the benefits received by different stake holders in currant and previous partnerships between public TVET Institutions and Private Enterprises.
- c. To analyze the constraints for successful implementations of partnership programmes.
- d. To recommend strategies to strengthen the partnership programmes

1.5 Methodology

This study was done through analysis of partnership cases. First, major partnership programmes of DTET, NAITA and VTA were identified including a few active partnerships in apprenticeship training.

First, 6 major partnership programmes of NAITA and VTA were studied. Another 3 apprenticeship partnerships of NAITA were studied. Initially, key officials of relevant private sector institutions were interviewed with an unstructured questionnaire and collect the information. Thereafter, information from fifty trainees was taken through postal structured questionnaire. This information was supported by the previous research done on apprenticeship and trade testing programmes.

Chapter 2: Literature Review

2.1 Partnership Phenomena

2.1.1 What is a Partnership?

A partnership is a strategic alliance or relationship between two or more people or parties. Successful partnerships are often based on trust, equality, and mutual understanding and obligations. Partnerships can be formal, where each party's roles and obligations are spelled out in a written agreement, or informal, where the roles and obligations are assumed or agreed to verbally.¹

2.1.2 What is a Public-Private Partnership?

A public-private partnership exists when the public sector agencies joins with the private sector—families, employers, philanthropies, media, civic groups, and/or service providers—to attain a shared goal. Each partnership is unique and different from one another; but they typically share some common characteristics.²

- They bring together public- and private-sector partners.
- Partners work together toward shared goals or objectives.
- Each partner contributes time, money, expertise, and/or other resources.
- Decision-making and management responsibilities are shared among the partners.

2.1.3 Public – Private Partnerships in Training

2.1.3.1 Partnership for what?

Ever since medieval European schools and universities served the needs of the Christian church by teaching Latin and theology, there have been strong links between education and some of the more powerful forces in Society. The force that has had overwhelmingly greatest influence on education in recent time has been the State. That is why until relatively recently, the states have been recognized as the satisfactory vehicle for transmitting society's priorities to the education system.

Now that consensus has disappeared. There is instead a broad movement to widen the range of organizations and individuals who influence and get involved with education. This movement is very new in some countries and in others it dates from 70s. It has been motivated by a number of perceptions, mainly relating to supposed failures of education system financed and governed almost entirely by the state. A central concern is that schools have become increasingly out of touch with the knowledge and skills that pupils will require when they start work. Therefore, many advocates of business-education partnership and see it as a worthwhile goal for sustainability of both education system and industry.

2.1.3.2 Challenges faced by the Public TVET Institutions and Enterprises

State is responsible for national development plan and in the global competitive environment; skill development should be a priority area in the National development plan. On behalf of state, public TVET institutions are responsible to carry out national skill development goals which could be summarized as listed below.

- a. Improve the relevance of curricula with the technological advancement in the industry
- b. Provide training infrastructure to facilitate effective learning and training.
- c. Maintain academic staff being technically updated with the technological standards of the industry.
- d. Inculcate soft skills and work ethics among trainees to enable them to sustain in the industry.

Public sector training institutions while being in a trap of tradition and bureaucracy, are unable to respond to the new requirements created by multi-faceted and rapidly changing labour markets. They add that new challenges cannot be met without fundamental changes and a thorough re-examination of basic assumptions with regard to the objectives, content, structure and delivery of training in response to new skill requirements. Indeed, it is being increasingly recognized by policy makers that it is

essential to improve the relevance of training system to the needs of labour market, their effectiveness in producing skilled manpower to the quality and number required, and their efficiency in making best use of the available resources. Systems also have to be able to sustain quality and relevance and ensure training reflects the priorities set out in the development plans. To this equation, it is necessary to add the critical issue of equity, in term of the access of all citizens to training opportunities, in order to redress the disadvantages encountered by specific groups of the workforce at a time of increasing inequity.

The responsibility to reform and renew training policies, legislation and systems in response to changing demand rests primarily with the state in collaboration with the social partners. In fulfilling this responsibility, the state is faced with the dilemma of reconciling budgetary constraints with need to improve the relevance, effectiveness, efficiency, equity and sustainability of training system.

Majority of enterprises are not in a position to implement measures to meet long term manpower requirements. Their concern is to develop skills to meet their own needs to increase productivity and improve the quality of goods and services. Here, most enterprises face a dilemma; to retain their competitive edge, they have to keep cost down and then they tend to limit the investment in training while pressure to keep pace with rapid change, competition and innovation makes advanced skills imperative in the long term. Confronted with these choices, short term consideration often prevails and despite the acknowledged importance of structured training, only a small percentage of employers provide it. Moreover, the training provided by employers has weakness, and therefore does not necessarily enhance the flexibility and mobility of the individuals. Moreover, it may not be delivered in areas of long term strategic importance for national development.

Centre for Education and Industry, University of Warwick (The Partnership Primer), 1991 has outlined the challenges of current era as listed below.

- To raise the motivation, self confidence and performance of young people to prepare them for high technology society.

- To increase participation in formal education and training after age of 16.
- To generate highly skilled workforce which will enable the country to compete successfully in the global economy.
- To overcome skill shortages that a wide range of employers are already experiencing.
- To make the best use of available talent.
- To implement the wide range of educational reforms designed to improve the performance of schools and colleges.

Whatever the criticism of training and education system, business does not have expertise to impose alternatives on its own, and knows that change must involve co-operation with professional educators.

2.1.4 The Concept of Strategic Partnership

Ayşe G Mitchell explains that the overall objective of public - private training partnership is to mobilize a collective effort to enhance the relevance, effectiveness, efficiency, equity and sustainability of training and to forge an optimal response to address the skill requirements of individuals, enterprises, the community and the objectives of national development. There has always been collaboration between the state and enterprises in the field of training, such as in apprenticeship schemes. However, in the context of current scenario, new types of partnership are sought which are considered to be strategic because they can have significant impact on skill development and they are extended beyond traditional boundaries of co-operation. Foundation for Education Business partnerships; IBM United Kingdom Ltd defines education business partnership as a joint venture between educators and employers to raise the aspiration and achievement of individual learners, to allow them to maximize their potential and to become a skill and adaptable workforce. Its distinctive feature is the formal written agreement committing partners to work together to improve performance in education and employment.³

2.1.5 Multiple Partners and their Motives

| Stakeholders | Motives |
|--|--|
| Government | |
| <p data-bbox="331 394 448 426"><i>National</i></p> <ul data-bbox="331 449 894 653" style="list-style-type: none"> <li data-bbox="331 449 894 537">• Ministries concerned with Employment, Education and Training <li data-bbox="331 560 613 592">• Planning agencies <li data-bbox="331 615 829 653">• Public vocational training agencies | <p data-bbox="954 394 1377 537">Economic development, national competitiveness and growth, and social equity</p> |
| <i>National/Decentralized/local</i> | |
| <ul data-bbox="331 728 883 819" style="list-style-type: none"> <li data-bbox="331 728 883 819">• Agencies concerned with Employment, Education, Training and Planning | |
| Employers' organizations | |
| <ul data-bbox="331 951 891 1157" style="list-style-type: none"> <li data-bbox="331 951 821 982">• National employers' organizations <li data-bbox="331 1005 816 1037">• Sectoral employers' organizations <li data-bbox="331 1060 891 1092">• Industry-based employers organizations <li data-bbox="331 1115 802 1146">• Employers at the enterprise level | <p data-bbox="1049 1010 1401 1100">Enterprise competitiveness, productivity and profits</p> |
| Worker's organization | |
| <ul data-bbox="331 1308 867 1514" style="list-style-type: none"> <li data-bbox="331 1308 786 1339">• National Workers' organization <li data-bbox="331 1362 781 1394">• Sectoral Workers' organization <li data-bbox="331 1417 867 1449">• Industry-based Workers' organization <li data-bbox="331 1472 688 1503">• Enterprise-based unions | <p data-bbox="1049 1251 1425 1394">Improved pay and benefits for workers, job mobility and security</p> |
| Voluntary agencies at the national and local levels | Social equity |
| Private training providers | Profits through the provision of services |

Community leaders
social

Community economic and
development

Individuals:

- Trainees/workers, parents and parents' associations

Employability, mobility, job security, career prospects, improved incomes and conditions.

Sources : Ayse G Mitchel, Strategic Training partnership between the State and enterprises.

2.1.6 Partnership Activities

Centre for Education and Industry, The Partnership Primer (1991) has outlines following activities to bring coherence to education business collaboration.

Involvement in the Curriculum

- ◆ Assisting schools to implement the National Curriculum;
- ◆ Promoting economic and industrial understanding;
- ◆ Developing economic and industrial understanding;
- ◆ Tutoring and mentoring individual students;
- ◆ Expert consultancy on student projects and assignments;
- ◆ Contributing to the development of curriculum resource materials.

Experience of Work for Young People

- ◆ Part-time and summer jobs.
- ◆ Work experience and work shadowing;
- ◆ Structured visits to companies;

Transition from school to Training and Work

- ◆ Careers guidance;
- ◆ Providing practice in interviewing techniques;
- ◆ Providing Compact-style job with training guarantees;
- ◆ Student bursaries to support further education and training;
- ◆ Reviewing recruitment procedures in the light of educational changes.

Professional Development for Teachers and Employees from Industry

- ◆ Joint training programmes (eg, financial management);
- ◆ Teacher employees to work in schools and colleges;
- ◆ School/college senior management team members into industry and commerce;
- ◆ Industrial consultants for schools.

Strengthening Education Resources

- ◆ Sharing of resources and equipment;
- ◆ Providing company-based project centers for local schools and colleges;
- ◆ Recruiting industrial governors.

These examples illustrate some of the activities taking place in partnerships. There may be many more under strategic partnerships.

2.2 International Experiences in Partnership

2.2.1 Partnerships in Actions in different Countries

2.2.1.1 School-Industry links, England and United States - 1989

In the United Kingdom and the United states, where partnerships have been studied in more details than in most other countries, some findings on schools-industry links are given in the Figure 1 and Figure 2 (Centre for Education Research and Innovation).

Figure 1: School-Industry links, England

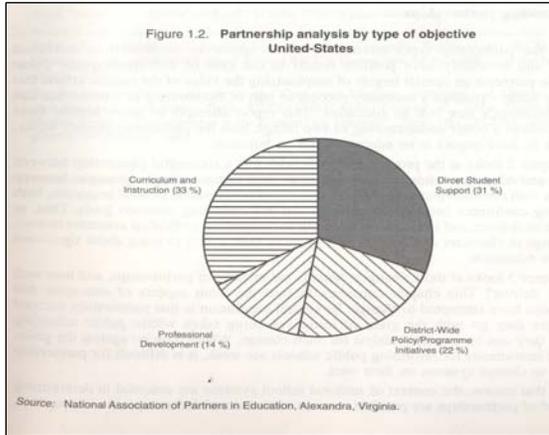
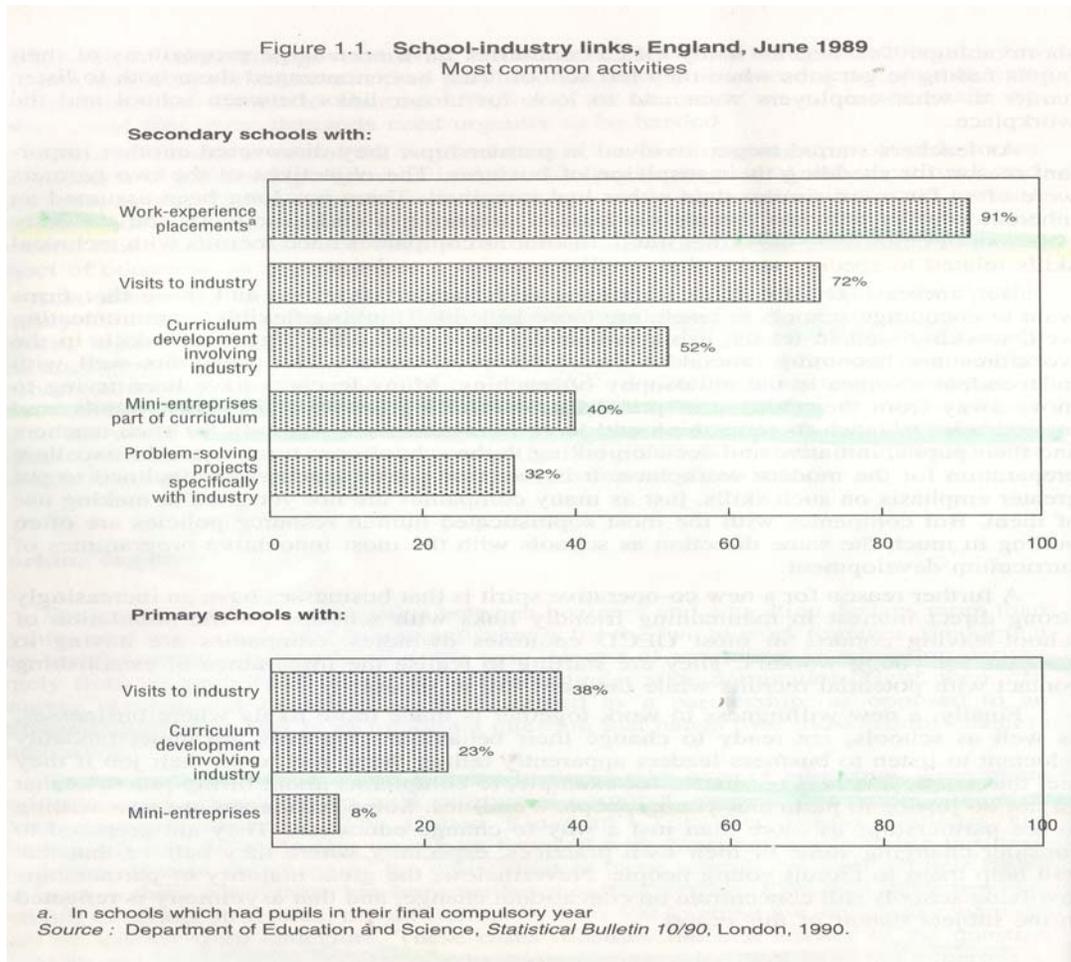


Figure 2: Partnership Analysis by type of Objectives, United States



Source : Centre for Education Research and Innovation

2.2.1.2 The School-To-Work Opportunities (STWO) Act (1994), United States

In the United States, the School-To-Work Opportunities (STWO) Act (1994) promotes the establishment of local partnerships that include employers, education institutions, educators, unions and other groups such as professional bodies. Work based activities are mandatory features of any STWO scheme and include work experience, planned programmes of pre-employment, on-the-job and progressive training, workplace mentoring, and instructions on competences, industrial knowledge, positive work attitudes and employability. School-sponsored enterprising activities are positively encouraged. By 1998, 1,100 partnerships in 44 states had been established (Centre for Education Research and Innovation).

2.2.1.3 Partnerships initiated by trade unions in the United Kingdom

In 2001, the Trades Union Congress (TUC) of the United Kingdom set up a new Partnership Institute which promotes employer/ trade union partnerships in industry. Its aim was to commit enterprises to organizational performance through learning and training and make them responsive to the needs of changing product markets. It also supports enterprise measures to improve employment security and quality of working life. (ILO, Geneva, 91st Session 2003)

2.2.1.4 Return to Learn” (R2L) Partnership in the United Kingdom

UNISON, a large union covering mostly public sector employees, provides a new form of workplace learning, “Return to Learn” (R2L), in partnership with employers (see box 2.1).

Box 2.1

Trade union-employer partnership in training:

UNISON’s R2L programme

The Return to Learn (R2L) programme targets low-paid and low-skilled workers. Individuals, mostly UNISON members, can engage in learning at one of four levels: the first three, starting with basic literacy and numeracy and communication are free; the fourth, in professional training, is fee paying. Employers provide financial support and time off for learning. Workers’ employability is enhanced as the skills learned are recognized by employers. By 1998, some 6,000 students had completed R2L; an earlier study showed that 80 per cent of students were women and 42 per cent part-time workers.

Sources: Private communication with UNISON; Munro and Rainbird, 2000.

2.2.1.5 Sector and Industry Based Training Provision

There is a long tradition of sector and industry-based education and training in OECD and Latin American countries. These are frequently run and supervised by the relevant sector employers’ associations. Being employer-led, sector initiatives have the advantage of providing training that is demand-driven and tailored to fit the particular industry’s needs. An example of a recent sectoral partnership is the “ICT Consortium” formed by major ICT companies in Europe with the objective of filling the large skills gap in the industry. In Latin America, various sectoral chambers are broadening the range of services they offer to their members, extending into areas of research and development, and training and skills development. In Mexico, the National Chamber of the Textile Industry (CANAINTEX) provides training services through the Textile Training and Skills Improvement Centre (CATEX). In Argentina, graphics companies have promoted training through the Project Gutenberg Literary Archive Foundation. (ILO, Geneva, 91st Session 2003)

Box 2.2**A sector partnership: Overcoming the ICT skills shortage in Europe**

With the support of the European Commission, seven major ICT companies in Europe – IBM Europe, Nokia Telecommunications, Philips Semiconductors, Thomson CSF, Siemens AG, Microsoft Europe and British Telecommunications Plc. – have formed an “ICT Consortium” and embarked on a pilot project to explore new ways of addressing the skills shortage. The objective of the project is to put in place a framework for students, education and training institutions and governments that describe the skills and competencies required by the ICT industry in Europe.

To achieve that objective the sponsoring companies have developed Generic Job Profiles relevant to their main activities; and created a dedicated website, www.career-space.com

The goal is that these job profiles will attract more students into ICT courses and employment by providing attractive, plain-language profiles of the jobs, roles and opportunities in the industry today; provide higher education ICT curriculum designers with clear, up-to date and easily accessible information on the skills needed by the industry; and assist governments in developing policies to foster the growth of ICT skills in Europe.

2.2.1.6 Sector-based SME training and partnerships

In comparison with larger enterprises, small firms face disadvantages in acquiring knowledge and upgrading the skills of their workers. Small and Medium level enterprises (SME) often cannot afford to train their staff. Courses available may be ill tuned to their particular needs. Among small firms, entrepreneurs’ and their workers’ motivation to acquire new skills is important.

In Spain, the ASCAMM entrepreneurial association, comprising (in 1996) some 150 small firms in the mould and die making sector, has established its own Technology Centre which provides training courses alongside other services in order to raise the firms’ competitiveness. The links between the centre and the association facilitate the communication of ideas for the continuous improvement of services

In Thailand, enterprises face increasing pressure from leading inward investors to improve performance and quality, particularly among car manufacturers. A government intermediary institution specializing in technology transfer and training, the Metal

Industries Development Institute (MIDI), assists small firms in metalworking and associated sectors in upgrading their technology, training and production processes.

MIDI has helped to establish sectoral entrepreneurial associations, such as the Thai Foundrymen's Society, which can transmit to MIDI and other institutions their needs for training and other services. . (ILO, Geneva, 91st Session 2003)

2.2.1.7 Partnership through Industry Clusters

Group of enterprises belonging to particular industrial sector and geographically concentrated in an area could form industry clusters and could benefit from being served by tailored courses that are available in the area. In the Republic of Korea, the Kumi Electronic Industry Complex is composed of around 150 electronics-related firms, mostly SMEs, together with supporting firms and agents. It is served by specialized educational institutions such as the Kumi Electronics High School and the Keum-oh Engineering College (Kang, 1996). In Pakistan, the Sialkot surgical instruments cluster has been developed with the help of local institutions such as the Apprenticeship Training Institute of Sialkot and the Metal Industries Development Centre (Aftab, 1998). In the United States, the New York garment industry is served by its own dedicated intermediary institutions. (see box 2.3).

Box 2.3

The Garment Industry Development Corporation (GIDC) in the United States

The GIDC is a tripartite intermediary institution that serves a cluster of around 4,600, mainly small, New York garment firms facing intense competition. An important part of GIDC's activities are training programmes in specialized skills for both workers and management. Over 1,000 garment workers and management personnel are trained every year. Training is provided in conjunction with other initiatives in order to raise the competitiveness of the cluster, e.g. the promotion of quick response technologies, demonstration projects and an international marketing service.

Source: Herman, 1998.

Source : (ILO, Geneva, 91st Session 2003)

2.2.1.8 Partnership between a network of Training Institutions and Industry in Spain

In the region of Valencia in south-eastern Spain, a network of 11 technological institutes provide local small firms with developmental services, including training, tailored to the specific needs of sectoral clusters in the textiles, footwear, ceramics and toy sectors. Each institute is linked to an association of small entrepreneurs, who also comprise the majority of its board members. This arrangement, coupled with a sector focus, encourages the institutes to be more client-sensitive and increases the relevance of their services, including training . (ILO, Geneva, 91st Session 2003)

2.2.1.9 Partnership for Supply chain programmes

Supply chain programmes are another innovation to train workers in small firms, often with government support. When small firms become sufficiently competent, they can expect orders from lead firms, which may then transfer knowledge down the chain by providing expertise or facilities, or both. The lead firms, the local small suppliers and local training institutions, and possibly other actors as well, may also enter into a partnership to develop the suppliers. In Argentina, the Sub-suppliers Development Programme promotes cooperation between large and small firms for improved quality, efficiency and technical development as suppliers to lead firms in the automotive, agro-industrial, textiles and iron and steel sectors. Participating small firms receive training in quality control, industrial design and technological upgrading (Massimi, 1998, p. 369). Another supply chain initiative is the Global Supplier Programme in Malaysia (see box 2.4). (ILO, Geneva, 91st Session 2003)

Box 2.4**Malaysia: The Global Supplier Programme**

The Penang Skills Development Centre in Malaysia runs the *Global Supplier Programme*, which develops the capacities of local companies through training and linkages with transnational corporations (TNCs). The state Government provides financial incentives, industry shares resources and expertise, and the SMEs make a commitment to transform their technology and operations.

Manufacturing and material suppliers are trained in critical skills and competencies to use new technologies. TNCs then “adopt” local companies, and upgrade their leadership skills and technology. Such mentoring and coaching have proven successful; some suppliers have attained sufficient levels of competency to become global actors themselves. Periodic assessment, review and benchmarking of the performance of SMEs are significant features of the programme.

Source: UNCTAD, 2000.

Box 2.5**Canada: Partnership for multiskilling in response to local needs**

The pulp and paper industry has been a major employer in the St. Catharines – Thorold areas since the early 1900s – which employs over 2,000 people, with an annual payroll of \$ 76 million and annual Sales of \$ 400 million. It is suffering its worst depression since the 1930s. The five area mills have diversified their product lines and developed a technology training programme to enhance their competitiveness. A partnership between the **Five Mills** and **Niagara College**, the **Lincoln Country Board of Education** and the **Ontario Training and Adjustment Board** involves about 250 tradespeople over the next three years for training as millwrights, pipefitting, electrical trades instrumentation, machining and welding.

The concept of “**Flex-Trades**” is implemented to train workers to perform tasks to agreed levels within their associated trade areas. For example, a millwright would be able to carry out welding and pipefitting tasks up to the agreed level, depending on the individual’s competence.

The Flex-Trades concept will allow for more efficient use of personnel within the mechanical and electrical (maintenance) areas. In addition, each trade person will gain a higher skill level and an understanding of interdisciplinary relations.

Source: Adapted from: the Report of the Canadian task force on transition in employment. 1994

Box 2.6**Japan : Training in new technologies for competitiveness and equity**

According to the “third sector” formula of public/private partnership adopted in Japan, **computer colleges** are being opened with the aim of meeting the high demand for skill in computer sciences and information technology, reviving declining sectors and regions, creating new job opportunities and returning workers threatened by redundancy. Computer colleges combine the strength of public financing with the known-how of the private sector. The **Employment Promotion Corporation**, with the collaboration of the **Ministry of Labour** and support of local governments, constructs the facilities and provides the equipment. The private sector, training providers and local authorities ensure joint management and operation of colleges in their communities. The enterprises involved include IBM Japan, Fujitsu, Kobe Steel, Nippon Steel, Kansai Electric Power, Sony and Mitsubishi electric.

The **Employment Promotion Corporation** is also developing a network of human resources development service centers in all prefectures to provide advice and assistance for the planning and implementation of vocational training through the provision of instructors, facilities and customizes courses for smaller firms. The corporation receives public financing, mainly from the **Employment Insurance Fund**.

Source: ILO Hamada, 1998.

Box 2.7**Italy: The social partners establish a limited liability consortium to promoting training**

In order to manage vocational training efficiently, the Italian employer’s organization, **Confindustria**, and the **trade unions** have created a national bilateral training organizations in the form of a limited liability consortium, with the specific aim of improving the vocational training, guidance and retraining system.

The **consortium** will represent the various parties, which have been brought together for the first time in a structure with legal status. The aim of the new organization is to ensure a balance between labour supply and demand by reviewing existing legislation and developing flexible and efficient measures for implementation.

Confindustria believes that the consortium will be an effective tool to link training supply and the needs of enterprises. The analysis of training requirements and the creation of a national data bank will help to indicate the direction to programme training in line with the needs of the labour market.

Box 2.8**Malaysia: Partnership for competitiveness in global markets**

The basic objective of Malaysia training policy, as established in the **Second Outline Perspective Plan, 1990-2000**, is to create a strong basis for education and training in order to preparation the economy for global competition. Integral to this policy is greater involvement by the private sector in the provision of industrial training. Under this system, the involvement of the private sector will include the development of curricula, the provision of enterprise-bases training.

Two initiatives adopted under the Plan cover the industrial attachment of trainers and the sharing of public/private sector facilities and instructors, especially through the skill development centers set up in various States.

One example is the **Penang skill Development Center** for the electronics industry, which is based on a partnership between the State, private enterprise and academia. The Centre was established by multinational enterprises and the Penang State Government and is managed as a business by a management council composed of public and private sector representatives. The State provides cash grants, trainers, equipment, training materials and premises. The private sector supplies financing, equipment and trainers. The centers is used both by the Government and the private sector. There are user fees for courses and membership fees. A one-time “founder member” fee was S\$ 15,000, which offers a 10-30 per cent discount on course fees. Full membership is a one-time fee of S\$ 5,000 to S\$ 15, 000.

Source: ILO, Wong Yuk Kiong, 1998.

Box 2.9

Canada: Local partnership – the Ottawa-Carleton Learning Foundation

The **Ottawa-Carleton Learning Foundation** is non-profit organization dedicate to strengthening lifelong learning. Established in 1985 and supported by the leaders of the education and business communities, the Learning Foundation enhances the management and delivery of quality education and skills training though innovative partnerships. It acts as a catalyst to mobilize resources among educators. Employers, employees and learners to meet the challenges of the knowledge-based economy. Examples of partnership include:

- **Breakfast Programme:** a partnership of education, corporations, and community organizations of meet the needs of children who came to school hungry;
- **Destiny 2000:** a science, engineering and technology exposition for trainees, hosted by the high technology sector;
- **Engineers in Canada:** a professional and technical orientation programme for foreign-trained engineers to assist their integration into the Canadian workforce, delivered in partnership with business and professional engineering associations;
- **Dialogue:** a forum for leaders in business and education to work together, building a high-quality, cost-effective education system and an internationally competitive business community;
- **Senior Volunteer Programme:** an opportunity for students to learn from retired workers;
and
- **Things for Kids:** a programme to distribute to local classrooms hardware and software no longer used by the Government and businesses.

Source: Canadian Task Force Report on Transition into Employment, 1994.

Box 2.10**United Kingdom: Training for the adult unemployed**

Comet is a major high street electrical retailer, which faced a lack of qualified audio engineers for its Leeds stores and service headquarters in 1994. The Leeds **Training and Enterprise Council (TEC)** entered into three-way discussions with training providers and Comet. It was agreed that Comet would provide premises, equipment and materials for training, while the training providers would supply the expertise and administrative support. The TEC would provide funding under the normal Training for Work rules and quality assurance.

A customized training scheme was set up under the auspices of **Training for Work** to offer long-term underemployed electronic servicing engineers with little or no practical experience, the opportunity of in-house training, as well as the possibility of full-time employment with Comet. Candidates with an intermediate-level electronic service certificate were recruited by the State Employment Service for an intensive eight-week theoretical and practical training programme. The aim was for all the candidates to obtain an audio qualification.

A number of trainees were offered full-time employment which Comet and other were taken in a second training scheme. A majority of trainees have found employment at Comet and with a smaller local enterprise. The TEC is now sufficiently satisfied with the company's training to contract directly with the company to deliver the training. Comet is to expand this programme which will benefit local long-term unemployed.

Source: Crowley-Bainton, 1998.

Box 2.11**Chile: Mobilizing local resources****The Regional Council for Education and Work (CRET)****in the Valparaiso Region**

The CRET in Valparaiso was founded in 1992 at the initiative of local enterprise associations and the regional authorities of the Ministry of Education and the Ministry of Labour and Social Security. Its Executive Committee is composed of representatives from enterprise associations, universities, the teachers' union, other labour unions, headmasters of local vocational schools and the Government.

The CRET is involved in improving the performance of 35 public vocational schools located in socially deprived areas, providing for teachers, technical assistance for curriculum design and financial support for the investments and expenditure of the schools. An Advisory Committee, in each school, includes local entrepreneurs. Over 50 large and medium-size enterprises are actively

Box 2.12

Chile: From public to private training delivery

The delivery of vocational training was originally the concern of the public sector in Chile. However, the system evolved into a structure in which the State does not offer training but finance and control the use of public funds according to market demand. Under this **market-oriented system**, private training agencies sell their services to enterprises and execute government-sponsored training programmes. The Government also subsidizes enterprise-based training through tax rebates. In addition, it finances training for those who have no access to enterprises-based training.

The aim is to stimulate enterprise demand, with a view to orienting supply. Market competition is cultivated between training is also provided for new labour force entrants, unemployed adults and workers who have no access to enterprise-based training.

Although the system increased training opportunities from 97,000 in 1980 to 400,000 in 1994, concern has been expressed about the low quality and high cost of training.

Source: Vasquez Cavalan, 1994.

2.2.2 Industry Sector Council

In developed countries, as results of continuous attempt to seek effective co-operation from industry to develop a demand driven and relevant training system, legislations have been passed to established industry sector councils. In Canada (www.hrsdc.gc.ca) sector councils are permanent organizations that bring together different stake holder groups in an industry sector. Sector Councils established for different industry sectors, deal with human resources issues and share a commitment to identify and act on skills needs that are most important to respective sectors. They usually address following issues.

- Defining human resources issues
- Recruiting and retaining workers
- Anticipating skill shortages
- Developing sector and career awareness strategies
- Facilitating school to work transitions
- Developing occupational standards
- Promoting the workplaces as a learning places

In many countries, Canada, United Kingdom and Australia, Industry Sector Councils are autonomous bodies established according to the government legislations and partly funded by the government. In UK, Learning Skill Councils (LSC) maintain the links with the Sector Councils to look after the interest of the government and National Development Plans.

This sectoral approach is an important platform for industry to engage in the learning system on a national level, ensuring that the skills being developed are responsive and relevant to the needs of employers.

Benefits of Sector Councils for trainees and Workers

- Practical and Relevant on the job training
- Adaptability to changing and / or new workplace environment

- Improved job mobility
- Fuller Participation in the Workforce

Benefits of Sector Councils for business

- New services for their workers
- A strong voice in developing training to meet their needs
- Increased Industry relationship, nationally and internationally
- A competitive edge in the knowledge based economy

Benefits of Sector Councils for training Institutions

- Effective industry relationships
- Curricula responsive to industry needs
- Expanded enrolments.

2.3 Sri Lanka Experiences in Partnership in Vocational Training

2.3.1 Policy Framework

Ayşe G Mitchell says that in many developing countries, training policies are remarkably silent with regard to private sector involvement, with exception of the inclusion of employers' and workers' representatives on training boards and committees. He/She further says that those collaborative efforts, however useful are likely to remain limited in their impact without the backing of strong public policy, strategies and incentives seeking to establish an equitable partnership with the private sector. In Sri Lanka, Vocational Training Authority of Sri Lanka Act No 12 of 1995 under its function 3 (b) has indicated the provision of vocational training through private sector organization. No other acts has indicated any type of private partnership other than the apprenticeship.

2.3.2 Major Intervention under the Skill Development Project

Major reforms in the history of TVET sector were launched by the Skill Development Project established with the assistance of the Asian Development Bank by the Ministry of Vocational and Technical Training from 1998 to 2006. This project had a project component to promote participation of private sector and NGO sector in promotion of vocational training and skill development. They formulated two partnership strategies listed below with the support of different consultancy firms.

- Preparation of Policy and Mechanism for public, Private and NGO participation in the Vocational Training Sector (SDP)
- Public Private Partnership arrangement for the Management of Rural IT centres. (SDP,2003)

First case focused on obtaining private and NGO sectors services through competitive bidding to manage rural vocational training centres in Hambantota and Kegalle districts through performance based contract management. Second case focused on obtaining private sector for management of Rural IT centres. There consultancy reports are available but not implemented. It may be due to anticipated social and political resistances.

2.3.3 Partnership in Action In Sri Lanka

2.3.3.1 Initiatives of Private – Public Partnership

Though TVET policy has not well addressed the partnership issues, many TVET institutions and academic institutions have established some kind of partnership linkages with private sector institutions. Recent news items on partnerships are reproduced below as evidences for such partnerships in actions.

Holcim/NAITA sets up vocational school in Puttalam

Puttalam is considered one of the poorest and impoverished areas in the country which has been rife with its own share of problems such as a lack of secondary educational facilities, high unemployment, and extremely limited employment opportunities.

The lack of vocational training schools, not only in this region of the country but overall has prompted Holcim (Lanka) Limited, in partnership with the National Apprentice & Industry Training Authority (NAITA), to establish an Enterprise based Vocational Education (EVE) Centre at Palavi to service the youth in the Puttalam district.

An MOU was signed between Holcim and NAITA this week on the creation of the EVE Centre which will be launched at the Puttalam Cement Plant on February 1. Palitha Jayasinghe, Training & Development Manager of Holcim explained the EVE Centre at a press conference this past week where he said the Centre aims to contribute to the development of the national vocational education in Sri Lanka and enhance the employability of the youth in the Puttalam district as well as spot any promising talent that can be employed



Picture shows Amal Senalankathikara (left) and Peter Spring exchanging the agreement.

by Holcim. The project which is costing approximately Rs.30 million will be funded in part by GIZ, the German Technical Cooperation. The available training courses will be electrical and mechanical which are expected to efficiently train electricians and fabricators. The courses, which are open to both men and women from O level age up to

30 years, will take in about 12 -15 trainees per course with 6 - 8 months spent on theory and another 16 -18 months for practical training at Puttalam Cement Works and other industries. Students are provided with safety equipment, uniforms and food. In addition, an allowance of Rs.1600 per month will be allotted during theory session and

Rs.1000 a month during practical sessions. The first batch of training courses is expected to commence in July 2007.

Amal Senalankathikara, Chairman of NAITA, encouraged the private sector to join NAITA and work with them on vocational training. NAITA, established in 1971, has been responsible in recruiting trainees and Senalankathikara urged the chambers as well as the Board of Investment (BOI) to follow the same line. Peter Spring, Managing Director and Chief Executive Officer of Holcim told the gathering that it is everybody's interest to take education seriously. "Only the educated can maximize their potential," he said. Spring continued that there are plenty of other companies who are also looking to hire educated and trained people and that this programme guarantees that Sri Lankans are properly educated. "We are making sure there is a pool of people who are well educated, craftsmen, technical, and mechanical. We want to lift the productivity of the work force," Spring said this makes sense for the country because this programme will be used to create winners.

(NG)

Training for plumbers, electricians



Certificate awarding by Vocational Training Minister Piyasena Gamage



Signing of MOU between S-Lon & NAITA and Kevilton & NAITA

S-LON Lanka (Pvt) Ltd and Kevilton Electrical Products (Pvt) Ltd, together with the National Apprentice & Industrial Training Authority, are commencing a joint venture to provide vocational training for plumbers and electricians throughout the country, said a statement. The certificate award ceremony for recently qualified craftsmen was held at the BMCCH residence in Colombo.

A Landmark Agreement A Historic Combine...

The nation's leading proponents in the cable industry, Kelani Cables Limited, and a leading academical institution, the Electrical and Electronic Engineering Faculty of the University of Peradeniya come together today to sign an agreement of co-operation for the greater good of the land.

This landmark agreement will greatly benefit the people of Sri Lanka as a whole.....



From left to right: Prof. S. M. Gunaratne, B.Sc.(SIP), MBA (CIS), M.Sc. and Ph.D. (Thukuba-Japan); Chairman Sri Lanka Cablemakers' Association, Sri Lanka Cable Corporation Ltd., Colombo; Prof. S. M. Gunaratne, B.Sc.(SIP), MBA (CIS), M.Sc. and Ph.D. (Thukuba-Japan); Chairman Sri Lanka Cablemakers' Association, Sri Lanka Cable Corporation Ltd., Colombo.

Message From Head

Representing the University of Peradeniya, I am pleased to announce the signing of a Memorandum of Understanding (MoU) between the University of Peradeniya and Kelani Cables Limited. This MoU is a landmark agreement that will greatly benefit the people of Sri Lanka as a whole. The MoU is a landmark agreement that will greatly benefit the people of Sri Lanka as a whole.

The MoU is a landmark agreement that will greatly benefit the people of Sri Lanka as a whole. The MoU is a landmark agreement that will greatly benefit the people of Sri Lanka as a whole. The MoU is a landmark agreement that will greatly benefit the people of Sri Lanka as a whole.

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Dr. Sunil Fernando, Chairman of the Board of Directors, Kelani Cables Limited, and Prof. S. M. Gunaratne, Chairman of the Board of Directors, Kelani Cables Limited, signing the MoU.

Message from the Vice-Chancellor University of Colombo

I am indeed happy to issue this complimentary message on the occasion of the inauguration of an academic course, leading to another prestigious qualification, by the Faculty of Management Studies and Finance of the University of Colombo in collaboration with Sri Lanka Institute of Printing (SLIP).



The Faculty's new venture jointly with the SLIP, pioneering Professional body in the advancement of Printing, Graphics and Web Industry in Sri Lanka, is to provide the required knowledge and skills in Technical and Management related issues in the industry. The two Diploma Courses to be conducted by the Faculty are the Advanced Diploma in Printing Technology & Management and the Advanced Diploma in Visual Communication & Management.

Message from the Dean of the Faculty of Management & Finance, University of Colombo

It is a yet another remarkable occasion in the history of the Faculty of Management & Finance, University of Colombo to forge to a mutually beneficial academic-industry partnership with the Sri Lanka Institute of Printing.



There has been a long collaboration between the Faculty of Management & Finance, University of Colombo and the Sri Lanka Institute of Printing since mid 1990s. Since that time the Faculty of Management & Finance has continued to provide expertise in management and allied fields to strengthen the programmes offered by the Sri Lanka Institute of Printing.

Printing industry is an ever expanding industry and the demand for the industry today is well beyond the capacity of our local printing firms. On the other hand, Sri Lanka has been aspired to be a service hub in the Southeast Asia and the service sector has already been tipped to be the most potential growth engine of the island nation.

In the light of all aforementioned facts and observations, the signing of this historical memorandum of understanding between the University of Colombo and the Sri Lanka Institute of Printing to foster sustainable academic-industry collaboration is timely and commendable. I hope this partnership would further strengthen in a mutually beneficial fashion and last long bestowing its benefits to the printing industry in particular and to the country in general.

Dr. P. S. M. Gunaratne
B.Sc.(SIP), MBA (CIS), M.Sc. and Ph.D. (Thukuba-Japan)



A HISTORIC PARTNERSHIP

Ceremonial signing of the Memorandum of Understanding between the University of Colombo and Sri Lanka Institute of Printing

The Sri Lanka Institute of Printing, the pioneering professional body in the field of Printing & Graphics media education in Sri Lanka and the Faculty of Management & Finance of the University of Colombo, the emerging leader in Management Education join hands together today to sign a Memorandum of Understanding for a broad academic collaboration and to conduct the following two programmes of studies jointly:

- Advanced Diploma in Visual Communication and Management
- Advanced Diploma in Printing Technology and Management

- Aims of the Programmes:**
- To provide a sound educational foundation for a range of creative and technical management careers in printing, graphics and digital media industries
 - To provide specialized skills directly relevant to pathways of printing, graphics and digital media technologies through which participants could find better employment opportunities
 - To enable participants to effectively combine the artistic and creative problem-solving skills to produce professionally executed designs and campaigns
 - To develop management skills of participants in Printing, Graphics & Digital media activities through effective use and combination of the knowledge and skills gained in different parts of the programme.
 - To expose students to the state-of-the-art design design tools
 - To produce effective and result-oriented managers for graphic art and digital media industries
 - To develop management skills of participants, a key success factor for the increasingly complex printing & media industry.
 - To boost the professional status of the industry to meet global standards.

Message from the Former Head of the Department of Management Studies University of Colombo

With a great pleasure, I write this message to mark the ceremonial signing of MoU between University of Colombo and Sri Lanka Institute of Printing. University of Colombo is a premier academic institution which has been in the forefront of offering academic programmes in various spheres for the benefit of the country. Sri Lanka Institute of Printing is a statutory institution which has been offering technical programmes in the sphere of printing to the members of the public.

Now it is the desire of both these institutions to create a worthwhile academic-industry partnership amongst themselves and collaborate together to commence the study programmes in Printing Technology, Visual Communication, and Management.

It is indeed happy to note that these Diploma programmes are the highest qualifications in the Printing and Visual media industries at present.

Both partners are aware of the rapid changes and the latest trends in the printing & visual media industry and geared to meet the demands of the international market, while helping the printing industry in Sri Lanka to adapt to European standards.

With the commitment of the management experts of the Faculty of Management & Finance of the University of Colombo, our programs would serve better towards the development of our industry, I wish that our union will open to more opportunities for such collaborations with the University of Colombo in the years to come.

I consider this as a new chapter in the advancement of training efforts of our institute. The result is that our Diploma Programs become the highest qualification available for Graphic Arts community in Sri Lanka. Professionalism is the key to success of any industry. Man-

agement and technical knowledge coupled with industrial training provide the background to create a manager with professional skills and capabilities who could reach towards positive results. Sri Lanka Institute of Printing and the University of Colombo together designed the diploma programmes with the intention of creating professionalism in the Graphics Arts and Digital Media industries.

With the commitment of the management experts of the Faculty of Management & Finance of the University of Colombo, our programs would serve better towards the development of our industry, I wish that our union will open to more opportunities for such collaborations with the University of Colombo in the years to come.

Asoka Nanayakkara
B.Sc. (SLI, MBA (Ujval), DOLP (London)

Message from the Chairman Sri Lanka Institute of Printing and Government Printer

It is a great privilege for me to issue this message in connection with the signing of the Memorandum of Understanding between the University of Colombo and Sri Lanka Institute of Printing, establishing themselves as collaborative partners in conducting two Advanced Diploma Programmes of our Institute.

It will not only enhance the professional status of our Diplomas, but also help to achieve common goals which are of great importance for the continuous upgrading of knowledge & skills in the field of Graphics & Imaging Arts Industry. Sri Lanka Institute of Printing which has entered its 23rd year of functioning since its inception is the pioneer professional body committed to the advancement of knowledge, skills & expertise in the Graphic Arts Industry. It is universally acknowledged that education & Training which is a continuous process that needs to be given due attention by employees as well as employers will enhance the quality & productivity of the resources of any establishment resulting in higher revenue & profits. I have no doubt that collaboration with the University of Colombo will enrich our educational programmes to cater to the needs of our country and help to meet international demands & recognition connected with the profession. The two Diploma programmes, namely the Advanced Diploma in Visual Communication & Management and the Advanced Diploma in Printing Technology & Management, conducted jointly by the University of Colombo & Sri Lanka Institute of Printing have now become pre-requisites for non-graduates in the industry to enter the MBA programme conducted by the University of Colombo.

This again could be considered as a great achievement by the Sri Lanka Institute of Printing. The final outcome would be that Sri Lanka would have young professionals who could take the industry forward. Graphic Arts Industry is developing rapidly creating more & more job opportunities locally & globally. Our country lacks qualified professionals in the Graphic Arts Industry who could compete in the international market. I strongly feel that the collaboration of these two institutions will help to produce more & more Graphics & Imaging Arts Professionals and will be beneficial to both parties and especially to those who are involved in Print, Graphics & Digital media industries in Sri Lanka.

Lakshman Gonerawala
PGDip. Ind. Mgt. (Deth), PGDip. BBA/BA (SLI), MBA (USQ-AUS), FIP (UK)

Message from the Registrar/ Director Operations Sri Lanka Institute of Printing

It is indeed a great pleasure for me to release this message on this historic event of signing a Memorandum of Understanding between the University of Colombo & Sri Lanka Institute of Printing to collaborate in jointly conducting the Advanced Diploma Programmes of our Institute.

This will help us to achieve some of our main objectives such as achieving new heights in professionalism and in gaining international recognition for professionals within this field in line with global standards. The rapid development of new technologies & product innovations in many areas of the Graphic Arts Industry requires personnel with advanced qualifications who could make better sense of emerging new technologies and professional practices. All successful organizations require leaders with vision who could foresee the future and act accordingly. They must be knowledgeable, educated and dynamic to move the organization forward in achieving success. Our effort is to provide leaders of such caliber to Graphics & Imaging Arts Industry in Sri Lanka. Today we have kept one step forward in this endeavour through a historic union with the University of Colombo, a globally recognized University in Sri Lanka.

I am extremely happy that we have achieved all this through the will to collaborate, since that paves the way for more effective and timely steps we could collectively take for the benefit of the Printing as well as Digital Arts industry with a sincerely hope that what we have done will lead towards meeting of global standards.

Silira Baranage
PGDip. Mgt. (OUSL), DIP. Pkg. Mgt. & Tec. (SLIP), MOP (UK), FSLIP

BEST WISHES FROM ALLIANCE AGENCIES HEIDELBERG

SLT sets up ICoRN lab at Peradeniya University

Story and Picture by
Ravi Ladduwahetty in Kandy

Sri Lanka Telecom (SLT), took a step into the future by establishing an innovative Information and Communication Research Network (ICoRN) Laboratory at the University of Peradeniya recently, providing a platform for researchers from a wide variety of disciplines to come together to undertake research and development activities.

The creation of the ICoRN laboratory by SLT is in acknowledgment of the importance of creating a network, which will help to further enhance ICT research and development in the country, fostering an unprecedented range of avenues for global socio economic development.

Sri Lanka Telecom CEO Shoji Takahashi said "The broad vision of this ICoRN project is to provide a platform for researchers from various disciplines to come together to take part in research and development activities. Being a pioneer university with highest diversity in areas of study in the country, the University of Peradeniya has provided appropriate environment for the country's premier communications provider, SLT to come up with a valuable idea to establish a multi-disciplinary research laboratory for ICT R&D."

"The synergistic effect of two leaders, University of Peradeniya and Sri Lanka Telecom together is expected to produce substantial contribution to the socio-economic development of the country,"



Electronics Engineer Pramod Marasinghe presenting a demonstration of the new technology while Peradeniya University Vice Chancellor Prof. Harshana Abeygunawardena (right), former SLT CEO Shuhei Anan and present CEO Soji Takahashi look on.

Takahashi added.

Commenting on this venture Peradeniya University Vice Chancellor Prof. H. Abeygunawardena, said, "Univer-

sity-Industry collaboration has been of great importance today more than ever before due to the fast evolving nature of industry as well as industrial practices.

Most developments are taking place alone the directions which need the intensive use of knowledge and as a result high quality human resources become a vital need for the success of any industry. Furthermore, as important partners in human resources development in the country universities always have to face the challenge of maintaining academic programs which cater the needs of the country.

The collaborative framework that comes into effect with the establishment of SLT's ICoRN laboratory includes the collaborative research and development activities among researchers coming from SLT and eight diverse faculties and 72 academic departments of the university in multiple disciplines. This goes beyond technical domains to deliver diverse benefits to the public, with the sharing of valuable laboratory resources available at the SLT training centres for research and development and training.

SLT has already set up a network interconnecting the training centres for resource sharing. This enables trainees at one training centre to access training equipment such as high router servers and soft switches online for training purposes. The ICoRN labs at the University of Peradeniya will have access to the same network enabling research students at the lab to do research by accessing equipment online. This enables collaborative research environment to be developed between the SLT and the university.

February 25, 2007 SUNDAY OBSERVER

SLT, Peradeniya varsity partnership a dynamo for economic growth - Don

By Elmo Leonard in Peradeniya

Sri Lanka Telecom (SLT) set up an Information and Communication Research Network (ICoRN) laboratory in the University of Peradeniya (UoP) campus premises, here, with the promise of undertaking joint research to enhance and expand the products and services coming from the telecom industry. Such partnerships between industries and universities provide dynamos of economic growth, former vice chancellor of UoP Prof K S A Goonasekera said.

The laboratory is intended to be a platform for researchers from a wide variety of disciplines, where professionals and experts will come together and carry out R&D.

SLT CEO, Shoji Takahashi said that SLT wants to change from providing traditional telecom services to global services.

It will cover fixed telephones, mobiles and internet services and facilities where the services will be combined. As an outcome, a new model of telecom services is expected to emerge.

Telecom services will also be brought in to facilitate business diversification. Telecom was eager to develop new businesses. Also, to develop models for such services to be produced, in collaboration with UoP Takahashi said.

Telecom wants to be a big partner

with UoP and the setting up of the ICoRN laboratory was just a first step. Takahashi told the media, that he will meet them in the future, to demonstrate the outcome of the Telecom-UoP partnership.

Dr. K. M Liyanage, director UoP IT centre said that the creation of the ICoRN laboratory by SLT was in acknowledgement of the importance of creating a network which will help to further enhance ICT research and development in the country. It will foster an unprecedented range of avenues for global socio-economic development.

Vice chancellor of UoP Prof H Abeygunawardena said that UoP is the oldest and largest university in Sri Lanka and carries the most resources. UoP was behind other local universities in partnerships with industries, because Peradeniya is 100 kilometres away from Colombo. But, the university will work towards cutting short the distance, enhancing the quality of research and development that will come out.

SLT's former CEO Shuhei Anan said that SLT has training institutions in Galle, Moratuwa, SLT headquarters Colombo, Welisara and now at UoP. Such telecom-university industrial collaboration was carried out in Japan, UK, USA, besides. Telecom, headquartered in Japan, had opened an office in Hong Kong recently and had plans to grow glob-

ally. Takahashi said that with the growing need for innovations and developments in ICT to match the rising expectations of humans as well as to make advances in ICT itself, this initiative helps to bridge the gap between the corporate sector and the academic arena, which usually operates independently of each other.

Rapid development in technologies and the industry as a whole bring pressure on graduates to meet the demands of the corporate sector, which exposure they lack. This results in the difficulty to adjust to the highly demanding and competitive corporate world. Working in collaborative world. Working in collaboration with UoP is a fine example of how the academic and corporate sectors can work together for the betterment of the country.

The company's future Internet

Protocol (IP) and broadband products requires customisation to be user friendly, thus the ICoRN labs will do research to develop products addressing the requirements of the SLT product development teams to bring innovative products to customers.

The ICoRN labs will also work closely with other professionals such as medical, agricultural and social sciences to support ICT based research in their respective fields.

This will enable to bring the outcome results of such research to benefit industries in Sri Lanka. Such research will also extend collaborative research environments to SLT and many other industries through the faculties in the university.

elmo@sundayobserver.lk



Sri Lanka Telecom's CEO Shoji Takahashi (R) speaks to students of the University of Peradeniya at the opening of a laboratory in the campus premises.

2.3.4 Partnership programmes of TVET Institutions.

Table 2.3.4.1 Public/Private Partnership of Vocational Training Authority

| | Partnership with whom | Description of the partnership/purpose and activity |
|---|--|--|
| 1 | L. Jinadasa Apprelas (Pvt) Ltd, Residale Estate Kahapola Madapatha | <ul style="list-style-type: none"> • Provide training material • Maintains training equipments • Recruitment of VTA Ex-trainees for their vacancies |
| 2 | Lanka Garments Industries (Pvt) Ltd, No.72, Kandawala Rd, Rathmalana | Do |
| 3 | Fourtana Apprel (Pvt) Ltd, Niwalawaththa, Veyangoda | Do |
| 4 | Deshun Industries (Pvt) Ltd, 363/2, Rajasinghe Mw, Hewasama, Kaduwela | Do |
| 5 | Smart Shirts Lanka Ltd, No 10, Off Airport Rd, IPZ P.B.03, Katunayaka | Do |
| 6 | Hidramani Industries (Pvt) Ltd, No 279, Horana ,, Kahathuduwa | Do |
| 7 | Multichemi International Ltd, 77/1, /Welsiri Mw, Hokandara South, Hokandara | <ul style="list-style-type: none"> • Skill upgrading programme • Provide training material • Instructor training programme |

| | | |
|----|--|--|
| | | |
| 8 | ACL Cables Ltd, 21, Norris Cannel Rd, Colombo 10 | Skill upgrading programme |
| 9 | Votex Industries (Pvt) Ltd, Biyagama Road, Pethiyagoda, Kelaniya | Do |
| 10 | Kamal PVC Industries (Pvt) Ltd, 56, Kandawala Mw, Rathmalana | Do |
| 11 | Lanka Aluminium Industries Ltd, 1 st Floor, Lakshmen Buldings, 321, Galle Rd, Colombo 03 | Do |
| 12 | Lanka Tiles, 34/5, W.A.D. Ramanayake Mw, Colombo 02 | Do |
| 13 | Devid Pearis Motor Company, 120/120 A, Pannipitiya Rd, Battharamulla | Do |
| 14 | SIYB Association of Sri Lanka, 35/1, Gilford Crescent, Colombo 07 | <ul style="list-style-type: none"> • Conduct trainers training (TOT) programme • Issues certificate for trainees • Trainers upgrading • Monitoring and follow-ups • Provide Sinhala & English training manual • Supervision and guidance |

Source : *Career Guidance and Employment Placement Division*
Vocational Training Authority of Sri Lanka

Table 2.3.4.2 Public/Private Partnership of National Apprentice and Industrial Training Authority

| | Partnership with whom | Description of the partnership/purpose and activity |
|----|---|---|
| 1 | Stafford Motor Company Ltd | Training and Certification of Motor Cycle Mechanics |
| 2 | Association of Private Hospitals and Nursing Homes of Sri Lanka | Tinning of Nurses |
| 3 | CIC Paints (Private) Ltd | Training and Certification of Building Painters |
| 4 | CIC Paints (Private) Ltd | Training and Certification of Automobile Painters |
| 5 | Lafarge Mahaweli Cement (Pvt) Ltd | Training and Certification of Masons |
| 6 | Senok Heavy Machinery Training Institute | Training and Certification of Heavy Equipment Operators |
| 8 | Freundeskreis Sri Lanka e.V Circle of Friends of Sri Lanka | Establishment of a Training Center |
| 9 | Small and Medium Industrial Development Foundation (SMIDF) | Training and Certification of Nurses, Nursing Assistants, Pre-school teachers |
| 10 | Orient Electric Systems (Private) Ltd | Training and Certification of Electrician's |
| 11 | Dreamron Lanka (Pvt) Ltd | Training and Certification of Beauticians and Hair Dressers |
| 12 | Kumudu Hospital (Pvt) Ltd | Training and Certification of Nursing Assistant |
| 13 | Kandy Private Hospitals Ltd | Training and Certification of Nursing Assistant |
| 14 | KinderBerg International e.V | Construct of Vocational and |

| | | |
|----|--|--|
| | | Educational Training Center in Ampara |
| 15 | Sri Lanka Red Cross Society and Japanese Red Cross Society | Training and Certification of Nursing Assistants and Industrial Sewing Machine Operators |
| 16 | Komatsu Machinery and Mechanical Engineering Academy | Training and Certification of Heavy Equipment Operators |
| 17 | Foundation for Co-existence Puttalam | Establishment of a Training Center at Puttalam |
| 18 | Panther Technology USA Inc. | Establishment of a Training Center |
| 19 | S-Lon Lanka (Pvt) Ltd | Training and Certification of Plumbers |
| 20 | Kevilton Electrical Products (Pvt) Ltd | Training and Certification of Electricians |
| 21 | Holcim (Lanka) Ltd | Establishment of a Training center at Puttalam |

Source : Training Division, National Apprentice and Industrial Training Authority

Table 2.3.4.3 Public/Private Partnership of Department of Technical Education and Training

| | Partnership with whom | Description of the partnership/purpose and activity |
|---|--|--|
| 1 | J.K. Marketing & Services (Pvt) Ltd | Job market |
| 2 | Kandurata Development Bank | Entrepreneurship Development programme |
| 3 | Inter Fashion Company Ltd., Nuwara Eliya | Jukie Machine Mechanic |
| 4 | Inter Fashion Company Ltd, Nuwara Eliya | Jukie Machine Mechanic |
| 5 | With Hotels (Remarko Resturent & Grand Hotel), Nuwaraeliya | Bakery Training Course |
| 6 | With Hotels (Remarko Resturent & Grand Hotel) | National Certificate in House Keeping |
| 7 | Upper Kothmale Hydropower Project, Ceylon | Computer Fundamentals |

| | | |
|----|--|--|
| | Electricity Board | |
| 8 | Upper Kothmale Hydropower Project, Ceylon Electricity Board | Electrical Course |
| 9 | Upper Kothmale Hydropower Project, Ceylon Electricity Board | Plumbing Programme |
| 10 | Brandix College of Clothing | Engineering awareness course |
| 11 | Dialog Telecom | Electrical skill upgrading programme |
| 12 | Asian Aeronautical Institute | Mechanical Engineering Laboratory classes |
| 13 | Skills International (Pvt) Ltd | City & Guilds certificate & Diploma course in Civil, Mechanical & electrical Engineering |

Source : Department of Technical Education and Training

Table 2.3.4.4 Private Partnership of Tertiary and Vocational Education Commission

| | Partnership with whom | Description of the partnership/purpose and activity |
|---|---|--|
| 1 | MSD Computer Technology Training Institute, Wennappuwa | Grants from TVEC to purchase training equipment |
| 2 | International Hotel School, Mt. Lavinia | - do - |
| 3 | New York School of Visual Arts, Colombo -3 | - do - |
| 4 | Explore International hotel School, Galle | - do - |
| 5 | Institute of Professional Studies | - do - |

Source : Planning and Research Division
Tertiary and Vocational Education Commission

Chapter 3: Presentation of Case Studies

3.1. Case Study 1 : Stafford Motors Company Limited

1. Partnership

Establishment of a Joint Training Centre in partnership of Stafford Motors Company Limited and National Apprentice and Industrial Training Authority.

2. Objectives of the Partnership

Establishment of a Motor Cycle Mechanics Training Centre

3. Partners

Stafford Motor Co. Ltd.

Stafford Motor Co Ltd is a pioneering and leading importer and distributor of Honda brand of Motor Cycle, Automobile and Generators in Sri Lanka. Honda is a worldwide popular and known brand of Motor cycle. Head Quarters and main operation of this company is in Colombo and they have an Island wide network of sales and service agents. They have the staff of about 200.

National Apprentice and Industrial Training Authority (NAITA)

NAITA is a leading training organization with the national mandate for apprenticeship training and trade testing in Sri Lanka.

4. Establishment of Partnership

The Stafford Motors Co. Ltd. had trained apprentices, sent by NAITA since inception of national apprenticeship programme in 1971. That is a partnership for apprenticeship training. Here, NAITA and Company jointly select the apprentices, the company provides the on the job training and NAITA provides the training lessons, theoretical inputs, methodology for training monitoring, final trade test and apprenticeship

allowance. Company had from time to time absorbed the good craftsmen trained through apprenticeship to their permanent cadre.

The Stafford Motors has taken the interest of establishing a training centre with following objectives.

- Make well trained motor cycle mechanics available at Honda dealers' workshop to ensue better service to the Honda customers.
- To promote motor cycle service industry in general.
- Establish well structured training for motor cycle mechanics.

They have sought the assistance of NAITA to establish a training centres with NAITA certification. Two institutions have signed a Memorandum of Understanding (MOU) and established Stafford Engineering Technology Training Centre in 2003.

Stafford Motor Company, NAITA tie up

Jobs for youth in motorcycle maintenance and repair sector

by Sarath Malalasekera

Stafford Motor Company will join hands with the National Apprentice and Industrial Training Authority (NAITA) to conduct a motorcycle mechanic training course to provide job opportunities for Sri Lankan youth in the motorcycle maintenance and repair sector.

NAITA is a leading training provider under the purview of the Ministry of Tertiary Education and Training.

Tertiary Education and Training Minister Kabir Hashim who opened the Training Centre in Colombo 10 said that Stafford Motors had set up the training centre in order to provide the maximum job opportunities to the youth in the country.

Youth who pass the final test in practicals and theory will be awarded a joint certificate in addition to the 'Certificate of Competency' issued by the National Apprentice and Industrial Training Authority, which is well recognised locally and internationally. This certificate is as good as holding an International passport, Minister Hashim said. Prime Minister Ranil Wickremesinghe has launched a program to give job opportunities to 10,000 youth during the coming year. The Stafford Motors training will provide job skills to youth, the Minister said.

Public sector cooperation is vital for the Government to provide job opportunities to unemployed youth. Stafford Motors training with the sophisticated equipment will reduce the unemployment burden in the country soon, the Minister said.



Minister Kabir Hashim inspects the sophisticated motorcycle repair equipment at the Stafford Motorcycle Training Centre along with SMC Managing Director Nimal Weeraratna and NAITA Chairman Ajith Colonne.

Stafford Motor Company Managing Director Nimal Weeraratna said that the motorcycle has become the cheapest mode of transport in the country and it is estimated that over eight lakhs of motorcycles have been imported under the reconditioned motorcycles' category.

However, it seems that there is a short-

age of well trained motorcycle mechanics in the country to attend to the maintenance and repairs of this large fleet of motorcycles. In order to fulfil this requirement NAITA has joined hands with Stafford Motor Company, a leading company importing motorcycles of the "Honda" brand to Sri Lanka, SMC Managing Director said. He said that through this joint venture Stafford Motor Company Limited will provide the theoretical component in their training centre which is equipped with the latest facilities.

Kumudani Abey Siriwardena, Chairperson Stafford Motor Company, Dr. Wickrema Weerasooria, Advisor Ministry of Tertiary Education and Training, S. S. Ediriweera, Secretary Ministry of Tertiary Education and Training, Ajith Colonne, Chairman NAITA, P. Thayaparan, Vice Chairman NAITA, W. Ellawala and P. M. Leelarathna, Additional Secretaries of the Ministry participated.



Figure 3.1.1 : Signing of MOU by the Chairman of NAITA and Managing Director of Stafford Motors Co. Ltd.

In this partnership, the Stafford Motor Company Ltd has established a training centre; Stafford Engineering Technology Training Centre at their Motor Cycle Service Centre at Maradana, Colombo 10 in 2003. This has been a 18 months training programme where Stafford provides 6 months institutional training with theory and basic practicals and NAITA arrange the 12 months on the job training.

According to the MOU, responsibilities of two institutions are listed below.

- Responsibilities of NAITA
 - Provide Curricula for the training.
 - Take part in selection of trainees to the courses.
 - Provide daily diary to the trainees.
 - NAITA inspector visits the training centre and monitors the performance of trainees.
 - Arrange on the job training for trainees.

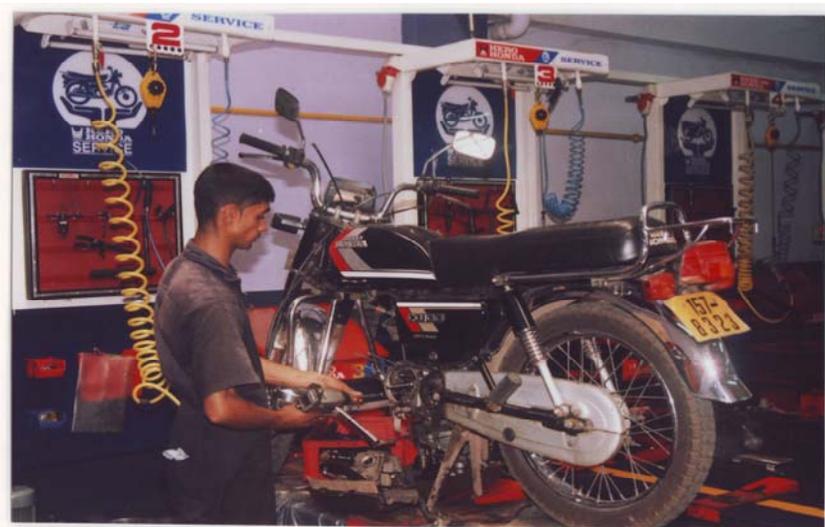
- Pay apprenticeship allowance during the on the job training.



- Responsibilities of Stafford

- Establish a class room and other facilities to provide six month institutional training
- Bear the cost of advertisement for calling applications
- Assign staff to conduct the institutional training programmes.
- Charge a nominal course fee in agreement with NAITA and pay 10% of the fee to NAITA.

With this arrangement, Stafford Motor Cycle training centre has started the first course in 2007



5. Present Status of the Training Centre.

At present, this Stafford Motor Cycle Training Centre is situated at the Stafford Motor Cycle Service Centre at Raththnapitiya. Stafford Motor Company has shifted the training

centre to with full operation of Motor Cycle operations to Raththanapitiya.

They have established a class room with teaching facilities in the premises of Motor Cycle service workshop.

It is a well equipped repair and service facility to world standards.

Trainees do practical training in this repair and service unit with well trained and skilled mechanics.

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Motorcycle Mechanic Training Course

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- පළපුරුද්ද අනුව සේවා නියෝජිතභාවය ලබා ගැනීමේ අවස්ථාව සලසා දෙනු ලැබේ.

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Therefore, these trainees get the exposure and experience into international standards of the motor cycle repairing and servicing. This centre has received TVEC Accreditation for NVQ level 4 qualifications.

This training centre has the capacity to enroll 15 trainees per batch. About 90 trainees have completed the training programmes so far and at present 9th batch of 7 Trainees are following the programme. Initially, this programme has been planned to be delivered as a sandwich model with three layers. That means; initially trainees follow 3 months institutional training at the centre and thereafter they will be released for 12 months on the job training. Again in last three months, trainees had to follow institutional training at the Stafford Company. They have experienced some difficulties to bring back the trainees after releasing for on the job training and therefore, at present courses is run with two layers; i.e. 6 months institutional training in the beginning followed with 12 months on the job training. Applications are called through a newspaper advertisement and after 6 months training at Raththanapitiya, trainees could have their on the job training at a dealer workshops close to their homes.

There is a full time instructor who has joined with Stafford with training experience as an instructor at the Vocational Training Authority. This instructor also involved in operation of the Repair and Service Unit and therefore instructor's skill also always updated.

According to the company officials, almost all passed outs of this course are employed. Some of them are working with Honda dealers. Some others have opened repair shop with Honda spare parts dealership.

6. Benefits of the partnership

To the company

The Company has the opportunity to select good trainees for employment

Improved Services by dealers due to skilled mechanic trained by Stafford who have the brand loyalty to Honda have been working at dealers workshop.

Stafford Franchise Repair Workshops opened by passed outs who is loyal and reliable to Stafford

Spare Parts dealerships opened by passed outs who are loyal and reliable to Stafford.

Reflection on Corporate Social responsibility

To the NAITA

Good institutional training at the cost of the Company.

Higher employability of trainees

7. Constraints experienced in Partnership

No Constraints experienced

8. Future expectations

They expect to continue partnership.

They expect to increase the training capacity for which government concessions/ incentives are expected.

3.2 Case study 2: S-lon Lanka Company Ltd.

1. Partnership

Skill upgrading for and Certification of Plumbers and Electricians by the S-Lon Lanka Company Ltd. and National Apprentice and Industrial Training Authority.

2. Objectives of the Partnerships

Certification of all plumbers and electricians in the Country

3. Partners

S-lon Lanka Company Ltd.

S-lon Company is one of leading companies manufacturing u-PVEC pipe with 50th anniversary celebration in 2007. They diversified their business to electrical field before about 5 years. Their business activities are manufacturing, distribution and selling of u-PVEC pipe and fittings and domestic electrical fittings. They have Island wide network of distributors and sales agents.

National Apprentice and Industrial Training Authority (NAITA)

NAITA is a leading training organization with the national mandate for apprenticeship training and trade testing in Sri Lanka.

4. Establishment of Partnership

In order to promote professionalism and welfare of plumbers, S-lon Lanka Company Ltd has taken interest to;

- Train and upgrade technical skills of plumbers and electricians
- Establish a plumbers club and a electrician club to promote their social status.

NAITA has been conducting the National Trade Test for plumbers and electricians and many other technical trades since 1985 based on their mandate received from the National Apprenticeship Act No 49 of 1971 and the Tertiary and Vocational Education Act No 20 of 1990. These two organizations signed a Memorandum of Understanding (MOU) and came into partnership in 2001 to realize their common objectives on plumbing occupation. After S-lon Company diversified their activities into electrical field, above partnership was expanded to conduct trade test to electricians and to establish a electricians club too.

According to this partnership, S-lon Company carries out following activities to promote trade testing of plumbers.

- Contact plumbers through their dealer network.
- Organize training workshops for plumbers in the regions.
- Obtain and submit applications for trade test from plumbers.
- Organize certificates awarding ceremony.
- Bear the cost of above activities including trade test fees.

NAITA carries out following activities under this partnership.

- Provide resources personnel to conduct the skill upgrading programme for plumbers.

- Organize and conduct the trade test and issue certificates.

5 Present Status of the NAITA – S-Ion Trade Testing Programme

Initially the MOU for this partnership has been signed for two years and later on it has been renewed and still alive. Under this partnership, 1,200 Plumbers and 900 Electricians have been certified.

6. Benefits of the partnership

To the company

Establish better services to their customers.

Identify the skill plumbers and electricians for their club memberships.

Establish close relationship with plumbers and electricians.

Reflection on their social responsibility.

To NAITA

Bringing a large number of plumbers and electricians to trade test programme. This is done through the dealer network of the slon which otherwise is a difficult for NAITA.

Good trade testing performance in the area of plumbers and electricians.

7. Constraints experienced in Partnership

No Constraints experienced in partnership.

8. Future expectations

They expect to continue partnership. The company expect to assist plumbers and electricians have a higher level of certificate.

3.3 Case study 3: CIC Paints Pvt. Ltd.

1. Partnership

Skill upgrading for and Certification of Auto Painters by the CIC Paints Pvt. Ltd and National Apprentice and Industrial Training Authority.

2. Objectives of the Partnerships

Skill Upgrading and Certification of all Auto Painters in the Country

3. Partners

CIC Paints Pvt. Ltd

CIC Paints Pvt. Ltd is a leading company producing paints and ancillaries and marketing them through out the country with island wide dealer network. It is belong to the CIC group of companies which are operating in many diversified field such as fertilizer, agro chemicals, seeds, cosmetics, pharmaceuticals, consumer good and industrial chemicals.

National Apprentice and Industrial Training Authority (NAITA)

NAITA is a leading training organization with the national mandate for apprenticeship training and trade testing in Sri Lanka.

4. Establishment of Partnership

In order to promote professionalism among auto painters and to have a better rapport with them, the CIC have been conducting many programmes for auto painters. In order to induce more professionalism into these programmes, the company has taken interest to integrate it with the NAITA trade testing programmes as it enable painters to have a recognized and national level certificates. The company has the strength to finance this programme and they could access the painters through their dealer network.

NAITA has been conducting the National Trade Test for auto painters and many other technical trades since 1985 based on their mandate received from the National Apprenticeship Act No 49 of 1971 and the Tertiary and Vocational Education Act No 20 of 1990. Automobile Engineering Training Institute (AETI) which is belong to NAITA

has best training and testing facilities and resources personnel in the area of auto painting too.

These two organizations signed a Memorandum of Understanding in 2002 to combine their strengths to establish an effective trade testing programmes for auto painters.

According to this partnership, CIC Company expected to carry out following activities to promote trade testing of plumbers.

- Contact Auto painters through their dealer network.
- Organize awareness workshops and facilitate screening of painters for further training and trade testing programmes.
- Bring painters to further training and trade testing programmes.
- Bear the cost of above activities including trade test fees.

NAITA carries out following activities under this partnership.

- Provide resources personnel to screen painters with sufficient skills for further training and trade testing.
- Provide facilities at AETI to conduct the skill upgrading training programme.
- Conduct the trade test at the end of the training programme.
- Issue of NAITA trade certificates to painters to be a signatory to the joint certificates issues by CIC to painters.

After implementing a few programmes for auto painters, these two organizations have signed another MOU to establish a similar programme for building painters with training facilities if the Apprenticeship Training Institute Rathmalana.

5. Present Status of the NAITA – CIC Trade Testing Programme

After signing MOU in 2003, 58 auto painters have been trained and trade tested under this partnership. However this partnership is not functioning now. The company officer who was involved in this programmes and who was interviews to obtain information told that NAITA did not carry of many agreed activities. Even the second MOU on building painters is also not functioning.

6. Future expectations

The company is interested to revive these programmes. The company is more interested to have link with AETI and conduct the programme.

3.4 Case study 4 : Lanka Tile Ltd.

1. Partnership

Skill upgrading for and Certification of Tilers and Carpenters by the CIC Paints Pvt. Ltd and Vocational Training Authority of Sri Lanka.

2 Objectives of the Partnerships

Skill Upgrading of Masons in tiling and carpenters in wood flooring.

3. Partners

Lanka Tile Limited

Lanka Tile Ltd. is the first floor-tile production company in the country. This company is a public limited liability company. The Company was incorporated in 1984 with a core business description of the manufacture of glazed ceramic floor-tiles. The company's main activities are producing, distributing and selling of glazed ceramic floor-tiles through out the world. It's factory is located at St.James Estate, Jaltara, Ranala. About 500 employees are working in the company. In the year 2006 its annual turn over was Rs.2 Billion. Lanka Tiles conform to the specifications of European Committee for standard and Sri Lanka Standards 1181. It was also awarded the ISO 14001- Environment Management System Certificate.

Vocational Training Authority of Sri Lanka (VTA)

VTA is a leading training organization with the network of about 250 training centres with special focus on Rural Vocational Training Centres.

4. Establishment of Partnership

The Lanka Tile Ltd. and Vocational Training Authority have started this partnership programme in 1996. This partnership aims to upgrade skill of VTA passed out masons in tiling and VTA passed out carpenters in wood flooring. The programme runs for two days with hands on experience and they have agreed to conduct 10 programmes in each trade per year taking 20 trainees per programme.

Accordingly Responsibilities of Lanka Tile Limited is given below.

- Bear the cost of two day skill upgrading programme.
- Provide a Resource Person to conduct the programmes.
- Provide instructional Materials

Responsibilities of VTA are given below.

- Organize students for the programme.
- Issue Certificates after the training.



Signing of MOU by the Chairman of VTA and the Officer of Lanka Tile Ltd.

5. Present Status of Partnership.

They have continued this partnership and exchange letters in 2007 on schedule of programmes in 2007.

6. Benefits of the partnership

To the company

- Availability of skilled and certified tillers and flooring carpenters in the industry and for their dealer shops.
- Availability of skilled craftsmen for customers.
- Cultivate brand loyalty among the craftsmen.

To VTA

- Funds and resources for the programmes.
- Resources Person for the programmes.

To Trainees

- Training from expert.
- Opportunity to be employed by Lanka Tiles limited and their trainees.
- Recognized Certificates.



A resource person is giving advice on tilling to trainees

7. Constrains

The company stated that staff transfers in VTA some times cause difficulties to run the programmes efficiently. They expect more effective organizing of programmes, selecting right students and right places by VTA

8. Future expectations

They expect to maintain partnership for the futu

3.5 Case study 5: Salon Nayana

1. Partnership

Establishment of a Joint Training Centre in partnership of Salon Nayana and Vocational Training Authority of Sri Lanka at the National Vocational Training Institute (NVTI), Narahenpita.

2. Objectives of the Partnership

Establish a demand driven beautician and hairdressing course for VTA trainees.

3. Partners

Salon Nayana

This is a reputed private company for the Hair and Beauty therapy with an Academy of Hair and Beauty at Alben's Place Colombo.

Vocational Training Authority of Sri Lanka (VTA)

VTA is a leading training organization with the network of about 250 training centres with special focus on Rural Vocational Training Centres.

4. Establishment of Partnership

The Skill Development Project of the Ministry of Vocational and Technical Training from 2000 to 2006 under the assistance of Asian Development Bank made major intervention to introduce many reforms to TVET sector. Public – Private Partnership was one project component. VTA – Salon Nayana partnership was established with the patronage and financial assistance of the Skill Development Project.

According to the Memorandum of Understanding signed on 22nd September 2005, two parties have agreed to following conditions.

- VTA will provide equipment and physical facilities for the training centre at NVTI, Narahenpita.
- The centre will be run on profit sharing basis with 60% to VTA and 40% to Salon Nayana from total profit.
- Profit will be calculated after deducting all direct expenses to run the programmes.
- Conduct the programme in compatible with the NVQ framework.
- Management of the training and service centre will be done by VTA and accounting will be handle on understanding of both parties.

This centre has operated as a training cum service centre with training capacity 20 per batch. Two parties have jointly recruited the trainees at the course fee of Rs. 40,000. Qualified Instructors were given by Salon Nayana. A coordinator at NVTI coordinates

training centre functions. According to the information provided by VTA, the annual turnover of this course is about Rs.0.45million.

As given to the information, because of this programme NVTI get more money than other courses. Since Salon Nayana is a reputed company in the field of Beauty therapy and hair dressing more students are registered than normal courses.

5. Benefits of the partnership

To Salon Nayana

Enhance trust from public due to public sector partnership.

Publicity from public sector champion.

One more Training facility

Income from the course

To VTA

Enhance attraction to trainees due to recognition of Saloon Nayana

Availability of competent instructors

Enhanced income

To trainees

Lower course fee than private sector courses.

Opportunity to have on the job training at the Salon Nayana.

Opportunity to find employment in Salon Nayana.

6. Constraints and Present Status of Partnership

Two parties have withdrawn from the partnership due to various reasons and VTA is searching for another partner to continue this programme on partnership basis. The

representative of Salon Nayana stated that there were delays in payment and in repair and maintenance of equipment. VTA officials were in the opinion that those delays were unavoidable in public sector administration.

3.6 Case study 6: Multichemi International Ltd.

1. Partnership

Multichemi International Ltd and Vocational Training Authority of Sri Lanka.

2. Objectives of the Partnerships

Efficient Delivery of Beauty culture courses conducted by VTA.

3. Partners

Multichemi International Ltd.,

Multichemi International Ltd. is a wholly Sri Lankan owned company, established in 1992. It produces household and industrial detergents, personal care products, textile enzymes and auxiliaries and car care products. Under the brand name “Dash” Multichem has introduced to the market an innovative range of detergents and under the name “Natures Secrets” it has introduced nature based personal care products. Around 185 employees are working in factory and head office. According to the given information their annual turnover is around 400 millions.

Vocational Training Authority of Sri Lanka (VTA)

VTA is a leading training organization with the network of about 250 training centres with special focus on Rural Vocational Training Centres.



Signing of MOU by the Chairman of VTA and the Director/General Manager of Multichemi International Ltd.

4. Establishment of Partnership

This partnership has started in 2006 and signed a Memorandum of Understanding which is still continuing. Vocational Training Authority conducts Beauty and Hair style courses at 27 VTA centres and this partnership facilitates them with technical and material assistance from Multichemi International Ltd.

According to the MOU, Multichemi International Ltd has agreed to provide following facilities to conduct to conduct Beauty and Hair style courses at VTA

- Provide personal beauty care material required for conducting the courses.
- Conduct a workshop on beauty care at the completion of each course.
- Provide honorarium and logistics to the resources persons conducting the workshop.
- Conduct 12 skill upgrading programmes per year.
- Be a signatory to a joint certificate awarded to the trainees.

According to the MOU, VTA has agreed to maintain following conditions.

- Facilitate Multichem International Ltd to conduct workshop at VTA centres.
- Use beauty care material provided by the Company only for training purposes.
- Give due publicity for the assistances provided by the Multichem International Ltd.
- Invite Multichem International Ltd for certificate awarding ceremony of VTA.
-

Based on this agreement, Multichem International Ltd spend about Rs 300,000/= for VTA beauty culture training centres per year.



Figure :Joint Certificate issued by VTA and Multichemi International Ltd.

5. Benefits of the partnership

To the company

- Ability to develop goodwill and healthy linkages with future beauticians.
- Ability to identify cream of trainees for employments.

- Availability of skilled craftsmen for customers.
- Cultivate brand loyalty among the craftsmen.
- Achievement of social responsibility.

To VTA

- Timely availability of raw material for the programmes.
- Resources Persons for the programmes.
- No raw material cost for the programmes.
- Maintain industry standards in the courses.

To Trainees

- Training from expert.
- Opportunity to be employed by Multichem.
- Recognized Certificates.
- Opportunity to close interaction with industry experts.



An industrial expert is instructing at a workshop.

6. Constrains

Parties express that they find difficulty of political interferences to keep going the partnership.

7. Future expectations

They expect to continue the partnership in the future too.

3.7 Case Study 7: Public – Private Partnership for Apprenticeship Training

1. Introduction

Apprenticeship is a process of learning by doing, learning on the job at a workplace during normal working hours under the guidance of a skilled craftsman. The heritage of apprenticeship goes back to the beginning of family life with parents training their children the basic craft skills. As the complexity of economic life increased, craftspeople needed to specialize and youth were bound to skilled craftspeople outside the family for training.

The practice of apprenticeship is evident in the records of ancient Egypt, Greece and Rome. Later on apprenticeship were controlled by trade guilds and developed as a contract between a youth and an employer where a youth agree to work as an apprentice for a agreed period of time and employer agree to provide facilities to acquire the skill while working. Here, employer pay a wage to the apprentice usually at a lower level in exchange for the opportunity to learn the trade.

Traditional apprenticeship has been interrupted by the industrial revolution due to technological advancement and establishment of the large scale machine dominated industries. With the technological advancement, on the job training alone was not sufficient to give the knowledge in trade theory to the apprentices. Therefore theoretical aspects of crafts training were taken by the school system. But Apprenticeship systems have survived in all countries because it has been a strong mode of providing employable skills to the youth. Though primitive in origin, apprenticeship never became obsolescent as a mode of training. Due to the important role played by apprenticeship, it has become necessary for governments to intervene in controlling apprenticeship. In England, the first public apprenticeship law has been enacted in 1562. (Robert L.Craig, 1996). Today almost all countries have enacted legislations to control apprenticeship and establish institutions to promote it as a mode of training and skill development.

3.8 Apprenticeship in Sri Lanka

Sri Lanka also had a historical tradition of apprenticeship to impart craft skills from generation to generation. But, unlike European countries, no trade was organized to have a control on apprenticeship in Sri Lanka. But, large companies like Browns & Co, Colombo Commercial and Walkers & Sons had made it more formalized by establishing company apprenticeship schemes to train craftsmen and technicians for their own works. Most of these companies had separate training departments to look after and monitor the apprentices and provide theory lessons to the trainees. But, many small and medium scale companies had apprenticeship at informal level. However, Employee Provident fund Act No 11 of 1957 has recognized the apprentice as an employee and made apprentice entitles for EPF. Many other acts related to workers, like Workmen's Compensation Act has recognized apprentice as a worker. However, first legislation to control apprenticeship in Sri Lanka was the National Apprenticeship Act No 49 of 1971 which established the National Apprenticeship Board (NAB) with the mandate to promote and regulate apprenticeship in Sri Lanka. There after apprenticeship; training of an apprentice at a workplace became a tri-party agreement among the apprentice who receive the training, employer who facilitate the training and NAB. Responsibilities of each party in this partnership are given below.

Responsibilities of the NAB

- Provide curriculum for the training.
- Organize theoretical training for the youth.
- Periodic Monitoring of apprentice's performance
- Provide an allowance to apprentice.
- Conduct the trade test and issue the apprentice.

Responsibilities of the Employer

- Provide facilities to work with the skilled craftsman enabling apprentice to acquire the skills.
- Release the apprentice for theoretical training organized by NAB.
- Look after the welfare of the apprentice during work.
- Monitor the day to day training activities of the apprentice.

Responsibilities of the Apprentice

- Adhere to rules and regulation of the workplace.
- Maintain the training diary.
- Study distance education module send by NAB
- Attend the theory classes organized by NAB.
- Complete the full duration of the apprenticeship programme.
- Sit the trade test on completion of the programme.

NAB recruited Inspectors to carry out its responsibilities in the fields who handles the various field activities from recruitment of apprentices to final trade test and work as liaison officers with employers. With this network of inspectorate, NAB had been able to penetrate into all workplaces at all corners of the country and became a popular name among industrialists. In 1990, National Apprenticeship Act was repealed and replaced by the Part II of the Tertiary and Vocational Education (TVE) Act No 20 of 1990 which rename the NAB as the National Apprentice and Industrial Training Authority (NAITA).

Though TVE Act No 20 of 1990 establish NAITA by enhancing mandate of NAB, Apprenticeship have been continued as it was. However, in order to establish a closer monitoring system, in 1990s, NAITA decentralized its activities to province level and established 9 provincial officers.

3.9 Present Status of Apprenticeship In Sri Lanka

At Present NAITA operate apprenticeship scheme under its 9 province officers with network of about 100 inspectors and 600 employers (training establishment) as details given below.

| Province | Number of Inspectors | Number of Employers | Number of Apprentices |
|------------------------|----------------------|---------------------|-----------------------|
| Central Province | 10 | 360 | 1227 |
| Eastern Province | 6 | 916 | 1739 |
| Northern Province | 9 | 274 | 884 |
| North Central Province | 6 | 199 | 709 |
| North Western Province | 9 | 254 | 1560 |
| Sabaragamuwa Province | 9 | 175 | 963 |
| Southern Province | 15 | 628 | 2492 |
| Uva Province | 5 | 189 | 960 |
| Western Province | 21 | 761 | 5428 |
| All 9 Province | 90 | 3756 | 15962 |

3.9.1 Findings of previous Researches in Apprenticeship

- a. Tracer Study Survey for Monitoring and Evaluation of Vocational Training by Planning and Research Division of NAITA with the assistance from GTZ, 2001.

This survey has conducted in four provinces; Western, Central, Southern and North Western Provinces, taking feed back from 706 apprentices passed out from 1996 to 1999. According to this survey, employability of apprentices was about 71.8% with 62.2% in waged employments and 9.6% in self employments. Of them, about 83.1% have been employed in trained trade or its related trades. According to survey, 30% of these apprentices have found employment immediately after the training while 54% have found employment within 6 months after the training.

- b. An Investigation on the Efficiency of the enterprise based apprenticeship training programme offered by NAITA, K.M.Silval et al, NAITA, 2004

This investigation has been done with a sample of 100 Apprentices in training, 100 complete apprentices and 100 dropped out apprentices. According to survey 67.1% of completed apprentices were employed and only 32.1% of dropped out apprentices have found employments. Majority of all three groups in the survey have expressed their satisfaction on training facilities provided by employers. However, survey revealed that 50.7% of apprentices in training and 56.2% of completed apprentices have maintained very good relationship with employers. However, only 25% of dropped out apprentices had good relationship with their employers. This shows that the role played by employers is very vital for successes in apprenticeship partnerships.

- c. Case Studies

Case 1

Apprenticeship partnership of a Hotel in Unawatuna with NAITA was studied. It is a large hotel with 160 employees and they have maintained this partnership with NAITA since 2002. This hotel takes the trainees for house keeping department and kitchen

department for the occupations of Room Boy and Cook respectively. About 40 trainees have completed their training in this hotel and at present, there are 2 trainees in house keeping department and 2 trainees in the kitchen. Apprentice are paid Rs 2000.00 + 50% of the service charge during the training in addition to the free meals provided during the duty time. After completing the training, they provide the employment to the trainees at salary range of Rs 6000.00 + 50% of service charge.

Executive officer who was interviewed for the survey listed following points as their benefits.

- Receipt of about Rs 4000.00 per year from NAITA for each apprentice.
- Certification of employees after training period.

He told that employment after completing the training is not a problem as they provided employment for all those who preferred to stay with them. However, he told majority has gone for employment else where including other countries.

When discussed about constraints of the partnership, executive officer told that they have not experience any bad relationship with NAITA and its officers. Only difficulty experienced was to attract sufficient number of apprentice and high drop out rate experienced them. He told though 40 apprentices have completed the training since 2003, about 250 trainees have prematurely dropped out.

Two trainees of the hotels were interviewed and told the chef of the hotel conduct theory classes for them and therefore, there is know problem of theory for them. Only problem highlighted by them was the insufficiency of apprenticeship allowance.

Case 2

Apprenticeship partnership of a Hotel in Koggala with NAITA was studied. It is a large hotel with 190 rooms and they have maintained this partnership with NAITA since 1997.

This hotel takes the trainees for the occupations of Room Boy, Steward and Cook. At present, there are 13 trainees in the hotel.

Executive officer who was interviewed for the survey listed following points as their benefits.

- It is easy to train young people to culture of that hotel which is like a family.
- Find the employees through apprenticeship.
- As apprenticeship has a test and as they provide employment only if they get through the test, trainees take more interest to learn and disciplined.

Officer interviewed told if they take youth as helpers for employment, they do not take much interest to learn the trades. As certification is helpful for future job prospects, those who came as helpers have joined with apprenticeship. It was further said that there were no constraints to partnership.

Case 3 : Electronic Repair Shop in Elpitiya

This is a TV , Radio and Electronic Equipment repair shop in Elpitiya. Proprietor of this shop is the chief technician who has followed many formal technical courses including NAB Apprenticeship. He has taken apprentices from NAITA from 1992, since inception of his repair shop. He told many apprentices trained by him has found employment elsewhere and started self employments. At present, he is working with two NAITA apprentices. He told that he like to work only with people trained by them. Two apprentices worked in this workshop have come from far away places.

Head of this shop said that NAITA apprenticeship is useful for trainees to get a certificate which make them to find employment elsewhere after training. That is an attraction for trainees to come to work as trainees. The shop also has the opportunity to select good trainees for employment. Two apprentices also were interviewed and they were also very satisfied about training and they received daily payment plus meals from the shop. They also hope to open a shop after training.

Chapter 4: Analysis of Case Studies

According to case studies conducted, there are five types of partnership covered in this study.

- Establishment of Training Centres in a Private Company with a public partnership.
- Run a Public Sector Training Institute or a course with Private partnership.
- Promotion of Trade Tests with private partnership
- Technical and Financial Assistances from Private Sector to run public sector training Courses.
- Apprenticeship.

4.1 Establishment of Training Centres in a Private Company with a public partnership.

In Sri Lanka there is a few (but not many) more training centres established and run by companies. They conduct those training in their own way mostly to meet the manpower requirements of respective company. But Stafford Motor Co. Ltd. conducts this programme in collaboration with NAITA, initially according to NAITA curricula and now according to NVQ standards; i.e according to the National Standards. Here there is no cost to the government on training delivery and training is well matched with the industry requirements. If all leading companies in all industry sectors establish this type of training centres, there will be significant quality improvement in TVET sector. Further, it will reduce the financial burden of the government.

Stafford Motor Co. Ltd expects some concessions or incentive to continue with this programme. But, to motivate other companies, it may be necessary to give better incentive package. Government could provide training equipment to start a training institute and release an instructor to conduct the programme in premises of company worksite. It is recommended to workout a proposal with incentive package to motivate companies to start training school in line with national TVET programme.

Stafford Engineering Training School is a unique model for development TVET facility in a workplace with public partnership and could be considered as an experiment.

4.2 Run a Public Sector Training Institute or a course with Private partnership.

This concept is explained under VTA – Salon Nayana partnership. This partnership has not lasted to reach maturity. Here private party has contributed in the area of training delivery, technical expertise and recognition. But it may be necessary to establish a mechanism for joint management as both parties become responsible for management of the training courses. The Research Team observed that MOU signed was not well specified and therefore there were rooms of misunderstanding and disputes.

4.3 Promotion of Trade Tests with private partnership

This type of partnership is explained in two case studies.

- Skill upgrading for and Certification of Plumbers and Electricians by the S-Lon Lanka Company Ltd. and National Apprentice and Industrial Training Authority.
- Skill upgrading for and Certification of Auto Painters by the CIC Paints Pvt. Ltd and National Apprentice and Industrial Training Authority

This is very useful partnership. According to previous studies, about 84% of our work force have not received a formal training and hence not certificated. Sri Lanka work force is about 7 Million and about 30% belong to the technical occupations.(Labour Force Survey). Accordingly there are about 200,000 technical personnel in employments without certification. As this group has not followed any technical training, there are skill gaps to be bridged for certification. NAITA has introduced trade testing programme in 1985 and it has grown in very slow pace as it is conducted on fee levying basis and demand lot of resources and investment.

There are large industries that have interest in some trade groups. For example, cement manufacturers and importers have interest on Mason. Manufactures in PVC pipes have interest on plumbers. Manufacturers and importers of Wood Working Machines have

interest on Carpenters. These industries have interest in certifying relevant tradesman. NAITA is mandated with mechanism to certify tradesman but no sufficient resources. Both parties have same objective and they could develop a partnership to have a common programme.

According to analysis of case studies, NAITA – Slon partnership has reached maturity and they have developed good working relationship with NAITA. But NAITA - CIC Paints Pvt. Ltd. partnership has not lasted long. This should not be happened. This has happened as partnerships are not activities in main stream. It is not a mandated function of NAITA. Therefore, it is not required to be reported in performance evaluation. Therefore, these partnership programmes should be included in the Corporate Plan and Annual Activity Plans to enable to monitor progress periodically.

4.5 Apprenticeship

Apprenticeship or industry based learning links with a training Institution is a partnership. In this study apprenticeship case studies were analyzed as partnership between NAITA and Private Companies. Case study shows that a large number of apprentices are coming through apprenticeship and companies are also satisfied about the programme. Many other researches referred in the case study also shows that students are also satisfied about training. But international practices of apprenticeship are vastly reformed to meet skill requirement of current day knowledge workers. But that requirement is not reflected in our researches as we contact the passed out trainees within short time after completion of training who are not yet experiences the knowledge requirement for career progression. Again it is very difficult to trace a training long time after completion of apprenticeship. Therefore, this research on apprenticeship did not try to cover large sample and action should be taken to improve apprenticeship based on international reforms and practices.

Chapter 5: Analyses of Responses of Passed out Students

The tracer study conducted to assess the effects of the National Trade testing programme of NAITA was aimed to focus on employability, income levels and mode of acquiring skills. According to the analysis of the study among the 615 National Trade Test passed out students, 57% were employed. As shown in the report on survey of plumbers conducted by National Apprentice and Industrial Training Authority, 343 plumbers were questioned. They were the followers of S-Lon Lanka(Pvt) Ltd and NAITA partnership training programme. According to the analysis 55% of plumbers as working as contractors and 35% work private on daily payments. 96% of plumbing work at residential houses. Survey results revealed that 74% plumbers have skills to handle the electrical works such as electrical wiring to supply power to water pumps. According to recommendations of this research study 90% plumbers work individually and they are not waged employed. According to the report on tracer study survey results for monitoring and evaluation of vocational training conducted by NAITA, 80% of male passed out apprentices and 58% female passed out apprentices are employed. The overall employability of NAITA passed out apprentices is 71.8%.

In this study, data were collected and the analysis was done from the fifty trained students who have followed partnership training programmes.

5.1. General Information

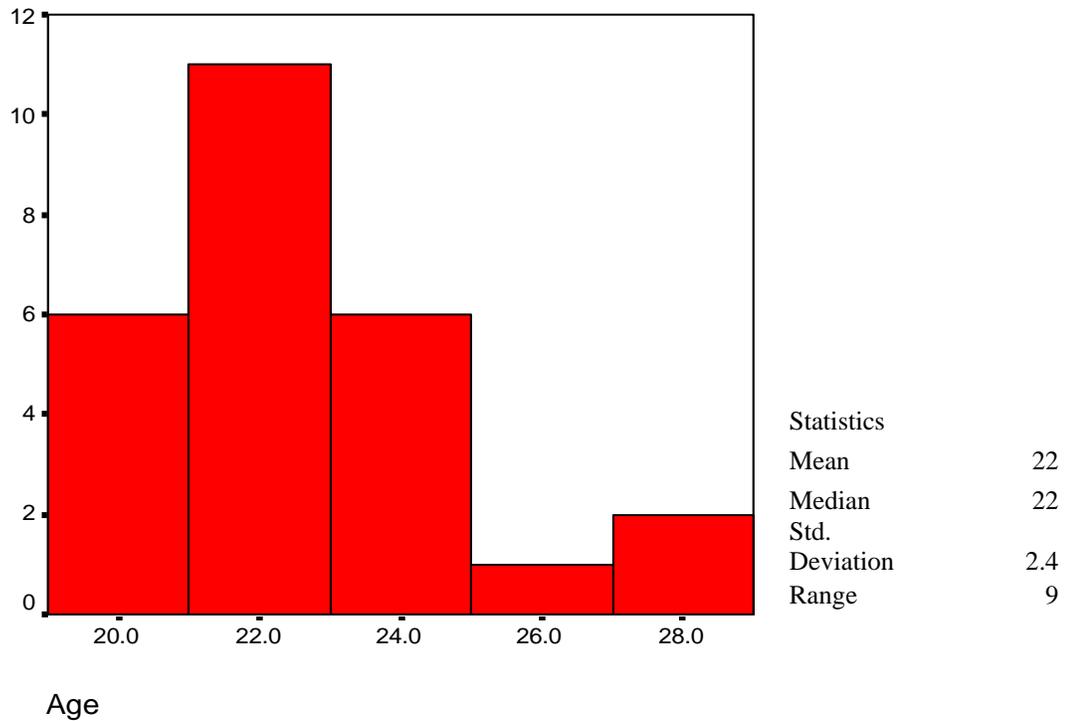
Analysis of general information of the trained students are given below.

Table 5.1.1: Percentage Distribution by Location of Living

| Location | Percentage |
|----------|------------|
| Colombo | 19.23 |
| Out Side | 80.77 |
| Total | 100 |

As shown in Table 5.1.1, 80.8% of trained students are living in out side of Colombo. There are 19.2% of trained students, living in Colombo.

Figure 5.1.1: Age distribution of the trained students

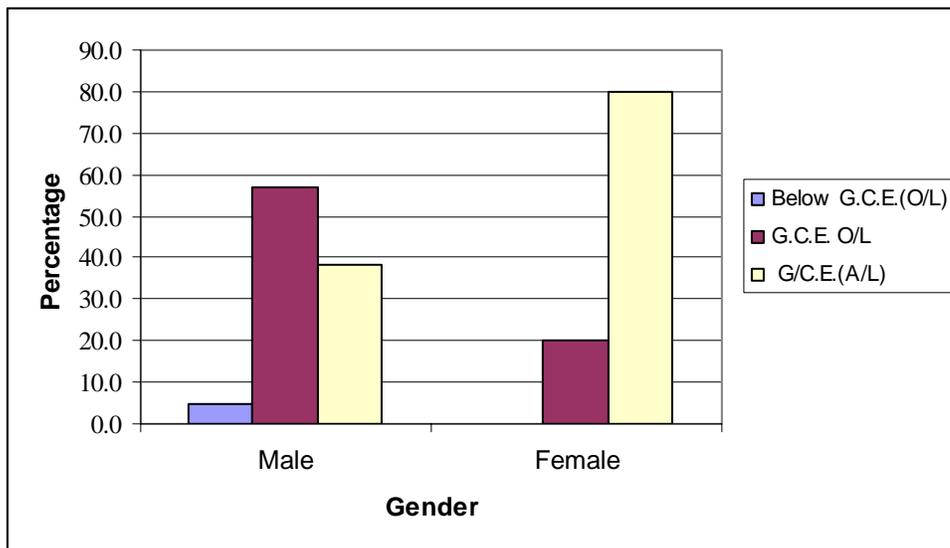


The figure 5.1.1 indicates the age distribution of trained students. According to the descriptive statistics of the age distribution, the mean age is 22 years. Majority of trained students who participated in this training programme were age of 22 years old. The range is 9. Therefore as shown in the above figures, it can be said that youth have tendency to follow these type of partnership programme.

Table 5.1.2: Educational Qualification by Gender of the Trained students

| Educational Qualification | Gender | | |
|---------------------------|--------|--------|-------|
| | Male | Female | Total |
| Below G.C.E.(O/L) | 4.8 | - | 3.8 |
| G.C.E. O/L | 57.1 | 20.0 | 50.0 |
| G/C.E.(A/L) | 38.1 | 80.0 | 46.2 |
| | 100.0 | 100.0 | 100.0 |

Figure 5.1.2: Educational Qualification by Gender of the Trained students



The figure 5.1.2 depicts educational qualifications by gender. Accordingly, 57.1 % of male have GCE(O/L) qualification and 38.1 % of males have their education up to G.C.E. (A/L). Considering females majority have education qualification of G.C.E.

(A/L) examination It is 80%. But in general most students, who followed partnership programme have G.C.E. (O/L) qualification.

5.2: Training Related Information

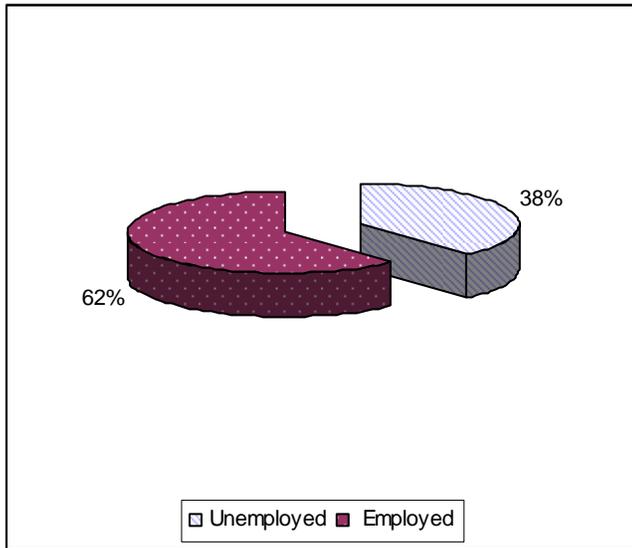
In this research, the trained students were asked about the satisfaction on the training received under the partnership programme.

Table 5.2.1: Percentage of Satisfaction on the Training Received

| | Good | Not good | Not Received | Not Answered | Total |
|----------------------------|-------|----------|--------------|--------------|-------|
| Theory Knowledge | 100.0 | 0.0 | 0.0 | 0.0 | 100 |
| Practical Knowledge | 96.2 | 3.8 | 0.0 | 0.0 | 100 |
| Skilled Worker Cooperation | 88.5 | 7.7 | 0.0 | 3.8 | 100 |
| Official's Cooperation | 80.8 | 19.2 | 0.0 | 0.0 | 100 |
| Other Facilities | 84.6 | 7.7 | 0.0 | 7.7 | 100 |
| Allowance | 61.5 | 11.5 | 23.1 | 3.8 | 100 |

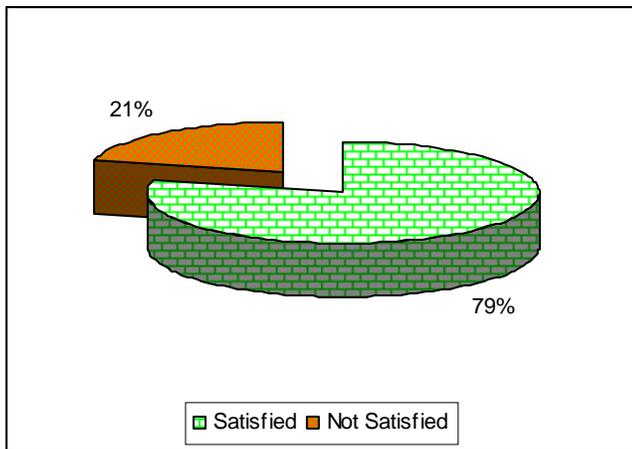
The above table shows that the trained students' satisfaction toward the training programme. Almost all trained students are highly satisfied on theory knowledge. As well as practical training opportunities are at satisfactory level. 84.5% of trained students have satisfied on common facilities at the work site. Considering the skilled worker cooperation, 88.5% of trained students are satisfied. Considering the allowances they have received, 61.5 percent of trained youth are in satisfactory level. Of the total trained students about 23.1% of trained students not received any allowances.

Figure 5.2.1: Current Employment Status



As shown in the figure 3.2.1 the percentage employment is 62%. And it has shown 38% of unemployment.

Figure 5.2.2: Overall Satisfaction on the Training by Percentage



In this question trained students were asked the overall satisfaction on the training. Of the total trained students 79% are satisfied on training. Only 21% of trained youth are not satisfied.

Conclusion

Based on the survey findings given in chapter 5 the following conclusions can be drawn on the effectiveness of partnership training programme.

The mean age of these trained youth is 22 years. Majority of the total are at age 22 years. Therefore it can be concluded that these courses have youth domination.

At the same time 50% of trained students have G.C.E. (O/L) qualification. Almost all students are highly satisfied on theory. 96.2% are satisfied on practical they have received. 88.5% of trained students stated that they have received cooperation of skilled workers. Considering the satisfaction of training students received, it can be said that these partnership programmes are successful. The percentage employment of trained students is 62%. Finally their overall satisfaction level is 79%. And most of trained students have stated that they have given enough practical training opportunities at the work sites. They stated that they received opportunities to use training tools. Therefore it can be concluded that as a whole partnership programmes are in satisfactory level for the trained students.

Chapter 6: Recommendations

Based on the analysis of case studies following recommendations can be drawn

1. The legal framework i.e the Acts relevant to TVET have not given due recognition to partnerships. But there is a large number of partnerships, which have been established through interest and linkages of individual officers. This should be taken into mainstream of activities of relevant institutions. They should be included in the Corporate Plan and Annual Activity Plans of Institutions. Acts should give clear recognition public – private partnership programmes.
2. All these partnerships could be considered as experiments. Actions should be taken to expand these programmes based on the outcome of those experiments.
3. Some of the Memorandum of Understanding may need to improve with more professionalism. Therefore, group of officers in each institution should be trained to handle partnership with more professionalism.

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Annexes

The information collected in this survey will be strictly confidential and individual level information will not be divulged to any person or agency

Semi-Structured Questionnaire For Research in Public-Private Partnership in TVET Sector

1. Name of the Organization

.....

2. Apprenticeship Partnership

Organization:.....

3. Objectives of Partnership:

1.....

2.....

3.....

4. Period of Partnership

:

Started

End

Year Month

Year Month

5. Is/Was there a written MOU for the Partnership :

Yes

No

6. Type of the Organization

| | |
|----------------------------|--|
| Training | |
| Industry(Product, Service) | |
| Other | |

7. Product/Service produce:.....

8. Number of Employees:.....

9. Annual Turn Over:.....

10. Advantages of Apprenticeship partnership

- What are advantages/benefits received by the Company

.....
.....
.....
.....
.....

- What are advantages/benefits received by VTA

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.....

11. What are the benefit received by the society

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12. What are constraints/Resistance faced in the Apprenticeship partnership

- To start the partnership

.....
.....
.....
.....

- To continue the Partnership

.....
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.....

13. If partnership is already ended, what were the reasons

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.....
.....

14. What are the Future expectations in the Apprenticeship partnership?

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.....
.....

15. List of beneficiaries of Apprenticeship partnership

.....
.....
.....

.....
.....

16. Value of the Apprenticeship partnership

| Highly Satisfy | Satisfy | Not Satisfy | No Idea |
|----------------|---------|-------------|---------|
| | | | |

Name and designation of the Officer interviewed.....

Tel No.....

Name of the Interviewer:.....

Signature:.....

Date:.....

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