Project No. SO-10

1. PROJECT TITLE	In-Service Training for Health Personnel
2. LOCATION	All areas
3. IMPLEMENTING AGENCY	Provincial Director of Health Services
4. OBJECTIVES	To improve the health care quality of nurses and assistant medical practitioners.
5. EXPECTED EFFECTS	Health care services in health institutions will be improved in disadvantaged areas.
6. PROJECT COST	US$ 1 million
7. IMPLEMENTATION SCHEDULE	1998-2002

8. PROJECT DESCRIPTION

There is a problem of low quality as well as lack of health personnel such as nurses, nursing sisters, public health inspectors and sanitary labourers. These situation results in inadequate health services in health institutions. However, recruitment of those health personnel are done by the Ministry of Health, and uneven deployment of health personnel among regions is one of the serious problems in remote areas such as Hambantota and Moneragala.

This program aims to upgrade health care quality of the personnel working in hospitals, providing them with in-service training. For instance, nurses are expected to administer injections without bleeding, and health personnel have to catch up with information on new technology, drugs, equipment, and so on.

The program includes the assessment of quality of health personnel in health institutions, training needs, planning institutionalization of in-service training which will be done in hospitals and other possible places. The program also provides necessary training facilities and equipment. Disadvantaged areas such as Hambantota and Moneragala districts are given highest priority for implementation.

Project No. SO-11

1. PROJECT TITLE	Community Oriented Health Education and Training Program for Health Workers
2. LOCATION	All areas
3. IMPLEMENTING AGENCY	Health Education Bureau, Divisional Director of Health Services; Provincial Ministry of Health
4. OBJECTIVES	(1) To promote people's health awareness and participation in health activities, and (2) To improve the quality of health staff at grass root level.
5. EXPECTED EFFECTS	Preventable diseases will be reduced and health status of local people will be improved.
6. PROJECT COST	US$ 0.1 million
7. IMPLEMENTATION SCHEDULE	1998-2000

8. PROJECT DESCRIPTION

Preventable diseases such as diarrhoea and infectious diseases are still prevalent nationally and in Southern Area. People do not aware of what would affect their health. Health education to enhance people awareness and participation in health activities will contribute to improvement of people's health status. Training of family health workers, public health inspectors, public health nurses, and other health staff at grass-root level is very important to reduce preventable diseases, as well as health education for community.

The project evaluates existing health education, health workers' quality, existing training programs, and prepare a health education and training plan for health workers. The education should meet with the felt needs of the communities to mobilize people to become aware of their health.

The contents of health education includes water hygiene, food hygiene and nutrition, breast feeding, weaning, environmental sanitation, way to prevent diseases. Training for health workers includes health and nutrition education, family planning, how to identify patients to be referred to a higher level institutions, motivation as community health workers. Health education and training will be done in hospitals, clinics, and schools. Training will be both pre-service and in-service.

Project No. SO-12

1. PROJECT TITLE	Integrated Malaria Control and Prevention
2. LOCATION	Moneragala, Hambantota
3. IMPLEMENTING AGENCY	Ministry of Health, Provincial Ministry of Health, Divisional Director of Health Services
4. OBJECTIVES	(1) To reduce Malaria incidence which affects people's health, (2) To integrated malaria control in horizontal way with other related sectors.
5. EXPECTED EFFECTS	People will become aware of environment and health promotion. The health status of local people will be improved.
6. PROJECT COST	US$ 2 million
7. IMPLEMENTATION SCHEDULE	1998-2002

8. PROJECT DESCRIPTION

It is essential to prevent and control Malaria with proper measures for improvement of people's health in Moneragala and Hambantota districts where. Malaria is a serious problem. WHO has adopted revised Global Malaria Control Strategy in 1993. The emphasis shifted from spraying with insecticides to protective measures and treatment through bed nets, mobile clinics, and better diagnosis and treatment at health facilities.

The program adopts the revised strategy as well as improvement of environment management like filling ditches in Moneragala and Hambantota districts. The program includes a study to identify the location of cases and map those cases, to investigate the causes which may be related to development activities and inadequate environment. It prepares district plans of both districts with annual target, establishes data collection system for analysis. The program provides mobile clinics and microscope where necessary for early diagnosis in the field, and conducts malaria control such as selective spraying and expansion of bed net. It recruits required number of health workers and/or train them. It also emphasize community participation, since people's awareness on health and environment is essential to control the malaria.

Project No. SO-13

1. PROJECT TITLE	Inter-disciplinary Research Program on Human Life in Dry Zone Area
2. LOCATION	Hambantota, Moneragala, Ampara
3. IMPLEMENTING AGENCY	Ministry of Health, Provincial Ministry of Health Services, Ruhuna University
4. OBJECTIVES	(1) To conduct research on health and socio-economic activity in dry zone areas, and (2) To become a basis for preparing a development plan in dry zone areas.
5. EXPECTED EFFECTS	The diseases and accidents specific to dry zone will be reduced. Migrants to dry zone areas will be more adapted to the environment.
6. PROJECT COST	US$ 0.2 million
7. IMPLEMENTATION SCHEDULE	1998

8. PROJECT DESCRIPTION

At present there is not enough research regarding human activities and impact of migration on people and diseases which are specific to dry zone areas. Migration program from wet to dry zone is underway, and there will be more population in dry zone areas. Following the increase of population and development activities, some diseases and accidents are increasing such as Malaria and pesticide poisoning. People also have difficulties in adapting the new environment, such as new economic activities like agricultural production and social relationship.

This research will be inter-disciplinary and investigate the present status of human life including health, socio-economic activities, social relationship and environment, causes of the problems, and impacts of migration on human life. This research will be a basis to prepare a plan for dry zone areas and necessary programs/projects to improve people's lives including health, social and economic activities, and environment.

Project No. SO-14

1. PROJECT TITLE	Social Issues Research Project
2. LOCATION	All areas
3. IMPLEMENTING AGENCY	Ministry of Health, Ministry of Labor, Ruhuna University, CENWOR
4. OBJECTIVES	(1) To study the social problems such as impact of overseas migrant on women and family, and child abuse; and (2) To become a basis for preparing a plan to deal with those issues.
5. EXPECTED EFFECTS	People will become aware of social problems which should be solved. Women and children will be paid more attention and treated with more care.
6. PROJECT COST	US$ 0.2 million
7. IMPLEMENTATION SCHEDULE	1998

8. PROJECT DESCRIPTION

There are several social problems which affect women and children in Southern Area. They are serious problems, however, not so obvious and not examined carefully. The research project should cooperate with universities, NGOs and other research institutes. The study includes the followings: impact of both overseas and domestic migrant on women, children and family; child abuse especially sexual exploitation.

One of the critical issues is the impact of overseas migrant women and family, for example, many female migrants to the Middle East have contracted the HIV virus, which will affect new born babies as well as themselves; some become alcoholics; many female migrants have left their families, which would cause child neglect, child abuse, and in some cases incest. There are many cases of child abuse at home as well as outside. In some cases parents "sell" children for money. There are also sexually exploited children, not only girls but boy prostitutes in the tourist areas in Southern Area.

Project No. SO-15

1. PROJECT TITLE	Southern Area Vocational Education Committee (SAVEC)
2. LOCATION	Matara
3. IMPLEMENTING AGENCY	Tertiary and Vocational Education Commission (Ministry of Labour & Vocational Training)
4. OBJECTIVES	(1) Facilitate TVEC's work and create a regionally sensitive plan for coordinated training delivery. (2) Ensure that technical and vocational education is industry standard and responsive to labour market demand through efficient feedback and cost sharing mechanisms.
5. EXPECTED RESULTS	More productive training system with streamlined management, flexibility to a rapidly changing economic environment, and resource efficiency supported by end users.
6. PROJECT COSTS	US$ 9 million (including Counselling and Placement Services)
7. IMPLEMENTATION SCHEDULE	1997 - 2002

8. PROJECT DESCRIPTION

The Southern Area Vocational Education Committee will serve as TVEC's arm in Southern Area. SAVEC will have clearly articulated responsibility to coordinate technical and vocational training and assure that it is industry standard. It will maintain a two way support system by contributing staff capacity to the central TVEC, while at the same time representing Southern Area's unique characteristics and needs. It will achieve consensus by acting as the link between Government programmes, employers and workers to ensure a smooth transition from a Government sponsored to a market maintained system.

SAVEC will have four components: planning and coordination, programme development, monitoring and evaluation, and counselling and placement. Planning and Coordination will focus first on facilitating registration of training institutions in Southern Area and, working closely with Vocational Training and Education Committees (VTDCs) developing a medium term strategy and plan. The Programme Development Division will sponsor some special tasks to assure that the system offers productive and equitable training and shifts spontaneously from Government to private sector financing. The Monitoring and Evaluation Unit will set targets and progress indicators, monitor training and skill performance, and help identify labour market requirements. The Counselling and Placement Service will work closely with VTDCs to offer support services to training and employment seekers.

Project No. SO-16

1. PROJECT TITLE	Counselling and Placement Services
2. LOCATION	Matara
3. IMPLEMENTING AGENCY	Southern Area Vocational Education Committee (under Tertiary and Vocational Education Commission)
4. OBJECTIVES	(1) Provide information and support services to prospective trainees. (2) Link job seekers directly with employers. (3) Establish channels for training and employment information sharing.
5. EXPECTED RESULTS	(1) Easy access to training and employment opportunities. (2) Best fit between job seekers and kinds of training and employment.
6. PROJECT COSTS	US$ 2 million
7. IMPLEMENTATION SCHEDULE	1998 - 2002

8. PROJECT DESCRIPTION

Counselling and Placement Services (CPS) are virtually nonexistent in Southern Area, with the exception of a few private agencies supplying mainly technical fields. A Government supported service will be required for the many unemployed persons who have little access to information on training, job opportunities and other ways to enhance their marketability.

CPS will offer three kinds of services: (1) training and employment counselling, (2) employment placement, and (3) dissemination of training and employment information. CPS will also assist in evaluating employment needs, devising cost sharing mechanisms for training and counselling and placement, identifying and implementing special placement activities, and building an information base on job seekers. It will work with public and private training institutions, other counselling services, and private enterprises to develop information sharing mechanisms.

Project No. SO-17

1. PROJECT TITLE	Employer Initiated Training/Skills Development Fund Southern Area Component
2. LOCATION	MID branch office in Galle
3. IMPLEMENTING AGENCY	Ministry of Industrial Development (MID)
4. OBJECTIVES	(1) To create a direct link between vocational training and labour market needs. (2) To share responsibility and cost for training. (3) To raise training quality by introducing competitiveness
5. EXPECTED RESULTS	(1) Quality training meeting labour market needs. (2 A private sector involved in human resource development, both financially and culturally. (3) A skilled labour force that will raise enterprise productivity and attract investment.
6. PROJECT COSTS	US$ 3 million
7. IMPLEMENTATION SCHEDULE	1997 - 1999

8.1 Rationale

Current vocational training meets neither industry demand nor standard. The work of SAVEC and VTDC will help link training with the labour market in a number of ways, including various mechanisms for employer involvement in training. The Employer Initiated Training Programme will reinforce complementarity between training and employment, as well as add economy of scale by creating workable partnerships of businesses and industries together with training institutions. Training initiated by the end users (employers) will automatically match training with labour market demand. Employers will share the cost of training and thus can demand value for their investment. Employers will select the institution that will deliver training and evaluate its performance, thus introducing competition that will help raise the standard of training system wide.

8.2 EIT Pilot Effort: Skills Development Fund

The concept of employer initiated training is new in Sri Lanka. While a number of other EIT vehicles will emerge from SAVEC and VTDC efforts, a Skills Development Fund, formulated by the Ministry of Industrial Development (MID), has reached the implementable stage. The first pilot project under EIT will be a special SDF component, organized by MID's Galle branch office, with funds earmarked for Southern Area industries. The MID's Skills Development Fund Project Design Document (1996) sets out details.

The Skills Development Fund will operate as a financing mechanism to share cost of training initiated by private enterprises. Enterprises will submit training proposals to SDF, including selection of training provider. In the near term, SDF in Southern Area will give special attention to developing customized training courses for the common training needs of small and medium size industries.

8.2.1 SDF organizational structure

The Ministry of Industrial Development, through its Galle branch office, will act as SDF's sponsor. Project management and implementation will be undertaken by a Project Implementation Unit (PIU) and a Management Agency (MA). After development has been successfully completed, SDF will become a private sector organization.

The PIU, appointed by MID, will administer the SDF during its development phase. It will be responsible for planning, coordination with other agencies, approval of expenditure, and performance monitoring. It will assure that SDF collaborates closely in planning and monitoring with the Southern Area Vocational Education Committee (SAVEC). It will represent SDF on the Vocational Training Development Committees.

To facilitate SDF's privatization, the Management Agency will be selected from Southern Area's private sector. The MA will conduct the actual business of SDF. It will be responsible to publicize and market SDF, evaluate training proposals from enterprises, and arrange and administer training contracts.

8.2.2 Project assistance

The Project will assist the Southern Area SDF by providing funds for training grants and technical assistance, including workshops and seminars for participants and a technical advisor for approximately for year.

8.3 Capacity Building

Technical assistance will be provided to conduct workshops, seminars and courses for both employers and training institutions. Seminars would focus on the concept of employer initiated training and the responsibility employers have to support human resource development. Courses would be offered in particular aspects of human resource development, for example, team building and Total Quality Management. Workshop topics should include training needs analysis, identifying appropriate delivery mechanisms, defining training standards, preparing proposals and cost estimates, and evaluating training quality.

Project No. SO-18

1. PROJECT TITLE	Technical Training and Commercial Centres: Financial and Technical Support Project
2. LOCATION	Selected Southern Area Technical Colleges, with project activities at Galle TC
3. IMPLEMENTING AGENCY	Department of Technical Education and Training (Ministry of Labour and Technical Education)
4. OBJECTIVES	Optimize utility of Technical Colleges through training in specialized vocational skills and business related foreign languages
5. EXPECTED RESULTS	Well trained experts for sectors requiring technical proficiency and ability to communicate with foreign investors, institutions, or individuals
6. PROJECT COSTS	US$ 3 million
7. IMPLEMENTATION SCHEDULE	1999 - 2001

8. PROJECT DESCRIPTION

8.1 Rationale

Existing Technical Colleges (TCs) are under utilized and demonstrate only moderate achievement in job placement. Productivity can be enhanced by capitalizing on the Colleges' technical emphasis. DTET's recent introduction of specialization at TCs will be reinforced through collaboration with SAVEC and VTDCs to identify the most marketable technical skills for each Southern Area Technical College. As economic development of Southern Area evolves, industries would share costs of training employees. In addition to job skills, Southern Area TCs would offer courses in foreign language skills useful for industrial and tourism related employment, such as Japanese, German, English, and Chinese.

Technical and language courses will be offered on long and short term, as well as full and part time, bases to allow participation by a wide spectrum of people, including job seekers, workers who wish to upgrade skills, and women.

8.2 Project Tasks

The Project will assist the DTET in the following ways:

(1) Evaluate capacity and facilities of Technical Colleges in Southern Area.

(2) Collaborate with VTDC and SAVEC to identify skill area specialty and complementary language courses for each Technical College.

(3) Provide technical assistance to develop and implement capacity building for Technical Colleges to specialize in identified skill area and languages.

(4) Provide technical assistance to prepare curricula and course schedules.

(5) Collaborate with SAVEC M&E unit to prepare training and performance evaluation design and schedule.

(6) Implement and evaluate trial courses.

(7) Design and implement improvements based on trial course evaluation, including capacity building or instructor modifications.

(8) Collaborate with SAVEC Counselling and Placement Division to link trainees with employers.

(9) Provide financial support for training and information management equipment, upgrading of TC facilities, and conducting capacity building.

8.3 Capacity Building Sources

Foreign assistance may be required for some tasks. Much of the support, however, can be provided from within Sri Lanka, including the following:

Activity	Source
Foreign language curricula and instruction	Open and Ruhuna Universities Foreign investors
Technical skill instructors (part time/short term)	Local businesses and industries Local consultants Graduates of Master Trainer Programme
Technical skill curricula	Graduates of Programme Manager Training Programme
Counselling and placement	Open University Psychology Department National College of Education SAVEC Counselling & Placement
Monitoring & Evaluation	SAVEC M&E Unit

Project No. SO-19

1. PROJECT TITLE	Master Instructor and Training Support Specialist Programme
2. LOCATION	Ruhuna University
3. IMPLEMENTING AGENCY	National Institute of Technical Education (NITE), in affiliation with Ruhuna university
4. OBJECTIVES	Create regional cadres of master trainers and support specialists who can be contracted by public or private institutions or industries to provide instructor training or services such as curricula development, monitoring and evaluation, and job seeker counselling.
5. EXPECTED RESULTS	(1) Industrial training instructors with high quality pedagogical and technical proficiency. (2) Specialists with proficiency in curricula development, monitoring and evaluation, and counselling.
6. PROJECT COSTS	US$ 6 million
7. IMPLEMENTATION SCHEDULE	1997 - 2000

8. PROJECT DESCRIPTION

8.1 Rationale

Most training institutions lack management and training staff with adequate expertise. Management staff are weak in curricula development, monitoring and evaluation, and employment counselling. Many instructors use outdated pedagogical methods and few have the technical knowledge to teach marketable skills. A comprehensive programme to retrain all staff, however, is neither cost effective nor efficient. A more productive strategy would be to develop cadres of (1) master trainers who are proficient in both the technology and teaching methodology for marketable skills and (2) specialists in training support services such as curricula development, training quality and skill performance monitoring, and employment placement. Once trained, master instructors and support service specialists could be contracted by public or private training institutions or industries to upgrade and expand staff skills.

8.2 Process

Substantial technical assistance will be required to design and implement the training programmes. A training centre could be loosely affiliated with Ruhuna university to take advantage of its education, new engineering faculty, and other relevant department staff. Technical training instruction and support skills, however, are not well developed in Sri Lanka. Thus, foreign contractors will be needed to design and assist in implementing the training programmes.

Training courses for instructors should include both teaching methods and skill competency. Courses should be initiated on a pilot basis and focus on skills that are most likely to provide

employment, either in industry or independent enterprise. A performance evaluation should be conducted within one year of course completion. Evaluation results would indicate required modifications.

Candidates: Application for master instructor and support services specialist should be open to persons from Southern Area who can demonstrate experience and expertise in a relevant technical field, teaching or management experience (as applicable), trainability (ability to adapt to change), and initiative.

8.3 Indicative Implementation Schedule

Activity	1997	1998	1999	2000
Establish center	———			
Recruit contractor	———			
Identify instructor skills	———			
Design program and curricula	———	———		
Recruit trainees for pilot courses		———		
Conduct pilot courses		———		
Evaluate performance			———	
Program modifications			———	
Full scale courses				———

Project No. SO-20

1. PROJECT TITLE	Vocational Training and Development Committees (VTDC): Design and Capacity Building Project
2. LOCATION	Regional Committee at Matara (Phase 1) District Committees (Phase 2)
3. IMPLEMENTING AGENCY	Southern Development Authority (SDA)
4. OBJECTIVES	Create an efficient training system through partnerships of training institutions, job seekers and workers, and employers.
5. EXPECTED RESULTS	(1) A productive training system that meets the needs of employers and job seekers. (2) A system made sustainable through cost sharing.
6. PROJECT COSTS	US$ 5 million
7. IMPLEMENTATION SCHEDULE	1997 - 2000

8. PROJECT DESCRIPTION

8.1 Project Rationale

The anticipated rapid development of Southern Area will demand a substantial force of skilled workers. The current training system, however, has no efficient means to assess market needs or produce workers to meet these needs. Most solutions focus solely on responsiveness to the labour market. While this is critical, it does not address the deeper systemic inflexibility, not only in response to the labour market, but also to its own institutions and to job seekers and workers. As a result, vocational training schemes reflect neither market needs, nor workers' talents and preferences, nor institutional capacities.

Establishment of the Southern Area Vocational Education Committee (SAVEC) represents part of the solution. SAVEC will facilitate flexibility and, as a regional presence, will be accessible. But however flexible SAVEC will be, its full potential will be realized only by working in concert with an autonomous team that energizes its players around a common goal. The Vocational Training Development Committee (VTDC) will create that partnership. It will be the arena for consensus building and the channel for employers, job seekers, and trainers to speak in one voice. And it will have the strength to guarantee that voice is heard and acknowledged.

8.2 VTDC Structure

8.2.1 Arrangement

A formal organizational arrangement will contribute to VTDC's strength. Technical assistance will be required to help design and strengthen the VTDC programme. VTDC will formulate a constitution, a strategy and a detailed plan of work. The constitution will establish rules, responsibilities of each member, and precise organizational relationships. The strategy will identify the major issues, the ways VTDC will tackle them, and set achievement targets. The plan will establish schedules and detail processes for each task. VTDC members should be permanent so that capacity building is productive and team work

becomes instinctive. VTDC tasks should be facilitated by an office and staff. Consultation and task schedules should be clear and followed rigourously.

8.2.2 Membership

The Southern Area Vocational Education Committee (SAVEC) will have the ultimate responsibility to guide training system development. Thus, it will act as a kind of nucleus around which VTDC will organize. SAVEC's regional director should be its permanent VTDC representative, with active participation of division and unit directors to support specific tasks.

A vibrant and independent body will be needed to drive the VTDC. Chambers of Commerce in Southern Area have the best qualities to play that leading role. The Project should assist the Chambers with institutional capacity building, probably including at least one additional staff member who will be responsible for VTDC activities. Employers should be represented in VTDC by at least three additional representatives, selected from Industrial Training Advisory Board (Skills Development Fund) and businesses and industries which are or have the potential to be major employers.

The training community should be represented by members from the following agencies:

- National Apprentice and Industrial Training Authority,
- Vocational Training Authority,
- Department of Technical Education and Training,
- National Institute of Technical Education,
- Project implementation unit (Skills Development Fund),
- functional departments of ministries, including agriculture, fisheries, tourism, and
- private training institutes (for profit and NGO).

The job seeker and worker community should be represented by members from the following groups:

- workers' unions active in Southern Area,
- secondary school guidance counsellors, and
- provincial councils.

8.3 VTDC Tasks

VTDC will assure that SAVEC and all relevant communities engage in continuous consultation and information exchange to help devise strategies, set targets, and devise plans for a productive vocational training system. Illustrative tasks and responsibilities of VTDC include the following:

(1) Organize information inputs from business and industry for evaluation of existing and forecasting of medium term employment needs.

(2) Help assess the capacity of existing training institutions.

(3) Explore mechanisms for employer initiated training and cost sharing.

(4) Make recommendations for course and curricula modifications, as well as other training specifications such as industry standard, course duration, entrance requirements, and proper work deportment and ethics.

(5) Facilitate acquisition of information from training institutions and employers needed to evaluate training quality, equity, and skill performance.

(6) Advise and help orchestrate effective ways to link job seekers with employers.

8.4 VTDC Support Staff

VTDC support staff should consist of a minimum of a programme officer, an information management specialist, two computer operators and a clerk. The programme officer would organize VTDC activities, including arranging meetings, notifying members, assuring that detailed notes are taken at all meetings, preparing VDTC recommendations for SAVEC and other organizations, distributing information, and managing support staff. The programme officer's qualifications should include demonstrated organizational and managerial capacity, some previous experience with vocational training and industry, and good written and verbal communication skills.

8.5 Technical Assistance

Technical assistance will be needed to design a strategy and a plan to carry out VTDC tasks. In addition, workshops and seminars should be held to assist VTDC members to explore their roles and responsibilities; to clarify the ways VTDC can benefit employers, job seekers, and training institutions; and to cultivate constructive conflict resolution and consensus building techniques.

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