It has been two years since the Sri Lankan government and LTTE agreed on Cease-fire for the internal conflict that has been ongoing for 20 years. The continuation of the agreement is a very important assumption for the Projects overall goal, since stable socio-economic development of the country depends much upon peace

Establishment of CoTs was identified as a government policy on human resource development. However, it is still in an introductory stage, and waiting for an approval of the Cabinet. Therefore, one of the most important assumptions for the Project Purpose and Outputs will be the continuation of the policy.

Most of the staff members at DTET are working up to their retirement, so the turnover of the staff of the DTET is not a serious problem as yet. It is still an important assumption for the trained staff to keep on working for DTET, and continually train new staff, to make the Project sustainable.

As the Project needs purchasing and instalment of wide varieties of machinery and equipment for training, the process of purchasing and instalment should be well during the course of the Project. Timely purchasing and instalment of these machinery and equipment are crucial for the steady progress of the Project. Well arranged classrooms and workshops should be prepared by the commencement of the new courses. Many classrooms will need to be arranged and renovated before commencement of the Project.

5-7. Pre-conditions

Skill standards and curricula of the model courses should be authorized prior to the Project commencement. The process of authorizing them is long and cumbersome as in the Annex-4. The NVQ level 5&6 is new, and there is no example for this level except the draft written by DTET. Therefore, in the series of discussion between the JICA preparatory study team and the officials of the Ministry, TVEC and NAITA, it was agreed that the authorization should be done prior to Project commencement to avoid unnecessary delays.

6. Preliminary Evaluation

6-1. Relevance

High unemployment rates among the youths have been a serious problem in Sri Lanka. The unemployment rate of the country has slightly increased up until 2002, although the GDP growth rates of the country have been around 5-10% constantly. The unemployment rate among the youths is higher than the other generations. Approximately 60% of persons aged between 20 and 29 are unemployed in Sri Lanka.

The economic policy framework document by the Sri Lankan Government called "Creating Our Future, Building Our Nation" emphasised the urgency of employment creation among the youth, and the importance of the role of the technical education and training. Strengthening the system of the technical education and training is the high priority among the national policies of the country.

However, it has been pointed out that the present technical education and training has several problems, such as limited opportunities to obtain course-related employments after the completion of the courses, and mismatch between the needs of the industry and quality and level of the training. Lack of middle level technicians is pointed out, especially in engineering industry.

Producing middle level technicians who are accredited the NVQ levels 5 and 6, and improvement of the managerial and technical capacity of the DTET is core concept of the project. The Project must contribute to enhance TVET, especially the DTET's capacity to produce middle level technicians fulfilling the demands of the industry, which is the urgent task of the employment and technical development issues in the country.

The Maradana College of Technology, which is the target school of the Project, is located in the centre of Colombo, which is the commercial capital of the country. This location has been selected as it ensures a high number of qualified applicants, there are many places for in-plant training, and there are more employment opportunities for the passed-out students. Two courses that were selected for the Project, i.e., Information and Communication Technology, and Mechatronics are needed urgently, as there are no courses of this type running in the country , and there is high demand for these courses now and in near future. Metal Work is in need of middle level technicians who have higher technical levels than that of the present training courses. The course for Metal Work to be introduced in the Project will definitely fulfil such needs of the industry. Therefore, the three courses to be introduced are relevant in terms of industry demands.

6-2. Effectiveness

It is needed to examine if outputs of the project logically lead to attain project purpose, to define the effectiveness of the Project. First of all, achievement of the output 1 "NVQ level 5&6 model training courses are introduced and conducted effectively in Maradana CoT in the fields of Information and Communication Technology, Mechatronics and Metal Work" is important. Then, by achieving the outputs 2 "DTET establishes a system for the training courses to fulfil industry's needs", the problem of gaps between the level and quality of the TVET and industry's needs, which had been suggested for a long time, will be solved, and demand-driven training will be conducted. By improving capacity for training delivery, which is intended in outputs 3, such as improvement of the capacity of the career guidance and entrance criterion, production of teaching materials, the training courses will become more efficient and appropriate.

Thereafter, the extension activity intended in the output 4, "Accumulated know-how in Maradana CoT is shared among the TC/CoT, in the field of preparation of NVQ level 5&6 courses and improved methods on training delivery", the improved management know-how and accumulated experience in Maradana CoT will be shared with the staff of other schools under DTET, and DTET will gain capacity to establish other CoTs in every Province by disseminating the accumulated know-how. Therefore, the outputs of the Project and Project purpose are logically sound, as ultimately, by attaining these 4 outputs, the Project purpose, "DTET gains managerial and technical capacity to establish CoTs in each province by introducing model courses of NVQ level 5&6 in Maradana CoT to train middle level technicians." will be effectively achieved.

6-3. Efficiency

The direct beneficiaries of the Project are staff members of DTET, students and instructors of the model courses. However, the Project has strategically arranged the system that the initiatives of the model courses will be shared with other TC/CoT under DTET, and the ultimate beneficiaries will be the whole DTET which has around 17,000 numbers of student-intake annually.

The skill standard and curricula of the model courses will be drafted within the MSDVTE and completed with the views of the industry and officially approved, and in future, will be shared widely with other CoTs which will have similar courses. The training equipment will be carefully selected as they will be adequate enough to fulfil the industry's needs. The know-how on management improvement to be introduced in Maradana CoT, such as improvement of career guidance and entrance criterion, production of teaching materials, etc. will be actively shared with other TC/CoT during the Project cooperation period.

The readiness and leadership of DTET to produce the expected outputs by the planned inputs is adequate. Some Sri Lankan instructors for the model courses have already improved their technical skills by undergoing the JICA trainings in Japan. As for the classrooms and the workshops for the model courses, DTET has existing facilities which can be used for the Project, and textbooks and teaching materials are already prepared for the Metal Work course.

Consequently, although the Project purpose is a challenging one, it can be achievable within the five-years of period of cooperation with the planned inputs.

6-4. Impact

Initially the three model courses will be introduced and if the result of the monitoring and evaluation of these courses are positive, the forth model course will be planned and introduced with the initiative of DTET. This strategy will definitely encourage self-help and initiative of the DTET. The experience of

planning and introducing the forth course will also enhance organizational self-confidence of the DTET, and further facilitate introduction of additional courses to Maradana CoT and other CoTs.

There is a strong possibility that the enhanced managerial and technical capacity of the DTET, which will be attained by the Project, contributes the establishment of the nine CoTs in each Province. However, the establishment of these CoTs also needs appropriate allocation of the budget and human recourses, which should be arranged by the Sri Lankan Government. It is logically possible that the TC/CoT will be more attractive, and that certain numbers of middle level technicians, who will contribute to the economic development of the country, will be produced yearly, within 3-5 years of the completion of the Project.

Courses to be introduced by the Project are free of charge and are open to youths from the poor families, who can not afford the private or charged courses will have access to obtain vocational training of high relevance and employment opportunities. DTET has a quota system to enhance the enrolment of students from poor families and rural areas. When the system is managed effectively, the Project could have an impact on increase access to education and training and eventually job opportunities for those from poor families and rural areas.

6-5. Sustainability

① Sustainability of DTET

It is expected that DTET will have necessary budgetary allocation to maintain the Maradana CoT and further to establish other CoT, as it is the prioritized policy of the Ministry. It is expected that DTET will gain appropriate human resource and budgetary allocation to establish other CoTs in each Province, by insisting the priority and importance of introducing the CoT with the evidence proved by the Project.

It is expected that the Outputs and achievements of the Project will assist the DTET to prove the importance and urgency to introducing CoTs, and help to gain human resources and budgetary allocation to establish other CoTs in each Province. The Outputs and achievements of the Project will also demonstrate and the relevance of technical education as a whole.

The recruitment of the students, so called social demand of the TC/CoT, under the management of the DTET, will have no problem in future, as the population of youths in the country is increasing. The passed-out students of the TC/CoT will have no problem in gaining employment, as the quality and level of the training fulfils the needs of the industry and the economic growth of the country has been steady ensuring a stable labour demand.

Therefore, there will be no serious problem for the DTET in its sustainability with respect of the

institutional management and social demand.

② Sustainability of the model courses

Sustainability and development of the quality and level of the new courses will be ensured by establishing sustainable mechanisms for the courses to fulfil the needs of the industry and adopt technical innovation, mainly by establishing Technical Committees and make them function. At the same time, adequate allocation of the budget to purchase parts of the machines and equipment, and consumables of the courses will be essential to ensure the sustainability of the courses. The Sri Lankan government has an intention to allow its training providers to do some income generating activities. Therefore, it is recommended the Project try income generating activities effectively to enhance financial independence. Collection of appropriate data on achievement of the courses, such as employment status of the passed-out students is also important, for it will prove the effectiveness of the courses and necessity of the budget allocation.

7. Monitoring and Evaluation

JICA will dispatch a Mid-Term Monitoring Mission in November 2007. PDM will be utilized to evaluate the progress of the Project, and reviewed and revised if necessary. A Final Evaluation Mission will be dispatched by JICA in November 2009 to conduct final evaluation with the viewpoints of 5 evaluation criteria. Post project evaluation is scheduled after three years from the completion of the Project.

Joint Coordinating Committees will be held annually to monitor the progress of the Project and obtain necessary advice and support from the relevant institutions. In the Committee, the Project will report the achievements attained in the previous year and action plan for the next coming year, including activities and inputs.

Regular monitoring will be done through weekly / monthly meeting by the Project members, comprising of JICA Experts and counterparts in DTET, to ensure the smooth implementation of the activities of the Project. JICA Sri Lanka Office will also participate in the meetings if necessary.

Institute and courses of technical education and vocational training

Annex-1

No.		Ministry of Skill Development Vocational and Technical Education							Other ministries											
		VTA	DTET	NITESL	NIBM	NAITA	INGRIN	CGTTI	SLTTI	SLPA	SLIOP	SRIATE	SLEDB	NYSC	Min. of Health	ICTAD	GJRTI	Dep. of Agriculture	CITI	NDC
1	Agriculture and livestock	x	x			x						x		x				x		
2	Art and media			x		x			x					x		x				x
3	Automobile repair and maintenance	x	x			x		x		x				x		x				
4	Aviation, aeronautics and navigation									x										
5	Building and construction	x	x	x								x		x		x				x
6	Computer and Information technology	x	x	x	x		x		x		x	x		x						
7	Electrical, electronics and telecommunication	x	x					x		x		x		x		x				
8	Finance and management	x	x		x							x	x			x				
9	Gems & Jewellery	x	x											x			x			
10	Handicraft and cottage industries																			x
11	Hotel & tourism		x											x						
12	Leather and Footwear	x	x																	
13	Medical and health science												x		x					
14	Metal and light engineering	x	x					x		x		x		x		x				
15	Office management		x		x							x	x	x		x				
16	Personal and communication development	x										x		x						
17	Printing and	x					x				x									

Institute and courses of technical education and vocational training

Annex-1

No.		Ministry of Skill Development Vocational and Technical Education							Other ministries											
		VTA	DTET	NITESL	NIBM	NAITA	INGRIN	CGTTI	SLTTI	SLPA	SLIOP	SRIATE	SLEDB	NYSC	Min. of Health	ICTAD	GJRTI	Dep. of Agriculture	CITI	NDC
	packaging																			
18	Textile and garment	x	x											x					x	
19	Wood related		x											x						
20	Language		x	x	x									x						
21	Teacher training			x																

VTA: Vocational Training Authority

DTET: Department of technical Education and Training

NITESL: National Institute of Technical Education of Sri Lanka

NIBM: National Institute of Business Management

NAITA: National Apprentice and training Authority

INGRIN: Ingrin Institute of Printing

CGTTI: Ceylon German Technical Training Institute

SLTTI: Sri Lanka Television Training Institute

SLPA: Sri Lanka Ports Authority

SLIOP: Sri Lanka Institute of Printing

SLIATE: Sri Lanka Institute of Advanced Technical Education

SLEDB: Sri Lanka Export Development Board

NYSC: National Youth Service Council

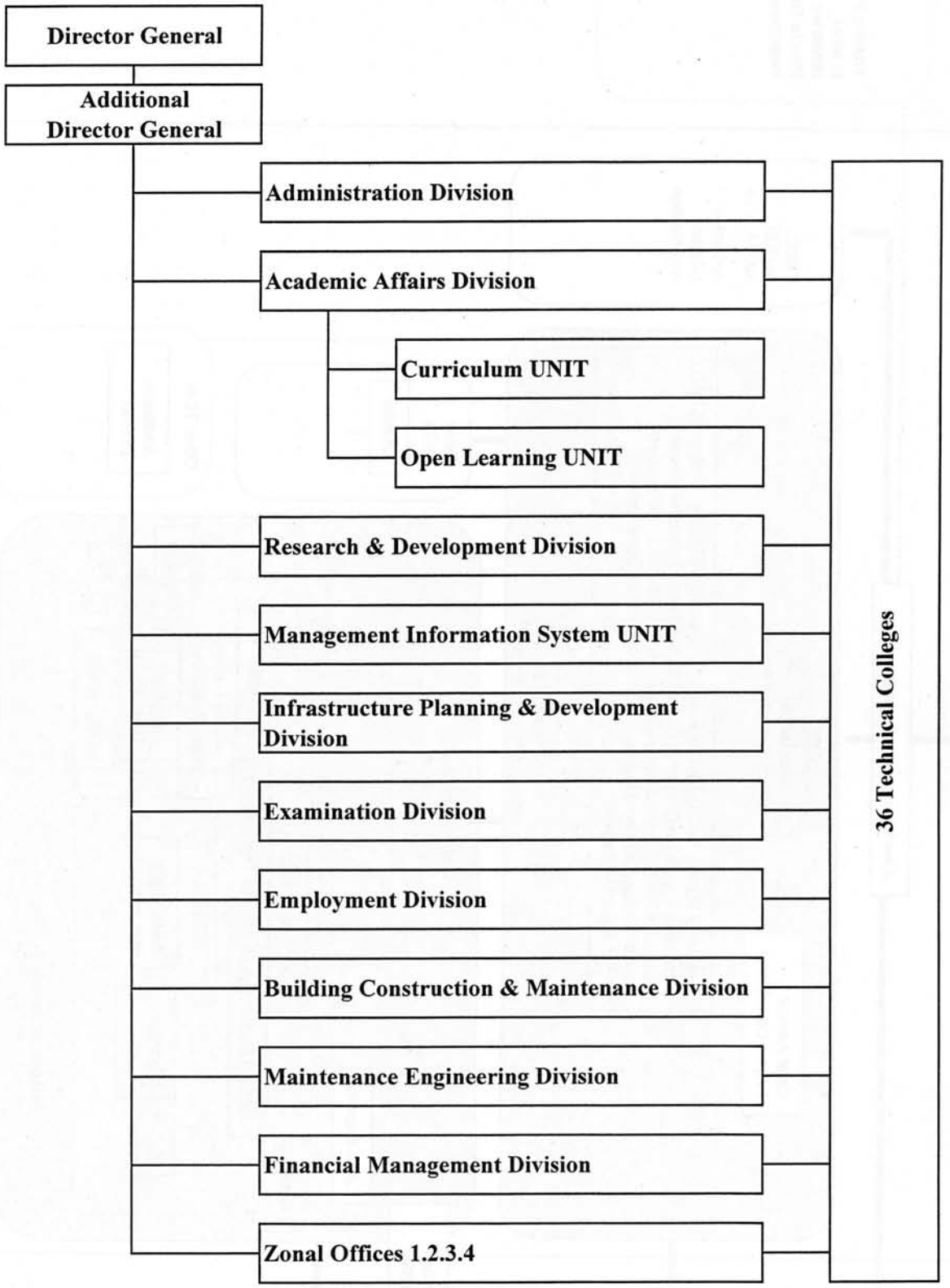
ICTAD: Institute for Construction Training and Development

GJRTI: Gem and Jewellery Research and Training Institute

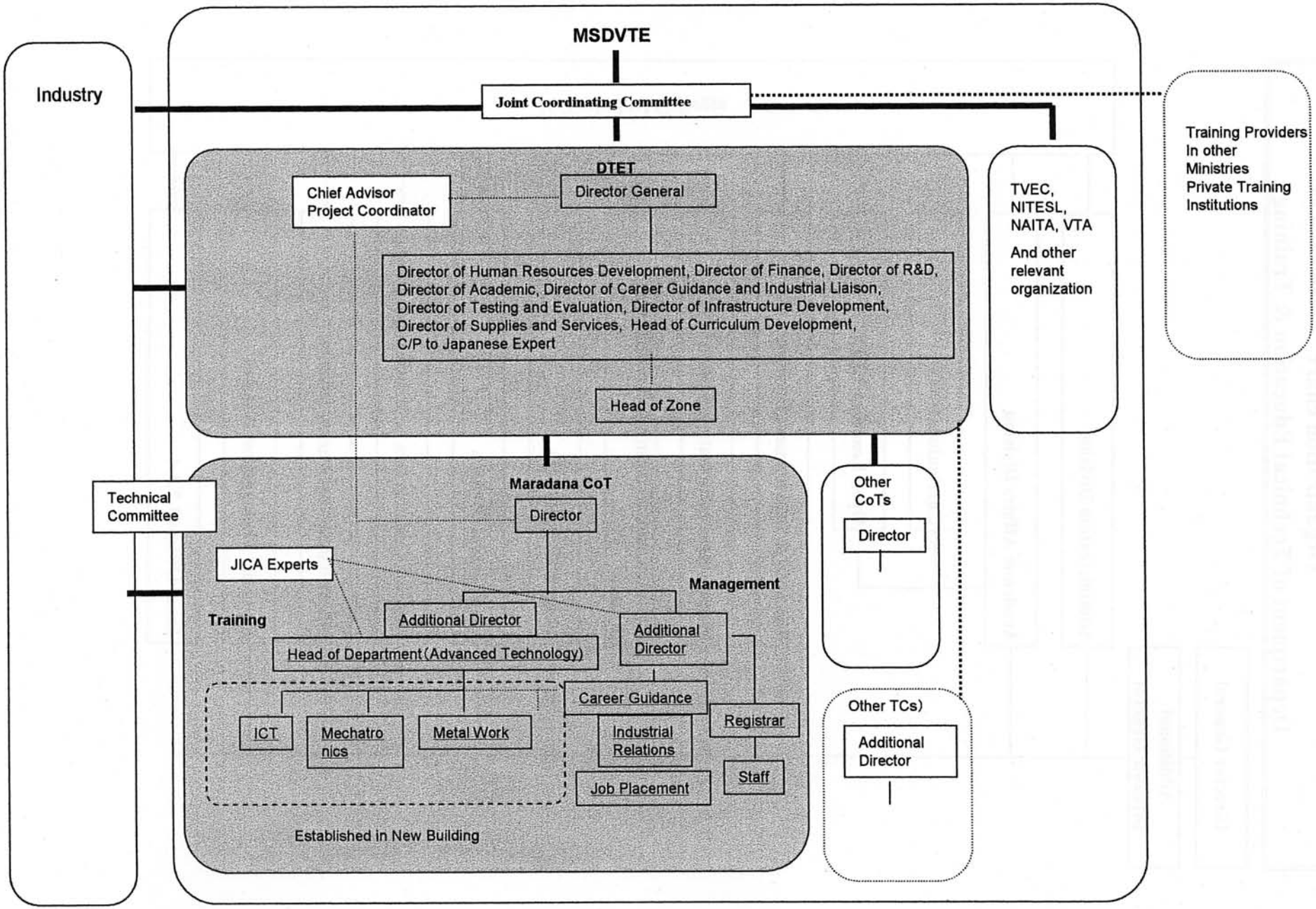
CITI: Clothing Industry Training Institute

NDC: National design Centre

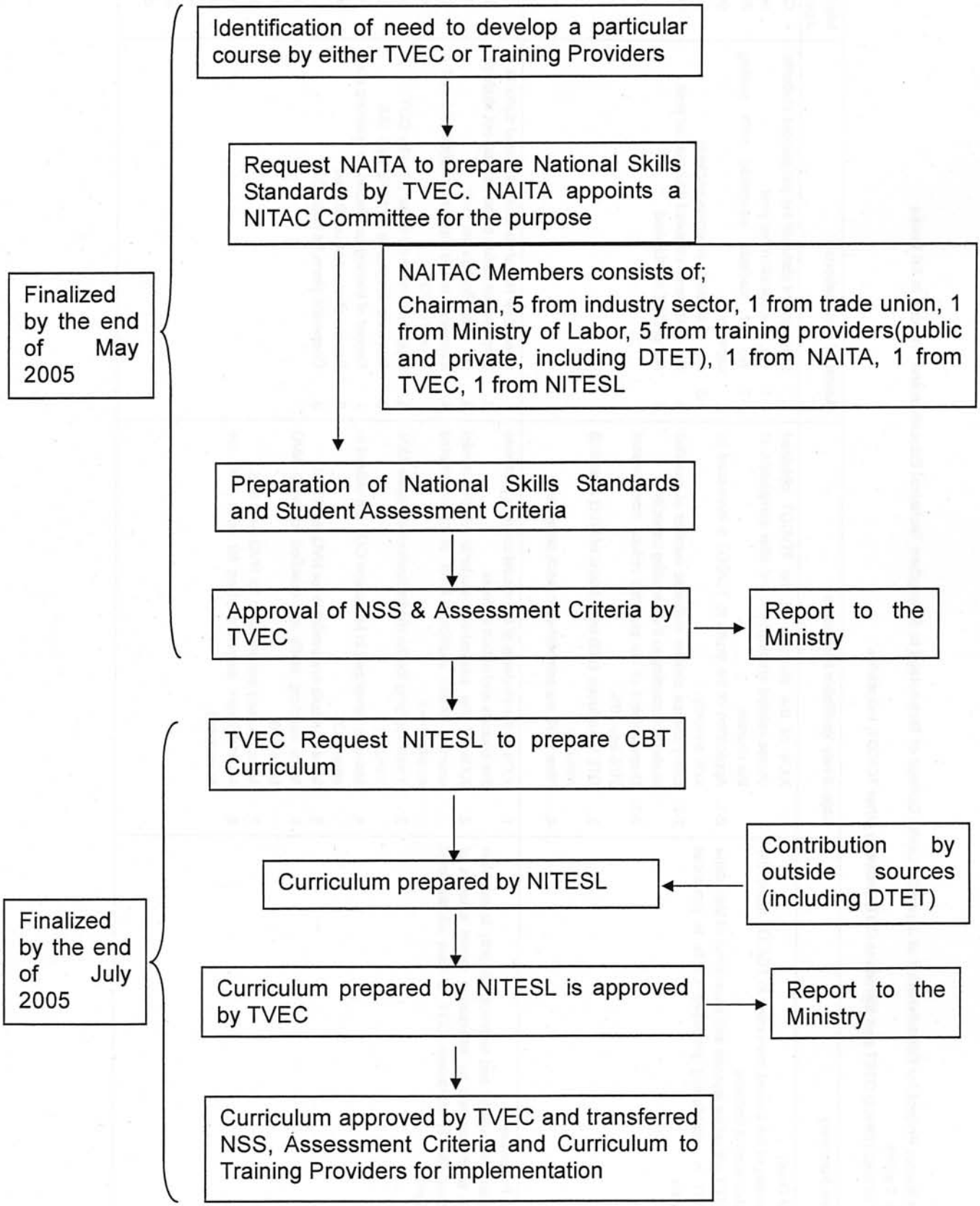
Organization chart
Department of Technical Education & Training



ORGANIZATIONAL CHART



Flow Chart on Approval of Curriculum



❖ **Project Name: Project for Establishment of Japan Sri Lanka College of Technology to Strengthen Technical Education and Training in Sri Lanka**
❖ **Period: 5 years**
❖ **Target Group: (direct) DTET and Maradana COT, (indirect) other TC/COT, industries**

Narrative Summary	Objectively Verifiable Indicators	Means of Verifications	Important Assumptions
(Overall Goal) 1. Quality of the trained manpower in TC/COT meets the labor market demand 2. DTET will utilize lessons and experience of Maradana COT in establishing proposed COTs in provincial basis.	1. XX% of the students of the TC/COT obtained course-related employment on/ after completion of the courses 2-1. Application of the youth to TC/COT is increased by xx% annually. 2-2. Every course obtains sufficient number of qualified students according to their seating capacity 2-3. Dropout rates of the students reduce from present 20% into 10%. 3. DTET produces 1000 technicians of NVQ level 5&6 annually 4. Nine COT are established in each province	1. Employment status of the passed-out students 2-1. No. of application per year 2-2. No. of students compared with seating capacity 2-3. No. of students dropouts per year 3. No. of students obtained diploma per year 4. No. of COT established	• Cease-fire agreement of the Sri Lankan government and LTTE will be continued.
(Project Purpose) DTET gains managerial and technical capacity to establish COTs in each province by introducing model courses of NVQ level 5&6 in Maradana COT to train middle level technicians.	1. XX% of the students of the model courses complete the courses and obtain diploma. 2. XX% of the passed-out students of the model courses obtain expected level of course-related employment 3. Youth applying for the model courses increase XX% annually. 4. Manuals developed in Maradana COT are utilized in other COT 5. More curricula are available for NVQ level 5&6. 6. More teaching staffs are qualified to teach NVQ level 5&6. 7. More courses are available for NVQ level 5&6. 8. Nine different corporate plans for each COT are formulated	1. Record on No. of students obtained diploma 2. Employment status of the passed-out students 3. No. of application per year 4. Interviews to the director/principal and staff of other TC/COT 5. Proposals made by other TC to be COT 6. Curricula developed for NVQ level 5&6 7. Record of training conducted for teaching staffs 8. Record of courses conducted 9. Cooperate plans for each COT	• Economic development and labor demand for the middle level technical personnel will be continued. • Policy and priority area of the Sri Lanka government on human resource development will not be changed • Ministry's policy on establishing COT will not be changed

(Outputs) 1. NVQ level 5&6 model training courses are introduced and conducted effectively in Maradana COT in the fields of Information and Communication Technology, Mechatronics and Metal Work.	1-1. Syllabi and training materials for the model courses is developed timely 1-2. Equipment is purchased and installed timely 1-3. Training infrastructure is established timely 1-4. Teaching staffs are trained to teach the model courses 1-5. Weekly and monthly training schedules for each course are formulated timely 1-6. More than XX% of the students of the first batch complete the courses and obtain diploma 1-7. Monitoring is conducted periodically and lessons leaned are reflected to the courses and documented in manual	1-1. Syllabi and training materials developed 1-2. Date of installation of the equipment 1-3. Date of establishment training infrastructure 1-4. Record of training conducted for teaching staffs 1-5. Weekly and monthly training schedule formulated 1-6. record on No. of the students per course who applied, recruited, completed and obtained diploma 1-7. Monitoring and evaluation reports of the courses, and record on actions taken according to the recommendation in the reports	• Policy and priority area of the Sri Lanka government on human resource development will not be changed • Ministry's policy on establishing COT will not be changed • Trained staff will remain working for TC/COT
2. DTET establishes a system for the training courses to fulfil industry's needs.	2-1. Technical Committee is formed for each model courses and meetings are held more than XX times a year 2-2. Industries visit the model training courses to monitor and evaluate the courses XX times a year 2-3. Recommendations are made by the industry to improve the courses 2-4. Survey on industry's needs are conducted continuously 2-5. Periodical industrial placement for teaching staffs is implemented regularly. 2-6. In-plant training is conducted in each new course for the period of more than XXX week a year. 2-7. Short-term courses are held regularly.	2-1-1. No. of Technical committee formed 2-1-2. Record on No. of committee meetings held per year 2-2. Record on No. of visits of the committee members to the courses 2-3. Report and Minutes of the meeting of the committee 2-4. Report on the industry's needs made by the committee 2-5. Record on No. of periodical industrial placement of the teaching staffs 2-6. Record of the in-plant training conducted 2-7. Record on short-term courses held.	
3. Management capacity of DTET on training delivery is improved.	3-1-1. More than XX% of the students are using the career guidance/ labor market information available at the Maradana COT 3-1-2. Individual counseling is held for more than XX students per month 3-1-3. Career guidance seminar is held for the applicants to give appropriate idea on course related employment. 3-1-4. Career guidance seminar is conducted for COT	3-1-1. Record on No. of students using the data base 3-1-2. Record on No. of counseling held per month 3-1-3. Record on No. of career guidance seminar held prior to entrance 3-1-4. Record on No. of career guidance seminar held for TC students per year 3-2. Record on implementation of aptitude tests 3-3. Document on module based curriculum, planning documents on allocation of the staff	

	students XX times a year. 3-2. Aptitude test is introduced for student selection. 3-3. Part-time courses on the new subject are about to commence 3-4-1 A system of conducting periodical studies to ensure the relevance of the quality and level of the training is established. 3-4-2 Results of the studies are effectively used to improve quality and level of the training. 3-5. Introduced handbook, visual tools, teachers guide, etc. are used effectively and appreciated at all the COT/TC. 3-6. National skill competitions are continuously held and budgetary provisions for the event are given to make the event financially sustainable.	and budget for short-term courses 3-4-1. Report and recommendations made by the studies 3-4-2. No. of recommendations in the study report for which certain actions were made by the management 3-5. Evaluation made by students and staff of other TC 3-6. Report on National skill competition	
4. Accumulated know-how in Maradana COT is shared among the TC/COT, in the field of preparation of NVQ level 5&6 courses and improved methods on training delivery.	4-1. Proposals are developed and preparation has done to commence additional diploma courses in Maradana TC. 4-2-1. Manuals on formulation of NVQ level 5&6 courses are developed and used in other TC/COT. 4-2-2. More than XX No. of Technical committees are formulated and function in other TC/COT. 4-2-3. More than XX No. of TC/COT introduce the system to collect and update labor market information. 4-2-4. More than XX TC/COT introduce aptitude test. 4-2-5. Manuals for formulation of part-time diploma courses are documented. 4-2-6. Studies are conducted in other TC/COT to ensure the relevance of the courses. 4-2-7. Seminars and workshops are held by each counterpart of the Project. 4-2-8. More than XXX teaching staffs participate short-term courses and completed successfully. 4-3 Seminars and workshops are held by each counterpart of the Project.	4-1. Proposal and plan for financial and human resource arrangement needed for the additional courses 4-2-1. Manuals on formulation of NVQ level 5&6 courses 4-2-2. Records and minutes of Technical Committee in other TC/COT. 4-2-3. Record on No. of students using labor market information system per months 4-2-4. Record on student selection in other TC/COT 4-2-5. Manuals on formulation of part-time diploma courses 4-2-6. Study report and recommendation taken to the management 4-2-7. Report of the seminars and workshops held by Project counterparts 4-2-8. Report of the short term courses held 4-3. Report of short-term courses held by Project counterparts	

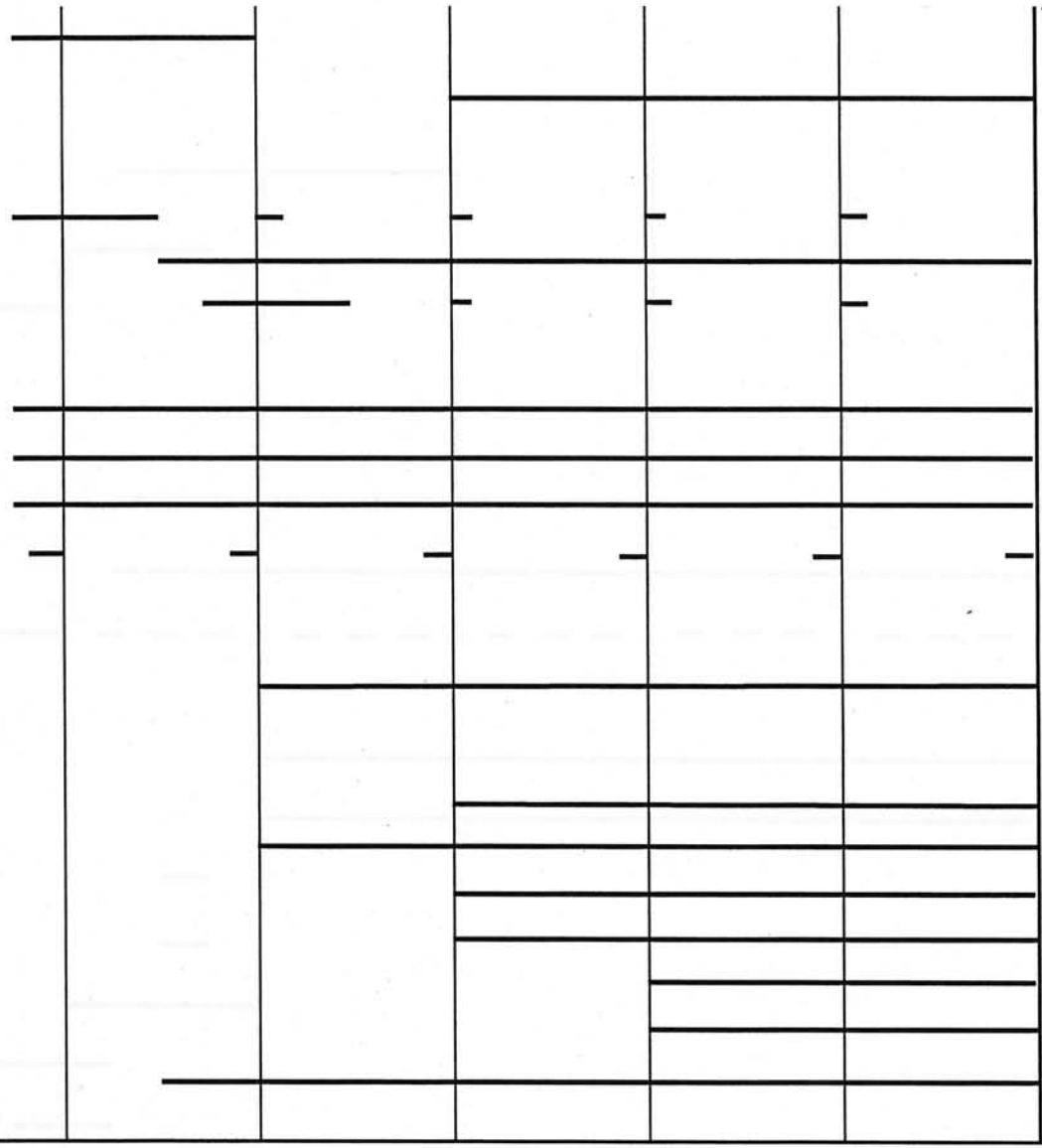
(Activities) 1-1. Develop syllabi and teaching materials for the model courses 1-2. Install equipment for the courses 1-3. Establish training infrastructure for the courses 1-4. Update teaching staff's technical skill and teaching method for the courses. 1-5. Formulate weekly and monthly training schedule along with the time tables to allocate teaching staff, equipment, and class rooms. 1-6. Formulate list of training tools and equipment necessary for practical training 1-7. Conduct courses 1-8. Monitor the courses periodically 2-1. Formulate functional Technical Committee for each model course to establish collaborative relationships between COT and industry 2-2. Promote in-plant training of the model courses by enhancing industrial relationship. 2-3. Enhance public relations of Maradana COT, including frequent implementation of short-term courses on model courses, periodical industrial placements by teaching staff, etc. 3-1. Enhance capacity of DTET to conduct effective career guidance and counseling, including; • Base-line survey on present situation of career guidance in Maradana COT • Introduce a system to collect and update labor market information for the students in Maradana COT. • Provide advice to the career guidance officers of Maradana COT in the fields of; effective and continuous implementation of counseling and career guidance, communication with industry, etc. 3-2. Rationalize selection criteria of Maradana COT,	**(Inputs)** **Japanese side:** 1. JICA Long term experts including; • Chief Advisor • Project Coordinator • Information and Communication Technology • Mechatronics • Metal Work • JICA Short term experts in necessary fields 2. Equipment (necessary for the model courses) 3. Counterpart training in Japan for: • Counterparts/ teaching staff of Maradana COT • Directors/Principals of TC/COT **Sri Lankan side:** Counterparts including; • Director General of DTET • Directors of DTET • Director of Maradana COT • Teaching staff of the model courses Administrative personnel Necessary Infrastructure for the Project including; • Office facility equipped with office furniture, electricity supply and direct telephone line, for the Project team • Classrooms and workshops for the model courses • Basic facilities for the model courses like white board, desks, chairs and shelves. Budget for the Project such as; • Expenses for the implementation of the model courses • Construction expenses for the installation of the equipment for the model courses	• Process of purchasing the equipment for the model course is not hampered. • Necessary infrastructure of the Project is offered timely. • Counterpart of the Project will continue working for TC/COT. **(Pre-condition)** • Skill standards and curricula of the model courses are authorized.

including introduction of aptitude tests. 3-3. Support preparation for part-time diploma courses in Maradana COT for those who are working in industry and who have completed NVQ level 4. 3-4. Conduct periodical studies at Maradana COT to ensure the relevance of the quality and level of the training, including; • A survey on employment status of the passed-out students. • Evaluation of the training courses with the participation of the students • A survey on quality and skill level of the passed out students by inquiring industries they are working for. 3-5. Improve training materials including; • Student handbooks • Audio-visual teaching tools • Teachers' guide, etc. 3-6. Conduct and expand National Skill Competitions annually. 4-1. Support formulation of additional NVQ level 5&6 courses in Maradana COT with the initiative of DTET. 4-2. Disseminate improved management skills to other TC/COT, in the fields of; • Formulation of training courses of NVQ level 5&6 • Industry collaboration • Career guidance/counseling • Selection criteria • Formulation of part-time diploma courses • Studies to ensure the relevance of the courses 4-3. Improve technical skills of the instructors engaging in teaching of similar subjects to the model courses.		

Plan of Operation (PO)

Activities	Targets	2005		2006				2007				2008				2009				2010			
		7	10	1	4	7	10	1	4	7	10	1	4	7	10	1	4	7	10	1	4	7	10
1. NVQ level 5&6 model training courses are introduced and conducted effectively in Maradana COT in the fields of Information and Communication Technology, Mechatronics and Metal Work.																							
1-1. Develop syllabi and teaching materials for the model courses	Syllabi and teaching materials for 3 model courses are developed.																						
1-2. Install equipment for the courses	Equipment for the model courses are developed.																						
1-3. Establish training infrastructure for the courses	Training infrastructure is arranged.																						
1-4. Update teaching staff's technical skill and teaching method for the courses.	Technical skill and teaching method of teaching staff of the model courses are upgraded.																						
1-5. Formulate weekly and monthly training schedule along with the time tables to allocate teaching staff, equipment, and class rooms.	Weekly and monthly training schedule and time tables are developed.																						
1-6. Formulate list of training tools and equipment necessary for practical training	Lists of training tools and equipment are developed and tools / equipment are prepared.																						
1-7. Conduct courses	Conduct 3 model courses.																						
1-8. Monitor the courses periodically	Course monitoring is conducted continuously and the results are fed back to the implementation of the courses.																						
2. DTET establishes a system for the training courses to fulfil industry's needs.																							
2-1. Formulate functional Technical Committee for each model course to establish collaborative relationships between COT and industry	Technical Committees are formulated and held periodically.																						
2-2. Promote in-plant training of the model courses by enhancing industrial relationship.	In-plant training is conducted with support from industry.																						
2-3. Enhance public relations of Maradana COT, including frequent implementation of short-term courses on model courses, periodical industrial placements by teaching staff, etc.	Public relations of Maradana is enforced by the implementation of short-term courses and industrial placements of teaching staff.																						
3. Management capacity of DTET on training delivery is improved.																							
3-1. Enhance capacity of DTET to conduct effective career guidance and counseling, including;																							
• Base-line survey on present situation of career guidance in Maradana COT	Base-line survey on career guidance in Maradana COT is conducted.																						
• Introduce a system to collect and update labor market information for the students in Maradana COT.	Means to collect and update labor market information for the job placement of Maradana students is identified and systematized.																						
• Provide advice to the career guidance officers of Maradana COT in the fields of; effective and continuous implementation of counseling and career guidance, communication with industry, etc.	Training of career guidance officers is conducted.																						

3-2. Rationalize selection criteria of Maradana COT, including introduction of aptitude tests.	Aptitude tests are introduced for the selection of model courses students.
3-3. Support preparation for part-time diploma courses in Maradana COT for those who are working in industry and who have completed NVQ level 4.	Part-time diploma courses are prepared.
3-4. Conduct periodical studies at Maradana COT to ensure the relevance of the quality and level of the training, including;	
• A survey on employment status of the passed-out students.	Tracer study of passed-out students is conducted.
• Evaluation of the training courses with the participation of the students	Course evaluation by the students is introduced.
• A survey on quality and skill level of the passed out students by inquiring industries they are working for.	Satisfaction survey on the quality of the students is conducted.
3-5. Improve training materials including;	
• Student handbooks	Student handbooks are produced, distributed and utilized in classrooms.
• Audio-visual teaching tools	OHP Sheets are produced, distributed and utilized in classrooms.
• Teachers' guide, etc.	Teachers' guides are produced, distribued and utilized by teaching staff.
3-6. Conduct and expand National Skill Competitions annually.	National Skill Competitions are conducted annually.
4. Accumulated know-how in Maradana COT is shared among the TC/COT, in the field of preparation of NVQ level 5&6 courses and improved methods on training delivery.	
4-1. Support formulation of additional NVQ level 5&6 courses in Maradana COT with the initiative of DTET.	Additional NVQ level 5&6 courses are prepared in Maradana COT.
4-2. Disseminate improved management skills to other TC/COT, in the fields of;	Improved management skills successfully tested in Maradana COT is shared among TC/COT responsibles and tried in other TC/COTs.
• Formulation of training courses of NVQ level 5&6	Formulation of training courses of NVQ level 5&6
• Industry collaboration	Industry collaboration
• Career guidance/counseling	Career guidance/counseling
• Selection criteria	Selection criteria
• Formulation of part-time diploma courses	Part-time diploma courses
• Studies to ensure the relevance of the courses	Studies to ensure the relevance of the courses
4-3. Improve technical skills of the instructors engaging in teaching of similar subjects to the model courses.	Technical skills of teaching staff in other TCs are improved by the implementation of short-time courses.



TENTATIVE SCHEDULE OF IMPLEMENTATION (TSI)

Subject of Activities	2005				2006				2007				2008				2009				2010			
	1	4	7	10	1	4	7	10	1	4	7	10	1	4	7	10	1	4	7	10	1	4	7	10
I. Term of Cooperation																								
II. Inputs by the Sri Lankan Side																								
1. Building and facilities																								
2. Assignment of counterpart personnel																								
3. Assignment of administrative personnel																								
4. Allocation of budget																								
III. Inputs by the Japanese Side																								
1. Dispatch of long-term experts																								
2. Dispatch of short-term experts																								
3. Training of counterpart personnel in Japan																								
4. Provision of equipment																								
5. Dispatch of consultation/evaluation teams																								
IV. Joint Coordinating Committee																								
VI. Introduction of model courses																								
1. Preparation for model courses (3 fields)																								
2. Conduct model courses(3 fields)																								
V. Relationship b/w Industry																								
1. Technical Committee Activities																								
2. In-plant Training																								
3. Public Relations Activities																								
VII. Improvement of Training Delivery																								
1. Career Guidance																								
2. Selection Criteria																								
3. Part-time Diploma Courses																								
4. Information Management																								
5. Training Materials																								
6. National Skill Competitions																								
VIII. Model Sharing																								
1. To other courses in Maradana																								
2. To other CoT																								
3. Improvement of technical skills in TC/CoT																								