

スリランカ技術教育訓練再編整備計画・事前評価調査対処方針および調査概要

| 調査項目 | 現状及び問題点 | 対処方針 | 調査概要 |
|----------------------------------|---|--|---|
| <p>調査項目</p> <p>(1) 政策との整合性確認</p> | <p>TVEC (Tertiary and Vocational Education Commission, MSDVTE)</p> <ul style="list-style-type: none"> 人材育成政策の確認、技術教育短大(College of Technology, CoT) に期待する人材育成像の確認 技術教育短大 (CoT) 導入計画の具体的スケジュールの確認 NVQs レベル 5 ~ 7 の作成の進捗と今後の方針確認 JICA がマラダナ校で導入する訓練内容の NVQs への編入 (可能かどうか) ADB の協力の下作成した NVQs レベル 1 ~ 4 について、新カリキュラム、CBT マニユール等の運用・活用方針 <p>ADB</p> <ul style="list-style-type: none"> SDP の第 2 フェーズ (レベル 5 ~ 7) の準備・進捗状況 技術短大レベルへの関わり方 | <p>スリランカ政府の技術教育訓練改善に対する取組状況を明らかにすることにより、本プロジェクトの実施および計画内容の妥当性を確認する。</p> <p>プロジェクトで導入する職業能力開発体制を、逐次政策へ反映させていく意向を先方へ伝えるとともに、先方の了解をとる。</p> <p>ADB は、技術教育訓練分野で既に先行するプロジェクトを実施しているため、今後の協力の方向性と協調・連携の可能性を確認する。</p> <p>本プロジェクトの重要なステークホルダーとなる、産業界の、本プロジェクトへの協力意向取り付けを行う。</p> | <ul style="list-style-type: none"> プロジェクトで導入する NVQ レベル 5, 6 のモデルコース (情報通信・メカトロ・溶接) に関し、先方の了解と、JICA の協力を歓迎する旨が表せられた。また、スリランカ政府内手続きにのっとり、上記 3 コースにかかる NVQs のスキルスタンダードとカリキュラムの承認をプロジェクト開始までに終了するよう、ミニッツにて合意済み。 CoT 導入の具体的スケジュールは未定。 <ul style="list-style-type: none"> 第一フェーズの評価および第二フェーズの予定については、2005 年 3 月 ~ 5 月に実施の Appraisal により確定する予定。 JICA の協力については、歓迎。第一フェーズで、マラダナ校に若干の機材供与をする可能性があるという情報もあり。 <ul style="list-style-type: none"> カリキュラム素案を提示したところ、産業界のニーズとは合致しているとのコメントがあった。PCM ワークショップにも、溶接・メカトロの業界 |
| <p>(2) 産業界との連携</p> | <p>業界団体</p> <ul style="list-style-type: none"> 業界団体の協力取り付け 現在の技術教育と産業界との連携状況 | <p>本プロジェクトの重要なステークホルダーとなる、産業界の、本プロジェクトへの協力意向取り付けを行う。</p> | <ul style="list-style-type: none"> カリキュラム素案を提示したところ、産業界のニーズとは合致しているとのコメントがあった。PCM ワークショップにも、溶接・メカトロの業界 |

| | | | |
|--|--|---|--|
| <p>(3)プロジェクト計画に関する協議</p> | <p>DTET,MSDVTE</p> <ul style="list-style-type: none"> ● NVQsレベル5～6の新教育・訓練を実施するに際しての省内外との役割分担(NVQs、カリキュラム、教材、指導員養成、など) ● モデルの普及体制およびモニタリング体制の確認 ● プロジェクトで実施する訓練コースの内容、カリキュラム、教材等の検討 ● 新規コースを開設した場合の生徒需要および企業側の雇用需要 ● カウンターパートの確保、予算の確保、施設の確保 | <p>スリランカ政府内の役割分担を明確にした上で、効果的なプロジェクトの実施体制について協議する。</p> <p>普及の試行導入となる地方の指導員への研修も含め、普及体制の構築支援はプロジェクトで行うが、普及の最終責任はスリランカ側にあることを確認する。</p> <p>プロジェクトでモデル的に指導する分野の指導内容について詳細を検討し、供与機材の概要を決定していく。協力分野は、情報通信、メカトロ、溶接とする。ただし、溶接については協力期間を2年間を目処とし、中間評価で成果が認められれば、別に1分野の協力を追加することを検討する。</p> | <p>団体からの積極的な参加があった。</p> <ul style="list-style-type: none"> ● 今後スリランカ政府主導で作成するNVQsの作成にも、業界団体が協力するシステムが構築されている。 ● スリランカ政府の役割体制を確認。関連機関をプロジェクトのJCCに参加させることで、先方の了解を取り付け済み。 ● プロジェクトでは、当初NVQレベル5, 6の3コース(情報通信・メカトロ・溶接)をモデルコースとして協力し、本コース立ち上げの経験を生かし、他のコースの立ち上げ支援を行うことを確認。4コース目以降は、日本側は、技術的アドバイザー、研修・セミナー開催などで支援する(投入としては、長期専門家1分野、短期専門家、研修員受け入れ、現地研修など) ● モデルコースのカリキュラムドラフトをDTET/調査団合同にて作成。カリキュラムに基づいた供与機材リストを作成。 ● スリランカ側の負担事項(カウンターパート、ローカルコスト、施設の確保)について、ミッツにて合意済み。施設については、現場調査を行い、施設使用の素案を作成、プロジェクト開始までの先方負担工事を一部依頼済み。 ● 同校CoT昇格は政府の方針であり、閣議決定が近日中になされる予定。NVQsレベル5, 6のこ |
| <p>マラダナ校</p> <ul style="list-style-type: none"> ● モデル技術教育短大(CoT)に向けた準備状況 ● 現在行われているコースのタイムスケジュール | <p>マラダナ校の抱える課題を明らかにし、解決するためのプロジェクト活動を検討する。</p> | | |

| | | |
|---|--|--|
| <p>ール、訓練の流れ</p> <ul style="list-style-type: none"> レベル5, 6の新規訓練コースを導入した後の、既存コースの取り扱い プロジェクトで導入する訓練コースの内容、カリキュラム、機材等の検討 (DTET と合同) 組織体制の確認 (プロジェクト開始にあたって変更があるのか) 就職指導の現状 (職業指導センターの有無・運営状況) 地元産業界との連携状況 レベル5, 6相当の指導員配置計画、現在の指導員のレベル (レベル5, 6を指導できるか) 指導員育成計画 機材の状況 (特に現地調達が可能か 機種、メンテナンス・更新状況) プロジェクトでスリランカが負担できる予算の確認 | <p>カウンターパートが確保可能か、またカウンターパートの技術レベルを確認する 供与機材の調達・管理計画を検討する。</p> | <p>コースについては、準備が整い次第、順次立ち上げていく予定。プロジェクト協力対象外で、既存のコースについては、準備が整うまでは現在行っている訓練を継続する。</p> <ul style="list-style-type: none"> DTET と行ったモデルコースカリキュラムドラフトの作成にマラダナ校指導員も参加。訓練施設使用案についても、マラダナ校の了解を取り付け済み。 組織体制については、CoT 昇格にあたり、現体制から産業界との連携担当の管理職ポストを1名増加し、関係を強化すること。モデルコースについては、各分野に「テクニカル・コミッティー」を設け、産業界との緊密な連携の下訓練を実施していくことを合意済み。 キャリアガイダンス、就職指導については、「就職指導センター」は物理的に設けられているものの、収集情報が十分ではなく、利用も限られている。モデルコースについては、キャリアガイダンスも訓練の中に組み入れていく予定であり、「就職指導センター」の側面支援も行っていく。ADB も支援を予定している。 予算・人員配置については、DTET の決定事項。 |
| <p>他の技術短大 (1~2校)</p> <ul style="list-style-type: none"> 現在行われているコースの現状、訓練の流れ、課題 プロジェクトで導入する訓練コースの地元でのニーズ (なにをどのように普及させていくのがよいか) | <p>マラダナ校で確立した職業能力開発体制を地方の技術教育短大へ普及するにあたり、地方のニーズ・課題を明らかにする。</p> <ul style="list-style-type: none"> 地方の CoT 昇格については、準備が整い次第順次行っていくとすることで、具体的なスケジュールは決定していない。訓練内容については、地元の | |

| | | | |
|---|---|---|--|
| | <ul style="list-style-type: none"> ● 地元産業界との連携状況 ● 技術短大 (CoT) 昇格に向けた準備状況 ● 指導員配置状況、指導員のレベル、指導員育成計画 | <p>プロジェクトの中で、レベル5, 6の訓練コースを指導する指導員に対する技術移転を行うことになるので、NITESLとの権限や責任範囲を明確にする。</p> | <p>二一ズに基づき各 CoT で決定できる。DTET は、他の CoT が NVQ レベル5, 6のコースを立ち上げる際に、マラダナ校でのモデルコース立ち上げ経験を生かしていくこととなる。プロジェクトでは、状況により、セミナーやワークショップ開催などにより一部支援する。</p> |
| <p>NITESL (指導員養成機関), MSDVTE</p> <ul style="list-style-type: none"> ● レベル5, 6の指導員の養成・再訓練・配置計画 | <p>プロジェクトにおいて、指導員のレベルアップを行うことについては NITESL 側の了承済み。指導員の伝達研修を通じて、他の短大の指導員や NITESL の講師陣のレベルアップも検討してほしい旨要望あり。</p> <ul style="list-style-type: none"> ● NITESL はカリキュラム作成担当機関。JCC のメンバーとなる。 | | |
| <p>その他</p> <p>NAITA (徒弟訓練担当機関) MSDVTE</p> | | | <ul style="list-style-type: none"> ● 現体制においては、NAITA が MSDVTE の中でも産業界との連携体制を構築している。プロジェクトの専門家とも適宜情報交換をしていくことで、先方も歓迎。 ● NAITA は、NVQ 作成担当機関。JCC のメンバーとなる。 |

調査概要については、基本的にミニッツに盛り込み、先方と合意した。

- ❖ 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 |
|--|---|--|--|
| <p>(Overall Goal)</p> <ol style="list-style-type: none"> 1. Quality of the trained manpower meets the local and foreign labor market demand 2. TC/COT become more attractive and popular 3. Shortage of middle level technical personnel is reduced 4. DTET establishes COT in other provinces utilizing the experience of Maradana COT | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • Cease-fire agreement of the Sri Lankan government and LTTE will be continued. |
| <p>(Project Purpose)</p> <p>DTET gains managerial and technical capacity to establish other eight COT in each province by upgrading Maradana TC as a model College of Technology which provides technicians of NVQ level 5&6 to meet the local and foreign labor market demand.</p> | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • 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 |

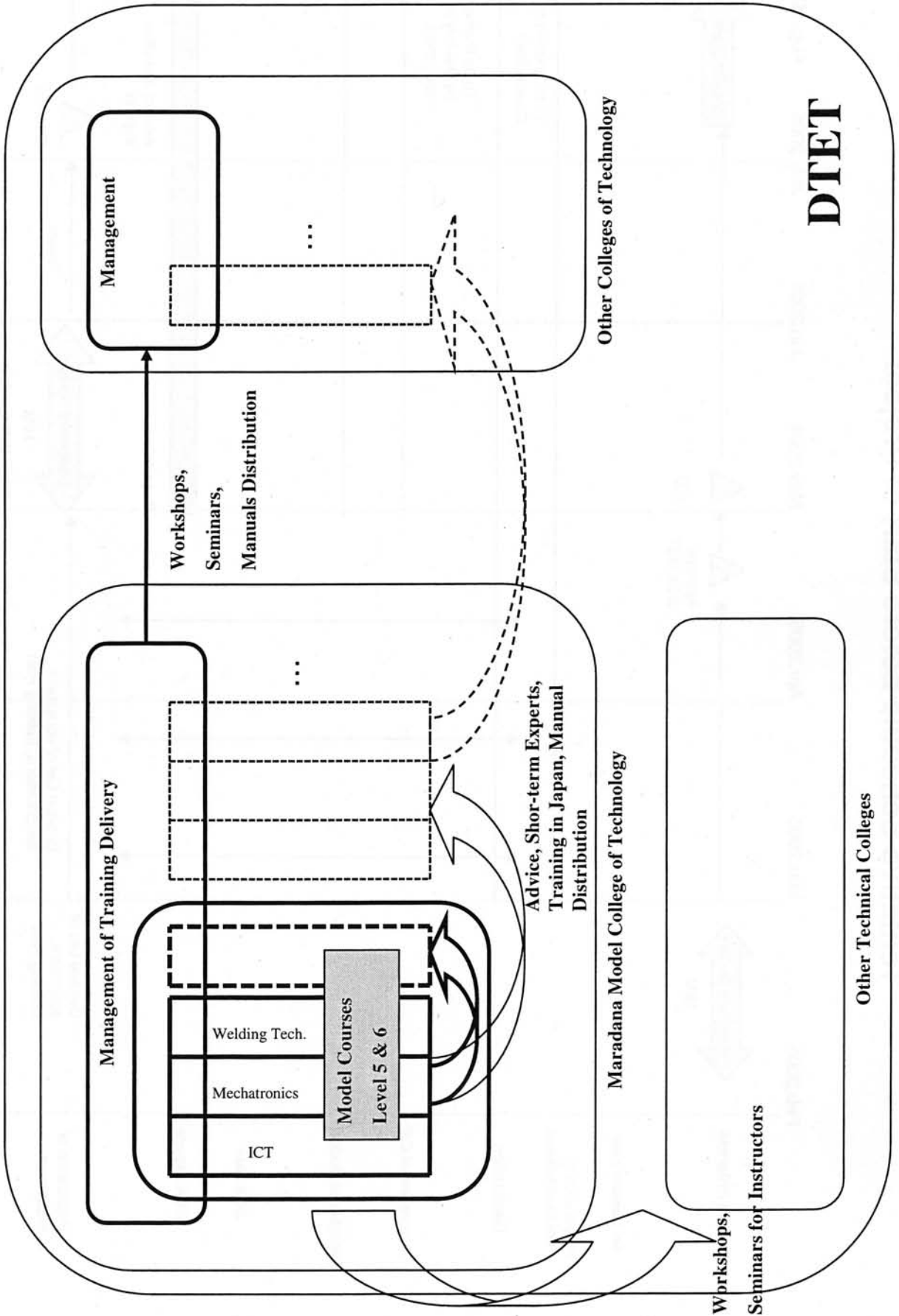
| | | | |
|---|--|--|---|
| <p>(Outputs)</p> <p>1. NVQ level 5&6 model training courses are introduced and conducted effectively in Maradana COT, initially in the fields of Information and Communication Technology, Mechatronics, Welding and thereafter in necessary fields.</p> | <p>1-1. Syllabi and training materials for the model courses is developed timely</p> <p>1-2. Equipment is purchased and installed timely</p> <p>1-3. Training infrastructure is established timely</p> <p>1-4. Teaching staffs are trained to teach the model courses</p> <p>1-5. Weekly and monthly training schedules for each course are formulated timely</p> <p>1-6. More than XX% of the students of the first batch complete the courses and obtain diploma</p> <p>1-7. Monitoring and evaluation are conducted periodically and lessons learned are reflected to the courses and documented in manual</p> | <p>1-1. Syllabi and training materials developed</p> <p>1-2. Date of installation of the equipment</p> <p>1-3. Date of establishment training infrastructure</p> <p>1-4. Record of training conducted for teaching staffs</p> <p>1-5. Weekly and monthly training schedule formulated</p> <p>1-6. Record on No. of the students per course who applied, recruited, completed and obtained diploma</p> <p>1-7. Monitoring and evaluation reports of the courses, and record on actions taken according to the recommendation in the reports</p> | <ul style="list-style-type: none"> • 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 |
| <p>2. DTET establishes a system for the training courses to fulfil industry's needs.</p> | <p>2-1. Technical Committee is formed for each model courses and meetings are held more than XX times a year</p> <p>2-2. Industries visit the model training courses to monitor and evaluate the courses XX times a year</p> <p>2-3. Recommendations are made by the industry to improve the courses</p> <p>2-4. Survey on industry's needs are conducted continuously</p> <p>2-5. Periodical industrial placement for teaching staffs is implemented regularly.</p> <p>2-6. In-plant training is conducted in each new course for the period of more than XXX week a year.</p> <p>2-7. Short-term courses are held regularly.</p> | <p>2-1-1. No. of Technical committee formed</p> <p>2-1-2. Record on No. of committee meetings held per year</p> <p>2-2. Record on No. of visits of the committee members to the courses</p> <p>2-3. Report and Minutes of the meeting of the committee</p> <p>2-4. Report on the industry's needs made by the committee</p> <p>2-5. Record on No. of periodical industrial placement of the teaching staffs</p> <p>2-6. Record of the in-plant training conducted</p> <p>2-7. Record on short-term courses held.</p> | |
| <p>3. Management capacity of DTET on training delivery is improved</p> | <p>3-1-1. More than XX% of the students are using the career guidance/ labor market information available at the Maradana COT</p> <p>3-1-2. Individual counseling is held for more than XX students per month</p> <p>3-1-3. Career guidance seminar is held for the applicants to give appropriate idea on course related employment.</p> <p>3-1-4. Career guidance seminar is conducted for COT</p> | <p>3-1-1. Record on No. of students using the data base</p> <p>3-1-2. Record on No. of counseling held per month</p> <p>3-1-3. Record on No. of career guidance seminar held prior to entrance</p> <p>3-1-4. Record on No. of career guidance seminar held for TC students per year</p> <p>3-2. Record on implementation of aptitude tests</p> <p>3-3. Document on module based curriculum, planning documents on allocation of the staff</p> | |

| | | |
|---|---|--|
| <p>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.</p> | <p>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</p> | |
| <p>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.</p> | <p>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</p> | <p>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. 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 participateshort-term courses and completed successfully. 4-3 Seminars and workshops are held by each counterpart of the Project.</p> |

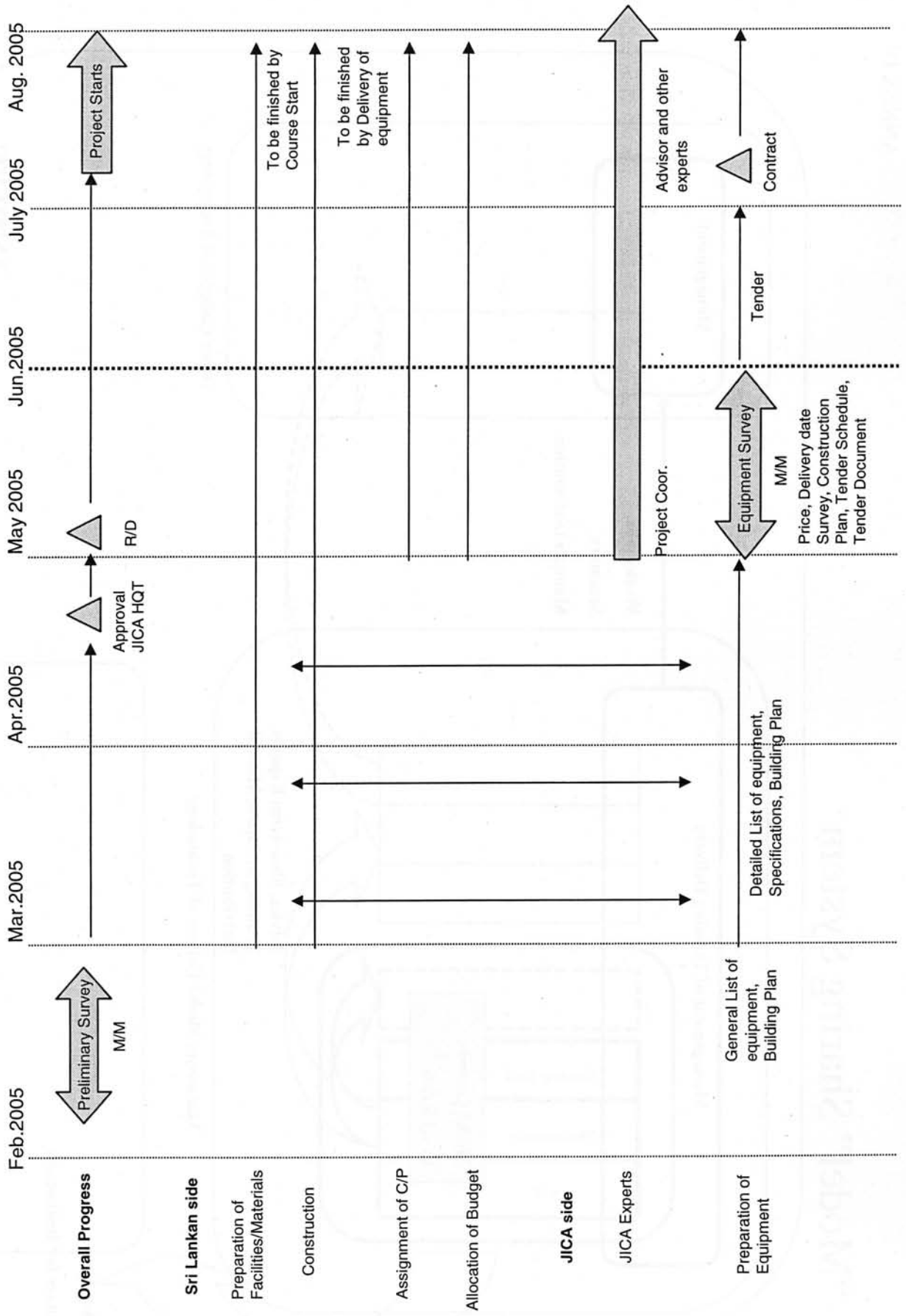
| | | | |
|--|--|---|---|
| <p>(Activities)</p> <p>1-1. Develop syllabi and teaching materials for the model courses</p> <p>1-2. Install equipment for the courses</p> <p>1-3. Establish training infrastructure for the courses</p> <p>1-4. Update teaching staffs' technical skill and teaching method for the courses.</p> <p>1-5. Formulate weekly and monthly training schedule along with the time tables to allocate teaching staffs, equipment, and class rooms.</p> <p>1-6. Formulate list of training tools and equipment necessary for practical training</p> <p>1-7. Conduct courses</p> <p>1-8. Monitor and evaluate the courses periodically</p> <p>2-1. Formulate functional Technical Committee for each model course to establish collaborative relationships between COT and industry</p> <p>2-2. Promote in-plant training of the model courses by enhancing industrial relationship.</p> <p>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.</p> <p>3-1. Enhance capacity of DTET to conduct effective career guidance and counseling, including;</p> <ul style="list-style-type: none"> • 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. <p>3-2. Rationalize selection criteria of Maradana COT,</p> | <p>(Inputs)</p> <p>Japanese side:</p> <ol style="list-style-type: none"> 1. JICA Long term experts including; <ul style="list-style-type: none"> • Chief Advisor • Project Coordinator • Information and Communication Technology • Mechatronics • Welding Technology/ XXXXX 2. JICA Short term experts in necessary fields 3. Equipment 4. Counterpart training in Japan for: <ul style="list-style-type: none"> • Counterparts/ teaching staffs of Maradana TC • Directors/Principals of TC/COT <p>Sri Lankan side:</p> <p>Counterparts including;</p> <ul style="list-style-type: none"> • Director General of DTET • Directors of DTET • Director of Maradana COT • Teaching staffs of the model courses <p>Administrative personnel</p> <p>Necessary infrastructure for the Project including;</p> <ul style="list-style-type: none"> • 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. <p>Budget for the Project such as;</p> <ul style="list-style-type: none"> • Expenses for the implementation of the model courses • Construction expenses for the installation of the equipment for the model courses | <ul style="list-style-type: none"> • 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. | <p>(Pre-condition)</p> <ul style="list-style-type: none"> • Skill standards and curricula of the model courses are authorized |
|--|--|---|---|

| | |
|--|--|
| <p>including introduction of aptitude tests.</p> <p>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.</p> <p>3-4. Conduct periodical studies at Maradana COT to ensure the relevance of the quality and level of the training, including;</p> <ul style="list-style-type: none"> • 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. <p>3-5. Improve training materials including;</p> <ul style="list-style-type: none"> • Student handbooks • Audio-visual teaching tools • Teachers' guide, etc. <p>3-6. Conduct and expand National Skill Competitions annually.</p> | |
| <p>4-1. Support formulation of additional NVQ level 5&6 courses in Maradana COT with the initiative of DTET.</p> <p>4-2. Disseminate improved management skills to other TC/COT, in the fields of;</p> <ul style="list-style-type: none"> • 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 <p>4-3. Improve technical skills of the instructors engaging in teaching of similar subjects to the model courses.</p> | |

“Model” Sharing System



Tentative Schedule before Start of Project



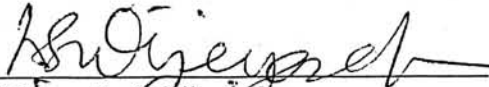
MINUTES OF MEETING
BETWEEN THE JAPANESE PREPARATORY STUDY TEAM AND
THE AUTHORITIES CONCERNED OF
THE GOVERNMENT OF THE DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA ON
JAPANESE TECHNICAL COOPERATION FOR
PROJECT FOR ESTABLISHMENT OF JAPAN SRI LANKA COLLEGE OF TECHNOLOGY
TO STRENGTHEN TECHNICAL EDUCATION AND TRAINING IN SRI LANKA


The Japanese Preparatory Study Team (hereinafter referred to as "the Team") organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") visited the Democratic Socialist Republic of Sri Lanka (hereinafter referred to as "Sri Lanka") from 8th February to 25th February, 2005 for the purpose of clarifying the outline and background of the request of the Government of Sri Lanka for the Project on Strengthening of Technical Education and Training through Establishment of College of Technology in Sri Lanka (hereinafter referred to as "the Project").

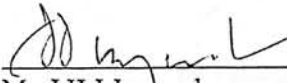
During its stay in Sri Lanka, the Team observed the Project site, exchanged views and had a series of meetings and a workshop with the authorities concerned in Sri Lanka.

As a result of the discussions, the Team and the Sri Lankan authorities concerned agreed on the matters referred to in the document attached.

Colombo, 25th February, 2005


Prof. Dayantha S. Wijeyasekera,
Secretary,
Ministry of Skills Development, Vocational and
Technical Education
The Democratic Socialist Republic of
Sri Lanka


Mr. Shuji Ono,
Group Director, Group II (Technical Higher Education),
Human Development Department,
Japan International Cooperation Agency


Mr. J.H.J. Jayamaha
Additional Director General
Department of External Resources
Ministry of Finance and Planning
The Democratic Socialist Republic of Sri Lanka

THE ATTACHED DOCUMENT

The meetings between Sri Lankan authorities concerned, such as the Ministry of Skills Development, Vocational and Technical Education (hereinafter referred to as "MSDVTE") and JICA were held between 8th February and 25th February, 2005 in Colombo, Sri Lanka. The list of participants is shown in ANNEX I.

1. INTRODUCTION

The Government of Sri Lanka places a high priority on human resources and skills development in her economic policy framework, "Creating our future, building our nation" which has been formulated by the government in July 2004. The Department of Technical Education and Training (hereinafter referred as "DTET"), MSDVTE, is the key organization as a training provider, responsible for the management of 36 Technical Colleges in Sri Lanka. DTET introduced a new strategy to improve the quality of trained manpower in order to match the industrial needs by upgrading nine existing Technical Colleges (TC) to Colleges of Technology (CoT) which provide National Vocational Qualifications Level 5 and 6. In accordance with this strategy, MSDVTE made a request in July 2004 to Government of Japan to establish a model College of Technology and to contribute to the reform of technical education and training in Sri Lanka.

In response to the request, JICA has dispatched Technical Study Team from September to October 2004 to confirm the framework of the request and conducted a survey on employment trend as well as technical education system in Sri Lanka. As a result of the study, Japanese government has decided the execution of the project.

The Preparatory Study Team was thus dispatched to confirm the scope of cooperation, relevance of the project and the plan of project implementation.

2. OBJECTIVE OF THE PROJECT

(1) Overall Goal

The overall goal of the Project is

- (a) Quality of the trained manpower meets the local and foreign labor market demand.
- (b) TC/CoT become more attractive and popular.
- (c) Shortage of middle level technical personnel is reduced.
- (d) DTET establishes CoT in other provinces utilizing the experience of Maradana CoT.

(2) Project Purpose

The purpose of the Project is that DTET gains managerial and technical capacity to establish other eight CoTs in each province by upgrading Maradana TC as a model College of Technology which provides

technicians of NVQ level 5&6 to meet the local and foreign labor market demand.

(3) Target Groups

Direct target of the Project will be DTET and Maradana CoT and indirect target groups will be other TC/CoT, and relevant industries.

3. SCOPE OF TECHNICAL COOPERATION

(1) The Project will be tentatively named as the Project for establishment of Japan Sri Lanka College of Technology to Strengthen Technical Education and Training in Sri Lanka.

(2) The Project will be implemented for five years from the date which is to be agreed between the Sri Lankan authorities concerned and JICA.

(3) The Project will cover the following fields:

Information and Communication Technology

Mechatronics

Welding Technology

In the process of technology transfer, other necessary fields and inputs from both Sri Lankan and Japanese sides would also be identified.

(4) The Project site will be situated at DTET and Maradana Technical College for the implementation of technical cooperation.

(5) Outputs of the Project

The following outputs are anticipated under the Project:

(a) NVQ level 5&6 model training courses are introduced and conducted effectively in Maradana CoT, initially in the fields of Information and Communication Technology, Mechatronics, Welding Technology and thereafter in necessary fields.

(b) DTET establishes a system for the training courses to fulfil industry's needs.

(c) Management capacity of DTET on training delivery is improved.

(d) 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. INPUTS TO THE PROJECT BY THE JAPANESE SIDE

(1) Dispatch of Long-term Experts

Chief Advisor,

Project Coordinator

Information and Communication Technology

Mechatronics

Welding Technology

(2) Dispatch of Short-term Experts

4 to 5 short-term experts per year will be dispatched according to the necessity for the smoother implementation of the Project.

(3) Training of Counterpart Personnel in Japan

Counterpart personnel will be trained in Japan according to the annual work plan of technical cooperation within the limits of the budget allocated for the technical cooperation.

(4) Provision of Equipment

The necessary equipment will be provided for the effective implementation of the Project within the budget allocated for the technical cooperation in following field. Tentative list of major equipment is attached as ANNEX II.

Information and Communication Technology

Mechatronics

Welding Technology

(5) Allocation of Budget

- Expenses for the necessary implementation of the project.

5. INPUTS TO THE PROJECT BY THE SRI LANKAN SIDE

(1) Assignment of counterparts

The Sri Lankan side will assign required number of SLTES personnel and instructors in DTET and Maradana as counterpart personnel by the start of the Project in order to ensure the implementation of the Project.

(2) Assignment of Administrative Personnel

The Sri Lankan side will assign required number of full-time administrative personnel at DTET and Maradana.

(3) Buildings and Facilities

- Office facility equipped with office furniture, electricity supply and direct telephone line, for the Project team at DTET and Maradana.
- Classrooms and workshops for the model courses.
- Basic facilities for implementation of the model courses, such as white boards, desks, chairs and shelves.

(4) Allocation of Budget

- Construction expenses for the installation of the equipment for the new courses such as electricity, air-conditioning and floor works.
- Salaries and other allowances for the Sri Lankan staff
- Expenses for electricity, water, gas, fuel and other contingencies
- Operational expenses for customs clearance, storage, domestic transportation and installation of the Project equipment provided by the Japanese side

- Expenses for maintenance of the Project facilities and equipment
- Expenses for the implementation of the model courses
- Other necessary local expenses of the Project

6. ADMINISTRATION OF THE PROJECT

- (1) The Secretary of MSDVTE will have overall responsibility for the Project.
- (2) Director General of DTET will have administrative and technical responsibility for the implementation of the Project. In case of any structural changes, the successor of DTET will continue to be responsible of the Project
- (3) The Joint Coordination Committee, which consists of both the Sri Lankan and Japanese sides, will be established for the smooth and effective implementation of the Project.

(a) Functions

The Joint Coordination Committee will meet at least once a year and whenever necessity arises to fulfill the following functions:

- (i) To formulate the annual work plan of the Project and to coordinate and monitor the overall progress of the Project based on the Tentative Schedule of Implementation within the framework of the Record of Discussions (hereinafter referred to as "R/D")
- (ii) To review the results of the annual work plan and the progress of the technical cooperation
- (iii) To exchange views on major issues that may arise during the implementation of the Project

(b) Membership

The members of the Committee shall comprise:

(i) Sri Lankan side

- Secretary of MSDVTE (chairperson)
- Director General of DTET
- Director General of TVEC, MSDVTE
- Chairman of NAITA, MSDVTE
- Director General of NITESL, MSDVTE
- Director of Maradana CoT
- Chairman of VTA
- The representatives from private sectors for each model course
- The representatives of Department of External Resources, Department of National Planning, Department of National Budget, Ministry of Finance

(ii) Japanese side

- Representative of JICA Sri Lanka Office
- Chief Advisor and Experts of the Project

(iii) Observers

- Officials of the Japanese Embassy in Sri Lanka
- Other personnel accepted by the members of the Committee

(4) The secretariat for the Project will be established at DTET. The function and membership will be determined in detail at the R/D discussion.

7. PROJECT DESIGN MATRIX

A Project Design Matrix (hereinafter referred to as "PDM") is usually used for Japanese technical cooperation projects to manage and implement the projects efficiently and effectively. It is also used as a reference for monitoring and evaluating the projects.

The PDM shown in ANNEX III will be applied to the Project with the following understanding:

- (1) PDM is a logically designed matrix which defines the initial understanding of the framework for the Project and indicates the logical steps towards the achievement of the Project Purpose.
- (2) PDM is to be flexibly developed according to the progress and achievement of the Project, upon agreement between the Sri Lankan and Japanese sides.

8. "MODEL" SHARING SYSTEM

A "Model" developed during the Project will be guided to share among TC/CoT by DTET with the support from the Project. Proposed "Model" sharing system is shown in ANNEX IV

9. TENTATIVE SCHEDULE OF IMPLEMENTATION

The Tentative Schedule of Implementation is shown in ANNEX V. It is subject to be finalized in R/D.

10. ORGANIZATION CHART

The organization chart of the Project is shown in ANNEX VI.

11. APPROVAL OF NEW CURRICULUM

The Sri Lankan side will accomplish the necessary procedure to obtain necessary approvals for the new curriculum drafted by DTET and the Team. If there would be any changes from the draft curriculum, the Sri Lankan side would inform to Japanese side through JICA Sri Lanka Office. The procedure and deadline for approval is shown in ANNEX VII. The draft curriculum is attached in ANNEX VIII.

12. TENTATIVE SCHEDULE BEFORE START OF THE PROJECT

Both Sri Lankan and Japanese side will take necessary measures according to the tentative schedule attached in ANNEX IX.

13. OUTLINE OF RECORD OF DISCUSSION

Outline of R/D is attached in ANNEX IX. R/D will be signed between Sri Lankan authorities concerned and JICA Sri Lanka Office after the approval from JICA Headquarters.

| | |
|------------|--|
| ANNEX I | LIST OF PARTICIPANTS |
| ANNEX II | LIST OF EQUIPMENT |
| ANNEX III | PROJECT DESIGN MATRIX |
| ANNEX IV | "MODEL" SHARING SYSTEM |
| ANNEX V | TENTATIVE SCHEDULE OF IMPLEMENTATION |
| ANNEX VI | ORGANIZATION CHART |
| ANNEX VII | FLOW CHART ON CURRICULUM APPROVAL |
| ANNEX VIII | DRAFT CURRICULUM |
| ANNEX IX | TENTATIVE SCHEDULE BEFORE START OF THE PROJECT |
| ANNEX X | OUTLINE OF RECORD OF DISCUSSION |

22 0
S.O.

LIST OF PARTICIPANTS

Sri Lankan Side

| | |
|--------------------------------|--|
| Mr. J.H.J Jayamaha | Additional Director, Department of External Resources, Ministry of Finance |
| Mr. M.P.D.U.K Mapapathirana | Japan Section, Department of External Resources, Ministry of Finance |
| Prof. Dayantha S. Wijeyesekera | Secretary, MSDVTE |
| Mr. P. Koditunawakku | Director General, Department of Technical Education and Training (DTET), MSDVTE |
| Mr. R. Rahatungoda | Deputy Director, DTET |
| Mr. N.G. Jayaweera | Head of Curriculum Development, DTET |
| Mr. D.F. Maxworth | Director of Support Section (Machines, equipment, tools),DTET |
| Mr.Gaminie Gunasinghe | Director of R&D, DTET |
| Mr.T.D. Alahapperuma | Director of Finance, DTET |
| Mr. Ranjit Jayaweera | Director of Academic, DTET |
| Mrs. S. Manatunga | Director of Human Resource Development, DTET |
| Mr. H.G. Ranaweera | Director of Examination, DTET |
| Mr. L.M. Gurusinghe | Director of Employment & Career Guidance, DTET |
| Mr.T. Shanmugasajch | Director of Infrastructure, DTET |
| Mr. H.N.Ratnashiri | Counterpart officer, Japanese Dev. DTET |
| Mr. J.D.A.Nobert | Director, Zone I, DTET |
| Mr. N.R.R.K Wijenayake | Principal, Maradana TC, DTET |
| Dr. T.A.Piyasiri | Director General, Tertiary and Vocational Education Comission (TVEC), MSDVTE |
| Mr. B.H.S. Suraweera | Deputy Director General (TVEC) |
| Mr. Prabath Waduthantri | Director, Information System, (TVEC) |
| Mr. P.W.Seneviratne | Chairman, National Apprentice& Industrial Training Authority (NAITA), MSDVTE |
| Mr. K.A.H.Kalugampitiya | Director General, National Institute of Technical Education of Sri Lanka (NITESL), MSDVTE |
| Ms.Chitra Kanuraratne | Director, Human Resource Development Council (HRDC), MSDVTE |
| Mr. Lionel Pinto | Chairman, Vocational Training Authority (VTA) |
| Mr. D. G. Dayaratne | Vice Chairman (VTA) |
| Mr. Fernando | Chief Technical Advisor for Skills Development Project, MSDVTE |
| Mr. P. G Jayasinghe | Director of Planning, Ministry of Labour Relations and Foreign Employment |
| Mr. Samantha Abeywickrema | Secretary General, Federation of Chambers of Commerce & Industry of Sri Lanka (FCCISL) |
| Mr. D. C. Dissanayake | Programme Manager, Information Communication Technology Association (ICTA) |
| Mr. Upul Ekanayake | Secretary General, Sri Lanka Welding Association, |
| Mr. Bandulasena | Director, Carrier Guidance Division, Ministry of Labour Relations and Foreign Employment |
| Mr. K. Gunawardana | General Manager, Sri Lanka Mechatronics Association |
| Mr. D. L. Kumaradasa | Director, Youth Employment Planning Division, Ministry of Labour relations and Foreign Employment |

S.O.

Mrs. Chandrani Senaratna

Mrs. Herath

Mr. W. Abeywickrema

Mr. Priantha Fernando

Mr. Satoru Tanokura

General Manager, Foreign Employment Bureau, Ministry of Labour relations and Foreign Employment
 Manager, 1st Approval, Foreign Employment Bureau, Ministry of Labour relations and Foreign Employment
 Senior Manager (Promotion), Board of Investment of Sri Lanka (BOI)
 Project Director, JobsNet
 JICA Expert, Senior Advisor to DTET, MSDVTE

Japanese Side

Mr. Shuji Ono

Mr. Kazuo Suzuki

Mr. Yutaka Goto

Ms. Kaori Tanaka

Ms. Tomoko Tamura

Mr. Ko Goto

Dr. S.M. Punchi Banda

Group Director, Group II (Technical Higher Education), Human Development Department, JICA
 Expert in Information Technology
 Expert in Mechatronics
 Staff, Group II, Human Development Department, JICA
 Consultant of Project Evaluation
 Assistant Resident Representative, JICA Sri Lanka Office
 Senior Advisor, JICA Sri Lanka Office

Others

Mr. Amarasena Gmaathingge

Asian Development Bank