

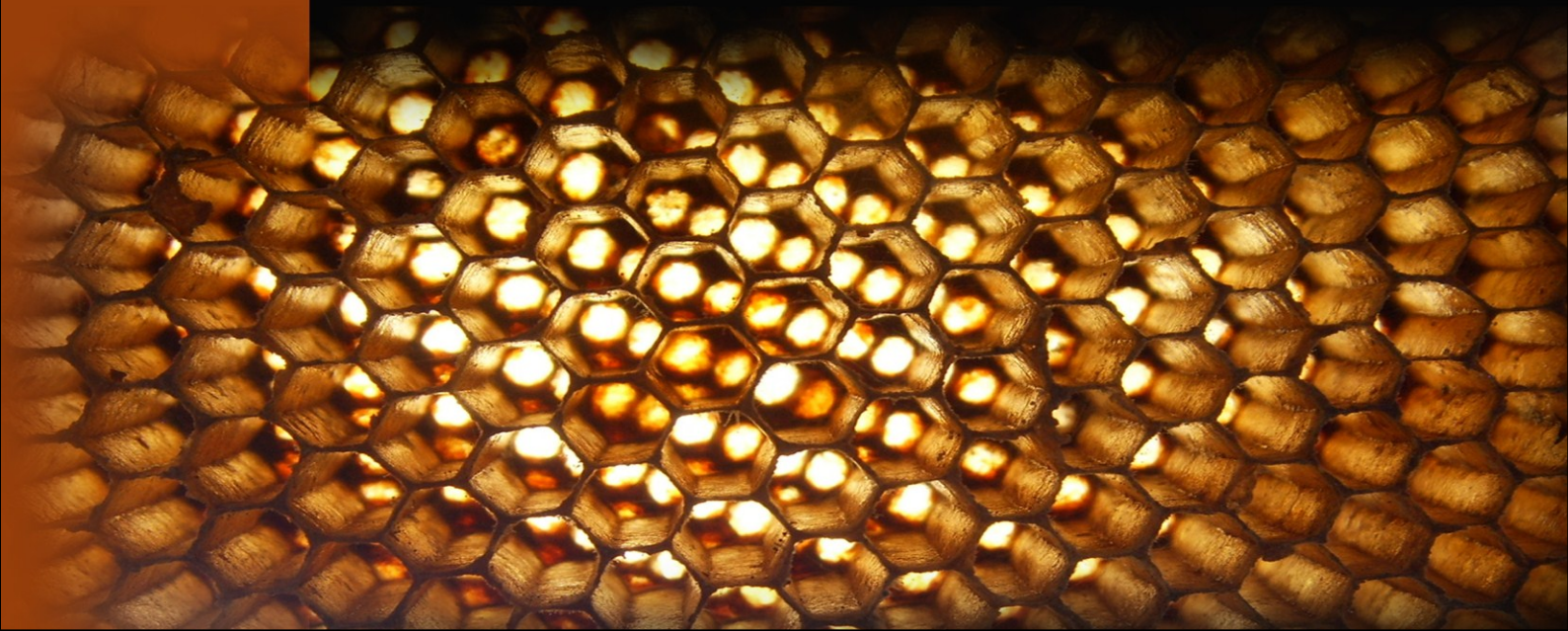
Tertiary and Vocational Education Commission

Research Cell

Explore the mode, extent and Effectiveness
of Career Guidance Programmes for
School Leavers in Sri Lanka

Research By:

TVEC



Research Team Members:-

Mr. B. H. S. Suraweera, Deputy Director General – TVEC

Mr. Manjula Vidanapthirana, Assistant Director – TVEC

Mrs. Damayanthi Wicraasinghe, Statistician – TVEC

Acknowledgement

We wish to express our sincere gratitude to Dr. Piyasiri Director General of Tertiary and Vocational Education Commission for granting me the permission to conduct this research and Ajith Polwatta, Deputy Director (P&R), Priyanga Nanayakkara, Assistant Director (S&A), staff of the research cell for coordinating the research activities behalf of the Research Cell Tertiary and Vocational Education Commission.

As the research team leader I must express my enormous gratitude to the participants of career guidance programmes who have been sent their responses and the career guidance officers of Vocational Training Authority and Department of Technical Education and Training for giving the feedback to make success the study.

The research team wishes to extent their gratitude to the department heads of Ministry of Youth Affairs and Skills Development, Vocational Training Authority of Sri Lanka, National Apprentice and Industrial Training Authority, Department of Technical Education and Training, National Youth Services Council and heads of career guidance divisions Ministry of Education for giving their support towards the study.

Special thanks should be conveyed to all TVEC staff that have provided their enormous support and the support from our all family members who have been tolerated the activities at the time being.

Finally, the research team wishes to convey their heartiest thanks to Mr.B.H.S. Suraweera, Deputy Director General being a member for rendering his experience and full cooperation to make this happened and success.

Table of Contents	Page No
Acknowledgement	I
Contents	II – IV
Tables	V – VII
Graphs	IX – X
Abstract	

Chapter One

1. Introduction to the TVET Sector	1
2. Career Guidance and Counseling in Sri Lanka	2
3. Objectives of the Study	3
4. Research Methodology	3
5. Scope and Limitation of the Study	6
6. Organization of the Study	7

Chapter Two

9. Literature Review	7
10. What is Career Guidance?	7
11. Career Guidance and Counseling under the SVTP Project	12
12. Career Guidance and Counseling under the Skill Development Project	14
13. Career guidance services provides by training Providers	20
○ Ministry of youth affairs and skill development	20
○ Department of Technical Education and Training – DTET	22
○ National Apprentice & Industrial Training Authority- NAITA	24
○ National Youth Services Council- NYSC	25
○ Vocational Training Authority of Sri Lanka VTA	28

○ Ministry of Labour	31
○ Ministry of Education	31
○ Universities	32
○ Private Organizations	32
14. Policy paper for Career Guidance and Counseling in Sri Lanka	32
15. Number of Career Guidance Programmes Conducted by	
○ Training Organizations	33
○ Department of Technical Education and Training (DTET)	33
○ Vocational Training Authority of Sri Lanka	37
○ National Apprentice & Industrial Training Authority – NAITA	40
16. Content of Career Guidance Programme Conducted by the Organizations	41
17. How Can a Career Guidance Program Help?	41
▪ Self-Awareness	
○ Goal setting	
○ Career Exploration	
○ Educational and Training Information	
○ Job Search Skills	
○ Employability Skills	
○ The Job Search Process	43
○ Career Development Pyramid	43
18. The Career Discovery Equation	44
19. The Career Preparation Process Model	44
20. Sources of self efficacy	45
21. Life Career	
22. Implementation of Career Guidance	47
23. The Student Learning Plan	48
○ Suggested Assessments Strategies	49

○ Testing Career Fitness	50
○ Self Knowledge	50
○ Knowledge of Employeres	50
○ Internship or Job Search Skills / Contacts	50
○ Career Development Objects	51
○ Prepare for making career decisions	51
○ Know own characteristics relevant to career decisions.	51
○ Be aware of own current abilities and limitations.	51
○ Be aware of own current interest and values.	52
○ Seek knowledge of them.	53
○ Know the Characteristics and requirements of different Careers and occupations.	54
○ Know the major duties and required abilities of different careers and Occupational families.	54
○ Know differences in work conditions among and within	54
○ Know entry requirements for occupations	55
○ Be aware of the impact of social and technological changes on occupations.	56
○ Know important factors that affect job success and satisfaction.	57
○ Seek information about occupations in general or about specific jobs.	58
○ Relate own personal characteristics to occupational requirements	59
○ Plan for career development or change.	60
○ Be aware of alternative career choices or Occupations and consider the Consequences of career changes	62 62
○ Have Positive Attitudes toward Work	63
○ Recognize the basis of various attitudes toward work.	63

○ Hold competence and excellence in high regard.	65
○ Family and Career Education	65

Chapter 3

24. DATA Analysis and discussion	67
63. Data analysis of participants	67
64. Data Analysis of Career Guidance Officers	67

Chapter 4

25. Conclusion and Recommendation	106
26. Recommendation Career Guidance Awareness' Programmes	107
27. Recommendation Career Guidance Officers	108

Bibliography	109
---------------------	------------

Abbreviation	110
---------------------	------------

Appendix	109
-----------------	------------

Graphs

	Page	No
3.1 Percentage Distribution of Participants by Gender		67
3.2 Percentage Distribution of Participants by Age Group and Gender		68
3.3 Percentage Distribution of Participants by Educational Level & Gender		69
3.4 Percentage Distribution of Present status of Participants		70
3.5 Percentage Distribution of Awareness of Participants about Career Guidance		71
3.6 Percentage Distribution of way of aware about Career Guidance		71
3.7 Percentage Distribution of status of participants when participate to		72
CG Programe		
3.8 Percentage Distribution of Participants awareness about vocational training information		74
3.9 Percentage Distribution of career expectation of Participant		74
3.10 Percentage Distribution of Institutions which Conducted Career Guidance Programmes		74
3.11 Percentage Distribution of Received Information from Career Guidance Programme		76
3.12 Percentage Distribution of Receiving Required Information		76
3.13 Percentage Distribution of Sufficiency of Received Information		76
3.14 Percentage Distribution of Receiving of Leaflets (brochures) about Training Courses		77
3.15 Percentage Distribution of Satisfaction of Entire Career Guidance Program		77
3.16 Percentage Distribution of Participants Going to Training Centre or Meet Officer after the Career Guidance Program		78
3.17 Percentage Distribution of Sufficiency of Information Provided by Training Centre		78

3.18 Percentage Distribution of Enrolment of Vocational Training after Participating to the Career Guidance Programme	79
3.19 Percentage Distribution of Employability of Participants who followed a Vocational Training Course	80
3.20 Participants' Suggestions about Requirement of Further Distribution of Career Guidance Programs	81
3.21 Percentage Distribution of given reasons for expanding Career Guidance Programmes	82
3.22 Percentage Distribution of given Suggestions to improve Career Guidance Proramme	84
3.23. Percentage Distribution of Participants According to Obtain their Information by Institution which Conducted Career Guidance Program	84
3.24 Percentage Distribution of Taking Suitable Action According to Obtained Information	85
3.25 Percentage Distribution of employed participants by job provider and gender	86
3.26 Percentage Distribution of employed participant by monthly salary and gender	87
3.27 Percentage Distribution of useful qualification to get the job	87
3.2.1 Percentage Distribution of Career Guidance Officers age group and gender	88
3.2.2 Percentage Distribution of educational level by gender	89
3.2.3 Percentage Distribution of Career Guidance Officers by Experience of Career Guidance and Counseling	90
3.2.4 Percentage Distribution of Participation for Local Career Guidance and Counseling Training	90
3.2.5 Graph Percentage Distribution of Participation for Foreign Career Guidance and Counseling Training	91
3.2.6 Percentage Distribution of Availability of Duty List	91

3.2.7 Percentage Distribution of Availability of Place/Room for Career Guidance and Counseling	92
3.2.8 Percentage Distribution of deficiencies of career guidance and counseling Caners	93
3.2.9 Graph Percentage Distribution of Satisfaction of Facilities Available at Career Guidance and Counseling Centre	94
3.2.10 Percentage Distribution of Availability of Information System	94
3.2.11 Percentage Distribution of Updating of Documents	95
3.2.12 Percentage Distribution of Services Provided by Career Guidance	96
3.2.13 Percentage Distribution of categories of persons coming for getting services	97
3.2.14 Percentage Distribution of documents maintain at career guidance and counseling centers	98
3.2.15 Percentage Distribution of maintain document related t the career Guidance and counseling programmes which are conducted	99
3.2.16 Percentage Distribution of satisfaction of maintain documents related to the career guidance and counseling programmes which are conducted	99
3.2.17 Percentage Distribution of equipment used for career guidance and Counseling Programe	100
3.2.18 Percentage Distribution of receiving of TVET and labour Market information from TVEC	101
3.2.19 Percentage Distribution of availability of internet facilities at Career guidance and counseling centers	102
3.2.20 Percentage Distribution of conducting career guidance and counseling Programme	103

Tables	Page No
1.1 District Selected for the Study	5
1.2 Selected Sample for the Study	5
1.3 Documentaries Developed for Career Guidance Activity	14
1.4 Career Guidance and counseling centers established Under SDP	15
1.5 The career guidance centers conducted under the DTET	15
1.6 The career guidance center under the supervision of the Ministry	21
1.7 Career guidance centre under DTET	22
1.8 The career guidance centers conducted under the NAITA	25
1.9 Career guidance centers under the NYSC	26
1.10 Career guidance centers under the VTA	28
1.11 The programme conducted by the DTET during the year 2009 & 2010	33
1.12 Total Number of Programme Conducted by DTET	36
1.13 Career Guidance Programmes Conducted by VTA	37
1.14 Number of Programmes conducted by VTA	37
1.15 Programmes conducted by 2009 & 2010	37
3.1 Percentage Distribution of participants of age and Gender	67
3.2 Percentage Distribution of participants by education Level and Gender	68
3.3 Percentage Distribution of present status of participants	69
3.4 Present age Distribution of status of participants when Participated to Career Guidance Programme	72
3.5 Percentage Distribution of career expectation of participants	73
3.6 Percentage Distribution of participants according to given reasons for expanding Career Guidance Programmes	81

3.7 Percentage Distribution of participants according to given suggestions	83
3.8 Percentage Distribution of employed participation by job provider & gender	85
3.9 Percentage Distribution of employed participants by Monthly salary and Gender	86
3.10 Percentage Distribution of career guidance officers by age group and gender	88
3.11 Percentage Distribution of Career Guidance officers by educational level and gender	89
3.12 Percentage Distribution of deficiencies of career guidance and counseling Centers	92
3.13 Percentage Distribution of services provided career guidance	95
3.14 Percentage Distribution of categories of persons coming for getting services	96
3.15 Percentage Distribution of documents maintained at career guidance & Counseling centers	97
3.16 Percentage Distribution of equipment used for career guidance & counseling programmes	100
3.17 Percentage Distribution of formation of conduct career guidance & counseling Programmes	102
3.18 The career guidance officers have given following Proposals to develop Career Guidance and counseling centers	104

Abstract

It is a comprehensive program that can help students make and implement informed educational and occupational choices. A career guidance program develops a student's self-awareness, knowledge of educational and occupational opportunities, and the steps involved in career planning.

Career Guidance and Counseling has been started by TVET sector with trained officers at the later part of 1990's. Thereafter with the support of Strengthen Vocational Training Project (SVTP) under GTZ, career guidance and counseling programmes conduct all around the country. Department of Technical Education and Training, Vocational Training Authority of Sri Lanka, National Apprentice and Industrial Training Authority, National Youth Services Council, officers have been trained by the SVTP to work together to promote career guidance and counseling.

Thereafter with the support of Skill Development Project (SDP) career guidance and counseling activities strengthened. The project has been started 52 career guidance and counseling centre.

After the Skills Development Project the second phase of the project called Technical Education Development Project also done many activities for the development of career guidance and counseling activities in TVET sector in Sri Lanka.

This research has been conducted by getting responses of the participants who had been participated for career guidance and counseling programs and career guidance officers of VTA and DTET. The questionnaire has been sent to the career guidance officers worked in the leading training organization VTA, NAITA and 598 Questionnaires has been sent to the youth who have attended to career guidance programmes in six districts. Responses of the postal questionnaires are nearly 16%. The sample has been selected proportionately.

Ministry of youth affairs and skill development has sufficient plan to carry out career guidance and counseling activities. There are 18 institutes under the supervision of ministry. Recently the ministry has been located National Career Guidance centre at Nipunatha Piyasa

under the ministry and 23 career guidance centers are providing services with the support of the other organizations. Another two centers will be open in near future.

When it considers the participants, 63 percent of participants were female. So it has been identified that less male participation for career guidance awareness programme than female. According to the study, 54 percent of participants were obtained their information after the career guidance program by the relevant institutions.

The main training providers make aware 160,246 youths on career guidance during the year 2009 and 172,508 youths during the year 2010. 38 % of participant who have participated for CG programmes have passed GCE A/L & 47% of participants for CG programmes are studying when they participated for the programme. 56% of participants for CG programmes are expecting a job through vocational training while 83% participant of CG programmes says that they have received required information throughout the programmes.

85% CG officers have more than five years experience on CG and 62% of CG Officers says they need modern equipment like internet, multi media ect. 46% says that they do not have telephone facilities while 39% CG officers says that no enough space for counseling activities. 77% of CG Officers says that they are maintaining relevant document on CG and 89% CG Officers says that they receive LM Bulletin & TVET Guide. Also 81% CG Officers do not have internet facilities.

As per the study it has been recommended that number of Career Guidance Programmes for youth should be increased. Only 53% of participants are between the age group 16-20. Career Opportunities available for female with educational qualifications should be emphasized during the career guidance awareness programmes. (Among female participant for career guidance awareness 50% of the them have advance Level qualifications while 61% male have Grade 9 to GCE O/L Qualification.) Many participants for CG programmes are still studying. Therefore continuous monitoring system is to be implemented regarding their career choices. With present situation only 24% make aware on career guidance through media. Therefore it is recommended that media participations to be increased. Among the participant only 62% has received relevant training information. So it is recommended that more training information should be provided during career guidance awareness programmes. Only 37% has visited the training centers after the programmes. Employment placement service is to be developed. Only 14% has received employment opportunities after the training.

Foreign Country experience on career guidance is to be experienced by the CG officers.. 78% of officers are not satisfied with available facilities. Common information system is to be implemented. Refresher programmes and skills upgrading programme to be conducted and Career guidance to be made as combine service while Career guidance activities to be monitor and evaluate from one place.

Chapter 01

INTRODUCTION

Introduction to the TVET Sector

It is officially recorded that the Technical Education in Sri Lanka was initiated in the year 1893. The specific event was the establishment of the very first technical training institute by the government. From thereon, the Technical and Vocational Education and Training (TVET) have developed to the present state. It is now estimated that there are about 5000 training institutions in Sri Lanka belonging to government, private and nongovernmental organizations. Even today the government plays a key role in providing training and education in TVET sector through a number of government departments and Authorities. The Department of Technical Education and Training (DTET), The National Apprentices and Industrial Training Authority (NAITA) and Vocational Training Authority of Sri Lanka (VTA), National Youth Services Council (NYSC) are the main institutes that are under the Ministry of Youth affairs and Skills Development where approximately 65,000 persons are trained annually through their Training Centre network located throughout the country. Institutional training and on the job training are the key methods used by these organizations to train the students. In addition to these organizations, there is other public institution such as Department of Social Service, Ministry of Higher Education and specialized institutes such as the health sector paramedical training, telecom training, etc which operates in TVET sector in the country.

Background of the study

Career Guidance and Counseling in Sri Lanka

It was recorded that from ancient time the career guidance and counseling activities had been started in Sri Lanka. The career guidance activities mainly introduced to the TVET sector later part of the 1990's. Then the activities in career guidance and counseling have been developed and the career guidance officers have been appointed in TVET sector separately for career guidance and counseling. Career Guidance and Counseling Officers had been recruited for the TVET institutions to develop the activities on career guidance and counseling. Not only the officers but also other relevant facilities were full filled by the government and some international INGO's for the development of career guidance and counseling activities.

Skills development project under the Asian Development Bank has been introduced many developments towards the career guidance and counseling in Sri Lanka.

After the Skills Development Project the second phase of the project called Technical Education Development Project also done many activities for the development of career guidance and counseling activities in TVET sector in Sri Lanka.

The other Ministries like Ministry of Labour, some other private institutes and universities have been involved in career guidance & counseling activities. The institutes have been developed psychological test and materials for career guidance activities. The main objective of the study is to identify the activities carried out to promote career guidance and counseling and find out the effectiveness of career guidance and counseling programme and collect all the materials developed by all organization for the development of career guidance and counseling activities

Objectives of the Study

- To sum up the quantum of career guidance programmes conducted by leading TVET institutions and assess their capacities.
- Identify all institutions involved in Career Guidance programmes and collect all career guidance material developed by them.
- Collect and Compile all Career Guidance Material developed and used by different institutions.
- To assess the effectiveness of career guidance programmes conducted by TVET institutions and other leading institutions.
- Propose measures to improve the career guidance programmes in respect of career guidance material and programmes management and coordination.

Research Methodology

- Obtain capacities and current plan of DTET, NAITA, NYSC and VTA for Career Guidance and get details of career guidance programmes conducted by them in 2008 and 2009.
- Organize a meeting of 20 career guidance officers of DTET, NAITA, NYSC and VTA and identify status, prospects and constraints of career guidance programmes.
- Meet officials of the Ministry / Department of Education and Ministry / Department of Labour and collect relevant details of their career guidance programmes.
- Collect the details of career guidance programmes conducted by provincial councils through provincial staff of NAITA and VTA.
- Collect all career guidance materials developed by different institutions through these contacts.
- Interview 20 career guidance teachers in schools and identify their capacity, prospects and constraints with a semi structures questionnaire.
- Randomly select 200 participants of career guidance programmes conducted by DTET, NAITA, NYSC and VTA in 2008 and obtain the details of their career and

training movement after the career guidance programmes through a postal questionnaire.

- Select a sample of 100 attendees of career guidance programmes conducted by the Ministry / Department of Education and Ministry / Department of Labour and obtain the details of their career and training movement after the career guidance programme through a postal questionnaire.
- Analyze the finding of the questionnaires.
- Organize a brain storming session with a group of career guidance officials of different institutions (30 numbers) and present them the finding and formulate strategies to conduct career guidance programmes.

For the study structured questionnaires and focused group discussion were used. One questionnaire used to take responses of youth who has been attended the career guidance programmes conducted by leading public sector training organizations, such as VTA and DTET. Apart from that the sample selected from Matara district. TVEC has conducted career guidance programme for unemployed youth in every divisional secretary divisions in Matara district with the support of Foreign Employment Bureau and Tharunnayata Hetak movement.

So for the study the sample has been selected from the youth who has been attended to career guidance programmes from following districts.

Table 1.1 Focused Districts for the Study

District	Number
Matara	787
Galle	83
Kandy	425
Puttalam	229
Rathnapura	968
Monaragala (School Students)	508
Total	3000

From those districts the sample selected randomly and the data's collected through postal method. From the above sample selected sample for the study as follows.

Table 1.2 Selected Samples for the Study

District	Number
Matara	112
Galle	14
Kandy	112
Puttalam	47
Rathnapura	175
Monaragala (School Students)	138
Total	598

598 Questionnaires has been sent to the youth who attended to career guidance programmes in the above districts. Responses of the postal questionnaires are nearly 16%. The sample has been first selected proportionately. Every student has been attended for career guidance programme. Their responses will be analyzed separately.

Second questionnaire sent to the career guidance officers worked in the leading training organization VTA, NAITA and DTET to identify the effectiveness of career guidance programme conducted by them.

As the leading training organizations VTA, NAITA, DTET and NYSC have identified career guidance activities as their main responsibility. The institutes had separate officers for career guidance activities and they have been trained by the expert on career guidance locally and internationally. Normally in every organization they are conducting career guidance programme for school students, parents, school leavers, teachers, principals and the general public as per their annual implementation plan. The institutes have separate budget allocation for the career guidance activities.

Scope and Limitation of the Study

The study mainly focused here to identify the effectiveness of career guidance programme conducted by the main training organizations and find out the material and other supportive documents which are used for career guidance activities. To assess the effectiveness of career guidance programmes conducted by TVET institutions and other leading institutions the TVEC has selected six districts and collected all the participants contact details. There were 3000 participants list and out of that the sample selected. Questionnaires are used to collect data on career guidance activities from the sample of participants who have attended career guidance programmes. The 300 questionnaires have been posted to the students who have attended for the career guidance programme conducted by main training organizations.

The addresses of the students have been collected from the training organizations. The limitations of the study are that questionnaires have been sending for selected students in selected district only. For the significance of the study the TVEC sent Questionnaires for career guidance officers in DTET and VTA. Those are the limitation of the study.

Organization of the Study

The study at the first chapter gives introduction of the study and second chapter gives literature review and under the third chapter it gives the data which has been collected from the sample. In the fourth chapter the study has been analyzed the collected data's and chapter five pointed out the findings and recommendations of the study.

Chapter 02

LITERATURE REVIEW

1. What is Career Guidance?

It is a comprehensive program that can help students make and implement informed educational and occupational choices. A career guidance program develops a student's self-awareness, knowledge of educational and occupational opportunities, and the steps involved in career planning.

Career guidance services address three main goals. The first goals are learning goals, including improving the efficiency of the education and training system and managing its interface with the labor market. If individuals make decisions about what they are to learn in a well-informed and well-thought-through way, linked to their interests, their capacities, and their aspirations, the huge sums of money invested in education and training systems are likely to yield much higher returns. The second goals are labor market goals, including improving the match between supply and demand and managing adjustments to change. If people find jobs that use their potential and meet their own goals, they are likely to be more motivated and therefore more productive. The third goals are social equity goals, including supporting equal opportunities and promoting social inclusion.

Career guidance can increase job exploration and information search activities. For such reasons, labour economists and labour market policy makers have long recognized that it can help improve labour market efficiency. This recognition largely rests upon the value of information in improving labour market transparency and flexibility. It also rest upon higher efficiency as the result of a better match between individual talents and qualifications on the one hand and the skills and qualifications demanded by employers on the other. In principle, career guidance can assist in reducing unemployment and housemaid export.

Career development and careers guidance are pivotal not only in terms of sustaining economic, societal and personal development, but also in terms of creating a sustainable future, economically, socially, and environmentally and on an individual level. Indeed, career

guidance is crucial to the success of lifelong learning policies. Governments regularly state that such policies need to be significantly driven by individuals

Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organizing it, systematizing it, and making it available when and where people need it.' (OECD).

The Policy Paper developed by the experts in vocational and technical education has been identified the objectives to expand the career guidance activities in TVET sector as follows. The policy paper has described the present status and things to be implemented for the development of career guidance system in Sri Lanka.

Career Guidance and Counseling sessions will be conducted by professionally trained counselors to all applicants and parents to assist them to develop career options with emphasis on gender, race, ethnicity, disability, language, religion or socioeconomic impediments to career options and encouraging careers in nontraditional training and employment for women.

In selection for training, a Vocational assessment will be conducted to determine the trade the trainee is best suited for and Conflict transformation and Counseling sessions will be added during the pre-course stage of the training to help all trainees to accept each other and deal with each other's experiences. Follow-up sessions will continue throughout the VT program.

There is no part of life where the need for guidance is more essential than in transition from school to work - the choice of a vocation. The building of a career is quite as difficult a problem as any and to a great extent, career guidance and counseling is envisioned as an important component in preparing students for the world of work.

Vocational guidance and counseling is a means of assisting young people to make informed, appropriate and judicious educational and occupational choices that will enable them to develop their potential and to have access to work opportunities that are compatible with their interests and abilities. It can also help to instill confidence and positive attitudes, to derive fulfillment from their chosen areas of learning and work and most importantly, to inculcate an eagerness for lifelong learning. Vocational guidance and counseling is widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work, as well as between school and society.

The Technical Education and Vocational Training (TEVT) sector in Sri Lanka has a poor public image and attracting trainees for training, particularly on construction trades has always been a problem. Enrolment of females for VT in general and for training in Construction related trades has been a major issue due to the low public image and the nature of employment of construction workers. A social marketing campaign with a well structured career guidance program will be necessary to address this problem.

Vocational and career guidance is an essential consideration in the promotion of Vocational Training in rural areas. Hence, there should be well organized procedures for the provision of guidance to rural youth and advise on types of jobs available, skills needed, career paths, salary scales and trends and opportunities for professional growth is necessary. Professionally trained guidance officers will need to provide applicants/parents with information and advice about careers and how to deal with concerns such as those of gender, race, ethnicity, disability, language, religion or socioeconomic issues and motivate candidates for VT.

Vocational and career guidance is closely linked to the Labor Market Information System and is essential for the success of TVET.

Systematic career counseling aims to have a positive bearing on the choice of career and thus on the future personal and professional life of youth. Comprehensive information on

vocational training, the responsibilities, requirements and prospects associated with various occupations, as well as information on employers, ways of accessing Vocational training and developments and trends in the labour market will help young people in choosing their future career path. Identifying people's individual interests, skills, competencies and talents is central to making a reliable choice of career.

In the Sri Lankan culture parents have a positive influence to career decisions of children and as such the presence and involvement of parents at Career Guidance and Counseling sessions is equally important.

Career Guidance and Counseling should be provided by professionally qualified counselors who have an in depth knowledge about the National Vocational system, NVQ career path and should be able to extract talents and aptitudes of youth aspiring for VT.

A pool of officers of the state VT providers – National Apprentice and Industrial Training Authority (NAITA), Vocational Training Authority (VTA), Department of Technical Education and Training (DTET) and the National Youth Services Council (NYSC) who were trained by the GTZ – Strengthening Vocational Training and Private Sector Promotion Program (SVTP) and the ADB funded Skills Development Project (SDP). Their services will be obtained for this purpose.

Career Guidance and Counseling has been established in Sri Lanka from the ancient times. It has been recorded even in ancient education system has been concern on career guidance and counseling. After the introduction of free education system in Sri Lanka in 1958 it has been shown the importance of Tertiary education. When Hon. Mr. Eriyagolla was the minister of Education the report shows the importance of career education with the general education in Sri Lanka. (Sri Lanka Education – Siyawasa Publication) The career guidance activities in TVET sector has been started mainly after the introduction of SVTP Project.

Apart from the institutes under the Ministry of youth affairs and skill development some other ministries like Ministry of labor, Universities, and other private; NGO'S organizations are engaged in career guidance activities around the country. Labour ministry operates in divisional secretary division's level and the officers have been trained on some other topic too. But university career guidance divisions mainly concern on their students.

Career Guidance and Counseling under the SVTP Project

The concept of career Guidance and counseling systematically introduced to technical and vocational education system in the later part of 1990. In the year 1998 the project under GTZ, Strengthening Vocational Training Project (SVTP) has been selected more than 60 Young Officers and conducted two training programme. The content of the training programme fulfill the theory and practical knowledge of career guidance and international experience on career guidance. The training was conducted by the well qualified trainers and basically the time duration is six month. The Officers has been selected from

- Vocational Training Authority of Sri Lanka
- National Apprentice and Industrial Training Authority
- National Youth Services council

After six month training for career guidance and counseling the officers started their service in the institutes as Career Guidance and Counseling Officers. That is the first time it is recorded that TVET sector in Sri Lanka has started the service with trained officers in career guidance and counseling activities. Those officers from three training organization has started the career guidance activities in district wise with the blessing of their superiors. The SVTP project has conducted refresher programme for the trained officers and conducted master trainer training programme for the selected ten officers from above organizations.

After three month training the certificate awarding ceremony held and those ten officers had been selected as master trainers.

After the training programme the SVTP has conducted another three training programme for other selected officers on career guidance and counseling. Those training programme was conducted by a training facilitator with the support of master trainers. Apart from those three programmes was conducted in Tamil, one programme and English medium for Tamil speaking officers in eastern and northern part of Sri Lanka.

The SVTP project has been given the training for the officers and provide full equip mobile unit with vehicle to conducts career guidance programme for the youth in Sri Lanka. Two

Mobile units were offered to VTA & NAITA and one career guidance counseling unit was started in Vocational Training Authority premises. The SVTP project has donated the basic equipment to the center and monitors the career guidance activities.

Apart from those the SVTP developed Job and raining (JAT) sheets to analyze job and training. Basically it was schedule to use JAT sheet for career guidance activities to youth and to identify the real situation of world of work. In that period 72 JAT sheets were develop and printed those in Sinhala, Tamil and English.

The SVTP project has developed short documentary on different occupations with the support of master trainers and three documentaries on high demand area with the support of expert on that trade. The developed documentaries are as follows;

Table 1.3 Documentaries Developed for Career Guidance Activities

Number	Occupations
01	Printing
02	Aluminum Industry
03	Textile and Garment
04	Hotel and Tourism
05	Construction

The SVTP project has developed common career guidance awareness programmes for School Students, School Leavers and for the parents.

Also the project conducted refresher programe for trained officers and provided guidance to the officers who are really engage with career guidance activities.

Career Guidance and Counseling under the Skill Development Project

The Skill Development Project which was an ADB funded project from 1998 to 2006 took actions to established 52 career guidance centers under DTET, NAITA, NYSC, VTA & private sector. In spite of these effort, still there majority of TVET courses are run under capacity and hence there is a continuous dialogue on how to improve the career guidance programme. Therefore, it is necessary to explore what is being happened and what is required to be happened in the career guidance area.

With the support of SDP 52 career guidance and counseling centers has been established under three main training organizations.

Table 1.4 Career Guidance and Counseling Centers Established under the SDP

Training Organization	Number of CG Centers
Department of Technical Education Training	18
National Youth Services council	14
Vocational Training Authority of Sri Lanka	12
National Apprentice and Industrial Training Authority	07
Private Sector	01
Total	52

The SDP supported career guidance and counseling centers as follows;

Table 1.5 Career Guidance and Counseling Centers Established under DTET

Index No.	District	Institute	Career Guidance and Counseling Centre
01	Jaffna	DTET	Technical College, Browns road, Jaffna
02		NAITA	District Office, Jaffna
03	Wavuniya	NAITA	District Office, Wavuniya
04	Trincomalee	DTET	Technical College, Trincomalee
05		VTA	Vocational Training Center, Kanthale
Index No.	District	Institute	Career Guidance and Counseling Centre
06	Ampara	DTET	Technical College, Mawanawela, Dehiattakandiya
07		NYSC	District Centre, NYSC, C 16, Jathika Niwasa, Ampara
08		VTA	District Vocational Training Center, Nindaur, Ampara
09	Batticaloa	NYSC	NYSC, Co-Operative Building, Fernia Road, Batticaloa
10	Kurunagala	DTET	Technical College, Pnnala Road, Kuliyaipitiya
11		VTA	Vocational Training Center, Udagama, Mahawa
12		NYSC	NYSC, Malkaduwawa, Kurunagala
13		NAITA	NAITA Training Center, Galgamuwa
14	Puttalam	DTET	Technical College, Anamaduwa
15		VTA	District Vocational Training Center, Marawila, Puttalam
16		NYSC	NYSC, Ananda Mawatha, Chilaw
17	Anuradapura	DTET	Technical College, Anuradapura
18		NYSC	NYSC, Kahatagasdigiliya

Index No.	District	Institute	Career Guidance and Counseling Centre
19	Badulla	NAITA	NAITA, Hidagoda, Badulla
20		NYSC	NYSC, Meegahakiula Divisional Secretariat Office, Meegahakila
21		VTA	District Vocational Training Center, Bandarawela
22	Monaragala	DTET	Technical College, Madgama
23		VTA	Vocational Training Center, Thanamalwila
24		NYSC	NYSC, Kachcheri Junction, Monaragala
25	Kegalla	DTET	Technical College, Kegalla
26		VTA	District Vocational Training Center, Ballapana, Galgamuwa
27	Rathnapura	NAITA	NAITA, New Town, Rathnapura
28		NYSC	NYSC, Kothalawala Junction, Embilipitiya
29		NYSC	NYSC, Divisional Secretariat Office, First Floor, Ehaliyagoda
30	Colombo	DTET	Technical College, Rathmalana
31	Kalutara	DTET	Technical College, Kalutara
32		NYSC	NYSC, No. 85, Horana Road, Panadura
33		VTA	District Vocational Training Center, Wawala, Horana
34	Gampaha	DTET	Technical College, Bandarawatta, Yakkala, Gampaha
35		NYSC	NYSC Training Center, Meerigama
36		NAITA	NAITA, 18 Mile Post, Temple Road, Katunayake
37	Kandy	DTET	Technical College, Aruppola, Kandy

Index No.	District	Institute	Career Guidance and Counseling Centre
38		DTET	Technical College, Hasalaka
39		NYSC	NYSC, Polgolla
40	Galle	DTET	Technical College, Adaduwa, Balapitiya
41		VTA	District Office, Talbot Town, Galle
42	Matale	DTET	Technical College, MC Road, Matale
43		NYSC	NYSC, Divisional Secretariat Office, Wilgamuwa
44		VTA	District Vocational Training Center, Inamaluwa
45	Nuwara Eliya	DTET	Technical College, Jayathilake Road, Nuwara Eliya
46		NYSC	NYSC, Dubulkubura, Haguranketha
47		PRIVATE	Gamini Dissanayake Foundation, Hawaeliya, Nuwara Eliya
48	Matara	NAITA	NAITA, No.27, Nupe, Matara
49		VTA	District Office, Thalalla, Matara
50	Hambantota	DTET	Technical College, Beliatta
51		VTA	District Vocational Training Center, Mirijjawila
52	Polonnaruwa	DTET	Technical College, Polonnaruwa

The Skill Development project which operated during the time period 1998 – 2006 main concepts is to develop career guidance and counseling activities. The project has been conducting following activities for the development of career guidance and counseling.

- Training Programme for Officers
- Establish Career Guidance and Counseling Centers (52 Centers)
- Provide Furniture and other equipment for career guidance centers
- Develop Career Information Net
- Provide funds to conduct career guidance programmes
- Provide funds to conduct research on career guidance and counselling
- Provide funds to the CGO's to follow Career Guidance and Counselling Diploma
- Develop Career Interest Test to identify career interest of youth in Sri Lanka
- Develop materials on career guidance and counselling
- Provide foreign training for career guidance and counselling officers
- Conduct monitoring and evaluation system for career guidance activities
- Introduce Policy for Career Guidance and Counseling. (1st October 2004)

Skill Development Project has conducted many staff development programmes on career guidance and counseling

With the support of Skill Development Project nearly 60 officers have been sent for foreign scholarship to identify and get the experience of the career guidance and counseling system in those countries

Career Guidance plays a very important role in guiding school leavers for employment and pre-employment training. All TVET institutions have taken interest in career guidance from their inception. In parallel, School system and Ministry of Labour have taken interest in career guidance. This research aims to unearth the facts focused on objectives of the research and that research outcome will definitely be helpful to improve the career guidance programmes. Mainly the career guidance

activities are conducted by following institutes under the supervision and guidance given by the government.

- Department of Technical Education & Training
- National Apprentice & Industrial Training Authority
- National Youth Services Council
- Vocational Training Authority of Sri Lanka
- Ministry of Labour
- Ministry of Education
- Universities
- Private Organizations

Career guidance services provides by training Providers

Ministry of Youth Affairs and Skill Development

Ministry of youth affairs and skill development has sufficient plan to carry out career guidance and counseling activities. There are 18 institutes under the ministry. Recently the ministry has been located National Career Guidance division under the ministry and 23 career guidance centers are providing services with the support of the other organizations. Another two centers will be open in near future. Those centers have been allocated for the training institute as follows.

Table 1.6 Career Guidance Centre's under the Supervision of the Ministry

Institutes	
Ministry	01
DTET	17
VTA	04
NAITA	02
NYSC	01
Total	25

The ministry providing the career guidance service through the centers and coordinate all the activities by the national center under the ministry which has located ground floor of the Nipunatha Piyasa Building.

As per the present situation the national center for career guidance coordinate the activities conducted by other career guidance centers. Still those centers conduct programmes as per their annual implementation plan. The national center for career guidance is responsible to conduct progress meeting in every three months and the skill development officers have to report once a month to the career guidance centers. They are responsible to coordinate all the activities.

Department of Technical Education and Training - DTET

Department of Technical Education and Training – DTET are conducting 38 career guidance units in 38 Technical Colleges and College of Technologies. Apart from those the ministry had identified 17 career guidance centers to conduct under the supervision of the ministry. There are 58 career guidance officers work under the department. The career guidance centers conducted under the DTET as follows;

Table 1.7 Career Guidance Centers under DTET

District	Technical College	Address
Ampara	Ampara Hardy College of Technology	Ingiriya Road, Ampara
	Technical College, Samanthurai	Ampara Road, Samanthurai
	Technical College, Dehiaththakandiya	Mahawanawela, Dehiattakandiya
	Technical College, Akkarapaththu	Akkarapaththu
Anuradapura	College of Technology, Anuradapura	New Town, Anuradapura
Badulla	College of Technology, Badulla	Greenane Drive, Badulla
	Technical College, Bandarawela	Wewatenna, Bandarawela
Batticaloa	Technical College, Batticaloa	Manchanthuduwai, Batticaloa
Colombo	College of Technology, Colombo	Olcott Mawatha, Colobo 10
	Technical College, Homagama	Godagama, Homagama
Colombo	Technical College, Rathmalana	Galle Road, Ratmalana
Galle	College of Technology, Galle	Kaluwella, Galle

District	Technical College	Address
	Technical College, Balapitiya	Station Road, Wandaduwa, Balapitiya
Gampaha	Technical College, Gampaha	Werellawata, Gampaha
Hambantota	Technical College, Beliatta	Puwakdandawa, Beliatta
	Technical College, Weerawila	New Town, Weerawila
Jaffna	College of Technology, Jaffna	Browns Road, Jaffna
Kalutara	Technical College, Kalutara	Kaluwella, Kalutara
Kandy	College of Technology, Kandy	Aruppola, Kandy
	Technical College, Pathadumbara	Nawayalatenna, Katugastota
	Technical College, Hasalaka	Yoda Ella Road, Hasalaka
Kegalla	Technical College, Kegalla	Kachcheri Road, Kegalla
	Technical College, Warakapola	Ambagala Road, Warakapola
Kurunagala	College of Technology, Kurunagala	Puttalam Road, Kurunagala
	Technical College, Kuliyaipitiya	Pannala Road, Kuliyaipitiya
	Technical College, Wariyapola	Chilaw Road, Wariyapola
Matale	Technical College, Matale	M.C. Road, Matale
	Technical College, Dambulla	Matale Road, Dambulla
Matara	Technical College, Matara	Maddewatta, Matara
Monaragala	Technical College, Monaragala	Sirigala, Monaragala
	Technical College, Madagama	Madagama
Nuwara Eliya	Technical College, Nuwara Eliya	Jayathilaka

District	Technical College	Address
		Mawatha, Nuwara Eliya
Polonnaruwa	Technical College, Polonnaruwa	Vidyapura, Polonnaruwa
Puttalam	Technical College, Anamaduwa	Gamuda Bumiya, Thammannagama, Anamaduwa
Rathnapura	College of Technology, Rathnapura	Palm Gardens, Colombo Road, Rathnapura
	Technical College, Embilipitiya	New Town, Embilipitiya
Trincomalee	Technical College, Trincomalee	Mihindupura, Trincomalee
Vavuniya	Technical College, Vavuniya	Mannar Road, Vavuniya

National Apprentice & Industrial Training Authority

National Apprentice & Industrial Training Authority is conducting career guidance & counseling services for the youth in Sri Lanka. They have established career guidance centers under their supervision.

Table 1.8 Career Guidance Centers under NAITA

District	Career Guidance Center
Colombo	NAITA Head Office, Walikada, Rajagiriya
Kurunagala	District Office, Negombo Road, Malkaduwwa, Kurunagala
Badulla	NAITA, Hidagoda, Badulla
Rathnapura	NAITA, New Town, Rathnapura
Matara	NAITA, No.27, Nupe, Matara
Puttalam	District Office, Bandaranayakepura, Ihalagama, Madampe
Hambantota	District Office, No. 14, Idipokunagoda Road, Tangalla
Galle	District Office, Galle
Monaragala	District Office, Kachcheri Building, Monaragala
Jaffna	District Office, No. 07, Kowila Road, Jaffna
Mannar	District Office, Main Street, Mannar
Vavunia	District Office, 274/4, Paddanichcha, Puliyanikulam, Mannar Road, Vavunia
Kilinochchi	District Office, Kilinochchi

National Apprentice and Industrial Training Authority are conducting Career guidance services in 13 centers with one center which has been located at the Head office of NAITA. Those career guidance service centers have been occupied with trained officers. The officers will conduct programme for school students, School leavers and general public of the areas, Also NAITA represent district committee meeting for career guidance and counseling

National Youth Services Council

National Youth Services of Sri Lanka is conducting 18 career guidance services for the youth of Sri Lanka. Those centers provide services for psychological counseling too. The officers who work in the center are well trained officers. The career guidance centers as follows;

Table 1.9 Career Guidance Centers under NYSC

Index No.	District	Career Guidance Center
01	Rathnapura	Career Guidance Center, National Youth Services Council, Kothalawala Junction, Embilipitiya
02	Puttalam	Career Guidance Center, National Youth Services Council, District Office, Thammannapura Yovun Nikethanaya, Chilaw
03	Monaragala	Career Guidance Center, National Youth Services Council, Kachcheri Junction, Monaragala
04	Anuradapura	Career Guidance Center, National Youth Services Council, Yovun Nikethanaya Anuradapura
05	Kalutara	Career Guidance Center, National Youth Services Council, Yovun Nikethanaya, Panadura
		Career Guidance Center, National Youth Services Council, Kalutara
06	Batticaloa	Career Guidance Center, National Youth Services Council, District Office, Batticaloa
07	Kandy	Career Guidance Center, National Youth Services Council, Vocational & Technical Training Center, Polgolla
08	Nuwara Eliya	Career Guidance Center, National Youth Services Council, Rikillagaskada Training Center, Rikillagaskada
09	Matale	Career Guidance Center, National Youth Services Council, Matale

Index No.	District	Career Guidance Center
10	Colombo	Career Guidance Center, National Youth Services Council, No. 65, High-level Road, Maharagama
11	Gampaha	Career Guidance Center, National Youth Services Council, Yovun Nikethanaya, Meerigama
12	Matara	Career Guidance Center, National Youth Services Council, District Office, Gabada Street, Matara
13	Kurunagala	Career Guidance Center, National Youth Services Council, District Office, Malkaduwwa, Kurunagala
14	Kegalla	Career Guidance Center, National Youth Services Council, 290/14, Kegala Priari School Lane, Kegalla
15	Galle	Career Guidance Center, National Youth Services Council, Elpitiya Training Center, Elpitiya
16		Career Guidance Center, National Youth Services Council, Kahawa
17	Mannar	Career Guidance Center, National Youth Services Council, Thaleimannaram Road, Mannar
18	Ampara	Career Guidance Center, National Youth Services Council, Ampara
19	Badulla	Career Guidance Center, National Youth Services Council, Province Office, No. 37/13, Green Lane Drive, Badulu Pitiya, Badulla

National Youth Services are conducting 18 career guidance and counseling centers in 18 Districts.

Vocational Training Authority of Sri Lanka

The Vocational Training Authority of Sri Lanka Provides career guidance services for the youth of Sri Lanka. The Institute is conducting Career guidance services all of their District Center and National Vocational Training Institutes. Apart from the career guidance centers developed by the Skills Development Project the VTA has been developed career guidance center in every district centers and national Vocational Training Institutes.

Table 1.10 Career Guidance Centers under VTA

Index No.	District	Address	Funded By
01	Kalutara	Career Guidance Center, District Vocational Training Center, Wawala, Horana	SDP
02	Galle	Career Guidance Center District Office, Talbot Town, Galle	
03	Matara	Career Guidance Center, District Office, Thalalla, Matara	
04	Hambantota	Career Guidance Center, District Vocational Training Center, Mirijjawila	
05	Monaragala	Career Guidance Center, Vocational Training Center, Thanamalwila (Now transferred to Wellawaya)	
06	Badulla	Career Guidance Center, District Vocational Training Center, Bandarawela	
07	Matale	Career Guidance Center, District Vocational Training Center, Inamaluwa	
08	Trncomalee	Career Guidance Center,	

Index No.	District	Address	Funded By
		Vocational Training Center, Kanthale	
09	Kegalla	Career Guidance Center, District Vocational Training Center, Ballapana, Galgamuwa	SDP
10	Kurunagala	Career Guidance Center, District Vocational Training Center, Saragama, Kurunagala	
11	Puttalam	Career Guidance Center, District Vocational Training Center, Marawila, Puttalam	
12	Ampara	Career Guidance Center, District Vocational Training Center, Nindaur, Ampara	
13	Gampaha	Career Guidance Center, District Vocational Training Center, Station Road, Veyangoda	VTA
14	Kandy	Career Guidance Center, District Vocational Training Center, Gannoruwa Road, Peradeniya	
15	NVTI, Narahenpita	National Vocational Training Center, No. 354, Elvitigala Mawatha, Narahenpita	
16	NVTI, Rathmalana	National Vocational Training Center, No. 100, Kadawela Road, Rathmalana	
17	NVTI, Orugodawatta	National Vocational Training Center, Orugodawatta, Wallampitiya	

Index No.	District	Address	Funded By
18	NVTI, Niyagama	National Vocational Training Center, Thalgaswala, Niyagama	
19	Anuradapura	Career Guidance Center, District Vocational Training Center, Nuwarawewa Road, Anuradapura	Proposed
20	Rathnapura	Career Guidance Center, District Vocational Training Center, Pannawenna, Kahawatta	Proposed
21	Kilinochchi	Proposed	Proposed by the Ministry
22	Batticaloa		Proposed by the Ministry

Ministry of Labour

Ministry of labour is conducting career guidance and counseling services for the youth in Sri Lanka. Labour Relation and Employment Division which has located at Battaramulla operate the services in divisional secretariat office wise.

After making a self assessment, a person should nurture appropriate professional ambition and identify suitable vocations. Career guidance will provide necessary information entailing employment opportunities, professional training opportunities as well as opportunities for further studies to those to those who are in need of it.

In addition to these services, career guidance covers assistance in a wide range of professional aspects such as facilitating productive sustenance in one's selected occupation, inculcating positive and progressing attitudes, as well as enhancement of knowledge and competence through professional training resulting in self-improvement and guidance in attaining a productive retirement.

The career guidance unit was set up in 1998 under the Ministry of Labour Relations and Employment to work in collaboration with the system of education and training institutes, offering career guidance services to the youth in search of employment.

There are 17 career guidance centres affiliated to the respective Divisional Secretariats. Trained career guides attached to these centres offer services to the youth seeking employment. These centres are coordinated by Human Resources Assistants of the Divisional Secretariats. ([www.ministry of labour.lk](http://www.ministryoflabour.lk))

Ministry of Education

Ministry of Education has been started the career guidance and counseling activities too. The Ministry has started 90 Teacher Resource Centers in Zonal wise. Normally two teacher's resource training centers will be started in a zonal. Two career guidance officers have been trained for those centers and nearly 170 officers have been trained. Those trained officers should be trained other teachers in the school who are engaged in career guidance activities. Normally 30 schools are coordinated under one teacher resource center. The ministry will be longue the web site for their activities at the end of December 2011. The ministry of education has developed guide line for career guidance activities and the printed documents too. (Interviewed an officer from the ministry)

Universities

The universities in Sri Lanka are conducting career guidance services mainly for the student in the universities. Every university has separate career guidance service for the student in the university. From the first year, up to their graduation the career guidance units in the universities are conducting many programmes to make the students well suit to the labour market and make them confident to reach their career ladder.

Private Organizations

Many private sector organizations and NGO, INGO institutes also engaged in career guidance activities in Sri Lanka. Some of them are training institutes conducting skill courses for the youth. The training institutes needs to find out students for their courses. As a result of that the institutes are conducting career guidance programs for the Youth.

Private sector training organization also involved with Career Guidance counseling activities. Mainly they are conducting career guidance programme for the school students and school leavers too. They are selecting place and venue for the programme too.

Policy paper for Career Guidance and Counseling in Sri Lanka

Policy paper for institutionalized of career guidance and counseling activities in Technical and Vocational Education and Training (TVET) introduced by the Skills Development Project on 01st October 2004. The policy paper emphasis that how the institutes should have conducted career guidance activities and the monitoring and evaluation of career guidance activities. Also the policy has been pointed out that how the activities should collaborate with other organization and district committee of career guidance and counseling. (Policy paper attached.

Number of Career Guidance Programmes Conducted by Training Organizations

In this study one objective was to sum up the quantum of career guidance programmes conducted by leading TVET institutions and assess their capacities. Therefore here it shows the activities done by the leading vocational Training Institutes such as Department of Technical Education and Training (DTET), Vocational Training Authority of Sri Lanka and National Apprentice and Industrial Training Authority (NAITA) during the years 2009 and 2010. The Training Institutes have been conducted career guidance awareness programme for School Students, School Leavers, Trainees of VT Sectors, Parents, Government and non government Officers and programme for publicity ect.

Department of Technical Education and Training (DTET)

The programme conducted by the DTET during the year 2009 and 2010 as follows;

Table 1.11 Programme Conducted by the DTET during the year 2009 and 2010

Number	Technical Collages	No. of Participant 2009	No. of Participant 2010
1	Ampara	518	643

2	Anamaduwa	725	498
3	Anuradhapura	1741	1843
4	Badulla	415	2294
5	Batticaloa	0	0
6	Balapitiya	1694	901
7	Beliatta	1594	1479
8	Bandarawela	545	695
9	Dehiattakandiya	534	1041
10	Dambulla	1579	1562
1	Embilipitiya	1857	1172
12	Galle	1682	1228
13	Gampaha	1486	1640
14	Hasalaka	1004	332
15	Homagama	1392	817
16	Jaffna	457	1808
17	Kegalle	1924	2495
18	Kurunegala	803	1341
19	Kuliyapitiya	2134	2074
20	Kalutara	2686	1646

21	Kandy	1556	1825
22	Matara	1885	1811
23	Maradana	3020	2333
24	Moneragala	0	0
25	Matale	1191	1295
26	Medagama	427	5958
27	Nuwara Eliya	1321	1466
28	Pathadumbara	1115	1407
29	Polonnaruwa	2183	1074
30	Ratmalana	442	294
31	Ratnapura	2436	1886
32	Samanthurai	397	0
33	Trincomalee	575	1377
34	Vavuniya	0	0
35	Warakapola	1107	1327
36	Wariyapola	1929	2255

37	Weerawila	1143	1351
Total		45497	51168

During the year 2009 and 2010

Table 1.12 Total Number of Programme Conducted by DTET

Activity	No: of Programmes-2009	No: of Participants-2009	No: of Programmes-2010	No: of Participants-2010
Career Guidance Awareness Programme	887	45497	874	51168
Target Group				
School Students	297	19050	386	27832
School Leavers	199	11236	172	8408
Trainees of VT Sector	278	10626	209	10080
Parents	82	3919	79	3593
Others	31	1176	30	1231
Full Total (January to December)	887	45497	874	51168

The detail available in district wise and here it shows the total number in district wise. In the year 2009 the DTET has conducted 887 programmes by 37 Technical Colleges and 45497 has been participated. During the year 2010 the number of programmes has been reduced up to 874 and the number of participant has been increased up to 51168. The DTET has been made

aware nearly 96665 participants through those programs. The Technical Collages have been conducted those progrems as per their annual plan and budget allocated also has been provided by the department.

Vocational Training Authority of Sri Lanka

The following table show number of progrems conducted by the vocational training authority of Sri Lanka during the year 2009 and 2010.

Table 1.13 Career Guidance Programmes Conducted by VTA

Activity	No: Of Programmes-2009	No: Of Participants-2009	No: Of Programmes-2009	No: Of Participants-2009
CG Awareness Programmes	1911	79052	2205	97736
Target Group				
School Students	431	27490	479	30089
School Leavers	495	22002	571	25918
Trainees of VT Sector	314	8532	367	12270
Parents	325	12097	326	13706
Others	346	8931	462	15753
Full Total (January to December)	1911	79052	2205	97736

The prorammes conducted in Center wise as follow during the year 2009 and 2010

Table 1.14 Numbers of Programmes Conducted By VTA

Number	DVTC/NVTI	Total -2009	Total - 2010
1.	Colombo	3404	4837
2.	Gampaha	4632	4287
3.	Kaluthara	2420	6329
4.	Galle	6451	7557
5.	Kandy	5268	4468
6.	Nuwara Eliya	2559	1486
7.	Mathale	4505	3779
8.	Anuradapura	5395	4787
9.	Polonnaruwa	3125	2595
10.	Badulla	2963	3308
11.	Monaragala	4045	5351
12.	Matara	3405	7717
13.	Kurunagala	2639	3092
14.	Kagalle	8573	10215
15.	Puttalam	1944	3636
16.	Hambanthota	3596	6796
17.	Rathnapura	3626	5688

18.	Ampara	707	1861
19.	Trincomalee	1199	1405
20.	Narahenpita	1130	818
21.	Rathmalana	1665	1041
22.	Orugodawattha	1607	1953
23.	Niyagama	4194	1684
24.	Vavuniya	-	774
25.	Batticaloa	-	352
26.	Mirijjawila	-	1263
27.	Baddegama	-	892
28.	Total	79052	97736

National Apprentice & Industrial Training Authority – NAITA

Table 1.15 Programmes Conducted by 2009 & 2010

Activity	No:Of Programmes-	No:Of Participants-	No:Of Programmes-	No:Of Participants-
-----------------	------------------------------	--------------------------------	------------------------------	--------------------------------

	2009	2009	2010	2010
Career Guidance Awareness	379	35697	198	23604
Target Group				
School Students	136	No Data	55	8913
School Leavers	143		89	9496
Trainees of VT Sector	28		11	939
Parents	37		43	4256
Others	35		-	-
Full Total (January to December)	379	35697	198	23604

Content of Career Guidance Programme Conducted by the Organizations

Career Guidance programme conducted by the organizations mainly concern that how the participant of the programme achieve their career goals. Therefore career guidance programme has been organized by considering the following factors.

How Can a Career Guidance Program Help?

Career guidance programs help students acquire knowledge in several areas:

Self-Awareness

- What kind of person am I?

- What sort of work would I enjoy or not enjoy?
- What are my interests and hobbies?
- What skills do I enjoy using?
- Where do I want to live?
- How can I make a decision about a career?

Goal setting

- Personal SWOT Analysis
- Smart
- Leadership Skills
- Effective Learning component
- Mechanism of Memory

Career Exploration

- What types of careers are there to choose from?
- What sort of training do they require?
- What are the working conditions for various types of jobs?
- What salary can I expect?

Educational and Training Information

- How much education is required for a particular career?
- How much, if any, post-secondary training is required?
- Where could I obtain this training?
- Do I need a certificate or license?
- How much will the training cost?
- Can I get any training while still in high school?

Job Search Skills

- How do I write a CV
- How do I write a resume?

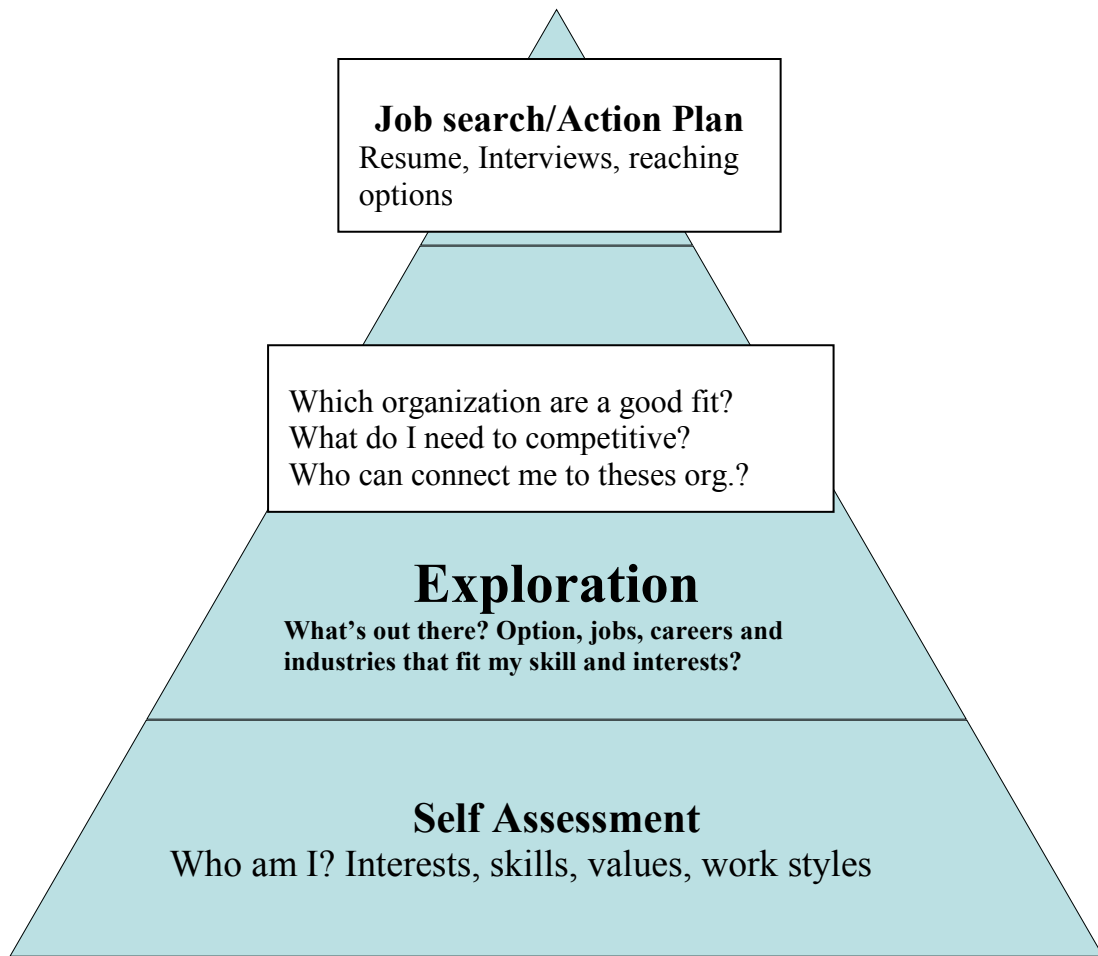
- How do I write a cover letter?
- How do I find out about job openings?
- How do I apply for jobs?
- What do I say at the interview?

Employability Skills

- What does an employer expect of a good worker?
- How can I be a team player?
- What communication skills will I need?
- How can I get along with my co-workers and my employer

The Job Search Process

Career Development Pyramid

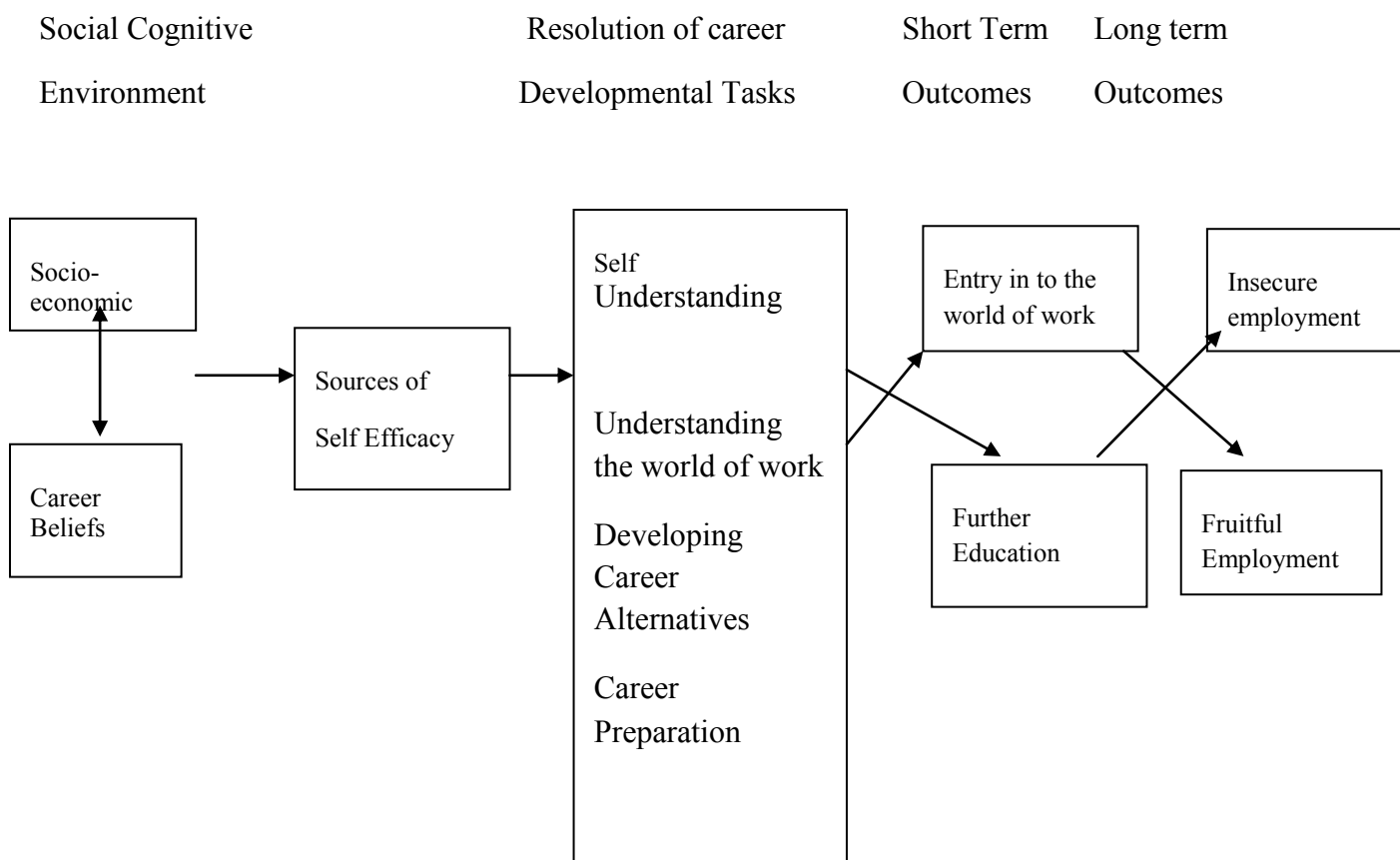


Source: - Such-Min Chang, Ph.D., Research Consultant smchang@kriver.re.kr

The Career Discovery Equation

1. Self understanding
2. Understanding the World of Work
3. Career alternative
4. Career preparation

The Career Preparation Process Model



Sources of Self Efficacy:

- ❖ Performance Accomplishments
- ❖ Vicarious Experiences
- ❖ Verbal Persuasion
- ❖ Physiological / Emotional Arousal

Source: - Such-Min Chang, Ph.D., Research Consultant smchang@kriver.re.kr

Life career



Implementation of Career Guidance

Career guidance should comply with the following requirements:

1. Career guidance must respond to **purpose and direction** of the career. The starting point for further investigation lies in the values, lifestyle and life-roles of the individual
2. Career guidance must be focused on **developing skills**, with a view to planning one's own biography and negotiating on this basis, as well as focusing on the attitude of the employee in respect of changes and on the knowledge and understanding of the individual personality and personal situation
3. Career guidance must be **contextual**. This relates to an understanding of the career opportunities in organizations in a broad way. The basic ingredient for career planning is an up to date data on career development in the broadest sense and following the demand and deployment of personnel.
4. Career guidance must be **interactive**. Account must be taken of the relationships between individuals and organizations and their mutually contrasting interests. The individual must acquire skills to negotiate on his/her own career development
5. Career guidance must have a **time perspective**. This includes both looking back at the past and looking forward to future possibilities. The capacity to systematically reflect on experiences and actions undertaken is fundamental, with a view to the changing labour market
6. Career guidance must focus attention on **career flexibility**. On the one hand this relates to the capacity to handle material and psychological uncertainty and on the other hand the confidence to dare to negotiate about one's own working conditions.

The Student Learning Plan

An SLP should include:

1. The student's name, the teacher's name, and the date of the version (since it is assumed that students will modify their SLP from time to time); the name of the school and the name(s) of the student's parent(s) are other identifying information that could be included
2. The student's list of people who constitute his or her support networks (personal, educational, career)
3. A personal inventory summary that includes a listing of the student's
 - interests
 - career-related values
 - strengths
 - accomplishments
 - experience
 - skills
4. A record of short-term and long-term goals (personal, educational, career) that the student has set, plus information on the current status of those goals
5. A list of the Career and Personal Planning prescribed learning outcomes that the student has achieved for that grade
6. A list of the courses that the student intends to take in the coming year should relate to the student's personal, educational, and career goals
7. Provision for the student, for the student's teacher-facilitator, and for the student's parents to include dated signatures indicating that they have all seen the SLP.
8. A student statement on each of the following topics, as a way of bringing closure to the planning process summarized in the SLP:
 - what I have learned about myself
 - my focus for the coming year (or term)

Suggested Assessment Strategies

1. Work with students to develop criteria for monitoring their Student Learning Plans.

For example, criteria might describe:

- how often the plans will be updated
 - what information is required (and on what dates)
 - how often the plans will be reviewed by parents
 - what evidence of monitoring will be presented (e.g., dated signatures, comments, summaries)
2. When students revise their Student Learning Plans to reflect changes in their educational, career, or personal goals, note the extent to which they are able to:
 - identify clear goals
 - gather and evaluate information
 - identify and evaluate alternative actions and strategies
 - identify and access support and resources
 - develop action plans
 - monitor and revise their action plans
 - evaluate their progress
 3. Ask students to reflect on their most recent report cards by responding to the following:
 - What is the first thing that comes to mind when you think about your report card? Why do you feel that way?
 - What parts of your report card are you satisfied with? Dissatisfied with?
 - What was your greatest challenge this term? Why? How did you deal with it?
 - If you had the term to do over again, what would you do differently? What would you not want to change?
 - Identify one goal for future achievement and develop an action plan that will help you achieve it.

Testing Career Fitness

Self-Knowledge

1. I know what motivates me to excellent.
2. I can identify my strongest abilities and skills.
3. I have several major achievements that clarify a pattern of interests and abilities.
4. I know what I both like and dislike in work.
5. I have some ideas about what I want to do during the next [two to three] years.
6. I can list my major accomplishments in action terms.

Knowledge of Employers

7. I know what skills I can offer employers in different occupations.
8. I can clearly explain to employers what I do well and enjoy doing.
9. I can specify why an employer should hire me.
10. When I'm ready to find an internship or job, I will be able to identify and target potential employers.

Internship or Job Search Skills/Contacts

11. I can conduct research on different occupations, employers, organizations and communities.
12. I can write different types of effective resumes, internship search letters, and thank-you notes.
13. I can produce and distribute resumes and letters to the right people.
14. I can develop a job referral network.
15. I can prospect for internship or job leads.

CAREER DEVELOPMENT OBJECTIVES

Career education is especially important to help young person's adapt to changing workplace. Objectives of career education suggest on much of developmental tasks youths should achieve for their future life. Some important objectives of career education are presented below;

PREPARE FOR MAKING CAREER DECISIONS

This objective covers knowledge and activities necessary for making informed career decisions. One generally thinks of career planning primary in terms of high school or college students; however, career planning is a life-long task of exploring and weighting reasonable alternatives. Among 9 year olds there are behaviors that will bear fruit later in intelligent career decisions. For 9 year olds such behaviors include a beginning awareness of abilities and interests, of common occupations, and of the fact that some day they will need to accept adult roles. At the other extreme of adulthood, career planning means weighting current occupational status against capabilities and interests, and planning to improve within the context of present employment or through retraining and change of occupation.

Know own characteristics relevant to career decisions.

Be aware of own current abilities and limitations.

1) Perceive own strengths in physical skills, leisure time activities, home and school responsibilities, interpersonal relations (for example, are aware that they can play baseball but cannot swim, do school homework on time but often forget to do home chores, get along better when playing with a single peer than with a single peer than with a group)

2) Are aware of own knowledge and abilities as compared with those of other individuals or groups (for example, perceive correctly that they have more ability in drawing than others in their classes, cannot spell as well as a sibling, know more about mechanics than most persons their age, can do better in social studies than in arithmetic); are aware that abilities and limitations may change with experience.

3) Perceive own specific abilities that may affect pending career decisions (for example, are aware that they have mechanical ability, moderate literary ability, are deficient in mathematical skills, work well at routine tasks, are persuasive, are not very creative).

Be aware of own current interest and values.

1) Discriminate among own current like and dislike in leisure time activities and home chores (for example, are aware that they like reading better than music, like riding a bicycle more than solving puzzles, like caring for pets better than cleaning up rooms, enjoy group street games more than playing by themselves).

2) Discriminate among own current interest and values (for example, are aware that they are interested in helping or serving others, like or dislike certain school subjects. Would rather work with abstract ideas than with concrete objects. Would rather sew than cook, like outdoor jobs better than work indoors); are aware that interest and values may change as a result of future experience.

3) Are aware of own current interests and values that may affect career decisions (for example, know that they are oriented toward securing immediate employment, toward performing services for others, toward scientific or clerical work, toward making or doing things with their hands)

4) Are aware that own interests and values may not coincide with those of others.

Seek knowledge of them.

1) Discuss own interests and abilities with teachers, peers, guidance counselors, and parents (for example, talk about what activities they like and dislike and about problems and successes they have had in school subjects; ask others for feedback about how well they perform various activities)

2) Participate in activities leading to more informed and accurate perception of own interests and abilities (for example, look at and read different books and magazines; have hobbies; do part-time job; play many kinds of games or sports; go to various community programs, events, and places of interest); know that strengths are gained through exercise of abilities (for example, know that practice is required to become a good pianist, dancer,

ballplayer).

3) Discuss and evaluate own interests, abilities, goals, and values not only with counselors in school but also in government and private employment agencies (for example, discuss results of scholastic and vocational guidance test taken for specific purpose; compare own evaluation of abilities with opinions of others they respect; evaluate the accuracy, reliability, and relevance of information secured from different source for making pending career decision; use several sources of information to avoid judging from one exposure).

4) Discuss and evaluate own abilities, interests, goals, and values with competent persons who can provide them with accurate and reliable information about themselves (for example, discuss own personal characteristics with their job supervisors, college advisors, vocational guidance counselors, clergymen, discerning friends)

Know the Characteristics and requirements of different careers and occupations.

1. Know the major duties and required abilities of different careers and occupational families.

1) Are aware of the main functions of highly visible career and occupations (such as teacher, housewife, store clerk, waiter, doctor, nurse, service station attendant, policeman, fireman, farmer, mailman, barber)

2) Know which occupations are in the same field (for example, know that pilots, truck, drivers, and train conductors, are in the field of transportation; know that chemists and biologists are in the field of science).

3) Know the major duties and required abilities of common occupations and occupational families (for example, science, dentist, engineer, architect; social service clergyman, social worker, school teacher; clerical-secretary, bookkeeper, bank teller; construction- carpenter, plumber, painter)

4) Know the major duties and required abilities of a wide range of occupations and occupational families (for example business/ sales-salesman, personnel manager, accountant; social science, lawyer, librarian, psychologist; technical-lab technician,

computer operator, photographer; service cosmetologist, chief, fashion designer)

5) Understand differences in responsibilities within occupational families (for example, laboratory technician, chemist, laboratory supervisor; custodian. Custodian foreman, department head, purchasing agent, store manager, ambassador, consul, foreign service officers for labor, information, etc)

2. Know differences in work conditions among and within occupational families.

1) Know relative income levels for common occupations (for example, know that business executives earn more than clerical employee; know that skilled workers earn more than unskilled workers; know that airline pilots earn more than stewardesses); understand the effects of public demand upon income in such occupations as writing and acting; understand that fringe benefits differ among occupations (for example, that civil servants and union members typically have prescribed benefits whereas the self-employed must plan own benefits).

2) Recognize that occupations influence the kind of home life persons have (for example, are aware that truck drivers frequently are away from home; know that farmers sometimes must work long hours; know that shift jobs may require work at night).

3) Know which people in different occupations work together (such as editors and authors; carpenters and contractors; nurses and physicians); know which people have minimum work contact with others (for example, artists, game wardens, housekeepers).

3. Know entry requirements for occupations

1) Know that some occupations require more education or training than others (for example, are aware that doctors and teachers go to school longer than barbers and field clerks.)

2) Know relative levels education required for common jobs (for example, know that engineers go to school longer than technicians, doctors go longer than nurses; know that airline pilots receive more training than stewardesses, machinists more than drill press operators; know that no special education is necessary for manual laborers, frame hands, gas station attendants, and custodians).

- 3) Are aware that there are relationships between school curricula and occupational families (for example, know which courses is college preparatory, which are commercial, which are technical; know that college careers can be pursued and college attended without taking the college preparatory program).
- 4) Know that there are alternate routes to some occupations and that formal education may not be the sole means of entry (for example, know that experience is sometimes accepted in lieu of education; know that training and experience can be obtained in the military service as well as in formal schools).
- 5) Understand the relevance of school curricula to occupational families (for example, know what courses to take to obtain jobs as draftsmen and mechanics; know that classes in English are relevant to careers as writers; know what classes will be useful for homemaking; know what courses to emphasize for homemaking; know what courses to emphasize for completed careers as biologists).
- 6) Know the educational requirements for a wide range of occupations (for example, know that doctors must intern following their academic training; know that an electrician or plumber must work several years as an apprentice; know that many jobs such as file clerk, taxi driver, or nurse's aid usually require only a short period of on-the-job training; recognize that many professional and technical fields will require continuing education after employment).
- 7) Know the length of school required for various academic degrees (for example, are aware that an associate degree requires two years beyond high school, bachelor's normally requires four years, master's requires one to two years beyond bachelor's, Ph.D. and M.D. require three to four years beyond bachelor's).
- 8) Know the specific nonacademic entry requirements for various occupations (for example, know that union membership is required in order to hold many jobs; know that state and local licensing is required many jobs; know that capital investment is necessary to set up an office as a doctor or dentist).

4. Be aware of the impact of social and technological changes on occupations.

- 1) Are aware that some jobs (such as handcraft men, elevator operators) tend to become obsolete and new types of jobs (such as space technicians, astronauts, computer operators) are created because of social and technological changes.
- 2) Understand that technological, economic, and social changes result in decreases in the availability of some kinds of jobs and increases in others (for example, know that new discoveries and inventions in business and industry change the requirements for various kinds of skills; that there are reduced opportunities in mining, factory work, and handcrafts and increased opportunities in service occupations, space, air transportation, and computer industries; know that major trends in the job market are toward specialized technical jobs requiring more training).
- 3) Know that social conditions modify occupational entry requirements through such programs as New Careers, MEDEX, and the Manpower Training and Development Act.
- 4) Are aware of the trend in educational and hiring practices that enables persons with broad educations in a family or group of occupations to qualify for a number of specific occupations (for example, that high school training in graphic communications permits initial employment as an apprentice or beginner in occupations such as drafting, illustrating, and cartography).
- 5) Know that at many entrance points, educational institutions and business are modifying requirements for credentials, diplomas and special qualifications; know that performance after selection is the criterion for retention.

5. Know important factors that affect job success and satisfaction.

- 1) Know that job performance often determines whether a person can hold a job (for example, are aware that how well a worker does his job (for example, are aware that how well a worker does his job is important for his keeping the job and earning more money).
- 2) Know positive and negative factors that may result in advancement on jobs or in demotions or loss of jobs (such as effectiveness of work habits; quality of job performances; how the worker gets along with others; worker's attitudes; changes in job markets; favoritism; prejudice; organizational memberships; type and extent of required skills).

- 3) Are aware of some reasons why people change jobs (such as to make more money; because they are fired; because they did not like their boss or the work itself: to broaden their experience; to meet new people; for self fulfillment).
- 4) Know possibilities for career advancement beyond entry jobs in different occupations (for example, know that can become department heads, that opportunities for advancement for stewardesses are limited, that a starting engineer can become president, that persons trained for one occupation may go into other related occupations).
- 5) Recognize that persons must update their skills in such ways as securing additional training, retraining, reading job-related periodicals, and attending night school.
- 6) Know the consequences of advancement in some occupations (for example, know that the nature of the work of supervisors is different from the work required at lower levels of the job ladder; know that the responsibilities of higher level jobs may produce greater pressures; know that persons can be promoted in some occupations only if they accept new positions in other locations).
- 7) Are aware of the general satisfactions people obtain from various kinds of jobs (such as outdoor work for foresters; operating one's own business; taking care of others as in nursing; the gratification of teaching; associating with certain types of people).
- 8) Understand that advancement in occupational areas can sometimes lead to job dissatisfaction or to less competent performance.

6. Seek information about occupations in general or about specific jobs.

- 1) Ask teachers, counselors, and other adults about what they do at work and what different kinds of workers do on their jobs; visit factories, dairies, and businesses; see films that describe jobs.
- 2) Read about various vocations; observe and talk with workers.
- 3) Talk to counselors at schools, employment offices, and training centers; use reference sources, such as Handbook of Job Facts, to obtain information about occupations; seek information about a broad range of careers and occupations to maintain flexibility in their planning, not limiting themselves solely to the more commonly

recognized occupations.

4) Seek information about careers and occupations congruous with their personal value systems, such as service to others and contributing to solutions of community, political, ecological problems.

5)

Relate own personal characteristics to occupational requirements.

1. Associate own abilities and limitations with possible success in present of future occupational pursuits.

1) **Know** own skills which might be used in part-time job (for example, mowing lawns, stocking merchandise, babysitting, delivering newspapers, carrying heavy objects, making change, preparing meals, sewing garments).

2) Recognize own deficiencies while realizing that many can be overcome and, thus, do not necessarily preclude entry into desired training or occupations.

3) Associate developing abilities with potential career and occupational fields (for example, associate success in home economics courses with careers in the broad field of mathematics, good performance in English composition

With potential success as journalists or other kinds of writers, skill in drawing with drafting or art, a hobby of rock collecting with a career in geology, experience in 4-H clubs with potential agricultural occupations; associate many a dexterity with success in a craft, awards for sewing with apparel-making occupations, enjoyment of driving cars with transportation service jobs).

2. Relate personal interests and values to job characteristics and occupations.

1) Associate current interests and values with potential career fields (for example, associate concern for effects of pollution with possible career in ecology, interests in sewing and cooking with homemaking, interest in engines with mechanical or engineering fields).

2) Identify job characteristics which are important to them (such as earning; prestige intrinsic interest; training opportunities; promotional opportunities; work environment; type

of associates; opportunities to work with people, objects, data, and processes; to communicate ideas; to help or serve other people; to attain re-known; to create).

3) Know types of occupations most likely to satisfy their personal interests and values, and associate realistic concepts of career fields with their developing life realistic concepts of career fields with their developing life styles (for example, know which occupations which allow one to serve others; know those occupations which permit one to potential or are prestigious; know those occupations that require performance of routine tasks; understand family satisfactions and sacrifices associated with various occupations).

4) Know other types of occupations and organizations besides present ones that would provide job satisfactions important to them or that would utilize their abilities to the fullest extent.

5) Identify additional job characteristics important to them (such as security, fringe benefits, safety, health factors, amount of leisure time, extent of travel, company ethics).

Plan for career development or change.

1. Consider relevant factors in planning toward an occupation or career.

1) Are aware that they become adults there will be a need to make career plans and to understand the responsibilities of adult occupational roles.

2) Relate the educational process to securing training basic to most occupations (for example, understand that the knowledge and skills they learn in and out of school will be beneficial to them and others in their future adult roles).

3) Relate their planned curricula to own tentative career goals, modifying as new decisions are made (for example, plan to elect mathematics courses if they tentatively plan to be engineers, technical courses if they plan to enter vocational-technical training programs, agricultural courses if they plan to assume responsibility for family farms).

4) Discuss plans and career problems with competition advisors (such as school counselors, parents, employers, teachers, principals, clergymen, community agency personnel). Attitudes, family influence, societal needs, possible cultural obstacles, racism, and sexual discrimination; appraise own probabilities of success both subjectively and objectively in different kinds of education or training).

- 5) Relate personal and external factors when making own career plans (for example, understand their military obligations: contemplate personal characteristics, training requirements, finances, and extra-personal factors such as parental attitudes, family influence, social needs, possible culture obstacles, racism, and sexual discrimination; appraise won probabilities of success both subjectively and objectively in different kinds of education or training).
- 6) Resolve conflicts in vocational choice (for example, consider practical alternatives; solve differences between own goals and desires of parents and between abilities and unreasonable aspirations).
- 7) Understand the value of maintaining a number of occupational alternatives; recognize the problem of getting locked into narrow fields of specialization.
- 8) Reappraise own current school or training programs to insure that appropriate occupational and/or academic requirements will met, and modify plans to overcome any deficiencies.
- 9) Plan sources and extent of financial aid (such as part-time employment, cooperative work-study programs, apprenticeship training programs, parental assistance, personal saving, possible athletic and academic scholarships, special assistance programs for the educationally deprived, and loans) and identify the requirements and restrictions associated with each; project plans for financial support over the time required for education or training.
- 10) Investigate schools, training programs, and employment opportunities suited to own goals, capabilities, and financial resources; visit or correspond with schools and training institutions.
- 11) Know of and can efficiently use sources of information(such as college catalogues, occupational references, government publications, industrial training program brochures) to find out about required courses, length of training time, cost of preparation, financial aid available, alternative methods of preparing for careers, and quality of training placement assistance.
- 12) Anticipate requirements for upgrading within present occupations or for securing new employment, and plan to meet these demands (for example, plan to take courses or

specialized training to improve present skills or to learn new ones; plan to attend school part-time to work for advanced degrees; study for examinations for licenses and credentials).

Be aware of alternative career choices or occupations and consider the consequences of career changes.

- 1) Are aware that the old pattern of a permanent, life-long career is no longer prevalent and that an occupational preference does not necessarily lock one in permanently.
- 2) Consider career alternatives by identifying occupations related vertically (for example, member of survey team-civil engineer; electrical draftsman-electrical engineer) and horizontally (such as auditor- accountant; computer programmer-system analyst; waitress-receptionist)
- 3) Know that alternative careers utilizing knowledge and skills that they possess(such as engineering – drafting: teaching applied fields such as writing and business; researching-teaching; journalism-public relations ; dancing-dance instruction window washer-custodian; secretary-typist)
- 4) Consider relevant factors bearing on possible career changes(for example, financial status and aid; training required and available sources; employment opportunities: security; societal demands; effects on families; long-range goals; social values; desired satisfactions)
- 5) know possible advantages and disadvantages to consider in changing occupations or employers(such as and increase or decrease in earnings; promotion or demotion; better or worse work environment; more or fewer fringe benefits; better or worse climate; nearer to or further from ultimate career goals; possible effects on family)

Have Positive Attitudes toward Work

Today more than ever there is a great diversity of life style. An occupation or career is only one way of achieving personal self-fulfillment in life. Nevertheless, it is possible within the context of career and occupational development to identify desirable attitudinal goals that should result from the Educational process. Thus, National Assessment seeks to assess attitude toward work not only in terms of social goals but also as acceptance and

understanding of the diversity of life styles, regards for competence and excellence in endeavors of many different kinds, and pride in one's own achievements.

Recognize the basis of various attitudes toward work.

- 1) Know that some people have jobs and others do not.
- 2) Know that appropriate work can be a source of personal satisfaction
- 3) Recognize that people have different attitudes toward work (for example, know that some people work only for the money, that some people avoid looking for jobs, and that some people place work second in importance to other more personally meaningful activities.)
- 4) Understand why people have the attitudes that they do toward work (for example, understand that attitudes toward work are affected by many factors, such as education, age, sex, family income, race, religion, nationality, work experience, and self-concept: know that some people have experienced inequalities in obtaining work and on jobs; know that the "work ethic" is a predominant attitude in Korea's history: know that differences in social, ethnic, racial, and educational background make it easy for some people to obtain good jobs and difficult for others to obtain any job; recognize that frustrated ambitions many affect attitudes)
- 5) Are aware of the job need to experience personal satisfaction in own accomplishments (for example, recognize that people's aspirations differ, that works gain different types of satisfaction from their jobs, and that some people are content with jobs that offer no opportunity for expression of ideas, creativity, or decision-making, but only the satisfaction of accomplishing routine tasks; know that some people find personal fulfillment in activities outside work)
- 6) understand the reasons for their own attitudes toward work (for example, recognize the effects of personal experience in seeking or doing work; recognize the influence of attitudes and experiences of peer groups and family members; understand the part that self-concept and sense of self-esteem play in their attitudes toward the world of work).
- 7) Understand the personal and societal consequences of their own attitudes (for example, know that negative attitudes interfere with and positive attitudes contribute to effective job performance; know that many employers consider attitude as important as

skill; weigh the consequences of disregard for the world of work versus active planning and preparation for roles in it).

Hold competence and excellence in high regard.

- 1) Respect and admire others who try to achieve to the best of their ability.
- 2) Recognize and appreciate the efforts and accomplishments of others that merit acknowledgment (such as scholarship, athletic Prowers, and creativity).
- 3) Acclaim others deserving of praise or recognition.
- 4) Appreciate the accomplishments and contributions of others regardless of their backgrounds (for example, ethnic group, sex, education, and nationality).
- 5) Recognize excellence attained through activities other than work (for example, housewife, artist, and volunteer worker.)
- 6) Encourage others to develop and to use their skills and abilities to achieve maximum competence.
- 7) Accept the diversity of life styles of others, understanding that excellence is not necessarily confined to work activities.

FAMILY AND CAREER EDUCATION

Career education consists of activities carried out within the home and family structure. This indicates both the right and responsibility of parents and family to care about and to influence attitudes their children develop toward work, toward education, and toward relationship existing between work educations. It sees home as a place where both work value and dignity of all honest work can be learned. Much of the substance of career education concerns work value and work habits. In these domains, parents and family are very influential to their children. Students can learn a lot of things on the work at home through their parent and family.

Home needs to become a workplace where all family members are regarded as workers. The work of the home in all of its aspects, offers a marvelous opportunity for children to learn the relationships that make work and play complementary activities. It is also an ideal setting in which students learn about inconvenience when one of the family members fails to carry out his or her work assignment, to finish work on time, to cooperate with other members, or about interdependence of family work.

Both work values and work habits can and should be learned in the home. To accomplish this, students should participate in a lot of work activities at home. Students should understand the true meaning of family membership to participate in family work cooperatively. Family and parents have obligation to help their children learn and think deeply about why and how they work. Students should also make an effort to learn world of work through family and parents.

Source: - Such-Min Chang, Ph.D., Research Consultant smchang@kriver.re.kr

Korea Research Institute for Vocational Education & Training

Chapter 3

ANALYSIS AND DISCUSSION

Data Analysis of Participants

Graph 3.1 Percentage Distributions of Participants by Gender



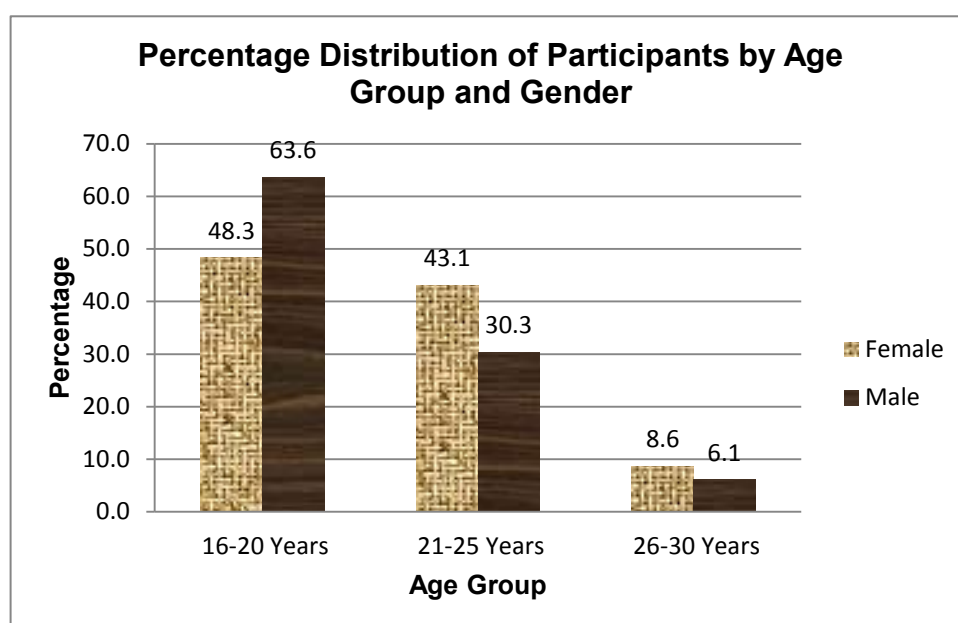
As shown in the above graph which is depicted according to the sample, 63 percent of participants were female. So it has been identified that less male participation for career guidance awareness programme than female.

Table 3.1 - Percentage Distribution of Participants by Age Group and Gender

Age Group	Gender		Total
	Female	Male	
16-20 Years	48.3	63.6	53.8
21-25 Years	43.1	30.3	38.5
26-30 Years	8.6	6.1	7.7
Total	100.0	100.0	100.0

As per the sample 53.8 participants were between 16-20 age groups. It has shown clearly that when the aging less participation for the awareness programmes.

Graph 3.2 Percentage Distributions of Participants by Age Group and Gender

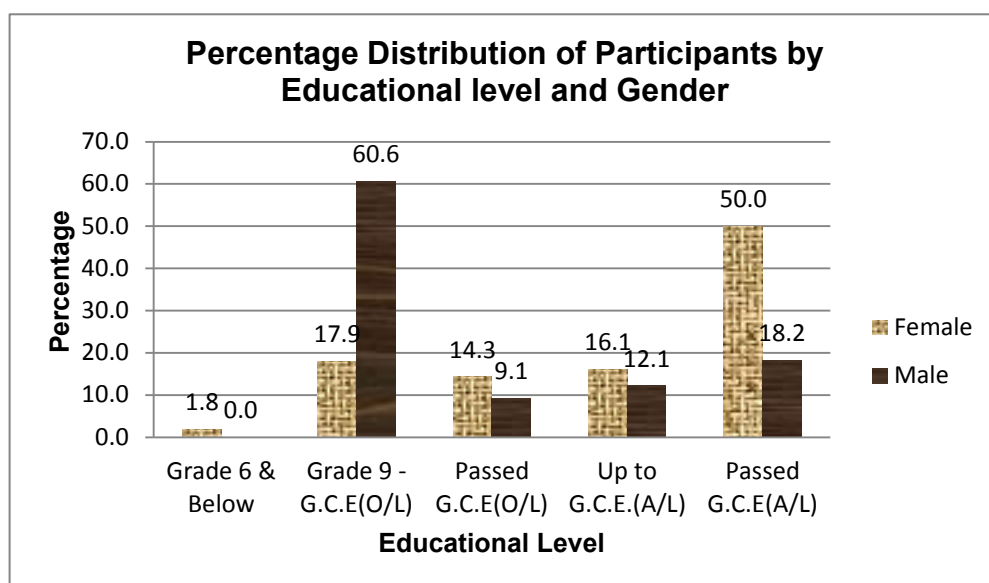


According to the 3.1 table & 3.2 graphs, more than 50 percent of participants were in age group of 16-20 years.

Table 3.2 - Percentage Distribution of Participants by Educational level and Gender

Educational Level	Gender		Total
	Female	Male	
Grade 6 & Below	1.8	0.0	1.1
Grade 9 - G.C.E(O/L)	17.9	60.6	33.7
Passed G.C.E(O/L)	14.3	9.1	12.4
Up to G.C.E.(A/L)	16.1	12.1	14.6
Passed G.C.E(A/L)	50.0	18.2	38.2
Total	100.0	100.0	100.0

Graph 3.3

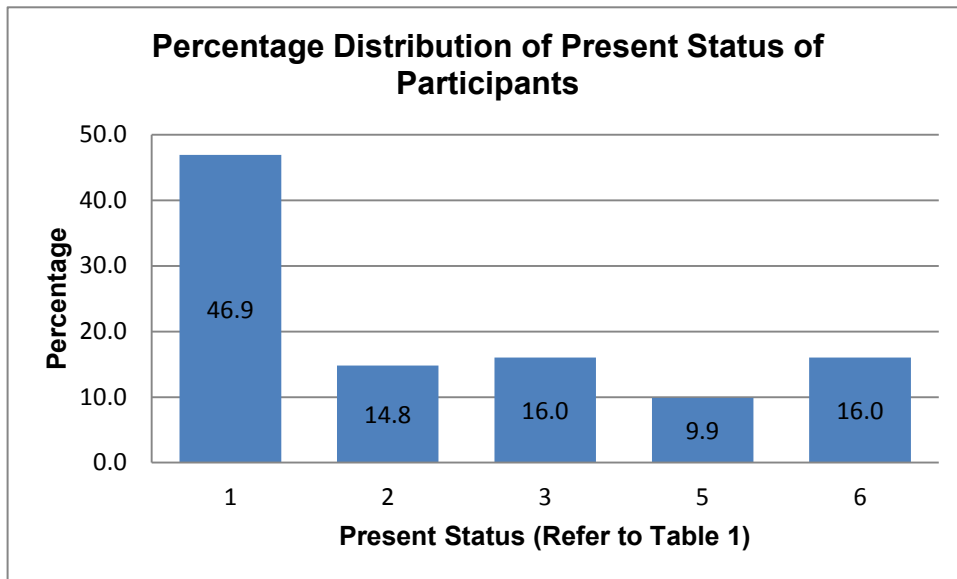


- According to the above table & graph, about 38 percent of participants have qualification G.C.E. (A/L). About 34 percent of participants have qualification Grade 9 – G.C.E. (O/L)
- Considering gender, 50 percent of female participants have qualification G.C.E. (A/L). About 61 percent of male participants have qualification Grade 9 – G.C.E. (O/L). The data shows that most of the female participants were educated than male participants.

Table 3.3 - Percentage Distribution of Present Status of Participants

No.	Present Status
1	Studing
2	Engaging Vocational Training
3	Employed
4	Ready to Migrate
5	Engaging Self Employment
6	Other

Graph 3.4 Percentage Distribution of Present Status of Participants

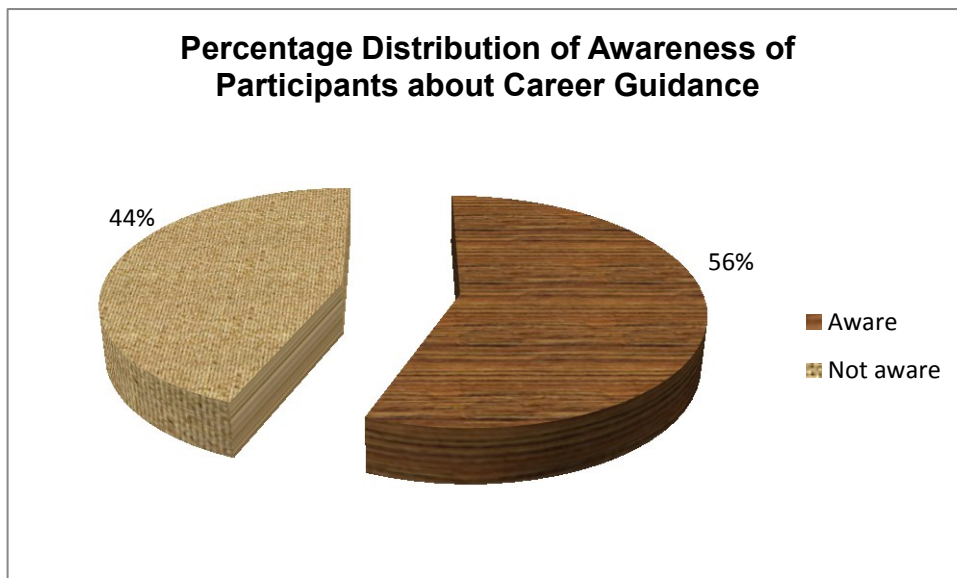


* Some participants have given more than one answers

As shown in the above graph, majority of the participants were studying when they participated for career guidance awareness programmes

Graph 3.5

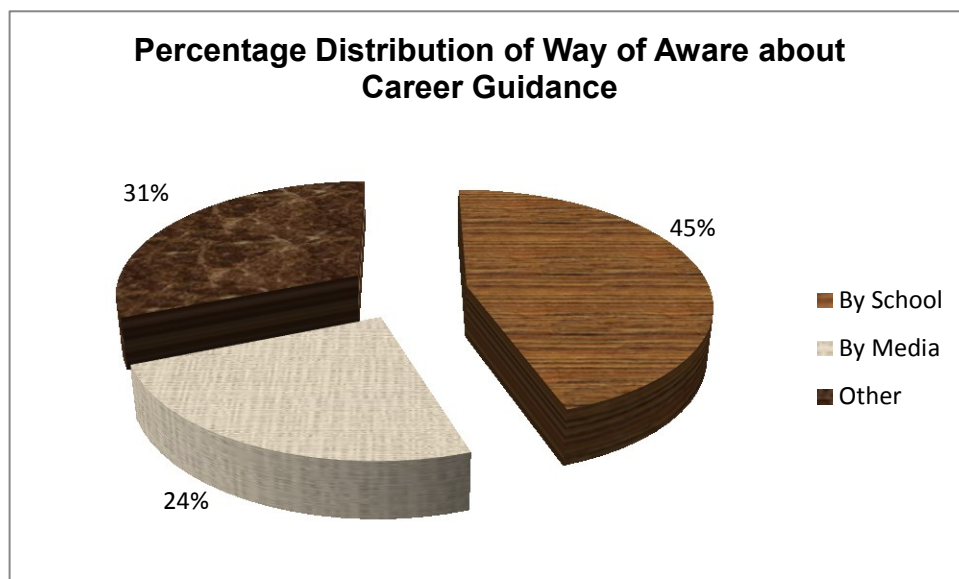
Percentage Distribution of Awareness of Participants about Career Guidance



As per the graph it shows that 56% of participants are aware that they have come for career guidance awareness programme.

Graph 3.6

Percentage Distribution of Way of Aware about Career Guidance

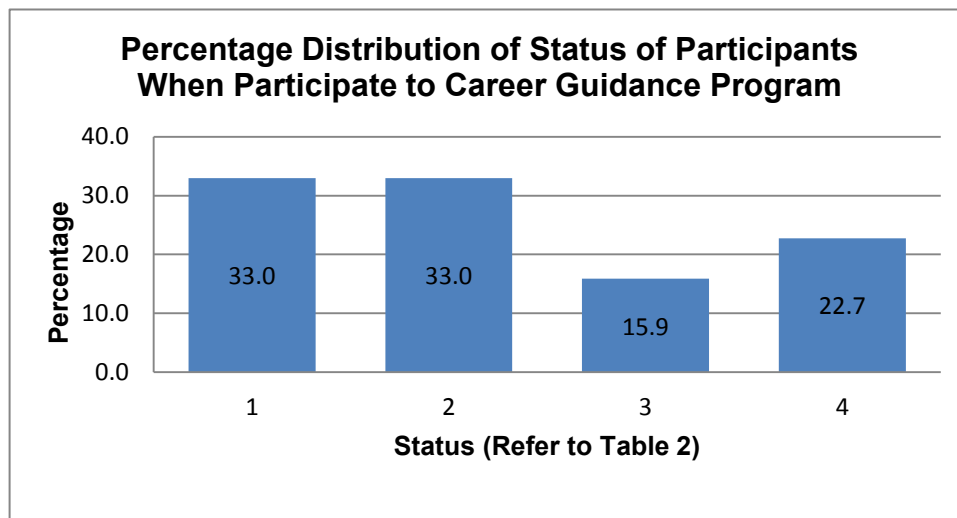


As shown in the above two graphs, 56 percent of participants were aware about career guidance service before participating to the career guidance programme and 45 percent of them were aware about those at school.

Table 3.4 - Percentage Distribution of Status of Participants When Participate to Career Guidance Program

No.	Status
1	Studing
2	After completing school education
3	Expecting further education (vocational/higher)
4	Looking for a job

Graph 3.7 Percentage Distribution of Status of Participants when Participate to Career Guidance Programme

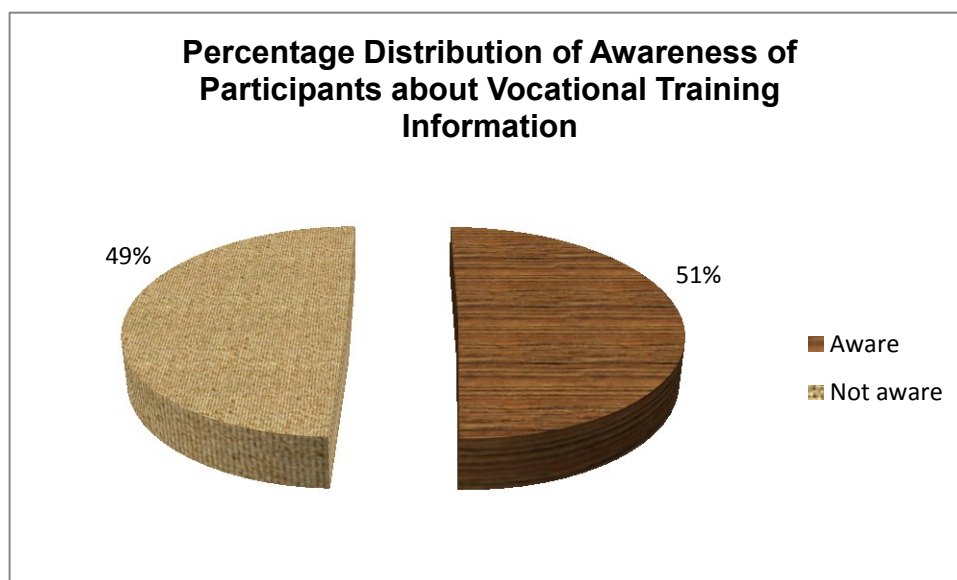


* Some participants have given more than one answers

As shown in the above graph, most of the participants were studying or completing their school education when they participated to career guidance programmes

Graph 3.8

Percentage Distribution of Awareness of Participants about Vocational Training Information



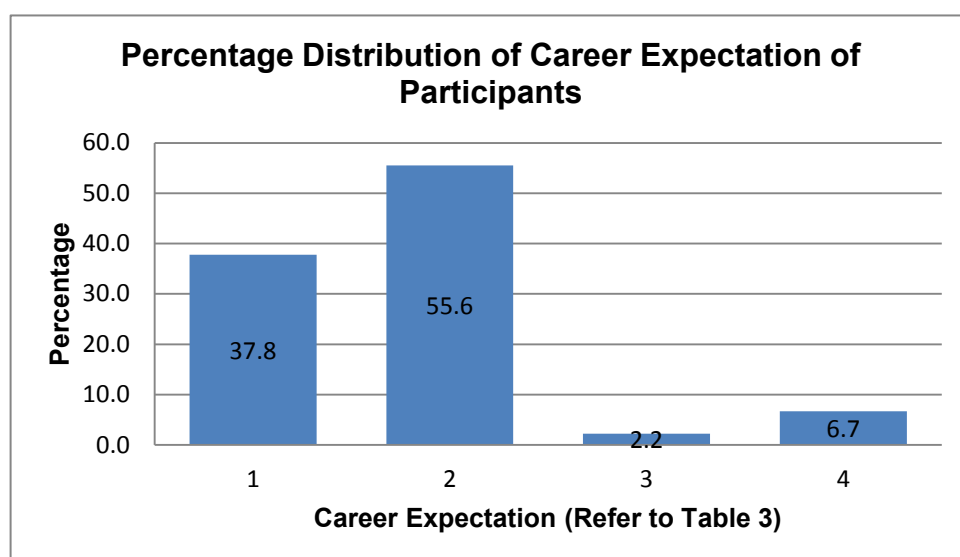
As shown in the above graph, 51 percent of participants were aware about vocational training information before participating to the career guidance programme

Table 3.5 - Percentage Distribution of Career Expectation of Participants

No.	Career Expectation
1	Engaging a job in government sector
2	Receiving a job through vocational training
3	Migration
4	Other

Graph 3.9

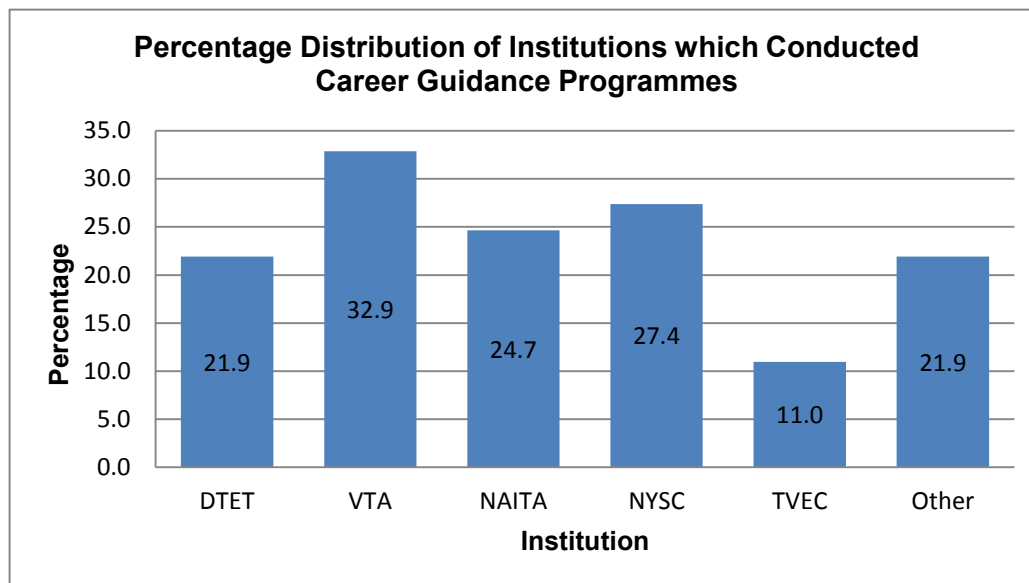
Percentage Distribution of Career Expectation of Participants



* Some participants have given more than one answers

As shown in the above graph, about 56 percent of the participants were expecting a job through the vocational training.

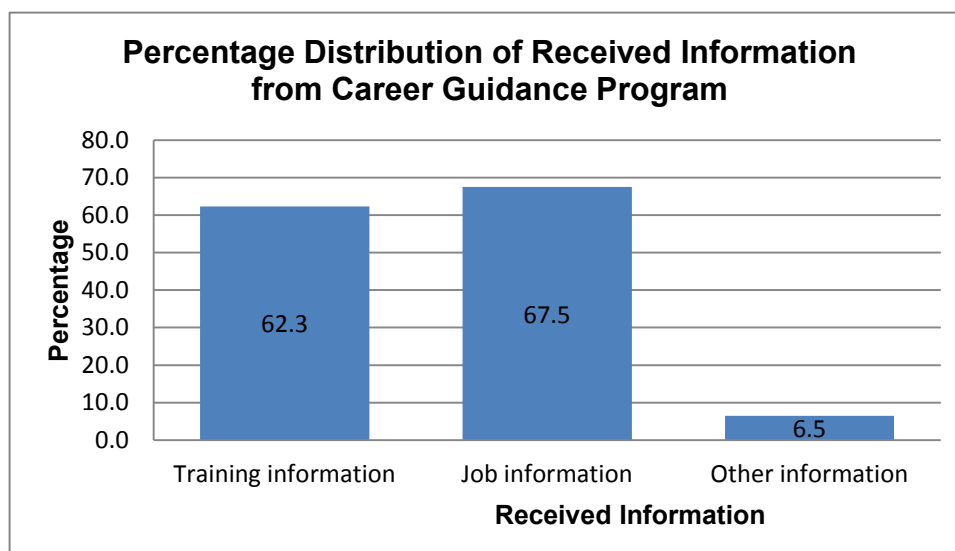
Graph 3.10 Percentage Distribution of Institutions which Conducted Career Guidance Programmes



* Some participants have given more than one answers

As shown in the above graph, majority of the participants had participated to career guidance programme which was conducted by VTA

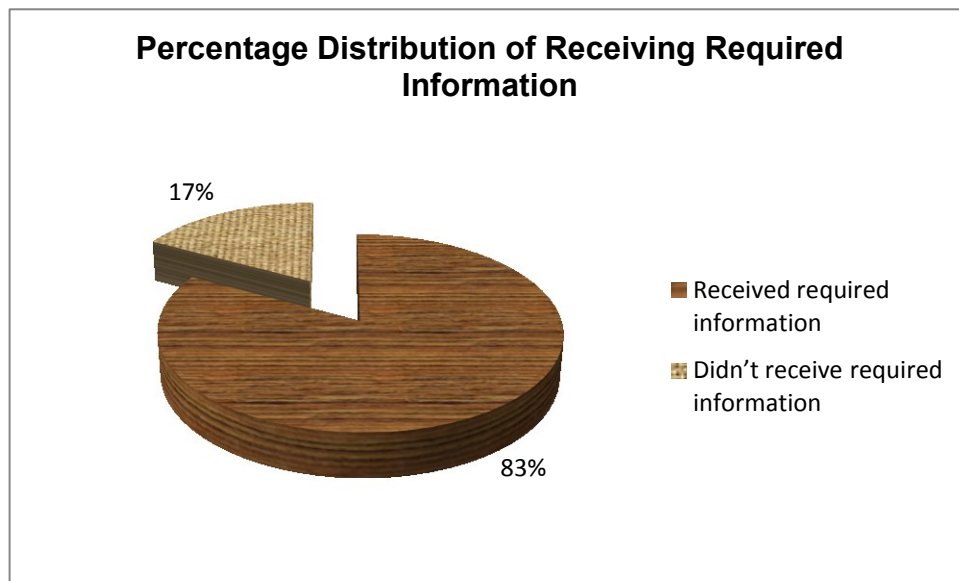
Graph 3.11 Percentage Distribution of Received Information from Career Guidance Programme



* Some participants have given more than one answers

As shown in the above graph, majority of the participants were aware about training and job information from career guidance programme

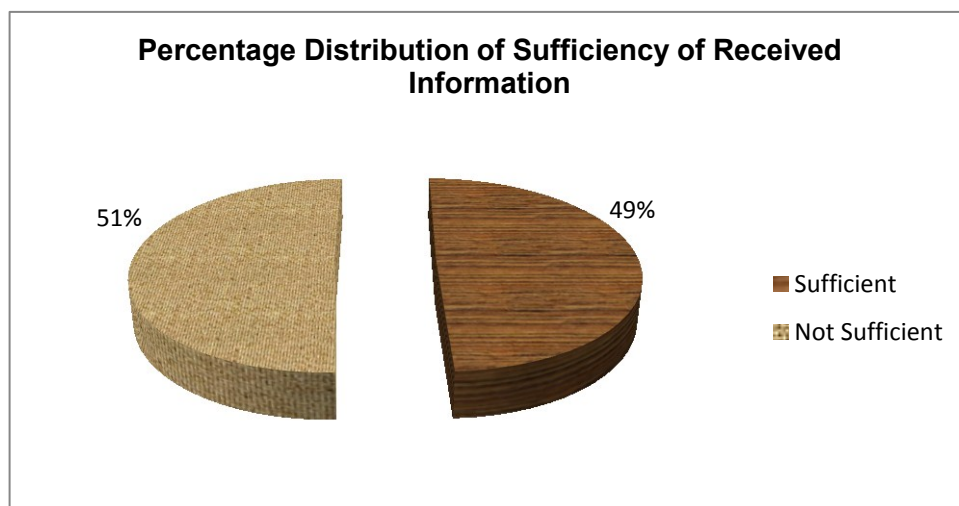
Graph 3.12 Percentage Distribution of Receiving Required Information



According to the above graph, 83 percent of the participants had received required information from career guidance programme

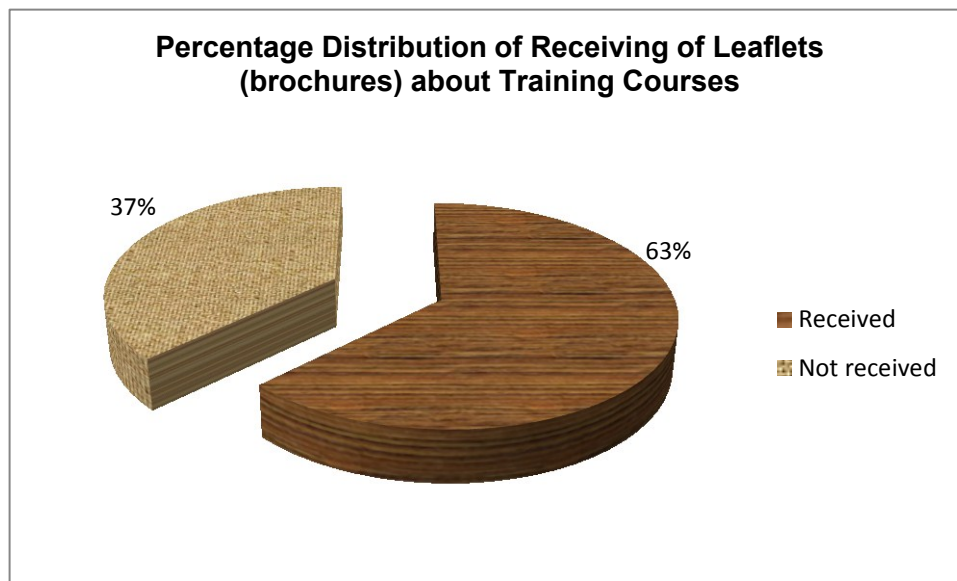
Graph 3.13

Percentage Distribution of Sufficiency of Received Information



As shown in the above graph, 51 percents of the participants were not received sufficient information from career guidance programme

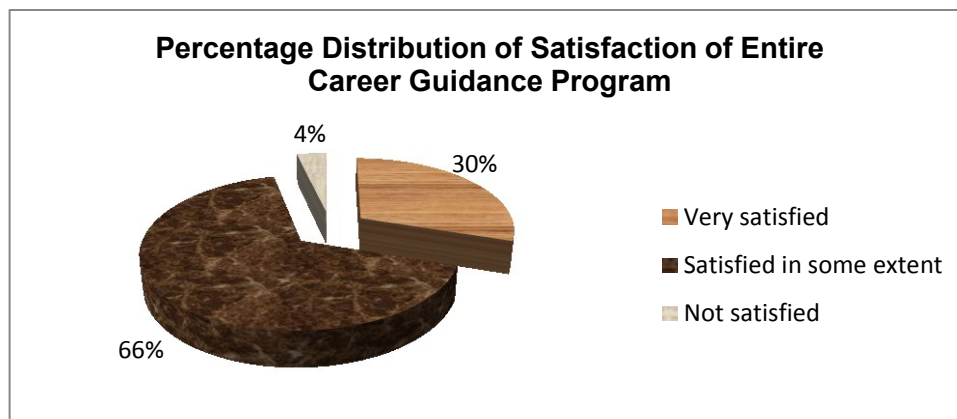
Graph 3.14 Percentage Distribution of Receiving of Leaflets (brochures) about Training Courses



Above graph depicts that 37 percent of the participants were not received leaflets (brochures) which were included about training courses

Graph 3.15

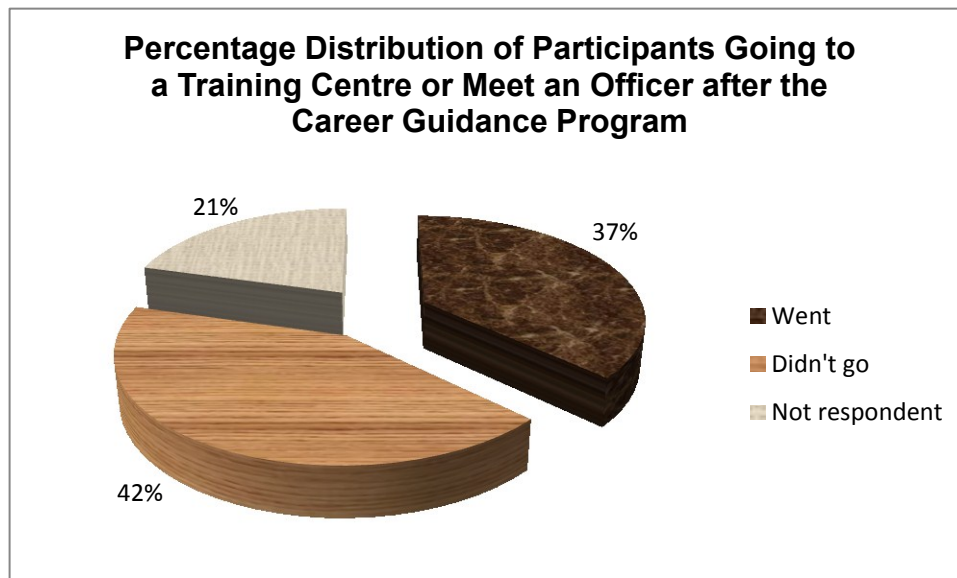
Percentage Distribution of Satisfaction of Entire Career Guidance Program



As shown in the above graph, 96 percent of the participants were satisfied about entire career guidance programme

Graph 3.16

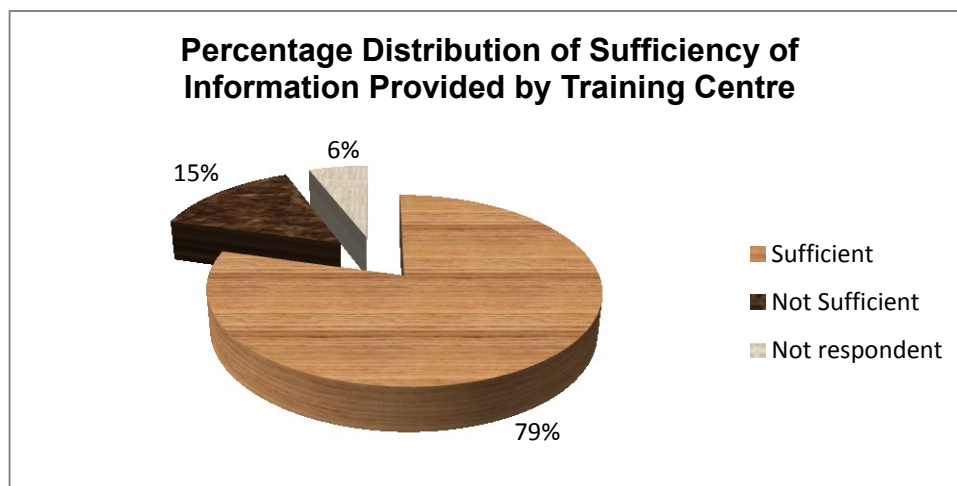
Percentage Distribution of Participants Going to Training Centre or Meet Officer after the Career Guidance Program



According to above graph, 37 percent of the participants have gone to a training centre or met an officer after the Career Guidance Program

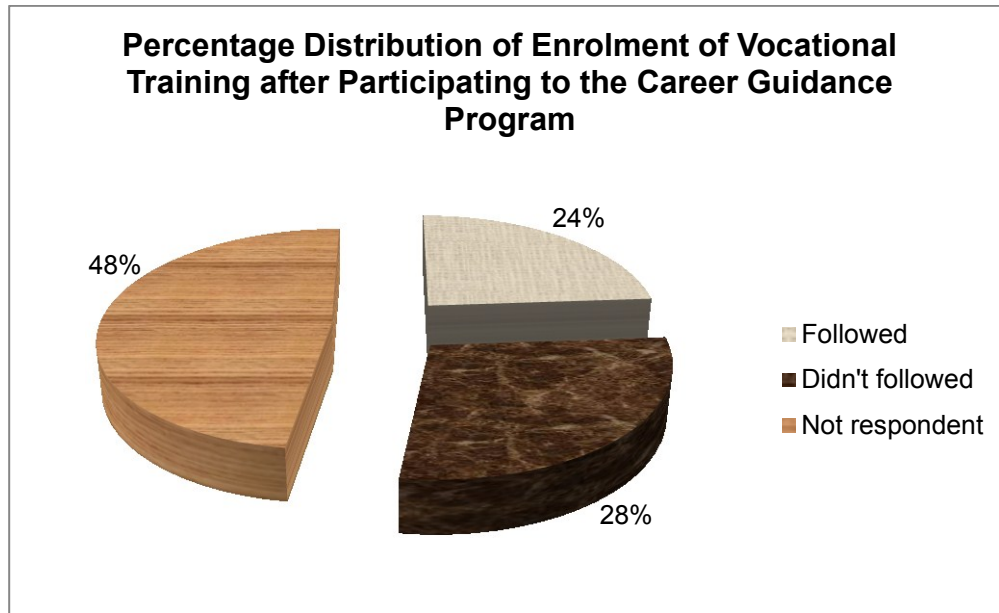
Graph 3.17

Percentage Distribution of Sufficiency of Information Provided by Training Centre



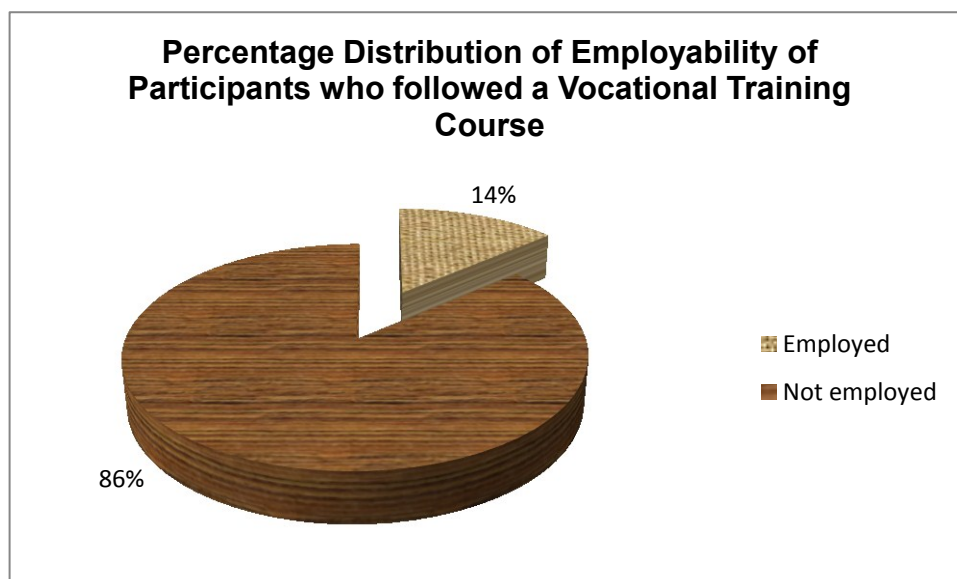
As shown in the above graph, 79 percent of the participants who went to a training centre after participating to the career guidance programme had received sufficient information about training courses

Graph 3.18 Percentage Distribution of Enrolment of Vocational Training after Participating to the Career Guidance Programme



According to the above graph, 24 percent of the participants have followed a training course after participating to the career guidance programme.

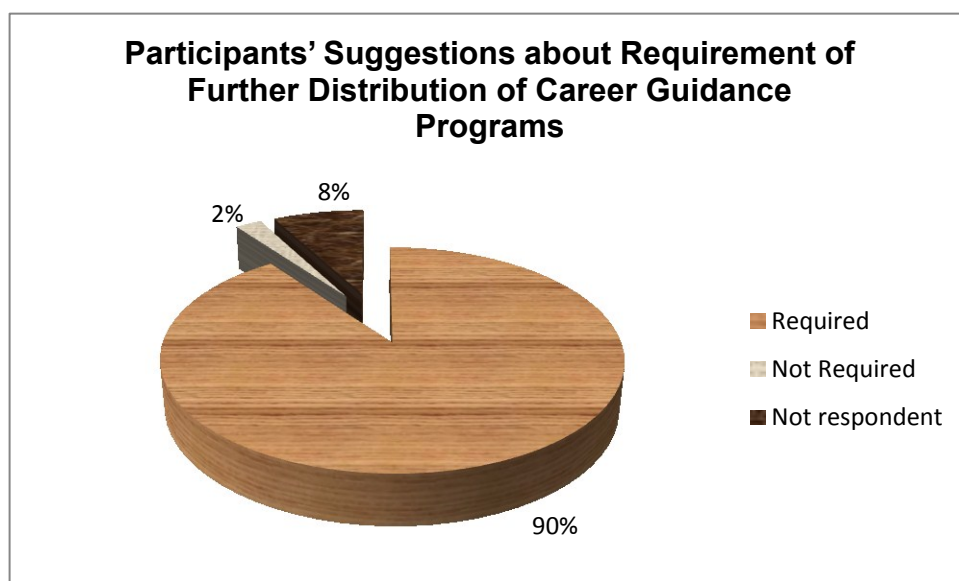
Graph 3.19 Percentage Distribution of Employability of Participants who followed a Vocational Training Course



According to the above graph, 86 percent of the participants who followed a vocational training course were not employed.

Graph 3.20

Participants' Suggestions about Requirement of Further Distribution of Career Guidance Programs



According to above graph, 90 percent of the participants have suggested that career guidance programs have to be distributed further.

Table 3.6

Percentage Distribution of Participants According to Given Reasons for Expanding Career Guidance Programs

No.	Given Reasons
1	career guidance programs have to be distributed further
2	Solution for Unemployment
3	Identify and develop Personal Compidentcies
4	Skills Development
5	School Leavers

6	Make Employable the qualified Personnel
7	Become Professional
8	Work without wasting time
9	Employable in Private Sector

Graph 3.21 Percentage Distribution of given reasons for expanding Career Guidance Programmes

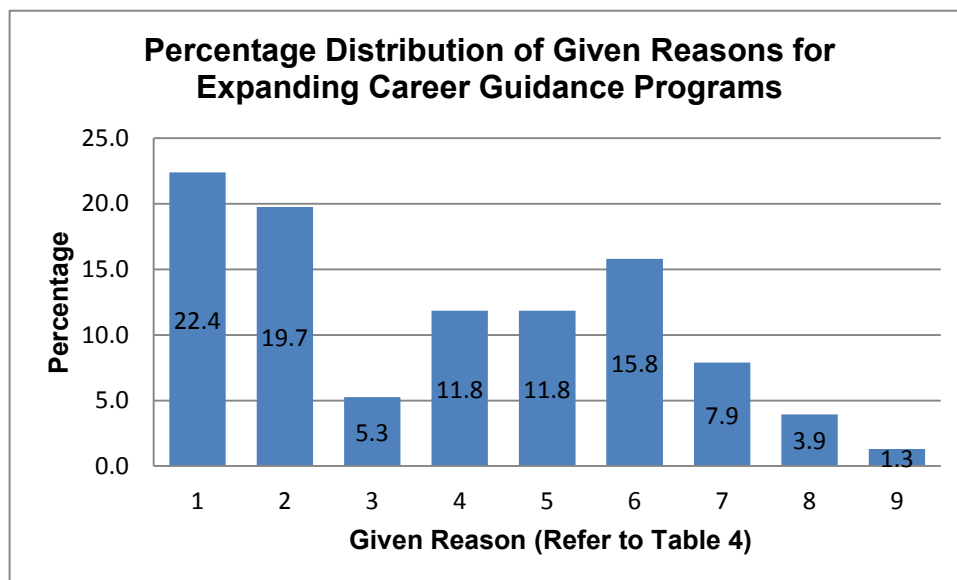
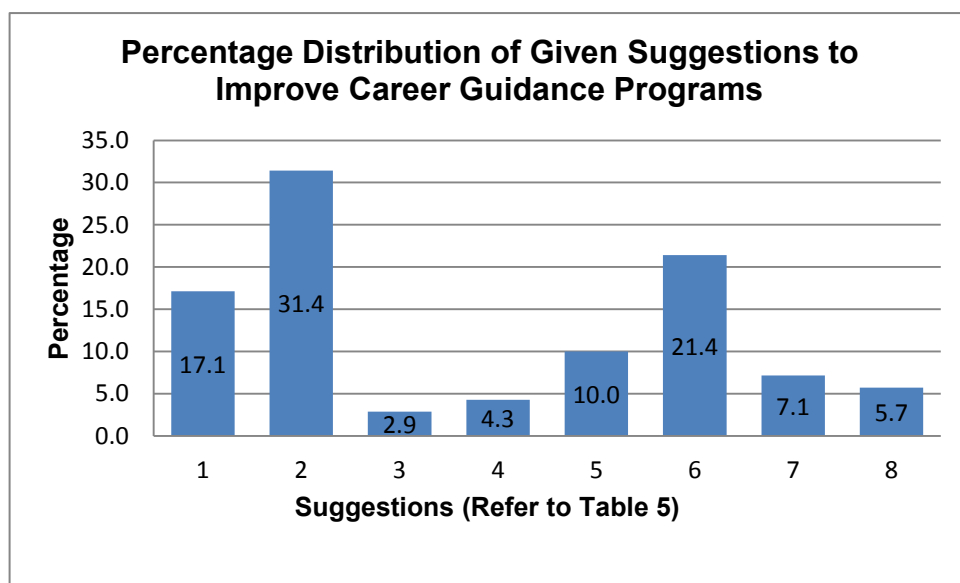


Table 3.7 Percentage Distribution of Participants According to Given Suggestions to Improve Career Guidance Programs

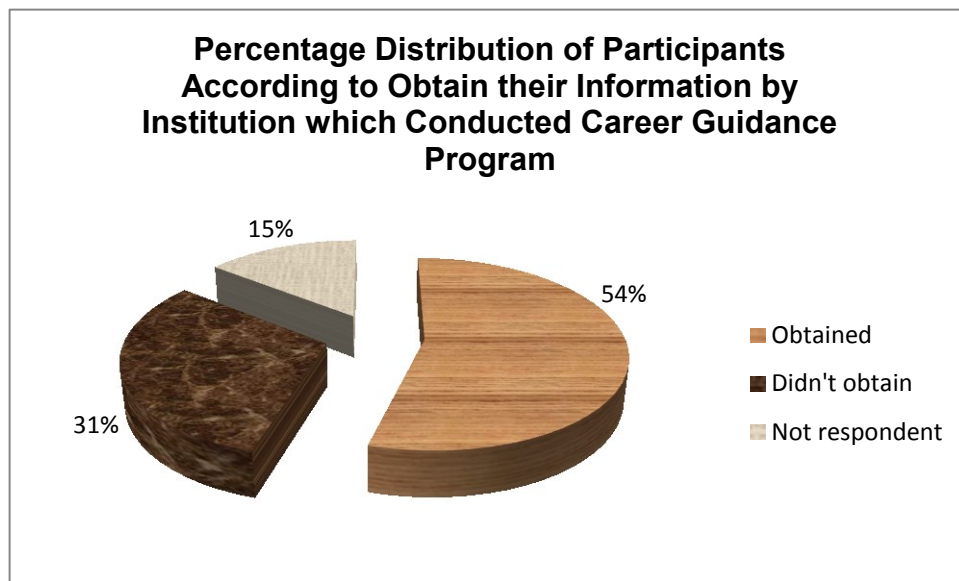
No.	Suggestions
1	Conduct more awareness programme
2	Conduct awareness in Village wise
3	Make aware the available Job opportunaties after the Training
4	Conduct awareness programmes with

	Group actvties
5	Use media
6	Give more information on training Courses
7	Provide permanant Employment Oportunaties after the Training
8	Train the Trainer to coduct programme efectivly

Graph 3.22 Percentage Distribution of Given Suggestions to improve Career Guidance Programme



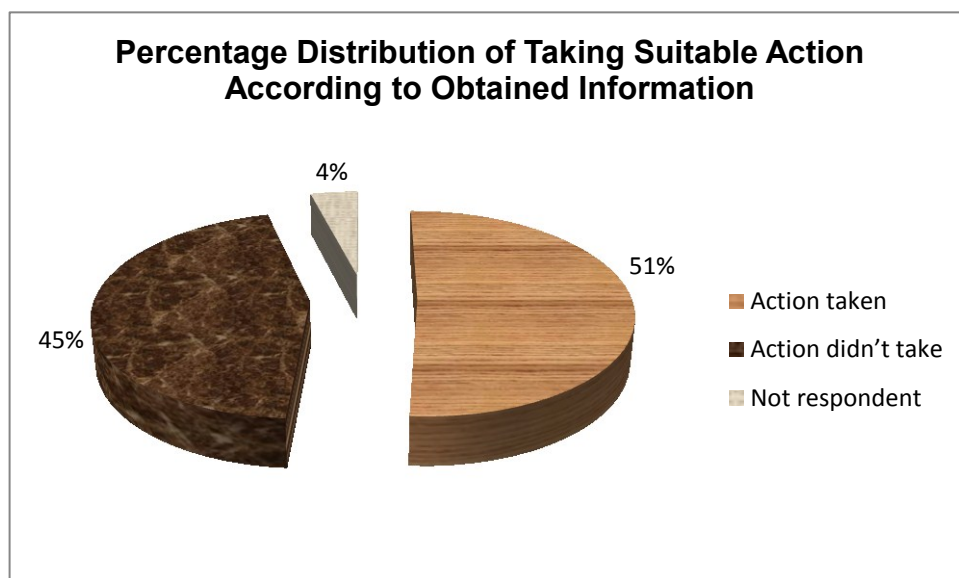
Graph 3.23 Percentage Distribution of Participants According to Obtain their Information by Institution which Conducted Career Guidance Program



According to above graph, 54 percent of participants were obtained their information after the career guidance program by institution which had conducted the program

Graph 3.24

Percentage Distribution of Taking Suitable Action According to Obtained Information

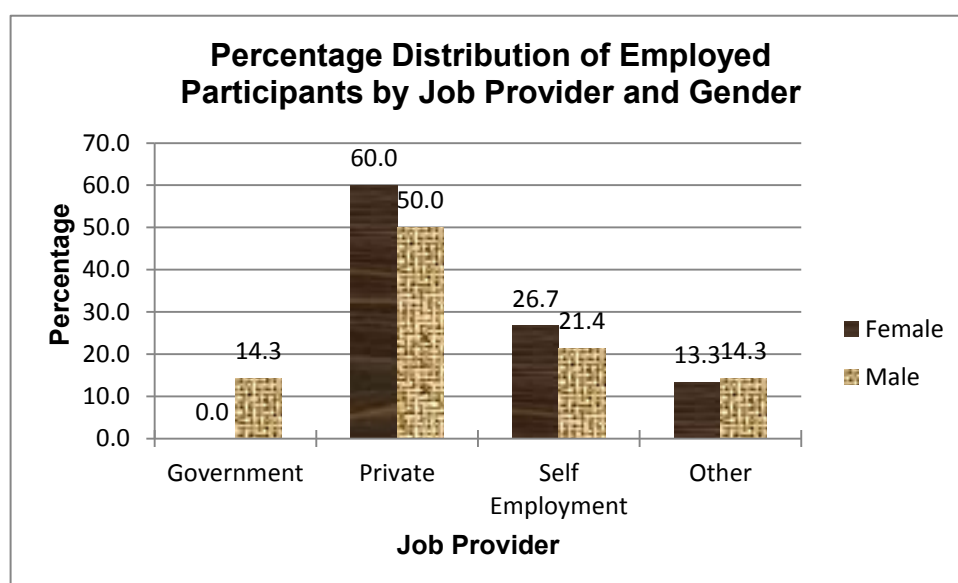


According to above graph, 45 percent of participants have mentioned that suitable actions were not taken by the institution according to the obtained information

Table 3.8 Percentage Distribution of Employed Participants by Job Provider and Gender

Job Provider	Gender		Total
	Female	Male	
Government	0.0	14.3	6.9
Private	60.0	50.0	55.2
Self Employment	26.7	21.4	24.1
Other	13.3	14.3	13.8
Total	100.0	100.0	100.0

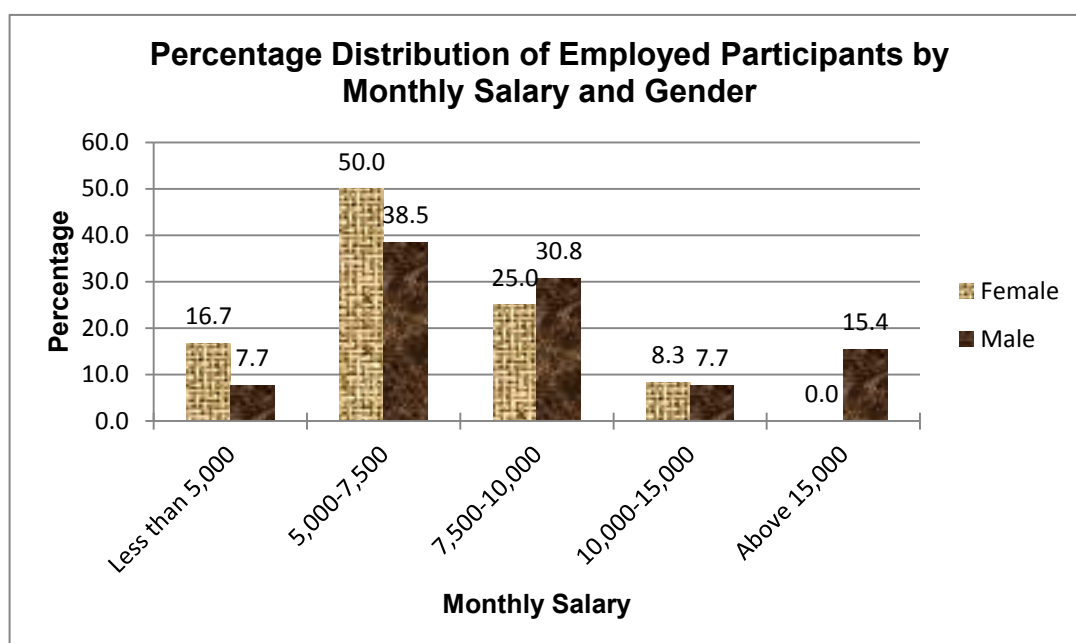
Graph 3.25 Percentage Distribution of employed participants by job provider and gender



According to the above table & graph, majority of the employed persons who have participated to the career guidance programmes are engaging in private sector jobs.

Table 3.9**Percentage Distribution of Employed Participants by Monthly Salary and Gender**

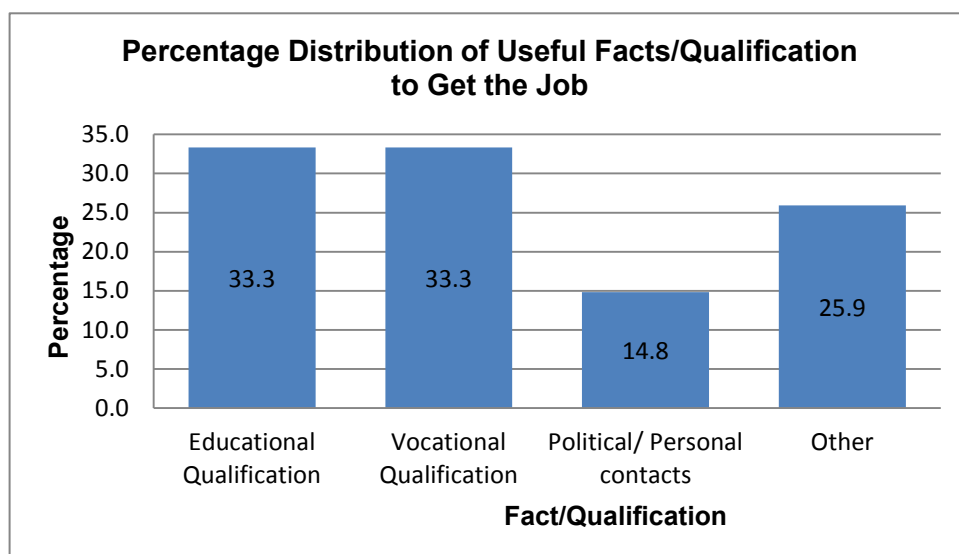
Monthly Salary	Gender		Total
	Female	Male	
Less than 5,000	16.7	7.7	12.0
5,000-7,500	50.0	38.5	44.0
7,500-10,000	25.0	30.8	28.0
10,000-15,000	8.3	7.7	8.0
Above 15,000	0.0	15.4	8.0
Total	100.0	100.0	100.0

Graph 3.26

According to the above table & graph, majority of the employed persons who have participated to the career guidance programmes are receiving monthly salary within the range of Rs. 5,000 – Rs. 7,500

Graph 3.27

Percentage Distribution of Useful Facts/Qualification to Get the Job



* Some participants have given more than one answers

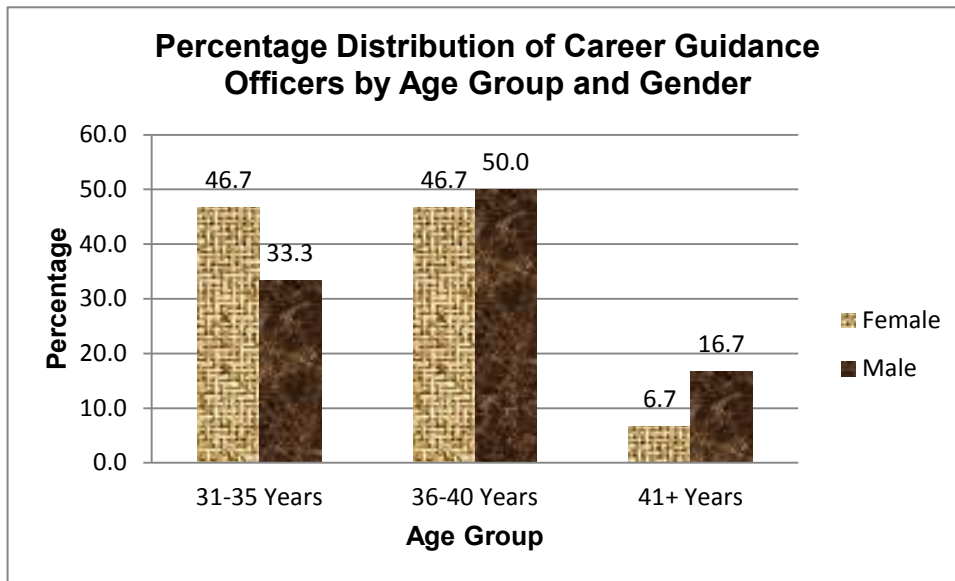
As shown in the above graph, majority of the employed persons who have participated to the career guidance programmes were received their job using educational and vocational qualifications.

2.0 - Data Analysis of Career Guidance Officers

3.10 Table Percentage Distribution of Career Guidance Officers by Age Group and Gender

Age Group	Gender		Total
	Female	Male	
31-35 Years	46.7	33.3	40.7
36-40 Years	46.7	50.0	48.1
41+ Years	6.7	16.7	11.1
Total	100.0	100.0	100.0

3.2.1 Graph

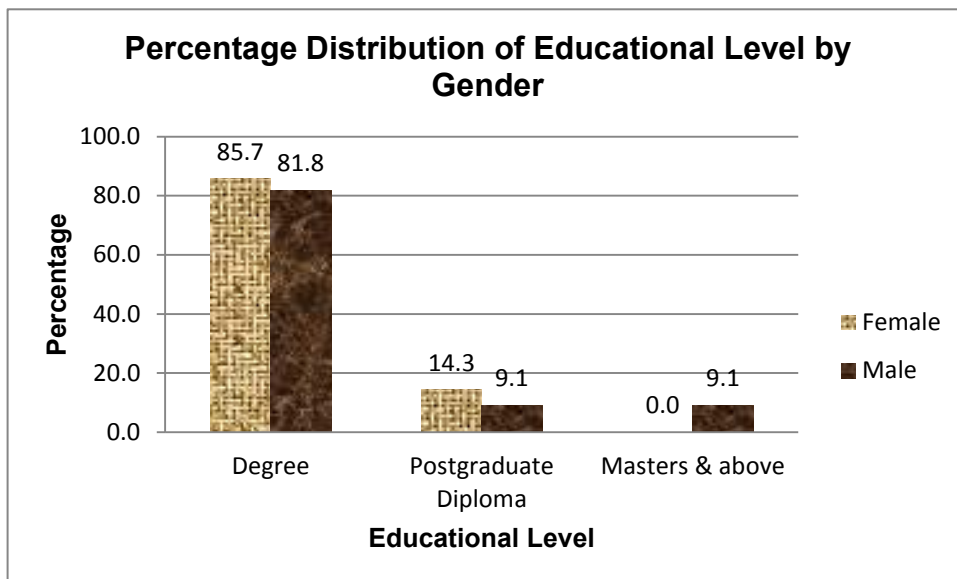


According to the above table & graph, about 88 percent of officers were in age group 31-40 years.

3.11 Table Percentage Distribution of Career Guidance Officers by Educational level and Gender

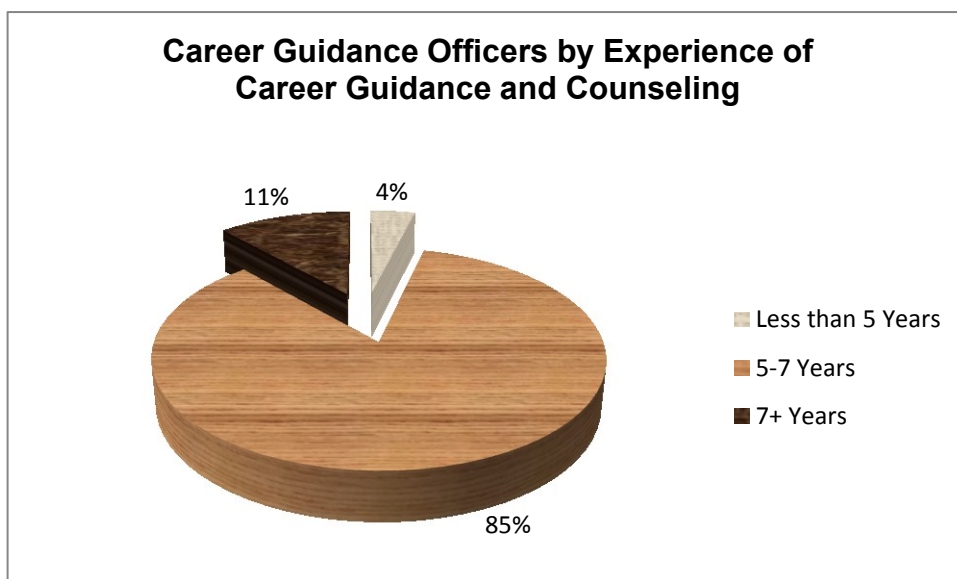
Educational Level	Gender		Total
	Female	Male	
Degree	85.7	81.8	84.0
Postgraduate Diploma	14.3	9.1	12.0
Masters & above	0.0	9.1	4.0
Total	100.0	100.0	100.0

3.2.2 Graph



According to the above table & graph, more than 80 percent of officers were graduates.

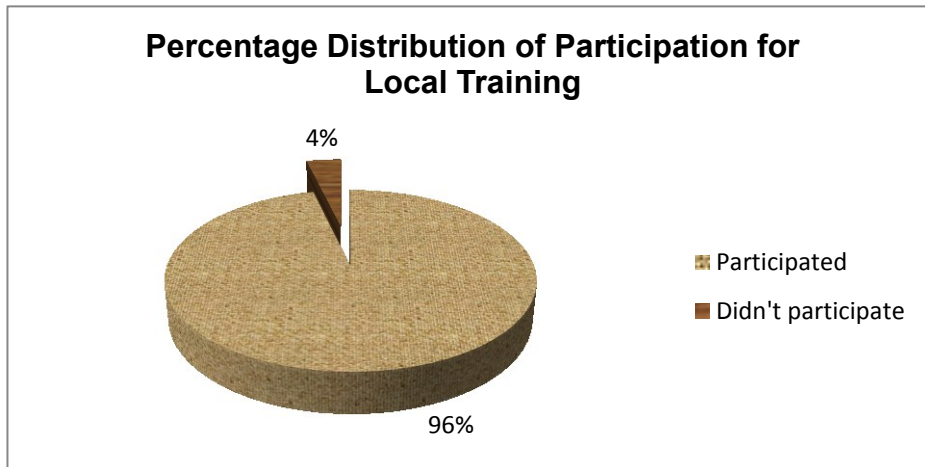
3.2.3 Graph Percentage Distribution of Career Guidance Officers by Experience of Career Guidance and Counseling



As shown in the above graph, 85 of officers have experience that related to career guidance and counseling in 5-7 years

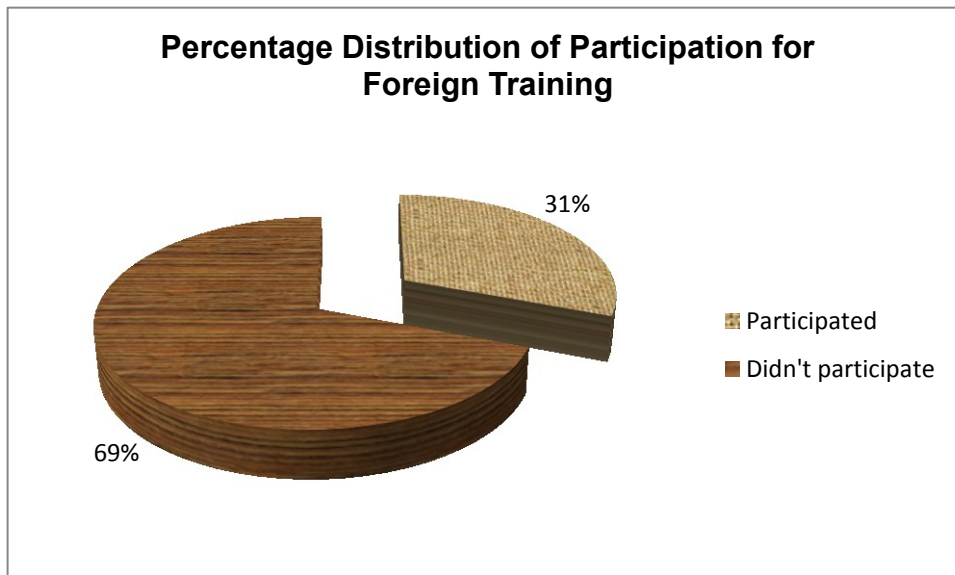
3.2.4 Graph

Percentage Distribution of Participation for Local Career Guidance and Counseling Training



As shown in the above graph, 96 of officers have participated to local career guidance and counseling training.

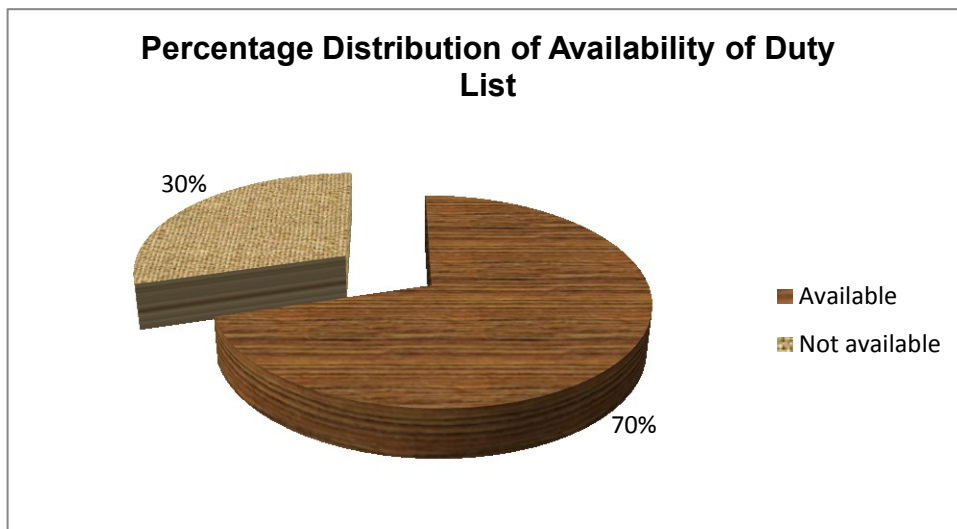
3.2.5 Graph - Percentage Distribution of Participation for Foreign Career Guidance and Counseling Training



As shown in the above graph, only 31 of officers have participated to foreign career guidance and counseling training.

3.2.6 Graph

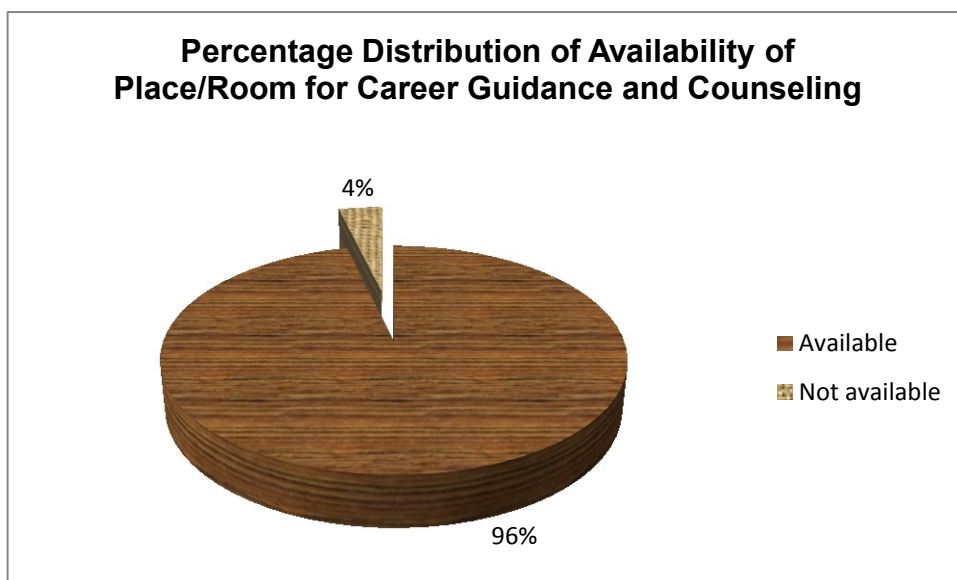
Percentage Distribution of Availability of Duty List



As shown in the above graph, 70 percent of officers have duty list

3.2.7Graph

Percentage Distribution of Availability of Place/Room for Career Guidance and Counseling



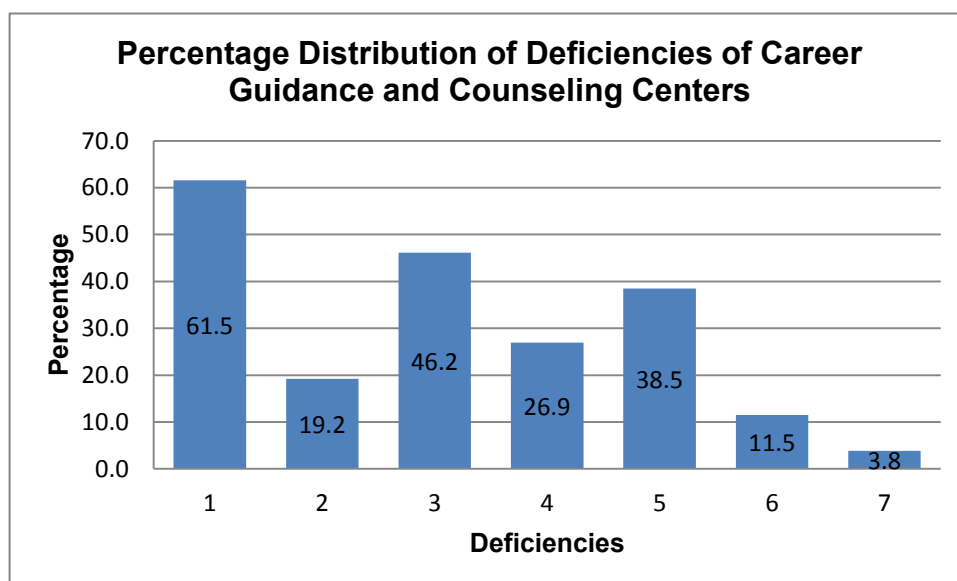
As shown in the above graph, 96 percent of officers mentioned that they have enough space to conduct career guidance and counseling programmes

3.12 Table

Percentage Distribution of Deficiencies of Career Guidance and Counseling Centers

No.	Deficiencies
1	No Modern equipment like Internet Facilities,Multi Media, Laptop Computers ect
2	No Assistant Counsellor or Other Supporting Staff
3	No Telephone Facilities
4	No Photo Copier or Fax Machine
5	No Enough space facilities for Counselling
6	Financial Allocation not Sufficent
7	Inadequate Other Facilities like Frniture

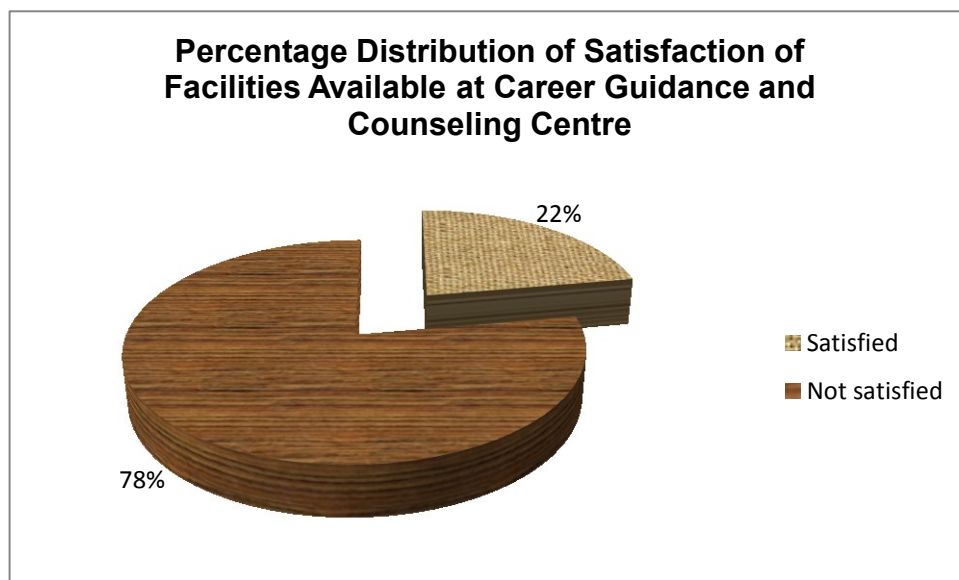
3.2.8 Graph



* Multiple responses have given

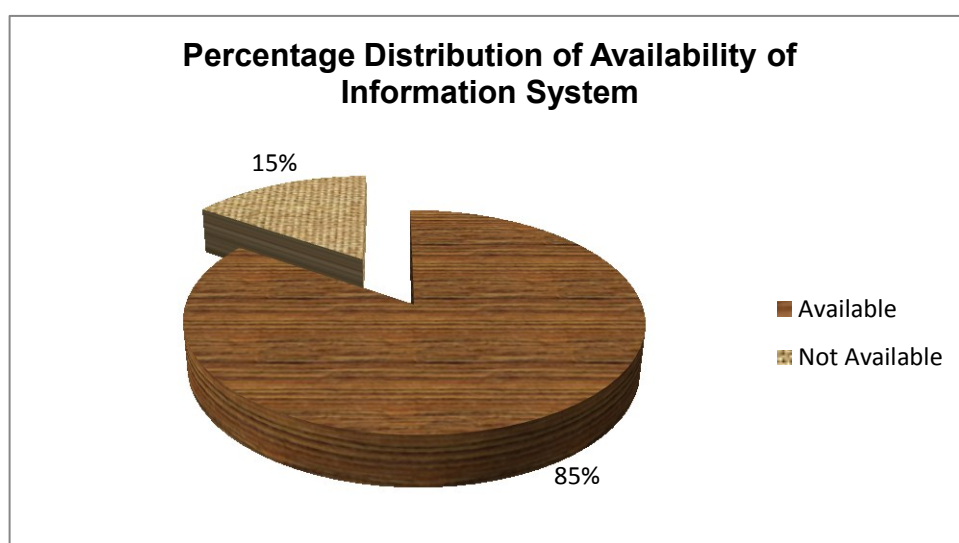
As shown in the above graph, about 62 percent of officers mentioned that there is a deficiency of Modern equipment like Internet Facilities, Multi Media, Laptop Computers ect at their career guidance and counseling centre.

3. 2.9 Graph Percentage Distribution of Satisfaction of Facilities Available at Career Guidance and Counseling Centre



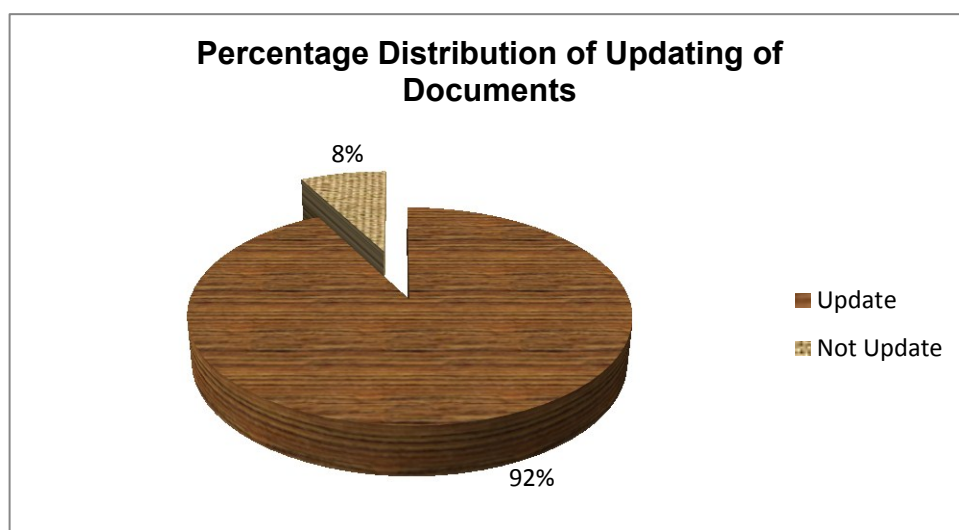
As shown in the above graph, 78 percent of officers are not satisfied about facilities of career guidance and counseling centre.

3.2.10 Graph Percentage Distribution of Availability of Information System



As shown in the above graph, 85 percent of officers are maintaining a career guidance information system.

3.2.11 Graph Percentage Distribution of Updating of Documents



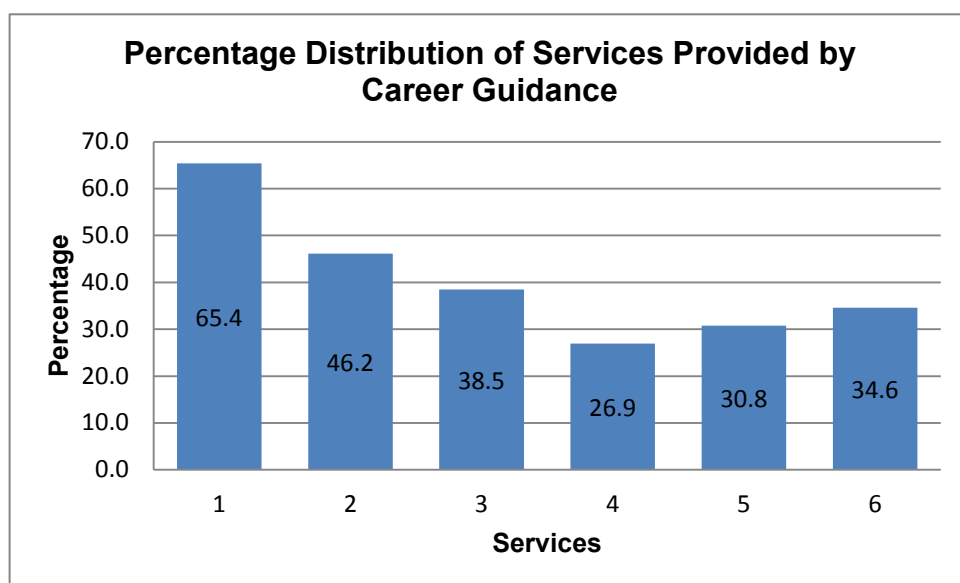
As shown in the above graph, 92 percent of officers are updating documents which are maintained at career guidance centre

3.13 Table

Percentage Distribution of Services Provided by Career Guidance

No.	Services
1	Career Guidance Awareness Programmes
2	Job Placement & On the Job Training of Trainees
3	Fulfill requirements of Customers
4	Provide Labour market information
5	Provide information on available training opportunities
6	Provide information to develop Bio Datas

3.2.12 Graph



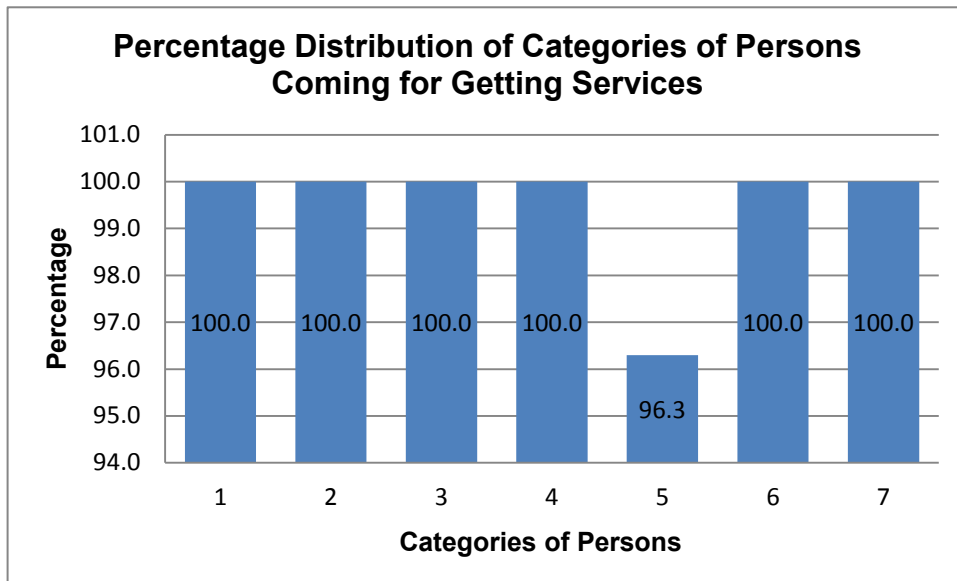
* Multiple responses have given

3.14 Table

Percentage Distribution of Categories of Persons Coming for Getting Services

No.	Categories of Persons
1	Parents
2	Youths
3	School Students
4	Unemployed Adults
5	Employed People
6	Vocational Trainees
7	Others

3.2.13 Graph



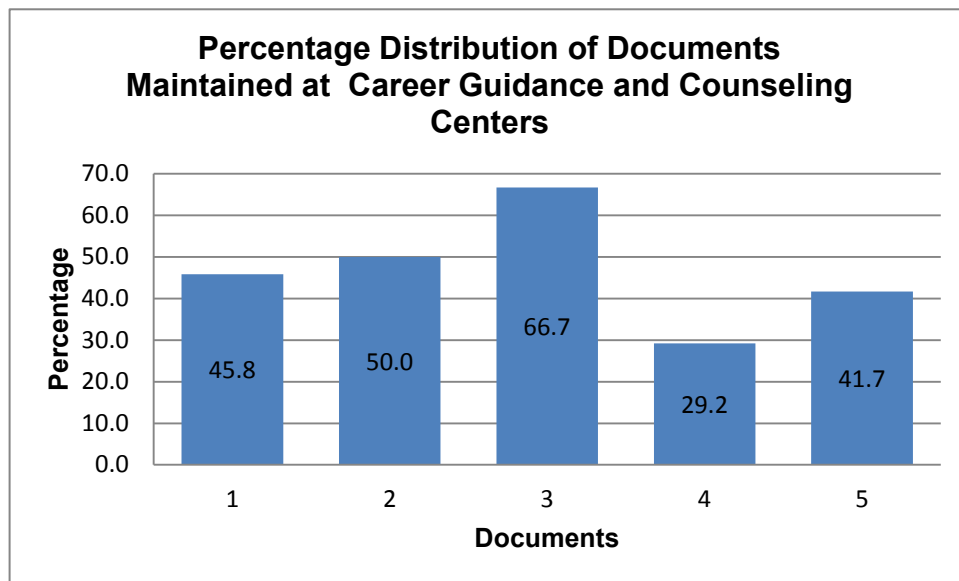
* Multiple responses have given

3.15 Table

Percentage Distribution of Documents Maintained at Career Guidance and Counseling Centers

No.	Documents
1	Practical Training & job Placement
2	Daily Services Provided
3	CGC 5
4	Registration of Customers
5	Information of Employment Placement

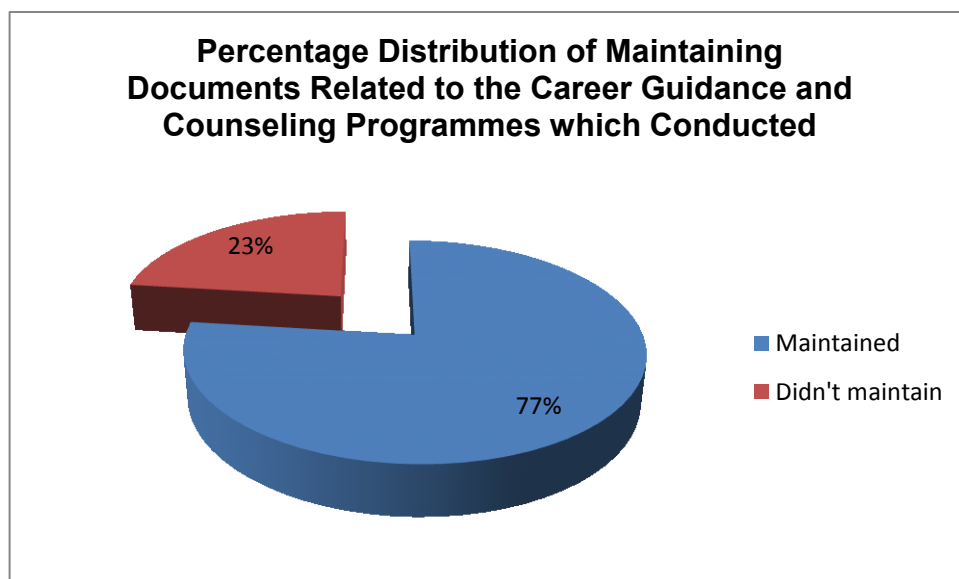
3.2.14 Graph



* Multiple responses have given

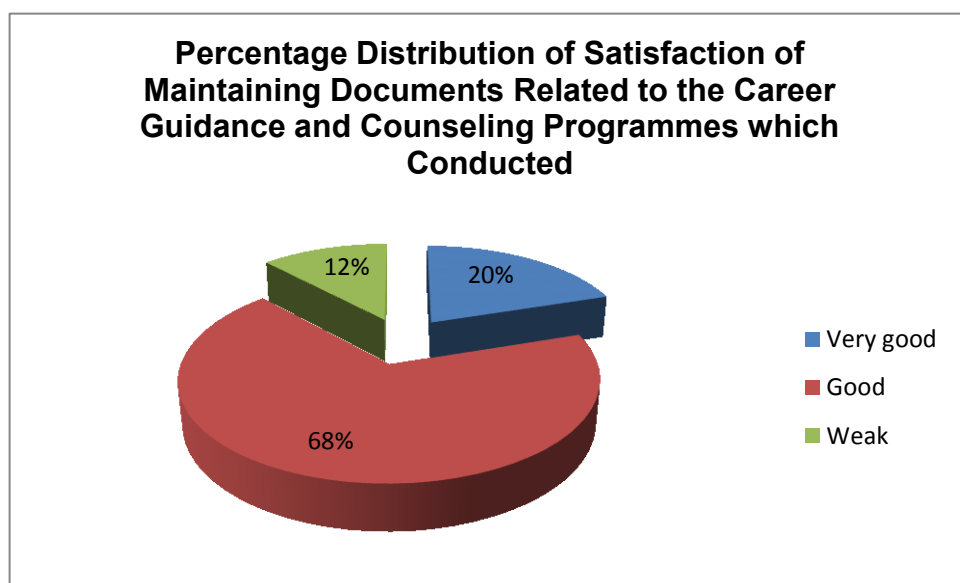
3.2.15 Graph

Percentage Distribution of Maintaining Documents Related to the Career Guidance and Counseling Programmes which Conducted



3.2.16 Graph

Percentage Distribution of Satisfaction of Maintaining Documents Related to the Career Guidance and Counseling Programmes which Conducted

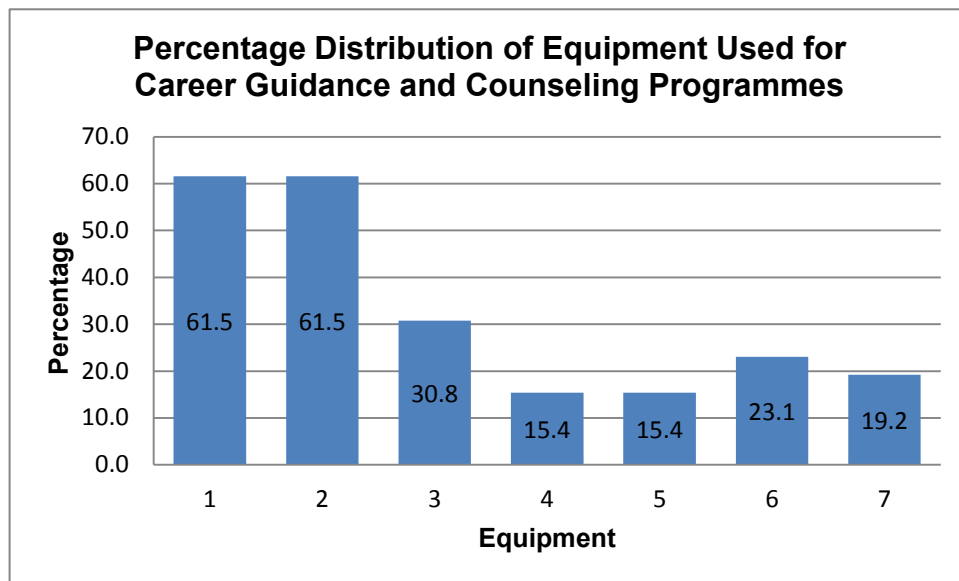


3.16 Table

Percentage Distribution of Equipment Used for Career Guidance and Counseling Programmes

No.	Equipments
1	Multimedia
2	Over Head Proector
3	Flip Chart
4	White Board
5	Videos and Dramas
6	Hand Bills and Posters
7	Career Interest Test

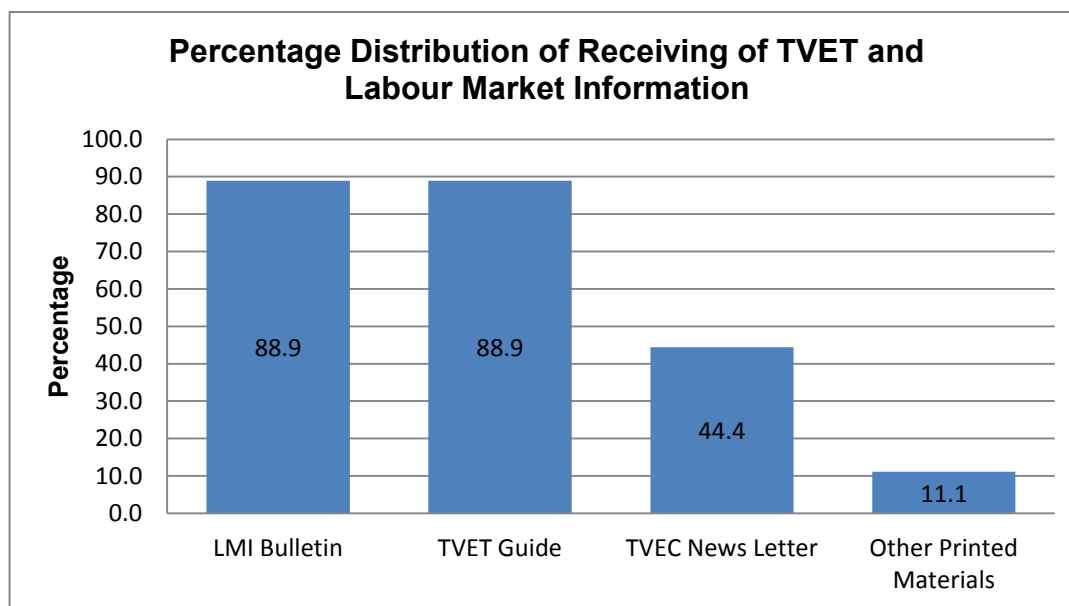
3.2.17 Graph



* Multiple responses have given

Graph 3.2.18

Percentage Distribution of Receiving of TVET and Labour Market Information from TVEC

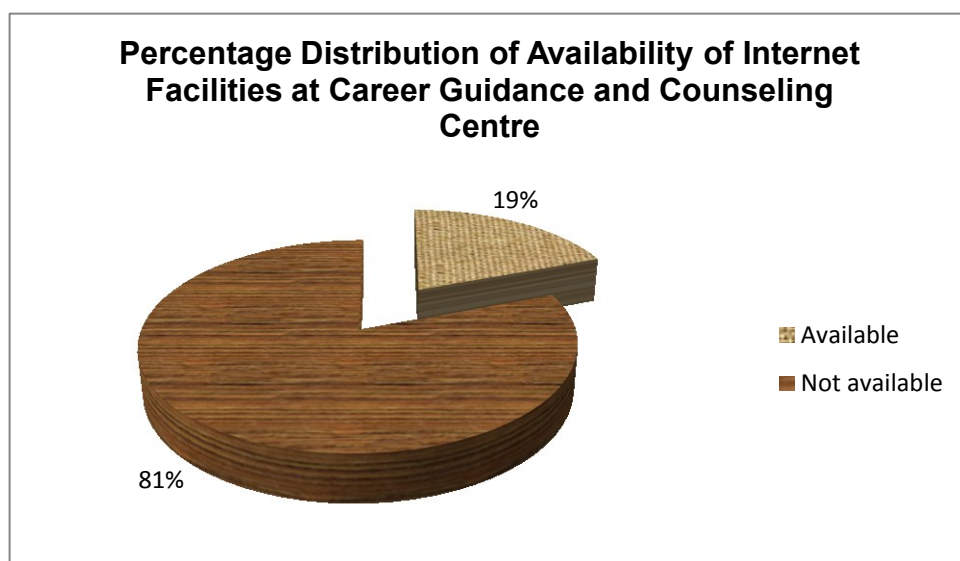


* Multiple responses have given

As shown in the above graph, about 89 percent of officers mentioned that they are received LMI Bulletin and TVET Guide

Graph 3.2.19

Percentage Distribution of Availability of Internet Facilities at Career Guidance and Counseling Centre

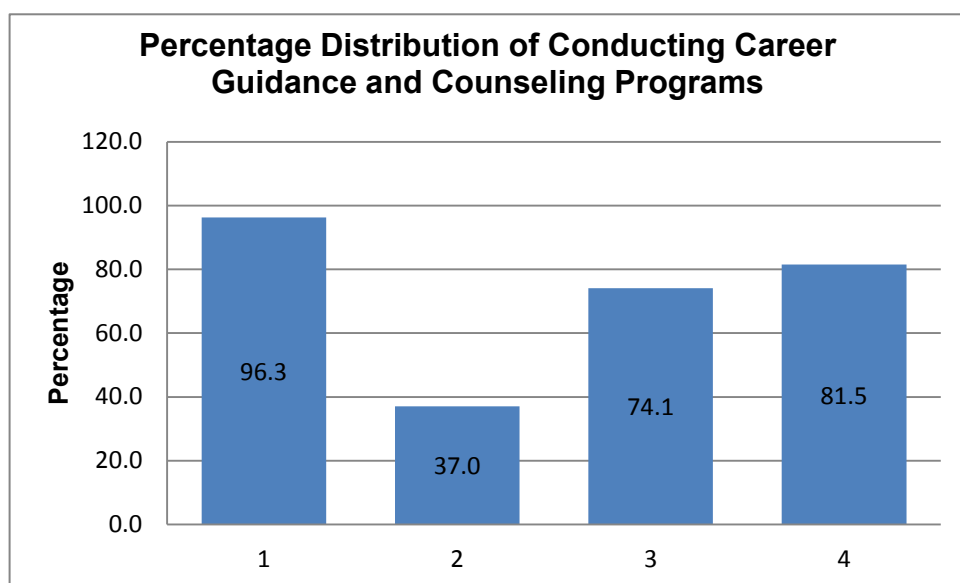


As shown in the above graph, 81 percent of officers mentioned that there is no internet facility at their career guidance and counseling centre

3.17 Table Percentage Distribution of Formation of Conducting Career Guidance and Counseling Programs

No.	Methodology
1	Join other training institutions
2	Conduct programme alone
3	Receive other training institutions' information
4	Conduct programmes under common topics

Graph 3.2.20



* Multiple responses have given

As shown in the above graph, about 96 percent of officers mentioned that they are conducting career guidance programme by joining other training institutions

3.18 Table

The Career Guidance Officers have given following proposals to develop career guidance activities.

No.	Proposals
01	Maintain Equipment use in career guidance centers
02	Provide Training for all CG Officers
03	Support to follow career guidance and counseling skill upgrading programmes
04	Make aware officers on career guidance
05	Provide relevant facilities and equipment
06	Provide suitable place for counseling activities

07	Appoint a committee to evaluate and monitor Career guidance activities and officer's performance
08	Appoint Supporting staff members
09	Provide relevant facilities to communicate other career guidance centers
10	Conduct training programme to develop attitude of the Officers
11	Conduct training programme to develop skills and knowledge to use modern equipment
12	Provide modern equipment for career guidance activities
13	Develop methodology to provide labour market information and other related information
14	Conduct media programme about career guidance services
15	Make career guidance as combine service
16	Update the information available
17	Develop career questionnaires for job seekers
18	Conduct structured training programmes for school leavers
19	Implement district wise network among career guidance officers

Chapter 4

CONCLUSION AND RECOMMENDATION

As per the study following findings identified and recommendation can be made and will be able to conduct further studies on it.

Research Findings

Career Guidance Awareness Programmes

- 25 career guidance centers under direct supervision of the Ministry
- 92 career guidance centers conduct Under the Ministry (VTA,NAITA,DTET,NYSC)
- DTET,VTA,NAITA has been conducted 3177 programmes in 2009 and 3277 programmes in 2010
- The main training providers make aware 160246 youths on career guidance during the year 2009 and 172508 youths during the year 2010
- 38 % of participant who have participated for CG programmes have passed GCE A/L
- 47% of participants for CG programmes are studying when they participated for the programme
- 56% of participants for CG programmes are expecting a job through vocational training
- 83% participant of CG programmes says that they have received required information

CG Officers

- 85% CG officers have more than five years experience on CG
- 62% of CG Officers says they need modern equipment like internet, multi media ect.
- 46% says that they do not have telephone facilities
- 39% CG officers says that no enough space for counseling activities
- 77% of CG Officers says that they are maintaining relevant document on CG
- 89% CG Officers says that they receive LM Bulletin & TVET Guide
- 81% CG Officers do not have internet facilities

Recommendations Career Guidance Awareness Programmes

- Number of Career Guidance Programmes for youth should be increased. Only 53% has been participated between the age group 16-20.
- Career Opportunities available for female with educational qualifications should be emphasized during the career guidance awareness programmes.(Among female participant for career guidance awareness 50% of the them have advance Level qualifications while 61% male have Grade 9 to GCE O/L Qualification.)
- Many participants for CG programmes are still studying. Therefore continuous monitoring system to be implemented regarding their career choices.
- With present situation only 24% make aware on career guidance through media. Therefore it is recommended that media participations to be increased.
- Among the participant only 62% has received relevant training information. So it is recommended that more training information should be provided during career guidance awareness programmes.
- Sufficient information to be provided at the career guidance programmes. Only 49% has received sufficient information.
- Mechanism to be developed to help the youth when they visited training centers after the awareness programmes. Only 37% has visited the training centers after the programmes.
- Employment placement service is to be developed. Only 14% has received employment opportunities after the training.

Recommendation career guidance officers

- Career Guidance Officer's Educational and vocational qualification is to be developed.
- Foreign Country experience on career guidance is to be experienced by the officers.
- Each officer should have Duty list of career guidance activities
- Deficiencies in career guidance centers are to be improved. 78% of officers are not satisfied with available facilities.
- Common information system is to be implemented.
- Refresher programmes and skills upgrading programme to be conducted
- Career guidance to be made as combine service
- Career guidance activities to be monitor and evaluate from one place
- All career guidance material used should be gathered in one responsible place

Bibliography

Education for Knowledge Society Project, Teacher Guide, Career Guidance Programme for Schools in Sri Lanka

Department of Census / University Grant Commission/ School Census Report 2003

Skills Development Project, Policy Paper for Career Guidance and Counseling Services in TVET Sector in Sri Lanka

Mahinda Chintana: Vision for a new Sri Lanka, A Ten Year Horizon Development Framework 2006 – 2016, Discussion Paper

The Presidential Task Force on Technical Education and Vocational Training Reforms Sri Lanka 1997, Policies, Strategies, and actions Programmes

Mr. R.A.A. Ranjan, 2009 The Factors Influence in Selecting the Course of Studies by Students to DTET Courses

DIVIMAGA Career guidance Service under GTZ Project 2006 Job & Training Information (JAT Sheet)

Report on career Guidance, Such-Min Chang, Ph.D., Research Consultant
smchang@kriver.re.kr

Appendix 01 Questionnaire directed to the Participant of Career Guidance Programme

Appendix 02 Questionnaire directed to the Career Guidance Officers

Abbreviations

CG – Career Guidance

VT – Vocational Training

VTA – Vocational Training Authority of Sri Lanka

DTET – Department of Technical Education & Training

NAITA – National Apprentice & Industrial Training Authority

NYSC – National Youth Services Council

SVTP – Strengthen Vocational Training Project

SDP – Skills Development Project

TEDP – Technical Education Development Project

TVET – Technical Vocational Education & Training

TVEC – Tertiary and Vocational Education Commission

JAT – Job and Training Sheets

GTZ – German Technical Cooperation Project