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 **BASICS**
TRIP REPORT

USAID WAR VICTIMS' FUND

**PROMOTING VOCATIONAL OPPORTUNITIES
FOR PEOPLE WITH DISABILITIES
IN SRI LANKA**

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**PROMOTING VOCATIONAL
OPPORTUNITIES FOR PEOPLE
WITH DISABILITIES IN SRI LANKA**

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ACRONYMS

BAC	Business Advisory Council
CBR	Community-based Rehabilitation Program
FINS	Friends-in Need Society
GDP	Gross Domestic Product
ILO	International Labor Office
IMF	International Monetary Fund
JVP	Janatha Vimukhti Peramuna (People's Liberation Front)
NGO	Non-governmental Organization
SHIA	Swedish Organization of Handicapped International Aid Foundation
UNDP	United Nations Development Programme
USD	U.S. Dollars

I. INTRODUCTION AND BACKGROUND

Sri Lanka is a country of more than 17 million people. It has a literacy rate that is reported to be between 87-90 percent depending on the source. Twenty five percent of the population is estimated to speak English, 87 percent Sinhalese, and 25 percent Tamil.

The political situation in the country is of particular relevance to this report since civil unrest has resulted in large numbers of young men becoming disabled as a result of war and civil uprising. In 1989-90, the JVP uprising in the southern part of the country was organized by a Marxist leader who attracted the following of well-educated young men, many of whom were unemployed. The impact of the JVP uprising was felt not only in the south, but in the capital city in Colombo, when attempts were made to shut down the economy and the government. A government-sponsored crackdown suppressed the JVP movement, however, many people died and the scars are still felt.

Some have attributed the uprising to high unemployment among well-educated young males and therefore there is heightened concern about increasing job opportunities for this segment of the population. Many businesses feel indebted to the military for suppressing the JVP which interfered with the economic sector and, if successful, could have resulted in a shutdown of business.

In the north and east, the civil war between the separatists Tamil Tigers and the Sinhalese has resulted in many soldiers becoming disabled. The impact of this disturbance remains geographically isolated, although unresolved.

Currently, there is relative political stability and the economy is growing. In 1992, the GDP grew 4.3 percent. The per capita GDP in 1992 was \$550. Previously a socialist country, Sri Lanka, with the assistance of the World Bank, IMF, and the United States, is now moving to a free-market economy. Privatization of many businesses is occurring and projections for the economy are good. While the economy is still primarily agricultural (tea, rubber, and coconut), manufacturing and service sectors have grown considerably in the past decade. A wide range of government-sponsored incentives has resulted in increased foreign investment. The textile sector, in particular, has grown.

The workforce was estimated to be 6.6 million in 1992. According to 1985 estimates, 46 percent of the workforce was involved in agriculture, 13 percent in manufacturing and mining, 12 percent in trade and tourism, and 28 percent in services and others. The utility of these figures is questionable since there has been considerable growth in the manufacturing sector since 1985, however this is the last year for which such figures appear to be available. Wages remain relatively low. An October Department of Commerce report stated that wages were about 25 cents per hour or 45USD per month. Overall health and education are considered comparatively high. These factors coupled with government incentives is resulting in more foreign investment and an increase in formal employment opportunities.

Accurate unemployment figures are lacking. Various US Dept. of Commerce documents cite it as between 11-20 percent with the highest figures for the 15-24 year-old age group. Excluding the north and east, the government estimated the total number of unemployed at 789,256. Most full-time workers are covered by labor laws related to minimum wage (a training wage is allowed), leave requirements, the right of association, and health and safety standards.

(Note: The above data comes from the United State Department of Commerce publications on Sri Lanka).

With regard to employment opportunities, there is an unmeasured informal sector that includes small cottage industries (coconut fiber production for use as furniture stuffing, handicrafts which can be sold to the government for marketing, sewing, etc.) and agricultural pursuits.

The number of persons with disabilities is not accurately known. The government conducted a census in 1991 which resulted in a figure of 75,000 people with disabilities, which must be a gross underestimate. The census workers were not trained in disability issues and only counted those with observable disabilities. The World Health Organization estimates that approximately 10 percent of the population of a developing country is persons with disabilities. With a total population of about 17.5 million, it would be estimated that 1,750,000 would have disabilities. The assistant director of Social Services stated that the government estimates that 7 percent of the population is persons with disabilities. Another source cited a random survey and claimed that the number of disabled persons is 900,000. The bottom line is that no reliable data exists.

A variety of organizations of and for the disabled exists in Sri Lanka and the Colombo area, however, there does not seem to be a coordinating body or any collaborative efforts to organize advocates and those with disabilities into a cohesive group. The SHIA (described below) has quarterly meetings which bring diverse groups together for regular meetings to review its activities.

USAID has been funding two disability-related projects, the Chitra Lane School which provides educational and vocational preparation services for those with mental handicaps in Colombo, and the Friends-in-Need Society (FINS) program which provides prosthetic and orthotic devices to those with amputations and mobility impairments. Both organizations expressed a need for an international consultant to assist with a variety of issues related to vocational training/preparation, vocational rehabilitation, and job placement. After some negotiation, terms of reference were developed. The consultant worked with both organizations for a period of two weeks, between February 25 and March 8, with an additional day on March 16 to visit a gem mine and factory.

In spite of the short period of time and the fact that neither organization received advance notice of the consultant's arrival, the consultancy was successful in meeting and surpassing objectives. Further complicating the visit was the fact that the executive director of the FINS program had resigned and had not yet been replaced. Nevertheless, it is a credit to the staff of the Chitra

Lane School and the office administrator and the Board of the FINS program that so much was accomplished in a relatively short time. The major deficiency of the mission was the lack of time available to gather data for planning purposes. After working with staff, it was determined that in order to improve training and employment options for their individual constituent groups, greater linkage to the private sector was needed. It also seemed most appropriate to deal with public awareness and policy issues through the united and strong voice of a group, while continuing with individual efforts. The consultant therefore placed a priority on organizing and holding the first Business Advisory Council (BAC) which hopefully will be a body to continue some of the activities and recommendations initiated and suggested in this report. The initial meeting was held on March 8, 1994.

It should also be noted that the USAID office is making considerable changes in its funding structure and priorities and that it is unlikely that either of these organizations will receive funding under the new paradigm. The new structure had been announced the day prior to the consultant's arrival, and naturally presented some anxiety on the part of the non-governmental organizations (NGOs) which could easily have been a distraction to the consideration of how to improve, and even possibly expand program services. Again, it is a credit to the Chitra Lane staff and FINS Board that they are able to continue planning in spite of these challenges.

II. ACTIVITIES AND FINDINGS

With this as background, the remainder of this report organizes the activities and additional findings of the consultant according to the terms of reference that were outlined.

I. Evaluate the status of the current educational/vocational services offered by the various organizations.

Activities

To meet this objective, several meetings were held with the staff of the Chitra Lane School and the staff and board of the FINS program. In addition, meetings were held with the SHIA project (information on SHIA is attached), the International Labor Office (paper describing the status of vocational training in general is attached), staff of the Islamic Center for the Handicapped, Department of Social Services, Ministry of Trade and Small Industries, and the Ministry of Education.

In addition, information was gleaned about the effectiveness of current vocational training from discussions with employers and individuals from various business and employer groups, as well as from staff of NGOs and others.

Findings

Vocational Training in General: According to the attached ILO summary report, vocational education is being undertaken by 20 ministries. One of the Chambers is currently undertaking a study of vocational training and stated that 28 ministries are engaged in vocational training. Three ministries are primary responsible: Education and Higher Education, Your Affairs, and Sports, Labor, and Vocational Training. The attached ILO paper gives a brief overview of vocational training and related ILO activities.

The consultant was unable to locate any document that could serve as a guide for the myriad of vocational training programs that exist in the country. Such a document could be useful and very necessary in a country that seeks foreign investment based on a literate workforce. In general, a consensus of employers and others felt that for formal sector employment, there was generally a mismatch between training and labor-market needs. This is further documented in the attached ILO paper.

It appears that a variety of training opportunities is available and that people with disabilities find their way into some vocational program(s) if their disability does not prevent them from partaking in the classes. This means that those with a slight physical disability might be most likely to be able to participate, but there is not data to suggest how often people with disabilities enter regular vocational-training classes.

The consultant did not explore the range of training opportunities available except as they pertained to the needs of the current mission. For example, the Ministry of Tourism and Small Industries will provide an instructor for small industries and handicrafts and the cost will be paid by the government. The availability of an instructor could form the cornerstone of a vocational training program, especially in a rural area. It is possible that other government ministries might have similar arrangements and resources. This would have to be explored if a specific vocational training project is developed.

The Ministry of Education: As noted, Sri Lanka has a high literacy rate, about 90 percent. Education is valued; many Sri Lankans report that families will go to great lengths to ensure that children are educated.

The special education program in the Ministry operates 24 special schools and 10 homes for disabled children to serve the blind, deaf, and mentally and physically disabled. Of the 10,000 schools in the country, 452 have integrated education programs. Each province (8) has two special education coordinators, one for teacher training, and the second for open special education units. The Ministry is currently training more special education teachers which is a major effort.

In schools which receive funding, such as the Chitra Lane School, which has several teachers from the ministry, a 5:1 student teacher ratio must be maintained. Students with disabilities are

served up to age 22. The ministry was in agreement that if needed, special education teachers could serve as job coaches on-the-job to assist students in a transition from school to work.

The Department of Social Services: The Department of Social Welfare within the Ministry of Reconstruction, Rehabilitation, and Social Welfare, provides a variety of services for persons with disabilities, including the following:

1. Operates 10 vocational training centers providing instruction in 28 vocational areas for those with disabilities aged 18 to 35. Provides tool kits for those engaged in self-employment. Five of the centers are operated by the department, one by a rehabilitation hospital, and the other in collaboration with NGOs. None are in Colombo. The closest center is 10 miles from the city. The training areas include: air conditioning and refrigeration, tailoring, motor mechanics, lathe work, carpentry, housewiring, welding, electronics, spray painting, agriculture, coil work, rattan work, leather work, brass work, woodcraft, textile weaving, jewelry making, cooking, typing, sewing machine operation, dress making, handicrafts, radio repair, printing, and gem cutting. Centers serve the visually, hearing, and physically impaired. Training is geared to formal and self employment.
2. Provides aids and appliances free of charge for needy disabled persons.
3. Provides self-employment grants for those who want to start up small businesses or cottage industries such as boutique, cattle raising, or tailoring businesses.
4. Provides pre-school education for the hearing impaired and operates 17 pre-school units in special schools. (These students are then integrated into regular schools operated by the education ministry.)
5. Operates a program for the visually impaired through a trust fund that was started last year.
6. Attempting to establish community-based rehabilitation programs to facilitate the government policy of integration. There are currently 33 CBR projects around the country that are operated in conjunction with UNICEF. It is the goal to provide such programs country-wide.
7. Provides job placement for persons with disabilities. There are two placement officers on staff. The department is currently setting up a database registry of persons with disabilities and will refer candidates to employers. These placement officers do not plan to individually meet or screen clients. They will focus on employer development and serve as links between prospective job candidates and employers.

8. Provides up to three months of on-the-job training for certain individuals.

The Ministry of Reconstruction, Rehabilitation, and Social Welfare has developed a policy statement regarding disability that will form the basis of legislative action, but this statement was not yet available during the consultancy.

It should be noted that the government has passed a Cabinet circular stating that 3 percent of employees in the public sector should be persons with disabilities. There was considerable discussion about initiating legislation for a quota system among the private sector and one of the Chambers even supported this type of legislation as a way to pay back the war disabled for their contribution to the country and since the army is considered responsible for the stability which has allowed business to progress in Sri Lanka.

SHIA: The SHIA-funded project assists with vocational training and job placement. They have been supporting and upgrading government sponsored training programs and have initiated a community-based rehabilitation program for mentally handicapped children in one district. They have been involved in the job placement arena for several years and according to staff at SHIA, the organization has achieved 1200 placements of people with disabilities in the open job market. The numbers reflect some individuals who have been placed more than once. Funding for the SHIA project ends in June 1994 and the status of refunding is not known. The Department of Social Services recently hired (last June) its two placement officers in anticipation of SHIA services ending. A complete description of SHIA activities can be found in an attachment to this document. It appears that SHIA has had a major influence in promoting the vocational training and employment of persons with disabilities.

Other NGOs and Organizations of and for the Disabled: According to the ILO report, 250 NGOs run vocational training programs. Some NGOs just address the needs of those with disabilities, such as the Islamic Center for the Handicapped. The Department of Social Services maintains a comprehensive list of the organizations of and for people with disabilities. For example, there is a federation of the visually impaired, the Central Federation for the Deaf, several organizations representing persons with physical disabilities, a branch of Disabled Persons International, and an association for those with mental retardation.

Sheltered Employment: Two sheltered workshops exist; one is for the physically disabled and a second weaving and textile workshop is operated for the visually impaired. The Department of Social Services knows of no other sheltered employment. It is government policy to provide a 5 percent concession when contracting for the most cost effective bid from NGO suppliers.

The Chitra Lane School: The Chitra Lane School is part of a comprehensive program serving children with special needs. The school provides academic and vocational training services to children in its day-school program. The Developmental Assessment and Resource Center for Children provides a variety of professional rehabilitation services, including detection and diagnosis, dental and medical assessment and treatment, physiotherapy, cognitive training,

speech therapy, recreation therapy, psychiatric counseling, and educational programs for parents and children using an out-patient/clinic approach.

The facility serves school-aged children up to the age of 22. Training is provided in sensory, language, cognitive, number, and motor skills. Since the consultant is a specialist in the vocational area, attention was given to this area of the school's program, although resource sources are being explored and provided to the school to assist in some of the other areas.

The school currently introduces some students to vocational training at age 15 by spending one hour per day working with a facsimile of the packaging task that forms the basis of the workshop program. At age 16, students are assigned to one of six vocational training areas: carpentry, sewing, packaging (which is a paid contract and forms the basis of the workshop program), housekeeping, home gardening, and cookery. In addition, trainees can work as administrative assistants to learn telephone skills, filing, and photocopying. Concurrently students are engaged in a variety of life skills, language, and extracurricular programs until they exit from the school at age 22.

The packaging unit is set up like a sheltered workshop; it is a subcontract from the John Keells Company, a major holding company for a variety of diverse businesses. The jobs come from its grocery business, and the school packages, under contract, rice and beans to be sold in the stores. Students are not paid, but periodically receive a party or lump sum for their work. Keells' contract covers costs related to supervision, transportation, etc., and the remainder goes to the students. Packaging work stations including sifting, filling bags, weighing and heat sealing bags. Under the current system, there is little monetary reasons for students to increase their productivity. It is suggested that students be paid some amount of money tied specifically to performance, based on productivity, attendance or the achievement of behavior contracts. Additional recommendations to make the workshop a more realistic work environment and a more useful behavior change and learning tool were discussed.

The other vocational training areas teach various levels of skill, however, no written curricula based on competency have been developed. Each area has an outline of skills that is taught. No formal assessment procedures are in place. The training does not qualify an individual for a job in a field, but it is a good orientation to work, work habits, work skills, and the particular skill area. The sewing area shows the most promise for direct skill development. The other vocational training areas are limited by a lack of equipment and opportunities to experience a wide range of work tasks. Again, however, these work areas are important introductions to work experience. Rotating students in the different vocational areas, using supervisor/teacher evaluations, and securing additional contract work for each of the training areas to make the work more realistic and to have an opportunity to pay students were discussed to upgrade current services.

In general, however, the vocational training is more a work orientation or work adjustment training and should be considered a means of assisting students to develop work skills that are

appropriate to any work setting such as attention to task, ability to get along with co-workers, ability to ask questions, ability to follow directions, punctuality and attendance, etc.

For those vocational areas that have the most potential for income generation (either through direct employment, self-employment, or cottage industries), the curricula should be developed and upgraded, with written competency-based curricula. Development should be done in coordination with business people skilled in the vocational training area. Whenever possible, the equipment most likely to be used in the work setting, be that at home or in a factory, should be used in training. Development of more in-depth and relevant vocational training is a time intensive and costly process. One area at a time should be selected for this effort and as staff develop the skills, it will be easier to develop other vocational programs.

A recent and very positive development has been the training of students on-the-job with John Keells; one is training to be an office assistant at the marketing office and another will be a "teaboy" at the warehouse. Several other students have been placed in jobs in the past, but follow-up and employer coordination have not been adequate. The workshop coordinator (a special education teacher who works regularly with the students) is available to work directly with employers in addition to her regular duties in the school. During the consultancy, the consultant and the workshop coordinator met with the co-workers of a John Keell's office where a young man is being placed to do some sensitivity and disability awareness training with perspective co-workers.

his type of on-the-job training is an excellent approach to transitioning those with developmental disabilities to the workplace and is the desired approach to use whenever possible. It gives the student a chance to adjust gradually, and those in the workplace to do the same. Students must be carefully matched to transitional worksites based on their interest, abilities, skills, temperament, transportation issues, etc. Regular contact must be maintained with the employer and the student, and the employer should be requested to complete assessment forms about performance and skills learned.

One major problem that became evident is that parents of students, particularly female students, are very hesitant to allow their children to get jobs after they finish their school training. Ways of working with parents were discussed, and the consultant conducted a training session with parents suggesting ways that the parents can support vocational training at home, how they can encourage their children to be more responsible and independent, and ways to use their parent organization to develop vocational opportunities for their children when they leave school (i.e., cooperatives and sheltered employment). The parents have their own non-profit, registered organization, but they have done little to further the organization since the school personnel tried to shift leadership to the them. Based on attendance at the training session conducted by the consultant, parental motivation and concern seems high, but they may need more direction and support. UNDP provides technical assistance to new organizations and it might be approached about assisting this group develop a structure and strategic plan.

The Friends-in-Need Society, Jaipur Foot Program: The Friends-in-Need Society operates the Jaipur Foot Program which is its major activity. The program provides orthotic and prosthetic devices for those with mobility impairments resulting from a variety of causes. (Charts from their annual report (1992), include sections of which are attached to this report.) It is significant to note that in the nine months of 1992 for which figures were tallied, 63 percent of amputees fitted with limbs in Colombo had amputations resulting from civil commotion and other causes. The most recent months for which figures were available (in 1994) indicated that these figures are still consistent, about 60 percent of those served have amputations or injuries related to civil war.

While providing orthotic and prosthetic devices is the primary activity of the Jaipur Foot program, other services such as awareness, sporting events, and grants for rehabilitation purposes are also offered. Devices such as tricycles, wheelchairs, and crutches are provided to clients of the program. The program serves approximately 1,200 people per year. The major funding source is USAID (17 million rupees), but World Vision (170,000 rupees), the Hedlye Roberts Trust (2 million rupees), Diaconia, and NORAD also provide some support. Additional funds are secured through donations and contributions from services groups, such as the Lions and Rotary. Additional information on funding, activities, and client demographics are documented in relevant parts of the annual report, which is attached to this document.

The program is operated in Colombo, which also has a hostel and the greatest number of clients, in Galle (in the southern part of the country), Jaffna, which is in the north and is geographically closest to the area of civil strife, and in Kandy, which is the most recently established facility. The Kandy facility has space for a vocational training center and the 1992 report states that, "A vocational training centre is absolutely essential for carpentry, masonry, sewing, typing, vegetable culture, and other allied fields." There have been discussions about opening an additional program in Ratnapura, which is one of the major gem mining and production areas. Mr. Nimal Pathirana, one of Sri Lanka's best known and most generous philanthropists, has expressed interest in funding a hostel and center in that town.

The executive director resigned from her position several weeks prior to the consultant's visit and had not yet been replaced. She seems to have been a driving force behind the rehabilitation program and the desire to upgrade vocational training and job placement programs. The Board has solicited resumes and will begin interviewing. The office administrator has served in the capacity of the executive director, however, it appears that rehabilitation efforts, other than maintaining programs, have lagged since the executive director left. Securing accurate information about rehabilitation efforts was difficult, but the staff and Board were certainly cooperative in making plans. One of the Board members in particular, Mrs. Ingrid McAlpine, is interested in screening and job placement. As a trained occupational therapist, she has a background that related to vocational rehabilitation efforts and is skilled in dealing with employers and business people.

The rehabilitation program of FINS includes providing educational grants to children, university grants to older students and vocational training grants for those who have located such an

opportunity. In addition, distress grants are provided to those with emergency physical needs and a revolving loan scheme has been set up to assist those who want to start their own business. Approximately 300 loans have been made. Grantees must have some way to secure the loan, and staff has reported a repayment rate of 90 percent.

Six months after an individual has been served in the clinic, staff send out a follow-up letter to determine the status of the individual and to offer follow-up services related to their device and physical rehabilitation, as well as to offer rehabilitation services. No figures have been kept with regard to the number of those individuals who are gainfully employed or engaged in productive activity. If an individual responds as needing vocational rehabilitation services, he/she is provided with the grant(s) needed or is referred to a Department of Social Services representative. FINS does not have a direct service program of vocational training or job placement, nor does it provide funds for on-the-job training programs, however, it appears that some job referrals had been made by the former executive director who maintained a job list of 16 individuals who wrote requesting assistance in securing employment. Providing further vocational rehabilitation services is within the mission and interest of the Board and the staff.

The Kandy facility had some space available and it was the intent of the former executive director to establish some type of vocational training program there. Employment being limited, her tentative plans were oriented to an agricultural training program (and some specific training areas noted in the Annual Report). Agricultural skill development assumes that those who would be trained have access to land since opportunities on tea and other plantations are usually passed down along family lines. While a plan to provide training in agricultural skills may prove to be sound, the consideration of establishing any vocational training program should be based on a needs assessment - the needs of the participant(s) as compared to opportunities to generate income based on the training, and the need to provide the training directly or to access programs that may already be established. Replicating a training program that already exists, when it may be possible to just make an existing program accessible to those with disabilities was considered as improvident as providing training in an area that will not generate income. Any vocational training program should be based on such a comprehensive analysis.

It is difficult to assess the effectiveness of the current level of vocational rehabilitation services since outcome data is not available with regard to employment status and the effect of loans and grants in helping individuals become more financially self-sufficient. The collection of this data could be a useful activity for future work/programs. The range of services and the grants that are offered demonstrate that the Board recognizes that assisting someone in becoming mobile serves little purpose if they have no where to go or no place to work.

With regard to job placement and on-the-job training, there is a great deal that could be done at minimal financial cost, but manpower is required. Those being fitted for devices can spend weeks at the center. This time could be used for vocational counseling, exploration, and other pre-vocational activities, if staff were available. Screening and simple assessment activities could be conducted and linkage made to employers in the home communities or to vocational

programs. This time could be more productively used and would give participants a greater sense of hope about the future.

The Board is willing and interested in expanding to on-the-job training and job placement. There are opportunities for this agency to be effective in this realm and if funds are available, it is the opinion of this consultant that the Board should be encouraged to do so. However, at a time of both leadership and funding crisis, the challenges are great, but definite progress was made towards developing an on-the-job and job placement component, discussed elsewhere in this report.

2. Identify specific jobs and job markets that would be appropriate for disabled individuals within their interests, abilities, and skill levels.

Activities

Met with staff and toured the two targeted NGOs. Met with numerous employers and employer groups to assess job market. Met with other NGOs and international organizations and government offices to assess jobs and job markets that would be appropriate for individuals with disabilities.

Findings

The consultant is hesitant to make global generalizations about appropriate jobs for those with specific disabilities since such approaches often stigmatize or pigeonhole people with certain disabilities in certain types of jobs (i.e., those with visual impairments may exclusively be offered jobs as telephone operators). The concept of selective placement - matching an individual to a job based on abilities rather than disabilities - is the key to job placement of anyone, and particularly those with disabilities. However, based on the economy and development in Sri Lanka, certain jobs and job markets could be suggested.

Several factors other than ability and disabilities must be considered in job placement. Due to the rural and village nature of much of the country and the geographic areas served by the NGOs, a variety of job possibilities must be considered in both formal and informal sectors and public and for-profit sectors. Other factors, such as parents' unwillingness to let their adult daughters work in outside employment for personal safety reasons, also must be considered in making such recommendations. Therefore, jobs in the formal sector need to be developed, self-employment opportunities explored, cooperatives organized for some, and sheltered employment options for others.

The following are some general types of employment options that need to be developed, along with some specific jobs and markets that could form the basis for employment opportunities. It should be noted that the consultant did not conduct a formal job market assessment and that such an assessment would be very useful in planning and developing vocational training and job

placement programs. The BAC should be consulted for further ideas and direction, and for comment on those suggested in this report.

Sheltered Employment: For the mentally handicapped, there is a need for sheltered employment. Possibilities and opportunities were identified with staff during the consultancy, and the need for parents to take some initiative in developing such a program was discussed with them during the parents meeting.

Examples of activities and leads:

- subcontract work, such as packaging contracts, horticulture, doll furniture making.
- develop a product or provide a direct service to consumers, such as selling used goods and clothing (the Goodwill Industries model); producing a garment or product on the sewing machine; growing and selling plants; producing ceramic ware (Lions' Club lead), handicrafts, etc.

Collectives are similar to sheltered employment, however, rather than being operated by a non-profit organization, collectives are operated by a group of individuals with the intent to make a profit, and the profit is shared by members of the collective.

Formal Sector Jobs: The economy of Sri Lanka and its vocational opportunities seem to be expanding with the development of the Export Processing Zone and the growth of manufacturing. Most of these jobs are in the garment industry and typically, women are employed in these settings. More recently, work that related to electronic assembly is coming to the country. Factory jobs within these settings would be very appropriate for those with mobility impairments. The gem and jewelry-making industry offers additional opportunities for sedentary jobs. During a visit to the Nilani gem factory operated by Mr. Pathirana, a commitment was made to train and hire 25 individuals with mobility impairments as gem cutters and jewelry makers. The gem-cutting training program operated by the Islamic Center reports a 100 percent placement rate for its graduates, suggesting that this is an excellent field. Clerical and other sedentary jobs are also appropriate for those with mobility impairments common to the clients of the FINS program. There should be further exploration into the banking and financial industries since as the factories increase and the stock market, which was recently introduced in Sri Lanka, grows, there should be additional job opportunities in these fields.

For those with intellectual impairments, depending on the nature of the impairments, there are many types of jobs that could be appropriate. These jobs include office helper (i.e., messenger, photocopy operator, mail-room clerk, etc.), laundry worker, packaging, equipment operator (heat shrinking machine or other simple machinery, kitchen helper, cleaning and janitorial services, selected wood-working tasks, etc.). There are many types of jobs that those with mental handicaps can perform. Often the issue becomes that of providing adequate training and a supportive work environment that gives the worker an opportunity to learn the job. Other

times, simple adaptations such as removing some particularly complex task is all that is necessary to make a job appropriate for someone with a mental handicap.

With the economy of Sri Lanka on the rise, and with a fair amount of factory and manufacturing jobs, there should be a variety of opportunities available for those with disabilities. Disability awareness and willingness on the part of employers to hire the disabled, job and architectural accessibility, and willingness of parents to let their mentally handicapped children work, may be more significant factors than the availability of appropriate jobs that can be performed by those with disabilities.

Self-Employment/Cottage Industry: Self-employment and cottage industries (working at home) offer additional opportunities that may be most appropriate in rural settings or in cases where parents will not let children leave home for employment. The consultant was informed about many opportunities which commonly exist for home employment in Sri Lanka. These include envelope making, spice packaging, and coconut fiber production (for the latter, consult Mr. Canute Perera of Canro Exporters). Mr. Amaratunga of Timberlina Limited discussed subcontracting the manufacture of doll furniture in the home as another possibility (although his primary interest is to establish a viable factory to employ those with disabilities). Typically, these jobs are based on piece rate. The government will train individuals (or groups) in handicrafts through the Ministry of Tourism and Small Industries, and then purchase the products that are made.

In addition to working for someone else, many of those with disabilities could go into business for themselves. This is the intent of many of the government-sponsored training programs. Tool kits and sewing machines are sometimes provided to assist individuals to start a small business. The FINS program provides loans for self-employment. These programs are effective and provide real options for those who are capable of operating a small business. Agricultural training could provide additional opportunities for those in rural areas, if land is available.

3. Make recommendations about the services that could be developed to prepare individuals for a transition to work.

The attached working paper outlines an approach to vocational training and transition that could be implemented at the Chitra Lane School and incorporates the recommendations made to the staff about ways to better prepare students for employment.

With regard to the FINS program, the consultant oriented the office manager and one board member in basic methods of screening clients using an interview format. Much of the data that needs to be collected for on-the-job training or job placement is already being collected; other data will need to be secured. Using a simple interview assessment coupled with a functional assessment related to physical abilities, individuals who seek employment in the formal sector, or on-the-job training, can be referred to job opportunities located through the Business Advisory Council, the Department of Social Services, or through the efforts of the FINS staff.

As noted, immediate jobs were identified in Ratnapura with the Nilani Gem Exporters. It was decided that the project will begin with placement of five individuals in training, and accommodations will be provided by the employer. This is in keeping with the goal that had been previously set to screen and place at least four people per month. To assist individual succeed on the job and to encourage employers, the Board agreed that some of the grant money currently being used for vocational training and self-employment would be made available for on-the-job training stipends. (This will not be necessary with the gem related jobs, since the employer agreed to cover all of the costs.) After 6 months, the success of the on-the-job training and job placement program currently being implemented on a formal basis should be evaluated.

Because of the funding crisis being faced by both organizations, it is difficult to make suggestions for comprehensive services that could be added. However, there is a need to add programs such as vocational exploration activities (provide information and assessment about various job opportunities and career options), job orientation classes that will introduce young people to the world of work and expectations on the job, basic training in business for those interested in self-employment, and job-seeking-skills classes for those who will be searching for a job and need to make a good impression in an interview situation. A curricula developed by the consultant for working with disabled job seekers in Kenya was shared with the staff, as well as other forms and resources that could assist staff in implementing other services, if staff becomes available. Some of the staff of both NGOs have also identified a need for English-speaking classes, since many jobs require some facility in English.

Both the Chitra Lane School and the FINS program should implement better follow-up procedures with the clients they serve and the employers with whom they find jobs.

4. **Make recommendations about possible community-based services that could be developed with employers and the private sector to teach vocational skills and prepare individuals for work, such as transitional worksites, job coaching, job try-outs, enclaves, etc.**

Activities

Various types of community-based services have been discussed with staff of both organizations and, in some situations, with employers.

Findings

Community-based services are cost-effective; they do not require constructing buildings, organizing training classes, or developing new programs. Whenever an existing community-based service can be offered, this is most cost-effective, and is usually the best way to reach optimal mainstream inclusion of those with disabilities. The following are a few of the ideas that were explored that seem to hold some opportunities for development.

Chitra Lane School: A enclave is a work group of individuals with disabilities within a normal work setting; sheltered employment within a regular employment setting. For example, the Chitra Lane School currently has a subcontract to package grains for the John Keells company. If this task was moved to the company's new warehouse complex (and this option was considered by the staff of John Keells), the valuable space at the Chitra Lane School could be used for some other work activity.

The school (or some other organized group) could develop other subcontracts with businesses to conduct work at the actual worksite (e.g., mass mailing, operating a laundry within a hotel, potting plants and similar tasks at a horticultural center, etc.). Usually the organization provides a supervisor who is skilled in working with mentally-handicapped persons, and the workers must meet the employer's standards for productivity and quality.

Job coaches have been used very successfully to train those with mental handicaps on the job. In such a situation, a teacher from the Chitra Lane School would learn the job in which one of the students is to be placed. The job is usually a relatively simple, entry-level position. The coach then trains the employee on a one-to-one basis, gradually withdraws as the employee becomes more skilled, but returns frequently to ensure a successful outcome or to teach more advanced aspects of the job. The Ministry of Education has said that they would approve the use of a teacher for such an activity as long as five students were trained on the job per year, thus maintaining the student teacher ratio of 5:1. The teacher would have to work with one student at a time.

The school is already developing transitional work sites, jobs which are made available to their students for training purposes. Once the student feels comfortable with the position requirements, he/she can move into a more permanent position and someone else moves into the transitional slot. It is similar to an internship program.

Other types of transitional programs have already been discussed and include sheltered employment or cooperatives which can be workplaces where disabled persons hone their skills before moving on to permanent, regular employment.

The transitional opportunities for the FINS program that are most appropriate include on-the-job training, or group training that can be arranged by employers or service groups or others. A plan to institute on-the-job training has been developed. Community-sponsored group-training opportunities will require a comprehensive needs assessment. One opportunity that was identified during the mission was with Lions Club. The club has a facility outside Colombo and is working with a Scandinavian company to produce ceramic ware. The Scandinavian company would be an immediate market for the wares and would provide guidance in setting up the training center, which would also be a production unit and generate income. As individuals become skilled and earn money, they can purchase the equipment to set up mini-factories in their home areas. This plan requires further exploration but is an example of one type of vocational program which could be developed. Government handicraft programs in brass making and other traditional skills provide similar opportunities for training and subsequent self-employment.

- 5. Provide training and guidance in the development of a Business Advisory Council of employers who can support the efforts to employ the disabled. Visit employers or employer groups to solicit support to participate in such a council.**

Activities

The list of employers and employer groups that were contacted is located in an attachment of this report. In addition, the consultant made a presentation to the American Chamber of Commerce and the Rotary and secured the participation of the Lions Club and Kiwanis Club for the BAC. Two meetings were held with the director of the employers' federation in an attempt to organize the BAC as a committee of that federation, but the employers' federation could not take responsibility for the group at the present time. Several meetings were held with staff of the Department of Social Services, to link the group to the department. Additional meetings were held with participating NGOs and other employer groups to schedule and hold a first Business Advisory Council meeting.

A concept paper and by-laws were developed to distribute to perspective members and to guide the group in its initial, formative activities. An agenda was developed and plans were established to hold the first meeting at the UNDP office on March 9, 1994. The agenda, including a more detailed one to assist the chairman, are appended. The chairman is preparing minutes of the first meeting.

Findings

A great deal of enthusiasm exists among the government, NGOs, employers, employer groups, and business service clubs for the BAC. Apparently, it is the first time that these different groups met to discuss some of these issues and the energy and interest in working to improve vocational opportunities for those with disabilities was extensive. It will be important to maintain and channel this enthusiasm and to keep the group focused on clearly identified objectives. There are many needs among those with disabilities and this group was organized to meet the needs related to vocational education, training, and employment.

Individuals with mental handicaps appear to be the least understood and most under-represented among the disabled and in the workplace. This is true in most countries and the Chitra Lane School will need to be vigilant in educating all members about the needs and abilities of its constituent group. Because of the civil unrest in the form of the civil war in the north and the JVP uprising in the south, there is a strong sense of allegiance, debt, and sympathy for the war-disabled. While the FINS program serves those who are war-injured, it may be useful to invite a participant from the armed forces rehabilitation program to participate on the BAC to also represent the war-injured group. Some members expressed concern that individuals with disabilities were not represented in the group. Ideally, someone who can provide a link to all of the organizations of the disabled would be best, but no umbrella group exists.

A second meeting was scheduled in one month's time and the group seemed to be off to a positive start. The planning document developed by the temporary chair and secretariat are attached to this report.

6. Provide guidance on issues related to changing employer and public awareness of the disabled and public policy that will have an impact on employment of the disabled.

Activities

This issue was discussed with the staff of organizations and the government and incorporated into the documents prepared for the BAC so that it will become a major focus of BAC activities.

The consultant appeared with the Chitra Lane School principal on "News and Views," an interview news show that should air within a couple of weeks of the taping.

Findings

Efforts have been made by both organizations to conduct awareness activities. These efforts have included news articles of events (e.g., FINS sports events and Chitra Lane School openings). Staff of the Chitra Lane School have periodically appeared on the "News and Views" show. Neither NGO has a developed public awareness or public policy plan and efforts have not been the result of comprehensive plan-of-activities. There has been little linkage with other organizations of and for the disabled or the government to coordinate public awareness/policy activities. This is not to say that efforts made to-date have been ineffective, but it is to point out that through planning and coordination, the impact of public awareness activities could be heightened.

Time did not permit the development of a comprehensive awareness campaign. Both NGOs and others consulted saw the purpose of such efforts as being oriented toward changing public attitudes and government policies (e.g., many favor a quota system for the hiring of persons with disabilities).

With regard to awareness, it should be considered on many levels and toward many audiences. Staff and professionals should examine their attitudes to determine what stereotypical behavior they may harbor about individuals with disabilities. At the first BAC meeting, some professionals admitted that the mentally-handicapped was a group that they needed to become more knowledgeable about. Staff at the Chitra Lane School recognize that by referring to their students as children, they may be contributing to negative attitudes about those with mental handicaps. Disability awareness work needs to begin on a staff- and professional-level basis. The level of awareness of people with disabilities needs to be raised as well, and work needs to continue to address the attitudes of parents and families of those with disabilities. Increasing family awareness, and encouraging parents to foster the independence of their children with disabilities, was identified as a major need.

Certainly, public and employer attitudes are vitally important. A public awareness campaign is a major undertaking and could be best accomplished by a consortium of individuals, the government, and NGOs. It may be an appropriate activity of the BAC, and media members of that group should be sought out. Until such time as a coordinated effort is mobilized, it is recommended that each of the NGOs establish annual and achievable goals for a public awareness campaign - beginning with their own staff; those with disabilities, their parents, and families; extending to the government, employers, and the public-at-large. With regard to public policy, the initial efforts should be data gathering, finding out what is being done currently and the direction the government is taking toward addressing the needs of those with disabilities. The pros and cons of employment quota systems and examples of some approaches used in other countries were shared and discussed. These approaches need to be further examined. Quota systems are not a panacea and often take considerable energy to put into effect. Thereafter, the systems need to be monitored and enforced to be effective, and in many developing countries, sufficient staff is lacking to implement and enforce the quota laws once they are in effect. Further, it is important to examine the host of public policy needs and to make decisions about where lobbying and public pressure can be most successfully and effectively exerted for real change.

Additional Activities

In addition to these activities, the consultant is gathering and sending a package of information to the Chitra Lane School on the following topics:

- Learning disabilities/Autism and Computers
- Parent Education and Training
- Behavior Modification
- Work Habits Assessment
- Supervisor/Worksite Assessment
- Vocational Training Curricula
- Assistive Technology Devices
- Videos, especially for the mentally handicapped

For both NGOs and some employers, information will be sent on Rehabilitation International and Disabled Persons International.

Contacts have been made with Goodwill Industries International; National Easter Seals Foundation; United Cerebral Palsy; ABLEDATA; Council on Exceptional Children; President's Committee on Employment of People with Disabilities; Jane Daily, a Washington State Education Specialist in Learning Disabilities; the National Association of Rehabilitation Facilities; and others.

Resources identified include copies of videos that the consultant had related to awareness, other videos, books and manuals, and a database on assistive technology on CD ROM.

III. SUMMARY AND RECOMMENDATIONS

Both the Chitra Lane School and the FINS program appear to be carrying out their missions effectively and professionally. The Chitra Lane School has assembled a well-qualified staff of competent professionals and is moving in directions that are consistent with current thinking and literature on the vocational training and employment of individuals with intellectual impairments.

The Jaipur Foot program operated by FINS seems to be meeting the needs of the clientele it serves for orthotic and prosthetic devices, and is doing so skillfully. Many of its employees are people with disabilities and the organization provides a real service to individuals who would otherwise lack the resources and access to such services. Currently, the program is challenged by the lack of an executive director, but the consultant was impressed with the knowledge and hands-on interest of the Board members.

The desire of the Friends-in-Need Society to extend its services into vocational areas should be encouraged. The need exists, the organization has a relationship and established linkage to many who require such services, and has a solid organizational structure in place. It makes sense to encourage this organization toward expanding the services it provides to further enhance the independence of those with mobility impairments, especially those disabled as a result of civil strife.

The country is on an economic upswing, and in spite of the civil unrest, appears to be moving in positive directions and is maintaining political stability. The business community appears to be supportive and the government is moving to expand services to individuals with disabilities. All of these factors suggest that an investment by USAID in the form of the War Disabled Fund or through other avenues would be an excellent investment. Even though the country feels the impact of civil war, it is hardly devastated by it, as is the case in many other countries where war has leveled the infrastructure. With continued support and technical assistance, the FINS program should be able to develop, effect, and even model programs.

With regard to on-the-job training and job placement, funds are needed to support staff and the training of staff. The new BAC that was formed could be an excellent vehicle for carrying out some of the recommendations outlined in the body of this report with regard to on-the job training, community involvement, community-based programs, placement, awareness, and public policy initiatives. The technical support of the local USAID office in terms of helping the BAC grow and organize, and the provision of financial support (a small sum of money for printing brochures, letterhead, secretarial support, etc.) should be considered. It could go a long way in having an impact on bring those with disabilities, including the war-disabled, into the economic mainstream.

Because of the public sensitivity and support of the war-disabled, and the growth stage of the economy, now is an excellent time to take steps to include and build programs to include persons with disabilities into the mainstream of social and economic life. People with disabilities are typically one of the most marginalized groups in a society, yet they compose approximately 10

percent of the population, a significant minority. In the United States, it has only been with the passage of the Americans with Disabilities Act in July 1990 that persons with disabilities were granted the civil rights guaranteed to others on the basis of race, religion, and ethnic origin. Excluding those with disabilities in human rights programs funded in developing countries, fails to recognize the civil rights progress realized in the United States.

Recommendations for USAID include the following:

- Provide support, both technical and monetary, to the Business Advisory Council, a business group that will link the government and NGOs. This is an unique group for Sri Lanka and its growth should be encouraged.
- Continue support to NGOs and others that serve those with disabilities, especially to the war-disabled, since it is in alignment with human rights and disadvantaged persons priorities.
- Provide assistance to help the Chitra Lane School and other organizations for the disabled find alternate funding for programs if USAID is unable to continue its support. This is one approach to protecting the financial investment USAID has made in these programs to-date, and to help ensure the continuation of these services.
- Foster and encourage a study of the current vocational training offerings in the country and compare the results to the current labor needs. Such data is needed to conduct any labor force planning. (One factor that will contribute to continued growth is the availability of a quality, well-trained workforce, and approaches to vocational training need to be evaluated.)

Recommendations for Friends-In-Need Society include:

- Conduct a needs assessment (mail survey) of those with disabilities who have been served by the project within a specific period (e.g., during the previous year). Determine the current employment status and needs for vocational training services, interests, skills, and abilities.
- Begin to develop a resource file of the current status of vocational training opportunities for the disabled and non-disabled. Identify where gaps and needs exist with consideration of current employment opportunities.
- Set aside a small fund for on the job training and begin to develop systems for on-the-job training and job placement activities on a small scale as outlined in this report.

Recommendations for the Chitra Lane School include:

- Continue developing transitional employment slots and placement in competitive level jobs. Extend follow-up activities to ensure that individuals remain on the job and are suited to the position in which they have been placed.
- Develop additional contract work to provide work experience for students with disabilities in school and enclave settings.
- Provide additional support and guidance to parents to assist them in organizing sheltered employment and other vocational opportunities for their children who will be leaving the school system and will not go on to competitive level jobs.
- Begin to upgrade current vocational training activities by implementing some of the program changes outlined in this report.

Recommendations for public awareness and policy change activities include the following:

- Use the collaborative efforts of the BAC to develop a public awareness and public policy initiative.
- Work within individual agencies to upgrade the awareness of those with disabilities, their parents, staff, and Board members about the needs, rights and abilities of those with disabilities.
- Link agencies of and for the disabled to work in a concerted manner, using the power and resources of all the organizations and individuals, to carry out a specific agenda of activities to change awareness and public policy.

ATTACHMENTS

ATTACHMENT 1
LIST OF CONTACTS

PERSONAL CONTACTS

U.S.A.I.D.

Mr. V. Sabapathipillai, Program Officer
Stan Stella, Project Management Specialist
Theusita Dharmawardena, Former Program Officer for NGO

Chitra Lane School

Kishani Gurnawardene, Coordinator of Vocational Programs
Jacinta Jayasekera, Workshop Supervisor
Delysia Gurnawardene, Director
Mrs. Guranawardene, Principal of the School

Jaipur Foot Program/Friends in Need Society

Mrs. Paul Perera, Board President
Mrs. Ingrid Mc Alpine, Board Member
Mrs. Manel R. Senatilleke, Office Administrator
Mr. N. Mahesan, Board Member
Jean xxxx, Former Executive Director, currently with Human Rights Commission

Swedish Organization of Handicapped International Aid Foundation

G. Wanniarachchi, Project Manager
D.D.J. Subasinghe, Job Placement Officer
Lietenant S. Jayawarna, Administrative Secretary
Met with entire staff of organization including some of instructors

Islamic Center for the Handicapped

Al Haj N. Jiffry Haniffa, Director and Treasurer

Department of Social Services

Mr. Wijewantha, Director
Mrs. Yamuna Chitranganee, Assistant Director
Met with two Placement Officers to advise on job placement techniques

Additional Government Contacts

Dr. Dudley Dissanayake, Secretary, Ministry of Tourism and Rural Industrial Development
N.A.H.W. Mendis, Senior Assistant Secretary
Two contacts, Ministry of Education, Special Education

International Labour Organization

David Groman, Director
Ranjith De Silva, Programme Officer

Employers' Federation of Ceylon

Mr. Franklyn Amerasinghe, Secretary General (telephone contact)

Chambers of Commerce

Mr. C. G. Jayaburiya, Secretary-General, The Ceylon Chamber of Commerce
Mr. Patrick Amarasinghe, The Ceylon Federation of Industries
Met with the President and spoke at the American Chamber of Commerce luncheon

Rotary Club of Colombo Port

Met with Mr. P.H. De Gamini Sarathkumara who is also Managing Director of the Mount Royal Group Ltd. and A. Sureban M.I.D.P.M., Manager and Systems Engineer

Lions Club

Mr. Kanute Perera, Incoming Governor
Mr. Tyrone Jayawardane, Incoming President and manager of Parts and Dealer Service at Toyota

Kiwans

Joe De Silva, Member who sent a Kiwanis representative to the BAC meeting

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Individual Employers

Rajiv Caderamanpulle, **The Mikechris Group**
Mr. Frank Keenan, General Manager, **Marriott Hotel**
Mrs. Nimal Pathirana, Nilanj **Gem Exporters**
Gamini W. Amartunga, Chairman/Managing Director, **Timberlina Limited**
Mr. Chula De Silva and Mr. Perera, **John Keells Group**
Devinda S. Senanayake, Chairman/Managing Director, **Freudenberg & Company**

Speaking Engagements

Rotary Club of Colombo Fort, Weekly Meeting
American Chamber of Commerce, Luncheon
John Keells Marketing Groups, Manager of Marketing area and all workers regarding integration of new worker with an intellectual disability.
Parents at the Chitra Lane School, conducted a seminar on vocational training and job placement.

Media

Fimed a segment of *News and Views* to be aired within the next couple of weeks.
Will participate on BAC but may not be able to attend organizational meeting:

John Keells Group
Mr. Chula De Silva

Nawaloka
Upali or Jayantha Dharmadasa

DMS Software Engineering (Pvt) Ltd.
A. Sureasan

News and Views, ITN
Anthea Flambert-Pieris

Timberlina Limited
Gamini W. Amaratunga

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ATTACHMENT 2

SHIA PAPER

SHIA FOUNDATION

WHAT IS SHIA

SHIA is the acronym for "Swedish Organisation of Handicapped International Aid Foundation", a non-governmental, non-profit Swedish Organisation supported by SIDA. SHIA Foundation consists of 14 member organisations of handicapped persons in Sweden.

BACK-GROUND

During the 1980^s new social policies, awareness and adjustment programmes were needed to prevent disability and equalize opportunities for disabled persons. In 1982 UN General Assembly adopted in its resolution No.37/52 the World Programme of Action concerning the Disabled Persons.

OBJECTIVE

Sweden as a member state of the UN supports National Organisations of the Handicapped Persons to implement programmes both locally and internationally, aimed at contributing to the development and equality of handicapped persons. SHIA which is implementing programmes concerning the disabled in the developing countries has entered into an Agreement with the Government of Sri Lanka to assist its programmes in Vocational Training and securing open and self employment for the disabled. Thereby SHIA endeavours to make the disabled persons self reliant and productive persons in the development process of the country.

Furthermore SHIA attempts to draw the attention of the authorities, both at decision making and implementing levels, to the fact that the handicapped person too has equal rights and privileges as any other citizen has in the society.

ACTIVITIES IN SRI LANKA

1. Assisting the state at Central, Provincial and Divisional levels by way of:-
 - (a) Awareness Programmes at grassroot level.
 - (b) Supplementing government grants to disabled persons for self employment projects.
 - (c) Supplementing the purchase of trade implements given by the Department of Social Services to those disabled persons trained in the government and non-governmental Vocational Training Centres.
 - (d) Meeting certain costs of training government officers engaged in activities concerning disabled persons.
 - (e) Providing training materials to Special Vocational Training Centres.
 - (f) Sponsoring special workshops to train officials.
 - (g) Providing financial assistance to the Ministry of Reconstruction, Rehabilitation and Social Welfare for the activities concerning formulation of National Plan of Action and related legislation.

2. Assisting the Non-Governmental Organisations engaged in the activities related to the rehabilitation of the disabled by way of:-
 - (a) Part funding for training and educational programmes
 - (b) Providing funds and facilities to the representatives of NGOO to meet and discuss common issues and promoting them to strengthen their organisations in order to create a formidable pressure group.
 - (c) Providing training materials to special vocational training centres.
 - (d) Paying allowances to some instructors in Vocational Training Centres on special grounds.

(e) Individual assistance direct to handicapped person in -

- (i) Financing self employment projects.
- (ii) Finding open employment.
- (iii) Referral services to appropriate vocational training centres.

3. Pre-vocational training for the school leavers at Ratmalana Blind School as a special project providing them with open employment or assisting in self employment projects.

4. Implementing a Community Based Rehabilitation (CBR) programme in the District of Kalutara for Visually Impaired, Physically Impaired, Hearing Impaired and Mentally Handicapped sectors.

HOW TO CONTACT SHIA

Visit, telephone or write to Head Office -

SHIA Foundation,
No.22, Visaka Road,
Bambalapitiya,
Colombo 4.

Telephone - 588121

Visit, telephone or write to -

Handicapped Community Service Centre,
5th Floor,
Kachcheri Complex,
Kalutara.

Telephone 034 22221

ATTACHMENT 3

ILO PAPER

A. CONTEXT

1. Description of Subsector

Sri Lanka has one of the highest levels of literacy in Asia (about 87.5 per cent). However, despite heavy investment in the expansion of educational facilities, there appears to be a significant mismatch between education and employment. This has been a major contributory cause of recent social upheavals, particularly youth unrest. The problem is highlighted in the following extracts of the report of the Presidential Commission on Youth (March 1990).

"The majority of secondary school leavers find very little opportunity for self-employment as the education imparted to them in school system does not equip them with the basic knowledge and skill required for gainful employment. There is no counselling whatsoever of the opportunities and alternative directions to develop them. The education they have received also burdens them with attitudes such as preference for white collar jobs and absence of dignity of labour which fore-close many avenues of gainful employment.

Further, university students themselves are deeply frustrated, especially those who graduate in the liberal arts and humanities. There are at the moment 8,000 unemployed graduates who have registered their unemployment with the government. This group is both articulate and disenchanted and, consequently, in the very nature of things likely to lead rebellion and organise unrest against a system which holds out minimal hope for greater social mobility.

Evidence has been placed before the Commission that a large number of those who participated in the 1971 insurrection were educated up to or above the GCE O-level. There are some indications that the unrest of the Eighties also involved youth with relatively high educational attainment. These indications are yet to be confirmed by a systematic study. If the profile of the insurgent is indeed identical or similar, then the findings, which constitute a telling indictment of our social and economic system and, in particular, its failure to respond to the needs and aspirations of young men from the predominantly rural areas, with access to at least a secondary school education.

In the context of the (figures and) analysis referred to above, we cannot escape from the realisation that one of the major problems facing Sri Lanka today is the mismatch between education and employment, primarily the lack of attention paid to school leavers at the secondary school level. This problem must be dealt with effectively by the educational system as a matter of urgent priority if we are to avoid future frustrations and insurrections."

A main cause of frustration among youth is that their whole school career is directed towards preparing them for the GCE A-level examination and finding entry into university. An inherent deficiency in the education system is the process of elimination that continues from year to year. This contributes to increasing the ranks of demoralised and disappointed youth who blame the system for their unfulfilled aspirations and inability to direct themselves toward meaningful avenues of employment or self-employment.

The lack of opportunities for acquiring employable skills through a system of vocational training with close, lateral two-way links to the general education system drastically reduces the options available to a large group of students who fail to move up to the tertiary and vocational education segment of the education system and find gainful employment.

The implications of the above situation has been the scarcity of skills required by the economic imperatives of development. The latter has been compounded by the competitive nature of the market oriented macro-economic policies of the Government. In this situation the focus is on skills development through initiative and training to ensure the sustenance of economic growth.

2. Present Status and National Strategy

According to a recent assessment by the TVEC, vocational education and tertiary (including technical and professional) education is being undertaken by 20 ministries, including three major ministries: Educational and Higher Education, Youth Affairs and Sports, Labour and Vocational Training, and about 1750 private training institutions and above 250 NGOs. It is estimated that there are about 400-450 Courses run by these organisations supplemented by on-the-job training in the private sector and number of other similar programmes run by NGOs.

It is found that over half of those who complete training programmes fail to find employment within one or even two years of programme completion. This is mainly due to two factors (i) the general scarcity of job opportunities and (ii) lack of linkage between training programmes and potential employment opportunities. Training programmes have proliferated in Sri Lanka not because of the needs of the economy but because of a mistaken notion that training creates job opportunities. This bias towards equity has caused selection criteria to be weighted in favour of unemployed school leavers rather than in favour of those with an aptitude for technical/vocational field.

Government operated training programmes, particularly the institutional training programmes, usually fail to respond to market demands. Decisions are driven by available budgets in place of market and manpower requirements. These are manifested by the prevalence of inappropriate curricula, lack of adequate training materials and equipment, and a somewhat fragmented, undercapitalised set of duplicative institutions that operate with hardly any coordination.

Sri Lanka's strategy in addressing these issues is therefore to (i) introduce reforms and innovations that will increase relevance and responsiveness of training to actual skill demands and realities of the labour market (ii) rationalisation and optimisation of existing training facilities and resources and (iii) involvement of employers and actual users of trained personnel in the planning and implementation of training (iv) find new ways of financing and promoting training (such as levy/grants, tax incentives etc.) and (v) establishment of a mechanism such as a Skill Development Fund to encourage trainees to go into new fields of training and to provide follow-up support for those completing training to find gainful employment. In other words, Government's strategy is to pursue a coordinated Programme Approach designed to address issues in a holistic manner in order to cut across traditional administrative and institutional barriers that led to uncoordinated growth.

3. Prior or on-going assistance

During the past several decades, considerable efforts have been made to provide opportunities for vocational skills training. The ILO, which has taken an active role in supporting these efforts with financial assistance from UNDP and bilateral donors, has completed several vocational training and related projects in collaboration with a number of governmental agencies. These include the following:

- National Vocational Training Scheme (1968-1973); Ministry of Education; UNDP/ILO
- National Apprenticeship Scheme (1973-1978); Ministry of Industries; UNDP/ILO
- Vocational Skill Development Programme (1975-1980); Ministry of Labour; SIDA/ILO
- District Vocational Training Centres (1981-1986); Ministry of Labour; Netherlands/ILO and UNDP/ILO
- Technician Training Institute (1984-1989); Ministry of Youth Affairs and Employment; UNDP/ILO.
- First Technical Educational Project (1982-1987); Ministry of Education; UNDP/ILO/UNESCO.
- Second Technical Education Project (1985-1989); Ministry of Education, UNDP/ADB.
- Institute of Construction Training and Development (ICTAD), Ministry of Policy Planning and Implementation; (1984-1992); WB/UNDP/ILO
- Sri Lanka Hotel School (1977-1980, 1991-1993); Sri Lanka Tourist Board, UNDP/ILO.
- Janasaviya Trust Fund (1991-1993); Ministry of Policy Planning and Implementation (1991-1994); WB/UNDP/GOJ.

The above mentioned responses of external assistance has also included generous contributions from the Government of Japan (for the establishment of the Automobile Engineering Institute) and Government of Germany (for the establishment of the Ceylon-German Technical Training Institute, Apprenticeship Training Institute and the Railway Training Institute). Furthermore assistance has also been received from the Government of Canada for the development of a project on "Gender Based Policy Initiatives in Technical and Vocational Education"

Presently, World Bank assistance is envisaged for a project on the establishment of a Skills Development Fund and the initiation of related reforms in the technical and vocational training system.

UNDP and the ILO have responded to the needs in the field of vocational and technical training that emerged from time to time mainly in the context of government strategies that arose due to following special circumstances: Import substitution (1960s), youth uprising (1971), the first oil crisis and migration of labour to the Middle East (1970s), liberalisation of the economy (from 1977), and the construction boom resulting from liberalisation (1980s). As stated in Section A, paragraph 1 above, the events of the recent past, particularly youth unrest, have focussed the government's attention on new and urgent issues related to restructuring of the education system in general and tertiary education and vocational training in particular.

ATTACHMENT 4
JAIPUR FOOT PROGRAM
ANNUAL REPORT

JAIPUR FOOT PROGRAMME OF SRI LANKA 1992

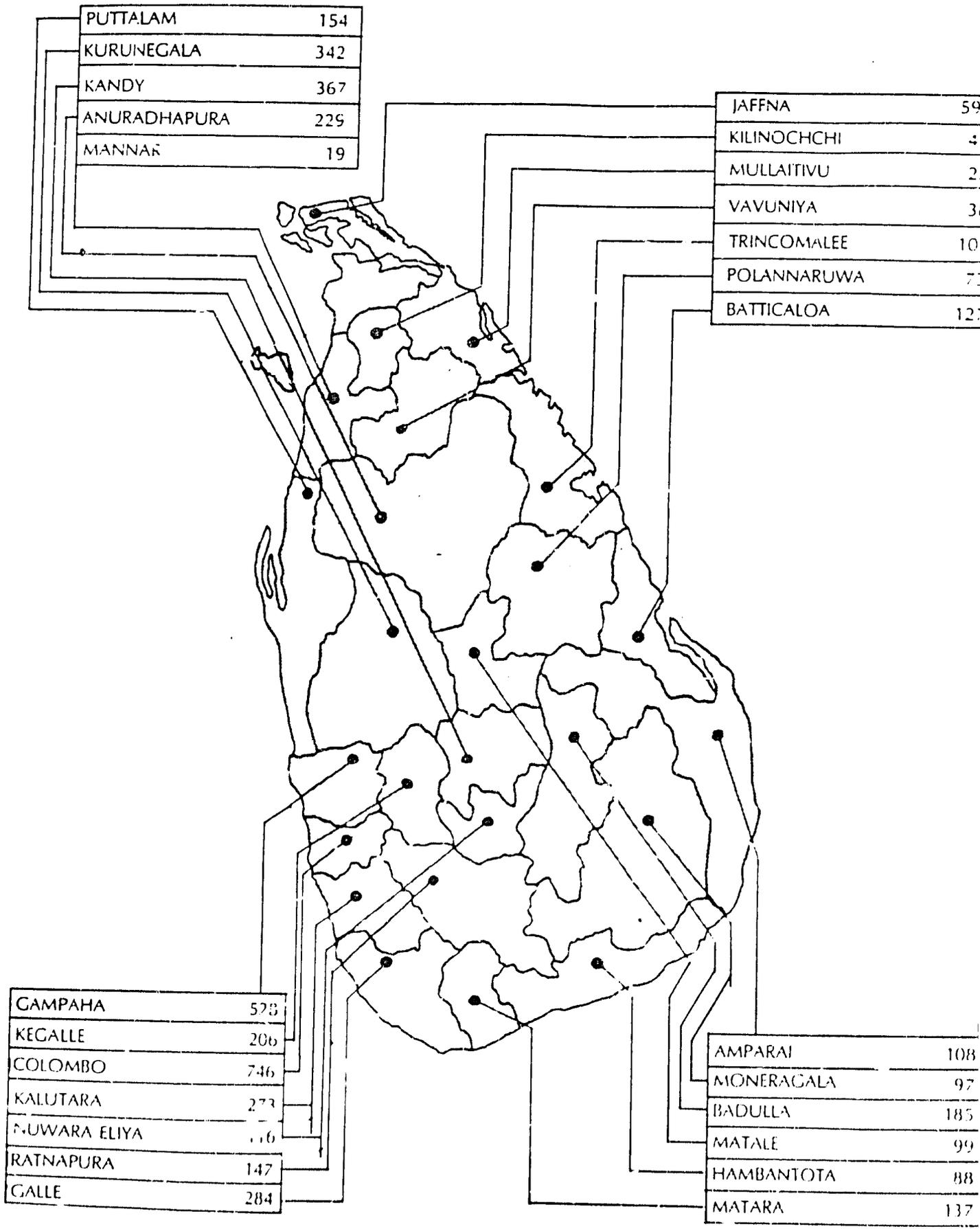


Lanka
Foot and Mouth
Disease
Society

177/11, Jaipur Estate, Mawatha,
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JAIPUR FOOT PROGRAMME OF SRI LANKA

STATISTICS DISTRICT-WISE
(AUGUST 1985 TO SEPTEMBER 1992)



REHABILITATION & INCOME GENERATION

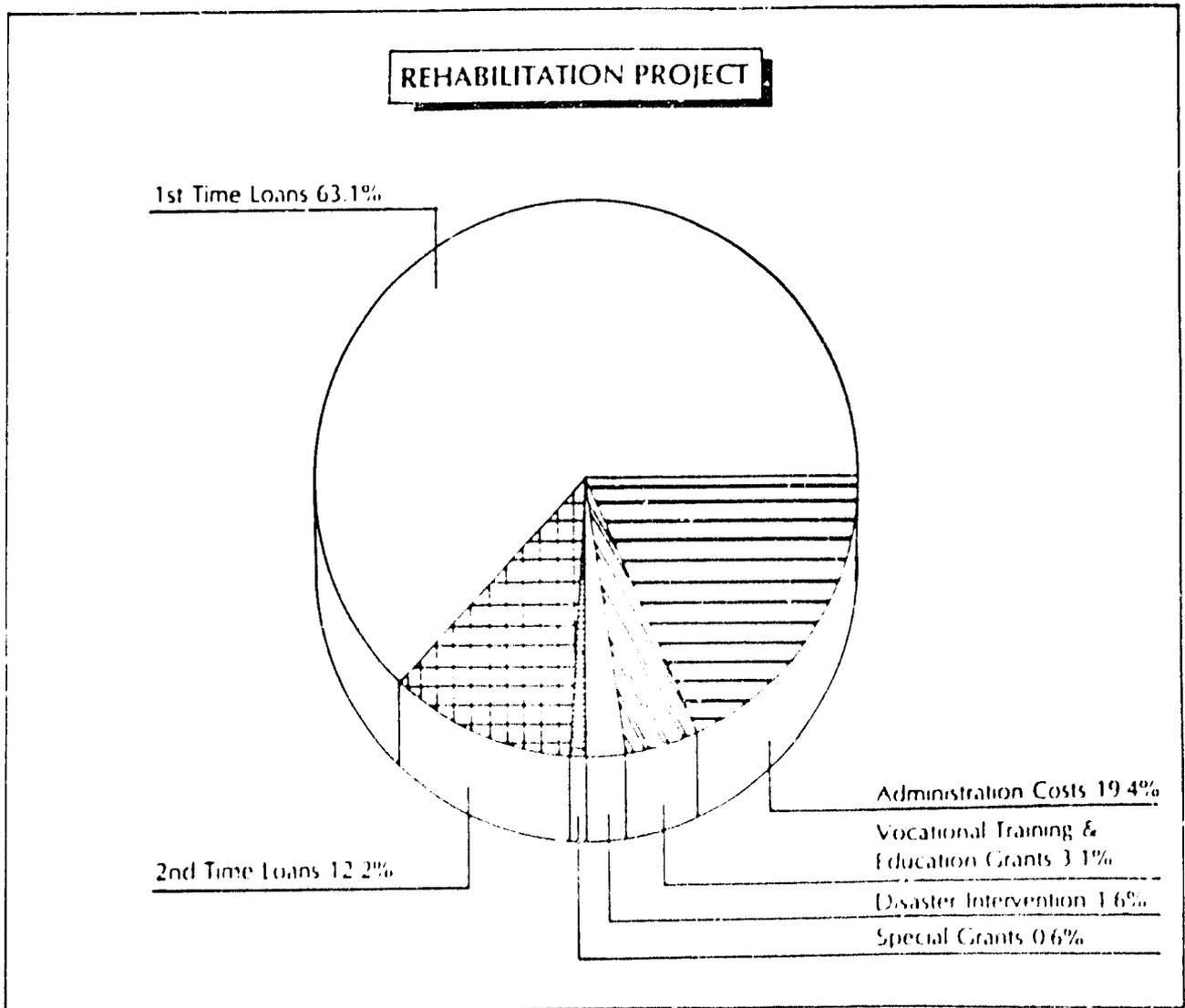
"The poor will never cease to be in the land; therefore, I command you saying, you shall freely open your hand to your brother, to your needy and poor in the land".

- The Bible -

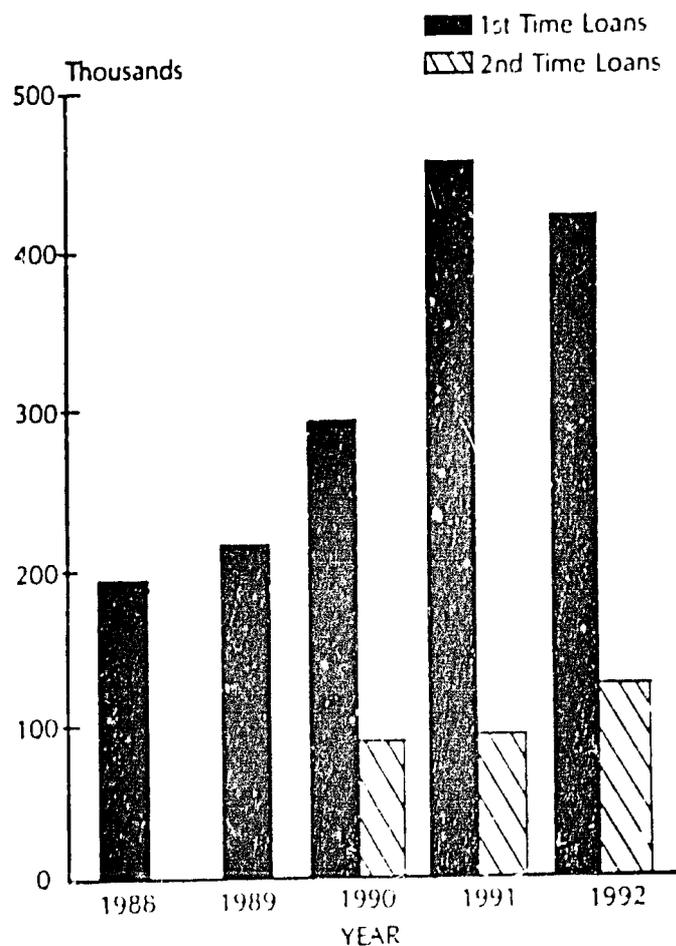
The basic cause of disablement in the Third world is poverty. Poor people are the most likely to get disabled and the least likely to get treatment. Mortality and morbidity rates among people with disabilities are much greater than those among the non-disabled. Social segregation of people with disabilities is extremely widespread. In many societies, people with disabilities are segregated because of deep rooted fears and beliefs stemming from cultural and religious convictions. Most people with disabilities have no say in their own welfare, and no influence on policies and services aimed at them.

The task of rehabilitating an amputee is a big one and here at the Jaipur Foot centre our ultimate goal is Total Rehabilitation. Fitting a prosthesis or Orthosis is only the beginning. Total rehabilitation means fulfilling physical, economic and social aspects. The economic rehabilitation programme began in 1988 and took the form of a Revolving loan scheme, where fitted amputees, after investigation and careful monitoring were given small loans to set up income generating projects.

The loan is revolved so that there is maximum benefit. Also a part of the rehabilitation project is the provision of education grants to children under 16 years and undergraduates. Vocational Training is provided to youths at Government Institutions in various fields. Job placement is also a part of the rehabilitation project which we hope to expand in the near future.



REVOLVING LOAN CHART



As will be seen the number of loans given have increased steadily and the repayment rate is very encouraging.

District Meetings bring together beneficiaries from the specified districts. They spend a day discussing with project officers and other officials their progress and problems. They have their needs repaired and attended to and enjoy a mid-day meal and video presentation in the course of the day. Traveling allowance and gift packs are given to each beneficiary.

Our aim is to someday localize the project so that it will be run and be monitored by our limbusers thereby giving rehabilitation a new meaning.

The consequences of deficiency and disablement are particularly serious for women. Here in Sri Lanka we still see that women are subject to social, cultural and economic disadvantages, which impede their access to for example health care, education, vocational training and employment. This situation is even magnified for disabled women. We have recently started a special grant scheme for women and female children to overcome this added handicap.

Jeanne Samuel

JAIPUR FOOT PROGRAMME - COLOMBO WORKSHOP

	August 1985 to September 1992								GRAND TOTAL
	1985 4MTHS.	1986 12MTHS.	1987 12MTHS.	1988 12MTHS.	1989 12MTHS.	1990 12MTHS.	1991 12MTHS.	1992 9MTHS.	
MALE AMPUTEES FITTED	128	464	483	387	349	430	645	655	3541
FEMALE AMPUTEES FITTED	19	69	72	64	54	58	75	54	469
	147	533	555	451	403	488	720	709	4000
BILATERALS (Needing both limbs)	5	17	19	22	15	13	13	12	110
TOTAL NO. OF LIMBS PRODUCED	152	550	574	473	418	501	733	721	4120
ABOVE KNEE PROSTHESES	69	288	255	222	177	179	193	129	1512
BELOW KNEE PROSTHESES	83	262	319	251	241	322	540	592	2610
	152	550	574	473	418	501	733	721	4120
AGE-WISE									
0 - 10	1	4	7	10	9	9	12	12	64
11 - 20	11	29	41	34	34	49	86	72	356
21 - 30	50	127	106	100	95	202	330	413	1421
31 - 40	25	123	107	87	74	73	105	85	679
41 - 50	31	85	106	85	74	50	81	55	567
51 - 60	20	106	101	74	56	66	58	42	523
61 - 70	6	53	69	46	50	29	43	21	312
71 -	3	6	18	15	11	10	5	9	77
	147	533	555	451	403	488	720	709	4000

Jeanne Samuel
October, 1992

**COLOMBO FRIEND-IN-NEED SOCIETY
JAIPUR FOOT PROGRAMME - COLOMBO WORKSHOP
(AUGUST 1985 - SEPTEMBER 1992)**

INDICATIONS OF AMPUTATION	1985	1986	1987	1988	1989	1990	1991	1992	TOTAL
	4MTHS.	12MTHS.	12MTHS.	12MTHS.	12MTHS	12MTHS	12MTHS	9MTHS	
GANGRENOUS WOUNDS	29	134	121	109	88	63	75	65	688
ROAD ACCIDENTS	34	120	93	68	71	65	61	54	566
TRAIN ACCIDENTS	24	68	47	48	44	32	49	35	377
INDUSTRIAL ACCIDENTS	4	17	9	13	5	8	9	-	75
TRAPGUN EXPLOSIONS	24	71	61	51	30	31	31	18	318
CANCER	11	24	47	21	37	34	32	28	274
CONGENITAL DEFORMITIES	3	8	20	24	9	18	15	15	112
VASCULAR DISEASE	5	32	60	25	29	21	27	12	211
MISCELLANEOUS	11	54	72	74	49	46	48	35	389
CIVIL COMMOTION	2	5	25	18	41	170	373	447	1071
	<u>147</u>	<u>533</u>	<u>555</u>	<u>451</u>	<u>403</u>	<u>488</u>	<u>720</u>	<u>709</u>	<u>4067</u>

Jeanne Samuel

October, 1992

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JAIPUR FOOT PROGRAMME OF SRI LANKA

PRODUCTION OF LOWER LIMBS. (AUGUST 1985 TO SEPTEMBER 1992) STATISTICS AS AT 30-09-92

	COLOMBO	JAFFNA	GALLE	KANDY	GRAND TOTAL
Male amputees fitted	3541	631	83	243	4498
Female amputees fitted	465	114	14	33	626
Total No. of persons	4006	745	97	276	5124
Bilaterals (needing both limbs.)	116	17	1	6	140
Total limbs produced	4122	762	98	282	5264

INDICATIONS OF AMPUTATION

Gangrenous wounds	684	92	25	86	887
Road Accidents	566	43	29	56	694
Train Accidents	347	14	8	14	383
Industrial Accidents	65	11	-	-	76
Trappun Explosions	317	-	12	7	336
Cancer	234	7	6	17	264
Congenital Deformities	112	4	7	6	129
Vascular Disease	11	-	2	7	220
Miscellaneous	389	32	5	36	462
Civil Commotion	1081	542	3	47	1673
	4006	745	97	276	5124

AGE WISE

0 - 10				4	90
11 - 12	3			23	675
21 - 30	14			34	1640
31 - 40	6			49	845
41 - 50	51			62	724
51 - 60	5			64	670
61 - 70	3			35	391
71 -				5	89
	400			276	5124

Total figures given to be fitted about 1 yr. for a period

Jeanne Samuel

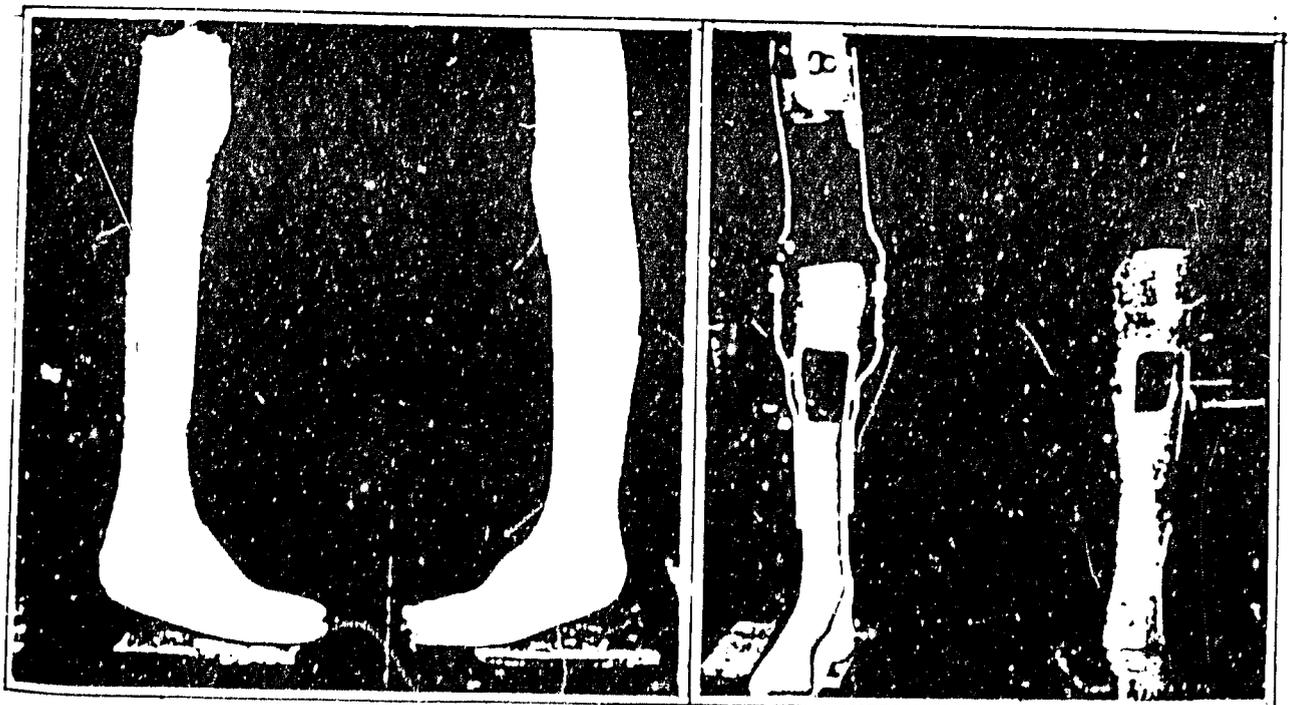
October, 1992

ORTHOTICS DEPARTMENT

The Orthotics Department has expanded in the year under review due to the efforts of the Production Manager, Mr. M. D. Kumarapala who has

wide experience in the field of orthotics. During the period January 1988 to September 1992 production figures were as follows:

	1988	1989	1990	1991	1992 9 Mths.	Total
Asian Brace	6	4	7	9	-	26
Long Leg Brace	99	78	67	47	68	359
Short Leg Brace	10	18	26	20	17	91
Pelvic Band	15	7	3	6	-	31
Splints	23	2	3	-	-	28
Corsettes	62	81	73	56	48	320
Elevations	30	9	26	49	-	114
Lining	11	-	-	-	-	11
Surgical Boots	168	149	285	218	140	960
Sandals	10	4	4	12	-	30
Castings	171	113	51	115	5	455
Knee Caps	79	74	74	51	69	347
Soles	12	3	-	4	-	19
Straps/Belts	5	12	32	23	18	90
Padding	13	-	3	-	-	16
Ankle Foot Orthosis	-	-	-	44	7	51
Quad Top Knee Ankle Orthosis	-	-	-	15	-	15
Floor Reaction Orthosis	-	-	-	5	-	5
Knee Orthosis	-	-	-	3	-	3
Foot Orthosis	-	-	-	1	-	1
Spinal Brace	-	-	-	-	1	1



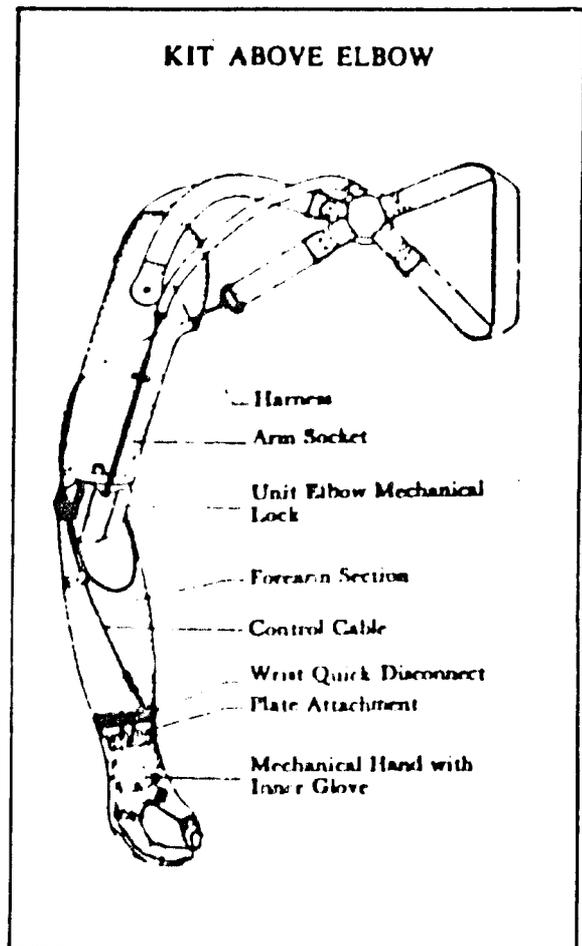
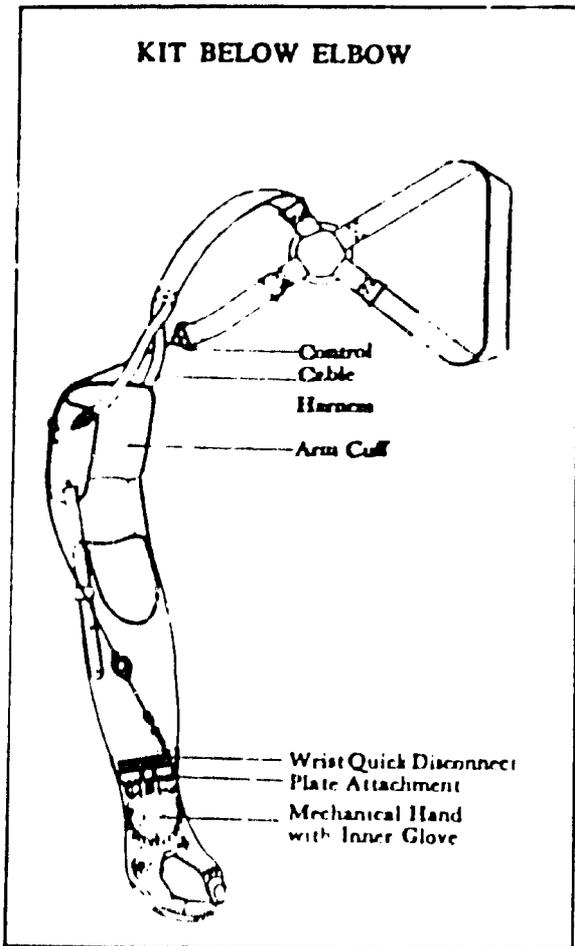
UPPER LIMB PROSTHESES (ARTIFICIAL ARMS) DEPT.

The Jaipur Foot Programme in addition to producing lower limb prostheses and orthotic devices expanded to produce upper limb prostheses because of the grave need in the country for a comparatively low-cost appliance. Wrist Units, Gloves and Elbow joints are imported from India and assembled here

at the Workshop to required measurements. The Department of Social Services provides sponsorship to their nominees. Each arm unit costs Rs. 7,500/-.

Production figures from September 1988 to September 1992 are as follows:

1988 4 Mths.	9
1989	48
1990	95
1991	64
1992 9 Mths.	60
TOTAL	276



PROVISION OF WHEELCHAIRS, TRICYCLES AND CRUTCHES

It was possible through the USAID Grant to provide needy persons with Wheelchairs, Tricycles and Crutches. Most needing Wheelchairs were those paralysed or bilateral amputees who needed them to get around their homes in convenience. Tricycles

were given mostly to those needing them to start up a small trade selling sweep tickets, sweets etc. The following were provided from June 1991 to September 1992.

	COLOMBO	KANDY	GALLE	JAFFNA	TOTAL
Wheelchairs	61	17	10	30	118
Tricycles	20	5	5	26	56
Crutches (in pairs)	671	50	28	375	1124



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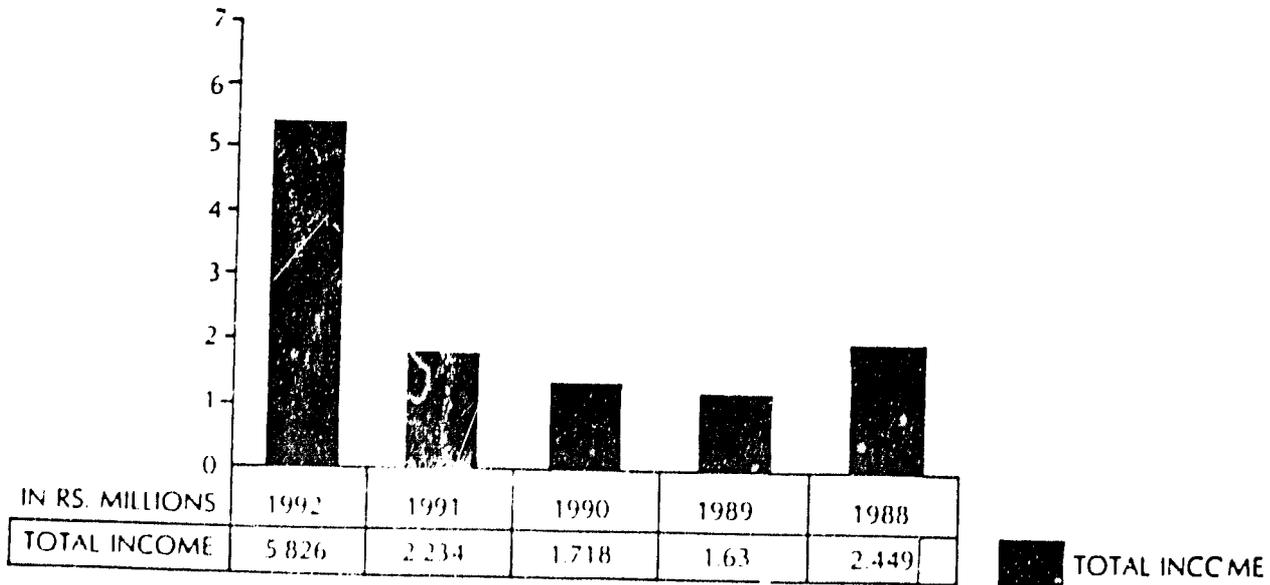
COLOMBO FRIEND-IN-NEED SOCIETY

Consolidated Financial Information relating to Performance during the last five years are as follows:-

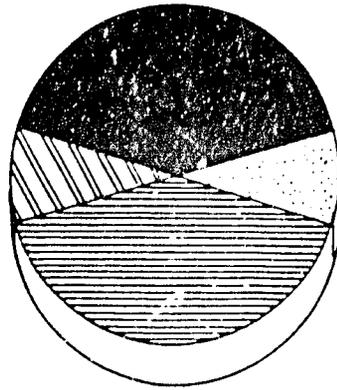
	1992 Rs.	1991 Rs.	1990 Rs.	1989 Rs.	1988 Rs.
Grants					
USAID	2,471,788	-	-	-	-
Other Grants	598,822		262,234	465,000	459,527
Public Donations	2,272,190	1,003,533	1,167,648	1,006,541	1,878,943
Other Income	483,402	430,586	287,854	158,801	110,171
	<u>5,826,202</u>	<u>2,234,119</u>	<u>1,717,736</u>	<u>1,630,342</u>	<u>2,448,641</u>
Cost of Production	2,338,877	1,553,134	991,938	1,054,628	626,555
Cost of Orthopaedic Appliances	739,010	-	-	-	-
Establishment Expenses	1,320,491	768,738	559,315	502,259	375,782
	<u>4,398,378</u>	<u>2,321,872</u>	<u>1,551,253</u>	<u>1,556,887</u>	<u>1,002,337</u>
Net Income	1,427,824	(87,753)	166,483	73,455	1,446,304

The above figures would indicate a Progressive increase in Donations which had resulted in the enhancement of the services rendered

COMPARISON OF REVENUE OVER A FIVE PERIOD

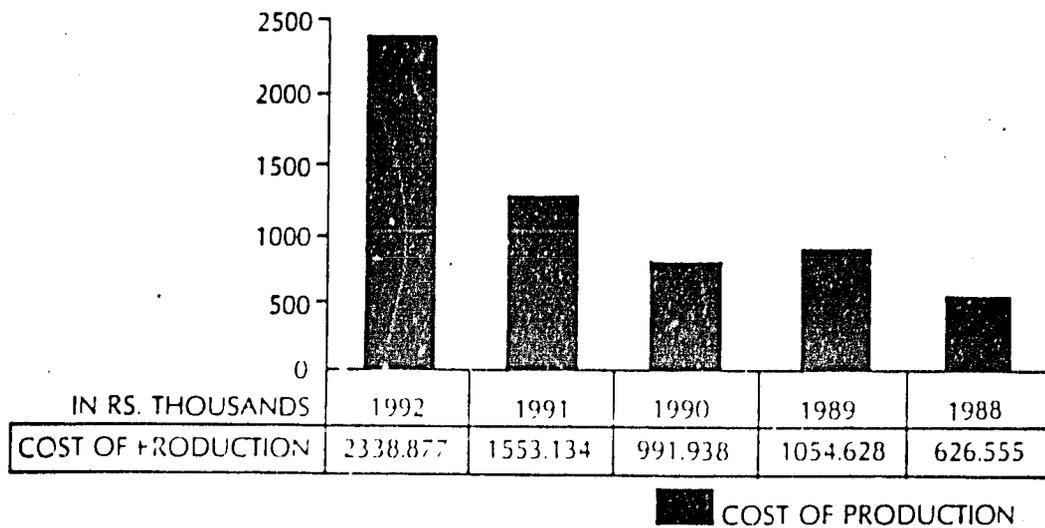


**BREAKDOWN OF INCOME
FINANCIAL YEAR 1992**



	USAID 2471788
	OTHER GRANTS 598822
	OTHER INCOME 483402
	PUBLIC DONATIONS 2272190

**COMPARATIVE COST OF PRODUCTION
OF UPPER LIMBS, LOWER LIMBS
AND ORTHOPAEDIC APPLIANCES**



Rehabilitation Scheme

One of the most important aims of our Programme is the Rehabilitation Scheme. Over 400 loans have been given for employment so far. Additional loans have been given as Education Grants for Vocational Training and Higher Studies.

This Scheme has been funded for 1992 by

The Hedley Roberts Trust (U.K.)	1,357,928
The Paul Hamlyn Foundation (U.K.)	383,108
World Vision Lanka	75,000
	<hr/>
	1,816,036

Malani Senanavake
Accountant

ATTACHMENT 5
WORKING PAPER:
CHITRA LANE SCHOOL

WORKING PAPER 1: DEVELOPMENTAL APPROACH TO VOCATIONAL TRAINING

CHITRA LANE SCHOOL

Current Situation: The school currently introduces some students to vocational training at age 15. They spend 1 hour per day working with a facsimile of the packaging task that forms the basis of the workshop. At age 16 students are assigned to one of six vocational training areas: carpentry, sewing, packaging (which is a paid contract and forms the basis of the workshop program), housekeeping, home gardening, and cookery. In addition, trainees can work as administrative assistants to learn phone skills, filing, and photocopying.

Concurrently students are engaged in a variety of life skills, language and extracurricular programs until they exit from the school at age 22. A recent and very positive development has been the training of students on-the-job with companies in the John Keells. One is training to be an office assistant at the marketing office and another will be a "teaboy" at the warehouse.

Recommended Changes: It is suggested that the vocational services be organized in a developmental, sequential programme that uses currently offered activities and augments them with additional vocational services and a rigorous application of vocational rehabilitation techniques, such as work preparation and behavior change strategies.

Sequential Levels of Vocational Development: The following levels are suggested. Age ranges are given, but it is expected that each student will be considered as an individual and move through the levels or stages based on their progress. The ages are only provided as guides and the School should adjust these concepts and this structure to coordinate with student needs.

Level 1: Pre-Vocational: Personal

Ages: 14 - 16

Objective:

Student: To begin to explore the concept of work and to begin to develop a self-identity that includes being a future workers.

Parents: To begin to consider vocational opportunities and to develop plans for their children with school personnel that support vocational activities at home.

School program:

Since the school presently engages 15 years olds in one hour of pre-workshop sorting per

day, this schedule can be held. Some of the activities at this level should also include:

- Explore work interests. Activities might include some of the following:
 - Beginning discussion groups about working. Have students interview people who have jobs that they would like. Have students refer back in class about their findings.
 - Discuss specific jobs in a classroom setting. Have pictures of people doing those jobs; ask students to draw, locate magazine pictures, etc. of people doing jobs they are interested in.
 - Organize site visits to places of employment that are likely settings where students might be employed such as factories, banks, restaurants, laundries, horticultural establishments, carpentry shops and others.
 - Invite school graduates who are currently employed to talk to students about their work.
- Begin to develop work skills and habits. Some activities might include the following:
 - Have students begin to practice work skills by providing sample activities according to present practice of using packaging materials borrowed from the workshop. Further expand some of these activities.
 - Give each student a task or other responsibility at school that is within their capabilities to learn. Use this as an opportunity to build pride in work by praising them for good behavior.
- Begin to assess strengths and weaknesses and assess work skills and interests. Some activities might include the following:
 - Secure picture inventories and other vocational and academic assessment tools from India (these should be most culturally appropriate) and begin to assess interests and work skills that can be easily measured. Academic assessment would be useful as well.
 - Use work tasks to begin to develop and assessment of the students strengths and needs. Record these and develop individuals student goals for further remediation.
- Coordinate life skills program with vocational training. For example:

Teach time keeping.

Provide classes in grooming and appearance.

Discuss appropriate male/female behavior in school and on the job.

Parent/Home program:

- Develop work tasks at home. Ask parents to begin to develop responsibilities and tasks for the student --- jobs or errands that are his or her responsibility. If possible provide a small treat or money for completion of tasks.
- Request that friends or family members take the student to their place of work. Invite all family members and friends to discuss their jobs with the student.
- Encourage student to complete vocational training activities at home, such as interviewing someone with a job of interest.
- Encourage parents to begin to talk with their child about the type of work they might like to do.
- Work with school staff to begin to consider what the options might be for this child and if he or she is capable of outside employment. If not, begin to consider what options for their productive life might be appropriate (key support role in the home, small income generating activities, working with other parents to establish a sheltered workshop.)
- Hold parent support groups to involve parents in vocational planning and to provide a forum for them to discuss their fears and concerns. Involve parents of graduate who are working so that they can serve as role models. Use these groups as a forum to teach parents about behavior modification and communication techniques so that they can deal more effectively with working with their children at home.

Level II: Pre-Vocational: Exploration and Assessment
Ages: 16 - 18 years old.

Student Objective: To give students an opportunity to further assess their interests and to further assess particular strengths and weaknesses.

Parents Objective: To encourage parents to get further involved in their child's vocational development and to encourage them to begin to foster greater independence in their children.

School Program:

The school program should continue all of the activities outlined above, with the following changes:

- **Students should be rotated among all of the vocational training areas to assess their performance and abilities in each areas and to determine their interest is all the areas.**
- **Assessment sheets should be developed to determine students performance in relation to interests, abilities, and the skills that they develop. Further, work behaviors that are common to all jobs should be evaluated.**
- **A plan should be developed for each student to determine the behaviors and skills they need to develop to become better workers. Further the plan should include a long range focus for the student re: his or her employability and the nature of what that employment might be.**
- **As students become more advanced in their vocational programming, non-vocational activities in school will be reduced. Academic and life skills programs should be related to independence and work. Students should be encouraged to develop more leisure activities at home.**

Home/Parents Program:

The parents program should continue as outlined with greater emphasis on encouraging parents to foster the independence of their children and the development of leisure time and physical activities outside of the school setting.

Level III: Work Experience and Work Adjustment
Ages: 18-20 years old

Student Objective: To develop work habits and specific vocational skills; to develop money management skills; to build increasing capacity to work a full day, if appropriate for the student.

Parents Objective: To encourage parents to support school program in money management and to address fears of child leaving home to go to work. To understand their role in supporting their child's vocational development.

School Program:

- **Based on student interests and activities, assign to a specific work setting or settings to develop skills and work capacity in the work that seem most**

appropriate for the student.

- Focus on increasing the students capacity to work a full day.
- Make all work activities as realistic as possible. This will mean have students keep track of work hours, offering pay for work performed, and being treated in a manner similar to what would be expected on the job.
- Provide with a small compensation package commensurate with performance (ideally this could be money, in addition, it could be points toward certain privileges such as time in the pool, access to a special activity such as a party or food in the canteen).
- Provide money management or money changing skills training that is in accord with the students needs and abilities. For some students it may mean how to protect their money from being stolen, for others, making change, for others, how to budget and save.
- Provide specific classes in appropriate work behaviors including job seeking skills training.
- Provide transportation training for those students who will be able to use public transportation.
- Provide training in assertiveness skills and safety for all students.
- With parental and student involvement develop a specific plan for students regarding their future activities after school leaving.

Home/Parents:

- Continue to engage parents in all aspects of planning for the child and encourage them to carry out plan of increasing responsibilities, money management and increasing independence at home at levels that are in line with the students abilities.
- If parents will not support outside employment or if does not appear appropriate for the students, develop alternative plan to include other productive activity.

Level IV

Level IV: Training and Placement

Ages: 20 - 22 years

School Program:

- Students who are moving to outside competitive employment in a formal sector job should move into the workshop, into transitional training slots (i.e. training at a real worksite) or enclave (sheltered work at an employers worksite such as conducting a packaging operation at John Keeils). Student should build up to working 8 hours per day before permanent placement. Once they have demonstrated the ability to perform in the various work settings, especially working outside the school setting, they can be placed in a full-time permanent position.
- Intensive training in appropriate work behaviors and job seeking skill training should be provided.
- All activities should be work focused at this point. Students may participate in a job seeking class or work group for those on outside jobs to discuss problems they may be encountering on the job. Both groups should encourage students to develop leisure activities separate from school and work.
- School activities outside a work setting should be designed to support the students ability to handle a full time job (or part time if this is most appropriate). For example, if a student is part on a transitional job site, activities in the school should be to provide instruction or support to develop those skills the student is deficient in.
- For students who will not be transitioning from school to a competitive level job, activities should focus on preparing students for some other activity, such a home-based employment, support of the household such as home-making and gardening activities, sheltered employment or some self-employment activity that will generate some income for the student or the family. Alternative to competitive employment have been outline in the body of this report.

Home/Parent Program:

The activities outlined, parent support groups and parental support in the development of leisure activities, transportation skills, money management and other activities should continue. Specific attention will need to be paid to alleviating parental concerns and encouraging parents to work with the school and to gradually take more responsibility for their children's vocational future.

Summary: This approach will need to be coordinated with other activities noted in the body of this report to include: developing additional vocational training options, workshop and

transitional work opportunities, and see of teachers as job coaches to help students learn on the job. Parental involvement and the engagement of parents throughout the process will be a critical ingredient to increasing the numbers of students who may go on to outside employment.

ATTACHMENT 6
BAC CONCEPT PAPER

CONCEPT PAPER

BUSINESS ADVISORY COUNCIL

Need:

As a country develops its economy certain sectors of the population, typically the most vulnerable, may be left out unless careful attention is given to their inclusion. One such group is people with disabilities who are often excluded from income generating, vocational training and employment opportunities. As a result in most countries those with disabilities are the poorest and least educated sector of the population. Ignoring the development of people with disabilities is not only morally unfair, it means wasting their human resources and productivity, as well as those of their caretakers and providers. They can become a drain on the economy and society rather than contributors.

Disability means a loss of functioning resulting from an impairment. Physical impairments such as the loss of limb results in a loss of mobility. A mental impairment results in a loss of intellectual functioning which can mean it takes someone longer to learn a task. Sensory impairments can result in a loss of functioning in sight or hearing. An emotional impairment such as depression, can make it difficult for a person to carry out certain life tasks. Some disabilities can be minimized with corrective devices. For example, hearing aids can assist the hard-of-hearing, prosthetic and orthotic devices can reduce the impact of mobility impairments, and specialized teaching techniques can reduce the impact of intellectual impairments.

Often disabled people are seen only for their deficiency of functioning in a certain area, not for their ability to function in many ways. This can be particularly true with regard to employment where skills and abilities may be overlooked because of disability. When unemployment is high, there may be many able body individuals to select from, leaving those with disabilities left out even when they have the skills to do a job. This is not only unfair to the individual, but can result in a loss of talent and resources for the country and employer community as a whole. Special attention on the part of socially aware management may be required to ensure that those with disabilities are not overlooked by those involved in direct hiring.

In many countries, including Sri Lanka, it has been found that if individuals are matched to jobs according to the job requirements and their abilities and skills, they can function productively on the job. Studies in several countries find that workers with disabilities are no more likely to have accidents than non-disabled workers and their performance on the job with regard to attendance and productivity are similar to those of other workers.

Sometimes, a very slight modification to the job or worksite may be required to make it possible for someone with a disability to work, or the patience of an able trainer who will give them a little extra time to learn a task is required. At other times, and in most cases, a person only needs a chance to prove themselves. For the many individuals with disabilities who have been trained throughout the country in vocational training centers for disabled persons and centers for the general population, this is the case. Yet, they remain unemployed in disproportionate numbers.

Within Sri Lanka and Colombo, there are several agencies and organizations working to provide vocational training and employment services for people with disabilities. Many needs remain, however. It makes sense that these agencies which are training people with disabilities and trying to locate productive employment opportunities for them (i.e. placement in formal sector jobs, identification of self-employment opportunities or development of cooperatives and sheltered employment) link to those in business and industry, the sector that has specific jobs, skill requirements, labor needs and

possible subcontracting opportunities. The purpose of this concept paper is to describe how a vocational rehabilitation business advisory council could serve as a link between the Department of Social Services and non-governmental organizations that assist people with disabilities.

For example, the Department of Social Services is preparing a database of people with disabilities so that it can respond to employer requests for qualified workers. Employer input suggesting how this database should be structured to meet their needs would ensure that it is useful to them. The Friends in Needs program (Jaipur Foot) has been fitting people with limbs and orthotic devices and providing small grants for education, training or self-employment for years. Still many of those served have no place to go and no place to work with their new found mobility. They need to be linked to appropriate income generating opportunities and jobs. The Chitra Lane School is preparing its older students for employment, yet is not sure that appropriate vocational opportunities can be found for its graduates, since formal employment is limited for them and there are no sheltered workshops in Sri Lanka. A group of employers and business people could help locate on-the-job training opportunities and suggest appropriate income generating activities for sheltered employment. (Shelter workshops are organizations which provide employment for people with disabilities who are unable to work in the formal sector or to succeed in self-employment. Typically, they secure subcontracting work from commercial businesses or engage in production of a saleable product.) The Department of Social Services has two full time job placement specialists to assist those with disabilities find jobs.

Most agree that negative attitudes, lack of job opportunities in general and lack of appropriate job skill training can make job placement difficult. These are all areas where business and industry can provide advice. By working with these agencies, more positive attitudes can be promoted, recommendations can be made about the type of level of training to provide, and suggestions can be made about where to look for jobs, or what type of self-employment and sheltered employment opportunities are recommended in the current economy.

The Vocational Rehabilitation Business Advisory Council

It is proposed that the Vocational Rehabilitation Advisory Council function as an advisory group to the Department of Social Services in its vocational services plans and the implementation of those plans and that the group simultaneously advise those NGOs involved in such activities.

The purpose of the BAC would be to provide advice to agencies serving the vocational rehabilitation needs of persons with disabilities, to act as a link between these agencies and the business and employer sectors, and to promote awareness about the abilities of persons with disabilities.

A draft set of by-laws has been attached and could form the basis of organizing such a group. It is recommended that the BAC have representatives from business and industry and the Director of Social Services as official members and that leadership be elected from the business community.

The BAC model has been used in the United States for several years to promote employment and training opportunities. It has also been successfully implemented in Kenya and Tanzania. In Tanzania, it has operated under the auspices of the Federation of Tanzanian Employers. The BAC was initiated as part of an ILO project, however the BAC raised funds through the local family foundation of one of its members to hire a job placement officer who could work with the BAC to place disabled persons in the Dar Es Salaam area. (The government resources were too limited to have job placement officers.) In addition the BAC has sponsored two employer seminars, oversees a computer training program (one of the members made several scholarship slots available to persons with disabilities), and is developing a training fund to sponsor individuals for on-the-job training.

A similar council in Kenya has been very successful. It was originated and affiliated with a project of the ILO, but the Federation of Kenyan Employers, the Chamber of Commerce and other influential groups are involved. As the funding ran out, the Federation of Kenyan Employers has taken over the job training and placement aspect of the program and the BAC and the Federation is currently seeking funds to maintain a placement officer. There have been more than 100 people with disabilities placed in Kenya as a result of this project. Significant BAC activities have included: sponsoring of two employer seminars to educate employers about the abilities of people with disabilities; participating in awareness activities such as publishing articles in business publications and appearing on television programs promoting the employment of disabled workers; and providing linkages that result in the training and employment of people with disabilities. Of particular interest is a city-wide commitment of the Hindu Council to hire disabled persons and a nationwide commitment of the Lions Club to do the same. Through the members of these groups, many who are employers, more than 40 people with disabilities find jobs.

In Colombo and Sri Lanka BAC activities might include:

- Working with the PVOs that are providing job placement services to people with disabilities by advising them about how to best approach employers, suggesting specific employers for them to approach and providing an introduction if possible, and suggesting ways to best prepare people with disabilities for selling themselves.
- Comparing vocational training approaches and curricula to the actual demands of the formal workplace and making recommendations about how to improve them.
- Assisting PVOs launch awareness campaigns by providing access to publications, employer periodical and meetings.
- Making recommendations and providing guidance to agencies which hope to establish sheltered workshops or cooperatives (places of employment for people with disabilities who may be unable to enter formal sector employment and unable to manage self-employment).
- Making recommendations about self-employment or cottage industries that might meet needs of larger commercial businesses or would be tied to them.
- Providing linkage to networks like the Federation, the Rotary, Lions and other groups that could result in the location of jobs and income generating opportunities throughout the island.
- Sponsoring educational seminars for employers about disabilities and the abilities of those with disabilities.
- Assisting employers in rehabilitation and services for their workers who have become injured on the job.

The possible activities of such a group could go well beyond those outlined. The PVOs that are support this concept are mostly interested in on-the-job training and placement activities as well as changing attitudes about disabled persons. The proposed focus would be to coordinate and link agencies to employers, and to provide specific advice about requests (i.e. Chitra Lane School may wish to engage in some productive income generating activities for its students.) However, it is possible that if certain programs or activities are proposed, international donors could be approached. With employer and government linkage, the possibility of securing funding from international organization is enhanced.

Suggested Members:

Representatives from the Chambers of Commerce, Rotary, Lions and other socially involved business groups, Federation of Employers in Ceylon, individual employers representing major sectors of the economy (e.g. the gem industry, hotel/tourism, garment and other factories, tea and agriculture, etc.), a government official involved in hiring, small business persons who have an interest in disability, members of the media who assist in disseminating information to change attitudes, a representative from the military's rehabilitation program and others that the BAC feel are appropriate to accomplish their goals.

Initial Activities:

Initial activities should be to organize and clarify the purpose and by-laws of the group. Membership should be increased to include the sectors desired and leadership should be elected. Specific goals and activities that relate to the needs of the Department and individual NGOs should be identified and compared to the labor needs of business and industry. Certain needs should be selected for the group's attention and focus. Ideally, a plan should be developed for the first years activities to assist the group in focusing activities and measuring progress at years end. The new group will need to learn about disabilities and some of the issues involved with specific disability groups.

This proposal is essentially an idea that rests on successful experiences in other countries and a need in Sri Lanka. Businessmen are interested in profits and in the development of the countries in which they do business. Without development, business cannot flourish, and development must include all sectors of the population to be successful.

ATTACHMENT 7

BAC BY-LAWS

DRAFT

BY-LAWS/OPERATIONAL PROCEDURES

BUSINESS ADVISORY COUNCIL

PREAMBLE

The Business Advisory Council (BAC) is a voluntary group of representatives from business and industry with a primary purpose of facilitating the training and job placement of people with disabilities in the Sri Lanka. Specifically the BAC works with the Department of Social Services and private voluntary organizations (PVOs) and acts as a link between those agencies and organizations and the business community. It advises about business and labor needs and the development and implementation of employer-relevant job training, job placement, self-employment and sheltered employment programs. The BAC functions as a special advisory committee to the Department of Social Services and participating PVOs.

These by-laws are a basic governing document for the BAC.

ARTICLE I

The group will be known as the Vocational Rehabilitation Business Advisory Council, henceforth referred to as BAC.

ARTICLE II

Section 1. Purpose

The BAC shall facilitate the training and employment of people with disabilities by working cooperatively with the Department of Social Services and other private voluntary agencies that are providing vocational rehabilitation services to people with disabilities. (Initially these PVOs will include the Chitra Lane School, the Friends in Need program, and the SHIA project). The BAC assists by providing technical advice about job and training requirements, management guidance, by recommending specific policies and strategies for reaching the business community, by acting as a link between the business community and those serving people with disabilities, by promoting the concept of training and hiring people with disabilities and by whatever other means the BAC suggests in cooperation with organizations providing vocational rehabilitation services.

Section 2. Objectives

The following list of objectives are neither mandatory nor inclusive, but suggest major BAC activities:

- Identify the needs and concerns of employers and the business community as they relate to the training and employment of people with disabilities.
- Provide technical advice regarding specific labor needs and projections, training options, job requirements and other information related to training and employment.
- Suggest and identify specific training, job placement, self-employment, or sheltered employment opportunities for people with disabilities and assist in implementing them.
- Review current vocation training programs offered by the Department of Social Services and the PVOs and suggest how they can be improved to be more responsive to the needs of the workplace.
- Advise the government and the PVOs about job placement practices and approaches and suggest ways for them to be responsive to employer needs.
- Suggest industry-sponsored training opportunities that will facilitate the employment of people with disabilities.
- Advise about methods of developing guidelines for training agreements between the Department of Social Services, PVOs and specific employers. Review and provide feedback regarding how to implement and upgrade existing procedures.
- Serve as a resource to other employers who may need information or recommendations about the employment prospects of people with disabilities.
- Assist in the job placement of people with disabilities.
- Assist in the identification and design of job accommodations that will assist persons with disabilities perform certain jobs more effectively and efficiently.
- Promote the concept of training and hiring of people with disabilities by developing an awareness plan to reach employers. Use member informational channels to disseminate information that dispel negative attitudes and promote realistic attitudes about persons with disabilities.
- Act as a liaison between the business community and

those providing vocational rehabilitation services (e.g. facilitate contacts between the placement officers and specific employers).

- Assist in the recruitment of additional DAC members as needed.
- Engage in special projects that develop the vocational potential of people with disabilities.
- Engage in activities to recognize employers who have been particularly responsive to workers with disabilities.
- Serve as a partner to government and PVOs in securing funding from donors to support specific programs that are developed to meet the labor needs of employers and the employment needs of people with disabilities.

ARTICLE III

Membership

3.1 Qualifications

The BAC shall consist of no less than 10 and no more than 25 members. Members shall include at least one representative from the Employers Federation, members from the Chambers of Commerce, representatives from business service groups like the Rotary, Lions Club, etc. and individual employers who represent major sectors of the economy. Company representatives should hold management positions within their respective companies or groups related to management, personnel, training, industrial relations or production. Small business should also be represented. At least media representative should be on the BAC.

3.2 Vacancies

Any BAC member can nominate candidates to fill vacancies. Membership shall be based on election by a majority (51) per cent of the membership.

3.3 Alternates

If a member is absent, he or she should appoint an alternate who will be eligible to vote. However, to preserve continuity of the BAC, the use of alternates should not be a regular practice.

3.4 Term

Members shall be elected for a term of two years and may

serve consecutive terms. A member may voluntarily terminate his or her term by submitting a letter of resignation to the chairperson. Any member who fails to attend three consecutive meetings, without sending an alternate will be assumed to no longer be interested in participation and will be dropped from the BAC.

3.5 Linkage

Several representatives from the field of vocational rehabilitation works with the BAC. The BAC will serve as an advisory group to the Department of Social Services through its director. Other groups involved will include a representative from the Chitra Lane School representing those with mental impairments, from the Friends in Need program representing those with amputations and orthopedic disabilities, and from the SHIA project which represents individuals with visual, hearing and physical disabilities. However, the BAC can serve to advise other PVOs as the need arises.

ARTICLE IV

Officers

4.1 Types

The officers of the Council shall be a chairperson and a vice-chairperson. The officers shall be elected by a majority of the members (51 per cent) and are expected to serve a two-year term. Term of office begins in May of each year.

4.2 Duties of the Chairperson

The chairperson shall be responsible for taking leadership of the BAC. He or she will set the agenda in conjunction with the Department of Social Services Director or a designee. The chair will oversee all the meetings and be responsible for monitoring all BAC activities.

4.3 Duties of the Vice-chair

The vice-chairperson shall assume the duties of the chairperson in his or her absence or inability to act. The vice-chair shall carry out other functions as assigned by the chair.

4.4 Secretariat

The Secretariat will be responsible for maintaining all BAC documents, preparing and distributing the agenda and meeting announcements, and handling other duties as assigned by the BAC Chair.

ARTICLE V

Meetings

5.1 Regular Meetings

Meetings of the BAC will be held monthly and be scheduled by the BAC at a time convenient to the majority of the members.

5.2 Special meetings

Special meetings of the BAC or subcommittees may be called by the chairperson.

5.3 Voting

Each member will have one vote which can be transferred to an alternate. All questions will be decided by a majority (51 per cent). of the present members.

5.6 Quorum

A quorum, consisting of at least half of the business membership must be present to vote for officers and new members, or to change by-laws or make major policy recommendations.

ARTICLE VI

Sub-committees

6.1 Formation

Sub-committees shall be formed at the request of the chairperson to meet specific needs, or by a vote of the council. The chairperson shall appoint sub-committee chairs.

6.2 Types

Committees may be standing committees to meeting ongoing needs (i.e. vocational training, job placement, development of sheltered workshops for the mentally handicapped, awareness and publicity, special projects, etc.) or may be ad hoc to meet time limited needs (i.e. holding and employer seminar).

6.3 Membership and Meetings

Sub-committee membership will be appointed by the sub-committee chair person. The number and frequency of meetings shall be decided by the committee chair.

ATTACHMENT 8
BAC MEETING AGENDA

ORGANIZATIONAL MEETING FOR THE VOCATIONAL REHABILITATION
BUSINESS ADVISORY COUNCIL

AGENDA

11:00 AM to 12:30 PM

- 11:00 Call to order
- 11:05 Welcome and purpose of the meeting
- 11:10 Self Introductions
- 11:15 Purpose of the BAC
- 11:25 Questions and Answers
- 11:35 Slide Show of people with disabilities working
- 11:40 Activities of the Department of Social Services and
NGOs with regard to vocational rehabilitation and how
BAC can contribute to these activities. (Approximately
5 minutes each.)
- Department of Social Services
Chitra Lane School
Jaipur Foot/Friends in Need
SHIA
- 12:05 Reaction of Business Members: Labour needs of
employers, ways to get involved, business club
activities
- 12:20 Where to go from here?
- 12:30 Closing

ORGANIZATIONAL MEETING FOR THE VOCATIONAL REHABILITATION
BUSINESS ADVISORY COUNCIL

AGENDA

11:00 AM to 12:30 PM

11:00 Call to order

11:05 Welcome and purpose of the meeting

Purpose

The purpose of the meeting is organize a Vocational Rehabilitation Business Advisory Group that will assist the Dept. of Social Services and the NGOs in providing vocational rehabilitation services to people with disabilities. Ideally, these services should not only meet the employment and income needs of people with disabilities, but the labour needs of business and industry in Sri Lanka. For that reason, this group is being organized. We recognize that there should be other people represented on this Council. This is an organizing meeting and a core, though not complete, group of individuals have been invited to attend to launch this effort.

Timing

Several individuals will need to leave early or promptly at the planned close of the meeting, so we want to keep to the time schedule. Since there may be many items that individuals want to discuss, keep in mind that this is an organizational meeting and that there will be other opportunities to discuss specific needs or projects in detail.

Introductions

We would now like to meet everyone in attendance. Please give your name, title and the organization that you represent.

11:10 Self Introductions

11:15 Purpose of the BAC

Refer to Debra Perry

11:25 Questions and Answers

Sasba will lead discussion. Debbie will take the lead in responding.

11:35 Slide Show of people with disabilities working

At this time, SHIA has offered to show us slide of people who are working in Sri Lanka right now. We invite Mr. Subasinghe of SHIA to show them to us.

11:40 Activities of the Department of Social Services and NGOs with regard to vocational rehabilitation and how BAC can contribute to these activities. (Approximately 5 minutes each.)

In order for all of us to understand some of the services and activities currently under way to assist those with disabilities to prepare for enter employment, either self-employment or formal employment, I call upon a representative from the Department of Social Services and each of the NGOs represented to tell us briefly (within five minutes) about the activities of their programs, significant needs, and how business involvement could make their services more effective.

Refer to a representative from each group:

Department of Social Services
Chitra Lane School
Jaipur Foot/Friends in Need
SHIA

12:05 Reaction of Business Members: Labour needs of employers, ways to get involved, business club activities

Sabba will open discussion for business people to make comments and discuss their reactions, suggestions, etc.

12:20 Where to go from here?

Refer to Debbie to lead discussion. Cover topics of:

Other members/size of group
By-laws
Interim Leadership - Esp. Temporary Chair and Secretariat
Permanent Secretariat
Frequency of meetings
Time/location of next meeting
Activities of next meeting

12:30 Closing

Summary and work of thanks from Sabba

PARTICIPANTS

U.S.A.I.D.
Mr. V. Sabapathipillai
Debra Perry

Department of Social Services
Mr. Wijewantha
Mrs. Yamuna Chitranganee

Employers' Federation of Ceylon
Mr. Franklyn Amerasinghe

The Ceylon Chamber of Commerce
Mr. C. G. Jayasuriya

The Ceylon Federation of Industries
Mr. Patrick Amarasinghe

Rotary Club of Colombo Court
Mr. P.H. De Gamini Sarathkumara
Mount Royal Group Ltd.

Lions Club
Mr. Kanute Perera, Incoming Governor

The Mikechris Group
Rajiv Caderamanpulle

Marriott Hotel
Mr. Greham Hatch

Interlanka Garments
Mr. C. Assiriyage

MA's Tropical Food Products
Mr. Mario de Alvis

Chitra Lane School
Kishani Garnawardene
Jacinta Jayasekera

Jaipur Foot Program/Friends in Need Society
Mrs. Paul Perera
Mrs. Ingrid Mc Alpine
Mrs. Manel R. Senatilloke

Swedish Organization of Handicapped International Aid Foundation
G. Wanniarachchi
D.D.L. Subasinghe

Will participate on BAC but may not be able to attend organizational meeting:

John Keells Group
Mr. Chula De Silva

Nawaloka
Upali or Jayantha Dharmadasa

DMS Software Engineering (Pvt) Ltd.
A. Sureasan

News and Views, ITN
Anthea Flambert-Pieris

Timberlina Limited
Gamini W. Amaratunga

ATTACHMENT 9
BAC PLANNING DOCUMENT

PRESIDENT:
Delysia Gunewardene
VICE-PRESIDENT:
Suneetha Rodrigo
SECRETARY:
Shiranthanee de Silva
LEGAL ADVISER:
Mervyn St. S. Casie Chetty
J.P.U.M. Attorney-at-Law



TREASURER:
Charan Amarathunge

SCHOOL DIRECTOR:
Oosha Chanmugam

PRINCIPAL:
Hema Gunawardhana, B.A

45/3, CHITRA LANE, COLOMBO 5, SRI LANKA. TELEPHONE 582758

March 17th, 1994

Dear Debbie,

Attached is a summary of stages involved in forming the BAC based on your documents and discussions I've had with the Chairman, Mr. Assiriyage. These guidelines will help us with our discussions at the next meeting. If we can atleast get through Stages 1 - 4 at the next meeting, it will be super. We would like very much to have your comments and suggestions. My phone number at home is 853213. I will look forward to hearing from you before you go to Kandy. If not please leave it for me at the Marriott desk, I will call and come and pick it up tomorrow.

By the way, do you have my original copy of the Chitra Lane School Curriculum with you? I have enclosed one of your books.

Debbie, thank you so much for all you have done for our school and our country for the little time you were here. Please keep in touch.

Yours sincerely,

Kishor
—

SUGGESTIONS ON STAGES TO BE FOLLOWED IN FORMING THE
BUSINESS ADVISORY COUNCIL FOR THE DISABLED

STAGE 1: Clarify purpose of forming the Business Advisory
Council for the Disabled:

To create a body that will act as a link between the
Department of Social services, NGOs and the business
community in providing vocational training and
employment opportunities for the following groups of
individuals:

Target groups:

Those who have:

- * Physical impairments
- * Intellectual impairments - the learning
disabled, developmentally delayed individuals
- * Sensory impairments - hearing, vision losses
- * Emotional impairments - ex: war veterans

STAGE 2: Identify Goals and Objectives:

- a) To function as an advisory group to the Department
of Social Services in formulating and implementing
it's vocational training and employment activities
for the disabled.
- b) To provide advice to agencies (NGOs) already
working with the identified target groups.
- c) To obtain the cooperation of funding organizations
(ex: service organizations, international
agencies, etc.) in sponsoring activities.

d) To obtain the cooperation of those in communications (mass media) and advertising in formulating and implementing public awareness campaigns on the abilities of disabled people.

e) To act as a link between the Department of Social Services, the NGOs, business sector and funding organizations in implementing vocational training and job placement activities for the disabled.

STAGE 3: Membership of the Business Advisory Council for the Disabled:

Representatives from each of the following organizations should be included:

Government Sector:

Department of Social Services

Non-governmental organizations:

Friends-in-need Society
Swedish Organization of Handicapped International Aid Foundation.
Chitra Lane School for the Special Child

Business Sector:

Employers' Federation of Ceylon
The Ceylon Chamber of Commerce
Federation of Chambers of Commerce and Industry of Sri Lanka
The American Chamber of Commerce
Marriott Hotel
Interlanka Garments
MA's Tropical Food Products
John Keells Group
Nawaloka Group
Timberlina Limited
DMS Software Engineering (Pvt.) Ltd.

Mr. Pathmanathan

*Other members?
see up to
Amara Chandra*

Funding Agencies:

USAID
ILO
Rotary Club of Colombo Court
Lions Club

Kiwanis

Mass Media:

ITN
Rupavahini/SLBC

STAGE 4: Leadership of the Business Advisory Council

A representative from the Business Sector

*what will
this add.*

STAGE 5: Identification of Specific Objectives:

* To gain an understanding about the various target groups and some of the issues involved with specific disability groups.

- Identify the needs and concerns of employers and the business community as they relate to the training and employment of people with disabilities.
- Provide technical advice regarding specific labour needs and

projections, training options, job requirements and other information related to training and employment.

- Suggest and identify specific training, job placement, self-employment, or sheltered employment opportunities for people with disabilities and assist in implementing them.
- Suggest and design in-plant and other industry-sponsored training opportunities that will facilitate the employment of disabled persons.
- Assist in developing guidelines for training agreements between the social services, PVOS and specific employers. Review and provide feedback regarding how to implement and upgrade these procedures.
- Serve as a resource to other employers who may need information or recommendations about the employment prospects of people with disabilities.
- Assist in the job placement of people with disabilities.
- Assist in the identification and design of job accommodations that will assist persons with disabilities perform certain jobs more effectively and efficiently.
- Promote the concept of training and hiring of people with disabilities by developing an awareness plan to reach employers. Use member informational channels to disseminate information that dispel negative attitudes and promote realistic attitudes about persons with disabilities.
- Act as a liaison between the business community and those providing vocational rehabilitation services (e.g. facilitate contacts between the placement officers and specific employers).
- Assist in the recruitment of additional SAC members as needed.
- Engage in special projects that develop the vocational potential of people with disabilities.
- Serve as a partner to government and PVOS in securing funding from donors to support specific programmes that are developed to meet the labour needs of employers and the employment needs of people with disabilities.

STAGE 6: Formulation of By-Laws:

Based on decisions taken on the above areas, By-Laws will have to be formulated after which the Business Advisory Council for the Disabled needs to be registered with the Government.

STAGE 7: Formulation of a Work Plan:

Based on the objectives, a work plan needs to be formulated for the first year.

STAGE 8: Formation of sub-committees:

Several sub-committees from the membership of the Council can be formed to implement activities identified for the first year.

STAGE 9: Long-term planning for the Business Advisory Council for the Disabled:

At the end of the first year, the Council should review its activities and plan for the future. The following areas will need to be addressed:

* Formulating a long-term plan of activities covering a three to five year period.

* Establishing a permanent secretariat:

This will require premises, staff (ex: job placement officer, someone to coordinate various programmes, etc.), furniture, equipment, etc.

* Obtaining funding from international donors to meet the needs of the Business Advisory Council.

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ATTACHMENT 10
EMPLOYER CORRESPONDENCE



The Employers' Federation Of Ceylon

30, Sulaiman Avenue, Off Jawatte Road, P. O. Box 858 Colombo 5

Telephone: 584323 502204, Telegraphic Address: EMPFED Colombo, Fax 50838

Your Ref

Our Ref

08 March 1994

Mrs Debra A Perry, M.Ed.
Specialist in Rehabilitation,
Training and Development
4801 Connecticut Avenue, N.W. 906
WASHINGTON D.C. 20008

Dear Mrs Perry

BUSINESS ADVISORY COUNCIL FOR THE DISABLED

Thank you for the briefing note and the discussion which we had yesterday. I am extremely happy that USAID and you have come up with a scheme which would formalise and give impetus to the rehabilitation and placement of injured persons in employment.

In principle, the concept expressed in your business paper is acceptable and we would be glad to play the envisaged role, subject to what I have stated hereinafter. However, the Council proposed by you, which is in fact not really a 'Business Council' but something with more limited functions and scope, will not be in conformity with the objectives and capabilities of the E.F.C. as defined in our rules at present.

What is possible and practical is to have an informal arrangement by which the E.F.C. sets up a Committee representing business interests with our Secretariat functioning as the organisers and monitoring unit of this Committee. We have done this in relation to other projects before. In the final analysis, the results which will be achieved will be the same.

Yours faithfully,
[Signature]

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However, there are major constraints which prevent the E.A.L.U. from taking on this responsibility at this point of time. Right now we are involved in several projects and our physical, material and financial resources are fully taxed. I mentioned to you one project for internships for undergraduates and students from the six of them. One of the resources which is fully used is the office's office space and this is a major constraint until we move to our new Secretariat in 1991. We are so severely handicapped that we are outsourcing off taking professional staff and have to stop generating activities till the Secretariat is completed.

I fully understand your proposal that we leave this in abeyance for the moment and work on it in earnest when we are better equipped to carry the burden in a year. I cannot in any event commit any funds for this activity - as for example payments for additional staff or overheads - out of the present budget, especially with surplusing space for our building. Our Treasurers have never suggested making an extra call for subscriptions for the next year.

Waiting and someone in abeyance would also give me an opportunity of talking to my colleagues from Tanzania and Kenya about their own activities and how they have handled them, when I meet them in June at the International Labour Conference.

Please let me know what your views are. If you decide that you should do more using one of the Chambers or some other organisation, we would be glad to cooperate by encouraging members to join in any Committee; by giving publicity through our newsletters and circulars; or by helping to develop training material.

I look forward to hearing from you.

Yours sincerely

E. S. B. AMERASINGHE
SECRETARY-GENERAL



Nilani
GEM EXPORTS
INTERNATIONAL GEM DEALERS

Expert Lapidarists, Exporters of Genuine High Quality Precious
and Semi-Precious stones and Jewellery. Designers and
Manufacturers of Jewellery, and Gem Miners

GEM MUSEUM · LABORATORY · SHOWROOMS

12, Bandaranayake Mawatha

Ratnapura

Sri Lanka

Tel. Office: 045-2407, 045-2666 (with I.D.D. Facility)

Telex: 22163 Nilani CE

Tel. Residence: 045-2777

COLOMBO OFFICES:

433, Galle Road, Colombo-3, Tel. 589731, 500546

76, Barnes Place, Colombo-7, Tel. 94996

Residence: Tel. 597069 (with I.D.D. Facility)

Cables: Nilanigems

Nimal Pathirana
Managing Proprietor

Bio data

I, the undersigned, Pathirannahelage Nimal Pathirana, was born at Dodampe on 2 January 1949. I received my Primary education at the village school of Rahula Maha Vidyalaya, Dompe, as was then customs.

Later, I proceeded to St. Aloysius College, Ratnapura, a leading educational institute at that time, for my secondary education. I passed my GCE (OL) Examination at the age 17 years. My school career was not marked for much achievement in formal studies. My Father who was a Landed Proprietor cum a Pioneer Sinhalese Gem Merchant in Dodampe, had the intention of absorbing me into the field of gem profession since my father was aging. Due to his old age and senail debility, he could not manage his business ventures all alone without having the assistance of a trustworthy person. It is my presumption that after having a careful study of my behaviour and pattern of my life he may have considered me as the most fitted person to be absorbed into his business venture.

Accordingly he requested me to join with him in his Gem Trade without thinking of further studies. I accepted his request and joined the Gem Trade as an assistant to my father. My Father delegated me the responsibilities of conducting Gem Trade while giving me the proper guidance and direction as to how I should indulge in this highly competitive business venture. Thereafter, I concentrated mainly on gem trade that is gem mining, buying and selling etc. I am happy to state here that my attempt and dedication for the course made me to be one of the successful Gem Traders in the District of Ratnapura.

My Father was one of the pioneers in gem trade in Sabaragamuwa Province and I have extended this venture througout the country and also outside as well. My attempts in promoting Lapidary activities and the processing of Gauda, has earned many a laurel, both locally and internationally. I have represented Sri Lanka at several international exhibitions and have helped to earn international recognition to Sri Lanka as a Producer of the finest quality gems in the world.



Expert Lapidarists, Exporters of Genuine High Quality Precious and Semi-Precious stones and Jewellery. Designers and Manufacturers of Jewellery, and Gem Miners

Nimal Pathirana
Managing Proprietor

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Page 2

The Gem Museum at Ratnapura owned by me is a unique one and my contribution to the development of the Gem Industry in Sri Lanka has been commended and appreciated by the world community, who pay visits to the museum. I enclose herewith copies of the testimonials that I have received from distinguished personalities in support of my business activities and social work.

Incidentally, I wish to state here without any exaggeration that my involvement in social services and welfare activities in my motherland is noteworthy. I have participated in several welfare and social programmes sponsored by the government as well as by myself with the conviction to stabilize a just and peaceful society in Sri Lanka. I enclose herewith a list of social activities indicating my philanthropic attitude extended towards the needy in alleviating the suffering, of those lesser fortunate and also for the upliftment of social religious, educational and other related welfare activities in Sri Lanka.

It is my fervent belief that the above given data relating to my social work and business activities would be sufficient for you to recommend me for this purpose.

Nimal Pathirana

Social activities Mr. Desa Bandu Nimal Pathirana

1. 29.04.77 Donation of Rs 10,000 to Ratnapura Buddhist Education Fund.
2. 20.05.1977 Donation of 16 plots of land with water and electricity , each 1/4 acres among needy families in Marapona, Ratnapura.
3. 1978 Donation of Rs. 50,000 to Saint Allocius College. Ratnapura
4. 1980 Donation of Rs. 25,000 to Tower Hall Foundation
5. 1980 Donation of Rs. 25,000 to Seruwila Chaitiya Renovation Fund
6. 1980 Donation of Rs. 25,000 to exposition of the sacred Kapilawasthu relics of Lord Buddha
7. 29.05.1980 Donation of Rs.200,000 worth of tricycles to disable persons
8. 29.06.1980 Donation of Rs.500,000 to Sevana Fund at Gam Udawa Ampara
9. 30.09.1980 Donation of Rs 100,000 to D.S.Senanayake College Welfare Society, Colombo
10. 10.10.1980 Donation of Rs. 50,000 to renovate Dehigaslanda & Mirijjawila Vidyalas ,Tissamaharanaya
11. 10.10.1980 Donation of Rs.200,000 to renovation of Situlpawwa Tank in Monaragala District.
12. 24.11.1981 Presentation of a latest model of an Amchuta Match Target Rifle worth Rs. 10,000 to Mr Rohan Nanayakkara
13. 1982 Construction of a play ground to Dodampe Rahula Maha Vidyalaya in Ratnapura District (Rs. 100,000)

- 14.1982 Distribution of Rs.10,000 worth of food items among flood refugees in 1982
- 15.1982 Presentation of a valuable gem stone to Her Majesty the Queen Elizabeth II during her last visit to Sri Lanka
- 16.27.01.1981 Donation of Rs 10,000 to Anuradhapura Bomaluwa Temple Vishramashala.
- 17.01.11.1987 Donation towards the TB prevention national fund handed over to Mrs Kamala PUNCHINILAME
- 18.01.05.1990 Donation of Rs 25,000 to soccer match in Ratnapura
- 19.04.05.1990 Contribution towards the electification fund at Kahangama Sri Sudharshanaramaya Ratnapura.
- 20.10.05.1990 Donation of 100 pairs of crutches and 25 tricycles on the Vesak Poya Day while sponsoring the blood & eye donation campaign
- 21.06.1990 Donation of 6 pairs of crutches to Ratnapura General Hospital handed over to MS Dr. H J Solomons
- 22.07.06.1990 Poson Poya Day Sil Capmaign. Construction in progress of Daha Ata Riyan Buddha Statue and Sangawasa at Sinharaja Thapowana Temple .
- 23.11.07.1990 Donation of tricycles and crutches etc.worth Rs.150,000 to disable armed personnel at Army Hospital
- 24.21.07.1990 Donation towards National Defence Fund
- 25.27.07.1990 Donation of Rs.10,000 to Opanayake Kande Rajamaha Viharaya
- 26.21.07.1990 Donation of Rs.25,000 to National Sports Festival Fund at Embilipitiya
- 27.08.03.1990 Donation of Rs.10,000 to Library Fund of Ferguson Girls High School Ratnapura

- 26.11.08.1990 Donation of Rs.100,000 to Ratnapura District Development Fund
- 29.24.08.1990 Donation of 25,000 bricks at Kirulapone Housing Project sponsored by Madam Hema Premadasa
- 30.28.08.1990 Donation of Rs.50,000 to Ananda College swimming pool complex project
- 31.25.09.1990 Donation of Rs.2500 to festival of the rehabilitated youth
- 32.03.10.1990 Donation of 15,000 tiles to Lellopitiya Rankoth Viharaya
- 33.04.10.1990 World Animal Day '90 newspaper supplement
- 34.16.02.1991 Donation to Kiriella Nedun Perahera
- 35.23.02.1991 Donation of Rs.25,000 to Help the Poor fund sponsored by Madam Hema Premadasa
- 36.29.05.1991 Donation of Rs.10,000 to SLRC on Vesak illuminations 1991
- 37.22.07.1991 Donation of Rs.25,000 to Preschool project sponsored by Madam Hema Premadasa at New Town Ratnapura
- 38.10.02.1992 Construction and donation of Budhu Medura of D.S.Senanayake College at the Silver Jubilee Celebrations
- 39.11.02.1992 Donation of Rs 50,000 to housing project sponsored by Seva Vanitha Movement, handed over to Madame Hema Premadasa
- 40.19.02.1992 Donation of electric boiler to Ratnapura General Hospital, handed over to Hon. Ranjith Nandasena
- 41.23.02.1992 Donation of Rs 10,000 to Kiriella Nedum Rajamaha Vihara Perahera
- 42.10.04.1992 Donation of of New Year Gifts sponsored by Kuruwita Army Camp, to be distributed among the family members of Army personnel, died in action
- 43.07.08.1992 Donation towards the Ratnapura Clock Tower Gem Dealers' Welfare Society

44. 25.06.92 Presentation of Rs 25,000 towards Seva Wanitha Movement by Mrs Pathirana to Madam Hema Premadasa at Buttala Gama Udawa 1992.
45. Donation of Rs 5,000 towards the participation of Air Force Team of Sri Lanka Rifle Society at world cup competitions at Swisterland.
46. 19.03.93 Donated Rs 25,000 to the National Resources Development Trust Fund.
47. 19.03.93 Donated Rs 25,000 to the Sirimavo Bandaranayeke Balika Vidyalaya Colombo, development fund
48. 20.06.93 Donated a Chooda Manickaya to the Sinhapura Chaitiya at the Request of Left.Coln,M.M Sumanasena.
49. 22.09.93 Donated Two special type wheel chairs (Imported from Japan) to Colombo Rotary Club under Aidex 93
50. 02.12.93 Donated Rs 15,000 To the Pelmadulla Meeghagoda Temple Buddhist cultural development society
51. 12.93 Donated Rs 10,000 to the funeral ceremony of Sinharaja Prantha Arannaya Senasanaya Mahanayeke Pattiyewela Sri Rohanasiri Mahanayeke Thero.
52. 17.12.93 Donated Rs 35,000 to Hendala Good Shepherd Convent at the Request of Hon minister Mr,Johan Amarathunga.
53. 31.12.93 Donated Rs 18,000 for a water supply scheme at R/Kospalawinna Vidyalaya.
54. 04.02.94 Donated a coloured T.V. set to Ratmalana Blind Vidyalaya Hostle valued Rs 35,000 (Mrs,Pathirana also participated on this occasion)
55. 16.02.94 Donated a Buddhist Shrine(Cost of Construction Rs. 2,50,000) the Ratnapura St/Aloysious College.
56. 05.03.94 Participated as Chief Guest at the Childrens Films festival organized by the Childrens Film society Hon the Swedish Embasseder and Hon, minister Mr,Tyronne Fernando also participated on this occasion.
57. 12.03.94 Donated Yamaha organ to Ratmalana Schools for the Blind worth Rs 50,000.
58. 28.03.94 Sponsoring Pcx Hill Supercross 1994 With a Cash donation to Sri Lanka Military Academy Diyatalawa.

ATTACHMENT 11
QUESTIONS FOR TELEVISION INTERVIEW

FOR NEWS AND VIEWS

Debra Perry is a vocational rehabilitation expert who has more than 20 years experience working with individuals who have disabilities. She has a Master's degree in Rehabilitation Services and has worked in the United States assisting individuals with intellectual, emotional and physical disabilities find training and employment. Her international work includes assignments in Mauritius, Kenya and Tanzania. She is currently in Sri Lanka as a consultant with United States Agency for International Development (US AID) and is on a brief (two week) mission.

Questions:

What is the nature of your assignment?

What does the term disability mean?

What are the types of disability?

What are some of the obstacles faced by people with disabilities here and elsewhere in the world?

Many people talk about the negative attitudes toward people with disabilities and the need for more awareness. Can you tell us more about that?

What can be done to upgrade the situation for people with disabilities?

Many people think that when there is such high unemployment in general, that disabled persons should not get special attention since so many people need jobs. What is your opinion about that?

Other times people think that self-employment is the best option for people with disabilities? What is your opinion?

What types of jobs are best for people with disabilities?

I understand that you are working to get business and the private sector more involved with the vocational rehabilitation process here in Sri Lanka. How is that effort succeeding?

What are some strategies being used in other countries to further the employment of people with disabilities?

(How do these relate to Sri Lanka?)

Tell us about the work at the Chitra Lane School?

What messages would you like to leave with different members of the audience?