

THE NEED OF LABOUR MARKET SYSTEM IN SRI LANKA

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Study, Data analysis and Report compilation

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The need of Labor Market System in Sri Lanka

1. Introduction

Definition: A labor market is the place where workers and employees interact with each other. In the labor market, employers compete to hire the best, and the workers compete for the best satisfying job.

“Labor Market Information System (LMIS) is a network of institutions, persons, and information that have mutually recognized roles, agreements and functions with respect to the production, storage, dissemination and use of labor market related information and results in order to maximize the potential for relevant and applicable policy and program formulation and implementation.” - ILO

A labor market in an economy functions with demand and supply of labor. In this market, labor demand is the firm's demand for labor and supply is the worker's supply of labor. The supply and demand of labor in the market is influenced by changes in the bargaining power. It is a major component of any economy and is intricately linked to markets for capital, goods and services.

Globally, LMIS assists in job matching, job searching, and providing information about market needs, developing job profiles, and improving application skills. LMIS also give beneficial information to employers about the development of new sectors and professions. LMIS provides governments with data that help shape policies. LMIS connects with the TVET sector by playing a role in identifying new specializations and offering career guidance. In Sri Lanka, there were some attempts to strengthen the 25 Public Employment Service Centers (PES) to achieve a full-fledged LMIS. However, issues such as the country's makeup, economic problems, and institutional governance were major roadblocks.

In Sri Lanka there is no LMIS, but rather PES centers and independent employment programs within NGOs or the private sector. Sri Lanka also suffers from a lack of updated data both on a regional and national level, which are prerequisites for a functioning and effective LMIS. The Sri Lankans' Technical and Vocational education sector, which may be an asset to the country's economy in terms of rectifying the mismatch between demand and supply for the labor force, is also sidelined from having access to labor market data. Thus, unable to cope with the changing demands of the market in a timely and effective manner.

Today, important economic and social trends affect the situations in which labor market decisions are made. The main drivers of change in skills supply and demand, such as demography, technology, global economic trends, migration, are altering the structure of skill requirements considerably and are generating skills mismatches. Other factors for skills mismatches include poor human resource practices in companies or insufficient wage adjustment mechanisms, limits in workforce mobility, or a lack of information on job opportunities. Although perfect matching between skills demand and supply is not feasible it is important for policy makers to be aware of the need to reduce the risk of creating large skills gaps that undermine the employability of individuals and impede the productivity of enterprises and the growth of economies. Therefore, in rapidly changing labor markets and economies, the need to assess existing skills shortages and gather forward looking information on how the labor market and the demand for skills might change has become increasingly important. While it is now generally agreed that in a market economy it is not possible to make precise predictions that can be used for detailed "manpower planning", the need to make strategic plans and choices which can influence and shape the future path require a clear understanding of both the current and future demand for skills based on accurate and timely labor market information.

Usually LMIS should covers of three main areas, which describe as follows

- Collection and compilation of data and information;
- Analytical capacity and tools;
- Institutional arrangements and networks.

As the structure and problems of labor markets different from country to country. There are many ways to develop a set of institutional arrangements that allows for effective links between information and analysis on the one hand, and policy action on the other. The design and effectiveness of such arrangements, as well as the type or scope of labor market information that can be generated and used, is determined by a number of factors, including the role of the government in the economy, the type of policies that are envisaged, the state of the education and training system and the level of economic development.

2. Background

LMIS is a very important part of a country's economy. The government policy makers will have access to live data on the labor market by having such an information system. What are the job opportunities in the country? What is the employment rate in that country? Essential matters and necessary information such as demand and supply of jobs can be obtained through this LMIS. Can gain comprehensive understanding of which job opportunities are available. Not only the policy makers but also the education sector, the vocational education sector, the private sector, the children receiving higher education, and the general public can get the necessary information from this.

Australia, South Korea, Malaysia, Singapore, Canada and England are countries that have well-designed and updated labor market information systems. Those countries maintain live data. All necessary data such as employment, unemployment rate, youth unemployment etc. are included in the labor market information systems of these countries. For example, in the Australian labor

market by 2026, the most in-demand job balance is the health sector, while the least in-demand are sales and electricians.

For the establishment of LMIS requires updated and accurate data. Many government as well as private organizations have created data systems to suit their needs. The Department of Registration of Persons is maintain all the data related to the process of obtaining national identity cards, the Registrar's Department is maintained the registration data related to births, marriages, and deaths, the Immigration Department is maintained the immigration process data, the Foreign Employment Bureau is maintained the data on registered foreign workers etc. By establishing a LMIS and filing these scattered data systems under one system, this system can easily achieve the desired objectives. Then the role of a Census and Statistics Department will be no longer necessary. Because the data collection and analysis done by this departments can be achieved through this LMIS.

Thus, to use the existing data systems of the organizations for the LMIS, amendments should be made to the laws and regulations related to data exchange within the respective organizations. Then Sri Lanka will be able to enter the LMIS maintained by the developed countries of the world. This is because government institutes are already maintaining data systems using various software.

Exhibit 01: Sri Lanka Labor force 15 years & over population by the year 2021

| 15 years & over population | | | | | |
|---------------------------------------|--------------|-------------|---------------|--------------|--------------|
| Indicator | Total | Male | Female | Urban | Rural |
| Population (15 years & over) | 17,133,659 | 7,915,659 | 9,218,000 | 2,931,317 | 14,202,342 |
| Labour force in this age group | 8,553,290 | 5,621,223 | 2,932,067 | 1,374,589 | 7,178,700 |
| Labour force participation rate | 49.9 | 71.0 | 31.8 | 46.9 | 50.5 |
| Employed population | 8,113,507 | 5,414,280 | 2,699,228 | 1,307,744 | 6,805,764 |
| Employment rate | 94.9 | 96.3 | 92.1 | 95.1 | 94.8 |
| Unemployed population | 439,783 | 206,943 | 232,840 | 66,846 | 372,937 |
| Unemployment rate | 5.1 | 3.7 | 7.9 | 4.9 | 5.2 |
| Not in labour force | 8,580,369 | 2,294,436 | 6,285,933 | 1,556,727 | 7,023,642 |

Source: Department of Census and Statistics, Annual Report 2021.

The labor force, or synonymously, the currently economically active population, is one of the most widely used measures of the labor market. It measures the employment and unemployment situations of the economy and the current employment characteristics of the population. (According to the 2021 annual report of the Department of Census and Statistics), the population above the age of 15 is 17,133,659, of which 8,553,290 are in the labor force under this age group. Out of that number, 439,783 people are unemployed. The labor force participation rate is 49.9%, and the unemployment rate is 5.1%. 5,621,223 of them are males, and among them, the unemployed population is 206,943; as a percentage, it is 3.7%.

The unemployment rate is 5.2% in rural areas and 4.9% in urban areas. 14,202,302 people who are in the labor force are from rural areas, and 1,374,589 are from urban areas.

The population aged 15 to 64 in the country is called the labor force, and all the data about this labor force should be filed in a centric place. For the growth of the economy, this labor market should be well managed to meet the demand of the world of work. In particular, a labor market information system is needed to properly manage the demand and supply in the job market, to comply with the changes in the market, and to manage the human resources that are added to the labor market every year. The people who leave the education system every year should be properly employed in this labor market. To support that, there must be an easily accessible labor market information system in a country.

Exhibit 02 : Performance of school candidates General Certificate for Education (Ordinary Level) - (1st Attempt) by year 2014-2021

Table 1: G.C.E.(O/L) Examinations 2014 - 2021
Performance of School Candidates (1st Attempt) by Year

| Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|--------|
| No. Sat (5 or More subjects) | 257,322 | 273,224 | 286,251 | 296,812 | 296,029 | 305,427 | 308,134 | 311,321 | |
| Qualified for G.C.E. (A/L) | Number | 177,612 | 183,428 | 200,208 | 216,815 | 222,281 | 225,538 | 231,982 | |
| | % | 69.02 | 69.33 | 69.94 | 73.05 | 75.09 | 73.84 | 76.59 | 74.52 |
| Obtained 9 "A" passes | Number | 5,271 | 6,102 | 8,224 | 9,960 | 9,261 | 10,201 | 11,661 | 10,863 |
| | % | 2.05 | 2.23 | 2.87 | 3.36 | 3.13 | 3.34 | 3.78 | 3.49 |
| Failed in All Subjects (Appeared for 6 or more Subjects) | Number | 8,147 | 8,698 | 8,900 | 7,308 | 5,917 | 7,007 | 5,764 | 6,566 |
| | % | 3.17 | 3.18 | 3.11 | 2.46 | 2.00 | 2.28 | 1.87 | 2.11 |

Source : Department of Examination Annual Performance Report 2021

(According to the performance report issued by the Department of Examinations in Sri Lanka) the performance of school candidates (1st attempt) completed by 2021. The number of students who appeared for the general examination is 311,321, out of which 231,982 passed the examination. And 79,339 students were disqualified for the Advanced Level Examination. As of 2014, the percentage of people who qualify for advanced levels is between 69.02% and 76.59%, and every year nearly 30% of students drop out of school.

In the year 2014, the number of students who appeared for six or more subjects and failed in all subjects was 8,147, and the percentage was 3.17. The fact that 6,566 students failed all 09 subjects in 2021 (2.11% failure rate) is also a major issue. Because passing the general level is considered when entering the world of work in Sri Lanka, Thus, in the failure of all the 09 subjects, what have the students obtained from school education for 11 years? This is a problem that arises in this education system, and the value of the skills of those students cannot be achieved through school education. The world of work is the only place where the number of people who drop out of school will eventually accumulate.

It is important to considerate about what the examination-centered education system will provide to enrich the future economy of the children, who are the lifeblood of a country.

Exhibit 03 : Performance of All Island All candidates G.C.E. Advanced Level Examination -2021

Table 3 : G.C.E.(A.L.) Examination - 2021
Performance of Candidates - All Island

| | School Candidates | | | | | | All Candidates | | | | | |
|----------------------------------|-------------------|-------|---------|-------|---------|-------|----------------|-------|---------|-------|---------|-------|
| | Male | | Female | | Total | | Male | | Female | | Total | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| No. Applied | 117,778 | | 160,824 | | 278,602 | | 144,708 | | 198,755 | | 341,464 | |
| Number Sat | 97,780 | 83.00 | 138,175 | 85.98 | 236,035 | 84.72 | 121,780 | 77.34 | 168,902 | 81.78 | 272,682 | 79.86 |
| Eligible for University Entrance | 52,680 | 53.87 | 97,288 | 70.36 | 149,946 | 63.53 | 59,518 | 53.81 | 113,571 | 69.34 | 171,497 | 62.89 |
| Obtained A/A's | 3,000 | 3.07 | 6,323 | 4.57 | 9,323 | 3.36 | 3,228 | 2.89 | 8,772 | 6.21 | 10,000 | 3.67 |
| Passed in 2 subjects | 17,221 | 17.62 | 29,518 | 21.97 | 46,739 | 15.48 | 29,408 | 17.44 | 33,090 | 14.31 | 42,538 | 15.60 |
| Passed in 1 subject | 14,489 | 14.82 | 12,102 | 8.75 | 26,591 | 11.27 | 16,462 | 14.73 | 14,809 | 9.20 | 31,271 | 11.47 |
| Failed in All subjects | 13,359 | 13.67 | 9,549 | 6.82 | 22,928 | 9.71 | 15,864 | 14.20 | 11,488 | 7.14 | 27,352 | 10.02 |

Percentages of the "Number Sat" (including withheld candidates) are calculated according to the "Number Applied" in corresponding category.
Percentages (including withheld candidates) of "Eligible for University Entrance", "Obtained A/A's", "Passed in 2 Subjects", "Passed in 1 Subject", "Failed in All Subjects" are calculated according to the "Number Sat" in corresponding category.

In the year 2021, the number of people who applied for the Advanced Level Examination was 341,464; only 272,682 candidates appeared for the examination. Among the candidates who appeared, 171,497 got university admissions from the examination. 68,782 students did not appear for the examination, and 101,185 students did not obtain university admissions.

Every year, nearly 250,000 students leave their education between the ages of 16 and 18. These students who drop out of school every year belong to the labor force. There is a problematic situation regarding the labor of the youth who drop out of school in the country. They enter the world of work with the curriculum-based knowledge imparted by the school. A comprehensive mechanism is needed to effectively utilize the labor of this group of people, who do not have an understanding of what the world of work is or of their skills. Therefore introduce

that mechanism as the Labor Market Information System. For the development of any country, it is necessary to manage the labor resources well.

3. Objective of the Session

The main purpose of LMIS is the production of information and analysis for policymakers and other labor market stakeholders. It is important to establish institutional arrangements in order to make the information and analysis widely available and to provide opportunities for labor market stakeholders to influence the agenda of the LMIS.

The LMIS can also be directly involved in monitoring and reporting on employment and labor policies. Both at the international and national levels, the institutional role of the LMIS can be broadened to include the exchange of information or coordination of the LMIS activities of labor market stakeholders, which include statistical agencies, research agencies, and agencies involved in policy formulation and implementation, including workers' and employers' organizations. This function may range from the dissemination of information on concepts, definitions, and standards to the allocation of resources for data collection or specific analytical activities.

4 Mode of Intervention

Unemployment, unable to provide sufficient supply to the demand of the work world, lack of qualified workers to meet the demand of the labor market, poor coordination between public and private institutions and communication weaknesses between the system of regulatory institutions, minimal awareness about vocational training etc. Establishing a labor market information system to address the issues .This brainstorming session is going to be held to get the views of the stakeholders who should intervene on the need for a sustainable labor market mechanism to overcome the problematic situation related to the labor market. Thus,

this labor market information system will lead to a stable economic situation as well as building professional stability for the people through the proper management of the country's human resources. .

5. Methodology

Identify the visible status of labor market information system development with changes in policy support, improving the contribution of skills development to a globally competitive workforce. The brainstorming session is designed to inspire workforce challenges covering local and global perspectives. In order to mitigate the current economic crisis, more attention is paid to the proper utilization of labor resources, the creation of a perfect labor resource with internationally recognized skills and competencies, the introduction of the information system required to effectively manage that labor resource, and the extraction of foreign earnings through openness.

The Brain Storming session is driven with the constructive 4 presentations that presented by 4officials who are conversant with the assigned scope of the presentation. The coverage of the presentations is as follows.

- Introduction to Labor Market Information System by Department of Manpower and Employment
- Role and Contribution of Department of Persons Registration to the Labor Market Information System
- Role and Contribution of Ministry of Higher Education to the Labor Market Information System
- Role and Contribution of Tertiary and Vocational Education Commission to the Labor Market Information System

After completion of each presentation, open discussions were held on the same scope with the audience (Audience was comprised 30 no. of participants who represents the governmental and non-governmental bodies regarding the scope of higher education. The list of invitees is annexed) and open the discussion on the need of Labor Market Information System in Sri Lanka .Along with the generated

afresh information, the report is compiled with the recommendations and inputs for establishment of Labor Market Information System in Sri Lanka.

6. The Vital Points raised in Brainstorming Session

i. Contribution of the Ministry of Education to the Labor Market Information System (LMIS)

Human Resource is the most critical factor in making labor market decisions. Those human resource should be complete with skills and aptitudes suitable for the labor market. But in the general education system of Sri Lanka, there required skills suitable for this labor market cannot be achieved. Examination-centric education system is implemented in Sri Lanka. In such an education system, it is difficult to meet the demands of the job market with qualified workers. Due to this, the time has come for the general education system in Sri Lanka to undergo some special reforms. For that purpose, vocational education should be focused in Sri Lanka's education sector.

For students who fail in the general education system should have alternative way of out side the framework to obtain skills and abilities. But currently that is not the case, so it is a problem to meet the labor market's demands with the required qualifications. Due to this, the time has come for the general education system in Sri Lanka to undergo exceptional reforms. From an early age, children should be equipped with the skills needed for the world of work. The education system should create a generation of workers with the skills required by the labor market.

The soft and hard skills required by the job market should be covered through the curriculum as well as through extracurricular activities. The developed countries of the world have achieved economic success by managing human resources effectively.

ii. Contribution of Department of Persons Registration for Labor Market Information System in Sri Lanka

The function of the Department of Registration Persons is issue a national identity card. The theme of the department is the reliable identity card.

The Act No. 32 of 1968 on the Registration of Persons has undergone several changes. The data sharing provision in 2016. Department mandate is to issue an identity card to Sri Lankan citizens. It should be a person who has reached the age of fifteen. All persons who have reached the age of 15 must register to get a national identity card. It is a provision in the said act. Department has planned to create the ID card for the 350,000 births per year. The department has informed the schools that those who have reached the age of 15 should send to the department applications because they are children who are going to write the ordinary level exams. Because of the need to enter as much information as possible into the labor market system, more information can be entered because of the government's procedure. The age of the youth in the labor market should 15 years to 24 years.

The labor market information system can be accessed through data sharing. According to the current provisions of the Act, if the department wants to share data with other institutions, it is necessary to obtain a person's consent. LMIS has created a system called NIP for the facilities. 87 institutions have signed contracts. According to the LMIS, the department can give the number of people who have reached the age of 15 and have ID cards.

Initially, a general system was started in the general register to assign an ID number at birth. It is currently being done as a pilot projects in six divisional secretariat offices. The system in the department has been completed. (According to the register general,) it is expected to be done one by one in each divisional secretariat office. It is sent to the database. When it comes, that

system will generate the ID number that should be issued in relation to the name of the child born on that birthday.

The Department has started a project going forward: issuing digital identities from Sri Lanka. Accordingly, in order to reliably identify a Sri Lankan citizen, a national register is obtained by obtaining the bio data of citizens aged 15 or more, fingerprints as their biometric characteristics, facial expressions, photographs of those persons obtained in accordance with the standard of International Civil Aviation Organization and information of family members. Established as a central data system. This project aims to facilitate national security and speed up economic development by issuing an electronic national identity card within a specified period of time to identify people who have completed the prescribed age and facilitate access to daily services.

By making the department's data system more advanced and easily able to analyze all data, live registration data that should be included in the LMIS can be provided.

iii. Contribution of Ministry of Higher Education in Sri Lanka for establishment of LMIS

The need for a LMIS is also important to the Ministry of Higher Education. There are Career Guidance Service sections in the university system, there is no information about the labor market required for those sections. Information for these sections is obtained through personal contacts. The methods we need to follow to achieve labor market gains are not clearly seen in the higher education system. Because the scope of this labor market success must change, the technical stream was introduced to reduce the number of people studying the stream of arts, mostly the students studying science were targeted for it. Students who enter the job market after higher education face unemployment

due to the fact that career guidance do not show the proper ways to address the labor market.

How the Ministry of Higher Education intends to use the Labor Market Information System

- aid in strategic planning processes and decisions, including the opening or closure of courses and facilities.
- inform operational and business planning, for example, about funds and decisions about where growth or decline in numbers allocation should take place.
- inform and evaluate new initiatives, such as policies to widen access.
- ensure that career advice (to students and graduates) is topical, accurate, and comprehensive, and that such LMI is more widely exploited.
- monitor the sufficiency of industry contacts —e.g., are there emerging industries with which the institution should strengthen its links?
- aid strategic marketing, market research, and the promotion and targeting of services.
- Develop the curriculum to better suit the demands and needs of employers.

Although the demand for jobs in the field of ICT is huge, Ministry of Higher Education is creating a whole group of people with skills, but there are no institutions for those people to get their technical training properly. For example, there is no institute where one can get technical training for the cyber security sector. Seventeen public universities, private universities, SLIT, CINEC, Horizon University, etc., pass out graduates from many higher

education institutions, and on average, about one hundred and forty thousand are in the system per year, and about thirty-five thousand come out annually, including external graduates. All of these people do not address the labor market properly.

On the other hand the information on labor mobility is very On the other side, the Ministry of Higher Education has this information on labor mobility. If the ministry takes it as a region, it would make a South Asia reference quality assurance framework for labor mobility. In addition, it is a national information center called the Recognition of Higher Education Center in Asian Pacific countries. Anyone can gather information about degree holders, amounts, etc.

The higher education sector should contribute a lot to the labor market. Annually, the people who pass out after completing their higher education are looking for jobs. They have many problems to face in finding suitable jobs. In other words, due to the lack of specific methodology in Sri Lanka to address the job market and the lack of proper counseling in the fields of higher education to address the qualifications required for that trade, the higher education sector should think twice about its contribution on this.

iv. **TVEC contribution to the Labor Market Information System**

One of the TVEC goal is to maintain a labor market information system for the tertiary and vocational sectors. There are several main components: publishing the bulletin and, related to the status, the province-wise vocational development plan. A training plan is being prepared and published.

The TVEC's web plan related to the western province is currently being planned. In the data collection web plan of the survey, related research in the sector can be done every year, even by those who are in the relevant research sector.

Also, especially for the LMIS, the main publication that TVEC disseminates is the LMI Bulletine.

The LMI Bulletine is compiled using data collection through primary and secondary data sources.

Primary Data Source

- TVEC – Newspaper job advertisements and Government Gazette Survey.

Secondary Data Sources

- Department of Census and Statistics (DCS)
- Sri Lanka Bureau of Foreign Employment (SLBFE)
- Board of Investment of Sri Lanka (BOI)
- University Grants Commission (UGC)
- Department of Examination
- Public and Private Sector Vocational Training Organizations (NAITA, VTA, DTET, CGTTI, NYSC, ... etc.)

Important Standards which use for the LMI Bulleting in Tertiary and Vocational Education Commission is ISCO 08 - Occupations categorized into major occupational groups and ISIC Fourth Revision- Occupations categorized into major industrial groups.

In the Labor Market System in TVEC job demand is classified into

- Formal /informal
- Gender
- Experience
- Educational attainment
- Main occupational category and industrial sector

And also Tertiary and Vocational Education Commission provides many services with the use of the Labor Market System as follows:

- Provide necessary information about NVQ Qualified Persons.
- High demand Jobs
- Guidance for Training
- Career Guidance

7. Issues and Suggestions Identified

| No | Issues Identified | Recommendations |
|----|--|--|
| 1 | <p>Data systems exist in every organization and the problem of networking those data systems</p> | <p>In particular, the Department of Census and Statistics, the Department of Registration of Persons, the Registrar General's Department, and the Department of Immigration and Emigration should prepare the necessary arrangements for live data transformation . Also, the updated data systems should also be given limited or restricted access to other Government institutes.</p> |
| 2 | <p>Lack of accurate statistical data on workforce composition.</p> | <p>By expediting the new national birth certificate project currently underway between the Department of Registration of Persons and the Department of the Registrar General, all births will be confirmed to the Department of Registration of Persons by the age of 15 through the system of issuing a National Identification Number for every birth registered. enabling the department to obtain data on the workforce.</p> |
| 3 | <p>There is a problem of gathering verified data on demand</p> | <p>All institutions should be involved in establishing a live data collection system of all citizens</p> |

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| | and supply side of the Labor Market. | through methods such as the Skill Passport system which is currently introduced, as well as a system such as a QR code system. |
| 4 | Since the purposes and needs of data collection are different, there is a problem of accuracy of data through the fact that each organization collects data to suit their needs. | In order to analyze the data collection, the Department of Census and Statistics should prepare a necessary mechanism for the calculation of the labor force in district wise or in the collection of data related to the labor force. |
| 5 | Case of handling live updated data. | In updating data, need a live database while creating an existing database. It cannot be obtained by estimation either. On the other hand, it is also not possible to get delayed for two or three months. There are some limitations in policymaking for government officials. In order for these data systems to be updated, they must identify areas where this needs to happen. Because of the LMIS, individual data systems often need to be created. A micro-output can be provided only if there is a micro-level data base. If this |

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| | | <p>update is available, the Grama Niladhari should have created a system there. Every individual should be obliged to report to the officials at least once a week or once a month if someone's job has changed or any occurrence happened . If the system is created, no issue relating live data.</p> |
| 6 | <p>Due to having the examination-centered education system instead of the skill-based education system, the students are not equipped with the skills needed for the world of work due to the lack of recognition of the student's skills through school education for 13 years and the inability to provide the supply according to the existing demand of the world of work.</p> | <p>Reforms need to take place in the general education system to sharp student's skills for the future world of work and change examination-centric education with a mechanism to measure skills and abilities.</p> |
| 7 | <p>Due to the lack of awareness of the current demand in the world of work, the education sector is unable to provide sufficient supply to the current demand in the world of work due to not producing a</p> | <p>Labor Market Information System should be established immediately to get updated information on supply and demand in the current world. Then by having an updated LMIS in the</p> |

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| | <p>group of students equipped with the skills and competencies required for the world of work.</p> | <p>country, the demand and supply can be made as needed according to the labor market fluctuations. For this, all stakeholders should intervene and establish a LMIS</p> |
| 8 | <p>Although career guidance units have been set up in universities, it has been difficult for those departments to achieve their desired goals because of the difficulty in obtaining updated data for those departments and in finding and providing information about the institutions required for employment after providing their services.</p> | <p>To mitigate this problem, a LMIS should be established.</p> <p>It can inform about the demand in the labor market. Also, proposals should be made to make career guidance a mandatory part of university studies.</p> |
| 9 | <p>In the absence of facilities and opportunities in Sri Lanka to obtain industry training, which is ultimately expected through higher education, it is difficult to build professional skills to a developmental level.</p> | <p>For this purpose, a good connection with the public and private institutions to get industrial training in Sri Lanka should be built through the information system and this labor market as a means to provide the training to the students who need industrial training and to provide the facilities required for the training.</p> |

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| | | |
| 10 | <p>Although the Ministry of Higher Education has data on the people who enter to the higher education and socialize from approved private higher education institutions and the government Universities at the University Grants Commission, the data of students who complete their studies annually at registered and other independent or educational institutions established under acts is not reported to the Ministry of Higher Education.</p> | <p>Public, private universities, Sri Lanka Law College and other institutes providing higher education should be included in the labor market information system and the system can clearly identify the people who get higher education every year. Those people can be employed according to the job market requirements and their qualifications.</p> |
| 11 | <p>The impact of political changes in the country on government institutions.</p> | <p>Being influenced by changes in the political field for government institutions is a common feature seen in Sri Lanka. But no matter how the developed countries of the world replace the political flow of their country, information systems are maintained in a stable manner. Establish the LMIS as the central information system for the country because it is a decisive factor.</p> |
| 12 | <p>Economic crisis and inability to</p> | <p>Germany have overcome</p> |

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| | industrialize | their economic challenges through industrialization. In Sri Lanka, there is no such openness for industries. This needs to be changed. Human resources should be properly oriented toward industrial processes. All that is required here is a change in attitude and a change in skills. |
| 13 | Decline in entry to professions due to lack of career guidance | Career guidance should be provided at the school level as well as at the Grama Niladari level to cover all. Many institutes have been set up across the country for career guidance, but they have failed to achieve the desired objectives due to their individual lack of proper functioning. All these sectors should be expanded. |
| 14 | Attitudinal problems with careers | In particular, there should be a change in the attitude of school teachers and parents. Because the two main parties that the child associates with before socialization are the home and the school, Both parties should have a good understanding of the professions. The job market should provide |

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| | | space for their children to develop their skills to fit the world of work. |
| 15 | Due to the prevailing attitudes in the society, not being directed to professions | The labor market information system can be introduced as the most basic tool that can provide professional recognition for all jobs. What is the world of work like? It can be socialized by the creation of this system that the changes from time to time should be consistent with its changes, and it determines the development of the country's economy. Bringing all professions under one system can provide common professional value to all. |

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| 16 | <p>Although the demand and supply for this LMIS are focused, the labor market is aware of the need for the qualification of a passed-out student, but it is a problem determining from which institution to get this qualification.</p> | <p>There is scope for coordinating skills acquisition agencies and skill levels provided by these agencies through this labor market information system.</p> |
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REFERENCES

Department of Examination 2021 Performance Report

Department of Census and Statistics, (2021). Labor Force Survey Report, Colombo. Department of Census and Statistics.

Source :ILO

Annexure

List of the Invitees

Invitees for Presentations

1. **Presentation - Ms. B.H.C. Shiromali – Director, HRM&IT
- Proposed Labor Market Information System (LMIS) –**
2. **Presentation and Discussion - Ms. Ridma Bulathsinghala,
Commissioner (Operation), Department of Registration of Persons
- Role and Contribution of Department of Registration of
Persons to the Labor Market Information System -**
3. **Presentation and Discussion - Mr. G.M.R.D. Aponsu –
Director, Strategic Planning and Policy Research Division,
Ministry of Higher Education.
- Role and Contribution of Ministry of Higher Education to
the Labor Market Information System -**
4. **Presentation and Discussion - Mr. Nadeesha de Silva -
Assistant Director & Mr. Saman Wicramasinghe - Assistant
Director, Tertiary and Vocational Educational Commission
- Role and Contribution of Tertiary and Vocational Education
Commission to the Labor Market Information System**

Ministry of Labor and Foreign Employment Invitees

Additional Secretary(Development) - Ms M.D.M.D.Karunathilaka-

Additional Secretary – Policy Formulation - Ms . K.D.R.Olga

Additional Secretary – Administration (Foreign Employment) Mr.
J.S.Prasad Piyasena

Invitees

1. National Planning Department (NPD) - Mr. K.D.S.R. Perera,
Additional Director General
2. Ministry of Higher Education - Mr. G.M.R.D. Aponsu –
Director, Strategic Planning and Policy Research Division.
3. Tertiary and Vocational Education Commission (TVEC) - Dr.
J.A.D.J. Jayalath - Deputy Director General, Mr. T. Senthuran -
Director, Mr. Nadeesha de Silva -Assistant Director & Mr. Saman
Wicramasinghe - Assistant Director.
4. Ministry of Education - Ms. Rushika Wariyapperuma Assistant
Director (Skills Development)
5. Department of Census and Statistics – Ms. U.Maheshwaran-Deputy
Director
6. National Human Resource Development Council - Mr.
SenthilNathan - Research Officer
7. Department of Registration of Persons Ms. Ridma Bulathsinghala,
Commissioner (Operation)
8. The Employers' Federation of Ceylon – Mr.Dinesh Ruwan Kumara-
Advisor - HR/Coordinator - Research