

Country Paper

SRI LANKA



**INNOVATIVE PRACTICES IN TVET FOR EDUCATION FOR
SUSTAINABLE DEVELOPMENT IN SRI LANKA TO SUIT
TO THE REGIONAL COMPETITIVENESS**

DR. H.L OBEYESEKERA
DIRECTOR GENERAL
DEPARTMENT OF TECHNICAL EDUCATION AND TRAINING
SRI LANKA

AUGUST 19, 2009

1.0 Introduction

Along with the drastic changes that occurred when the scientific era changed into the Technological era, the economy of the world in the 21st century depended on the technological progress. At the same time the gap between developed and developing countries seemed to have become narrower on account of globalization. As a result of this, many of the developing countries at present have become economic giants in the modern world. So, towards the end of the 20th century the need for a vocational, technical and educational knowledge and skill for the development of the world's economy was clearly manifested in the improvement of diversity in industrial and Service fields. As a result, it was felt that we needed not only those workforce trained in technical and Vocational skills but also those high competent skilled workforce like technicians and technologists in specific areas in industries. The reason for this is the increase in the capacity of production in the world. In other wards the trend of the world was focused on the production of high quality goods or on the construction a service fields. From the beginning of the 21st century, the progress made in industrialization was due to the high capacity of the trained work – force. Therefore the economic development in the world seems to have depended entirely on the knowledge based skill development.

Thus, according to the Global Economic Trend, Asia – Pacific Regional Development focuses on the development of the human resources. In the last few decades, most of the regional countries paid much attention to the development of human resources. But it must be stated that greater attention was given to development of Vocational and Technical skills. As a result in many of the countries, the required trained skill labourers in the field of construction could not be found and thus the development came to a Stand – Skill. Further, finding skill labourers at different levels has become another problem. This problem is further aggravated due to the fact that in many of the countries, the vocational and technical education and training is carried out either as a ad hoc system or as a system that is not property organized.

When we consider general education we could see a hierarchical system as primary, secondary or junior and senior secondary, upper or Higher or Collegiate and, Tertiary levels clearly specified, but such a clearly specified system cannot be found in the field of vocational and technical education. Therefore what is currently needed is to organize the Technical and vocational education and training as an acceptable system and to introduce the required levels of skilled workforce. In addition, it's also necessary to introduce skill Standards applicable to different vocational areas relevant to different levels of skilled laboures. However, considering the Regional development, taking place in these counties, it can be said that the skill standards at several training levels may differ from country to country. Therefore it is important, on one hand, to prepare inter institutional / Countrywise or National skill standards in those countries and on the other hand to prepare interregional standards that could be used commonly in all these Regional countries. Although it is possible to train the work force suited to each country's requirement through the Technical and vocational education, it appears as particularly important to plan out skill standards suitable to Regional levels or at least to National levels. All these

prove the fact that if we want to develop Technical Education and Vocational Training system, it's a must that we pay attention to its sustainability.

2.0 Present Situation in TVET Section in Sri Lanka

Ministry of Vocational and Technical Training:

The prime responsibility of formulating and implementing a national policy for the technical education and vocational training sector in Sri Lanka rests with the Ministry of Vocational and Technical Training.

Vision:

Turn out a skilled labour force which has access to a socio-economic development path by providing them high quality Vocational Training and Technical Education that leads to productive employment opportunities.

Mission:

Provision of high quality technical and Vocational Education and Training programs that meets the globally competitive human resources development requirements in keeping with the technological development and changing needs of the industry.

Objectives:

- To develop knowledge and skills for fruitful employment in the Technical Education and the Vocational Training field.
- To produce trained labour for fruitful employment opportunities in the industrial sector.
- To minimize poverty at National level by generating employment in the technical Education and Vocational Training field.
- To pave the way to rise up to the higher professional status in field of technical Education and Vocational Training field.

The Institutions under the Ministry:

- Tertiary and Vocational Education Commission
- Dept. of Technical Education & Training (DTET)
- Vocational Training Authority (VTA)
- National Apprentice & Industrial Training Authority (NAITA)
- National Human Resources Development Council
- National Institute of Business Management (NIBM)
- INGIN Institute of Printing & Graphics Sri Lanka Ltd. (INGRIN)
- Skills Development Fund Ltd.

Functions:

- Formulation and implementation of National Policies in the field of Technical Education and Vocational Training sector.
- Introducing, Developing and implementing the training courses, According to the International labour market needs for state and private institutions which are engaged in the of Technical Education and Vocational Training.

- Increase the cooperation, coordination and productivity among the institutions under the Ministry.
- To extend Technical and Vocational Education in Sri Lanka up to the village level and to expand the ability to enter this field for the less considered section like women, handicapped persons and poor.
- To bring about coordination between the Vocational and Technical Training in the state and private sector and to extend a helping hand to improve the private sector institutions.
- To award the National Vocational qualifications that is internationally recognized to those successfully completing the training.
- To improve the awareness among people regarding vocational education through awareness works programs and solicits greater participation.

3.0 Sustainability Development in TVET Sector

Sustainability in TVET Sector can vary depending on the position of developed and developing countries. In developed countries, the Qualified Trained Human Resources could be at a very lower level according to the use of material assets, technology and new findings. This is the main obstacle in these countries. On the other hand there are other factors, which could affect a developing country. Some of them are,

- ☞ Unutilized human resources
- ☞ Untrained human resources
- ☞ Mismatch between economic development policies and the ways of developing human resources.
- ☞ Less attention on trained skill labourers
- ☞ Lack of TVET concrete policy for HRD
- ☞ Lack of industrial linkages with HRD in TVET sector
- ☞ Lack of qualified trainers for HRD in TVET
- ☞ Technical – Vocational skills are underestimated in society
- ☞ Lack of inter educational level linkages (between secondary and technical/vocational training)

What is obvious in this is, although these countries are considered as developed and developing countries, the HRD in the TVET sector are maintained at varying levels.

In order to fulfill the need of the trained skill labour force in developed countries, they simply employ the trained skill labour force easily obtained from developing countries. This is the other important point that has been considered. Such a labour force should have been trained according to International skill standards or the TVET standards. Therefore, it's important to draw up Regional TVET Sector policy. In this attempt greater emphasis must be laid on development of regional skill standards or programme activities. At the same time, TVET sector must be made socially acceptable.

4.0 Solution for Maintaining Sustainability

For this purpose an acceptable TVET system has to be planned out. Although it may differ from one country to another, such TVET system should not completely be different as it is planned out according to the present global trends in economic development. As such, the following points to be taken into consideration.

- Identify two pathways of TVET development.
 - ✓ Studies/ training must focus on specific skill training based on National/Regional skill standards directly.
 - ✓ Studies/ training must focus on multi skill training with Entrepreneurial skill development.
- Promote industrial linkage with TVET sector
- Open direct avenues to school leavers from any stage or level of secondary education system to Vocational/ Technical Training system and parallel lateral entries as well.
- Identify National Vocational/ Technical Education system from lowest level craftsman training to top level technologist training
- Introduce horizontal and vertical linkages between craftsman and technician levels under National Vocational qualification framework (up word mobility of TVET sector) – NVQ system with maintenance of TVET sector upward mobility discipline or maintain the Institutional Rationalization policy.
- Introduce continuous upgrading system in TVET programme through curriculum development, training and specially researches in TVET sector.
- Continue upgrading standards of HRD.
- Identify local/ National/ regional/ global needs of TVET sector.
- Maintain tight relationship with organization in TVET sector at Regional/ International levels.
- Produce well qualified trained academic and training staff for TVET sector fit to the regional Global Economic trends.
- Implement industrial researches through TVET sector introducing and, promoting innovations
- Fulfill the infrastructure development and provide relevant physical resources with high quality Human Resource training programs according to the local and Regional Industrial needs and Global market charges.

- Have a policy that vocational training at institutional level should be maintained along with the industrial training or using implant training dual training according to the rates of the industrial development of the said country.
- Collect labour market information continuously and develop a Labour market information system, linking with the job net or any other sources in Job market information Network locally nationally and some time regionally together with Career Guidance job placement programmes and feed back/ monitoring system.
- Provide facilities to have public private partnership training programmes and training centres which can be used as production based units for self learning in Entrepreneur skill training and make income generation for maintenance.

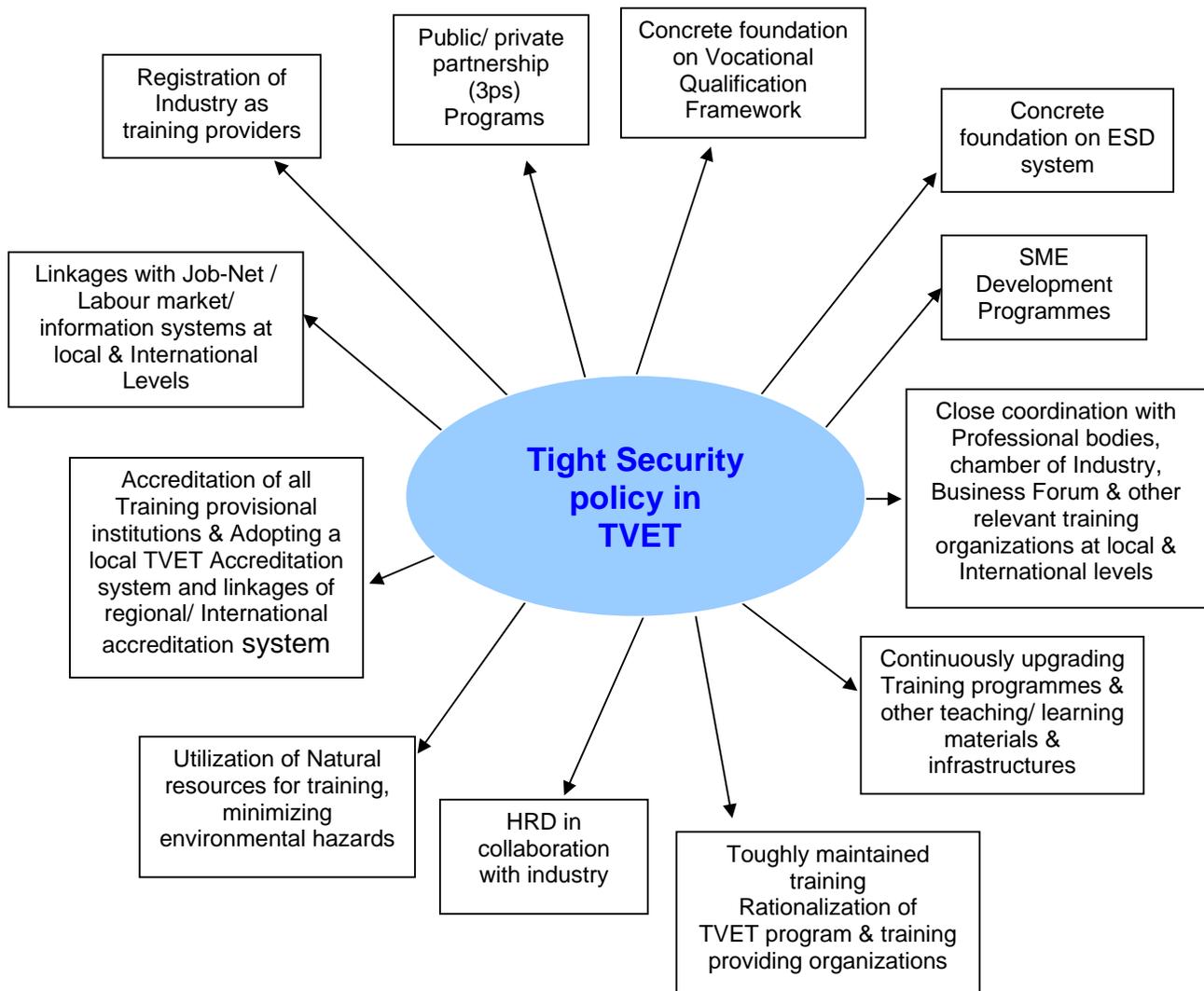
5.0 The Most Important Issues among Them

- ☞ Global economic trend
- ☞ Envisaging Industrial trend at regional/ International levels.
- ☞ Continuing to upgrade curriculum development and Technical Education researches.
- ☞ Utilizing natural resources in minimizing environmental hazards.
- ☞ Enhancing the knowledge and upgrade, skills of trainers continuously.
- ☞ Upgrading physical resources for training up to regional/ International standards
- ☞ Having proper linkage continuously with local industries and foreign training institutions
- ☞ Creating links with the industry in financing the training programmes
- ☞ Establishing International training centers with collaboration of TVET training provided at Regional levels and convention centers Technical Educational parks, entrepreneur training incubators etc. in TVET sector
- ☞ Conducting national/ regional/ international seminars, workshops, conferences, and symposium and exhibitions in TVET.

6.0 Strategies

- ☞ Development of a TVET policy that fits the industries at least with their regional standards.
- ☞ Changing the management operation in TVET sector at every management levels
- ☞ Having direct involvement in industries in TVET sector and making an industrial linkage policy with TVET sector.
- ☞ Introducing micro financing systems for students trained. (Bursaries, Training Levies, Voucher scheme, Student loan scheme, Employer financing system)
- ☞ Tight security policy system for TVET sector at local level
(However this tight security policy system should be flexible enough to face the industrial changes.)

- ☞ Promoting SME policy through Government, non Government, Private Organization and sustainable Bank or credit system for entrepreneurs in SME
- ☞ Identification of National certification system for NVQ or any other recognized vocational qualification framework.
- ☞ Reorganizing and stabilizing the TVET policy frame work.
- ☞ Having a hard policy on rationalization of TVET Institute/ Organization



7.0 Conclusion

1. Have a tight security policy system for TVET to survive the main key entries to the TVET sector
2. Establish a national TVET policy introducing up word mobility of TVET programmes at different skill levels and introduce a system for unified certification.
3. Establish two main training paths ways as the Entrepreneur Skill Development (ESD) system and the skill training system while introducing skill standards at different skill training levels. National Vocational Qualification (NVQ) System.
4. Maintain a system in Institutional Rationalization and Network covering all TVET sector, industry and Labour market information system at local and national level and sometimes at regional level.
5. Establish a National Accreditation System and maintain it in all public and private trainings, providing institutions or organizations accordingly and establishing linkages with regional/ International Accreditation systems.
6. Provide facilities such as physical resources and infrastructure facilities frequently to upgrade all training programmes in order to suit them to the global economical development and the vast development in the modern industrial technology. Attention must be paid to incorporate environmental concepts into all TVET curricula.
7. Establish a National/ Regional HRD system that fits the industrial need at local and global level, in the TVET sector.
8. Change the Management process in TVET continuously through the Quality Management System (QMS).

Finally it is envisaged that the implementation of the above steps would create a situation where one could make essential decisions regarding Vocational/ Technical education development training for sustainable development in TVET which would ultimately turn out to be a tool of poverty alleviation and peace Promoting among different nationalities and the main tool of strengthening world economy and social integrity.