

COUNTRY PAPER FROM MALDIVES

**For the International Experts meeting on
“Reorienting TVET Policy towards Education for Sustainable
Development”**

INNOVATIVE PRACTICES IN TVET TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT

Berlin, Germany

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By

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COUNTRY IN BRIEF



Location: South West of Sri Lanka, on the Equator

Area: 115,300 sq. km

Capital: Male' (2 sq. km)

Climate: 28 – 32 Degree Celsius



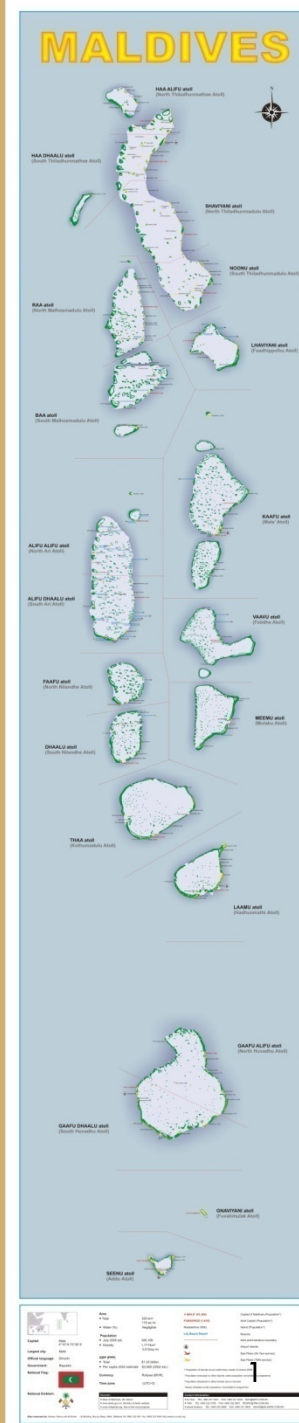
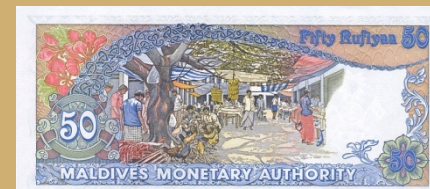
Geography: 1,190 coral islands, forming an archipelago of 26 major atolls. Stretches 820 kilometres north to south and 120 kilometres east to west. 200 are inhabited, 87 are exclusive resort islands.

Population: 304,869

Population in Male': 103,693

Language: Dhivehi **Currency:** Rufiyya and Laari

Literacy Rate: 98.94%



COUNTRY IN BRIEF

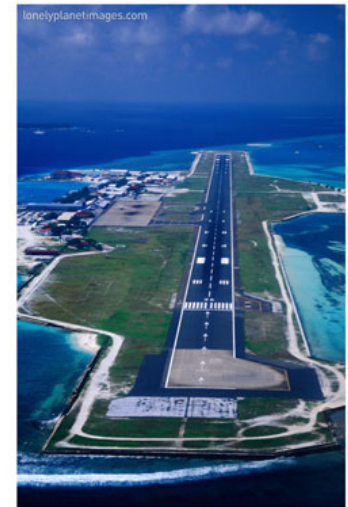


Economy: Tourism is the main industry, contributing 33.3% of GDP, Fishery accounts for 10% of GDP

GDP per Capita: \$2,674

Economically Active: 128,836

Youth Unemployment Rate: 40% of women and 20% of men



EDUCATION

Students enrolled (Grade 1 to 12): 100,241



HIGHER EDUCATION & TVET (GOV)

Maldives College of Higher Education (MCHE) degree, Advanced Diploma, Diploma, and Certificates

College of Islamic Studies (CIS) offers certificate, diploma and advanced diploma programs

Centre for Continuing Education (CCE) provides technical, vocational and continuing education

Maldives Institute of Vocational and Technical Education (MIVET) is based on CBT and

PRIVATE EDUCATION INSTITUTIONS

86 private institutions are registered with the government to date

It is estimated that 1000 to 1500 Maldivian students are pursuing diplomas, degrees and graduate qualifications abroad at any given time

PRESENT STATUS ON TVET PROGRAMS





TVET

linking
Training to
Careers

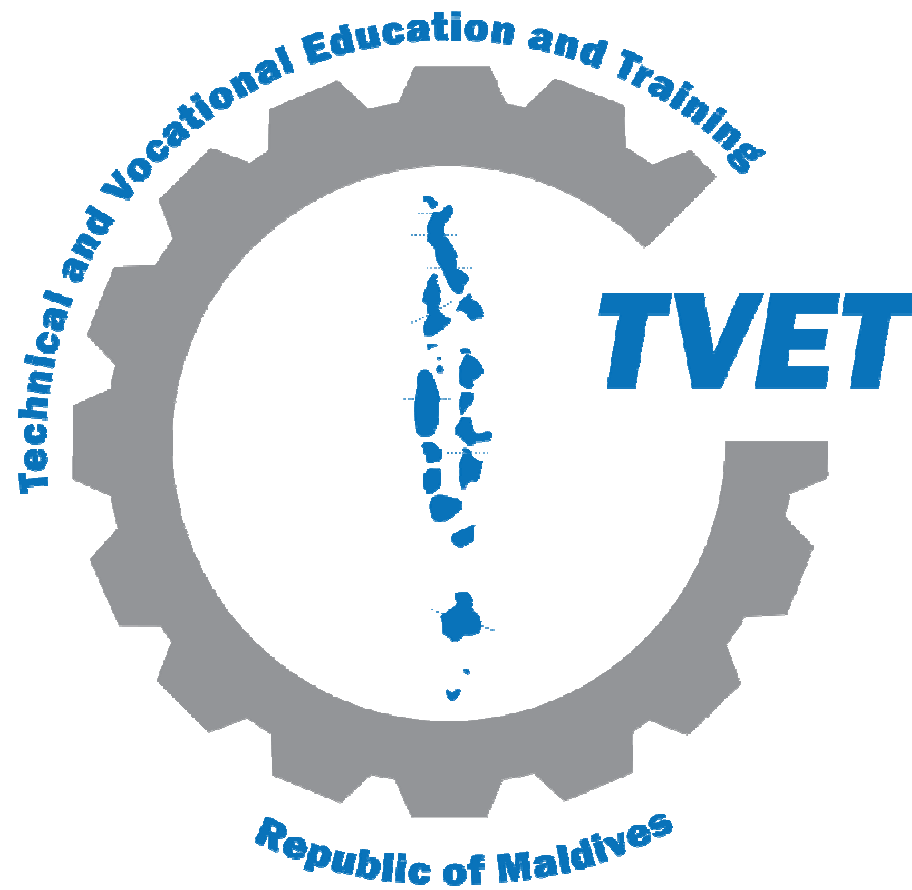


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WHAT IS TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

TVET prepares learners for employment and then helps them to continue their education part-time and full-time

TVET is based on individuals mastering skills and the concepts behind those skills, over a working lifetime to get a first job and then remain employable as technology and society change

TVET VISION

A TVET system in the Maldives that is **demand driven, accessible, beneficiary financed** and **quality assured** that meets the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology

TVET MISSION

To provide Technical and Vocational Education and Training Services to meet labor market demands, industrial / commercial stakeholders training requirements and personal development needs

The New TVET System

Based On:

- A National Qualifications Framework to give Credit for All Training
- Education and Training for Jobs
- Demand-driven skills development for Jobs
- Training Partnerships with business and industry
- Linkages with regional and international TVET organizations

THE TWIN TRACKS OF TVET

Track 1 – Institution Based TVET

**Primary target group is
continuing students from the
school system**

**Provide theory and
underpinning academic
knowledge courses for
employer based students**

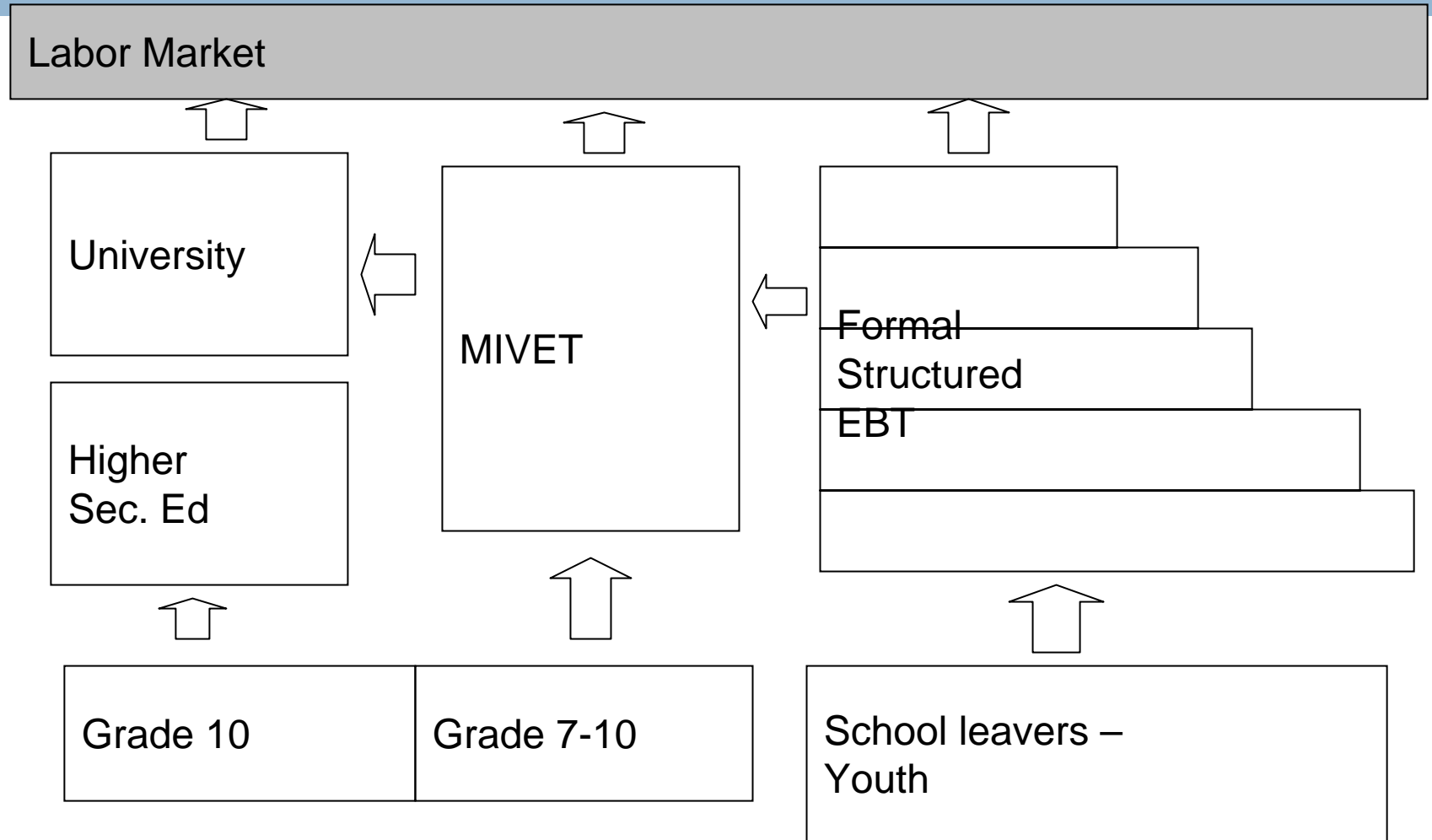
**Professor set academic
standard**

Track 2 – Employer Based TVET

**Primary target groups are
proposed, new and on-going
employees trained to
employer set competency
standards**

**Work with employer set
Competency Standards**

TWIN TRACKS OF TVET



EMPLOYMENT SKILLS TRAINING PROJECT (ESTP)

The goal of the ESTP Project is to increase the number of Maldivian men and women with entry-level occupational qualifications and skills for employment or for self sustaining livelihood initiatives.

Increasing the participation rate of Maldivians in the labor market and the economy is important for the continued economic well-being of the country.

EMPLOYMENT SECTOR COUNCILS (ESCs)



TRANSPORT

**FISHERIES AND
AGRICULTURE**

TOURISM

CONSTRUCTION

SOCIAL

EMPLOYMENT SECTOR COUNCILS (ESCs)

**Reduce gap between demand
for qualified workers and the
supply of qualified Maldivian
labor**

**Enterprise ownership of TVET
and increased role in training**

TRAINING FOR EMPLOYMENT



Skills Standards set by Employers

Skills training on-the-job by employers

Theory and Practical provided by the Institution

Funding training shared among employers, trainees and Government

NATIONAL COMPETENCY STANDARDS (NCS)



NCS is a written specification of the Knowledge and skills and the application that knowledge and skills required to perform a particular occupation to industry specific standards

It is a communication tool for Employers, Employees, Educators

WHY NATIONAL COMPETENCY STANDARDS (NCS)?




To maintain uniform occupational standards

To improve quality and relevance of skills development programs

To establish a unified national qualification system

USES OF NATIONAL COMPETENCY STANDARDS (NCS)?



It Provides Basis for:

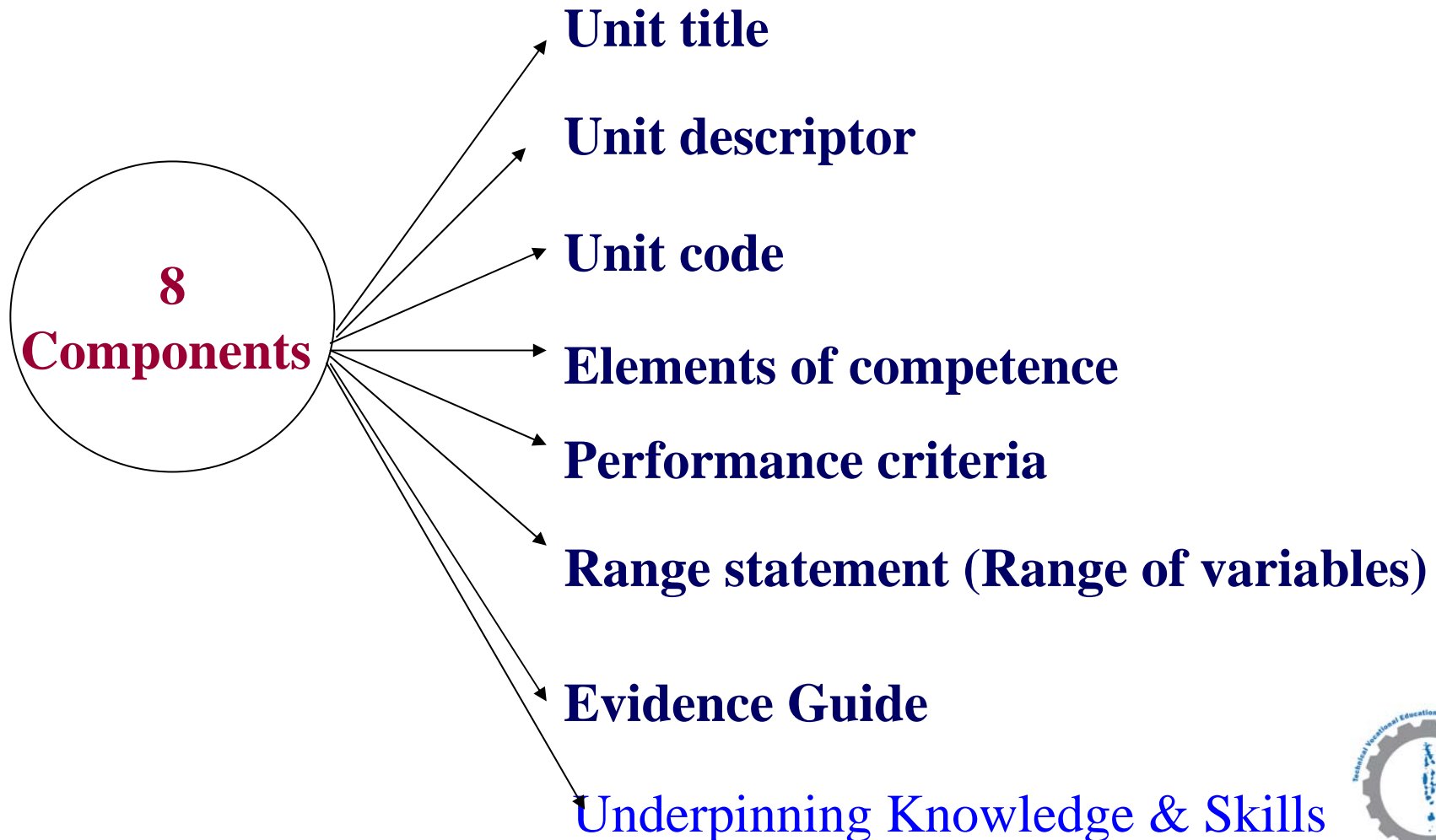
Curriculum Development

Competency Based Assessment

Awarding Qualifications

Accreditation (Approval) of Training Programs

COMPONENTS OF A UNIT OF COMPETENCY



TYPES OF TRAINING

INSTITUTION BASED

- **MCHE**
- **TVET College**
- **Private Trainers**

EMPLOYER BASED

- **STAR** (SKILLS TRAINING AT RESORTS)
- **CITI** (CONSTRUCTION INDUSTRY TRAINING INITIATIVE)
- **FENDAA**

FOUNDATION

- **GULHUN -**
Linking Youth to Skills Training
- **CPP** (Career Path Program)

THE FIRST TVET INSTITUTION OF MALDIVES

- The MIVET under the Ministry of Education, is a new institution designed to meet the needs of:
- employers for a skilled workforce
- young people for jobs leading to careers
- communities to be part of long term economic development .
- Government for social stability.
-

INSTITUTION BASED TRAINING

to link young people to great careers

BENEFICIARIES

Out of school, unemployed youth. This group will receive priority. Individuals who completes school on finishing grade 10 are also a priority

Every effort will be made to achieve gender equity

INSTITUTION BASED TRAINING

Provides entry level courses which are 3 to 6 months, full time. Graduates of these courses can continue learning and move up the career ladder

As skills are required, at least 50% of the training will be on-the-job (OJT), applied and hands on

EMPLOYER BASED TRAINING (EBT)

EBT provides an opportunity for trainees to earn and learn

- **Trainees will be placed for 3 – 6 months on the job training**

1 month orientation to the industry

- **On the job training and underpinning knowledge**

At the end of the training the trainees will receive a National Certification

BEST PRACTICES

GULHUN (LINK) and Career Path Program (CPP) are designed to reach the target population to achieve the minimum competencies for entry to Employer Based Training (EBT)

SKILLS TRAINING AT RESORTS(STAR)

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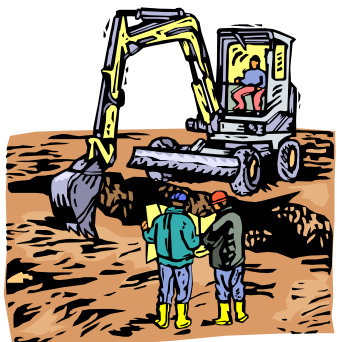
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CTA



Construction Industry Training Initiative

- 1 month orientation to the industry
- 2 months on the job
- Mason, Shutterer
- Carpenter, Electrician
- Plumber, Bar Bender
- -and many other skills

FOUNDATION PROGRAMS

CAREER PATH PROGRAM (CPP)

The school system currently allows students whose learning style is not slanted towards classroom based learning to reduce their course load from 8 subjects to 4 subjects in grades 8, 9 and 10. However the students must stay in school for the whole day. This leads to a discipline problem and most likely to loss of self esteem by the “skill oriented” students.

FOUNDATION PROGRAMS

CAREER PATH PROGRAM (CPP)

These “skill oriented” students will follow a reduced academic timetable in grades 9 and 10

With parental permission, these students will be involved in On-the-Job Learning (OJL) during their school time when they are free due to reduced course load

FOUNDATION PROGRAMS

CAREER PATH PROGRAM (CPP)

By the end of grade 10, CPP students could be assessed for competencies at the Certificate level 1 & 2 (or further) and have begun the career path up the NQF ladder

The grade 10 CPP graduates will then transfer without evident formality or difficulty to the TVET system and continue On the Job Training (OJT)

FOUNDATION PROGRAMS

CAREER PATH PROGRAM (CPP)

No new teachers would be required in the schools system, although it might make sense to have OJL Coordinator

Organizing the on the job opportunities would involve the island Councilors and Atoll Councilors and TVET

CHALLENGES

Equipment and Facilities (cost)

Lack of Qualified Training Providers

Setting of skills standards for graduates by employers rather than Institutional system

Focus on employment rather than both employment and self employment

Employer's commitment for recruitment

CHALLENGES

Resistance in the education system to recognize learning and skills mastery that takes place outside of institutions

Interest by youth

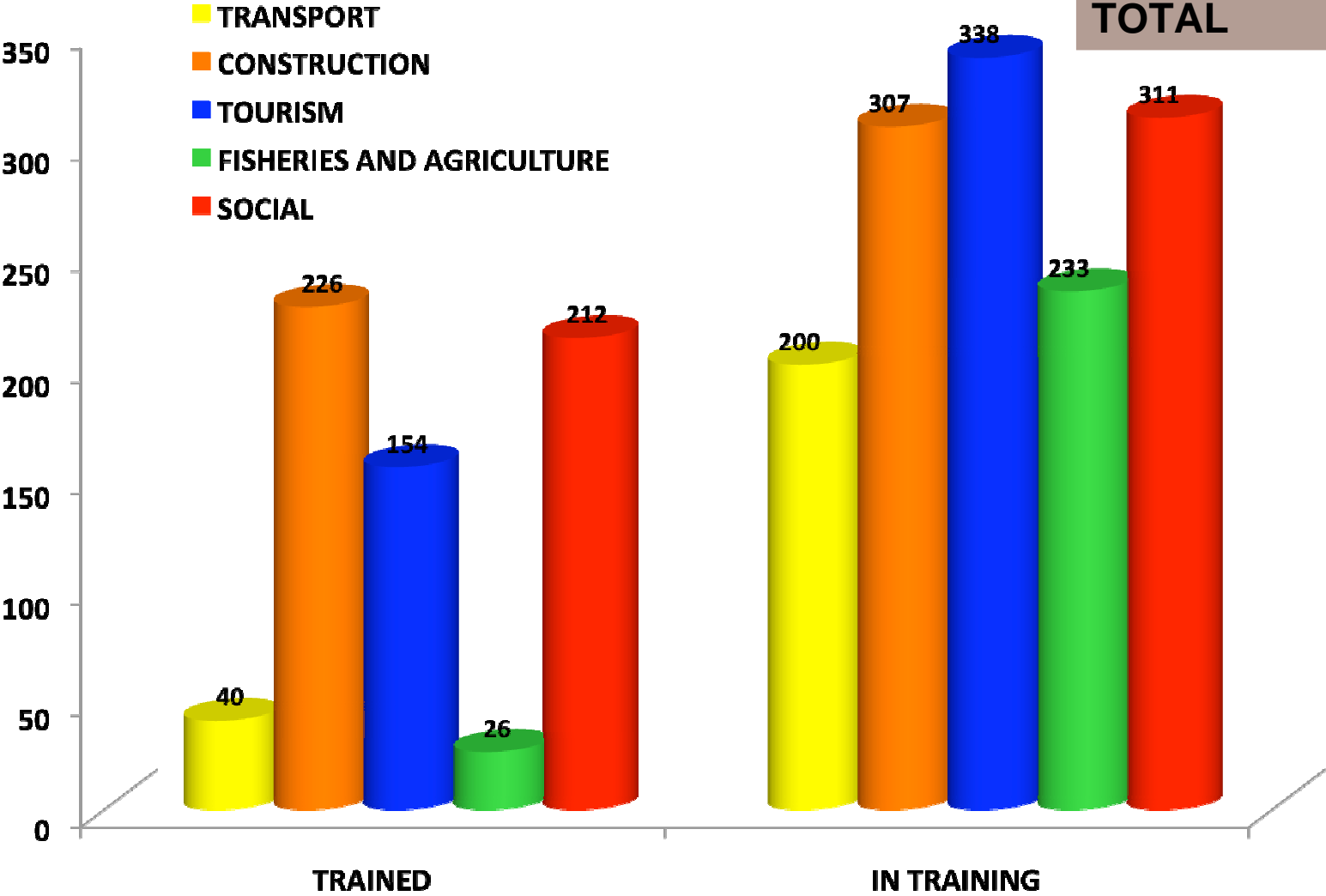
Mindset of parents

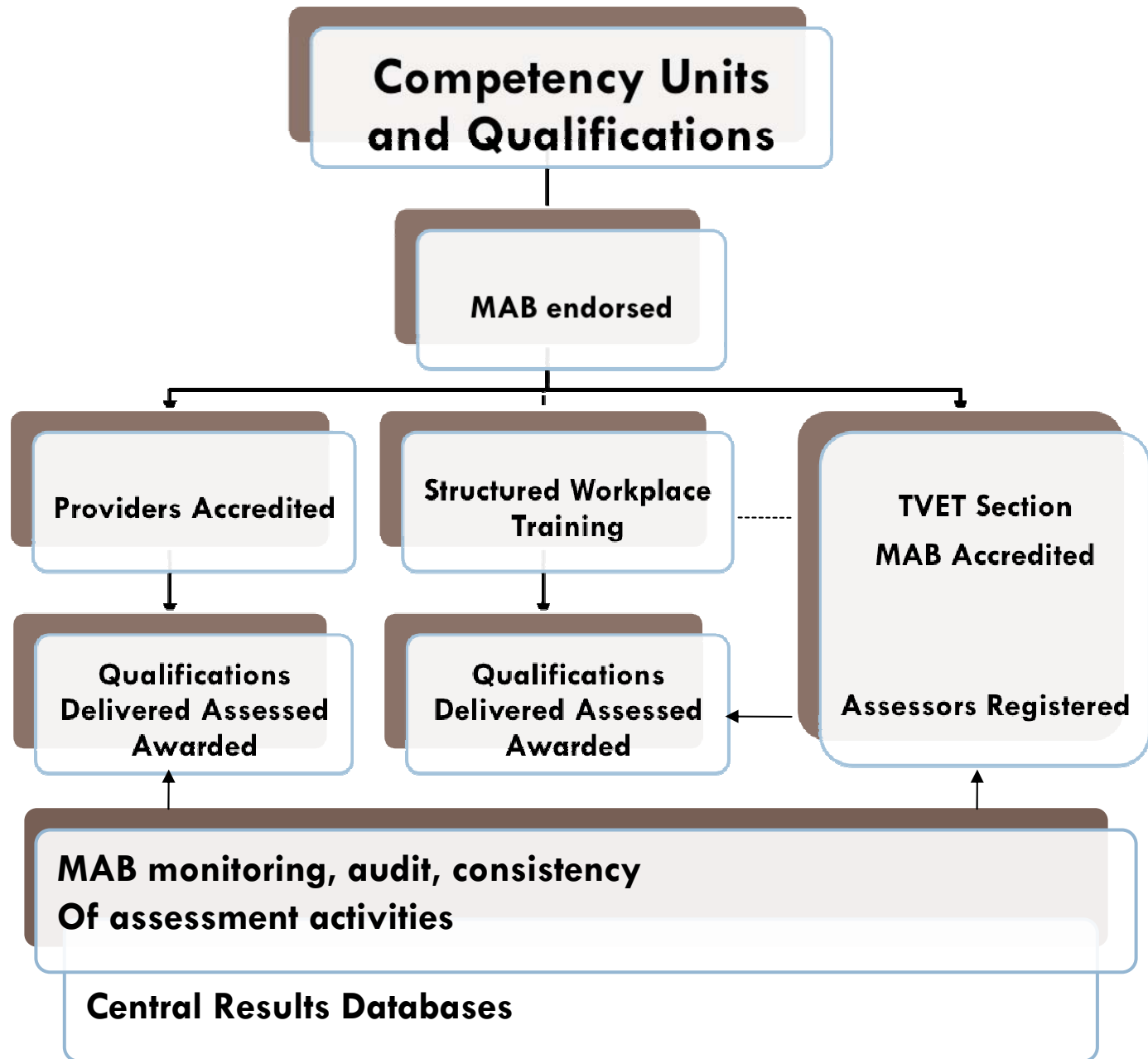
Peer Pressure

Employer's commitment for recruitment

NUMBER OF TRAINEES (SECTOR)

| | |
|-------------|------|
| TRAINED | 658 |
| IN TRAINING | 1389 |
| TOTAL | 2047 |









**THANK
YOU**

