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
26th – 28th August 2009

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Ministry of Human Resources, Youth and Sports
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%
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

A TRAINING PROVIDER?
JOIN US IN BEING PART OF THE SOLUTION
BE A TVET TRAINING PROVIDER!!
CALL: 3347 411
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.
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.
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

<table>
<thead>
<tr>
<th>Track 1 – Institution Based TVET</th>
<th>Track 2 – Employer Based TVET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary target group is</strong> continuing students from the school system</td>
<td><strong>Primary target groups are proposed, new and on-going employees trained to employer set competency standards</strong></td>
</tr>
<tr>
<td>Provide theory and underpinning academic knowledge courses for employer based students</td>
<td>Work with employer set Competency Standards</td>
</tr>
<tr>
<td>Professor set academic standard</td>
<td></td>
</tr>
</tbody>
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TWIN TRACKS OF TVET

Labor Market

University

Higher Sec. Ed

Grade 10

Grade 7-10

MIVET

Formal

Structured

EBT

School leavers – Youth

Youth
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

8 Components

- Unit title
- Unit descriptor
- Unit code
- Elements of competence
- Performance criteria
- Range statement (Range of variables)
- Evidence Guide
- Underpinning Knowledge & Skills
## TYPES OF TRAINING

### INSTITUTION BASED
- MCHE
- TVET College
- Private Trainers

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

### FOUNDATION PROGRAMS
- **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
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)

One month orientation
Up to 2 months investigating Resort-based jobs at a Resort
National Certification
Boats
Recreation
Engineering
Food Preparation and Food Services
—and many more
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
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.
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.
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).
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)

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>TRAINED</th>
<th>IN TRAINING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSPORT</td>
<td>226</td>
<td>154</td>
<td>380</td>
</tr>
<tr>
<td>CONSTRUCTION</td>
<td>40</td>
<td>26</td>
<td>66</td>
</tr>
<tr>
<td>TOURISM</td>
<td>212</td>
<td>200</td>
<td>412</td>
</tr>
<tr>
<td>FISHERIES AND AGRICULTURE</td>
<td>223</td>
<td>338</td>
<td>561</td>
</tr>
<tr>
<td>SOCIAL</td>
<td>811</td>
<td></td>
<td>811</td>
</tr>
</tbody>
</table>

**TOTAL**

- TRAINED: 658
- IN TRAINING: 1389
- TOTAL: 2047
Competency Units and Qualifications

MAB endorsed

Providers Accredited
- Qualifications Delivered Assessed Awarded

Structured Workplace Training
- Qualifications Delivered Assessed Awarded

TVET Section MAB Accredited
- Assessors Registered

MAB monitoring, audit, consistency Of assessment activities

Central Results Databases
THANK YOU