

Innovative Practices in TVET for Education for sustainable development in Sri Lanka to suit to the Regional Competitiveness

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Introduction

- In the end of the 20th century the need for a vocational, technical and educational knowledge and skills 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

- From the beginning of the 21st century, the progress made in industrialization was due to the high capacity of the trained workforce. Therefore the economic development in the world seems to have depended entirely on the knowledge based skill development.
- 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.

- A clearly specified system can not be found in the field of vocational and technical education.
- It is necessary to organize the Technical and vocational education and training as an acceptable system and to introduce the required levels of skilled workforce.
- Also it is necessary to introduce skill Standards applicable to different vocational areas relevant to different levels of skilled workforce.



Present Situation in TEVT Sector in Sri Lanka

Industry

Higher Education
Universities

Professional organizations for
professional qualifications E.g.
IESL/IIESL

College Level GCE A/L
Grade 12-13

Higher Education National/Higher
National Diploma Level Institutes

Senior secondary Level GCE
O/L Grade 10-11

TECHNICAL COLLEGES
NVQ Courses Technician Level Courses
(Full time /part time)
Craft level courses (Full time /part time)
Business Studies (Full time /part time)
General Studies (Full time /part time)

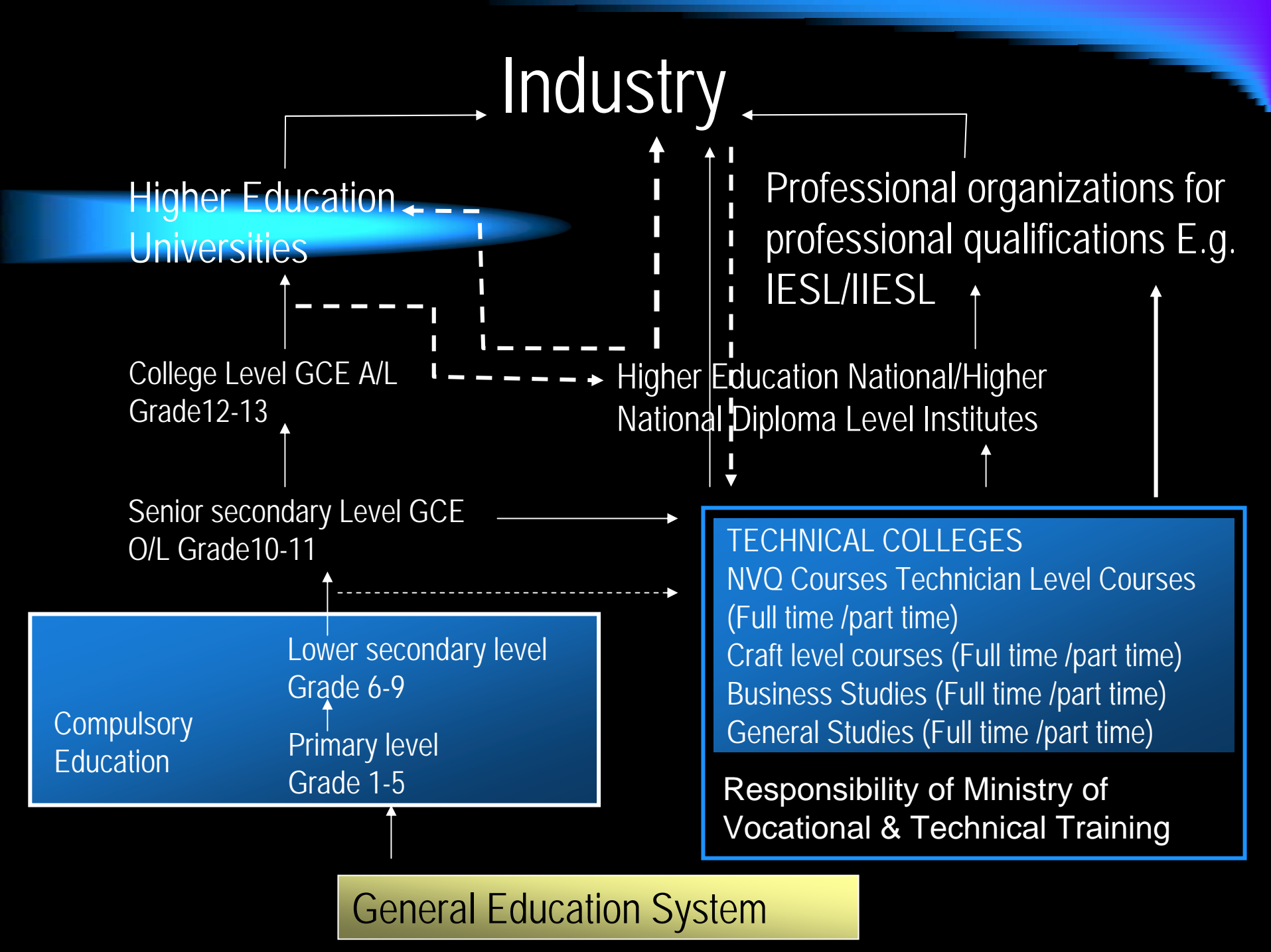
Compulsory
Education

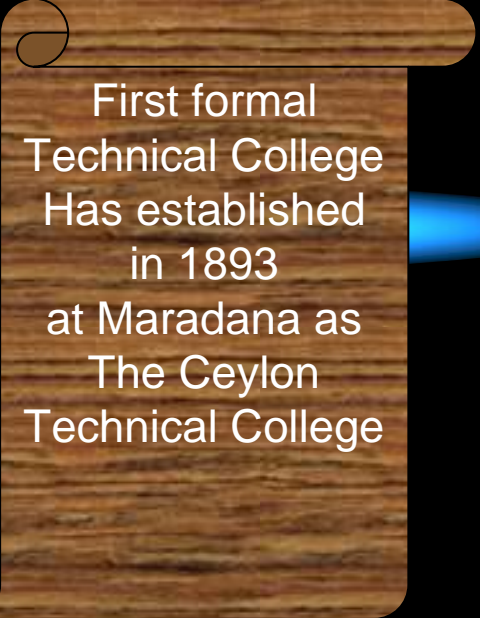
Lower secondary level
Grade 6-9

Primary level
Grade 1-5

Responsibility of Ministry of
Vocational & Technical Training

General Education System





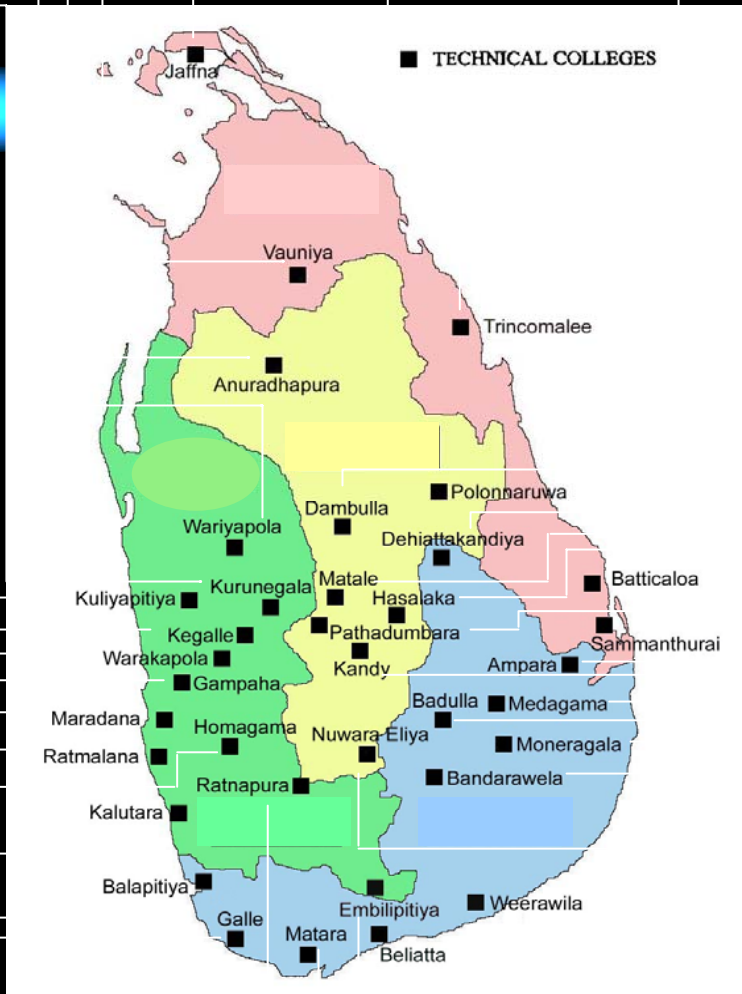
First formal
Technical College
Has established
in 1893
at Maradana as
The Ceylon
Technical College

VISION

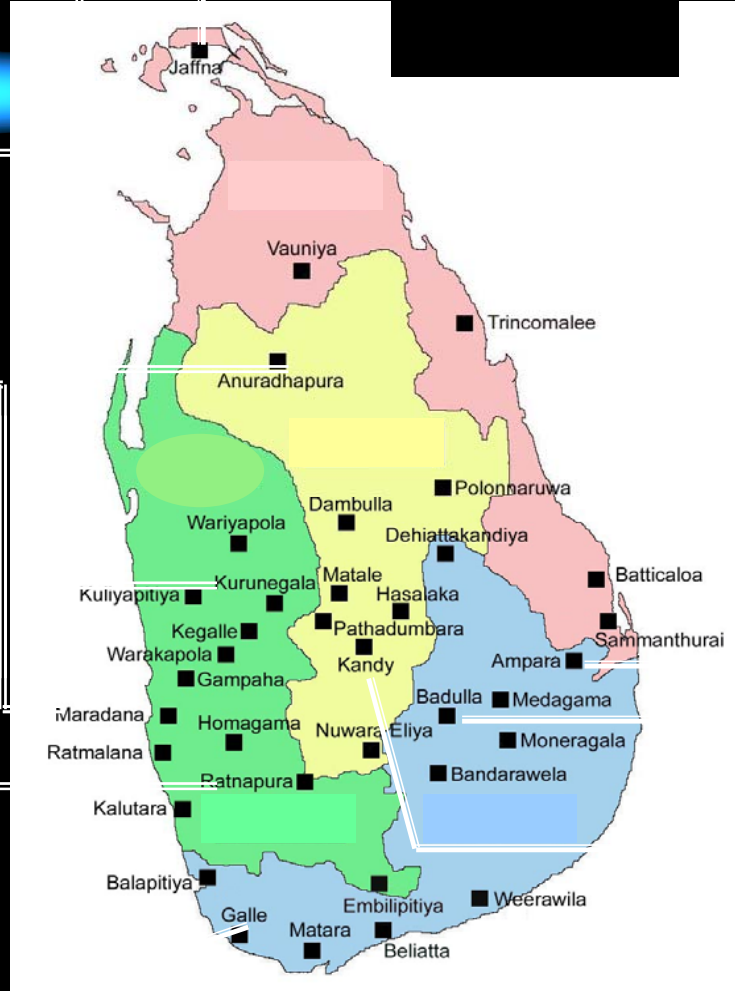
To be the most trusted
leader in providing
Technical Education and
Vocational competencies
to the global market.

MISSION

We will produce competent and productive
manpower for better livelihood through quality
and relevant occupational training to meet the
challenges of changing global socio economic
and technological needs.



COLLEGES OF TECHNOLOGY



Key Functions of DTET

- Impart employable skills
- Planning, Monitoring and Evaluating of Activities carried out in 38 Technical Colleges
- Recruitment and development of human resources
- Training needs analysis, development of curricula (Non-NVQ Courses) and instructional materials
- General administration of the Technical Education System
- Provision of finances and other resources for operation and maintenance
- Linking-up with foreign institutions
- Organizing of International Symposiums, Workshops, Seminars & exchange programs in TEVT sector

Diversified Activities of the DTET

- Production and Services Units
- Career Guidance & Counseling
- Entrepreneurship Development
- Environmental Education
- Job Placement
- Industrial Liaison Committees / Technical Committees
- Curriculum/ Instructional Materials Development
- Academic Audit/ Institutional Audit
- College Based Planning & Development
- Research and Tracer Studies

Sustainability Development in TVET Sector

Factors that affect the Development in Developing countries

- ➡ 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)

Solutions for maintaining sustainability

- ✓ Identify two pathways of TVET development.
 - ◆ Studies/ training must focus on skill training directly.
 - ◆ Studies/ training must focus on skill training with Entrepreneur development.
- ✓ Promote industrial linkage with TVET sector
- ✓ Open direct avenues to school leavers from secondary education system to Vocational/ Technical Training system.
- ✓ Identify National Vocational/ Technical Education system from lowest level craftsman training to top level technologist training

- ✓ Introduce vertical and horizontal linkages between craftsman and technician levels under National Vocational qualification framework (upward mobility of TVET sector) – NVQ system
- ✓ Introduce continuous upgrading system in TVET programme through curriculum development, training and researches in TVET sector.
- ✓ Continue upgrading standards of HRD.
- ✓ Identify local/ National/ regional/ global needs of TVET sector.
- ✓ Maintain tight relationship with international organization in TVET sector at Regional/ International levels.

- ✓ Produce well qualified trained academic and training staff for TVET sector.
- ✓ Implement industrial researches through TVET sector introducing, promoting innovations.
- ✓ Provide relevant physical resources with high quality for training according to the implementing curricula.
- ✓ Fulfill the infrastructure development according to the industrial needs.
- ✓ Have a policy that vocational training at institutional level should be maintained along with the industrial training using implant training dual training

- ✓ Collect labour market information continuously and develop a Labour market information system, linking with the job net 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.

The most important issues

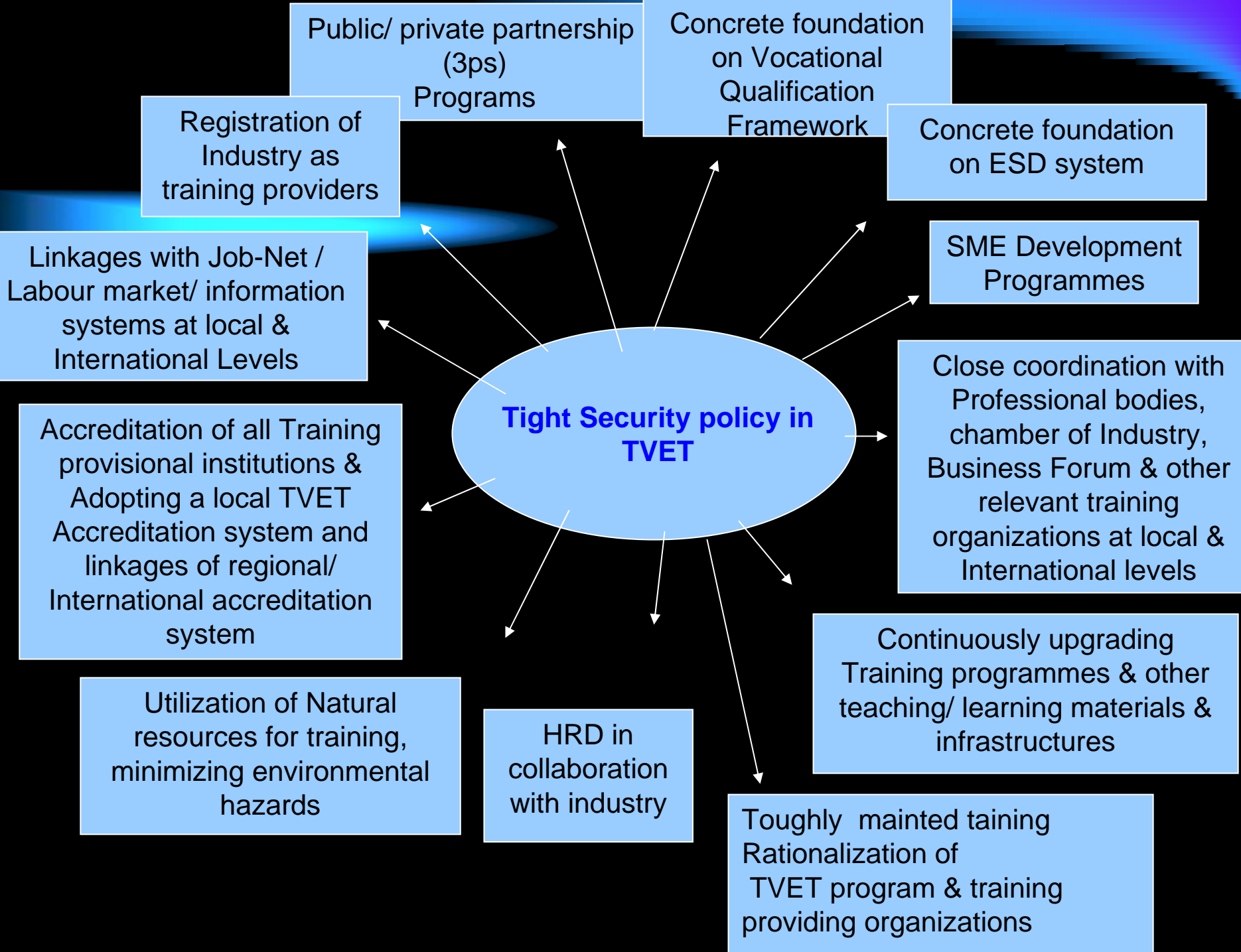
- Global economic trend.
- Envisaging Industrial trend at regional/ International levels.
- Continuing to upgrade curriculum development and Technical Education Researches
- Utilizing natural resources in minimizing environmental hazards.
- Enhancing the knowledge, skills of trainers continuously.
- 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 and convention centres in TVET sector
- Conducting national/ regional/ international seminars, workshops, conferences, and symposium and exhibitions in TVET.

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 financing systems for students trained.
(Bursaries, Training Levies, Voucher scheme, Student loan scheme, Employer financing system)

- ◆ Introducing Tight security policy for TVET at local level (However this tight security policy system should be flexible enough to face the industrial changes.) and Developing at Regional level.
- ◆ Promoting SME policy through other Government, non Government, Private organizations and sustainable financing or credit system for development of entrepreneurs capacity building in SME
- ◆ Identification of National or Regional certification system in NVQ/ RVQ to promote skill standards of various vocations at National or Regional demands of the industry or Service sector.
- ◆ Reorganizing and stabilizing the TVET policy frame work
- ◆ Maintaining a hard policy on rationalization of TVET Programs in Training main training providing Institutions / Organizations.



Conclusion

- Have a tight security policy system for TVET to survive the main key entries to the TVET sector
- Establish a national TVET policy introducing upward mobility of TVET programmes at different skill levels and introduce a system for unified certification.
- Establish two main training paths ways as the entrepreneur skill development system and the skill training system while introducing skill standards at different skill training levels.
- Maintain a system (may be at a minimum level) 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.

- 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.
- 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.
- Establish a National/ Regional HRD system that fits the industrial need at local and global level, in the TVET sector.
- Change the Management process in TVET continuously through the Quality Management System (QMS).