An introduction

Skills Needs and Skills Gap in Sri Lanka

Wipula Jayasekera
Assistant Director (Planning)
04.12.2017

“TOWARDS EMPLOYABLE SKILLS FOR EVERYONE”
Social & Economic Indicators in Sri Lanka - 2016

• Mid year population = 21.20Mn
• Youth Population = 26% (5Mn >)
• Labor Force = 8.31 Mn
• Economic growth rate = 4.4%
• Per Capita GDP (US$) = 3,835
• Human Development Index = 0.766 (73)
• Literacy rate = 93.2%
• Employability = 7.948 Mn
• Unemployment rate = 4.4%
• Youth Unemployment rate
  Age 15-24 = 21.6%
  25-29 = 9.4%
Wonder of World’s Irrigation System
Evolution

• Sri Lanka’s TVET system has evolved over a period of 100 years.

• The first Technical College was established in 1893.

• High standard of skills in construction, crafts, architecture, irrigation.

• Skills were taught by father to son or elder to younger.
Scope of Vocational Education

Admission for Grade 1 - 2003

323,500

Students dropout before G.C.E. (O/L)

58,200

Students who face G.C.E. (O/L) 2013

264,800

Fail

88,200

Students who face G.C.E. (A/L) 2016

176,000

Students Who miss High education

91,000

237,400

Student who acquire the high education at local & foreign universities & professional institutions

85,000

Pass

168,400

Skilled labour join annually to the workforce through regular vocational training courses conducted by the public and private sector

110,000

Unskilled labour 58,400

Public & private sector Employability

5,000

64,000
Institutional Framework of the TVET Sector

Government

Ministry of Skills Development & Vocational Training

TVEC

DTET, VTA, NAITA, CGTTI, UNIVOTEC, OCEAN UNIVE., NIBM / NSBM, SLIOP, SLIT, SLIATE

Private Sector

Ministry of Higher Education

Ministry of National Policies & Economics Affairs

Other Ministries engaged in TEVT

318

454

Government Departments & Statutory Bodies

NYSC
We promote

• Inclusive education in TVET giving attention to:

  - Gender Balance
  - Ethnic Balance
  - Disability Access
  - English Language Competency and other soft skills
  - Reconciliation
Program of the Ministry are aiming at improving:

- Access
- Quality
- Relevance in Technical and Vocational Training
VISION
A skilled labor force

MISSION
Develop a human resource base through provision of high quality and relevant technical and vocational training for the world of work.
So Our Target Group comprised of

1. School leavers
2. School dropouts
3. Unemployed youth
4. Physically handicap youth
5. Socio – economically vulnerable group
6. Entrepreneurs
7. Industrial employees
8. Traditional workers
9. Academics and Professionals
Our Mandate & Responsibilities

- Formulate and implementation of national policy for TVET

- Broaden the opportunities for increasing skills to economic development of the country.

- Improving quality and relevancy of the vocational training sector for creating a globally employable workforce.

- Promote equality in generating job opportunities by providing vocational training and skills for all without social disparities

- Ensure availability of upward mobility path to secure higher professional qualification in the field of vocational training
Thrust Areas

- Technical and Vocational training
- Entrepreneurship and Soft Skills Development
- Promote Public Private Partnership in Technical and Vocational training
- Quality assurance
- Capacity Building of Trainers
- Social Marketing of TVET Program
- Career Guidance and Counseling
1. Agriculture and Livestock
2. Arts and Media (Visual & Performing)
3. Automobile Repair and Maintenance
4. Building & Construction
5. Computer & Information Technology
6. Electrical, Electronics & Telecommunication
7. Finance & Management
8. Fisheries, Marine & Navigation
9. Food Technology
10. Gem & Jewelry
11. Hotel & Tourism (Bakery & Cookery)
12. Human Resources Management
13. Information Communication Multimedia
14. Language (English, Tamil, French, Japanese and Korean Languages)
15. Leather & Footwear
16. Marine & Nautical Science
17. Medical & Health Science (Nursing)
18. Metal & Light Engineering
19. Mechatronics Technology
20. Office Management
21. Personal & Community Development
22. Printing & Packaging
23. Rubber & Plastic
24. Refrigeration & Air Conditioning
25. Textile & Garments
26. Wood Related Fields
1. Establishment of a qualification framework in par with internationally recognized systems

   – National Vocational Qualification

   NVQ

   (Unified qualification system)
Case for establishment of NVQF

TVET system before the reforms

• Fragmented qualifications
• No clear quality assurance process
• Lack of industry focus
• No qualification upgrading pathways

Objectives of NVQF

• Provide a framework for quality assurance in TVET with distinctly identified levels of competencies
NVQF of Sri Lanka

- The National Vocational Qualifications Framework makes provision for a quality assured and nationally consistent, TVET in Sri Lanka.

- The competency standards include relevant technical and employability competencies.

- The level of competency units are based on:
  - Process that a qualification holder will carry out
  - Learning demand
  - Responsibility
NVQ Levels

For craftsmen who possess basic skills and entry level competencies

For craftsmen who need direct and regular supervision

For craftsmen who need occasional guidance

For craftsmen who who could work independently

For Managers

For Supervisors

For decision makers

Certificate

Diploma

Degree
TVET Policies

2. Improvement of relevance and quality of courses

- Skills Standards
- Quality Assurance
- Registration of Training Centres
- Course Accreditation
- Auditing of Quality Management Systems
- Research
3. Establishment of Pathways for upgrading of qualifications

- Overall Structure of implementation

Professional Qualifications → University of Vocational Technology (Degree Level) NVQ 7 → NDT, HNDE, NDES D. Tech. etc.

Colleges of Technology - One in each province (Total 9)

NVQ 5 & 6

Technical Education and Vocational Training Institutes

(Certificate Level) NVQ 1 - 4
4. Improvement of operational and Management efficiency of TVET institutions

- Rationalization Mechanisms
- Staff Training
- Linkages with local & foreign institutions
- Linkages with industry
- Create better learning environment
5. Increase enrollment capacity of TVET institutions

- Modes of TVET Provision
  - Institutional Based Training
  - Apprenticeship Based Training

- Career Guidance & Counseling

- Awareness Programmes

Students, Parents, Teacher
6. Promotion of self employment

- Facilitation for self employment
- Entrepreneurship training
- Loans for small business and enterprises
## Foreign Employment - 2016

<table>
<thead>
<tr>
<th>Total placement</th>
<th>Number</th>
<th>% Share</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Gender</strong></td>
<td>242,930</td>
<td>100</td>
</tr>
<tr>
<td>Male</td>
<td>160,302</td>
<td>66.0</td>
</tr>
<tr>
<td>Female</td>
<td>82,628</td>
<td>34.0</td>
</tr>
<tr>
<td><strong>By Manpower Category</strong></td>
<td>242,930</td>
<td>100</td>
</tr>
<tr>
<td>Professional</td>
<td>6,574</td>
<td>2.7</td>
</tr>
<tr>
<td>Middle Level</td>
<td>8,235</td>
<td>3.4</td>
</tr>
<tr>
<td>Clerical &amp; Related</td>
<td>10,864</td>
<td>4.5</td>
</tr>
<tr>
<td>Skilled Labor</td>
<td>76,599</td>
<td>31.5</td>
</tr>
<tr>
<td>Semi Skilled Labor</td>
<td>3,930</td>
<td>1.6</td>
</tr>
<tr>
<td>Unskilled Labor</td>
<td>71,641</td>
<td>29.5</td>
</tr>
<tr>
<td>Housemaid</td>
<td>65,127</td>
<td>26.8</td>
</tr>
</tbody>
</table>
Innovation and Development in TVET Sector

1. Development of NVQ Framework
2. Introduce Performance Based incentive scheme
3. Training purchase Model
4. Free of charge Training Delivery
5. Recognition the equality of Sri Lanka Qualification frame and National Skills Qualification framework

   NVQ Level 3 = GCE O/L
   NVQ Level 4 = GCE A/L For the relevant field.
6. Establishment of Industry sector skills councils
Industry Sector Skills Councils

Up to now there were four (04) Sector Skills Councils established. They are:

• a. Construction Industry Sector Council (CISC)
• b. Information and Communication Technology Industry Sector Council (ICTISC)
• c. Manufacturing and Engineering Services Industry Skills Council (MESSCO)
• d. Tourism Industry Sector Council (TISC)
What is their Role?

Industry Sector Skills Councils have been established to influence how training is delivered in the country. Each ISSC is responsible for dealing with the Skills needs within their sector country-wide. The key goal are:

- Reduce skills gaps and shortages through identifying and introducing new training packages.
- Enhance on the job training and widen opportunities irrespective of geographical boundaries, gender, income, language, private/public/NGO training center and other differences.
- Improve productivity though skills development.
- Increase opportunities for all individuals in the workforce.
- Improve TVET supply through providing directives to enhance relevance and quality.
- Build the image of the TVET sector.
- Provide consultancy and advisory services related to technology adoption, competence development, service sector productivity improvements etc.
Issues that will be tackled

- Inadequate facilities in existing vocational training centers.
- Poor private sector participation in skills training
- Lack of coordination between public/private sector training institutes, Foreign Employment Bureau and industry partners
- Late formal introduction of vocational elements in school education
- Lack of the on-line MIS.
Cont. ....

- Inadequate human capacity within the TVET sector.
- Mismatch between the supply and demand for TVET graduates.
- Inadequate social awareness programs.
- Issues in poor quality (teachers, institutes, curriculum)
- TVET not attractive as formal education
- Lack or weak state of recognition for vocational qualifications
Recommendations for the Better Quality of TVET

- Expand and update NVQ training courses to address skill needs of priority sectors of the economy.

- Upgrade skills of TVET instructors, industry training and assessors.

- Ensure internationally recognized standards and curriculum are implemented to meet industry requirements and support graduate employment in Sri Lanka and abroad.

- Strengthen sector planning and governance – introduce performance based funding, targets for enrolment and job placement.

- Industry involvement in developing standards, curriculum, training delivery, assessment and the quality assurance of training providers and sector performance.
Q & A
Thank you!