

NEWSLETTER

ISSUE 3, October 2008



Room Attendant



Pastry & Bakery Chef



Steel Bending



Plastering



Welding



Automotive Maintenance

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

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PERFORMANCE

The goal of TVET system is to ensure that young people can find and follow satisfying careers in an economy that has a continuing supply of new workers with skills and attitude required by industry and business.

To date a total of 21 contracts have been signed with different training providers to provide entry level courses in five key sectors:

1. Construction
2. Tourism
3. Fisheries and Agriculture
4. Transport, and
5. Social

Eleven of these trainings are conducted according to the National Competency Standards (NCS). Following are the training programs that are being conducted:

Training	Conducted according to NCS?	No. of Training providers conducting training
Food & Beverage Services Personnel (Level II)	Yes	4
Room Attendant (Level II)	Yes	2
Front Office (Level II)	Yes	1
Pastry and Bakery Chef	Yes	1
Welding	No	1
Basic Construction	No	1
Automotive Maintenance	Yes	1
Basic Electrician	No	1
Lacquer work	No	3
Sewing and embroidery	No	1
Fabric painting	No	1
Pyrography	No	1
Glass painting	No	1
STAR program	Yes	1
CITI program	Yes	1

Apart from the above mentioned training, internationally recognized PADI dive master training is also being conducted.

TVET has developed National Competency Standards in 21 areas, among them 11 standards have already been approved by the Employment Sector Councils and have been

forwarded to Maldives Accreditation Board for endorsement.

These standards are developed for entry level courses of 3 to 6 months, full-time. As skills are required, at least 50% of the TVET programs are on-the-job, applied and hands on. At the end of the training, the trainees will receive a national certification.

Three types of trainings are being conducted under the TVET system.

1. Institution Based Training (IBT)
2. Employer Based Training (EBT)
3. Foundation Programs

A total of 744 trainees have been enrolled for the training programs, out of which 317 have already completed their training. 25 more contracts will be signed under Community Applied Training (CAT) II in October 2008.

COMMUNITY APPLIED TRAINING (CAT) - II

Following the success of the first round of CAT projects, CAT II was created with the assurance that it will generate as much interest from the island communities as indicated in the first round of CAT. Following the extension of the submission of the proposals by a week, the final submission date was set as 06 September 2008.

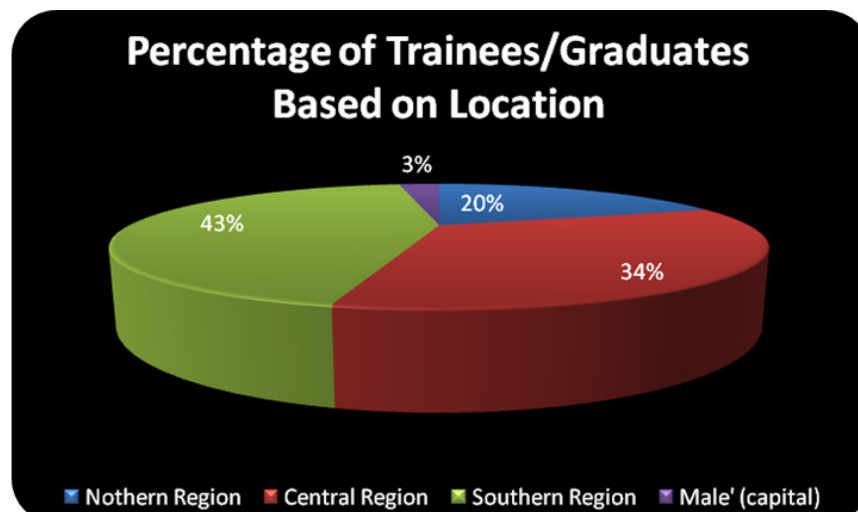
Based on the experience drawn from CAT I, in order to fully disseminate information regarding the application for CAT, a sample proposal format along with the requirements needed were sent to all the atoll offices, island offices, NGOs, Clubs, and other non profit organizations publicly listed. NGO's listed in our database were also contacted and informed on the procedures of applying for CAT II was provided.

By the given deadline, a total of 77 proposals were submitted and evaluation of the same were carried out from 13th July – 05th August 2008 by a team consisting of members from the Ministry of Tourism and Civil Aviation, Ministry of Planning and National Development and the Ministry of Higher Education, Employment and Social Security.

Following the evaluations, a total of 35 proposals were short listed, where 25 projects were then selected as final proposals to be funded through CAT. Validation of the projects will commence by the first week of October and will be carried out till all 25 projects have been validated and the final green light have been given for the projects to be contracted and funded.

Although initial emphasis was given on the selection of 20 proposals based on TVET standards, this emphasis was later withdrawn following the evaluation process, given that TVET standard based projects were few in number and not adequate to be selected as the final projects to be funded. Priority was then given in the selection of projects submitted from atolls other than those already funded by CAT I, proposals submitted for training in the Fisheries & Agriculture sector and the equal distribution of projects to the different atolls.

It is hoped that CAT II will provide long term benefits in the generation of an improved and skilled public in the different sectors of the economy.



TVET website www.tvet.gov.mv, which was launched on the 15th of July 2008, was established as a media through which more information about TVET and various opportunities, Events and latest news related to TVET could be provided to the general public. Information of what TVET is really all about and the Employment Skills Training Project under ADB loan No. 2028 MLD is included in order to provide a better understanding of TVET along with the Employment Sector Councils, its members and their role in the TVET system.

The website comprises of Information about the development of various Competency Standards, information about completed, ongoing and upcoming TVET training programs, information about assessment of these programs and the certification details.

An online application form is provided, which can be used by anyone interested, to apply for TVET trainings, which include the trainings under STAR program and other courses related to the five priority sectors, Construction, Tourism, Fisheries and Agriculture, Transport and Social Services.

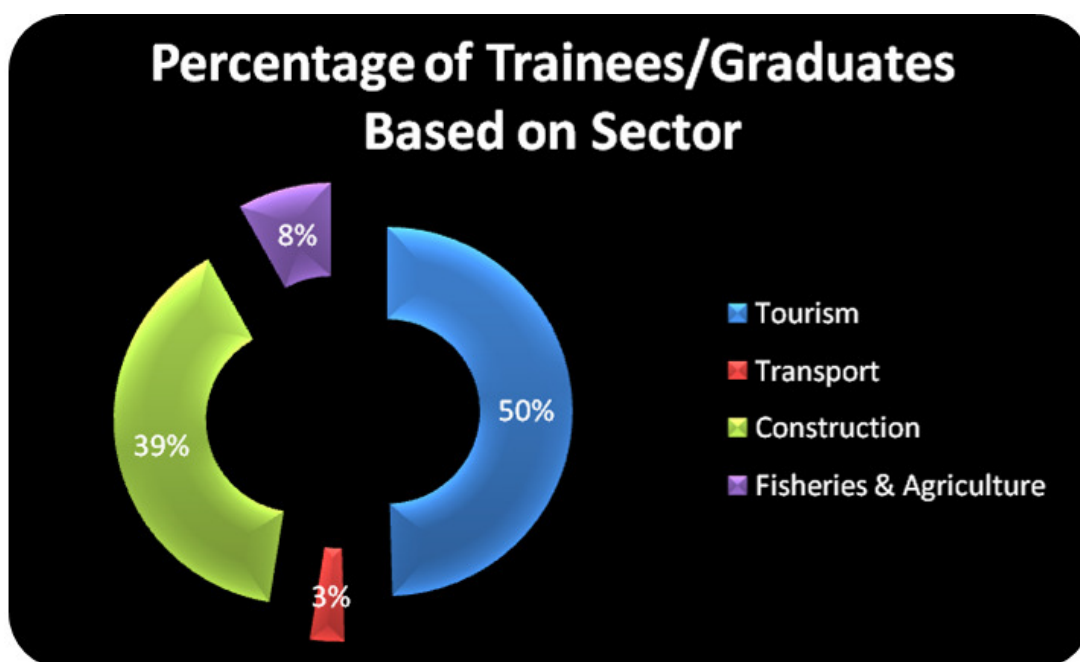
TVET Application Form

ID Card No.*	<input type="text"/>
Name.*	<input type="text"/>
Gender.*	Male <input type="button" value="v"/>
DOB.*	1 <input type="button" value="v"/> January <input type="button" value="v"/> 1950 <input type="button" value="v"/>
Present Address.*	<input type="text"/>

News related to TVET trainings, assessment and events are included via a News Archive.

A Newsletter Archive containing all the issues of the TVET Quarterly Newsletter, is included in the site as well as a Downloads page through which various TVET forms, competency standards and other research materials can be downloaded.

Other features include; a feedback form for posting comments or queries, a TVET poll and a TVET photo gallery which contains photos of TVET trainings, events and workshops.



THE MALDIVES NATIONAL QUALIFICATIONS FRAMEWORK

The Maldives National Qualifications Framework (MNQF) was established by the Maldives Accreditation Board (MAB) in 2001. The revised MNQF is an expansion of the current Maldives National Qualifications Framework to incorporate more clearly technical and vocational qualifications, provides the opportunity to put in place sustainable, strategic solutions for national training needs as well as for the perceived employment mismatch for both the formal and the informal sectors, with specific attention on youth. This unified qualifications system will be able to achieve international recognition for the qualifications and the skills and knowledge of Maldivian citizens in an increasingly globalised and competitive world. The revised MNQF is as follows:

MODEL ONE	
LEVEL	EXAMPLES OF QUALIFICATIONS TITLES
10	Doctoral Degree; Higher Professional Certificate and Diploma
9	Master’s Degree; Higher Professional Certificate and Diploma
8	Graduate/ Postgraduate/ Advanced/Professional Certificate and Diploma; Bachelor’s Degree with honours
7	Bachelor’s Degree Advanced/Professional Certificate and Diploma
6	Advanced/ Professional Certificate and Diploma Associate Degree/ Foundation Degree
5	Diploma
4	Advanced Certificate
3	Certificate III
2	Certificate II
1	Certificate I

The revised MNQF brings all recognised qualifications into a single unified structure with underpinning systems for

- National standards setting
- Quality assurance of teaching, assessment and certification
- Student and learner support, protection and reporting.

The framework includes all post secondary-school qualifications from an initial certificate to advanced academic, technical and professional qualifications. This promotes life-long learning, pathways for learners, the recognition of prior learning, credit accumulation and transfer and national and international recognition of the skills and knowledge of students and workers.

The Certificate I recognises the acquisition of a core of entry-level skills for a new worker.

Certificates II, III, and the Advanced Certificate, recognise increasing levels of capability and competence through to the fully qualified tradesperson. Diplomas, Advanced Diplomas and Higher Diplomas recognise technician, technologist, managerial and professional level skills and knowledge. Qualifications can be achieved through learning in institutions and in the workplace.

The framework allows for a future interface with secondary education and provides a seamless progression for technical and vocational education graduates to move to advanced technological, professional and post-graduate learning. Industry and professional bodies participating in the development of the national competency standards are consequently in a position to plan for a smooth progression of qualifications from trade to technician qualifications and on to advanced education.

The framework has an internationally benchmarked suite of higher education qualifications from Associate and Foundation degrees, Bachelor's and Master's degrees, through to higher technological and professional diplomas and Doctorates. This will allow valid international higher education qualifications to be recognised in the Maldives and promote mobility and recognition for Maldivian citizens travelling overseas for work or further study.

Through this qualifications framework, all achievement, no matter how modest, can be recognised. Some students or workers may achieve only some of the competencies required for a full technical and vocational qualification. They are able to receive an official record of that partial qualification: the Certificate of Achievement.

The framework has a credit system so that the volume of learning may be recorded and students may receive credit for all achievement. Credits are assigned to the components of qualifications on the basis of one credit for achievement of the specified learning outcomes of 10 total learning hours. In higher education this translates into 120 credits in an academic year.

OPTIONS FOR FINANCING THE TVET SYSTEM

In order to set up a well-designed system of TVET, it is considered of utmost importance to establish a sustainable mode of financing. There is no one single model that works best for financing TVET activities. In most countries, a combination of financing mechanisms is used for different types of training.

Financing the TVET system is invariably to be considered within the Employer–Trainee–Public Interests triad. Each player in this triad contributes according to its own vested interest.

Trainings can be financed unilaterally, i.e. exclusively by one of the stakeholders, be it the Government, the employers, or the individual trainees themselves or a Cost-sharing and Co-Financing Mechanism.

Public Finance: Government could administer a fund for technical education as the current National Fund for Higher Education and Training (NFHET). The government could establish a specific percentage from NFHET or a specific fund i.e. NFTVET, allocated for the use of the TVET system, and allocate this funding according to the decisions of the Employment Sector Council on Technical and Vocational Education and Training. NFTVET could be initiated with the current budget allocated for trainings of TVET Section of DHET.

A Training levy: A training levy could be one of the major sources of income of the government to finance Technical and Vocational Training. It could subsidize or fully finance vocational training programs in areas considered a strategic priority and training for the required or the unemployed. Within the current system the funds can be collected from the expatriate work permit fee imposed on employers. It could be proposed to increase the amount collected where the additional amount would be directed to Technical and Vocational Training.

Employers/Trainees Contribution: A cost sharing principle could be established, whereby the employers who are the end users of trained human resource, and the trained graduates who are likely to benefit from increased incomes could shoulder the cost to support TVET. Employers pay a percentage of the payroll, plus the training fees taken by the trainees. Management of TVET could be vested under TVET section of DHET, operating under the supervision of TVET Board.

REGIONAL PROGRAM ON TVET FOR SUSTAINABLE DEVELOPMENT AND SOCIAL EQUITY

July 7 - 12, 2008

THAILAND

The UNESCO-UNEVOC Bonn Declaration on Learning for Work, Citizenship and Sustainability in 2004 stated that "since education is considered the key to effective development strategies, technical and vocational education and training **(TVET) must be the master key** that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development".

TVET has continuously helped improve the quality of human resources. It has provided the necessary knowledge and skills for the development of one's capabilities towards the achievement of national competitiveness and sustainable development. TVET is also considered to be an indispensable instrument for improving labor mobility, adaptability and productivity, thus contributing to enhancing a nation's competitiveness and addressing labor market imbalances. The acquisition of skills is a vitally important activity, both in terms of individuals, enterprises and economies.

Thus, TVET and sustainable development are inevitably connected. TVET, the process, has an essential role to play in raising awareness, and providing skills and values considered necessary to put sustainable development into practice. As the goal, sustainable development lies at the heart of the TVET

system, and become the platform among the society it serves.

The regional program on TVET for Sustainable Development and Social Equity aims to respond and take action to the call of UN and intensify the role of TVET in attaining sustainable development and social equity.

From 15 countries of the Asia Pacific, 24 participants took part in the Regional Program. It is hoped that through this program, participants from CPSC member countries will be able to understand and appreciate the concepts of sustainable development and social equity and be able to devise mechanisms on how to achieve sustainable development and social equity through TVET in their own respective countries.

Objectives of the training program were:

- To understand and appreciate the concepts of sustainable development and social equity.
- To identify the issues and challenges of sustainable development and social equity in Asia Pacific region.
- To identify the role of TVET and strategies for building capacity of TVET towards sustainable development and social equity.

- **ASSESSMENT RESOURCE BOOK DEVELOPMENT**

March 10 – 12 March 2008, Malè, Maldives

- **SKILLS MANAGEMENT**

3rd March – 4th April 2008, Chiangsean, Thailand

- **TRAINING COURSE ON "SKILLS DEVELOPMENT AND VOCATIONAL TRAINING"**

26th May – 14th June 2008, Islamabad, Pakistan

- **REGIONAL PROGRAM ON "TVET FOR SUSTAINABLE DEVELOPMENT"**

7 – 12 July 2008, Thailand

- **CAPACITY BUILDING AND STUDY TOUR VISIT TO PHILIPPINES**

16 – 23 August 2008, Manila, Philippines

- **INTERNATIONAL ROUNDTABLE MEETING ON "THE CHANGING WORLD OF WORK
– THE COMING BACK OF TVET"**

27 – 29 August 2008, Bonn, Germany

- **REGIONAL WORKSHOP ON "SME DEVELOPMENT AND REGIONAL ECONOMIC
INTEGRATION"**

22 – 26 September 2008, Tokyo, Japan



TVET

Linking
Education to
Careers



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