

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Sri Lanka [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

- | | |
|----|--|
| 1. | Mr.S.D.Gamini Jayasooriya , Secretary of Inter University Career Adviser's Association,
Wayamba University of Sri Lanka |
| 2. | Prof. D.A.N.Dharmasena , Director of Career Guidance, University of Peradeniya |
| 3. | Dr. (Mrs). G.A.S. Ginigaddara.Director of Career Guidance, Rajarata University of Sri Lanka |
| 4. | Dr.Ruwan Rangeeth Dias.Director of Career Guidance, University of Visual & Performing Arts |
| 5. | Mr.K.G.S.R.K.Jayawardane, Chairman of Inter University Career Adviser's Association
University of Jayewardenepura |
| 6. | Mrs.T.M.C.Tennakoon, Career Adviser, University of Jayewardenepura |

2. What are the key aims your country has for participating in this symposium?

Understanding how works opportunities and world of work are changing in the globe

Learning lesson from other countries in the world (both developed and developing) in career education systems, career skill development efforts and strategies taken and career development services offered.

To build up the capacity of the participants in taking part in reforms in career education and services and labour market system to focus on career competencies and career development services offered.



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

1. Although there is a national interest in career development of people at their various levels, policy level intervention at the national level is scarce. However, the ministry of Industry and commerce and ministry of labour, trade union relations have established national level networks on enhance career development. The latter is providing guiding services to schools children and undergraduates in a regular manner. Ministry of industry and commerce has the focus on developing SMEs through entrepreneurship training. The state university system has established a formal career development strategy of the undergraduates and gradates through a national circular and it is functioning well.

2. However, there is a considerable interest in career guidance policy making in the field in the country targeting school education, tertiary education and higher education systems.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Mismatch of the careers opportunities available in the country and skilled labour trained for the market
2	The average education level of people are relatively high with respect to other countries in the region and hence having high level of life and job expectations. Once the country's job market is unable to cater for their career interest, talented people tempt to leave the country for overseas careers
3	National development planning strategies have not well considered in human resources development as there is no formally established legal frame work for enhancing career guidance in Sri Lanka in the field of general education, tertiary education and higher education
4	Available labour force dislikes the available forms of careers due to poor attitudinal development of the youths in the country. Mainly skill based training and jobs are not preferred by the young generation especially due to the influences of their parents
5	There is inadequate motivation among the career development personals/practitioners in the country as they do not have enough trainings opportunities

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

1. Education and awareness is the main role played by the career guidance services in the country. However, at present, Sri Lankan universities are doing a better job to change attitudes of the youths and equip them with careers searching strategies through innovation and talents development.

2. Major attention has been paid on developing socio-emotional skills of youths and public and private sector workers. Though the government interest is to enguage the youths in the corporate sector careers, youths generally prefer public sector for their careers asuming that public sector is having more job security. Therefore, the career guidance service providers at present are trying hard to make this attitudinal change and promote entrepreneurship activities with public private partnerships.

3. School career guidance in general education

A new education stream in school education which is called as 13+ has been introduced to the present school education system. This stream focuses on vocational development of the studnets rather focusing more on knowledge enhancement.

Career guidance is widely recognised as an essential part of the learning process in the education system in Sri Lanka. Career guidance centers in school have been established according to the circular no 16/2006 and no 06/2013. This program is named school guidance and counselling program and key focus in this program is to address the mismatch between the needs of the labour market and

the product of the educational and training system. Schools will build up data bases on available vocational and technical courses in their areas and also on possible job opportunities

National education commission (NEC) Sri Lanka has proposed to develop a plan of actions and monitor the overall implemetation regarding key measures in guidance and counselling such as training of staff, establishment of small units at National Institute of Education, recruiete teacher counsellors for each school(Source: Study on Career Guidance in General Education in Sri Lanka, published by National Education Commission in Sri Lanka)

Territary and Vacational education commission Sri Lanka has provisions to register vocational and technical training institutes and accredit their courses of study according to well defined critirias

National vocational Qualification frame work was introduced by the Technical and Vocational Education and Training (TVET) sector.

National Vocational Qualification (NVQ) Framework will be amended, where appropriate, to award certificates or similar qualifications falling into higher NVQ levels. Legal provision will be established to facilitate effective implementation of NVQ framework.

The development of TVET training system, technological changes and socio-economic changes during the past decade have been taken into consideration in identifying the issues that need to be addressed to provide wider access and to progressively enhance the labour market relevance and quality of technical and vocational education in Sri Lanka.

The intake capacity of public training institutions is approximately 140,000 and that of registered private institutes is approximately 50,000 in 2016

Further, few more decisions have been taken by TVET. They are; increasing of access to TVET, optimal utilization of physical, financial and human resources, rationalization of training programmes at regional level to minimize overlaps , relevance and quality of TVET programmes , interrelation among industry, employers, employees and TVET , interrelation of TVET with general education and higher education , recruitment and career progression of TVET academic and administrative staff , access to TVET for vulnerable and disadvantaged People , information gathering and, dissemination and career guidance (Source: NATIONAL POLICY ON TECHNICAL AND VOCATIONAL EDUCATION, 2018 November)

4.. University Education

The higher education sector has 15 universities under the supervision of University Grant Commission (UGC) under the ministry of Higher Education. this sector has 7 post graduate institutions and 9 other higher educational institutes under UGC supervisions. In addition, there are 12 advanced technical institutes under the ministry of Higher Education. This sector has implemented the degrees, diplomas, certificates and post graduate programs to meet the current requirment of the job market.

UGC has implemented a circulars to strenghen the quality of careeer guidance services in the university system ; UGC circular No: 934 .

Ten (10) Technology faculties have been established in the satellite universities to give undergraduates a technology based education/ degrees which focus more on vocational development of students.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

The labour force participation rate (LFPR) is 54.3 percent in 2017. The unemployment rate reaches 4.3 percent in 2018. The departures for foreign employment in 2017 were recorded as 143598. And also, GDP per capita of USD capital 4073 (2017) and a total population of 21.4 million people (Source: Central Bank Annual Report, 2018)

National Education Commission has implemented the school career guidance policy regularly from No 154 to No 160. (Source: National Education Commission 2016)

TVET sector has implemented the (NEC) National Policy ON TECHNICAL AND VOCATIONAL EDUCATION 2018 November for Tertiary and Vocational education

National education commission has implemented a policy on the higher education and technical & vocational education for a career guidance policy framework (Source: National Education Commission, Sri Lanka 2009)

National Human Resources and Employment Policy (NHREP) is the overarching policy framework of the government of Sri Lanka that would govern its human resources development work and actions to be taken to provide full, decent and productive employment to Sri Lankans.

Department of man power employment has implemented the policies for producing strong professionals for the development of the entire human resources of the country.

The national youth policy implemented by Ministry of Youth affairs and skills development and national youth services council under the ministry of national policies and economic affairs.

National policy on labour migration implemented by Sri Lanka bureau of foreign employment.

(source : www.slbfe.lk)

The career guidance and human resources policies also has been implemented by the other institutions such as National Center for Leadership Development, Institute of Policy Studies, National Youth Corp.

7. What groups of people can access career development programmes and services and what groups are excluded?

Skill/Career development of school students from grade 1 to grade 12 are covered by the career guidance programs conducted by the ministry of education .

Career development of school leavers and non-university youths are covered by Ministry of youth affairs and skills development.

Career development of university undergraduates are covered by Ministry of Higher education.

Career development of Sri Lankan skilled and non-skilled workers are covered by the government and private professional organizations (OPA).

Some school droppers representing rural and low economic background are adequately excluded to some extent from career guidance programs.

According to the women employment, most of the women are working in the garment sector and small medium enterprises and 80% of this group are not properly covered by career guidance programs in the country at present.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

In Sri Lanka at present many organizations such as schools, vocational training institutes, youth service centers, government ministries and private sector institutes are involved the provision of career guidance. In this scenario, different stake holders attend to the career development policy making and implementation process in the country. Some professional institutions also give their contribution to incorporate policy and practice in to the system.

Career guidance handbooks , tool kits, workshops, panel discussion, teacher guide and circulars are also published and maintained by the relevant official authorities.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

In Sri Lanka, responsibility for career guidance and counselling is devolved to different government ministries and departments. These result in differentiated approaches to the delivery of career works within the country as follows;

Ministry of education provides career guidance through career guidance teachers in schools and career guidance offices located in zonal teacher centers.

Ministry of Youth Affairs and Skills Developments provides career guidance officers who are deployed through the National Apprenticeship and Industrial Training Authority (NAITA), the Department for Technical Education and Training (DTET) and the Vocational Training Authority (VTA)

Ministry of higher education oversees university career services through career guidance units which provide career supports for undergraduates.

Ministry of Economic Affairs & Public Policy and Department of Manpower and Employment provide career guidance employability programs and career related information.

Special project has been launched by International Labour Organization (ILO), world bank, National Youth Services Council (NYSC), Ceylon Chamber of Commerce and divisional Secretarial office programs.

According to the current scenario, the lack of national coordination for career guidance can result in a lack of consistency, quality and expertise as all ministries employ their own approach to recruitment, training and development.

There has to date been limited standardization and this potentially creates a lack of coherence or the end users as there is no identified benchmark as to minimum level of training and qualification for practitioners. However, there can be seen a skills mismatch in the labour market



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

Ministry of vocational training, skills development and youth affairs- This ministry comes under the responsibility of the Prime minister of the country and basically it works for the developing vocational skills of the youths

National Human Resources Development Council of Sri Lanka coming under the perview of Ministry of vocational training and skills development and youth affairs. This institute is responsible for soft skill development of government servants in Sri Lanka

Ministry of higher education and ministry of education also have various programs and service for development of career skills in undergraduates and school children.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

The cordination between different ministries responsible for career development in the country is rarely existing. Different ministries are having their own programs in isolation.

Ministry of vocational training and skills development and youth affairs is responsible for training school leavers basically. This ministry is also connecting with the government and corporate sector and directing their vocational trainees for their internship trainings and later suitable careers for them.

University Grants commission which comes under Ministry of higher education are responsible for development of career related skills of undergraduates following different degree programs in fifteen state universities. According to that, Career Guidance units (CGUs) have been established in all universities providing most of the needed human and physical resources for this process. These CGUs are responsible for maintaining contacts with the government and corporate sector and connecting undergraduate and graduates in the respective university for their internship training programs and career opportunities.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

The top management of the many of the institutes responsible for career development are not having adequate and proper understanding on career development process of the youths and even the government servants. The top management is not having career related qualifications other than their general administrative qualifications. Under this situation, adequate training on career skills is problematic. Hence developing collaborations with corporate sector is not happening properly due to this lack of understanding and need. On the other hand, there is a scarcity of trained resource person to conduct these types of training programs.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

There is a lack of cooperation among the stakeholders in providing career guidance services due to the isolated policy making. It may cause an imbalance between the demands by young people for higher level of education and qualifications and the opportunities available in the labour market.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

There is no proper system/institute responsible for governing the career development workers in Sri Lanka. However, career development workers have obtained expertise via various other local and foreign training programs and working in the sector. Career development workers who are working in the sector are maintaining very good rapport with other professional in their trainings, capacity building programs and various other collaborations.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

This is very rarely happening in the country. However, there is a developing trend in strengthening the career development in the Sri Lankan education system both in the school sector and the university sector. Accordingly some universities have incorporated career development course units into the degree programs.

However, some NGOs, private sector organizations deliver their career services by voluntarily basis.



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

The career development was not a demanding topic in the past in Sri Lanka. During last ten years, the main focus of career development was training traditional softskills such as communication skills, personality development, leadership, social etiquettes, CV writing, job search techniques etc to bridge the gap between industry and the education and training. This style continued during the last decade continuously. However, during last 3-4 years, entrepreneurship promotion was identified as a key training module. Very recently with the assistance of various agencies like EU, world bank etc, social entrepreneurship skills promotion, development of innovation ecosystems and talent development and co-creation aspects have been embedded into career development service. One

private sector company "Edu One" is in the process of developing career assessment tools for school children but not yet fully implemented. Further, the universities are working hard to change attitudes and improve careers through innovation and talents development by introducing talents development and co-creation labs. Major attention has been paid on developing socio-emotional skills to match the future demand of skills for industry.

However, a few significant career development programs are implemented by the government focusing school sector, territory sector and higher educational sector such as students guidance and counselling units in the schools, teacher training programs, new career guidance policy making program, Sri Lanka skills sector development program(SSDP), world bank funded projects(HETC/IRQUE), National youth services council programs, Job creation and promotion units, Entrepreneurship development programs, vulnerable group employment program, job clubs programs, self employment promotion programs.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

We do not have clear national policies as such specially for career development. However, two ministries; the ministry of Industry and commerce and ministry of labour, trade union relations have established national level networks on enhance career development. The latter is providing guiding services to school children and undergraduates in a regular basis training. Ministry of industry and commerce has the main focus on developing SMEs through entrepreneurship related career training. For that purpose a mandated institution National Entrepreneurship Development Authority has been established. The public university system is in the process of establishing business incubation cells and technology transfer offices to expand career development through industrial linkages. Almost all universities have included internships and inplant training in to their curricular to satisfy quality assurance of universities.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

Most of the service providers are shifting to online services. The private sector has initiated new schemes of talent development and hope to work with them on promoting startups and acceleration of small businesses. Promotion of Online career assessment will be promoted to select career paths at young stages as this is not practised at present. Career guidance steering committees are functioned in the responsible ministries and relevant authorities. And also, the government strengthen private sector collaboration on job creation and promotions, which is increasingly being acknowledged as an effective way of enhancing the schools to work transitions.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

The Sri Lanka Quality Framework (SLQF) has been established as a policy for all education and training institutions. This system has provided provisions for CPD of career professionals, which was not available a few years back.

However, some projects were launched focusing on some training programs for career development professionals using the government and other foreign countries' aids.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

To study and share the EU experiences and success stories in the career development process and select compatible approaches and practise them in our home country.

Induce the policy makers to address the issue of national policies on career development to meet the future challenges of job markets.