13th Session of the Regional Committee on the Recognition of Qualifications in Higher Education in Asia and the Pacific

4-5th August, 2014, Colombo, Sri Lanka

Dr Sunil Jayantha Nawaratne
Secretary Ministry of Higher Education Sri Lanka
sec@mohe.gov.lk

K-SAM Graduates

Sri Lanka – The Most Cost Effective and Quality Education Hub in Asia
4-5th August, 2014
After 30 years of war....
After 30 years of war...
Sri Lanka
The Emerging Wonder of Asia

- The Past – Hampered by terrorism
- The Present – Peace and Development
- The Future – Technologically advanced, Knowledge based and Self Sufficient Economy
Five issues are of particular significance: (p. 11)

I. the continued demand for access which has doubled and even tripled in some countries,

II. the continued reduction of financial resources and growing accountability

III. the maintenance of quality and relevance and 120 million by the year 2050;

IV. the ongoing problem of graduate employment which is forcing a reassessment of academic degrees and diplomas;

V. the growing reality of internationalization in higher education teaching, training and research measures imposed by governments;
In order to address youth unemployment, two fundamentals need to be in place:

- Skill Development &
- Job Creation

This report focuses on skills development, with special attention to the mechanisms that connect education to employment. Why don’t we work what works (and what does not) in moving young people from school to employment? (p.13)
• Despite internal conflict and the global financial crisis, Sri Lanka has made remarkable progress in the past decade, enjoying healthy economic growth and substantially reducing poverty.

• Moreover, Sri Lankans are the best–educated people in South Asia: the country has 98% literacy rate, widespread access, high completion rates of both primary and secondary education, gender parity in general education. (p. xiii)
Government vision (Mahinda Chinthana)

“Develop a youth who can *see the world over the horizon*”

“We have the opportunity to make this country a knowledge hub within the South Asian region. I will develop and implement an operational plan to make this country a local and international research and training centre for knowledge”

*Mahinda Chintana 2010 (President’s Mandate)*

HE Mahinda Rajapaksa
Executive President
Democratic Socialist Republic of Sri Lanka
The 5+1 hub strategy has been designed to meet challenging medium terms targets, while avoiding the Middle Income Trap...

- Develop renewable energy sources
- Oil exploration and production – 3 sea basins (offshore) have been identified (Mannar, Cauvery, Southern Waters)
- Develop oil trade-related ancillary services including gas

- Colombo Port – Container mega hub
- Hambantota Port – Free port, Service and Industrial port declared as a “Free Port”
- Galle Port – Leisure Port
- Trincomalee – Port-related industries and Port City
- Oluvil Port – Commercial and fisheries
- Kankasanthurai and Point Pedro – Regional ports

- Establish Sri Lanka as the foremost centre in the region in the provision of commercial services
- Growth of ports and tourism will catalyse the development of Sri Lanka’s commercial sector

- Second international airport at Mattala
- Modernisation of the Bandaranaike International Airport (BIA) and building of second runway at the BIA
- Development and upgrading of domestic airports
- Position Colombo as a regional logistics and services hub and a hub for budget airlines

- Target IT literacy and internet access for all
- Creation of knowledge-based jobs and promotion of research and innovation
- Develop Sri Lanka into an “education” destination for foreign students
- Accredited foreign universities to set up university colleges in Sri Lanka

- Arrivals – to increase to 2.5 mn by 2016
- Earnings from Tourism – to increase to US$ 3.1 bn by 2016
Vision of Ministry of Higher Education

To be an international hub of Excellence in Higher Education by 2020
Strategic GOALS

1. Increased opportunities and access to HE
2. Converted & new world class universities
3. Improved employability and quality of graduates
4. Improved stakeholder satisfaction
5. Improved global compatibility, global links and exchanges
6. Enhanced research, innovation and commercialization
7. Empowered universities & institutes with freedom to be competitive & unique
8. Improved effectiveness and efficiency of the HEIs
9. Converted higher education for attracting investments & foreign exchange
10. Enhanced entrepreneurship among graduates & diploma-holders
11. Contributing to the national development, reconciliation and peace
12. Improved infrastructure facilities of national higher education system

Sri Lanka – The Most Cost Effective and Quality Education Hub in Asia
<table>
<thead>
<tr>
<th></th>
<th>Employed</th>
<th>Under Employed</th>
<th>Unemployed</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRT</td>
<td>1035</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WUSL</td>
<td>94.3%</td>
<td>5.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWU</td>
<td>14.1%</td>
<td>81.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMB</td>
<td>12.7%</td>
<td>20.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RHN</td>
<td>94.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KLN</td>
<td>2.7%</td>
<td>28.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJP</td>
<td>32.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDN</td>
<td>12.7%</td>
<td>66.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSL</td>
<td>32.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JFN</td>
<td>52.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAPA</td>
<td>66.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUSL</td>
<td>11.8%</td>
<td>20.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUSL</td>
<td>66.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEUSL</td>
<td>10.0%</td>
<td>30.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>94.3%</td>
<td>20.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of responses:
- MRT: 1035
- WUSL: 304
- UWU: 161
- CMB: 2496
- RHN: 1572
- KLN: 1678
- SJP: 2946
- PDN: 2110
- RUSL: 465
- JFN: 758
- VAPA: 378
- EUSL: 683
- SUSL: 505
- SEUSL: 398
- All: 15489
The ‘spirit’ of OBTL

• In teaching, what ultimately matters is not what is taught, but what is learned.

• Therefore, teachers would do well to set their course objectives in terms of learning outcomes.
Intended Learning Outcomes

• *What* we teach and *how* we teach, and how we *assess*, ought to be *aligned* with the *intended learning outcomes*, such that they are fully integrated and consistent with each other;

• The *quality of teaching* is judged by the *quality of learning* that takes place. (*Prof. Tony Hung*)
CLO – PLO - PEO

CLO: at the end of course

PLO: at the end of Programme

PEO: Later / on the job
Aligning learning outcomes, learning and teaching activities and assessment. Adapted from Biggs (1999)
Values, Attitudes & Professionalism

CRITICAL THINKING & PROBLEM SOLVING SKILLS

COMMUNICATION SKILLS

INFORMATION MANAGEMENT SKILLS & CONTINUOUS SKILLS

MORAL & PROFESSIONAL SKILLS

TEAMWORK SKILLS

LEADERSHIP SKILLS

Knowledge of Discipline Areas

Practical Skills

Social Skills & Responsibilities

Information Management & Lifelong Learning Skills

Values, Attitudes & Professionalism

Managerial & Entrepreneurial Skills

Problem Solving & Scientific Skills

Communication Leadership & Team Skills

Learning Outcomes

Domestic of Learning Outcomes (MQF)

Generic Student Attributes (MOHE)

= PLO
SLQF & MOHE: 12 -PLOs

- Subject / Theoretical Knowledge
- Practical Knowledge and application
- Communication
- Teamwork & Leadership
- Creativity & Problem Solving
- Managerial and Entrepreneurship
- Information Usage & Management
- Networking and Social Skills
- Adaptability and flexibility
- Attitudes, Values & Professionalism
- Vision for Life
- Updating self
OBE Process

Programme Aim

Programme Outcomes

- Curriculum Design
- Teaching/Learning Process
- Assessment and Evaluation
- Continuous Quality Improvement
OBE

• A model of education whereby students demonstrate what they know and are able to do whatever the required outcomes are.

• An approach that focuses on students’ learning rather than teaching
The Gap? UNESCO has identified.

- While lifelong learning has increasingly been cited as one of the key principles in the educational and development fields, there is no shared understanding of its usage at the global level.

Lifelong Learning for What?

• Most of the academic writing talk about **Lifelong Learning** but they have not clearly identified why **LLL is needed**?

• The answer is:
  – How you perceive the world is based on the Paradigm or Mindsets.
  – Paradigm or Mindsets are **up-dated through Lifelong Learning**
Traditional Graduate attributes (KSA)

• What they know
• What they can do
• How do they behave
Graduate attributes

• 21st century organizations are more dynamic and the external environment is changing very fast

• How do graduates perceive the world (Mindsets and Paradigms)
K-SAM Graduate

21st Century Graduate = Total Human Capital

• **What they know (K)**
• **What they can do (S)**
• **How do they Behave (A)**
• **How do they perceive the world (Mindsets and Paradigms)**

4-5th August, 2014
Sri Lanka – The Most Cost Effective and Quality Education Hub in Asia
K- SAM

Knowledge Skills & Capabilities Attitude, Values & Vision Mindset

4-5 th August, 2014

Sri Lanka –The Most Cost Effective and Quality Education Hub in Asia
PLOs

• Should encompass

K
• Knowledge
• (Theoretical and Practical)

S
• Skills
• Communication, Teamwork, Leadership, Problem-solving etc.

A
• Attitudes, Values, Professionalism

M
• Mindset and Paradigms
My Story to check your effectiveness

• Father and son went in car
• Car met with an accident
• It was fatal and father died on the spot
• Son was rush to the hospital and taken to the operation theater
• Every thing was ready and surgeon came in
• Finally surgeon said that “I can not perform this operation, he is my son”
• How come?
No Matter the answer

• But important thing is why you could not answer the question?

PARADIGM
Or Mindset
Surgeon = Male
Knowledge (TK&PK)

What they Know

Theoretical

Lectures, Student Read the book and do the presentations

Practical

Project Based Learning and assignments
**Skills (CTC-MIS)**

**What they can do**

<table>
<thead>
<tr>
<th>Communication</th>
<th>Teamwork &amp; Leadership</th>
<th>Critical Thinking &amp; Problem Solving</th>
<th>Managerial &amp; Entrepreneurial</th>
<th>Information Management</th>
<th>Social Skills and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning by Teaching, Oral tests, presentations</td>
<td>Team Based Learning, Projects and Team assignments</td>
<td>Problem Based Learning, Inquiry Based Learning</td>
<td>Project Based Learning and Business Based Learning</td>
<td>IT Based Learning, E-Learning, Online Learning etc.</td>
<td>Team Based Learning, and Resolving social issues and problems</td>
</tr>
</tbody>
</table>
Attitudes, Values, Professionalism and Vision for Life (AVPV)

Their tendency to behave in a particular way

Attitudes: are the manifestation of our VALUES - they are expressed through what we SAY or DO.

Values: make us accept certain things and reject others - how we act and what we say present our ATTITUDES.

Professionalism: the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.

Vision for Life: vision of a future situation or society is what you imagine or hope it would be like, if things were very different from the way they are now.

Give importance to punctuality, honesty, Integrity, commitment, Initiative etc. Assignments and discussions.

Assignments and group discussions on importance of values.

Discussion, assignments on professionalism of related fields.

Where do I want to be? Allow students to develop a Strategic Life Vision as an assignment.

4-5 th August, 2014
Mindset & Paradigm (M&P)

How they Perceive the World

Mindset: a mental inclination, tendency

Lens through which one would view the world

Life-long learning

Life-long learning
Is it like this?
New Outcome new Processes = K-SAM

- Power steering
- Power Shutters
- Automatic
- Turbo
- ABS / Air Bags
- Stereo
- Speed
- Safety
What is New - In K-SAM?

1. Integrating all in to one simple framework
2. Easy to explain the total profile of a 21\textsuperscript{st} Century Graduate
3. Built-in Life-Long Learning as a part of Education
4. Easy to identify the gaps & T&L methods
5. Identified four major attributes
   • What they Know + What they can do + How do they Behave + How do they perceive the world
Final Question?

1. Are we producing K-SAM Graduates?
2. Are our Inputs + Processes + Outcome + Monitoring & Evaluation targeting K-SAMs?
3. Are you a K-SAM?
21st Century Needs.....?
K-SAM Graduates

What they Know = K
What they can do = S
How they Behave = A
How they Perceive the World = M

= Full Option Graduates
This is our give away from SL to all of you

• This K-SAM model developed by MOHE Sri Lanka
• It is tested and proven
• Let’s test it further and improve further together
• Let’s make it as an Universal Model through UNESCO
Appreciation

- UNESCO, UNESCO Bangkok office and staff
- All the co-sponsors including Australian Government
- All the participants
- Bohoma Istuti – Nanrı
- බෝහමා ආපත්ති
- ආයුබ ොවන්
K-SAM

• Phenomenon of mindset and paradigm is conceptually different to ‘attitudes’.
• To update the mindset and paradigm a person needs lifelong learning.
• If mindsets and paradigms are incorrect or obsolete, believing it is correct they may engage in an inappropriate activity.
• All should effectively update the mindset and paradigm, through lifelong learning.
2. Converted & new world class universities
Objective 2.7

At least 5 world class new foreign universities to be established by 2015

Objective 2.8

Attract foreign professors, joint research and foreign students
Goal 5

Improved global compatibility, global links & exchanges

Objective 5.1

Introduce the Sri Lanka Qualification Framework (SLQF) to all state and non state Higher Education Institutes to implement the Quality Assurance System and allow lateral & vertical mobility of the students by 2015 (National QAA & QFC)

Objective 5.2

Increase the credit transfer of the Higher Education system by 30% from the present level by 2015

Objective 5.3

Improve academic & intellectual exchange by enhancing number of MOUs signed between foreign universities and research centers

Objective 5.4

Increase the number of scholarships received from foreign countries from 303 in 2011 to 400 in 2015

Objective 5.5

Increase the number of foreign students in local universities under the 100 foreign scholarship programs from 5 in 2011 to 100 in 2015
Objective 6.1

Develop a research culture in the university system by increasing the number of research projects & joint research projects and allocates at least 10% from the capital budget.

Objective 6.2

Encourage academics for international publications by increasing the number of articles published in world-class academic journals, private sector participation, Royalty, Income.
Goal 7: Converted Higher Education for attracting investments and foreign exchange

Objective 7.1: Develop Knowledge Cities - Puttlam, Deniyaya, Hambantota, Kandy, Baticaloa & Kilinochchi
5 new world class international universities

Objective 7.2: Introduced an investor friendly policy
99 year leased lands
Tax concessions
Duty free imports
Speedy approvals

Objective 7.3: Allow new model of universities to grow
SLIIT/NIBM/NSBM
Japan Sri Lanka friendship university

Sri Lanka - The Slow, Cost Effective and Quality Education Hub in Asia
Objective 7.4
Increase number of foreign students in local universities from 1435 in 2011 to 10,000 by 2015

Objective 7.5
Introduce a student exchange program, a study abroad program, an education tourism program

Objective 7.6
Build hostels for foreign students enabling to accommodate 200 students by 2015

Objective 7.7
Increase number of foreign faculty members & joint researchers

Objective 7.8
Reduce the number of students going aboard for higher education and foreign exchange outflow
“Higher Education Competitiveness is Nation’s Competitiveness.”

Basic Principles

• From Quantitative Expansion to Qualitative Upgrade
• Differentiation and Specialization
  “From Department Store to Specialized Shop”
• Local manpower to Global human resources
• From limited knowledge to Life-long Learner
• Reinforcing Industrial & Societal Ties
• From K to K-SAM
Summary

1. Sri Lanka – is in the Growth phase (8%)

2. National HE Strategic Management Plan (NHE-SMP) aligned with National Vision (Mahinda Chinthana - Way Forward)

3. Five Hub Strategy – Knowledge Hub

4. An International Hub of excellence in HE by 2020 – Vision of MOHE

5. **Main Goals and Strategies:**
   
a. World Class Universities and Globally Employable Grads
   
b. 5 – World Class Unis
   
c. 7 – National Uni as WC
   
d. 10,000 Foreign Students by 2015
   
e. Education Tourism and Study Abroad Programs (Short-term)
   
f. Inter University and Colleges, Inter Faculty Mobility is allowed
   
g. Around 10,000 students are going abroad annually
Major Challenge

- There is no **Globally Aligned System** yet in SL
- This is a **very timely and JIT tool kit** – SL
- Closely working with Australian Government – Dept of Industry, Innovation, Science and Tertiary Education
- **2nd 8 member delegation** visit Aust – 3rd – 8th June

- **SLQF** – Framework is ready
- **NVQF** – also done
- **How to implement, maintain, systems, processors, procedures**, are needed
- **UNESCO** – 12th Session-QIHE is the answer
Vote of thanks

- UNESCO and UNESCO Bangkok office and staff
- All the co-sponsors – Australian Government
- All the participants
- Bohoma Istuti – Nanri
- එකත්වක දාමයන්
- පාජපතාව