

Some Reflections
on Career Guidance
in and for Sri Lanka

Problems abound ...

- Unemployment
- Uncertainty
- Rebellions
- Youth unrest
-

An important underlying factor linked to education:

Democratization of schooling ...

Enhanced expectations ...

OK in post-war buoyant period

Problems in the 70s ...

Centralized paper-based qualifications
for Public Sector ...

Exams based culture

Ref Career Guidance

Some reasons to be happy ...

“Education ...Education ... Education”

- 1971 and 1981 reform proposals ...
- Reforms initiated in the mid-90s ...
Schools ... Technical Vocational ... Universities ...
Today we are here planning
a National Council on Career Guidance ...
Now looking towards the future ...

What is Career Guidance?

Helping young people
acquire knowledge, skills and attitudes
that would enable them
to explore, understand
and make informed decisions
with regard to
potential / prospective careers

Why Career Guidance?

We are in a world that is becoming more and more complex and is at the same time changing rapidly.

Young people experience difficulty in making the **transition** from the world of school to the world of work

Some models of Career Guidance:

- School-based
- Employee/Experience-based

When curriculum-oriented:

- Separate provision (lessons in CG)
- Integrated provision (within subjects)
- Extended provision (extra-curricular)

Insights from history:

Frank Parsons

(“Vocational Guidance”) 100 years back

What stills holds ...

- Awareness of self and of personal strengths and weaknesses
- Awareness of the requirements of different kinds of jobs and occupations
- Making informed choices ref. self & job

Newer Dimensions Today:

- **Not once**

Not a single occupational choice at one point in time. Choices are made over life

- **Not youth only**

More like a “Cradle to Grave” affair

- **Broader than matching people to jobs**

Linked to a complex process of human development



Moving on
to a few reflections

Let us keep CG in proper perspective ...

"Well, you know, every now and again there are the waves promoting panaceas. It may be nationalisation, privatisation, conscientisation, deregulation, globalisation and what not. Considering some of the things that even leaders in education say, I wonder whether 'careerguidanisation' is not the latest craze! ... I must insist the career guidance though important and a priority is but one component.

... “

March 2002 Charles Fernando Interview in the Daily News

Let us do the small things that matter

- MTET/SDP Career Guidance and Counselling Operations Manual is a big step forward
- Labour Market information is being looked at
- Data related to occupations being gathered and made available

Let us limit our scope and concentrate

“National Council
for Career Guidance
and Employment” ?

Why mix up “employment”?

Better to limit oneself to Career Guidance

Let us study
and support serious study and research

We do not have to re-invent the wheel
But can learn a lot from others.

But we need to be capable of understanding our
real need and of innovating as needed.

*“Finding the Career that best suits one
is a bourgeois luxury! “*

“Supporting Capability and Employability”

The motto I developed for CGU SJP



Career Guidance

A HANDBOOK FOR POLICY MAKERS

OECD, EU, WB
CG Policies
in 36 countries

Some examples to learn from



KNOWLEDGE SOCIETY 2010
TRAINING EMPLOYMENT SOCIAL ISSUES
SOCIAL ISSUES EMPLOYMENT TRAINING EDUCATION KNOWLEDGE
EMPLOYMENT SOCIAL ISSUES KNOWLEDGE SOCIETY
TRAINING EDUCATION KNOWLEDGE SOCIETY 2010
KNOWLEDGE SOCIETY 2010 EDUCATION TRAINING
EDUCATION KNOWLEDGE SOCIETY 2010 SOCIAL ISSUES



Career Guidance and Public Policy

BRIDGING THE GAP



EDUCATION SOCIAL ISSUES EMPLOYMENT
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ISSUES EMPLOYMENT EDUCATION SOCIAL ISSUES

NACGT – Better Practice

Australia's – My Future

Canada's – Human Resources & Skills Development Canada

Let us also be analytical / critical
and try to see 'beyond the apparent'

EU has accepted CG as one critical element
to achieve 4 public policy goals (Lisbon Strategy)

- Social Inclusion
- Labour Market Efficiency
- Lifelong Learning
- Economic Development

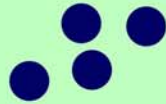
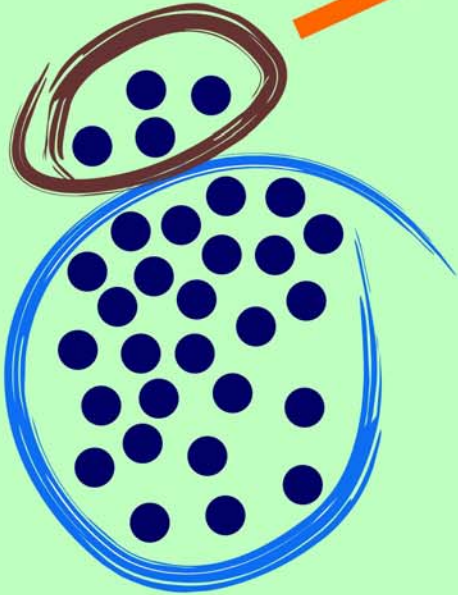
Small illustration
of my trying to be “critical”
with regard to current reforms of
Higher Education

Next two slides

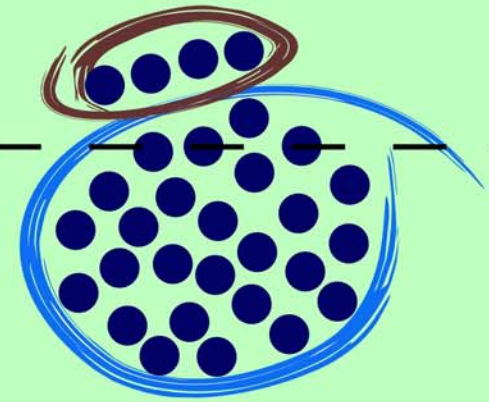
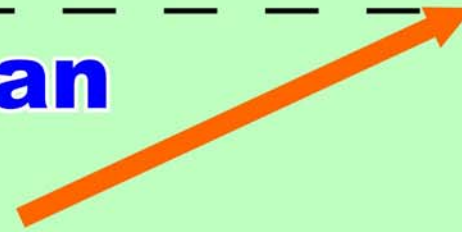


desired level of performance

**“ Use the WB Loan
to do this**



**and the rest will
naturally / eventually
follow”**

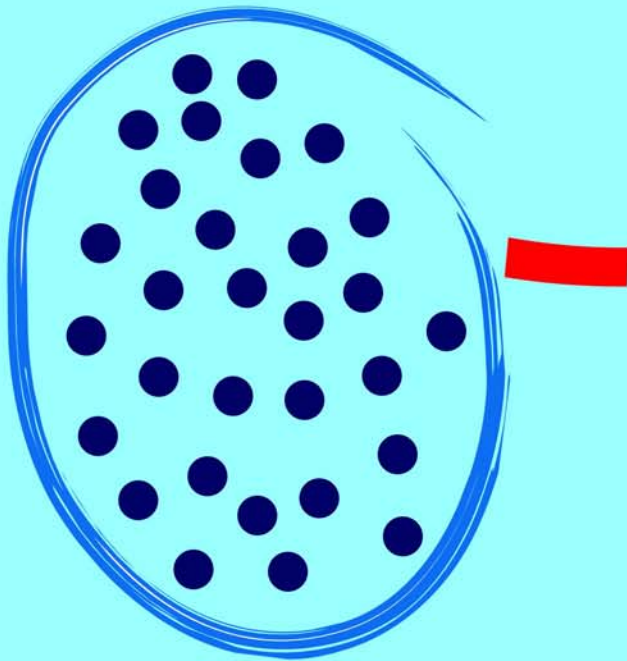


**BUT
will that work
in Sri Lankan
Higher Education
as it is today ?**

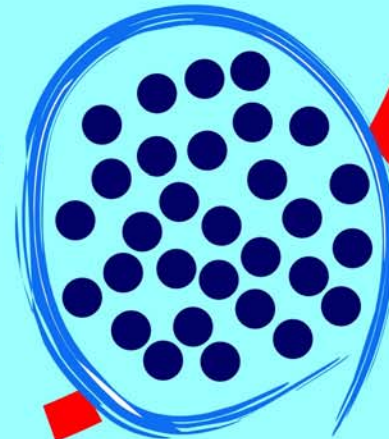
desired level of performance

Use the WB loan

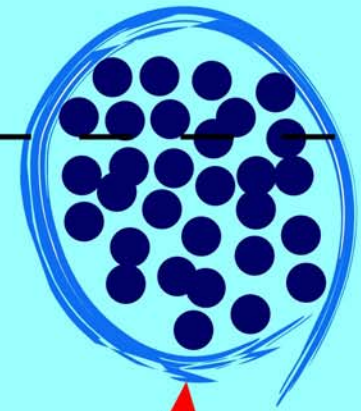
1. to push reform movement forward within clear national framework
2. To create / develop mechanisms that will promote & sustain continuing system-wide change



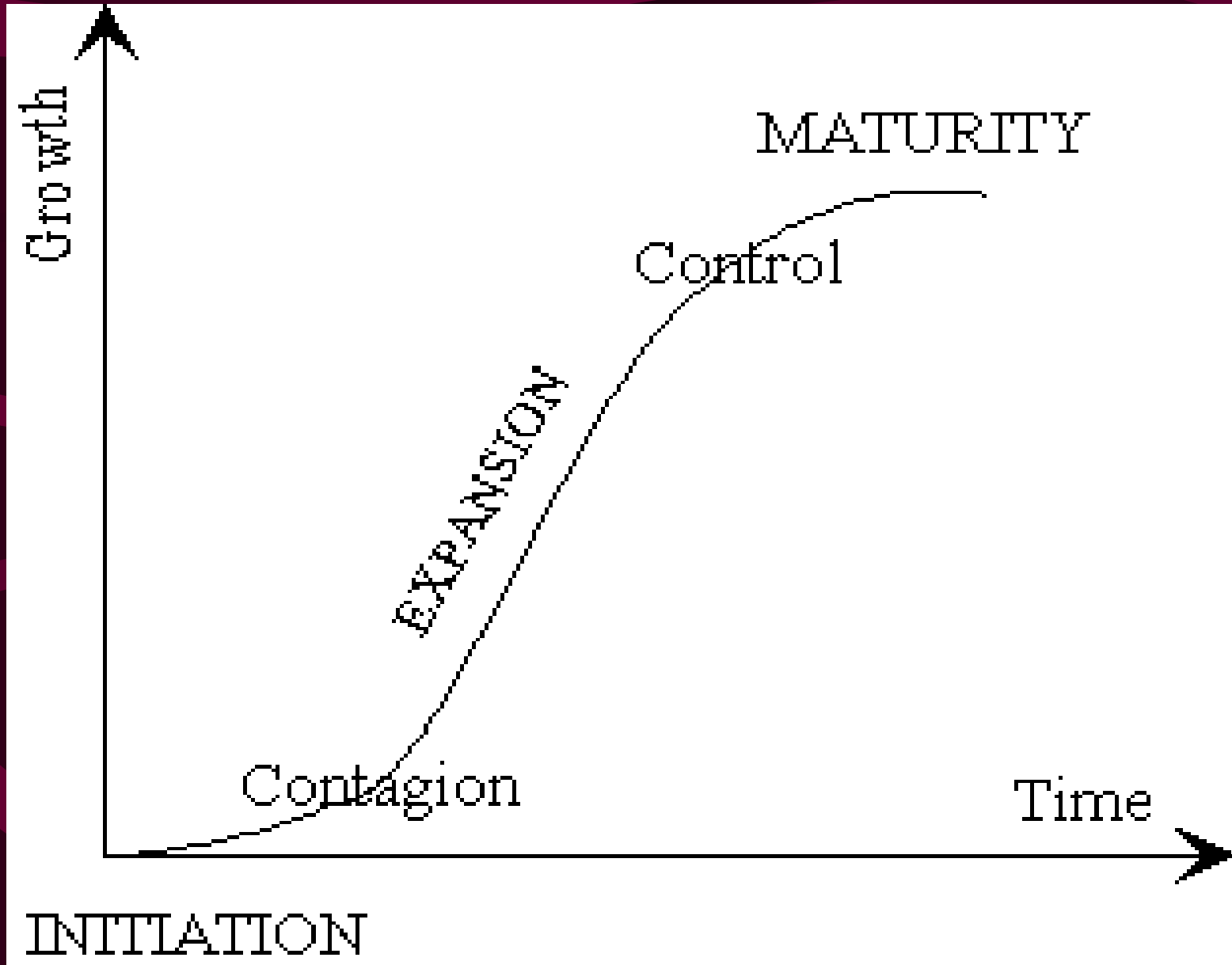
3. In the short term reduce variance even if at sub-optimal level



4. In 5 years we can be here



Let us facilitate change and innovation.



The well-known Nolan Model of Growth

Models of Change

(Lewin/Schein's Three Stage Model 1951)

Unfreeze existing behaviour

–disturb the equilibrium to lessen resistance to change



Attitudinal behavioural change

–move from old to new behaviour



Refreeze new behaviour

- establish new patterns of behaviour as those that are normal

Let us see the developments
in Career Guidance here in Sri Lanka as
positive ...

and as a process ...
that needs to build up ...

and continue to do all we can
to facilitate innovation and change
with the proposed National Council
stressing “development” over “control”