



# National Development Plan for the TVET Sector (2023-2027)

31<sup>st</sup> August 2022

## **Introduction, Rationale and Objectives of National Development Plan (NDP) for the TVET Sector**

### **Introduction**

The development of an economy depends on the supply of skilled human resources to the labour market with both quality and relevance. Therefore, it is necessary to provide the highest priority to the Technical and Vocational Education and Training (TVET) sector, which will support the development of various industry and service sectors thus reducing unemployment and under-employment. Developing the TVET sector will further address the issue of the informal labour market and eventually recognize their skills for the formal certification process.

The first “Development Plan” was published and gazetted in 1995 to introduce the registration of vocational training institutes. Thereafter, the TVEC has developed sectorial and provincial plans to promote the TVET. The National Development Plan (NDP) for the TVET sector is developed in compliance with the National Policy on TVET (NPTVET) developed by the National Education Commission (NEC), which was aimed at achieving a skilled workforce for the socio-economic development of Sri Lanka. This is the first plan with a holistic approach covering all aspects of Skills Development and Vocational training and it has been a long-felt need of the TVET sector.

TVET was carried out by different Government agencies as well as by private sector organisations almost from the time of gaining independence, this sector needed regulated and uniform standards for training delivery, assessment and certification. In 2004, the unified system for TVET was introduced as the National Vocational Qualification (NVQ) framework. The NVQF was a significant breakthrough in this regard because a common set of qualifications at different levels was established, being managed and regulated by the TVEC so that a particular qualification certified that the holder possessed a certain minimum number of competencies at a particular level of ability, irrespective of where he or she had undergone training. However, this was only the beginning and a great deal of development remains to be done if the Sri Lankan National Vocational Qualification system is to acquire the status of similar systems in developed countries.

The NPTVET was formulated in order to document the vision of the Government. This NDP is mainly based on 73 policies of NPTVET and elaborates on the six (06) themes with strategies and proposed mechanisms to achieve the policy objectives and other requirements of the above documents. Therefore, it should be viewed as a set of guidelines for TVET institutes and linkages that have to be established or further strengthened.

It is intended that this development plan would serve as useful reference material for institutions, both public and private training providers, in developing and implementing their own periodic plans systematically and uniformly, in conformity with the policies of the Government. It is expected that public training agencies at large abide by the requirements of NDP in order to achieve the country's set goals & objectives of the TVET sector.

## **Rationale**

Sri Lanka's secondary education enrolment rate was around 90% in 2018. However, the enrolment rate for tertiary education is around 23%. The remaining student cohort, which is the larger portion, chooses various career options and mainly contributes to the informal labour market which accounts for nearly 70% of the employed persons. The Government's expenditure on education was 11.3% in 2018 and it was nearly 2.1% of GDP. The total expenditure on TVET in 2020 was 10.8 billion rupees and around one (01) billion was financed through donor assistance. The financing of the TVET sector will have a long-term positive effect on skilled human resources, which is vital for social and economic development.

The NVQF consists of seven levels from 1 to 7, starting from certificate, diploma and degree levels and the levels are well defined in terms of process complexity, responsibility and learning demand. The NVQF facilitates upward mobility and lateral entries and pathways to promote within the system and mainstream other traditional courses through mapping or converting to NVQs with the support of National Competency Standards (NCS) and competency-based curricula. Currently, approximately 500 NCSs ranging from NVQ 1 to 6 have been developed in Sri Lanka and shared such resources with many South Asian countries.

When considering the TVET delivery network, there are about 1500 registered institutes, 6000 registered courses and 3000 accredited courses in Sri Lanka as of early 2022. More than 50% of the centres are from the private sector and the public sector owns more than 600 centres with a TVET system mainly administered by the Ministry of Education. All these centres and courses have been quality assured by the regulatory body, the Tertiary and Vocational Education Commission (TVEC). Currently, there are about 600,000 NVQ certificate holders having quality assured joint qualifications representing NVQF level, which are recognized locally and benchmarked internationally, backed by a robust and coherent quality assurance system.

Mainstreaming females into the formal labour market and certifying informal sector employees are two major tasks for improving the quality of human resources in the country. Inclusive TVET is a challenge in taking care of vulnerable groups in society. The UNESCO, UN Sustainable Development Goal (SDG) No. 04 calls for “inclusive and quality education for all”. This includes persons with a disability or marginalized people most likely to suffer from exclusion from any form of education. “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all” is one of the targets of goal no. 04 of the SDG.

Reforming distance learning, online learning and blended learning will be another challenge in coping with the ongoing energy and economic crisis and the development of online digital content. Further, augmented and virtual realities for practical simulations will have greater potential in the future. Online assessments using question banks will play a major part in reforming assessment mechanisms. Curriculum innovation is also a main challenge in the system and needs to maintain close industrial linkages to update the curricula according to current and future industry skill demands. The TVET system of Sri Lanka is described in the **Schedule I**.

## **Objectives**

The objectives of the NDP are mentioned under the following six (06) themes and proposed projects and activities are listed in **Schedule II**. The objectives are as follows:

### ***Theme 1: Accessibility to Technical Vocational Education and Training Programmes***

“ensure the increase of participation of all strata of the community including traditionally under-represented communities, females/housewives, all vulnerable people including persons with disabilities and people from urban, rural to remote areas”

### ***Theme 2: Training and Development and Rationalization of Training***

“ensure holistic development of persons through vocational training in a rationalized manner to be able to optimize resources utilization and reaping a maximum return on investment through curricula innovation, integrated development of National training plans, quality assured training delivery & assessment and Apprenticeship training”

### ***Theme 3: Labour Market Information, Training Information and Digitalization***

“implement an effective management tool that provides timely information for decision-makers and makes available online training platforms for TVET, digital platforms for Career Guidance and also digitalize blue-collar jobs to develop their social image”

### ***Theme 4: Industry Linkages and Workforce Development***

“strengthen linkages between the industry and TVET in the development and implementation of training courses and ensure trained people could realize their employment aspirations and they will meet the skills needs of the industry”

### ***Theme 5: Quality Assurance and Recognition in TVET***

“review and update quality assurance legal framework, processes, manual and guidelines considering the current international best practices and increase the performance TVET graduates to get recognition in the local and international labour market”

### ***Theme 6: Management of Human Resource Perspectives of TVET, Physical and Financial Resources***

“attract, recruit and retain competent persons with respective industry exposure through competitive remuneration and make pathways for continuous professional development (CPD) and sharing physical resources and optimize financial resources among institutes in the TVET sector”

Policy no. 18 of National Policy on TVET NPTVET also stresses “*TVET Development Plan should be prepared under the TVE Act covering the entire sector and give legal effect to the plan*”. This National Development Plan (NDP) has been compiled in fulfilment of a statutory requirement imposed on the Tertiary and Vocational Education Commission (TVEC) in terms of Section 11, Sub-section (1) of the Tertiary and Vocational Education Act No. 20 of 1990, to prepare such a plan from time to time, which, after approval by the Hon. Minister in charge of the subject of Technical and Vocational Education and H.E. the President, shall become the base document for Annual Implementation Plans (AIP) and Annual Training Plans (ATP) prepared by individual Technical and

Vocational Education & Training institutions, which are required to do in terms of Section 12a of the Tertiary and Vocational Education (Amendment) Act No. 50 of 1999.

It is intended that this development plan would serve as useful reference material for institutions, both public and private training providers, in developing and implementing their own periodic plans systematically and uniformly, in conformity with the policies of the Government. It is expected that public training agencies at large abide by the requirements of NDP in order to achieve the country's set goals & objectives of the TVET sector.

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## **Schedule I – The TVET System**

Sri Lanka's TVET system is characterized by a multitude of agencies including training providers in the public and private sectors, standards and curriculum development agencies and a regulatory body, which is the Tertiary and Vocational Education Commission operating under the purview of the Ministry of Education. National Apprentice and Industrial Training Authority (NAITA) and the University for Vocational Technology (Univotec) function as competency standards and curriculum development agencies respectively. The Univotec was inaugurated in 2008 with the purpose of providing education at degree level for those who come through the NVQ system as well as those who work in industry and wish to acquire degree-level education. The former NITESL was made a faculty of Univotec as per the provision of the Univotec Act. The NAITA functions as the leading agency in providing apprenticeship training. It manages three (03) national training institutes viz. Apprenticeship Training Institute (ATI), Automobile Engineering Training Institute (AETI) and Institute of Engineering Technology (IET).

Department of Technical Education and Training (DTET) operates a network of Technical Colleges throughout the country of which nine (09) Colleges have been upgraded as Colleges of Technology (CoTs) to offer diploma-level courses leading to National Vocational Qualifications. The Technical Education Development Project (TEDP) funded by the Asian Development Bank provided funding for this initiative. The Korean International Cooperation Agency (KOICA) also provides funds for this program. Almost all state training institutions have been brought under the purview of the Ministry of Skills Development and Vocational Training which is a progressive step taken for managing the TVET system towards a common goal.

In the year 2007, the Technical Education Development Project (TEDP), the successor to the Skills Development Project (SDP), came into effect that mainly concentrated on activities related to NVQ level 5 and above diploma level courses and setting up of the University of Vocational Technology (Univotec) for the award of NVQ level 7 degree equivalent qualifications. Accordingly, Univotec has been established which is now in operation at Ratmalana.

To consolidate the outcomes of the SDP and the TEDP projects, a new program called Sector Skills Development Program (SSDP) was commenced in 2011 which was funded by the Asian Development Bank and other donors and established University Colleges with emerging and new diploma level courses within the NVQ framework. In this program, a training purchase model titled “employment linked training program” was initiated with private sector industry employers and other recognized training institutions.

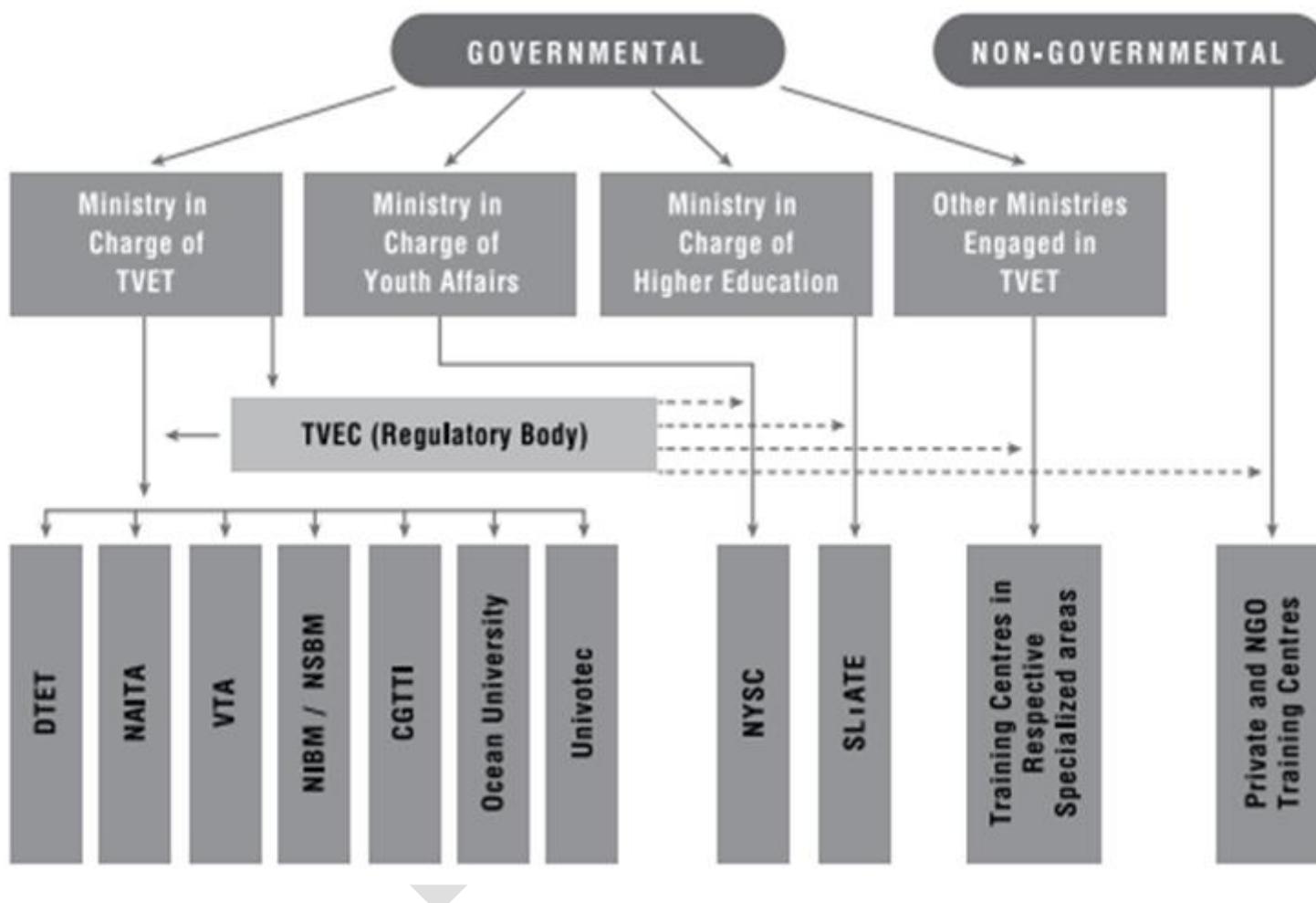
In the public sector, the Vocational Training Authority (VTA) operates a network of Vocational Training Centers throughout the country with NVQ-level courses range in from levels 1- 6. The National Apprentice and Industrial Training Authority (NAITA) is the leading training organization that provides training in Enterprise Based Training (EBT) mode across the country. The Department of Technical Education and Training (DTET) runs a network of Technical Colleges and Colleges of Technology with courses NVQ level 1-6. The National Youth Services Council (NYSC), organizes vocational training courses in urban as well as rural areas. In addition, a set of other state agencies provide training in different areas of training. Private sector establishments in the industry provide industry-specific TVET courses for their own workers as well as outsiders in different occupations. Registered private and NGO sector training institutions also play a key role in providing TVET in the country.

The figure next page depicts a schematic diagram of the TVET system in Sri Lanka, as of the end of 2020.

The intake capacity of public training institutions is approximately 124,000 and that of registered private institutes is approximately 21,000 in 2021 according to the LMI Bulletin of TVEC (Volume 02/'21 – Dec 2021). Most of the Public sector TVET institutions operate only on weekdays during office hours leaving valuable training equipment and machinery idling during weekends and vacation periods. Due to this pattern of use, most of the modern equipment brought in by spending millions of rupees remains underutilized for much of the time year around. Some of this equipment get obsolete over time as well. Many courses in the public sector run below capacity due to a lack of trainees, resulting in the underutilization of equipment and machinery. Therefore, optimum utilization of resources in the TVET sector remains an issue.



## Institutional Framework of the TVET Sector in Sri Lanka



## **Schedule II - Proposed Projects and Activities**

### **Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

#### **The rationale for Proposed Projects and Activities**

Appropriate projects and activities are elaborated in detail as below,

#### **1. Wider and Uniform Course Mix among Districts**

Although a wide range of occupations prevails in the labour market, TVET institutions altogether enrol students for less than 100 categories of occupations. Access to TVET for youth with aspirations beyond these occupations is limited. Therefore, it is necessary to establish a wider course mix in each district. Training courses available in Colombo, Galle and Kandy cities need to be available in other districts which leads to increase access to TVET for youth in all parts of the country and enrolling in TVET courses of their choice.

Though many young people join the labour market after receiving training in TVET centres, the majority directly enter the labour market without any training. Some of them get into jobs in industry and/or businesses and acquire the skills through informal training or work-related experience. Others opt to engage in livelihood occupations and there is a worldwide trend to expand ‘gig jobs’ in which workers are without an institutional contract or attachment. As both these groups have gaps in skills, TVET has the responsibility to make them skilled/competent too.

#### **2. Financial Support and Students’ Welfare**

The majority of TVET students need financial support to meet their routine expenses including transport while following courses. In the TVET sector, major institutions have schemes to support students such as daily payment for attendance and transport season tickets. The relevant policies have proposed to extend these facilities for students of all courses. The plan has identified projects and activities to address those policies. However, in case it is difficult to provide financial support for all, it is proposed to consider the following groups on a priority basis:

- a. Vulnerable groups such as low-income families and plantation youth,
- b. Youth who follow courses outside the province/ district as such courses are not yet available in their districts

#### **3. Increase Female Participation in Non –Traditional Courses**

Empowering females will eventually help to meet the labour market requirements. The National Policy on TVET (NPTVET) has addressed this issue and some actions have already been taken to introduce female-friendly occupations. Though there are female-dominated and male-dominated occupations in the labour market, female-dominated occupations are less in number as females do not have a wider distribution among occupations. Therefore, the overall employability of females is lower than that of males. The Ministry had deliberations on promoting female employment in selected industries as there are many occupations in which females could be engaged and therefore these should be developed into female-friendly occupations. The TVEC has already developed National Competency Standards (NCSs) and Curricula for occupations which are female-friendly. It is proposed to identify more female-friendly occupations and start relevant training programmes for

females. Further, it is required to improve logistical facilities for females in training centres and the industry.

#### **4. Training of Persons with Disabilities (PWDs)**

People with disabilities (PWD) face particular challenges in education and training. They also face barriers that affect access to Technical and Vocational Education and Training (TVET) institutions. Therefore, the TVET Policies of Sri Lanka have also given due emphasis to the training of persons with disabilities for employment. This plan has addressed the improvements to access facilities to training centres, facilitate NVQ courses and extend grant schemes and training of trainers to handle persons with disabilities. Further, the TVEC has introduced reasonable adjustments in NVQ assessments of disabled persons and issued an NVQ circular to implement reasonable adjustments in NVQ assessments for PWDs.

#### **5. Career Guidance and Social Marketing**

Career Guidance (CG) and Social Marketing is an approach used to develop activities aimed at changing or maintaining people's behaviour for the benefit of individuals and society as a whole. Chapter 9 of the NPTVET has addressed career guidance; it says that in all leading TVET institutions, Career Guidance programmes should a focus on that institution's specific training opportunities.

TVET institutions have taken many initiatives to improve career guidance activities. Many career guidance centres are established and their operations need to be aligning with the national goals of the TVET while focusing institution's specific training opportunities. Programmes are included in this plan with measures to improve the operations of centres. Further, this plan proposes to strengthen district TVET coordinating committees to enable collaborative planning and implementation of CG programmes at the district level and national level with the collaboration of the School Education System.

A National level uniform TVET promotional programme should be a regular activity in the TVET development.

#### **6. Facilitate ‘Schools to TVET’ Transition**

The Government implemented “13 years of continued education” for Sri Lankan students which is a great landmark event in linking General Education to Vocational Education. Under this project, students will obtain NVQ Level 3 or 4 certificates in their respective occupations and be able to secure employment opportunities. Therefore, this initiative needs to be expanded while ensuring the quality of teaching and learning through accreditation and assessment. In addition, plans are underway to offer NVQ level 4 for Technology stream students who are interested to continue further education through the vocational pathway.

In this plan, it is proposed that students who leave school without entering tertiary education should be directed to vocational training and make it mandatory in future. This is to be done through a gazette notice and it is also proposed that those who do not enter into any of the tertiary education institutions after their school education.

## **7. Training of Vulnerable Persons**

This plan has included a separate section for disadvantaged persons as that is also a wider section of the community that includes those affected. The TVET is already addressed a part of the disadvantaged community by conducting courses in prisons.

It may be difficult for such a community to follow long-term vocational training courses. Therefore, this plan is proposing to facilitate training of comparatively short duration for livelihood occupations, for these groups. Further, many of them need psychological counselling and psychiatric treatment with a certain extent of medication.

## **8. Image Building of TVET**

The National TVET policy has highlighted the need for improving the image of TVET which is a long-standing issue of TVET. When students from schools get admitted to VT centres, they may be discouraged due to the present image of training courses.

The National Policy on TVET has highlighted two more dimensions to enhance the image of TVET. They are the image of courses and the image of practising craftsmen after acquiring competencies in VT centres. Therefore, this plan proposed to provide an employment support programme with employment placement and entrepreneurship, and also incorporate digital technologies in blue-collar occupations and introduce programmes to improve the living standards of practising craftsmen.

Please refer to related Policies in **Schedule III** - Theme 1: Accessibility to Technical Vocational Education and Training Programmes

**Activity Matrix:**

**Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

| Activity   | Baseline (2020)  | Output  | Measurement/ Indicator  | Outcome  | Period of Implementation | Responsibility/ Remarks  |
|--|--|---|---|--|--------------------------|--|
| 1.1 Develop training centres with a uniform course mix among districts. (New/upgrade Center of excellence for each province)   | The course mix among districts is not uniform. No facilities for co-curricular activities            | 1. Attractive, resourceful training institutes with updated technology & facilities   | No. of new/upgraded attractive training institutes and CoEs established | Highly employable TVET graduates   | 2023- 2027               | Lead: Ministry, TVEC<br>Support: Training agencies                       |
| 1.2 Establish Community Colleges in each district to facilitate short courses on livelihood occupations and gig jobs   | This concept is aligned with the Community Colleges in developed countries, but not yet in Sri Lanka | Availability of at least one Skills Development Unit (SDU) for each district and opportunities for short-term, livelihood occupations and gig jobs courses for youths | No. of Community SDU established and no. of beneficiaries               | Poverty reduction in the rural community                                     | 2024                     | Lead: Ministry, TVEC, Training agencies Support: Divisional Secretariats |
| 2.1 Commence payment of monthly allowance to trainees in all employment-linked accredited NVQ courses on priority categories   | No uniformity in paying monthly allowances   | Increase the number of trainees for the TVET sector   | No. of youths benefited   | Increase in number of youth finding employment                               | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies                       |
| 2.2 Initiate discussions with policy makers and banks to facilitate funding with concessionary interest rates to private training centres through loans from banks and implement | Bank loans are available at commercial rates but with no concessionary interest                      | A loan scheme with reasonable rates   | Number of beneficiaries   | Private sector training centres benefited from lower interest rates on loans | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Banks                                   |

**Activity Matrix:**

**Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

| Activity   | Baseline (2020)   | Output   | Measurement/ Indicator   | Outcome   | Period of Implementation | Responsibility/ Remarks   |
|--|---|--|--|---|--------------------------|---|
| 2.3 Establish hostel facilities in National Training Institutes for students coming from distant districts/places if boarding facilities are not available in the area                           | -   | Increase the number of trainees for the TVET sector              | No.of hostels/beds facilities developed                          | Students from far places provided accommodation       | 2027                     | Lead: Ministry, Support: Training agencies                                    |
| 3.1 Implement female-friendly non-traditional courses with industry demand without considering educational qualifications  | NCS and Curricula have been developed for female-friendly occupations | Availability of demanded non-traditional courses for females     | No. of female-friendly non-traditional courses commenced         | More females doing non-traditional courses            | 2023 & continue          | Lead: Ministry, TVEC Support: Training agencies                               |
| 3.2 Provide female-friendly facilities in training centres and in the industries where female trainees have OJT  | -   | Increase the number of Female trainees in TVET                   | No. of Training Centers with OJT                                 | Increase in female participation in the labour market | 2023 & continue          | Lead: Training agencies Support: Industry                                     |
| 4.1 Facilitate all buildings of training centres with access to disabled persons complying with Acts and regulations   | Partly complied in certain places                                     | All training centres with disabled access                        | No. of training centres with access facility to disabled persons | Protect the rights of the disabled persons            | 2023                     | Lead: Ministry, Training agencies, Treasury Support: Dept. of Social Services |
| 4.2 Establish at least one dedicated centre for skilling persons with disabilities in each district by strengthening centres of the Department of Social Services and/or developing new centres. | No such centres in all district                                       | Attractive training centres with a facility for disabled persons | No. of centres established for disabled persons                  | Highly employable disabled graduates                  | 2023                     | Lead – Ministry, TVEC Support – Dept. of Social Services                      |

**Activity Matrix:**

**Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

| Activity  | Baseline (2020)   | Output   | Measurement/ Indicator                   | Outcome   | Period of Implementation | Responsibility/ Remarks  |
|---|---|--|--|---|--------------------------|--|
| 4.3 Develop courses with NVQ accreditation to accommodate persons with disabilities and to facilitate integration with normal students (Inclusive education)              | Very few courses  | Increase the no. of courses that can be accommodated persons with disabilities | No. of courses accredited                | Equal opportunity for disabled persons            | 2023                     | Lead: Ministry, TVEC Training agencies, Treasury Support: Dept. of Social Services |
| 4.4 Develop general trainers to deliver training for disabled persons and appoint a group of special trainers to provide them with repeated training                      | Not in practice   | Increase no. of trained trainers for disabled persons                          | No. of trained trainers                  | Equal training opportunities for disabled persons | 2023 & continue          | Lead: Ministry, TVEC, Training agencies Support: Dept. of Social Services          |
| 4.5 Facilitate a grant scheme for disabled-friendly courses in training centres of the Social Services Department and other training providers with appropriate tool kits | TVEC awarded grants to such training centres in the past  | Appropriate training courses with all facilities for disabled persons          | No. of disabled persons followed courses | Equal opportunity for disabled persons            | 2023 & continue          | Lead: Ministry, TVEC Support: Dept. of Social Services                             |
| 4.6 Implement a system to facilitate reasonable adjustments in the delivery of training and assessments of persons with different disabilities.                           | The system is already developed                           | The procedure is set up to asses disabled person in a fair manner              | System availability                      | Equal opportunity for disabled persons            | 2023                     | Lead: Ministry, TVEC Support: Funding agencies                                     |
| 5.1 Implement National Steering Committee on Career Guidance  | The National Steering Committee on CG already Established | The steering committee in actions  | No. of meetings held                     | A successful career guidance system               | 2023 - 2024              | Lead: Ministry, TVEC Support: Training agencies                                    |

**Activity Matrix:**

**Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

| Activity   | Baseline (2020)  | Output  | Measurement/ Indicator                                  | Outcome  | Period of Implementation | Responsibility/ Remarks                               |
|--|--|---|---|--|--------------------------|---|
| 5.2 Develop an occupational outlook manual with occupational information to be used at Career Guidance Centers   | Initially developed Outlooks published at <a href="http://www.youthjobs.lk">www.youthjobs.lk</a> | Availability of occupation-wise guide for information seekers | No. of occupational outlook developed                   | Training seekers are provided with accurate career information | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies    |
| 5.3 Develop/revised criteria for enrolment of trainees with special consideration to persons with disabilities, disadvantaged groups and vulnerable groups including females | -  | Updated criteria available                                    | An updated criteria                                     | Increase enrolment of vulnerable persons, especially females   | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies    |
| 5.4 Establish a network of Career Guidance Centers   | Career Guidance Centers identified for networking  | Established Career Guidance Service for service seekers       | No. of Career Guidance Centers with required facilities | Accurate and updated career information provided to seekers    | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies    |
| 5.6 Develop and execute a National level TVET promotional programme  | National promotional programme conducted in some years   | National TVET promotional scheme in effect                    | No. of promotional programmes on TVET                   | Adequate awareness provided                                    | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies    |
| 5.7 Strengthen District Coordination Committees to do collective planning of CG Programmes in districts.   | Plans developed in some districts  | An active district coordination committee established         | No. of coordinating committee established               | Effective coordination of CG                                   | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies    |
| 5.8 Develop Concept, ToR and software to establish ICT-enabled CG Services.  | -  | Automated CG service  | Automated CG systems                                    | Updated career information through an automated CG system      | 2023                     | Lead: Ministry, TVEC, Support: NIE/Dept. of Education |

**Activity Matrix:**

**Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

| <b>Activity</b>   | <b>Baseline (2020)</b>   | <b>Output</b>   | <b>Measurement/ Indicator</b>                                    | <b>Outcome</b>  | <b>Period of Implementation</b> | <b>Responsibility/ Remarks</b>   |
|---|--|---|--|---|---------------------------------|--|
| 6.1 Establish community and school-based Career Explorer Clubs to inculcate career exploring mindset among youth/school children, possibility to link with the inventors club available in school     | Some schools have made the initiative with the support of officers attached to DS divisions                            | Community and school-based career clubs linked with inventors clubs | No. of Schools with clubs  | Students with career exploring mindset  | 2023& continue                  | Lead: Ministry, TVEC, Support: Schools   |
| 6.2 Develop linkages between TVET and General Education and provide technical inputs to meet accreditation requirements   | Linked with non-formal and 13-year education   | TVET and the general education system working together              | No. of TVET institutions linked with the school education system | Students from the school education system join TVET courses   | 2023 & continue                 | Lead: Ministry TVEC Support: Training agencies, Schools                                |
| 7.1 Organize short courses on livelihood occupations, tailor-made courses as demanded in the foreign employment market and community skills in all training centres suitable for disadvantaged groups | -  | Increase no. of participation for TVET                              | No. of short courses on livelihood occupations developed         | Increase participation in livelihood training courses   | 2023 & continue                 | Lead: Ministry, TVEC Support: Treasury Training agencies                               |
| 7.2 Facilitate Psychological Support services to absorb applicants from disadvantaged groups into the mainstream vocational courses.  | Donor agencies had attempted to facilitate psychological assistance to tsunami and war-affected trainees in Batticaloa | Increase no. of participation for TVET                              | No. of psychological support services established                | Increase social acceptance for skills development and TVET, opportunities for all segments of the society | 2023 - 2027                     | Lead: Ministry, TVEC Support: Dept. of Social Services, Psychological Support agencies |

## **Activity Matrix:**

### **Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

| <b>Activity</b>   | <b>Baseline (2020)</b>   | <b>Output</b>   | <b>Measurement/ Indicator</b>                             | <b>Outcome</b>   | <b>Period of Implementation</b> | <b>Responsibility/ Remarks</b>  |
|---|--|---|---|--|---------------------------------|---|
| 8.1 Renovate and structure the training buildings, premises and surroundings of training centres to have an aesthetic view to develop as “Centers of Excellence” and give a positive appeal to the youth and public | Requirement emphasized   | Increase skilled workforce to meet the industry skills demand | No. of "Centre of Excellence" established                 | Image building on TVET   | 2024 & continue                 | Lead: Ministry, TVEC<br>Support: Treasury   |
| 8.2 Encourage vocational training a requirement for those who do not enter into any tertiary education.   | -  | Increase no. of participation for TVET                        | No. of trainees enter to TVET                             | Increase social acceptance and increase the skilled workforce to meet the industry skills demand | 2023 - 2025                     | Lead: Ministry TVEC<br>Support: Divisional Secretariats, Training agencies Media institutes |
| 8.3 Introduce digitalization and advanced technologies to the courses (especially to courses without social demand)   | Only available for a few programmes                            | Available digitalized courses with advanced technology        | No. of courses with advanced technology                   | More Competent workforce with the knowledge of advanced technology                               | 2023 & continue                 | Lead: Ministry, TVEC<br>Support: IT enabled service agencies, Training agencies             |
| 8.4 Introduce programmes to uplift the living standards of practising craft persons and their children. (Managing finance, non-alcoholic and drug-free living etc.)   | Programmes focusing on this matter are not in place            | Available Programme   | No. of success Craft persons with uplift living standards | Successful skilled workers through TVET  | 2023 & continue                 | Lead: Ministry, TVEC<br>Support: Training agencies, Media institutes                        |
| 8.5 Develop IT-enabled employment placement which should be incorporated into MIS   | System available but not up to the expected level of operation | Available IT-enabled system                                   | No. of systems developed                                  | Increase the employment placement  | 2023-2027                       | Lead: Ministry, TVEC<br>Support: Training agencies  |

**Activity Matrix:****Theme 1: Accessibility to Technical Vocational Education and Training Programmes**

| Activity  | Baseline (2020)   | Output  | Measurement/ Indicator               | Outcome                                | Period of Implementation | Responsibility/ Remarks  |
|---|---|---|--------------------------------------|--|--------------------------|--|
| 8.6 Prepare procedures to improve loan scheme with start-up/ venture capital funding scheme at a reasonable interest rate for ventures started by youth after completing technical and vocational education | Self Employment Promotion Initiative (SEPI) loan scheme is already in operation | Available procedure to improve the Loan Scheme for TVET beneficiaries | No. of procedures implemented        | Increase the no. of Entrepreneurs      | 2023- 2027               | Lead: Ministry, TVEC<br>Support: Financial institutions Training agencies, |
| 8.7 Formation of Alumni Associations (e.g. NVQ holders' association)  | Available at institutions   | Alumni Association established  | No. of members in Alumni Association | Increase recognition of TVET graduates | 2024-2027                | Lead: Ministry, TVEC<br>Support: Accredited training providers             |

## **Theme 2: Training and Development and Rationalization of Training**

### **The rationale for Proposed Projects and Activities**

Appropriate actions and activities are elaborated as below,

#### **1. Training Materials, NCSs and Curricula Innovation**

The NVQ Framework has introduced National Competency Standards (NCS) to the TVET system. Further, the NVQ Framework introduces a standardized process to develop the NCSs and curricula which facilitate all institutions to have uniform curricula and thereby ensure consistent course delivery.

National Competency Standards specify the skills, knowledge and attitudes required to perform respective jobs. Industry uses many products and procedural standards developed by the SLSI, British and other international standards to ensure quality, however, lack of awareness of NCS among the industry may affect its Human Resource Development. The NCS can be used for the preparation of job descriptions of respective occupations. Therefore steps must be taken to develop NCS industry-friendly. This development plan expects to overcome the above issues and create trainee, trainer and industry-friendly NCSs, curricula and training materials.

#### **2. Integrated development of National and Institutional Annual Training Plans**

At present, all institutions prepare Corporate Plans and Annual Implementation Plans on their own focusing on their institutional objectives. The National Development Plan for TVET needs to be referred to in the compilation of such Corporate Plans and Annual Implementation Plans of Individual Training Agencies.

With the effect of the development plan, the training institutions have to prepare their Corporate and Annual Implementation Plans based on the inputs of the National TVET Development Plan and National Policy on TVET (NPTVET). The TVEC prepares a National Annual Training Plan considering the demand and supply of the TVET sector and the availability of resources of the training agencies. The National Annual Training Plan is the base document for training agencies to develop their annual plans for courses.

#### **3. Training Development and Delivery (Training Centre and Course) Management**

The TVET System of Sri Lanka consists of many public sector training networks and many private and NGO providers. However, the total number of training centres in operation either in the public or private sector is unknown.

Further, training technology is also advancing at a rapid rate and many policy directives given in the National Policy of TVET were considered in the development of this plan which is expected to give guidelines on all training delivery and development issues.

#### **4. Promote Apprenticeship, Enterprise Based Training and On-the-Job Training**

Apprenticeship is a strong training methodology as it could develop training up to unconscious competency level in crafts skills. Many developed countries use apprenticeship training as their main skills development strategy and they have developed many concepts such as modern apprenticeship and cognitive apprenticeship to strengthen the apprenticeship training methodology. Sri Lanka's apprenticeship system has added many new features such as special apprenticeship and situational apprenticeship to national apprenticeship in the 1970s and 1980s which are not seen or practised in other countries.

Many countries have modernized apprenticeships to get the benefit of advancing technologies and digitalization. NAITA has an important role to play in strengthening apprenticeships in line with the national trend set by the NVQ Framework and the global development of apprenticeships. The Development Plan has addressed these issues of apprenticeship including the development of the cognitive component of Training.

#### **5. Create an Environment for Private Sector to Participate in Training Development and Delivery**

The NVQ Framework has facilitated the private training centres to get NVQ accreditation and issue NVQ certificates with the Government emblem. The TVEC implements a grant scheme to help training centres to purchase equipment required for course accreditation. In addition, The Ministry introduced a Training Purchase Model (TPM) to pay the private training centres and industry for training. This is an attractive concept to develop training capacities in private and industry training centres.

Many leading public sector training institutions have established public-private partnerships (PPP) with private training institutes and industry. Though many industries are interested in starting training courses they are unaware of training methodologies. When two parties become partners, hybrid training courses could be established. NAITA and VTA have many partnerships with industries. DTET also has signed MoUs with the industry in many partnerships. The National Development Plan must take action to create a similar type of partnership with donor funding.

With the introduction of the Tax Holiday and Income Tax Exemption for the TVET sector in 2021, many training recipients have initiated new business ventures while regulated private training institutes have focused on doubling their student intake for training programmes compared to the student intake of the previous year. This development plan must address these legislation provisions among private training institutions to reap the benefits given.

#### **6. Assessment Management Including NVQ Assessment**

Assessment is a critical aspect of the NVQ Framework and it is an indicator of the quality of TVET development. There are frequent complaints regarding the delay in the processing of the issuance of NVQ certificates and also regarding the competencies of NVQ certificate holders. The Assessment Quality Assurance Division of the TVEC is on a fast track to solving these issues and the Assessment Development Plan given below elaborates a broader outline to overcome these problems. Digitalization of the assessment process is a timely requirement and the best option to mitigate delays and increase transparency in the assessment process and partiality of the NVQ assessment.

Awarding an increasing number of NVQs through Recognition of Prior Learning (RPL) could make an impact on improving skills and ensure the dignity of industry employees who have acquired skills through informal training and work experience.

Please refer to related policies in **Schedule III** - Theme 2: Training and Development and Rationalization of Training

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## Activity Matrix

### Theme 2: Training and Development, and Rationalization of Training

| Activity   | Baseline (2020)  | Output   | Measurement/ Indicator  | Outcome   | Period of Implementation | Responsibility/ Remarks  |
|--|--|--|---|---|--------------------------|--|
| 1.1 Review and update NCS/ curricula (innovate the NCS Curricula development process)  | NCS Development Monitoring Committee and Approval process in place | NCS and curricula with industry realities and international best practices | Availability and delivery of new employability modules                                | Improved employability of TVET graduates        | 2023– 2027               | Lead: Ministry, TVEC<br>NAITA<br>Support: Training agencies                  |
| 1.2 Encourage TVET innovations to facilitate disabled persons and incorporate technological advancements and new training modes                  | Circular for Disability Toolkit for Assessments issued             | Disabled persons doing TVET courses-                                       | No. of disabled following TVET courses  | Social inclusiveness                            | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Dept. of Social Services, Training agencies |
| 1.3 Compile guidelines with periodic updating on new development, revision, validation, and endorsement of NCSs, Curricula and training material | NCS Development Monitoring committee and guidelines in place       | Guidelines available   | Soft skills modules available   | Employability of TVET graduates increased       | 2023                     | Lead: Ministry, TVEC, NAITA<br>Support: Training agencies                    |
| 1.4 Review institutional linkages to develop NCSs and curricula  | NCS Development Monitoring Committee established                   | NCS developed for demand areas   | Number of new NCS   | Training courses available for all skills areas | 2023 & continue          | Lead: Ministry, TVEC, NAITA<br>Support: Identified training agencies         |
| 1.5 Compile training materials, handbooks and materials considering innovative learning approaches   | -  | Availability of training materials, handbooks and materials                | No. of training materials, handbooks and materials for innovative learning approaches | Improved Training quality                       | 2023 & continue          | Lead: Ministry, TVEC<br>Support: TVET institutes, Universities               |

## Activity Matrix

### Theme 2: Training and Development, and Rationalization of Training

| Activity   | Baseline (2020)                       | Output   | Measurement/ Indicator   | Outcome                    | Period of Implementation | Responsibility/ Remarks  |
|--|---------------------------------------|--|--|----------------------------|--------------------------|--|
| 1.6 Reasonable adjustments for persons with disabilities on assessments identified under Theme 1, should be incorporated into NCSs and curricula         | A project is working on this issue    | Implementation of Reasonable adjustments for persons with disabilities   | No. of centres with Reasonable adjustments for persons with disabilities         | Inclusive TVET             | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Funding agencies  |
| 2.1 Prepare a National Annual Training Plan with the forecast of Annual training needs for the subsequent year   | TVET Guide                            | Annual training plan available   | Increase of 20% student intake every year from 2023-25                           | TVET for all               | 2023 & continue          | Lead: Ministry, TVEC<br>Support:<br>Dept. of Census & Statistics, Central Bank Annual Reports, Training agencies |
| 2.2 Communicate National Annual Training Plan to training centres  | -                                     | Availability of institutional implementation plans according to the National Annual Training Plan                  | Progress report on National Annual Training Plan                                 | Reduced demand-supply gap  | 2024 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies   |
| 2.3 Institutional Annual Training Plan for training centres of subsequent years to be prepared each year   | -                                     | Institutional Annual Training Plan for all training centres of the subsequent year on or before the end of October | No. of centres with Annual Training Plans  | TVET delivery planned      | 2023 & continue          | Lead: Ministry, Training agencies<br>Support: TVEC   |
| 2.4 Monitor/evaluate the adequacy/compliance to the National Plan when institutional training plans are being compiled and executed by training agencies | Ministry monitors institutional plans | Monitoring and evaluation plan for the adequacy/compliance with the National Plan                                  | Monitoring and evaluation report on the adequacy/compliance to the National Plan | Streamlined TVET provision | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies   |

## Activity Matrix

### Theme 2: Training and Development, and Rationalization of Training

| Activity  | Baseline (2020)   | Output   | Measurement/ Indicator  | Outcome  | Period of Implementation | Responsibility/ Remarks                            |
|---|---|--|---|--|--------------------------|--|
| 3.1 Use baseline studies on the establishment of training centres, delivery of training programmes and their capacities with mapping of scattered training centres.                                 | Funding agencies did a baseline study in 2013 TVEC did a situational analysis | Rational training network in operation   | Availability of mechanism for TVET rationalization                        | High return on investments in TVET                   | 2023 - 2024              | Lead: Ministry, TVEC<br>Support: Funding agencies  |
| 3.2 Issue guidelines/criteria for the establishment of new training centres   | Few guidelines are available  | Implementation of guidelines/ criteria for the establishment of new training centres | No. of centres guidelines implemented                                     | Rationalized TVET system                             | 2023– 2024               | Lead: Ministry, TVEC<br>Support: Training agencies |
| 3.3 Introduce new training modes such as blended learning distanced learning, Problem Based Learning (PBL), extra curricula activities in line with the creative engagement points                  | No evidence   | Availability of distanced learning and PBL, extra curricula activities               | No. of distanced learning and PBL, extra curricula activities implemented | Innovative learning system                           | 2023 –2024               | Lead: Ministry, TVEC<br>Support: Training agencies |
| 3.4 Develop and introduce a system to recognize soft skills acquired through extra-curricular activities and engagement in annual events  | No evidence   | Availability of an effective/attractive learning environment                         | No. of effective/attractive learning environments                         | Learners motivated to learn and acquire competencies | 2023– 2024               | Lead: Ministry, TVEC<br>Support: Training agencies |
| 3.4 Development of foundation courses and bridging modules to uplift students to follow advanced courses, enforce prior registration of training centres monitoring of training centres and courses | No evidence   | Availability of foundation courses and bridging modules                              | Percentage of foundation courses and bridging modules                     | Leaner seamless progression                          | 2023– 2024               | Lead: Ministry, TVEC<br>Support: Training agencies |

## Activity Matrix

### Theme 2: Training and Development, and Rationalization of Training

| Activity   | Baseline (2020)   | Output  | Measurement/ Indicator                                       | Outcome                                     | Period of Implementation | Responsibility/ Remarks   |
|--|---|---|--|---|--------------------------|---|
| 4.1 Review and develop (Enterprise Based) Apprenticeship scheme (EBT) in line with modern apprenticeship practised in developed countries and expansion of dual training         | Apprenticeship and EBT are in practice but not modernized | Students follow EBT                                       | EBT students increased                                       | Responsive EBT system in place              | 2023 & continue          | Lead: Ministry NAITA Support: TVEC, Industry Sector Councils                    |
| 4.2 Explore the full potential of industrial capacity to promote apprenticeship by developing linkages with large-scale industries   | Full industrial capacity is yet to be explored            | Availability of database to place apprenticeship training | No. of trainees places for apprenticeship training           | Well-developed apprentice management system | 2023 & continue          | Lead: Ministry NAITA Support: TVEC, Industry Sector Councils                    |
| 4.3 Develop knowledge modules and delivery system to develop theoretical knowledge and cognitive skills of apprentices   | -   | Availability of knowledge modules                         | The pass rate of apprentices in knowledge assessments        | Quality of apprenticeship training improved | 2023 & continue          | Lead: Ministry, NAITA Support: TVEC, Industry Sector Councils                   |
| 4.4 Review On-the-job training policies and training monitoring procedures to make OJT more effective and for each training centre to have linkages with the industries          | OJT policy is in place                                    | OJT policy available                                      | No. of industry linkages maintained                          | Demand responsive TVET system               | 2023 & continue          | Lead: Ministry, NAITA Support: TVEC, Industry Sector Councils                   |
| 4.5 Develop a database on industries as an open system to facilitate each training centre to upload industry data and training centres to use the database for training purposes | No common database  | Database available  | No. of Industry data uploaded and used for training purposes | Industry-linked TVET system                 | 2023 & continue          | Lead: Ministry Training Agencies Support: TVEC, NAITA, Industry Sector Councils |

## Activity Matrix

### Theme 2: Training and Development, and Rationalization of Training

| Activity   | Baseline (2020)                                  | Output  | Measurement/ Indicator   | Outcome  | Period of Implementation | Responsibility/ Remarks  |
|--|--|---|--|--|--------------------------|--|
| 5.1 Continue with Training Purchase Model by signing MoUs between TVEC and (the Skills Development Fund (SDFSL), to implement NCSs and Curricula not currently implemented in training centres and courses with a supply lower than the demand | Training Purchase Model is in practice           | Issue NVQs through the private sector to implement NCSs and curricula not currently implemented | No. of NVQs through the private sector to implement NCSs and Curricula not currently implemented | Certified competencies in all areas of the economy | Immediate                | Lead: Ministry, TVEC SDFL Support: Industry Sector Councils                                |
| 5.2 Direct one-time donor funding to establish industry-assisted training centres as a PPP model   | Funding agency provided funds under PPP training | Industry-assisted training centres as a PPP model are established                               | No. of industry-assisted training centres as a PPP model   | Industry lead TVET system                          | 2023                     | Lead: Ministry, TVEC Support: Industry Sector Councils                                     |
| 5.3 Promote legislation benefits among private training institutions   | Budget proposal 2020                             | Double the training   | No. of training delivery in Employment Link Training Programmes(ELTP)                            | Employment link training                           | 2023                     | Lead: Ministry, TVEC Support: Private training centres with registered/ accredited courses |
| 6.1 Digitalized NVQ assessment processes to ensure timely/efficient assessment and certification process with impartiality, authenticity and accuracy  | Work commenced                                   | Digitalized NVQ assessment and certification process  | Establishment of digitalized NVQ assessment and certification process                            | Efficient assessment and certification process     | 2023 & continue          | Lead: Ministry, TVEC Support: Training agencies  |
| 6.2 Develop assessment and assessor management with: periodic revision of assessor training curriculum, regularize assessor training and Continuous Professional Development (CPD)   | Assessor training and consistency workshops      | Assessor Management System for CPD  | Availability of Assessor Management System   | Improved Assessor Management System                | 2023                     | Lead: Ministry, TVEC Support: Training agencies  |

## Activity Matrix

### Theme 2: Training and Development, and Rationalization of Training

| Activity   | Baseline (2020)   | Output   | Measurement/ Indicator                       | Outcome                         | Period of Implementation | Responsibility/ Remarks  |
|--|---|--|--|---------------------------------|--------------------------|--|
| 6.3 Establishment of a unit to maintain transparency of NVQ assessment   | A new concept   | A unit established   | Mechanism available to the unit              | A transparent NVQ assessment    |                          | Lead: Ministry, TVEC<br>Support: Fraud Bureau                      |
| 6.3 Regularize internal auditing mechanism to monitor the NVQ assessment process of TVEC and internal auditing units of other training centres                         | Need to strengthen  | Establish an Internal auditing mechanism to monitor the NVQ assessment               | No. of NVQ audits conducted                  | Improved recognition of the NVQ | 2023 & continue          | Lead: Ministry, TVEC, General Audit<br>Support: Training centres   |
| 6.4 Establishment of an independent unit to undertake all NVQ assessments under the TVEC monitoring  | There are proposals/ conditions laid down /discussed                                | Independent unit to undertake all NVQ assessments                                    | Establishment of an independent unit         | Improved recognition for NVQ    | 2023- 2024               | Lead: Ministry, TVEC<br>Support: Dept. of Exams/ training Agencies |
| 6.5 Award NVQ certificates to the workforce who have acquired competencies through work experience, viz. RPL with relevant knowledge modules to bridge the skills gaps | RPL is in practice, but the gap-filling mechanism is not practised on a large scale | A new system to be established to award RPL and bridge the knowledge and skills gaps | No. of RPL issued for industry practitioners | Qualified workforce             | 2023                     | Lead: TVEC<br>Support: Training agencies, Industry Sector Councils |

## **Theme 3: Labour Market Information, Training Information and Digitalisation**

### **The rationale for Proposed Projects and Activities**

Appropriate actions and activities are elaborated as below,

#### **1. Central MIS for TVET Sector**

A Management Information System (MIS) is a computerized database of training and resource information organized and programmed in such a way that it produces regular reports on operations for every level of management. That is an important tool or facility in any organization for productive management at all levels.

Having understood the importance of an MIS, foreign-funded projects had a project component to develop an MIS. The purpose of MIS is to report and is to provide the necessary information to the managers and supervisors at various levels to help them to discharge their functions of organising, planning, control and decision making.

Now all organizations have some IT-based system to collect data online. This needs to be improved as a fully functional MIS with human resources and physical resources management. Most institutions use this facility to provide data to the TVEC and the Ministry. This Plan has proposed an Activity to train senior officials to interpret training information to facilitate knowledge-based decision-making.

#### **2. Labour Market Information System**

Under the theme objective, the importance of Labour Market Information is well explained. The TVEC has a Labour Market Information System. It analyses, collects and collates vacancies published in national newspapers. It collects relevant labour force survey data from the Department of Census and Statistics. It collects data from the Bureau of Foreign Employment and the Board of Investment. However, the publication of LMI is subject to long delays due to the non-availability of the labour market and training data timely. Therefore, this plan proposes to digitalize the system to make timely performance possible. It will be possible with a digitalized MIS too.

#### **3. ICT Enabled Career Guidance**

In the TVET system of Sri Lanka, respective TVET institutions have their own enrolment system and many institutions that conduct demand courses have their own selection test. Therefore, students have to submit applications repeatedly and when rejected from one or two institutions, they give up access altogether which damages the image of the TVET sector.

Therefore, this plan proposes to develop an annual one-time enrolment system including all public sector training institutions that should have linkages to the G.C.E (O/L) and G.C.E (A/L) databases. This system should have the facility to make at least three alternative offers available to each school leaver who does not have the opportunity for higher education.

Further, as per policy directives, it is required to develop an IT-enabled Career Guidance Platform to standardize career guidance programmes in line with already developed the [www.youthjob.lk](http://www.youthjob.lk).

#### **4. Inculcate Research Culture**

Research on Technical and Vocational Education and Training (TVET) is a relatively young field within the domain of educational research. However, TVET needs a higher level of research as TVET operates under a high level of dynamism with changing workplace practices, fast advancing technologies and changing demography.

The TVEC took the initiation baton for research and established a “Research Cell” taking members from all institutions to promote research culture in TVET institutions. The TVEC had an annual fund allocation to conduct research. This plan has proposed to strengthen the TVEC research cell to conduct ongoing research with TVET officials and to outsource a few national-level TVET research studies in priority areas every year.

In addition, the University of Vocational Technology holds an international research symposium annually and the TVEC conducts the national TVET research symposium annually.

#### **5. On-line Learning Platform**

Though there was a discussion for a long time on the need for online learning material and a suitable Platform, with COVID-19 it became necessary to conduct online learning with available resources and skills.

The National Policy on TVET addressed the need for an online learning platform for the TVET sector. Accordingly, this plan has proposed to establish/strengthen an online learning platform in the TVEC and leading training institutions. This requires the development of learning material and training of staff to develop interactive learning material and deliver online learning.

#### **6. Digitalize Practices of Occupations with hard skills**

Policy 06 has proposed to increase the social image of blue-collar occupations. During the deliberation, it was proposed to introduce IT-based advanced technologies to these occupations to make them attractive to present-day youth. Building Management System software is becoming a common application and they need craftspersons with IT literacy and IT application to technology. This needs IT expertise, and it is listed under this theme.

Please refer to related policies in **Schedule III** - Theme 3: Labour Market Information, Training Information and Digitalisation.

## Activity Matrix

### Theme 3: Labour Market Information, Training Information and Digitalisation

| Activity   | Baseline (2020)   | Output                                     | Measurement/ Indicator                         | Outcome   | Period of Implementation | Responsibility/ Remarks   |
|--|---|--|--|---|--------------------------|---|
| 1.1 Develop and maintain a TVET sector MIS   | There are agency-based MIS systems in place               | Centralized MIS system for the TVET sector | Percentage of TVET institutions in central MIS | Efficient training system for youth and improve the employability | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies                                |
| 1.2 Develop an LMIS with a digital system to make analyses on labour market trends and training needs.                         | Manually operated and semi-computerized LMIS is available | Digitalized LMIS in effect                 | A credible automated online system             | Accurate information available for decision making                | 2023 & continue          | Lead: Ministry, TVEC<br>Support: DCC, SLBFE, ISSCs, NHRDC, Department of Manpower |
| 2.1 Improve the system (software and databases) to facilitate career guidance  | ICT Enabled Career Guidance System in place               | Improved LMIS for CG                       | A credible automated online system             | Effective career pathways for youth                               | 2023 - 2027              | Lead: Ministry, TVEC<br>Support: Training agencies, CG centres                    |
| 2.2 Develop a computer-based National Enrolment System:  | Available institutional-based enrollment systems          | Efficient national enrolment system        | No of systems                                  | Access for all the potential youth                                | 2023 & continue          | Lead: Ministry, TVEC<br>Supporting: Training agencies, IT-enabled agencies        |
| 2.3 Conduct research studies and guide institutes and facilitate TVET staff and Career Guidance Officers to undertake research | Research Cell and studies are taking place                | Productive research studies                | No research studies                            | Pertinent solutions found through research                        | 2023 & continue          | Lead: TVEC<br>Supporting: Training agencies, other research organizations         |

## Activity Matrix

### Theme 3: Labour Market Information, Training Information and Digitalisation

| Activity   | Baseline<br>(2020)                      | Output   | Measurement/<br>Indicator               | Outcome  | Period of<br>Implementation | Responsibility/<br>Remarks  |
|--|---|--|---|--|-----------------------------|---|
| 2.4 Conduct International and National Level Research Conventions on Key issues of TVET development.   | Research Steering Committee is in place | Productive research studies and conventions held | No. of research conventions             | Pertinent solutions found through research                   | 2023 & continue             | Lead: Ministry, TVEC<br>Support: Training agencies, Universities, Research institutes, Funding agencies |
| 3.1 Facilitate Online Learning Platform for the TVET institutions  | Very few programmes are in place        | Online learning division established             | No. of platforms facilitated            | Online learning takes place                                  | 2023 & continue             | Lead: Ministry, TVEC<br>Support: Training agencies, Univotec & University colleges                      |
| 3.2 Introduce computer-based advanced technologies to occupations such as Masonry, Carpentry, and Plumbing. Integrate technologies of BMS (Building Management System) | -                                       | New technologies used in occupations concerned   | No. of occupations using new technology | Technology-driven TVET with innovative training technologies | 2023 & continue             | Lead: Ministry, TVEC<br>Supporting: Training agencies, Univotec   |

## **Theme 4: Industry Linkages and Workforce Development**

### **The rationale for Proposed Projects and Activities**

Appropriate actions and activities are elaborated as below,

#### **1. Industry Sector Skills Councils and National Industrial Training Advisory Councils Operations**

NAITA (formerly NAB) had established Industrial Advisory Councils to develop curricula for apprenticeships since its inception. These advisory councils were re-structured as National Industrial Training Advisory Councils (NITAC) in the 1990s with well-defined Terms of Reference. The NVQ Framework also recognized NITACs for industry consultations, especially for the development of National Competency Standards and Curricula. At present, NITACs have been established for about 20 industry sectors and it has become the most recognized industry arm in the TVET sector.

In addition, Industry Sector Skills Councils (ISSCs) have also been established under the direction of the Ministry to develop sectorial skills and thereby ensure a trained workforce in respective industry sectors.

#### **2. Wages Board Recognition for NVQ**

The Government has issued circulars (Public Administration circulars 2/2009 and 28/2016) to recognize the NVQ qualification for public sector recruitment. Although the NVQ system is accepted by the private sector it needs formal recognition. In the private sector, the minimum wage rates are set by Wages Boards appointed by the Department of Labour based on the Wages Board Ordinance. According to Policy 42 of the National Policy on TVET, this plan proposes to work with the Department of Labour to establish suitable minimum wages for different NVQ Levels, irrespective of industries. The TVEC has already submitted a proposal to the Department of Labour to recognise NVQ for occupational classification of the Wage Board.

#### **3. Workforce development through Modular Based Courses, RPL and Mature Candidate Route**

Under the theme objective, the importance of workforce development is well explained. The NVQ Framework has facilitated the award of Records of Achievement (ROA); a certificate for successful completion of one or more units in a National Competency Standard. The TVEC under the direction of the Ministry has introduced Flexible Modular Training (FLM) to facilitate skills upgrading of industry employees with certification of a ROA. This training mode needs to be promoted in the industry to obtain recognised qualifications for their employees

Industry employees could obtain NVQ certificates through Recognition of Prior Learning (RPL) and also could obtain certificates equivalent to NVQ level 5 through the mature candidate route.

This plan proposes to negotiate with the Employees' Trust Fund (ETF) to prepare a scheme to provide funds for the up-skilling of their members. In some countries, the employment insurance funds help to up-skill of their members. As employment insurance has a responsibility to look after its members (customers) in case of retrenchment from employment, it funds them for skill upgrading to make sure of their continuity in employment. In Sri Lanka, the Employees' Trust Fund (ETF) plays the role of employment insurance for its contributors. It facilitates reimbursement of medical bills for critical illnesses and education scholarships for children of its contributors. However, the most vital scheme should be the funding for the skills development of its members. This funding system will encourage

employees to progress in their careers and increase their potential to make a higher contribution to ETF. Therefore, the ETF shall introduce a scheme to fund its contributors for up-skilling and re-skilling to make them fit for reviving industries and businesses.

#### **4. Effective OJT for TVET Students**

The TVEC had discussions with around 30 BOI industries and found that almost all of them provide in-plant training for undergraduates. Many of them provide apprenticeships and OJT for TVET trainees. According to the response from the industry, it is necessary to give special orientation on OJT to trainees before they commence training. Inspectors also require a paradigm shift in their thinking to work with large-scale industries. Further, it is a challenge for inspectors to overcome the initial resistance of some companies and it needs the intervention of senior officials to commence the cooperation.

#### **5. Partnership with Industry for TVET**

Effective OJT in BOI Industries (Policy 48) explained above will open opportunities for trainees to acquire skills in advanced technologies. As trainees expect exposure to advanced technologies, training centres should have advanced machinery and equipment. However, as technologies are advancing at a very fast pace, training centres can't update equipment at the same pace. Therefore, TVET institutions should be geared to develop a partnership with industries with advanced technologies. All leading TVET institutions have partnerships with industries to a certain extent. Most of them are initiated by industries. Instead, TVET institutions should take the initiative in cooperation with ISSCs to develop partnerships with industries with advanced technologies.

#### **6 SME and Informal Sector Development**

Policy No.40 proposes to address NVQ certification for industry workers, which is listed under workforce development and explained under paragraph iii of this theme. Policy No.43 proposed to formulate a dedicated strategy to promote vocational training for the SME sector. Here the issue is that most of the workers in SMEs are informal labourers. These individuals and SMEs cannot fund these programmes.

Therefore, the TVEC has to prepare a budget proposal to get treasury funds or donor funding to implement NVQ certifications for the SME and Informal sectors.

Please refer to related policies in **Schedule III- Theme 4: Industry Linkages and Workforce Development**

## Activity Matrix

### Theme 4: Industry Linkages and Workforce Development

| Activity  | Baseline (2020)   | Output  | Measurement/ Indicator                                     | Outcome  | Period of Implementation | Responsibility/ Remarks   |
|---|---|---|--|--|--------------------------|---|
| 1.1 Strengthen existing Industry Sector Skills Councils (ISSCs) and Establish new Industry Sector Skills Councils for priority sectors,   | Councils were established   | New sector councils were established and existing councils strengthened | No. of ISSCs functioning, no. of new ISSCs established     | Industry competency requirements fulfilled       | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Chambers, Industry Associations  |
| 1.2 Review and revise Articles of Councils/MoUs to include industrialists with experience and to make them viable as self-managed and non-profit sharing entities while considering the role of ISSCs and the role of NITAC |   | Smoothly function of ISSCs  | No. of article revised and No. of NITACs liaise with ISSCs | Industry-relevant TVET sector                    | 2023-2027                | Lead: Ministry, TVEC<br>Support - Chambers, other relevant Ministries, Industry Associations                            |
| 1.3 Guide ISSCs to liaise with donor projects and industry to enable them to generate funds   |   | ISSCs explored funding opportunities                                    | No. of projects funded by donors/income                    | Well-functioning sustainable ISSCs in operations | 2023-2027                | Lead: Ministry, TVEC<br>Support: Chambers, Industry Associations  |
| 2.1 Persuade the Department of Labour to develop justifiable minimum wages for different NVQ Levels irrespective of industries  | Deliberations were had with the Department of Labour and the proposal was submitted to the Commissioner General of Labour | Minimum Wage level by NVQ levels decided                                | No. of Occupations accepted NVQ for minimum wages          | The certified workforce in the LM                | 2023                     | Lead: Ministry, TVEC<br>Support: Ministry of Labour, Labour Department Employers Federation of Ceylon (EFC) Wages Board |

## Activity Matrix

### Theme 4: Industry Linkages and Workforce Development

| Activity   | Baseline (2020)   | Output   | Measurement/ Indicator  | Outcome   | Period of Implementation | Responsibility/ Remarks  |
|--|---|--|---|---|--------------------------|--|
| 3.1 Develop and implement NVQ-based workforce development programmes with: awareness on NVQ in the industry and Small and Medium Enterprises (SMEs) sector   | Training agencies have started Flexible Modular Learning/unit-based training for industry introduced by Ministry and TVEC | Workforce development programmes with NVQ level available                      | No. of workforce development programme introduced             | The certified workforce in the LM                                 | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Industry Associations, ISSCs, Board of Investment (BoI) |
| 3.2 More opportunities for part-time degree programmes-- diploma courses, give credits/increments for those skills acquired in the workplace, re-skilling and promoting lifelong learning.                                 | Part-time programmes in selected courses  | Part-time programmes in degree- diploma courses with credits offered           | No. of part-time programmes in degree- diploma                | Lifelong learning   | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Leading Industry Associations, ISSCs Training agencies  |
| 3.3 Develop and deliver modular and unit-based part-time training programmes and award ROAs at all NVQ Levels, Negotiate with Employees' Trust Fund for them to fund for skills development of their members /contributors | Flexible Learning Mode in place   | Curriculum modules available for part-time learning                            | No. of modular and unit-based programmes                      | The certified workforce in the LM                                 | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Leading Industry Associations, ISSCs                    |
| 4.1 Organize OJT for TVET trainees in BoI and large-scale industries with advanced technologies  | -   | OJT systems are in place for large-scale industries with advanced technologies | No. of OJT placement and no. of awareness programme conducted | Trainees received proper OJT with exposure to advanced technology | 2023 & continue          | Lead: NAITA TVEC, Training agencies<br>Support: ISSCs, BoI                               |

## Activity Matrix

### Theme 4: Industry Linkages and Workforce Development

| Activity  | Baseline<br>(2020)                            | Output   | Measurement/<br>Indicator  | Outcome   | Period of<br>Implementation | Responsibility/<br>Remarks   |
|---|---|--|--|---|-----------------------------|--|
| 5.1 Develop partnerships with large-scale industries and private training centres with advanced technologies and commence industry demand courses | Training Agencies have many PPPs.             | Availability of industry partnership programmes with industry demanded ones in the industry not available in the TVET sector | No. of partnership developed with large-scale industries for programmes not available in the TVET sector | Skillful workforce for the industries   | 2023                        | Lead: Ministry, TVEC, Support: ISSCs Private training institutes       |
| 6.1 Develop and conduct skills development programmes for SMEs, livelihood and gig jobs to transform them into formal employers and employees     | There is a cooperation between TVET and SMEs. | NVQ qualification for SMEs, Livelihood and gig jobs employees  | No. of skills development programme conducted  | Skills recognitions for all categories, acceptance of NVQ, Social recognition for NVQ | 2023                        | Lead: Ministry TVEC Support: Ministry of Industries, SME sector, ISSCs |

## **Theme 5: Quality Assurance and Recognition in TVET**

### **The rationale for Proposed Projects and Activities**

Appropriate actions and activities are elaborated as below,

#### **1. Review and Update NVQ Framework**

As explained in the Theme objective, the NVQ Framework has been in operation without major reviewing and revision. Therefore, now it is high time to review and revise all processes of the NVQ Framework. The plan has proposed to have key informant interviews and focused Group Discussions with relevant parties and to consider international best practices. Many South Asian countries studied Sri Lanka's NVQ Framework to develop their own qualification frameworks. It may be useful to study new features added in their qualification frameworks too. The plan has proposed many activities to broaden the scope of the NVQ framework and legalize it with a gazette notification.

#### **2. Quality Assurance in TVET**

The Tertiary and Vocational Education (Amendment) Act No 50 of 1999 has listed Quality Assurance of TVET under the powers of TVET.

Quote '*To establish and maintain systems for quality assurance in vocational education and training including standards in respect of occupational skills, training programmes, testing and quality management system*' quote closed

The TVEC simplified the QMS processes called the 'SIX by NINE' concept and was able to meet annual QMS implementation at training institutes for many years. The QMS has been promoted by the TVEC as a quality promotion strategy on the mandate of the Tertiary and Vocational Education Act and it has been supported by all projects under the Ministry.

However, according to the discussions at various fora, many stakeholders perceive that QMS-certified training centres are unable to maintain quality, perhaps due to inadequate commitment of staff. Therefore, the following actions have been taken to inculcate a quality culture in training centres.

- Development and delivery of quality culture training programmes at UOVT to inculcate a quality culture among teachers and trainers,
- Introduction of the "Quality is Fun" (QiF) programme to facilitate a step-by-step approach to reaching/maintaining QMS. A Quality Improvement System with Star Certification facilitates a step-by-step approach and also gives recognition to the intermediate heights reached in climbing to the top of the wall.

This plan has proposed to review all quality assurance processes. In this process, it may be necessary to dismantle the current system and assemble a more effective system. Though quality assurance of TVET programmes is a mandate of the TVEC, the TVEC could prepare only procedures and respective training centres have to install QMS and QIS on their own.

The role of the TVEC is to certify the quality to enable the public to identify the centres and courses with quality.

### **3. Review and Revise Legal Framework**

Most of the TVET institutions have got their legal status from Acts passed by the Parliament of Sri Lanka. Most of these Acts have been enacted before the year 2000 except for the Act establishing the University of Vocational Technology which was established in 2008. The Department of Technical Education and Training has got its mandates from the Education Ordinance passed in the 1940s. The staff of the DTET is recruited from the Technical Education Service and its service minutes also need amendments. The TVET sector has direct links with industry and local and global labour markets which are very dynamic entities as technologies are advancing and work practices are changing very fast. Therefore, TVET institutions are making many advances to face the challenges coming from fast dynamism. Most often TVET Institutions experience legal limitations to face these challenges.

The National Policy on TVET has many policies suggesting strengthening the legal status and revising legislation governing TVET institutions. This plan is proposing to revise the legislation of institutions taking all policy issues on legal matters together.

### **4. Recognition for TVET**

Recognition has to be earned through performance with quality and relevance. Further, it is dependent on how passed out trainees perform in the local and international labour market. However, the QMS expects to collect feedback from different stakeholders such as students, parents and industries. It has further proposed to make a requirement for school students who do not enter any tertiary education to facilitate seamless transitions to TVET.

Please refer to related policies in **Schedule III - Theme 5: Quality Assurance and Recognition in TVET**

## Activity Matrix

### Theme 5: Quality Assurance and Recognition in TVET

| Action   | Baseline (2020)                           | output   | Measurement/ Indicator                                       | outcome  | Period of Implementation | Responsibility/ Remarks   |
|--|---|--|--|--|--------------------------|---|
| 1.1 Appoint an inter-institutional and industry committee to review and update the NVQ framework through consultation with relevant stakeholders   | Recently revised                          | Extended NVQ framework up to level 10                        | Availability of NVQ levels 8,9 and 10                        | Higher Career path for NVQ certificate holders | 2023 - 2025              | Lead: Ministry, TVEC<br>Support: University Grants Commission (UGC) |
| 1.2 Review and revise NVQ Operations Manual according to the revised NVQ Framework   | NVQ Operations Manual was revised in 2020 | Availability of updated Operation manual                     | Progress of the Application of NVQ manual in the TVET system | Uplifted NVQ system                            | 2023-2026                | Lead: TVEC<br>Support: Training agencies                            |
| 1.3 Review and revise NVQ-related manuals/circulars issued to suit the above amendments  | Many NVQ circulars published              | Availability of updated manuals/circulars                    | No. of circulars and manuals issued                          | Uplifted NVQ system                            | 2023                     | Lead: TVEC<br>Support: Training agencies                            |
| 1.4 Review and revise the ToR of the NVQ Steering Committee  | ToR is included in the Operations Manual  | Appointed two committees at the policy and operational level | ToRs for two committees                                      | Minimize the bottleneck of NVQ implementation  | 2023                     | Lead: Ministry, TVEC<br>Support: Training agencies, ISSCs           |
| 2.1 Periodic review (biennial) and revision of Quality Assurance process with Manuals;<br>a. Registration process<br>b. Accreditation of training courses<br>c. Accreditation of Industry courses and EBT courses<br>d. QMS certification process<br>e. QIS Star awarding process<br>f. Excellence award process<br>g. Compile a training centres' Handbook on registration, accreditation and quality assurance | Currently in practice                     | Availability of updated manuals/circular                     | Updated manual   | Standardized TVET system                       | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies                  |

## Activity Matrix

### Theme 5: Quality Assurance and Recognition in TVET

| Action   | Baseline (2020)                          | output                                     | Measurement/ Indicator  | outcome  | Period of Implementation | Responsibility/ Remarks  |
|--|--|--|---|--|--------------------------|--|
| 3.1 Obtain Presidential/ Cabinet directive effective implementation of NVQ Framework through registration and accreditations under “one TVET” concept                          | -  | "One TVET" system                          | Issue executive order for "One TVET" system                       | The standardized and integrated TVET system        | 2023                     | Lead: Ministry, TVEC<br>Support: Presidential Secretariat                              |
| 3.2 Review and revise the TVE Act, other related Acts and Service Minutes of Institutions aligned them to suit current TVET provision requirements and Qualification Framework | Revision of TVE and NAITA Acts commenced | Availability of new Act for TVE            | Separate Act for TVE  | Regulated TVET environment                         | 2023                     | Lead: TVEC<br>Support: Ministry Presidential Secretariat, AG's Department              |
| 4.1 Establish a seamless path from school to TVET and make it a requirement-for school students who are unable to enter any tertiary education to enter TVET                   | 13 Year compulsory education program     | Availability of Mandatory seamless pathway | No. of Students recruited directly from the school system to TVET | An integrated environment for seamless progression | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Presidential Secretariat, AG's department, Parliament |

## **Theme 6: Management of Human Resource Perspectives of TVET, Physical and Financial Resources**

### **The rationale for Proposed Projects and Activities**

Appropriate actions and activities are elaborated as below,

#### **1. Management of Human Resources of TVET**

This plan has proposed to conduct HR audits periodically in each training institution which evaluate HR policies, practices, procedures and strategies and identify opportunities for improvements. HR audit will facilitate benchmarking of the HR parameters with best practices in the market. Further, the TVET sector has the best talent which is hidden and tacit; thus no diffusion of those attributes across the institution. HR audit will be able to identify the best talent in TVET institutions and use them to develop other staff.

As explained in the project /strategy matrix, all HR parameters will be addressed under the HR Audit. But special attention must be made to the salaries of TVET staff. TVET institutions are expected to develop the skills of youth and adults to enable them to find productive employment in the industry. Therefore, the staff of TVET centres should have a higher level of competencies than those of employees in the industry. But the prevailing situation is completely the opposite. As TVET staff has comparatively lower salary scales than those in the industry, it is difficult to recruit and retain competent staff and induce a sufficient level of motivation. To offset the low salary issue, the Ministry has introduced a performance-based incentive scheme for trainers and academic staff of the TVET institutions. This plan proposes to ensure its continuation too. This plan has proposed to develop a system to recruit relief instructors to minimize interruption that may happen due to the long absence of permanent staff and to establish a digitalized performance monitoring system.

#### **2. Human Resource Development in TVET**

The TVET system needs a strong trainer training institution. In 1998, the National Institute of Technical Education of Sri Lanka (NITESL) was established with the national mandate for the development of TVET staff. However, TVET staff development became weaker again when NITESL was upgraded to the University of Vocational Technology in 2008.

Thereafter, the Ministry took action to establish the Training Institute of Technology Professionals (TITP) at Maradana. Initially, it was established as an institution of Univotec and later its ownership was transferred first to the Ministry and then to the DTET. It is necessary to strengthen the TITP with ownership, management structure and approved cadre. Therefore, this plan has proposed to review it and develop a system for pedagogical skills and technical skills training of trainers. All the time, TVET plans have focused on trainer training, but this plan has proposed to train directors and senior officials as well.

#### **3. Management of Physical Resources of TVET**

Under theme 1, there is a plan to develop physical resources for image building. The management of physical resources under this theme focuses on rationalization and sharing of resources. As there are many TVET institutions, the same courses are implemented in the same places by different institutions. Therefore, this plan proposes to prepare a database of resources and compile procedures for their sharing and rationalization.

#### **4. Development and Management of Financial Resources of TVET**

As public TVET institutions have adopted the free training policy since 2016, only a limited intervention could be made in this area. It is proposed to develop a module in the MIS to facilitate the cost of the courses. Further, it has been proposed to establish a business arm in each centre to explore training with production and to undertake work from outside to generate funds. As it may create complications with financial regulations, this plan proposes to establish business arms in cooperation with the Skills Development Fund which is a public enterprise for skills development. Further, it is proposed to ensure the performance-based budgeting mechanism to practise in full for all the public TVET training providers.

Please refer to related policies in **Schedule III - Theme 6: Management of Human Resource Perspectives of TVET, physical and financial resources**

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## Activity Matrix

### Theme 6: Management of Human Resource Perspectives of TVET, physical and financial resources

| Activity   | Baseline (2020)                                    | Output  | Measurement/ Indicator  | Outcome                          | Period of Implementation | Responsibility/ Remarks   |
|--|--|---|---|----------------------------------|--------------------------|---|
| 1.1 Conduct HR audits periodically in all public TVET institutions against their HR Plan and take corrective actions based on audit findings             | No HR Audit  | An institutional HR audit report                                    | HR gap report   | Uniform SoR and Salary Structure | 2023 - 2025              | Lead: Ministry<br>Support: TVEC, Training agencies  |
| 1.2 Review and revise the scheme of recruitment and payment for visiting / contract staff to attract industry & committed professionals                  | Retired trainers are continuing on visiting basis. | Recruitment scheme and payment scheme for visiting / contract staff | No. of industry-relevant skills/experienced visiting staff            | Quality training delivered       | 2023 & continue          | Lead: Ministry<br>Support: TVEC, Training agencies, Department of Management Services (DMS) |
| 1.3 Develop a system to employ relief /temporary instructors from recently passed out trainees who are categorized as best performers to conduct courses | Some institutions keep this as a practice          | System to employ relief /temporary instructors                      | No. of relief/temporary instructors                                   | Continue quality training        | 2024                     | Lead: Ministry<br>Support: TVEC, Training agencies, DMS                                     |
| 1.4 Appoint instructors who demonstrate high standards in course delivery and management   | No practice  | List of Master Trainers   | Master trainers   | Continue quality training        | 2023 & continue          | Lead: Training Agencies<br>Support: TVEC  |
| 1.5 Continue the Performance Based Incentive (PBI) scheme for academic staff   | PBI is in practice                                 | Incentive Scheme  | Institutionalized digitized online Performance Based Incentive Scheme | Improved sector performance      | 2023                     | Lead: Ministry, TVEC<br>Support: Training agencies Treasury                                 |

## Activity Matrix

### Theme 6: Management of Human Resource Perspectives of TVET, physical and financial resources

| Activity   | Baseline (2020)   | Output   | Measurement/ Indicator  | Outcome  | Period of Implementation | Responsibility/ Remarks  |
|--|---|--|---|--|--------------------------|--|
| 1.6 Introduce a digitalized performance monitoring system for senior officers in all TVET institutions.  | An institutionalized annual performance monitoring mechanism is there                 | Digitalized performance monitoring system          | Percentage of information available in a digitalized performance monitoring system                                | Improved sector performance                                  | 2023                     | Lead: Ministry, TVEC<br>Support: Training agencies                               |
| 2.1 Develop a database of professionals with current industry experience who are willing to undertake teaching on visiting and contract basis. | No complete database at present   | Database of professionals                          | No. of records in Database of professionals as a percentage   | Continue training with Industry professionals                | 2023-2026                | Lead: TVEC<br>Support: Training agencies, Funding agencies, ICT-enabled agencies |
| 2.2 Review and revise the Human Resources Development Policy developed and introduced to the public TVET Institutions                          | HR Policy is developed by Senior Ministers in 2012 and Funding Agencies were launched | Revised Human Resources Development Policy         | Progress of HR Policy Implementation  | Improved HR in TVET  | 2023-2025                | Lead: Ministry, TVEC<br>Support: Funding agencies                                |
| 2.3 Develop a system and centre to provide pre-service training, pedagogical training and short-term skill development programme to Trainers   | TITP was established to implement these programmes                                    | system and centre for skills upgrading of Trainers | No. of pre-service training, pedagogical training and short-term skill development programmes conducted per month | Continue quality training with Trained HR in the TVET sector | 2023 & continue          | Lead: Ministry, TVEC<br>Support: Training agencies, Funding agencies             |

## Activity Matrix

### Theme 6: Management of Human Resource Perspectives of TVET, physical and financial resources

| Activity  | Baseline (2020)   | Output  | Measurement/ Indicator   | Outcome   | Period of Implementation | Responsibility/ Remarks                                |
|---|---|---|--|---|--------------------------|--|
| 2.4 Develop a training course in the English Language for trainers and make it a regular course at Univotec   | -   | English Language course                                 | No. of trainers followed English Language course                           | Communication skills  | 2023 & continue          | Lead: Univotec<br>Support: Ministry TVEC               |
| 2.5 Review the management structure of the Training Institute of Technology Professionals (TITP) and establish it with an approved cadre  | No review process is made in the past   | Trainer Training Institute with approved cadre          | No. of cadre positions created and recruited                               | HR development in TVET  | 2023-2025                | Lead: Ministry TVEC<br>Support: Funding agencies, DTET |
| 2.6 Develop a system to train Directors and Senior Officers on teamwork, motivation of junior staff, planning and management of centres, information systems and databases etc. | This subject is not addressed yet   | System to train Directors and Senior Officers regularly | No. of Directors and Senior Officers trained monthly                       | Improved HR in the TVET sector                                      | 2023 & continue          | Lead: Ministry<br>Support: TVEC, Training agencies     |
| 2.7 Develop ICT Training Programmes for Trainers to make themselves digitally ready   | -   | ICT Training Programmes                                 | No. of trainers trained in ICT   | Trainers with high ICT literacy                                     | 2023 & continue          | Lead: Univotec<br>Support: Ministry TVEC               |
| 3.1 Compile procedures and regulations to share resources among the centres/agencies/institutions to ensure the effective utilization of physical resources                     | Initial discussions are going on and headed by the ministry for rationalization | Procedures and regulations for sharing resources        | No/Percentage of sharing resources among the centres/agencies/institutions | Equipped TVET training centres and optimum utilization of equipment | 2023-2025                | Lead: Ministry, TVEC<br>Support: Training agencies     |

## Activity Matrix

### Theme 6: Management of Human Resource Perspectives of TVET, physical and financial resources

| Activity   | Baseline (2020)   | Output   | Measurement/ Indicator  | Outcome   | Period of Implementation | Responsibility/ Remarks  |
|--|---|--|---|---|--------------------------|--|
| 3.2 Develop a central and institutional database of training equipment and training facilities to facilitate rationalization, sharing and planning to address the dearth of resources in training centres. (It may be coupled with MIS)  | -   | Central and institutional database of training equipment and training facilities         | No. of training equipment and training facilities available in the database to facilitate rationalization | Fully equipped TVET training centres and optimum utilization of equipment | 2023-2025                | Lead: Ministry, TVEC<br>Support: Funding agencies, Training Agencies   |
| 4.1 Develop a module of MIS and regulations to do the costing of training in each centre in the public sector (cost per trainee) and transfer that information to the TVEC with annual training information with a plan to extend it to apprenticeship and private training centres. | Not in practice   | Ability to calculate cost per trainer course wise  | Cost per trainer course wise  | Improved efficiency in training delivery                                  | 2023-2025                | Lead: Ministry, TVEC<br>Support: Funding agencies, Training agencies   |
| 4.2 Appoint an expert committee to formulate income-generating schemes such as business arm, production unit, consultancy services etc. and develop a system to pay attractive remuneration to internal and external staff   | Many part-time programmes are discontinued as payment to teaching staff is not attractive | 1. Availability of income-generating schemes<br>2. System to pay attractive remuneration | No. of centres and income generated compared to investment  | Enhanced training and motivated staff                                     | 2023                     | Lead: Ministry, TVEC<br>Support: Funding Agencies, training agencies . |
| 4.3 Originate a performance-based budgeting system on training agencies funded by the General Treasury with the coordination of the ministry and TVEC  | Ministry monitors the budget but is not purely based on performance                       | Performance-based budgeting system   | Funds disbursed according to performance  | Improved performance  | 2023 & continue          | Lead: Ministry, TVEC,<br>Support: Treasury<br>Public training agencies |

### **Schedule III – Related Policies under each Theme and Definition of Terms**

Related Policies under each Theme are listed in the table below,

| <b>Theme</b>  | <b>Related Policies (Policy no.)</b>  |
|---|---|
| <b>Theme 1:</b> Accessibility to Technical Vocational Education and Training Programmes             | Policy 1, Policy 2, Policy 3, Policy 4, Policy 5<br>Policy 6, Policy 7, Policy 51, Policy 52,<br>Policy 64, Policy 65, Policy 66, Policy 67<br>Policy 68, Policy 69, Policy 70  |
| <b>Theme 2:</b> Training and Development and Rationalization of Training                            | Policy 1, Policy 3, Policy 4, Policy 5, Policy 8<br>Policy 10, Policy 11, Policy 13, Policy 15<br>Policy 20, Policy 24, Policy 26, Policy 28<br>Policy 29, Policy 30, Policy 31, Policy 33,<br>Policy 37, Policy 38, Policy 39, Policy 46<br>Policy 49, Policy 65, Policy 66, Policy 71 |
| <b>Theme 3:</b> Labour Market Information, Training Information and Digitalization                  | Policy 1, Policy 3, Policy 4, Policy 6, Policy 8<br>Policy 9, Policy 10, Policy 11, Policy 17<br>Policy 20, Policy 27, Policy 44, Policy 62<br>Policy 69, Policy 72, Policy 73  |
| <b>Theme 4:</b> Industry Linkages and Workforce Development   | Policy 35, Policy 38, Policy 39, Policy 40,<br>Policy 41, Policy 42, Policy 43, Policy 47<br>Policy 49, Policy 50   |
| <b>Theme 5:</b> Quality Assurance and Recognition in TVET   | Policy 8, Policy 21, Policy 22, Policy 30,<br>Policy 32, Policy 33, Policy 36, Policy 45,<br>Policy 51  |
| <b>Theme 6:</b> Management of Human Resource Perspectives of TVET, physical and financial resources | Policy 12, Policy 16, Policy 17, Policy 23,<br>Policy 24, Policy 26, Policy 55, Policy 57,<br>Policy 58, Policy 59, Policy 60, Policy 61  |

### **Definition of Terms**

1. Aesthetic view – Premises attract the mass public to build image, cultural view, and green effect
2. Gig jobs – Not full-time engagement viz. independent workers without contract such as freelance workers.
3. Psychological Support Services - Some applicants may need psychological therapy/support that may be organized with the health sector assistance.
4. Vulnerable groups – Communities affected by; family conflicts, drug abusers, criminally convicted, natural disasters, Women/men and single-headed households, People with disabilities, Disadvantaged youth, Poor (including people in plantation areas, rural and urban poor), Conflict-affected people (including IDPs and ex-combatants), Migrant workers
5. Technical and Vocational Education And Training (TVET) – TVET is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.

TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET - *Source: UNESCO (GC) 2015, UN*