

# STRATEGIC PLAN

2024 - 2028



**TERTIARY AND VOCATIONAL  
EDUCATION COMMISSION**

*Ministry of Education*

## *FOREWORD*

The Government's policy directives on Technical and Vocational Education and Training (TVET) are set out in order to achieve the set objectives and goals for building a developed Sri Lanka.

This entails the Tertiary and Vocational Education Commission (TVEC) to implement a comprehensive macro planning strategy that aligns with the Government's skills development policy goals while also meeting labor market demands. To achieve the aforementioned goals within the Government's vision, the TVEC's work has been streamlined and concentrated through its Strategic Plan 2024-2028.

To accomplish this, the TVEC will continue to work with other government agencies, sector skills councils representing private organizations, and local and international non-governmental organizations (NGOs) to improve and shape the way it operates in order to achieve the Government's corporate objectives and overall skills development policy objectives.

I hope that the TVEC's Strategic Plan 2024-2028 will provide a clear focus and clarity for achieving these goals.

**Eng. Dr. Udeni Wickramasinghe**

Chairman, Tertiary and Vocational Education Commission

## *PREFACE*

TVEC's Strategic Plan 2024-2028 has been prepared in line with the Government's Education policy. Being the quality assurance and regulatory body for TVET in Sri Lanka, the TVEC is geared to fulfill its mandate through seven (07) main goals i.e. . Formulate, review, update and implement robust TVET policies & Strategies , Develop and maintain information systems in order to facilitate TVET activities, Liaise with industry for obtaining industry inputs for TVET development, Expand and maintain National Vocational Qualifications (NVQ) system, Establish and maintain credible systems for quality assurance of delivery of TVET In Sri Lanka, Establish and maintain credible systems for quality assurance of assessment of candidates for award of NVQs (in all modes), Effective management of human and financial resources and develop institutional capacity of the TVEC as the apex body. The development programs and activities of the TVEC are designed around these seven goals that are dealt in detail in this Strategic Plan 2024-2028.

This Strategic Plan has made easier the TVEC's role in the current environment by identifying measurable performance indicators. We are committed to establishing and maintaining an efficient, effective, and quality assured TVET system that is relevant to socioeconomic goals and changing labor market needs in Sri Lanka by achieving the goals set out herein.

**Dr. K. A. Lalithadheera**

Director General, Tertiary and Vocational Education Commission



*Our Vision*

*“Tertiary and Vocational Education with quality and  
relevance for all seekers”*

*Our Mission*

*“Towards the production and maintenance of an efficient,  
effective and quality assured Tertiary and Vocational  
Education system to meet the socio – economic goals and  
the challenging global market needs“*

*This Strategic Plan 2024– 2028 is a commitment of the  
Tertiary and Vocational Education Commission  
To work as a team internally and to continue work in partnerships  
With industry employers, professional associations,  
Lead training agencies, and other local and international stakeholder agencies  
Towards achievement of its vision, goals and objectives  
Set forth in this Strategic Plan.  
It is built upon the broader development vision of  
The Government's Education policy  
As a public sector organization with perpetual succession.*

*This Strategic plan observed the Sustainable Development Goals (SDG)  
related to technical education as a branch of education.*

## 1.0 Introduction

Tertiary and Vocational Education Commission (TVEC) was established in 1991 under the provisions of Tertiary and Vocational Education (TVE) Act No. 20 of 1990. It was functioning under the purview of the Ministry of Vocational Training and Rural Industries up to December 1999.

The Presidential Task Force on Technical Education and Vocational Training recommended enhancing the capacity and capabilities of the TVEC through its report published in 1998. Accordingly, the Commission was re-established in December 1999 as a body corporate with additional powers for undertaking research and fund allocation under the provisions of the TVE Act No. 50 of 1999. The general objectives of the Commission as set out in section 3 of the Act No. 20 of 1990 are:

- a. Policy development, planning, co-ordination and development of the Tertiary Education and Vocational Education at all levels in keeping with human resource needs of the economy
- b. Development of a nationally recognized system for granting of Tertiary Education awards and Vocational Education awards including certificates, and other academic distinctions; and
- c. Maintenance of academic and training standards in institutes, agencies and all other establishments providing Tertiary Education and Vocational Education.

## 2.0 Powers of the Commission

Under section 4 of the TVE Act No. 20 of 1990 read in conjunction with section 3 of the TVE (amendment) Act No. 50 of 1999, the Commission is empowered:

- a. To advise the Minister on the general policy relating to Tertiary Education and Vocational Education;
- b. To ensure that the general policy with regard to Tertiary Education and Vocational Education is given effect to;
- c. To co-ordinate the system of Tertiary Education and Vocational Education;
- d. To submit reports to the Minister on the financial, staff and other requirements of institutes registered under the Act;
- e. To make or pay, with the approval of the Minister, grants and subsidies to institutes, persons and establishments registered under the Act, in respect of any purpose authorized by a Development Plan;
- f. To determine the facilities necessary to ensure the proper welfare of students and staff of all institutes and establishments registered under the Act;
- g. To make rules;
- h. To make grants and pay subsidies under contracts to private sector establishments to conduct specific training programs in compliance with Development Plans;



- i. To undertake research and development activities in Vocational Education and Training;
- j. To establish and maintain a labour market information system for collecting information for the purpose of planning and vocational guidance;
- k. To establish and maintain systems for quality assurance in Vocational Education and Training including standards in respect of occupational skills, training programs, testing and quality management systems, and
- l. To do all such other acts which in the opinion of the Commission are necessary for or conducive or incidental to the attainment of the objects of the Commission

### **3.0 The environment of TVET system**

Sri Lanka's TVET system is characterized by a multitude of agencies including training providers of public and private sectors, standards and curriculum development agencies and a regulatory body, which are 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 (UoVT) function as competency standards and curriculum development agencies respectively. The UoVT was inaugurated in 2008 with the purpose of providing education at degree level for those who come through NVQ system as well as those who work in industry and

wish to acquire degree level education. The former National Institute of Technical Education (NITESL) was made a faculty of the UoVT as per the provision of the UoVT 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 39 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.

Almost all state training institutions have been brought under the purview of the Ministry of Education which a progressive step is taken for managing 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 (UoVT) for award of NVQ level 7 degree equivalent qualifications. Accordingly, the UoVT 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 2014 which was funded by the Asian Development Bank and other donors which 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 (ELTP)” 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 level 1- 6. The National Apprentice and Industrial Training Authority (NAITA) as the leading training organization provides training in Enterprise Based Training (EBT) mode across the country. 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

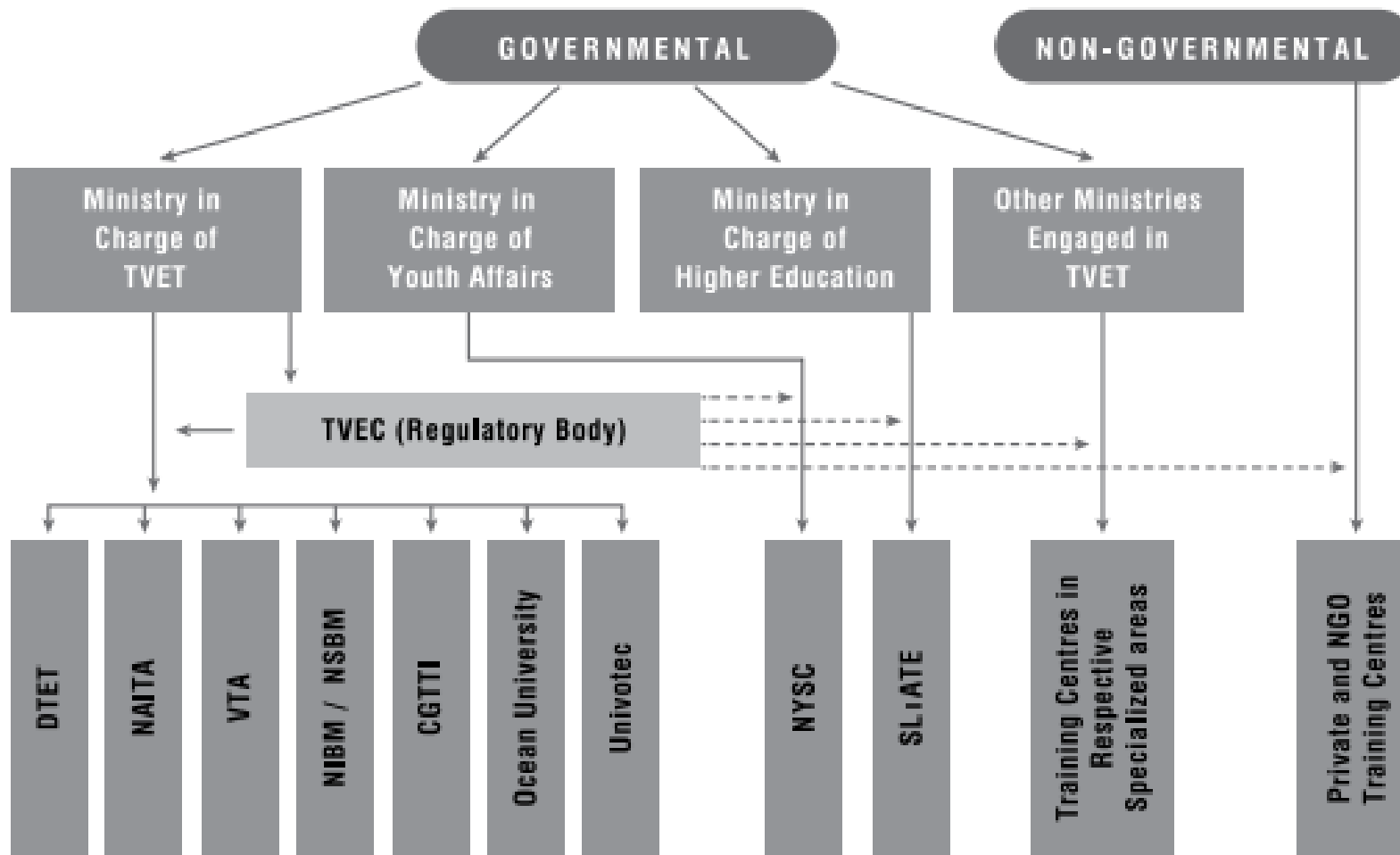
training institutions also play a key role in providing TVET in the country.

The figure next page depicts a schematic diagram of the TVET system in Sri Lanka, as of end of 2023.

## *Sri Lanka's TVET environment*

### *Institutional background*

## Institutional Framework of the TVET Sector in Sri Lanka





## **4.0 Role of the stakeholders of TVET sector**

### **4.1 Role of TVEC as regulator, facilitator and standards setter:**

Introduction of the National Vocational Qualifications (NVQ) framework and changes in the technological, social and economic environments has necessitated establishing a national policy framework for TVET and development of a comprehensive development plan for the sector. The National Policy on Technical Vocational Education (NPTVE) developed by the National Education Commission in 2018 was approved by the His Excellency the President and Cabinet of Ministers has granted approval to develop an action plan to implement the policy. Accordingly, the TVEC with the participation of stakeholders prepared a National Development Plan for TVET sector 2023-2027 and forwarded the plan to His Excellency through the Ministry of Education for its approval to publish as a Gazette Notification.

With the introduction of the NVQ Framework in 2005, the TVEC will have a substantially larger role to play as the regulator, facilitator and the standards setter in the TVET sector. As the regulator, the TVEC will have to put in place coherent policies and robust systems that will assure consistency and uniformity of delivery of TVET. The newly developed TVET policy framework will serve this purpose to ensure quality of training and assessment in the NVQ system.

As the facilitator of TVET sector, the TVEC provides financial assistance to public, private and NGO sector training institutions, in order to bring new technology into the classroom so that, with fulfillment of other requirements, the training centers can get their courses accredited by TVEC. Through this initiative, the TVEC helps training centers to come into the mainstream NVQ system.

As the standards setter, the TVEC has put in place systems for registration of training institutions and accreditation of courses conducted by registered training institutions. In order to underpin maintenance of standards, a quality management system and an auditing system are put in place. It was envisaged to accredit all the training courses conducted by public sector training institutions by end of the year 2012 so that only the courses leading to NVQ will be conducted by public sector. This target was reached to a satisfactory level in 2012. For the purpose of surpassing current coverage of quality assurance programs, the TVEC is working with provincial and district administrations, divisional secretariats to develop Provincial Vocational Education and Training (VET) plans in order to rationalize TVET provision at provincial level. Accordingly, all the provinces except the Western province were covered with VET Plans for implementation. TVEC has initiated action to fulfill the need of developing VET plan for Western Province in 2023.

National Competency Standards (NCS) are developed for occupations in the labour market and training is delivered according to NCSs and national curricula adopting Competency Based Training (CBT) methods.

TVEC provides labour market signals to underpin training planning by training delivery agencies. Accordingly, the TVEC has been working in more dynamic manner over the past to play its role as the regulator, facilitator and the standards setter in the TVET of Sri Lanka.

Assessment quality assurance is a key area of concern as it matters in creating a skilled person with required competencies. Therefore, efficient systems need to be put in place to deliver the assessment services for the institutions.

As the facilitator of the TVET sector, the TVEC shall maintain cordial relations with the industry and industry sector councils to check pulse of the industry with regard to skills requirements. TVEC has to ensure uninterrupted provision of skills as required by the industry. Career guidance shall be coordinated and publicity programs need to be coordinated to carry accurate information of courses to the youth, parents and other stakeholders.

#### **4.2 Role of the training providers as agents of training delivery**

Training providers are expected to recognize their training centers and courses by the TVEC through registration and accreditation programs respectively, and deliver training leading to national vocational

qualifications (NVQ). It is expected that they adhere to National TVET Policy Framework and adopt good practices of training center management and stick to ethical marketing of courses while refraining from misleading the general public. It is envisaged that the managers of training institutions handle mass media sticking to moral values. They will be responsible for creating a student friendly learning environment in the training centers that satisfies the aspirations of the youth. The centers are expected to provide soft-skills to the youth so that they can smoothly work in the industry and workplaces.

#### **4.3 Role of industry as employment providers**

The employers of public and private sector organizations will have to play a role of a partner in identifying skills and competencies of different occupations. The NVQ framework requires maintaining a constant dialogue between employers and training center management and hence the TVEC in association with NAITA and the UoVT will make arrangements to develop national competency standards and curricula based on requirements of the industry employers. Such collaborations would help narrow down skills mismatch and reduce unemployment among trained personnel. It is envisaged that the employers will opt for national qualifications as and when they recruit persons as their workers. Public sector has already recognized NVQ as one of the selection criteria for recruitments. The Government expects that the private sector would fall in line adopting NVQ as the recruitment criteria. Employers are

expected to participate in the training delivery process by providing in plant training to trainees. A new training mode titled Flexible Learning Mode (FLM) has been introduced mainly targeting the employed persons in the industry. They can obtain modular-based Nano qualifications from the TVEC upon successful completion of a competency assessment.

#### 4.4 Role of training seekers and parents as end-users of TVET

It is envisaged that this category of stakeholders will rely on career guidance and take informed decisions in selecting TVET courses. They have to be vigilant on substandard training institutions that run courses without getting recognition from the TVEC. The training seekers and parents also have a moral obligation to inform relevant authorities about inferior type of training delivery in their neighborhoods. Upon being informed, TVEC will make all efforts to take these training institutions into the mainstream system or stop operations unless they show positive signs of coming into the system. The TVEC will make available right information mainly through the TVEC website in this regard for the training seekers to take informed decisions.

### 5.0 Achievements of TVEC (up to September 2023)

- ❖ Prepared the National Development Plan for the TVET sector. All revisions have been drafted and submitted to the Ministry, with the Secretary's instructions. The Ministry forwarded the Gazette Notification (2023-2027) to the President's Office for its approval

- ❖ Commencement of Developing a Vocational Education Training Plan (VET Plan) for Western Province
- ❖ Completed 07 research studies in 2022 and Seven (07) research proposals have been selected in 2023 related to Issues of TVET sector:
- ❖ Obtained approval of HE the President for updated TVET policy framework
- ❖ A total of 6,570 valid registered course (maintain valid registration) by end September 2023. The details are as follows:

Category	No. of courses maintain valid registration
Government	2509
Other public	1182
Private (including NGOs)	2879
<b>Total</b>	<b>6570</b>

- ❖ A total of 3,459 courses have been accredited by end of September 2023. The details are listed below:

Category	No. of courses accredited
Government	2,135
Private	460
Other	864
<b>Total</b>	<b>3,459</b>

- ❖ Implementation of Quality Management System in the training institutions

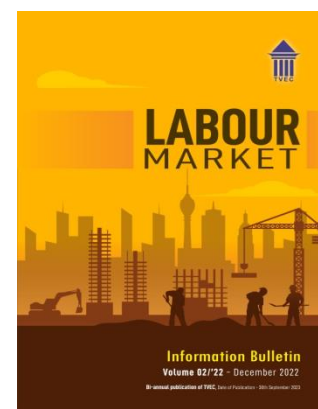
- ❖ Completed the development of 328 NCSs for NVQ level 1 to 4 and 92 NCSs for NVQ level 5 & 6

Areas/Sectors	National Competency Standards developed	
	Level 1 to 4	Level 5&6
Agriculture, Hunting & Forestry	36	08
Fishing	05	02
Manufacturing	77	27
Electricity , Gas, Steam and Hot Water Supply	11	04
Construction	22	07
Wholesale and Retail Trade	28	07
Hotels and Restaurants	32	03
Transport, Storage and Communications	22	04
Financial Inter-mediation	02	01
Real Estate, Renting and Business Activities	24	04
Public Administration and Deference	03	01
Education	03	07
Health and Social Work	31	09
Other Community, Social and Personal Service Activities	32	08
<b>Total as of end of 2023 September</b>	<b>328</b>	<b>92</b>

- ❖ A total of 709,552 NVQ certificates printed and issued end of September 2023 so far where the details are listed below:

Category / Institute	No. of certificates issued
VTA	221,416
NAITA	169,856
DTET	80,565
NYSC	27,502
Private & NGO	210,213
<b>Total</b>	<b>709,552</b>

- ❖ Release of Labour Market Information (LMI) bulletin for the year 2022
- ❖ Publication and dissemination of TVET Guide – 2023



- ❖ Mapping of Non - NVQ (NDES, NCT, NDET,AAT,CIMA) in the NVQ system.

- ❖ Policy Framework for provision of TVET for vulnerable groups of Sri Lanka was developed that was funded by the International Labour Organization's Colombo Office.
- ❖ NVQ Operational Manual Updated
- ❖ NCS and CBT Curriculum development Manual prepared
- ❖ Six (06) Industrial Sector Skills Council established.

## 6.0 Time horizon of the Strategic Plan

This Strategic Plan will have five-year (05) development horizon underpinned with a coherent Action Plan for each year prepared based on physical and financial targets set based on Government's budgetary allocations. The time horizon of this plan will be extended annually as the activities progress and new activities introduce in line with national policy priorities of the government and the objectives of the TVEC.

### 6.1 Annual Action Plan

An Annual Action Plan will be derived based on Strategic Plan objectives and Government's budget allocations in each year. It will be closely monitored and evaluated to assess whether or not actions bring desired outcomes of each program implemented in line with Strategic Plan's goals and objectives. The Action Plan would be revised as and when necessary in account of evaluated outcomes to ensure that the Action Plan complements Strategic Plan goals and objectives.

## 7.0 National strategy towards development of TVET sector

The national strategy to develop TVET in Sri Lanka is Government's commitment to work in partnerships with industry, training providers, lead agencies and all other stakeholders towards a common goal **"Towards the production and maintenance of an efficient, effective and quality assured Tertiary and Vocational Education system to meet the socio - economic goals and the challenging global market needs"** that is the mission of the TVEC. The TVEC will complement reaching the aspirations of the line Ministry to convert all the courses into Competency Based Training (CBT) and award NVQ certificates across the country.

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

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 underrepresented 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”

## 8.0 Our aspirations on corporate values

TVEC strives to achieve a set of corporate values outlined below through working with its stakeholders viz. training providers, trainees, industry employers, NGOs, international organizations and other Government institutions:

- ◆ Commitment to highest quality
- ◆ Commitment to highest Integrity
- ◆ Innovativeness
- ◆ Team spirit
- ◆ Pace with technological advancement
- ◆ Consistency of program implementation
- ◆ Equal treatment

## 8.1 Our beliefs

We believe that:

- ◆ The TVEC has an enormous potential in terms of development of Technical and Vocational Education and Training (TVET) in Sri Lanka.
- ◆ Appropriate technology and modern management techniques are useful tools for the development of TVET sector in Sri Lanka.
- ◆ TVEC has a competent and experienced management team
- ◆ Joining with international organizations could share current information and experience related to TVET
- ◆ Quality of training outcomes could be increased through national assessment and certifications as per national standards
- ◆ Capacity building of TVEC staff will strengthen the team spirit to achieve our corporate goals
- ◆ Labor market information is one of the dependable criteria for training planning
- ◆ Informed and timely decisions could be taken through use of Management Information System (MIS).
- ◆ Digitalization of processes ensures accuracy and improves service quality
- ◆ Consultation and solicitation improves decision making

## 8.2 Current resources endowment and location of TVEC

TVEC's current resources endowment comprised of its human resources, financial resources, land and buildings, which is available for program implementation at the TVEC. The human resources and its profound knowledge base nourished by a wealth of experience in all facets of TVET remain the most valuable resource at the TVEC.

Being a state sector corporate body, the TVEC mainly depends on financial resources granted by General Treasury of the Government.

It earns considerable income in terms of fees and charges and sale of publications. TVEC occasionally receives technical and financial assistance from international agencies for special programs.

It is located in the "Nipunatha Piyasa", the Secretariat of TVET, in the heart of Colombo that provides easy access to most of its stakeholders.

## 9.0 Environmental scanning

The Strategic Plan is underpinned by a detailed analysis of environment using environmental scanning techniques – PESTEL and strengths and challenges analysis.

## 9.1 PESTEL analysis

The technique PESTEL was used to identify the external environment with the view of identifying external environment variables in present and future. A summary of the outcomes of the analysis which may have an impact on Strategic Plan objectives are given below.

- ◆ In fulfilling longstanding requirement, the TVEC jointly with the National Education Commission (NEC) took actions to develop a National TVET Policy Framework which has been approved by HE the President
- ◆ Industry inputs are not fully used due to poor linkages with the industry
- ◆ Lower social acceptance for technical and vocational education
- ◆ Gender imbalance in enrolment
- ◆ Due to the low level of industry participation and information gap causing difficulties in matching the supply and demand of training
- ◆ Gaps in meeting the demand of the foreign employment
- ◆ Lack of awareness about environmental regulations
- ◆ Frequent change of Government priorities
- ◆ Limited allocated funds for research and development work in TVET
- ◆ Inadequate use of Management Information System
- ◆ Lower level of digitalization

## 9.2 Our strengths and challenges

### 9.2.1 Strengths

- ◆ Mandatory Powers vested with the TVEC
- ◆ Qualified and competent Staff officers and support staff
- ◆ Apex body status
- ◆ Adoption of Quality Management System to TVEC including Implementation of ISO 9001:2015
- ◆ Executive order of Hon. Minister
- ◆ Ability to influence the labour market
- ◆ Profound leadership by the Minister
- ◆ Adequate relationship with the Donor agencies –ADB, WB, JICA, KOICA, GTZ etc. and with the similar international organizations – UNEVOC, APSDEP
- ◆ Certifying body for quality assurance of the TVET sector

### 9.2.2 Challenges

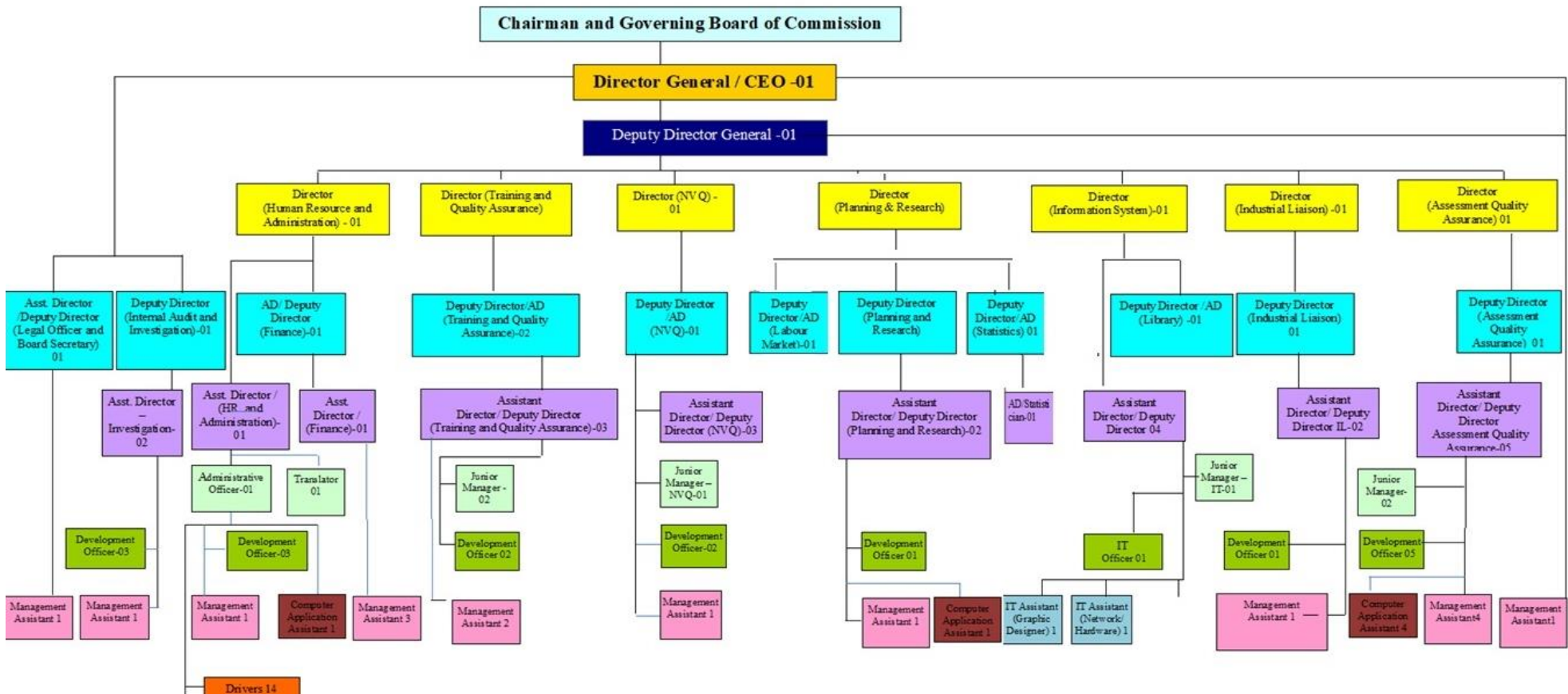
- ◆ Lack of publicity
- ◆ Lack of sector-specific training for the staff
- ◆ Inadequate human resources
- ◆ Inadequate physical resources
- ◆ Lack of funds for development activities
- ◆ Inadequate infrastructure
- ◆ Substandard training programs conducted by training centers

*Environmental scanning*

### **9.3 Our Team**

There are 82 employees in our team out of 116. Being a lean organization faced with a challenging set of tasks, we adopt a teamwork approach and rely on greater co-operation and collaboration with lead bodies, industry associations, professionals and major training providers. Action has been taken in order to recruit the new cadre so that we could effectively undertake the enhanced goals, objectives and Strategies spelt out in this Strategic Plan. The organization chart as at end of 2023 is depicted in next page

## Hierarchical of the Tertiary and Vocational Education Commission





## 10.0 Our Goals

TVEC will continue work towards achievement of following seven (07) goals set in three (03) thrust areas as depicted below.

No	Thrust areas		Goals
1	TVET policy development, planning and coordination	1	Formulate, review, update and implement robust TVET policies & Strategies
		2	Develop and maintain information systems in order to facilitate TVET activities
		3	Liaise with industry for obtaining industry inputs for TVET development
2	National Vocational Qualifications system that assures equal access and gainful employment	4	Expand and maintain National Vocational Qualifications (NVQ) system
3	Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs	5	Establish and maintain credible systems for quality assurance of delivery of TVET In Sri Lanka
		6	Establish and maintain credible systems for quality assurance of assessment of candidates for award of NVQs (in all modes)
		7	Effective management of human and financial resources and develop institutional capacity of the TVEC as the apex body

## **Thrust area 1 : TVET policy development, planning and coordination**

### **Goal 1: Formulate, review, update and implement robust TVET policies & Strategies**

Policies on TVET shall be derived from Government's development policies as set out in Government Policy Statement. Accordingly, a national policy framework for the TVET has been developed in partnership with the National Education Commission (NEC), local and foreign stakeholder agencies. The policies and Strategies set out in the National TVET Policy Framework (visit [www.tvec.gov.lk](http://www.tvec.gov.lk) for reference) are meant for those who are engaged in provision of TVET in the country. National and sub national level planning is a must to identify skills requirements of industries. Industry based VET planning is underway with an industry focus to identify industry skills and training needs at national level. Regional level planning for identification of skills needs is underway at provinces and accordingly development of Provincial VET Plan for Provinces was started in 2009 with the view of rationalizing TVET in order to match the needs of industry and youth. Accordingly, provincial VET plans have been developed for Sabaragamuwa, Eastern, Southern, Northern, Uva, Central, North Central and North Western Provinces. Development of VET plan for Western province has been commenced and expected to be completed by the end of 2023.

Key industry sector approach will be used as appropriately to analyze industry requirements and accordingly, identify the skills needs of the industry. Skills requirements will be incorporated in National Competency Standards (NCS) and Curricula in order for delivery at the training institutions. The TVEC will guide training providers to introduce and expand training capacities of training providers to meet these human resource requirements. Public and private sector training institutions will be assisted to conduct training activities identified in this national planning initiative. TVEC believes that informed and timely decisions could be taken provided that research studies are undertaken in relevant topics. It is envisaged that extensive consultation and solicitation from employer associations and professional organizations will considerably improve currency and relevance of decision making. TVEC will seek local and international assistance in terms of technical and financial to review and update policies related to TVET. Development plans would be developed as per the provisions of the Act accordingly. Program implementation according to set goals, objectives and Strategies will be monitored and relevant information will be disseminated to the line Ministry and other parties regularly.

The under mentioned objectives along with key performance indicators are identified and implemented to achieve the goal.

**Thrust area 1 : TVET policy development, planning and coordination**

**Goal 1 : Formulate, review, update and implement robust TVET policies & Strategies**

No.	Objective/s	Key performance indicators	Strategies	Baseline in 2023	2024	2025	2026	2027	2028	Lead unit
1.1	To formulate, implement and review of the National Policies on Technical and Vocational Education and Training	1.1.1 Conducive policy framework for TVET available 1.1.2 A comprehensive development plan for TVET sector available	1. Evaluate present policies in terms of currency and relevance and design new policies in association with stakeholders 2. Maintain link with industry	TVET Policy framework						Planning & Research Division
				Draft National Development Plan						
1.2	To formulate and assist implement national and sub national level plans for the development of the technical and vocational education and training sector	1.2.1 Industry specific Vocational Education & Training Plans (VET Plans) available for implementation. Every year, a new VET plan developed for a growing industry sector 1.2.2 Provincial VET Plans available for implementation	1. Growing industry sectors identified according to national reports and LMIS for VET plan preparation 2. VET plans developed for identified geographical areas	20 VET Plans						
				08 VET Plan for Provinces except Western province						
1.3	To investigate TVET sector related issues in scientific manner	1.4.1 topical research studies undertaken 1.4.2 Reports completed and available for reference	1. Appropriate research topics identified by a steering committee 2. Conduct and facilitate TVET research	06 studies						

<i>No.</i>	<i>Objective/s</i>	<i>Key performance indicators</i>	<i>Strategies</i>	<i>Baseline in 2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>Lead unit</i>
1.4	To obtain national and international assistance for sector development	1.5.1 Technical and/or financial assistance obtained	1. Explore possibility of obtaining assistance 2. Prepare projects to seek funds from national and international agencies	ILO projects for planning and eRPL development						Planning & Research Division
1.5	To disseminate information on program implementation	1.6.1 Progress reports sent on time to relevant parties	1. Prepare progress reports	All progress reports sent						

## **Thrust area 1: TVET policy development, planning and coordination**

### **Goal 2: Develop and maintain information systems in order to facilitate TVET activities**

Forecasting human resource for future demand of the country is vital for planning and development of especially Technical, Vocational Education and Training (TVET) sector. Forecasting is mainly based on the information from the past, present and various labour market signals and trends. This information is derived from the assessment of internal capacity and environmental scanning of external factors.

TVEC has established and maintain a centralized online information system to facilitate several stakeholders such as training providers, policy makers and general public etc. This system contains key quality assurance aspects including Institute Registration, Course Accreditation, Competency Based Assessors' selection, NVQ certificate issuing, maintaining National Competency Standards & Curricular, issuing Skills Passport etc. The system facilitates too for online verification of NVQ holders using National Identity Card number or certificate number. This is one of the great achievements in TVET sector in Sri Lanka. The system has been further upgraded for recruiting CB Assessors, online RPL applications and Foreign Portal for applying foreign employments.

TVET Guide is an annual publication published by TVEC to provide information on training courses in TVET sector. This is considered to be a valuable resource for career guidance of potential entrants and interested parties.

Skills Passport was introduced mainly for those who intend going overseas for work with liaison with Employers Federation of Ceylon and the ILO. The new web portal developed with URL [www.nsp.gov.lk](http://www.nsp.gov.lk) for managing the Skills Passport activities.

TVEC envision that it must have a fully equipped library with necessary facilities and library materials related to TVET sector. Hence, local and international publications are available for reference at the library. The TVEC library would be transformed to an eLibrary in near future.

Newsletter published bi-annually is a major source of TVEC information intended for training providers and the general public.

The table given below carries the relevant objectives, Strategies , and key performance indicators with regard to this goal.



**Thrust area 1: TVET policy development, planning and coordination**

**Goal 2: Develop and maintain information systems in order to facilitate TVET activities**

No.	Objective/s	Key performance indicators	Strategies	Baseline in 2023	2024	2025	2026	2027	2028	Lead unit
2.1	Develop & Maintain centralized online information system	2.1.1 User friendly NVQ systems in operation	1. Develop & Maintain online information system Institute Registration, Course Accreditation, Competency Based Assessors' selection, NVQ certificate issuing, maintaining National Competency Standards & Curricular, issuing Skills Passport etc. 2. Disseminate information using the centralized database	Computerized information system established for past data processing	[Progress bar spanning 2024-2028]					IS Division
2.2	Establish and maintain Skills Passport system	2.2.1 Skills passport issued to NVQ holders with working experience	1. Develop and maintain appropriate software.	Skills Passport being issued	[Progress bar spanning 2024-2028]					
2.3	Disseminate Labour TVET information	2.3.1 Publish TVEC newsletter	1. Collect news from in-house and outside authors on news	Published newsletter	[Progress bar spanning 2024-2028]					
2.4	Maintain library with TVET information	2.4.1 User friendly Library equipped with latest TVET information	1. Establish and maintain user friendly library system 2. Make available latest library materials 3. Maintain TVET archives 4. Maintain eLibrary system	Rich collection of publication with eLibrary Facilities	[Progress bar spanning 2024-2028]					
2.5	Maintain computer network and hardware	2.5.1 Error free computer network system	1. Develop & Maintain computer network & hardware	Effective computer network system for speedy processing	[Progress bar spanning 2024-2028]					IS Division

<i>No.</i>	<i>Objective/s</i>	<i>Key performance indicators</i>	<i>Strategies</i>	<i>Baseline in 2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>Lead unit</i>
2.6	Develop. & Maintain TVEC official website	2.6.1 Information rich updated website	1. Develop. & Maintain TVEC web information system  2. Integrate online resources for real-time information	Available real-time and updated information						IS Division
2.7	Maintain an effective Labour Market Information System (LMIS)	2.7.1 LMI Database maintained 2.7.2 LMI Survey conducted 2.7.3 LMI bulletin published 2.7.4 LMI website maintained	1. Collect, analyze and disseminate Labour Market Information	02 Bulletins published						Planning & Research Division

## **Thrust area 1: TVET policy development, planning and coordination**

### **Goal 3: Liaise with industry for obtaining industry inputs for TVET development, collaborate with overseas qualifications authorities, INGOs and coordinate career guidance and propaganda programs**

Industry is considered to be a key stakeholder in any qualifications system as they are the players who provide employment for those who obtain certificates from the qualification system. As a strategy, industry stakeholders are classified as councils thus in Sri Lanka what is referred to as Sector Skills Council have been developed for 04 key industry sector i.e manufacturing, construction, ICT and hospitality where majority of workers are employed. Those are the industry sectors which predominantly contribute towards the GDP of the country. The SSDP of the line Ministry provided initial capital to setup the sector skills councils which are now running with constant dialog being maintained with the TVEC. The councils are allowed to do skills gap analysis and let the TVET system aware of the skills gaps and requirements in terms of occupations in demand and the skills set they envisage. In addition to the said key sectors, it is very much important to liaise with other sectors i.e health, agriculture which remain major employment providers in Sri Lanka economy. The TVEC will liaise with professional organizations i.e International Organization for Migrants (IOM) where Care Giver occupation

assessments and certification for those returning from overseas work are handled. Collaborations with overseas qualifications authorities, INGOs and NGOs are important to enable them understand Sri Lanka NVQ system in those countries so that Sri Lankans can easily find work overseas.

TVEC has a responsibility to guide the career guidance programs conducted by the training agencies and other stakeholders as it should be based on labour market dynamics and employment aspirations of young persons. A steering committee of all institutes and agencies shall be established and maintained for this purposes where a common policy guideline need to be given for the agencies to conduct an effective career guidance based on labour market dynamics.

The youth and parents need accurate course information which they mostly obtain through publicity programs. In certain instances, training centers disseminate inaccurate and falls course information to obtain public attraction. In such cases, the TVEC need to undertake counter-publicity programs to make the public aware of the actual status of such centres. Thus, electronic and print media shall be used with social media appropriately to be able to counter misinformation and inaccurate publicity. The table given below shows the way forward for next 5 years with regard to industry liaison, career guidance and propaganda activities.

**Thrust area 1: TVET policy development, planning and coordination**

**Goal 3: Liaise with industry for obtaining industry inputs for TVET development, collaborate with overseas qualifications authorities, INGOs and coordinate career guidance and propaganda programs**

No .	Objective/s	Key performance indicators	Strategies	Baseline in 2023	2024	2025	2026	2027	2028	Lead unit
3.1	Maintain effective link with industry	3.1.1 Effective relations with industry maintained 3.1.2 Effective relations with professional bodies, chambers industry Lead Bodies, voluntary Experts and other local and international Industry Associations maintained	1. Sector councils setup and maintained 2. Liaise with professional bodies	04 sector councils Liaise with IOM						IL Division
3.2	Maintain effective link with international development projects, INGOs, NGOs	3.2.1 Effective relations with international development projects, INGOs, NGOs maintained	1.Liaise with international development projects, INGOs, NGOs	Liaise with ILO,Save the Children,You u Lead and others						
3.3	Establish and maintain effective standardize Career guidance service	3.3.1 Effective standardize career guidance service in place	1. Career guidance steering committee convened regularly 2. Career guidance service standardization commence and maintained 3. Capacity development of Career Guidance Practitioners 4. Career guidance material developed and disseminated	Steering committee setup and convened Material developed						

<i>No</i>	<i>Objective/s</i>	<i>Key performance indicators</i>	<i>Strategies</i>	<i>Baseline in 2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>Lead unit</i>
3.4	Implement public awareness and promotional activities in electronic ,print media and social media	3.4.1 Media programs implemented 3.4.2 Media items designed and developed 3.4.3 Attend to exhibition and awareness programme	1. Work with media agencies 2. Creative media items developed 3. Conduct physical awareness	Media programs implemented	██████████	██████████	██████████	██████████	██████████	IL Division



## **Thrust area 2 : National Qualifications system that assures equal access and gainful employment**

### **Goal 4: Expand and maintain National Vocational Qualifications (NVQ) system**

TVE Act no. 20 of 1990 has mandated TVEC to setup a nationally and internationally recognized system to award qualifications on Tertiary & Vocational Education and Training for those who seek certificates for employment and other purposes. In order to fulfill this objective, the TVEC introduced a certification system called National Vocational Qualification (NVQ) framework, with the association of Skills Development Project, which was technically and financially supported by the ADB. The NVQ framework has following key features;

- Assurance of Quality training & education
- Industry based vocational training
- Equal accessibility and uniformity

Competency Based Training (CBT) will remain as the major mode of delivery of vocational training that is leading to offer qualification under the NVQ framework. The NAITA as the leading agency for apprenticeship training, provides training in EBT mode mainly for youth in the country. Also NCS are being used for RPL assessments for experienced persons. RPL assessments are done NAITA, VTA, DTET in all NCS and SLITHM, CIDA, OCUSL, NIPM, SLITA, CIDA,

and Atomic Energy Authority in specific NCS relevant to their mandates. RPL system was improved as eRPL system to enhance service quality. In 2021, a new mode of training delivery was introduced titled as Flexible Learning Mode (FLM) targeting the experienced workers who work without proper qualifications in the industry. National Competency Standards and curricula are developed as main guides. As of 2023, NCS at NVQ level 1 – 4 has been developed for 328 occupations in the TVET sector. Also, 92 NCS and curricula for NVQ level 5 and 6 have been developed which are being used at University Colleges and Colleges of Technology as well as private sector for training delivery at diploma level. Development of NCS and curricula is an ongoing activity and gradually the entire labour market will be covered with NCS and related material.

National Apprentice and Industrial Training Authority (NAITA) develops the National Competency Standards and curriculum in association with the respective industry and finally the documents are endorsed as a National documents by the TVEC. University of Vocational Technology (UoVT) formerly known as National Institute of Technical Education of Sri Lanka develops NCS AND curricula in accordance with the competencies specified in the National Competency Standards. It is the responsibility of the TVEC

to monitor consistency of quality of training delivery, its validity and reliability.

The UoVT, which is the institution that provides education at NVQ level 7 offers qualifications in three faculties, viz. Industrial Technology, Vocational Technology and Training Technology. Nine Technical Colleges belong to Department of Technical Education and Training; have been transformed as Colleges of Technology (CoT) that offer NVQ level 5 and 6 diplomas in each provinces of the Island.

TVEC is functioning as the central certificate-awarding agency for institutional and non-institutional training. Under the Competency Based Training mode, certificates are issued to those who successfully complete assessments at accredited training centers and

also institutions those registered under the TVEC. Recognition of Prior Learning route, issues NVQ certificates to those who have not attended a formal training. As a prime requirement, all training providers have to establish a Quality Management System (QMS) at their training centers. Sri Lanka Standards Institution awarded ISO 9001:2008 certification to the TVEC and as a result, the TVEC is able to conduct periodic third party audits of training institutions.

The table below elaborates on three (03) objectives identified in thrust areas with respective Strategies to implement objectives, with key performance indicators.

*NVQ for gainful employment and personal prestige*

**Thrust area 2 : National Qualifications system that assures equal access and gainful employment**

**Goal 4: Expand and maintain National Vocational Qualifications (NVQ) system**

No.	Objective/s	Key performance indicators	Strategies	Baseline in 2023	2024	2025	2026	2027	2028	Lead unit
4.1	Formulating a mechanism to monitor the implementation of NVQ framework while facilitating equal accessibility	4.1.1 A sound system to monitor training providers  4.1.2 A sound equating and validating system to map non-NVQ qualification	1. Quarterly meetings with public sector training providers  2. Establish a mapping mechanism to non NVQ holders  3. Implement issuing of equivalence qualification in NVQ level 05	NVQ steering committee meetings and launching of NCS  Mapping system initiated	[Shaded bar]					NVQ Division
4.2	Increase number of occupations and technologies covered under the NVQ framework	4.2.1 NCS developed and in use as demanded	1. Development and revision of NCS for NVQ level 1- 6 and allied documents 2. Advance the process of NCS development	325 NCS for NVQ 1 -4 92 NCS for NVQ 5 & 6	[Shaded bar]					NVQ division

<i>No.</i>	<i>Objective/s</i>	<i>Key performance indicators</i>	<i>Strategies</i>	<i>Baseline in 2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>Lead unit</i>
4.3	Acceptance of NVQ qualification in Sri Lanka	<p>4.3.1 NVQ as a qualification for public sector recruitment</p> <p>4.3.2 NVQ as a qualification for private sector recruitment</p> <p>4.3.3 NVQ as a qualified for foreign employment</p>	<p>1. Follow up with ministries on their recruitment criteria</p> <p>2. Arrange minimum wages</p> <p>3. Promote with Chambers trade associations and</p>	<p>Circular is issued</p> <p>Working with Labour Department</p>						NVQ Division

### **Thrust area 3 : Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs**

#### **Goal 5 : Establish and maintain credible systems for quality assurance of delivery of TVET in Sri Lanka**

Quality and relevance of TVET delivery is assured through registration of training institutions and accreditation of courses. Adequacy of infrastructure, teacher qualifications and curricula will be evaluated at the registration stage. In the accreditation process, the course will be deeply assessed in relation to the relevant national competency standards to determine what extent the course provides competencies specified in the relevant competency standard. Training institutions are expected to establish and maintain a Quality Management System (QMS) in consultation with the TVEC that ensures easy and smooth functioning of the training organization. TVEC will setup coherent monitoring mechanisms to ensure that training providers adopt good practices agreed upon.

The websites [www.tvec.gov.lk](http://www.tvec.gov.lk) and [www.nvq.gov.lk](http://www.nvq.gov.lk) provides training providers the online registration, renewal and online

accreditation making the training delivery quality assurance process convenient.

The table given below carries the relevant objectives and Strategies and key performance indicators with regard to this goal.

## **Credible systems for quality assurance of delivery of TVET**

**Thrust area 3: Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs**  
**Goal 5 : Establish and maintain credible systems for quality assurance of delivery of TVET in Sri Lanka**

<i>No.</i>	<i>Objective/s</i>	<i>Key performance indicators</i>	<i>Strategies</i>	<i>Baseline in 2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>Lead unit</i>
5.1	To implement the national system of registration of training institutes as per section 14 of the TVE act no. 20 of 1990	5.1.1 Registered institutions published in Govt. Gazette, Website and Newspapers	1. Conduct awareness programs to make aware general public and training providers 2. Use electronic & print media to make aware general public 3. Maintain registered institutes database & publish in the website 4. Improve efficiency of registration process 5. Exercise statutory powers vested to TVEC	6570 valid registered institutes						Registration, Accreditation and QMS Division

<i>No.</i>	<i>Objective/s</i>	<i>Key performance indicators</i>	<i>Strategies</i>	<i>Baseline in 2023</i>	2024	2025	2026	2027	2028	<i>Lead unit</i>					
5.2	To implement course accreditation program, and monitor the maintenance of standards by TVET institutions	5.2.1 Accredited courses published in Govt. Gazette, Website and Newspapers	<ol style="list-style-type: none"> <li>1. Select &amp; prepare suitable courses for accreditation</li> <li>2. Provide guidance to instructors and managers of training institutions</li> <li>3. Establish and maintain accreditation assessor network</li> <li>4. Improve and maintain efficiency of course accreditation process</li> <li>5. Conduct auditing program to maintain standards of accredited courses</li> <li>6. Maintain accredited courses database &amp; publish in the website</li> </ol>	3459 Courses accredited	[Shaded]	[Shaded]	[Shaded]	[Shaded]	[Shaded]	Registration, Accreditation and QMS Division					
5.3	To establish and maintain quality management system (QMS) at all training institutions that conduct accredited courses	5.3.1 QMS established with certification	<ol style="list-style-type: none"> <li>1. Establish and maintain QMS at training institutions</li> <li>2. Conduct external audit</li> </ol>	QMS established in training centers						[Shaded]	[Shaded]	[Shaded]	[Shaded]	[Shaded]	Registration, Accreditation and QMS Division

### **Thrust area 3 : Maintenance of quality standards at training institutions, Courses and assessment of candidates for award of NVQs**

#### **Goal 6: Establish and maintain credible systems for quality assurance of assessment of candidates for award of NVQs (in all modes)**

Competency assessment (in all modes) of candidates for award of NVQs is considered to be the most critical point where a candidates' ability to work is tested and verified by independent assessors as per the guidelines set out by the TVEC as the regulator of the TVET sector of Sri Lanka. Competency assessments are of two types i.e formative and summative which take place throughout the course and end of the course respectively. Both of these two types of assessments need to be monitored by the TVEC using several tools. In formative assessments, candidates are required to maintain students' progress record books which the assessors verify at the summative assessment. This practice is common across NVQ level 1 - 6 courses provided in CBT and EBT modes. In RPL, the experienced candidates are expected to submit work evidences preferably in a portfolio at the final assessment. Since 2020, online tools have been introduced for easy regulation of thousands of courses and students for assessment quality assurance which all the

providers shall comply. CBA Assessors Pool remains the main resources base which is maintained by the TVEC for conducting final assessments and viva voce in diploma courses. Automated assessment scheduling has been introduced in 2020 to be able to appoint assessors independently for final assessments. Knowledge assessments take place prior to final assessment to evaluate the knowledge aspects in selected occupations where the knowledge component dominates. NVQ certificate issuance is made online to ensure credibility of the NVQ system and mitigate malpractices. TVEC transforms most of the NVQ process into digital means to be able to increase efficiency and service quality. Donor assistance are sought for the digital transformation as local funds are not sufficiently available due to budgetary restrictions. The table given below summarizes the objectives of the assessment quality assurance program with targets for next five years.

*Coherent assessment systems supply quality workers*



**Thrust area 3 : Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs**  
**Goal 6: Establish and maintain credible systems for quality assurance of assessment of candidates for award of NVQs (in all modes)**

No.	Objective/s	Key performance indicators	Strategies	Baseline in 2023	2024	2025	2026	2027	2028	Lead unit
6.1	Recruit, train and enlist CBA Assessors in the online assessors pool	6.1.1 Assessors available in all NCS	1. Attract and train assessors	4000 Assessors in the pool						AQA Division
		6.1.2 Assessments take place smoothly across the country	2. Implement Automated assessment scheduling system	System in place						
6.2	Monitor assessments	6.2.1 Monitoring teams undertake spot checks of assessments being conducted	1. Obtain preassessment sheets 2. Plan and conduct spot checks	Around 110 checks per year						AQA Division
6.3	Conduct knowledge assessment for NVQ level 4	6.3.1 Knowledge assessments conducted as required	1. Use automated system to call applications 2. Conduct exam 3. Release results in 2 months	2 Knowledge assessment conducted in March, August 2023 and results released						
6.4	Conduct common written exams for NVQ level 5 and 6	6.4.1 Conducted semester exams	1. Call applications via the system 2. Schedule exams 3. Release results in 3 months	Semester exams conducted						AQA Division
6.5	Issue NVQ certificates	6.5.1 All requested certificates checked and issued	1. check and issue certificates	Around 88788 certificates issued						

**Thrust area 3: Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs**

**Goal 7 : Develop institutional capacity of the TVEC as the apex body:**

TVEC believes that capacity building of TVEC staff will strengthen skills of them and nourish team spirit to achieve our goals set out in this Strategic Plan. It is necessary to identify new cadre positions required for upcoming programs and recruit them so that it will enhance the current capacity and capability of the TVEC. Skills of current staff need to be improved in pace with changes of knowledge economy and needs of programs of the TVEC. In return, the TVET sector will see improvements while eventually the youth and general public at large get benefits. Conducive office environment is necessary to perform well for all the staff. Thus, financial and physical resources will be made available that support towards a better office environment and implement an effective staff development programs.

The table given below carries the relevant objectives, Strategies , and key performance indicators with regard to this goal.

## **TVEC capacity building enhances the TVET sector**

**Thrust area 3: Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs**

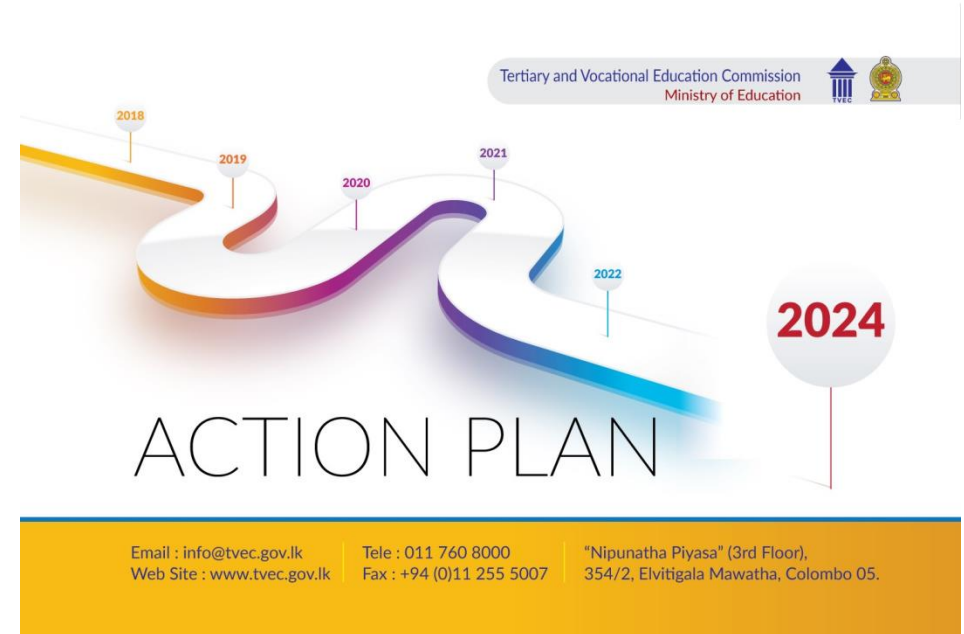
**Goal 7 : Develop institutional capacity of the TVEC as the apex body:**

<i>No.</i>	<i>Objective/s</i>	<i>Key performance indicators</i>	<i>Strategies</i>	<i>Baseline in 2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>Lead unit</i>
7.1	Improve and maintain the cadre positions	7.1.1 All cadre positions filled	1. Obtain approval for cadre requirements 2. Recruit staff	82 Out of 116 Positions filled						Administration /Finance Division
7.2	Develop and update competencies of the TVEC staff	7.2.1 Enhanced staff skills 7.2.2 Competent staff at TVEC	1. Conduct training needs analysis annually 2. Arrange training programs	Staff trained Training programmes arranged						
7.3	To manage & monitor financial and physical resources for the TVEC	7.3.1 Activities of other development divisions run smoothly 7.3.2 Provide resources and services for development activities to take place effectively	1. maintain vehicle fleet in order 2. Make financial and physical resources available as per requirements 3. Develop and maintain office Infrastructure to meet requirements	Vehicles rehabilitate as and when necessary Made available budgeted allocations Rehabilitation done as required						

## 11.0 Implementation:

This Strategic Plan 2024– 2028 envisages uplifting the TVET system of Sri Lanka so as to provide training as required by the industry, which would ultimately enhance economic and social development of the country.

For each year, an Annual Action Plan will be developed taking into account of seven (07) goals and respective objectives of the Strategic Plan. It will be developed in a manner that pursues goals set forthwith. Physical targets will be set monthly basis for each objective in line with budgetary allocations of the Government to make the AIP a current and a real time document. Donor assistance would also be considered in identifying activities in the Annual Action Plan. Reaching of set targets will be closely monitored and corrective actions will be taken accordingly to make sure that set targets are achieved as envisaged. The TVEC may review the Annual Action Plan based on the availability of financial resources and progress of target achievements.



## *Annual Action Plan - 2024*



## TERTIARY AND VOCATIONAL EDUCATION COMMISSION

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*Ministry of Education*

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