

NATIONAL STRATEGIC PLAN FOR
CAREER GUIDANCE
IN
S R I L A N K A
2025-2029

PREPARED BY
THE NATIONAL Career Guidance STEERING COMMITTEE SRI LANKA.

October 2024

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Together, we look forward to implementing this Strategic Plan and achieving our shared goals for the future development of Career Guidance in Sri Lanka.

Strategic Plan Development Committee

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Elaboration of Key Terms

The following key terms are explained specifically in the context of this document and generally within the profession of Career Guidance.

Key Term	Explanation
Accessibility	Ensuring Career Guidance services are available to all individuals, regardless of their physical or social status.
Alumni Networks	Connections between graduates and their institutions to support current students in career planning and job search.
Capacity Building	Training and skill enhancement programs aimed at improving the effectiveness and efficiency of Career Guidance practitioners
Career Counselling	Professional advice and support provided to individuals to help them plan careers effectively
Career Development	The process of improving an individual's skills, knowledge, and experiences to progress in their career.
Career Forecasting Tools	Technologies, often using Artificial Intelligence, that predict future job market trends and guide individuals in career planning

Key Term	Explanation
Career Guidance	A goal-oriented process in which the career searching and/or development skills of an individual are enhanced by strengthening his / her self-knowledge, learns to collect and process information about his / her educational and career opportunities and to make the related decisions in changing life situations. [Lilja, T., Pukkila, P., Helander, J., Leppänen, A., & Mäkinen, S. (2019)]
Career Guidance Services	Various support programs and resources provided to help individuals navigate their career, training and educational paths.
Career Pathways	Defined routes that individuals can follow to achieve specific career goals, often including education and work experience
Collaboration	Working together with various stakeholders to enhance the delivery of Career Guidance services
Data-Driven Insights	Using data to make informed decisions about Career Guidance strategies and labour market alignment.
Digital Divide	The gap between those who have access to digital technologies and those who do not, affecting access to Career Guidance services
Digital Infrastructure	The technological framework needed to support online Career Guidance services, including internet access and tools.

Key Term	Explanation
Digital Literacy	The skills required to effectively use digital tools and platforms for career development.
Early Career Exploration	Introducing students to different career options early in education to help them make informed future career decisions.
Economic Growth	The contribution of Career Guidance to improving employment rates and sustained increases in a country's production of goods and services, typically measured by the rise in Gross Domestic Product (GDP) over time.
Economic Volatility	Fluctuations in the economy that impact job availability and Career Guidance strategies.
Educational Institutions	Schools, universities, and vocational training centres that provide career education and guidance services.
Employability	The set of skills, knowledge, and attitudes that enable individuals to secure and maintain employment.
Employment Policies	Government laws and regulations that affect how Career Guidance services are delivered and who benefits from them.
Entrepreneurship	Encouraging individuals to start their own businesses and fostering skills related to innovation and self-employment

Key Term	Explanation
Feedback Mechanisms	Systems for gathering inputs from stakeholders (e.g., surveys, meetings) to assess and improve programs or services.
Global Competitiveness	The ability of the national workforce to compete in the global job market by having relevant skills and knowledge.
Global Job Market	Employment opportunities and challenges that exist on a global scale, influenced by international trends and demands.
Governance Framework	A structured approach to managing and delivering Career Guidance services with consistency and accountability.
Human Capital	The skills, knowledge, experience and potential possessed by individuals, which are valuable in the labour market.
ICT-enabled Platforms	Information and communication technology tools that support online Career Guidance services.
Inclusivity	Ensuring Career Guidance services are accessible to all, including marginalised and underserved communities.
Industry Collaboration	Partnerships between educational institutions and industries to align skills training with job market needs.

Key Term	Explanation
Industry Partnerships	Collaborations between Career Guidance bodies and industries to align educational programs with market needs.
Innovation	New ideas and technologies applied to enhance Career Guidance, such as artificial intelligence (AI) tools and digital platforms.
Job Market Trends	Emerging patterns in employment opportunities and industries that influence Career Guidance strategies.
Job Readiness Programs	Initiatives designed to prepare individuals for entering the workforce, including resume writing and interview skills.
Labour Market	The supply and demand for jobs in various sectors, influencing Career Guidance services.
Labour Market Information	Data about job availability, skills in demand, and employment trends used to guide career decisions.
Marginalised Groups	Communities that are underserved or excluded from mainstream Career Guidance services and vulnerable populations.
Migration Trends	Patterns of people moving within, inward or outward of the country that impact the labour market and Career Guidance services.
National Career Guidance Council	A proposed governing body responsible for overseeing Career Guidance strategies, initiatives, and sustainability at a national level.

Key Term	Explanation
National Policies	Government directives that shape Career Guidance services in alignment with the national educational and economic goals.
PESTEL Analysis	A framework for analysing Political, Economic, Social, Technological, Environmental, and Legal factors impacting Career Guidance
Policy Reforms	Changes in laws and policies aimed at improving the effectiveness of Career Guidance.
Professional Development	Ongoing education and training for Career Guidance professionals to keep them updated with the latest methods and tools.
Public Sector	Government agencies and organisations involved in providing Career Guidance services.
Public-Private Partnerships	Collaborations between government bodies and private sector organisations to enhance Career Guidance services.
Quality Assurance	Measures to ensure that Career Guidance services meet established standards and guidelines.
Resilience	The ability of Career Guidance services to adapt to changing job market conditions and economic challenges.
Skill Development	Programs aimed at enhancing the competencies needed for employment and career advancement.

Key Term	Explanation
Social Norms	Cultural attitudes and societal expectations that influence career choices and guidance.
Stakeholder Engagement	The involvement of various partners in the planning and implementation of Career Guidance services.
Stakeholders	Entities such as government organizations, educational institutions, industry partners, NGOs and individuals involved in providing Career Guidance and individuals or groups who are receiving Career Guidance.
Strategic Initiatives	Specific actions or projects in a strategic plan aimed at achieving long-term goals.
Strategic Plan	A detailed document outlining the long-term goals and actions to enhance Career Guidance services.
Sustainability	Ensuring Career Guidance services are long-term and comply with environmental, social, and economic norms.
Sustainability Practices	Integrating environmentally and socially responsible approaches into Career Guidance services
Sustainable Development Goals (SDGs)	A global agenda aimed at achieving sustainability in various sectors, including education and career development by 2030.
SWOT Analysis	A strategic analysing tool that assesses Strengths, Weaknesses, Opportunities, and Threats related to Career Guidance.

Key Term	Explanation
Technical and Vocational Education and Training (TVET)	Education and training programs focused on equipping individuals with technical and vocational skills for specific careers.
Training and Development	Continuous education and training programs to improve the skills and qualifications of Career Guidance professionals.
TVEC (Tertiary and Vocational Education Commission)	The apex body responsible for the quality assurance of technical and vocational education and training in Sri Lanka.
Unified Standards	Consistent guidelines to ensure equal quality and effectiveness across services or programs.
Vocational Training	Practical education and training aimed at preparing individuals for specific trades or vocations.
Work Placement Programs	Arrangements for students or job seekers to gain hands-on experience in a work environment
Workforce	The population of individuals actively employed or seeking employment in various sectors
Youth Unemployment	The rate of joblessness among young people, which Career Guidance seeks to address.

Abbreviations / Acronyms

Abbreviation/Acronym	Meaning
ADB	Asian Development Bank
APCDA	Asia Pacific Career Development Association
CIU	Career Information Unit
DTET	Department of Technical Education and Training
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Corporation for International Cooperation)
GOSL	Government of Sri Lanka
ICCDPP	International Centre for Career Development and Public Policy
ICT	Information and Communication Technology
ILO	International Labour Organisation
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
KPI	Key Performance Indicator

Abbreviation/Acronym	Meaning
MOE	Ministry of Education
NAITA	National Apprentice and Industrial Training Authority
NEDA	National Enterprise Development Authority
NGOs	Non-Governmental Organisations
NIE	National Institute of Education
NYSC	National Youth Services Council
OPA	Organisation of Professional Associations of Sri Lanka
SDGs	Sustainable Development Goals
SWEEW	School Work Experience Education Week
TVEC	Tertiary and Vocational Education Commission
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
VTA	Vocational Training Authority
DOME	Department of Manpower & Employment

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1. EXECUTIVE SUMMARY

Overview

This strategic plan aims to create a robust Career Guidance system that supports personal and economic development, aligns with national policies and Sustainable Development Goals (SDGs), and prepares individuals to thrive in the evolving job market. The plan recognizes the critical role of Career Guidance in shaping the future workforce and contributing to national economic growth. By providing comprehensive and accessible Career Guidance services, the plan seeks to empower individuals to make informed career choices, enhance their employability, and achieve their full potential.

Purpose

The purpose of this strategic plan is to provide a comprehensive framework for Career Guidance services in Sri Lanka, ensuring accessibility, quality, and relevance. The plan outlines the strategies and actions needed to develop a cohesive and effective Career Guidance system that meets the diverse needs of students, job seekers,

and professionals. It emphasises the importance of integrating Career Guidance into the education system, leveraging technology, and fostering collaboration among stakeholders to create a supportive environment for career development.

Goals

Enhance Access to Career Guidance Services

The goal is to ensure that Career Guidance services are provided to all in society regardless of their economic status and their geographical factors. In order to achieve this, there is a need to increase the availability of digital platforms that will ensure the provision of services online, set up mobile Career Guidance units that are designed to penetrate unexplored and underserved regions, and institute uniformity in the career counselling centres across the nations so that all areas, especially the less privileged regions, are adequately served.

Integrate Career Guidance with National Policies

This goal has the aim of merging Career Guidance with other activity areas, which are education and the economy of the country, thereby making it relevant and organized. The purpose of this is to incorporate career aims into the school system, where kids are taught about carrying out future work. Another important element is building relationships with businesses, which will allow educational institutions to address labour market demands. It will also be necessary to sponsor law changes in order to design favourable conditions for career development activities at all levels to be effective.

Foster Innovation and Adaptability

This goal aims at the application of new ideas and continuous improvement in the field of Career Guidance practices that are relevant to the labour market's changing needs. New tools and resources require regular maintenance to remain useful. The implementation of digital literacy programs makes it possible to use modern technologies by both practitioners and beneficiaries. In addition, including career guidance-based projects in R&D activities will increase the chance of finding new solutions to future problems.

Strengthen Stakeholder Collaboration

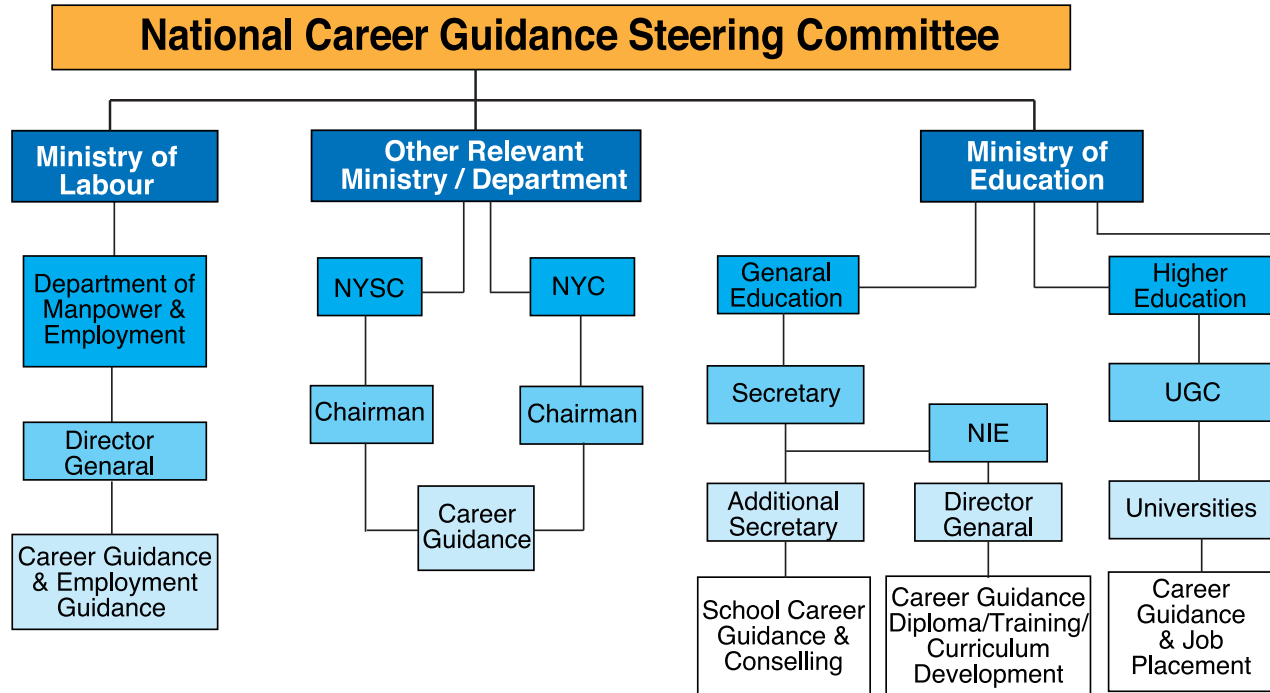
The focus of this goal is the establishment of a coherent model in which all relevant participants, such as government agencies, educational institutions, industry partners, and community organizations, are involved. The creation of a national steering body for Career Guidance will offer leadership and oversight. Ongoing meetings between stakeholders will promote the coordination of activities and the exchange of information, while the effectiveness of services will be increased by private-public partnerships utilizing different skills and resources.

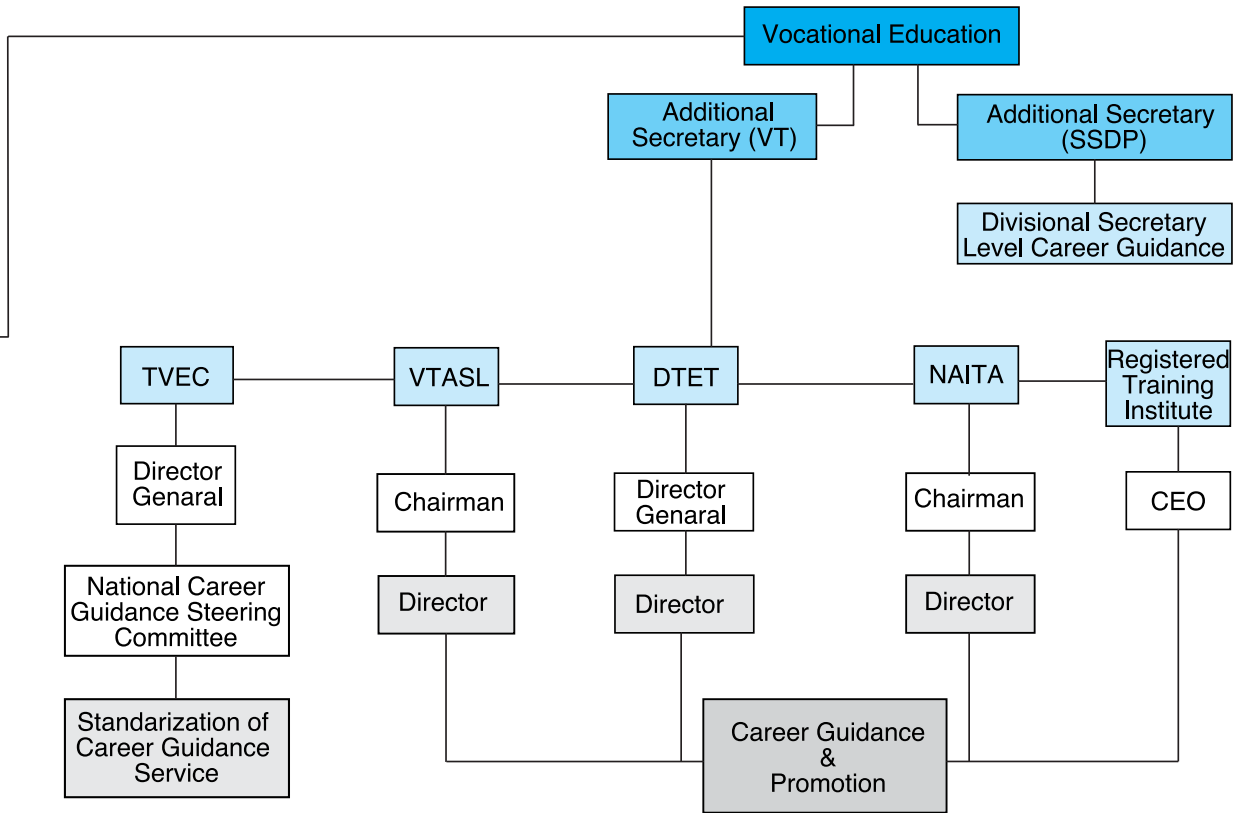
Foster Sustainability and Inclusivity.

This goal ensures that career watch services are sustained and further reach out to every individual, particularly the neglected and underserved groups. Making special efforts for these groups will also help narrow the gaps in access. Maintaining sustainable development goals in the Career Guidance will guarantee service availability in the foreseeable future. Having diversified sources of funds is crucial to facilitating the continuity of these programs.

By achieving these goals, the strategic plan aims to create a dynamic and responsive Career Guidance system that supports the career aspirations of individuals and contributes to the overall development of the nation. The plan emphasizes the importance of collaboration, innovation, and inclusivity in building a Career Guidance eco system that is resilient and adaptable to future challenges.

Career Guidance Operational Structure







2. INTRODUCTION

Through this strategic plan, we aim to create a robust Career Guidance system that supports personal and economic development, aligns with national policies and Sustainable Development Goals (SDGs), and prepares individuals to thrive in the evolving job market.

2.1 Career Guidance Foundational Principles

- 1. Human Capital Optimization:** National Career Guidance has the strategic objective of optimizing the development of human capital by enabling citizens to identify their potential, develop relevant skills, and apply their talent in appropriate positions, thus making a contribution towards individual livelihood as well as aggregate economic productivity simultaneously.
- 2. Client-Centred Approach:** The vocational guidance must be geared towards the person's personal requirements, values, goals, and circumstances. The client's independence in decision-making is of extreme significance, with counsellors playing the role of facilitators, not directors, so that all the advice provided reflects the client's actual self and not outside pressures or counsellor bias.

3. **Systemic Integration:** Career Guidance needs to be incorporated as a constituent part of education systems, labour market institutions, and social services rather than a discrete service to create an unbroken developmental continuum between initial awareness of career and retirement planning with sequenced transition support at strategic junctures.
4. **Economic-Social Balance:** National Career Guidance systems must balance economic needs and social values, directing workforce development to align with market needs while upholding individual dignity, preventing exploitation, and promoting social cohesion through equitable access to decent work opportunities.
5. **Self-Determination:** The final mission of career counselling is to render individuals self-sufficient career managers with the ability to make independent decisions. Counselling must promote decision-making, self-understanding, and self-trust instead of generating a dependence on the counsellor for answers.
6. **Lifelong Development:** Career development is a dynamic process throughout the lifespan rather than a single decision. Career Guidance needs to equip individuals with adaptability and self-management skills to cope with multiple transitions and respond effectively to changing workplace demands and personal circumstances across many years.
7. **Accessibility and Inclusivity:** Career Guidance services should be designed and delivered in a way that they are available to all groups regardless of socioeconomic status, culture, language,

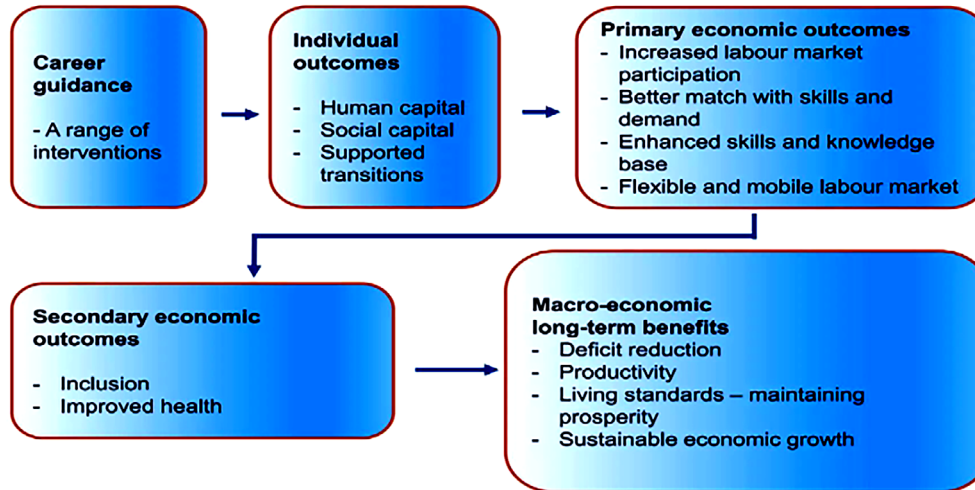
place of residence, disability, or access to technology, with provision for extending reach to marginalized groups to address systemic barriers.

- 8. Social Mobility Catalyst:** Career Guidance needs to be a positive catalyst for social mobility, equipping historically disadvantaged groups with the information, competencies, networks, and opportunities to break socioeconomic barriers and access viable career pathways that enhance inter generational prospects.
- 9. Strategic Alignment:** Career Guidance ought to be an active tool for the alignment of education outputs and labour market inputs, delivering responsive feedback loops which enable education institutions to tailor courses to evolving industry demands and also assist employers in developing realistic expectations with regard to the availability of talent.
- 10. Relevance to the Labour Market:** Good Career Guidance connects personal ambition with labour market needs, exposing clients to industry trends, necessary qualifications, job opportunities, and expectations of work without sacrificing personal fulfilment for the sake of employability.
- 11. National Resilience Building:** An extensive Career Guidance system constructs national resilience as it enables quick workforce adjustment to economic shocks, technological advancement, and industry changes, decreasing unemployment duration and lessening skills obsolescence in times of significant change.

- 12. Evidence-Based Practice:** Career Guidance interventions must be based on solid career development theory, empirical research, and established methods. Practitioners are required to stay abreast of research, use relevant assessment instruments, and continuously assess the efficacy of their interventions with multicultural populations.
- 13. Holistic Approach:** Effective Career Guidance values the reality that career growth cannot be separated from other life aspects. Occupational decisions affect and are affected by family relationships, physical health, community involvement, leisure activities, and spirituality. Career Guidance must take into consideration the whole person in his/her total life setting.
- 14. Future Orientation:** Career Guidance needs to go beyond near-term job placement to position individuals for long-term workforce trends, technological disruptions, and evolving skill demands, building agility, resilience, and attitudes of lifelong learning that can underpin sustainable career advancement amidst decades of workplace change.
- 15. Ethical Practice:** The highest standards of ethical practice must guide Career Guidance such as confidentiality, respect for the client's autonomy, accuracy of information, recognition of professional boundaries, fairness in treatment, and the avoidance of conflicts of interest that will undermine the guidance relationship.

- 16. Information Literacy for Careers:** A prime function of Career Guidance is developing the client's ability to locate, evaluate, interpret, and apply career information from various sources so that it develops critical thinking skills that enable individuals to distinguish good information from promotional materials or outdated advice.
- 17. Collaborative Partnerships:** Successful Career Guidance entails establishing and nurturing strong relationships with employers, schools, community agencies, and other stakeholders to develop broad support networks, credible sources of information, and possible pipelines of opportunity for clients.
- 18. Continuous Learning:** Career practitioners are required to engage in continuous professional development, keeping their knowledge of career fields, labour market trends, assessment practices, intervention methods, and technology tools current so they can deliver pertinent, current guidance in a constantly changing world of work.
- 19. Lifetime Citizenship Development:** Apart from success in the labour market, career development should promote active citizenship, enabling individuals to visualize how their careers serve overall societal goals, stimulating civic involvement, and building the ability to respond adaptively to evolving social and economic conditions.

20. Cultural Contextualization: Competent Career Guidance honours and engages cultural understandings of work, success, communal responsibility, and life vocation so that approaches to guidance are culturally responsive instead of superimposing foreign models that encroach on strongly held cultural beliefs and practices.



Hooley, T, & Dodd, V. (2015) *The Economic Benefits of Career Guidance*. Careers England.
<http://hdl.handle.net/10545/559030>

2.2 Background and Historical Context

The Career Guidance Movement in Sri Lanka has evolved significantly over the years, reflecting the changing needs of the workforce and the educational landscape. Career Guidance provides support and direction for students and job seekers; the movement aims to enhance career decision-making and planning through structured guidance. Over time, the focus has shifted towards integrating Career Guidance with national educational and economic policies to better align with the demands of the local and global job market.

2.2.1 Historical Milestones in Career Guidance in Sri Lanka

Based on the documents available, the strategic planning committee has pinpointed crucial turning points in the nation's history that are of importance towards the evolution of Career Guidance in Sri Lanka. But this should not be taken as the final list. It is expected that as the strategic plan is reviewed and improved upon in time, more milestones will be integrated to give an even more informative and clearer picture of how Career Guidance has grown in the country. (The following timeline of evolution was captured from the book “Study on Career Guidance in General Education in Sri Lanka” published by National Education Commission, Research Series (2014) - No. 08

1. Handessa Education System (Pre-Independence)

- **Initiated by Dr. C.W.W. Kannangara**, this system emphasised “Learn while Working & Workwhile Learning.”

- Introduced a new curriculum based on practical work and trained teachers accordingly.
- The system was short-lived and phased out within a few years.

2. First School Career Guidance Program (1957)

Introduced by the Ministry of Education (MOE), marking the first official use of the term “Career Guidance” in Sri Lanka.

- Strategies included foreign training for officers, appointing master teachers, and publishing a Career Guidance book in Sinhala.
- The program was discontinued by the end of the 1960s.

3. School Work Experience Program (1967)

- **Introduced by Hon. Minister of Education I.M.R.A. Eriyagolla**, aimed at providing real working experience to students.
- Popular among schools but discontinued in the early 1970s.

4. Pre-Vocational Subjects (Early 1970s)

- **Introduced by Hon. Minister Bud Uddeen Mohamed**, it aimed at promoting the dignity of labour and enhancing students' working competencies.
- These subjects were later removed during new curriculum development.

5. Second School Career Guidance Program (1996-1998)

- Conducted by the Non-Formal Education Department of the NIE, involving action research with 75 teachers from 75 schools.
- Established an Integrated National Monitoring Committee and trained 500 teachers.
- Career Guidance centres were set up at major universities, and a Career Guidance week was launched.

6. School Work Experience Education Week (SWEEW) (2007)

- Introduced by the Media Education Project (MEP) of the NIE, allowing grade 10 and 12 students to gain work experience for one week.
- The program has been successfully conducted since 2007.

7. Career Guidance through Curriculum (Post-2005)

- Incorporated into Citizenship Education and Communication & Media Studies subjects, providing lessons related to the world of work.
- This initiative is still in its primary stage and not fully integrated into the curriculum.

8. Establishment of Career Information Units (CIU) in School Libraries

- A pilot program by the Career Guidance Unit of the Department of Manpower and Employment, aiming to establish CIUs in school libraries.
- Selected 10 schools for the pilot, with significant participation from Awissawella Seethawaka
- National School, Kadawatha Sanghamitta M.V., and Meerigama Dudley Senanayaka National School.

1

Handessa System [Pre-Independence]

Initiated by Dr. C.W.W. Kannangara, this system emphasized hands-on learning and practical work, introducing a new curriculum with trained teachers.

2

First Program [1957]

The Ministry of Education formally introduced Career Guidance in 1957, with initiatives like training officers and publishing guidance books.

3

Work Experience [1967]

The School Work Experience Program aimed at providing students with real-world working experience, offering hands-on training in different fields.

4



Pre-Vocational Subjects [Early 1970s]

These subjects aimed to promote the value of labour and enhance students' working competencies, providing practical skills training.

5



Second Program [1996-1998]

The Non-Formal Education Department conducted a comprehensive program with teacher training, Career Guidance centers, and awareness campaigns

6



Second Program [1996-1998]

The Non-Formal Education Department conducted a comprehensive program with teacher training, Career Guidance centers, and awareness campaigns

7



Curriculum Integration [Post-2005]

Career Guidance is incorporated into subjects like Citizenship Education, providing students with relevant information and skills for the workplace.

8



CIU Establishment [2009]

The Department of Manpower and Employment is establishing Career Information Units in school libraries, providing students with access to career resources.

2.3 Government Policies and Directives

Career Guidance in Sri Lanka is shaped by a series of national policies and directives aimed at standardising and improving the quality of Career Guidance services. Key documents influencing the strategic direction include:

- TVE Act No. 20 of 1990 and the TVE Amendment Act No. 50 of 1999
- National Career Guidance Steering Committee Recommendations (2017)
- National Policy on Technical and Vocational Education (2018)
- National Education Policy Framework (2023)
- National Human Resources and Employment Policy (2012).
- National Youth Policy (2014)

These policies underscore the importance of creating a unified, standardized system for Career Guidance that leverages labour market information. Detailed policy directives and frameworks are included in the annexures.

2.4 Link to Career Guidance Policies

International and local Career Guidance policies emphasise the need for a coordinated approach to career services. Key directives include:

- **National Policy on Technical and Vocational Education:**
 - Policy 67: Establishing a national unified Career Guidance system.
 - Policy 68: Developing standardised Career Guidance materials.
 - Policy 69: Creating an ICT-enabled Career Guidance system.
 - Policy 70: Encouraging Career Guidance research and innovation.
 - Policy 71: Promoting public-private partnerships in Career Guidance.
 - Policy 72: Developing platforms for data analytics to predict job trends.
 - Policy 73: Enhancing data sharing and cooperation among stakeholders.
- **National Education Policy Framework (2023)**
 - 6.21 Mandatory Career Guidance at key stages.

- **OECD Policies**

- **Career Guidance: A Handbook for Policy Makers**

This handbook provides practical tools for addressing weaknesses in Career Guidance systems, focusing on widening access, improving the quality of information, ensuring staff qualifications, and enhancing service coordination. It emphasizes the need for strategic leadership in Career Guidance delivery. *(Source: Career Guidance and Public Policy Bridging the Gap, ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, 2004)*

- **Career Guidance and Public Policy: Bridging the Gap**

This publication highlights the importance of effective Career Guidance systems in supporting lifelong learning and active employment policies. It advocates for improved national coordination, research, and specialised training programs to bridge the gaps between policy goals and the capacity of national systems. *(Source: Career Guidance and Public Policy Bridging the Gap, ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, 2004)*

- **Career Readiness Project**

This initiative aims to prepare young people for the labour market by providing strategic advice to governments and stakeholders. It focuses on addressing social inequalities and promoting high-priority occupational areas like green jobs. <https://www.oecd.org/en/about/projects/career-readiness.html>

- **Career Guidance for Adults in a Changing World of Work**

This report outlines initiatives to enhance adult Career Guidance services, which have received less attention compared to youth services. It emphasises the need for inclusivity, quality service delivery, and effective governance in adult Career Guidance systems. (Source: *Career Guidance and Public Policy Bridging the Gap*, ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, 2004)

- **ILO Policies**

- Guidelines for Career Development: The International Labour Organisation (ILO) promotes guidelines that emphasize the role of career development in enhancing employability and adapting to labour market changes. The ILO encourages member states to integrate Career Guidance into national education and employment strategies. (Source: *Career Guidance A resource handbook for low- and middle-income countries*, International Labour Organization 2006)

- **UN Policies**

- UNESCO's Guidelines on Career Education: UNESCO advocates for comprehensive career education as part of lifelong learning strategies. Their guidelines support integrating career education into formal education systems to help individuals make informed decisions about their educational and occupational paths. (Source: *UNESCO UNEVOC | Revisiting global trends in TVET*, 2013.)

2.5 Local and Foreign Employment Trends

The employment landscape is rapidly evolving, with significant changes in both local and global job markets. Factors such as technological advancements, globalisation, and shifting industry demands are altering career opportunities. This strategic plan will address these changes by aligning Career Guidance services with emerging trends and market needs

2.6 Changing Nature of Career Opportunities

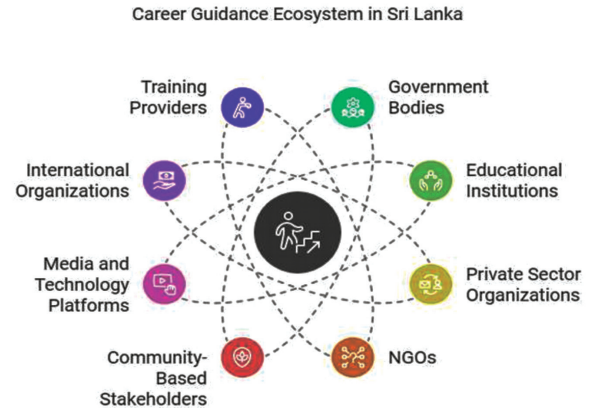
The nature of careers is shifting towards greater flexibility and a demand for diverse skill sets. Emerging fields and the rise of the gig economy require Career Guidance systems to adapt and provide relevant support for navigating these new opportunities.

2.7 Importance of Career Guidance

Effective Career Guidance is crucial for helping individuals make informed decisions about their educational and professional paths. A well-integrated Career Guidance system supports personal development, prevents misinformation, and ensures ethical practices, contributing to overall societal well-being.

2.8 Current Career Guidance System

The existing Career Guidance system in Sri Lanka involves various stakeholders, including educational institutions, government bodies, and private sector organizations. Despite ongoing efforts, challenges such as inconsistency in service quality and limited access to resources persist.



2.9 Strategic Plan's Contribution to Policy and Economy

This strategic plan aims to enhance the Career Guidance system's contribution to national policy goals and economic development. It focuses on:

- **Economic Growth:** Contributing to the national economy through better alignment of educational pathways with job market demands.
- **Integrated System:** Developing a cohesive Career Guidance framework that enhances efficiency and effectiveness.

- **Human Capital:** Maximizing the potential of the workforce to drive economic and social progress.
- **Unified Vision:** Fostering collaboration among stakeholders to achieve common goals.
- **Quality and Relevance:** Ensuring that Career Guidance services are relevant and of high quality.
- **Global Competitiveness:** Equipping individuals with the skills needed to succeed in an increasingly competitive global market.
- **Sustainability and Inclusivity:** Promoting an inclusive approach that ensures all individuals have access to Career Guidance services.
- **Personal Development:** Supporting individual growth and career satisfaction.
- **Ethical Practices:** Preventing misinformation and unethical practices in Career Guidance.

2.10 Application and Scope

The strategic plan for Career Guidance in Sri Lanka encompasses various educational sectors, each with its own unique needs and opportunities. This outlines how the plan applies to and impacts the General Education, Higher Education, Technical and Vocational Education and Training (TVET) sectors.

2.10.1 General Education Sector

In the general educational sector, Career Guidance aims to provide foundational support for students at the primary and secondary levels. Key applications include:

- **Early Career Exploration:** Using the newly developed curriculum (Activity-based Module for 6 to 13 students developed by NIE) “FIND YOU MORE ABOUT” (Career interest, skills confident, work values and learning styles) Grade 6 to 13 Career Guidance Activities under the educational reforms, introducing students to various career paths and helping them understand the relevance of their current education to future job opportunities.
- **Career Counselling:** Offering individual and group counselling sessions to guide students in making informed decisions about their educational and career choices.
- **Career Awareness Programs:** Implementing programs that connect students with professionals and provide insights into different careers and industries.
- **School-to-work transition:** Aims to provide feasible and smooth transition pathways through better information and proper guidance at all levels
- **Career-Oriented Skill Development:** Integrating career-oriented skills and competencies into the school curriculum to prepare students for future educational and career endeavours.

2.10.2 Higher Education Sector

For higher education institutions, Career Guidance focuses on helping students transition from academic study to the workforce. Key applications include:

- **Career Pathways:** Developing clear career pathways and progression routes for higher education students, including opportunities for further education and career advancement.
- **Career Services:** Establishing dedicated career services offices that offer job search assistance, resume building, interview preparation, and internship opportunities.
- **Industry Partnerships:** Developing strong relationships with businesses and organizations to facilitate internships, work placements, and job opportunities for graduates.
- **Career Development Workshops:** Providing workshops and seminars on career planning, job market trends, and professional development.
- **Developing Volunteerism:** Aims to promote volunteer contributions to the communities for providing exposure to careers and improve career-oriented attitudes.
- **Entrepreneurship Awareness and Skills Development:** Providing opportunities to enhance entrepreneurial skills and linkages to the industry.
- **Alumni Networks:** Creating and maintaining alumni networks to offer mentorship and career support for current students and recent graduates.

2.10.3 TVET Sector

In the Technical and Vocational Education and Training (TVET) sector, Career Guidance is critical for aligning TVET with labour market needs. Key applications include:

- **Career Pathways:** Developing clear career pathways and progression routes for vocational students, including opportunities for further education and career advancement.
- **Industry-Relevant Training:** Ensuring that TVET programs are aligned with industry standards and employer expectations.
- **Work Placement Programs:** Facilitating work placements and apprenticeships to provide hands-on experience and improve technologies and employability.
- **Job Readiness Programs:** Offering programs that enhance job readiness, including resume writing, interview skills, and job search strategies.
- **Career Counselling:** Providing specialised career counselling tailored to technical fields, including advice on certifications and career advancement.
- **Industry Collaboration:** Partnering with industries to develop curriculum and training programs that meet industry needs and standards.
- **Career Planning Tools:** Offering tools and resources to help TVET students plan their careers and navigate job markets specific to their fields.

- **Promoting Career Guidance:** Reaching out to all levels of persons who are potential employees and those who are already in such careers in the formal and informal sectors.

2.10.4 Integrated Approach

The strategic plan advocates for an integrated approach across these sectors to ensure consistency and coherence in Career Guidance services. Key aspects include:

- **Coordination:** Promoting coordination between educational institutions, vocational training centres, and technical schools to provide seamless Career Guidance services.
- **Unified Standards:** Developing and implementing unified standards and practices for Career Guidance to ensure quality and effectiveness across all sectors.
- **Resource Sharing:** Facilitating the sharing of resources and information between different organizations to enhance Career Guidance services.
- **Data-Driven Insights:** Utilizing data-driven insights to inform Career Guidance practices and align educational programs with labour market demands.
- **Leadership and Management:** Effective leadership and management will underpin the integrated approach, ensuring that all stakeholders are aligned with the strategic goals. This includes fostering a culture of accountability, continuous improvement, and innovation to drive the successful implementation of Career Guidance initiatives.

3. VISION, MISSION, AND VALUES

Vision Statement:

“Empowered individuals navigating their future towards fulfilling careers.”

Mission Statement:

“Providing integrated and comprehensive resources and services that enable Sri Lankans to acquire the knowledge, skills, experiences, and networks needed for effective educational and career planning and informed decision-making; fostering innovation, adaptability, and excellence in their academic and professional lives within a dynamic global environment.”

Core Values:

Innovation

Innovation involves creating new ideas, methods, or products that bring significant improvements or solve problems in unique ways. It emphasises creativity, forward-thinking, and the willingness to take risks to achieve breakthroughs.

Ethics

Ethics refers to the principles and standards that guide behaviour in terms of what is right and wrong. It involves integrity, honesty, fairness, and respect for others, ensuring that actions and decisions are morally sound and socially responsible.

Collaboration

Collaboration is the act of working together with others to achieve common goals. It emphasises teamwork, open communication, mutual respect, and the sharing of knowledge and resources to achieve better outcomes.

Sustainability

Sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves practices that promote environmental health, economic viability, and social equity, ensuring long-term well-being for all.

Excellence

Excellence is the pursuit of the highest quality and standards in all endeavours. It involves a commitment to continuous improvement, striving for superior performance, and achieving outstanding results through dedication, skill, and hard work.

4. SITUATIONAL ANALYSIS

SWOT Analysis

Strengths:

1. Established Educational Institutions:

- A strong network of schools, universities, and vocational training organisations that can support Career Guidance initiatives.
- Policy initiatives taken by the relevant ministries to introduce Career Guidance for all students.

2. Network of Career Guidance Practitioners:

- Trained and certified Career Guidance Practitioners deployed Islandwide who will be using a common platform (CareerOne) being developed.
- Career Guidance Teachers appointed at National and Provincial schools

3. Government Support for Career Guidance:

- Ongoing policy reforms and government initiatives aimed at improving education and employment outcomes.
- Public organisations such as Ministries, Departments, and Semi-Government Institutions establish and promote Career Guidance services.

4. Cultural Emphasis on Education:

- The high value placed on education by Sri Lankan families leads to a motivated and ambitious student population.

5. Strategic Location:

- Sri Lanka's geographic location makes it a hub for regional cooperation and international partnerships, which can be leveraged for career development programs.

6. Strong Civil Society and Non-Governmental and Other Agency Network:

- Active involvement of non-governmental and other agencies in education and Career Guidance, providing additional resources and expertise.

7. International Accreditations and Affiliations:

- South Asian Qualifications Referencing Framework, which will eventually link to the ASEAN and European Qualifications Frameworks.

Weaknesses:

1. Limited Access to Technology:

- The digital divide, especially in rural areas, hampers the delivery of online Career Guidance services.

2. Inconsistent Quality of Education:

- Variability in the quality of education across different regions and localities leads to unequal career opportunities.
- Lack of attractiveness in the TVET educational programmes.

3. High Youth Unemployment Rates:

- Economic challenges have led to high youth unemployment, creating a difficult environment for Career Guidance to make a significant impact.

4. Bureaucratic Challenges:

- Bureaucratic and organisational inertia and complications may slow down the implementation of strategic plans.

5. Non-availability of critical information:

- Lack of timely and accurate labour market information and forecasts.
- inadequate information on the access to Career Guidance services.
- Non-availability of information on persons dropping out of the education pathways.

6. Insufficient Industry-Academia Linkages:

- Lack of strong connections between educational institutions and the job market, resulting in a mismatch between skills taught and industry needs.

7. Absence of an Employment Policy at the National Level:

- Creates unskilled workers without proper training and certifications entering the labour market.

8. Inadequate image-building and promotional activities:

- Lack of image-building and social marketing to promote Career Guidance services and educate the public.

9. Inadequate number of qualified Career Guidance practitioners:

10. Lack of legal provisions to prevent non-qualified or mis-qualified service providers from providing Career Guidance services

11. Too many state sector organizations claiming the ownership, regulatory responsibilities and policy making on Career Guidance with a silo-approach.

12. Inadequate systems and budgetary allocation from the Government towards education.

13. Lack of prioritisation for Career Guidance policy implementation at the education sector.

Opportunities:

1. Growing Start-up Ecosystem :

- The rise of entrepreneurship and start-ups offers new career paths and requires updated guidance on relevant skills.

2. International Partnerships:

- Opportunities for collaboration with international organisations and institutions can bring in new ideas, resources, and funding.
- Avenues to exchange experiences and good practices in Career Guidance at regional and global markets.

3. Emphasis on Digital Skills:

- The increasing demand for digital literacy and skills presents an opportunity to integrate these into Career Guidance programs

4. Youth Demographic Dividend:

- The large youth population in Sri Lanka can be leveraged to drive innovation and growth in various sectors, provided they are equipped with the right skills.

5. Global Demand for Skilled Labour:

- Opportunities to tap into international labour markets with proper Career Guidance and training.

Threats:

1. Political Instability:

- Ongoing political changes and instability could disrupt the implementation of long-term Career Guidance initiatives.

2. Economic Volatility:

- Economic downturns and inflation can lead to reduced funding and resources for Career Guidance programs.

3. Migration of Skilled Workers:

- The brain-drain, where highly skilled professionals leave the country for better opportunities abroad, could limit the effectiveness of Career Guidance.

4. Social and Cultural Resistance

- Social and cultural norms may resist the promotion of non-traditional career paths, such as entrepreneurship or careers in certain industries.
- The negative impact created by influential persons to choose traditionally popular career paths.

5. Demographic and Global Challenges

- Expectations and aspirations of new generations that conflict with industry and organizational requirements.
- High levels of competition are emerging from skilled youth workforces from countries in the region.

6. Environmental Challenges:

- Natural disasters and climate change impacts could disrupt the economy and job market, requiring adaptability in Career Guidance strategies.

Environmental Scan: PESTEL Analysis for Career Guidance in Sri Lanka

Political Factors:

Government Stability:

- Sri Lanka's political instability and changing government structures impact long-term strategic plans, particularly those involving public sector collaboration.

Regulatory Environment:

- The country is undergoing significant policy reforms, especially in the education and employment sectors. These reforms could interfere with or support the implementation of Career Guidance initiatives.

Irregularities and Bureaucracy:

- Irregularities, inefficiencies and bureaucratic red tape due to governance issues are challenges that may slow down the implementation of strategic plans, requiring careful navigation and strong stakeholder relationships.
- The lack of collaboration and integration of Career Guidance initiatives carried out by different organizations impacts the standardization of services

Foreign Relations:

- Sri Lanka's relationships with major economies can affect funding opportunities and international partnerships in education and Career Guidance.

Economic Factors:**Economic Recovery and Growth:**

- The economy is recovering post-crisis, but inflation, debt, and youth unemployment rates remain high. This creates a challenging environment for job creation and Career Guidance.

Employment Trends:

- There is a significant shift towards the gig economy, entrepreneurship, and digital skills in the job market, necessitating an emphasis on these areas in Career Guidance.

Budget Constraints:

- Government and public sector budget constraints may limit funding for educational reforms and Career Guidance programs, necessitating innovative, low-cost approaches.

Foreign Investment:

- Fluctuating levels of foreign investment, especially in economic growth, technology, and education sectors, can influence the availability of resources and opportunities for career development programs.

Social Factors:

Demographic Changes:

- An ageing population and “youth bulge” create a unique set of challenges and opportunities for Career Guidance, with a need to address both young job-seekers and older workers needing retraining.

Educational Attainment:

- Disparities in educational attainment, particularly between urban and rural areas, affect the effectiveness of Career Guidance programs, requiring tailored strategies for different localities.

Cultural Factors:

- Social norms and cultural attitudes towards education, gender, and career choices can influence the effectiveness of Career Guidance. For example, there might be cultural resistance to non-traditional career paths.

Migration Trends:

- High levels of migration, nationally, regionally, and internationally, affect the labour market and the need for Career Guidance, particularly in helping migrants into the workforce.

Technological Factors:

Digital Transformation:

- Increasing digitalisation and the rise of AI and automation require Career Guidance to focus on equipping individuals with digital skills and adaptability to new technologies.

Access to Technology:

- There is a digital divide in Sri Lanka, with less access to technology and the internet, which impacts the delivery of Career Guidance services.

Innovation and Start-ups:

- The growing start-up ecosystem presents opportunities for Career Guidance to support entrepreneurship and innovation.

E-Learning and Online Platforms:

- The rise of e-learning platforms offers new avenues for career development and skill acquisition, which can be integrated into Career Guidance programs.

Environmental Factors:

Climate Change Impact:

- Sri Lanka is vulnerable to climate change, with increasing natural disasters like floods and droughts. This affects the economy and job market, particularly in the agriculture and tourism sectors.

Sustainability Initiatives:

- There is a growing emphasis on sustainability and greening initiatives with opportunities for Career Guidance to focus on green jobs and sustainable practices in various industries.

Resource Management:

- Issues related to natural resource management, such as water scarcity and deforestation, could influence job opportunities in related sectors, requiring a focus on sustainability in Career Guidance.

Urbanisation:

- Rapid urbanisation is leading to environmental challenges, but also creating new job opportunities in urban planning, infrastructure development, and environmental management.

Legal Factors:

Labour Laws:



Education Policies:

- Changes in education policy will directly impact the content and focus of Career Guidance.

Intellectual Property Rights:

- Strengthening intellectual property rights can encourage innovation and entrepreneurship, which should be considered in Career Guidance strategies.



Regulations on Digital Platforms:

- With the rise of digital platforms, there are emerging legal frameworks around cyber security, data protection, privacy, and online work that may impact the delivery of Career Guidance services.



5. STRATEGIC INITIATIVES

Structured approach to the Strategic Initiatives for Career Guidance in Sri Lanka, focusing on Programs and Services, Partnerships and Collaborations, and Innovation and Technology:

Strategic Initiative	Description	Key Actions	Stakeholders Involved	Expected Outcomes
1. Governance and Quality Assurance	Develop and implement a robust, quality assured governance framework for Career Guidance at all levels to ensure consistency, effectiveness, and accountability	1.1 Establish the National Career Guidance Council to establish and monitor a single policy framework for Career Guidance. 1.2 Develop a Career Guidance governance framework. 1.3 Develop a Quality Assurance framework.	Relevant Ministries and government organizations, UGC, TVEC, DoME Career Guidance Practitioners, Educational Institutions Industry Sector Councils, OPA, NGOs and International Organizations.	Robust, quality assured, unified policy and governance framework for standardised Career Guidance at all levels.

Strategic Initiative	Description	Key Actions	Stakeholders Involved	Expected Outcomes
2. Programs and Services Development	Enhance and develop comprehensive Career Guidance programs and services to meet diverse needs.	<p>2.1 Develop standardised Career Guidance programs and materials.</p> <p>2.2 Implement career counselling and advisory services across all educational sectors.</p> <p>2.3 Create specialised resources for different sectors (general, higher, TVET).</p> <p>2.4 Develop industry specific resources and programmes for Career Guidance services.</p> <p>2.5 Establish District Career Guidance Committees</p>	<p>Relevant Ministries and government organizations, UGC, TVEC, DoME</p> <p>Career Guidance Practitioners, Educational Institutions Industry Sector Councils, OPA, NGOs and International Organizations.</p>	<p>Improved accessibility and quality of Career Guidance services across Sri Lanka.</p> <p>Improved accessibility of Career Guidance services for the formal and informal workforce.</p>

Strategic Initiative	Description	Key Actions	Stakeholders Involved	Expected Outcomes
		2.6 Create an annual national plan for Career Guidance programmes conducted by serviceproviding institutions.		
3. Partnerships and Collaborations	Strengthen partnerships with educational institutions, industry, NGOs, and international organizations to expand the reach and impact of Career Guidance.	<p>3.1 Establish formal partnerships with industry sectors for internships and job placements.</p> <p>3.2 Collaborate with relevant government agencies, industries, and NGOs for community-based Career Guidance programs.</p> <p>3.3 Forge alliances with relevant international bodies for resource sharing and best practices.</p>	Relevant Ministries, Department Industry Partners, NGOs, and International Organizations	Enhanced support for students, school leavers, and career seekers through a coordinated network of stakeholders.

Strategic Initiative	Description	Key Actions	Stakeholders Involved	Expected Outcomes
4. Innovation and Technology Integration	Incorporate new technologies and innovative approaches to make Career Guidance more accessible, relevant, and effective.	<p>4.1 Develop and launch an ICT-enabled Career Guidance platform.</p> <p>4.2 Use AI-supported career forecasting tools and data analytics for labour market trend analysis and personalised guidance.</p> <p>4.3 Introduce virtual career fairs.</p>	TVEC, Technology Providers, Educational Institutions, Government Organizations' IT Departments	Enhanced information is accessible to stakeholders, resulting in increased engagement and reach through modern, technology driven, innovative Career Guidance solutions.

Strategic Initiative	Description	Key Actions	Stakeholders Involved	Expected Outcomes
5. Capacity Building	Continuous Professional Development and Skills development for all relevant stakeholders.	5.1 Develop a comprehensive portal to host Career Guidance-related skills development programs.	Relevant Ministries and government organizations, UGC, TVEC, DoME Career Guidance Practitioners, Educational Institutions Industry sector councils, OPA, NGOs and international organizations.	Continuously developed and licensed professionals available in the Career Guidance services.

Strategic Initiative	Description	Key Actions	Stakeholders Involved	Expected Outcomes
		<p>5.2 Establish policy, procedures, and mechanisms for regularizing, monitoring and evaluating the professional standards and/ or qualifications and service delivery of Career Guidance service providers through a centralized licensing system.</p> <p>5.3 Organise Annual Career Guidance Symposium and Conference.</p> <p>5.4 Establish a system for ensuring that the developed practitioners have a clear career path.</p>		

6. IMPLEMENTATION PLAN

Action	KPI	Time Plan	Responsibility	Consulted
1.1 Establish the National Career Guidance Council.	National Career Guidance Council formulated and draft act is ready within 6 months.	June 2025	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry and Relevant Stakeholders.
1.2 Develop a National Career Guidance policy and governance framework.	The policy and governance framework is finalised and approved within 12 months.	December 2025	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry and Relevant Stakeholders.
1.3 Develop a Quality Assurance framework.	Quality Assurance framework developed and operational within 18 months.	June 2026	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry and Relevant Stakeholders.

Action	KPI	Time Plan	Responsibility	Consulted
1.3 Develop a Quality Assurance framework.	Annual quality reviews conducted with 80% compliance in the first year and thereafter 90%.	November - December every year	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry and Relevant Institutions.
2.1 Develop standardised Career Guidance programs and materials.	100% of educational institutions adopt standardised Career Guidance programs within 2 years.	December 2026	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry and Relevant Institutions.
2.2 Implement Career Guidance and advisory services across all educational sectors.	Career Guidance services are established in 70% of educational institutions.	December 2025	TVEC and Ministry/ies-in-Charge of General and Higher Education	Relevant Ministry and Relevant Institutions.
2.3 Create specialised resources for different educational sectors (General, Higher, TVET).	80% of the institutes under different educational sectors have specialised Career Guidance resources.	December 2026	TVEC and Ministry/ies-in-Charge of General and Higher Education	Relevant Ministry and Relevant Institutions.

Action	KPI	Time Plan	Responsibility	Consulted
2.4 Develop industry-specific resources and programmes for Career Guidance services.	Industry-specific resources are developed for 5 key sectors within 18 months.	December 2025	TVEC and Ministry/ies-in-Charge of General and Higher Education	Relevant Ministry and Relevant Institutions.
2.5 Establish District Career Guidance Committees	25 District Committees with their structure, governance framework and roles & responsibilities established.	June 2025	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Collaborating organizations and their Ministries, and District Secretaries and Divisional Secretaries
2.6 Create an annual national plan for Career Guidance programmes conducted by District CG Committees.	90% adherence to the National Plan (calendar) by all collaborating institutes and organizations.	June 2025	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	2.6 Create an annual national plan for Career Guidance programmes conducted by service-providing institutions.

Action	KPI	Time Plan	Responsibility	Consulted
3.1 Establish formal partnerships with industry sectors for internships and job placements.	10 formal industry sector partnerships are established within 12 months.	December 2025	TVEC, NAITA and affiliated institutions	Relevant Ministry, Relevant Institutions, and Sector Councils.
3.2 Collaborate with relevant government agencies, industries, donor agencies, and NGOs for community-based Career Guidance programs.	740 community based integrated Career Guidance programs are launched covering all divisions annually.	December 2025	Respective District Career Guidance Councils	Relevant Institutions
3.3 Forge alliances with relevant international bodies for resource sharing and best practices.	3 international alliances are formed for resource-sharing and exchange programs within 18 months.	June 2026	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry

Action	KPI	Time Plan	Responsibility	Consulted
3.3 Forge alliances with relevant international bodies for resource sharing and best practices.	75% satisfaction rate from partners in partnership performance reviews.	June 2026	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry
4.1 Develop and launch an ICT enabled Career Guidance platform.	ICT-enabled platform launched within the first quarter of the year 1, with 70% usage by educational institutions.	March 2025	TVEC and “Career-One” Platform Developers	Relevant Ministry and Institutions
4.2 Use AI-supported career forecasting tools and data analytics for labour market trend analysis and personalised guidance.	AI-supported career forecasting tools are used by 60% of career centres within 18 months.	June 2026	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministry and Institutions

Action	KPI	Time Plan	Responsibility	Consulted
4.3 Introduce virtual career fairs.	At least 1 virtual career fair is hosted annually with 500+ participants.	November 2025	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministries and Institutions
4.4 Implement the Career Guidance mobile application.	Ensure the GIZ supported mobile app is launched.	June 2025	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministries and Institutions
5.1 Develop a comprehensive portal to host career guidance related skills development programs.	Portal for skills development launched within 18 months with 60% stakeholder participation.	June 2026	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministries and Institutions

Action	KPI	Time Plan	Responsibility	Consulted
5.2 Establish policy, procedures, and mechanisms for licensing the Career Guidance practitioners through the portal.	Licensing procedures for Career Guidance practitioners are established within 18 months, with 100% compliance by practitioners.	June 2026	Line ministry, other ministries, DoME, Career Guidance Steering Committee, TVEC and relevant other stake holders	Relevant Ministries and Institutions
5.3 Organise Annual Career Guidance Symposium and Conference.	Annual Symposium and Conference held with a 60% attendance rate from registered practitioners.	December 2025	TVEC and Relevant Partners	Relevant Ministries and Institutions
	90% satisfaction rate from attendees at symposiums and training programs.	December 2025	TVEC and Relevant Partners	Relevant Ministries and Institutions

Action	KPI	Time Plan	Responsibility	Consulted
5.4 Establish a system for ensuring that the developed practitioners have a clear career path.	Career paths and the qualifications framework for Career Guidance professionals are communicated to 100% of the registered practitioners.	December 2025	TVEC and Relevant Partners	Satisfied CG practitioners with qualifications and experience moving through the career path.

NOTE: The proposed Career Guidance Council will take over the responsibilities of the Career Guidance Strategic Plan's implementation that is mentioned above under TVEC.

* Please refer annexure I for responsibility metrics

07. POTENTIAL SOURCES OF FUNDING AND SUPPORT

Funding

- GOSL-Relevant Ministries, Authorities,
- Inter-Governmental Organisations (JICA, ADB, KOICA, UNICEF, ILO, IOM, GIZ, USAID, etc.)
- NGOs and INGOs (Save the Children, Berendina, ChildFund, WorldVision, SAFE Foundation, Chrysalis, Helvitas, Sarvoday, etc.)
- British Council
- Rotary Club
- Lions Club
- Others

Support

- Organisation of Professional Associations of Sri Lanka (OPA)
- UNIVOTEC
- National Institute of Education (NIE)
- Relevant Institutes - VTA, NAITA, DTET, NYSC, NYC, NIE, DOME,
- State Universities
- National Enterprise Development Authority (NEDA)
- International Centre for Career Development and Public Policymaking (ICCDPP)
- Asia Pacific Career Development Association (APCDA)
- TVEC Registered Training Institutes (Private Sector)
- Sector Councils
- Other

08. MONITORING AND EVALUATION

08.1 Annual Performance Evaluation: Methods for Assessing Progress Towards Goals

Effective performance evaluation is critical for ensuring the success of the Career Guidance service. The following methods will be employed:

1. Key Performance Indicators (KPIs):

- **Development and Tracking:** Specific KPIs will be developed to measure the success of each initiative, such as the number of students receiving guidance, the number of partnerships formed, and the utilisation rate of digital tools.
- **Quantitative Metrics:** These may include metrics like increased enrolment in Career Guidance programs, reduced unemployment rates among youth, and the number of internships facilitated through partnerships.
- **Qualitative Metrics:** These may involve feedback from students, educators, and industry partners on the relevance and effectiveness of the Career Guidance received.

2. Regular Reporting:

- **Monthly and Quarterly Reports:** Responsible parties will submit regular reports detailing progress against KPIs. These reports will include data analysis, success stories, challenges faced, and areas for improvement.
- **Annual Reviews:** An annual review will be conducted to assess overall progress, adjust KPIs as necessary, and ensure alignment with strategic goals.

3. Surveys and Assessments:

- **Student and Educator Surveys:** Surveys will be conducted to gather direct feedback from students and educators on the effectiveness of the guidance programs.
- **Pre- and Post-Assessment:** Clients' knowledge and preparedness for the job market will be assessed before and after receiving guidance to measure the impact of the initiatives.

08.2 Annual Feedback: Gathering Feedback from Stakeholders and Beneficiaries

To ensure that the initiatives are meeting the needs of all stakeholders, robust feedback mechanisms will be established:

1. Stakeholder Meetings:

- **Regular Consultations:** Regular meetings with key stakeholders such as industry partners, educational institutions, and government agencies will be held to gather feedback and discuss the progress of the initiatives.
- **Advisory Committees:** Establish advisory committees comprising representatives from various sectors to provide ongoing insights and recommendations.

2. Focus Groups:

- **Targeted Focus Groups:** Organise focus groups with students, educators, and industry representatives to gain deeper insights into the effectiveness of the programs.
- **Thematic Discussions:** Focus groups will address specific themes such as the relevance of Career Guidance, the usability of digital tools, and the effectiveness of industry partnerships.

3. Digital Feedback Channels:

- **Online Surveys and Feedback For ms:** Implement online platforms where students, educators, and industry partners can easily provide feedback on an ongoing basis.
- **Social Media Listening:** Monitor social media channels for informal feedback and discussions about the Career Guidance programs.

4. Stakeholder Feedback Loops:

- **Continuous Feedback Loop:** Ensure that feedback is not only gathered but also acted upon by creating a loop where stakeholders are informed about the actions taken based on their feedback.
- **Transparent Reporting:** Provide transparent reports on how feedback has influenced changes in the strategy and implementation of the programs.

08.3 Continuous Improvement: Processes for Refining and Improving Strategies Based on Evaluations

Continuous improvement will be embedded in the implementation strategy to ensure that the Career Guidance Movement remains effective and relevant.

1. Data-Driven Decision Making:

- **Regular Data Analysis:** Continuous analysis of collected data from KPIs, surveys, and feedback mechanisms will be conducted to identify trends, areas of success, and areas needing improvement.
- **Adjustments and Updates:** Based on the data analysis, strategies and action plans will be adjusted to better meet the goals and respond to emerging challenges and opportunities.

2. Pilot Programs and Iterative Development:

- **Pilot Testing:** New initiatives or tools will be pilot-tested in a controlled environment before full-scale implementation, allowing for iterative development.
- **Iteration Cycles:** Regular cycles of planning, execution, review, and revision will be used to refine the programs continuously.

3. Training and Capacity Building:

- **Ongoing Professional Development:** Continuous training will be provided for Career Guidance practitioners to keep them updated on the latest trends, tools, and techniques.
- **Learning from Best Practices:** Incorporate best practices from successful Career Guidance programs both locally and internationally, adapting them to the local context.

4. Annual Strategic Reviews:

- **Comprehensive Review:** An annual strategic review will be conducted to evaluate the overall effectiveness of the initiatives, using insights from performance evaluations, feedback, and continuous improvement efforts.
- **Strategic Realignment:** Based on the annual review, the overall strategy will be realigned to ensure continued progress towards the long-term goals of the Career Guidance Movement.

09. COMMUNICATION PLAN

09.1 Internal Communication (TVEC): Strategies for Keeping CG practitioners, Staff and Stakeholders Informed

Effective internal communication is essential to ensure that all staff and stakeholders are aligned with the strategic goals and are kept informed of progress, challenges, and successes. The following strategies will be implemented:

1. Regular Team Meetings:

- **Monthly Staff Meetings:** Weekly meetings will be held with all team members to discuss ongoing activities, upcoming tasks, and any challenges that need addressing. These meetings will ensure that everyone is on the same page and can collaborate effectively.
- **Biannual Stakeholder Meetings:** Key stakeholders, including government officials, educational institutions, and industry partners, will be invited to quarterly meetings to provide updates on the progress of initiatives and gather feedback.

2. Internal Newsletters:

- **Quarterly News Letters:** A quarterly newsletter (digital format) will be circulated among all staff and stakeholders. It will include updates on ongoing projects, success stories, upcoming events, and any important announcements.
- **Success Stories and Case Studies:** Highlighting success stories and case studies within the news letters will keep all stakeholders motivated and showcase the impact of their work.
- **Best Article Awards:** Each quarter the news letter publishing unit may conduct a competition to engage the CG practitioners and recognise and promote their good practices.



3. Digital Communication Platforms:

- **Intranet Portal:** The intranet portal will be utilised as a central hub for all internal communications. It will house project documents, meeting minutes, reports, and other resources that staff and stakeholders need access to.

- **Instant Messaging and Collaboration Tools:** Tools like WhatsApp, Zoom or Microsoft Teams will be used to facilitate real-time communication among staff, allowing for quick resolution of issues and collaboration on tasks.



4. Workshops and Training Sessions:

- **Quarterly Workshops:** Quarterly workshops will be organized to update Career Guidance practitioners and staff on any new strategies, tools, or methodologies being introduced. These sessions will also serve as a platform to share their experiences and learn from one another.
- **Continuous Professional Development:** Ongoing training sessions will be conducted to ensure that CG practitioners and staff are equipped with the skills and knowledge needed to effectively carry out their roles.

5. Feedback Loops:

- **Internal Surveys:** Regular surveys will be conducted among CG practitioners and staff to gather feedback on internal communication effectiveness and to identify areas for improvement.
- **Suggestion Box:** A digital suggestion box will be available on the intranet portal, allowing staff to anonymously submit ideas or concerns that can be addressed by the leadership team.

09.2 External Communication: Plans for Engaging with the CG practitioners, Target Groups, General Public and Promoting the Initiatives

External communication is crucial for raising awareness, engaging with the public, and promoting the initiatives of the Career Guidance Movement. The following plans will be implemented:

1. Public Relations Campaigns:

- **Media Outreach:** Regular press releases and media briefings will be conducted to inform the public about the progress of the Career Guidance services, highlighting key milestones and success stories.

- **Feature Stories:** Collaborate with local media outlets to publish feature stories on the impact of Career Guidance on youth, the benefits of partnerships, and the use of innovative technologies in Career Guidance.

2. Social Media Engagement:

- **Active Social Media Presence:** Official social media channels (Facebook, Twitter, LinkedIn, Instagram, etc.) will be actively managed for targeted communication to share updates, success stories, upcoming events, and opportunities for public involvement and promotional activities.
- **Interactive Campaigns:** Run interactive campaigns such as online Q&A sessions, live webinars, and social media challenges to engage the public and encourage their participation in the movement.



3. Public Awareness Programs:

- **Community Outreach Events:** Organise events such as career fairs, workshops, and seminars in different regions to directly engage with students, parents, and educators. These events will also provide platforms for industry partners to connect with the community.

- **School and University Engagement:** Develop partnerships with schools and universities to deliver presentations and workshops on the importance of Career Guidance, the available resources, and how students can benefit.

4. Website and Online Resources:

- **Dedicated Website:** A user-friendly website will be created to serve as the central online resource for Career Guidance. It will include information on available programs, resources for students and educators, upcoming events, and news updates.
- **Resource Library:** The website will feature a digital library with downloadable resources, including guides, toolkits, and research papers related to Career Guidance.

5. Stakeholder Communication:

- **Regular Updates to Partners:** Regular emails and reports will be sent to all partners and stakeholders, keeping them informed about the progress of the initiatives, upcoming opportunities for collaboration, and any relevant news.

- **Partnership Spotlights:** Highlighting successful collaborations with educational institutions, industry associations, businesses, Organization of Professional Association and other stakeholders in external communications to demonstrate the impact of these partnerships.

6. Feedback and Public Engagement:

- **Public Feedback Channels:** Establish channels for the public to provide feedback on the initiatives, such as online surveys, social media polls, and dedicated feedback forms on the website.
- **Public Consultation Sessions:** Host public consultation sessions where community members can voice their opinions, share their needs, and suggest improvements to the initiatives.



7. Promotional Materials:

- **Brochures and Flyers:** Develop printed materials such as brochures and flyers that can be distributed at events, schools, and public spaces to raise awareness about Career Guidance services.
- **Video Content:** Produce short, engaging videos that can be shared online and at events, showcasing the impact of Career Guidance and promoting the Career Guidance programmes' goals.

