



STRATEGIC PLAN 2025 - 2029



தாநிடக கா வாதீநிட அடாபத காமிதன் கதாவ
மூன்றாம் நிலைக்கல்வி, தொழிற்கல்வி ஆணைக்குழு
TERTIARY AND VOCATIONAL EDUCATION COMMISSION

STRATEGIC PLAN

2025 – 2029

TERTIARY AND VOCATIONAL EDUCATION COMMISSION
Ministry of Education, Higher Education & Vocational Education

Government Strategic Direction on Vocational Education...

*“Ensuring a vocational education process
that directs students
towards specific fields of
employment”*

National Policy Framework - A Thriving Nation, A Beautiful Life

This Strategic Plan complies the Sustainable Development Goals (SDG),
especially Goal 04

*“Ensure inclusive and
equitable quality education and
promote lifelong learning opportunities for all”*



***“Transforming
Raw Young Talent
to Versatile and Competent
Human Force”***





Sri Lanka strives to develop “A Thriving Nation, A Beautiful Life” and the Government’s policy directives on Human Resource Development (HRD) and Technical and Vocational Education and Training (TVET) have a crucial role in molding our country’s future. These initiatives are intended to build a trained workforce that can meet the country’s expanding labour need while also contributing significantly to its development.

In this context, the Tertiary and Vocational Education Commission (TVEC) has been tasked with developing a comprehensive macro-planning strategy. This plan aligns with the Government’s vision for skill development and ensures a direct response to the labour market’s changing needs. To improve and streamline our approach, the TVEC’s Strategic Plan 2025-2029 has been prepared with a clear focus on accomplishing the established objectives and goals for national development.

Through this Strategic Plan, the TVEC will continue to collaborate closely with Government agencies, sector skills councils representing the private sector, as well as local and international organizations. This collaborative effort is essential in shaping and enhancing the quality of our skills education and training systems, ensuring they are in line with the Government’s broader objectives for economic growth and human resource development.

I am confident that the TVEC’s Strategic Plan 2025-2029 will provide a clear framework for achieving these vital goals and contribute significantly to the realization of Sri Lanka’s vision for a prosperous future.

Prof. G.L. Dharmasri Wickramasinghe

Chairman, Tertiary and Vocational Education Commission



PREFACE



As “vocational education as a significant factor in developing the professionals needed to create a production economy,” the government plans to mainstream vocational education as part of national education strategy in order to bridge the gap between education and the job market

The TVEC’s Strategic Plan 2025-2029 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 programmes and activities of the TVEC are designed around these seven goals that are dealt in detail in this Strategic Plan 2025-2029.

As Sri Lanka advances toward a knowledge-based and skills-driven economy, the TVEC remains steadfast in its commitment to building an inclusive, equitable, and high-quality TVET system. Central to our vision is the transformation of human capital into talent capital-harnessing individuals’ potential through targeted skill development, innovation, and lifelong learning. Through the successful implementation of this Strategic Plan, we aim to empower individuals with future-ready competencies, deepen industry partnerships, and drive sustainable national development.

Dr. K. A. Lalithadheera

Director General, Tertiary and Vocational Education Commission



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ABBREVIATIONS

| | |
|--------|---|
| AIP | - Annual Implementation Plan |
| CBA | - Competency Based Assessment |
| CBT | - Competency Based Training |
| CIDA | - Construction Industry Development Authority |
| DTET | - Department of Technical Education and Training |
| EBT | - Enterprise Based Training |
| HRD | - Human Resource Development |
| ILO | - International Labour Organization |
| INGO | - International Non-Governmental Organization |
| IOM | - International Organization for Migration |
| ISSC | - Industry Sector Skills Council |
| KOICA | - Korea International Cooperation Agency |
| KPI | - Key Performance Indicator |
| LMIS | - Labour Market Information System |
| MEL | - Monitoring, Evaluation, and Learning |
| MER | - Monitoring, Evaluation, and Reporting |
| NAITA | - National Apprentice and Industrial Training Authority |
| NCS | - National Competency Standard |
| NDP | - National Development Plan |
| NEC | - National Education Commission |
| NGO | - Non-Governmental Organization |
| NIPM | - National Institute of Plantation Management |
| NPTVE | - National Policy on Technical and Vocational Education |
| NVQ | - National Vocational Qualification |
| OCUSL | - Ocean University of Sri Lanka |
| PPPs | - Public-Private Partnerships |
| QMS | - Quality Management System |
| RPL | - Recognition of Prior Learning |
| SDG | - Sustainable Development Goals |
| SIC | - Strategic Implementation Committee |
| SLITA | - Sri Lanka Institute of Textile and Apparel |
| SLITHM | - Sri Lanka Institute of Tourism & Hotel Management |
| SSDP | - Sector Skills Development Programme |
| TVEC | - Tertiary and Vocational Education Commission |
| TVET | - Technical and Vocational Education and Training |
| UoVT | - University of Vocational Technology |
| VET | - Vocational Education and Training |



STRATEGIC PLAN AT A GLANCE

| | | | | | |
|--|----------------|-------------|-----------------------|---------------------|----------------------------------|
| Our Vision Our Mission Our Values | Thrust Area 01 | Goal No. 01 | Objectives 01 - 05 | KPIs for Goal 01 | Annual Implementation Plan |
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PREAMBLE

The Tertiary and Vocational Education Commission (TVEC) was established in 1990 under the provisions of Tertiary and Vocational Education (TVE) Act No. 20 of 1990. The Presidential Task Force on Technical Education and Vocational Training recommended enhancing the capacity and capabilities of the TVEC through its report published in 1997. 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 objects of the Commission as set out in section 3 of the Act No. 20 of 1990 are:

- (a). the 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). the development of a nationally recognized system for granting of tertiary education awards and vocational Education awards including certificates, and other academic distinctions; and
- (c). the maintenance of academic and training standards in institutes, agencies and all other establishments providing tertiary education and vocational education.

The Strategic Plan 2025–2029 has been developed in line with Government vision for “A Thriving Nation, A Beautiful Life” and also to achieve the objects the TVE Act by introducing transformative initiatives in areas such as industry linkages, quality assurance, curriculum reform, digital learning, and inclusive access. Despite considerable progress, the dynamic nature of the global economy, rapid technological advancement, and evolving workforce needs call for a renewed strategy that is responsive, adaptable, and future-focused.

This Plan is structured around three thrust areas: TVET policy development, planning and coordination, National Vocational Qualifications system that assures equal access and gainful employment and Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs

As Sri Lanka navigates the challenges and opportunities of a rapidly changing work environment, the TVEC’s Strategic Plan 2025-2029 underlines its commitment to empowering individuals with valuable, market-relevant skills.

This is more than just a plan; it represents a commitment to transformation. Through collaborative effort and innovative leadership, we hope to enhance the stature of TVET and ensure that every Sri Lankan has the opportunity to learn, earn, and flourish.



OUR VISION & MISSION

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

OUR CORE VALUES

The Tertiary and Vocational Education Commission (TVEC) is guided by a strong set of core values that shape its culture, decision-making, and engagement with stakeholders. These values reflect our commitment to excellence, inclusivity, and continuous improvement in the development of Sri Lanka's TVET sector.

In collaboration with our stakeholders—including training providers, trainees, industry partners, government institutions, NGOs, and international organizations—we uphold the following values:

- **Commitment to Quality:** We strive for the highest standards in policy, service delivery, regulation, and capacity building within the TVET system.
- **Integrity:** We maintain transparency, accountability, and ethical conduct in all our operations and partnerships.
- **Innovativeness:** We promote creativity, adaptability, and forward-thinking approaches to respond effectively to emerging challenges and opportunities.
- **Team Spirit:** We believe in collaboration, mutual respect, and shared success within and beyond our organization.
- **Technological Responsiveness:** We embrace and keep pace with technological advancements to ensure relevance and competitiveness in skills development.
- **Consistency:** We ensure reliability and uniformity in the implementation of programs and services across all regions and institutions.
- **Equity and Fairness:** We treat all stakeholders with equal respect, and we are committed to inclusive access and nondiscrimination in every aspect of our work.

These values serve as the foundation of our strategic actions and reflect our vision for a dynamic, inclusive, and future-ready TVET system in Sri Lanka.



SWOT Analysis of the Tertiary and Vocational Education Commission (TVEC)

Strengths

- **Legislative Mandate and National Recognition:** Strong legal foundation under the Tertiary and Vocational Education Act No. 20 of 1990 positions TVEC as the apex regulatory body for TVET in Sri Lanka.
- **National Vocational Qualifications (NVQ) Framework:** Well-established NVQ system provides a structured, competency-based certification path recognized nationally and internationally.
- **Experienced and Skilled Staff:** Presence of qualified personnel with expertise in accreditation, quality assurance, and curriculum development.
- **Strong Institutional Network:** Effective coordination with a wide network of registered training providers, assessment centers, and stakeholder institutions.
- **Commitment to Quality and Standards:** Proven mechanisms for institutional registration, accreditation, and monitoring ensure continuous improvement.
- **Strategic Partnerships:** Ongoing collaborations with local and international development agencies, industry associations, and donor organizations.

Weaknesses

- **Skills Mismatch:** Perceived gaps between training output and industry demand due to limited real-time labour market intelligence integration.
- **High labour turnover**
- **Inadequate human resources**
- **Perception of TVET:** Persistent societal bias that positions vocational education as a second-tier option compared to university education.
- **Resource Constraints:** Limited local and foreign funds to scale initiatives and respond swiftly to sectoral changes.
- **Inequitable Access:** Regional disparities in access to quality TVET, especially in rural and underserved areas.

Opportunities

- **Fourth Industrial Revolution (4IR):** The rise of AI, automation, and digital technologies offers potential for modernizing curricula and delivery methods.
- **Government Policy Alignment:** National priorities emphasize skills development, youth employment, and digital transformation, aligning well with TVEC's strategic goals.
- **Demographic Dividend:** A youthful population presents a significant opportunity to expand



skills training and entrepreneurship programs.

- Public–Private Partnerships (PPPs): Expanding collaboration with industry can improve relevance, work-based learning, and employability.
- Global Competition: Increased mobility of skilled labour across borders creates opportunities.
- Regional and International Recognition: Opportunities for increased mobility and cross-border collaboration through the recognition of Sri Lanka’s NVQ framework.
- Green and Blue Economy Sectors: Emerging sectors create scope for new occupational standards and sustainable skills training.

Threats

- Rapid Technological and Labour Market Change: Curriculum getting outdated within shorter period.
- Economic Instability: Fluctuating national budgets and global economic pressures may affect funding and implementation capacity.
- Fragmentation across Providers: Diverse standards and delivery quality among providers can undermine public trust and outcomes.
- Policy Discontinuity: Rapid changes in national priorities could disrupt long-term strategic initiatives
- Delays in approval process of Act amendment and regulations



PESTEL Analysis of the Tertiary and Vocational Education Commission (TVEC)

Political Factors

- **Government Commitment to Skills Development:** Strong political support for TVET as a key enabler of youth employment, economic growth, and social equity.
- **Policy Stability and Alignment:** TVEC benefits from alignment with national development plans, youth and education policies, and international commitments.
- **Decentralization Trends:** Increasing emphasis on provincial-level implementation may require adaptation of TVEC's centralized planning and quality assurance processes.
- **Bureaucratic Delays and Regulatory Overlaps:** Complex approval processes and coordination challenges with other government agencies can hinder timely implementation.

Economic Factors

- **National Economic Recovery and Growth:** Post-crisis economic rebuilding efforts increase the demand for a skilled workforce, positioning TVET as a key contributor.
- **Funding Constraints:** Limited national budget allocations and competing priorities can impact TVEC's ability to expand programmes and infrastructure.
- **Labour Market Dynamics:** Shift towards service-based and tech-driven economies requires curriculum updates and real-time labour market intelligence.
- **Youth Unemployment and Informal Sector:** High rates of youth unemployment and informal labor highlight the need for targeted and inclusive TVET strategies.

Social Factors

- **Changing Perceptions of TVET:** Gradual improvement in public attitudes toward vocational education, though stigma still persists compared to university pathways.
- **Demographic Dividend:** A growing youth population creates opportunities—and pressure—for expanding access to quality training and career guidance.
- **Gender and Equity Considerations:** Persistent inequalities in access to training for women, persons with disabilities, and marginalized communities must be addressed.
- **Urban–Rural Disparities:** Unequal distribution of resources and training centers limits access for rural populations.



Technological Factors

- Digital Transformation of Learning: Increasing adoption of e-learning, blended training, and virtual assessments, especially post-COVID-19.
- Industry 4.0 & Automation: Rapid technological advances necessitate frequent updates to curricula and occupational standards.
- ICT Infrastructure Gaps: Limited access to digital tools and internet connectivity, particularly in remote areas, remains a barrier.
- Technology Integration in Institutions: Varying levels of digital readiness among training providers impact quality and innovation in delivery.

Environmental Factors

- Sustainability and Green Skills: Growing emphasis on green jobs and sustainable practices offers opportunities to integrate environmental competencies into training programmes.
- Climate Change Vulnerability: Natural disasters and extreme weather events can disrupt training infrastructure and operations.
- Sustainable Campus Practices: Increasing expectations for institutions to model eco-friendly behaviour in energy use, waste management, and resource efficiency.

Legal Factors

- Regulatory Frameworks for TVET: The Tertiary and Vocational Education Act No. 20 of 1990 provide a solid legal foundation for TVEC operations, but need amendments to address emerging needs.
- Accreditation and Quality Assurance Standards: Legal mandates ensure consistency and accountability across institutions, though enforcement capacity varies.
- Data Protection: As digital learning expands, legal frameworks around data privacy, cyber security, and online certifications become increasingly important.



Thrust area 1

TVET POLICY DEVELOPMENT, PLANNING AND COORDINATION



**FORMULATE, REVIEW, UPDATE AND IMPLEMENT
ROBUST TVET POLICIES & STRATEGIES**



TVET policies are aligned with the Government's development goals as outlined in the Government Policy Statement. To ensure this alignment, a National Policy on Technical and Vocational Education (NPTVE) has been developed in collaboration with the National Education Commission (NEC), local stakeholders, and international partners. The policies and strategies in this framework are intended for all parties involved in the provision of TVET across the country.

The draft National Development Plan (NDP) for the TVET sector has been developed in compliance with NPTVE covering six main themes: Accessibility to Technical Vocational Education and Training Programmes, Training and Development and Rationalization of Training, Labour Market Information, Training Information and Digitalization, Industry Linkages and Workforce Development, Quality Assurance and Recognition in TVET and Management of Human Resource Perspectives of TVET, Physical and Financial Resources.

National and sub-national planning are essential to identifying industry-specific skills needs. Industry-based Vocational Education and Training (VET) planning is underway to focus on the identification of skills and training requirements at both national and regional levels. As part of this initiative, provincial VET plans have been developed for Sabaragamuwa, Eastern, Southern, Northern, Uva, Central, North Central, and North Western Provinces, with the Western Province plan completed in 2024.

A sector-specific approach will be used to analyze industry needs and integrate those requirements into the National Competency Standards (NCS) and curricula. TVEC will guide both public and private training institutions in expanding their training capacities to meet these skills requirements.

The TVEC will promote informed decision-making through regular research studies and ongoing consultations with employer associations and professional organizations. This collaborative process will ensure that decisions remain relevant and up-to-date with industry trends.

Additionally, TVEC will seek local and international technical and financial support to review and update policies, ensuring alignment with global standards. The implementation of TVET programmes, based on defined goals and strategies, will be closely monitored, with progress regularly reported to the line Ministry and other relevant stakeholders.

Objectives of Goal 1

1. To formulate, implement and review of the National Policies on Technical and Vocational Education and Training
2. To formulate and assist implement national and sub national level plans for the development of the technical and vocational education and training sector
3. To investigate TVET sector related issues in scientific manner
4. To obtain national and international assistance for sector development
5. To disseminate information on programme implementation



KPIs and Strategies for Objectives of Goal 01

| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|---|--|---|--------------------------------------|--|--|------|------|------|----------------------|
| To formulate, implement and review of the National Policies on Technical and Vocational Education and Training | Conducive policy framework for TVET available | Evaluate present policies in terms of currency and relevance and design new policies in association with stakeholders | TVET Policy framework | Policy document prevail effective for 05 years | | | | | Planning & Research |
| | A comprehensive development plan for TVET sector available | Maintain & Implement | Draft TVET National Development Plan | National development plan prevail effective for 05 years | | | | | |
| | Developed Greening TVET policy | Prepare Greening TVET policy | | 01 | Policy document prevail effective for 04 years | | | | |
| To formulate and assist implement national and sub national level plans for the development of the technical and vocational education and training sector | Industry specific Vocational Education & Training Plans (VET Plans) available for implementation. Every year, a new VET plan developed for a growing industry sector | Develop/ update for VET plan for growing industries | 21 VET Plans | 01 | -- | 01 | -- | 01 | |
| | Provincial VET Plans available for implementation | Revises VET plans developed for identified geographical areas | 09 VET Plans | -- | 01 | -- | 01 | -- | |



| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|--|---|--|--|--|------|------|------|------|----------------------|
| To investigate TVET sector related issues in scientific manner | Topical research studies and surveys undertaken | Identify appropriate research topics by a steering committee and by the management | | 03 | 03 | 04 | 04 | 05 | Planning & Research |
| | Reports completed and available for reference | Conduct and facilitate TVET research | 120 Research Studies | 04 | 05 | 06 | 06 | 08 | |
| | Published Journals | Start & maintain TVET journals | | -- | 01 | 01 | 01 | 01 | |
| To obtain national and international assistance for sector development | Technical and/or financial assistance obtained | Explore possibility of obtaining assistance | ILO projects GIZ project KOICA project and DVV international | Based on requirements for capacity building, process digitalization and automation | | | | | |
| | Approved project proposal | Prepare project proposals to seek funds from national and international agencies | | | | | | | |
| To disseminate information on program implementation | Progress reports sent on time to relevant parties | Prepare progress reports | All progress reports sent | 16 | 16 | 16 | 16 | 16 | |

Goal 2

**DEVELOP AND MAINTAIN INFORMATION SYSTEMS
TO SUPPORT TVET ACTIVITIES**

Effective forecasting of human resource demand is essential for planning and advancing the Technical and Vocational Education and Training (TVET) sector. This forecasting relies on analysing historical data, current trends, and labour market signals, through both internal assessments and external environmental scanning.

To support this, the TVEC has established a centralized online information system that serves multiple stakeholders, including training providers, policymakers, employers, and the general public. The system integrates key quality assurance functions such as:

- Institute Registration
- Course Accreditation
- Competency-Based Assessor Recruitment
- Maintenance of National Competency Standards and Curricula
- NVQ Certificate Issuance
- Skills Passport Management

The platform also enables online verification of NVQ certificates using either the holder's National Identity Card number or certificate number—marking a significant milestone in the modernization of Sri Lanka's TVET sector.

Recent upgrades have further enhanced functionality to include:

- Online recruitment of CB Assessors
- Processing of RPL (Recognition of Prior Learning) applications
- A dedicated Foreign Employment Portal for overseas job seekers

The TVET Guide, published annually by TVEC, is a vital resource that lists available training programs and serves as a career guidance tool for prospective trainees and other interested stakeholders.

The Skills Passport, developed in collaboration with the Employers' Federation of Ceylon and the International Labour Organization (ILO), is primarily intended for individuals seeking employment abroad. A dedicated platform for managing Skills Passport activities is accessible via www.nsp.gov.lk.

In support of knowledge development, TVEC maintains a specialized library with local and international publications relevant to the TVET sector. Plans are underway to transition this facility into a fully functional e-Library, ensuring broader and more efficient access to resources.

Additionally, TVEC publishes a bi-annual newsletter, aimed at keeping training providers and the general public informed about developments, initiatives, and updates within the TVET sector.



Objectives of Goal 2

1. To develop & maintain centralized online information system
2. To establish and maintain Skills Passport system
3. To disseminate TVET information
4. To maintain library with TVET information
5. To maintain computer network and hardware
6. To develop & maintain TVEC official website
7. To maintain an effective Labour Market Information System (LMIS)

KPIs and Strategies for Objectives of Goal 02

| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|---|---|---|--|------|------|------|------|------|----------------------|
| To develop & maintain centralized online information system | User friendly NVQ systems in operation | <ul style="list-style-type: none"> Develop & maintain online information system Institute Registration, Course Accreditation, Competency Based Assessors' selection, NVQ certificate issuing, maintaining National Competency Standards & Curricular, and issuing Skills Passport etc. Disseminate information using the centralized database | Computerized information system established for fast data processing | 01 | 01 | 01 | 01 | 01 | Information Systems |
| To establish and maintain Skills Passport system | Skills passport issued to NVQ holders with working experience | <ul style="list-style-type: none"> Issue skills passport | 2754 Skills Passport issued | 400 | 450 | 450 | 450 | 450 | |



| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|--|---|--|---|------|------|------|------|------|----------------------|
| To disseminate TVET information | Update and publish TVET Guide | <ul style="list-style-type: none"> • Use TVEC database • Use an App for TVET guide | Published TVET guide | 01 | 01 | 01 | 01 | 01 | Information Systems |
| | Publish TVEC newsletter | <ul style="list-style-type: none"> • Collect news from in-house and outside authors on news | Published newsletter | 02 | 02 | 02 | 02 | 02 | |
| 4.To maintain library with TVET information | User friendly Library equipped with latest TVET information | <ul style="list-style-type: none"> • Establish and maintain user friendly library system • Make available latest • library materials • Maintain TVET archives • Maintain eLibrary system • Digitizing the TVET library | Rich collection of publication with eLibrary Facilities | 5% | 10% | 20% | 30% | 20% | |
| To maintain computer network and hardware | Effective computer network system | <ul style="list-style-type: none"> • Develop & maintain computer network & hardware | Effective computer network system for speedy processing | 01 | 01 | 01 | 01 | 01 | |
| To develop & maintain TVEC official website | Information rich updated website | <ul style="list-style-type: none"> • Develop & Maintain TVEC web information system • Integrate online resources for real-time information | Available real-time and updated information | 01 | 01 | 01 | 01 | 01 | |
| To maintain an effective Labour Market Information System (LMIS) | LMI Database maintained LMI Survey conducted LMI bulletin published LMI website maintained | <ul style="list-style-type: none"> • Collect, analyze and disseminate Labour Market Information | 02 bulletins published annually | 02 | 02 | 02 | 02 | 02 | Planning & Research |

Goal 3



**LIAISE WITH INDUSTRY FOR OBTAINING
INDUSTRY INPUTS FOR TVET DEVELOPMENT,
COLLABORATE WITH OVERSEAS QUALIFICATIONS
AUTHORITIES, INGOS AND STANDARDIZATION OF
CAREER GUIDANCE SERVICE AND PROPAGANDA
PROGRAMMES FOR TVET SECTOR AWARENESS**

Industry plays a vital role in any qualifications framework, serving as the primary employer of individuals certified through the TVET system. Recognizing this, Sri Lanka has adopted the Industry Sector Skills Council (ISSC) model to institutionalize industry participation. Currently, SSCs have been established for six key sectors that employ a significant portion of the workforce and contribute substantially to the national GDP:

- Manufacturing
- Construction
- Information and Communication Technology (ICT)
- Hotel & Tourism
- Automobile
- Agriculture

These councils were initially supported by funding from the Sector Skills Development Programme (SSDP) of the line Ministry and are now maintained through ongoing engagement with TVEC. The ISSCs are empowered to conduct skills gap analyses and provide vital input to the TVET system regarding in-demand occupations and emerging skill requirements.

In addition to the above priority sectors, collaboration will be expanded to include other critical areas such as healthcare and education, which remain significant employment generators in Sri Lanka.

TVEC will also engage with professional organizations and international stakeholders, including the International Organization for Migration (IOM), especially for occupations like Caregiver certification for returning migrant workers. Partnerships with foreign qualification authorities, INGOs, and NGOs will be fostered to promote international recognition of the National Vocational Qualification (NVQ) system and facilitate overseas employment opportunities for Sri Lankans.

Standardization of Career Guidance Service and Labour Market Relevance

TVEC holds the mandate to standardize guide career guidance services provided by training providers and partner organizations. These initiatives must align with labour market trends and the aspirations of the youth. To ensure a cohesive and coordinated approach, a National Career Guidance Steering Committee comprising representatives from all relevant institutions was established. This committee will develop and monitor common policy guidelines to ensure effective, data-driven career guidance across the country.

Public Awareness and Information Integrity

Accurate course information is essential for enabling informed decision-making by youth and their parents. However, misleading promotional practices by some training providers can lead to false expectations. In such instances, TVEC will implement counter-publicity strategies, issuing circulars and guidelines to correct misinformation and protect public interest. To this end, the TVEC will make strategic use of electronic, print, and social media to raise awareness, promote credible training programmes, and safeguard the reputation of the national TVET system.



Objectives of Goal 3

1. To maintain effective link with industry
2. To maintain effective link with international development projects, INGOs, NGOs
3. To establish and maintain effective standardize Career guidance service through Online Platform
4. To implement public awareness and promotional activities in electronic ,print media and social media

KPIs and Strategies for Objectives of Goal 03

| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|---|--|--|--|------|------|------|------|------|----------------------|
| To maintain effective link with industry | Effective relations with industry maintained | <ul style="list-style-type: none"> Establish and maintain Industry Sector Skills Councils (ISSCs)/ Committees | 06 ISSCs | 01 | 01 | 01 | 01 | 01 | Industry Liaison |
| | Effective relations with professional bodies, chambers, industry Lead Bodies, voluntary Experts and other local and international Industry Associations maintained | <ul style="list-style-type: none"> Liaise with professional bodies Making industry visits | Liaise with OPA, IOM, Chambers, Industry Associations and 20 industry visits | 10 | 10 | 10 | 10 | 10 | |
| To maintain effective link with international development projects, INGOs, NGOs | Effective relations with international development projects, INGOs, NGOs maintained | <ul style="list-style-type: none"> Liaise with international development projects, INGOs, NGOs | Liaise with ILO, Save the Children, You Lead, S4IG, World Vision, GIZ KOICA project and others | 01 | 01 | 01 | 01 | 01 | |



| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|--|--|--|---|------|------|------|------|------|----------------------|
| To establish and maintain effective standardize Career guidance service through Online Platform | Effective standardize career guidance service in place | <ul style="list-style-type: none"> • Career guidance steering committee convened regularly • Career guidance service standardization commence and maintained • Capacity development of Career Guidance Practitioners • Career guidance material developed and disseminated • Implementation of the TVET Career Guidance Platform (Career One) | Steering committee setup and convened Material developed and 15 Career Guidance centers registered. Partially standardized CG service available and Career One platform launched | 20% | 20% | 20% | 20% | 20% | Industry Liaison |
| To implement public awareness and promotional activities in electronic, print media and social media | Effective Media programmes implemented | <ul style="list-style-type: none"> • TVET Awareness programmes through with media agencies | Media programmes Conducted | 10 | 12 | 12 | 15 | 15 | |
| | Effective Social Media contents items designed and developed | <ul style="list-style-type: none"> • Develop creative media items | Share through Social media | 25 | 25 | 25 | 30 | 30 | |
| | Public TVET Sector awareness programme | <ul style="list-style-type: none"> • Conduct physical awareness to promote TVET sector | Every year on average 10 exhibitions / events and sessions | 10 | 10 | 10 | 10 | 10 | |

Thrust area 2

**NATIONAL QUALIFICATIONS SYSTEM THAT ASSURES
EQUAL ACCESS AND GAINFUL EMPLOYMENT**



**EXPAND AND MAINTAIN NATIONAL VOCATIONAL
QUALIFICATIONS (NVQ) SYSTEM**



The Tertiary and Vocational Education Act No. 20 of 1990 mandates the Tertiary and Vocational Education Commission (TVEC) to establish a nationally and internationally recognized qualifications system for individuals seeking certification for employment and other professional pursuits.

To fulfil this mandate, the National Vocational Qualification (NVQ) Framework was introduced by TVEC with support from the Skills Development Project, funded and technically assisted by the Asian Development Bank (ADB). The NVQ Framework is designed with the following core principles:

- Assurance of quality training and education
- Industry-oriented vocational training
- Equal accessibility and standardization across the system

Competency-Based Training (CBT) and Recognition of Prior Learning (RPL)

Competency-Based Training (CBT) remains the primary delivery method for vocational education leading to NVQ certifications. The National Apprentice and Industrial Training Authority (NAITA) leads in providing Enterprise-Based Training (EBT), particularly for youth, while Recognition of Prior Learning (RPL) mechanisms are used to assess experienced individuals based on National Competency Standards (NCSs).

RPL assessments are conducted by institutions including NAITA, VTA, DTET, as well as sector-specific bodies such as SLITHM, CIDA, OCUSL, NIPM, SLITA, and the Atomic Energy Authority. To streamline this process, the eRPL system was introduced to enhance service delivery and efficiency.

Flexible Learning and Digital Curriculum Development

In 2021, TVEC introduced the Flexible Learning Mode (FLM) to target skilled workers in the industry lacking formal qualifications. This approach, supported by the development of NCSs and curricula, provides opportunities for lifelong learning and formal certification.

As of 2024:

- 360 NCSs have been developed for NVQ Levels 1–4.
- 104 NCSs and curricula are available for NVQ Levels 5 and 6, utilized by University Colleges, Colleges of Technology, and private training providers.

The University of Vocational Technology (UoVT)—formerly NITESL—develops curricula based on approved NCSs, while NAITA develops these standards in consultation with industry stakeholders and submits them to TVEC for final endorsement.

To enhance teaching and learning, TVEC plans to digitalize all NCSs and curricula from 2025 onwards, enabling improved delivery, especially for complex technical subjects. This digital transformation will support instructors and improve the quality and accessibility of training.



Soft Skills and Employability Modules

All NVQ Level 1–6 curricula include compulsory modules aimed at developing soft skills and employability. However, inconsistent implementation and assessment have undermined their effectiveness. To address this, TVEC intends to introduce self-learning and self-assessment modules, with automated certification, to ensure uniformity and increase the value of the NVQ qualification.

Higher-Level Qualifications and Institutional Development

The UoVT offers NVQ Level 7 qualifications through its three faculties:

- Industrial Technology
- Vocational Technology
- Training Technology

Additionally, nine Technical Colleges under the Department of Technical Education and Training (DTET) have been upgraded to Colleges of Technology (CoTs), each offering NVQ Level 5 and 6 diploma programs across Sri Lanka's provinces.

TVEC also functions as the central certificate-awarding body for both institutional and non-institutional training. Certification is granted to individuals completing CBT-based programmes at accredited and registered institutions, and to those who qualify through the RPL route.

All training providers are required to maintain a Quality Management System (QMS). In recognition of its commitment to quality, TVEC was awarded ISO 9001:2015 certification by the Sri Lanka Standards Institution, authorizing it to conduct regular third-party quality audits of training institutions.

Strengthening and Promoting the Credit Transfer System for Microcredentials in Sri Lanka's TVET Sector

The TVEC plans to strengthen the national TVET system by introducing a structured and transparent credit transfer system to support the recognition and portability of microcredentials. This initiative will align with the Sri Lanka Qualifications Framework (SLQF) and National Vocational Qualifications (NVQ) framework to promote flexible learning pathways, upskilling, and lifelong learning.

Objectives of Goal 4

- To formulate a mechanism to monitor the implementation of NVQ framework while facilitating equal accessibility
- To increase number of occupations and technologies covered under the NVQ framework
- To accept the NVQ qualification in Sri Lanka
- To digitalize NCS & Curricula

KPIs and Strategies for Objectives of Goal 04

| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|--|--|---|---|-----------|-----------|-----------|------|------|----------------------|
| To formulate a mechanism to monitor the implementation of NVQ framework while facilitating equal accessibility | A sound system to monitor training providers | <ul style="list-style-type: none"> Conduct Meetings with public sector lead training providers | NVQ steering committee meetings (200 meetings since inception of NVQ in 2004) | 07 | 07 | 07 | 07 | 07 | NVQ |
| | A sound equating system to map non-NVQ qualification | <ul style="list-style-type: none"> Establish a mapping mechanism to non NVQ holders Map recognized diploma courses to NVQ level 5 and 6 Implement issuing of equivalence qualification in NVQ level 05 for NCT holders | Mapping system in place | 01 | 01 | 01 | 01 | 01 | |
| | | | 25 diploma courses 1200 level 5 equivalent diploma | 03 120 | 03 120 | 03 120 | 03 | 03 | |
| To increase number of occupations and technologies covered under the NVQ framework | NCS developed and in use as demanded occupations | <ul style="list-style-type: none"> Development and revision of NCS for NVQ level 1- 6 and allied documents Monitor the process of NCS development | 360 NCS for NVQ 1 -4 104 NCS for NVQ 5 & 6 | 55 | 50 | 50 | 50 | 50 | NVQ |
| | | | 50 NCS monitoring committee meetings | 06 | 06 | 06 | 06 | 06 | |



| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division | |
|--|--|--|--|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|----------------------|--|
| To accept the NVQ qualification in Sri Lanka | NVQ as a qualification for public sector recruitment | <ul style="list-style-type: none">Follow up with ministries on their recruitment criteria | Circular is issued | ongoing | ongoing | ongoing | ongoing | ongoing | NVQ | |
| | NVQ as a qualification for private sector recruitment | <ul style="list-style-type: none">Arrange minimum wagesPromote with Chambers trade associations | Working with Labour Department | Follow-up | | | | | | |
| | NVQ as a qualification for foreign employment | <ul style="list-style-type: none">Follow-up with SLBFE | 10 meetings | 02 | 02 | 02 | 02 | 02 | | |
| To digitalize NCS & Curricula | Teachers & learners access digitalized teaching & learning materials | <ul style="list-style-type: none">Convert existing & curricula into digitalized format | As per Government policy on digitalization | 50 NCS with Donor assistance | 50 NCS with Donor assistance | 50 NCS with Donor assistance | 50 NCS with Donor assistance | 50 NCS with Donor assistance | | |



Thrust area 3

**MAINTENANCE OF QUALITY STANDARDS
AT TRAINING INSTITUTIONS, COURSES AND
ASSESSMENT OF CANDIDATES FOR AWARD OF
NVQS**



**ESTABLISH AND MAINTAIN CREDIBLE SYSTEMS
FOR QUALITY ASSURANCE OF DELIVERY OF TVET
IN SRI LANKA**



The quality and relevance of Technical and Vocational Education and Training (TVET) delivery are ensured through a structured system of institutional registration and course accreditation. During the registration process, key aspects such as the adequacy of infrastructure, qualifications of teaching staff, the appropriateness of curricula and assessment methods are carefully evaluated.

As part of the course accreditation, each training program is deeply assessed against the corresponding National Competency Standards (NCSs) to determine the extent to which it delivers the competencies outlined. This process ensures that the training provided aligns with industry requirements and national benchmarks.

Training institutions are also required to establish and maintain a Quality Management System (QMS) in consultation with the TVEC. This system is intended to support the effective, efficient, and consistent operation of training institutions. To further strengthen quality assurance, the TVEC will implement a coherent monitoring framework to verify that training providers adhere to established best practices.

In support of these processes, TVEC has made available user-friendly online platforms through its official websites – www.tvec.gov.lk and www.nvq.gov.lk. These portals enable training providers to submit registration and renewal applications, as well as course accreditation requests, thereby streamlining the quality assurance process and enhancing accessibility.

Objectives of Goal 5

1. To implement the national system of registration of training institutes as per section 14 of the TVE act no. 20 of 1990
2. To implement course accreditation programme, and monitor the maintenance of standards by TVET institutions
3. To establish and maintain quality management system (QMS) at all training institutions that conduct accredited courses
4. To conduct monitoring programme for ensuring training delivery process



KPIs and Strategies for Objectives of Goal 05

| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|---|--|---|----------------------------------|------|------|------|------|------|-----------------------------------|
| To implement the national system of registration of training institutes as per section 14 of the TVE act no. 20 of 1990 | Registered institutions published in Govt. Gazette, Website and Newspapers | <ul style="list-style-type: none"> • Conduct awareness programmes to make aware general public and training providers • Use electronic & print media to make aware general public • Maintain registered institutes database & publish in the website • Improve efficiency of registration process • Exercise statutory powers vested to TVEC | 1696 valid registered institutes | 250 | 225 | 200 | 175 | 150 | Registration, Accreditation & QMS |
| To implement course accreditation programme, and monitor the maintenance of standards by TVET institutions | Accredited courses published in Govt. Gazette, Website and Newspapers | <ul style="list-style-type: none"> • Select & prepare suitable courses for accreditation • Provide guidance to instructors and managers of training institutions • Establish and maintain accreditation assessor network • Improve and maintain efficiency of course accreditation process • Conduct auditing programme to maintain standards of accredited courses • Maintain accredited courses database & publish in the website | 3972 Courses accredited | 300 | 400 | 400 | 400 | 450 | |



| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|--|------------------------------------|---|-------------------------------------|------|------|------|------|------|-----------------------------------|
| To establish and maintain quality management system (QMS) at all training institutions that conduct accredited courses | QMS established with certification | <ul style="list-style-type: none"> Establish and maintain QMS at training institutions Conduct external audit | QMS established in training centers | 10 | 50 | 50 | 50 | 50 | Registration, Accreditation & QMS |
| To conduct monitoring programme for ensuring training delivery process | Conducted monitoring programmes | <ul style="list-style-type: none"> Conduct spot checking programmes at training institutes/ EBT centres | None | 120 | 150 | 150 | 150 | 150 | |



Goal 6



**ESTABLISH AND MAINTAIN CREDIBLE SYSTEMS
FOR QUALITY ASSURANCE OF ASSESSMENT
OF CANDIDATES FOR AWARD OF NVQS (IN ALL
MODES)**



Competency assessment—across all modes of delivery—is a critical component of the National Vocational Qualifications (NVQ) system, where a candidate’s ability to perform in real workplace scenarios is evaluated. These assessments are conducted by independent assessors, in accordance with guidelines established by the Tertiary and Vocational Education Commission (TVEC), the regulatory authority of Sri Lanka’s TVET sector.

Two key types of assessments are employed:

- Formative Assessments, conducted throughout the course to monitor continuous progress.
- Summative Assessments, conducted at the end of the course to validate final competencies.

TVEC oversees both types of assessments through a range of quality assurance tools. For formative assessments, students are required to maintain a Progress Record Book, which is reviewed during the summative evaluation. This process is uniformly applied across NVQ Levels 1 to 6 for both Competency-Based Training (CBT) and Enterprise-Based Training (EBT) modes.

In the Recognition of Prior Learning (RPL) pathway, experienced individuals must submit evidence of work, preferably compiled in a portfolio, during the final assessment. Since 2020, TVEC has integrated online tools to streamline and regulate assessment processes, thereby improving the oversight of thousands of courses and candidates.

The CBA Assessors Pool, managed by the TVEC, serves as the central resource for conducting final assessments, including viva voce examinations in diploma programmes. An automated assessment scheduling system, introduced in 2020, ensures impartial and efficient assignment of assessors.

Additionally, knowledge assessments are conducted before the final evaluation in occupations where cognitive skills play a dominant role.

To further enhance credibility and minimize malpractice, NVQ certificate issuance is fully digitized. This transformation of the assessment process to digital platforms has significantly improved efficiency, transparency, and service quality. Given budget constraints, external donor assistance is sought to support the ongoing digital transformation of the NVQ system.

Objectives of Goal 6

1. To recruit, train and enlist CBA Assessors in the online assessors’ pool
2. To monitor assessments
3. To conduct knowledge assessment for NVQ level 4
4. To conduct common written exams for NVQ level 5 and 6
5. To issue NVQ certificates



KPIs and Strategies for Objectives of Goal 06

| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|--|---|--|---|---------|---------|---------|---------|---------|------------------------------|
| To recruit, train and enlist CBA Assessors in the online assessors' pool | Assessors available in all NCS | <ul style="list-style-type: none"> Attract and train assessors | 4000 Assessors in the pool | 400 | 425 | 450 | 475 | 500 | Assessment Quality Assurance |
| | Assessments take place smoothly across the country | <ul style="list-style-type: none"> Implement Automated assessment scheduling system | System in place | 1500 | 1600 | 1700 | 1800 | 1900 | |
| To monitor assessments | Monitoring teams undertake spot checks of assessments being conducted | <ul style="list-style-type: none"> Obtain pre-assessment sheets Plan and conduct spot checks | Around 372 checks per year | 300 | 325 | 350 | 375 | 400 | |
| To conduct knowledge assessment for NVQ level 4 | Knowledge assessments conducted as required | <ul style="list-style-type: none"> Use automated system to call applications Conduct exam through online | 1 physical & 1074 number of students online Knowledge assessment conducted in 2024 and results released | 48,000 | 52,000 | 54,000 | 56,000 | 58,000 | |
| To conduct common written exams for NVQ level 5 and 6 | No. of students appeared for semester exams | <ul style="list-style-type: none"> Call applications via the system Schedule exams | Semester exams conducted | 1000 | 1200 | 1300 | 1400 | 1500 | |
| To issue NVQ certificates | All requested certificates checked and issued | <ul style="list-style-type: none"> Check and issue certificates | 857,057 certificates issued | 110,000 | 120,000 | 130,000 | 140,000 | 150,000 | |



Goal 7



**EFFECTIVE MANAGEMENT OF HUMAN AND
FINANCIAL RESOURCES AND DEVELOP
INSTITUTIONAL CAPACITY OF THE TVEC AS THE
APEX BODY**

The TVEC recognizes that building the capacity of its staff is essential to strengthening their skills and fostering a collaborative team spirit to achieve the objectives outlined in this Strategic Plan. It is crucial to assess and identify new cadre positions required for upcoming initiatives and to recruit qualified personnel to enhance the organization's overall capacity and capability. Simultaneously, continuous professional development of existing staff is necessary to keep pace with the evolving knowledge economy and the demands of TVEC programmes. These efforts will contribute to the overall advancement of the TVET sector, ultimately benefiting the youth and the broader public. A supportive and well-equipped office environment is also key to staff performance; therefore, necessary financial and physical resources need to be allocated to improve the working environment and implement comprehensive staff development programmes.

Our Team

As of the end of 2024, the Tertiary and Vocational Education Commission (TVEC) comprises 72 staff members out of an approved cadre of 116. Despite operating with limited human resources, the institution remains committed to fulfilling its mandate through a collaborative and coordinated approach. TVEC places strong emphasis on teamwork and actively engages with lead agencies, industry associations, professionals, and major training providers to achieve its strategic objectives. In alignment with the enhanced goals and strategies articulated in this Strategic Plan, measures have been initiated to fill the remaining cadre positions to strengthen institutional capacity.

Objectives of Goal 7

1. To improve and maintain the cadre positions
2. To develop and update competencies of the TVEC staff
3. To manage & monitor financial and physical resources for the TVEC



KPIs and Strategies for Objectives of Goal 07

| Objective | KPIs | Strategies | Baseline in 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Responsible division |
|---|--|--|------------------|---------|---------|---------|---------|---------|----------------------|
| To improve and maintain the cadre positions | All cadre positions filled | <ul style="list-style-type: none"> Obtain approval for cadre requirements and fill the cadre position | - | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | Administration |
| To develop and update competencies of the TVEC staff | Enhanced staff skills | <ul style="list-style-type: none"> Conduct training needs arrange training programmes | Staff trained | 4 | 4 | 4 | 4 | 4 | |
| To manage & monitor financial and physical resources for the TVEC | Vehicles available for office duty and staff transport | Procure vehicles | | 2 | 2 | - | - | - | |
| | | Rehabilitate existing vehicles | | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | |
| | Administrative activities performed in digital format | Digitalize the HR and other Administrative Activities | 25% completed | 25% | 25% | 25% | - | - | |
| | Administrative activities performed in digital format | | | 25% | 50% | 25% | | | |
| | Resources and services provided all divisions smoothly | Conduct procurement process on time | | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | |



Risk Management Framework

TVEC's Risk Management Framework ensures the Strategic Plan 2025–2029 is delivered with foresight, resilience, and accountability. It enables the Commission to proactively identify, assess, and mitigate risks that could impact its ability to achieve strategic objectives.

Purpose

To integrate risk management into all levels of planning, governance, and execution, ensuring that risks are managed in a structured, timely, and transparent manner.

Key Objectives

- Align risk management with strategic priorities
- Safeguard TVEC's operations, reputation, and resources
- Foster a culture of accountability and informed decision-making
- Enhance responsiveness to internal and external challenges

Risk Categories

- Strategic Risks: failure to meet national policy goals
- Operational Risks: service delivery disruptions
- Legal/Regulatory Risks: compliance failures
- Financial Risks: funding gaps
- Reputational Risks: stakeholder dissatisfaction
- Technological Risks: cyber threats, system failures
- Environmental/External Risks: economic shocks, natural disasters

Risk Management Process

1. Risk Identification: Engage units and stakeholders to surface risks early
2. Risk Assessment: Prioritize based on likelihood and impact using a Risk Matrix
3. Risk Treatment: Apply appropriate actions – Avoid, Reduce, Transfer, or Accept
4. Monitoring and Review: Track and update risks regularly through risk registers
5. Communication and Reporting: Embed risk reporting in performance reviews and strategy updates



Roles and Responsibilities

- Senior Management: Promote risk culture, oversee strategic risks
- Divisional Heads: Manage operational and programme-level risks
- All Staff: Contribute to risk identification and mitigation
- Compliance/Internal Audit Units: Review risk controls and ensure accountability

Integration with Strategic Planning

Risk analysis is embedded at all key stages of the strategy cycle—from formulation to implementation and evaluation. Major initiatives include dedicated risk management plans, while ongoing projects are monitored for emerging risks.

Continuous Improvement

The framework is reviewed annually and refined based on feedback, evolving risks, and best practices.



Monitoring, Evaluation, and Reporting (MER)

Monitoring, Evaluation, and Reporting (MER) are integral components of the TVEC Strategic Plan 2025–2029, enabling effective tracking of progress, accountability for results, and data-informed decision-making. The MER framework ensures that strategic objectives are implemented as intended, adjusted when necessary, and transparently communicated to stakeholders.

Purpose of MER

- Track performance against strategic goals and KPIs
- Identify achievements, challenges, and lessons learned
- Inform timely course corrections and strategic adjustments
- Strengthen accountability and transparency to stakeholders
- Support continuous improvement in policy and program delivery

Key Components

1. Monitoring

Ongoing tracking of inputs, activities, outputs, and short-term results.

- Conducted quarterly and annually
- Involves program teams, sector divisions, and partners
- Uses dashboards, KPIs, and risk registers

2. Evaluation

Periodic assessment of relevance, efficiency, effectiveness, impact, and sustainability of programs.

- Mid-term and end-of-plan evaluations
- External and internal evaluators
- Aligned with national development goals and SDG targets

3. Reporting

Systematic dissemination of performance findings to internal and external stakeholders.

- Includes quarterly updates, annual performance reports, and strategic reviews
- Formats: dashboards, written reports, presentations, infographics
- Target audiences: government, TVET institutions, partners, donors, public



MER Process Flow

Planning > Monitoring > Evaluation > Reporting > Learning & Adaptation

- KPIs set at strategy, outcome, and output levels
- Regular data collection using digital tools and institutional reporting templates
- Evaluation findings feed back into planning and policy reform

Roles and Responsibilities

| Entity | Responsibility |
|--------------------------|---|
| TVEC Senior Management | Oversight, resource allocation, strategic reviews |
| MER Unit / Focal Point | Coordination of all MER activities |
| Divisional/Project Leads | Data collection, self-assessments, reporting |
| Stakeholders/Partners | Contribute data, participate in evaluations |
| Independent Evaluators | Conduct objective mid-term/end-of-plan reviews |

Data and Tools

- TVEC Monitoring Dashboard
- Annual Stakeholder Satisfaction Surveys
- National TVET MIS (Management Information System)
- Online reporting templates and KPI scorecards

Learning and Adaptation

- Findings from MER feed into annual planning and strategy revisions
- Lessons learned are shared across departments and partners
- Supports a culture of continuous learning and evidence-based governance

The TVEC's MER framework reinforces its commitment to performance excellence, accountability, and impact. It transforms data into insights, and insights into action — ensuring that the Strategic Plan 2025–2029 remains dynamic, effective, and responsive to national needs.



Governance and Oversight

Effective governance and oversight are essential to ensure the successful implementation of the TVEC Strategic Plan 2025–2029. These structures provide leadership, coordination, and accountability across all levels of the organization and among key stakeholders in the TVET ecosystem.

Governance Structure

TVEC's governance for strategic implementation is anchored on a multi-tiered model that promotes transparency, coordination, and shared responsibility:

| Level | Role |
|---|---|
| TVEC Board of Directors | Provides overall policy direction, endorses strategic priorities, and ensures alignment with national development goals. |
| Senior Management Team | Leads strategic execution, resource mobilization, inter-agency co-ordination, and institutional leadership. |
| Strategic Implementation Committee (SIC) | Oversees operational planning, monitor progress on KPIs, and ensures cross-departmental integration of strategic initiatives. |
| MER & Risk Units | Ensure timely performance reviews, facilitate evaluation processes, and manage organizational risk. |
| Divisional/Project Leads | Responsible for implementing specific components of the plan and reporting on milestones and outcomes. |

Oversight Mechanisms

The TVEC ensures strong internal oversight and accountability through the following mechanisms:

- Quarterly Strategy Review Meetings: To track progress, assess risks, and update priorities.
- Annual Performance Reports: Shared with stakeholders and submitted to relevant authorities.
- Internal and External Audits: To ensure financial and procedural integrity.
- Stakeholder Advisory Groups: Industry, training providers, and community representatives contribute to implementation oversight.
- Compliance Monitoring: Ensures alignment with regulatory, policy, and quality assurance frameworks.

Transparency and Stakeholder Engagement

Governance is reinforced by inclusive and participatory engagement. TVEC commits to:

- Publishing regular progress updates and KPIs
- Facilitating feedback loops with stakeholders at all levels
- Promoting open dialogue through forums, surveys, and consultations

Through robust governance and oversight mechanisms, TVEC ensures that the Strategic Plan 2025–2029 is executed with accountability, responsiveness, and strategic focus. These structures foster coordinated action, informed leadership, and continuous engagement—ensuring that TVEC remains a trusted and effective steward of national TVET development.

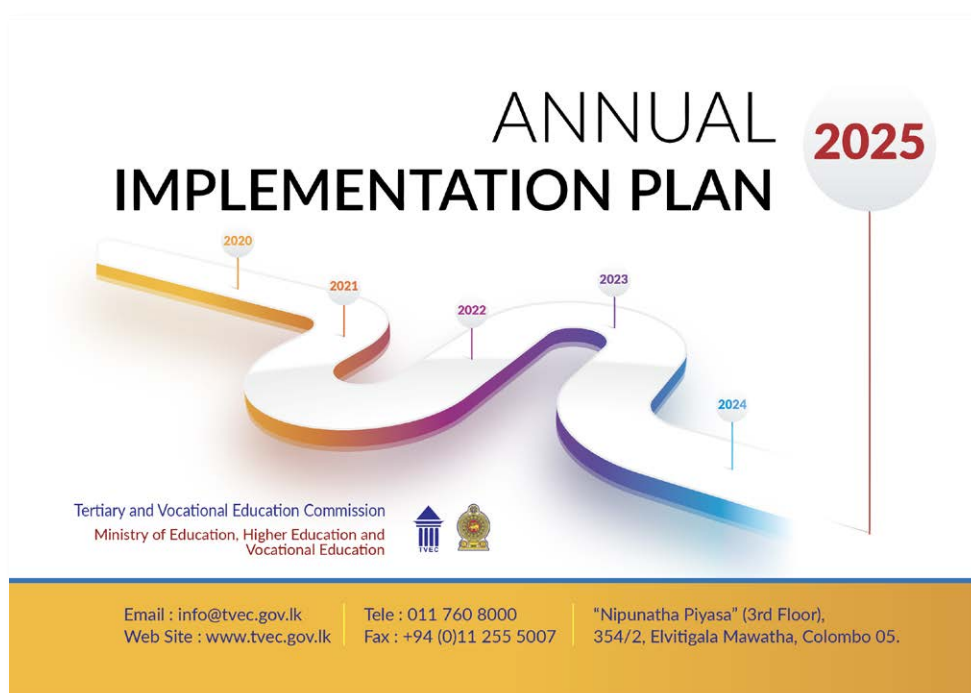


Implementation

The Strategic Plan 2025–2029 aims to strengthen and modernize Sri Lanka's TVET system, aligning training provision with industry needs to ultimately drive the country's economic and social development.

To operationalize the strategic vision, an Annual Implementation Plan (AIP) will be prepared each year, guided by the seven strategic goals and their respective objectives. Each AIP will be structured to pursue these goals in a systematic and results-oriented manner. Monthly physical targets will be set for each objective, aligned with government budget allocations, ensuring that the AIP remains dynamic and responsive in real time. Where applicable, donor assistance will also be integrated into activity planning.

Progress toward targets will be continuously monitored, with timely corrective actions taken to ensure objectives are met as planned. TVEC will retain the flexibility to revise the AIP based on resource availability and performance outcomes, ensuring optimal use of funds and consistent progress toward strategic goals.



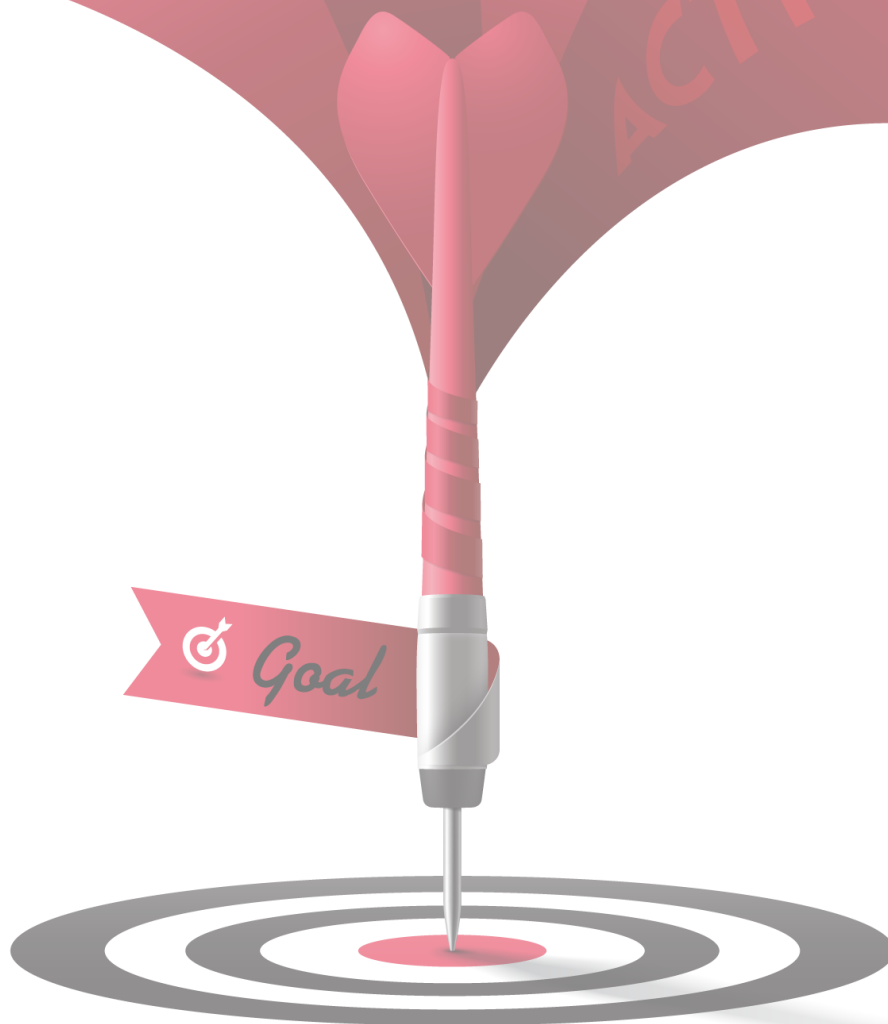
Conclusion

The TVEC Strategic Plan 2025–2029 marks a critical phase in strengthening Sri Lanka’s Technical and Vocational Education and Training (TVET) system. Rooted in national development priorities and global aspirations such as the Sustainable Development Goals (SDGs), this plan outlines a clear vision, strategic objectives, and action-oriented pathways to empower learners, enhance quality, and respond dynamically to labour market demands.

By integrating key enablers—including policy reform, digital transformation, capacity building, and robust monitoring and evaluation mechanisms—TVEC reinforces its role as the apex body in leading, regulating, and shaping the future of TVET in Sri Lanka. The inclusion of performance-driven KPIs, a proactive risk management approach, and stakeholder-centred implementation ensures that this plan is not only visionary but also pragmatic and results-focused.

As we embark on this strategic journey, the TVEC reaffirms its commitment to inclusive, relevant, and future-ready education and skills development. Through collaborative action, continuous improvement, and a shared national purpose, we will equip Sri Lanka’s workforce for emerging opportunities, build resilient institutions, and contribute meaningfully to sustainable socio-economic growth





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