

CORPORATE PLAN 2023-2027

**Vocational Training Authority
of Sri Lanka**



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Chairman/ CEO's Message



***Air Vice Marshal (Retired)
Prasanna Ranasinghe
Chairman/ CEO***

It is my utmost pleasure to present the Corporate Plan 2023-2027 of Sri Lanka's promise vocational training Institute. Our mission, 'To be the most dynamic and innovative vocational education, training, and service provider in Sri Lanka,' guides our aspirations towards exceptional growth and development. This plan represents our collective determination to nurture a skilled and versatile workforce, well-prepared to seize the opportunities of the future.

The Corporate Plan outlines a strategic approach to enhance our vocational training centers, ensuring they serve as centers of excellence. It emphasizes the significance of tailored training programs that meet the evolving needs of industries. Through partnerships with industry

leaders, employers, educational institutions, and government agencies, we aim to bridge the gap between education and employment, creating seamless pathways for our trainees to succeed in the workforce.

At the heart of our efforts lies a commitment to inclusivity, diversity, and social impact. The Corporate Plan outlines initiatives to reach out to marginalized communities, empowering them through vocational training and fostering social mobility. As we pursue our objective to facilitate the fulfillment of global skills employment, we recognize the significance of digitalization and technology integration. By harnessing the power of digital tools, we can enhance operational efficiency, expand our reach, and offer a world-class vocational training experience. Together, let us embrace this vision of progress and work collaboratively to make a lasting impact on the lives of our trainees, transforming them into skilled professionals and responsible citizens contributing to the nation's prosperity.

Vice Chairman's Message



Mr Chathura De Silva

Vice Chairman

Greetings to all stakeholders and partners of the Vocational Training Authority in Sri Lanka,

As we embark on the journey towards a dynamic and innovative vocational training provider, I am pleased to share our vision for the next four years. At VTA, we are driven by a collective purpose – to shape the future of vocational training in Sri Lanka and empower our youth with skills that resonate in the global employment market.

The genesis of this organization was rooted in the visionary leadership of our Honorable Minister, Chairman and the dedicated efforts of the Board. Together, we envisioned an institution that not only imparts world-class vocational education but also plays a pivotal role in uplifting the nation's economy by fostering entrepreneurship among our students.

In our timeline as a cohesive team, we have set ourselves ambitious yet attainable goals. Foremost among them is the aspiration to transform VTA into a self-sustaining organization, reducing our dependence on central government funding. This financial independence will enable us to further our mission and expand our reach to benefit even more aspiring learners.

But our pursuit of excellence doesn't stop there. We are committed to introducing the very best vocational training and education programs to our students. To achieve this, we shall establish strategic partnerships with industry leaders, both on the global and local fronts. These partnerships will not only ensure that our training remains relevant and up-to-date but also open doors for our graduates to access emerging employment opportunities in diverse sectors.

As the Vice Chairman, I assure you of my unwavering dedication to this cause. Alongside our esteemed Chairman, the Board, and all stakeholders, we shall relentlessly strive to create an environment that nurtures innovation, creativity, and adaptability. Our aim is to foster a learning ecosystem where students can thrive and develop into skilled professionals who can compete on the international stage.

I call upon all members of the VTA family, including our staff, trainers, students, and industry partners, to join hands in this endeavor. Together, we will build a future where vocational training is synonymous with excellence, the VTA brand is synonymous with quality, and our graduates' success resonates worldwide.

Let us embrace the next four years with boundless enthusiasm and unwavering commitment to our shared vision. The path may be challenging, but with our collective dedication and creativity, I am confident that we will achieve unprecedented heights of success and bring pride to our nation.

Thank you for your continued support and belief in the VTA's mission.

Executive Summary

The Corporate Plan 2023-2027 of the Vocational Training Authority (VTA) of Sri Lanka reflects the organization's vision to enrich lives through globally competent employments and its mission to become a dynamic and innovative vocational education and training provider. The plan was developed through stakeholder workshops and expert consultation.

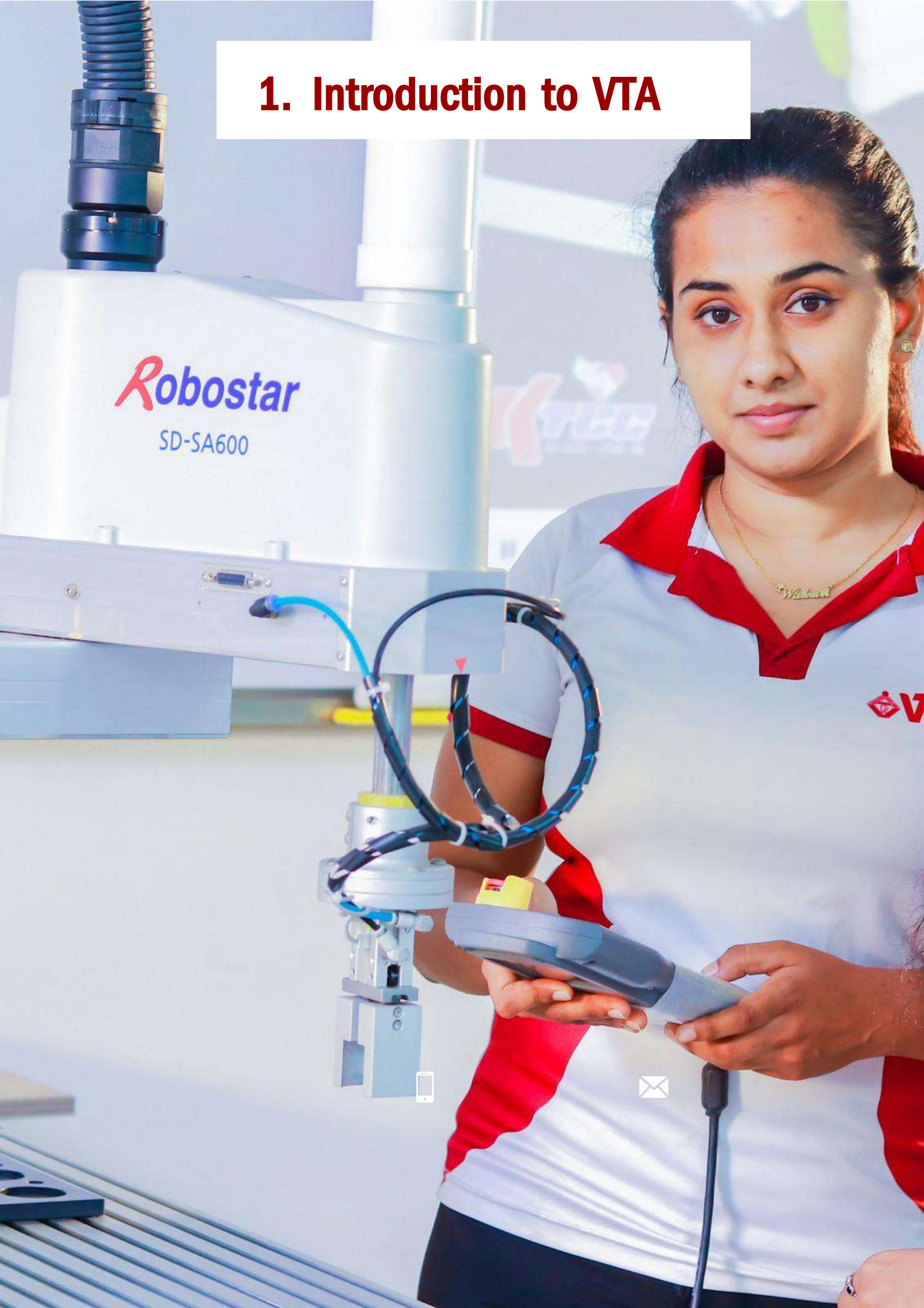
Key objectives of the plan include increasing the annual intake of trainees to over 100,000 by 2027, ensuring financial sustainability, and aligning training programs with industry needs. To support these objectives, the plan emphasizes the efficiency and effectiveness of strategic partnerships, financial management practices, and industry collaborations.

Digitalization and technology integration play a significant role, with the implementation of a learning management system (LMS) and the use of technology for data analysis and communication. The plan also focuses on creating a conducive learning environment, providing career guidance, addressing trainees' grievances, and promoting entrepreneurship and research and development.

By effectively implementing the plan, the VTA aims to empower individuals with the necessary skills, qualifications, and opportunities to succeed in the global job market. The plan sets a roadmap for the organization's growth and development, contributing to the socio-economic progress of Sri Lanka.



1. Introduction to VTA



1.1 Background

The Vocational Training Authority of Sri Lanka (VTA) has been a leading institution in facilitating vocational training and skill development opportunities for the Sri Lankan population since its establishment on 16th August 1995, operating under the provisions of the Vocational Training Authority of Sri Lanka Act No.12 of 1995. The primary objective behind the establishment of VTA was to address the imperative need for equipping individuals with relevant skills to enhance their employability. Before its inception, the Technical and Vocational training programs in various regions of Sri Lanka were administered by the Manpower Division, a training arm of the Labor Department. The formation of the VTA marked the transformation of this division into an independent and specialized entity solely dedicated to vocational training.

With a steadfast commitment to bridging the skills gap and fostering greater employability, the VTA has strategically implemented initiatives to expand its reach to rural communities. This outreach aims to empower individuals residing in these areas with valuable skills that align with the demands of the job market. Throughout its years of operation, the VTA has demonstrated a strong focus on ensuring the alignment of its training programs with industry needs, thus equipping trainees with practical and job-relevant skills. By providing vocational training opportunities, the VTA actively contributes to the overall socio-economic development of Sri Lanka, fostering a skilled workforce that meets the evolving demands of the nation's industries.

The Vocational Training Authority of Sri Lanka continues to play a pivotal role in enhancing the employability and socio-economic prospects of the Sri Lankan populace by offering comprehensive vocational training and skill ministries assigned specific subjects areas, i.e., education, industrial development, finance and labor including the corporate sector. VTA currently functions under the Ministry of Education. VTA currently has 8 National Training Institutes, 22 District Vocational Training Institutes and 176 Rural Vocational Training Centers island wide lifting the youths' personal value and employability. These institutes serve as centers of excellence, offering comprehensive vocational

training programs in various sectors such as agriculture, hospitality, construction, information technology, and automotive engineering, among others. Equipped with state-of-the-art facilities and staffed by experienced trainers, these institutes provide specialized training that meets international standards and prepares individuals for both local and global employment opportunities.

The VTA's commitment to holistic skill development extends beyond technical training. The authority also emphasizes the development of soft skills, entrepreneurship, and financial literacy among its trainees. By nurturing a well-rounded set of skills, the VTA equips individuals with the tools to succeed in the dynamic job market and encourages the growth of entrepreneurial ventures that can development initiatives in line with the nation's workforce requirements. The key intention of the establishing the VTA was to reach the rural masses of the country and make them to be skillful to find employment opportunities both locally and internationally. VTA is a statutory body, governed by a Chairman and the Board of Directors representing various contribute to the country's economic growth.

Through its strategic initiatives and widespread network of training institutes and centers, the VTA has succeeded in enhancing the personal value and employability of Sri Lankan youth. By equipping them with relevant skills, the VTA opens doors to employment opportunities, both locally and internationally. The authority's efforts not only benefit the individuals who receive training but also contribute to the overall economic growth and social development of Sri Lanka as a whole.



1.2 Statutory objectives of VTA

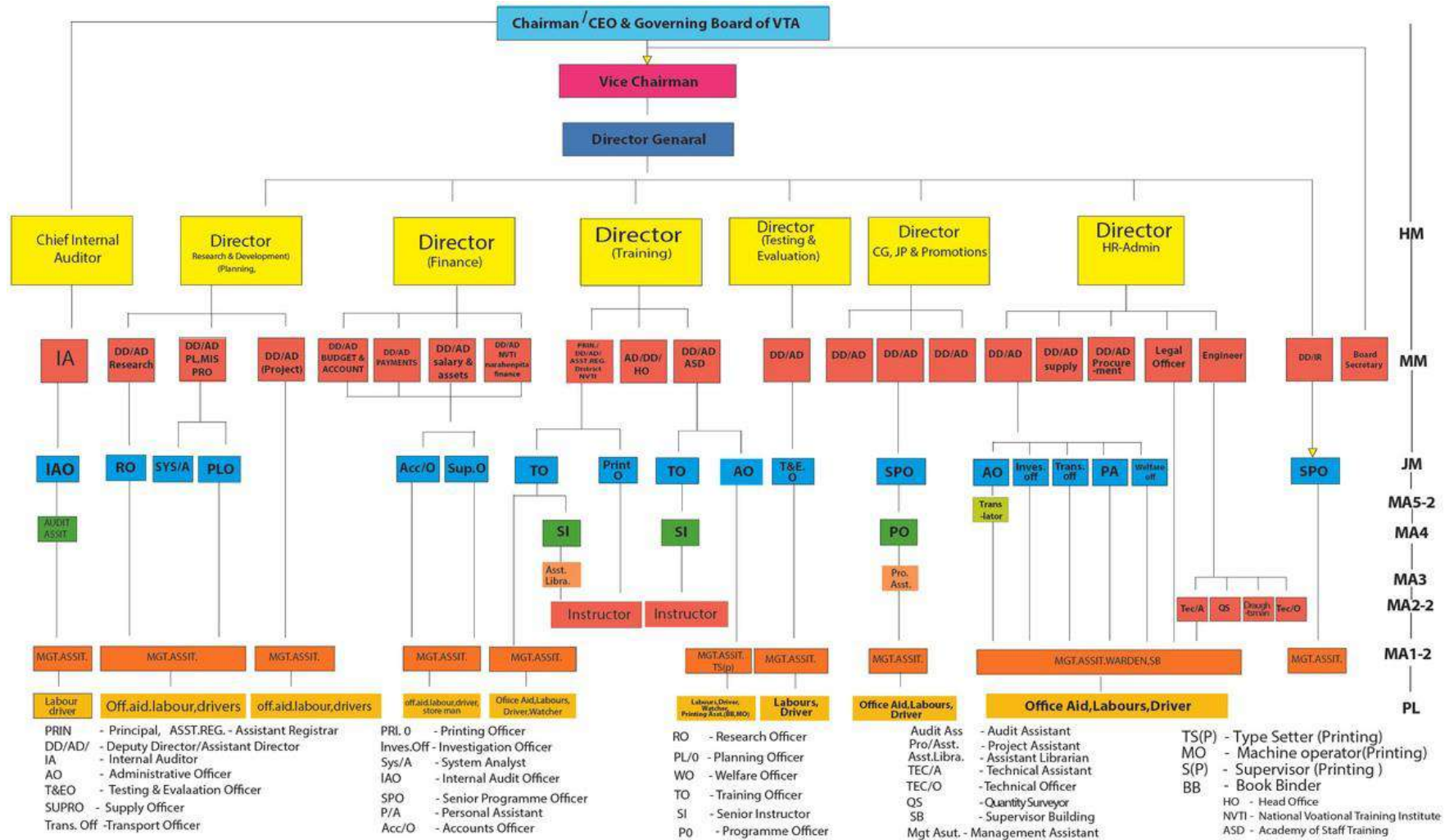
1. To continue every vocational training project or program conducted by the manpower division and the foreman training institute of the department of labour.
2. To formulate programs for vocational training to provide directly or through any agency in the public or private sector vocational training to eligible persons so as to enable them to acquire the necessary skills required for employment.
3. To conduct national trade tests and examinations and to issue certificates and other awards to persons who have undergone vocational training in accordance with the development plan prepared under the Tertiary and Vocational Education Act, No.20 of 1990.
4. To carry out research and development in vocational training.
5. To coordinate, facilitate and assist all forms of vocational training conducted by agencies in the public or private sector.
6. To offer career guidance and counseling services to enable persons who have undergone vocational training to choose careers according to their aptitudes and skills.
7. To offer job placement services wherever possible to persons who have satisfactorily completed vocational training.
8. To engage in research activities on the manpower needs of the economy and the demand for job skills and employment opportunities.
9. To set up organizations and programs relating to vocational training.
10. To liaise and establish links with international vocational training organizations and institutions.
11. To coordinate and facilitate the training of trainers required for vocational training by the public and private sectors.

1.3 Functions of the organization

1. To establish and manage centers or institutions for vocational training in and prescribed field.
2. To assist financially or otherwise for the purchase of machinery or raw materials or in the provision of any other facilities for vocational training.
3. To participate in any programs or activities relating to vocational trainings as may be determined by the Honorable Minister of Youth Affaires and Skills Development.
4. To assess and evaluate from time to time, the standards maintained and results obtained in the different fields of vocational training.
5. To promote the introduction of new methodologies, techniques and equipment to obtain the maximum results from vocational training.
6. To inspect and monitor centers and institutions of vocational training to ascertain whether proper standards are being maintained therein.
7. To levy and charge fees or other charges for services rendered or facilities or equipment provided by the authority for vocational.
8. To acquire, hold, take or give on lease, mortgage or hire, pledge or sell or otherwise dispose of any movable or immovable property for the purpose of discharging the functions of the authority.
9. To provide financial assistance welfare and recreational facilities, houses and other accommodation for the trainee officers and other staff members of the authority.
10. To enter into execute whether directly or through any officer or agent authorized in that behalf by the authority, all such contract or agreements as may be necessary for the discharge of the functions of the authority.
11. To make rules in respect of the administration of the authority and in relation to its officers and other staff members including their appointments, promotions, remuneration, disciplinary control and grant of leave to them.
12. To enter into agreements with employers for the provision of vocational training to trainers selected for vocational training by the authority.
13. To ensure that every employer, whom the authority intends to engage for the purpose of providing vocational training to trainee enters into a vocational training contract with such trainee prior to such training and for the registration of such contract with authority.

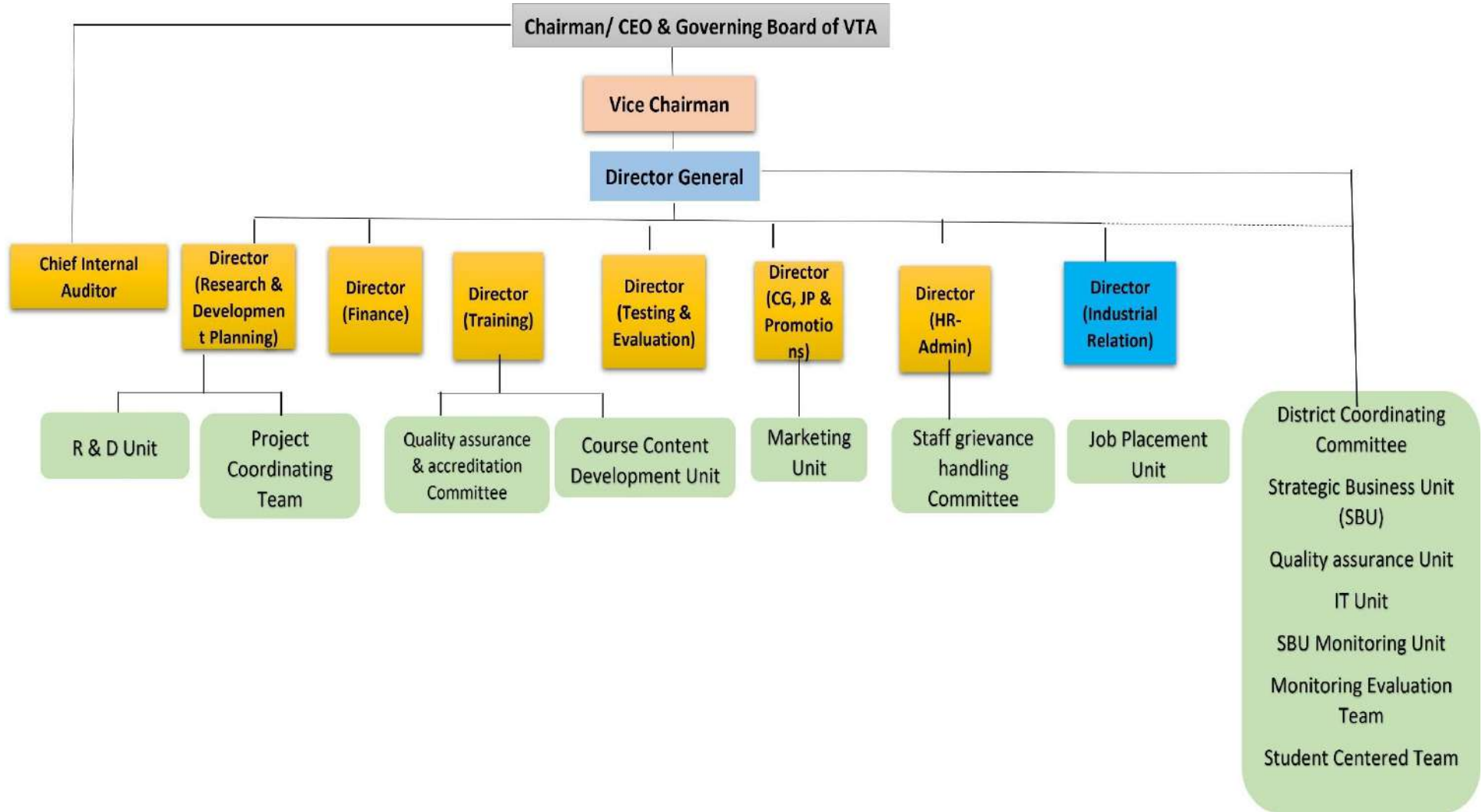
1.4 Organization Chart

Figure 1 Organization Chart



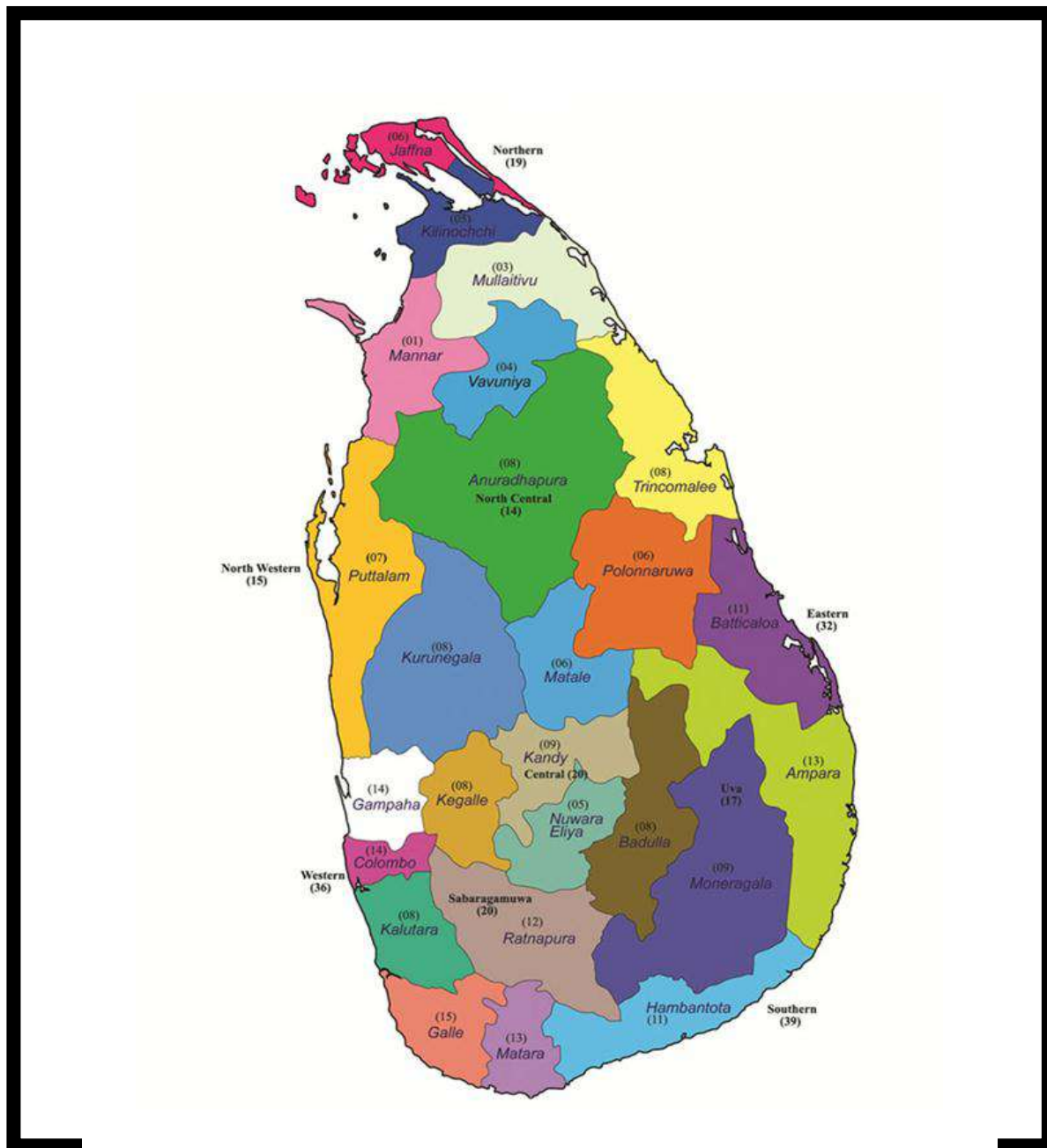
1.5 Proposed Organization Chart

Figure 1.1 Proposed Organization Chart



1.6 Center Network

Figure 2 Province wise center network



- 206 centers are located in all over the island. These centers are registered under the TVEC. Including: NVTI-08, DVTC-22, VTC-176

2. Past Performances of VTA

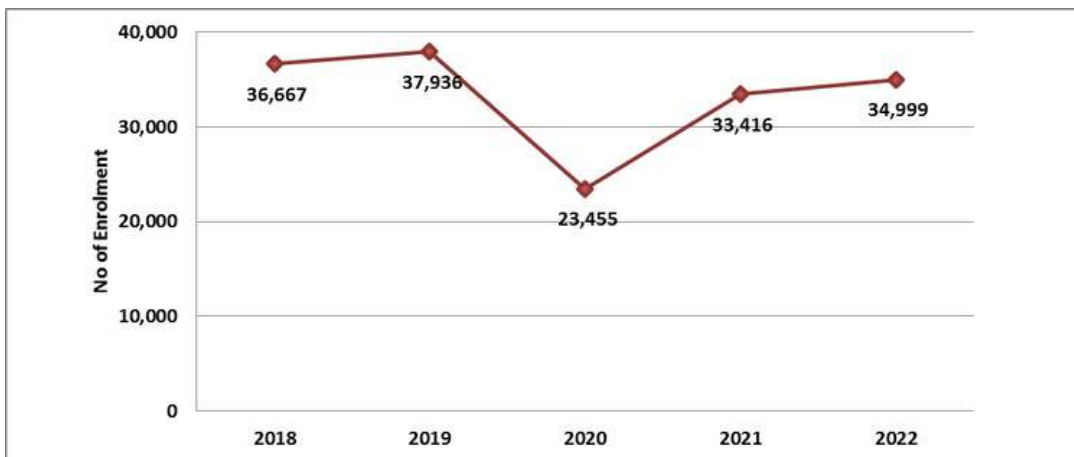


2.1 Past Overall Performance of VTA

2.1.1 Physical Performance

Enrollment

Figure 3 Enrollment of student 2018 - 2022



The graph displays the number of enrollments in vocational training programs offered by the Vocational Training Authority of Sri Lanka (VTA) from 2018 to 2022.

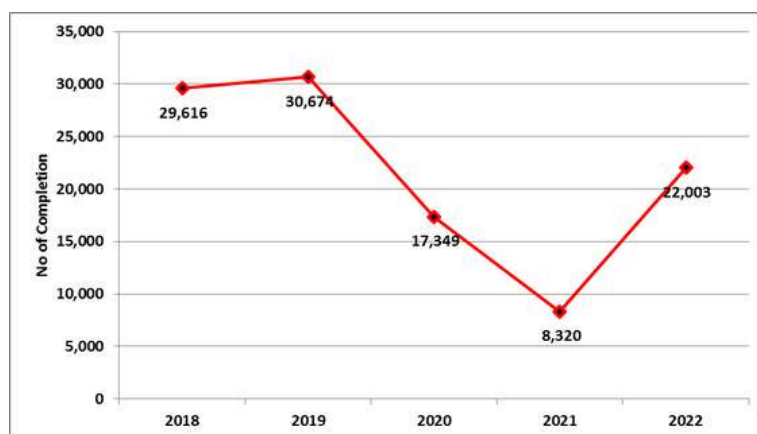
In 2018, there were 36,667 enrollments, which increased slightly to 37,936 in 2019, indicating a sustained interest in vocational skills for employment. However, in 2020, the number of enrollments dropped to 23,455, potentially due to the impact of the COVID-19 pandemic. Nonetheless, enrollments rebounded in 2021 with 33,416 individuals participating in VTA's programs, and this upward trend continued in 2022, reaching 34,999 enrollments. These figures reflect the enduring demand for vocational training as individuals recognize the value of acquiring specialized skills to enhance their employability and contribute to the country's workforce.

Completion

The graph provides data on the number of completions in vocational training programs offered by the Vocational Training Authority of Sri Lanka (VTA) from the year 2018 to 2022. In 2018, there were 29,616 completions, indicating a

significant number of individuals successfully completing their vocational training courses.

Figure 4 Completion of student 2018 - 2022



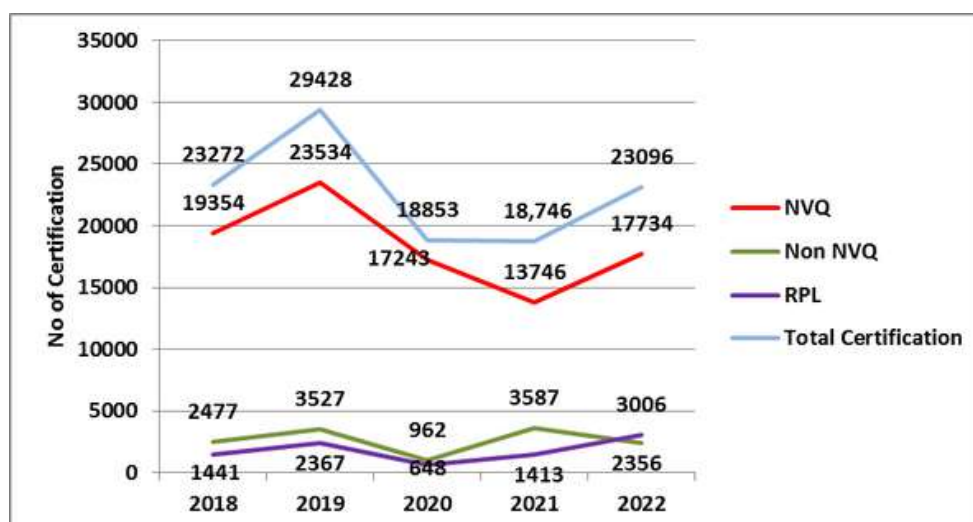
The following year, in 2019, the number of completions increased slightly to 30,674. However, in 2020, the number of completions decreased to 17,349, potentially due to the impact of the COVID-19 pandemic. Nevertheless, there was a significant increase in completions in 2022, reaching 22,003, indicating a resurgence in individuals successfully finishing their vocational training programs. These completion figures demonstrate the effectiveness of VTA's training programs in equipping individuals with the necessary skills to enter the workforce and contribute to the country's economic development.

Number of Certifications

Certifications awarded by the Vocational Training Authority of Sri Lanka (VTASL) from 2018 to 2022. In 2018, the VTA awarded 19,354 certifications under the National Vocational Qualification (NVQ) framework. The number of NVQ certifications increased in subsequent years, reaching 23,534 in 2019. However, there was a slight decline in 2020 with 17,243 certifications. The number of NVQ certifications further decreased in 2021 to 13,746 but rebounded to 17,734 in 2022. In addition to NVQ certifications, the VTA awarded non-NVQ certifications. In 2018, there were 2,477 non-NVQ certifications granted, increasing to 3,527 in 2019. However, there was a significant drop in 2020 with only 962 certifications. The number of non-NVQ certifications recovered in 2021 to 3,587 but decreased

to 2,356 in 2022.

Figure 5 Certification of student 2018 - 2022



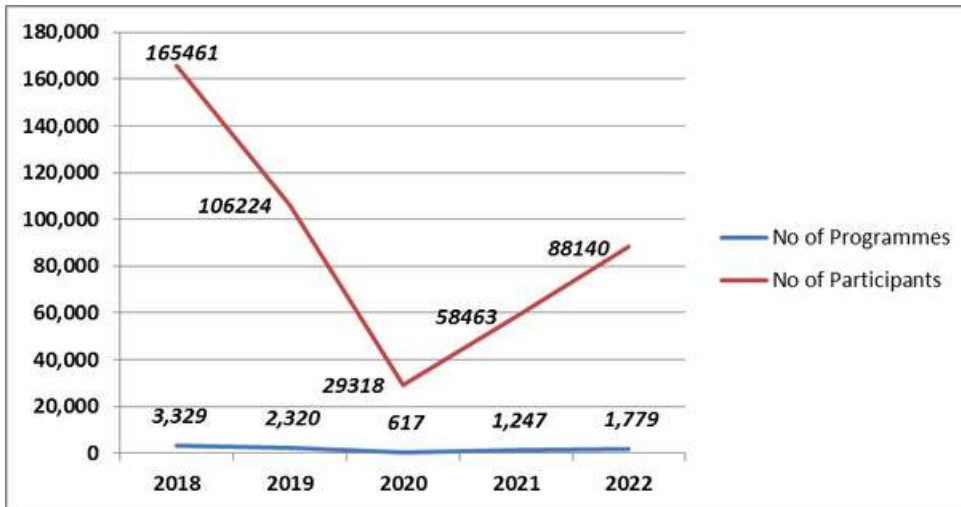
The VTA also awarded certifications through the Recognition of Prior Learning (RPL) process. In 2018, 1,441 RPL certifications were granted, increasing to 2,367 in 2019. There was a decline in 2020 with 648 certifications, but it increased to 1,413 in 2021 and significantly rose to 3,006 in 2022. These certifications reflect the VTA's commitment to recognizing and validating vocational skills. The fluctuations in certification numbers can be attributed to various factors, including the COVID-19 pandemic and changing skill demands. Overall, the certifications contribute to enhancing individuals' employability in Sri Lanka.

Career guidance programs

The Vocational Training Authority of Sri Lanka (VTASL) conducted a series of career guidance programs from 2018 to 2022. In 2018, the VTA organized 3,329 programs, which decreased slightly to 2,320 in 2019. However, there was a significant drop to 617 programs in 2020, likely due to the impact of the COVID-19 pandemic.

The number of programs showed a gradual recovery in 2021 with 1,247 and further increased to 1,779 in 2022.

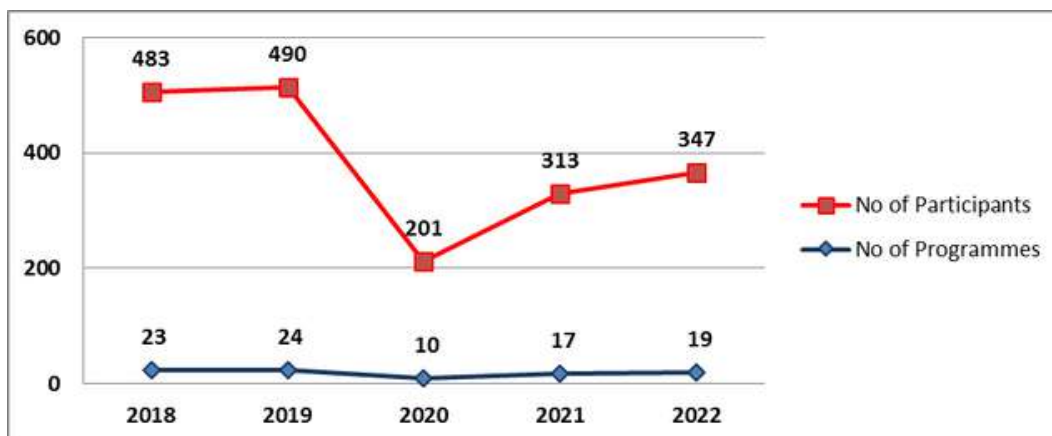
Figure 6 Career Guidance Program 2018 - 2022



During this period, the VTA engaged a substantial number of participants in its career guidance programs. In 2018, a total of 165,461 individuals took part, which decreased to 106,224 in 2019. There was a further decline to 29,318 participants in 2020, potentially influenced by the pandemic. However, there was a notable increase in 2021 with 58,463 participants, followed by a further rise to 88,140 in 2022. These programs aimed to provide valuable guidance to individuals in making informed decisions about their career paths and acquiring the necessary skills for employment.

Entrepreneur Development Programs

Figure 7 Entrepreneur Development program conducted 2018 - 2022

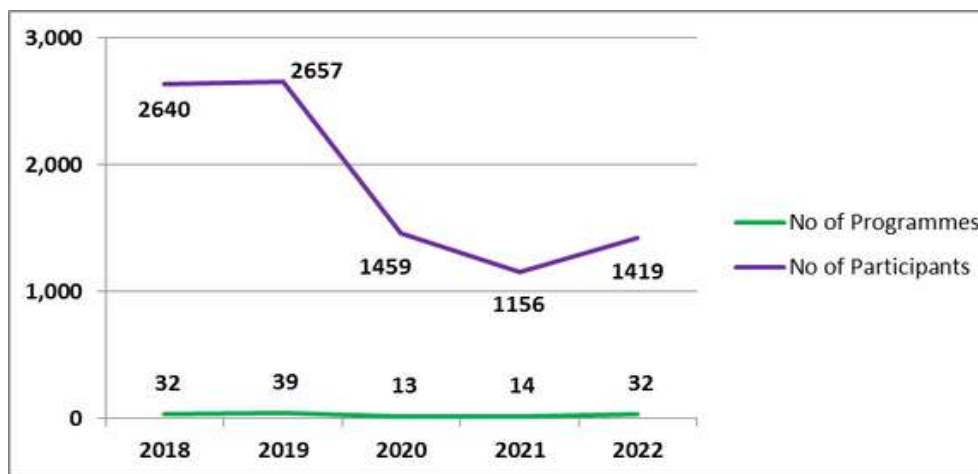


The VTA conducted Entrepreneur Development Programs from 2018 to 2022. In 2018, there were 23 programs organized, which slightly increased to 24 in 2019. However, the number decreased to 10 in 2020, potentially influenced by various factors. The programs aimed to nurture entrepreneurship and provide support to aspiring entrepreneurs. The number of participants in these programs varied, with 483 in 2018, 490 in 2019, 201 in 2020, 313 in 2021, and 347 in 2022.

These programs conducted by the VTA aimed to support and nurture aspiring entrepreneurs by providing them with guidance, training, and resources. While the number of programs and participants varied over the years, the VTA's commitment to promoting entrepreneurship is evident, contributing to the development of a dynamic and innovative business environment in Sri Lanka.

Public Private Partnership

Figure 8 Public Private Partnership 2018 - 2022

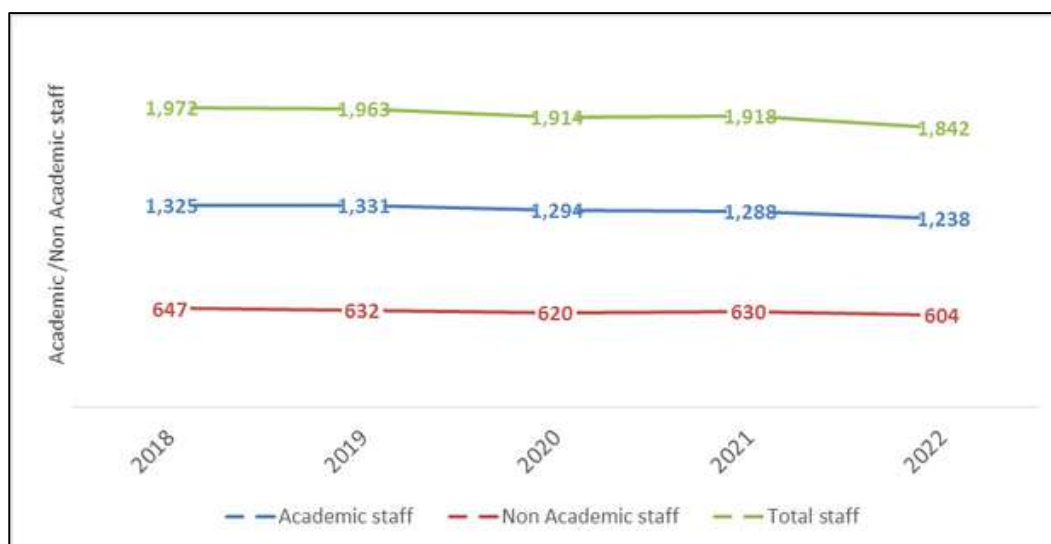


These programs (i.e. Tile laying, Aluminum Fabricator, Electrician, Bakery products) conducted by the VTA aimed to bridge the gap between vocational training and industry needs, allowing participants to gain hands-on experience, industry insights, and valuable networking opportunities. While the number of programs and participants varied over the years, the VTA's efforts in promoting industry participation contribute to enhancing the relevance and effectiveness of vocational training programs in meeting the demands of the job market and

facilitating smoother transitions for participants into employment.

HR Development (Academic and Non-Academic)

Figure 9 Human Resource 2018 - 2022



These figures indicate the VTA's workforce composition and highlight the presence of both academic and non-academic staff members who contribute to the operation and management of vocational training programs and initiatives. The VTA's staffing levels may vary over time, influenced by factors such as organizational needs, budget considerations, and changes in program requirements.

Assets & Liabilities

The financial summary provides an overview of the assets, equity, and liabilities of the organization for the years 2021 and 2022. In 2022, the total assets of the organization amounted to Rs. 7,997,217,620.36, slightly lower than the restated value of Rs. 8,005,103,809.00 in 2021. The non-current assets primarily consist of property, plant, and equipment, with a value of Rs. 7,659,583,443.98 in 2022. Other financial assets, including fixed deposits, totaled Rs. 40,833,424.66 in 2022.

Table 1 Assets of VTASL

	Note	2022 (Rs.)		2021 (Rs.) as Restated	
ASSETS					
<u>Non - Current Assets</u>					
Property Plant and Equipment	2	7,659,583,443.98		7,653,967,591.89	
Capital Work in progress	3	66,362,136.34		67,295,818.35	
<u>Other Financial Assets</u>					
Fixed Deposit		40,833,424.66	7,766,779,004.98	40,000,000.00	7,761,263,410.24
<u>Current Assets</u>					
Inventories	4	38,510,203.73		35,480,811.41	
Receivables	5	57,057,664.96		55,298,594.14	
Staff Loans	6	44,849,059.69		45,076,380.65	
Cash and Cash equivalent	7	90,021,687.00	230,438,615.38	107,984,612.56	243,840,398.76
TOTAL ASSETS			7,997,217,620.36		8,005,103,809.00

On the equity and liabilities side, the accumulated surplus (deficit) for 2022 was recorded at Rs. 3,973,855,042.07, reflecting a decrease compared to the restated value of Rs. 4,517,914,976.35 in 2021. The revaluation surplus increased from Rs. 2,653,836,821.05 in 2021 to Rs. 3,140,112,162.69 in 2022. Non-current liabilities include finance lease liability and provision for gratuity.

In terms of current liabilities, finance lease liability, payables, and accrued expenses were reported. The organization had cash and cash equivalents of Rs. 90,021,687.00 in 2022, representing a decrease from Rs. 107,984,612.56 in 2021. Overall, the summary provides an insight into the financial position of the organization, highlighting the assets, equity, and liabilities for the given period.

Table 2 Liabilities of VTASL

<u>EQUITY & LIABILITIES</u>					
Accumulated Surplus (Deficit)		3,973,855,042.07		4,517,914,976.35	
Revaluation Surplus	8	3,140,112,162.69		2,653,836,821.05	
Gov. Grant - Capital	9	12,408,516.28		11,033,669.11	
			7,126,375,721.04		7,182,785,466.51
<u>Non - Current Liabilities</u>					
Finance Lease Liability (BOC)	10	4,280,000.00		11,320,000.00	
Provision for Gratuity	11	641,376,999.60	645,656,999.60	612,115,013.60	623,435,013.60
<u>Current Liabilities</u>					
Finance Lease Liability (BOC)	12	7,040,000.00		7,040,000.00	
Payables	13	150,091,432.63		150,404,660.71	
Accrued expenses	14	68,053,467.09	225,184,899.72	41,438,668.18	198,883,328.89
TOTAL EQUITY & LIABILITIES			7,997,217,620.36		8,005,103,809.00

Cost per Trainee

Table 3 Cost per trainees of VTASL

Course Type	Duration (Month)	Average Student per Course	Average cost per head (Rs.)
A	3	20	32,646.54
B	4	20	43,599.83
C	6	20	64,744.56
D	12	20	129,412.36
E	18	20	196,303.09
F	24	20	223,692.45

The VTASL offers six diverse courses, ranging from short-term to long-term programs, catering to various durations and subjects. Course Type A is a 3-month program with an affordable cost per head of Rs. 32,646.54, providing a focused and intensive learning experience. Course Type B, spanning 4 months, offers a well-rounded training at an average cost of Rs. 43,599.83 per participant. Course Type C extends over 6 months, delivering a thorough skill training with an average cost of Rs. 64,744.56 per head.

For more extensive vocational training opportunities, Course Type D is a year-long program with a cost of Rs. 129,412.36 per head, ideal for in-depth knowledge seekers. Course Type E, spanning 18 months, offers practical application opportunities at Rs. 196,303.09 per participant. Lastly, Course Type F, a 24-month program, aims at immersive learning for expert-level aspirations at Rs. 223,692.45 per head. These courses accommodate 20 students per program, providing diverse options for learners with varying goals.



2.2 Performance of Functional Areas

2.2.1 Planning, Research and Development

The Planning, Research, and Development Division of VTASL play a crucial role in the long-term and short-term planning of vocational training. Division responsible for developing comprehensive plans and strategies to ensure the growth and effectiveness of the organization. This includes setting goals, defining objectives, and outlining the steps required to achieve them.

The division also oversees the functioning of the Management Information System (MIS). They ensure that the MIS is effectively utilized to collect, manage, and analyze data related to training programs, participants, and outcomes. This data is crucial for making data-driven decisions, evaluating the effectiveness of programs, and identifying areas for improvement.

Furthermore, the division coordinates and collects statistics relating to the main functions of VTASL. This involves gathering information on enrollment, completion rates, job placements, and other relevant data to assess the impact of vocational training initiatives. These statistics provide valuable insights into the effectiveness of the programs and help in identifying areas where further improvements are needed.

The Division also conducts feasibility studies, research, and tracer studies. They assess the viability and potential outcomes of new initiatives, explore innovative approaches, and evaluate the impact of vocational training on the participants and the broader community. This research helps in making informed decisions and shaping future policies and programs.

Additionally, the division identifies new projects for development in line with the organization's goals and objectives. Identify emerging trends to propose new vocational training programs that align with market needs. They also prepare project reports for future development.

Lastly, the division coordinates the "Nipunatha Sisusaviya" program, which

focuses on developing the skills and talents of young individuals. The division plays a key role in planning, implementing, and evaluating the program to ensure its effectiveness and positive impact on the youth.



2.2.2 Career Guidance & Promotion

The Career Guidance Division of VTASL plays a vital role in promoting career guidance, entrepreneurship training, and skills upgrading programs. They work towards facilitating the transition of individuals into meaningful employment and self-employment opportunities through various initiatives and partnerships.

One of their primary objectives is to provide comprehensive career guidance services to individuals, helping them make informed decisions about their educational and vocational pathways. Through counseling, vocational assessments, and workshops, the division aims to empower individuals with the knowledge and skills necessary to identify and pursue suitable career paths.

Additionally, the division focuses on promoting entrepreneurship by offering specialized training programs to develop entrepreneurial skills and mindset.

These programs equip individuals with the necessary knowledge and tools to start and manage their own businesses, fostering economic growth and self-employment opportunities.

The division also undertakes special projects aimed at addressing specific skills gaps or industry demands. These projects are designed to provide targeted training and skill development opportunities in emerging sectors or high-demand occupations, ensuring that individuals have the relevant skills to meet the evolving needs of the job market.

Furthermore, the division actively seeks collaboration and partnerships with the private sector and other stakeholders to create sustainable career guidance and entrepreneurship development initiatives. Through public-private partnerships, they leverage resources and expertise to expand the reach and impact of their programs, maximizing the opportunities for individuals to access quality vocational training and career guidance services

2.2.3 Training Division

The Training Division of VTASL is at the forefront of vocational training, playing a pivotal role in ensuring the delivery of high-quality programs. With a keen focus on meeting the evolving needs of trainees and industries, they develop and implement training plans that align with industry standards and equip trainees with the essential skills and knowledge for career success.

Through their dedicated efforts, the division not only trains instructors to deliver effective and engaging courses but also utilizes an online system to streamline the distribution of training materials, making learning accessible and efficient. They go above and beyond by offering part-time courses that cater to the diverse needs of individuals seeking vocational education, ensuring flexibility and inclusivity.

With a strong emphasis on resource management, the Training Division maintains a comprehensive database of training equipment distribution,

ensuring optimal utilization and availability for trainees. They diligently handle center registration and course accreditation, providing a solid foundation for the quality assurance of training programs. Moreover, the implementation of the Quality Management System (QMS) enables continuous improvement and the delivery of exceptional training experiences.

Recognizing the significance of collaborative initiatives, the division actively engages in various programs such as the 13-year Continuous Education Program, Public-Private Partnership (PPP) programs through MOUs, the Skills for Sustainable Development Program (SSDP), and World Bank programs. Their comprehensive monitoring mechanisms ensure the seamless execution of training activities, including the recruitment of qualified instructors and the efficient procurement of training-related resources.

As a testament to their commitment to excellence, the Training Division also focuses on evaluating and grading centers and instructors, upholding stringent quality standards and performance evaluations. They continuously strive to recognize and reward the dedicated contributions of instructors and academic staff members by developing performance-based allowances, fostering a culture of continuous improvement and motivation within the training process.

2.2.4 Testing & Evaluation

The Testing and Evaluation Division of VTASL plays a crucial role in assessing and validating the skills and knowledge of individuals through various testing and evaluation processes. They are responsible for conducting Recognition of Prior Learning (RPL) assessments, which recognize and accredit the skills and competencies gained through prior work experience or informal learning.

The division ensures the fair and consistent evaluation of candidates' skills and knowledge through standardized testing methods and assessment criteria. They design and develop assessment tools and procedures, aligning them with industry standards and qualifications frameworks.

In addition to RPL assessments, the division conducts testing and evaluation for vocational training programs, ensuring that trainees meet the required competencies for certification. They monitor the quality and integrity of assessment processes, ensuring compliance with assessment guidelines and regulations.

The Testing and Evaluation Division also collaborates with other divisions and external stakeholders to continuously improve the assessment processes and methodologies. They provide feedback and recommendations to enhance the effectiveness and relevance of vocational training programs.



2.2.5 Industrial Relations Unit

The Industrial Relations Unit of VTASL is dedicated to establishing and nurturing strong connections between vocational training and industries. Their focus is on building effective partnerships that benefit both trainees and businesses, ultimately contributing to the growth and development of the workforce.

A key function of the division is to register companies and allocate training centers to selected industries. This involves carefully matching the needs of industries with the available training facilities to create an environment that simulates real-world work settings. They work closely with industries to understand their specific requirements and ensure that the training centers are equipped with the necessary resources and infrastructure.

The Unit also takes an active role in branding the training centers in collaboration with industries. By aligning the centers' image and identity with the respective industries, they create a strong connection between vocational training and the specific sectors, enhancing the trainees' learning experience and employability.

Maintaining and renewing Memorandums of Understanding (MOUs) with industries is another significant aspect of the Unit's responsibilities. They work diligently to establish and strengthen partnerships with industries, fostering ongoing collaboration and creating opportunities for trainees to gain industry exposure and experience.

Regular progress reviews and industrial forums are conducted by the unit to facilitate open communication and collaboration between vocational training and industries. These platforms allow for feedback exchange, addressing industry-specific challenges, and exploring ways to enhance the quality of vocational training programs to meet evolving industry needs.

The Industrial Relations unit also plays a vital role in facilitating job placements for trainees. They maintain trainee data, industry information, and job placement records, enabling them to match trainees with suitable employment opportunities. They actively engage with industries to identify job openings, coordinate interviews, and provide necessary support to ensure successful job placements.

Through their dedicated efforts, the Industrial Relations Unit contributes to the overall success of vocational training programs, enabling trainees to develop the necessary skills and competencies demanded by industries. They are committed to fostering positive relationships, promoting industry engagement, and creating

pathways for trainees to enter the workforce and thrive in their chosen careers

2.2.6 Human Resource & Administration Division

The Human Resource and Administration Division of VTASL is responsible for managing and optimizing the organization's human capital and ensuring the smooth functioning of administrative processes. Their role encompasses various aspects, including recruitment, employee development, performance management, and overall administrative support.

In terms of human resource management, the division oversees the recruitment and selection process, ensuring that qualified and competent individuals are hired to fulfill the organization's needs. They develop and implement effective employee development programs, including training and professional development initiatives, to enhance the skills and capabilities of the workforce.

Performance management is a key focus for the division, as they establish performance evaluation systems, provide feedback to employees, and identify areas for improvement. They play a vital role in fostering a positive work environment, promoting employee engagement, and ensuring fair and equitable treatment of all staff members.

The division also handles administrative functions, such as maintaining personnel records, managing employee benefits and compensation, handling procurements, supplies and coordinating various administrative policies and procedures. They ensure compliance with relevant regulations and policies, maintaining accurate and up-to-date records.

Furthermore, the Human Resource and Administration Division works closely with other divisions to provide support and guidance on HR-related matters. They play a crucial role in ensuring effective communication and coordination among different departments, fostering a collaborative and cohesive work environment.



2.2.7 Finance Division

The Finance Division of VTASL plays a crucial role in managing the organization's financial resources and ensuring the smooth financial operations of the institution. Their responsibilities encompass a range of tasks, including budgeting, accounting, fund management, income collection, payments, and asset management

The division is responsible for the preparation of the annual budget, which involves estimating income and expenses for the upcoming fiscal year. They work closely with various departments to gather relevant financial information and develop a comprehensive budget that aligns with VTASL's strategic objectives.

Additionally, the finance division engage into the preparation of annual accounts, ensuring accurate and timely financial reporting in accordance with relevant accounting standards and regulations. They maintain proper bookkeeping records, reconcile financial statements, and produce financial reports that provide insights into the organization's financial performance.

Obtaining funds from the Treasury is a critical aspect of the finance division's

role. They liaise with the Treasury department to secure necessary funds for VTASL's operations and projects, ensuring that adequate financial resources are available to support the organization's activities.

The division also handles the collection of income, including fees and other sources of revenue. They implement effective income collection processes, monitor receivables, and ensure timely payments from various stakeholders.

In terms of payments, the finance division is responsible for processing and disbursing payments to suppliers, contractors, and other entities. They ensure that payment procedures are followed, invoices are accurately recorded, and payments are made within the agreed terms.

Managing salaries and benefits for staff members is another key responsibility of the finance division. They prepare payroll, calculate deductions, and ensure accurate and timely payment of salaries, allowances, and other employee benefits.

The finance division also oversees stores management, which involves maintaining inventory records, managing stock levels, and ensuring proper control and accountability of VTASL's assets and resources.

Furthermore, the division coordinates with the General Treasury, Guidelines of Department of Public Enterprise and Government Auditors to comply with financial regulations and facilitate auditing processes. They provide the necessary financial information and documentation for audits and work closely with auditors to address any audit findings or recommendations.

3. Strategic Plan



3.1 The Envisioned Future

The Vocational Training Authority of Sri Lanka has been steadfastly delivering its distinctive services to the nation's young population, particularly in the last 28 consecutive years. This corporate plan seeks to elevate the caliber of the courses offered, aligning them with international standards to better cater to the contemporary needs of our youth in the realm of vocational education. Furthermore, strategic measures will be implemented to not only expand the range of courses that align with labor market demands but also to cultivate a dynamic and proficient workforce comprising both academic and non-academic staff. Moreover, our training centers will undergo a transformation, fostering an environment that entices young individuals and fosters a culture of innovation.

Through unwavering dedication to enhancing the competence of our trainers and implementing essential measures to ensure their job satisfaction and retention within the institution, every young individual enrolling in the Sri Lanka Vocational Training Authority will be awarded a nationally and globally recognized certification.

Moreover, in our endeavor to steer the organization towards the fundamental objectives outlined in the strategic plan, we will actively pursue digital transformation. This entails launching innovative promotional initiatives to ensure the provision of satisfactory customer services, systematically undertaking relevant tasks, and ultimately establishing the Sri Lanka Vocational Training Authority as a self-sustaining entity. In this pursuit, collaborative Memorandums of Understanding (MoUs) will be forged with both government and private institutions, facilitating the utilization of revenue streams for the advancement of training programs and the establishment of Recognition of Prior Learning (RPL) centers and Trade Testing facilities across the entire island. By equipping the younger generation with the requisite knowledge, attitudes, and competencies, the Sri Lanka Vocational Training Authority will play a pivotal role in fostering economic development and progress in our nation.

Over the course of the next 20 years, the Sri Lanka Vocational Training Authority

(VTA) will diligently enhance the quality of its programs to surpass that of any comparable institution in Asia.

3.2 Vision Statement

To enrich lives through globally competent employments

3.3 Mission statement

To be the most dynamic and Innovative Vocational Education, training and service provider in Sri Lanka.

3.4 Values

Opportunities (Accessibility)

Ensuring that vocational training programs / other services are accessible to all, regardless of socioeconomic status, geographic location, or other factors that may create barriers to education.

Being Different

Our holistic approach to vocational training sets us apart. We offer diverse programs and services that provide technical skills, guidance, industry exposure, and ongoing support for career success. Our commitment to maintaining high standards and continuously updating our offerings ensures quality education and training.

Empathy

Empathy is the ability to understand and share the feelings of others, allowing us to connect on a deeper emotional level. Through empathy, we foster understanding, build stronger relationships, and promote a more compassionate society.

Inclusivity and diversity

Celebrating diversity and promoting inclusivity in all aspects of vocational training, including ensuring that programs are accessible to all, such as women,

persons with disabilities and those living in rural areas.

Commitment and hard work

We believe that through dedication and perseverance, our students can unlock their full potential and excel in their chosen fields. By instilling a strong work ethic, we aim to prepare individuals for the demands and rewards of their future careers.



3.5 Long Term Goals Based on the Key Result Areas

- 3.5.1. Enhance the Quality of the Processes, Services and the Products
- 3.5.2. Ensure a Job placement for every vocational trainee
- 3.5.3. Achieving financial sustainability

3.6 SWOT Analysis

Strengths

1. Statutory identity & Support: Strong & continuous support from the Line Ministry and Higher management / Board of Directors and conducting vocational courses for more than 27 years with an exclusive brand name for the entire TVET sector in Sri Lanka.

2. Island wide network and infrastructure: Currently in operation covering all districts in Sri Lanka. Wide spread of operations has enabled VTA to become the leading vocational training provider of the country. Further the availability of centers all around the country has made it easy to cater to the emerging demand of the youth of Sri Lanka.

3. Mandate: VTA is a statutory body incorporated under the Vocational Training Authority of Sri Lanka Act No: 12 of 1995. Powers have been vested on VTA to conduct and promote vocational training while promoting economic development via the provision of employment opportunities.

4. Physical Assets: Possess large pool of fixed assets worth of nearly Rs. 7 billion and having access to such a large asset base provides VTA a competitive advantage.

5. Human Assets: VTA currently has a large pool of dedicated, competent and qualified employees including academic as well as non-academic staff members flexible to change.

6. Wider Employer Network: Access to a widespread employer network enabling to provide employment opportunities for VTA graduates locally and globally.

7. Quality Assured: All the courses obtained NVQ accreditation, QIS and QMS Certifications. This enhances the recognition and the quality of the vocational training programs offered by VTA.

Weaknesses

1 Poor community mobilization: Absence of a proper marketing and communication mechanism has been one of the weaknesses in mobilizing and creating awareness about VTA services in to the community.

2. Poor customer satisfaction analysis: There is lack of proper effort in analyzing the customer satisfaction and even reaching the customers requirement regularly

3. Student dropout rate: There is a high percentage of entrants not completing the courses properly, sitting for the final evaluation and certification in certain courses.

4. Staff turnover: Increased academic staff or competent trainers' turnover has been observed due to low remuneration packages and economic reasons. This hampers quality service delivery process within the system.

5. Outdated training equipment: Many of the centers have outdated equipment, and needs sophisticated equipment and tools for quality and modern training

6. Research and development: Inadequate research and development functions obstructs further improvement of the quality of the vocational training. This has become a major barrier in meeting the expectations of the customers as well as the industry.

7. Human Resource Development: Low efforts on improving the human resources development functions, in updating the technology used in training and the staff using the technology.

8.Industrial Training, Job placement and Monitoring: Shortcomings and delays

in placement of student for Industrial training, insufficient supervision, and inadequate job placement are considered as weaknesses that need proper attention.

9. Absence of system and procedures: Lack of business oriented systems and procedures for specialized operations and transactions for certain specialized services offered by VTA.

Opportunities

1. Increasing demand for skilled workforce: There is an increasing demand for skilled workforce in both the local and international job market. This influences the attraction of youth towards vocational training sector.

2. Increasing customer base: According to the Sri Lankan education system, every year a large number of school children dropout from the competitive examinations such as ordinary level and advanced level. Hence, VTA has access to a large pool of candidates who requires skill upgrading and certification from various other stakeholders.

3. New initiatives in general education: Introduction of the Technology stream & Vocational stream (13 years guaranteed education program) in to the G.C.E.(A/L) General Education system has created many opportunities for VTA. This has both increased the awareness and enthusiasm among students for vocational training.

4. Global Recognition of certificates: Since NVQ qualification is recognized locally and globally, there is a capitalizing opportunity for VTA in supplying the work force with NVQ Certificates as VTA is the leading NVQ certificate awarding Institution in the country. Similarly, VTA has the capacity of providing workforce training and certification for newly emerging trades in the industries. Implement RPL (Recognition of Prior Learning) system internationally to promote career progression for skilled workers abroad.

5. Necessity for youth empowerment: Under the rapid economic recovery process, the government policy frame work fosters the rural youth empowerment towards export-oriented workforce development is given higher priority. This has resulted

an increased concern over vocational training sector development and it is a positive move towards uplifting the standards of the youth employment in the future.

6. Sources of income generation: VTA has wider access to many income generating sources apart from vocational training. Focusing on such additional income sources will assist in improving the income flow to the institute. This will also be important since the institute currently depends highly on government funding for its expenditures.

7. Public-Private-Partnerships: There are immense potentials for VTA for the formation and implementation of private-public partnerships to reduce treasury dependency and increase efficiency.

8. Innovations and Entrepreneur Development Initiatives: Increasing tendency of youth towards becoming entrepreneurs. This will create additional avenues for VTA to deliver entrepreneur and business skills development programs.

9. Distance Learning mode: Introducing and utilizing online learning platforms to reach more students and expand training programs offered locally and abroad.

Threats

1. Policy Changes: Frequent changes in the government policies possess difficulties for the organization to drive towards a short-term and mid-term planned targets.

2. Volatile Labour Market: Since the requirements of the labour market are highly volatile it creates a greater challenge for the institute to design and conduct courses that address such requirements.

3. Rapid market resilient Private sector: There is a growing development in private sector participation in vocational training sector. The service provided by such private sector institutes are competitive and also challenging.

4. Less social demand for High industrially demanded courses: Prevalence of lower demand by society for certain trade courses which have high industrial

demand. The youth are reluctant to enroll highly demanding trade courses in the modern industries.

5. Brain draining of competent staff: With the country's current economic recession competent staff/ trainers tend to flee the organization and the country for their personal betterments. Nevertheless, the resigned trainers joined the competitors and posing more threat to VTA.

6. Challenges from similar institutions within the government: Several government institutions within the same line ministry conduct same programs with different pricing or free of charge, which is a threat to VTA in enrolling students for its fee levying courses.

3.7 Strategic Objectives

Strategic Objectives for Goal No. 01: Enhance the Quality of the Processes, Services and the Products

- 1.1 Establish and maintain operational process within the institute
- 1.2 Establish and maintain a Quality Assurance and Accreditation Committee and obtain NVQ, IVQ and ISO/ QMS, and other relevant certifications / standards for educational and training. Decision Support Systems
- 1.3 Continuously improve staff Quality to enhance the performance through improved Decision Support Systems
- 1.4 Create a conducive and friendly learning and working environment that fosters engagement, collaboration, and effective learning outcomes.
- 1.5 Foster a culture of Research and Development (R&D) at vocational training centers to drive innovation and stay ahead of industry trends.
- 1.6 Ensure access to diverse career paths and opportunities for vocational trainees, empowering them to make informed decisions and pursue their desired

career path

1.7 Encourage entrepreneurship programs focusing the trainees and potential entrepreneurs motivated to startup of new businesses (need to consider to put in financial)

1.8 Facilitate student-centered teaching/ learning approaches that promote active engagement, collaboration, and personalized growth for vocational trainees.

1.9 Enhance the social competencies of vocational trainees

1.10 Implement the mechanism to ensure ongoing assessment and evaluation of the progress of vocational training processes

1.11 Digitalize internal processes within the centers, optimizing efficiency and effectiveness

1.12 Address the needs and aspirations of the future generation by developing programs and initiatives that cater to their evolving educational and vocational requirements.

1.13 Obtaining feedback from passing out trainees to identify the main issues that undermine the effectiveness of the trainings offered

1.14 Enhance the performance of Learning Management System (LMS) to enhance the effectiveness quality of the teaching and learning process

1.15 Integrate modern technology into vocational training programs.

1.16 Revisit the existing courses and centers which have low customer base, unproductive and not updated for a long period of time

1.17 Carryout evaluation of trainees, graduates, employees, employers and TVEC satisfaction

Strategic Objectives for Goal No. 02: Ensure a Job placement for every vocational trainee

- 2.1 Enhance industry partnership and collaboration
- 2.2 Develop a comprehensive procedure of “Recruitment of trainees to job placement.”
- 2.3 Provide comprehensive Career Guidance and promote job placement opportunities for vocational trainees, ensuring their successful transition into the workforce
- 2.4 Improve the Interview skills of near passing out trainees
- 2.5 Obtain local and international affiliations/accreditation for vocational training centers, ensuring recognition and credibility of programs and qualifications.

Strategic Objectives for Goal No. 03: Achieving financial sustainability

- 3.1 Establish a vocational development Investment aimed at achieving financial sustainability
- 3.2 Establish strategic business units within the vocational training center, enabling focused management and resource allocation to drive growth and meet the evolving needs of the market.
- 3.3 Promote a scientific pricing structure to ensuring fair and transparent pricing that reflects the value and cost of the training programs.
- 3.4 Establish strategic partnerships with relevant organizations to enhance the vocational training center's resources, expand its reach, and offer comprehensive opportunities to vocational trainees.
- 3.5 Maximize the utilization of human and physical resources within the vocational training center, optimizing efficiency and effectiveness in program delivery and operational management

3.6 Increase the avenues for revenue generation through wider scope of customer based

3.7 Introduce and implement cost cutting strategies to reduce the operational costs of the VTA

3.8 Establish internal systems, procedures and guidelines for operational aspects of specialized services and programs offered

3.9 Design and introduce a reporting system to effectively measure financial sustainability of organization

3.8 Strategies

Strategies for Goal No. 01: Enhance the Quality of the Processes, Services and the Products

Objective	Strategies
1.1 Establish and maintain operational process within the institute	1.1.1 Establish a unit to maintain operational process 1.1.2 Develop systems and monitor
1.2 Establish and maintain a Quality Assurance and Accreditation Committee and obtain NVQ, IVQ and ISO/ QMS, and other relevant certifications / standards for educational and training. Programs	1.2.1 Establish Quality assurance and accreditation committee representing the whole institution 1.2.2 Fulfill the requirements for obtaining NVQ, IVQ and ISO/ QMS, and other relevant certifications
1.3 Continuously improve staff Quality to enhance the performance through improved Decision	1.3.1 Perform TNA for trainers and administrative staff with the consultancy of board of directors. 1.3.2 Conduct and assess the effectiveness of the

<p>Support Systems</p>	<p>academic and non-academic staff training</p> <p>1.3.3 Introduce, Implement and Empower the systems such as ERP system</p>
<p>1.4 Create a conducive and friendly learning and working environment that fosters engagement, collaboration, and effective learning outcomes.</p>	<p>1.4.1 Ensure psychological and physical harassment-free learning environment</p> <p>1.4.2 Ensure customer care in dealing with stakeholders in every activity of the institution</p> <p>1.4.3 Introduce and implement career guidance and counseling services</p> <p>1.4.4 Implement effective grievance handling mechanism for staff members</p> <p>1.4.5 Implement effective grievance handling mechanism for trainees</p> <p>1.4.6 Ensure basic infrastructure facilities</p>
<p>1.5 Foster a culture of Research and Development (R&D) at vocational training centers to drive innovation and stay ahead of industry trends</p>	<p>1.5.1 Create a strong R&D unit with qualified researchers and subject matter experts</p> <p>1.5.2 Forge partnerships and collaborations with industry leaders, employers, and relevant stakeholders to conduct research activities</p> <p>1.5.3 Encourage all staff to engage in research and innovations</p> <p>1.5.4 Encourage trainees to engage in innovations</p> <p>1.5.5 Engage in industry-driven research projects that address specific industry challenges and requirements</p> <p>1.5.6 Embrace emerging technologies and digital tools to support R&D efforts and enhance vocational training practices.</p>
<p>1.6 Ensure access to diverse career paths and opportunities for vocational trainees, empowering them to make</p>	<p>1.6.1 Identify different courses with wide range of job opportunities</p> <p>1.6.2 Vitalize the marketing unit for promotion</p> <p>1.6.3 Conduct proper career key test to assess</p>

<p>informed decisions and pursue their desired career path</p>	<p>their real career interest and passion</p> <p>1.6.4 Conduct orientation programs at the beginning of the courses</p> <p>1.6.5 Arrange industry orientation workshops and programs to link the students with the work places</p> <p>1.6.6 Monitor the progress of industrial placements and retention</p> <p>1.6.7 Collaborate with related officers assigned in other organizations (skill development officers, human resource development officers, foreign employment assistant)</p> <p>1.6.8 Get the support from district level vocational training coordinating committees for VTA centers</p> <p>1.6.9 Organize district and national level industrialist forums and meetings periodically</p>
<p>1.7 Encourage entrepreneurship programs focusing the trainees and potential entrepreneurs motivated to startup of new businesses (need to consider to put in financial)</p>	<p>1.7.1 Enhance the awareness of advantages of being an entrepreneur rather than a job seeker</p> <p>1.7.2 Foster skilled entrepreneurs' development initiatives for the VTA trainees</p> <p>1.7.3 Create and enhance linkages with financial institutions such as bank and micro credit providers for further development of small businesses/ VTA entrepreneur</p> <p>1.7.4 Conduct ED skills upgrading programs for needy entrepreneurs</p>
<p>1.8 Facilitate student-centered teaching/ learning approaches that promote active engagement, collaboration, and personalized growth for vocational trainees.</p>	<p>1.8.1 Collect and analyze student feedback for further improvement of teaching and learning activity</p> <p>1.8.2 Foster a collaborative learning environment</p> <p>1.8.3 Continuously implement and analyze online training monitoring system already available in</p>

	the VTA
1.9 Enhance the social competencies of vocational trainees	<p>1.9.1 Develop and deliver specialized training programs focused on soft skills</p> <p>1.9.2 Provide opportunities for trainees to participate in community engagement initiatives, internships, or work placements</p> <p>1.9.3 Integrate social skill development components into the vocational training curriculum</p> <p>1.9.4 Cultivate a positive and inclusive culture within the vocational training centers</p>
1.10 Implement the mechanism to ensure ongoing assessment and evaluation of the progress of vocational training processes	<p>1.10.1 Facilitate continuous improvement by comparing key performance indicators (KPIs) with the actual performance</p> <p>1.10.2 Conduct periodic evaluations of the training programs, curriculum, and instructional methodologies.</p> <p>1.10.3 Utilize modern technology for data collection and analysis</p>
1.11 Digitalize internal processes within the centers, optimizing efficiency and effectiveness	<p>1.11.1 Arrange brainstorming sessions to identify digital requirements of the whole system and develop comprehensive plan</p> <p>1.11.2 Implement digital communication and collaboration tools to facilitate seamless information sharing and collaboration among staff members and departments.</p> <p>1.11.3 Develop standardized and decentralized data base management processes while centralizing the system to ensure accurate and secure storage of information</p> <p>1.11.4 Leverage data analytics tools to gain insights into operational performance, resource</p>

	utilization, and student outcomes
1.12 Address the needs and aspirations of the future generation by developing programs and initiatives that cater to their evolving educational and vocational requirements.	<p>1.12.1 Conduct comprehensive research and analysis to understand the current and future trends in VT education</p> <p>1.12.2 Develop flexible and customizable educational and vocational programs that can be adapted to the changing needs and aspirations of the future generation</p> <p>1.12.3 Inculcate modern technology and innovation into educational and vocational programs</p> <p>1.12.4 Promote entrepreneurship as key components of educational and vocational programs.</p> <p>1.12.5 Emphasize the importance of lifelong learning and up skilling to meet the evolving demands of the future job market.</p> <p>1.12.6 Collaborate with government, international school and universities to bridge the gap between academic education and vocational training</p>
1.13 Obtaining feedback from passing out trainees to identify the main issues that undermine the effectiveness of the trainings offered	<p>1.13.1 Establish a structured feedback mechanism to gather feedback from trainees</p> <p>1.13.2 Design a comprehensive evaluation process of the training programs.</p> <p>1.13.3 Foster a culture of continuous improvement within the organization based on the feedback received</p> <p>1.13.4 Implement ongoing evaluation and monitoring of training programs</p>
1.14 Enhance the performance of Learning Management System (LMS) to enhance the effectiveness quality of the teaching and learning	<p>1.14.1 Evaluate LMS available in the VTA.</p> <p>1.14.2 Customize the LMS to reflect the branding and specific requirements of the organization.</p> <p>1.14.3 Provide comprehensive training to</p>

<p>process</p>	<p>instructors, trainees, and administrative staff on how to effectively use the LMS.</p> <p>1.14.4 Integrate the LMS with other existing systems</p> <p>1.14.5 Regularly assess the effectiveness of the LMS and solicit feedback from instructors and trainees.</p> <p>1.14.6 Ensure that the LMS is accessible to all trainees</p> <p>1.14.7 Facilitate mentorship programs</p>
<p>1.15 Integrate modern technology into vocational training programs.</p>	<p>1.15.1 upgrading and expanding the technological infrastructure within training centers</p>
<p>1.16 Revisit the existing courses and centers which have low customer base, unproductive and not updated for a long period of time</p>	<p>1.16.1 Identify the programs and centers which needed updating or closedown</p> <p>1.16.2 Identify alternative mechanism to accommodate or redeploy the staff of the programs to be closed.</p>
<p>1.17 Carryout evaluation of trainees, graduates, employees, employers and TVEC satisfaction</p>	<p>1.17.1 Conduct evaluation study/ tracer study</p> <p>1.17.2 Carryout research to find out reasons for students dropouts and take alternative steps to rectify</p>

Strategies for Goal No. 02: Ensure a Job placement for every vocational trainee

Objective	Strategy
<p>2.1 Enhance industry partnership and collaboration</p>	<p>2.1.1 Use labour market surveys carried out by other organizations to identify specific trade sector needs</p> <p>2.1.2 Develop an Industry wise and sector wise database for the purpose of facilitating job placements</p> <p>2.1.3 Form industry-specific advisory committees comprising representatives from key sectors</p> <p>2.1.4 Collaborate with industry partners to co-design and update training curricula</p> <p>2.1.5 Work towards obtaining industry recognition and certification for vocational training programs</p> <p>2.1.6 Organize Job Fairs on completion of industrial training programs</p> <p>2.1.7 Organize and conduct job fairs</p> <p>2.1.8 Establish a follow-up mechanism to track the outcomes of the job fair</p> <p>2.1.9 Maintain communication and engagement with employers after the job fair</p>
<p>2.2 Develop a comprehensive procedure of “Recruitment of trainees to job placement.”</p>	<p>2.2.1 Arrange a series of workshop on developing the procedure.</p>
<p>2.3 Provide comprehensive Career Guidance and promote</p>	<p>2.3.1 Provide comprehensive Career Guidance and promote job placement opportunities for vocational trainees, ensuring their successful</p>

<p>job placement opportunities for vocational trainees, ensuring their successful transition into the workforce</p>	<p>transition into the workforce</p> <p>2.3.2 Provide additional skills enhancement programs to bridge any skill gaps identified during the OJT</p> <p>2.3.3 Foster partnerships with employers and facilitate internships or apprenticeship programs for trainees</p> <p>2.3.4 Establish a centralized job placement unit coordinating with NVTI s and Districts to assist trainees in securing employment</p> <p>2.3.5 Build and maintain strong alumni networks, connecting successful graduates with current trainees</p>
<p>2.4 Improve the Interview skills of near passing out trainees</p>	<p>2.4.1 Conduct interactive workshops focused on resume writing and interview preparation</p> <p>2.4.2 Offer training programs focused on enhancing verbal and non-verbal communication skills</p>
<p>2.5 Obtain local and international affiliations/accreditation for vocational training centers, ensuring recognition and credibility of programs and qualifications.</p>	<p>2.5.1 Conduct thorough research to identify reputable local and global accreditation bodies relevant to the vocational training programs offered</p>

Strategies for Goal No. 03: Achieving financial sustainability

Objective	Strategy
<p>3.1 Establish a vocational development Investment aimed at achieving financial sustainability Strategies</p>	<p>3.1.1 Set up vocational development Investment</p> <p>3.1.2 Affiliate with international or national donor support agencies who are working with TVET sector to undertake special project and fund raising</p> <p>3.1.3 Explore income-generating ventures that can contribute to the financial sustainability of the vocational development Investment and VTA</p> <p>3.1.4 Seek partnerships with government agencies, educational institutions, and other relevant stakeholders to secure financial support and sponsorships</p> <p>3.1.5 Implement sound financial management policies, guidelines and practices to ensure smooth financial operation with good governance</p>
<p>3.2 Establish strategic business units within the vocational training center, enabling focused management and resource allocation to drive growth and meet the evolving needs of the market.</p>	<p>3.2.1 Develop a business plan and Implementation system for each type of SBU</p> <p>3.2.2 Allocate resources strategically to each SBU based on their specific needs, potential for growth, and market demand.</p> <p>3.2.3 Appoint dedicated leaders or managers for each SBU who have expertise in their respective vocational fields and possess strong management skills</p> <p>3.2.4 Establish a robust performance measurement system to monitor the performance of each SBU.</p> <p>3.2.5 Engage with key stakeholders including industry partners, employers, educational institutions, and government agencies to understand their needs and align the SBUs' offerings with market demand</p>
<p>3.3 Promote a scientific</p>	<p>3.3.1 Conduct a thorough cost analysis to</p>

<p>pricing structure to ensuring fair and transparent pricing that reflects the value and cost of the training programs.</p>	<p>understand the various components involved in delivering the training programs</p> <p>3.3.2 Develop pricing models that reflect the value and cost of the training programs.</p> <p>3.3.3 Establish a process for regular pricing reviews to assess the effectiveness of the pricing structure. Monitor changes in costs, market dynamics, and industry trends that may impact the pricing strategy</p> <p>3.3.4 Clearly communicate the pricing structure, including the rationale behind the pricing decisions, to trainees, stakeholders, and the public</p> <p>3.3.5 Establish strategic partnerships with relevant organizations to enhance the vocational training center's resources, expand its reach, and offer comprehensive opportunities to vocational trainees.</p>
<p>3.4 Establish strategic partnerships with relevant organizations to enhance the vocational training center's resources, expand its reach, and offer comprehensive opportunities to vocational trainees.</p>	<p>3.4.1 Conduct survey/study and identify organizations that align with the vocational training center's goals and objectives.</p> <p>3.4.2 Work with partner organizations to develop collaborative training programs that address specific industry needs and skills gaps</p>
<p>3.5 Maximize the utilization of human and physical resources within the vocational training center, optimizing efficiency and effectiveness in program delivery and operational management</p>	<p>3.5.1 Conduct a comprehensive assessment of available human and physical resources within the vocational training center</p> <p>3.5.2 Analyze schedules and workflows to identify any bottlenecks or inefficiencies</p> <p>3.5.3 Regularly maintain and upgrade training equipment and facilities to ensure their optimal functionality</p> <p>3.5.4 Establish performance monitoring mechanisms to track resource utilization,</p>

	program outcomes, and operational effectiveness
3.6 Increase the avenues for revenue generation through wider scope of customer base	<p>3.6.1 Expand Target Markets</p> <p>3.6.2 Enhance Marketing and Branding Efforts</p>
3.7 Introduce and implement cost cutting strategies to reduce the operational costs of the centers	<p>3.7.1 Implement Energy Efficiency Measures</p> <p>3.7.2 Streamline Administrative Processes</p> <p>3.7.3 Optimize Resource Allocation</p>
3.8 Establish internal systems, procedures and guidelines for operational aspects of specialized services and programs offered	<p>3.8.1 Conduct a Needs Assessment</p> <p>3.8.2 Develop Standard Operating Procedures (SOPs)</p> <p>3.8.3 Implement an Internal Communication System</p>
3.9 Design and introduce a reporting system to effectively measure financial sustainability of Organization	<p>3.9.1 Develop procedure manuals covering critical areas</p> <p>3.9.2 Design and develop a comprehensive financial reporting system</p> <p>3.9.3 Prepare and follow the business plan</p>

4. Action Plan



Actions for Goal No. 01: Enhance the Quality of Processes, Services & Products

Objective	Strategy	Activity	Responsibility	Implementation				
				2023	2024	2025	2026	2027
1.1 Establish and maintain operational process within the institute	1.1.1 Establish a unit to maintain operational process	i. Define Roles and Responsibilities	Chairman, DG & BOD					
		ii. Form Teams (QAU)	HODs					
		iii. Implement Reporting system	HODs					
		iv. Implement appropriate measures	HODs					

1.1.2 Develop systems and monitor	i. Evaluate and Map the existing processes	DG & HODs																		
	ii. Implement suitable systems and operational processes	DG & HODs																		
	iii. Develop mechanisms to ensure standards and guidelines	QAU																		
	iv. Monitor and analyze the data	QAU																		
	v. Identify trends, patterns, and areas for improvement	QAU																		
	vi. Continue Improvements	HODs, QAU																		

1.2 Establish and maintain a Quality Assurance and Accreditation Committee and obtain NVQ, IVQ and ISO/QMS, and other relevant certification	1.2.1 Establish Quality assurance and accreditation committee representing the whole institution	i. Write a Comprehensive proposal for the QAAC	DG, HOD s																	
		ii. Obtain Chairman’s Approval for the Proposal	D/PRD																	
		iii. Appoint members for QAAC	Chairman, DG																	
		iv. Streamline the activities	QAAC																	
	1.2.2 Fulfill the requirements for obtaining NVQ, IVQ and ISO/	i. Perform Gap Analysis in relation to the qualifications identified in the strategy	QAAC																	

s / standards for educational and training Programs	QMS, and other relevant certifications	ii. Fill the Gap and prepare for obtaining the certifications	QAAC																	
		iii. Select relevant service providers for obtaining relevant certifications	QAAC																	
		iv. Obtain the relevant certifications	QAAC																	
1.3 Continuously improve staff Quality to enhance	1.3.1 Perform TNA for trainers and administrative staff with the consultancy of	i. Conduct a comprehensive assessment to identify the specific training needs	D/T & D/HRAD																	

the performance through improved Decision Support Systems	board of directors.	ii. Identify gaps and areas for improvement	D/T & D/HRAD																		
		iii. Establish clear and measurable training objectives	D/T & D/HRAD																		
		iv. Design and develop training programs that address the identified training needs and learning outcomes	D/T & D/HRAD																		
	1.3.2 Conduct and assess the	i. Provide required training opportunities	D/T & D/HRAD																		

effectiveness of the academic and non-academic staff training	ii. Monitor & Evaluate performances of the staff	D/T & D/HRAD																		
	iii. Encourage a culture of continuous learning through building awareness and rewarding the performance	D/T & D/HRAD																		
	iv. Monitor and review and update the training programs based on feedback, emerging trends, and changing organizational needs	D/T & D/HRAD																		
1.3.3 Introduce,	i. Conduct analysis to identify required	DG, HODs																		

Implement and Empower the systems such as ERP system	systems such as HRIS, MIS, DSS & FIS																				
	ii. Establish IT Unit		Chairman, DG, HODs																		
	iii. Collaborate with IT experts and vendors to implement and configure the systems		Chairman, BOD, DG, IT unit																		
	iv. Ensure smooth data migration from existing systems to the new systems		DG, HODs																		
	v. Provide training to relevant officers		D/T & D/HRAD & IT																		

			unit															
		vi. Maintenance, Upgrade and monitor the systems	IT Unit															
		vii. Continuously monitor the performance and usage of the system to identify any areas for improvement	DG, HODs															
		viii. Maintain comprehensive documentation of the systems, including user guides, system manuals, and standard operating procedures	DG, HODs															

<p>1.4 Create a conducive and friendly learning and working environment that fosters engagement, collaboration, and effective learning outcomes.</p>	<p>1.4.1 Ensure psychological and physical harassment-free learning environment</p>	<p>i. Develop and Implement Harassment free and learner friendly Policies</p>	DG & HODs																									
		<p>ii. Create student centered team at center level with guidance by a mentor</p>	DG, HODs, District DD/AD																									
		<p>iii. Organize regular awareness and training sessions for both staff and trainees</p>	DG & HODs, District DD/AD																									
		<p>iv. Ensure effective performance of the complaints recording system</p>	DG & HODs, District DD/AD																									

		v. Offer counseling and support services to trainees	District DD/AD, Student Centered team																
	1.4.2 Ensure customer care in dealing with stakeholders in every activity of the institution	i. Develop Customer Service Guidelines	DG & HODs																
		ii. Provide training to all staff in Customer Care and Service Skills	DG & HODs																
		iii. Establish and implement feedback	DG, HODs,																

		mechanisms to regularly review and analyze the feedback to identify areas for improvement.	D/PRD																
		iv. Empower frontline staff to resolve customer issues promptly	DG, D/HR&Ad																
		v. Monitor the customer satisfaction	DG, D/HR&Ad																
	1.4.3 Introduce and implement career guidance and counseling	i. Review existing CG & Counselling methodology	DG, D/CG& Promo																
		ii. Conduct analysis to understand the	DG, D/CG&																

services	specific needs and interests of students	Promo																							
	iii. Identify gaps and required improvements	DG, D/CG& Promo																							
	iv. Develop a comprehensive scientific career guidance and counselling program	DG, D/CG& Promo																							
	v. Conduct TOT program and gap filling training for relevant staff	DG, D/HR&Ad, D/CG& Promo																							
	vi. Setup CG & counselling units in each NVTI's/DVTC's	Chairman, DG,																							

		and carryout mobile services	D/CG&Promo																	
1.4.4 Implement effective grievance handling mechanism for staff members	i. Create a clear and transparent policy to address grievances	Chairman, DG, HODs																		
	ii. Appoint an ombudsman and grievance handling committee	Chairman, DG, D/HR&Ad																		
	iii. Provide comprehensive training to committee	DG, D/HR&Ad																		
	iv. Provide accessible and confidential reporting channels	DG, Grievance handling																		

		committee																				
		v. Implement preventive and corrective actions	DG, Grievance handling committee																			
		vi. Review and evaluate the effectiveness of the grievance handling mechanism	DG, Grievance handling committee																			
	1.4.5 Implement effective grievance handling mechanism for	i. Create a clear and transparent policy to address grievances	DG, D/T																			
		ii. Appoint an ombudsmen and	DG, D/T, District																			

	trainees	students grievance handling committees	DD/AD																	
		iii. Provide comprehensive training to committee	DG, D/T, District DD/AD																	
		iv. Provide accessible and confidential reporting channels	District DD/AD, Students grievance handling committees																	
		v. Implement preventive and corrective actions	District DD/AD, Students grievance																	

		handling committees																		
		vi. Review and evaluate the effectiveness of the grievance handling mechanism	District DD/AD, Students grievance handling committees																	
1.4.6 Ensure basic infrastructure facilities		i. Assess the existing infrastructure facilities	DG, D/HR&Ad, DD/Construc tion																	
		ii. Prepare prioritized plans of infrastructure for	DG, D/HR&Ad,																	

		which expansions and improvements are required	DD/Construction																
		iii. Allocate the budgetary requirements	Chairman, DG, HODs, DD/Construction																
		iv. Upgrade & expand facilities to meet required basic training standards and accommodate growing needs	DG, D/HR&Ad, DD/Construction																
		v. Ensure basic amenities (drinking water, sanitary facilities, electricity,	DG, D/HR&Ad, District																

		lighting and ventilation etc) at each center.	DD/AD																		
		vi. Implement and follow up regular inspections and maintenance schedules to ensure that infrastructure facilities remain in good condition	DG, D/HR&Ad, District DD/AD																		
1.5 Foster a culture of Research and Developme	1.5.1 Create a strong R&D unit with qualified researchers and subject matter	i. Establish R&D unit	Chairman, DG, HODs																		
		ii. Clearly define the responsibilities of the R&D unit	DG, D/PRD																		

nt (R&D) at vocational training centers to drive innovation and stay ahead of industry trends	experts	iii. Develop research initiatives	D/PRD, R&D Unit																			
		iv. Present findings to the top management	D/PRD, R&D Unit																			
		v. Conduct annual research symposium and publish findings	D/PRD, R&D Unit																			
		vi. Obtain approval from BOD & implement the findings	DG, D/PRD, R&D Unit																			
		vii. Implement a system to monitor and evaluate the research activities	D/PRD, R&D Unit																			

	1.5.2 Forge partnerships and collaborations with industry leaders, employers, and relevant stakeholders to conduct research activities	i. Identify Potential Research Partners	DG, D/PRD, R&D Unit																		
		ii. Collaborate with the stakeholders to conduct research	DG, D/PRD, R&D Unit																		
		iii. Publish research papers with the stakeholder collaborations	DG, D/PRD, R&D Unit																		
	1.5.3 Encourage all staff to engage in research and innovations	i. Create a system to link with R&D unit	DG, D/PRD, R&D Unit																		
		ii. Conduct Research Awareness Workshops	D/PRD, R&D Unit																		

		iii. Introduce virtual platform to link to do research activities	DG, D/PRD, R&D Unit, IT Unit																	
		iv. Encourage staff members to publish their research findings	DG, D/PRD, R&D Unit																	
		v. Appraise the research work, recognize and reward the achievements	DG, D/PRD, R&D Unit																	
	1.5.4 Encourage trainees to engage in innovations	i. Design and develop a comprehensive, practical and implementable proposal to facilitate innovations	DG, D/T, District DD/AD																	

	ii. Establish a center of innovation to encourage staff and students creativity and innovations	DG, HODs, District DD/AD																
	iii. Launch motivational and awareness campaigns to inspire prospective and existing staff and trainees	DG, D/HR&Ad																
	iv. Arrange annual competition and exhibition	DG, D/CG&Promo																
	v. Implement coordination mechanism to join the	DG, D/IRD																

		innovators in the industry, INGOs and the government institutions																	
1.5.5 Engage in industry-driven research projects that address specific industry challenges and requirements	i. Establish Industry and donor agency Partnerships	DG, D/PRD, D/IRD, R&D Unit																	
	ii. Organize workshops and seminars that bring together industry representatives and researchers	DG, D/PRD, D/IRD, R&D Unit																	
	iii. Organize industry research forums to top management	DG, D/PRD, D/IRD, R&D Unit																	

1.5.6 Embrace emerging technologies and digital tools to support R&D efforts and enhance vocational training practices.	i. Implement infrastructure to support the adoption of emerging technologies based on advance technology development plan	DG, D/PRD, R&D Unit, It Unit															
	ii. Provide training and capacity building programs to R&D Unit members	D/PRD, IT Unit															
	iii. Implement digital research platforms and tools	D/PRD, IT Unit															
	iv. Adopt data analytics and visualization tools to analyze large datasets	D/PRD, R&D Unit															

		v. Collaborate with technology providers, startups, and industry experts to access cutting-edge technologies	Chairman, DG, D/PRD																	
1.6 Ensure access to diverse career paths and opportunities for vocational trainees, empowerin	1.6.1 Identify different courses with wide range of job opportunities	i. Conduct job market surveys to identify current and emerging job opportunities locally and globally	D/PRD, D/CG& Promo &DIRD																	
		ii. Engage with industry experts, employers and job placement agencies to establish	DG, D/IRD, LO																	

g them to make informed decisions and pursue their desired career path	partnerships and collaborations																			
	iii. Develop a course catalog with identified job opportunities	DG, D/T, D/IRD, CCDU																		
	iv. Develop tailor made training programs to meet the specific requirements of stakeholders	D/T, D/IRD																		
	v. Update awareness on job market trends, technological advancements, and changing industry	D/PRD, D/T, D/IRD																		

		requirements continuously																									
1.6.2 Vitalize the marketing unit for promotion		i. Strengthen the marketing team	Chairman, DG, D/CG&Promo																								
		ii. Define roles and responsibilities of marketing team	Chairman, DG, D/CG&Promo																								
		iii. Provide TOTs and, soft skills & social competencies development programs	DG, D/CG&Promo, D/HR&Ad																								
1.6.3 Conduct		i. Streamline the career assessment tools	DG,																								

proper career key test to assess their real career interest and passion		D/CG&Promo																					
	ii. Train career guidance counselors on administering career key tests and interpreting the results	D/CG&Promo																					
	iii. Create awareness about importance of career key tests among vocational trainees	D/CG&Promo																					
	iv. Provide counseling sessions for trainees followed by the career key tests	D/CG&Promo																					

		v. Monitor the outcomes and effectiveness of career key tests.	D/CG&Promo																
1.6.4 Conduct orientation programs at the beginning of the courses		i. Strengthen a unique comprehensive guidance for the orientation program	D/CG&Promo																
		ii. Design informative presentations and materials	D/CG&Promo																
		iii. Document the feedback information and analyze to enhance the quality of future orientation programs	D/CG&Promo																

	1.6.5 Arrange industry orientation workshops and programs to link the students with the work places	i. Identify industries aligned with training programs.	D/CG&Promo , D/IRD																		
		ii. Engage with selected employers of industries for partnerships to ensure OJT and job placements	D/CG&Promo , D/IRD																		
		iii. Arrange site visits for trainees to provide awareness on working environment	D/CG&Promo , District DD/AD																		
	1.6.6 Monitor the progress of industrial	i. Design and implement a system to track the industrial placement of trainees	D/IRD, IT Unit																		

	placements and retention	ii. Update the knowledge on the performance and progress of trainees in industries	D/IRD																			
		iii. Carry out surveys on trainees who have completed their industrial placements	D/PRD, D/IRD																			
		iv. Analyze data on industrial placements and retention rates and compare with set KPIs	D/PRD, R&D Unit																			
		v. Take corrective actions based on the variances of results	DG, D/IRD																			

	1.6.7 Collaborate with related officers assigned in other organizations (skill development officers, human resource development officers, foreign employment assistant)	i. Establish partnerships with officials	Chairman, DG, D/IRD																			
		ii. Organize joint workshops and training programs	DG, D/IRD																			
		iii. Collaborate with foreign employment assistant to provide information on overseas jobs	DG/ DIRD																			
		iv. Organize industry forums and networking events	DG, D/IRD																			
	1.6.8 Get the support from	i. Appoint a VTC coordinating committee	Chairman, DG, HODs																			

	district level vocational training coordinating committees for VTA centers	ii. Initiate regular communication with the district committee	DG, HODs																						
		iii. Conduct district level activities	HODs, District DD/AD																						
		iv. Submit Report to the CEO	District coordination committee																						
	1.6.9 Organize district and national level industrialist forums and	i. Formulate a comprehensive plan and committee for organizing industrialist forums and meetings	DG, D/IRD																						

	meetings periodically	ii. Conduct industrialist forums and meetings	DG, D/IRD															
		iii. Develop a comprehensive evaluation form to measure the progress	D/IRD															
		iv. Conduct progress review meetings to measure the effectiveness of the meetings	DG, HODs															
1.7 Encourage entrepreneurs	1.7.1 Enhance the awareness of advantages of	i. Develop and offer specialized entrepreneurship training programs	DG, D/CG&Promo															

urship programs focusing the trainees and potential entreprene ur motivated to startup of new businesses	being an entrepreneur rather than a job seeker	ii. Facilitate to obtain funding and resources	DG, D/HR&Ad, D/F																	
		iii. Set up or collaborate with incubation centers	DG, D/IRD, D/CG&Promo																	
		iv. Collaborate with industry associations, startup incubators & venture capitalists	Chairman, DG, D/IRD, D/CG&Promo , LO																	
	1.7.2 Foster skilled entrepreneurs’ development	i. Develop and deliver specialized entrepreneurship training programs for VTA trainees	D/CG&Promo																	

	initiatives for the VTA trainee	ii. Establish a business incubation center (BIC) within the VTA	D/CG&Promo																						
		iii. Establish entrepreneurship clubs within VTA centers	D/CG&Promo , District DD/AD																						
		iv. Organize business idea competitions among VTA trainees	D/CG&Promo , District DD/AD																						
		v. Conduct business mentorship programs	D/CG&Promo																						
	1.7.3 Create and enhance linkages	i. Conduct awareness programs for financial institution	D/CG&Promo , D/F																						

with financial institutions such as bank and micro credit providers for further development of small businesses/ VTA entrepreneur	ii. Conduct awareness sessions and workshops for trainees (collaboration with financial institutions)	D/CG&Promo , D/F, District DD/ADs																		
	iii. Collaborate with financial institutions to develop tailored loan products specifically designed for VTA trainees and entrepreneurs	Chairman, DG, D/CG&Promo , LO																		
	iv. Monitor and evaluate the effectiveness of the linkages established with financial institutions	D/CG&Promo																		

	1.7.4 Conduct ED skills upgrading programs for needy entrepreneurs	i. Design a comprehensive curriculum for ED skills upgrading programs	DG, D/CG&Promo																
		ii. Organize and conduct ED skill upgrading programs	D/CG&Promo , District DD/AD																
1.8 Facilitate student-centered teaching/learning approaches	1.8.1 Collect and analyze student feedback for further improvement of teaching and learning activity	i. Conduct a feedback survey	D/PRD, R&D Unit																
		ii. Analyze and prepare report	D/PRD, R&D Unit																
		iii. Provide feedback to the Instructors	D/PRD, R&D																

that promote active engagement, collaboration, and personalized growth for vocational trainees.	1.8.2 Foster a collaborative learning environment	i. Include group activities within the curriculum	DT, CCDU																							
		ii. Design problem - solving activities within the curriculum	DT, CCDU																							
		iii. Utilize online collaboration tools and platforms	DT, IT Unit																							
	1.8.3 Continuously implement and analyze online training monitoring system already	i. Empower existing system with required resources	DG, DT, D/HR&Ad, IT Unit																							
		ii. Forward monitoring reports to management	D/T																							

	available in the VTA																				
1.9 Enhance the social competenci es of vocational trainees	1.9.1 Develop and deliver specialized training programs focused on soft skills	i. Conduct TNA to identify the specific soft skills required by vocational trainees & employers of the industries	DT, R&D Unit, CCDU																		
		ii. Design and develop a specialized curriculum for soft skills Development	DT, CCDU																		
		iii. Provide TOT for trainers	DT																		
	1.9.2 Provide opportunities for	i. Raise awareness of importance of community	DT, District DD/AD																		

	the vocational training curriculum	ii. Design and develop curriculum	DT, D/CG&Promo , CCDU																					
		iii. Provide TOT for Instructors	DT, D/CG&Promo																					
		iv. Launch a pilot program to identify pros and cons	DT, D/CG&Promo																					
		v. Conduct the program at national level	DT, D/CG&Promo																					
	1.9.4 Cultivate a positive and inclusive culture	i. Organize cultural exchange events	D/CG&Promo , District DD/AD																					

	within the vocational training centers	ii. Develop partnerships with community organizations and businesses to promote diversity	D/CG&Promo , District DD/AD																		
1.10 Implement the mechanism to ensure ongoing assessment and evaluation of the progress of	1.10.1 Facilitate continuous improvement by comparing key performance indicators (KPIs) with the actual performance	i. Determine the specific goals and outcomes	DG, D/T&E																		
		ii. Identify specific and measurable indicators that will reflect the progress and success	D/T&E																		
		iii. Set realistic and achievable targets	D/T&E																		

vocational training processes		iv. Conduct surveys to track the performance related with KPIs	D/T&E, R&D Unit																	
		v. Use the insights gained from analyzing KPIs to get strategic decisions	D/T&E																	
	1.10.2 Conduct periodic evaluations of the training programs, curriculum, and instructional methodologies.	i. Establish a feedback mechanism	DG, D/T&E, D/T, D/PRD																	
		ii. Regularly review and revise the evaluation methods	DG, D/T&E, D/T, D/PRD																	
		iii. Reach out to employers who have hired trainees to	DG, D/T&E, D/T, D/PRD																	

			unit																
1.11.3 Develop standardized and decentralized data base management processes while centralizing the system to ensure accurate		iv. Stay updated with the latest advancements in digital communication and collaboration tools	DG, D/HR&Ad, IT unit																
		i. Identify the type of databases based on information needs	IT Unit																
		ii. Development of databases	IT Unit																
		iii. Collect feedbacks and analyze	IT Unit																

	and secure storage of information	iv. Improve the mechanism according to the feedback analysis	IT Unit																	
	1.11.4 Leverage data analytics tools to gain insights into operational performance, resource utilization, and student outcomes	i. Setup proper data collection and uploading method into the ERP system	DG, HODs, IT Unit																	
		ii. Select suitable data analyzing tool to analyze the data effectively	DG, HODs, IT Unit																	
		iii. Interpret the data and make recommendations	IT Unit																	

1.12 Address the needs and aspirations of the future generation by developing programs and initiatives that cater to their evolving educational	1.12.1 Conduct comprehensive research and analysis to understand the current and future trends in VT education	i. Conduct survey and analyze	D/PRD, R&D Unit																	
		ii. Collaborate with industries to identify future trends	D/PRD, R&D Unit																	
		iii. Analyze the trends and demands continuously	D/PRD, R&D Unit																	
		iv. Improve the training processes	DG, HODs																	
	1.12.2 Develop flexible and customizable educational and vocational programs that can be adapted	i. Appoint Course content development Unit(CCDU)	Chairman, DG, HODs																	
		ii. Design courses in accordance with the	D/T, CCDU																	

and vocational requirements.	to the changing needs and aspirations of the future generation	module based learning method																			
		iii. Increase blended mode learning method	D/T																		
		iv. Implement the collaboration with the industry and introduce work base learning method	D/T, D/IRD																		
		1.12.3 Inculcate modern technology and innovation into educational and vocational	i. Development of Digital Learning Resources	DT, IT Unit																	
		ii. Implement online learning platforms and virtual classrooms	D/T																		

	programs	iii. Conduct online assessments to evaluate students	D/T&E																		
1.12.4 Promote entrepreneurship as key components of educational and vocational programs		i. Design curricula blended with entrepreneurial education	D/CG&Promo																		
		ii. Conduct TOT for academic staff on entrepreneurial education	D/CG&Promo																		
1.12.5 Emphasize the importance of		i. Conduct skill gap training programs targeting industry workers	D/T																		

	lifelong learning and up skilling to meet the evolving demands of the future job market.	ii. Enhance the awareness of public on RPL certification system	D/T&E																			
1.12.6 Collaborate with government, international school and universities to bridge the gap between		i. Collaborate with government, international school to make the students aware about VT education	DG, D/CG&Promo																			
		ii. Collaborate with the universities to make the students aware	DG, D/CG&Promo																			

	academic education and vocational training	about VTA skills training																
		iii. Collaborate with the universities to obtain soft skills and advanced ED related training for VTA trainees and graduates	DG, D/CG&Promo															
1.13 Obtaining feedback from passing out trainees to identify the	1.13.1 Establish a structured feedback mechanism to gather feedback from trainees	i. Collect feedback from existing trainees and passing out graduates	D/PRD, R&D Unit															
		ii. Analyze the feedback	D/PRD, R&D Unit															

<p>main issues that undermine the effectiveness of the trainings offered</p>		iii. Develop action plans, Implement, monitor and review, and take corrective actions	D/PRD, R&D Unit																		
	<p>1.13.2 Design a comprehensive evaluation process of the training programs</p>	i. Define the key areas and aspects that need to be evaluated	D/PRD, R&D Unit																		
		ii. Define major criteria for developing feedback evaluation form	D/PRD, R&D Unit																		
		iii. Implement the Evaluation Process	D/PRD, R&D Unit																		

	1.13.3 Foster a culture of continuous improvement within the organization based on the feedback received	iv. Implement, monitor and review, and take corrective actions	D/PRD, R&D Unit																		
		i. Establish a continuous feedback loop	DG, HODs																		
		ii. Enhance the awareness of members on continuous improvement	DG, HODs																		
		iii. Design rewarding system to encourage members on	DG, HODs																		

		continuous improvement																							
		iv. Define disciplinary actions on those who do not comply with standards of continuous improvement	Chairman, DG																						
	1.13.4 Implement ongoing evaluation and monitoring of training programs	i. Form M & E team for inspecting the centers	Chairman, DG																						
ii. Visit to the centers for observation and evaluate		M&E team																							
iii. Conduct direct observation during training sessions		M&E team																							

		iv. Identify any emerging issues or evolving needs of centers	M&E team																																																		
		v. Take action according to the observation	M&E team																																																		
1.14 Enhance the performance of Learning Managemen	1.14.1 Evaluate LMS available in the VTA	Take the decisions on the suitability of LMS	Chairman, DG, HODs, IT Unit																																																		
		Take decisions on continuation of the existing LMS or	Chairman, DG, HODs																																																		

nt System (LMS) to enhance the effectiveness s quality of the teaching and learning process		introducing new LMS																			
	1.14.2 Customize the LMS to reflect the branding and specific requirements of the organization.	Define unique features of VTA that distinguish it from competitive organizations	DG, D/CG&Promo																		
		Introduce unique features to LMS so that it standouts among the competitive brands	D/CG&Prmo, IT Unit																		
		Develop a customize LMS	IT Unit																		

1.14.3 Provide comprehensive training to instructors, trainees, and administrative staff on how to effectively use the LMS.	Design the LMS training curricula	D/CG&Prmo, IT Unit																						
	Conduct training program for academic staff	D/T, D/HR&Ad																						
	Conduct training program for non-academic staff	D/HR&Ad																						
	Aware Trainees on the use of LMS	D/T, District DD/AD																						
	1.14.4 Integrate the LMS with	Integrate the LMS with other existing systems	DG, IT Unit																					

	other existing systems	(i.e. BUSY, MIS, T&E)																
		Leverage the data collected by LMS to gain insights into trainee performance, engagement, and learning outcomes	DG, IT Unit															
		Implement robust security measures to protect data and ensure compliance with data privacy regulations	DG, IT Unit															
	1.14.5 Regularly assess the effectiveness of the LMS and solicit feedback from instructors	i. Design feedback form	D/PRD, IT Unit															

	and trainees.	ii. Solicit feedback from instructors and trainees.	D/PRD, IT Unit																		
		iii. Use the collaborative features of the LMS to facilitate communication and interaction among instructors and trainees.	D/T, D/PRD, IT Unit																		
		iv. Analyze the effectiveness of LMS and take corrective actions where necessary	D/T, D/PRD, IT Unit																		

	1.14.6 Ensure that the LMS is accessible to all trainees	i. Conduct a survey to identify the number of students who have not access to the LMS system	DT/DPRD																		
		ii. Discuss with electronic devices agencies to arrange easy payment methods for VTA trainees	DT/DPRD, IT Unit																		
		iii. Identify other possible ways to deal with the problem	DT/DPRD, IT Unit																		
	1.14.7 Facilitate mentorship	i. Create database on mentors	D/CG&Promo, IT Unit																		

	programs	ii. Conduct awareness sessions for mentors and trainees	D/CG&Promo , IT Unit																		
		iii. Implement the mentorship program	D/CG&Promo , IT Unit																		
1.15 Integrate modern technology into vocational training programs.	1.15.1 upgrading and expanding the technological infrastructure within training centers	i. Develop a standard form to identify technological needs	DT/DPRD																		
		ii. Perform technology infrastructure assessment for each centers	DT/DPRD																		
		iii. Identify the resource requirement and take	DT/DPRD																		

		actions to fulfill the gaps																		
1.16 Revisit the existing courses and centers which have low customer base, unproductive and not updated for a long period of time	1.16.1 Identify the programs and centers which needed updating or closedown	i. Define criteria on which the decisions of closing down or continuation is done	Chairman, DT, DPRD																	
		ii. Get approval to update or close down the center and course	DT/DPRD																	
		iii. Carryout the evaluation and take necessary actions	Chairman, DG																	
	1.16.2 Identify alternative mechanism to accommodate or redeploy the staff	i. Provide internal transfer to the staff in suitable locations	Chairman, DT/DPRD/D HRAD																	

	of the programs to be closed.	ii. Introduce SBU concepts to ensure the financial sustainability	Chairman, DT/DPRD/D HRAD																		
		iii. Implement sub-contracting out sourcing activity and/or any other market base income generating activities	Chairman, DT/DPRD/D HRAD																		
		iv. Conduct reskilling program to the instructors	Chairman, DT/DPRD/D HRAD																		
1.17 Carryout evaluation of trainees,	1.17.1 Conduct evaluation study/ tracer study	i. Clearly define the objectives of the stakeholder satisfaction evaluation	D/PRD, R&D Unit																		
		ii. Develop data collection form	D/PRD, R&D																		

graduates, employees, employers and TVEC satisfaction		Unit																		
	iii. Collect and analyze the data	D/PRD, R&D Unit																		
	iv. Identify the improvements	D/PRD, R&D Unit																		
	v. Get the approval from the board and implement	D/PRD, R&D Unit																		
	1.17.2 Carryout research to find out reasons for students dropouts and	i. Develop survey instruments for dropouts at the registration, during the in house training, during the OJT,	D/PRD, R&D Unit																	

	take alternative steps to rectify	During the pre-assessment																		
		ii. Conduct the survey	D/PRD, R&D Unit																	
		iii. Assess survey results	D/PRD, R&D Unit																	
		iv. Provide recommendation to the management and board	D/PRD, R&D Unit																	
		v. Take necessary action	Chairman, DG																	

Actions for Goal No. 02: Ensure a Job placement for every vocational trainee

Objective	Strategy	Activity	Responsibility	Implementation																
				2023	2024	2025	2026	2027												
2.1 Enhance industry partnership and collaboration	2.1.1 Use labour market surveys carried out by other organizations to identify specific trade sector needs	i. Identify the key trades	DPRD, DIRD & DCGJP																	
		ii. Organize & Engage in Industry Forums and Events	DPRD, DIRD & DCGJP																	
		iii. Analyze labor market data, industry reports, and employment forecasts	DPRD, DIRD & DCGJP																	

		iv. Review and Update Training Programs based on the above information	DPRD, DIRD & DCGJP																			
2.1.2 Develop an Industry wise and sector wise database for the purpose of facilitating job placements	i. Organize Industrialist forum to aware them about skilled labour availability at the VTA	DG, D/IRD, D/CG&Promo																				
	ii. Develop the database base on the above information	D/IRD, IT Unit																				
	iii. Facilitate coordination among IRD, Industries and training centers	DG, D/IRD																				

		iv. Develop online recruitment procedure with the participation of IRD representative, Training center representation and relevant Employer	D/IRD, IT Unit															
		v. Direct the selected trainees to relevant employers	D/IRD															
	2.1.3 Form industry-specific advisory committees comprising	i. Define the structure and composition of the advisory committees	Chairman, DG															
		ii. Facilitate Committee Meetings	DG, D/IRD															

	representatives from key sectors	iii. Obtain feedback and implement required changes	DG, D/IRD																		
2.1.4	Collaborate with industry partners to co-design and update training curricula	i. Continuously review and update the curricula based on industry demands with the support of industry partners	D/T, D/IRD																		
		ii. Facilitate Industry Expert Involvement	D/IRD, D/T																		
2.1.5	Work towards obtaining	i. Engage with industries to conduct courses specially design for them	D/IRD, D/T																		

industry recognition and certification for vocational training programs	ii. Curriculum development	D/T, CCDU																		
	iii. Conduct courses within the industry	D/T																		
	iv. Certification	D/T&E																		
2.1.6 Organize Job Fairs on completion of industrial training programs	i. Identify key stakeholders	D/IRD, D/CG&Promo																		
	ii. Enter into the Memoranda of Understanding	D/IRD, D/PRD, LO																		
2.1.7 Organize and conduct job	i. Clearly define the objectives of the job fair	DG, D/IRD																		

	fairs	ii. Register Government and private sector organization within the VTA	D/IRD																	
		iii. Appoint a key person to handling job fair in the head office	DG, D/IRD																	
		iv. Setup province wise team to conduct job fair	DG, D/IRD, District DD/AD																	
		v. Implement a comprehensive marketing campaign to promote the job fair	D/CG&Promo																	

		to both trainees and employers																	
		vi. Conduct awareness programs to the relevant industries with the OJT completed trainees & conduct job fairs	D/IRD																
	2.1.8 Establish a follow-up mechanism to track the outcomes of the job fair	i. Track the outcomes of job placements resulting from the job fair	D/IRD																
		ii. Establish long-term tracking system	D/IRD, IT Unit																
	2.1.9 Maintain communication	i. Conduct meeting with employers for future	DG, D/IRD, District																

	and engagement with employers after the job fair	requirement twice in a year	DD/AD																	
		ii. Implement Identified key findings	DG, D/IRD, District DD/AD																	
2.2 Develop a comprehensive procedure of "Recruitment of trainees to job	2.2.1 Arrange a series of workshop on developing the procedure.	i. Review Existing system.	DG, D/IRD																	
		ii. Identify the expectations of VTA	DG, D/IRD																	
		iii. Analyze the gap	D/IRD																	
		iv. Develop the comprehensive plan on achieving a	D/IRD																	

placement.”		minimum of 60% job placement rate.																		
		v. Develop procedure manual accordingly	D/IRD																	
2.3 Provide comprehensive Career Guidance and promote job placement opportunities for vocational trainees,	2.3.1 Provide comprehensive Career Guidance and promote job placement opportunities for vocational trainees, ensuring their successful transition into	i. Develop a comprehensive proposal on production satisfied graduate trainee	DG, D/CG&Promo																	
		ii. Conduct promotional campaign to enlighten the graduates available at VTA	D/CG&Promo																	
		iii. Organize workshops on occupational values related soft	D/T, D/CG&Promo																	

ensuring their successful transition into the workforce	the workforce	skills and training sessions.																		
		iv. Conduct career counseling sessions during the training period for needy students	D/CG&Promo																	
		v. Organize multi training technics such as industry visits, guest lectures, and workshops to familiarize trainees with various industries, job roles, and career pathways	D/IRD																	
	2.3.2 Provide	i. Design and implement	D/IRD,																	

	additional skills enhancement programs to bridge any skill gaps identified during the OJT	customized skill enhancement programs	District DD/AD																		
		ii. Encourage to continuous professional development activities	D/IRD, D/T, District DD/AD																		
		iii. Provide certifications for skill enhancement programs	D/IRD, D/T, D/T&E, District DD/AD																		
	2.3.3 Foster partnerships with employers and facilitate	i. Develop apprenticeship programs in collaboration with employers	D/IRD																		

	internships or apprenticeship programs for trainees																			
		ii. Conduct evaluations and collect feedback from both trainees and employers	D/IRD																	
		iii. Provide recommendation letter in collaboration with industry	D/IRD																	
	2.3.4 Establish a centralized job placement unit coordinating with NVTI s and Districts to assist trainees in	i. Establish a job placement unit	DG, D/IRD																	
		ii. Develop and maintain a comprehensive job placement database	D/IRD, IT unit																	
		iii. Match trainees with suitable job	D/IRD, Job Placement																	

	securing employment	opportunities based on their skills	Unit																
	2.3.5 Build and maintain strong alumni networks, connecting successful graduates with current trainees	i. Establish and maintain Alumni database	D/IRD, Job Placement Unit																
		ii. Organize alumni gatherings to connect current trainees	D/IRD, Job Placement Unit																
		iii. Develop an alumni mentoring program to trainees	D/IRD, Job Placement Unit																
2.4 Improve the	2.4.1 Conduct interactive	i. Plan and schedule interactive workshops focused on resume	D/CG&Promo , Job																

Interview skills of near passing out trainees	workshops focused on resume writing and interview preparation	writing and interview preparation	Placement unit																	
		ii. Conduct practice sessions	D/CG&Promo , Job Placement unit, District DD/AD																	
	2.4.2 Offer training programs focused on enhancing verbal and non-verbal communication skills	i. Conduct communication skill workshop	D/CG&Promo , Job Placement unit, District DD/AD																	
		ii. Facilitate practice sessions for trainees to behave in industry	D/CG&Promo , Job																	

			Placement unit, District DD/AD																
		iii. Organize networking events where trainees can interact with professionals from different industries	D/IRD, Job Placement unit, District DD/AD																
2.5 Obtain local and international affiliations/accreditation for vocational	2.5.1 Conduct research to identify reputable local and global accreditation bodies relevant to the vocational	i. Conduct analysis to identify reputable local and global accreditation bodies	D/PRD, R&D Unit																
		ii. Conduct gap analysis between VTA and Accreditation bodies	D/PRD, R&D Unit																

training centers, ensuring recognition and credibility of programs and qualifications.	training programs offered	iii. Filled the gap in the curriculum and get accreditation	D/T, CCDU																		
		iv. Establish communication and collaboration with the selected accreditation bodies.	Chairman, BOD, DG, HODs																		
		v. Regularly monitor and maintain compliance with the accreditation standards and requirements	DG, HODs																		

Actions for Goal No. 03: Achieving financial sustainability

Objective	Strategy	Activity	Responsibility	Implementation															
				2023	2024	2025	2026	2027											
3.1 Establish a vocational development Investment aimed at achieving financial	3.1.1 Set up unit for vocational development Investment	i. Clearly define the objectives and scope of the vocational development Investment	Chairman/BOD/HODs																
		ii. Develop comprehensive fundraising and resource mobilization strategies	Chairman/BOD/DF																

sustainability strategies		iii. Define the governance structure for the vocational development Investment	Chairman/B OD/DF																			
		iv. Develop Monitoring and Evaluation Mechanisms	Chairman/B OD/DF																			
	3.1.2 Affiliate with international or national donor support agencies who are working with TVET sector to undertake	i. Evaluate the alignment between the objectives and priorities of the vocational training institution and the focus areas of the donor support agencies	Chairman/B OD/DG/HOD 's/ LO																			

special project and fund raising	ii. Appoint Project unit to carry out project works	Chairman, DG																						
	iii. Prepare a comprehensive funding proposal	DG, D/PRD, AD/Projects																						
	iv. Foster relationships and partnerships with representatives of the donor support agencies	DG, HODs,																						
	v. Follow up with the donor support agencies to inquire about the status of the proposals	DG, D/PRD																						

3.1.3 Explore income-generating ventures that can contribute to the financial sustainability of the vocational development Investment and VTA	i. Conduct a comprehensive feasibility study to identify potential income-generating ventures	DG, D/PRD (R&D unit)																		
	ii. develop detailed business plans	DG, SBU																		
	iii. Establish Partnerships and Collaborations with other organizations	DG, Relevant HOD																		
	iv. Develop effective marketing and promotion strategies	DG, D/CG & Promotion (Marketing Unit)																		

		v. Implement Financial Management and Accountability	DG, D/F															
	3.1.4 Seek partnerships with government agencies, educational institutions, and other relevant stakeholders to secure financial support and sponsorships	i. Reach Out to Potential Partners through well-crafted partnership proposals	DG, HOD															
		ii. Build and Maintain Relationships	DG, HODs															
		iii. Evaluate and measure the impact of partnerships and financial support received.	DG, D/F, D/PRD															

3.1.5 Implement sound financial management policies, guidelines and practices to ensure smooth financial operation with good governance	i. Create comprehensive financial policies and guidelines	Chairman/B OD/DG, HODs, LO																									
	ii. Define clear and standardized financial procedures	Chairman/B OD/DG, HODs, LO																									
	iii. Adopt financial management software systems or platforms	DG, D/F, IT Unit																									
	iv. Establish a system for monitoring budget execution and financial performance regularly	DG, D/F																									

		v. Ensure proper documentation and record-keeping	DG, DF																					
3.2 Establish strategic business units within the vocational training center, enabling focused	3.2.1 Develop a business plan and Implementation system for each type of SBU	i. Conduct Market Research to identify SBU	DF/DT																					
		ii. Define clear and measurable goals and objectives for each SBU	Chairman, DG																					
		iii. Define KPIs for each SBU to monitor and measure their performance	Chairman, DG																					

managem nt and resource allocation to drive growth and meet the evolving needs of the market	3.2.2 Allocate resources strategically to each SBU based on their specific needs, potential for growth, and market demand.	i. Allocate financial resource	DG, HODs, SBU Monitoring Unit																			
		ii. Allocate physical resource	DG, HODs, SBU Monitoring Unit																			
		iii. Allocate human resource	DG, HODs, SBU Monitoring Unit																			

	3.2.3 Appoint dedicated leaders or managers for each SBU who have expertise in their respective vocational fields and possess strong management skills	i. Clearly define the leadership roles and responsibilities	DG, HODs																		
		ii. Appoint SBU Manager	D/HR&A																		
		iii. Provide necessary training	D/HR&A																		
		iv. Prepare succession plan	D/HR&A																		
	3.2.4 Establish a robust performance	i. Establish SBUs	DG, SBU monitoring team																		

	measurement system to monitor the performance of each SBU.	ii. Identify and define relevant KPIs for each SBU	DG, D/HR&A																			
		iii. Create a framework that outlines the performance measurement process	DG, D/HR&A																			
		iv. Monitor Performance Against Targets	DG, D/HR&A																			
	3.2.5 Engage	i. Develop partnerships with key stakeholders	DG, D/IRD																			

	with key stakeholders including industry partners, employers, educational institutions, and government agencies to understand their needs and align the SBUs' offerings with market demand	ii. Collaborate with them to identify current market demand	DG, D/IRD																			
3.3	3.3.1 Conduct a	i. Collect financial data related																				

Promote a scientific pricing structure to ensuring fair and transparent pricing that reflects the value and cost of the training programs.	thorough cost analysis to understand the various components involved in delivering the training programs		DG, D/F																		
		ii. Analyze the direct costs associated with the training programs	DG, D/F																		
		iii. Evaluate the indirect and overhead costs	DG, D/F, Relevant HODs																		
		iv. Calculate Total Cost per Program	DG, D/F, Relevant HODs, CCDU(Course content development unit)																		

		v. Consider the value delivered by the training programs and the market dynamics	DG, D/F, Relevant HODs																		
		vi. Review and Update Pricing Structure	DG, D/F, Relevant HODs																		
	3.3.2 Develop pricing models that reflect the value and cost of the training programs.	i. Identify the key factors that influence the pricing of training programs	DG, DF																		
		ii. Develop a pricing structure based on the identified factors	DG, D/F																		

3.3.3 Establish a process for regular pricing reviews to assess the effectiveness of the pricing structure. Monitor changes in costs, market dynamics, and industry trends that may impact the pricing strategy	i. Seek feedback from stakeholders	D/PRD (R&D unit)																				
	ii. Continuously monitor and analyze the pricing strategies of competitors	DG, D/PRD																				
	iii. Establish a pricing structure	DG, D/F, SBU																				
3.3.4 Clearly communicate the	i. Create Information Sessions	DG, D/CG&Promo																				

	pricing structure, including the rationale behind the pricing decisions, to trainees, stakeholders, and the public																			
		ii. Develop informational materials	DG, D/CG&Promo																	
		iii. Utilize social media platforms to communicate the pricing structure	DG, D/CG&Promo																	
3.4 Establish strategic partnerships with relevant	3.4.1 Conduct survey/study and identify organizations that align with the vocational	i. Conduct survey to identify the organizations	DPRD/DF																	

<p>3.5 Maximize the utilization of human and physical resources within the vocational training center, optimizing efficiency and effectiveness in program</p>	<p>3.5.1 Conduct a comprehensive assessment of available human and physical resources within the vocational training center</p>	<p>i. Resource mapping</p>	DG, HODs																	
		<p>ii. Conduct need assessment</p>	DG, Relevant Director																	
		<p>iii. Identify areas where additional resources are needed and develop plans to acquire or enhance them</p>	DG, Relevant Director																	
	<p>3.5.2 Analyze schedules and workflows to identify any</p>	<p>i. Collect workflow data</p>	DG, D/HR&AD																	
		<p>ii. Map and identify inefficiency</p>	DG,																	

delivery and operational management	bottlenecks or inefficiencies		D/HR&AD																		
		iii. Prepare resource restructuring plan	DG, D/HR&AD, D/T, D/ PRD																		
		iv. Identify Process Improvement Opportunities	DG, D/HR&AD, D/T, D/ PRD																		
		v. Prepare succession plan for human and physical resources	Chairman, DG, HODs																		
	3.5.3 Regularly maintain and upgrade training	i. Conduct assessment for existing equipment and facilities	DG, D/T, CCDU																		

	equipment and facilities to ensure their optimal functionality	ii. Identify the gap	DG, D/ T, CCDU																		
		iii. Define mechanism to fill the gap	DG, D/T, D/F, D/HR&Ad																		
		iv. Identify resource utilization index	DG, HODs																		
	3.5.4 Establish performance monitoring mechanisms to track resource utilization, program outcomes, and operational	v. Implement Data Collection, Analyze and Monitoring Processes	DG, HODs, R&D Unit																		
		vi. Foster a culture of continuous improvement	DG, HODs																		

		to increase visibility and attract a wider customer base.	unit)																					
		iii. Utilize digital marketing strategies	DG, D/CG (Marketing unit)																					
3.7 Introduce and implement cost cutting strategies to reduce the operational	3.7.1 Implement Energy Efficiency Measures	i. Identify areas of energy waste and inefficiency	DG, D/HR&Ad																					
		ii. Implement energy-saving measures	DG, D/HR&Ad																					
		iii. Promote energy conservation practices among staff members and trainees	DG, D/HR&Ad, D/Trg																					

		iii. Provide training and guidance to staff members on efficient and effective use of resources, administrative tools and software	DG, HODs, IT Unit																																	
3.7.3 Optimize Resource Allocation		i. Conduct resource utilization assessment	DG, HODs																																	
		ii. Implement a centralized inventory management system	DG, D/F																																	
		iii. Implement a mechanism to optimize utilization of resources (classrooms, training	DG, HODs																																	

		equipment, and other facilities)																											
3.8 Establish internal systems, procedures and guidelines for operational aspects of specialized services and programmes offered	3.8.1 Conduct a Needs Assessment	i. Assess the current operational aspects of specialized services and programs offered	DG, HODs, SBUs																										
		ii. Gather feedback to understand their needs and challenges in executing operational tasks effectively.	HODs, SBUs																										
	3.8.2 Develop Standard Operating	i. Create a comprehensive set of SOPs that outline step-by-step	Chairman, BOD, DG, HODs																										

	Procedures (SOPs)	instructions for key operational processes																		
		ii. Ensure the SOPs are clear, concise, and easily accessible to all staff members	Chairman, D/HR&Ad																	
	3.8.3 Implement an Internal Communication System	i. Establish a centralized communication system	Chairman, DG, LO																	
		ii. Encourage regular updates to ensure transparency and collaboration.	Chairman, DG, D/HR&Ad,																	

			LO																			
3.9 Design and introduce a reporting system to effectively measure financial sustainability of organization	3.9.1 Develop procedure manuals covering critical areas	iii. Identify critical areas	DG, HODs, SBU																			
		iv. Conduct process mapping exercises	DG, HODs, SBU																			
		v. Develop comprehensive procedure manuals for each critical area	DG, HODs, SBU																			
		vi. Get Approval and Implementation	DG, HODs, SBU																			
	3.9.2 Design and develop a	vii. Evaluate existing financial reports	DG, HODs, SBU																			

	comprehensive financial reporting system	iii. Identify the types of required new financial reports	DG, HODs, SBU																		
		ix. Develop standardized report that align with identified reporting requirements	DG, HODs, SBU																		
3.9.3 Prepare and follow the business plan		i. Appoint a business plan preparation committee	Chairman, DG, HODs																		
		ii. Define responsibilities of committee	Chairman, DG																		
		iii. Prepare business plan relevant to VTA	Business plan																		

			committee															
		iv. Get approval from BODs	Business plan committee															
		v. Implement the Business plan	DG, HODs															
		vi. Monitor progress and analyze the performance	DG, HODs															

4. Control Plan

KEY PERFORMANCE INDICATORS FOR THE PERIOD 2023 – 2027

Objective	Key Performance Indicator	Current	2023	2024	2025	2026	2027	Remarks
KPIs for Goal No. 01: Enhance the Quality of the Processes, Services and the Products								
1.1 Establish and maintain operational process within the institute	1. Established a fully Functional Quality Assurance Unit.	N/A		100%				Year of completion
	2. Availability of a Comprehensive Policy / Guidelines Document on QA	N/A		100%				
	3. No of Periodical Reports on QA Implementation / Recommendations.	N/A				100%	100%	Years in which reports are completely available

1.2 Establish and maintain a Quality Assurance and Accreditation Committee and obtain NVQ, IVQ and ISO/ QMS, and other relevant certifications / standards for educational and training. Programs	1. Presence of newly Formed an Operational Committee on QAAC.	N/A	100%					
	2. No of Periodical Activity Reports	N/A				100%	100%	Years in which reports are completely available
	3. No of Gap Analysis Reports	N/A				100%	100%	Years in which reports are completely available
	4. No of Certificates on NVQ Accreditations/ Renewals	465	222	252	466	232	267	Renewal is required after expiry

	5. No of new Certificates on NVQ Accreditations	1	10	15	17	20	25	
	5. No of IVQ Certification	N/A	-	-	1	2	3	
	6. No of QMS Certification for centers (Existing QMS Certification -78)	-	-	3	5	7	7	
1.3 Continuously improve staff Quality to enhance the performance through improved Decision Support Systems	1. No of academic staff participated in Training Programs	779	-	400	400	400	400	Based on Priority and industry collaboration. Enhance skills each in every 3 years

	2. No of non-academic staff participated in Training Program	216		150	150	150	150	Depending on TNA
	3. No of Staff Achievements	N/A	5	30	120	300	500	Staff achievements measured in terms of NVQ levels, Degree programs & other qualifications (In approximation)

	4. No of Innovations by the staff and students	N/A	-	5	10	15	20	
	5. Presence of ERP Systems in all Divisions / Units	N/A	-		100%			
	6. Percentage of staff using the ERP System	N/A	-		160	400	800	Base is number of staff members
	7. Availability of system user guides & guideline	N/A	-	100%	100%	100%	100%	
1.4 Create a conducive and friendly learning and working environment that fosters engagement,	1. No of teams appointed to make sure harassment free environment	N/A	-	25	25	25	25	One per district
	2. No of Awareness sessions for staff and students	N/A	-	50	50	50	50	Two per district base on two semester per

collaboration, and effective learning outcomes.								year
	3. No of CG staff trained in CG & Counselling TOT	N/A	-	40	40			
	4. No of CGC Centers newly Established	6	-	5	5	8	6	One for each NVTI & DVTC
	5. No of Students benefitted from CGC Centers/Services	88540	1000 00	11000 0	12000 0	13000 0	14000 0	
	6. Amount of Budget Allocated for Infrastructure (Rs.Mn)	15.0	30.0	40.0	45.0	50.0	70.0	
	7. No of Centers available with Basic facilities & amenities	138 grade A & B centers		2	3	3	4	Purpose is to maintain the maximum 150 centers

1.5 Foster a culture of Research and Development (R&D) at vocational training centers to drive innovation and stay ahead of industry trends.	1. No of Research Topics identified	1	1	2	2	2	3	
	2. No of Researches Conducted annually	N/A	1	2	2	2	3	
	3. No of Publications	N/A	-	4	4	4	6	
	4. No of Research Partners	N/A	-	1	-	1	-	
	5. No of Publications on Local / International Journals with research partners	N/A	-		2		2	
	6. No of Awareness workshops conducted to staff regarding research	N/A	-	2	2	2	2	
	7. No of Symposia conducted by VTA	N/A	-		1	1	1	

	8. No of Participation on Annual Exhibitions	2	3	5	5	5	5	
	9. No of Partnerships / MOUs established	13	15	20	23	25	30	
1.6 Ensure access to diverse career paths and opportunities for vocational trainees, empowering them to make informed decisions and pursue their desired career path	1. No of Job market surveys & Reports	N/A	-	1			1	
	2. No of New Courses, Syllabi & Contents developed	N/A	20	25	25	25	25	
	3. No of TOTs conducted to marketing team	N/A	-	01	-	-	01	
	4. No of orientation programs conducted	200 Progs	205	190	175	160	150	Orientation Program conducted for every center
	5. No of Industrial forums and Meetings Conducted	07	-	08	09	10	12	

1.7 Encourage entrepreneurship programs focusing the trainees and potential entrepreneurs motivated to startup of new businesses	1. No of ED programs conducted	10	5	60	70	80	90	50 ED programs targeted for 2023
	2. No of Incubation Centers	N/A		1	1	2	3	
	3. No of ED Clubs formed	N/A			30			The formed ED club functioning with the new members in each year
	4. No of beneficiaries of VTA received loan services	N/A	-	20	40	60	80	Based on their

								business plans
	5. No of ED skill Upgrading Programs done	N/A	-	-	9	9	9	Province wise base on demand
1.8 Facilitate student-centered teaching/ learning approaches that promote active engagement, collaboration, and personalized growth for vocational trainees.	1. No of Instructors participated survey on further improvement of teaching and learning activity	150	-	200	200	200	200	Sample size of survey
	2. Percentage increase in Training Performance	30%	50%	60%	75%	80%	80%	Measured by continuous assessments
	3. No of community Clubs	N/A	-	10	25	50	75	In selected centers base on number of

								trainees
1.9 Enhance the social competencies of vocational trainees	1. Number of community clubs formed	N/A	-	25	25	25	25	Base is center
1.10 Implement the mechanism to ensure ongoing assessment and evaluation of the progress of vocational training processes	1. No of Assessments and evaluations done	2210	3200	3500	4000	4500	5000	
	2. Percentage of staff using the systems	25%	30%	40%	60%	70%	80%	
1.11 Digitalize	1. No of Staff attended the digitalization Training	N/A	-	200	350	500	550	All the

internal processes within the centers, optimizing efficiency and effectiveness								academic and non-academic staff on priority basis
	2. Percentage of staff utilize digital communication and collaboration tools						100%	
1.12 Address the needs and aspirations of the future generation by developing programs and initiatives that cater to their evolving	1. No of New Curricula introduced	1	10	15	17	20	25	
	2. No of Blended/ Module based Learning Programs introduced	10	11	12	13	14	15	
	3. No of increase in Online Assessments	N/A	-	-	200	450	750	Base is total assessment
	4. No of skill gap training Programs conducted	N/A	-	5	10	15	20	

educational and vocational requirements	5. No of RPL certification issued	3006	4000	5000	6000	7000	10000	
	6. Percentage of University students enrolled for P/T VTA Courses	N/A	-	2%	5%	10%	15%	Base is number of part time students
	7. Percentage of Universities affiliated with VTA programs	N/A	-	1	2	3	5	
1.13 Obtaining feedback from passing out trainees to identify the main issues that undermine the effectiveness of the	1. No of monitoring visits & Reports	10	3	25	25	25	25	

trainings offered								
1.14 Enhance the performance of Learning Management System (LMS) to enhance the effectiveness quality of the teaching and learning process	1. No of students registered in LMS	3080	3291	5000	10000	15000	25000	
	2. Survey Report to identify the number of students who have not access to the LMS system	N/A	-	2	2	2	2	Base is 2 batches per year
1.15 Integrate modern technology into vocational training programs.	1. No of technology gap-full filled programs	N/A	-	20	50	70	100	

1.16 Revisit the existing courses and centers which have low customer base, unproductive and not updated for a long period of time	1. No of unproductive centers to be closed/ merged	4 Centers closed	-	15	15	15	15	
	2. Percentage of staff undergoing alternative manpower programs	N/A	-				100%	Base is restructuring plan
1.17 Carryout evaluation of trainees, graduates, employees, employers and TVEC satisfaction	1. No of proposal on Tracer study	N/A	-	-	1	1	1	

KPIs for Goal No. 02: Ensure a Job placement for every vocational trainee								
2.1 Enhance industry partnership and collaboration	1. No of Industrial forums and Meetings Conducted	07	-	08	09	10	12	
	2. No of job placements	5685	9425	12000	15000	25000	30000	
	3. No of job fair conducted	19	20	20	20	20	20	Base is District
	4. No of marketing campaigns conducted	5	9	9	9	9	9	Base is province
	5. No of Industries attended to job fairs	256	270	280	290	300	325	
2.2 Develop a comprehensive	1. No of workshop conducted for internal staff for preparing procedure manuals	N/A		5	1	1	1	

procedure of “Recruitment of trainees to job placement								
2.3 Provide comprehensive Career Guidance and promote job placement opportunities for vocational trainees, ensuring their successful transition into the workforce	1. No of student enrollments	34654	4278 0	50000	60000	80000	10000 0	
	2. No of CG programs conducted	1779	2962	3200	3500	3750	4000	
	3. No of customized skill enhancement programs developed	N/A	-	50	75	100	150	
	4. Percentage of members in formally established ALUMNI association	N/A	-	10%	20%	30%	40%	

2.4 Improve the Interview skills of near passing out trainees	1. No of Sessions conducted for resume writing and facing an interview	N/A	-	25	25	25	25	One program for each district
2.5 Obtain local and international affiliations/accreditation for vocational training centers, ensuring recognition and credibility of programs and qualifications.	1. No of Accreditations / Certificates obtained	2	3	5	8	10	12	

KPIs for Goal No. 03: Achieving financial sustainability								
3.1 Establish a vocational development Investment aimed at achieving financial sustainability	1. No of donor support Agencies involved	2	3	5	7	9	10	
	2. No of Proposals	5	7	9	11	13	15	
	3. No of business plans developed & implemented	N/A	-	5	10	15	20	
	4. No of Partnership Agreements & MOUs	N/A	13	15	17	19	20	Only for Income generation
3.2 Establish	1. No of SBUs Established	N/A	-	5	10	15	25	

<p>strategic business units within the vocational training center, enabling focused management and resource allocation to drive growth and meet the evolving needs of the market.</p>	<p>2. Percentage of annual reduction uncategorized cost</p>	<p>N/A</p>	<p>-</p>	<p>2%</p>	<p>2%</p>	<p>2%</p>	<p>2%</p>	<p>Base is total cost</p>
<p>3.3 Promote a scientific pricing structure to ensuring fair and transparent pricing that reflects the</p>	<p>1. No of training programs evaluated for scientific pricing</p>	<p>N/A</p>	<p>-</p>	<p>150</p>				<p>Base in course content and duration</p>

value and cost of the training programs.								
3.4 Establish strategic partnerships with relevant organizations to enhance the vocational training center's resources, expand its reach, and offer comprehensive opportunities to vocational trainees	1. No of joint programs conducted to develop collaborative training programs that address specific industry needs and skills gaps	2	4	10	25	35	50	

3.5 Maximize the utilization of human and physical resources within the vocational training center, optimizing efficiency and effectiveness in program delivery and operational management	1. Percentage of upgraded training equipment	20%	-	25%	30%	50%	60%	Depend on funds available and requirement
	2. Percentage of new technology introduced	20%	-	25%	30%	50%	60%	Depend on funds available and technology changes
	3. No of staff members trained to maximize efficiency and effectiveness	N/A	-	100	200	300	500	

3.6 Increase the avenues for revenue generation through wider scope of customer base	1. Percentage of promotional activities conducted	2%	3%	5%	7%	9%	10%	Base is all the marketing promotional activities
	2. Percentage of utilize digital and mass media	30%	50%	60%	70%	80%	90%	
3.7 Introduce and implement cost cutting strategies to reduce the operational costs of the centers	1. Percentage of renewable energy source	N/A	-	5%	7%	10%	15%	
	2. Percentage of digital documentation						100%	
	3. Percentage of reduction in electricity bill	N/A	1%	5%	10%	15%	20%	Electricity reduction is calculated on the assumption that at least one center is converted to solar system per year

3.8 Establish internal systems, procedures and guidelines for operational aspects of specialized services and programs offered	1. Percentage of SOP s (Standard operating procedures) Developed						100%	
3.9 Design and introduce a reporting system to effectively measure financial sustainability of organization	1. Percentage of procedure manuals Developed						100%	
	2. No of Business plan prepared	N/A	-	5	10	15	20	One for a specially identified center

Annexures



6.1 Abbreviations

- AD – Assistant Director
- BIC – Business Incubation Center
- BOD – Board of Directors
- CCDU – Course Content Development Unit
- CEO – Chief Executive Officer
- CG – Career Guidance
- CGC – Career Guidance and Counselling
- D/ HR &Ad – Director (Human Resource & Administration)
- D/CG &Promo – Director (Career Guidance and Promotion)
- D/F – Director (Finance)
- D/IRD – Director (Industrial Relations Division)
- D/PRD – Director (Planning, Research and Development)
- D/T – Director (Training)
- D/T&E – Director (Testing and Evaluation)
- DD – Deputy Director
- DG – Director General
- DSS – Decision Support System
- DVTC – District Vocational Training Center
- ED – Entrepreneur Development
- ERP – Enterprise Resource Planning
- FIS – Financial Information System
- HOD – Head of Division
- HRIS – Human Resource Information System
- INGO – International NON-Governmental Organization
- ISO – International Organization for Standardization
- IT – Information Technology
- IVQ – International Vocational Qualification
- KPI – Key Performance Indicator
- LMS – Learning Management System
- LO – Legal Officer
- M&E – Monitoring and Evaluation
- MIS – Management Information System
- MOU – Memorandum of Understanding
- NA – Need Assessment
- NVQ – National Vocational Qualification
- NVTI - National Vocational Training Institute

- OJT – On the Job Training
- P/T – Part Time
- PPP – Private Public Partnership
- QA – Quality Assurance
- QAAC – Quality Assurance and Accreditation Committee
- QAU – Quality Assurance Unit
- QIS – Quality Improvement Strategy
- QMS – Quality Management System
- R&D – Research and Development
- RPL – Recognized Prior Learning
- SBU – Strategic Business Unit
- SOP – Standard Operation Procedure
- SSDP – Skill Sector Development Program
- TNA – Training Need Assessment
- TOT – Training of Trainer
- TVEC – Tertiary Vocational Education Commission
- TVET – Tertiary Vocational Education and Training
- VT – Vocational Training
- VTA – Vocational Training Authority
- VTASL – Vocational Training Authority of Sri Lanka
- VTC – Vocational Training Center

6.2 Statement of Budgeted Financial Position

VOCATIONAL TRAINING AUTHORITY OF SRI LANKA						
STATEMENT OF BUDGETED FINANCIAL POSITION FOR THE YEAR 2023 TO 2027						
		Rs Million				
	Note	2023	2024	2025	2026	2027
ASSETS						
Non - Current Assets						
Property Plant and Equipment		7,303	7,453	7,753	8,153	8,653
Other Financial Assets						
Fixed Deposit		41	142	243	344	445
Current Assets						
Inventories		40	42	44	45	48
Receivables		39	42	45	48	52
Staff Loans		50	56	61	65	68
Cash and Cash equivalent		84	121	190	291	411
TOTAL ASSETS		7,557	7,856	8,336	8,946	9,677
EQUITY & LIABILITIES						
Accumulated Surplus (Deficit)		(1,033)	(908)	(763)	(589)	(395)
Revaluation Surplus		2,654	2,654	2,654	2,654	2,654
Gov. Grant - Capital		76	226	526	926	1,426
Differd income grant		4,956	4,956	4,956	4,956	4,956
Non - Current Liabilities						
Finance Lease Liability (BOC)		4	-	-	-	-
Provision for Gratuity		671	701	731	761	791
Current Liabilities						
Finance Lease Liability (BOC)		7	-	-	-	-
Payables		152	155	157	160	165
Accrued expenses		70	72	75	78	80
TOTAL EQUITY & LIABILITIES		7,557	7,856	8,336	8,946	9,677

6.3 Statement of Budgeted Financial Performance

VOCATIONAL TRAINING AUTHORITY OF SRI LANKA															
STATEMENT OF Budgeted FINANCIAL PERFORMANCE FOR THE YEAR 2023 TO 2027															
(ILLUSTRATING THE CLASSIFICATION OF EXPENSES BY NATURE)															
															Rs Million
Description	2023			2024			2025			2026			2027		
	Regular	Strategic	Total	Regular	Strategic	Total	Regular	Strategic	Total	Regular	Strategic	Total	regular	Strategic	Total
Operating Revenue															
Recurrent Grant - Treasury	2,087		2,087	2,055		2,055	2,175		2,175	2,270		2,270	2,490		2,490
			-			-			-			-			-
Other Income															
Other Income	99	190	289		682	682		859	859		1,222	1,222		1599.1	1,599
Interest Income	1		1	3		3	6		6	8		8	11		11
Total Revenue	2,187	190	2,377	2,058	682	2,740	2,181	859	3,040	2,278	1,222	3,500	2,501	1,599	4,100
Operating Expenses															
Staff Cost	1,435		1,435	1,470		1,470	1,542		1,542	1,698		1,698	1,968		1,968
Travelling	16		16	19		19	23		23	28		28	33		33
Supplies and consumable used	289		289	347		347	416		416	499		499	599		599
Maintenance	50		50	60		60	72		72	86		86	104		104
Contractual services	134		134	161		161	193		193	232		232	278		278
Other Recurrent	263	92	355	316	243	558	379	270	649	454	328	782	545	378.85	924
Total Operating expenses	2,187	92	2,279	2,372	243	2,615	2,625	270	2,895	2,997	328	3,325	3,527	379	3,906
Net Surplus /(Deficit) for the period	-	99	99	(314)	440	125	(444)	589	145	(719)	894	175	(1,026)	1,220	194
Statements of Accumulated Surplus/Deficit															
As at 1st January as reported previously						99			224			368			543
Net surplus/(deficit) for the period			99			125			145			175			194
Balance as at 31 st December			99			224			368			543			737
Treasury Funds for Recurrent Expenditure			2,087			2,055			2,175			2,270			2,490
No. of students			30,000			40,000			45,000			55,000			70,000
Cost per student (Treasury involvement) Rs.			69,567			51,375			48,333			41,273			35,571



6.4 Budgeted Cash Flow Statement

VOCATIONAL TRAINING AUTHORITY OF SRI LANKA							
BUDGETED CASH FLOW STATEMENT							
FOR THE YEAR 2024 TO 2027							
Rs Million							
	2024		2025		2026		2027
<u>Operating Activities</u>							
Surplus /(deficit)for the period	125		145		175		194
Adjustment for:							
Gratuity provision	30		30		30		30
(Increase) / Decrease in receivables	(3)		(3)		(3)		(4)
(Increase) / Decrease in Staff Loans	(6)		(5)		(4)		(3)
Increase/(Decrease) in Lease payable	(11)		-		-		-
Increase/(Decrease) in payable	3		2		3		5
Increase/(Decrease) in accrued expenditure	2		3		3		2
(Increase)/Decrease in inventories	(2)	13	(2)	25	(1)	28	(3)
Net cash flow from operating activities	138		170		203		221
<u>Investing Activities</u>							
Purchases of property plant & Equipment	(150)		(300)		(400)		(500)
Fixed Deposit	(101)		(101)		(101)		(101)
Net cash flows from investing activities	(251)		(401)		(501)		(601)
<u>Financing Activities</u>							
Government Grant Capital	150		300		400		500
Net cash flow from Financing Activities	150		300		400		500
Net increase/decrease in cash & cash Equivalents	37		69		102		120
Cash & cash equivalents at beginning of period	84		121		190		291
Cash & cash equivalents at end of period	121		190		291		411

6.5 Budget Estimates (Rs. MN) for Implementation of Corporate Plan

Category	2023	2024	2025	2026	2027
Capital	0	52.50	85.60	141.00	152.50
Recurrent	91.60	243.60	270.20	327.90	378.85
Income	290.20	682.12	858.78	1221.94	1599.10

6.6 Action Plan for Budget Estimate 2024

Goal No 01														
Objective	Strategy	Activity	2024											
			Jan	Feb	March	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec
1.2 Establish and maintain a Quality Assurance and Accreditation Committee and obtain NVQ, IVQ and ISO/ QMS, and other relevant certifications / standards for educational and training. Programs	1.2.2 Fulfill the requirements for obtaining NVQ, IVQ and ISO/ QMS, and other relevant certifications	iv. Obtain the relevant certifications				0.5	0.5	0.5	0.5	0.5				
1.3 Continuously improve staff Quality to enhance the performance through improved	1.3.2 Conduct and assess the effectiveness of the academic and non-academic staff training	i. Provide required training opportunities							4	4	4	4	4	

Decision Support Systems	1.3.3 Introduce, Implement and Empower the systems such as ERP system	ii. Establish IT Unit							5							
		v. Provide training to relevant officers											1	1		
1.4 Create a conducive and friendly learning and working environment that fosters engagement, collaboration, and effective learning outcomes.	1.4.1 Ensure psychological and physical harassment-free learning environment	iii. Organize regular awareness and training sessions for both staff and trainees							3	2						
	1.4.2 Ensure customer care in dealing with stakeholders in every activity of the institution	ii. Provide training to all staff in Customer Care and Service Skills					1	1								
	1.4.6 Ensure basic infrastructure facilities	i. Assess the existing infrastructure facilities		0.5	1											
		iii. Allocate the budgetary requirements					10	10	10							
		iv. Upgrade & expand facilities to meet required basic training standards								5	5	1	1			

		and accommodate growing needs													
		v. Ensure basic amenities (drinking water, sanitary facilities, electricity, lighting and ventilation etc) at each center.							1	1	1				
1.5 Foster a culture of Research and Development (R&D) at vocational training centers to drive innovation and stay ahead of industry trends	1.5.1 Create a strong R&D unit with qualified researchers and subject matter experts	iii. Develop research initiatives	1	1	1										
	1.5.3 Encourage all staff to engage in research and innovations	ii. Conduct Research Awareness Workshops				0.5									
	1.5.4 Encourage trainees to engage in innovations	ii. Establish a center of innovation to encourage staff and students creativity and innovations								3	2	2			
		iii. Launch motivational and awareness											1		

		campaigns to inspire prospective and existing staff and trainees												
		iv. Arrange annual competition and exhibition											5	5
	1.5.5 Engage in industry-driven research projects that address specific industry challenges and requirements	ii. Organize workshops and seminars that bring together industry representatives and researchers							1					
	1.5.6 Embrace emerging technologies and digital tools to support R&D efforts and enhance vocational training practices.	i. Implement infrastructure to support the adoption of emerging technologies based on advance technology development plan	2	1										
1.6 Ensure access to diverse career paths and opportunities for vocational trainees, empowering them to	1.6.1 Identify different courses with wide range of job opportunities	i. Conduct job market surveys to identify current and emerging job opportunities locally and globally	1	1										

make informed decisions and pursue their desired career path		iii. Develop a course catalog with identified job opportunities											1	1	
	1.6.2 Vitalize the marketing unit for promotion	iii. Provide TOTs and, soft skills & social competencies development programmes							1	1					
	1.6.3 Conduct proper career key test to assess their real career interest and passion	ii. Train career guidance counselors on administering career key tests and interpreting the results				1									
	1.6.4 Conduct orientation programmes at the beginning of the courses	ii. Design informative presentations and materials	0.5												
	1.6.5 Arrange industry orientation workshops and programmes to link the students with the work places	iii. Arrange site visits for trainees to provide awareness on working environment											1		

	1.6.6 Monitor the progress of industrial placements and retention	iii. Carry out surveys on trainees who have completed their industrial placements										0.5		
	1.6.7 Collaborate with related officers assigned in other organizations (skill development officers, human resource development officers, foreign employment assistant)	ii. Organize joint workshops and training programs				0.5								
		iv. Organize industry forums and networking events										0.5		
	1.6.9 Organize district and national level industrialist forums and meetings periodically	ii. Conduct industrialist forums and meetings				1								
1.7 Encourage entrepreneurship programs focusing the trainees and	1.7.1 Enhance the awareness of advantages of being an entrepreneur	iii. Set up or collaborate with incubation centers	1	1										

potential entrepreneur motivated to startup of new businesses	rather than a job seeker														
	1.7.2 Foster skilled entrepreneurs' development initiatives for the VTA trainee	i. Develop and deliver specialized entrepreneurship training programs for VTA trainees	0.5												
		ii. Establish a business incubation center (BIC) within the VTA				0.5	0.5								
	1.7.3 Create and enhance linkages with financial institutions such as bank and micro credit providers for further development of small businesses/ VTA entrepreneur	i. Conduct awareness programmes for financial institution	0.2												
	1.7.4 Conduct ED skills upgrading programmes for needy entrepreneurs	ii. Organize and conduct ED skill upgrading programmes	1	1	1										
1.9 Enhance the social competencies	1.9.3 Integrate social skill development	iii. Provide TOT for Instructors				0.5	0.5								

of vocational trainees	components into the vocational training curriculum													
	1.9.4 Cultivate a positive and inclusive culture within the vocational training centers	i. Organize cultural exchange events	2											
	1.10.1 Facilitate continuous improvement by comparing key performance indicators (KPIs) with the actual performance	vi conduct NVQ/Non NVQ assesment							15	15	15	15	15	15
1.10 Implement the mechanism to ensure ongoing assessment and evaluation of the progress of vocational training processes	1.10.3 Utilize modern technology for data collection and analysis	i. Set up user friendly integrated systems (ERP – BUSY system) to collect relevant data from various sources		3	1									
1.11 Digitalize internal processes within the centers, optimizing	1.11.1 Arrange brainstorming sessions to identify digital requirements	i. Conduct a gap analysis to identify human resource gaps (TNA & NA),	0.5	0.5										

efficiency and effectiveness	of the whole system and develop comprehensive plan	and physical resource gaps													
		ii. Develop curricula				1	1								
		iii. Conduct training to support the staff members on the use of digital tools							0.5	0.5					
1.12 Address the needs and aspirations of the future generation by developing programs and initiatives that cater to their evolving educational and vocational requirements.	1.12.1 Conduct comprehensive research and analysis to understand the current and future trends in VT education	i. Conduct survey and analyze													
		ii. Collaborate with industries to identify future trends	1	0.5											
		iii. Analyze the trends and demands continuously													
		iv. Improve the training processes							1	0.5					
	1.12.2 Develop flexible and customizable educational and vocational programs	ii. Design courses in accordance with the module based learning method	0.6	0.6											

	that can be adapted to the changing needs and aspirations of the future generation	iii. Increase blended mode learning method	0.5											
	1.12.6 Collaborate with government, international school and universities to bridge the gap between academic education and vocational training	i. Collaborate with government, international school to make the students aware about VT education	1	1										
1.13 Obtaining feedback from passing out trainees to identify the main issues that undermine the effectiveness of the trainings offered	1.13.3 Foster a culture of continuous improvement within the organization based on the feedback received	ii. Enhance the awareness of members on continuous improvement				0.5								
	1.13.4 Implement ongoing evaluation and monitoring of training programs	ii. Visit to the centers for observation and evaluate					0.75	0.75						
1.14 Enhance the performance of Learning	1.14.3 Provide comprehensive training to	Develop a customize LMS										1		

Management System (LMS) to enhance the effectiveness quality of the teaching and learning process	instructors, trainees, and administrative staff on how to effectively use the LMS.													
	1.14.7 Facilitate mentorship programs	ii. Conduct awareness sessions for mentors and trainees						0.5						
1.15 Integrate modern technology into vocational training programs.	1.15.1 upgrading and expanding the technological infrastructure within training centers	iii. Identify the resource requirement and take actions to fulfill the gaps										20	1	
1.18 Carryout evaluation of trainees, graduates, employees, employers and TVEC satisfaction	1.18.1 Conduct evaluation study/ tracer study	iii. Collect and analyze the data							1					
	1.18.2 Carryout research to find out reasons for students dropouts and take	ii. Conduct the survey												1

	alternative steps to rectify																			
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Goal No 02

Objective	Strategy	Activity	2024											
			jan	feb	march	april	may	june	july	aug	sep	oct	no v	dec
2.1 Enhance industry partnership and collaboration	2.1.1 Use labour market surveys carried out by other organizations to identify specific trade sector needs	ii. Organize & Engage in Industry Forums and Events				0.5								
		iv. Review and Update Training Programs based on the above information										0.5		
	2.1.2 Develop an Industry wise and sector wise database for the purpose of facilitating job placements	i. Organize Industrialist forum to aware them about skilled labour availability at the VTA			0.5									
	2.1.4 Collaborate with industry partners to co-design and update training curricula	i. Continuously review and update the curricula based on industry demands with the support of industry partners					0.5							

	2.1.5 Work towards obtaining industry recognition and certification for vocational training programs	ii. Curriculum development	0.5											
	2.1.7 Organize and conduct job fairs	v. Implement a comprehensive marketing campaign to promote the job fair to both trainees and employers							0.5					
		vi. Conduct awareness programmes to the relevant industries with the OJT completed trainees											1	1
2.3 Provide comprehensive Career Guidance and promote job placement opportunities for vocational trainees, ensuring their successful transition into the workforce	2.3.1 Provide comprehensive Career Guidance and promote job placement opportunities for vocational trainees, ensuring their successful transition into the workforce	ii. Conduct promotional campaign to enlighten the graduates available at VTA				0.5								

		iii. Organize workshops on occupational values related soft skills and training sessions.					0.5							
		v. Organize multi training technics such as industry visits, guest lectures, and workshops to familiarize trainees with various industries, job roles, and career pathways				0.5								
	2.3.2 Provide additional skills enhancement programs to bridge any skill gaps identified during the OJT	i. Design and implement customized skill enhancement programs					0.5							
2.3 Improve the Interview skills of near passing out trainees	2.3.1 Conduct interactive workshops focused on resume writing and interview preparation	ii. Conduct practice sessions							0.5					

	2.3.2 Offer training programs focused on enhancing verbal and non-verbal communication skills	i. Conduct communication skill workshop										0.5		
2.4 Obtain local and international affiliations/accreditation for vocational training centers, ensuring recognition and credibility of programs and qualifications.	2.4.1 Conduct research to identify reputable local and global accreditation bodies relevant to the vocational training programs offered	iii. Filled the gap in the curriculum and get accreditation	0.5											

Goal No 03

Objective	Strategy	Activity	2024											
			jan	feb	march	april	may	june	july	aug	sep	oct	nov	dec
3.1 Establish a vocational development Investment aimed at achieving financial sustainability	3.1.3 Explore income-generating ventures that can contribute to the financial sustainability of the vocational development Investment and VTA	iv. Develop effective marketing and promotion strategies				0.5								
	3.1.5 Implement sound financial management policies, guidelines and practices to ensure smooth financial operation with good governance	i. Create comprehensive financial policies and guidelines	0.5	0.5										
		iii. Adopt financial management software systems or platforms				1	1							

3.2 Establish strategic business units within the vocational training center, enabling focused management and resource allocation to drive growth and meet the evolving needs of the market	3.2.1 Develop a business plan and Implementation system for each type of SBU	i. Conduct Market Research to identify SBU	1											
	3.2.2 Allocate resources strategically to each SBU based on their specific needs, potential for growth, and market demand.	i. Allocate financial resource						1.5			1.5			
		ii. Allocate physical resource						2						
	3.2.3 Appoint dedicated leaders or managers for each SBU who have expertise in their respective vocational fields and possess strong management skills	iii. Provide necessary training									0.2			

	3.2.6 Engage with key stakeholders including industry partners, employers, educational institutions, and government agencies to understand their needs and align the SBUs' offerings with market demand	ii. Collaborate with them to identify current market demand										0.5		
3.3 Promote a scientific pricing structure to ensuring fair and transparent pricing that reflects the value and cost of the training programs.	3.3.6 Clearly communicate the pricing structure, including the rationale behind the pricing decisions, to trainees, stakeholders, and the public	ii. Develop informational materials										1		
		iii. Utilize social media platforms to communicate the pricing structure										0.5		
3.4 Establish strategic partnerships with relevant organizations to enhance the vocational training	3.4.2 Work with partner organizations to develop collaborative training programs that address specific	ii. Conduct workshops to fill the skill gap collaboratively										0.5		

center's resources, expand its reach, and offer comprehensive opportunities to vocational trainees.	industry needs and skills gaps																		
3.5 Maximize the utilization of human and physical resources within the vocational training center, optimizing efficiency and effectiveness in program delivery and operational management	3.5.3 Regularly maintain and upgrade training equipment and facilities to ensure their optimal functionality	iii. Define mechanism to fill the gap																	
3.6 Increase the avenues for revenue generation through wider scope of customer based	3.6.1 Expand Target Markets	ii. Conduct outreach programs and promotional activities to raise awareness among potential customers																	
	3.6.2 Enhance Marketing and Branding Efforts	i. Develop a strong brand identity and value																	

		ii. Implement targeted marketing campaigns to increase visibility and attract a wider customer base.																					3	1	1
3.7 Introduce and implement cost cutting strategies to reduce the operational costs of the VTA	3.7.2 Streamline Administrative Processes	viii. Provide training and guidance to staff members on efficient and effective use of resources, administrative tools and software										0.5													
	3.7.3 Optimize Resource Allocation	ii. Implement a centralized inventory management system																							

6.7 Human Resource Requirement Plan

No	Type of Position	Grade	Approved Positions	Existing Positions	Proposed Positions	
1	Director General	HM 2-1	1	1		
2	Director	HM 1-1	6	1	1	
3	Chief Internal Auditor		1	0		
4	Principal	MM 1-3	1	0		
5	Assistant/ Deputy Director	MM 1-1	85	71		
6	Assistant Director(Procurement)		1	1		
7	Assistant/ Deputy Director (Academic)		3	0		
8	Assistant Director (Industrial)		1	0		
9	Assistant Register		1	0		
10	Legal Officer		1	1		
11	Internal Auditor		1	0		
12	Engineer		1	0		
13	Administrative Officer		JM 1-1	3	2	
14	Testing & Evaluation Officer			13	7	
15	Investigation Officer	1		1		
16	Transport Officer	1		0		
17	Supplies Officer	1		1		

18	Printing Officer		1	0	
19	Internal Audit Officer		3	3	
20	System Analyst		1	0	
21	Welfare Officer		1	1	
22	Accounts Officer		33	28	
23	Senior Programme Officer		10	9	
24	Training Officer		98	50	
25	Research Officer		2	1	
26	Planning Officer		2	1	
27	Personal Assistant to Chairman		1	0	
28	Personal Assistant		7	5	
29	Language Translator (Sinhala/English)	MA 5-2	1	0	
30	Language Translator (Sinhala/Tamil)		3	0	
31	Senior Instructor	MA 4	201	116	
32	Programme Officer		70	59	
33	Audit Assistant		3	0	
34	Assistant Librarian	MA 3	1	0	
35	Project Assistant		34	7	
36	Technical Assistant	MA 2-2	3	1	
37	Instructor		1529	1072	
38	Sports Instructor		31	0	

39	Draughtsman		1	0	
40	Quantity Surveyor		2	0	
41	Technical Officer (Civil)		5	0	
42	Management Assistant	MA 1-2	196	186	
43	Assistant Instructor (LRUC)		38	30	
44	Type Setter (Printing)		3	1	
45	Warden		2	0	
46	Supervisor (Printing)		1	0	
47	Supervisor (Building)		1	0	
48	Driver	PL 3	67	56	
49	Store man	PL 2	2	2	
50	Printing Assistant		3	2	
51	Book Binder (Printing)		2	1	
52	Machine Operator (Printing)		2	2	
53	Office Aide	PL 1	8	5	
54	Watcher		65	35	
55	Labourer		101	83	
	Total		2656	1843	1

2023 – 2027 Corporate Plan

Vocational Training Authority of Sri Lanka

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