

CORPORATE PLAN

2022 - 2026



**TERTIARY AND VOCATIONAL
EDUCATION COMMISSION**

*State Ministry of Skills Development,
Vocational Education, Research & Innovation*



This Corporate Plan is guided by the **“Vistas of Prosperity and Splendor - Development Policy Framework of Government of Sri Lanka”** which specifically outlines 04 broad policy objectives related to TVET that are reproduced below.

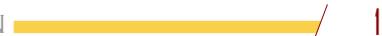
- Provide vocational and technical opportunities to needy students regardless of the academic performance.
- Rationalize the existing vocational training institutes by introducing **“One TVET”** Concept and establish properly scattered technical institutes and university colleges.
- Enhance present scheme of NVQ certification system with Nano qualifications for employed persons
- Provide wider opportunity to existing workforce to upgrade their skills.

“A trained, energetic workforce to achieve accelerated development reducing the unskilled category in the labour force”

-Vistas of Prosperity and Splendor-



HE President, Gotabaya Rajapakse
President of Democratic Socialist Republic of Sri Lanka



FOREWORD

The Government's policy objective with regard to Technical and Vocational Education and Training (TVET) is set out in "**Vistas of Prosperity and Splendor** – HE the President's Vision for development of Sri Lanka". It emphasizes to improve quality and relevance of TVET so that it provides nationally recognized and internationally understood qualifications in "One TVET" concept where all those aspire getting vocational qualifications irrespective of school educational achievements, keeping with advanced technology that ultimately fulfills skills needs of the world of work.

This requires the Tertiary and Vocational Education Commission (TVEC) to have a comprehensive macro planning initiative in place that meets the Government's skills development policy objectives and fulfills labor market needs. Through this Corporate Plan 2022 – 2026, the role of the TVEC has been made more focused and streamlined to achieve the aforementioned aspirations within the vision of the Government.

Towards achieving its objectives, the TVEC will continue to work in partnership with other Government agencies, the sector skills councils representing the private organizations, local and international NGO's to improve and shape the way it should work in order to achieve the corporate objectives and overall skills development policy objectives of the Government.

I hope that this Corporate Plan 2022-2026 of the TVEC will provide a clear focus and clarity towards achieving government's vision.

Eng. Udeni Wickramasinghe

Chairman, Tertiary and Vocational Education Commission

PREFACE

TVEC's Corporate Plan 2022-2026 has been prepared in line with the Government's development policy guide "Vistas of Prosperity and Splendor which aims at sustaining development programs through better planning and coherent decision making that steers the development efforts towards achieving better results through clearly defined goals. In keeping that in mind, this Corporate Plan 2022-2026 has been prepared within the Government's policy objectives pertaining to TVET within the "One TVET" concept as set out in the National development policy framework.

Being the quality assurance and regulatory body for TVET in Sri Lanka, the TVEC is geared to fulfill its mandate through seven (07) main goals i.e . Formulate, review, update and implement robust TVET policies & strategies, Develop and maintain information systems in order to facilitate TVET activities, Liaise with industry for obtaining industry inputs for TVET development, Expand and maintain National Vocational Qualifications (NVQ) system, Establish and maintain credible systems for quality assurance of delivery of TVET In Sri Lanka, Establish and maintain credible systems for quality assurance of assessment of candidates for award of NVQs (in all modes), Effective management of human and financial resources and develop institutional capacity of the TVEC as the apex body. The development programs and activities of the TVEC are designed around these seven goals that are dealt in detail in this Corporate Plan 2022-2026.

The TVEC's role in the current environment has been made easy through this Corporate Plan by identifying measurable performance indicators. By achieving goals set out herein, we are committed to establish and maintain an efficient, effective and quality assured TVET system, which is relevant to socio-economic goals, and changing labor market needs of Sri Lanka.

Dr. K. A. Lalithadheera

Director General, Tertiary and Vocational Education Commission

Our Vision

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



Our Mission

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

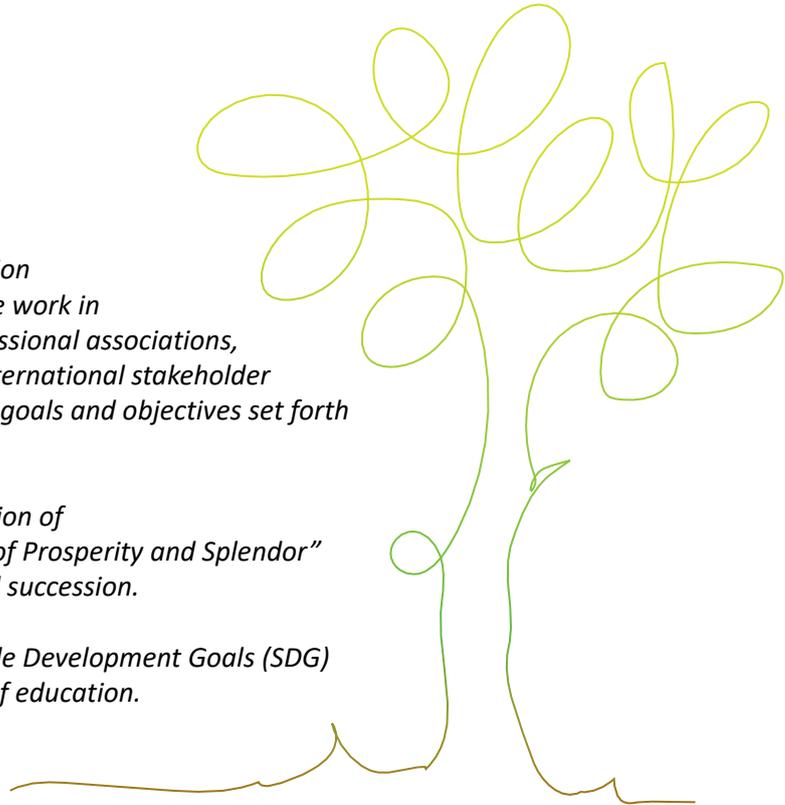


This Corporate plan 2022 - 2026

As a commitment of the Tertiary and Vocational Education Commission to work as a team internally and to continue work in partnerships with industry employers, professional associations, all training agencies, and other local and international stakeholder agencies towards achievement of its vision, goals and objectives set forth in this Corporate Plan.

It is built upon the broader development vision of the Government's policy statement "Vistas of Prosperity and Splendor" as public sector organization with perpetual succession.

This Corporate Plan observed the Sustainable Development Goals (SDG) related to technical education as a branch of education.



Tertiary and Vocational Education Commission

Corporate Plan 2022-2026

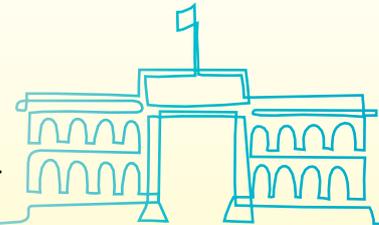
1.0 Introduction

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

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

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

*Institutional
background*



2.0 Powers of the Commission

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

- a. To advise the Minister on the general policy relating to Tertiary Education and Vocational Education;
- b. To ensure that the general policy with regard to Tertiary Education and Vocational Education is given effect to;
- c. To co-ordinate the system of Tertiary Education and Vocational Education;
- d. To submit reports to the Minister on the financial, staff and other requirements of institutes registered under the Act;
- e. To make or pay, with the approval of the Minister, grants and subsidies to institutes, persons and establishments registered under the Act, in respect of any purpose authorized by a Development Plan;
- f. To determine the facilities necessary to ensure the proper welfare of students and staff of all institutes and establishments registered under the Act;
- g. To make rules;
- h. To make grants and pay subsidies under contracts to private sector establishments to conduct specific training programs in compliance with Development Plans;
- i. To undertake research and development activities in Vocational Education and Training;
- j. To establish and maintain a labour market information system for collecting information for the purpose of planning and vocational guidance;
- k. To establish and maintain systems for quality assurance in Vocational Education and Training including standards in respect of occupational skills, training programs, testing and quality management systems, and
- l. To do all such other acts which in the opinion of the Commission are necessary for or conducive or incidental to the attainment of the objects of the Commission.

3.0 The environment of TVET system

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

Department of Technical Education and Training (DTET) operates a network of Technical Colleges throughout the country of which nine (09) Colleges have been upgraded as Colleges of Technology (CoTs) to offer diploma level courses leading to National Vocational Qualifications. The Technical Education Development Project (TEDP) funded by the Asian Development Bank provided funding for this initiative. The Korean International Cooperation Agency (KOICA) also provides funds in this program.

Almost all state training institutions have been brought under the purview of the Ministry of Youth Affairs and Skills Development which is a progressive step taken for managing TVET system towards a common goal.

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

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

In the public sector, the Vocational Training Authority (VTA) operates a network of Vocational Training Centers throughout the country with NVQ level courses range in from level 1- 6. The National Apprentice and Industrial Training Authority (NAITA) as the leading training organization provides training in Enterprise Based Training (EBT) mode across the country. Department of Technical Education and Training (DTET) runs a network of Technical Colleges and Colleges of Technology with courses NVQ level 1-6. The National Youth Services Council (NYSC), organizes vocational training courses in urban as well as rural areas. In addition, a set of other state agencies provide training in different areas of training. Private sector

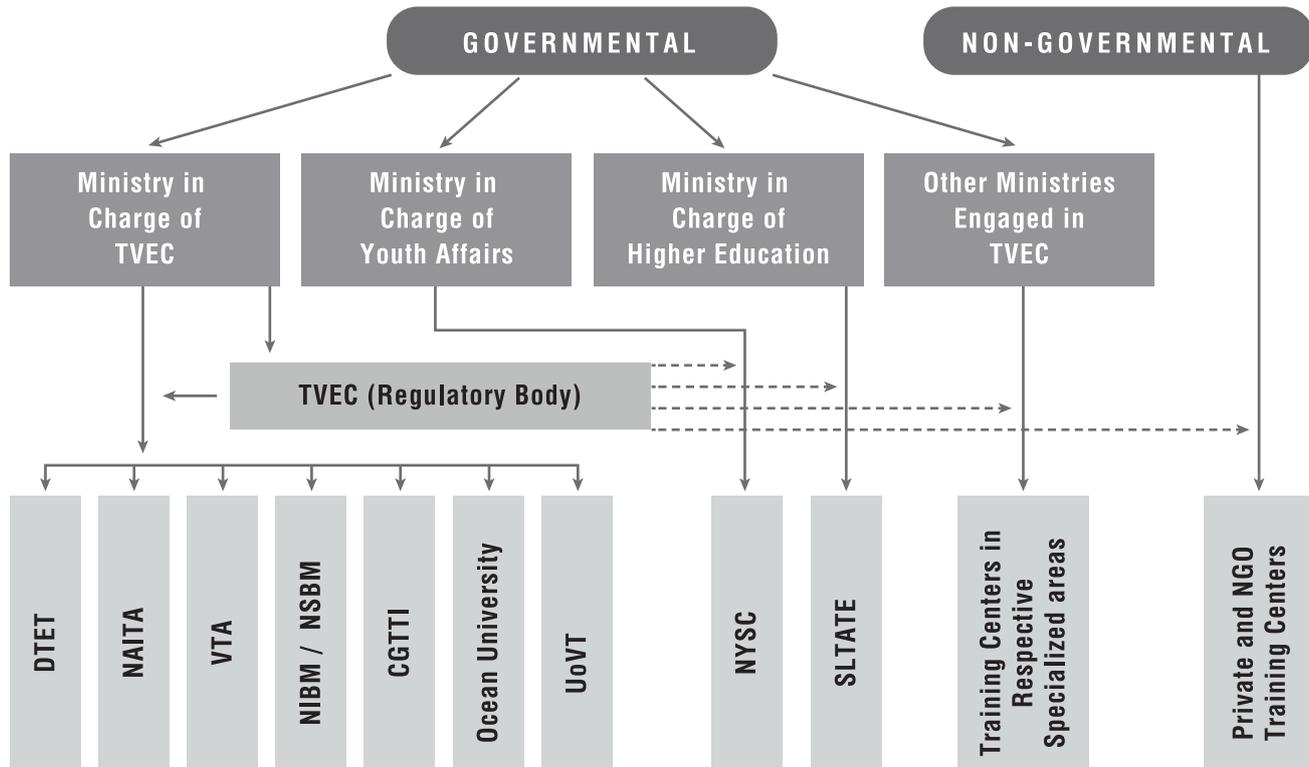
establishments in the industry provide industry-specific TVET courses for their own workers as well as outsiders in different occupations. Registered private and NGO sector training institutions also play a key role in providing TVET in the country.

The figure next page depicts a schematic diagram of the TVET system in Sri Lanka, as of end of 2012.



*Sri Lanka's
TVET environment*

Institutional Framework of the TVET Sector in Sri Lanka



4.0 Role of the stakeholders of TVET sector

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

Introduction of the National Vocational Qualifications (NVQ) framework and changes in the technological, social and economic environments has necessitated establishing a national policy framework for TVET and development of a comprehensive development plan for the sector. In response to this, the TVEC in association with the German Technical Cooperation (GIZ) and other stakeholders has developed a National Policy Framework for TVET and obtained approval of His Excellency the President of the country, which was then presented to the stakeholders for implementation. The new TVET policy framework will be regarded as the key guiding document for development of institutional policies of TVET institutions of Sri Lanka. This policy framework has been updated with the leadership of the National Education Commission (NEC) in 2018 which is now available online in the TVEC website www.tvec.gov.lk

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

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

As the standards setter, the TVEC has put in place systems for registration of training institutions and accreditation of courses conducted by registered training institutions. In order to underpin maintenance of standards, a quality management system and an auditing system are put in place. It was envisaged

to accredit all the training courses conducted by public sector training institutions by end of the year 2012 so that only the courses leading to NVQ will be conducted by public sector. This target was reached to a satisfactory level in 2012. For the purpose of surpassing current coverage of quality assurance programs, the TVEC is working with provincial and district administrations, divisional secretariats to develop Provincial Vocational Education and Training (VET) plans in order to rationalize TVET provision at provincial level. Accordingly, all the provinces except the Western province were covered with VET Plans for implementation. TVEC has initiated action to fulfil the need of developing VET plan for Western province in 2022.

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

TVEC provides labour market signals to underpin training planning by training delivery agencies. Accordingly, the TVEC has been working in more dynamic manner over the past to play its role as the

regulator, facilitator and the standards setter in the TVET of Sri Lanka.

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

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

4.2 Role of the training providers as agents of training delivery

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

4.3 Role of industry as employment providers

The employers of public and private sector organizations will have to play a role of a partner in identifying skills and competencies of different occupations. The NVQ framework requires maintaining a constant dialogue between employers and training center management and hence the TVEC in association with NAITA and the Univotec will make arrangements to develop national competency standards and curricula based on requirements of the industry employers. Such collaborations would help narrow down skills mismatch and reduce unemployment among trained personnel. It is envisaged that the employers will opt for national qualifications as and when they recruit persons as their workers. Public sector has already recognized NVQ as one of the selection criteria for recruitments. The Government expects that the private sector would fall in line adopting NVQ as the recruitment criteria. Employers are expected to participate in the training delivery process by providing in plant training to trainees. A new training mode titled Flexible Learning Mode (FLM) has been introduced mainly targeting the employed persons in the industry. They can obtain modular-based

Nano qualifications from the TVEC upon successful completion of a competency assessment.

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

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

5.0 Achievements of TVEC

- Developed 22 Vocational Education & Training (VET) Plans for key industry sectors of the economy over the past 20 years since 1999. In 2021, a VET plan was developed for electrical and electronics sector with the cooperation of the Export Development Board.



- Completed 05 research studies in 2020/2021 related to Issues of TVET sector:
- Obtained approval of HE the President for updated TVET policy framework
- A total of 1,133 training institutes registered (maintain valid registration) by end October 2021. The details are as follows:

Category	No. of institutes maintain valid registration
Government	314
Other public	231
Private (including NGOs)	588
Total	1,133

- A total of 3,348 courses have been accredited by end of October 2021. The details are listed below:

Category	No. of courses accredited
Government	2,661
Private	529
Other	158
Total	3,348

- Implementation of Quality Management System in the training institutions
- Completed the development of 286 NCSs for NVQ level 1 to 4 and 72 NCSs for NVQ level 5 & 6

- Started awarding NVQ level 5 & 6 diploma certificates.
- NVQ has been recognized as one of recruitment criteria in the public sector.

Areas / Sectors	National Competency Standards developed	
	Level 1 to 4	Level 5 & 6
Agriculture, Hunting & Forestry	25	08
Fishing	05	02
Manufacturing	74	23
Electricity , Gas, Steam and Hot Water Supply	12	03
Construction	21	07
Wholesale and Retail Trade	27	06
Hotels and Restaurants	15	03
Transport, Storage and Communications	19	02
Financial Inter-mediation	01	0

Areas / Sectors	National Competency Standards developed	
	Level 1 to 4	Level 5 & 6
Real Estate, Renting and Business Activities	24	02
Public Administration and Deference	04	0
Education	04	04
Health and Social Work	25	07
Other Community, Social and Personal Service Activities	29	05
Basic Competencies to Work	01	0
Total as of end of 2021	286	72

Achievements



- A total of 500,739 NVQ certificates printed and issued so far where the details are listed below:

Category / Institute	No. of certificates issued
VTA	173,089
NAITA	99,262
DTET	59,026
NYSC	17,569
Private & NGO	152,793
Total	500,739

- TVEC was awarded ISO 9001:2000 certification



- Release of Labour Market Information (LMI) bulletin for the year 2020
- Publication and dissemination of TVET Guide – 2020
- Mapping of Non – NVQ (NDES, NCT, NDET) in the NVQ system
- VET Plans for all the Provinces except Western province were developed and commenced the Western province VET Plan with the consent of the Western provincial Council.



- Policy Framework for provision of TVET for vulnerable groups of Sri Lanka was developed that was funded by the International Labour Organization's Colombo Office.

6.0 Time horizon of the Corporate Plan

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

6.1 Annual Implementation Plan

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

7.0 National strategy towards development of TVET sector

The national strategy to develop TVET in Sri Lanka is Government's commitment to work in partnerships with industry, training providers, lead agencies and all other stakeholders towards a common goal **"Formulate and implement policies, plans, strategies, rules and regulations to establish a quality assured and labour market relevant TVET system that fulfills socio-economic goals of Sri Lanka"** that is the mission of the TVEC. The TVEC will complement reaching the aspirations of the line Ministry to convert all the courses into Competency Based Training (CBT) and award NVQ certificates across the country.

The Government's development policy statement "Vistas of Prosperity and Splendor" spells out its intention that the need of expanding and improving quality and relevance of vocational education and training facilities in line with changing trends of national and international labor market requirements safeguarding dignity of all occupations. Specifically, it outlines 04 broad policy objectives related to TVET that are listed below.

- Provide vocational and technical opportunities to needy students regardless of the academic performance.
- Rationalize the existing vocational training institutes by introducing "One TVET" Concept and establish properly scattered technical institutes and university colleges.
- Enhance present scheme of NVQ certification system with Nano qualifications for employed persons
- Provide wider opportunity to existing workforce to upgrade their skills.
- Prepare "TVET Development Plan" for next 05 years in live with Nature TVET Policy Framework.

In addition, it has taken into consideration the development plans of the line Ministry in preparing of this Corporate Plan 2022 - 2026.

8.0 Our aspirations on corporate values

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

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

8.1 Our beliefs

We believe that:

- The TVEC has an enormous potential in terms of development of Technical and Vocational Education and Training (TVET) in Sri Lanka
- Appropriate technology and modern management techniques are useful tools for the development of TVET sector in Sri Lanka
- TVEC has a competent and experienced management team
- Joining with international organizations could share current information and experience related to TVET
- Quality of training outcomes could be increased through national assessment and certifications as per national standards
- Capacity building of TVEC staff will strengthen the team spirit to achieve our corporate goals
- Labor market information is one of the dependable criteria for training planning

- Informed and timely decisions could be taken through use of Management Information System (MIS).
- Digitalization of processes ensures accuracy and improves service quality
- Consultation and solicitation improves decision making

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

8.2 Current resources endowment and location of TVEC

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

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

*Corporate values
& beliefs*



9.0 Environmental scanning

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

9.1 PESTEL analysis

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

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

9.2 Our strengths and challenges

9.2.1 Strengths

- Mandatory Powers vested with the TVEC
- Qualified and competent Staff officers and support staff
- Apex body status
- Adoption of Quality Management System to TVEC including Implementation of ISO 9001:2000
- Executive order of Hon. Minister
- Ability to influence the labour market
- Profound leadership by the Minister
- Adequate relationship with the Donor agencies –ADB, WB, JICA, KOICA, GTZ etc. and with the similar international organizations – UNEVOC, CPSC, COL
- Certifying body for quality assurance of the TVET sector

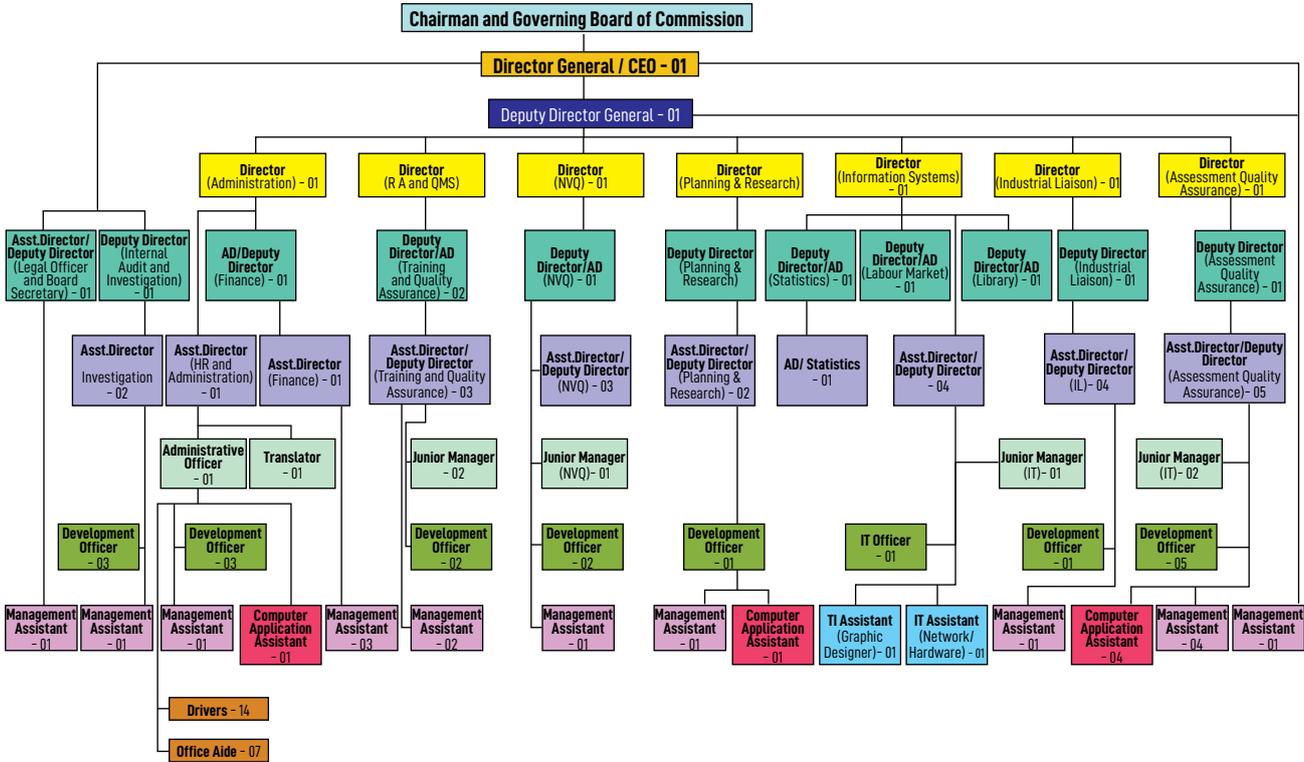
9.2.2 Challenges

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

9.3 Our Team

We are a team consisting of 45 staff level officers assisted by a cadre of 60 support staff. Being a lean organization faced with a challenging set of tasks, we adopt a teamwork approach and rely on greater co-operation and collaboration with lead bodies, industry associations, professionals and major training providers. Action has been taken in order to recruit the new cadre so that we could effectively undertake the enhanced goals, objectives and strategies spelt out in this Corporate Plan. The organization chart as at end of 2021 is depicted in next page.

Organization Chart of the Tertiary and Vocational Education Commission

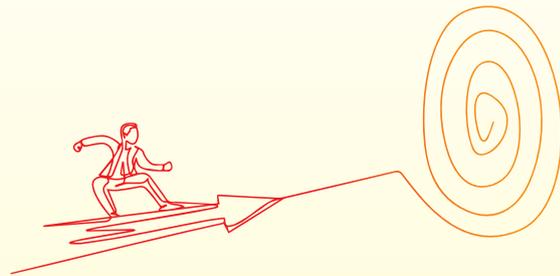


10.0 Our Goals

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

No	Thrust areas	Goals
1	TVET policy development, planning and coordination	1 Formulate, review, update and implement robust TVET policies & strategies
		2 Develop and maintain information systems in order to facilitate TVET activities
		3 Liaise with industry for obtaining industry inputs for TVET development, collaborate with overseas qualifications authorities, INGOs and coordinate career guidance and propaganda programs

No	Thrust areas	Goals
2	National Vocational Qualifications system that assures equal access and gainful employment	4 Expand and maintain National Vocational Qualifications (NVQ) system
3	Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs	5 Establish and maintain credible systems for quality assurance of delivery of TVET In Sri Lanka
		6 Establish and maintain credible systems for quality assurance of assessment of candidates for award of NVQs (in all modes)
		7 Develop institutional capacity of the TVEC as the apex body



Thrust areas & goals

Thrust area 1 :

TVET policy development, planning and coordination

Goal 1 :

Formulate, review, update and implement robust TVET policies & strategies

Policies on TVET shall be derived from Government's development policies as set out in Government Policy Statement. Accordingly, a national policy framework for the TVET has been developed in partnership with the National Education Commission (NEC), local and foreign stakeholder agencies. The policies and strategies set out in the National TVET Policy Framework (visit www.tvec.gov.lk for reference) are meant for those who are engaged in provision of TVET in the country. National and sub national level planning is a must to identify skills requirements of industries. Industry based VET planning is underway with an industry focus to identify industry skills and training needs at national level. Regional level planning for

identification of skills needs is underway at provinces and accordingly development of Provincial VET Plan for Provinces was started in 2009 with the view of rationalizing TVET in order to match the needs of industry and youth. Accordingly, provincial VET plans have been developed for Sabaragamuwa, Eastern, Southern, Northern, Uva, Central, North Central and North Western Provinces. VET plans for Western province would be done in 2022.

Key industry sector approach will be used as appropriately to analyze industry requirements and accordingly, identify the skills needs of the industry. Skills requirements will be incorporated in National Competency Standards (NCS) and Curricula in order for delivery at the training institutions. The TVEC will guide training providers to introduce and expand training capacities of training providers to meet these human resource requirements. Public and private sector training institutions will be assisted to conduct training activities identified in this national planning initiative. TVEC believes that informed and timely decisions could be taken provided that research studies are undertaken in relevant topics. It is envisaged that extensive consultation and solicitation

from employer associations and professional organizations will considerably improve currency and relevance of decision making. TVEC will seek local and international assistance in terms of technical and financial to review and update policies related to TVET. Development plans would be developed as per the provisions of the Act accordingly. Program implementation according to set goals, objectives and strategies will be monitored and relevant information will be disseminated to the line Ministry and other parties regularly.

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

*Robust TVET
policies &
strategies*



Thrust area 1 : TVET policy development, planning and coordination

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

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
1.1	To formulate, implement and review of the National Policies on Technical and Vocational Education and Training	1.1.1 Conducive policy framework for TVET available 1.1.2 A comprehensive development plan for TVET sector available	1. Evaluate present policies in terms of currency and relevance and design new policies in association with stakeholders 2. Maintain link with industry	TVET Policy framework						Planning & Research Division
				Draft Development Plan						
1.2	To formulate and assist implement national and sub national level plans for the development of the technical and vocational	1.2.1 Industry specific Vocational Education & Training Plans (VET Plans) available for implementation. Every year,	1. Growing industry sectors identified according to national reports and LMIS for VET plan preparation	20 VET Plans						

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
	education and training sector	a new VET plan developed for a growing industry sector 1.2.2 Provincial VET Plans available for implementation	2. VET plans developed for identified geographical areas	08 VET Plan for Provinces except Western province						
1.3	To develop the priority training areas of TVET in public, private and NGO sector through financial assistance	1.3.1 Coherent financial grants schemes in operation for public and private sector training institutions	1. Priority activities identified through VET plans and other research studies 2. Improve quality and relevance of training conducted by private/ NGO sector institutes.	Rs. 150.0 Mn granted since inception of the TVEC						

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
			3. Strengthen TVET for vulnerable people Implement monitoring and evaluation system. 4. Implement monitoring and evaluation system.							
1.4	To investigate TVET sector related issues in scientific manner	1.4.1 topical research studies undertaken 1.4.2 Reports completed and available for reference	1. Appropriate research topics identified by a steering committee 2. Conduct and facilitate TVET research	20 studies						Planning & Research Division

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
1.5	To obtain national and international assistance for sector development	1.5.1 Technical and/or financial assistance obtained	1. Explore possibility of obtaining assistance 2. Prepare projects to seek funds from national and international agencies	ILO projects for planning and eRPL development						
1.6	To disseminate information on program implementation	1.6.1 Progress reports sent on time to relevant parties	1. Prepare progress reports	All progress reports sent						

Thrust area 1 :

TVET policy development, planning and coordination

Goal 2 :

Develop and maintain information systems in order to facilitate TVET activities

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

TVEC has established and maintain a technologically advanced Labour Market Information (LMI) system supported with dedicated website that will carry information on labour market statistics including occupations in demand locally and internationally with the view of providing labor market signals to relevant

parties. Current demand for jobs will be identified through newspaper surveys, data from various sources and other regular studies. Labour demand and supply information is published and disseminated through LMI website and Labor Market Information Bulletin published bi-annually.

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

TVEC has led the development of an Educational Management Information System (EMIS) with the view of providing timely and accurate information for planning and decision-making for Colleges of Technology of the DTET.

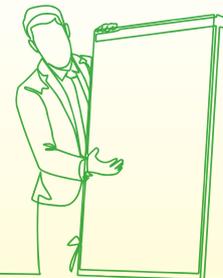
Skills Passport was introduced mainly for those who intend going overseas for work with liaison with Employers Federation of Ceylon and the ILO. Training and assessment systems have been streamlined with a new web portal developed with URL www.nvq.gov.lk for system efficiency and improve service to the clients.

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

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

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

Reliable TVET information for informed decisions



Thrust area 1 : TVET policy development, planning and coordination

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

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
2.1	Maintain an effective Labour Market Information System (LMIS)	2.1.1 LMI Database maintained 2.1.2 LMI Survey conducted 2.1.3 LMI bulletin published 2.1.4 LMI website maintained	1. Collect, analyze and disseminate Labour Market Information	02 Bulletins published						IS Division
2.2	Establish and maintain Skills Passport system	2.2.1 Skills passport issued to those going abroad	1. Develop and maintain appropriate software.	Passport being issued						
2.3	Disseminate Labour TVET information	2.3.1 Publish TVEC newsletter	1. Collect news from in-house and outside authors on news							

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
2.4	Maintain library with	2.4.1 User friendly Library equipped with latest TVET information	<p>1. Establish and maintain user friendly library system</p> <p>2. Make available latest library materials</p> <p>3. Maintain TVET archives</p> <p>4. Maintain eLibrary system</p>	Rich collection of publication with eLibrary Facilities						
2.5	Develop & Maintain information systems for TVEC	<p>2.5.1 User friendly NVQ systems in operation</p> <p>2.5.2 Dedicated NVQ web portal www.nvq.gov.lk</p>	1. Develop & Maintain registration. & accreditation systems	Computer-ized information system established for past data processing						

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
			2. Develop & Maintain hardware & software							
			3. Develop. & Maintain TVEC web information system							
			4. Develop online resources to deliver TVEC services							

Thrust area 1 :

TVET policy development, planning and coordination

Goal 3 :

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

Industry is considered to be a key stakeholder in any qualifications system as they are the players who provide employment for those who obtain certificates from the qualification system. As a strategy, industry stakeholders are classified as councils thus in Sri Lanka what is referred to as Sector Skills Council have been developed for 04 key industry sector i.e manufacturing, construction, ICT and hospitality where majority of workers are employed. Those are the industry sectors which predominantly contribute towards the GDP of the country. The SSDP of the line Ministry provided initial capital to setup the

sector skills councils which are now running with constant dialog being maintained with the TVEC. The councils are allowed to do skills gap analysis and let the TVET system aware of the skills gaps and requirements in terms of occupations in demand and the skills set they envisage. In addition to the said key sectors, it is very much important to liaise with other sectors i.e health, agriculture which remain major employment providers in Sri Lanka economy. The TVEC will liaise with professional organizations i.e International Organization for Migrants (IOM) where Care Giver occupation assessments and certification for those returning from overseas work are handled. Collaborations with overseas qualifications authorities, INGOs and NGOs are important to enable them understand sri Lanka NVQ system in those countries so that Sri Lankans can easily find work overseas.

TVEC has a responsibility to guide the career guidance programs conducted by the training agencies and other stakeholders as it should be based on labour market dynamics and employment aspirations of young persons. A steering committee of all institutes and agencies shall be established and maintained for

this purposes where a common policy guideline need to be given for the agencies to conduct an effective career guidance based on labour market dynamics.

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

Industry liaison provides valuable insights of training needs



Thrust area 1 : TVET policy development, planning and coordination

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

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
3.1	Maintain effective link with industry	<p>3.1.1 Effective relations with industry maintained</p> <p>3.1.2 Effective relations with professional bodies, chambers industry Lead Bodies, voluntary Experts and other local and international Industry Associations maintained</p>	<p>1. Sector councils setup and maintained</p> <p>2. Liaise with professional bodies</p>	04 sector councils Liaise with IOM						IL Division

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
3.2	Maintain effective link with international development projects, INGOs, NGOs	3.2.1 Effective relations with international development projects, INGOs, NGOs maintained	1.Liaise with international development projects, INGOs, NGOs	Liaise with ILO,Save the Children,You Lead and others						
3.3	Establish and maintain effective standardize Career guidance service	3.3.1 Effective standardize career guidance service in place	1. Career guidance steering committee convened regularly 2. Career guidance service standardization commence and maintained	Steering committee setup and convened Material developed						

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
			3. Capacity development of Career Guidance Practitioners							
			4. Career guidance material developed and disseminated							
3.4	Implement promotional activities in electronic and print media and social media	3.4.1 Media programs implemented 3.4.2 Media items designed and developed	1. Work with media agencies 2. Creative media items developed	Media programs implemented						

Thrust area 2 :

National Qualifications system that assures equal access and gainful employment

Goal 4 :

Expand and maintain National Vocational Qualifications (NVQ) system

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

- Assurance of Quality training & education
- Industry based vocational training

- Equal accessibility and uniformity

Competency Based Training (CBT) will remain as the major mode of delivery of vocational training that is leading to offer qualification under the NVQ framework. The NAITA as the leading agency for apprenticeship training, provides training in EBT mode mainly for youth in the country. Also NCS are being used for RPL assessments for experienced persons. In 2021, a new mode of training delivery was introduced titled as Flexible Learning Mode (FLM) targeting the experienced workers who work without proper qualifications in the industry. National Competency Standards and curricula are developed as main guides. As of 2021, NCS at NVQ level 1 – 4 has been developed for 235 occupations in the TVET sector. Also, 72 NCS and curricula for NVQ level 5 and 6 have been developed which are being used at University Colleges and Colleges of Technology as well as private sector for training delivery at diploma level. Development of NCS and curricula is an ongoing activity and gradually the entire labour market will be covered with NCS and related material.

National Apprentices and Industrial Training Authority (NAITA) develops the National Competency Standards in association with the respective industry and finally the document is endorsed as a National document by the TVEC. University of Vocational Technology (UoVT) formerly known as National Institute of Technical Education of Sri Lanka develops curricula in accordance with the competencies specified in the National Competency Standards. It is the responsibility of the TVEC to monitor consistency of quality of training delivery, its validity and reliability.

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

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

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

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



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

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

No	Objective/s	Key performance indicators	Strategies	Baseline in 2021	2022	2023	2024	2025	2026	Lead unit
4.1	Formulating a mechanism to monitor the implementation of NVQ framework while facilitating equal accessibility	4.1.1 A sound system to monitor training providers 4.1.2 A sound equating and validating system to map non-NVQ qualification	1. Quarterly meetings with public sector training providers 2. Establish a mapping mechanism to non NVQ holders	NVQ steering committee meetings and launching of NCS Mapping system initiated						NVQ Division
4.2	Increase number of occupations and technologies covered under the NVQ framework	4.2.1 NCS developed and in use as demanded	1. Development and revision of NCS for NVQ level 1- 6 and allied documents 2. Advance the process of NCS development	245 NCS for NVQ 1 -4 45 NCS for NVQ 5 & 6						NVQ Division

No	Objective/s	Key performance indicators	Strategies	Baseline in 2021	2022	2023	2024	2025	2026	Lead unit
4.3	Acceptance of NVQ qualification in Sri Lanka	4.3.1 NVQ as a qualification for public sector recruitment 4.3.2 NVQ as a qualification for private sector recruitment	1. Follow up with ministries on their recruitment criteria 2. Arrange minimum wages for NVQ holders 3.2. Promote with Chambers and trade associations	Circular is issued None						NVQ Division
										
										

Thrust area 3 :

Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs

Goal 5 :

Establish and maintain credible systems for quality assurance of delivery of TVET in Sri Lanka

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

will setup coherent monitoring mechanisms to ensure that training providers adopt good practices agreed upon.

As of 2021, www.nvq.gov.lk provides training providers the online registration, renewal and online accreditation making the training delivery quality assurance process convenient.

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



*Credible systems for
quality assurance of
delivery of TVET*

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

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

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
5.1	To implement the national system of registration of training institutes as per section 14 of the TVE act no. 20 of 1990	5.1.1 Registered institutions published in Govt. Gazette, Website and Newspapers	<p>1. Conduct awareness programs to make aware general public and training providers</p> <p>2. Use electronic & print media to make aware general public</p> <p>3. Maintain registered institutes database & publish in the website</p> <p>4. Improve efficiency of registration process</p>	1105 valid registered institutes						Registration, Accreditation and QMS Division

			5. Exercise statutory powers vested to TVEC							
5.2	To implement course accreditation program, and monitor the maintenance of standards by TVET institutions	5.2.1 Accredited courses published in Govt. Gazette, Website and Newspapers	<p>1. Select & prepare suitable courses for accreditation</p> <p>2. Provide guidance to instructors and managers of training institutions</p> <p>3. Establish and maintain accreditation assessor network</p> <p>4. Improve and maintain efficiency of course accreditation process</p>	3346 Courses accredited						Registration, Accreditation and QMS Division

			<p>5. Conduct auditing program to maintain standards of accredited courses</p> <p>6. Maintain accredited courses database & publish in the website</p>							
5.3	To establish and maintain quality management system (QMS) at all training institutions that conduct accredited courses	5.3.1 QMS established with certification	<p>1. Establish and maintain QMS at training institutions</p> <p>2. Conduct external audit</p>	QMS established in training centres						Registration, Accreditation and QMS Division

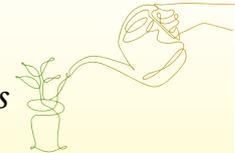
Thrust area 3 : **Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs**

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

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

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

*Coherent assessment systems
supply quality workers*



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

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

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
6.1	Recruit, train and enlist CBA Assessors in the online assessors pool	6.1.1 Assessors available in all NCS	1. Attract and train assessors	2500 Assessors in the pool						AQA Division
		6.1.2 Assessments take place smoothly across the country	2. Implement Automated assessment scheduling system	System in place						
6.2	Monitor assessments	6.2.1 Monitoring teams undertake spot checks of assessments being conducted	1. Obtain preassessment sheets	Around 50 checks per year						
			2. Plan and conduct spot checks							

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
6.3	Conduct knowledge assessment for NVQ level 4	6.3.1 Knowledge assessments conducted as required	<ol style="list-style-type: none"> 1. Use automated system to call applications 2. Conduct exam 3. Release results in 2 months 	1 Knowledge assessment conducted in March 2021 and results released						
6.4	Conduct common written exams for NVQ level 5 and 6	6.4.1 Conducted semester exams	<ol style="list-style-type: none"> 1. Call applications via the system 2. Schedule exams 3. Release results in 3 months 	Semester exams conducted						
6.5	Issue NVQ certificates	6.5.1 All requested certificates checked and issued	<ol style="list-style-type: none"> 1. check and issue certificates 	Around 45000 certificates issued						

Thrust area 3 :

Maintenance of quality standards at training institutions, courses and assessment of candidates for award of NVQs

Goal 7 :

Develop institutional capacity of the TVEC as the apex body:

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

will be made available that support towards a better office environment and implement an effective staff development programs.

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



TVEC capacity building enhances the TVET sector

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

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

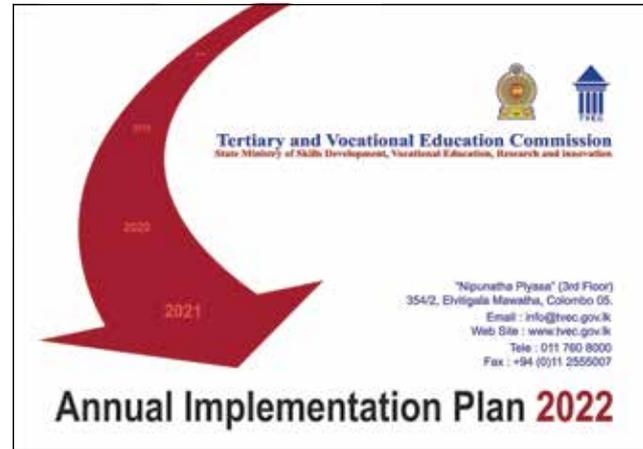
No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
7.1	Improve and maintain the cadre positions	7.1.1 All cadre positions filled	1. Obtain approval for cadre requirements 2. Recruit staff	90 Out of 120 Positions filled						Administration / Finance Division
7.2	Develop and update competencies of the TVEC staff	7.2.1 Enhanced staff skills 7.2.2 Competent staff at TVEC	1. Conduct training needs analysis annually 2. Arrange training programs	Staff trained Training programmes arranged						
7.3	To manage & monitor financial and physical resources for the TVEC	7.3.1 Activities of other development divisions run smoothly	1. maintain vehicle fleet in order	Vehicles rehabilitated as and when necessary						

No	Objective/s	Key performance indicators	Strategies	Baseline in 2020	2022	2023	2024	2025	2026	Lead unit
		7.3.2 Provide resources and services for development activities to take place effectively	<p>2. Make financial and physical resources available as per requirements</p> <p>3. Develop and maintain office Infrastructure to meet requirements</p>	<p>Made available budgeted allocations</p> <p>rehabilitation done as required</p>						

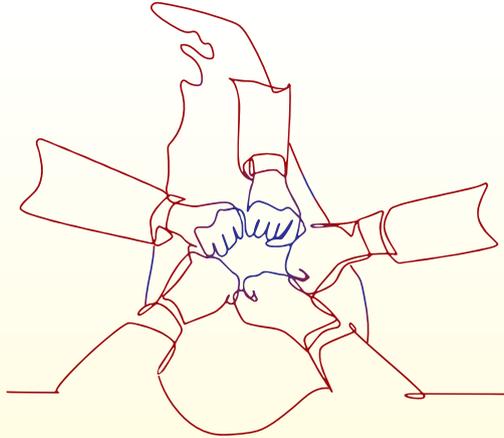
11.0 Implementation

This Corporate Plan 2022 – 2026 envisages uplifting the TVET system of Sri Lanka so as to provide training as required by the industry, which would ultimately enhance economic and social development of the country.

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



Annual Implementation Plan (AIP) - 2022



Let's get together and develop TVET of Sri Lanka





TERTIARY AND VOCATIONAL EDUCATION COMMISSION

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