



Corporate Plan 2008 - 2012

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Tertiary and Vocational Education Commission

(Ministry of Vocational and Technical Training)

"Nipunatha Piyasa"

354/2, Elvitigala Mawatha,

Colombo 05,

Sri Lanka.



*This Corporate Plan 2008 - 2012
is a commitment of the
Tertiary and Vocational Education Commission
to work as a team internally and to continue work in partnerships
with industry employers, professional associations,
lead training agencies, and other local and international stakeholder agen-
cies towards achievement of its goals and objectives
set forth in this Corporate Plan.
It is built upon the achievements of previous Corporate Plan of the TVEC.*

TVEC

Our Vision

A Technical and Vocational Education and Training (TVET) system where all seekers of training will have equal access to the highest possible standards of TVET, that assures gainful employment globally

Our Mission

As the apex body in the TVET sector, we are committed to establish and maintain an efficient, effective and quality assured TVET system, which is relevant to socio-economic goals, and changing market needs.

Tertiary and Vocational Education Commission

Corporate Plan 2008-2012

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 has been functioning under the purview of the Ministry of Vocational Training and Rural Industries as a separate unit up to December 1999.

The Presidential Task Force on Technical Education and Vocational Training recommended enhancing the capacity and capabilities of the TVEC in 1998. Accordingly, the Commission was re-established in December 1999 as a body corporate with additional powers on research and development 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 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

establishments providing Tertiary Education and Vocational Education.

1.1 Powers of the Commission:

Under section 4 of the TVE Act No. 20 of 1990 read 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 programmes 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 programmes, 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.

2.0 The environment of the 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 Vocational and Technical Training. National Apprenticeship and Industrial Training Authority (NAITA) and the National Institute of Technical Education of Sri Lanka (NITESL) function as competency standards and curriculum development agencies respectively. In addition, 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). As the mandatory activity, the NITESL provides teacher-training courses for technical teachers and instructors and also it develops curriculum packages for delivery of CBT courses.

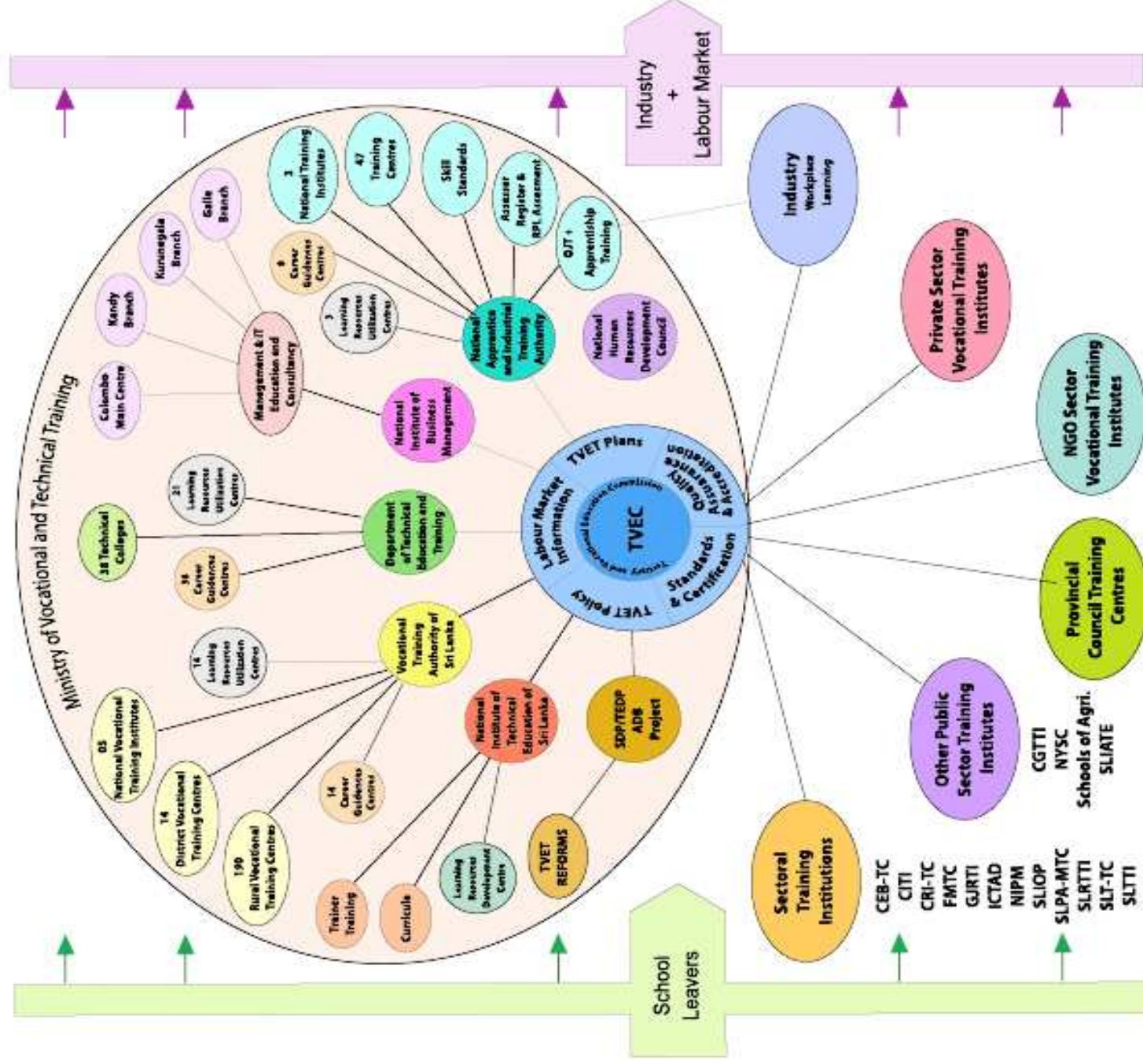
Department of Technical Education and Training (DTET) operates 38 Technical Colleges throughout the country, of which nine (09) Colleges are now being upgraded to offer diploma level courses leading to National Vocational Qualifications. Vocational Training Authority (VTA) operates a network of Rural Vocational Training Centers (RVTCs), Special Vocational Training Centers (SVTCs), District Vocational Training Centers (DVTCS) and National Vocational Training Centers (NVTCs) throughout the country. The National Youth Services Council (NYSC), under the purview of the Ministry of Youth Affairs, organizes vocational training courses in urban as well as rural areas. In addition, a set of other public sector agencies provide industry specific TVET courses for their own workers as well as outsiders in different occupations.

The figure depicts a schematic diagram of the TVET system in Sri Lanka.

In the year 2007, the Technical Education Development Project (TEDP), the successor to Skills Development Project (SDP), came into effect and it mainly concentrates on activities related to NVQ level 5 and above diploma level courses and setting up of the University of Vocational Technology for award of NVQ level 7 degree equivalent qualifications.

All these demand different roles to be played by agencies and partners of TVET.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) SYSTEM OF SRI LANKA



Abbreviations

- CEB-TC - Ceylon Electricity Board - Training Centre
- CGTTI - Ceylon German Technical Training Institute
- CITI - Clothing Industry Training Institute
- CRI-T - Coconut Research Institute - Training Centre
- FMTC - Farm Machinery Training Centre
- GJRTI - Gem & Jewellery Research and Training Institute
- ICTAD - Institute for Construction Training and Development
- INGRIN - Ingrin Institute of Printing and Graphics Sri Lanka Limited
- NIPM - National Institute of Plantation Management
- NYSC - National youth Services Council
- SLIATE - Sri Lanka Institute of Advance Technical Education
- SLIOP - Sri Lanka Institute of Printing
- SLPA-MTC - Sri Lanka Ports Authority - Mahapola Training Centre
- SLRTTI - Sri Lanka Railway Technical Training Centre
- SLT-TC - Sri Lanka Telecom - Training Centre
- SLTTI - Sri Lanka Television Training Institute

2.1 Role of the TVEC:

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 comprehensive development plan for the sector.

Also, 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 standard setter that will assure consistency and uniformity of delivery of TVET. As mandatory activities, it plays and will be playing the role of policy development, planning, coordination and development agency for the sector. As the certification body, it will have to closely monitor competency assessments of persons who follow courses at institutions as well as assessment of persons who have acquired skills in informal manner, through Recognition of Prior Learning (RPL).

TVEC's role as the central agency for quality assurance of training is paramount. While working on mandatory activities, it will have to play its role in a way that increases benefits for clients of TVET viz. industry employers, parents, trainees and other relevant parties.

2.2 Role of the training providers:

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 qualifications. It is expected that they adhere to good practices of training center management and create a student

friendly learning environment that satisfies the aspirations of the youth.

2.2 Role of industry employers:

Industry employers will have to play a role of a partner in identifying skills and competencies of different occupations. The TVEC in association with NAITA will make arrangements to develop national standards and curricula based on requirements of the industry employers. It is envisaged that the employers will stick to national qualifications as and when they recruit persons as their workers. Employers must participate in the training process by providing in plant training to trainees.

2.3 Role of training seekers and parents:

It is envisaged that this category of stakeholders will be vigilant on substandard training institutions and courses and take informed decisions in selecting training centers to follow courses. TVEC will make all efforts to make available right information in this regard.

2.4 Time horizon of the corporate plan:

This Corporate Plan will have five-year (05) development horizon underpinned with coherent Annual Implementation Plan for each year with physical and financial targets set based on Government's budgetary allocations. The time horizon of this plan will be extended as the activities progress and new activities introduce in line with objects of the TVEC. Previous corporate plan of the TVEC and the policy objectives identified in the 10-year horizon development strategy of the Government have been taken into consideration in development of this Corporate Plan.

2.5 Annual Implementation Plan:

An Annual Implementation Plan 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 are achieving desired outcomes of each program implemented in line with Corporate Plan's goals and objectives. The Annual Implementation Plan would be revised as and when necessary to take account of evaluated outcomes to ensure that the Annual Implementation Plan complements Corporate Plan goals and objectives.

3.0 National strategy:

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 *"to establish and maintain an efficient, effective and quality assured TVET system, which is relevant to socio-economic goals, and changing market needs"* that is the mission of the TVEC.

The Government's development policy statement *"Mahinda Chinthana - the 10-year horizon development program"* spells out its intention that the need of expanding and improving vocational education and training facilities in line with changing trends of national and international labor market requirements safeguarding dignity of all occupations (ref. Page 58 of the Government's policy statement).

3.1 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

3.2 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 certifications as per national standards

- Capacity building of TVEC staff will strengthen the team spirit to achieve our corporate goals
- Labor market information is dependable criteria for training planning
- Informed and timely decisions could be taken through use of Management Information System (MIS).
- Consultation and solicitation improves decision making

3.3 Current resources endowment:

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

Being a public sector corporate body, the TVEC mainly depends on financial resources granted by General Treasury of the Government. It earns considerable income in terms of fees and charges and sale of publications.

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.

3.4 Environmental scanning:

The corporate plan is underpinned by a detailed analysis of environment using environmental scanning techniques - PESTEL and SWOT

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.

- One of the main shortcomings presently faced by the TVET sector is the non existence of a National policy framework on the Vocational training in Sri Lanka. As a result, inconsistencies related to certification and duplication training delivery could be observed
- 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, information gap causing difficulties in matching the supply and demand of training
- Inability 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
- Poor implementation of Management Information System

A SWOT analysis was also carried out to support the environmental scanning and outcomes of that exercise are given below.

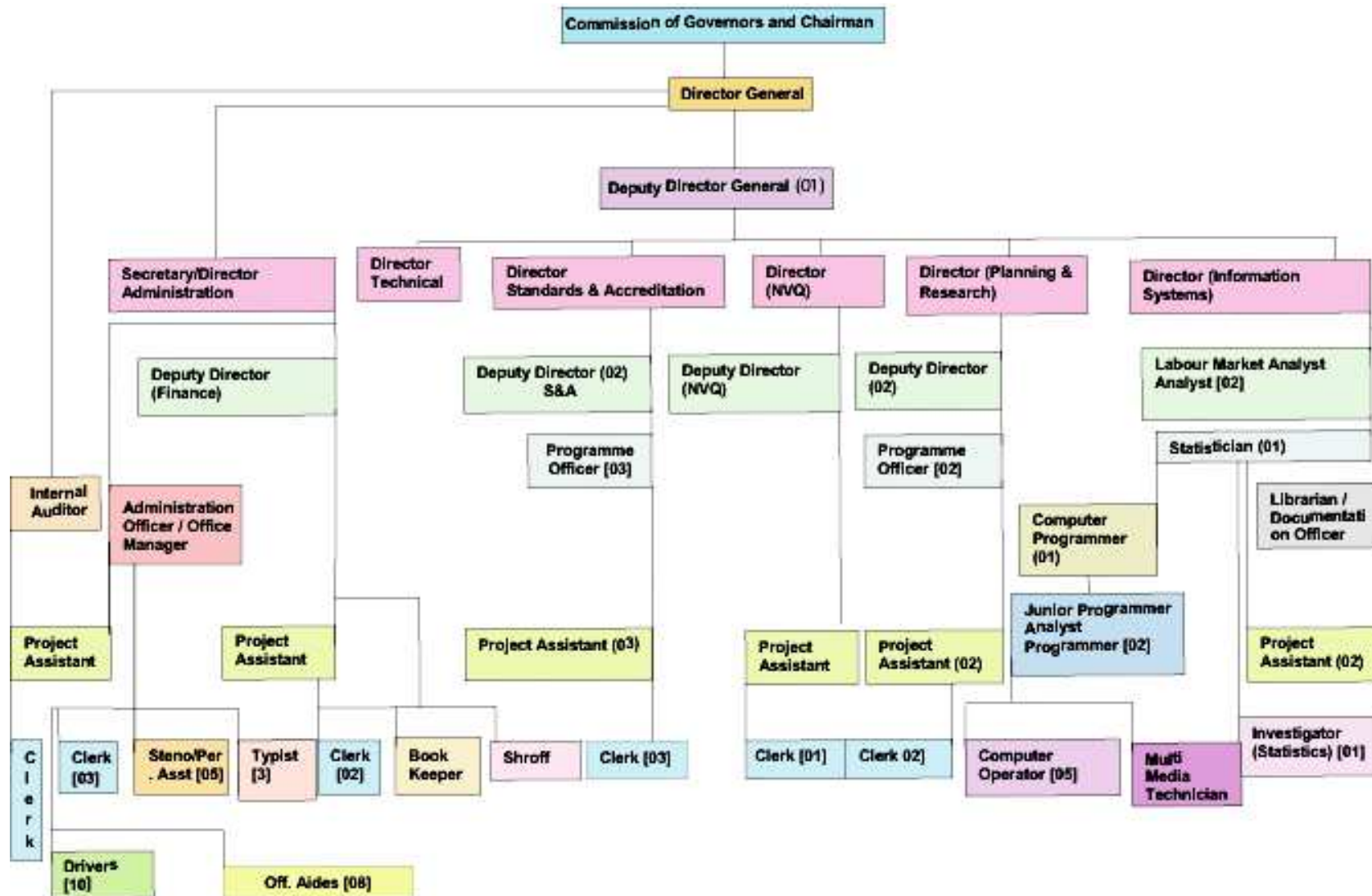
<p>Strengths</p> <ul style="list-style-type: none"> ■ Mandatory Powers vested with the TVEC ■ Qualified and competent Staff officers and support staff ■ Apex body status ■ Adoption of Quality Management System to TVEC including Implementation of 5s ■ Executive order of Hon. Minister ■ Ability to influence the labor market ■ Adequate relationship with the Donor agencies -JICA, GTZ etc. and with the similar international organizations - UNEVOC, APSDEP ■ Certifying body for quality assurance of the TVET sector 	<p>Weaknesses</p> <ul style="list-style-type: none"> ■ Lack of publicity ■ Lack of sector-specific training for the staff ■ Inadequate human resources· Inadequate physical resources ■ Inadequate relationship with the industry ■ Lack of fund for development activities
<p>Opportunities</p> <ul style="list-style-type: none"> ■ Willingness to make links with TVEC by the international organizations ■ Willingness to make links with TVEC by the donor agencies ■ Opportunity to work with local and international consultants ■ To work in international organizations for short periods - Colombo plan, UNIVOC ■ Establish of UNIVOTEC and CoTs ■ Integration of certification through NVQ ■ Invoked interests of private sector to enter into TVET under liberated economy ■ Reorientation of TVET as per national standards 	<p>Threats</p> <ul style="list-style-type: none"> ■ International qualifications provided by the private sector ■ Introduction of non- standard programs by training providers ■ Segregation of training agencies into different Ministries

3.5 Our Team:

We are a team consisting of 22 staff level officers assisted by a cadre of 31 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 to recruit the new cadre so that we could effectively undertake the enhanced goals, objectives and strategies spelt out in this Corporate Plan.

Organization Chart of the Tertiary and Vocational Education Commission



4.0 Our Goals:

TVEC will continue work towards achievement of following goals:

- Goal 1 Formulate, review, update and implement TVET Policies
- Goal 2 Establish system for Quality Assurance of the TVET sector
- Goal 3 Establish an effectively implementable TVET qualification awarding system which has equal accessibility and uniformity
- Goal 4 Develop and maintain a Labour Market Information System (LMIS) Educational Management Information System (EMIS) and Geographical Information System
- Goal 5 Development of Institutional Capacity of the TVEC

Goals 1- Formulate, review, update and implement TVET Policies

Policies on TVET need to be derived from Government's development policies as set out in Government Policy Statement. Accordingly, a national policy framework for the TVET sector needs to be developed in partnership with local and foreign stakeholder agencies. National and sub national level planning is a must to identify skills requirements of industries.

Sectoral and occupational approaches will be used as appropriately to analyze industry requirements and accordingly, identify the skills needs of that particular industry. The TVEC will guide training providers to introduce and expand training capacities of training providers to meet these manpower requirements. Public and private sector training institutions will be strengthened to conduct training activities identified in the national planning initiative, which is the development of vocational education and training (VET) plans for growing industry sectors

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 and hence industry specific advisory councils will be setup. TVEC will seek local and international assistance in terms of technical and financial to review and update policies related to TVET.

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 measures are identified and implemented to achieve the goal.

Implementation strategy for Goal 1 - Formulate, review, update and implement TVET Policies

No.	Objective	Outcome/s	Strategy/s	Time period					Key performance measure
				2008	2009	2010	2011	2012	
1.1	To formulate and review of the National Policies on Technical and Vocational Education and Training	1.1.1 Training is provided as per current and relevant policies and accordingly, stakeholder needs are fulfilled	1.1.1 Evaluate present policies in terms of currency and relevance and design new policies in association with stakeholders						1.1.1 Conducive policy framework for TVET available 1.1.2 A comprehensive development plan for TVET sector available
1.2	To formulate and assist implement national and sub national level of plans for the development of the technical and vocational education and training sector	1.2.1 Training is provided as per national plans so as to fulfill needs of industry	1.2.1 Growing industry sectors identified according to national reports and LMIS for VET plan preparation						1.2.1 Industry specific Vocational Education & Training Plans (VET Plans) available for implementation. Every year, a new VET plan developed for a growing industry sector
			1.2.2 Seek/solicit expert advice of lead training agencies and professional associations						1.2.2 Every year, 06 SPTACs appointed and consulted

1.3	To develop the priority training areas of TVET in public, private and NGO sector through financial assistance	1.3.1 Quality of training increased.	1.3.1 Prioritized activities identified through VET plans and other research studies 1.3.2. Implement and monitor development activities		1.3.1 Coherent financial grants schemes in operation for public and private sector training institutions 1.3.2 List of grant recipient institutions
1.4	To conduct research into TVET sector	1.4.1 reliable set of data available for decision making	1.4.1 Appropriate research topics identified by a research committee		1.4.1 topical research studies undertaken 1.4.2 Reports completed and available for reference
1.5	To obtain national and international assistance for sector development	1.5.1 views & ideas of stakeholders taken care of	1.5.1 Explore possibility of obtaining assistance 1.5.2 Prepare projects to seek funds from national and international agencies		1.5.1 Technical and/or financial assistance obtained 1.5.2 Objectives setout in projects are met
1.6	To disseminate information on program implementation	1.6.1 timely submission of reports	1.6.1 Prepare progress reports		1.6.1 Progress reports sent on time to relevant parties

Goal 2 - Establish system for Quality Assurance of the TVET sector

Quality and relevance of TVET will be assured through registration of training institutions and accreditation of courses. Adequacy of infrastructure, teacher qualifications and curricula will be evaluated at the registration stage. Whereas at the accreditation, the course will be deeply assessed in relation to the relevant national skills standards to determine what extent the course

provides competencies specified in the 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 practices agreed upon.

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

Implementation strategy for Goal 2 - Establish system for Quality Assurance of the TVET sector

No.	Objective	Outcome/s	Strategy/s	Time period					Key performance measure	
				2008	2009	2010	2011	2012		
2.1	To implement the national system of registration of training institutes	2.1.1 Training provided at suitable places	2.1.1 Mobilize regional network of resource persons to identify training institutes						2.1.1 A complete list of TVET providers available in soft and hard formats	
			2.1.2 Conduct regional level awareness programmes to attract training providers							2.1.2 80% of institutes registered
			2.1.3 Make use of electronic and print media							
			2.1.4 Introduce benefit packages to attract institutes							

			2.1.5 Improve efficiency & record keeping of institute registration process					
			2.1.6 Use legal powers vested on TVEC					
2.2	To implement course accreditation program, and monitor the maintenance of standards by TVET institutions	2.1.1 Training provided at suitable places 2.2.1 Training provided as per national standards	2.2.1 Select & prepare suitable courses for accreditation					2.2.1 A list of accredited courses available in soft and hard format
			2.2.2 Provide guidance to instructors and managers of training institutions					2.2.2 Training providers run courses as agreed upon
			2.2.3 Establish an accreditation assessor network					
			2.2.4 Improve efficiency of course accreditation process					
			2.2.5 Establish monitoring mechanisms to audit courses					
2.3	To establish and maintain quality management system at all training institutions to ensure the quality of training	2.3.1 Efficiency of institute management improved	2.3.1 Make aware the training providers on process and way of maintenance of QMS					2.3.1 QMS established and maintained at TVET institutions
			2.3.2 Monitor preparation of quality manuals					
			2.3.3 Audit QMS					

Goal 3 - Establish an effectively implementable TVET qualification awarding system which has equal accessibility and uniformity

TVE act no. 20 of 1990 is 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 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. National Competency Standards and curricula are developed as main guides covering 72 occupations in the TVET sector. This number is being increasing annually.

National Apprentice and Industrial Training Authority develops the National Competency Standards in association with the respective industry and finally the document is endorsed as a National document by the TVEC. 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.

TVEC conducts comprehensive promotional programs using print and electronic media to propagate NVQ concept among stakeholders. It will gradually implement courses on NVQ level 5, 6 and 7 while upgrading the infrastructure to improve the facilities currently available. A university to offer degree qualification, which is level 7, is being constructing in Ratmalana (University of Vocational Technology). The university intends to offer qualifications in three faculties, viz. Industrial Technology, Vocational Technology and Training Technology. Nine vocational training centers belong to Department of Technical Education and Training; will be upgraded as Colleges of Technologies to offer NVQ level 5 and 6 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. Under the Recognition of Prior Learning mode, NVQ certificates are issued

after a successful completion of terminal assessments and 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. The TVEC conducts periodic third party audits to assure the installation of QMS.

The table below elaborates on four objectives identified, respective strategies to implement objectives, with key performance indicators.

Implementation strategy for Goal 3 - Establish an effectively implementable TVET qualification awarding system which has equal accessibility and uniformity

No.	Objective	Outcome/s	Strategy/s	Time period					Key performance measure
				2008	2009	2010	2011	2012	
3.1	Develop and strengthen the NVQ framework to facilitate equal accessibility	3.1.1 Possible entries to NVQ system from all formal & non-formal training/education systems	3.1.1 Developing a uniform effective credit system	■					3.1.1 A sound credit system for NVQ level 1 to 7
			3.1.2 continuous improving and updating of NVQ framework						
			3.1.2 continuous improving and updating of NVQ framework	■					3.1.2 Advanced vocational training system established in the country
3.2	To develop an efficient, effective system for NVQ certificate issuing process	3.2.1 Efficient and accurate methodology of awarding NVQ qualification	3.2.1 Develop a comprehensive software system - NVQ/MIS	■					3.2.1 An effective user friendly NVQ/MIS system
			3.2.2 Formulate an association for assessors with the representation from all parts of the Island	■					3.2.2 An assessor pool fulfilling the assessment requirements

3.3	Image building of the NVQ framework through Social Marketing	3.3.1 Image built with a 60% rate	3.3.1 Questionnaire survey among general public with a matrix to evaluate the responses	45%	50%	55%	60%	60%	3.3.1 Success rate of 60% or above through matrix analysis for questionnaire outcomes
			3.3.2 Promotional & awareness programmes						3.3.2 Concurrent programmes on NVQ
			3.3.3 Commencing attractive vocational courses at training centers						3.3.3 Conduct new courses that should be with high intake and pass rate
3.4	To install ISO quality management system in TVEC	3.4.1 Obtain ISO 9001:2000 certification and upgrading annually	3.4.1 Conducting Internal Quality Audits						3.4.1 Audit reports with corrective & preventive actions
			3.4.2 Compilation of Quality Manual						3.4.2 Obtained ISO certification for TVEC

Goal 4 - Develop and maintain a Labour Market Information System (LMIS) Educational Management Information System (EMIS) and Geographical Information System (GIS)

Present vocational education and training system in the country does not adequately meet the changing skills needs of the industry. It is mostly a supply driven and social-demand-oriented system.

Most courses are not developed so as to cater industry skills needs and therefore there is a gap or mismatch between what is demanded and what is supplied. As a result, the pass outs of training institutes face difficulties in finding employment at the end of training.

With the view of providing labor market signals to relevant parties, the TVEC will establish and maintain a technologically advanced LMIS supported with websites that will carry information on NVQ graduates, national standards, accredited courses and registered institutions etc. so that relevant parties may straightaway log into those websites and download required information. Current supply of jobs will be identified through newspaper surveys and other regular studies. It will publish publications regularly to disseminate Labor Market Information.



With the view of providing timely and accurate information for planning and decision-making, TVEC will establish and maintain an Educational Management Information System. It has been observed that getting information sheets by hard copies take much time compared to computerized systems. The respective training institutions will also benefit from the EMIS that carry information on students teachers, courses etc.

TVEC envision that it must have a fully equipped library with necessary facilities and reading materials. Hence, annual local and international publications will be available for reference at the library.

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

Implementation strategy for Goal 4 - Develop and maintain a Labor Market Information System (LMIS), Education Management Information System (EMIS) and Geographical Information System (GIS) for TVET

No.	Objective	Outcome/s	Strategy/s	Time period					Key performance measure
				2008	2009	2010	2011	2012	
4.1	To maintain an effective labour market information system.	4.1.1 Efficient and effective Labour Market Information System which caters for changing labour market needs.	4.1.1 Collect, analyze LMI by using statistical techniques 4.1.2 Engage in newspaper survey and other research studies 4.1.3 Prepare and publish LMI bulletin bi annually 4.1.4 Prepare and publish TVET Guide annually 4.1.5 Prepare TVEC newsletter 4.1.6 Design a TVEC and LMI websites that carry all relevant information on TVET 4.1.7 Maintain computer systems						4.1.3 Two LMI bulletins published, 4.1.4 TVET Guide published 4.1.5 TVEC News letters published 4.1.6 LMI website developed 4.1.7 Systems in good working condition
4.2	To establish and maintain Education Management Information System (EMIS) for the TVET sector	4.2.1 Planning and decision making process is done using information in the EMIS.	4.2.1 Arrange technologically advanced software and hardware in place for the EMIS						4.2.1 A reliable and efficient EMIS in place

4.3	To maintain a fully equipped library with TVET information		4.3.1 A user friendly internationally benchmarked library organized						4.3.1 An efficient library provides information
4.4	Establish Geographical Information System (GIS) for TVET Sector	4.4.1 Make informed TVET decisions based on geographical information	4.4.1 Design & develop GIS caters requirements of the TVET sector 4.4.2 Maintain geographic information base which gives current and effective information to make decisions by TVEC and the Ministry						

Goal 5 - Development of Institutional Capacity of the TVEC:

TVEC believes that capacity building of TVEC staff will strengthen the team spirit to achieve our goals set out in this corporate plan. It is necessary to identify new cadre positions and recruit them so that it will expand the current capacity and capability of

the TVEC. Skills of current staff need to be improved in pace with knowledge economy and needs of programs of the TVEC. Financial and physical resources will be made available effectively that support implementation of development activities.

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

Implementation strategy for Goal 5 - Development of Institutional Capacity of the TVEC

No.	Objective	Outcome/s	Strategy/s	Time period					Key performance measure
				2008	2009	2010	2011	2012	
5.1	To improve and maintain the cadre positions	5.1.1 TVEC activities effectively assigned among the staff	5.1.1 Manpower needs analysis held						5.1.1 Positions filled and expected outcomes achieved
			5.1.2 Staff recruit as necessary						
5.2	To develop and maintain current competencies of the TVEC staff	5.2.1 TVEC capacity improved	5.2.1 Conduct training needs analysis annually						5.2.1 Enhanced staff skills
			5.2.2 Financial support provided to needy staff						

5.3	To make available financial and physical resources for the TVEC	5.3.1 TVEC's activities undertaken effectively	5.3.1 Vehicle fleet maintains in order	[Progress bar: 100%]					5.3.1 Development programs implemented without delay
			5.3.2 Financial and physical resources forecast effectively	[Progress bar: 100%]					5.3.2 Favorable work environment
			5.3.3 Infrastructure maintains in good condition	[Progress bar: 100%]					
5.4	Establishment of Regional centers of TVEC	5.4.1 Operational efficiency improved	5.4.1 Branch offices established considering the training activities at regional level				[Progress bar: 25%]		5.4.1 Branches established

5.0 Implementation:

This Corporate Plan 2008 - 2012 envisages to uplift the TVET system of Sri Lanka so as to provide training as required by the industry, which would ultimately enhance economic development of the country.

For each year, an Annual Implementation Plan will be developed taking account of five (05) 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 quarterly for each objective in line with budgetary allocations of the Government to make the Annual Implementation Plan a current and a real time

document. 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.



**Corporate Plan
2008 - 2012**



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