

Tertiary and Vocational Education Commission

*Research Cell*

Effectiveness of overseas Training for  
Development of TVEC Sector in Sri Lanka

Research By:

DTET



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## Message from Director General of DTET

In the Technical Vocational Education and Training sector huge allocations are provided by Government and foreign funded projects for Human Resource Development including foreign trainings. However it is questionable that how good this training is effective and to what extent these allocations are utilized correctly.

In this context, research work provides a reasonably acceptable answer to this question.

This particular research study, which unveils the effectiveness of foreign training for the development of TVET sector in Sri Lanka would be benefited to understand what are the short comings of foreign training process and to suggest the way for receiving more benefits through them.

I wish to express my appreciation of the initiative taken and the contribution made by Ms. P.G.R. Damayanthi, Research Team Leader who's tremendous effort made this study a success and also Mr. K.K.A. Karunatilake and Mr. Prasanna attached to Research and Development Division of the Department for their contribution.

We would also wish to extend our sincere thanks to Prof. Dayantha Wijesekara, Chairman, TVEC, Mr. B.H.S. Suraweera, Acting Director General of TVEC, Mr. Ajith Polwatta, Deputy Director of TVEC, and Ms. Priyanga Nanayakkara, Assistant Director, TVEC and other staff of the Research Steering Committee of TVEC who provided timely guidelines and every possible effort to improve a research related culture by funding for making this endeavor a success.

Dr Chithral Ambawatta  
Director General

## **ACKNOWLEDGEMENT**

We wish to convey our gratitude to Dr. Chithral Ambawatte, Director General of the Department of Technical Education and Training for the valuable support and guidance to commence this effort. Also the advises and support given by Mr. D.V.P.Y. Kulatunga, Additional Director General of the DTET is very much appreciated.

A special thank should go to Mr. K.K.A. Karunatilake former Director (Research and Development) for motivate and guidance given to us in making this effort a success also the guidance made by the Mr. B.H.S. Suraweera, Director of TVEC, who was behind the programmes, monitoring its progress throughout the study, is very much appreciated as well as the contribution made by Mr. Ajith Polwatte, Director TVEC giving instructions and guidance throughout the research must be highly appreciated. Specially we would like to convey our thanks to Ms. Priyanga, Assistant Director of Tertiary and Vocational Education Commission (TVEC) for her valuable comments and arrangements of earlier presentation understanding our time barriers with office work as well as Mr. Sunil Rathnayake, Director (training) of Vocational Training Authority (VTA), Ms. Diluka - Administration Officer of TVEC, Ms. Mallika of National Apprentice and Industrial Training Authority (NAITA) Mr. Sampath Abayagunawardana, Assistant Director of VTA and Ms. Purnima Panangalage, Training Assistant, Finance Division of DTET are highly appreciated for their valuable assistance throughout the study.

Finally the research team wishes to thank Directors, Deputy Directors who contributed their comments regarding the programme and the all participants of foreign training within five years time who committed for the event to make success by sending filled questionnaires, as well as the all members of the Research and Development Division for the assistance and encourage given by them through out this event.

## **EXECUTIVE SUMMARY**

In the Technical Vocational and Education and Training (TVET) sector in Sri Lanka the Department of Technical Education and Training (DTET) has become the major provider of Technical and Vocational knowledge to the young generation of the country. With DTET there are 19 organizations under the purview of Ministry of Youth Affairs and Skills Development.

These all institutes have academic and non academic staff who have been recruited with necessary qualifications. But it is understood the knowledge and skills must be upgraded with new knowledge and technology. Understanding the necessity of Human Resource Development of the staff of these institutes, the government and foreign funded projects sponsored for foreign trainings hugely. These allocations are providing for short term and long term courses in foreign countries.

While it is observed a huge amount of money is granted for these training it is questionable whether these allocations are utilized accurately and efficiently. For many years the process of selection for foreign trainings is being criticized but still no any acceptable method has been introduced.

This research study has examined the effectiveness of foreign trainings for the development of TVET sector in Sri Lanka. The aim of the study is to examine to what extent these huge allocations have been utilized and obtained a successful outcome. As well as to find out the short comings of selection criterias and make recommendations for improvement of foreign training.

The study was focused on academic and non academic staff of considered organization and five of the Heads of each organization. The sample consisted of 273 participants of foreign training with in five years from 2006 to 2011.

As the main data collection instrument, two questionnaires were developed for participants and Heads of the Organizations. Secondary data was collected from External Resource Department, institutional reports, Management Information System (MIS) of DTET, web sites of considered organizations, Global Partnership in Development 2011 (ERD), published by External Resource Department.

Target population was all non academic and academic staff of DTET and from each institutes of TVEC, UNIVOTEC, VTA and NAITA who had foreign training opportunities.

Sample population was all non academic and academic staff of DTET and 5 from each other 4 institutes who had foreign training within 5 years time.

After gathering data, they were tabulated according to relevant coding and data analysis was carried out using MS Excel package.

In analysis data were categorized under sub titles such as general characteristics of sample, duration of training, relevancy of the programme, title of the programme, country of the programme, agreement with the selection criteria, use of acquired knowledge, benefits of the training, recommendation for others, effecting for development for the TVET and suggestions for effective foreign training process.

As findings of the study it was unveiled male participants have been given more opportunities than female participants and mostly they are over 45 years.

Most of them are qualified with degree level and majority of the sample consisted from Colleges of Technology.

According to the analysis South Korea was the most provider of foreign training for TVET during last 6 years.

As well as 86% of the participants were agree with selection criteria and they are fully satisfied with the relevancy of the programme.

Considerable participants of the sample said they have introduced new methodology for the students and change in the working environment has done.

For findings the study understands a suitable selection criteria have to be prepared in each organization. Attention needs for further training requirement and an importance of developing and maintain a human resource development plans for each organizations which are considered by the study. Especially it found out the necessity of improvement of English knowledge of all of academic and non academic staff of TVET sector.

However, received no any foreign training opportunity should not be a qualification to be selected for overseas training.

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## ABRIVIATIONS

TVET	Technical Vocational Education and Training
ERD	External Resource Department
DTET	Department of Technical Education and Training
CoTs	Colleges of Technology
NAITA	National Apprenticeship and Industrial Training Authority
VTA	Vocational Technical Authority
UNIVOTEC	University of Vocational Technology
MYASD	Ministry of Youth Affairs and Skills Development
TVEC	Tertiary and Vocational Education Commission
NYSC	National Youth Service Council
CPSC	Colombo Plan Staff College
SAARC	South Asian Association for Regional Cooperation
TEDP	Technical Education Development Project
GTZ	German Technical Cooperation
KOICA	Korean International Cooperation Agency
JICA	Japan International Cooperation Agency
NVQ	National Vocational Qualification
TC	Technical College
SDP	Skills Development Project
ADB	Asian Development Bank
KRIVET	Korea Research Institute for Vocational Education and Training
AL	Advanced Level
OL	Ordinary Level
B.Ed.	Bachelor of Education
JSCoT	Japan Sri Lanka College of Technology
ITC	Information Technology and Communication

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# CHAPTER ONE

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## INTRODUCTION

# CHAPTER ONE

## INTRODUCTION

Main objective of Technical Education and Vocational Training (TEVT) is to prepare, students and trainees for gainful employment and to enhance their prospects of employment. In Sri Lanka, admission to the University system is based on the highly competitive GCE Advanced Level examination. So, only the top students from urban districts get the chance of having tertiary education. Around 8% of those qualified for higher education go abroad to pursue their studies in foreign Universities. Those who are not having chances for higher education locally or foreign Universities and the most of the school leavers after ordinary level yearly adding to the unemployment part of the country.

Vocational Education and Training in Sri Lanka is managed by the Tertiary and Vocational Education Commission of the Ministry of Youth Affairs and Skills Development. Training includes course based curriculum at Vocational Technical Training centers, and apprenticeship, at private or public organizations. Technical Education and Vocational Training has enormous potential in promoting industrial development attracting foreign investment increasing productivity and competencies.

Under purview of the Ministry of Youth Affairs and Skills Development there are 20 major institutes for providing Technical Education for the young generations of the country. Department of Technical Education and Training is the major organization with 9 Colleges of Technologies and 29 Technical Colleges Island wide, Tertiary and Vocational Education Commission (TVEC), National Apprenticeship and Industrial Training Authority (NAITA), Vocational Training Authority of Sri Lanka (VTA), National Youth Services (NYSC) and so on, are the organizations which provides technically skilled peoples to the local and international labor market.

The Government Technical Vocational Education and Training (TVET) sector under the Ministry of Youth Affairs and Skills Development combined all opportunities of Vocational Guidance and opportunities for school leavers of the country, keeping as a main task to be achieved by the Sri Lankan Government is to eliminate the poverty of the country. To get this task achieved successfully, the government make huge investment for the human resource development in various sectors, including the TVET sector in Sri Lanka since Technical Education is considered one of big solutions

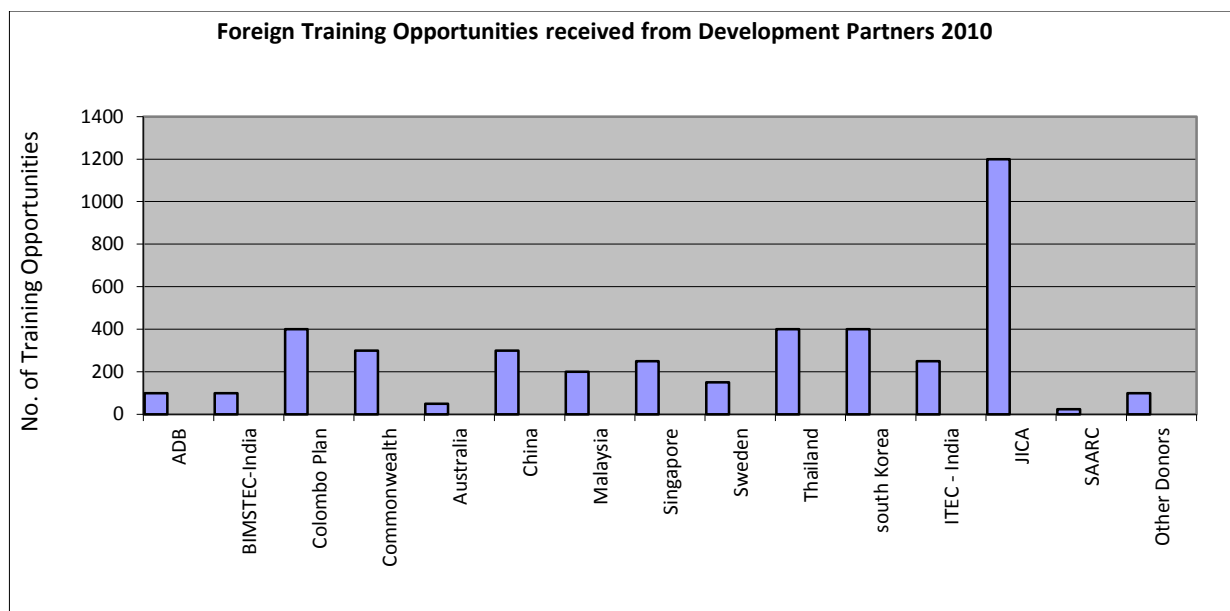
to fill the gap of secondary education and the small part which gains opportunity to enter local and foreign universities.

Not only the Government but also foreign funded projects also are funding for the development of TVET sector in Sri Lanka. In this huge investment a big part is allocated for human resource development, including provision of overseas training.

## **1.1 PURPOSE OF THE STUDY**

To examine the effectiveness of overseas training for the development of the TVET sector given by the Government of Sri Lanka and foreign funded projects, for upgrading the human resource capacity .So that the findings of the study would help to evaluate, to what extent those huge funds allocated by the Government of Sri Lanka have been utilized correctly and efficiently. According to the External Resource Department of the Ministry of Financial and Planning the capacity of the public sector to carry out a wide range of development tasks, which are necessary for rapid economic development in the country needs to be improved. A productive human resource with new knowledge, skills and right attitudes are important factors to develop Sri Lanka as a knowledge hub. Accordingly the necessity for continuous development of human and functional capacities of the TVET sector has been well recognized by the government policies.

All state sector in Sri Lanka annually receives a significant number of foreign training opportunities from development partners such as Japan, Korea, India, Thailand, Singapore, Indonesia, the common wealth secretariat, The Colombo Plan etc. These programmes consist of both long term such as Masters Degree programmes and short term training programmes. Sri Lanka TVET sector also mostly benefited by the Government funds and for the type of International workshops, seminars, conferences and volunteer programmes which are assisted by the development partners as well.



**Figure 1 : Foreign Training Opportunities received from Development Partners 2010**  
**Source - ERD**

In addition, foreign trainings provided by Malaysia, Sweden, Germany, Netherland, Pakistan, Egypt, Brazil, SAARC helped significantly to address long term human resource development in TVET sector in Sri Lanka.



**Figure 2 : Foreign Training Opportunities received from 2005 – 2010 Sector wise**  
**Source – Global Partnership in Development 2011**

For the vocational training 175 foreign training opportunities have been given by the Government with the hope of developing human resource capacities within 2006 – 2010 is shown in figure 2.

Therefore, this study attempts to find out whether these huge investments allocated for foreign training, aiming the development of capacities of the human resources of TVET in Sri Lanka has been benefited by the students of TVET sector in Sri Lanka.

According to the considered organizations by the study from 2006 to 2011 number of foreign training has been granted to the organizations under purview of the Ministry. Therefore the total no. of foreign training received by each institutes are shown in table 1as follows.

<b>Organization</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Department of Technical Education and Training	10	8	27	8	36	145
Tertiary and Vocational Education Commission	7	6	5	10	10	12
University of Vocational Technology	3	5	4	10	10	12
Vocational Training Authority	9	5	15	52	-	12
National Apprenticeship and Industrial Training Authority	4	7	15	5	6	10
Total	33	31	66	85	62	191

***Table 1 : Distribution of annual foreign training opportunities***



## Foreign Funds towards Technical Colleges and College of Technologies

As shown in Table 2 following projects have funded CoTs and TCs as follows, including the human resource development.

Name of Project		Project Cost	Duration	Project Components
01	TEDP (Funded by Asian Development Bank )	US \$26.7mn	2006-2011	Strengthening the colleges of Technology (CoTs) in Technical Education with human resource development
02	GTZ – REVO	Rs. 1660 million	2005-2009	Upgrading two technical colleges Galle and Ampara
				Staff Development
				Provision of equipment and Training materials
				Enhance planning and implementation capacity of 09 TCs
				Development of Curricula
03	KOICA (Korean International Cooperation Agency)	Rs. 296.1 million foreign Aid Rs. 233 million Local Rs. 63.1 million	2004-2009	Improve of the Technical Education training imparted by the Jaffna Technical College
				Train middle level technicians
				Implement NVQ level 5 & 6 Programmes
04	JICA (Japan International Cooperation Agency)	Rs.600 million Foreign Aid Rs.500 million Local Aid Rs. 100 million	2005-2010	To upgrade the Technical College, Maradana as a college of Technology
				Conduct Diploma course of levels 05 and 06 of the National Vocational Qualification

**Table 2 : Foreign funds towards Technical Colleges and Colleges of Technology**

## Total allocation for Foreign Training of the DTET with in 5 Years

Year	Expenditure	Provision
2006	369,069.78	400,000.00
	1,385,945.93	1,550,000.00
2007	16,973.75	600,000.00
2008	201,887.66	600,000.00
	606,299.15	800,000.00
2009	156,587.00	694,023.00
2010	80,840.75	400,000.00
	244,949.70	1,100,000.000

***Table 3 : Total allocation for foreign training***

## 1.2 AIM OF THE STUDY

Aim of the study is to find out the effectiveness of foreign training for the development of TVET sector in Sri Lanka and identified the short comings of foreign trainings and give suggestions for improvement of effectiveness of foreign training in TVET sector.

## 1.3 SPECIFIC OBJECTIVES

- 1.3.1. To identify the importance of obtaining foreign training relevant to the
- 1.3.2. To identify the benefits towards the students from foreign training
- 1.3.3. To understand the improvement areas of the participants
- 1.3.4. To suggest the importance of transparency selection criteria
- 1.3.5 To understand the most important factors to be coincided in foreign training
- 1.3.6. To make suggestions for improvement of effectiveness of foreign training in TVET sector

## **1.4. SIGNIFICANCE OF THE STUDY**

Having foreign training opportunities the academic and non academic staff of all organizations of TVET sector in Sri Lanka obtained and spend huge amount of money from the Government of Sri Lanka. Understanding the importance of human resource development the Government also allocate these funds for enhancing the power of skilled people in reducing the poverty level in Sri Lanka.

These foreign trainings are granted by the government and as well as foreign aided funds and foreign projects like KOICA, JICA, GTZ, InVENT etc. These all programmes have assisted the beneficiaries to improve their performance and develop their career prospects. The majority of the training opportunities from those projects are short term programmes which were organized as trade wise. These programmes are of the duration of two weeks to six months.

The long term training opportunities leading to post graduate diplomas and masters level degrees are offered to junior and middle level officers to enhance their academic and professional skills which required for their future career development. These terms foreign training would be for a minimum duration of six months and maximum of 12 months and would preferably lead to the gravity of a certificate, diploma or degree.

Mostly, these training courses are conducted at specialized training institutions and universities.

In 2005 special training opportunities were given for the officers in TVET sector by the skills development project (SDP) under the Ministry of Vocational and Technical Training. In 2010, most officers of DTET and other organizations were granted foreign training by the Technical Education Development Project (TEDP) funded by the Asian Development Bank (ADB) functioned at the Ministry of Technical and Vocational Training. Those selection also done by the TEDP project and training programmes have been categorized in to several subjects as follows.

- Curriculum innovations and part time learning
- Quality Management and Accreditation
- Pedagogical training
- Study tours for higher officers
- Career guidance and counseling

In 2011 under the new Minister of Ministry of Youth Affairs and Skills Development an agreement has signed with the Government of Singapore to enhance the training opportunities in Singapore for the academic staff of TVET sector. From their programmes they obtained 6 weeks training and 3 weeks training in Nanyang Polytechnic International in Singapore. Moreover, other MoU has signed with the Government of Malaysia for providing foreign training opportunities for the staff of DTET, by huge involvement and dedication of present Director General Dr. H.C. Ambawatte. He has obtained another opportunities from Korean Government through KRIVET programme as a result of participating for some programmes funded by Colombo Plan Staff College (CPSC).

Therefore, in this research study would be benefited for identifying the shortcomings of selection criteria for overseas training and would assist to head of institutes of TVET institutes to understand how the foreign training must be planned according to the training needs as well as this effort would be helpful to understand what are the improvement areas of the participants. So this effort would be significant as human resource development is identified as a vital part of a developing country like Sri Lanka.

## **1.5. LIMITATIONS OF THE STUDY**

In considering constraints of time and other resources the followings are sighted as limitation of the study.

- The questionnaire was the only tool used for data collection from the officers of far away technical colleges in Sri Lanka. It would be more effective if made interviews with the participants
- Finding a research report written on the discussed topic could be difficult task
- Gathering information regarding the foreign training from ERD, Ministry of Youth Affairs and Skills Development and other institutions of TVET was a difficult task due to the heavy work of the divisions
- Allocating time for doing a research is not a easy task with the heavy load of office work.
- At the Ministry of Youth Affairs and Skills Development there is no data base of foreign training due to the heavy work of the offices who handle all foreign training activities of the Ministry and the other sub organizations.

## **1.6. RATIONALE**

The TVET sector in Sri Lanka under the Ministry of Youth Affairs and Skills Development are being granted significant no. of foreign training opportunities by the government sector of Sri Lanka and foreign funded projects like TEDP, (SDP in 2005), JICA, GTZ, KOICA so on.

According to the information of External Resource Department (ERD) of Ministry of Financial and Planning, the government allocate a huge amount for foreign training for the development of Human Resources of TVET sector, Not only that the foreign projects also allocate high percentage of their total funds granted to the TVET sector for Human Resource Development by providing long term and short term trainings for the staff of all organizations of TVET.

However, it is questionable that how far these trainings are successful and these huge allocations are utilized accurately in terms of these outputs and out comes to this huge investment.

Therefore, the importance of doing a research study to find out the effectiveness of these trainings and whether there are short comings of selection criteria of these institutes, and these programmes are designed with adequate time duration for achieving full out comes of the training is currently emerged through the TVET.

By this research study it is aimed to find out to what extent these trainings have been effected for the development of Human Resource of all organizations under the TVET and better out comes of the training have been floated towards the students of TVET.

Finally it hopes to give the recommendations for achieving the goals according to the objectives of trainings and suggest the importance of having a good selection criteria and for improvement of effectiveness of foreign training in TVET.

# **CHAPTER TWO**

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## **LITERATURE REVIEW**

# CHAPTER TWO

## LITERATURE REVIEW

Literature related to measure the effectiveness of foreign training for the development of TVET sector would be discussed under the literature review. These literature sources can be divided into two parts as internal and external.

Internally obtained information regarding foreign training from Management Information System (MIS) in the DTET as well as the other organizations of TVET under the preview of Ministry of Youth Affairs and Skills Development and Externally used the

### 2.1. EVALUATING TRAINING PROGRAMMES

Evidence vs. Proof – by Donald L Kirkpatrick

Let's apply these words, "evidence" and "proof" to the evaluation of training programmes. In previous articles I have divided the evaluation process into four segments or stages as follows.

1. Reaction :

How do the participants feel about the programme they attended ? To what extent are they satisfied customers ?

2. Learning :

To what extent have the trainees learned the information and skills ?  
To what extent have their attitudes been changed ?

3. Behavior :

To what extent has their job behavior changed as a result of attending the training programme ?

4. Results :

To what extent have results been affected by the training programmes ? (Result would include such factors as profits, return on investment,

sales, production quality, quantity, schedules being met, costs, safety record, absenteeism, turnover, grievances and morale)

Let's analyze each one in terms of evidence vs. proof.

### **Reaction**

In measuring reaction, we can ask the participants what they thought of the programme (subject, leaders, schedules, facilities, meals, etc) The key question here is whether people give honest reactions. If, for example, they must sign their reaction forms and they have a fear of being critical, then the reactions are only evidence of the feelings of the trainees. If on the other hand, they are completely candid and honest, then the reaction sheets are proof of the feelings and satisfaction of the participants. This factor of honesty is one that is readily controllable and therefore proof of reaction is relatively easy to get. For example, forms should not be signed and should be handed in or collected in such a way that there is no way to identify the person who completed it. If this is made clear to participants, honest reactions can be obtained and we do have proof of the reaction.

In measuring the learning of knowledge, skills and attitudes, it is relatively easy to obtain evidence but more difficult to obtain proof. For example, if we teach a class in "motivation", we can ask the participants "what did you learn?". The responses might vary all the way from "nothing" to "I learned how to motivate my employees." This kind of data, whether we get it orally or in writing, is strictly evidence. If we are going to get proof, we must measure learning on an objective basis by comparing their knowledge, skills and attitudes before the programme with their knowledge, skills and attitudes after the programme. Therefore, we need some kind of a pretest and posttest to obtain this data.



## 2.2. EVALUATING IN-HOUSE TRAINING PROGRAMMES

by Donald L Kirkpatrick

When we complete a supervisory training program, we need some measure of the "how did we do?" effectiveness of the program. The answer to this question will give us important information regarding:

1. What kind of a contribution did it make to the organization?
2. Should the program be repeated or continued?
3. How can it be improved?

Nearly all training people agree that the program should be evaluated, but there is great confusion and disagreement about what to do and how to do it.

There are four stages or steps to consider in evaluating a supervisory training program. They are: Reaction, Learning, Behavior, and Results. Each of the four is important and can give valuable information. It is important to understand the meaning of each, its relationship with the others, and guidelines and procedures for doing it.

First, a clarification of the meaning of each is necessary.

1. Reaction: How do participants feel about the program? This is actually a measure of customer (participant) satisfaction. The purpose of the training program is to help participants. Measuring reaction is determining how satisfied they are with the product (training) they have received.
2. Learning: What knowledge and skills were learned? What attitudes were changed? All training programs are trying to increase knowledge and skills and / or change attitudes. How effectively did the training program accomplish these learning objectives?
3. Behavior: To what extent did on-the-job behavior of participants change as a result of the training program? It is obvious that the purpose of the training is to do more than improve knowledge, skills and attitudes in the classroom. On-the-job behavior change is an objective. How much and what type of change actually took place on the job because of the training program?

#### 4. Results: What final results did the training program produce?

Change in behavior was not the final objective we were trying to achieve. It is only a means to an end. The end result should include such things as improved productivity, better quality, lower costs, meeting deadlines, more competition, reduced accidents, improved morale, lower turnover, and ultimately, more profits or better service.

#### **Guidelines**

Some guidelines will help determine how to proceed.

In evaluating Reaction we want to get honest and also meaningful reactions. This feedback from participants is a first indication of the effectiveness of the program. And decisions are often made on the basis of reactions.

For example, the Management Institute (MI) of the University of Wisconsin-Extension is in the business of offering short practical institutes and conferences for management people from industry, business and government. The reaction of participants determines whether these programs continue to be successful. The job security

### **2.3. OTHER EXTERNAL REPORTS**

- Performance reports of External Resource Department of Ministry of Finance and Planning to expand the details of performance reports included
- Global partnership in development 2011 (External Resource Department)
- Web sites of TVET organizations
- TEDP reports on foreign training
- Annual reports of Finance Division of the DTET
- Reports from Administration Division of TVEC, NAITA, UNIVOTEC and Training Division of VTA
- Twenty of back to office reports of the participants of foreign trainings

# **CHAPTER THREE**

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## **METHODS OF THE STUDY**

# CHAPTER THREE

## METHODS OF THE STUDY

This chapter describes the population of the study, how the sample was selected, data collection techniques and how the data was analyzed.

The main research problems addressed by the study were as follows.

- What is the importance of obtaining foreign training relevant to the field
- What are the benefits go towards the students from these foreign trainings
- What are the areas of improvement of participants of foreign trainings
- Why it is important to have a transparency selection criteria
- How can improve the effectiveness of foreign training of TVET

### 3.1. POPULATION OF THE STUDY

#### Target Population

In order to cover the wide area related to human resource development in TVET the research was focused on main two groups as participants of foreign training and heads of 5 organizations.

The all academic and non academic staff of DTET and all the staff of other institutes who had obtained foreign training opportunities with in 5 years time under the purview of Ministry of Youth Affairs and Skills Development which responsible for providing Technical Skills for the youth in the technically demanded areas and maintain the National Vocational Qualification (NVQ) system in Sri Lanka providing structured seven levels of qualifications from level 1 to level 7.

### 3.2. SAMPLE POPULATION

As the total population was large and can't be handled easily a selected population was taken as the sample population of the study.

All the population of DTET and twenty participants of foreign trainings from 2006 to 2011 from the other four organizations as 5 from each, under the Ministry of Youth Affairs and Skills Development.

Organization	No. of participants
Department of Technical Education and Training	253
Tertiary and Vocational Education Commission	5
University of Vocational Technology	5
Vocational Training Authority	5
National Apprenticeship and Industrial Training Authority	5
Total	273

**Table 4 : Distribution of the sample**

As well as the Heads of each organizations had to be examined with an interview and through a questionnaire for their comments regarding their staff who had undergone foreign training within the considered time duration of the study.

### 3.3. INSTRUMENTS OF DATA COLLECTION

As the main data collection instrument a questionnaire was developed with 35 questions to collect information from the participants of foreign training in 38 Technical Colleges island wide and other participants from TVEC, UNIVOTEC, VTA and NAITA as the total population. Other questionnaire with 15 questions was prepared for the Heads of Institutes.

When designing the questionnaire the research objectives and research problems mentioned in section 3.0 were taken in to consideration.

Since most of the participants of foreign training work in TVET sector have sufficient knowledge of English and some participants are working in Jaffna, Trincomalee, Vavuniya, Sammanthurai and Akkaraipattu where mainly maintain Tamil and English

language and the questionnaire was prepared only in English Language and English is a main requirement for obtaining foreign training.

The secondary data was collected from External Resource Department (ERD) of the Ministry of Financial and Planning as well as the Ministry of Youth Affairs and Skills Development, Management Information System of DTET and other institutes and the web sites of relevant areas, Human Resource Management division and Training divisions of other organizations as well as the 20 of back to office reports.

The final draft of the questionnaire was edited according to the instructions of the research committee of the TVEC.

### 3.4. COLLECTION OF DATA

To ensure efficiency of data collection, posted all questionnaire to participants of foreign training within 2006 - 2011 colleges with a covering letter signed by Director General of DTET. Personally visited other organizations and collected data through a questionnaire from participants and Heads of Institutions.

Apart from the data, collected through the questionnaire, some information were collected from discussions held with participants in Technical Colleges.

Due to the changes of working places of participants it had been difficult to find the all participants in colleges. As well as the other organization especially from NAITA, the researches had to visit the sub institutes for gathering in formation. Due to the time barrier it was impossible. Therefore, the researches were unable to collect data from the entire sample.

Therefore, the actual sample distribution according to the institutional wise as follows.

Organization	No. of participants
Department of Technical Education and Training	105
Tertiary and Vocational Education Commission	3
University of Vocational Technology	5
Vocational Training Authority	5
National Apprenticeship and Industrial Training Authority	2
Total	120

**Table 5 : Actual sample distribution**

### **3.5. ANALYSIS OF DATA**

After gathering data, data was tabulated according to relevant coding ,Data analysis was carried out using the Excel package. The data was tabulated and presented in suitable graphical form.

In analysis, data has been categorized under sub titles such as general characteristics of sample (training information, duration of training, relevancy of the programme, title of the programme, country of the programme) agreement with the selection criteria, training needs meet with objectives, use of acquired knowledge, benefits of the training, recommendation for others, effecting for the development of TVET and suggestions for efficient and effective function of foreign training. Some of the questions on the questionnaire were ignored with out analyze as their impact is not highly effected for the out put of the study.

# **CHAPTER 4**

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## **ANALYSIS OF DATA**



# CHAPTER 4

## ANALYSIS OF DATA

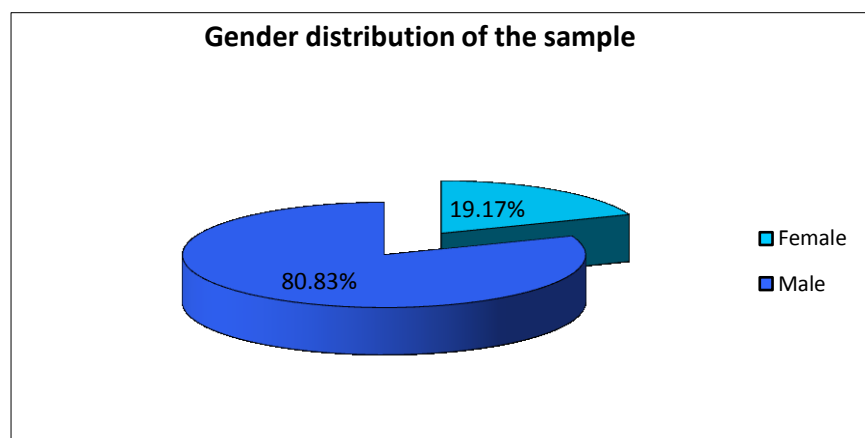
Data was analyzed using the Excel package. Whenever appropriate frequencies and percentage values were calculated and suitable data tables prepared. The data was presented in graphical form using column and pie charts.

### 4.1. GENERAL CHARACTERISTICS OF THE SAMPLE

In this section the gender, age, professions, working places, educational qualifications of the sample of participants were analyzed.

#### 4.1.1. Gender distribution of the sample

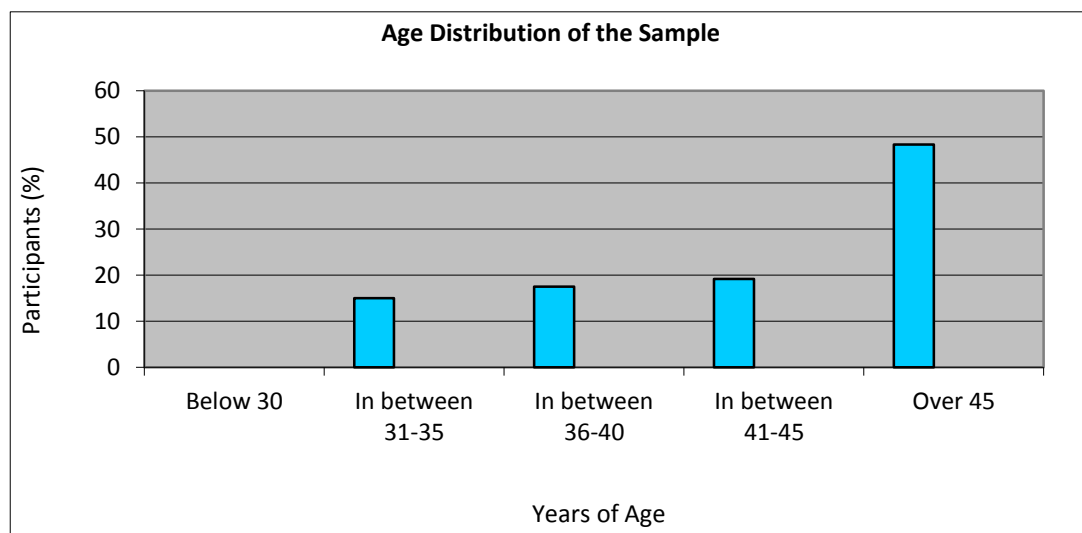
In the consideration of gender distribution 81% of the sample consisted of male officers as shown in figure 3, 18% of the sample was female officers. It seems male academic and non academic officers were given foreign training opportunities comparing to female officers. The reason may be the most of the staff of trade courses in vocational and training organizations in TVET are male officers. For courses like Electronics, Electrical, Wood Work, Building Trade, Metal Work, Motor Mechanism, Ref. and Air Con. there are more demand for male staff as well as their courses also are demanded by male students.



**Figure 3 : Gender Distribution of the Sample**

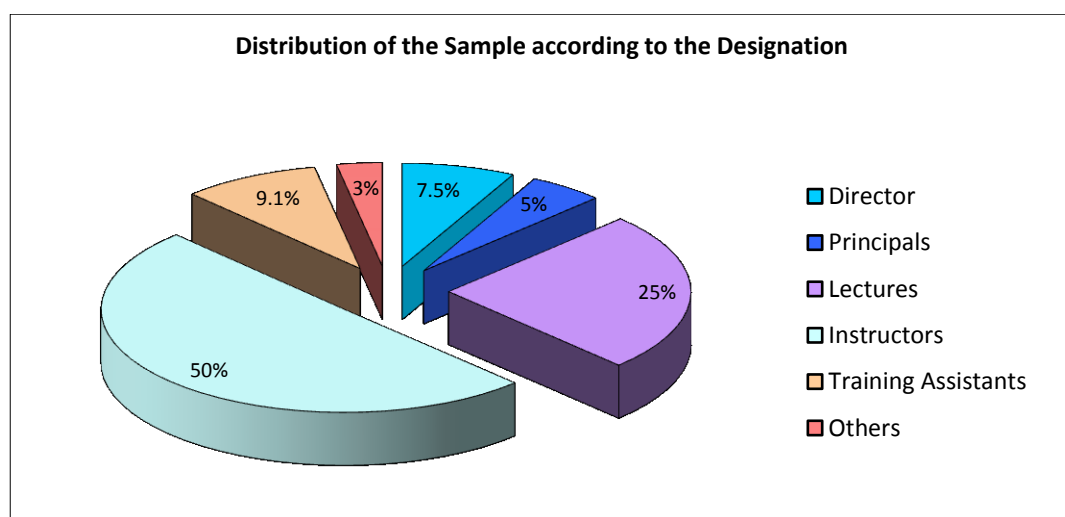
#### 4.1.2. Age distribution of the sample

Figure 4 shows that the age of 48% of the staff were over 45 years 19% of the participants are in the range of 41 - 45. In between 31 - 40 years, there was 17.5% of officers and there was only 15% who were in the range of 31 - 35 years of age. The age concentration shows most of the participants of foreign training were over 45 years and below 30 there were few participants. The cause might be, the most of the academic and non academic staff of these institutes are over 45 years of age.



**Figure 4: Age distribution of the sample**

#### 4.1.3. Distribution of the sample according to the Designations



**Figure 5 : Distribution of the Sample according to the designation**

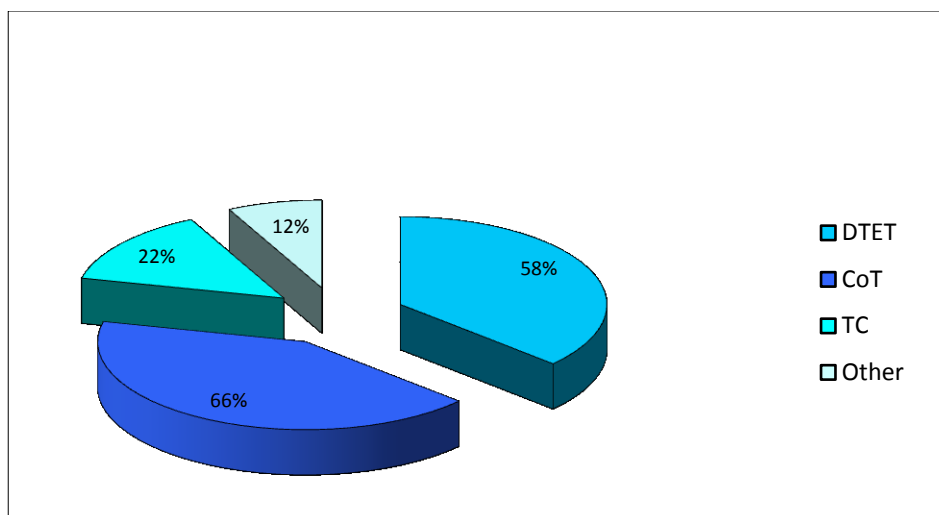
As shown in figure 5, the participants of foreign training consisted of 8 types of designations as Directors, Principals, Lectures, Instructors, Training Assistants Project Assistant, Job Placement Officer and Demonstrators. Among the whole no of participants 50% is Instructors whereas 25% is Lectures. Participation of Principals is in 5% while Directors are in 7.5%. Comparing to Principals, Director participation seems to be large. The reason might be the all Directors were given foreign training opportunities by the TEDP project.

#### 4.1.4 Distribution of Sample according to their working place

Figure 6 shows the 65.83% of the participants of foreign training were in College of Technologies (CoTs), whereas the participants from Technical Colleges (TCs) were 21.7%. From the DTET 58.33% participants shows in the figure. From other four organizations 11.6% has been shown as the participation percentage.

Working Place	No. of participants
Department of Technical Education and Training	6
Vocational Training Authority	4
Tertiary and Vocational Education Commission	3
National Apprenticeship and Industrial Training Authority	2
University of Vocational Technology	5
Colleges of Technology	74
Technical Colleges	26
Total	120

***Table 6: Distribution of the Sample according to the working places***

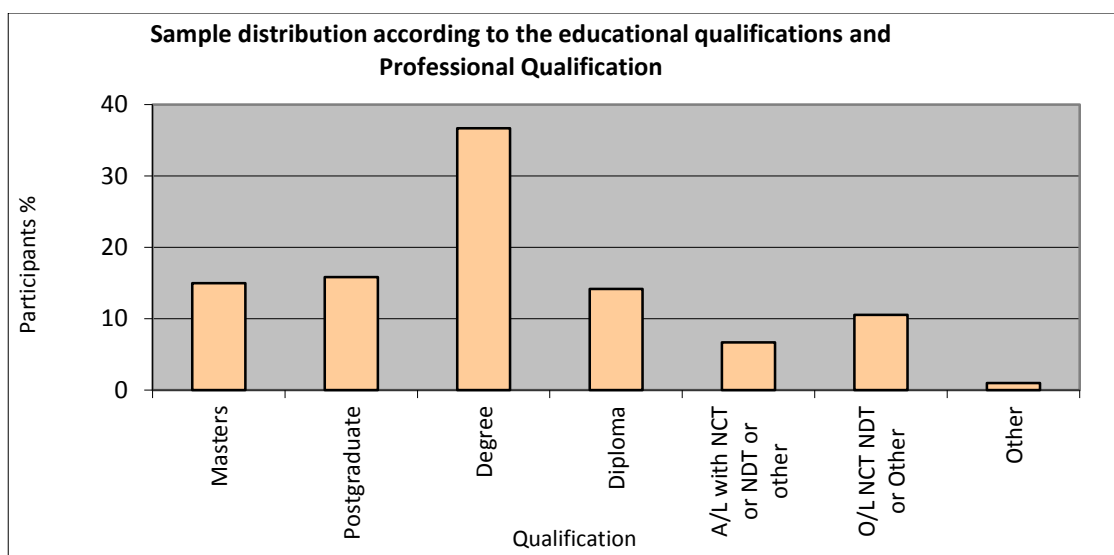


**Figure 6 : Actual Distribution of the Sample**

The percentage of CoTs participation was in very higher level as the Technical Education Development Project (TEDP) in 2010 and 2011 sponsored most of the CoTs staff for upgrading their skills and knowledge in foreign countries. TEDP functioned under the Ministry of Technical and Vocational Training for specially upgrading the 9 Colleges of Technology. One of it's major part was to upgrade human resource capacities and because of that CoTs participation percentage is in a higher level.

#### **4.1.5. Sample distribution according to the educational qualifications**

As shown in the Figure 7, 36.7% participants were degree holders. One reason for this is the University of Vocational Technology (UNIVOTEC) started to providing bachelors degree qualifications for staff upgrading at its beginning in 2010 and the newly recruited staff for CoTs are qualified with degree or more than that. Therefore the academic staff of TVET institutes got opportunity to obtain degrees of Bachelor of Educations (Technical) (B.Ed.) to their relevant fields. 15% of the sample had master degree qualifications and Only 10.83% were having O/L qualifications.



**Figure 7 : Sample distribution according to the educational qualification**

According to the sample most of the participants have not mentioned their professional qualification. It was 45% - % of the sample. Those who have mentioned their qualifications mostly having O/L or A/L education background.

Educational Qualification	No. of participants
Master	18
Postgraduate	19
Degree	44
Diploma	17
A/L	8
O/L	13
Other	1
Total	120

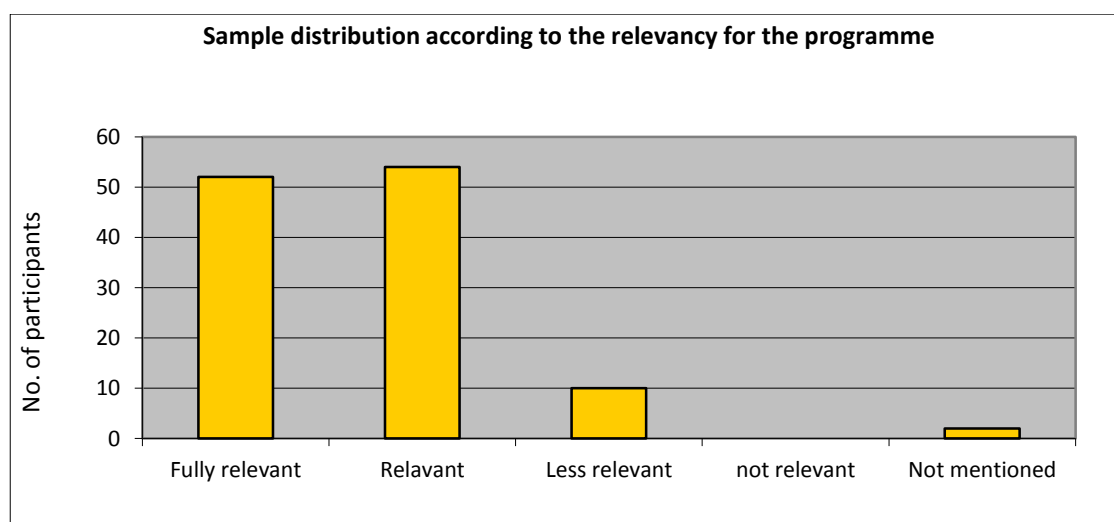
**Table 7 : Sample distribution according to the educational qualification**

According to the Table 7 educational back ground of the officers who participated overseas training were in higher level. It can be considered very important, as these trainings have been designed in a higher level catering the people with advance knowledge. The content of these programmes would not be understood by the participants with less educational back ground and English knowledge .

## 4.2. To justify the 1<sup>st</sup> Objective of Importance of Obtaining Foreign Training relevant to the Field

### 4.2.1. Sample distribution of relevancy for the programme

As shown in figure 8, 42.5% of the participants agreed that their training programmes were fully relevant to their field. 45% said the trainings were relevant and 10.83% mentioned those programmes were not related to their subject. This was a considerable matter while selections are done for foreign training. The question is why these participants were selected for their training and who are responsible for these irrelevant selections.

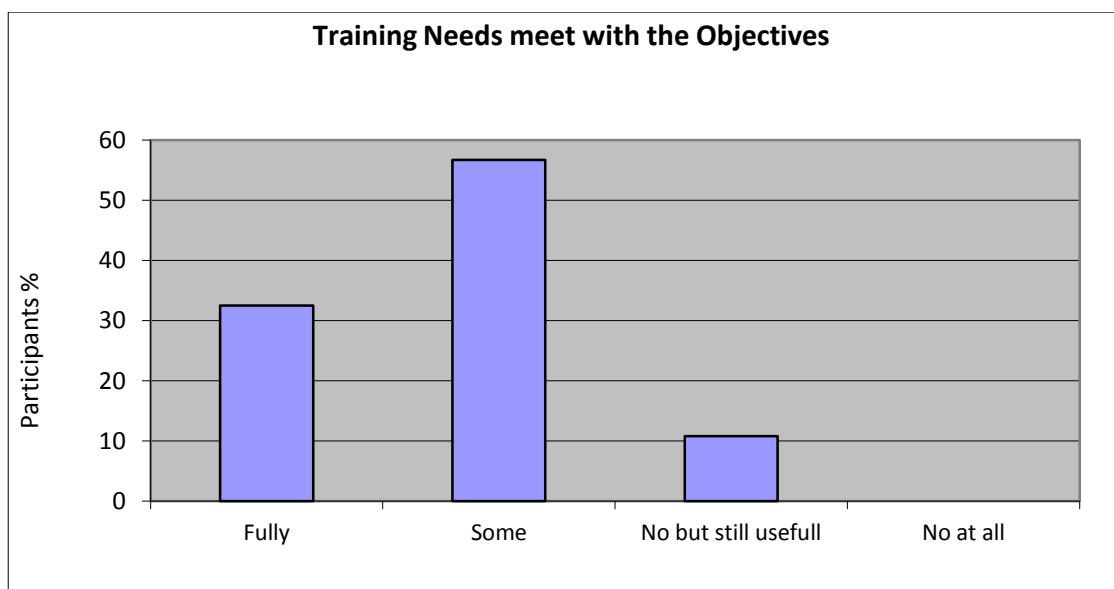


**Figure 8 : Sample distribution according to the relevancy for the programme**

### 4.2.2. Training Needs Meet with the Objectives

As shown in figure 9, 32.5% agreed fully with the question 19, the training needs meet with the objectives. Some of them 56.7% agreed somewhat, while 10.83% saying no but still useful. According to their comments much better to select training programmes according to the requirement of the training needs and to be advised by academic

professionals before designing the training programmes. In a programme “Curriculum Development and Part Time Leadership” in Thailand one resource person had done all two weeks lectures and actually this type of sessions would be not much interesting for the trainees as well as not given the full out come of the objectives of the trainings.



**Figure 9 : Training Needs Meet with the Objectives**

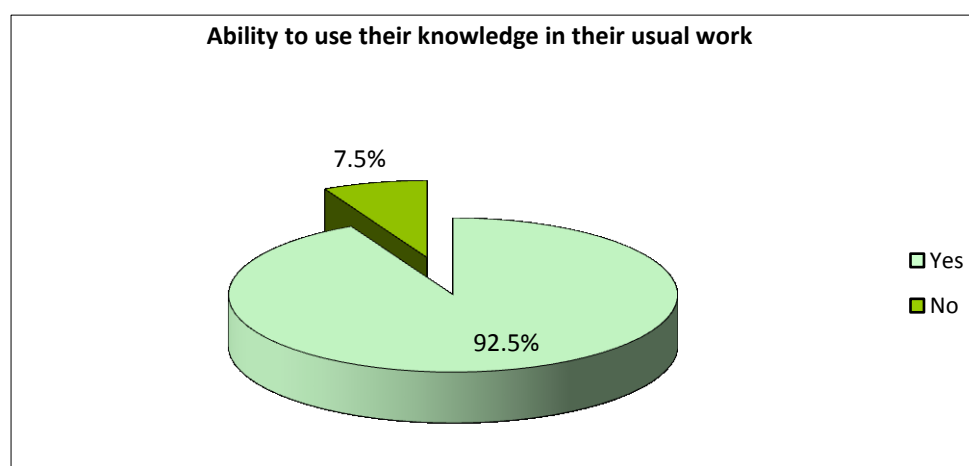
### **4.3. To Justify the 2<sup>nd</sup> Objective to identify the benefits towards the students from foreign training**

#### **4.3.1. Ability to use Knowledge obtained in Usual Work**

As shown in figure 10 from the responses of all categories of participants, 92.5% mentioned that they can use the knowledge gained from the training. Moreover, they said that they are using time management in practical work, visual aid use in time and in out, they are organizing industrial advisory committee using new technology like video, websites, e-books, e-journals, changing the workshops environment, changed the delivery patterns of practical and theory, introduced more practical examples for more motivating the students, checking the prior knowledge of the students before commence the

courses, improved quality of work, improved facilities required for lectures to prepare lesson plans.

Although most of the responses mentioned they can use the knowledge, 7.5% participants said they are unable to use knowledge acquired in their usual work as shown in figure 11 and table 9.



**Figure 10 : Ability to use their knowledge in their usual work**

1. Theoretical knowledge	57
2. Practical knowledge	60
3. Scientific research / analytical skills	7
4. Logical thinking skills	25
5. Information collection / processing skills	22
6. Learning ability	21
7. Problem solving skills	28
8. IT skills	16
9. Communication skills	32
10. Negotiation / coordination skills	13
11. Decision making skills	21
12. Time management skills	26
13. Idea generating ability	19
14. Practical job related knowledge	33
15. Leadership ability	26
16. Well rounded education	20



17. Sense of responsibility	24
18. Confidence in taking work	20
19. Positive attitude	38
20. Design to achieve goal	25
21. Other (Specify)	1

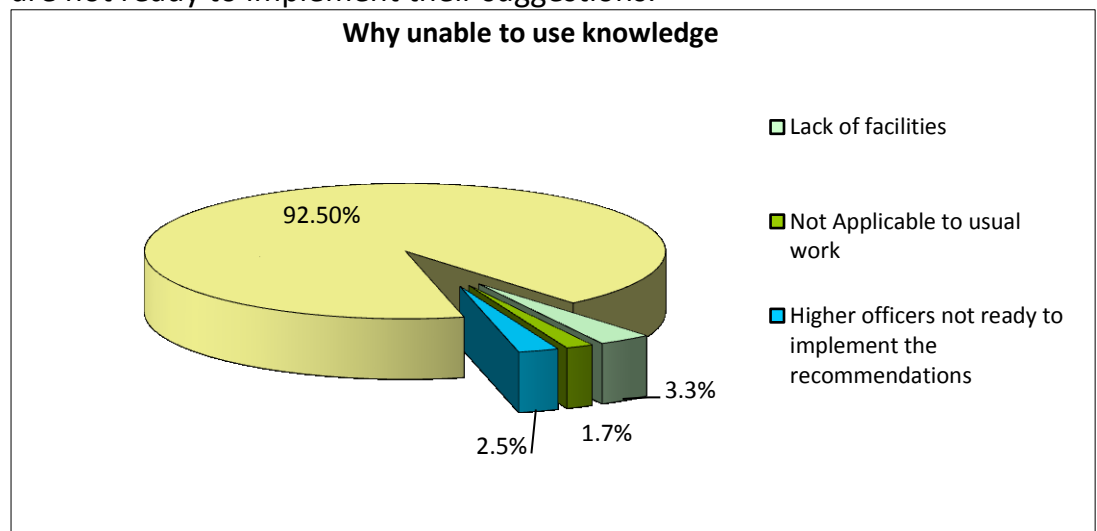
**Table 8 : Skills they using in usual work**

#### 4.3.2. Why unable to use knowledge

Why unable to use	Response
Lack of facilities	7
Don't have exposure to use them	
Not applicable to usual work	2
Higher officers don't ready to implement the recommendation	3

**Table 9 : Unable to Use the Knowledge**

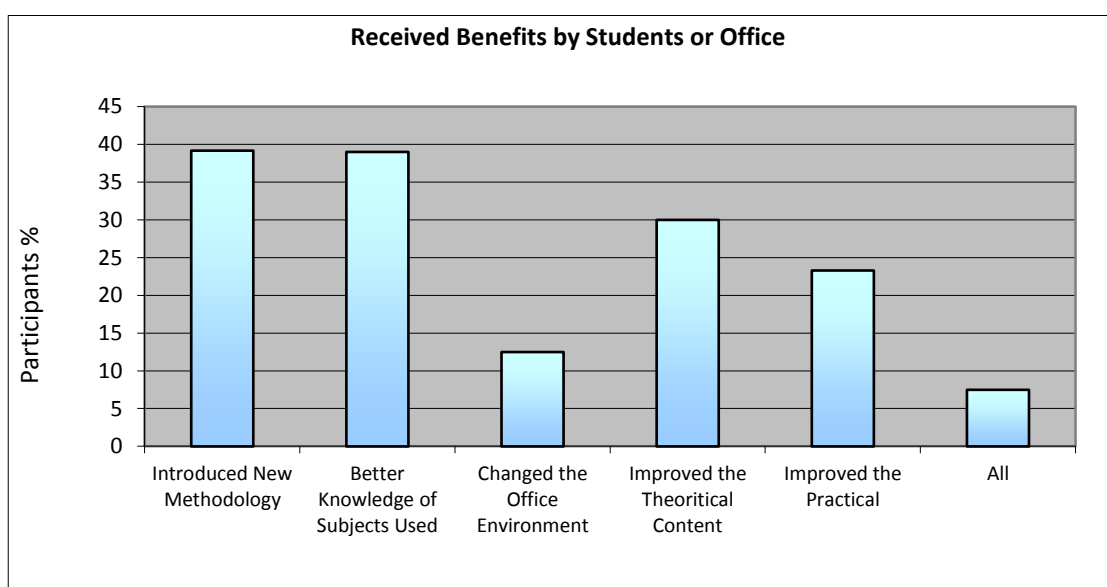
According to the foreign trainees, due to lack facilities they can't apply here the knowledge gained by training. As a developing country we don't have latest technology as used in well developed countries. Some said the training was not applicable for usual work and higher officers are not ready to implement their suggestions.



**Figure 11 : Unable to use knowledge**

### 4.3.3. Received benefits by students or office

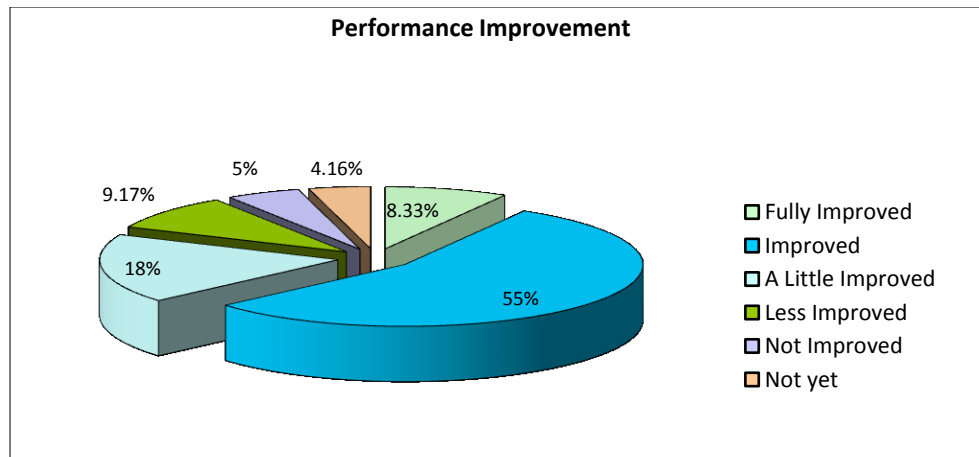
As shown in figure 12, 39.17% have introduced new methodology for the division or teaching environment. Other 3.9, 17% said that they got better knowledge of the subject they handling. Among responses 12.5% agreed they could change the office environment whereas 30% saying improved their theoretical knowledge. 23.3% said improved the practical knowledge and 7.5% responded that they achieved all of them. However there are few responses that there are no benefits received by the students of the office.



**Figure 12 : Received benefits by Students or Office**

### 4.3.4. Improvement of the Results of the Students

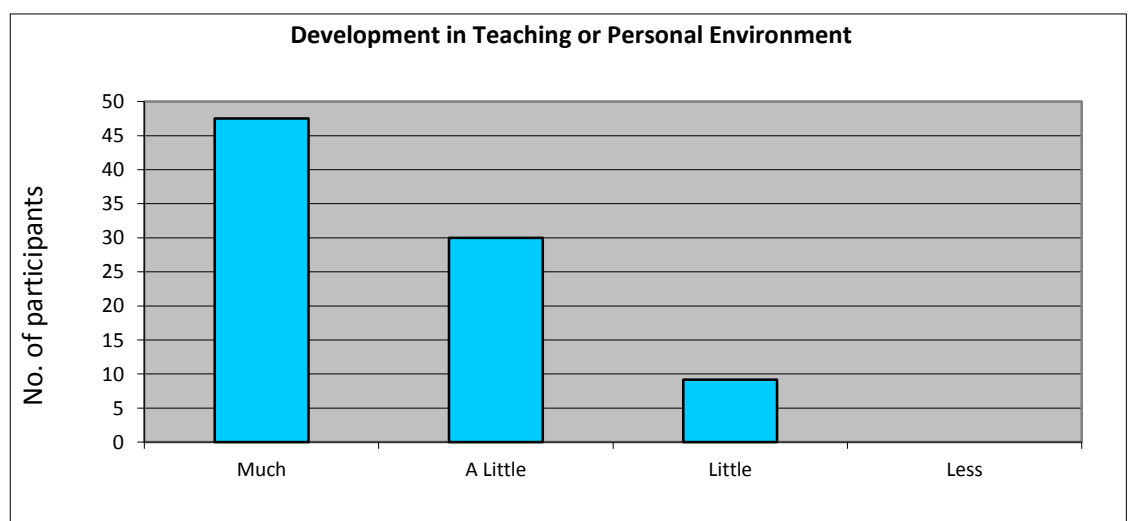
In this section discussed the improvement of the performance of students as the main beneficiaries targeted by providing trainings internationally for the staff of the TVET institutes. Hence, the Figure 13 shown 55% of the participants were agreed the students performance have been improved whereas 8.33% said fully improvement could be seen among the students.



**Figure 13 : Performance Improvement of the student**

#### 4.3.5. Development in Teaching or personal environment

Figure 14 shows to what extent they feel any development in their teaching skills or personal development in the working environment after the training. 47.5% said they have achieved much development whereas 30% revealed a little improvement they could see. Meanwhile 9.17% said little improvement in their career and personal environment considering the above facts it is clear these trainings are important to develop academic and non academic staff career skills and personal development.



**Figure 14 : Development in Teaching or Personal Environment**

#### 4.4. To Justify the 3<sup>rd</sup> Objective to understand the improvement areas of the participants

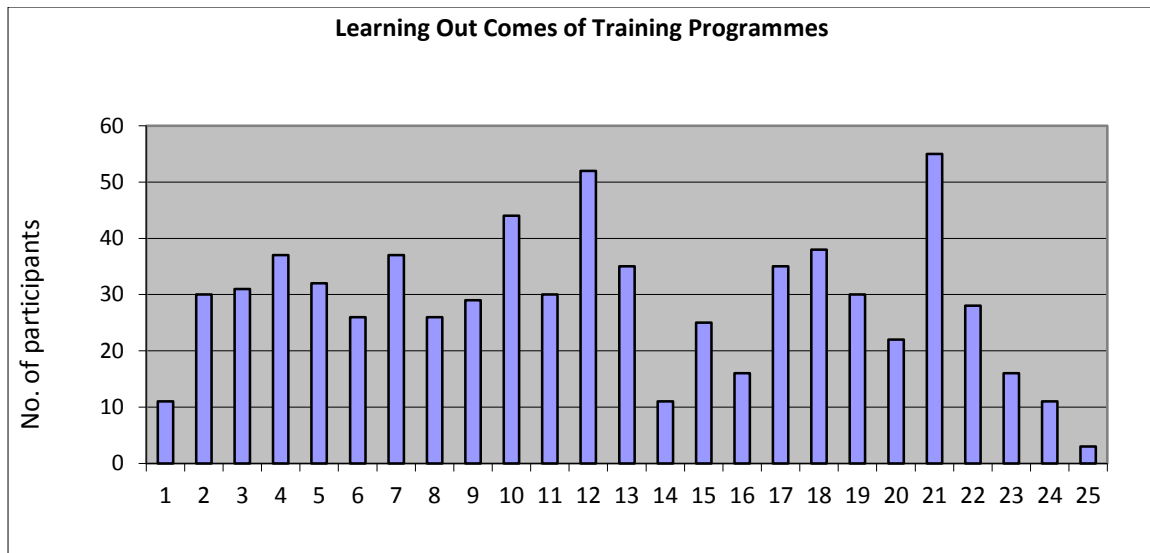
##### 4.4.1. Important Topics acquired from the Training

Under this section learning out comes of the participants of foreign trainings were examined.

##### Learning out comes of the foreign training programmes

1. Important out comes of the programmes	No. voted
2. Scientific research / analytical skills	11 9.17
3. Logical thinking skills	30 25
4. Information collection / processing skills	31 25.8
5. Learning ability	37 31%
6. Problem solving skills	32 26.7
7. IT skills	26 21.7
8. Communication skills	37
9. Negotiation / coordination skills	26
10. Decision making skills	29
11. Time management skills	44 36.6%
12. Idea generating ability	30
13. Practical job related knowledge	52
14. Leadership ability	35 29%
15. Long term prospectus	11
16. Well rounded education	25
17. Ethical sense	16
18. Sense of discipline	35
19. Sense of responsibility	38 31.6%
20. Confidence in taking work	30
21. Challenging spirit	22
22. Positive attitude	56 46.7%
23. Design to achieve goal	28
24. Sense of curiosity	16
25. Sense of aspiration	11
26. Other (Specify)	03

**Table 10 : Learning Outcomes of the Training**



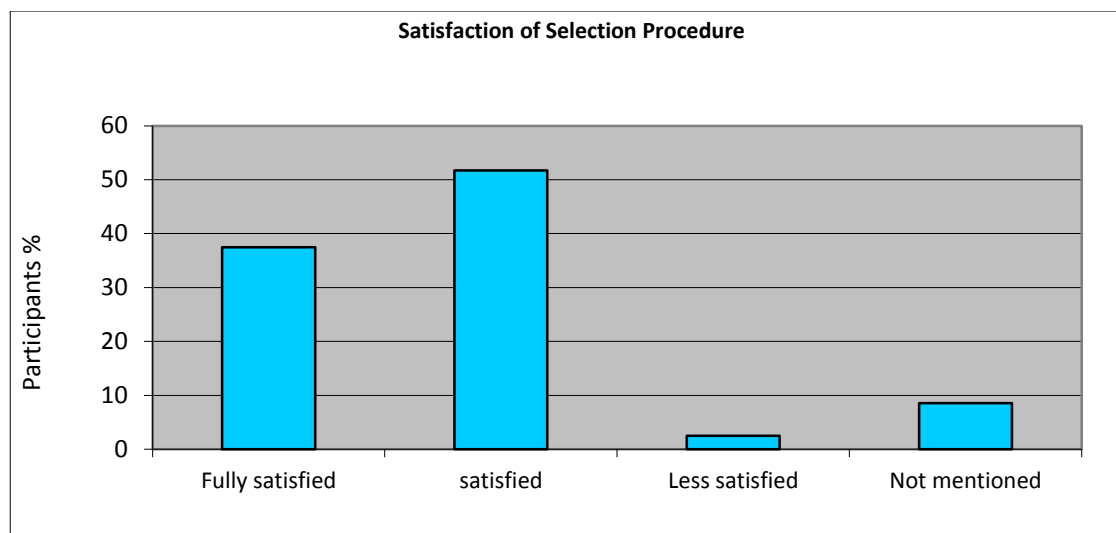
**Figure 15 : Learning Outcomes of Training Programmes**

As shown in the figure 15, improvement is seen as more effected in positive attitudes. 46% of the sample responded they have improved positive attitudes by training they have undergone. 43% responded that they improved the practical job related knowledge and 32% of them responded as they improved their sense of responsibility, 2.5% said they acquired all knowledge and skills mentioned in the questionnaire. Additionally they have mentioned that they received hospitality, team work, experience, means of customer satisfaction, fair and suitable placement of youth for employment (No under political influence) etc.

#### **4.5. To justify the 4<sup>th</sup> objective for suggesting the importance of transparency selection criteria**

##### **4.5.1. Satisfaction of the Selection Procedure**

More than 37.5% were fully satisfied with the procedure of selecting participants for foreign trainings in their organizations. 51.7% were satisfied and 2.5% were less satisfied with the selection procedure and 8.33% has not mentioned as shown in the figure 16.



**Figure 16 : Satisfaction of Selection Procedure**

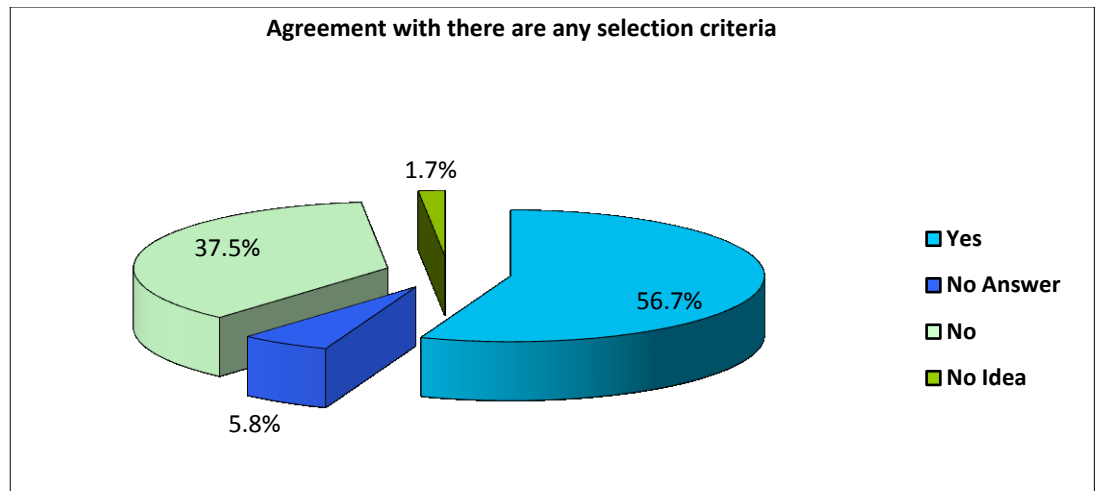
However when collecting questionnaires for the research study considerable questionnaires received with no any foreign training opportunities they said they never had foreign training opportunities so on. These comments should be considered when training opportunities occurs and doing selections.

#### **4.5.2. Agreement with the Selection Criteria**

As shown in figure 17 more than 37% said that there are no special transparency criteria to select the suitable staff members for training. Whereas 56.7% says there are selection criteria in their institutes. 5.83% had not given the answer.

100% of the sample of Heads of Organizations are agree with the selection criteria. One of them said before 2011 they have no proper selection criteria but now they have.

Maintaining a good selection criteria is very much important for overseas training. The disagree participants with the selection criteria gave a clue of malpractices in selecting for trainings. If there is no proper selection criteria other officers would be fed up with the system and isolated.

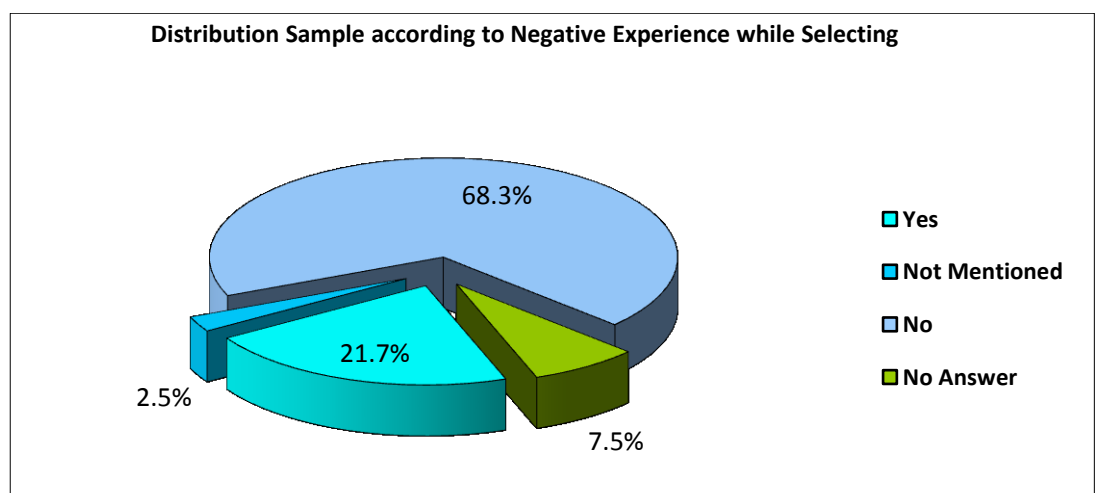


**Figure 17 : Agreement of that there are any Selection Criteria**

Therefore, an importance of a development of a more acceptable selection criteria for foreign training is immense.

#### 4.5.3. Distribution Sample according to the Negotiable Experienced while Selecting

As shown in figure 18, most of the participants said they did not have any negative experience on selections for trainings. It was 68.3% whereas 21.7% were saying they got negative experience while selections been processed. This is an adequate quantity to prove, there were short comings when selecting for foreign training.



**Figure 18 : Distribution Sample according to Negative Experience while Selecting**

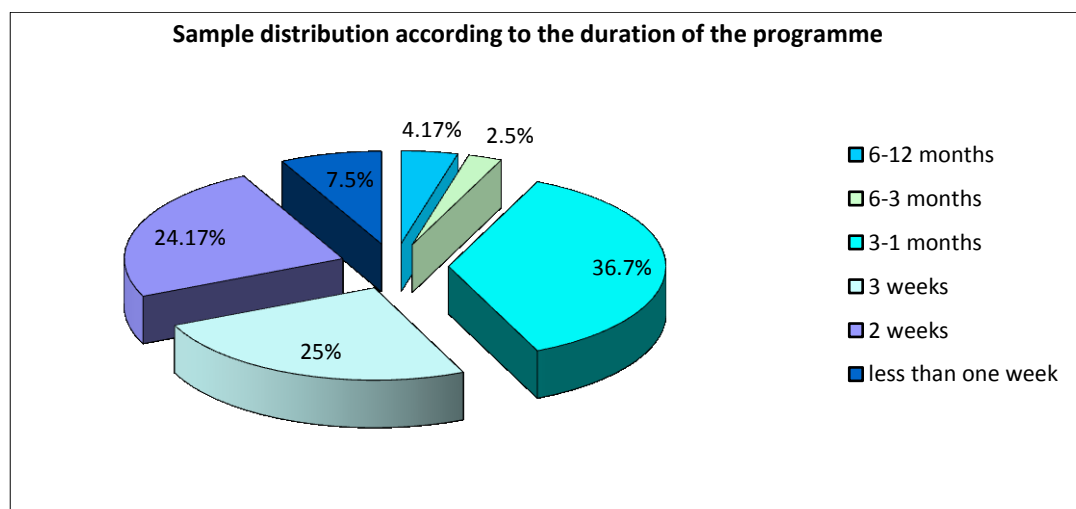
The participants who had negative experience have unveiled there should be well mannered selection criteria without subjecting to personal relationships and special treats.

#### 4.6. To justify the 5<sup>th</sup> objective of understanding the important factors to be considered in foreign training in TVET

##### 4.6.1. Distribution of the Sample according to the Time Duration

As shown in the figure 19 the time duration were categorized in to 6 ranges. Most of the participation were in the range of 3 – 1 months at 35% in the figure. Only 7.5% participants were in less than one week training programmes 4.17 of the participants were in the range of 6 – 12 months duration.

It was due to the foreign training offered by the Technical Education Development programme. Some of the participants had foreign training in Korea for 1 month duration. Therefore, the highest participation can be seen in the range of 3 – 4 months duration.



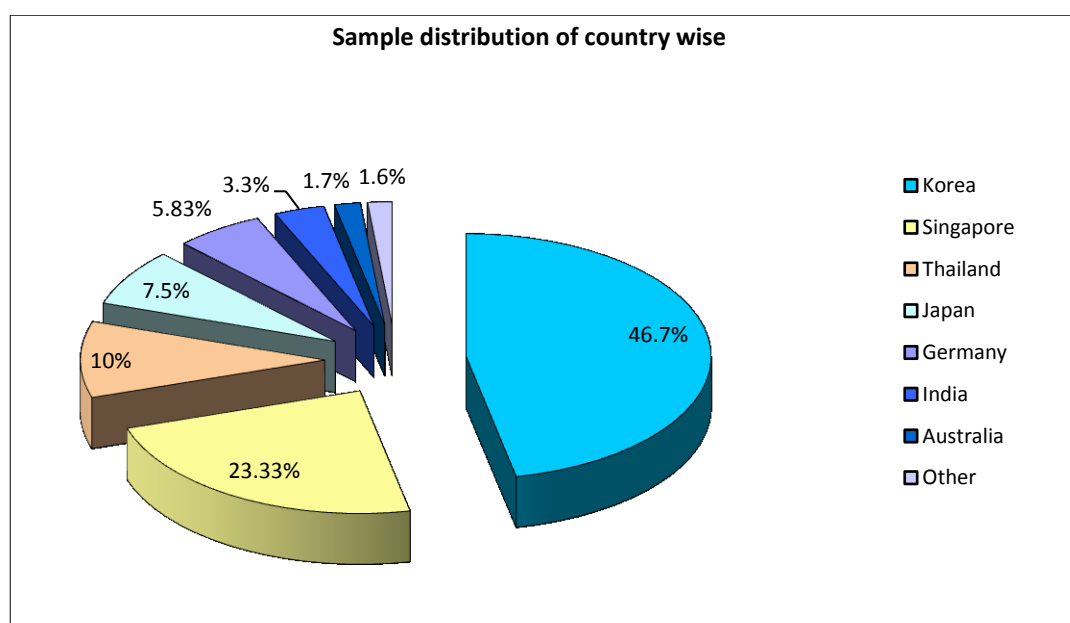
**Figure 19 : Sample distribution according to the duration of the programme**

One month duration given only for South Korea. Other countries given only less than 1 month trainings. Only 7% given for more than 1 month duration.



#### 4.6.2. Sample distribution of the country wise

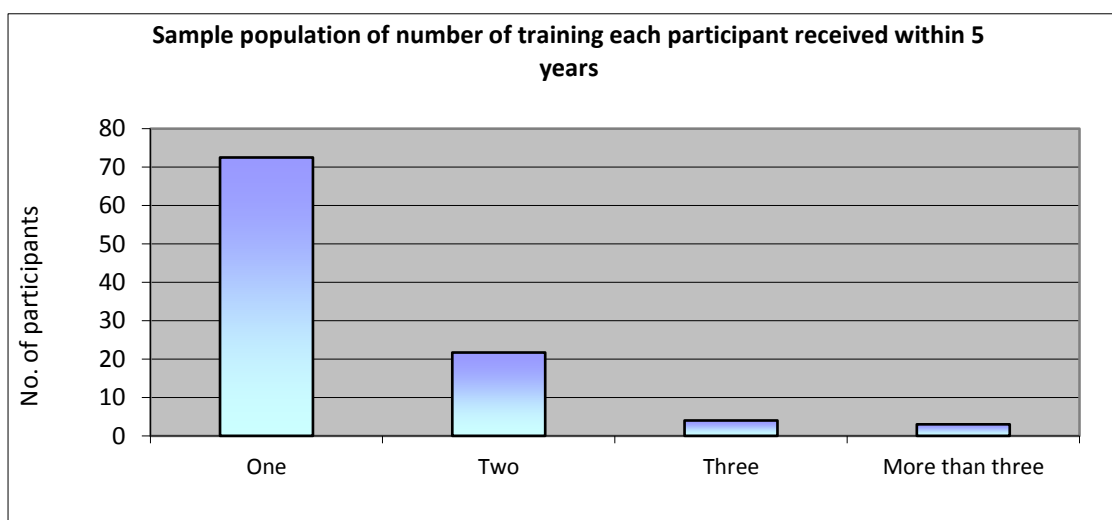
As shown in the figure 20, most of the participants in the sample were trained in South Korea at a 46.7%. TEDP training programmes would be the main reason for this increase. The DTET officers were trained mostly in South Korea by this project in 2010 - 2011. Comparing to that, Singapore, Japan and Thailand also had provided trainings at a satisfactory level. In Australia only 1.7% shown in the sample as the lowest positions. There were offered also for the Directors and higher officers in the TVET organizations by the TEDP project. A few foreign training have been granted by the well developed countries for the development of the human resource in TVET sector in Sri Lanka. According to the figure 20 it seems most of the foreign trainings are granted by the Asian countries except 5.83% from Germany. GTZ project sponsored for most of these training in Germany while it functioned at DTET from 2005 to 2008 and JICA project sponsored for most of the staff in NVQ level 5 and 6 under the JASCoT project functioned in the College of Technology, Maradana.



**Figure 20 : Sample distribution of country wise**

#### 4.6.3. The number of foreign training received by each participants

As shown in figure 21 only 2.5% of the participants were undergone more than 3 foreign training. 3.33% of the sample were undergone 3 foreign trainings within 5 years time. From the total sample 72.5% were undergone only one foreign training from 2006 to 2011.



**Figure 21 : Sample population according to the no. of foreign training each received**

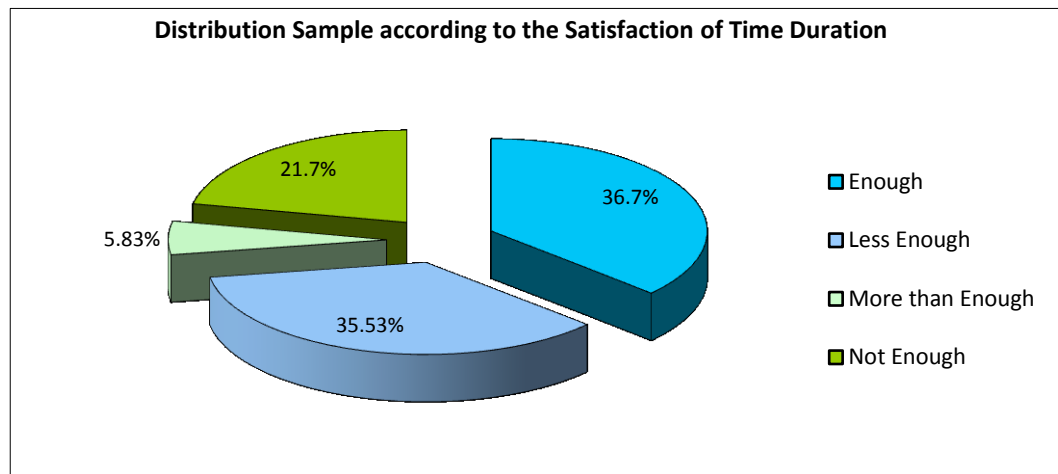
According to the figure 21 most of the participants 72.5% were undergone only one training within 5 years time. Considering the total academic and non academic of staff of DTET and other considered organizations of the study it would be a reasonable, and more than three training receivers were from higher positions in all organizations.

But considering the questionnaires received with out any foreign training opportunities, the 21.7% of the total participants of the sample had twice training opportunities is a questionable thing. But according to the subjects the training provided, 98% of them were subject wise training. So there is reasonable answer for those who are not having chances for foreign training specially in the subjects of Maths and Science, Technical Drawing and Building Trade. These subjects also must by considered as important and special training is needed for their subjects as well.

However receiving no any foreign training should not be a qualification to be selected for a training in overseas, unless they are qualified for obtaining the content of the training and English proficiency must be considered especially if we hope to meet the fruitful of their trainings.

#### 4.6.4. Satisfaction of Time Duration

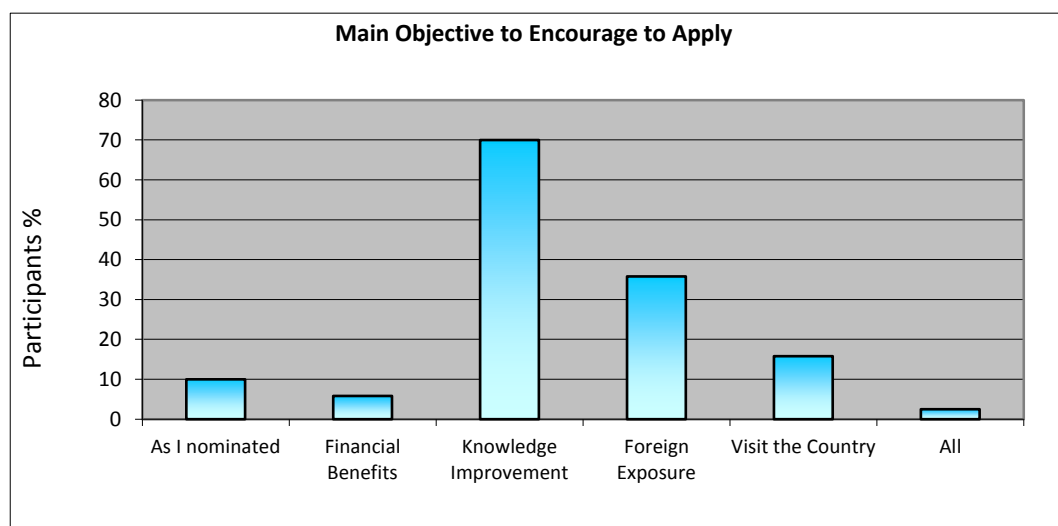
Most of the participants (36.7%) agreed the time duration was enough for their training as shown in figure 22 whereas 35.63% were not satisfied with time duration of the programme. 21.7% said time was not enough to cover the full syllabus of the subject areas.



**Figure 22 : Satisfaction of Time Duration of the Sample**

#### 4.6.5. Main Objectives Encourage to Apply

As shown in Figure 23 majority of the sample at 70% have obtained the training opportunity with the real needs of knowledge improvement. Foreign exposure and visit the country could be other motivation factors for them as well. About 5.83% hoped the financial benefits two. Some of them applied for the training as they really motivated by all factors.

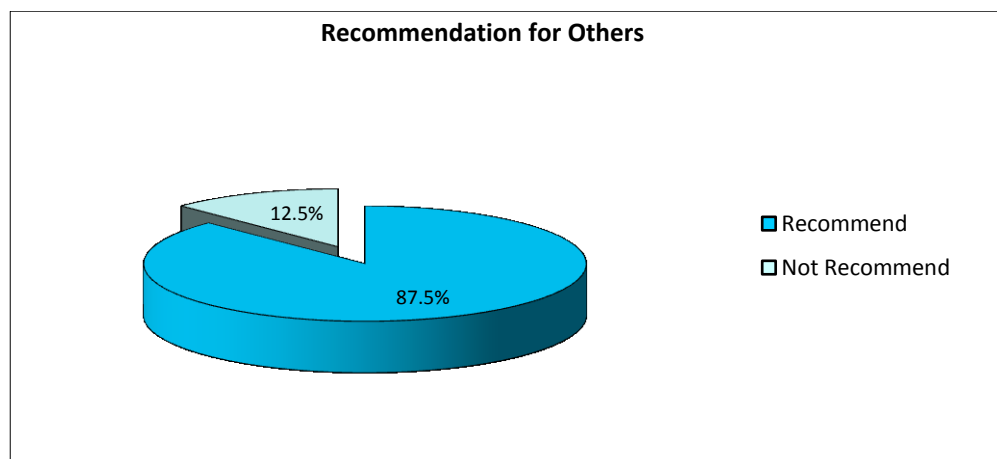


**Figure 23 : Main Objectives Encourage to Apply**

Some of the responses have mentioned they applied for the training only for the financial benefits. This type of attitudes must be changed, if the government needs to get the more efficiency in foreign training. If participant says as shown in figure 23, that they undergone the training as they were nominated for the programme. It would be a bad effected for the out come of the trainings. On the other hand if someone obtained the trainings with the key idea of visiting other countries it is useless and wasting the huge money allocated for foreign funded projects. Such kind of attitudes must be changed and they have to find other ways to visit countries.

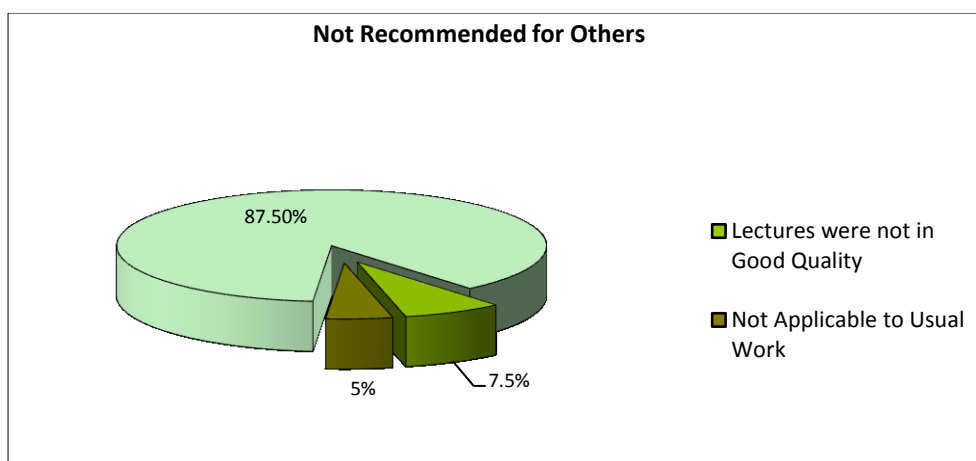
#### 4.6.6. Recommendation for others

The majority of the sample recommends the training which had been undergone by them to other colleagues. As shown in figure 24, 87.5% of the participants has recommended and 12.5% of the participants not recommend their programmes for others. Because of that it can be justified that the most participants are satisfied with the training for upgrading their skills.



**Figure 24 : Recommendation for Others**

According to the Figure 25, the percentage of 12.5% who are not recommending their trainings for others is shown.



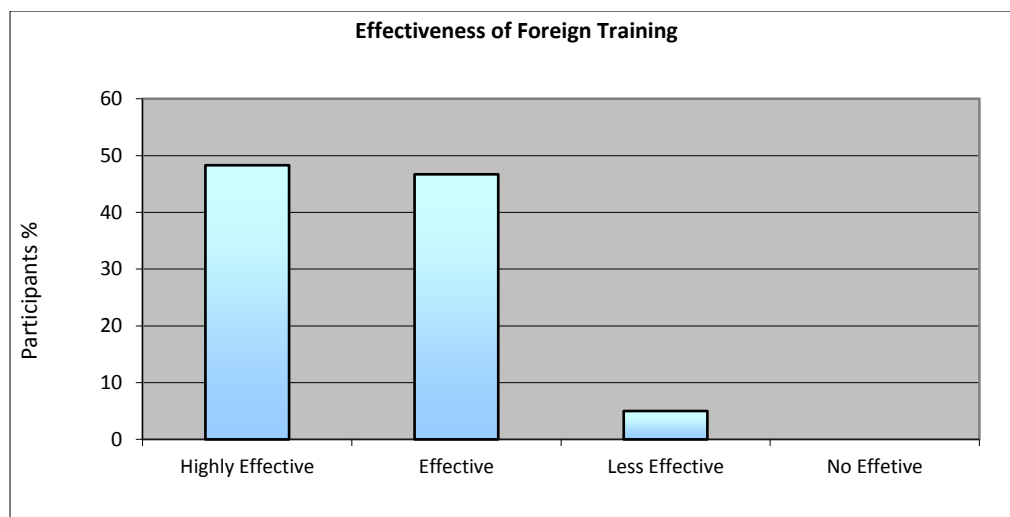
**Figure 25 : Not Recommended for Others**

Among the responses of data the major reason for not recommending for others is these trainings are not applicable to the usual work. It is 7.5% of the whole amount of the 12.5% amid 5.0% revealed they don't recommend the training which they undergone because the lectures were not in good quality. As other reasons for the same questions they explained the programme content were not tally with their knowledge, and these trainings are not applicable to others who are working with them.

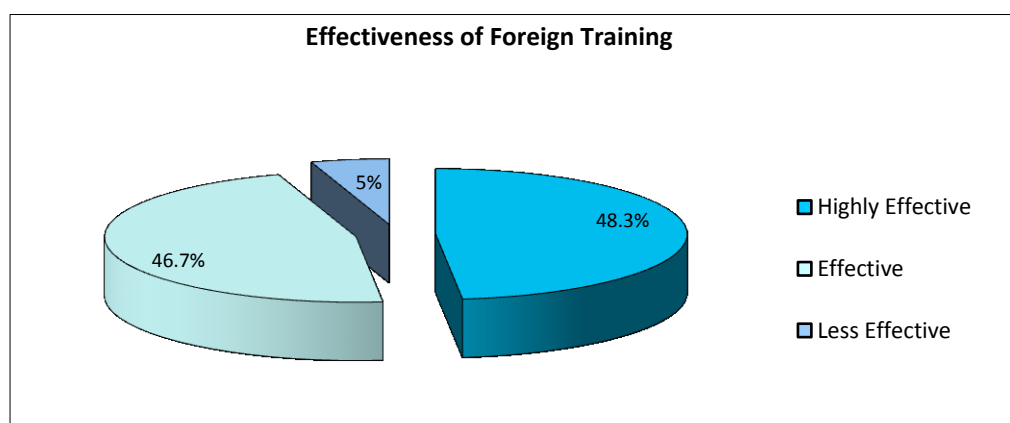
#### **4.6.7. Effectiveness of Foreign Training**

According to the responses of 48.3% of the sample of foreign trainings they are highly effected for the development of TVET sector in Sri Lanka. As well as 46.7% agreed these trainings are affected. Hence 95% of the sample are fully agreed with the effectiveness of foreign training. These are the factors which motivate the Government for allocating funds for Human Resources Development in TVET sector in Sri Lanka.

According to the views of Heads of those organizations 100% agreement was seen that it is highly effected for enhancing the capabilities of human resources.



**Figure 26 : Effectiveness of Foreign Training**



**Figure 27 :Effectiveness of Foreign Training**

#### **4.7. Foreign Training undergone by the staff of TVET with in 2006 to 2010**

The academic and non academic staff of institutes f TVET have undergone the following foreign trainings during the last 5 years and most of them were short term courses. Majority of the sample responded, these trainings are highly advantage for their career as they have design them subject wise. But some are not satisfied with trainings, funded by TEDP because of language barrier. In South Korea they have seen the Korean experts were not fluent in English. Because of that some said they were unable to understand anything. The Quality Management and Accreditation programme also should have to be organized in western country in which the ISO 9001-2008 is already

implemented. In Thailand they have their own Quality Management System and the participants have obtained only the experience in Thailand.

1. Upgrading the Vocational Training Instructors' Skill
2. Bio Medical Equipment Technology
3. Pedagogical training
4. Emerging Technology
5. Quality Management and Accreditation
6. Student Counseling and Monitoring
7. Individual Training Programme for Information Technology
8. Automobile Training
9. Curriculum Innovation and Part Time Learning
10. Web based Instructions for TVET (IT Skills)
11. Auto Electrician (Automobile)
12. Principals training programme (Singapore 2011)
13. Vocational Training Policies and Systems
14. Study Tour on Model Institutions
15. Leadership Training for Senior Officials
16. In-plant Trainees of further Training Enterprises Personal Development
17. CPSC Joint Training Programme
18. Advance Training for Trainees (KOICA)
19. Country focus training Mechatronics
20. Capacity Development of Technical College Trainees
21. Skills Upgrading Programme for Instructors of CoT, Jaffna
22. Enhance Mechatronics Technology for vet Instructor
23. Training Centre Managers in Singapore
24. Computer & Information Technology
25. Short Term Course Singapore
26. Leadership Training Programme for young Leaders
27. International Welding Engineering
28. Integrating ITC in language teaching

## 29. Skills Standard Setting

## 30. E-Learning Development and Implementation

Most of the sample has undergone the programmes sponsored by TEDP project in 2010. Senior officers like Secretary, Directors have undergone study tours on model institutes in developed countries like Australia, Germany, Japan, UK. South Korea, Singapore, Malaysia has sponsored for considerable number of participants for their knowledge and skills upgrading. DTET has been given significant number of foreign training opportunities by Japan International Cooperation Agency (JICA) through the JSCoT project functions in Sri Lanka College of Technology – Maradana under their supervision. GTZ project offered many foreign training opportunities for DTET officers allocating huge amount from their donations.



# **CHAPTER FIVE**

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## **CONCLUSION AND RECOMMENDATION**

# CHAPTER 5

## CONCLUSION AND RECOMMENDATION

### 5.1 INTRODUCTION

This attempt is done to find out the effectiveness of foreign training for the development of TVET sector in Sri Lanka keeping as a main task to be achieved by Sri Lanka government is to eliminate poverty of the country, providing huge amount allocations for TVET sector (Technical Vocational Education and Training) under the Ministry of Youth Affairs and Skills Development twenty institutes have been operated for providing technical and vocational education for the school leavers. From this huge allocation spends for the technical colleges and other government institutes there is a big part allocated for Human Resource Development including provision of overseas training.

But for years this has been a questionable, whether these allocations has been utilized accurately, the goals of these provisions has been achieved successfully and whether these selections are being done fairly. Finally the benefits of this training has been obtained by the younger generation of the country.

Therefore, a necessity of a research study for evaluate the effectiveness of foreign training has been occurred.

### 5.2 SUMMARY AND CONCLUSION

The research team was able to receive questionnaires from DTET, CoTs, TCs, NAITA, VTA, UNIVOTEC and TVEC and 5 of the heads of those organizations were examined through a questionnaire as well as the interviews.

After analyzing the data, the research study reached to following conclusions according to the objectives.

### **5.2.1 General Characteristics of the sample**

According to 4.1.1, the male participants of the sample was seen as 81% of the sample. 19% of the sample was female participants. Comparatively male participants are much higher than female participants. It may be due to the most of the trade courses like Electronics, Electrical, Mechatronics, Metal Work, Motor Mechanism in Technical and Vocational institutes consist with the more male academic staff. This also revealed still there is high demand for this courses by male students compared to female students.

When considered age distribution 48% of the sample were over 45 years. Reasonable reason might be most of the staff of TVET institutes are above 45 years and newly recruited staff also have joined after having more experience in industry for five years or more than five years.

As shown in figure 3 majority of the participants who have undergone foreign training are Instructors of the institutes. It is also because of their trade courses are conducted by Instructors.

According to the sample, it was revealed that most of the participants obtained foreign training were from Colleges of Technology, It was due to the TEDP foreign training opportunities mostly were given for CoTs as it's major aim was to upgrade the 9 CoTs in Sri Lanka

Moreover the majority of the sample was degree holders. With commencing the UNIVOTEC some of the academic staff of trade sector were able to obtain Bachelors of Education degree (Technical). This is also a reason for more graduates appeared in the sample.

### **1. To identify the importance of obtaining foreign training relevant to the field**

There is a fully agreement with most of the participants' objectives met with the training needs. They have commented that they need more subject related training. This is also a significant topic to justify the relevancy of the programme. If the objectives are met with the training needs it reveals the

selected participants are fully relevant to the subjects. According to the figure 16, 88% of the sample agreed with this.

42.5% of the participants of the sample have mentioned the training they were given was more relevant to their subject. But the thing is there are 10.83% who said the programme is not relevant to their field. The question is why these participants were selected for these training and who is the responsible for these irrelevant selections. However the importance of obtaining foreign training relevant to the field is justified as the 1<sup>st</sup> objective of the study by considering the highest percentage of the sample.

## **2. To Understand the Benefits go towards the Students**

Considerable no. of participants have achieved challenging sprit and time management as the important topics that they learnt from the training. As well as their knowledge is been used in usual work by most of the participants 7.5% of the sample said it is impossible to use the gained knowledge due to lack of facilities, training was not applicable for usual work and rejections of the Heads of organizations to implement their suggestions.

When we considered the achieved benefits by the students they have introduced new methodology for the teaching environment, have changed of practical knowledge and improvement of theoretical knowledge are major benefits went towards the students to some what extent.

## **3. To understand the improvement areas of the participants**

- 46% positive attitudes improvement
- Practical job related knowledge
- Sense of responsibility, hospitality, team work, etc.

## **4. To suggest the importance of transparency selection criteria**

Though there were 37% of the sample who were fully satisfied with the selection criteria, there were 2.5% who were not satisfied with it. It should be considered as important fact by the authorities while selections are been processed.

As well as the majority of the sample revealed there are selection criteria in their organizations. The more considerable fact is 37% have said they don't have any transparency selection criteria. This reveals there are short comings in selection procedure they have presently. This message should be properly sent for all the Heads of Organizations of TVET. Without maintaining a transparency selection criteria for proper selection it would be a reason for less benefits received by younger generation of the country.

## **5. To understand the most important factors to be considered in foreign training**

When considered the time duration of the training programmes most of the participants have undergone for 3 – 1 months programmes. Those trainings mostly held in South Korea funded by TEDP project as well as most of the participants are agree with the time duration of the programme. But in some programmes 35% are not satisfied. According to them subject oriented programmes must be planned with sufficient time allocation for obtaining the best output.

There were 72.5% participants who have obtained foreign training opportunities only once. 2.5% of the sample have had more than 3 times but they all are in higher positions.

When the countries of the training programmes were evaluated it seems most of them have been held in South Korea. The reason is most of the participants of the sample have been granted subject oriented training under TEDP project in South Korea in 2010 and 2011.

If TVET sector is able to obtain foreign training in well developed countries the modern technology and new methodology could be gathered and it would be a most advantage for the development of TVET sector in Sri Lanka.

## **5.3 RECOMMENDATIONS**

### **5.3.1 Selection Criteria**

- A suitable and transparency selection criteria has to be prepared in every organizations of TVET sector
- Ministry of Youth Affairs and Skills Development must be responsible for providing fairly stable criteria to meet with the organization objectives
- Fully attention must be given for selecting most suitable persons according to the relevant area
- Attention needed for further training for necessary subjects
- Importance of developing and maintain a Human Resource Development plan for organizations is urgently important for the sector
- And received no any foreign training should not be a qualification to be selected for foreign training

### **5.3.2 Training Plan**

- a. The External Resource Department (ERD) has responsibility for providing training information in the beginning of the year
- b. Short term training specially target for trade wise should be planned according to the training needs and related to the subjects.
- c. Special arrangement for identifying the training needs of organizations is needed and the Ministry of Youth Affairs and Skills Development has responsible to consider training needs of institutes while they signing agreements with other countries.
- d. Training contents and the time duration must be considered thoroughly.
- e. Identifying most suitable countries for providing short term training is immense

- f. It is better if there is possibility to provide prior instructions about the training
- g. Arranging a proper system to obtain feed back of the training is important
- h. Training plans should be prepared for fairly allocations to cover the whole staff of the organizations. Most of the trainings are allocated for Colleges of Technology. But other teaching staff of Technical Colleges island wide are needed the same training for enhancing their skills two and according to the annual transfer they are reshuffle with other colleges
- i. A system should be developed to observe the real application and improvement in organization after the training

### **5.3.3 Improvement of the English Proficiency**

- For catering all staff training in foreign countries the proficiency of English language must be developed among the all academic and non academic staff of organizations.
- For achieving the best out put of the trainings English fluency has to be considered mostly
- If there is possibility to interview the participants in English and to get 5 minutes presentation done in English it would be more effective.

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6. TEDP reports on foreign training
7. Web sites



## **APPENDIXES**

Annexure 1 : Questionnaire for participants

Annexure 2 : Questionnaire for the Heads of Organizations

**A RESEARCH TO EXAMINE THE  
EFFECTIVENESS OF OVERSEAS FOR DEVELOPMENT OF TVET SECTOR IN SRI LANKA  
QUESTIONNAIRE FOR THE PARTICIPANTS OF OVERSEAS TRAINING**  
(IT IS ASSURED THE CONFIDENTIALITY OF ALL INFORMATION YOU PROVIDE HERE)

**Part A – Personal Information (Tick in the relevant box)**

1. Name with initials (Mr./Ms.) \_\_\_\_\_  
\_\_\_\_\_
2. Designation : \_\_\_\_\_
3. What is your age :
 

Below 30	1
In between 31 – 35	2
In between 36 – 40	3
In between 41 – 45	4
Over 45	5
4. Gender :
 

Male	1
Female	2
5. Official Address : \_\_\_\_\_  
\_\_\_\_\_
6. Working Place :
 

DTET Head Office	1
CoT/TC	2
VTA	3
NAITA	4
UNIVOTEC	5
TVEC	6
NYSC	7
7. Highest Education qualification :
 

Master	1
Postgraduate	2
Degree	3
Diploma	4
Advanced Level	5
Ordinary Level	6
Other	7
8. Professional qualifications : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Title of programme : \_\_\_\_\_  
\_\_\_\_\_

10. Country of the training held : \_\_\_\_\_
11. Duration of Training :
- |                  |   |
|------------------|---|
| 6 – 12 months    | 1 |
| 6 – 3 months     | 2 |
| 3 – 1 months     | 3 |
| 3 weeks          | 4 |
| 2 weeks          | 5 |
| less than 1 week | 6 |
12. Have you rejected any overseas training given to you before ?
- |     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |
- If “Yes”, why ?
- |  |   |
|--|---|
| Couldn’t leave home                    | 1 |
| No body to look after the family       | 2 |
| Not relevant to my field               | 3 |
| Not satisfied with the country offered | 4 |
13. How many times you have had foreign trainings in 5 years time ?
- |                 |   |
|-----------------|---|
| One             | 1 |
| Two             | 2 |
| Three           | 3 |
| More than three | 4 |
14. Are you satisfied with the procedure that you have been selected
- |                 |   |
|-----------------|---|
| Fully satisfied | 1 |
| Satisfied       | 2 |
| Less satisfied  | 3 |
| Not satisfied   | 4 |
15. Is there any selecting criteria for overseas training in your institute ?
- |     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |
16. Have you got any negative experienced while selecting nominating for foreign training
- |     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |
17. Was the training programme relevant to your subject ?
- |                |   |
|----------------|---|
| Fully relevant | 1 |
| Relevant       | 2 |
| Less relevant  | 3 |
| Not relevant   | 4 |

18. Was the duration enough for your training ?
- |                  |   |
|------------------|---|
| More than enough | 1 |
| Enough           | 2 |
| Less enough      | 3 |
| Not enough       | 4 |

### Part B : Participant's Evaluation

19. Did the course meet the training needs of your objectives ? (Tick the correct option)

- |                      |   |
|----------------------|---|
| Yes, fully           | 1 |
| Yes, some            | 2 |
| No, but still useful | 3 |
| No, not at all       | 4 |

Other comments (if can't circle any of the above options)

---



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20. Please tick the important things (or topics) you learnt during this training

- |   |    |
|---|----|
| 1. Scientific research / analytical skills    | 1  |
| 2. Logical thinking skills                    | 2  |
| 3. Information collection / processing skills | 3  |
| 4. Learning ability                           | 4  |
| 5. Problem solving skills                     | 5  |
| 6. IT skills                                  | 6  |
| 7. Communication skills                       | 7  |
| 8. Negotiation / coordination skills          | 8  |
| 9. Decision making skills                     | 9  |
| 10. Time management skills                    | 10 |
| 11. Idea generating ability                   | 11 |
| 12. Practical job related knowledge           | 12 |
| 13. Leadership ability                        | 13 |
| 14. Long term prospectus                      | 14 |
| 15. Well rounded education                    | 15 |
| 16. Ethical sense                             | 16 |
| 17. Sense of discipline                       | 17 |
| 18. Sense of responsibility                   | 18 |
| 19. Confidence in taking work                 | 19 |
| 20. Challenging spirit                        | 20 |
| 21. Positive attitude                         | 21 |
| 22. Design to achieve goal                    | 22 |
| 23. Sense of curiosity                        | 23 |
| 24. Sense of aspiration                       | 24 |
| 25. Other (Specify)                           | 25 |

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21. Have you been able to use in your usual work the skills / knowledge that you have acquired ? (circle the correct option)

Yes 

1
---

  
No 

2
---

a. If yes, please tick the skills following

- |   |  |    |
|---|--|----|
| 1. Theoretical knowledge                      | <table border="1"><tr><td>1</td></tr></table>  | 1  |
| 1   |  |    |
| 2. Practical knowledge                        | <table border="1"><tr><td>2</td></tr></table>  | 2  |
| 2   |  |    |
| 3. Scientific research / analytical skills    | <table border="1"><tr><td>3</td></tr></table>  | 3  |
| 3   |  |    |
| 4. Logical thinking skills                    | <table border="1"><tr><td>4</td></tr></table>  | 4  |
| 4   |  |    |
| 5. Information collection / processing skills | <table border="1"><tr><td>5</td></tr></table>  | 5  |
| 5   |  |    |
| 6. Learning ability                           | <table border="1"><tr><td>6</td></tr></table>  | 6  |
| 6   |  |    |
| 7. Problem solving skills                     | <table border="1"><tr><td>7</td></tr></table>  | 7  |
| 7   |  |    |
| 8. IT skills                                  | <table border="1"><tr><td>8</td></tr></table>  | 8  |
| 8   |  |    |
| 9. Communication skills                       | <table border="1"><tr><td>9</td></tr></table>  | 9  |
| 9   |  |    |
| 10. Negotiation / coordination skills         | <table border="1"><tr><td>10</td></tr></table> | 10 |
| 10  |  |    |
| 11. Decision making skills                    | <table border="1"><tr><td>11</td></tr></table> | 11 |
| 11  |  |    |
| 12. Time management skills                    | <table border="1"><tr><td>12</td></tr></table> | 12 |
| 12  |  |    |
| 13. Idea generating ability                   | <table border="1"><tr><td>13</td></tr></table> | 13 |
| 13  |  |    |
| 14. Practical job related knowledge           | <table border="1"><tr><td>14</td></tr></table> | 14 |
| 14  |  |    |
| 15. Leadership ability                        | <table border="1"><tr><td>15</td></tr></table> | 15 |
| 15  |  |    |
| 16. Well rounded education                    | <table border="1"><tr><td>16</td></tr></table> | 16 |
| 16  |  |    |
| 17. Sense of responsibility                   | <table border="1"><tr><td>17</td></tr></table> | 17 |
| 17  |  |    |
| 18. Confidence in taking work                 | <table border="1"><tr><td>18</td></tr></table> | 18 |
| 18  |  |    |
| 19. Positive attitude                         | <table border="1"><tr><td>19</td></tr></table> | 19 |
| 19  |  |    |
| 20. Design to achieve goal                    | <table border="1"><tr><td>20</td></tr></table> | 20 |
| 20  |  |    |
| 21. Other (Specify)                           | <table border="1"><tr><td>21</td></tr></table> | 21 |
| 21  |  |    |

b. if not, why not ?

- |  |   |   |
|--|---|---|
| Lack of facilities   | <table border="1"><tr><td>1</td></tr></table> | 1 |
| 1  |   |   |
| Don't have the exposure to use them                          | <table border="1"><tr><td>2</td></tr></table> | 2 |
| 2  |   |   |
| Not applicable to the usual work                             | <table border="1"><tr><td>3</td></tr></table> | 3 |
| 3  |   |   |
| Higher officers don't ready to implement the recommendations | <table border="1"><tr><td>4</td></tr></table> | 4 |
| 4  |   |   |
| Other (Specify)  | <table border="1"><tr><td>5</td></tr></table> | 5 |
| 5  |   |   |

22. Identify the benefits your attendance at this training has been to your division / to your student

- |  |   |   |
|--|---|---|
| Introduced a new methodology / index in the division   | <table border="1"><tr><td>1</td></tr></table> | 1 |
| 1  |   |   |
| Get better knowledge of the subject that I am handling | <table border="1"><tr><td>2</td></tr></table> | 2 |
| 2  |   |   |
| Could change the office environment                    | <table border="1"><tr><td>3</td></tr></table> | 3 |
| 3  |   |   |
| Improve the theoretical content                        | <table border="1"><tr><td>4</td></tr></table> | 4 |
| 4  |   |   |
| Improve the practical knowledge                        | <table border="1"><tr><td>5</td></tr></table> | 5 |
| 5  |   |   |

if not why ?

23. Please provide one example of how your practice changes your duties as a result of this training (if any)

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24. Would you recommend this training to other

Yes	1
No	2

if not, why ?

Lack of facilities	1
Lectures were not in good quality	2
Not applicable to the usual work	3
Other (Specify)	4

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25. Feel free to write any other comments related to this training

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26. What are the main objectives of the following encouraged you to apply for the training

As I nominated	1
Financial benefits	2
Knowledge improvement	3
Foreign exposure	4
Visit the country	5

27. Do you feel any development in your teaching skills or personal development in the working environment after the training ?

Much	1
A little	2
Little	3
Less	4

28. Could you see any improvement of the results of your students after your training ?

Fully improved	1
Improved	2
A little improved	3
Less improved	4
Not improved	5

29. Do you think that foreign training is effected for the development of TVET in Sri Lanka ?

Highly effected	1
Effected	2
Less effected	3
no effected	4

**A RESEARCH TO EXAMINE THE  
EFFECTIVENESS OF OVERSEAS FOR DEVELOPMENT OF TVET SECTOR IN SRI LANKA**

**QUESTIONNAIRE FOR THE HEAD OF THE INSTITUTIONS**  
(IT IS ASSURED THE CONFIDANTIOLITY OF ALL INFORMATION YOU PROVIDE HERE)

**Part A – Personal Information (Tick in the relevant box)**

1. Name \_\_\_\_\_  
\_\_\_\_\_
2. Designation : \_\_\_\_\_  
\_\_\_\_\_
3. Official Address : \_\_\_\_\_  
\_\_\_\_\_
4. Working Experience at present  
post : \_\_\_\_\_  
\_\_\_\_\_
5. Years working in this institute : \_\_\_\_\_
6. Do you have any transparency selecting criteria for overseas training in your institute ?  
Yes ☐  
No ☐
7. Are you satisfied with the procedure you selected the persons for overseas training so far ?  
Yes ☐  
No ☐
8. Have you got any objections from your staff for selection of overseas training ?  
Yes ☐  
No ☐
9. What is your personal view of overseas training in TVET sector in Sri Lanka ?  
Highly important ☐  
Important ☐  
Less important ☐  
No important ☐
10. Do your feel these overseas trainings are effected for the development of Sri Lanka ?  
Highly effected ☐  
Effected ☐  
Less effected ☐  
No effected ☐

11. Do you feel your officers have improved their skills and knowledge with the training in overseas ?

Very much

Much

A little

Little


12. Were all trainings relevant to the selected nominations in your institute ?

Yes

No


13. Do you see an improvement of the results of the students in the relevant courses of the scholars in your organization ?

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14. Do you feel any motivation of the students after their trainers were trained ?

Yes, much

Yes, a little

No, not at all


15. Have you received the benefits you hoped towards the students from providing overseas training to your staff ?

Yes, fully

Yes, some

No, as I hoped

No, not at all
