

## Summary of Terminal Evaluation

<b>1. Outline of the Project</b>		
<b>Country:</b> Sri Lanka	<b>Project title:</b> Project for Establishment of Japan Sri Lanka College of Technology to Strengthen Technical Education and Training in Sri Lanka	
<b>Sector:</b> Technical education	<b>Cooperation scheme:</b> Technical Cooperation Project	
<b>Division in-charge :</b> JICA Sri Lanka Office	Project cost (as of Dec. 31, 2009) 749,680 thousand yen	
	<b>Implementing organization in the partner country:</b> Ministry of Vocational and Technical Training	
	<b>Supporting organization in Japan:</b> Employment and Human Resources Development Organization	
<b>Period of Cooperation</b>	R/D: June 2005	<b>Other cooperation:</b>
	Five years from 01.07.2005 to 30.06.2010	

### **1-1. Background and summary of the Project**

Although Sri Lanka shows favorable economic growth recently, the employment situation still remains grim<sup>1</sup>. Especially, the unemployment youth (less than 24 years old) occupied about 70% of all unemployment in 2002. However, there are many challenges in vocational training institutions in Sri Lanka, such as undeveloped vocational training facilities, duplications of training courses, mismatch between trained students and skilled labor force, industries are looking for. To overcome such issues, GOSL presses forward to promote one of the TCs (Technical Colleges) in each province to a CoT (College of Technology) which carries out diploma courses to produce middle-level technicians. In this context, JICA had decided to provide technical assistance to SLCoT (Sri Lanka College of Technology, former Maradana Technical College) in Colombo.

### **1-2. Project Overview**

#### **(1) Overall Goal**

- Quality of the trained manpower in TCs/CoTs meets the labor market demand
- CoTs are established and managed by utilizing lessons and experiences of SLCoT.

#### **(2) Project Purpose**

Department of Technical Education and Training (DTET) gains managerial and technical capacity to establish CoTs in each province by introducing model courses of National Vocational Qualification (NVQ) level 5&6 in SLCoT to train middle level technicians

#### **(3) Outputs**

- (a) NVQ levels 5&6 model training courses are introduced and conducted effectively in SLCoT in the fields of Information and Communication Technology (ICT), Mechatronics and Metal Work.
- (b) DTET establishes a system for the training courses to fulfill industry's needs.

<sup>1</sup> the unemployment rate 8.8%, 2002

- (c) Management capacity of DTET for training delivery of the NVQ level 5 & 6 courses and for the implementation of career guidance/counseling, textbook development and skills competitions are improved.
- (d) Know-how in the fields of implementation of NVQ level 5 & 6 courses, industry collaborations, career guidance/ counseling and skills competitions is accumulated in DTET through the establishment of the 3 model courses in SLCoT to share it with other TCs/CoTs.

**(4) Inputs (as of March 2010)**

**Japanese side:**

- JICA Long-term experts: 122 MM in total. The coordinator and metal work expert were dispatched as planned. However, the chief advisor, ICT and mechatronics experts were not dispatched as planned.
- JICA Short-term experts: 33 MM in total. 18 members and 22 assignments in total.
- Provision of equipment: Equipment and tools for the model courses. Around 229 million yen in total.
- Local cost: Around 24 million yen in total for employment local consultants, staff training, purchasing of office equipment and others.
- Training in Japan: 26 counterpart personnel participated in 29 courses in total

**Sri Lankan side:**

- Appointment of the counterpart personnel: The teaching staff in the model courses was assigned almost as planned. Appointment of counterpart officers for know-how dissemination and industry relations were delayed.
- Office spaces for the JICA Expert Team: provided as planned.
- Local cost of the Project: Approximately 23 million yen in total was contributed to develop classrooms, laboratories and workshops of the model courses.

**2. Outline of the Terminal Evaluation Team**

Members	<ul style="list-style-type: none"> <li>• Ms. Yasuko Nishino, Senior Representative, JICA Sri Lanka Office – Team leader</li> <li>• Mr. Ko Goto, Assistant Director, Technical and Higher Education Division, Human Development Dept., JICA Head Office</li> <li>• Mr. Atsushi Tsujimoto, Associate Expert, Technical and Higher Education Division, Human Development Dept., JICA Head Office</li> <li>• Ms. Tomoko Tamura, Consultant, Kaihatsu Management Consulting, Inc.</li> </ul>	
<b>Period of the Review</b>	From March 1 to March 19, 2010	<b>Type of Evaluation:</b> Terminal Evaluation

**3. Results of the Terminal Evaluation**

**3.1. Summary of the Evaluation Results**

**(1) Relevance**

The Project is relevant with the development policy of Sri Lanka and ODA policies of Japan. There is an urgent needs and priority to implement the Project. Japan has an advanced technology and ample experience in vocational and technical and training in the selected three industrial sectors: thus

had advantages in offering cooperation. The relevance of the Project is high.

## **(2) Effectiveness**

As mentioned in the following section of “efficiency”, some parts of the planned outputs were not created so far, although the introduction and implementation of the new courses were conducted effectively as a whole. Especially, the higher authorities of SLCoT, such as DTET, Ministry of Vocational and Technical Training (MVTT) and Technical and Vocational Training Commission (TVEC) have not yet studied the lessons and experience of the SLCoT in the field of management and operation of the NVQ levels 5 and 6 courses, so that they can make necessary actions for improvement and strengthen their capacity in terms of production of middle-level technicians, which was aimed at as the Project Purpose. At the moment, SLCoT is facing various problems, such as the screening of the students was not conducted properly as the entrance exam was not conducted in an appropriate manner, there is a big gap between the level 3 and 5<sup>2</sup>, the capacity of the instructors in some modules were not adequate. Therefore, the effectiveness of the project is moderate.

## **(3) Efficiency**

The Output 1, the introduction and implementation of the three model courses, has been done satisfactory in general. There were a certain effects for the Output 2, fulfillment of the needs of the industry. The Output 3, management capacity building, has been done partly, as career guidance shown remarkable progress, while other programme, such as course monitoring and quality improvement was not done adequately. As for the Output 4, dissemination of know-how, the course related know how was disseminated by in-service training, however, the know-how on management of the NVQ levels 5 and 6 courses has not been started. There were several disturbing factors for the inputs. For example, the level of participation of the responsible officers in DTET and MVTT were not adequate and the dispatch of JICA long-term experts was not implemented according to the initial plan. Considering these factors, the efficiency of the project is moderate.

## **(4) Impact**

The Project has a great impact as it realized the new policy of Sri Lanka, introduction of diploma course in vocational training. However, contribution to attain the planned Overall Goal, human resource development in all the TCs/CoTs and establishment of a CoT in each province, would be limited, as there is less linkage between the Project Purpose and Overall Goal.

## **(5) Sustainability**

### **(a) Organizational Aspects**

It is a positive factor that SLCoT is an institution which has a long history and the numbers and technical level of the instructors of the model course is satisfactory as a whole. It is a concern that the opportunities for the counterpart personnel who trained in the Project to proceed with higher study and become qualified as instructors of CoTs are not secured, although MVTT introduced a policy that a instructors of CoTs should have a degree.

### **(b) Financial aspects**

---

<sup>2</sup> The students who completed the NVQ level 3 are eligible to enter the courses of level 5. However, the instructors of the model courses of ICT and mechatronics found it difficult to teach those students who completed the level 3 and entered the courses of model 5, without studying the level 5, as there is a big gap between the skill standards of level 3 and 5.

The guarantee period of most of the equipment provided by JICA for training will be ended very soon and the service contracts should be arranged for proper maintenance and prompt repairs. However, the Terminal Evaluation Team has a doubt whether SLCoT has submitted a proper budget estimate for 2010, as the Finance Director of DTET and the Director of SLCoT had no idea about it during the study of the Terminal Evaluation.

(c) Technical aspects

It is appreciated that the technical level of the most of the instructors are satisfactory, in general. It is a concern that the process of periodical monitoring, analysis, evaluation and implementation of the necessary actions for improvement of the quality of the courses has not yet established in SLCoT.

### **3.2 Factors contributed to the effects of the Project**

#### **(1) Factors concerning project planning**

No applicable.

#### **(2) Factors concerning project implementation process**

The needs of expertise in the fields of career guidance, industry relations and know-how dissemination were identified in the later stage of the Project and three local consultants in the respective fields were employed by the JICA Expert Team. They have high technical capacity and familiar with the local context of the said fields and contributed much to the effective implementation of the project activities.

### **3.3 Issues and problems of the Project and their background**

#### **(1) Issues and problems concerning project planning**

- (a) The Project has the challenging purpose to disseminate know-how on management to other colleges while establishing the three model courses. It became difficult for the Project to produce all the outputs in time, as the framework of the Project was not changed although the pre-condition of the Project was not fulfilled as mentioned in 3.3. (2) (b), and the inputs from Sri Lanka as well as from Japan were not made as sufficient as they are planned as mentioned in 3.3. (2) (a).

#### **(2) Issues and problems concerning project implementation process**

- (a) Participation and progress monitoring by the responsible persons in MVTT, DTET and SLCoT were not always sufficient. For example, the meetings of the Project Management Board and the Steering Committee were not held regularly and MVTT took one and half years to hold the 6th Joint Coordination Committee meeting after the 5th meeting, in spite of the frequent request made by the JICA Expert Team.
- (b) Endorsement of the National Competency Standard and curriculum outline for the model courses was the pre-condition of the Project, which was expected to be completed before the commencement of the Project. However, the endorsement was delayed for more than four years. As a result, the students in the first batch had to wait for almost one year to obtain diploma and some of them had to face various inconveniences at the time of employment and in the process to proceed with higher education.

- (c) According to the indicators of the Project Design Matrix, the expected level of the know-how dissemination was very high<sup>3</sup>. However, the stakeholders did not have intensive discussions and develop strategies about the expertise, process, time and financial allocation necessary to realize the expected level of dissemination among the stakeholders of the Project at the time of planning, in the first half of the cooperation period and during the mid-term evaluation<sup>4</sup>. JICA Expert Team and JICA Sri Lanka Office had a discussion about the above-mentioned matters at the end of 2008 and as a result, local experts were assigned for the purpose. However, the process, time and financial arrangement necessary for the know-how dissemination were not clearly shared among the stakeholders, including the counterpart organizations<sup>5</sup>.
- (d) It was effective that JICA took several alternative measures by providing short term experts and utilizing local resources although it did not dispatch the long term experts according to the initial plan. However, considering the fact that the Project is mainly focused on human resource development, the Project should have been more successful, if the long-term experts, who can train the counterpart personnel without interruption, were dispatched as planned.

#### **4. Conclusion**

The Project has an impact as it firstly introduced diploma level courses in the fields of vocational training in Sri Lanka. It is noteworthy that the Project has shown a good progress in career guidance and industry relations and the instructors trained by JICA experts and in the training in Japan disseminated their course-related skills and knowledge to the instructors in other TCs/CoTs. However, monitoring of the courses and quality improvement were not adequately conducted and the know-how dissemination on management of the courses has not been started. Now, it is the right time for the higher authorities, such as MVTT, TVEC and DTET to study the issues and experience of SLCoT in this regards, and take necessary actions for improvement, in the area such as course monitoring, improvement of entrance exam, linkage between the levels 3 and 5 and capacity development of the instructors. There are a couple of concerns in organizational, technical and financial aspects from the viewpoint of sustainability.

#### **5. Recommendations (Summary)**

##### **5.1. Recommendations to MVTT, TVEC, DTET and other related institutions under MVTT**

- (1) Continue by-weekly meetings with the participation of Director General of DTET.
- (2) Take actions for improvement of course delivery, through studying and analyzing major issues in the course delivery, which the instructors of the model courses are presently facing.
- (3) Commence weekend degree courses at UNIVOTEC<sup>6</sup> without delay.

<sup>3</sup> After SLCoT disseminate the know-how to the other TCs/CoTs, they have to conduct the similar programme. The level of utilization of the know-how should also be studied.

<sup>4</sup> During the mid-term evaluation, the know-how dissemination was identified as one of the most important activities in the second half of the cooperation period. However, as for the necessary actions to be taken to realize the dissemination, the evaluation team suggested only the needs of appointment of the counterpart officers for the documentation of the experience gained by SLCoT.

<sup>5</sup> The local consultant on know-how dissemination in the JICA Expert Team developed a dissemination plan and discussed it with the Director of SLCoT and Director General of DTET. However, these officers did not show positive reactions to the plan.

<sup>6</sup> University of Vocational Technology

- (4) Ensure budget allocation for necessary expenses for operation and maintenance of the equipment and purchase of consumables and materials for the model courses
- (5) Human resource allocation which would not waste the effects of the Project
- (6) Ensure a full-time Project coordinator until the end of the project period.

## **5.2. Recommendations to the Director, SLCoT**

### **<Operation and management>**

- (1) Improve course monitoring by implementation of quarterly progress review meetings, intensive discussions with instructors and students, introduction of record books for students and questionnaire survey for the students and so on.
- (2) Utilize the capacity of the instructors in a way not to waste the effects of the technical transfer of the Project and to keep the quality of the model courses.
- (3) Close monitoring on the status of operation and maintenance of the equipment of the model courses.
- (4) Introduction of part-time diploma courses at the time the numbers of instructors would be increased.
- (5) Make documents and presentation on the experience of the course delivery in order to share it with instructors in other CoTs at the final seminar of the Project in May 2010.

### **<Instructors and students>**

- (1) Continuous implementation of the in-service training for other instructors of the CoTs by the instructors of the model courses.
- (2) Further improve course delivery by making more awareness among the students about the contents of the curriculum outline and expected learning outcomes and facilitating the students to do self-study.
- (3) Establish improved system for in-plant training in the fields of administration, follow-up and assessment.

### **<Industry relations>**

- (1) Strengthen industry relations with the model courses. Especially, publication of the mechatronics course is required, as the subject is new to the country.
- (2) Facilitate industry exposure of the students in order to make more awareness about the needs and real working environment of the industries.
- (3) Presentation of the project works of the students to the industries and other TCs/ CoTs aiming at more publication and third-party evaluation of the courses.