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It is a medium of sharing and disseminating information and experiences in Vocational and Technical Education and Training (VTET) to the community in Southeast Asian Region and afar. We believe that much can be gained when there is a focal point where information is sought and utilised to enhance vocational and technical education and training, particularly in Southeast Asia.

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The year 2012 marked many significant milestones national and international events organised by SEAMEO VOCTECH Regional Centre. Some of the important events were:

1) A momentous official visit from the Minister of Education, Brunei Darussalam and SEAMEO Council President, the honourable, Yang Berhormat Pehin Orang Kaya Seri Kerna (Dr.) Dato Seri Setia Haji Awang Abu Bakar bin Haji Apong visited the Centre on 8 December 2012. Yang Berhormat Pehin also officiated the ceremony on renaming Dewan Teratai as 'Dewan Seri Kerna' as well as launched the new training room, and the exhibits on Centre’s Milestone since the formation of the SEAMEO VOCTECH to present.

2) An exceptional second English Seminar-Workshop was conducted on 23-24 October 2012 held at The Risqun International Hotel, Brunei Darussalam with the theme “Enhancing Innovative Teaching in VTET through the Effective use of English and Technology”, in collaboration with the Brunei’s British High Commission, Centre for British Teachers (CBT) with the support of Human Resource Development Division and Department of Curriculum Development of Brunei Darussalam’s Ministry of Education.

3) A successful TVET Teacher Education Experts Meeting was jointly organised by SEAMEO VOCTECH with the support of UNESCO-UNEVOC and Rajabhat Universities Network, held at The Royal Orchid Sheraton Hotel, Bangkok, Thailand on 25-28 December 2012. This expert meeting was held in conjunction with the International Conference theme “The Excellence in Teacher Education and Research Innovation”. Ten Technical and Vocational Education and Training experts from Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, Vietnam and Nepal participated in the meeting focusing on sharing the current status and identifying research agenda of TVET teacher education in Southeast Asia and Asia Pacific region.

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To all our contributors of this SEAMEO VOCTECH Journal December 2012 Issue... Our sincerest thank you and appreciation as you shared your expertise, wisdom, significant findings and studies in research and current VTET policy and practices. For that, we hope that greater awareness and interest will be induced from targeted readers and other stakeholders.

I would also like to take this opportunity to welcome our new Reviewer, Dr. Parikshat Singh Manhas of University of Jammu, India. Last but not least, my sincere gratitude to all the Editorial Board, Reviewers and Manuscript Editor.

Thank you and Wassalam

"Together We Excel"

Transforming TVET in the 21st Century

MR. ALIAS HAJI ABU BAKAR

Centre Director

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**Director’s Message**

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**MR. ALIAS HAJI ABU BAKAR**

Centre Director
Editorial

Dear Readers

For this December 2012 edition, SEAMEO VOCTECH Journal focuses on the theme of Information and Communication Technology or ICT in Vocational and Technical Education and Training (VTET). Selected from the studies conducted by the members of the SEAVERN (Southeast Asian Vocational Education Research Network) and also researchers from the non-member, the articles offer specific information about the status of ICT integration at the school and the national level in Southeast Asian countries using the model proposed by UNESCO (2005). In addition, the articles also explain issues, challenges and constraints, policies and strategies, and identify good practices of ICT integration in vocational and technical education. We would like to thank our editorial board Prof. Richard G. Bagnall and Mr. Philip Lovered for their continuous supports in publishing this journal. We also like to welcome and thank our new Reviewer, Dr. Parikshat Singh Manhas of University of Jamnagar, India.

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The second article by Ivan Hanafi and Soeharto titled ‘ICT Integration in VTET Institutions in Indonesia’. This study was intended to find out information on the integration of ICT at Secondary Technical and Vocational Schools (SMK). Some constraints faced by some schools were the insufficient financial support to develop ICT facilities and the extension of internet access, some technology illiterate teachers, low incentives for teachers to take ICT training, low frequency of regular turn off electricity, and unavailability of computers used by student in learning.

The third article is titled ‘ICT Integration in Selected TVET Schools under Ministry of Education, Lao PDR’ written by Soulikhamkone Sisoulath and Vannalek Leuang. The study aimed to find out the level of ICT integration into teaching and learning processes of TVET institutions under the Department of Technical and Vocational Education located at different geographical areas, urban, sub-urban and rural are in Lao PDR. The Education Law intends to include IT know-how already at the secondary education level. The very major challenge in integrating ICT in education was lack of facilities and fund, and awareness on ICT among teachers, principals and staff.

The fourth article is titled ‘ICT Application in Vocational Education and Training (VTET) Institutions in Malaysia’, by Muhammad Sukri Saud, Muhammad Rashid Razuddin, Sarimah Ismail, Mohd Safarin Nordin, Anu1 Dahar Minghat, Kamaludinin Subari, Nor Fadila Mohd Amin, Mohd Zolkifli Abdul Hamid, and Mahyuddin Arsat. The paper studies the application of Information and Communication Technology (ICT) and explored the barriers preventing the ICT application and adoption of in teaching and learning technical subjects in technical and vocational schools in Malaysia.

The fifth article is by Milagros Campos Valles and Connie Cruz-Ausario on ‘Survey on the Information and Communication Technology (ICT) Integration in the Public Secondary Tech-Voc High Schools in the Philippines (2010). The study aimed to determine the strengths and capabilities of the public secondary technical and vocational schools in the Philippines in integrating ICT in education as well as the availability and adequacy of ICT infrastructure, capacity building, and ICT utilisation to facilitate and enhance learning, competencies of teachers, and best practices and strategies employed to overcome challenges faced during the ICT integration process.

The sixth article is titled ‘Integration of Information and Communication Technology (ICT) into Vocational Education in Thailand’, by Bucha Jantrakool Sripoomma. This paper presents an overview of the policies and practices of integration on information and communication technology (ICT) into vocational education in Thailand including the good initiatives of ICT integration in vocational education provided by the institutions and bureaus under the Office of the Vocational Education Commission (OVEC), Ministry of Education, Thailand.

The seventh article is by Ahmad Sonhadji K Hasan on ‘ICT-based Classroom Management for Teacher Training in Vocational Education’. This paper discusses that classroom management is an important component for getting effective learning and high student achievement in vocational education. ICT-based classroom management is regarded as the most effective model and recommended teachers in vocational education use "hybrid techniques" as each technique has its advantages and disadvantages.

The eighth article is titled ‘Feasibility of Using E-Learning in Capacity Building of ICT Trainers and Delivery of Technical Vocational Education and Training (TVET) Courses in Sri Lanka’, by Janaka Jayathirth. This paper focused on capacity building of instructing staff in TVET sector is a prevailing difficulty, and analysing whether e-learning is a better alternative to deliver trainer training programs for ICT trainers in the TVET sector in Sri Lanka.

We hope that this edition on ICT Integration in TVET will offer a clear picture to the readers of the status of ICT integration in TVET in Southeast Asian countries. Enjoy reading!

Editor
Editorial

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META-ANALYSIS OF ICT INTEGRATION IN TECHNICAL AND VOCATIONAL EDUCATION IN SOUTHEAST ASIA

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Abstract
Information and Communication Technology (ICT) was in the top list of the most important trends and issues identified by SEAMEO VOCTECH in current years. Considering the importance of ICT in Technical and Vocational Education and Training (TVET), the Southeast Asian Vocational Education Research Network, or commonly known as SEAVERN agreed to focus the third year research agenda, 2009/2010, on this area. This is also in line with SEAMEO Secretariat's agenda on mapping the status of ICT integration in education in the member countries that was completed in 2009. This paper was based on the findings from these third year research projects carried out by SEAVERN researchers by looking at similarities, differences, and best practices of ICT Integration in TVET institutions. Realizing that the research designs used in these countries were not all parallel, the findings was compared very cautiously and it was focused more on the lessons learned from the best practices in ICT integration. This paper also offers some recommendations for TVET institutions to enhance ICT integration in their teaching and learning processes.

Keywords: Information and Communication Technology (ICT), vocational and technical education, best practices, Southeast Asia.

¹ He is seconded from the State University of Malang (Universitas Negeri Malang)

In Southeast Asia, regardless of different levels of ICT integration in education, the use of ICT in the classroom is also extensive and becoming more advanced (SEAMEO, 2010).

In the area of technical and vocational education and training (TVET), the use ICTs is not only an option but also a necessary tool to deliver course materials to reach wider audiences and to make the teaching-learning processes more attractive (UNESCO, 2005). It is also believed that ICT is considered as important tool to accomplish Education for All (EFA) whereby TVET is one of the important education pathways. ICT in education has also been identified as the top trend and issue in TVET in Southeast Asia (Paryono & Omar, 2008), and among the top ten in Asia Pacific (Majumdar, 2008) and worldwide (Maclean, 2008).

Realising the importance roles of ICT in education, policymakers in Southeast Asian countries which belong to the SEAMEO (Southeast Asian Ministers of Education Organisation) have placed ICT as an important agenda and has invested significant fund to accelerate and to enhance the use of ICT in the classrooms. The SEAMEO Council President has instructed SEAMEO Secretariat to monitor and study the extent to which ICT has been integrated in education. Likewise, SEAMEO VOCTECH, through SEAVERN (the Southeast Asia Vocational Education Research Network) has also focused the research agenda on ICT in TVET institutions.

This paper was based on the studies on ICT Integration in Education conducted by SEAMEO Secretariat in which SEAMEO VOCTECH was part of the team, and by SEAVERN researchers in the third cycle of their research projects. This paper was focused on the similarities and differences of the research findings from these studies and select best practices that can be learned by other member countries to enhance ICT integration in their education settings. In their studies, SEAVERN researchers used a survey or questionnaire developed during the SEAVERN workshop in 2009 with some adjustments. Considering that not all SEAVERN researchers agreed to conduct the same study and to use the same questionnaires, this paper was only based on those who used the similar research design and instruments; among them are Brunei, Indonesia, Lao PDR, Malaysia, Philippines, Thailand, and Vietnam.

Research Objectives and Scope
This paper explores similarities and differences of the research findings on ICT integration in VTET institutions in some Southeast Asian countries carried out by SEAVERN researchers in Fiscal Year 2009/2010. In addition, this paper also presents selected best practices in ICT integration in education. Referring to research blueprint used by SEAVERN researchers, several key points or variables were compared:
- Competency level in ICT, and the existing ICT facilities,
- Practices in integrating ICT into training and education,
- The ICT support provided at technical and vocational institutions for the integration of ICT into teaching and learning,
- Content & pedagogy approach,
- ICT funding supports,
ICT INTEGRATION INTO VTET INSTITUTIONS IN INDONESIA

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Abstract
Currently, the use of Information and Communication Technology (ICT) is mainly needed especially in technical and vocational education. This study was intended to find information on the integration of ICT at Secondary Technical and Vocational Schools (SMK). This was a survey study and the data were collected from three school elements, namely, administrators, teachers, and students. The data were also collected from relevant literatures and by interviewing the students and the teachers at some schools in Jakarta. The findings of the study indicate that integration of ICT in SMKs was based on the policy of government stated in Government Regulation No. 19 of 2005 and the Regulation of Ministry of National Education No. 23 of 2006. When this study was conducted, there were 3538 SMKs in Indonesia and 392 of them were located in DKI Jakarta. Most of SMKs in DKI Jakarta have conducted ICT-based learning, 227 schools (57.9%) have conducted the ICT based learning wholly, 159 schools (40.6%) conducted it through collaboration with other parties, and the rest 6 schools (1.5%) have not yet conducted at all. The average ratio of the number of computers in school for the students to practice was 1:20. Implementations of ICT based learning were the use of computer to deliver the materials in the classrooms by teachers, the teaching of computer skill and data processing, the access of information from on-line internet, and the evaluation of learning. Some constraints faced by some schools were the insufficient financial support to develop ICT facilities and the extension of internet access, some technology illiterate teachers, low incentives for teachers to take ICT training, low frequency of regular turn off electricity, and unavailability of computers used by student in learning.

Keywords: Integration, Information and Communication Technology, Technical and Vocational Education

vocational education can identify such as (1) shifting of education system orientation, from teacher as a learning resource to student which is based on student centred learning approach; (2) more choices of learning resource available and can be accessed by student; (3) open of the distance learning by using e-learning approach; (4) needs the standard quality of education in order to global competitiveness; (5) needs more understanding and implementation of the long life education.

To optimise the use ICT in teaching learning, teachers should not only focus on the devices but more importantly is the effort to enhance the right pedagogy in the teaching-learning process as well. The survey will cover the SEA-MO member countries and will examine the policy and practices of ICT Integration in Education especially at vocational and technical schools. Specifically, it attempts to identify the existing condition at the school level in terms of ICT integration in the classroom and to generate information on challenges/constraints and strategies in solving problems during its implementation stage.

Literature Review
UNESCO (2004) was studied on Integrating ICTs into education a collective case study of 6 Asian countries: Indonesia, Malaysia, Philippines, Singapore, South Korea and Thailand. The summary of study is grouping countries based on ICT integration as follows:

1. High-level integration, countries such as South Korea and Singapore. Some typical characteristics of these countries are that almost all classrooms are equipped with computers and other ICT tools; the student/computer ratio is high; Internet access is available in all schools; curriculum revision ensures nationwide ICT integration; delivery of education is increasingly online.

2. Moderate-level integration, countries where national ICT policies and master plans have been formulated and various ICT integration strategies are being applied and tested (although ICT is not fully integrated in the education system). These include China, Thailand, Japan, Malaysia, the Philippines and India. Characteristics of this group are national ICT policies in education have been developed, and the goals and objectives for introducing ICT in various aspects of education have been established.

3. Low-level integration, the countries in this group effort towards ICT integration efforts and formulation of national policies have just begun. These include Myanmar, Lao PDR, Vietnam, Cambodia, and Bangladesh. The other characteristic are have no relevant policies but are running pilot ICT projects and there is insufficient budget to implement policies and work plans and ICT infrastructure and penetration are poor.

There are eight components of ICT Integration in Education such as broader environmental context, policy and regulatory environment, management and financing, ICT in schools – policy, vision and strategy, technology infrastructure and connectivity, curriculum, pedagogy and content development, professional development, and monitoring and evaluation. For instance, as lessons learned broader environmental context, the country should have (1) a well-planned and responsive education system provides an appropriate enabling environment for the successful implementation of ICT in education policy and programme, (2) to make ICT an integral part of the education
ICT INTEGRATION IN SELECTED TVET SCHOOLS UNDER MINISTRY OF EDUCATION, LAO PDR

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Vannalek Leuang
SEAVERN Lao National Research Coordinators
Ministry of Education and Sports, Lao PDR

Abstract
This study aimed to find out the level of ICT integration into teaching and learning processes of TVET institutions under the auspices of the Department of Technical and Vocational Education located at different geographical areas, urban, sub-urban and rural area in Lao PDR. The design was descriptive quantitative and qualitative using survey and document analysis. The population size is composed of 9 administrators, 41 teachers and staff, 103 students from the first to third year representing every training section of the schools. It was found that ICT has been integrated in TVET schools but still at the beginning stage based on the UNESCO Model. Several strategic papers and reports mentioned about the important of ICT. The Education Law intends to include IT know-how already at the secondary education level. The TVET Master Plan highly promotes the use of ICT through offering IT training programs as well as integrating ICT as a core curriculum at all levels. In practice, however, ICT tools and facilities were very limited in terms of quantity and quality. Overhead projectors, LCD, digital cameras and tape players were available, but white board and printed materials were still widely used facilities to support teaching and learning. Internet was not yet accessible to administrators, teachers and students thus online learning was not yet possible. Some strategies have been discussed to improve access to ICT facilities i.e. encouraging private investment and promoting learners to use ICT in learning. The very major challenge in integrating ICT in education was lack of facilities and fund, and awareness on ICT among teachers, principals and staff.

Keywords: Information and communication technology (ICT), integration in teaching and learning, vocational and technical education, Lao PDR.

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UNESCO (2004). Studied on Integrating ICTs into Education: Lessons learned, a collective case studies of 6 Asian countries: Indonesia, Malaysia, Philippines, Singapore, South Korea and Thailand.

facilities are very limited in terms of quantity and quality. Overhead projectors, computers and mobile phones are the most common used facilities to support teaching and learning by teachers. The very major challenge in integrating ICT in education is lack of facilities and fund, and awareness on ICT among teachers, principals and staff.

- The most common use of ICT tool is for words, spreadsheet and power point. Computers are not enough and the software used is also limited. Internet access is very limited. The school might be able to increase the quantity of ICT equipments but the maintenance cost will also be very high. Lack of awareness among staff in using IT is also another problem. The government, especially the local, and parents provide very limited support to the school.

- As observed, today's cost of ICT facilities have come down and affordable to ordinary people. Encouraging students to work in group, interactive and project learning, could be a way to increase ICT access. Working closely with private sector in setting up internet facility, computer labs and charging little fees from the users could be another solution to increase access and improve the quality of ICT applications.

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ICT APPLICATION IN VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING (VTET) INSTITUTIONS IN MALAYSIA

Muhammad Sukri Saud
Muhammad Rashid Rajuddin
Sarimah Ismail
Mohd Safarim Nordin
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Abstract
The purpose of the study was to explore and describe the application of Information of Communication Technology (ICT) in classroom in vocational and technical education and training institution in Malaysia. The primary objective of this study was to study the application of ICT in vocational and technical schools in Malaysia. This study also explored the barriers preventing the application and adoption of Information and Communication Technology (ICT) in teaching and learning technical subjects in technical and vocational schools in Malaysia. This study involved all instructors in technical and vocational schools in Malaysia. A survey was conducted to gather the data. The findings of the study showed that application of ICT was widely used in teaching and learning technical subjects at vocational and technical education and training institution in Malaysia. Two major barriers were identified: lack of time for preparing the teaching materials and lack of knowledge and skills for producing advanced ICT teaching materials.

Keywords: Vocational and Technical Education and Training Institution, Information and Communication Technology (ICT).
SURVEY ON THE INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) INTEGRATION IN THE PUBLIC SECONDARY TECH-VOC HIGH SCHOOLS IN THE PHILIPPINES (2010)

Milagros Campos Valles
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The Philippines National Researchers

Abstract
The study aimed to determine the strengths and capabilities of the public secondary Techvoc schools in the Philippines with regard to ICT integration in education. Specifically, it attempted to determine the ICT skills of the techvoc teachers, how ICT is utilized and resourced, and how it is integrated into the teaching and learning environment. Other factors were also generated which include benefits and impact of ICT in the students’ learnings. The respondents comprised 688 teachers and 36 administrators from the twenty-eight (28) Techvoc public secondary schools randomly selected from the 16 regions of the country. The data were analyzed/interpreted by frequency and percentage distribution and mean response, using the Statistical Package for Social Sciences (SPSS).

Keywords: strengths and capabilities, public secondary Tech, ICT integration in education.

evaluation, effective advocacy/networking, and regular and adequate funding allocation.

Introduction
Globalisation and technological change have created a new global economy “powered by technology, fueled by information and driven by knowledge (Tinio, 2002).” The emergence of this global economy poses crucial implications to nature and objectives of educational institutions. As information becomes more accessible and transmittable, schools cannot stay as mere venue of acquiring prescribed set of information from teacher to learner but as an advocate of “learning to learn” making continuous learning possible for lifetime. International Labour Organization (ILO) defines the requirements for education and training in the new global economy as “Basic Education for All”, “Core Work Skills for All” and “Lifelong Learning for All”. This poses challenge to educators to look into content and delivery mechanism of their program offerings in order to meet the demands of the 21st century education, an education that facilitates learning through access to interactive resources and mirrors what skills will be expected upon entering postsecondary education or the workforce (Center for Digital Education, 2004) where technology plays a major part.

In the South East Asian region, conscientious efforts are done to integrate ICT in their educational system. This is verified in a report by South East Asian Ministers of Education Organization (SEAMEO, 2007) which stated that: “Governments of Southeast Asian Countries (SEAMEO member countries) have committed substantial financial resources over the last decade to bring ICT into schools. Integrating ICT in education provides opportunities for students to search for and analyse information, solve problems, communicate and collaborate and hence, equips them with a set of competencies to be competitive in the 21st century marketplace (Bereiter & Scardamalia, 2006; Fullan, Hill, & Crévola, 2006; Jonassen, Howland, Marra, & Crismond, 2008)”

Integrating technology into education can be a challenging task. It is a multifaceted process that concerns not only technology but various factors such as curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing (Tinio, 2002). The degree of success teachers have in using technology for instruction could depend in part on their ability to explore the relationship between pedagogy and technology.

Statement of the Problem
The study aimed to establish a picture of the ICT integration in education in Vocational and Technical institutions in the country. It attempts to determine the strength, weaknesses, capacities, policies and best practices/strategies on the integration of ICT in education based on the responses given by VocTech teachers/administrators. Specifically, this study sought to answer the following three major questions:
1. What are the ICT skills of teachers?
2. How is ICT utilised and resourced?
3. How is ICT integrated into the teaching and learning environment?
INTEGRATION OF ICT INTO VOCATIONAL EDUCATION IN THAILAND

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Abstract

This research paper presents an overview of the policies and practices of integration of information and communication technology (ICT) into vocational education in Thailand including the good initiatives of ICT integrating in vocational education provided by the institutions and bureaus under the Office of the Vocational Education Commission (OVEC), Ministry of Education. The target populations were administrators and teachers in vocational and technical institutions. A simple random sampling technique was used to identify the vocational and technical institutions. The sample respondents were the 107 administrators and 178 teachers. The mailed questionnaires; adapted from SIAEMO VOC TECH’s questionnaires, were used to collect data. Descriptive statistics were run for looking at frequency and percentage. The component of factors was found by using factor analysis.

The result of the study was found that the main factor component of the teachers’ ICT integration in vocational education at the school level comprised of three components as the following: 1) factors of ICT benefits, opinion on the ICT statements, and people as ICT supporter called as capacity; 2) factors of and impact of ICT implementation, teachers’ skills, teaching method, and facilities using called as competency; and 3) ICT challenges, school support, and devices called as constraints.

In the mean time, the factor component of the administrators’ ICT integration in vocational education was comprised of two components as the following: 1) factors of people’s attitude toward ICT, impact of ICT implementation, and impact of improving the teaching and learning environment called as competency; and 2) factors of ICT facilities, frequency of software using, and ICT challenges and constraints called as capacity and constraint.

Keywords: ICT Integration, TVET, ICT Initiatives, competency, ICT challenges and constraints.


2) Training teachers more curriculums in basic ICT literacy, ICT-based materials/lesson plan development, and online materials development.
3) Strengthening the students using for extremely from the ICT learning center, and
4) Developing the ICT simulation on major occupation model for entrepreneurship at the local level.

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ICT-BASED CLASSROOM MANAGEMENT FOR TEACHER TRAINING IN VOCATIONAL EDUCATION
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Abstract
Classroom management is an important component for getting effective learning and high student achievement. Particularly in vocational education, it is necessary to find an appropriate model of classroom management. The ICT-based classroom management is regarded as the most effective model. The study used classroom action research method with qualitative approach. The findings have shown that various ICT media and channels can enhance effectiveness of students to receive course outline and course materials, to mastery the content of lecture, to enjoyably participate in group discussions, and to do well their assignment and examination. In applying the ICT-based classroom management, it is recommended that the teacher in vocational education use “hybrid techniques”, because each technique has advantages and disadvantages.

Keywords: ICT, classroom management, teacher training, vocational education.

*Regulation of Indonesian Ministry of National Education number 16 of 2007 on Teacher Competencies.* Jakarta: Indonesian Ministry of National Education.


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**FEASIBILITY OF USING E-LEARNING IN CAPACITY BUILDING OF ICT TRAINERS AND DELIVERY OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) COURSES IN SRI LANKA**

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**Abstract**

Capacity building of instructors in Technical Vocational Education and Training (TVET) sector in Sri Lanka is a prevailing difficulty. Trainer competencies on technology are to be continuously upgraded to match with the industry developments. Geographical distribution of the trainers throughout the country adds more complications for fulfilling this need of on-going, real time training of the trainers. Therefore, this research was focused on analysing whether e-learning is a better alternative to deliver trainer training programmes for ICT trainers in the TVET sector. Further the feasibility of converting some selected training courses in to e-learning based material is evaluated. Available literature was reviewed to identify whether any previous research was done and to ascertain the major requirements of conducting trainer training programmes and delivering such programmes in e-learning environment. Based on the identified requirements, a questionnaire survey was developed and administered to main stakeholders namely trainees, trainers and TVET administrators. The sample was selected using simple random sampling method. From the survey, several favourable indications were revealed in the areas of English language ability, effectiveness of training delivery and trainers with good educational background which are plus points for implementation of e-learning. The need for trainer training is specially elaborated in the areas of e-learning strategy, technology and the technical support on learning management systems. The need for awareness in e-learning is identified in many instances of the research outcome. When considering the outcomes from all three categories, there is a very high potential to change the traditional course delivery methodology to e-learning. Several recommendations were made in the broad areas of infrastructure, training and institutional requirements were made for the development and implementation of e-learning in TVET sector in Sri Lanka. Infrastructure development was a key recommendation with setting up of centralized server facility including internet connection to every ICT training center. It has further been recommended trainer capacity building and thereby converting traditional training course modules to e-learning based material.

**Keywords:** e-learning, capacity building, ICT trainers, technical vocational education and training.
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