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TITI Launches Trainings in Joint Venture with Full Bright Consultancy

TITI and Full Bright Consultancy (FBC) in a joint venture have signed a contract with Skill for Employment Project (SEP), to provide training on Training of Trainers (ToT) and Training of Supervisor (ToS). The agreement covers a period of 18 months. Training events started in August, 2009 will end in December, 2010. The objective of the training is to increase the quality of vocational and technical training through instructional and supervision skills of 1000 instructors and 200 supervisors from the public as well as private sector training providers.



Fig: SEP Participants and TITI Trainers of a ToT Training.

The instructors and supervisors from both public and private sector training providers will be trained in Kathmandu, Bharatpur, Pokhara, Nepalgunj and Biratnagar. TITI has already trained 60 instructors and 40 supervisors, so far, in accordance with this agreement.

From the Executive Director's Desk



Training Effectiveness

What is training supposed to do? This is the major concern regarding training by the investor who invests in kinds and means on training people. The purpose of training should be to prepare persons to perform differently to bring the desired organizational results. Training effectiveness is also dependent on performance context. Among many factors on performance environment peers is crucial. How the peers see towards change initiative contributing significantly towards it which is initiated by higher management of the organization. The attitude and cooperation of the peers towards the change process should be considered carefully by the change planner and organizer as a means of training.

Hence, as a preparation to bring organizational changes in organizational results, the management should prepare a platform which orients attitudinal obligations of the employees who are crucial to bring the changes. If we fail at this point a big resistance would emerge and the bud of change initiation would be killed.

The next step to bring the changed result because of training is to identify the training needs of organization and individual. The alignments of organizational as well as individual needs are one of the complex issues that a higher level management should deal. Some of the facets that should be considered during training needs assessments are performance deficiency, immediate future needs, timing/scheduling and segment of population where the training should start.

The next step is designing and standard practice in TITI is use of Instructional System Design (ISD) model. In this phase training facets like relevant to performance environment, learner's aptitude and learning styles and scheduling of content are considered. This design phase is followed by implementation phase where individual performance becomes the focus.

Lastly but important phase is evaluation of implemented training and necessary adjustment is done along with record is kept for future reference.

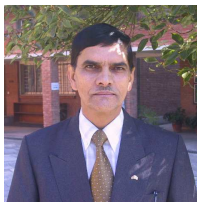
It has been proved in TITI that because of its rigorous exercises in all aspects of training related steps, the effectiveness of training is high and satisfactory. It is advisable to go through all the steps before implementing the training to raise the effectiveness of training.

- Dhruba Prasad Dhungel, Executive Director

Editorial Board

Yam Bhandari	Ramesh Man Shakya
Dr. Bhawani S. Subedi	Kamal Thapa
Shalik Ram Dhakal	

Can we promote peace and harmony through education and training?



Education can be instrumental in changing our worldviews. Education for peace and harmony as a philosophical foundation emphasizes the need for peace within us, peace within our relationships with other creatures and peace within and between communities. Individuals are different and their worldviews are based on the reality made up of reasoning, moral/ethical values and spiritual beliefs. Human beings are the only creatures on earth capable of thinking, reflecting and reasoning. Considering that human beings (homo-sapiens) are the species characterized by the biological as well as the social dimensions of life. It is why humans are expected to learn and respect other creatures in the environment including their fellow human beings in terms of social justice, equity and harmony. Individuals are different races of the same species. They differ in terms of language, ethnicity, origin, customs, religious traditions, manners, clothing and personal behaviors, for example. Have we learnt to respect this diversity for the sake of unity and harmony? Are we teaching this to our students through our educational interventions?

The notion of education for peace and harmony is against the practice of preparing authoritarian personalities. The worldviews of such personalities are based on power and authority, dichotomous thinking, rigidity in ideas and emotions, and a strong belief in hierarchical relations. In the context of Nepal, this underlying focus in education is futile but still in practice. It is now time to change this type of worldview through education and training.

The purpose of education should be to inculcate peace and harmony among individuals and groups for social cohesion that preserves capacity for love and respect. Each individual member of any social entity represents a basic level of environmental integration and a complex expression of unity in diversity. Individuals should be enabled to create new entities, such as marriage, family, friendship, livelihood and community in which there is unity amidst the diversities.

Social cohesion is a constructive condition and is the antithesis to conflict and violence. Education for peace and harmony is the demand of the time. The basic notion of education for peace and harmony is to learn and teach people the essence of justice and truth. It is about helping them learn to respect differences and diversities for creating and maintaining unity and peace. Education should promote unity amidst in diversity as a basis of our worldview, diversity being a natural and necessary dimension in the composition of unity for humanity.

- Dr. Bhawani Shankar Subedi
M. Phil. (Leadership Studies), Ph. D. (Education)

"If you educate a man you educate a person, if you educate a woman, you educate a family." - Rudy Manikan

TITI Customers' Column

Customer Profile

Name of the Organization: Decentralized Rural Infrastructure and Livelihoods Project (DRILP), Jawalakhel, Lalitpur

Phone #: + 977-1-5000102

Fax #: + 977-1-5555647

E- mail: drilppcu@dolidar.gov.np

Web page: www.dolidar.gov.np

The Decentralized Rural Infrastructure and Livelihood Project (DRILP) is an initiative of the Government of Nepal to reduce rural poverty in 18 very poor remote hill and mountain districts affected by the conflict. The main purpose of the project is to achieve sustainable increased access to economic and social services and in the mean time enhance social and financial capital of the people in the project areas. The target group will be the poor and disadvantaged groups of the target areas. To fulfill the purpose, the project aims to reduce poverty level in 18 project districts by generating employment of 34, 700 person- years.

The project believes that a number of capacity building activities like construction of rural roads, water supply, irrigation, micro- hydro power schemes, community/market buildings, health posts, primary schools etc will enhance skills. Additionally, these initiatives will provide local level employment opportunities to empower rural communities for development. Likewise, these activities will increase institutional capacity and improve accountability and transparency. DRILP activities are broadly grouped into four components. They are community development and rural livelihood restoration, capacity building and decentralized governance, rural transport infrastructure and project management services.

The project activities commenced from October, 2005 and will be completed in August, 2011. DRILP is being implemented with financial support from the Government of Nepal, loan assistance of Asian Development Bank and technical assistance grant from the Swiss Agency for Development and Cooperation of the Swiss Government. The project beneficiaries are located at local level and the district level.

TITI conducted 'Training of Trainers (ToT)' on April 24 through May 06, 2008 for 18 participants from DRILP. Since then TITI has a very good professional relationship with this project. This year also, TITI has conducted Training of Trainers- General (ToT- G) in 5 training events for DRILP participants starting from August, 09 to September, 2009. Each event was of 2 weeks and the total participants were 92. Participants' feed-back was very encouraging, and most participants were very happy with the training. TITI feels pride to have conducted courses for the government project like DRILP. TITI hopes to run other more training activities in collaboration with DRILP in the future.

Customer Speaks

DACUM facilitator training was organized at TITI from 17th August to 4th September 2009. On behalf of Indonesian participants, Mr. Erwinsyah Putra, Chief of Curriculum Division, remarked at the closing session that the training was practical oriented and very useful

for their institutes. He expressed that his institute is going to follow DACUM process in developing curricula. He was highly impressed by the excellent performance of the TITI trainers. He stressed that the future collaboration of his institute with TITI will be strengthened after the completion of this successful training. His further remark was that the knowledge and skills acquired in the training were transferable to design and develop curricula in institutes in Indonesia.

TITI Training Standards

TITI follows 55 performance standards while delivering training. Below, you will find three standards, continued from the last issue.

Performance standard 4

Instructor consistently ensures in advance, that facilities are set up appropriately and checks environmental factors, safety, and room arrangement.

This standard refers to the room you will use to conduct training and everything that affects the comfort of the room, such as lighting, temperature, appearance, safety, and room extent possible, for controlling these variables so that they support learning rather than detract from it. Even if someone else does the actual setup, the instructor is ultimately responsible for the arrangement and comfort of the room.

Performance standard 5

Instructor consistently ensures that required instructional resources are available in time to meet class schedules.

This standard means that you need to have materials ready before the start of each class. Materials include such items as lesson plans, manuals, handouts, flip charts, overhead transparencies, slides, and so forth. As with many of the other preparation standards, the primary benefit of having the appropriate materials available in time to meet class schedules is that it enables the instructor to focus on participants rather than on materials.

Performance standard 6

Instructor consistently ensures that required supplies are set in place in time to meet class schedules.

This standard is basically the same as the preceding standard, with the focus on supplies rather than materials. Supplies include pens, pencils, pads of paper, markers, name tags, and so on. Meeting this standard helps to ensure the smooth and efficient running of the program.

Key Events of TITI

Asian Development Bank (ADB) supported Skills for Employment Project (SEP) and Training Institute for Technical Instruction (TITI)-in joint venture with Full Bright Consultancy (FBC) have entered into an agreement to train 200 Supervisors and 1000 Vocational Instructors within 18 months. Initial batches of both the courses have been going on. Likewise, ADB TA 4962-NEP "Support to Anti-corruption Institutions" and TITI signed an agreement to conduct three batches of Technical Auditors training for experienced engineers. Ownership of this project remains with National Vigilance Center (NVC) according to the agreement. These training modules are also ongoing. Additionally, Developing A Curriculum (DACUM) training has been provided to a group of participants from Indonesia along with other participants from Nepal.

"I forget what I was taught. I only remember what I have learnt." - Patrick White

Trainer's Profile



Mr. Yam Bahadur Basnet
Bachelor Degree in
Technical Education,
Kathmandu University (KU),

Mr. Yam Bahadur Basnet started his job in the field of technical teaching in 1989 in TEVT system. Initially he worked at Karnali Technical School (KTS) Jumla for 7 years then he worked Rapti Technical School Dang for 6 years and currently has been working at the Training Institute for Technical Instruction (TITI) for the past five years. He is currently working as training officer at TITI.

Apart from training and development Mr. Basnet has a wide range of experience in Community Development sector. Across his professional career, he also worked with INGOs such as UMN, RRN, ICIMOD, DEIP, Illam Prashikshan Kendra under FNCCI.

He received Bachelor Degree in Technical Education (Community Development) from Kathmandu University with Distinction and Bachelor Degree in Education from Tribhuvan University. He has been studying Masters Degree in Rural Development. As a Training Officer his job includes developing, implementing and follow up training courses and programs for the CTEVT and other Governmental and Non Governmental organizations as assigned by TITI.

His area of expertise is in 'Community Development'. He is also experienced in Training of Trainers (TOT series), and Instructional skills (IS) series. He has conducted training/packages for CTEVT Technical schools, Municipalities, Bio-gas support project (BSP), F.skill, HELVETAS, DRILP, Nepal Netrajyoti Sangh, skill for Employment project(SEP), private Technical schools and different local NGO's of remote rural areas. In addition he has provided livestock and agriculture related training for various agencies as assigned or scheduled in agreement with TITI.

To upgrade and maintain his professionalism, he received more than 15 short term trainings, TOT series, Community Needs Assessment, Community Development I and Community Development II, Sustainable Agriculture Development, PRA, TNA, and so on. He has visited more than 65 districts of Nepal only for Training. His aim is to become a renowned trainer nationally as well as internationally.



Your Free Gift from TITI

Do you want to manage a project?

If so, read the skill card "Overview of Project Management". It is one of the 416 Skill/Concept Cards TITI has developed so far. This card will let you to know on what are the cycles of project management. At TITI, to maintain the quality, all trainers refer this card.

Upcoming Events at TITI

November 2009 – February 2010

Activity Name	Start Date	Finish Date
Instruction Program		
Study Skills	12/07/09	12/11/09
Advanced Computer Application	12/07/09	12/18/09
Instructional Media Development	12/14/09	01/01/10
Instructional Skills-1	01/04/10	01/29/10
Advanced Computer Application	01/25/10	02/05/10
Learners Assessment & Evaluation	02/01/10	02/19/10
Community Development Program		
Community Based Needs Assessment	11/23/09	12/04/09
Intervention of Community Development	01/11/10	01/22/10
Occupational Instructional Skills	02/01/10	02/26/10
Management Program		
Strategic Operational Planning	11/02/09	11/06/09
Training Monitoring & Evaluation	11/16/09	11/27/09
Project Monitoring & Evaluation	12/14/09	12/18/09
Project Planning	12/21/09	12/25/09
Project Implementation	12/28/09	01/01/10
Curriculum Program		
Job & Task Analysis	11/30/09	12/11/09
Packages (Intensive Trainings)		
Analyzing Performance Problems (3 days)		
Basic First Aid (3-5 days)		
Community Facilitation Skills (5 days)		
Conflict Management & Peace Building (3 days)		
Creative Training Techniques (3 days)		
Design Power Point Presentation (3days)		
Develop Creative Visuals for Impact (3 days)		
Fast Track Schedule (3 days)		
Getting 70 minutes of 1 hour (1 day)		
Human Resource Management for Organizational Results (5 days)		
Leadership and Leading (1 day)		
Life Skills (3-5 days)		
Managing a Project (3 - 5 days)		
Presenting... You (1 day)		
Proposal Writing (4 days)		
Social Mobilization (5 days)		
Study Smart not Hard (1 day)		
Supervise your Teachers, Trainers, Instructors (3 days)		

NOTE: Training Packages can be conducted at any time during weekends, working days, public holidays depending on the request of the customers for which 12-15 participants are required. The training can also be conducted at customers' premises with minimum requirement of training facilities.

Please, book for the courses and packages in which you would like to receive the training. Take the training, taste it and give us your feedback.

We welcome your feedback in this issue.

- Editorial Board



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