

TITI



The Flip Chart

NEWSLETTER

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TITI Training in Afghanistan

TITI conducted Training of Trainers - Developing a Curriculum (ToT - DACUM) in Kabul, Afghanistan from 29 July to 02 August 2010 for the instructors and Entrepreneurship Development Program (EDP) staff of Aga Khan Foundation. Altogether 25 participants from four different provinces of Afghanistan participated in the training. The main purpose of the training was to equip instructors/trainers with necessary knowledge and skills required for designing, developing, planning and effective delivery of vocational training courses and programs..

The goals of ToT-DACUM training were to illustrate the differences between traditional and competency based training; to explain job analysis process and related terms used in the process; to conceptualize on designing occupational training packages; to utilize conceptual models of instructional systems design; to write learning objectives for training; to design a training solution to address a specific human performance problem, (a consensus opinion or a marketing opportunity) and to speak a common language of training and development.

The delivery strategy of training was basically inputs on the topic followed by modeling and then application by each individual and in groups for reinforcement.



Fig. TITI trainer with TOT-DACUM participants in Afghanistan

From the Executive Director's Desk



Skills Development for Livelihood Improvement

The purpose of skill development intervention of any scale should be to equip 'potential' youth and adult workers with essential skills for employment or self employment, and to upgrade the existing levels of skills of the 'actual' workers especially in the informal economy. Such interventions must contribute to improving employability, productivity and income generating capacity of the target groups. Although training-job relevance is a challenging task for both the formal and informal sectors, it is the only way out for livelihood improvement.

For the desired results, accessible and affordable programs with high extent of training-job relevance and demand-driven character must be made available to needy youths and adults. Skill development interventions responsive to the existing and emerging market needs of the economy need special attention of the government as well as non-government sectors. Such interventions should sufficiently include post-training support strategies to link training outputs to employment and/or self-employment.

Linkages between training and employment or self employment can be promoted by means of designing and offering need-based courses for the most appropriate persons identified and included as trainees. Most training interventions fail primarily due to what employers expect from the workers and what they are trained for, especially in the informal sector. Employers in the informal economy pay workers for the actual work performed, not for being listed in the payroll- as is often the case in government organizations.

In the process and outcome of skills development interventions, relevant stakeholders must be involved. These could include representatives of workers and employers in addition to training providers and beneficiaries. This must be seen necessary not only for the successful implementation of the programs but also for their sustained effects. What happens or does not happen before, during and after the intervention are all important for quality and relevance of the programs.

Training Institute for Technical Instruction (TITI) Nepal has been providing professional training to improve the expertise of instructors, managers, curriculum developers, development workers and community facilitators. This service could be instrumental in achieving the desired results of training and development interventions in Nepal and elsewhere in the region.

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

Innovative Practices in Training and Development

Implication of Social Learning: An Innovative Practice

There are many definitions for social learning but the main focus of social learning is network building and group learning through experiential learning, discovery learning and information sharing. Learners can learn tons of things by observing multicultural teaching learning environment like group learning, learning by doing (discovery learning), trainers' modeling and variety of techniques (methods) and media used in different training programmes. Besides these, knowledge exchange with national and international training organizations and network building with TITI trained learners could be a good approach after completion of TITI training by sharing information through social network. From learning perspectives, it could be the strength of TITI to apply social learning in TEVT sector as a significant proposition where all the trainees, organizations and concerned stakeholders will play roles as key actors. So, practice of social learning at TITI could be a shift from multiple processes to a collective process in which all actors will make significant contributions.

TITI, a quality training institute, could expand its horizontal knowledge exchange among national and international training organizations and within TEVT sectors by collecting, exchanging and comparing of information via collective process for professional and institutional development. TITI trained more than 7000 national and international trainees. There could be a network with those trainees through regular contacts by emails or study visits maintaining a balance heterogeneity. Training is a part of career development process. Besides the intervention of training, there is no common forum or network among the trained instructors for sharing among one another. So, TITI could explore and promote network building for further learning opportunities for learners to grasp the essential knowledge after the completion of training. Even though networking is not an easy process and could be influenced by cultures, society and socialization process, but it could be a motivational factor for trainers and learners to exchange many real world experiences and obstacles to solve problems related to classrooms, homes and workplaces.

Social learning could give plenty of rooms for new insight to TITI teaching learning and performing process. Building social relation would be guiding ideas to flourish network building and knowledge exchange among learners and trainers. TITI trainers can lead the process for knowledge circulation by using email and developing websites of common forum. So, it would be the best approach for TITI's reputation and a step ahead towards innovation and to discover new knowledge through social networking and sharing. Social networking in itself needs to be updated from global to local contexts. In my opinion, to enhance the image as a quality training institute and to portray a glorious picture of TITI as a centre of excellence in developing countries in Asia, social learning approach could be a desirable initiative.

– Ms. Shova Khanal - Trainer

Editorial Board

Shalik Ram Dhakal
Ramesh Man Shakya

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TITI Customers' Column

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UN Interagency Rehabilitation Programme (UNIRP),
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Seven Party Alliance and Maoist (CPN-M) signed a Comprehensive Peace Accord on November 21, 2006. Subsequently, an Agreement on Monitoring of the Management of Arms and Armies (AMMAA) was also signed by the parties and was witnessed by the Special Representative of the UN Secretary-General.

Under the overall initiation and guidance of the United Nations Mission in Nepal (UNMIN), 4,008 individuals were verified and registered as Verified Minors and Late Recruits (VMLRs) who were not eligible for inclusion in the Maoist army and could not be kept in the cantonment.

The successful rehabilitation of these individuals, through the facilitation of realistic livelihood opportunities was seen as an important step towards bringing a sustainable degree of peace to the country.

The main objectives of UNIRP are to:

- Rehabilitate VMLRs into civilian life, with potential for sustainable livelihoods
- Address the socio-economic rehabilitation of 4,008 verified minor and late recruits (VMLRs)

Besides the aforementioned objectives, the primary objective is to facilitate VMRLs to develop sustainable livelihoods over a two year period, by providing, through appropriate service providers in the five development regions of Nepal, training/education packages and incentives. These individual packages will prepare VMLRs to avail themselves for market opportunities, many identified through program mechanisms networking with national and international stakeholders in the public and private sector.

In this context, TITI and UNDP have signed an Agreement with reference to the Contract Number 2010/PROF/001 dated January 05, 2010 to provide vocational skills training to VMLRs in Eastern and Mid-western Development Regions. Now, TITI is playing a role of Principal Service Provider to conduct different vocational training through selected service providers (technical schools) in the designated development regions. In Mid-western Region, 104 and in Eastern Region 34 VMRLs were provided with different vocational courses in different technical schools. Some vocational courses for VMLRs are still ongoing. The feed-back of the participants and their attempts for employment are encouraging.

Customer speaks:

Dr. Rajeshwor Aryal, a teacher/trainer and herbal specialist, is associated with Ayurveda Campus, Kirtipur and Aroma Nepal. He underwent ToT Training conducted at TITI from 22 Oct. to 2 Nov. 2010. He found the training very effective, fruitful and professionally delivered. He says this training has provided all the participants with relevant knowledge and skills to be a competent and professional teacher and trainer. He says that the trainers at TITI are well-trained and all the participants have been impressed by learner-focused style of teaching at TITI.

TITI Training Standards

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

Performance standard 13

Instructor consistently gives many examples and non-examples when teaching concepts.

This standard reminds you that the best way to teach concepts is to do so by examples. The more examples and non-examples of a concept you can provide, the greater the chance that all participants will grasp the new concept.

Performance standard 14

Instructor generally provides summaries and transitions.

Summaries and transitions are like checkpoints along the road to achieving training objectives. Summaries are simply reiterations of key points made at different stages along the way. Transitions move the training from one stage to the next. Let's assume that a course is offered to equip participants to demonstrate the ten standards covered in this chapter (the objective). The instructor tells the class the standards will be defined and demonstrated one by one (the overview). After the first standard is completed, the instructor reiterates the key points made (the summary) and then makes a statement that moves the discussion from the first standard to the second standard (the transition).

Performance standard 15

Instructor generally encourages active participation.

Instructors are expected to encourage people to take an active part in the class. By actively participating, trainees invest themselves in the learning process and, as a result, have a high success rate in meeting course objectives.

TITI Training ...

As per the requirement, each participant was asked to write 10 skill statements, procedure for a skill and learning objectives. Four sample courses for the occupations: Tailor, Yakhanduji (Embroidery), Carpenter and Welder were developed in small groups.

The specific feedback was not possible to provide to each trainee since the course was designed in their own local language. Participants appreciated the course design activities as most important for the training. Participant's skills were not assessed due to the language barrier in Afghanistan. Five days' training in curriculum development and planning for training is actually very short. However, in this short time, the participants have realized the importance of having curriculum and plans. They may still need the guidance by master trainers to fully understand and implement the skills in future.

Participants participated actively in each activity of the training. TITI has indeed a good impression about the hard work, readiness to learn and enthusiasm of the participants. Performance during the training is not all what we aimed at. Performance on the job is the most important factor and TITI hopes all the participants will implement the knowledge and skills on their job and they will be provided all necessary supports from the concerned authorities in Afghanistan.

"Good things happen when you get your priorities straight. - **Scott Caan**

Trainer's Profile



Ms. Shova Khanal
(Trainer)

Ms. Shobha Khanal is a trainer in TITI in 'community development program' and partly involved in 'instruction program'. She has completed her Master's degree in Management and Development with specialization in training and extension from Vanhall Larenstein University, The Netherlands. She started her career as a teacher from Paradise School, Sanepa and served there for one year. She started working in CTEVT in 1996 from Balaju Technical Training Center as an office assistant, administration assistant, training assistant and now she works as a trainer. In 1998, she got transferred to CTEVT and then to TITI in 2001. She has gained a wide range of knowledge and experience in administration as well as in training. She is primarily responsible for conducting training programs in TITI. Her major responsibilities include designing, developing, delivering, facilitating, coordinating training programs, report writing and documentation of all training programmes.

So far, she has been involved in conducting a number of training programs such as Training of Trainers (TOT), Instructional Skills (IS) training etc. She has coordinated and conducted training programs for CTEVT technical schools, Skill for Employment Project, HELVETAS and other NGOs and INGOs. Key areas of expertise she possesses are Gender and Inclusion, Instructional Skills, TOT, Community Facilitation, Community Based Needs Assessment, Foundations of Community Development, Occupational Skills Upgrading, Occupational Instructional Skills, Management Training and Appreciative Inquiry Training. Ms. Khanal has travelled to many parts of Nepal, India, The Netherlands, France, Belgium, England, Germany in the course of her training and academic pursuits. She believes that social learning is very important for training and development.

Your Free Gift from TITI



Do you want to "Prepare for a Presentation effectively?"

If so, read the skill card 'Prepare for a Presentation.' It is one of the 416 Skill and Concept cards TITI has developed so far.

TITI has also translated 135 Skill and

Concept cards into Nepali language. This gift card is very useful for trainers/teachers to acquire significant ideas on making effective presentations. At TITI, we use this card in Instruction, Management and Community Development related training programmes. Kindly let us know your opinion about this.

Upcoming Events at TITI

November 2010 – February 2011

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Advance Computer Application	12/13/10	12/24/10
Study Skills	12/6/10	12/10/10
Instructional Media Development	12/20/10	1/14/11
Instructional Skills-1	1/3/11	1/28/11
Active Learners' Methodology	1/31/11	2/18/11
Community Development Program		
Community based Needs Assessment	11/22/10	12/3/10
Community Facilitation	1/3/11	1/14/11
Occupational Instructional Skills	1/31/11	2/25/11
Management Program		
Strategic Operational Planning	11/15/10	11/19/10
Training Monitoring and Evaluation	11/22/10	12/3/10
Management Skills	12/13/10	1/7/11
Project Planning	1/10/11	1/14/11
Project Implementation	1/17/11	1/21/11
Curriculum Program		
DACUM	11/15/10	12/3/10
Training Course Design	2/14/11	2/25/11
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. TITI also provides free of cost training for one DAG person in each regular training programs.

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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