

# TITI



Teaching → Learning → **PERFORMING!**

## NEWSLETTER

### IN THIS ISSUE

**TITI Training in Bangladesh** 1

**From the Executive Director's Desk** 2

**Innovative Practices in Training and Development** 2

**TITI Customers' Column** 3

**TITI Training Standards** 3

**TITI Training... (contd.)** 3

**Trainer's Profile** 4

**Upcoming Events at TITI** 4

### **TITI Training in Bangladesh**

Training Institute for Technical Instruction (TITI) conducted Training cum Coaching programme entitled 'Training on Developing Market Responsive Flexible Curricula and Materials for Vocational Training Center' in Dhaka, Bangladesh in collaboration with the SkillMark project of Swisscontact, Bangladesh from December 22, 2010 to December 30, 2010. A team of resource persons from TITI designed, developed and delivered the training as part of the first phase of a consultancy assignment with the SkillMark project in Bangladesh.

Altogether 17 participants from different institutions and industries participated in the training. The main purpose of the training was to equip the trainees from different selected vocational training institutions with necessary skills and knowledge required for designing market responsive skill training courses. The participants comprised of trainers from partner training institutions and also from construction sector.

The goals of training were to identify characteristics of any effective training; design training in terms of performance baselines; evaluate the success of training; describe typical causes of training failure; conduct a job-task analysis; write learning objectives for training; design a training solution to address a specific human performance problem, a consensus of opinion or a marketing opportunity and to speak a common language while using training design terminologies.



Fig. TITI trainers with participants in Bangladesh

Contd. on page 3

## From the Executive Director's Desk



### Relevance of 'Transition Psychology'

Although the predictive value of transition theory needs more research, the effects of transitions will be apparent to many other disciplines as well as occupational psychology. Possibly the most important feature of transition psychology is that it explains the mechanism by which individuals make radical changes of values and attitudes that are most appropriate to a new environment i.e. personal transformation. Professionals should be aware of these changes required for themselves to succeed in business and professions. It is because stress caused by transition can be of different natures and may be caused by common factors such as work overload, role conflict or relationships. It is not only leaders but also individuals need to learn to recognize and manager their own transitions. Creating 'new Nepal' through 'restructuring' and 'social transformation' is an ambitious goal in itself. This complex process as explained in transition psychology offers important insights and opportunities for leaders as individuals, organizational entities and society.

Visioning a change is important and more important is the courage to successfully lead and manage the different phases of such change. Essential knowledge, skills and attitudes of transition management may provide a wider and more positive psychological framework. The subsequent effects of current and future changes will be the effects of stress and change on the consensus and logical decisions of political as well as organizational leaders while coping with their own transitions while managing resources and leading people. Equally important is the potential of the transition process to enable individual ways of living, thinking and behaving and sometimes obviously needed behavioral transformation before it will be too late for them to realize and repent. The transition process should not be hindered especially by those who control social, political and economic recourses. The role of leaders should be to increase public awareness including formal and non-formal community education programs at various levels.

Consequently, energy needed to develop or pursue other resources, such as education, information and employment, may be hindered while demands of individuals increase for raising families or pursuing subsistence capital for self-sufficient livelihood conditions. The only solution as criteria for 'new Nepal' could be an inclusive socio-political structure and a rapid economic growth. Professional training organizations such as the Training Institute for Technical Instruction (TITI) Nepal could contribute to human capital formation that could eventually be instrumental in achieving various aspects of transition through appropriate training and education.

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

## Innovative Practices in Training and Development

### Social Inclusion: A pertinent issue to be addressed in TEVT

Social inclusion has been a hot-potato issue in all political and development sectors in Nepal and Technical Education and Vocational Training (TEVT) sector is also not an exception to it. Much has been said and loads of documents have been published emphasizing the importance of social inclusion in TEVT. Despite all these concentrated efforts, the inclusion of the entrants in TEVT from all strata and sectors seems meager and thus draws attention of all concerned. Whatsoever are the factors, immediate or remote, TEVT does not seem to be able to incorporate all and make TEVT all-inclusive. The core document of School Sector Reform, 2007 by the Government of Nepal, Ministry of Education and Sports has also emphasized the need for ensuring inclusive participation in education. The document speaks of '...a marked disparity in education access that causes social tensions, widening income gaps, and a heightened sense of exclusion. To create an environment that affirms the government's commitment to social justice and equity, the education system must be proactive in removing barriers and building bridges to equitable participation' (Core Document, SSR, 2007). The concern shown by the Government with regard to inclusion in education (general as well as technical and vocational) is indeed commendable.

A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity (Cappo, 2002). There are some values that support the concept of social inclusion: everyone is ready to be included; everyone can learn; everyone needs support; everyone can communicate; everyone can contribute and together we are better. (Scottish Human Services Trust - 2005). Thus, we can infer that social inclusion is a process of promoting equitable access to economic, social and all other benefits without any discrimination in terms of caste, descent, gender, religion, ethnicity, nationality, or other characteristics. Inclusion is characterized by the notion of integration of people from all sectors irrespective of their backgrounds. Now the question arises: Why is there a marked disparity and low inclusion of the disadvantaged, marginalized, *dalit*, women etc. in TEVT in Nepal? Hence, there is an immediate need for TEVT being inclusive in system, approach, acceptance and encouragement to the prospective entrants into TEVT. In principle, there are some quotas reserved for the entrants from disadvantaged, *dalit* and marginalized groups, but the ratio of the people from the socially excluded groups is still negligible and thus questionable. Just to cite an example of difference between male and female entrants into TEVT, in 2009, there were altogether 27424 entrants in CTEVT programs in which, 20621 were male (75.19%) and 6803 were female (24.81%). (26<sup>th</sup> Management Conference 2009, CTEVT).

This is just an example of gender-related disparity in TEVT. If we delve into the actual factors hindering the willing ones to come into TEVT, we find factors such as high cost for the poor, lack of accessibility, minimum quota for the excluded, social insecurity, lack of employment opportunities, lack of motivation, lack of awareness about the importance of the TEVT sector in the development of the nation and so forth. At this time, there is a need for further analysis as to why TEVT has not been able to be all-inclusive.

- Ms. Asha K. Shrestha and Mr. Mohan Pd. Bhurtel

*"Being a member of a body or organization means playing a vital part and contributing, not just existing or attending." - Michael Sadie*

## TITI Customers' Column

### Name of the Organization:

Snow Lion Foundation (SLF)

G.P.O. Box 1313, Kathmandu, Nepal

Telephone: 5000036, Fax: 5000048,

Email: slf@wlink.com.np

TITI conducted a training program entitled "In-service Teachers' Training" from February 06, 2011 to February 10, 2011 for the teachers of Snow Lion Foundation. This training program has opened the doors for both the organizations to look for further avenues to work together for mutual benefits.

Snow Lion Foundation was established on February 25, 1972 by the assistance of Swiss Association for Technical Assistance – (SATA) now called Swiss Agency for Development and Cooperation (SDC) Nepal. The foundation's principle objectives and the tasks are to assist the Tibetans to become economically self-reliant, raise the standards of education, health care and social welfare activities for the Tibetans living in Nepal.

The foundation is, now, working with the goals of creating and developing physical infrastructures to fulfill educational needs; providing high quality education to make the Tibetans self-dependent; providing necessary health services; providing care and good services to senior citizens and less fortunate members of the society and working towards the perseveration of the traditional unique and the rich Tibetan culture.

SLF is currently administering 12 Tibetan schools in Nepal and is providing free education and health services to all the Tibetan refugee-students. SLF is presently looking after the settlements and schools in Kathmandu, Pokhara and the remote places such as Tserok, Walung, Manang and Chialsa. Besides major services and activities under its goals and objectives, SLF is involved in a number of other activities such as teachers' training, in-service teachers' training, health awareness programs and health care & services program.

### Customer speaks:

Mr. Tenjin Rabgyal, Education Officer from Snow Lion Foundation, Nepal and The Tibet Fund – USA, participated in the training entitled 'In-Service Teachers' Training' conducted from February 06 to February 10, 2011 at TITI, Sanothimi, Bhaktapur, Nepal. He felt that TITI training was a wonderful learning experience. All his teachers including himself learnt very important pedagogical skills and tips for handling children at school. In response to the question 'how was the training?', Mr. Rabgyal said that the training was very helpful and meaningful, but the duration of the training should have been longer than this. Mr. Rabgyal also felt that TITI training delivery approach is different from other training institutes. He said, in the past they used to focus on their own (teacher's) activities more in the classroom, but now they have understood the importance of learner's activities in teaching learning process. When asked about suggestions to TITI, Mr. Rabgyal did not mention any specific suggestions, but said that apart from subject-based school training, they can work with TITI for other training programmes related to performance enhancement of the school teachers working for Snow Lion Foundation.

## TITI Training Standards

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

### Performance standard 16

*Instructor generally refers to participants by their preferred name.*

Most everyone agrees that using people's names is desirable. However, many do not recognize that this behavior can threaten people as well as reinforce their participation. Consequently, it becomes important that instructors know the difference between using names to gain participation and using names to threaten participants.

### Performance standard 17

*Instructor consistently provides clear and concise instructions (generally in writing) on tests, exercises, group work and other activities.*

Providing clear and concise instructions certainly seems easy enough; after all, we give instructions frequently in and out of the classroom, usually with no difficulty. As a result, we always expect giving instructions to be easy. That is when we get into trouble. At best, poor or inadequate instructions will cause a delay; at worst, they can prevent participants from meeting training objectives

### Performance standard 18

*Instructor consistently uses creativity in selecting instructional methods.*

Methods are the active ingredient of the teaching-learning process. As such they should be selected to "spice up" the learning. Select methods that actively involve and challenge the learner. Don't fall into a predictable pattern of teaching activities. Surprise the participants (and yourself!) by using dynamic and even fun training methods.

## TITI Training ...

The training was conducted in adult learning atmosphere applying various training methods such as illustrated talk, modeling, group/individual work, brainstorming, and case studies to make the training effective.

A sample course on "Electrician (House Wiring) was developed in a simulated subject matter expert's (SME) workshop. 5 participants having full or partial expertise on the occupation were used as SMEs. Then, they also were provided with the opportunity to practice the process in small groups. A short debriefing session was conducted to reinforce the learning of facilitating SME's workshop.

Participants participated actively in each activity of the training and completed the course with satisfactory results in both pre and post tests. Training mainly focused on the performance, however the performance in the training is not enough, the participants should be able to perform well back on the job and that makes the training more meaningful.

This training event has opened doors for both SkillMark-Swisscontact and TITI for further cooperation in future. Following this event, SkillMark has planned to go for the second phase of consultancy assignment immediately. Thus, in the second phase, the consultant-trainers will facilitate on-the-job training session for developing the curriculum, job sheets etc. in Bangladesh.

*"Experience is a hard teacher because she gives the test first, the lesson afterwards." - Vernon Law*

## Trainer's Profile



*Ms. Asha Kumari Shrestha  
(Sr. Trainer)*

Ms. Asha Kumari Shrestha is a senior trainer in TITI from 2008, and she is primarily responsible for coordinating and conducting training in 'Instruction and Health Related Programs' in TITI. Having completed her bachelor's degree in Nursing from Purbanchal University in 2007, she began her career as an instructor in Karnali Technical School, Jumla under CTEVT in 1997. During her service in KTS, Jumla, she garnered a wide range of experiences as instructor, department head, program coordinator and acting principal as well. She has even worked in different hospitals as staff nurse & in-charge and has served the sick in different units such as operation theaters, maternity wards, neonatal care unit and intensive care unit.

She has been carrying on her further study in Master's in Rural Development (on-going) from Tribhuvan University, Kathmandu. Besides that, she has attended a number of training programs in instruction and management areas from Nepal and she also participated in a training program entitled 'A Means of HRD' in Pakistan in 2003.

At the moment in TITI, Ms. Shrestha is involved in coordinating and conducting TOTs, health-related training, instructional skills training and other training programs related to adult instruction.

In the course of her personal and professional development, Ms. Shrestha has travelled to many parts of Nepal, India and Pakistan. Experienced in adult pedagogy, Ms. Shrestha's contribution to TITI's training and development and thereafter to TEVT sector in Nepal can be considered as a commendable achievement.

## Upcoming Events at TITI

March 2011 – June 2011

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
<b>Instruction Program</b>		
Learner Assessment and Evaluation	4/4/11	4/22/11
Instructional Skills – 3	5/30/11	6/24/11
<b>Community Development Program</b>		
Intervention of Community Development	4/4/11	4/15/11
<b>Management Program</b>		
Training Institute Management	4/11/11	4/15/11
Presentation Skills for Managers	5/2/11	5/6/11
Facilitation and Moderation	6/6/11	6/10/11
<b>Curriculum Program</b>		
Technology Based Instructional Delivery	3/14/11	4/1/11
Training Design and Development	5/9/11	5/20/11
<b>Packages (Intensive Trainings)</b>		
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. Participate in the training, experience it and give us your feedback.*

*We welcome your feedback in this issue.*

*– Editorial Board*

### Editorial Board

Shalik Ram Dhakal

Saurav Ram Joshi

Ramesh Man Shakya

Mohan Pd. Bhurtel

## Your Free Gift from TITI



Do you want to "Use Oral Questioning" in your presentation and instruction effectively?

If so, read the skill card 'Use Oral Questioning' (Nepali Version). 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, facilitators and moderators to make the class/session lively and interactive. This can also be used for generating interactive discussion and assessment of the learners. At TITI, we use this card in Instruction, Management and Community Development related training programmes. Kindly let us know your opinion about this.



### Training Institute for Technical Instruction (TITI)

P.O. Box: 5694 (Kathmandu), Madhyapur Thimi -17, Sanothimi, Bhaktapur, Nepal

Tel.: 977-1- 6630187 Fax: 977-1- 6630289

Web page: <http://www.titi.org.np>

E-mail: [info@titi.org.np](mailto:info@titi.org.np)