

TITI



Teaching ||| Learning ||| **PERFORMING!**



NEWSLETTER

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TITI and the World Bank Join Hands for the EVENT Project

A tripartite memorandum of understanding (MoU) was signed in between Council for Technical Education and Vocational Training (CTEVT); Enhanced Vocational Education and Training (EVENT) Project Secretariat and Training Institute for Technical Instruction (TITI) in July 2012. All three entities have joined hands to implement the project supported by the World Bank in the name of 'EVENT Project'.

In this joint program, the EVENT Project has entrusted TITI with a pivotal responsibility of producing fully trained 40 master trainers on ToT, 100 lead trainers and 100 assistant trainers/instructors on ToT according to training courses for this fiscal year 2068/69. Furthermore, TITI is expected to design and conduct training programs in agreed-upon quantity, quality, type, duration; and also curriculum and pedagogy are to be applied as per the signed MOU.

TITI is also expected to prepare and submit the work plan with detail activities, time schedule and budget estimation for achieving the annual targets as mentioned in the MOU. TITI shall keep all the parties informed continuously and formally in writing regarding the progress of the project implementation.



The First Batch of ToT - Master Trainers at TITI

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From the Executive Director's Desk



Prospects and Challenges of TEVT Educators Training and Development

The extent of quality delivery of the programs and services depends upon the demonstrated ability and willingness of the trainers and training institution managers. Professional expertise does not just happen. It has to be developed. Commitment of the trainers determines the success of Technical Vocational Education and Training (TVET) programs. Technically speaking, efficiency and effectiveness of TVET programs are measured by the extent of employment or self-employment of the graduates and the quality of services provided by the graduates depends upon the access, equity, efficiency and relevance of such programs.

Training is a means to an end. It is not an end in itself. Prospects and challenges of preparing adequately skilled and motivated TVET educators for the present and also for the future are immense and need attention. The purpose of skill-based TVET is to prepare individuals for livelihood with potentials of earning for their living by being engaged in specific occupation/s in the formal or informal sector of economy.

If training is the solution, what is the problem? The question sounds simple but equally difficult to find an answer. It is because there is not one single solution to human performance problem. In fact, the question keeps reverberating in the minds of people who often try to develop and retain competent individuals and teams for effective and efficient performance in their organizations. TVET educators' training and development is inevitable to cope with the challenges of the future. Training providers are facing both prospects and challenges. Working together with national and international partners could be instrumental for professionalism and quality of performance of the TVET educators. National interest and priorities placed on TVET sector determine the way forward. In most cases, not enough attention is given to what happens before, during, and after completion of training.

Training is the solution to performance problems caused by knowledge and skills deficiencies. This deficiency is the gap between the 'existing' and 'expected' level of knowledge and skills to perform well on the job. Even in situations where training intervention are identified as the solution, problems still remain due to inadequate transfer of learning from the training environment to the workplace environment.

In order to make the TVET educators market responsive with skills and abilities, general employment policies and programs may not be sufficient. There is a need to address the emerging needs of TVET educators. In this regard, TITI is also striving to address the real needs of the TVET educators / trainers so as to enable them to analyze, design, develop, implement and evaluate TVET programs and also help them achieve the expected outcomes.

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

Innovative Practices in Training and Development

Technical Education and Vocational Training: A Quality Issue

To be familiar with the issue of quality in technical education and vocational training (TEVT), it will be easier, if we look at it as a system with all its mutually dependent components: inputs, process, and outputs.

For the first component 'inputs' we have TEVT participants, curriculum, learning materials, trainers, environment, learning facilities and other educational resource persons as raw and instrumental inputs. The second component 'process' is where all inputs interact during the training periods to reach the TEVT goals and objectives. The third component, output is the product of the interaction among the inputs, which can be seen from the participants improved performances in terms of cognitive, affective and psychomotor domain.

Definitely, trainers are key actors in promoting quality of TEVT. However, only having enough number of trainers in technical school doesn't work for the quality; therefore, well trained enough number of highly motivated, dedicated and professionally competent trainers are important asset of the quality TEVT. This is strongly related to the financial reward and other incentives they get from their profession. The system has a shortage of trainers both in number and quality. It is normally seen that, instruction or teaching is not an attractive profession financially, and it is very difficult to hold the highly talented and competent professional trainers in TEVT sectors. This has a direct link with the quality of training and thereafter the quality product.

Likewise, a relevant curriculum, which ensures the needs of learner, industry or world of work, and community, is vital in good quality TEVT. In most of the trades, it is painstaking that curriculum is obsolete and should be revised. Matching between what learners learn at technical school and what the community or world of work demands is also a principal issue to address. The irrelevant curriculum, widens the gap between training institutions and world of work, and finally contributes to increase the rate of unemployed graduates. Similarly, a clear, well defined and accurate assessment of learning outcomes, including skills, knowledge, attitude, participatory governance and management are also most important. Additionally, learning facilities both in quality and quantity cannot be overlooked for the quality TEVT.

Quality in TEVT cannot be seen from the quality of inputs, process and outputs or its graduates only, but, there are other components as well. We cannot anticipate having good quality TEVT programs if the learners are not in good health and if their fundamental requirements are not well addressed. This might affect the motivation in full concentration, contribution and inspiration for learning.

To address and ensure quality issue in TEVT programs, feedback mechanism is another important component that needs to be established as a system in TEVT that provides information on how the system does well or fails in achieving goals and objectives. So, the developmental feedback and recommendations by all the stakeholders cannot be overlooked if we want to ensure quality in TEVT.

- Khem Raj Kafle, Sr.Trainer

"Good teaching is one-fourth preparation and three-fourths pure theatre." - Gail Godwin

TITI Customers' Column

Name of the Organization: Enhanced Vocational Education and Training (EVENT) Project

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Enhanced Vocational Education and Training (EVENT) Project is a joint project of Government of Nepal (GoN) and World Bank (WB). The main objective of the project is to expand the supply of skilled and employable labor by increasing access to quality training programs, and by strengthening the technical and vocational education and training system in Nepal.

The project has an aim to reach around 75000 Nepali youth beneficiaries by providing them access to short-term skill training and technical education, as well as opportunities for certifying their existing skills. 38 technical schools that are providing TSLC and Diploma level technical and vocational education will also be benefited through matching and performance grants. This project has primarily focused on the components such as strengthening TEVT regulatory activities and capacity building; strengthening technical education; supporting short-term vocational training and recognition of prior learning; and project management, monitoring and evaluation.

The project is funded jointly by Government of Nepal and World Bank. Total cost of the project is around US \$ 60.9 million. Of the total cost, US \$ 50 million will be borne by World Bank (IDA). Likewise, US \$ 5.5 and US \$ 5.4 million will be borne by GoN and local sources respectively. This project has trusted TITI as a national partner to implement the project over the next 4 years.

Customers speak:

A senior staff from Nepal Netra Jyoti Sangh (NNJS), Central Office Tripureshor, Mr. Badri Prasad Mainali attended a training entitled 'Modern Management' conducted by TITI (on-campus) from 5 to 10 February, 2012 at TITI Sanothimi, Bhaktapur. When asked about the training, Mr. Mainali said that the training was very fruitful and effective and enhanced the knowledge and skills of the trainees to become a good manager or an administrator. He expressed his belief that if the NNJS applied the knowledge and skills gained from the training, it would be tremendously beneficial for the organization.

When asked about the differences between this training at TITI and other trainings, Mr. Mainali said that this training was more 'learning by doing' approach-based than other training programs. He also found the contents and training delivery approaches quite unique and effective. Specific contents and practical training styles made the training more interesting and effective. According to Mainali, in order to make this training better in future, more practical contents and examples need to be added.

Mr. Animesh Kumar Acharya from Biratnagar Eye Hospital also attended Modern Management Training at TITI. According to Mr. Acharya, the training was quite refreshing, because of its practical and participatory approach. He didn't find the training much different from other trainings, however he found some new ideas that are useful in modern management. As per his suggestion, the TITI canteen should provide varieties of food items and extra blankets should be provided in hostel particularly in winter.

TITI Training Standards

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

Performance standard 25

Instructor consistently follows prescribed instructions in caring for instructional resources.

This performance standard is rather obvious. It asks that you take care when using and storing instructional resources and equipment. For example, most equipment (video and tape recorders, cameras, slide projectors, and so on) requires some cleaning and maintenance. When not in use, these items should be carefully stored and protected from dust, heat, cold, and other harm. Basically, instructors are expected to treat instructional resources and equipment just as they would their own personal equipment.

Performance standard 26

Instructor generally manages own nervousness so as not to detract from learning

Nervousness can be defined as the physical or mental manifestation of a desire to do well. You won't find this definition in the dictionary, but it's a good definition because it implies that being nervous before you walk into a classroom is OK, or even desirable.

Performance standard 27

Instructor generally maintains equal eye contact with participants.

This standard means that instructors are expected to look into the eyes of each participant for a second or so. It is suggested that you do this in random order so that participants do not sit there waiting for you to look at them and then nod off as soon as you do. By the way, this is a wonderful standard because it enables you to know what is going on in your classroom at all times. In addition, looking into the faces of participants can calm your nerves as well as the nerves of participants. It also signals that you care about them and are attuned to their needs.

TITI and The World Bank ...

In this project CTEVT will play a supportive role and will ensure that TITI has exercised full autonomy in carrying out all the EVENT Project related training activities as mentioned and agreed upon through the Memorandum Of Understanding (MOU).

The Project is planned to be implemented in the consecutive four years from 2012 to 2016. The "EVENT Project" also aims to improve access to Technical Education and Vocational Training (TEVT) programs for disadvantaged youth with strategic target on them and through other inclusive processes. The project will also pay special attention to lagging regions, poor youths, women, and youths belonging to Dalit, disadvantaged Janajatis and other marginalized communities, such as persons with disabilities.

The project consists of four components. One of the sub-activities under Component-1 is the training of Master, Lead, and Assistant trainers/instructors in modern curricula and pedagogy related to Technical and Vocational Education and Training (TVET). Over the next four years, TITI shall play its roles of designing, developing and conducting training programs.

"Education is simply the soul of a society as it passes from one generation to another." - Gilbert K. Chesterton

and instruction.

Trainer's Profile



Mr. Khem Raj Kafle
Sr. Trainer

Mr. Khem Raj Kafle is currently working for Training Institute for Technical Instruction (TITI) Nepal in the position of Senior Trainer. He has been working in technical and vocational sector, particularly in training and development profession for over 24 years. He had successfully completed the responsibility of Instructor, Trade Head, Vice Principal, and Principal of technical schools under the Council for Technical Education and Vocational Training (CTEVT) system in various part of Nepal.

Mr. Kafle has completed his Master's degree in Animal Science (Livestock Production and Management), and Bachelor's in Agriculture Science as an in-service scholar from Institute of Agriculture and Animal Science (TU, Nepal) in 2009 and 1994 respectively. In addition to his academics, he has completed a number of relevant training courses in this field.

His major area of expertise in current position are planning, development, and delivery of training programs, facilitation of academic and occupational curriculum development process as per the request of governmental and non-governmental institutions. Likewise, he has coordinated several training programs related with Needs Assessment and Training Course Design. In addition, he has developed curriculum guide, training manual and also provided consultancy services to various National and International Organizations. Mr. Kafle aspires to be a professional trainer and consultant in curriculum development as well as in training and instruction in future.

Upcoming Events at TITI

March 2012 – July 2012

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Instructional Media Development	2/13/12	3/09/12
Active Learners Methodology	5/15/12	6/01/12
Instructional Skills -III	6/04/12	6/29/12
Community Development Program		
Community Facilitation	6/18/12	6/29/12
Management Program		
Strategic Operational Planning	3/12/12	3/16/12
Training Monitoring and Evaluation	6/4/12	6/8/12
Project Planning	6/18/12	6/22/12
Project Implementation	7/2/12	7/6/12
Project Monitoring and Evaluation	7/9/12	7/13/12
Curriculum Program		
Job and Task Analysis	3/5/12	3/16/12
DACUM	6/4/12	6/15/12
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)		



Your Free Gift from TITI

Do you want to use role play as an interesting and effective method in teaching and training?

If so, read the skill card 'Use Role Play' (English 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 skill card is primarily used in Instruction Program, however this reading resource has also been found very useful in other training programs in community development and management as well. This card provides an overview of the role play method with special focus on its introduction, types and guidelines for its effective use in teaching, training

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 on this issue. – Editorial Board

Editorial Board

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