

# TITI



Teaching → Learning → **PERFORMING!**

## NEWSLETTER

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### TITI Training and Consultancy Services in Pakistan and Bangladesh

Training Institute for Technical Instruction (TITI) has been conducting various training and consultancy services in Pakistan and Bangladesh. Starting from June 25, 2012 till date TITI has been providing training and consultancy services to TVET Reform Support Program of GIZ, Pakistan in the area of DACUM facilitators' training, curriculum development and instructional package development training. Participants have been equipped with the knowledge and skills required to facilitate DACUM workshop, curriculum development workshop and instructional package development competencies. Some of the major outputs of the training and consultancy services to GIZ, Pakistan were DACUM charts, sample curriculum guides and trainer's manual. So far, there are altogether 27 potential facilitators who are on the way to be certified as DACUM facilitators.

Likewise, from July 19 to August 5, 2013, TITI provided training and consultancy services to SkillFUL, Swisscontact, Bangladesh in "developing assessment tools and documents" and "training the assessors". The major deliverables of the service were sets of skill testing instruments, operational guidelines for private industry led skill testing and certification, and 15 trained potential assessors/managers. The training and consultancy services have been successfully accomplished in both the countries. TITI hopes that such mutual trust and cooperation with TVET Reform Support Program of GIZ, Pakistan and SkillFUL, Swisscontact, Bangladesh will be further enhanced and continued in the days to come.



TITI Trainer with participants in Bangladesh

## From the Executive Director's Desk



### Knowledge Economy or Know How Economy? The Quest for Excellence

#### Concept

How can we build competitive economies by means of meaningful and relevant education and training? Education and training are important means of human capital formation for economic growth. They are equally important means of inculcating social values. Our values and beliefs about education and training often inhibit us from realistic interpretation of needs and investments. It is now time for economic reform through human capital revolution, education revolution and skills revolution. All our efforts must gear towards increased equitable access and relevance of education and training for youths and adults leading to economically gainful employment or self-employment. Socio-economic analyses of populations require special attention not only to formal education but also to factors such as the role of parenting and on-the-job training. Skills matter, and training-job relevance matters more than ever before. Most training interventions fail primarily due to what employers expect from the workers and what they are trained for. These aspects are simply ignored by conventional education as traditional measures of human capital formation. Thus, meaningful education and relevant skills are the pressing needs in Nepal, in South Asia and elsewhere.

#### The context

In the context of Nepal, the number of youths entering into the labour market is increasing every year. It is currently 400000/year. Population has reached 26.5 million. Working age population (aged 15-59) has increased from 54% in 2001 to 57% in 2011. Number of fulltime workers (40hrs/week) has decreased from 52.9% in 1996 to 46.2% in 2011. Around 53.8% workers are currently under employed and greater number is in the age group of 20 to 24 years. Increasing number of youths is migrating abroad for work. Among the migrant workers- 72% migrate as unskilled, 26% as semiskilled and only 2% as skilled workers. Remittance has been occupying 22% share of GDP and it has been a source of cash income for more than 50% households in the country but saving from it is only 8%. It is very low rate of saving as compared to 41% in Pakistan and 44.5% in Sri Lanka. Nepal's economically active population is expected to reach 17 million by 2022 (by applying growth rate of 1.35% as indicated by the National Population Census, 2011). To provide employable skills to the unemployed youths of 15 to 24 years of age (who represent 34.7% of the labour force entering into the job market each year), there is a need of training 2.7 lakh persons per year. With the labour force participation rate of 83.4% and taking the proportion of underemployed population as 53.8%, the country needs to train over 7.7 lakh persons in total per year. The current capacity for skills training, including TSLC programs, is 88,124 persons per year. Additionally, over 28000 youths migrate for higher education abroad (2009/10 data) every year.

(Contd. on 3<sup>rd</sup> page)

## Innovative Practices in Training and Development

### Motivational Strategies for Adult Learners

Motivational strategy is a deliberate action or process used by an instructor to enhance adult motivation to learn. Effective learning requires the use of appropriate motivational strategies. In this article, such eight important motivational strategies that an instructor can apply to stimulate adult learners have been mentioned.

First, responsibility is the cornerstone of adult motivation. Adult like to have control over the learning process. Therefore, the instructor has to create such a learning environment where the adult learners take responsibility of what they do. They like to participate in self-directed learning.

Second, creation of inclusive learning environment plays a vital role in motivating adults. Here inclusive learning environment entails two things: respect and connectedness. The adult learners have prior knowledge, skills, and experiences and that must be valued. In addition, the learning environment should be such that both the learners and the instructor feel respected by each other.

Third, adults' motivation to learn rises if they find the learning experience presented personally relevant. So, learning experiences should be selected from their areas of interest. The contents, examples, cases, problems, projects, and others should be from their areas of work.

Fourth, adults learn with interest if they are engaged in challenging tasks. They become motivated in problem based learning. They like to take on an active role in the learning process and use their prior skills, knowledge, and experience to develop solutions to problems typically encountered in real-world scenarios.

Fifth, adults prefer to learn things that can be applied immediately in their real life situation. They are very pragmatic learners. Thus the instructor has to engage the adults in such learning activities that are focused in the application of knowledge, skills, and attitude.

Sixth, adults like to have variety in the learning process. There should be changes in the use of methods of instruction. The use of same method throughout the class becomes tedious. Likewise, the materials used should be varied. Moreover there should be changing interpersonal learning patterns like seating arrangements and working groups.

Seventh, adults like to learn in an informal and relaxed learning environment. They do not like to be controlled in strict disciplinary classes. They do not just learn from instructors. Instead, they learn in an inviting learning environment where they can freely share their experiences and ideas.

Eighth, adults are motivated to learn through self-assessment. Therefore, the instructor has to provide them with self-assessment exercises as far as possible. Adults should be assessed with care. There should be assessment for finding out new learning directions rather than for providing marks.

In conclusion, adult learners can be motivated by both extrinsic and intrinsic factors. The strategies mentioned in this article are for motivating adults intrinsically. The key to effective instruction is the arousal of adults' internal motivation, which becomes possible when the instructor matches his/her teaching styles with the interest of adults.

- Mr. Eka Raj Adhikari, Trainer

"Sometimes you win, sometimes you learn." – Anonymous

## TITI Customers' Column

**Name of the Organization:** Seva Foundation/Nepal,  
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Seva Foundation started as a small group with a big idea, and the idea was, "To be fully human, we must translate our compassion and concern into useful service". The vision of Seva foundation is: "A world of healthy and self-reliant communities." The mission is to make Seva's work possible by the generosity of donors and volunteers inspired by the spirit of service. Seva works to prevent blindness and restore sight worldwide. Its programs build the capacity of underserved communities to provide comprehensive and high-quality eye care that is accessible by all.

Compassion is about the realization that we are all connected as one human family. The sense of compassionate service motivates all of Seva's work, as it builds programs that support people around the world in their effort to healthy communities.

The guiding principles of Seva Foundation are to turn compassion into action, value different ways of knowing, serve the underserved, promote a comprehensive concept of health, create long-term partnership and expand self-reliance.

Seva's programs, spanning across many cultures and countries including Nepal, share certain fundamental principles like serving the underserved, building healthy communities, promoting sustainability and working through partnerships.

TITI started working with Seva Foundation from March 15, 2011 by conducting a week-course on Leadership Development for 15 participants at Palpa, Lions Lacoul Center. Similarly, in 2012 and 2013, TITI conducted course on "Training of Trainers", "Finance, Budget and Accounting" and "Stressful Managers' Leadership" in Bhairawa, Dhangadhi, Palpa and Birganj respectively. A total of 77 participants have so far benefitted from TITI courses. Both Seva Foundation and TITI are very enthusiastic to conduct more courses in collaboration in the future and also to explore new areas of collaboration.

### **Customers speak:**

Mr. Kamal Prasad Adhikari of Training Center Nepal (TCN) from 23-27 Sept, 2013 attended Training of Trainers (ToT) of one-week duration at TITI. According to Mr. Adhikari, the training was very informative and really it helped to enhance the quality of trainers. The differences he experienced were the content and the delivery modality in TITI training in comparison to training in other places. The 5-day content was also very relevant to his actual job situation. He found that the TITI trainers were very cooperative and confident in their subject matters. He also added that TITI is very spacious and its environment is peaceful and conducive to learning. When asked about the management, he said it was very caring and systematically managed. As for suggestion and recommendations for TITI, he suggested improving the security system.

## TITI Training Standards

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

### **Performance standard 40**

*Instructor consistently encourages participants to use proper work habits.*

Proper work habits include such things as the proper use of tools and equipment, cleaning up the workspace after the work is completed, cleaning and storing tools properly, helping other learners, communicating in a positive and professional manner, being on time and in attendance, maintaining their physical self in a healthy manner, and wearing the appropriate clothes for the work being done.

### **Performance standard 41**

*Instructor consistently provides adequate independent practice opportunities.*

Performing a skill once is usually not enough to learn it well. How many times are necessary depends on the learner and on the expected performance. If the skill to be performed contains a time or speed limitation, additional time will be needed for independent practice. However, just providing the time for independent practice does not always mean that the time is used wisely.

### **Performance standard 42**

*Instructor consistently emphasizes safety.*

Safety begins in the classroom, is shown during the demonstration and then proceeds into the lab or workshop where it is emphasized during guided and independent practice. Learners who violate safety standards or procedures must immediately be halted and corrective measures must be taken.

## Knowledge Economy or...

### *The prospects and challenges*

Why do we need skills revolution in education and training? Formal education is an important factor in human capital formation. However, skills-based training and vocational education play a rather concrete role in human capital formation. Economic and social backgrounds are critical determinants too. Being born to well-off parents generally raises an individual's levels of human capital where middle class parents seek graduate status of their children. Role of the welfare state is to minimize the gaps between rich and the poor by increasing the extent of investment in the training and education of the poor, disadvantaged and the marginalized segments of population. We, as providers of training and education, must struggle to create opportunities and space for the job aspiring youths. 'Learning to learn' and 'workplace intelligence' are eminent needs of workers in knowledge economy or know how economy. In the ever changing world of work, our decisions need to be guided by more than just the aim of boosting growth. Education and human capital are rather complex issues. Skills interventions should sufficiently include post-training support strategies to link training outputs to employment and/or self-employment as the outcome and impact of skills training provisions of all types. TVET has emerged as an engine of economic growth. To improve the quality and relevance of skills interventions, sharing events and learning from good practices could help us all in our policies and practices in the years ahead.

Dr. Bhawani Shankar Subedi

M. Phil.(Leadership Studies), Ph. D. (Education)

(NOTE: This article is synopsis of a thematic paper presented at The British Council – RSA International Conference, Sept 23-24, 2013 London. – Author)

*"The wisest mind has something yet to learn." – Anonymous*



## Trainer's Profile



**Mr. Eka Raj Adhikari**  
-Trainer

Mr. Eka Raj Adhikari has been working as a trainer at TITI since 2011. Currently, he is in the management program of Training and Education Department. His major responsibilities are planning, designing, developing, delivering, assessing, and evaluating training courses in the areas of management and instruction.

Mr. Adhikari has completed M.Ed. in English from University Campus, Kirtipur. Currently, he is pursuing his M.Phil. degree in education from Tribhuvan University. Before joining TITI, he used to work as a lecturer of English at Janata Multiple Campus, Itahari. So far, he has earned a sound experience of teaching and training. He has facilitated many training sessions. In addition, he has coordinated many training programs on management, leadership, and instruction. Moreover, he has also been working enthusiastically in proposal and report writing activities.

Mr. Adhikari believes that learning is a lifelong process. According to him, professionals like trainers should actively participate in various types of learning activities. With learning, he believes that life becomes meaningful and fruitful. As a trainer, he enjoys sharing his learning and experience with others. As part of learning and professional development, Mr. Adhikari has attended different seminars, workshops, conferences and training programs on management, leadership, and instruction. He has also published articles in different journals and magazines, and has keen interest in doing educational research and training



### Your Free Gift from TITI

Do you want to help newly appointed trainers?

If so, read the skill card 'Be a Mentor Instructor'. 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 the Nepali language.

This skill card is primarily used in instructional training program at TITI. Moreover, this card has been found very useful in practical areas of coaching, mentoring and instruction. This card helps instructors to coach, guide and mentor the newly appointed instructor. Additionally, this card provides a glimpse of skills required to be a mentor instructor, role of mentor and mentoring sequence. Ultimately, being a mentor instructor, provide assistance for every new instructor you work with.

## Upcoming Events at TITI

November 2013 – February 2014

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
<b>Instruction Program</b>		
Basic First Aid	11/11/13	11/15/13
Instructional Skills-I	1/6/14	2/7/14
Advance Computer Application	2/3/14	2/14/14
Instructional Skill-II	6/2/14	7/4/14
<b>Community Development Program</b>		
Occupational Instructional Skill (OIS)	7/16/13	7/15/14
Occupational Skills Upgrading (OSU)	7/16/13	7/15/14
Community Based Needs Assessment	12/16/13	12/27/13
Foundation of Community Development	3/17/14	3/28/14
<b>Management Program</b>		
Project Planning	2/3/14	2/7/14
Project Monitoring and Evaluation	3/10/14	3/14/14
Supervision of Instruction	3/24/14	4/11/14
Strategic Operational Planning	4/21/14	4/25/14
<b>Curriculum Program</b>		
Training Design and Development	11/11/13	11/22/13
Technology Based Instructional Delivery	1/6/14	2/7/14
Job and Task Analysis	2/10/14	2/21/14
<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 out 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 on this issue. – Editorial Board*

### Editorial Board

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