

TITI



Teaching → Learning → **PERFORMING!**

NEWSLETTER

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Specialized ToT for Master Trainers at TITI: A Breakthrough in Training and Innovation

TITI is the backbone of Nepal's TVET sector in providing quality training. TITI believes in 'Quality Breeds Quality'. TITI stands for higher performance level of its trainers and provides quality delivery of services with new mind set to the clients.

As per agreement between Training Institute for Technical Instruction (TITI), Council for Technical Education and Vocational Training (CTEVT) and Enhanced Vocational Education and Training Project Secretariat (EVENT PS) to provide specialized ToT for Master Trainers, TITI conducted this training for 25 trainers of TITI from December 2, 2013 to January 10, 2014. A week long study visit in Northern region of India was also embedded in the training. This training was conducted with the financial support of the World Bank.

The purpose of this training was to equip trainers of trainers with new insights and modern training methodologies through discovery and research modality of training. The training has also developed the capacity of trainers in writing skill and concept cards and hence, 23 different skill and concept cards have been developed with complete instructional materials. This outcome has added valuable training resources in TITI for quality training delivery.

There were five major themes in this course which were designed and developed by renowned experts from training and education sector of Nepal. The themes were Foundations of Training and Education, Motivation and Adult Learning, Design and Delivery of Training, TVET, and Assessment and Evaluation. *(Contd. on 3rd page)*



Participants of Specialized ToT for Master Trainers

From the Executive Director's Desk



Role of Training for Employment in the Informal Sector

Education and training systems in Nepal are not responsive to the existing and potential needs of employers and

enterprises, especially in the informal sector of economy. Most training providers are public funded institutions where workers from the informal sector have limited or no access. Agriculture and agro-based businesses, construction and services still occupy a major sector of employment and self employment in the informal sector. However, employment or self employment in this sector is largely seasonal or underpaid. Nepali youth- no matter whether they have certain level of formal education or not- need employable hands on skills to be engaged in economically gainful activities.

Youths' access to training opportunities has remained more structured and formal thereby limiting the participation by a wider population of youths. Initial training and skill-upgrading opportunities for the existing and aspiring workers in the informal sector have often been ignored due to constraints in the offerings of such opportunities. Practically, there are very few interventions that could role-model poverty reduction by improving livelihood of the youths. In addition to creating awareness about occupational health and workplace safety of workers and employers, pragmatic approaches to research based advocacy and initiation of a system of social security is an emerging need in the informal sector. Creating safe and secure employment opportunities for marginalized youths and adults in the existing and emerging economies is an eminent need for us today.

Employers in the non-government or informal sector of economy pay workers for their performance, not for their degrees. Colleges and universities continue producing graduates for unknown or non-existing job market. Unskilled, unemployed and underpaid, the youth labour force has thus become a cause of exclusion and poverty and eventual source of conflict in Nepal. Owing to the diminishing job markets in the government sector propelled by stagnant economic and industrial growth in the country, Nepalese youth are migrating to other countries for economic subsistence.

Livelihood improvement is possible only with hands on employable skills. Interventions are needed that contribute distinctly to the employment or self-employment of the marginalized youths by optimizing synergy in the efforts towards creating safe and secure employment opportunities for gaining employable skills actually demanded by the users and employers in the informal sector job markets. Efforts made by the government and non-government agencies in the provision of training and education have largely remained supply driven.

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Innovative Practices in Training and Development

Need of Impact Assessment in Training

Training is an activity for communicating information and guidance in order to improve trainee's performance in terms of knowledge, skill, and attitude. It involves considerable investment of funds, time and effort of the people. So it is very important to measure the effectiveness of any training program. This is because, the measurement of the effectiveness of training program helps to find out whether a training program is accomplishing its objective and cost-benefits ratio of a program with its clarity and validity of the content is at desired standard. Impact assessment and analysis is one of the most important tools to measure the effectiveness of training. It can be defined as the assessment of the long- term and wide – ranging changes that training brings in behavior, environment, living condition and livelihood of the people. The impacts can be intended / unintended, positive and negative changes. It focuses on changes beyond those visible or achieved things during the life-time.

Impact assessment may help the trainer and the training providing organization with useful information in order to further improve the training course and other improvements. It also shows the changed behavior in the workplace and improved performance of the organization.

The main reason of conducting impact assessment of the training is to find out the changes made by the training. Other reasons for conducting impact assessment of the training are to:

- help in tracking the development of people's knowledge, skills and attitude.
- find out whether the training is appropriate to the trainee and whether the learning is being applied.
- identify the gaps and future needs of the training.
- find out if the investment in training was worthy enough or whether alternative methods to improve performance are needed.
- obtain information on which future training plans and strategies can be developed.

So, at last it can be said that the impact assessment of the training really helps to find out training effectiveness. From training provider perspectives, by assessing the impact of training, one can find out whether any part of the training program should be modified, what assistance participants may need in order to apply their new competencies when they go back to their jobs, and whether there are any barriers of learning.

Ms. Sarita Regmi,
Trainer, TITI.

Role of Training for Employment.....

Marginalized youths have limited or no access to market responsive skills. Informal sector has often been ignored If provided with mandate and resources, TITI could play a leading role towards improvement in the situation.

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

"If you were graduated yesterday, and have learned nothing today, you will be uneducated tomorrow." – Anonymous

TITI Customers' Column

Name of the Organization: Madan Bhandari Memorial Academy Nepal, Uurlabari 6, Morang
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Madan Bhandari Memorial Academy Nepal (MBMAN) is a non- profit making, non-governmental and social organization established in 1993 A.D. in memory of the great visionary leader late Madan Kumar Bhandari. The organization is committed to materialize the vision of leader Bhandari by providing the most possible opportunities of employment to the deprived people in the community, through Formal/Non-formal, Technical Education and Skill-based Vocational Training, and providing services through Right-based Community Development Program. The vision of MBMAN is 'Self reliance and cultured society' and it states its mission as, 'Technology transformation is Academy's concern; right based program is its foundation'. It has some goals and objectives which are in line with its vision and mission. Now, MBMAN has on-going programs on technical/ vocational education and training, community development and community hospital. Likewise, its upcoming plans are the establishment of Madan Bhandari Technological University (MBTU) and Madan Bhandari Museum.

MBMAN has its ongoing technical education programs, affiliated with CTVET to develop skilled and semi-skilled technical human resources. Initiated in the year 1995, more than 2000 students enrolled and graduated till date from the Academy. They are now well placed in their related field. The pro-poor and disadvantaged people have significantly benefited from the services of MBMAN, as they have now increased their access to the opportunity of employment in the internal and external labour markets. Many of them are self- employed sustaining their livelihood very well. To support and counsel such trained people in the field of employment and self-employment opportunities, MBMAN has established its Placement, Counseling and Marketing Unit in the head office of the Academy.

TITI had, first time, conducted a course on Instructional Skills for the instructors of MBMAN in October 2006. Even after 2006, some of the instructors have been participating in different courses in TITI. This year, TITI conducted Training of Trainers (ToT) for the instructors of MBMAN from January 19 to 23, 2014. The total number of participants was 21 (11 male 10 female). The performance of the participants remained very good and their participation was active. TITI and MBMAN have harmonious relationship at institutional level. Both of them are committed to explore the new areas of collaboration and cooperation.

Customer speak:

Pradhuma K.C. of Nepal Army attended Training of Trainers (ToT) of two weeks duration from Nov 06 to 15, 2013 at TITI. According to him, the training was very informative, fruitful and as per his requirements.

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TITI Training Standards

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

Performance standard 43

Instructor consistently evaluates the performance of the learners.

The outcome of skill based instruction should be a learner who can perform the skill. Pencil and paper testing alone is not enough to certify the ability to perform. The instructor should combine observation, oral questioning and actual performance testing to insure that learners can perform the skills according to the specified criteria.

Performance standard 44

Instructor consistently communicates the behavior expected of learner.

Prior to the start of instruction, the instructor should clearly communicate the standards and criteria of behavior expected of the training participants. Such standards could include how and when questions are appropriate. What to do if the instructor is late or absent; how to behave during class or lab instructions; the importance observing safety rule etc. Also stated should be the actions that will be taken if expected behaviors are broken or not observed. Good instructions typically try to state these behaviors in a positive manner, avoiding a long list of "Do not".

Performance standard 45

Instructor generally monitors learner behavior.

It is of no use to stated expected behaviors and then ignores behavior violations. The instructor should monitor learner behavior and take immediate corrective, measures when violations occur. While it is normally better to consult with an offender in private after and offence is noted, observed safely violations, which could endanger the learner or expensive equipment, should be called openly and immediately.

Specialized ToT for Master...

Varieties of training methodologies and instructional technologies like technology based instructional delivery and interactive boards were practiced during the training.

As a whole, TITI has certainly elevated in terms of human competencies and this will provide long term positive impact in TVET sector. In this regard, this training added one more brick on making TITI sustainable.

Customer speak...

The training really helped to enhance the quality of participants. The differences he has experienced in TITI trainings and the training programs in other places are mainly on the content and the delivery modality especially on adult learning strategies, classroom management and friendly environment for learning. He found that, the two weeks content was very relevant to his actual job situation and the trainers of TITI were very much confident enough in their subject matter and very good at their profession. He also found that, TITI is very spacious and its environment is peaceful, pollution free and conducive to learning. In addition, TITI has sufficient and secured parking facility. When asked about TITI management, he said it was very caring and the overall management was very systematic. Similarly, when asked about any suggestions and recommendations for TITI for future improvement, he just wished TITI for more prosperity in coming days.

"The wise are instructed by reason, average minds by experience, the stupid by necessity and the brute by instinct" – Marcus Tullius Cicero (106 – 143BC)

Trainer's Profile



Ms. Sarita Regmi
-Trainer

Ms. Sarita Regmi has been working in TITI as a trainer since 2011. Presently, she is working in the Instruction program of Training and Education Department. Her main responsibilities are designing, developing, delivering, assessing and evaluation of the training program.

Ms. Regmi has completed her Post Graduation Degree in Psychosocial Counseling and Master Degree in English Education from Tribhuvan University. Before joining TITI, she used to work as a trainer in NELTA (Nepal English Language Teachers Association), and as a lecturer at different colleges in Chitwan. She has also worked as a researcher and consultant in NGO such as NRUSEC (Nepal Rural Self Appraisal Campaign) and INGO, Action Aid Nepal in the field of safe motherhood program. Ms. Regmi has attended different seminars and workshops and also published articles in different journals and magazines related to teaching and training.

Ms. Regmi believes that learning is a treasure that will follow its owner everywhere. She has keen interest in doing educational research. She has travelled to many parts of Nepal in course of delivering the trainings.

Your Free Gift from TITI



Do you want to design learner centered session?

If so, read the skill card 'Design Training Session (5D Method)'. 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 conceptually developed by Ruth Sizemore. To design an effective training session, the trainer has to answer 5 questions, where question 5 has 4 additional questions (5A, 5B, 5C, and 5D), which is very clearly stated in this card. Moreover, dozens of resource material on this topic can be found which might confuse you to decide. This card presents a simple design tool that takes the mystery out of good training design.

This design process emphasizes on the learners and on learner-centered activities, different visual aids and projects and problems.

Upcoming Events at TITI

March 2014 – June 2014

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Instructional Skills-II	6/2/14	7/4/14
Community Development Program		
Foundation of Community Development	3/17/14	3/28/14
Foundation of Community Development	6/16/14	6/27/14
Management Program		
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
Training Institute Management	5/5/14	5/16/14
Facilitation and Moderation	6/2/14	6/6/14
EVENT Project		
Training Institute Management	3/3/14	3/7/14
Training Institute Management	4/7/14	4/11/14
Curriculum Program		
Occupational Safety and Health	6/16/14	6/27/14
Curriculum Program for PVT Schools		
Training Need Assessment	3/10/14	4/4/14
Curriculum Development Training for EVENT Project	3/31/14	4/11/14
Training Course Design	5/5/14	5/16/14
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)		
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)		
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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