



NEWS LETTER

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Assisting TVET Curriculum Development in Indonesia

With the support of Sustainable Tourism Education Development (STED) Project Lombok, Indonesia, Training Institute for Technical Instruction (TITI) co-assisted Subject Matter Experts (SME) workshops related to Hotel Management Sector from 02 September to 20 September 2019 in Lombok, Indonesia. The workshops were conducted for four occupations *Hotel House - Keeper, Hotel Receptionist, Bell Service and Laundry Attendant*. All the facilitators who had participated in Develop a Curriculum (DACUM) Facilitators training conducted by TITI were given chance to facilitate the workshops.

The main aim of the workshop was to develop short-term curricula of selected occupations in Hotel Management Sector, improve the performance and confidence level of the facilitators by involving them in the live workshops. In order to produce high quality curricula from the workshops, following activities were done:

- Review of DACUM training content especially focusing on duties, tasks, related knowledge, tools and equipment;
- Review of content related to SME Workshops; i.e. (T.P.O, EOs, P.G. and lesson plan) for, effective curricula development;
- Conduct Focus Group Discussion (FGD) to incorporate the outputs from SME workshops to develop Indonesia quality TVET curriculum in the given format
- Assist STED personnel at facilitating the Curriculum Development for Politeknik Pariwisata Lombok;
- Provide guidance related to future curriculum development activities;
- Discuss on lessons learned for better curriculum development.
- Bridge DACUM Chart into The Indonesia Curriculum Standard

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Certified DACUM Facilitators from STED, Indonesia

From the Executive Director's Desk



Enhance Quality of TVET: Issues from Instructor's Perspectives

There are various policies and plans formulated in TEVT, however, different issues have to be addressed for effective implementation of the plans so that quality human resources are produced for jobs. To explore the issues faced by the instructors of CTEVT, a mini survey was conducted. Following are the issues to be addressed for quality delivery from TVET instructor's perspective.

Remuneration

The remuneration provided to instructors is not enough to maintain a decent livelihood. They argued that for quality delivery, they should be paid sufficiently so that the job fulfills their livelihood and ensures job security. Also, insurance has to be provided as they might encounter various life hazards.

Physical facilities

Inadequate infrastructure, facilities which are not up to date, lack of sufficient resources and maintenance of equipment are the problems that hindered effective teaching and learning.

Professional development

Continuous professional development helps in academic, personal and social learning. There is less chance to update knowledge and technologies through higher education and exposure visits. As new instructors instruct without pedagogical competency.

Students' in-take

TEVT appears to be a secondary alternative compared to general secondary education. Students that cannot make it in the general education system are the ones who adopt TVET, for this reason it is difficult to prepare them in the given time frame as per the curriculum hence affecting the exam results.

Curriculum: Curriculum is the road map for instruction. But the current curriculum in TVET is vague and doesn't match with the job prospective. TEVT curriculum should be competency-based and up-to-date. Also, it should focus on how the low achiever can get the opportunity to learn.

Monitoring and Supervision

Monitoring and Supervision is basically directed towards maintaining and improving the teaching-learning process of a school. However, there are limited monitoring and evaluation of instructors and instructor get less support from school management which affects the teaching and learning and growth and development of TEVT teachers.

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Innovative Practices in Training and Development

Importance of Assessment and Evaluation in Training

Assessment and evaluation is the most important activities of training. A training program is most successful when the right participants (selection) receive the right knowledge, attitudes, and skills (KSA) by means of the right time (need to know) and place (location) so as to meet or exceed the organizations expectations (learning objectives and performance outcomes). In TITI training participants are evaluated before, during and after the training. There are some importance points to evaluate before, during and after the training.

Evaluating before Training

Training is a process of closing the KSA gap between during and desired performance of trainees. There are some things we might want to evaluate before we start to design, develop, or deliver a training program. The answer of the following questions is helpful for design, develop and deliver the training session.

- ▶ What do our learners want to know and expect to get from the training?
- ▶ What do our learners need to know and must get from the training?
- ▶ What competencies are required of learners?
- ▶ What workplace factors will help or hinder the desired performance?
- ▶ What outcomes are expected? Realistic? Desirable?
- ▶ What are the nature and size of the gap between entering and terminal behavior?
- ▶ What resources exist (people, equipment, supplies) to facilitate learning?
- ▶ What are the costs of training relative to the estimated benefits?

Evaluating during Training

There are some things which we might want to evaluate during training so that we can take appropriate action when necessary and not wait until the course is over and it's too late.

- ▶ Are our participants comfortable? Assess seating, lighting, ventilation, breaks, mixture of theory and practice.
- ▶ Are our participants learning? Use criterion tests and short quizzes to evaluate their acquisition and practice exercises to assess their soft skills and their technical skills.
- ▶ Are our participants develop their competency? Assess their competency from their demonstration, presentation.
- ▶ Is our content is relevant? Can our participants relate new KSA to their own needs? Can they provide examples of its practical application in their jobs? Are they active or passive throughout the course?
- ▶ Is the training enjoyable? Learning is much more effective and transfer or training from workshop to workshop is more complete when our learners enjoy the experience and contribute to its success with good participation.

Evaluating after Training

The most importance thing of participants after completion of training is training transfer. Here are some of the questions we might want to answer as we collect data during our evaluation of performance of our performance at work.

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"They know enough who know how to learn" – Henry Adams

TITI Costumer's Column

Name of the Organization: Dakchyata

Address: Central Business Park, Kathmandu

Duration: 2017 - 2021

Dakchyata TVET Practical Partnership is a skills development project, which operates across three industry sectors in Nepal: Agriculture, Tourism and Construction. Dakchyata is a four-year project, which runs from 2017 to 2021, and is part of the overarching TVET PP programme funded by the European Union, and managed by the British Council in partnership with the Council for Technical Education and Vocational Training (CTEVT) in Nepal.

The main aim of the project is to strengthen the implementation of more effective policy in the Technical and Vocational Education and Training (TVET) sector, responsive to labour market needs. The programme will pilot an integrated Public Private Partnership Approach in three key economic sectors i) agriculture ii) construction, iii) tourism, offering opportunities for promoting the transition to a greener, climate-resilient, low-emission economy.

TITI has signed an agreement with the project to enhance the capacity of TVET Professionals through different training and consultancy programs.

Customers' speak:

We had a short conversation with Ms. Ika Wulandari, Senior Program Officer and Teacher Development, Sustainable Tourism Education Development (STED). She had taken the DACUM Facilitator Training Program, where the duration was 3 weeks for stage 1, 2 weeks for stage 2 and 1 year to submit the DACUM chart online. When asked about how she liked the methodology applied by TITI and about the teaching materials used, she responded that the materials were very comprehensive and the facilitators had managed to introduce complicated topic in a good way which made it easy for us to understand. Furthermore, she added that the methodology used by TITI had inspired the participants to follow the same teaching techniques back in their institute as well. TITI also asked Ms. Wulandari about the communication skills of TITI facilitator to which she said that the facilitators were mature enough to create a conducive open discussion, where the participants actively asked and answered a lot of questions. According to her, this helped the participants to better understand the materials.

After further enquiring about the punctuality, dedication and professionalism of TITI services, Ms. Wulandari was pleased to say that the TITI facilitators were very punctual as the facilitators were in class 30 minutes before the training actually started. She also gave a thumbs up to facilitator Ms. Pramila Malakar going an extra mile in assisting the participants to go from zero to being able to produce a curriculum based on DACUM and Indonesia regulation.

Finally, when we asked how she found TITI training in general to which she replied that she liked the trainings provided by TITI and they were good. She wanted TITI to keep up the good work and to be updated with the current methods.

Innovative Practices in ...

- ▶ To what degree are our graduate meeting the desired expectations?

Akim Shrestha (Ms.)

- ▶ What factors are helping or hindering their performance?
- ▶ What aspects of our training proved to be most and least relevant?
- ▶ What changes in performance can be seen from pre training to post training
- ▶ How does the value of the improvements compare with the cost of training?
- ▶ What are the acquired qualities and quantities of output and outcomes of the training according to input?

Uttam Sharma Luitel (Mr.)

Assisting TVET Curriculum ...

The workshops were conducted in a participatory approach. The content of DACUM and Subject Matter Experts were reviewed and clarified the queries of facilitators before the beginning of actual SME workshop. The SMEs were oriented about the outputs expected from them along with the inputs of DACUM knowledge components which was the basis of SME workshop. During the workshop each task was analyzed in terms of performance, the standard criteria and the knowledge required to accomplish the task. To ensure whether the experts and the facilitators were in track or not, many presentations were done in between the workshops and clarified whenever needed. At the end of each day, debriefing session was conducted to check the understanding and feelings of the experts and the facilitators about the workshops.

From the Executive...

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Insufficient instructor

Although TEVT in Nepal is expanding day by day, the number of instructors to teach in the schools are not sufficient. High turnover of instructors is also another factor affecting this issue

Budget for Teaching and Learning

Instructors expressed that due to the low budget in schools, there are problems in providing practical experiences in field, lab and workshops.

Geographical difficulty

The technical schools are established in the area where physical resources are not sufficient for any particular occupation and students have less access to practice.

Test modality: In TEVT, assessment and evaluation should be competency based, however, it is difficult manage the assessment and evaluation of students. The assessment and evaluation of students is more theory oriented than performance evaluation.

Research and innovation: Instructors get less time for research and innovation because of their involvement in schools' other activities and less priority is given in research and innovation.

Conclusion

Instructors maybe facing both intrinsic and extrinsic influences. Hence, related authorities should plan and implement interventions to deliver quality TEVT. In specific, to ensure the quality of teaching and learning at schools, job satisfaction, retention of instructors and necessary resources for teaching and learning need to be addressed.

Akim Shrestha (Ms.)

"Education is the ability to listen to almost anything without losing your temper or your self confidence." – Robert Frost

Trainer's Profile



Mr. Uttam Sharma Luitel
-Trainer

Mr. Uttam Sharma Luitel has been working as a trainer at TITI since March, 2018. He is responsible for planning, coordinating, designing, assessing, and evaluating different training program at TITI.

Mr. Luitel had a Master's Degree in Chemistry from Tribhuvan University. Mr. Luitel started his career teaching Science and Math at different Secondary School for around 2 years. He also worked as a Coordinator and Education Officer in Rapti River Education and Conservation Project (granted by Ruffort, small grant for wildlife conservation) for 1 year. He has also worked as a Chemistry Instructor at Shree Jana Jyoti Secondary School (Technical Education in Community School) at Kalikot for more than four years.

Mr. Luitel has taken Teacher's Training from PABSON Nepal, Assessor Manager Training from NSTB. For his professional development as a trainer, he has taken Master Training of Trainers (MToT) training, Training of Trainers (ToT) training and Geographical Information System (GIS) training from TITI.

Mr. Luitel firmly believes that training should be of free of costs, according to need based, and conducted in local level. Training should be the bridge of knowledge, skills and attitudes with occupation, profession, production and market. Market need based production is one and only possible way for the development of Nepal, for this TITI should conduct different type of research activities, adapt the latest technology and conduct those type of training which link to the market need based production.



Your Free Gift from TITI

Do you want to become a DACUM facilitator?

If yes, read the skill card 'Facilitate the DACUM workshop'. This is one of the 416 skill/concept cards.

This card can be used by the trainers to find out the role of a facilitator during a DACUM workshop. The attributes required in a facilitator and the purpose of facilitation is clearly mentioned in this card. Also, the dual role that a facilitator must play is explained in this card. When does a facilitator become a collector and when to become a controller is clearly explained in this card. The different activities that a collector must do versus the activities a controller must do is given in this card.

Upcoming Events at TITI

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Instructional Skills – II	10/14/2019	10/24/2019
Active Learners Methodology	1/6/2020	1/17/2020
Instructional Skills I	1/6/2020	1/17/2020
Advance Computer Application	1/27/2020	2/7/2020
Instructional Skills II	2/3/2020	2/14/2020
Instruction Program for TECS		
Instructional Skills I	2/17/2020	3/6/2020
Management Program		
Facilitation and Moderation	11/13/2019	11/26/2019
Supervision of Instruction	12/16/2019	12/26/2019
Curriculum Program		
Job Task Analysis	11/18/2019	11/29/2019
Training Course Design	12/16/2019	12/27/2019
Training Design and Development	1/27/2020	2/7/2020
DACUM	2/17/2020	3/6/2020
Packages (Intensive Trainings)		
Analyzing Performance Problems (3 days)		
Basic First Aid (3-5 days)		
Career Counseling		
Community Facilitation Skills (5 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)		
Occupational Instructional Skills		
Occupational Skill Upgrading		
Performance Appraisal		
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 program.

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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