



## NEWS LETTER

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### The invitational Training for TVET Instructors

Technical Education and Vocational Training has impact on the economic growth and development of a country. KOICA aims to improve the quality of the Technical Vocational Education and Training system for better TVET education in Nepal by enhancing the competitiveness of TVET instructors and training institutions. Secretary, Ministry of Finance, Nepal and Ambassador, Government of Korea, signed Memorandum of Understanding (MoU) on 26<sup>th</sup> September, for the project “Enhancing the Quality of TVET through Capacity Building of TVET Instructors in Nepal”. To enhance the competitiveness of TVET instructors, KOICA has been implementing the project through CTNET/TITI with the technical support from KOREATECH.

One of the major activities of the project was “The invitational training for TVET Instructors” training which was conducted from April 14, 2019 to April 25, 2019, in KOREATECH (Korea University of Technology and Education, Cheonan). Altogether fifteen staff (ten from TITI and five from CTEVT) were capacitated through the invitational training.

The objective of the training was to understand Instructional Skills (IS) theory which is applicable in technical training, and to build instructional capacity as master teachers through effective IS practice and ultimately developing them to be instructional expert capable of using digital media.

During the training, participants presented their action plan on TITI Development Strategy, Current IS Course Operation status in TITI, Current Occupational Skill Upgrading (OSU) Course status and improvement method in TITI and Training for Master Trainers in Nepal and its improvement.

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*Group photo of Invitational Trainings' participants, South Korea*

## From the Executive Director's Desk



### Technical and Vocational Education Training: Women participation in Instruction

According to Romiszowski, the learning process in Technical and Vocational Education and Training (TVET) focuses on training students—as the future workforce—to fulfil the job market according to the scope of skills needed and self-equip with adequate exposure of work experiences and knowledge, creativity, and communication and problem-solving skills (Khuzaincy, 2018). Although, there is no demarcation in TVET for men and women, traditional vocational occupations govern designated roles for men and women in skill development. Women participation in TVET is increasing and they are gradually showing their interest in occupations which were supposed to be suitable for men only. To transfer skills and knowledge to students in women friendly occupation, there is need of a competent and skilled technical and vocational women instructor for an effective teaching and learning process in TVET.

Women instructor can also play a vital role by encouraging and motivating students to feel comfortable in the classrooms and field during training, particularly in male-dominated subjects, to learn and perform at their best. TVET training program prepare female students to acquire skills and knowledge and prepares them to become competent workforce who can generate high salary and create high demanded jobs to ensure their economic resilience and contribute in the socio-economic development. In the context of Nepal, the preferred TVET courses specifically offered for women are health, beautician, tailoring and Montessori teaching etc. Due to lack of social acceptance for women to work alongside with men limits them to work on other occupations like mason and electrician in construction and other sectors. In this context, to enhance the participation of women students in such occupations, women instructors can play a lively role in TVET.

The participation of women in technical and vocational instruction are significantly increasing. For instance, in TITI, male and female participation in instructors' development training in the fiscal years, 2018/19 and 2019/20 are 59:41% and 51:49% respectively. It is important to note that the majority of instructors are from the women friendly occupations. The data indicates that there is growing demand of female instructors in TVET instruction.

Participation of women instructors to facilitate the skill transfer process to the students would be meaningful. They should have adequate knowledge and skills in the respective fields and motivated to deliver effective teaching. They should be able to cope with rapid technological changes to teach new skills. Therefore, the technical and vocational instructors should master new skills to meet the current technological needs and changes.

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## Innovative Practices in Training and Development

### Apply Adult Learning Strategies in Training

TITI has been introducing several innovative practices in training since its establishment in 1991. Providing instructional skills training to the instructors working in different institutions in the TVET sector is one of the many services offered by TITI. The participants of this trainings are instructors and staffs who are subject matter experts in their own field with different experiences, level of education, attitude and belief. In other words, they are adults and as a trainer, TITI knows that teaching adults is very different than teaching children. So applying adult learning principles and strategies is one of the innovative practices applied at TITI training.

Teaching a student is like sketching a figure in an empty sheet of paper whereas for adult the sheet of paper is not empty. Trying to sketch a figure in an already printed paper is way more difficult than sketching a figure in an empty sheet of paper. This is the same as trying to teach an adult. Adults mostly possesses certain professional skills, knowledge and attitude. Their mind is already set up with certain beliefs. Two way interaction, brain storming, role playing and group exercises are some of the examples of adult learning approach.

Adult learning is the practice of teaching and educating adults. The theory and study of how adults learn is also known as andragogy. As a trainer in TITI, we must know this and plan our session for adult accordingly. We must include self-directed methods for learning along with a range of formal, non-formal and informal learning activities. This model of education puts the learner in control of their own development and the learning is relevant and opportunity for immediate application is provided. For any training event, the trainer must understand the audience. If the audience are adults, then the session must be planned accordingly, the trainees' need and wants should be central to the process of teaching. We should plan the teaching learning process in such a way that the learners are responsible for and involved in their learning to a much greater degree than traditional education. The key here is to facilitate learning, promote critical thinking, and include experimental and transformational learning.

As we become older, our motivations to learn also evolves and for any trainers/instructors, teaching such type of learners can be even more difficult without the basic understanding of adult learning theory. Malcolm Knowles, a pioneer in adult education developed some strategies for teaching adults where they learn best. The main thing to know is that adults know or tries to know why something is important to know or do. If they feel that they should be able to understand something, they will try their best to understand it, but if they feel that such knowledge is not useful in their life they will easily be distracted. For this we must be able to make the adults understand why something is important to know or do. We should provide freedom to learn in their own way. Self-discovery and experimental learning is best suited for adults. Encouragement, positivity and patience are some features of a trainers/instructors of adult students. Giving time to your participants to respond and recognize their contribution no matter how small will be effective. Adults will learn when they are ready to learn. As a trainer/instructor, we must listen carefully during the teaching moments and take advantage of them. When the adult learner says or does something that triggers a topic on your class, be flexible and teach it right then.

Trainers/Instructors for adults should keep in mind to make the teaching learning relevant and consider the real world impacts.

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*"The world is a book and those who do not travel read only one page." – St. Augustine*

## TITI Costumer's Column

**Name of the Organization:** Sakchyamta Project

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SAKCHYAMTA is part of the TVET Practical Partnership (TVET-PP) programme implemented after the agreement between Government of Nepal and European Union in December 29, 2016. The project works under the result area-1 "scale up the quality of TVET provision and implementation ensuring that it is made available through outreach to the most disadvantages". The project managed directly by the "Council of Technical Education and Vocational Training" (CTEVT). It will be implemented over the period of four years (2017-2021). The project aims to contribute to Nepal's inclusive and sustainable growth through investment in human capital by creating better employment opportunities with capacity development by contributing in management and capacity building of TVET sector. The specific objective is to strength and implement more effectively a TVET policy responsive to labor market needs and to pilot an integrate the Public Private Partnership (PPP) approach in three keys area namely in Agriculture (commercial farming and food production), construction and Hospitality and tourism, that offer opportunities for promoting the transition to a greener. Climate-resilient and low-emission economy.

To achieve the above given objectives, the project works on four major key areas which are to improve the human resource management system of CTEVT and its institutes and enhance institutional capacity of CTEVT and its provincial offices as well as constituent schools. The second is to increase employer representation in the development and validation of curricula. Third is to improve the quality assurance system, standards and monitoring by engaging with the private sector and finally to coordinate and collaborate with TVET stakeholders at federal, provincial, and local level. The target groups and key stakeholders are the managers, trainers and staffs at CTEVT, its constituent schools, TECS schools and overall TVET sector. Potential youths of TVET sector, TVET partners and stakeholders along with the federal, provincial and local government and private and public training providing institutions working in agriculture, tourism and construction are also its target group and key stakeholders.

### **Customers' speak:**

Dr. Kamal Bahadur Thing, currently working as a coordinator (Agriculture) at Dhading Polytechnic Institute, Dhading attended IS training for TVET Instructor – Online, from 26<sup>th</sup> June to 5<sup>th</sup> July, 2020 conducted by TITI. Mr. Thing has previously attended ToT training from TITI. By comparison, he said that although the online sessions were very fruitful however problems like, electricity disturbance along with the internet connectivity was a nuisance. Other than that, he liked the well preparedness of the trainers and the platform used to conduct the training was also good. However, since this was his first online session, he encountered some technical issues while using the Team software. He further added that if the internet problem was managed, the training had a great future ahead.

Mr. Shyam Krishna Ghimire, currently working as an instructor at Nepal Army Vocational Agriculture and

Livestock Training Centre, Lamjung also attended the IS Training for TVET Instructor-Online, from 26<sup>th</sup> June to 5<sup>th</sup> July, 2020. According to him, although the online training was effective, he still preferred the live session since it was difficult to share knowledge and discussion between the trainers and participants was quite difficult. This was his first online training, for this reason he suggested that if the participants were trained in the platform used in the online session before the training, than many technical problems would be solved. In the beginning, he was a little nervous, but as the session progressed, he liked the training and said that it was beneficial for him as well.

## Innovative Practices in ...

Real world outcomes will inspire adult students to put forth more effort. We must also consider the background of our adult participants. Consider the experience of the adult students while developing the lesson plan. Making convenient assignment is also another things to consider while teaching adults. Finally providing immediate feedback and offering alternative approach or explanation also helps the student to make mistakes and learn from them quickly. Teaching adults is not an easy job. Innovative methods in teaching should be used in classroom to enhance learner 'engagement, support any teaching environment and encourage inquiry among learners. Adults learn best by participation in relevant experiences and utilization of practical information. When adult learners are active in their learning, they are able to develop critical thinking skills, receive social support systems for the learning, and gain knowledge in an efficient way.

**Bishnu Hari Adhikari (Mr.)**

## The Invitational Training for...

The participants were also provided with an opportunity to analyze their country's current situation, issues and challenges as well as circumstances.

Participants were also enriched with Korea's TEVT system, Instructor manual development process, TVET teacher training system, Korea's economy development policy, Instructional design theory and practice where knowledge sharing activities such as group work, case study, presentation were included as a part of the training. Participants also got an opportunity to go on a cultural tour to Bhusan, Samsung innovation museum and KIA motors

## From the Executive...

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Investing in the professional development of the technical and vocational instructors and capacitate them through various occupational/technical skills and pedagogical skills and other refresher training to make them competent to produce competent work force for the job market.

TVET prepares students, who can exhibit performance in the job using their cognitive knowledge, tools, techniques, technologies and attitude and organizational system. Women instructors' participation in TVET encourage students to participate in traditional occupation and show interest towards the male dominated occupations. It is important to consider for professional development of women instructors in skill upgrading occupation and prepare them to encourage female students in both the women friendly and male dominated occupations to participate in socio-economic development.

**Akim Shrestha (Ms)**

*"Children must be taught how to think, not what to think" – Margaret Mead*

## Trainer's Profile



**Mr. Bishnu Hari Adhikari**  
- Senior Trainer

Mr. Bishnu Hari Adhikari is currently working as a Senior Trainer at TITI. He is responsible for planning, coordinating, designing, assessing, and evaluating different training programs at TITI.

Mr. Adhikari is a KOICA graduate. He has a Master Degree in International Development and Cooperation, Major in Master of Agriculture and Rural Development from the Republic of Korea.

Mr Adhikari have more than 27 years of experiences in the TEVT sector. He has worked in the capacity of Technical Officer, Curriculum Officer, Senior Supervision Officer and Deputy Director in CTEVT central office. He started his career from Rural Training Center, Lamjung as an Agriculture instructor. He then became the Center Chief of Lamjung. He also served as a vice principal and principal at Uttarpani Technical School and principal at Jiri Technical School.

In the course of his career, Mr. Adhikari has been exposed to many National and International seminar, workshops and trainings. He has completed his Advanced Diploma in Training Institution Management from TITI. This is an 18 months TVET Management and Leadership Training.

MR. Adhikari believes in need based training program. He says "Free training is not good". According to him, the trainings should be needs based and the participant should pay to attend the training. He also added that training should be related to livelihood, production, self-employment and should be able to bring economic recycling.



### Your Free Gift from TITI

How can you teach adults?

To know, read the skill card 'Apply Adult Learning Strategies (Nepali Version)'. This is one of the 135 skill/concept card out of 416 skill/concept cards that has been translated into Nepali language.

This card can be used by the trainers to find out the different strategies to use while teaching an adult. As we all know that teaching adults is different that teaching children. The way adults want to learn is also different than that in which children learn. To find out how to motivate adult learners, the type of curriculum to use while teaching adults and the classroom environment necessary during adult learning, we can refer to this skill card.

## Upcoming Events at TITI

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
<b>Management Program</b>		
Supervision of Instruction	10/12/20	10/21/20
Store Management	3/30/20	4/3/20
Project Planning	8/10/20	8/16/20
<b>Curriculum Program</b>		
Technology Based Instructional Delivery	6/15/20	7/10/20
In-service Training	7/17/19	7/16/20
Training Needs Analysis	5/18/20	5/29/20
Training Course Design	4/20/20	5/1/20
Training Design and Development	10/5/20	10/16/20
<b>Community Development Program</b>		
Occupational Instruction Skills	7/16/20	7/15/21
Occupational Skill Upgrading	7/16/20	7/15/21
Community Based Need Assessment	8/17/20	8/28/20
GESI	8/3/20	8/7/20
Community Facilitation Skill	10/5/20	10/16/20
OSU for KOICA		
Automobile	7/16/20	7/17/21
Electronic	7/16/20	7/17/21
Electrical	7/16/20	7/17/21
<b>Packages (Intensive Trainings)</b>		
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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