

TITI



Teaching ||| Learning ||| PERFORMING!

NEWSLETTER

IN THIS ISSUE

Training Program on Effective TVET Management based on CD Framework 1

From the Executive Director's Desk 2

Innovative practices in Training and Development 2

TITI Customers' Column 3

Trainer's Profile 4

Upcoming Events at TITI 4

Training Program on Effective TVET Management based on CD Framework

TITI has had the potential and resources in developing professional instructors, managers and curriculum developers since its inception in 1991. The institute is devoted to meeting the nationwide training needs in the TVET sector.

Quality service delivery professionally, adaptability (content/context) both in technological and social contexts, transformative leadership (technology, sociology and psychology), in service delivery, pedagogical competence in training are its core values.

To date, the institute has trained more than 36,000 personnel in the areas of instruction, management, curriculum development, community facilitator development and e-learning areas. TITI has been providing consulting services and other services to national and international clients in Nepal and abroad.

TITI has been providing its services to TVET teachers from constituent schools, community and partnership schools, TECS schools, private schools and the 9-12 community schools. Most of the programs of TITI are either government-funded or supported by the development partners. Among development partners, the SDC, ADB, WB, and EU are the major ones.

The TVET Practical Partnership "Dakchyata" project has been funded by the European Union (EU) and managed by the British Council under the leadership of the Ministry of Education, Government of Nepal, in coordination with CTEVT. The Dakchyata program aims to contribute to Nepal's inclusive and sustainable growth through investment in human capital development and by creating better employment opportunities. The specific objective of the job under the project has been to strengthen the capacity of the TVET professionals in policy making, management, teaching and learning, employers and the support agencies. In this connection, Dakchyata and TITI collaborated to capacitate the TVET professionals and coordinate the stakeholders in TVET.

Training Institute for Technical Instruction (TITI) signed an MOU with Dakchyata Project in June 2022 to conduct training on the TVET Competency Development Framework. It had two phases:

The first phase (In - house content delivery): The first phase of training was named M-ToT on "Effective TVET Management Based on Competency Development Framework". The duration of the training was two weeks. It was targeted for the principals, vice principals, deputy directors, coordinators and instructors from CTEVT and TITI with more than 5 years of working experiences. The aim of this training was to develop them as master trainers.

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Participants and trainers of Effective TVET management based on Competency Development framework

From the Executive Director's Desk



“Promotion of TVET in Labour Market Arena”

Skilled labor is one of the most important competitive factors of any economy. Technical and Vocational Education and Training (TVET) prepares competent and self-reliant

citizens who contribute to produce quality and cost-effective sellable products leading to economic and social development. TVET, thus, serves the diversification and international integration of the economy, sustainably reduces poverty, and improves the livelihood of the people. In this regard TVET is a prerequisite for both economic development and increasing employment and, thus, is a key factor to achieve the national development objectives.

The success indicator of TVET promotion, in principle, is the increase in production and productivity through developing micro, small and medium enterprises (MSMEs). The increase in MSMEs is manifested through the employment of skillful graduates produced by the training providers. Unlikely it has been referred to the numbers produced by technical schools leaving them in road to search for job that is scarce in the horizon.

Good quality, customer's satisfaction, is ensured, if the employers are themselves involved in the training. Most MSMEs are family-run rather than management-run, therefore working environment, occupational health and safety, salaries and social security have always been taken as direct financial burden neglecting huge indirect financial and economic losses.

Government and donors both have been focusing training in isolation from employers (industry) involving only training providers and it has only been limited to the meetings and information dissemination seminars. Therefore, it is imperative to attracting employers in training management, design and delivery and it should be a component of enterprise development.

The promotion of TVET institutes has been pursued in various countries as part of development initiatives for a long time. Unfortunately, in the past the choice of TVET institutes has not always occurred based on quality or demand orientation of training, so that programs measures were often not sustainable and had only limited employment impact. The most important criteria to correct them are: employment-relevance of training, financial self-sustainability, competence level of personnel and organizational set-up and efficiency. The TVET policy instruments developed so far are sufficient and the focus has to be given for their implementation leading to good governance. The competence level of personnel involved in TVET organizational set-up and their efficiency are internal capacity of the institution shouldered to discharge the responsibility. In Nepal, TITI (semi-autonomous institute under CTEVT) has been mandated to shoulder this responsibility.

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Innovative Practices in Training and Development

Work-place based training

Work-based training takes place in a real-work environment. It provides individuals with the skills they need to successfully perform and stay on jobs, and to advance their career. All work-based learning setups share two features: a direct relationship between employer and learner, and an element of on-the-job training. The learners have three different types of learning capabilities: predominant cognitive capability (the academic areas) predominant motor skills (the vocational areas requiring hands-on skills), and emotional capabilities (creativity mainly artistic). The aptitude test defines and differentiates the student's categorization about the learning predominance that is governed by the career guidance.

The system theory suggests that the students, teachers, teaching learning materials (TLM) etc. are very crucial input to the training system. The teaching learning, the evaluation and the certification are the process of the training system whereas the learning achievements are the output. However, in vocational education this output must go further to rewarding employment i.e. outcome and the social harmony through economic development i. e. impact. Therefore, all workplace trainings are not useful to learners though it can be a valuable training tool, it needs to strike a balance between equipping learners for the immediate job market and providing them with a rounded educational experience and longer-term job mobility.

Work-based learning immerses students in the workplace, prompting them to learn about the environment in which they're expecting to work, and to complete typical tasks that helps them to develop expertise through the acquisition of technical skills, personal and social competences and socialization in the workplace. It is a very effective for developing competence because of the nature of its process (learning by observing and doing). The development of technical skills and disciplinary knowledge goes hand in hand with the acquisition of tacit knowledge (know-how or procedural knowledge) in every job in work-place learning. It is an excellent way for the acquisition of soft skills, competences and behaviors such as, work culture, attitude to work including taking responsibility, meeting deadlines, and knowing how to act in a given situation, which are difficult to develop outside of a real workplace.

Workplace based training provides a great opportunity to develop the key competences (communication, teamwork and customer relations skills) and general competences (project planning and problem-solving skills) through formal and informal interaction with colleagues, management and customers, and by resolving real-life challenges that occur every day at work.

It develops self-confidence, self-efficacy, career awareness and career management skills and motivates school-to-work transitions. Technical and vocational education and training (TVET) has the following important aspects bridging institute and the job market.

- Enhances the relevance of TVET by providing learners with the opportunity to do practical training in the workplace and to apply knowledge and skills learned off-the-job.
- Integrates into the education and training system and elements of learning in the workplace with classroom-based learning.
- Increases skilled labour without heavy government investment, as the cost is usually shared between learners and employers.
- Benefits from industry-relevant training, improved job prospects, social inclusion, and a smoother transition from school to stable employment.

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"The authority of those who teach is often an obstacle to those who want to learn". – Cicero

TITI Costumer's Column

Name of the Organization: CTEVT Province 3 Office (Bagmati Province Office)

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The CTEVT Province 3 Office (Bagmati Province Office) was established on 10th Magh, 2075, after the nation implemented federalism. For the purpose of ensuring the quality of technical education, the provincial office has the authority to oversee CTEVT-run technical schools/polytechnics and TECs. Major activities of the Bagmati Provincial Office are to select institutes to award them with short-term training, conduct all examinations in the province, and coordinate with both the institutes and the central office. In accordance with the accrediting division and other divisions of CTEVT, the province office also organizes experts for the inspection of the feasibility and physical facilities for a new institution's affiliation process. The province office also participates in the implementation of CTEVT initiatives. It helps to prepare skilled workers for employment in both the formal and informal sectors, which contributes to the reduction of poverty and national prosperity. Without technical education, the prosperity that the government is promoting now is not conceivable. Linking education to skill, skill to employment, employment to labour, labour to production, production to the worldwide market and determining prosperity through the earnings from the worldwide market are the prerequisites of today's education in Nepal. The province office is focused on the necessary dynamism and capacity to adapt in the light of expanding knowledge and change in the socio-economic requirements of modern society to fulfil the dreams of the nation: "Prosperous Nepal, Happy Nepali" and "Skilling Nepal for Peoples' Prosperity".

Customers' speak:

A week-long course on "Training on Competency Development Framework of TVET System for TVET Instruction at Province Level" was attended by Mr. Indra Mohan Jha from Public High School in Dharan and Mr. Prakash Devkota, a Level 8 officer from Education Training Center in Damauli. Both participants acknowledged that the training's material was beneficial to them. According to Mr. Devkota, the training gave him knowledge of the TVET system, monitoring, and quality control procedures, as well as the dual VET program. Additionally, Mr. Jha claimed that the training gave him a better understanding of the CTEVT system. He was delighted with the punctuality of the TITI training program as well as the quality of the experts engaged in the training.

When asked if they had any recommendations for TITI and its training, they expressed their admiration for the instructors and the techniques employed, and they suggested boosting the presence of TITI in the training program because the majority of the sessions were attended by subject matter experts. They recommended as well that other teachers instructing the 9–12 classes in various schools need to be trained in this training.

From the Executive...

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This newsletter opens the avenue of discussion in the above-mentioned issues especially internal capacity

building of TVET professionals and teachers' development to bridge instruction and production through the institute and industries experiential attachment and exchanges.

Mahesh Bhattarai (Er.)

Training Program on Effective TVET Management based on CD...

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The Second Phase (Practicum): Those trainee trainers who had been involved in In-house M-ToT had to conduct two events of same training of one-week duration at the provincial level for the instructors of 9-12 technical stream and TECS school teachers as part of practicum and to be eligible to get the completion certificate of the training. There were altogether 440 participants (35 female and 405 male) in the training.

The content discussed during the training was specifically on TVET issues like access, equity, and expansion; quality and relevance; monitoring and evaluation, governance and management; structural and legal arrangements; sustainable financing, industry-institute linkage and coordination, training models, research and innovation; and public-private partnerships (PPP). In the meantime, the pedagogical skills required to deliver the sessions were also discussed. As the training was delivered in seven provinces, some of the trainees expressed their learning as follows:

- For TITI, it was a great opportunity to work in coordination with MOEST and CEHRD.
- By discussing with different stakeholders of TVET, the trainers got the opportunity to expand the horizon of their knowledge on the issues related to TVET.
- The leaders/managers of MOEST are well acquainted with the issues to be addressed for the integration of TVET curriculum and training.
- As the training providers from provinces one through seven participated, TITI, CEHRD and MOEST were well acquainted with the problems of the schools to be addressed.

Innovative Practices in ...

For producing competent workforce needs competent trainers, which has been effectively produced by the training institute for technical instruction (TITI). The preservice training especially focusing on pedagogical skills named as occupational instructional skills (OIS) and the in-service skills especially focusing on professional development of the TVET professional (PDT) have been conducted by TITI. Work-place based teachers' training has been widely implemented by TITI in the form of Occupational Skill Upgrading (OSU) training__which enable trainers to gain competence, confidence, autonomy, motivation and increase their performance.

Conclusively, based on the predominant learning domain of the students defined by aptitude test (career guidance) and acquiring both tacit and explicit knowledge skills at work-place and transiting the skilled graduate to the job market is the training cycle. For making the effective WBL, sequencing of experiences that begins with awareness and moves on to exploration and hands-on preparation linking with the clearly defined learning objectives aligned with students' career interests, content standards and industry/occupational standards is equally important.

Finally, John Dewey says, "Education is not preparation for life but life itself" is what vocational education imparted through work-based learning. Therefore, the innovative idea in vocational training is the propitious mean leading to a justifiable end.

"Practice is the hardest part of learning and training is the essence of transformation" - Anna Voskamp

Sharada Ghimire (Ms.)

"Remember that failure is an event, not a person." – Zig Ziglar

Trainer's Profile



Ms. Sharada Ghimire
- Program Director,
Curriculum Development

Ms. Sharada Ghimire, a senior instructor on TVET for more than two decades, joined TITI on March 2022. She is currently the program director of the Curriculum Development Division of TITI. Ms. Ghimire has a M.Ed. in Linguistics from Tribhuvan University. She started her career as a lecturer at Lahan Campus. She joined the CTEVT system in 2002 as a program coordinator from Rapti Technical School, Dang and later served as vice-principal at Balaju School of Engineering and Technology (BSET) and senior curriculum officer at the CTEVT Curriculum Development and Equivalence Division.

Ms. Ghimire has taken a number of trainings in instructional, curricular, community, e-learning and management areas for her personal and professional development in Nepal and abroad.

Ms. Ghimire firmly believes that TVET is the mainstay for the human resource development necessary to contribute basic to advanced technological advancements to businesses, industries and the community at large. TVET education is for creating the foundation for entrepreneurship through employment opportunities and quality training that contributes to the livelihood of an individual and family, promoting gainful and sustainable employment. These endeavours can be effective and timely if efforts are made to prepare competent and quality teachers who will facilitate learning outcomes in an institution and at the workplace. For this, more TVET teachers need to be capacitated on pedagogy, which fortifies them with the instructional skills to impart knowledge, skills, and attitudes to the students effectively.



Your Free Gift from TITI

Do you want to make your organization successful and sustainable?

To know how, read the concept card "Overview of the Strategic Planning Process". This is one of the 416 skill/concept cards developed by TITI.

As we should know, strategic planning can positively influence the performance of an organization. This concept card describes the six level of planning used in the strategic and operation planning process. The elements of operation planning and result managements are also explained in this concept card. Other activities such as implementation and monitoring of the ongoing mechanism is also described in this card.

Training Events available at TITI

Activity Name
Instruction Program
Active Learner Methodology (ALM)
Instructional Media Development (IMD)
Instructional Skills – I (IS I – Field, Lab and Workshop Instruction)
Instructional Skills – II (IS II – Classroom Instruction)
Instructional Skills – III (IS III – Quality Training Sessions)
Learner Assessment and Evaluation (LAE)
Management Program
Management Skills (MS)
Facilitation and Moderation (FM)
Finance Budget and Accounts for Managers (FBA)
Entrepreneurship Development (ED)
Supervision of Instruction (SOI)
Curriculum Program
DACUM Facilitator Training (DACUM)
Job Task Analysis (JTA)
Technology Based Instruction Delivery (TBID)
Training Course Design (TCD)
Training Need Assessment (TNA)
Community Development
Community Based Needs Assessment (CBNA)
Community Facilitator (CF)
Foundation of Community Development (FCD)
Intervention of Community Development (ICD)
Occupational Instructional Skills (OIS)
E-Learning
Advanced Computer Application
LMS for Trainers
E-TABS Training
Basic Computer Application
Cyber Security
Packages (Customized Courses)
Advanced First Aid (1 week)
Training for Trainers (2 weeks)
Conflict Management and Peace Building (CMPB) – 2 weeks
Getting 70 Minutes out of 1 Hour (1 day)
Leadership through Relationship Management (3 days)
Office Management (1 week)
Proposal and Report Writing (1 week)
Skill Test Assessors' Training (1 week)
Time Management (1 day)
Presenting... You (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

Pramila Malakar

Bishwas Gurung



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