

TITI



Teaching ||| Learning ||| PERFORMING!

NEWSLETTER

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Management and Leadership Training for TVET Professionals

This is a six-week training course, where the first 3 weeks is classroom based and the remaining 3 weeks is workplace based. The first three weeks of class is to provide the necessary theory and inputs, while the next three weeks are for completing the practicum part. The purpose of this training is to provide organizations/Technical and Vocational Education and Training (TVET) schools/institutes' managerial staff with the knowledge and skills needed to carry out managerial and leadership functions of the organization effectively and efficiently.

This training is mainly suitable for managers, directors, department heads, principals, vice-principals, coordinator, supervisors and other administrative officers who are responsible or will be responsible for the management of TVET/other relevant institute. The training covers planning, organizing, leading, coordinating and staffing functions. This management and leadership training for TVET professional helps the participants in their daily managerial task such as analyzing the functions and roles required for management, developing and providing leadership for any organizations, managing financial and physical resources, developing strategies plan and communicating using common managerial language. Participants should be competent in computer skills (Office package) and presentation skills prior to this course.

Till date, TITI has conducted four Management and Leadership training for TVET Professional, where 80 participants (41 male and 39 female) have successfully completed the training. As per the MOU signed between TITI and EVENT Project II PS, another five event of Management and Leadership Training for TVET Professional will soon be conducted by TITI.



Group Photo of Trainers and Participants of 'Management and Leadership Training for TVET Professionals'

From the Executive Director's Desk



Evaluation of Training and its Challenges

Evaluation of training is an integral part of any training program. Carefully designed training and its evaluation

are helpful for any organizations to improve the performance of its employees. It determines the relevance, effectiveness, and impact of activities on the training intervention. Training is an expensive intervention where resources like time, money and other efforts are needed for better organizational results.

Organization conducts training for its employees to enhance their skills, knowledge and attitude in their job. While planning a training program, first, the training designer need to determine how the training will be evaluated. The information from needs assessment, the characteristics of the learning and working environment; and the steps to be taken to ensure transfer of training should all be considered while developing an evaluation plan. As organization identifies that the intervention of the training is the solution for human performance improvement which can close the gap in skill and knowledge in employees, the organization together with the training designer should answer the following questions: How the training is related to the business? Who needs training? What will be the content of the training? How the training will be transferred in the job? In addition, supportive working environment always influence for positive results to the training intervention and makes it more efficient in practice back on the job.

On the basis of time dimension, evaluation of training is classified as formative evaluation and summative evaluation. Kirk Patrick four levels of training evaluation namely, 1. Reactions 2. Learning 3. Behavior and, 4. Results, is the most widely used model in evaluating any training programs. This model helps to objectively analyze the impact of training on how well participants learned during the training (levels 1 and 2), and what the training intervention helped in performance improvement back in the job (level 3 and 4). The levels 1 and 2 can be evaluated in training situation where knowledge, skills and attitudes are assessed against the objectives of the training. However, for the next two level i.e. level 3 and 4, the evaluation can be done only after a certain period of time, which is usually three months after the training. This post training evaluation helps to determine if the transfer of training has occurred back on the work or not. For level 4 evaluation, more time is required to measure if the training has made an impact in the organizational result or not.

When evaluation of training is concerned particularly in levels 3 and 4, there are challenges like lack of expertise in training evaluation, insufficient money, organization

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Innovative Practices in Training and Development

Innovative Practices used at TITI Training

Any idea which is perceived as new and of value by someone which addresses certain need is referred to as innovation. Innovation incorporates replicability and imagination. In the field of training and development, innovative ideas are often piloted in training and development programs to make them effective.

Implementation of the training that is adoption is a mental process through which an individual passes the idea from self or innovator to its final stage acceptance. Thus, adoption of innovative idea plays an important role when we decide to continue using an innovation.

Innovative practices are more useful to build on our existing instructional skills, giving us multiple opportunities to evaluate and improve the way to design, conduct and evaluate a training event. With a strong focus on presentation skills and training best practices, we gain valuable feedback from experienced facilitators in practical and constructive learning environment. Employee learns specific knowledge or skills to improve performance in their existing roles where development is more focused on future performance. Usually, innovative practice in an effective training covers the following areas:

1. Design of the training skills with best practices in instruction and delivery
2. Application of the principles of adult learning
3. Demonstration of appropriate instructional techniques
4. Preparation, conduct and wrap-up of a training
5. Evaluation of the effectiveness of a training

TITI has been introducing innovative practices in training since 1991 for the purpose of enhancing the quality of TVET instruction and management of CTEVT and related stakeholders. Some of TITI's practices are discussed below:

1. The trainers at TITI use 5-D, Terminal Performance Objective (TPO), Performance Guide (some of the innovative forms of TITI) along with lesson plan, visuals, handouts, assignment, and test items following the TITI format/template in the trainings.
2. TITI uses Skill Card and Concept Card which are one of its innovative practices. Skill/Concept cards are one of the primarily used learning resources in which one card gives complete information about one skill or a concept, suitable for a session.
3. The trainers follow the steps of demonstration, structured practice, guided practice, independent practice, distributed practice and finally provide project problems with newness and interactions in the classes.
4. The trainers essentially make use of different participatory approaches where they share experiences not only among participants but also participants and trainers. They focus on interactive methods such as brainstorming, group discussion, presentations, group work, role-play and such.
5. In most of the instructional training, trainer offer the learner to critic on their own performance by showing video clips of their performance. Along with it, trainers professionally provide positive and developmental feedback.
6. Gamification is one interesting part of the training where trainers design and implement several activities especially in the form of energizing games strongly linking to the subject matter.
7. In every training, trainers allow the learner to evaluate the training and ask for their feedback.

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"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela

TITI Costumer's Column

Name of the Organization: Skills for Competitiveness

Country/ Region: Indonesia

Duration: 2018 - 2021

The overall objective of S4C is to contribute to increased competitiveness of industries in selected sector in Indonesia. This is achieved through better-qualified professionals, educated at five partner polytechnics operating in close and sustainable cooperation with the private sector. The Indonesian key counterparts are the Centre of Industrial Education and Training (CIET) under the Ministry of Industry (MOI) and the Directorate General for Higher Education Institutions of the Ministry of Research, Technology and Higher Education (MORTHE). The program is implemented by Swiss Consortium consisting of the Swiss Foundation for Technical Cooperation (Swisscontact), the Bern University of Applied Science (BFH-CDC) and the Association for Swiss International Technical Connection (SITECO) working in close collaboration with the Centre for Industrial Education and Training (CIET) of the Ministry of Industry (MoI), and the Directorate for Higher Education (DIKTI) of the Ministry of Research Technology and Higher Education (RISTEK)

S4C aims at strengthening the vocational education and training (VET) system in Indonesia, by linking selected Polytechnics with the private sector, thus tackling the lack of skilled worker (skills gap) in selected sectors of the Indonesian economy.

S4C aims to address this skill mismatch and its approach is aligned to national strategies and based on strong demand from the Government of Indonesia (GOI). S4C shall spearhead an overall breakthrough of VET reforms in Indonesia and support a reinforcement of the relationship between the education system and the local industry, in order to strengthen quality of training and employability of graduates. This program has two objectives:

- Five selected Polytechnics are efficiently managed and educate technicians/engineers in selected sectors as per the need of the private sector. The polys are focussing on the metal, furniture, wood and food processing sector.
- The Government of Indonesia, selected sector associations and Association of Polytechnics and Industry Indonesia collaborate to develop and strengthen a tertiary dual Vocational Education and Training System in Indonesia.

S4C's mechanism reads as follows: strengthening the Polytechnics in selected sector and geographical locations as well as structures and services at the interface between Polytechnics and industry leads to a qualitative improvement of the overall Polytechnics' system of Indonesia. This will result in better qualified Indonesian employees, able to fill middle management positions within the industry. Companies become more competitive, increase their international market share and therefore provide more and better jobs. This ultimately leads to lower unemployment, increased wealth and inclusive and sustainable growth.

TITI trainer have been to Indonesia to conduct DACUM training and hopes to continue its support.

Customers' speak:

Ms. Ranjana Joshi Maskey, working as a freelancer as a dress designer, attended 10 days Training of Trainers (ToT) training from 18th to 28th June, 2019 at TITI. Ms. Maskey has been working as a dress designer and since she also has the experience of working in the position of manager and assessor, she has already helped CTEVT/NSTB to develop numerous courses related to tailoring.

Although she has been involved in the TVET sector for more than 25 years, she never had the opportunity to take this ToT training. After the training, however she was very pleased and thanked TITI for providing her with this opportunity. She also said; "I have been involved in many assessor and managers training, and helped NSTB to develop curriculum. But, I just ignored the Training of Trainer (ToT) part, which proved to be the most crucial part for any Assessor or Manager. She would like to recommend to each and every one working in the instruction sector to take the ToT training or the IS training.

At the end, she was very pleased with the trainers of TITI and would like to thank them for their hard work, she would also like to thank the administration and staff of TITI for arranging the training.

Innovative Practices in ...

Also, trainers request the participants to participate in the debriefing session in which they explore the facts about training, express their feelings and give future directions to address the weaknesses.

Practicing innovative ideas also entails certain challenges. Trainers' experiences and expertise are crucial in generating such ideas but retaining such trainers is not always easy. Besides, the situations and learner levels might not always favor in doing such practice. Nevertheless, innovation is related to creativity which is often facilitated by feedback, exposure and experiences. Hence, developing the habit of practicing innovative ideas should be the effort of all trainers to strengthen the quality of training and to increase the training outcomes.

-Nala Ram Devkota (Mr)

From the Executive...

(Continued from second page first column)

do not have willingness, intervention of training without knowing the destination etc. The training evaluation is classified as formative evaluation. But there are simple solutions, for instance, post-training survey to evaluate a short training program that focuses on making employees aware of organization's policies can be evaluated by using email. Also, scheduling and conducting in-person employee interviews can be done to get information on impact of the training program, which are easy to send and receive information and relatively cheap. On the other hand, calculating ROI can be complex, for this we can work with someone with analytic experience during the organizational planning or an accountant who has experience in calculating the ROI or hire a consultant from outside the organization to help generate the information.

Evaluation of training program provide information on the effects of a training program in four different levels, and to assess the value of the training in the light of that information. Again, training evaluation is given utmost importance as it gives information to the trainers and employers whether or not the training gives expected results. Training evaluation is the application of systematic methods to periodically and objectively assess the effectiveness of training and development programs. Thus providing information about achieving the expected results, their impacts, both intended and unintended, relevancy and alternative solution in more cost-effective ways.

Akim Shrestha (Ms)

"Formal education will make you a living; self-education will make you a fortune." – Jim Rohn

Trainer's Profile



Mr. Nala Ram Devkota
-Training Director

Mr. Nala Ram Devkota is currently handling the position of Training Director at TITI. He is responsible for all the training activities conducted at TITI.

Mr. Nala Ram Devkota has a Master's Degree from Tri-Chandra Campus with Project analysis and Management and Sociology of Agriculture and Environment as the Major subjects. Mr. Devkota started his career from Jumla as an Agriculture Instructor. He later went on to become the Agriculture Department Head, the vice principal and finally the principal of Karnali Technical School. With over 27 years of experience in the TVET sector, Mr. Devkota has the experience as technical officer, senior technical officer and senior curriculum officer at CTEVT, Bhaktapur as well.

In the course of his career, Mr. Devkota has taken many training to upgrade his knowledge and skills. He has also participated in many national and international seminars during his career. Mr Devkota also published a hand book of Agriculture extension. He was awarded for being recognized by his peers in management training as having outstanding leadership potential in 1996.

Mr. Devkota firmly believes that the poverty alleviation of poor people from the rural area can be done through income generating activities. This is only possible if the TVET sector of Nepal can reach out to these people and provide them with the necessary skills and knowledge, so they are capable of generating income. Hence providing proper training to develop the skills and knowledge is necessary.



Your Free Gift from TITI

How can you prepare yourself for a training session?

To know, read the skill card 'Prepare for Training Session Design (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 what preparation is needed before going class to teach a skill. The materials needed, which method and media will be suitable, should all be planned and prepared for the training session. Preparation of research file, lesson plan, innovative ideas to make the session more lively and effective.

Upcoming Events at TITI

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Instructional Skills – I	09/09/19	09/27/19
Basic First Aid	09/09/19	09/27/19
Study Skills	09/23/19	09/27/19
Basic Computer Application	09/23/19	10/04/19
Instructional Skills III	10/14/19	10/24/19
Instructional Skills II	10/14/19	10/24/19
Training of Trainers – Province 01	07/29/19	08/08/19
Training of Trainers – Province 03	07/29/19	08/08/19
Training of Trainers – Province 04	07/29/19	08/08/19
Training of Trainers – Province 05	07/29/19	08/08/19
Management Program		
Tracer Study	08/07/19	08/13/19
TVET Procurement	09/17/19	09/27/19
Curriculum Program		
In-service Training	07/17/19	07/16/20
Training Needs Assessment	07/17/19	07/16/20
Training Course Design	07/17/19	07/16/20
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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