



HELVETAS
Swiss Intercooperation

KOSOVO



TRAINING OF TRAINERS REPORT

Skills for Rural Employment Project - S4RE KOSOVO

Facilitated by: Bachu Mubarak



Training of Trainers Participants

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ABOUT THE ASSIGNMENT

This assignment was agreed upon between Bachu Mubarak Ali an International Consultant in TVET and S4RE project in Kosovo. The objectives, Expected outputs, and deliverable were agreed upon as stated below; however it was also agreed that much of the work will be concretized after the first day meeting with staffs of the project. The 1st day of the assignment was spent mainly to review the project document discussion with staff and also agree on the kind of training to be conducted with the trainers. It was found out that most of the participants invited for training were facilitators other than the resource persons who actually do the actual training. The Consultant however proposed that a topic on supervision of training be included, as facilitators mostly do the supervision of training and supporting resource persons during the training. This was agreed on and final time table was agreed upon.

(See annex 3.)

Objective of the Consultancy

The overall objective of the consultancy is conducting training on the “Training of Trainers” and support in overall implementation of S4RE project based on the learning group methodology based on the experience of the consultant in implementation of the similar project in Uganda.

The training will be attended by 10 facilitators as well 4 S4RE project staff. It is expected that after the training, 14 potential trainers will be able to work effectively with youth, local community’s and authorities, to mobilise the necessary resources and to conduct effective skills training of the youth that responds to the needs of the market, and the community’s satisfaction.

Expected Outputs of the Consultancy

The main outputs expected from the consultancy are:

- 3 (three) days training of trainers workshop for learning group facilitators and empower them to be able to conduct training.
- 2 (two) days practical training programme for learning group facilitators, facilitate the training that should cover training methods and skills, should bring out sessionpreparation, setting training objectives and how to conduct practical training.
- To make an outline of the training and training schedule.

Deliverables

The consultant will provide the following deliverables:

- The consultant will provide 4 days training on the “Learning groups skills” for 10 facilitators and 4 project staff of S4RE.
- The consultant will provide 1 day training for 4 project staff of S4RE for overall implementation of the project.
- In addition consultant will provide Final report on consultancy and training with recommendation including training hand-outs

CHAPTER ONE

INTRODUCTION AND BACKGROUND

Skills for Rural Employment (S4RE) aims at increase employment and income opportunities in rural areas of Kosovo, through selected interventions aimed at skills training and economic development. S4RE is a pro-poor project targeting a community-wide approach, but still emphasising youth, women and minorities within the overall goal of increasing employment and income. A project strategy has been developed addressing both the supply and demand side of the employment market. The approach encompasses three key intervention areas: Learning Groups targeting young unemployed men and women, Private Sector Training and Skills Development, targeting new and existing employees with a focus on women and Supply Chain Networks targeting also rural families. The intervention package will be tailored to meet the needs of two rural regions of Kosovo, and will include a common set of life skills provided to all participants; from diverse sectors composing of dress makers, hair dressers, agricultural extension officer, trainers, bakers, welders, brick makers, trainers in jewellery and electricians. The total number of projected direct beneficiaries will be 7000.

Opening remarks

Mr Luan Hoti welcomed the participants; he then introduced the project staffs and facilitators- both from office and field who had attended the workshop. He said that HELVETAS Swiss Interco-operation was piloting a project in two regions of Kosovo and have chosen Sharr, Dragash and region 2 in the east of Kosovo around the municipalities of Kamenica and Novo Brdo, both regions are mountainous with large areas of forest and agricultural land and few major towns. The project aims

at targeting the youths who had dropped out of school due to various reasons. The programme aims at developing skills of the youth so as to empower them with skills and entrepreneurship. S4RE project operates in such a way that the information flows from the project manager down to the beneficiaries and back without overlooking the immediate supervisor as illustrate here below;



Workshop objective

The workshop objectives were formulated as:

'To increase the capacity of Project Facilitators and Project Staffs to design and implement training courses that improves the learners' performance on the job.'

Workshop proceedings

During introduction, the participants paired-up and instructed to introduce their partners stating their name, place of origin, where they came from, social/ marital status/hobbies/likes and dislikes/ designation and their occupation and horoscopes. This exercise took an hour for very good reasons. As a trainer, the facilitator emphasised that it very important to spent time during introduction for the following reasons;

1. To break the ice, or break the ground
2. To create communication bridges
3. Enables participants to open-up
4. To create friendly environment
5. To build confidence
6. To build a team and create cohesiveness

It is important as a trainer to have introductions at the start to enable smooth entry and build the trainers confidence. This is because adults fear to learn as they fear making mistakes. Naturally human beings fear the unknown that is why it is necessary to ice -break at the start of

the workshop. Therefore, as a trainer it is important to spend time in introductions.

Levelling of Participants Expectations

- To gain skills and knowledge
- To be better trainers
- To add on what I have learnt
- To build confidence in training
- To learn how to pass knowledge to others
- To add more friends
- How to evaluate learning
- To train people to become job creators
- How to handle communities
- How to build on to what they already know
- How to build teams
- To learn to share
- To learn about Learning Group.
- How to handle adult learners
- How to handle people at their level

When starting any training it is important to carryout expectations. This gives you as a trainer the immediate training needs. It also assists you as the trainer to start getting some comfort and familiarization with the participants. It also assists the trainer to get smooth entry.

CHAPTER TWO

PARTICIPATORY TRAINING APPROACH

The facilitator stated by stating that the training approach to be used throughout the workshop was Participatory Learning Approach (PLA). PLA refers to learning and action. For the success of participatory learning, teamwork should be enhanced. As a trainer it is advisable to build the team during introductions and in the early days of the workshop. Teamwork operates on the principle that **nobody knows everything, everybody knows something, everybody is a participant and every team member is a resource person.** Therefore as a facilitator/team leader you are to pool resources and facilitate participants to identify their problems and formulate solutions together and then take action. This means therefore that Learning is a co-operative and collaborative process which enhances ownership.

Training requires the trainer to put a great deal of him/her in a training session. The trainer needs to know him/herself well and have a positive attitude

towards the participants, the training and be confident. The trainer should be outgoing and friendly, open to ideas and suggestions from participants, willing to be flexible and be continuously active to keep the participants active and the learning enjoyable. In the end the participant will enhance ownership thus sustainability of projects. While teaching adults, the trainer/facilitator should always use the 'Elephant Approach'. Elephants work as a team, they move as a team - the young and the old, the speed of the movement depends on the youngest, the sick and the old. The old grandmother is always the team leader. The facilitator urged the participants to always use the 'elephant approach' if they want to be good trainers. Always move with the speed of the slow learners, the quick learners, the shy and the dominators in order to create a balance between them so that at the end of the session everybody will leave the venue contented and learning will have taken place.

CHAPTER THREE

ADULT LEARNING

Adults have to be taught differently from children because on the one hand they are more mature and set in their ways (i.e. they are not so easy to lead) and on the other hand they have more experience of life and are better able to judge what their learning needs are.

Adults have too many problems to deal with. They have a mind-set, want special treatment, need more time for assignment, and they are overworked and assume the lecturer knows everything. Therefore, it is important to know how the adults learn best, under what conditions and which training methods can generate good results.

OZZOZZI AND WOMBULLA EXERCISE

This was an exercise on two numbering systems; Wombulla and Ozzozzi. The

objective of the exercise was to provide everyone in the group with an opportunity to consider factors which help or hinder learning.

Activity

The participants were split into pairs. Each member of the pair was given system sheets of paper A and other B thus Wombulla and Ozzozzi systems. They were requested to read and understand instructions on their sheet of papers for 5 minutes. After 5 minutes the pairs were asked to put away their handouts and notes they had scribbled and change roles and train their partners the number systems for five minutes.

The participants were in the end given a test which lasted 10 minutes. The results were as follows;

Name	Trainer	Learner	Total score
X1	0	0	0
X2	0	0	0
X3	5	0	5
X4	0	0	0
X5	0	1	1
X6	0	0	0
X7	0	0	0
X8	0	2	2
X9	2	2	4
X10	5	0	5
X11	1	4	5
X12	0	0	0
X13	0	1	1
X14	0	10	9

The results were marked and marks awarded out of twenty. The results above show that only participants managed to get 10, 6 got 0s while others got 6, 5, 4, 2 and 1 respectively. When asked why the scored as above, the participants responded as follows;

- The time was too short
- Did not understand the whole system
- Puzzling
- Too testing
- It was confusing
- Understood but needed time to internalize
- Requires cramming/memorizing
- Needed creativity to understand
- New thing/concept

What do you do when faced with a new thing/concept?

- Try to understand
- Need to be trained
- Read, read and read then contemplate refer to the example, try, look for the logical system.

Facilitators input

- Is practical and problem-centred - discuss and help them plan for direct application of the new information
- Capitalize on their experience - create activities that use their experience and knowledge
- Promote their self-esteem - help them become more effective and confident through guided practice and establishing routines
- Show respect for the individual learner - validate and affirm their knowledge, contributions and successes
- Integrate new ideas with existing knowledge - Help them recall what they already know from prior experience that relates to the topics of learning
- Allow choice and self-direction - Build in options within your plan so you can easily shift if needed
- Read, read and read and contemplate
- Always look for the logical system behind any problem
- In system A, the logic is behind 1 and 5. To the numbers you either add or subtract
- In system B, draw a square of three rows and columns
- There is always some organization behind any system
- There is a methodology and sequence in any system

CHAPTER FOUR

PRINCIPES OF ADULT LEARNING

This session was to enable participants learn more about the conditions under which adults learn best. Adults learn best when a set of principles are followed in the training. It was also agreed that adults learn when they want to learn; when they are motivated to learn.

Individual exercise

Participants were shown write-ups on 11 conditions under which adults learn best. The participants were requested to rank the eleven conditions under which adults learn best. The results of the ranking were later displayed as shown here below:

NO.	CONDITION	RANKING
A.	Adults learn best when they want to learn	2
B.	Adults learn best when information is given in logical order and consists of small units	8
C.	Adults learn best when they are treated like adults	5
D.	Adults learn best when they do something	10
E.	Adults learn best when they get opportunity to practise what they are learning	9
F.	Adults learn best when they know how well they are doing and they get some feeling of success	3
G.	Adults learn best when the training and topic are of real use in their daily lives	1
H.	Adults learn best when there is repetition	11
I.	Adults learn best when the trainer recognizes that they have experience and makes use of experience in the training	
J.	Adults learn best when the new KASH is related to something they already know	
K.	Adults learn best when they feel free to ask questions and there is some discussion between trainees and trainers	

In conclusion, according to ILO all the principles are very important, but others more important than others. As a trainer always consider these conditions while preparing for adults training. Adults learn best when the training and topic are of real use in their daily lives and when they want to learn.

Adults, be it in a workshop or community setting, hold different attitudes to learning. They have preferences towards their learning, which if fulfilled would make their learning more enjoyable and effective. The trainer should remember

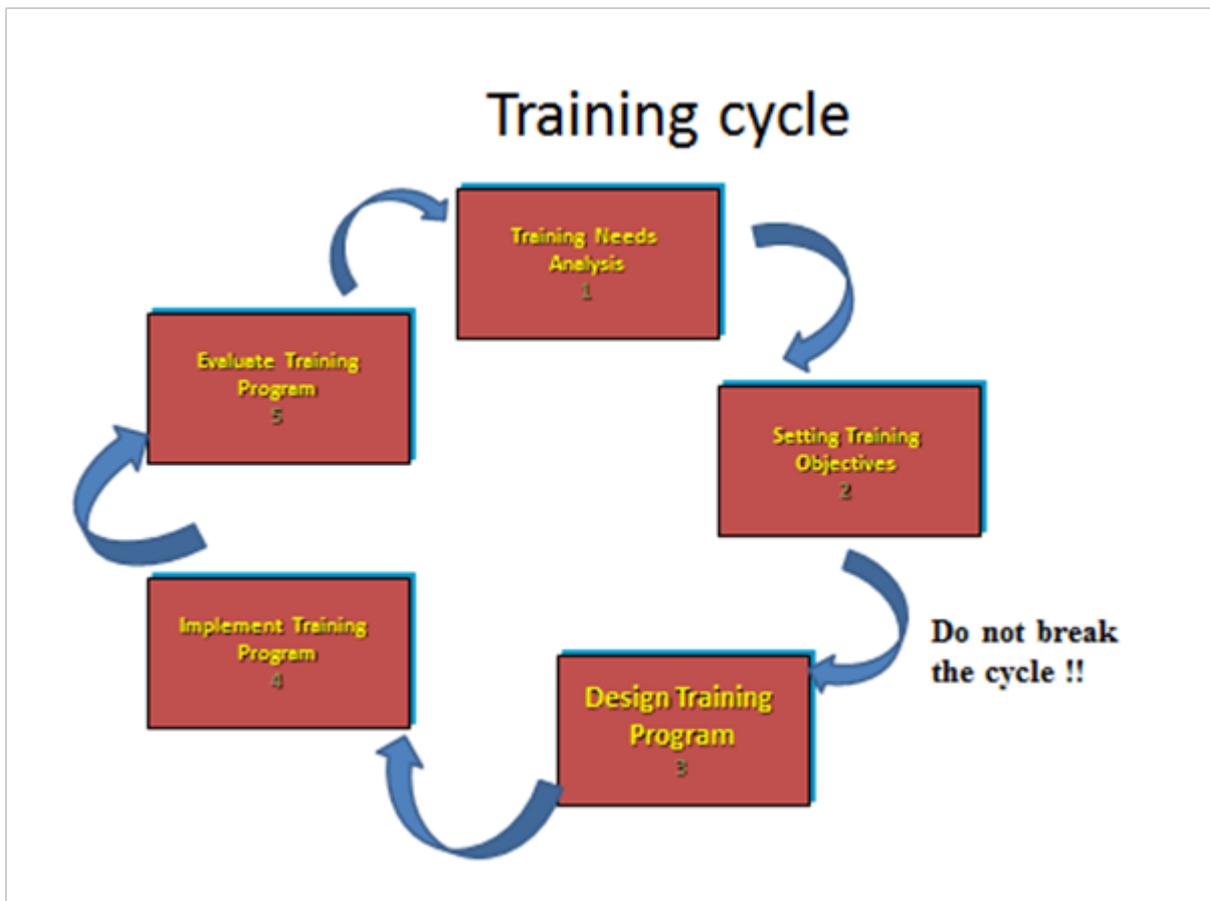
these attitudes while training. To be a better trainer, it is good to consider how people prefer to learn and become sensitive to their needs. The trainer needs to know his/her own characteristics and experiences in learning and training first.

CHAPTER FIVE

TRAINING CYCLE

The workshop facilitator introduced another topic called “Training Cycle”. He told the participants every training that takes place; a good trainer must start by looking at the training cycle so that he/

she can imagine how far the training can stretch. He took the trainees through all the five (5) stages of training as clearly should in the presentation below:



The facilitator took through the participants in all the about training cycle, emphasising that training should be viewed as a system approach comprising of stages as follows;

1. Training Needs Assessment/Analysis
2. Objective Setting
3. Training Design
4. Training Implementation
5. Training Evaluation

CHAPTER SIX

TRAINING METHODS

There is no best training method. The trainer must identify and select the training method that is best suited for his/her trainees to achieve the training objectives. There are preferred training methods or certain training objectives.

This chapter presents a brief guide to teaching and training methods complete with information on what it is. What it will achieve, and points to consider.

Below is a contingency model of training methods which may be utilised to select the method most suited to the objective.

Group exercise

The participants were divided into four groups and each group given different training methods to discuss and come up with a common definition of the method. Below is the outcome of the exercise;

Group	Training method	Definition
Group 1	Demonstration	Is a method whereby a trainer trains by showing the participants practically by doing.
	Individual exercise	Is a method where each participant is given a task to undertake
	Question and answer	Is a method where the trainer possess enquiry to the participants and get their contribution
Group 2	Case study	This is a written story of a situation that people can discuss
	Plenary discussion	It's a situation where there is a facilitator who guides participants into airing their views about a topic
	Outside specialist	This can be practical or theoretical involvement of professional on a particular discipline field
Group 3	Group exercise	This is a situation in which participants are sub divided into units and given particular tasks to carryout
	Lecture/talk telling	This is a situation where the trainer talks to the trainees, there is very little participation from participants
	Role play	Is a situation where the participants act to bring out certain idea, lessons, solution to problems
Group 4	Brainstorming	It is where the trainer brings out an idea on a given topic and throws it to the participants to give out their views
	Field visit	This is where the trainer takes the participants to another area to practically see what they had learnt
	Group discussion	Where participants are divided into units to give out their view in a given topic or assignment

Below is a summary of the training methods;

SUMMARY OF TRAINING METHODS			
Method	What it is	When To Use It	When Not To Use It
Lecture	One person conveys information to a group of learners by talking to them, with or without visual aids. There is no participation by the learners and little feedback to the lecturer.	<ul style="list-style-type: none"> • In large groups where discussion is not practical. • When an expert is relaying new information to learners who have no relevant personal experience. • When introducing a new concept • The contents is too much 	<ul style="list-style-type: none"> • When teaching practical subjects • When students are demotivated • When it's a familiar topic
Demonstration	A person or team of persons show learners how they would carry out a task by actually performing the task while explaining it. Usually followed up by practicing the task.	<ul style="list-style-type: none"> • Especially helpful for teaching a skill. Need to have a small instructor to learner ratio. 	<ul style="list-style-type: none"> • Limited time • When participants already know the subject
Discussion	A planned conversation (exchange of ideas or viewpoints) on a selected topic, guided by a trained discussion leader.	<ul style="list-style-type: none"> • Where the ideas and experiences of the group will help them discover the point they are learning. There needs to be an experienced leader to keep things on track. 	<ul style="list-style-type: none"> • When participants are not many • When there is little time
Case Study	A realistic situation or a series of actual events is presented to the learners, either orally or by a handout, for their analysis.	<ul style="list-style-type: none"> • Where real-life situations get the point across most effectively. Where multiple points of view will help learners to better understand the concepts. 	<ul style="list-style-type: none"> • When you have not introduced the specific area of discussion. • Inadequate time

Role-Playing	Leaders or learners act out roles presented in a particular situation. Participants must supply their own dialog within the context of the role and the situation.	<ul style="list-style-type: none"> • Where high learner participation is desired, and when the subject involves person to person communication. • When an event has already taken place 	<ul style="list-style-type: none"> • Inadequate time
Brainstorming	Group members suggest possible solutions to a problem in rapid-fire order, either orally or on cards to be posted. All ideas are considered; criticism and editorializing are not allowed	<ul style="list-style-type: none"> • When the things to be learned involve pulling together the ideas of the whole group. For program planning • When there are numerous solutions to the problem 	<ul style="list-style-type: none"> • When the time is limited • Subjective in nature • Coordination is difficult
Exercise	Used in conjunction with other methods.	<ul style="list-style-type: none"> • When practical aspect is required • It is result-oriented 	<ul style="list-style-type: none"> • Not appropriate for new concepts
Outside specialist	You arrange for someone with specialist skills to come and talk to your participant group to support what you have been telling them	<ul style="list-style-type: none"> • When you have come to the end of a series of learning sessions with a participant group • When you are having difficulty convincing a group of participants to adopt a new practice 	<ul style="list-style-type: none"> • When participants already know the subject
Question and answer	You ask the questions and the participants answer. When they are involved in either listening or answering questions, they are thinking.	<ul style="list-style-type: none"> • Whenever you are talking to a group of participants and want to keep everyone involved and thinking • To introduce a new topic 	<ul style="list-style-type: none"> • Cannot be used on its own as a training method

CHAPTER SEVEN

SETTING TRAINING OBJECTIVE

What is an objective?

When asked what an Objective is, the participants responded as following;

- Expectation
- A goal
- An aim
- Purpose
- Result/outcome
- Impact
- An intent

- Target group
- Realities
- Achievable
- Specific
- Measurable
- Systematic

For the success of any project, the implementers must first set objective. An objective is a statement describing what one intends to achieve. The set objective must be tested against SMART concept.

The facilitator guided the participants on how to formulate objectives and introduced “SMART” i.e. Specific, Measurable, Achievable/Attainable, Realistic and Time bound. SMART was discussed in plenary as an evaluation tool that is used to guide the trainer and it is an indicator that training has actually taken place. Possible key words in formulating objectives were listed to assist the participants in coming up with SMART objectives.

S	-	Specific
M	-	Measurable
A	-	Achievable/Attainable
R	-	Realistic
T	-	Time bound

The facilitator defined an objective as specific, measurable statements of what will be done to achieve a goal within a specific period of time. In designing objectives; one has to ask him/herself the following questions;

1. What do we intend to achieve
2. Why do we want to achieve it
3. Who should achieve it
4. Bywhen is it supposed to be achieved
5. How do you intend to achieve it
6. Where?

Major components of an objective

The participants brainstormed on the components of the objectives.

- The tasks to be carried out
- Time bound

An objective must have ‘do’ active verbs. e.g. calculate, evaluate, train, list, explain, define

The following are the main characteristics of a well-stated training objective:

1. It should talk of the future and terminal behaviour of the trainee. E.g. “At the end of the training the trainee will be able to”
2. It should be concise (short and precise)
3. It should be realistic and achievable
4. It should be measurable
5. It should be time bound - have a time limit

Example: By the end of this session the participants will be able to list materials for making necklace

Individual exercise

The participants were given Zopp cards and felt pens to write the topics of their choice on which they intended to teach participants on. From the topics they were to develop objectives and write on flipchart. The objective of this exercise was to help participants practise on how to set session objectives. The participants realized that an objective should not be wordy. It should be simple, clear and specific. All objective must be SMART. The participants also took this exercise as a practising moment for writing.

CHAPTER EIGHT

SUPERVISION OF TRAINING

The Goals of Supervision are

- To provide resource persons with objective feedback on their instruction/training

- To identify and solve training problems

- To help resource persons develop the skills of instruction/training

- To help resource persons form a positive attitude about continuous professional development.

We defined the Supervisor as - One who supervises others by assigning and monitoring tasks, however the facilitator allowed the participants to define supervisor in the term agreed to their own understanding. We later defined supervision of training as - 'Training supervision is defined as providing specialised help to trainers/resource persons for the purpose of improving training. That help is based on a relationship of trust between the trainer/resource person and supervisor. Trust is something that is hard to earn and easy to lose'.

The Facilitator of the training asked a question to the participants; What Skills are needed by the Facilitators?

The skills required to carry out Supervision include:

A concept of excellent training

A concept of standards for training

The ability to plan good training

The ability to deliver good training

The ability to evaluate training

Coaching and counselling skills

Listening skills

Observations skills

Conference skills

What kind of a Supervisor are you? And what kind of supervisor you should be?

Role Model

Good work practices

Challenges usually met during supervision:

Insufficient Time

Lack of experience/expertise with training

Lack of training related resources or budget

Lack of a standardized/established curriculum

Lack of an overall training plan

Limited evaluation techniques

(See presentation) in attachments.

CHAPTER NINE

SHARING OF LEARNING GROUP EXPERIENCE - UGANDA

The last session was on experience sharing in Uganda, the facilitator Bachu Mubarak, took his participants through a presentation on LG experience. He cautioned the participants not burn their fingers, since they (in Uganda had already done it for them) quoting “If you cannot learn from other peoples’ experience you may not live long to experience everything” by anonymous. The facilitator (Bachu) emphasized that although Uganda and Kosovo are completely different in all terms; economically, socially politically name it, there common principles to learn from each other, we share poverty as a problem, unemployment and youth related issues but the magnitude are not the same, therefore something that worked in Uganda might not necessarily work in Kosovo or the other way round. He took them through as follows:

- LG concept works
- Donors accepted it
- Approach needs good counselling
- Reduce empathy in the LG

Points to watch	
Selection of facilitators	Physical follow-up of the LG
Experience with the facilitators	Wrong Resource Persons
Training materials	Use your Head, Heart and Hands (3H)
Equipment fund (Necessary but be careful)	Develop a working procedure to discontinue non performing LGs, Facilitators or resource persons

Open discussion was used to share and almost all participants were active to share so far what has been experienced.

CHAPTER TEN

EVALUATION OF THE WORKSHOP

The facilitator advised the participants that at the end of any training they should evaluate the trainings that they will carry out and that the evaluation should be practical. The participants were then asked to make list of key learning point from the 3 days ToT. The facilitator used the easiest method of evaluation which was not technical due to Pressure of time since the participants were non-residents and were travelling more that 100Km by public means.

Summary of End Evaluation Sheets

End of TOT Evaluation	Ratings by Participants
What I liked	12
What I did not Like	0
What I want to Change	0

Interpretation of the evaluation results

The workshop evaluation shows that most the respondents were well equipped with the knowledge of adult training methods, believed that skills and knowledge acquired from this particular training had increased their know how on conducting adult training.

Closing and Departure

In his part, the facilitator thanked the participants for their cooperation and enthusiasm during training but once again emphasized that to be a good trainer always prepare adequately and apply a cocktail participatory adult learning approaches they had learnt.

Bachu expressed his apologies if any to participants, being together sometimes you can step on people's toes without knowing therefore a thousand apologies if any!

On behalf of Helvetas Swiss Intercooperation, Mr Luan, thanked participants for sparing the 3 days to attend the workshop. He thanked Mr. Bachu for having accepted to come to Kosovo and share his experience with us. He expressed his confidence in the facilitators that through this workshop we have shared a lot and should put what has been learnt into practice, he wished every one safe trip back home. Finally the workshop closed officially.

ANNEXTURE

Annex 1: Observation from the mission

Annex 2: List of Participants

Annex 3: Time Table

Annex 4: Power Point Presentation separately attached

Annex 5: Terms of Reference Annex

Annex 1: Observation from the mission

Recommendations:

Part of the terms of reference was to support in overall implementation of S4RE project based on the learning group methodology based on the experience of the consultant in implementation of the similar project in Uganda.

The following was observations made during the mission led to the following conclusions:

- a) The project operates in an economic environment which has potential to develop;
- b) The beneficiaries of the project belong to the poor (an estimated 45%) of Kosovo's unemployment; (Source: EYE- Enhancing Youth Employment Project brochure)
- c) The project set-up allows to react on both, the development potential of beneficiaries as well as on their actual performance;
- d) In a first stage strong emphasis is given to develop the LGs facilitators, resource persons, occupational skills and business skills are addressed as well;

Areas where attention should be given and more concept and development work is recommended are:

- **Curriculum development:** involve experienced and competent subject matter experts to develop non- formal curricula so that the course content can focus on skills development;
- **Esource Persons training:** make it practice oriented and skill based, microteaching sessions in actual training should be envisaged;
- **Demand driven training:** in order to respond to market demands, Project facilitators need to be exposed to Rapid Market Appraisal, so that they can on help to LG trainees to assess the needs in the market and also respond to labour market needs.

- **Quality Control:** For purposes of quality control purposes, especially for trainings to be conducted, there is need to introduce quality control mechanism in the whole project. Ideally this could be embedded in M&E process
- **Project set up:** In my opinion, the project has 8/9 facilitators, spread over 4 municipalities. But these facilitators are partially employed by the project and they are also employed elsewhere. Following the LG concept, the project recognises the importance of LGF, therefore I suggest that the project management should consider the following:
 - 1) That the project reduces the number of facilitators 4
 - 2) That the project consider having the 4 facilitators on full-time basis, where the project shall have control over them.
- **Awards:** the best LGs, the best Trainer/Resource person/Facilitators be awarded, this will definitely encourage and motivate people.

Recommendation

- Establish gaps between training opportunities vis-à-vis market potential
- In co-operation with competent Non-Formal Expert, Subject Matter Expert develop curricula for various training programs for learning groups which shall be field-tested and proofed on its effectiveness;
- Give strong emphasis on the capacity building of project staffs and facilitators;
- Seeing is believing! S4RE project staffs should plan to visit LGs in Uganda or in Tanzania to learn more about the process, success stories and lessons learned.
- Develop a clear policy to discontinue the co-operation with poor performing LGs/ Facilitators/Resource persons;

Annex 2: List of Participants

Skills for Rural Employment Project (S4RE) List of ToT Participants			
Dates:14.05-16.05.2013 Venue: Villa Panorama-Prishtine			
No.	Name and Surname	Position	Municipality
1	Milena Ljubic-Dejanovic	Learning Facilitator	Shterpce
2	Kaltrina Salihu	Learning Facilitator	Dragash
3	Besnik Imeri	Learning Facilitator	Dragash
4	Lirije Dermaku	Learning Facilitator	Kamenice
5	Fitim Bunjaku	Learning Facilitator	Novoberdo
6	Arbnora Gosalci	Local Trainer	Prishtina
7	Mimoza Mirashi	Project Officer	S4RE Project Head Office
8	Basri Pulaj	Project Officer	S4RE Project Head Office
9	Flutura Kernja-Vidishiqi	Admin/ Assistant	S4RE Project Head Office
10	Kristina Nikolcevic	Translator	Shterpce
11	Luan Hoti	Project Manager	S4RE Project Head Office
12	Bachu Mubarak Ali	Consultant/ToT Trainer	Kampala- Uganda

Annex 3: Time Table

Skills for Rural Employment Project - S4RE

TRAINING OF TRAINERS TIME TABLE

Time	Day	Day 2	Day 3	Day 4	Day 5
8.30-10.0	Presentation by S4RE	Introduction, Participatory Training	Training cycle	The Facilitator as Training Supervisor and Trainer	Sharing experience from training by Project staff
10.30-11.00	Tea Break				
11.00-1.00	Presentation by S4RE	Participatory Training	Introduction to Setting Objectives	The Facilitator as Training Supervisor and Trainer	Final inputs by Consultant
1.00-2.00	Lunch				
2.00-3.30	Reaction from the Consultant	Introduction to Adult Learning	Training Methods	Sharing of Learning Group Experience in Uganda	Wrap Up with Staff
2.00-3.30	Reaction from the Consultant	Introduction to Adult Learning	Training Methods	Sharing of Learning Group Experience in Uganda	Wrap Up with Staff
3.30-4.00	Tea Break				
4.00-5.00	Visit to the venue of training	Adult Learning	Training Methods	Evaluation and Closing	Wrap up with the Director



Skills for Rural Employment Project - S4RE KOSOVO

Facilitated by: Bachu Mubarak