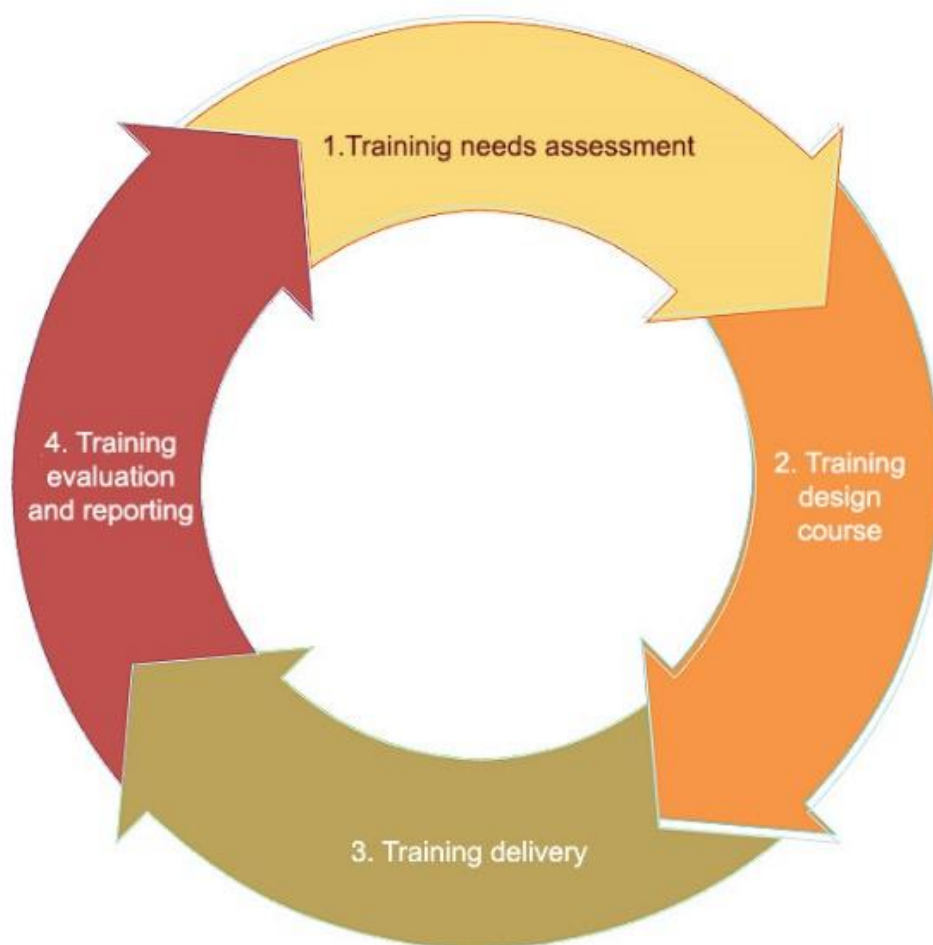


DEMOS Training Guide

2019



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Introduction to DEMOS Training guide

Decentralisation and Municipal Support (DEMOS) is a Swiss Agency for Development and Cooperation (SDC) project, co-financed by Sweden and implemented by HELVETAS Swiss Intercooperation - Kosovo. DEMOS incentivises and supports all 38 municipalities of Kosovo in achieving more democratic local government and better municipal management where socially inclusive governance and provision of effective services respond to citizens' priorities and needs. The project also supports the Government of Kosovo in the development of systemic policies, which are more conducive for decentralised governance.

DEMOS supports municipalities through a Performance Grant - the better the performance, the higher the grant. The municipal performance is assessed using the Ministry of Local Government Administration (MLGA) Performance Management System (PMS). By building competition among municipalities, the Performance Grant mechanism intends to **trigger positive behavioural changes** of municipalities for improved **democratic governance, financial and human resource management, transparency and integrity**.

In addition to the Performance Grant, DEMOS offers trainings to municipal staff that empowers them to deliver better results. Trainings are delivered in areas where performance is weaker.

DEMOS actively communicates and coordinates with relevant stakeholders during all phases of the training programme.

Purpose of the Training Guide

This training guide is designed by DEMOS for internal use with the purpose to assist trainers to assess training needs and to design, deliver and evaluate standardised trainings. Accordingly, the four main sections of the guide cover the four main phases of the training cycle: (i) training needs assessment, (ii) training course design, (iii) delivery of training and (iv) evaluation and reporting.

Guiding Principles

When designing capacity development interventions, one should carefully consider how to blend the learning approaches. In **HELVETAS' concept for capacity development** a 70 %, 20%, and 10% mix applies:

- 10% of learning happens by attending formal trainings
- 20% of learning happens in interaction with and through others, so called peer-to-peer learning (e.g. coaching, mentoring, knowledge sharing in networks, exchange visits, internships, secondments, fellowships, etc.)
- 70% of learning happens through learning-by-doing

Due to DEMOS' project approach, this guide is however concerned only with trainings. Yet, the blended learning approach is engrained in the training cycle. In this light, the Helvetas capacity development principles are adapted for specific DEMOS needs.

HELVETAS Principles for DEMOS trainings

For capacity building efforts through training, DEMOS adheres to a set of adapted HELVETAS principles. DEMOS pays great attention to gender and social equity, by transversally mainstreaming disadvantaged groups in the training cycle, with a special focus on women and non-majority communities.

Ensure ownership of local actors: Support leadership of local actors, ensure commitment for the process by core stakeholders; support stakeholders to do self-analysis and self-diagnosis, so that they are able to steer the change process themselves.

Be aware of existing capacities in the system: Any analysis of the present situation and context should bring out existing capacities, existing local expertise, success stories, information about past capacity development support, and identification of promising entry points.

Take on the role of a facilitator: As external actors, we take on the role of facilitators. As such, we accompany the change process which is led by the actors in the system.

Take time to build up a trust-basis with the stakeholders. Never forget: Capacity development/training is a mutual learning process.

Consider interests, power and politics: Be aware of the different interests, positions and power relations between the actors in a system. Work with drivers of change and integrate influential stakeholders in the process.

Ensure anchorage of capacities within the system: Whenever possible work with and through local capacity builders (e.g. education institutes, universities, local business support services, etc.) and ensure that new capacities are anchored within the system.

Encourage prototyping & testing: Instead of lengthy analyses and linear planning: Encourage experimental learning, pilots, trial and error approach; ensure fast feedback loops in order to learn quickly from these tests. Identify pioneers and role models and work through them by strengthening them and spreading their example.

Pro-actively address potential resistance to change: Be aware of potential blockages and attitudes of local actors to the change; build alliances to reach out to change agents and opinion leaders.

Communication

Communication is of paramount importance in development and delivery of trainings thus DEMOS has developed a communication strategy which has the proposals for capacity building that cannot be addressed in the formal training.

In line with the overall communication strategy of DEMOS, communication related to trainings includes:

Dissemination of information

In order to establish a channel for sharing information about trainings with municipalities as well as general public, DEMOS publishes a bulletin. The specifics related to the content and modality of distribution is to be decided pending to the needs and requirements of the training.

Information sessions

To stimulate participation of municipal representatives in the DEMOS trainings, meetings will be organised to discuss training programmes. Meetings will aim at involving municipalities for providing feedback and ideas on how to make the trainings even more attractive to them.

Web-based platforms

Events in relation to trainings will be covered and communicated through DEMOS official website and social media platforms. The activities might be portrayed, through but not limited to: success stories, public relations, written short news pieces, video stories, vox-pops, leaflets, etc.

Training cycle

The chart below illustrates the flow of DEMOS' four-phased training cycle:



Phase I: Training Needs Assessment

The training needs assessment is designed to identify main priority needs that DEMOS will address through training. The target group of the needs assessment includes municipal civil servants and politically elected and appointed representatives, which have a role in the performance grant indicators. The training aims to influence participants' knowledge, skills and behaviour. This corresponds directly to the objectives of the DEMOS project, which underline the (i) improvement of municipal performance in the area of municipal management and governance,

and (ii) reform in the policy framework by making it more conducive for decentralised local governance.

The needs assessment is comprised of two steps which are expected to be conducted on an annual basis, after the performance data becomes available:

- i) assessing municipal (institutional) performance needs, which looks at institutional governance processes, and
- ii) assessing needs of individuals that are targeted for participation in the trainings.

STEP 1: Municipal (institutional) performance needs assessment

The needs assessment is conducted by DEMOS project staff and experts. This step consists of three methods and steps **(i) data analysis** of performance-based indicators; **(ii) literature review**, and **(iii) fieldwork activities**, which help the project to analyse municipal performance and identify priorities for the design and implementation of trainings.

Data analysis: For the purpose of structuring the needs assessment, data are analysed from three points of views:

- i) The *number of municipalities* which have shown poor, average/fair, and good performance according to the performance grant data.
- ii) The *weighted average of municipal performance* per each indicator, showing the general level of performance at the level of Kosovo.
- iii) The *number of municipalities that fall on the edge of performance*, namely where a little more effort would rank a municipality higher in the scoring system of the performance grant.

These analyses provide input to understand the extent municipalities fall behind in terms of performance and the extent they are on the edge of improving.

Literature review: In order to understand municipal performance in greater depth, an extra step should be taken to go beyond the “raw data” and exploring secondary sources from other organisations. This involves analysis of policy and legal documents, reports, etc. produced by the government, civil society and/or international organisations in order to cross-check the findings from the data analysis. This review provides qualitative information to better understand and interpret performance indicators which are reported in a numerical/percentage terms.

Fieldwork activities: This includes focus group discussions with selected municipal representatives per areas of performance grant indicators. It aims for final validation of findings from the data analysis and literature review. These discussions provide further qualitative input in understanding the reasons behind poor, average or good municipal performance in specific indicators.

These three methods and steps of the assessment process are concluded with a *performance Needs Assessment Report* (NAR), which outlines needs and priorities of municipalities to improve performance in the performance grant. Assistance to municipalities is determined based on a number of criteria: whether the problems identified are technical (not political), if another tool or systematic change would be more effective (such as communication or policy intervention), if there are overlaps with other projects, the weight of performance indicators, and municipal performance based on the number of municipalities.

STEP 2: Individual/participants’ training needs assessment

Once the needs are identified and prioritised in the NAR, the second step of the needs assessment process can commence. This includes assessment of needs of individuals who are expected to attend the trainings.

Because this is supposed to look at the needs of training participants, the assessment will be based on a **questionnaire** (see ANNEX 1) about a specific training subject/topic. It looks at the background and experience of participants as well as their expectations from a specific training. The information collected shall inform the objectives of specific trainings and tailor them per specific needs of the target groups in relation to the municipal performance needs. Individual training needs assessment may also include focus group discussions with selected individuals from the training target municipal representatives (see ANNEX 2).

The feedback on the questionnaire can be collected via email, through online surveys, sample phone calls, sample field visits or focus group/workshop, or a combination of two or more of these options. Feedback will be summarised in a report (see ANNEX 3). The findings of the assessment of participants' needs together with the institutional needs will be the basis for the design of the training course.

All the data provided in the training needs assessment phase are confidential and will be used only for developing a training in that field.

Phase II: Training Course Design

The design of the training courses follows the needs assessment phase. The training needs assessment is the foundation that gives input to trainers (trainer/facilitator) to start designing the training after the training needs assessment is completed.

No effective training can occur without adequate preparation. The **Five 'P's** rule of training is: **Proper Preparation Prevents Poor Performance**". The importance of proper training course design cannot be overemphasised. **'If you fail to plan, you plan to fail'** and a trainer must ensure that all necessary factors are taken into account. The success of the training course is greatly influenced by the effectiveness of the preparation. Proper training course design before the training begins means that during the session one's mind is not distracted by worrying whether or not everything will go as desired, because it has been planned well. Professional trainers typically allocate up to three hours of time for every one hour of training delivery, because the out-of-training tasks demand more than twice the time taken in conducting the training sessions.

The trainers plan the sufficient time and ensure that learning objectives are aligned to the target audience. In addition, trainers need to keep in mind that the groups are diverse and they learn in different ways and may prefer different learning methods. For example, some learn better by visualisation, some by doing, and some in teams, some by reading etc. All of this underlines why it is important to get to know the participants before starting the training.

Design includes: identifying individual and group training objectives, identifying which soft and technical skills will be acquired, existing and desired knowledge and attitudes for inclusion in training, preparing training resources and materials, preparing training venue, develop session outlines, develop training content, identify the target group, develop the evaluation mechanisms (such as forms etc.).

In the process of designing the training course there are activities that need to be planned from the trainers as pre, during and post training activities.

The pre-training activities are related to the content, structure, timeframe, and people involved. During this phase, one should be careful while setting objectives as it determines the training direction. The trainers need to transform the learning needs into the learning objectives as well as:

- Sequence the content and activities
- Adapt the training course to trainee's needs

- Apply the principles of blended learning approach

Participants are also identified in this phase and DEMOS requires from the trainers to respect gender and social equity principles. The number of participants per training group should not exceed 25. Agenda and invitation for the training should be prepared (see ANNEX 4).

The trainings should adhere to the adapted Helvetas principles listed at the beginning of this guide as well as attached annexes. Trainings are to be interactive, utilising various methods, group work, individual work, Q&A, brainstorming, role play, debates, energisers, peer learning, etc. The designers should also discuss choosing venue and time, selecting and scheduling facilities, regularly communicating with the co-trainers, distributing training materials and arranging/mobilising resources.

It is important that the training course is designed jointly between consultants and DEMOS staff. Consultants contracted by DEMOS are expected to be training content experts.

In the training design phase the trainers should provide the training details in the template training session outline (see ANNEX 5). The trainer should also have the capacities of the moderator who leads discussions, stimulates the engagement of the participants, summarises and synthesises information.

Once all necessary training materials have been collected or prepared, the individual training session plan should be prepared. A session plan is a document used by the trainers to guide and manage the delivery of individual training sessions. Each training session should have its own training/delivery plan. DEMOS has developed a session outline template to serve as a guide and it should be followed during the design phase. As a final step of this phase, a power point presentation will be prepared, using the Helvetas template (see ANNEX 6). During the design of the training, trainers should consider tips in ANNEX 7.

“During training delivery” activities are similarly important. These activities relate to managing time and space for each session, solving programmatic and logistical problems (food, accommodation, reservations, departures, timing, breaks), appearance of the trainers, etc.

Post-training activities are mostly related with evaluation of the training course and reporting. While designing the training, the trainers should also state the methodology for the evaluation of the training.

Phase III: Training Delivery

After the finalisation of the training design phase, follows the training delivery phase. The delivery of training should, as much as possible, be in line with the approved training design. Nevertheless, there might be cases where minor adaptations and changes are needed to address the training expectations of participants. DEMOS representatives and training experts are jointly responsible for making sure logistics arrangements are in place (see ANNEX 8). During the training delivery, DEMOS staff will provide support to training delivery in the quality of one of two training facilitators (see ANNEX 9).

DEMOS staff and the training expert(s) should ensure the set-up of training venue in advance, so the training can start on time. DEMOS staff does all necessary preparation regarding the preparation of Attendance Certificates (see ANNEX 10) for all training participants that will attend all sessions of the training.

DEMOS subscribes to the following 5 guiding principles while delivering trainings¹ (see ANNEX 11 for more detailed description of the principles):

¹ DEMOS has adopted the principles and a number of templates from The Hague Academy for Local Governance

- i. **Engage participants**
- ii. **Use a variety of methods**
- iii. **Ensure relevance**
- iv. **Create an environment that is good to both mind and body**
- v. **Be structured**

Phase IV: Training Evaluation and Reporting

This is a post-training activity which is the last phase of the training cycle. The trainers should, based on filled in evaluation forms or alternative agreed method, reflect how was the training delivered, what needs to be improved for the next training and how the next training design will look like (see ANNEX 12). Therefore, all feedback should be reflected in the training report (ANNEX 13) including the evaluation form that should be presented in narrative and visuals. The trainer should assess the training delivery, methods used, time management and if all the requirements deriving from this guide were implemented.

There are three main reasons for training evaluation:

1. Attainment of training objectives

Evaluating the training delivered enables to check that participants are effectively equipped with the right skills and knowledge to carry out their respective roles. Continuing to train people on processes or systems that are now outdated is simply a waste of time. Letting people leave training with gaps in their skills and knowledge can, at best, limit productivity. And, at worst, it can endanger services they deliver and the public perception about the institution they work in. In order to ensure that the training remains aligned with the objectives, one needs to measure its output in some way. There are a range of training evaluation techniques that enable to achieve this: a) identify main points of the training ahead of training delivery, b) trainers observe the reaction of trainees at all times, c) implement mid- and post-training evaluation.

2. Understand the effects of the training

Providing a strong evidence from the overall form of training evaluation results can help prevent short-term thinking about the gains of the training. One would want to ensure that all areas of the training contribute to better performance of participants. The participants should be given the possibility to give their opinions on how they were subsequently able to transfer the knowledge gained from training into their workplace. However, this would most probably need to be looked well after the end of training and perhaps even a more detailed study.

3. Improve training

Evaluation will enable identify ways in which improvements can be made. Trainers can also use this feedback to modify training course for future sessions.

After collecting all the data from the evaluation forms and notes from trainers' observations, a report will be drafted as a final deliverable. A final report shall reflect the description of results from the training workshop including: evaluation process, post training evaluation form, notes from the training expert's observation, lessons learned, achievement and recommendations for future consideration.

The final training report shall be delivered after the training is completed. The report should include background description, training delivery methods and analysis of results, such as planning, delivery and evaluation process as well as trainers' observations, lessons learned,

conclusions and recommendations for future consideration (see ANNEX 13). The report should be analytical including narrative and visual presentation of the process.

List of Annexes

The following annexes are templates to covering all phases of the training

ANNEX 1 Training needs assessment questionnaire

ANNEX 2 Focus group discussion methodology

ANNEX 3 Training needs assessment report

ANNEX 4 Invitation and agenda

ANNEX 5 Session outline

ANNEX 6 Power point presentation

ANNEX 7 Training course preparation tasks and tips

ANNEX 8 Training delivery tasks and tips

ANNEX 9 The role of DEMOS facilitator

ANNEX 10 Certificate template

ANNEX 11 Five guiding training principles

ANNEX 12 Evaluation form

ANNEX 13 Training report



The Decentralisation and Municipal Support (DEMOS) is a Swiss Agency for Development and Cooperation (SDC) project, co-financed by Sweden and implemented by HELVETAS Swiss Intercooperation - Kosovo.

ANNEX 1 Training needs assessment questionnaire

The SDC/DEMOS project is in the process of developing trainings under the capacity building program for municipal officials. The capacity building program aims to help municipal officials in improving their performance. The next training will concentrate on name of the training.

To learn more about the problems and barriers to topic of the training and the **key issues that need to be addressed** by the training, SDC/DEMOS kindly asks you to fill out this questionnaire in order to identify the concrete needs of municipal staff on this topic. The findings will guide the design of future training on this topic.

It takes about 10 minutes to complete the questionnaire. We assure you that the responses given in these questionnaires will be kept in utmost confidentiality.

Please fill out this form and send it by email (to write the email) no later than write the date by 16:00.

Please note that the findings will be anonymous

Thank you!

Personal data (optional)

1. Title

- ☐ Ms.
☐ Mr.

2. First and family name:

3. Age:

- ☐ 18 – 30
☐ 31 - 45
☐ 46 - 65

4. Ethnicity:

Educational background

5. Please list your university education:

	Bachelor	Master	PhD	No degree
Field of study				

Please specify the field of study as it is in the diploma

Professional experience(s)

6. Please list the last two positions (including the current one) of your professional experience:

6.1. Current position

Municipality	
Position	
Tasks and responsibilities in this	

position	
Start date	

6.2. Previous position

Institution	
Position	
Tasks and responsibilities in that position	
Years of experience	

7. Please indicate how important the training on **name of the training** is for your work/fulfilment of your mandate?

a) very important
b) important
c) less important
d) not important at all

8. Have you participated in any training(s) related to **name of the training**:

What was the training about?	
When did you attend the training?	
Who (company/institution) delivered the training?	

Training needs

9. Please list your learning needs for the name of the training:

1. Learn more about <u>name of the training</u> in general?
2. Learn more about the legal framework related to <u>name of the training</u> ?
3. Learn more about <u>name of the training</u> at local level?
4. Other (please specify)

ANNEX 2 Focus group discussion methodology

This document defines the methodology that will be used for a focus group discussion. The findings deriving from the discussions will be used for a training design on specific topics.

Why Focus Group discussions: To complete the training need assessment phase focus group discussions with relevant municipal officials will be organised. Questionnaires¹ provide very useful information about the opinion of the interviewees/participants but are not very much interactive. The aim of the focus group discussion is to validate the findings from the questionnaires and to generate ideas that can provide important information for the training design. Focus group should trigger more in-depth information about respondents' attitudes, feelings, beliefs, experiences and reactions.

The focus group should identify and evaluate the needs of municipalities for the Performance Grant indicators, especially regarding training.

Roles for Focus Group discussion: There are three key roles in the process of conducting focus groups: coordination, facilitation and notetaking. The coordination involves identification of tasks, ensuring necessary logistics as well as identifying participants for the focus groups. Facilitation includes but is not limited to guiding discussion around specific, pre-determined subjects, in an objective and respectful manner. Notetaking involves taking notes by someone who can pull main points from participants' statements. Notetaking is also a process of identifying good quotes that can be used for the Training Need Assessment Report.

The trainer(s) and designated DEMOS staff will exercise the role of coordination. Both will be responsible for facilitation and note taking.

Focus Group participants: a) should be carefully recruited to represent targeted population; b) not more than 12 people per group; c) special attention to be paid to social inclusion such as gender, ethnicity, etc.

Focus Group environment: a) comfortable; b) appropriate seating setting; c) open and safe discussion environment; d) not longer than 90 minutes per session; e) provide water, notebooks and pens, etc.

Focus Group facilitation: a) facilitator should be skilful in group discussions; b) use pre-determined questions; c) establish and encourage open discussion; d) ensure engagement of all participants; e) conduct analysis and reporting.

Focus Group notetaking: a) records notes (on their laptops or by hand and/or record); b) get consent for recording and monitors recording equipment (if used).

¹ For more details, check guide and ANNEX 1

Focus Group discussion questions: a) ask questions that produce significant information; b) use open-ended questions (e.g. what do you think about ..., how did you feel about? How do you? what do you like best about...? etc); c) avoid dichotomous questions (yes/no questions); d) ask summary questions (e.g. after each summary ask 'Is this an adequate summary?').

Reporting and Analysis

Reporting will include general data on the participation and focus group organisation process as well as the results obtained as part of the research in order to produce a Training Needs Assessment report.

The analysis will begin immediately after the focus groups are conducted. Comprehensive notes, quotes, as well as the summary of the discussion from the focus group will encompass qualitative data. For each question, there will be a general summary from the discussion of the focus group.

Reporting and analyses will be an integral part of Training Need Assessment Report (ANNEX 3), including qualitative data from the survey questionnaire (ANNEX 1).

More detailed guidance about planning and delivering a focus group discussion as well as reporting, follow the table below.

Detailed Focus Group discussion design		
	Description	Names of facilitators and note taker Materials needed Room arrangements
Preparatory work	• Identify participants • Define roles and responsibilities among trainers/facilitators • Prepare questionnaire • Prepare and send invitations • Book venue • Ensure translation • Prepare and print materials • Other logistics	
Time Intro Session	• Introduction and give thanks from the DEMOS • Explain purpose of focus group • Confirm that participants have signed participants list • Describe trainers' and note takers' role • Describe participants' role (e.g. to share experiences and opinions, both positive and negative) • State that there are no right or wrong answers/opinions • State that everyone should participate in discussion • Explain logistics and ground rules of discussion (length of session, use of phones, one person speaks at a time, drinks, food etc.)	• List materials to be printed and ensured (handouts, pens, folders, equipment, promotion materials, etc) • E.g. Roundtable • Recording device

	• Explain the purpose of notetaking and/or audio recording • Emphasise that information provided will be confidential • Take any initial questions from participants	
Time Session 1	• Question 1 (and describe background information, quotes etc)	
Time Session ...	• Question ... (and describe background information, quotes etc)	
Time Closing Session	• Thank participants • Repeat confidentiality of information received • Inform about next steps	
Reporting	• Finalise notes and document discussions • Analyse information • Write the report	

Annex 3 Training needs assessment report

Training subject
Author(S)

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i) Survey results	4
ii) Focus group results	5
iii) Conclusions and recommendations	6
iv) Annexes:	7

ANNEXES

Annex 1 – Questionnaire

Annex 2 – Raw data

Introduction¹

Introduce the training topic.

Describe briefly training's relevance/importance.

Describe briefly the needs assessment process (annex the questionnaire) and the results (annex the raw data).

Introduce briefly the structure of the report.

¹ This section should be 1/2 to 1page max.

i) Survey results

This section should be 1 to 2 pages max.

Describe briefly the composition of the target group (including the data presented below as a minimum).

The survey was sent to xx persons, but completed by a total of xx respondents, of which the gender balance was as follows: xx women and xx men.

Number xx municipalities were approached for this survey (positions per municipality): xx responded

The average age of the respondents was xx.

Ethnicity of participants: there were xxx²

In terms of educational background, xx respondents have a bachelor/master/PhD education. xx respondents studied in xx.

The current positions of the respondents are related to xx, while the past positions of the respondents are related to the xx:

Most respondents consider the training on "the title of the training" being define the importance levels.

Number xx respondents participated in similar trainings, such as xx, organised by xx.

Respondents consider the following as their training needs xx.

² Write how many: Albanians, Serbs, Turkish, Roma, Ashkali, Egyptian, Bosnians or other, please specify.

ii) Focus group results

This section should not exceed 3 pages.

Describe briefly the composition of the participants in the focus group (similar to above) and the summarised discussions.

iii) Conclusions and recommendations

This section should not exceed 2 pages.

Conclude briefly the expectations of participants and the learning objectives of this training subject.

- Expectations
- Proposed learning objectives
 - Targeting knowledge, skills and/or behaviour
 - How do these objectives contribute to the improvement of municipal performance in the training topic?
- Proposed training duration
- Next steps

iv) Annexes:

Annex 1 – Questionnaire

Annex 2 – Raw data

ANNEX 4 Invitation and Agenda

The Decentralisation and Municipal Support (DEMOS) is a Swiss Agency for Development and Cooperation (SDC) project, co-financed by Sweden and implemented by HELVETAS Swiss Intercooperation-Kosovo. The project incentivises and supports 38 municipalities of Kosovo in achieving a more democratic local government and better municipal management. It also supports the Government of Kosovo in the development of systemic policies, which are more conducive for decentralised governance.

Invitation

The SDC/DEMOS Project is launching trainings courses in the area of (field of the training) as part of municipal officials' training. The training aims to help municipal officials improve their performance related to the Performance Grant.

xx municipalities are invited to the training, with the following municipal representatives: indicate positions of participants.

This is a x day training, and will be held on date(s), from x time to x time, at training venue.

For more details, please see the agenda.

Please confirm your participation to [Name and surname] via email: <name.surname@helvetas.org> or through phone at: xxx xxx.

We would appreciate and welcome your participation.

Sincerely,

[Name and surname],

Agenda

Training topic		
Purpose of training		
•		
Day one (Room)		Trainer/facilitator
09:30 - 10:00	Coffee – Registration and welcoming	
10:00 - 10:15	Introduction,	
10:15 - 10:30	Purpose of the training, rules and general	
10:30 - 10:50	information	
	Presentation of participants	
10:50 – 11:30	Topic	
11:30 – 11:45	Coffee break	
11:45 – 12: 30	Topic	
12:30 – 13:00	Topic	
13:00 – 14:00	Lunch	
14:00 – 14:45	Topic	
14:45 – 15:00	Topic	
15:00- 15:15	Coffee break	
15:15 – 15:45	Topic	
15:45 – 16:00	Conclusion of Day 1	
Day two (Room)		Trainer/facilitator
09:30 - 10:00	Coffee break	
10:00 – 10:10	Topic	
10:10 -11:00	Topic	
11:00 – 11:15	Coffee break	
11:15 – 12:10	Topic	
13:15 – 14:15	Lunch	
14:15 – 15:15	Topic	

15:15 – 15: 45

Conclusion, evaluation and delivering of
certificates of the training

ANNEX 5 Session outline

NOTE: This training design form should contain all the necessary information and give clear instructions for the training implementation. The trainers have to fill the table below in details, elaborating methodologies and all requested details for every session, including hours and minutes. Please refer and use as appropriate tips in annex 7 and annex 8.

Title of the training		
Name of trainers & facilitators	Names of training designers and people that will deliver the training if known	
Timeframe, city and venue	- XXXXXX - XXXXXX - XXXXXX	
Number of municipalities invited and positions of participants	- Municipalities - Positions of participants	
Main problems related to the training topic and identified needs	Describe shortly (refer to NAR and TNA report)	
Training objective(s)	Describe	
Logistics requirement	<i>What is needed?</i> - Flip charts/boards - Projectors - Transport - Other training materials	<i>How to organize training room?</i> - U shape - Tables - Conference? - Etc...
Training methodology - blended learning approach - refer to five guiding principles in annex 11 - methods to be used (i.e. PPT, role play, etc) - learning material (i.e. legislation, reports, etc)		
Detailed session design		

Time (as per agenda)	Description	Names of trainers/facilitators Materials needed Room arrangements
Time Session 1	• Welcome and circulate the list of participants • Participants introduction • Ground rules • General introduction of DEMOS and the PG • Training objectives • Expectations from participants • Agenda • Describe methods to use • Summary of previous day (if applicable)	• List materials to be printed and ensured (handouts, pens, folders, equipment, promotion materials, etc)
Time	• Describe details of the session: content, methods to use, etc	
Time	• Describe details of the session: content, methods to use, etc	
Time	• Describe details of the session: content, methods to use, etc	
Time	• Describe details of the session: content, methods to use, etc	
Time	• Describe details of the session: content, methods to use, etc	
Time	• Describe details of the session: content, methods to use, etc • Conclusion of the day • Satisfaction with the training so far, if applicable	
Evaluation of the training	• Describe the method and process how to evaluate the training • Delivers written evaluation form • Allow time to do individual evaluation	

INDICATOR TITLE

TRAINING TITLE

Name&Surname of the trainer

Helvetas

Prishtinë, month 2019



DEMOS

Decentralisation
and Municipal Support
SDC project implemented by Helvetas

THANK
YOU!



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development
and Cooperation SDC



Sweden
Sverige



HELVETAS

ANNEX 7 Training course preparation tasks and tips

Some of questions that need to be addressed in the Training Course Design phase are as in following:

What

- ☐ What knowledge, skill and/or behaviour do we want to develop or change in the training?
- ☐ What do we want participants to learn during the training?
- ☐ What are the resources to be used?
- ☐ What handouts, power point presentations etc., do we need to develop?
- ☐ What will participants do after completing the training?
- ☐ What central questions do we want participants answering as the training unfolds?
- ☐ What are different methodologies we will use?

How

- ☐ How to ensure that participants understand the topic?
- ☐ How the training will be delivered?
- ☐ How are the interaction and dynamics between participants managed and facilitated?
- ☐ How will we evaluate the quality and usefulness of the training as well as its implementation?
- ☐ How will they be informed about the training and how many days before the training starts they should receive the invitation?

Who

- ☐ Who are the trainers and the facilitator?
- ☐ Who will facilitate what section of training?
- ☐ Who will be invited? (municipalities, positions, names of participants etc.)
- ☐ Who will draft and send invitations and agenda?

Where

- ☐ Where is the location of the training, place, restaurant etc.?
- ☐ Where is the pick-up location, if transport is required?

When

- ☐ When is the training going to take place, (time and date)?
- ☐ When to send invitations?

ANNEX 8 Training Delivery Tasks and Tips

The following activities are to be implemented during the training delivery and are regrouped and introduced as follows:

a) Welcoming and introduction

- ☐ A brief welcome to the training session (DEMOS representative);
- ☐ Introduction of trainer;
- ☐ Introducing agenda – brief introduction to timing of topics, breaks, finishing times etc. Introduction of training resources to enable participants to become familiar with the materials they will be using and receiving the certificate for attendance in the training;
- ☐ Introduction of participants/Icebreaker - which enables everyone to become comfortable with each other, but it also enables the trainer to have a clearer picture of participants and their interests. This comes in handy later when the trainer needs to call on specific people for input;
- ☐ Set the ground rules and expectations of training sessions (including silencing mobile phones, respect for each other, etc...).

b) Logistical arrangements

- ☐ Every trainer and facilitator should be punctual, respect agenda, be at the training venue at least 45 minutes before the training starts (the travel time should be planned accordingly);
- ☐ The room set-up according to the planned training format;
- ☐ All the training electronic devices should be ready and tested at least 20 minutes before the training starts (laptop/PowerPoint, projector, screen, laser pointers, microphones, headphones, audio players etc.) and ensure trainer knows how to operate them;
- ☐ Take care about catering/breaks and be sensitive dietary or other requirements (religion/specific diet/allergies etc.) of participants;
- ☐ Put up signs to show participants the way to the training venue from the entrance of building (if complicated to get to the training room);
- ☐ Ensure accessible toilets (gender specific and accessible disabled persons)
- ☐ Get information about smoking and catering areas;
- ☐ Whiteboards/Flipchart (flipchart paper) with appropriate pens and cleaners;
- ☐ Ensure participants list to be circulated and checked if all that participants have signed;
- ☐ Check the room should be well ventilated, right temperatures;
- ☐ Distribute the handouts, instructions for group work and/or reading material;
- ☐ Take photos, prepare FB posting, web stories, etc;
- ☐ Prepare and deliver training attendance certificates.

c) Tips for conducting trainings

- ☐ Recap of the previous session or day if applicable;
- ☐ Wrap up/conclusions (per session, daily, overall) & quality control (continuously by observing the trainer's behaviour and communicating to trainers and trainers);
- ☐ Conduct the evaluation;
- ☐ Do not judge participant's;
- ☐ Be positive by creating the positive spirit in the room (use jokes and give the real examples if available);
- ☐ Use mind and body language;
- ☐ Change and adopt the training with approval of DEMOS staff if the training content is not good enough;
- ☐ Lead the participants and get their attention 100% during the training;
- ☐ If a dominant person in the group, find a balance for all to have equal treatment and opportunity;
- ☐ Facilitate the working groups by giving clear instructions;
- ☐ Be part of the working groups (roles should be defined earlier);
- ☐ Do energisers especially after lunch time (Consider ways for participants to volunteer and facilitate);
- ☐ The trainers and facilitators should be dressed in business attire (and in line with participants).

It is nearly always necessary to finish every training session on time, at the time stated the training would finish.

NOTE: When a training is delivered the use of the language is very important. Remember the KISS („Keep It Short and Simple! ") approach. Don't use long and complicated words. You aren't there to impress the learners with how smart you are, you're there to train them. Make sure all jargon used in the training (new jargon and commonly used jargon) is well understood – don't just assume learners will understand all the jargon that you use.

Explain all relevant technical, establishment and other specialist terminology with special attention to „buzz words", manufacturer/supplier names and legal phraseology. Be sure that whatever you say cannot be misinterpreted as a put down. This may require you to rethink much of your existing natural speech pattern. In practice, this means you must avoid saying things such as „Look, this is really easy to learn – it's child's play", „No-one has a problem with this", or „You'll get the hang of this straightaway". Obviously, for example, if the learner doesn't get the hang of it straightaway, then you have just said they are more stupid than a child!

Speak to the learners when conducting a demonstration, and don't talk to the equipment. Making eye contact with the learners is a way of maintaining engagement with them throughout the session. Stop talking to the group/individual when you turn to equipment.

ANNEX 9 The role of DEMOS facilitator

Definition: Training Facilitator is the ‘one who helps others to learn or who helps to make things easy’.

Facilitation as a process is: focused on the process, uncovering group insights/decisions, and asks and guides.

Facilitator helps participants to:

- think productively,
- articulate key ideas,
- ask vital questions,
- find solutions,
- to identify productive actions.

The facilitator may or may not be a content expert but a facilitator must be an expert of methodology.

The trainer usually is the key facilitator who has more content expertise.

Both trainers and facilitators must understand how adults learn and DEMOS training methodology.

The role of the facilitator(s)

Take active role in training delivery:

- welcoming and explaining DEMOS background;
- takes over the session when ground rules are defined;
- encouraging and inspiring participation;
- reducing the role of dominant participant(s);
- if needed take over icebreaker/energizer part;
- takes over at least one specific session of training program per day;
- take active participation in delivery of trainings through providing relevant examples;
- session summaries (after every session/training day);
- ensures proper time management;
- have a set of questions ready;
- takes active role in interactive exercises;
- in charge for training evaluation;
- prepare contribution/information for stories/good examples for possible PR products;
- delivery of participation certificates.

ANNEX 11 Five guiding training principles

DEMOS subscribes to the following five guiding principles¹ while delivering trainings:

i. Engage participants

- Give space to share experiences (ask questions, interactive exercises)
- Give ownership over learning experience (regularly monitor and evaluate, feel the room, be flexible and adjust where necessary)
- Enable immersive experiences (case study, simulation, role play)

ii. Use a variety of methods

- Alternate between reading, seeing, speaking and listening
- Use and manage emotion (storytelling, video, pictures, personal stories, role play, quizzes, debates).
- Use social methods (group exercises)

iii. Ensure relevance

- Base the training on a careful training needs assessment
- Link training to participants' experience
- Explain the learning objectives and how to get there
- Be problem-centred (explain the problem the training aims to address and why it is important)
- Have some level of flexibility to respond and adapt to training dynamics/ evolutions
- Allow participants to apply knowledge/skills/awareness to their own context

iv. Create an environment that is good to both mind and body

- Provide a safe learning environment (ground rules, respectful facilitation, gender equality, confidentiality, etc.)
- Organise a pleasant venue (daylight, room set-up, temperature, gender friendly facilities)
- Consider breaks, length of training, refreshments, icebreakers, energizers, make participants move around
- Ensure relaxed alertness (right level of information, right amount of time per topic/exercise, require good performance, competition)

v. Be structured

- Inform participant what to expect

¹ These principles are adopted from The Hague Academy for Local Governance and adapted for DEMOS training needs.

- Collect participant's expectations
- Summarize, Repeat and Emphasize
- Link and Explain logical connections
- Recap and wrap-up

ANNEX 12 Evaluation form

Title of training
Dates of the training

OPTIONAL SECTION

1. Demographics data

Name and Surname _____

Position at work: _____

Municipality: _____

Gender (check one): ☐ Male ☐ Female

Age: _____

Describe your ethnicity (check one):

☐ Albanian; ☐ Serbian; ☐ Bosnian; ☐ Turkish; ☐ Egyptian; ☐ Ashkali; ☐ Roma; ☐ Gorani;
☐ Croatian; ☐ Montenegrin; ☐ Other _____ (specify)

MANDATORY SECTION

2. Overall logistics/delivery of training

Please evaluate the following components of the training, rounding a number in each row, where rating is as following: 1 = Very Unsatisfied, 2 = Unsatisfied, 3 = Partly satisfied, 4 = Satisfied, and 5 = Very Satisfied.

2.1 Training venue/food and beverages

Training venue	1	2	3	4	5
Drinks and food	1	2	3	4	5

2.2 Training delivery

Relevance of training topics to your work	1	2	3	4	5
Training agenda (outline)	1	2	3	4	5
The training content met your expectations	1	2	3	4	5
The training environment ¹ is conducive to learning	1	2	3	4	5

¹ The training environment may include: ground rules, respectful facilitation, gender equality, confidentiality, breaks, length of training, icebreakers, energizers, etc.

Participants engagement in exercises	1	2	3	4	5
Interaction between participants and trainers	1	2	3	4	5
Knowledge of trainers on the training subject	1	2	3	4	5

3. Gained knowledge from the training

3.1. Have you learned anything from this training (check one): ☐ Yes ☐ No

3.2. If answer in 3.1 is **Yes**, can you list three main things/topics you have learned from the training?

1.
2.
3.

4. Knowledge used from the training

Please evaluate the following components of the workshop, rounding a number in each row, where rating is as following: 1 = Strongly disagree, 2 = Disagree, 3 = Partially agree, 4 = Agree, and 5 = Strongly Agree.

It will be worthwhile to use/apply the knowledge and skills gained from this training	1	2	3	4	5
I intend to use/apply the knowledge and skills gained from this training	1	2	3	4	5
I have the necessary resources to apply in my work place what I learned during the training	1	2	3	4	5

4.1. How would you use the content of training in your work?

5. Identifying ways in which we can improve our training

5.1 What did you like most about this training?

5.2 What did you like least about this training?

5.3 Do you have recommendations that can help us improve similar trainings in the future?

5.4 What additional trainings, if any, would you like to have in the future to strengthen your role within your municipal authorities?

6. Other comment/suggestion:

ANNEX 13 Narrative Training Report

Report of the Training ¹

Name of the training: **TITLE**

Trainers: **Name and Surname**

Venue: **XXXX, Location(s),**

Dates: **XX-XX Month YEAR**

Total participants and groups: **XX participants and XX groups**

Gender disaggregation: **XX Women, XX Men**

Community disaggregation: **XX majority community, XX non-majority communities**

Introduction

(max one page)

Summarise the training report

Delivery of the training

(max three pages)

- Relevance
 - summarise needs from the NAR and TNA
- Objectives
 - State the training workshop objective
- Methodology
 - Describe briefly the facilitation techniques/methodology utilized for the training workshop
- Content
 - Describe briefly the content of the training workshop
- Time schedule
 - Explain how the training workshop was organized time wise, is there a need to revise the agenda and or training days (including time per each session)

¹ Use charts, photos, diagrams whenever suitable

- Participants
 - Who were participants, gender disaggregated, what positions, what municipalities etc...

Training Evaluation

(max two pages)

- Describe briefly results from the training workshop including: evaluation process, post training evaluation form, achievement of objectives, etc., including:
 - Analysis of achievement of objectives and expectations
 - Analysis of each element of the training
 - Conclusion/summary of results

Conclusions and Recommendations

(max one page)

Describe briefly the conclusions from the training process, notes from the training expert's observation, lessons learnt, need for changing the training and any other observation.