



**COMRADES  
TO YOUTH  
AFRICA**

# TRAINERS OF TRAINEES

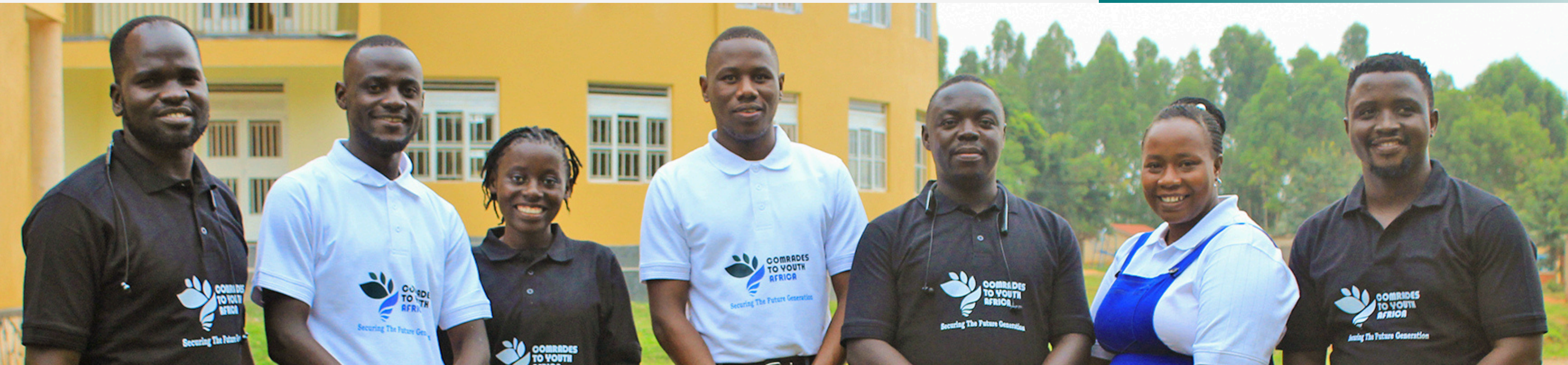
**Report**

**21st June 2025**





# Executive Summary



The Training of Trainers (ToT) program by CTY-Africa successfully equipped 14 teachers from Mayuge District to deliver key initiatives like Student Empowerment and Sustainability Education. Using interactive methods, the training boosted teachers' confidence (86%) in teaching green education and shifted their approach to entrepreneurship—focusing on practical skills over theory. Participants praised the structured curriculum but noted challenges like changing requirements.

An action plan was set for school implementation, including material distribution and monthly supervisions. To sustain impact, refresher training, one-on-one reporting support, and adequate learner materials are recommended.

↑ 85%

**Of the Trained participants  
ready to adopt structured  
curricula to teach green  
education and sustainability  
with 14 schools**



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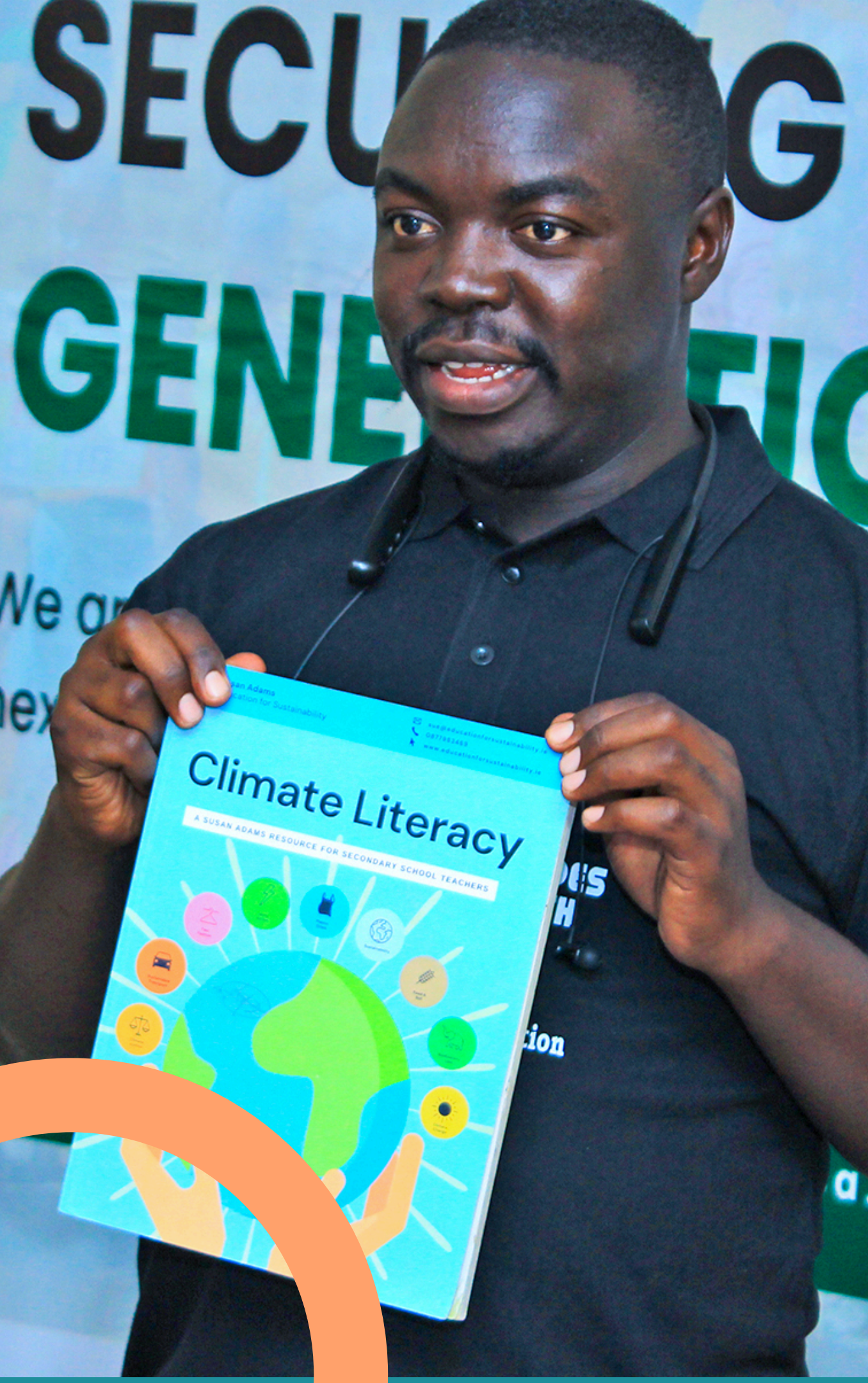
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# Introduction

Comrades To Youths Africa (CTY-Africa) is a community-based organization established in 2020 and registered under the 2016 Non-Government Organizations Act in 2021. CTY-Africa collaborates with local schools and communities in Mayuge District to create impactful programs.

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## About the Training

The Training of Trainers (ToT) program was conducted to empower educators as key facilitators of CTY-Africa's initiatives, ensuring sustainable implementation across schools in Mayuge District. The one-day intensive training

- Targeted 14 schools, with one qualified teacher representative (male and female) selected from each institution, ensuring a balance of participants from both primary and secondary levels, as well as rural and urban centers. The cohort included teachers from government-aided and private schools, reflecting the diversity of Mayuge's education landscape.
- Equipped teachers with practical knowledge and facilitation skills to deliver CTY-Africa's core programs, including \*Student Empowerment, Sustainability Education, Play4Change, and E-Shule\*.



# Training Goals

## Objectives of Trainers of Trainees

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The Training of Trainers (ToT) program was designed to create lasting impact by equipping educators with the knowledge, skills, and resources needed to effectively implement CTY-Africa's initiatives in their schools. Through an interactive and participatory approach, the training fostered professional growth while strengthening institutional capacity to support youth development and environmental sustainability. This transformative experience empowered teachers to become catalysts for change within their educational communities

### Skill Development

To build a network of skilled facilitators who can implement CTY-Africa programs with confidence and impact in the partner schools.

### Practical Knowledge sharing

To equip educators and change agents (teachers) with practical knowledge in environmental education, youth empowerment and SDGs.

### Strengthening of local structures

To strengthen local capacity to support sustainability, leadership, and life-skills development among learners.

### Quality checks and consistency

To promote consistent quality, participatory approaches, and shared values across all CTY-Africa initiatives.





# Training Methods

A learner-centered approach designed to maximize engagement, knowledge retention, and practical application

## Pre- and Post-Assessment Framework

A structured evaluation system was implemented to measure baseline competencies and post-training skill acquisition, ensuring tangible development in facilitation techniques and program understanding

## Participatory Learning and Resource Integration

The training combined interactive workshops, value clarification exercises, and focus group discussions with the provision of ready-to-use toolkits, enabling participants to contextualize program deliverables while addressing potential misconceptions or resistance.

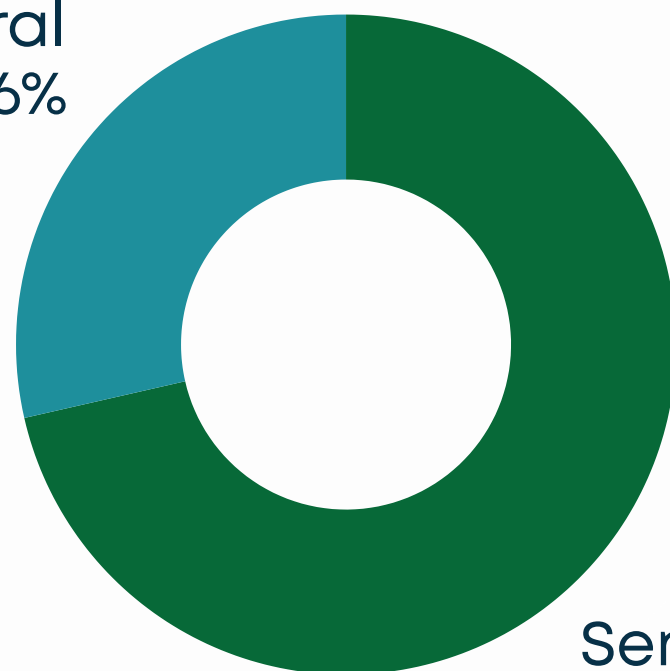
## Hands-On Skills Application

Educators engaged in practical exercises covering session management, adaptive facilitation, and M&E processes—including the co-creation of indicators and reporting techniques—to solidify their ability to implement programs effectively in school settings.



# Target Audience

Rural  
28.6%



Semi-urban  
71.4%

Schools locations

**+14**

Trained



Teachers

**93%**

of Schools



Based in Mayuge

**71%**

of the Schools



Primary schools





# Measuring Impact of Training

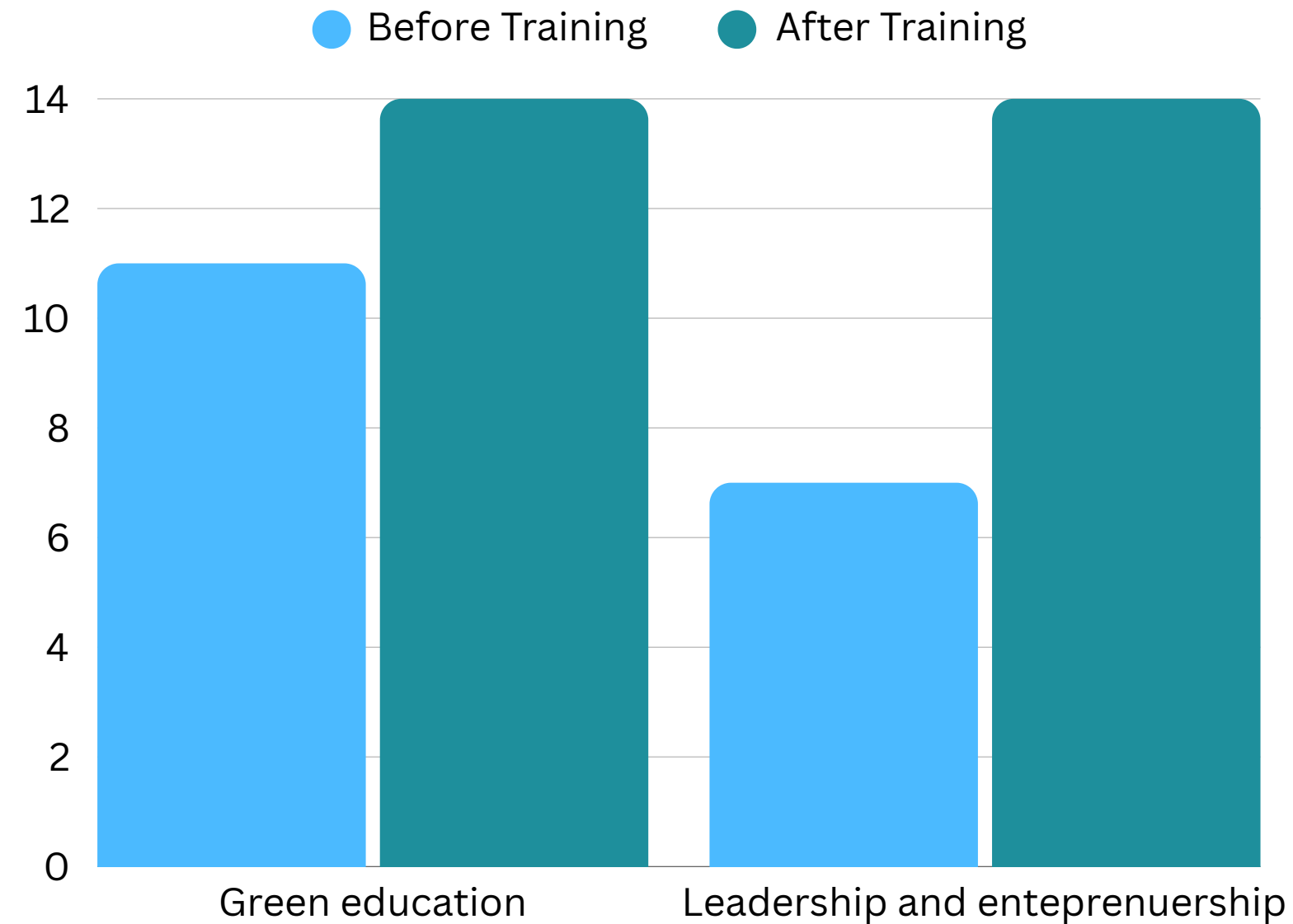
## Attendance of Training

Initially, the training targeted 14 teachers from 14 schools in Mayuge. By the start of the session, 64% of the invited teachers had arrived and begun the training. However, by mid-day, all targeted teachers were present and actively participated until the end.

With full attendance, more educators are now equipped with knowledge about green education and sustainability. This enhances the potential for effective knowledge transfer to students, fostering greater environmental awareness and sustainable practices in Mayuge's schools.



# Understanding the purpose of teaching Green education, leadership and entrepreneurship in schools

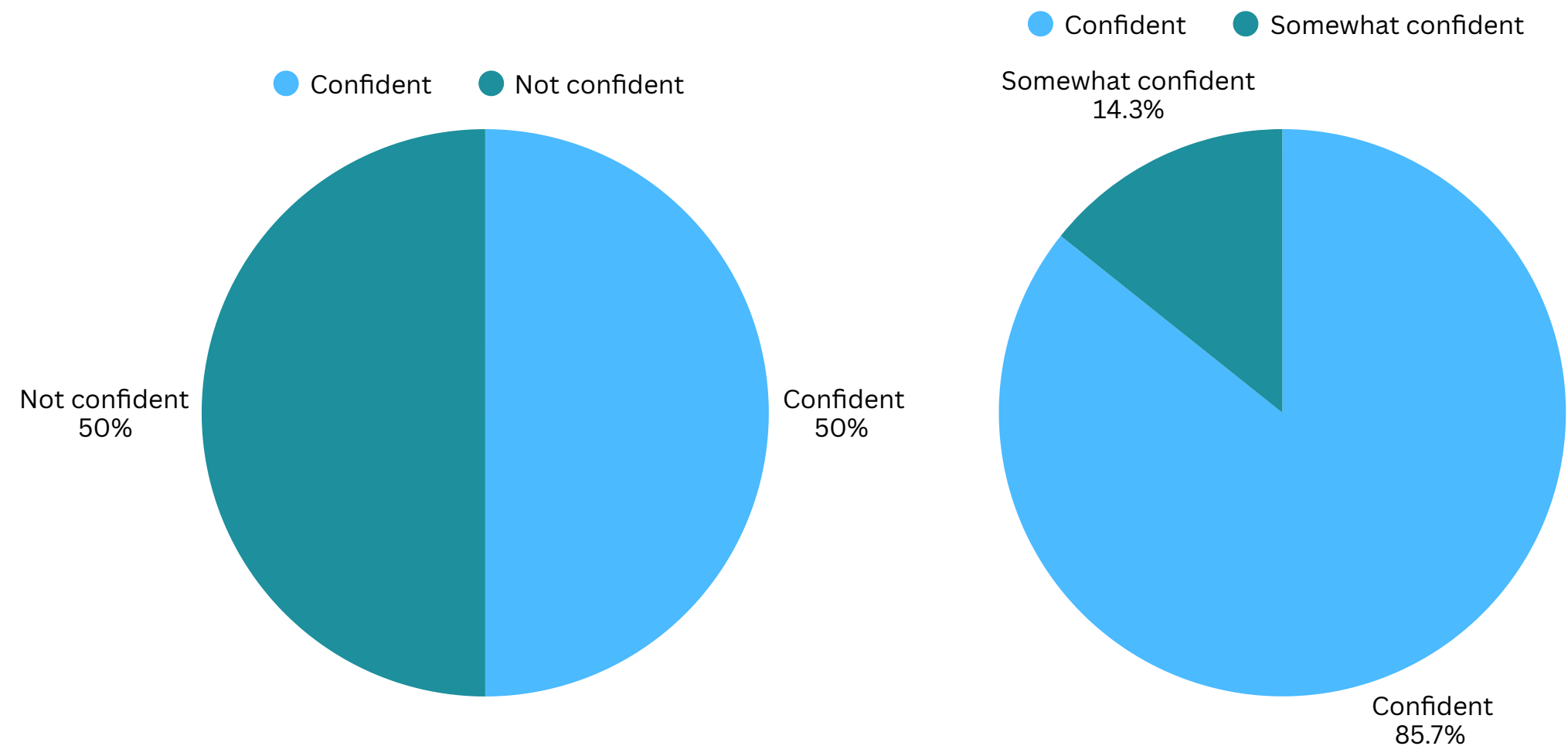


The majority of the teachers had some knowledge about Green education, Leadership and entrepreneurship, as a result of the TOT, all the teachers could clearly illustrate its purpose among school going children and envision the impact of integrated learning on societies we live in.

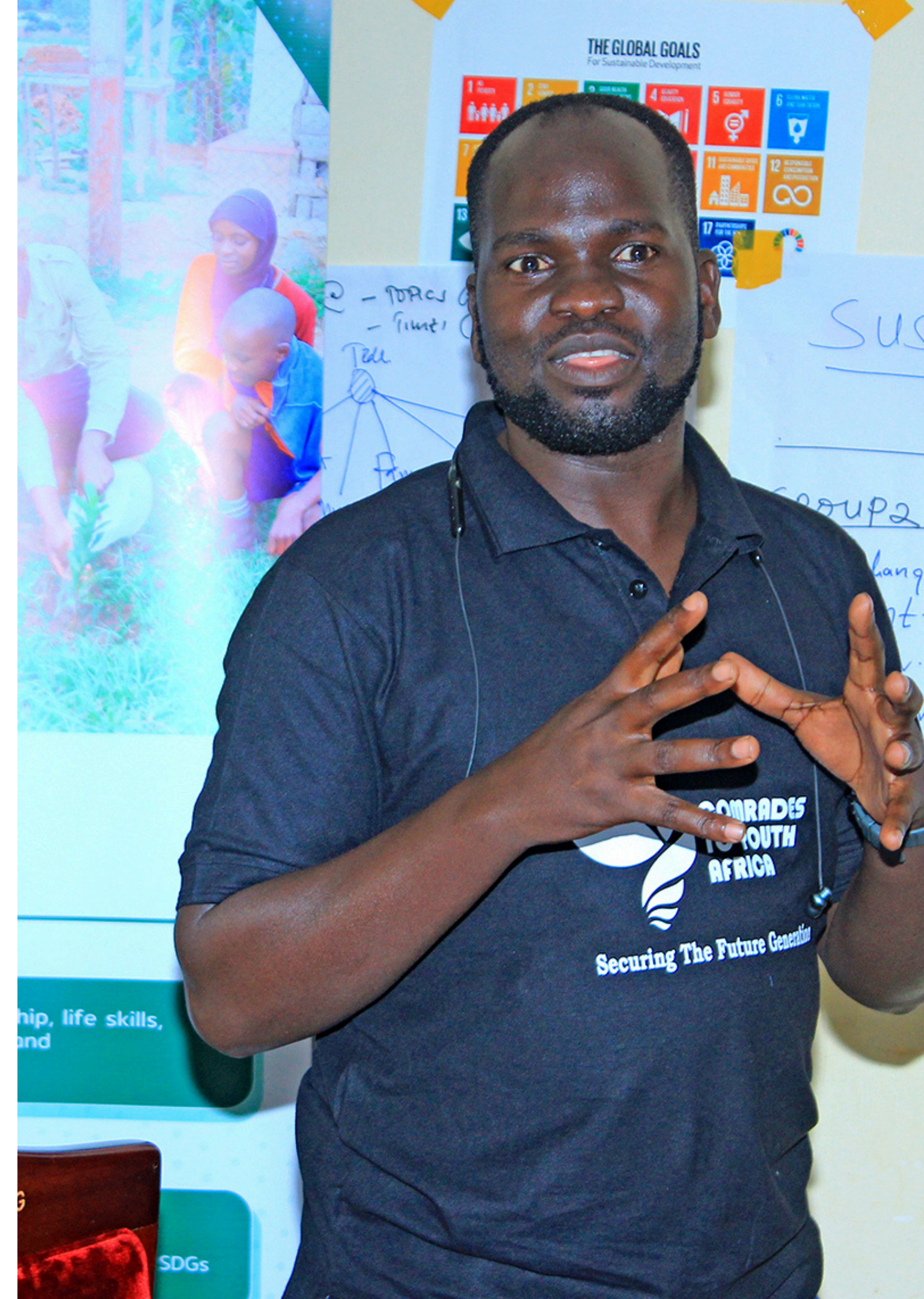




# Confidence among teachers to teach topics around Green education and sustainability



As result of the training, 86% of the trained teachers demonstrated strong confidence in ability to teach, understand and comprehend information about sustainability and Green education





# The most essential skills to start with

Teachers were assessed on the most important skills to start with while training students about entrepreneurship as well as the role of students mentorship as component under students empowerment program



## Mentorship of student

At the end of the training Teachers underscored on the role of students mentorship highlighting key benefits such as emotionsion support.



## Most essential skills

The percentions of teachers greatly changed around entrepreneurship in schools from business memorisation of concepts to taking baby steps such as soft skills building, effective communication, saving and starting small businesses by young people .



These templates were strategically designed to serve as critical data collection points, facilitating continuous learning and program improvement

### **Activity Reporting**

During the collaborative sessions, participants identified priority topics of interest and strategically allocated appropriate time frames for each subject area

### **Outputs from Group work**

The character assessment revealed a critical disconnect between what teachers teach and practice

### **Value Assessment**

Focused on attendance rates to track participant engagement and commitment, participant perception metrics to gauge satisfaction and knowledge absorption

### **Program indicators to track**

# Monitoring and Evaluation

The monitoring and evaluation session emphasized activity reporting with focus on data quality checkpoints. Timely submission of accurate reports was strongly highlighted as a critical success factor.

A value assessment exercise presented key statements about green and sustainability education, enabling participants to share opinions on these topics. This approach helped assess and address potential resistance to implementing these educational components among teachers.

Through structured group work, participants identified urgent topics relevant to their communities, ranked needs by priority, and developed appropriate training delivery methods. This exercise empowered participants to contextualize the program according to local requirements.

The session concluded with a discussion on key performance indicators, including process indicators for training effectiveness and output indicators for activity success measurement.



# PARTICIPANTS FEEDBACK

## Expectations vs experience

- Creating space for critical reflection to unlearn outdated approaches and reorganize teaching methodologies
- Gaining practical techniques for learner empowerment and engagement opportunities.
- Building capacity to identify community challenges and implement sustainable solutions
- Acquiring effective climate action strategies and environmental advocacy skills

## Qualitative Feedback

84.6% of participants (11/13) favor using an organized curriculum

### Reasons for support

Participants strongly supported the organized curriculum due to its updated content that incorporates current environmental issues, a clear time allocation framework, a logical progression of concepts that enhanced learning outcomes and solutions

### Reasons for concern

Participants shared concern regarding the frequently changing educational requirements, need to have better benchmarking from environments with similar characteristics and agreeing on the time required to validate effectiveness





# ACTION PLAN FOR IMPLEMENTATION

## Distribution of training materials

All required materials including training manuals, attendance sheets and other learning aids shared with all the 14 schools by end of June 2025

## Start trainings in schools and reporting

Sharing feedback from the TOT with school and administration and Selection of targeted classes for trainings. Trainings start 1<sup>st</sup> July 2025.

## Direct school supervisions

Design supervisors tracking tools, agreeing on the supervision schedules.  
Direct supervision by project officers in field covering each of the school's 1 every month starting July 18<sup>th</sup>, 2025.



# Conclusion and Recommendation

The ToT program achieved its objectives by empowering educators to become effective facilitators of CTY-Africa's initiatives, fostering environmental awareness, leadership, and entrepreneurship among students in Mayuge District. The training's participatory methods and practical focus ensured high engagement and skill retention among participants.

To further enhance the program's effectiveness and sustainability, the following recommendations are proposed:

1. **Refresher Training:** Conduct refresher training sessions at the beginning of Term 3 to reinforce key concepts and address any emerging challenges faced by teachers.
2. **One-on-One Engagement:** Provide individualized support to teachers, particularly on proper reporting techniques, to ensure accurate and timely submission of activity reports.
3. **Provision of Materials:** Supply sufficient learning materials for students to facilitate hands-on activities and enhance the practical implementation of the programs.
4. **Benchmarking and Collaboration:** Explore opportunities for benchmarking with similar programs in comparable environments to validate effectiveness and adopt best practices.
5. **Continuous Monitoring:** Strengthen the supervision framework by incorporating feedback mechanisms to track progress and address gaps in implementation.

By implementing these recommendations, CTY-Africa can ensure the long-term success of its initiatives, creating lasting impact in Mayuge's educational landscape.



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