

WATER AND SANITATION
FOR HEALTH PROJECT

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TRAINING OF TRAINERS WORKSHOP
AND TRAINING MATERIALS
DEVELOPMENT FOR THE
WATER AND SANITATION
COMPONENT OF SANRU II IN ZAIRE

WASH FIELD REPORT NO. 177

APRIL 1986

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Prepared for
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WASH Activity No. 221

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Prepared for the USAID Mission to the Republic of Zaire
under WASH Activity No. 221

by

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and
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April 1986

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ACRONYMS

CEPAS	Centre d'Etudes Pour l'Action Sociale (Center for Studies of Social Action)
CIDEP/BEGER	Centre Interdisciplinaire pour le développement et l'Education Permanente/Bureau du Génie et Economie Rurale (Interdisciplinary Center for Development and Ongoing Education/Office of Engineering and Rural Economy)
CNAEA	Comité National d'Action de l'Eau et de l'Assainissement (National Action Committee for Water Supply and Sanitation)
ECZ	Eglise du Christ au Zaire (Church of Christ of Zaire)
FdF	Formation des Formateurs (Training of Trainers)
GOZ	Government of Zaire
IEM	Institut de l'Enseignement Médical (Medical Training Institute)
PC/Z	Peace Corps/Zaire
PNA	Programme National d'Assainissement (National Sanitation Program)
REGIDESO	Régie de Distribution d'Eau (National Urban Water Agency)
RWC	Rural Water Coordinator
RWSS	Rural Water Supply and Sanitation
SANRU II	Projet des Soins de Santé Primaires en Milieu Rural (Basic Rural Health II - USAID-funded Project No. 660-0107)
SNHR	Service National d'Hydraulique Rurale (National Rural Water Service)
S&T/H	Office of Health, Bureau for Science and Technology, AID/Washington
TOT	Training of Trainers
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WASH	Water and Sanitation for Health Project funded by AID/Washington's S&T/H
WHO	World Health Organization (Organisation Mondiale de la Santé, or OMS)
WS&S	Water supply and sanitation

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USAID/Zaire was supportive and interested in our assignment. Felix Awantang provided all necessary assistance and guidance.

EXECUTIVE SUMMARY

The WASH Project assisted the USAID Mission in Zaire, under Activity No. 221, to develop a national training capability for the Government of the Republic of Zaire's (GOZ) rural water supply and sanitation sector. Two consultants trained a team of core trainers and assisted the trainers in the development of designs, curricula and materials. This assignment, which was carried out in Zaire from January 20 to February 28, 1986, was the first of three WASH interventions planned over the next year to improve the training skills of Zairian trainers and to develop a standard curriculum for a series of workshops on rural water supply and sanitation.

In 1985, USAID/Zaire requested WASH assistance in developing an overall strategy and training plan for the water and sanitation component of the SANRU II Project. The purpose of the SANRU II Project is to establish sustainable community-supported primary health care systems in 50 rural health zones in Zaire. In response to the mission's request, WASH staff member, Fred Rovensweig, visited Zaire in October 1985 and developed an overall training plan (see WASH Field Report No. 160). The first step in the plan was to conduct a training of trainers workshop and develop the curricula for the first workshops in the series.

The water and sanitation component of the SANRU II Project includes two separate but interrelated elements. The first supports SANRU II-assisted rural health zones to improve their ability to plan and carry out water and sanitation activities. The second helps to strengthen the National Rural Water Service (SNHR), which is responsible for constructing rural water systems throughout Zaire. The project, therefore, has training needs both within the rural health zones and SNHR.

This assignment consisted of two steps. A basic two-week training of trainers (TOT) workshop was conducted for 12 Zairian trainers, who are to be the National Training Team. Second, these trainers were assisted in the development of a training design, curricula and materials for the first workshops scheduled for rural water coordinators (RWC) of SANRU-assisted rural health zones and station chiefs of SNHR's rural water brigades.

All the various evaluation instruments indicated a consistently high degree of satisfaction with the TOT workshop. This is a good indication that the basic design, content, flow, and timing were on target. The participants found almost all of the sessions to be useful, especially those on adult learning and training techniques. The only session cited by a few participants as being less useful was on visual aids.

The consultants recommended several important steps in the implementation of the training strategy. Among these recommendations were the following:

1. ECZ and SNHR should create a training coordinating committee.
2. SNHR should consider designating a full-time training coordinator.
3. Debriefings should be held with the national training team after the first round of workshops.

Chapter 1

INTRODUCTION

1.1 Background

In September 1985, USAID/Zaire requested the Water and Sanitation for Health (WASH) Project to assist in developing a training strategy for the water and sanitation component of the SANRU II Project, which was signed that month. The SANRU II Project placed more emphasis on water and sanitation than its predecessor, SANRU I. SANRU I helped establish a community-supported primary health care system in 50 of the 300 rural health zones in Zaire.

SANRU II will expand these efforts into 50 new rural health zones and will expand its water and sanitation activities by training rural water coordinators (RWC) for each rural health zone and by strengthening the National Rural Water Service (SNHR), which is responsible for constructing rural water systems throughout Zaire.

Fred Rosensweig, WASH Associate Director for Human Resource Development, visited Zaire in October 1985 and developed with the concerned parties an overall training plan and calendar for the water and sanitation component of SANRU II (see WASH Field Report No. 160 of November 1985). After Mr. Rosensweig's visit, the heart of the training strategy was to develop a core of trainers for rural water and sanitation, who would be available to plan and conduct a series of training workshops throughout SANRU II. SANRU II, through the USAID/Zaire mission, confirmed the request for further WASH assistance in developing a national training team, training designs and materials. Thus, the two authors of this report were requested to be available for three technical assistance visits to Zaire; in January and February 1986, August and September 1986, and around January and February 1987.

1.2 Scope of Work

The scope of work for this first of three visits was essentially the same as the one cited in Appendix B of Fred Rosensweig's November 1985 report. Slight modifications were agreed upon with the two consultants during their week of team preparation at the WASH office, January 13 to 17, 1986 (see Appendix A of this report). It called for the following activities during the six-week visit:

- Carry out a needs assessment to determine the level of training skills of the national training team.
- Design a two-week introductory training of trainer workshop.
- Conduct the two-week workshop.
- After the workshop, assist the Zairian trainers in developing a curriculum for the first RWC workshop.
- Evaluate the results of the TOT workshop and write a final report.

The second and third training workshops would further develop the training skills of the national training team and continue the development of curricula.

1.3 Proposed Work Plan and Team Preparation

During the five-day team preparation phase at WASH, the consultants drafted a work plan which included the objectives, expected outcome, and strategy/activities for each of the three phases of the visit:

- Entry/Preparation: 1/20 to 1/25/86
- TOT Workshop: 1/27 to 2/8/86
- Curriculum Development: 2/10 to 3/1/86

Under the guidance of Fred Rosensweig, the consultants also used this preparation phase to discuss their individual training, work and life styles so as to agree on basic teamwork norms and responsibilities. They also developed a draft design and proposed schedule for the TOT workshop.

This team preparation phase was most important since it assured that there was a common understanding of the assignment's objectives and expected outcome on the part of the consultants, WASH and AID's Office of Health, Bureau for Science and Technology. In addition, this phase enabled the consultants, who had never worked together before, to become an effective team, with a mutually agreed upon work plan, roles, and responsibilities. Thus, they were fully prepared to begin their work immediately upon arrival in Kinshasa.

Chapter 2

PREPARATION FOR THE TOT WORKSHOP

2.1 Work Plan Approval

The proposed work plan was reviewed and accepted on Monday morning, January 20, with the following staff members of the SANRU II Project:

- Dr. Frank Baer, Project Manager.
- Dr. Kalambayi Kalula, Representative of the GOZ's Department of Public Health.
- Cit. Kidinda Shandungo, Training Coordinator.
- Cit. Itoko-Y'Oluki, Water and Sanitation Coordinator.

Following a courtesy call on Cit. Kadima Mwamba, the assistant secretary general of the GOZ's National Committee for the Water Decade (CNAEA), the team reviewed the work plan with Cit. Sowa Lukono, Director of SNHR. He also approved the plan. Then, with Cit. Itoko, he reviewed and accepted the proposed goals, objectives, and schedule for the TOT workshop.

The final step took place Tuesday morning when the work plan was reviewed and accepted by the USAID project officer, Mr. Felix Awantang. The team also met at this time with the mission's public health officer, Dr. Glen Post.

2.2 Participant Needs Assessment

The WASH team held 30-minute interviews with each of the 12 candidates chosen for the national training team. The purpose of these interviews was to:

- Establish an initial contact and rapport with the TOT participants.
- Understand their prior educational and work experience.
- Clarify their understanding of and personal interest in the strategy of forming a national training team for the WS&S sector.
- Determine their understanding of the most important elements in a good training program.
- Have the participants evaluate their own knowledge and skills in the five areas for future training:
 - Water supply (springs, handpumps, and hand-dug wells)
 - Sanitation (latrines and health/user education)
 - Community participation
 - Planning/administration (accounting, budgeting, etc.)
 - Management (supervision, work planning)
- Determine their availability for work on material development after the TOT workshop and for participation in the proposed training workshops throughout the country over the coming years.

These interviews showed that all of the candidates met most of the criteria for members of the national training team as suggested by Fred Rosensweig in his November 1985 report. These criteria were that candidates must be:

- Available up to six months a year for SANRU II training activities.
- Willing to take part in the full training of trainers program, participate in the development of the curricula, conduct training programs, and carry out follow-up visits.
- Willing to travel as much as four or five months a year.
- Knowledgeable about and skilled in at least one of the major areas of training.
- Receptive to learning a method of training which is highly participatory and practical.

The question of availability was one area of concern, since nearly all stressed that this would depend on the degree of coordination and cooperation between their respective services and SANRU II. They specifically recommended that long-range, detailed planning for the training activities be done by SANRU II and SNHR in collaboration with their services so that they can be available when needed and still accomplish their own work responsibilities. This recommendation was shared with Frank Baer and Cit. Sowa. They confirmed that both SANRU II and SNHR were aware of this need, and they intended to establish a coordinating committee composed of representatives from each service furnishing a trainer for the national team.

Another area of concern was that there were only 11 candidates identified as of Thursday, January 23. Mr. Rosensweig had recommended that 14 to 18 Zairians be selected for the national training team. Cit. Itoko and Cit. Sowa were finally able to identify one additional candidate for a total of 12 full-time participants in the TOT.

2.3 Final TOT Design and Site Visit

Based on the participant interviews, and the discussions with SANRU II and SNHR, the WASH team was able to confirm the goal, objectives, schedule, and design for the TOT (see Appendix B for the schedule). Since the team had already made 25 copies of each potential TOT handout materials during their preparation phase at WASH, they only had to organize the materials by sessions and to prepare flipcharts.

On Thursday, January 23, the team went with Cit. Itoko to check out the site for the TOT, which was the ECZ-supported mission hospital and nursing school in Sona Bata, Bas-Zaire. Sona Bata is approximately 60 kilometers from Kinshasa, just off the main highway to the port of Matadi. It is one of the oldest and best-equipped rural health centers in Zaire. A Zairian physician, Dr. Minuku, who has his M.P.H. from Tulane University in New Orleans heads the center. Dr. Minuku received us warmly and assured us that he was pleased SANRU II had chosen Sona Bata as the site for this first TOT.

Cit. Itoko was a very familiar and popular figure in Sona-Bata since he had both studied there and served as the rural water coordinator (RWC) for the Rural Health Zone during SANRU I. It quickly became apparent that he had the logistical arrangements for the workshop under control.

Chapter 3

TWO WEEK TOT WORKSHOP

3.1 Participants

In addition to Cit. Itoko, there were ten participants who arrived in time for dinner and the opening icebreaker on Sunday night, January 26. They included three from SNHR, three from CEPAS, two from PNA, and one each from CIDEP/BEGER and IEM. One other representing the REGIDESO training center arrived on Monday and the twelfth finally arrived on Thursday. He is the station chief of SNHR's Rural Water Brigade in Masiri, Kivu and could not make it earlier due to the late invitation. In addition to these 13 participants who were destined to become the national training team, there were also two part-time observer/participants from the Sona-Bata Health Zone. These were the director of the nursing school and the head of the hospital pharmacy. (See Appendix C for complete list of TOT participants.)

The 13 full-time participants all had university or professional degrees plus work experience that ranged from a minimum of three years to a maximum of 20 years. Seven of the 13 had engineering degrees or diplomas in sanitation, rural water, construction, rural works, or rural development. One was a biologist who is head of the office of evaluations and statistics for the National Sanitation Program. Another, who had a Masters in Public Health from the University of Alabama, was the one team member fluent in both English and French. The other three from CEPAS all had university degrees in the social sciences and considerable experience developing training courses for the rural sector of Zaire.

3.2 Site and Logistics

The site was the Sona-Bata Rural Health Zone center. The workshop itself was conducted in a large open-air classroom of the nursing school. Zairian-style meals were served in the refectory of the nursing school, and the participants were housed in two staff houses. The WASH trainers occupied a third staff house, which fortunately was available pending the arrival of a new missionary doctor and his family from Holland.

Cit. Itoko had hired a support staff of cooks, laundry workers and an excellent secretary. He also had a SANRU II Chevrolet Carry-all at the site for trips to get food supplies as well as for some excursions. Unfortunately, he did not have a driver who could make the logistic runs, so he was not able to participate fully in all TOT sessions. This was not a major problem, however, since he had already participated in a basic TOT course at the WHO training center in Lomé, Togo. He was able to keep up with the progress of the team.

3.3 Training Methodology

The methodology used for this first basic TOT workshop was based on the principles of experiential learning. Since the Zairian participants already

had a sound basis in the subject matter for the courses for the SANRU rural water coordinators and SNHR brigades, what they needed was training in how to convey effectively what they already know. Thus, the method of training used was highly participatory and practical.

The approach was to generate the basic principles and concepts from the prior experiences of the participants. These were synthesized by the WASH trainers, and tasks were set to enable the participants to demonstrate their ability to put the principles into practice. A particular emphasis was placed on small group work; then the groups' experiences were reviewed so all participants could clearly identify the skills that help a group achieve its objectives. An open, trusting climate was established early in the workshop so that everyone would feel free to give constructive feedback to each other.

3.4 Goal, Objectives, and Schedule

The workshop's goal was to improve the participants' knowledge and skills in the field of training so they would be able to plan, implement, and evaluate a series of workshops on water supply and sanitation in rural areas of Zaire.

The objectives were grouped under three major headings as follows:

Training Principles, Philosophies, Theories

- To identify three factors to consider in adult learning.
- To identify and evaluate individual learning styles.
- To describe and participate in the experiential learning model.
- To identify ways to integrate these principles in the training of field agents.

Communications and Group Dynamics

- To identify the problems that block good communication and the ways to avoid these problems.
- To describe the criteria for effective feedback.
- To identify, describe, and practice the functions of members of a group.
- To distinguish between the content and the process in a work group.

Development and Implementation of Training Programs

- To practice task analysis and to prepare behavioral objectives.
- To identify the parts of a training plan.
- To practice diverse learning methods and to use different training tools.
- To critique and improve training sessions.
- To develop strategies for applying the new skills in the upcoming series of workshops.

It was implemented by working in sessions approximately 40 hours each week. This included seven hours daily Monday to Friday, plus four-and-a-half hours on Saturday.

3.5 Sessions and Process

This section provides a narrative overview of the workshop in action. The purpose, process, and results of each of the workshop sessions are given. This workshop organization was partially chosen by the WASH team in order to divide responsibilities for the report preparation; more important, the team wanted to leave with the SANRU II Project and the members of the national training team a complete trainer's guide in French for a basic TOT before completing this first of three assignments. The WASH team felt this could be a helpful reference for the national team as they continue to develop their training skills over the coming months.

3.5.1 Introduction, Pre-test, and Norms

The informal initial session took place in the refectory of the Sona-Bata nursing school just after dinner on Sunday, January 26. It was designed to give the participants information about the trainers, to introduce participants to each other, and to identify their expectations about the workshop. The evening was planned to set an open, informal tone, and to share what each hoped to give and to get from the TOT.

The session began with two get-acquainted exercises. The first consisted of asking each person, including the trainers, to write a brief description of their background, skills, and interests, in the form of an advertisement for the classified section of a newspaper. The only rules were not to give their name or physical description and to feel free to use humor. Once all had written their ads, they were collected and read one by one with the group trying to guess who was described. The second exercise was the "name chain," in which, by the end of the chain, the last person has to repeat the name and city of origin for all the participants and trainers. It took about 60 minutes for both exercises.

The participants were then asked to write what they most hoped to get out of the TOT and what they hoped to contribute. Afterwards, three sub-groups were formed, and asked to discuss their individual lists and to combine them into two lists of the key expectations and contributions for each group. By 10:00 p.m. the groups had their lists on newsprint and gave them to the trainers for review before the 8:00 a.m. formal opening session the next morning. The TOT workshop was formally opened Monday morning by words of welcome from Dr. Minuku, the Sona-Bata medical officer. Dr. Minuku gave a 30-minute talk on the accomplishments and work of the health zone and hospital.

The trainers then responded to the group lists of expectations by presenting the goal, objectives, and the day-by-day agenda. The trainers noted that all but some expectations related to increasing technical skills were already incorporated in the design and content of the workshop. The diversity of the group's technical knowledge and experience was recognized by reviewing the lists of expected contributions. This also provided the trainers with an opportunity to encourage those who expected to increase their knowledge about water and sanitation to use their free time to do so with other participants.

Short explanations were given about the organizations involved in forming the national training team: WASH, SANRU II, SNHR and Peace Corps. The latter was

presented by the new PC/Zaire Associate Director for Water Projects, Ms. Ruth E. Deer, a water engineer, who happened to be born in the Sona-Bata hospital. She explained that Peace Corps would be supplying PCV counterparts to the zonal RWCs and, thus, PC/Z was interested in using some of the trainers from the new national team to provide service training for these PCVs.

Following a coffee break, Cit. Itoko described the training strategy proposed in Mr. Rosensweig's November 1985 report and informed the participants that they would each get their own copy of the report. Everyone then completed the pre-test for the workshop, a self-evaluation of their skills. The group generated the following list of norms for the TOT:

- Active participation.
- Respect for each others ideas.
- Start and end on time: 8:00 a.m. to 12:30 p.m., and 2:30 p.m. to 5:30 p.m., with two breaks daily.
- Openness and willingness to try new approaches, to both give and receive constructive feedback.

3.5.2 Adult Learning

Monday afternoon began with a session on the principles of adult learning. After presenting the session goals and leading a general discussion on the need to examine presuppositions about adult learning, the trainer asked each participant to think about their own presuppositions and to complete the sentence: "Adults learn best by/when....." The group was divided into three groups to discuss their responses and to prepare a synthesis written on newsprint to present to the full group.

Following the groups' presentations, the trainer led a brainstorming session on possible problems that might arise when trying to apply adult learning principles in rural areas of Zaire. The small groups were asked to meet again to analyze three of the principles from their previous list for potential problems and possible solutions. After their results were presented and discussed in plenary, the trainers congratulated the groups for their thorough work. Throughout the workshop, the products of their work would be typed and copies made for everyone.

3.5.3 Learning Styles

The group completed the Learning Styles Inventory developed by David Kolb. Once this instrument had been completed and scored, the participants were shown how to plot their scores on the Graph of Learning Style. This demonstrated the individual preferences for learning styles between the four dimensions of:

- Concrete experience.
- Reflexion/observation.
- Abstract conceptualization.
- Active experimentation.

The participants shared their scores and discussed the style preferences in groups of three. Then the trainers wrapped up the session by soliciting examples from the small groups and by making generalizations about the skills recognized in the groups, as well as the possible implications of individual styles during the ongoing work at the TOT.

The first day ended with the trainers' review of the day's work, and a few comments from the group about their feelings on the day. As they left the room, each person was asked to indicate on the newsprint taped to the door how satisfied they were with the day, using the scale:

Not at all satisfied Satisfied enough Very satisfied

3.5.4 Experiential Learning Model

Tuesday began with an icebreaker exercise that asked everyone to come up with an adjective or characteristic rhyming with their name. This generated some fun, and helped continue the getting acquainted process. The trainers also did another evaluation of the first day by soliciting comments on what had been the most important.

The trainers presented the experiential learning cycle using a scheme drawn on newsprint of the ARAGI model of adult learning (Action, Reflection, Analysis, Generalization, and Integration). They made the connection between this model and the individual learning styles discussed on Monday by showing the relation between the styles and the model, and the preferred trainer role or style for each step of the model. The participants were also invited to share personal experiences of how they had learned (consciously or not) following the model.

In order to help the participants to follow the learning cycle and to give them an opportunity to discuss real training problems, three case studies were developed and analyzed in small groups for approximately 45 minutes. Each case study presented a situation in which a RWC, who had been trained by the national team, encountered a problem when training community health agents and sought the advice of his trainers from the national team. In one situation, the RWC was concerned about the lack of participation during his first session when he had used flipchart paper to write down everything that was said. In another, the RWC noted that the community health agent, who had been recommended by the zonal commissioner, was being ignored or excluded by the other agents. The third situation concerned a RWC who encountered a low level of enthusiasm among the agents and had heard that this might be linked to their dissatisfaction with the per diem payments for the workshop.

The groups were instructed to analyze their case study in order to identify the problem, then to discuss possible solutions or approaches that they could suggest to the RWC. When the reporters for each group presented the results, the trainers referred to the model, helped the participants articulate lessons from the case studies and make generalizations for the future. The session concluded with a trainer summarizing the key points and giving examples of strategies to use for each phase of the model.

3.5.5 Communication: Problems and Skills

The trainers introduced communication skills by leading a brainstorming session on examples of communication break-downs or problems the participants had experienced in the past. They were asked to explain a particularly bad communication experience they had had to the person next to them. The trainers then solicited some examples from the discussions in pairs and made the distinction between problems of verbal or non-verbal communication.

Using a schema on newsprint, a trainer reviewed the five levels of communication:

- The intent of the sender.
- The message sent.
- The way the message is sent and the environment it passes.
- The message received.
- The interpretation of the receiver.

To reinforce understanding the five levels, a telephone exercise was used to show how abbreviated, and often distorted, a long sentence can become after passing through several people. Short charades were also done to reinforce the problems of non-verbal communication.

The aspects of observation and perception were demonstrated in three different exercises. The first involved the brief exposure of two familiar proverbs in French that were written on a flipchart with a slight modification in each proverb. The group was instructed to concentrate on what they saw written during the five-second exposure so they could report accurately on what they saw. Most reported that they saw the familiar proverb, but two were able to identify the slight modification. The lesson drawn was how important it is not to jump to conclusions, since that which seems familiar may actually be different.

The second involved a square divided into numerous other squares. The task was to count the number of squares in the design. Those who did not take the time to fully analyze the diagram generally came up with less than 40 squares, whereas a few were able to count over 40 squares. This reinforced the notion that it is important to not jump hastily to conclusions. Problem solution is much better if one takes the time to analyze and understand first.

The third exercise was set up by dividing the participants into two groups to discuss issues related to either young or old women in Zaire. Then, when asked to describe what they saw in a drawing, almost to a person, they saw an old woman or a young woman, depending on the topic they had discussed. This demonstrated how perception is influenced by other factors or filters.

Tuesday ended with another evaluation check. As people left the room, they noted on a 1 to 5 scale their appreciation of the experiential learning model, the use of case studies, and the introduction to communication issues. The ratings for each were 3.5, 4.5, and 4.0, respectively.

The Wednesday morning icebreaker consisted of each person completing the sentence: "My favorite non-work activity is....." The participants then were asked to share the most important thing they remembered about

Tuesday. Since most of the examples dealt with aspects of communication, this provided a good transition to the two remaining communication topics, listening and feedback.

The trainers demonstrated an exercise in which one of the trainers asked the other for help in dealing with a real communication problem. The helper/listener demonstrated active listening and paraphrasing skills. The group was then divided into consulting/feedback triads. They were assigned three rotating roles: problem owner, listener/consultant, and observer/feedback giver. For ten minutes, the problem owner described a personal communication problem while the listener/consultant assisted, using active-listening techniques. Then for five minutes, the observer gave feedback to both parties on how effective the interaction had been, with emphasis on the listener/consultant. This cycle was repeated twice so that each person could play each role. The triads reported on their experience, and general learning were discussed.

Feedback was presented by the trainers as the key communication skill to be developed. They briefly reminded the group of the importance of using the previous skills of observation and listening for feedback. The participants were invited to define feedback in their own words.

The group was then divided into two groups; one was charged with developing criteria for effective feedback from the viewpoint of the giver, the other from the viewpoint of the receiver. Following reports from each group, the trainers led a discussion to synthesize the key points discussed about communication.

3.5.6 Group Dynamics

Next, the trainers presented the goals for the session on group dynamics and led an initial discussion on the differences between any group and a work team. The key characteristics of a work team were identified as being:

- The existence of precise goals and objectives.
- Structure.
- Organization.
- Hierarchy or division of roles and responsibilities.

A trainer gave a lecturette on the difference between task and process in a work team and on the functional roles played by team/group members.

The trainers explained that the goals of the next exercise were to systematically observe a work group that has the task of developing a work plan to prepare the training course for RWCs during the weeks following the TOT workshop. Four participants were designated to observe either the task or process roles played by the rest of the participants as they formed a work group to accomplish the task in 45 minutes.

Following reports from the observers and a general discussion of the actions that helped the group accomplish its task, four new observers were designated and the group was given a new task:

Develop an action plan that contains all the steps ECZ and SNHR must take to assure good collaboration between all the departments/organizations that make up the national training team for the RWSS sector.

Both of the work groups produced helpful drafts for the future work of the national team. At the same time, these two exercises served to make everyone aware of the importance of group dynamics and of the roles played by group members. The trainers helped the participants to synthesize all these learnings and distributed handouts on group dynamics and functional roles of a group. Those actions that help a group move forward were emphasized so that such actions could be strengthened in future group work assignments.

An oral check on the sense of satisfaction regarding the day's work (which was quite high), ended the Wednesday sessions.

3.5.7 Task Analysis

Two participants volunteered to read the eight-page handout on Task Analysis and to prepare a presentation highlighting the key points of the article. Following this presentation on Thursday morning, the trainers led an exercise to assure that everyone understood the difference between responsibilities and tasks. Everyone was asked to write a job description for a trainer on the national team, that is, a list of the trainer's primary responsibilities. Once a common set of responsibilities was agreed upon, the trainers helped the group determine the tasks that would enable them to fulfill these responsibilities.

The trainers divided the participants into two groups to do a task analysis of either a RWC or a station chief. Each group had a consultant/member who was either a RWC or a station chief. The groups were also charged to take notes of the group process and roles played by members so these could be discussed later.

A reporter for each group presented the results of their work on poster paper. Suggestions for improvement were solicited and noted. The trainers recognized the high quality of work done in such a brief period and led a discussion on the factors that helped the groups achieve such positive results. The participants noted that the group dynamics had definitely improved as they applied lessons learned from previous work groups.

3.5.8 Behavioral Objectives

The trainers presented the objectives of the session and stressed the importance of behavioral objectives in evaluating training activities. Through a guided discussion, the trainers led the participants to a common definition of a behavioral objective, to an understanding of why such objectives are important, and to the three fundamental characteristics of behavioral objectives. They also presented examples of ways to formulate behavioral objectives. The participants developed lists of active and passive verbs and then individually wrote two behavioral objectives which they shared with the

group and compared with the previously agreed-upon criteria for a good behavioral objective.

The group was divided into the same work groups that did the task analysis of a RWC or a station chief. This time their task was to write at least two terminal behavioral objectives for each of the key subject areas to be covered in the March RWC or May station chief workshops. At the same time, they were reminded to keep notes on the group process and roles played. They had 45 minutes to complete the task.

As usual, the results of the two work groups were shared, critiqued, and improved in plenary session. The trainers led a discussion on generalizations about the session and on the ever-improving functioning of the groups. Two handouts were distributed on behavioral objectives and each participant was invited to self-evaluate his/her level of performance through the day. Most felt they had given nearly their maximum, so they had a sense of accomplishment -- especially in the area of being an effective group member.

3.5.9 Training Techniques and Tools

Friday morning began with a pulse-taking icebreaker as the participants were asked to complete the sentence: "Sunday evening, I felt.....; this morning, I feel....., and by Saturday, February 8, I hope to feel" The responses assured the trainers that the group felt quite positive about the work to date and that they were optimistic about the rest of the workshop. The trainers made a link from these expressions to the self-evaluation statements of the previous afternoon and then presented the plan and objectives for the day.

The session on training techniques was introduced by reminding the participants of the different learning styles which imply a need for a variety of training techniques, approaches and tools. The difference between methodology and techniques was also highlighted.

Using the technique of brainstorming, the trainers helped the participants to make a list of training techniques. After a discussion, the list of techniques was examined in terms of which are best suited to the development of knowledge, skills, or attitudes.

To develop a better understanding of the most common techniques, the trainers divided the group into pairs and gave each pair the task of doing a detailed analysis of one of the following techniques:

- Demonstration.
- Guided Discussion/Question-Answer.
- Lecture/Talk.
- Case Study.
- Group Work.
- Story/Tale/Fable.
- Role Play.

The following guiding questions were proposed for the analysis of each technique:

- What are the basic principles of the method?
- What presuppositions are made about the participants who will use the technique?
- What presuppositions are made about the trainers who use the technique?
- Describe the technique step-by-step.
- Make a list of at least five criteria for good use of the technique.

After 60 minutes work in pairs, each one's results were posted around the room. Everyone was encouraged to circulate, read, and note on the sheets any questions or suggestions, additions or improvements. This process enabled the group to come to a common understanding of the important factors for each of these seven techniques and provided another product for future reference. (Note: A key element throughout the workshop was the presence of an excellent secretary who was able to reproduce all important group products so that everyone had their own copies by the next day.)

The session was wrapped up by the trainers who did a summary review of the techniques analyzed and pointed out the value of participatory techniques such as:

- Brainstorming.
- Different ways to divide a group.
- Energizers.
- Icebreakers.
- Flipchart preparation and charting.

The value of audiovisual aids or tools that are adapted to the needs of the participants and to the availability of local resources was stressed by one of the participants, Cit. Kalomba, who heads the rural development training department of CEPAS. The trainers decided to ask Cit. Kalomba to prepare and present this 30 minute portion of the session, since he had had extensive experience using audiovisual aids with adults in rural areas of Zaire. It was definitely a good decision.

Handouts were distributed on the principles of training and the techniques available, plus work guides for using a story, lecture, or question-and-answer dialogue. At the day's end, the participants noted on a drawing of a thermometer on the door the degree of accomplishment they felt about the day's work. The average temperature of the group was 30° centigrade.

3.5.10 Training, Design/Planning, and Co-facilitation

For an energizer, Saturday morning, the trainers asked the participants to form two circles, then demonstrated how each person should take the right hand of the person opposite to them and the left hand of someone else. Having thus formed a knot, the trick was to see which circle could untangle itself first without releasing any hands. The exercise was fun and served the purpose of activating the group for the sixth morning of the workshop.

The trainers presented the goals of the session and led a discussion bringing out the advantages and disadvantages of co-facilitation. In order to assure good co-facilitation, the trainers stressed the necessity of collaborative advance planning and prior discussion between the co-trainers of their

individual styles, apprehensions, skills, and weaknesses or areas of less experience. To reinforce the importance of taking the time to discuss such points, the trainers related their personal experience of preparing to be co-trainers during their week at the WASH Project office.

A proposed format for developing training sessions was distributed and discussed. The trainers reviewed the key steps to good, systematic planning and reviewed a handout on trainer responsibilities. Then they presented the following task to be done by the same pairs that previously had analyzed a training technique:

Prepare a 30-minute training session in which you use the training technique you analyzed together yesterday. You may also use other techniques that could help you achieve your goals. The subject and the objectives must relate to one of the topics planned for training either the RWCs or the station chiefs.

3.5.11 First Participant Presentations

Monday began with an energizer exercise where everyone was asked to complete the sentence: "My best memory of the past weekend is....."

The trainers then reviewed the procedures for the presentations. Everyone was reminded that they should play the role of a RWC or station chief while each pair presented their session. A list of criteria for a good training session was generated through brainstorming and posted at the front of the room. All were asked to jot down notes for the feedback periods and to be as cooperative as possible as they played participant roles.

After each presentation, the feedback process consisted of the following steps:

- A self-evaluation by each trainer of his/her performance.
- A discussion between the co-trainers about how they felt about their work together.
- Constructive feedback comments from the rest of the participants.
- Comments and synthesis by the WASH trainers.

The sessions were, in general, quite good. There was a genuine openness to feedback and good use of the principles of giving and receiving feedback. The major areas for improvement were:

- Time management.
- Flipchart preparation and management.
- Active assistance by the co-trainer.
- guided discussion questions.
- transition between segments of a session and between lead trainers.

Because several pairs exceeded their 30-minute limit, the presentations of groups 6 and 7 were held over until Tuesday morning.

3.5.12 Evaluation as a Training Tool

After the final presentation, the trainers explained the goals and objectives of the session. The ensuing discussion resulted in a group-generated definition of evaluation and highlighted the importance of evaluation as a training tool. The participants were asked about their personal experiences of either having been evaluated or of evaluating someone else. These examples brought out the point that evaluations often do not achieve the desired results because they are either poorly planned or ill-adapted to the needs of a particular situation.

The trainers presented a model for the overall evaluation of a training program. This global-evaluation model calls for the consideration of the following four areas:

- Reaction : What did the participants say about the program?
- Learning : What knowledge, skills or attitudes were learned?
- Behavior : Did the program cause any behavioral changes?
- Results : Did the program have any long-term impact?

Specific elements to be evaluated included the program, the trainer, the participants, and the results in the field.

With the model presented, the trainers led the participants in a discussion of the different techniques or tools that can be used to evaluate each area or element of the model.

In order to give the participants the experience of applying the model, and to develop more material for future curriculum development phases, the participants were divided into three new work groups and given the following tasks:

- Group 1: Develop a questionnaire for preliminary interviews with RWCs and station chiefs invited to participate in the March or May workshops.
- Group 2: Develop a pre- and post-test for the RWC workshop participants.
- Group 3: Develop a pre-and post-test for the station chief workshop participants.

Reporters for each group presented the results of their work and noted suggestions for improvement. The trainers then reviewed the evaluation process and distributed model forms for a final workshop evaluation, a daily reaction sheet and an evaluation of trainers.

3.5.13 Second Participant Presentations

The task presented for this final practicum was as follows:

Prepare a 1 hour and 45 minute training session for the first RWC workshop. You have the choice of working on the first introductory session for either spring capping, planning, or project management.

The norms for the presentations to be made on Thursday were:

- Each member of the group of four to five must play the role of lead trainer for at least 15 minutes.
- It is recommended to use as many training techniques as the group feels necessary.
- The group has the responsibility of giving the trainers a complete plan of the session using the suggested format.
- The group is requested to respect the time limit proposed as the trainers will be required to stop the session after 1 hour and 45 minutes.

Once the participants had chosen the subject area they preferred and the trainers had verified that there were no more than five participants in any one group, they had all day Wednesday to plan their session and to prepare materials. They were encouraged to consult with the trainers as needed, but at least twice during the day. The feedback following each of the Thursday presentations was structured as follows:

- The presenting group sat in the middle of the large group (in a "fishbowl") and shared their observations on the planning process as well as on the actual presentation.
- The other participants gave their feedback to the presenting group and to individual presenters.
- The trainers added any points that had not been mentioned and summarized the positive factors as well as those worthy of further improvement.

These feedback periods proved even better than those following the Monday presentations. Most of the key points were recognized by the presenting group as they discussed the session in the fishbowl setting. Some of the key lessons were:

- The difficulty of planning increased in groups of four to five as opposed to groups of two.
- A trial run of the session is needed to make sure everyone understands his or her role and to check the timing for each part of the session.
- Planning ahead on how to place and use flipcharts is important.
- The amount of material to be covered should be matched to the time available.

- Certain tones of voice and physical stance can influence the receptivity of the participants.

3.5.14 Revision and Reinforcement

Friday began with each participant completing the sentence: "The most important lessons for me from the practice sessions were....." This revealed not only the individual learning to date, but also led to an important discussion about how one participant felt about being the only woman on the team. This turned out to be a good consciousness-raising discussion for the entire group and demonstrated the maturity and openness of the team.

The principal themes of the workshop were reviewed by the trainers, who brought to the front of the room the two-week schedule and asked the participants to choose areas they would like to review. As points were raised, the trainers asked other participants to explain the area of concern. Thus, the entire review was accomplished by drawing on the knowledge and experience of fellow participants.

3.5.15 Trainer Styles, Team Building, and Forward Planning

After this review, the trainers wanted to assist the participants to follow their own inclinations in selecting training methods and to compare these personal preferences with the learning theories presented earlier. To accomplish this, the group completed the training styles inventory. After filling it out and scoring it, the participants were shown the training styles continuum, based on the Schmidt-Tannenbaum leadership scale. The continuum demonstrated the fluid nature of training styles and the importance of choosing the appropriate style for the kind of learning experience desired and the type of participants involved.

The participants compared and discussed in three small groups their scores and style preferences. The trainers then noted all the individual scores on a flipchart and found an average for the group. This demonstrated that most participants preferred the more directive trainer role; however, some individuals in the group were more inclined to either a collaborative or facilitative role. The resultant discussion indicated that most felt they would have scored even higher in the directive role before participating in the TOT. The trainers pointed out that this is normal for people who have experienced more traditional ways of teaching, and they emphasized that this was a key element in the ongoing training process.

After lunch on Friday, the trainers gave a brief lecture on the technique of force field analysis to lead the participants into reflecting upon their learning from the TOT and planning how they intend to apply it in their workplace. After individual reflection time, they worked by organizational teams (i.e., CEPAS, SNHR, PNA, etc.) and came up with a list of the lessons they planned to apply in their own organization. They also identified the factors likely to help or hinder their efforts.

3.5.16 Post-test, Final Evaluation, and Closure

On Saturday morning, the participants completed the same skills self-evaluation inventory that they had on the first day. They were given their copy of the pre-test and compared the results with those of the post-test (see Appendix D and Section 3.7 for a summary of final evaluation results.)

While the participants completed the final evaluation form of the TOT, the trainers compiled the results of the pre- and post-tests and produced a graphic representation for the whole group. It demonstrated that there was a consistent pattern of people feeling more familiar with or capable of using themes or skills presented during the workshop. In a few cases, participants discovered that they rated themselves lower at the end than at the beginning. This happened for three participants when they rated their ability to plan training workshops and to implement a training plan. They explained that they only realized after the workshop experience how difficult thorough planning and effective execution of a training plan are.

The final evaluation showed that all but one of the part-time observer/participants from Sona-Bata felt that the TOT had been successful in preparing them for their work as trainers on the national team. In accomplishing the overall goal, their scores averaged approximately 90 percent in terms of their individual learning and approximately 80 percent in terms of their perception of the total group's learning. Similarly high ratings were given for their sense of accomplishing the other objectives of the workshop. Their comments indicated a high degree of satisfaction with the content, schedule, organization, methods, and facilities for the workshop. It was also gratifying for the trainers to read the positive feedback comments written by the participants.

The workshop ended with a brief closing ceremony led by Cit. Itoko that included singing the national anthem of Zaire, exchanging words of appreciation and distributing certificates of accomplishment to the participants. Short speeches were made by Dr. Minuku and by Dr. Kalambayi Kalula, the GOZ's representative from the Department of Public Health to the SANRU II Project. The technical assistant to the director of SNHR, Cit. Luvula, passed out the certificates and thanked each participant for his or her dedicated work. The trainers also expressed their appreciation to all and their optimism that the same level of high quality of work and dedication would continue with the future work of the team.

3.6 Recommendations

All the various evaluation instruments indicated a consistently high degree of satisfaction with the TOT workshop. The trainers feel that this is a good indication that the basic design, format, content, flow, and timing were on target and should remain basically the same for similar TOTs. What should be adapted of course, are the specific task or work assignments given to reinforce each of the major subject areas. These must be designed according to the needs and work context of the participant group, that is, always apply the theories and principles to the participants' world.

Since there is always room for improvement, the trainers offer the following recommendations for consideration by SANRU II when planning the series of future workshops for RWCs and station chiefs:

- Hire a person to handle all the daily logistical issues so that Cit. Itoko is free to participate fully as the overall water and sanitation training coordinator.
- Continue the practice of selecting sites away from the participants daily work responsibilities so as to assure maximum participation.
- Continue to assure adequate honorariums for the participants.
- Continue hiring an excellent secretary so that daily work can be immediately reproduced for all the participants and a complete record made for the national training team files.
- Try to vary the menu and improve the laundry and room cleaning services.
- Procure interesting films for some evening diversion and relaxation.
- Assure that all participants arrive on time for the beginning of the workshop and are available to participate fully for the entire workshop.
- Encourage team training and co-facilitation by always having at least two trainers for each portion of a workshop.
- Allow adequate time for thorough preparation of workshop designs and materials as well as trainer preparation at the training site.

For WASH, the trainers recommend that the TOT handout materials in French be reviewed to improve the vocabulary, syntax, and grammar. Since many of them were translated from English by non-native French speakers, there are numerous examples of poor translation, which can lead to confusion or hinder communication. The one design change recommended for this basic TOT model is that the longer second practicum session be done in pairs rather than teams of four to five participants. This would more accurately reflect the reality of future training situations, would result in better presentations, and would bring a higher level of participant satisfaction.

3.7 Summary of TOT Evaluation Results

A complete record of the pre-/post-test and final evaluation results can be found in French in Appendix D. This section contains a summary of the key results in English.

When asked to rate the overall usefulness of the TOT in terms of preparing themselves to be members of the national training team, five of the participants rated it totally useful, seven rated it quite useful, and two

rated it somewhat useful. Their comments stressed the good choice of training techniques and examples by the WASH trainers, the effective use of feedback, the consistent application of basic theory through practical exercises, and the demonstration that a good trainer must be a good facilitator.

When asked to rate the degree to which the TOT overall goal and objectives were achieved, the following averages were noted:

a. Overall Goal

To improve the participants' knowledge and skills in the field of training so that they can plan, implement, and evaluate a series of workshops in the RWSS sector in Zaire: 80 percent

b. Objectives

1. To identify three factors to consider in adult learning: 83 percent.
2. To identify and evaluate individual learning styles: 84 percent.
3. To describe and participate in the experiential learning model: 83 percent.
4. To identify ways to integrate training principles, philosophies, and theories in the training of field agents: 71 percent.
5. To identify the problems that hinder good communication and the ways to avoid these problems: 79 percent.
6. To describe the criteria for effective feedback: 77 percent.
7. To identify, describe, and practice the member functions of a work group: 89 percent.
8. To distinguish between the content and the process of a work group: 79 percent.
9. To practice task analysis and to write behavioral objectives: 82 percent.
10. To identify the elements for designing a training program: 77 percent.
11. To practice diverse learning methods and to use different training tools: 74 percent.
12. To critique and improve training sessions: 79 percent.
13. To develop strategies for applying new skills in the series of upcoming workshops: 69 percent.

The only three objectives rated below 75 percent in terms of sense of accomplishment (numbers 4, 11, and 13) are those which require applying the lessons in real life training situations. Since this is exactly what the team members will be doing over the coming months, these objectives should be reinforced during the second TOT in August 1986.

Those items cited most frequently in response to the question about what is most significant in training adults were:

- Feedback techniques and criteria.
- Experiential learning theory and methods.
- Group dynamics, roles, and functions.
- Communication.
- Teamwork and co-facilitation.

The only sessions cited by one or two participants as being less important or useful were those on visual aids, individual learning styles, and communication.

Chapter 4

CURRICULUM DEVELOPMENT

4.1 Overall Plan/Process/Participants

Since the immediate need was a complete trainer's guide and training materials ready for the March 1986 training of approximately 20 new RWCs, the decision was made to form a morning and an afternoon work group to develop the training sessions and materials. Based on consultations with Cit. Itoko, and key TOT participants, and taking into consideration the time availability of the participants after the return to Kinshasa, the trainers recommended that the morning group, composed of Kalonji, Masumbuko, Mpolesha, and Itoko, concentrate on the design and materials needed for the two weeks of training in spring capping. The afternoon group, composed of Ngoy, Kapiambu, Bacambu and Kalomba, would concentrate on the design and materials needed for the first week's introductory sessions on planning, management, administration, and community participation. This represented a modification of the original proposal in Rosensweig's November 1985 report, which called for a total of four weeks of training for the RWCs and station chiefs. The decision to reduce it to three weeks was based on considerations including: presumed participant needs, the ability to sustain interest and commitment, the availability of trainers, the number of different workshops planned over the next six months, the resultant workload of the SANRU II W&S training coordinator, Cit. Itoko, and the training budget of SANRU II. This decision will be reviewed and re-evaluated based on the results of the March and May workshops.

The basic reference document for both the morning and afternoon groups was the French version of the WASH Training Guide and Participant Manual on spring capping (WASH Technical Report No. 28). Each participant in the curriculum development phase was given a photocopy of the complete trainer's guide, and they selected specific sessions for detailed individual review.

Based on the initial reviews, the group determined that the basic content and proposed training process was appropriate for their needs. They felt, however, that there was a definite need to modify and simplify some of the French and to adapt some of the technical aspects to conform to the realities of RWCs' work in Zaire. Thus, they proposed taking the time to produce a complete trainer's guide adapted to the specific needs of Zairian RWCs and the SANRU II Project.

The WASH trainers were pleased that the group came to this conclusion on their own, since this would have been the trainers' recommendation. The WASH team felt that there would be great value in the participants' detailed analysis of each session and their complete ownership of the final, adapted design and materials.

Thus, the two work groups spent the second week of the curriculum development phase rewriting, editing, and adapting all the sessions and materials from the WASH training guide. The morning group continued to concentrate on specific, technical aspects of spring capping and the afternoon group initially revised sessions proposed for the two-week spring capping phase that are designed to apply the principles of planning, management, and community participation.

Next, they concentrated on developing sessions and materials for the first week's introduction to basic planning, management, and community participation issues.

As individuals completed specific sessions, they were given to SANRU II secretaries for the typing of stencils. The stencils were then reviewed by the original drafter of the session and returned for corrections and copying.

4.2 Results

By Thursday, February 27, when the final review meeting was held with the national team prior to the departure of WASH-trainer Jennings, a complete trainer's guide with participant materials had been completed for the March RWCs' workshop. The trainers selected to implement this first workshop between March 17 and April 12, 1986, in Businga, Equateur Province, are Itoko, Kalonji, and Masumbuko.

Another team composed of Ngoy, Bakambu, Bondo, Kalomba and Mpolesha was designated to develop the design and materials for the workshop for SNHR station chiefs, May 29 to 31, 1986. This same group of trainers will implement the workshop in Kinzau-Mvueté, Bas-Zaïre Province.

A third group of trainers composed of Vita, Kapiamba, Kalonji, Itoko and Sekerse or Lutongo will conduct the second workshop for another group of RWCs at Kenge, Bandundu Province, from June 9 to 26, 1986. Before this second RWC workshop, the trainer's guide and materials will be revised, based on the experience of the first workshop in March. The responsibility for this revision will be left with the three trainers who implement the March workshop.

4.3 Recommendations

The only recommendation related to the curriculum development phase is to continue to allow adequate time and resources for ongoing curriculum development and revision. It must be seen as a cyclical process that will help the team to continue improving their design skills and will produce better and better materials adapted to the needs of specific participant groups.

Chapter 5

CONCLUSIONS

5.1 Lessons from the Overall Intervention

The major lesson from this technical assistance visit is that the training strategy proposed in the November 1985, WASH Field Report was sound and has an excellent chance of being implemented now that the foundation has been laid for a strong national training team. Both the human and the material resources are available to fully implement the strategy, and, even more important, there is a strong commitment on the part of the leadership of ECZ, SNHR, and the USAID Mission.

The fact that this visit appears to have been quite successful is due to a combination of factors:

- The five-day team preparation period at WASH.
- The thorough advance planning on the part of WASH, ECZ, and SNHR.
- The selection of TOT participants by ECZ and SNHR.
- The selection and preparation of the TOT workshop site at Sona-Bata by Cit. Itoko.
- The adaptation of the basic TOT design to the needs of the participants, SANRU II and SNHR.
- The open willingness of the TOT participants to learn and to experiment with new training approaches.
- The cooperation of the various agencies and organizations from whom the participants were drawn.
- The willingness of CEPAS to make their conference room, material and human resources available for the curriculum development phase.
- The recognition by ECZ/SANRU II that it is necessary to encourage and support good work by providing some financial incentives.
- The constant daily dedication of Cit. Itoko who is completely committed to carrying out full training strategy.

5.2 Next Steps

In the immediate future there are several steps that must be taken if the calendar established for implementing the training strategy is to be respected.

1. USAID/Zaire should confirm as soon as possible the second training of trainers workshop scheduled to be held in the Province of Bandundu August 18 to 30, 1986. Note: It is recommended that the same WASH team be in Zaire on or about August 4 to September 12, 1986, in order to have two weeks to plan the TOT with Cit. Itoko and Cit. Kalonji so they can be integrated into the TOT design and implementation. The two weeks following the TOT would allow for appropriate follow-up with individual trainers and for the continued development and improvement of training materials and designs.

2. ECZ and SNHR should create a training coordinating committee, composed of representatives of all the agencies and organizations supplying trainers for the national team or those who will have personnel to be trained by them, e.g., the Peace Corps. This coordinating committee should initially hold monthly meetings to review, discuss, and concur on the proposed calendar of training sessions and on the proposed sites, participants and trainers, and the follow-up visits to participants at their work sites.
3. SNHR should consider designating a full-time training coordinator who is a part of the national team and who would be responsible for the organizational aspects of SNHR training.
4. ECZ should finalize the current contract negotiations with Cit. Kalonji and clarify his roles and responsibilities vis-a-vis those of Cit. Itoko.
5. ECZ should establish a training reference library and plan for a national training team conference room in the new SANRU II office building.
6. Debriefings should be held with the entire national team after the March, May, and June workshops. These debriefings should ideally be handled by one of the trainers who was not involved in implementing the workshop. It should result in a clear definition of what needs to be done, when, and by whom in order to strengthen the workshop design materials. Summary reports of these debriefings as well as summaries of the participants' evaluations should be sent to WASH so they can be considered by the WASH team during their preparation to return in August.
7. During the actual implementation of the upcoming workshops, the trainers should hold daily feedback sessions and make notes of the helpful aspects of the day as well as of the things which could be improved upon in the future. These notes should then be shared with the entire national team during the debriefing after the workshop in Kinshasa, and copies should be sent to WASH.
8. A complete trainers' guide and participant materials must be developed and reproduced in sufficient quantity before the May workshop for SNHR station chiefs. A copy should be sent to WASH.

APPENDIX A
Scope of Work

SCOPE OF WORK: TRAINING OF TRAINERS

Responsibilities

1. Carry out a needs assessment to determine the level of training skills of the national training team.
2. Become familiar with the SANRU II project and with the training plan for the water and sanitation component.
3. Design a two-week introductory training-of-trainer workshop which will cover the following topics:
 - Principles of adult learning
 - Experiential learning cycle
 - Basic trainer communication skills
 - Use of feedback in training
 - Interactive presentation techniques (small groups, lecturettes, etc.)
 - Use of demonstration techniques
 - Introduction to training aids
 - Introduction to group process
 - Needs-assessment techniques
 - Writing training objectives and goals
 - Basic training design.
4. Conduct the two-week workshop making sure to cover the above topics.
5. Evaluate the results of the workshop and write a final report.
6. After the training-of-trainer workshop, assist the Zairian trainers in developing a curriculum for the first RWC workshop to take place in late February 1986.

Timing

The consultants should arrive in Zaire on or about January 20, 1986, for six weeks.

Experience

Two consultants are needed, both with training-of-trainers experience. They should have experience in Africa and speak fluent French. Prior experience in the water and sanitation sector is preferred but not required. Since this workshop is the first of a series of three over the next 12 to 14 months, it is hoped that at least one of the consultants, preferably both, would be available for the subsequent workshops.

APPENDIX B

Training of Trainers Schedule

HORAIRE PROPOSE - FORMATION DES FORMATEURS AU ZAIRE

1986	LUNDI 27/1	MARDI 28/1	MERCREDI 29/1	JEUDI 30/1	VENDREDI 31/1	SAMEDI 01/02	DIMANCHE 2/2
A.M.	<ul style="list-style-type: none"> - Introduction - Présentations - Attentes - But/Objectifs - Horaire - Inventaire de Départ - Normes 	<ul style="list-style-type: none"> - Révision - Les styles d'Apprentissage - Méthodologie par l'Expérience <ul style="list-style-type: none"> . model . Date - Problème de communication <ul style="list-style-type: none"> . verbaux . non-verbaux 	<ul style="list-style-type: none"> - Révision des Aptitudes de Communication <ul style="list-style-type: none"> *Le Feedback - Initiation à la dynamique du groupe. 	<ul style="list-style-type: none"> - Révision - Inventaire des Aptitudes/Connaissances - Analyse des tâches <ul style="list-style-type: none"> . Caractéristiques d'un bon formateur - Objectifs de comportement 	<ul style="list-style-type: none"> - Révision des Techniques de Formation, les Objectifs et l'Analyse des tâches. - Les Aides Visuelles 	<ul style="list-style-type: none"> - Révision du Plan d'élaboration. - Tâches et préparation deux à deux. 	L I B R E
P.M.	<ul style="list-style-type: none"> - Apprentissage chez les Adultes <ul style="list-style-type: none"> . en général . en milieu rural <p align="center">SYNTHESE</p>	<ul style="list-style-type: none"> - Les Aptitudes de communication <ul style="list-style-type: none"> . Observation <p align="center">SYNTHESE</p>	<ul style="list-style-type: none"> - Dynamique du Groupe <ul style="list-style-type: none"> . Fonction . Rôle . Style de meneur <p align="center">SYNTHESE</p>	<ul style="list-style-type: none"> - Objectifs de comportement (suite) - Techniques de Formation <p align="center">SYNTHESE</p>	<ul style="list-style-type: none"> - Autres considérations de présentation - Plan d'élaboration <ul style="list-style-type: none"> . Approche systématique <p align="center">SYNTHESE</p>	<ul style="list-style-type: none"> L I B R E <p align="center">SYNTHESE</p>	

HORAIRE PROPOSE : FORMATION DES FORMATEURS AU ZAIRE

1986	LUNDI 3/2	MARDI 4/2	MERCREDI 5/2	JEUDI 6/2	VENDREDI 7/2	SAMEDI 8/2	DIMANCHE 9/2
A.M.	<ul style="list-style-type: none"> - Révision - Présentations et critiques 	<ul style="list-style-type: none"> - Révision - Clinique de Renforcement - Le travail en Equipe <ul style="list-style-type: none"> . Co-Facilitation . Planification 	P R E P A R A T I O N .. Consultations avec les Formateurs	P R E S E N T A T I O N S	<ul style="list-style-type: none"> - Révision - Renforcement - Sujets non-traités. - Introduction à l'Evaluation 	<ul style="list-style-type: none"> - Révision de Planification pour l'Application. - Inventaire final - Evaluation de la FDF - Clôture 	
P.M.	<ul style="list-style-type: none"> - SYNTHESE 	<ul style="list-style-type: none"> - Introduction et Explication de l'Exercice Pratique de Formation 	.. Consultations avec les Formateurs	I O N S	<ul style="list-style-type: none"> - Planification en Gestion des Ateliers de Formation. - Planification pour l'Application après la FDF 		

APPENDIX C

Training of Trainers Participants

<u>NOMS</u>	<u>TITRE/FONCTION</u>	<u>ADRESSE</u>
1. LEE JENNINGS	Formateur/WASH	511 13th St, N.E. Washington D.C. 20002, USA.
2. PAPE A. GAYE	Formateur/WASH	1163, South Hudson Los Angeles CA 90019 USA.
3. NGOY MBELE	Ir. Sanit/Chef de Service Etude et Evaluation PNA Professeur et Proviseur IEM	719, Av. des Tropiques Kinshasa/Limete B.P. 483 KINSHASA I.
4. KAPIAMBA MBUIKILA	Biologiste, Chef de Bureau d'Evaluations et Statistiques au Programme National d'Assainissement (PNA).	<u>Service</u> PNA, B.P. 12.348 KIN I Avenue des Tropiques n°719 KINSHASA/LIMETE <u>Privé</u> B.P. 879 KINSHASA/LIMETE Rue Ngabeno n°45 BINZA OZONE/KINSHASA.
5. MABIALA MBODO (observateur)	Inf. A2/Responsable Pharmacie Hôpital Sona-Bata Superviseur du PATI Z.S.R. SONA-BATA.	Hôpital C.B.Z.O. SONA-BATA R.P. 4728 KINSHASA II.
6. BAKAMBU BA KIONGA	Ir. Techn. en Bâtiment et TP Directeur de l'Ecole des Techniciens d'Assainissement I.E.M./6è Direction du DSP.	I.E.M. B.P. 483 KINSHASA I.-
7. MPOLESHA K. NGUDIE	Maître en Santé Publique Analyste auprès de SNHR Expert en Eau et Assainissement.	<u>Domicile :</u> Avenue Fayala n°71 MOMBELE/LIMETE <u>Service</u> Ancienne Voix du Zaïre Avenue de la Justice KINSHASA/GOMBE.
8. KALOMBA MUKABA	Responsable du Secteur Rural d'INADES FORMATION ZAIRE/CEPAS	9, Avenue Père Boka B.P. 5717 KINSHASA/GOMBE.
9. LUTHONGO MUKABA	Chargé des Corrections et Formation des Correcteurs CAA INADES-FORMATION/ZAIRE/CEPAS	9, Avenue Père Boka B.P. 5717 KINSHASA/GOMBE.
10. SEKERSE KASIMBIRI	Responsable du Programme F.A.R. (Formation à l'Auto- promotion Rurale) INADES-FORMATION ZAIRE.	INADES-FORMATION B.P. 5717 KINSHASA/GOMBE
11. KALONJI NSENGA	Ir. Hydrologue au BGER/CIDEP Assistant du Directeur de BGER	BGER/CIDEP / <u>SERVICE</u> B.P. 20.597 KINSHASA 15 <u>PRIVE :</u> Av. Kolwezi n°19 Quartier 8, Zone de Ndjili KINSHASA.
12. VITA wa NGONGO	Ir. Genie Rural S.N.H.R. B.P. 15.096 KIN I KINSHASA/GOMBE.-	<u>PRIVE :</u> B.P. 456 KINSHASA/LIMETE ZAIRE.

<u>NOMS</u>	<u>TITRE/FONCTION</u>	<u>ADRESSE</u>
13. BONDO FWAMBA	Techn.Chef de Station d'Hydraulique Rurale de Masisi/KIROTSHE.	B.P. 61 GOMA/KIVU
14. BOMBANI BONDA	Ir. Hydraulicien S/Directeur chargé des Programmes de Traitement des eaux et exploitation usine.	CFO REGIDESO B.P. 12.599 KINSHASA I
15. MASUMBUKO RUGINA	Ir. Technicien en Dév. Rural SNHR/Dépt. Agric. & Dév.Rural	10, Itimbiri Zone de Lemba 9 B.P. 15.096 KINSHASA I.-

APPENDIX D

Training of Trainers Evaluation Results

INVENTAIRE DES APTITUDES

N O T E : Numéros en bas de la ligne = PRE - TEST
 Numéros en haut de la ligne = POST - TEST

1. Théories et principes d'apprentissage par les adultes

	2	10
5	5	2
Aucune familiarité	Quelques notions	Grande familiarité

2. Modèle d'apprentissage par l'expérience

	2	10
2	8	2
Aucune familiarité	Quelques notions	Grande familiarité

3. Problèmes de communication

	3	9
3	8	1
Pas du tout capable de les identifier	Peut identifier quelques uns	Très capable de les identifier

4. Moyens d'améliorer la communication

	5	7
4	7	1
Aucune familiarité	Quelques notions	Grande familiarité

5. Les critères d'un "FEEDBACK" efficace

	2	10
7	4	1
Aucune familiarité	Quelques notions	Grande familiarité

6. Les fonctions des membres d'un Groupe

	2	10
4	7	1
Aucune familiarité	Quelques notions	Grande familiarité

7. Différence entre "CONTENU" et le "PROCESSUS" dans un Groupe de Travail

	2	10
4	8	
Aucune familiarité	Quelques notions	Grande familiarité

8. Procédures d'analyse des tâches

	2	10
5	5	2
Aucune familiarité	Quelques notions	Grande familiarité

9. Rédaction des objectifs de comportement

	1	11
5	5	2
Pas du tout capable	Peu capable	Très capable

10. Planification des Ateliers de formation

	6	6
6	4	2
Pas du tout capable	Peu capable	Très capable

11. Exécution d'un plan de formation

	5	7
3	6	3
Pas du tout capable	Peu capable	Très capable

12. Evaluation de la formation

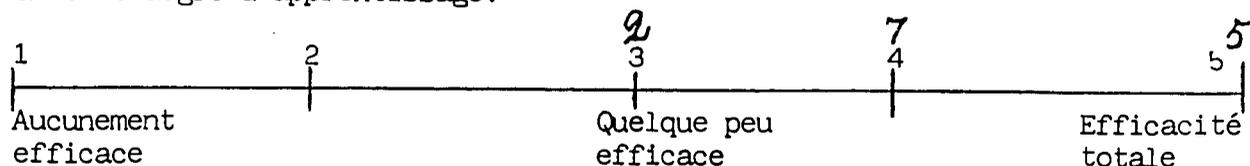
	4	8
2	7	3
Pas du tout capable	Peu capable	Très capable

13. Diverses méthodes d'apprentissage et outils de formation

	2	9
6	5	1
Aucune familiarité	Quelques notions	Grande familiarité

RESULTATS DES FICHES D'EVALUATION
DES PARTICIPANTS A LA PREMIERE SESSION DE FORMATION
DES FORMATEURS A SONA-BATA, ZAIRE 27.01 - 8.02.86

1. En tenant compte de vos besoins quant à votre formation, quelle a été l'efficacité de ce premier Atelier sur la formation des Formateurs en vous préparant pour votre travail à venir avec l'Equipe Nationale des Formateurs. Expliquez votre notation. Encerclez le chiffre qui correspond à votre degré d'apprentissage.



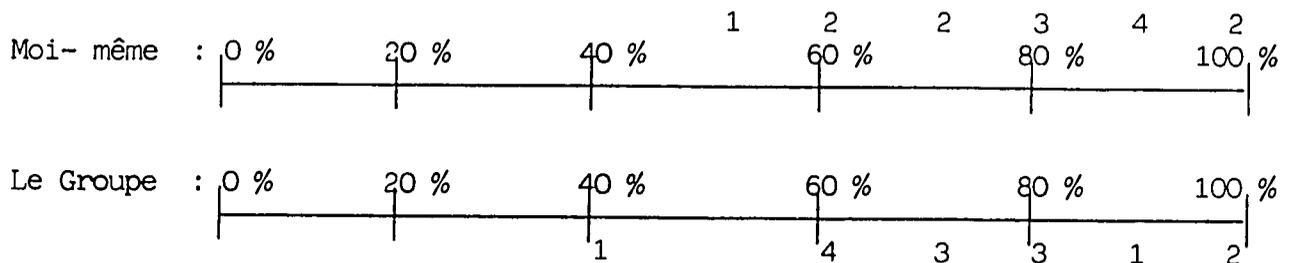
EXPLICATIONS NOTATIONS

- . L'application a été bonne ; il y a ouverture des directives pour préparer un cours et le dispenser. Le manque de temps a limité d'approfondir certains points.
- . Cette formation a amélioré mes préacquis. Les méthodes apprises et les outils reçus trouveront un champ d'application dans mon travail de chaque jour.
- . Si j'ai marqué "4", l'explication est la suivante : Pour les gens avertis, la session leur a permis d'améliorer davantage les préacquis, mais pour les non avertis, dans un temps aussi court, ils ont accumulé des notions qui peuvent avoir des résultats immédiats en collaboration avec les personnes averties.
- . Ce premier Atelier était très efficace car, en deux semaines seulement, j'ai senti moi-même un grand changement dans le domaine de formation. J'ai pu découvrir beaucoup de lacunes grâce au "FEEDBACK" adressé soit à moi, soit au Groupe.
- . Satisfait car j'ai eu la réponse à l'ensemble des questions que je me posais en tant que Formateur et même aux questions (techniques) qui ont surgi durant la formation.
- . Les techniques utilisées par les Formateurs étaient très bien choisies et, grâce à la compétence des Formateurs, même un Formateur débutant devait connaître quelque chose.

- . Je possède des notions suffisantes sur la théorie et les principes d'apprentissage des adultes. Je suis capable maintenant d'exploiter le modèle d'apprentissage par expérience - J'ai renforcé les capacités de communication, l'importance des fonctions de chaque membre du Groupe, je peux distinguer le CONTENU du PROCESSUS, rédaction des objectifs, etc.
- . Etant un être humain, on ne peut pas prétendre avoir tout appris, raison de ma soif de la session prochaine.
- . J'aurais plus souhaité approfondir la connaissance dans différents domaines que couvrent les Participants mais le temps ne me l'a pas permis.
- . L'Atelier m'a permis d'approfondir les connaissances antérieures.
- . L'efficacité de cet Atelier est due à la théorie de base suivie de beaucoup d'exercices pratiques qui ont amélioré la compréhension.
L'application de ces notions sur le terrain contribuera certainement.
- . J'aurais peut être souhaité encercler le chiffre "5" mais je me retiens car ce que j'ai appris doit d'abord se vérifier sur le terrain. Il est vrai que j'ai accompli un pas. Ce pas ne peut être efficacement total que dans la mesure où il me remène le fruit escompté.
- . La formation m'a permis de comprendre que le Formateur doit être Facilitateur au lieu d'être narrateur.
- .. Expositions claires, exemples courts et très clairs. Tous les thèmes étaient abordés en profondeur.

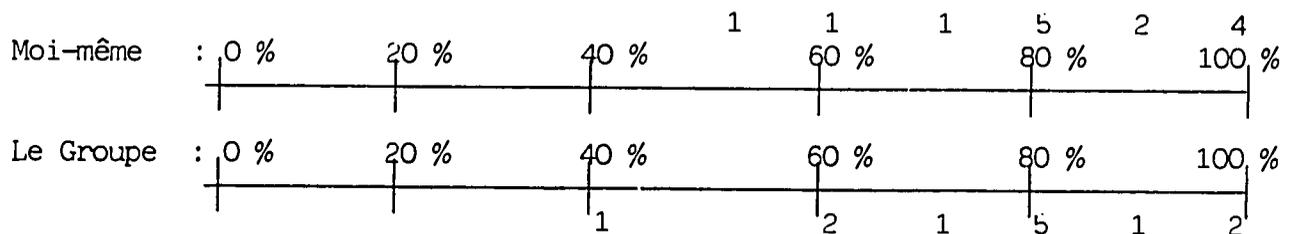
2. S'il vous plaît, notez et indiquez le degré d'accomplissement du but global et des objectifs de l'Atelier - premièrement pour vous personnellement et ensuite pour le Groupe de Participants.

A. BUT GLOBAL : Permettre aux Participants d'améliorer leurs connaissances et habilités en matière de formation afin qu'ils puissent planifier, exécuter et évaluer des séries d'Ateliers dans le domaine de l'Approvisionnement en Eau Potable et l'Assainissement en Milieu Rural au Zaïre.

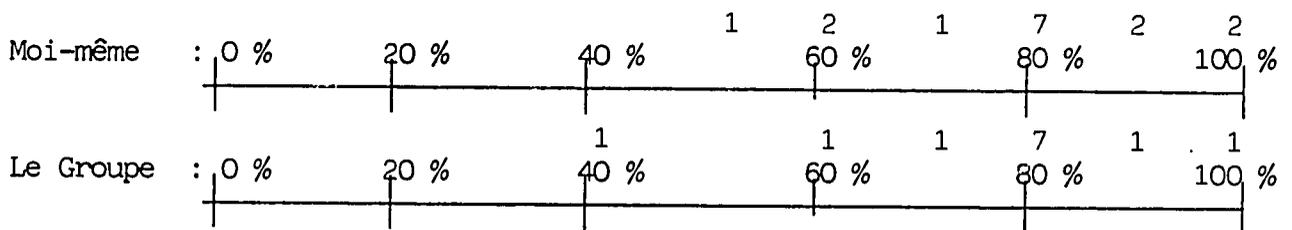


Principes de formation, philosophies, théories

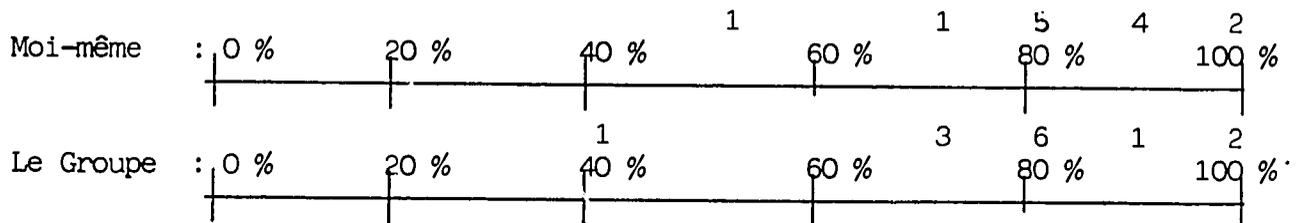
B. Identifier TROIS facteurs à considérer dans l'apprentissage des adultes



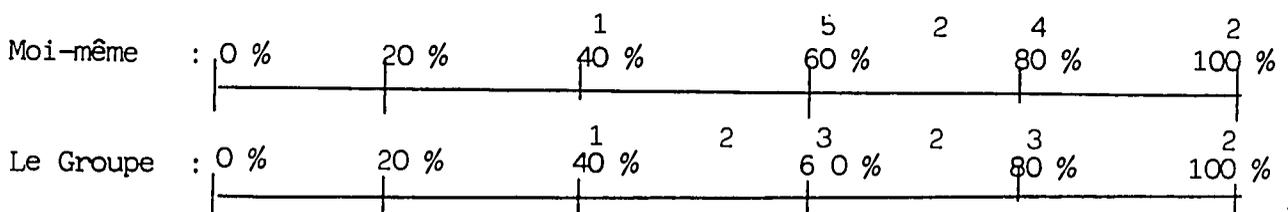
C. Identifier et évaluer le style d'apprentissage individuel



D. Décrire et participer au modèle d'apprentissage par l'expérience

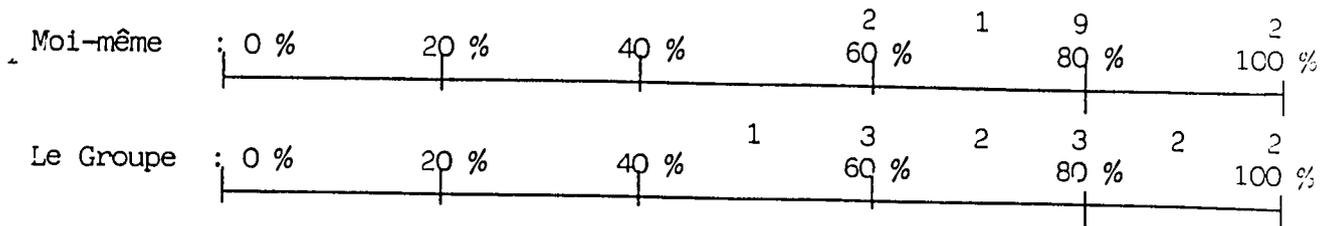


E. Identifier les voies d'intégration de ces principes dans la formation des Agents de terrain

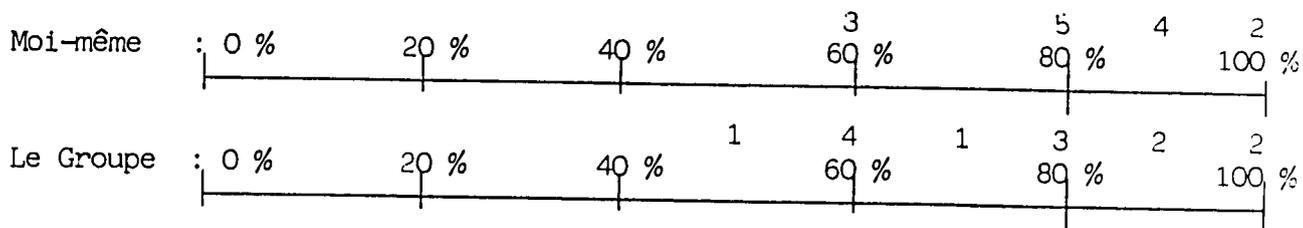


COMMUNICATION ET DYNAMIQUE DU GROUPE

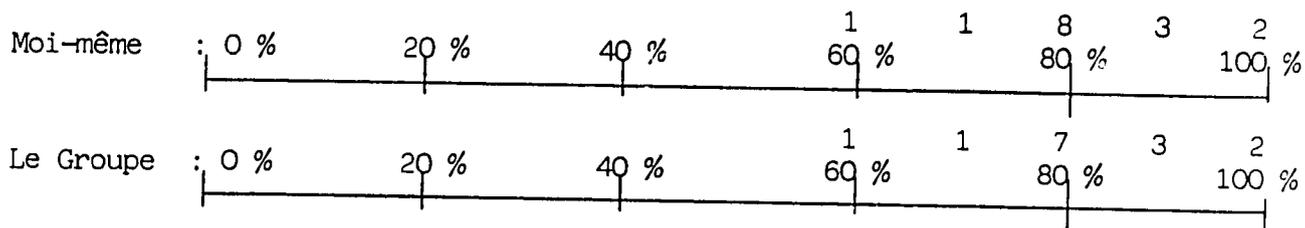
F. Identifier les problèmes qui empêchent une bonne communication et les moyens d'éviter ces problèmes



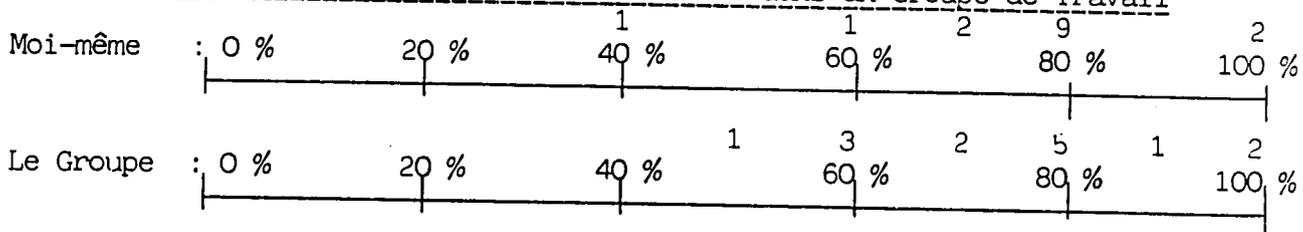
G. Etablir une liste et décrire les critères d'un FEEDBACK efficace



H. Identifier, décrire et pratiquer les fonctions des membres d'un Groupe de Travail

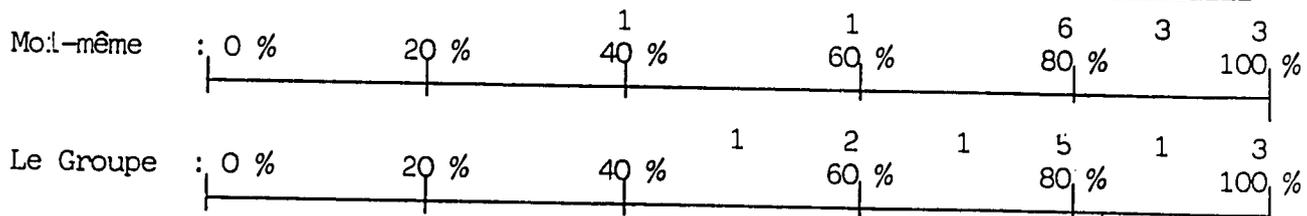


I. Discerner entre le CONTENU et le PROCESSUS dans un Groupe de Travail

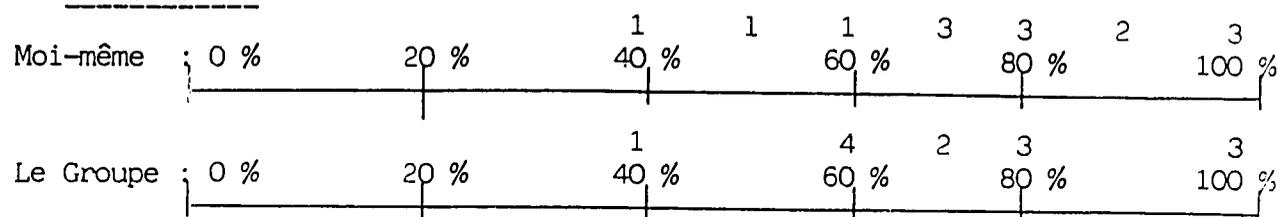


L'ELABORATION ET LA MISE EN APPLICATION DES PROGRAMMES DE FORMATION

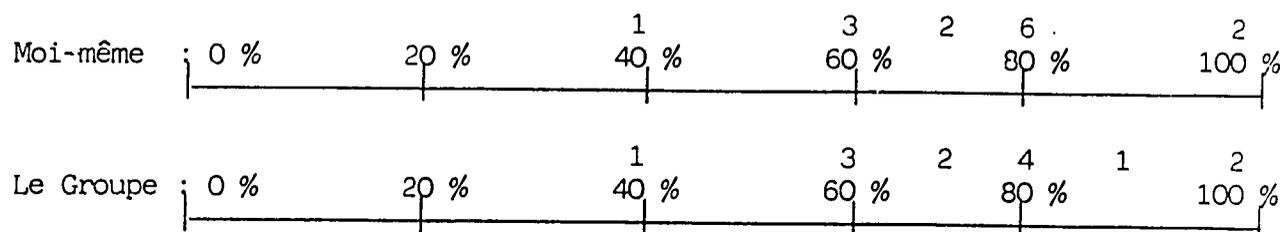
J. Pratiquer une analyse des tâches et rédiger les objectifs de comportement



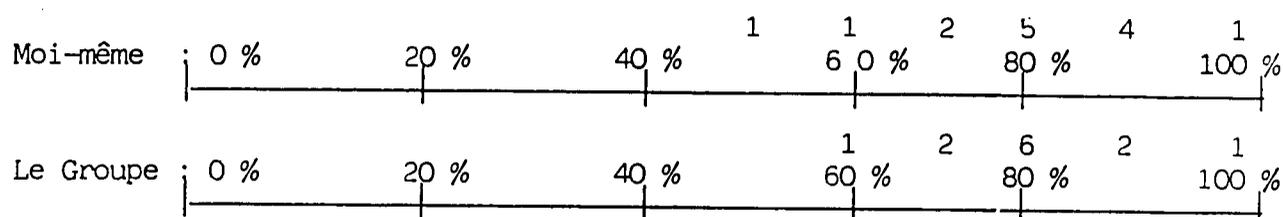
K. Identifier les composantes d'un plan d'élaboration d'un programme de formation



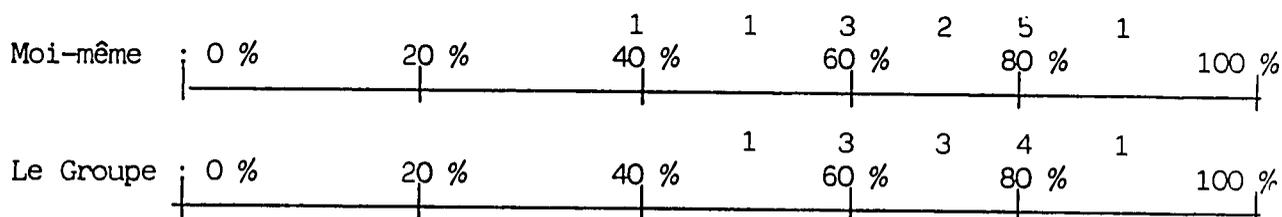
L. Pratiquer diverses méthodes d'apprentissage et utiliser différents outils de formation



M. Critiquer et perfectionner les sessions de formation



N. Développer des stratégies concernant l'application des "nouveaux acquis" dans la série d'Ateliers à venir



3. Quels ont été les apprentissages les plus significatifs concernant la formation des adultes ?

- . Elaboration d'un plan de cours, méthodologie d'apprentissage par les adultes, diverses méthodes et techniques d'apprentissage par les adultes.
- . Identification et évaluation du style d'apprentissage individuel, méthodes et techniques de formation, FEEDBACK, problèmes de communication, processus et contenu de formation, évaluation de la formation.
- . Définition des buts et objectifs, analyse des tâches, dynamique de Groupe, problèmes de communication, FEEDBACK, méthodologie et technique de formation, outils de formation, évaluation, sessions pratiques (pas de place pour écrire le reste).
- . Tous.
- . Elaboration des objectifs en fonction des tâches et choix de méthodes à utiliser durant les sessions, différence entre la pédagogie classique et l'andragogie, FEEDBACK et évaluation des Ateliers et des sessions.
- . Travaux pratiques, étude des cas, travaux en Groupe.
- . Le modèle d'apprentissage par expérience - Problème de communication et les moyens d'améliorer les lacunes, le FEEDBACK.
- . J'ai beaucoup appris sur le comportement à adopter devant les adultes et les possibilités de les faire participer et susciter leur intérêt.
- . J'ai appris la façon d'aborder un adulte devant un problème donné.
- . L'adulte a ses expériences. Il veut la liberté. Chacun a sa façon de retenir ou d'apprendre. Il doit être respecté. Il contribue à sa formation.
- . Le style individuel, l'apprentissage par expérience, la communication et les techniques de formation.
- . Le FEEDBACK, la co-facilitation et l'auto-évaluation.
- . Modèle de l'apprentissage par l'expérience, FEEDBACK, dynamique de Groupe, analyse des tâches et techniques de formation.
- . Apprentissage par expérience, communication pour les adultes, la dynamique de Groupe, analyse des tâches, objectifs de comportement, techniques de formation, plan d'élaboration d'une session de formation, travail en équipe de deux, de quatre, etc.

4. Quels ont été vos apprentissages les plus significatifs à propos de vous-même en tant que Formateur ?
- . Attitude à adopter et gestes devant les adultes, vision générale de la voie à suivre pour apprendre aux adultes, habitudes au travail en Groupe, inciter la participation de l'auditoire.
 - . Différents rôles que j'ai joués dans ces différents Groupes, changement de comportement vis-à-vis du Groupe, gestion de temps, préparation du Contenu et présentation.
 - . Quand on part de néant et on a le désir et la volonté d'apprendre, tout est significatif. Ainsi pour moi, tout a été significatif car chaque apprentissage a sa dose dans l'apprentissage des adultes aussi moindre soit-ce dernier.
 - . Styles individuels d'apprentissage, dynamique de Groupe, technique de présentation, plan d'élaboration et (présentation en Groupe ; nouveau pour moi et très important) co-facilitation.
 - . La co-facilitation et le FEEDBACK, l'élaboration des fiches de présentation des sessions.
 - . Les deux séances d'animation, la préparation des exposés.
 - . Les théories et principes d'apprentissage par les adultes, les fonctions des membres d'un Groupe, procédures d'analyse des tâches, rédaction des objectifs de comportement, planification des Ateliers de formation, l'évaluation de la formation après l'exécution du plan de celle-ci, les divers outils de formation.
 - . En ce qui me concerne, j'ai appris à comprendre les autres, admettre les critiques et à faire l'autocritique.
 - . Nous devons reconnaître que chacun ne se suffit pas de lui-même, il a toujours besoin de quelqu'un d'autre à ses côtés. Une bonne collaboration amène toujours de bons résultats.
 - . L'analyse des tâches, les techniques de formation et techniques énergisantes, méthodes d'évaluation, FEEDBACK, dynamique de Groupe.

- . Le travail en équipe + les rôles de chacun, les techniques de formation, le style individuel, analyse des tâches, objectifs, autocritique des Formateurs entre eux (évaluation).
- . Confectionner une leçon en fonction du temps et le respect de ce temps, poser des questions et attendre quelques minutes de réflexion aux Participants, sans imposer ses idées, approuver celles des autres. Rendre la leçon active par des exemples bien choisis.
- . Techniques de formation, analyse des tâches, planification et gestion des Ateliers de formation, styles individuels d'apprentissage.
- . Les techniques de FEEDBACK, la dynamique de Groupe, plan d'élaboration d'une session de formation, les analyses des tâches et les styles d'apprentissage pour adultes.

5. Pour vous, laquelle (lesquelles) des sessions a (ont) été plus importante (s) ou utile (s) ?

- . Présentation en Groupe de DEUX et QUATRE, FEEDBACK, Techniques d'apprentissage, Analyse des tâches et Apprentissage par les adultes.
- . Aptitudes de communication, FEEDBACK, Analyse des tâches et objectifs, Dynamique de Groupe, Techniques de formation, Evaluation.
- . Toutes les sessions furent importantes car, c'est l'acheminement de tous les sujets traités et leur cohésion qui conduit à la facilitation pour le Formateur, de bien faire ce qu'il est appelé à faire. Toutes les sessions furent importantes.
- . Toutes.
- . Présentations en équipes car elles font appel à toutes les aptitudes acquises.
- . Toutes les sessions.
- . Toutes les sessions ont été utiles mais les plus importantes pour moi sont celles ayant trait aux principes même de formation, philosophie et théories. En ce qui concerne les sessions sur la communication et dynamique de Groupe, je note : l'identification des problèmes qui empêchent une bonne communication et les moyens pour les éviter.
En ce qui concerne l'élaboration et la mise en application des programmes, l'analyse des tâches, la définition des objectifs de comportement, l'identification des composantes d'un programme de formation, la critique le perfectionnement des sessions de formation.
- . Etant donné que toutes les sessions étaient complémentaires, aucune n'était plus importante que l'autre.
- . L'apprentissage des adultes.
- . Apprentissage des adultes (à ajouter à ce que j'ai cité à la question n° 4).
- . Toutes les sessions ont été importantes pour moi. Mais j'ai surtout aimé la partie sur les exercices pratiques ainsi que le système d'autocritique.
- . Toutes.

- . Techniques de formation, Analyse des tâches, Planification et gestion des Ateliers de formation.
- . Toutes les sessions ont été plus importantes et utiles pour moi.

6. Pour vous, laquelle (lesquelles) des sessions a (ont) été moins importante (s) ou utile (s) ?

- . Aides visuelles
- . Aides visuelles
- . Aucune session n'a été moins importante que l'autre.
- . Aucune.
- . Style individuel d'apprentissage car l'identification de ces styles reste problématique pour un Formateur (l'adaptation parmi les Participants) des fiches exposées aux erreurs.
- . N E A N T
- . Rien à signaler
- . N E A N T
- . Jusque là, je n'ai pas trouvé de session moins utile, toutes ont été importantes à mon avis.
- . Aucune (toutes étaient utiles).
- . Rien à signaler.
- . N E A N T
- . Problèmes de communication.
- . Aucune.

7. Quelles sont les recommandations que vous aimeriez faire pour améliorer :

a). le contenu de l'Atelier sur la formation des Formateurs ?

- . Préparer au moins UN mois avant la formation, préparer par Groupes restreints (4) puis discuter avec tous les Formateurs.
- . Les photocopies doivent être produites en bon français, simple et compréhensible.
- . Le contenu était O.K. vu le niveau des Participants, mais j'aimerais qu'il y ait beaucoup d'exercices pratiques.
- . L'évaluation (chaque SIX mois) et acquisition des nouvelles connaissances, le suivi (au moins une fois chaque année)
- . Réaliser le contenu d'un Atelier ensemble c'est-à-dire Consultants et Formateurs.
- . Insister un peu trop sur l'élaboration des aides visuelles.
- . Rédaction des rapports relatifs aux sessions pendant le déroulement et après la session.
- . Il nous faut un peu plus de documentation et encourager l'organisation d'autres Séminaires.
- . Que les Formateurs trouvent d'abord de l'intérêt à ce qu'ils doivent faire, savoir quoi faire et comment procéder pour aboutir à un bon résultat.
- . Les moyens audio-visuels n'ont pas été utilisés (source - travaux)
- . Lecture des photocopies immédiatement après distribution pour mieux fixer les idées.
- . Le contenu n'a rien à reprocher car il est dans la ligne des objectifs, seulement, on souhaiterait ajouter à ce contenu la maîtrise des cours à enseigner "Apprendre à enseigner c'est bien - s'assurer de ce que l'on va enseigner c'est mieux".
- . J'aimerais qu'il y ait beaucoup de présentations.
- . Le contenu doit rester le même mais envisager et appliquer d'autres distractions pour le Groupe.

b). l'horaire de l'Atelier sur la formation des Formateurs ?

- . Celui que nous avons suivi est à maintenir
- . Il était bon.
- . Il était bon surtout qu'on pouvait, de commun accord, y apporter quelques modifications.
- . Bien établi.
- . Rien à signaler.
- . Conforme.
- . Rien à signaler.
- . Le temps était très court, je pense que c'était très important.
- . Doit être établi avant, savoir ce qu'il faut faire chaque jour mais il peut être modifié avec l'accord des Participants.
- . C'était bien.
- . O.K.
- . QUATORZE jours d'affilé jusqu'à 17 heures 30', c'est relativement un peu trop. Si on donnait un jour de repos ou travail personnel après 7 jours. Comme on termine samedi, l'Atelier de vendredi doit se clôturer à 12 heures 30'.
- . Horaire trop chargé.
- . L'horaire a été bien conçu et restera le même.

c). l'organisation de l'Atelier sur la formation des Formateurs ?

- . Contacts entre Formateurs et Service de logistique, choix de l'endroit éloigné du lieu de service des Formateurs.
- . Etait bonne.
- . Elle fût moyenne. Etant la première, j'espère qu'avec le temps elle s'améliorera.
- . Bien organisé (pas de fatigue) car souvent, on se fatigue à la fin de la session.
- . Consultation des Formateurs et leurs services de tutelle.
- . Conforme.
- . Un peu plus de confort surtout la lumière en vue de continuer les lectures parfois la nuit (lampes tempêtes sont peu commodes surtout aux lunettiers).
- . L'organisation était très bonne.
- . Qu'il y ait une bonne collaboration entre les services concernés et que le programme soit conforme à tous (disponibilité, acceptabilité).
- . C'était bien.
- . Penser prochainement aux loisirs tel que cinéma (pas utilisé).
- . L'organisation était bonne mais parfois il fallait peut-être prévoir 70 % de part active des Participants au cours d'un Atelier.
- . Très bonne - beaucoup de congratulations.
- . Là, il faudrait au moins DEUX personnes pour les problèmes de logistique.

d). les méthodes de l'Atelier sur la formation des Formateurs ?

- . Jusqu'à présent, la session qui vient de s'accomplir sert de modèle.
- . Bonnes.
- . Les méthodes étaient bonnes dans la mesure où j'ai retenu beaucoup de choses.
- . Bonnes méthodes.
- . A encourager.
- . Conformes.
- . Rien à signaler.
- . Les méthodes semblent être bien adaptées.
- . Adaptables au niveau d'instruction des formés.
- . Les mêmes.
- . Rien à signaler.
- . C'étaient de bonnes méthodes. Approuver toutes les idées (réponses) des Participants sans rejeter une seule QUATORZE jours durant c'est bien pour encourager mais ne serait-ce pas un danger ?
- . Méthodes adaptées car nous étions à l'aise. Continuez de cette façon !
- . Continuer toujours à chercher d'autres méthodes pour que la formation soit encore plus variée.

e). les facilités pour l'Atelier sur la formation des Formateurs ?

- . Surtout du côté de logistique et de la co-facilitation pour la bonne marche des Ateliers à venir.
- . Prévoir les conditions considérables des honoraires, assurer nourriture et logement.
- . Il y avait peu de distraction (le bas et le haut).
- . Une bonne salle des cours.
- . Bien.
- . Motivation des Participants.
- . Disponibilité des locaux très appréciable mais l'ensemble des locaux étaient trop sales du début à la fin.
- . Pas sous-estimer le travail des Formateurs car il demande, outre la volonté et la compétence, les sacrifices, présente les risques.
- . Etant donné le climat de confiance, il y a eu beaucoup de facilités sur le travail.
- . Il faut une bonne collaboration et que chacun facilite la tâche de l'autre (service).
- . Les mêmes.
- . Rien à signaler.
- . La co-facilitation des Formateurs, la participation active des Participants ont beaucoup contribué à rendre facile l'Atelier.
- . Aucune recommandation car tout était comme sur les roulettes.

8. Prière donner du FEEDBACK aux Formateurs :

a). Pape GAYE :

- . Continuer à Kinshasa pour la préparation de la première session de mars 1986 et s'arranger de façon qu'on se retrouve pour d'autres sessions c'est-à-dire que c'était très bien.
- . Posé, calme, écoute bien, maîtrise du contenu, bon facilitateur, simple, partage bien avec les Participants.
- . Avec beaucoup d'expériences dans la formation, son apport a été d'une grande utilité en examinant à fonds nos buts et objectifs sur la formation.
- . Même style tous les DEUX, je pense qu'ils s'entraînent en chambre avant d'entrer en scène.
- . L'exemple de la co-facilitation ensemble entre les deux Consultants a joué beaucoup sur l'esprit décontracté de l'équipe. Ils étaient totalement intégrés à l'équipe. Les compétences techniques élevées. Pas de conflit ni durant les présentations de session, ni durant les heures de détente.
- . Consommation trop importante des papiers pour chevalets. Il faudrait limiter cette consommation.
- . Bonne tenue, social, efficace dans ses remarques, comprend les problèmes d'un chacun, supporte mais se réserve beaucoup et, parfois, se gêne un peu.
- . Avec son sourire d'un grand connaisseur, il est resté à la hauteur de sa tâche (élite).
- . A donné le maximum de lui-même.
- . A la bonne méthode.
- . J'ai surtout apprécié l'ouverture. La critique de ITOKO après présentation n'était pas objective.
- . Voix claire, attitude posée, bonne maîtrise de ses connaissances, social et sociable - Grand merci.
- . Peut essayer d'augmenter le volume de sa voix.
- . Techniques de formation, expérience en matière de formation et bonne compréhension très utiles.

b). Lee JENNING §:

- . Idem que pour Pape.
- . Pas pressé, modérateur de qualité, maîtrise du contenu, simple, écoute bien. fait une bonne équipe avec Pape.
- . Très sympathique comme Pape, nous a apporté tout pour cette formation et surtout, tous deux nous ont considérés plus amis que Participants.
- . Idem que pour Pape.
- . Idem que pour Pape.
- . Très bonne maîtrise de la matière, bon choix des techniques d'apprentissage en fonction de la population.
- . Les mêmes notes car avec Pape, ils forment un couple cohérent.
- . Etant donné leurs compétences, il reste toujours difficile de donner un jugement au-dessus de "élite". Adaptation admirable.
- . Idem que pour Pape.
- . La méthode est bonne.
- . Rien à reprocher.
- . Très sympathique.
- . Peut contrôler certaines remarques qui parfois peuvent indisposer quelqu'un surtout s'il est parmi les autres.
- . Longue et bonne expérience en matière de formation pleine d'émulation. Tout ce qui est vrai pour Pape l'est encore pour JENNING.

9. Remarques Générales

- . Lors des prochaines sessions, le SANRU et le SNHR devront discuter des intervenants des sessions concernées pour apprécier les modalités.
- . Je pars avec très bonnes impressions.
- . Je vous remercie de tout car la session que vous venez de nous donner nous servira non seulement dans le programme de formation, mais aussi dans notre vie de tous les jours. Et je suis content d'avoir élargi le rayon d'action d'amitiés.
- . Rien à signaler.
- . Nous souhaitons que les mêmes Consultants continuent pour les Ateliers à venir afin de continuer sur les bases. Voir observations déjà formulées en ce qui concerne les contacts avec les services de tutelle, la motivation, etc.
- . Les chambres étaient trop sales pendant les DEUX semaines, personne n'est venue les nettoyer. Les chambres n'avaient pas de rideaux, les toiles moustiquaires pleines de poussière, murs très sales, etc. Pendant DEUX semaines, les draps n'ont pas été changés, repas trop monotones (cuisine), lieu du séminaire trop enclavé.
- . Toute la session en général s'est déroulée dans des conditions optimum. Pas de cas grave de maladie, d'abandon, de conflits ouverts sauf seulement un peu de monotonie par manque de distractions variées.
- . En général, le climat de travail était très bon, le choix du lieu nous a mis dans une ambiance de travail telle que nous ne pouvions oublier le but de notre mission à SONA-BATA.
- . Que l'Equipe Nationale trouve l'importance qu'on accorde en elle, qu'elle sache que l'expérience de l'un profite à l'autre.
- . L'Atelier a été très nécessaire mais je pense qu'à certains moments (pas toute la session) on est obligé d'utiliser la méthode du cours magistral quand il y a des mots nouveaux.
- . Rien à signaler.
- . L'atelier a très bien réussi. J'ai appris plus que ce que j'attendais en très peu de temps. On était à l'aise comme chez-soi. Bravo aux deux

Consultants.

- . Je n'ai pas aimé la manière de la co-facilitation qui a régné pendant longtemps au sein de cette Equipe. J'aurais souhaité que toute l'Equipe soit décomplexée et libre de s'engager volontairement pour soutenir, aider ou appuyer chaque membre qui la compose.
- . J'ai beaucoup aimé l'intérêt que les Formateurs ont porté au Groupe et à chaque membre du Groupe. Cela a amélioré l'ambiance dans le travail.