

PN-AA4-643

1987 11 19



**WATER AND SANITATION  
FOR HEALTH PROJECT**

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**TRAINING OF TRAINERS WORKSHOP III  
AND TRAINING MATERIALS  
DEVELOPMENT FOR THE  
WATER AND SANITATION  
COMPONENT OF SANRU II**

**WASH FIELD REPORT NO. 216**

**NOVEMBER 1987**

The WASH Project is managed by Camp Dresser & McKee International, Inc. Principal cooperating institutions and subcontractors are: Associates in Rural Development, Inc.; International Science and Technology Institute, Inc.; Research Triangle Institute; Training Resources Group; University of North Carolina at Chapel Hill.

Prepared for  
the USAID Mission to the Republic of Zaire  
WASH Activity No. 355

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Prepared for the USAID Mission to the Republic of Zaire  
under WASH Activity No. 355

by

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and  
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November 1987

Water and Sanitation for Health Project  
Contract No. 5942-C-00-4085-00, Project No. 936-5942  
is sponsored by the Office of Health, Bureau for Science and Technology  
U.S. Agency for International Development  
Washington, DC 20523

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## ACRONYMS

CEPAS	Centre d'Etudes pour l'Action Sociale (Center for Studies of Social Action)
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)
ENFEA	Equipe Nationale des Formateurs en Eau et Assainissement (National Training Team for Water and Sanitation)
FdF	Formation des Formateurs (Training of Trainers)
GOZ	Government of the Republic of Zaire
HPN	Health, Population and Nutrition Office, USAID/Kinshasa
IEM	Institut de l'Enseignement Médical (Medical Training Institute)
NGO	Non-governmental organization
PC/Z	Peace Corps/Zaire
PNA	Programme National d'Assainissement (National Sanitation Program)
REGIDESO	Régie de Distribution d'Eau (National Urban Water Agency)
RWSC	Rural Water and Sanitation 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 de l'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 Children's Fund
USAID	United States Agency for International Development
WASH	Water and Sanitation for Health Project, funded by S&T/H, AID/Washington
WS&S	Water supply and sanitation

## ACKNOWLEDGMENTS

We would like to thank several people for their help during this assignment. Most especially we thank Cit. Itoko Y'Oluki, the training coordinator for water and sanitation activities of the SANRU II Project. As he had during the first and second TOTs, Cit. Itoko provided constant support throughout the assignment. His fine attention to detail assured that all logistics were arranged in a timely and efficient manner, and his commitment to the overall success of the National Training Team for Water and Sanitation (ENFEA) was a constant inspiration for everyone.

In addition to Cit. Itoko, we received encouragement and support from numerous other people at SANRU II/ECZ. Our appreciation goes especially to the director of SANRU II, Cit. Nlaba Nsona; the technical advisor, Dr. Franklin C. Baer; and the director of training, Dr. Kidinda Shandungo.

Unfortunately, Cit. Sowa Lukono, director of SNHR, was out of the country; however, in his absence we received encouragement and support from the acting director of SNHR, Cit. Luvula Agnen Ambat.

Special thanks and appreciation also go to our excellent secretary-typist at the TOT workshop, Cit. Mbangi Mpyangu, and to Cit. Mwamba Wa Leza who typed this report.

USAID/Zaire was supportive and interested in our assignment. Felix Awantang, Carol Payne, and Rhonda Smith of the Health, Population and Nutrition Office (HPN) provided all necessary assistance and guidance. Special thanks especially to Rhonda.

Finally, our appreciation goes to the members of ENFEA who worked so hard and effectively to become "graduate trainers."

## EXECUTIVE SUMMARY

The Water and Sanitation for Health (WASH) Project assisted the USAID Mission in Zaire under Activity No. 355 to further develop a national training capability for the Government of the Republic of Zaire's (GOZ) rural water supply and sanitation (RWSS) sector. Two consultants designed and implemented a two-week advanced training-of-trainers (TOT) workshop for members of the National Training Team for Water and Sanitation (ENFEA). They also assisted the Zairian trainers in the development of designs, curricula, and materials for future seminar-workshops to be implemented by the trainers for field-level personnel working in the RWSS sector. This assignment, which was carried out in Zaire from August 3 to 29, 1987, was the third of three WASH interventions planned over a 20-month period to improve the training skills of Zairian trainers and to develop a standard curriculum for a series of workshops for Zairian personnel in the RWSS sector.

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 Rosensweig 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 beginning TOT workshop and develop the curricula for the first workshops in the series. This step was accomplished in early 1986 by two WASH consultants (see WASH Field Report No. 177, April 1986). The second step, an intermediate TOT, was accomplished in September 1986 (see WASH Field Report No. 198, October 1986).

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 staff 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 within both the rural health zones and the rural water brigades of SNHR. Personnel of the National Sanitation Program (PNA) are also directly involved in this overall effort to strengthen the RWSS sector in Zaire.

This assignment involved three phases: an initial one-week needs assessment and TOT design period, the two-week advanced TOT workshop, and a final week for documenting the process and providing additional guidance on materials preparation and future planning. The core element of the advanced TOT were three mini-training programs of two and a half days each that were designed, implemented and evaluated by the trainer trainees of ENFEA. This practical, real-life training experience enabled three groups of four trainers each to practice their training skills on three different client groups: personnel of an SNHR rural water brigade, personnel of two rural health zones, and members of a community development committee.

All the various evaluation instruments indicated a constantly high degree of satisfaction with this advanced TOT workshop. The 10 out of 12 participants who participated in all three TOTs rated the overall approach as either efficient or very efficient.

There are two key factors for the success of the effort. First, the WASH trainers believe that these positive results are directly related to the overall approach that allowed for continuity (the team leader was always the same person) and also exposure to a variety of trainer styles and skills (the second trainer was a different person for each workshop). Second, each TOT was designed to meet the participants' expressed needs and desires, and they (the participants) were the ones most responsible for the workshops' outcomes.

The next step in this overall process will be an evaluation of the strategy proposed by WASH in the initial overall training plan. This evaluation will be conducted by WASH staff member Fred Rosensweig either in November 1987 or January/February 1988.

Recommendations in this report for the immediate future include the following:

1. USAID/Health, Population and Nutrition Office (HPN) should encourage the National Action Committee for Water Supply and Sanitation (CNAEA) to initiate and even facilitate discussions among the decision-makers of SANRU, SNHR, PNA, UNICEF, etc. regarding the effective use of the ENFEA trainers.
2. SNHR should formalize the designation of a training coordinator responsible for collaboratively planning, implementing, and evaluating training programs for SNHR with the SANRU II RWSS training coordinator.
3. Policies that take into consideration the needs, possibilities, and limitations of each collaborating organization (i.e. SANRU, SNHR, PNA, USAID, UNICEF, etc.) should be developed and implemented regarding the organization of the training seminars and the reimbursements of other benefit issues for members of ENFEA.
4. Until a coordinating unit is operational, SANRU and SNHR should keep all concerned organizations informed on a timely basis about ENFEA's proposed activities, accomplishments, and problems.
5. USAID/HPN, SANRU, and SNHR should consider sponsoring a series of basic management principles workshops for the managers of RWSS services and/or organizations as well as for members of ENFEA so that even closer collaboration can be fostered.
6. USAID/HPN and WASH should formulate, after the WASH evaluation visit in late 1987 or early 1988, concrete programmatic recommendations to ensure the effective use of the trainers of ENFEA in the context of an overall national training strategy for the RWSS sector in Zaire. These recommendations

should include a clarification of the overall training strategy and the mechanisms necessary for successful implementation of this strategy. A fourth TOT should be considered that would focus upon developing a common understanding of this strategy and specific planning for its realization.

## Chapter 1

### INTRODUCTION

#### 1.1 Background

In September 1985, USAID/Kinshasa 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 its water and sanitation activities by training rural water and sanitation coordinators (RWSCs) for each rural health zone and by strengthening the National Rural Water Service (SNHR), which is responsible for constructing rural water systems throughout Zaire, and the National Sanitation Program (PNA).

Fred Rosensweig, WASH Associate Director for Human Resource Development, visited Zaire in October 1985. With the concerned parties he developed an overall training plan and calendar for the water and sanitation component of SANRU II (see WASH Field Report No. 160, November 1985). 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 Mission, confirmed the request for further WASH assistance in developing a National Training Team, training designs, and materials. Thus, two WASH consultant trainers, Henry L. Jennings and Pape Gaye, were in Zaire from January 20 to March 1, 1986, to conduct an introductory training-of-trainers (TOT) workshop for the 12 Zairians designated to be on the National Training Team and to assist the new trainers in developing a curriculum for the first RWSC workshop (see WASH Field Report No. 177, April 1986).

Following this early 1986 WASH assistance, nine of the 12 trainers on the National Training Team had an opportunity to work in at least one of the three seminar workshops held to train rural water and sanitation coordinators or station chiefs of SNHR. One trainer was dropped from the team so that 11 of the original 12 plus Cit. Itoko, the training coordinator for rural water and sanitation of SANRU II, were available to participate in the intermediate TOT workshop. An additional Zairian trainer who works with another USAID-funded and WASH-assisted project, Shaba Refugee Water Supply (see WASH Field Report No. 178, April 1986), was also invited to participate in this intermediate TOT. Thus the total number of participants was 13 for the intermediate TOT which was conducted by WASH consultant trainers Henry L. Jennings and William R. Hanson (see WASH Field Report No. 198, October 1986).

Following the overall training plan outlined in Rosensweig's November 1985 report, an advanced TOT was scheduled to be held in April 1987 for the same group of participant trainers. Due to a cutback in counterpart funds reducing

the number of training programs that could be organized, this advanced TOT was postponed until August 1987. It is this workshop, conducted by WASH consultant trainers Henry L. Jennings and Agma Prins, that is the subject of this report.

### 1.2 Scope of Work

The complete scope of work for this third of three visits can be found in Appendix A. The key activities called for during the four-week visit were to:

- assess the needs and expectations of the members of the National Training Team;
- design and conduct a two-week advanced TOT, building on the skills developed in the previous two TOTs;
- assist the Zairian trainers in developing materials for upcoming seminar-workshops; and
- evaluate the results of the advanced TOT and write a draft final report before leaving Zaire.

### 1.3 Proposed Work Plan and Team Preparation

During the two-day team preparation phase at WASH, the consultants drafted a work plan which included an overall purpose statement, objectives, expected outcomes, and strategy/activities for each of the three phases of the visit:

- Entry/Preparation : (August 3-8, 1987)
- Advanced TOT Workshop : (August 10-22, 1987)
- Curriculum Development : (August 24-29, 1987)

The overall purpose of the visit was defined as follows:

- To continue the process of training and curriculum development skills acquisition by the members of the National Training Team for Water and Sanitation (ENFEA) and to assist them and the SANRU II Project in refining the ongoing training strategy and plan.

Under the guidance of Fred Rosensweig, the consultants also used this preparation phase to discuss their individual work and training styles. They came to agreement on basic teamwork norms and responsibilities.

## Chapter 2

### PREPARATION FOR THE ADVANCED TOT WORKSHOP

#### 2.1 Work Plan Approval

The proposed work plan was reviewed and accepted on Monday morning, August 3, with the following staff members of the USAID/Kinshasa Health, Population and Nutrition (HPN) Office:

Ms. Carol Payne, water and sanitation project officer  
Ms. Rhonda Smith, SANRU II Project officer

During this initial visit to the USAID/HPN office, the WASH team also met the acting head of the office, Ms. Lois Bradshaw, and received initial administrative and logistical assistance from the outgoing water and sanitation project officer, Mr. Felix Awantang.

The team then reviewed the plan at ECZ with Cit. Itoko Y'Oluki, water and sanitation training coordinator; and together they established the work schedule for the rest of the first week. With Cit. Itoko, they also made courtesy visits on the Project Director of SANRU II, Cit. Papa Nlaba Nsona, and the training coordinator, Dr. Kidinda Shandungo.

The final meeting the first Monday was with Cit. Luvula Agnen Ambat, assistant director of SNHR, since the director, Cit. Sowa Lukono, was away on official travel.

A copy of the proposed work plan was also delivered to the office of Cit. Kadima Mwamba, assistant secretary general of Zaire's National Committee for the Water Decade (CNAEA).

#### 2.2 Participant Needs Assessment

Over the next three days, the WASH team interviewed the members of ENFEA who were in Kinshasa. The purpose of these interviews was to:

- Reestablish contact with the WASH trainer who had conducted the first two TOTs.
- Introduce the new WASH trainer and establish a working rapport.
- Determine the participants' desires and discuss their suggestions for the subjects, methods, tools, or approaches for the advanced TOT.

These interviews and the continuing daily dialogue with Cit. Itoko enabled the WASH team to develop a list of participant expectations and suggestions for the advanced TOT. They also provided an opportunity for the WASH team to set an expectation among the participants for continuing to do much individual, group, and stand-up training during the advanced TOT. In order to have the resource materials available to do this, all the participants were asked to bring to the TOT their own reference materials.

### 2.3 Final TOT Design and Themes

Based on the participant interviews and the continuing dialogue with Cit. Itoko, the WASH team was able to confirm the overall purpose or goal of the advanced TOT (see Section 1.3). They also were able to elaborate a proposed draft schedule (see Appendix B) and to decide that the major themes or subjects would be the following:

- Review of experiential adult learning methodology.
- Reinforcement of training techniques and tools (especially climate setting, case study, role play, small group work, question/answer, and visual materials).
- Supervision, including consultation, coaching, and observation skills.
- Evaluation and follow-up.
- Advanced training design and materials development.
- Co-training.

Once these themes were decided upon, the team reviewed the reference materials it had brought and identified several articles and other training materials for duplication by the SANRU II administrative support office.

The two most significant decisions made during this initial planning week were that the advanced TOT should be designed around a real-life, practical training experience and that the WASH team should incorporate into the advanced TOT trainer team an experienced Zairian trainer, Cit. Tabaro Tchim-A-Lamungo, who was being considered for a full-time position with the SANRU II training division. Cit. Itoko took full responsibility for establishing the contacts in and around the TOT site in Tshela, Bas-Zaire, and for identifying and mobilizing the three groups which would compose the participants' trainees for the practical mini-training programs during the TOT. The WASH team was initially taken aback by the suggested addition of a new and unknown co-trainer at such a late date. When the team met Cit. Tabaro, however, and found out that he had successfully completed a full TOT series conducted by a consultant trainer, Mr. Boubacar Diallo, who has also worked for WASH, they decided to accept the challenge. Thus, the team became a WASH/SANRU training team; and the advanced TOT profited greatly from this combination of trainer skills, styles, and knowledge.

## Chapter 3

### TWO-WEEK ADVANCED TOT WORKSHOP

#### 3.1 Participants

In addition to Cit. Itoko, 12 participants arrived at the advanced TOT site on Sunday, August 9. One of them, Cit. Lwanuna Asumani, was new to the group. Cit. Lwanuna completed his university studies in June 1986 and was engaged in early 1987 by CNAEA to coordinate RWSS activities undertaken by the various non-governmental organizations (NGOs) in Zaire. He attended at the request of Cit. Kadima, assistant secretary general of CNAEA, who felt that Cit. Lwanuna could profit from the experience. This indeed proved to be the case, as Cit. Lwanuna accepted the challenge openly and worked collaboratively with the other experienced participants throughout the workshop.

The remaining 11 participants had all participated in the intermediate TOT and 10 of them had participated in the beginning TOT. With the exception of Cit. Kabagema Bigwi, who works with the USAID-assisted Shaba Refugee Water Supply Project (No. 116), the other 10 had all been involved since the intermediate TOT in either follow-up evaluation visits to participants trained in ENFEA workshops or in the implementation of other ENFEA or SNHR workshops. Unfortunately, one of the original participants from the first and second TOTs, Cit. Kalonji Nsenga, was unable to attend this third TOT because of other work priorities of SANRU II.

As noted in WASH Field Report No. 177, April 1986, on the first TOT, the trainers have a broad range of professional and field experience in diverse disciplines related to the needs of the RWSS sector. All have university or professional degrees plus work experience that ranges from a minimum of four years (with the exception of the new participant, Cit. Lwanuna) to over 20 years. The parent organizations from which they are seconded for work with ENFEA are:

<u>Organization</u>	<u>Number of Trainers</u>
● CEPAS	3
● SNHR	3
● SANRU/ECZ	2
● PNA	2
● REGIDESO	1
● IEM	1

(See Appendix C for a complete list of TOT participants.)

### 3.2 Site and Logistics

The site for the advanced TOT was the town of Tshela which is the capital of the Sub-Region of the Bas-Fleuve (Lower River) in the Region of Bas-Zaire (Lower Zaire). It is at the end of the paved highway from Kinshasa that passes through the port city of Matadi and then across the Zaire River toward the borders with Cabinda and Congo.

The driving time from Kinshasa is approximately eight hours. The population of Tshela is estimated at being around 30,000.

Tshela was selected by Cit. Itoko because of its relatively easy access from Kinshasa, the presence nearby of a SNHR station, the local hotel and meeting room structures, and the presence of a SANRU II-assisted rural health zone. His criteria proved to be quite fortuitous when, four days before the start of the TOT, the decision was made to build the TOT around practical training experiences with local groups. Due to his previously established rapport and contacts, Cit. Itoko was able to quickly arrange for these practical experiences to be held with members of the SNHR station, two local health zones, and a community development committee.

The workshop itself was held in the large community hall of the Catholic diocese of Tshela. Meals were also provided there by the Catholic sisters and local parish women. In general, these arrangements were satisfactory.

Trainers and participants were housed in two local hotels that offered minimal comfort. Transport to the workshop as well as to the practice training site for the SNHR group and for other short excursions was assured by one SANRU II Toyota Land Cruiser driven by one of the trainers. In addition, Cit. Itoko used his own car to handle the daily logistic issues. An additional SANRU II vehicle and driver would have been helpful.

The very efficient secretary/typist, Cit. Mbangu Mpyangu, who had worked at the beginning TOT in Sona-Bata in February 1986, was again hired for this advanced TOT. He did an outstanding job of typing all workshop sessions, materials, and products on stencils and then running them off so that everyone could have a complete reference folder from the advanced TOT. In fact, he accomplished an amount of work that would normally require a secretarial/clerical staff of four to five persons. He should have had at least one assistant.

It was also unfortunate that Cit. Itoko did not have a logistics assistant. He was kept so busy handling all the logistics, administrative, and protocol issues that he had little time to participate in workshop sessions. In spite of these issues, everything was handled most efficiently. The most positive workshop results could not possibly have been achieved without his constant collaboration and attention to details.

### 3.3 Training Methodology and Process

The Tshela TOT was the third and last planned TOT workshop of the series of three described in the initial training strategy and plan for the water and sanitation component of the SANRU II Project developed with the technical assistance of WASH staff member Fred Rosensweig in 1985. As in the first two workshops, the training focused on developing the training skills of the ENFEA national training team using the principles of experiential and participatory adult learning as the underlying guiding philosophy and method. The third TOT sought to build and expand upon the knowledge and skills acquired by the participants during the first two workshops as well as during their practical experience as SANRU trainers in the periods between the three workshops.

Spurred by a suggestion made by one of the participants during the pretraining interviews, the training team decided to build the third TOT around a practical training experience which would allow the workshop participants to use their old and new skills in a real training situation, with real trainees during the workshop. Three groups of trainees were recruited in Tshela: the members of a village health committee, staff members of two health zones (principally nurses), and the personnel of an SNHR station in a neighboring town. Four participants volunteered (according to selection criteria established by the training team) to form the participant-trainer team for each group of trainees. The training practicum proceeded in four phases:

- Phase I: An initial meeting between each four-person participant-trainer team and a representative from its group of trainees took place in the late afternoon of the first day of the workshop. The purpose of this meeting was to develop an initial list of possible content areas for the planned mini-workshops.
- Phase II: A meeting between each participant-trainer team and its group of trainees took place the afternoon of the second day of the workshop. The primary objective of this two-to-three hour first contact was to do a trainee needs assessment in order to refine the list of training content areas established during the initial meeting with the group representatives. A further objective was to clarify for the trainees the training approach that would be used during the mini-workshops.
- Phase III: The first part of the mini-workshops took place the entire Friday of the first week of the TOT.
- Phase IV: The second part of the mini-workshops took place the Wednesday afternoon and all day Thursday of the second week of the TOT.

The practicum was designed to simulate, as realistically as possible, a standard multiphase training program planning and implementation process. Those participants contacted before the start of the TOT in Tshela had been encouraged to bring with them whatever training materials they had that might be useful during the practicum. Some did so. In reality, however, the participants had to rely primarily on their own knowledge and experience in designing their training sessions. The WASH/SANRU training team provided other training reference materials.

Once the practicum was scheduled, with appropriate but limited periods for preparation and debriefing before and after each phase, there remained a total of only approximately four and one half (out of a total of 10-1/2) days for the rest of the workshop activities.

The specific themes or content areas of the workshop were chosen as a result of the needs expressed by the TOT participants during the pre-workshop needs assessment interviews as well as the training team's perceptions of participants' strengths and weaknesses.

While the practicum served as the major practical and experiential learning opportunity of the TOT, allowing the participants to test and hone training techniques and methods in a relatively controlled but not risk-free setting, the sessions facilitated by the WASH/SANRU training team allowed participants to explore ideas, practice skills, try out new behaviors, and experience unfamiliar techniques and methods within the context of relatively low-risk, short, structured activities.

These activities were designed with five general criteria in mind:

1. They should respond to the participants' needs as expressed during the pre-training interviews.
2. They should assist the participants in successfully carrying out the practicum or other ENFEA activities after the workshop.
3. They should broaden and deepen the participants' existing training skills.
4. They should stimulate independence, critical thinking, and creativity.
5. They should incorporate a broad range of training techniques and materials which might serve as models to the ENFEA trainers for their own future training curricula.

While the techniques and methods of planning, executing, and evaluating individual training sessions remained an important content area during the Tshela workshop, as it had during the previous two workshops, an increased emphasis was given to overall training program design, implementation, and evaluation.

Individual sessions were designed to incorporate a variety of content objectives (consulting skills and planning, visual techniques, and evaluation methods, for example) and were scheduled so that activities coming later in the TOT built on the learning of those which had been realized earlier. Individual exercises or sessions were discussed after their completion to help participants analyze the utility of the techniques demonstrated or practiced for their own future work as trainers.

Small group work played an important role in the majority of the sessions. In order to reinforce what had been learned during the second TOT concerning group dynamics and effective team work, the composition of groups was changed regularly to allow participants to experience a variety of group processes and individual approaches to task accomplishment. Group process was regularly analyzed and discussed throughout the workshop.

The next section of this report describes the seven major workshop themes or content areas. The specific exercises are briefly described in Section 3.5 and more fully in the training compendium which is available from WASH upon request.

### 3.4 Workshop Themes or Content Areas

#### 3.4.1 Climate-Setting Techniques

These sessions served to establish the working agreements of the TOT and to set the tone for the daily activities. They included introductory sessions dealing with TOT objectives, schedules, working norms, icebreakers at the start of each day, and closure activities at the end of the workshop. All of the icebreakers had a secondary objective--review of adult learning theories, evaluation, use of visual techniques in training, review of newly learned skills or concepts, and so forth.

After each of these icebreakers, the trainer led a brief discussion about the purpose of the exercise and invited the participants to share ideas as to how this exercise might be adapted or used during their own training programs. Several of the participants mentioned that they had not previously encountered icebreakers used as evaluation or review tools or introductory vehicles for new content to be explored more fully in later sessions. They successfully incorporated this technique into their practicum.

#### 3.4.2 Principles of Adult Learning

Adult learning theory, methods, and approaches had been dealt with extensively during the first two TOTs. Review sessions during the third TOT aimed primarily to foster a more critical understanding. These sessions always had a secondary objective related to one of the other workshop themes.

### 3.4.3 Training Design and Planning

Approximately seven hours were devoted to this major theme. During the pre-training interviews several of the participants had expressed a need to learn how to "reduce a large body of material to make it fit into a short training session or program" or to "choose what to teach during a training program." Others talked of difficulties in preparing an overall work plan to prepare for a training program or of problems designing sessions using such techniques as role plays and case studies. One reason for these difficulties appeared to be a tendency to view training content as something to be determined primarily by the trainers based on their own knowledge of a subject matter and their own perception of what others ought to know to achieve a certain pre-established level of expertise. Training process became then a series of techniques to more easily inculcate this knowledge.

The sessions related to training design and planning thus sought to emphasize the role of the learners in determining training content and the function of training process as a means to assist learners to make full use of the resources available to them (e.g. the trainers, the other trainees, their own experience, written materials, etc.) in order to learn what would be most useful to themselves. Emphasis was placed on trainee needs assessment and on the determination of training content based on an analysis of desired behavior of trainees after a given training activity. Training techniques (process) were analyzed in terms of their power to facilitate the learners' analytic, planning, creative, expressive, investigative, and practical skills, rather than simply as methods to transmit information effectively. An effort was made to systematize training design and planning by breaking it down into a series of steps that allowed the trainer to move from the trainees' needs to the structuring of training sessions in a logical way.

### 3.4.4 Consultation, Coaching, Observation, and Follow-up (Supervision)

This theme addressed the participants' concern to function more effectively in a "helping" role vis-a-vis their colleagues and their trainees. Also, several members of the group recognized the role of ENFEA trainers as consultants to the organizations they worked with; and some wanted to become individual project consultants in the future. Several sessions in the TOT directly addressed the roles, tasks, and steps of the consulting process. Trainer-trainee relationships were discussed both in terms of constructive feedback and evaluation during training and during post-training supervisory and follow-up visits. Finally, regular debriefing and feedback sessions throughout the workshop provided opportunities to improve observation and feedback skills in relation to colleagues and co-trainers.

### 3.4.5 Co-Facilitation

Several participants expressed a desire to become more effective co-trainers. This topic had been dealt with during the first and second TOTs, but one session during this third TOT was devoted to refreshing the previous learning related to co-facilitation skills. In addition, the training team repeatedly discussed its own functioning as a group of co-trainers with the participants. Finally, the practicum provided an ideal opportunity for participants to practice their co-facilitation skills and to improve these skills in response to observations made by colleagues during the feedback sessions.

#### 3.4.6 Evaluation of Training

Training program evaluation was practiced and discussed throughout the workshop. A total of at least 10 hours was devoted specifically to evaluation during the third TOT. In addition, there was frequent discussion of all the diverse evaluation tools used by the training team: feedback sessions, icebreakers, questionnaires, and so on. Finally, participants designed and used their own evaluation techniques during the practicum. Given the vastness of this subject and the limited experience of many of the participants with evaluation (a level of experience which was overestimated by the training team), this theme was probably inadequately addressed during the TOT. Many participants expressed a desire for still more work on evaluation at a future date.

#### 3.4.7 Training Techniques, Methods, and Styles

During the pre-training interviews, many participants mentioned that they would like to review such training techniques as role plays and case studies during the third TOT. The training team felt that there was an underlying need to relate training techniques more clearly to training process to help participants reach their own learning objectives (rather than those of the trainers). Further, SANRU staff and the ENFEA training team members expressed strong interest in learning more about the use of visual aids in training. SANRU wanted to revise a water and sanitation flipchart which had been produced with WASH financial support in 1985. This flipchart had proven inadequate for the needs of the project. The visual materials component of the third TOT was thus designed with an eye on introducing the ENFEA team to a variety of experiential visual training techniques and simultaneously developing a more critical appreciation of visual aids on the part of the participants who would later be involved in the revision of the flipchart.

The theme of training techniques, methods, and styles was dealt with through three different approaches during the third TOT. First, the WASH/SANRU training team used a wide variety of visual and nonvisual techniques in the activities they facilitated; they then discussed with the participants the utility and possible adaptations of these techniques. Second, approximately 10 hours were devoted to exercises designed to allow participants to analyze and evaluate different techniques and methods. Third, the practicum allowed participants to design and apply their own techniques with occasional demonstrations or suggestions from the training team to stimulate their creativity and refine their abilities in this area.

### 3.5 Description of Workshop Activities

This section of the report contains a day-by-day summary description of the third TOT activities. An overview of the training design is found in Appendix B.

### 3.5.1 Day 1

#### Major themes:

- Climate setting.
- Introduction to visual techniques.
- Review of theories and principles of adult learning.
- Consultation.
- Phase I practicum.

#### Activities:

##### 8:00 a.m. - Definition of Key Terms

The participants were given a word composed of two halves of two different words and were asked to find their "partner" who had the other two halves of the same two words.

(Ex. PRO TENT CON CESS = PROCESS/CONTENT)

These dyads were then asked to draw a picture representing the relationship between these two words. The other participants had to try to guess the two words from the picture. After explanations, the participants were asked to review the steps they had gone through in trying to understand the pictures of their colleagues ("What do I see? What does it mean?"). This led to a discussion on the difficulty of interpreting and understanding visual aids.

##### 10:00 a.m. - Expectations/Goals/Objectives and Schedule of the Third TOT

Participants were asked to reflect on the individual work plans they had prepared at the end of the second TOT and to identify any "unfinished business" which remained from those plans. This "unfinished business" was to be formulated as no more than two "elements" (skills, knowledge, etc.) which they would like to address during the third TOT. These felt needs were to be written legibly on two sheets of paper in magic marker. The trainer then presented the objectives of the workshop that had been prepared by the training team and compared those objectives to the list of expectations generated during the pre-training interviews with participants. The participants were then asked to post their "felt needs" next to the objective which most resembled their need (or on a blank wall space if their "need" did not correspond to any stated objective). Finally the objectives and workshop schedule were negotiated and agreed upon.

##### 11:15 a.m. - Working Norms

The participants and trainers established the norms of behavior for the group during the workshop.

### 11:45 a.m. - Photo Analysis

The trainer started the session with a lecturette, supported by a visual aid, about the three basic "personalities" which make up a person's character--parent, adult, child (transactional analysis theory)--and asked the participants to reflect on and discuss the importance of this in terms of the relationships between trainer and participant in a learning situation. The group was then divided into three subgroups and directed to a table on which 40 or so photographs of people in a variety of learning situations were spread out. Each group was asked to select approximately 10 pictures and classify them according to whether they showed a parent-child or an adult-child relationship between the "teachers" and the "learners." The three groups then posted their photographs on the wall and explained what they had seen in each picture which caused them to classify it as they had. This led to a discussion on the key differences between a parent-child learning relationship and an adult--adult learning relationship. Finally, the trainer asked the participants to list the steps they had gone through to classify their pictures and pointed out that these were the essential steps of any analysis. Then he asked the participants to share perceptions and ideas about the utility of the exercise and possible adaptations for future training.

### 3:00 p.m. - Consultation: Roles, Characteristics, and Steps

This activity took place just prior to the first meeting of the participant-trainer groups with the representatives of their respective groups of trainees for the practicum. After a brief discussion of prior positive and negative experiences the participants had had with consultants, the group was divided into three subgroups. One group was asked to generate a list of possible roles of a good consultant; the second, a list of characteristics of an effective consultation; and the third, a list of steps of an effective consultation. Following the presentations of the work of the three groups, a brief discussion of the elements of an effective consultation ended with a reminder that the participants would be in a consultant role with their trainees. They then planned their first consultation with the trainee representatives.

### 4:45 p.m. - Preparation for the First Meeting with Trainee Group Representatives Followed by the Actual Meeting

The purpose of the meeting was essentially to develop an initial list of training "topics" for the practicum.

#### 3.5.2 Day 2

##### Major Themes:

- Phase II practicum.
- Consultation.
- Planning.

## Activities:

### 8:00 a.m. - "Who Has the power?"

This is an observation and guessing game designed to demonstrate the difficulty of identifying the true leader of the group. A volunteer leaves the room. The other group members form a circle. A leader and two assistants are chosen. The leader initiates a series of actions (clapping hands, waving arms, stamping feet, etc.) The two assistants watch the leader and follow his or her actions. The other group members covertly watch the assistants and follow their actions. The person who left the room is invited back in and asked to identify the real leader. Subsequent discussion focuses on how to identify the real decision makers in a group. This exercise was done prior to the participants' first meetings with their trainees.

### 8:20 a.m. - Reports of Results from Practicum Phase I: Initial Lists of Training Topics

### 9:15 a.m. - Planning Steps for a Training Program

In response to the participants' request for further discussion of consulting skills and roles, this session combined an analysis of planning steps for a consultancy (on the part of the consultant) and planning steps for the preparation of a training strategy and program. A case study, with terms of reference adapted from those of the WASH consultant who designed the initial ENFEA training strategy and plan, was used. After reading this case study, the participants were divided into two groups. One was asked to generate a list of planning step for the consultant; the other, a list of planning steps for a training strategy development. The two lists were then compared to distinguish common steps in the overall planning process. Finally, the lists were compared to the steps in problem-solving in order to establish the necessary phases of any planning process.

### 10:45 a.m. - Planning for the First Meetings with the Trainees

The objectives of this meeting included:

- Getting to know each other.
- Climate setting for training practicum.
- Introduction of trainees to experiential learning methodology.
- Needs assessment.

### 3:00 - Practicum - Phase II: First Meetings with the Groups of Trainees.

### 3.5.3 Day 3

Major themes:

- Training design and planning.
- Co-facilitation skills.
- Review of non-visual training techniques.

Activities:

#### 8:00 a.m. - Throw the Ball

This is a review exercise during which one person has a "ball" and talks about what he or she has learned during the past few days. (S)he then throws the ball to another person in the circle who catches it and tells what she or he has learned and so on.

#### 8:20 a.m. - Reports on Practicum Phase II

Each group reported on its revised list of training topics and description of planning and implementation process for the meetings with the trainees.

#### 3:50 a.m. - A Systematic Approach for Determining Training Content

During this five-step activity which lasted a total of five and a half hours over two days, the participants used a series of T-charts to analyze a list of general training themes which had been generated during the needs assessment with their trainees:

First, the themes were described in terms of behaviors which the trainers desired the trainees to put into practice as a result of the training they were to receive.

Second, this list of behaviors was analyzed according to a series of criteria related to the likelihood that the trainees would actually put the behaviors into practice after training. This was done in order to prioritize the list of behaviors and analyze areas of emphasis in the training related to these behaviors.

Third, those behaviors which were retained as training subjects, after the analysis in step 2, were analyzed in terms of knowledge, skills, and attitudes the trainees would need in order to practice the behaviors.

Finally, this list of knowledge, skills, and attitudes was synthesized into a list of training program topics and initial titles of sessions.

Note: While this activity was complicated, difficult, and long, most participants found it extremely useful in planning their practicum.

#### 4:00 p.m. - Co-facilitation Skills

The participants were divided into two groups. One group was to generate a list of characteristics of effective co-facilitation; the second group, a list of characteristics of ineffective co-facilitation. Each group was asked to prepare a short scene demonstrating either an effective or ineffective co-facilitation. These two role plays were then analyzed and discussed.

#### 5:00 p.m. - Appropriate Training Methods

During this session each participant chose a different non-visual technique and analyzed its advantages and disadvantages. These individual analyses were then shared in a plenary session.

#### 3.5.4 Day 4

Major theme:

- Training design and planning.

Activities:

#### 8:00 a.m. - Love Letter

This is simply an amusing riddle. A discussion on the use of symbols can follow.

#### 8:30 a.m. - Systematic Approach for Determining Training Content (continued)

#### 9:30 a.m. - Trainer Expectations for Practicum

The trainers shared their expectations of the participants' behavior and learning during the practical training (Practicum - Phases III and IV).

#### 10:00 a.m. - Preparation for the First Day of Practice Training (Practicum - Phase III)

6:00 p.m. - Sharing and Feedback on Preparations for the First Day of Practice Training

3.5.5 Day 5

Practice Training (Practicum - Phase III)

The training practicum was the centerpiece of the TOT and served to permit the participants to use, test, and evaluate their planning, training, and evaluation skills in a practical setting. Using the sessions presented by the training team as models and drawing on their previous knowledge and experience as well as on the ideas of other participants, each group of participant-trainers planned a training program, designed a variety of sessions, and evaluated the results of their work. They were very creative and, on the whole, the sessions were well-ordered in a training sequence which was logical and allowed trainees to build on learning from previous sessions.

3.5.6 Day 6

Major theme:

- Evaluation.

Activities:

8:00 a.m. - Snake circle

The participants formed a circle. The leader turned to the person on his left and said, "Hello, I'm very happy to see you today because...." He then proceeded around the circle and repeated the process until he had greeted every other participant and trainer. The second person follows the first and so on until everyone has greeted everyone else and the original circle is back in place.

8:20 a.m. - Group Reports on Practicum - Phase III

Emphasis was placed on the group process of the participant-trainers' sub-groups during the preparation, planning, and implementation of all practicum-related activities during the first week of the TOT. The participants then described the results of the first day of practice training.

10:45 a.m. - End of the First Week Evaluation

This was a questionnaire designed to measure the perceived utility of the sessions of the first week of the TOT for the participants. The instrument was completed by all participants, analyzed by one of the participants, and discussed by all the following Monday. (See Appendix D for results).

11:45 a.m. - Planning for the Weekend

3.5.7 Day 7 (Second week of TOT)

Major themes:

- Evaluation.
- Visual techniques, material, and methods.

Activities:

8:00 a.m. - The Weekend

The participants were asked to think of the color which most represented their experiences during the weekend. After they had each explained their choice of color, the trainer led a discussion about the meaning of colors and their use in visual aids. This exercise preceded the sessions on visual materials and techniques.

8:15 a.m. - Discussion of Evaluation Results from the First Week of the TOT and Assessment of the Evaluation Instrument Used (See Appendix D)

8:45 a.m. - Post-test

The participants were administered a multiple choice post-test designed by a professional training organization to measure knowledge of experiential learning theory, methods, and techniques. The first trainer administered the test under strict classroom conditions and then corrected the test by giving the "right" answers and registering the score: our participants averaged 7/18. A second trainer then reviewed the test, question by question, with the trainees, soliciting other interpretations of both questions and answers, thus critiquing both the test itself and its use as an absolute measure of knowledge. It was evident that the participants' knowledge and understanding of experiential learning far surpassed the level indicated by their initial scores.

10:15 a.m. - Evaluation Cycle

Starting with an analysis of the problem-solving process which had been introduced earlier, the participants identified the elements of evaluation which corresponded to each of the planning cycle steps. From this they established five levels of evaluation: analysis of the initial situation, inputs, process, outputs, and impact.

### 11:15 a.m. - Sources of Information/Data and Instruments of Evaluation

After a review of the levels and process of evaluation, the participants discussed sources of information for the evaluation of a program (the implementers, the observers of the implementers, the beneficiaries, their observers, and the environment). Using a T-chart and working in groups of two or three, they then listed the types of information available from each source and the most appropriate methods or instruments for collecting that information. This was related to training evaluation during the ensuing discussion.

### 3:00 p.m. - What Is It?

During this exercise the trainer first read a short description of a camel. The participants were not allowed to ask questions but were asked to write down their best guess as to what was being described. Then, the trainer reread the description, this time allowing the participants to ask questions. Again they were asked to jot down what it was. Finally, the trainer showed them a drawing of a camel and asked them what it was. Then the trainer asked if anyone had ever seen a real camel and asked them to describe what they had seen. Afterward the participants discussed the differences between four techniques for presenting a topic (information-giving techniques).

- a mini-lecturette
- a lecturette followed by questions and answers
- a realistic picture
- real-life observation.

They discussed, in each case, reflecting on the experience with the camel: What information did the learner receive? Who selected the information? What were the skills practiced by the participants during the learning experience? What were the advantages and disadvantages of each technique?

### 3:45 p.m. - Functions of Visual Aids

The participants were shown four different kinds of pictures and were asked what purpose the trainer could use the pictures for. The pictures were classified under four "functions": awareness raising, motivation, information, and review.

#### 4:00 p.m. - Experiential Demonstrations of Visual Techniques

During this session the participants experienced, then analyzed, four different experiential visual techniques:

- community map making
- unserialized posters
- stories with a gap
- comparative situations.

For each demonstration, the trainer gave the participants the role of a specific group of learners and then demonstrated (in role play) the use of the technique by leading the participants through a "training session" in which each step was followed but in abbreviated form. After each demonstration the participants discussed the technique and suggested other ways in which it might be used during their own future training programs.

#### 6:15 p.m. - Open and Closed Training Techniques and Methods

The trainer asked the participants to reflect on the experiential visual techniques just demonstrated and the more traditional methods such as the ordered, sequential flipchart. After a brief analysis of the differences between "open" and "closed" questions, the trainer asked the participants to compare these different visual techniques to "open" and "closed" questions.

### 3.5.8 Day 8

Major themes:

- Training techniques and methods.
- Evaluation.
- Training design and planning.

Activities:

#### 8:00 a.m. - Find an Object

The trainer asked the participants to find an object either in the training room or outside that most symbolized their hopes for their future as a trainer. Each person brought the object back to his seat and explained its significance to the rest of the group.

### 8:20 a.m. - Inventory of Training Methods and Techniques

During this session the participants were divided into four groups consisting of two people who completed a task and an observer. Each group was given the same basic task consisting of the classification of a list of training techniques, but the formulation of the four tasks ranged from highly directive to very non-directive. The groups did not know that the formulation of the tasks differed. After the four groups had presented the results of their small group work, the differences in the content and presentation of these results were discussed and analyzed, the observers greatly enriching the analysis. Then the four different task descriptions were revealed and the discussion focused on the relationship between the formulation of the task and the process and results of the work of each of the four groups. The participants then classified each task according to its degree of directiveness or non-directiveness, "openness" or "closedness." Finally, the participants were asked to reflect on the purpose (objectives) of the trainers in the formulation of each of the four tasks by analyzing the skills used by the participants in relation to the formulation of the task. This led to a brief discussion of the objectives of some training techniques (stimulation analysis, investigation, creativity/expressiveness, and planning-skills) as compared to the objectives of other learning materials discussed earlier during the analysis of visual aids (awareness raising, motivation, information, review).

### 11:15 a.m. - Inventory of Training Styles

This was the last session before the last two days of the training practicum. The participants had taken the Training Style Inventory Test during the first TOT in order to diagnose their personal training style preferences (directive, collaborative, facilitative). The results of this first test were available. After taking the test anew, the two sets of scores were compared and the participants (and trainers) were asked to share their feelings and perceptions about the changes that had taken place in their style preferences since the first TOT. (See Appendix D for results of the inventory from first and third TOTs).

### 3:00 p.m. - Preparation for Practicum - Phase III: The Last Day and a Half of the Practice Training

#### 3.5.9 Day 9

a.m.: Continued preparation for the training practicum.

p.m.: Implementation of the practice training  
(Practicum - Phase IV).

#### 3.5.10 Day 10

Continuation of Practicum - Phase IV.

### 3.5.11 Day 11 (Last day of the TOT)

#### Major themes:

- Supervision and follow up.
- Evaluation.
- Closure.

#### Activities:

##### 8:00 a.m. - Animal Mimes

The participants were asked to think of an animal that most represented their image of themselves as a trainer. They then mimed the animal while the others guessed what it was. Afterward they described the significance of their choice of animal. The trainer briefly discussed the importance of non-verbal communication.

##### 8:20 a.m. - Review of the Practicum Experience

Discussion focused on what had been attempted that had not been done before and on most useful learnings.

##### 10:15 a.m. - The Role of Follow-up in Evaluation (of the TOT)

After a preliminary review of evaluation steps and levels designed to situate follow-up activities in the evaluation process, two volunteers presented a structured role play concerning a former "training participant" who had returned to the field and who, for a variety of good reasons, had decided not to implement the approach suggested by his trainers, and his former trainer who was making a follow-up visit to evaluate the impact of the training program. The "supervisor" was asked to take an aggressive, accusatory approach during the follow-up visit with her "former trainee". The situation was designed to correspond as closely as possible to a real situation which might be encountered by the TOT participants in the course of their work. After analysis of the role play, the participants were introduced to a model of "human reactions when faced with a problem identified by someone else." This model was discussed in relation to the role play. Then, a list of steps of an effective follow-up (supervisory) visit was analyzed and discussed and the initial role play was reenacted, this time following the steps of an effective visit. Finally, there was a brief discussion of conditions which can help to motivate a worker to do effective work.

##### 3:00 p.m. - Analysis of Impact Evaluation Questionnaire Used by SANRU

This session was designed to provide guidance to ENFEA team members for the revision of this instrument. The session finally concerned primarily the objectives of the evaluation as it became clear that there was no common understanding of the objectives of this SANRU questionnaire.

#### 4:15 p.m. - Planning Next Steps

Plans were clarified for activities which were to occur in Kinshasa after the TOT, including:

- Revision of the SANRU impact evaluation questionnaire.
- Development of a plan for the creation of a set of appropriate visual materials for use by the ENFEA trainers.
- Development of training curricula for future ENFEA workshops.

#### 5:00 p.m. - Final TOT Evaluation

This instrument sought to measure the degree of participant satisfaction with the TOT as well as participants' perception of the degree to which the original objectives of the third TOT had been met. This instrument was not discussed. (See Appendix D for results).

#### 6:00 p.m. - Goodbye, Notes of Remembrance

The trainer posted a large sheet of paper on the wall for each of the participants (and trainers). Each sheet had the name of a participant written across the top. Everyone was invited to write a final message to each other on these sheets of paper. The participants took these sheets home as souvenirs of the third TOT.

### 3.6 Multiplicity of Training Techniques and Themes

Most activities during the third TOT had multiple purposes and employed a combination of different techniques and materials. This practice, while occasionally leading to "idea overload," generally had positive effects. Not only did participants have occasion to experience the synergy created by combining different techniques in a single session and by combining a variety of content areas over a series of activities, but this variety of themes and techniques within and among sessions also lent cohesion and integrity to the program as a whole. Several of the participant-trainers employed this approach in the practicum, with good results.

Over 17 different visual and nonvisual techniques were modeled by the training team during the sessions facilitated by them. These included the following:

- a. Role Plays (structured and unstructured)
  - Planning steps for a training program (structured) - day 2
  - Co-training skills (unstructured) - day 3
  - Experiential demonstrations (structured) - day 7
  - Post-test (trainer role play) - day 7
  - Role of follow-up in evaluation (structured with observers) - day 11
  
- b. Case Studies
  - Planning steps for a training program - combined with role play - day 2
  - Role of follow up in evaluation - combined with role play - day 11
  
- c. Games
  - Definition of key terms - day 1
  - Who has the power? - day 2
  - Throw the ball - day 3
  - Love letter - day 4
  - What is it? - day 7
  
- d. T-charts
  - Systematic approach for determining training content - days 4 and 5
  - Sources of information/data and instruments of evaluation - day 7
  
- e. Use of Theoretical Models for Analysis
  - Planning steps for a training program (planning cycle) - day 2
  - Systematic approach for determining training content (criteria for prioritizing) - days 4 and 5
  - Evaluation cycle - day 7
  - Role of follow-up in evaluation (why? how? chain of reactions to a problem) - day 11

f. Fish Bowl (observation of group work)

- Inventory of training methods and techniques - described below - day 8

g. Small Group Work

- Consultation: roles, characteristics, and steps - day 1
- Planning steps for a training program - day 2
- Practicum - days 1, 2, 3, 4, 5, 8, 9, 10
- Co-training skills - day 3
- Inventory of training methods and techniques - day 8

h. Dyads

- Definition of key terms - day 1
- Information sources/data and instruments of evaluation - day 7
- Inventory of training methods and techniques - day 8

i. Individual Work Followed by Group Discussion

- Appropriate training methods - day 3
- The weekend - day 7
- Inventory of training styles - day 8
- Find an object - day 8
- Animal mimes - day 11

j. Lecturettes/Readings

- Photo analysis - day 1
- Systematic approach for determining training content - days 4 and 5
- Functions of visual aids - day 7

- k. Stories
- Open and closed training techniques - day 7
- l. Mimes
- Animal mimes - day 11
- m. Experiential Demonstrations (Exercises where participants try out a skill as if it were a real-life situation)
- Post-test - day 7
  - Experiential demonstrations - day 7
  - Inventory of training methods and techniques - day 8
- n. Symbols
- Photo-parade (symbolic drawings) - day 1
  - Love letter (symbolic objects) - day 4
  - The weekend (symbolic colors) - day 7
  - Open and closed training techniques (symbolic drawings) - day 7
  - Find an object (symbolic objects) - day 8
  - Animal mimes (animal symbols) - day 11
- o. Visual Materials Created by Participants
- Definitions of key terms - day 1
  - Experiential demonstrations (map making) - day 7
- p. Unsocialized Posters
- Photo-parade (photographs) - day 1
  - Experiential demonstrations (drawings) - day 7
- q. Stories with a Gap
- Experiential demonstrations - day 7

During the practicum, the participants used and adapted a wide variety of these visual and nonvisual techniques, coming up with some very innovative and exciting applications. They were encouraged by the training team to experiment, take risks, and try things they had not tried before. These attempts were generally successful and provided an overall highly satisfying training experience for the participant-trainers and their trainees. The trainees all responded enthusiastically to the training experience provided them during the practicum sessions.

### 3.7 Success, Problems, and Recommendations

The third TOT was a success. The overall purpose and the majority of the objectives were met. The ENFEA training team members demonstrated their confidence and abilities most particularly during the last day of their training practicum. Most expressed a high level of satisfaction with the TOT. The training team also was satisfied with its product: the training design and delivery. However, there is no doubt that the design, execution, and documentation of this third TOT suffered due to inadequate time before, during, and after the TOT. A week's preparation time was too short to accomplish entry tasks, needs assessment, training design, and materials preparation. As a result the team arrived in Tshela with, essentially, an outline of the training plan and a pile of reference materials. There was little opportunity either before or during the TOT to revise or adapt training materials adequately. During the TOT the team worked daily from 6:00 a.m. until 10:00 p.m. and sometimes later to prepare sessions. The results were interesting and appropriate but at the cost of a very high fatigue level. Two weeks was inadequate time to meet all the needs and expectations of the participants. Some of the initial training objectives had to be dropped from the program. Some sessions were truncated or less than fully processed due to lack of time. The fatigue level of the participants was also high, especially by the second week. The post-TOT consultancy period of one week was also too short to accomplish all the necessary tasks. The training team again put in exceedingly long hours to write the final report, with little opportunity to revise or reorganize the training compendium which describes the TOT sessions--an important document as many of these sessions represented new or newly adapted approaches and methods.

In order to produce excellent rather than very good results, a two-week preparation and a two-week post-TOT period would have been more appropriate. The advanced TOT itself should last three weeks with 15 training days. Some of the work with visual materials should be done prior to Phase III of the practicum (the first day of practice training.) More in-depth work with visual and other training materials could be done between the two practice training sessions. More preparation time should be scheduled for the participants' planning and developing training materials for their practicum. The evaluation component of the TOT should be expanded and should include more practical work for the participants, especially in the area of the design and testing of evaluation instruments.

### 3.8 Summary of TOT Evaluation Results

A complete record of the evaluation results at the end of the first and the second weeks of the advanced TOT can be found in French in Appendix D. This section contains a summary of the key results in English.

The end of the first-week evaluation form asked the participants to rate each of the 12 major training sessions of the week as well as their practical training experience on the following five point scale:

- 1 = Not Useful
- 2 = Little Usefulness
- 3 = Passable
- 4 = Useful
- 5 = Very Useful

The average rating for all sessions including the practical training experience was 4.3. The highest ratings, 4.8 and 4.7, went to the session that provided a systematic approach for determining the content of a training program and to participants' first needs assessment meeting with the representative of their practical training experience group, respectively. The lowest ratings, 3.2 and 3.9, went, respectively, to the love letter climate setter and to the session on analyzing photos to determine which represented an adult-adult as opposed to an adult-child approach to learning. The most important individual learnings from the first week cited in the participant responses included, in order of frequency:

- a systematic approach for determining the content of a training program
- consultation styles, skills, and steps
- practical training experience
- visual materials.

The final evaluation form at the end of the TOT was composed of four sections. The first section asked the participants to rate the overall usefulness of the third TOT in terms of preparation for their future work. The average rating from the proposed scale of 0 to 5 was 4.3, which translates into Useful to Very Useful. The fourth section proposed the same 0 to 5 scale for the 10 participants who had gone through all three TOTs to rate the usefulness of the overall approach for training a team of trainers. The average rating for this section was slightly higher at 4.4.

The second section of the final evaluation asked the participants to circle the degree of accomplishment of the overall goals and objectives of the TOT, both for themselves personally and for the entire team. The choice ranged from

0 to 100 at 10 point intervals. The average ratings ranged from a high of 85.8 for the objective of reviewing and practicing effective co-training to a low of 65.5 for the objective of planning their future development as trainers. The average rating for the degree of accomplishment of the overall goal was 79.2 for individuals and 75.8 for the group as a whole.

The third section asked the participants to rate logistics using a 0 (Bad) to 5 (Excellent) scale. The average ratings ranged from a high of 4.6 for secretarial services to a low of 2.7 for the training room. The average for transport was 3.2, and both lodging and meals received an average rating of 2.9.

A final section of the evaluation provided the participants with an opportunity to cite their appreciation of the three trainers by making reference to the knowledge, skills, or attitudes demonstrated by each trainer during the TOT.

### 3.9 Overview of Three TOT's

As a way of summarizing the results of the three TOTs, Figure 1 is provided. This chart provides an overview of the three TOT workshops in terms of the goals, content, process, emphases, and results:

Figure 1

LOGIC OF 3 TOT SEQUENCE: SKILLS AND ATTITUDES DEVELOPMENT

LEVEL OF TOT	OVERALL GOALS	CONTENT EMPHASIS	PROCESS EMPHASIS	COMMENTS/RESULTS
<p>1ST TOT BEGINNING (DURATION : 2 WEEKS)</p>	<p>TO DEVELOP THE KNOWLEDGE AND SKILLS IN THE AREA OF TRAINING IN ORDER TO BE ABLE TO PLAN, IMPLEMENT, AND EVALUATE A SERIES OF WORKSHOPS FOR RWSS FIELD PERSONNEL IN RURAL AREAS OF ZAIRE.</p>	<p>PHILOSOPHIES, THEORIES, AND PRINCIPLES OF ADULT EXPERIENTIAL LEARNING.</p> <p>PRE/POST TESTS COMMUNICATION AND GROUP DYNAMICS.</p> <p>DESIGN AND IMPLEMENTATION OF TRAINING PROGRAMS :</p> <ul style="list-style-type: none"> <li>- TASK ANALYSIS</li> <li>- BEHAVIORAL OBJECTIVES</li> <li>- ELEMENTS OF A TRAINING SESSION AND PROGRAM</li> </ul> <p>TRAINING METHODS AND TOOLS:</p> <ul style="list-style-type: none"> <li>. DEMONSTRATIONS</li> <li>. GUIDED DISCUSSIONS</li> <li>. LECTURETTES</li> <li>. CASE STUDIES</li> <li>. GROUP WORK</li> <li>. ROLE PLAYS</li> <li>. STORIES</li> <li>. BRAINSTORMING</li> <li>. CO-TRAINING</li> </ul>	<p>ACTIVE PARTICIPATION BUILDING UPON THE PARTICIPANTS' PRIOR EXPERIENCES.</p> <p>PRESENTATION/DEMONSTRATIONS BY THE TRAINERS FOLLOWED BY SMALL GROUP PREPARATIONS, PRESENTATIONS, AND CRITIQUES BY THE PARTICIPANTS.</p> <p>GROUP WORK PROCESS REVIEW PREPARATION AND PRACTICE OF TRAINING SESSIONS APPROPRIATE FOR THEIR FUTURE TRAINING OF SNHR AND HEALTH ZONE PERSONNEL.</p> <p>TEAM BUILDING AND PLANNING.</p>	<p>PARTICIPANTS DEVELOPED THE BASIC SKILLS AND CONFIDENCE FOR DOING THEIR FIRST TRAINING PROGRAMS.</p> <p>NATIONAL TEAM FORMED AND MEMBERS INTERESTED IN FUTURE WORK AS RWSS TRAINERS.</p> <p>BASIC TRAINERS' GUIDE FOR FIRST TRAINING OF RWSS COORDINATORS NEARLY COMPLETED.</p> <p>WASH TRAINERS UP-FRONT NEARLY 75% OF TIME.</p> <p>CONCERN ABOUT FUTURE DEVELOPMENT DUE TO LACK OF A FORMAL COORDINATING MECHANISM BETWEEN SANRU/ECZ, SNHR, AND OTHER CONCERNED ORGANIZATIONS.</p>

LOGIC OF 3 TOT SEQUENCE: SKILLS AND ATTITUDES DEVELOPMENT

LEVEL OF TOT	OVERALL GOALS	CONTENT EMPHASIS	PROCESS EMPHASIS	COMMENTS/RESULTS
<p>2ND TOT INTERMEDIATE (DURATION : 2 WEEKS)</p>	<p>TO REVIEW AND REINFORCE THE KNOWLEDGE AND SKILLS ACQUIRED DURING THE 1ST TOT.</p> <p>TO GIVE PARTICIPANTS AN OPPORTUNITY TO DESIGN AND IMPLEMENT 50 TO 75% OF ALL SESSIONS.</p> <p>TO MAXIMIZE THE PARTICIPANTS' EXPERIENCE BY STAYING OUT OF THE WAY OF THEIR LEARNING.</p>	<p>CASE STUDY PREPARATION AND EXPLOITATION.</p> <p>ROLE PLAYING TECHNIQUES</p> <p>CHARACTERISTICS OF EFFECTIVE TEAMS.</p> <p>PLANNING STEPS</p> <ul style="list-style-type: none"> <li>- FOR TRAINING PROGRAM</li> <li>- FOR INDIVIDUAL TRAINER DEVELOPMENT</li> <li>- FOR NATIONAL TEAM DEVELOPMENT.</li> </ul> <p>REINFORCEMENT OF:</p> <ul style="list-style-type: none"> <li>- TASK ANALYSIS</li> <li>- COMMUNICATION</li> <li>- BEHAVIORAL OBJECTIVES</li> <li>- FEEDBACK</li> <li>- CO-TRAINING</li> </ul>	<p>TASKS SET FOR SMALL GROUPS AND BOTH GROUP PROCESS AND PRODUCTS CONSTANTLY REVIEWED.</p> <p>SUCCESSFUL PRACTICES HIGHLIGHTED AND IMPROVEMENT PLANS MADE TO ENSURE EVEN BETTER RESULTS BOTH FOR TASK AND PROCESS RESULTS.</p> <p>EMPHASIS ON PEER TRAINING PRACTICE AND CRITIQUING.</p>	<p>MARKED INCREASE IN INDIVIDUAL CONFIDENCE, KNOWLEDGE, AND SKILLS.</p> <p>SOLIDIFICATION OF THE NATIONAL TEAM INTO A FORMAL ENTITY—ENFEA.</p> <p>PRODUCTION, TESTING, AND REVISION OF SESSIONS THAT COULD BE USED IN THEIR OWN FUTURE TRAININGS.</p> <p>INCREASED AWARENESS TO THE IMPORTANCE OF GROUP PROCESS SKILLS.</p> <p>WASH TRAINERS UP-FRONT LESS THAN 50% OF TIME.</p> <p>CONTINUING CONCERN ABOUT FUTURE DEVELOPMENT DUE TO LACK OF A FORMAL COORDINATING MECHANISM BETWEEN THE CONCERNED ORGANIZATIONS.</p>

LOGIC OF 3 TOT SEQUENCE: SKILLS AND ATTITUDES DEVELOPMENT

LEVEL OF TOT	OVERALL GOALS	CONTENT EMPHASIS	PROCESS EMPHASIS	COMMENTS/RESULTS
<p>3RD TOT ADVANCED (DURATION : 2 WEEKS)</p>	<p>TO EXPAND AND DEEPEN PARTICIPANTS' KNOWLEDGE OF EXPERIENTIAL LEARNING METHODS, APPROACHES, AND TECHNIQUES.</p> <p>TO EXPAND PARTICIPANTS' EXPERIENTIAL TRAINING SKILLS.</p> <p>TO FOSTER PARTICIPANTS' SELF-CONFIDENCE AND INDEPENDENCE/INDIVIDUALITY AS TRAINERS.</p>	<p>REVIEW OF ADULT LEARNING THEORY AND APPROACHES.</p> <p>TRAINING PROGRAM DESIGN AND PLANNING.</p> <p>EXPERIENTIAL USE OF VISUAL AND NON-VISUAL TRAINING TECHNIQUES.</p> <p>TRAINING EVALUATION.</p> <p>FOLLOW-UP AND SUPERVISION.</p> <p>PARTICIPATORY TRAINING APPROACHES.</p> <p>OBSERVATION, FEEDBACK SKILLS</p> <p>CONSULTING ROLES, STEPS, AND SKILLS.</p>	<p>PRACTICUM WITH REAL PARTICIPANTS.</p> <p>IMMEDIATE APPLICATION OF NEW TECHNIQUES DURING THE TRAINING PROGRAM (NEW TECHNIQUES APPLIED IN PRACTICUM)</p> <p>EMPHASIS ON INDEPENDENT ASSESSMENT AND EVALUATION OF TRAINING-RELATED THEORIES, METHODS, AND TECHNIQUES BY THE PARTICIPANTS.</p> <p>EMPHASIS ON ANALYSIS, CREATIVITY, PLANNING, PERSONAL DEVELOPMENT, INDEPENDENT THINKING.</p> <p>TRAINER ROLES PRIMARILY:</p> <ul style="list-style-type: none"> <li>- INTRODUCTION OF A NEW AND ALTERNATIVE MODELS/IDEAS/TOOLS</li> <li>- STRUCTURING OF EXERCISES</li> <li>- FACILITATION OF DISCUSSION</li> <li>- OBSERVATION/FEEDBACK OF PRACTICUM.</li> </ul>	<p>A 15-DAY, THREE-WEEK TOT WOULD HAVE MORE ADEQUATELY ADDRESSED THE OBJECTIVES OF THIS TOT.</p> <p>PARTICIPANTS DEVELOPED A MORE CRITICAL ATTITUDE TOWARD PREVIOUSLY INTRODUCED TECHNIQUES AND APPROACHES</p> <p>PARTICIPANTS DEVELOPED GREATER CONFIDENCE IN THEIR OWN ABILITIES AND IDEAS.</p> <p>WASH TRAINERS UP-FRONT LESS THAN THAN 25% OF TIME.</p> <p>CONTINUING CONCERN ABOUT FUTURE DEVELOPMENT DUE STILL TO LACK OF A TRAINING COORDINATING MECHANISM AMONG CONCERNED ORGANIZATIONS.</p>

## Chapter 4

### MATERIALS AND NATIONAL TRAINING TEAM DEVELOPMENT

#### 4.1 Overall Plan/Process/Participants

The week after the end of the TOT, most of the participants had to return to their regular jobs in their respective organizations. A small work group was formed, however, to continue the work begun during the workshop on the revision of the SANRU II follow-up evaluation questionnaire and subsequently to help devise new visual training materials. The group was composed of the following members:

1. Cit. Itoko of SANRU
2. Cit. Kalomba of CEPAS
3. Cit. Masumbuko of SNHR
4. Cit. Bakambu of IEM
5. Cit. Kapiamba of PNA
6. Cit. Bombani of REGIDESO
7. Cit. Kabagema of the Shaba Project

The WASH team served as consultants to the group for the initial clarification of their task: revise the SANRU II questionnaire. Then the team concentrated its efforts on writing this draft report and on organizing all the materials developed or distributed during the TOT. The latter task was even more demanding than the first since the team was determined to leave a compendium in French of all the advanced TOT training session designs and products with trainer instructions and suggestions. This was done in the hope that the compendium will be a useful reference both for the ENFEA trainers and for other trainers called upon to organize an advanced TOT. Copies will be available to interested trainers at either SANRU II or WASH.

During the last two days of the week, one member of the WASH team consulted actively with the work group charged with developing new visual training materials while the other focused on the final production of this draft report and the compendium of advanced TOT materials. The latter member also gave briefings on the results of the TOT to managers in SNHR, CNAEA, and Peace Corps.

On Friday, August 28, the team presented the draft report and compendium to the concerned project managers of SANRU II and the HPN Office of the USAID Mission. These debriefing meetings offered an opportunity for the managers concerned to pose questions on the results of the overall strategy of three TOTs as well as to discuss the recommendations summarized in the Executive Summary of this report.

The final event of this consultancy was an informal reception held on Saturday evening, August 29, for members of ENFEA and for officials from USAID/HPN, SANRU/ECZ, SNHR, CNAEA, and Peace Corps. The team helped organize and co-host this enjoyable closing activity with Ms. Rhonda Smith, SANRU II project Officer in the HPN office of USAID. Special thanks go to Ms. Smith for her demonstrated interest in the future development of the ENFEA team.

#### 4.2 Results

Before the departure of the WASH team on Monday, August 31, the ENFEA work group had nearly completed revision of the SANRU II follow-up evaluation questionnaire and had decided who would be involved in the ongoing preparation of visual materials. Cit. Itoko had also confirmed the names of the ENFEA trainers who should be involved in preparation and implementation of the two training workshops that are scheduled to take place before the end of 1987. This workshop and trainers should be as follows:

1. First Training of the technical assistants from SNHR Stations in Zaire.

Date: October 5-17, 1987

Site: Kirotshe, Kivu

Number of Participants: o/a 13

Trainers: Masumbuko, Bondo, Ngoy, Sekerse (?) plus  
Mr. Goens of SNHR/Kinshasa

Subjects: Supervision, Site logistics, Surveys,  
Reporting

2. Second Training of the second group of experienced RWSS Coordinators from health zones in the two Kasais,

Date: November 9-28, 1987

Site: Luputa, Kasai-Oriental

Number of Participants: o/a 16

Trainers: Itoko, Bombani, Bakambu, Kalomba

Subjects: Environmental sanitation, VIP latrine,  
community participation, and health  
education.

In addition to the above workshops, Cit. Itoko was to fly to Bukavu on Sunday, August 30, to provide technical training to the new group of Peace Corps trainees who will serve as volunteer counterpart advisors to RWSS coordinators in various health zones. Upon his return from Bukavu, a meeting is to be held with the managers of SANRU II/ECZ and SNHR to develop the training calendar for RWSS workshops in 1988.

#### 4.3 Issues and Recommendations

The major issue affecting the future development of the national team, ENFEA, and the development of training materials appears to be an issue of management, i.e., decisions by senior managers of SANRU and SNHR on how they wish to assure the effective use of the trained trainers of ENFEA and then the effective and timely management of the human and financial resources that are available for training activities in the RWSS sector in Zaire. The WASH team suggests that this issue be explored in depth during the visit later this year of WASH Associate Director for Human Resources Development Fred Rosensweig. Further, the team offers the following recommendations for consideration in the immediate future:

1. USAID/HPN should encourage CNAEA to initiate, or even facilitate, discussions among the decision-makers of SANRU, SNHR, PNA, CNAEA, UNICEF, etc. regarding the effective use of the ENFEA trainers.
2. SNHR should formalize the designation of a training coordinator responsible for collaboratively planning, implementing, and evaluating training programs for SNHR with the SANRU II RWSS training coordinator.
3. Policies that take into consideration the needs, possibilities, and limitations of each collaborating organization (i.e., SANRU, SNHR, PNA, USAID, and UNICEF) should be developed and implemented regarding reimbursements (such as per diem and partial salary payments) and other benefit issues for members of ENFEA, as well as for the organization of training seminars.
4. Until a coordinating unit is operational, SANRU and SNHR should keep all concerned organizations officially informed on a timely basis about ENFEA's proposed activities, accomplishments, and problems.
5. USAID/HPN, SANRU, and SNHR should consider sponsoring a basic management principles workshop for the managers of RWSS services and/or organizations as well as for members of ENFEA so that even closer collaboration can be fostered.
6. USAID/HPN and WASH should formulate, after the WASH evaluation visit in late 1987 or early 1988, concrete programmatic recommendations to ensure the effective use of the trained trainers of ENFEA in the context of an overall national training strategy for the RWSS sector in Zaire. These recommendations should include a clarification of the overall training strategy and the mechanisms necessary for the successful implementation of this strategy. A fourth TOT should be considered that would focus upon developing a common understanding of this strategy and specific planning for its realization.

## Chapter 5

### CONCLUSION

#### 5.1 Lessons from the Overall Intervention

The major lesson from this third technical assistance visit is that the overall training strategy proposed in the November 1985 WASH Field Report remains fundamentally sound but needs to be re-examined and reinforced by the various managers of RWSS activities in Zaire. The recommendations offered in the previous section of this report, Section 4.3, are intended to help meet this need.

Other lessons learned from this intervention include the following:

- A highly skilled and competent team of experientially oriented professional trainers can be developed through the process of three sequential TOTs scheduled at six- to nine-month intervals during which time the participants have opportunities to put their acquired knowledge and skills into practice.
- At least the third--if not both the second and third--TOT should be scheduled for 15 days over a three-week period in order to allow more time for real practice under supervision as well as for more adequate coverage and internalization of the various subjects, methods, techniques, and tools.
- One week was not sufficient after this TOT to prepare the draft final report; to compile and complete the compendium of TOT designs, materials, and products; and to assist in materials and future team development. Two weeks should have been programmed as they were after the first and second TOTs.
- There are definite advantages in maintaining the same person as team leader of a series of three TOTs; there are also possible advantages in changing the second trainer on the team for each TOT. The team leader can assure continuity of relationships and overall process, while the second trainer(s) can provide new or different perspectives and model different trainer styles and skills. In the case of the three Zaire TOTs, there was an added richness to the overall experience due to the varied strengths and styles of the three different co-trainers.

Some of the key factors that contributed to the overall success of this intervention are the following:

- The two-day team preparation period at WASH.
- The thorough advance planning on the part of WASH, SANRU/ ECZ, and SNHR.
- The selection and preparation of the TOT workshop site by Cit. Itoko.
- The development of an advanced TOT design in response to participant needs and suggestions.
- The integration into the training team of an experienced Zairian trainer.
- The open willingness of the TOT participants to learn and experiment with new training approaches.
- The cooperation of the various agencies and organizations from which the participants were drawn.
- The collaboration and active participation of people in the organizations in or near Tshela involved in the practice training programs.
- The constant daily dedication and support of Cit. Itoko.
- The interest and support provided by the HPN Office of the USAID Mission.

## 5.2 Next Steps

The next steps planned and recommended for the immediate future have already been described in section 4.2 and 4.3 of this report so please refer to these sections.

**APPENDIX A**

**Scope of Work**

## SCOPE OF WORK

### ZAIRE - TRAINING OF TRAINERS III

#### Responsibilities

1. Participate in a team-planning meeting at WASH.
2. Become familiar with the SANRU II Project, the training plan for the water and sanitation component, and the design and results of the first and second TOTs held in January and September, 1986.
3. Assess the level of training skills of the national training team.
4. Design a two-week advanced TOT which builds on the skills developed in the previous TOTs. A preliminary list of skills to be covered in the third TOT is as follows:
  - Advanced training design and materials development
  - Supervision, i.e. consultation, coaching, and observation skills
  - Training evaluation techniques
  - Training trainers
  - Special problems in facilitation and presentation
5. Conduct the two-week workshop.
6. After the TOT assist the Zairian trainers in developing curricula for upcoming ECZ and SNHR courses.
7. Evaluate the results of the workshop and write a draft final report before leaving Zaire.

#### Timing

July 29-30 - Team Planning Meeting at WASH  
August 3-8 - Design of TOT  
August 10-22 - Conduct TOT  
August 24-29 - Curriculum development and final report writing

#### Experience

This assignment will be carried out by two consultants, both with experience in designing and delivering TOT's. Both should have experience in Africa and be fluent in French.

APPENDIX B

Training of Trainers Schedule

Proposed draft schedule for third TOT  
Tshela, Zaire, August 10-21, 87

MONDAY AUGUST 10	TUESDAY AUGUST 11	WEDNESDAY AUGUST 12	THURSDAY AUGUST 13	FRIDAY AUGUST 14	SATURDAY AUGUST 15	
. TRAINING TECHNIQUES	. REVIEW . PLANNING STEPS	. REVIEW . PLANNING STEPS	. PREPARATION	. TRAINING	. REVIEW . EVALUATION AND FOLLOW-UP	A.M.
. CONSULTATION . PREPARATION FOR TRAINING	. PREPARATION FOR TRAINING	. CO-TRAINING	. PREPARATION	. TRAINING	. REVISION OF SANRU FOLLOW- UP EVALUATION FORM	P.M.
MONDAY AUGUST 17	TUESDAY AUGUST 18	WEDNESDAY AUGUST 19	THURSDAY AUGUST 20	FRIDAY AUGUST 21	SATURDAY AUGUST 22	
. EVALUATION AND FOLLOW-UP	. TRAINING TECHNIQUES	. PREPARATION	. TRAINING	. REVIEW	. RETURN TO KINSHASA	A.M.
. VISUAL AIDS	. PREPARATION	. TRAINING	. TRAINING	. EVALUATION AND FUTURE PLANNING		P.M.

Actual Schedule of Third TOT, Tshelo, Zaire, August 10 - 21, 1987 (Week 1)

MONDAY AUGUST 10	TUESDAY AUGUST 11	WEDNESDAY AUGUST 12	THURSDAY AUGUST 13	FRIDAY AUGUST 14	SATURDAY AUGUST 15
<p>8.00' Definition of key terms (introductory exercise)</p> <p>10.00' Expectations/ Objectives/ Goal/ Schedule</p> <p>11.00' Break</p> <p>11.15' Working norms</p> <p>11.45' Photo-Analysis</p> <p>12.30' Lunch</p>	<p>8.00' Icebreaker : "Who has the power ?"</p> <p>8.20' <u>GROUP REPORTS ON PRACTICUM PHASE I RESULTS</u></p> <p>9.15' Planning steps for a training program.</p> <p>10.30' Break</p> <p>10.45' <u>PLANNING FOR PRACTICUM PHASE II</u></p> <p>12.30' Lunch</p>	<p>8.00' Icebreaker : Throw the ball</p> <p>8.20' <u>GROUP REPORTS ON PRACTICUM PHASE II RESULTS</u></p> <p>8.50' Systematic approach for determining training content.</p> <p>10.45' Break</p> <p>11.00' Systematic approach continued.</p> <p>12.30' Lunch</p>	<p>8.00' Icebreaker : Love letter</p> <p>8.20' Systematic approach continued</p> <p>9.30' <u>TRAINER EXPECTATIONS FOR PRACTICUM PHASE III</u></p> <p>12.30' Lunch</p>	<p>8.00' <u>PRACTICUM PHASE III - First day of training programs</u> for</p> <ol style="list-style-type: none"> <li>1. SNHR Station</li> <li>2. Health zones</li> <li>3. Development committee</li> </ol> <p>12.30' Lunch</p>	<p>8.00' Icebreaker : Bonjour-snake circle</p> <p>8.20' <u>GROUP REPORTS ON PRACTICUM</u></p> <ul style="list-style-type: none"> <li>- Group work process</li> <li>- Phase III results</li> </ul> <p>10.30' Break</p> <p>10.45' Evaluation of 1st week of TOT.</p> <p>11.45' Discussion of SANRU's follow-up evaluation form and weekend activities.</p> <p>12.30 End of week 1</p>
<p>15.00' Consultation : Roles, Characteristics and Steps</p> <p>16.30' Break</p> <p>16.45' <u>PLANNING FOR PRACTICUM PHASE I</u></p> <p>17.30' <u>PRACTICUM PHASE I</u> : Meeting with trainee representatives.</p> <p>19.00' End of day</p>	<p>15.00' <u>PRACTICUM PHASE II</u> Meeting with trainees for needs assessment</p> <p>18.30' End of day</p>	<p>15.00' Systematic approach continued</p> <p>16.00' Co-Training facilitation skills</p> <p>16.45' Break</p> <p>17.00' Appropriate training methods (techniques)</p> <p>18.45' End of day</p>	<p>15.00' <u>PREPARATION CONTINUED</u></p> <p>18.00' <u>SHARING OF TRAINING PLANS AND FEEDBACK</u></p> <p>18.45' End of day</p>	<p>15.00' <u>TRAINING CONTINUED</u></p> <p>18.30' <u>GROUP REVIEWS/ FEEDBACK OF FIRST DAY OF TRAINING</u></p> <p>19.00' End of day</p>	

Actual Schedule of Third TOT, Tshelo, Zaïre, August 10 - 21, 1987 (Week 1f)

MONDAY 17 AUGUST	TUESDAY 18 AUGUST	WEDNESDAY 19 AUGUST	THURSDAY 20 AUGUST	FRIDAY 21 AUGUST	SATURDAY 22 AUGUST
8.00' Icebreaker: Colors of the weekend 8.15' Results of the evaluation of week 1 and discussion of this evaluation instrument. 8.45' Post-test 10.15' Evaluation cycle 11.00' Break 11.15' Sources of Informations data and Instruments for training evaluation 12.30' Lunch	8.00' Icebreaker : Find an object 8.20' Inventory of training methods and techniques - Degrees of Directiveness 11.00' Break 11.15' Inventory of trainer styles - Comparison with results from 1st TOT. 12.30' Lunch	8.00' <u>PLANNING AND PREPARATIONS CONTINUED</u> 12.30' Lunch	8.00' <u>PRACTICUM PHASE III CONTINUED</u> 12.30' Lunch	8.00' Icebreaker : Animal mimes 8.20' <u>REVIEW OF PRACTICUM EXPERIENCE</u> 10.00' Break 10.14' Role of follow-up in evaluation 12.30' Lunch	Return to Kinshasa
15.00' "What is it ?" 15.45' Functions of visual aids 16.00' Experientiel demonstrations - Community Map 17.00' Break 17.15' Experientiel demonstrations continued - Unserialized posters - Story with a Gap - comparative situation. 18.15' Open and closed training techniques and methods 19.00' End of day 7	15.00' <u>PLANNING AND PREPARATIONS FOR PRACTICUM PHASE III : Last day and a half training</u> 18.00' <u>CONSULTATIONS ON PREPARATIONS</u> 18.45' End of day	14.30' <u>PRACTICUM PHASE III</u> Second training sessions 18.00' <u>GROUP REVIEW FEEDBACK ON PRACTICE TRAINING</u> 19.00' End of day	14.30' <u>PRACTICUM PHASE III CONTINUED</u> 18.00' <u>GROUP REVIEW/ FEEDBACK ON PRACTICE TRAINING</u> 19.00' End of day	15.00' Discussion of objectives of SANRU's follow-up evaluation 16.15' Planning future next steps 16.45' Break 17.00' Final TOT evaluation. 18.00' Goodbye, notes of remembrance 19.00' End of 3rd TOT.	

APPENDIX C

Training of Trainers Participants

FORMATEURS ET PARTICIPANTS A LA 3eme FORMATION  
DES FORMATEURS (TSHELA, BAS-ZAIRE, DU 10 AU 21 AOUT 1987)

<u>NO ORD.</u>	<u>NOMS</u>	<u>TITRE/FONCTION</u>	<u>ADRESSE</u>
01	LEE JENNINGS	Formateur/WASH	511 13th St, N.E. Washington D.C. 20002, USA.
02	AGMA PRINS	Formateur/WASH	C/°PRITECH Suite 700 1655 N. Ft. MYER DRIVE <del>Drive ARLINGTON, VA 22209</del> USA
03	TABARO TCHIM-A-LAMUNGO	Formateur/SANRU	367, Av. Kingombi Kin 2 B.P. 4046 Kin-Gombe
04	ITOKO Y'OLUKI	Responsable de l'Hydraulique et Assainissement	SANRU/ECZ Av. de la Justice, No75 B.P. 3555, Kin - Gombe Tél. 31337
05	NGOY MBELE	Ir. Sanit./Chef de Service Etudes et Evaluation PNA, Professeur et Proviseur IEM	719, Av. des Tropiques Kinshasa/Limete B.P. 483 Kinshasa I
06	KAPIAMBA MBUIKILA	Biologiste, Chef de Bureau d'Evaluations et Statistiques au Programme National d'Assainissement (PNA)	Service B.P. 879 Kin I Rue Ngabeno n°45 Binza Ozone/Kinshasa  Privé B.P. 879 Kinshasa/Limete Rue Ngabeno n°45 Binza Ozone/Kinshasa.
07	BAKAMBU BA KIONGA	Ir. Techn. en Bâtiment et TP, Directeur de l'Ecole des Techniciens d'Assainissement. I.E.M./6ème Direction du D.S.P.	I.E.M. B.P. 483 Kinshasa I
08	KALOMBA MUKABA	Responsable du Secteur Rural d'INADES/FORMATION ZAIRE/CEPAS	9, Avenue Père Boka B.P. 5717 Kinshasa /Gombe
09	LUTHONGO VENGENIVAKE	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	VITA WA NGONGO	Ir.Génie Rural S.N.H.R. B.P. 15.096 Kin I Kinshasa/Gombe	Privé B.P. 456 Kinshasa/Limeté Zaire
12	BONDO FWAMBA	Techn.Chef de Station d'Hydraulique Rurale de Masisi/Kirotshe	B.P. 61 Goma, Kivu Zaire
13	BOMBANI BONDA	Ir.Hydraulicien S/Directeur chargé des Programmes de Traite- ment des eaux et Ex- ploitation usine	CFO REGIDESO B.P. 12.599 Kinshasa I
14	MASUMBUKO RUGINA	Ir.Technicien en De- veloppement Rural SNHR/Dépt. Agriculture et Développement Rural B.P. 15.096 Kinshasa I	10, Itimbiri Zone de Lemba 9 Kinshasa
15	KABAGEMA BIGWI	Chef de Service Animation Shaba Refugee Water Supply Project (No. 116) c/o USAID/Kinshasa	Projet d'Hydraulique Rurale pour les Réfugiés du Shaba Sandoa, Shaba ou s/c AIDRZ, B.P. 7611 Kin I, Tél. 24556
16	LWANUNA ASUMANI	Chef de Service chargé des ONG auprès du CNAEA	B.P. 12.599 Kinshasa I

APPENDIX D

Training of Trainers Evaluation Results

STYLE DE FORMATEUR

Mardi, le 18.08.87

- Objectifs :
- A la fin de la séance, les participants et formateurs auront :
  - complété, analysé et discuté les résultats d'un inventaire du style de formateur.
  - comparé leurs résultats avec leurs résultats antérieurs.
  - analysé cet outil d'évaluation.

RESULTATS DE L'INVENTAIRE DU STYLE DE FORMATEUR

N O M S	C A T E G O R I E S						
	3 <sup>rd</sup> TOT 8/87 1 <sup>st</sup> TOT	A 2/86 1 <sup>st</sup> TOT	8/87 3 <sup>rd</sup> TOT	B 2/86 2 <sup>nd</sup> TOT	8/87 3 <sup>rd</sup> TOT	C 2/86 1 <sup>st</sup> TOT	1 <sup>st</sup> TOT
AGMA	3	-	9	-	7	-	
BAKAMBU	3	4	4	2	6	4	
BOMBANI	6	7	5	2	3	1	
BONDO	5	5	5	1	1	4	
LEE	1	3	7	4	7	2	
ITOKO	6	-	5	-	3	-	
KABAGEMA	4	-	8	-	4	-	
KALOMBA	6	3	5	3	3	4	
KAPLAMBA	4	5	8	4	2	1	
LUTHONGO	4	3	10	5	6	2	
LWANUNA	5	-	8	-	4	-	
MASUMBUKO	4	5	6	4	2	1	
NGOY	4	5	6	2	6	3	
TABARO	6	-	7	-	8	-	
SAKERSE	2	2	10	4	6	4	
VITA	3	6	7	3	2	1	
Rôle du formateur	Directeur		Collaborateur/		Facilitateur		
Réaction du participant	Expert		co-équipier		Indépendance		
	Soumission		participation				

SOMMAIRE DES RESULTATS

VI. 4

3ème ATELIER SUR LA FORMATION DES FORMATEURS DE L'ENFEA  
Tshela/Bas-Zaïre du 10 au 21/08/1987

FORMULAIRE D'EVALUATION HEBDOMADAIRE  
( Fin de la 1ère semaine, Samedi 15/08/87 )

Cette formulaire nous procure de l'information utile nous permettant d'augmenter l'efficacité de cet atelier. Par conséquent, nous apprécierons vos remarques spécifiques concernant l'utilité de chaque session.

Ci-dessous vous trouverez une liste des sessions qui se sont écoulées pendant cette semaine. Évaluez-les en encerclant le numéro reflétant vos sentiments concernant chaque session, et ajoutez-y vos remarques;

	Pas Utile	Peu Utile	Passable	Utile	Très Utile
1. RAPPEL DES TERMES CLES	1	2	3	4	5
REMARQUES: Moyenne : 4,4	-	-	-	7	5
.....					
2. ATTENTES, OBJECTIFS, HORAIRE, PROGRAMME	1	2	3	4	5
REMARQUES: Moyenne 4,4	-	-	1	5	6
.....					
3. ANALYSE DES PHOTOS	1	2	3	4	5
REMARQUES: Moyenne 3,9	-	1	2	6	3
.....					
4. LA CONSULTATION (principes, planification et application)	1	2	3	4	5
REMARQUES: Moyenne 4,3	-	-	1	7	4
.....					
5. QUI A LE POUVOIR ?	1	2	3	4	5
REMARQUES: Moyenne 4,3	-	-	1	7	4
.....					
6. ETAPES DE PLANIFICATION D'UN PROGRAMME DE FORMATION	1	2	3	4	5
REMARQUES: Moyenne 4,6	-	-	-	5	7
.....					

7. JETER LE BALLON 1 2 3 4 5  
 REMARQUABLES: Moyenne : 3,9 - - 2 9 1

8. APPROCHE SYSTEMATIQUE POUR DETERMINER LE CONTENU D'UNE FORMATION 1 2 3 4 5  
 REMARQUES: Moyenne: 4,8 - - 1 1 10

9. COMPETENCES DE CO-FORMATION 1 2 3 4 5  
 REMARQUES: Moyenne : 3,9 - 1 2 6 3

10. METHODES APPROPRIEES DE LA FORMATION 1 2 3 4 5  
 REMARQUES: Moyenne : 4,5 - - - 6 6

11. LETTRE D'AMOUR 1 2 3 4 5  
 REMARQUES: Moyenne : 3,2 1 - 6 4 8

12. ATTENTES ET FICHE D'EVALUATION POUR VOS FORMATIONS 1 2 3 4 5  
 REMARQUES: Moyenne : 4,3 1 - - 4 7

TRAVAUX PRATIQUES :

- a) Rencontre avec les représentants 4,7 1- 2- 3- 4(4) 5 (8)
- b) Réunion avec les participants 4,4 1- 2- 3(1) 4 (5) 5 (6)
- c) 1er jour de formation 4,4 1- 2- 3- 4 (7) 5 (5)

REMARQUES : ...

D'AUTRES SUGGERIONS/COMMENTAIRES: ...

Quel est l'apprentissage le plus important que vous avez retiré de la première semaine de cette formation des formateurs ?

**SOMMAIRE DES RESULTATS**

EVALUATION FINALE DE LA 3ème F.d.F. DE L'ENFEA  
A TSHELA/BAS-ZAIRE DU 10 AOUT AU 21 AOUT 1987

PREMIERE PARTIE : Les participants

I. En tenant compte de vos besoins quant à votre formation, quelle a été l'efficacité de cette 3ème F.d.F. en vous préparant pour votre travail à venir, encerclez le chiffre reflétant vos sentiments et expliquez votre notation.

0	1	2	3	4	5
PAS	TRES PEU	PEU	ASSEZ	EFFICACE	TRES
EFFICACE	EFFICACE	EFFICACE	EFFICACE		EFFICACE

REMARQUES : Moyenne : 4,3 "Appris beaucoup mais on est allé un peu vite-une 4ème

F.d.F. serait utile". "J'ai amélioré ma façon de préparer et de présenter les séances"...

"La F.d.F. m'a apporté un supplément de bagage svcs.: les rechauffements. La détermination des objectifs. Les aides visuelles. La consultation - l'évaluation " "Très utile"

A tenu compte de nos attentes." "Très efficace-a effacé les doutes qui persistaient" "Les attentes ont été largement atteints" " Je suis maintenant capable".

II. S.V.P. Encerclez le degré d'accomplissement du but global et des objectifs :

la 3ème F.d.F. premièrement pour vous personnellement et ensuite

(d'après vos impressions) pour l'ensemble de l'ENFEA.

BUT GLOBAL : Approfondir et renforcer les compétences de membres de l'ENFEA dans

la planification, l'exécution et l'évaluation des programmes et sessions

de formation prévus dans le plan de formation du Projet SAMRU II.

Moi-même : 0 % 10 % 20 % 30 % 40 % 50 % 60 % 70 % 80 % 90 % 100 %

ENFEA " " " " " " " " " " "

REMARQUES : Moyennes : 79,2 % / 75,8 % (3) (2) (4) (3)

"J'ai profité plus que le groupe" "Les compétences ont été renforcées"

"L'amélioration de la performance est très ressentie" "Résultats très positifs"

"Une nette amélioration des performances"

LES OBJECTIFS: A la fin de la 3ème F.d.F., les participants auront :

1. Planifié, réalisé et évalué une formation de 2 jours et demi pour un groupe de

participants venant du milieu de Tshela.

Moi-même : 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

ENFEA : " " " " " " " " " " "

REMARQUES : Moyennes : 81,7 % / 81,7 % (4) (2) (6)

\*Nous aurions pu mieux nous organiser au niveau des documents remis à la dactylographie- il y aura beaucoup d'erreurs" "Pleine satisfaction" " A permis l'équipe de s'autévaluer et surtout d'approfondir la cofacilitation". "Les participants réels et non des sortes des jeux de rôle. "Cette expérience reste gravée dans ma mémoire" "UNE nouvelle expérience".

2. Révisé et défini l'utilité des termes clés ayant trait aux méthodes d'apprentissage expérimentiel.

					(1)	(4)	(2)	(4)	(1)		
Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
REMARQUES :	Moyennes : 79,2 % / 79,2 % ..... (1) ..... (3) ..... (4) ..... (4) .....										
	"Démontré par la programmation de plusieurs exercices de révision"										
	"Méthode de révision très efficace" "Très rapide" "Excellente méthode										
	"d'apprendre en s'amusant"; .....										

3. Analysé et pratiqué les techniques, méthodes et comportements des éducateurs des

						(1)	(3)	(4)	(3)	(1)	
Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
REMARQUES :	Moyennes : 80 % / 81,7 % ..... (3) ..... (5) ..... (3) ..... (1) .....										
	"Très utiles" "Une grande richesse pour un formateur" "Nous les avons bien... pratiqué" "L'exercice pratique des participants réels" a été un atout très important dans la concrétisation de cet objectif"										

4. Etabli la liste des étapes de la planification, la réalisation et l'évaluation des programmes de formation et pratiqué la mise-en-oeuvre de ces étapes.

						(3)	(2)	(2)	(4)	(1)	
Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
REMARQUES :	Moyennes : 78,3 % / 78,3 % ..... (3) ..... (2) ..... (2) ..... (3) ..... (1) .....										
	"Temps trop court". "Pratiquez dans nos préparations de micro enseignement". "L'établissement de ces étapes influent beaucoup dans l'élaboration de session." "Je les ai bien compris". "Approche très efficace."										

5. Analysé et pratiqué les rôles, étapes et interactions humaines d'une consultation positive et efficace.

						(2)	(2)	(2)	(2)	(4)	
Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
REMARQUES :	Moyennes : 73,3 % / 75 % ..... (1) ..... (1) ..... (4) ..... (3) ..... (3) .....										
	"Apprentissages très utiles pour tous les domaines." "Il faut toujours considérer dans la formation des adultes." "L'objectif visé n'était pas clairement expliqué." "Approche à approfondir."										

6. Revu et pratiqué les comportements de la co-facilitation efficace.

						(1)	(4)	(5)	(1)		
Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
REMARQUES :	Moyennes : 85,8 % / 84,2 % ..... (2) ..... (4) ..... (5) ..... (1) .....										
	"Excellent". "Très bien passé." Jeu de rôle joué a été une bonne technique pour approfondir cette notion." "Chose acquise." "Mise en pratique continue." "Mise en pratique continue."										

7. Analysé la composition d'un groupe de personnes selon leurs niveaux de compétences et degrés de reticences face aux innovations. ( Note: vu les contraintes du temps et la priorité des autres objectifs ( d'après les formateurs), cet objectif n'a pas été traité pendant cette formation.)

8. Analysé et pratiqué les comportements efficaces de travail en groupe (dynamiques des groupes).

Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
								(3)	(5)	(3)	

REMARQUES : Moyenne : 76,7 % / 80 %  
 "Matière non approfondie." "Rappel très nécessaire." "La base de la formation expérimentielle." "Bonne révision." "Degré de compréhension mutuelle très élevé jusqu'à l'oubli des moi":

9. Analysé et pratiqué les différentes étapes et les niveaux, méthodes, techniques et comportements de l'évaluation/le suivi efficace des formations

Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
						(1)	(3)	(1)	(6)		

REMARQUES : Moyennes : 72,5 % / 70,9 %  
 "Très satisfait mais il reste des aspects à approfondir" "Il faut approfondir."  
 "Un additif très important." "Demandait un grand effort d'intellectuel et est arrivé vers la fin de la F d F ." "Très important".

10. Evalué les caractéristiques des aides visuelles efficaces et employé au moins une aide visuelle lors d'une séance de formation.

Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
								(2)	(6)	(3)	(1)

REMARQUES : Moyennes : 82,5 % / 82,5 %  
 "J'ai appris beaucoup mais on avait pas assez de temps." "Leur utilisation devant les participants réels a été efficace." "Nous devons faire beaucoup d'efforts dans l'élaboration des aides visuelles."

11. Planifié leur futur développement en tant que formateur

Moi-même :	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
ENFEA :	"	"	"	"	"	"	"	"	"	"	"
						(2)	(5)	(1)	(3)	(1)	

REMARQUES : Moyennes : 65,5 % / 67,3 %  
 "Pas très approfondie." "Depend surtout de l'usage qu'on veut faire d'équipe et... de l'effort du formateur." "Trop rapide." "On l'a déjà fait." "Il faut plus de temps."

12. Développé les propositions préliminaire pour l'élaboration d'une stratégie de travail et un plan de formation pour les six prochains mois.

(Note: Vu le fait qu'il fallait avoir des discussions préalables à Kinshasa avec Dr. BIER et Citoyen SOWA avant de planifier les activités de l'ENFEA pour les prochains six mois, cet objectif n'a pas pu être atteint pendant cette formation.

REMARQUES GENERALES : La F.d.F. est excellente, positive. On a appris beaucoup dans peu de temps mais pour certains matières on n'a pas approfondi assez.

III. Quels ont été pour vous-même les apprentissages les plus significatifs pendant cette 3ème F.d.F. dans les trois domaines suivants :

- A. Connaissances: "Utilisation des aides visuelles et du tableau d'analyse systématique des comportements et techniques de co-facilitation." "Etapas d'évaluation". "Consultation" "Evaluation/suivi."
- B. Aptitudes: "Rechauffement à travers la révision. Analyse de problème." "Programmer, planifier, évaluer." "Aides-visuelles" "Identification des besoins en formation et rédaction des études de cas."
- C. Attitudes: "Respect des autres, observateur, patient." "Flexible, coopération, attentif aux nouvelles situation." "Tolérance, maîtrise de soi." "Compréhension mutuelles des membres d'une équipe." "Pas trop intervenir." "Reflexion."

DEUXIEME PARTIE : Les formateurs

S.V.P. - Décrivez vos appréciations de vos trois formateurs en faisant référence aux connaissances, aptitudes ou attitudes démontrées par eux pendant cette 3ème F.d.F.

N O M S	CONNAISSANCES	APTITUDES	ATTITUDES
AGNA	Riche et profonde Usage des aides Visuelles. Approche Systématique. Evaluation/suivi, très analyste.	Bonne maîtrise des sujets. Cofacilitatrice averti. Idées très profondes.	Ouverte, gentille, sensible, joviale, amiable, attentive, vivante, chaude, calme, douce, courageuse, compréhensive, posée.
LEE	Parfaite connaissance longue et riche expérience. Management. Planification, Techniques d'apprentissages	Parfaite maîtrise Bon cofacilitateur Eclaircissement des idées des autres, Relations humaines	Calme, sûr, patient, observateur, assidu, confiant, claire-voyant, prêt, soutenant, s'adapte facilement, sympathique, bien posé.
TABARO	Intelligence élevée. Evaluation, Etude de cas, Rechauffement, Consultation,	Maîtrise. Capter l'attention de l'Auditoire, Bon Cofacilitateur, Observateur.	Ouverte, simple, attentif, vigilant, prudent, agit vite, aime la réussite, séduisant, courageux, social, facilement intégré.

TROISIEME PARTIE : Logistique

Encerclez le chiffre représentant vos sentiments et notez vos remarques/suggestions.

1. Transport :

0	1(1)	2(1)	3(6)	4(3)	5(1)
MAUVAIS	MEDIOCRE	PASSABLE	BON	TRES BON	EXCELLENT

REMARQUES : Moyenne : 3,2 "Si nous étions logés près du lieu des travaux, le problème se poserait autrement" "Furieux le jour du départ - 4 heures de retard" "Félicitations au chauffer Mr. Lee" "On était très serré." "Un véhicule pas assez" "Manque de chauffeur" "A améliorer dans l'avenir."

2. Logement :

0	1	2(2)	3(9)	4(1)	5
MAUVAIS	MEDIOCRE	PASSABLE	BON	TRES BON	EXCELLENT

REMARQUES : Moyenne : 2,9 "Beaucoup de défaillance (propreté, etc.)" "Pas de mieux... localement" "Parfois manque d'eau" "Pas d'hotel de qualité à Tshela."

3. Restauration :

0	1	2(4)	3(5)	4(3)	5
MAUVAIS	MEDIOCRE	PASSABLE	BON	TRES BON	EXCELLENT

REMARQUES : Moyenne : 2,9 "Meilleur vers la fin." "Pas mal, il faut comprendre les... difficultés locales." "Quantité parfois insuffisante." "Le marché de Tshela est... pauvre en produits."

4. Lieu de travail ( Cercle de la paroisse ) :

0	1(2)	2(5)	3(3)	4	5
MAUVAIS	MEDIOCRE	PASSABLE	BON	TRES BON	EXCELLENT

REMARQUES : Moyenne : 2,7 "Trop de bruit et des dérangements par les agents extérieurs." "Le cadre et l'encadrement bien accompli." "Bien - on pouvait boire et se soulager à tout moment." "Trop prêt de la route - on dirait un couloir."

5. Secrétariat :

0	1	2	3	4(5)	5(7)
MAUVAIS	MEDIOCRE	PASSABLE	BON	TRES BON	EXCELLENT

REMARQUES : Moyenne : 4,6 "Une grande aide avec son efficacité." "Dactylo compétent." "Rapidité et soins." "Un seul secrétaire trop chargé." "Très surchargé." "Tout était prêt à temps opportun." "Coup de chapeau !" "A la hauteur de sa tâche."

6. Choix du site (Tshela) :

0	1	2	3	4	5
MAUVAIS	MEDIOCRE	PASSABLE	BON	TRES BON	EXCELLENT

REMARQUES : Moyenne : 3,0. "L'essentiel pour le travail." "Nous a permis d'avoir un... groupe cible pour le travail." "Pas de loisir." "La cuisine a eu beaucoup de problèmes dpour l'approvisionnement." "Choisir un site plus touristique où les problèmes de produits alimentaires ne se pose pas."

QUATRIEME PARTIE : Le futur

Si vous avez participé aux trois F.d.F. organiser par SANRU II en collaboration avec l'USAID et WASH, comment évaluez-vous l'efficacité de cette approche pour la formation d'une équipe de formateurs ?

0	1	2	3(1)	4(4)	5(5)
PAS	TRES PEU	PEU	ASSEZ	EFFICACE	TRES EFFICACE
EFFICACE	EFFICACE	EFFICACE	EFFICACE	EFFICACE	EFFICACE

REMARQUES/SUGGESTIONS : Moyenne : 4,4. "Elle donne l'occasion d'expérimenter les... connaissances acquises et de faire la critique et l'amélioration à la suivante ren- contre. Permet à l'équipe de mieux se connaître et partager diverses expériences vécues - néanmoins, c'est coûteux. "Très efficace - l'approche de l'apprentissage expérientiel convient mieux pour la plupart de nos participants." "Assez efficace, car les formés ont l'occasion après chaque étape de faire une application tout en retenant les points qui ont marché et les points qui restent à maîtriser. Mais cependant, les étapes de cette formation doivent être bien étudiées, sur par quels sujets commencés, car après chaque étape il y a application. Une recherche approfondie sur cette approche est nécessaire." "Pour uniformiser la façon de travailler des aspects de terrain des Zones de Santé de l'UNICEF et autres organisations." "L'équipe est bien rodée, mais la durée des ateliers atait assez courte." "Aucun reproche sur la méthode ou approche de la formation car ses résultats ont été évidents." "Très efficace, mais il y a trop de matières à la fois, il serait mieux de programmer." "L'ensemble des matières vues permis aux participants d'avenir des notions solides dans la méthodologie de la formation des adultes. Les membres de l'équipe sont capables maintenant d'assurer des formations efficaces."

APPENDIX E

Participant Future Expectations

ATTENTES INDIVIDUELLES DES FORMATEURS  
DE ' ENFEA EN TANT QUE  
FORMATEUR

PREPARE A TSHELA, BAS - ZAIRE

LE 21.08.1987

**KABAGEMA BIGWI****ATTENTES PERSONNELLES**

- 1) Réunir les plus de documentation possible à partir des différents documents de formateurs et participants (y compris documents 1er F de F).
- 2) Lecture attentive de cette documentation, y compris celle des 2e et 3e FdeF en vue de consolider mes connaissances théoriques.
- 3) Réfléchir sur mon travail dans le projet d'hydraulique rurale du Lualaba, analyser les différentes difficultés que je rencontre et étudier l'opportunité d'organiser un séminaire de recyclage pour mes collaborateurs.
- 4) Réfléchir sur les possibilités de conception d'une boîte à image pour la sensibilisation des populations rurales en matière d'aménagement des points d'eau.

**BAKAMBU BA KIONGA**

Mes attentes pour moi-même concernant mon développement progressif de mes capacités de Formateur sont les suivantes :

- \* préparer et mettre à point un système qui me permettra de réviser périodiquement tous les enseignements recus durant nos 3 formations.
- \* appliquer, dans l'exécution de mes fonctions d'enseignants, les principes fondamentaux de l'apprentissage par expérience.
- \* Collaborer efficacement avec les membres de l'ENFEA dans l'application des programmes de formation tels qu'ils seront établis par SANRU et SNHR.
- \* Collaborer efficacement avec les membres de mon service (I.E.M)

**BONDO FWAMBA**

J'aurai animé quelques sessions de formation.

\* J'aurai préparé de séance pour la formation de "ADJOINT TECHNIQUE qu'un certain nombre de rencontres soient organisées pour les formateurs soit pour la préparation des sessions ou assister à d'autres formations.

Exploiter tout les documents à ma disposition pour augmenter les connaissances.

**SEKERSE KASIMBIRI**

Mes attentes dans les mois à venir concernant le développement progressif de mes capacités de formateur sont les suivantes :

- approfondir cette expérience de l'utilisation du tableau d'analyse systématique des comportements .
- Utiliser des aides visuelles pour réaliser des séances de formation.
- me former dans le domaine de Eau / Assainissement ainsi que la gestion pour une meilleure co-facilitation et formation personnelle.
- Améliorer mon comportement pendant les séances de formation face aux diverses situations.

**LUTHONGO**

Projet pour l'avenir

- 1) Mettre en pratique tout ce que nous avons vu pendant les 3 séminaires de formation de formateurs.
- 2) M'efforcer dans la conception de matériel didactique "surtout Aides-visuelles".
- 3) Faire des consultations si possible.
- 4) Je souhaite la formation continue étant donné que les nouveaux besoins se créent du jour au lendemain.

**KALOMBA MUKABA**

Mes attentes pour le développement progressif de mes capacités en tant que formateur :

1. Approfondissement et application de l'approche systématique dans toutes les formations.
2. Rédaction et utilisation des études des cas adaptées à chaque public.
3. Conception et utilisation des aides visuelles adaptées.
4. Aggrandissement et utilisation des méthodes et outils pédagogiques adaptés.
5. Faire des exercices de rechauffement orientés vers des apprentissages voulus.
6. Continuer l'effort de documentation en matière d'éducation des adultes.

**NGOY MBELE**

Mes attentes personnelles dans les mois à venir concernant le développement progressif de mes capacités de formateurs sont les suivantes :

- \* Je souhaite que le Projet SANRU facilite les contacts avec d'autres formateurs à l'intérieur ou à l'extérieur du Zaïre pour échanger d'expérience.
  - \* Intégration de l'expérience de terrain dans les programmes planifiés du service :
- ex. : Vulgariser les techniques de construction des latrines en élaborant une brochure d'information expérimentée par l'ENFEA et autres formateurs (éducateurs).

**KAPIAMBA MBUIKILA**

Mes attentes pour moi-même dans les mois à venir concernant le développement progressif de mes capacités de formateur sont les suivantes :

1. Participer à la préparation des sessions des séminaires-ateliers, afin d'améliorer la manière de détermination des objectifs de comportement.
2. Multiplier les exercices sur les aides visuelles de façon à augmenter leur diversité d'utilisation dans la formation.
3. Revoir tous les documents relatifs à l'évaluation et par besoin pratiquer.

**LWANUNA W. BIN ASUMAN!**

Mes attentes pour moi-même dans les mois à venir concernant le développement progressif de mes capacités de formateur sont les suivantes :

- Participer à beaucoup d'autres formations des formateurs.
- Participer à une formation de quelques mois en Eau et Assainissement en Afrique ou ailleurs.
- Avoir plusieurs occasions d'animer les sessions de Formation.

**BOMBANI BONDA**

Mes attentes sont les suivantes :

1. Application des connaissances acquises depuis la 1ère formation jusqu'à la 3ème formation en animant beaucoup de session tant au niveau de SANRU qu'à celui de la REGIDESON.
2. Prendre part périodiquement aux séminaires de perfectionnement en matière de la formation des adultes.

**MASUMBUKO RUGINA**

Mes attentes pour moi-même dans les mois à venir concernant le développement progressif de mes capacités de formateur sont les suivantes :

- Participer à la 1ère formation des adjoints techniques du SNHR qui aura lieu à Kirotshe vers du 20 octobre au 04 novembre 1987.
- Souhaite que l'équipe de formateur (ENFEA) se rencontre au moins une fois par mois ou par trimestre selon les convenances pour échanger de nouvel apprentissage ou se faire de feed back de l'une ou l'autre session à laquelle l'un des formateurs a participé.
- Souhaite la création et mise sur pied officiellement (par decision du Directeur du SNHR) d'une cellule de formation au SNHR devant coordonner les actions de formation et séminaires programmés.
- Souhaite une rencontre entre l'équipe WASH et les représentants des institutions qui utilisent les formateurs : SNHR, SANRU, CNAEA, IEM, PNA, REGIDESO, CEPAS, USAID, UNICEF, FONAMES, .... pour, non seulement faire le feed back de cette 3ème formation des formateurs mais aussi leurs expliquer les buts poursuivis, stratégies et approche d'intégration et d'utilisation de ces formateurs au niveau des ZSR financées par UNICEF, COOPERATION BELGE, ....
- Souhaite, si possible, une 4ème formation des formateurs après évaluation-suivi (leur résultat) au niveau des ZSR et SNHR.

RECOMMANDATIONS PROPOSEES PAR L'EQUIPE DE WASH APRES DES DISCUSSIONS  
AVEC LES RESPONSABLES AUX BUREAUX DE L'ECZ ET DE L'USAID LE 28.08.87.

1. USAID/HPN devraient encourager le CNAEA d'initier et faciliter des discussions parmi les décideurs de SANRU II/ECZ, SNHR, PNA, CNAEA et UNICEF concernant l'utilisation efficace des formateurs de l'ENFEA.
2. SNHR devrait formaliser la désignation d'un coordinateur de formation qui sera responsable de travailler en collaboration avec le coordinateur de formation pour l'eau et l'assainissement de SANRU afin de planifier, exécuter et évaluer les séminaires de formation pour SNHR.
3. Des politiques pour l'organisation des séminaires de formation et pour les indemnités des membres de l'ENFEA devraient être élaboré en tenant compte des besoins, possibilités et contraintes de chaque organisation concernées (c.à.d SANRU, SNHR, PNA, USAID, UNICEF, etc.).
4. En attendant qu'une cellule de coordination soit opérationnelle, SANRU et SNHR devraient s'assurer que toutes les organisations concernées sont informés à temps concernant les activités proposées, les accomplissements et les problèmes de l'ENFEA.
5. USAID/HPN, SANRU et SNHR devraient prendre en considération le financement des ateliers sur les principes de base de management à la destination des managers des services et/ou organisations du secteur de l'eau et assainissement plus les membres de l'ENFEA afin de promouvoir une collaboration encore plus étroite.
6. USAID/HPN et WASH devraient formuler, après la visite d'évaluation de WASH fin 1987 ou début 1988, des recommandations concrètes de programmation afin d'assurer l'utilisation efficace des formateurs formés de l'ENFEA, ceci dans le contexte de la stratégie globale du secteur de l'eau et l'assainissement au Zaïre.

Ces recommandations devraient inclure une clarification de la stratégie globale de formation et les voies et moyens nécessaires afin d'exécuter cette stratégie avec succès.

Une quatrième formation de formateurs axée sur le développement d'un commun accord sur cette stratégie et la planification pour sa réalisation devrait être prise en considération.

APPENDIX F

Compendium (in French) of Advanced TOT Session Designs  
and Products with Trainer Notes  
(Available at WASH or SANRU)

To receive a copy of the 280-page compendium, please  
write to:

Mr. Dan Campbell  
Information Specialist  
WASH  
1611 North Kent St., Suite 1002  
Arlington, VA 22209-2111 U.S.A.