

**FINAL WORKSHOP REPORT**  
**of the**  
**TRAINING OF TRAINERS**

**organized for**  
**United States Agency for International Development**

**BURKINA FASO**

**June 15 to 25, 1992**

**Submitted by:**

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**Subcontracted to:**

**Center for International Development**  
**Research Triangle Institute**

## **INTRODUCTION**

Under a subcontract to the Center for International Development at Research Triangle Institute (RTI), Management Systems International (MSI) provided a francophone trainer, Drew Lent, to the training office of USAID/Burkina Faso to plan and conduct a Training of Trainers (TOT) for fifteen participants from two high-level Burkinabé institutions: ENAM (École Nationale d'Administration et de Magistrature) and ENAREF (École Nationale des Regies Financières). A participant list is provided in Appendix 2 (see page 14).

This report describes the preparation, organization and execution of a nine-day Training of Trainers conducted in June 1992 for USAID/Burkina Faso subcontracted through the Municipal Development Support Project (USAID/RHUDO/WCA). This report supplements the training materials prepared for the assignment.

The reader will find appended a copy of the participant training manual as distributed during the course. Note that this course was presented in its entirety in French. None of the original material cited here, as distributed to the participants, has been translated into English.

The MSI trainer arrived with prepared training materials, resources and a training plan based on the statement of work (SOW) provided to the sub-contractor prior to departure (see original SOW in Appendix 1). The actual training closely followed the terms laid out in the SOW. The trainer planned the schedule and implemented the training in close collaboration with two Burkinabé co-trainers, one from each of the participating organizations. The two co-trainers had previously attended a similar Training of Trainers conducted by the MSI trainer in Abidjan, Côte d'Ivoire in June 1991. Each took responsibility for facilitating two of the workshop sessions plus assisting the trainer in small group sessions.

The training was originally outlined for ten days but it was decided that the schedule would be truncated by one day after discussions with the co-trainers and the USAID Training Officer, Jeanne-Marie Zongo. It was determined that the course objectives could be met in less than ten days given the homogenous nature and considerable teaching experience of the target participants. The training seminar started on June 15 and concluded on December 25. An official opening and closing was organized, each presided by top management of the USAID and participating organizations and attended by the Burkinabé press and USIS. A schedule based on "journée continue" was adopted for the sessions (8:00 to 14:00 with one break of thirty minutes) which provided five and a half hours of daily instruction. In total forty-five hours of instruction were provided.

## **PRELIMINARY TRAINING NEEDS ASSESSMENT**

On his arrival, the MSI trainer consulted with Training Office and developed a short training needs assessment form which was distributed to all participants and discussed on the first day. This short form gathered information on the participants' prior experience in

training (as trainer and as participant), an assessment of their training strengths and weaknesses and their specific interest for the focus of the training sessions. The text of the needs assessment form and a summary of the results are provided in Appendix 2. The proposed workshop objectives and program were discussed and modified in light of the needs assessment results.

## **TRAINING MATERIALS AND RESOURCES**

Each participant was provided a copy of "Guide Pratique du Formateur" and a copy of the MSI French language TOT manual which was adapted and expanded for this project. The manual consists of five sections: the principles of andragogy (adult learning principles), training concepts, training methodologies, communication and group dynamics, and handouts. In addition, the trainer provided a set of reference books to each of the participating institution's reference libraries. These, and a collection of the trainer's personal reference materials, were displayed and lent to the participant group during the seminar. A bibliography of the French resource materials made available during this course appears in Appendix 4. The training materials listed above, the twenty-one individual course objectives (which appear on the next two pages), and the training schedule (see Appendix 3) make up the core of the course.

## **COURSE PURPOSE, OBJECTIVES AND ACTIVITIES**

The overall objective of the TOT was to develop a group of institutional trainers capable of performing quality management and technical training of municipal personnel in Burkina Faso as part of USAID's support of decentralization and administrative modernization. Although a few of the participants had already attended some form of TOT, the USAID staff recognized the need to establish an initial framework of adult-training skills within the two institutions. The TOT participants will be asked to plan and conduct municipal training within the next few months. USAID's intention is to build on this initial training and upcoming practical experience to develop an in-service human resource development (HRD) capacity at ENAM and ENAREF. This development will be further supported by follow-on needs assessment (performance evaluation) and training (see "Recommendation for Next Steps" - page 8). In order to eventually develop a broader capacity to plan and assess HRD training impact some training management issues (objective trees, performance evaluation and program planning) techniques were included in the course.

The long-term goal of the Municipal Management Training component is to support Burkina Faso's effort to promote equitable and sustainable local-level economic development. One of the government's priorities is therefore the implementation of decentralization policies and the improvement of regulatory environments through the development of city management personnel. Increased efficiency and effectiveness of local government operations, particularly in the areas of governance, finance, management and service delivery will stimulate formal and informal enterprises in project towns.

The specific course objectives appear on the next two pages. They are divided into three parts: Training Theory, Planning & Conducting the Training and Communication Techniques. Sixteen of the twenty-one objectives focus on practical applications and were implemented through participatory methods.

## **Objectifs de la Formation de Formateurs**

Ouagadougou, le 15 à 25 juin 1992

### **Les Principes et Théories de l'Apprentissage des Adultes**

A la fin de la formation le participant sera capable de:

1. Donner une définition de l'andragogie par rapport à celle de la pédagogie.
2. Décrire le cycle d'apprentissage par l'expérience mettant l'accent sur les étapes que le facilitateur doit suivre pour assurer une bonne application de l'expérience vécue.
3. Décrire les conditions préalables à l'apprentissage qu'il faut prévoir avant d'exécuter la formation. Décrire l'importance de la hiérarchie des besoins humains qui ont une influence sur ceux qui se présentent à la formation.

### **La Mise en Oeuvre d'une Formation**

A la fin de la formation le participant sera capable de:

4. Décrire toutes les étapes à suivre dans la mise en oeuvre d'une formation.
5. Déterminer les besoins de formation selon la maîtrise des tâches du travail. Identifier les méthodes pour faire la détermination des besoins de formation des participants.
6. Établir la liste des étapes nécessaires à l'exécution d'une tâche lorsque celle-ci nécessite une formation (l'analyse de tâche).
7. Définir par écrit un objectif (spécifique) éducationnel pour chaque étape de la formation. Les objectifs doivent être très clairs, actifs et facilement mesurables.
8. Arranger les objectifs spécifiques et généraux de la formation en forme d'un arbre d'objectifs qui décrit la liaison logique et l'impact attendu du programme de formation.
9. Sélectionner les quatre méthodes de formation (de la découverte, active, interrogative, affirmative) appropriées à la compétence à former: savoir, savoir-faire, savoir-être et la situation des participants.

### **Suite des objectifs -**

10. Préparer et démontrer des techniques de formation suivantes:  
remue-méninges (brainstorming)      question/réponse  
les mini-discours / allocation      la discussion dirigée  
la démonstration      les jeux de rôles  
l'expérience pratique      les études de cas / les situations critiques  
les travaux en petits groupes
11. Écrire les plans de séance qui comprennent les objectifs éducationnels, les techniques appropriées, des matériels didactiques, la suite des activités à faire, et les outils de l'évaluation.
12. Faciliter des séances de formation utilisant les méthodes et les techniques les plus efficaces pour assurer une participation active des participants.
13. Après avoir observé une séance de formation, identifier ce que le facilitateur a fait correctement et ce qu'il pourrait améliorer (la critique des séances).
14. Après avoir observé une séance de formation, évaluer le plan de séance selon les critères de l'apprentissage de l'adulte.
15. Evaluer l'acquisition par les participants à la formation: des connaissances, des compétences et des attitudes visées par les objectifs éducationnels.
16. Planifier en détail un programme de formation destiné à l'emploi dans leur pays d'origine.

### **Les Compétences de la Communication et les Dynamiques de Groupe**

A la fin de la formation le participant sera capable de:

17. Décrire les cinq éléments principaux du processus de la bonne communication.
18. Décrire au moins trois des barrières principales du processus de communication.
19. Démontrer la différence et l'efficacité des interrogations "ouvertes" et "fermées".
20. Démontrer correctement les techniques du conseil y compris "paraphraser", "réflexion des sentiments", "l'écoute active".
21. Démontrer correctement la démarche à suivre pour donner des rétro-informations (feedback) constructives.

The session on objective trees (see objective eight on page 3) was included as a supplementary topic to the standard TOT curriculum. The purpose of this session was to assist the participants in developing objective trees which link the strategic, institutional, programmatic, and overall training objectives to those of a specific training program. This skill is essential to the evaluation of in-field performance as well as overall program impact. As this topic was very new to the group, they elected to review and expand this topic during the period reserved for "complementary subjects". More work on integrating this skill into ENAM and ENAREF's in-service training programs should be done during the follow-on training activity.

During the course, the participants were asked to prepare and present several individual and small group projects based on their projected work in communal training. Among the projects were:

- a partial objective tree showing the connection between strategic, institutional, programmatic, and training level objectives;
- a task analysis of an actual job description;
- a presentation of one of the nine training techniques covered in the course;
- a detailed training plan for a course that they would actually conduct in their work (see task description below).

## **Contenu du Projet de Planification d'un Programme de Formation**

1. Catégorie de personnel à former;
2. Intitulé du poste de travail;
3. Description du poste de travail (identification des activités rattachées au poste de travail);
4. Liste des tâches rattachées aux principales activités;
5. Classement des tâches selon les critères suivants: connaissance, aptitudes, attitudes;
6. Formulation des objectifs d'apprentissage;
7. Sélection des types d'évaluation de la performance ou l'apprentissage accompagnés des indicateurs/critères de qualité;
8. Elaboration d'un emploi de temps de la formation y compris:
  - horaire et sequence des séances,
  - liste des ressources:
    - humaines,
    - financières,
    - matériels,
  - sequence et types d'évaluation formative;
9. Sélection des méthodes d'apprentissage;
10. Sélection des techniques d'apprentissage;
11. Sélection des techniques d'évaluation de la formation (sommative);
12. Elaboration des instruments de suivi de la formation.

In Appendix 3, the reader will find a copy of the schedule of activities as performed during the nine-day TOT.

## **TOT EVALUATION PROCEDURES AND RESULTS**

Three ongoing evaluations were conducted during the course; each demonstrating different methods of evaluation. The first was conducted in written form at the end of the second day of training. It served as a recapitulation of the first two days which covered communication techniques and adult-training theory. The evaluation responses revealed that much of content covered in the first two days of this TOT was new to the participants.

The second evaluation was held at the end of the first week. This was presented as a self-test based on the week's major concepts. It was corrected and discussed at length in class (the evaluation form appears in Appendix 5).

The third evaluation was performed orally after completion of the participants' model training session presentations. This evaluation served to review and compare the results of this and previous workshop experiences. At this point the participants were asked to rate the degree to which they had met the course objectives. The responses bore out that with the exception of objective trees the objectives covered had been perceived as adequately understood.

The final evaluation form appears in Appendix 5. The reader will note that the form has been marked to show a compilation of the participant responses. The actual final evaluation forms are on file in the USAID training office.

The results of the final evaluation show that the participants were satisfied with the training content and organization. To the questions regarding achievement of the training objectives, over three-quarters of the participants responded that they were either sufficiently or completely achieved. One exception to this was that half of the participants felt that the objectives on training evaluation were not as completely attained. Given that there was limited time devoted to this subject during the course, this response is understandable. This TOT was designed to focus primarily on participatory training techniques and course planning. The participating local institutions do not presently conduct evaluations during in-service training and it is doubtful that they will begin. For this reason a limited amount of class time was used to elucidate the course documentation provided on evaluation techniques.

Out of 15 responses, all but two placed this course somewhat or highly above the quality of other trainings they have attended. The organization and logistics of the course also received high marks from the group. Most participants were pleased with the length and use of class time. The location and course materials also received high marks.

## **TRAINER OBSERVATIONS**

This group of participants came to the TOT with a lot of traditional classroom teaching experience. They were also a group that, by and large, knew each other prior to the training. Because of these two factors, an excellent and productive working environment was quickly established.

This participant group exhibited considerable motivation in the small group as compared to groups the trainer had previously trained. Individual and group assignments were treated seriously and professionally. The use of co-trainers from the participating organizations lent considerable credibility to the course content as well as fostered a collegial atmosphere to the group deliberations.

## **RECOMMENDATIONS FOR NEXT STEPS**

In debriefing with the USAID/Burkina Faso staff, it was recognized that this TOT represented only a first step in establishing an in-service training capacity in ENAM and ENAREF. A second follow-on workshop will therefore be organized by the mission and conducted by the same MSI trainer. However prior to this follow-on training, it is essential that the participants begin acquiring practical experience in conducting in-service training.

Therefore the very next step for the mission will be to organize, as planned, one or two municipal training workshops to be conducted by some of the TOT participants under the supervision of the TOT co-trainers. Those participants who pass by this experience - conducting field training - will benefit from follow-up training which will be planned in four to six months time. Development of the follow-on activity will follow as outlined below:

- Prior to field-based in-service training programs, the RTI/MSI trainer will prepare and send out a trainer observation check list for the use of the Burkinabé co-trainers in evaluating the performance of the participant-trainers. The co-trainers will share their observations with the participant-trainers and save the forms to discuss with the RTI/MSI trainer on his return to Burkina Faso.
- One month prior to the follow-on workshop, the RTI/MSI trainer will send out a need assessment forms to be distributed by the mission to workshop participants.
- Four days prior to the follow-on workshop, the RTI/MSI trainer arrives in-country to finalize needs assessment and plan follow-on training with Burkinabé co-trainers.
- RTI/MSI trainer and co-trainers conducts the follow-on workshop comprising three to four days of advanced training.
- Post-follow-on training, the RTI/MSI trainer will accompany participant-trainers during one or two short field trainings (4 to 6 days of consultation).

## **LIST OF APPENDICES**

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**SCOPE OF WORK**  
**CONSULTANCY FOR SEMINAR ON TRAINING OF TRAINERS**

**INTRODUCTION**

The Government of Burkina Faso has undertaken a decentralization program to improve the system of territorial administration and to give more autonomy to the municipalities.

Three major constraints to decentralization have been encountered within Burkinabé municipalities: weak management skills, inadequate financial resources to meet their goals and limited development of infrastructure. Therefore USAID/Burkina Faso would like to improve this situation through two types of activities: Municipal Management Training and Revenue Enhancement.

The goal of this activity is to support the efforts of the Government of Burkina Faso to promote equitable and sustainable local-level economic development throughout the country. As such, one of its priorities is to strengthen the human resource base necessary to implement decentralization at both the central and local levels.

At the central level, training will focus upon the Institutions in charge of training central and local officials. The objective will be to assist the Ecole Nationale des Regies Financières and the Ecole Nationale d'Administration et de Magistrature to expand and ultimately institutionalize its capacity to provide training and technical assistance to Burkinabé municipalities. Within these two Institutions, some trainers have the responsibilities for municipal management training. They will be trained as trainers. These Institutions will, in turn, train municipal-level agents and provide municipalities with technical assistance.

**ARTICLE I - TITLE**

Training of Trainers Seminar for Ecole Nationale des Regies Financieres (ENAREF) and Ecole Nationale d'Administration et de Magistrature (ENAM) in Ouagadougou, Burkina Faso.

## ARTICLE II - OBJECTIVES

The purpose of this activity is to assist the Agency for International Development (USAID) to improve the Government of Burkina Faso's capacity to provide training to its municipalities.

The objective of this activity is therefore to provide a consultant to function as a trainer and facilitator during the course of a Training of Trainers Seminar for a group of 20 to 24 civil servants identified as able to work in the training units of the ENAREF and ENAM.

The consultant will work in close collaboration with USAID/RHUDO/WCA, the representative of Research Triangle Institute (RTI) in Côte d'Ivoire who is also the Director of the Municipal Management Training Program (MMTP), the USAID/Burkina Faso Training officer and the representatives of the Government of Burkina Faso.

## ARTICLE III - STATEMENT OF WORK

- A. To achieve the above objective, the Contractor (MSI) shall furnish a short-term expatriate consultant with the necessary expertise to carry out the following tasks:
1. Function as a trainer during the seminar.
  2. Serve as a facilitator to ensure the smooth, productive functioning of the seminar.
  3. Assist in the evaluation and write-up of the seminar.

Objectives of the seminar:

At the end of the seminar, participants will be able to:

1. Plan, manage a working group and have the skills to:
  - analyze group functioning,
  - use techniques of communication such as recapitulation, reformulation, feed-back, open questions,
  - draft an agenda according to the aim of a specific meeting.

2. Utilize active training methodology and tools:
- define basic principles of adult training and manager training,
  - draft behavior related objectives,
  - utilize training tools such as case studies, role playing, group exercises, mini lectures and visual training tools (flip chart, overhead projector).

3. Plan training activities involving the following steps:
- training needs assessment
  - program designing
  - implementation of the program
  - evaluation of the training activity.

B. The Contractor shall formulate programs and select appropriate formats and methods of presentation for this training activity. Providing models of documents regarding training needs assessment, case studies, etc. is expected.

He will give emphasis mostly to the second and third objectives of the seminar, as most of the participants are already familiar with the first objective.

C. The Contractor shall be able to adapt his methodology to the participants. These are middle managers or deputy directors with significant experience in their fields (budget, local finances, human resources). All of them have University degrees.

D. All logistical arrangements, including seminar facilities and hotel reservations for the trainer, will be made by the USAID/Burkina Faso Training Officer and the representatives of the Burkina Faso Government.

#### ARTICLE IV - REPORTS

Within one month of the termination of the training event, the Consultant, in collaboration with the MMTP Director and the USAID/Burkina Faso Training Officer, shall prepare a brief report on the seminar (less than 10 pages). The report should consist of a brief summary of the seminar: training objectives, description and list of participants, methodology, materials utilized, evaluation, an assessment of its impact and recommendations for future training activities.

#### ARTICLE V - RELATIONS AND RESPONSIBILITIES

The Contractor shall work under the general supervision of the USAID/Burkina Faso Training Officer. RHUDO/WCA, represented by the MMTP Director, will provide additional technical assistance.

#### ARTICLE VI - TERMS OF PERFORMANCE

This activity is scheduled to begin on/or about the 15th of June 1992 and to end on/or about the 15th of July 1992.

The Consultant will be required to spend approximately 18 days in Burkina Faso for the purpose of conducting the seminar.

#### ARTICLE VII - LEVEL OF EFFORT

It is estimated that this work will require the services of a short-term expatriate consultant for 20 work days; 5 of which will be spent in preparation, 4 spent in travel, 10 in the field (60 hours distributed over 10 days) and 1 for drafting the short report.

The individual chosen to perform this work should have an educational level of MA or better, have proven expertise in the field of training of trainers techniques and have at least three years of professional experience. In addition, he or she should have had strong experience working in Francophone West Africa and possess an FSI level in the language of the training event (French) of at least S3+/R3+.

## APPENDIX ONE

### Liste des Participants

#### E N A M

nom	fonction
1. Ahoué KOUDOUGOU .....	Chef de Service des transports terrestres
2. COULIBALY BER-ZAN .....	Administrateur Civil (Chargé d'Études)
3. MILLOGO Nia Gustave .....	Administrateur Civil (Chargé des études)
4. OUEDRAOGO Marie Françoise .....	Chargé d'études
5. OUEDRAOGO née YAMIOGO Madeleine .....	Documentaliste
6. SOMDA Napapamè Rigobert .....	Statisticien Informaticien

#### E N A R E F

nom	fonction
7. BEHOUDOU Hontar-Reounodji Emmanuel .....	Professeur
8. DA Dakor .....	Professeur
9. KOULIDIATI Lamoudidia .....	Administrateur des services fiscaux
10. OUEDRAOGO René Brice .....	Assistant au Secrétaire général
11. PODA D. Rogatien .....	Enseignant
12. ROUAMBA Louis .....	Contrôleur financier suppléant
13. TOE Mamadou .....	Chargé d'études
14. YANOOGO Amado Vincent .....	Directeur administratif et financier
15. ZOUNGRANA/KONGO Marie ...	Inspecteur Principal du TRESOR / Reglementation

**APPENDIX TWO**

**Séminaire de Formation de Formateurs**

Ouagadougou • 15 - 25 juin 1992

**FICHE DE RENSEIGNEMENTS**

NOMS et PRENOMS: \_\_\_\_\_

SERVICE: \_\_\_\_\_

FONCTION: \_\_\_\_\_

ANCIENNETE: \_\_\_\_\_

**EXPERIENCE EN MATIERE DE FORMATION DES ADULTES**

1. Avez-vous déjà participé à des séminaires de formation:

oui      non      (rayer la mention inutile)

2. Si oui:

- en tant qu'animateur, thèmes développés: \_\_\_\_\_

- en tant que participant, thèmes des séminaires: \_\_\_\_\_

3. Quelles sont vos forces et faiblesses en matière de formation:

Forces: \_\_\_\_\_

Faiblesses: \_\_\_\_\_

4. Quels sont les points sur lesquels vous souhaitez que l'animateur insiste:

\_\_\_\_\_

5. Autres vœux: \_\_\_\_\_

# **Summary of the Participant Group's Responses to the Preliminary Needs Assessment of the USAID/Burkina Faso Training of Trainers Seminar**

(among 15 responses)

1. 12 participants had already attended some kind of training seminar while 3 had not.

2. **What subjects have you presented as a TRAINER:**

- 1 - codification of public spending
- 1 - control of public spending
- 1 - human resource management
- 1 - organization/management of school materials
- 1 - public finance statistics
- 1 - quality circles
- 1 - typing, filing, correspondence
- 1 - work relations

**As a PARTICIPANT, what were the subjects of training previously attended:**

- 3 - characteristics of the adult learner
- 3 - human resource management
  
- 2 - learning methods and techniques
- 2 - the different ways to success in training activities
- 2 - the roles of a trainer
- 2 - training of trainers
  
- 1 - administrative modernization
- 1 - control of public spending
- 1 - informal sector development
- 1 - institutional management
- 1 - personnel management
- 1 - public administration
- 1 - public accounting
- 1 - quality circles
- 1 - structural adjustment
- 1 - the different steps in planning a training session
- 1 - training methods and organization
- 1 - training needs assessment
- 1 - urban and inter-urban transport topics

### **3. Strengths in training:**

- 6 - ease in passing the message
- 4 - mastery of my subject matter
  
- 2 - preparation of training plans
- 2 - training needs assessment & expectations
- 2 - willingness/motivation
- 2 - none mentioned
  
- 1 - calm/patience
- 1 - strict respect of the training plan
- 1 - the technique of practical applications

### **Weaknesses in training:**

- 3 - sufficient teaching experience
  
- 2 - hesitation/nervousness in transmitting the message
- 2 - how to effectively pass the message to the learner
- 2 - speaks too rapidly/repeats
- 2 - training time management - planning sufficient time
  
- 1 - how to adapt training sessions to the target group
- 1 - insufficient documentation
- 1 - insufficient knowledge of learning theory
- 1 - lack of patience
- 1 - making new knowledge operational in the target group
- 1 - mastery of a variety of training methods
- 1 - methods of follow-up (monitoring) post-training
- 1 - preparation of practical exercises
- 1 - preparation of training materials
  
- 1 - none mentioned

### **4. Desired points of insistence for the trainer during this course:**

- 5 - communication techniques
- 3 - planning and correcting practical exercises
  
- 2 - group dynamics
- 2 - how to make presentations
- 2 - training materials
- 2 - training needs assessment

- 1 - behavioral training objectives
- 1 - conducting meetings
- 1 - group facilitation
- 1 - how to design "practical" training sessions
- 1 - how to organize a training
- 1 - performance management
- 1 - personnel training and management
- 1 - technique: small group work
- 1 - the role of the trainer
- 1 - training session preparation
- 1 - training techniques (case studies, lecturettes, role plays, small group work)
- 1 - training methods for TOTs
- 1 - training time management

## APPENDIX THREE

### Programme de Formation de Formateurs

pour la première semaine - 15 à 19 juin • Ouagadougou, Burkina Faso

heure	lundi	mardi	mercredi	jeudi	vendredi
8h00		<ul style="list-style-type: none"> <li>Le "Feedback"</li> </ul>	<ul style="list-style-type: none"> <li>Arbre d'objectifs (exercice)</li> </ul>	<ul style="list-style-type: none"> <li>Présentation de technique - 4</li> </ul>	<ul style="list-style-type: none"> <li>Évaluation de mi-terme</li> </ul>
8h30		<ul style="list-style-type: none"> <li>Intro. à la planification de la formation</li> </ul>		<ul style="list-style-type: none"> <li>Présentation de technique - 5</li> </ul>	
9h00	<ul style="list-style-type: none"> <li>Ouverture officielle</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming: les techniques de la formation</li> </ul>		<ul style="list-style-type: none"> <li>Présentation de technique - 6</li> </ul>	<ul style="list-style-type: none"> <li>Mise au point</li> </ul>
9h30				<ul style="list-style-type: none"> <li>Présentation de technique - 7</li> </ul>	
10h00	<ul style="list-style-type: none"> <li>Présentations et attentes</li> </ul>	<ul style="list-style-type: none"> <li>Le rapport des méthodes et des techniques</li> </ul>	<ul style="list-style-type: none"> <li>La motivation et "besoins humains"</li> </ul>	<ul style="list-style-type: none"> <li>Présentation de technique - 8</li> </ul>	<ul style="list-style-type: none"> <li>L'Évaluation de la formation et de l'apprentissage</li> </ul>
10h30	<ul style="list-style-type: none"> <li>Orientation: objectifs, programme et ressources</li> </ul>	<ul style="list-style-type: none"> <li>Introduction aux présentations de techniques</li> </ul>	<ul style="list-style-type: none"> <li>L'apprentissage par l'expérience</li> </ul>		
11h00	p a u s e				
11h30	<ul style="list-style-type: none"> <li>Pédagogie ou Andragogie?</li> </ul>	<ul style="list-style-type: none"> <li>L'analyse des tâches d'un poste (exercice)</li> </ul>	<ul style="list-style-type: none"> <li>Préparation des présentations</li> </ul>	<ul style="list-style-type: none"> <li>Récapitulation sur les techniques</li> </ul>	<ul style="list-style-type: none"> <li>Revue de la planification -</li> </ul>
12h00	<ul style="list-style-type: none"> <li>Éléments de la communication</li> </ul>		<ul style="list-style-type: none"> <li>Présentation de technique - 1</li> </ul>		<ul style="list-style-type: none"> <li>mise en ordre des composantes de la formation</li> </ul>
12h30	<ul style="list-style-type: none"> <li>Techniques de la bonne communication (exercice)</li> </ul>		<ul style="list-style-type: none"> <li>Présentation de technique - 2</li> </ul>	<ul style="list-style-type: none"> <li>Gestion de temps</li> </ul>	
13h00		<ul style="list-style-type: none"> <li>Formulation des objectifs</li> </ul>	<ul style="list-style-type: none"> <li>Présentation de technique - 3</li> </ul>		
13h30	<ul style="list-style-type: none"> <li>Pyramide de Dale</li> </ul>			<ul style="list-style-type: none"> <li>Introduction aux simulations de séances modèles pour la semaine prochaine</li> </ul>	<ul style="list-style-type: none"> <li>Inventaire des styles de facilitation (exercice)</li> </ul>
14h00		<ul style="list-style-type: none"> <li>Récapitulation et évaluation formative</li> </ul>	<ul style="list-style-type: none"> <li>Récapitulation</li> </ul>		

## Programme de Formation de Formateurs

pour la deuxième semaine - 22 à 25 juin • Ouagadougou, Burkina Faso

heure	lundi	mardi	mercredi	jeudi
8h00 8h30	<ul style="list-style-type: none"> <li>L'analyse des styles de facilitation et récapitulation générale</li> </ul>	<ul style="list-style-type: none"> <li>Séance III</li> </ul>	<ul style="list-style-type: none"> <li>Révision individuelle des programme des formation à dispenser</li> </ul>	<ul style="list-style-type: none"> <li>Sujets complémentaires = arbre d'objectifs</li> </ul>
9h00 9h30	<ul style="list-style-type: none"> <li>Séance I</li> </ul>	<ul style="list-style-type: none"> <li>Séance IV</li> </ul>	<ul style="list-style-type: none"> <li>Critiques et travaux en groupes</li> </ul>	
10h00 10h30				<ul style="list-style-type: none"> <li>Évaluation finale</li> </ul>
11h00	p a u s e			
11h30 12h00	<ul style="list-style-type: none"> <li>Séance II</li> </ul>	<ul style="list-style-type: none"> <li>Séance V</li> </ul>		<ul style="list-style-type: none"> <li>Clôture du séminaire</li> </ul>
12h30 13h00			<ul style="list-style-type: none"> <li>Mise en commun des travaux</li> </ul>	
13h30 14h00		<ul style="list-style-type: none"> <li>Évaluation formative</li> </ul>		

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à La Librairie des Entreprises, 7, rue de la Bourse, 75002 Paris France  
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ou

La Librairie Scientifique et Technique de Montréal, 425, boulevard De  
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## **APPENDIX FIVE**

### **Formation de Formateurs**

#### **Évaluation de mi-terme**

#### **QUESTIONS AUTO-EVALUATIVES SUR L'APPRENTISSAGE**

1. Il est indispensable que le formateur respecte tout le circuit du cycle de l'apprentissage par l'expérience pendant qu'il utilise quelle méthode?
  - A. affirmative
  - B. active
  - C. interrogative
  - D. de la découverte
  - E. toutes les méthodes
  - F. B et C
  
2. A la fin d'une formation, les objectifs non-atteints par les participants peuvent servir comme point de départ pour:
  - A. une analyse de tâches
  - B. une ré-planification des méthodes de formation
  - C. une ré-planification d'un nouveau thème de formation
  - D. une détermination des besoins en formation
  - E. B et D
  - F. B, C, et D
  
3. L'hierarchie des besoins de Maslow explique pourquoi l'andragogie n'est pas souvent possible de mettre en avoir au début d'une formation d'adultes?

**OUI**

**NON**

4. Le choix de la méthode à employer dans la formation dépend des rapports existants entre quatre éléments: formateur, apprenants, contenu, et processus. Pour l'apprenant, par quelle méthode connaît-il plus ou moins le processus à suivre envers la solution du problème?
- A. active
  - B. affirmative
  - C. de la découverte
  - D. interrogative
  - E. aucune méthode
5. Dans quelle méthode la solution précise du problème est-elle inconnue de l'apprenant et du formateur?
- A. active
  - B. affirmative
  - C. de la découverte
  - D. interrogative
  - E. aucune; dans toute formation, le formateur doit connaître le sujet à fond
6. La notion de pyramide de Dale explique comment choisir la meilleure technique d'apprentissage des adultes?
- OUI            NON
7. Une analyse de tâches est indiquée juste avant de:
- A. décider s'il faut organiser une formation
  - B. écrire les objectifs spécifiques d'une formation
  - C. planifier l'évaluation de performance
  - D. établir le contenu d'une formation
  - E. B et D
  - F. A et C
  - G. A, B, C et D
8. Dans la formation continue, les besoins de la formation surgissent d'une analyse des informations recueillies de quelles sources?
- 
-

9. Le sujet d'un objectif pédagogique est:

- A. le formateur
- B. la séance de formation
- C. l'apprenant
- D. le comportement voulu
- E. B et D

10. Les conditions données dans un objectif expliquent:

- A. la situation dans laquelle l'apprenant doit agir
- B. l'action attendue de l'apprenant
- C. comment le nouveau comportement de l'apprenant sera évalué.
- D. le délai de temps donné pour accomplir l'action voulue
- E. B et D

11. Dans un arbre d'objectifs la liaison entre tel objectif et tous les niveaux cités ci-dessous explique:

- A. la répartition des ressources de la formation
- B. toutes les composantes «quoi faire» dudit objectif
- C. comment une composante dudit objectif sera atteinte
- D. pourquoi faut-il prendre une action spécifique

12. Les résultats d'une analyse d'un poste de travail et d'une analyse de ses tâches (ou sous-tâches) peuvent être exprimés sous forme d'un arbre objectifs de la formation?

OUI                  NON

#### QUESTIONS SUR L'APPRECIATION DE LA FORMATION DE FORMATEURS

13. Je trouve que le rythme de traiter les sujets dans cette formation est:

1-----2-----3-----4-----5

trop rapide                  bon                  trop lent

14. Je trouve que je maîtrise les thèmes déjà exposés (voire les objectifs n° 1 à 8) à quel pourcentage?

1-----2-----3-----4-----5

100%    90%    80%    70%    moins

# Formation de Formateurs

## Évaluation finale

Nous serions heureux d'avoir votre évaluation sur cette formation de formateurs. Vos remarques et commentaires seront précieux pour les séminaires organisés par le formateur et le projet dans le futur.

See compilation of responses marked in large type in English

### APPRECIATION GÉNÉRALE

1. Dans l'ensemble, comment notez-vous cet atelier de formation par rapport aux autres cours auxquels vous avez participé?

bien supérieur		à peu près égal		bien plus faible
1	2	3	4	5
5	7	2	(1 - no response)	

### ORGANISATION DE LA FORMATION

Pour répondre aux questions 2 à 6, entourer le chiffre qui correspond à votre opinion.

1 = accord total    2 = accord  
3 = désaccord    4 = désaccord total

2. Le lieu m'a paru bien choisi pour le déroulement du séminaire    response= 6 - 7 - 1 - 1  
1 - 2 - 3 - 4
3. J'ai été satisfait de la durée de la formation    response= 3 - 10 - 2 - 0  
1 - 2 - 3 - 4
4. Le temps consacré aux discussion en groupes a été suffisant    response= 5 - 7 - 3 - 0  
1 - 2 - 3 - 4
5. Le temps consacré aux séances plénières a été suffisant    response= 4 - 9 - 1 - 0  
1 - 2 - 3 - 4
6. La documentation mise à ma disposition a été de qualité satisfaisante    response= 6 - 6 - 3 - 0  
1 - 2 - 3 - 4

## AUTO-EVALUATION DE L'APPRENTISSAGE DU CONTENU

Pour répondre aux questions 7 à 10, entourer le chiffre qui correspond à votre opinion.

- 1 = objectifs atteint parfaitement
- 2 = objectifs atteint suffisamment
- 3 = objectifs plus ou moins atteint
- 4 = objectifs non atteint

7. Pour moi, je trouve que les objectifs sur les principes et théories de l'apprentissage des adultes étaient response= 3 - 11 - 1 - 0  
1 - 2 - 3 - 4
8. Pour moi, je trouve que les objectifs sur l'analyse de tâche et les besoins de formation étaient response= 3 - 8 - 4 - 0  
1 - 2 - 3 - 4
9. Pour moi, je trouve que les objectifs sur le choix et l'exécution des méthodes et des techniques de formation étaient response= 4 - 8 - 2 - 1  
1 - 2 - 3 - 4
10. Pour moi, je trouve que les objectifs sur l'évaluation de la formation et la performance étaient response= 1 - 6 - 7 - 1  
1 - 2 - 3 - 4
11. Dans l'ensemble, comment avez-vous trouvé les concepts étudiés dans ce cours?
- |                 |              |                |
|-----------------|--------------|----------------|
| trop simple     | bien adaptés | trop complexes |
| reponses= _____ | 14           | 1              |
| _____           | _____        | _____          |

Commentaires: (see next page)

- The chosen concepts were quite well adapted to the training situation.
- The need to conceive of a mechanism to follow-up on this type of training seems essential. Other training seminars should follow to reinforce the learning acquired during this training (which was a source of considerable satisfaction).
- The rhythm and methods used by the trainer well facilitated the transmission of his message.
- The concepts studied responded to my needs.
- The concepts allowed me to see myself in the courses that I teach and recognize that I already use some of these concepts without knowing it.
- In that the concepts weren't new to me and they were studied in practical situations they made a lot of sense to me.
- The concepts of training methods and techniques are clear to me now where they weren't at all to me at the beginning.
- The concepts were well adapted and the explanations given provided a easy comprehension.
- I found some of the concepts complex so my comprehension is now complete.

12. Serez-vous capable d'employer les aptitudes acquises durant cette formation pour améliorer votre performance actuelle dans l'emploi?

	peu capable d'appliquer	pourra les appliquer dans une certaine mesure					très capable d'appliquer
	1	2	3	4			
reponses=		5	2	7			1

Commentaires: (see next page)

- Given the right working conditions, I could be much better training given what I've learned in this course.
- The learning methods and techniques are very useful for improving my performance as a trainer.
- The trainer's ability to apply these skills is a function of many things...motivation, conditions, etc.
- Will be able to apply learning after a careful review of my course notes.
- A total application of the techniques learned in this training would be difficult given the many demands and inconveniences incumbent in my work situation.
- It was my first time to participate in a course such as this and I've been teaching now for three years. Prior to this, I was ignorant of the collection of methods and techniques that are really indispensable.
- Given time I will be able to improve.
- The techniques and methods studied will serve me well when conducting my courses.
- In trying to use the participatory methods, my students will better be able to learn from my training.
- Given my acquired experience in combination with what I learned here, I will be able to apply these skills to some extent.
- I will be able to apply these because there are methods and techniques that are complementary to specific courses and training groups.
- This training will help me in teaching my students because now I'll be able to improve the content and the way in which I dispense my courses.
- I will be able to use some of the techniques now but other will require my to attend a follow-on training.

13. Citer une chose essentielle que vous prévoyez de faire différemment/mieux en résultats direct de cette formation:

- 3 - determination of training objectives that correspond accurately to the target training group before planning a training
- 3 - task analysis
- 2 - the way to plan a course
- 1 - the way I run meetings at my office
- 1 - formulating behavioral objectives
- 1 - I will use the "active" method in my course to assure a greater participation.
- 1 - objective trees
- 1 - the way in which I plan my courses and conduct myself with my students.
- 1 - discovery method (experiential learning) and its techniques
- 1 - I can better choose my training methods and techniques.
- 1 - use of role plays
- 1 - use of question/response to encourage active discussions and to assist my students better understand via the "affirmative" method

14. Si un deuxième formation devait être organisée pour vous perfectionner, quelles sont les notions, vues dans cette formation, qu'il faudrait développer?

- 8 - objective trees
- 7 - training methods and techniques
- 2 - behavioral objectives
- 2 - skills evaluation
- 1 - training program planning
- 1 - communication methods and techniques
- 1 - evaluation methods