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**SEMINAR ON TRAINING OF TRAINERS**

February 10 - March 7, 1992

N'Djaména, Chad

**FINAL REPORT**

Submitted to

The Division of International Affairs  
University of Connecticut

Labat-Anderson Incorporated

and

USAID/CHAD

Markus R. Huet, Team Leader  
Submitted on Behalf of the Consortium for Development Management/  
University of Pittsburgh

May 26, 1992

## INTRODUCTION

From February 10 until March 7, a team consisting of Mr. Bruno Ribon, Dr. Lapodini Atouga and Mr. Markus Huet conducted a training seminar on Training of Trainers (TOT) for 30 Chadian civil servants at the Direction de l'Enseignement et de la Formation Professionnelle (DEFPA) training facility in N'Djaména. This seminar was the fifth in a series of five training programs offered by the Consortium for Development Management (CDM) under the USAID/HRDA program.

Mr. Ribon and Mr. Huet initiated discussions with the Ministry of Rural Development concerning the TOT program on February 3; one week before the program was to start. The training team also met with members of the USAID/Chad Training Office and a few prospective participants. These interviews enabled the team to ascertain the problems the participants face as directors and trainers of rural training centers (from the Chadian perspective) in order to tailor the program to meet their needs. The team also became familiar with the participants' jobs and responsibilities.

The participants in the TOT program were directors and trainers in the Ministry of Rural Development's rural training centers located throughout Chad. They were selected as a result of consultations between officials in the USAID Mission in N'Djaména and Chadian ministry officials. A participant roster is included as Appendix A. This report describes the objectives, activities, resources, outcomes and evaluation of the program.

## OBJECTIVES

The objectives of the Training of Trainers Program were:

- o Presenting a comprehensive analysis of the key factors involved in the design, execution, evaluation and follow-up of a training program.
- o Analyzing in-depth the constraints in putting together an effective training program.
- o Assisting the participants to develop a training program design, including topics, class sessions, program methodology and a budget.

## PROGRAM METHODOLOGY

Program methodology combined four types of activities, which were used to optimize the assimilation of the results by program participants. These activities were:

1. Presentation of the themes, principles, techniques and methods of the design, organization, evaluation and follow-up to training programs.

2. Village sites visit, which enabled participants to collect pertinent information regarding training.
3. Structured exercises to assist participants in integrating material.
4. Demonstrations to exhibit the efficiency of teaching aid equipment.

## TRAINING ORGANIZATION

### Program Content

The Training of Trainers Program for Agriculture Extension Agents was divided into seven subjects. Several topics were covered under each subject. The subjects and topics included:

1. Needs Analysis: Site Visit to Villages, Determination of Village Needs and Identification of Themes and Objectives.
2. Pedagogical Objectives: Analyzing Villagers' Needs, How to do a Needs Assessment, Village Training Needs, Training Topics and Objectives and Class Sessions and Objectives.
3. Adult Formation: Approaches to Education (adult and children), Styles of Apprenticeship, Communication Styles and Trainer Profile.
4. Case Studies: Analysis of Prepared Case Studies, Creation of Case Studies and Role of Villagers in the Development Process.
5. Teaching Tools: Flipchart and Overhead Projector, Slide Projector and VCR and GRAAP Method.
6. Program Preparation: Constraints to Training, The Training Cycle, Determining Training Objectives and Rural Development Collaborators.
7. Evaluation and Follow-up: Types of Evaluation and Types of Follow-up

The discussion of all seven subjects used examples specific to the Chadian situation. Numerous exercises were employed during the program, and participants were divided into small groups to work on them. The training team worked with each of the groups as facilitators, and each group presented their results during plenary sessions.

### Daily Calendar

The training team and the officials at DEFPA conferred on the daily schedule before the program started. The tentative hours agreed upon were to start the program at 8:00 a.m. and end at 2:00 p.m., with two fifteen breaks at 10:00 a.m. and 12:00 p.m. This timetable was confirmed during the first day of class by participants. The calendar for week 1 went as scheduled. As a result of a three-day general strike and a coup attempt during week 2, the schedule for weeks 3 and 4 went as follows: 8:00 a.m. to 4:00 p.m., with three breaks Monday through Thursday; the Friday and Saturday schedule was from 8:00 a.m. to 2:00 p.m. with two breaks. A full academic calendar is included as appendix B.

The food service provided during the breaks by a local restaurant was excellent. These breaks greatly assisted the program, as they enabled participants to enter into informal conversation among themselves and with the training team. This facilitated enormously the classroom discussion, and played a direct role in the success of the program.

Both the opening and closing ceremonies were presided over by Dr. Bichara Cherif, Director General of the Ministry for Rural Development and Mr. Bernard Wilder, Director of the USAID Mission in N'Djaména. Other notables attending included Mr. Isaac Tedambé, Training Specialist with the USAID/Chad Training Office, and Mme. Khadidja Abel-Kader, Associate Director of the Human Resource Division of the Ministry of Rural Development.

At the closing ceremony certificates were presented to the participants, and formal remarks were made by Dr. Bichara Cherif and Mr. Bernard Wilder. Mme. Agnes Maiveke Benou read a letter of thanks prepared by the participants, which was directed towards the trainers, the Ministry of Rural Development and USAID.

Both the opening and closing ceremonies were recorded and broadcast by TeleChad and by Radio Chad, and included interviews with program participants. Reporters from two newspapers were also on hand.

### Program Materials

A French language training module was prepared in advance, and brought from the University of Pittsburgh. Two modules from the Economic Development Institute's *Agricultural Management Training for Africa Series* on Training of Trainers were also utilized. The modules were distributed to participants along with pens and notepads. Flipcharts and stands were also brought from Pittsburgh, and were extensively used by both the instructors and participants. Copies of the modules were left with the Ministry of Rural Development's Human Resource and Training Office, and with USAID's Training Office.

In an attempt to tailor the program as much as possible to the Chadian situation, and accommodate changes in the program design, numerous handouts were prepared in Chad

during the week of in-country preparation and during the program. These materials, which included exercises and studies, were photocopied and distributed to participants.

### Training Team

The CDM/University of Pittsburgh training team consisted of Mr. Bruno Ribon and Mr. Markus Huet. Dr. Lapodini Atouga was also available during the first two weeks of the program. The CDM training team was assisted by two trainers with the Human Resource Division of the Ministry of Rural Development; Mr. Nguelet Goldegue and Mr. Moguenara Alladounngar. In addition, the training team worked very closely with Mr. John Godin, Technical Agent with the Retraining Division of the Human Resource and Training Office in the Ministry of Rural Development, who assisted with participant selection and facilitated the village site visits.

### Logistics

The efficiency of the logistical arrangements contributed greatly to the success of the program. All training materials transported from Pittsburgh arrived without incident. Dr. Richard Vengroff, Dean, Division of International Affairs, University of Connecticut and Mr. Markus Huet were in Chad in late September 1991. Besides solidifying the schedule for the TOT program, they were able to make arrangements for local transportation and food services with a local restaurant.

The training room at DEFPA was very suitable for the program. The facility was air conditioned and had ceiling fans, which proved to be very helpful as the hot season was starting. The electricity was constant, which enabled the training team make extensive use of overhead transparencies. The room had temporary dividers, which enabled several groups to occupy the room during group work. The Human Resource and Training Office of the Ministry for Rural Development provided additional rooms for group work.

The food service providers were able to set up outside of the training room, without distracting the participants. The quality of the food services for the breaks was excellent. The food was always fresh and greatly appreciated by the participants. There was an informal banquet held after the formal closing ceremony, which was also much appreciated by the participants and invited guests.

## MISCELLANEOUS ITEMS

### Changes to Program Design

The program was originally targeted for village-level extension agents during the needs assessment conducted last year by Dr. Vengroff and Mr. Huet. In November the target group was enlarged to include officials from the Ministries of Health and Education, and thus

the program content was altered to be more general. Upon arrival in N'Djaména, the training team was informed that the target groups would be the Directors and Trainers in the Ministry of Rural Development's rural training centers.

After Mr. Ribon arrival on February 3, interviews were conducted with Ministry of Rural Development officials, a few prospective participants and the AID Training Office. With this information, the training team was able to tailor the program to meet the expectations of all parties involved. Comments received from the weekly evaluations during the program also contributed to minor changes. One change was having the participants spend more time in group work activities to facilitate the exchange of experiences.

### Participant Motivation

The training team was very impressed with the high degree of motivation exhibited by the participants. Four days were lost during the second week as the result of a three-day general strike and a coup attempt. The participants themselves proposed working two extra hours each day to make up for the time lost, and maintained the revised schedule even after Ramadan started. Two participants and a DEFPA colleague lost relatives as a result of the coup attempt, which should have had a disruptive affect on the program. It should also be noted that many of the participants arrived at the training center before 8:00 a.m. to finish group work.

## EVALUATIONS

Three methods were used to measure the success of the program; a short daily evaluation, weekly evaluations and a final evaluation. The participants gave the seminar high ratings in all five evaluations administered.

### Daily Temperature

The daily evaluation, or "Daily Temperature" was administered at the end of each day. Participants were asked to respond to one single question: *How did you feel about today's class?* The five choices as responses included; *Extremely Satisfied, Satisfied, Somewhat Satisfied, a Little Satisfied* and *Not At All Satisfied*. The responses on a quantitative scale range from 1 = *Not At All Satisfied*, to 5 = *Extremely Satisfied*. A sample of the Daily Temperature questionnaire is attached as Appendix C.

All sections received an average between *Satisfied* and *Somewhat Satisfied* for the daily evaluations. The Needs Assessment section received a 3.70 average; the Pedagogical Objectives section was 3.55; the Adult Formation section obtained a 3.85 average; the Case Studies and Role of Villagers sections received 4.00; the Teaching Tools and Case Studies Presentation sections received a 3.78; the Program Preparation section received a 3.39; the Program Evaluation and Follow-up section obtained a 3.70; the Rural Development

Collaborators section received a 3.85; and Program Preparation and Follow-up sections received a 3.87 rating.

This information was utilized to supplement the information derived from the final and weekly evaluations. In addition, the *Daily Temperature* also provided the CDM team with up-to-date information concerning participant mood towards the program.

### Weekly Evaluations

The weekly evaluations divided the subjects as follows: Needs Assessment and Pedagogical Objectives; Training of Adults, Case Studies, and the Role of Peasants in the Development Process; and Role of Villagers (continued), Training Tools and Program Preparation. A copy of the weekly evaluation questionnaire is included as Appendix D.

Overall, the participants expressed satisfaction with the program in the weekly evaluations. The TOT training team received praise for their efforts from all the participants. The most common complaint was the limited time available for certain topics. The lack of time and reception of feedback relating to the group work was the most common theme expressed by participants after the first week. The training team altered the program schedule to address this need during the remaining three weeks. Additional comments by the participants included:

- o The criticisms provided during group work and presentations permitted me to quickly see my mistakes and make the necessary corrections.
- o Despite the extra hours, I'm not tired because the subject matter was very interesting.
- o The choice of subjects for the program are very practical as we work directly with the villagers.
- o The seminar content will help me a lot, especially in creating farmers associations in my region.
- o A follow-up seminar should be done within six months to further assist participants.

Results from the weekly evaluations can be found in Appendix E.

### Final Evaluation

The final evaluation provided participants with an opportunity to assess the overall program. It also gave participants the opportunity to express their views on the strengths and weaknesses of the program, as well as provide the Consortium with input concerning the design and execution of future programs. On a scale from 1 (very poor) to 6 (excellent), the

general rating for the program was 5.02. A copy of the final evaluation questionnaire and results are included as Appendix F.

## LESSONS LEARNED

There are many components that contribute to the success of in-country programs. These include adequate planning, good classroom material, an experienced trainer, a suitable training site, a homogenous audience and sufficient logistical support. All six were present during this seminar. As a result, the training went smoothly from start to finish.

The presence of the training team in N'Djaména before the program started served several purposes. The team was able to perform a needs assessment, which enabled the team to ascertain the needs of the participants within the Chadian context. This flexibility allowed the team to tailor the program to meet the expectations expressed by participants, Chadian Ministry officials and the AID Training Office. The needs assessment also enabled the training team to prepare case studies and exercises specific to the Chadian situation.

During the seminar, the program schedule was changed six times in order to: (1) adapt the speed of the absorptive capacity of the participants; (2) spend more time doing group work to facilitate exchanges between participants; and (3) make up for the days lost as a result of a general strike and coup attempt. Despite these changes, the program was able to maintain its main objectives.

The training team was extremely impressed with the high degree of motivation exhibited by the participants. After losing four days during the second week of the program, the participants themselves proposed working two extra hours each day to make up for the time lost, even after Ramadan started. Many of the participants arrived at the training center before 8:00 a.m. to finish group work, and continued working after the day's training had been completed.

During the first day of the program, the participants were asked to select two representatives from the training group. The two participants met with the training team and Mr. Godin after each class. These meetings proved invaluable, as many of their suggestions concerning the training were incorporated into the program by the training team.

## RECOMMENDATIONS

No major problems were encountered during the execution of the program, which can be directly attributed to the time the training team spent interviewing participants, Ministry and USAID officials during the needs assessment. It is recommended for future programs that the training teams arrive three to six days in advance and work closely with the Mission and

Chadian government officials to finalize seminar arrangements. This will enable the team to pre-screen participants to ensure homogeneity among them and collect relevant information concerning program content.

As result of the change in program design, TOT program participants were asked to develop their own personal improvement plan based on the materials given to them during the seminar. In future management programs, it is suggested that the topic "action planning" be included as part of the program design. This topic will introduce program participants to the essential elements of action planning, provide them with tools of reference for implementing changes and establish a system with which to evaluate the planning process and end results.

To insure viability of past and future programs, it is recommended that an evaluation is done six to nine months later of program participants. The information collected will provide the Mission insight on the effectiveness of the program on the daily work of the participants, and insight on the design of future programs with similar content. The AID Training Office has expressed an interest in looking more closely at the impact of such programs. Several participants and the Ministry of Rural Development's Human Resource and Training Office expressed an interest in follow-up activities to the seminar. This type of follow-up will insure effective usage of USAID resources.

## APPENDIX A

### TRAINING OF TRAINERS FOR AGRICULTURE EXTENSION AGENTS

#### PARTICIPANTS

1. Mme. Abouna Akia  
Responsable de la Formation Féminine  
a la Direction des Ressources Humaines de la  
Formation Rural et des Programmes  
B.P. 624, N'Djaména, Tchad
2. Danoumbe Maye Yafane  
Directeur du CFPA de Fianga,  
Mayo-Kebbi-Ouest. Fianga, Tchad
3. Daiguidingar Nangar  
Formateur au Projet Appui aux  
Pêcheur du Canton Niellim  
Moyen-Chari  
B.P. 228, Sarh, Tchad
4. Mahamat Mbarna  
Directeur du Centre de Formation  
Professionnelle d'Ati  
Batha, B.P. 1, Ati, Tchad
5. Mme. Allah Ndadi  
Responsable de la Formation  
Féminine a la Direction  
Régionale des Centre de Formation Professionnelle Agricole a Sarh  
B.P. 228, Sarh, Tchad
6. Tincolngar Ngartoubabe  
Formateur au Centre de Formation Professionnelle Agricole de Ngangara  
B.P. 33, Koumra (Moyen-Chari), Tchad
7. Djendia Nekayo  
Chef du Centre de Promotion Rurale de Borom  
B.P. 33, Koumra (Moyen-Chari), Tchad
8. Mme Marilys Miandje  
Formatrice a la Direction Régionale Centre de Formation  
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B.P. 182, Moundou, Tchad

9. Gotobaye Nang-Simai  
Chef du Centre de Formation Professionnelle Agricole de  
Krimkrim  
B.P. 182, Moundou, Tchad
10. Daniel N. Mbainaissem  
C.P.F.A. de Krimkrim D.R.L.T.  
B.P. 182, Moundou, Tchad
11. Gaius N'Doua-Moarom  
Pdt Comité d'Action pour le Développement des Mouvements  
Coopératifs, Précoopératifs, Associations des Parents d'Elèves et Villageoises de  
Bébalem  
B.P. 223, Moundou, Tchad
12. Laoukoura Djekonmbaye  
S.B. Comité d'Action pour le Développement des Mouvements  
Coopératifs, Précoopératifs, Association des Parents d'Elèves et Villageoises de  
Bébalem  
B.P. 223, Moundou, Tchad
13. Ndouyo Towar  
Directeur des Centre de Formation Professionnelle Agricoles  
de Karoual et de Gho-Valna  
B.P. 48, Pala Mayo-Kebbi-Ouest, Tchad
14. Kimna Ngarikogoum  
Centre de Formation Professionnelle Agricole de Bessouma  
Direction Régional Moyen Chari  
B.P. 228, Sarh, Tchad
15. Tonoubaye Djimassingar  
Direction Régionale des Centre de Formation Professionnelle Agricole  
du Moyen-Chari  
B.P. 33, Koumra, Tchad
16. Mme. Agnes Benou Maiveke  
Formatrice a la Direction des Ressources Humaines de la Formation Rurale et des  
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17. **Djondang Koye**  
Direction Régionale des Centre de Formation Professionnelle Agricoles  
Mayo-Kebbi-Ouest  
B.P. 48, Pala, Tchad
18. **Nandigyam Allato**  
Chef de Centre de Formation Professionnelle Agricole Baki-Malaram  
Direction Régionale du Mayo-Kebbi-Nord  
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Rurale et des Programs)  
B.P. 624, N'Djaména, Tchad
19. **Kaoukoura Betar**  
Chef de Centre de Formation Professionnelle Agricole de Bodo  
(D.R.L.T. Moundou)  
B.P. 182, Moundou, Tchad
20. **Miantoloum Mbaindogoum**  
Chef de Centre de Formation Professionnelle Agricole de Bodjama  
B.P. 182, Moundou, Tchad
21. **Laoundole Lobe**  
Chef de Centre de Formation Professionnelle Agricole de Kaira  
B.P. 182, Moundou, Tchad
22. **Bantar Ngarmbadem**  
Chef de Centre de Formation Professionnelle Agricole de Dokou  
B.P. 182, Moundou, Tchad
23. **Mbaiouguedom Ndourom**  
Coordinateur, Direction Regionale  
des Centre de Formation Professionnelle Agricole du Mayo-Kebbi  
B.P. 624, Guelendeng, Tchad
24. **Aaron Honguigoto**  
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25. **Mme. Esther Ndouroumta**  
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26. Noubandibaye Sanan  
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Sous-Préfecture de Kyabe Moyen Chari  
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27. Ndeldjingar Danoumbe  
Chef de Centre de Formation Professionnelle Agricole a Monkara  
B.P. 33, Koumra, Tchad
28. Abdelkerim Haroun  
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29. M'Batiro N'Doamnodji  
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B.P. 182, Moundou, Tchad
30. Bertin Ngartoubabe  
Direction Régionale des Centre de Formation Professionnelle Agricoles  
Mayo-Kebbi-Ouest  
B.P. 48, Pala, Tchad

## APPENDIX B

### Training of Trainers

#### Daily Calendar

February 10 - March 7, 1992

#### Monday, 10 February

09h00 - 10h00	Official Opening Ceremony
10h00 - 12h00	Site Visit Preparation
14h00 - 17h00	Voyage to Guelendeng (Village Site Visit)
17h00 - 17h30	Participants divided up between five villages
17h30 - 19h00	Participants dropped off to respective villages

#### Tuesday, 11 February

08h30 - 12h00	Village Interviews
12h00 - 14h00	Lunch
14h00 - 17h00	Trip back to N'Djaména

#### Wednesday, 12 February

08h00 - 10h00	Analyzing Villagers' Needs
10h00 - 10h15	Break
10h15 - 12h00	Needs Assessment (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations

#### Thursday, 13 February

08h00 - 10h00	Villagers' Needs in Relation to Training
10h00 - 10h15	Break
10h15 - 12h00	Proposed Topics
12h00 - 12h15	Break
12h15 - 14h00	Needs and Topics (Group Work)

#### Friday, 14 February

08h00 - 10h00	Training Objectives
10h00 - 11h15	Break
10h15 - 12h00	Topic Objectives (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations

Saturday, 15 February

08h00 - 10h00	Determining Class Sessions and Their Objectives
10h00 - 10h15	Break
10h15 - 12h00	Pedagogical Objectives (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Pedagogical Objectives (Group Work)

Monday, 17 February

No Class - General Strike

Tuesday, 18 February

No Class - General Strike

Wednesday, 19 February

No Class - General Strike

Thursday, 20 February

08h00 - 10h00	Approaches to Education (Adult and Children)
10h00 - 10h15	Break
10h15 - 12h00	Approaches to Education
12h00 - 12h15	Break
12h15 - 14h00	Styles of Apprenticeship
14h00 - 14h15	Break
14h15 - 16h00	Communication Styles

Friday, 21 February

No Class - Coup Attempt

Saturday, 22 February

08h00 - 10h00	Trainer Profile
10h00 - 10h15	Break
10h15 - 12h00	Exercises and Case Studies
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations

## Monday, 24 February

08h00 - 10h00	Creating Case Studies
10h00 - 10h15	Break
10h15 - 12h00	Case Studies (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations
14h00 - 14h15	Break
14h15 - 16h00	Discussion of Group Presentations

## Tuesday, 25 February

08h00 - 10h00	Case Studies
10h00 - 10h15	Break
10h15 - 12h00	Role of Peasants in the Development Process
12h00 - 12h15	Break
12h15 - 14h00	Role of the Peasants (Group Work)
14h00 - 14h15	Break
14h15 - 16h00	Group Presentations

## Wednesday, 26 February

08h00 - 10h00	Teaching Tools
10h00 - 10h15	Break
10h15 - 12h00	Flipchart, and Overhead Projector Demonstration
12h00 - 12h15	Break
12h15 - 14h00	Slide Projector and VCR Demonstration
14h00 - 14h15	Break
14h15 - 16h00	Teaching Tools (Group Work)

## Thursday, 27 February

08h00 - 10h00	Method GRAAP
10h00 - 10h15	Break
10h15 - 12h00	Method GRAAP Demonstration
12h00 - 12h15	Break
12h15 - 14h00	Method GRAAP (Group Work)
14h00 - 14h15	Break
14h15 - 16h00	Group Presentations

## Friday, 28 February

08h00 - 10h00	Constraints to Training
10h00 - 10h15	Break
10h15 - 12h00	Case Studies (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations

## Saturday, 29 February

08h00 - 10h00	Role of the Peasants (Revisited)
10h00 - 10h15	Break
10h15 - 12h00	Practical Application - Participants' difficulties with Peasants (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations and Round Table Discussion

## Monday, 2 March

08h00 - 10h00	Training Cycle and Determining Training Objectives
10h00 - 10h15	Break
10h15 - 12h00	Exercises (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Evaluation and Follow-up to Training
14h00 - 14h15	Break
14h15 - 16h00	Group Work

## Tuesday, 3 March

08h00 - 10h00	National Rural Development Organization (ONDR) Presentation
10h00 - 10h15	Break
10h15 - 12h00	Centre de Formation Professionnelle Agricole Presentation
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations (Evaluation and Follow-up)
14h00 - 14h15	Break
14h15 - 16h00	Discussion of Group Presentations

**Wednesday, 4 March**

08h00 - 10h00	Role of ONG and DEFPA
10h00 - 10h15	Break
10h15 - 12h00	Group Work
12h00 - 12h15	Break
12h15 - 14h00	Program Preparation
14h00 - 14h15	Break
14h15 - 16h00	Program Preparation (Group Work)

**Thursday, 5 March**

08h00 - 10h00	Program Preparation
10h00 - 10h15	Break
10h15 - 12h00	Program Preparation (Group Work)
12h00 - 12h15	Break
12h15 - 14h00	Program Preparation (Group Work)
14h00 - 14h15	Break
14h15 - 16h00	Group Presentations

**Friday, 6 March**

08h00 - 10h00	Evaluation and Follow-up (Group Work)
10h00 - 10h15	Break
10h15 - 12h00	Group Presentations
12h00 - 12h15	Break
12h15 - 14h00	Group Presentations

**Saturday, 7 March**

08h00 - 09h00	Program Wrap-up
09h00 - 10h30	Formal Closing Ceremony
10h30 - 13h00	Closing Dinner

## APPENDIX C

### Daily Temperature

Comment appréciez-vous la journée d'aujourd'hui?

1. Très Satisfaisant
2. Satisfaisant
3. Moyennement Satisfaisant
4. Peu Satisfaisant
5. Pas Du Tout Satisfaisant

## APPENDIX D

### FICHE D'ÉVALUATION

Cette fiche d'évaluation permet de mesurer l'intérêt général et l'impact du program. Vos réponses seront strictement confidentielles.

INSTRUCTEUR :

SUJET :

A. En arrivant au séminaire, ma connaissance du thème sus-mentionné était: (encercler s'il vous plaît)

- |                              |                      |
|------------------------------|----------------------|
| 1. Très Satisfaisante        | 2. Satisfaisante     |
| 3. Moyennement Satisfaisante | 4. Peu Satisfaisante |
| 5. Faible                    |                      |

B. Le matériel mis a votre disposition a été dans l'ensemble: (encercler s'il vous plaît)

- |                             |                     |
|-----------------------------|---------------------|
| 1. Très Satisfaisant        | 2. Satisfaisant     |
| 3. Moyennement Satisfaisant | 4. Peu Satisfaisant |
| 5. Pas Satisfaisant         |                     |

C. Le thème proposé avoir un impact positif dans l'accomplissement de mon travail quotidien: (encercler s'il vous plaît)

- |                      |                         |                |
|----------------------|-------------------------|----------------|
| 1. Très Certainement | 2. Certainement         | 3. Moyennement |
| 4. Peu d'Impact      | 5. Pas d'Impact du Tout |                |

ii.

D. La présentation du thème proposé a été dans l'ensemble: (encerler s'il vous plaît)

- |                             |                     |
|-----------------------------|---------------------|
| 1. Très Satisfaisant        | 2. Satisfaisant     |
| 3. Moyennement Satisfaisant | 4. Peu Satisfaisant |
| 5. Pas Satisfaisant         |                     |

E. Par rapport au sujet proposé et la discussion qui en a découlé, l'instructeur a mon avis, a fait montre de: (encerler s'il vous plaît)

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. Beaucoup de Maîtrise du Sujet | 2. Une Maîtrise Moyenne du Sujet |
| 3. Peu de Maîtrise du Sujet      | 3. Aucune Maîtrise               |

F. Si je devais globalement qualifier ce thème du point de vue de son intérêt général et l'impact qu'il pourra avoir dans mon travail, je dirais qu'il a été: (encerler s'il vous plaît)

- |                      |                 |                     |
|----------------------|-----------------|---------------------|
| 1. Très Enrichissant | 2. Enrichissant | 3. Peu Enrichissant |
| 4. Pas Enrichissant  | 5. Pauvre       |                     |



## Appendix E

### Weekly Evaluation Results Training of Trainers Program

First Evaluation: Pedagogical Objectives  
 Second Evaluation: Training of Adults, Case Studies, Role of Villagers in the Development Process  
 Third Evaluation: Training Tools, Organization of Training, Role of the Peasants, Evaluation and Follow-up

A. In arriving to the seminar, my knowledge of Training of Trainers was:

	<u>1</u>	<u>2</u>	<u>3</u>
Very Knowledgeable:	6.9%	3.4%	3.4%
Knowledgeable:	48.3%	62.1%	51.7%
Somewhat Knowledgeable:	31.0%	27.6%	31.0%
A Little Knowledgeable:	10.3%	3.4%	6.9%
Weak	3.4%	3.4%	6.9%

B. The material provided was overall:

	<u>1</u>	<u>2</u>	<u>3</u>
Very Satisfying:	6.9%	3.4%	6.9%
Satisfying:	34.5%	48.3%	44.8%
Somewhat Satisfying:	24.1%	27.6%	41.4%
Little Satisfying:	27.6%	17.2%	3.4%
Weak	6.9%	3.4%	3.4%

C. The subject proposed could have a positive impact in accomplishing my daily tasks:

	<u>1</u>	<u>2</u>	<u>3</u>
Very Certain	24.1%	34.4%	27.5%
Certain	65.5%	58.7%	55.2%
Possibly	10.3%	6.9%	17.2%

D. The presentation of the proposed subject was overall:

	<u>1</u>	<u>2</u>	<u>3</u>
Very Satisfying	13.8%	20.7%	17.2%
Satisfying	75.9%	72.4%	69.0%
Somewhat Satisfying	10.3%	3.4%	13.8%
Not Satisfying		3.4%	

E. Concerning the subject matter and the discussion during the program, the instructor in my opinion:

	<u>1</u>	<u>2</u>	<u>3</u>
High level of mastery of the subject:	55.2%	75.9%	62.1%
Acceptable level of mastery:	37.9%	17.2%	27.6
Low level of mastery of the subject:	6.9%	6.9%	10.3

F. If I should globally qualify the theme of the program of its general interest at the impact it could have in my work, I would say was:

	<u>1</u>	<u>2</u>	<u>3</u>
Very Enriching	37.9%	34.5%	48.3%
Enriching	58.6%	62.1%	51.7
A Little Enriching	3.4%	3.4%	

## APPENDIX F

### Séminaire de Formation des Formateurs

IMDI/USAID, N'Djaména, du 10 Février au 7 Mars 1992

Maintenant que ce séminaire est terminé, et compte tenu de ses objectifs, veuillez porter un jugement personnel et anonyme sur les points suivants en cerclant le chiffre qui traduit au mieux votre jugement en utilisant la grille suivante:

- |             |                 |             |              |
|-------------|-----------------|-------------|--------------|
| * chiffre 1 | pas du tout     | * chiffre 4 | correctement |
| * chiffre 2 | avec hésitation | * chiffre 5 | bien         |
| * chiffre 3 | moyennement     | * chiffre 6 | très bien    |

-----  
1. Pouvez-vous détecter les besoins des paysans?

- |                              |   |   |   |   |   |   |
|------------------------------|---|---|---|---|---|---|
| * <u>Avant ce séminaire:</u> | 1 | 2 | 3 | 4 | 5 | 6 |
| * <u>Maintenant:</u>         | 1 | 2 | 3 | 4 | 5 | 6 |

2. Pouvez-vous déduire des besoins des paysan, les objectifs pédagogiques d'un programme (objectifs terminaux)?

- |                              |   |   |   |   |   |   |
|------------------------------|---|---|---|---|---|---|
| * <u>Avant ce séminaire:</u> | 1 | 2 | 3 | 4 | 5 | 6 |
| * <u>Maintenant:</u>         | 1 | 2 | 3 | 4 | 5 | 6 |

3. Pouvez-vous faire la distinction entre une formation efficace et une formation pertinent?

- |                              |   |   |   |   |   |   |
|------------------------------|---|---|---|---|---|---|
| * <u>Avant ce séminaire:</u> | 1 | 2 | 3 | 4 | 5 | 6 |
| * <u>Maintenant:</u>         | 1 | 2 | 3 | 4 | 5 | 6 |

4. Pouvez-vous définir les objectifs terminaux d'un programme formation?

- |                              |   |   |   |   |   |   |
|------------------------------|---|---|---|---|---|---|
| * <u>Avant ce séminaire:</u> | 1 | 2 | 3 | 4 | 5 | 6 |
| * <u>Maintenant:</u>         | 1 | 2 | 3 | 4 | 5 | 6 |

5. Pouvez-vous définir les objectifs des thème (ou modules), ou objectifs intermédiaires a l'intérieur du programme?

- |                              |   |   |   |   |   |   |
|------------------------------|---|---|---|---|---|---|
| * <u>Avant ce séminaire:</u> | 1 | 2 | 3 | 4 | 5 | 6 |
| * <u>Maintenant:</u>         | 1 | 2 | 3 | 4 | 5 | 6 |

6. Pouvez-vous mieux choisir la méthode pédagogique appropriée au groupe des apprenants et aux objectifs pédagogiques?

\* Avant ce séminaire: 1 2 3 4 5 6

\* Maintenant: 1 2 3 4 5 6

7. Pouvez-vous organiser un programme de formation?

\* Avant ce séminaire: 1 2 3 4 5 6

\* Maintenant: 1 2 3 4 5 6

8. Pouvez-vous faire l'évaluation d'un programme de formation?

\* Avant ce séminaire: 1 2 3 4 5 6

\* Maintenant: 1 2 3 4 5 6

9. Pouvez-vous faire le suivi d'un programme de formation?

\* Avant ce séminaire: 1 2 3 4 5 6

\* Maintenant: 1 2 3 4 5 6

10. Etes-vous satisfait du programme de formation que vous avez conçu ou modifié durant les trois derniers jours de ce séminaire?

\* Maintenant: 1 2 3 4 5 6

11. La méthode des cas vous semble-t-elle utilisable dans les programmes de formation dont vous avez la charge?

\* Avant ce séminaire: 1 2 3 4 5 6

\* Maintenant: 1 2 3 4 5 6

12. Ce séminaire vous a-t-il rendu plus confiant en vous-même en tant que formateur?

1 2 3 4 5 6

13. Commentaires:

## RESUME DES ACCROISSEMENTS: MAINTENANT PAR RAPPORT A AVANT LE SEM.

No Quest.	Nature Question	Augmentation	
1	Detecter Besoins des Paysans	0.69	⑧
2	Deduire Objectifs Pedagogiques	0.75	⑤
3	Formation Efficace vs Pertinente	1.19	②
4	Definir Objectifs Terminaux	0.76	④
5	Definir Objectifs Intermediaires	0.89	③
6	Choix Methode Pedagogique Approprie	0.7	⑥
7	Organiser un Programme de Formation	0.53	⑩
8	Faire Evaluation d'un Programme	0.7	⑥
9	Faire le Suivi d'un Programme	0.62	⑨
11	Methode des Cas Approprie	1.51	①

MOYENNE GENERALE DE TOUTES LES NOTES (MAINTENANT):

5.02 / 6



Question N0 4 . Avant: Définir Objectifs Terminaux							Total
Chiffre grille	1	2	3	4	5	6	
Nbre part'ts	4	6	12	3	4	0	29
Moyenne:	2.9						

Question No 4 . Maintenant: Définir Objectifs Terminaux							Total
Chiffre grille	1	2	3	4	5	6	
Nbre part'ts	0	0	2	2	16	9	29
Moyenne:	5.1						

Différence de Moyenne entre Maintenant et Avant: 2.20 + 0.76

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Question No 5 . Avant: Définir Object. Intermediaires							Total
Chiffre grille	1	2	3	4	5	6	
Nbre part'ts	4	7	13	2	2		28
Moyenne:	2.7						

Question No 5 . Maintenant: Définir Obj. Intermed.							Total
Chiffre grille	1	2	3	4	5	6	
Nbre part'ts	0	0	0	5	18	7	30
Moyenne:	5.1						

Différence de Moyenne entre Maintenant et Avant: 2.38 + 0.89

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Question No 6 . Avant: Choix Methode Pedag. Approprie							Total
Chiffre grille	1	2	3	4	5	6	
Nbre part'ts	1	8	13	6	1	0	29
Moyenne:	2.9						

Question No 6 . Maintenant: Choix Methode Pedag.							Total
Chiffre grille	1	2	3	4	5	6	
Nbre part'ts	0	0	2	4	16	7	29
Moyenne:	5.0						

Différence de Moyenne entre Maintenant et Avant: 2.03 + 0.70

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28

Question No 7 . Avant: Organiser un Programme de Form. Total  
 Chiffre grille 1 2 3 4 5 6  
 Nbre part'ts 0 6 8 14 1 0 29  
 Moyenne: 3.3

Question No 7 . Maintenant: Organiser Program. Form. Total  
 Chiffre grille 1 2 3 4 5 6  
 Nbre part'ts 0 0 0 6 14 9 29  
 Moyenne: 5.1

Diffence de Moyenne entre Maintenant et Avant: 1.75 + 0.53

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Question No 8 . Avant: Faire Evaluation Programme Total  
 Chiffre grille 1 2 3 4 5 6  
 Nbre part'ts 3 6 13 3 4 0 29  
 Moyenne: 3.0

Question No 8 . Maintenant: Faire Evaluat'n Progr. Total  
 Chiffre grille 1 2 3 4 5 6  
 Nbre part'ts 0 0 1 3 18 7 29  
 Moyenne: 5.1

Diffence de Moyenne entre Maintenant et Avant: 2.10 + 0.70

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Question No 9 . Avant: Faire Suivi Programme Total  
 Chiffre grille 1 2 3 4 5 6  
 Nbre part'ts 1 10 7 7 3 1 29  
 Moyenne: 3.1

Question No 9 . Maintenant: Faire Suivi Progr. Total  
 Chiffre grille 1 2 3 4 5 6  
 Nbre part'ts 0 0 1 4 16 8 29  
 Moyenne: 5.1

Diffence de Moyenne entre Maintenant et Avant: 1.93 + 0.62

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29

Question No 10 . Maintenant: Elborat'n votre Program.	Chiffre grille						Total
	1	2	3	4	5	6	
Nbre part'ts	0	0	0	7	12	10	29
Moyenne:	5.1						

---

Question No 11 . Avant: Methode des Cas Approprie	Chiffre grille						Total
	1	2	3	4	5	6	
Nbre part'ts	15	5	8	1	0	0	29
Moyenne:	1.8						

Question No 11 . Maintenant: Methode des Cas Appopr.	Chiffre grille						Total
	1	2	3	4	5	6	
Nbre part'ts	0	1	2	11	10	5	29
Moyenne:	4.6						

Diffence de Moyenne entre Maintenant et Avant: 2.72 + 1.51

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Question No 12 . Maintenant: Plus Confiant	Chiffre grille						Total
	1	2	3	4	5	6	
Nbre part'ts	0	0	0	4	12	13	29
Moyenne:	5.3						

CB

# Résumé Commentaires

Seminaire très approprié / important = III III I Enrichissant	11
Tous les formats d'1 CFAA = II m à d'autres	2
Il faut un suivi = III	5
E/S à développer = I	1
W groupe pas assez suivi = I	1
Donner Classeur pour Ranger Feuilles = III	3
Un peu long / Fatigant = II	2
W groupe très intéressante = I	1
Plusieurs animateurs préférable = I	1
Prevoir Plus de temps sur terrain = I	1
Adaptation Programme / situation = II	2
Deux fois / an (m part's) = III	3
Prevoir transports en ville = II	2