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RESEARCH ARTICLE

FROM TECHNICAL EDUCATION TO VOCATIONAL TRAINING IN AGRICULTURE: THE CHANGE OF PARADIGM LIVED BY TRAINERS OF SCHOOLS UNDER THE MINISTRIES IN CHARGE OF AGRICULTURE AND ANIMAL HUSBANDRY IN CAMEROON

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ABSTRACT

The objective of this study was to analyze the perception of trainers and their new roles in the implementation of the new pedagogic approach promoted in state agricultural schools. Data was collected through semi directive interviews conducted on 20 persons, retranscribed and analyze using the thematic analysis approach. The results showed that the new pedagogic approach was accepted by all the trainers. But their perception with regards to the principal innovation brought forth is lukewarm. The trainers are expected to play the role of a guide amongst the trainees. However, the change of posture expected from the trainers through the adoption of active pedagogic modalities is the principal aspect of their new roles which is not yet mastered. The unwillingness of actors of the professional milieu during their implication in the training is also one of the main difficulties encountered by trainers. To improve it, they suggested a continuous training of trainers and internship masters, the establishment of their status and signing a convention with the internships masters. The study helped to highlight the successful and less successful aspects of the pedagogic reform. The recommendations of this study feed the reflections on areas for improvement for a better implementation of the reform.

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INTRODUCTION

In Cameroon, the challenge of emergence by 2035, through the acceleration of growth and job creation, as well as the changing socio-economic context marked by the cessation of systematic recruitment into the public service, the trainees from agricultural schools, the disengagement of the state, the emergence of new actors (Fongang, 2008) and new trades (Ango, 2010) in the rural sector led the Ministry of Agriculture and Rural Development (MINADER) and the Ministry of Livestock, Fisheries and Animal Industries (MINEPIA) to reorient the original assignment of their training schools (MINADER / MINEPIA, 2009).

Formerly, the training was intended to prepare its trainees for the certificate of technicians, senior technicians, and patent professional studies which had as job market the Public Service. Since 2008, these schools are experimenting vocational training in agropastoral sector with the support of the program for the renovation and development of professional training in the agriculture, livestock and fisheries sectors (AFOP).

This shift from technical education to vocational training, which we describe as the paradigm shift, led to a new approach on how to design training content and implement them. The new approach implies a new way of work for the trainers hence new challenges. In fact they have to deal with

new topics of training elaborated on the basis of capacity building, instead of the regular taught subject (discipline); they have to adopt new pedagogic tools in order to plan, prepare and conduct trainings, as well as new pedagogic methods and new principles such as co-construction and co-animation of training. And more, they have as challenges to involve professionals in training, to use learners as resource persons, and to assess the capacities developed by learners during training.

All these therefore raise the question of how do they live the current change of the pedagogical approach? What do they think about the new approach? What difficulties do they encounter and what are the suggestions for improvement? These were the questions that motivated this study. In order to answer these questions, we set as objectives to present the new pedagogical approach by comparing it to the later approach; to analyze the perceptions held by trainers; to analyze its implementation while bringing out the new roles of trainers on one hand and on the other hand, the difficulties they encounter and their suggestions for improvement.

METHODOLOGY

The study was carried out from April to September 2012 during the first phase (2008-2012) of the AFOP program. At this period (April-September), 11 schools experimented the new training approach and we worked with 3 of them: Community Development Specialisation Training School

(CDSTS) of Kumba in the South-West Region of Cameroon, National Centre for Zootechnical and Veterinary Training (CNZVH) of Foumban and Technical School of Agriculture (TSA) of Bafang both in the West Region.

Two types of data were collected, secondary data from literature reviews, and primary data obtained from semi-structured interviews conducted with twenty respondents, with three of them being school directors and thirteen trainers selected in a rational manner, three representatives of the AFOP program, and the Chief of the Unit for Zootechnical, Veterinary, and Fisheries training (CEZVH) of MINEPIA. Those data were later transcribed and analyzed through thematic analysis.

RESULTS AND DISCUSSION

From technical education to vocational training: What changes?

The current reforms in MINADER and MINEPIA schools stems from a concern, that of professionalization of training offered by these structures. It was in response to this requirement of professionalization that several innovations were brought about at the level of the definition of the content of training, the role of the actors involved in the organizations and animation of training, and at the level of certification.

The training content: formally oriented towards the transmission of knowledge, the new strategy focuses on the capacities to develop

The content of training that were implemented before the current reform, were termed objective oriented programs in schools of MINADER and curricula in schools of MINEPIA. In fact, these documents presented a set of disciplines (subjects) to be taught and the content (chapters), their sequencing and schedules. As underlined by this investigation, the question that oriented the definition of the content of training was: 'What do students need to know in chemistry, soil science, mathematics, etc. to be able to perform the function of agricultural technician or technical agent?' We agree the interest here was focused on the knowledge to be transmitted unlike the new approach where interest is given to the capacity to be developed. In other words, the question with the new approach is not: 'What does the learner needs to know in chemistry, mathematics, etc. to perform this or that function?' but rather, 'What should the learner be able to do to accomplish a given job?' Therefore, know-how becomes the core of the training. The answer to that question therefore involves identifying activities and fields of competence related to the job targeted by the training, which led to the elaboration of the professional reference document, followed by the translation of the field of competence into capacity attested by the training, which leads to the certification standard, and finally by the declination of the capacities into training modules and objectives: this is the training manual (training reference document). These three frameworks developed thus constitute what is called within the framework of the AFOP program, the reference document. Three reference documents have already been elaborated for training schools, that is: the reference document of Agro-pastoral Counselor Advisor (CAP), of Agro-Pastoral Entrepreneur (EAP), and Senior Technician in Infrastructure, rural Equipment and Water Management (TSIEGE).

The roles of actors: From the teacher depositary of knowledge to the trainer facilitator of learning

Mellouki and Gauthier (2006) points that: 'Any change that affects training programs equally affects the training conditions, the conceptions of actors and the roles they play.' The reform of the training content, on the basis of capacities to be developed, thus imposes an appropriate pedagogic approach. Hence a change in the roles of the actors (trainers, trainees, professionals) involves the organization and animation of the training.

In the former training, the content as we mentioned earlier, were broken down into disciplines or subjects and focused on theoretical and practical knowledge to be taught. In this context, the school was a reference of knowledge (knowledge and skills) and consequently teachers were in charge of the transmission of this knowledge to learners through lectures and practical work on farms or in laboratories. In other words, little attention was given to professional know-how. In fact the idea of internship in the professional milieu, was to enable the learner to apply the knowledge theoretically acquired in the classroom with the goal to assimilate and transmit at the level of producers (farmer). This pedagogic approach was supported by the establishment of laboratories and application farms at the level of training structures.

Meanwhile with the current pedagogic reforms in these schools, the strategy is different. The professional milieu formerly, a place of application of knowledge and skills acquired in schools by learners, becomes the place of acquisition of professional know-how. And this was observed by an increased number and duration of professional internships, the multiplication of training modalities in the professional milieu such as the realization of practical work, field trips and Controlled Applications Observations (CAO). Consider the case of the training of EAP where out of 2368 hours of training, 44% is devoted to course work in which averagely 50% of it is tutorials, practical work and internships occupy 23% and 33% respectively of the training program. In this new configuration, workshops and the application farms are less encouraged in schools given that practical learning is oriented in the professional milieu. The assumption being that the expertise of actors in the professional milieu are more operational than techniques acquired in application farms which sometimes offers artificial conditions that are difficult to reproduce in the real environment. With this new approach, the learner is at the center of the training process, the trainers are the facilitators who give him the tools and methods necessary for learning. The actors in the professional environment, also known as co-trainers, in turn share their knowledge, their social and professional values with learners they receive in their farms as interns or under the framework of practical work.

New posture implies a new organization of work and new pedagogic methods: Co-construction and co-animation of training

Reconsideration of the roles of different stakeholders in the training has led to a new way of working by the trainers. They used to prepare the courses in an isolated manner and to animate in the form of lectures, these trainers henceforth work as a pedagogic team to plan, prepare the content of the course and possibly co-animate training sessions (pluridisciplinary). For this, new tools have been developed in order to

accompany this approach, namely: pedagogic band for the organization of training in time and in space, the sequence form and pedagogic animation guide for course content preparation and animation of sessions. The latter tools are subjected to validation during weekly pedagogical meetings before being used for the actual animation of training sessions. Similarly as trainers are encouraged to plan and prepare the lessons in a team, they are also encouraged to animate it in a participatory manner - in a spirit of co-construction of knowledge with their learners. A Principle which is well illustrated through a relationship of ‘knowledge-learners’ and ‘learner-trainer’ in Jeans Houssaye’s triangle which favors the processes of learning and training respectively. Indeed, in the learning process, the trainer is invisible; his role is to design (based pedagogic objectives) and put the learners in a learning situation that will allow them to build the knowledge targeted by interacting. While In the process of teaching it is knowledge which is rather invisible, the trainer has a role of facilitator who guides the thought, creativity and expression of the learners in a learning situation. The challenge is to first of all see that the trainers translate pedagogic objectives into learning situations that allow them to develop the targeted knowledge (learning process), and on the other hand animate the sessions in the form of tutorials where they play the role of a guide, a facilitator, a decision aid to learners in a learning situation (teaching process). This approach finds its roots in the constructivist and social constructivist theories of learning which state that knowledge, although personal, are not transmitted but are constructed in a social setting through the socio-cognitive conflict. The latter being the result of the confrontation of points of view on a subject coming from different individuals in interaction (Nars, 2010).

Moreover, the trainers noted that unlike the old approach where they were contented to conduct training programs mainly on specified objectives, chapters to address and well defined pedagogic guidelines (lectures, tutorials, practicals).

The training reference document elaborated within the framework of new training essentially specified the pedagogic objectives and indications of the content in terms of points of attention or key topics. It is up to the trainer, according to the constraints and available resources, to define the content and appropriate teaching methods to enable learners to acquire the skills (knowledge, know-how and attitude) targeted by pedagogic goals. These aspects constitute a real challenge for the trainers since they were not used to the tasks of pedagogic engineering.

New roles demand new skills: Towards a professionalization of the training profession

The ongoing pedagogical reform in MINADER and MINEPIA schools is born in a context where the number of trainers of these schools was insufficient both in quantity and quality. A situation which is justified by the fact that there were no training mechanisms or recycling of trainers of these schools on one hand, and on the other hand because the training was considered a ‘parent pauvre’ due to limited resources allocated to it. Consequently it attracted very few administrative officers who perceived ‘a transfer in a training school as a punishment [...]’, declared a respondent. In addition to that, no attention was given to the profile of staffs transferred to schools as a trainer. In fact, it was possible to find in an institution a technician as trainer in the cycle of senior technicians (Advance level +2). All these coupled with the requirements of the ongoing pedagogic reform which has generated the desire to reviewing the composition of the teaching staff in these schools and strengthen the capacity of trainers. One of the fundamental elements to be designated member of a pedagogic team is a certificate, the minimum being the certificate of “Ingenieur des travaux” (professional bachelor degree in agriculture) or its equivalent. Till this date, the pedagogic team has already been set up in schools and trainers designated within these teams were trained on pedagogic reforms which accompany the renovation of the training content.

Table 1 Comparison between the two pedagogical approaches

Element of comparism	Former pedagogic approach	New pedagogic approach
Exit profile	Civil servant from the rural production body before the crisis of the 80s -90s Free auditory after the crisis	Actors in the agricultural world in preferably certified agro pastoral entrepreneurs and counselors EAP and CAP
Reference document of the training	Curriculum (MINEPIA) program by objectives (MINADER)	Training reference
Organization of Pedagogic tools	No specific tool MINADER/ MINEPIA	Pedagogic band MINADER/MINEPIA MINESUP
Organization of the training	Permanent teacher (civil servant, no matter their profil) Learners (passive role) Internship masters Temporal teachers	Permanent trainers Internship masters Resource person
Pedagogic animation	Internship and studies commission/education service and internships MINADER Division of studies and internship MINEPIA	Pedagogic team (co-construction)
Pedagogic methods	Passive methods (lecture and practicals)	Active method (co-construction with learner Co-animation of training sessions (pluridisciplinarity)
Tools for preparing trainings	Training tool kit but abandoned a long time ago	Sequence sheet and pedagogic animation guide or session sheet
Number of internship purpose of assesment	Two The assimilation of courses given, the mastery of practical work in the farm or in the laboratory and internships	Three Acquisition of capacities found in the certification referential
Assesment tools	Intership reports, diaries, written tests	Internship reports, written test, test in professional situations (with intership masters) and case study document

Source: Authors (2012)

Still in the perspective of professionalizing trainers of schools belonging to MINADER and MINEPIA, there are ongoing discussions for the establishment of a Masters of engineering in training for recycling or continuous training of trainers.

Certification of training: Bridges created with higher education.

In the framework of training that prevailed before the reform, the certificates for training were issued by MINADER and MINEPIA. But the certificate issued had only professional recognition (at the level of employers) and the prospects for further studies for the holder were limited. While training developed under the framework of the reform are endorsed by the HND (Higher National Diploma) which has professional and academic recognition. This certificate is awarded by the Ministry of Higher Education (MINESUP) and opens the possibility of pursuing a professional degree studies, and professional master.

Beyond this structural change, the philosophy of evaluation has evolved. Contrary to the former approach where evaluations focused on the concepts learned during the lectures taught by trainers or during practical work in laboratories or on-farm applications, assessments in the new pedagogic approach aims at the acquisition of targeted skills found in the certification standard. What has resulted to the new evaluation tools that are tested in a professional situation (with the tutor), the case study files, etc. Table 1 summarizes the differences observed between the former pedagogic approach that prevailed in schools and the new approach promoted by the AFOP program:

The trainers in the implementation of the new pedagogic approach: Perceptions, difficulties encountered and challenges to overcome

Perceptions of stakeholders

Home and perception of new pedagogic approach by trainers

The current pedagogic reform has been adopted by all the surveyed trainers. They all found it necessary to bring out not only the fact that they received from the professional environment a negative appreciation on the quality of their certificates, but also to the poor infrastructures of their schools and the lack of attention from the state. Although all praised the current pedagogic reform, a lukewarm perception was observed from the trainers about their new roles and their new mode of operation involve in the reform, notably the construction of the course content in a pedagogic team, animation of sessions following active pedagogic methods, and the involvement of professionals in training.

Trainers' perception of the principle of co-construction of the course content in pedagogic meeting

Some trainers find their contribution negligible. Bringing out that each trainer is a specialist in a field where the contributions of others, in the preparation of his lectures, will only be very superficial.

Meanwhile others find this new way of working beneficial. The reasons brought up by some are that it allows trainers to share their ideas, their experiences and their challenges, and therefore enriching their knowledge. For others, it is beneficial in that it allows a good coverage of the training

manual because, from the opinion of those interviewed, the fact of coming together in a weekly pedagogic meeting in order to discuss issues about the content of the course of each trainer, provides good coverage for pedagogic objectives, and hence the training program.

Perception of the active pedagogic methods by trainers

Most trainers interviewed perceived the benefits related to these methods. Some revealed that it permits learners at the end of the training session, to master at least 50% of the topic that was discussed. For others, it is advantageous to the extent where the learners sometimes bring out some aspects of the course that the trainer had not even thought of.

However, some found that it diminishes the authority of the trainer and gives much power to learners. This is sometimes at the origin of tensions between them and the trainers during a learning situation. However, this situation can be perceived positively with regards to the social constructivist theory of learning. In fact, it argues that this conflict, generally called socio-cognitive conflict is a source of learning. But provided it takes place in a spirit of respect and construction.

Perception of the involvement of the actors of the professional milieu by the trainers in the training process

The trainers have a positive appreciation about the involvement of actors of the professional milieu as co-trainers in the training. However, they all deploy their low level of involvement, especially with regards to the tutors. One respondent said this: 'The concept is good, but the problem is the poor collaboration among different stakeholders, that is the poor contact between trainers and tutors due to the fact that they [tutors] continue using students as laborers who came to work in their farms.'

Perception held by trainers with regards to their new role

All trainers interviewed reported an evolution at the level of their denominations with the new pedagogic approach: 'we are now trainers not more teachers' said one respondent. This change in terminology is already revealing the new role expected from them if we hold onto the conceptual dimension of terms 'training' and 'teaching' as developed by Debouvy and Maragnani (2007). In fact, these authors bring out the difference between 'teaching' and 'training'. For them, teaching refers to activities which aim at providing the knowledge and general application principles. While training, is to make them acquire the practical skills and knowledge required for a precised professional field.

Although this consensus was observed between trainers on their new denomination, the terms used to designate the new role expected from them differed from one trainer to another. These differences permitted us to classify the perception they have about their new role into three categories of response, namely:

The role of a coach: 53% of respondents noted that the learners expected from them the role of a coach. One of them says in these terms: 'The trainer actually accompanies the learner in his training because he is not the only one to intervene. He has to work with other partners, including the learner, because when tutorials are being done in class, the learner contributes to the construction of the final document.'

The role of facilitator: 30% thought that the role of a facilitator is expected of them in the framework of the new pedagogic approach. Here are the words of one of them: 'We are the facilitators, that is, you are not the one who gives him the knowledge, but just as if you opened his spirit so he can acquire knowledge by himself, so you are the facilitator of the learning process.'

The role of a guide: 15% thought that the role of a guide is expected from the trainer. We retained this from an interviewee: '[...] here, the trainer is more like a guide, in actual sense it is the learner that has train himself, the trainer guides him during this process.'

So we observed a constant trend in the perception held by trainers about the new roles expected from them. All have the same vision of their new role. They also see themselves more as coaches than as guides or facilitators.

New role: What adaptation on the part of the trainers?

The question underlying this thought was that having worked for an average of 13 years in the former approach, are these trainers able to adapt themselves to the new roles required by the reform?

To this question, appeared the following analyses: 30% did not have any difficulty adapting; 15% did not know if they carried out the new role or not, and are waiting to be evaluated by AFOP; 15% lived through transition with much difficulty; For 25%, the difficulty was much at the beginning; 15% remained unclear.

From the analysis of these results and observations made on the field, the following observation emerged: Respondents who reported having difficulties in playing this role are 90% trainers who are used to production (crops, livestock etc.); Respondents who reported having no difficulty in carrying out this role revealed to be use to activities of animation.

In fact, the animation of the sessions by active pedagogic methods involves the organization and management of interactions between learners on one hand, and between learners and trainers on the other hand. All this, according to Gamosse (2012), requires communication, mediation and organizational skills. This explains why the trainers used to animation activities quickly adapted to the new way of animating courses than trainers who were used to production activities. In fact, the animation activities call for some notion in communication and mediation whereas production activities call for more technical notions.

Difficulties encountered by the trainers: Analysis

The difficulties encountered by trainers are classified in three categories: the difficulties related to their new role, the difficulties related to the involvement of resource persons and the difficulties related to the achievement of practical work and CAO in the professional milieu.

Difficulties related to their new role

Six principal reasons were discussed

- The little desire of learners to actively participate in the training. All trainers who were interviewed raised this difficulty, one of them said: 'The great difficulty is that learners do not find themselves quickly into it [...], they expect to be pumped quickly with theoretical

knowledge in agronomy, animal husbandry and management and the HND awarded to them'. This situation raises the question of the learner's motivation for training: Are they motivated by the dream of becoming a professional expert in their future professions or by the simple desire to get a professional certificate and get access to a job market as observed in Fongang (2009) among learners of the Bagam school farm? Moreover, we can question the ability of trainers to play the role of a guide that is expected of them. In fact, Archambault and Philipert (1995) noted that as a guide, the trainer is first of all an interest awakener capable of taking into consideration the reaction of the trainees to adjust his pedagogic path. Thus we discover that the success of this new pedagogy will hold not only on the will of actors to change the paradigm to join Bernier (2003), but also by the capacity of stakeholders (trainers, learners, tutors) to play the new roles expected of them.

- The difficulty of conceiving learning situations close to the professional realities. In fact, trainers are more pushed to give lectures from case studies or problem situations so as to permit the learners to learn by doing. But most of them mentioned that they don't have a good knowledge of the nature of the work and problems of professional jobs to which they prepare learners. And therefore face difficulties in designing learning situations related to the professional realities.
- The heavy work load: This difficulty was also brought up by all trainers interviewed. In fact, the latter found that the new pedagogic approach has increased their workload. This extra work is translated by: weekly pedagogic meetings involving the preparation of sequence sheets and pedagogic animation guides upstream, the intensive research related to course preparation and development of pedagogic animation tools, collaborations with tutors and resource persons which has become increasingly intense (identification, negotiation, advocacy, training, etc.).
- The understanding and translation difficulty of some training topics. In fact, it appears from some investigations that for some pedagogic objectives, the understanding of the content is sometimes difficult especially for English speaking trainers who work with documents written in French. The English translation sometimes distorts the original meaning of the topic.
- Lack of training and learning facilities. The Trainers revealed that the implementation of new training will be improve if institutions were equipped with libraries, multimedia centers and pedagogic workshops which according to them are significant resources which truly make the learner actors of their training.
- The difficulty to define and adjust the course content to the pedagogic objective, the new training is being done on the basis of a reference document that precise pedagogic objectives and the indications of content in terms of points of attention or key themes to be addressed. It is up to the trainer to define in terms of constraints and available resources, the content and appropriate pedagogic methods for achieving the desired pedagogic goals. This constitutes a real challenge for them since they were used to "ready-made" training programs, precised objectives, chapters

to be addressed and pedagogic orientations (Lecture, directed work, practical work, etc.) clearly defined.

Difficulties in connection with the involvement of resource persons in the training

Within framework of the implementation of the new training, the intervention of resource person is expected on topics for which the pedagogic team lack skills or competence. During the involvement of resource persons in training, the pedagogic teams of schools face the following challenges:

- The resistance of some resource people vis-à-vis the prevailing pedagogic reforms;
- The scarcity of those resource person for some training topics;
- The limited resources provided for resource persons. An interview reports: ‘[...] AFOP recommends them [resource persons] to be paid between 4000 and 5000 FCFA an hour, though some are not really interested by that amount’

Difficulties in connection with the achievement of practical sessions in the professional milieu

In order to focus on the training of professional know how, one of the strategies was to guide the realization of practical and CAO in the professional milieu at the expense of application farms or pedagogic workshops. The implementation of this strategic choice by trainers faced the following challenges:

- Uncertainty of appointments negotiated with professionals: Some trainers surveyed reported of having booked several appointments which were never respected by the professionals. This disturbs not only the timing of training sequence, but also to the transport agency contacted for the transportation of learners.
- The reluctance of some professionals: Surveys show that some farmers are afraid of the visits of trainers and learners in their farms. Because most of them believe that the information collected from them or on their farms could be used their detriment. Others say that the time given to learners in their farms is wasted and is not compensated by the program.
- The reclamation of rewards in return for their involvement in training: All surveyed trainers mentioned it. Indeed, they precise that most tutors are much more concerned with what they would gain in return for their involvement in the new training as co-trainers, making more allusion to material or financial gain. This confirms the results of Jodoin (2007) which revealed that these issues can be a barrier to ownership of a pedagogic reform.

Suggestions from trainers

Faced with these challenges and with the prospect of a better success in the implementation of the new training, the trainers made the following suggestions:

- The revalorization of the trainer’s stipend. Some instead talked of the introduction of a research allowance and the trainer status;
- The production of training reference documents in both official languages;

- The effective implementation of a master degree in the Faculty of Agronomy and Agricultural Sciences of the University of Dschang (Cameroon) for permanent recycling of trainers;
- The Formalization of relations between the training schools and tutors or agropastoral and rural structures in the zones where these schools are implanted by signing of conventions
- The restoration of practical work in schools. Looking at the difficulties involve in carrying out practical work in the professional milieu, some trainers suggested the refurbishing or rehabilitating of application farms and school laboratories. However, we also came to understand that some actors would benefit from having practical work held in their schools. Because, out of the formal context of the interview, one respondent told us: “the Ministers are politicians, and the farm makes up a big budget for their ministries, because saying that practical work no longer holds in the farm means the farm operation will no longer be funded. From you to me, do you think the Minister will agree to loss such an important part of his budget?” This observation confirms once again the results of Jodoin (2007) which revealed that the stakes can constitute an obstacle to the appropriation of pedagogic reform.

CONCLUSION

This study had as objective to analyze the implementation of the new pedagogic approach promoted by the program AFOP and the perception held by the trainers. The analysis revealed that the new pedagogic approach was accepted by all the trainers. They see themselves (53%) primarily as guides to learners. This corresponds to the new role expected them. However, they do not yet master all that is expected them as a guide. The main aspect of their new role which is not yet mastered is the use of active pedagogic methods.

Many difficulties related to the implementation of new training were raised by the trainers. It is mainly the low desire of learners to actively participate in their training, the high workload, difficulty in understanding and translation of certain training topics, especially among English speakers, the reluctance of field professionals in their involvement in training, and inadequate teaching and learning infrastructure. Faced with these difficulties, they suggest that: the production of a reference document for new courses be in both official languages, the continuous training of trainers, the establishment of a status for internship masters and trainers, and the provision of pedagogic institutions with libraries and pedagogic workshops should be revised.

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