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TO AFR/CWR, Mr. Fermino J. Spencer

DATE: 20 FEB 1973

FROM SER/IT, Phillip Sperling AS.

PD-AAA-495-A1

SUBJECT: Evaluation of the Bangui Seminar

Attached, herewith, is a copy of the final report on subject evaluation. The techniques used were essentially the same as those used for the Yaounde seminar. The differences were that we had a better baseline measure and were able to use the opportunity as an interim follow-up evaluation of the introductory seminar last summer. It was still too short a time and the group too small to assess the full impact of that earlier training. Even so, we were able to find evidence that the effects have been quite positive. Another difference is that here we were able to gather some information on a number of the issues raised at the formal review of the PROP on Jan. 3, 1973. Decisions will have to be made on these within whatever context and constraints the Africa Bureau now believes to be appropriate.

Should there be any questions concerning its contents please do not hesitate to call me. Again, thank you for the opportunity to have had this experience.

Atch: a/s

cc: SER/IT, A.A. Kimball
AFR/ODS, P. Lyman
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EVALUATION
OF THE
BANGUI SEMINAR

February 1973

Philip Sperling
Office of International Training
Bureau for Program and Management
Services
Agency for International Development
Washington, D.C. 20523

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I. INTRODUCTION

The follow-on seminar held in Bangui, Central African Republic from Jan. 12-24, 1973 was a specialized one emphasizing two of the topics (financial analysis and economic analysis) which had been treated in a general way at the introductory seminar on techniques of project management at Yaounde, Republic of Cameroon, from July 24 through September 2, 1972. It had been planned to be a residential seminar, with the teaching staff and students living and working together. It was financed by the U.S. Agency for International Development, and arranged under the auspices of the Organization of Central African and Malagasy States (OCAM). The Ministry of Plan of the Central African Republic (CAR) was host to the seminar and was to contribute part of the logistic support by way of hotel space, meeting rooms, local transportation, and various items for pedagogical purposes. The participants were to be those who had attended the Yaounde seminar from CAR, Cameroon, Chad, Congo and Gabon. The teaching staff was Assoc. Prof. Roger Declerck of Vanderbilt University, Nashville, Tennessee, and Mr. Benoit Atangana of the Pan-African Institute of Development, Douala (PAID). Both had taught at the Yaounde seminar and both had spent several weeks together in Nashville, Tennessee preparing the materials, reference books, sequence of lectures, discussions and exercises for the Bangui seminar. Mr. Jean Nkuete, an economist with the Ministry of Plan of the Republic of Cameroon also assisted in the teaching. Mr. Jacques Moynat, of PAID, was assigned responsibility for the day-to-day logistics problems such as procurement of supplies, payment of per diem, keeping of financial accounts, and so forth. This was to be done on the basis of the experience at Yaounde where there had been a felt need to relieve the teaching staff of many administrative problems. Mr. S.O. Daix representing OCAM, was responsible for the international and diplomatic affairs connected with the arrangements of a seminar for participants from five different countries.

The Bangui seminar, like the Yaounde seminar, was a very practical training session for fairly high-ranking governmental officials whose functions were related to development projects. But like the Yaounde seminar, it was also, in a sense, a feasibility test. The AID Bureau for Africa had a long-term project under consideration for the training of government officials from fifteen francophone African countries in the problems of project management. Until that project were approved, both the Yaounde and Bangui seminars might be viewed as feasibility studies of the concepts incorporated in the proposed project.

II. METHODS USED

To evaluate the Bangui seminar, essentially the same methods were used as had been used to evaluate the Yaounde Seminar (see report: Evaluation of the Yaounde Seminar, AID, Washington, D.C., dated Sept. 8, 1973). Initial and final questionnaires were completed by the participants. Interviews were conducted with as many as possible of the participants

from the five different countries, with the teaching staff, and with the sponsoring officials. An evaluation officer was present throughout for observational purposes and to obtain any tangible evidence of the impact of training directly attributable to the seminar.

A. The pre-seminar questionnaire was given before the seminar actually started and was a series of questions that provided:

1. basic demographic data comparable to those obtained at the beginning of the Yaounde seminar.
2. items focussing on the participants' use of what they had learned at Yaounde - including problems and difficulties in introducing new concepts back on the job.
3. items useable as a baseline for future comparison with a final questionnaire -- including the participants' own assessment of his abilities in the skills learned in Yaounde and in the skills to be learned at Bangui.

B. Results of the pre-seminar questionnaire are given in English in Annex A. The original French version of the pre-seminar questionnaire is shown in Annex C.

C. The post-seminar questionnaire was given on the final day of the seminar and was a series of multiple-choice and open-ended questions which:

1. was tailored specifically to focus on the problems of interest in the Bangui seminar.
2. repeated some of the items found in the pre-seminar questionnaire. This permitted a comparison of the beginning and end of the seminar, thus pointing to any changes attributable to the training.

D. The results of the post-seminar questionnaire are given in English in Annex B, and the original French version is shown in Annex D.

III. THE FINDINGS

A large portion of both questionnaires lent themselves to quantification. But it is a mistake to assign too great an importance to these as statistical results. The group was too small for any meaningful aggregation of the data, except to get a better grasp of the composition of the group as a whole and a sense of their responses. A great many of the participants left blanks to many of the items, so data were even further limited in their significance. 90 to p 10

A. The descriptive data from the pre-seminar questionnaire show that this group at Bangui was not only considerably smaller in number but about two years younger on the average than the group at Yaounde. The actual attendance was:

	<u>Participants</u>	<u>Observers</u>	<u>Total</u>
Cameroon	3*	0	3
Congo	4*	0	4
Gabon	1	0	1
CAR	1	3 - 5	4 - 5
Chad	4*	0	4
	<u>13</u>	<u>3 - 5</u>	<u>16 - 17</u>

* had also attended Yaounde Seminar

Eleven participants had previously attended the Yaounde seminar, and since the material at this specialized seminar was more advanced than at Yaounde, those who had not attended the introductory six weeks' course were considerably handicapped. As at Yaounde, where the group had been composed largely of agriculturalists, this small Bangui group was largely agricultural but had a slightly larger proportion of participants who had previously been trained in economics, law and management. Almost all had university degrees: many had higher degrees. All worked for some Ministry for their own governments, although for less than 2 years for most of them. The ministries represented included Agriculture, Planning, and one each from Industry, Rural Development, Health, and Commerce. Most had assignments in their ministries in some functional aspect of project management although for many this had been for less than one year. This was a relatively superior group of civil servants who were just 1, 2, or 3 levels down from the Minister, and 3, 4, or more levels above the lowest professional level in their department. Only 4 were actually assigned on a project team by their Ministry but in terms of their level there, one was a project manager and two reported directly to the project manager. As at the Yaounde seminar, "middle level managers" would not be an appropriate descriptive term for members of this group. They were relatively high up in their ministries bureaucracies, and their job descriptions are not in terms of administrative capabilities "across the board," but in terms of one or more functions related to project management.

B. Further Evaluation of the Yaounde Seminar.

Many questions in the pre-seminar questionnaire had been designed as a follow-up to the Yaounde seminar to see what use had been made by participants of that seminar's experience. In that sense, this portion of the pre-seminar questionnaire was a further evaluation of the Yaounde seminar. Only those who attended the Yaounde seminar answered these follow-up questions. (See Annex A for actual wording of the questions.)

C. The results for this group of eleven show:

Item 14: Their average "satisfaction with the Yaounde seminar" was above average, and slightly higher than it had been recorded on the final questionnaire for that larger group three months previously (4.5 vs

4.7). This could have been due to "memory growing fonder" or to a real increase due to the growing recognition that what they had learned had actually had beneficial effects.

Item 15: The degree to which they felt their personal objectives had been reached at Yaounde was above average, and was the same as that recorded three months earlier (4.2 vs 4.2).

Item 16: The degree to which they felt they had utilized what they learned at Yaounde was slightly above average (4.4).

Item 17 & 18: Only three had had the occasion to teach others what they had learned, but those three felt the Yaounde seminar had been of some, or of great assistance in that regard.

Items 19 & 20: Two participants had been newly assigned on project teams, but even those who had not, had been given increased responsibilities for project management in their former assignments. Several of these mentioned improvements which they had been able to effect.

Item 23: A checklist of the topics taught at Yaounde indicated that a great many thought they were utilizing certain of the techniques 75% or more of the time in their daily work. (Another way of interpreting this item's results is as a task-analysis of the functions of these African ministerial officials. The scatter of various techniques used, is also a report from this group that this is what they do in their daily functions. Numerous other things they might do, of course, were not suggested in this item, so it may be only a partial job analysis).

Item 24: When asked to assess their own competence in the techniques taught at Yaounde, most felt they could do them, or do them well. More significant perhaps, were the responses of those few who confessed they could not do a financial analysis, a cost-benefit analysis, accounting, or compute a break-even point. These few, however, were people who had not attended the Yaounde seminar. This self-assessment of competence, of course, has to be taken with some grain of salt. A test of their actual ability was not given. The instructor's estimate of their abilities was much lower than their own.

Item 25: They estimated that the level of comprehension which they thought they had reached for the concepts taught at Yaounde was between 50% and 100%. This means they feel their understanding is not complete, but much better than half. Again it should be remembered that this is a self-assessment item, and therefore, not as reliable as an actual test might have been. An unexpected finding here and for item 24 too, was that so many reported having understood and having used the things they had learned at Yaounde about human relations problems (e.g. group decisions, resolution of group conflicts, building team spirit, or being aware of communications problems within a group).

Item 26: The level of competence they thought they had in applying the techniques learned at Yaounde was in the 50% to 75% range. This at least signifies that they feel they have been making application of what they learned more than half the time.

Items 27 & 28: The principal problems and difficulties encountered after the Yaounde seminar which were related to project management were, as expected, changing the old habits of certain staff members; not having sufficiently trained staff members; and a lack of consensus among colleagues about what to do with the new techniques. These problems and difficulties were essentially the same as what they forecast at the end of the Yaounde seminar.

Item 31: In making a global assessment of their abilities in the techniques learned at Yaounde, all but one said he could apply them easily enough to teach others, or easily enough to use in their daily work. None said he could not apply them at all.

Item 34: The texts, teaching aids and other reference materials distributed at the Yaounde seminar were reported as having been disseminated widely among superiors, peers and subordinates, but were used most frequently as references in their own daily work.

Item 35: Several reported decidedly positive effects which they were able to introduce into their activities after Yaounde. These included changing the team spirit which had been lacking in his department; being able to make decisions based on better analyses of the facts; being able to make better analyses of costs and of benefits of projects; and in conceiving and designing projects.

D. In summary, The small group which had attended the Yaounde seminar were indicating they were still satisfied with their experience; they were using what they had learned; the multiplier effect was beginning to be seen; and their confidence in their abilities was enough to rate themselves fairly high in competence and ability to make practical application of the techniques which they had learned.

E. Specific Results of the Post-Seminar Questionnaire:

Reference should be made to the numerical data given for each item in the post-seminar questionnaire in Annex B. Given here are the interpretations and generalizations that are thought to be meaningful for this very small group.

Items 1 & 3: Almost the entire group felt the duration of the seminar was about right, although only half had been present for the entire two weeks.

Item 2: Half the group thought the number of participants was too few; the other half about right.

Item 4: Most of the participants still felt that the content was too theoretical as opposed to practical.

Item 5: All felt the seminar had been useful or very useful.

Item 6: The majority believed that either most of the seminar or all of it was directly pertinent to their daily work.

Item 7: Two participants thought the portion on financial analysis useful and profitable; two thought the portion on economic analysis was so; all the rest thought the entire course was useful and profitable.

Item 8: In rating the degree to which the goals of the financial analysis portion were met, the bulk of the group (55%) thought they had been met in large part; another (40%) thought they had been met at least partially; almost no one thought they had not been met.

Item 9: Similarly for the portion on economic analysis, 55% of the group thought the objectives for this portion had been met in large part, inspection of these data shows the participants were rather selective for the various sub-objectives listed for each portion. This is a sort of index of this item's validity, for while the sub-objectives had been set initially for each portion, the constant revamping of the curriculum during the seminar caused by late arrivals and other problems, necessitated changes in the allocation of time to the various sub-topics.

Item 10: The two portions of the seminar had been broken down into sub-topics of financial analysis or economic analysis, and in all cases, the group felt these were neither too advanced nor too elementary; neither too theoretical nor too practical and the pace of the teaching was not too slow. In almost all cases, the responses were largely "about right," except for about a third of the group who consistently rated the sub-topics as going "too fast."

Item 11: The estimation of their own level of ability in certain of the financial analysis sub-topics taught at Bangui was a repeat of the same item (#32) of the pre-seminar questionnaire. Here the comparison of "before" and "after" should show many more who believe they can do the task, or do it well, - and many less who say they cannot do it at all. The comparison does show a marked change in the positive direction. An average of 6.4 said they could do those tasks before the seminar and this increased to an average of 9.9 who could do them after. An average of 2.2 said they could do them well before the seminar and this increased to an average of 2.6 who could do them well after. The 2.2 average number who confessed they could not do them at all before the seminar dropped to an average of 1.5. (The sensitivity of these differences with such a small group is usually in the figure after the decimal point. Here, however, there are differences even in the figure in front of the decimal point.)

Item 12: The same "before" and "after" comparison can be made for the economic analysis sub-topics by comparing this item's post-seminar results with the results on pre-seminar item #32. Here the changes attributable to learning during the seminar were not only in a positive direction but even greater in magnitude. The average number of participants who reported beforehand they could do these tasks increased from 7.5 to 10.3. The average number who could do them well, changed from 1.7 to 2.5. The average number reporting they could still not do them dropped from 2.3 to 1.3.

Item 13: The four words selected from a list of descriptors to best describe their overall reaction to the Bangui seminar were "Useful," "Educational," "Beneficial" and "Necessary." A fifth choice was "Valuable." These are the same words chosen by the larger group in Yaounde four months previously. It is not likely that participants could have remembered those four words from the list of twenty, and in addition, not all the Bangui participants had attended the Yaounde seminar, so had not been exposed to that word list before. It is much more likely that this group answered this item in a straightforward way, and that both seminars were thought to be describable best with these positive and complimentary adjectives.

Item 14: This item focuses on ability to apply what was learned in the Bangui seminar. All participants felt they could apply what they learned (albeit some with difficulty) and none said he could not apply what he had learned. No real comparison can be made between this post-seminar item and the pre-seminar item #31. The latter focussed on essentially the same ability to apply what was learned, but the pre-seminar item referred to the Yaounde seminar while the post-seminar item referred to the Bangui seminar. In both cases, however, the confidence of the participants in their ability to put their learning into practice is clearly evident.

Item 15: The satisfaction of this group with the Bangui seminar was above average.

Item 16: The degree to which participants felt they had attained their personal goals was above average. Note: It is possible that the quantified results for this item and for item 15 would have been higher had the item been printed as planned (i.e. - if the descriptive narrative under the seven-point scale had been placed at the extreme ends of the scale. As typed, the narrative spread toward the middle from both ends and probably led some participants to mark 4 or 5 when they would otherwise have marked 5 or 6. Also, a question raised by a participant during the administration of this item suggested he had misunderstood the instructions and marked at the wrong end of the scale. Both possibilities operate to lower the average from what it would otherwise have been).

Item 17: All participants except one thought the printed materials distributed during the seminar were useful or very useful. The lone person who thought otherwise explained later that he was annoyed at two of the articles having been in English.

Item 18: The amount of work required during the course of the seminar was considered to be about right by over two-thirds of the group. A few thought it too much; a few not enough.

Item 19: This item called for writing in suggestions about social or logistical problems related to the seminar. Few availed themselves of this opportunity for to have done so would have put them in the position of a guest criticizing his host.

Item 20: The per diem (which presented problems in Yaounde) was considered at least adequate or barely adequate by all. None thought the per diem (3500 CFA) more than adequate or inadequate.

Item 21: This item permitted participants to list topics they would like to see treated in future seminars. They repeated a great many topics already treated at least superficially at Yaounde and in greater depth at Bangui. The list shown at item 21 in Annex B provides guidance for future specialized seminars. It also shows the groups' continuing interest in specialized topics in project management.

Item 22: The principal problems forecast for the multiplier effect to operate were lack of the necessary institutional base or materials for training others, and resistance by the uninformed. (See list at item 21, Annex B).

Item 23: This item, calling for the most positive aspect of the seminar called forth a wide variety of complimentary comments about the substantive content. (See item 23, Annex B).

Item 24: This item calling for the most negative aspect of the seminar elicited fewer responses than item 23. As expected, the negative aspects were in the logistics domain rather than the substance or pedagogy of the seminar.

Item 25: See this item in Annex B for the wide variety of suggestions and ideas proffered by the participants. The large number of responses was in itself, an index of their continuing interest.

Item 26: Several books and publishers were suggested - including a Marxist economics text.

Item 27: The majority of the group was in favor of a residential-type seminar. The reasons pro and con are given in Annex B.

Item 28: All but one participant reported that they had had

opportunities to express their opinion and to get answers to their questions. The one who said "no" wrote "yes and no" and his explanation indicated he had not understood the thrust of the question.

Item 29: This last item called for comments on a proposed cycle of short-term practical training seminars which was pictorialized in the questionnaire (see p. 9 Annex D) and which had been explained in detail during the seminar. The responses elicited are shown in Annex B. The issues involved are discussed below.

F. The Interviews

An attempt was made at holding a group interview with the entire group following the administration of the post-seminar questionnaire. This was interrupted peremptorily when notice was received that the formal closing ceremonies were to be held one half-hour earlier than originally scheduled. Only one out of four questions had been completed and thoroughly discussed by the participants. However, over the course of two weeks, numerous informal questions had been put to all the participants, to the instructional staff, and to the sponsors. The gist of all these was:

- government officials from all five countries (Cameroon, Chad, Congo, Central Africa Republic and Gabon) see the need for these seminars. They want them. They see them as important and beneficial to them.

- they are not as sure as they were at Yaounde that the introductory or specialized seminars should be rotated among different cities so that each government can "play host" to the seminars.

- the difficulties at Bangui (the cancellation of the seminar; its re-establishment followed by bureaucratic confusion in each country; the delays in travel; and the reduced efficiency of the seminar because it was not completely residential in nature) were all mentioned as enough to give pause before saying that the next seminar in the series ought to be held in Ft. Lamy, Brazzaville or Libreville.

- several mentioned that perhaps one teaching institution (like PAID in Douala) will perhaps ensure that teaching devices would always be more readily available.

- the material taught needs to be even more practical. Real projects should be used for case studies and more field trips (site visits) made.

- if rotation continues it should not be confined to these five countries but extended to other francophone countries (e.g. Senegal, Mali, Dahomey, Ivory Coast, etc.)

- more advance notice needs to be given potential attendees and firmer agreements reached between sponsor and host country.

- the time elapsed ($4\frac{1}{2}$ months) since the Yaounde seminar was admittedly not enough to demonstrate great changes in how things were being done as a result of their training but several individuals volunteered information to indicate that they were bringing changes about which were directly attributable to their attendance at the Yaounde seminar. For example:

(1) two individuals confirmed that the case study reports prepared during the Yaounde seminar were being published and used within their ministries.

(2) several individuals confirmed that they were using "human relations communications" techniques learned at Yaounde to engender better team spirit among their staffs.

(3) several individuals asserted they were using GANTT or PERT scheduling techniques.

(4) one individual asserted he had been assigned full time to teaching others what he had learned. He confessed to difficulties due to lack of materials and his own inexperience - but he was trying

(5) one individual had gone to great lengths to utilize the objective questionnaire technique for evaluating his own classroom teaching.

- most individuals cited the international composition of these seminars as being one of the most attractive features of the series. They enjoyed the opportunity to visit other countries and to exchange information with colleagues who had similar responsibilities on common regional development problems.

IV. SUMMARY OF THE FINDINGS *

A. The specific results from the pre-seminar questionnaire confirm that the Yaounde seminar held in the summer of 1972 was a successful one.

B. As a base-line measure the pre-seminar questionnaire indicated, as expected, the much better preparation of those who had attended the Yaounde seminar over those who had not.

C. The specific results of the post-seminar questionnaire and the differences between the pre- and post-measures show the Bangui seminar to have been a success. The consistently high ratings given to the Bangui seminar by the participants leave no doubt that their assessments were highly positive. This is so despite the difficulties encountered and the problems attendant the beginning of the seminar.

D. In spite of problems concerned with lodging, transportation, teaching materials, changes in schedule, etc., these African government officials suffered many trying circumstances with great dignity, adapted

them with grace, and carried on. (Mirabile dictu!) In short, they recognize the need for this training; they want to continue; they are highly motivated to work hard when the opportunity is available.

V. COSTS

No official documents regarding budgets, costs, or disbursements were available during this evaluation. Annex E is provided for information purposes only, and shows only "ball park" figures for the estimated budget and actual costs as of the final day of the Bangui seminar. There will undoubtedly be some additional expenditures before a final budget is known. However, Annex E is at least sufficient for getting a "feel" for the overall and unit costs. A portion of the cost is shown as preparatory work and entailed contract staff time in the training of an African instructor at Vanderbilt University, two TDY trips to Nashville, Tenn. by a consultant and an evaluator, and books and other teaching materials used during the seminar. These were primarily contributions of the AID Technical Assistance Bureau under its Contract No. AID/csd-3156 with the Vanderbilt University. The total cost shown for the Bangui seminar is \$21,094. Using a figure of 15 participants for the average attendance, the unit cost is \$1400 per person for a two-week training session ($\$21,000 \div 15$), or \$700 per man-week. The cost of the Yaounde seminar was about \$79,000 for six weeks for 40 participants or about \$329 per man per week. Both the Yaounde and Bangui seminars included international travel, so that in comparison with similar unit costs for short-term training in the U.S. (about \$350 to \$550 per man-week without international travel) the unit cost at Yaounde must be considered very reasonable, and the unit cost at Bangui quite high. Given the fact that certain of the overhead costs would remain the same whether there were 8, 15, or 20 participants at Bangui it is most unfortunate that the full complement of 20 was never reached.

VI. DISCUSSION OF SOME OF THE ISSUES

The issues raised here are only those which stem from the findings during the evaluation. Decisions about them will have to be made to determine the optimal design for the proposed project: "Training for Project Design and Management." Some of the issues may be resolved in terms of such constraints as funds available, time, political or other considerations, and the willingness to cooperate of governments, international and regional organizations, and training institutions. These do not purport to be "issues papers" nor "decision papers." They are merely a listing of questions focussing on various aspects of the project management training seminars becoming operational.

A. Attendance Problems. The seminar at Bangui had originally been planned to begin and end on days when planes would be arriving or departing from Brazzaville, Douala, Yaounde, Ft. Lamy or Libreville. The idea had been to minimize the amount of per diem that would be due to participants

who otherwise would have had to wait 2 or 3 days or more for transportation. The seminar had been called off once just before it started. When it was decided to hold it anyway on the original starting date, the initial cancellation had become effective enough to have delayed the arrival of all but two participants from Chad. The opening ceremonies took place on Jan. 12th with only six participants present including those from CAR. After delaying the actual start until Jan. 15th, there was still a total of only ten participants when teaching actually began. Participants continued to arrive every few days until there was a peak total of 18 on one day. The same attendees from CAR were not always present every day so that the maximum average attendance should be considered only 15. The problems generated for the instructional staff and a good many students because of late arrivals and because some had not attended the previous introductory seminar at Yaounde could be dealt with only because the teaching staff and students were rather adaptable to the changing situation. But this undoubtedly tended to lower the efficiency of the learning situation from what it would have been had there been constant attendance.

B. Logistics Problems. The OCAM representatives had reached an understanding with GOCAR officials during a December 1972 visit to Bangui regarding the dates of the seminar; the accommodations (for 20 participants for two weeks and for 3 experts for three weeks); the per diem (to be paid by OCAM); the meeting place (not to be in the same hotel but to be selected by the teaching staff on their arrival); local transportation (two or three small cars); two stenographers plus necessary equipment; and two men to help with manual labor. Just what happened after the seminar was initially cancelled and then re-instated is not clear. But a multitude of logistics problems had to be resolved almost daily as conditions kept changing over the two week period. By and large they were relatively minor, but each presented some new "crisis" which the OCAM representative, the PAID logistics man, and the GOCAR Min Plan had to look into and resolve. Not all teaching materials, audio-visual devices, or other minor necessities were readily available. It became fairly obvious at an early date that the continuing logistics problems were not all going to be resolved and that even where the best of good-will was present, some of the necessary conditions could not always be met. The providing of the flat 3500 CFA per diem avoided some of the logistics problems experienced at Yaounde, but the fact that the seminar was not truly residential in character generated other problems. The experience in Bangui raises two related issues:

- how to bring about a more firm understanding of just who is to be responsible for what (host country vs sponsor vs teaching staff)

- and just what the residential or non-residential character of the seminar does to the learning situation. The two issues are related because part of this learning situation issue is whether the basic needs for teaching in a residential seminar can be made readily available at different places.

Both issues seem resolvable if the advance arrangements for the seminar include securing of all the appropriate materials and conditions for the seminar. Neither issue is resolvable if the prior understandings are changed on short notice.

C. Institution-Building vs "Floating." Some of the teaching problems that arose at Bangui (difficulty in locating a black board; no flip-charts available; an overhead projector which could not be used, etc.) would undoubtedly not have arisen had the seminar been held in a regular teaching institution where facilities for effective learning are ordinarily readily available. There are many, many teaching institutions already built and available in the francophone Africa countries so the problem need not be one of institution-building from scratch. But the existing teaching institutions are fairly set in their ways of teaching and what they teach. The problem is more one of somehow combining the innovative project management seminar series with one (or more) on-going institutions so that:

- the advantages of the practical short-term training of this seminar are not overwhelmed by the on-going curriculum in an established place (i.e. the series needs to be protected long enough to be able to demonstrate its benefits).

- the expertise for administrative support of teaching that is in an established institution can be optimally exploited to the advantage of the seminar series.

This sort of mutual benefit "marriage" of the seminar series idea with an on-going institution is a kind of compromise between an institution-building project and a training project that has no institutional base. This compromise permits the project management training idea to become an adjunct to the regular teaching until it and the other departments in the institution have had an opportunity to become better integrated. The specific details of such an arrangement would have to be worked out by negotiation between AID and the institution(s) so that both sponsor and institution reach mutual agreement on the terms. Initially the arrangement might be temporary (two years?) so that either party might pull out after that period if the concept were not becoming sequentially a more enduring, stable and self-sufficient institution. But the arrangement could also entail an option to renew, if it is. The tests to be met by such an institution might include:

- whether the institution is providing the needed logistics facilities and support for the project management training seminars

- whether participants are being adequately trained under that system

- whether trainers (in addition to participants) are being trained to teach project management

- whether other portions of the institution's curriculum are being beneficially affected

- whether the institution's linkages to the national, regional, and international organizations and communities it serves are being strengthened.

There are tests which an institution might wish to apply too, to determine the benefits it would receive from such an arrangement. These include:

- whether the financial support provided for its efforts covers the expenditures required for the efforts and whether other fund sources will eventually be realized

- whether other faculty members and departments will have their skills upgraded by association and eventual integration of the project management training

- whether the presence of the project management training, a consulting service, and a bibliographic reference center in its midst will enhance its own prestige

- whether the project management training is compatible with its current or future policies and objectives as an institution

D. Long-Term vs Short-Term Training. Several of the Congolese participants at Bangui reported problems with their country officials if they (the participants) had to exit from their country more than once or twice in a year. These participants preferred one training session that would last 3 or 4 months and then be finished. Counter to that, participants from other countries (and the teaching staff) preferred a series of short-term training sessions (e.g. six week introductory seminar followed by several two or three week specialized seminars with intervals of 3 to 5 months between). While this meant more exits from one's country within a year or so, it also meant not being away from one's job too long. It also permits more flexibility in attendance; more time for preparation of the teaching; interspersed periods for the participants to "try out" what they have learned; and more opportunities for the participants to come back with problems they have met on the job.

E. "Rotating" vs One Place Training. Rather than have seminars meet in different places, one best site might be chosen and all seminars always held there (e.g. PAID, or IDEP, or Mt. Febe Palace Hotel in Yaounde). While most participants asserted, as they did at Yaounde, that their own governments wanted to "host" seminars, they confessed they were not the real decision-makers and they also admitted that all the logistic support required might not always be available. One suggestion included forming a kind of "mobile training unit" that could carry the necessary training materials and set-up a seminar anywhere. The advantages of traveling to another country and seeing real project data and different project sites to determine common problems seemed overriding to most.

F. National vs Regional or International Composition. Rather than seminar attendance being composed of participants from five (or more) countries, they could be arranged with only Cameroonians or only Gabonese, etc. This would provide for more participants of any one country being trained at any one seminar. It would also probably take longer to make the rounds of all countries to cover the same material for the same total number of participants. While this national composition permits any one country's participants to work on their own national projects, it also denies them the opportunity of working on similar and/or related projects in nearby countries. It thus eliminates the possibility of finding common problems, and of fostering a cooperative regional or international approach to these problems.

G. "Practical" vs "Theoretical" Teaching. At both the Yaounde and the Bangui seminars, the participants thought the teaching too heavy on the theoretical side and not practical enough; and the instructional staff felt the participants could not apply theory into practice without first having a thorough understanding of the principles involved. This is probably a problem of definition of what is "practical." A good many of the participants think that for the training to be really practical, the instructor needs to be at his shoulder watching him in his daily work and showing him how to do it. The instructors believe that rather than provide a "bag of tricks," the participant needs to learn how to solve problems and the techniques useable to help solve them. If the learning materials are realistic data, there should be a transfer of the training to the working situation. The actual syllabus originally planned for the Bangui seminar is shown in Annex F. Changes were necessitated of course, because of the late arrivals and other problems. The general sequence of topics and their content remained, however, essentially the same.*

H. Training of Participants vs Training of Trainers. This is not a real issue, although it has been mentioned as one. There is a need to train participants who can return to their jobs in project management functions in ministries regardless of whether they teach others or not. There is also a need to teach some participants the techniques of teaching others how to design and manage projects to ensure the Africanization of the teaching staff and the enduring institutionalization of the project management training program. Both purposes can be accomplished by training participants in this seminar series and identifying one or two each time who show promise of being able to train others. These can be specially trained or can be used as trainers in later specialized seminars where they get on-the-job training in teaching. They can also be provided with teaching materials, exercises and such to ensure the multiplier effect is facilitated when they are back on their job.

* There is no test that could be used as to whether this substantive content and the sequence in which the topics are taught are the best or optimal for French-speaking Africans to learn project management. What criteria could be applied? Two pragmatic alternatives suggest themselves: Do a post-evaluation follow-up to see if those who complete the seminar series do indeed perform project management functions successfully; send one or two graduates of the series to other project management courses in the U.S. and let them make the comparison.

VII. RECOMMENDATIONS

A. The project "Training for Project Design and Management" has several issues that still need resolution. These need decisions one way or the other. Then the project should be approved and made operational with a budget of its own. The findings of the Math-Johnson survey; the results of the IDEP Conference, and the evaluations of two seminars all point to the facts that:

- a major obstacle to development in the need for trained African project managers has been identified

- the African government officials want their staffs to have practical training in project design and management

- two seminars to test the feasibility of the innovative concept have been tried and have been successful. While there have been problems associated with the test seminars, the experiences gleaned from them can only serve to improve future seminars.

B. Follow-up evaluations should continue to be made. An outline of the possibilities for determining the impact of training on development was given in the report on the "Evaluation of the Yaounde Seminar." Those possibilities still exist. More attention needs to be focussed, however, on the training of Africans (who are interested and willing) to do their own evaluations.

Pre-Seminar Questionnaire

Bangui, January 1973

Instructions: Place a mark in the space next to the item that best fits you.

- | | <u>No.</u> |
|---|----------------------------------|
| 1. Age: | |
| 20-25 | 1 |
| 26-30 | 7 |
| 31-35 | 4 |
| 36-40 | 3 |
| 41-45 | 1 |
| 46 or more | 0 |
| 2. Participation in the Yaounde Seminar on the Methods of Project Management (July 24 - Sept. 2, 1972). | |
| Yes | 11 |
| No | 5 |
| 3. If "yes", what was your status at Yaounde? | |
| Participant | 11 |
| Observer | 0 |
| 4. What is your status here at the Bangui Seminar? | |
| Participant | 13 |
| Observer | 3 |
| 5. Prior Education: | |
| Administration/Management | 4 (more than one reply possible) |
| Agriculture | 6 |
| Economics | 5 |
| Law | 3 |
| Humanities | 0 |
| Medical Sciences | 1 |
| Other Sciences | 1 |
| Other | 1 |
| 6. Level of Highest Degree: | |
| Baccalaureate or equivalent | 4 |
| License or Diploma in Engineering or equivalent | 4 |
| Master's Degree or equivalent | 3 |
| Doctorate | 3 |

7. What kind of organization do you work for:

International organization	0
A Ministry*	16*
A University	0
Other	0

(6 Planning, 5 Agriculture, 1 Rural Development, 1 Health, 1 Industry, 1 Commerce.)

8. Number of years of service where you work?

0-1	4
1-2	2
3-4	2
5-6	0
7-8	1
more than 8	4

9. For how long have you been engaged in project management for your organization?

less than 1 year	6
1-2 yrs.	3
3-4 yrs.	1
5-6 yrs.	1

10. In your organization, how many levels down from the Minister are you?

1 level	2
2 levels	6
3 levels	3
4 levels	2
more than 4	0

11. In your organization, how many levels up are you from the lowest professional level?

1 level	0
2 levels	3
3 levels	5
4 levels	1
more than 4	1

12. How many people do you supervise directly?

1-5	9
6-10	1
11-15	1
16-20	0
21-50	0
more than 50	2

13. If you are assigned on a project team, how many levels separate you from the project manager?

1 level	3
2 levels	0
3 levels	1
4 levels	0
more than 4	0

14. If you participated in the Yaounde Seminar indicate on the following scale numbered from 1 to 7, the number which best reflects your overall reaction to that seminar:

1	2	3	4	5	6	7
The Yaounde seminar could not have been worse.			(Average = 4.7)	The Yaounde seminar could not have been better.		

15. If you participated in the Yaounde Seminar indicate (on the scale similar to the preceding one) the degree to which you attained the objectives you had set for yourself.

1	2	3	4	5	6	7
Objectives not attained at all.			(Average = 4.2)	Objectives Completely Attained.		

16. Indicate (on a similar scale) the degree to which you used the information learned at the Yaounde seminar:

1	2	3	4	5	6	7
Not used at all			(Average = 4.4)	Completely Used.		

17. Since the Yaounde seminar, have you had any opportunity to teach others about project management?

Yes	4
No	7

18. If "yes", did the Yaounde seminar help in any way in that task?

Very much	1
Somewhat	2
A little	1
Not at all	0

19 - 20. Were you a member of a project team before they Yaounde seminar?
After the Yaounde seminar?

Yes Before	0	Yes After	2
Not Before	8	Not After	6

21. If yes, describe the change in your responsibilities.

Increased responsibility for control	2
More analytic work	3
Increased teaching of others	1
More decision-making	1
Increased contacts with outside (experts, banks, commercial enterprises)	3

22. If improvements were brought about, describe them:

- Better rationale for analytic techniques
- Previous procedures stopped
- Decisions based on more objective facts
- Deeper analysis of costs and of benefits

23. Indicate the proportion of your daily work in which you have used:
(The techniques taught at Yaounde)

	<u>0%</u>	<u>25%</u>	<u>50%</u>	<u>75%</u>	<u>100%</u>
PERT	2	2		1	
GANTT	1	3	3		
Financial analysis	1	2	1	3	
Cost-benefit analysis	1		1	3	
Project conception	1	1	1	2	
Project management (all 8 phases)			1	2	
Depth Study of a project		3	1	2	
Data Collection			1	1	1
Forecasting				1	1
Accounting	1	1	1		1
Break-even point		2	2	3	
Group decision making			1	2	1
Resolution of group conflict			3	1	2
Team-work		1		4	
Communications Problems		1	2		

24. Indicate your level of competence for the techniques learned at the Yaounde seminar:

	<u>I cannot do it</u>	<u>I can do it</u>	<u>I can do it well</u>
PERT		2	1
GANTT		5	2
Financial Analysis	1	2	3
Cost/Benefit Analysis	1	2	4
Conception of a Project		3	1
Depth Study of a Project		7	1
Data Collection		3	4
Forecasting		4	3
Accounting	1	5	1
Break-even point	2	5	2
Group decision making		8	2
Resolution of group conflicts		6	2
Team work		4	6
Communications Problems		6	4

25. Indicate the level of understanding you feel you have reached for the concepts taught at the Yaounde seminar:

	<u>0%</u>	<u>25%</u>	<u>50%</u>	<u>75%</u>	<u>100%</u>
Economic development		2	2	4	
National planning			6	2	1
Project management		1	3	4	1
Human relations problems			4	6	

26. Indicate the level of competence you feel you have reached in the application of techniques learned at Yaounde:

	<u>0%</u>	<u>25%</u>	<u>50%</u>	<u>75%</u>	<u>100%</u>
Statistics and Probabilities		2	4	3	
Data Collection			2	3	
Operating techniques			2	2	2
Forecasting		1	3	2	1
Accounting		1	3	0	1
Analysis of break-even point		2	2	1	1
Financial criteria		1	2	2	1
Cost-benefit analysis			1	2	2
GANTT			2	4	1
PERT		1	3	2	1

27. After the Yaounde seminar, what was the principal problem you encountered in project management?

- trying to change the old habits of my staff.

28. In trying to apply the techniques learned at Yaounde in practice, what were the principal difficulties you met?

- insufficient training of certain staff members.

- lack of consensus among my colleagues on how to apply the techniques.

29. In which phase of project management are you most involved?

Conception	8
Analysis	4
Evaluation	4
Decision making	4
Planning	6
Implementation	2
Control	1

30. In which phase of project management have you found the techniques learned at Yaounde to be the most useful?

Conception	8
Analysis	8
Evaluation	8
Decision making	6
Planning	3
Implementation	2
Control	1

31. Estimate your level of ability in the subjects learned at Yaounde:

I can apply them in practice easily (I can teach them to others)	5
I can apply them in practice easily (I use them in my daily work)	5
I can apply them in practice (with the aid of notes and manuals)	1
I cannot apply them in practice (although I understand them)	0
I cannot apply them in practice	0

32. Estimate your present ability in these topics in financial analysis which will be taught here at Bangui:

	<u>I can do it</u>	<u>I cannot do it</u>	<u>I can do it well</u>
Make a balance sheet	6	3	3
Make a profit & loss statement	6	2	2
Make an operating statement	7	2	2
Use allotments and allocations	7	2	3
Do a balance sheet analysis	8	1	3
Analyze a cash-flow	5	3	2
Do an analysis of ratios	7	2	1
Make a cost analysis	7	2	3
Evaluate a financial investment	4	2	1
Do budgetary planning	7	3	2
Average =	(6.4)	(2.2)	(2.2)

33. Estimate your present ability in these topics in economic analysis which will be taught here at Bangui:

	<u>I can do it</u>	<u>I cannot do it</u>	<u>I can do it well</u>
Analysis of direct and indirect effects of projects	9	1	2
Analysis of costs and economic benefits of projects	8	2	2
Do a risk analysis	6	4	1
Do a cost/benefit study	7	2	2
Average =	(7.5)	(2.3)	(1.8)

34. What use did you make of the written materials distributed at the Yaounde seminar?

I never looked at them again	1
I read them from time to time	6
I gave them to my superiors	3
I gave them to my subordinates	4
I gave them to my colleagues	5
I gave them to friends in other departments	5
I referred to them often in my daily work	7

35. On the basis of your experience at Yaounde describe the positive effects you were able to introduce into your activities:

- I was able to improve an on-going project
- I made a Standard Operating Procedure for my office
- I did a financial and accounting analysis
- I made a socio-economic and political analysis of industrial technology
- I improved the team work which had been lacking in my department
- I was able to make a much better analysis of costs and benefits of a project
- My decision-making was based on better analysis of the facts

36. For each one of the topics to be taught in financial and in economic analysis, (as listed in questions 32 and 33 above), indicate the ones you personally would prefer to learn the most about:

Make a balance sheet	0
Make a profit/loss statement	0
Make an operating statement	1
Make a statement of sources and uses of funds	0
Do a balance sheet analysis	1
Make a cash-flow analysis	2
Do an analysis of ratios	2
Make a cost analysis	1
Evaluate a financial investment	4
Do budgetary planning	4
Analyze direct and indirect effects of projects	3
Analyze costs and economic benefits of projects	4
Do a risk analysis	4
Do a cost/benefit study	3

Post-Seminar Questionnaire

Bangui, January 24, 1973

1. What do you think of the length of the seminar?

Too short	<u>2</u>
About right	<u>11</u>
Too long	<u>1</u>

2. Indicate the approximate proportion of seminar activities in which you participated.

All of it (100%)	<u>6</u>
The major portion	<u>5</u>
About half	<u>3</u>
Little	<u>0</u>

3. The number of participants was:

Too few	<u>7</u>
About right	<u>7</u>
Too many	<u>0</u>

4. From your point of view, what were the proportions of theoretical versus practical aspects of the seminar?

<u>Theoretical</u>	<u>Practical</u>	
100	0	<u>0</u>
75	25	<u>6</u>
50	50	<u>5</u>
25	75	<u>3</u>
0	100	<u>0</u>

5. Do you think the seminar which is about to end will be useful to you in your professional work?

Very useful	<u>8</u>
Useful	<u>6</u>
Of little use	<u>0</u>

6. What proportion of the topics taught during the seminar do you think will be directly applicable in your daily work?

All of it	<u>3</u>
A large part	<u>9</u>
About half	<u>2</u>
A little	<u>0</u>
Very little	<u>0</u>

7. Do you think that the seminar has been useful and beneficial to you?

Not at all	<u>0</u>
In the financial analysis part	<u>2</u>
In the economic analysis part	<u>2</u>
The whole thing	<u>11</u>

8. The portion on financial analysis had among other things, some of the following objectives. To what degree do you think they were reached?

	<u>To a large degree</u>	<u>Partially</u>	<u>Very little or not at all</u>
• gain a practical understanding of:			
- operations statement	<u>7</u>	<u>4</u>	<u>1</u>
- balance sheet	<u>6</u>	<u>6</u>	<u>1</u>
- allotments and allocations	<u>3</u>	<u>8</u>	<u>1</u>
- notion of amortization	<u>6</u>	<u>5</u>	<u>1</u>
• identify and measure different kinds of cash-flows	<u>11</u>	<u>2</u>	<u>0</u>
• be capable of making an analysis of ratios	<u>7</u>	<u>6</u>	<u>0</u>
• acquire a conceptual understanding of how to identify and reduce costs, permitting more or less practical action in this regard	<u>5</u>	<u>8</u>	<u>0</u>
• understand and be capable of applying different financial criteria for the evaluation of projects	<u>7</u>	<u>6</u>	<u>0</u>
• assimilate the elements of budgetary planning	<u>4</u>	<u>8</u>	<u>1</u>

9. The portion on economic analysis had, among others some of the following objectives. To what degree do you think they were reached?

	<u>To a large degree</u>	<u>Partially</u>	<u>Very little or not at all</u>
• understand the justification of a cost/benefit analysis	<u>12</u>	<u>2</u>	<u>0</u>
• be capable of identifying and measuring the specific elements of financial analysis on the one hand, and of economic analysis on the other hand	<u>9</u>	<u>4</u>	<u>0</u>
• understand and be able to use shadow prices, if necessary	<u>4</u>	<u>9</u>	<u>1</u>
• know about techniques for identifying and measuring direct and indirect effects of projects	<u>8</u>	<u>5</u>	<u>0</u>
• have at least an acquaintance of the different methods of UNIDO and the OECD	<u>0</u>	<u>8</u>	<u>4</u>
• know the necessary elements for integrating the project with its context for management purposes	<u>5</u>	<u>7</u>	<u>2</u>
• reach a level of understanding which permits the application of Gittinger's techniques for analysis of agricultural projects from the managerial point of view	<u>4</u>	<u>10</u>	<u>0</u>
• learn the elements of those techniques calling for an analysis of risk	<u>5</u>	<u>5</u>	<u>2</u>
• be capable of conversing with experts in making critical comments about a financial or an economic analysis.	<u>8</u>	<u>5</u>	<u>1</u>

10. Choose the adjective in each column for each of the different topics, which best shows how the subject has been treated:

a. Characteristics of balances and management of financial data:
(operating statements - net outcome (benefits) - allotment and allocation of funds - cash flows - sinking funds).

Too elementary	<u>0</u>	Too theoretical	<u>3</u>	Too fast	<u>4</u>
Too advanced	<u>0</u>	Too practical	<u>0</u>	Too slow	<u>0</u>
About right	<u>12</u>	About right	<u>10</u>	About right	<u>8</u>

b. Techniques of financial analysis: (analysis of ratios and of costs - cost reduction - evaluation of project investment - investment criteria - budgetary planning).

Too elementary	<u>0</u>	Too theoretical	<u>3</u>	Too fast	<u>3</u>
Too advanced	<u>1</u>	Too practical	<u>0</u>	Too slow	<u>0</u>
About right	<u>11</u>	About right	<u>9</u>	About right	<u>9</u>

c. Economic analysis (cost-benefits) and management: (comparison of economic and financial analysis - justification for a cost-benefit analysis - direct and indirect effects of projects)

Too elementary	<u>0</u>	Too theoretical	<u>2</u>	Too fast	<u>3</u>
Too advanced	<u>0</u>	Too practical	<u>1</u>	Too slow	<u>0</u>
About right	<u>12</u>	About right	<u>10</u>	About right	<u>9</u>

d. Fundamentals of a cost-benefit analysis: (economic analysis of agriculture projects - comparison of different approaches (UNIDO, OECD) - analysis of risk)

Too elementary	<u>1</u>	Too theoretical	<u>3</u>	Too rapid	<u>4</u>
Too advanced	<u>1</u>	Too practical	<u>0</u>	Too slow	<u>0</u>
About right	<u>7</u>	About right	<u>6</u>	About right	<u>5</u>

11. Estimate your present ability in these topics in financial analysis which have been taught here at Bangui: (See also item 32 of the Pre-Seminar questionnaire in Annex A.)

	<u>I can do it</u>	<u>I cannot do it</u>	<u>I can do it well</u>
Make a balance sheet	<u>10</u>	<u>2</u>	<u>2</u>
Make a profit-loss statement	<u>10</u>	<u>2</u>	<u>2</u>
Make an operating statement	<u>10</u>	<u>2</u>	<u>2</u>
Use allotments and allocations	<u>11</u>	<u>0</u>	<u>3</u>
Do a balance sheet analysis	<u>9</u>	<u>0</u>	<u>5</u>
Analyze a cash-flow	<u>10</u>	<u>1</u>	<u>3</u>
Do an analysis of ratios	<u>10</u>	<u>1</u>	<u>3</u>
Make a cost-analysis	<u>9</u>	<u>1</u>	<u>3</u>
Evaluate a financial investment	<u>10</u>	<u>2</u>	<u>2</u>
Do budgetary planning	<u>10</u>	<u>2</u>	<u>2</u>
Average -	(9.9)	(1.5)	(2.6)

12. Estimate your present level of ability in these topics in economic analysis which have been taught here in Bangui: (See also item 33 of the Pre-Seminar questionnaire in Annex A.)

	<u>I can do it</u>	<u>I cannot do it</u>	<u>I can do it well</u>
Analysis of direct and indirect effects of projects	<u>10</u>	<u>1</u>	<u>3</u>
Analysis of costs and economic benefits of projects	<u>12</u>	<u>0</u>	<u>2</u>
Do a risk analysis	<u>9</u>	<u>3</u>	<u>2</u>
Do a cost/benefit study	<u>10</u>	<u>1</u>	<u>3</u>
Average -	(10.3)	(1.3)	(2.5)

13. Check the four words which overall best describe for you the Bangui seminar:

<u>Educational*</u>	10
Valuable	6
Entertaining	0
Frustrating	0
Relevant	1
Appropriate	1
Useful *	11
Practical	2
Boring	0
Waste of time	0
Obsolete	0
<u>Beneficial*</u>	7
Expensive	0
Traditional	0
Adapted to needs	3
Theoretical	1
Successful	1
<u>Necessary*</u>	7
Innovative	0
Fun and games	0

* These are the same four words chosen from the same list which were selected to describe the Yaounde seminar by the 40 participants who attended that seminar.

14. Estimate your general ability level in the subjects taught at Bangui:
(See also item 31 of the Pre-Seminar questionnaire in Annex A)

I can apply them in practice easily	2
I can apply them in practice	8
I can apply them in practice but with difficulty	4
I cannot apply them in practice	0

15. Mark on the following scale (numbered from 1 to 7) that number which best indicates your overall reaction to the Bangui seminar.

1	2	3	4	5	6	7
The Bangui seminar could not have been worse						The Bangui seminar could not have been better
(Average = 4.5)						

16. Mark on the scale (similar to the preceding one) the degree to which you have attained the personal goals you had set for yourself.

1	2	3	4	5	6	7
Goals not attained at all						Goals Completely Attained
(Average - 4.7)						

17. The articles, books and other documents which were given to you during the Bangui seminar were:

Very useful	9
Useful	4
Of little use	0
Not useful at all	1

18. The amount of work required during the seminar was:

Too much	3
About right	9
Not enough	2

19. Did you encounter any logistics or social problems which should be brought to the attention of the sponsors? If yes, would you describe what they were? (write in)

- In the future, avoid the distinction between participants and instructors with respect to lodgings.
- Give some recognition to the social rank and official position in the participants' own country.
- Transportation problems.

20. Was the per diem:

More than adequate	0
Adequate	5
Barely adequate	7
Not adequate	0

21. What topics related to your daily work would you like to see treated in future specialized seminars? (write in)

- analysis of risk (6 responses)
- GANTT, PERT and other scheduling techniques (5 responses)
- more on financial analysis (4 responses)
- more on economic analysis (3 responses)
- design, analysis, and evaluation of projects (2 responses)

(plus one each response for:)

- personnel planning
- statistics
- human relations problems
- sociological problems related to projects
- shadow-prices
- cost/benefit analysis
- starting a project file
- necessary feed back exercises
- analysis of industrial projects
- integration of projects with national plans
- how to start an agricultural project from the very beginning
- design and analysis for very large international projects

22. What is the principal problem which you foresee in transmitting to others what you learned at the seminar? (write in)

- lack of basic teaching materials
- lack of teaching institutions to help communications
- need more exercises and case studies to master the subject myself first
- need projects of national interest to study
- discussing different projects with international banks
- in my country, no one department is charged with project planning; too many departments are involved
- purely practical problems related to the lack of data for computation of ratios or even accounting data
- one can talk about these things theoretically, but translating them into a practical plan is the real problem
- doing something about design and analysis of projects related to urban and rural planning
- on first thought - nothing - everything seems to have been covered so well. It is simply a matter of working a little more
- changing the classical methods used in my department for analysis of projects, plus the many different aspects of almost all projects which seem to defy any uniform analytic technique
- this sort of information ought to be disseminated to small groups of directors and department heads in the various ministries, and this will mean a problem to get that sort of thing organized
- getting practical studies on realistic accounting data and holding weekly meetings with my staff
- language problems and no economic data available

23. What has been the most positive aspect of this seminar for you?

- learning more in-depth about analytic techniques
- the possibilities of teaching others
- the possibilities for better team work
- the opportunity to learn what others are doing
- the topics themselves (4 similar responses)
- learning interesting and practical techniques which can lead to the answers that we are seeking
- the technical advisor in my Ministry is of too low an educational level. The knowledge I acquired about financial analysis and cost/benefits will be of great value
- the subjects themselves and the way they were taught in spite of the short time
- the participants and instructors were very compatible
- the bibliography
- the practical aspects
- how to make analyses
- the fruitful interchange among the students

24. What has been the most negative aspect of the seminar?

- no negative aspects (5 responses)
- it is still too theoretical (4 similar responses)
- more emphasis is needed on practical techniques. (3 similar responses)
- the late arrival of some participants
- the reduction in time which could have been used for another case study
- participants were left too much to themselves; we need to work together
- logistics problems - even though resolved later on
- lack of transportation facilities
- the inadequate reception
- the lack of a field trip and also no opportunity to go sight-seeing
- portion on risk analysis was too brief
- portion on sensitivity analysis was not long enough
- lack of cooperation among some authorities
- the duration was too short for some important subjects

5. Do you have any ideas, suggestions, or comments you would like to make about the seminar?

- all the participants were francophone; some of the articles were in English. They should all be in French.
(3 similar responses)
- the scheduling of this sort of seminar ought to adhere to project management principles
- the agenda and reading material ought to be sent to us a month in advance so that we can be better prepared and have greater incentive to come
- notification of a firm date and the invitation to come should arrive far in advance
- agreement in principle with the host country should be more firm
- specialized seminars should last three weeks
- the subjects were well chosen and well taught but better preparation is necessary on lodging and transportation
- provide calculating machines so we can do the exercises and problems more rapidly

26. Do you have any suggestions about the selection of bibliographic references? (books, articles, abstracts, syllabus, other?)

- use "The Proletariat Nation" by Pierre Mousse
- "Black Africa: False Start", by Rene DuMont
- "Realities in Bangui", by Bergey Kalek, Paris, 1917
- "Financial Management" by DePallens (Dumod)
- all the economic texts should relate to project management
- all reference works should be in French (3 similar responses)

27. To assure the best and most efficient arrangement for a seminar of this kind that it should be

Residential	10
Non-residential	2
(No preference)	2

Why?

Those answering "residential":

- because logistics problems would be easier to solve
- uniform conditions for work
- better able to discuss similar problems of undeveloped African countries with one's confreres
- to permit greater participation of even participants from the host country
- it is a more pleasant ambience
- more mutual motivation
- can work later
- it promotes interchange between teachers and students
- it would avoid the waste of time for transportation

Those answering Non-residential:

- the place of work ought to be different from where you live, if only for psychological reasons
- some participants have matters to attend to at the office or at home and they cannot do that if the seminar is a residential one

28. Have you personally, during the seminar had the opportunity to express your opinions and to get answers to your questions?

yes	14	
no	1	(really yes and no)

give comments if you would like to do so!

- this was o.k. for precise subjects (like financial analysis) but not for the many issues which arise during a case study.

29. Comments on the plan for a sequential series of seminars:

- seems sound; it takes care not only of a sequence of subjects in the right order, but also covers different geographic regions
- if the delays like this one continue, the continuing sequence will be broken; field trips on projects should be held to give a more concrete aspect
- I agree with the program but I think it would be preferable to shorten the duration to 3 weeks. The entire sequence ought to be completed within a span of one year and repeated that way over a span of four years. It would permit contacts with other African countries and provide for discussion and clarification of obscure points. More contact with intellectual groups from different countries helps to identify some of the problems of development we have in common.
- the sequence could be held as shown, but it would be better to lengthen the specialized seminars to 3 weeks.
- the two specialized seminars C & D could be combined in one seminar of 3 weeks
- as conceived, I am completely satisfied, but putting particular emphasis on data collection, probabilities, statistics, simulation and risk analysis to refine the approaches.
- the plan for the first sequence seems logical and adaptable if you could space the different 3 week seminars about 4 or 5 months apart.
- reduce the sequence from 5 to 3 seminars because I can't leave my country that frequently. My government just doesn't like it.
- it would be a good thing to have another introductory seminar of the Yaounde type. This would widen the horizons and permit even more contacts with other countries with other experiences. Then, we could have the final synthesis which would be about the same length with a much larger number of participants.
- the plan as proposed is very interesting and adaptable but depends entirely on clear and detailed explanations being sent to each respective government several weeks in advance. For the Bangui seminar, I am sorry to say, the organizers caused all kinds of difficulties and inconveniences for some officials of my country which I cannot explain here. But the absence of a firm decision as to whether the Bangui seminar was going to be held or not and the sending of several contradictory telegrams was just too much. I personally think the entire plan should be submitted to each of the respective governments.

29. (Cont)

- sequence is normal, but the sponsoring authority has to give more advance notice and in more detail to the respective governments and to each participant about the way this is to be - otherwise there are all sorts of difficulties for the invited participants. Also specify in detail in the notice to the governments the goals proposed by the sponsoring and funding agencies.
- sequence is appropriate and well-thought out with regard to the subjects, but the time between each meeting should be no more than two months. In addition, the notice about coming meetings should be spelled out in greater detail long in advance to both the governments involved and the participants too
- the system seems too long and tiring. It would be preferable to reduce the sequence from five to three seminars. Thus, the participants could profit from their daily work and the seminar. I propose:
 - a. holding the introductory seminar for five weeks
 - b. combining the next two specialized seminars into 3 weeks
 - c. combining the next two specialized seminars into one lasting 4 or 5 weeks
 - d. holding the week-end seminar for the high ranking officials at the very end. If that is not possible, do as IDEP does by holding a seminar on a development subject (e.g. agro-industrial problems) for 2 or 3 months, and give a certificate at the end
- the sequence is desirable. It provides a complete teaching cycle as well as giving understanding to the technical people involved in the specialized departments. In sum, such a plan permits communication and fruitful collaboration among those concerned with projects. Such a cycle can be repeated to provide the necessary information to those who need it.

Pré-Questionnaire - Séminaire

Bangui, Janvier 1973

1. Instructions : Mettez une croix dans l'espace correspondant à réponse :

Age: 21-25 ans _____
 26-30 ans _____
 31-35 ans _____
 36-40 ans _____
 41-45 ans _____
 46 ans et plus _____

2. Participation au Séminaire à Yaoundé sur la Méthodologie des Projets : (24 Juillet - 2 Septembre 1972)

Oui _____
 Non _____

3. Si oui, statut au séminaire à Yaoundé

Participant _____
 Observateur _____

4. Statut au Séminaire à Bangui

Participant _____
 Observateur _____

5. Formation :

Administration-Gestion _____
 Agriculture _____
 Economie _____
 Juridique _____
 Littérature _____
 Médicale _____
 Scientifique _____
 Autre (Spécifiez) _____

6. Niveau du Dernier diplôme obtenu :

Baccalauréat ou Equivalent _____
 Licence, Diplôme d'Ingénieur ou Equivalent _____
 Diplôme d'Etudes Supérieures ou Equivalent _____
 Doctorat _____

7. Travaillez-vous pour :

Un organisme International (si oui quel organisme ?) _____
 Un Ministère (si oui, quel Ministère ?) _____
 Une Université _____
 Autres (Spécifiez) _____

8. Nombre d'années de service dans la structure ?

0-1 _____
 1-2 _____
 3-4 _____
 5-6 _____
 7-8 _____
 Plus de 8 _____

9. Depuis combien de temps travaillez-vous sur le management des projets pour cet organisme ?

Moins d'un an _____
 1-2 ans _____
 3-4 ans _____
 5-6 ans _____
 7-8 ans _____
 Plus de 8 ans _____

10. Niveau hiérarchique : Combien de Niveaux hiérarchiques vous séparent du Ministre ?

1 niveau _____
 2 niveaux _____
 3 niveaux _____
 4 niveaux _____
 Plus de 4 niveaux _____

11. Niveau hiérarchique : Combien de niveau hiérarchiques vous séparent de la base ?

1 niveau _____
 2 niveaux _____
 3 niveaux _____
 4 niveaux _____
 Plus de 4 niveaux _____

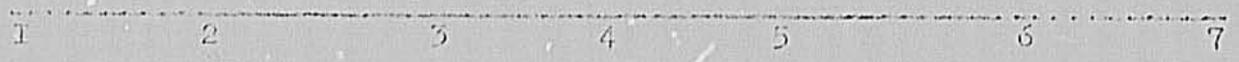
12. Combien de personnes dépendent de vous hiérarchiquement ?

1-5 _____
 6-10 _____
 11-15 _____
 16-20 _____
 21-50 _____
 Plus de 50 _____

13. Niveau hiérarchique : Si vous faites partie d'un cadre pour la gestion d'un projet, combien de niveaux hiérarchiques vous séparent du Directeur du Projet ?

- 1 niveau _____
- 2 niveaux _____
- 3 niveaux _____
- 4 niveaux _____
- Plus de 4 niveaux _____

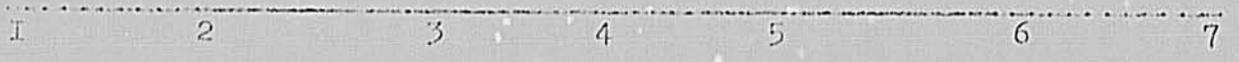
14. Si vous avez participé au séminaire de Yaoundé, indiquez sur l'échelle suivante numérotée de 1 à 7, le chiffre qui reflète le mieux votre réaction globale à ce séminaire.



Le séminaire à Yaoundé n'aurait pas pu être pire

Le séminaire à Yaoundé n'aurait pas pu être plus satisfaisant

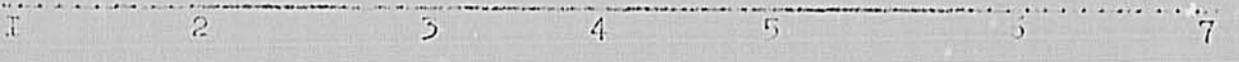
15. Si vous avez participé au séminaire de Yaoundé, indiquez (sur l'échelle semblable à la précédente) la mesure dans laquelle vous pensez avoir atteint les objectifs personnels que vous étiez fixés :



Objectifs pas du tout atteints

Objectifs complètement atteints

16. Indiquez (sur l'échelle semblable à la précédente) la mesure dans laquelle vous avez utilisé les connaissances acquises au séminaire à Yaoundé :



Connaissances acquises pas du tout utilisées

Connaissances acquises complètement utilisées

17. Depuis le séminaire à Yaoundé avez-vous eu l'occasion de former d'autres personnes au management des projets ?

- Oui _____
- Non _____

18. Si oui, est-ce que ce séminaire de Yaoundé vous a aidé à accomplir cette tâche ? (à former d'autres personnes)

Dans une grande mesure _____
 Partiellement _____
 peu _____
 pas du tout _____

19. Êtes-vous maintenant (depuis le séminaire à Yaoundé) cadre pour la gestion d'un projet ?

Oui _____
 Non _____

21. Si oui, décrivez le changement :

Accroissement de vos responsabilités de contrôle _____
 Augmentation de travail analytique _____
 Augmentation dans l'enseignement des autres _____
 Augmentation des prises de décisions _____
 Augmentation des contacts avec l'extérieur _____
 (experts, banques, entreprises commerciales) _____
 Autres (spécifiez) _____

22. Si amélioration _____ expliquez : _____

23. Indiquez dans quelle proportion (%) de votre travail quotidien vous avez utilisé ;

	0%	25%	50%	75%	100%
Ordonnancement - FORT	_____	_____	_____	_____	_____
Ordonnancement - CANTT	_____	_____	_____	_____	_____
Analyse - critères financiers	_____	_____	_____	_____	_____
Analyse - coûts: avantages	_____	_____	_____	_____	_____
Génération d'un projet	_____	_____	_____	_____	_____
Méthodologie d'un projet (3 phases)	_____	_____	_____	_____	_____
Etude approfondie d'un projet	_____	_____	_____	_____	_____
Collection de données	_____	_____	_____	_____	_____
Prévisions	_____	_____	_____	_____	_____
Comptabilité	_____	_____	_____	_____	_____
Point Mort;	_____	_____	_____	_____	_____
Prise de décision en groupe	_____	_____	_____	_____	_____
Résolution de problèmes en groupe	_____	_____	_____	_____	_____
Esprit d'équipe	_____	_____	_____	_____	_____
Techniques de communications	_____	_____	_____	_____	_____

24. Indiquez pour les connaissances acquises au séminaire de Yaoundé le niveau de compétence :

	Je ne puis pas le faire	Je puis le faire	Je puis le faire bien
Ordonnement - PERT.....
Ordonnement - GANTT.....
Analyse - critères financiers.....
Analyse - coûts/avantages.....
Génération d'un projet (3 phases).....
Etudes approfondie d'un projet.....
Collection de données.....
Prévisions.....
Comptabilité.....
Point mort.....
Prise de décision en groupe.....
Résolution de Problèmes en groupes.....
Esprit d'Equipe.....
Problèmes de Communications.....

25. Indiquez pour les connaissances conceptuelles enseignées à Yaoundé, le niveau de compréhension que vous pensez avoir atteint ?

	0%	25%	50%	75%	100%
Economie de développement.....
Planification et programmation Natio.....
Méthodologie des Projets (8 phases).....
Problèmes humains dans le travail en groupe.....

26. Indiquez pour les techniques enseignées à Yaoundé, le niveau de compétence dans leur application que vous pensez avoir atteint ?

	0%	25%	50%	75%	100%
Statistiques et probabilités.....
Collection de données.....
Techniques d'actualisation.....
Prévisions.....
Comptabilité.....
Analyse du point mort.....
Critères Financiers.....
Analyses coûts-avantages.....
GANTT.....
PERT.....

27. Quel a été le problème principal de ré-adaptation à votre environnement de gestion de projets que vous avez rencontré après Yaoundé ?

.....

.....

.....

.....

.....

28. En essayant d'appliquer la méthodologie et les techniques enseignées à Yaoundé, quelles ont été les principales difficultés pratiques que vous avez rencontrées ?

.....

29. Dans votre position actuelle quelle est la phase de management du projet dans laquelle vous êtes le plus impliqué ?

- | | |
|-----------------------|-------|
| 1 Conception | ..... |
| 2 Analyse | ..... |
| 3 Evaluation | ..... |
| 4 Prise de décision | ..... |
| 5 Planification | ..... |
| 6 Mise en application | ..... |
| 7 Contrôle | ..... |

30. Dans quelles phases de management d'un projet avez-vous trouvé que les techniques et aptitudes acquises à Yaoundé vous ont été le plus utile ?

- | | |
|---------------------|-------|
| Analyse/ conception | ..... |
| Evaluation | ..... |
| Prise de décision | ..... |
| Planification | ..... |
| Mise en application | ..... |
| Contrôle | ..... |

31. Notifiez votre niveau d'aptitudes dans les sujets appris à Yaoundé :

- | | |
|--|-------|
| Je puis traduire ces aptitudes en pratique facilement (je puis les enseigner aux autres) | ..... |
| Je puis traduire ces aptitudes en pratique facilement (je peux les appliquer dans mon travail quotidien) | ..... |
| Je puis traduire ces aptitudes en pratique (avec l'aide de notes ou de manuels) | ..... |
| Je ne puis pas traduire ces aptitudes en pratique (bien que j'en ai une connaissance théorique) | ..... |
| Je ne puis pas traduire ces aptitudes en pratique | ..... |

32. Estimez le niveau de vos aptitudes présentes dans certains des sujets qui seront abordés au cours du séminaire de Bangui en analyse financière :

	<u>Je puis le faire</u>	<u>Je ne puis pas le faire</u>	<u>Je puis le faire bien</u>
- Etablir un bilan
- Etablir un compte de P/R
- Etablir un compte d'exploitation
- Etablir un tableau d'origine et d'utilisation des fonds
- Faire une analyse de bilan
- Faire une analyse de CF financier
- Faire une analyse de ratios
- Faire une analyse de coûts
- Evaluer le placement financier
- Faire de la planification budgétaire

33. Estimez le niveau de vos aptitudes présentes dans certains des sujets qui seront abordés au cours du séminaire de Bangui en analyse économique :

	<u>Je puis le faire</u>	<u>Je ne puis pas le faire</u>	<u>Je puis le faire bien</u>
Analyser les effets directs et indirects d'un projet.....
Analyser les coûts et avantages économique d'un projet....
Faire une analyse de risque...
Faire une étude coûts-avantages

34. Avez-vous retiré un bénéfice de la littérature reçue à Yaoundé

- Je ne m'y suis jamais référé
- Je la lis de temps en temps
- je l'ai communiqué à mes supérieurs
- " " " à mes subordonnés
- " " " à mes collègues
- " " " à mes amis
- " " " à d'autres services

Je m'en suis référé souvent pour guider mon travail quotidien

35. Veuillez décrire les effets positifs que vous avez pu introduire dans vos activités, sur la base de l'expérience vécue à Yaoundé.

QUESTIONNAIRE - POST-SEMINAIRE

BANGUI, JANVIER 1973

1.-Que pensez-vous de la durée du Séminaire ?

Trop courte

Convenable

Trop longue

2.-Indiquez le pourcentage approximatif des activités du Séminaire auxquelles vous avez participé.

Toutes (100%)

Grande majorité

Environ la moitié

Peu

3.-Le nombre de participants était :

Trop bas

Convenable

Trop élevé

4.-A votre avis dans ce Séminaire, quelle a été la proportion "aspect Théorique / aspect pratique" ?

ThéoriquePratique

100

0

75

25

50

50

25

75

0

100

5.-Pensez-vous que ce Séminaire que vous venez de terminer vous sera utile dans le cadre de vos activités professionnelles actuelles ?

Très utile

Utile

Peu utile

6.- Quel pourcentage de ce qui vous a été enseigné pendant ce Séminaire pensez-vous être directement applicable à vos activités actuelles ?

La totalité _____

Une grande partie _____

Environ la moitié _____

Peu _____

Très peu _____

7.- Pensez-vous que le Séminaire vous a été utile et profitable ?

Pas du tout _____

Dans la partie "analyse financière" _____

Dans la partie "analyse économique" _____

Dans la totalité _____

8.- Cette partie "analyse financière" avait, entre autres, certains des objectifs suivants. Dans quelle mesure pensez-vous qu'ils ont été atteints?

	Dans une grande mesure	Partiellement	Très peu ou pas du tout
• acquérir des connaissances pratiques comptables dans les domaines suivants :			
-tableau d'exploitation général			
-Bilan			
-Tableau d'origine et d'affectation des fonds			
-Notion d'amortissement			
• identifier et mesurer divers types de cash-flows			
• Être capable de faire une analyse de ratios			
• obtenir une connaissance conceptuelle du problème d'identification et de réduction des coûts, permettant au-moins un début d'action pratique dans ce domaine			
• connaître et être capable de calculer et d'appliquer les différents critères d'investissement lors de l'évaluation des projets			
• assimiler les éléments de Planification budgétaire			

9.- Cette partie "analyse économique" avait, entre autres, certains des objectifs suivants. Dans quelle mesure pensez-vous qu'ils ont été atteints ?

	Dans une <u>grande mesure</u>	Partielle- <u>ment</u>	Très peu ou <u>pas du tout</u>
• comprendre les raisons qui justifient l'analyse avantages-coûts
• être capable d'identifier et de mesurer les éléments spécifiques à l'analyse financière d'une part à l'analyse économique d'autre part
• comprendre et pouvoir utiliser, si nécessaire, les prix de références
• être sensibilisé aux techniques d'identification et de mesurer des effets directs et indirects d'un projet
• obtenir une connaissance superficielle des méthodes de calcul de l'ONUDI, et de l'OCDE,
• connaître les éléments nécessaires à la communication entre le Centre et la Périphérie dans la gestion des projets
• atteindre un niveau de connaissance tel qu'il permette d'appliquer les techniques de Gittinger l'analyse des projets en Agriculture, dans une optique managériale
• acquérir des éléments des techniques de sensibilité et d'analyse du risque
• être capables en réunion d'experts de se livrer à un examen critique d'un dossier d'analyse financière et économique

10.- Sélectionnez un des qualificatifs de chaque colonne pour la façon dont les différents blocs - sujets ont été traités :

10.- a) Sujets caractéristiques de gestion et informations financière:

- résultat d'exploitation - résultat net (bénéfice) - tableau d'origine et d'affectation des fonds - cash-flows - amortissement

Trop élémentaire_____	trop théorique_____	trop rapide_____
trop avancé_____	trop pratique_____	trop lent_____
Convenable_____	Convenable_____	Convenable_____

10.- b) Techniques d'Analyse Financière: analyse des ratios et des coûts - réduction des coûts - évaluation des projets d'investissement - critères d'investissement - planification budgétaire.

trop élémentaire_____	trop théorique_____	trop rapide_____
trop avancé_____	trop pratique_____	trop lent_____
convenable_____	convenable_____	convenable_____

- c) Analyse économique (avantages-coûts) et gestion:

- comparaison des analyses économiques et financière - justification de l'analyse avantages-coûts-effets directs et indirects des projets

Trop élémentaire_____	trop théorique_____	trop rapide_____
trop avancé_____	trop pratique_____	trop lent_____
Convenable_____	convenable_____	convenable_____

10.- d) Techniques de base en analyse avantage-coût:

- analyse économique de projets en agriculture
- comparaison des diverses approches (ONUDI, OCDE) - analyse du risque.

Trop élémentaire_____	trop Théorique_____	trop rapide_____
trop avancé_____	trop pratique_____	trop lent_____
Convenable_____	Convenable_____	Convenable_____

Estimez le niveau de vos aptitudes présentes dans certains des sujets qui furent abordés au cours du séminaire de Bangui en analyse financière :

	Je puis le faire	je ne puis pas le faire	je puis le faire bien
• Etablir un bilan
• Etablir un compte d'exploita- tion
• Etablir un tableau d'origine et d'utilisation des fonds
• faire une analyse de bilan
• faire une analyse de cashflows financiers
• faire une analyse de ratios
• faire une analyse des coûts
• Evaluer un investissement financier
• faire de la planification budgétaire

12.- Estimez le niveau de vos aptitudes présentes dans certain des sujets qui furent abordés au cours du séminaire de Bangui en analyse économique :

	Je puis le faire	je ne puis pas le faire	je puis le faire bien
• Analyser les effets directs et indirects d'un projet
• Analyser les coûts et avantages économiques d'un projet
• Faire une analyse de risque
• Faire une étude avantages-coûts

13.- Mettez une croix dans les quatre cases qui d'après vous décrivent le mieux le Séminaire de Bangui dans son entièreté :

Instructif	.....
Valable	.....
Distrayant	.....
Un échec	.....
Pertinent	.....
Approprié	.....
Utile	.....
Pratique	.....
Ennuyeux	.....
Perte de temps	.....
Dépassé	.....
Bénéfique	.....
Coûteux	.....
Traditionnel	.....
Adapte aux besoins	.....
Théorique	.....
Un Succès	.....
Nécessaire	.....
Innovatif	.....
Partie de plaisir	.....

14.- Faites une estimation de votre niveau général d'aptitudes dans les sujets appris à Bangui :

Je puis traduire ces aptitudes en pratique facilement _____

Je puis traduire ces aptitudes en pratique _____

Je puis traduire ces aptitudes en pratiques
mais avec difficulté _____

Je ne puis pas traduire ces aptitudes en pratique _____

15.- Indiquez sur l'échelle suivante numérotée de 1 à 7, le chiffre qui reflète le mieux votre réaction globale au séminaire de Bangui :

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Le séminaire de Bangui
n'aurait pas pu être pire

Le séminaire de Bangui
n'aurait pas pu être plus
satisfaisant.

16.- Indiquez, (sur l'échelle semblable à la précédente) la mesure dans laquelle vous pensez avoir atteint les objectifs personnels que vous vous étiez fixés :

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Objectifs pas du tout
atteints

Objectifs complètement
atteints

17.- Le recueil de livres d'articles et de documentation qui vous a été distribué au séminaire à Bangui vous a été :

Très utile _____

Utile _____

Peu utile _____

Pas utile _____

18.- La quantité de travail requise pendant le séminaire a été :

Trop élevée _____

Convenable _____

Pas assez élevé _____

19.- avez-vous rencontré des problèmes logistiques ou sociaux que vous estimez nécessaire de porter à l'attention des organisateurs de ce séminaire ?

Si oui, veuillez décrire ces problèmes ?.

.....

.....

.....

.....

.....

20.- Le matériel distribué était-il :

- plus qu'adéquat
- adéquat
- à peine adéquat
- inadéquat

21.- Quels seraient les sujets liés à vos occupations journalières que vous aimeriez voir traiter au cours de futurs séminaires de spécialisation ?

.....

.....

.....

.....

22.- Quel est le problème principal que vous prévoyez pour transmettre les connaissances acquises à ce Séminaire ?.

.....

.....

.....

.....

23.- Quel aura été pour vous l'aspect le plus positif du Séminaire ?

.....

.....

.....

.....

24.- Quel aura été pour vous l'aspect le plus négatif du Séminaire ?

.....
.....
.....

25.- Quels sont vos idées, suggestions, remarques ou critiques au sujet du Séminaire ?

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26.- En particulier, quelles seraient vos suggestions au sujet du choix des références bibliographiques ? (livres, articles, extraits de livres, syllabus, autres....)

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27.- Pensez-vous que pour obtenir le meilleur déroulement et la meilleure efficacité possibles d'un tel Séminaire, il faudrait qu'il soit :

Résidentiel

Non-résidentiel

Pourquoi?

.....
.....

28.- Avez-vous eu personnellement au cours du Séminaire suffisamment de possibilité d'exprimer vos opinions et d'obtenir des réponses à vos questions ?

Oui

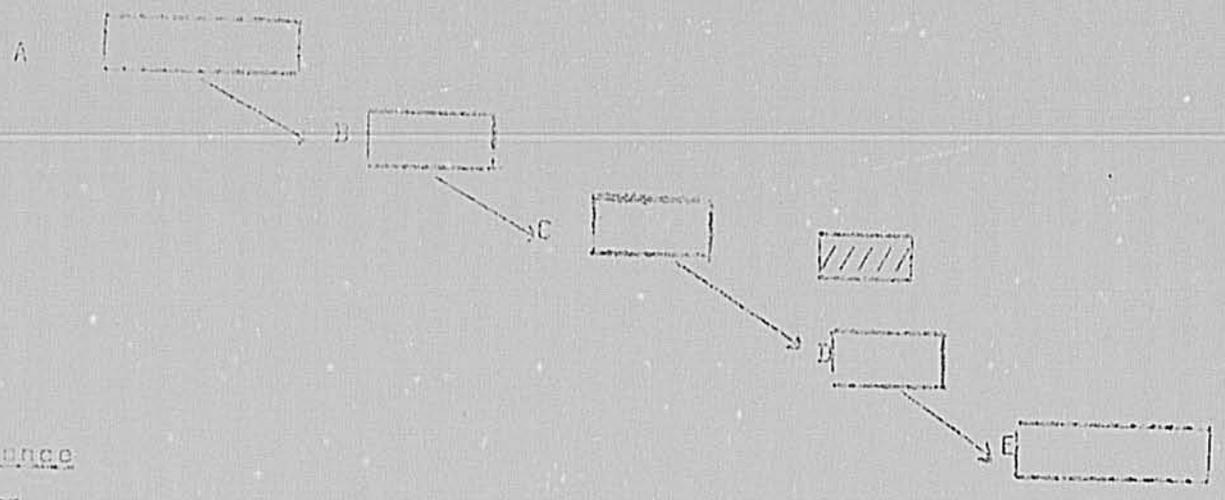
Non

Commentez (si vous le désirez).....

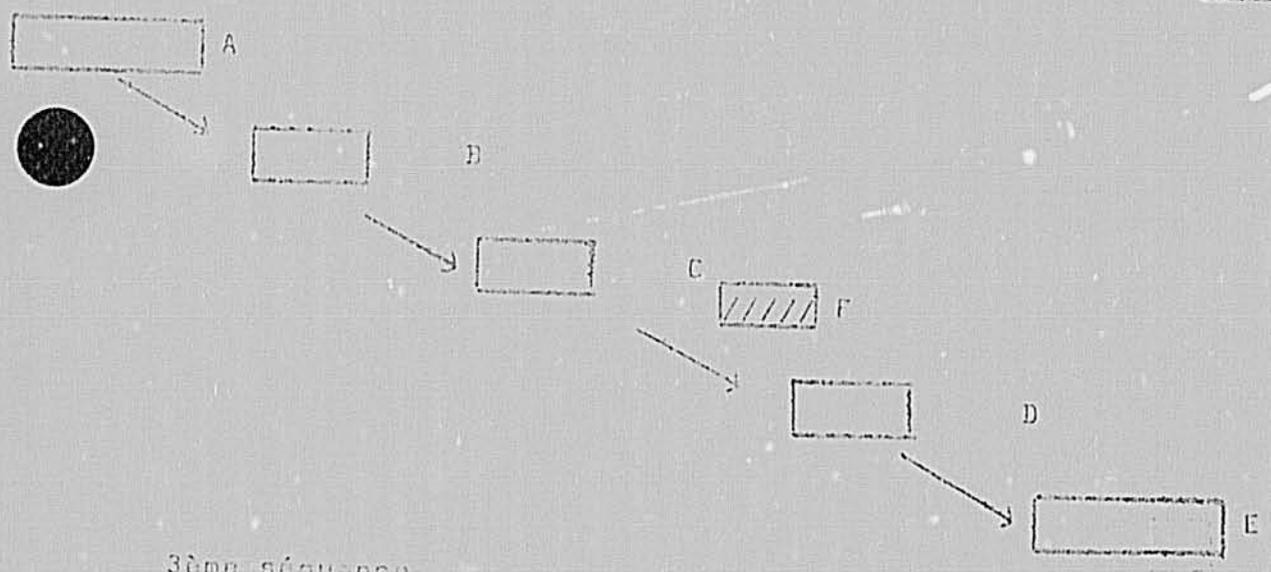
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29.- Commentez le Plan et le contenu des séminaires ci-dessous tels qu'ils vous furent présentés pendant le séminaire :

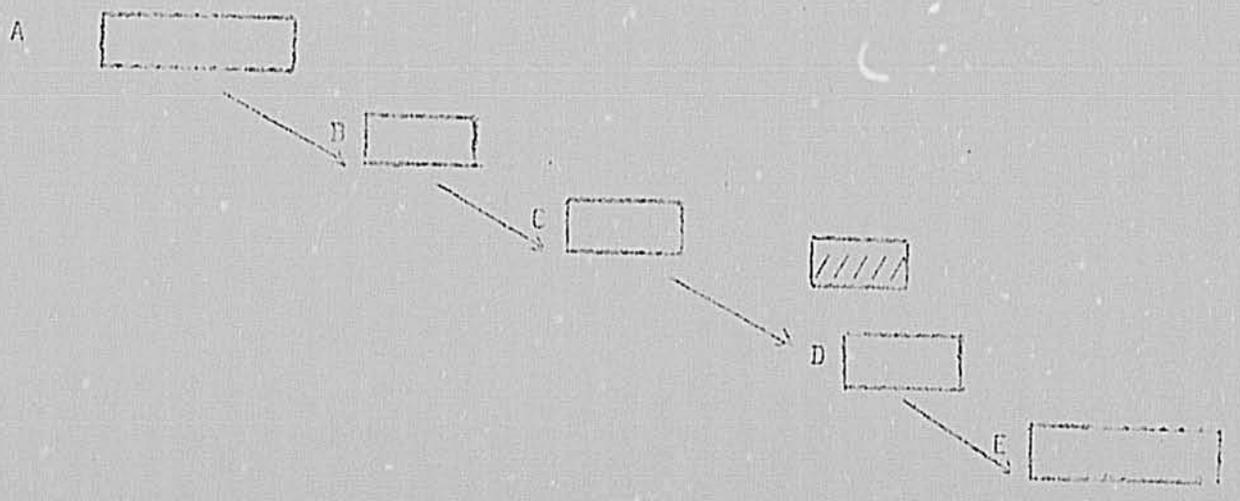
1ère séquence



2ème séquence



3ème séquence



29. - suite

- A: Séminaire d'introduction générale (type Yaoundé)
durée 6 semaines / 40 participants
- B: Séminaire de spécialisation / Analyse financière et économique
durée 2 semaines / 20 participants
- C: Séminaire de spécialisation / Collection de données, études de
marchés, techniques d'ordonnement
durée 2 semaines / 20 participants.
- D: Séminaire de spécialisation / probabilités et statistiques,
simulation, analyse de risque
durée 2 semaines / 20 participants
- E: Séminaire / application de l'ensemble des techniques à l'examen
approfondi d'un sujet
durée 3 à 4 semaines / 40 participants
- F: Week -end d'information pour responsables politiques

Reponse:

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BUDGET FOR BANGUI SEMINAR

(in \$U.S.)

	<u>Estimated</u>	<u>Actual</u>
<u>Travel</u>		
(2 experts and 16 participants)	\$ 7,300	\$ 4,240*
(1 expert to make preparatory arrangements on Africa)	1,500	1,500*
<u>Per Diem</u>		
(2 experts and 20 participants)	6,300	2,608
<u>Materials and Supplies</u>	200	185
<u>Printing</u>	250	123
<u>Miscellaneous</u>	500	688
<u>Instructional Team Grant</u>	5,500	5,500
<u>Accommodations</u>		
(Cost borne by GOCAR)	2,000	2,000*
<u>Local Transportation</u>		
(Cost borne by GOCAR)	100	50*
<u>Preparatory Work in U.S.</u>		
(Cost borne by TA/DA Contract)	4,200	4,200*
	<u>\$27,850</u>	<u>\$21,094</u>

Sources:

AID/AFR	\$15,500
	5,500
	<u>\$21,000</u>
AID/TA	4,200
GOCAR	2,000
	<u>\$27,200</u>

* Still estimated
as of Jan 26, 1973

Syllabus For the
Seminar on Financial Analysis
and Cost-Benefits in Project Management

First Week - Financial Analysis and Project Management

- 1st Day - Official opening ceremonies for the seminar
 - Introduction to the content and administrative arrangements for the seminar
 - Pre-seminar questionnaire
 - Distribution of cases to the study groups
 (a) Basic characteristics of management and financial information
 - Gross returns - added value - operational returns - net income
 - Operational statements
 - Balance sheets
- 2nd Day - Allotments and Allocations
 - Kinds of cash-flows
 - Amortization
- 3rd Day - (b) Techniques of Financial Analysis
 - Analysis of ratios
 - Analysis of costs
 - Cost-reduction techniques
- 4th Day - Evaluation of project investments
 - Comparison of criteria for investments
 - Elements for budgetary planning
- 5th Day - In-depth study of financial analyses of various agricultural projects made by the IBRD

Second Week - Economic Analysis (Cost-Benefits) and Project Management

- 1st Day - (a) Basic Concepts
 - Comparison of financial analysis and economic analysis
 - Justification for a cost-benefit study
 - Direct and indirect effects of projects
 - The Bhakra-Nangal project: a case-study
- 2nd Day - (b) Basic Techniques for a Cost-Benefit Study
 - Economic analysis of agriculture projects (Gittinger, Chaps. 2, 3, 4)
- 3rd Day - (Same - Chaps. 4, 5)
- 4th Day - (Same - Chaps. 7, 8)
 - Comparison of OECD and UNIDO approaches
 - Elements of risk analysis

- 5th Day - Study group reports
 - Post-seminar evaluation

NOTE: A. As at the Yaounde Seminar, the emphasis will be on the practical use of financial analysis techniques and cost-benefit techniques not only for the purpose of making analyses, but to show how these fit into the entire process of project management. With the exception of the first day of the second week, which is entirely reserved for lectures and discussion, the program is so conceived as to have about 25% of the time for lecture-discussions and the rest for exercises, practical problem-solving, case-studies and critiques. The hoped-for aim of the seminar is to develop the participants' ability to apply the various techniques taught in actual projects - in addition to their gaining a conceptual understanding of financial and economic analyses in project management.

B. Two especially-prepared cases will be distributed to two sub-groups of the participants who will be working on them in the evenings. On the seminar's final day, they will be reported on to the entire group as follows:

1. One study-group will make its presentation on financial and economic analysis as if to obtain a decision.

2. One group will act as the decision-makers and accept or reject on the basis of the pros and cons of the financial and economic analyses.

C. The following reference works will be used:

- Helfert - Techniques of Financial Analysis
- Shillinglaw - Cost Accounting
- Rosignol and Perochon - Inventories, Bookkeeping and Accounting (Vol. 3)
- Edge - Practical Manual for the Analysis of Income From Project Investment
- N. Ternier - Introduction to Economic Computations
- Amner - Stock Management
- Johnson - Capital Budgeting
- Hirschman - Development Projects Observed
- Raj - An Economic Study of the Bhakra-Nangal Project
- Fouliquen - Introduction to Risk Analysis
- Gittinger - Economic Analysis of Agricultural Projects
- Gittinger - Compounding and Discounting Tables for Project Evaluation
- Various articles on cost-benefit analyses (a more detailed list will be distributed later)