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**FINAL REPORT**

**MANAGEMENT OF FINANCIAL RESOURCES**

Contract Number 677-0463-c-00-4554-00

*Submitted to*

**The United States Agency for International Development**

*Submitted by*

**The International Management Development Institute/Graduate School of Public  
and International Affairs  
University of Pittsburgh  
United States of America**

*Team Members*

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**Mr. Bruno Ribon  
Training-Consultant**

February 27, 1995

## **LIST OF ABBREVIATIONS**

- ATDM:** Chadian Association for Management
- ENASS:** Ecole Nationale des Agents Sanitaires et Sociaux
- IMDI:** International Management Development Institute
- MFR:** Management of Financial Resources
- NGO:** Non-Governmental Organization
- USAID:** United States Agency for International Development

## **FOREWORD**

The International Management Development Institute would like to express our gratitude to everyone who contributed to the success of all phases of this series of training program, and made our stay in Chad an enjoyable one.

We would like to recognize the American government, who financed this activity. Our thanks are also addressed to the different organizations who contributed to this effort:

- The Training Office of the United States Agency for International Development.
- Members of the Chadian Association for Management (ATDM).
- Representatives of the Ministries of Health, Agriculture and the Environment, Interior and Planning.

We would also like to recognize a number of individuals who contributed to the organization and execution of this series of training programs, as their efforts were invaluable:

### **USAID:**

- Mr. Samir Zoghby, General Development Officer
- Ms. Danielle Ivolso, Training Officer
- Ms. Hora-Bira Nambitingue, Private Sector Assistant

### **ATDM:**

- Mr. Mahamat Adjid Oumar, President
- Mr. Felix N'Douba Kamidjo, Program Coordinator and counterpart for this series of programs

The success of a training program depends on the organizers. The positive results could not have been achieved without the efforts put forward by the training team of the Training of Trainers Program, represented by:

- Mr Bruno Ribon, lead trainer
- Mr Kongar Le Balengar, Assistant Trainer
- Mr Mangaral, Assistant Trainer

As the result of the participation of the Chadian assistant trainers, the Institute is confident that they will be involved in the training process of similar programs in the future, using many of the techniques they used while working with Mr Ribon.

We would also like to thank all participants to the program who put out a lot of effort and enthusiasm during the two weeks of this program and the Ministry of the Interior.

The International Management Development Institute, through the presence of Mr. Philippe Gasquet and Mr. Markus Huet, was very happy to have worked on this series of programs and hope that their efforts will improve the management practices in the Chadian civil service, notably the different Ministries who were represented during this training program.

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## **I. EXECUTIVE SUMMARY**

During the summer of 1994, the International Management Development Institute (IMDI) entered into discussions with USAID/Chad concerning organizing and delivering a series of management training programs to be delivered before the end of the year. The final calendar for these activities included a needs assessment and four programs. The program topics included:

- Training of Trainers
- Project Development and Planning
- Financial Management
- Modern Management Techniques

With the impending closure of the USAID office in Chad, the Mission put emphasis on collaborating with local trainers during each program. This was done with the hopes that these local trainers would be able to deliver the same types of training programs in the future.

To meet this goal, the Institute identified a newly formed nongovernmental organization to collaborate with: the Association Tchadienne Pour le Développement du Management (ATDM). The ATDM is a nongovernment organization that was created to promote management in the public sector. Its membership includes public and private sector managers who had been trained in the United States, or had been trained in Chad by representatives of U.S. training institutions. The Association would assist IMDI in identifying local trainers, arranging for an appropriate training center to conduct the training and identifying providers for various logistical aspects for all four programs.

The seminar on Management of Financial Resources was composed of the following topics:

- o Management of Financial Resources in the Municipal Sector: familiarizing participants with the vocabulary and techniques of various financial operations.
- o Financial Management in the Private Sector;
- o Cost-Benefit Analysis.

The overall objective was to train participants in using some of those techniques and tools in order to develop, execute and control government budgets, and to recover municipal taxes.

administered at the end of each day. The final evaluation permitted participants to assess the performance of the training team and potential impact of the program on their daily activities.

Some of the statistical results of the Final Evaluation are presented below:

- 79% of the participants rated the quality of the program to be superior; 21% indicated they were satisfied.
- 57% of the participants felt they had attained their objectives for attending the program, and 28.5% felt that most of their objectives had been met.
- 78.5% of the participants felt that the program would have a positive impact on their job performance in the future; 14.3% indicated they were unsure about the program's impact.

A broad range of comments were generated by questions in the final evaluation. After the program, many participants felt they:

- actualized their knowledge in the field of financial management;
- budgeting;
- had a better grasp of what financial tools could be used most effectively to manage municipalities

Some participants asked more information about topics related to:

- principles of management;
- establishment of twin cities agreement;
- management of human resources.

In the final evaluation, several participants expressed the desire for a follow-up evaluation, which would be used to organize and execute follow-up training programs. The Institute also evaluated the performance of the local trainers for each program.

The Institute was very pleased by the performance of the Association Tchadienne pour le Développement du Management. The motivation they put forth was impressive during all phases of this activity. The expertise they gained as they collaborated with IMDI will serve them well as they initiate other projects and activities with donor agencies and government ministries. The experience they gained will serve them well as they will collaborate other donor organizations and Ministries on future training activities.

## II. PROGRAM PREPARATION

### NEEDS ASSESSMENT

From July 29 to August 5, 1994, Mr. Martin Akpo-Esambe, Deputy Director of the International Management Development Institute, conducted a training needs assessment in Chad. He met with officials in the following institutions:

- US Agency for International Development (USAID/CHAD)
- Ministry of Agriculture and the Environment
- Ministry of Plan
- Ministry of Health
- Ministry of Interior
- The Mayor of N'Djaména's Office
- Association Tchadienne pour le Développement du Management (ATDM)

There were five issues that needed to be addressed during the visit. They included:

1. Training Needs. It was necessary for the Institute to learn of the specific training needs of the target audiences representing the three ministries. Although the AID Mission had worked with the ministries to establish the scope of work, priorities sometimes shift during the negotiation process that may impact the outcome of a program if appropriate adjustments are not made before the actual training takes place.
2. Schedules. Tentative dates had been indicated in the Request for Proposal (RFP), and the proposal that was submitted by the Institute. These dates were no longer feasible at the time the contract was signed. Therefore, a new schedule had to be determined for all four programs.
3. Participant Selection. IMDI needed to know if participants had been selected, in order to get a feel for their profile. This information was necessary to enable instructors to design training modules that are compatible with the level of participants.
4. Local Trainers. The roles of local trainers had to be clarified by the Mission. It was also hoped that time permitting, the process of identifying, interviewing and short-listing potential trainers could be initiated.
5. Logistics. The final goal was to look into logistics, including training sites, business center facilities, refreshments for breaks, opening and closing ceremonies, press coverage and transportation.

This program was slated to have 22 participants representing the Ministry of the Interior: 11 slots were reserved for Mayors and General Secretaries and 9 slots for Sub-Prefects who also serve as Mayors in their jurisdictions; and 2 staff members from the central administration personnel who work with the Mayors' offices.

This particular seminar was timely as a law was passed recently to grant financial autonomy to Mayors' offices. Special emphasis should be placed on what difficulties participants are encountering in implementing the new system and how to collect and transfer funds.

#### **UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT**

In July of 1991, USAID/Chad contracted with Labat-Anderson to conduct five in-country management seminars, who subcontracted to the Consortium for Development Management (CDM), which IMDI is a member. The Institute was responsible for the organization and execution of two of the five programs. IMDI handled all aspects of programs, including logistic support, preparation of course materials, organization and execution of course materials and preparation and distribution of final reports.

These programs were successful and the Mission was interesting in having additional training done under the same arrangements. The notable difference was USAID's desire to have IMDI engage local trainers to work with the senior trainer for each program. This would enable a certain amount of expertise concerning the program organization and content to remain after the program had ended. The Mission will close in 1995 and there was a desire to ensure sustainability in the future in the organization and execution of future training programs.

During the pre-program stage, USAID/Chad provide invaluable support to IMDI which greatly facilitate this process and contributed directly to the success of the training stage. The training office initiated using the ATDM as a collaborating partner, which would be continued by IMDI.

#### **ASSOCIATION TCHADIENNE POUR LE DEVELOPPEMENT DU MANAGEMENT**

To meet USAID's goal of sustainability for this series of training programs, the Institute decided to collaborate with a local non-government organization in the organizations of the training programs; the Association Tchadienne Pour le Développement du Management (ATDM). ATDM officially became an ONG on September 12, 1994. The organizing and executing this series of training programs would be their first task as an official organization. A copy of ATDM's letter establishing them as a nongovernmental organization is included as Appendix A.

In the pre-needs assessment phase, the ATDM was engaged by USAID to serve as liaison between the Ministries of Health, Agriculture and the Environment, Planning and Interior. Discussions began concerning program content and who would attend the programs from each Ministry, and the groundwork was laid for the needs assessment and the arrival of Mr. Martin Akpo-Esambe of IMDI.

During the needs assessment, lengthy discussions were held with the executive board of the Chadian Association of Management Development (ATDM) to assess their capacity to provide assistant trainers and handle other logistics needs of all the programs. At the time of the Needs Assessment, the Association was in the process of being granted the status of a Non-Governmental Organization (NGO). A tentative agreement was therefore reached with them to identify potential assistant trainers and taking care of program logistics.

The Association was able to arrange a full schedule for Mr. Akpo-Esambe during his visit. He was also provided an initial set of C.V.s for potential local instructors to be reviewed by USAID and IMDI. Additional C.V.s were sent by Express Mail and complimented those brought back after the needs assessment.

Mr. Felix N'Douba Kamidjo, ATDM Program Coordinator was designated to serve a counterpart with the Institute team in organizing and delivering the Training of Trainers program. During the needs assessment phase, it was decided that ATDM would be responsible for the following tasks:

- selection of local trainers to work with the lead trainers during the programs;
- confirmation of arrangements for the use of the Ecole Nationale des Agents Sanitaires et Sociaux (ENASS) training center for all four programs; and
- periodic contact with the target Ministries for the four training programs between the needs assessment and the arrival of the IMDI team in early November to insure that official correspondences will be sent out and arrangements made for participants to be available to attend the designated program.

During the needs assessment phase, the ATDM identified several potential local trainers and transmitted the candidates' C.V.s to IMDI. The Institute narrowed the list to 5 candidates per program and the Association made the final decision hiring three co-trainers for the seminar on the Management of Financial Resources.

ATDM identified a training center for the running of the programs: Ecole Nationale des Agents Sanitaires et Sociaux (ENASS). This training center is managed by the Ministry of Health to train personnel from their N'Djaména offices and from the regions. There are a number of rooms available that can hold more than 30 participants, and a number of smaller rooms that could be used for group work. Each room was equipped with tables,

chairs and a blackboard. The Association made the arrangement for the use of the training center.

The ATDM also maintained constant contact with USAID and the Ministries in discussing program dates and securing updated participants lists before the Institute team arrived in N'Djaména.

### **Logistics**

The efficiency of the logistical arrangement contributed greatly to the success of the program. All training materials transported from Pittsburgh arrived without incident. The needs assessment phase of the program enabled IMDI to solidify the schedule for the program, make arrangements for local transportation for the training team and contracting for food services with a local restaurant.

The training room at ENASS was very suitable for the programs. Ventilation was adequate and heat was not a factor for much of the day as it was the "cold" season in Chad.

The electricity was constant, which enabled the training team make use of overhead transparencies. Several room were available, which enabled participants to break up into small groups and work on a variety of exercises.

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

### **Program materials**

IMDI prepared and gathered the training material concerning the seminars' themes. Thus, each participant to the seminar on Project Design and Planning received the following material:

- ‡ "Notes de Cours." This manual was prepared by IMDI and dealt with: the seminar's general objectives, the methodology, the schedule, and elements at the base of a action plan for the transfer.
- ‡ "Analyse Financière et Rentabilité des Investissements". This manual was developed by the Institute.

In an attempt to tailor the program as much as possible to the Chadian situation, and accommodate changes in the program design, numerous handouts were prepared in Chad during the week of in-country preparation and during the program.

These materials, which included exercises and studies, were photocopied and distributed to participants.

**Training Team**

To execute this seminar, the Institute selected M Bruno Ribon PhD, training consultant with the University of Pittsburgh. The ATDM selected the following local trainers:

- Mr Mangaral, Directeur de l'Ecole Nationale d'Administration;
- Mr Le Balengar, Chief Financial & Administrative Division, Adviser in Economic Affairs - DRHFRP.

### **III. PROGRAM IMPLEMENTATION**

#### **ORGANIZATION**

The seminar on the management of Financial Resources was held from December 5 until December 16, 1994.

The seminar on the Management of Financial Resources was one in the series of four training programs offered by the International Management Development Institute (IMDI), in collaboration with the Association Tchadienne pour le Développement du Management, financed by the United States Agency for International Development.

The training day would start at 8:00 a.m. and end at 2:45 p.m. One 30-minute break would be taken between 11:00 and 11:30, and a 15-minute break would be taken between 1:00 p.m. and 1:15 p.m. This schedule would be observed Monday through Saturday. On Friday the morning session would end at 12:30, with the afternoon session starting at 2:45 p.m. and running until 4:00 p.m. This break provided participants the time to go to and return from the Mosque. A Calendar is included as Appendix B.

The closing ceremony was presided over by the U.S. Ambassador to Chad and the National Director for the Ministry of Interior. Other guests included Mr Mahamat Adjid Oumar, President of ATDM and Mr Philippe Gasquet, Regional Manager for Francophone Africa at IMDI. During the closing ceremony certificates were presented to the participants.

#### **PARTICIPANTS**

The 22 participants to the program were selected as a result of consultations between officials in the USAID Mission in N'Djaména and Chadian ministry officials. Only 14 people attended the seminar as nominations involved all people within the targeted departments. Subsequently, those departments decided a few people would not attend to ensure the continuous flow of business in the office. The participants in the MRF program represented various divisions in the Ministry of the Interior. A participant roster is included as Appendix A.

#### **MANAGEMENT OF FINANCIAL RESOURCES PROGRAM**

The MRF program contained the following modules:

- **MANAGEMENT OF MUNICIPAL FINANCIAL RESOURCES**

- FINANCIAL MANAGEMENT OF PRIVATE COMPANIES
- COST-BENEFIT ANALYSIS

## OBJECTIVES

The objectives to be met by the end of the program by participants of the Management of Financial Resources Program included the following:

- Familiarize participants with the vocabulary and techniques of various financial operations, including Municipal Financing, Private Sector financing and the cost-benefit analysis;
- Train them in using those techniques to develop, execute and control government budgets, and to recover municipal taxes.

Fundamental concepts, per module, were:

- **MANAGEMENT OF MUNICIPAL FINANCIAL RESOURCES:**
  - Comparison of various budgets used in the state, private sector and project;
  - classical and modern public finances;
  - ZBB, PPBS;
  - Structural Adjustment Policies;
  - Municipal taxes: recovery, revenue projections
- **FINANCIAL MANAGEMENT OF PRIVATE SECTOR ORGANIZATIONS:**
  - Ratios, financial analysis
  - Accounting for the private sector
- **COST-BENEFIT ANALYSIS:**
  - Cash flow, actual value,
  - Discount rates
  - Internal Rate of Return

## PROGRAM METHODOLOGY

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

1. Brief presentations of concepts methods and examples by the lead trainer and discussions with participants.

2. Structured group exercises to assist participants in bridging the gap between theory and reality. Each group would number from five to eight participants
3. Debriefing and discussions after the completion of exercises and at the end of a topic to allow participants to ask various questions.
4. Synthesis and verification by the lead trainer of the information transferred to participants.

### **Workshop Implementation**

The report in French includes a brief assessment of training sessions by the instructor.

#### IV. SEMINAR'S RESULTS

Two types of evaluation were carried out. The "Daily Temperature" was administered at the end of each day. After the final class, a final evaluation was administered. The program received high ratings from the participants.

##### Daily Temperature

The daily evaluation or "Daily Temperature" was administered at the end of each day. Participants were asked to respond to one single question: *How did you feel about today's class?* The five choices as responses included: *Extremely Satisfied, Satisfied, Somewhat Satisfied, A Little Satisfied* and *Not At All Satisfied*. The responses on a quantitative scale range from 1 = *Not At All Satisfied*, to 5 = *Extremely Satisfied*. A sample of the Daily Temperature questionnaire and evaluation results is attached as Appendix D. The average daily temperature for the first week was 3.95, while the temperature for week two was 3.74.

This information was used to supplement the information derived from the final evaluation. In addition, the *Daily Temperature* also provided the IMDI/ATDM team with up-to-date information concerning participant mood towards the program. Globally, participants were not receptive to activities that included math or called on logic. The daily temperature dropped on days when participants had to deal with technical subject matters, as these were not a favorite.

##### Final Evaluation

The final evaluation provided participants with an opportunity to assess the overall program. It also gave participants the opportunity to express their views on the strengths and weaknesses of the program, as well as provide the Institute with input concerning the design and execution of future programs. A copy of the final evaluation form is included as Appendix C.

The main problem with this seminar was the discrepancy between the seminar's content and the participants' expectations. It appears that most did not know the subject matter of seminar they were to attend. While participants acknowledged the importance of the various themes debated, there was a sense that these tools and techniques were not relevant in the present municipal context of Chad. The lead instructor made a serious effort to reach out at the participants but felt the overall objective of the seminar was to far removed from the participants' expectations.

**Transfer of training**

IMDI, as a training institute, is also concerned by the impact that the various seminars it organizes can have on the participants' professional performance. Thus, participants were asked to think about the transfer of tools and techniques discussed during the course of the workshop. At the beginning of the seminar, each participant received a notebook presenting the various tasks required in order to prepare an action plan for transfer. The overall goal for this action plan is to respond to the participant's training expectations expressed at the beginning of the training session.

## **V. LESSONS LEARNED**

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

The needs assessment greatly contributed to the success of the four programs. This enabled the Institute to ascertain participants' needs for the programs thus allowing the training team to tailor the programs to meet the expectations expressed by Ministry officials and the USAID Training Office. The needs assessment also permitted the training team to explore several training sites and to work closely with the Association Tchadienne pour le Developpement du Management in choosing local trainers for all three programs, identifying a training center for all four programs and resolving all logistical issues

The lead trainer began working directly with the three local trainers a few days before a program started to determine when they would be involved the training process. Two of the three trainers had some training experience, while the third was clearly a beginner. This made their insertion as trainers difficult.

The assistant trainers were also responsible for responding to questions posed by participants during groups work. This was occasionally counterproductive as local trainers would support the views of their groups over those of the lead trainer. The same thing would happen during classroom discussion, which then appeared that the lead trainer and local trainers were not in agreement, which would facilitate unnecessary discussion and take time away from the task at hand.

The Association Tchadienne pour le Developpement du Management did a fine job in collaborating with the International Management Development Institute. Their efforts facilitating logistics allowed the training team to concentrate on program delivery. Considering the relative youth of ATDM, they did a commendable job in collaborating both with USAID and IMDI.

## **RECOMMENDATIONS**

The recommendations for future programs are broken down in the following areas: Needs Assessment, Program Preparation, and Post Program.

### **Needs Assessment**

- Request that the Ministries compile their participant list **before** the needs assessment team arrives. This will allow the needs assessment team the opportunity to meet with potential participants and learn more about their strengths and weaknesses vis-a-vis program content.
- Determine a "firm" calendar for the training program.
- Allow the Association to play a more prominent role, particularly after the needs assessment team returns to Pittsburgh, in performing follow-up with the target ministries.
- Identify local trainers during this stage, and conduct extensive interviews with them to determine their strengths and weaknesses.

### **Program Preparation**

- Have the training team meet some officials within each ministry targeted by the program thus allowing them to better assess the ministry's needs.
- Allow for the local training team a week-long "Training of Trainers" program to work on training techniques. Lead trainer need to be provided with 2-3 days of preparation to work with the local trainer and determine their various responsibilities.

### **Post Program**

- To insure the viability of past and future programs, it is recommended that an evaluation is done six to nine months later of program participants. The information collected will provide the Mission insight on the effectiveness of the program on the daily work of participants, and insight on the design of future programs with similar content. This information could be used to organize a week-long seminar on project management for these participants, with an emphasis on strategic planning.
- Finance an in-country training program and engage the local consultants as lead trainers, using the lead trainer from this program as an mentor for the program.

For all phases of the training program, it is strongly recommended that ATDM be utilized as the local collaborating organization.

## **APPENDIX**

- A. LIST of PARTICIPANTS**
  
- B. DAILY CALENDAR**
  
- C. PROGRAM EVALUATIONS**
  
- D. INSTRUCTORS' EVALUATIONS**
  
- E. TEAM PERSONNEL**

**APPENDIX 1**  
**PARTICIPANTS' LIST**

**MANAGEMENT of FINANCIAL RESOURCES**

5 -16 DECEMBER 1994

1) ABDEL-AZIZ DAMBAO	
2) ABDOULAYE HAFFANDINE	
3) AHMED KOCHI OUMAR	
4) MBAILAOU BERAL MOISE	
5) MOUNDA DJORBAYE JOSEPHINE	
6) NGARTOLOUM BIMIAN	
7) GUILO GALAPNA	
8) SOULEYMANE BOLOM	
9) ZOUA DAVID	
10) ALLARANGUE DJIMADOUM	
11) OUSMAN GUEME AHMAT	
12) Mme VIRGO NGARBAROUM	
13) BOURKOU KABO	
14) ABDOULAYE WASSALI	
15) MANKASSIA TCHERE BAM	

**TRAINERS**

NAMES	SERVICE
MANGARAL	Ecole Nationale d'Administration
KONGAR LE BALENGAR	DRHFRP - B.P. 624 N'Djamena TCHAD

**APPENDIX 2**  
**DAILY CALENDAR**

The daily calendar was as follows:

Day	05 - 16 Dec 1994	05 - 16 Dec. 1994
<i>Monday</i>	08h00 - 11h30	08h00 - 15h00
<i>Tuesday</i>	08h00 - 15h00	08h00 - 15h00
<i>Wednesday</i>	08h00 - 15h00	08h00 - 15h00
<i>Thursday</i>	08h00 - 13h00	08h00 - 15h00
<i>Friday</i>	08h00 - 13h00	08h00 - 13h00
<i>Saturday</i>	08h00 - 15h00	Evaluation Award of Certificates

Coffee breaks were observed from 11h00 to 11h30, and then from 13h00 to 13h15. A more detailed account of daily activities is provided in the French report.

**APPENDIX 3**  
**PROGRAM EVALUATIONS**

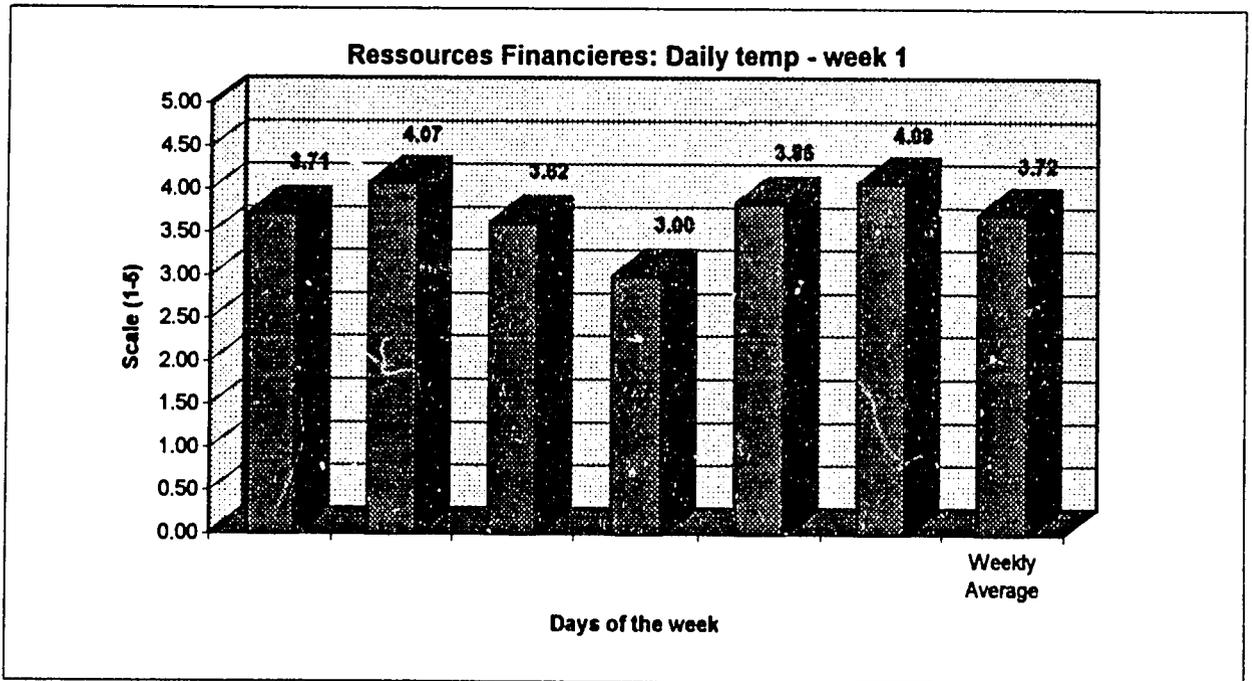
**DAILY TEMPERATURE**

**WEEK 1**

**Daily Temperature**

**Instructor: Bruno Ribon**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
	12/5/95	12/6/95	12/7/95	12/8/95	12/9/95	12/10/95	
<b>Days</b>							<b>Weekly Average</b>
<b>Average</b>	3.71	4.07	3.62	3.00	3.85	4.08	3.72
<b>Sum</b>	52	57	47	39	50	53	



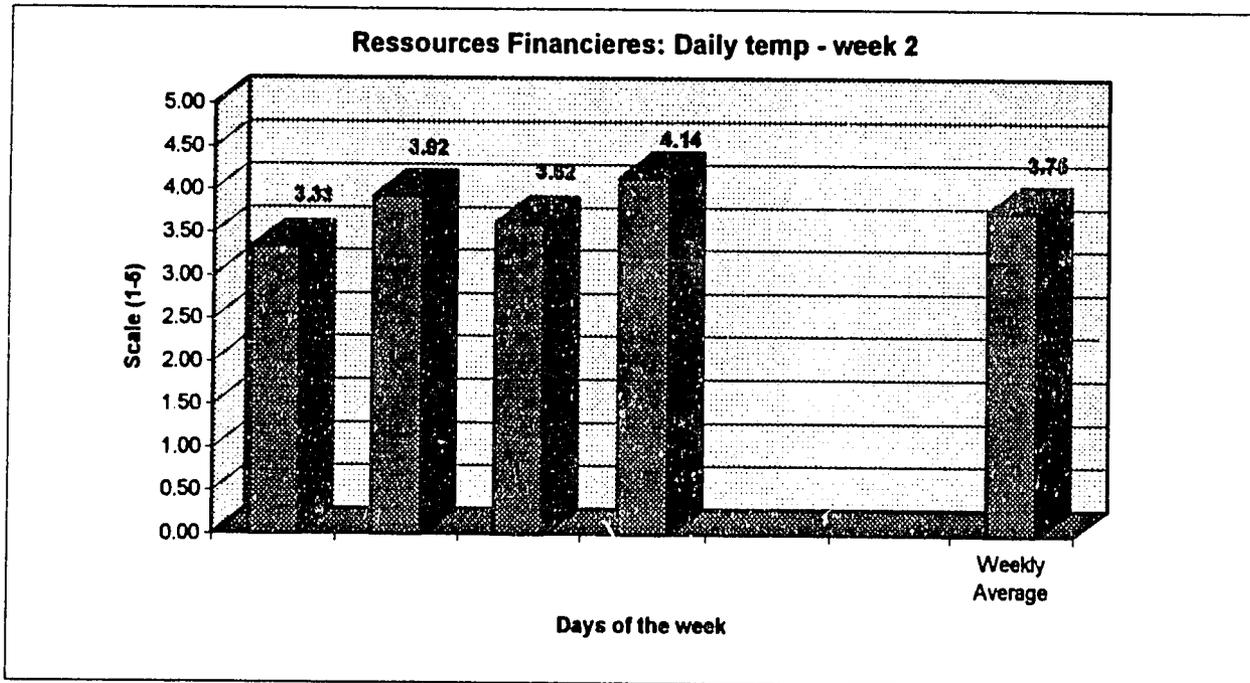
# MANAGEMENT DES RESSOURCES FINANCIERES

## WEEK 2

### Daily Temperature

Instructor: Bruno Ribon

	Monday 12/12/94	Tuesday 12/13/94	Wednesday 12/14/94	Thursday 12/15/94	Friday 12/16/94	Saturday 12/17/94	
Days							Weekly Average
Average	3.33	3.92	3.62	4.14			3.75
Sum	40	51	47	58			



## FINAL EVALUATION

QUESTION	1	2	3	4	5	N.A.
#1				21%	79%	
#2	15%	21%	64%			
#3				50%	50%	
#4			8%	39%	61%	
#5			28.5%	28.5%	43%	
#6				28.5%	71.5%	
<b>Cours</b>						
Practical Value				83%	17%	
Relevance to job		8.3%	8.3%	58.3%	25%	
Context			25%	41.6%	33.3%	
Temps allocated	8.3%	33.3%	41.6%	16.7%		
<b>Instructor</b>						
Knowledge				42.8%	57.1%	
Lecture focused			35.7%	42.8%	28.5%	
Maintained interest				78.6%	21.4%	
Attention to participants			14.3%	57.1%	28.5%	
Clarity			21.4%	64.3%	14.3%	
Summarized topics			21.4%	78.6%		
<b>Methodology</b>						
Work group		7.1%	21.4%	64.3%	7.1%	
Case study				85.7%	14.3%	
Role play			21.4%	35.7%	7.1%	35.8%
Objectives		7.1%	28.5%	28.5%	28.5%	7.1%
Impact			14.3%	7.1%	71.4%	7.1%

A full report about final evaluations is included in the French report.

# EVALUATION FINALE

**Module Evaluation:** Management des Ressources Financieres  
**Instructor:** Bruno Ribon  
**Date:** 12/5 au 12/17, 1994

Low=1; High=5

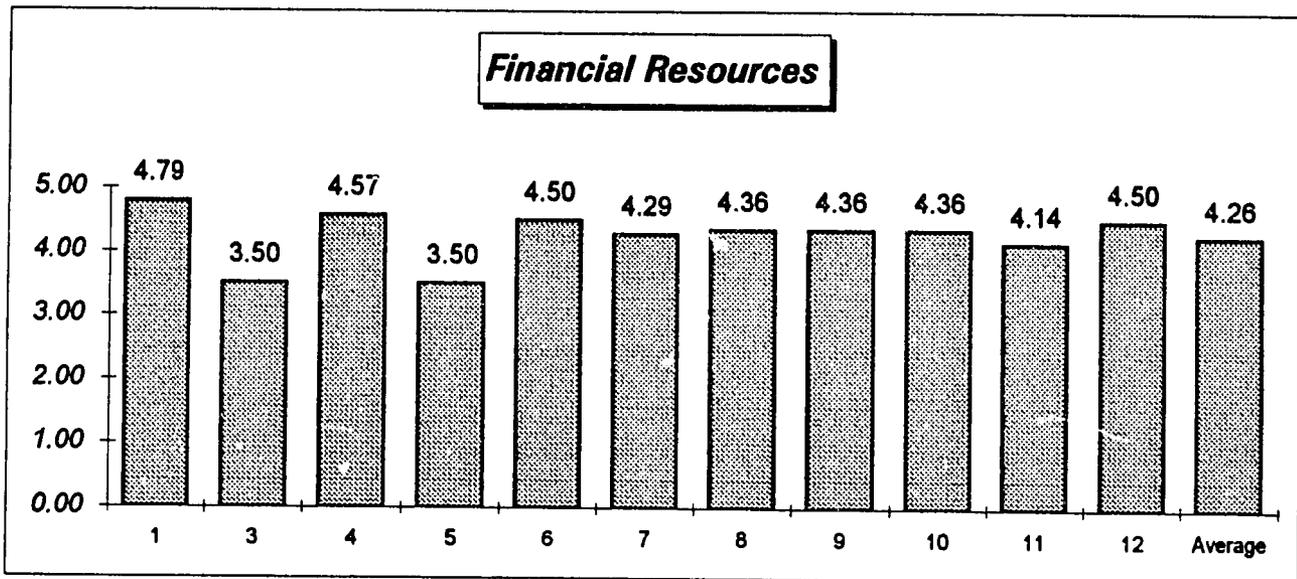
Participant	Question											
	1	2	4	5	6	7	8	9	10	11	12	Average
1	5	4	5	1	5	4	4	3	3	3	5	3.92
2	5	5	5	4	5	4	4	5	5	5	4	4.64
3	5	4	4	3	4	4	4	4	4	4	4	4.00
4	4	4	4	4	5	5	5	5	5	5	5	4.64
5	5	3	4	4	4	4	4	4	4	4	3	3.91
6	4	3	4	4	4	4	4	5	4	4	5	4.09
7	5	3	4	4	5	4	4	4	5	4	5	4.27
8	5	5	5	2	5	4	4	4	5	4	5	4.36
9	5	3	5	5	3	4	4	5	5	5	5	4.45
10	5	3	5	4	5	5	5	5	5	5	4	4.64
11	4	2	4	4	5	5	5	3	4	3	4	3.91
12	5	3	5	4	4	4	4	4	4	4	4	4.09
13	5	2	5	4	4	5	5	5	4	4	5	4.36
14	5	5	5	2	5	4	5	5	4	4	5	4.45

Question	1	3	4	5	6	7	8	9	10	11	12	Average
Mean	4.79	3.50	4.57	3.50	4.50	4.29	4.36	4.36	4.36	4.14	4.50	4.26
Sum	57	49	64	49	63	60	61	61	61	58	63	

Questions 1-6 relate to the module

Questions 7-12 relate to the instructor

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>1. Overall quality of this module was</li> <li>3. Practical value of the module</li> <li>4. This module was relevant to my job</li> <li>5. The context of the seminar</li> <li>6. The time allocated for the module was</li> </ul> | <ul style="list-style-type: none"> <li>7. Knowledge of the subject</li> <li>8. Kept lecture focussed</li> <li>10. Maintained your interest</li> <li>11. Listened and responded to participants</li> <li>12. Summized topic well</li> </ul> |
|---|--|

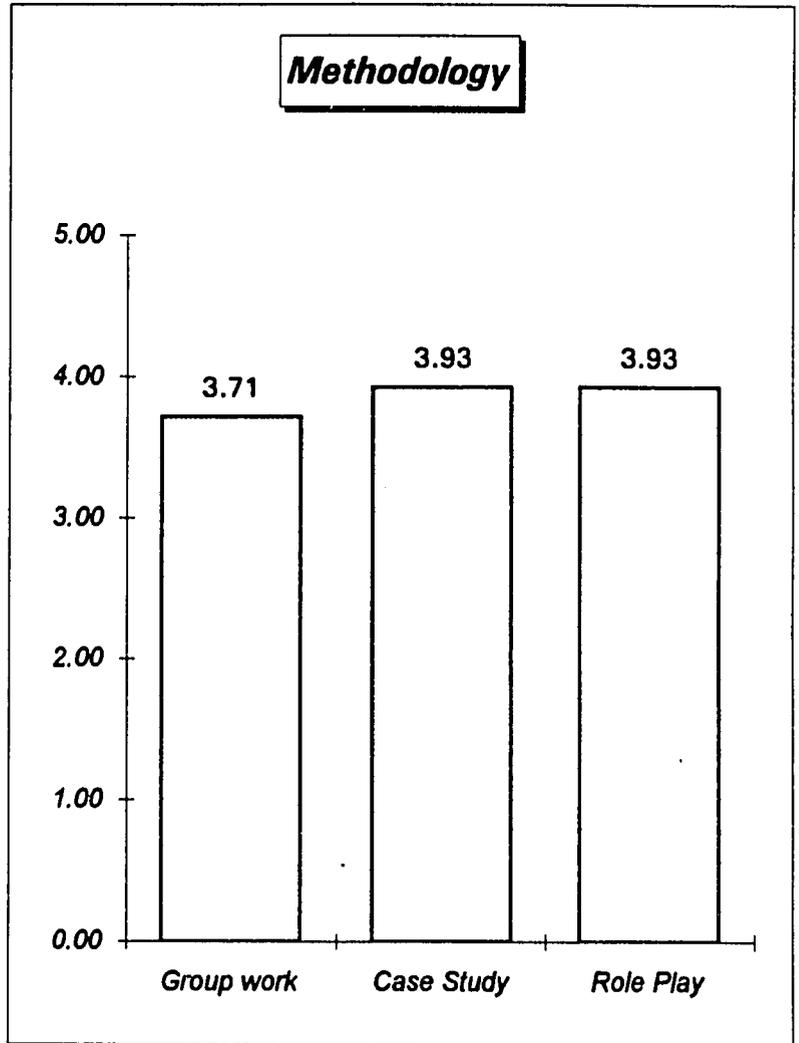


# EVALUATION FINALE

## Methodology

Participant	Group work	Case Study	Role Play
1	4	4	5
2	3	4	5
3	4	4	4
4	5	4	3
5	4	4	4
6	4	5	3
7	4	4	4
8	4	4	4
9	3	4	4
10	4	4	4
11	4	4	3
12	4	4	4
13	2	2	1
14	3	4	4

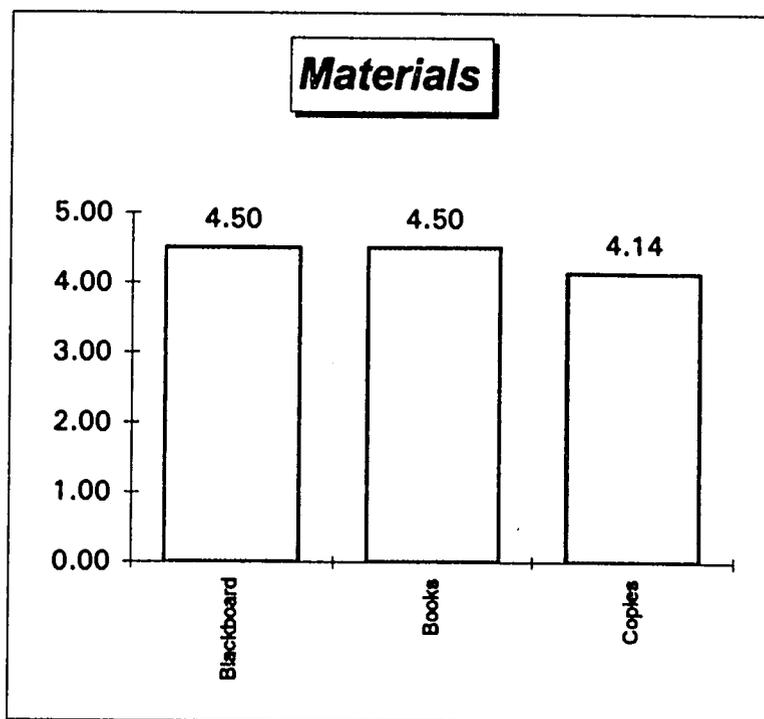
	Group work	Case Study	Role Play
<b>Average</b>	3.71	3.93	3.93
<b>Sum</b>	20	20	21



# EVALUATION FINALE

## Materials

Participant	Blackboard	Books	Copies
1	5	5	3
2	5	5	5
3	5	5	5
4	4	4	3
5	4	4	4
6	4	4	3
7	4	4	4
8	4	4	4
9	4	3	4
10	5	5	5
11	5	5	5
12	5	5	5
13	4	5	3
14	5	5	5
<b>Average</b>	<b>4.50</b>	<b>4.50</b>	<b>4.14</b>
<b>Sum</b>	<b>23.00</b>	<b>23.00</b>	<b>20.00</b>



Question 2. The modules were placed logically in the seminar

Yes	No	No decision
23	0	0

**APPENDIX 4**  
**TRAINERS' EVALUATIONS**

**EVALUATION OF NATIONAL TRAINERS**

		Mangaral	Kongar Le Balengar	
<b>Training</b>	Knowledge	B	B (in groups)	
	Organization of content	non pertinent	non pertinent	
	Communication	A	B (in groups)	
	Training techniques	B	B	
<b>Relationship with</b>	participants	C - had to prepare for presentation	B	
	Lead trainer	A	A	
<b>OBSERVATIONS</b>	<ul style="list-style-type: none"> <li>- every day we had a fifteen minute meeting to discuss training</li> <li>- did notice the large difference between the training objectives and the participants' real needs</li> </ul>			

N.B: Trainers' performance was rated on a scale from A (very good) to E (very bad)

**APPENDIX 5**  
**TEAM PERSONNEL**

## **PHILIPPE E. GASQUET**

### **Program Coordinator**

*Philippe Gasquet joined IMDI in October 1991. Prior to this, Mr. Gasquet served as a Coordinator of Study Abroad Programs with the Center for International Programs at the University of Alabama at Birmingham.*

*As Coordinator of Foreign Study Programs at Alabama - Birmingham, Mr. Gasquet formulated institutional policies relating to the administration of overseas academic programs; served as liaison between the University and foreign counterparts; and represented the University at various conferences on international education (C.I.E.E. and NAFSA).*

*At IMDI, Mr. Gasquet is the lead coordinator in charge of planning and managing the Francophone Development Management Seminar (FDMS) and other French-speaking activities of the Institute. He has participated in the designing and implementation of training programs including: Project Design and Planning, Budgeting and Financial Management, and Human Resources and Personnel Management.*

*A native of France, Mr. Gasquet received his Bachelor of Arts degree with a major in International Studies, with an emphasis on Third World Development, from the University of Oregon. He received a Master of Arts degree in International Educational Development from Columbia University, with an emphasis in Intercultural Education and Curriculum Design.*

*A native French-speaker, Mr. Gasquet also speaks fluent English, has a good knowledge of German and some basic Spanish. Mr. Gasquet has travelled extensively throughout Western Europe as well as Morocco and Tunisia. He worked on programs in France, Germany, Mexico, Spain, and Sweden. He has also travelled to several French and English-speaking countries of Africa on IMDI assignments.*



**MARKUS R. HUET**

**Program Coordinator**

*Markus Huet joined IMDI in 1991, after working as a Research Analyst with USAID's Center for Development Information and Evaluation (CDIE) under contract with the Academy for Educational Development. From 1985 to 1988, Mr. Huet served as a Small Enterprise Development Consultant with the Peace Corps Mali and Togo.*

*As a Research Analyst, Mr. Huet served as liaison between CDIE and the Africa Bureau's Office of Development Planning. He also responded to information requests regarding African democratization, economic and private sector issues for AID/Washington, USAID Missions and AID contractors.*

*As a Peace Corps Volunteer in both Togo and Mali, Mr. Huet organized and managed training seminars for the managers/owners of small and medium-sized businesses. He also worked with seminar participants in their shops, helping with the implementation of new management techniques.*

*At IMDI, Mr. Huet is one of the main organizers of the Francophone Development Management Seminar. He is also responsible for organizing and conducting two additional management programs per year. In 1992 Mr. Huet served as team leader for programs in Human Resource Management, and Training of Trainers in N'Djaména, Chad.*

*A native of Michigan, Mr. Huet received his Bachelor of Science degree with a double major in Political Science and History from Central Michigan University in 1976. He received dual Master of Arts degrees from Ohio University; one in International Affairs - African Studies in 1983, and the second in Economics with a emphasis in Third World Development in 1984.*

*Fluent in French, Mr. Huet has worked on projects in Mali, Togo, Ghana and Chad.*



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Français  
Né le 5.5.36  
Marié  
3 enfants

Déc. 1994

## Curriculum Vitae

### INTERET PROFESSIONNEL

- . Formation et consulting en matière de conception et exécution/suivi de projets d'écoles de gestion, de développement rural, environnement, agro-industrie et Petites et Moyennes Entreprises

### EDUCATION

- . Doctorat en gestion des entreprises
- . International Teachers Program, Harvard Business School, 1970
- . Master in Business Administration, Harvard Business School, 1963.
- . Ingénieur du Génie Rural, Ecole Nat'le du Génie Rural, Paris, 1961.
- . Ingénieur Agronome, Institut National Agronomique, Paris, 1959.

### EXPERIENCE PROFESSIONNELLE

#### 1994: consultant

- . Direction de 3 séminaires: analyse économique et financière de projets, négociations, contrôle de gestion
- . Copores/Washington: rapport d'achèvement du Projet Education II
- . Maroc: rapport d'achèvement du Projet d'Amélioration de la Grande Irrigation (PAGI-1) financé par la Banque mondiale
- . Madagascar/Washington: élaboration du rapport d'achèvement du projet Petits Périmètres Irrigués I (PPI-1)

#### 1993: consultant

- . Suisse: assistance auprès d'un Bureau d'Etudes pour élaborer une offre de services pour un appel d'offres international en matière d'élaboration d'une politique nationale forestière
- . France: Direction de 3 séminaires sur l'analyse des projets, les négociations, le contrôle de gestion
- . Madagascar: élaboration d'un plan de développement et de financement de l'INSCAE, école de gestion financée par la Banque mondiale
- . Pittsburgh University: enseignement sur la création et la gestion des PME.
- . Madagascar: mission de suivi de l'INSCAE (institut de comptabilité et de gestion): plan de développement sur 10 ans, Banque mondiale.
- . Gabon: Fonds International pour le Développement Agricole (FIDA), atelier de réflexion sur la mise en oeuvre des projets
- . Madagascar: évaluation de la deuxième phase du Projet des Petits Périmètres Irrigués (PPI.2).
- . Ecole Supérieure de Commerce de Paris: cours sur l'analyse économique des projets.

#### 1992: Consultant

- . Ecole Supérieure de Commerce de Paris: cours sur les études de faisabilité de projets industriels.
- . Tchad: séminaire de 4 semaines pour la Formation de Formateurs en développement rural. Projet USAID.
- . Université de Rennes, DESS Analyse des Projets: cours sur l'ana-

- lyse économique de projets
- . **MAROC**: préparation d'un projet de grande irrigation, financé par la Banque mondiale.
- . **International Management Development Institute**, séminaire de 4 semaines sur l'entrepreneuriat et la gestion des petites et moyennes entreprises en Afrique pour des participants africains francophones.
- . **Madagascar**: post-évaluation de l'INSCAR
- . **FORHON-BDPA**, Paris: 2 séminaires sur l'analyse des projets et les négociations

1987-décembre 1991: Banque mondiale (Opérations, Afrique du Sud-Est)

- . Responsable de projets à Madagascar et Burundi
- . Responsable pour la rédaction de trois rapports de terminaison de projets (2 au Burundi et 1 à Madagascar).

1981-1986: Banque mondiale (Institut de Développement Economique)

- . Responsable pour l'organisation de cours et enseignant en matière de conception et exécution de projets de développement rural, à Washington et en Afrique (Côte d'Ivoire, Sénégal, Burkina Faso, Ethiopie)

1974-1980: Consultant, Formateur et Chercheur

- . Consultant: en développement rural et des agroindustries dans les domaines de la stratégie et de l'analyse des projets en Franco et dans des pays en voie de développement. Clients: Coopératives, FAO, Banque mondiale, ... Pays: France, Algérie, Congo, Indonésie, Cameroun, Burkina Faso, Mali... Etudes sur les besoins nationaux de formation en développement rural et agroindustrie au Niger (Banque mondiale) et Indonésie (INSEAD);

- . Formateur: cours et séminaires sur la stratégie, la conception et l'exécution de projets de développement rural et agroindustriels. Formation de formateurs. Clients: Institut de Gestion et d'Economie Rural, Banque mondiale, Centre National de Coopération Agricole, Ecole des Sciences Politiques, Banque Nationale d'Algérie, Sonatrach (Algérie), Compagnie Forestière du Gabon, Institut Panafricain de Développement, INSEAD, IFARC/CIRAD;

- . Chercheur: afin de soutenir mes activités de consultant et de formateur. Durant cette période, j'ai écrit ma thèse de doctorat ainsi que des notes techniques de cours et des cas d'entreprises.

1970-1973: Coordinateur de Programmes et Professeur de Stratégie au Centre Européen d'Education Permanente (CEDEP), centre affilié à l'INSEAD à Fontainebleau.

1963-1969: Entreprises d'engineering aux trois stades de la filière alimentaire: transformation, distribution et production de fruits et légumes

#### PUBLICATIONS

- . plus de 45 notes techniques pour l'enseignement: stratégie de projets, analyse financière, gestion du suivi et contrôle, analyse de marché;
- . plus de 50 cas ou dossiers d'entreprises ou de projets.

-Séminaire sur les Techniques Administratives à N'djamena 1986  
Professeur Bénévole d'Economie au lycée Technique Commercial  
de N'djamena 1981 -1983  
Séminaire sur l'Analyse Financière des Projets à N'djamena du  
30 septembre au 12 octobre 1991  
Management des Projets de Développement à N'djamena 6-18  
janvier 1992  
Séminaire Francophone en management de  
développement(management des Ressources Financières)USA 2 juin  
-30 juillet 1993

Assis  
Management et  
Financière

## CURRICULUM VITAE

**NOM** : KONGAR

**PRENOM** : LE BAIENGAR

**DATE ET LIEU DE NAISSANCE** : 15 Septembre 1955 à N'djamena

**ETAT-CIVIL** : Marié, trois enfants(3)

**ADRESSE ACTUELLE** : DRHFRP BP.624 N'djamena

**GRADE** : CONSEILLER DES AFFAIRES ECONOMIQUES DE 7<sup>e</sup> échelon

### ETUDES

<u>CENTRE DE FORMATION</u>	<u>ANNEES</u>	<u>DIPLOMES</u>
-Ecole Notre Dame de KABALAYE N'DJAMENA Primaire	1962 -1968	Certificat d'Etudes Primaire Elémentaires
-Collège d'Enseignement Général N°1 N'djamena	1968 - 1972	Brevet Elémentaire de premier Cycle
-Lycée Technique Commercial N'djamena	1972 -1975	Baccalauréat Série B (Option Economie)
-Université du TCHAD N'djamena	1975 -1978	Licence en Gestion et Techniques Economiques

### EXPERIENCES PROFESSIONNELLES

- Directeur Administratif et des Approvisionnements à la SODELAC de 1978 -1983
- Directeur Administratif et Financier à la SODELAC de 1983 - 1988
- Attaché à la Direction Générale du Ministère de l'Agriculture. 1988 -1991
- Chef de Division Administrative et Financière DRHFRP 1991

### STAGES

- Micro-Informatique Appliqué au Développement Rural (Institut FORHOM à PARIS du 03 juillet au 07 septembre 1989)
- Gestion Comptable et Budgétaire (même Institut du 23 juillet au 22 septembre 1990)
- Séminaire sur l'Administration des prêts à ABIDJAN (C.I.) novembre 1983
- Séminaire National sur la population et le Développement à N'djamena Décembre 1984

### DIVERS

- MEMBRE FONDATEUR DU CLUB INFORMATIQUE AU MAXIMUM (INFO MAX)
- MEMBRE FONDATEUR DE L'ASSOCIATION TORADIENNE POUR LE DEVELOPPEMENT DU MANAGEMENT (ATDM)
- COORDONNATEUR CHARGE DES PROGRAMMES (ATDM)
- MEMBRE DU COMITE DE SELECTION BOURSES USAID, PNUD, FAC
- AIME LECTURE, FOOTING, JEUX, MUSIQUE
- PAS D'ALCOOL, NI DE TABAC

# CURRICULUM VITAE

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NOM : NDOUBA

PRENOM : KAMIDJO

DATE ET LIEU DE NAISSANCE : 07/01/1964 A N'DJAMENA

PROFESSION : ECONOMISTE

NATIONALITE : TCHADIENNE

SITUATION DE FAMILLE : MARIE

ADRESSE PROFESSIONNELLE : MINISTERE DU PLAN ET DE LA COOPERATION B.P. 246

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## ETUDES EFFECTUEES

UNIVERSITAIRES : UNIVERSITE DE BRAZZAVILLE (CONGO) 1985, 1989

SECONDAIRES : BRAZZAVILLE - CONGO 1976/1983

PRIMAIRES : ADRE, ABECHE (OUADDAI), N'DJAMENA (CHARI-BAGUIRMI) 1970/1976

## DIPLOMES OBTENUS

- LIENCE ES SCIENCES ECONOMIQUES : OPTION PLANIFICATION DU DEVELOPPEMENT
- BAC SERIE D
- BEMC
- CEPE

## CONNAISSANCES

- BONNE CONNAISSANCE EN FRANCAIS
- LIS ET ECRIS L'ANGLAIS