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EVALUATION

OF THE

YAOUNDE SEMINAR II

March 1974

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EVALUATION OF THE YAOUNDE SEMINAR II

I. Introduction:

The Seminar on Project Management held in Yaounde, Cameroon from January 21, 1974 through March 6, 1974 was the first of the introductory seminars to be held under the auspices of the Pan-African Institute for Development. It was also the first seminar held after the AID Project No. 625-11-790-905, "Training for Project Design and Management" had been officially approved. Prior to the approval of the project, two other seminars had been held as feasibility studies for the notion of training high ranking government officials whose functions were related to development projects. The training was to be very practical in the techniques for project design, analysis, execution and control. Seminars were to be residential, i.e. seminar members and instructional staff were to live and eat together in the same lodgings; work together in the evenings; make field trips together; and daily seminar sessions were to be innovative in teaching techniques. An initial introductory seminar of six weeks was to be followed by short specialized seminars covering in greater depth the topics treated in the introductory seminar. Very brief (weekend) orientations were to be held to orient high ranking Ministers just what it was their staffs were learning. The first experimental introductory seminar was held in Yaounde from July 24 through September 2, 1972; the second trial run, a shorter two week specialized seminar, had been held in Bangui, Central African Republic from January 12-24, 1973. Both had been financed by AID, with sponsorship by the host country and through the auspices of the Organization of Central African and Malagasy States (OCAM). In both cases, the host governments were to have made some monetary contributions and to assist with the logistic support by providing hotel rooms for the seminar sessions; local transportation; various items for pedagogical purposes; and a portion of the per diem to be paid to seminar members.

Both seminars were evaluated (see reports: "Evaluation of the Yaounde Seminar," AID, Washington, D.C. dated September 8, 1972 and "Evaluation of the Bangui Seminar," AID, Washington, D.C. dated Feb. 20, 1973). Both seminars were considered to have been successful in spite of their both having been beset by unanticipated administrative and logistic problems. As feasibility tasks for a longer range project, both seminars assisted in the design of a training project to develop a continuing capability for an African based organization to provide technical training in project design, implementation and management.

II. Methods of Evaluation:

A. The pedagogy, logistics and administrative problems related to Yaounde Seminar II were measured by participant assessment of these problems via questionnaires administered at the beginning and the end of the seminar. Interviews and discussions with faculty, staff, sponsors and host government officials added to this information. Where possible comparisons were made with Yaounde Seminar I (1972).

B. The competence of the seminar members was measured by the difference between the pre- and post-seminar scores on an examination given by the faculty. The examination was a series of written questions requiring the use of techniques in economic analysis, financial analysis, marketing, scheduling, and human relations problems. The examination was given anonymously so that individual changes could not be calculated, but since the pre- and post-seminar examinations contained the identical questions, changes in the entire group's average score from the beginning to the end of the seminar could be attributed to the total group's increase in knowledge.

Another way of assessing competence was to ask the participants to estimate their own level of ability in certain skills and techniques. This procedure relies on subjective opinion and frequently gives judgments which are not reliable, but it was done to provide rough comparative data with earlier seminars and to provide baseline data for future seminars. Accordingly, for this seminar, items 11, 12, & 13 of the pre-seminar questionnaire are identical to and may be compared with items 13, 14, & 15 of the post-seminar questionnaire.

C. The follow-up to the Yaounde Seminar I, and the Bangui Seminar was done by examination of records and via interviews regarding what happened to ex-participants after they had completed one or the other or both earlier seminars.

D. The indicators in the logical framework matrix of the project were examined into to determine the degree to which outputs and purpose of the project were being met.

III. Findings:

The pre-seminar questionnaire results are given in Annex A. They show the descriptive data regarding age of the 34 participants; their prior education, the kind of organizations they work for; their previous experience in project management, and other demographic information. Where the question was identical to one asked in the 1972 seminar, the results are given side by side for comparative purposes. By and large this group was similar in age and experience and many other respects to the group which composed the Yaounde Seminar I.

The last two questions of the pre-seminar questionnaire called for the participants' expectations and concerns about the seminar. In this respect, two responses are illustrative of the frame of mind of the participants at the beginning of the Yaounde Seminar II:

"I hope that realistic and factual things will be taught that will save our country and that both the seminar sponsors and the students will be motivated by a spirit of progress ..."

"I would like to be of greater help to my country after this seminar. That is to say, I want to deserve the confidence my government has already placed in me by letting me come here ..."

The post-seminar questionnaire results are shown in Annex B.

A. The pedagogy was rather good and appreciated as such by the participants. The instructional staff had been assembled by M. Benoit Atangana who at the time was Acting Director of the Center for Project Management of P.A.I.D. It was a mixed faculty of Africans, Europeans, an American and a Haitian. Benoit Atangana, CPM, PAID and Director of the seminar taught the design and implementation procedures and financial analysis. Jean Mkuete, (Min Plan, Cameroon) taught statistical techniques. Djipan Moyta, Chad taught the relationship between development projects and national plans, data collection and forecasting. Bruno Ribon, French, taught scheduling techniques. Bernard Carrere, French, taught economic analysis. Rene Roi, French, taught about the social aspects of development projects. Guy Bauduy, Haiti, taught project analysis and cost-benefit analysis. James Lowenthal, American, taught about the social and human relations problems related to project management including problem solving and decision-making. All techniques taught were integrated via field trips to actual Cameroonian projects, and by reports given by the seminar members the last two days of the seminar and judged by the faculty members.

As in the 1972 Yaounde Seminar, most thought the duration of the 6-week seminar and the size of the group about right; most had spent all of their time or the majority of it at the seminar sessions. Those who missed sessions did so because they were called back to work by their organization, or had no means of transportation. As at the Yaounde Seminar I, most thought the seminar had been too heavily weighted on the theoretical side, although the faculty had gone to great lengths to make it as practical as possible. Almost everyone reported they had had sufficient opportunity to express their opinions and to have their questions answered. Almost everyone thought the teaching methods had been adapted to the kind of material being presented, and to their own needs. The faculty had held a session early on, which specifically focused on determining these. Two-thirds thought they would have to teach or train others in project management techniques and, of those, most thought the seminar would be of help in that respect either in large measure or at least partially. The faculty had made no special attempt to train the participants as trainers, but about everything that had been used (manuals, hand-outs, exercises, case histories, dossiers) except audio-visual aids was appreciated as potentially useful for teaching others.

B. The administration and logistics were handled almost entirely by PAID. M. Atangana made preparatory arrangements by coordinating with the AID Regional Development Office in Yaounde and visiting the requisite governmental authorities in all five countries (Cameroon, Chad, CAR,

Congo, and Gabon). He had two full-time helpers brought to Yaounde from the PAED Center for Project Management in Douala. One was his secretary, Mrs. Arne Doun, the other an Administrative Assistant, Jacques Moynat who kept the accounts, paid the seminar members, and arranged for a myriad of non-teaching details (telephone calls, transportation, car rental, tickets, printing, audio-visual aids, etc., etc.). To help in Yaounde during the seminar, a part-time secretary, Miss Desiree Langoul, and a graphic artist and printer, Herman Ekeke, were hired locally.

The logistic support of the Yaounde Seminar II was no better and possibly worse than the first two seminars. Participants were still getting advance notice from their Ministries of their attendance only one or two days prior to the opening. Names of candidates to attend were changed several times by their Ministries and even after promises and written commitments to the PAED seminar organizer, no participants at all attended from the Congo. Although four persons had been scheduled to attend from Gabon, the only one who did was a man who had attended the first Yaounde seminar. For some unexplained reason, four Cameroonians who had attended Yaounde Seminar I also were required to attend this one again - possibly with the understanding that this was to be another "specialized" seminar as at Bangui. Three other Cameroonians were Anglophones. They understood French fairly well, but complained about their language handicap.

The administration and logistics problems were mentioned as frequently by the participants as they had been at the first Yaounde Seminar. Only three thought the per diem was adequate; most felt it was just barely adequate. Almost as many said it was inadequate. Aside from the per diem, everyone except one person had some logistic problem to bring to the attention of the sponsors. These were largely focussed on the field trips, where the arrangements (or lack thereof), the lodgings and the eating facilities and even the team make-up were apparently perceived by many participants as having been poorly organized and last-minute affairs. Many complained about the site of the seminar (Sheraton-Mt. Febe Palace Hotel) as being too expensive, too far from town, and creating transportation problems. Others wanted a library or reference center more readily available. Several complained they had never received copies of certain hand-outs or other documents because a photo-copy machine was not available. A few stated that their advance notice to attend the seminar was too short. Several stated they would have liked to have had information about Yaounde or the places they studied on their field trip (where to eat, what to do, etc.).

All except two participants felt the seminar should be a residential seminar. Most of the reasons given fell into such categories as better opportunity for exchange with the instructors; better interchange among students; better group ambiance; more work would get done; lateness, absences and interference from one's office might be prevented.

The seminar was not a residential one. Only the seven participants from Chad, Gabon and CAR were lodged and had meals at the Mt. Febe

Palace Hotel. They moved out after a few weeks to less expensive places. Cameroonians from outside Yaounde stayed in various hotels or found accommodations with relatives or friends living in Yaounde. Cameroonians from Yaounde lived in their own homes, went home for meals and frequently skipped sessions to visit their Ministries. Only one faculty member (B. Atangana) stayed at the Mt. Febe Palace Hotel; one part-time faculty member (Bauduy) stayed for awhile only. The other faculty members found lodgings elsewhere in the city. There was an attempt at holding evening sessions, but it never really worked out.

There was constant complaining about the per diem which was being paid as being insufficient. In actuality there were three classes of participants, each getting different amounts. The discontent with this undoubtedly spread to other things.

With regard to their "satisfactions" to different aspects of the seminar, their overall satisfaction to the entire seminar was above average (4.5). Their satisfaction with the seminar content was quite a bit above average (5.3); their satisfactions with the logistics aspects was low (3.3); but their satisfaction with the general social ambiance was above average (5.0).

With regard to utility, all participants thought the seminar had been "very useful" or "useful" to them. None thought it "of little use." With regard to relevance, all thought the entire seminar content or most of it would be applicable to their daily work.

With regard to effectiveness, the objectives which the faculty had set for the seminar were listed and the participants rated the degree to which these objectives were met. For all nine objectives listed, everyone except one person thought they were met "to a large degree" or at least "partially." They were also asked to indicate the degree to which the seminar had met their own personal goals, and here the group indicated a degree on a scale (4.8) which was above average.

The same list of descriptive adjectives that had been used for the seminars was presented, and at least 3 out of 4 of the same words were selected "Useful," "Educational," and "Necessary." Where earlier groups had selected "Beneficial" this group did not. It thought "Adapted to Our Needs" the better descriptor.

The positive aspects of the seminar mentioned most frequently were its practicality; the usefulness of the techniques taught (economic analysis, cost/benefit analysis, financial criteria case-studies); the teaching techniques used; and the enthusiasm of the teaching staff, the negative aspects of the seminar mentioned most frequently were logistic problems, per diem, lack of means of transportation, poorly organized field trip, too much theory. Two mentioned the lack of cooperation of "certain government officials." Some ideas and suggestions proffered for improvement of seminars in the future included: a truly residential seminar where your office cannot reach you; photo-copying machine available to reproduce documents rapidly; uniform per diem rates for everyone;

per diem that truly covers expenses, better organized field trips and instructional staff better informed about the project being studied in the field; notification of participants at least a month in advance and giving them reading material to prepare them; distributing reading material for theoretical background, so so much time on theory would not be spent in class.

They indicated that their preference for specialized seminars was 1st financial and economic analysis (including cost/benefit analysis; 2nd data collection, marketing studies and forecasting, and 3rd scheduling techniques. This can mean a shortening of the cycle of specialized seminars to only two or three.

Since at least four participants had been at the earlier Yaounde Seminar I, an attempt was made to get them to make a comparison. They split: one saying Yaounde II was better primarily because there was an extra week to work on their field project; three saying Yaounde Seminar I was better. Their reasons included that participants were treated more as adults in 1972; more like students of PAID in 1974; better organization and arrangements in 1972; a car being at the participants disposal in 1972. Even those who thought Yaounde Seminar I was better admitted that Yaounde Seminar II was "more practical." Those who had attended earlier seminars said their jobs had changed either through promotion or increased responsibility.

C. Competence

The pre-seminar examination questions were items 14, 15, 18, 19, 26, 27, and 29 of the pre-seminar questionnaire. The post-seminar examination with the same questions is shown at Annex C. Quality of the answers was graded by the faculty member who had designed the question related to the topic he taught. The results showed:

<u>Items on</u>	<u>% Pre-</u>	<u>% Post-</u>	<u>Difference</u>
Marketing	46	68	+ 22%
Economic Analysis	56	64	+ 8%
Human Relations Problems	19	71	+ 42%
Financial Analysis	23	-	?
Scheduling Techniques	<u>22</u>	<u>43</u>	+ 21%
Test Total:	30	61	+ 31%

These increases were converted to percentage form since only 23 of the 34 participants took the final form of the exam. What they mean is that the increase in knowledge of the topics taught at the seminar was positive and fairly good. The lack of information about the question

on financial analysis was due to the discovery during the administration of the final exam that a typographical error made the question on financial analysis unanswerable. Neither the faculty nor the students had been aware that that was the case during the first administration. The fact that so many raised their hands to protest the question during the second administration was an indication in itself that they now knew enough about financial analysis to recognize that the question as printed was fallacious.

The other method for measuring competence was to require the participants to estimate their own ability in certain skills before the seminar was taught and after the seminar was over. Three questions (11, 12, & 13) from the pre-seminar questionnaire were identical to three questions (13, 14, & 15) on the post-seminar questionnaire. The "before and after" judgments showed:

Ques: Estimate the level of your ability in the following subjects:

Responses:	<u>I cannot do it</u>		<u>I can do it</u>		<u>I can do it well</u>	
	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>
<u>Subject/Technique</u>						
PERT	7	3	11	18	1	2
GANTT	9	2	10	14	1	8
Financial analysis	4	0	14	16	1	3
Cost/benefit	4	0	14	18	2	7
Marketing studies	0	2	18	0	3	0
Data collection	2	1	16	13	8	5
Forecasting	1	5	14	15	5	0
Accounting	4	2	15	15	3	1
Resolution of group problems	2	0	19	12	5	9
Estab. of group spirit	3	1	11	9	11	11
Resolving communication problems	<u>2</u>	<u>0</u>	<u>14</u>	<u>14</u>	<u>9</u>	<u>8</u>
Average:	3.4	1.3	14.1	13.1	4.4	5.0

Ques: What is your level of understanding of the following concepts?

Responses:	<u>I do not know anything</u>		<u>I know a little about it</u>		<u>I am well informed about it</u>		<u>I am very well informed about it</u>	
	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>
<u>Concept/</u>								
National Planning	2	1	17	10	6	9	3	2
Project Methodology	4	0	15	7	8	13	1	3
Group Dynamics	<u>2</u>	<u>0</u>	<u>14</u>	<u>4</u>	<u>12</u>	<u>15</u>	<u>1</u>	<u>3</u>
Average:	2.7	0.3	15.1	7.0	8.7	11.3	1.7	2.7

Ques: Estimate your level of ability in the subjects taught in this seminar.

Responses:	<u>Before</u>	<u>After</u>
I can apply them in practice easily (I can teach others)	4	2
I can apply them in practice with little difficulty (I can use them in my daily work)	12	7
I can apply them in practice with the help of some resource (a manual or an expert)	13	14
I cannot apply them in practice (although I understand the theory)	2	0
I cannot apply them in practice	2	0

In spite of the fact that participants' assessments of their own abilities are not too reliable, what the above three tables show was that in their own judgments, they felt they had increased their abilities through what they had learned in the seminar. In the one case (marketing studies) where many had thought they could do it beforehand, but could not after, - either they now understood it was more complicated than they thought, or possibly the teaching confused them.

D. Follow-up to the Previous Seminars (Yaounde I and Bangui)

The following information about participants who attended the earlier seminars was obtained from records and through interviews:

CHAD: Moyta Djipan has the same title as earlier but has increased responsibilities as Chief of the Research Division in the Ministry of Planning. His competence was such that he acted as one of the faculty in Yaounde Seminar II. Daniel Rarikingar also has retained his previous title as Chief of the Agricultural Economics Division of the Ministry of Planning but has greater responsibilities. Victor Roumba has become Secretary-General of the Ministry of Rural Development. Gabrielle Ngabe was Chief of a section but is now head of the Animal Husbandry service in the Ministry of Rural Development and also serves on the Lake Chad Commission as a project officer. Two others have been promoted; one has been sent to Paris for graduate study.

GABON - Those who had attended Yaounde Seminar I were reported to be without any great influence in their government. Either they had not been very effective, or they were not at a high enough level in their bureaucracy. Nze N'guema had died while on a trip. Eyi Metou had been sent to Paris for study. Andre Nguemba Obiang was repeating the seminar

and reported he had not been given increased responsibilities since his attendance at the first one.

CONGO - One of the participants who had attended both the Yaounde Seminar I and the Bangui seminar was reported to have been promoted to Chief of Cabinet in the Ministry of Housing and Urban Development. He was also reported to believe that his attendance at the seminars had helped him considerably along those lines. He had used the techniques he learned in developing justification for new projects. Several other Congolese participants had been given increased responsibilities in the Ministries of Agriculture, of Planning, and of Commerce.

CENTRAL AFRICAN REPUBLIC - Blaise Oayo has been made Secretary-General of the Ministry of Planning and International Cooperation. He is the third ranking person in that Ministry. Jacques Kithe was promoted to Director-General of the Ministry of Public Works and now serves as deputy to the Minister. Both were reported to have confirmed that the earlier seminars had been useful in making decisions about development projects, but were waiting to complete the series of specialized seminars. Mathias Lembakaoli is now studying in Paris.

CAMEROON - had had more participants at the two previous seminars than all the other four countries combined. One of them Jean-Baptiste Assiga Ahanda had become Director of Programming in the Ministry of Planning. Imaila Mouchili Nji Mfouayo was now a Director of Administration in the Ministry of Foreign Affairs and Augustin Njawi had been promoted to Director status in the Ministry of Industry and Commerce. Martin Nkabe Ndolo who had been a Director in the Ministry of Agriculture still held that title but also was now Director-General of the Society for the Development of Cocoa and was responsible for all of the World Bank funds lent to the Republic of Cameroon for that purpose. Jean Nkuete had advanced from being in charge of economic studies for the Ministry of Planning to Chief of the entire division there. Protais Otabela Nga had been advanced from Deputy Chief to Chief of his Service. Clement Tchowa Neuko who had been at the Director level in the Ministry of Industry and Commerce was now Chief of the entire project research service in that Ministry. Gabriel Momeni had been a planner in the Ministry of Education and was now Chief of the Construction Service there. Two former participants had retained their previous titles but had had additional responsibilities assigned to them. (Daniel Kilem Mbila and Abamadam Liman.) Seven had retained their same titles and had been given no additional responsibilities. One who had been Chief of a regional economic service in one province had apparently been demoted or had had all his responsibilities taken away. Just what happened was not clear but he was apparently faring badly. The general opinion of most was that attendance at the Yaounde Seminar I had been the propitious precipitant for their promotions, although other factors were also undoubtedly instrumental. Seven former Yaounde Seminar I participants had had a special new bureaucratic rank "Provincial Delegate" created for them in the Ministry of Agriculture and had been posted in seven different regions of the country. Their newly created jobs required

them to create, design, and implement new projects in rural development while working for the Ministry of Agriculture but with a new autonomous body (The National Rural Development Fund (FONADER)). Their duties require them to screen project proposals where farmers or local units are applying for loans or to design their own projects which are to be funded by FONADER. They serve as secretariats of the provincial committees which make the decisions regarding agricultural credit. The Chairman of the Committee is the provincial governor - usually a figure-head - so in effect, these provincial delegates have become the decision-makers regarding rural development projects. None of these committees had met as of March 1974 (FONADER was created only in August 1973), so it was too early to measure such indicators as the number of new projects designed, the amount of monies obligated, etc. At least four of these had attended the first Yaounde seminar and were attending the second one too: Gilbert Gourlemond, Benjamin Nami, Samuel Ngoye Mukuri, and Valentin Nlend. They make an effective baseline for this project for their activities will continue to be directly related to the seminar content.

E. Indicators of Project Progress:

The PROP calls for certain outputs to be measurable at the end of FY 75. The project was approved in June 1973 and the Center for Project Management at PAID was established only in Sept. 1973. Four and one-half months later the first introductory seminar under PAID auspices was conducted. This is close to a miracle!

Of the indicators for outputs in the logical framework matrix, the following exist already but should be considered baseline (BOPS or beginning-of-project status) measures:

1. Three local staff trained and on-the-job at PAID Center.
B. Atangana is the Acting Director but has no other permanent instructional staff yet. He is seeking some non-Cameroonian so that PAID faculty can maintain an international (African) character. An administrative assistant and a secretary are on the permanent support staff.

2. PAID Center facilities, equipment and materials in place. The Center has three rooms in the Ecole de Cadres of PAID, but is looking for a small place to rent in Douala to provide more space.

3. Seminar curricula established. A 300 page manual has been published by PAID using the topics developed by Roger Declerck of Vanderbilt University in earlier seminars. These are essentially, economic and financial analysis; project design, execution and control; scheduling techniques, social and human problems related to development projects; marketing studies, data collection, forecasting, use of case histories and field studies. The curricula are flexible enough to be shortened or lengthened depending on the needs of seminar members. Also cases, articles, project dossiers have been assembled and reproduced. Data from 15 Cameroon projects and 5 Gabon projects have been made available to PAID.

4. Four (4) general seminars of 6 weeks each - This would mean two introductory seminars each year. This first one in Yaounde is to be followed by one in the Dakar area in late June.

5. Twelve (12) follow-on (specialized) seminars of 2 weeks each. This would mean three brief specialized seminars after each of the introductory seminars. None has been held and just when these could be fitted in is a very large question.

6. Four (4) case studies seminars of 3 weeks each. This would mean two of these per year. None has been held.

7. Eight (8) orientation sessions of three days each for about 80 high level officials. This would mean four of these per year and is calling for what may be politically not feasible. Orientation sessions need to be held to assure appropriate assignment of graduates and to be able to recruit well qualified candidates, but whether this requirement might not be met during the trips to arrange for seminars is an issue to be considered.

8. Active roster existing showing 24 seminar specialist instructors. PAID has an active roster of specialists useable for part-time instruction and has recently effected some sort of exchange with ENSEAD so that possibly the roster will expand even more. However, the actual number of qualified instructors available at an appropriate time without other commitments is relatively small. This problem will tend to resolve itself as more and more participants are trained and have experience and may be used as specialized instructors (Moyta & Nkuete). At the moment it is a fairly serious problem.

9. Ten to fifteen specialist instructors completed training in the U.S. or Africa - nothing yet has been done about obtaining training for Africans who might eventually help teach the seminars. One PAID staff member may be sent to U.S. for training in evaluation.

10. Evaluations of each of 28 seminars completed. This would mean evaluation of one introductory seminar plus six specialized seminars twice a year for two years. It calls for too much. Evaluations of individual training sessions ought to be built in by having a PAID staff member do this part-time for the Center of Project Management and part-time for other portions of PAID. The AID project need not be evaluated more than once a year - with an emphasis on follow-up of seminar graduates.

11. Follow-on evaluations - These are exceedingly difficult to do, but need to remain as an output indicator in order to determine whether purpose level indicators have been attained. The ones done for Yaounde Seminar I and Bangui seminar took an inordinate amount of time. A more simplified technique needs to be devised.

At the Purpose level, the PROP indicators call for:

1. Continuing institutional base - PAID has only recently established the Center for Project Management and has already initiated a search for staff and fiscal support for the extended period. The Secretary-General of PAID returned recently from East Africa with requests to establish a similar Anglophone center out there.

2. Host governments and regional organizations using seminar trained personnel for:

a. producing project designs - Cameroon is already using "provincial delegates" who were seminar trained to design projects in rural development for FONADER. No evidence was available from other countries altho there may be some.

b. resolving on-going project problems - no information was obtained.

c. identifying core-development problems - no information was obtained, although the Deputy Director of Credit for FONADER reported this is what provincial delegates are supposedly doing.

d. managing project development processes - follow-up data on prior seminar graduates indicate this is probably going on but the degree to which it is going on is unknown. (This indicator needs to be changed to something like "participating in project management teams.")

e. responding appropriately to donor suggestions - no information was obtained. In the case of FONADER, Cameroon uses domestic budget for rural development and has not yet requested any outside donor assistance.

f. obligating available monies - for FONADER in Cameroon this is about to happen, but as of this date, the newly assigned provincial delegates had not been able to approve loans to farmers because their committees had not yet been appointed. Information from other countries was not obtained.

g. assignment to development projects - no information was actually gathered other than for a few former seminar graduates from CHAD and the Cameroon FONADER provincial delegates. Most graduates are in Ministries and provincial posts related to development projects but not necessarily on project teams.

NOTE: These End-of-Project Status indicators are too many and too difficult to verify. They should be changed to something like:

- new projects being conceived, designed, and implemented
- available monies being obligated

- cost/benefit evaluations being conducted
- regional training institution staffs have been Africanized.

IV. Costs:

An attempt was made at making a comparison of the budgets for the Yaounde Seminars in 1972 and 1974. Unfortunately, the line items of the two budgets are different, the exchange rates (CFA/\$1) were different, the number of participants was different, etc., and final costs for the 1974 seminar are not yet in. All that can be done, therefore, is to compute some "ball-park" estimates of what the two six-week seminar ran in dollar costs. Annex D shows this (rather unreliable) comparison. The essentially similar seminars ran about \$73,300 for 40 participants in 1972 and about \$73,250 for 34 participants in 1974. The unit costs were:

1972: $\$73,300 \div 40 = \1832 per man for 6 weeks or about
\$1220 per man-month

1974: $\$73,250 \div 30 = \2154 per man for 6 weeks or about
\$1436 per man-month

Is this efficient? Under the standard cost system, similar AID-sponsored seminars in the U.S. would run \$1325 per man-month but would not include international travel costs. (Nor do these in-country and third-country costs include a number of complementary programs that are included in the standard cost system for U.S. training.) But using the standard cost as a criterion, the Yaounde Seminar I was less expensive and the Yaounde Seminar II was more expensive. Note that had six or seven more participants attended this most recent seminar, the costs could have been considered more reasonable. What needs to be done is to obtain more accurate figures for the sustaining costs for PAID, and the separate variable costs. These latter are dependent on the number of participants attending each seminar, since unit costs drop depending on the student/faculty ratio.

V. Some Issues:

A. Per diem - The amount of per diem to be paid and what authority should pay it has interfered with the smooth running of the three seminars held so far (Yaounde I in 1972, Bangui in 1973, and Yaounde II in 1974). Under past understandings, the government of the country in which the seminar was to be held was also to pay a per diem rate not only for its own participants but for participants from the other countries. There has been resistance and reluctance on the part of host country governments to pay the per diem and the best information available indicates that although promised, these amounts remain largely unpaid.

The amounts of per diem actually paid during the seminars

either by AID or sponsoring organizations to minimize the inconvenience to participants have been paid on differential bases which only exacerbated the problem. A comparison of per diem (in CFA) between the 1972 and 1974 Yaounde seminars showed the following differentials among the participants:

	<u>1972</u>	<u>1974</u>	
Chad, Gabon, RCA, etc.	Hotel Room:	2500 CFS	3600 CFA*
	Meals:	2000	-
	Pocket Money:	<u>1000</u>	<u>3400</u>
		5500	7000
Cameroonians from outside Yaounde	Hotel Room:	2500	
	Meals:	2000	3400*
	Pocket Money:	<u>1000</u>	<u>1800**</u>
		5500	5200
Cameroonians from Yaounde	Lunch:	(1000)	(1000)
	Gas:	<u>300</u>	<u>300*</u>
		1300	1300
	field trip:	1800	1800

* being paid by PAID

** to be paid by host government but still pending as of Mar. 6, 1974.

AID policy calls for some small payment or contribution as a token of the host government's interest and commitment to an AID undertaking. From the AID/W point of view, that small payment should be easy to make and if made - should suffice to satisfy the idea that commitment has been made. From the point of view of the local governments in Central West Africa, that small amount of money has not been budgeted and is apparently exceedingly difficult to come by. Also, from the point of view of the local government, the commitment to the activity has already been made when they release their personnel from what they consider high priority tasks to spend six weeks away being trained. The salaries for these personnel being trained continue while they are away from their jobs, and is a second way in which the African governments indicate their commitment to the project. For this Yaounde Seminar II, two countries signaled their commitment in still a third way. They provided PAID's Center for Project Management with actual dossiers of real on-going projects to be used for teaching purposes. PAID was given to understand these data were a sort of economic intelligence and while seminar members could have access to them, they were not to be published anywhere.

If what AID wants is commitment of the various governments to the training project, it is apparent that it has that. If what AID

wants is money to be contributed, AID will probably not receive that, even in relatively small amounts. Since the project is not part of a bi-lateral assistance program, no Program Agreements exist between AID and the individual host country governments. It is essentially a regional program being conducted by an international organization (PAID) and the relationship between AID and the host governments is indirect, i.e. through PAID. One resolution of the per diem problem is to augment the AID grant to PAID with sufficient funds for PAID to make payment of uniform and adequate per diem - without relying on host government monetary contributions. Negotiations of the contribution amount (if any) to be made by host governments will be up to PAID.

B. Residential vs Non-Residential Seminar. None disagrees with the idea of the residential seminar. The interference with the notion comes about through the site of the seminar being one where large numbers of participants can (and do) reside at home, and where access to the participants by their employing ministries can be made too readily.

C. Costs. A considerable proportion of the costs of this seminar went into the hiring of non-African experts as instructional staff. Until an investment is made in the training of Africans to become part of the PAID permanent teaching staff, these costs will continue without any return to the institution building aspect of the project.

VI. Conclusions and Recommendations:

1. In brief, the Yaounde Seminar II was a successful seminar. It was another demonstration of how a good development idea can be well-received and how even under many difficulties, seems to "muddle-through" and come out alright. It is recommended that more attention, however, be given during planning to the issues of per diem, the residential aspects, the overall costs of each seminar, and the training of Africans for the instructional staff.

2. Project #625-11-790-905, "Training for Project Design and Management," although in existence for less than one year, is already showing progress. It is recommended, however, that the Project Paper be re-written. It is making unrealistic demands on the implementers in the time allotted. By the end of FY 75, the outputs call for four general seminars over the two years, plus the specialized seminars and orientation sessions that are in each cycle; 180 - 200 African staff trained; etc., etc. It seems to be calling for too much output without the necessary inputs. The indicators in the logframe matrix at the output and purpose level are probably measureable, but are too difficult to measure over the short run. Also, enough money needs to be provided in the project so that most if not all of the administrative and logistics problems could be resolved by PAID.

3. Graduates of previous seminars (Yacunde I in '72 and Bangui in '73) have done exceedingly well. Whether their success is attributable to the skills learned in those earlier short term training courses or to many other factors is a question. It is recommended that follow-up continue.

4. The Pan-African Institute for Development in Douala seems to have been a happy choice for establishing the Center for Project Management. The officials are interested in integrating the new Center with the other portions of the institute, sharing faculty, staff, facilities, etc., and are eager to cooperate with AID to make a go of this training project. The staff of the new Center, however, needs to be bolstered considerably either through recruitment of competent Africans or by training them in the U.S. or elsewhere. It is recommended that training of PAID staff be started just as soon as possible to increase the instructional staff and, to have at least one African trained in evaluation techniques. Also, the various Centers of the Pan-African Institute for Development should be placed on the distribution lists for various kinds of AID documents and reports on development.

SEMINAIRE SUR LA METHODOLOGIE DES PROJETS

21 Janvier - 2 Mars 1974

YAOUNDE , République Unie du Cameroun

PRE - QUESTIONNAIRE

Instructions : Mettez une croix dans l'espace correspondant à votre réponse. Répondez aux questions dans l'ordre prévu Répondez à toutes les questions.

197219741. AGE

<u>0</u>	<u>1</u>	21 - 25 ans
<u>8</u>	<u>8</u>	26 - 30 ans
<u>19</u>	<u>18</u>	31 - 35 ans
<u>9</u>	<u>5</u>	36 - 40 ans
<u>1</u>	<u>0</u>	41 - 45 ans
<u>0</u>	<u>2</u>	46 ans et plus

2. Statut au Séminaire

<u>31</u>	<u>33</u>	Participant
<u>7</u>	<u>1</u>	Observateur régulier

3. Niveau du Dernier diplôme Obtenu

<u>6</u>	<u>5</u>	Baccalauréat ou Equivalent
<u>26</u>	<u>22</u>	License, Diplome d'Ingénieur, ou équivalent
<u>6</u>	<u>6</u>	Diplôme d'Etudes Supérieur ou Equivalent
<u>3</u>	<u>1</u>	Doctorat

4. Avez-vous une expérience d'enseignant ? 8 25 (1974)

oui
8non
25 (1972)

5. Travaillez-vous pour :

<u>3</u>	<u>0</u>	Un organisme International
<u>30</u>	<u>25</u>	Un Ministère (Lequel? <u>Agric, Plan, Ind.</u>)
<u>1</u>	<u>1</u>	Une Université
<u>3</u>	<u>4</u>	Un Département Affilié ou Dépendant d'un Ministère
<u>0</u>	<u>2</u>	Autres (Spécifiez

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

<u>1972</u>	<u>1974</u>		
<u>8</u>	<u>7</u>	Moins d'un an	(1974)
<u>8</u>	<u>11</u>	1- 2 ans	
<u>5</u>	<u>2</u>	3- 4 ans	
<u>4</u>	<u>1</u>	5- 6 ans	
<u>5</u>	<u>4</u>	7- 8 ans	
<u>0</u>	<u>2</u>	Plus de 8 ans	

7. Avez-vous déjà été responsable d'un projet ? 16 / 18
oui non
18 15
(1972)

8. Pensez-vous être responsable d'un projet dans deux les ans qui suivent ? 25 / 4
oui non
25 8
(1974) (1972)

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

<u>13</u>	Générations (identification de besoins, conception)
<u>11</u>	Etudes (de Marchés, techniques, Sociales, Financières)
<u>4</u>	Appréciation (analyse financière et économique)
<u>4</u>	Selection (donner avis pour la sélection)
<u>5</u>	Exécution (ordonnancement, engineering)
<u>7</u>	Contrôle (technique et budgétaire)
<u>0</u>	Prise en charge par l'Opérateur (passage à l'administration)
<u>2</u>	Evaluation

10. Quelle est la fréquence que vous utilisez les techniques suivantes dans votre travail quotidien (entourez d'un cercle le numero qui convient):

	<u>Tout le temps</u>	<u>Souvent</u>	<u>de temps en temps</u>	<u>rarement</u>	<u>pas du tout</u>
Ordonnancement (PERT ou GANTT)	2	1	5	0	7
Analyse critères financiers ou coûts avantages	6	5	4	5	2
Collection de données	11	4	7	4	0
Comptabilité	9	2	1	4	5
Analyse Point Mort	2	2	3	1	8

Prise de décision en groupe	12	9	4	0	2
Résolutions de problèmes en Groupes	9	8	6	0	2
Communications inter-personnelles et intra-groupes	6	5	6	0	4
Prévisions	6	5	2	3	4
Etudes des Marchés	2	2	5	6	3

11. Estimez le niveau de vos aptitudes présentes dans certains des sujets qui seront abordés au cours de ce séminaire (entourez d'un cercle le numéro qui convient)

	Je ne peux pas le faire	je peux le faire	je peux le faire bien
	_____	_____	_____
Ordonnancement - PERT	7	11	1
Ordonnancement - GANTT	9	10	1
Analyse critères financières	4	14	1
Analyse coûts avantage	4	14	2
Etude de Marché	0	18	3
Collections de données	2	16	8
Prévisions	1	14	5
Comptabilité	4	15	3
Résolution de problèmes en groupes	2	19	5
Établissement de l'esprit d'équipe	3	11	11
Problèmes de communications inter-personnelles	2	14	9
	<u>3.4</u>	<u>14.1</u>	<u>4.4</u>

12. Globalement, estimez votre niveau d'aptitude dans les sujets qui seront abordés à ce séminaire

- 4 Je peux traduire ces aptitudes en pratique facilement (je peux les enseigner aux autres)
- 12 Je peux traduire ces aptitudes en pratique avec peu de difficulté (je peux les appliquer dans mon travail quotidien)
- 13 Je peux traduire ces aptitudes en pratique avec l'aide d'une ressource (un expert ou manuel)
- 2 Je ne peux pas traduire ces aptitudes en pratique (bien que j'en ai une connaissance théorique)
- 2 Je ne peux pas traduire ces aptitudes en pratique.

13.

elle est votre niveau de compréhension dans les connaissances conceptuelles suivantes (entourez d'un cercle le numéro qui convient)?

	Je n'en sais rien	j'en connais un peu	je suis bien informé	je suis très bien informé
--	-------------------	---------------------	----------------------	---------------------------

Planification et Programme nationale

2

17

6

3

Méthodologie des projets

4

15

8

1

Problèmes humains en groupe

2

14

12

1

M = 2.7

15.1

8.7

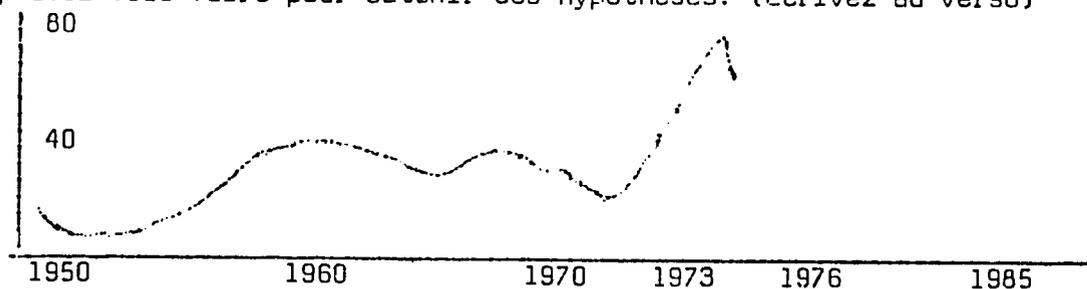
1.7

14. M. AWANA veut monter une huilerie d'arachide.

M. AWANA a des fonds disponibles. Il veut monter une huilerie d'arachide. Malheureusement il ne connaît rien sur le marché local.

Comment pourriez-vous lui décrire, d'une manière brève, les démarches successives pour la connaissance de ce marché ?

15. Vous avez sous les yeux l'évolution du cours du cacao sur le marché mondial. Pouvez-vous prévoir un niveau de prix pour 1976? 1985? Quelle recherche pouvez-vous faire pour obtenir ces hypothèses? (Ecrivez au verso)

11b.
ork

16. Est-ce qu'un collègue, participant au séminaire de Yaoundé (1972) ou celui de Bangui (1975), vous a parlé de son expérience ?

4

oui

27

non

Si oui, est-ce qu'il

3 Vous a fortement poussé de venir en tant que participant

2 Vous a poussé de venir mais avec réserve

 Vous a déconseillé

 n'a pas pris de position

 Vous a fortement déconseillé

18. Vous réunissez les membres d'un nouveau projet pour la première fois. Que pourriez-vous faire pour commencer à établir un esprit d'équipe? (Ecrivez au verso)

19. Vous devez communiquer une mission à une équipe qui aura la responsabilité de l'exécuter. Décrivez le processus que vous pourriez utiliser pour assurer que la réalisation reflétera l'idée originale?

20. Avez-vous eu des rapports avec un participant du séminaire de Yaoundé (1972) ou celui de Bangui (1973) dans le cadre de votre travail

4

oui

29

non

21. Si oui, est ce que votre collègue

1 Vous a appris des techniques acquises aux séminaires

 A. changé votre attitude en ce qui concerne le management des projets

 Vous a fait part de connaissances nouvelles en ce qui concerne le management des projets

1 ne vous a rien fait pour connaître l'expérience des séminaires

1 Vous a décrit seulement les événements ou le processus des séminaires

22.-Citer 5 effets d'un projet de construction de tracteurs sur l'environnement national. (Ecrivez au verso)

23. - Citer quelques projets envisageables pour satisfaire le besoin d'augmentation de revenu d'une zone rurale. (Ecrivez au verso)

24. Dans le cadre de votre travail avez-vous l'occasion de former d'autres personnes aux techniques, connaissances ou compétences dont vous disposez.

28

oui

25

6

non

8

(1974)

(1972)

25. Si oui, quelle pourcentage de votre travail est d'autres personnes consacrées à la formation

<u>0</u>	100 %
<u>3</u>	75 %
<u>10</u>	50 %
<u>6</u>	25 %
<u>9</u>	moins de 25 %

26. Vous êtes Directeur d'un projet riziculture.

Vous venez de recevoir un mandat de votre Ministre exigeant que chaque projet doit disposer d'un PERT. Décrivez les démarches successives nécessaires à la formulation et implantation d'un PERT. (Ecrivez au verso)

27. On vous propose un projet artisanal pour lequel bon nombre de facteurs techniques et d'environnement semblent intéressants. On vous fournit par ailleurs des renseignements suivants,

<u>Années</u>	:	<u>Revenues (recettes)</u> :	<u>Dépenses annuelles</u>	:	<u>Investissements</u>	
1	:	1.650	:	700	:	1.500
2	:	600	:	300	:	500
3	:	130	:	50	:	100
4	:	1.035	:	100	::	900
5	:	1.060	:	200	:	100

Les dépenses contiennent l'amortissement et les provisions dont le montant annuel s'élève à 800.

Pouvez-vous avec ces renseignements

a) déterminer pour le projet	OUI	NON	POURQUOI?
1 Les marges brutes	<input type="checkbox"/>	<input type="checkbox"/>	
2 Les valeurs ajoutées	<input type="checkbox"/>	<input type="checkbox"/>	
3 Les résultats d'exploitation	<input type="checkbox"/>	<input type="checkbox"/>	
4 Le Cash-flow	<input type="checkbox"/>	<input type="checkbox"/>	

- | b) déterminer | OUI | NON | POURQUOI? |
|---|--------------------------|--------------------------|-----------|
| 5 Le taux de rentabilité comptable | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 Le taux de rentabilité financière | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7 Le taux de rentabilité interne | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8 Le délai de recouvrement du capital | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9 Le seuil de rentabilité du projet (point mort) | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10 Le ratio avantage coût du projet | <input type="checkbox"/> | <input type="checkbox"/> | |

28. Brièvement, résumez la description qu'on vous a donné lors de votre sélection pour participer dans ce séminaire

29. A la fin du séminaire, (le 2 Mars 1974)

ASSANA , Boy, BELLA et MAYMVODE, participants

Centrafricains au séminaires rentrent à Bangui, ils veulent s'y retrouver ensemble pour une réunion de préparation du port destiné au Gouvernement sur l'évaluation de l'efficacité et de la pertinence du séminaire pour le pays.

A cause de plusieurs contraintes ils suivent 3 Itinéraires

- a) ASSANA et BOY prendront l'avion direct YACUNDE BANGUI; mais ils doivent encore attendre 2 Jours à YACUNDE après la fermeture du séminaire le 2 Mars 1974
- b) BELLA passera par NDJAMENA pour une mission spéciale. Les durées sont les suivantes :

YACUNDE - NDJAMENA 2 jours

NDJAMENA - BANGUI 3 jours

c) MAYEVODE passera par LIBREVILLE et BRAZAVILLE pour missions

Les durées sont les suivantes :

YAOUMBE - LIBREVILLE 2 jours
 LIBREVILLE- BRAZAVILLE 1 jour
 BRAZAVILLE- BANGUI 1 Jour

Les renseignements vous permettent-ils de faire usage des techniques ou approches suivantes :

		OUI	NON	POURQUOI?
1	P E R T	<input type="checkbox"/>	<input type="checkbox"/>	
	GANTT	<input type="checkbox"/>	<input type="checkbox"/>	
3	ANALYSE DE SENSIBILITE	<input type="checkbox"/>	<input type="checkbox"/>	
4	C. P. M	<input type="checkbox"/>	<input type="checkbox"/>	
5	FORMULE M.A.P.I.	<input type="checkbox"/>	<input type="checkbox"/>	
6	P. E.R.T./ TEMPS	<input type="checkbox"/>	<input type="checkbox"/>	
7	P. E.R.T./ CCUT	<input type="checkbox"/>	<input type="checkbox"/>	
8	La prévision par régression linéaire	<input type="checkbox"/>	<input type="checkbox"/>	
9	L'usage des prix comptables (prix de référence)	<input type="checkbox"/>	<input type="checkbox"/>	
10	La date au plus tard de l'arrivée à BANGUI du dernier Participant	<input type="checkbox"/>	<input type="checkbox"/>	

30. A ce séminaire quelles sont les techniques que vous aimeriez le plus connaître au fond (indiquez cinq)

- 23 Ordonnancement
- 32 Analyse critères financiers ou coût avantages
- 15 collection de données
- 16 comptabilité
- 12 prise de décision en groupe.

<u>28</u>	Prévision
<u>11</u>	résolution de problèmes en groupes
<u>10</u>	communication inter-personnels
<u>28</u>	études de marché

31. Quels sujets, domaines, techniques etc., aimeriez-vous voir traiter dans un tel séminaire sur le management des projets ?
(Si nécessaire, écrivez au verso)
32. Quelles sont vos espoirs pour ce séminaire (en générale) ?
33. Quelles craintes ou soucis éprouvez-vous de votre participation dans ce séminaire ?

SEMINAIRE SUR LA METHODOLOGIE DU MANAGEMENT DES PROJETS

21 JANVIER - 6 MARS

YAOUNDE, REPUBLIQUE UNIE DU CAMEROUN

le 6 mars 1974

QUESTIONNAIRE D'EVALUATION
DU SEMINAIRE

1) Que pensez-vous de la durée du séminaire	<u>1974</u>	<u>1972</u>
Trop courte	<u>5</u>	<u>4</u>
convenable	<u>17</u>	<u>22</u>
trop longue	<u>0</u>	<u>10</u>

2a) Indiquez le pourcentage approximatif des activités du séminaire auxquelles vous avez participé:

Toutes (100%)	<u>12</u>	<u>16</u>
Grande majorité	<u>10</u>	<u>16</u>
Environ la moitié	<u>1</u>	<u>2</u>
Peu	<u>0</u>	<u>1</u>

2b) Quelles sont les circonstances qui vous ont empêché de participer aux séances du séminaire (indiquez avec une croix si approprié):

Manque de moyens de transport	<u>3</u>
Travail obligé par mon organisme	<u>7</u>
Manque d'intérêt dans le contenu de la séance	<u>0</u>
Connaissance du contenu de la séance	<u>1</u>
Autres (spécifiez) _____	

3) Pour assurer un bon déroulement d'un tel séminaire, le nombre de participants était-il :

Trop faible	<u>1</u>	<u>1</u>
Convenable	<u>22</u>	<u>30</u>
Trop élevé?	<u>0</u>	<u>5</u>

4 a) Pensez-vous que pour obtenir les meilleurs déroulement et efficacité possible d'un tel séminaire, il faudrait qu'il soit :

	<u>1974</u>	<u>1972</u>
Résidentiel (x)	<u>19</u>	<u>24</u>
Non résidentiel	<u>4</u>	<u>12</u>

(x) Par résidentiel, on entend un séminaire dans lequel les participants et le corps enseignant seraient logés et hébergés ensemble pendant la durée du séminaire. Un tel séminaire comprendrait séances de soir.

4 b) Pourquoi ? _____

5) A votre avis dans ce séminaire quelle a été la proportion "Aspect théorique/aspect pratique"?

	<u>Théorique</u>	<u>Pratique</u>	<u>1974</u>	<u>1972</u>
	100 %	0 %	<u>1</u>	<u>1</u>
	75 %	25 %	<u>15</u>	<u>29</u>
	50 %	50 %	<u>6</u>	<u>7</u>
	25 %	75 %	<u>1</u>	<u>0</u>
	0 %	100 %	<u>0</u>	<u>0</u>

6 a) Pour un séminaire semblable quelle proportion "Aspect théorique/aspect pratique" recommanderiez-vous?

	<u>Théorique</u>	<u>Pratique</u>	<u>1974</u>	<u>1972</u>
	100 %	0 %	<u>0</u>	<u>0</u>
	75 %	25 %	<u>1</u>	<u>3</u>
	50 %	50 %	<u>16</u>	<u>21</u>
	25 %	75 %	<u>6</u>	<u>13</u>
	0 %	100 %	<u>1</u>	<u>0</u>

6 b) Pour réduire la proportion "aspect théorique" et augmenter la proportion "aspect pratique", le corps enseignant doit (spécifiez les activités) :

7 Avez-vous eu personnellement au cours du séminaire suffisamment de possibilités d'exprimer vos opinions et d'avoir des réponses à vos questions?

	<u>1974</u>	<u>1972</u>
oui	<u>19</u>	<u>30</u>
non	<u>4</u>	<u>6</u>

Commentez (si vous le désirez): _____

8a) Vous semble-t-il que les méthodes d'enseignement utilisées dans ce séminaire étaient adaptées au matériel présenté?

oui	<u>18</u>
non	<u>4</u>

Spécifiez _____

8b) Vous semble-t-il que les méthodes d'enseignement utilisées dans ce séminaire étaient adoptés à vos besoins?

oui	<u>19</u>
non	<u>4</u>

Spécifiez _____

9) Pensez-vous avoir à enseigner ou à former d'autres personnes au management des projets

oui	<u>14</u>
non	<u>7</u>

.../...

10a) Si oui, ce séminaire vous aidera-t-il à accomplir cette tâche?

	<u>1974</u>	<u>1972</u>
Dans une grande mesure	<u>8</u>	<u>7</u>
partiellement	<u>8</u>	<u>12</u>
peu	<u>3</u>	<u>3</u>
pas du tout	<u>0</u>	<u>2</u>

10b) Spécifiez les aspects du séminaire qui vous seront les plus utiles à former d'autres personnes (envisagez l'approche pédagogique)

10c) Indiquez avec une croix les éléments suivants qui vous aideraient à former d'autres personnes :

manuels IPD	<u>16</u>
livres portants sur les sujets abordés	<u>14</u>
aides audiovisuels	<u>5</u>
exercices	<u>15</u>
cas	<u>13</u>
dossiers	<u>11</u>
petit séminaire spécialisé sur la pédagogie et la formation des formateurs	<u>12</u>

autres (spécifiez) _____

10d) Spécifiez les activités que vous envisagez pour former d'autres personnes

11) Pensez-vous que ce séminaire que vous venez de terminer vous sera utile dans le cadre de vos activités professionnelles actuelles

	<u>1974</u>	<u>1972</u>
très utile	<u>14</u>	<u>12</u>
Utile	<u>9</u>	<u>25</u>
Peu utile	<u>0</u>	<u>0</u>

11a) Expliquez: _____

12) Quel pourcentage de ce qui vous a été enseigné pendant ce séminaire pensez-vous être directement applicable à vos activités actuelles?

	<u>1974</u>	<u>1972</u>
La totalité	<u>7</u>	<u>0</u>
une grande partie	<u>8</u>	<u>22</u>
Environ la moitié	<u>8</u>	<u>12</u>
Peu	<u>0</u>	<u>3</u>
Très peu	<u>0</u>	<u>0</u>

12 a) Justifiez votre choix _____

..../...

Maintenant que vous avez participé à ce séminaire, quelle est votre niveau de compréhension dans les connaissances conceptuelles suivantes? (entourez d'un cercle le numéro qui convient).

	Je ne sais rien =====	j'en connais un peu =====	je suis bien informé =====	je suis très bien informé =====
Planification et Programme nationale	1	10	9	2
Méthodologie des projets	0	7	13	3
Problèmes humains en groupe	<u>0</u>	<u>4</u>	<u>15</u>	<u>3</u>
M =	0.3	7.0	11.3	2.7

14) Estimez le niveau de vos aptitudes dans ces sujets qui ont été abordés au cours de ce séminaire (entourez d'un cercle le numéro qui convient)

	Je ne peux pas le faire =====	Je peux le faire =====	Je peux le faire bien =====
Ordonnancement -PERT	3	18	2
Ordonnancement- GANTT	2	14	8
Analyse critères financières	0	16	3
Analyse coût avantage (coût/bénéfice ou économique)	0	18	7
Etude de marché	2	0	0
Collection de données	1	13	5
Comptabilité(dossier finan- cier)	2	15	1
Résolution des problèmes en groupes	0	12	9
Etablissement d'esprit d'é- quipe	1	9	11
Problèmes de communications interpersonnelles	0	14	8
Prévision	<u>5</u>	<u>15</u>	<u>0</u>
M =	1.3	13.1	.../5.0

- 5) Globalement, estimez votre niveau d'aptitude dans les sujets qui ont été abordés à ce séminaire.

	<u>1974</u>	<u>1972</u>
Je peux traduire ces aptitudes en pratique facilement (je peux les enseigner aux autres)	<u>2</u>	<u>4</u>
Je peux traduire ces aptitudes en pratique avec peu de difficulté (je peux les appliquer dans mon travail quotidien)	<u>7</u>	<u>12</u>
Je peux traduire ces aptitudes en pratique avec l'aide d'une ressource (un expert ou manuel)	<u>14</u>	<u>13</u>
Je ne peux pas traduire ces aptitudes en pratique (bien que j'en ai une connaissance théorique)	<u>0</u>	<u>2</u>
Je ne peux pas traduire ces aptitudes en pratique	<u>0</u>	<u>2</u>

- 16) Sur l'échelle suivante numérotée de 1 à 7, entourez d'un cercle le chiffre qui reflète le mieux votre réaction globale à ce séminaire

1	2	3	4	↓	5	6	7
Ce sémi- naire n'au- rait pas pu être pire		2	10		8	3	Ce sé- minai- re n'au- rait pas pu être plus satis- fai- sant
$M = 4.5$							

- 17) Sur une échelle semblable, entourez d'un cercle le chiffre qui reflète le mieux votre réaction au contenu de séminaire :

1	2	3	4	5	↓	6	7
Le Con- tenu n'au- rait pas pu être pire		1	4		8	8	Le con- tenu n'au- rait pas pu être plus satis- faisant
$M = 5.3$							

18) Entourez d'un cercle le chiffre qui reflète le mieux votre satisfaction avec la logistique du séminaire (logement, hébergement, transport):

1	2	3	↓	4	5	6	7
4	9	1	↓	3	3	4	

La logistique n'aurait pas pu être pire

M = 3.3

La logistique n'aurait pas pu être plus satisfaisant

19) Entourez d'un cercle le chiffre qui reflète le mieux votre satisfaction avec l'ambiance sociale du séminaire:

1	2	3	4	↓	6	7
	1	3	4	5	10	2

L'ambiance sociale n'aurait pas pu être pire

M = 5.0

L'ambiance sociale n'aurait pas pu être plus satisfaisant

Le per diem distribué était-il

plus qu'adequat? 0
 adequat? 3
 à peine adequat? 12
 inadquat? 9

21) A part le per diem, avez-vous rencontré des problèmes logistiques que vous estimez nécessaires de porter à l'attention des organisateurs de ce séminaire?

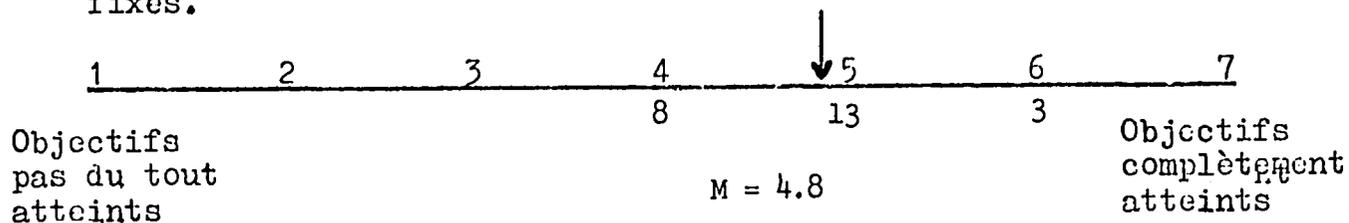
oui 22
 non 1

Si oui, veuillez décrire ces problèmes:

22) Ce séminaire avait, entre autres, certains des objectifs suivants.
Dans quelle mesure pensez-vous qu'ils ont été atteints?

	<u>Dans une grande mesure</u>	<u>Partiellement</u>	<u>Pas du tout</u>
22a) Accroître les connaissances au sujet de la méthodologie d'une étude de projet	<u>16</u>	<u>6</u>	<u>0</u>
22b) Accroître les connaissances au sujet des techniques d'une étude de projet	<u>12</u>	<u>11</u>	<u>0</u>
22c) Connaitre l'insertion d'un projet dans son environnement économique politique, et institu- tionnelle	<u>11</u>	<u>12</u>	<u>0</u>
22d) connaître des impératifs d'efficacité et des con- traintes de la réalisa- tion ou exécution des projets	<u>8</u>	<u>14</u>	<u>1</u>
22e) Montrer l'importance majeure pour le succès des projets certaines attitudes (innovoca- tion, esprit d'entre- prise, esprit d'équipe	<u>11</u>	<u>9</u>	<u>3</u>
22f) Montrer la nature et l'importance de la liai- son Plans-Programmes- Projets	<u>9</u>	<u>13</u>	<u>1</u>
22g) Analyser une situation et identifier les be- soins subsistant un pro- jet.	<u>9</u>	<u>13</u>	<u>1</u>
22h) Etre sensible et se sen- tir apt à l'animation d'un groupe et à la con- duite d'une équipe	<u>15</u>	<u>7</u>	<u>1</u>
22i) Démultiplier dans le cadre de votre travail la formation et les techniques acquises ici	<u>12</u>	<u>10</u>	<u>1</u>

23) Indiquez (sur une échelle semblable) la mesure dans laquelle vous pensez avoir atteint les objectifs personnels que vous vous étiez fixés.



24) Mettez une croix dans les quatre cases qui d'après vous décrivent le mieux le séminaire dans son entité:

	<u>1974</u>	<u>1972</u>
a) <u>Instructif</u>	<u>20</u>	<u>23</u>
b) Valable	<u>8</u>	<u>6</u>
c) Distayant	<u>0</u>	<u>2</u>
d) Un échec	<u>0</u>	<u>0</u>
e) Pertinent	<u>6</u>	<u>4</u>
f) Approprié	<u>3</u>	<u>3</u>
g) <u>Utile</u>	<u>15</u>	<u>30</u>
h) Pratique	<u>5</u>	<u>9</u>
i) Ennuyeux	<u>1</u>	<u>2</u>
j) Innovatif	<u>2</u>	<u>7</u>
K) Pertes de temps	<u>0</u>	<u>1</u>
l) Dépassé	<u>0</u>	<u>0</u>
n) Bénéfice	<u>0</u>	<u>17</u>
n) Coûteux	<u>1</u>	<u>5</u>
o) Traditionnel	<u>0</u>	<u>2</u>
p) <u>Adapté aux besoins</u>	<u>9</u>	<u>11</u>
q) Théorique	<u>2</u>	<u>4</u>
r) Un succès	<u>0</u>	<u>4</u>
s) <u>Nécessaire</u>	<u>16</u>	<u>19</u>
t) Partie de plaisir	<u>0</u>	<u>0</u>

.../...

Quel aura été pour vous le plus positif du séminaire?

26) Quel aura été pour vous l'aspect le plus négatif du séminaire?

27) Quelles sont vos idées, suggestions, remarques ou critiques au sujet du séminaire?

28) Indiquez par ordre d'importance décroissante (8,7,6,... 1, 8 est le sujet plus désirer) que vous aimeriez le plus connaître à fond dans un séminaire spécialisé :

ordonnancement	<u>3rd</u>
analyse critères financiers	<u>1st</u>
coûts avantages	<u>1st</u>
collection de données	<u>2nd</u>
comptabilité	<u>1st</u>
prévision	<u>2nd</u>
études de marché	<u>2nd</u>
problèmes humains dans une organisation (dynamique du groupe, esprit d'équipe, prise de décision, etc).	<u>0</u>

29) Avez-vous pris part comme participant au séminaire de Yaoundé
Août 1972

oui _____

non _____

30) Lequel d'après vous fut meilleur (en considérant tous les aspects)

Yaoundé I (1972) _____

Yaoundé II (1974) _____

Pourquoi?

31a) Si vous avez pris part au séminaire de Yaoundé I (1972) ou au
séminaire de Bangui 1973, vos responsabilités ont -elles changé
depuis lors.

oui _____

non _____

31b) Si "oui", quelle manière?

C-1

SEMINAIRE SUR LA METHODOLOGIE DU MANAGEMENT DES PROJETS

21 JANVIER - 6 MARS

YAOUNDE, REPUBLIQUE UNIE DU CAMEROUN

POST TEST

1.- Citer 5 effets d'un projet de construction de tracteurs sur l'environnement national.

2.- Citer quelques projets envisageables pour satisfaire le besoin d'augmentation de revenu d'une zone rurale.

3.- Citer quelques projets où l'analyse avantages/coûts peut être utilisée comme critère d'évaluation. Quand l'utilise-t-on comme critère de sélection ?

4.- M. AWANA a des fonds disponibles. Il veut monter une huilerie d'arachide. Malheureusement il ne connaît rien sur le marché local. Comment pourriez-vous lui décrire, d'une manière brève, les démarches successives pour la connaissance de ce marché ?

5.- Vous réunissez les membres d'un nouveau projet pour la première fois. Que pourriez-vous faire pour commencer à établir un esprit d'équipe ? (Citez au moins 5 activités)

6.- Vous devez communiquer une mission à une équipe qui aura la responsabilité de l'exécuter. Décrivez le processus que vous pourriez utiliser pour assurer que la réalisation reflétera l'idée originale ? (Citez au moins 5 activités)

7.- On vous propose un projet artisanal pour lequel bon nombre de facteurs techniques et d'environnement semblent intéressants. On vous fournit par ailleurs des renseignements suivants,

<u>Années</u>	<u>Revenu . (recettes)</u>	<u>Dépenses annuelles</u>	<u>Investissements</u>
1	1 650	700	1 500
2	600	300	500
3	130	50	100
4	1 035	100	900
5	1 060	200	100

Les dépenses contiennent l'amortissement et les provisions dont le montant annuel s'élève à 800.

Pouvez-vous avec ces renseignements

a) déterminer pour le projet

	OUI	NON	POURQUOI ?
1 Les marges brutes	<input type="checkbox"/>	<input type="checkbox"/>	
2 Les valeurs ajoutées	<input type="checkbox"/>	<input type="checkbox"/>	
3 Les résultats d'exploitation	<input type="checkbox"/>	<input type="checkbox"/>	
4 Le Cash-flow	<input type="checkbox"/>	<input type="checkbox"/>	

b) déterminer

- | | | |
|--|-------------|-------------|
| 5 Le taux de rentabilité comptable | <u> </u> | <u> </u> |
| 6 Le taux de rentabilité financière | <u> </u> | <u> </u> |
| 7 Le taux de rentabilité interne | <u> </u> | <u> </u> |
| 8 Le délai de recouvrement du capital | <u> </u> | <u> </u> |
| 9 Le seuil de rentabilité du projet (point mort) | <u> </u> | <u> </u> |
| 10 Le ration avantage/côût du projet | <u> </u> | <u> </u> |

8. A la fin du séminaire, (le 6 mars 1974)

ASSANA, BOYFINI, BELA et MAYOVODE

participants centrafricains au séminaire, rentrent à Bangui; ils veulent s'y retrouver ensemble pour une réunion de préparation d'un projet destiné au Gouvernement sur l'évaluation de l'efficacité et de la pertinence du séminaire pour le pays.

A cause de plusieurs contraintes, ils suivent 3 itinéraires :

a) Assana et Boyfini prendront l'avion direct Yaoundé-Bangui, mais ils doivent encore attendre 2 jours à Yaoundé après la fermeture du séminaire;

b) Bella passera par Ndjamena pour une mission spéciale. Les durées sont les suivantes :

YAOUNDE - NDJAMENA 2 jours

NDJAMENA - BANGUI 3 jours

c) Mayovode passera par Libreville et Brazzaville pour missions. Les durées sont les suivantes :

YAOUNDE - LIBREVILLE 2 jours

LIBREVILLE - BRAZZA. 1 jour

BRAZZAVILLE - BANGUI 1 jour

Les renseignements vous permettent-ils de faire usage des techniques ou approches suivantes :

	OUI	NON	POURQUOI?
1. P E R T	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. G A N T T	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. ANALYSE DE SENSIBILITE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. C.P.M.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. FORMULE M.A.P.I.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6. P.E.R.T. / TEMPS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7. P.E.R.T. / COUT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. LA PREVISION PAR REGRES- SION LINEAIRE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. L'USAGE DES PRIX COMPTA- BLES (Prix de référence)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10. LA DATE AU PLUS TARD DE L'ARRIVEE A BANGUI DU DERNIER PARTICIPANT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

BUDGETS FOR YAOUNDE SEMINARS I & II

(1972 and 1974)

	<u>1972</u>	<u>1974</u>
<u>Travel</u>		
Participants	3,520	5,000
Expert making preparatory arrangements	900	1,250
Expert to Washington, D.C.	--	1,875
<u>Per Diem</u>		
Participants	4,400	18,666*
Experts & Staff	--	7,375**
<u>Accommodations</u>	16,884	1,583*
<u>Allowances for Experts</u>	3,442	5,454**
<u>Field Trips</u>	5,460	6,333
<u>Materials & Supplies</u>	700	1,666
<u>Printing</u>	200	750
<u>Audio-Visual</u>	340	--
<u>Local Transportation</u>	--	1,458
<u>Miscellaneous (Post & Communications)</u>	900	416
<u>FASA or PAID Costs</u>	800	2,916
<u>Contracts for Instructional Team</u>	<u>35,750</u>	<u>19,000</u>
Approx. Totals:	\$73,296	\$73,242

* Per diem was given to some participants to pay for hotel accommodations.

** Probably includes some instructional team costs.