

Course form to fill in (2021-2022)

Course title:

Doing Business with Africa – the Panorama

Staff responsible for the course:

Lecturers:

First Name + Name
Djiby ANNE

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

Outline the Geopolitics of the African Continent in various aspects: politics, geography, economy, trade and socio-culture
Have an overview of the African Continent and discuss related topics of interest to international business people
Describe Africa's key political, economic and external trade institutions as well as African development integration
Comment about current and critical geopolitical issues and challenges facing Africa, of interest to Europe and the World
Analyse the African business environment

Prerequisites:

You must not write courses' codes or names but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

Students are strongly advised to keep abreast of current developments of contemporary African Geopolitics

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

- Africa's key features: history, politics, socio-culture, religion, gender, geography, conflicts, cooperation and security, poverty alleviation, economy, trade, energy, environment, and infrastructures.
- Relationships between Africa and the World, in the context of Globalization: The African continent, a strategic partner.
- Regional organizations / Partnerships and agreements
- Political, economic and business ties with Europe, with France (Afrique-France, Françafrique, Francophonie) and England (the Commonwealth.) Multilateral and Bilateral cooperation. A win-win or a win-lose situation?
- The relationships with China. New partnership with the U.S.A, and with the BRICS.
- Doing Business in Africa: the business climate, opportunities and constraints.
- The impact of African Culture on doing business, in comparison to other ways of doing business. African business etiquettes.

- The Private sector / The informal sector in Africa. The African management style and its impact on company performance. The role of Governments.
- Digital transformation: Skills development, Use of technology, Startups, Mobile money
- The future of the Africa Continent?

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

| Course's types | Number of hours | Notes |
|---|-----------------|-------|
| <u>Effective presence</u> | | |
| - Magistral Course | 6 | |
| - Interactive Course | 10 | |
| - Tutorials | | |
| - Coaching | | |
| - PBL Course | | |
| <u>Training from a distance</u> | | |
| - Video-conferences | | |
| - Webinars | | |
| <u>Self-learning</u> | | |
| - Books 'readings | | |
| - E-learning | | |
| - Research | 5 | |
| <u>Outdoors-training</u> | | |
| - In firms | | |
| - Internship | | |
| <u>Personal work</u> | | |
| - Group Projects | 4 | |
| - Individual Projects | | |
| - Personal work | | |
| Total working time for the student | | |

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials

Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (*two or three lines*) in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

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| |
|--|

List the assessment for each modality.

TABLE 2

| Modality | Type of control | Length (h) | Number | Weighting (%) |
|------------------------------|-----------------------|------------|--------|---------------|
| <u>Continuous assessment</u> | Continuous assessment | | | 10% |
| | Mid-term exam | | | |
| | Participation | | | 10% |
| | Oral presentation | | | |
| | MCQ | | | |
| <u>Final exam</u> | Oral final exam | | | |
| | Written final exam | 2 | | 50% |
| <u>Others</u> | Case study | | | |
| | Group Project | 4 | | 30% |
| | Individual Project | | | |
| | Written assignment | | | |
| | Exercises | | | |
| Total | | | | 100% |

5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

| |
|---|
| Reference book (appellation reserved for books selected by the School and necessarily bought by all the students): |
| |

| Class books : |
|---|
| Leyland Hazlewood, <i>The Ultimate Guide to Doing Business in Africa</i> , Motivational Press LLC, 2016 |
| Sonny Nwankwo, Kevin Ibeh, <i>The Routledge Companion to Business in Africa</i> , Routledge, 2018 |
| <i>Doing Business in Africa: From Economic Growth to Societal Development</i> , Editors: Apitsa, Suzanne M., Milliot, Eric (Eds.), 2021 |
| Bernard Lugan, <i>Histoire de l'Afrique – Des origines à nos jours - 2e édition</i> , Ellipse, 2020 |

| Reviews : |
|------------------------|
| Doing Business |
| African Studies Review |

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

| Name of the Website | URL |
|----------------------------|---|
| Doing Business | https://www.doingbusiness.org/en/doingbusiness |
| World Bank | https://www.worldbank.org/ |
| Euro Africa News | www.euroafricanews.com |
| The Africa Report | https://www.theafricareport.com/ |