

PN-AAV-568

46400

**REPORT ON
THE ROLE OF THE PRIVATE
SECTOR IN DEVELOPMENT
TRAINING COURSE**

**PREPARED FOR:
U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT**

**PIO/T #
6141185 & 6141185A**

**CONTRACT #
OTR-0000-C-00698-00**

JUNE 22-JULY 3, 1986

TABLE OF CONTENTS

	Page
CHAPTER 1: INTRODUCTION	1
CHAPTER 2: TRAINING COURSE	4
CHAPTER 3: EVALUATIONS	8
CHAPTER 4: RECOMMENDATIONS	25
CHAPTER 5: SUMMARY	28

APPENDICES

- APPENDIX A Agenda/Daily Schedule
- APPENDIX B Participant List
- APPENDIX C Speaker List
- APPENDIX D Final Evaluation Form
- APPENDIX E Daily Evaluation Form
- APPENDIX F Daily Evaluation Results

CHAPTER I: INTRODUCTION

"The Role of the Private Sector in Development" was an intensive training course completed by Creative Associates, Inc. with Doggett and Fort for the U.S. Agency for International Development. The project involved the development, implementation, and modification of a training program in private sector development training for A.I.D. officers.

This report summarizes the June, 1986 training program, provides a detailed descriptions of the content and process of the training program, presents the results of participants' evaluations of the course, and includes recommendations from participants and Creative Associates project staff regarding future training programs.

BACKGROUND

In response to the A.I.D. private enterprise development initiative, "The Role of the Private Sector in Development" training course was designed to train A.I.D. officers in private sector development. A pilot course was tested in December, 1984 and later modified for a May, 1985 session. Participants from both courses gave it excellent or outstanding ratings. As a result of this earlier success, A.I.D. decided that a critical mass of its key officers would benefit from this course. This project was initiated to respond to the private enterprise development training needs of A.I.D. officers by sponsoring additional courses in June, 1986 and August, 1986.

Development of Course Agenda

Project staff and consultants revised the course agenda based on participant evaluations of the previous courses and on the observations of

project faculty. Several important time changes were made. Length of the course was reduced to ten (full) days in order to accommodate the absorptive capacity of participants. The rigorous daily schedule was maintained; however, more time was added for meals to allow participants a longer respite at scheduled intervals.

Topic changes in the agenda were also made to reflect comments from former participants and course instructors. In response to an expressed need, a new section on financial analysis and organizational management was added. Emphasis on basic accounting was reduced. Additional guest lecturers provided insight on current issues in private enterprises development.

As a result of these modifications, the June, 1986 agenda reflected an updated and revised version of the May, 1985 course. The agenda was included in Creative Associates' technical proposal submitted to A.I.D. for review and comment. Appendix A contains a copy of the June, 1986 agenda.

Materials Development

A participant notebook was prepared for the training course. Included in the notebook were materials drawn primarily from existing material developed by project staff, consultants, and other experts in the field. With the assistance of training consultants and content specialists, project staff developed new materials and adapted others to ensure maximum relevance to A.I.D. professionals.

Materials for the course included case studies, work sheets, article reprints, graphs, guidelines, checklists, commentaries, and financial reports. Throughout the program, a variety of handouts were supplied to participants to accompany lectures and presentations. Several guest lecturers

brought technical material for those participants desiring additional resources. A supplement accounting text was also provided.

The notebook and materials developed represent a comprehensive compilation of documents on the role of the private sector in development.

CHAPTER 11: TRAINING COURSE

In further developing "The Role of the Private Sector in Development" training course, project staff considered several important factors:

- (1) the training team;
- (2) the training process;
- (3) the training population; and,
- (4) the training content.

TRAINING TEAM

The core training team consisted of four trainers with proven capability and extensive experience in private sector development. Three of the four core instructors of the June, 1986 course had been affiliated with the course since its 1984 inception and had collaborated on the development and subsequent modifications of the curriculum. Included in this group were two graduate business school professors with hands-on development experience and unique understanding of the professional concerns encountered by A.I.D. officers. A third member of the faculty, the managing partner of Doggett and Fort, has served as course director from the earliest development of the program and has retained primary responsibility for course design. The course director contributed substantial experience in the development of A.I.D. private sector projects. A fourth trainer, a management consultant expert with considerable private sector development experience, was added to the team to design and deliver the new financial analysis and problem solving component of the course.

As specialists in private enterprise development and with extensive A.I.D. field experience, Creative Associates' staff actively participated in and supported the training program. Observations were used to modify content and delivery of the training program on a daily basis. Despite the abbreviated start-up period of two weeks, Creative Associates logistics coordinator completed all preparations, thus facilitating course delivery. Corporate and divisional representatives from Creative Associates also attended certain sessions of the training program, thus displaying a deep interest and commitment to the success of the course.

Moreover, A.I.D. personnel assisted project staff and contributed valuable observations during project implementation. Representatives from the training office and the PRE bureau attended many sessions. The training officer also contributed to the coordination of logistical activities and devoted considerable technical support to the course.

TRAINING PROCESS

"The Role of the Private Sector in Development" training course was designed to achieve the following objectives:

- Increase awareness and appreciation of how businesses operate and how business people think;
- Help the participants become more familiar with the language of business, the investment decision-making process, and the goals, motivations, and "risk profiles" of business people (especially small entrepreneurs);
- Enhance the participants' ability to design private enterprise components into agriculture, health, education and other types of AID projects;

- Help the participants review ongoing projects and, as feasible, incorporate private enterprise activities in implementation activities;
- Help the participants better utilize technical assistance from the U.S. and LDCs to enhance the private enterprise impact of their activities; and,
- Enhance the participants' ability to design private enterprise specific projects such as the establishment of intermediate credit facilities and privatization, including the divestiture of public enterprises.

A combination of techniques, methodologies, and exercises were employed to achieve these objectives. At the outset, each participant was asked to describe individual expectations of the training course. This set the stage for active participant involvement throughout the course.

Focusing on skill building and team building, project staff formed small study groups of approximately five persons who would meet on a daily basis to discuss and prepare work assignments. The first group exercise was used to illustrate assumptions generally made in problem solving. Groups were carefully arranged for the optimal mix of technical expertise, development experience, and personal background. In order to obtain maximum exposure to a variety of people, group members were changed during the second week of the course.

Participants were given a thorough introduction to learning through the case method through an initial lecture and written descriptions. Thereafter, case studies were selectively used as the primary vehicle for study and analysis of private sector development issues and concepts. The A.I.D. officers attending the June, 1986 course responded well to the case study method and were eager contributors to class discussion in the plenary sessions.

Lectures, films, and guest presentations were used to supplement the core curriculum. Role playing occurred spontaneously in plenary sessions and was organized in an all day simulation game designed to demonstrate development issues.

TRAINING POPULATION

The June, 1986 course contained 23 A.I.D. officers and two participants/observers from Creative Associates. Appendix B contains a list of participants, including name, grade, and job position.

TRAINING CONTENT

Project staff and consultants developed the course content, which is presented in the agenda included in Appendix A. During the training program, the training team revised the curriculum to be more responsive to the expressed needs of the participants. For example, revisions in the agenda were made to accommodate participants' requests for additional time on certain areas of interest.

Interchanges among instructors and participants also expanded the course content beyond the scheduled agenda. After class discussions became a regular occurrence. Instructors were available before and after training sessions, during breaks, and during meals to discuss the subject material, to expand on related topics, and to consult on individual concerns. Thus, instructor - participant rapport was at an extremely high level.

CHAPTER III: EVALUATIONS

Participants in "The Role of the Private Sector in Development" training course were asked to complete daily evaluations of the program as well as a more comprehensive final evaluation. This chapter describes the objectives of the course evaluation, comments on the evaluation design, and assesses the quantitative results of the final evaluations. Moreover, this chapter summarizes participants' comments and suggestions for improving the course.

EVALUATION OBJECTIVES

Realizing that participant assessments are a key component in this type of programming, Creative Associates was particularly interested in evaluating the effectiveness of the training course. Evaluations were used to assess the extent to which the program goals were met and to contribute to the formulation of recommendations for upcoming courses.

The evaluation of "The Role of the Private Sector in Development" training course focused on the following objectives:

- to gauge participants' reactions to the training program;
- to determine the impact and relevance of the course content to A.I.D. officers in their role as development professionals;
- to allow project staff to monitor and modify the training program on a daily basis, thus acknowledging the immediate concerns of the participants; and,
- to assist in the design of future courses.

EVALUATION DESIGN

Participant evaluation forms for both the daily and final assessments were those taken from the earlier courses. The daily evaluation form is included

in Appendix E. The form used to evaluate the entire course is contained in Appendix D.

EVALUATION RESULTS

Final Evaluation

Each course participant completed a final evaluation of the course. Tables 1 through 8 give general background information on participants. Table 1 indicates that thirteen participants had fewer than ten years of experience with A.I.D., with the remaining participants having substantial A.I.D. experience. Table 2 shows that at least six participants had no previous involvement with private sector development projects, although the participants averaged 4.58 years of involvement with private enterprise projects. Tables 3, 4, and 5, and 8 demonstrate the wide variety in grades, backstop codes, job positions, education, and AOSC designations of individuals attending the course. Over one-half of the participants had worked in the private sector outside A.I.D., as indicated by Table 6. As shown by Table 7, however, less than half of the participants had formal education or training in courses related to private enterprise development.

TABLE 1

1. How many years have you worked with AID?

<u>PARTICIPANT</u>	<u># OF YEARS</u>
1	20
2	7
3	19
4	6
5	20
6	8
7	5
8	1
9	8
10	10
11	25
12	2
13	20
14	4.5
15	35.7
16	7
17	22
18	3
19	11
20	6
21	15
22	7
23	6
<hr/>	
TOTAL	268.2
TOTAL # RESPONSES	23
MEAN	11.66

TABLE 2

2. How many years have you been involved in Private Sector related projects?

<u>PARTICIPANT</u>	<u># OF YEARS</u>
1	0
2	7
3	6
4	1
5	8
6	.5
7	0
8	0
9	3
10	4
11	25
12	2
13	10
14	2
15	4
16	7
17	0
18	2
19	1
20	0
21	0
22	19
23	4
<hr/>	
TOTAL	105.5
TOTAL # RESPONSES	23
MEAN	4.58

TABLE 3

3. Please check your current grade level.

<u>PARTICIPANT</u>	<u>GRADE LEVEL</u>
1	FS-2
2	FS-2
3	FS-1
4	FS-2
5	FS-2
6	FS-2
7	FS-1
8	FS-3
9	FS-2
10	FS-2
11	GS-14
12	FS-2
13	SFS
14	FSN 10/1
15	GS-13
16	FS-1
17	FS-4
18	FSN 11
19	GS-14
20	FSN 12
21	GS-13
22	GS-14
23	FS-1

TABLE 4

4. What is your current Backstop Code?

<u>PARTICIPANT</u>	<u>BACKSTOP CODE</u>
1	02
2	85?
3	02
4	94
5	02
6	94
7	-
8	60
9	94
10	10
11	GS 301
12	94?
13	94
14	N/A
15	Pri. Sec.
16	20
17	95
18	8
19	Program Officer
20	N/A
21	-
22	Economist
23	04

TABLE 5

5. What is your current job? (Sector and Title)

<u>PARTICIPANT</u>	<u>SECTOR</u>
1	Evaluation Off, Project Analyst
2	Legal Advisor - Central America
3	Program Off
4	Project Dev Off
5	Program Off
6	Supervisory Project Dev Off
7	Science Program Dir Office of the AID Science Advisor
8	HRD - Education Program Off
9	Chief, Private Sector Off
10	Project Off AGR
11	Program Off
12	Division Chief, PP
13	Deputy Director, Project Dev Off
14	Private Sector Office Program Specialist
15	Private Sector Coordinator, Africa Bureau
16	Housing and Urban Dev Off Director Housing and Private Sector Pgms., Lisbon
17	Project Dev Off for Agriculture
18	Program Specialist/Prog/FFP/
19	Evaluation Officer
20	Program Specialist, Food For Peace Office
21	Project Dev Off
22	Employment & Enterprise Policy Analyst
23	Director, Office of Science & Technology

TABLE 6

6. Have you worked in the private sector outside the Agency? In what areas (i.e. sales, marketing, finance)?

<u>PARTICIPANT</u>	<u>WORKED OUTSIDE AID?</u>	<u>AREA</u>
1	Yes	Market Research
2	Yes	Law Firm
3	Yes	Sales, Marketing
4	Yes	Engineering
5	No	
6	No	
7	No	
8	Yes	Sales, Training
9	Yes	Research, Sales, Marketing
10	Yes	Production
11	Yes	Finance
12	Yes	Sales, Marketing
13	Yes	Sales
14	Yes	Marketing, Finance
15	No	
16	Yes	Dev. of cooperative housing projects; architectural practice
17	-	
18	No	
19	No	
20	No	
21	No	
22	No	
23	Yes	

TABLE 7

7. Have you had formal education or training in any of the subjects covered in this course (e.g. marketing, finance); which ones?

<u>PARTICIPANT</u>	<u>FORMAL EDUC./TRAINING</u>	<u>TYPE</u>
1	No	
2	No	
3	Yes	Marketing, Finance, Int. Business, Accounting, Econ.
4	No	
5	Yes	Economic Analysis
6	Yes	Marketing, Finance, Econ. Mgmt., Accounting
7	No	
8	No	
9	No	
10	-	
11	No	
12	-	
13	Yes	Business Admin., Marketing
14	Yes	Marketing, Finance, Bs. Admin.
15	No	
16	No	
17	No	
18	Yes	Marketing, Finance, Mgmt.
19	Yes	Non-technical analytical and econometric techniques MBA
20	Yes	
21	No	
22	Yes	Economics, Intl. Business
23	No	

TABLE 8

8. What is your primary AOSC designation?
 9. What is your highest level of education?

<u>PARTICIPANT</u>	<u>SECTOR</u>	<u>LEVEL OF EDUCATION</u>
1	Program Officer	BA
2	Legal Advisor	J.D.
3	Program Off	MA/MS
4	Don't Know	MSC.
5	-	21
6	PDO (94)	MS
7	-	PhD
8	Program Off?	J.D.
9	PD	PhD
10	Agriculture	BS
11	-	AB
12	?	PhD
13	1194	MPA
14	N/A	BA
15	-	Grad. Studies
16	Housing	BA
17	Project Dev	MA
18	Program Specialist	BSC
19	-	MA
20	N/A	MBA
21	N/A	7 years
22	-	PhD
23	94	MA

Participants were asked to rate the general program content of the course on a scale of 1 to 5 with the following indicators:

1. None or not at all
2. Very little
3. Somewhat
4. Quite a bit
5. A great deal

Participants were then requested to apply these indicators to the following questions:

TO WHAT EXTENT DID THE RPSD COURSE. . .

1. Provide information you believe will be helpful in working with the private sector as a delivery vehicle for economic assistance?
2. Offer hard data and development experience that had a practical application to your job?
3. Allow sufficient time for discussion and questions?
4. Identify helpful suggestions and recommendations for development problems that are related to your work?
5. Provide you with innovative concepts/techniques and ideas that you can use on your present job?
6. Point to areas in which you wish to acquire further knowledge/skills?
7. Provide you with techniques to strengthen AID development projects?
8. Effectively explore means by which you can use the private sector as a delivery vehicle for economic assistance programs?
9. Increase your understanding about technical and financial resources available to LDC governments and private organizations?

Table 9 summarizes the individual and mean responses of the participants to these nine questions. Results indicate that the course received very high ratings across the board. The overwhelming majority of participants gave a 4 or 5 rating to the course for providing useful information in working with the

private sector. Participants felt very strongly that the course pointed to areas where they would like to gain expertise.

The vast majority of participants rated gave a 4 or 5 rating to the course for providing techniques to strengthen A.I.D. development projects. Similarly, participants declared that the course provided innovative concepts, techniques, and ideas to be used in their present jobs.

The course averaged a 4 rating for offering hard data and development experience with practical job application, for identifying helpful suggestions and recommendations for work-related development problems, and for allowing sufficient time for discussion and questions.

Finally, a large majority of participants gave a 4 or 3 rating to the course for effectively exploring means to use the private sector as a delivery vehicle for economic assistance programs, and for increasing participants' understanding of technical and financial resources available to LDC governments and private organizations.

TABLE 9.

TO WHAT EXTENT DID THE RPSD COURSE . . .

PARTICIPANTS	QUESTIONS								
	#1	#2	#3	#4	#5	#6	#7	#8	#9
1	5	4	4	3	4	5	5	3	4
2	5	4	3	4	5	5	5	2	2
3	5	4	3	4	4	4	4	3	2
4	4	4	5	4	4	3	3	4	4
5	4	4	4	3	4	4	4	3	2
6	4	5	3	4	4	4	4	4	3
7	5	5	5	4	4	5	4	4	3
8	4	2	4	5	5	5	4	3	4
9	5	4	4	4	4	5	5	-	4
10	4	4	4	4	4	4	3	4	4
11	4	3	3	5	4	5	5	4	4
12	5	3	3	4	4	4	4	4	3
13	5	4	4	4	4	4	4	4	3
14	5	4	5	5	5	4	4	5	5
15	5	5	4	5	4	3	5	4	4
16	3	4	4	-	5	5	5	3	3
17	4	5	4	4	5	5	4	4	3
18	4	3	5	4	5	5	4	5	5
19	5	5	5	5	5	5	5	3	3
20	5	5	4	3	4	4	5	5	4
21	5	4	4	5	5	5	5	4	5
22	5	5	5	4	3	4	4	3	3
23	3	3	3	2	2	2	3	2	3
TOTAL	103	93	92	89	97	99	98	80	80
# RESPONSES	23	23	23	22	23	23	23	22	23
MEAN	4.47	4.04	4.00	4.04	4.21	4.30	4.26	3.63	3.47

Participants were also asked to assess the course by answering five different questions requiring a full description of their perceptions.

Answers to the question, "Would you recommend the same two-week course to your colleagues? Why?" support the excellent ratings for the course. All respondents answered affirmatively, with a three participants qualifying their recommendations. Typical comments include:

- "extremely valuable in terms of objective knowledge . . . and approaches taught";
- "tools are valuable . . . interaction is excellent . . . subject matter is relevant";
- "quick, vital orientation to private sector concepts";
- "course provided a new perspective for looking at not only project design but also management";
- "a wide range of information provided"; and,
- "had a practical application to our work."

Qualifying statements concerned the amount of pressure generated in the course as well as observations on particular presentations.

Responses to the question, "If you had a day to spend with any (or all) of the presenters, what specific questions would you like to be addressed?" provide a good indication of topics of interest to participants. These areas included the following:

- "more detailed application of financial analysis tools";
- "more information on interfacing among A.I.D., the host government, and the private sector and strategies for strengthening these relationships";
- "policy considerations/constraints in stimulating the creation and growth of the private sector";
- "application of the acquired techniques to my job . . . to project implementation";

- "more discussion of standard business tools and phraseology . . . more attention on practical skills and tools used by private firms in getting work done, tracking performance";
- "developing country strategies for A.I.D."; and,
- "how to make the links to the private sector from the field . . . what external/internal resources are available."

Responses to the question, "Was the amount of time allotted for the course about right for the topics covered?" further amplified the statistical data. The number of "yes" answers approximated the number of "no" answers, with the remaining participants giving a mixed response. A sample of comments include the following;

- "I liked the pace . . . intense enough to require total participation/concentration";
- "insufficient time for financial analysis . . . IFIs . . . strategic thinking at macro and micro levels";
- "pressure was constant but manageable";
- "topics required more time than allotted";
- "useful to go into more depth on tools presented . . . achieved by a reallocation of time within the current course, better selections of priority tools, and clearer discussion of tool application during the case study presented";
- "uneven, . . . too much time on some plenary discussions"; and,
- "yes . . . especially considering the size of the material and the time constraints."

Participants were next asked to assess the strengths and benefits of the training course. Responses were varied but generally centered on training content, training methodology, and training staff. Typical comments included the following:

- "thoughtful discussion of cases ... good teaching methodologies ... relevant subject matter ... excellent mix of presenters";

- "improving thinking capacity, developing new visions of how to approach problems ... understanding better (the) complexities of development";
- "course does what the full title says it would do -- introduce colleagues to what business does, why, problems, risks ...";
- "(excellent) teaching staff and presentation of practical tools";
- "very useful overview of the major issues behind private sector activities";
- "good involvement of class in case study sessions";
- "different concepts, different tools, different way of looking at things"; and,
- "the pressure ... pace ... intensity."

Statistical evidence from the daily evaluations was further amplified in participants' response to the final question to assessing the weaknesses or failings of the course. Among the most commonly cited weaknesses were:

- "short time allotted compared to wide range of topics covered ... not enough time for absorbing the analytical tools and applying them";
- "too much emphasis on various tools without referring to their application to the developing world ... failed to address key areas for AID (private enterprise involvement) -- health, agriculture...";
- "uneven pace ... course materials/tools should be evenly spaced throughout more analysis by presenters at the end of each session...";
- "no in-depth discussion of policy constraints to private sector development ... course did not discuss private sector climates...or alternatives (eg. mixed economies)";
- "financial analysis (component) should be tailored to group level absorption capacity"; and,
- "failure to give substance to overall A.I.D. policy in private sector development."

Participants stated that facilities in Fredericksburg were a problem, but were otherwise generally satisfied with logistic preparations.

Daily Evaluations

Participants were also requested to complete an abbreviated evaluation of the course on a daily basis. Participants were asked to rate morning, afternoon, and evening sessions on a 1 to 5 scale and to add written comments. Approximately fifty percent of the participants submitted daily evaluations, the results of which are included in Appendix F.

CHAPTER 4: RECOMMENDATIONS

This chapter presents recommendations for follow-up training courses for A.I.D. officers in private sector development. The recommendations are based on comments gleaned from the daily and final evaluations of participants, the observations and experience of Creative Associates project staff, and the judgements of the training team. Recommendations are organized by training content, training process, training team, and training population.

Training Content

The topics for the private sector development training were well suited for participants' needs and A.I.D.'s objectives. As noted by the participants, a stronger integration is needed linking the private sector development concepts with the daily tasks facing A.I.D. officers. For example, project staff observed that the problem solving component could be contrasted with the logical framework mode used in the A.I.D. project development process.

Participants uniformly recommended the devotion of more time to the application of the analytical and financial tools to the case studies. Participants were eager to practice new tools and techniques in order to apply these skills to their project development and project management duties.

Finally, suggestions for future courses include the design of components addressing the policy constraints to private enterprise development and strategies to assess and improve host country climates to encourage private enterprise development.

Training Process

Evaluations and observations demonstrate the overall effectiveness of the training process used in "The Role of the Private Sector in Development" training course. Participants and observers remarked on the successful

implementation of case study methodology and study group sessions. Several modifications, however, are warranted to improve the training process. At the suggestion of participants, the training objectives of the course as well as the strategy that will be used to achieve them, should be delivered in a more structured presentation at the outset of the course.

One common problem mentioned was the lack of time. Because time pressures coupled with the depth of the technical material posed difficulties to the majority of participants, project staff recommends the resumption of a two week time frame for the course, thereby extending the current ten day schedule. In addition, careful allocation of time is needed for presentations of new technical material and plenary sessions.

The intense pace of the course was viewed favorably by observers as eliciting a commitment to the course from both participants and trainers. Because there was no active demand to slow down or refusal to keep up the pace, project staff recommends that the pace remain even between the first and second week.

Many participants also recommended that more opportunity to practice newly acquired analytical tools would be helpful. Suggestions included that financial analysis tools be applied to each case study when appropriate throughout the course, and that more linkages of these tools to their jobs be illustrated.¹

¹One possible solution would be to have participants select a problem or situation they have to deal with as their individual case study. Each participant would develop a description of a project, problem, or planning exercise they are responsible for or have encountered. Each participant would apply assessment, planning, and evaluation techniques presented in the course to that situation. Each day some time could be allotted for applying that day's issues to personal applications of individual's cases. Over the two weeks of the course, participants will become familiar with various personal cases and will add these cases to study group discussion. In this way, tools are practiced and cases become meaningful to the individual.

Training Team

As stated earlier in this report, the training team for the course was well received by participants and represented a key strength of the course. Participants expressed concern, however, about the use of guest presenters in the program. Because of the intensity and pace of the training course, more judicious selection of guest lecturers is needed to ensure that course objectives are met.

A final recommendation addresses the expressed need of participants to have private sector development concepts relate more directly to their individual positions. It is suggested that the training team announce the availability of reserved time to discuss specific applicability of course materials to daily tasks faced by A.I.D. officers.

Training Population

The enthusiastic response of the participants to private sector development training and the final evaluations show that A.I.D. officers are interested in further opportunity to expand their skills. Many participants recommended more training or follow-up seminars for exploring the policy constraints to private enterprise development, as well as the availability of additional technical resources in areas of interest. Several participants suggested that the training course be held in the field to allow the participation of A.I.D. mission staff and host country nationals.

CHAPTER 5: SUMMARY

"The Role of the Private Sector in Development" training course was successful in achieving its stated objectives. All project tasks, including content development and modification, logistical preparations, and course delivery, were completed on time and in accordance with contract requirements.

As evidenced by the final evaluations, participants rated the course very highly. Many described it as the best A.I.D. training they had ever received.

Both participants and project staff concur that the effort to provide A.I.D. professionals with an introduction to the role of the private sector in development is necessary, relevant, and worthwhile. Moreover, both agree that this training course further underscores the A.I.D. commitment to the utilization of private enterprise development initiatives in development programs.

APPENDIX A

DAILY SCHEDULE

ROLE OF PRIVATE SECTOR IN DEVELOPMENT COURSE

SUNDAY, JUNE 22

Herriott, Patalive, Jones, Russell, Doggett,
Ogilvie & Felton.

- 4:30 - 5:30 CASH BAR AND REGISTRATION
- 5:30 - 6:30 BEGINNING OF COURSE DINNER
- 6:30 - 7:30 INTRODUCTION OF COURSE, FACULTY & PARTICIPANTS AND DISCUSSION OF EXPECTATIONS FOR COURSE
- 7:30 - 8:05 ASSIGNMENT OF STUDY GROUPS AND TEAM BUILDING EXERCISE
- 8:05 - 8:30 INTRODUCTION TO THE CASE METHOD
- 8:30 - 9:30 READ: LEARNING BY THE CASE METHOD & INDIVIDUAL PREPARATION OF THE ALCOSA (A) CASE
- 9:30 - 11:00 INDIVIDUAL PREPARATION OF PARTS 1 & 2 OF ANTHONY'S ESSENTIALS OF ACCOUNTING

MONDAY, JUNE 23

Felton, Ogilvie & Doggett

- 8:00 - 9:00 STUDY GROUP PREPARATION OF THE ALCOSA (A) CASE
- 9:15 - 10:45 PLENARY DISCUSSION OF THE ALCOSA (A) CASE
- 10:45 - 11:00 BREAK
- 11:00 - 12:00 INDIVIDUAL PREPARATION OF THE ALCOSA (B) CASE
- 12:00 - 1:30 LUNCH
- 1:30 - 2:30 STUDY GROUP PREPARATION OF THE ALCOSA (B) CASE
- 2:30 - 4:00 PLENARY DISCUSSION OF THE ALCOSA (B) CASE
- 4:00 - 4:15 BREAK
- 4:15 - 5:30 INTRODUCTION TO PROBLEM SOLVING FRAMEWORKS
- * Business Systems and Logic Trees
- 5:30 - 7:00 BREAK FOR DINNER
- 7:00 - 8:30 INDIVIDUAL PREPARATION OF THE CHOWI VALLEY AGRICULTURAL PROJECT CASE

8:30 - 9:30 GROUP PREPARATION OF THE CHOWI VALLEY AGRICULTURAL PROJECT CASE

9:30 - 11:00 READ: HOW TO READ A FINANCIAL REPORT AND NOTE OF FINANCIAL ANALYSIS

TUESDAY, JUNE 24 Ogilvie & Doggett

8:00 - 9:30 PLENARY DISCUSSION OF APPLICATION OF PROBLEM SOLVING TECHNIQUES

9:30 - 11:00 INTRODUCTION TO BUSINESS ANALYSIS TOOLS

- * Break-even, Value-Added, Sources of Change, Sensitivity Analysis, 80-20 Analysis, Key Tasks and Segmentation

11:00 - 11:15 BREAK

11:15 - 11:45 INTRODUCTION TO FINANCIAL ANALYSIS

A. UNDERSTANDING FINANCIAL REPORTS
"The Formats and What They Say"

- * Income Statement, Balance Sheet, Statements of Changes, Summary & Notes
- * International Differences

11:45 - 12:30 B. USING FINANCIAL REPORTS - From Data to Information - "What Reports Can Reveal"

- * Ratio Analysis

12:30 - 2:00 LUNCH

2:00 - 4:30 C. BEYOND RATIOS - Cash Flow and Sustainable Growth Rates

- * The cash to cash cycle
- * Browning Lumber Case
- * The Carrefour Case

4:30 - 4:45 BREAK

4:45 - 5:45 INDIVIDUAL PREPARATION OF AFTRAIN-CAMEROON CASE

5:45 - 7:30 BREAK FOR DINNER

7:30 - 8:30 GROUP PREPARATION OF THE AFTRAIN-CAMEROON CASE

8:30 - 10:00 APPLICATION OF FINANCIAL ANALYSIS TOOLS TO AID'S
POLICIES, PROGRAMS AND PROJECTS

10:00 - 10:30 READ: MARKETING AND ECONOMIC DEVELOPMENT

WEDNESDAY, JUNE 25 Ogilvie, Doggett & Felton

8:00 - 9:30 PLENARY DISCUSSION OF THE AFTRAIN-CAMEROON CASE

9:30 - 10:30 WRAP-UP

- * Recap of concerns re: Microeconomics of the Firm, Focus on sustainable cash flow
- * Strategy - skill fit issues

10:30 - 10:45 BREAK

10:45 - 11:30 INDIVIDUAL PREPARATION OF THE SWAZILAND CREDIT AND SAVINGS BANK CASE

11:30 - 1:00 LUNCH

1:00 - 2:00 GROUP PREPARATION OF THE SWAZILAND CREDIT AND SAVINGS BANK CASE.

2:00 - 3:30 PLENARY DISCUSSION OF THE SWAZILAND CREDIT AND SAVINGS BANK CASE

3:30 - 3:45 BREAK

3:45 - 5:45 MARKETING AND ECONOMIC DEVELOPMENT

5:45 - 7:15 BREAK FOR DINNER

7:15 - 9:30 INDIVIDUAL PREPARATION OF THE CHOUFONT-SALVA, INC. CASE

READ: BUREAUCRATIC REORIENTATION FOR PARTICIPATORY RURAL DEVELOPMENT

9:30 - 10:30 GROUP PREPARATION OF THE CHOUFONT-SALVA, INC. CASE

THURSDAY, JUNE 26 Felton & Doggett

8:00 - 9:30 PLENARY DISCUSSION OF THE CHOUFONT-SALVA, INC., CASE

9:30 - 10:00 FILM: THE CHEERFUL REVOLUTION

10:00 - 10:15 BREAK

10:15 - 11:30 COMPETITIVE STRATEGY AND STRATEGIC PLANNING

22

11:30 - 12:30 INDIVIDUAL PREPARATION OF THE BOTSWANA UNIFORM AGENCY (PTY) LTD (A) CASE
12:30 - 2:00 LUNCH
2:00 - 3:30 PLENARY DISCUSSION OF THE BOTSWANA UNIFORM AGENCY (PTY) LTD (A) CASE
3:30 - 3:45 BREAK
3:45 - 5:30 PEOPLE, ORGANIZATIONS AND DEVELOPMENT
5:30 - 7:00 BREAK FOR DINNER
7:00 - 8:30 INDIVIDUAL PREPARATION OF THE SEED CORPORATION OF THE PHILIPPINES CASE

FRIDAY, JUNE 27 Felton, Bigelow, Bouchard, Tsakok & Cruz

8:00 - 9:00 STUDY GROUP PREPARATION OF THE SEED CORPORATION OF THE PHILIPPINES CASE
9:00 - 10:30 PLENARY DISCUSSION OF THE SEED CORPORATION OF THE PHILIPPINES CASE
10:30 - 10:45 BREAK
10:45 - 12:45 THE ROLE OF THE INFORMAL SECTOR AND MICRO-ENTERPRISES IN ECONOMIC DEVELOPMENT - Ross Bigelow, S&T/RD/EDD
12:00 - 2:00 LUNCH & VIDEO TAPE ON INFORMAL MARKETS
2:00 - 4:00 ROLE OF DEVELOPMENT FINANCE CORPORATIONS, INTERMEDIATE FINANCE INSTITUTIONS AND INVESTMENT PROMOTION ACTIVITIES IN PRIVATE SECTOR DEVELOPMENT - Bruce Bouchard, Equator Advisory Service Ltd.
4:00 - 7:00 BREAK FOR DINNER
7:00 - 9:00 INTRODUCTION TO THE EXACTION GAME - Isabelle Tsakok, Economist, The World Bank and Paula Cruz, Development Studies Program, The University of Southern California

SATURDAY, JUNE 28 Tsakok, Cruz, Felton & Doggett

8:00 - 5:00 THE EXACTION GAME

SUNDAY, JUNE 29 Herriott, Austin, Doggett, Russell & Jones

7:00 - 8:30 ORIENTATION FOR SECOND WEEK

12)

8:30 - 10:00 INDIVIDUAL PREPARATION OF THE ZACAPA (A)

MONDAY, JUNE 30 Austin

8:00 - 9:00 STUDY GROUP PREPARATION OF THE ZACAPA (A) CASE

9:00 - 10:30 PLENARY GROUP DISCUSSION OF THE ZACAPA (A) CASE

10:30 - 10:45 BREAK

10:45 - 11:30 INDIVIDUAL PREPARATION OF THE ZACAPA (B) CASE

11:30 - 12:15 PLENARY DISCUSSION OF THE ZACAPA (B) CASE

12:15 - 1:45 LUNCH

1:45 - 3:00 INDIVIDUAL PREPARATION OF THE CUT FLOWER INDUSTRY
IN COLUMBIA CASE

3:00 - 3:15 BREAK

3:15 - 5:00 PLENARY DISCUSSION OF THE CUT FLOWER INDUSTRY IN
COLUMBIA CASE

5:00 - 6:30 BREAK FOR DINNER

6:30 - 8:30 INDIVIDUAL PREPARATION OF THE REPUBLIC FLOUR MILLS
CASE

READ: MANAGEMENT ISSUES IN STATE OWNED
ENTERPRISES

8:30 - 10:00 GROUP PREPARATION OF THE REPUBLIC FLOUR MILLS CASE

TUESDAY, JULY 1 Felton, Austin & DiGrandi

8:00 - 10:00 PLENARY GROUP DISCUSSION OF THE REPUBLIC FLOUR
MILLS CASE

10:00 - 10:15 BREAK

10:15 - 12:00 STATE OWNED ENTERPRISES AND PRIVITIZATION

2:00 - 3:00 INDIVIDUAL PREPARATION OF THE LEATHER INDUSTRY OF
INDIA CASE

3:00 - 4:00 GROUP PREPARATION OF THE LEATHER INDUSTRY OF INDIA
CASE

4:00 - 4:15 BREAK

- 4:15 - 5:45 PLENARY DISCUSSION OF THE LEATHER GOODS OF INDIA CASE
- 5:45 - 7:00 BREAK FOR DINNER
- 7:00 - 9:00 GINO DiGRANDI, President, New Ideas, Ltd.
- 9:15 - 11:00 INDIVIDUAL PREPARATION OF THE CAMARAO BRASILIENSIS, LTDA. CASE
READ: LATIN AMERICA: REVOLUTION AND UNDERDEVELOPMENT & MISSION PRIVATE SECTOR PROGRAM IN KENYA

WEDNESDAY, JULY 2 Zank, Anderson, Barrett, Felton & Austin

- 8:00 - 8:30 GROUP PREPARATION OF QUESTIONS FOR PPC & PRE
- 8:30 - 10:30 GROUP DISCUSSION: AID'S EXPERIENCES: WHAT WORKS?
Neal Zank - PPC & Russ Anderson - PRE
- 10:30 - 10:45 BREAK
- 10:45 - 12:45 LATIN AMERICA: REVOLUTION AND UNDERDEVELOPMENT
Jeffrey W. Barrett, Author
- 12:45 - 2:15 LUNCH
- 2:15 - 4:15 GROUP PREPARATION OF THE CAMARAO BRASILIENSIS, LTDA. CASE
- 4:15 - 4:30 BREAK
- 4:30 - 6:30 GROUP PRESENTATION OF THE CAMARAO BRASILIENSIS, LTDA. CASE
- 7:30 - 10:00 END OF COURSE DINNER

THURSDAY, JULY 3 Ogilvie, Felton, Austin & Doggett

- 8:00 - 10:00 PLANNING FOR "MONDAY MORNING" - HOW WILL I APPLY WHAT I HAVE LEARNED?
- * Triad groups
1. Situation Assessment using one "on my desk" responsibility/project
 2. Action Plan
 3. Triad Critiques of plan appropriateness
- 10:00 - 10:15 BREAK
- 10:00 - 11:00 PLENARY DISCUSSION OF GOAL SETTING

- 7 -

11:00 - 12:30 WRAP UP OF COURSE AND LESSONS LEARNED

12:30 - 1:10 COURSE EVALUATION

1:10 AWARD OF CERTIFICATES

1:30 BUS BACK TO WASHINGTON

- # # # -

236

APPENDIX B

ROLE OF PRIVATE SECTOR IN DEVELOPMENT COURSE #209

FREDERICKSBURG, VIRGINIA

PARTICIPANT LIST

JUNE 22 - JULY 3, 1986

	<u>NAME</u>	<u>TITLE</u>	<u>MISSION/OFFICE</u>
1.	ASHER, Irvin	Phys Scientist	SCI/OD
2.	BARNES, Robert F.	Proj Dvl Off	Bangkok
3.	BERNIUS, Dean	Program Officer	Lesotho
4.	COLLINS, Winfield	Proj Dvl Off	AFR/PD/SWA
5.	DAMMARELL, Anne	Program Officer	ANE/DP/E
6.	DURNAN, James	Intl Coop Spec	FVA/FFP/I
7.	GILMORE, Judith	Program Analyst	FVA/PPE/POE
8.	JAHANGIR, A.S.M.	Accountant Dhaka	
9.	JOHNSON, Francis	Priv Sect Coord	AFR/PRE
10.	KEEYS, Lynn	Proj Dvl Off	Mbabane
11.	LECCE, Gail	Reg Legal Adv	San Jose
12.	LEIBSON, David	Hsng/Urb Dvl Off	Lisbon
13.	LUCKE, Lewis	Sup Proj Dvl Off	San Jose
14.	MEYERS, Desaix	Priv Sect Off	Jakarta
15.	NUNZEZ, Geraldina	Program Spec	Tegucigalpa
16.	SAMALEH, Musa Mohamed		Mogadishu
17.	SHORTER, Charles	Financial Analyst	AFR/PD/CCWA
18.	STERNBERGER, Howard	Prog Econ	Swaziland
19.	VENEZIA, Ronald	Dep Dir ANE/PD	ANE/PD
20.	WATTS, Doral	Ag Dvl Off	Dakar
21.	WEINSTEIN, Warren	Prog Off	AFR/PD/EAP
22.	WILLIAMS, Joseph	Prog Off	Maseru
23.	YOUNG, Robert C.	Economist	ST/RD/EED

APPENDIX C

SPEAKER LIST

1. Russ Anderson, Director of Policy Review
USAID
PRE/PPR
2. Professor James Austin
Harvard Business School
Harvard School of Public Health
Boston, MA
3. Jeffry Barrett, President
Mansfield Associates
Washington, DC
4. Ross Bigelow
USAID
S&T/RD/EED
5. Bruce Bouchard, Senior Consultant
Equator Advisory Service, Limited
Hartford, CT
6. Dr. Brenda Bryant, Vice President
Creative Associates, Inc.
Washington, DC
7. Paula Cruz, Program Director
Development Studies Program
University of Southern California
Washington Public Affairs Center
8. Gino DiGrandi, President
New Ideas, Ltd.
New York, N.Y.
9. John Doggett, Managing Partner
Doggett & Fort
University Park, MD
10. Professor Edward L. Felton
Babcock Graduate School of Management
Wake Forest University
Winston-Salem, N.C.
11. Cheryl Jones
Creative Associates, Inc.
Washington, D.C.

12. Donald Ogilvie, Management Consultant
Adjunct Instructor, Yale School of
Organization and Management
Teaneck, N.J.
13. Karen Rusell, Senior Associate
Creative Associates, Inc.
Washington, D.C.
14. Isabel Tsaskok, Economist
The World Bank
15. Andra Herriott
USAID
M/PM/TD/PCT

APPENDIX D

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

The purpose of this questionnaire is to systematically gather your views about this specific pilot course in order to improve the design and content of future courses. Please offer anonymously your frank and candid perceptions.

I. General Information

1. How many years have you worked with AID? _____
2. How many years have you been involved in Private Sector related projects? _____
3. Please check your current grade level.

SFS _____ FS-1 _____ FS-2 _____ FS-3 _____ FS-4 _____
FS-5 _____ FS-6 _____ FS-7 _____

4. What is your current Backstop Code? _____
5. What is your current job? (Sector and Title)

6. Have you worked in the private sector outside the Agency? _____ In what areas (i.e. sales, marketing, finance).
7. Have you had formal education or training in any of the subjects covered in this course (e.g. marketing, finance); which ones? _____

8. What is your primary AOSC designation? _____
9. What is your highest level of formal education? _____

II. General Program Content. Please answer the following questions by circling the number associated with the choice that comes closest to your thoughts.

- 1 = None or not all
- 2 = Very little
- 3 = Somewhat
- 4 = Quite a bit
- 5 = A great deal

TO WHAT EXTENT DID THE RPSD COURSE . . .

1. Provide information you believe will be helpful in working with the private sector as a delivery vehicle for economic assistance? 1 2 3 4 5
2. Offer hard data and development experience that had a practical application to your job? 1 2 3 4 5
3. Allow sufficient time for discussion and questions? 1 2 3 4 5
4. Identify helpful suggestions and recommendations for development problems that are related to your work? 1 2 3 4 5
5. Provide you with innovative concepts/techniques and ideas that you can use on your present job? 1 2 3 4 5
6. Point to areas in which you wish to acquire further knowledge/skills? 1 2 3 4 5
7. Provide you with techniques to strengthen AID development projects? 1 2 3 4 5
8. Effectively explore means by which you can use the private sector as a delivery vehicle for economic assistance programs? 1 2 3 4 5
9. Increase your understanding about technical and financial resources available to LDC governments and private organizations? 1 2 3 4 5

III Course Assessment. Please describe your perceptions as fully as possible for each of the following

1. Would you recommend the same two-week course to your colleagues? Why?

2. If you had a day to spend with any (or all) of the presenters, what specific questions would you like to be addressed?

3. Was the amount of time allotted for the course about right for the topics covered? Yes _____ No _____ Please comment.

4. What were the strengths/benefits of the RPSD Course?

5. What were the weaknesses/failings of the RPSD Course?

APPENDIX E

ROLE OF PRIVATE ENTERPRISE IN DEVELOPMENT

	Improved My Ability To Identify, Evaluate & Solve AID Problems 0-----5 no Great	Relevance to My Work & Practical AID Problems 0-----5 None Great	Clarity and Quality Of Presentation 0-----5 Poor Excellent	Clarity and Quality Of Reading and Exercise Materials 0-----5 Poor Excellent	Subject Matter Covered In Sufficient Depth 0-----5 Poor Excellent	COMMENTS
Morning #1						
Morning #2						
Lunch						
Afternoon #1						
Afternoon #2						
Evening (As appropriate)						

APPENDIX F

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

MONDAY, JUNE 23, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>MORNING #1</u>					
1	2	4	3	4	3
2	3	3	5+	5+	5+
3	3	3	5	3.5	4.5
4	4+	4+	4+	5	4
5	-	5	5	5	5
6	5	5	5	5	5
7	3	3	3	5	4
8	4	4	4	4	4
9	3	4	3	4	4
10	4	3	4	4	4
11	4	4	4	5	4
12	-	-	-	-	-
13	-	-	-	-	-
TOTAL	35	42	45	49.5	46.5
TOTAL # ANSWERS	10	11	11	11	11
MEAN	3.5	3.8	4.1	4.5	4.2
<u>MORNING #2</u>					
1	-	-	-	-	-
2	3	3	5	5	5
3	-	-	-	-	-
4	4+	4+	4+	5	4
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	3	3	4	5	4
9	-	-	-	-	-
10	4	4	4	4	4
11	4	3	4	4	4
12	2	2	1	5	2
13	-	-	-	-	-
TOTAL	20	19	22	28	23
TOTAL # ANSWERS	6	6	6	6	6
MEAN	3.3	3.2	3.7	4.7	3.8

MONDAY, JUNE 23, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
-------------	---	---	---------------------------------	---	--

TERNOON #1

1	2	4	3	4	3
2	3	3	5	5	5
3	1	3.5	-	-	-
4	3	3	4	5	4
5	-	5	5	5	5
6	5	5	5	5	5
7	-	-	-	-	-
8	3	3	3	5	4
9	2	2	3	2	2
10	3	4	5	4	4
11	3	3	3	4	3
12	3	3	2	3	3
13	-	-	-	-	-
TOTAL	28	38.5	38	42	38
TOTAL # ANSWERS	10	11	10	10	10
MEAN	2.8	3.5	3.8	4.2	3.8

TERNOON #2

1	1	1	1	2	1
2	3	3	-	-	-
3	-	-	-	-	-
4	2	2	0	0	1
5	2	5	3	-	3
6	5	5	5	5	4
7	-	-	-	-	-
8	2	2	1	1	1
9	2	2	3	2	2
10	2	2	2	2	2
11	3	2	3	4	3
12	1	1	1	1	1
13	-	-	-	-	-
TOTAL	23	25	19	17	18
TOTAL # ANSWERS	10	10	9	8	9
MEAN	2.3	2.5	2.1	2.1	2.0

MONDAY, JUNE 23, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>ENING</u>					
1	-	-	-	-	-
2	4	4	5	5	4
3	2	4	-	3	-
4	2	2	-	-	-
5	5	5	5	-	5
6	-	-	-	-	-
7	-	-	-	-	-
8	1	1	-	0	-
9	4	4	4	4	4
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
13	-	-	-	-	-
TOTAL	18	20	14	12	13
TOTAL # ANSWERS	6	6	3	4	3
MEAN	3.0	3.3	4.7	3.0	4.3

Best Available Document

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

TUESDAY, JUNE 24, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
ORNING #1					
1	5	5	5	5	5
2	4	4	3	4	2
3	4	4	4	3	4
4	4	4	5	5	5
5	2	2	2	3	2
6	4	4	4	4	4
7	-	-	-	-	-
8	5	5	5	5	5
9	5	5	5	5	5
10	0	1	1	1	-
11	3	3	3	3	3
12	4	3	3	3	2
13	1	1	1	0	1
TOTAL	41	41	41	41	38
TOTAL # ANSWERS	12	12	12	12	11
MEAN	3.42	3.42	3.42	3.42	3.45

ORNING #2					
1	5	5	5	5	5
2	4	4	3	4	2
3	-	-	-	-	-
4	4	4	5	5	5
5	3	3	2	3	2
6	4	4	4	4	4
7	3	4	4	4	3
8	-	-	-	-	-
9	5	5	5	5	5
10	3	3	3	2	-
11	4	4	4	4	4
12	3	2	3	3	3
13	3	3	2	2	2
TOTAL	41	41	40	41	35
TOTAL # ANSWERS	11	11	11	11	10
MEAN	3.73	3.73	3.64	3.73	3.50

57

TUESDAY, JUNE 24, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>AFTERNOON #1</u>					
1	5	5	5	5	5
2	4	4	4	4	4
3	4	4	4	4	4
4	4	4	5	5	5
5	2	2	3	3	2
6	4	4	4	2	4
7	-	-	-	-	-
8	-	-	-	-	-
9	5	5	5	5	5
10	3	3	3	3	2
11	3	3	3	3	3
12	5	4	4	3	3
13	5	5	3	4	3
TOTAL	44	43	43	41	40
TOTAL # ANSWERS	11	11	11	11	11
MEAN	4.00	3.91	3.91	3.73	3.64

<u>AFTERNOON #2</u>					
1	5	5	5	5	5
2	4	4	2	3	3
3	4	4	4	-	4
4	4	4	5	5	5
5	2	2	3	3	2
6	4	4	4	2	4
7	-	-	-	-	-
8	-	-	-	-	-
9	5	5	5	5	5
10	-	-	-	-	-
11	3	3	3	3	3
12	5	4	4	4	4
13	5	5	3	4	3
TOTAL	41	40	38	34	38
TOTAL # ANSWERS	10	10	10	9	10
MEAN	4.10	4.00	3.80	3.78	3.80

(5)

TUESDAY, JUNE 24, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
VENING					
1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	5	5	5	5	5
5	-	-	-	-	-
6	-	-	-	1	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-
10	2	2	2	1	-
11	4	4	4	4	4
12	-	-	-	-	-
13	-	-	-	-	-
TOTAL	11	11	11	11	9
TOTAL # ANSWERS	3	3	3	4	2
MEAN	3.67	3.67	3.67	2.75	4.50

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

WEDNESDAY, JUNE 25, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
MORNING #1					
1	5	5	4	5	5
2	4	4	5	5	5
3	3	3	4	4	4
4	4	4	5	4	5
5	5	5	4	3	4
6	3	3	3	3	3
7	2	3	3	3	2
8	3	5	4	4	4
9	5	5	4	4	4
10	3	4	2	3	3
11	0	0	0	0	0
12	5	5	4	4	4
13	5	5	5	5	5
TOTAL	47	51	47	47	48
TOTAL # ANSWERS	13	13	13	13	13
MEAN	3.62	3.92	3.62	3.62	3.69

MORNING #2					
1	3	3	3	3	3
2	4	4	5	5	5
3	-	-	-	-	-
4	4	4	5	4	5
5	3	3	3	-	3
6	2	2	2	2	2
7	2	3	3	2	2
8	4	5	4	4	4
9	-	-	-	-	-
10	1	1	1	1	1
11	3	3	3	3	2
12	-	-	-	-	-
13	-	-	-	-	-
TOTAL	26	28	29	24	27
TOTAL # ANSWERS	9	9	9	8	9
MEAN	2.89	3.11	3.22	3.00	3.00

WEDNESDAY, JUNE 25, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
FTERNOON #1					
1	5	5	5	5	5
2	4	4	5	5	5
3	3	3	5	4	3
4	4	4	5	3	5
5	5	4	4	3	4
6	3	3	3	3	3
7	2	3	3	3	2
8	4	4	4	4	4
9	4	5	4	4	4
10	5	5	5	5	5
11	3	4	4	4	3
12	4	5	4	5	-
13	-	-	-	-	-
TOTAL	46	49	51	49	43
TOTAL # ANSWERS	12	12	12	12	11
MEAN	3.83	4.08	4.25	4.00	3.91

FTERNOON #2					
1	2	2	5	-	5
2	4	4	5	5	5
3	3	3	4	4	4
4	5	4	5	-	5
5	5	3	4	3	4
6	3	3	3	3	3
7	3	4	3	3	3
8	4	1	3	4	4
9	3	4	3	2	3
10	3	4	5	-	3
11	3	4	4	3	3
12	4	4	5	4	4
13	-	-	-	-	-
TOTAL	42	40	49	31	46
TOTAL # ANSWERS	12	12	12	9	12
MEAN	3.50	3.33	4.08	3.44	3.83

WEDNESDAY, JUNE 25, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
1	-	-	-	-	-
2	4	4	5	5	5
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	3	3	2	2	2
8	-	-	-	-	-
9	-	-	-	-	-
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
13	-	-	-	-	-
TOTAL	7	7	7	7	7
TOTAL # ANSWERS	2	2	2	2	2
MEAN	3.50	3.50	3.50	3.50	3.50

51

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

THURSDAY, JUNE 26, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>MORNING #1</u>					
1	5	4	5	4	5
2	4	4	4	4	4
3	4	5	4	4	4
4	5	5	5	5	5
5	4	3	4	4	4
6	4	4	4	4	3
7	5	5	5	5	5
8	4	4	3	3	4
9	3	3	3	3	3
10	-	2	4	4	4
11	5	5	5	5	5
12	5	5	4	5	5
TOTAL	48	49	50	50	51
TOTAL # ANSWERS	11	12	12	12	12
MEAN	4.36	4.08	4.17	4.17	4.25

<u>MORNING #2</u>					
1	4	4	5	4	4
2	4	4	4	4	4
3	3	4	2	3	2
4	-	-	-	-	-
5	4	3	4	4	4
6	4	4	-	-	4
7	5	5	5	5	5
8	4	3	3	3	3
9	3	3	4	4	3
10	2	3	4	4	4
11	-	5	5	-	-
12	5	5	4	5	5
TOTAL	38	43	40	36	38
TOTAL # ANSWERS	10	11	10	9	10
MEAN	3.80	3.91	4.00	4.00	3.80

58

THURSDAY, JUNE 26, 1986 -- continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>TERNOON #1</u>					
1	4	5	5	4	5
2	4	4	4	5	4
3	4	4	2	3	3
4	5	5	5	5	5
5	3	3	3	3	3
6	3	5	3	4	4
7	5	5	5	5	5
8	4	3	3	3	3
9	3	4	3	3	3
10	3	3	4	4	4
11	4	4	3	4	3
12	5	5	4	5	5
TOTAL	47	50	44	48	47
TOTAL # ANSWERS	12	12	12	12	12
MEAN	3.92	4.17	3.67	4.00	3.92

<u>TERNOON #2</u>					
1	3	5	3	4	3
2	4	4	3	5	3
3	2	4	2	2	3
4	5	5	5	5	-
5	4	3	4	4	4
6	3	4	3	-	2
7	5	5	5	5	5
8	3	3	2	3	3
9	3	3	3	3	3
10	3	3	5	4	4
11	1	1	1	1	1
12	5	5	4	5	5
TOTAL	41	45	40	41	36
TOTAL # ANSWERS	12	12	12	11	11
MEAN	3.42	3.75	3.33	3.73	3.27

ENDING - Not applicable.

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

FRIDAY, JUNE 27, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
DRNING #1					
1	3	4	4	4	4
2	3	3	5	5	5
3	5	5	4	4	4
4	4	4	4	4	4
5	4	4	5	5	5
6	3	5	4	5	4
7	4	5	4	4	4
TOTAL	26	30	30	31	30
TOTAL # ANSWERS	7	7	7	7	7
MEAN	3.71	4.29	4.29	4.43	4.29
DRNING #2					
1	3	4	3	-	3
2	3	3	5	5	5
3	4	4	4	4	4
4	3	3	3	-	3
5	1	4	1	-	1
6	2	2	2	2	2
7	2	3	3	2	2
TOTAL	18	23	21	13	20
TOTAL # ANSWERS	7	7	7	4	7
MEAN	2.57	3.29	3.00	3.25	2.86

FRIDAY, JUNE 27, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
-------------	---	---	---------------------------------	---	--

FTERNOON #1

1	3	4	3	3	4
2	4	4	5	5	5
3	5	4	5	-	4
4	3	3	3	-	2
5	5	5	4	-	4
6	4	4	5	-	4
7	4	5	4	4	2
TOTAL	28	29	29	12	25
TOTAL # ANSWERS	7	7	7	3	7
MEAN	4.00	4.14	4.14	4.00	3.57

FTERNOON #2 - Not applicable.

VENING

1	3	3	4	-	3
2	-	-	5	5	5
3	4	4	4	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
TOTAL	7	7	13	5	8
TOTAL # ANSWERS	2	2	3	1	2
MEAN	3.50	3.50	4.33	5.00	4.00

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

SATURDAY, JUNE 28, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
-------------	---	---	---------------------------------	---	--

MORNING #1

1	-	-	-	-	-
2	-	-	-	-	-
3	3	3	5	5	5
4	5	5	5	5	5
5	3	2	4	-	-
6	2	3	3	2	3
7	4	5	4	5	5
8	5	5	4	4	5
9	5	5	5	5	5
TOTAL	27	28	30	26	28
TOTAL # ANSWERS	7	7	7	6	6
MEAN	3.86	4.00	4.29	4.33	4.67

MORNING #2

1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	5	5	5	5	5
5	3	2	4	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	5	5	5	5	5
TOTAL	13	12	14	10	10
TOTAL # ANSWERS	3	3	3	2	2
MEAN	4.33	4.00	4.67	5.00	5.00

SATURDAY, JUNE 28, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
-------------	---	---	---------------------------------	---	--

TERNOON #1

1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	5	5	5	5	5
5	3	2	4	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-
TOTAL	8	7	9	5	5
TOTAL # ANSWERS	2	2	2	1	1
MEAN	4.00	3.50	4.50	5.00	5.00

TERNOON #2

1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	5	5	5	5	5
5	3	2	4	-	-
6	-	-	-	-	-
7	4	5	5	5	5
8	-	-	-	-	-
9	5	5	5	5	5
TOTAL	17	17	19	15	15
TOTAL # ANSWERS	4	4	4	3	3
MEAN	4.25	4.25	4.75	5.00	5.00

ENDING - Not applicable.

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

MONDAY, JUNE 30, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
MORNING #1					
1	4	4	-	4	4
2	4	4	4	4	4
3	4	4	5	5	5
4	-	-	-	-	-
5	4	4	5	4	4
6	-	-	-	-	-
7	5	5	5	5	5
8	5	5	5	5	5
9	5	5	5	5	5
10	5	5	5	5	5
TOTAL	36	36	34	37	37
TOTAL # ANSWERS	8	8	7	8	8
MEAN	4.50	4.50	4.86	4.63	4.63

MORNING #2					
1	4	4	4	4	4
2	4	4	4	4	4
3	4	4	5	5	5
4	5	5	5	4	4
5	4	4	4	4	4
6	4	4	4	4	4
7	5	5	5	5	5
8	5	5	5	5	5
9	5	5	5	5	5
10	5	5	5	5	5
TOTAL	45	45	46	45	45
TOTAL # ANSWERS	10	10	10	10	10
MEAN	4.50	4.50	4.20	4.60	4.50

MONDAY, JUNE 30, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
-------------	---	---	---------------------------------	---	--

FTERNOON #1

1	4	4	-	4	4
2	4	4	4	4	4
3	4	4	5	5	5
4	-	-	-	-	-
5	4	4	4	4	4
6	4	4	4	4	4
7	5	5	5	5	5
8	-	-	-	-	-
9	5	5	5	5	5
10	5	5	5	5	5
TOTAL	35	35	32	36	36
TOTAL # ANSWERS	8	8	7	8	8
MEAN	4.38	4.38	4.57	4.50	4.50

TERNOON #2

1	4	4	4	4	4
2	4	4	4	4	4
3	-	-	-	-	-
4	5	5	5	4	3
5	4	4	4	4	4
6	-	-	-	-	-
7	5	5	5	5	5
8	5	5	5	5	5
9	5	5	5	5	5
10	5	5	5	5	5
TOTAL	37	37	37	36	35
TOTAL # ANSWERS	8	8	8	8	8
MEAN	4.63	4.63	4.63	4.50	4.38

ENING - Not applicable.

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

TUESDAY, JULY 1, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>SESSION #1</u>					
1	5	5	5	5	5
2	3	3	3	4	4
3	5	5	5	5	5
4	5	4	5	4	3
5	5	5	5	5	5
6	4	4	4	4	4
7	4	4	4	4	4
8	4	4	4	4	4
9	5	5	5	5	5
10	5	5	5	5	5
11	3	3	3	5	5
TOTAL	48	47	48	50	49
TOTAL # ANSWERS	11	11	11	11	11
MEAN	4.36	4.27	4.36	4.55	4.45

<u>SESSION #2</u>					
1	5	5	5	5	5
2	3	3	4	-	3
3	5	5	5	5	5
4	4	4	5	5	4
5	5	-	-	-	-
6	5	5	5	5	5
7	4	4	4	4	4
8	4	4	4	4	4
9	5	5	5	5	5
10	5	5	5	5	5
11	4	5	5	5	5
TOTAL	49	45	47	43	45
TOTAL # ANSWERS	11	10	10	9	10
MEAN	4.45	4.50	4.70	4.78	4.50

1.6

TUESDAY, JULY 1, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>TERNOON #1</u>					
1	5	5	5	5	5
2	-	-	-	-	-
3	5	5	5	5	5
4	-	-	-	-	-
5	5	5	5	5	5
6	5	5	5	5	5
7	3	3	4	4	4
8	3	4	-	4	4
9	-	-	-	-	-
10	5	5	5	5	5
11	4	4	4	4	5
TOTAL	35	36	33	37	38
TOTAL # ANSWERS	8	8	7	8	8
MEAN	4.38	4.50	4.71	4.63	4.75

<u>ERNOON #2</u>					
1	5	5	5	5	5
2	-	-	-	-	-
3	5	5	5	5	5
4	-	-	-	-	-
5	5	5	5	5	5
6	-	-	-	-	-
7	-	-	-	-	-
8	4	4	4	4	4
9	5	5	5	5	5
10	5	5	5	5	5
11	4	4	4	4	4
TOTAL	33	33	33	33	33
TOTAL # ANSWERS	7	7	7	7	7
MEAN	4.71	4.71	4.71	4.71	4.71

TUESDAY, JULY 1, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
VENING					
1	5	5	5	5	5
2	-	-	-	-	-
3	-	-	-	-	-
4	4	4	4	-	4
5	-	-	-	-	-
6	5	5	5	4	5
7	-	-	-	-	-
8	4	3	4	-	4
9	4	4	5	4	5
10	5	5	5	5	5
11	1	3	1	-	-
TOTAL	28	29	29	18	28
TOTAL # ANSWERS	7	7	7	4	6
MEAN	4.00	4.14	4.14	4.50	4.67

62

ROLE OF PRIVATE SECTOR IN DEVELOPMENT

WEDNESDAY, JULY 2, 1986

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>MORNING #1</u>					
1	-	-	-	-	-
2	3	3	3	-	-
3	5	5	5	5	5
4	1	1	1	-	1
5	3	3	3	-	3
6	4	4	4	-	4
7	1	4	2	-	1
8	-	-	-	-	-
TOTAL	17	20	18	5	14
TOTAL # ANSWERS	6	6	6	1	5
MEAN	2.83	3.33	3.00	5.00	2.80
<u>MORNING #2</u>					
1	3	5	2	-	3
2	3	5	5	5	4
3	5	5	5	5	5
4	5	5	5	5	-
5	3	3	3	3	3
6	4	5	4	5	4
7	0	3	0	3	0
8	3	4	5	3	4
TOTAL	26	35	29	29	23
TOTAL # ANSWERS	8	8	8	7	7
MEAN	3.25	4.38	3.63	4.14	3.29

WEDNESDAY, JULY 2, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
-------------	---	---	---------------------------------	---	--

FTERNOON #1

1	4	4	4	4	3
2	3	3	2	3	3
3	5	5	5	5	5
4	5	5	5	5	5
5	4	4	-	4	4
6	4	5	4	4	-
7	3	4	4	4	3
8	-	-	-	-	-
TOTAL	28	30	24	29	23
TOTAL # ANSWERS	7	7	6	7	6
MEAN	4.00	4.29	4.00	4.14	3.83

FTERNOON #2

1	4	4	4	4	3
2	-	-	-	-	-
3	5	5	5	5	5
4	-	-	-	-	-
5	4	4	4	4	4
6	4	4	3	4	-
7	-	-	-	-	-
8	3	4	2	4	4
TOTAL	20	21	18	21	16
TOTAL # ANSWERS	5	5	5	5	4
MEAN	4.00	4.20	3.60	4.20	4.00

WEDNESDAY, JULY 2, 1986 - continued

Participant	Improved Ability to Identify, Evaluate & Solve AID Problems	Relevance to My Work & Practical AID Problems	Clarity/Quality of Presentation	Clarity/Quality of Reading & Exercise Materials	Subject Matter Covered in Sufficient Depth
<u>VENING</u>					
1	3	4	-	3	4
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	5	5	5	5	5
8	-	-	-	-	-
9	-	-	-	-	-
10	-	-	-	-	-
TOTAL	8	9	5	8	9
TOTAL # ANSWERS	2	2	1	2	2
MEAN	4.00	4.50	5.00	4.00	4.50

71