

PR 88-115  
74460

# AN EVALUATION OF THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT COURSE: FINAL REPORT

Prepared for:  
Office of the Assistant Administrator  
of the Bureau for Private Enterprise  
PRE M/PM/TD

January 1988

Prepared by:

**MANAGEMENT SYSTEMS INTERNATIONAL**

600 Water Street S.W., NBU 7-7  
Washington, D.C. 20024



telephone: (202) 484-7170  
telex: 4990821MANSY

**ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT COURSE  
FINAL REPORT**

**TABLE OF CONTENTS**

|  |           |
|--|-----------|
| <b>EXECUTIVE SUMMARY</b>   | <b>i</b>  |
| <b>I. METHODOLOGY</b>  | <b>1</b>  |
| <b>II. FINDINGS</b>  | <b>5</b>  |
| A. Participant Characteristics   | 5         |
| B. Overall Course Rating   | 6         |
| C. Course Objectives   | 7         |
| D. Attitudinal Change  | 9         |
| E. Utilization Hierarchy - Impact Measurement  | 11        |
| F. Applications Profile  | 14        |
| G. Participant Likes, Dislikes and Recommendations.  | 18        |
| 1. Most Useful Aspects of the Course   | 18        |
| 2. Least Useful Aspects of the Course  | 20        |
| 3. Suggested Changes to the Course   | 21        |
| H. Field Needs   | 23        |
| I. Obstacles to the Promotion of the Private Sector  | 24        |
| <b>III. RECOMMENDATIONS</b>  | <b>26</b> |
| A. The Course as a Change Agent  | 26        |
| B. Course Content  | 28        |
| 1. Case Studies  | 28        |
| 2. Financial/Analytical Tools  | 28        |
| 3. A.I.D. Presentation Day   | 29        |
| C. Course Objective Clarification  | 30        |
| D. Course Follow-on  | 30        |
| 1. Provision of Technical Assistance   | 30        |
| 2. Promote Networking  | 31        |
| <b>APPENDIX A: CALL RECORD SHEET AND ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT COURSE EVALUATION QUESTIONNAIRE</b> |           |
| <b>APPENDIX B: EXECUTIVE INTERVIEWING TECHNIQUES</b>   |           |
| <b>APPENDIX C: LIST OF RESPONDENTS</b>   |           |
| <b>APPENDIX D: RAW DATA TABULATIONS</b>  |           |
| <b>APPENDIX E: APPLICATION PROFILES</b>  |           |

## EXECUTIVE SUMMARY

This document, "An Evaluation of the Role of the Private Sector in Development Course: Final Report" (January, 1988), presents the results of an evaluation of the course as requested by the Office of the Assistant Administrator of the Bureau for Private Enterprise. In 1984, PRE and M/PM/TD initiated the design and delivery of a management training course that would teach A.I.D. professionals about methods and approaches which can be used to increase private sector involvement in the economies of Third World countries. A more basic underlying purpose of the course was to demonstrate the advantages of working with and through the private sector in A.I.D.'s development projects and to impart a set of private sector technical skills and tools to help the participants better understand the motives and techniques of the private sector. The course was pilot tested in December, 1984 and offered again in May, 1985; June and July, 1986; and June and August 1987.

A primary purpose of this evaluation was to determine the levels of utility and sustainability of skills learned by A.I.D. participants who attended the course. In other words, did the course have an impact on students' attitudes towards the private sector and did it assist the participants with management of their work after returning to the job? An additional purpose was to provide information to help AID/PRE and AID/M/PM/TD determine future direction and alternative curricula of the training course to further institutionalize the private sector "pillar" of the Agency.

A survey research data collection methodology was used to carry out the evaluation of the Role of the Private Sector in Development Course. An interview guide was developed in coordination with the PRE Project Officer, and was administered by telephone to past participants. The interview guide ascertained the following data: when the course was taken (year); number and location (Washington or field region) of positions since taking the course; degree of involvement with private sector programs since taking the course; general rating of the course, including opinion on whether course should continue to be offered; level of knowledge about the private sector prior to taking the course; how well the participants felt the course met A.I.D.'s stated objectives for the course; effect of course on activities undertaken or project supported that would increase private sector involvement in the economies of the Third World; attitude toward the private sector and its importance in the development of the third world economies prior to and as a result of the course; impact of the course through a utilization hierarchy which ascertains specific ways that participants have used the materials from the course or the information they learned or were exposed to in the course; what the participants found most and least useful about the course and what changes they would recommend be made to the course to make it more useful to future participants; what is needed in the field to encourage a greater role for the private

sector in development; and the biggest single obstacle the participants have had in promoting the use of the private sector in development.

Interviews were conducted with 45 of the 73 people who had taken the course from 1984 through 1986. Individuals who took the course in 1987 were not interviewed as not enough time had passed to measure impact. After completion of the data collection interviewing process, categories were developed for the open-ended questions and the data were coded. Frequency distributions were then calculated and the data analyzed.

### Findings and Conclusions

The most significant findings and conclusions included the following: approximately two-thirds of the respondents have been very involved in private sector programs since taking the course; eighty percent felt that the course was responsible for positive attitudinal changes toward the use of the private sector in development; and an overwhelming ninety-five percent felt the course should continue to be offered to A.I.D. staff. Thirty percent of the respondents additionally mentioned the value of the financial, analytical and business management skills as a reason to continue to offer the course; also mentioned as an additional beneficial by-product was the extent to which the course encouraged networking and a cross-fertilization of ideas.

Conversion of beliefs or attitudes to action, however, is seen as the ultimate test of impact and influence, and nearly half of the respondents stated that as a direct result of the course, they have been much more likely to initiate or support activities which would increase private sector involvement in the economies of Third World countries. Respondents were asked to identify the variety of ways and contexts in which they had utilized and applied the information learned in the course. A total of 152 specific applications were detailed and analyzed on a "utilization hierarchy." The utilization hierarchy is divided into six levels: the lower three are termed "referential," and the upper three "applicative." Eighty-four percent of all respondents gave specific "applicative" uses to which they applied the information or materials imparted during the course. That is, more than 8 out of every 10 participants not only used the information or course materials, but actually applied this information in the conduct of their work.

## Recommendations

Given this extraordinarily high application rate, it is recommended that the Role of the Private Sector in Development Course continue to be offered throughout the agency, and that course participants and alumnae should be considered as "change agents" on the forefront of the private sector initiative. It is further recommended that future course offerings be targeted, either within given administrative strata, by region, or by programmatic sector; finally, it is recommended that the course be taken "on the road."

In terms of course content, it is recommended that case studies be modified to reflect pragmatic, 'how-to' information reflecting participants' roles as A.I.D. officials; that participants in future courses be stratified according to background and prior knowledge of business/finance/analytical tools; and that a consensus be reached on course objectives, reflecting a change in emphasis from attitudinal change to skills acquisition.

Finally, in terms of course follow-on, it is recommended that a mechanism be made available for the procurement of technical assistance through PRE; and that a newsletter or other formal means of communications be initiated to promote networking and to disseminate specific private sector strategies to alumnae.

## I. METHODOLOGY

A survey research data collection methodology was used to carry out the evaluation of the Role of the Private Sector in Development Course. In order that comparable data could be collected from past course participants, an interview guide was developed (Appendix A) that was administered by telephone. The guide not only provided for comparability of data, but ensured that no evaluation area was inadvertently omitted during an interview, and that information on a particular subject was recorded in the same location on each instrument for ease of coding and analysis.

The interview guide is a structured instrument designed to ascertain data from past participants concerning:

- a. When the course was taken (year).
- b. Number and location (Washington or field region) of positions since taking the course.
- c. Degree of involvement with private sector programs since taking the course.
- d. General rating of the course, including opinion on whether course should continue to be offered.
- e. Level of knowledge about the private sector prior to taking the course.
- f. How well the participants felt the course met A.I.D.'s stated objectives for the course.
- g. Effect of course on activities undertaken or projects supported that would increase private sector involvement in the economies of the third world.
- h. Attitude toward the private sector and its importance in the development of the third world economies prior to and as a result of the course.

- i. Impact of the course measured on a utilization hierarchy which ascertains specific ways that participants have used the materials from the course or the information they learned or were exposed to in the course.
- j. What the participants found most and least useful about the course and what changes they would recommend be made to the course to make it more useful to future participants.
- k. What is needed in the field to encourage a greater role for the private sector in development.
- l. The biggest single obstacle the participants have had in promoting the use of the private sector in development.

The interview guide was developed in coordination with the PRE Project Officer for this evaluation, Aileen Kishaba, and pretested, revised and approved by the Project Officer prior to the conduct of the interviews with course participants. A Call Record Sheet was also designed to provide the interviewer with a place to record all contacts with respondents.

The interviewers responsible for collecting data from participants were trained in executive interviewing procedures specific to this project (Appendix B) and in the use of the data collection instrument.

Interviews were conducted with 45 of the 73 people who had taken the course from 1984 through 1986. (Individuals who took the course in 1987 were by design not interviewed as not enough time had passed to measure impact.) There is no reason to suspect that there is any inherent bias in the selection of interviewees, i.e., it is felt by the evaluators that the responses obtained would not have been significantly different if 100% of the potential respondents would have been interviewed.

As a second step, respondents were segmented so that regions would be represented roughly proportionately. Respondents were broken down as follows, by region in which they are currently assigned:

|                         |    |
|-------------------------|----|
| Washington              | 18 |
| Latin America/Caribbean | 11 |
| Africa                  | 8  |
| Asia/Near East          | 8  |

A list of the individuals interviewed is included in Appendix C. The interviews took approximately 30 minutes each to conduct.

After completion of the data collection interviewing process, code categories were developed for the open-ended questions and the data were coded. Frequency distributions were then calculated (Appendix D) and the data were analyzed.

## II. FINDINGS

### A. Participant Characteristics

Forty-five individuals who had taken the Role of Private Sector in Development course in 1984 (16%), 1985 (31%), and 1986 (53%) were interviewed. By design, all respondents had thus had the opportunity (at least one year) to apply learnings from the course to ongoing jobs. Sixty-two percent have held the same position since taking the course, 31% have had one other job and only 6% have held three positions.

A.I.D. staff have differing degrees of involvement in private sector programs depending upon position, country, and specific job assignments. Overall, however, involvement in private sector programs among past course participants has been very high. Approximately two-thirds of the individuals interviewed have been very involved in private sector programs since taking the course, one-third have been somewhat involved, and only two respondents have been hardly involved or not involved at all in private sector programs.

As a measure of prior exposure to private sector issues, respondents were asked to rate their level of knowledge about the private sector and its potential role in development prior to taking the course. Approximately thirty percent of participants interviewed said that it was very high, sixty percent said that it was moderate, and only ten percent assessed their prior level of knowledge as minimal.

## B. Overall Course Rating

The course received a resoundingly positive assessment from past participants. Over ninety percent of respondents rated the course overall as either excellent or good, and no one gave it a poor rating. This is particularly noteworthy if one considers that almost one third of the participants felt they had had extensive prior knowledge and exposure to private sector programs and all but 10% considered themselves adequately knowledgeable.

As another indicator of perceived worth, respondents were asked whether the course should continue to be offered to A.I.D. staff. Ninety-five percent responded affirmatively. In addition, eighty percent of the respondents indicated that the course strongly conveyed the value of the private sector, and that it was responsible for attitudinal changes toward the use of the private sector in development, as well as another legitimate and workable way to accomplish A.I.D.'s goals. One respondent said it best, "Too few people in the agency have private sector backgrounds. It takes the new attitudes and insights offered in the course to redirect us."

Nearly 30% of the respondents mentioned the value of the financial, analytical, and business management skills which they learned as a reason for continuing to offer the course. Another beneficial by-product mentioned by one participant was the extent to which the course inspired a symbiotic relationship and encouraged networking and "cross-fertilization" between PRE and other bureau personnel. One past

participant commented, "The course has great value, in addition to introducing people in the development business to another perspective. It provides PRE a forum in which they can interact with individuals who have a development orientation, and have a 'cross cultural' type of exchange."

The two individuals who indicated that the Role of Private Sector in Development Course should not continue to be offered to A.I.D. staff felt that the course failed to emphasize themes of practical use to A.I.D. project officers, lacked focus, and should have contained more information on how to use the private sector while operating within the organizational and resource constraints of the agency.

### C. Course Objectives

When asked to gauge the extent to which the course had achieved its stated objectives, responses were generally in the middle range. This appears at first glance to be somewhat incongruous in light of the very high overall rating given to the course and the great interest expressed in its continuation. It may well be, however, that the course objectives as specifically stated are overly ambitious, and that realistically meeting them all within a two week workshop, however intensive, is close to impossible. As observed by many respondents who interpreted the questions literally, it takes years of schooling or work experience to learn some of these concepts "very well."

The following chart illustrates the responses to the question concerning how well the course had achieved its stated objectives:

|  | <u>Very Well</u> | <u>Somewhat</u> | <u>Not at All</u> |
|--|------------------|-----------------|-------------------|
| (How well do you feel the course helped you to:)   |                  |                 |                   |
| Develop a better appreciation of how businesses operate and how business people think.   | 56%              | 40%             | 4%                |
| Learn about key issues confronting micro and small businesses, the entrepreneur and the differences between American and LDC businesses.                             | 27%              | 62%             | 11%               |
| Learn business and management analytical methods which may be used in the design, implementation, and evaluation of new or existing development assistance projects. | 36%              | 55%             | 9%                |
| Learn how to evaluate the impact of local constraints (i.e. laws and regulations) on the needs of the business community.  | 22%              | 56%             | 22%               |
| Learn about A.I.D.'s past private enterprise activities and experiences.   | 22%              | 58%             | 20%               |
| Learn about programs and resources available within the U.S. government, commercial business and development agencies around the world.                              | 22%              | 60%             | 18%               |
| Learn about the agency's private enterprise policies and programs.   | 42%              | 49%             | 9%                |
| Learn about the particular geographic bureaus' private enterprise policies and programs.   | 16%              | 42%             | 42%               |

It is interesting to note that when one analyses the respondents' answers to this question as a function of their perceived level of knowledge about

the private sector prior to the course, one can see that respondents who assessed their level of knowledge about the private sector as minimal, rated the attainment of these objectives slightly more negatively.

| <u>Perceived level of Private Sector knowledge prior to course:</u>   | <u>Very High</u> | <u>Moderate</u> | <u>Minimal</u> |
|---|------------------|-----------------|----------------|
| Average of all scores (very well = 1, somewhat = 2, not at all = 3) on achievement of eight course objectives | 1.83             | 1.82            | 2.04           |

This may reflect the fact that individuals with less knowledge had a "longer way to go" to meet stated course objectives than those who were more knowledgeable.

#### D. Attitudinal Change

One of the original purposes of initiating the Role of the Private Sector in Development Course, and inherent in its design, was private sector "consciousness raising," that is, to change attitudes in a more positive way toward the private sector and its role in development. Attitudinal change is always difficult to measure, as there are many variables that contribute to one's attitude. For the purposes of this study, we attempted to measure perceived attitudinal change.

Respondents were thus asked to evaluate their attitude toward the private sector and its importance in the development of third world economies prior to taking the course, so that before and after comparisons could be made. People generally felt positive about the private sector prior to

taking the course, with 52% feeling very positive, 37% somewhat positive, 7% somewhat negative, and only 2% very negative, and 2% with no opinion.

We then attempted to ascertain the impact of the course on the participants' attitude toward the private sector and its use in development. In this regard, the course's success in attitudinal change was impressive. Nearly two-thirds felt that as a result of the course, their attitude toward the private sector and its importance in the development of third world economies was more positive than it had been prior to the course and no one reported a more negative attitude following the course. Of the people who felt that the course had no effect on their attitude, all but one had a "very positive" attitude toward the private sector coming into the course.

More than half of the individuals interviewed mentioned that the course conveyed new-found insights concerning the private sector and instilled in participants an appreciation for private sector actors and activities. A number of respondents illustrated this with specific negative professional experiences which the course had served to counteract. One person said, "The private sector activities I have seen, like in Zaire and Togo, were very exploitative. It seemed like the private sector was part of the problem. From the experience I gained in the course, I see that the private sector can do a lot of good. The problems I saw [in Africa] were the result of too little competition and oligopolies who had too much control." Another similar comment was, "I worked for a large fruit company in Central America before joining A.I.D. Those people didn't care

about development at all, only the exploitation of resources and people. Since being in A.I.D. my attitude has changed somewhat. The course has reinforced this tremendously and has made me see the value of private sector involvement."

Other respondents attributed their positive attitudinal change to having received specific skills in financial management or business that they could use in the design and evaluation of private sector projects, as well as to the introduction to business-oriented terminology provided in the course, which increased their comfort level in dealing with private sector issues and projects.

#### E. Utilization Hierarchy - Impact Measurement

While attitudinal change is important and necessary, conversion of beliefs to action is the ultimate test of impact and influence. Nearly half of the respondents felt that as a direct result of the course, they have been much more likely to do things or support things that would increase private sector involvement in the economies of third world countries. Only about one-fifth of the respondents felt the course had no effect on what they did.

As a concrete measurement of behavioral impact, respondents were asked five different questions to identify the variety of ways and contexts in which they had utilized and applied the information learned in the workshop. It is extremely impressive and a genuine tribute to the course and its instructors that the 45 respondents gave a total of 152 specific

examples of different ways they had used the materials or information provided in the workshop. Exhibit 1 distributes the frequency of mentions on a utilization hierarchy and Exhibit 2 lists the examples on an applications profile.

Since most respondents gave more than one example of ways in which the course information had been applied, we listed all the examples given by each respondent on a utilization hierarchy and picked only the highest order example for each respondent to be depicted on the utilization hierarchy (Exhibit I.)

The first level of the hierarchy was assigned to no use made of the information. No respondents fell in this category. The second level was assigned to information or materials used solely for personal reference. Again no respondents fell in this category. It is important to bear in mind that 27 of the 45 respondents (60%) reported using the course information or materials for personal reference. But each and every one of them went on to report a higher level application and thus, 'none' were left in this category. Level three was assigned to respondents who had shared the information or materials with others, but had not otherwise applied it; 16% of the respondents fell in this category. These first three levels of the hierarchy are termed referential, since even when no use is made of the information, it is still potentially available to be used as a reference.

The top three levels of the hierarchy were termed applicative, since at

**EXHIBIT 1  
UTILIZATION HIERARCHY  
USES OF WORKSHOP INFORMATION AND MATERIALS  
(45 Respondents)**

|   |  |     |   |     |
|---|--|-----|---|-----|
| 6 | Applied Information to Private Sector Project Design or Implementation | 51% | A<br>P<br>P<br>L<br>I<br>C<br>A<br>T<br>I<br>V<br>E | 84% |
| 5 | Applied Business, Finance, or Management Analytical Tools or Methods   | 22% |   |     |
| 4 | Accessed Private Sector Resources, Services, or Institutions           | 11% |   |     |
| 3 | Shared with Others   | 16% | R<br>E<br>F<br>E<br>R<br>E<br>N<br>T<br>I<br>A<br>L | 16% |
| 2 | Used for Personal Reference  | 0%  |   |     |
| 1 | No Use Made  | 0%  |   |     |

EXHIBIT 2

APPLICATION PROFILES BY LEVELS IN THE  
UTILIZATION HIERARCHY

Level 6 - Applied Information to Private Sector Project Design or Implementation.

I used information to analyze return on investment, sustainability factors and the enlisting of business experts.

I used learnings to design a course on management and technical assistance for Jordanian businessmen.

I applied the information to the ARIES project.

We used balance sheets and profit and loss statements to judge the potential profitability and viability of particular businesses we're considering giving money to.

Used information in the design of supporting a business venture in Sri Lanka; also used the policy framework that I learned in the course.

Used information in only marketing scheme in Burma.

Used information in the conception of project working on currently.

As a manager, used it to influence direction of contractors.

Used market incentives and financial analysis concepts in the implementation of two private sector projects.

In designing four or five private sector projects.

Used in project design of free trade zone.

I used the information to design an agroindustrial strategy for Costa Rica.

I applied project feasibility analytical skills while a project manager.

I used information to design a \$20 million agricultural credit program.

I've used general concepts to design private sector projects.

I applied the information to an agrabusiness project and an investment promotion project.

I use the information in private sector projects all the time - it's my job.

I used the information on operations of international credit institutions vis a vis A.I.D. policy.

In evaluating agricultural venture projects.

Information on long term viability of enterprises and constraints have helped in the design of project strategies.

I used information to design a technical research project which we are incorporating into the private sector office.

Level 5 - Applied Business, Finance, or Management Analytical Tools or Methods.

I used financial analysis tools and break even analysis to evaluate proposals.

Used general ways of looking at how the private sector can be used in order to give me ideas on how to use projects.

Used budget analysis and cost figures in the design of a project.

Used skills and methods in a general way in context of looking at training proposals for industry.

Learned how to read financial statements and used that skill to analyze financial position of firms wanting to conduct business in Senegal.

Analysis of balance sheets I used to look at project of coop enterprise and where it was profitable.

I used think through models on the design side to consider project related concepts.

I used management techniques in looking at specific projects.

Financial analyses of proposals and projects.

Using the tools and ratios in reviewing proposals.

Level 4. Accessed Private Sector Resources, Services or Institutions.

PRE - for guidance.

Accessed the PRE Capitalization Market and the Privatization Bureau in order to do a study of the capital market, as well as to examine the potential second mortgage market.

Accessed the PRE Bureau by having people from their office come out; used them as a resource for a study on the regulatory environment of Pakistan.

Accessed the IQCs, especially the IESC, and the Kenya missions on the PRE program in the context of contract and consulting work.

Accessed the Africa Bureau private sector person in the context of general discussions only.

I've used the instructors to do private sector analysis.

Level 3 - Shared with Others.

I have talked about and used the case study approach with case workers.

Shared information with colleagues in context of discussions of private sector strategy and initiatives and in the design of training.

Shared information with Mission Director in Mozambique.

Shared analysis information with staff.

Sharing with co-workers in discussion of opportunities to support a private enterprise project.

I tell people about the course to illustrate A.I.D.'s interest in the private sector.

Discussed course in mission staff meeting in context of whether to do Costa Rica course.

these levels the information has been purposefully applied. Level four was assigned to respondents who had accessed private sector resources, services and/or institutions that they became aware of through the course. Eleven percent of the respondents fell in this category. Level five was assigned to the specific application of **business, finance or management analytical tools or methods** by 22% of the respondents. And level six was reserved for over half of the respondents (51%) who applied the course information to **private sector project design or implementation**.

Thus, one can see that more than 8 out of every 10 participants not only used the information or course materials, but actually **applied** this information in the conduct of their work.

#### F. Applications Profile

When taken in its entirety, the 152 specific applications reported by respondents yield the following data: (for a list, see Appendix E).

Twenty-seven respondents (60%) stated that they had used the course materials or handouts as reference materials since taking the course, either in the design and evaluation of projects, or for general information and review. Most frequently utilized were the hand-outs on financial analysis, accounting, and business management. One participant said, "I'm involved in reviewing business plans for agricultural venture projects. I often refer to the financial materials to analyze proposals

and financial statements." The case studies were also considered to be valuable reference materials.

Thirty-one of the forty-five respondents (69%) mentioned that they had shared the information with co-workers, with people outside of the agency such as professional colleagues in other organizations, people in the private sector within host countries, contractors, and host government officials. It was stated that information was shared for a wide variety of reasons, two-thirds of the time for the purpose of exposing others to general concepts and information. Another common application was in the development of projects and private sector strategies. One interviewee said, "I have used the information for educational reasons, and also in promoting projects. In A.I.D. you need to build constituents in the design and funding of projects, so I really utilized it for consensus building."

Ten respondents used the information acquired to persuade others of the value of some aspect of the private sector. A program officer volunteered this comment, "I shared the thinking I had developed on the utilization of market strategies. It resulted in ten Burmese export managers -- and Burma is a socialist country -- going to the U.S. for training in marketing and export strategy. The same program was then brought to Burma this year. As a result of these courses, trade people are now 'looking at what the market wants.'" Respondents also mentioned sharing the materials as a means of persuading co-workers to take the course.

The most frequently accessed private sector-related resource, service, or institution mentioned by one-fourth of the past participants was A.I.D.'s Bureau for Private Enterprise. Reference was made specifically to the Privatization Research Center within PRE and the capital markets personnel. One comment made was, "The course was valuable as a first introduction to what's going on in PRE. Since then, we've interacted with them, gotten privatization information, and used their help on forestry privatization issues." Six respondents spoke of having used the instructors' consulting services following the course, and five mentioned having used specific institutions which they learned about, such as the International Executive Service Corps, the Center for Privatization, and the Land O'Lakes Agribusiness Training Center. These resources were most often utilized to analyze and design projects, with "general information" being the second most frequently mentioned use.

When asked whether any of them had used any of the business, finance or management analytical methods, nearly half of respondents answered affirmatively. Most frequently mentioned was the use of the finance, budget analysis, and accounting methods. One respondent explained, "The financial information presents a variety of ways of looking at data, and is excellent for doing quick financial analyses." A somewhat different application was: "We've been using these methods in developing business case studies. They're very helpful in checking out data in terms of how a bank or an auditor would look at it."

The second most common use of these analytical methods was for institutional analysis, where respondents looked at the profitability and viability of specific businesses, or even the financial strength of private and voluntary organizations with which they were considering working. A participant who had only a moderate level of knowledge about the private sector prior to taking the course was able to use these business and finance methods in working on a project which dealt with the privatization of a national airline and a state-run transit authority.

When queried, approximately half of the respondents mentioned using the information learned in the course in the design, implementation, or management of a private sector development project. Some of the more noteworthy comments included using this newly-acquired information to analyze the viability of free trade zones, to develop a country agro-industrial strategy, and to design a \$20 million agricultural credit program ... "80% of which was a direct result of the course."

Other uses of the workshop information included applying learnings to the development of an AID/USDA agribusiness promotion council, the restructuring of a parastatal, and the creation of a private sector agricultural research foundation. One respondent made this thoughtful comment, "I was able to apply everything I learned in the course in the context of investment promotion. I felt that too much effort was being spent on finding investors, and too little on institutions. We went backwards to see what could be done to make the environment more favorable for investment, and to improve policies, infrastructure, fiscal programs,

and the general conditions needed for investment."

#### G. Participant Likes, Dislikes and Recommendations

##### **1. Most Useful Aspects of the Course.**

Respondents were asked what, in retrospect, they had found most useful about the course. The results were as follows:

| <u>Most Useful Aspects of Course</u>                    | <u>Number of Mentions</u> |
|---|---------------------------|
| Case studies/analytical skills                          | 21                        |
| Interaction with classmates/networking                  | 13                        |
| Exaction game   | 12                        |
| Attitudinal changes toward private sector/entrepreneurs | 11                        |
| Resources/experts/instructors                           | 11                        |
| Profit and loss/financial concepts                      | 7                         |
| Awareness of A.I.D private sector activities            | 7                         |
| Marketing concepts                                      | 4                         |

In general, the case studies were thought to be an excellent vehicle for learning proper private sector interventions in the development process, and for demonstrating "what works." One individual articulated her views on the finance and marketing aspects: "As far as finance is concerned, I learned what you need to know to promote a business. I now have a clearer understanding of marketing techniques and approaches to the delivery of goods, and how this impacts on consumers." The exaction game was considered by many as an effective way of conveying the constraints that exist on private sector activities in third world countries, and of giving

them a real "hands on" experience. "The exaction game got me so involved and got my fever up so high that I truly internalized it," one respondent commented laughingly. Others, like this high-level AID/W staffer, emphasized the benefit of networking and group interaction: "I thought the collaborative activities, working with people, and going through and critiquing problems were invaluable." Interviewees spoke of periodically contacting former classmates throughout the agency to exchange ideas and discuss private sector-related issues. The printed materials received by "alumnae" following the course were also considered helpful in reinforcing lessons learned.

## 2. Least Useful Aspects of the Course.

When asked what they found least useful about the course, responses were quite varied. The most frequently mentioned comment made by six people, concerned the intensity of the course, long hours and sessions that ran late. Participants seemed to feel that after a certain point, absorptive capacity drops so that further learning becomes more difficult. Others commented that "clearing the air" during lunch times would have been much more beneficial to participants than luncheon presentations. Five interviewees felt that the A.I.D. presentation day was weak. The presentations were viewed as being inferior in quality and focussing too much on promoting the private sector and not enough on providing specific information. It is important to remember, however, that A.I.D. presenters are by definition not professional trainers and can appear to be less focused and/or suffer by comparison.

A number of comments at various points throughout the interview indicated that participants would like to see more on "how to" than is currently being presented. A Project Development Officer with a high level of involvement in private sector programs felt that, "There was not much emphasis on exactly what were the tools for project designers and implementers to use in various situations. What can we do to effect change? How do we generate policy dialogue?"

Several participants suggested a need for more cultural awareness in the course: "The management sessions would've been better if they'd have been done in a context of comparative analysis. They lacked a sensitivity to the permutations caused by culture. Look at the way family businesses operate in Asia, for example." Various references were also made to the fact that the majority of case studies are of U.S. companies and that case studies concerning companies in LDCs would have been more useful.

### 3. Suggested Changes in the Course.

Respondents were then asked what changes they would recommend to make the course more useful to future participants. Changes recommended included:

| <u>Suggested Changes</u>                                  | <u>Number of Mentions</u> |
|---|---------------------------|
| Present more financial tools                              | 11                        |
| Apply analytical tools to actual A.I.D. project proposals | 8                         |
| Relate public policy to the private sector                | 7                         |
| Regionally orient the course                              | 6                         |
| Present more information on A.I.D. successes/failures     | 5                         |

Numerous comments were made concerning the value of the financial and analytical portions of the workshop because they gave the course participants concrete tools and information to work with. There was disagreement, however, as to whether the financial portions should be expanded or eliminated. Some participants were left feeling that insufficient time had been dedicated to these areas to be able to master such highly useful tools. Others felt that it would be impossible to grasp enough during a two week course to even bother with.

Participants mentioned in a variety of contexts that it would be useful if the course provided information that was more A.I.D.-specific. For instance, providing a regional/country-specific focus to the course was a frequently mentioned suggestion. In the words of one participant, "I was left with the feeling that while I learned what happened in other regions, I had gained little insight into what was happening in Africa. It was beneficial, nonetheless, to know what had been tried elsewhere."

Respondents spoke of the importance of learning more about A.I.D.'s successes and failures in private sector activities. "The best approach is presenting the practical things -- what worked in other countries, what didn't, and why," according to a Program Officer from the Asia region. The underlying notion is that this will avoid "reinventing the wheel" on the project level. In a similar vein, nearly twenty percent of the respondents suggested the inclusion of an exercise where participants

could present their own cases and apply financial and analytical methods to "real life" A.I.D. project work.

A number of participants expressed an interest in seeing more on the policy aspects of A.I.D.'s involvement in private sector activities, and the macro-economic and regulatory constraints that impinge upon it. A comment in this regard was, "As you know, policy dialogue is one of the 'four pillars of development'. The course should look more at public sector policies, and how they impact on the private sector. This is a big missing ingredient."

#### H. Field Needs

Respondents were asked what was needed to encourage a greater role for the private sector in development. Following are the most common responses:

|   | <u>Number of Mentions</u> |
|---|---------------------------|
| Send mission staff to course                    | 13                        |
| Offer the course regionally                     | 10                        |
| Provide more communication/assistance from PRE  | 9                         |
| Increase missions' commitment to private sector | 8                         |
| Educate host government officials               | 7                         |
| Change AID/W attitude toward private sector     | 7                         |

The importance of having both co-workers and key decision makers in the missions favorably disposed to private sector programming was emphasized by many throughout the survey. As one individual said, "We need to have senior level mission staff totally on board and committed to private

sector involvement to make anything happen." Another suggestion was that the course should be mandatory for all mission directors and deputy mission directors to equip them with a minimal level of knowledge so that "they can foster and appreciate private sector activities." Others spoke of the difficulty of accomplishing anything in the private sector unless the host government's attitude toward working with the private sector is positive.

### I. Obstacles to the Promotion of the Private Sector

The interview guide concluded by asking participants what was, for them personally, the single biggest obstacle to promoting the use of the private sector in development. Following are the five most frequently mentioned responses:

| <u>Obstacles</u>  | <u>Number of Mentions</u> |
|---|---------------------------|
| Host government's attitude toward the private sector      | 15                        |
| The A.I.D. bureaucracy's resistance to the private sector | 10                        |
| Shortage of time (busy with other responsibilities)       | 8                         |
| Lack of sufficient mission funding                        | 7                         |
| Weak private sector in host country                       | 6                         |

Host government skepticism toward A.I.D. funded private sector activities and the bureaucratic mentality within A.I.D. were viewed as impediments to furthering A.I.D.'s involvement in private sector endeavors. One respondent spoke to the issue of cooperating local institutions: "One of A.I.D.'s biggest obstacles in the field is a dearth of local institutions

that are involved both in development and business. Strong institutions with a development sensitivity are lacking, or they exist but don't have the strength to promote both development and business. I imagine this is really an institution-building issue."

Many respondents felt overworked and constrained by time, and expressed regret that their work schedules did not afford them the flexibility to pursue project opportunities in the private sector, or to initiate the necessary networking. They mentioned the need for more private sector officers in the missions or the need for additional staff assigned to serve in an entrepreneurial capacity. A shortage of funds designated for private sector projects was also considered a significant constraint to furthering A.I.D.'s involvement in this area.

### III. RECOMMENDATIONS

#### A. The Course as a Change Agent

The Role of Private Sector in Development course has been extremely well received by participants and has had a very positive impact on participants' attitudes toward the private sector and its importance in the development of Third World economies. At this juncture, however, attitudinal change and consciousness raising is a fait accompli throughout the agency. It is therefore recommended that PRE now look beyond the course as a vehicle for effecting attitudinal change within the agency, toward utilizing the course -- and its most valuable byproducts, the alumnae -- to promote private sector activities in all countries where A.I.D. has a presence. Course alumnae should be seen, and see themselves as on the forefront of the private sector initiative.

Given the above, and extraordinary high applications rate, i.e., 8 out of 10 of the course participants actually applied the materials or information obtained in the course, it is recommended that the Role of the Private Sector in Development course continue to be offered throughout the agency.

In order to best contribute to the primary objective of the course, the institutionalization of the private sector approach, and in order to best contribute towards the institutional strengthening of developing country institutions, and of A.I.D. itself, it is further recommended that future course offerings be targeted. This could be accomplished by targeting audiences within given strata, i.e., all Mission Directors, deputies,

program officers, etc., or by targeting audiences by regions, i.e., family planning and population control, or even by entire Missions.

It is felt that targeting specific audiences and/or specific Missions would prove significantly more effective than the current random participant selection. Examples of possible audiences to be targeted include: Project officers who, because of the nature of their assignments, would have the greatest opportunity to apply course learnings on the job; personnel assigned to Missions in countries where the government is particularly receptive to private sector initiatives; or personnel assigned to missions in countries deemed critical for some other economic, political or programatic reason.

Another permutation of the concept of targeting audiences is that all Mission Directors be required to take the course. High level participation would promote support for private sector initiatives "from the top", where project, program and budget decisions are made and where policy is established. A number of respondents commented on the extent to which having Mission management "on board" would facilitate this and set the tone for new and continued involvement with the private sector.

In addition, it is recommended that the course be taken 'on the road.' This would be both cost effective (participants travelling within their region rather than to the Washington, D.C. area) and provide interesting opportunities to target audiences and maximize the networking benefits of the course. In addition, giving the course regionally would allow for

providing more region and country specific information, as well as including cultural variables in the course.

## B. Course Content

### **1. Case Studies**

It is recommended that the case studies for future courses be changed or modified to reflect participants desires for 'how to' information, as opposed to theory. The case studies were considered to be the most valuable learning tool in the course. Nonetheless, numerous comments were made concerning the need for fine tuning the type and content of case studies that should be presented in the future. Great interest was expressed in receiving specific information on A.I.D.'s private sector project successes and failures; examples of these could be built into the case studies. Similarly, participants requested cases studies dealing with companies in LDC's, not U.S. companies, and in specialties that correlate with A.I.D.'s traditional programming sectors -- agriculture, health and nutrition, education, etc. Case studies representing all of the geographic regions would be useful and should include cultural variables.

### **2. Financial/Analytical Tools**

Respondents' reactions to the usefulness of the financial and analytical segments of the course were mixed, and seemed to be a function of their level of knowledge concerning the private sector prior to taking the course. A significantly larger number of participants who rated their prior knowledge of the private sector as moderate or minimal mentioned

"profit and loss/financial concepts" as useful than those who rated their level of knowledge as high. Similarly, when asked to recommend changes in the course, one third of the participants who had moderate/minimal knowledge of the private sector recommended more financial tools, as opposed to one such recommendation from participants with a high level of knowledge on the private sector.

Thus, some participants felt that additional time should be dedicated to these areas during the course to ensure that they are understood and can be effectively used by participants, while others felt that emphasis upon them should be lessened as it would be impossible to cover these methods adequately enough for participants to be able to use them knowledgeably. To meet the needs of both groups, while at the same time providing them with valuable skills they can use, it is recommended that the participants of future courses be stratified according to prior background and knowledge in this area or screened beforehand to ensure that the financial/analytical presentations satisfy the needs of the group.

### 3. A.I.D. Presentation Day

Throughout the survey, participants commented on the weakness of the A.I.D. presentation day, the second most frequently mentioned "least useful" aspect of the course. The attitude-changing theme of A.I.D. presenters was viewed as somewhat outdated and as "missing the mark." One participant expressed this well by saying that people within the agency have already been convinced of the benefits of private sector programming; what is really needed is guidance on specifically how to initiate, design, and implement these programs within the policy constraints of both A.I.D.

and host governments, and the tenuous economic situations of many Third World countries. In other words, more emphasis should be placed by the A.I.D. presenters on the practical, and less on the didactic.

While being sensitive to the fact that A.I.D. officials are not seasoned instructors, there are things which could be done to improve the nature of their presentations. It is recommended that the format of the A.I.D. presentations may be changed by either distributing written materials to the participants to which the A.I.D. presenters would respond, or by setting up chaired panels primarily for question and answer sessions.

#### C. Course Objective Clarification

As mentioned in the findings, although overall the course was rated very high (95% felt that it should continue to be offered), the ratings fell off when participants were asked about the attainment of specific course objectives. This, the evaluators felt was indicative of overly ambitious stated objectives, and not due to any failure inherent in the course itself. Therefore, it is recommended that a clearer consensus be reached on the purpose of the course as it has evolved, changing its emphasis from attitudinal change to skills provision.

#### D. Course Follow-On

##### 1. Provision of Technical Assistance

Additionally, it is recommended that some type of mechanism be made available to past participants and Missions to procure technical assistance through PRE. It is felt that provision of technical

assistance will further facilitate the organizational changes desired by PRE specifically, and A.I.D. as an agency, in implementing the private sector initiative. There is sometimes a critical gap between what the participants can be exposed to and then aspire to do, and the actual level of expertise necessary for specific action. Several Missions mentioned using the consulting services of the instructors in the design of private sector programs for such needed expertise. The availability of technical assistance at the right time and in the right place as a follow on strategy for the participants can be the measure of difference in closing the circle between attitudinal change and behavior for this critical mass.

## **2. Promote Networking**

Comraderie and networking were valuable byproducts of the course. Participants express very positive feelings about being "alumnae", contact former classmates to discuss issues, and appreciate and utilize the information sent to them. PRE should actively encourage this and strive to keep participants feeling as though they are on A.I.D.'s front line in enhancing the role of the private sector in the development of Third World economies. It is recommended that a brief annual or semi-annual alumnae newsletter or other formal communications device be instituted, designed to both promote networking and disseminate specific private sector strategies.

APPENDIX A  
 THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT  
 COURSE EVALUATION  
 CALL RECORD SHEET

Name: \_\_\_\_\_

Bureau/Office: \_\_\_\_\_

Position: \_\_\_\_\_

Phone Number: \_\_\_\_\_

If Overseas, Time Difference: \_\_\_\_\_

Hello, my name is \_\_\_\_\_ and I am with Management Systems International in Washington. I believe you recently received a letter from Neal Peden explaining that we are under contract to assess the impact of the Role of the Private Sector in Development Course which you took some time ago. Although you completed an evaluation at the end of the course, we are interested in knowing your feelings about it now that some time has passed and how, if at all, you have used what you learned in the course in your work. The results of this study will be used to make future courses more responsive to the actual needs of participants in their jobs.

I have about 20 or 30 minutes of questions that I would like to ask you. Do you have time to answer them now or would it be better if I called you back at a more convenient time? (IF APPROPRIATE, MAKE APPOINTMENT).

| DATE | TIME | RESULT | CONTACT |
|------|------|--------|---------|
|      |      |        |         |
|      |      |        |         |
|      |      |        |         |
|      |      |        |         |
|      |      |        |         |

- B - Line Busy
- NA - No Answer
- LM - Left Message
- MA - Made Appointment
- C - Discussion Completed

THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT

Course Evaluation

1. First of all, during what year did you take the course?

- (1) 1984
- (2) 1985
- (3) 1986
- (4) 1987

2. How many different assignments or positions have you had since that time?

\_\_\_\_\_ (Number of positions)

2A. Starting with your current position, please tell me what positions you have held, where you were located and the dates you held each position.

| <u>Date</u> | <u>Location</u> | <u>Position</u> |
|-------------|-----------------|-----------------|
|-------------|-----------------|-----------------|

3. A.I.D. staff are involved with private sector programs to different degrees depending upon position, country and specific job assignments. Would you say that since you took the workshop you have been very involved, somewhat involved, hardly involved, or not involved at all in private sector programs?

- (1) very involved in private sector programs
- (2) somewhat involved in private sector programs
- (3) hardly involved at all in private sector programs
- (4) not involved at all in private sector programs

4. Overall, in retrospect, would you rate the course excellent, good, fair or poor?

(1) excellent

(2) good

(3) fair

(4) poor

5. Do you feel the course should continue to be offered to A.I.D. staff?

(1) YES

(2) NO

5A. Why do you feel that way?

6. Prior to the course, would you say that your level of knowledge about the private sector and its potential role in development was very high, moderate or minimal?

(1) very high

(2) moderate

(3) minimal

24

7. Overall, in retrospect, how well do you feel the course helped you to:  
 (READ RESPONSE CATEGORIES AFTER EACH ITEM.)

|  | <u>Very Well</u> | <u>Somewhat</u> | <u>Not at All</u> |
|--|------------------|-----------------|-------------------|
| a. Develop a better appreciation of how businesses operate and how business people think.  | (1)              | (2)             | (3)               |
| b. Learn about key issues confronting micro and small businesses, the entrepreneur and the differences between American and LDC businesses.                            | (1)              | (2)             | (3)               |
| c. Learn business and management analytical methods which may be used in the design, implementation and evaluation of new or existing development assistance projects. | (1)              | (2)             | (3)               |
| d. Learn how to evaluate the impact of local constraints (i.e., laws and regulations) on the needs of the business community.  | (1)              | (2)             | (3)               |
| e. Learn about A.I.D.'s past private enterprise activities and experiences.  | (1)              | (2)             | (3)               |
| f. Learn about programs and resources available within the U.S. government, commercial business and development agencies around the world.                             | (1)              | (2)             | (3)               |
| g. Learn about the Agency's private enterprise policies and programs.  | (1)              | (2)             | (3)               |
| h. Learn about the particular geographic bureaus' private enterprise policies and programs.  | (1)              | (2)             | (3)               |

8. As a result of the course, have you been much more likely to do things or support things that would increase private sector involvement in the economies of third world countries, somewhat more likely to do things or support things that would increase private sector involvement in the economies of the third world, or do you feel the course had no effect on the things you did or supported in this area?

- (1) much more likely
- (2) somewhat more likely
- (3) course had no effect

9. Prior to the course, would you say that your attitude toward the private sector and its importance in the development of third world economies was very positive, somewhat positive, somewhat negative, very negative or that you had no opinion or feeling at all about this?

- (1) very positive
- (2) somewhat positive
- (3) somewhat negative
- (4) very negative
- (5) no opinion

10. Do you feel that as a result of this course your attitude toward the private sector and its importance in the development of the third world economies is more positive, more negative, or that the course didn't affect your attitude at all?

- (1) more positive attitude
- (2) more negative attitude
- (3) no effect on attitude

10A. Why do you feel this way?

56

11. We are interested in how, if at all, you have used the information you learned in the workshop. Have you ever used any of the course materials or handouts as reference materials since the course?

- (1) YES (ASK Q. 11A)
- (2) NO (GO TO Q. 12)

11A. (IF YES) What did you use?

11B. How did you use it?

12. Have you ever shared with anyone else--either in verbal or written form--any of the information that you received in the course?

- (1) YES (ASK Q. 12A)
- (2) NO (GO TO Q. 13)

12A. (IF YES) With whom did you share the information?

12B. For what reason did you share this information?

13. Have you ever accessed any of the private sector-related resources, services or institutions you learned about in the workshop to enhance the expansion of private sector businesses in your country or region?

- (1) YES (ASK Q. 13A)
- (2) NO (GO TO 14)

13A. (IF YES) Which resources or services did you access?

13B. How did you use the resources?

14. Have you ever used any of the business, finance or management analytical methods that you learned at the course in the design, implementation or evaluation of proposed or existing development assistance projects?

- (1) YES (ASK Q. 14A)
- (2) NO (GO TO Q. 15)

14A. (IF YES) What skills or methods that you learned in the course did you use?



APPENDIX B  
EXECUTIVE INTERVIEWING TECHNIQUES

Initial Contact with the Respondent

These interviews are to be conducted on the telephone. Using the introduction provided on the Call Record Sheet, explain who you are and the purpose of your call. These respondents are busy people with full schedules. Try, if possible, to conduct the interview (especially when calling overseas) right then, however, if it isn't convenient make an appointment for a specific day and time. Tell them the interview will take approximately a half hour.

Be certain to keep track of all your contacts with the respondent on the Call Record Sheet, as it is easy to become confused about whom you talked to when and the result of the call. When you make an appointment to interview someone, make every effort to keep the appointment. If something unavoidable comes up be certain to call and reschedule the appointment. Should you call a respondent at the appointed time and learn that this is not a convenient time for him/her after all, graciously reschedule the appointment.

Conducting the Interview

At the beginning of the interview, re-explain who you are and the nature and purpose of the study. Then immediately begin asking the questions. Following are techniques to keep in mind while you are conducting these executive interviews:

1. Know the questions well and be able to ask them smoothly and in a non-judgmental manner. In an executive interviewing situation it is important to make the respondent feel he is participating in a smooth-flowing discussion, not an inquisition.
2. Ask the questions as they are worded in the interview schedule. Changes in wording produce changes in responses.
3. Ask the question in the order they appear on the interview schedule (or as the routing indicates) as there are reasons for the order.
4. Study the skip patterns, if any, carefully so that only applicable questions are asked each respondent.
5. Read the questions slowly in order to maximize the respondent's understanding of the questions.
6. Remain neutral and do not suggest responses or lead the respondent. Do not appear surprised, shocked, or judgmental about anything the respondent says, regardless of how uninformed or outrageous it may seem to you. Your job is to make him feel comfortable expressing his opinion. It is

particularly difficult in executive interviewing to remain neutral because it is usually one informed, articulate person interviewing another informed, articulate person. It is imperative that the urge to be an equal contributor to the conversation or to share what you have learned from other respondents be stifled, however, as it is your function to ascertain the respondent's opinion, not to give him yours. This is not meant to imply you should be in any way unfriendly or abrupt.

7. **Probing.** Properly used, probing is a very powerful technique to encourage the respondent to elaborate, clarify, or explain the reason behind his response. Examples of useful neutral probes are: a) repeating the question (but not rephrasing the question); b) repeating the respondent's answer (it often causes him to expand upon it); c) use of the expectant pause (silence usually causes a respondent to attempt to fill the gap with additional information); and d) neutral comments or questions such as, "Anything else?", and "Why do you feel that way?" or "Any other reasons?"
8. **Discourage irrelevancies.** However interesting, getting side-tracked from the subject of the interview is a waste of your time and an unfair burden on the respondent's time. If the respondent wanders, firmly but politely guide him back to the question you were discussing.
9. **Always thank the respondent for his time at the end of the interview.**

### Recording the Responses

The appropriate response to closed-ended questions should be circled. In cases where a respondent's answer does not fit into a listed category or you are not certain which category it fits into, record the response next to the question. Record the response verbatim to all open-ended questions. This allows the person doing the analysis to benefit from the 'flavor' as well as the substance of what was said.

Write legibly, for unreadable data is lost data.

### After the Interview

Edit the questionnaire as soon as possible (preferably immediately) after the interview to ensure all questions were asked and that responses were recorded completely and accurately. This is the time to complete all the thoughts, words and sentences you abbreviated during the interview and to make certain your handwriting is legible. Remember, the interview needs to be self-explanatory to anyone to read it, not dependent upon you to explain surrounding circumstances, missing phrases, etc. A well edited, legible questionnaire makes the data coding and analysis process much less cumbersome.

## APPENDIX C

### List of Respondents

#### A.I.D./Washington

Andrea Baumann  
Dean Bernius  
Ross Bigelow  
Harry Cross  
Daniel Deely  
James Durnan  
Shirley Erves  
Judith Gilmore  
Frances Brigham Johnson  
Jiryis Oweis  
Thomas Rishoi  
Rafael Rosario  
Timothy Seims  
Ronald Venezia  
Warren Weinstein  
Dennis Weller  
Lily Willens  
Richard Williams

#### Latin America/Caribbean Region

Neil Billig  
Maureen Dugan  
David Gardella  
James Holtaway  
Gail Lecce  
Patricia Lerner  
Lewis Lucke  
Charles Palative  
Erhardt Rupprecht  
Elizabeth Warfield  
Ross Wherry

#### Africa Region

William Elliot  
William Hammink  
John Hjelt  
Desaix Myers  
James Purcell  
Judi Shane  
Charles Shorter  
Doral Watts

Appendix C (cont'd)

Asia/Near East Region

Jonathan Addleton  
Terry Barker  
Lisa Chiles  
Jean Durette  
Thomas Kelly  
David Leibson  
Alexander Shapleigh  
Joseph Williams

APPENDIX D

THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT  
**Course Evaluation**  
**Raw Data Tabulations**

1. First of all, during what year did you take the course?

|     |      | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----|------|--------------|-----------|------------|------------|------------|
| (1) | 1984 | 7            | 1         | -          | 4          | 2          |
| (2) | 1985 | 14           | 8         | 4          | 1          | 1          |
| (3) | 1986 | 24           | 9         | 4          | 6          | 5          |
| (4) | 1987 | -            | -         | -          | -          | -          |

2. How many different assignments or positions have you had since that time?

\_\_\_\_\_ (Number of positions)

|     |    | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----|----|--------------|-----------|------------|------------|------------|
| (1) | 1  | 28           | 12        | 5          | 7          | 4          |
| (2) | 2  | 14           | 5         | 2          | 3          | 4          |
| (3) | 3+ | 3            | 1         | 1          | 1          | -          |

2A. Starting with your current position, please tell me what positions you have held, where you were located and the dates you held each position.

Date                      Location                      Position

3. A.I.D. staff are involved with private sector programs to different degrees depending upon position, country and specific job assignments. Would you say that since you took the workshop you have been very involved, somewhat involved, hardly involved, or not involved at all in private sector programs?

|  | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|--|--------------|-----------|------------|------------|------------|
| (1) very involved in private sector programs     | 29           | 11        | 5          | 9          | 4          |
| (2) somewhat involved in private sector programs | 14           | 6         | 2          | 2          | 4          |
| (3) hardly involved at all in p.s. programs      | 1            | -         | 1          | -          | -          |
| (4) not involved at all in p.s. programs         | 1            | 1         | -          | -          | -          |

4. Overall, in retrospect, would you rate the course excellent, good, fair or poor?

|     |           | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----|-----------|--------------|-----------|------------|------------|------------|
| (1) | excellent | 31           | 11        | 5          | 9          | 6          |
| (2) | good      | 11           | 5         | 2          | 2          | 2          |
| (3) | fair      | 3            | 2         | 1          | -          | -          |
| (4) | poor      | -            | -         | -          | -          | -          |

5. Do you feel the course should continue to be offered to A.I.D. staff?

|     |     | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----|-----|--------------|-----------|------------|------------|------------|
| (1) | YES | 39           | 14        | 7          | 10         | 8          |
| (2) | NO  | 2            | -         | 1          | 1          | -          |

5A. Why do you feel that way?

|     |                 | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----|-----------------|--------------|-----------|------------|------------|------------|
| (1) | Value/Attitude  | 28           | 9         | 2          | 9          | 8          |
| (2) | Skills          | 13           | 4         | 1          | 4          | 4          |
| (3) | PS New Approach | 27           | 11        | 6          | 6          | 4          |
| (4) | Other           | 7            | 2         | 3          | 1          | 1          |

6. Prior to the course, would you say that your level of knowledge about the private sector and its potential role in development was very high, moderate or minimal?

|     |           | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----|-----------|--------------|-----------|------------|------------|------------|
| (1) | very high | 12           | 6         | -          | 3          | 3          |
| (2) | moderate  | 25           | 8         | 5          | 7          | 5          |
| (3) | minimal   | 4            | -         | 3          | 1          | -          |

7. Overall, in retrospect, how well do you feel the course helped you to: (READ RESPONSE CATEGORIES AFTER EACH ITEM.)

|   |       |    |     |     |     |  | Very<br>Well | Somewhat | Not at<br>All |
|---|-------|----|-----|-----|-----|--|--------------|----------|---------------|
|   | TOTAL | DC | AFR | LAC | ANE |  |              |          |               |
| 1 | 25    | 12 | 3   | 5   | 5   | a. Develop a better appreciation of how businesses operate and how business people think.  | (1)          | (2)      | (3)           |
| 2 | 18    | 5  | 4   | 6   | 3   |  |              |          |               |
| 3 | 2     | 1  | 1   | -   | -   |  |              |          |               |
| 1 | 12    | 7  | 2   | 2   | 1   | b. Learn about key issues confronting micro and small businesses, the entrepreneur and the differences between American and LDC businesses.                            | (1)          | (2)      | (3)           |
| 2 | 28    | 10 | 4   | 7   | 7   |  |              |          |               |
| 3 | 5     | 1  | 2   | 2   | -   |  |              |          |               |
| 1 | 16    | 5  | 3   | 3   | 5   | c. Learn business and management analytical methods which may be used in the design, implementation and evaluation of new or existing development assistance projects. | (1)          | (2)      | (3)           |
| 2 | 25    | 11 | 4   | 7   | 3   |  |              |          |               |
| 3 | 4     | 2  | 1   | 1   | -   |  |              |          |               |
| 1 | 10    | 5  | 1   | 3   | 1   | d. Learn how to evaluate the impact of local constraints (i.e., laws and regulations) on the needs of the business community.  | (1)          | (2)      | (3)           |
| 2 | 25    | 8  | 6   | 5   | 6   |  |              |          |               |
| 3 | 10    | 5  | 1   | 3   | 1   |  |              |          |               |
| 1 | 10    | 3  | 1   | 4   | 2   | e. Learn about A.I.D.'s past private enterprise activities and experiences   | (1)          | (2)      | (3)           |
| 2 | 26    | 13 | 3   | 5   | 5   |  |              |          |               |
| 3 | 9     | 2  | 4   | 2   | 1   |  |              |          |               |
| 1 | 10    | 2  | 4   | 2   | 2   | f. Learn about programs and resources available within the U.S. government, commercial business and development agencies around the world.                             | (1)          | (2)      | (3)           |
| 2 | 27    | 12 | 2   | 8   | 5   |  |              |          |               |
| 3 | 8     | 4  | 2   | 1   | 1   |  |              |          |               |
| 1 | 19    | 5  | 3   | 6   | 5   | g. Learn about the Agency's private enterprise policies and programs.  | (1)          | (2)      | (3)           |
| 2 | 22    | 12 | 4   | 3   | 3   |  |              |          |               |
| 3 | 4     | 1  | 1   | 2   | -   |  |              |          |               |
| 1 | 7     | 4  | 1   | 2   | -   | h. Learn about the particular geographic bureaus' private enterprise policies and programs.  | (1)          | (2)      | (3)           |
| 2 | 19    | 8  | 2   | 4   | 5   |  |              |          |               |
| 3 | 19    | 6  | 5   | 5   | 3   |  |              |          |               |

8. As a result of the course, have you been much more likely to do things or support things that would increase private sector involvement in the economies of third world countries, somewhat more likely to do things or support things that would increase private sector involvement in the economies of the third world, or do you feel the course had no effect on the things you did or supported in this area?

|                          | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|--------------------------|--------------|-----------|------------|------------|------------|
| (1) much more likely     | 20           | 8         | 4          | 5          | 3          |
| (2) somewhat more likely | 17           | 8         | 2          | 3          | 4          |
| (3) course had no effect | 8            | 2         | 2          | 3          | 1          |

9. Prior to the course, would you say that your attitude toward the private sector and its importance in the development of third world economies was very positive, somewhat positive, somewhat negative, very negative or that you had no opinion or feeling at all about this?

|                       | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----------------------|--------------|-----------|------------|------------|------------|
| (1) very positive     | 21           | 8         | 3          | 5          | 5          |
| (2) somewhat positive | 15           | 4         | 4          | 5          | 2          |
| (3) somewhat negative | 3            | 2         | 1          | -          | -          |
| (4) very negative     | 1            | -         | -          | 1          | -          |
| (5) no opinion        | 1            | 1         | -          | -          | -          |

47

10. Do you feel that as a result of this course your attitude toward the private sector and its importance in the development of the third world economies is more positive, more negative, or that the course didn't affect your attitude at all?

|                            | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------------|--------------|-----------|------------|------------|------------|
| (1) more positive attitude | 28           | 10        | 6          | 7          | 5          |
| (2) more negative attitude | -            | -         | -          | -          | -          |
| (3) no effect on attitude  | 17           | 8         | 2          | 4          | 3          |

10A. Why do you feel this way?

|                               | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-------------------------------|--------------|-----------|------------|------------|------------|
| (a) + attitude and insight    | 25           | 8         | 6          | 6          | 5          |
| (b) info, skills, vocab       | 6            | 3         | 1          | 1          | 1          |
| (c) - negative                | -            | -         | -          | -          | -          |
| (d) couldn't be more positive | 16           | 8         | 2          | 4          | 2          |
| (e) p.s has limits            | 1            | -         | -          | -          | 1          |
| (f) other                     | -            | -         | -          | -          | -          |

115

11. We are interested in how, if at all, you have used the information you learned in the workshop. Have you ever used any of the course materials or handouts as reference materials since the course?

|                      | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------|--------------|-----------|------------|------------|------------|
| (1) YES (ASK Q. 11A) | 27           | 12        | 4          | 7          | 4          |
| (2) NO (GO TO Q. 12) | 18           | 6         | 4          | 4          | 4          |

11A. (IF YES) What did you use?

|                            | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------------|--------------|-----------|------------|------------|------------|
| (a) non-specific           | 4            | 2         | -          | 1          | 1          |
| (b) case studies           | 7            | 4         | 2          | 1          | -          |
| (c) financial/acctg./mgnt  | 11           | 4         | 1          | 3          | 3          |
| (d) project analysis/eval. | 1            | -         | 1          | -          | -          |
| (e) other                  | 9            | 3         | 1          | 4          | 1          |

11B. How did you use it?

|                             | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----------------------------|--------------|-----------|------------|------------|------------|
| (a) don't know              | 1            | 1         | -          | -          | -          |
| (b) reference/review        | 11           | 2         | 2          | 4          | 3          |
| (c) project design/eval.    | 14           | 5         | 3          | 4          | 2          |
| (d) applying financial tool | 4            | -         | -          | 4          | -          |
| (e) to share                | 7            | 6         | 1          | -          | -          |
| (f) other                   | 3            | 1         | -          | -          | 2          |

12. Have you ever shared with anyone else--either in verbal or written form--any of the information that you received in the course?

|                      | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------|--------------|-----------|------------|------------|------------|
| (1) YES (ASK Q. 12A) | 41           | 18        | 8          | 9          | 6          |
| (2) NO (GO TO Q. 13) | 4            | -         | -          | 2          | 2          |

12A. (IF YES) With whom did you share the information?

|                           | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---------------------------|--------------|-----------|------------|------------|------------|
| (a) co-workers/boss       | 4            | 2         | 2          | -          | -          |
| (b) co-workers/general    | 31           | 16        | 4          | 8          | 8          |
| (c) people outside agency | 7            | 1         | 2          | -          | 4          |
| (d) contractors           | 3            | 1         | 1          | -          | 3          |
| (e) host govt. officials  | 3            | -         | 2          | 1          | -          |
| (f) other                 | 1            | -         | -          | 1          | -          |
| (g) don't know            | 1            | -         | 1          | -          | -          |

12B. For what reason did you share this information?

|                                   | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|-----------------------------------|--------------|-----------|------------|------------|------------|
| (a) Persuasion                    | 10           | 9         | -          | 1          | -          |
| (b) to develop project/strategies | 14           | 3         | 4          | 4          | 3          |
| (c) general concepts/info.        | 27           | 12        | 3          | 6          | 6          |
| (d) other                         | 7            | 1         | 2          | 1          | 3          |
| (e) don't know                    | 2            | -         | 2          | -          | -          |

13. Have you ever accessed any of the private sector-related resources, services or institutions you learned about in the workshop to enhance the expansion of private sector businesses in your country or region?

|                      | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------|--------------|-----------|------------|------------|------------|
| (1) YES (ASK Q. 13A) | 20           | 7         | 5          | 4          | 4          |
| (2) NO (GO TO 14)    | 25           | 11        | 3          | 7          | 4          |

13A. (IF YES) Which resources or services did you access?

|                                 | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---------------------------------|--------------|-----------|------------|------------|------------|
| (a) PRE office                  | 11           | 5         | 2          | 2          | 2          |
| (b) other A.I.D. offices/people | -            | -         | -          | -          | -          |
| (c) specific institutions       | 5            | -         | 3          | -          | 2          |
| (d) networking among classmates | 4            | 2         | 1          | 1          | -          |
| (e) instructors                 | 6            | 2         | 1          | 2          | 1          |
| (f) other                       | 3            | 1         | -          | 1          | 1          |

13B. How did you use the resources?

|                                       | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---------------------------------------|--------------|-----------|------------|------------|------------|
| (a) project/program design & analysis | 13           | 3         | 4          | 3          | 3          |
| (b) general information               | 6            | 4         | 1          | 1          | -          |
| (c) other                             | 5            | 2         | 1          | 1          | 1          |

14. Have you ever used any of the business, finance or management analytical methods that you learned at the course in the design, implementation or evaluation of proposed or existing development assistance projects?

|                      | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------|--------------|-----------|------------|------------|------------|
| (1) YES (ASK Q. 14A) | 25           | 10        | 3          | 7          | 5          |
| (2) NO (GO TO Q. 15) | 20           | 8         | 5          | 4          | 3          |

- 51 -

14A. (IF YES) What skills or methods that you learned in the course did you use?

|                                       | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---------------------------------------|--------------|-----------|------------|------------|------------|
| (a) financial/budget analysis methods | 18           | 6         | 2          | 7          | 3          |
| (b) marketing information             | 2            | 1         | -          | 1          | -          |
| (c) other                             | 9            | 5         | 1          | 1          | 2          |

14B. How did you use them?

|   | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---|--------------|-----------|------------|------------|------------|
| (a) project/program design and working with contractors | 19           | 8         | 1          | 5          | 5          |
| (b) analyzing institutions                              | 10           | 5         | 1          | 2          | 2          |
| (c) other   | 2            | 1         | 1          | -          | -          |

15. Have you ever used any of the information you learned in the course in the design, implementation or management of a private sector development project?

|                      | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------|--------------|-----------|------------|------------|------------|
| (1) YES (ASK Q. 15A) | 23           | 9         | 3          | 9          | 2          |
| (2) NO (GO TO Q. 16) | 22           | 9         | 5          | 2          | 6          |

52

16. Have you ever used anything you learned in the course to promote the use of the private sector in development in any way that we haven't already talked about?

|                      | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|----------------------|--------------|-----------|------------|------------|------------|
| (1) YES (ASK Q. 16A) | 16           | 10        | 1          | 3          | 2          |
| (2) NO (GO TO Q. 17) | 29           | 8         | 7          | 8          | 6          |

16A. (IF YES) What did you do? PROBE: What did you use?

|   | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---|--------------|-----------|------------|------------|------------|
| (a) learned uncertainties/unknowns        | 1            | 1         | -          | -          | -          |
| (b) learned to talk to business leaders   | 1            | -         | -          | -          | 1          |
| (c) networking with classmates            | 1            | 1         | -          | -          | -          |
| (d) course gave info to promote p.s.      | 8            | 6         | -          | 2          | -          |
| (e) use info to work on specific projects | 5            | 2         | 1          | 2          | -          |
| (f) other                                 | 3            | 1         | -          | 1          | 1          |

17. In retrospect, what about the course did you find most useful?

|                                       | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---------------------------------------|--------------|-----------|------------|------------|------------|
| (a) case studies/analytical tools     | 21           | 8         | 3          | 6          | 4          |
| (b) profit & loss/financial concepts  | 7            | 2         | 1          | 2          | 2          |
| (c) marketing                         | 4            | 1         | -          | 1          | 2          |
| (d) exaction game                     | 12           | 7         | 2          | 2          | 1          |
| (e) networking/interaction w/group    | 13           | 5         | 2          | 3          | 3          |
| (f) attitude toward p.s. entrepreneur | 11           | 3         | 2          | 4          | 2          |
| (g) resources/experts/instructors     | 11           | 5         | 1          | 4          | 1          |
| (h) awareness of A.I.D. activities    | 7            | 4         | 1          | 1          | 1          |
| (i) other                             | 6            | 3         | 1          | 1          | 1          |

18. What did you find least useful?

|  | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|--|--------------|-----------|------------|------------|------------|
| (a) financial info -- too intensive                    | 3            | 1         | 1          | 1          | -          |
| (b) financial info -- don't need                       | 2            | -         | 1          | 1          | -          |
| (c) long hours -- too late                             | 6            | 3         | -          | 2          | 1          |
| (d) A.I.D. presentation day                            | 5            | 2         | 1          | 2          | -          |
| (e) exaction game                                      | 2            | 1         | -          | 1          | -          |
| (f) case studies-should be reg. oriented               | 2            | 1         | 1          | -          | -          |
| (g) case studies-A.I.D. successes/failures             | 1            | 1         | -          | -          | -          |
| (h) case studies-too many                              | 1            | -         | -          | 1          | -          |
| (i) case studies-emphasized<br>U.S. companies too much | 1            | -         | -          | -          | 1          |
| (j) don't know   | 8            | 4         | 1          | -          | 3          |
| (k) other  | 19           | 6         | 3          | 6          | 4          |

*Handwritten mark*

19. In retrospect, what changes would you recommend to make the course more useful to future participants? -- that is, what do you wish you would have learned or gotten out of the course that you did not?

|  | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|--|--------------|-----------|------------|------------|------------|
| (a) no change                              | 5            | 3         | -          | 1          | 1          |
| (b) more financial tools                   | 11           | 2         | 1          | 6          | 2          |
| (c) less financial tools                   | 3            | -         | 2          | 1          | -          |
| (d) apply tools to actual project prop.    | 8            | 1         | 1          | 3          | 3          |
| (e) regionally orient course               | 6            | 3         | 1          | 1          | 1          |
| (f) less material                          | 4            | 3         | -          | 1          | -          |
| (g) more info on PRE & A.I.D./W            | 3            | 1         | 1          | 1          | -          |
| (h) more info on A.I.D. success/failures   | 5            | 1         | 2          | 1          | 1          |
| (i) organize material in subject-spec. way | 4            | 3         | -          | 1          | -          |
| (j) less proselytizing                     | 1            | -         | -          | 1          | -          |
| (k) stratify participants                  | 2            | -         | 1          | 1          | -          |
| (l) better screen participants             | 1            | -         | -          | 1          | -          |
| (m) do course in regions                   | 1            | -         | -          | -          | 1          |
| (n) relate public policy to private sector | 7            | 5         | 1          | 1          | -          |
| (o) other                                  | 20           | 9         | 4          | 4          | 3          |

*BB*

20. What do you think is needed in the field to encourage a greater role for the private sector in development?

|   | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|---|--------------|-----------|------------|------------|------------|
| (a) don't know                          | 3            | 2         | 1          | -          | -          |
| (b) more assistance from PRE            | 9            | 3         | 1          | 3          | 2          |
| (c) mission should be committed to p.s. | 8            | 5         | 1          | 2          | -          |
| (d) give course in region               | 10           | 4         | 1          | 5          | -          |
| (e) send mission staff to course        | 13           | 7         | 1          | 3          | 2          |
| (f) educate host govt officials         | 7            | 3         | -          | 3          | 1          |
| (g) country/region-specific info        | 3            | 2         | -          | -          | 1          |
| (h) share A.I.D. experience             | 3            | -         | 1          | 1          | 1          |
| (i) funding                             | 4            | 2         | 1          | 1          | -          |
| (j) reduce protectionism                | 4            | -         | 1          | 2          | 1          |
| (k) A.I.D./W attitudinal change         | 7            | 3         | 1          | 1          | 2          |
| (l) people with p.s. experience         | 6            | 1         | 1          | -          | 4          |
| (m) other                               | 9            | 4         | 2          | 1          | 2          |

21. For you personally at this point, what is the biggest single obstacle you have in promoting the use of the private sector in development?

|  | <u>TOTAL</u> | <u>DC</u> | <u>AFR</u> | <u>LAC</u> | <u>ANE</u> |
|--|--------------|-----------|------------|------------|------------|
| (a) no obstacles                           | 3            | 1         | -          | 1          | 1          |
| (b) funding                                | 7            | 3         | 3          | -          | 1          |
| (c) host country govt attitude toward p.s. | 15           | 6         | -          | 6          | 3          |
| (d) A.I.D. bureacracy                      | 10           | 4         | 1          | 3          | 2          |
| (e) A.I.D. missions lack of committment    | 3            | 3         | -          | -          | -          |
| (f) time                                   | 8            | 2         | 4          | 1          | 1          |
| (g) knowledge                              | 3            | 2         | 1          | -          | -          |
| (h) weak p.s. in host country              | 6            | 2         | 1          | 1          | 2          |
| (i) U.S. protectionism                     | 1            | 1         | -          | -          | -          |
| (j) not in right job                       | 4            | 2         | -          | 1          | 1          |
| (k) other                                  | 9            | 3         | 3          | 1          | 2          |

APPENDIX E  
APPLICATION PROFILES

I tell people about the course to illustrate A.I.D.'s interest in the private sector.

When universities bid on private sector projects, draw on course to advise them.

I use information to identify the comparative advantage of private sector entities.

I shared information with co-workers and mission management to persuade them to have a course in the field.

I used information to design an agroindustrial strategy for Costa Rica.

I applied course learnings in agrobusiness and trade promotion.

I used diagrams and think-throughs to review an upcoming project in Zaire.

I shared the exaction game results with co-workers.

I pointed out the power and influence of policy formulation in terms of economic development.

I used PRE resources to design scope of work for projects.

I relied on PRE to facilitate getting consultants.

I used think through models on the design side to consider project related concepts.

I shared course content with colleagues.

I used management techniques in looking at specific projects.

I passed out case studies in the office.

Information required is part of my vocabulary - I'm a spokesperson for PRE, and use it to change people's thinking on the private sector.

I used financial analysis series in seeking the true constraints to a project.

Also used skills to review the financial strengths of PVOS.

I applied project feasibility analytical skills while a project manager.

I advertise the course to A.I.D. people.

I referred to project design information.

I shared information with a design team in the mission to help them look at banking sector reform.

I shared information with Senegalese government counterparts.

I accessed IESC and Overseas Development Council to design a project.

I used analytical methods in design process.

I used information to design a \$20 million agricultural credit program.

I shared information with contractors who were working on a shrimp case.

I shared privatization information with Indonesian government officials.

I used PRE resources (capital markets people) in project involvement.

I used consultants to do a comparative study of investment policy.

I've used general concepts to design private sector projects.

I used the material on micro enterprise and privatization by xeroxing it and passing it around to others to make them aware.

In explaining to contractors and people I work with in the office I explain the knowns and unknowns of the private sector, the concept of the course used to advocate attention to the private sector.

Contacting the privatization group to get specific project information on forestry privatization issues.

As a manager used it to influence direction of contractors.

Directing my staff through the analytical material.

Shared analysis information with staff.

Shared with colleagues in Burma on general discussions about private sector.

Analysis of balance sheets I used to look at project of cooperative enterprise and where was it profitable.

Shared information on profit we were working on.

In designing a project for consulting services for local business people who contacted the IESC.

51

Used the financial information in the privatization of Royal Jordan airlines and a State bus company.

In designing 4 to 5 private sector projects.

Passing information off to people to read.

Use of general concepts in project design and implementation.

Used information in constituent building to get projects funded and designed.

Used financial and market analysis skills in project design.

Used market incentives and financial analysis concepts in the implementation of two private sector projects.

In distributing copies of case studies to project design team showed the dilemma in developing a private enterprise project.

Gave colleagues a copy of all the materials.

Used in project design of free trade zone.

Sharing with co-workers in discussion of opportunities to support a private enterprise project.

Can support projects.

Balance sheets, readings - I gave them to other people as think-through pieces.

PRE - for guidance.

I used knowledge acquired in course to deal with PVOS.

Shared information with private sector office in context of developing a private sector strategy.

I referred clients to resources I learned about in the course.

I used financial analysis tools and break even analysis to evaluate proposals.

Used analytical tools and perspective from case studies to review projects.

10

I used the communications tools for decision making, which I found very helpful in establishing communication for a complex concept.

I shared the information with private sector program officers responsible for new applications of A.I.D. resources, to communicate program goals and objectives.

I used the systems approach to business planning to identify opportunities to use A.I.D. resources to focus on the private sector as a means for realizing economic development.

I used information to analyze return on investment, sustainability factors and the enlisting of business experts.

I utilize the working relationships I developed, and the networking to help support some of my ideas, and to give me insight.

I refer to the case studies to remind me of things not to do.

I shared information with co-workers as part of a discussion on how the course should be modified for an ASIA/NE conference.

I used the services of S & T and PRE to design a private sector program in Jordan.

I used the analytical method to provide management assistance to Jordanian businessmen in an A.I.D. project.

I used learnings to design a course on management and technical assistance for Jordanian businessmen.

I used financial management papers for reference.

I have talked about and used the case study approach with co-workers.

I used methods to determine how the private sector can be used more productively in Food for Peace program.

I used case studies and methodologies in developing our own case studies.

I have shared the information with co-workers, and loaned them out.

I utilized the consulting services of one of the instructors in project implementation.

I have contacted a network of people I studied with.

The review of account statements helped me very much in breaking out the data on case studies we're developing. Now I view them in terms of how a bank would look at them.

I applied the information to the ARIES project.

I used privatization articles in initial calls on the Prime Minister and in kicking off the policy dialogue.

I shared information with government officials, private sector officials, and private sector training institutions.

We now work more closely with: PRE and Contractors to identify institutional approaches to a survey of regional management training institutions.

I used analytical methods to redesign an investment project.

I applied the information to an agrobusiness project and an investment promotion project.

I saw what we could do to improve policy, fiscal programs, and general conditions for investors to make the environment more favorable for investment.

Used basic accounting information and programmed approach to simple accounting.

Shared information with co-workers to assist them in work involving financial concepts.

I've used the instructors to do private sector analysis.

I referred to private sector bureau technical assistance programs, and now have a deepened ability to backstop banking projects.

I shared information informally with co-workers.

I used the information on operations of international credit institutions vis a vis A.I.D. policy.

Devised course in mission staff meeting in context of whether to do Costa Rica course.

In areas where there is an inherent bias against the private sector, I work against it.

I used financial analyses and balance sheets in reviewing a project proposal.

I used information to manage a rural savings mobilization project in Dominican Republic.

67

I used acquired knowledge in creation of a private sector agricultural research foundation.

In Costa Rica, my co-workers and I used information to try to organize a private sector course for the mission.

I used lecturers and participants for feedback and recommendations.

I use the information in private sector projects all the time - it's my job.

Used financial analysis on small venture capital proposals for the Project Officers in my mission.

Financial analysis of proposals and projects.

Jennifer Bremer article to provoke discussion.

Financial analysis in reviewing business plans.

Used information at the mission as a think piece.

Using the financial analytical methods on agricultural projects.

In evaluating agricultural venture projects.

Using the tools and ratios in reviewing proposals.

Analytical texts and case studies used in the design and evaluation of projects.

Use with the private sector office as a conversational piece.

Used the cash flow and other ratio analysis for viability of enterprises in evaluating the various private enterprise projects I can fund.

Information on long term viability of enterprises and constraints have helped in the design of project strategies.

I utilized a matrix on different types of private sector interventions in privatization efforts in Dominican Republic.

I lent privatization matrix to a co-worker.

I've utilized the Privatization Research Center in PRE.

I've used income statements and balance sheets to analyze institutions.

67