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"THE ROLE OF THE PRIVATE SECTOR
IN DEVELOPMENT" COURSE
JUNE 11-23, 1989
FINAL EVALUATION

WPI Inc.

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Trade Services Group (ITS)



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August 14, 1989

Mr. Elmer Fales
Agency for International Development
Training Division Room 304
515 22nd Street N.W.
Washington, D.C. 20523

Dear Elmer:

Enclosed are 15 copies of the Final Evaluation of the "Role of the Private Sector in Development" course for 1989. Please distribute as you see fit.

Please let us know when we can meet again to plan for next year or if you have further questions.

Thank you. I enjoyed the year working with you.

Best wishes,



Jacquie L. Kay
President

JK;kim

Encl.

**FINAL EVALUATION OF THE NINTH PRESENTATION
OF THE COURSE:**

"The Role of The Private Sector in Development"

By

Jacque L. Kay

WPI, INC.

August, 1989

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EXECUTIVE SUMMARY

WPI, through the auspices of A.I.D.'s Bureau for Private Enterprise and Training Division, sponsored "The Role of the Private Sector in Development" course for the ninth time in Charlottesville, Virginia during June 11-23, 1989. The course this year had some new input which enhanced the course, and continued with some classic issues. The new input included a broader range of presenters and cases focusing on small scale enterprise and its relationship to finance which seem to be of more interest to the participants. The issues which continue to raise problems for the course include developing an efficient presentation of financial tools in a matter of 4-6 hours, and having more cases focus on A.I.D.

WPI is encouraging greater involvement from the technical officers in designing next year's course with more A.I.D. focused case studies; developing a different approach to financial tools; and integrating the A.I.D. presentations more with the rest of course by placing the presentations at the beginning.

The Participant Feedback Questionnaires will be revised for the next year along with a change of venue. These two changes should enhance the evaluation of the course and provide more quality service.

WPI will be screening presenters carefully for the financial tools section of the course. In addition, new case studies will be reviewed for more relevance of this module to the rest of the program.

Perhaps, the point to most strongly focus on for the coming year is recognizing that the client base is changing. More participants this year have had exposure to the world of business and the business community and tended to have greater sophistication about these matters. Thus, much of the course should be directed at their level of skills and cases should relate to their world of work. WPI will work closely with A.I.D. in providing these activities.

Another successful course has been completed. For next year, recommendations have been included in this report which should enhance each module and the overall course delivery.

BACKGROUND

1989 marks the fifth year, ninth presentation, of the "Role of the Private Sector in Development" course sponsored by the Training Division (TD) of the United States Agency for International Development (A.I.D.) and the Bureau for Private Enterprise (PRE). This course offers tools, analysis and trends A.I.D. professionals can use to increase private sector involvement in the economies of A.I.D.-assisted countries.

The premise underlying the content of the course is that A.I.D. practitioners have relatively limited exposure to the operational demands that govern decision-making in the private sector of the countries where A.I.D. works. Historically, A.I.D. staff, Foreign Service Nationals (FSN), and local counterparts interact within the public sector of developing countries in determining the design of programs and projects. As a consequence, the approaches to problem-solving tend to focus on macroeconomic policy issues of each economic sector and the operational manner in which the functions of the bi-lateral assistance effort are implemented through specific projects.

The purpose of this course is to engage participants in the manner, language and investment concepts that guide business operations in the marketplace. The design of the course responds to this intent by using case study methodology as an instructional tool with other pedagogical tools interspersed in the course.

1.0 INTRODUCTION AND DESCRIPTION

As is done each year, changes have been made to enhance and update the course. During the past two years, the course has stabilized in its content with modules remaining relatively the same. Through the various evaluations conducted over the years and in joint discussions with the organizers, much has been learned about how to improve the content of the modules and how to make the learning more effective and relevant to A.I.D. Mission staff .

The course is based on case study methodology, an approach which has demonstrated both its uniqueness and strength vis-a-vis private sector training courses. Sometimes lectures are given by specialists in a given field followed by class and small group discussions. Exaction, a simulation game, is introduced at the midpoint of the seminar and helps the participants experience the roles of various sectors of a developing country economy.

WPI, Inc. has been primarily responsible for organizing the seminar and selecting the speakers. Course modifications have been introduced based on previous evaluations of the course as well as in response to the needs and challenges of A.I.D.. A full evaluation was performed by Management Systems International (MSI) in the Fall of 1987. The objectives are well documented in that report. The course now requires more refinement to the modules with recognition of its target audience, with its increased sophistication about the private sector and in project analysis ability.

2.0 COURSE OBJECTIVES AND PARTICIPANTS

2.1 Objectives

The goals and objectives of the course are:

- a. Develop a better appreciation of how businesses operate and how business leaders make decisions;
- b. Learn the language of business, what business people look for when they consider or make an investment decision; this includes the goals, motivation, and risk-taking that the private sector in the United States and developing countries reviews;
- c. Learn about key issues facing micro and small businesses; the entrepreneur and the differences between developing country business environments and those of more industrialized nations;
- d. Assist the participants to consider the development impact of potential or existing private and non-private enterprise programs and projects;
- e. Teach participants how to evaluate the impact of local constraints (laws and regulations) on the needs of business community. Learn how to be more pragmatic about the role of the private sector in the achievement of mission and host country development goals and strategies; and,
- f. Examine the application of A.I.D.'s private enterprise activities and experiences over the past 40 years. Discover the programs and resources available from the

United States Government, commercial businesses, international development agencies, A.I.D. private enterprise policies and the scope of financing mechanisms.

Each module had specific learning objectives that integrated the major course objectives.

2.2 Participants

The ninth presentation of the course was designed for Agency officers, FSN staff and PSC who have been assigned private enterprise activities in either the Missions or A.I.D./Washington. Participants have tended to experience with the operations of a private sector. Over eight of the participants had MBA's and several others had had advanced training in banking or finance. This was a change in the background of the participants who previously had not had any or only a little experience in private sector training.

The requirement for the course is that it provide a basic understanding of U.S. and developing country private sectors so that participants can better understand the A.I.D. policies that are meant to encourage development through private enterprise. To enable A.I.D. staff members to grasp this basic understanding, conceptual, analytical, and technical tools need to be conveyed in this course. With this change in skill base and knowledge about the private sector (either through formal business school training or because of broader exposure to private sector activities), it seems that the contractor, other bureaus, and technical offices of A.I.D. involved in this course (the Private Sector Advisory Committee) should review the course for its applicability and relevance.

3.0 COURSE MODIFICATIONS

Each year, WPI submits a written evaluation of the "Role of the Private Sector in Development" course as well as meets with the Bureau for Private Enterprise and the Training Division staff for an oral debriefing and evaluation. For the 1989 course, it was recommended that we not use computers as an approach since some confusion is generated given the various levels of computer literacy among the participants. Rather than focusing on a two-tier approach (a recommendation made last year), WPI decided that an overview to the use of Lotus 1-2-3 would be presented using a case study. This case study would be taught with a computer overhead projector data enhancer. Every year, new instructors are used for this module, which occurred this year.

For the small scale enterprise section, and in support of endeavors by PRE, we also introduced a new presentation on the various small scale enterprise projects being undertaken as a precursor to the INFORMALITY project of PRE.

Other changes included shortening the banking session by two hours (to accommodate the more relevant A.I.D. activities on small scale enterprise) and to integrate the financial section with its application to A.I.D. contracting.

The size of the course was larger than in the past. There were 32 participants in this session (approximately ten more participants than had taken the course in the past). Since this course was only offered once this summer, many who wanted to take it, had to take the June date.

4.0 EVALUATION OF THE COURSE

Participant Feedback Questionnaires are handed out after each module. (See Appendix I.) The principle variables measured were effectiveness of instruction, relevancy to A.I.D. projects and relevancy to individual work. There were 32 participants in this session. The manner in which the questions were framed were designed to elicit a qualitative response. We enumerated the responses and therefore had a sense of positive-negative reactions.

As noted in previous evaluations, (MSI, 1987; WPI, Doggett & Whyche, Nov 1987) not all the cases were pertinent to A.I.D. field experiences and many asked that in future sessions case studies depicting specific A.I.D. experiences be included. This year, the relevancy to A.I.D. appeared to be of greater concern and must be addressed.

The financial management module continues to present difficulty for the participants. Last year, the suggestion was offered that a two tier approach be used: tracking those participants with little financial background in a training experience commensurate with their skill level; conversely, placing those with quantitative skills in a more challenging track. However, rather than responding with the two-tier approach, a new change was introduced. New text materials provided a more comprehensive approach to financial tools - this time utilizing a text which stressed an entrepreneurial approach to tools and analysis, Robert Ronstadt, Entrepreneurial Finance, 1988. Two new instructors were added - one to focus on the cash flow analysis aspect, the other to address Lotus 1-2-3. A special section on the use of Lotus 1-2-3 by utilizing a case study was included. Because of problems with the computer overhead projector data enhancer, (which enables the information from the computer to be projected onto a screen), and within the limited time, we were unable to effectively teach Lotus 1-2-3 or to use computers in teaching.

On the other hand, the strongest presentations were in 1) banking and 2) competition and strategy. In the first case, the introduction of banking, followed by the case analysis of Thai Danu Bank and then more on small scale enterprises proved very satisfactory to the participants. In terms of competition and strategy and export development, the cases related to each other, (e.g., Colombia Cut flowers and Bachman's European Flowers). The instructors, (Hoadley and Felton), also worked well together.

Following is a list of modules, their objectives, and some comments on them. Full comments can be found in Appendix I.

MODULE #1: ORIENTATION AND INTRODUCTION OF SEMINAR

Objectives

1. To learn from the participants their reasons for participating in the seminar and their expectations from the seminar
2. To state the goals and objectives of the seminar and to introduce briefly the foci of the modules that comprise the seminar
3. To introduce the major pedagogies that are used in the seminar
4. To provide an opportunity for the participants and the facilitators to know each other better

Comments

This module consisted of an introduction of the course by Dr. Kay and Dr. Felton and an opening night speaker, Tom NiCastro, Deputy Director, Project Development, Bureau for Private Enterprise. (We did not use a feedback sheet on this module since the participants were just being informed of the logistics and goals of the course.)

MODULE #2: THE PRIVATE SECTOR IN ACTION: AN OVERVIEW

Objectives

1. To introduce the powerful roles of the private sector in stimulating and promoting economic development
2. To identify the major themes and subjects that will be examined during the seminar
3. To orient participants to the language, motivations, and development achievements of the private sector

Comments

The use of Alcosa was well received this year. This could be due, in part, to better comprehension of the material because of the business exposure levels most participants seem to have, due to a better understanding of the case technique, or due to some other reason. In previous sessions, the most noticeable concern was in that the case was outdated, a criticism which did not emerge this year.

MODULE #3: MANAGEMENT TOOLS FOR FINANCIAL ANALYSIS

Objectives

1. To introduce basic financial and accounting terms used by the private sector
2. To understand techniques used by the private sector in financial and accounting analysis
3. To enhance participants' comfort and confidence in dealing with relevant financial and accounting analysis

Comments

This year, a business school professor was used to teach this module. In the past two times, Mr. Chuck Patalive conducted this session and did reasonably well. His background with A.I.D. may have been more useful for this course. Every time a formal introduction of accounting and financial tools has been presented, it has been difficult for participants to relate it to their everyday work.

The module was very confusing for most of the participants. For those who had the experience of cash flow analysis, accounting, etc., the module was too elementary. For those who did not have this experience, it appeared as if there was not enough time to grasp all of the materials. There were some individual comments about the materials used - again, a basic course in accounting may have been more helpful, (i.e. the Robert Anthony book, Essentials of Accounting, used previously); there was not enough time for break-even analysis along with cash-flow and ratio analysis; and lastly, the question, of what value are the tools for A.I.D. participants?

For next year, a different approach and changing of the placement of this module will be necessary.

MODULE #4: FINANCIAL SECTOR: TOOLS FOR GROWTH - BANKING, FINANCIAL MARKETS, DEBT EQUITY SWAPS

Objectives

1. To enhance participants' understanding of credit as an instrument of development
2. To appreciate the similarities and differences between commercial and government banks and the roles they play in economic development
3. To appreciate the impacts of the current global economic scene on development and to become familiar with selected current approaches and concepts being used by financial institutions and governments in dealing with the current world economic situation

Comments

Although this module appeared to be one of the more successful this year, the use of debt equity swaps needs to be addressed. A.I.D. is not using this approach in its work and its importance within A.I.D. needs to be discussed. Programs such as these, however, seem to retain strong interest among the participants.

The integration of banking with loan guarantees and small scale enterprises was very exciting. The presenters were excellent and were able to capitalize on each other's presentations and integrate the various topics.

MODULE #5: TRAINING AND SMALL BUSINESSES: GROWING PRIVATE SECTOR FACTORS IN ECONOMIC DEVELOPMENT

Objectives

1. To emphasize the central roles of small businesses in economic development
2. To demonstrate the managerial skills required in securing, motivating, training, and coordinating employees in a small business workplace in a developing economy
3. To show the dynamics of enterprise development - financing, marketing, producing, delivering

Comments

Having Mr. James Boomgard from DAI, a contracting firm, and Mr. Larry Cooley, another contractor, address small and micro business issues in the context of funding, banks, technical support, etc. proved to be very successful. The integration of the Botswana case on human resources also fit well into this section.

MODULE #6: MARKETING: A DYNAMIC OF PRIVATE SECTOR DEVELOPMENT

Objectives

1. To identify the basic components of target-group analysis and market segmentation and to show their interrelationships in a development setting
2. To introduce the elements of the marketing mix, their roles in marketing, and their potential contributions in development
3. To understand how to formulate a comprehensive, oriented marketing plan
4. To show the power and impact of marketing in stimulating economic development and entrepreneurship

Comments

Dr. Felton returned to lead this module linking his initial study and marketing case studies which prepared the participants for the Exaction game. The marketing discussion lacked some spontaneity,

perhaps, because of precise timing for the start-up of the session.

MODULE #7: PRIVATE SECTOR DECISION-MAKING IN DEVELOPING ECONOMIES (EXACTION) - AN INTEGRATING EXPERIENCE

Objectives

1. To give participants opportunities to apply concepts gained during the first week to a management situation and a simulated economy in development settings that deal with technology and with agricultural, marketing, and government sectors
2. To help participants understand more fully through the simulation of the conflicting priorities and continuing frustrations of the poor who are the primary targets of development
3. To identify the impact of personal values, prejudices, and management styles on the development process

Comments

Unfortunately, the difficulty the leaders of the Exaction game have been having in getting to the Friday session promptly is greatly affecting the conduct of the game. The game itself seems to be well placed in the course for a wrap-up of the first week; however, many A.I.D. staff have played this game before. A new game which can elicit the sense of decision making and role of the public and private sector should be sought for next year.

MODULE #8: A BACKWARD GLANCE AND A FORWARD LOOK

Objectives

1. To refocus the participants on the seminar and its purposes after the day's break in the seminar
2. To summarize the major emphasis of the first week of the seminar
3. To focus the participants' attention on the modules and goals of the second week

Comments

Dr. Felton discusses the past week's lessons in preparation for readings and presentations during this second week.

MODULE #9: COMPETITION AND STRATEGIC PLANNING

Objectives

1. To introduce, analyze and compare selected, relevant models of strategic planning used by private sector enterprises
2. To examine the role and use of strategy in both planning and operational endeavors by private and public sector organizations
3. To show interrelationships among the various areas of management and the impact of these interrelationships on the formulation of competitive strategies
4. To understand in a marketing oriented economy the impact of competition on business strategies and its contributions to the development of a healthy economy

Comments

These topics continue to be managed quite well by Mr. Kenneth Hoadley. The participants seem pleased with both the presentation and the content. The sense of strategic planning and its relation to marketing become clear here.

MODULE #10: DEVELOPING EFFECTIVE EXPORT STRATEGIES

Objectives

1. To introduce the role and impact of exports on economic development
2. To provide an opportunity to develop a comprehensive, competitive export strategy, taking into account both company and country needs
3. To show the interrelationships between a company's export strategy and its general corporate strategy

Comments

This module needs consideration for expansion. It is a popular subject and a growing one in A.I.D.

MODULE #11: A.I.D. AND THE PRIVATE SECTOR: PERSPECTIVES FOR IMPLEMENTATION

Objectives

1. To update participants' understanding of USAID's endeavors designed specifically to strengthen the private sectors of developing countries
2. To expand participants' awareness of how they specifically can tap into and use these programs to strengthen projects in the field
3. To provide a forum for the resources persons for USAID Washington and the seminar participants to exchange views and ideas

Comments

Perspectives for implementing a module with only A.I.D. presenters, was very successful. The speakers were all very good. The participants seem to want more of the examples which Russ Andersen, Nancy Ellis, and Aileen Kishaba, were able to provide. We need to reconsider the placement of this module as well. Many participants felt that knowing what A.I.D. was doing should come first.

MODULE #12: INTEGRATING ONE'S PERSPECTIVES ON THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT

Objectives

1. To give participants an opportunity to apply and to integrate in a private sector management situation in a third world economy the concepts and understandings gained during the seminar
2. To stress the interaction and interrelationships between the private and public sectors in effectively managing development
3. To understand the basis for the similarities and difference in the ways managers in the private and public sectors view the management of development

4. To summarize the major concepts, perspectives, and emphasis of the seminar
5. To acquire specific feedback from participants regarding the relevance and usefulness of the seminar
6. To underscore the role and core contributions the private sector makes in development

Comments

The case study of Camarao Brasiliensis continues to be popular. This may be because the case allows for group participation, rather than just the lecture or case study mode. This year some participants recommended more opportunities such as this one for the course.

5.0 RECOMMENDATIONS

5.1 Case Studies

The case study approach is a new form of pedagogy for most of the A.I.D. participants. For this reason, it is incumbent on the faculty and the contractor to introduce and orient the participants to this method of analysis. This is becoming more successful with each delivery as more time is provided in the introduction. As in every session of this course, case studies of A.I.D.-specific field experiences are requested. The demand and need for these A.I.D.-specific cases was very strong this time. We need to include and develop more cases that focus on A.I.D. activities.

5.2 Financial Analysis

For next year, a recommendation is to change the timing of this module. It is recommended that the module on financial tools come after the banking and small enterprise section. The participants will then have a sense of having been through more of the course before jumping into tools which comes immediately after the initial case study. This should provide a better flow into the section on tools. The financial tools will also be taught differently. Discussions on this will occur with the Private Sector working committee.

5.3 Banks and Credit

Debt equity continues to be a popular section. However, debt for development is only one solution responding to the debt problem countries face. Other topics related to debt solutions will be explored:

5.4 A.I.D. Private Sector Activities

More examples of A.I.D. private sector initiatives and projects should be highlighted. During this year, some of these programs will be reviewed for input into this section.

5.5 Facilities

As far as the course site at the Omni Charlottesville is concerned, most participants gave it high marks. It was comfortable, shops were accessible for quick ventures out of class, and eating places abounded making it easy to live within the per diem allowance. However, the contractor (WPI) was not pleased with the quality of service as compared with last year's two sessions. The hotel also acknowledged that staffing, quality of accommodations, etc. were not up to par and that over the next few years, the hotel would be making changes. For next year, another site will be considered, possibly in Baltimore or in Annapolis.

In summary, awareness and understanding of the business world, which is one of the objectives of the course, was successfully met. Clearly everyone felt they left with a better appreciation of how businesses operate in the marketplace and many learned the language of business along with the underlying concepts of financial analysis. The course itself continues to serve its purpose. However, for the future, WPI is looking into how to make it more A.I.D. relevant and to provide more analytical tools and examples for A.I.D. staff.

APPENDIX I

THE PRIVATE SECTOR IN ACTION: AN OVERVIEW (ALCOSA CASE)
MODULE #2

1. Relevance and usefulness of this module to your work.

<u>Very Useful</u> 7	<u>Useful</u> 19	<u>Marginal</u> 2
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2. Relevance and usefulness of the resource materials used in this module.

<u>Very Useful</u> 9	<u>Useful</u> 18	<u>Marginal</u> 0
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3. Amount of time spent on this module.

<u>Too Short</u> 2	<u>About Right</u> 22	<u>Too Long</u> 5
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4. Amount of preparation time scheduled for this module.

<u>Too Short</u> 7	<u>About Right</u> 23	<u>Too Long</u> 0
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5. Instructor responsiveness to the concerns of the class.
(E. Felton)

<u>Excellent</u> 17	<u>Good</u> 13	<u>Poor</u> 0
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6. Instructor effectiveness in presenting the material.
(E. Felton)

<u>Excellent</u> 18	<u>Good</u> 12	<u>Poor</u> 0
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7. Did the case give you a good introduction to private sector issues?

<u>Yes</u> 17	<u>No</u> 13	<u>Somewhat</u> 0
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8. Has this case enabled you to identify issues that individuals working in the private sector are concerned with? Please identify below:

- organization/control
- communication/cultural factors
- contingency planning/alternatives
- Private Support Sector Project
- yes & no - mostly new way of looking at issues

MODULE #2 continued:

- I think more than the issue faced by public sector in trying to operate in/with the private sector
- marketing
- communication
- not really but a good icebreaker
- yes, risk management; continued availability of inputs; performance of employees & contractors
- management & development in a foreign context
- control system (what degree of control is necessary to ensure an enterprise functions effectively)
- micro-management; cultural diversity & its impact on foreign business; supply/demand
- long term vs. short term returns; degree of control needed in any system; how to minimize risk vs. maximum gains
- control systems
- communication
- efficiency vs. equity - trade-offs of all kind
- flexibility in system
- yes, to control systems
- risk; profitability/cost; ups & downs
- importance of coordination
- importance of management & planning
- importance of control systems
- A.I.D.'s role in private sector development
- how to achieve coordination in development
- the need to find a balance between different key objectives
- how can I control my risks?
- how does one control a system where one important variable is uncontrollable (like weather)?
- private sector must be flexible & positioned to respond to changes; must be diverse to absorb changes in production, marketing, supply, demand, etc.
- yes, we're all looking for win-win situation to go after with minimum risk
- cultural aspects; proper definition of the problem; level of integration
- importance of coordination and controls to make a system function
- importance of communication; importance of good planning; humans are the hardest problem to manage (cultural, not technical ones)
- diversity of products; company monopolies; transport of goods; U.S. multinational involvement with producers
- the case highlighted the issues of risk/return, diversity, meeting the self-interest of all parties; learning as we proved, and staying flexible

MANAGEMENT TOOLS FOR FINANCIAL ANALYSIS
MODULE #3

1. The resource material on accounting, balance sheets, ratios and financial analysis are applicable to my current work.

<u>Most of Time</u>	<u>Some of Time</u>	<u>Not at All</u>
5*	13**	6***

*Yes, but not in the manner presented in the last two days.

**Concepts are; but not clear.

***If the material had been presented in a different fashion, it might have been more applicable. But this was presented too fast without enough emphasis on linkages.

2. Was the subject matter clearly presented for the following:

	<u>Yes</u>	<u>No</u>
a) application of ratios	13	9
b) how to use financial analysis for project design	6	16
c) break even analysis	4 (2 - not presented/done)	16
d) contract financing	9 (1 - somewhat)	10

3. Do you now feel more competent to ask questions of consultants when analyzing a project budget?

	<u>Yes</u>	<u>No</u>
	14	7

(a consultant's budget - yes; a project budget - no.)

4. Were the instructors responsive to your concerns?

	<u>Excellent (1)</u>	<u>Good (2)</u>	<u>Poor (3)</u>
Yenner		10*	6
		*but not enough time; 2.5 - okay; between 1 & 2 (excellent and good); somewhat	
Lamstein	9	10*	5**
	*somewhat		
	**I felt too much A.I.D. bashing, not enough time on how to analyze		
Chudy	7*	9	5**
	*2-NA in short presentation		
	**too basic		
	(Given the manner and amount of material presented,		

MODULE #3 continued

I don't feel I could adequately deduce my concern.

5. Were the instructors responsive to your concerns?

	<u>Excellent (1)</u>	<u>Good (2)</u>	<u>Poor (3)</u>
Yenner	3*	11	8
	*He was effective but subject matter is too extensive for brief session - seek some way of shortening		
Lamstein	9*	10	4
	*Problem with our ambitious agenda which can't be streamlined - Lamstein wisely took less ambitious course		
Chudy	7*	13	2
	*excluded - I'm very knowledgeable of Lotus - but the shortness of the Lotus explanation and the manner done (on overhead) would probably confuse those with little or no understanding of Lotus.); not for my current level of ability, knowledge and understanding; not for the purpose and levels of participants - what was the point?		

6. The time spent on this module was:

<u>About Right</u>	<u>Too Long</u>	<u>Too Short</u>
5*	4	11**
*but again, the module should be better focused		
**application of ratios to project design - We in A.I.D. need to be more familiar with numbers and use them - more time for exercises - the subject matter was not properly geared to the A.I.D. situation especially in LDC - in particular financial analysis: b/s i/s.		

- Yenner (about right); Lamstein (too long); Chudy (too short) -
- Chudy should have been a 1/2 day session - more relevant than the others to Missions' work. The problem was the presentation, not the content. Rather than trying to teach accounting, it might be referable to deal with integration of the most relevant aspect, especially in terms of ? implementation of AID project.
- I think this module needs to be re-thought and structured differently. I don't feel it was helpful for me at all - it just made me more confused. Also, I think too much info/ground is trying to be covered and it is ending up being extremely counter productive.
- People lose interest and become frustrated. There's not enough time to digest material and read and cover new and take some time to mentally re-group and relax. Meeting until 8-9 (or later) at night and then being expected to read more, (eat) and prepare for

MODULE #3 continued

the next day is ludicrous. Also, there are some highly experienced and interesting people here that would add significantly to my knowledge and contact base but there is not the opportunity to develop the necessary relations. Also, Ed's attempts to draw out more information are perhaps not always what I feel are the most conducive to getting people to talk and discuss. I suggest perhaps more attentiveness and sensitivity on his part.

-I noticed you haven't asked for comments on this unit, but I'd like to venture a few anyway:

- 1) The basic accounting (balance sheet, final statements, etc.) is only marginally relevant and does not warrant the amount of time dedicated to it. A lot of it was a crushing bore.
- 2) Ditto the Lotus. Why spend 45 minutes basically on format functions. Either do an optional full-blown Lotus course (not the brief of this course) or talk about Lotus for managers. It was a waste of time to focus on aligning margins and centering columns, etc.
- 3) Ed Felton is excellent. The rest of the course (so far) but seriously lacked focus. The presentations do not correspond to the outline and often seem to reflect the very parochial perspective of the presenter (or L's Company). Sorry to be so negative, but my considered impression is that these comments represent a considerable consensus. Please tighten and focus the day 2/3 contents and delete less relevant presentations.

BANKS AND CREDIT: CATALYSTS IN PRIVATE SECTOR DEVELOPMENT
MODULE #4

1. The presentations on commercial banking practices, lending criteria, international finance and debt equity swaps were relevant and applicable to my work.

<u>Yes</u>	<u>No</u>
27 (1 - somewhat)	3

2. Were there some innovative banking tools or ideas you can utilize in your work? If so, what?

<u>Yes</u>	<u>No</u>
13*	4 (1 - NA)

*debt exchanges especially country risk ratios - project design work for banking projects - yes, debt swaps - debt/dev - yes, probably more so in future; debt equity and much of Breen's talk very relevant - whole question of bilateral assistance to support debt reduction via swaps (i.e. PL480 local currency generation) - possibly, PSSP (Private Sector Support Project) - debt for equity, maybe - debt; equity swaps, etc. - D/E D/N exchanges - debt swaps - possibly, PL480 debt swaps? debt for development? will look further into these ideas - pro debt conversions

3. Did the lecture/panel presentations meet the objectives of the module?

<u>Yes</u>	<u>No</u>
27	1**

*not entirely - what were the objectives?

4. Were the instructors effective in presenting their subject matter?

	<u>Excellent</u>	<u>Good</u>	<u>Poor</u>
Thornblade	18	11	0*
	*but theme too macro-based		
Breen	17	11	0
	*theme was too tied to generalities, not focused on any type problems		
Burand	25*	4	0
	*1 - was ++		
	*1 - especially good)		

MODULE #4 continued

5. The time spent on this module was:

<u>About Right</u>	<u>Too Long</u>	<u>Too Short</u>
18	1	8*

*should have much more useful stuff - Thornblade should have been longer - especially Burand and Thornblade

Thornblade (about right); Breen (too long); Burand (too short)

6. Do you feel the sequencing of this module was:

<u>Just Right</u>	<u>Earlier in the Course</u>	<u>Later in the Course</u>
21	1*	3**

*instead of financial module
**don't know yet
(1 - okay; 1 - no response; 1 -no)

7. Do you have a better grasp of how banks can assist your work in A.I.D. and what their contribution can be?

<u>Yes</u>	<u>Somewhat</u>	<u>Not at All</u>
14*	11	3

*1 - financial sector

8. Any comments or observations:

- The debt/equity lecture was highly relevant and case studies should be developed to better understand the terms.
- I have first to "digest" all that I'm learning.
- Ms. Burand was excellent!
- Excellent but almost too rich - could be 2 days easy.
- Things fine up to now.
- Swazi case/presentation somewhat contrived and session in comparison with others today less useful/informative - time might have been allocated to other sessions noted above.
- Excellent selection of instructors.
- Good people who knew what they were talking about; one had something of interest to say; for the most part useful segment thus far.
- Excellent speakers; interesting discussions!
- This was clearly the best day so far; presenters were excellent and material was extremely relevant.
- Big improvement and much more relative and useful than the first module.

TRAINING AND SMALL BUSINESS - GROWING PRIVATE SECTOR
FACTORS IN ECONOMIC DEVELOPMENT
MODULE #5

1. The case material on the Botswana Uniform Agency covering basic human resources and organizational human needs was relevant and useful to my work.

YES (1)
14

NO (2)
3

2. The discussion on the Thai Danu Bank case covered banking relationships and demonstrated pertinent strategies for credit development in A.I.D. projects.

YES (1)
17

NO (2)

3. The session on micro-enterprise stimulated new thoughts on micro-enterprise.

YES (1)
13

NO (2)
2

(2 - some 1.5)

4. Were the instructors effective in presenting their subject matter:

	<u>Excellent</u>	<u>Good</u>	<u>Poor</u>
Kay	9	8	0
Cooley	15	2	0
Boomgard	7	8	2

5. Did you feel that the instructors were responsive to your needs?

YES
16

NO
0

6. What subjects or issues would you recommend be included in future presentations of this subject?

- Approaches other than credit or training (i.e. policy).
- Determination of when credit is a constraint.
- Organizational aspects and implication for AID enough as it is.
- Walk us through a micro-enterprise developmental case.
- All important issues were included.

MODULE #5 continued

7. Did you have sufficient time to prepare for this case:

<u>Yes</u>	<u>No</u>
12	5

8. The sequencing of this module was:

<u>Just Right</u>	<u>Earlier in the Course</u>	<u>Later in the Course</u>
13	1	0

9. Do you have any comments or observations regarding this module?

- Next time expand Cooley discussion on entrepreneurship.
- Reading material prior to Boomgard presentation would have facilitated absorbing info presented as well as Q's and A's.

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MARKETING - DYNAMICS OF PRIVATE SECTOR DEVELOPMENT
MODULE #6

1. Were you able to gain a better understanding of the dynamics of the marketplace?

<u>Yes</u> 26	<u>No</u> 0
------------------	----------------

2. Are you better able to determine the importance of marketing in the overall issues of private sector development?

<u>Yes</u> 24*	<u>No</u> 1
-------------------	----------------

*How about in A.I.D. projects?
(1 - in between)

3. Did this discussion relate well to previous topics?

<u>Yes</u> 19	<u>No</u> 4
------------------	----------------

(2 - in between)
(1 - 1.5 somewhat)

4. Was this module relevant to your current work in A.I.D.?

<u>Yes</u> 18	<u>No</u> 3
------------------	----------------

(1 - could be)
(3 - in between)
(1 - in between, but minus)

5. Was the instructor effective in presenting the topic?

<u>Excellent</u> 18	<u>Good</u> 8	<u>Poor</u> 0
------------------------	------------------	------------------

6. Did you feel you needed additional information to fully understand the concepts presented in marketing strategies?

<u>Yes</u> 15*	<u>No</u> 11
-------------------	-----------------

*at some points; handout of the overhead;
went fast with overhead materials at end
of the morning - any of these available
as handouts?)

MODULE #6 continued

7. Were the readings useful in helping you analyze marketing dynamics?

<u>Yes</u>	<u>No</u>
20	3
(1 - fair)	
(2 - in between)	

8. Please offer your observations or recommendations on the value of this model.

- Quite useful, especially as related to analogous functions in project design or bureaucratic communication.
- None.
- The market is one of the most exciting subjects in this course.
- One important lesson: nobody is right or wrong. There is no perfect solution.
- Challenging!
- The analytical systems are so good.
- Excellent job.
- Good stuff.
- Good presentations.
- Stimulating.
- Morning session should have spent less time on case and more on generic marketing discussion.
- Relevant to all organizations that are selling a product.
- Case study approach is fine but would be more effective if better balanced with more generic information (readings) on marketing.
- Very useful.
- I found it extremely insightful.

COMPETITION AND STRATEGIC PLANNING
MODULE #8

1. Did you find that the environmental variables discussed are pertinent to your work in A.I.D.?

<u>Yes</u>	<u>Sometimes</u>	<u>No</u>
5	11	2

2. Did you find helpful the framework for analysis presented in class as a tool for understanding previous discussions?
(re:Porter's Industry structure model)

<u>Very Helpful</u>	<u>Moderately</u>	<u>Not Helpful</u>
7	9	1

3. Would you recommend similar matrices in future presentations?

<u>Yes</u>	<u>No</u>
11*	4**

*but with more relevance to A.I.D.
**somehow combine the poster matrix with the competition analogies model
(I did not find the matrix very useful)

4. The sequencing of this module was:

<u>Just Right</u>	<u>Earlier in the Course</u>	<u>Later in the Course</u>
7	3	2

(won't know until the end of the course)

5. Did you have adequate time to prepare for this module?

<u>Too Much Time</u>	<u>Just Right</u>	<u>Too Little</u>
5	11	2

6. Were the elements of strategic planning and competition clearly presented by the instructor?

	<u>Clear</u>	<u>Unclear</u>
Felton	15	3
Hoadley	16	2

24

MODULE #8 continued

7. How useful are the concepts presented in terms of your appreciation of the private sector role in development projects?

<u>Very Useful</u>	<u>Moderately Useful</u>	<u>Not Useful at All</u>
5	7	5

(unknown, minimum linkage made with A.I.D.'s concepts of project design)

8. In terms of other modules presented, how would you rate this presentation and class discussion?

<u>One of the Best</u>	<u>About the Same as Others</u>	<u>Less Than Others</u>
1	13	3

10. Any comments you would like to express?

- Lack of relevancy with what we are doing.
- Ken Hoadley's presentation should have been limited to 1 hour.
- Interesting stuff only marginally useful to us at AID offices.
- Amount of time dedicated to this subject could be decreased- message to be delivered could be achieved with one session.
- More consistent discussion. We seem to move all over the board and not finally knitting it altogether. Some of us are not MBAs.

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DEVELOPING EFFECTIVE EXPORT STRATEGIES
MODULE #9

1. How would you now rate your understanding of the factors that contribute to establishing export and trade policies?

<u>Low</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>High</u>
		2	9	4	1	(1 between 4 & 5)

2. How relevant was this case an subsequent discussion to your work with A.I.D.?

<u>Not Relevant</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Most Relevant</u>
	1	5	7	1	2	

4. Do you now have a better understanding of the role and input suppliers, producers, processors, distributors and consumers have in the export promotion strategy?

<u>No</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Yes</u>
		2	4	6	3	
			(1 - between 3 & 4)			

5. Was the instructor effective in presenting the issues and leading the discussion?

	<u>Excellent (1)</u>	<u>Good (2)</u>	<u>Poor (3)</u>
Hoadley	5 (1 - between 1 & 2)	9	
Felton	5 (1 - between 1 & 2)		

6. Did you have sufficient time to complete the readings for this assignment?

<u>No</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Yes</u>
	2	1	3	4	8	

7. Was the sequencing of this module:

<u>Just Right</u>	<u>Too Early</u>	<u>Too Late</u>
5	2	3

MODULE #9 continued

8. Please make any comments or observations on the usefulness of this module.

- Some of the topics in the course are new to many participants; hence, more preparation time should be provided for the average participant. The MBA participants who attended the course may be at an advantage having done this type of work in the curriculum for the MBA.
- Use of these evaluation forms does not substitute for an unstructured evaluation of the course - the ranking of particular modules does get at the overall usefulness of the course to us - it seems in fact a waste of time to fill out evaluation forms that elicit so little substantial comment on the contents or presentation of the course.
- The question of relevancy is important. Although I found this module one of the more responsive/interesting with respect to my personal expectations for the course, the only case utilized with an A.I.D. element was the Fruta del Sol. To better identify with cases and our work in A.I.D., use of A.I.D. type experiences would be more valuable. It is difficult to transpose your AID role and responsibilities to many of the cases utilized. I want to add, however, that the course was broadened my understanding/awareness of the business environment and as such has been valuable.

A.I.D. AND THE PRIVATE SECTOR
MODULE #10

1. Did the presentations clearly present A.I.D. policies for the private sector?

<u>No</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Yes</u>
1	0	0	2	5	6	
[policies (no), programs (yes)]						

2. Were the presenters effective in delivering the topic?

	<u>Excellent (3)</u>	<u>Good (2)</u>	<u>Poor (1)</u>
Kishaba	9	4	1
Anderson	7	7	1
Ellis	8	5	1

3. The sequencing of this module was:

<u>Just Right</u>	<u>Earlier in the Course</u>
5	9

4. Were you able to gain a better understanding of the role of A.I.D. investment strategies and programs for the private sector of developing countries?

<u>No</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Yes</u>
			6	3	6	

5. Did you consider the reading material useful for your understanding of the topics discussed in the presentations?

<u>Very Useful (3)</u>	<u>Moderately (2)</u>	<u>Not Useful (1)</u>
7	5	2

MODULE #10 continued

6. Please offer any observations or recommendations you may have on this module.

- Perhaps an earlier introduction of these AID private sector perspectives will be helpful to shape and focus the entire course in a meaningful way.
- Much more of this is needed.
- More time for Russ!
- RA should have presented PEDS and PEDS/I as separate activities.
- Excellent session - there is a critical lack of information with A.I.D. about what offices are doing and what services they offer, bringing together this information in a central focus is very beneficial.

APPENDIX II

COURSE SCHEDULE

"THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT"

Charlottesville, VA
June 11-23, 1989

SUNDAY, June 11

ORIENTATION AND INTRODUCTION OF SEMINAR

- 5:00-6:00 p.m. Registration and Cash Bar
6:00-7:15 p.m. Inaugural Dinner
7:15-9:00 p.m. Course Introduction
9:00-11:00 p.m. "Learning by the Case Method"; Individual Preparation of "Alcosa" (A) Case

MONDAY, June 12

THE PRIVATE SECTOR IN ACTION: AN OVERVIEW

- 8:00-9:15 a.m. Study Group Preparation of "Alcosa" (A) Case
9:15-9:30 a.m. Break
9:30-11:00 a.m. Plenary Discussion of "Alcosa" (A) Case
11:00-12:00 noon Individual Preparation of "Alcosa" (B) Case
12:00-1:30 p.m. Lunch
1:30-2:30 p.m. Study Group Preparation of "Alcosa" (B) Case
2:30-3:45 p.m. Plenary Discussion of "Alcosa" (B) Case
3:45-4:00 p.m. Break

MANAGEMENT TOOLS FOR FINANCIAL ANALYSIS

- 4:00-5:00 p.m. Individual Preparation - read Robert Ronstadt, Entrepreneurial Finance, Chapters 4,5,6. Merrill Lynch, et.al. "How to Read a Financial Statement," "Lotus 1-2-3 User's Guide", Babson College.

- 5:00-7:00 p.m. Recreation and Dinner
- 7:00-9:00 p.m. Introduction to Financial & Accounting Tools
- 9:00-10:00 p.m. Individual Preparation for "Browning Lumber" Case, "Carrefour, S.A." Case

TUESDAY, June 13

- 8:00-10:00 a.m. Plenary Session - Working Capital Cycles, Ratio Analysis Spreadsheets: "Lotus 1-2-3 User's Guide"
- 10:00-10:15 a.m. Break
- 10:15-12:15 noon Plenary Session - Break-Even Analysis, "Browning Lumber" Case and "Carrefour, S.A." Case
- 12:15-1:30 p.m. Lunch
- 1:30-2:00 p.m. Financial Tools Application to A.I.D.
- 2:00-2:15 p.m. Break
- 2:15-4:00 p.m. Management Use of Financial Tools
- FINANCIAL SECTOR: BANKING, FINANCIAL MARKETS, DEBT EQUITY SWAPS TOOLS FOR GROWTH**
- 4:00-5:00 p.m. Individual preparation of "Swaziland Credit and Savings Bank" Case
- 5:00-7:00 p.m. Recreation and Dinner
- 7:00-9:00 p.m. Study Group Preparation of "Swaziland Credit and Savings Bank" Case
- 9:00-10:00 p.m. Readings for Financial Sector
AID Conference Outline
Appendix 5: Table 10, Institute of International Finance;
"Growth, Investment & Voluntary Debt Reduction";

Treasury News, Remarks by the Secretary of the Treasury Nicholas F. Brady;
"Statement of Horst Schulman", Managing Director, The Institute of International Finance, Inc.

Treasury News, Prepared Statement of Asst. Secretary of the U.S. Treasury for Policy Development Charles H. Dallara;
The Wall Street Journal, "Nicholas F. Brady Editorial".

WEDNESDAY, June 14

- 8:00-9:15 a.m. Plenary Discussion of "Swaziland Credit and Savings Bank" Case
- 9:15-9:30 a.m. Break
- 9:30-10:30 a.m. "The Role of Banks in Private Sector Development"
- 10:30-12:00 noon "Commercial Banks and Third World Debt"
- 12:00-1:30 p.m. Lunch
- 1:30-3:00 p.m. Financial Markets and the Financial Sector
- 3:00-3:15 p.m. Break
- 3:15-5:00 p.m. "A Brief Summary of Debt-for-Nature Swaps"
"AID Announces Debt for Development Initiative"
"Debt Equity Swaps: A New Challenge in Development"
- 5:00-7:00 p.m. Recreation and Dinner

TRAINING AND SMALL BUSINESSES: GROWING PRIVATE SECTOR FACTORS IN ECONOMIC DEVELOPMENT

- 7:00-9:00 p.m. Individual Preparation of "Thai Danu Bank" and "Botswana Uniform Agency" Cases

THURSDAY, June 15

- 8:00-9:15 a.m. Study Group Preparation of "Botswana Uniform Agency" Case
- 9:15-9:30 a.m. Break

9:30-10:30 a.m. Plenary Discussion of "Botswana Uniform Agency" Case

10:30-12:00 noon Study Group Preparation of "Thai Danu Bank" Case

12:00-1:30 p.m. Lunch

1:30-3:00 p.m. Plenary Discussion of "Thai Danu Bank" Case

3:00-3:15 p.m. Break

3:15-5:00 p.m. Micro-Enterprise Development

5:00-7:00 p.m. Recreation and Dinner

MARKETING: A DYNAMIC OF PRIVATE SECTOR DEVELOPMENT

7:00-8:30 p.m. Individual Preparation of "Choufont-Salva, Inc." Case

8:30-10:00 p.m. Study Group Preparation of "Choufant-Salva, Inc." Case

FRIDAY, June 16

8:00-10:00 a.m. Plenary Discussion of "Choufont-Salva, Inc." Case and "The Cheerful Revolution"

10:00-10:15 a.m. Break

10:15-11:15 a.m. "Marketing: A Dynamic Force"

11:15-12:15 p.m. Individual Preparation of "Seed Corporation of the Philippines" Case

12:15-1:30 p.m. Lunch

1:30-3:00 p.m. Study Group Preparation of "Seed Corporation of the Philippines" Case

3:00-3:15 p.m. Break

3:15-5:00 p.m. Plenary Session of "Seed Corporation of the Philippines" Case

5:00-7:00 p.m. Recreation and Dinner

7:00-9:00 p.m. Preparation for Exaction

SATURDAY, June 17

THE EXACTION GAME - AN INTEGRATING EXPERIENCE

8:00 a.m. -
4:00 p.m. The Exaction Game

SUNDAY, June 18

8:00 a.m.-7:00 p.m. FREE

7:00-7:30 p.m. "A Backward Glance and A Forward Look"

COMPETITION AND STRATEGIC PLANNING

7:30-9:00 p.m. Individual Preparation of "Republic Flour Mills, Inc." Case

9:00-10:00 p.m. Study Group Discussion of "Republic Flour Mills, Inc." Case

MONDAY, June 19

8:00-9:15 a.m. Plenary Group Discussion of "Republic Flour Mills, Inc." Case

9:15-9:30 a.m. Break

9:30-10:45 a.m. Individual Preparation of the "Banana Industry of Costa Rica" Case

10:45-12:00 noon Competition and Strategy

12:00-1:30 p.m. Lunch

1:30-2:45 p.m. Study Group Preparation of the "Banana Industry of Costa Rica" Case

2:45-3:00 p.m. Break

3:00-5:00 p.m. Plenary Discussion of the "Banana Industry of Costa Rica" Case

5:00-7:00 p.m. Recreation and Dinner

7:00-9:00 p.m. Individual Preparation of "Shezan International (PVT) Limited" Case

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TUESDAY, June 20

- 8:00-9:15 a.m. Study Group Preparation of "Shezan International (PVT) Limited " Case
- 9:15-9:30 a.m. Break
- 9:30-11:00 a.m. Plenary Discussion of "Shezan International (PVT) Limited" Case

DEVELOPING EFFECTIVE EXPORT STRATEGIES

- 11:00-12:00 noon Individual Preparation of "Fruta del Sol" Case
- 12:00-1:30 p.m. Lunch
- 1:30-2:45 p.m. Study Group Preparation of "Fruta del Sol" Case
- 2:45-3:00 p.m. Break
- 3:00-5:00 p.m. Plenary Discussion of "Fruta Del Sol" Case
- 5:00-7:00 p.m. Recreation and Dinner
- 7:00-8:30 p.m. Individual Preparation of "Bachman's European Flower Markets" Case
- 8:30-10:00 p.m. Study Group Preparation of "Bachman's European Flower Markets" Case

WEDNESDAY, June 21

- 8:00-9:30 a.m. Plenary Group Discussion of "Bachman's European Flower Markets" Case
- 9:30-9:45 a.m. Break
- 9:45-11:00 a.m. Individual Preparation of "Colombian Cut Flowers" Case
- 11:00-12:00 noon Study Group Preparation of "Colombian Cut Flowers" Case
- 12:00-1:30 p.m. Lunch

- 1:30-3:15 p.m. Plenary Discussion of "Colombian Cut Flowers" Case
- 3:15-3:30 p.m. Break
- 3:30-5:00 p.m. "Export Markets and Development"
- 5:00-7:00 p.m. Recreation and Dinner

A.I.D. AND THE PRIVATE SECTOR: PERSPECTIVES FOR IMPLEMENTATION

- 7:00-9:00 p.m. Reading of A.I.D. Materials
 "The Private Enterprise Initiative"
 "Economic Growth and Human Progress"
 "Annual Report of the Private Sector Revolving Fund for Fiscal Year 1988"
 "Economic Growth and the Third World"
 "Statement of Neal Peden", Asst. Administrator, Bureau for Private Enterprise, A.I.D.

THURSDAY, June 22

- 8:00-9:15 a.m. Entrepreneur's International
- 9:15-9:35 a.m. Break
- 9:45-11:00 a.m. "The Private Sector Experience"

INTEGRATING PERSPECTIVES

- 11:00-12:00 noon Plenary Preparation of "Camarao Brasilensis, LTDA" Case
- 12:00-1:30 p.m. Lunch
- 1:30-2:15 p.m. Individual Preparation of "Camarao Brasilensis, LTDA" Case
- 2:15-2:30 p.m. Break
- 2:30-5:30 p.m. Study Group Preparation of "Camarao Brasilensis, LTDA" Case
- 5:30-7:00 p.m. Recreation and Dinner
- 7:00-9:30 p.m. Study Group Preparation of "Camarao Brasilensis, LTDA" Case

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FRIDAY, June 23

8:00-9:00 a.m. Study Group Preparation of "Camarao Brasiliensis, LTDA" Case

9:00-11:00 a.m. Group Presentation of "Camarao Brasiliensis, LTDA" Case

11:00-11:15 a.m. Break

11:15-12:00 noon Summary

12:00-12:15 p.m. Final Evaluation and Awarding of Certificates

12:15-1:30 p.m. Lunch

2:30 p.m. Bus Returns to Washington

"THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT"

Course Staff

JACQUIE L. KAY, President, WPI, Inc. (An international trade and development firm. Has provided export, business and management services to US businesses and business and management training to developing countries.) Dr. Kay has taught at Harvard University and Lesley College in Cambridge and at Chulalongkorn and Thammasart University in Thailand. She has her doctorate in Educational Planning from Harvard, an MA in Asian History from NYU, and an MBA equivalent from the University of Washington, Graduate School of Business. She formerly worked at the Ford Foundation; served as a Management Specialist in the Community College system in Washington state; was the Senior Policy Analyst for a regional planning agency; and was the Director of a Manpower Planning Agency.

EDWARD L. FELTON JR., Professor of Management and former Dean, Wake Forest University, Babcock School of Business. Dr. Felton has also taught at the University of Virginia and Harvard Business School where he received his Master's and Doctoral degrees. He has spent approximately eight years living and working overseas where he was involved in economic development activities in both the private and public sectors and in managing institutional building endeavors - two years in Asia, three years in the Middle East, two years in Latin America and approximately a year in Africa. Dr. Felton has authored three books and over 100 articles and case studies. His consulting clients include Pan American Airways, Citicorp, Digital, The World Bank, The Aspen Institute, The Rockefeller Foundation, Champion, and Arthur D. Little Management Education Institute.

DAVID S. SEARS, Chief Financial Officer, WPI, Inc., In addition to previous experience on AID projects, he has extensive experience in the financial analysis of private investment opportunities and government development programs in the U.S. and LDC's. Mr. Sears recently served on the design team and faculty for the symposium "The Role of the Private Sector in Development in Jordan," conducted for USAID in Aqaba, Jordan. He has worked with private U.S. firms to analyze agribusiness investment in the Caribbean and Central America. Mr. Sears is well versed in discounted cash flow techniques and other methodologies for evaluating the potential of business enterprises. He served as a Peace Corps volunteer in Morocco and holds an M.B.A. from the Harvard Business School.

KATHY MORRELL, has managed the logistics of workshops and seminars for large groups, including the Texas Association of School Business Officials, the 1982 World Conference of the Society for International Development, the 1989 International Development Conference, and the 1989 National Conference of the U.S. and the U.N. She has supervised all logistical operations

for housing, hotels, program brochures, registration, and bookkeeping.

Course Presenters

DEMIR YENNER, is a founding partner and principal of OWNERSHIP ASSOCIATES, INC. a consulting firm specializing in employee-owned start up corporations and ESOP's. He is also Associate Professor of Finance at Babson College and has taught portfolio and business management in MBA programs in a number of other colleges and universities. Dr. Yenner has been a financial management consultant in the U.S. and Europe and has published widely in the areas of less developed country debt risk analysis and corporate capital structure and taxes in emerging capital markets. Dr. Yenner holds a Ph.D. in Corporate Finance from Gazi University, Ankara, Turkey.

JOHN P. CHUDY, Private Enterprise Development Support Project Manager, WPI, Inc., has extensive experience and expertise in the field of development and consulting. Under contract to USAID/India's Office of Agriculture and Office of Food for Development, he provided and assisted in interpretation and analysis of data, and designed and implemented an evaluation of the \$14 million per year PL 480 Title II Food for Work program in India. Prior to this, he worked for CARE in the Dominican Republic, Bolivia, Bangladesh, and Haiti in various capacities. He served as a Peace Corps volunteer in Peru. Mr. Chudy holds an M.I.A. from the School for International Training.

JOEL LAMSTEIN, President, JSI/WE Inc., international development company focusing on public health, management, and computer technology. Mr. Lamstein has worked for the Polaroid Corporation; MIT Instrumentation Laboratory, and Management Sciences for Health, the latter of which he was a co-founder. Mr. Lamstein has served as a consultant to the Government of Kenya, the Government of the Arab Republic of Egypt, the Government of Nepal, and to many bi-lateral and multi-lateral donor agencies. He received his S.M. from M.I.T.'s Sloan School of Technology and teaches at Harvard University of Public Health and Boston University.

JAMES THORNBLADE, Senior International Economist, Bank of Boston. Mr. Thornblade received his doctorate in Economics from MIT and teaches at Fletcher School of Law and Diplomacy. He has been with the bank for over 13 years covering Asia and Latin America. His focus has been on country risk analysis and long range planning.

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JOHN RICHARD BREEN, Director for the worldwide Financial Sector Development Project, Price Waterhouse. Mr. Breen has 26 years of experience in international economic policy, financial management, private sector analysis, and international business. He has held senior-level positions in the U.S. government and has served as Director of Central American Affairs in the U.S. Department of State. Mr. Breen holds a M.P.A. in Public Administration from the Maxwell School of Citizenship and Public Affairs, Syracuse University.

DEBORAH BURAND, Former Financing Coordinator, Conservation International. Ms. Burand's responsibilities have included the transaction of creative finance mechanisms to support the local currency funding of international projects. Ms. Burand was also an associate at the New York law firm of Shearman & Sterling. Ms. Burand graduated from Georgetown University with a joint JD and Masters from the School of Foreign Service (MSFS).

JAMES J. BOOMGARD, staff member of Development Alternatives, Inc. (DAI), is an economist specializing in small and micro-enterprise development. He has served as Chief of Party of the Central Java Enterprise Development Project in Indonesia, and as the senior economist associated with project design and research in Chiang Mai, Thailand. Dr. Boomgard holds a Ph.D. in Agricultural Economics from Michigan State University.

LAWRENCE COOLEY, President, Management Systems International. Mr. Cooley has worked in education and training, institutional strengthening and strategic planning, and small business development and management. He received an M.P.A. in Economics and Public Policy from Princeton University, an M.A. in Manpower Economics from Columbia University, and a B.A. in Anthropology and Sociology from Colgate University.

PAULA CRUZ, Director, USAID Development Studies Program in Washington, DC. Ms. Cruz also participates in the orientation course for new USAID employees. A member of the staff of the International Institute for Research, Ms. Cruz has extensive development and training experience in all parts of the world.

FERNANDO CRUZ-VILLALBA, former Director, Central America and the Caribbean, Council for International Development. Mr. Cruz-Villalba has been involved in development activities related to housing policy analysis, evaluation research, small scale enterprise finance and development, and organizational development training. He has conducted international management seminars, and has worked closely with AID officers and with the Pan American Development Foundation and World Bank. Mr. Cruz-Villalba received a Master's Degree in City Planning from MIT and a B.A. from California State University, Fullerton.

KENNETH L. HOADLEY, Dean, Arthur D. Little Management Education Institute and Director of the Agribusiness Management Program. Dr. Hoadley has over a decade of experience working in development principally in Latin America. He served in the Peace Corps in Latin America; was affiliated with the Instituto Centroamericano de Administracion de Empresas; and is the author of a number of professional papers and cases. Dr. Hoadley holds his MBA and DBA degrees from Harvard University.

Agency for International Development Representatives:

RUSSELL ANDERSON, Director of the Project Development Office, Bureau of Private Enterprise, Agency for International Development. Mr. Anderson has worked with A.I.D. in several different capacities including: contracts specialist, financial analyst, and program analyst, before assuming responsibilities as Director of the Project Development Office, Bureau of Private Enterprise. Mr. Anderson received a Law Degree from George Washington University.

AILEEN KISHABA

Ms. Kishaba is Program Manager for Entrepreneurs' International, a specialized training program for overseas entrepreneurs to learn of U.S. based operations. Ms. Kishaba was formerly responsible for training in the Bureau for Private Enterprise, Program Development Division. Prior to her work at A.I.D., she worked in numerous social service and government programs in Hawaii and California.

"The Role of the Private Sector in Development"

Reading Materials

"Learning by the Case Method"
"Alcosa" (A)(B) Case

Robert Ronstadt, Entrepreneurial Finance, Chapter 4,5,6
Merril Lynch, et al., "How to Read a Financial Statement"
"Lotus 1-2-3 User's Guide", Babson College

"Browning Lumber" Case
"Carrefour, S.A." Case
"Swaziiland Credit and Savings Bank" Case

AID Conference Outline

Appendix 5: Table 10, - Institute of International
Finance

"Growth, Investment & Voluntary Debt Reduction";
Treasury News, Remarks by the Secretary of the Treasury
Nicholas F. Brady to the Brookings Institution and The
Bretton Woods Committee Conference on Third World Debt;
"Statement of Horst Schulman", Managing Director, The
Institute of International Finance, Inc. before the House
Subcommittee on International Development, Finance, Trade
and Monetary Policy, Washington, DC., April 5, 1989.
Treasury News, Prepared Statement of Assistant Secretary
of the U.S. Treasury for Policy Development The Honorable
Charles H. Dallara before the Subcommittee on
International Economics and Trade Policy Foreign Affairs
Committee U.S. House of Representatives;
The Wall Street Journal, "Nicholas F. Brady Editorial".

"A Brief Summary of Debt-for-Nature Swaps"
"AID Announces Debt for Development Initiative"
"Debt Equity Swaps: A New Challenge in Development"

"Thai Danu Bank" Case
"Lessons from Experience - The Design & Implementation
of Commercial Lending Projects by A.I.D.'s Bureau for
Private Enterprise"
"Botswana Uniform Agency" Case
"Choufont-Salva, Inc." Case

"Seed Corporation of the Philippines" Case

"Republic Flour Mills, Inc." Case

"Banana Industry of Costa Rica" Case
"Shezan International (PVT) Limited" Case

"Fruta del Sol" Case
"Bachman's European Flower Markets" Case

"Colombian Cut Flowers" Case

AID Literature: "The Private Enterprise Initiative"

"Economic Growth and Human Progress"

"Annual Report of the Private Sector
Revolving Fund for Fiscal Year 1988"

"Economic Growth and the Third World"

"Statement of Neal Peden", Assistant
Administrator, Bureau for Private
Enterprise, Agency for International Development.

"Camarao Brasiliensis, LTDA" Case

APPENDIX III

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THE ROLE OF THE PRIVATE SECTOR COURSE
PARTICIPANTS LIST

Charlottesville, VA June 11-23, 1989

<u>Name</u>	<u>Address</u>	<u>Telephone/Fax/Telex</u>
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John P. Chudy	4641 N. 23rd Road, Arlington, VA 22207	
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Lynne Damon	AID/PRE/I, Room 3208, Washington, D.C. 20523	tele: 202/647-9842 fax: 202/647-1805
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Paul Novick	ANE/TR/ARD, Rm 4440, New State, AID, Washington, D.C. 20523-0053	tele: 202/647-7217 fax: 202/647-6962
Daniel Ngowi	USAID/Tanzania, P.O. Box 9130, Dar-es-Salaam, Tanzania	tele: 22531-4 telex: 41591 USAID
Ntete Nsoni	American Embassy, USAID/PDO, P.O. Box 8599, Kinshasa I, Zaire	tele: 25881-6, x2030
Mohammed Oubnichou	USAID Rabat American Embassy, Annex, 137 Avenue Allat Ben Abdallah, Rabat, Morocco	
John Tennant	ANE/PD/EA, Aid, Washington, D.C. 20523	202/647-8898
James E. Vermillion	Port-Au-Prince (ID), Dept. of State, Washington, D.C. 20520-3400	tele: 011-509-1-2-5500 fax: same
Brad Wallach	USAID/Zimbabwe, 1 Pascoe Ave, P.O. Box 3340, Harare, Zimbabwe	

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APPENDIX IV

OVERALL EVALUATION

I. Course Objective:

1. Awareness and understanding of the business world (tools, techniques, language, etc.)

<u>Increased</u> <u>Markedly</u> 8	<u>Increased</u> <u>Somewhat</u> 9	<u>Increased</u> <u>Minimally</u> 5
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(1 - between markedly & somewhat)

2. Understanding of key issues in small business development in the U.S. and their impact on the development of private and non- private enterprise programs and projects.

<u>Increased</u> <u>Markedly</u> 5	<u>Increased</u> <u>Somewhat</u> 13	<u>Increased</u> <u>Minimally</u> 4
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(1 - between markedly & somewhat)

3. Ability to apply the theories and techniques of business to the back-home work setting.

<u>Increased</u> <u>Markedly</u> 1	<u>Increased</u> <u>Somewhat</u> 13	<u>Increased</u> <u>Minimally</u> 7
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(1 - between markedly & somewhat)
(1 "?" between markedly & somewhat)

II. Overall Coordination and Logistics of the Course:

1. Schedule of the course

<u>Poor</u> 2	<u>Fair</u> 4	<u>Good</u> 12	<u>Very Good</u> 3	<u>Excellent</u> 2
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2. Mix of activities and presentation styles

<u>Poor</u> 1	<u>Fair</u> 6	<u>Good</u> 9	<u>Very Good</u> 4	<u>Excellent</u> 3
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3. Opportunity to meet and share ideas with colleagues

<u>Poor</u> 3	<u>Fair</u> 4	<u>Good</u> 3	<u>Very Good</u> 9	<u>Excellent</u> 4
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4. Location site

<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
0	1	8	7	7

5. Hotel accommodations

<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
0	0	5	12	6

Comments:

- Plan activities to end at 6:00 p.m.; plan activities so that you have more delegate-experience sharing; quality hotel should be marked with HIGHER per diems to enable participants not only to sleep there but also eat there.
- These were okay. It was the overall content and approach that was the problem.
- The logistics were very good and make things easy for all of us. Too little time was spent on these "tools" for the average participant (Course Objective).
- I reached the saturation point re: key studies; I think WPI can look for quality more than quantity - find materials in PIDS, PPs, evaluation reports, etc., and construct key studies from A.I.D. perspective rather than from private enterprise's one - give a less academic presentation and more practical approaches - In A.I.D., we usually hire consultants to do #1 (Course Objective). Our role is monitoring the project, policy dialogue, interaction with counterparts, etc.
- Course Objective going to new post - last was extremely "anti-business".
- Last three days were by far the best. Schedule would be more effective if this segment is expanded and refined.
- Need case studies which include A.I.D., so we can talk over role of A.I.D. in this business
- Too case study oriented days 6, 7, 8 - (Course Objective) understanding (role of i.e. private enterprise office) how A.I.D. relates and works with the private sector.
- Sometimes daily exercises appeared never ending and repetitious. Use of case studies is valuable, but often their applicability to A.I.D. realities was not evident. As such, exercises at times become tedious, somewhat mechanical.
- A.I.D. involvement is vital! Half day with A.I.D. focus is not enough. There's a great need for knowing what is available to A.I.D. missions from U.S.A.I.D. to help promote Private Sector.

III. General Comments & Suggestions:

1. What aspects of the course were most effective?

- Case study analysis - A.I.D. presentations and discussions they promoted.
- Exaction - final exercise - mixing of groups and resulting interchange - awareness building of role/environment of the private sector and analytical tools to use.
- Mixing study groups - last case study we had to apply all of what we learned especially numerical analysis.
- Use of case study method (including individual, small group and large group work) and mixing of presentation styles and presenters.
- Exaction, case studies especially relevant to A.I.D. objectives (flowers and cucumbers), marketing focus
- Seeing the world from "business point of view" (real, not imagined)
- Larry & Ken & Deborah
- The case studies - suggest that in the case studies, the final outcome of the case should also be provided at the end.
- Case studies individual and group.
- Teaching was very good - interesting and well prepared - this made the course interesting even when the material did not seem relevant.
- Focused, practical modules.
- Marketing concepts.
- The explanations on marketing strategy, expert, debt equity, debt swaps, export promotion, sharing of experiences from other course participants.
- The group discussions are certainly good. There is more in depth discussion and analysis in a structured form.
- The case study method was most effective as a way to present this kind of course; however, they should have been more relevant to A.I.D.
- The individual presentations of guest speakers.
- LDC specific experiences.
- A.I.D. day - offices always have a need to find out what is going on in A.I.D. - This was a good forum to put together all A.I.D. private sector activities and offices.
- Analyzing, segmentation, market strategy, and product lines
- Study group preparation.
- Effective in presenting the environment in which business operates, i.e. what are the options, what factors determine success, the effect of time, government policy, marketing, etc.
- Group preparations, sessions and case studies relating to export development.

2. What aspects of the course were least effective?

- Coordinating lessons learned with A.I.D. goals and objectives.
- Case method when coupled with review sessions is effective as a method meant to retain interest, fewer cases and more in-depth review/analysis - and most important, more relevant A.I.D. related cases would facilitate the learning process and allow for more introspection of what we have been doing and what modification in approach is required. Relevancy increases interest which reinforces personal investment in the course (i.e. level of effort).
- I do want to emphasize the confidence building the course produces. The final exercise drives this point home. One recommendation I have is to hold the final exercise earlier so that after group presentations, groups could meet again using study group method to review their analysis and conclusions and then attempt to negotiate with each other to reach accommodation (i.e. Miller group[with public bank). This exercise would reinforce further the educational/exchange process while building upon the effectiveness of the case study method.
- The course severely lacked case studies of A.I.D.-assisted private sector projects - A.I.D. Washington PRE contributions should have been longer - suggest using several countries)as context for case studies) having a variety of A.I.D.-assisted private enterprise projects - assess and evaluate projects in terms of private sector, A.I.D., government, and how to do it differently within A.I.D. constraints.
- Somehow by Monday, the group (or part of it) got a little crossways with course leadership resulting in less output (enthusiasm, effort) of some group members, and some obvious disappointment of course leadership.
- Technical skills component: too much detail for neophytes, ho-hum for more experienced hands (i.e. accounting) - suggest more emphasis on problem resolution relevant to A.I.D. (i.e. after case study analysis, suggest groups reform to consider " How could this venture be improved?" and "What might A.I.D.'s role be in facilitating the process?" - also, suggest one case in each key A.I.D. private sector objective area: financial markets, micro-enterprise development, trade, investment, and policy - finally, de-emphasize export and insert mutual trade investment.
- Linking to real A.I.D. working environment.
- Sharing of experiences - success stories and failures - clear A.I.D. role and objective - tools to help in the design stage - I guess I know better about the functioning of the private sector but how about my own A.I.D. functioning!
- Plenary sessions - Perhaps tailoring plenary sessions to deal with SPECIFIC issues related to the private sector will be more helpful (i.e. the A.I.D./PRE session was very helpful.)
- Very little on what an A.I.D. private sector officer, or someone with any private sector responsibilities needs to know in his

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actual work.

- Lotus - tools and mechanics (particularly accounting), old general cases, control for gripe sessions.
- Analytical tools presented in confused way - not enough emphasis on labor/human resources.
- The innumerable case studies that were not particularly relevant to A.I.D. and having them presented by the same person rather than participants.
- Financial analysis
- The plenary sessions did not yield very much, not because they are useless per se, but because the discussions went all over the map.
- I feel the first week was good but the second week should have focused on how to use these tools from A.I.D.'s perspective and role.
- Day 2 - management tools for financial analysis - very limited discussion of A.I.D. experience in incorporating the private sector for developmental purposes.
- Financial tools.
- Models were too theoretical.
- Exaction.
- Assuming one of A.I.D.'s roles is to stimulate private sector development - The merits and shortcomings of different approaches to private sector development could have been discussed.
- A.I.D. experience - financial tools.

3. What did you find most valuable for you in your work?

- A further understanding of the thought process within each organization impacting on development.
- Need to know more about the variables which impact on private sector efforts (i.e. risks, marketing, etc.) - awareness of types questions that must be asked in project design.
- Reviewing business planning and analysis tools - interacting with AID peers - assessing government policy on a business's profitability - playing industrialize and learning plus and minus variables he/she has to address.
- Chance to learn and use set of conceptual, analytical tools re: business development, private sector more broadly.
- Better understanding of issues facing businessmen and importance of market and consumer for projects.
- Techniques of "analytical dissection" used in discussing cases.
- There is not only one way to do things, it is hard to duplicate experiences.
- Financial analysis-balance sheet reading-ratios-marketing techniques.
- Keen analytical requirements in problem perception, analysis solution - the complexity of problem-solving in the private sector.
- Some insight into how business decisions are made.

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- Interactions with colleagues.
- Analysis tools and marketing concepts.
- Understanding the number and types of variables/players in putting together/evaluating/implementing a project.
- Larry Cooley's paper on credit instructions and presentation on PRE activities.
- The place and role of private sector and how it contributes to development.
- I have not had any previous experience in the private sector, so the introduction and dynamics and complexities of working in the private sector was valuable.
- Sessions on micro-enterprise development, banking, financial markets, and debt equity swaps.
- Interpersonal relations - defining the problem effectively in project design - knowing which projects to say no to (we shouldn't get involved with systems that are working; maybe the most appropriate action might be to do nothing) i.e. Santiago case.
- Analysis - perspectives on private sector development - what kinds of questions we should be asking.
- The difficulties in the many country cases and the important decision to be made.
- Case studies.
- Overall understanding of how businesses operate.
- Export development strategies.

4a. What did the facilitator do that was helpful?

- Analyze subject areas vital to the understanding the impact development on you, business, banks, institutions, plus on educational groups.
- (Assuming was Ed not Dave) helped move things along.
- Took good care of us.
- Very helpful.

4b. What would you suggest a facilitator do different next time?

- Apply what is being taught to A.I.D. private sector concerns- There has to be a coordinating mechanism with courses that are taught.
- Manifest a little more regard for the group (if possible)
- Provide help in sending course materials to each one post.

Suggestions:

Sharing ideas of latest development thinking (i.e. what kinds of projects exist out there? - what is working? - what is not? - head up-to-date examples of what is working in agribusiness development) - case studies - got to update these and have cases relevant to 1980's - yes, we are learning to analyze but analysis is based on taking action and making recommendations for how we would proceed once analysis is completed - what we did in development in the 1960's is very, very different than what we do today (i.e. in 1960, development we (A.I.D.) focused on "production"; there was very little attention paid to where you market your productions; today, any production type has to have a well-thought out marketing plan; these case studies must be recent.

I found the course valuable. Not being an MBA, I found the first week generally very useful. I would have even preferred to have gone through the financial section more slowly, but having the different modules was effective. I think you can assume that a person who elects to take this course is receptive to private sector approaches to development. The question then becomes how to do the effectively. The course could have emphasized this area to a greater degree. A.I.D. has a long experience - both successes and failures. A review of this experience and a "lessons learned" would be very helpful.

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