

PD-ARN-001
90897

**GOVERNMENTAL INSTITUTIONS
STRENGTHENING COMPONENT**

of the

**LEBANON RELIEF AND
REDEVELOPMENT PROJECT**

**Office of Development Resources
Bureau for the Near East
Agency for International Development
Washington, DC 20036**

April 11, 1993

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SECTION I

PROJECT COMPONENT BACKGROUND AND RATIONALE

Lebanese state institutions were a major victim of the fifteen year civil war from 1975 to 1990. The executive bureaucracy experienced destruction of much of its physical resources, erosion of its human resources, and internal factionalization along confessional lines. Parliament (*Chamber of Deputies*) was immobilized by political disagreements, loss of members with no new elections held, and the general breakdown of other institutions of governance. Governmental authority was to a large extent displaced during the war by the confessionally-based militias. The opportunity to reestablish legitimate, functioning government emerged in September 1989 with the negotiation under Arab League auspices of the Document of National Reconciliation in Ta'if, Saudi Arabia (referred to as the *Ta'if Agreement*). Though it sparked a new period of conflict, it is now widely accepted as the basis for a renewed Lebanese state. Since 1991, the state institutions and the armed forces have been reunified and the government has moved forward to implement the Ta'if Agreement. The 1992 parliamentary elections, despite a partial boycott, nevertheless symbolized restoration of political order. Political, administrative, and physical reconstruction has thus begun, although much remains to be accomplished.

A. Critical Balance of Interests in the Lebanese State

Since its establishment in 1926 under the French Mandate, the Lebanese state has been a Republic with executive, legislative, and judicial branches of government. The central and most powerful decision making components of the state are 1) the roles of President, Prime Minister, Speaker of the Parliament, and cabinet ministers; and 2) the institutions of Parliament and the Council of Ministers (cabinet).

A central requirement of the Lebanese political system is the need to maintain a rough balance of power among religious confessions. The main religious cleavage is Christian-Moslem, but each breaks down further into smaller confessions that are also occasionally in conflict. Christians primarily consist of Maronites, Greek Orthodox, Greek Catholics, and Armenian Catholics and Orthodox. Moslems consist of Sunni, Shi'a, Druze, and a small group of Alawi. To maintain the rough balance of power, the Lebanese President has always been a Maronite Christian. By convention established in 1943, the Prime Minister is a Sunni Moslem and the Speaker of the Parliament is a Shi'a Moslem. Parliament, the Council of Ministers, and the senior executive bureaucracy each have positions carefully divided and assigned along confessional lines.

Before the Ta'if Agreement in 1989, the President was the central figure with authority over the cabinet and therefore over the executive bureaucracy. This plus the 6/5 ratio of Christian to Moslem members of Parliament gave the Christians an advantage in the system. The most rapidly growing but least represented in the old system were the Shi'a.

The Ta'if Agreement mandated a more even balance among these three confessions. Its key features intended to accomplish inter-confessional balance are:

- Equalizing Christian and Moslem membership in Parliament
- Ensuring Parliamentary control over the law making function
- Enhancing the role of the Council of Ministers and within it the role of the Prime Minister, while reducing presidential influence in that body
- Strengthening the position of the Speaker of Parliament

On the whole, implementation of the Ta'if Accords has reduced the political power of the Christian confession, significantly expanded that of Sunni Moslems, and also enhanced the role of Shi'a Moslems within governmental institutions. Since confessional interests and their proper balance are vital to the effective functioning of government in Lebanon, it is essential that both selection of governance institutions for support and the specific assistance provided take full consideration of them.

B. Historic Lack of a Strong Executive Bureaucracy

The Lebanese state differs in a critical way from that of most developing countries in that the executive bureaucracy has never been a powerful independent instrument. Where the central development problem in many developing countries today is the overbearing power of centralized executive authority, bureaucratic capacity and authority in Lebanon have always been relatively weak. This reflects the penetration of the bureaucracy at all levels by confessional interest and the continued need for confessional balance. Efforts beginning in 1958 to develop a strong, secular, and professional bureaucracy began to lose their momentum in the mid 1960s. They were further undermined by traditional politicians in the early 1970s and were finally rendered irrelevant by the virtual cessation of administrative activity during the civil war. Unlike the case in many other countries, where the central bureaucracy has been the tool of the executive, the bureaucracy in Lebanon has provided resources to facilitate compromise and inter-confessional political coalitions organized around the distribution of government privilege. While bureaucracies may not be ideal tools of modernization, a weak, faction ridden one unable adequately to deliver services clearly is an obstacle to further development and reconstruction in Lebanon.

C. Renewed Emphasis on Development under the Ta'if Agreement

A new government was formed in the wake of the August-September 1992 Parliamentary elections, the first such elections in two decades. That government identified improved administration as one of its four major priorities. In order to achieve that objective a cabinet post of Administrative Reform was created. In recent months the government has succeeded in reaching agreements over various contentious issues and in expanding the

presence of the state into regions and functions which had been beyond its reach during the civil war. Public confidence, including that of potential investors, has begun to rise in parallel with the expansion of central governmental authority. Fear of relapse into renewed fighting is still present but is being replaced with new confidence as the government demonstrates its ability to decide and implement fair and effective policies.

Major obstacles to the functioning of government nevertheless remain. Despite the fact that the Government of Lebanon (GOL) has always been relatively laissez faire, government must perform at least two vital functions if reconstruction of the economy and society are to progress. First, it must reach effective and widely accepted decisions on matters of public policy. In the absence of such decisions, the public confidence in government that is vital to the reconstruction effort will again decline. Second, government must provide the administrative and regulatory framework within which public goods and services can be provided. The private sector has long demonstrated significant capacity to deliver a wide range of goods and services, but renewed market activity requires a fair and stable administrative/regulatory environment. These two functions—policy formation and policy implementation—suggest that the critical emphasis at this point in an AID program aimed at improving governance in Lebanon should be concentrated on the Parliament and/or the executive bureaucracy.

There is a sound reason for concentrating on both. The current government has placed major emphasis on developing the efficiency and effectiveness of the executive bureaucracy. At this point, that means simply developing the basic capacity of government administration following the devastation of the war rather than a renewed effort to establish a powerful, independent executive bureaucracy attempted in the 1960s. Nonetheless, given the character of the Lebanese governmental system with its historically weak bureaucracy and elevated importance of collective decision making, *it is essential that efforts directed toward rebuilding the executive bureaucracy be carried out in conjunction with efforts to strengthen the informational and bureaucratic oversight functions of the Parliament.*

D. Chamber of Deputies

The Chamber of Deputies, along with the President, the Prime Minister, and the Council of Ministers, has played a role in implementing Ta'if. It has passed several constitutional reforms agreed on in Ta'if and has drafted and amended statutory laws to bring them in line with the new constitution. It has been active in questioning policies of the Council of Ministers, calling ministers to Parliamentary hearings, and providing an arena within which matters of public concern have been debated extensively. The Chamber played a major role in shaping legislation introduced by the Council of Ministers and intended to lay the groundwork for reorganization of the public administration.

Despite its revitalization, Parliament suffers from political and technical weaknesses. At the political level the tremendous diversity of Parliamentary membership, although a sign and consequence of open political competition, nevertheless is an obstacle to the effective functioning of the institution. A developed political party system makes the parliamentary

task of coalition building much easier. But in Lebanon, no party commands the loyalty of even ten percent of the members of Parliament. An overwhelming majority of members are not affiliated with nationally organized political parties. Such diversity renders the conduct of even everyday parliamentary business problematic, and it makes the key task of forging durable public consensus on key policy matters all the more difficult. The expansion of parliamentary membership to 128 from the previous number of 99 has further exacerbated this problem, as has entry into the Chamber of the greatest number of first term members in modern Lebanese history. *Precisely because of its politically diverse character, Parliament requires a comparatively highly developed administrative/informational infrastructure in order to facilitate the flow of communication required for effective decision making.*

Deficiencies in organizational capacity exist in virtually all areas. The working environment does not facilitate the performance of the multitude of tasks required of a modern legislature, ranging from registering votes on the floor, to drafting and amending proposed legislation, to providing a range of constituency services. The critical importance of timely acquisition, distribution and analysis of accurate and relevant information, so vital to parliamentary deliberations, is recognized in existence of the *Directorate for Research and Documentation*. But the Directorate faces serious deficiencies in human and physical resources. It can neither provide the services normally associated with a parliamentary library, nor those typically provided by legislative research services.

These various shortcomings are illustrated by the inability of the Parliament to perform the vital function of analyzing, amending and approving the governmental budget. The Committee of Money and Budget, which is charged with that function in the first instance, has no fiscal database, computerized or otherwise, nor any qualified experts to provide analysis and technical input to assist the process of budget review. The combination of these technical/administrative limitations with the very diverse nature of parliamentary membership raises the specter of ever increasing delays in reaching agreements on vital issues of public policy.

Members of Parliament are acutely aware of these deficiencies and are seeking to address them. Both the membership and the President of the Chamber have voiced the need for technical assistance to upgrade Parliament's administrative capacities and its ability to provide timely and useful information. For that assistance to achieve its intended objectives, more precise knowledge is required of existing deficiencies in the structure and functioning of Parliament's internal administration and of its exact requirements for an information management system.

Further detail on the Parliament is provided in the Institutional Analysis (Annex D).

E. Personnel and Control Agencies of the Executive Bureaucracy

Several constraints greatly limit the effective contribution of the executive bureaucracy to reconstruction. A recent study commissioned by A.I.D. identified the causes of the organizational weaknesses of the public administration as follows:

- Destruction or theft of material resources/physical plant during the civil war
- Departure of qualified personnel
- Decline in replacement investment since 1975
- Low wages and under-staffing in senior and mid-level positions and over-staffing (often by under-qualified personnel) in low level posts
- Increased influence of external forces within the public administration
- Widespread corruption and waste
- Priority of confessional affiliation over merit in personnel matters

Overall reform of the executive bureaucracy is a daunting task that will take years to accomplish. However, significant impact can be leveraged through the creation of an effective incentive environment which rewards responsive and effective job performance and disciplines against corruption and waste. This can be achieved by concentrating on key personnel and control agencies in the executive bureaucracy. In 1958 the GOL embarked on a program of civil service reform by creating central agencies for personnel selection, advancement, and internal monitoring. Although not implemented in its entirety and ultimately more or less abandoned, the program did succeed in some measure in accomplishing the objectives of creating a more responsive and professional public administration.

These personnel and control agencies included the following:

- Civil Service Board (and the National Institute of Public Administration, which it controls)
- Central Inspection Council
- Disciplinary Council
- Bureau of Accounts
- Directorate of Research and Guidance

More detailed information on each agency is provided in the Institutional Analysis (Annex D). At this point, however, sufficient information is not available on the current condition of personnel and physical resources of these agencies to determine the relative overall impact that any might have on improving performance of the bureaucracy.

SECTION II

PROJECT COMPONENT DESCRIPTION

A. Project Component Goal and Purpose

The goal of this project component is to assist in the reconstruction of the Lebanese economy and polity within a social and political environment that is both stable and liberalized. The purpose is to strengthen the administrative capacities of the control agencies of the executive branch and of the Lebanese parliament. This project component is supportive of the overall project purpose as it relates to increasing the GOL's capability to manage redevelopment activities.

B. Project Component Description and Strategy

This project component will strengthen the institutional capacities of the Parliament and the control agencies of the executive branch. It will consist of two activities. The first activity, strengthening parliament, will be undertaken for the purposes of enabling it to make public policy more effectively and enhancing its ability to respond to matters of public concern. The second activity, assistance to the control agencies, will be provided to enhance the agencies' effectiveness and enable them to contribute significantly to the improved performance of the executive branch more generally.

Implementation will be carried out using a two-phased approach. The first phase will consist of assessing the needs and capabilities of Parliament and the control agencies of the executive branch. The assessments will focus both on the internal capacities of these institutions and on their relationships with other governmental institutions. These assessments will serve as the basis for determining the type and level of assistance needed for each institution.

The second phase will entail the execution of an implementation plan jointly approved by USAID and the GOL. Training, technical assistance, and commodities will be provided during this phase of the project component.

It is recognized that the political environment of reconstruction is a constantly changing one. While currently there is widespread popular support for improved functioning of the executive bureaucracy and parliament, and similar support within government, that support may fluctuate over time. The design of this project component is intended to provide sufficient flexibility to accommodate such changes in public and governmental attitudes and approaches to enhancing the capacity of key governmental institutions. Nevertheless, successful implementation of this project component ultimately depends upon a significant commitment by the GOL to enhancing the institutional capacities of the executive bureaucracy and Parliament. In the absence of such commitment and its manifestation in Parliament and

the executive branch, the provision of technical assistance will not succeed in enhancing institutional capacity.

C. Project Component Activities

This project component is designed to strengthen the institutional capacities of the control agencies of executive branch and the Parliament by providing training, technical assistance, and commodities based on the findings and recommendations of each institution's assessment.

D. Implementation

1. Assessment

Assessments of the control agencies of the executive branch and of the Parliament will be undertaken to identify each institution's needs and provide recommendations for intervention. The assessment will include a review of the capacities of Parliament and the control agencies with regard to internal organizational structures, the political and policy environments within which these institutions operate, internal operating procedures, staff skill levels, training requirements, commodity requirements, and administration and management.

The assessment will be done in cooperation and coordination with other bilateral and multilateral donors which are contemplating providing assistance to the Parliament and the control agencies. Assessments of these institutions already conducted will be utilized to the degree they are relevant. If the results suggest that other control agencies would, with technical assistance, make substantial contributions to the goal and purpose of the project component, an appropriate plan will be considered.

The agencies of the executive branch and the Parliament are separate and distinct institutions; each will require a specially tailored assessment of its potential and the obstacles to the realization of that potential. The selected control agencies are as follows: the Civil Service Board, the central institution charged with personnel management—recruitment, training, promotions, and transfers—for the ministries and related agencies and also for the autonomous public enterprises; the Central Inspection Council which plays the role of an Inspector General in monitoring departments within the civil service and the military; the Disciplinary Council, responsible for application of personnel regulations within the civil service; the Directorate for Research and Guidance, designed to review structures and methods in the public administration and make recommendations for improvements; and the Bureau of Accounts, responsible for internal audits and for approving contracts between the state and outside parties.

Based on the findings of each assessment, implementation plans for the provision of training, commodities, and technical assistance will be developed and approved after consultation and coordination with the GOL.

2. Support Activities

Training and Technical Assistance. Based on the findings and recommendations of the assessments, a human resource development (HRD) specialist will develop criteria for selection of participants, and assist in the design and development of specific training programs. This HRD specialist will work in cooperation with local professionals/institutions and U.S. based institutions to design and develop behavioral objectives, training courses, workshops, and programs. Specific activities may include:

- Short-term technical and administrative training
- Stipends for participation in international conferences relevant to the needs and concerns of the agencies and the staff of the parliament
- Workshops in Lebanon designed to foster information exchange and interaction between staff and professionals in related agencies and institutions
- Participation in courses/programs developed by local institutions

It is envisioned that technical assistance will be provided in the fields of financial and personnel management, management and information systems, and other areas identified by the assessments. Wherever possible, local professionals will be used for the provision of technical assistance.

Commodities. The provision of commodities will be based on the findings and recommendations of each assessment. Procurement of commodities will be in accordance with AID regulations. In order to ensure proper delivery of commodities a procurement plan will be developed determining the timing and sequencing of acquisitions. The plan will show how compliance with AID procurement regulations will be monitored, and should provide for GOL endorsement and acceptance of responsibility for utilization, maintenance and accountability of all acquisitions and, in addition, provide information relevant to:

- Technical feasibility
- Cost projections
- Specifications
- Operations and maintenance
- Sustainability of systems
- Relation to training activities
- Methods and practices that will be employed in procurement and delivery of commodities

For proposed computer acquisitions a detailed computer management and procurement plan will be developed and submitted to AID/IRM for further review and approval. Computer procurement will not proceed until final IRM approval is obtained.

E. End of Project Status

The objectively verifiable indicators (OVIs) at the purpose level, usually called the EOPS or end-of-project status, are particularly important from a design and implementation standpoint. While it is the project outputs for which AID's project implementors will be held accountable, it is the EOPS that reflect the anticipated situation that will be obtained at the end of the life of project (LOP) as a result of project component activities. For this project component, the EOPS are those pertaining to more effective governance through improved public administration.

The specific EOPS for this project component include the following:

- The administrative staff of the Chamber of Deputies is more efficient and effective in supporting the Chamber.
- Information support systems in the Chamber of Deputies provide adequate, timely, and relevant information.
- Control agencies of the executive bureaucracy are able to assemble and analyze information on personnel performance in the civil service and undertake appropriate financial oversight activities.
- Control agencies of the executive bureaucracy have greater influence over personnel and resource management throughout the bureaucracy.

F. Project Component Outputs

The outputs for this project component include the following:

- Organizational analyses, one for each of the control agencies and one of the Parliament
- Training needs assessments, one for each of the control agencies and one of the Parliament
- Training and technical assistance will be provided on the basis of assessments.
- Provision of appropriate equipment for the Parliament and control agencies as determined by the needs assessment
- Provision of computer systems (including software and computer-related furniture) for the Parliament and the control agencies as determined by the needs assessment

Inasmuch as the project component incorporates institutional assessments at the beginning, it is important to view the above output OVIs as illustrative. Based on the results

of the assessments, these OVIs may require adjustments to bring them more into line with the actual requirements of Lebanese governmental institutions. Given the changing situation in Lebanon, it is unrealistic to establish the OVIs as anything other than approximations at this stage.

G. Project Component Inputs

Estimated inputs necessary to achieve these objectives are: U.S. direct hire (USDH) technical direction and project management, contracted technical assistance, participant training, and commodities in foreign exchange and local currency. Of the 146 person-months needed to implement this project component, 115.5 pm are grantee personnel and 30.5 pm are monitoring personnel through the Democratic Institutions Support (DIS) project requirements contract.

The LOP cost is estimated at \$2.5 million. Local currency costs are not anticipated and the entire LOP cost is required for foreign exchange costs. Section IV presents a further analysis of these inputs.

SECTION III IMPLEMENTATION DETAILS

A. Project Component Management

The main participants in the project component are:

- AID NE Bureau staff
- An NGO grantee and its sub-grantees/sub-contractors
- U.S. Embassy in Lebanon
- The Government of Lebanon

The AID/Lebanon Desk Officer of the Near East Bureau, in consultation with the U.S. Embassy in Beirut, will be responsible for the overall management and technical direction of all project component activities, including the review of the cooperative grant to an NGO to be funded with project component funds. A Project Monitor will be contracted through the DIS Project of the Near East Bureau to assist the Project Manager in monitoring project implementation. An NGO will provide technical assistance and management support. U.S. Embassy personnel in Beirut will provide support for monitoring the grantees' activities.

1. AID/Washington

Technical direction and direct project component management will be the responsibility of the AID/Lebanon desk officer in the Near East Bureau. This officer or his/her designee will serve as the overall Project Manager. This centralized direction is necessary in order to focus, coordinate, and provide quality control to program activities as they are initiated. Technical direction will include review and approval of all project component personnel (short- and long-term), all scopes of work, all proposals, all designs, and draft reports on all project component-funded activities.

The Project Manager will be supported by a project committee composed of representatives of the NE Project Development Division, Development Planning Office, Development Resources/Human Resources, General Counsel, and others as necessary to provide clear guidance and review of implementation with respect to AID policies and regulations. The staff responsible for the Governance and Democracy Program currently being implemented through AID/NE/DR will also provide assistance with monitoring the program.

The Assistant Administrator of the Near East Bureau will authorize the project component and the NGO grant to be funded under the project component.

2. Grantee and Sub-Grantees/Sub-Contractors

An NGO grantee in the course of implementation will provide technical assistance and management support to the Project Manager for the governmental institutions strengthening component. The grantee will have a U.S.-based office and will establish a Beirut office responsible for project implementation. This office will have a Project Coordinator in addition to appropriate support staff and will report to the Project Manager. The grantee will need to make suitable provisions for office space, office equipment, and communications.

AID anticipates awarding the grant on a sole source basis to the Center for Legislative Development (CLD) of the State University of New York at Albany. Annex B contains the justification for such an award. Annex C contains the proposed scope of work to which CLD will be asked to respond.

3. Embassy in Lebanon

AID does not currently maintain a Mission in Lebanon. In lieu of this, the U.S. Embassy in Beirut will represent AID's interests with respect to this project component. The Embassy will: review all project component activities proposed for Lebanon; review all country strategies, assessments, and work plans developed as part of the project component; provide country clearance for all project component travel; review and clear all grants for activities in Lebanon; and assist with in-country monitoring of grantee activities. Travel of consultants will be limited by U.S. State Department regulations in effect.

4. Government of Lebanon

Project implementation will be carried out in close coordination with the appropriate designated GOL officials at each institution. The GOL officials will participate in the review and approval of the implementation plans.

B. Project Component Sites

The Project Manager will be Washington-based. Travel to Lebanon, Cyprus, or other countries in the region may be necessary to liaise with project component personnel working in Lebanon as well as GOL officials. It is anticipated that local affiliates of the grantee as well as sub-grantees will be asked to participate in the project component. This participation will occur primarily in Beirut.

C. Administrative Procedures

Scopes of work for the activities carried out as part of this project component will be developed by the grantee and approved by the Project Manager in consultation with the U.S. Embassy in Lebanon. Short-term personnel will be selected by the grantee with the approval of the Project Manager. Sub-grantees will be selected by the grantee with the approval of the

Project Manager and the AID/W Contracts Office. All assessments and institution-building activities will be planned and implemented by the grantee's team under the technical direction of the Project Manager.

The grantee's Beirut office will coordinate day-to-day project component activities and most project component administration. The grantee's Washington office will have management oversight and monitoring responsibilities. On a semi-annual basis, the grantee will conduct project component workshops in Cyprus or any other appropriate location to allow AID officials, American grantee and contractor personnel, and Lebanese personnel an opportunity to discuss progress and identify issues requiring further attention and resolution. Lebanese government officials may also attend these workshops to present host-country perspectives.

AID/IRM will review the project component's computer management and procurement plan. Computer procurement will not proceed until final approval is obtained from IRM.

D. Illustrative Implementation Plan and Schedule

Attachment A shows an illustrative implementation plan for this project component. It is anticipated that the life of this project component will be about three and a half (3 1/2) years, with an option to extend for an additional two (2) years.

The initial phase of this project component will consist of assessments of the control agencies of the executive branch and of Parliament. Those assessments will provide the basis for designing training programs and supplying commodities relevant to the particular needs of specific institutions. The assessment of Parliament will concentrate on the administrative support and information systems within that institution. Assessments of the control agencies will focus on their personnel and financial oversight functions. Final written reports of the assessments will be presented to AID no later than 30 days after completion of each assessment. The assessment reports will be used to develop implementation plans for the provision of technical assistance, training, and commodities to each institution.

E. Time Line and Level of Effort

Attachment B shows the estimated level of effort for the project component.

F. Monitoring, Evaluation, and Audits

Annex A contains a logical framework that lays out provisional key indicators and the means of verification for goal, purpose, output, and input levels. The objectively verifiable indicators (OVIs) have been discussed in earlier sections of this paper. The means of verification have been chosen to tap existing sources of information.

The use of a management information system for decision making, monitoring, and evaluation will be especially important. The GDP contractor will have the overall responsibility for maintaining an MIS for the governmental institutions strengthening component through a buy-in to the DIS requirements contract.

Two external evaluations will be scheduled for this project component. The first will be conducted halfway through the life of the project component, to assess project progress and recommend possible mid-course adjustments. The second external evaluation will be conducted at the end of the project component, to assess project results. Both evaluations will be AID/W's responsibility. These evaluations will examine grantee performance and will review project component outputs and the broader economic, political, and social effects, both planned and unplanned, of project component activities. The evaluation teams will spend time in the U.S. interviewing AID NE Bureau staff, other AID staff, and grantee staff, as well as reviewing documentation. Circumstances permitting, the team may also arrange for on-the-ground reviews in Lebanon where project component activities are underway.

SECTION IV FINANCIAL PLAN

A. Financial Analysis and Illustrative Budget

The length of the project component is about three and a half years, with an option to extend for an additional two years. Initial funding of the project component is \$2.5 million. Exhibit C contains an illustrative budget table based on the level of effort assumptions. It provides information on projected annual costs for all project component inputs as well as yearly projected obligations.

Annual work plans will be developed and financial requirements for activities taking place under the grants and contracts will be established. Detailed cost estimates for grants will be part of the grantee's proposal. The Project Component Committee will review these cost estimates prior to each annual obligation.

B. Obligation of Funds

It is anticipated that the project will be totally funded in FY 93.

C. Contracting Actions

As described in the previous section, AID anticipates implementing the project component through a cooperative grant awarded on a sole source basis (see Annexes B and C). The Governance and Democracy Program in AID/NE/DR will provide monitoring services through a buy-in to the existing DIS requirements contract.

D. Other Procurement Issues

A procurement plan will be developed by the grantee for approval by the AID Project Manager.

**ATTACHMENT A
ILLUSTRATIVE IMPLEMENTATION PLAN AND SCHEDULE**

Year Quarter	Year 1				Year 2				Year 3			
	1	2	3	4	1	2	3	4	1	2	3	4
ASSESSMENT												
1. Organizational Analysis	■	■										
a. Control Agencies	■	■										
Assign agency teams	■											
Develop plan/methodology	■	■										
Conduct agency interviews	■	■			*					*		
Implement plan	■											
Draft report GOL/AID		■										
Final Analysis Report												
b. Parliament												
Chamber of Deputies	■	■										
Assign team	■											
Develop plan/methodology	■	■										
Conduct Chamber interviews	■	■										
Implement plan	■				*					*		
Draft report GOL/AID		■										
Final Report to AID												
2. Training Needs Assessments	■	■										
Civil Service Board	■	■										
Central Inspection Council	■	■										
Disciplinary Council	■	■										
Bureau of Accounts	■	■										
Director Research & Guidance	■	■										
Chamber of Deputies	■	■										
TRAINING												
1. Training Program Design	■	■	■	■								
a. Agency specific analysis	■	■										
b. Develop agency Training objectives		■	■									
c. Dev. Management Training Plan			■									
d. Dev. Computer Training Plan				■								
e. Consolidate Trng Plans					■							
f. Review Training Plan GOL/AID				■	■							
g. Identify International Conf. needs		■										
h. Identify off-shore training needs		■										

Year Quarter	Year 1				Year 2				Year 3			
	1	2	3	4	1	2	3	4	1	2	3	4
2. Institutional Analysis												
a. Select institute (NIPA)												
b. Conduct site visit												
c. Carry out site interviews												
d. Develop Draft Report GOL/AID												
e. Develop Final Report												
3. Training Program Implementation												
a. Carry out short-term training:												
In-country courses												
In-country workshops												
b. Dev. 1st internatn'l conference.												
c. Establish intn'l trng linkages												
d. Establish in-country trng links												
e. Identify trainees in each agency:												
In-country training												
Off shore participant training												
COMMODITIES												
1. Procurement Plan Development												
a. Procurement management plan												
b. Computer procurement plan												
c. General equipment procurement plan												
d. Consolidated Procurement Plan												
2. Procurement Plan Review												
a. NE/ME approval process												
b. IRM approval Process												
c. GOL assurances/guarantees												
3. Procurement Implementation												
4. Equipment Installation/Set-up												
5. Testing & Maintenance												

NOTE:

*LOE permitting, rapid appraisal-type assessments should be conducted at the start of years 2 and 3 to determine program corrections and for workplan development.

**ATTACHMENT B
ESTIMATED LEVEL OF EFFORT**

**Level of Effort Matrix for Implementation
(Based on Person-Months)**

Activity	Long-Term Expatriate	Short-Term Expatriate	Long-Term Local	Short-Term Local	Project Supervisor	Project Administrator	Total
1. Coordination	30		30		6	3	69
Assessment Sub-Activity		6		5.5			11.5
Training Sub-Activity		3		2.5			5.5
Commodity Sub-Activity		1.75		0.75			2.5
2. Human Res. Dev. Spec.	18			2			20
3. Management Info. Specialist		2		4			6
4. Other Technical Assistance		0.5		0.5			1
TOTALS	48	13.25	30	15.25	6	3	115.5

**Level of Effort Matrix for Monitoring Buy-In
(Based on Person-Months)**

Activity	Long-Term Expatriate	Short-Term Expatriate	Long-Term Local	Short-Term Local	Project Supervisor	Project Administrator	Total
1. Monitor & Eval. Coordination				2.5	28		30.5

NOTES:

Person months are based on a six-day work week.

Illustrative budget projections are derived from above LOE matrices.

Coordination encompasses prime and subcontractor(s) LOE, including home office and field support staff.

**ATTACHMENT C
ILLUSTRATIVE BUDGET**

DESCRIPTION

1.	Salaries/Wages	282,500
2.	Fringe	<u>67,800</u>
	SUBTOTAL	350,300
3.	Overhead	<u>192,665</u>
	TOTAL A	542,965
4.	ST Consultants	
	Expatriate	101,482
	Local	85,115
5.	Travel & Per Diem	287,160
6.	Supplies/Materials	11,750
7.	Equipment ¹	606,213
8.	Subcontracts	150,000
9.	Other Direct Costs	25,500
10.	Training ²	<u>120,000</u>
	SUBTOTAL	1,387,220
11.	G&A	69,815
12.	Project Monitoring Component ³	<u>500,000</u>
	GRAND TOTAL	2,500,000

NOTES:

1. This item refers to commodities to be procured through the project component activities, see attached illustrative list of commodities.

2. It is estimated that over the life of the project component some 300 participants will have undergone some form of training and/or attended a workshop, seminar or conference over a period of 1,000 trainee-days.

3. This project monitoring component will be funded through a buy-in with the Democratic Institutions Support Project.

**ATTACHMENT D
ILLUSTRATIVE LIST OF COMMODITIES**

1. 36 MICROCOMPUTER STATIONS*

A station is comprised of:

System unit and monitor	\$2,500.00
Printer	\$750.00
Peripherals/furniture	\$500.00
Software	\$750.00
Ups/other power equip.	<u>\$ 500.00</u>

UNIT SUBTOTAL \$5,000.00

TOTAL FOR 36 UNITS \$180,000.00

2. ELECTRONIC VOTING SYSTEM \$350,000.00

3. ELECTRONIC CONFERENCE SYSTEM \$76,213.00

GRAND TOTAL \$606,213.00

NOTE:

*This number is based on the numbers projected in official requests and can be lower based on the assessment findings.

ANNEX A

LOGFRAME

ANNEX A: LOGFRAME

Program/sector goal:	Indicators that goal has been achieved:	Means of verification:	Critical assumptions:
Reconstruction of the Lebanese economy and polity within a social and political environment that is both stable and liberalized.	To be developed as part of the governmental institutions strengthening component.	To be developed.	Lebanon experiences continued stability in the aftermath of its civil war. GOL retains its commitment to rebuilding governmental institutions.
Purpose:	End of Project Status (EOPS):	Means of verification:	Critical assumptions:
Strengthen the personnel and financial management capacities of the central control agencies of the executive bureaucracy and the administration and information systems of the Chamber of Deputies.	<p>1. The administrative staff of the Chamber of Deputies is more efficient and effective in supporting the Chamber.</p> <p>2. Information support systems in the Chamber of Deputies provide adequate, timely, and relevant information.</p> <p>3. Control agencies of the executive bureaucracy are able to assemble and analyze information on personnel performance in the civil service and undertake appropriate financial oversight activities</p> <p>4. The control agencies of the executive bureaucracy have greater influence over personnel and resource management throughout the bureaucracy.</p>	<p>1. Project reports.</p> <p>2. Project reports.</p> <p>3. Project reports.</p> <p>4. Project reports.</p>	<p>1. The Chamber of Deputies is committed to accepting and utilizing technical assistance designed to enhance the capacity of its administrative support systems.</p> <p>2. The Chamber of Deputies is committed to accepting and utilizing technical assistance designed to enhance the capacity of its information support systems.</p> <p>3. The executive bureaucracy is committed to accepting and utilizing technical assistance designed to enhance the personnel management and financial oversight capacities of its control agencies.</p> <p>4. The executive bureaucracy is committed to utilizing its central control agencies for personnel and resource management throughout the bureaucracy.</p>

I-V

Outputs:	Objectively verifiable indicators:	Means of verification:	Critical assumptions:
<p>1. Greater understanding of organizational requirements for the central control agencies and the Chamber of Deputies.</p> <p>2. Greater understanding of training requirements for the central control agencies and the Chamber of Deputies.</p> <p>3. Upgraded personnel and financial management skills among the staff and improved equipment within the central control agencies of the central bureaucracy.</p> <p>4. Upgraded administrative and information system skills among the staff and improved equipment within the Chamber of Deputies.</p>	<p>1. Organizational analysis of each control/personnel agency and of the Chamber of Deputies.</p> <p>2. Training needs analysis of each control/personnel agency and of the Chamber of Deputies.</p> <p>3. Successful completion of personnel and financial management courses and workshops by employees of the central control agencies of the executive bureaucracy.</p> <p>4. Successful completion of administration and information courses and workshops by employees of the Chamber of Deputies; availability and utilization of equipment to facilitate administration and information flow.</p>	<p>1. Project reports.</p> <p>2. Project reports.</p> <p>3. Project reports.</p> <p>4. Project reports.</p>	<p>GOL officials and staff are accessible and can make available required data to an assessment team.</p> <p>GOL officials and staff are accessible and can make available required data to an assessment team.</p> <p>Qualified staff are made available for training programs and there is sufficient institutional capacity to utilize new equipment.</p> <p>Qualified staff are made available for training programs and there is sufficient institutional capacity to utilize new equipment.</p>

ANNEX B

SOLE SOURCE JUSTIFICATION

SOLE SOURCE JUSTIFICATION

A. Sole Source Justification

A determination is requested that it is not reasonable to submit for offer to implement the project component as described in the project amendment to potential implementing agents other than the Center for Legislative Development of the State University of New York at Albany. That Center is uniquely capable of implementing the project component for the following reasons:

- It is the only institution in the U.S. that provides a range of educational and training programs focussed on legislative development in the Third World.
- It is the only institution in the U.S. that has the capacity to provide a professional assessment of the needs of both the Lebanese Parliament and the Lebanese public administration, and to provide educational and training programs to meet those needs.
- U.S. based non-governmental organizations currently implementing AID projects in Lebanon are specialized in humanitarian relief and redevelopment activities and do not have the capacity to implement a project intended to strengthen the capacity of targeted governmental institutions.

The following sections discuss the basis for this request in greater detail.

B. Alternative Modes of Implementation

The offer to implement the project component could be made on a competitive or non-competitive basis.

- Possible *advantages* of a *competitive* award:
 - Attract previously unknown implementing organizations
 - Engage potential implementing organizations in competitive design activities
 - Stimulate formation of consortia that combine skills of several organizations
- Potential *disadvantages* of a *competitive* award:
 - Unable to implement in FY 93

- Jeopardize utilization in implementation of the project component of some of the limited number of capable individuals and organizations
- Undermine cooperative relations between the limited number of capable individuals and organizations
- Possible *advantages* of implementing the project component through a *non-competitive* award:
 - Able to implement in FY 93
 - Can specify tasks and responsibilities of primary and secondary contractors
 - Can include most if not all key individuals and organizations with capacity to contribute to effective implementation
 - Able to engage in iterative design process with implementing organization

The major potential disadvantage of the *non-competitive* approach is that a possible implementing organization with relevant capacities could be overlooked.

C. Evaluation

A non-competitive offer to a sole source provider is the optimal approach through which AID can realize its strategic objectives in Lebanon in a timely and effective manner. That sole source provider must be capable of conducting needs analyses and then providing appropriate training for both the Lebanese Parliament and the control agencies. This dualistic capability is essential because these governmental institutions operate in politically difficult circumstances which exacerbate the potential for institutional rivalries. The provision of technical assistance to them could engender debilitating contestation. It therefore is preferable for technical assistance to both types of governmental institutions to be integrated into one package and provided under the auspices of a single implementing organization. This "package deal" approach will provide incentives to different interests and will discourage attempts based on non-technical considerations to redirect inputs.

Although an argument could be made that division of technical assistance into separate components would permit one to be salvaged were the other cancelled by the GOL, such a division itself might invite destructive competition between Parliament and political figures with direct influence over the public administration. Moreover, at this time it would not be advisable to proceed with technical assistance to either Parliament or to the public administration were the other to be withdrawn from the project component. To provide assistance on that limited basis could be interpreted to suggest that AID, hence the U.S. Government, had taken sides in a domestic political matter.

Only one U.S. institution has a demonstrated capacity to undertake needs assessments and provide technical assistance to both legislatures and public administrations in the Arab world. A competitive award process, therefore, would not be bona fide. Were such a process to be initiated, organizations might either refuse to respond because of their inability to compete, or object to the terms of the offer.

Integration of the technical assistance package under a single implementing organization will also ensure that the same or compatible types of equipment are acquired by Parliament and the control agencies, thereby facilitating intra-governmental communications, reducing training overhead costs, and increasing potential flexibility in personnel management.

D. Requirements of Implementing Organizations

Organizational capacity requirements for successful implementation of this project component include:

- Broadly based organizational experience in conducting needs assessments of legislatures and administrative agencies.
- Experience in designing and providing a wide range of training programs appropriate for legislatures and administrative agencies, ranging from short-term computer training to doctoral level studies in relevant disciplines.
- Established organizational capacity to offer training in Arabic, French and English.
- Established capacity to operate in Lebanon.
- Previous experience working in Arab countries on legislative and public administration development activities.
- The implementing organization must not be identified with a particular political perspective.

E. Potential Implementing Organizations

An informal survey was conducted of organizations deemed to have the greatest potential to contribute to the proposed project component. They were requested to provide evidence of their capacities. Those that have responded include:

Atlanta Management Institute
American University of Beirut
AMIDEAST
California State Assembly

Center for Legislative Development, State University of New York at Albany
Institute for Representative Government
International Law Institute
International Management Development Institute, Graduate School of Public and
International Affairs, University of Pittsburgh
Project Liberty, John F. Kennedy School of Government, Harvard University

The capacities of other organizations have been assessed on the basis of information already available.

F. Recommendation

From this review it has become apparent that only the Center for Legislative Development (CLD) has the established institutional capacity and broadly based organizational experience specified above. Other organizations that may have provided technical assistance of various sorts to legislators (and none has provided assistance to legislatures as institutions), either do not have previous experience in the Middle East or do not offer a sufficiently broadly based program of training. The International Management Institute and the American University of Beirut have demonstrated capacities to provide training in public administration to Arabic and French speaking trainees. Neither, however, has demonstrated a capacity for needs assessments of legislatures and administrative agencies. AMIDEAST does not have an in-house educational or training capacity. Attached as Annex E to the master draft of this document are relevant institutional capacity statements.

Annex F contains relevant information on the CLD. It has implemented AID projects in the Middle East and elsewhere for more than 20 years. In 1971 the Center conducted training for parliamentary staff in Lebanon; assisted in the publication of a journal by the Lebanese parliament; and facilitated a linkage between the Lebanese Parliament and the School of Law of the Lebanese University. The Center's staff has conducted similar projects and/or needs assessments of parliaments in Jordan, Kuwait, Yemen, Egypt, and Tunisia. In addition to offering its own degree and non-degree training programs focussed on legislatures, as a constituent part of the Nelson A. Rockefeller College of Public Affairs and Policy, the Center is able to offer degree and non-degree programs in public administration. The GAO's evaluation of the Center's assistance to the Hungarian National Assembly noted that, "according to a study cited by AID, the Albany campus is the only American university with an academic unit dedicated to the study and practice of legislative development. According to AID, SUNYA has a long history of work for that agency. . . ." (GAO/PEMID-92-13, p. 3) The CLD previously has been a recipient of non-competitive grants from AID (see Annex F).

ANNEX C

PROPOSED GRANT SCOPE OF WORK

PROPOSED GRANT SCOPE OF WORK

A. Background

The U.S. Embassy Lebanon and AID/Washington have agreed to support a new phase in the reconstruction of Lebanon that has now begun. That phase includes revitalization of governmental institutions that were seriously affected by the Civil War. The Government of Lebanon has requested AID to provide assistance for the revitalization of the central control and personnel agencies of the executive bureaucracy and for strengthening institutional capacities of the *Chamber of Deputies*. Such assistance is consistent with the objective of the AID Near East Bureau's Governance and Democracy Program (GDP), which supports development of more effective and accountable governance in countries of the Near East.

The Lebanese governing institutions were a major victim of the fifteen year Civil War from 1975 to 1990. The opportunity to reestablish legitimate, functioning government has now emerged under the *Ta'if Agreement*, though major obstacles to the functioning of government and therefore Lebanese reconstruction still remain. The executive bureaucracy experienced destruction of much of its physical resources, erosion of its human resources, and internal factionalization. Parliament (*Chamber of Deputies*) continued to meet throughout the Civil War as a single body but was immobilized by political disagreements, loss of members with no new elections held, and the general breakdown of other institutions of governance. These two institutions of government underlie two critical functions of governance—policy formation and policy implementation. AID will therefore direct its assistance for strengthening governing institutions in Lebanon toward both the Parliament and the executive bureaucracy.

B. Purpose and Proposed Activities

The purpose of this project component is to strengthen the administrative capacities of selected Lebanese governmental institutions. In order to achieve this the implementing organization shall conduct activities in Lebanon intended to (A) Strengthen the institutional capacity of control agencies of the executive bureaucracy, and (B) Strengthen the institutional capacity of Parliament. The activities will include an assessment phase which will specifically address organizational structure, policies, operating procedures, training requirements and commodity requirements (including computer systems) of the target agencies, and successive implementation phases for the carrying out of selected activities and the delivery of commodities.

The assessment activities will result in findings and recommendations for design and development of organizational restructuring, development and/or upgrading of information systems, and design and delivery of human resource development and training activities. Given time and financial constraints, the implementing agent must review findings with

AID/W to determine which activities can be immediately carried out and which can be deferred for later development actions. The implementing organization should prioritize findings and recommendations into (1) immediately needed, and (2) long-range development requirements. Following consultation and approval by the AID Project Officer, it should be prepared to proceed immediately to implement selected activities.

C. Tasks

The implementing organization shall carry out the following tasks as part of this assignment:

- Because of AID commitments to U.S. Government affirmative action goals, and because of potential obstacles to implementation caused by U.S. Government restrictions on travel in Lebanon, the implementing organization will sub-grant or sub-contract with other organizations to implement selected activities of the grant. These organizations should have the capacity and experience to provide appropriate training in public administration in Arabic. At least one organization should have 8(a) status and a capacity to provide appropriate training in Lebanon.
- Develop a Project Proposal including a technical section with a detailed first year work plan which shall include an implementation plan for the initial authorized year of the project component and a second year work plan outline. A section on the level of effort to be employed in carrying out the proposed activities will also be included. A financial section containing a detailed operating budget, and an evaluation section showing basic performance indicators that can be utilized to measure progress of the activity, will be developed. The proposal will be developed and submitted to the AID Project Manager within 45 days of receipt of the Scope Of Work.
- Carry out initial briefings at the NE Bureau AID/Washington prior to implementation of the project component activities. This initial briefing will include a discussion of the proposed staff and methodologies to be applied and the concepts underlying the proposed activity.
- Implement the proposed activities. Follow-up and consult with the AID Project Manager during implementation and following completion of activities on a phased basis.
- Within 30 days of completion of the assessment activity to develop an implementation and procurement plan for approval by the AID Project Manager.
- Cooperate with the AID-designated Project Monitor in the development and implementation of a plan for the monitoring and evaluation of the contracted activities.

D. End Of Project Status

The anticipated situation which will obtain at the end of the project component as a result of successful completion of the project component activities are:

- The administration of the Chamber of Deputies has better trained staff and more resources to enable it to provide support for the Chamber's activities
- Information support systems in the Chamber of Deputies have better trained staff and more resources with which to provide timely and relevant information to members
- Control agencies of the executive bureaucracy have better trained staff and more resources with which to assemble and analyze information on personnel performance in the civil service and to undertake appropriate financial oversight activities
- The control agencies of the executive bureaucracy have greater influence over personnel and resource management throughout the bureaucracy

E. Reporting

The implementing organization will be responsible for reporting to the AID Project Manager in a timely and responsive manner and as specified in the cooperative agreement. Reporting responsibilities will be as:

- Preparation and submission to AID/W of a quarterly Progress Report with copies to USAID/Lebanon, and the AID-designated monitor.
- Preparation and submission to the USAID Project Manager of a monthly Activities Report.
- Preparation and submission through the USAID Project Manager of a monthly Financial Report as required.
- Preparation and submission to the USAID Project Manager of an Annual Project Review Report detailing the Work Plan tasks/activities and deliverables achievements for the previous year.
- Final Project Report within 30 days at the close of the project component.
- Other reports and submissions as required by the USAID Project Manager.

**Level of Effort Matrix for Implementation
(Based on Person-Months)**

Activity	Long-Term Expatriate	Short-Term Expatriate	Long-Term Local	Short-Term Local	Total
1. a. Coordination	12		15		27
b. Technical Assistance	18		24		42
b.1. Assessment Sub-Activity		6		5.5	11.5
b.2. Training Sub-Activity		3		2.5	5.5
b.3. Commodity Sub-Activity		1.75		0.75	2.5
2. Human Res. Dev. Spec.	18			2	20
3. Management Info. Specialist		2		4	6
4. Other Technical Assistance		0.5		0.5	1
TOTALS	48	13.25	39	15.25	115.5

**Level of Effort Matrix for Monitoring Buy-In
(Based on Person-Months)**

Activity	Long-Term Expatriate	Short-Term Expatriate	Long-Term Local	Short-Term Local	Total
1. Monitor & Eval. Coordination				2.5	30.5

NOTES:

Person months are based on a six-day work week.

Illustrative budget projections are derived from above LOE matrices.

Coordination and Technical Assistance encompass prime and subcontractor(s) LOE,

**ATTACHMENT C
ILLUSTRATIVE BUDGET**

DESCRIPTION

1.	Salaries/Wages	
	a. Coordination	81,255
	b. Technical Assistance	201,245
2.	Fringe	<u>67,800</u>
	SUBTOTAL	350,300
3.	Overhead	<u>192,665</u>
	TOTAL A	542,965
4.	ST Consultants	
	a. Expatriate	101,482
	b. Local	85,115
5.	Travel & Per Diem	287,160
6.	Supplies/Materials	11,750
7.	Equipment ¹	606,213
8.	Subcontracts	150,000
9.	Other Direct Costs	25,500
10.	Training ²	<u>120,000</u>
	SUBTOTAL	1,387,220
11.	G&A	69,815
12.	Project Monitoring Component ³	<u>500,000</u>
	GRAND TOTAL	2,500,000

NOTES:

1. This item refers to commodities to be procured through the project component activities, see attached illustrative list of commodities.

2. It is estimated that over the life of the project component some 300 participants will have undergone some form of training and/or attended a workshop, seminar or conference over a period of 1,000 trainee-days.

3. This project monitoring component will be funded through a buy-in with the Democratic Institutions Support Project.

ANNEX D

INSTITUTIONAL ANALYSIS

INSTITUTIONAL ANALYSIS

A. PERSONNEL AND CONTROL AGENCIES OF THE EXECUTIVE BUREAUCRACY

1. History

The origins of the culture of public administration in Lebanon lie partially in the four centuries of Ottoman suzerainty between the 16th and 19th centuries. In the second half of the 19th century, the Ottoman State adopted many French legal and administrative codes and procedures as laid down in the French Basic Laws of 1875. The French influence was especially strong in the late 19th century because of the activity of French mission schools and universities and because of the special protection accorded by the French--within the Capitulations system--to the Maronite Christian community in Lebanon. French influence became complete during the Mandate period between 1920 and 1943. The French established the Lebanese Republic along the lines of the French Third Republic and imported a full host of French legal and administrative structures and practices. Throughout the Mandate Period, the French High Commissioner and his Counsellors occupied all the key posts in the administration. During the Mandate period, however, the administration remained fairly small. It was concerned primarily with keeping order and security and regulating political conflicts, rather than public service, the provision of public goods, or development. In a sense, it was a *laissez faire* administration, intervening only when necessary to resolve conflicts and avoid disorder. The newly independent state in 1943 inherited a gendarmerie, a small border defense force, a ministry of interior, and a ministry of public works. The whole structure employed no more than 5,600 people.

The first administration of post-independence Lebanon, Bishara Khoury (1943-52), was more concerned with maintaining internal political coalitions and external alliances than developing the bureaucracy. Corruption among the new Lebanese ruling coalition was widespread. Indeed, the public administration was viewed more as an arena for reaping political spoils rather than as a tool for social service. A number of French administrators remained in key government posts, and many of these administrators were involved in corruption themselves.

The issue of public administration development and reform only became recognized as a public issue that needed action in the later years of Khoury's administration. In the end, it was complaints about corruption and mismanagement in the Khoury administration, and demands for more goods and services from the state that brought down the government.

President Camille Chamoun (1952-58) came to the presidency with a clear mandate to reform and improve the administration. He enlisted the support of the Ford Foundation to conduct a number of preliminary studies. The studies confirmed the need for fundamental reform and criticized the overly legalistic approach to public management. During

Chamoun's term, the public administration expanded considerably to employ over 16,000 people; new ministries were created, and a crude administrative chart was developed. Chamoun's presidency, however, ran into profound external and internal political crises before important progress could be made on reform.

Fuad Shihab (1958-64), came to the presidency in the wake of adverse political and social upheaval. The political atmosphere was alive with awareness of the need for change and reform, and Shihab himself—the first president to come from within the state and not from the traditional political class—was determined to strengthen the state and distinguish himself from his predecessors. He enlisted the support of a French consulting organization (IRFED) that conducted an extensive study of the country and the state. In cooperation between IRFED and a network of ministerial and administrative committees, a number of recommendations were arrived at. These revolved around the revision of outdated legal and administrative codes and the establishment of a handful of key administrative institutions. These were:

- **Civil Service Council (CSC).** The idea for a CSC had been floated in 1954 but was established only under Shihab. Its function was to screen and select entrants into the civil service, provide 2-year training courses for entrants into Grade 3 and 4 posts, and provide in-service mid-career training for civil servants. The training would be held under the auspices of the CSC at the National Institute for Public Administration (NIPA, est. 1960).
- **Central Inspection Commission (CIC).** The function of the CIC was to act as an autonomous investigative agency within the bureaucracy and to uncover corruption and mismanagement. It had authority within all ministries, public agencies, and the security forces, and enjoyed strong backing from the President's office. A General Disciplinary Council (GDC) was established to punish miscreants.
- **Directorate for Research and Guidance (DRG).** The function of the DRG was to continuously review management systems and procedures within the bureaucracy and recommend changes and reforms.
- **Bureau of Accounts (BOA).** The function of the BOA was to act as a central auditing body over all government departments and ministries and to monitor the expenditure of the annual budget.

Shihab's ambition was to build "the state of independence," and to build an administrative and bureaucratic structure that carried its own internal autonomy and authority and that could act independently from the political class which he regarded as corrupt. The period of the Shihab's reforms still represents the high point of administrative reform and progress in Lebanon.

Shihab's successor, Charles Helou (1964-70), oversaw the continued functioning of the new institutions put in place by Shihab. He undertook no new reforms but laid emphasis on purging the civil service of "bad elements." A six-member committee composed of

representatives of the CSC and CIC made sweeping dismissals of civil servants charged with corruption or mismanagement. The dismissals demonstrated the power of the state and the autonomy and authority of Shihab's new bureaucratic elite. At the end of his term, however, Helou was unable to ensure the election of a successor sympathetic to this program and to this elite.

The presidency went to Sulayman Franjiyyeh, a traditional political *za'im* (overlord) par excellence with backing from a broad coalition of traditional political leaders. By this time, the idea that each new president would present a package of new administrative reforms had become custom; but Franjiyyeh's reforms went contrary to Shihab's in that their general objective was to reassert the authority of the political class—represented in the Presidency, the Council of Ministers, and Parliament—over the rising bureaucratic elite. The modernizing bureaucratic elite had relied on presidential backing and support throughout the terms of Shihab and Helou. With a hostile president and with new legislation allowing increased executive branch interference in public administrative affairs—including the promotion and demotion of high civil servants—morale within the bureaucracy declined and the autonomy and internal integrity of the administrative structure was shaken.

Not surprisingly, the war brought about a grave deterioration of the public administration. The division of the capital split key ministries and agencies: many top managers and administrators left their jobs, left the country, or were killed; the violence of the war damaged or destroyed many government buildings while the war's anarchy allowed the theft of much valuable equipment; revenues declined as militia took over key installations; in addition, absenteeism grew as a serious problem, and the ability of administrative superiors or the control agencies like the CIC, CSC, GDC, or BOA to investigate and punish corruption and mismanagement declined sharply as prosecutors could not count on the protection of the state.

President Sarkis (1976-82) was a veteran public administrator, but was overwhelmed during his term with the urgent tasks of political and military crisis management. In addition, the social effects of the war underlined the necessity of expanding the government's welfare services—an area in which Sarkis expended considerable innovative energy. Sarkis also established the Council for Development and Reconstruction (CDR). During his term, the bureaucracy continued to expand, but its revenue base was declining and the central planning, reform, and control mechanisms were deteriorating.

President Amin Gemayel (1982-88) inherited a seriously ailing bureaucracy but made things worse by overspending, especially on the Army. This led to wide deficits and a monetary collapse in 1985-86 which, ever since, has become the central problem of the public sector. Gemayel undertook some purges of the civil service, on the model of Helou, in the summer of 1983, and floated the idea for a comprehensive study of civil service reform, on the model of the IRFED study; however, his administration—like all other wartime administrations—was soon overtaken by political and military crises. Between most of 1984 and 1990, the government was in a state of near total paralysis. This began with tensions between President Gemayel and Prime Minister Rashid Karami; continued in tensions between Gemayel and Karami's successor, Salim al-Hoss; and ended in the period of two governments

between 1988 and 1990. Indeed, virtually nothing was done in terms of reform, change, or even promotions during that period. Meanwhile, the problems introduced by the war continued to tear at public sector institutions.

President Hrawi's government's first reforms were those to the Constitution agreed upon in the Ta'if Agreement. The main change of relevance to the bureaucracy was the shift of executive power from the President to the Council of Ministers. A Minister of State for Administrative Reform was appointed, and he presented a proposal for each ministry to conduct an internal review of its operations and prepare a list of recommendations for reform. The Council of Ministers held several meetings under the title of Administrative Reform in 1991. Discussions focused primarily on wide-ranging appointments to Grade 1, 2, and 3 civil service posts.

Since the 1992 elections Parliament and the Council of Ministers have devoted yet more attention to the issue of administrative reform. The new government called for "the liberation of the public administration." The Minister of Justice and Administrative Reform was placed in charge of a ministerial committee to prepare draft laws to define the structures and functions of ministerial bureaucracies. In the spring of 1993 parliament enacted a new law stipulating conditions and procedures for appointment and removal of civil servants.

2. Weaknesses

In its present condition the executive bureaucracy is unable to serve as the anchor for stability and the engine for reconstruction and development that it is supposed to. Among its problems are the following:

- **Overstaffing.** Between the civil service and the security forces, the state now employs about 150,000 people. This represents about 1/3 of the country's work force. Neither the state nor the country's narrow tax base can support such a public sector. The overstaffing is in the lower Grade 4 and 5 posts, as political leaders use these Grades as remedies for unemployment among their constituencies.
- **Understaffing.** The war and the state's financial decline have sapped the bureaucracy of hundreds of key employees in Grade 1, 2, and 3 posts. At these levels, staffing is at 50-30%. Thus the state is without key planners and administrators. In addition, the state has lost key technical experts in all ministries who have either left the country or left to the private sector for higher pay.
- **Low Wages.** The monetary collapse of 1985-86 and continuing deficit financing have driven government wages in a downward spiral that sometimes dipped below subsistence income levels. While the private sector has dollarized most of its finances and wages, the public sector, of course, still deals in the national currency. The decline in wages has shattered civil service morale, slowed efficiency and performance drastically, encouraged—and in some cases, necessitated—corruption, and contributed to widespread absenteeism.

- **Interference.** Intervention by political actors in administrative appointments, transfers, and general affairs has become overwhelming. The bureaucracy has lost virtually all of the autonomy it once enjoyed in the 1960s. It is now almost fully penetrated by political influences.
- **Loss of Resources.** The war has left the state bereft of key installations, equipment, and offices. Many of these were either damaged, destroyed, or robbed.
- **Outdated.** The war also precluded replacement investment in key areas and prevented updating of procedures, equipment, information, and even personnel. The administration today is functioning with a withered fraction of what had been set up in the early 1970s. These problems are added on to more traditional problems of the Lebanese public administration not specifically introduced by the war, such as:
- **Sectarianism, Nepotism, Favoritism, Patronage and the Spoils System.** To be sure, Lebanon's political culture is at the heart of many of the state's problems. Sectarianism is deeply entrenched in the administrative system and governs appointments, promotions, transfers, and compensation. Also, Lebanon's culture of personalistic politics brings the problems of nepotism, favoritism, and patronage as principles of appointment and promotion within the civil service. Indeed, increasingly since 1970, the public administration is viewed as a pie to be shared by the ruling coalition of the time. Each new administration introduces a wave of new appointees. The flip side of this is that appointments and promotions are not made on the basis of merit or probity.
- **Legalism.** The bureaucracy is imbued with a passive legalistic juridical esprit inherited from the Ottoman and French systems. Emphasis is placed on procedure and prerogative, rather than on function and performance. Indeed, the civil servant himself is viewed not as a civil servant but as a state functionary. He regards his role not as to serve the public but rather as to exercise his authority. From this he derives prestige and money.
- **Corruption.** This has been a problem in Lebanon throughout the country's modern history. A civic sense among the population is virtually non-existent, and there is little conception of public property, public service, or public good. Moreover, unlike in the judicial or even military branches of government, the attempt to build a certain *esprit de corps* and code of honor on the basis of which to counterbalance corrupt tendencies has failed. The problem has been made much worse by the collapse in wages. While corruption used to be a minority problem in the administration, and corrupt officials used to devise elaborate ruses to accept bribes, corruption today is the norm and officials openly request private payments to complete transactions for citizens.

- **Generalist Qualifications.** The legalistic nature of the system has encouraged the population of the administration by graduates of law schools. An education in law is considered a prerequisite for government employment, and most government entrance examinations emphasize public and administrative law. Consequently, the bulk of the public work force is without specialist education or expertise in their area of responsibility. A graduate of a law school may serve equally well as the Director of Agricultural Cooperatives or Deputy Director of the State Pharmaceutical Board.
- **Centralization.** Both the Ottoman and French systems placed a high priority on centralized command and control. This required an extensive hierarchy of authority, wherein all matters had to, at one point, be referred to the central authority for approval. With the gargantuan growth of the modern state—even in Lebanon—and the diversification of its activities and responsibilities, this centralization has become a major obstacle to the smooth operation of the state's various organs. The problem is exacerbated when the central authority today is not one individual, the President, but a diverse and often divided collective body—the Council of Ministers.
- **Absence of Information.** No large scale organization can operate without a sound data base of information about its finances, its employees, and the areas over which it has responsibility. At a minimum, the state should have access to comprehensive basic data about the economy and society of the country; the expenses, revenues, and debts of the state; the number, status, and income of its employees; etc. Needless to say, in the 1990s, this information should be computerized. Because of the political sensitivity of conducting a national census, the Lebanese government has never had a strong data base; however, the suspension of information gathering during the war, the abolishment of the Ministry of Planning in the early 1970s, the collapse of the Directorate of Statistics (legally subordinate to the Council of Ministers), and the non-computerization of basic functions in the 1980s have left the state with no reliable data neither about itself nor about the country.
- **Low Planning.** Overarching all these problems is the absence for many years of reform—or development-oriented planning at almost any level of government. Part of the reason for this are the political divisions among decision-makers; but part of it also is due to the depletion of the higher administrative echelons of the bureaucracy.

B. CHAMBER OF DEPUTIES

1. History

The practice of formal representation in government began in the mid-19th century during the Double *Qaimmaqamiyyah* (two-district) system (1845-1860) in which a sharp

division was maintained between Christian and Moslem districts. Under that arrangement, the appointed of each district was to rule in consultation with an Administrative Council of 12 individuals. The Council did not have legislative or oversight prerogatives but assisted the governor in formulating and executing policy. The Council was confessionally balanced (6 Christians: 2 Maronites, 2 Greek Orthodox, and 2 Greek Catholics; 6 Muslims: 2 Sunnis, 2 Shi'a, 2 Druze), and the formal representation and balancing of confessions in government dates back to this time. The members of the Council were not elected but rather appointed by the spiritual leaders of the various confessional communities. Indeed, the Ottoman Porte and the European Powers had reached an agreement in which the spiritual head of each community would also be considered its political responsible. This marked the break with the feudal order and the establishment of a thoroughly confessional political order. For each minority within each district, elections were held to choose an agent to represent their interests before the district governor. These elections were the first of their kind in Lebanon.

Under the *Mutasarrifiyyah* system (1861-1919) the Administrative Council gained increasing power. It served both to represent interests and groups and to participate in the formulation and execution of policy. Elections to the Council were held based on wide male suffrage. In the absence of political parties or high literacy levels, people generally voted according to the wishes of their tribal, religious, or feudal leader. During the *mutasarrifiyyah* period, the Council was expanded from 12 to 17 with the five additional seats distributed to the Maronites (3), Druze (1), and Greek Orthodox (1).

After the establishment of Greater Lebanon by the French in 1920, the Constitution of 1926 established a Chamber of Deputies, or Parliament. The Chamber was modeled after the Administrative Council but its functions were specified as legislation and monitoring the executive branch. Elections to Parliament were to be held every four years and electoral districts would coincide with the five main administrative districts (*muhafazas*). The French, however, introduced the provision that the French High Commissioner would appoint a full 1/3 of the Deputies to Parliament. The Constitution also called for the establishment of a Senate of 16 members, but the Senate was cancelled in 1927 and its members joined the lower house. On the eve of independence, the practice of appointing Deputies was dropped, and the ratio of Christian/Muslim representation in Parliament was fixed at 6/5.

In 1953 a number of important electoral reforms were introduced by President Chamoun's administration: (a) the open election chamber was replaced by the secret ballot system; (b) the electoral district was reduced from the *muhafaza* to the administrative sub-unit of the *caza*; and (c) suffrage was extended to women. The first two reforms were especially designed to break the hold of political bosses over their constituencies and over the large districts.

After independence the Parliament grew from 55 members in 1943 to 99 in 1960, although it dipped to 44 in 1953. (The 6/5 ratio always required a multiple of 11) Elections were generally free and fair, although only candidates with ample financial resources or strong political backing stood a chance of success. Within Parliament, Deputies clustered into blocs, or *kutal*, around a handful of rival political overlords (*za'ims*). Parliament played an important role during this period in representing varied interests, mediating conflicts,

legitimizing governments, and building consensus. It also served as a platform to vent social concerns and demands and to express criticisms against the government.

During the war, the Parliament lost much of its autonomy and security as Deputies--without the protection of the state--fell prey to militia and foreign pressure. Moreover, as elections under conditions of civil war were deemed impossible, Parliament extended its own mandate year after year. Over time, the representative authority and legitimacy of Parliament declined drastically. Despite the polarization that took place during the war, however, the Chamber of Deputies, unlike the Army or the Council of Ministers, never split in two. It met intermittently and provided a symbol of the continued unity and cohesion of the state.

In the Ta'if Agreement of 1989, a decision was taken to increase the size of the Parliament from 99 to 108 to allow for equal Christian/Muslim representation. The number was subsequently increased to 128. The exclusive authority of Parliament in matters of legislation was reinforced in the Ta'if Agreement by filling a loophole in the old constitution in which the executive branch could pass pieces of legislation--under the excuse of urgency--in periods when the Parliament was not in session. This loophole was filled by requiring that no draft bill may be passed into law unless it is read aloud in a general assembly of Parliament and Parliament is then given 40 days to accept or reject it. In addition, Parliament was strengthened by prolonging the term of its President, the Speaker of the Parliament, from 1 to 4 years (subject to a vote of confidence after 2 years), and by requiring that the designation of a Prime Minister take place according to presidential consultations with Parliament which are described as "binding" and to which the Speaker of Parliament is privy.

In 1991, 40 new Deputies were appointed to Parliament by the Council of Ministers to fill 31 seats that had fallen vacant since 1972 and the 9 others that had been newly-established. The appointment was the first act of its kind since the French Mandate period. It met with wide spread criticism, but it had been agreed in Ta'if as a necessary one-time measure at a time when general elections could not be held.

Prior to the 1992 elections Parliament was expanded to 128 members, with half being Christian and half Moslem. The Moslem seats are allocated as follows: 27 each to the Sunni and Shi`a, 8 to the Druze and 2 to the Alawi. Of the 64 Christian seats, Maronites have 34, Greek Catholics have 8, Greek Orthodox have 14, Armenian Catholics and Orthodox have 6, and Anglicans and minorities have one each. The elections took place under a new election law based on the country's five governorates, in which there was sequential voting. Large numbers of Maronite Christian voters boycotted the election in protest against various changes which they perceived as being detrimental to their interests. As a consequence many leading Maronite political figures are not represented in Parliament. For the Shi`a Moslems, on the other hand, the elections marked a watershed, for they elected a large number of representatives of groups and movements that had emerged during the civil war. In the wake of the elections one such individual became the new Speaker of the Chamber. Although there has been much discussion of the possibility of new elections being held before the end of the four year parliamentary term so that prominent Christian political leaders might enter the Chamber, the Prime Minister has stated that Parliament would run its full term.

In the current political situation, the Parliament is playing an active legislative and monitoring role. It passed the host of constitutional reforms agreed upon in Ta'if and has been busily drafting and amending statutory laws to bring them in line with the new Constitution and to catch up with fundamental changes and transformations brought about by the war. Under the leadership of the Speaker of Parliament, the Chamber has also been active in questioning the policies of the Council of Ministers, calling Ministers to Parliamentary hearings, and venting public discontent and grievances.

2. Weaknesses

The Parliament does however have major weaknesses. Most importantly, it has no access to organized information and expertise in such a way that its efforts in legislation and monitoring are informed by objective data and expert analysis. Deputies are forced to act on an imprecise ad hoc basis, relying on their own slim knowledge, or on information and views culled from the media and/or acquaintances.

Parliamentarians have repeatedly stressed the need for a working library and database within the institution of Parliament containing comprehensive information and documentation on legislative affairs and the financial affairs of the state. They have also cited the need for a network of in-house or contracted experts to give informed advice to Deputies and Parliamentary committees on basic legislative, budgetary, socioeconomic, and administrative matters. The examination and passing of the government's annual budget is the single most important act undertaken by Parliament; yet the Committee of Money and Budget has no fiscal database, computerized or otherwise, and no qualified experts to inform its debate and amendment of government budgets.

A Directorate for Research and Documentation within the Office of Speaker of Parliament does exist on paper. It occupies office space on the top floor of the Parliament building and has a small staff. It requires computer and modem information storage equipment and proper staff training if it is to function effectively.

ANNEX E

INSTITUTIONAL CAPACITY STATEMENTS

INSTITUTIONAL CAPABILITY STATEMENT

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INTERNATIONAL MANAGEMENT DEVELOPMENT INSTITUTE



University of Pittsburgh

IMDI'S REGULAR TRAINING AND DEVELOPMENT PROGRAMS FOR 1993-1994

• Project Design and Planning

April 14 - May 20, 1993

April 13 - May 19, 1994

• Managing Training and Development

April 14 - May 20, 1993

April 13 - May 19, 1994

• Leadership and Management Development

April 14 - May 20, 1993

April 13 - May 19, 1994

• Policies for Private Sector Development

June 16 - July 22, 1993

June 15 - July 21, 1994

• Francophone Development Management Seminar (FDMS)

July - August 1993

July - August 1994

• Advanced Management Program

August 11 - September 16, 1993

August 10 - September 15, 1994

• Arabic Management Development Program (AMDP)

August-September 1993

August-September 1994

• Women in Management

August 11 - September 16, 1993

August 10 - September 15, 1994

• Budgeting and Financial Management

October 6 - December 2, 1993

October 5 - December 1, 1994

• Human Resources and Personnel Management

October 6 - December 2, 1993

October 5 - December 1, 1994

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INSTITUTIONAL CAPABILITY STATEMENT

THE INTERNATIONAL MANAGEMENT DEVELOPMENT INSTITUTE

OVERVIEW

The University of Pittsburgh

Founded in 1787, the University of Pittsburgh offers outstanding resources for higher education. An urban university with 35,000 students, Pitt has 16 faculties and schools, over 3,000 instructors, and 50 specialty libraries. Pitt maintains active exchanges with 75 international institutions. The University's Center for International Studies, the Center for Latin American Studies, and the Department of Anthropology, for example, are among the finest such institutions in the United States.

The Graduate School of Public and International Affairs

The Graduate School of Public and International Affairs (GSPIA) has long been ranked among the top ten PIA schools in the nation. Established in 1957, GSPIA comprises four advanced degree programs: Public Management and Policy, Economic and Social Development, Urban and Regional Planning, and International Affairs.

The school confers Master's and Ph.D degrees in Public Administration, Public and International Affairs, and Urban and Regional Planning. GSPIA has 43 full-time faculty and 12 adjunct faculty.

GSPIA has produced nearly 3,300 graduates who now serve as senior and upper-middle level planners, policy analysts, managers, and academics in ninety-five countries. Current student enrollment is 505, of whom 61 are in doctoral studies programs.

Since its inception, GSPIA has also demonstrated a strong commitment to increasing the capacity of developing countries to administer and manage development programs and projects. GSPIA's international training programs have trained over 8,500 officials from ninety developing countries.

These training programs constitute the core activities of the International Management Development Institute.

IMDI's Mission Statement

The International Management Development Institute (IMDI) is the international training division of Pitt's Graduate School of Public and International Affairs. IMDI has three main purposes:

- Expanding knowledge of development management;
- Developing methods and approaches for applying this knowledge internationally; and
- Translating knowledge, methods and approaches into programs of training and research.

The Institute carries out this work in four main ways:

- By developing and delivering learner-centered training programs in a variety of management-related areas;
- Through consulting and technical assistance activities both domestically and internationally;
- Through a program of research and publication; and
- Through programs of institutional linkage.

The Institute is a multicultural and multilingual organization, and works in three main languages: Arabic, English, and French. IMDI's core staff comprises seven different nationalities, and includes a director and a senior program manager, and a group of professional program coordinators and support staff. Almost all IMDI staff members are bilingual.

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IMDI'S CURRENT POSITION

IMDI and its precursors have existed since 1958. Today, IMDI is probably the primary international outreach organization of the University, at least where the developing world is concerned. Historically strong in both Africa and Asia, IMDI is now becoming well-recognized in the Middle East. IMDI's strategic plan calls for maintaining strength in these areas, and developing new working relationships with Indonesia, Eastern Europe and the former Soviet Union, and Southern Africa.

To date, IMDI has trained more than 8,000 participants from 90 different countries, most of them from the public sector. During the past year, IMDI trained 418 participants. Participants are usually funded by international donor organizations such as USAID, the World Bank, and UNDP, but also by governments and the private sector. Our participants are middle and upper-level private and public sector managers from all over the world, but primarily from Africa, Asia and the Middle East. Although they have diverse backgrounds and levels of experience, almost all of them are in highly responsible positions.

IMDI's international reputation is based in large part on our interactive, learner-centered approach to training. We consider our participants as fully-fledged professionals, and we work with them to combine their knowledge and experience together with Pitt's intellectual and material resources to produce further learning. In this process, diversity becomes a source of strength, not weakness. Our Coordinators and Instructors therefore need to be skilled at working with adult groups, and conversant with a range of training techniques so as to permit considerable flexibility and responsiveness.

Although IMDI concentrates on designing and delivering high-quality management training programs, other activities are also important to our mission. We offer consulting and technical assistance in support of efforts to address policy, management and administrative issues; we establish working linkages with other groups and institutes both domestically and internationally; and we support a modest research and publications program.

IMDI TRAINING PROGRAMS

IMDI offers a variety of upper-level training programs in English, French and Arabic for managers from around the world. Topics include human resources management, budgeting and financial management, project management, private-sector promotion, women in management, and others. A list of our regular training programs appears on the inside front cover. Detailed brochures for each program are available upon request.

English-Language Programs: *These are a series of programs in English offered throughout the year on the Pittsburgh campus for mid-level to senior public and private sector managers. Since 1957, over 6,000 participants from over 80 countries around the world have received training through these programs. Major sponsors include AID (through PIET, the Academy for Educational Development, etc.), UNDP, IBRD, and host country governments.*

Francophone Development Management Seminars: *The FDMS Program, established in 1979, is an innovative, intensive program for mid- to upper-level officials. Conducted entirely in French, the program has graduated nearly 1000 participants from Haiti and twenty-two African nations. Most of these participants have been sponsored by USAID missions. The seminar emphasizes small-group learning through research-based case studies and simulation exercises based on carefully constructed training modules, revised each year.*

Arabic Management Development Programs: *This program was initiated in June 1988. Modeled on FDMS, it employs participatory adult learning techniques to address specific challenges and management issues encountered in Arabic-speaking countries. The seminar is taught entirely in Arabic by bilingual professionals with extensive experience in the Arab-speaking world.*

SPECIAL TRAINING PROGRAMS

In addition to these regularly-scheduled on-campus programs, other IMDI activities include:

Special On-Campus Programs: These are tailor-made programs which bring together a number of participants from one country or one sector. Training is typically focused on a specific set of objectives. Such programs usually last for 4-6 weeks. In addition to classroom training, we organize site visits, field trips, and professional contacts. IMDI has carried out special programs of this type for various governments, including Egypt, Indonesia, and Nigeria.

Special In-Country Programs: This is done on-site. Typically, such programs are 2-3 weeks in duration, and involve up to 40 participants. Since 1982, IMDI has conducted over fifty such programs, in over twenty different countries. Many of them have been done in collaboration with local training and planning institutions.

Representative examples of past special programs include:

- Egyptian Agricultural Bankers' Program, on campus;
- Egyptian Project Managers' Program, on campus;
- South African NGO Managers' Program, on campus;
- Indonesian Regional and Local Development Programs I, II & III, on campus;
- Nigerian Budgeting and Financial Management Programs I & II, on campus;
- Egyptian Training of Trainers Program, on campus;
- Indonesian Strategic Planning and Management Programs I & II, on campus;
- West Bank/Gaza Human Resource Development Program, on campus;
- Training Needs Identification Workshops in Rwanda and Djibouti;
- Training of Trainers Seminar in the Central African Republic;
- Public Enterprise Management in Benin and the Congo;

- Human Resource Management in Togo and Djibouti;
- Financial Resources Management in Benin, Seychelles and Djibouti.
- Micro-Computers for Project Management in Togo.
- Project Planning and Budgeting in Cote d'Ivoire.
- Women in Management in the Congo.
- Foreign Policy and Negotiation in Estonia, Lithuania, and Latvia (3 programs).
- Human Resource Management in Chad.
- Training of Trainers, in Chad.

Our **Special Programs Brochure** provides more information on these programs.

RESEARCH, CONSULTING & PUBLICATION

IMDI also engages in training related research and consulting work. Some of this is funded by outside donors, and some through IMDI itself.

In 1987, for example, IMDI completed training needs assessments in Malaysia and Indonesia.

In 1990, IMDI carried out an assessment of the Centre de Perfectionnement Administratif in Guinea.

In 1991 and 1992, IMDI funded several faculty research projects in Southeast Asia and Africa.

IMDI produces a series of training modules, which are revised regularly. IMDI also publishes a series of discussion papers which it shares with donors, clients and colleagues.

Finally, IMDI evaluates each of its major programs and uses this information to make changes and improvements. We discuss these evaluations with participant organizations and funding agencies on a regular basis.

IMDI organizes a series of marketing and research trips each year, visiting Africa, Asia, Europe and the Middle East. At these times, we make every effort to meet with our former participants and their colleagues, and discuss with them how best to meet their current training needs.

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IMDI'S APPROACH TO TRAINING

Training is a planned and controlled process of learning in which people from different backgrounds come together to develop knowledge, skills and attitudes which lead to improved job performance and organizational effectiveness.

Ideas, experiences and techniques are shared and examined by participants and instructors working together to create practical and positive outcomes according to mutually agreed upon objectives and criteria.

Interactive, learner-centered training is therefore the cornerstone of IMDI's approach. Such an approach stresses:

- *Specific needs for learning and application over purely theoretical or general-purpose knowledge;*
- *Two-way interaction between instructors and participants;*
- *Evaluation according to internally-determined standards and results rather than external tests or criteria;*
- *Instructors as resources and facilitators rather than the sole source of information, guidance, judgment and support;*
- *Participants' shared responsibility for learning.*

INSTITUTIONAL LINKAGE

As part of its mission, IMDI seeks to create formal and informal linkages with groups and organizations like ourselves in other countries. Such linkages serve multiple purposes:

- *To pool the resources of two experienced organizations, with the aim of creating a stronger resource base for carrying out programs and projects.*
- *To promote synergy between collaborating partners, for the purpose of achieving results which neither institution could achieve on its own.*
- *To transfer resources and knowledge from one institution to another with the aim of strengthening the recipient institution in selected areas.*

Linkage arrangements allow institutions to expand their market reach efficiently and effectively, to broaden their range of skills and competencies, to increase knowledge in specific areas, and to create and extend networks for collaboration through joint activities.

Some of these activities include research and consultancy, training programs, faculty and student exchange, the exchange of information, documents and research papers, and the development of new materials and techniques.

For training programs specifically, collaboration can improve and expand training opportunities in regions where few such opportunities now exist, by both increasing the number of training opportunities available and improving training materials and methodologies.

Furthermore, collaboration can result in reduced costs while at the same time building skill and knowledge among both partners, through shared experiences. Institutions overseas and in the US both become stronger through these experiences, and build up networks which are valuable for future activities.

Because institutional linkages can significantly enhance the capabilities and activities of like-minded organizations, the establishment of such links is a long-term and consistent strategy and principle of our work, both in the US and throughout the world.

IMDI is linked to a variety of overseas bodies which are engaged in training and management development. Two of the most important of these are the Eesti Majandusjuhtide Instituut (Estonian Management Institute) and the Eesti Diplomaatide Kool (Estonian School of Diplomacy), both located in Tallinn. IMDI has developed and run training programs in foreign policy and negotiation with these bodies. IMDI is also linked to the Centre Africain d'Etudes Superieures en Gestion (CESAG) in Dakar, Senegal, and Hasanuddin University and the Institut Ilmu Pemerintahan (Institute of Government Studies, or IIP) in Indonesia. IMDI has a long-standing relationship with Indonesia's Ministry of Home Affairs, and has conducted a series of high-level training programs on for Indonesian officials.

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LINKAGES TO OTHER TRAINING AND MANAGEMENT DEVELOPMENT RESOURCES

Because of its experience and reputation, IMDI can serve as a coordinator for other resource bodies with which we have long-established relationships, here in Pittsburgh and around the world. Some of the most relevant of these are briefly described below.

University Center for International Studies:

IMDI works closely with Pitt's University Center for International Studies (UCIS). This umbrella organization is directed by Prof. Burkart Holzner, and comprises programs in Asian Studies, Latin American Studies, Russian and East European Studies, as well as other programs of direct relevance to IMDI's work.

Spanish-language specialists: *GSPIA has several outstanding Spanish-speaking faculty members with extensive Caribbean and Latin American experience. Although we offer no regularly-scheduled programs in Spanish, we have the capability to prepare such programs upon request. In addition, IMDI can, through UCIS (above), access the considerable resources of the Center for Latin American Studies.*

CIS and East European specialists: *In addition to specialists available through UCIS, IMDI's contacts in Pitt's Katz School of Business makes other specialists available. The Business School is very active in Eastern Europe, particularly in Czechoslovakia.*

Computer training: *IMDI works with Pitt's Office of Computing and Information Services, as well as with area computer training companies. IMDI uses all of these to provide tailored, practical computer instruction to participants in IMDI programs.*

English-language instruction: *In the same way, IMDI works with Pitt's English Language Institute and with area ESL firms,*

both of which provide high-quality short training courses in spoken English to supplement IMDI's own management and policy training.

The Consortium for Development Management: *This is a consortium of universities having predominant capability in development management training, of which IMDI is a charter member. In addition to Pitt, other Consortium members include Clark-Atlanta University, the University of Connecticut, Indiana University, and Washington State University. IMDI can draw on the faculty resources of Consortium members for any of its own training, research and consulting activities.*

HBCU Linkages: *IMDI has relationships with two well-known historically Black institutions: Lincoln University in Pennsylvania, and Bowie State University in Maryland. With Lincoln, IMDI has an arrangement whereby Francophone African participants visit the Lincoln campus and participate together with Lincoln faculty, staff and participants in several days of discussion and analysis. We have had this arrangement for 4-5 years, and it continues. With Bowie, the relationship is more recent; IMDI and Bowie recently bid jointly on a training program for Egyptian industrial managers, and other collaborative activities are planned.*

ADDITIONAL UNIVERSITY RESOURCES

Other Schools of the University: These include the Faculty of Arts and Sciences, School of Law, School of Library and Information Science, School of Social Work, College of General Studies, University Honors College, School of Engineering, School of Education, Graduate School of Business, School of Medicine, Graduate School of Public Health, School of Pharmacy, School of Dental Medicine, School of Nursing and School of Health Related Professions.

Major Research Centers: Among them are the Learning Research and Development Center, the University Center for International Studies and the University Center for Social and Urban Research.

Medical Facilities: The University is a partial owner of and provides clinical and administrative leadership for six major hospitals: Presbyterian-University Hospital, Montefiore-University Hospital, Magee-Womens Hospital, Eye-Ear Hospital, Children's Hospital and Western Psychiatric Institute and Clinic.

Branch Campuses: In addition to the main campus in Oakland, the University of Pittsburgh comprises branch campuses in Bradford, Titusville, Greensburg and Johnstown.

Grants and Contracts Administration: The University's Office of Grants and Contracts Administration has established an outstanding reputation for its sound management of federal contracts and grants.

Computer and Data Processing Facilities: The University's Computing and Information Systems (CIS) provides a vast array of state-of-the-art capabilities in data communications, applications, and applications development. University researchers have access to the Pittsburgh Supercomputing Center (PSC), one of only five national supercomputing

centers established by the National Science Foundation. The CIS VAX/VMS mainframe system features 128 megabytes of main memory and 7.75 gigabytes of on-line disk storage. In addition, CIS maintains a VAX 8650 which runs Ultrix version 1.2, with 24 megabytes of main memory and 2.65 gigabytes of on-line disk storage. Ten university computing labs provide full service personal computing facilities on IBM, PC-XT, AT&T 6300, and Apple Macintosh Plus systems. CIS has laser, on-line, and dot matrix printing capability, and a Micro-Computer Graphics Lab.

IMDI DISCUSSION PAPERS

From time to time, IMDI produces concept and discussion papers for circulation among IMDI Associates and other colleagues. Copies of these papers are free. Papers produced so far include:

- 1) *"Needs-Based Computer Training for Organizational Development", November 1989.*
- 2) *"Meeting the Needs of Women Through NGO Management Training", November 1989.*
- 3) *"Formation en Développement Organisationnel Basée sur les Besoins d'Informatiques", janvier 1990.*
- 4) *"La Satisfaction des Besoins des Femmes par l'Intermédiaire de la Formation en Management des Organisations Non-Gouvernementales (ONG)", janvier 1990.*
- 5) *"Training and Training-Related Activities in Zaire", March 1990.*
- 6) *"La Formation et Les Activités Conjointes au Zaïre," mars 1990.*
- 7) *"Institutional Linkage and Management Effectiveness," March 1990.*
- 8) *"Building Management Capacity in Eastern Europe and the Soviet Union", April 1990.*
- 9) *"Joint Training Programs: A Guide to Collaboration," June 1990.*
- 10) *"Human Resource Development Needs in the Baltic Republics: An Overview," December 1991.*

Please let us know if you have any questions regarding our Institute and its work. If you need more information about any of our current or future programs, please contact us. We look forward to hearing from you, and to the possibility of working with you.

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RIALL W. NOLAN

Director

Dr. Nolan joined IMDI in 1989 as its Director. Prior to that, he served as a Senior Faculty member at the School for International Training in Brattleboro, Vermont. An Associate Professor in GSPIA, he also holds a joint appointment in Pitt's Department of Anthropology. In addition to his work with IMDI, Dr. Nolan teaches graduate courses in project planning and development anthropology.

Dr. Nolan is a specialist in development project design, implementation, and training. He has over twenty years of experience, much of it overseas. He has worked for USAID, the World Bank, and several national governments, and has planned and managed projects in Senegal, Tunisia, Papua New Guinea and Sri Lanka.

Dr. Nolan has also taught at the University of Papua New Guinea and Georgia State University.

Dr. Nolan, a native of upstate New York, holds a BA in psychology from Colgate University and a Ph.D. in social anthropology from the University of Sussex in England. Dr. Nolan speaks French, Wolof and Bassari.



IRENE M. SEREWICZ

Assistant to the Director

Irene Serewicz joined IMDI in 1989, with international teaching and administrative experience.

Ms. Serewicz served as a Peace Corps Volunteer in Zaire from 1984-86 where she taught agriculture, biology and chemistry in a technical agricultural High School. From 1986-87, Ms. Serewicz was Regional Representative for Peace Corps/Zaire, acting as the Peace Corps administrator and supervisor of the regions' volunteers and chief liaison between Peace Corps and other organizations in the region. Previously, Ms. Serewicz worked for DeKalb-Pfizer Genetics, Inc, doing hybrid corn research.

Ms. Serewicz is the assistant to the Director and responsible for the administration of the Institute. In addition, Ms. Serewicz is the primary liaison with internal and outside contacts and organizations. She also is responsible for personnel and recruitment.

A native of Illinois, Ms. Serewicz holds an M.A. in International Affairs from the University of Pittsburgh with an emphasis in international political economy and agricultural policy implementation in Zaire. She has a degree in biology from Lawrence University. A portion of Ms. Serewicz's graduate studies was taken at the Institut d'Etudes Politiques in Paris.

Ms. Serewicz speaks French and Lingala and has traveled extensively throughout Western and Eastern Europe, the former Soviet Union and Central Africa.



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MARTIN AKPO-ESAMBE

Program Manager

Martin Akpo-Esambe joined IMDI in 1986 and was named Program Manager in 1990. Mr. Akpo-Esambe brought to IMDI seven years of work experience as a Program Coordinator with the U.S. Agency for International Development (USAID) in Cameroon.

Mr. Akpo-Esambe has served as Co-Director of the Francophone Development Management Seminar (FDMS) and Coordinator of the Budgeting and Financial Management program for three years (1989 - 1991).

In his current position as Program Manager, Mr. Akpo-Esambe is responsible for overseeing the design and implementation of a wide range of IMDI programs. He also assists the Director with strategic planning of the Institute.

Mr. Akpo-Esambe, a native of Cameroun, holds two Master's degrees from the University of Pittsburgh -- the first in Public and International Affairs, and the second in Business Administration. He received his undergraduate degree in business.

Mr. Akpo-Esambe has travelled extensively throughout Central, West and Southern Africa, and also visited some parts of Europe, Cyprus, India and Thailand. Mr. Akpo-Esambe speaks French.



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PAUL W. ARMOUR

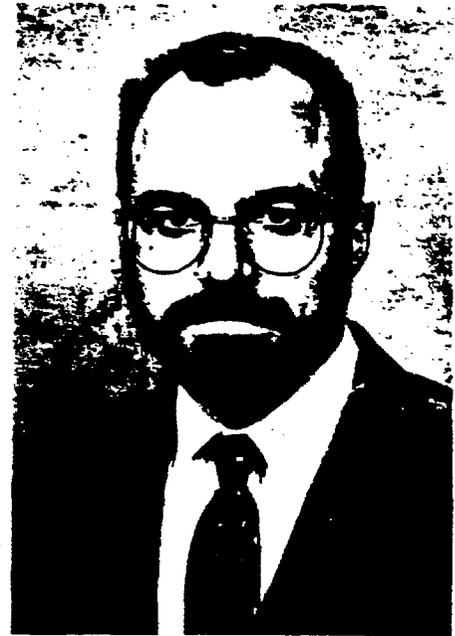
**Finance Office and
Special Programs Coordinator**

Paul Armour joined IMDI after several years in the private banking industry.

Mr. Armour brings more than 10 years of administrative and finance experience to the Institute. After serving in the U.S. Marine Corps as an auditor, Mr. Armour moved to Seattle, Washington, where he joined Rainier National Bank as the International Operations Support Services Supervisor. In 1987, he moved to the Bank of the West, a subsidiary of the Banque Nationale de Paris, where he worked as Assistant Treasury Operations Officer until 1990.

Mr. Armour works with both English and French language programs. As a program coordinator, he has designed and coordinated tailor-made seminars for several Indonesian Ministries. As the Institute's Finance Officer, he oversees the Institute's budget.

A dual national of the United States and France, Mr. Armour received his Bachelor of Arts degree in International Business Administration from The American University of Paris. He earned his Masters in Public and International Affairs, with a concentration in Capital Formation in Sub-Saharan Africa, from the University of Pittsburgh. Mr. Armour is fluent in French.



DOROTHY E. BASSETT

Program Coordinator

Dorothy Bassett joined IMDI in 1986. She has had extensive experience in the design, implementation and evaluation of training programs for high-level officials from a variety of nations.

Programs that she has designed and managed include Project Planning and Management, Human Resource and Personnel Management, Planning and Management of Rural Development, and Administrative Management, and special programs for Indonesian and Egyptian government ministries.

Ms. Bassett heads up the Institute's proposal and grants efforts, serves as the overall coordinator of a worldwide IQC project in development management, and is one of the lead people for programs in Eastern Europe and the Baltic Republics.

A native of New York, Ms. Bassett holds a Master's degree in Public Affairs in the area of Personnel Management and is currently in the final stages of her Ph.D. in Public and International Affairs. Her field of specialization is Economic and Social Development, with a current research interest in the role that small business development initiatives play in enhancing the economic development of an underdeveloped region.



PHILIPPE E. GASQUET

Program Coordinator

Philippe Gasquet joined IMDI in October 1991. Prior to this, Mr. Gasquet served as a Coordinator of Study Abroad Programs with the Center for International Programs at the University of Alabama at Birmingham.

As Coordinator of Foreign Study Programs at Alabama - Birmingham, Mr. Gasquet formulated institutional policies relating to the administration of overseas academic programs; served as liaison between the University and foreign counterparts and represented the University for organizations such as the Council for International Educational Exchange and NAFSA.

At IMDI, Mr. Gasquet is one of the principal organizers of the Francophone Development Management Seminar (FDMS). He is also responsible for designing and managing other training programs, such as Project Design and Planning, and Budgeting and Financial Management.

A native of France, Mr. Gasquet received his Bachelor of Arts degree with a major in International Studies with an emphasis on Third World Development from the University of Oregon. He received a Master of Arts degree in International Educational Development from Columbia University, with an emphasis in Intercultural Education and Curriculum Design.

Fluent in French, Mr. Gasquet also speaks German. He has travelled extensively throughout Western Europe as well as Morocco and Tunisia and has worked on programs in Sweden, Germany, Spain, Mexico and France.



MARKUS R. HUET

Program Coordinator

Markus Huet joined IMDI in 1991, after serving as a Research Analyst with USAID's Center for Development Information and Evaluation (CDIE) under contract with the Academy for Educational Development. From 1985 to 1988, Mr. Huet served as a Small Enterprise Development Consultant with the Peace Corps in the West African Countries of Mali and Togo.

As a Research Analyst, Mr. Huet served as liaison between CDIE and the Africa Bureau's Office of Development Planning. He also responded to information requests in the area of African democratization, economic and private sector issues for AID/Washington, USAID Missions and AID contractors.

As a Peace Corps Volunteer in both Togo and Mali, Mr. Huet organized and executed management training seminars for the managers/owners of small and medium-sized businesses. He also worked with seminar participants in their shops, helping with the implementation of new management techniques.

At IMDI, Mr. Huet is one of the main organizers of the Francophone Development Management Seminar. He is also responsible for organizing and conducting two additional management programs per year. In 1992 Mr. Huet served as team leader for a one-week program in Human Resource Management, and a four-week program for Training of Trainers in N'Djaména, Chad.

A native of Michigan, Mr. Huet received his Bachelor of Science degree with a double major in Political Science and History from Central Michigan University in 1976. He received dual Master of Arts degrees from Ohio University; one in International Affairs - African Studies in 1983, and the second in Economics with a emphasis in Third World Development in 1984.

Fluent in French, Mr. Huet has worked on projects in the African countries of Mali, Togo, Ghana and Chad.



SA'DANI A. SOUDI

Program Coordinator

Sa'dani Soudi joined IMDI in 1992, after having worked with the Institute for some time as a consultant for the Arabic Management Development Program.

Prior to this, Mr. Soudi was a program supervisor for a social service agency in the Pittsburgh area, where he developed training programs and evaluation tools for staff, and conducted outreach programs.

Mr. Soudi also worked with the Center for International Programs at New Mexico State University as a coordinator for an agriculture seminar for prospective teachers from Middle Eastern countries. As the coordinator, he wrote promotional materials to recruit international students; designed educational materials for the students; assisted the students to adjustment to life in the United States and served as an interpreter.

Prior to his work in the United States, Mr. Soudi worked as an Educational Assistant in the United States Agency for International Development (USAID) with New Mexico State University. Mr. Soudi developed and coordinated workshops; developed and revised educational materials; recruited students for the programs; designed curriculum; taught courses; and addressed groups of educators, community members and business leaders.

A native of Egypt, Mr. Soudi received his MA in Educational Management and Development from New Mexico State University in 1987. He has a BA in Languages and History from Cairo University. Mr. Soudi is a native Arabic speaker.



MONA ASSI-FATTAL

**Administrative Coordinator
for Foreign Language Programs**

Ms Assi-Fattal joined IMDI in April 1992. She has had ten years of diverse experience in multicultural management contexts, in Lebanon, Greece and the United States, in fields such as banking, insurance and library management.

At IMDI, Ms. Assi-Fattal is responsible for providing administrative support for French and Arabic management programs. Her responsibilities include gathering and disseminating program information, assisting in preparing program materials, handling registration, translation of documents, and database management.

A native of Lebanon, Ms. Assi-Fattal holds a Diplome D'Etudes Superieures Techniques in Management Information System from the Lebanese University. A native Arabic speaker, Ms. Assi-Fattal also speaks French.



N. SANDY BLUM

Logistics Coordinator

Sandy Blum joined IMDI as a full time staff member in July of 1991, after several years of part-time involvement.

Ms. Blum coordinates the social and logistic aspects of IMDI's programs, including orientation, social and cultural events, housing and transportation, field trips, and opening and closing ceremonies. She is also involved in marketing and in the design and development of program brochures.

Born in Turkey, Ms. Blum has lived in Pittsburgh most of her life. She received her Bachelor's degree in French from the University of Pittsburgh in 1991. She also received a certificate in Western European Studies. Ms. Blum speaks French.



CHRISTINE GRADY

Secretary

Christine Grady joined the IMDI in 1991. She is involved primarily with administrative duties for the Francophone Development Management Seminar (FDMS), but also assists with administrative duties for other programs, in particular marketing program design, logistics and space planning, and marketing activities, including brochure design and preparation.

Ms. Grady, who speaks French fluently, lived in Francophone West Africa for six years. She has also lived in Turkey.

Born in Australia, Ms. Grady holds both British and American nationalities. After having spent one year at College in England, Ms. Grady received the London Chamber of Commerce Advanced Linguist Secretarial Diploma.



SYLVIA GARDNER

Secretary

Sylvia Gardner joined IMDI in 1982. Prior to this Ms. Gardner stayed at home for 15 years to raise her children. She has travelled and worked in several parts of the US, as well as abroad.

Ms. Gardner handles administrative matters for the Institute, particularly those involving the English Language Programs and the Special Programs run by IMDI. In addition to the above duties, Ms. Gardner assists with administrative duties for the Arabic Management Development Program (AMDP) and the Francophone Management Development Seminar (FDMS).

A native of Australia, Ms. Gardner attended Sydney Business School and the University of Oklahoma for two years.

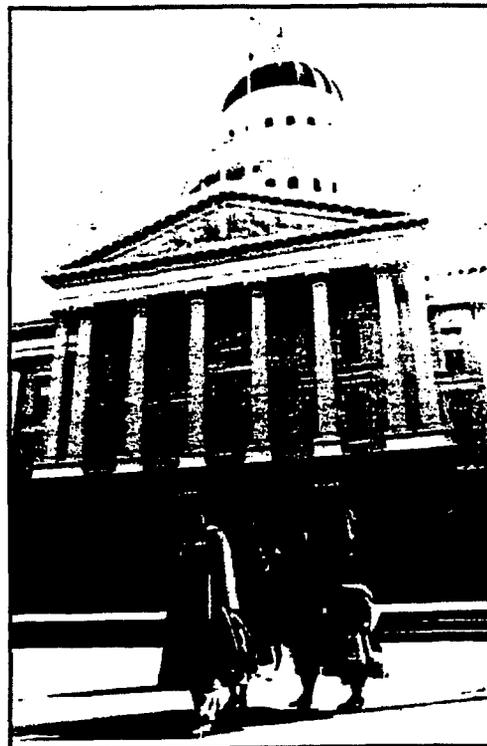


Assemblymember Services for International and Domestic Exchanges



- Foreign and national dignitary assistance
- Monthly international activities bulletins
- Complete itineraries and arrangements for Assemblymembers' official travel
- Expert international resources and contacts
- Gift selection and preparation for official exchanges
- Briefing materials
- Translation services
- Language classes
- Seminars and guest speakers
- Consular Corps liaison
- Special guest notices
- Resolutions, plaques and certificates

Hon. D. Mazari, National Assembly of Pakistan; Hon. L. Lerksamran, Member of Parliament, Thailand; Hon. S. Noda, Gifu Prefectural Assembly, Japan; Congresswoman S. Acosta, Philippines; and Prof. Y. Paek, Republic of Korea; by Tomine Designs.

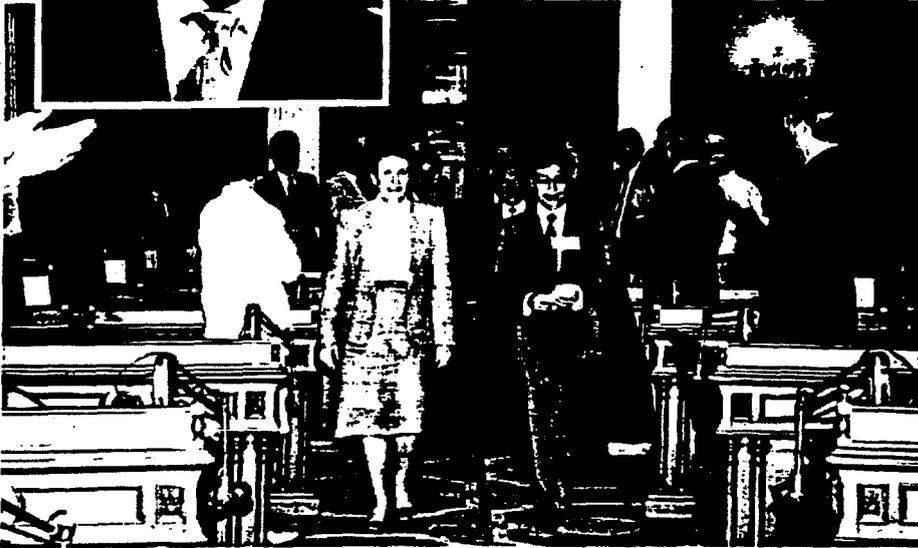


**INTERNATIONAL AND
DOMESTIC RELATIONS
Assembly Rules Committee
Sacramento, California 95814
(916) 322-3375**



Welcome

The 80 members of the California State Assembly welcome you to the historic California State Capitol.



Assemblymember Lucy Killea and Thai Speaker of Parliament Chuan Leekpai.

California is rapidly becoming an international state, enjoying and participating in Pacific Rim growth. We are the location of choice for nearly one-half of all new immigrants to the United States and our Hispanic and Asian populations are among the largest in the country.

This multi-ethnic phenomenon challenges us to provide quality education to schoolchildren who speak over 50 different languages in the Los Angeles area alone. At the same time it brings us entrepreneurs whose courage and zeal help fuel projections that California will be the fourth largest economy in the world by the year 2000.

In recognition of California's worldwide interdependence, the Assembly has established an OFFICE OF INTERNATIONAL AND DOMESTIC RELATIONS to encourage international exchange and goodwill — and to assist you during your official visit to California.

We are honored by your presence.

Willie L. Brown, Jr.
Speaker of the Assembly



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Dignitary Services

- Complete Sacramento itineraries
- Appointments with legislators and staff
- District office visits
- Briefings by committee consultants
- Meetings with federal, state and local government officials and the private sector
- Contacts with the media, schools and community groups
- Internships and study programs
- Reports and publications

Republican Assembly Leader Pat Nolan with former Prime Minister of Israel Menachem Begin





Speaker Willie L. Brown, Jr., Bishop Desmond Tutu of South Africa, and Speaker pro Tempore Mike Roos; by Dave Cox

The California Legislature meets in a continuous two-year session, convening on the first Monday in December of the even-numbered year. In addition, the Governor may call the Legislature into extraordinary or special session to consider and act upon certain subjects as outlined in a Governor's Proclamation.

There are 26 Assembly policy committees and 22 in the Senate, generally ranging in size from 5 to 23 members. Open to the public for viewing and testimony, these committees will consider approximately 6,500 bills during the current two-year session.

**CALIFORNIA'S 1988-89 STATE
BUDGET FOR ALL EXPENDITURES:
\$79 BILLION**

**CALIFORNIA'S 1987
GROSS STATE PRODUCT:
\$604 BILLION**

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Queen Elizabeth II at Sutter's Fort; by Deborah Goldstein Photography Design

- On-site tours to points of interest
- VIP State Capitol tours
- Speaking engagements
- Receptions and luncheons
- Home hospitality

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Downtown Sacramento Area



Pony Express Rider in Old Sacramento;
by Tomine Designs

INTERNATIONAL AND DOMESTIC RELATIONS

Assembly Rules Committee
Sacramento, California 95814
(916) 322-3375

AGRICULTURAL LABOR RELATIONS BOARD	17-
915 Capitol Mall	
AIR RESOURCES BOARD	35
1102 Q Street	
ARCHITECT, OFFICE OF THE STATE	30
1500 Fifth Street	
ATTORNEY GENERAL'S OFFICE	7
1515 K Street, Suite 511	
AUDITOR GENERAL, OFFICE OF THE	4
660 J Street, Suite 300	
BUSINESS, TRANSP. & HOUSING AGENCY	27
1120 N Street	
CALIFORNIA CONSERVATION CORPS	24
1530 Capitol Avenue	
COMMERCE, DEPARTMENT OF	11
1121 L Street, Suite 600	
COMMUNITY/CONVENTION CENTER	12
1100 14th Street	
CONSERVATION, DEPARTMENT OF	25
1416 Ninth Street, 13th Floor	
CONSUMER AFFAIRS, DEPARTMENT OF	26
1020 N Street	
CONTROLLER, STATE	20
300 Capitol Mall, 18th Floor	
CORRECTIONS, DEPARTMENT OF	8
630 K Street	
CROCKER ART MUSEUM	29
216 O Street	
DEVELOPMENTAL SERVICES, DEPT. OF	34
1600 Ninth Street	
EDUCATION, DEPARTMENT OF	15
721 Capitol Mall	
EMPLOYMENT DEVELOPMENT DEPT.	22
800 Capitol Mall	
ENERGY COMMISSION	31
1516 Ninth Street	
ENVIRONMENTAL AFFAIRS AGENCY	35
1102 Q Street	
EQUALIZATION, BOARD OF	26
1020 N Street	
FAIR POLITICAL PRACTICES COMMISSION	3
428 J Street, Suite 800	
FEDERAL & COURTHOUSE BUILDING	21
650 Capitol Mall	
FINANCE, DEPARTMENT OF	19
Capitol Annex, Room 1145	
FISH AND GAME, DEPARTMENT OF	25
1416 Ninth Street, 12th Floor	
FOOD AND AGRICULTURE	28
1220 N Street	
FORESTRY, DEPARTMENT OF	25
1416 Ninth Street	
GENERAL SERVICES, DEPARTMENT OF	17
915 Capitol Mall, Suite 590	
GOVERNOR'S OFFICE	19
Capitol Annex, First Floor	
GOVERNORS MANSION	2
1526 H Street	
HEALTH AND WELFARE AGENCY	34
1600 Ninth Street, Room 450	

California Legislature

The California Legislature is composed of an Assembly and a Senate consisting of 80 and 40 Members respectively. Districts are apportioned on the basis of population. Each Assembly Member represents approximately 300,000 people, and each Senator represents approximately 600,000.

Members of the Assembly are elected for two-year terms, Senators for four-year terms. Prior to their election, the Members of the Legislature must be over 18 years of age, United States Citizens, inhabitants of California for three years, and of the district which they represent for one year.

The presiding officer of the Assembly is the Speaker who is elected for a two-year term by a majority vote of the Members. The Speaker is charged with the overall management and supervision of the Assembly including appointment of all of chairs and members of Assembly committees, with the exception of members of the Rules Committee. He also acts as spokesperson for the majority. A Minority Floor Leader is designated by a caucus of the minority party members, and acts as its representative on the floor of the Assembly.

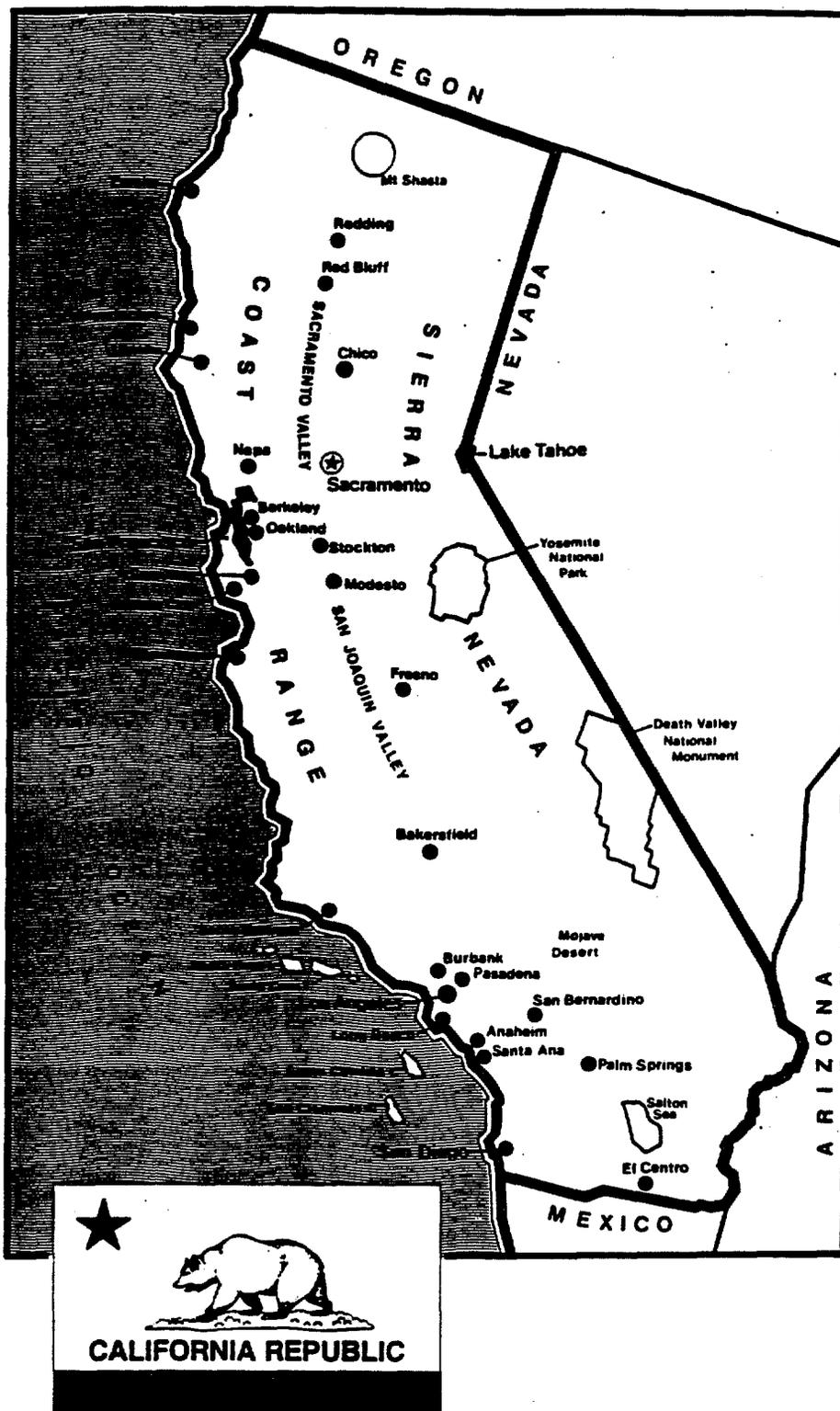
The Senate is organized in a similar manner except that the Constitution provides that the Lieutenant Governor, not a Member of the Senate, serve as President of the Senate. The Senate does, however, elect a President pro Tempore from its own membership who acts as the presiding officer of the Senate.

Assemblymembers Bill Duplissea, Pat Nolan, Charles Quackenbush and Dennis Brown with Japanese Keidanren Investment Leader Mr. Yoh Kurosawa.



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Geographically the third largest state in the Union, California stretches 1,100 miles from Oregon to Mexico. It is bounded on the north by the rugged Cascade Range, the east by the mighty Sierra Nevada and the west by the gentler Coast Range. All enclose the long, fertile Central Valley. To the southeast lie the arid deserts of the Great Basin.

27.80

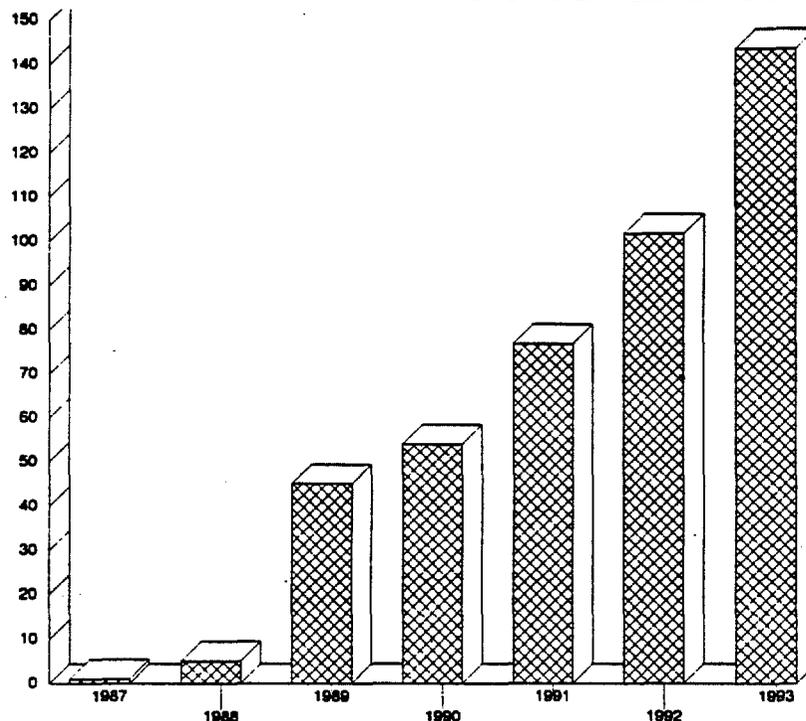
INTRODUCTION

Founded in 1987, the ATLANTA MANAGEMENT INSTITUTE is a private institution whose principal activities are research, consulting, and management training. More commonly known by its service mark AMI-IMPACT, in reference to the positive impact of its seminars, the Institute has adopted as its objective the improvement of the performance of public and private institutions in throughout the world through the transfer of the latest methods, tools and techniques of modern management.

In the United States AMI-IMPACT organizes programs for business men and women who are interested in developing contacts and the "know-how" for exploring the markets of developing countries. Follow-up field trips to selected countries are arranged upon request to permit direct business contacts.

Thanks to the innovations and improvements introduced each year to the programs and to the consulting staff who are chosen on the basis of their professional qualifications, work experience, and ability to communicate fluently in the languages of the programs (Arabic, Chinese, English, French, Russian or Spanish), AMI-IMPACT has increased the quantity and quality of its seminars to satisfy the large number of requests coming from various countries.

NUMBER OF SEMINARS OFFERED BY AMI



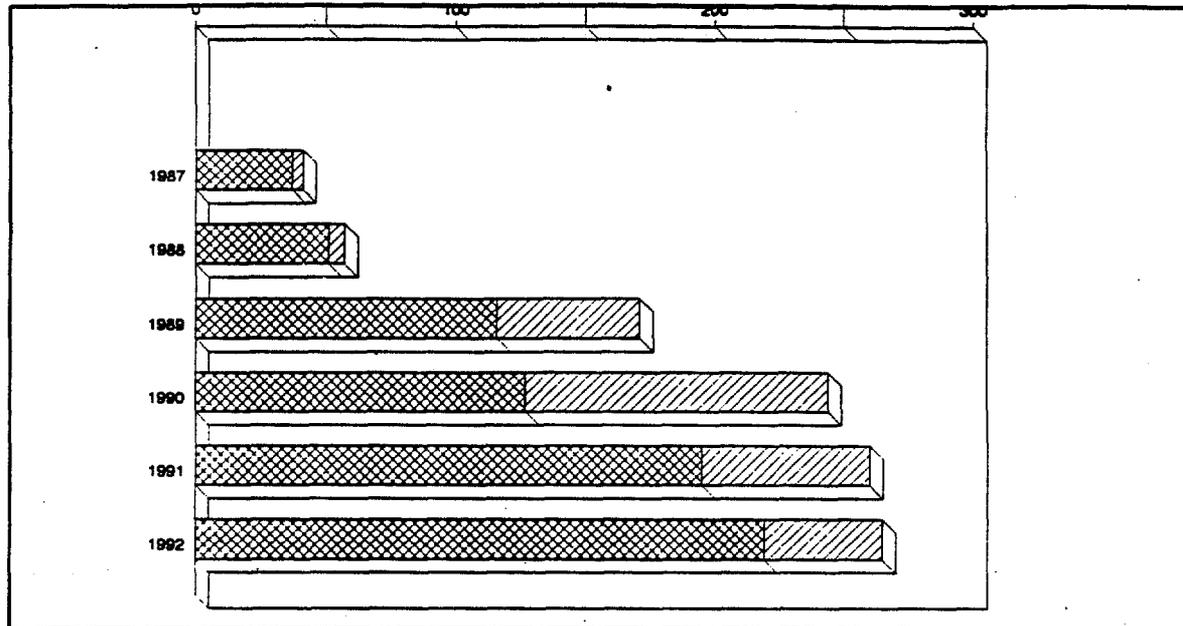
The seminars offered by AMI-IMPACT emphasize action learning, that is, training oriented toward the resolution of concrete problems experienced at the participants' own workplace. Thus, the number of programs offered by AMI-IMPACT has increased from 1 in 1987 to 45 in 1989 and to 102 in 1992 (42 in French; 25 in English; 25 in Spanish and 10 in Arabic).

AMI-IMPACT seminars cover seven main areas of management:

- WID - Women in Development
- CAM - Computer Applications in Management
- PRJ - Projects
- ENT - Entrepreneurship
- BOS - Strategic Management
- HRD - Human Resources Development
- MED- Market Economy Development

To date AMI-IMPACT has hosted middle- and senior-level managers and administrators from:

- | | | |
|--------------------|-----------------------------|---------------------------------|
| <i>EGYPT</i> | <i>IVORY COAST</i> | <i>CONGO</i> |
| <i>NEPAL</i> | <i>GUINEA-BISSAU</i> | <i>CAMEROON</i> |
| <i>MOROCCO</i> | <i>GUINEA</i> | <i>CAPE VERDE</i> |
| <i>TUNISIA</i> | <i>MADAGASCAR</i> | <i>CHAD</i> |
| <i>MAURITANIA</i> | <i>NIGER</i> | <i>RWANDA</i> |
| <i>MALI</i> | <i>SENEGAL</i> | <i>TOGO</i> |
| <i>HAITI</i> | <i>BURKINA FASO</i> | <i>BURUNDI</i> |
| <i>SRI LANKA</i> | <i>ZAIRE</i> | <i>CENTRAL AFRICAN REPUBLIC</i> |
| <i>BOLIVIA</i> | <i>BENIN</i> | <i>EQUATORIAL GUINEA</i> |
| <i>JORDAN</i> | <i>INDIA</i> | <i>GHANA</i> |
| <i>EL SALVADOR</i> | <i>UNITED ARAB EMIRATES</i> | <i>ZIMBABWE</i> |



NUMBER OF PARTICIPANTS PER YEAR

AMI-IMPACT is proud to have welcomed to its seminars a mosaic of high-level participants who occupy various positions in public as well as private sectors, namely:

- MINISTERS*
- DEPUTIES*
- DIRECTORS*
- HIGH-LEVEL MANAGERS*
- INSTITUTE DIRECTORS*
- ACADEMIC DIRECTORS*

- MEDICAL DOCTORS*
- UNIVERSITY PROFESSORS*
- ENGINEERS*
- INSPECTORS OF PUBLIC/PRIVATE FIRMS*
- DEPARTMENT HEADS*

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Throughout the world, women are playing increasingly important roles in key economic sectors. Conscious of the need for the training of women, AMI-IMPACT has instituted specific programs for female managers and administrators in order to respond to concerns related to the development of their managerial capacities and to help them identify methods and strategies which will permit them to incorporate their own needs into the programs and development projects of their respective countries. These seminars have been a great success as evidenced by female participation which has increased from 8.5% in 1987 to 48.2% in 1990.

THE UNIQUE, HIGHLY INDIVIDUALIZED PROGRAMS OF AMI-IMPACT

UNIQUE PROGRAMS

AMI-IMPACT's program offerings (seminars, workshops, internships, business networking & contacts) focus on the individual participant. The target of AMI-IMPACT programs is the individual participant. Every effort is made to ensure that the individual participant derives maximum benefits from his/her participation in an AMI-IMPACT program.

WIDE VARIETY OF PROGRAMS IN FOUR LANGUAGES OFFERED YEAR-ROUND

To achieve this objective, a wide variety of pretested programs are offered to suit individual participant requirements throughout the year in six major language offerings, namely, Arabic, Chinese, English, French, Russian and Spanish. Management programs in Portuguese and Polish languages are currently being planned for introduction in the near future.

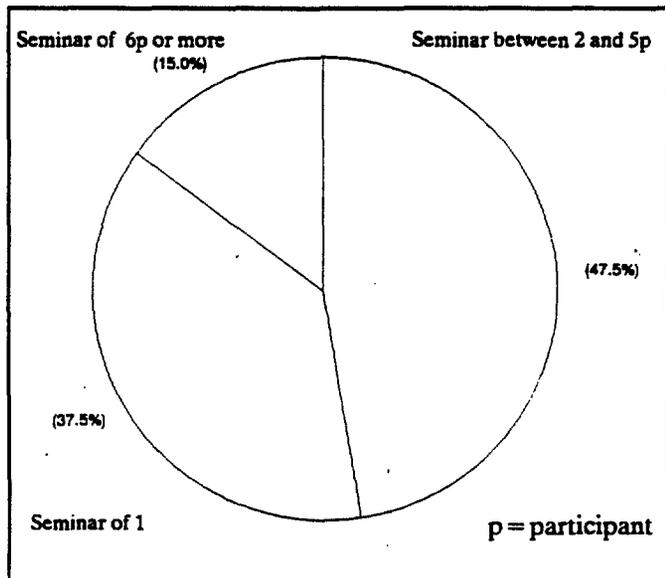
CUSTOM-DESIGNED SEMINARS (CDN) FOR INDIVIDUALS AND GROUPS

Professionals who do not find an appropriate offering in our regularly scheduled programs may request a custom-designed seminar in any management-related topic to be offered in any of our six language management programs at a mutually convenient time and setting. CDNs have grown in popularity since their inception from two (2) in 1988 to over 20 seminars during 1993.

DIRECT AND EFFECTIVE ONE-ON-ONE INSTRUCTION

Through specialization and innovative programming, AMI-IMPACT has succeeded in instituting what was once considered to be near impossible... the ability and capacity to offer high quality single-participant programs. AMI-IMPACT programs have overcome the traditional handicap of most seminar organizers which require large enrollments as a precondition. Since 1987, enrollments in some fifty percent of AMI-IMPACT seminars range from 1 to 5 participants and the average class size for all AMI-IMPACT seminars is 8. This provides one of the lowest trainee/instructor ratios available anywhere in the training field. Since several other seminars are run concurrently and in view of the fact that participants and instructors reside in the same hotel, participants benefit from group interaction and the sharing of diverse country and cultural experiences. The result is an intensive and dynamic learning

environment which provides highly individualized practical skills training, direct observation of management applications in American work settings and the exchange of professional experiences among participants from diverse backgrounds as well as with their American counterparts.



CUSTOM-DESIGNED TRAINING PROGRAMS

Seminars for Individuals or Groups

In addition to the published seminar schedule, Atlanta Management Institute offers, upon request, seminars which are custom designed to fit the specific training needs as well as the time and budget constraints of our clients. Such seminars can be held either in the United States or at the client's preferred location. Additional information is available upon request from the Director of Training.

Here are just a few examples of custom-designed seminars organized by AMI:

CODE	TITLE	COUNTRY	NUMBER OF PARTICIPANTS	LANGUAGE OF INSTRUCTION
CDN90001	Introduction to Micro-computers	Morocco	4	French
CDN91002	Computer Center Management/Introduction to Desktop Publishing	Morocco	1	French/English
CDN91003	Financial Management in Small Enterprises	Cameroon	1	English
CDN91004	Human Resources Mgmt./Strategic Planning	Cameroon	1	English
CDN91004	Training of Trainers	Equat. Guinea	4	Spanish
CDN91001	Applied Management Techniques	Madagascar	1	French/English
CDN88001	Management of Training Services	Guinea	1	French
CDN88002	Marketing and Promotion	Côte d'Ivoire	1	English
CDN89001	Negotiation and Management of Counterpart Funds	Senegal	1	French
CDN89002	Financial Management	Egypt	3	English
CDN91010	Internship in Office Mgmt	Morocco	1	English/French
CDN93001	Training Of Trainers	Egypt	5	Arabic

**CDN (Custom-designed) seminars can be organized in any of the six (6) following languages: Arabic, Chinese, English, French, Russian and Spanish*

HARVARD UNIVERSITY
JOHN F. KENNEDY SCHOOL OF GOVERNMENT



PROJECT LIBERTY
79 John F. Kennedy Street
Cambridge, MA 02138 USA
TEL: (617) 495-1101
(617) 496-8532
FAX: (617) 496-4474

PROJECT LIBERTY

Project Liberty is designed to help the newly elected and appointed leaders of East/Central European countries cope with the problems posed by the transition to democracy. By building networks of consultation and trust between political leaders in these new democracies and their Western counterparts; by providing detailed advice on a broad range of policy issues; by strengthening and building contacts with independent centers for public policy research and analysis, and by working to improve the quality of education in public policy analysis and public administration for both students and practitioners, *Project Liberty* helps to assure that stable multiparty democracy will take root and grow in East/Central Europe.

Affiliated with the Kennedy School of Government at Harvard University, *Project Liberty* is an initiative of two Kennedy School professors, Shirley Williams and Graham Allison, along with two Canadian colleagues, Sylvia Ostry of the University of Toronto's Center for International Studies and Tom Axworthy, Executive Director of the CRB Foundation of Montreal. Shirley Williams is Director of the Project. The initial stages of the project are supported by grants from the Carnegie Corporation of New York, The German Marshall Fund of the United States, the Pew Charitable Trusts and the Rockefeller Brothers Fund. The Organization for Economic Cooperation and Development (OECD) in Paris has agreed to co-sponsor a number of *Project Liberty* workshops; the Project also cooperates closely with complementary organizations in East/Central Europe.

Project Liberty is rooted in the conviction that the economic transition from state socialism to market capitalism in East/Central Europe cannot succeed without an equally dramatic political transition to multiparty democracy. While the new leaders of these countries have been offered much economic advice by Western experts and governments, they have received little help in dealing with the daunting political problems they face. In countries possessing as little experience with multiparty democracy as with market capitalism, Western economic advice must be combined with an equal commitment to build the structures and the habits of democratic policy-making.

Project Liberty seeks to support and sustain effective democracies in East/Central Europe by creating a relationship of consultation, dialogue and trust among an expanding network of officials from the new democracies and their Western counterparts. By organizing a series of conferences and workshops focused on the specific problems of governance and policy-making faced by the new democracies; by building relationships between Western universities and research centers and their counterparts in East/Central Europe, and by fostering ties between academics with expertise on particular issues and practitioners who must address these issues on a daily basis, *Project Liberty* seeks to ensure that practical experience and scholarly research will enrich each other, with benefits both for the new democracies and for the next generation of students in both East and West.

The Project consists of a number of interrelated initiatives:

A Steering Committee of prominent men and women, mainly elected officials from North America, Western and East/Central Europe, will guide the work of the Project and serves as the core of the Project's steadily expanding East-West network;

Conferences bring together larger groups (60-80) of elected officials and policy specialists from North America and Europe for an ongoing series of detailed discussions of critical policy issues and to build a network of relationships over time. The first conference, entitled "National, Regional and Local Development in Multi-Party Democracies: Will Decentralization Succeed?" was co-sponsored with the OECD and held at the OECD headquarters in Paris, France in July 1991 in the presence of eight Ambassadors to the OECD. The final session was chaired by the Secretary-General;

Workshops on specific policy issues bring together smaller groups (30-40) of officials and experts for focused analysis of those policy issues which the Steering Committee and the conference participants identify as most worthy of sustained attention. Workshops seek in particular to attract Western elected officials and policy specialists with specific experience of the policy issue under consideration. The first workshop was devoted to the social and political consequences of decentralization and privatization; it was held in Gdansk, Poland in April 1991;

Reports on the Conferences and workshops, including papers prepared for them, are published as soon as possible after the event and circulated to political leaders, universities, polytechnics, research institutes and other interested individuals in Eastern and Central Europe free of charge. A report of the Gdansk Conference has been widely disseminated in Eastern and Central Europe;

Consulting teams made up of members of the Steering Committee and/or Kennedy School of Government faculty and staff will be made available, as feasible, to member governments for detailed consultation on any policy issue, or for seminars on various aspects of democracy;

Research on the process of transition and the policy problems facing new democracies is coordinated by the Project, both to enhance the discussion at the conferences and workshops and to make available to scholars and students in both East and West the experience and problems of democratization. New, independent centers for policy-oriented research and analysis are being identified and supported, and collaboration between these institutes and their counterparts in the West is promoted; and

Education and curriculum development is supported. Project Liberty has commissioned studies on the case management of privatization in different East/Central European countries, including the former GDR. Initiatives to improve the knowledge, technical skills and professionalism of civil servants and legislators at various stages in their professional life are being identified, along with initiatives to improve the quality of education in policy analysis and public administration throughout the region.

Project Liberty draws its inspiration from the ambitious efforts after World War II to rebuild and sustain the democratic political culture and institutions of Western Europe, exemplified in the Anglo-German Konigswinter Conferences and the work of the Aspen Institute in Berlin. Many remember the economic aid to Western Europe after the war embodied in the Marshall Plan; yet the successful regeneration of Western Europe depended as much on a complex effort of education, exchanges, consultation and network-building designed to restore the institutions and habits of democracy. In the same fashion, the goal of *Project Liberty* is to help democracy flourish in East/Central Europe.

A not for profit initiative, *Project Liberty* is primarily dependent upon support from foundations and other philanthropies in the United States and Europe, and on collaboration with other organizations and initiatives.

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Project Liberty Newsletter

John F. Kennedy School of Government
Harvard University

Winter 1993

Steering Committee

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Count Stephen Bethlen
Dr. Kurt Biedenkopf
Dr. David Blackman
Hon. Klaus von Dohnanyi
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Hon. James Leach
Dr. Sylvia Ostry
Rt. Hon. Sir David Steel
Dr. Jan Szomburg
Ms. Carole Tongue
Mr. Jan Urban
Rt. Hon. Professor Shirley Williams, Director

What is Project Liberty?

Project Liberty was established in the Fall of 1990 with the goal of helping newly elected leaders of East/Central Europe with both short-term and long-term challenges they face in building stable pluralistic democracies and creating an environment for economic growth. Project Liberty is rooted in the conviction that the economic transition from state socialism to market capitalism in East/Central Europe can not succeed without an equally dramatic political transition to multiparty democracy. The project seeks to support and maintain effective democracies in East/Central Europe by creating a relationship of consultation, dialogue and trust among an expanding network of officials from the new democracies and their Western counterparts. Project Liberty has held a number of conferences and seminars over the years addressing some of the central policy issues that pose the greatest challenges to these new democracies.

Project Liberty Activities 1992 - 1993

Workshop on Bureaucratic Transition in Central & Eastern Europe—Dobřis, Czechoslovakia

Over sixty participants, mainly senior level officials, from twelve different countries in Central and Eastern Europe gathered at Dobřis Castle outside of Prague, CSFR from June 21 - 24, 1992 for a discussion of bureaucratic transition in post-Communist societies. The workshop was designed to meet three major objectives. First, it sought to generate information, ideas and solutions to several general problems relating to the reform of public administration throughout East/Central Europe. Second, it considered the type of civil service these countries want, including such issues as the extent to which senior ranks should or should not be made up of political appointees, the role of training in government restructuring, and the question of bureaucratic accountability to the public. Finally, it sought input from the participants as to how the KSG executive programs, teaching methods and educational materials could best be adapted to meet the unique needs and challenges of the new democracies.

The participants were joined by several senior officials from the Czech government, including Karel Dyba, Minister of Economics, who gave the opening address, and Thomas Sokol, Minister of the Interior, who commented on a discussion of a Project Liberty case on the Czech police force, which he was in charge of.

All who were present at the workshop agreed that the twin tasks of administrative restructuring and establishing a professional, independent, technically competent civil service are the most important issues confronting the new democracies of East/Central Europe.

The workshop was supported by a grant from the Pew Charitable Trust. Copies of the workshop report and the case studies used during this course are available free of charge from the Project Liberty office.

Women in Leadership: Politics and Business Conference

Several recent reports have drawn attention to the marginalization of women in the new democracies of East/Central Europe. This past November, Project Liberty organized a workshop in Vienna to discuss these issues with over 60 participants from 17 different countries. Participants included women already established as political and business leaders, including several Members of Parliament and younger women embarking on their careers or associated with women's organizations in the region. The purpose of the meeting was to encourage women in East/Central Europe to enter public life, to support them in this effort, and to exchange experiences and ideas with women already established in political life in Western Europe and North America. Similarly, women business leaders in the West met with the new, innovative women entrepreneurs of the region to discuss possible areas of cooperation.

The conference was divided into four workshop areas: Encouraging Women to Run for Political Office, Family Policy, Equal Opportunity Legislation and Women in Business. Each participant brought to the table a wide range of professional experiences and interests, and the individual workshops were able to draw upon these differing perspectives and backgrounds.

The workshop was the first step in a larger, more extensive program Project Liberty has designed to support women in the region by helping them build networks both within each of their countries, as well as internationally. The conference provided the opportunity for women to come together, to discuss their mutual interests and needs, and to identify natural allies.

Lesley Abdela, Senior Partner in Eyecatcher Associates and founder of the all-Party 300 group in the United Kingdom, will be working in this area for the project. This Spring, Project Liberty will organize a series of roundtable discussions throughout the region to assess needs and provide training workshops in areas ranging from press and media relations to fundraising and grassroots organization.

Project Liberty Fellows

Project Liberty, in conjunction with the International Research & Exchange Board (IREX), the Institute for Public Administration, the Eisenhower Exchange Fellowships and the Pew Charitable Trusts, hosted several Central European educators in the field of public administration and public policy to the Kennedy School during the fall semester. As Project Liberty Fellows, they were given the opportunity to attend classes, meet with faculty, carry out individual research projects and interact with students. Depending on the length of their visit, fellows are free to select those activities which best suit their individual interests.

Dr. Istvan Stumpf, of Hungary, spent the entire fall semester at the Kennedy School. He carried out a busy schedule, attending classes, researching and speaking to various groups, both on and off campus. He has returned to his position of Director of the Budapest School of Politics, which he recently founded. Previously, he was on the Faculty of Law and Political Science at Eotvos Lorand University.

Dr. Robert Sobiech, of Poland, was in residence for two months taking full advantage of the resources at the Kennedy School. In addition to attending classes, he familiarized himself with the case study method so he could use it upon his return to Poland. Dr. Sobiech is on the faculty of both Warsaw University, and the newly established National School of Public Administration.

Dr. Martin Potucek and Pavel Krivka, both of the Czech Republic, also visited the Kennedy School. Dr. Potucek, an Associate Professor at Charles University, was particularly interested in the issues of curriculum as he is currently designing a course in public policy. Mr. Krivka, Chief of Police in County Semily, was interested in the issues of public management and law enforcement.

Project Liberty Activities 1992-1993 (continued from page 1)

Executive Program for Central and East European Mid-Career Civil Servants—Warsaw, Poland

Working in cooperation with Poland's National School for Public Administration, Project Liberty conducted a one-week in-region training course for senior and mid-career civil servants in Warsaw from January 18 - 22, 1993, the first such course to be held at the school. The goal of the program was to discuss the problems relating to the reform of public administration at the central, local and regional levels. Beginning with a comparative analysis of the role of civil servants in Britain, France, Poland and the United States, the participants then went on to consider a series of topics and analytic techniques in the fields of public management and policy analysis. Subjects addressed included strategic management and goal setting; managing personnel and human resources; improving operational efficiency; coping with external actors (parliament, the press and public opinion) and cost-benefit analysis as a tool for policy analysis.

The courses were attended by 36 participants from Poland, selected by the chairman of the Council of Ministers Jan Rokita, and another 31 participants from the region, including the Czech Republic, Slovakia, Hungary, Bulgaria, Romania and the Baltic States. Discussions were led by senior faculty from the Kennedy School and by experts on civil service training from France and the United Kingdom. In addition, optional lectures were offered on U.S. Foreign Policy, the Presidential Transition and the European Community.

The response of the participants was overwhelmingly positive. The following comments are representative of those Project Liberty received from the participants.

All of the subjects covered were very useful, because they form a complete set of skills, concepts and analytic tools necessary for reforming public administration in my country. Public Administration reform is one of my most important responsibilities.

— Urmas Karileet,
Head of the Department of Information and Development,
State Chancellery, Estonia.

The subjects were arranged in a perfect logical sequence, so I find it difficult to decide which one was the most useful... With regard to my job, I am going to apply straight away the skills I

acquired. By all means, it will help me in my immediate future plans.

— Julia Angelova,
Secretary of the Municipality of Russe,
Bulgaria.

The workshops were funded by a grant from the Pew Charitable Trust and the Soros Foundation through their East-East Programs in the region.

Meeting with Senior Polish Government Officials

On Saturday, January 16, Project Liberty and Poland's National School of Public Administration sponsored a meeting between senior Polish government officials responsible for public administration reform and experts from the Kennedy School and Western Europe.

Participants from the Polish side included Jan Maria Rokita, Chief of the Council of Ministers; Maciej Graniecki, General Director of the Office of the Council of Ministers; Michael Kulesza, Under-Secretary of State Plenipotentiary for the Reform of Public Administration; Janusz Niedziela, Director of the Personnel Office of the Council of Ministers, and Maria Gintowt-Jankowicz, Director of the National School of Public Administration, among others. Project Liberty's participants included Shirley Williams, Richard Neustadt, Mark Moore and Robert Beschel from the Kennedy School; William Plowden, former Director of the Royal Institute of Public Administration in Britain, and Patrice Vial, a professor at France's prestigious Ecole Nationale d'Administration and former senior civil servant in the Ministry of Finance.

The meeting addressed several issues related to the substance of civil service training, including identifying the technical skills that are currently most in demand in Poland's national, local and regional governments and the attitudes and values that need to be instilled in the next generation of civil servants. The workshop also considered the mechanics of civil service training, including the most efficient means for training and retraining the greatest amount of people and the role that foreign assistance should play in this process.

During the meeting, Minister Rokita emphasized that the question of in-service training is a critical one for Poland's Government. Many of Poland's 500,000 public servants realize that the government is inefficient and unresponsive, but they have neither the

Case Studies

Project Liberty has supported the production of several case studies on political and economic reform in East/Central Europe that addressed a number of important issues ranging from broad political questions to more narrow questions of organizational strategy. The first set of Project Liberty cases was based on a series of comparative studies of privatization agencies and issues.

Project Liberty has now produced a second series of cases that address specific bureaucratic and administrative problems in East/Central Europe. Currently, Dr. Robert Beschel is working on a case study based on Jan Kavan, a notable Czech dissident and former Member of Parliament who was accused of collaborating with the secret police in the early 1970's while studying in London. The case examines issues relating to the use of secret police files in documenting alleged collaboration with the communist regime. This case provides an interesting window into the politics of the Czech Republic during the post-communist era, as well as providing readers with the opportunity to grapple with deeper ethical issues relating to justice, retribution and reconciliation.

Kerry McNamara is finishing a case study which focuses on the efforts of the Hungarian government to mobilize international action — diplomatic, economic and military — in response to the crisis in Yugoslavia. This case study offers valuable insights into the strategies small countries employ to protect and further their interest in the inter-

national arena "indirectly", by mobilizing other international actors and institutions. It also provides insight into inter-governmental bargaining and policy-making on a complex international crisis that concerns a large number of government bureaucracies with different, and sometimes conflicting, views both of the crisis and of the proper response.

The following list are the case studies produced by Project Liberty:

- 1) Ordering Floppy Disks in Poland
- 2) Hungary: Forging New Channels of Communications
- 3) The Czech Republic: Police Reforms in a New Democracy
- 4) Elena Kotova and the Committee for the Management of Moscow Property
- 5) Poland's Mass Privatization Program
- 6) Skoda, Budvar and the Czech Privatization Ministry
- 7) The Treuhandschaft: Taking a Nation Private
- 8) Mobilizing the International Community: The Hungarian Response to the Yugoslav Crisis
- 9) The Difficult Case of Jan Kavan

Project Liberty Activities 1992-1993 (continued from page 2)

knowledge or the faith necessary to make changes. Western expertise can play a crucial role in three areas: (1) building efficient government structures; (2) implementing effective mechanisms for problem solving and decision-making; and (3) providing assistance in managing finances and people.

Minister Rokita encouraged all of the meeting participants to think critically about the skills and institutional mechanisms necessary for reforming Poland's public administration on a massive scale, and he expressed his hope that Project Liberty and Harvard's Kennedy School of Government would play an important role in this process.

In-Region Training for the Institute for Public Administration and Local Government — Kiev, Ukraine

From January 10 - 14, a delegation from Project Liberty was in Kiev for a series of meetings with government officials and lectures at the Institute of Public Administration and Local Government under the Ukrainian Cabinet of Ministers.

Members from the Project Liberty delegation included Professors Shirley Williams, Dick Neustadt, Mark Moore and Dr. Robert Beschel from the Kennedy School, and William Plowden from the Institute for Public Policy in London, provided a series of lectures and seminars for approximately 100 students and civil servants at the Institute for Public Administration and Local Government. Topics discussed included the American legal system; the roles and qualities of civil servants; managing, training and using people; bringing quality to government; the American presidential transition; and the European Community and its neighbors. Separate meetings with Institute staff were also held on developing curriculum material, teaching by the case study method and identifying appropriate texts for translation and publication.

At the end of the workshop, Project Liberty staff discussed a number of fruitful avenues for potential collaboration with Bohdan Krawchenko, Director of the Institute, and his staff.

The visit was funded by a grant from the United Nations Development Programs.

Ministerial Meetings in Ukraine

The Kennedy School team (Professors Shirley Williams, Richard Neustadt, Mark Moore and Dr. Robert Beschel, together with Dr. William Plowden), were briefed on the new economic reform program of the Ukraine's Cabinet of Ministers by the Vice-Premier, Mr. Viktor Pynzenyk, and others. Professor Moore addressed a meeting of senior police officers at the Police Academy of the Ukrainian National Police on the role of the police in society. William Plowden and Shirley Williams met the Commission on Legislation and Legality, together with members of the Cabinet of Ministers Working Group to discuss the draft law they are working on for the civil service. Shirley Williams also met the Deputy Speaker of the Ukrainian Parliament, Mr. Durdinets, and several Chairs of Parliamentary Commissions, including Mr. Volodymyr Yavorivsky, chair of the Commission on Chernobyl. She also discussed the Start 1 and 2 treaties with the Deputy Foreign Minister and the Ministers for Disarmament, Mr. Borys Tarasjuk.

Program for Newly Elected Members of Congress

Shirley Williams, Director of Project Liberty, addressed 70 new members of Congress and 5 members of the British Parliament at the Kennedy School's Program for Newly Elected Members of Congress in December. Joined by Jeffrey Sachs, Harvard University economist, they conducted a session entitled "Eastern Europe After the Cold War." Speaking from their vast experience and contacts in the region, they outlined what they see as the future challenges and opportunities in the region, and what policy decisions lie ahead for Western decision-makers.

A Note of Thanks

After nearly two years of service, one of our most important consultants, Kerry McNamara, recently left Project Liberty to assume the position of Director of the Civic Education Project. CEP is an initiative that places Western academics in universities throughout East/Central Europe for one year to teach courses in fields that were traditionally neglected under the communist regimes, such as economics and political science. Although Kerry's wit, insights and hard work will be sorely missed, we wish him the best as he undertakes this new and exciting endeavor.

During the past year, a considerable number of talented academics and government officials have offered their time to Pro-

ject Liberty activity. Their ranks include: Prof. Graham Allison, Prof. Michael Barzelay, Prof. Jack Donahue, Prof. Steven Kelman, Prof. Mark Kleiman, Dr. Howard Husock, Prof. Herman "Dutch" Leonard, Prof. Mark Moore, Prof. Richard Neustadt, Prof. Zbigniew Pelczynski, Dr. William Plowden, Prof. Robert Putnam, Dr. Patrice Vial, and Mr. Robert Zoellick. We are grateful to these individuals, and to anyone else whom we may have inadvertently omitted, for their assistance in the important and timely task of political reform in East/Central Europe.

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Project Liberty Newsletter

John F. Kennedy School of Government
Harvard University

Winter 1992

Project Liberty Steering Committee

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Rt. Hon. Hugh Faulkner
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Dr. Sylvia Ostry
Rt. Hon. Sir David Steel
Dr. Jan Szomburg
Ms. Carole Tongue
Mr. Jan Urban
Rt. Hon. Shirley Williams, Director

What is Project Liberty?

Project Liberty is designed to help the newly elected leaders of East/Central Europe with both the short-term and long-term challenges they face in building stable pluralist democracies and creating an environment for economic growth. In the short term, Project Liberty seeks to identify the central policy issues that pose the greatest challenges to these new democracies, and to assist their leaders in addressing these issues through a program of workshops, case studies, consultancy, and dissemination of information about Western experience with these issues. In the longer run, Project Liberty seeks to create a growing network of consultation and trust among the elected and appointed officials of East/Central Europe and their Western counterparts, similar to the sustained networks of consultation (exemplified in the Anglo-German Konigswinter Conferences) among West European officials after World War II that proved so valuable in restoring democratic pluralism and regional cooperation in postwar Western Europe. In addition, Project Liberty seeks to improve both the technical competence and the policy-making and consensus-building skills of both the present and future generations of government officials in East/Central Europe through in-region training seminars, internships in Western government agencies, and dissemination of case research and training materials.

Project Liberty Activities 1991 - 1992

Conferences and Workshops

The Social and Political Consequences of Decentralization and Privatization

Project Liberty held its first workshop entitled "The Social and Political Consequences of Decentralization and Privatization" in Gdansk, Poland on April 10 - 12, 1991 at the Gdansk Institute for Market Economies. It was co-sponsored by the Organization for Economic Cooperation and Development (OECD), the intergovernmental organization of the industrial countries based in Paris, and the Gdansk Institute for Market Economies. The workshop was opened by Dr. Janusz Lewandowski, the recently appointed Minister of Ownership Changes in Poland. Following the plenary sessions which were chaired by Professor Shirley Williams, Director of Project Liberty, and Dr. Jan Szomburg, President of the Gdansk Institute for Market Economies, there were small group sessions on National Privatization Policy chaired by Mr. J. Thieme, Ministry of Ownership Transformation; Municipal and Local Privatization chaired by Professor William Hogan, Harvard University; the Role of the Foreign Investor chaired by Dr. Charles Jonscher, Director of the Central European Trust; and Land Use and Agriculture, chaired by Ms. Zanny Minton-Beddoes, an advisor to the Polish Ministry of Finance.

The workshop report has been disseminated widely throughout East/Central Europe, Western Europe and North America. Copies have been sent in bulk, at their request, to the Gdansk Institute for Market Economies, the OECD and the Polish-American Forum in New York. The workshop and report have been extremely well received both within and outside Central Europe. Dr. Stephen Bethlen, a leading member of the Hungarian Parliament, noted, "My Hungarian colleagues and I felt we were able to

learn a great deal about differing strategies for privatization and their ensuing political consequences. This knowledge will be useful to us as we continue the difficult task of economic and political reform." Kurt Furgler the former President of Switzerland, stated, "It not only is a rich source of information but is also very well presented."

National, Regional and Local Development in Multi-Party Democracies: Will Decentralization Succeed?

Project Liberty's second event, a conference, was entitled "National, Regional and Local Development in Multi-Party Democracies: Will Decentralization Succeed?". The conference was co-sponsored by the OECD and held at its headquarters in Paris, France on July 8 - 10, 1991. Mr. Jean-Claude Paye, the Secretary General of the OECD, made the closing remarks and acted as a patron of the event. The conference was opened by Mr. Tom Alexander, the Director of Social Affairs, Manpower and Education Directorate at the OECD. Eight OECD Ambassadors and several counselors attended most or some of the Conference from Australia, Austria, Italy, Norway, Portugal, Sweden, Turkey, United Kingdom, United States, and Yugoslavia. There were small group sessions on Housing and Municipal Properties: Needs and Resources, chaired by Professor James Brown, Harvard University, and on Environment, Job Creation and Industrial Restructuring, chaired by Hon. John Robert, former Environment Minister, Canada. A reception was held for all the participants by the American OECD Ambassador Alan Larson at his residence.

The Report for the Paris Workshop has been published. Copies will be distributed to a large number of participants, political leaders and research institutions in East/Central Europe, Western Europe and North America.

Project Liberty Special Events

Kennedy School of Government Events

Project Liberty has sponsored or co-sponsored many events over the past several months. Director Shirley Williams participated in a panel discussion with other leading figures at the Kennedy School to discuss current Kennedy School programs assisting in East/Central Europe's transition. Shirley Williams, James Cooney, and Robert Beschel were the guest speakers at a brown bag lunch on October 16, 1991 to discuss Project Liberty and its current initiatives. Project Liberty co-sponsored a panel discussion on November 20, 1991 on "The Future of NATO" presented by Ambassador Gregorio Faria, Portugal's Permanent Ambassador to NATO and Lieutenant-General Rolf A. Huttel, Germany's Representative to the NATO Military Committee. On December 2, 1991 Project Liberty sponsored a brown bag lunch on "The Crisis in Yugoslavia: Nationalism and Internationalism in Europe in the Late 20th Century". Ms. Daniela Bokor, John Marshall Fellow at Villanova University Law School and formerly head of the Executive Council of Zagreb; Mr. Nebojsa Vujovic, First Secretary for Political Affairs and Press from the Embassy of Yugoslavia; Dr. Walter Gerhardt, German Counsel General in Boston; and Professor Shirley Williams addressed the nature of the current conflict and possible alternative solutions.

The Right Honourable Sir Geoffrey Howe Speaks at a Project Liberty Luncheon

On Friday, November 1, 1991 the Right Honourable Sir Geoffrey Howe was the guest of honor at a small luncheon hosted by Project Liberty at Harvard's Kennedy School of Government.

During the course of Sir Geoffrey Howe's years of distinguished public service, he held a number of senior positions within the British Government, including Chancellor of the Exchequer (1979-83), Secretary of State for Foreign and Commonwealth Affairs (1983-89), and Deputy Prime Minister (1989-1990). He remains a member of the British Parliament and a leading force in Tory politics. He is also a member of Project Liberty's Steering Committee and a visiting fellow at the Institute of Politics, Kennedy School of Government.

Sir Geoffrey offered some brief remarks on the subject: "Assisting Democracy and Economic Revitalization in East/Central Europe: Can the West Do More?". He also gave his assessment of the transition to democracy in East/Central Europe. A brief question and answer period followed. Professor Shirley Williams moderated the session. The luncheon was attended by Kennedy School of Government faculty and representatives from the business and foundation communities.

Professor Williams Advises on the Development of a Ukrainian Constitution

Professor Shirley Williams, along with Professors Michael Sandel and Charles Taylor, made a special visit to advise on the constitution of the Russian Federation and the Ukraine financed by the Strengthening Democratic Institutions Project directed by Professor Graham Allison. They met with the constitution working party of the Russian Federation on two occasions to go through the draft constitution in detail. Their proposals were based on western democratic practice and, in particular, on concern with the balance between the President and the Legislature. They were subsequently informed that a number of their proposals led to amendments to the draft. In the Ukraine the constitution had only reached the stage of a draft concept paper. The trio discussed this in detail with Professor Volodymyr Vasylenko, Vice Chair, and have promised to provide him detailed advice on the draft constitution when it has been completed. They are also trying to foster closer working relations between institutions in East/Central Europe who have already dealt with problems similar to those now confronting the Republics in the Soviet Union, and the emerging former Soviet republics.

Project Liberty Activities 1991-1992 (continued from page 1)

Social Safety Nets

Robert Beschel recently attended a workshop on social safety nets sponsored by the Institute for Human Sciences in Vienna, Austria on November 16 - 17, 1991. The workshop examined unemployment insurance and job retraining, family policy and taxation, and welfare assistance and local involvement in East/Central Europe. In preparation for the Conference and on the initiative of the Ford Foundation, Project Liberty staff conducted and disseminated a survey of social safety nets being implemented in East/Central Europe by international organizations and government agencies in Western Europe and North America, the European Community and others.

Women in Leadership: Politics and Business & Enterprise

Project Liberty's first small workshop on the role of women in politics and business in East/Central Europe, will be held in Berlin, Germany on February 20 - 22, 1992. The workshop will be co-sponsored by the Aspen Institute Berlin and supported by the National Democratic Institute, the National Republican Institute and the OECD. Participants will include Niamh Bhreathnach, Vice Chair of the Irish Labor Party; Henryka Bochniarz, President of the Consulting Firms, Ministry of Industry in Poland; Friederike de Hass, Parliamentary State Secretary for Equal Opportunity in Germany; Madeleine Kunin, former Governor of Vermont; Flora MacDonald, former Secretary of State for External Affairs, Canada; and Madame Maïlde Vazquez, Deputy Director of Studies and Documentation, Institute for Women, Spain. This will be the first of a continuing series on this subject.

Bureaucracy and Democratic Governments

Project Liberty's is also planning several workshops on bureaucracy and democratic government. These workshops will address the question of ensuring democratic control over the bureaucracy, including the army and police forces. Initial funding has been provided by the Pew Charitable Trusts.

Federalism and the Nation State

Project Liberty is working with the University of Toronto's Centre for International Studies and the International Business and Trade Law Program on a conference to address federalism and the nation state which is scheduled to be held in Toronto in June 1992.

Project Liberty Annual Conference

Project Liberty is planning an Annual Conference which will be held in Central Europe in the Autumn of 1992 and will address the question of the relationship between the European Community and potential future members in East/Central Europe. The conference will also consider the relationship between the United States and the expanding European community. We are hoping to obtain support from European sources for this conference.

Case Studies

Project Liberty has authorized a series of case studies to examine agencies responsible for privatization in several East/Central European countries, the CSFR, Hungary and Poland, and in Germany where the process

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Project Liberty Trains Leaders of the Future: In-Region Training and Internship Programs

Vojtech Sedlacek, head of the Government Office of the Czech Republic, recently lamented the acute shortage in East/Central Europe of qualified civil servants who possess three basic attributes: a sense of professionalism and loyalty to their agencies and institutions that transcends party politics; the ability to work with others to solve problems creatively; and lastly, technical competence in a given field.

Project Liberty's goal is to help the governments of the East/Central Europe alleviate this shortage. We hope eventually to implement a range of initiatives in a multi-tiered approach directed at improving the level of professionalism and quality of public service at different levels of government aimed at government officials at several different stages of their career. At the same time, we hope to improve over time the quality of public policy education in East/Central Europe by involving academics and educators from the region in our initiatives.

In response to the charge put forth by Project Liberty's Steering Committee we are inaugurating a two-part pilot initiative to follow the Conference on Bureaucracy and Democratic Government scheduled for Spring 1992.

In-Region Training and Consulting

Project Liberty plans to organize a series of short (one to two weeks), intensive training programs in East/Central Europe for elected and appointed officials and educators focused on specific areas of expertise lacking in the region (public finance, policy analysis, organizational behavior and management, government regulation, monetary and fiscal policy.) These programs will be jointly conducted by Western academics and policy experts, including faculty of Harvard's Kennedy School of Government and former government officials and by East and Central European officials. Whenever appropriate, expertise from the Western private sector will also

be recruited. For example, a training session on public-private partnerships in infrastructure development or housing, or on creating tax and other incentives to foster entrepreneurship and business growth, would include representatives of the private sector with expertise on these issues. Project Liberty also plans to organize small teams of Western experts (from academia, government and the private sector) to travel to the region for pro bono consulting on specific policy problems identified by the host country. The Director and Executive Director of Project Liberty have already been involved in pro bono work of this kind.

Training and Internships in North America and Western Europe

Project Liberty hopes to inaugurate shortly a pilot program that would bring 20 to 25 East/Central European mid-level officials, both elected and appointed, to the United States, Canada and Western Europe for a two-month program involving an intensive training period in East/Central Europe and a short orientation program in North America or Western Europe followed by a hands-on internship at a national, regional or local government agency or department in North America or Western Europe. The interns would be placed in parts of these agencies with particular accountability to elected officials or for relations with the population, to sensitize them to the interplay among technical policy analysis, the political process and democratic accountability. This pilot program would, we hope, lead to an expanded program of training and internships for the current and next generations of government officials from the region, as well as for educators.

A recent meeting of newly elected mayors from across the U.S. generated great enthusiasm for the American contribution to the internship program. Additionally, possibilities for national level and other Western European internships are being explored.

Project Liberty Activities 1991-1992 (continued from page 2)

has moved fastest but is, of course, profoundly different because of the availability of substantial funds from Western Germany.

Our hope is that these four studies will yield valuable insights not only about privatization itself, but also about the relationship between the democratic process, privatization and accountability. They are designed both to benefit the process of transition — by providing detailed information on western experience with similar issues — and to serve as valuable teaching tools both in East/Central Europe and the West. These cases will be made available to management institutions and Universities in East/Central Europe with which we are establishing cooperative relationships.

The four cases examine Germany's Treuhandanstalt, the Polish Ministry of Ownership Changes, Hungary's State Property Agency and the Czech-Slovak approach to Transformation. The objectives are to provide an overview of four different organizational mechanisms, rooted in four varying political and economic contexts, for effecting steps towards a market economy; to give outsiders an opportunity to understand the dilemmas of founding organizations when they take on entirely new tasks in a difficult and unstable environment; to invite readers to compare management and leadership styles in analogous settings; and to assess and seek to give an account of the strengths and weaknesses of each organization. To this end, Kennedy School of Government professors undertaking the case studies are working closely with local institutions and colleagues in East Central Europe.

Project Liberty Funding

Project Liberty staff are actively exploring various sources of corporate, government and private philanthropic support. To date, the project has received funding from five major U.S. foundations: the Carnegie Corporation of New York, the Ford Foundation, the German Marshall Fund of the United States, the Pew Charitable Trusts and the Rockefeller Brothers Fund.

The project also receives considerable in-kind assistance from its associates, such as the Organization for Economic Cooperation and Development (OECD). In 1991, the OECD co-sponsored several Project Liberty workshops and conferences. The Aspen Institute, Berlin, is co-sponsoring the workshop in February 1992 on Women in Leadership.

Edited by Nancy A. Gaffney, Administrative Coordinator, Project Liberty
With special thanks to Rebecca L. Strock, Project Liberty Intern,
and the Office of the University Publisher
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Upcoming Project Liberty Meetings and Conferences

Women in Leadership: Politics and Business & Enterprise

February 20 - 22, 1992

Aspen Institute

Berlin, Germany

Bureaucracy and Democratic Government

May 1992

TBA Central Europe

Federalism and the Nation State

June 4 - 6, 1992

University of Toronto

Toronto, Canada

Project Liberty Steering Committee Meeting

June 1992

TBA North America

Project Liberty Annual Conference

October 1992

TBA Central Europe

Project Liberty

Harvard University
John F. Kennedy
School of Government
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Cambridge MA 02138
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Linkages International

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News Release: April 1, 1993

Linkages International, a woman owned consulting firm, headquartered in Pittsburgh, Pennsylvania has recently been established, to provide our clients with technical assistance and specialized short and long term training programs in-house, on-site, and overseas, in *Arabic, English, and French.*

Linkages International's approach is to empower people and organizations and to secure sustainable growth through human resource development. We provide consulting and customized training in the areas of:

- **Government Management Reform**
- **Private Sector Development**
- **Environment Management**
- **Health Management**
- **International Business Promotion**

In addition, our company is specialized in organizing conferences, meetings, seminars, workshops, and other special events, in the U.S. and abroad.

Linkages International has a highly skilled, multicultural, roster of consultants that have worked both domestically and internationally, experienced in a broad range of technical areas and participative training methodologies. Based in Pittsburgh, a city with long standing experience in medical and environment technology development, Linkages International is able to draw from a network of associates from premier academic research and development centers and corporations.

To learn more about Linkages International and our specialized training programs in the areas identified above, please contact our office.

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Our Approach:

Linkages International provides tools for continuous improvement by an integrated management approach combining principles of Total Quality Management, Strategy Development, and Transitional Management.

Our consulting process introduces innovation and creative problem solving and our training is based on adult learning and participatory methodologies. We customize our training programs according to the individual client's requests as a result of identified participant learning needs.

We work with our clients in designing, facilitating, and orchestrating logistical and staffing arrangements, for conferences, seminars, and special events.

For further information contact:

Elaine Linn
President

Linkages International
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Pittsburgh, PA 15221
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**Linkages
International**

Linkages International, headquartered in Pittsburgh, Pennsylvania, is a multidimensional company integrating domestic and international resources to achieve organizational effectiveness and human resource development through innovative technical assistance and customized training in *Arabic, English, and French*.

Linkages International offers services to a wide range of international clients including private and public enterprises, non-profit organizations, and academic institutions in developing countries.

Linkages International matches the clients assessed needs by drawing from our permanent staff and our designated roster of highly skilled consultants with expertise in their technical areas as well as experience in both industrialized and developing countries. Based in Pittsburgh, a city with long standing experience in research and development, Linkages International is able to select from a network of associates from premier academic research centers and private corporations.

Our Mission:

- Respond effectively to the changing market place, by providing state-of-the-art training and technical assistance, and to strengthen the linkages of diversity in the work place.
- Enhance clients competitiveness by integrating globally consistent management techniques with culturally adaptive approaches.
- Strengthen client empowerment and assure long-term sustainability.
- Commit excellence when working with clients in assessing, planning, problem solving, and product delivery.

Our Capabilities:

We offer expertise in human resource development in the areas of:

- *Private Sector Development*
- *Government Management Reform*
- *Environment Management*
- *Health Management*
- *Int'l Business Promotion*

We assist our clients in the following ways:

- *Consulting*
- *Short and Long Term Training Programs In-house, On-site, and Overseas in Arabic, English, and French*
- *Conference, Seminar, and Special Events Planning*

INTERNATIONAL LAW INSTITUTE
1615 NEW HAMPSHIRE AVENUE, NW
WASHINGTON, D.C. 20009

International Law Institute

**1993
Announcement of Courses**

**Negotiation and
Development Policy**



1993 Seminars

International Project Procurement & Contract Negotiation

March 1-26

September 7-October 1

Foreign Investment Negotiation

March 1-26

September 7-October 1

Debt Management

March 29-April 2

Project Finance

March 29-April 2

International Loan Negotiation & Renegotiation

April 5-30

Negotiating International Petroleum Agreements

April 5-23

Legal Issues in Privatization

May 10-21

Negotiating International Joint Ventures

May 10-21

International Arbitration

May 24-June 4

Environmental Policy & Regulation

May 24-June 4

Law-Making & Development

June 14-July 2

Administration of Justice

June 14-July 2

National Budgeting

June 14-July 2

Public Enterprises: Restructuring & Privatization

July 12-30

Capital Markets: Development & Regulation

July 12-30

International Loan Negotiation & Structural Adjustment

October 11-November 5

International Transfer of Technology

November 8-19

Negotiating & Drafting International Trade Agreements

November 8-19

Legal Issues in Privatization (In French)

November 8-19

Orientation in the U.S. Legal System

July 12-August 6



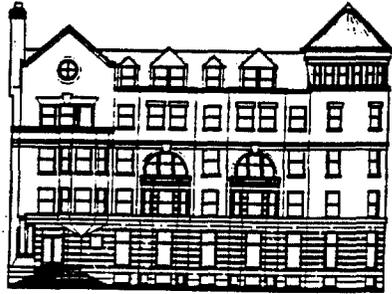
1993 Announcement of Courses

Negotiation and Development Policy

INTERNATIONAL LAW INSTITUTE
1615 NEW HAMPSHIRE AVENUE, NW
WASHINGTON, DC 20009

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**PACIFIC HOUSE
HOME OF THE
INTERNATIONAL LAW INSTITUTE**

The International Law Institute

Since 1955, the International Law Institute has worked through training, conferences and research to find practical solutions to the legal, economic and financial problems of the international community. Chartered by Georgetown University, the ILI is now an independent, self-governing body, serving an international constituency of legal scholars, government officials and private business executives, in several ways:

- Conducting a series of in-depth seminars on carefully selected subjects to train government and private officials from developing nations to deal more effectively with representatives of multinational corporations, governments, or international financial institutions.
- Conducting an annual four-week seminar, "Orientation in the U.S. Legal System," to introduce foreign law students, judges and attorneys to the American legal system.
- Publishing books and reports, ranging from scholarly monographs to comprehensive manuals of practice, dealing with selected areas of public and private international law.
- Organizing conferences and symposia on vital legal, economic, and financial issues confronting the international arena.

The hallmark of the ILI has always been a balanced combination of scholarly research on substantive issues and thorough practical training.

Training in Development Policy and Negotiation

Training by the ILI began in 1973. The ILI seminars train officials and professionals from both public and private sectors to manage their organizations more effectively; carry policies into effect; and negotiate on an equal footing with foreign investors and financiers, governments, multilateral organizations, contractors, experts and consultants, exporters, suppliers, and licensors, taking into account the latest developments in law, finance, economics, technology, and public administration.

The ILI's courses provide intensive exposure to the substance and practice of negotiation, policy execution, and management in different areas. The ILI's unique programs place strong emphasis on the practical world: what the issues really are and how things really work, in contrast to theoretical or academic models.

Lectures and discussions are supplemented by case studies, roundtables, simulated negotiations, practical team exercises drawn from actual transactions, and field trips.

Each ILI participant is provided with a comprehensive manual that contains articles, case studies, and essential documents for use during the course and as a reference manual afterwards. Instead of being given somebody else's preconceived "answers," participants learn how to discover the pertinent issues, how to find and take into account the latest and most complete information and opinions bearing on the issues, and how then to make their own decisions and take action.

The participants' anonymous daily written evaluations of each session and their extensive final written and oral evaluations of the course provide a sound basis for continual change and improvement of each seminar. Courses are frequently updated and can serve as refreshers for those who need to be conversant with contemporary practice.

The ILI's training center is located in Washington, D.C., enabling participants to take advantage of the area's many educational, cultural, and international facilities.

Simulated Negotiation Exercise

The simulated negotiation exercise is a highly effective way for participants to gain a clear understanding of the various political, economic and cultural factors involved in structuring international transactions. Participants are divided into teams that attempt to negotiate an agreement. As they test different ways to limit risks, they learn or improve effective negotiating techniques. Videotape is used to expand participants' awareness and develop skills. Faculty advisors are also available to each team. A detailed evaluation is held at the end of the simulation to analyze the results, suggest improvements and alternatives, and compare the various approaches to resolving the issues raised during the negotiations.

Participants' Roundtable

At the roundtable session participants are invited to give a brief oral presentation on an issue related to the subjects covered in the seminar. Presentations often deal with the examples from participants' professional experience and include problems they currently face. Participants are generally eager to discuss their countries and their work in a professional and international context and to receive immediate reactions. The Roundtable provides the right framework for this and allows participants to integrate seminar material with their own agendas and experiences. Before leaving home for the seminar, participants may wish to identify one or two issues from their professional experience which they can discuss during the Roundtable session. Some find it useful to bring documents and other materials to assist them in making their presentation.

Overseas Seminar Programs

Although most training seminars are conducted in Washington, the ILI has presented regional investment and procurement seminars in several countries including Egypt and Kenya (with the African Development Bank), Singapore (with the ASEAN Finance Corporation), and Barbados (with the Caribbean Development Bank). The

Institute modifies its regular seminars and develops special courses on request to meet the particular needs of international organizations, national governments, and other entities for practical professional training. Organizations for which it has presented such special programs include the African Development Bank; the Economic Development Institute of the World Bank; PERTAMINA, BAPPENAS and LAN of Indonesia; the National Petrochemical Company of Iran; the Water Authority of Jordan; the Ministry of Finance and Planning of Sri Lanka; the Ministry of Finance and Planning of Sudan; the Department of Technical and Economic Cooperation of Thailand; the Trinidad and Tobago Petroleum Company Ltd., PEMEX of Mexico and the International Training Center for Bankers in Hungary.

The ILLI also serves as an advisor for specific negotiations, problems, and special assignments, such as drafting agreements, special studies, regulations revision, contract standardization, procurement and project management and execution.

Special Programs

During 1992 special seminars and programs offered by the Institute included: "Legal Framework for International Trade and Investment in the Energy Sector" for Petroleos Mexicanos (PEMEX); "Negotiating and Financing International Joint Ventures" and "Bankruptcy: Principles and Practice" for the International Training Center for Bankers in Budapest, Hungary with a grant from the Mellon Foundation; "Workshop on Drafting and Negotiating Legal Instruments" for Ministry of Justice, Ulaan Baatar, Mongolia; "Petroleum Training Seminar" for Kazakhstan; "Negotiating International Petroleum Agreements" for PETRONAS, Kuala Lumpur, Malaysia; "Mining and the Environment" for the Chilean Copper Commission; "External Debt and the Re-financing Process" with the Asociacion de Derecho Administrativo in Buenos Aires, Argentina; "Administration of Justice" for Senegalese jurists; "Judicial Independence" for the Supreme Court of Yemen, and "Saudi ARAMCO Management Development Seminar." Inquiries on special programs should be addressed to the Director of Development.

The Shaybani Society of International Law

The Shaybani Society is an independent organization based at the International Law Institute. Founded in 1970 and named for the eighth-century Abbasid jurist Al-Shaybani, the Society seeks to expand the understanding of Islamic law and provide a forum for discussion of current legal issues in the Middle East. The President of the Society is Dr. Majid Khaddurri, former Director of the Center for Middle Eastern Studies at the Johns Hopkins University School of Advanced International Studies.



Faculty

The ILI's unique high-level training is made possible by utilizing an adjunct faculty composed of talented and broadly experienced practitioners. These lawyers, engineers, bankers, government and international organization officials have extensive experience and background in the problems faced by developing countries. Following are examples of typical faculty members:

Charles Abernathy Georgetown University Law Center, Washington, D.C.
Antoine Van Agtmael Emerging Markets, Washington
Hassan O. Ahmed Arab Bank for Economic Development, Khartoum
Sam Asante United Nations Centre on Transnational Corporations, New York
Borham Atallah African Development Bank, Abidjan
Charlie Bell Louis Berger International, Washington, DC
Gonzalo Biggs Inter-American Development Bank
Phyllis O. Bonanno Warnaco, Inc., Washington
Carter Brandon World Bank, Washington, DC
David Branson Kaye, Scholer, Fierman Hays & Handler, Washington, D.C.
Lee Buchheit Cleary, Gottlieb, Steen & Hamilton, New York
Jonathan Cahn Howrey & Simon, Washington, DC
Emilio Cardenas Cardenas, Hope, Otero Monsegur, Buenos Aires
Barry Carter Georgetown University Law Center, Washington
Javade Chaudhri Jones, Day, Reavis & Pogue, Washington, D.C.
L. Gray Cowan United States Agency for International Development
Whitney Debevoise Arnold & Porter, Washington, D.C.
Jose D. Epstein American University, Washington
Peter O. Evenson Howard Management Group, Greensboro, NC
William Fischer University of North Carolina, Chapel Hill, NC
James S. Friedlander Akin, Gump Hauer & Feld
John Goff Goff & Associates
David Goldsweig General Motors Corporation, Detroit, MI
Guo Shoukang People's University Law Department, Beijing
H. Peter Guttmann HPG Associates, Washington
Dan Haendel U.S. Department of Commerce
Robert Hellawell Columbia University School of Law, New York
Sheila Hollis Metzger, Hollis, Gordon & Mortimer, Washington, D.C.

Roger Leeds KPMG, Peat Marwick, Washington, D.C.
Premodh Malhotra International Finance Corporation, Washington, D.C.
Anwi Fuad Masri Arab Bureau of Engineers and Consultants, Amman
Richard Mattlone Morgan Guaranty Trust Company, New York
Antonio Mendes Pinheiro Neto-Abogados, Sao Paulo
Theodore Moran Georgetown University, Washington, D.C.
Edward Morse Petroleum Intelligence Weekly, New York
Said El-Naggar Cranbrook Associates, Washington, D.C.
Robert R. Nathan Nathan Associates, Washington, D.C.
O. E. Nnamako African Development Bank, Abidjan
Michael Nussbaum Nussbaum & Wald, Washington
Adebayo Ogunlesi First Boston International
Jorge Ordenes International Monetary Fund, Washington, D.C.
Norman J. Ornstein American Enterprise Institute, Washington, D.C.
Jaime Fellicer Ministry of Finance and Public Debt, Mexico, D.F.
David Pumphrey U.S. Department of Energy
Mohammed Sadli P.T. Aneka Tambang, Jakarta
Jeswald Salacuse Fletcher School of Law and Diplomacy, Medford, MA
Ricardo Saur Servicio Federal Processamento de Dados, Rio de Janeiro
Robert B. Seidman Boston University School of Law, Boston, MA
Rana K.D.N. Singh International Industrial & Licensing Corporation, New York
David Smith Harvard Law School, Cambridge, MA
Raghavan Srinivasan World Bank, Washington, D.C.
Jacques Steenbergen Loeffs, Claeys, Verbeke, Brussels
Shah M. Sulaiman International Law Institute
David Suratgar Morgan Grenfell & Co. Limited, London
Allen Thompson Bechtel Power Corp., Gaithersburg, MD
Jean Michel Tron Cleary, Gottlieb, Steen & Hamilton, Paris
Eduardo Tugenhat Carana Corporation, Washington, D.C.
Jack Upper Cranbrook Associates, Inc., Washington, D.C.
Clay G. Westcott United Nations Development Programme, New York
Gösta Westring World Bank, Washington, D.C.

Participants

Over 4,000 participants from the public and private sectors of the following countries have attended ILI

Afghanistan	El Salvador	Madagascar	Sao Tome & Principe
Albania	Estonia	Malawi	Saudi Arabia
Algeria	Ethiopia	Malaysia	Senegal
Angola	Fiji	Maldives	Seychelles
Argentina	Finland	Mali	Sierra Leone
Austria	France	Mauritania	Singapore
Azerbaijan	Gambia	Mauritius	Slovakia
Bahrain	Germany	Mexico	Somalia
Bangladesh	Ghana	Mongolia	Spain
Barbados	Greece	Montserrat	Sri Lanka
Belgium	Grenada	Morocco	Sudan
Belize	Great Britain	Mozambique	Suriname
Benin	Guatemala	Namibia	Swaziland
Bhutan	Guinea	Nauru	Sweden
Botswana	Guinea Bissau	Nepal	Switzerland
Brazil	Guyana	Netherlands	Syria
British Virgin Islands	Haiti	Netherland	Taiwan
Brunei	Honduras	Antilles	Tanzania
Bulgaria	Hungary	Niger	Thailand
Burkina Faso	Iceland	Nigeria	Togo
Burundi	India	Norway	Tonga
Cameroon	Indonesia	Oman	Trinidad & Tobago
Cape Verde	Iran	Pakistan	Tunisia
Central African Republic	Iraq	Panama	Turkey
Chile	Ireland	Papua New Guinea	Turks & Caicos
China	Italy	Paraguay	U.S.A
Czech Republic	Jamaica	Peru	Uganda
Colombia	Japan	Philippines	Ukraine
Congo	Jordan	Poland	United Arab Emirates
Cook Islands	Kazakhstan	Portugal	Uruguay
Costa Rica	Kenya	Puerto Rico	Venezuela
Cuba	Kiribati	Qatar	Vietnam
Curaçao	Rep. of Korea	Romania	Yemen
Cyprus	Kuwait	Russia	Yugoslavia
Dominica	Laos	Rwanda	Zaire
Dominican Republic	Latvia	St. Kitts	Zambia
Ecuador	Lesotho	St. Lucia	Zimbabwe
Egypt	Liberia	St. Vincent & Grenadines	
	Libya		
	Lithuania		
	Macao		

Donor Agencies

Organizations which have funded participants to attend International Law Institute seminars include:

African Development Bank
 Agricultural Cooperative Development International
 The Asia Foundation
 Asian Development Bank
 CDS International
 Canadian International Development Agency
 Canadian International Water and Energy Consultants
 Central African States Development Bank
 Commonwealth Fund for Technical Cooperation (for seminars held in Commonwealth countries)
 Cooperation Council for the Arab States of the Gulf
 Cyprus-American Scholarship Fund
 Dreyfus Charitable Foundation
 Economic Community for West African States
 European Economic Community Fund for Technical Assistance
 Financial Services Volunteer Corps
 Food and Agricultural Organization of the U.N.
 Ford Foundation
 German Foundation for International Development
 Harvard Institute for International Development
 Institute for International Education
 Institute for Public Administration
 Inter-American Development Bank
 International Fund for Agricultural Development
 International Trade Center UNCTAD/GATT
 Norwegian Agency for International Development
 Omani-American Joint Commission for Economic & Technical Cooperation
 Organization of American States
 Phelps Stokes Fund
 Saudi Fund for Development
 SOROS Foundation
 Swedish International Development Authority
 United Nations Development Programme
 United Nations Department of Technical Cooperation for Development
 United Nations Industrial Development Organization
 United States Agency for International Development
 United States Information Service
 World Bank IBRD/IDA

International Project Procurement & Contract Negotiation

March 1-26, 1993

September 7-October 1, 1993

1. Planning

Project procurement cycle; methods of procurement; advertising and qualification; consultants; public and private sources of finance; scope of work; planning and scheduling; problem projects.

2. IFB Package for Plant, Equipment and Construction Contracts

Pre-bid conference; instruction to bidders; contract terms; pricing and liability; currency payment; security; insurance; transportation; disputes; renegotiation; exercises.

3. Other Types of Contracts

Licensing; consulting; turnkey and management contracts; transfer of technology.

4. Bids and Proposals, Evaluation and Award

Preparation; public opening; criteria for evaluation; preferences and guidelines of providers of funds; exercise.

5. Contract Administration

Contract administration; monitoring performance; claims; procurement organization.

6. Participants' Roundtable

7. Negotiation

Principles, practices and techniques.

Foreign Investment Negotiation

March 1-26, 1993

September 7-October 1, 1993

1. Foreign Investment: Pros And Cons

2. The Multinational Corporate Investor

Motivations behind foreign direct investment; nature of MNC investment: ownership patterns; financing of subsidiaries; implications for developing countries.

3. Regulation of Foreign Investment

Foreign investment incentives and controls; impact on foreign corporate investors; taxation.

4. Project Analysis

Techniques for analysis of financial, economic and social costs/benefits of foreign investment projects; sensitivity analysis, shadow pricing; switching values, project problems.

5. Investment Forms and Agreements

Structuring and documenting foreign investment projects; joint ventures; consulting; construction; turnkey and management contracts; transfer of technology; licensing agreements.

6. Financing of Projects

Lending criteria and procedures; country and project risk analysis; countertrade; debt/equity swaps.

7. Changes in the Investment Relationship

Renegotiation; disinvestment; nationalization; resolution of investment disputes; privatization.

8. Participants' Roundtable

9. Negotiation

Principles; practices; techniques; simulation.

Debt Management

March 29-April 2, 1993

- 1. Characteristics and Quantum of Foreign debt**
Overview of structure and profile of debt; debt and development; debt and macro-economic policies.
- 2. Quantifying the Debt Burden**
Debt reporting system; quantum and trends; causes and consequences of the debt crisis; impact on borrowers; impact on creditors.
- 3. Debt Reduction Attempts**
Pre-Brady plan position and role of the World Bank and IMF; debt reduction efforts; present position.
- 4. Debt Management Techniques**
Country constraints and limitations; analysis of debt data; sources of funds: voluntary; concessional; debt servicing and disbursement procedures.
- 5. Institutional Arrangements**
Structure and function of debt management unit; foreign exchange control; external borrowing: terms and limits; rescheduling of debt: bilateral, private; negotiating external debt: creditworthiness
- 6. Loan Agreements**
Terms and conditions; legal issues; financial basis; renegotiating debt agreements; risk management and use of derivatives.
- 7. Case Studies**
- 8. Problems & Pitfalls**
In debt negotiation and in debt restructuring.
- 9. Participants' Roundtable**

Project Finance

March 29-April 2, 1993

- 1. Strategic Planning**
Relation of project to its economic sector; importance of institution building; formulating functional strategies; capabilities; review of governmental policies affecting eventual operating environment of project.
- 2. Country Risk Analysis**
Political risk; foreign currency exposure; uncertainties related to project or sector; sensitivity analysis; switching values; shadow prices; opportunity cost.
- 3. Project Analysis**
 - (i) Technical Appraisal:* engineering; choice of technology; equipment; review of accuracy of cost estimates; conformity to standards, procurement of services; realism of schedule; environmental impact.
 - (ii) Economic Appraisal:* cost benefit analysis; financial ratio analysis; discounted cash flow; labor and tax issues; subsidies; effects on monopoly; case study.
 - (iii) Financial Appraisal:* sufficiency of funds to cover project implementation; ability to meet debt service; ability to earn rate of return to equity; market study; balance sheet projection, debt to equity ratio.
 - (iv) Problems:* under and over estimation of rates of return, use of consultants.
- 4. Assessing & Managing Risk**
 - (i) Project Risks:* political; participant; completion; raw material; production; marketing; force majeure; abandonment
 - (ii) Financing Risks:* syndication; interest rate; currency; balloon maturity; debt service.
- 5. Problems with Implementation**
- 6. Participants' Roundtable**

International Loan Negotiation & Renegotiation

April 5-30, 1993

- 1. Negotiating & Structuring Development Finance: An Overview**
Survey of existing financing sources for development projects.
- 2. Balance of Payments Accounting**
External debt accounting, institutional and operational considerations.
- 3. Debt Management and Control**
- 4. Credit Analysis**
International country risk analysis; project analysis; corporate credit risk analysis.
- 5. Structuring Financial Agreements**
Financial issues; legal issues; key clauses; documentation; role of outside advisors.
- 6. Renegotiation**
Sovereign debt renegotiation; loan renegotiation; participating institutions; classification of debt and treatment of each class of debt; legal issues; economic and strategic considerations; case study; new developments in sovereign debt renegotiation.
- 7. Multilateral Lending Agencies**
Structural adjustment; lending policies; legal constraints.
- 8. Participants' Roundtable**
- 9. Negotiation**
Principles, practices and techniques; simulated negotiation exercise.

Negotiating International Petroleum Agreements

April 5-23, 1993

- 1. Introduction**
World energy outlook; market conditions; government policies and regulations.
- 2. Project Development & Analysis**
Evaluation; cost benefit analysis; financial ratio analysis; discounted cash flow; labor and tax issues; subsidies; case study; taxation
- 3. Transfer of Technology**
Markets and channels of transfer; industrial property rights and codes of conduct; foreign investment; licensors and licensees profiles; objectives; R&D decisions; taxation; export controls; contractual terms and conditions; licensing agreements, management, service agreements.
- 4. Structuring Petroleum Agreements**
Forms of the agreement; drafting international contracts; turnkey projects; refining agreements; natural gas clauses.
- 5. Disputes**
Arbitration; renegotiation; termination; dispute resolution; applicable law.
- 6. Oil Marketing**
Sales contracts; shipping of oil; forward sales and future trading.
- 7. Environmental Issues**
- 8. Participants' Roundtable**
- 9. Negotiation**
Principles and techniques; simulation exercise.

Legal Issues in Privatization

May 10-21, 1993 (English)

November 8-19, 1993 (French)

1. Regulatory and Legislative Environment

Defining the objectives; enabling environment; review of privatization statutes; legal constraints; coordination with sectoral reform; special privileges; exchange rates and repatriation issues.

2. Divestiture and the State-Owned Enterprise

Structure of the transaction; preparing the enterprise for privatization: financial, legal and accounting issues; how the new company should be constituted: form and structure, effects on profitability; labor considerations.

3. Conditions and Consequences of Transfer

Financial: collateral or guarantees; treatment of current government debt; security of the purchaser's obligations; capital restructuring.

Legal: transfer of securities; tax status; transferring contract rights and obligations; continuing international and domestic regulatory requirements; special obligations and regulations pertaining to the new company.

4. Management Contract and Leasing

Planning and the bid process; bid evaluation and selection; termination and dispute resolution.

5. Comparing Privatization Statutes

6. Simulated Exercise

Negotiating International Joint Ventures

May 10-21, 1993

1. Preliminary Considerations

Advantages and disadvantages; nature of joint ventures; host country considerations; defining the objectives.

2. Planning the Joint Venture

Identification of project; choosing a partner; preliminary discussions: letter of intent; economic, financial and technical evaluation of project; marketing arrangements.

3. Financing and Capital Structure

Equity distribution; capitalization; valuation; debt-equity ratio; currency restrictions; transfer pricing; taxation and repatriation issues.

4. Transfer Of Technology: Patents, Licenses and Joint Ventures

Choice of technology; duration; licensing restrictions, royalties, termination provisions; non-host country controls and regulations; monitoring provisions.

5. The Agreement

General provisions; governmental approval clauses; standards for environmental protection; restoration provisions; management and control; employment and training; the arbitral clause; settlement of disputes; arbitration; choice of applicable law; termination; enforcement of arbitral award.

6. Case Study

7. Participants' Roundtable

International Arbitration

May 24-June 4, 1993

1. Dispute Resolution Procedures

Negotiation and renegotiation; conciliation; mediation; arbitration v. litigation (in country of one party or third country).

2. Legal Questions in International Commercial Arbitration

Doctrinal basis; role of the courts; provisional measures; judicial review; arbitrality; scope of the agreement; subject of the award; sovereign immunity; Act of State Doctrine, Calvo Clause; arbitration treaties (UNCITRAL, Inter-American Convention, New York Convention).

3. Arbitration Agreement

Ad hoc or contractual; choice of jurisdiction and substantive law; drafting the clause; enforcement.

4. Organization and Process Arbitration

Arbitral institutions; comparison of international, regional and national centers; rules and procedures; terms of reference; arbitrators; the award; enforcement of the award.

5. Practical Considerations

Contract administration; construction contracts; arbitration between private parties and sovereigns.

6. Simulated Arbitration Exercise

Environmental Policy & Regulation

May 24-June 4, 1993

1. Overview of Environmental Issues

Environmental conditions in developing countries and globally; links between economic development, the environment and social conditions.

2. International Environmental Law

General principles; status of legal issues arising out of the U.N. Conference on Environment and Development; selected issues of special interest; managing shared natural resources; financing environmental protection in developing countries.

3. International Institutions and the Environment

The role of international donor and lending organizations, multinational corporations and non-governmental organizations.

4. Design and Implementation of National Environmental Policy and Law

Setting priorities and making decisions; regulatory options: direct regulation and economic incentives; setting the regulatory structure for environmental law compliance; public participation; sources of information.

Law-Making & Development

June 14-July 2, 1993

1. General Background

Introduction; development strategies and their respective legal dimensions.

2. Legislative Process and the Legal Draftsman

Law-making structures and processes; comparative considerations; the law-maker and the draftsman.

3. Interface of Law and Development

Interface of law and economic policies; various forms of state intervention and their constitutional basis.

4. Formulating Policy

Interface of policy and law within the context of contemporary development issues: banking, taxation, foreign investment and multinational enterprises, international trade, budgeting, pricing policy, privatization.

5. Selecting Implementing Agencies

Consideration of implementing agencies such as departments, independent administrative agencies and public enterprises.

6. Transforming Policy to Law: Legislative Drafting

Drafting organizations and process; rules for legislative drafting; actual drafting of legislation; amending legislation; forms of legislation.

7. Simulated Law-Making

Participants analyze and formulate policies and draft bills embodying such policies within the given socio-economic context of a selected country.

Administration of Justice

June 14-July 2, 1993

1. Overview of the U.S. Court System

The U.S. constitution; separation of powers; federal courts; state courts.

2. Judicial Review

Judicial role and judicial functions in jury and non-jury trials; judicial ethics and impartiality.

3. Special Concerns of the Criminal Trial

Description; trial and criminal procedures; double jeopardy; sentencing; habeas corpus as a civil proceeding.

4. Special Concerns of the Civil Trial

Civil procedure; pretrial discovery; adversarial roles; alternative dispute resolution.

5. Special Concerns of a Trial Involving Constitutional Rights

Civil rights and individual defendants' rights; unlawful search and seizure; self incrimination; fair trial; public trial.

6. Role of the Prosecutor

Federal attorneys; state attorneys; police involvement in prosecution.

7. Role of the Defense Counsel

Effective representation of defendants' rights; plea bargaining; role of public defenders.

8. Court Administration

Probation; court recording system; courthouse management.

9. Overview of Administrative Law

Regulatory functions of the executive agencies; limitations of judicial review; rule making; executive enforcement.

10. Participants' Roundtable

National Budgeting

June 14-July 2, 1993

- 1. Introduction**
Objectives of budgeting and fiscal policy; parameters for budgeting.
- 2. Trends in Expenditures and Revenues**
Comparison of government expenditures in selected developed and developing countries; problems in limiting the rate of growth; tax and non-tax sources of income; international capital transfers.
- 3. The Budgeting Environment**
Administrative, political and legal structure; a changing economy's impact on budget formulation.
- 4. Types of Budgets and Budgeting Systems**
Current and capital budgets; recurrent development costs; budgetary innovations.
- 5. Techniques and Methods of Budgeting**
Estimation of revenues and expenditures forecasting; case study.
- 6. Development Planning and Budgeting**
Availability and allocation of resources; budgeting and planning authorities' coordination; financial planning; case study; budget execution and control.
- 7. Accounting, Auditing and Reporting Systems**
- 8. Integrated Financial Management Systems**
Cash and debt management; budgeting; accounting and revenue administration; information flows; case study.
- 9. Human Resource Component**
Financial management; training standards.
- 10. Participants' Roundtable**

Public Enterprises: Restructuring & Privatization

July 12-30, 1993

- 1. Nature and Characteristics of Public Enterprise**
Objectives and priorities; organizational structure.
- 2. Factors Affecting the Performance of Public and Private Enterprises**
Environmental constraints; restrictions and freedoms; legal framework and governance. Market conditions: price, currency and import controls, competition, financing, technology, procurement and management.
- 3. Policy Framework**
Public and private enterprise functions; rationale, objectives and problems of privatization; equity and project funding; joint ventures; contracting consultants; management; operations; liquidation and divestiture; negotiation principles and practices; case study.
- 4. Management and Financing of Public Enterprises**
Corporate and strategic planning; managerial tools, techniques, concepts; project identification, appraisal and implementation. Human resource development and management; financing of public enterprises; financial management; establishing appropriate pricing policies; information systems and advanced technology.
- 5. Case Studies**
- 6. Participants' Roundtable**

Capital Markets: Development & Regulation

July 12-30, 1993

- 1. What are Financial Markets?**
Utilized instruments: history and importance in developed countries and in emerging economies; effect on development; globalization and risk.
- 2. Role of Financial Markets Participants**
Users of capital; providers of capital; intermediaries: commercial banks, merchant funds, mutual funds, insurance companies, development finance institutions.
- 3. Informal Markets and Non-Traditional Financial Techniques**
- 4. Privatization and Capital Market Development**
- 5. Securities Exchanges**
New issue role; secondary market role; rules and regulations; listing standards; membership; educating investors; brokers, dealers, underwriters.
- 6. Impact of Government Policies**
Allocation of credit and/or interest rate controls; monetary policy; tax and exchange rate policies; pricing controls; role in promoting capital markets.
- 7. Setting the Legal and Regulatory Infrastructure**
Accounting standards; regulation of capital markets participants; legal protection for creditors and equity holders; developing a legal framework.
- 8. Role of Technology**
- 9. Case Studies of Emerging Capital Markets**
- 10. Participants' Roundtable**

International Loan Negotiation & Structural Adjustment

October 11-November 5

- 1. Negotiation & Structural Adjustment**
Rationale and evolution of "policy-based" lending; wide coverage and general acceptability.
- 2. Balance of Payments Accounting & Monitoring**
Budget deficits; revenue enhancement and expenditure control, balance of trade and payment accounting and monitoring.
- 3. Debt Management & Control**
Magnitude and composition of foreign debt, rescheduling and debt reduction experience.
- 4. Designing a Structural Adjustment Program**
Policy framework: essential elements; comprehensive or selective approach; graduated or shock treatment, recent experience, case studies.
- 5. Renegotiation**
Assumption vs reality, accountability and responsibility, policy: process and procedures.
- 6. The International Monetary Fund**
Charter and evolution; IMF and World Bank coordination
- 7. Problems and Pitfalls: How to Avoid Them?**
Sequencing and pacing of reform elements, pre-conditions and infrastructure; difficulties in monitoring and evaluation.
- 8. Negotiations**
Principles, practice and techniques; simulated negotiation exercise.

International Transfer of Technology

November 8-19, 1993

1. The Science of Technology

How technology fits into the development process; policies of industrialized and developing countries; trends.

2. Technology Planning and Management

Development of infrastructure and human resources, including specialized skills and institutional arrangements of reeducation, training, and research; information systems; development of consultancy services; choice and selection of technology; financing of science and technology for development; research linkages with production system; inter-country cooperation.

3. Technology Transfer

Markets and channels of transfer; industrial property rights and codes of conduct; foreign investment; licensors and licensees profiles; R&D decisions; taxation; export controls; alternative forms of foreign participation in different sectors; contractual terms and conditions; licensing agreements, management, service agreements and joint ventures.

4. New Trends and Prospects

5. Negotiation

Principles, practices and techniques; simulated negotiation exercise.

6. Participants' Roundtable

Negotiating & Drafting International Trade Agreements

November 8-19, 1993

1. Overview

Background: the multilateral trading system and the policy objectives of trade agreements; survey of issues commonly addressed by trade agreements: multilateral, regional and bilateral; national laws and regulations, generalized system of preferences, quantitative restrictions; free trade zones; process for negotiating trade agreements.

2. Trade in Goods

National treatment and market access, tariff provisions, rules of origin, customs and other border measures, sectoral issues (textiles, automobiles), exceptions and provisions for emergency action, technical standards.

3. Trade in Services

Scope and coverage; rights and obligations; licensing and certification; temporary entry for business persons; sectoral issues (financial services, telecommunications).

4. Investment

National treatment, performance requirements, taxation, dispute settlement for private investors.

5. Intellectual Property

6. Administrative and Institutional Provisions

Notification, publication, and other administrative issues; relationship with other agreements or institutions.

7. Dispute Resolution Mechanisms

8. Negotiating Techniques

Orientation in the U.S. Legal System

July 12-August 6, 1993

The Orientation is a lecture, not a seminar, course. In recent years enrollment has been over 200 participants

1. Constitutional Law
2. Civil Procedure
3. Conflicts of Law
4. Real Property
5. Contracts
6. Corporations
7. Taxation
8. Jurisprudence
9. Legal Ethics
10. Legal Education
11. Legal Research

Enrollment in this course is available to:

- Foreign lawyers about to begin graduate legal study in the United States
- Foreign lawyers about to begin graduate legal work in a law firm or corporation in the U.S.
- Foreign law students
- Non lawyers whose job require basic understanding of the U.S. legal system

Housing is available at Georgetown University for this program.

For further information and application on this course, write to the International Law Institute.

Administrative Information

Nominating officials should give their candidates a copy of this brochure and be sure they are familiar with all the information in it.

Language of Instruction

The seminars are conducted in English unless otherwise indicated. Each participant is required to participate in seminar discussions and must, therefore, be fluent in understanding, speaking, and reading English (minimum scores of approximately 80 for ALI/GU or 500 for TOEFL) for a seminar to be of value.

Participant Qualifications

To be eligible for selection as a seminar participant, a candidate must:

- Be a middle- or senior-grade official or professional with responsibility for and substantial experience in the type of transactions or the policy that forms the subject matter of the seminar.
- Be fully competent in understanding spoken English and in speaking and reading English.
- Be nominated for participation in the seminar by his or her organization.
- Be of good character and in good health.
- Demonstrate aptitude for study, potential to benefit from the seminar, and professional promise.

Selection Procedures

The application form included in this announcement must be completed by the candidate and sent to the ILI. Whether or not a nominee will be admitted to a seminar will be determined by the ILI at its sole discretion on the basis of its judgement of the nominee's qualifications. Because qualified candidates are selected in order of receipt of their applications, candidates should apply as soon as possible. (If additional forms are necessary, the attached form may be photocopied.) The ILI may limit the number of participants attending from any one country. Notification of selection will be made by fax, telex or cable. The ILI reserves the right to cancel any seminar if the number of candidates is insufficient.

Deposit

The nominating or sponsoring agency must submit an advance deposit of U.S. \$1,000 to the ILI for each candidate with the nomination. Until the deposit is received, an otherwise qualified candidate will be accepted only provisionally for admission to the seminar. The deposit for any candidate not admitted to the seminar will be refunded. The deposit for an admitted candidate will not be refunded (whether or not the candidate attends the seminar) but will be applied only to the participant's tuition for a future seminar. If a seminar is cancelled, all candidates will be notified and all deposits will be returned. If an institution other than that nominating the participant will be paying the participant's tuition, the name of that institution should be shown on the application form under the section entitled "Seminar Financial Arrangements." The ILI will then make deposit arrangements directly with that funding institution.

Tuition

Individual participant tuition for each seminar is shown on the application form. The tuition fee, less the deposit, is payable to the ILI in the United States by dollar check or

money order no later than the first day of the seminar and covers the costs of all training services and materials. Payments will not be accepted outside the United States. Late payments are subject to a charge of 2% of the amount outstanding or \$100, whichever is greater, for each month or partial month payment is overdue. (Late payments by U.S. Government agencies are subject to payment of interest pursuant to P.L. 97-177.)

Other Expenses

The participant's organization or sponsor shall be responsible for all costs for international travel and housing, meals, and other expenses related to participation in the seminar. The Institute will provide candidates with further detailed information relating to housing, meals, and other expenses once they have been fully confirmed as participants.

Housing

To get maximum benefit from exchanges and camaraderie with fellow participants and from seminar team exercises, all participants are expected to stay at the residence designated by the ILI for the seminar. Payment for housing accommodations in Washington is the responsibility of each participant in accordance with information sent by the ILI after acceptance of the candidate.

Health and Accident Insurance

The ILI does not provide health insurance for participants in its training seminars. We recommend that all participants obtain health insurance prior to departure from their country.

Administration

Seminars are administered by the ILI staff. Detailed administrative information will be sent to participants upon acceptance. A program of complementary excursions and social events is arranged for participants.

Visas

Each participant is responsible for obtaining necessary visas, if any, to attend the seminar. Applications should be made to the appropriate consulate as far in advance as possible, since visa issuance may take some time.

Certification

Upon successful completion of the seminar, each participant will be awarded a certificate of participation. Successful completion requires that a participant diligently attends all seminar sessions, including team meetings, promptly at the scheduled time from the first through the last day; read all assignments; and participate in all group discussions and exercises. If a participant misses an excessive number of sessions without good reason, the ILI reserves the right to withhold certification.

Travel Time

In order for each participant to profit fully from the seminar experience in Washington, we recommend that the participant be allowed an extra week or more, before or after the seminar, for familiarization with other parts of the United States. This will be especially valuable for participants visiting the United States for the first time.

Return flights should not be scheduled until the day after the seminar concludes.

Inquiries

All inquiries, especially those sent by telex, telegram, cable, or telefax, must include the name, address, and country of the sender and should be sent to:

**International Law Institute
1615 New Hampshire Avenue, NW
Washington, D.C. 20009 U.S.A
Telephone: (202)483-3036
Telex: Gulfort 64551
Telefax: (202) 483-3029
Cable: Gulfort, Washington, D.C.**

International Law Institute

1993 Seminar Application

This form is to be completed in English, typed or printed clearly, signed by the candidate and the nominating official, and mailed or faxed (fax number is (202)483-3029) to the International Law Institute, 1615 New Hampshire Avenue, NW, Washington, D.C. 20009, U.S.A.

Check applicable box or boxes and circle preferred date(s)

- | | | |
|--|--|--|
| <input type="checkbox"/> International Project Procurement & Contract Negotiation . \$4,500
March 1-26, September 7-October 1 | <input type="checkbox"/> Negotiating International Joint Ventures \$2,950
May 10-21 | <input type="checkbox"/> Capital Markets: Development & Regulation \$3,950
July 12-30 |
| <input type="checkbox"/> Foreign Investment Negotiation \$4,500
March 1-26, September 7-October 1 | <input type="checkbox"/> International Arbitration \$2,950
May 24-June 4 | <input type="checkbox"/> International Loan Negotiation & Structural Adjustment \$4,500
October 11-November 5 |
| <input type="checkbox"/> Debt Management \$1,500
March 29-April 2 | <input type="checkbox"/> Environmental Policy & Regulation \$2,950
May 24-June 4 | <input type="checkbox"/> International Transfer of Technology \$2,950
November 8-19 |
| <input type="checkbox"/> Project Finance \$1,500
March 29-April 2, | <input type="checkbox"/> Law-Making & Development \$3,950
June 14-July 2 | <input type="checkbox"/> Negotiating & Drafting International Trade Agreements \$2,950
November 8-19 |
| <input type="checkbox"/> International Loan Negotiation & Renegotiation \$4,500
April 5-30 | <input type="checkbox"/> Administration of Justice \$3,950
June 14-July 2 | <input type="checkbox"/> Legal Issues in Privatization (in French) \$2,950
November 8-19 |
| <input type="checkbox"/> Negotiating International Petroleum Agreements \$3,950
April 5-23 | <input type="checkbox"/> National Budgeting \$3,950
June 14-July 2 | <input type="checkbox"/> Orientation in the U.S. Legal System \$1,650
July 12-August 6 |
| <input type="checkbox"/> Legal Issues in Privatization \$2,950
May 10-21 | <input type="checkbox"/> Public Enterprises: Restructuring & Privatization \$3,950
July 12-30 | |

Participants who attend two seminars in the 1993 calendar year will receive a 15% discount on the second course

Candidate's full name as it should appear on nameplate and final certificate:
Mr., Mrs. or Ms.
(circle one)

Date of birth :

Title of present position:

Business mailing address:

Telex:

Fax:

Phone:

Education

List universities, technical or special schools attended. Do not list schools below university level.

School and Location:

Dates:

Degree Received:

Knowledge of the English Language

Describe the manner in which you acquired your present knowledge of English (e.g. secondary school, special course, residence in an English speaking country, etc.). If you have taken the TOEFEL, please list highest score. Also state the extent of your use of English in your present work.

Professional Experience

Summarize your current responsibilities and your professional experience pertaining to the seminar (positions, training, publications, etc). *Please attach a copy of your curriculum vitae.*

Supporting Essay

On a separate sheet of paper, explain why you are applying for this seminar, how it relates to your work, and what you hope to derive from it. Attach your essay to this form.

Seminar Financial Arrangements

The nominating agency or organization will will not be paying your tuition travel and per diem expenses. If not, describe what other financial arrangements have been made to permit your participation in this seminar.

Signature of the Candidate Date

Conditions of Participation

The nominating agency or organization agrees that:

1. Application is hereby made pursuant to the terms and conditions in the International Law Institute Announcement of Courses for admission of the named candidate to the seminar. Acceptance by the Institute shall constitute a contract composed of the terms and conditions set forth in the Announcement of Courses, this application and the acceptance.
2. The candidate will be given no duties or assignments to perform during the seminar that would prevent him or her from devoting full time and attention to the seminar.
3. Should the candidate be recalled for any reason, the International Law Institute will retain the full tuition amount.

Name of the Agency or Organization Nominating the Candidate

Name and Title of the Nominating Official

Signature of the Nominating Official Date

International Law Institute

Board of Directors

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Werner Kronstein <i>Vice-Chairman</i>	
Kenneth A. Lazarus <i>President</i>	

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Counsel: Philip R. Stansbury

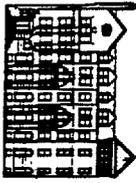
Knowledge of the English Language

Describe the manner in which you acquired your present knowledge of English (e.g. secondary school, special course, residence in an English speaking country, etc.). If you have taken the TOEFL, please list highest score. Also state the extent of your use of English in your present work.

Professional Experience

Summarize your current responsibilities and your professional experience pertaining to the seminar (positions, training, publications, etc). *Please attach a copy of your curriculum vitae.*

Summarizing Essay



International Law Institute
1615 New Hampshire Ave., NW
Washington, DC 20009

International Law Institute



presents three seminars

Law-Making & Development

June 14-July 2, 1993

Administration of Justice

June 14-July 2, 1993

National Budgeting

June 14-July 2, 1993

Washington, D.C.

The ILI was founded in 1955 at Georgetown University to promote a better understanding of the legal problems of international trade. In the past twenty years, the Institute has broadened its purview to include the problems of developing countries, issues in international commercial law and the study of foreign legal systems. Today the ILI serves an international constituency of legal practitioners and scholars, government officials, and representatives of the private sector. It hosts conferences, presents training seminars, conducts research, and publishes. Its hallmark is the combination of research and thorough practical training. In 1983 the ILI became an independent nonprofit entity but continues to work in cooperation with Georgetown University in many of its programs. Since the early 1970s, more than 4,000 participants from over 140 countries have participated in ILI courses.

Objective

The International Law Institute trains professionals from the public and private sectors of developing countries to manage organizations more effectively, implement improved policies, and negotiate on an equal footing with foreign investors, governments, and multilateral organizations.

Method

Intensely practical and participatory, ILI seminars correspond to the needs and interests of participants. Learning occurs through a carefully arranged combination of lectures, discussions, case studies, brief presentations, simulations, practical team exercises, computer exercises and field trips. Participants are encouraged to question theories and assumptions and to exchange alternative viewpoints. They are expected to take full advantage of the priceless opportunity to share experiences and insights with colleagues from around the world. All participants receive a comprehensive manual containing articles, case studies, and documents for use during the seminar and later for reference.

Law-Making & Development

June 14-July 2, 1993

1. General Background

Introduction; development strategies and their respective legal dimensions.

2. Legislative Process and the Legal Draftsman

Law-making structures and processes; comparative considerations; the law-maker and the draftsman.

3. Interface of Law and Development

Interface of law and economic policies; various forms of state intervention and their constitutional basis.

4. Formulating Policy

Interface of policy and law within the context of contemporary development issues: banking, taxation, foreign investment and multinational enterprises, international trade, budgeting, pricing policy, privatization.

5. Selecting Implementing Agencies

Consideration of implementing agencies: as departments, independent administrative agencies and public enterprises.

6. Transforming Policy to Law: Legislative Drafting

Drafting organizations and process; rules for legislative drafting; actual drafting of legislation; amending legislation; forms of legislation.

7. Simulated Law-Making

Participants analyze and formulate policies and draft bills embodying such policies within the given socio-economic context of a selected country.

Administration of Justice

June 14-July 2, 1993

1. Overview of the U.S. Court System

The U.S. constitution; separation of powers; federal courts; state courts.

2. Judicial Review

Judicial role and judicial functions in jury and non-jury trials; judicial ethics and impartiality.

3. Special Concerns of the Criminal Trial

Description; trial and criminal procedures; double jeopardy; sentencing; habeas corpus as a civil proceeding.

4. Special Concerns of the Civil Trial

Civil procedure; pretrial discovery; adversarial roles; alternative dispute resolution.

5. Special Concerns of a Trial Involving Constitutional Rights

Civil rights and individual defendants' rights; unlawful search and seizure; self incrimination; fair trial; public trial.

6. Role of the Prosecutor

Federal attorneys; state attorneys; police involvement in prosecution.

7. Role of the Defense Counsel

Effective representation of defendants' rights; plea bargaining; role of public defenders.

8. Court Administration

Probation; court recording system; courthouse management.

9. Overview of Administrative Law

Regulatory functions of the executive agencies; limitations of judicial review; rule making; executive enforcement.

10. Participants' Roundtable

National Budgeting

June 14-July 2, 1993

1. Introduction

Objectives of budgeting and fiscal policy; parameters for budgeting.

2. Trends in Expenditures and Revenues

Comparison of government expenditures in selected developed and developing countries; problems in limiting the rate of growth; tax and non-tax sources of income; international capital transfers.

3. The Budgeting Environment

Administrative, political and legal structure; a changing economy's impact on budget formulation.

4. Types of Budgets and Budgeting Systems

Current and capital budgets; recurrent development costs; budgetary innovations.

5. Techniques and Methods of Budgeting

Estimation of revenues and expenditures forecasting; case study.

6. Development Planning and Budgeting

Availability and allocation of resources; budgeting and planning authorities' coordination; financial planning; case study; budget execution and control.

7. Accounting, Auditing and Reporting Systems

8. Integrated Financial Management Systems

Cash and debt management; budgeting; accounting and revenue administration; information flows; case study.

9. Human Resource Component

Financial management; training standards.

10. Participants' Roundtable

Faculty

The ILI's unique high-level training is made possible by utilizing an adjunct faculty composed of talented and broadly experienced practitioners. These lawyers, engineers, bankers, government and international organization officials have extensive experience and background in the problems faced by developing countries. A list of some of the faculty members follows:

Charles Abernathy Georgetown University Law Center
Antoine Van Agtmael Emerging Markets, Washington
Charlie Bell Louis Burger International, Washington
Gonzalo Biggs Inter-American Development Bank
Carter Brandon World Bank, Washington
David Branson Kaye, Scholer, Fierman, Hays & Handler
Richard Brun World Bank, Washington
Javade Chaudhri Jones, Day, Reavis & Pogue
Gordon Elicker Nixon, Hargrave, Devans & Doyle, New York
James S. Friedlander Akin, Gump, Hauer & Feld
John Goff Goff & Associates
Dan Haendel U.S. Department of Commerce
Roger Leeds Peat Marwick KPMG
Promodh Malhotra International Finance Corporation
Robert R. Nathan Nathan & Associates
Adebayo Ogunsola First Boston International
David Suratgar Morgan Grenfell & Co. Limited, London
Kirk Talbott World Resources Institute

Donor Agencies

Organizations which have funded participants for past seminars include:

African Development Bank
Agricultural Cooperative Development International
The Asia Foundation
CDS International
Canadian International Development Agency
Cooperation Council for the Arab States of the Gulf
Cyprus-American Scholarship Fund
Dreyfus Charitable Foundation
Financial Services Volunteer Corps
Ford Foundation
German Foundation for International Development
Harvard Institute for International Development
Institute for International Education
Inter-American Development Bank
Organization of American States
Saudi Fund for Development
SOROS Foundation
Swedish International Development Authority
United Nations Development Programme
United States Agency for International Development
World Bank IBRD/IDA

Seminar Application

Check applicable box:

Law-Making & Development

Administration of Justice

National Budgeting

June 14-July 2, 1993

June 14-July 2, 1993

June 14-July 2, 1993

This form is to be completed in English, typed or printed clearly, signed by the candidate and the nominating official, and airmailed or faxed (fax number is 202/ 483-3029) to the International Law Institute, 1615 New Hampshire Avenue, NW, Washington, D.C. 20009, USA.

Candidate's full name as it should appear on nameplate and final certificate of completion:

Mr., Mrs. or Ms. (circle one)

Date of birth:

Title of present position:

Business mailing address:

Telex:

Telephone:

Fax:

(This information must be provided.)

Education

List universities and all technical or special schools attended. Do not list schools below university level.

School and location:

Date:

Degree Received:

Knowledge of the English Language

Describe the manner in which you acquired your present knowledge of English (e.g. secondary school, special course, residence in an English-speaking country, etc.). If you have taken the TOEFEL, please list highest score. Also state the extent of your use of English in your present work.

125

1993 Seminars

International Project Procurement & Contract Negotiation

March 1-26
September 7-October 1

Foreign Investment Negotiation

March 1-26
September 7-October 1

Debt Management

March 29-April 2

Project Finance

March 29-April 2

International Loan Negotiation & Renegotiation

April 5-30

Negotiating International Petroleum Agreements

April 5-23

Legal Issues in Privatization

May 10-21

Negotiating International Joint Ventures

May 10-21

International Arbitration

May 24-June 4

Environmental Policy & Regulation

May 24-June 4

Law-Making & Development

June 14-July 2

Administration of Justice

June 14-July 2

National Budgeting

June 14-July 2

Public Enterprises: Restructuring & Privatization

July 12-30

Capital Markets: Development & Regulation

July 12-30

International Loan Negotiation & Structural Adjustment

October 11-November 5

International Transfer of Technology

November 8-19

Negotiating & Drafting International Trade Agreements

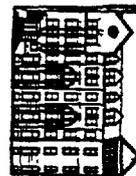
November 8-19

Legal Issues in Privatization (In French)

November 8-19

Orientation in the U.S. Legal System

July 12-August 6



International Law Institute
1615 New Hampshire Ave., NW
Washington, DC 20009

Participant Qualifications

Participants should be senior or mid-level policy making officials, managers, and professionals. They need not be lawyers. To be eligible for selection as a seminar participant, a candidate must:

- Be a middle- or senior-grade official or professional with responsibility for and substantial professional experience in the type of transactions or the policy that forms the subject matter of the seminar.
- Be fully competent in understanding, reading, and writing English.
- Be nominated for participation in the seminar by his or her organization.
- Be of good character and good health.
- Demonstrate the aptitude for study, potential to benefit from the seminar, and professional promise.
- Be familiar with the information in this brochure.

Upon successful completion of the seminar, a certificate of participation will be awarded.

Language of Instruction

The seminars are conducted entirely in English, and each participant is required to participate in seminar discussions. Each participant must, therefore, be fluent in understanding, speaking and reading English (minimum scores of approximately 80 for ALI\GU or 500 for TOEFEL) for the seminar to be of value.

Tuition

Tuition for each seminar is \$3,950. The tuition fee is payable to the ILI in the United States by dollar check or money order. This fee covers the cost of all training services and materials (room and board not included.) An advance deposit of \$1,000 is required with each nomination. The balance is payable no later than the first day of the seminar.

Inquiries

All inquiries, especially in the form of telexes, telegrams, cables, or telefaxes *must include the name, address and country* of the sender and should be sent to:

**INTERNATIONAL LAW INSTITUTE
1615 NEW HAMPSHIRE AVENUE, N.W.
WASHINGTON, DC 20009 U.S.A.**

**TELEPHONE: (202) 483-3036
TELEFAX: (202) 483-3029
TELEX: 64551 GULFORT
CABLE: GULFORT Washington, D.C.**



PACIFIC HOUSE

**Home of the International Law
Institute**

Professional Experience

Summarize your present responsibilities and attach a copy of your curriculum vitae:

Summarize professional experience pertaining to the seminar (positions, training, publications, etc.):

Supporting Essay

On a separate sheet of paper, explain why you are applying for this seminar, how it relates to your work, and what you hope to derive from it. Attach your essay to this form.

Seminar Financial Arrangements

The nominating agency or organization will will not be paying my tuition, travel, and per diem expenses. If not, describe what other financial arrangements have been made to permit your participation in this seminar.

Signature of Candidate

Date

Conditions of Participation

The nominating agency or organization agrees that:

- The application is hereby made pursuant to the terms and conditions in the International Law Institute's Announcement of Courses for admission of the named candidate to the seminar. Acceptance by the Institute shall constitute a contract composed of the terms and the conditions set forth in the Announcement of Courses, this application, and the acceptance.
- The candidate will be given no duties or assignments to perform during the seminar that would prevent him or her from devoting full time and attention to the seminar.
- Should the candidate be recalled, for any reason, prior to the end of the seminar, the International Law Institute will retain the full amount of the tuition.

Name of the Nominating Agency or Organization

Name and Title of the Nominating Official

Signature of Nominating Official

Date

ANNEX F

**PROGRAM AND PROJECTS OF THE CENTER
FOR LEGISLATIVE DEVELOPMENT**

**Center for Legislative Development
University at Albany, SUNY**

**SOLE-SOURCE AWARDS
MADE TO THE
CENTER FOR LEGISLATIVE DEVELOPMENT**

The CLD's sole source legislative development-related projects include:

- * In the CLD's largest current activity, the Center is working as a member of a consortium for legislative development created at the behest of by AID/W on a \$3 million, three year, sole-source cooperative agreement for the Latin America and Caribbean region [LAC-0770-A-00-0034-00, 1990-93]. The Center has also participated in sole-source bilateral buy-ins to the regional project with the consortium for the national legislatures of Panamá and Nicaragua. A sole-source grant was awarded for work with the Guatemalan Congress and another, with Costa Rica which extends to 1994.
- * The CLD has recently completed a major AID-funded sole-source comprehensive legislative development contract in Hungary [ANE-0003-C-00-0013, 1990-92]. The project received a highly favorable evaluation by the U.S. General Accounting Office ("Foreign Assistance: Evaluation of Aid to the Hungarian National Assembly," GAO/PEMD-92-13, April 1992).
- * In tandem with the AID Hungary project, the CLD also received a sole-source grant from USIA [LA-PSPS-G0190285] to fund the graduate education of two advisors to the Hungarian Parliament and to conduct two 14-day intensive legislative study tours of the U.S. in 1990.
- * During the past year, the CLD, because of its unique capabilities in legislative development, has conducted intensive short programs for visiting USAID/USIA-sponsored legislative visitors and other officials from Nepal and the Philippines on a fee-for-service basis.
- * CLD Director Dr. Abdo Baaklini has served as a consultant in the last few years to USAID in Yemen, Egypt, Jordan, and Guinea-Bissau, helping the legislators of those

**Center for Legislative Development
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countries, in conjunction with USAID, to decide what their most urgent institutional development needs are and how to address those needs in a timely and efficient manner.

- * At the end of the 1980s, the CLD worked with SUNY on a multi-million-dollar, multi-year sole-source legislative strengthening grant with the Chilean Congress. This project created a Center for Legislative Research and Assistance (CEAL) as part of the Catholic University of Valparaiso.
- * In the 1980s, in the years between the U.S. government's legislative development efforts of the 1970s and the 1990s, the Center conducted on a sole-source basis numerous intensive training sessions. Many of these were under USIA sponsorship or funded by the participating legislatures themselves.
- * In the 1970s, the Center was awarded a \$750,000 sole-source grant with AID for a worldwide legislative development project [July 1, 1971- June 30, 1977]. This project was discussed more fully above, but among the countries involved were Cyprus, Jordan, Kuwait, Lebanon, Ethiopia, Ghana, Korea, and Brazil. The successful Brazil experience is documented in Professor Baaklini's most recent book, *The Brazilian Legislature and Political System* (Greenwood Press, 1992).

THE UNIVERSITY AT ALBANY
ON BEHALF OF
THE RESEARCH FOUNDATION OF SUNY

REPRESENTATIVE INTERNATIONAL PROJECTS

PROJECT DIRECTOR & UNIT	SPONSOR	TITLE	AWARD	PERIOD
aaklini, Abdo Center for Legislative Development	AID	Democratic Institution Building in Hungary	\$642,000	1 yr. 8 mos.
aaklini, Abdo Center for Legislative Development	USIA	Democratic Institution Building in Hungary: Study Tours and Graduate Degree Programs	\$205,690	1 yr. 6 mos.
aaklini, Abdo Public Administration Center for Legislative Development	CFD (AID)	Legislative Development in Latin America and the Caribbean	\$538,992	2 yrs.
aaklini, Abdo Public Administration Center for Legislative Development	CFD (AID)	Guatemala Plan for Immediate Action	\$113,013	1 yr.
aaklini, Abdo Public Administration Center for Legislative Development	CFD (AID)	Strengthening the Legislative Assembly of the Republic of Panama	\$131,237	1 yr. 5 mos.
aaklini, Abdo Public Administration Center for Legislative Development	CFD (AID)	Strengthening Democratic Institu- tions Project for Nicaragua	\$170,735	1 yr. 8 mos.
aaklini, Abdo/J. Heaphey International Development Program	AID	Strengthen Democracy in Chile Through the Development of a Strong and Efficient Legislative Branch	\$72,895	9 mos.
Welman, David Educational Theory and Practice	OU (AID)	Lesotho Primary Education Program	\$1,289,880	5 yrs.

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UNIVERSITY AT ALBANY

STATE UNIVERSITY OF NEW YORK

Center for Legislative Development

BACKGROUND AND CAPABILITIES

For over two decades, the Center for Legislative Development (CLD) of the University at Albany, State University of New York, has been working to help strengthen legislatures worldwide. CLD is the primary institution in the United States offering academic and applied studies in the administration of legislative organizations and in legislative research and information technology. CLD is internationally regarded for its experience and expertise with legislatures in developing countries and emerging democracies.

CLD's aim is to foster peaceful social and economic growth in newly developing democracies through encouragement of their governance institutions, particularly legislatures. Not content with the traditional focus of developing assistance to executive branch agencies, CLD has championed the notion of the legislature as a key, but neglected, component in the social and economic development process. It rejects the view of legislatures as obstructions to development, and focuses instead on the crucial policy functions that only legislative institutions can perform.

CLD advocates the view that a strong legislature, working in harmony and cooperation with other branches of government, is the most appropriate and viable forum for the systematic and orderly cultural, economic, and political consultations needed by any society for stable national or regional development. The primary focus is on legislative development, which CLD defines as the ability of the legislative institution, acting through its leadership, to study, assess, and identify its resources and information needs; to formulate plans and programs to acquire and continuously assess those needs; and to develop its resources to help it reach political agreements with the executive.

CLD's current legislative activities utilize legislative and academic experts from several New York State institutions. Scholars and legislative practitioners from the University at Albany and the New York State legislature have a wealth of knowledge, experience, and insight to offer their colleagues in the Middle East, Africa, Asia, Latin America and the Caribbean, Eastern Europe, or wherever CLD is invited to help strengthen democracies. These experts may visit host countries to deliver and participate in Center-sponsored programs, as well as participate in programs for foreign delegations visiting Albany.

LEGISLATIVE DEVELOPMENT PROGRAM COMPONENTS

CLD has historically focused on helping legislative bodies identify their own institutional needs and locate informational, analytic, or technological resources to meet those needs. Thus, we provide needed training, conduct technical assistance missions, and help to link legislative bodies with local and U.S. universities, professional associations, research entities and legislative practitioners, as well as international public and private organizations. All of these can be valuable sources of information, analysis, and advice that can serve to maximize the effective use of the scarce money (and even more scarce time) that characterizes legislatures everywhere.

CLD has demonstrated preponderant capability to help a legislative body in:

- **comprehensive needs assessment**—systematically determining its institution-building needs and then developing a coherent, multidimensional, long-range program for meeting those needs;
- **training and technical assistance**—professional development of both legislators and staff, which may take any form from half-day workshops to multi-year study for graduate degrees;
- **legislative organization and procedure**—staffing patterns, committee and floor organization and rules, and other matters related to the structures and processes of the legislature;
- **information needs and resources**—identifying the information needed by the legislature for policymaking, oversight, and budget deliberations; defining the information gathering and processing capacity required for data collection, analysis, and retrieval; and planning for acquisition or modification of resources to meet these needs;
- **specific legislative technologies**—linking the legislature to up-to-date techniques in such areas as budgeting; oversight, auditing, and evaluation; and bill drafting, legislative research, and statutory retrieval.

Examples

The Center for Legislative Development has demonstrated success in helping legislative bodies:

- **establish an internship program.** These programs not only can help a legislature meet its staffing needs and a university meet its educational commitments, but can also broaden public understanding of the legislative process by involving more people directly in the process as part of their educational experience.
- **identify and meet training needs.** Legislators and their staff often are not even aware of what knowledge and skills are required for a legislative body to fulfill its constitutional role. They are very rarely aware of the specific training and professional development opportunities that are available to them. CLD for Legislative Development aids in determining needs and locating resources, and often conducts the training programs directly.
- **identify and meet data and analysis needs.** As is the case with training, a new or rapidly changing legislative institution may need help in determining what information it needs, in what form, and how and where to acquire it. After needs are identified, CLD may also provide technical assistance directly applicable to meeting the needs.
- **establish a permanent local center devoted to policy analysis and technical assistance for the legislature.** Such a center, organizationally part of either the legislature or a university, promotes continuity and institutional self-awareness by providing intellectual resources interested in the institution of the legislature rather than of individuals or parties.
- **identify and meet internal management and legislative process needs.** Many new or changing legislative bodies need, for example, different spatial configurations or enhanced technological capacity to facilitate their functioning. By linking those legislatures with relevant experts in the U.S., needs can be identified and met.

- **Identify and prepare needed information publications, such as procedure manuals, by and about the legislature. A new or changing legislature needs basic information to tell members and staff how to get things done. However, beyond providing such information, a standard set of publications can help the body establish, maintain, and promote externally its institutional self-image.**

As part of a project or separately, the University at Albany offers a Master of Public Administration degree with a concentration in legislative administration, as well as one-year nondegree certificate programs in legislative information management and policy analysis. These have proven important in establishing a human resources infrastructure within the legislature. We have also arranged training seminars and field experiences for legislators and staff, and have hosted such specialized seminars sponsored by other agencies, such as USIA.

Our major legislative development activities at the moment involve comprehensive projects with the Hungarian Parliament and with Latin American legislatures in Costa Rica, Nicaragua, Honduras, El Salvador, Panama, Guatemala, Paraguay, and Bolivia. In the past, CLD has worked in such areas as Asia, Africa, South America, and the Middle East.

MIDDLE EAST INVOLVEMENT

In the Middle East, CLD has been providing training, publications, research, and university linkages for over 20 years. These efforts began in 1971. In that year, the U.S. Agency for International Development made a major grant to CLD's predecessor, the Comparative Development Studies Center, to develop institutional capability in the University at Albany to offer training, research and technical assistance in all aspects of legislative development.

Through this grant, training and technical assistance programs were developed with a number of legislatures around the world. In the Middle East, relationships were developed with Lebanon, Kuwait and Jordan. In Africa, CLD's predecessor worked with Ghana, Ethiopia and Uganda; in Latin America, with Brazil and Costa Rica; and in Asia with the Republic of Korea.

The core of these relationships was development within the legislative institution of the necessary information, research and support capabilities to perform the various tasks facing these institutions. In most cases this involved developing legislative reference libraries; bill drafting and bill reference capabilities; public policy analysis; information policy; budget

analysis; economic analysis; and legal and legislative data bases for bill indexing, bill revision, and consolidation of laws.

In Lebanon, training for parliamentary staff was conducted. A regional journal, *Parliamentary Affairs*, was produced by the Lebanese parliament and published in Arabic, French and English. A linkage with the Lebanese University in Beirut was created to establish a Center for Parliamentary Studies within the School of Law. In addition, CLD Director Abdo I. Baaklini published the book, *Legislative and Political Development: Lebanon 1842-1972*, and several articles on legislatures in the Middle East.

In Jordan, efforts similar to those in Lebanon were undertaken involving linkages with the Jordanian University in Amman. A University at Albany student, Abdullah al Khatib, prepared the first doctoral dissertation on the Jordanian National Assembly.

Research programs in Kuwait were arranged with the University of Kuwait and the National Assembly's Secretary General. Here, too, an Albany student, Jassim Khalaf, wrote the first doctoral dissertation on the National Assembly.

In 1991, the CLD developed and presented to USAID a needs assessment of the Parliament of Yemen entitled "Legislative Institution Building in Yemen: the Institution, its Present Resources and its Future Needs." The paper discusses the legislature's functions and its information and staff needs and resources, and presents strategies and specific programs to meet the needs of the legislature. In 1992, Baaklini in cooperation with AMIDEAST prepared a report entitled "The Legal, Political and Information Dimensions of Yemen's Transition to Democracy: The Role of the Legislature." This report describes and analyzes Yemen's transition to democracy, the actors and the issues involved in this transition, and the nature of the political system that is likely to emerge.

INSTITUTIONAL RESOURCES

CLD is located on the senior campus of the largest system of higher education in the United States. The State University of New York (SUNY) is an interlocking network of sixty-four colleges and universities situated throughout New York state. CLD brings together resources from a wide range of legislative institutions around the world and utilizes an extensive international network of legislators, professional staff, academics, and professional organizations concerned with legislative development. The faculty and staff associated with CLD include specialists in public administration, political science, economics, public policy, law, decision-making, and systems and information sciences.

Center Director Abdo I. Baakini has consulted with and studied more than fifty legislatures around the world. Deputy Director Charles S. Dawson has more than a decade of experience in the New York State legislature as a professional staffer. Deputy Director Jim Kent has held senior staff positions in various U.S. state legislatures over the past twenty years.

The Nelson A. Rockefeller College of Public Affairs and Policy

CLD for Legislative Development's programs are carried out primarily through the University at Albany's Nelson A. Rockefeller College of Public Affairs and Policy, Graduate School of Public Affairs, Department of Public Administration. Rockefeller College consists of four public policy-oriented graduate schools (Public Affairs, Criminal Justice, Social Work, and Information Science and Policy) as well as the Professional Development Program, which develops and administers a wide array of professional development courses and workshops for state and local government officials.

Through its location within the Graduate School of Public Affairs, the Center is able to offer Masters of Public Administration (MPA) and PhD degrees in public administration with concentrations in legislative administration. CLD also offers non-degree programs, legislative institutes, and short-term professional programs for senior staff who prefer not to pursue a degree program. More than 700 legislative staff and legislators have graduated from the programs sponsored by CLD, which is the only institution in the world offering academic and/or applied studies in legislative administration, research, and information.

While the Department of Public Administration is particularly strong in terms of number and quality of faculty members specializing in the application of computer and information technologies, this strength is supplemented by resources from both the School of Information Sciences and Policy and the Department of Computer Science. The School of Business also provides resources in this area, and adds to Public Administration's strengths in budgeting and managerial techniques. The departments of Political Science and Sociology contribute in many areas, particularly in regard to enhancing the understanding of the institutional and organizational factors affecting legislative development and operations.

With a combined faculty of 100 scholars, more than 50 additional researchers and technical specialists, and nearly 1,000 graduate students, Rockefeller College constitutes one of the largest concentrations of expertise in public affairs and policy at any single institution in the United States. The college also shares many resources with the Nelson A. Rockefeller Institute of Government, of which the Provost of Rockefeller College serves as Director. The Rockefeller Institute was established to involve faculty from the 64 campuses of SUNY in the

task of increasing the knowledge and understanding of government and the varying degrees of effectiveness with which it delivers services to people.

Several other institutes and centers also complement the work of Rockefeller College through research opportunities and dissemination of information. In addition to the Center for Legislative Development, these include the Center for Women in Government, the Center for Staff Development, the Institute for Traffic Safety Management and Research, and the Hindelang Criminal Justice Research Center.

The Nelson A. Rockefeller Institute of Government

The Nelson A. Rockefeller Institute of Government is the public policy research arm of the State University of New York. Since its establishment in 1982, the Institute has developed a solid reputation for studies on critical governance and public policy issues. It has also been successful in implementing an extensive conference program which has facilitated the sharing of the results of its research (as well as the accumulated knowledge of the University at Albany faculty) with legislators, legislative staff, gubernatorial staff, and other state and local officials.

In addition to making available excellent conference and seminars facilities, the Institute provides the Center for Legislative Development with an effective link to the faculty resources of other SUNY campuses. Also, the Institute's own staff includes individuals with extensive experience in, and knowledge of, legislative and governmental operations in a wide variety of state and local governments, as well as at the national level.

Professional Development Program

The Professional Development Program (PDP) of Rockefeller College is nationally recognized as a leader in providing high quality, innovative educational programming for working professionals, managers, and executives. Also offered are special programs that cut across traditional professional, occupational, and disciplinary boundaries.

Each year, PDP uses sophisticated teaching methods and appropriate technologies and formats to provide more than 2,500 instructional activities, including publications, instructional support, research, testing, and development activities that reach over 25,000 participants throughout New York state and other states as well. PDP works with the four graduate schools of Rockefeller College, with other components of the University at Albany, with numerous units of the 64-campus State University of New York system, and with many

other public and private institutions to develop and administer graduate and undergraduate courses as well as non-credit workshops, conferences, symposia and institutes. Curricula, instructional aids and publications produced by PDP are in use in over 25 countries.

The Center for Women in Government

Since 1978, the Center for Women in Government of Rockefeller College has worked to identify and remove barriers to employment equity for women in public service and to develop women's leadership in the public policy arena. The Center works to develop fresh, thoughtful approaches that can lead to institutional change. It pursues its goals through a program that combines research, training, technical assistance, public education and networking. Its "cutting-edge" programs address the needs of a changing workforce and workplace, addressing topics such as career mobility, sexual harassment prevention, pay equity, women in uniform and other non-traditional jobs, women and technology, career skills training, and women and public policy. The results of the Center for Women in Government's programs can be seen in individual advancement, civil service reform, stronger advocacy networks, and new public policies aimed at employment equity.

Library resources

Rockefeller College has its own Graduate Library for Public Affairs, which brings together under one roof collections for public affairs, social welfare, criminal justice, and information and library sciences. As a part of the University at Albany Library, the Graduate Library for Public Affairs is part of a collection of over one million volumes and 7,200 current periodicals and newspaper subscriptions. As a selective depository for U.S. Government publications, the University Library also collects documents of local, state, federal and international agencies.

Membership in the Center for Research Libraries provides access to another three million volumes, while proximity to the New York State Library makes another four-million volume collection available to students, faculty and staff. Membership in the Research Libraries Group provides increasingly sophisticated access to bibliographic and other forms of information from nearly 60 other institutions. In addition, the University Library's information retrieval section formulates computer-produced bibliographies using a number of databases, including those covering government reports, dissertations, chemistry, biology, psychology, and medicine. These databases are particularly useful for searches involving two or more subject areas.

The growth of its own collection and its increasing access to the resources of other institutions makes the Graduate Library for Public Affairs one of the best public affairs libraries in the country and enables it to facilitate and assist cross-disciplinary, doctoral-level research and to function as a base resource for providing both materials and access to information in a variety of formats and locations.

Computer facilities

Computing and the application of information and communication technologies to policy analysis and policy making are major components of each school's curriculum. Rockefeller College has access to the University's mainframe computer, and is able to interface with a variety of microcomputers and software. The system also has national networking capabilities. This equipment is augmented by college microcomputer laboratories and software for supporting advanced instruction and research related to contemporary policy needs and opportunities.

Location

Located on its own campus in downtown Albany, only minutes from the New York State Capitol Building, the Legislative Office Building, and the principal executive offices of the state government, Rockefeller College offers faculty, staff and students a variety of important opportunities to observe or participate in the many processes by which theory and policy are translated into specific methods of delivering services to the people of New York.

The learning relationship between Rockefeller College and governmental entities is reciprocal. Much of the specific, commissioned research undertaken by Rockefeller College increases the effectiveness of government agencies. The invaluable by-product of such research is a deeper, broader understanding of institutional organization and behavior.

For further information on the Center for Legislative Development, contact:

CENTER FOR LEGISLATIVE DEVELOPMENT
Abdo I. Baaklini, Director
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13 July 1992

HISTORY AND PHILOSOPHY

For two decades, the Center for Legislative Development of the University at Albany, State University of New York, has been working to help strengthen legislatures worldwide. Established in 1970 as the Comparative Development Studies Center, the Center for Legislative Development views the legislature as the key—but often neglected—institution in the social, economic, and democratic political development of nations.

The Center is the primary institution in the United States offering academic and applied studies in legislative administration and in legislative research and information technology. It is internationally regarded for its experience and expertise with legislatures in developing countries and emerging democracies. Over the years, the Center has conducted programs in such diverse areas as Central and South America, the Caribbean, Africa, the Middle East, Asia, and Central Europe.

Legislative development, as practiced by the Center, involves imparting legislative administration and management skills and concepts to legislators and staff to help them shape national or state goals. The Center's programs focus on developing professional legislative staff, creating legislative support agencies, gaining and improving access to accurate and timely information, and designing legislative management information systems. The Center has developed study programs and internships for legislators and their staffs, and also sponsors graduate-level study in legislative administration in the public administration program at the University at Albany. Thousands of legislators and legislative staff worldwide have participated in the Center's programs.

The Center brings together a wide range of resources which:

- Draw upon the experiences of a wide range of legislative institutions from around the world
- Emphasize the need for interaction between practitioners and academics involved in legislative management
- Provide hands-on exposure to administrative reforms as they are actually practiced
- Maintain an extensive international network of people and organizations concerned about legislatures

LEGISLATIVE PROGRAMS

The Center offers three types of programs designed with the rigorous schedules of legislators and staff in mind: Legislative Institutes, the graduate degree program, and the Professional Certificate Program.

Legislative Institutes

A Legislative Institute is a short-term, customized series of intensive seminars, workshops and on-site fieldwork which provide legislators and staff with a broad overview of recent technological and managerial innovations of special relevance to participants. Topics may include:

- Legislatures and their roles in contemporary society
- Legislatures in developmental perspective
- Legislative information needs
- The computer in the legislative process
- Legislative management needs
- Legislative staffing patterns
- Researching a bill
- Drafting a bill
- Legislative reference services
- Evaluations of bills
- Evaluation of program implementation
- The legislative-executive relationship
- Legislative managerial innovations and reforms

CENTER FOR LEGISLATIVE DEVELOPMENT

THE NELSON A. ROCKEFELLER COLLEGE
OF PUBLIC AFFAIRS AND POLICY

GRADUATE SCHOOL OF PUBLIC AFFAIRS

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK



UNIVERSITY AT ALBANY
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CENTER FOR LEGISLATIVE DEVELOPMENT
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The Area

The Capital District, formed by the cities of Albany, Schoenewand and Troy, has a population of about 750,000. The Berkshire, Catskill and Adirondack mountains, and the cities of New York City, Boston and Montreal—areas noted for their natural, cultural and recreational resources—are all driving distance from the campus. Air, train and bus terminals are within minutes of the University.

The Center

The Center for Legislative Development coordinates legislative management programs for international degree and nondegree participants. We offer specialized seminars for legislators and legislative staff on selected legislative processes and public policy issues. In addition, we sponsor conferences on legislative improvement and undertake consultancy work with legislatures worldwide. The Center for Legislative Development also maintains a network of professional relationships with universities, professional associations, and national legislatures.

For further information on the Center's programs or for information on admission to the University of Albany's Graduate School of Public Affairs, please contact:

CENTER FOR LEGISLATIVE DEVELOPMENT
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THE UNIVERSITY

Founded in 1844, the University at Albany of State University of New York (SUNY) is the senior campus of the largest centrally managed public university system in the United States. Designated as one of the four University Centers of the 64-campus SUNY system, the University at Albany has a broad mission of undergraduate and graduate education, research, and public service. More than 17,000 students are enrolled in the ten schools and colleges of the University.

The School and Students

The University at Albany's Graduate School of Public Affairs is an extension of the Nelson A. Rockefeller College of Public Affairs and Policy. GSPA has a highly qualified faculty and a talented and diverse student body. The University's location in Albany, the capital of New York, gives students and faculty direct access to the largest state government in the United States.

GSPA's faculty is comprised of specialists in public administration, political science, economics, and information analysis, as well as associated fields of specialization such as law, decision making, and systems analysis. Through their extensive research, writing and consulting work, many of the faculty associated with the GSPA and the Center are leaders in their fields. Doctoral students associated with the Center have written dissertations in a variety of public administration and policy areas, and many Center graduates occupy leadership staff roles in legislatures in the United States and around the world, including Brazil, Chile, Costa Rica, Hungary, Korea, Lebanon, Nigeria, and Pakistan. Over the past two decades, graduates of the Center's programs have generated at least 10 books and 70 articles in professional journals dealing with legislatures, their roles and their institutional needs. These publications serve as major resources on the characteristics of legislatures in developing countries.

While the program is centered out primarily at the University at Albany and within the New York State Legislature, participants have visited the U.S. Congress, the Canadian Parliament, and various state legislatures including California, Florida, Hawaii, Illinois, Maryland, Tennessee, and Wisconsin.

Graduate Degree Programs

The two-year Master of Public Administration (M.P.A.) degree program offered by the Graduate School of Public Affairs of the Nelson A. Rockefeller College of Public Affairs and Policy provides an opportunity for concentrated study in legislative administration. The legislative administration concentration provides students with a foundation in public administration and in the application of public administrative technologies to the organizational and political environment of legislatures. A guided internship in an American legislature is required.

All M.P.A. students take seven core courses:

- Introduction to Public Administration
- Budgeting and Accounting
- Human Resource Development
- Economic Analysis for Public Administration
- Computing for Public Administration
- Research Methods and Statistics
- Legal Environment of Public Administration



GSPA Dean Frank Thompson addressing the Hungarian Parliament.

Students specializing in legislative administration must also take: Introduction to Legislative Administration, Legislative Research, Seminars in Legislative Administration, and Seminar for Legislative Internship. Course substitutions may be made to meet the students' special interests in fields such as computers, finance, or policy analysis.

Doctoral courses in legislative administration are offered as a part of the Ph.D. program in comparative and development administration. The Ph.D. program involves two to three years of course work tailored to the needs and interests of each student. Two other fields of specialization are also required, and a much greater emphasis is placed on research than in the master's program. The doctoral degree requires the completion of a dissertation.

Professional Certificate Program

This two-semester program is specifically designed for senior staff who choose not to pursue a degree program. Participants attend many of the same graduate courses and seminars offered under the master's and doctoral programs, and participate in internships in such specialized areas of the New York State Legislature as bill drafting, legislative research, legislative policy analysis, budgeting, and information systems. This program provides participants with extensive contact with practitioners, scholars, and associations involved in legislative administration.

FINAL PROJECT REPORT

DEMOCRATIC INSTITUTION BUILDING IN HUNGARY

USAID ANE-0003-C-00-0013



presented by



CENTER FOR LEGISLATIVE DEVELOPMENT
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

OCTOBER 1992

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DEMOCRATIC INSTITUTION BUILDING IN HUNGARY



This project, "Democratic Institution Building in Hungary", is funded by the United States Agency for International Development and managed by the Center for Legislative Development (CLD), the University at Albany, State University of New York. This report summarizes the project's activities and accomplishments in developing and strengthening the Parliament of Hungary as a democratic institution between April 1990 and October 1992.

The Center for Legislative Development's legislative development philosophy is to ensure that the legislature creates a permanent internal capacity to perform its own institutional diagnoses and formulate its own priorities.

During this project, CLD's task has been to help establish a permanent locus for activities that strengthen and support the capacity of the Hungarian Parliament and its

supporting agencies and entities to perform their role in a multi-party democracy. This locus is the Center for Parliamentary Management (CPM), a unit of the Budapest University of Economic Sciences (BUES). CPM is staffed by Hungarians, with close ties to the university and the Parliament. CPM's function is to link the university's information and human resources with the institutional needs of Hungary's national legislative body.

COMMITMENT TO ASSISTANCE

The Center for Legislative Development went far beyond the minimum commitments it made in the original project documents. Many more activities were conducted than originally envisioned, owing to prudent planning and management in both Albany and Budapest. In fact, the U.S. General Accounting Office conducted a special review of this project and reported, in April 1992:

We believe that the project . . . has been beneficial to the [Parliament] and that [CLD] activities were conducted professionally in the face of substantial difficulties. . . [CLD] has completed the tasks described in its agreement with AID, and it also has gone beyond those requirements to conduct valuable assistance activities for the Hungarian government in addition to those it was obligated to perform.

Such praise is rare indeed from the main watchdog agency of the United States government. As a matter of fact, though, CLD has provided still more services beyond its contractual obligation since the GAO research was completed and reported.

CLD is proud of both the effectiveness and the efficiency of its work in Hungary.



Center for Legislative Development Director Abdo I. Baaklani

"THE ACTIVITIES . . . CONDUCTED WERE AMONG THE MOST USEFUL EFFORTS THAT COULD HAVE BEEN UNDERTAKEN . . . IT IS UNLIKELY THAT ANOTHER ORGANIZATION COULD HAVE PROVIDED THE SAME RANGE OF ASSISTANCE WITHIN THE REQUIRED TIME PERIOD."

- U.S. General Accounting Office,
commenting on the effectiveness of the project

PROJECT BACKGROUND

The project proceeded in two stages.

The first stage involved building the project's institutional infrastructure. Activities in this stage centered on complex negotiations and actions needed to create the legal and institutional framework of the project. This included reaching agreements about where the Center for Parliamentary Management would be housed and staffed, effecting statutory changes to allow CPM to receive funds, and establishing accounting and reporting systems to ensure project integrity.

The second stage included a large number of specific technical assistance and training activities, many undertaken with the assistance of a U.S. long-term advisor employed by the project. These activities included a parliamentary internship program, specific training sessions, and development and dissemination of publications for and about the Hungarian Parliament.

In addition, the project worked out its role in supporting the mission of the U.S. House of Representatives Special Task Force on the Development of Parliamentary Institutions in Eastern Europe, chaired by Representative Martin Frost; that task force was aiding the Hungarian Parliament at the same time.

The Center for Legislative Development's charge in this project was to undertake activities to:

1. establish CPM as an enduring presence to enable the Parliament's institutional development to continue as a cooperative venture between the university and the Parliament in such areas as education, training, technical assistance, and policy analysis;
2. ensure that identifying and addressing institutional needs is seen as a legitimate and important concern within the Parliament; and
3. strengthen the university's ability to help the Parliament identify and meet its institutional needs.



Inauguration Ceremony of Center for Parliamentary Management, Budapest

LEGISLATIVE AND POLITICAL ENVIRONMENT

Legislative development processes are gradual in any environment, and the Hungarian Parliament's situation was even more problematic than most in this regard. For example, the United States government wished to have a project in place by the time the new Parliament was seated. The project proposal and contract therefore predated the parliamentary elections. As a result, a decision was made to keep the project proposal and contract rather general and to refine the project specifics as the new Parliament refined its own understanding of its needs and its own preferences about how to meet those needs.

CLD's legislative development philosophy involves a more fundamental vision than carrying out a predetermined list of standardized technical assistance activities. It seeks to ensure that the legislatures it assists create a permanent internal capacity to perform their own institutional diagnoses and formulate their own institutional priorities.

CLD defines legislative development as the ability of the legislative institution, acting through its leadership, to study, assess, and identify its needs for resources and information, to formulate plans and programs to acquire those needed resources, and to continu-



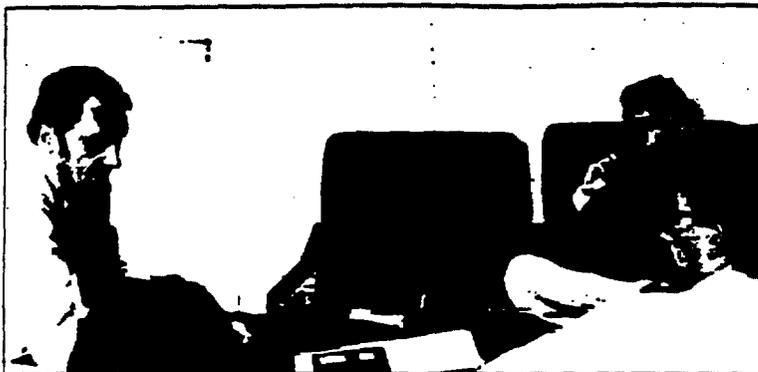
CLD long-term advisor Richard Nunez consults with CPM Deputy Director Peter Kata.

ously assess those needs and develop its resources for the purpose of reaching political agreements with the executive. Legislative development is not a concept or process defined a priori; it is a field-variant concept linking values, needs, and limitations of actors and their environments. ...a set of structural, procedural, and value changes that are identified by the political actors themselves as requisites for their legislature to function.



(L to R): University at Albany Dean Frank Thompson, CLD Director Abdo Baakini, CPM Director Laszlo Urban, and CLD long-term advisor Richard Nunez discuss CPM's future activities.

This kind of legislative institution-building differs from seemingly similar projects in part because there is almost never one individual, or even a small group of individuals, who can reach and enforce institutional decisions. For example, in an executive agency, the minister can set the departmental agenda and then directly offer organizational incentives to implement that agenda. The amount of consultation and consensus-building undertaken by the minister in this effort is essentially a matter of the individual minister's management style.



CPM brainstorming session.

In a legislative body, on the other hand, decisions affecting the structure, operations, and acquisition and distribution of resources cannot be made without some assent from a number of political groups, all of them formally empowered as voting members within the organization. This diffusion of influence becomes more marked as the number of parties represented in the legislature increases, and as the level of institutional experience of legislators decreases.

After the elections, Hungary presented both of these situations. Six party caucuses were seated in the Parliament, along with a sizeable number of independents. An extraordinarily small proportion (about five percent) of members had any experience of the legislative institution, and that was in the highly attenuated form of the previous regime. In addition, the major party that had been expected to participate in the government was not chosen to do so. This had an immediate effect on the project. The BUES dean who had been selected to head CPM instead became Foreign Minister in the new government, and the BUES political science department head who had been expected to work with him was not politically acceptable to the Parliament as CPM director.

Many steps were involved at this stage of the project:

- * Project initiation: CLD Director Abdo Baaklini conducted two weeks of meetings in Hungary with parliamentary leaders, emerging political parties, and university officials, as well as the U.S. Ambassador to Hungary. At those meetings, the decision was made to establish a university-based center within Hungary so there would be a capability to provide training and other assistance to the Parliament after the elections.

- * **Conducting needs assessments :** Basic to any legislative development project is preparation of a comprehensive needs assessment of the legislature's institution-building needs. Director Baaklini spent several months collecting data and drafting a needs assessment document. The product was formally adopted by the Parliament and became the basis for the Parliament's request for assistance from the U.S. House of Representatives Special Task Force chaired by Representative Frost. Because needs change as progress occurs, a second needs assessment was prepared and

foundation capable of receiving foreign funding and dealing with foreign entities proved formidable; there was no legal basis for such an entity in Hungarian. Creating the foundation required retaining legal counsel to ascertain the limits of existing law, then working extensively with the Parliament and others to get a law drafted and enacted.

- * **Recruiting CPM and project staff:** Because the elections in Hungary had different results than those expected, the original staffing envisioned for the project could not be used. An intensive search, in consultation with the Parliament, Embassy, and BUES, led to the selection of an outstanding BUES economist, Dr. Laszlo Urban, to head CPM. Although a member of one of the minority parties, Dr. Urban was enthusiastically recommended by the ruling party and was acceptable to all parties.

- * **Developing management systems:** CLD was very careful to develop and adopt a financial and accounting system in Hungary that conforms to both federal and state auditing standards, to ensure that expenditures incurred in Hungary by CPM were in conformity with the goals and agreements of this project.

In addition, a long-term advisor--Professor Richard Nunez, a University at Albany faculty member with substantial experience advising legislatures--was recruited and sent to Hungary, working as a full-time staff member of our project to begin addressing the needs identified earlier.

- * **Creating and training the Legislative Development Committee:** A permanent advisory committee on legislative development was created. It consisted of representatives of all the parties in the Parliament and the senior staff and experts. This committee was given extensive training and orientation in Hungary and the U.S. As an integral part of this project, the United States Information Agency funded, and CLD conducted, two separate Legislative Institutes for members and senior staff.

- * **Securing office space and equipment:** A legislative office building was acquired by the Parliament and renovated. Lengthy negotiations enabled the CPM to acquire space free of charge to the project at that prime and central location. Housing was also arranged for the long-term advisor and family at minimal cost to the project.



CPM Director Laszlo Urban and Deputy Director Peter Kata discuss the needs of the Parliament.

published in the Spring of 1992. It took account of changes in both the Parliament and the University during the intervening two years, and suggested many specific programmatic activities that would accelerate the Parliament's institutionalization as a democratic institution.

- * **Creating the legal infrastructure:** The creation of a university

TECHNICAL ASSISTANCE AND TRAINING

Many specific activities were undertaken in response to the needs identified by the Parliament. Four of these are of special importance:

Parliamentary Internship Program

As part of the institution building strategy, a Parliamentary Internship Program was created to serve three important legislative development purposes:

- i. Establish a continuing linkage between the Parliament and the university. The contacts thus established can be called upon later by the Parliament when help is needed in collecting data, in providing analysis, or in training staff.
- ii. Supply the Parliament with young, eager personnel to assist in staff work. This not only helps to meet the immediate staffing needs of the legislative branch, but also provides a pool of trained and experienced people who may be offered permanent staff positions.
- iii. Create a reservoir of informed citizens. Even interns who do not become permanent legislative employees gain experience in, understanding of, and possibly even sympathy with the legislative process. In the general population, and espe-

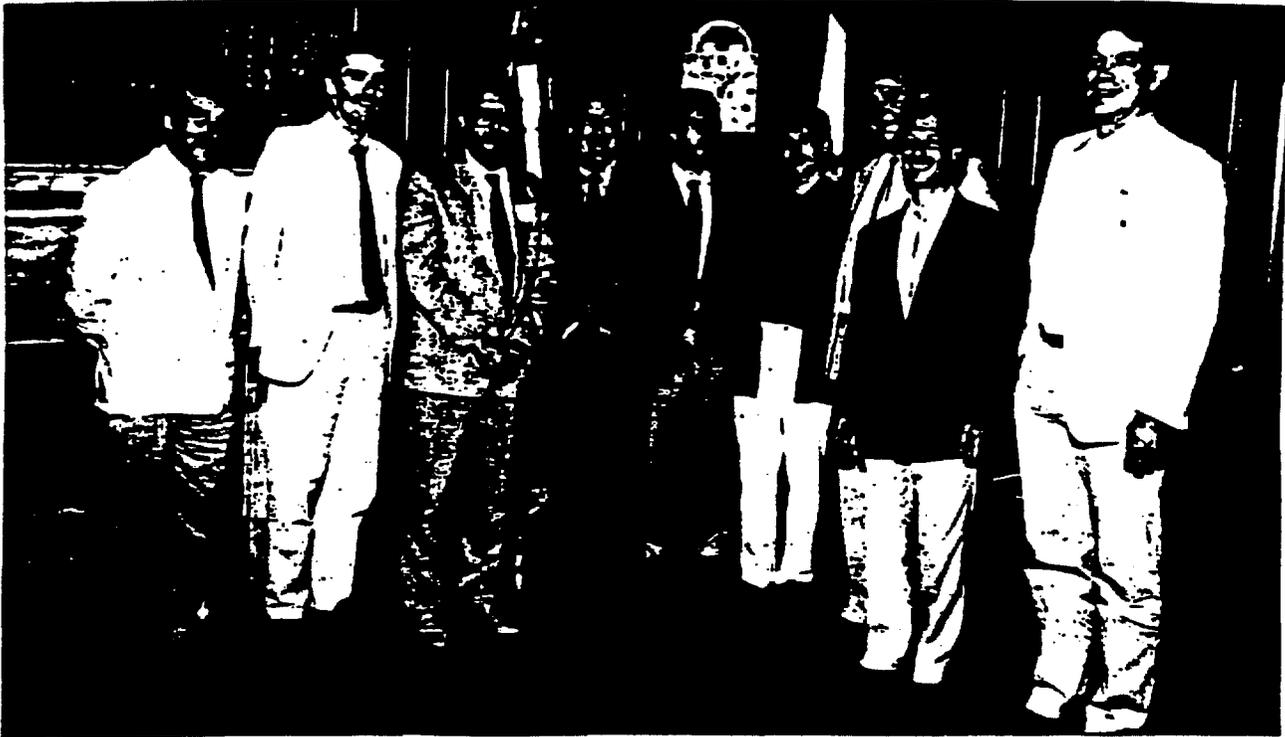
cially in academia, they can help explain the legislature to people, thus perhaps improving the poor public image of the body.

For these reasons, CLD established a Parliamentary Internship Program, following principles borrowed from successful legislative intership programs in the U.S. The interns, selected from among applicants from the law faculty and other faculties in the university, were supported by CPM and assigned to the various committees by the Secretary General of the Parliament. The Secretary General suggested that the best interns might be offered permanent positions within the Parliament, so that the program will serve as a steady stream of recruits for staff positions.

Network of Ministry Information and Legislative Liaison Staffs

For a legislature to have an active role in policymaking, it is essential that the body be able to receive data and analysis from executive branch agencies, in addition to having a way to inform the agencies of the legislature's wishes. Especially in a parliamentary system, where ministries tend to have an effective monopoly on information collection and analysis, this two-way communication is needed in order to realize the legislature's full constitutional potential.

Each ministry in the government had appointed an Information Officer to serve as liaison between the ministry and the Parliament. However, many of these officials had their role as limited to telling the ministry what the legislature wanted; they did not realize the importance of a two-way flow of information. CLD helped to create an informal association of Information Officers. This group seems likely to be permanent and successful. It met several times, and the Information Officers have agreed to cooperate with CPM on publishing a master index of governmental information.



Hungarian Parliament members and staff meet with City of Albany Mayor Thomas Whalen during one of two CLD-sponsored Legislative Institutes, Summer 1990. Tibor Soos, Director General of the Parliament, stands third from left; Mayor Whalen is to the right of Soos.

Training and Professional Development for Parliament Members and Staff

Training and professional development are obviously important in building institutional capacity, so that members and staff of the Parliament have a base of knowledge and skills applicable to the legislative process. At the request of the Parliament's Secretary General, who had seen the bill drafting procedures of the New York State Legislature during a tour funded by the United States Information Agency (USIA), CLD organized a series of lectures on bill drafting for the staff of the Parliament and a similar, separate series for the legal staff in the Ministry of Law, which works closely with the Parliament. CLD also provided lectures to the staff directors of the parliamentary parties and to the non-legal staff of the

Parliament on various topics, including information processing and research staff organization.

At the same time, two Hungarians began study at the University at Albany toward a Master of Public Administration degree, with a concentration in legislative administration. This program, unique in the United States, is coordinated by CLD. Funding for these scholars was provided by USIA, as an integral component of this project. One of these scholars has completed his studies and returned to work with the Parliament and the university, and the second will receive his degree in December 1992. The presence of these two highly trained persons in Hungary will provide continuity and technical skill in the ongoing legislative development activities of the Parliament.

Publications for and about the Parliament

Beyond providing needed information, a standard set of publications by and about the legislature helps the body establish and maintain its institutional self-image. Because the Hungarian Parliament was a very new institution, information about the Parliament itself—who the members are, how to get things done, even where offices are located—was quickly seen as an urgent need. Thus, one of CLD's most important initial publications—The Member's Handbook, distributed from the office of the Speaker—was widely used and widely praised. It contained information needed daily by members and staff, such as committee assignments, formal organizations for the Parliament and the parties, bill drafting requirements, and compensation schedules. The new edition contains more general information, including, for example, more discussion of the constitutional context and philosophy. The manual will be available for distribution to members of the press and interested public as well as Members of Parliament.

Because CLD's approach to legislative development relies heavily on concrete application, rather than solely academic lecturing, to demonstrate the usefulness and feasibility of key concepts, supporting

distribution of a book describing important academic policy research is not just a way of giving pertinent information to legislative decisionmakers. It is also a very clear demonstration of the need for linking academics and public policymakers. CLD has supported just such a publication on tax policy, as well as a compilation of key demographic and economic information, The Social Report, compiled by Hungarian academics.

In addition, CLD has found that systematic description of legislative processes, and analysis of their effects, is not just a need of new legislative bodies. As evidenced by the success of several academic journals in the U.S. and other countries, such description and analysis is helpful in understanding and sometimes modifying the processes of longstanding entities as well. In addition, the governing bodies of many local entities face the same organizational and procedural dilemmas as the national legislative body. After consulting with CLD, the Parliament has decided to undertake a series of publications, each targeting a specific aspect of legislative process, that will be distributed to Members of Parliament and to many local governments in Hungary as well. The project will support the first of these, a consideration of committee structure and process.



Istvan Soltesz,
Secretary General
of the Hungarian Parliament

ACCOMPLISHMENTS

Recent developments at BUES and the Parliament have converged to position both the legislative and the academic institutions for a dramatic takeoff in institutional capabilities, individually and cooperatively. The project caused or promoted many of these developments, through its activities designed to produce observable results in these areas:

- * Action within the Parliament demonstrating commitment to identifying and addressing institutional needs as a legitimate and important concern of the legislature; and
- * Action within BUES demonstrating that research about and service to the Parliament is a legitimate and important concern of the university.

In the Parliament

By the beginning of 1992, the Hungarian Parliament had achieved a significant record of dealing with major issues and policy decisions—for example, what kind of staff to hire and to whom they would report, how the basic legislative and policy functions of the Parliament would be organized, and more basically, whose offices would be located where. The Frost Task Force delivered its first installment of computers, equipment and software. Decisions were made about allocating these resources, and in most cases the

equipment is now in use. Interest, knowledge, and influence are highly diffused in any legislative body. Legislators tend to develop subject-matter specialties, and to defer to specific recognized colleagues on topics where they do not have personal expertise or immediate political concern. This tendency is even more marked when the subject is the institutional status and development of the legislative body as such.

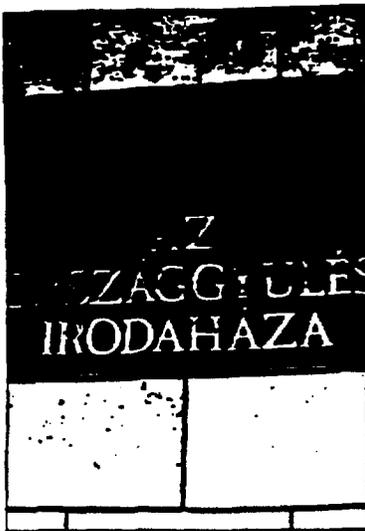
The legislature-as-institution attracts the attention of only a small proportion of members. It languishes badly if these do not include senior legislators and staff, and it does not last if it seen as the property of only one faction.

In examining developments pertinent to this project, CLD can point to these facts:

- a. An identifiable group of members and staff exists who spend time thinking about the institutional status of the legislative body;
- b. This group includes senior members and leaders of the Parliament and high-ranking staff, and represents all parties, not just those currently in power; and
- c. The Parliament as a whole acknowledges the legitimacy and importance of this group, acts on its recommendations, or at least acquiesces in its more important efforts.



Gyorgy Czabad,
Speaker of the
Hungarian
Parliament.



Outside the White House, the Hungarian Parliament's office building and home to CPM.

Senior leaders and staff see CLD and CPM not only as having made important contributions in the past, but as resources for the future. CPM been assured of continued tenure in its office space provided rent-free by the Parliament, and parliamentary leaders and senior staff have identified many new and expanded development activities for CPM to undertake after this project concludes.

At the University

Developments at BUES have been moving equally rapidly. The most important development affecting this project is the university's effort to establish a center for public policy and management (with technical assistance from the Public Administration department of the University at Albany). These efforts are aimed at realizing the goal of integrating CPM into a Hungarian university in a way that will survive the termination of this project. The new Rector of BUES has ratified his university's intention to pursue this cooperation.

A strong connection to a respected comprehensive university is vital to the success of this legislative development effort. The university provides needed institutional development services to a legislative body. For example:

a. by training professional staff members, it promotes a high quality of efficient work at the Parliament;

b. by conducting research about the legislature, it helps the legislature understand its own needs and make improvements in legislative processes and structures;

c. by providing information and research for the legislature or its caucuses or committees, it aids the legislature in its lawmaking and oversight roles; and

d. by exposing many of its students to the work of the Parliament, through coursework or internship programs, it enhances public understanding, acceptance, and esteem of the legislative body.

For all these reasons, the creation of an enduring link between university resources and legislative needs is an important element in building the legislative institution.

When the project began, relations between Hungarian universities and the Parliament were strained. In large part, this was because the new Parliament was dramatically incompatible politically with the carried-over executive leadership at the universities. This situation is now substantially alleviated, and the faculty of the new center and the new BUES Rector intend to develop a specific concentration in legislative administration within the new curriculum. They have said they intend to integrate CPM fully into the university as a key element in the program's structure.

Legislative development is not a once-and-for-all phenomenon. Institutional needs and available resources change as new generations of lawmakers and staff take office, as new technology becomes available, as new problems and values emerge in the social and political life of the country. Therefore, a fundamental objective of this project—as with all CLD projects—is to develop a permanent capacity, in Hungary, for the continuing institutional development of the Parliament. In the future, as in the past, institutional awareness and commitment will best be fostered by:

1. creating and disseminating the special history and culture of the legislature—for example, by disseminating information on functions and achievements that are identified as those of the Parliament as such, not of any current majority party;
2. clarifying the unique role of the Parliament within the overall structure of the government;
3. promoting activities that instill an orientation of members and staff as representatives of the Parliament, not their parties—for example, by encouraging international exchanges or organizations at the institutional level similar to the U.S. National Conference of State Legislatures.

CPM is expected to continue to pursue these goals in the future. It is noteworthy that CPM is undergoing a significant transition separate from the termination of AID funding. CPM's Director, Dr. Laszlo Urban, has accepted a visiting faculty position at the Woodrow Wilson School of Princeton University. Professor Gyorgy Jenei of the BUES Public Policy Center has replaced Dr. Urban.

To assist in the transition, CLD has arranged for Professor John Rohrbaugh to be available to CPM during the 1992-93 academic year at no cost to the project. Professor Rohrbaugh is a faculty member of the University at Albany's Department of Public Administration and Policy. He has previously assisted this project by organizing and operating a decision conference to select topics for a series of policy analysis papers. In addition to providing technical assistance to the Parliament and the University during the coming year, Professor Rohrbaugh will be able to help University and—after October—CPM staff identify additional sources of outside funding for future CPM activities. In addition, CLD and the University continue to explore methods of establishing permanent linkages with BUES and other Hungarian universities. Thus, with limited—indeed, nonexistent—resources, CLD continues to pursue the project's basic objectives.

CLD hopes that the future of CPM will be a smooth and successful transition to other forms of funding and support, and continued success as a linkage mechanism useful to both the Parliament and the academic community. BUES, for example, has declared its intention to incorporate CPM into the work of its new Academic Center, as well as make some office space available at BUES. The Parliament, too, appears ready to continue to allow CPM to occupy its current space in the Parliament's office building.

Nonetheless, as noted in this and other CLD reports on this project, the Hungarian Parliament and universities are at a critical stage. Great gains in democratic institution-building can now be realized for relatively little additional input of resources. These gains may be jeopardized if no support is forthcoming. Thus, despite the considerable success of this program, CLD urges AID and other U.S. governmental agencies to consider resuming specific support for the continuing effort of legislative institution building in the Parliament of Hungary.



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GAO

Report to the Chairman, Special Task
Force on the Development of
Parliamentary Institutions in Eastern
Europe, House of Representatives

April 1992

FOREIGN
ASSISTANCE

Evaluation of Aid to the
Hungarian National
Assembly



**Program Evaluation and
Methodology Division****B-247030****April 29, 1992****The Honorable Martin Frost
Chairman, Special Task Force on the Development
of Parliamentary Institutions in Eastern Europe
House of Representatives****Dear Mr. Chairman:**

In April 1990, the House Special Task Force on the Development of Parliamentary Institutions in Eastern Europe was appointed to help build more effective national legislatures in Central and Eastern Europe. The Task Force is responsible for providing direct assistance to the parliament of those newly democratic nations.

On July 17, 1991, you asked us to evaluate a program of parliamentary training and technical assistance to the Hungarian National Assembly. The project, called "Democratic Institution Building in Hungary," is conducted in Budapest by the Center for Legislative Development of the State University of New York at Albany (SUNYA) and is funded by the Agency for International Development (AID).¹ Members of my staff briefed you on the results of our evaluation on October 23, 1991. As we agreed at that meeting, we have prepared this report to more fully describe the SUNYA program in Budapest and to present the results of our evaluation in more detail. Appendix I documents our methodology and activities.

Results in Brief

Project Effectiveness

We believe that the project of the State University of New York at Albany (SUNYA) in Budapest has been beneficial to the National Assembly and that SUNYA's activities were conducted professionally in the face of substantial difficulties. One major difficulty has been tension between the two principal goals of the project. One goal reflects SUNYA's plan to assist the parliament by building a Hungarian infrastructure for legislative development through long-term assistance to academics and members of parliament and staff. The other goal comes from the U.S. government's

¹In this report, the acronym SUNYA refers only to the Center for Legislative Development, not to other academic units of the State University of New York at Albany.

urgent request that SUNYA provide timely, short-term technical assistance directly to the nascent National Assembly on behalf of the United States.

In our judgment, SUNYA has completed the tasks described in its agreement with AID, and it also has gone beyond those requirements to conduct valuable assistance activities for the Hungarian government in addition to those that it was obligated to perform. SUNYA has successfully focused the attention of some academics and members of parliament on issues affecting the viability of the National Assembly as an institution. However, we believe that the contractually required needs assessment prepared by SUNYA early in the program was not adequate to serve as a clear guide to later activities. Although the needs assessment reflected SUNYA's judgment about the most appropriate course of action at that time, it was not the comprehensive appraisal described in the statement of work, but rather a detailed assessment of the parliament's information needs.

Future U.S. Assistance

Although its activities differ from those of the House Special Task Force, SUNYA's role complements the efforts of the Task Force to develop the infrastructure for parliamentary democracy in Hungary. The House Special Task Force is providing nonpartisan, short-term assistance directly to the Hungarian National Assembly, principally by providing a computerized information system and ensuring access to important data bases, which will increase the parliament's ability to access and disseminate information. SUNYA's primary efforts also are nonpartisan, but they are longer term and intended to assist the parliament indirectly through the Center for Parliamentary Management, an institution established by SUNYA that is affiliated with the Budapest University of Economic Sciences.

The Hungarian parliamentary and American officials we interviewed in Budapest told us that the kind of assistance provided by the Task Force should have the highest priority for future U.S. assistance funds for the National Assembly. However, we believe that SUNYA's long-term institution-building activities are also important to the continuing growth of Hungary's democratic institutions.

Background

To promote the development of democratic institutions in Hungary, AID contracted on April 12, 1990, with the Center for Legislative Development State University of New York at Albany, to provide training and technical assistance to the Hungarian National Assembly. SUNYA received \$642,000 under the agreement, "Democratic Institution Building in Hungary." The director of the Center for Legislative Development, Dr. Abdo Baaklini, also is the director of the project. The agreement originally called for the work to be performed in an 18-month period ending in October 1991; however, because of travel restrictions in effect during the hostilities in the Persian Gulf, SUNYA requested, and was granted, a no-cost extension of the deadline until April 1992. The agreement was envisioned as the first half of a 3-year project.

SUNYA's Expertise in Legislative Development

At the time that AID first contacted SUNYA, the Center for Legislative Development was not particularly knowledgeable about contemporary Hungarian politics, but it was well versed in comparative politics and especially well qualified to work on legislative development issues. Indeed, according to a study cited by AID, the Albany campus is the only American university with an academic unit dedicated to the study and practice of legislative development. According to AID, SUNYA has a long history of work for that agency, and its methods have met with success in a variety of countries, notably in Latin America. The central goal of SUNYA's approach is to promote legislative development by creating and institutionalizing an "intellectual infrastructure" to teach public policy analysis and to pursue the study of legislative bodies as institutions. This strategy of long-term, indirect assistance to legislatures seeks to bridge the gap between academics and politics by training academics in the analysis of legislative issues, with the goal of enabling newly democratic nations to support and develop their legislatures by mobilizing their own intellectual resources.

SUNYA's Involvement in Budapest

Reflecting the desire of the U.S. government to provide timely assistance to Hungary's emerging democratic government, the U.S. Ambassador to Hungary asked SUNYA to begin work in Budapest well before the democratic parliament was formed. At his request, SUNYA staff first traveled to Budapest to lay the groundwork for providing parliamentary assistance in November 1989, 4 months before the election for seats in the National Assembly. (The first round of voting was held March 25, 1990, and the runoff election on April 9.) Until the election results were known, SUNYA's negotiations concerned the establishment of a "Center for Parliamentary Affairs" at the Budapest University of Economic Sciences (known then as

Karl Marx University). SUNYA's efforts centered on the University because its major purpose was to involve academics in legislative issues and also because the parliament was not yet seated.

The unexpected results of the parliamentary election dramatically altered SUNYA's university-centered plans. Dr. Geza Jeszinsky, the Budapest University official chosen to head the proposed Center, instead accepted the appointment of Minister of Foreign Affairs after the surprisingly strong electoral showing of his party. Subsequently, the location of the proposed Center shifted from Budapest University to office space provided by parliament. This shift reflected the uncertain prospects faced by university faculty and programs during a time of great turmoil and, more importantly, the strong desire of the leadership of the new National Assembly to play an influential role in establishing the priorities of the Center.

As a result, SUNYA proceeded with the establishment of the Center for Parliamentary Management in the parliament's office building. The Center is governed by the Foundation for the Expert Functioning of Legislation, with board members from parliament, Budapest University of Economic Sciences, and SUNYA. The Center receives operating support from Budapest University (through a subcontract with SUNYA) and from the National Assembly. The Hungarian director of the Center is Dr. Laszlo Urban, an economist from Budapest University. According to the parliamentary staff we interviewed in Budapest, Dr. Urban is accepted by all of the political parties, and he has strong connections to both the academic and political communities. A well-publicized inauguration ceremony for the Center was held on October 11, 1990.

Project Objectives

The objectives of the agreement between AID and SUNYA closely follow the outlines of SUNYA's approach to legislative development. That is, the project's objectives are long-term; they are not directed solely at the parliament, but also at the academic public policy community; and the ultimate goal is to develop and institutionalize an indigenous Hungarian infrastructure to support the parliament. The project's dual objectives as listed in the statement of work are:

- "to institutionalize . . . a permanent capability to strengthen and support the Hungarian legislature and its supporting institutions through training, consultation, and public policy analysis" and

-
- "to equip the new Hungarian parliament and its supporting institutions with the necessary institutional capabilities to conduct their various roles as prescribed by the new constitution."

Contract Requirements

The requirements listed in the statement of work follow SUNYA's approach to legislative development somewhat less closely. The three types of required activities are a mix of long-term infrastructure development activities and short-term technical assistance efforts.

Needs Assessment

The first requirement is for a comprehensive needs assessment of "the functions that the Hungarian parliament is likely to perform, and the manner, methods, and resources needed to perform those functions." This includes topics such as the history of the legislature in Hungary, legislative-executive relations, legislative staffing patterns, information systems within the legislature, and proposals and strategies for strengthening the legislature. The needs assessment was to have been the product of a joint working group of Budapest University faculty and SUNYA specialists.

Training

The second category of obligations is identified as training. As revised in September 1990, this category encompasses SUNYA's core activities, providing "public policy research and analysis" assistance to members of parliament. This includes providing background information about bills, acting as a liaison between parliament and the academic research community, and arranging for U.S. experts to assist Hungarian research teams. Also included are workshops on "legislative technology" topics for parliamentary staff.

Technical Assistance

The third set of requirements is composed of short-term technical assistance activities responsive to the needs of members of parliament and staff. This provision requires that SUNYA maintain a long-term on-site advisor in Budapest to assist with training and other tasks. This section also describes requirements for producing an information pamphlet for parliament and for procuring equipment for the Center for Parliamentary Management.

SUNYA's Activities and Accomplishments

Needs Assessment

The needs assessment delivered by SUNYA fulfilled the requirements of the contract; however, we found that it was not the comprehensive appraisal and plan envisioned in the statement of work. Instead, it was a detailed assessment of the parliament's information needs. SUNYA saw this as the first of several needs assessments on different topics, but no other needs assessments have been completed.

SUNYA's decision to limit the scope of the needs assessment reflected both the changes in the project's circumstances precipitated by the April 1990 parliamentary election and a strategic judgment to focus its attention on developing Hungarian support for considering "institution-building" issues. The principal change in the project's circumstances was the greatly reduced role of the Budapest University of Economic Sciences in the activities of the Center for Parliamentary Management, in contrast to the close affiliation envisioned when SUNYA expected that the Center would be housed at the University. The University originally was expected to be an equal partner with SUNYA in preparing the comprehensive needs assessment. Additionally, SUNYA convened a decision conference to prepare the needs assessment. Along with that task, SUNYA decided to use the conference for the separate purpose of raising institution-building issues to the parliament by creating an "institutionally focused decision-making structure." SUNYA's objective was "to enlist not only the support of the Hungarians but their direct engagement" through the participation of members and officials of the National Assembly. SUNYA judged that narrowing the focus of the decision conference to the tangible issue of parliament's information needs would serve this goal.

We found that SUNYA's choices regarding the scope of the needs assessment had both negative and positive consequences. Their failure to prepare a comprehensive plan conveyed the impression to later observers that SUNYA's activities lacked focus. However, SUNYA was able to respond more flexibly to the changing circumstances in Budapest. First, in at least one instance, SUNYA suggested revisions to the statement of work that eliminated the requirement for services that were clearly not desired by members of the National Assembly. Second, the group of members and parliamentary officials that SUNYA assembled for the information needs decision conference formed the first nonpartisan group to consider the needs of the National Assembly as an institution. Indeed, the formation of

the decision conference group ultimately led to the creation of the Speaker's Advisory Committee on Information Needs that has since worked with the House Special Task Force. Third, the report on the parliament's information needs produced by the decision group convinced the National Assembly to appropriate some of its own funds to procure the necessary equipment. Subsequently, the House Special Task Force agreed to provide the information system described in the information needs assessment, along with some related training.

Training

SUNYA has undertaken a variety of activities under the training portion of the contract. The Center for Parliamentary Management has cosponsored or participated in several conferences in addition to the decision conference on parliamentary information needs just described. These included an April 1991 conference on "Parliaments and the Transition Toward Democracy," and a June 1990 meeting on the "Allocation of Frequencies and Regulation of Electronic Media." Further, acting as a liaison between parliament and academic researchers, in August 1991, the Center held a decision conference for members of the National Assembly's Budget Committee. That meeting had the dual purposes of helping the Committee formulate its information requests for the Finance Ministry and identifying the most important topics for background information papers to be prepared by academics retained by the Center. Also, the Center has held many workshops and seminars for parliamentary staff. Among these were seminars on the budgetary process, personnel issues, bill-drafting, and other topics conducted by SUNYA's long-term advisor and a 1-week seminar on problem identification in public policy research conducted by David Andersen of the Albany campus.

Technical Assistance

As required in the technical assistance section of the contract, Professor Richard Nunez served as a long-term resident advisor from September 1990 until May 1991. Professor Nunez is a lawyer and professor of public administration. In addition to leading the seminars noted above, he performed a variety of other activities as needed, often providing assistance beyond the scope of SUNYA's contractual obligations. For example, he discussed bill-drafting with staff of the Ministry of Justice, assisted in drafting consumer protection legislation, contributed articles to the Hungarian Political Yearbook, and organized an ongoing roundtable on "Public Policy and Legislative Studies" at the Budapest University of Economic Sciences. Professor Nunez also taught two courses at the Faculty of Law of ELTE University, "American Administrative Law" and

"Parliamentary Law and Process." At ELTE, he initiated a parliamentary internship program that has continued this year, with eight law students working in parliament and paid by the Center for Parliamentary Management.

To fulfill the requirement for an information pamphlet, the Center prepared and printed the first Parliamentary Manual, now the standard reference source for members and parliamentary staff. Additionally, the Center has prepared a data base of information sources in the ministries, institutes, and universities. Finally, SUNYA has procured the equipment necessary for the operation of the Center.

Other Activities

With additional funding from the United States Information Agency (USIA), SUNYA conducted two study tours of the United States for members and officials of parliament during the summer of 1990. The tour groups included members from every party represented in the National Assembly. The participants were the core of the Speaker's Advisory Committee on Information Needs, as the study tours were held in support of the decision conference on the information needs of parliament. To allow them to learn about the roles of information systems in legislative work, the participants visited SUNYA's campus and the New York State Legislature in Albany, other state capitals, and congressional support offices in Washington, D.C. Finally, the USIA grant allowed SUNYA to bring two Hungarian graduate students who have worked with parliament to Albany for advanced study in public policy analysis. The students are enrolled in the program for the master of public administration degree, with a concentration in legislative administration.

Difficulties Faced by SUNYA

We believe that SUNYA's activities in Budapest have been significantly hampered by several factors: (1) the conflict between the two major goals of the project, (2) the many important national problems consuming the attention of parliament in its first year, and (3) the recent extraordinarily rapid pace of change in Hungary's political structure. First, SUNYA's focus and energy were divided between two distinctly different types of activities. One set of activities was intended to assist the parliament indirectly through the long-term nurturing of a Hungarian infrastructure for legislative development. These efforts derived from SUNYA's concept of legislative development. The other set of activities consisted of short-term technical assistance activities resulting from the U.S. government's desire to provide immediate help to the parliament. These efforts were

undertaken in response to the stated or perceived needs of parliament, and they were not closely related to SUNYA's conceptual framework.

Second, SUNYA's efforts to provide short-term assistance were hindered by the overwhelming workload faced by the National Assembly during its first year and the resultant understandable preoccupation of members with legislative work. In contrast to the clear conceptual foundation guiding SUNYA's long-term proactive efforts to develop the infrastructure for public policy analysis, its short-term parliamentary assistance activities were necessarily reactive; that is, specific activities were undertaken in response to the needs of parliament. However, despite SUNYA's best efforts to capture their time and attention, members and officials made few requests for assistance and frequently were unable to attend seminars and programs organized by SUNYA—even those events designed specifically to fit their needs and schedules—presumably because of the urgent business of the National Assembly.

Third, the unexpected results of the April 1990 election clearly interrupted the implementation of SUNYA's plans. As discussed earlier, SUNYA's choice for director of the new Center for Parliamentary Management instead accepted the position of Foreign Minister, necessitating another search for a capable and politically acceptable director. Further, at the request of the new parliament, the Center's focus and even its physical location shifted from Budapest University to the parliament.

Characteristics of SUNYA's Activities

We found that the activities of SUNYA and the Center for Parliamentary Management have been scrupulously nonpartisan in the midst of a vigorously partisan environment. For instance, the Center has avoided attempts by some political parties to use it to gather intelligence about rival parties. According to the parliamentary staff we interviewed in Budapest, the Center's director, Dr. Laszlo Urban, is acceptable to all of the political parties, unlike most university faculty, who are associated with the former government. Finally, the working group assembled by SUNYA for the information needs assessment formed the basis for the Speaker's Advisory Committee on Information Needs, the only nonpartisan organization of members that we uncovered.

Dr. Urban's connections to parliament and to the academic community mean that the Center is especially knowledgeable about Hungarian politics, the activities of parliament, and the academic resources available to

research particular public policy issues. The Center also is knowledgeable about the availability of American policy analysis resources.

Program Funding

Table 1 presents the project's budget and lists expenditures through June 1991. As the second column of the table shows, 42 percent of the funds are budgeted for the salaries and benefits of SUNYA staff and of Dr. Urban, director of the Center for Parliamentary Management in Budapest. SUNYA's overhead costs account for 22 percent of the total budget, while the subcontract with Budapest University of Economic Sciences has 13 percent. The subcontract with Budapest University provides operational expenses for the Center and funds the salaries of the deputy director and an administrative assistant. We estimate that, at most, about \$253,000 can be spent directly in Hungary, not quite 40 percent of the total.²

Table 1: Project Budget and Expenditures

Category	Budgeted amount	Percent of budget	Percent expended ^a
Salaries and benefits	\$269,270	42%	70%
Supplies and equipment	74,190	12	23
Travel and per diem	61,040	10	48
Budapest University subcontract	86,100	13	41
Miscellaneous	8,000	1	29
Indirect costs	143,400	22	63
Total	\$642,000	100%	57%

^aThrough June 1991.

Approximately 57 percent of the funds had been expended through June 1991, the 13th of the project's 24 scheduled months. The investment of SUNYA staff time was relatively heavy at the beginning of the project, before the Center was fully staffed with Hungarian professionals. This means that the budget categories encompassing SUNYA's personnel costs were

²Our upper-bound estimate of this figure is \$252,664. This estimate includes all of the budgeted funds for supplies and equipment (\$74,190), the Budapest University subcontract (\$86,100), and miscellaneous expenses (\$8,000). It also includes 20 percent of the funds in the salaries and benefits category (\$53,854) for Dr. Urban's salary, and one-half of the amount in the travel and per diem category (\$30,520).

depleted relatively rapidly through June 1991; 70 percent of the funds for salaries and benefits had been expended, as had 63 percent of the total available for indirect costs.

Project Effectiveness

Our overall judgment is that SUNYA has provided effective assistance to the Hungarian National Assembly under challenging circumstances. As presented in more detail below, this conclusion is based on our findings that, on balance: (1) SUNYA has completed the tasks described in its agreement with AID, (2) SUNYA's programs have had a positive impact, (3) the activities SUNYA conducted were among the most useful assistance efforts that could have been undertaken, and (4) it is unlikely that another organization could have provided the same range of assistance activities within the required time period. Also, those activities based on SUNYA's clear conceptual framework for developing policy analysis capabilities were more successful than the short-term technical assistance activities offered in response to the parliament's needs.

SUNYA Completed Required Tasks

SUNYA has completed all of the contractually required tasks. The needs assessment prepared by SUNYA fulfilled the terms of the contract, although its narrow focus on information needs meant that it did not serve as a clear guide to later activities.

SUNYA's Programs Had Positive Impact

Our finding that SUNYA's programs have had a positive impact comes from the consensual opinion of those familiar with the program and from institutional responses to SUNYA's efforts. The U.S. Embassy official in Budapest with the most knowledge about the project has a very positive opinion of SUNYA's effectiveness, and his viewpoint is shared by the parliamentary staff and government officials we interviewed. All of the Hungarian respondents had particular praise for that portion of SUNYA's activities with which they were the most familiar, and they all spoke highly of the Parliamentary Manual. The National Assembly has demonstrated its high regard for the project by appropriating funds to acquire the information system that SUNYA's needs assessment decision conference recommended and by providing office space in the parliamentary office building for the Center for Parliamentary Management. The parliament also has chosen to continue the internship program in parliamentary staff offices for law students from ELTE University. Further, the Center itself is now an ongoing institution, an achievement that is noteworthy in light of the many difficulties SUNYA faced during its establishment. Finally, SUNYA

has attracted funds for related activities from another U.S. government entity, USIA.

SUNYA Chose Appropriate Activities

SUNYA's long-term activities—especially developing public policy analysis capabilities—were among the most useful assistance efforts that could have been undertaken. The National Assembly's demands for information encountered government ministries ill-prepared to analyze and disseminate public policy information, a parliamentary library not yet able to quickly compile relevant information, and a small community of issue area experts in the universities who historically have not been involved in legislative activities. SUNYA's concept of policy analysis development was particularly appropriate in this environment. SUNYA acted as a liaison between parliament and academics, helping parliament formulate important research topics and then recruiting researchers with the appropriate expertise to prepare the studies. Public policy experts from Albany then assisted the Hungarian researchers in this work by providing them with on-the-job training. An example of this process is SUNYA's autumn 1991 work with parliament's Budget Committee.

SUNYA's Range of Expertise Was Important

Some of SUNYA's individual efforts could have been successfully conducted by another organization; however, we believe that it is unlikely that the range of activities undertaken by SUNYA could have been accomplished as well by another organization within the same time frame. In particular, SUNYA's special expertise in decision conference techniques was critically important to helping both the information needs assessment working group and the Budget Committee describe parliament's priorities and define research issues. Further, Dr. Urban's exceptionally good reputation in both parliament and the academic community and SUNYA's policy analysis capabilities—especially its prior knowledge, experience, and networking resources—gave the Center an ability to quickly provide effective assistance that could not, we believe, have been easily duplicated by another organization.

SUNYA's On-Site Advisor

As required by the contract, SUNYA maintained a resident advisor in Budapest for the 1990-91 academic year. We found that Professor Richard Nunez played an important role during the parliament's first year, and the Hungarians he worked with clearly valued his technical expertise. He allowed the Center to respond quickly to the diverse and unpredictable demands of the parliament. Professor Nunez also kept SUNYA's academic

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programs going during the Persian Gulf hostilities, when specialists from the Albany campus were unable to travel to Budapest.

SUNYA has not maintained a resident advisor since Professor Nunez departed in May 1991 and does not plan to do so in the future, for several reasons. First, SUNYA is able to recruit a wider range of experts for shorter stays in Budapest, for a few weeks or a few months, than for longer periods. Second, the focus of the Center's work has shifted over time, away from the short-term activities of the first year toward an emphasis on policy analysis training, which will include a variety of topics and involve SUNYA specialists with diverse areas of expertise. Third, and most importantly, the Hungarian staff of the Center now has the experience necessary to perform the important functions of the office—monitoring the needs of members and parliamentary staff and identifying the relevant resources at the Center and in Albany.

Future Assistance to the National Assembly

The Future of the Center for Parliamentary Management

The type of assistance the Center provides, and where it provides it, will be affected by four major factors. The focus of the Center's work continues to shift away from short-term direct technical assistance activities, toward long-term efforts intended to build an intellectual infrastructure. This will allow the Center to concentrate more closely on activities matching SUNYA's areas of expertise. Parliament's need for the short-term assistance the Center can provide has decreased, primarily because of the experience gained by members and staff during the National Assembly's first session. Further, the Center has successfully demonstrated some activities that the parliament now will be able to pursue on its own should it choose to do so, reducing SUNYA's future involvement. The Parliamentary Manual is one example of this—the Center's involvement was crucial to the publication of the first edition, but at some point the parliament's staff will be able to produce updated versions on their own.

Conversely, demand is likely to grow for the policy analysis training SUNYA can provide. In contrast to the former system of government, the open decision style of parliamentary democracy requires a number of policy analysts able to collect, analyze, and disseminate information in the ministries, parliament, political parties, and other organizations. Indeed, the largest opposition party in parliament, the Free Democrats, already has

established its own small analysis group, and most of the other parties are following suit in one way or another. There are no effective public policy analysis training programs in Hungary now, and the lack of a critical mass of trained faculty means that Hungarian universities are unlikely to be able to meet the demand for that training in the near future.

Further, the Center's organizational position as an institution connecting parliament and Budapest University probably is untenable in the long run. The Center currently is organizationally a part of the University, but it is located in offices provided by the National Assembly and governed by a foundation with board members from parliament as well as from SUNYA and Budapest University. The Center eventually will face pressures to move closer to either parliament or the University. Indeed, one parliamentary official told us that the National Assembly hopes to be able to fully fund the Center in a few years. However, the Center prizes its independence, and its director, Dr. Urban, told us that the Center would refuse to become a staff office of the parliament. For this reason, and because of the shift of the Center's work toward policy analysis training, we believe it is likely that the Center will move closer to the Budapest University of Economic Sciences, perhaps eventually relocating on campus.

Finally, the Center is not likely to become self-supporting in the near term. Organizationally, the Center must maintain close ties with Albany, as both the expertise of SUNYA faculty and the ability to place students in the graduate study programs there are important to the Center. Financially, it is unlikely that the Center can maintain a reasonable level of effort without U.S. government funds, as the Center does not want to be absorbed by parliament and alternative funding sources are not now available.

The Relationship Between the Center and the House Special Task Force

The House Special Task Force and SUNYA have emphasized different, but complementary, forms of assistance in their efforts to develop the infrastructure for parliamentary democracy in Hungary. The House Special Task Force is providing nonpartisan, short-term assistance directly from the U.S. Congress to the Hungarian National Assembly. The Task Force is providing a computerized information system, access to data bases, and associated training to the parliament and to the parliamentary library. SUNYA's primary efforts also are nonpartisan, but they are longer term, larger in scope, and intended to assist the parliament indirectly by promoting public policy analysis training through the Center for Parliamentary Management. In the long run, the success of SUNYA's

activities, and the similar efforts of others, will significantly affect the ability of parliament to make full use of the Task Force's contributions.

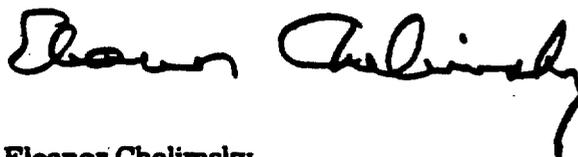
The Hungarian and American officials we interviewed in Budapest agreed that the information system hardware and data base access provided by the Task Force should have the highest priority for U.S. assistance funds for the National Assembly. In our judgment, the assistance provided by SUNYA also is important, especially the long-term "intellectual infrastructure" development activities that SUNYA is notably qualified to perform.

Agency Comments

We received comments on draft copies of this report from SUNYA, AID, and the Congressional Research Service, the administrative agent for the House Special Task Force. None of them expressed substantial reservations about the content of the report. We have incorporated their specific suggestions where appropriate.

We are sending copies of this report to interested congressional committees, and we will make copies available to others upon request. If you have any questions or would like additional information, please call me at (202) 275-1854 or Kwai-Cheung Chan, Director of Program Evaluation in Physical Systems Areas, at (202) 275-3092. Other major contributors to this report are listed in appendix II.

Sincerely yours,



Eleanor Chelimsky
Assistant Comptroller General

Scope and Methodology

In accordance with the July 17, 1991, letter from the Chairman of the House Special Task Force requesting this study, our findings are based on interviews with relevant individuals and our review of the pertinent documents. We conducted our review in Washington, D.C., Albany, and Budapest between July and October 1991 in accordance with generally accepted government auditing standards.

In Albany, we interviewed State University of New York (SUNYA) faculty members and administrators involved with the Center for Legislative Development of the Graduate School of Public Affairs, Nelson A. Rockefeller College of Public Affairs and Policy. In Washington, D.C., we interviewed Congressional Research Service personnel working with the House Special Task Force, Task Force staff, and the project officer for the Agency for International Development (AID). In Budapest, we interviewed the Hungarian director of the Center for Parliamentary Management, a representative of the United States Information Agency (USIA), representatives of the Hungarian National Assembly, a member of the faculty of the Budapest University of Economic Sciences, and an official of the Ministry of Justice. In addition, we reviewed all of the relevant documents, including the agreement between AID and SUNYA, SUNYA's accomplishment reports to AID, papers describing the conceptual basis for SUNYA's work, reports of the program's expenditures, and descriptions of the policies and activities of the House Special Task Force.

Major Contributors to This Report

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