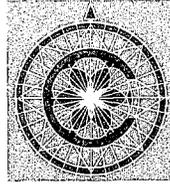


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CHEMONICS INTERNATIONAL INC.

ALBANIA PRIVATE FORESTRY DEVELOPMENT PROGRAM (APFDP)

TRAINING PLAN

**Submitted to:
United States Agency for International Development
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PREFACE

This Training and Communication Plan for the Albania Private Forestry Development Program (APFDP) is a revision of the Draft Training and Communication Plan submitted in May 1996. In amending that document, the project staff found the comments and recommendations offered by USAID/Washington valid and useful. Since submitting the first draft document, the project staff has accumulated more than six months of experience. This, combined with the many changes that have taken place in Albania, has allowed us to make revisions based on much more knowledge and understanding of the country and the project. In hindsight, the training plan was prepared too early. APFDP had only been operational for a few months and our collective field experience and the number of contacts and depth of relationships were more limited than is now the case.

Based upon the experience APFDP has gained through developing and revising this training plan, a strong recommendation for future training programs can be made. The design of a training plan should be begun early and with support of Chemonics home office consultants as was done for APFDP. However, this support should establish a framework and train project staff in the generalized development of training plans. In-country staff, with the guidance of the chief of party, would then research, design, and elaborate a project-specific training plan over the first six to eight months of the project.

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ACRONYMS

AFP	Albania Forestry Project
APFDP	Albania Private Forestry Development Program
AUT	Agriculture University of Tirana
COB	Community-based organization
DDFS	District Directorates of Forest Service
DGFP	Directorate General of Forestry and Pastures
DGSQ	Directorate General of Science and Qualifications
FAO	Food and Agriculture Organization
FPAG	Forest Policy Advisory Group
FPRI	Forest and Pasture Research Institute
FTC/C	Field technical coordinator/counterpart
FTRI	Fruit Tree Research Institute
FTS	Forest technical school
GOA	Government of Albania
HPI	Heifer Project International
IDT	Interdisciplinary team
LRI	Livestock Research Institute
M&E	Monitoring and evaluation
MOAF	Ministry of Agriculture and Food
NGO	Nongovernmental organization
PIET	Partners for International Education and Training
PMU	Project management unit
PRA	Participatory rural appraisal
REC	Regional Environmental Center for Eastern Europe
SAPDA	Sustainable Animal Production Development Activity
SNV	Netherlands development organization
SRI	Soil Research Institute
SSLG	State Secretariat of the Local Government
STTA	Short-term technical assistance
TOEFL	Teaching of English as a foreign language
TOT	Training of trainers
USAID	U.S. Agency for International Development

SECTION I

INTRODUCTION

SECTION I INTRODUCTION

A. Background

Albania is rapidly moving from a communist command economy and state property ownership to a democratic market economy and private ownership. Keeping pace with the changes this entails has forced the management of Albania's natural resource base to adapt to new market stimuli. While this has been most apparent in adjustments made to annual cropping activities and a shift toward animal husbandry, it also has had repercussions for forestry. Farm privatization, in particular, has accelerated degradation of Albania's pastures and forests. This is a sizeable problem—forests alone account for nearly 40 percent of the country's land area—that poses severe economic and environmental consequences for the nation. Virtually all of Albania's forests and pastures are under increasing pressure from local needs and commercial interests, and the protection afforded them by a severely resource-scarce Directorate General of Forestry and Pastures (DGFP) is ineffective.

Traditionally, Albania's communities used and managed the country's forests through individuals, intercommunity agreements, and local government structures. Under the communist regime, land was appropriated from farmers and other land owners, while the farms themselves became collectivized and centrally managed. Furthermore, besides nationalizing all forests, the state, in trying to achieve self-sufficiency in food production, removed vast areas of forests to create terraced agricultural land. These actions very quickly unleashed new environmental and social variables, physically changing forests and agricultural lands and altering the way they were managed.

Farmers and villagers protested during the 1991–1992 transition by cutting down fruit trees and destroying the forests, a testament to the previous regime's subversion of individual incentives and institutional memory for rational land use. Some evidence suggests that even before the transition significant areas of land and forests had not been adequately managed and consequently became degraded. Paradoxically, the macroeconomic transition has significantly reduced long-term credit availability, further discouraging public and private investment in forestry. Additionally, the uncertain land tenure caused by unfinished agrarian reform and incomplete forestry legislation—particularly on refused lands and what will constitute communal village land—has also depressed incentives in long-term forest and pasture improvements. Finally, given its historic focus on forest production for state enterprises, the DGFP lacks the organizational structure to support farmers, either economically or technologically, in developing and improving these lands. This is a challenging set of conditions upon which to stimulate improvements in forestry practices, each of which needs to be faced boldly and creatively.

In response to these conditions and Government of Albania (GOA) concerns, the United States Agency for International Development (USAID) initiated the Albania Private Forestry Development Program (APFDP). APFDP seeks to increase Albanian rural household incomes while simultaneously alleviating pressure and reversing environmental degradation associated with current forest and pasture management practices. This will be accomplished through technical and policy assistance support to forest and pasture stakeholders at the state, private, and *komuna* (a geopolitical unit consisting of several villages) levels. The policy dialog and reform component of the project will be informed and mutually reinforced by field activities and demonstration sites.

Given the institutional constraints and operational realities, APFDP has selected a variety of activities to take advantage of unfolding policy reforms and field experiences. All activities of the policy and demonstration components have explicit training requirements that must be met. Besides reaching a large number of individuals through training, the project will also promote communications and outreach to beneficiaries to accelerate adoption of improved private forestry and pasture management practices.

The purpose of the Training and Communications Plan is, first, to consolidate all training and communication needs and opportunities within a functional framework, and second, to identify expedient and cost-effective methods and activities for accelerating project impact through training and communications. The plan presents specific training and communication activities, targets, and schedules through the midpoint of the project. It also presents potential activities for the second half of the project with the understanding that these activities might require modification in response to the evolving nature of the project and to Albania's fast-changing environment. APFDP's training and communications activities are summarized in Annex B.

B. Results Framework

The Training and Communications Plan was drafted within APFDP's reengineered results framework. That framework highlights the strategic objectives APFDP seeks to obtain through achieving the following results:

Result A: *Creation of more coherent and dynamic policies and institutions that are supportive of community and private forestry*

Result B: *Increased adoption by komunas, villages, and individuals of replicable, economically and environmentally sustainable forest pasture and livestock management practices*

These results are in turn to be realized through achieving several intermediate results, or hypothetical enabling conditions, that support result achievement. By design and mutual agreement with USAID, these intermediate results are periodically reviewed for their applicability and changed as necessary. Changes in intermediate results (see Annex B for a list of training activities that support particular intermediate results) will have substantial impact on training and communication requirements. To accommodate these changes and ensure policy-demonstration component coherency, the plan includes provisions and flexibility to facilitate ongoing development of a comprehensive and effective training and communications facility within APFDP.

C. Training Assessment Methodology and Plan Development

This plan is designed to enable the project to achieve its ambitious results by consolidating project needs, identifying and assessing training opportunities, and providing concrete action for the first half of the project (through April 1997) and to provide a detailed vision through the end of project. Albania's rapidly changing political and economic conditions require a dynamic training plan that can quickly adjust and respond to opportunities and constraints as they arise. Already, in the short time since the initial training needs assessment was conducted in April 1996, national and local elections and the drafting and implementation of law and policy changes have affected the APFDP program. Therefore, the primary goal of this training plan is to capture a general view of needs within beneficiary institutions and to design training activities to address

those organizational needs and take advantage of emerging possibilities. The primary target groups are the Ministry of Agriculture and Food (MOAF) and its DGFP, district and local forestry staff, the academic community, indigenous NGOs, and individuals from the private sector, primarily farmers and owners of agribusinesses. In preparing this plan, Chemonics' training and technical specialists interviewed many individuals from the government, the university system, technical institutes, NGOs, district foresters, farmers, and other donors (Annex A).

SECTION II

GUIDING PRINCIPLES

SECTION II GUIDING PRINCIPLES

A. Introduction

This Training and Communications Plan is designed to achieve a coherent and realizable set of results during the life of APFDP by identifying key issues and activities and by outlining alternative mechanisms and resources for achieving key results. During its first year, the project has identified five major issues affecting and directing the work of Results A and B. A logical sequence needs to be followed in pursuing these issues, which is as follows:

1. Unadjudicated lands (especially refused lands)
2. Adjudicated lands (including private agricultural lands) and devolution of responsibility and resources to the local and private levels (including provisions for traditional use of state forests and pastures)
3. Supportive commercial/macroeconomic policy
4. Land classification and land use planning and management
5. Provision for forestry extension

Two overriding principles govern the response to these issues. The first is the ability to respond to opportunities and quickly adjust to ongoing changes in Albania, whether they arise from elections, ministerial restructuring, new policy directions, or changes in the economy. The second principle is that all APFDP staff will be required to plan, coordinate, and facilitate training events under this project. Good management and planning skills, appropriate methodology, and lively facilitation are prerequisites for successful events. APFDP staff members with a proclivity for training and facilitation will be selected to take the lead whenever possible. Because staff resources are limited compared to the projected level of training, however, all staff will be expected to plan and deliver some training. These two principles will help bridge the desired project results framework with the training activities identified in Section IV.

The strategy for this plan follows five tenets:

- Integrate training into project activities whenever appropriate.
- Use training resources already in Albania.
- Package appropriate APFDP training activities into replicable modules.
- Communicate policy and field activities for results to maximize impact.
- Institutionalize capacity for managing APFDP training and communication activities.

B. Integration of Training into All Project Activities

The nature of APFDP activities is such that training cannot be considered an "add-on" to the policy and field components, rather it is integral to the process of achieving results. While some training activities, such as some village and farmer technical training, can be seen as discrete events, most training is part of the process of obtaining project results. Taking a position

that perceives institutional learning as a value, not just a goal, permits the project to take advantage of even small opportunities for incorporating training, both formal and informal.

Despite high technical qualifications, many agencies with which APFDP works are limited by their lack of information, perspective, and diversified experience. This sometimes means their policies, procedures, methods, and results are not as effective as they could be. This can be seen as either a restraint on the development of project results or an opportunity for the project to offer a different perspective, procedure, or method for consideration. Even if ideas or methods are considered and later rejected, this will improve the capacity of APFDP's partners by providing them an opportunity to experience and evaluate other perspectives.

An examination of the policy formation process to date reveals how training has been integrated into the activities of project components. For example:

- A number of issue-focused policy meetings with the MOAF were initiated. *APFDP carefully created agendas and a meeting format used in all subsequent meetings.*
- These meetings identified the issues of highest priority with the MOAF. *APFDP hired expert consultants to begin focusing on those priorities.*
- The results of *several studies carried out by local agents and agencies were presented jointly in a broadly attended seminar*, creating awareness of the need for more information.
- The seminar brought about a policy group meeting to identify next steps for research. *APFDP provided participatory rural appraisal (PRA) training for 10 MOAF staff members.* The research was successfully carried out and *a second seminar was organized to present the findings of this initial survey.*
- The MOAF subsequently held several meetings where officials explicitly recognized problems in existing policy. They then requested that APFDP support an expanded survey to address these problems. *APFDP provided PRA training for six more MOAF staff members, who joined the original teams in a broadened survey.* In this survey and subsequent analysis and presentation, the original team members were sufficiently experienced in training techniques to share lead roles.

Another area in which training is incorporated into project activities is where a local nongovernmental organization (NGO) or agency is subcontracted for training components or other products. APFDP staff members work with the NGO or agency to help them prepare a very clear and detailed description of what is required, indicating specific outcomes and even suggesting methods and techniques for presentation and evaluation. Then, through the design process and actual training, APFDP provides close supportive monitoring that helps model the activity while ensuring that the NGO's training capacity is created.

C. Integration with and Leverage of Other Donor Agencies, Government Organizations, Local Institutions, and Nongovernmental Organization Activities

Since the beginning of the transition in 1991, many donor agencies, multilateral development banks, and international NGOs have been operating in Albania. Many indigenous NGOs, commercial associations, and training and consulting organizations have also emerged in

that period. The APFDP team now has a large and rapidly increasing number of resources to draw upon in identifying training support. Several of these resources may prove to have either indirect or tangential relevance, depending on the emerging needs of the forestry sector and APFDP's support. One objective of the Training and Communication Plan is to provide opportunities for these organizations to participate in training events. Performance and appropriateness will be evaluated to determine if the organization is a viable candidate for continuing involvement. Through the needs assessment, several organizations, donors, and projects emerged as potential collaborators.

C1. Albania Forestry Project

Initiated in 1995 and partially funded by the World Bank and the Italian government, the Albania Forestry Project (AFP) has three objectives.

- Restore degraded state-owned forest and pasture areas and promote their sustainable use
- Promote the conservation of natural forest ecosystems
- Take the initial steps in the transition of the forestry and pasture sector to a market economy, separating commercial from regulatory functions and establishing mechanisms for self-financing of commercial activities

The project supports institutional and policy reforms of Albania's forest and pasture sector and provides resources for investments in institutional development, improved state forest management, forest road rehabilitation, and maintenance and management of communal forest and pasture areas. AFP's training plan stems from a needs assessment to be conducted by DGFP's Directorate of Qualification, which will present a training needs report to the World Bank Project Management Unit (PMU). Based upon this report, the World Bank/PMU will design training modules and involve Agriculture University of Tirana (AUT) professors in delivery of the training courses. This report is currently being prepared.

Although AFP focuses on state forest management and has only limited geographic overlap with APFDP, themes of common interest relating to training and policy development are emerging and will continue to emerge as both projects evolve. Most recently, serious discussion on developing the forest extension service policy and development of training for local management of forests has taken place and a Memorandum of Understanding (MOU) for collaboration between the two projects has been drafted and signed.

AFP plans to undertake three or four study tours during 1997. Each tour will last from 10 to 15 days and will take place mainly in European countries. The tours will concentrate on communal forest and pasture management, state forest corporations, geographic information systems (GISs), and project monitoring and evaluation. Participants will be DGFP and AFP staff members. APFDP will coordinate training with the AFP to avoid overlap and to recommend potential candidates.

AFP also will hold a two-day seminar in November 1996 on *komuna* forests and pasture management. Representatives of the District Forest Offices of Elbasan, Peshkopi, and Bulqize will be invited to participate, as will representatives of various other projects and forest institutions in Albania. AFP asked APFDP to cosponsor this seminar.

C2. Other Donor Agencies

APFDP will work with other donor agencies with two objectives in mind. The first is to develop collaboration mechanisms for funding or shared funding of training activities of mutual interest. The second is to collaborate and integrate appropriate training materials in agribusiness marketing and management as well as technical themes from several resources described further in Section IV. As an example of this type of collaboration, the United States Department of Agriculture (USDA) Cochrane Program, managed through the agriculture attaché in Milan, has earmarked 12 to 15 slots for Albanians to visit the U.S. for agribusiness and trade development study tours in 1996.

Principal suppliers of related training include the following USAID-funded projects: Support for Agricultural Restructuring in Albania (SARA), Land O'Lakes, Albanian Agricultural Input Dealers' Association (AFADA)/International Fertilizer Development Center (IFDC), Volunteers in Overseas Cooperative Assistance (VOCA), Organization Rehabilitation through Training (ORT) Democracy Network, and Small Business and Micro-Enterprise Development for Albania (SMEDA). Other donor agencies include the German Development Agency (GTZ), which works with AUT to train faculty and revise curricula, and the Dutch volunteer service (SNV), which is developing support training and grants for NGOs. Many of these courses may not be applicable in their current form for APFDP partners and customers. Nevertheless, their training materials can serve as resources and useful tools in developing an agribusiness management curriculum, specific technical training in forest development and livestock management, and organizational development for NGOs.

One other significant program, somewhat distinct from the others, is the USAID-funded Partners for International Education and Training (PIET) program, which sponsors training in the United States and provides logistical training support for other USAID-funded projects. PIET has already sent several DGFP and MOAF personnel to the United States, and APFDP is currently exploring with OAR/Albania the possibility of making the forestry component of these tours more relevant to Albania (see Annex C).

C3. Government Organizations

As primary APFDP partners with greater responsibility and capacity for developing and presenting policy and for supporting and facilitating field activities, GOA organizations will be involved not only in receiving training but in providing training and other products. The level of participation envisioned from GOA organizations involves staff within these institutions in a variety of activities. Those activities may range from jointly developing and providing training and contracting specific training components and research products to logistical support and facilitating participation of headquarters and field staff. APFDP interacts with numerous GOA organizations and agencies, including the MOAF, the Ministry of Education, and local government. Specific issues regarding these organizations are discussed in details in Section III.

C4. Local Training Institutions

The abilities of local training institutions, while limited, make them potential subcontracting candidates. A small firm, DeMeTra—which was formed by five women after participating in a United Nations Development Programme (UNDP)-funded training of trainers course—is developing a solid reputation. DeMeTra also participated in APFDP's recent PRA NGO training. Skender Consult, a new firm specializing in feasibility studies, agribusiness marketing, and

business management training, may be considered for an experimental subcontract. The Small-Medium Enterprise Foundation (SME) and Institute for Management and Public Administration (IMPA) both provide occasional training in developing business plans and local marketing. Several other small start-up institutions will also be considered for discrete training tasks. Identifying and evaluating new training institutions and possibilities will be an important ongoing project activity.

C5. Nongovernmental Organizations

Local and regional NGOs are rapidly developing new capabilities and comprise an important source for subcontracting certain training activities. Again, because of the limited staff size of APFDP, appropriate NGOs should be given the opportunity to assist in distinct training deliverables that will help APFDP realize its goals. There are two reasons for offering these opportunities to NGOs. First, although still limited in experience, the professionals in NGOs are gaining experience and perspective through project activities, which can begin to influence forest policy and implementation almost immediately. Second, in developing the capacity of the local NGOs to deliver quality training, the project helps create institutional and human resources for sustained impact. Examples of this are the nursery management course developed by the Plant Breeders, Seed, and Sapling Producers' Association and an agroforestry demonstration site at the Botanical Garden developed by an environmental NGO (PPNEA). Both are receiving training support to develop their capacity for delivering these products.

Another opportunity, contingent upon timing and funding, is the possibility of APFDP tapping into the VOCA program on a cost-sharing basis. APFDP could use VOCA agricultural, forestry, and agribusiness experts to provide hands-on training or take advantage of experts currently in country when they offer appropriate training sessions.

D. Packaging of APFDP Training Programs into Replicable Modules

The APFDP Training and Communications Plan is based on an analysis of both Result A (policy) and Result B (field demonstration work) interventions. APFDP activities such as policy seminars, research, issue-focused policy groups, on-site farmer training, etc., are standalone, one-time events that cannot be put into replicable modules, even though they may include a training component. Moreover, some in-country training will need to be specially customized and thus cannot easily be packaged into modules.

Numerous training activities, especially those related to Result B, lend themselves particularly well to the development of modules. These activities—to be offered several times over the life of the project—include technical forest/pasture management practices (including species information) and agribusiness activities. These training activities will be necessary for sustaining private activities and initiatives beyond the life of the project. They will therefore need to be packaged so that other institutions may use them. APFDP will draw as much as possible upon existing training materials and trainers already in service in Albania to develop these modules.

While this plan does not present details of these training events, it provides a framework and procedures from which to work and identifies specific units or courses to be developed over the next six months. The framework specifies development of the following for each replicable unit or course: an occupational or professional outcome profile, specific learning objectives, recommended training methods, techniques and activities, readings and materials in Albanian,

short- and medium-term training evaluation tools, and lesson plans or a training manual. Some planned units are: "Developing Farm Business Plans," "Simple Record Keeping," "Nursery Management," "PRA," "APFDP Forest Extension," "Oak Forest Management," and "Forest Pastures."

E. Developing a Clear, Integrated Communications Plan

Although training was the primary focus of the needs assessment, clearly the communications strategy in this project is strongly linked to training activities. The APFDP team feels that a strategic communications program is vital to the project's success. Thus, the project uses a broad definition of training that intentionally includes communications activities. These training and communications activities must be integrated to focus on project objectives and issues, rather than only on communicating project activities and results.

Communications activities will be a result of two complementary features. First is the need to produce a formalized communication procedure and planning mechanism to develop quarterly communication activities. Second is the recognition that communication is often serendipitous in nature and that flexibility and a quick response to opportunities is needed. These two features will be used to develop and take advantage of the following communication opportunities and activities: local-level meetings, policy seminars, other gatherings and publicity events to be documented in proceedings, reports, and aide memoirs; coverage (some prepared by APFDP) by newspaper, television, radio, and other media, including trade fairs; and pamphlets, fact sheets, information packets, and the quarterly forestry newsletter.

To ensure that communication activities successfully contribute to project results, target the intended audiences, and meet Chemonics and USAID standards, the following elements will be part of the communications process:

- A plan for the development of each work (outlining its purpose, format, audience, language, author, style, and format)
- A plan to coordinate lessons learned and rectifying problems identified in previous training events
- A production schedule and budget
- A distribution plan, including archiving and storing external communications for distribution as needed
- Production of summaries of longer works and presentation packages that can be used to describe the outcome of the work

F. Institutionalizing APFDP Training and Communications Management Capacity

With so many training and communications activities scheduled over the next 12 months and through the life of the project, a capacity for managing these activities must be institutionalized. Integrating other project training activities, packaging and developing customized modules, developing a communications strategy and plan—not to mention tracking, monitoring, and evaluating all these activities—requires the oversight of a full-time training specialist. Close collaboration and maintaining an inventory of what activities can be leveraged with other projects, NGOs, institutions, and government agencies will not occur if there is no continuity or system for gathering this information. The development of training modules and materials and communications materials, and integration of these activities between project

components, requires not only a great deal of organization but some vision and tracking of the process.

The APFDP Training and Communications Plan presented in Section IV outlines expected APFDP activities through the life of the project. This is an ambitious plan, and it was not prepared with the expectation that everything in it would be accomplished exactly as scheduled—that will be determined by the manner in which forest sector concerns evolve and the way the project evolves. The purpose of this plan, therefore, is to provide guidance and present a structure or framework for how APFDP training will likely unfold while still maintaining flexibility to respond quickly to changes and opportunities.

SECTION III

ASSESSMENT OF CURRENT CAPABILITY

SECTION III ASSESSMENT OF CURRENT CAPABILITY

A. Introduction

This section presents an overview of the current capability of APFDP's primary development partners—public, private, and nongovernmental organizations—to provide the goods and services needed to achieve project results. It is an inventory of potential training resources and is not intended to be an assessment of the institutions. Instead, the overview identifies the potential role each institution can play in providing applicable training activities for project support, working either directly with APFDP or indirectly through other collaborators (as described in Section IV). Although the project primarily seeks to increase private and decentralized forestry activities, this clearly cannot be accomplished without the support of a variety of public agencies. The overview also highlights the importance of Albania's nascent NGO movement. APFDP is building the capacity of many of these organizations, ensuring that access to training for extension lasts beyond the life of the project.

B. The Public Sector

Several public sector ministries and many subordinate departments and agencies are responsible for managing forests and pastures. The condition of the still-embryonic institutions required for public participation in policy formation and the underdeveloped private sector mean that APFDP's primary development partners will, at least in the short term, be GOA organizations and agencies. However, given the rapid pace of change in Albania's economic and political spheres and the continuously evolving role of the public sector, APFDP support to the public sector is expected to evolve over the life of project.

B1. Ministry of Agriculture and Food

The MOAF is in the process of restructuring its directorates and agencies. This is in part due to a longer process begun several years ago, but it is also an outcome of the national elections held in May and the appointment of a new minister interested in streamlining and revitalizing the ministry. Thus, the following descriptions of institutions and their envisioned collaboration with APFDP, while they may not change in terms of the needs, may change in terms of the role that each agency will ultimately play.

B1a. Directorate General of Forests and Pastures

The DGFP is charged with managing the forestry and pasture sector in Albania. The agency is headquartered in Tirana and has deep representation in the prefectures (12), districts (36), and *komunas* (340). DGFP staffing has dropped dramatically, from more than 32,000 in 1991 to less than 1,400 now. Most of the reduction came through divestiture of the forest enterprises maintained by the agency during the communist era. Most of the current personnel are well-trained, technically qualified professionals, consisting of 850 forest technicians (graduates of the Forest Technical School in Shkodre) and 380 forest engineers (university graduates). DGFP has eight sections: forest protection, silviculture, regulation, forest

exploitation. economics and privatization. fauna and etheric (essential and resins) oils. external relations. and administrative services.

The command economy has left the DGFP an interesting legacy. First, the agency staff is very technically qualified. This is due to a high degree of specialization in the largely technical and regulatory areas required for forest production. These specialists were focused on forest management, so there is no forestry extension capability nor any semblance of a "client-driven" perspective.

The second aspect of this legacy is that with the nationalization of all forests, forestry was (and still is) treated by other directorates within the MOAF as uniquely the domain of the DGFP. Thus, all aspects of forestry were removed from other directorates' portfolios, further nullifying any demand-driven response to private farmers' forest needs.

The third aspect of this legacy is a bureaucracy that still enforces the compartmentalization of forestry, and a civil service that does not yet prescribe changing any of the MOAF directorates' portfolios. As a result, foresters are actively discouraged from working outside forests, and agriculture extension agents do not include trees within their "toolkits." Additionally, cross-training of different directorate staff is discouraged by a lack of official recognition or perceived benefit.

These institutional legacies make the DGFP very limited in its ability to provide services to private farmers or to support participatory forestry at the *komuna* level. To change these circumstances, and to poise the DGFP to be ready to support the hoped-for farm forestry groundswell, will require a serious blend of policy reform and organizational development at the national level. In addition, practical training opportunities need to be realized to increase communication and PRA skills in the *komunas* and districts to enhance dialog between DGFP and clients.

While the World Bank's Albania Forestry Project (AFP) provides for policy development and organizational reform within the DGFP, two factors limit its influence in supporting APFDP's program. The first is that although AFP has a small *komuna* forestry component, its primary focus is on developing a forest corporation using state-held forests. Thus, AFP's policy reform focuses primarily on timber-related issues such as control of illegal forest harvesting and timber trade policy. A second factor is timing; the AFP Policy Workshop/Seminar is scheduled for sometime between July and September 1997, with proceedings of policy and strategy recommendations being distributed sometime between July 1998 and June 1999. This puts it beyond the first cycle of APFDP.

Two key areas provide some congruency between AFP and APFDP, however. The first of these is the transference of state-held forest to *komunas*, on which AFP and APFDP have agreed to collaborate. The second potential area of collaboration is in marketing and pricing reforms for timber and nontimber forest products.

One area of collaboration with the DGFP is the development of a public forest extension policy. Policy "directions," institutional structure and time frame for a forestry extension service remain unclear. This is partly because of the number of institutions involved in moving this forward and partly because other issues have been given higher priority by the

MOAF/DGFP. APFDP's short-term strategy is to train a number of people for the eventual extension structure, while supporting the GOA in identifying and creating an eventual policy and structure.

B1b. Directorate General of Science and Qualifications

The Directorate General of Science and Qualifications (DGSQ) determines the academic curriculum, technical qualifications, and future needs for all MOAF units. The agency is the critical link between the MOAF and the Ministry of Education, which prescribes the required curriculum for the AUT and the Forestry School (Shkodre). DGSQ also coordinates the research priorities of all agriculture research institutes. Finally, the agency proffers professional in-service training needs using an unclear system that is not based on performance.

DGSQ could be pivotal to achieving APFDP results in many ways. The process of policy formation in agreement with the nature, need, and method of training of district forest extension officers will need to take place with the DGSQ and its institutional partners and dependent agencies.

B1c. Forest and Pasture Research Institute

The Forest and Pasture Research Institute (FPRI) was established in 1992 with the merger of the Forestry Design Bureau and the pastures section of the Fodder Research Institute in Fush-Kruje. FPRI generates the research and empirical knowledge base for the sustainable management of forests and pastures through applied research, conducting forest inventories, and preparing forest management plans. The institute achieves these results through activities at seven research sites. These activities focus on:

- The management, improvement and phytosanitary protection of all forest types
- The genetic improvement of forest plantations of both exotics and indigenous species
- Environmental sustainability management of pastures, forests, and wildlife
- Study and improvement of wildlife resources

While the technical credentials of FPRI's 50-member professional staff are excellent, and the quality of research remains as high as can be expected given desperate financial conditions at all research stations, the institute's single focus on forest production and plantations limit its immediate role in private forestry. Due to the shortage of financial resources, FPRI wants to support itself by selling research and other services. Unfortunately most actions FPRI has proposed to APFDP are incompatible with the project's goals and have more to do with the institute's own program agenda. This desire for funding has at times created a sense of competition with other members of the MOAF, and relationships have suffered. A functional FPRI role in APFDP is still being defined and will depend in part on the type of support AFP gives the institution. This support is currently envisioned to include monitoring and evaluation, carrying out research, and developing programs and materials for forest management. Meanwhile, APFDP will continue to assess the institute's interest and capability by providing small subcontracts for very directed research activities.

As for training, FPRI can benefit from participating in project training and seminars and institutional strengthening activities through support for specific studies. Additionally, APFDP-supported FPRI research results will be made available to a variety of decision makers and practitioners through a variety of media.

B1d. Fruit Tree Research Institute

The Fruit Tree Research Institute (FTRI), an institute within the MOAF's recently consolidated research system, is responsible for the improved breeding, propagation, production, and management of olives, vineyards, citrus, and other fruit tree cultures. The institute has shared in the drastic budget cuts, but by the nature of its commodity focus and the Vlore region's relative wealth, it is seeking and able to find ways to build partnerships with the private sector. FTRI evidently has very good contacts with several international research and production concerns.

FTRI will be an important partner in demonstration activities and technical training, particularly in Vlore. In terms of training, the institute is an excellent venue for technical fruit tree nursery production seminars, development of horticulture agribusiness training modules, and the dissemination of marketing information through APFDP's communications program.

B1e. Soil Research Institute

The Soil Research Institute (SRI), established in 1971 under the DGSQ, researches the quality and condition of lands and classifies land for land use improvement. It works closely with the district cadastres on drafting the cadastral maps. In 1990, the institute conducted a survey on the evaluation of agroproductivity of land that was not reflected in the cadastral maps. The SRI has conducted various studies on how to increase land productivity and draft agro-soil maps, on pasture and forestry lands, and on erosion and desalination problems and has published some small microbiological studies. Finally, the institute has researched the possibilities of agroproductivity on marginal lands.

SRI has been involved with APFDP in the classification and evaluation of lands that have been refused in the *komunas* and has helped determine appropriate uses for this land. Institute staff has participated in PRA training and continues to participate in the land policy study. As the policies on refused and non-distributed lands evolve, the institute may become involved in locally managed means of improving the condition of lands through drainage and irrigation systems to prevent erosion.

B1f. Land Registration Unit

The Land Registration Unit, established in 1994 as a semi-autonomous unit within the MOAF, designs the district-level land registration system and prepares land registration maps. The unit has designed an action plan whose goal is to help create dynamic real estate markets that are socially and environmentally sustainable. One of the unit's most important roles is providing security to potential buyers of real estate, ensuring that the sellers are the true owners and have the right to sell. The unit also enables the linkage of capital and real estate markets by providing opportunities and guarantees for mortgaging real estate, facilitating property owners' access to long-term investment capital.

The Land Registration Unit's APFDP involvement has been through the study of refused land in the *komunas*. It has also had an important role in drafting policy. Unit staff has participated in PRA training and continues to participate in land policy activities.

B1g. Land and Water Directorate

The Land and Water Directorate of the MOAF administers three sectors: land use, water, and water use. In the land sector, the agency is responsible for drafting policies and strategies on the use of agricultural lands, monitoring and evaluating the pace of economic reform in agriculture, identifying problems of degradation and protection of lands, and preparing materials on agricultural land problems. In the water sector, the directorate is responsible for drafting policies and strategies on irrigation systems, drafting annual plans for investments, and drafting relevant actions for the transfer of irrigation and drainage systems in use. In the water use sector, the agency is responsible for monitoring the establishment and development of water user associations nationwide, coordinating the activities of various rehabilitation projects, monitoring the implementation of irrigation and drainage laws, and monitoring the transfer of the irrigation and drainage systems from the directorate to water user associations.

The training needs of all three sectors are the same: administration of public properties (water and lands as national property); processing of information on the agricultural lands; monitoring agricultural lands; ecosystem protection of environment and waters; and addressing degradation of agricultural lands (including refused lands, private forests, and pastures).

The Land and Water Directorate's APFDP involvement is related to management of land and water resources on individual lands taken up by independent farmers and on refused lands or other state lands managed by the *komunas*. Directorate personnel have frequently been consulted on refused lands policy and play an important role in establishing and implementing land and water use policies in Albania. Unit staff has also participated in PRA training and will continue to participate in land policy activities and initiatives.

B1h. Livestock Research Institute

Founded in 1970 as the first research institute in Albania, the Livestock Research Institute (LRI), under the MOAF, manages all the research laboratories in Tirana and other districts involved in animal husbandry, genetic improvement, and management. The APFDP collaboration with LRI is primarily through contracts for research on the relationship between livestock, forests, and pastures, both state-owned and private. APFDP also consults the institute to identify the most appropriate breeds of livestock for use in the project's pilot districts. APFDP will supply selected villages in Vlore with improved rams from the Korça region. LRI may be contracted to support APFDP in preparing and delivering short courses to the village livestock associations.

B2. Ministry of Education

B2a. Agriculture University of Tirana

The AUT has four faculties: forestry, agronomy, veterinary science, and economics. The forestry faculty is responsible for the higher levels of forestry-related education and has trained more than 800 forest engineers. The faculty's goal is to graduate approximately 30 students per year from one of two programs requiring five years of course work: general forestry with an emphasis in either silviculture or exploitation, or wood technology and harvesting. Course work falls into six specific areas: applied statistics, forest management and mensuration, exploitation, surveying and erosion control, mechanics and engineering of wood harvest, and processing. The university, still geared to the former centralized and industrial forest management, offers no social sciences courses. The various faculties do not allow students to cross over for interdisciplinary courses. Thus, for example, economics must be taught to foresters by staff within the forestry faculty. Obviously the AUT potentially has an important role in changing both forest policy and practices in Albania. However, as guaranteed state employment is no longer assured and private employment has been unable to meet previous employment levels, enrollment is still well below capacity and students are finding placement difficult. Some evidence indicates, though, that the fledgling formal private sector is beginning to hire some graduates.

AUT receives some support to revamp its curriculum from the SARA project, GTZ, and APFDP. This support consists of overseas long- and medium-term training, short tours, and in-country training by guest lecturers. APFDP has sent one woman to the United States to undertake a master's degree program in forest economics; GTZ has sent one person to Germany for Ph.D. studies in resource economics. AUT is concerned about sending additional staff for long-term training during the current restructuring because it handicaps the university's programs and activities. It is therefore more interested in receiving faculty from abroad.

The university's forestry faculty plans to institute a new curriculum in forest economics that will be taught by the faculty's own lecturers and professors, some of whom are being trained by GTZ. APFDP's training contribution will be to create applied economic models to use in training AUT forest faculty staff in simple social cost benefit analysis techniques. APFDP and AUT/GTZ will also collaborate in developing *komuna* forest baseline studies for APFDP-assisted *komuna*-managed forests. AUT is an active participant in APFDP policy discussions and seminars.

B2b. Forest Technical School

The Forest Technical School (FTS), in Shkodre is responsible for vocational training in forestry. It is the oldest vocational training facility in Albania, and its 30 instructors train up to 50 students per year in the five-year combined high school and technical program. The program emphasizes the same type of technical curriculum offered at AUT, with three subject divisions: silviculture and greening; forest harvesting; and furniture production. Currently, 10 to 15 percent of FTS graduates enter the forestry program at AUT. The rest traditionally go to work for one of the 36 state forest enterprises. Currently, there are few opportunities and no course work in forest enterprise, economics, or finance. While the Food and Agriculture

Organization (FAO) plans to train some FTS teaching staff in forest management and control (including forest and biodiversity protection, forest harvesting, and forestry extension). no programs or courses relating to extension are currently available. The restructured curriculum, scheduled to begin in 1997, will include an expatriate trainer of trainers who will give six of the school's forest engineering staff a four-week course in each area mentioned above.

The FTS infrastructure is very weak. Since placement in state enterprises is no longer guaranteed and incentive to study forestry is therefore diminished, enrollment is at 50 percent capacity. During the transition period, squatters have occupied the area used for practical nursery courses and much of the equipment is in complete disrepair. The World Bank, through the AFP, is planning to improve the infrastructure in 1997.

Until there is concrete movement toward the development of a forestry extension service, planning any training involving the FTS would be premature. Once the policy and curriculum have been developed, APFDP will reassess FTS's role and capacity in training extension agents. For now, however, APFDP will invite key staff and administrators to specific training activities held at the AUT and to other appropriate events sponsored or supported by APFDP.

B3. State Secretariat of Local Government

The State Secretariat of the Local Government (SSLG) is responsible for the organization and functioning of the local government in each *komuna*, municipality, and district according to law number 7570, "For Organization and Function of the Local Government," dated March 6, 1992.

The council of *komuna* or municipality:

- Develops studies and programs for economic and social development
- Administers the budget for local government
- Decides upon taxes and other fees fixed by the law
- Manages *komuna* or municipality resources
- Takes measures necessary to protect and rehabilitate the environment
- Gives local support for conservation and protection of parks and natural resources
- Stimulates private initiatives

The *komuna* budget is approved by parliament based on a proposal by the SSLG. The *kryeplak* (village head) and council of elders deal with matters concerning a particular village.

The district council:

- Analyzes *komuna* and municipality proposals for elaboration of economic programs and for protection and rehabilitation of the environment
- Develops programs for district socioeconomic development and supervises their implementation
- Gives support to private activities
- Decides on local taxes and fees on the district level

While APFDP has from the beginning worked with local government district, *komuna*, and village officials, the program has recently initiated dialog with SSLG officials. During project implementation, it quickly became apparent that SSLG involvement in APFDP activities would be critical to achieving project results, particularly regarding improved land policies and transfer of state forests to *komunas* and villages. The SSLG ultimately will be responsible for carrying out many policies proposed by MOAF, and at APFDP's suggestion, MOAF has agreed to bring SSLG officials into the policy dialog and policy formulation process.

APFDP has laid the groundwork for the SSLG's training participation by encouraging USAID to send one secretariat staff member on the PIET tour to the United States. SSLG has also agreed in principle to fund half the salaries of up to 10 forestry extension agents to be assigned to APFDP-supported *komunas* if APFDP can provide the other half of their salaries for up to one year, pending development of a local tax base. APFDP is developing a Memorandum of Understanding with SSLG on this and other activities, including training to improve *komuna* administration and financial management skills in relation to revenues generated by *komuna*-managed forests.

C. The Private Sector

Private sector involvement is rapidly evolving as the Ministry of Industry and the MOAF/DGFP reduce their control over forest harvesting and processing at the 36 state forest enterprises. Nearly all of the formal private forest sector's activities currently focus on exploiting these state forest plantations in areas outside APFDP's target districts. While eventually opportunities may emerge for the project to assist development of forest co-management by some villages or individuals, this will not happen in the first or second year of the project, and APFDP's focus will remain on more opportunities in the informal sector.

The private sector in forestry and livestock largely consists of individual farmers and small groups of loosely linked farmers and producers. Organized groups mostly have been developed through the encouragement and assistance of such programs as Land O'Lakes, APFDP, Heifer Project International (HPI), the World Bank, and others in pursuing their project goals. Other community-based organizations also exist, among them are nursery and horticulture producer associations, cooperative herding or milking groups, and wood processing ventures. Most of these groups will require time to organize themselves better, discover their potential and problems, and let their needs be known at the village and *komuna* level and beyond. Generally, farmers and producers of goods and services in the communities are diversifying their activities. The PRAs discovered that a single community may have a wide range of individual entrepreneurial activities, sometimes even within the same family. In most communities, service providers are emerging for transport, soil services, third-party marketing, and other activities.

Besides the technical skills obviously needed to start new agricultural activities and even to improve existing ones, there is a great need to focus on the economic issues related to these activities. In many ways, this is a very new concern, especially in terms of the dynamic economic environment. Farmers and groups will need training in a variety of areas that will allow them to understand the issues involved in and skills necessary to develop functional multiactivity business plans. The business plans need to consider direct input costs and selling

prices, indirect labor costs, and anticipated cash flows and cash need through a production cycle. Ways to manage these factors across several agribusiness activities simultaneously throughout the year will also be an important training topic.

Deep skepticism and suspicion about organizing farmers and producers are pervasive in Albania; it reflects their experience in communist cooperatives. But there is also a feeling that over time individual farmers and producers will see the need for organizing. As this need becomes apparent, training will be needed to develop and apply organizational skills for the emerging community-based organizations (CBOs). Through APFDP's forest and livestock activities, individuals have organized—but currently to learn and benefit from external support rather than to carry out longer-term organizational goals. Nevertheless, this remains a possible area for timely and sensitive development.

D. The Nongovernment Sector

The NGO sector was nonexistent before 1991, but it is evolving quickly with support from a variety of projects and international institutions. Even so, it has yet to achieve an effective advocacy role or develop a strong presence in field activities. Many of the 45 environmental NGOs registered in Albania are really professional societies of civil servants, since such organizations were previously prohibited. Others are genuine grassroots youth and women's groups and environmental cause institutions seeking to address specific point source pollution and natural resource management problems. Finally, a potentially important umbrella NGO capacity, which seeks to improve capacity within particular NGOs, is being developed. The principal umbrella groups are the NGO Forum and its spinoff organization, the NGO Health Forum. Each of these forums has been supported and guided by international organizations to serve the development of their constituencies. The NGO Forum has been funded by Danida, and receives some operational funding from the USAID-sponsored ORT Civil Society project. The NGO Health Forum received support from ARCH, a SOROS-funded health information project. Both forums are now legally independent, although they still receive support from their mentor organizations.

At all levels, the major obstacle to expanding the role and increasing the effectiveness of NGOs lies in improving their capacity to design and manage specific projects. Project identification, grant proposal development, financial management, and fiduciary responsibility are all areas where capacity can be enhanced. At least five organizations and projects currently deal directly with training NGOs: the USAID-funded ORT Democracy Network program, the Danish government-sponsored Civil Society Foundation, the European Community-supported Regional Environment Center (REC) office in Albania, the Netherlands Development Organization (SNV), and the NGO Forum. Many NGOs likely to support private forestry and pasture management have members with significant technical expertise, and because several comprise youth and women's groups, can apply this expertise at the *komuna* and district levels.

The original project design poorly depicted or understood the capacity or the wide range of NGOs in Albania. This is a "target rich" environment for APFDP Results A and B. But given current management capacity of nearly all the NGOs, support in developing their management capacities is crucial. An effective means of developing these capacities is through small subcontracts to NGOs that incorporate institutional learning into the implementation of

the subcontract. While effective in developing NGO capacities, administering this activity would be an unforeseen encumbrance for APFDP to manage directly.

To overcome this problem, the REC will be retained as a subcontract management unit through a USAID-approved mechanism. REC is part of the Regional Environmental Center for Central and Eastern Europe. It was founded by the United States government and the European Community and has its central office in Budapest, Hungary. The center has branch offices in more than 20 Central and Eastern European countries. The Albanian office administers small grants and provides training and assistance to local and regional NGOs in proposal writing, grants administration, and organizational development. Given specific thematic and geographic emphases consistent with APFDP's result framework, REC will screen, review, and select NGO proposals, and manage an agreed-upon number of subcontracts to a variety of NGOs under very strict guidelines. REC can also provide the capacity building of NGOs through its Junior Fellowship Program, which provides a one-month regional training program for NGO managers in Budapest.

APFDP has an additional mechanism by which NGOs will be used to support achievement of project results while simultaneously building their capacity. As previously stated, several professional associations are of direct relevance to project activities and may be called upon to provide training to APFDP's clients. For example, the Plant Breeders, Seed, and Sapling Producers' Association is an organization of public servants seeking to expand the knowledge base for proper nursery and genetic development and management. It has been called upon to develop a course for private nursery owners. Other NGOs of this nature are the Young Foresters Association, Professional Foresters Association, and the Young Social Science Researchers Association.

SECTION IV

APFDP TRAINING AND COMMUNICATIONS PLAN

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A. Introduction

To present a plan compatible with the APFDP results framework, this Training and Communications Plan is divided into two sections, one for Result A (Policy) and one for Result B (Technical). Each section focuses on the institutions, individuals, or groups of individuals involved in obtaining the result over the life of the project. The communications plan, needed to obtain both results, is presented after the first two sections. This strategy, along with the guiding principles presented in Section II, constitutes the APFDP Training and Communications Plan. As part of developing each Annual Work Plan, the Training and Communications Plan will be updated annually to incorporate lessons learned and modifications dictated by the dynamic environment in which the project is evolving.

B. Policy Training

The dynamics of the policy formulation process, the logical sequencing of the key issues identified, and the need to build institutional capacity in the policy stakeholders requires that policy training be seen as an accumulation of experience over time rather than a series of discrete training events. As each major issue is addressed, different players will become involved in the process and will be trained while carrying out the process. APFDP has succeeded so far by combining the policy formulation process and training, with strategic support from APFDP staff, short-term consultants, and over time, the staff of participating organizations. Thus, the activities below, while discussed separately, are all part of a process that moves targeted policy issues forward. The sections are presented in the order in which policy formation activities are generally carried out on each issue.

B1. Forest Policy Advisory Group (Results A.1, A.2)

It was expected that after the June 1996 elections and the start of the World Bank's AFP, individuals from the DGFP, AUT, FPRI, and selected NGOs would be asked to participate as members of a formal Forest Policy Advisory Group (FPAG), or Forest Council (the World Bank and APFDP had agreed in principle to combine these two groups). The FPAG was expected to be the driving force for forestry policy reform, meeting regularly to discuss forest policy, regulation, and legislation in Albania, and to develop a specific reform agenda. APFDP would be the secretariat for the FPAG and would be responsible for catalyzing the group's effectiveness and agenda development.

In APFDP's experience, however, GOA officials resist attempts by those outside Albania (and even outside particular government agencies) to get involved in the policy formulation process. This became clear during AFP negotiations, when the Albanian negotiating team rejected totally the idea of a high-level Forest Council to deal with policy. In the final document prepared by the World Bank and the GOA, the FPAG was no longer featured. Given this situation and the absence of any leverage from the World Bank, establishing an FPAG may not be an option, at least in the near term. Moreover, the most serious policy constraints to the forestry sector encompass broader policy audiences than the forestry group envisioned (e.g., the need to decentralize to the *komuna* village level and the need for a more dynamic land classification system for various natural resources).

In place of the FPAG, APFDP has encouraged a process involving issue-focused policy groups that meet the goals of the original FPAG concept and achieve the desired APFDP results. Having developed close relationships with key staff in some MOAF directorates, APFDP has encouraged the process of forming issue-focused groups for seeing a policy issue forward step by step with diverse participation from the various, sometimes competing, GOA agencies involved. This has resulted in a process involving integrated actions that effectively catalyze discussion and address policy formation and implementation. The process involves a combination of informal talks at MOAF, establishing issue-focused policy groups, and holding a series of short policy discussion seminars. These seminars in turn result in plans of action that generate research and study issues. After the research has been done, seminars are used to broaden the discussion of the findings and to disseminate this to a wide audience, all leading to further government action. Through this process, APFDP's credibility in being able to support positively the MOAF has grown and is becoming a factor that now may be counted upon by the MOAF in its plans.

Below are *illustrative* policy issues for discussion in the issue-focused policy group meetings. These are consistent with the achievement of APFDP's results framework and the AFP's credit effectiveness. While this is an ambitious agenda, it is based on current issues as expressed by GOA officials, the district orientations, local-level meetings, and other venues, and is designed to move the policy reform agenda forward in a significant way. Much of the policy team's work consists of preparing these meetings—obtaining "ownership" by delegating special studies and assigning specific tasks associated with each topic. Minutes of the meetings will be distributed no later than five working days after the meeting.

Meeting/Topic	Audience	Timing	Responsibility
Overview of existing legislation and policy framework	Policy working group	June 1996	Policy team
Correcting policy obstacles to extension service reform	same	April 1996	same
Enabling policies for refused land	same	Sept. 1996	same
Land adjudication policy reform	same	Oct. 1996	same
Policy progress during year one—next year's agenda	same	1 st Qtr. 1997	same
Land tax and fiscal reforms to motivate forestry	same	2 nd Qtr. 1997	same
Contract provisions for private management of state forest	same	2 nd Qtr. 1997	same
Trade policies impacts on forest value and management	same	3 rd Qtr. 1997	same
Monitoring policy effectiveness	same	4 th Qtr. 1997	same
Ongoing meetings to be defined	same	TBD	same

B2. Local-Level Meetings (Result A.3.3)

Unless national policy reform is demand-driven from resource users, it will not be effective. APFDP is undertaking an innovative set of local- and district-level training meetings to ensure that resource users' perspectives are included. Crucial to the APFDP efforts at the district and village levels is development of a two-way dialog to inform the policy team's efforts and provide

a conduit for disseminating and verifying reformed policies. To achieve this, the interdisciplinary team (IDT) and policy team envisioned jointly developing a series of town meetings to increase appreciation for how the current forestry legislation and supporting policy are perceived and to identify gaps in forest policy knowledge.

While the concept and purpose of the town meeting are important, experience suggests that holding these meetings as standalone events does not fulfill the expectations of the community. This became evident during the three district workshops, where policy issues could not be easily separated from other issues such as village expectations, extension and technical needs, organizational development, training, and information requirements. Similarly, during the refused lands survey, communities were interested in participating because they felt that the information was actually going to be used practically in representing their ideas, opinions, and feelings. The project is scheduled to move into six new districts during years two and three. In place of standalone town meetings, the policy team will accompany the field team during the orientation meetings and other training meetings for this purpose. Thus, no other town meetings are programmed for years two and three.

Meeting Topic	Audience	Timing	Responsibility
Town policy meeting in Vlorë district	<i>Komuna</i> /village representatives, district DGFP, farmers, private farm and forest enterprises	Aug. 1996	Policy team and refused land survey team
Town policy meeting in Lezhë district	same	Aug. 1996	same
Town policy meeting in Pogradec district	same	Aug. 1996	same

B3. Specialized Training Workshops or Courses

While moving policy formation forward, APFDP expects there will be a need for specialized training, particularly in information gathering for most of the specific policy issues. These workshops will focus on representatives of the active institutions participating in the policy groups and other agencies that are collaborating in carrying out studies for the policy issues.

Meeting Topic	Audience	Timing	Responsibility
PRA for Refused Land Survey	<i>Komuna</i> /village representatives, district DGFP, farmers, private farm and forest enterprises	Aug. 1996	Policy team
PRA for NGO institutional strengthening	Community-focused NGOs	Sept. 1996	same
PRA for Phase II Refused Land Survey	<i>Komuna</i> /village representatives, district DGFP	Oct. 1996	External specialist
Monitoring and evaluation	MOAF, DGFP, local government ministry	July 1997	Policy team, consultant
PRA for local governance of natural resources	MOAF, DGFP, local government ministry	TBD 1997	same
Applied economic analysis	MOAF/AUT	4 th Qtr. 1997	Policy team

B4. Policy Seminars and Workshops (Result A.2)

Policy seminars differ from the issue-focused policy group meetings; they are offered to a broader audience, are more formal in nature, and are generally strategic events that represent and present progress in moving policy forward. They are usually offered at a milestone in the policy dialog process and involve those who have been actively involved "presenting" to those who may not have been active in the process but are nevertheless key to moving the process forward. These half-day to two-day seminars will be conducted by GOA staff, short-term technical policy experts, and the APFDP policy team. They will also include presentation of research and study results of the local academic community (e.g., research institutes and AUT professors). Approximately four policy seminars are envisioned each year of the project, roughly one per quarter (none are shown in the table for 1998 because they have not yet been identified). These seminars will receive specialized short-term technical assistance (STTA) for thematic purposes, but will be organized by the policy team and APFDP training resources. Although not contemplated in the schedule below, shorter half-day seminars may be strategically applied to move policy forward.

Seminar Meeting/Topic	Audience	Timing	Responsibility
Introduction to Specialized Information for Policy Making	Government agencies, NGOs, commercial interests	July 1996	Policy team
Results of Refused Land Survey	same	Sept. 1996	Policy team
Results of Expanded Refused Land Survey	Government agencies responsible for land	Oct. 1996	Policy team
Lessons learned in local forest management	MOAF directorates and agencies	Mar. 1997	Policy team/ World Bank
Results of Silvo-Pastoral Policy Survey	MOAF directorates and agencies	Jan. 1997	Policy team
Forestry Extension: Lessons Learned/Next Steps	MOAF directorates and agencies	2 nd Qtr. 1997	Policy team
Results of Local Governance PRA Survey	MOAF directorates and agencies	3 rd Qtr. 1997	Policy team

B5. Long-term Degree Program for Policy Development (A.2.1)

One educational area seriously lacking in Albania is social forestry and such related fields as forest economics, sociology, and environment. APFDP training funds originally provided for sending two master's degree candidates to the United States. APFDP was presented with eight candidates for these slots. The teaching of English as a foreign language (TOEFL) examination, required by all U.S. universities, served as a qualifying factor. Candidates with 525 points or better were to undergo a second qualifying round with additional selection criteria. One candidate, a B.Sc. economist from AUT, qualified and began her master's program in forest economics at Colorado State University in September 1996. Priority for the remaining slot was to be given to a qualified DGFP staff member, with the field of study to be determined based on DGFP needs and the selected individual's background and interests. Unfortunately, the other TOEFL examination scores of the seven other candidates were too low to allow them to be accepted into U.S. programs. During the project's extension years, we may want to reevaluate recruiting another qualified master's degree candidate.

Consideration was then given to AUT for a nondegree slot. The AUT's forestry faculty is a significant player in the APFDP policy dialog and in the effectiveness of future extension training activities. In fact, they plan to add nine new courses to their curriculum, including finance, accounting, trade, marketing, and organization of forest enterprises. However, the dean of the faculty expressed concern that the long-term training would result in a shortage of faculty members to develop and teach this new curriculum if many of the most qualified faculty members were in graduate degree programs outside Tirana. (In addition to the APFDP-funded slot, another AUT forestry professor is currently in Germany pursuing a Ph.D. through GTZ support.) This concern, and the fact that none of the remaining seven candidates qualified, has led to discussion of alternatives. The recommendation is that the funds intended for the degree be rescheduled to develop a collaboration with a U.S. university for a customized nondegree semester program. A competitive bid will be distributed to a short list of appropriate universities to provide the following:

- A customized nondegree semester program for up to three AUT/DGFP (final number of candidates will depend on the budget submissions) candidates that includes course work plus some practicum or research.
- In return, the university will be asked to present a cost-sharing mechanism to provide U.S. faculty or postgraduate students to come to Albania to fill gaps at AUT.

The National Agroforestry Center at the University of Nebraska is a very promising resource for technical assistance and short-term formal and informal training. The center, authorized in the 1990 Farm Bill, is a partnership between USAID, the Forest Service, and the National Resources Conservation Service. The center focuses on extension services (technology transfer) and extension management and administration. Although it previously focused on domestic issues, the center has expanded its program internationally. It obviously has a strong background in temperate areas and has recently expanded to tropical issues. Some technical areas of assistance of possible relevance to APFDP include extension methodology (technical transfer and management/administration), silvo-pastoral management, walnut production, streamside management, micro propagation/tissue culture (poplars), fast growing species (black locust), and agroecology.

A representative of the National Agroforestry Center will be visiting Albania in November 1996 to give APFDP information and suggest how the center might contribute to APFDP's training program on a cost-sharing basis. If agreement on the center's contribution can be reached, this training would result from a "buy-in," which would be outside existing project funds.

Illustrative Formal Courses in the United States

INTERPAKS (University of Illinois) short courses

*Improving Extension Management,
Enhancing Organizational
Communications*

USDA Forest Service and Colorado State University

*International Seminar on Forest and
Natural Resources, Administration and
Management*

Harvard Institute of International Development

*Environmental Economics/Policy
Analysis*

University of Nebraska/ Agroforestry Research Center

To be determined

B6. Short-term Policy Study Programs

Regarding the short-term formal programs mentioned above, it is important to mention the intention to revise and adapt the long-term degree program into other more informal short-term training opportunities.

Although not a part of APFDP's contract budget, in August 1996, an opportunity arose for the project to nominate up to five individuals to take part in a U.S. study tour funded directly by USAID through its training contractor, PIET. Seven MOAF personnel from various directorates and institutes participated in this first-year tour based on a program similar to that of last year's PIET-managed tour. A U.S. contractor managed the technical portion of the program, which included visits to public institutions such as the U.S. Department of Agriculture Forestry Service and to private agro-forestry businesses in Maryland and Virginia. Given enough lead time (PIET recommends a minimum of three months) to make the institutional arrangements, APFDP can easily redesign the PIET-organized program for possible future policy and strategic planning training for high-level participants. This year's program was constrained by a previous allocation of funds and scheduling.

Program/Activity	Audience	Timing	Responsibility
PIET study tour	MOAF/DGFP/AUT representatives	Sep. 1996	COP
Land policy study tour	Policy leaders	Dec. 1996	Policy team
Other study tours TBD	TBD	TBD	Policy team
Nondegree training program in applied economic analysis	MOAF/AUT two to three participants	3 rd Qtr. 1997	Policy team

C. Technical and Organizational Field Training

The technical and organizational field training is more discrete than the policy training activities. This is because the audience is more easily defined and falls into distinct groups. Moreover, the training is primarily technical and thus more practical and quantifiable, lending itself to delivery in more easily definable pieces. Nevertheless, there is a definite process to follow in identifying the individual participants, sequencing the pieces, and delivering the training—all of which move the project toward its results. The steps that lead to the technical field training carried out by the APFDP interdisciplinary team (IDT) are:

- Having identified the districts to work in, *carry out one-day district orientations.*
- After beginning work in these districts and identifying either state forest extension agents or private persons with the necessary background to work as extension agents, *begin the training of extension agents.*
- Concurrent with identifying and training extension agents, *conduct one-day village workshops in village forestry* in which farmers self-select for participation in demonstration site forestry projects.
- Drawing on the workshop experience, evaluate the possible volunteer demonstration sites, select the most promising candidates, and *begin on-farm training.*

- *Conduct local study visits* to farmers and villages already participating in program in support of these two previous training activities.
- Once the demonstration sites are established, *provide ongoing technical assistance and training in the forestry projects and animal husbandry* through extension agents with critical support and monitoring by the IDT.
- *Arrange regional study tours* for groups of extension agents or producers and marketers of forest products.
- *Organize training workshops and courses* in more specialized areas such as the transfer of state forest to *komunas*.
- *Conduct in-house and short-term consultant training* for the IDT and APFDP staff to support the above activities better.

The process described above is based on the needs expressed by the nine villages through the orientation meetings and the *komuna* and village workshops and is supported by PRAs. Table IV-1 presents initial activities slated for the first districts. Once the new districts are identified, and PRAs are carried out by the IDT, the process and resulting activities will be similar in years two and three. The specific field training details (objectives, materials, training techniques, number of participants, etc.), are not prescribed in this training plan because they are part of an unfolding step-by-step process that responds to general training needs and sometimes even individualized training at the local level.

C1. Orientation Workshops (Result B.3)

Six to nine one-day orientation workshops will be conducted during the life of the project, beginning in the second quarter of 1996 in the three districts APFDP has targeted for year one. These workshops bring together district, *komuna*, and village public and private sector participants. Using PRA techniques, the workshops explore both policy and technical issues. The workshops introduce the APFDP program objectives, as well as help determine which issues come to the forefront for future APFDP-led policy dialog and technical assistance in those regions.

Meeting/Topic	Audience	Timing	Responsibility
Orientation in Vlorë district	District, <i>komuna</i> , village representatives, private farmers, PCVs	April 26, 1996	Field technical coordinators (FTC)
Orientation in Lezhë district	same	May 3, 1996	FTC
Orientation in Pogradec district	same	May 10, 1996	FTC
District unidentified	same	Jan. 1997	FTC
same	same	Jan. 1997	FTC
same	same	Feb. 1997	FTC
same	same	Jan. 1998	FTC
same	same	Jan. 1998	FTC
same	same	Feb. 1998	FTC

C2. Extension Training (Results A.4, B.1)

When selecting the forest extension agents, state forestry personnel will be considered. However, as an alternative or enhancement to the embryonic public forestry extension activities, APFDP will also select and train private extension agents. The project expects to find key innovators, provide them with improved communication skills, and technical and management training, after which they will serve as forest extension agents. All extension agents will be trained in five areas: PRA training, extension techniques, forestry species production and management, extension planning and management, and agribusiness. This training cycle takes place each year as more districts and agents are added. The classroom training in the schedule below is only part of the training; much more training is received in actually carrying out activities between the sessions. An estimated 20 extension agents will be in place by the end of the project. The experience gained through providing this training will offer many practical lessons for the policy dialog on the forest extension service.

It should be noted that in the first draft of the Training and Communications Plan, APFDP had proposed training forest extension agents through a 10-week certified course in agricultural extension offered jointly by AUT's faculties of agriculture and forestry, to begin in September 1996. The faculty of forestry has agreed to provide the instruction necessary for the four-week forestry extension practicum, eventually culminating in a certified forestry extension course. The course has not yet developed primarily because of funding constraints. If the course does develop, APFDP will still consider sending the extension agents to the course both as a more formal complement to ongoing APFDP training, and to evaluate AUT's curriculum and techniques for helping the policy dialog on forest extension service.

Activity/Event	Audience	Timing	Responsibility
Continue with DGFP and DGSQ to determine feasibility of placing forestry extension agents into course	N/A	Ongoing	FTC
Selection of state and private forestry agents first year	N/A	Jun. 1996	FTC
Extension training course (based on results of PRA) Communications training, PRA, listening and problem identification	Private extension agents, agriculture and forestry extension agents	Jun. 1996	FTC/IDT extension specialist
Extension techniques	same	Jul. 1996	same
Multipurpose forestry	same	Dec. 1996	same
Extension planning and management		Jan. 1997	same
Agribusiness	same	Feb. 1997	same
Selection of state and private forestry agents second year	N/A	Mar. 1997	same
Extension training course Communications training, PRA, listening and problem identification	Private extension agents, agriculture and forestry extension agents	Mar. 1997	same
Extension techniques	same	Apr. 1997	same
Multipurpose forestry	same	May 1997	same
Extension planning and management		Jun. 1997	same
Agribusiness	same	July 1997	same
Selection of state and private forestry agents third year	N/A	Nov. 1997	same
Extension training course Communications training, PRA, listening and problem identification	Private extension agents, agriculture and forestry extension agents	Nov. 1997	same
Extension techniques	same	Dec. 1997	same
Multipurpose forestry	same	Jan. 1998	same
Extension planning and management	same	Feb. 1998	same
Agribusiness	same	Mar. 1998	same

C3. Village Demonstration Workshops (Results B.1, B.3)

On-farm forestry training opportunities are few because of a lack of forestry extension capacity and the disincentives institutionalized during the previous regime. Thus, an important part of extension agent training centers on PRA training and improving agent communications skills. One goal of the PRA exercises conducted by the extension agents is the validation or refutation of the information garnered from the original orientations. One-day workshops are then used to present the results of the PRA undertaken with the community by the extension agents, and introduce and explain the possible forest and livestock demonstration projects that emerged. The farmers that self-select to participate in the projects are then "evaluated" by APFDP and the

extension agents as having the necessary "conditions" for developing the plots. One workshop in each of three villages participating in the program will be carried out over the life of the project. Below is the schedule for the first year; the districts for the second and third years are still being negotiated.

Activity/Event	Audience	Timing	Responsibility
Village demonstration workshop in Spiten, Lezhe	farmers	Jun. 1996	FTC/FTCC/IDT
Village demonstration workshop in Kallmet, Lezhe	same	Jun. 1996	same
Village demonstration workshop in Troshan, Lezhe	same	Jun. 1996	same
Village demonstration workshop in Horosel, Vlore	same	Jun. 1996	same
Village demonstration workshop in Kote, Vlore	same	Jun. 1996	same
Village demonstration workshop in Dukat, Vlore	same	Jun. 1996	same
Village demonstration workshop in Tushemisht, Pogradec	same	Jun. 1996	same
Village demonstration workshop in Leshnic, Pogradec	same	Jun. 1996	same
Village demonstration workshop in Cerrand, Pogradec	same	Jun. 1996	same

C4. Demonstration Sites and On-farm Training (Results B.1, B.3)

The training for forest, fruit tree, pasture, and livestock demonstrations will be conducted in a series of modules developed by the IDT in direct response to farmers' interests based on the village-level PRA (see Table IV-1 below). The PRA identified the following series of technical and organizational activities at the village and farm level. These will be the basis for the series of technical and organizational and business training modules.

Forestry: willow, black locus, pine species, poplar, chestnut, oak, medicinal and etheric oil species

Livestock: goats, pigs, and sheep

Business: simple bookkeeping, business plans, multiactivity planning (for comparing economic activities), and product-specific marketing

Although the farmers participating in the village demonstration sites are the primary audience, there are several other possible target groups and approaches for delivering this technical and business training. For the participating farmers, the training will take place primarily on farm through the extension agents. Critical IDT participation, monitoring, and support will be prominent during the first cycles of farmer training, when materials and techniques will be tested. While some business and marketing information will be incorporated directly into the technical presentation materials as part of species- or breed-specific modules, other pieces will stand alone but be offered at the same time to the participants.

These materials and training plans may be used in the future as part of the foundation for training extension agents adopted by the MOAF and MOE. This, coupled with the experience gained in training APFDP agents, will be very valuable in the policy discussions on the nature, need, and structure of an eventual extension service. Thus, exploring additional audiences and approaches beyond the on-farm training of farmers for which this material could be used is important. Other audiences range from the previously mentioned extension agents (as part of their

training in extension service) to more sophisticated farmers, producers, and entrepreneurs—such as fruit tree nursery operators, willow furniture producers, honey producers, medicinal plant and etheric oil producers—to the staffs of the AUT and the Technical School in Shkoder. This level of technical and business training will primarily be done through short courses with standalone components that can be taught separately or can be integrated. For example, APFDP has already offered nursery operators a course that involved both technical and business components. This course will be repeated at least once more and will be developed into a formal course manual. If demand warrants, similar courses may be developed for other entrepreneurs and producers. Similarly, the technical research done under APFDP auspices, the reports produced such as the “Medicinal Plant Handbook” and “Forest Species Handbook,” and the business research and models can be offered to AUT staff as short courses or seminars.

In addition to providing technical assistance and training, the National Agroforestry Center at the University of Nebraska is a promising resource for supporting the development of technical modules. This possibility will be discussed with the center’s representative during her visit in November 1996.

Unlike commodity-focused agribusinesses that have advanced quickly in Albania, private forestry is very new and is struggling under unique circumstances that do not lend themselves to the typical agribusiness model. Nonetheless, many individuals already involved in traditional agriculture input distribution are showing interest in fruit and forest tree production possibilities. These vendors can use their retail and wholesale networks to distribute marketing information and begin the process of forest product market capitalization.

Some projects now operating in Albania have already developed, or will be developing, business courses that are applicable to APFDP. In particular, the SARA project has already developed 28 courses in small business and product development, and the FAO/World Bank Albania Integrated Forest Management Project Preparation Report indicates development of several introductory courses (Annex D).

Listed below are projects in Albania that have been involved in traditional agribusiness activities and training. APFDP should rely as much as possible on current resources in the area of business management.

Land O’Lakes Dairy Improvement Campaign

Agribusiness/coop/ marketing development; extension materials development; access to credit; semen

Public Administration Management Institute (UNDP focus)

Enterprise development support; marketing and financial analysis skill development; human resources development

Table III-1. Anticipated Activities Likely to Require Training and Communications Support During Year One

District/ Village	Fruit or Forest Nurseries	Medicinal Plant Production & Marketing	Livestock Improve- ment	Agro- forestry Demon- stration	Pasture Manage- ment	Wind- break & Erosion Control	<i>Komuna</i> Forest Manage- ment	Other
VLORE								
Dukat	✓		✓Sheep		✓	✓		
Kota	✓	✓		✓		✓		
Novosela					✓	✓River- banks		✓Saline soil management
LEZHE								
Kallmet		✓	✓Swine	✓			✓Scrub oak	
Spiten		✓		✓		✓		
Trashan	✓	✓		✓				
POGRADEC								
Tushemisht				✓			✓	
Cerrava		✓	✓Sheep	✓	✓	✓		
Leshnica	✓			✓				✓Fruit trees on marginal lands ✓Chestnut plantation management
Frequency	4	5	3	7	2	3	2	

C5. Local One-day Study Visits (Results B.1, B.3)

These five one-day visits will occur after the *komuna* and village workshops on forestry (4.2.3) and as the farmers self-select for undertaking demonstration sites and on-farm training (4.2.4). This is a second- and third-year activity, the purpose of which is to give prospective participants an opportunity to gain a better understanding of the results and possibilities of the proposed activities, as well as provide the opportunity to discuss the program with farmers like themselves. A schedule is not provided here as it will take place during the same month as each community begins the two activities mentioned above in years two and three.

C6. Ongoing Technical Assistance and Training (Results B.1, B.3)

In support of farmers' demonstration activities and in response to requests for technical assistance by other farmers in the community, the extension agents will provide technical assistance upon demand. Materials developed for the on-farm training will not only be used to support existing projects but also be offered to others who become interested in particular activities. These training events will be organized on demand and will be included in the quarterly extension plans. This training will be tracked by the quantity of training materials used and the regular periodic reports of the agents.

C7. *Komuna* Workshops for Transfer of Use Rights (Results B.1, B.2)

These training activities introduce the *komunas* to specific forest management packages for developing *komuna* use of state forests. Three of these workshops will be carried out over the life of the project. Besides the technical knowledge necessary for managing *komuna* forests, organizational skills need to be developed once the policy provisions for *komuna* management are better defined. The AFP has requested that APFDP help develop training in improved *komuna* organization, administration, and management for *komuna* forest operation. This is an opportunity of significant common interest, but it has not yet been fully developed into a detailed plan. APFDP and AFP could possibly design and offer this training jointly with APFDP providing short-term technical assistance.

Activity/Event	Audience	Timing	Responsibility
<i>Komuna</i> forestry workshop in Tushemisht, Pogradec	<i>Komuna</i> leaders, farmers, entrepreneurs	Jan. 1997	FTC/FTCC/IDT
<i>Komuna</i> forestry workshop in Kallmet, Lezhe	same	Jan. 1997	same
<i>Komuna</i> forestry workshop TBD	same	TBD	same

C8. Regional Training

Two regional study visits (eight persons each) are scheduled and budgeted during the first three years of the project. Based on current knowledge of regional costs and the importance for the stakeholders to observe and experience private forestry enterprises and policy and legislation in similar countries, this plan recommends that the budget be reconfigured to incorporate at least one additional visit to accelerate the project agenda. This can be done by selecting countries where travel costs are reduced (such as Turkey, Greece, or Macedonia). These groups will be accompanied by a national APFDP staff member serving as translator and mediator and possibly by an expatriate advisor. Depending upon the target groups selected (private, public sector, or a mixture), these visits will also include regional trade shows or regional or international conferences. Two regional study visits will take place within the next 12 months—one in fall 1996, and one in summer of 1997.

Program/Activity	Audience	Timing	Responsibility
U.S. SHORT PROGRAMS			
Livestock Extension Training	APFDP livestock specialist	Jun. 1996	COP, IDT
USDA Training of Trainer Course	APFDP extension specialist	Sept. 1996	COP, IDT
REGIONAL STUDY TOURS			
Poland-Slovenia Livestock Tour	Livestock specialist and farmers	Sept. 1996	FTC
Trip to the American Farm Project in Thessaloniki, Greece	Extension agents	Nov. 1996	FTC
TBD	Agro entrepreneurs	Mar. 1997	FTC
TBD	Extension agents	Nov. 1997	FTC

C9. NGO Training (Results B.2, B.3)

NGO training will be provided through several mechanisms. As discussed earlier, the NGO sector has not yet achieved an effective advocacy role or developed a strong presence in field activities. At all levels, the major obstacle to expanding the role and increasing the effectiveness of NGOs lies in improving their capacity to design and manage specific projects. Project identification, grant proposal development, financial management, and fiduciary responsibility are all areas where capacity can be enhanced. Before APFDP can expect to initiate and coordinate field activities with NGOs—national or local—it will need to assess and ensure that their internal capacity to conceptualize, plan, and manage human and financial resources is in place or being developed. Thus, the project will support NGO development by providing financial and organizational development support to NGOs through a contracting mechanism to be administered by REC. The project will develop a set of thematic and geographic criteria that will be used to direct selected resources to NGOs supporting the project's primary results.

The REC will be retained to provide three functions:

- Call for NGO proposals, evaluate and provide technical assistance in improving proposals, and submit the viable proposals to APFDP for contracting
- Provide management training to NGOs through at least two workshops: an implementation workshop to assist NGOs in assessing their needs and creating work plans for training in project management, and a lessons learned workshop to evaluate what has been learned and to create work plans to help institutionalize the lessons learned
- Monitor and evaluate projects along two tracks—the first would be the more traditional monitoring and evaluating of the results of the proposed project, the second would be monitoring and evaluation of the results of capacity building. As part of their monitoring and evaluation, REC staff would provide mentoring and technical assistance to support the institutional development of participating NGOs.

APFDP organized a two-week PRA training for NGOs as a way to help the NGOs develop a more client/beneficiary community-based approach, rather than only a thematic orientation of their activities. A half-day seminar was organized to present the results of the PRA training and

NGO Resources Available to APFDP

Regional Environmental Center

(45 grants totaling \$38K in 1995)

- Junior Fellowship Program—NGO organizational development support (regional)
- GMU Development and Management

Soros Foundation

(\$ unclear, still formative)

- Vocational training school development and rehabilitation

Albanian Civil Society Foundation (Danida)

(< \$7,000 for up to 60 grants)

- NGO organization development support—legal, administrative, managerial fund raising, proposal development, office management, project management

Albanian NGO Forum

- Clearinghouse for all NGO activities
- Coordinate training needs of all NGOs
- Advocacy for NGO rights and functions in Albania
- Access to all UN organizations

Catholic Relief Services

- Management training (26 sessions scheduled in 1996)

PRA results of a local community to international NGOs, donors, and GOA officials with the goal of showcasing the developing capacities of the local NGOs.

Again as mentioned in Section III, several professional associations are of direct relevance to project activities. They may be called upon to provide both training and research products. While having technical expertise and local knowledge, these NGOs often do not have organizational or planning skills. In the process of contracting these services, APFDP will go through an orientation process. This process will develop with the NGO a very clear and detailed description of what is required, indicating specific outcomes and even suggesting methods and techniques for presentation and evaluation. Then through actual training or research activities, APFDP will provide close supportive monitoring that will help model the activity and ensure that the planning management capacity is created in the NGO.

Other mechanisms to support NGO training will be invitations to attend relevant project activities regularly. The APFDP training/communications officer will keep in contact with the NGOs participating in training, arrange for direct collaboration, and monitor contracts awarded through the REC. APFDP will also periodically hire short-term local NGO interns to support NGO training activities.

Activity/Event	Audience	Timing	Responsibility
Contract of NGO intern	N/A	Jul.-Sept. 1996	COP, training officer
PRA training of NGOs	Selected NGOs	Sept. 1996	Policy team, IDT, consultant
NGO PRA seminar	International NGOs, donors, GOA officials	Sept. 1996	Policy team, IDT, PRA consultant
Contract awards through REC activity	NGOs	Nov. 1996-ongoing	COP, training officer
Training of direct contract awardees	NGOs	N/A	Training officer, IDT

C10. In-house and Short-term Consultant Training of the APFDP/IDT

Through pursuing key project results, areas for strengthening the capacity of APFDP staff will be identified and mechanisms will be sought to provide related training. This training may often be available from other APFDP staff or it may require a short-term consultant either independently or in conjunction with another activity. The following topics, while not exhaustive, have been identified by the staff and have been or are being programmed.

Meeting Topic	Audience	Timing	Responsibility
PRA training	IDT and selected APFDP staff	May 1996	COP, PRA consultant
PRA training of trainers	Selected IDT staff	May 1996	COP, PRA consultant
Training management	Extension specialist	Aug. 1996	COP
Monitoring and evaluation	IDT, DGFP, Local Government Ministry	Jul. 1997	International consultant
Agroforestry	IDT	TBD 1997	COP, FTC
Multipurpose forestry	IDT	TBD 1997	COP, FTC

D. Communications Plan

APFDP fully recognizes that having a well-organized communications program will support, link, and further enhance the key results of the continuous training in both the policy and field activities. Getting the message out is an important strategy for accelerating the development of private forestry activities in Albania. Timely, well-designed reports, aide memoirs, concept papers, etc. can facilitate and accelerate policy formation internally among the key institutions and agencies. As mentioned in Section II under Guiding Principles, *"Communications activities will be a result of two complementary features. First is the need to produce a formalized communication procedure and planning mechanism to develop quarterly communication activities. Second is the recognition that communication is often serendipitous in nature and that flexibility and a quick response to opportunities is needed."*

These two features will be employed to pursue a three-pronged strategy: a public awareness and media campaign, which focuses primarily on policy issues; a technical and marketing information dissemination program, which presents marketing information to the public; and interinstitutional communications to facilitate understanding and cooperation. These three efforts will be applied through various communication opportunities and activities, such as the following: proceedings, reports, and aide memoirs of local-level meetings, policy seminars, other meetings, and publicity events; newspaper, television, and radio coverage; pamphlets and fact sheets, information packets, and the quarterly forestry enterprise newsletter; prepared newspaper, radio, and television messages; and trade fairs.

D1. Public Awareness and Media Campaign (Result A.1, A.3, B.1, B.3, B.4)

Local-Level Meetings (Result A.3.3)

Town meetings will no longer be used only for policy purposes. Instead, every field event, including workshops and meetings, will be used as a forum for policy discussions and reporting the results of policy formulation, especially as new policies unfold or are clarified at the national level. For example, the meetings organized by the IDT in communities will be used for disseminating messages related to refused lands policy. As other policies unfold (e.g., *komuna* forests), other messages will be developed and delivered. In practical terms, scheduled IDT field activities will be presented and evaluated for policy opportunities during the quarterly communications planning meetings. Policy updates will be assessed in practical terms, either through distribution of materials mentioned below and their discussion by IDT staff or through more major field activities, for which the policy team would carry out more detailed discussions and interviews.

Pamphlets and Information Packets (Results A.3.3, B.3.3)

APFDP will develop a series of policy pamphlets that present in simple lay terms current policies, their interpretation, and their implications. The pamphlets will focus on the least-understood policies and laws such as refused land, local governance, forestry extension, tax law and credit, and will draw on the issues that arise out of the orientation meetings. Fact sheets and publicity materials will be developed for demonstration sites including the agroforestry demonstration site at the Botanical Garden.

Publicity Events (Result B.3.3)

Publicity events, not only galas but also events worthy of attention (such as the opening of the demonstration site in Tirana, the distribution of livestock, nursery materials, forest stock, etc.), must involve appropriate authorities and the media—especially newspapers and television, as they are the most popular. These events can be happenstance, but many can be anticipated and planned for in the quarterly planning meeting. Press releases, invitations, and programs will be sent out in a timely fashion. Regular contact with the media is essential and must be programmed in each quarterly plan.

Newspaper, Radio, and Television Messages (Results A.3.1, B.1.2)

Initiative should be taken with both print and broadcast media to announce new policy initiatives and field activities. Media messages will need to be developed closely with the MOAF information officer and with newspaper and television journalists. Close collaboration with the MOAF will facilitate contacts and aid in placing messages. Consideration will also have to be given to possibly contracting journalists as much to participate in the development of the message as to ensure placement in the media. These activities will take place in the second year, after progress in developing and changing policy begins. As in all communication activities, specific goals should be set and monitored quarterly. Simple evaluation through focus groups should be undertaken to ensure messages are achieving objectives.

Forestry Enterprise Newsletter (Result A.1.2)

APFDP will publish a formal newsletter including news, research findings, interviews, case studies, public service announcements, reports, calendar of project activities, and examples of private sector initiatives. The newsletter will be published quarterly and will provide an opportunity for NGO involvement. A secondary benefit of the newsletter will be to help strengthen the involvement of research institutes and AUT by giving them a forum for presenting research efforts. To ensure success, each issue needs to be planned in the previous quarter to permit the time-consuming activity of pursuing information and articles. Distribution points will include offices at MOAF, SSLG, AUT, FPRI, technical schools, Peace Corps, district MOAF offices, and extension agents. After release of the first issues, semistructured interviews should be carried out with representatives of the intended audience to ensure goal achievement of articles in particular and newsletter in general.

D2. Market Information Dissemination (Results A.3, B.1, B.3)

Information Packets (Results B.1.5, 4.1.1, 4.1.2, 4.2)

Under the auspices of APFDP, market surveys will be conducted on forest and livestock products from refused and private lands, cultivated nontimber forest products, etc., as well as the availability of credit facilities and inputs. This information will be disseminated through well-presented information sheets or brochures that can be combined into packets; they will be distributed through extension activities, publicity events, and trade fairs. Close coordination is required between the training/communication officer and the IDT in planning quarterly results.

Trade Fairs (Result A.3.1)

APFDP staff will participate in local trade fairs to demonstrate field and policy results and educate attendees on the opportunities and resulting benefits of improved forest and pasture management practices. Invitation of appropriate institutional partners will be considered. Producing an effective information booth is a time-consuming activity, and planning should begin well before scheduled dates.

SECTION V

TRAINING AND COMMUNICATIONS MANAGEMENT

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TRAINING AND COMMUNICATIONS MANAGEMENT

A. Introduction

The level of training effort presented in Section IV to achieve the project's policy and field results and the communications plan is highly ambitious and exceeds what was originally presented and budgeted in the APFDP contract. The APFDP training budget is only 5 percent of the overall contract budget—an amount that does not correspond to the level of training prescribed in the annual work plan and this document. Nonetheless, for APFDP to have major impact during this period, these activities are critical to helping achieve the project results outlined in the annual work plan. Where possible, this plan has outlined instances for cost-sharing, leveraging other projects, or implementing creative and alternative options.

With such an ambitious plan, these efforts must be strategically managed. The management plan must incorporate training and communications management, event monitoring and evaluation, and coordinating and tracking training activities of other donor projects, NGOs, and local government and private institutions. APFDP staff members, while diverse in technical skill and rapidly gaining experience, are not broadly experienced trainers—yet they are responsible for most of the project's training, outreach, and communications activities. As presented in Section IV, APFDP has hired the services of a local expatriate as a part-time training specialist to help organize initial APFDP training and communications activities, as well as provide valuable on-the-job training and facilitation instruction. APFDP will also hire an Albanian training and communications officer. The training specialist will mentor the APFDP training and communications officer, whose primary duties will be to manage these efforts over the life of the project. (See Annex E for the training and communications officer's terms of reference.)

The goal for the first year is to ensure the training and communications plan is well-integrated, policy and technical field training and communications activities occur on a compatible schedule, and other donors are tapped as resources and, conversely, are regularly included in the APFDP training programs. The second- and third-year APFDP activities hinge on the patterns for training established during the first year.

B. Training and Communications Management

Although the two major components have overlapping interests and activities, the APFDP training plan can be divided into policy-related activities and technical and field activities. The audience is wide—local village and *komuna* leaders, farmers, district forest engineers and officers, central DGFP staff, AUT and other institutional staff, and NGO staff. The topics are broad-ranging as well. The policy sphere includes such issues as the types of lands and use, local management of lands and forests, forest extension service, and the use and marketing of forest products. In the technical and field sphere, relating to these same issues are extension training, private farming and agro-forestry training, community management of forests, management development training for NGOs, and small business training for private enterprises. The public awareness and communications campaign needs to be clearly defined and developed in sequence with all of the in-country training and policy

events. To ensure the communication activities achieve project results, the following elements are part of the communications management:

- Track and coordinate all training activities so there is a logical sequencing and connection between policy-driven activities in the field, policy dialog at the central level, and technical field activities.
- Review the training and communications activities and develop quarterly plans, track all other technical assistance activities to ensure that targets are being met.
- Revise the training and communications plan annually (or more often), as needed to reflect revisions in the results framework.
- Develop and maintain a training and communications activity database to help with reporting requirements.
- Develop a training and communications filing system.
- Coordinate the development and ensure quality production of training materials.
- Assist with development of regional study tours, and with processing of United States-based trainees, based on AID training regulations.
- Serve as primary developer and coordinator for communications package—designing and editing written materials such as a pamphlet series, instructional materials, liaison with the local media, etc.

C. Performance Monitoring and Evaluation of Training

Equally important to managing a large training and communications effort is monitoring and tracking the activities, evaluating their impact, and improving their methodology, delivery, and content. This requires the skill of someone familiar with database management and evaluation methods. Specific tasks include the following:

- Designing a database that will track details on training and meeting events, such as venue, number of participants, primary beneficiaries, duration and level of training, budget implications
- Designing a database to track communications events by district, *komuna*, village. Data fields should include medium type, content, distribution, etc.
- Developing evaluation surveys for course content, instructor methodology, and content; conducting pre- and post-training sample surveys for impact assessment

D. Integration with Other Developing Partners

Clearly an important aspect of APFDP is to integrate project elements with other developing partners, local NGOs, and public and private institutes to develop and maintain a

lasting in-country capacity for supporting private forest initiatives. The list of possible collaborators for training in Albania is limited. Moreover, training is not a static activity—dates change, as do sites and venues. Training sessions being sponsored by other donors in April may not necessarily be available when APFDP wants to take advantage of them. The APFDP training officer will be responsible for maintaining ongoing contact with these entities to develop a working list of possible areas for collaboration including up-coming training events, materials previously developed and available for APFDP use, and potential borrowing of short-term consultants for training sessions.

ANNEX A

LIST OF MEETINGS

**ANNEX A
LIST OF MEETINGS**

Claude C. Freeman
Marketing/Training Specialist
International Fertilizer Development Center (IFDC)

Edlira Muhedini
Training Consultant
Albanian-German Technical Collaboration (GTZ)
GTZ-INKUS offices

Merita Shehu
Senior Trainer
Albanian-German Technical Collaboration (GTZ)

Iilir Rëmbeci
Manager
Regional Business Agency
Small and Medium Enterprise Foundation (SME)

Russell K. Thirkell
Chief of Party
Small Business and Micro-Enterprise Development for Albania (SMEDA)

Kalia Musha
Project Assistant
ORT Democracy Network Program

Hendrik Van Der Pol
Director
Netherlands Development Organization (SNV)

Suzana Pani
Director
Institute of Management and Public Administration (IMPA)

Jorg Lohmann
Forest Engineer
GTZ at Agricultural University of Tirana

Arian Turdiu
Director
World Bank Forestry Project

Ahmet Jazo
Director
Land Registration Unit/MOAF

Patriot Çobaj
Director
Land and Water Directorate/MOAF

ANNEX B

TRAINING PLAN TIMELINE

APFDP Training Plan Timeline
(Corresponds to Section 4)

ANNEX B

ID	Task Name	Start	Finish	1996			1997				1998			
				Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	
1	POLICY TRAINING	4/3/96	4/3/96											
2	1. Forest Policy Advisor Group	4/3/96	1/1/98	▶										
3	Overview of Existing Legislation & Policy Framework	4/3/96	4/3/96											
4	Correcting Policy Obstacles to Extension Service Reform	6/3/96	6/3/96											
5	Enabling Policies for Refused Land	9/2/96	9/2/96											
6	Land Adjudication policy reform	10/1/96	10/1/96											
7	Policy Progress during year one	10/2/96	10/2/96											
8	Land Tax & Fiscal Reforms to Motivate Forestry	4/1/97	4/1/97											
9	Contract Provisions for Private Management of State Forest	5/1/97	5/1/97											
10	Trade Policies - Impacts on Forest Valu Mgmnt	7/1/97	7/1/97											
11	Monitoring Policy Effectiveness	11/3/97	11/3/97											
12	Ongoing Meetings TBD	1/1/98	1/1/98											
13														
14	2. Local Level Meetings	8/1/96	8/26/96											
15	Town Policy Meeting: Vlore	8/1/96	8/1/96											
16	Town Policy Meeting: Lezhe	8/12/96	8/12/96											
17	Town Meeting: Pogradec	8/26/96	8/26/96											
18														
19	3. Specialized Training Workshops	8/1/96	11/4/97	▶										
20	PRA for Refused Land Survey	8/1/96	8/2/96											
21	PRA for NGO Institutional Strengthening	9/2/96	9/3/96											
22	PRA for Phase II Refused Land Survey	10/1/96	10/2/96											
23	Monitoring and Evaluation	7/1/97	7/2/97											
24	PRA for Local Governance of Nat. Resources	9/1/97	9/2/97											

APFDP Training Plan Timeline
(Corresponds to Section 4)

ANNEX B

ID	Task Name	Start	Finish	1996			1997				1998			
				Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	
25	Applied Economic Analysis	11/3/97	11/4/97											
26														
27	4. Policy Seminars & Workshops	7/8/96	7/7/98											
28	Intro to Specialized Information for Policy Making	7/8/96	7/8/96											
29	Results of Refused Land Survey	9/2/96	9/2/96											
30	Results of Expanded Refused Land Survey	10/1/96	10/1/96											
31	Lessons Learned in Local Forest Mgmt	1/15/97	1/15/97											
32	Results of Silvo Pastoral Policy Survey	3/3/97	3/3/97											
33	Forestry Extension: Lessons Learned/Next Steps	5/15/97	5/15/97											
34	Local Governance PRA Survey Results	10/15/97	10/15/97											
35	TBD	1/15/98	1/15/98											
36	TBD	4/1/98	4/1/98											
37	TBD	7/7/98	7/7/98											
38														
39	5. Degree Prog for Policy Development	8/15/96	8/14/98											
40														
41	6. Short Term Policy Programs	9/2/96	11/21/97											
42	PIET Study Tour	9/2/96	9/20/96											
43	Land Policy Study Tour	1/15/97	2/4/97											
44	Other Study Tour TBD	5/5/97	5/23/97											
45	Non-Degree Program in Applied Econ Analysis	11/3/97	11/21/97											
46														
47	TECHNICAL/ORGANIZ. FIELD TRAINING	4/26/96	4/26/96											
48	1. Orientation Workshops	4/26/96	2/5/98											

APFDP Training Plan Timeline
(Corresponds to Section 4)

ANNEX B

ID	Task Name	Start	Finish	1996			1997				1998			
				Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	
49	Vlore District	4/26/96	4/26/96											
50	Lehze District	5/3/96	5/3/96											
51	Pogradec District	5/10/96	5/10/96											
52	District to be identified	1/2/97	1/2/97											
53	District to be identified	1/15/97	1/15/97											
54	District to be identified	2/3/97	2/3/97											
55	District to be identified	1/5/98	1/5/98											
56	District to be identified	1/20/98	1/20/98											
57	District to be identified	2/5/98	2/5/98											
58														
59	2. Extension Training	6/3/96	3/3/98											
60	Extension Training Course (ETC) #1: Communications, PRA...	6/3/96	6/7/96											
61	ETC: Extension Techniques	7/1/96	7/5/96											
62	ETC: Multipurpose forestry	12/2/96	12/6/96											
63	ETC: Extension Planning and Management	1/2/97	1/8/97											
64	ETC: Agribusiness	2/3/97	2/7/97											
65	Extension Training Course #2: Communications, PRA...	3/3/97	3/7/97											
66	ETC: Extension Techniques	4/1/97	4/7/97											
67	ETC: Multipurpose forestry	5/1/97	5/7/97											
68	ETC: Extension Planning and Management	6/2/97	6/6/97											
69	ETC: Agribusiness	7/1/97	7/7/97											
70	Extension Training Course #3: Communications, PRA	11/3/97	11/7/97											
71	ETC: Extension Techniques	12/1/97	12/5/97											
72	ETC: Multipurpose forestry	1/2/98	1/8/98											

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APFDP Training Plan Timeline
(Corresponds to Section 4)

ANNEX B

ID	Task Name	Start	Finish	1996			1997				1998			
				Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	
73	ETC: Extension Planning and Management	2/3/98	2/9/98											
74	ETC: Agribusiness	3/3/98	3/9/98											
75														
76	3. Village Demonstration Workshops	6/3/96	6/28/96											
77	Village Demonstration Workshop in Spiten, Lezhe	6/3/96	6/3/96											
78	Village Demonstration Workshop in Kallmet, Lezhe	6/5/96	6/5/96											
79	Village Demonstration Workshop in Troshan, Lezhe	6/10/96	6/10/96											
80	Village Demonstration Workshop in Horosel, Vlore	6/13/96	6/13/96											
81	Village Demonstration Workshop in Kote, Vlore	6/17/96	6/17/96											
82	Village Demonstration Workshop in Dukat, Vlore	6/20/96	6/20/96											
83	Village Demonstration Workshop in Tushemisht, Pogradec	6/24/96	6/24/96											
84	Village Demonstration Workshop in Leshnic, Pogradec	6/26/96	6/26/96											
85	Village Demonstration Workshop in Cerrand, Pogradec	6/28/96	6/28/96											
86														
87	4. Demonstration Sites, On-Farm Training	4/1/96	4/1/96											
88	(Refer to Section 4.2.4, Table 1)	4/1/96	4/1/96											
89														
90	5. Local 1-day Study Visits	4/1/96	4/1/96											
91	(Refer to Section 4.2.5)	4/1/96	4/1/96											
92														
93	6. On-going Tech. Assist. and Training	4/1/96	4/1/96											
94	(Refer to Section 4.2.6)	4/1/96	4/1/96											
95														
96	7. Komuna Wkshps: Transfer of Use Rights	1/2/97	5/2/97											

ANNEX C

**GOVERNMENT OF ALBANIA
REQUIREMENTS AND APPROVAL PROCESS FOR OVERSEAS TRAINING**

ANNEX C
GOVERNMENT OF ALBANIA
REQUIREMENTS AND APPROVAL PROCESS FOR OVERSEAS TRAINING

The requirements and approval process for overseas training have not been formalized by the government of Albania (GOA) or the Ministry of Agriculture and Food (MOAF). Rather, they vary from office to office, official to official, and case to case. In lieu of specific provisions or requirements in the approval process, the issues below should be reviewed with the participant, his direct supervisor, and the MOAF official signing the approval. In addition, APFDP should try to follow the process closely with the specific agency to secure the approval from MOAF officials to ensure the appropriate person was indeed contacted and training agreed upon.

APFDP staff identified the following possible issues of concern for both the GOA and the participant:

- Obligatory period of service before being able to leave the government or changing area of service upon returning after training
- Continuance or reduction of salary for participant during training
- Guarantee of position or employment by participant upon returning
- Failure to return to Albania: government officials who sign approvals can be held responsible if the participant does not return to Albania after training

In obtaining this information, representatives from MOAF, USAID/Albania, and several USAID projects in Albania that send or are involved in sending people abroad were interviewed regarding their experience with government requirements for approval.

Mr. Stephen Haynes, USAID/Albania, Agricultural Specialist. Mr. Haynes has not found any formal GOA requirements, but indicated the U.S. government requirement that returning participants must remain physically in their country for two years before applying for and obtaining a U.S. immigrant or work visa.

Dr. John De Boer, Director of the SARA project. Mr. De Boer recently discussed this issue with Ismail Beka, director of the Agricultural Projects Office at the MOAF. For longer-term training, salaries are suspended while candidates are on training, but supplemental payment is made to the participant's family, which remains in Albania. The types and amounts of supplemental payment are handled by another directorate. Participants are guaranteed that their posts will be kept open until their return. No specific conditions are put on the period of service upon return to Albania.

Ms. Matty Thimm, Training Coordinator, PIET/Albania. Ms. Thimm has not found any formal requirements but noted there is sometimes a problem getting supervisors to sign off on the training, mainly because of conflicts in the nominations.

This happens when an organization, working closely with a specific person in government that they wish to nominate for training, consults that person's supervisor, who for whatever reason has someone else in mind for the training and does not approve the original candidate.

ANNEX D

ORGANIZATIONS OFFERING RELEVANT TRAINING

ANNEX D
ORGANIZATIONS OFFERING RELEVANT TRAINING

Organization	Courses/Materials	Access
<p>Land O'Lakes Director: Deborah Wagner Training Contact: Vasilika Xhunga Address: Rr. Gjin Bueshpata, P. Aviacionit, Hyrja 7, Aneksi Vile, Tirana Telephone: 355 42 30692</p>	<p>Materials: Marketing; Sickness in sheep and goats; Reproduction; Grazing and environment; What is marketing; How to write a business plan; Sources and credits; Competition and marketing; etc.</p>	<p>Limited materials available by request.</p>
<p>SARA Agribusiness Center Director: Greg Kruse Training Contact: Bledi Hodobashi Address: Rr. Dureshit, #120/1, Tirana Telephone: 355 42 35201</p>	<p>Courses: Agricultural business structures; Introduction to marketing; Introduction to agricultural business planning; Financial statements; Introduction to pricing and how to establish a product price; Sources of funds; Simple record keeping; etc.</p>	<p>All courses are open, some are free, some have costs. Schedules change. Close contact between training officer and SARA required.</p>
<p>SME Director: Gavril Lasku Training Contact: Ilir Rembeci Address: Rr. A.Z. Cajupi, #3, Tirana Telephone: 355 42 30983</p>	<p>Courses: Business planning; Marketing; Leadership role in business; Training of trainers; etc.</p>	<p>All courses are open, some are free, some have costs. Schedules change. Close contact between training officer and SME required.</p>
<p>SMEDA Director: Russell K. Thirkell Training Contact: Mishel Remacka Address: Rr. Deshmoret e 4 Shkurtit, P.7, Ap.4, Tirana Telephone: 355 42 22986</p>	<p>Courses: Training of trainers; How to build an association; How to develop sustainability within the association; etc.</p>	<p>All courses are open, some are free, some have costs. Schedules change. Close contact between training officer and SMEDA required.</p>
<p>ORT Director: Lisa L. Davis Training Contact: Kalia Musha Address: Rr. Vaso Pasha, #4, Tirana Telephone: 355 42 23564</p>	<p>Courses: Seminar on advocacy; Financial management; How to write a strategic plan; etc.</p>	<p>Many seminar activities are open to limited APFDP participation, we can recommend that specific NGOs be invited.</p>
<p>IMPA Director: Suzana Pani Training Contact: Blerta Blloshmi Address: Tirana Trade Center, Rr. Dureshit, #6, Tirana Telephone: 355 42 23687</p>	<p>Courses: Feasibility study; Human resource development; Human resources; Scanning environment; Project implementation and evaluation; Entrepreneurship; Urban planning and land; Management; Strategy methods; etc.</p>	<p>These courses are offered only from 10/12 to 12/28. For access to materials, contact the training officer at IMPA.</p>

<p>REC Director: Mihallaq Qirjo Training Contact: Blerta Maliqi Address: Rr. Durrës, P.11, Shk 2, Ap. 12, Tirana Telephone: 355 42 39444</p>	<p>Courses: Training of trainers</p>	<p>The course starts October 9. Contact REC offices.</p>
<p>GTZ Director: Rolph Fehlings Training Contact: Merita Shehu Address: Rr. Asim Zeneli, #8, Tirana Telephone: 355 42 34605</p>	<p>Courses: How to write a business plan</p>	<p>The course starts either on the first or second Monday of each month. Contact the GTZ training officer.</p>

ANNEX E

**TERMS OF REFERENCE FOR
COMMUNICATIONS/TRAINING/CONFERENCE COORDINATOR**

ANNEX E
TERMS OF REFERENCE FOR
COMMUNICATIONS/TRAINING/CONFERENCE COORDINATOR

Project Name: Albania Private Forestry Development Program (APFDP)

Position Title: Communications/Training/Conference Coordinator

Reporting to: Chief of Party

Primary Relationships: Professional Staff (who carry out activities)
Administrator (who oversees budget and expenditures)

Supervisory responsibilities: None

DETAILED JOB DESCRIPTION

A. Key Result Area: External Communications

Objective: to ensure the highest quality of external communications by ensuring that these important products of project success are planned, are appropriately produced for the intended audiences, meet Chemonics and USAID communications standards, and are distributed and archived in a timely fashion

Duties and Responsibilities

1. Negotiate a quarterly communications plan outlining which works will be produced, authored by whom, and in what style/format, for the upcoming quarter. Ensure that these are consistent with the annual plan.
2. Negotiate and develop a plan for the development of each work, outlining its purpose, format, audience, language(s), and production schedule. This plan constitutes an internal contract between the section authoring the work, the Communications Coordinator and the COP.
3. Coordinate production of the final work from the authored draft in accordance with the plan, including: editing (by self or fielded), translation (self or fielded), contracting art work as necessary, designing (with the author) the format presentation, final draft production, review and approval, final production and distribution. Masters and backup materials will be kept in an organized filing system (both computer and hard copy).

Specific Responsibilities

4. Establish and maintain a bank of external communications for distribution as needed. Produce summaries of longer works and/or presentation packages that can be used to describe the outcome of the work.

5. Coordinate the compilation and production of the quarterly reports, annual report, and quarterly newsletter.

Linkages, Relationships, and Reporting

1. The Communications Coordinator is not the author of the work, but can serve as editor, summarizer and, in some cases, translator. This requires working closely with authors and their supervisors to ensure that the work is of the highest quality, meets its purpose and is presented in a way that demonstrates the professional character of APFDP and Chemonics.
2. The Communications Coordinator, upon negotiation of the plan and after consultation with the COP, may contract out particular services that are necessary, such as translation, editing, art work, copying to binding.
3. The Communications Coordinator can not be an evaluator of a work's technical competence, but can point out areas where the work is not clear, incomplete, poorly presented or in need of modification. Adjudicator of dispute rests with the COP.

Estimated Annual Level of Effort

It is estimated that this KRA will produce 25 units of high quality external communications per year, including: 4 quarterly reports, 4 newsletters, 1 annual report, up to 5 conference/workshop reports, up to 4 case studies, up to 2 manuals, up to 4 extension brochures, and up to 4 other types of major external communications (analyses, proposals, etc) that are necessary to meet the obligations of the project.

B. Key Result Area: Training and Workshop Administrative Support

Objective: to ensure that APFDP delivers the highest quality of capacity building activities (training, workshops, conferences and larger meetings) by ensuring that these activities are planned, adequately prepared, provided logistical support and are documented (these documents then transferring to the Communications KRA)

Duties and Responsibilities

1. Negotiate a quarterly training plan that outlines how many training courses and workshops will be conducted over the quarter. This plan will outline the overall subject, the suggested timing, venue and number of participants, as well as define who will be the staff member or contractor charged with conducting the training or facilitating the workshop.
2. Negotiate a plan for each training course with the designated action officer. With the assistance of the COP and Extension Specialist, ensure that the course has developed objectives, curriculum and agenda, participatory learning activities, materials and a final list of participants and guest speakers/resources.
3. Negotiate a plan for each conference and workshop, ensuring that the activity has a set of defined objectives, an agenda and schedule, a list of participants, proper background or conference papers and a plan for documenting the results of the workshop (that feed into the Communications Plan).

4. Provide administrative support to the action officer/facilitator for each training course and workshop, including: contracting venue, food and accommodation; preparation of materials and audiovisual aids; preparing and sending invitations and keeping track of acceptances; coordinating transport with the Administrator, and; coordinating preparatory meetings to get ready for the activity.

5. Assist the action officer/facilitator during the activity when necessary and ensure that a participant evaluation is carried out for the activity.. Assist the action officer/facilitator with compilation of proceedings or findings for drafting into a final report (that then feeds into KRA Communications).

Administrative Maintenance Duties

6. Establish and maintain a filing system (computer, hard copy and AV materials) of training materials, resultant interim and final reports, and audiovisual aids and ensure that APFDP maintains sufficient stocks to carry out its training/workshop schedule.

Linkages, Relationships, and Reporting

1. The Communications/Training/Conferences Coordinator is not the trainer or the facilitator of a training or workshop event in the first instance (though in the future such duty may be assigned). The Coordinator ensures that the activities are professionally designed (that each has a clear set of objectives and agenda) and that all tasks in preparation are completed on time (through the use of the plan in the form of a "checklist"). The Coordinator will also ensure that outside trainers and speakers have been briefed (or trained as necessary), any contracts are properly documented and approved, and that their sessions are prepared. When a planned activity's preparation falls behind schedule, the Coordinator will report this to the COP for action.

2. The Coordinator assumes overall responsibility that all administrative support is provided, such as: the contracting of venue, food and accommodation; the preparation of materials and inventory of supplies. The Coordinator liaises with the Administrator in areas of cash and transport, based on the planning of the activity, and ensure the Administrator has all information to take of these issues.

Estimated Annual Level of Effort

It is estimated that this KRA will produce 8 major events (combined training courses and workshops) per year. In addition, there will be up to 4 "minor" events requiring input and support from the Coordinator (these will probably internal events of APFDP).

C. Key Result Area: Liaison to REC and other NGOs

Objective: to ensure that the communications to/from REC and other NGOs (both those sub-contracted through REC and directly with APFDP) are clear, that the contractual obligations of both parties are fulfilled and properly administrated, and to ensure that the relationship and the products of that relationship are properly monitored, evaluated and documented.

Duties and Responsibilities

1. Serve as the primary liaison between APFDP, REC and other environmental NGOs. Maintain regular contact through meetings and correspondence. Monitor their progress and keep the COP regularly advised on their status of meeting contractual obligations (both quantity and quality).
2. Coordinate the preparation of REC/NGO plans and reports from the APFDP side, as well as any supplemental support (provided by the project) needed by REC to meet its obligations.
3. Keep REC/NGOs regularly informed on the progress of the APFDP project and coordinate areas of joint collaboration.

Administrative Maintenance Duties

4. Keep the up-to-date file of the collaboration with REC, NGOs subcontracted through REC and other NGOs, including proposals, contracts, awards, progress reports and evaluation. Prepare a summary report on the REC contract for the quarterly report and annual report.

Linkages, Relationships, and Reporting

1. As the primary liaison the Coordinator needs to know of any contact with REC/NGOs that affects its plans, its contractual relationship with APFDP or its supplemental support needs. This includes formal contacts with local NGOs supported through the contract with REC.
2. Authority for changes to the contract or plan, or any sub-awards made by REC, are under the direct authority of the COP.
3. The Coordinator will inform REC, and follow up, of time and format requirements for proposals, plans and reports.

Estimated Annual Level of Effort

This KRA assumes no less than monthly formal communication to/from REC. The Coordinator will ensure that REC meets all monthly, quarterly, semi-annual and annual documentation requirements. Estimated level of effort is 3-4 days per month.

D. Other Result Areas

D.1 Administration of the Botanical Garden Training Center

Objective: to ensure that the facility is properly maintained and that its use is scheduled and programmed to achieve the most efficient use of the facility.

Duties and Responsibilities

1. Serve as the APFDP action officer on the upkeep and scheduling of the facility.
2. Liaise with Peace Corps and other institutions on use of the facility.
3. Serve as administrative liaison with the Botanical Garden on issues related to the facility.

Estimated Level of Effort: 2-3 days per month

D.2 Annual Agricultural Fair

Objective: to ensure that APFDP and its project partners are adequately represented and promoted through this activity and ensure that the APFDP booth is developed and manned.

Duties and Responsibilities

1. Coordinate the development of the APFDP booth at this annual event. Conduct meetings with staff to select theme, exhibits and materials to be displayed. Produce a plan and budget for submission and approval by the COP.
2. Coordinate the production of the booth and negotiate a schedule for staff of APFDP to man the booth. Administer costs and operations involved with APFDP presence at the Agricultural Fair.
3. Prepare promotional materials in cooperation with IDT Field Technical Coordinator and staff.

Linkages, Relationships, and Reporting

The Coordinator is responsible for the administration of the booth and is not responsible for the technical input. The Coordinator does not man the booth full time, but negotiates a schedule with the IDT for adequate manning.

The Coordinator will assist the COP in evaluating the effectiveness of the booth to promote the goals and objectives of the APFDP.

Estimated Level of Effort: 10-15 working days prior to the fair (beginning 1-2 months before the fair), 5 working days (half time) during the fair.