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**ROMANIA COUNTRY REPORT**  
**PARTICIPANT TRAINING PROGRAM FOR EUROPE**  
**(PTPE)**

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**Prepared by:**  
**John Gillies, Consultant**  
**Aguirre International**  
**PTPE Monitoring and Evaluation Contractor**  
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# Romania Country Report

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## **BACKGROUND**

### **Purpose of Trip**

The purpose of this trip was to conduct an on-site assessment of the results of the PTPE training activities. The site visit is intended to expand on the knowledge collected in the written evaluation instruments (Mid-term, Exit, and Returnee Questionnaires) that have been completed by the participants. The site visit in the Romania involved returnees from the P.I.E.T. program, as well as from the competitive small grant programs and the USIA "topping-off" program.

The PTPE evaluation methodology is designed to assess the process and quality of the training programs as well as to measure impact of training on a scale of increasingly substantive measures. The scale starts with impact at the individual level, assessing personal changes (English skills, confidence, etc.) and career impacts (job, salary, etc.). The next level is focused on the organizational impact—ability to perform a given job better, to train others, to improve performance in an organizational structure and/or to change organizational policy. The highest levels of impact are for sectoral and national policy change and effectiveness. The analysis of the data collected will be integrated into the data from completed returnee questionnaires and incorporated into the contractor and annual reports.

### **Schedule**

The site visit to Romania was conducted from October 28 to November 17, 1996, in conjunction with the consultancy from BHM and USAID/Washington to develop a training plan for 1997. Meetings were held with the USAID/Romania program manager, P.I.E.T., some contractor representatives, and returned participants. Interviews were held in Bucharest and Timisoara. A total of 43 participants were contacted, from P.I.E.T., Soros, Council for International Programs, USTTI, East-West Management Institute, USIA, Johns Hopkins University, MCID, and Thomas Jefferson University Hospital.

### **Training in the Country Strategy**

The USAID program in Romania recently completed a strategic objectives and results review to plan for the next several years. This strategy and the implementation plan is currently undergoing review by the new Mission Management. Therefore, the use of training in the previous three years is not necessarily indicative of the future directions for the mission. The timing for the PTPE assessment of results and the training plan activity may be helpful to the

Mission in finalizing future plans and in developing a coherent and effective strategy for training and human resource development in support of program objectives.

The previous USAID/REP was very active in the implementation of the USAID/Romania training program, and particularly in the selection of participants. Participants have been selected from a broad range of activities and sectors, including financial markets, restructuring, health, public administration, and smelting. The nominations have been provided by various members of the Mission as well as contractors. Cooperative agreement recruitment and selection has been conducted in various ways, including advertisements through newspapers. The current mission strategy emphasizes using training as a cross program resource to achieve the strategic objectives.

## **General Findings**

### **Overview**

The legacy of the PTPE program in Romania will be very positive. In the period since 1992, a total of approximately 257 Romanians have received some form of training financed under the PTPE program. This includes training provided by 12 contractors, including P.I.E.T., the Institute for International Education, Harvard University, Soros Foundation, Johns Hopkins University, Salzburg Seminar, USIA, MCID, New York University, USTTI, East-West Management Institute, and the Council for International Programs. The training programs vary considerably, both in the nature and length of training and in the program management. The programs range from the very short term activities of the Salzburg Seminar (1-2 weeks in Austria) and the slightly longer term (2-4 weeks) programs offered by P.I.E.T. to 3-4 month intensive study programs (Johns Hopkins) and on-the-job training (CIP). The range of activities includes seminars, conferences, observation tours, formal short courses, customized courses, internships, and academic programs.

The training has influenced people in both the private and public sectors and has contributed to a strengthening of the free market system and democratic processes across a number of sectors. The PTPE program has supported a number of "movers and shakers" who will make a positive contribution to their nation's development. The list of Romanian partners includes a range of people from entrepreneurs and business managers to government policy makers to grassroots PVOs promoting local initiatives in health, the environment and social services. For some of these people, the training financed by USAID has made a fundamental impact on their lives and their careers. For some, it has provided the professional tools to work more effectively in a free market world. For others, it has offered insights into new possibilities and new approaches to their work. For all, the training has increased their understanding of the operations of democratic, free market systems in the U.S.

For the most part, the Romanian participants are well satisfied with their training programs and are grateful for the opportunity. The programs have generally selected well qualified individuals and provided useful training experiences. In many cases, the benefits of training accrue not only to the individuals involved, but also to their employers through improved job effectiveness and in some cases through multiplier training of co-workers. Many of the participants acquired not only skills and knowledge, but also an increased self-confidence to promote new ideas.

The examples and issues presented in this report illustrate a number of ways that training can be, and has been, effective. They also illustrate some principles of training design and management that can be applied to continue to strengthen this program and to achieve the full potential impact. The report also includes specific suggestions from participants and the Aguirre evaluator about how to improve the training activities. This discussion is presented not to imply problems, but rather to encourage the growth of the program to achieve a higher degree of impact at both the individual and the programmatic levels.

## **Training Utilization and Impact**

The impact of the training program overall has been positive. All of the training has been useful and supportive of the strategic objectives. The program has identified and supported some impressive individuals who are or will be influential in the country. In doing so, it has created a small foundation for change and a better understanding of how a free market democracy works. In many instances, the participants have acquired specific knowledge about their professions or approaches to solving common problems that have initiated innovative solutions to common social or economic problems.

One of the core values of all of the U.S. based training, of whatever duration or content, is exposure to the U.S. business and political culture and lifestyle, as well as to different ways of thinking about and addressing common problems. This point was stressed by virtually every returned participant contacted—“it is very important for us to see this, to touch it. We need to change the mentality of people here.” This western culture, with fundamental roots in a democratic market economy, offers the participants from CEE countries insights into different approaches and possibilities. Exposure to Americans as a people is also important for facilitating international business and professional relations. As one participant put it, “Americans are very different from Romanians, or even other Europeans. You have a different way of living and doing business. It is important to see this first hand.” Participants see and assess different ways of looking at problems and of approaching solutions. These kinds of insights and experiences seldom show up in specific “impacts” or actions, but rather may have a general influence in how participants react to challenges. Participant training is uniquely suited for this purpose. It is this general impact of a new perspective that participants carry with them when they change jobs or careers—and which continues to be useful.

The most portable and durable training (i.e., it continues to be useful as participants change jobs) is generally from the longer term academic or intensive study programs (USIA, IIE, sometimes Johns Hopkins or CIP) which educate in a broad sense rather than train. Moreover, simply the experience of living for a relatively long period of time in the U.S. enables participants to develop a deeper understanding of the context and meaning of democratic, free market systems. This sort of profound impact can only happen in a longer program, which is not common in the Romania program.

However, even the short-term training provides an exposure to new ideas, to the functions of free market and democratic systems, and a better understanding of U.S. business culture that participants carry with them to new jobs. The experience informs and enriches their world view and understanding of their own and other systems. To actually see different approaches working in the U.S. can have a profound impact on people's attitudes and motivation and can validate the advice of resident advisors in a way that months of expert advice to skeptical audiences cannot. Used in this way, training can substantially enhance the efficiency of technical assistance. This kind of impact has been found not only in Romania but also in the other countries in the region.

Many of the participants identified the most important result of the training program as being increased self confidence. This is a result of either the personal achievement of having a successful training program in the U.S., or the result of seeing that different and innovative approaches to solving common problems are possible and can work.

In terms of direct application of knowledge and ideas gained in training programs, a few individuals have shown unusual ability to create new activities or organizations and actively promote change despite significant obstacles. Examples of this are:

- the doctor who created a day clinic for children with AIDS and a model program of universal precautions in AIDS wards (both a first for the country);
- the civil engineer who is campaigning for a building code reform that will adapt building codes to regional requirements and significantly reduce over specification (and unnecessarily high costs) for construction; and
- the doctor who has created and promoted a NGO structure for community based home care for the elderly.

For most people, however, the application of training is highly sensitive to the organizational context and employment conditions when the trainee returns. In some cases, enabling conditions did not exist. Several of the returned participants interviewed had changed jobs (or been fired) upon return to Romania, and had consequently been unable to directly apply any of their training. Others were working in an organizational or sectoral context that did not support new initiatives and moved to different responsibilities. For some of these, the level of frustration is very high.

In some programs the training could be immediately and productively applied with the current organization. The key factors in these cases were: 1) the training was concrete and specific to the immediate job requirements of the participants; 2) the participant's responsibilities reflected existing organizational priorities with management support; and 3) the activities were primarily technical. In these cases, the improved job performance of an individual could be implemented without significant constraints and could benefit the organization as a whole. Examples of this kind of program would include USTTI, in which specific technological training is provided in support of organizational modernization programs, training in technical language requirements for drafting laws, and population statistics projections. Others have applied elements introduced in the training, including the concept of teamwork as a management tool, in their everyday activities.

In all cases, direct utilization of training to initiate change or fundamentally affect job performance increases to the degree that the training is highly focused on specific job or professional requirements, is planned in the context of specific organizational (employer) objectives, is supported by in-country technical advisors, and/or is longer term and more substantive in nature.

To date, the primary impact of the training has been at the personal level (increased self-confidence, better understanding of free market democracy) and in most cases at the level of immediate job performance. Achievements at the broader levels of company performance, industry performance, sector policy, or national policy have been rare. This kind of impact is consistent with the structure of the program, which emphasizes selection of key individuals and planning for training events rather than selection and planning for outcomes as part of a framework of objectives at the organizational or sector level. A broader impact has been limited by the lack of a strategy to develop a critical mass within organizations or across professions, the limited structural linkages to other program resources, and the lack of a strategic focus for programmatic impact.

The traditionally, and historically challenging part of participant training is to design *training activities* to transfer relevant and concrete skills (and knowledge and motivation) that can be applied in the place of work. The PTPE training program has been reasonably successful in this area, although some improvements are possible in some programs. A larger, less traditional challenge is to structure *training programs* as strategic interventions focused on outcomes—to achieve broader organizational, sector, or policy objectives. In order to achieve these broader goals, the focus of training programs must be raised above that of the individual participant or the single training event to the level of programmatic structure, objectives, and defined outcomes. A discussion of these issues and opportunities for achieving a broader impact are included in the final section of the report.

## **Participant Comments and Recommendations**

- All of the participants were pleased with their programs and were appreciative of the opportunity to visit the U.S. For many, this was their first trip to the U.S. There were very few specific problems identified, although the ones that were identified were common to many participants. However, these comments were all in the context of a general satisfaction with the programs.
- A common observation and suggestion from P.I.E.T. participants is that the training programs need to be more focused to allow greater depth with fewer activities and fewer sites. Greater effort should be made to match the training with the individual's needs and interests and provide specific, concrete training.
- The training objectives must be clearly understood and well defined from the start, on the part of both the participant and the training organization. Organizations need to spend the time to really understand the needs so that inappropriate placements do not happen.
- The majority of the participants are working in technical fields where an overview exposure to ideas or theory needs to be followed by in-depth review of specifics. In general, the programs which allowed participants to spend more time focusing on specific professional issues had a more direct and concrete impact on job performance.
- It is very important for people to actually visit the U.S. and see the different ways of doing things. This viewpoint was expressed by virtually every person interviewed—that one cannot really understand the depth of the differences without experiencing them. Some participants compared the process of trying to understand by having people (experts) explain the different system with actually seeing it themselves—it is simply much harder to understand and accept.
- Follow-on support is very important. Many of the returned participants feel isolated, with their new perspectives being unappreciated by their employer and co-workers, and are frustrated that so little can be done. The follow-on Total Quality Management seminar last summer was a good start. Other potential activities that were recommended (and which are consistent with USAID policy and experience) include provision of technical or professional journals or books, increased access to each other and the profession through Internet connections, alumni meetings (see below), linkages to available consultants to help solve common problems (possibly through periodic lectures/seminars by resident or visiting experts), and using returned participants as resources.

- USAID should arrange and facilitate networking and regular contacts among returned participants who studied in the same area. This kind of follow-on would support and encourage participants who have returned to scepticism and lack of interest, and would provide a means of developing broader based support for reform.
- USAID should facilitate regional networking and alumni groups among people training in the same professional area or in the same programs. Many of these programs have brought people together from many countries, all of whom are currently implementing similar programs. This kind of follow-on is an inexpensive means of extending the impact of training.
- USAID should make participant agreements with the individuals, employers and other stakeholders to assure that the participants return to have a job for some minimum period of time in order to implement the training.
- Programs with groups of participants (either all from Romania or from different countries) should compose the groups with individuals in the same professional area and with similar training needs. Mixed groups, either of individuals in the same professional area but at very different levels of expertise, or of individuals in a broad range of professions, are much less efficient.
- Programs should train teams within a given target organization to create a common understanding of problems and solutions and to create a support structure for change.
- Host families should be adequately oriented to having CEE visitors.
- Participants in medium term internships, like the CIP program, should have real responsibilities and not just be observers.
- USAID should send an official notification to ministries that their employees have returned with specific kinds of training. In Romania, the hierarchy of the ministry is very important and individuals will not be recognized or utilized without extra effort.
- USAID should consider providing a no-charge TOEFL testing service for all scholarship candidates for U.S. training (even those not sponsored by USAID). This test is a high cost for many people, and other programs do not reimburse for this cost.

## **Highlighted Participant Experiences**

**NICULAE CONSTANTINOVICI, MD**, Assistant professor at faculty of medicine, Specialist in Public Health and Quality Assessment project (P.I.E.T.). Dr. Constantinovici attended a five week program in health care quality assurance and health care provider accreditation. He was able to discuss issues and procedures of quality assurance and accreditation at length with professionals working in the field and the information has been directly applicable to his work. Upon return, he designed and implemented a quality assessment instrument for hospital wide use at Marie Curie Children's Hospital and is currently working with a local association on a hospital accreditation project. He believes that this is a critical element for Romanian health care system to develop and apply standards. He recommends that the program allow for a longer period to visit a single institution to enable the participants to go into adequate depth in key subjects. He would have liked to spend a week in one hospital, working along with the quality assessment program, attending the meetings, seeing how they design forms, collect and analyze data, and introduce it into decision making. He also believes that in order to have a broader impact in Romanian health care, follow-up in country training is needed introduce the systems, as well as U.S. training of a critical mass of opinion leaders in the sector, including decision makers at the ministries of health and education,

**DR. SORIN PETREA**, Pediatrician, SPITALLUL COLENTINA specialist in infectious diseases, chief of day clinic for children with HIV. Advisor to ARAS, Secretary National AIDS committee (P.I.E.T.). Dr. Petrea attended a three week program at the Johns Hopkins School of Hygiene for studies in epidemiology and HIV management followed by two weeks of visiting the CDC, Chicago, and Washington, DC. He learned how social work is integrated into hospitals, the operations of day clinics, and the hospital organizational structure in the US, which includes having a resident epidemiologist. On his return, he initiated changes in hospital policy and created a position for an epidemiologist. He also spent two years working on the creation of a day clinic for children with AIDS. He is now director of the day clinic, which is the first in Romania and has innovative procedures such as allowing the parents to remain with the children. Other changes he has achieved include an increased budget for AZT and other AIDS drugs and the implementation of a universal precaution program at the clinic. Dr. Sorin has written the Romanian universal precautions manual, brochures for educating families with HIV positive children (with instructions about caring for the children), a guide to HIV counseling, (pre and post test counseling) and has recently completed a manuscript for a book on AIDS and the community. He has also developed a course for doctors on HIV case studies and proposed a mandatory HIV course for new medical students, which the Ministry of Health made a policy.

Dr. Sorin has maintained good relations with many of the U.S. doctors he met on the program, and has initiated new contacts with others. In particular, he has collaborated with Dr. John Sullivan from the University of Massachusetts (a well known researcher he met at the 11th World Conference on AIDS). He sent Dr. Sullivan blood samples from three orphans (of mothers with HIV) to conduct an AIDS test that was not available in Romania. The results were

negative, which enabled the hospital to release the children from the HIV ward and allow them to be adopted.

He recommends that USAID spend more time with the participants in planning activities and understanding the specific needs of each participant. He feels that with such special programs, the information needs to be well directed, and USAID needs to be sure that the people will actually do something with the training. He also wants to encourage USAID to support continuing professional exchanges, including support for professional journals and travel to conferences.

**ION MANEA**, Local Public Administration Department, Government Inspector (P.I.E.T.). Mr. Manea attended a three week program in free and fair elections arranged through NDI. Mr. Manea brought back many documents about election administration, organization, and procedures, duties and functions at different levels, and staff training procedures. This knowledge has helped the government to establish election procedures in Romania, where there is no overall structure. Election offices have been established in 42 prefectures with some responsibilities to localize procedures. Mr. Manea has shared his knowledge with a series of articles about the U.S. electoral system published in the monthly magazine "Economie si Administratie Locala" and has written and published a book about the American process titled "America Electorala".

**VALENTIN VLADU, MD**, Hygienic Institute, Public Health Service and founder of Foundation for Community Services. (CIP). Dr. Vladu attended a four month program in Cleveland with a nursing home and the Benjamin Rolse Institute for Community Care for the Elderly. He functioned as a visiting administrator (not a physician) and worked with all levels of the organizations. He also took a short course at the university on social services. His objective at the beginning of the program was to start a community based home health care program in Romania. In addition to the knowledge of programs, the training in the U.S. gave him the self-confidence to try a new system because he was able to see many different ideas being implemented in the U.S. ("I learned a bit about community care and health care, but I learned a lot about courage.") On his return, he started home care for the elderly in 1995 with about \$500, training teams of physicians, nurses, social workers and home workers in an 80 hour course. (He had previously initiated a meals on wheels program.) Finding support to develop and replicate the program is difficult because there is little support or understanding about what the program can be. He has tried to implement a regular public relations effort to attract attention and support.

His original CIP program was not well adapted to his needs because it was a regular job in a small organization. His original training proposal had been replaced, without consultation, by the suggestion of the international program. He had to spend considerable time renegotiating his plan, and strongly recommends spending more time understanding the participants' needs before

the program. He knows that other participants in the program were less successful in revising their programs.

He believes that the development of a core group within the medical and social services professions who understand the community care concept is important in developing a widespread program. He recommends sending selected teams (of the four professional groups) from each region to the U.S. for exposure training. The opportunity to create a critical mass of people who have actually seen the program would be much more effective than his solo efforts to convince people by word of mouth. He also believes that a linkage to the health care accreditation program to develop standards for community care would be very opportune.

**ILEANA PASCAL**, Director of Federation of Municipalities of Romania (formerly advisor to Minister of Public Works) (P.I.E.T.). Ms. Pascal attended an urban development and planning program at Harvard in 1993 covering issues of public private partnerships, case studies, housing developments, and other issues. She continues to use the lessons and materials from the course in her everyday work. She has maintained professional contacts with both professors and other participants from other CEE countries, including doing joint program evaluations with fellow participants from Poland and Slovakia.

The program has directly contributed to development of a joint (public-private) partnership legal framework. In the course, she studied a case study on the London Docklands development. She arranged a follow-up study tour in England (not financed by USAID) for numerous officials from the Ministry to review the legal, financial, political, and organizational aspects of the program. These officials have now proposed a legal structure to allow this kind of partnership.

She strongly recommends the USAID provide a regional alumni support structure that would encourage and enable the members of these training groups to exchange experiences and professional perspectives—even a limited e-mail alumni group. She proposed this to the USAID/REP in Poland—to create an expert network in support of urban development.

**DANIELA STEFANESCU**, Director of External Relations and European Integration, National Commission of Statistics (P.I.E.T.). Ms. Stefanescu attended an ITP course for 1.5 months in statistical analysis and field survey techniques. As office director, Mr. Stefanescu is no longer directly responsible for field surveys. In her current job, the most important impact has been from the course methodology, which emphasized participatory management and teamwork for problem solving. She has applied team management techniques to her staff in the Ministry. Also, she stressed that from the training “I got more courage of myself. I was more self confident. No matter where I go, I know that if I can do something well in the U.S., I can do it anywhere.”

Ms. Stephanescu recommends that any future training be coordinated at the institutional level based on needs analysis in order to meet specific needs and avoid overlap with EC and other donors. One possible area of emphasis would be poverty measurement.

**CARMEN CIPU**, Statistical Analyst in population projections, Ministry of Statistics (P.I.E.T.). Ms. Cipu attended a two-month course in population statistics in 1993 and learned specific use of micro computer techniques and statistics software. At the time, she was working on population projections for the census, so the training was immediately applicable and resulted in a better projections and statistics in the annual reports. She provided training to colleagues at both national and regional programs and helped her director publish a population article in a national journal. The benefits of the program included both improved job performance and increased self-confidence. She would recommend improving the program by asking well ahead of time what kind of training is needed.

**CIPRIAN TOMA**, General Manager of Structural SA, an engineering and construction firm. (East-West Management Institute). Mr. Toma attended a three month management program in Denver, Colorado, that included both course work and internships with construction companies. He had to leave after only two months when his business was having problems. Mr. Toma was the only engineer in his group, which also consisted of social workers, teachers, and others from around the world. He believes that the program could be much more effective by specializing in one professional area.

Mr. Toma is a specialist in construction codes and techniques for earthquake areas. He discovered in the program that the U.S. system of building codes allows for adaptation of general codes for each locality (which is not the case in Romania). Since returning, he has waged a campaign to change the building code law to allow for such adaptation here. At present, the building code that applies to the entire country requires buildings to meet earthquake standards, despite the fact that about half of the country is not in an earthquake zone. This change in policy and regulations would eliminate the overspecification in some sites and would significantly reduce building costs in those areas.

**DORIN SIRCA**, ROM Telecom, Timisoara. Head of Digital Communications, ( East-West Management Institute). Mr. Sirca attended a three month program with the Cleveland International Program working in a firm making components for cellular phones. At the time, there were no cellular services in Romania, so he had to learn everything from the beginning. The first five weeks were studying theory, followed by 1.5 months of working in each office in the company and completing a project. (The other Romanian in his group, a social worker, stayed in the U.S. for a PhD degree.)

He learned much technical information about cellular and digital systems. Upon return, he was appointed head of the department managing the change from analog to digital transmissions. He is also working to integrate the Romanian cellular system with the Pan-European standards using

the GSM system. He would recommend allowing participants to take technical courses at the local university (he was unable to arrange transportation) and would have liked to travel outside of Cleveland.

**DANA LUPU**, Head of International Department, External Commerce Bank, Timisoara (MCID program). Ms. Lupu attended a two month program at Jackson State University in Mississippi. She is the only person from her bank to attend a foreign training program. The program included a one month general business training program and an internship with the international department in the Deposit Guarantee Bank. She gained a lot of self confidence because she understood better how her department should function and was able to learn about different means of internal organization responsibilities, and procedures. For participants in banking, she would recommend having a much more specific, concrete program focused on banking issues rather than generic business management. She would also recommend training more people from each organization to reduce the resistance to new ideas.

**OVIDIU DEMETRESCU**, General manager of new Sedgwick-Brimex joint venture in Romania (IIE). Mr. Demetrescu attended the IMC in Budapest, sponsored by the Soros Foundation, and then entered the IIE program to complete the MBA degree in 14 months at the University of South Carolina. He then joined AIG in Hartford on an internship, stayed as an employee for six months, and then returned to Romania to work for AIG for two years. In mid 1996, he joined Brimex to work on this new venture and is currently setting up the offices in Bucharest. He believes that the experience of living in the U.S. and understanding U.S. business life is invaluable for really understanding such issues as marketing, the service mentality, management techniques, and the way that Americans work very hard. He would like to have a list of all returned IIE participants in the region for networking.

**MINISTRY OF FINANCE - Tax Administration (P.I. E.T.)**

Elena Badea, Chief finance officer for health care financing

Elena Andrei - Chief budget officer.

Alice Gheorghiu, Analyst, tax audit section

Robert Hoffner - Deputy, tax audit section

**Elena Badea** attended Howard University for a one month lecture and conference program, followed by three weeks in Florida visiting health care organizations. She is trying to apply various elements she learned about in the health care reform process in Romania, including establishing a system of payments to health care providers, information systems on health statistics, and expanding the role of NGOs in the social assistance.

**Elena Andrei** worked with the Virginia State Budget office for one week, followed by three weeks in the International Law Institute course in Washington on national budgeting. She was

very impressed with the high level of the presenters and lecturers and has tried to apply some of the approaches to budgeting that she learned.

**Alice Georghiu** attended a five week training program at the Institute of Tax Administration in a workshop on tax audits and tax collection plus a one week OJT at the IRS. She noted that the OJT was not really on the job training, but rather was just observing workers. The most important part of this to her job was learning about the tax audit law and procedures.

**Robert Hoffner** attended a five week workshop on tax administration and investigation at the Institute for Tax Administration workshop plus one week of OJT at the IRS. He learned that the IRS functions as an integrated tax enforcement and administration program, which allows a better link between audit and prosecution than is possible in Romania which has a separate tax police.

All of the finance department officials, and a representative of the personnel office, identified numerous training needs in tax administration and negotiation skills. In particular, the department has a major influx of new employees who need substantial training. They recommended that USAID help with conducting free TOEFL tests for scholarship applicants, as this is a difficult expense for the candidates.

**ALICE ARISINAL**, Legal Advisor on Legislative Council, Office of European Integration (P.I.E.T.). Ms. Arisinal attended a seminar in Baton Rouge about legislative drafting techniques and the use of technology for legal and legislative work. She has applied the lessons about how to turn ideas into the text of law with language that make the intent clear and free of ambiguity. She then visited Washington, DC, to work with the house legislative council and followed legislation through the system, observed the work with interest groups to form laws, and the legislative review process. One of the seminars was particularly helpful—covering rules of negotiation based on the book “Getting to Yes”. She has maintained a cooperation with the Romanian Embassy in Washington to receive new drafts of U.S. laws to study about how similar problems are addressed, including important areas of competition, social laws, types of legal sanctions for different offenses, etc.

**MARINA IRIMIE**, Public Services International (Geneva based labor union program) (Council of International Programs). Ms. Irimie attended a four month program in Minnesota in courses and working with the AFL-CIO office in St. Paul. She had broad flexibility to work with many people in the organization and looked at a range of issues including the mechanics of union management in a democratic system, union responsibilities, union involvement in electoral campaigns, work with labor union mediators in specific areas such as dislocation of workers, employer education, and negotiations. Ms. Irimie now coordinates and manages PSI activities in three countries and is responsible for gender issues and the energy sector employee issues. Prior to the program she was responsible for four affiliates in Romania, now she is working with 15 affiliated unions in three countries. She organizes seminars throughout the CEE, publishes a

newsletter for women in the region, and is managing several projects, including a PHARE program facilitating employer-employee cooperation in health care reform in Moldova, and a regional training project to develop women's leadership skills. She would appreciate some follow-on support in such areas as materials support for seminars and perhaps travel support for seminars (she was an invited speaker for an AFL-CIO conference on women's issues, but could not afford the airfare.)

**OVIDIU DRAGANESCU**, Timisoara, (Soros). Not interviewed. Informed that he was just elected as a Member of Parliament in the last election.

## **Findings by Training Contractor**

**P.I.E.T.** The P.I.E.T. program is the only element of the PTPE program that directly responds to the strategic priorities of the mission and in which the USAID staff have a substantive role in managing. The program provides short-term training (generally between 2-5 weeks) in identified priority areas. The participants were generally well selected, motivated, and appropriate for the training. The staff providing local management of the P.I.E.T. program and administrative support to the other programs are knowledgeable, hard-working and dedicated to the success of the project and to the well-being of the participants.

The P.I.E.T. component is the most challenging part of the PTPE program. The component provides short-term training across a range of disciplines and sectors to people with widely different needs and objectives. The other components usually have a more narrow focus on an area of specialty and many fewer participants. P.I.E.T. does not have the advantage of either specialist involvement in each area nor the mandate or resources to do full organizational development interventions. Under the circumstances, the program requires strong linkages with the in-country technical advisors and as much time for advance planning and follow-up review of Training Implementation Plans (TIPs) as possible.

Continued improvement of this kind of short-term technical training program requires additional effort in developing a strategic and programmatic orientation to the training and in understanding the organizational context of the training, clearly defined objectives, and careful planning to achieve as specific a focus as possible. The program is moving in this direction with the current effort at strategic planning and development of program oriented training plans, drawing on the expertise of in-country technical advisors to provide organizational context and follow-on.

**MCID.** The Mississippi Consortium for International Development provided a two month program to groups from CEE countries at Jackson State University, an Historically Black College or University. The groups were very mixed—public administration, business, banking, and other specialties, but the training was generic business management. The participants then spent the

last half of the period in an internship with a local organization in their area of interest. All of the participants appreciated the training, but they were unanimous in recommending that the program be much more focused on specific needs of the participants rather than trying to provide generic training to disparate groups. They also all noted that the participants were housed in a very bad part of town with crime, drug dealing, and nighttime shootings. One participant was robbed and threatened at gunpoint. They did not feel particularly welcome nor included in campus activities.

**USTTI.** The USTTI program places participants in industry training courses with U.S. communications companies, many of them industry leaders like CNN, MCI, AT&T. The training courses address highly specific technology applications. The courses are usually directly applicable because the participants and their supervisors select the specific courses. The USTTI program generally provides the most directly applicable training because it is supporting established corporate objectives and skill needs. All of the participants were very satisfied with the program and most had direct application of the knowledge upon return. The impact not only enhanced individual job performance but helped to achieve company objectives (moving from analog to digital transmissions, installing new earth stations for satellite transmissions, etc.).

**Thomas Jefferson University Hospital.** The TJUH program is a three month program in ultrasound technology, diagnosis, and treatment that combines course work and clinical work. The program is highly specific in terms of technology and introduces new applications of ultrasound technology to the participants. Use of the technology depends on the equipment available. The returned participant working in Bucharest was able to use some of the new applications in transvaginal and transrectal prognosis because the equipment was adequate. The program trained groups of eight trainees with a mix of physicians and technicians. Some participants believed that the mixed group was less effective than a homogenous group of either physicians or technicians, because the levels of knowledge was very different. The TJUH follow-up plan included continuing interaction with returnees, exchange of information and slides for teaching and diagnosis, exchange of materials, etc. This has not been implemented as planned.

**Council for International Programs.** The CIP program arranged 3-4 month internships through their network of city-based international programs (Cleveland International Program, Denver International Program, etc.). Unlike some of the other programs, these internships placed the participants in actual work situations. For some people and in some situations, this worked very well. In others, the placements were poorly suited to the participant, the host institution did not provide guidance or a real work situation, or the participants needed some additional course work or training to provide introduction to the system and a theory base for the work. The placements were usually in groups of very mixed professions (engineers, social workers, medical workers, etc.) which most of the participants felt detracted from the potential value. The placements that allowed actual work rather than only observation were more appreciated. As one participant noted, "three months is a long time to stay in a company without

any duties.” Flexible programs that responded to participants’ stated needs were most likely to be useful.

**IIE.** The IIE program offers 12-18 month programs at the MBA level to well qualified, often impressive participants. The schools are well selected and supportive. The participants return to good jobs where they can directly use their knowledge. The weakest part of the program is the internship: many participants never have one and for those who do it is usually a school study project rather than an internship. The program can be improved with better logistics, management, and participant preparation, and with much more management attention placed on finding good opportunities for internships.

**Salzburg Seminar.** No Salzburg Seminar returnees were interviewed in Romania. Experience elsewhere has shown that these are very well managed programs with lecturers of international repute and very qualified participants. The seminars are very short programs (1-2 weeks) conducted only in Europe, but are very effective in providing potential “movers and shakers” with an intensive program of intellectual and professional exchange with colleagues from neighboring countries as well as international “stars” on topics of mutual interest.

## **Conclusions and Comments**

### **Conclusion Overview**

The participant training activities in Romania have generally been well managed and have contributed to the professional development of the participants and in some cases have strengthened organizations. The programs have been heavily oriented toward selection and training of well qualified individuals and on planning of training events (whether for a single participant or a group). The quality of the training has generally been fairly good, although some programs have not achieved their potential. The results of this kind of short term training has been more or less what can be expected: a few individuals have applied their knowledge and created innovative, effective new programs; most have achieved some improvements in job performance; and a few have made no discernable direct use of the training. All of the participants are very appreciative for the opportunity and believe that these programs are critical in developing a new mentality in the country. The training has all been in areas broadly supportive of the SEED Act objectives and consistent with the areas of emphasis in the mission programmatic objectives.

The Romania training program taken in its entirety (the Mission-directed P.I.E.T. program as well as the largely independent cooperative agreements) has been effective in creating a “thousand points of light”, but has been less effective in creating a bonfire. The thousand points of light are the hundreds of returned participants who are bringing new perspectives and knowledge to their jobs. There are now many bright young people who have a new vision of

how their country can be managed and their profession strengthened, and who have the self-confidence to promote change. Most returned participants are better at their jobs than they were before, are bringing a broader understanding of free market economics and democracy to their work, and are considering new approaches to old problems. A few are making exceptional contributions to their professions and communities.

The failure to create a bonfire (e.g., to achieve a broader developmental outcome) is due to the lack of a common framework and strategy for training rather than to any weakness in implementing the training. A bonfire requires a higher concentration of training—a critical mass—oriented to achieving a defined outcome. There is an important distinction between the traditional function of training in company management and the role in a development program. The traditional function of training is limited to the transfer of a few specific skills, knowledge, or attitude related to an individual's job performance. The purpose is the transfer of information and skills. In development programs, however, training is usually transformational rather than informational input. Generally speaking, problems that warrant an investment from a development program are focused not on individual job performance, but rather a substantive change in the organizational or sector performance, policy, structure, and orientation. Sometimes, as is the case in the CEE countries, the efforts are contributing to a wholesale transformation of economic and political systems. A truism in the corporate training profession is that over 80 percent of training programs are trying to solve problems for which the constraint is not, in fact, a lack of skills but rather a broader problem in corporate organizational structure, mission, incentives, relationships, or policy. This is very much the case for most training in development programs. A single training intervention will seldom be a sufficient input for substantive change.

## **Training for Impact**

The challenge is to structure training programs as a strategic intervention focused on outcomes—to achieve broader organizational, sector, or policy objectives. In order to achieve these broader goals, the focus of training programs must be raised above that of the individual participant or the single training event to the level of defined outcomes and objectives at the programmatic level. This kind of structure requires two major components—a defined outcome (not activity) and a critical mass sufficient to achieve that outcome. Some issues to consider are:

### **Defined Objectives in a Clearly Defined Organizational Context**

The focus should be on organizational or institutional (sector) goals toward which individual activities and skills will contribute. Individuals work in the context of an organization, and organizations have a broader impact on society than do individuals. When the efforts of an individual affect all of the resources of an organization, the impact is magnified. Conversely, an individual's efforts can be muffled or lost if the organization through which he or she is working

simply ignores the changes. In a few, relatively rare cases, the individual and organizational goals are the same—to the extent that a single training intervention for an individual achieves the goal and influences organizational behavior. More often, an individual training program fits into a broader activity that involves other resources (technical advisors), other people in the organization (top management, supervisors, other participants), other organizations in the sector, other individuals in a profession, or other related training (a sequence of training activities around a given goal).

### **Defining a Critical Mass**

Broader impact requires a broader focus of activities—a critical mass of training and other actions (including technical assistance) within an organizational framework or in an intra-organizational framework. The concept of critical mass is usually used loosely to refer to an undefined bunch of people. However, an effective critical mass is actually the *right* group of people to achieve the objectives depending on the nature of the industry, sector, and target organization. A critical mass depends largely on the context within which a given set of skills, or knowledge, will be used to achieve a defined outcome. At the individual level, the context determines the extent to which an individual's increased knowledge will affect the functioning of the organization. Two key factors in defining critical mass are organizational complexity and the technical complexity of the problem to be solved.

Organizational complexity is important because a more complex organization has multiple layers of managers with control over resources and decisions—and thus multiple levels of people who can either obstruct or facilitate change. A highly complex organization, such as a government ministry or a large corporation, must have a constellation of supporting actions to achieve any change—top management must approve and support the change (with resources), middle managers must understand and encourage it (with resources and time), and technicians must understand how to implement it. A critical mass in this kind of organization includes people at all of these levels—a vertical slice of the organization—with the appropriate mixture of supporting knowledge, attitude, and skills. On the other hand, a small and simple organization, such as most PVOs, place control of resources and decisions in the hands of a few, or even one, person. Therefore, a critical mass to fundamentally affect the operations of a PVO may be a single person.

A critical mass for objectives that transcend a particular organization may be very different. Objectives that can only be achieved by the combined actions of many organizations must create a critical mass among the organizations (as well as a critical mass within each organization). For objectives implemented through PVOs, a critical mass may consist of a selection of PVO leaders. For other objectives that rely on professional attitudes, a critical mass may be created within a profession (such as the medical profession).

It is important to remember that the definition of the critical mass is not the same as design of the training plan. The training provided to each individual in the critical mass must be appropriate to his or her needs, interests, and job. In many cases, this may mean that individual members of a critical mass for a given objective will be trained separately or in sequence. In other cases, they may be trained as a team.

The technical complexity of the desired changes also affect the nature of the training intervention. Some changes can be achieved through new ideas and attitudes—the technical complexity is low. For other changes, such as creating new financing mechanisms at the municipal level, or developing telecommunications systems, the technical complexity is high.

The interface between technical and organizational complexity, in the context of the nature of the sector, helps to determine the nature of the intervention required to achieve the objectives. An example of alternative combinations is included below.

1. *High organizational and technical complexity.* This is by far the most difficult situation in which to plan and apply effective training programs for impact at the organizational level. The trainee is an individual working in a medium to large sized organization in which the technical challenges of applying new information are substantial. Organizations that fit into this category might include banks, investment houses, large manufacturing firms, and in some cases government institutions. To achieve both goals of training for impact (impact being change at the organizational level) the training cannot be limited to skills training for an individual. Rather, the training must be part of a broader context of organizational objectives, endorsed by organizational management,. In the best circumstances, this only requires fitting the training into existing and highly specific goals (i.e., telecommunications, population projections). In others, it may require working with a critical mass of management, supervisors, and co-workers to develop such goals. (The role of technical advisors is often exactly this). Note, this organizational objective and context is not the same thing as asking an individual participant how he/she will use the training in the job.

The second part of an effective training program in this context is to transfer the level of technical detail appropriate to the job. and to assure that all levels of the corporate implementation are met (conditions) The management understands and agrees, and the organization has the technical competence at lower levels to implement. There are several common weaknesses found in training programs in this circumstance of high organizational and technical complexity. These are:

- The training is overview training of the top management, which empowers them to better assess priorities and objectives, but does not include follow-up support to actually implement the priorities.

- The training is overview training for mid or technical level people, who are not in a position to make or effectively influence the policy decisions. Or, even if the organization priority is clear, the training does not reach a level of focus and detail to enable them to actually apply the training—it only provides an overview. In these cases (which are the most common), the training has a general benefit of exposure to new ideas and systems, which is useful, but does not reach the potential.
- The training is technical and detailed, appropriate to the level of the individual, but is not appropriate to the context—there is no enabling environment because the initial preparatory work of needs assessments, management support, organizational consensus, etc. was not done. Therefore, the individual has skills or knowledge that are not valued in the organization, and thus which cannot be applied.

It should be noted that some training can provide skills that can be directly applied by an individual without any need for broader organizational support. These include the generic organizational development or personal management skills such as the management, setting job priorities, supervisory and people management skills, etc. Generally speaking, USAID is not providing this kind of training in U.S. programs, but rather may include it in in-country training.

The challenge of providing effective training for a complex organizational and technical situation can be met in a number of different ways. A common way for USAID programs is to coordinate the training with a development project that fields technical advisors in the organization. The technical advisors can perform the critical contextual work of establishing organizational objectives, determining training needs, and providing the technical expertise to help the organization implement the changes. In many such cases, the relationship of training and technical assistance is highly symbiotic. The U.S. training can substantially enhance the effectiveness of the in-country advisor by giving the counterparts the opportunity to actually see proposed new systems in action, thus validating the advisor's recommendations and building motivation. USAID Romania is moving in this direction with the recently completed SO and training plan exercises.

Without the advantage of a local technical advisor, training programs need to develop the conditions through substantive needs assessments and OD work with senior management. A purely training solution might include a sequential and evolving series of training interventions that move from management overview programs (to set priorities and objectives and develop management consensus on new directions) through increasingly detailed and technical training for other workers to implement the agreed upon objectives.

2. *Low organizational complexity, medium to low technical complexity.* Target organizations in this situation may include NGOs, non-profit organizations, social service groups, and in some cases municipal governments may fall into this group. For most of these organizations, a

handful of individuals make all important decisions and usually do most of the work, so organizational complexity is minimal. The key issues facing many of these groups are not technical, but rather are management or general activities such as fundraising, public relations, or kinds of services. For these kinds of programs, substantial benefits can be derived simply by exposure to innovative programs of others in the same field and relatively short discussions with colleagues about how they respond to similar challenges. The technical challenge of implementing these ideas is often not very great.

For these programs, a training program directed at the key decision-maker of the NGO that allows an overview of solutions to her problems and the opportunity to network may be enough. It would probably be useful in some cases to have the opportunity to do a follow-up session to address specific issues.

For programs with slightly more complex organizational dynamics and greater specialization, such as municipal governments, which also may have more complex technical challenges, an effective approach can be a planned sequence of training opportunities. Initial overview training for the top decision makers can help define local priorities, while follow-on training programs can help to implement the top priorities. Issues that may require greater depth of training to actually implement innovative programs may include such areas as waste management, environmental management, or even citizen participation mechanisms. Training in combination with a specialist resident advisor can be very effective for these kinds of situations.

*3. Low or no organizational context, low technical complexity but high concept importance.* Examples of this would include community based home care systems, where the purpose is to influence sectoral or professional attitudes and activities rather than those of any particular organization. In these programs, the technical challenge of implementing the programs is less important than the ideas and motivating impact of a vision. For such groups, a one time program of exposure to many different but relevant U.S. programs is usually adequate. However, to accomplish the broader objectives of the USAID program, such training should be done in clusters to develop a critical mass of supportive voices in the profession.

*4. Individual training for broad skills development in which the specific organizational and technical context are unknown.* This is training for individuals, usually in longer term academic programs. Training that is solely based on individual needs and interests and isolated from organizational context will seldom be effective to achieve short or medium term program objectives. However, such training develops a long-term resource for the country in a way that short-term training cannot. This kind of program can also have a fundamental impact on the participants' career and capabilities and even outlook on life.

The concept of "critical mass" is relevant to each of these kinds of training situations except for the individual training. (The task of developing a critical mass of college educated people in a

society exceeds the capability of any donor program.) However, the application and definition of a “critical mass” is different in each case. In the first situation with a complex organizational structure, a critical mass usually consists of a vertical or horizontal “slice” of the organization, depending on the specific organizational goals. A vertical slice would address all of the organizational actors needed to achieve an organizational change—top management support and commitment of resources, middle management/supervisory support and understanding of the changes, and technical capability at the implementation level in all offices affected by the change. In this case, a critical mass is not a number but rather is a set of key relationships without which change does not happen. The absence of one or more of these elements is usually an effective obstacle to change. In some cases, an external advisor or consultant may be an appropriate part of the critical mass.

In the second situation, a critical mass may consist of the number of small organizations (NGOs) needed to achieve a substantive sectoral or societal impact included in the USAID strategic objectives of democratic strengthening, provision of social services, or economic development. In the third situation, the critical mass is not organizations, but rather individuals strategically located across a profession to achieve a change in professional norms. In each case, the determination of a critical mass is at best an estimate. The important part for program planning is to recognize when and how the concept applies to a given training program.

In the Romania program, several examples exist that illustrate different approaches to achieving a critical mass and using training as a strategic intervention at the programmatic level. These are just examples of different ways of looking at training.

1. *Training as a strategic programmatic intervention.* One respondent offered a broad sector training program (which is different than the largely project based orientation of most proposals), based on the assumption that economic reform and continued privatization will require several core elements. First, that the government policy makers and the top private sector managers speak the same language and understand the nature of the transformations needed in these large organizations. At this point, they do not. Second, that the very large and visible companies not go bankrupt, which might stall the momentum. Third, that an indigenous capability be strengthened to respond to the training and consultancy needs of the industries to implement these transformations. The training program to achieve this would have several parts. First, a very VIP program for key government and industry leaders to discuss the issues facing them in organizational transformation—develop a common language, personal networks, and a better understanding of their interrelationship. Second, create national support structures that will help them to implement these needed changes—such as development of consulting capability (nationally) and development of basic training capability in country. These are both development of program—not training events—and would be longer term in terms of impact. This is an example of a broad strategic intervention that is not directly linked to specific projects (although the institution building aspects would probably become projects.)

2. *Training in innovative approaches.* The program in community based home care has been promoted by an individual participant. If this were a desired program outcome, USAID could train teams from each region of practitioners and decision makers to develop a broad based consensus and understanding of the opportunities of this kind of system. A critical mass might also be needed in some key institutions in which the programs can be based.

3. *Training within organizations.* Numerous returned participants are the only individuals in their organizations who have received training. These people are in the most difficult situation. If the purpose is to focus on changes in key selected institutions (such as banks), then a critical mass would have to be trained in each target organization.

This discussion is offered as food for thought as USAID/Romania continues to develop its program.

## **Recommendations**

The participants and program managers have offered a range of suggestions to continue to strengthen the training program and the integration of the training program into the Mission strategic plans. The mission is already engaged in implementing some of these, and others can be implemented with minimal cost. Some possible actions are relatively modest improvements in program management or follow-on activities to gain maximum leverage from the existing investment in these participants. This might include:

- Define program outcomes and objectives as clearly as possible, and then move to the focus on training events and individual participants.
- Define the critical mass required in each situation to achieve the desired outcome. This is a combination of training expertise (from P.I.E.T.) and the technical expertise from the technical advisor teams
- Well defined training objectives and training plans that accurately reflect the participants' interests and needs. This is a basic program development requirement that helps to avoid problems later on. It requires time and effort in the early stages. This is required for each individual in a group training mode as well as for each member of a critical mass.
- Integrate the training as much as possible into the SO teams and the TA contractor programs, which will provide a built in set of follow-on activities.
- Develop training agreements among participants, employers, training providers, USAID and P.I.E.T. to clarify both the anticipated use of the training and the nature of the training. TIPs need to be reviewed with this training agreement in mind. Well defined critical mass training programs might have joint or interrelated training agreements that commit a sequence of related events.
- Follow-on support to returned participants. This might include facilitated networking and alumni groups of participants working in the same professional area, facilitated

networking with graduates of the same program in other countries in the region, provision of professional journals and information, some follow-on in country training, and possibly small grant support for projects. USAID can also arrange for short seminars or talks by short term consultants and visiting experts for returnees in that field of work. These are relatively low cost activities that can leverage USAID's established investment in 253 returned participants.

- Establish a common management focus for all training. This is largely a moot point because the cooperative agreement programs have ended. However, it was apparent that some of the participants would have been much better served in a different program but had applied only to the one they knew about. A central clearinghouse for training opportunities would have allowed the placement of individuals into the EMED program, for example, when that was more appropriate than a three month CIP program.

### **Interview List**

Ileana Pascal, Municipal Federation, P.I.E.T.

Daniela Stefanescu, National Commission for Statistics, P.I.E.T.

Carmen Cipu, National Commission for Statistics, P.I.E.T.

Luminita Mesina, National Commission for Statistics, P.I.E.T.

Robert Hofnar, Audit Department, Finance Ministry, P.I.E.T.

Alice Gheorghiu, Audit Department, Finance Ministry, P.I.E.T.

Elena Badea, Finance Ministry, P.I.E.T.

Alexander Stanescu, Staff advisor, Parliament P.I.E.T.

Alice Raluca Arginel, Attorney, Parliament, P.I.E.T.

Adrian Baicusi, Romanian Restructuring Agency, P.I.E.T.

Lucian Popescu, Romanian Restructuring Agency, P.I.E.T.

Adrian Sorescu, ProDemocracy, P.I.E.T.

Daniel Octavian Costache, ARAS Association, P.I.E.T.

Maria Lozanau, State Property Management Agency, P.I.E.T.

Ion Manea, Romanian Government, P.I.E.T.

Marek Valcu, Physician, government hospital, P.I.E.T.

Sorin Petrea, Head Infection Disease, P.I.E.T.

Olvidiu Demetrescu, Local Public Administration Department, IIE

Valentin Vladu, Council for International Programs (CIP)

Marina Irimie, Public Services International, Council for International Programs

Florin Matei, Johns Hopkins University

Sorin Ciurel, USTTI

Emilia Dumitru, USTTI  
Daniela Garba, USTTI  
Dorin Sirca, ROM Telecom, East-West Management Institute  
Cezar Foan Lukacs, Secretary to the Mayor of Timisoara, P.I.E.T.  
Alexander Hangay, Business Consultant (self-employed), Soros  
Dana Lupu, Head International Department, External Commerce Bank, MCID  
Cotizo-Olimpiu Negrutiu, Town Hall, Lugoj, MCID  
Corneliu Vaida, Sales Manager, MCID  
Dr. Claudia Teodorescu, Physician, Radiologist, Thomas Jefferson University Hospital  
Marion Day, Managing Director, GBE  
Dr. Berta Kaunitz, Physician, Family Planning Service, CIP  
Ciprian Toma, General Manager, Structural SA  
Corina Tat, USIA.  
Ruxandra Constantinescu, Romanian TV, Head of International Transmission Dept. (USTTI)  
Monica Rabulescu, Architect, (Soros)  
Bogdan Teica, Logic Telecom, SA, (USTTI)  
Niculae Constantinovici, MD, Assistant Professor, Hospital Accreditation consultant  
Livia Disli, Teacher at science high school, (CIP)  
Angela Hognos, Training Manager, professional association (The body of Experts and Licensed Accountants in Romania). (Soros)  
Laurentiu Zolotusca, World Vision ( P.I.E.T.)  
Alex Popescu, Democractic Convention, USIA