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**SLOVAK REPUBLIC COUNTRY REPORT**

**PARTICIPANT TRAINING PROGRAM FOR EUROPE  
(PTPE)**

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# SLOVAK COUNTRY REPORT

## Background

### *Purpose of trip*

The purpose of this trip was to conduct an on-site assessment of the impact 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 Slovakia was to target returnees from the Partners for International Education and Training (PIET) program and Georgetown University East and Central European Scholarship Program (ECESP), the competitive small grants program, and the U.S. Information Agency (USIA) English Language Fellows (ELF) 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 Slovakia was conducted from April 29 - May 13, 1996. Meetings were held with program managers at USAID/Slovakia, PIET/KNO, the Georgetown University ECESP Coordinator, and various participant nominators. Interviews were held in Bratislava, Proprad, Presov, Kosice, Zilina, and Trencin. A total of 50 returned participants were contacted, from PIET, Georgetown University, Council for International Programs (CIP), Hartford University, Home Builders Institute (HBI), William Davidson Institute (WDI), Institute for International Education (IIE), Johns Hopkins University, the Salzburg Seminars, U.S. Telecommunications Training Institute (USTTI), Soros Foundations, and Thomas Jefferson University Hospital. Interviews were also held with the USIA English Language Fellows to assess their experience in country and with program managers/coordinators from various programs.

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

USAID/Slovakia was in the final stages of completing a Strategic Objectives (SO) exercise when we visited. The strategy addresses six areas of Strategic Objectives, of which economic restructuring is a major focus. The EMED program is an important part of this program area. The PTPE training project is a cross cutting activity (Strategic Objective 4) that is being used to supplement the technical assistance projects in all areas. In the current year, the primary focus will be on supporting the democracy and municipal management objectives. In previous years, the PTPE emphasis has been on the banking and investment sectors. The USAID refined the approach at the end of last year to place greater emphasis on developing linkages with the other technical projects.

The USAID briefing given by Hana Mociarikova, Project Advisor, presented a well articulated strategy for using training as a tool to achieve the program objectives defined for the various strategic objectives. This description moves beyond the vague terminology used in some missions that training "supports the strategic objectives" by clearly specifying that the training has no separate objectives, but rather is a contributing factor toward achieving the established SO objectives. This is an important level of clarity that will assist in defining training needs and in managing the process of selection and implementation. By using training as a specific support to other projects in their SO portfolio, the mission avoids the trap of having training as a general (or supplemental) support to the sector. The difference is that the latter looks like it has objectives, but it doesn't — it is only training in a category rather than for defined purposes. This approach has the potential to use training effectively as a cross cutting objective.

While this approach has significant technical and programmatic advantages, the Mission is concerned that use of the cross cutting strategic objective (SO #4) leaves the training program vulnerable to budget cuts. The details and critical mechanisms of the Strategic Objectives framework are well beyond the scope of this assessment of training as well as the expertise of the evaluators. However, it appears that some inconsistency may exist between the SO structure that requires clear linkages to defined results for each project (treating training as a project rather than an activity) and ADS 253 provisions that recommend a cross-cutting approach to the management of training (treating training as an activity that for funding purposes may be organized as a project). The Mission is considering limiting the scope of the PTPE training activities to only one SO sector in order to remove any ambiguity. It would be unfortunate if the Mission decisions on training strategy were determined by the rules of the Results framework rather than the rationale of effectively using training to achieve programmatic results in all areas. It would be useful for the Global Bureau to provide guidance on using training as a cross cutting resource.

The operational implications of linking participant training programs directly to the goals of in-country programs should be carefully considered. USAID/Bulgaria recently made a

similar determination to directly integrate training into the other projects, which resulted in changes in the traditional approach toward selecting participants, planning and implementing programs, and providing follow-on support. (The Bulgaria strategy is annexed to this report for reference). It also changes the operational relationship between the training project and the other projects. If the primary results indicators to be achieved are those of the in-country projects, then it follows that the technical program managers (USAID and contractors) have the primary responsibility for selecting participants and training programs that directly support the program activities. This effectively changes the participant training program from an independent program that collaborates with other programs (usually in the sense of accepting nominations and suggestions from other programs) into a support program that provides training management services to implement defined programs. In this case, the initiative and ultimate decision authority necessarily remains with the technical contractors rather than with the training management contractor.

Therefore, to place this into operation requires more than just encouraging technical program managers to nominate participants. If possible, the technical programs can be encouraged to develop multi-year plans for using participant training (both regional and U.S.) to directly support and enhance the technical assistance and in-country training provided by the project. In-country technical advisors should have a predominant role in determining the training needs, developing and reviewing training plans, and providing follow-on support. This latter role sometimes creates potential problems with conflict of interest and competition procurement rules. The Global Bureau could usefully provide guidance to all Missions on how to encourage technical integration for maximum program impact without abusing conflict of interest rules. Mission communications that clearly inform all contractors of both the opportunities and the requirements/expectations of international programs (procedures, scheduling, advance notice, costs, etc.) can be beneficial in reducing misunderstandings and frustration.

## **General Findings**

### ***Overview***

The outcome of the overall PTPE program in Slovakia appears to be very positive. In the period since 1992, a total of 274 Slovaks have received some form of training financed under the PTPE program. (This does not include the EMED program.) This includes both short and long-term training provided by over twelve contractors, including PIET, Georgetown University, Institute for International Education, University of Hartford, City University, Soros Foundation, William Davidson Institute of the University of Michigan, USTTI, Johns Hopkins University, Home Builders Institute, Salzburg Seminar, USIA Top-Up Program, and the Council for International Programs. The training has included people from both the private and public sectors and has contributed to a strengthening of

the free market system and democratic processes at the level of individuals and firms across a number of sectors.

The PTPE program has worked with Slovak partners who range from entrepreneurs and business managers to judges and economic policy makers to grassroots PVOs. For some of these people, the training financed by USAID has made a fundamental impact on their lives and their careers. For others, it has provided insights and tools that can be applied in their professional lives. For all, the training has increased their understanding of the operations of democratic, free market systems in the U.S. Many of these participants have enjoyed notable personal and professional success.

The Slovak participants are very satisfied with their training programs and are grateful for the opportunity. The individuals selected for the programs appear to be well qualified and dedicated to their work. In most cases, the benefits of training accrue not only to the individuals involved, but also to their employers through multiplier training of co-workers and improved job effectiveness. The KNO/PIET staff providing local program management and administrative support are hard-working and dedicated to the success of the project and to the well-being of the participants. All of the participants contacted recognize and appreciate the support of PIET/KNO and the USAID mission. While the EMED program is outside of the scope of this visit, the briefings on the program indicated that this is also making a fundamental and important contribution to achieving USAID and Slovak objectives.

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 to 2 weeks in Austria) and the slightly longer term (2 to 6 weeks) programs offered by PIET to 4 to 5 month intensive study programs (Johns Hopkins) and on-the-job training (CIP) and the 5 to 24 month programs provided by Georgetown. The range of activities includes seminars, conferences, observation tours, formal short courses, customized courses, internships, and academic programs.

The specific utilization and impact of training also varies considerably among programs. In general, the shorter, overview kinds of training are good for providing a general understanding of U.S. systems. When linked to either follow-on training in a sequence, or to in-country support from technical advisors, this kind of training can be a catalyst for action. Even in isolation, the training provides a useful exposure to free market systems. 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, and/or is longer term and more substantive in nature.

The most portable training (i.e., it continues to be useful as participants change jobs) is generally from the longer term academic programs (IIE, Johns Hopkins, or Georgetown)

which educate in a broad sense rather than train. 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 is fully transportable. This will continue to influence how the participants see issues and respond to challenges over the long term.

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 and other programs. The report also includes specific suggestions from participants about how to improve the training activities. This discussion is presented not to imply problems, but rather to continue to improve an already strong program with which participants are satisfied.

### ***Training Utilization and Impact***

The core value 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. 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. Participants see and assess different ways of looking at problems and of approaching solutions to common problems. 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 well suited for this purpose. It is this general impact that participants carry with them when they change jobs or careers — and which continues to be useful.

In some cases, this broad exposure to new ideas and approaches has a direct impact in helping participants break free from the group thinking of decades of isolation and accept that new ways are possible. To actually see different approaches working in the U.S. can have a profound impact on people's attitudes and motivation. This kind of experience can validate the advice of resident advisors in a way that months of expert advice to skeptical audiences cannot. This has been found in other countries as well as in Slovakia.

The most challenging part of participant training is to transfer relevant and concrete skills as well as motivation, attitude, and exposure to general free market ideas. To achieve the maximum impact and concrete application, the training programs must meet a number of additional criteria. They must have clear and well defined objectives within a clearly defined organizational context. Training for impact is planned and implemented not in terms of individual participant goals, but rather in terms of organizational or institutional (sector) goals. 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. More often, an individual training program fits into a broader activity that involves other resources (technical advisors), other people in the organization (supervisors, other participants), other organizations, or other related training (a sequence of training activities around a given goal). In other words, a training program for an individual is seldom a "stand alone" activity in terms of impact. Broader impact requires a broader focus of activities — a critical mass of training and other actions within an organizational framework or in an intra-organizational framework. This is discussed in the recommendations section.

### ***Participant Issues and Comments***

The Slovak participants were generally 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 few specific problems identified, and all were discussed in the context of overall satisfaction with the program.

The single most common observation and suggestion is that the training programs need to be more focused to allow greater depth with fewer activities and fewer sites. Much of the PIET training is overview training — generic exposure to a broad range of issues followed by very short visits to a large number of companies or informants. In some cases, participants are visiting three or four organizations per day over several weeks in different sites. (Although this is sometimes referred to as OJT, the structure and purpose of the activities is such that they are more accurately called observational visits). The problems of such short visits, as reported by returned participants, were that information was repeated at each stop, the host organizations seldom knew about other training activities or visits in their program, and the time was not adequate for either addressing specific areas in depth or for reflection or meaningful interchange with the hosts. This strong preference for more depth was true even for participants who visited only two or even one different companies each day. Participants find such programs to be physically and mentally exhausting. The majority of the participants are working in technical fields where an overview exposure to ideas should be followed by in-depth review of specifics. In general, the programs which allowed participants to spend more time focusing on specific professional issues were more successful.

However, in selected instances the training approach of promoting maximum exposure through quick visits to a large number of sites works very well. Participants from NGOs, social support, or other activities in which the primary training objective is to get ideas rather than technical understanding benefit from programs that allow a wide variety of activities. The primary obstacle of implementing changes in these areas are usually not technical or managerial, they are vision, attitude, creativity, and motivation. They need a belief that something can work and a vision for *how* it can work. Participants in these kinds of programs specifically endorsed the overview approach to training. For this kind

of program, the broad exposure of as many people in the field as possible is needed to create a "critical mass" of voices in the medical profession with a new vision of how it can be. Social change will come with these voices are numerous enough and articulate enough to begin to change social and professional attitudes and overcome skeptics.

Finally, programs with internships need to be carefully monitored and managed to assure that internship arrangements are completed ahead of time. The programs in which internships are an important factor included Georgetown and IIE. In virtually all cases, the internships were either arranged at the last minute or were left to the participants to arrange. Many of these internships were either problematical or simply never were took place. This is troublesome in the long term, non-degree programs like IIE and Georgetown, in which much of the rationale for a non-degree program rests on the experiential value of on-the-job training.

Other notable participant observations about the program included:

- Two and three week programs are too short (a small number have attended such sessions) A month program is probably the minimum appropriate time.
- While participants almost always found the "practical" aspects of the program more useful, they also appreciated having some theoretical framework provided. The participants whose program consisted of only formal training or only observation visits felt that a mix would have been much more useful.
- Many participants noted that programs can be too full — that every spare minute is programmed. These kinds of programs are both tiring and annoying to participants who are used to having some say in their schedules. Some participants also had programs in which there was little or no time for social activities.
- Program flexibility is different in each case. Some participants were highly complimentary of the ability of the program to adjust to their needs and interests, while others complained that the programs were exceedingly rigid. We appreciate the challenge of maintaining flexibility in programs of this sort. At the same time, we also recognize that programs are often difficult to arrange in advance to meet the needs of the participants. Therefore, it is worthwhile to encourage training providers to remain sensitive to the potential to adapt program elements. (This is seldom a problem with training providers who have experience with international training programs.) It may also be worthwhile to place even more emphasis on encouraging participants to be pro-active in both planning and requesting adjustments to their programs.
- Long-term programs should result in a degree. This observation is virtually

unanimous among long-term participants in all countries. The value of a recognized credential such as an MBA or even AA degree is significant enough to justify making this an objective of the program. The rationale for limiting these programs to non-degree is weak in the face of the real experience of the program graduates. While each experience is different — some very energetic participants did manage to extend and receive degrees and some have not been particularly hindered by the lack of a diploma — all of the participants recognize that such credentials are valuable.

- A regular challenge for the training program is identifying real training needs and communicating these to the training providers. Part of the problem is that few of the actors have the full range of knowledge about the technical issues, in-country conditions, and training opportunities in the U.S. Specialists (participants) are talking to non-specialists (PIET and USAID) about technical training requirements which they may not be able to articulate or define clearly. Participants are often unable to judge the proposed training program because they lack the knowledge of the U.S. — and are often more concerned about the immediate procedural and logistic requirements than about the program elements. This is a problem that has no conclusive solution. Perhaps the best option is when there is a resident advisor working with the sector and the organization. In the absence of this advantage, as much advance time as possible is needed to review and discuss the program with the participant.
- Advance planning is important to the participants. A surprising number of participants had very short advance notice before leaving the country— sometimes only 2 to 3 weeks to make all preparations, including medical exams and visa application. This problem was noted by participants from both the PIET and non-PIET programs. While recognizing the programming challenges that can result in delayed schedules, it is worth making additional efforts to avoid such problems. It is very clear that the problems caused by last minute notification makes a big impression on participants.
- Group training receives mixed reviews. Some participants who attended individual programs felt that a group from his/her own organization would have been valuable to create a critical mass upon return and also to have more opportunities to discuss issues while in training. On the other hand, some who attended group sessions observed that the groups were sometimes too diverse — too heterogeneous — to allow for effective focus on topics of importance. While all were from the same general profession (e.g., banking, investments, etc.) the areas of specialty were often very different and the training often consists of broad, overview programs. At the same time, it is recognized that group training creates opportunities for non-English speakers to participate in the program — and that even a general training is better than no opportunity at all. Perhaps the only conclusion to be drawn is that program planners need to be aware of the difficulties and to adjust group composition and/or

training programs whenever possible to be as focused as possible.

### ***Highlighted Participant Experiences***

**David Luptak**, is the Director of the Department of Financial Support Services, National Agency for Small and Medium Enterprise Development, a parastatal supported by state budget and PHARE. He participated in a four-week program to look at SME development programs with eleven other Slovak participants. He spent three weeks in Bluefield, West Virginia, in a program that combined lectures and visits to business advisory centers and agencies, banks, and local enterprises. One week was spent in Washington, DC, visiting banks and other institutions. The most valuable part of the training was visiting banks and financial discussions on risk evaluation and learning about business plans. When he came back to Slovakia, he was able to use what he learned about business plan evaluations. The agency is currently working on a new micro loan scheme and management training for entrepreneurs.

To improve the training program, he recommends regular lectures after visits to banks and other institutions to discuss what they saw. He wanted more time to reflect and put the information into a useful context. Overall, the training was good. He feels that it is better to see things with one's own eyes rather than just reading about it.

**Jan Foltin**, General Director, National Agency for Small and Medium Enterprise Development participated in a four-week training program administered by PIET. He attended a three-week seminar in Washington, DC, on small business policy and management in a group of about 40 other participants from five CEE countries and other countries. The training also included visits to institutions including the Small Business Administration and some business parks. His fourth week was in the New England states visiting businesses, which allowed him to see practical examples of how the entrepreneurial spirit in the US drives small businesses.

Mr. Foltin has applied a number of the ideas he encountered in his training program and has initiated several new programs in Slovakia. The most valuable part of the seminar was the information on financial and business planning. He is using this knowledge to coordinate loan programs for small business entrepreneurs — the first of its kind in Slovakia. The agency is also starting a new micro loan scheme to provide small loans to unemployed people and giving them six-week training courses on how to start a business, an idea he learned about in Massachusetts. The agency has also started a company which invests in small businesses.

His visits to small business development centers in the New England states encouraged him to start similar programs in the technical universities in Slovakia. He invited representatives from all of the technical universities in Slovakia to the agency to

introduce the idea and to initiate planning for establishing small business development centers. At the moment they are seeking funding for this project.

Mr. Foltin also organized the first small business conference in Slovakia last December with the Slovak Prime Minister as the opening speaker. The Slovak Minister of Industry and many representatives from foreign institutions also attended. He plans to continue these conferences.

To improve his program, he would recommend a smaller, more homogeneous group. He would prefer a group from CEE countries, because they are all dealing with transition.

### **Home Builders Institute**

Prof. Ivan Balaz, PhD, Vice dean, Faculty of Civil Engineering, Slovak Technical University at Bratislava.

Ing. Juraj Hnatevic, Civil Engineering Technical and Testing Institute, Director.

Ing. Arch. Dusan Kostovsky, Partner, AUREX Ltd.

These three men were part of a seven-member group of Slovaks who attended the four week HBI program in 1994 that included classroom instruction, visits to U.S. building standards and testing institutions, and field placements with building code officials. The participants were from both private and public sector organizations and were from somewhat diverse fields (urban planning, architecture, civil engineering, municipal government). All of the participants found the training to be very useful, and all have followed up on their action plans to utilize the training in Slovakia. The participants would recommend that future programs have smaller groups that are more focused, composed of people with similar professional interests. This would allow more depth in the program.

- **Ivan Balaz** has lectured to students, college colleagues, and the Department of Engineering on the U.S. systems of codes and enforcement. He has written two major papers — one for a national conference, which is included in the proceedings, and the other in a professional journal — on the U.S. system and relationships to the current housing issues in Slovakia. He maintains contacts with U.S. groups and has applied to the U.S.-Czechoslovakia Science and Technology Program to continue work in codes development. He found many similarities in the U.S. and Slovak building codes — the difference was that in the U.S. the codes are actually enforced. “The challenge in Slovakia is that very few people have visited outside, or have had the opportunity to compare different lifestyles, attitudes, and activities. This is the primary constraint to change in my country.”
- **Juraj Hnatevic** found the training to be very useful and appropriate to his job, which is the administrative application of building codes and development of standards. The Institute provides technical services to the Ministry. Among the challenges

facing Slovakia is the need to develop uniform standards and building code structures consistent with the European Union, which requires better documentation and use of regulations. He directly uses the U.S. training to improve documentation and application of codes. The most useful element for him was understanding the role of the government in establishing and managing building standards.

- **Dusan Kostovsky** works in urban planning, so much of this training was directly applicable to his job. However, he was able to get a broad overview of the system and to understand different approaches to planning. He is currently developing an English-Slovak dictionary for urban planning terms. He is being supported in this work by the Slovak Association of Architects. His firm, AUREX Ltd., is the largest private urban planning firm in Slovakia, specializing in physical regional planning, ecology and environmental assessment, and information systems.

**Dr. Inka Bonova** is the Vice President of the Sorea Hotel Association. She attended a one year program at the University of South Carolina under the IIE program. She studied marketing and financial management as well as general business courses. She did not have an internship, but rather participated in class projects doing marketing studies for local businesses and did cross cultural management training at the Wilber Smith Company, an international property investment firm. She received a certificate rather than a degree.

After returning to Slovakia, she was hired as financial manager for Sorea and within one year was promoted to Vice President of the association which manages 20 hotels with 4,500 beds, 1,100 employees, and 13 million koruna in annual sales. She is now involved in establishing a regional agency in the high Tatras, working with a tourism development group supported by Austria and the British Know-How Fund.

The most useful part of the experience was a better understanding of the leading management culture in the world. She uses the knowledge all the time — how to solve problems in teams, what it means to be a leader, how to take risks, and how to assume responsibility for outcomes. She strongly recommends that an internship be added to the program — some of the people in her group were able to arrange useful internships, but she was not. IIE provided no assistance in making such placements. She also recommends that the program result in a degree. Although the lack of a degree has not particularly hindered her, it is a real advantage in negotiating with employers and others. "It was a very good experience. The U.S. is a very giving country."

**Erika Csekcs** is a private practice lawyer who has attended both National Forum Foundation and Salzburg Seminar programs. The two week Salzburg program on the American legal system included 52 participants from all over the world. The program consisted of morning lectures by well known experts (including Lloyd Cutler and Zoe Baird) followed by afternoon and evening group discussions. Ms. Csekcs has found the

knowledge to be very useful for her work with American clients. She also has continued to stay in touch with many of the other participants, forming a network of legal colleagues for assistance and information in other countries. The program has been useful both for her own development and for the development of her law firm.

**Eva Petrasova** attended a six week program in self government sponsored by the Johns Hopkins program with a group of twelve from the CEE region. All of the participants worked in some way in self government – mayors, staff, PVO managers, CEO of firms, planners, economists, or other specialists. She works in a self-government project funded by USAID. The program consisted of a one-week study of the federalist system followed by a series of short internships with personnel from the Baltimore city management. Each Friday the full group got together to discuss issues and share experiences.

The most useful part of the program for Ms. Petrasova was learning about how other societies address their problems, different approaches to urban development, different motivations, different government structures. Her own area is developing municipal government interaction with citizen groups to increase participation and cooperate with investors. Visiting the Baltimore City offices, which maintain contact with over 700 neighborhood groups, gave her a clear vision of an active, participatory citizenry and a local government that is oriented to the people they serve. She found it frustrating to return to Bratislava and not be able to apply these ideas.

Her most important insight came from one of the city development organizations, whose motto is that they never say no to someone who has a dream. They always find a way to work something out and help. This is a very different attitude from that found in Slovak city government, where new ideas that do not fit into a larger scheme are rejected quickly.

She found the Johns Hopkins program to be well organized and practical. She would have preferred to have some more free time (the schedule was so tight that she was not able to visit Washington, DC). She also found that homestays are often difficult for older people, particularly without adequate cultural orientation. People with responsible positions in their normal life usually want more independence.

**Adriana Matysova** is the General Manager of the Harvard Investment Company, the largest investment manager in Slovakia. She attended a two-week program arranged by PIET for a group of ten Slovaks working in capital markets (investments, banking, etc.) The program consisted of a seminar in New York and meetings in Washington, Baltimore, and Boston.

Ms. Matysova found the training to be useful, particularly the three days in Boston where she visited an investment institute. "This is a new industry in Slovakia — it is important to see how it works in America." The training was a good beginning – but only a beginning. "It was so brief — I just got used to it and then had to return."

She found that being in a small, heterogeneous group had disadvantages because each person had different specialties and interests. While it was useful to see the concerns of other areas, it never allowed her to go into real depth in areas related to her job. She would have liked to go from this two week program into a 2 to 3 week program in specific areas. She would also have liked to have a little independent time and some assistance in arranging evening activities.

**Gezja Legen**, a member of the Kosice City Council, attended a four-week PIET program at the Bob Meany International Health Project in Santa Cruz, CA and two weeks in the municipal offices of Jackson, Mississippi. He met the founder of the World Health Organization's Healthy Cities program started in the 1960s and visited several of the healthy cities in the California network. Each city has different problems and issues, so he was able to see different approaches in each city. In Pittsburgh, California, he found a small steel town with similar problems as in Kosice. (Mr. Legen is the national coordinator of the WHO Healthy City Project, a network of seven city members in Slovakia. It is a very complex project because of the different areas: social, health, environment, community building, restoration/conservation.) He also visited NGOs — a pilot project for senior citizens in Santa Cruz who use profits from recycling for social programs. In Jackson, Mississippi, he spent most of his time in the municipal offices. He participated in a city hall meeting. He observed discussions about solving local problems and commented on the racial differences between California and Mississippi. He compared this and Native Americans to the Gypsy population in Kosice. He visited one of the most successful Native American reservations in the U.S. in Mississippi and has started to implement a similar employment program for the Gypsies in Kosice.

He found the program very useful, particularly the Bob Meany program, because he learned how to manage a project, how to write proposals, and to manage budgets. This is close to his work in Slovakia. He has translated materials from the WHO: "How to Report on Health in Your City" and action plans. He has applied for a grant from the University of Minnesota for \$3,000 to monitor and evaluate energy and water conservation in Kosice. He has worked with local NGOs to improve the city environment. He is also planning to participate in an internet conference with other cities to exchange ideas and is planning an electronic bulletin board that displays municipal news.

**Peter Litavec**, Director, Regional Advisory and Information Center of Poprad, and Vice President, Association of Enterprise Agencies, attended a four week PIET program on the bed and breakfast industry in the U.S. The Regional Advisory and Information Center is an independent public/private agency supported by the National Agency for Small and Medium Enterprise Development to provide professional training in starting or expanding small businesses in Eastern Slovakia. The center also has support from PHARE, Austria, the UK Know-How Fund, and NGOs. Poprad is a pilot area for the development of tourism in Slovakia

The program, with a group of bed and breakfast owners, consisted of visiting bed and breakfast programs in the U.S. and a two-week seminar on marketing/tourism and eco-tourism. They learned to solve problems as a group, seeking to find a mutually beneficial balance between the business sector, the environment, and the public sector. One of the lecturers came to Poprad last year and gave a seminar on eco-tourism.

Since Mr. Litavec's return, he has been trying to organize the tourism development industry. He has worked with the innkeepers to establish a Professional Association of Innkeepers and with local entrepreneurs to create a Tourism Development Association. He is also pushing to start an umbrella regional association for professionals to encourage cooperation rather than only competition business owners. He believes that one of the biggest challenges is to change the mentality of the Slovaks to be more oriented to meeting the needs and expectations of guests.

**Lubos Valach** is the General Director of the Sevis Investicna Spolocnost in Zilina. He attended a PIET program with thirteen other people focused on revitalization and investment in small and medium size enterprises. They visited companies and banks in West Virginia and Washington DC. He found that West Virginia faces problems similar to those found in Slovakia - both have a large coal industry with economic problems. Slovakia also had an armament industry that must be restructured to encourage small and medium enterprise development. He learned how the West Virginia government coordinates public and private sector organizations to encourage foreign investment. He also could better understand the role of the government in providing low interest loans. He visited both successful companies and companies with serious problems. He also visited the Export-Import Bank and learned about U.S. support for foreign investment.

The most valuable part of the program for him was that it made him optimistic about the future. He feels that Slovakia has the opportunity to change. He was pleased with the training program, but would recommend that some portion of the training be more specific. His group was mixed (banks, government, municipal government, etc.), so the training was very general. He would recommend two weeks of this kind of general training followed by two weeks of more focused training. He also thinks it would be good to have a U.S. expert come to Slovakia before the training to analyze the situation and make the training more relevant to their needs.

He is currently establishing a new company that focuses on restructuring and providing venture capital to small and medium companies. In the U.S. they were able to contact U.S. investors and plan to maintain these contacts. He is returning to the US in June to find new partners.

#### **USTTI**

Peter Druga, Ministry of Transport, Post, & Telecommunications, Director of Coordination Dept.

Erika Mala, Ministry of Telecommunications  
Ivan Vrzgula, Slovak Telecommunications Company

- **Mr. Druga** spent seven weeks of training in three USTTI courses, two weeks at Booz-Hamilton in McLean, VA, two weeks at AT&T in New Jersey, and two weeks at MCI in Washington, DC. He participated in seminars, visits to offices, brainstorming and simulation exercises. All of the program was valuable to him, and all was directed toward his job. He was able to develop personal management skills, improve his English skills, see and experience the U.S. environment and look at problems in Slovakia from the U.S. perspective. He felt that the program was well organized and that he had adequate time at each site.

At the Ministry, Mr. Druga is responsible for supporting postal and telecommunications integration with the European Union and economic control of the postal and telecommunications services. He is also the chairman of the supervisory board of Slovak Telecommunications. The training gave him the opportunity to discuss the impact of liberalization of the telecommunication sector, which was very useful in developing the new state policies adopted in December, 1995 (privatization, liberalization of services, new regulatory framework, new laws, rapid development).

- **Ms. Mala** had proposed a specific program focused on regulation and management issues, but USTTI provided a different one that focused on satellite communications. The program was still useful in developing strategy and policy, but was not as relevant as was her original proposal. Her three-week program consisted of visits to different companies in Washington, DC (Intel Satellite Center HQ), New York (manufacturing corporations), Atlanta, and a one-week course in Washington, DC.

She found the program useful, although the one-week course was too short. The most useful activity was a short visit to the FCC to discuss regulatory procedures and the point of view of the FCC. More time devoted to these issues would have been useful in preparing for the privatization of the telecommunications industry.

- **Mr. Vrzgula** attended two courses in radio broadcasting. The first course in Washington, DC was for three weeks and covered a range of practical, highly technical training in all aspects of broadcasting from shortwave to FM. The course was excellent, but most of the participants agreed that more time was needed for this very technical program. They also visited several states, and then went to Quincy, Illinois, for another course and visits to manufacturers of FM/AM transmitters. His company eventually purchased equipment from one of the companies visited.

## ***Findings by Training Contractor***

The findings by contractor are necessarily limited in scope by the relatively small numbers of participants in some programs — and by the relatively small numbers in the sample that we were able to find. These field visit results will be integrated into the broader report drawn from the questionnaire results for greater validity.

**PIET.** The PIET program is the PTPE program element that most directly responds to the strategic priorities of the mission and in which the USAID staff have a substantive role in managing the program. This program is coordinated with the EMED program for private sector entrepreneurs. The PIET program provides short-term training (generally between 2-6 weeks) in identified priority areas. The participants were generally high level people, well-educated, motivated, and very appropriate for the training. The KNO staff is knowledgeable and dedicated to the program and the participants.

The PIET component is undoubtedly the most challenging element in the PTPE program. The program provides short-term training across a range of disciplines and sectors to people with widely different needs and objectives. Most of the other programs have a narrower focus on their area of specialty, more time, and/or many fewer participants. PIET 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 is well managed and the training reasonably well targeted to participant needs.

Continued improvement of any such short-term technical training program requires as much effort as possible in determining the organizational context of the training, clearly defining program and organizational as well as participant objectives, and planning carefully to focus the training on specific skills. The challenge of short programs is that activities must hit the mark pretty often. Under the circumstances, the best way of doing this is to maximize the use of in-country technical advisors whenever possible to refine both selection and program elements and to take advantage of the opportunity to use in-country projects for follow-up support. As the participants suggest, the programs can become more focused in fewer areas directly relevant to the participants, and should allow some time toward the end of the program to reflect and revisit issues as needed.

**Georgetown ECESP.** The Georgetown program is the second largest of the PTPE activities in Slovakia, and the ECESP activities predate the Mission. The program offers the alternative of longer-term training and living experiences in the U.S., which has the potential to achieve a lasting impact on participants that is not possible through short programs. USAID/Slovakia has found that ECESP has worked to become better integrated into the mission needs over the past several year. However, there continue to be substantive opportunities to improve the efficiency and effectiveness of this program through better management, better orientation and preparation of participants, more

clearly defined program objectives, and improved support of participants in the U.S. The most challenging and potentially useful aspect of the ECESP training is the internship—and this continues to need much more advance planning and preparation. It is the area where satisfaction is the lowest. The other aspect of the Georgetown program that could be reconsidered is the decision to make this a non-degree program. While this is quite appropriate for the five and six month programs, it is much harder to justify for the 18 month or 24 month programs. The value of credentials in opening doors and enabling participants to utilize the training is very high.

### **Small Grants Programs**

Each of the small grant activities is somewhat unique and, to date, the sample for most of these is fairly limited. Therefore, only a brief comment is offered on selected programs.

**IIE.** The IIE program offers 12 to 18 month programs at the MBA level to well-qualified, even impressive, participants. The schools are well selected and supportive. The participants return to good jobs where they can directly use their knowledge. As with the Georgetown program, the weakest part of the program is the internship—indeed, many participants never have one. 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.** Only one Salzburg participant was interviewed in Slovakia. This confirmed the information from other countries indicating that the seminars are high quality, well-managed programs with lecturers of international repute. The seminars are very short programs (1 to 2 weeks) conducted only in Europe, but are 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.

**William Davidson Institute.** The WDI program reviewed in Slovakia was with the Whirlpool Home Appliances plant. The program has a unique structure and considerable potential to achieve substantive organizational impact through an effective combination of consulting advice and training focused on identified high priority problems of the partner companies. The program achieved its goals in the Whirlpool intervention. The most valuable aspects of the program were developing action plans which helped establish a system of work, experiencing a new environment, and a new approach to problem-solving. The action plans have been particularly helpful in keeping the Whirlpool employees on track with the implementation of their goals. The William Davidson Institute has maintained contact with the participants on a regular basis to monitor their accomplishments and future plans.

**University of Hartford.** The program provided six months of graduate-level business

courses at the University of Hartford, seminars and field trips with local business executives, an internship, and host family placements. The program was useful for the participants in that they received a broad education in business topics and were more employable when they returned. The management of the program had some weaknesses that reduced the impact. Timing was a problem because the students had little advance notice and arrived at the school after registration had already taken place, thus making it difficult to enroll in the desired courses. On the other end, the program ended before the end of the academic semester, so the participants had to finish course work in advance. The two-week internship component of the program did not appear to be well-planned or meet the expectations of the participants. The participants have not maintained formal contact with each other or with the university.

**CIP/Soros 1.** The CIP and Soros 1 programs are unique in the PTPE program in that they emphasized medium-term on-the-job training — in which the participants immediately went to work in a partner U.S. company. This “sink or swim” approach worked well for a few people and was difficult for others. Difficulties were primarily due to poor initial management, program design, preparation of both the participant and the partner firm, and weak support in the U.S. In this case, it is important to distinguish the concept from the management and implementation. The participants interviewed have not had contact with CIP or Soros since their return to Slovakia.

**Home Builders Institute.** The HBI program trained a group of Slovak and Polish participants in fields related to housing codes and standards. Each of the participants developed a project to be completed upon returning home. The program appeared to be well managed, relevant, and useful to the participants, all of whom implemented their projects when they returned.

**Thomas Jefferson University Hospital.** The TJUH program provided three months of training in ultra-sound diagnostics to doctors and technicians from CEE countries. The program was very technically oriented and highly professional, but at least in Slovakia the opportunities to apply the training, including training colleagues, were limited by hospital conditions and equipment. Many of the participants in the TJUH program expected more direct work in diagnosis and working with patients, which was not possible given patient rights in the U.S. Thomas Jefferson University originally proposed to develop and maintain a “case-study library” for returned participants to access through internet technology to assist them with making diagnoses. The university has not maintained contact with the participant interviewed in Slovakia.

**Johns Hopkins University.** The Johns Hopkins program offered a range of training opportunities for senior managers and junior managers. The programs are generally well organized. The longer term senior manager programs offer an opportunity for intensive, self-directed study and interviews on selected topics, and thus are highly specific to the needs of the participant.

**City University.** This program provided three months of academic course work supplemented with internships in departments of the City of Bellevue. The participants are, or were, undergraduate students in the Business Administration program of the Slovak Independent University in Trencin, which teaches the City University BSBA program as adapted to the Slovak setting. It was difficult to locate the participants because most had graduated and moved to other cities or countries. The two students and one graduate who were interviewed in Trencin were very satisfied with the program and feel it will be an asset when they begin looking for employment. The program rounded out their academic training in Trencin with the experience of being in the U.S. and seeing how things are done here, as well as the opportunity to improve their English skills. City University of Bellevue has not maintained contact with the participants in Slovakia.

## **Conclusions and Comments**

Overall, the PTPE program in Slovakia has been effective. It has been beneficial to the country and supportive of the USAID Strategic Objectives. Some opportunities exist to improve the program in future years. The first part of the following section is a discussion of a framework for defining training needs within a given program and organizational context. The second part reiterates some of the important comments from the findings.

### **Training for Results**

In planning the training program, it is useful to distinguish between different types of training needed in different contextual situations. Training for impact programs must be effective in achieving two goals: one is to transfer useful information relevant to the organization and individuals' job, and the other is to enable the trainee to use the information.

The important factors in determining a training for results program are the organizational complexity of the employing firm and the technical complexity of implementing the skills or knowledge gained. The relationship of these factors will help determine the most effective type of training program and the nature of the "critical mass" needed to achieve results.

*Organizational complexity* is reflected by the number of different people at different levels who must be in agreement with changes to allow them to take place. In a large and complex organization, there are many people who must be involved. The top management must support and encourage substantive changes, which means that they must be aware of and generally understand the ideas and be willing to provide resources to make them happen. Mid-level managers and immediate supervisors must also understand, be in agreement, and understand the issues in enough detail to direct the work of subordinates. The key responsible people, often technicians, must possess the skills

and detailed knowledge to implement the changes, and co-workers must also share the knowledge in terms of how it affects their jobs. In circumstances of high organizational complexity, the “critical mass” needed to actually achieve change may be represented by a vertical “slice” of the organization (president, mid-level managers, technicians).

The implications of high organizational complexity for training programs are important. If the ideas represent new approaches for the organization, the program may have to include a combination of consulting and training that addresses the needs at each level (management, technical, administrative) – a sequential set of interventions aimed at a particular objective. On the other hand, if the changes are already part of the organization’s priorities (i.e., the management already supports the goals) and the obstacle is technical ability to implement the changes, then a limited, highly technical training program is appropriate. Therefore, the understanding of the organizational context and objectives is critical to appropriate training plans. A common outcome of traditional USAID training is that operational level employees receive technical training that cannot be implemented because the organizational management is not supportive of the changes.

The technical complexity of implementing new approaches is the second major factor in training for results. The training must transfer the level of technical detail appropriate to the job and to the trainee. In some cases, new ideas can be implemented easily and quickly. In others, exposure to the idea is only a first step that must be followed by detailed technical training. If the training program is not appropriately detailed for the responsibilities of the trainee or the complexity of the job, then results are much more difficult to achieve.

Combining the ideas of organizational and technical complexity is necessary to understand the training needs to achieve a given result. In circumstances with a high degree of technical and organizational complexity, one time training programs often result in one of the following situations:

1. The training provides exposure to ideas and an overview of issues to the top management. This empowers them to better assess priorities and objectives, but does not enable them to implement changes or follow through on priorities because they (or their employees) lack the technical knowledge needed.
2. The training provides an overview and exposure to ideas for mid or technical level people who are not in a position to make policy decisions or determine organizational priorities. Therefore, the training fails to establish an organizational base for change and also fails to provide technicians with the level of detail needed to implement change even if it were a priority.
3. The training is technical, detailed, and appropriate to the level of the individual, but is not appropriate to the context. There has been no initial

preparatory work of needs assessments, management support, or organizational consensus (the managers were not provided with an overview that gained their support). Therefore, the individual has skills or knowledge that are not valued in the organization, and, thus, which cannot be applied.

The training program must address both the organizational and technical challenges of implementing change. Therefore, in many instances training cannot be seen as an isolated activity, but rather a part of a larger program that is designed to achieve a critical mass needed for change. The nature of the program design to achieve a critical mass can be analyzed using the following chart that shows different combinations of organizational and technical complexity.

Conditions with a high degree of organizational complexity and technically complex problems are the most challenging for participant training programs. 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 impact in these circumstances requires a broader scope for the training program. (Note: some skills can be applied by individuals without any need for broader organizational support. These include the generic skills like management, setting job priorities, supervisory and people management skills. While useful, USAID does not generally use participant training for these purposes as it can be adequately done in-country.)

The challenge of providing effective training for a complex organizational and technical situation can be met in a number of different ways. The training can be coordinated 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 this kind of symbiotic relationship, the US 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. Without the advantage of a local technical advisor, training programs need to develop the necessary 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.

Chart 1. Analysis of training needs

Technical Complexity	Organizational Complexity HIGH	Organizational Complexity LOW
HIGH	<p>Most difficult. Requires full integration into organizational objectives, full support by top management and technical competence at operational levels. Critical mass may require a sequence of related training events to address needs of top management, supervisors, and technicians. Sequential and continuous follow-on training is usually necessary.</p>	<p>With only a small number of people whose approval is needed, this training can be highly targeted to just the individual(s) responsible for implementing the changes. The training will be substantive and technical rather than an overview of ideas. The critical mass consists of only the number of people to do the particular job. Specific follow-on technical or support may be needed.</p>
LOW	<p>This situation is where the innovation is primarily an idea or where the organization already has the depth of technical expertise to implement it. Training in this circumstance can be directed at the key decision makers. A critical mass may only require one person who can decide to implement the ideas. Follow-up training may be useful.</p>	<p>This situation may apply to small non-profit organizations or to professions (professionals working in many organizations). The innovation in this case is likely to be general ideas or philosophies — fundraising approaches, volunteer management, etc. Within any one organization, only one person may need to be trained. In programs dealing with structural or attitudinal change in professions or sectors (support systems for cancer patients, general social sector PVO management), a critical mass is likely to require many influential people in many professional organizations. Follow-up training may be useful.</p>

The least difficult conditions for training are in cases with low organizational complexity and low technical complexity. Organizations in this case might include NGOs, non-profit organizations, social service groups, and in some cases municipal governments. 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.

In some cases, the purpose of a training program is to influence sectoral or professional attitudes and activities rather than those of any particular organization. In this case, both organizational and technical complexity are very low. The goal in such cases is to develop a critical mass of people throughout the sector who are proponents of a new way of doing things - usually through a sequence of group training activities.

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.

A category not included above is the training of individuals training for broad skills development, when the specific organizational and technical context are unknown. Long-term academic programs fall into this category. Such training is designed to develop a long-term resource for the country rather than to meet short- or medium-term strategic objectives. In these cases, the specific application of the education is not the focus for the training design.

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 sectoral programs, 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.

## **Summary of Recommendations**

The Mission is encouraged to continue and expand the effort to link training directly to projects with on-going in-country technical advisor activities to rely on their knowledge of local organizational dynamics, local training needs, and U.S. training opportunities. To the extent possible, the Mission should encourage the involved technical assistance projects to develop multi-year training plans and illustrate the integration of participant training and in-country activities.

Short-term training programs should be more focused on fewer subjects and fewer organizations but in greater depth. The amount of travel and observation tours should be commensurate with this goal. To the extent possible, true on-the-job training or more intensive stays with U.S. firms or organizations should be encouraged.

Every training program — particularly those with groups — should allow for 3 to 5 days at the end for reflection about application of issues to Slovakia, identification of further issues, and follow-up conferences with trainers/contacts to discuss these issues.

Most programs can benefit from a mix of theory and lecture (limited, and possibly even provided as pre-departure) and practical training.

To the extent possible, explicitly define what a critical mass means in each area of training, and relate this to the organizational context. This will help to place the “tree” of individual programs in the context of the “forest” of program objectives.

USAID/Washington could usefully provide guidance to the field on key issues such as implementing training as a cross cutting objective in the Strategic Objectives framework and in facilitating maximum coordination with the key in-country technical advisors without creating conflict of interest in procuring training services.

## Slovakia Interview List

Mari Novak  
Mario Schwab  
Tibor Filipovic  
Ana Cermakova  
Ingrid Vajsahlova  
Emilia Kasanova  
Jana Hadeцова

Hana Mociarikova, USAID Project Advisor

Ing. Viera Balagova, owner, Chemix Magnetova (Soros 1)  
Prof. Ivan Balaz, Vice Dean, Faculty of Civil Engineering, Slovak Tech University (HBI)  
Milan Banas, KPMG, University of Hartford  
Kim Bingham, Director, Financial Services Volunteer Corps  
Robert Blaho, Financial Market Chief Analyst, Istrobanka  
Robert Blenker, Peace Corps Director  
Patrik Blecharz, IB Austria Securities, Bratislava. Head of Trading (PIET)  
Jozef Borzik, Loan Director, Istrobanka, Presov (PIET)  
Inocencia Bonova, Vice President. SOREA Hotel Association (IIE)  
Jan Bukoven, Director of Secondary Market Section, Istrobanka (PIET)  
Stefan Buzalka, Director, Sevis Credit Rating, Zilina (PIET)  
Silvia Chmelikova, Teacher Methodology Center, Bratislava (USIA ELF)  
Erika Csekes, Counsellor at Law (Salzburg Seminar)  
Dr. Vladimir Cupanik, Director of Obstetrics and Gynecology Hospital, Family Planning Association (PIET)  
Christopher Cushing, Peace Corps Programming and Training Specialist  
Eileen Diehl, Presov (USIA ELF)  
Peter Druga, Ministry of Transport, Post, & Telecommunications, Director of Coordination Dept. (USTTI)  
Miroslava Dubocova, student, Bratislava University of Economics (Hartford University)  
Jana Dudzakova, Credit Department Manager, Istrobanka, Poprad (PIET)  
Jan Eventov, Citibank, Sr. Dealer (PIET)  
Izabela Fendekova, Licensing Department, Banking Supervision, National Bank of Slovakia (PIET)  
Jan Foltin, General Director, National Agency for Small and Medium Enterprise Development (PIET)  
Dr. Darina Halasova, Sister Science Ltd, owner (Soros 1)  
Ing. Juraj Hnatevic, Civil Engineering Technical and Testing Institute, Director (HBI)  
Miroslav Ivanoc, Manager of Bank Services, Slovak Investment and Development Bank (PIET)

Dr. Kallo, Director, Poprad City Hospital Poprad (PIET)  
 Renata Karandysovska, Priemyselna Bank, Kosice (PIET)  
 Marek Karnis, Physical Distribution Manager, Whirlpool Home Appliances, Poprad  
 (WDI)  
 Jan Kirnag, Marketing Director, Prva Komunalna Banka, Zilina (PIET )  
 Eva Kollarova, Head of Branches Division, Tatra Banka (PIET)  
 Peter Kostka, Citibank, Dealer (PIET)  
 Ing. Arch. Dusan Kostovsky, Partner, AUREX Ltd. (HBI)  
 Mr. Kovacik, Citibank, Dealer (PIET)  
 Stanislav Krivan, Credit/Loan Officer, Priemyselna Banka, Presov (PIET)  
 Jozefina Krizanova, Foundation for a Civil Society, Democracy Network, Grants  
 Program Officer (Georgetown)  
 Jana Kviecinska, Georgetown Univeristy ECESP Coordinator  
 Gezja Legen, Kosice City Council (PIET)  
 Peter Litavec, Director, Regional Advisory and Information Center of Poprad, and Vice  
 President, Association of Enterprise Agencies, Poprad (PIET)  
 Lindsay Lloyd, Resident Program Officer, International Republican Institute  
 Matej Letko, Strategy and Marketing Department, Polnohospodarska Banka (Hartford  
 University)  
 Ingrid Lindtova, Licensing Department, Banking Supervision, National Bank of Slovakia  
 (CIP)  
 David Luptak, Director, Dept of Financial Support Services, National Agency for Small  
 and Medium Enterprise Development (PIET)  
 Erika Mala, Ministry of Telecommunications (USTTI)  
 Marian Matusovic, General Credit Bank (PIET)  
 Ms. Adriana Matysova, General Manager, Harvard Investment Co. (PIET)  
 Andrea Masanova, student, Bratislava University of Economics, Hartford University  
 Jozef Oravkin, Managing Director, VUB Invest (CIP)  
 Eva Orbanova, Branch Director, Priemyselna Banka, Presov (PIET)  
 Mrs. Eva Petrasova, USAID Self Government Program (Johns Hopkins)  
 Jan Pala, Spare Parts Manager, Whirlpool Home Appliances, Poprad (WDI)  
 Lubor Samo, Slovak Anti-Monopoly Office (Georgetown University, Senior Manager)  
 Boris Strecansky, Director Environmental Training Project  
 William Trautman, Advisor, Department of Treasury  
 Marcela Tupa, Manager-Operations, Citibank (PIET)  
 Monika Urbanova, Head of Trade and Finance, International Division, Tatra Banka  
 (PIET)  
 Dr. Maria Vasonova, Radiologist, Ruzinov Hospital (Thomas Jefferson University)  
 Dr. (unknown name) Supervisor, Ruzinov Hospital  
 Lubos Valach, General Director, Sevis Investicna Spolocnost, Zilina (PIET)  
 Maja Vargova, Marketing Manager, Sevis Brokers, Zilina (PIET)  
 Ivan Vrzgula, Radio Broadcasting, Slovak Telecommunications (USTTI)  
 John Wheeler, USIA Slovakia ELF Coordinator