

**USAID/Tirana
FY 97 Training Plan
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"Supporting the Transition"

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The observations, conclusions, and recommendations set forth in this document are those of the authors alone and do not represent the views or opinions of the USAID/ENI/HR Technical Assistance Project, BHM International, Inc., or the staffs of these organizations.

NARRATIVE

Introduction/Background

The U.S. Agency for International Development (USAID) requires the annual development of a Mission Training Plan (ADS 253 and ADS 253 Supplemental).² The present FY 97 Training Plan for USAID/Tirana (Mission or USAID) seeks to develop the human resource capacities identified by the Mission as critical to the achievement of strategic objective (SO) and intermediate result (IR) targets. The training plan (TP) endeavors to tie all training activities "in-country, U.S.-based, justifiable third country" to the Mission's SO and IR indicators. The TP is Mission- and project-driven, providing measurable objectives for programs to meet their IR targets.³

As stated in the "Results Review and Resources Request" for FY 96, support to Albania in this time of *transition* is a recurring theme for USAID/Tirana. "...[W]e have an opportunity to respond and help Albania. It seems likely that Albania's progress towards a free market economy is irreversible. We can keep helping. The challenge will be to work with the new government in supporting the transition to a transparent and accountable governance and the empowerment of citizens through democratic political processes."⁴

Reflecting this changing environment and providing support for sustainable programs, USAID/Tirana projects include significant in-country training activities that account for most USAID-funded training. *This draft TP, however, focuses on those types of U.S.-based training that will reinforce and strengthen the technical assistance and in-country training activities of Mission projects.* Further, the FY 97 TP is based on consultations with USAID/Tirana project staff and USAID-funded Technical Assistance (TA) contractors/grantees. The TP also includes information on in-country training activities.^{5,6}

The TP is composed of a narrative and a spreadsheet, both of which list training activities by SO and IR. The narrative provides details for Mission-driven participant training (i.e., human capacity development to achieve Mission-identified SOs and IRs). The spreadsheet provides budget estimates for U.S.-based and third-country training courses. Both the narrative and spreadsheet are arranged by strategic objective. Often, however, a proposed training course supports two or more SOs, all of which are identified in the narrative.

Regardless of location, all training funded in whole or in part by USAID is subject to the ADS 253 (USAID) Training Policy Document.

See "Country Training Plan for Albania" (second draft), 1995-1996, March 31, 1995.

R4 Document, FY 1996-FY 1998, May 1996 draft.

In-country training provided by TA contractors supports selected participants before and after U.S.-based or third-country training courses, thus creating a "seamless" training process, with each component strengthening and building on other components.

Information contained herein on in-country training activities is based on materials and details provided by in-country TA contractors/grantees available at time of drafting; see Appendix A.

Critical Assumptions. The present FY 97 TP is based on the "Results Review and Resource Request," FY 1996-FY 1998⁷ (R4), which has not yet been approved. It is also assumed that the budget requested in the R4 document will be approved for TA contracts and the current training contractor, Partners for International Education and Training (PIET). A further assumption is that the budget estimate for the training contractor (\$740,000) is for training activities only, not for contractor OE.

Strategic Objectives. The Mission has identified six major strategic objectives: SO 1.3: accelerated development and growth of private enterprises; SO 1.4: a more competitive and market-responsive private financial sector; SO 2.1: increased, better-informed citizen participation in political and economic decision making; SO 2.2: legal systems that better support democratic processes and market reforms; SO 2.3: more effective, responsible, and accountable local government; and SO 3.2: improved sustainability of social benefits and services.

Funding. Although not confirmed, reports suggest that the PIET contract has been extended and that no buy-in will be executed for the new global training contract in the near term. (The new global training development contract [GTD] is expected to be awarded in the form of as many as five IQCs as early as June 1996.) The last two to three months of the PIET contract, however, will be devoted to close-out activities. Such activities may have a funding impact (negative) if monies are diverted to support the one-time startup costs of a new contract. Each USAID mission will select one IQC contractor to administer all of its participant training.

Unless noted, dollar figures are the highest estimate based on a historical per participant cost of approximately \$10,000 for groups provided with translator services. Refer to the section on English language requirement.

Training Plan Format. The spreadsheet lists recommended U.S.-based training courses and the SO/IR targets they support; the narrative provides details on each training activity listed. This information can serve as the basis for training implementation plans (TIPs) as well as provide language for requests for proposals (RFPs) from training providers.

Each recommended training course also lists suggested follow-on activities to ensure that information, skills, techniques, and resources acquired during U.S. training will be used for further strengthening and support of USAID-funded program activities.

It is important to note that USAID/ENI will soon request all USAID-funded contractors and grantees to report on all training "in-country, third country, and U.S.-based" by SO, IR, and secondary intermediate results. As the current training contractor, PIET will collect the required information for input into the participant training and management system (PTMS).

Recommended courses are labeled according to needs identified by the Mission's R4 document, TA contractors/grantees, USAID staff, and/or TP development team. Courses labeled "A" are first priority for funding; courses labeled "B" carry a lower priority for FY 97 funding. ("B" course(s) are included to provide USAID/Tirana with suggested participant training activities in the event that additional funds are available for participant training; these courses may form the basis of the FY 98 and FY 99 training plans.)

Training Agreements. USAID/Tirana (in accordance with ADS 253) will require successful candidates (their employers, TA contractor, or other sponsor) to agree to the objectives of the training course activity in writing before their departure. This agreement "based on measurable objectives" will allow the Mission to improve its tracking, monitoring, evaluation, and reporting on training activities as required by the R4 exercise. The narrative provides information that will be useful in drafting participant training agreements

Gender Target. Albania has long been a patriarchal society with the majority of leadership positions still male-dominated. Primarily due to the dearth of females in leadership positions, data on previous years' training provided by PIET show that USAID/Tirana did not meet the USAID-mandated gender target (50 percent female participants). Despite Albania's cultural and historical bias, the Mission continues its commitment to supporting women's empowerment. As its R4 document states, "...attention to gender-related issues, but especially beneficial impacts on women, is integral to each Strategic Objective and results framework. Because the terms "human rights" and "legal rights" are basically new concepts in Albania, specific attention in the USAID program has been given to promoting women's legal rights. Increasing women's participation and effectiveness in the political process has also been (a WID) focus."⁸ This TP includes course activities specifically designed to empower women, and, as appropriate and feasible, recruitment of women to participate in U.S.-based training activities will continue to be a priority. TA contractors and grantees are aware of this need and support the Mission's efforts to identify qualified female participants.

English Language Requirement. Through the Participant Training Project for Europe (PTPE) program, USAID/Tirana has largely selected individuals or small groups with sufficient English language capability (as determined by CEPA testing⁹). While the Mission is concerned with the costs of sending participants requiring translation assistance, USAID-funded programs are now expanding outside the capital city. Many of the potential candidates demonstrate more limited English language capability but form the basis of the "human resources" required to achieve Mission SO and IR targets.¹⁰

⁸R4 document, p. 79.

⁹Although CEPA is the most generally used English language test, there are times when either TOEFL or ALIGU tests are given.

Participants sent for U.S.-based training with contract funds (i.e., not under PTPE funding) have been accompanied by a contractor-provic

Mindful of both USAID regulations governing translators (i.e., they must be U.S. hires) but also recognizing the need for sustainability and institutionalization of USAID efforts in Albania, the Mission proposes a "win-win" situation. For groups requiring the assistance of translators, the following is recommended if funds permit:

A key professional FSN staff member of the TA contractor/grantee will accompany those groups"one identified as a core and required "human resources." This FSN staffer"s duties will require experience with participants before their departure for U.S.-based training; s/he will continue as a critical support (link) to the USAID-funded project either as a facilitator, trainer, administrator, etc. The FSN *escort/facilitator* will serve as a liaison with the U.S. translator to ensure that idiomatic phrases, technical terms, and geographic or cultural group differences do not hamper the learning process. The professional FSN must also demonstrate in-depth knowledge of the USAID-funded project and have been identified as serving in a critical position to carry on the project when U.S. experts depart (and/or U.S. funding ceases).

Returned participants have indicated in post trip evaluations some problems with U.S. translators who may have Albanian language skills but lack current knowledge of the country or necessary technical expertise or background or come from another cultural group or geographic region. These differences often impede or interfere with the learning process. The FSN escort-facilitator will provide assistance and support to the participants and work with the U.S. interpreter to ensure the best possible consecutive or simultaneous translation and correct translation of technical terminology.

Nomination Process. A Mission training committee has previously reviewed training requests and nominations (with requests for training exceeding available funding). The Mission also conducts monthly meetings for each major program area, during which TA contractors and grantees share information. In a move to more "carefully target beneficiaries and reduce the heavy reliance (previously) on walk-ins" and to ensure further that the most appropriate "agents of change" are nominated, the Mission should consider expanding the nomination and selection committee to include both core and noncore members of each SO team.¹¹

The TP does, however, allow for "targets of opportunities" that may arise from time to time¹² by

rt-interpreter. This person is usually an FSN employee of the contractor/grantee.

Refer to "Country Training Plan for Albania, 1995-1996 (Second Draft)," USAID/Albania, March 31, 1995.

A less formal procedure for identifying and selecting participants for U.S.-based training would not support the Mission"s ability to meet tied performance indicators.

providing for "set asides" for program areas where diagnostic teams (such as the visit by group of bank experts) or the TA contractor/grantee has yet to determine fully the needs for participant

training to support achievement of SO and IR targets (e.g., forestry program). (Refer to section on cost sharing.)

Training of Trainers (TOT). Through its TA contractors and grantees, USAID has supported and will continue to support training of trainers (TOT) for maximum use of USAID-funded TA assistance and in-country training. In keeping with this direction, the TP for FY 97 lists sharing of information gained as a training objective for participants. Training providers are required to present a module to enhance participants' abilities to transfer the knowledge, skills, and techniques acquired.

Training Group Size. Evaluations of USAID-funded training from a cost perspective indicate that group training is more cost-effective than individual training, especially if the services of an interpreter are required. In terms of the TOT component above, a larger number of returned participants can be expected to reach a larger number of Albanians" staff, colleagues, and others. Group settings can also promote, encourage, and facilitate discussion between participants from different regions or industry sectors; from public and private organizations representing different levels of government (central, regional, local); and from different branches of government (legislative, administrative, judicial).

Follow-On (FO) Activities. The FY 97 TP recognizes the value of FO activities in enhancing and reinforcing the knowledge and skills acquired during U.S.-based and third-country training and in clarifying and confirming observations and lessons learned. A "seamless" delivery of training is established when participants are provided with a foundation ("basics") through in-country TA and training in advance of a U.S.-based or third-country training activity and are supported upon their return in their use of newly acquired information, techniques, and skills. Each component strengthens and builds on previous and successive components.

Most Mission TA contractors and grantees provide for some type of FO in their individual programs, of which training is a large and integral part. Participant feedback during debriefings will need to be considered when planning and implementing FO activities.

Funds permitting, the Mission and its training contractor should review the possibility of an "alumni association" of former trainees that would provide such special benefits as translator services (English to Albanian), e-mail access, special workshops/seminars, a newsletter, etc. USAID and its TA contractors/grantees could tap members as a source of information and support for USAID programs. As with other USAID projects, USAID would provide the association with initial support before spinning it off to be operated, further developed, and sustained by its members if the association is deemed relevant and appropriate.

Cost Sharing/Cost Savings. The Mission is encouraged to continue exploring cost-sharing arrangements with other donors and TA contractors. The Mission director/representative is responsible for determining whether to seek out host country contributions (e.g., cost of

international airfare). Given the level of per capita income, the relatively recent isolation of Albania, and other economic factors, it is unlikely that cost sharing by participants (their employers, the government, or other sponsors) is entirely feasible at this time. For the Mission to attain the level of human capacity development required to support its SO and IR targets, USAID must continue to bear most, if not all, costs.

As stated previously, USAID/Tirana will continue to explore the possibility of cost sharing. The Mission recognizes that those who contribute to the cost of an activity become more invested in a successful outcome and therefore become "stakeholders."

In addition, all avenues to lower the cost of training will be investigated in concert with PIET, other TA contractors/grantees, and other resources (e.g., other country donors, SOROS, etc.). The use of tailored courses for groups of participants is usually less expensive than off-the-shelf courses and thus should be closely researched. As cost savings are realized, additional funds will become available for underwriting the cost of U.S.-based training for "targets of opportunities" and "walk-in" or self-nominated candidates. (See section on EMED training.)

U.S. Training or Third-Country Training Providers. When information is available or recommended, it lists suggested training providers. At a minimum, it is preferable that prospective U.S. and third-country training providers should have a basic, general knowledge of Central/Eastern Europe and specific information on Albania"especially related to the country"s experience under communism as characterized by extreme repression in general and, during its more recent history, by economic and political repression.

Executive Management and Entrepreneurial Development (EMED) Program. To support further the development of private sector groups in several industry areas, participation in the EMED program is encouraged *once* in-country training foundations/basics have been provided. As many TA contractors and grantees "roll out" their in-country training to areas outside Tirana, the problem of English language skills becomes a serious impediment. USAID/Tirana is encouraged to work with its contractors and grantees to identify small groups, such as those from the Albanian carpet industry, who participated in EMED training in 1995. The EMED program allows the Mission to respond to "targets of opportunities" identified by USAID staff or TA contractors/grantees.

STRATEGIC OBJECTIVE 1.3

Accelerated Development
and
Growth of Private Enterprises

A. Private Sector Development: Role of Government

SO 1.3: Accelerated development and growth of private enterprises
IR 1.3.1.1: Policy, legal, regulatory framework in place

Number of Participants: 6-8
Date of Training: 1st quarter
Duration of Training: 4-5 weeks
Estimated Cost: \$80,000

Course Goal(s). To introduce members of parliament (and their senior staff) and/or relevant ministries to the general concept of small business support mechanisms at central and local levels; to existing U.S. regulations and systems of small business development and support; and to the relationship between U.S. small businesses/private sector and the government (as well as the relationship between small business/private sector and nongovernmental organizations [NGOs])

Course Objectives. Participants will be able to

- C identify those types of legal mechanisms and institutions required to support small business;
- C determine which might best be adapted to Albania to provide incentives for Albanian entrepreneurs;
- C examine small business support programs at the local, state, and federal levels in the United States;
- C better understand the relationship of the private sector (i.e., small business) to government;
- C identify for adaptation in Albania the forms and types of mechanisms that foster cooperation between government and the small business community;
- C increase the ability to organize small business support programs at all government levels; and
- C share information with colleagues and others.

Course Components. Course components should include a classroom presentation of a relevant case study of small business development in a new democracy; field trips to local, state, regional, and/or federal small business support organizations; and meetings with government officials responsible for providing support to the small business community, with sufficient time for in-depth discussion, questions/answers, networking. A brief overview of small business lending programs should also be provided.

The course should be conducted in Albanian and/or with interpretation provided; translator(s) may be required. The course agenda and materials should be provided to participants (through the TA contractor and/or USAID) for pretrip review. The U.S. training provider is encouraged to communicate with either TA contractor(s) and/or the relevant USAID project officer in the development of the course. This activity complements the course on small/medium enterprises (SME) loan programs. Appropriate cultural and "experience America" components should round

out the training.

Follow-On Activity. A facilitated workshop, seminar, and/or conference should be held to review lessons learned, especially the benefits (economic growth, employment generation, tax base) of providing support services and programs for small business. TA should also be provided on how to adapt to the Albanian environment, including planning for enabling legislation as well as reviewing loan programs for furthering the support and development of the small business community.

Background/History. As stated in the Mission's R4 document, "Albania had one of the most centralized and repressive regimes in the world from the mid-1940s until late 1990. The collapse of communism in Albania came later and was more chaotic than in other Central and Eastern European countries. Attempts at reform only began in early 1992 after real GDP had fallen by over 50% from its peak in 1989. The democratically-elected government, which assumed office in April 1992, launched an ambitious economic reform program to halt economic deterioration and put the country on the path toward a market economy. Led by the private sector, the Albanian economy is the fastest growing in the CEE region. GDP is projected to have grown by 6%-7% in 1995. Inflation, which was 23% in 1994, decreased to 7% in 1995. The Albanian lek has remained stable against the dollar. Agriculture, one of the first sectors to privatize, dominates the economy by providing over 50% of GDP and employment."

"Despite the impressive results, much work still remains. The industrial sector is essentially non-performing. Over 90% of businesses have only one or two employees. There is an inadequate policy, legal and regulatory framework to support development and growth of private enterprises. Entrepreneurs need training and access to information and new technology.... [A] large number of small businesses [face] constraints to expansion."¹³

Participant Selection/Profile. TA contractors/grantees should nominate candidates who have indicated an interest in providing additional government support to further the development of the small business community and who have participated in in-country training on related topics (provide basic understanding of small business and small business needs in Albania).

Suggested Training Provider(s). Training providers may include the U.S. Small Business Administration (SBA)/Small Business Development Centers (SBDC) nationwide (the Oregon SBDC has provided in-country TA to Albania), the National Federation of Independent Businesses, and the Association of Small Business Development Centers, among others.

R4 document, pp. 7-8.

A. Small Business Lending

- SO 1.3: Accelerated development and growth of private enterprise
IR 1.3.1: Commercial business regime improved
IR 1.3.1.1: Policy, legal, regulatory framework in place
IR 1.3.2: Business support services improved
SO 1.4: A more competitive and market-responsive private financial sector

Number of Participants: 6-10
Date of Training: 1st quarter
Duration of Training: 4-6 weeks
Estimated Cost: \$100,000

Course Goal(s). To demonstrate internationally accepted standards of lending to small business enterprises and to illustrate lessons learned during in-country training workshops and seminars

Course Objectives. Participants will be able to

- C identify elements of "creditworthiness";
- C analyze business plans to determine creditworthiness of loan applicant;
- C practice internationally acceptable standards of SME loan processing;
- C carry out client monitoring to ensure repayment of loans;
- C determine what components are required to develop an effective and efficient small business loan program;
- C determine what procedures, systems, additional training, or technical support is required to develop and implement a viable, effective, and efficient SME loan program for Albania;
- C provide advice to legal and legislative communities to ensure appropriate laws, regulations, and enforcement systems to support an SME lending program; and
- C share information and skills with staff, colleagues, and others.

Course Components. Course components should include interactive, experiential classroom presentations" role playing and use of workbooks. Hands-on computer programs should be used as appropriate. Opportunities to discuss issues with bank loan officers are recommended as are (depending on English language capability) internships or shadow-training assignments. The U.S. training provider should work with relevant Mission officers and in-country TA support in developing course activities. This activity complements the course on SME loan programs. Appropriate cultural and "experience America" components should round out the training.

Follow-On Activity. With support from the TA contractor/grantee, follow-on activities should include review and refinement of lessons, skills, and techniques acquired and presentations to staff, colleagues, and others on information gained.

Background/History. Several in-country TA contractors/grantees (e.g., SMEDA project, ORT, Public Administration) have delivered workshops and seminars to both the banking community and the SME community. The observation that Albanians are suffering from "workshop burnout" suggests that a practical training opportunity featuring demonstrations and illustrations of in-country training will enhance, substantiate, and supplement that training.

The USAID-sponsored SMEDA project has found that a "lack of an effectively functioning set of SME support institutions has been identified as a major impediment to growth and private enterprise development in the economy. Small and micro-sized enterprises, which comprise an increasingly significant percentage of the Albanian economy, are too often unable to get started or grow to their potential because of the lack of credit, access to equity capital, market information, proper management training and business planning."¹⁴

Participant Selection/Profile. Nominees could include members of the banking sector and others (key leaders of Albanian NGOs focusing on business support and development) who have participated in in-country training activities related to SME lending, with preference given to those with training capability.

Suggested Training Provider(s). Training providers may include AIB and the U.S. Small Business Administration (SBA)/Small Business Development Centers (SBDC), among others.

Small Business and Micro-Enterprise Development for Albania (SMEDA) Work Plan for 1996, p. 1. Readers are also encouraged to review "Strategies for Small Business Development in Albania," prepared by Management Systems International, August 3, 1995, and (if completed) the study on the private sector development commissioned in February 1996 by the government of Albania through the European Commission.

B. Small/Medium Enterprises (SME) Loan Programs: Options and Systems

- SO 1.3: Accelerated development and growth of private enterprise
IR 1.3.1: Commercial business regime improved
IR 1.3.1.1: Policy, legal, regulatory framework in place
IR 1.3.2: Business support services improved
SO 1.4: A more competitive and market-responsive private financial sector

Number of Participants: 6-8
Date of Training: 3rd quarter
Duration of Training: 4-5 weeks
Estimated Cost: \$80,000

Course Goal. To illustrate models of SME loan programs and how they can be applied/adapted in Albania

Course Objectives. Participants will be able to

- C distinguish the different components in various models of SME lending, including credit unions, small business loan programs, community development banks, agricultural credit facilities, and others;
- C analyze the appropriateness of each model (and/or components) for adaptation to the Albanian environment;
- C relate and compare existing systems in Albania with U.S. models; and
- C share information and knowledge with colleagues and others.

Course Components. Course components include a classroom overview of small business credit programs in the United States. The agenda should include presentations by representatives (senior level) of each program type to be covered (e.g., credit unions, cooperatives) and allow sufficient time for questions and answers and/or individual appointments for further discussions as participants may require. Classroom presentations should also cover legal/legislative requirements, industry standards, and roles and responsibilities of officers associated with each type of credit program. Any available case studies on the development of small credit facilities should be introduced along with on-site training/observational study tours of operating credit facilities. Tours to demonstrate monitoring and client services should be provided. Participation in marketing and promotion activities should be part of the training. Opportunities to network and/or socialize with American counterparts are encouraged.

The course should be conducted in Albanian and/or with interpretation provided; interpreter(s) may be required. The course agenda and materials should be provided to participants (through the TA contractor and/or USAID) for pretrip review. The U.S. training provider is encouraged to communicate with either TA contractor(s) and/or the relevant USAID/Albania project officer in the

development of the course. Suitable cultural and "experience America" activities should round out the training.

Follow-On Activity. Participants who receive in-country TA support could present findings and hold discussions with colleagues and others on information acquired during the training program.

Background/History. The continued growth of private enterprise requires the ability to apply for as well as to repay loans to support startup and growth. At present, Albania lacks any formal small business lending facilities. A number of workshops and seminars have been and are being held on small business/ agribusiness development under the sponsorship of USAID TA contractors/grantees and have covered the development of business plans. Training in credit and lending procedures for both small business and bank employees has been included in in-country TA. One result of the workshops has been the formation of an Albanian Business Resource Network.

Due to a history of unrecoverable bank loans, commercial credit is heavily restricted pursuant to IMF guidelines. The banking sector is revising and amending laws related to banking (USAID is funding several U.S. Treasury advisers in this program). A USAID/Washington diagnostic team reviewed the banking sector in June 1996.

The USAID-sponsored Small Business and Micro-Enterprise Development for Albania (SMEDA) project has found that a "lack of an effectively functioning set of SME support institutions has been identified as a major impediment to growth and private enterprise development in the economy. Small and micro-sized enterprises, which comprise an increasingly significant percentage of the Albanian economy, are too often unable to get started or grow to their potential because of the lack of credit, access to equity capital, market information, proper management training and business planning."¹⁵

The U.S. training provider should work with relevant Mission officers and in-country TA support in developing course activities that complement the course on small business lending. Appropriate cultural and "experience America" components should round out the training.

Participant Selection/Profile. Possible participants include potential members of a Parliamentary Committee on SME Development; Albanian business members of the Albanian Business Resource Network; clients of the Agribusiness Development Centers, AFADA, the Albanian American Enterprise Fund, and Land o Lakes; and others identified as activists in the SME community.

Suggested Training Provider(s). Training providers may include the U.S. Small Business Administration and the American Institute of Banking, among others.

TBD. Forestry Course

Small Business and Micro-Enterprise Development for Albania (SMEDA) Work Plan for 1996, p. 1. Readers are also encouraged to review "Strategies for Small Business Development in Albania," prepared by Management Systems International, August 3, 1995, and (if completed) the study on the private sector development commissioned in February 1996 by the government of Albania through the European Commission.

The USAID/Albania Project Officer for Agriculture, Stephen Haynes, discussed with the team the possibility of developing a forestry course pending the development of the FY 97 work plan. If the Mission decides to fund a forestry course, it would affect SO 1.3.

STRATEGIC OBJECTIVE 1.4

A More Competitive
and
Market-Responsive Private Financial Sector

A. Bank Systems

SO 1.4: A more competitive and market-responsive private financial sector
IR 1.4.1: Public and private financial institutions functioning efficiently

Number of Participants: 8
Date of Training: NDD
Duration of Training: 4 weeks
Estimated Cost: \$80,000

Course Goal(s). To illustrate Western banking practices, especially internationally acceptable banking/accounting standards; to highlight the legal environment required to support a strong and productive (private) banking system

Course Objectives. Participants will be able to

- C compare Albania's banking system with the U.S. banking system;
- C identify the legal framework under which American banks and financial institutions operate;
- C analyze and assess adaptation of components, especially legal foundations, to improve the banking system in Albania;
- C initiate plan of action to upgrade the Albanian banking system, including the legal environment; and
- C share information and skills acquired with staff, colleagues, and others.

Course Components. Course components include minimal classroom coverage (comparing Albanian banking laws with U.S. banking laws, focusing on the legal environment to support private banks and financial institutions) but considerable on-site training/observation at private banks. Meetings and discussions with bank regulatory officials should be arranged as well as opportunities to discuss banking laws with legislative experts.

An overview of the implementation of checking account systems (legal requirements, regulatory conditions, procedures for setting up and operating) that includes a demonstration of electronic processing systems (EPS) is suggested. For those with sufficient English language capability, mini-internships at smaller-sized banking and financial institutions would be valuable.

The selected training provider should contact the in-country TA contractor/grantee and/or relevant USAID officer for background on the banking system in Albania and details on participants. It is preferable that the agenda/curriculum be designed in consultation with in-country experts and that the training provider demonstrate knowledge of and background on Albania, especially its banking sector. Suitable cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. Follow-on activities should include an interactive review of lessons learned and observations with the relevant TA in-country contractor/grantee and participation in a workshop with staff and colleagues to share information and discuss potential adaptation of concepts, procedures, and systems to Albania's banking sector.

Background/History. Laws governing the banking system have been enacted but are being amended as additional laws are drafted. A "diagnostic" team of bank experts visited Albania to review the banking system in June. Their recommendations and findings will be available at a later date. USAID/Albania expects that the recommendations will call for additional training. The training provider should work through the Mission and with the in-country TA contractor/grantee to review findings and recommendations as the training course is developed.

Applications to establish private banks are being reviewed; a few have been approved and more are expected to receive approval. Most of the private banks are foreign or joint ventures with foreign groups. (One Greek bank has recently received approval to begin operations and is providing bank training to prospective employees in Greece.)

Participant Selection/Profile. The group should include members of the banking community particularly lawyers. The Mission will screen and select nominations from the American Bar Association (ABA)/CEELI, U.S. Treasury advisers, and others.

Suggested Training Provider(s). Training providers may include county-level bar associations, county-level bank associations, universities with linkages to banking community, and ABA/CEELI, among others.

TBD. Bank Course

Another banking course may be developed pending the results of the USAID/Washington diagnostic team's review, which began while the training team was in Albania. If the Mission decides to fund an additional course in banking, it would affect SO 1.4.

STRATEGIC OBJECTIVE 2.1

Increased, Better-Informed Citizen Participation
in
Political and Economic Decision Making

A. Civic Advocacy

SO 2.1:	Increased, better-informed citizen participation in political and economic decision making
IR 2.1.3:	NGOs promote citizen participation in political, social, and economic decision making
IR 2.1.3.1:	NGOs have capacity to participate in public policy
Number of Participants:	6-10
Date of Training:	2nd quarter
Duration of Training:	4-5 weeks
Estimated Cost:	\$100,000

Course Goal(s). To illustrate/demonstrate lessons provided through in-country training activities, especially in the area of message development and delivery; support the participation of issue-based, nonpartisan, nongovernmental, nonprofit organizations and citizen initiatives in democratic processes; and strengthen transition to transparent and open government/political processes

Course Objectives. Participants will be able to

- C determine methods for increasing citizen awareness of issues;
- C demonstrate the role of an issue-based advocacy campaign in government decision making;
- C adapt U.S. models, systems, and procedures to the Albanian environment;
- C promote concrete legislative initiatives as an effective method of garnering broad-based support and attracting media attention to advance an interest or issue;
- C develop plan of action to "push" an issue in Albania by using newly acquired information;
- C draft message using new skills and techniques; and
- C present to colleagues and others knowledge, skills, and techniques acquired.

Course Components. Training should focus on citizen advocacy groups. Should the assistance of an interpreter be required, s/he should have adequate English-Albanian language skills in citizen advocacy (including use of the vernacular/colloquialisms and acronyms). For participants with good English skills, it is preferable to pair or team them with American counterparts. Classroom activities should be limited to message development and delivery (use of media, advertising, development of copy, use of focus groups, role of consultants, etc.); how public opinion research is used to "fine tune" a message so that the greatest number of people can understand and relate to that message; and how to "frame" an issue and influence public debate. All classroom activities should be interactive and illustrated. Presentations by community and other civic activists are preferred. One outcome of the training activity would be the creation/ drafting of a timely "message" or draft plan of action for presenting an issue.

The selected training provider should contact the in-country TA contractor/grantee and/or relevant

USAID officer for background on citizen advocacy groups in Albania and for additional details on course participants. It is preferable that the agenda/curriculum be designed in consultation with in-country experts and that the training provider demonstrate knowledge of and background on Albania. Suitable cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. With support from the TA contractor, sponsor, and/or U.S. training provider, participants should finalize a draft plan of action or message. Part or all of the associated activities could take place in a seminar/workshop setting to engage more people in the activities and to provide a venue for sharing new information, skills, and techniques acquired from the U.S. training experience.

Background/History. USAID/Albania has indicated that the "promotion of citizens' participation in non-governmental organizations" is "vital to empowered citizenship." However, many Albanian NGOs are unable to organize and lobby government effectively.¹⁶

Several TA grants provide "capacity-building support, including financial as well as institutional assistance," to the new and growing Albanian NGO community. Training workshops and seminars have been held throughout the country, and several small to medium-sized grants have been awarded (based on carefully crafted requirements). An "inventory and assessment of civil society focussing strictly on NGOs and grassroots organizations working at the local level" is being planned. "NGOs are expected to become capable of: serving as fora for public policy debate and advocacy; mobilizing private resources and forming partnerships and alliances with appropriate public and/or private organizations; raising funds to further the purpose of the NGO and secure its sustainability; and operating democratically, effectively, efficiently and responsibly." Legislation is also being drafted to provide a supportive environment for NGOs within a legal framework.¹⁷

One outgrowth of the coalition-building skills workshops is the Albanian NGO Forum (which includes NGOs, government entities, and international support groups) and workshops and seminars on association building held throughout Albania (organized and supported by TA contractors/ grantees with U.S. expert consultant-presenters) that have resulted in the formation of an Albanian Business Resources Network. The network has a widespread member base, including local NGOs, donor agencies, government entities, and others interested in supporting microenterprise development.

Much NGO support is now focused in areas outside the capital city (previous programs targeted NGO development in Tirana) where English language capability is not as widespread. In addition, there is a wide gap in NGO development between Albania and other countries in the CEE. At this

R4 document, p. 30.

R4 document, p. 39.

point, regional training may be more appropriate. Those with sufficient English language skills, demonstrated leadership skills, and the ability to train others, however, may benefit from exposure to U.S. NGO training.

Participant Selection/Profile. Candidates must have participated in several in-country seminars and workshops related to citizen advocacy issues and must be identified leaders of NGOs/PVOs and/or be skilled in training others.

Suggested Training Provider(s). Training providers may include the National Democratic Institute (NDI), the International Republican Institute (IRI), the International Foundation for Election Systems (IFES), the American University in Washington, DC, the League of Women Voters, and Common Cause, among others.

A. Skills Building for Press Spokespersons

SO 2.1:	Increased, better-informed citizen participation in political and economic decision making
IR 2.1.5:	Increased transparency of Parliament and government (local and national)
IR 2.1.5.2:	Ministries provide access to public
Number of Participants:	Three groups of 6-8 each ¹⁸
Date of Training:	1st, 2nd, 3rd quarter
Duration of Training:	3-4 weeks
Estimated Cost:	\$240,000

Course Goal(s). To provide government/Parliament spokespersons with skills and techniques to conduct regular and special press briefings for the media and others

Course Objectives. Participants will be able to

- C understand more fully and exercise a more effective role as public spokespersons in a democratic society;
- C employ techniques used by counterparts in a democratic society to provide timely information;
- C carry out an increased number of press briefings;
- C increase skills in writing press releases on government/Parliament actions and intentions;
- C increase number of press releases written and distributed to media and others; and
- C share information gained with colleagues and others.

Course Components. Classroom sessions should cover basics on the roles and responsibilities of public spokespersons, preferably through presentations by current/former practitioners. Facilitated discussions between participants and U.S. counterparts are strongly recommended as is role playing (preparing for and conducting press briefings/conferences). It is essential that participants attend (as well as participate in) several public press briefings at all government levels"local, state, and national"and in all branches of government"executive, legislative, and judicial.

The selected training provider should contact the in-country TA contractor/grantee and/or relevant USAID officer for background on the status of the parliamentary press in Albania and for additional details on course participants. It is preferable that the agenda/curriculum be designed in consultation with in-country experts and that the training provider demonstrate knowledge of and background on Albania. Suitable cultural and "experience America" activities are recommended to

¹⁸There are 19 members of the Council of Ministers and five professional staff members of Parliament.

round out the training.

Follow-On Activity. At a minimum (and in addition to a trip report, if required), the follow-on activities should provide participants with the opportunity to discuss training among themselves and with others as facilitated by the appropriate TA contractor and USIA and/or the U.S. training provider.

Background/History. USAID/Albania, as described in the R4 document, seeks "...to further public debate by increasing media access, and to create more transparency and responsiveness in government institutions, particularly the Parliament." At present, the "ministries have public spokespersons; few, however, are willing to routinely furnish information, news, etc., of public interest." USAID is also "encouraging the Parliament to seek public participation and is helping MPs to actively solicit and respond to constituent opinion. USAID is also helping Ministries provide the public with better access to information...."¹⁹

Albania has no history or tradition in and thus no experience with public spokespersons. "All of USAID's partner organizations are concerned with the responsiveness of public officials and emphasize education and training to overcome this retrograde tendency."²⁰ USIS supports USAID efforts in this area. The course supplements the course offering on investigative journalism (see pages 31-32).

Participant Selection/Profile. Candidates should include current spokespersons (officially designated or not) for ministries, Parliament committees, and senior government/Parliament officials. Nominations screened and vetted by core and noncore SO team members should be forwarded to USAID for selection and approval. Coordination with USIS programs is recommended.

Interpreters may be required for the groups, which may be divided by English language capability.

Suggested Training Provider(s). Training providers may include IREX, Internews, schools of journalism, and the Center for Journalism in Reston, Virginia, among others.

P. 40.

Ibid.

A. Investigative Journalism

SO 2.1: Increased, better-informed citizen participation in political and economic decision making
IR 2.1.4: Media furthers public debate
IR 2.1.4.2: Increased public access to radio and television

Number of Participants: 4-6
Date of Training: 2nd quarter
Duration of Training: 4 weeks
Estimated Cost: \$60,000

Course Goal(s). To demonstrate "best practices" of investigatory journalism" with special focus on radio/television reporting" and news gathering in a democracy

Course Objectives. Participants will be able to

- C employ investigatory skills in covering and reporting on all types of news events;
- C expand information provided on issues and persons previously covered;
- C monitor and track statements and stances taken by public officials (to hold them accountable for statements and actions);
- C exercise objectivity in reporting;
- C discuss ethics of journalists;
- C compare roles and responsibilities of independent media in the United States and Albania; and
- C share information and skills with colleagues and others.

Course Components. Classroom presentations should be kept to a minimum" primarily overview and background on news gathering in a democracy (i.e., the United States) and the necessity for objectivity in reporting. It is suggested, however, that a module should be presented on ethics in journalism and the roles and responsibilities of an independent media. Most training should be experiential, with on-site training, an observational study tour, and/or shadow-training at small independent media operations (English language capability may determine the type of practical experience). The multiple roles of (smaller) independent media staffs should be featured. A final course activity should include facilitated discussions on how the skills, techniques, and information acquired can be applied to Albania.

The selected training provider should contact the in-country TA contractor/grantee and/or relevant USAID officer for background on the press in Albania and for additional details on course participants. It is preferable that the agenda/curriculum be designed in consultation with in-country experts and that the training provider demonstrate knowledge of and background on Albania. Suitable cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. With TA support, participants should identify issue(s) on which to practice new skills leading to development and presentation of news report.

Background/History. At present, Albanian law does not provide for privately owned radio and television stations. USAID "supports the creation of privately owned stations wherever and whenever possible."²¹ Radio has the largest audience. The Mission seeks to "increase accuracy and ethics in media through encouragement of professional standards."²²

Participant Selection/Profile. Nominations should come from TA contractors for final selection/approval by USAID. Most nominees should be reporters from small independent media entities. Interpreters may be required and should have experience with media terminology.

Suggested Training Provider(s). Training providers may include IREX, Internews, schools of journalism, USIA, and the Center for Journalism in Reston, Virginia, among others. See note for training providers under Course Components.

R4 document, p. 29.

R4 document, p. 31.

A. Parliamentary Leadership Enhancement

SO 2.1:	Increased, better-informed citizen participation in political and economic decision making
IR 2.1.5:	Increased transparency of Parliament and government (local and national)
IR 2.1.5.1:	Parliament proactively seeks public participation
Number of Participants:	5-10
Date of Training:	1st quarter
Duration of Training:	4 weeks
Estimated Cost:	\$100,000

Course Goal(s). To provide newly elected members with (enhanced) abilities and knowledge of the requirements and procedures for drafting relevant laws and regulations that incorporate feedback from local interest groups and constituents

Course Objectives. Participants will be able to

- C conduct hearings and other procedures for gathering information on key issues important to their constituents;
- C assess and analyze information acquired;
- C identify basic needs of a legislative branch in order to carry out roles and responsibilities effectively;
- C formulate plan of action to improve responsiveness of Parliament to the electorate;
- C carry out (new) roles and responsibilities as members of Parliament and chairs of committees; and
- C share information and skills acquired with staff, colleagues, and others.

Course Components. The course components, which complement the course on legislative drafting, review roles and responsibilities of elected legislative officials; use role playing and other interactive methodologies as appropriate; arrange for in-depth discussions with U.S. counterparts as well as with professional legislative staffers; and provide on-site training and observation of American legislative processes and procedures. The training provider should demonstrate knowledge of Albanian history (especially recent history) and contact the in-country TA contractor/grantee and/or relevant USAID officer on agenda and curriculum development and for details on course participants. The training provider should remember that potential participants are duly elected leaders of their country and may be accustomed to courtesies normally extended to persons of their rank in government. Appropriate cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. As appropriate, participants should receive continued support and advice

from the relevant USAID TA contractor/grantee.

Background/History. While most members of the previously elected Parliament have visited the United States for training, the June 1996 elections brought to the legislative environment new representatives in need of TA support in discharging their roles and responsibilities (especially if they are asked to chair Parliamentary committees). Vital, too, is continued training for the (only) five professional staff members of Parliament.

Participant Selection/Profile. Participants should include newly elected representatives from the five pilot cities of Berat, Dures, Pogradec, Shkodra, and Vlore (Public Administration Project Albania/Development Alternatives Inc. [PAPA/DAI] selections; IRI also plans to consider these cities for additional TA support activities) and those professional Parliament staff who have not had previous opportunities for U.S.-based training.²³

Suggested Training Provider(s). Training providers may include the Institute for Public-Private Partnerships, the International City/County Management Association, NDI, IRI, and IFES, among others.

If course objectives greatly enhance the ability of professional staff in the discharge of their duties, the USAID representative may approve tional U.S.-based training (assuming that the first experience was less than two years ago).

A. Coalition Building for NGO Groups

SO 2.1:	Increased, better-informed citizen participation in political and economic decision making
IR 2.1.3:	NGOs promote citizen participation in political, social, and economic decision making
IR 2.1.3.1:	NGOs have capacity to participate in public policy
IR 2.1.3.2:	Enabling legal and regulatory framework empowers NGOs
Number of Participants:	10-12 (repeat as funding and success of course merits)
Date of Training:	1st quarter
Duration of Training:	4-5 weeks
Estimated Cost:	\$120,000

Course Goal(s). To build the long-term institutional sustainability of coalitions and associations of nongovernmental, nonprofit groups to strengthen their capacity to participate in and support democratic and economic reform; introduce and demonstrate U.S. processes, strategies, and rewards of effective coalition/association building as a mechanism for strengthening a nongovernmental voice through numbers and shared resources; provide participants with techniques to implement effective cooperative strategies for participating in the legislative process and policy making, economic restructuring, and community decision making; introduce the concepts, tools, and skills needed for coalition building; support the transition from a "standalone" single-issue/special-interest focus to "strength in numbers" for issue advocacy and sustainability (fundraising) focus

Course Objectives. Participants will be able to

- C analyze the advantages of coalitions in strengthening the effectiveness of NGOs to effect legislation and policy making, economic restructuring, community decision making, etc.;
- C adapt those that are applicable to Albania's NGO environment;
- C develop realistic methods for applying strategies, techniques, and skills to Albania;
- C identify U.S. and international organizations that will serve as continuing sources of information and support;
- C strengthen and expand public awareness of and support for citizen initiatives;
- C lobby government bodies effectively for legislation and participate more actively and effectively in political processes and community problem solving to support political and economic reform programs; and
- C share information with colleagues.

Course Components. Depending on funding (as it relates to number of participants)²⁴, part one of

²⁴If additional funds are identified or reallocated, a number of small groups could be sent out, with group composition determined by special est/issue area; if funding is available for only one group, its composition should include representatives with a strong desire for coalition building

the course should cover general strategies applicable to several different types of Albanian NGO groups. The training provider should focus on sustainability and self-financing; participatory leadership in terms of horizontal and vertical models; and coalition and relationship building between NGOs to achieve mutual goals. Classroom sessions should be limited to role playing and presentations by American NGO leaders on challenges they faced and overcame (especially in the areas of sustainability, fundraising, and coalition building). Other modules should focus on leadership skills, interpersonal relationship skills, and minigroup sessions of similar NGOs to foster and promote the idea of working together for mutual objectives. Site visits should include coalition/membership associations; professional associations; political groups; community-based coalitions; nationally networked issue-oriented coalitions; and city-level intersectoral coalitions.

Part two of the course should divide participants by special interest area"business development, political parties, citizen advocacy"for on-site training: internships, shadowing counterparts, and participating in NGO programs and activities; observing models; and meeting and holding discussions with U.S. counterparts and potential resource partners. Highly recommended are placements with similar U.S. organizations and with participants actively engaged in group projects (e.g., strategy development, coalition building, fundraising, and public awareness activities). Another suggestion is facilitated discussions with U.S. counterparts to cover challenges, options to meet these challenges, short- versus long-term objectives, shared experiences, etc.

Appropriate cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. Participants should work with the appropriate in-country TA contractor/grantee to plan and present a conference on coalition building, participate on panels to share information acquired, lead discussion groups on plans of action, etc.

Background/History. A significant number of in-country training programs for a wide variety of Albanian NGOs²⁵ have focused on organizational development, leadership skills, media and public awareness techniques, etc. NGO coalitions"the Albanian NGO Forum, agriculture associations, and business networks"have successfully evolved. As funding for NGOs decreases, groups should coalesce to share information and resources, engage in joint fundraising programs, and support a more prominent platform for their constituencies. One observation of USAID contractors/grantees is that NGO development is not as far along as in other CEE countries. Technical assistance contractors and/or USAID project officers may be contacted to provide background on NGOs in Albania and training programs provided to date.

y areas.

Workshop support activities are provided in the following sectors: democracy, environment, economic growth (private enterprise), and social networks.

Participant Selection/Profile. Nominations of participants should come from TA contractors/grantees involved in providing support and in-country training. USAID will make final selections. Nominees must have participated in training and workshops on the fundamentals of NGO development and organization. Further, nominees must demonstrate strong leadership skills and moderate success in their organizations and be likely to benefit from additional training and exposure to working U.S. models. Nominees are primary decision makers who can articulate the concrete issue or mission of their organization and are interested in expanding its support base.

Suggested Training Provider(s). The following organizations are suggested as possible training providers:

- C National Coalition Building Institute, Washington, DC
- C United Way/Combined Federal Campaign
- C NDI/IRI/IFES
- C American Red Cross
- C American Cultural Center
- C Institute for Training and Development. World Learning, Inc.
- C Advocacy Institute, Washington, DC [attn: Maureen Burke, Director of Training Programs, 1707 L Street, NW, Suite 400, Washington, DC 20036; (202) 659-8475 fax: (202) 659-8484]
- C National Training and Information Center [attn: Gail Cincotta and Shel Trapp, 810 N. Milwaukee, Chicago, IL 60622; (312) 243-3035/ 243-7044]
- C Common Cause

B. Electronic Media Operations

SO 2.1: Increased, better-informed citizen participation in political and economic decision making
IR 2.1.4.2: Increased access to private radio and television
IR 2.1.4: Media furthers public debate

Number of Participants: 6-8
Date of Training: 1st quarter
Duration of Training: 4-5 weeks
Estimated Cost: \$80,000

Course Goal(s). To demonstrate establishment, operations, roles, and responsibilities of electronic media in a democracy; provide skills and techniques needed to establish enabling legislation for private broadcasting

Course Objectives. Participants will be able to

- C assess requirements for establishing privately owned radio and/or television stations;
- C analyze current draft law;
- C make recommendations to strengthen components of draft law;
- C formulate draft plan of action to enact and implement law establishing private broadcasting;
- C carry out plan;
- C establish private broadcasting entities; and
- C share information and linkages acquired during U.S.-based training with members of the media community and others.

Course Components. Classroom overview and presentations should include relevant case study on establishment of private broadcasting entities in a fledgling democracy. Facilitated discussions with owners/operators of small radio and television stations are recommended as are discussions with legislative and regulatory officials/staff (local, state, and national) charged with oversight of the communications sector. It is further recommended that these discussions should be held on-site (e.g., at radio/television stations, legislative offices).

One outcome of training is a draft plan of action for supporting pending draft legislation to establish private broadcasting stations. If a law is enacted before the course is offered, the training should focus on establishment and sustainability (marketing), operating a broadcast station, and roles and responsibilities.

The selected training provider should contact the in-country TA contractor/grantee and/or relevant USAID officer for background on electronic media and the legal structure in place regulating the media in Albania and for details on course participants. It is preferable that the agenda/curriculum be designed in consultation with in-country experts and that the training provider demonstrate

knowledge of and background on Albania. Suitable cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. With appropriate TA support (e.g., NDI, ABA/CEELI, IRI, IREX), participants should review plan of action for drafting private broadcasting laws in Albania, finalize plan, and begin carrying out plan components.

Background/History. An important target for USAID/Albania is the legal establishment of private radio and television stations in Albania (Tirana and other cities). A draft law is currently under consideration and is expected to be enacted by the Albanian Parliament. Once a law is passed, private radio stations are expected to go on the air rapidly. Radio has had/will have the largest audience.

Participant Selection/Profile. TA contractors' nominees should be leaders, including potential owners/operators, in the movement to establish legal broadcasting in Albania. It may be beneficial to include one or more ministry or Parliament official who supports or is sponsoring the draft law.

Interpreters may be required and must have sufficient experience with media terminology.

Suggested Training Provider(s). Training providers may include Internews, the Mississippi Consortium for International Development (MCID), NDI, IRI, and IREX, among others.

STRATEGIC OBJECTIVE 2.2

Legal Systems
That Better Support
Democratic Processes and Market Reforms

A. Legislative Drafting

SO 2.2:	Legal systems that better support democratic processes and market reforms
IR 2.2.2:	Increased flow of information about current law and legal reform issues
IR 1.3.1/IR 1.4.1:	Policy, legal, and regulatory framework in place

Number of Participants:	6-10
Date of Training:	1st quarter
Duration of Training:	4-6 weeks
Estimated Cost:	\$100,000

Course Goal(s). To develop a basic understanding of legislative processes and procedures" and the inner workings of government at different levels, especially the relationship between the executive and legislative branches

Course Objectives. Participants will be able to

- C identify the components and elements required for drafting relevant laws and regulations;
- C incorporate information and materials provided by local interest/advocacy groups and constituents;
- C apply newly acquired techniques, information, and skills to strengthen/improve Albanian executive and legislative branches; and
- C share information with staff, colleagues, and others.

Course Components. Classroom presentations should include the following: the basics of drafting laws; conducting hearings; citizen outreach; basic budget development and analysis; and the executive-legislative branch relationship and cooperation. If possible, practitioners, including staff of state and national legislative bodies, should make presentations. The course should include study tours/on-site training to observe and participate in public hearings, legislatures in session (including committee staff development of draft laws), etc. Small working groups (two to four participants) should discuss each day's activities and lessons to share experiences and perceptions. The small groups should encourage the flow of ideas and challenges faced by individuals in their respective regions or from their respective organizations.

The selected training provider should contact the in-country TA contractor/grantee and/or relevant USAID officer for background on the legislative system in Albania and for additional details on course participants. The agenda/curriculum should be designed in consultation with in-country experts, and the training provider should demonstrate knowledge of and background on Albania, especially its Parliament. Suitable cultural and "experience America" activities are encouraged.

The course is a complement to the course on parliamentary leadership enhancement.

Follow-On Activity. Follow-on activities should include an in-country seminar/workshop that focuses on the drafting of local or regional legislation and reviews the steps required to enact legislation (including hearings and other mechanisms for citizen and advocacy group input). Support should be provided by the in-country TA contractor/grantee and/or U.S. training provider.

Background/History. Several in-country seminars and workshops have already been held. U.S. training will provide representatives of various organizations with neutral ground for discussing lessons and increasing their abilities to influence the legal enabling environment. While it has been observed that many Albanians have "workshop burnout," a demonstration and illustration will supplement, enhance, and highlight in-country sessions.

Participant Selection/Profile. Participants should include selected members of the NGO community, Ministries, and Parliament with either leadership/training potential and the willingness to put new skills into practice. Nominations from TA contractors/grantees will go to USAID for final selection.

Suggested Training Provider(s). Training providers may include ABA/CEELI, Common Cause, the Legal Aid Society, the Institute for Public-Private Partnerships, the International City/County Management Association, NDI, IRI, and IFES, among others.

A. Court Administration

SO 2.2: Legal systems that better support democratic processes and market reforms
IR 2.2.4: Administrative improvement of the court system

Number of Participants: 6-10
Date of Training: NDD
Duration of Training: 4-5 weeks
Estimated Cost: \$100,000

Course Goal(s). To demonstrate procedures for expediting court systems and effecting cost savings in the administration of court systems

Course Objectives. Participants will be able to

- C identify structures and setups that expedite the flow of court proceedings;
- C analyze and assess structures and setups with potential for adaptation to Albania's court system;
- C carry out procedures to improve the flow of court proceedings;
- C process the flow of court documents more expeditiously;
- C draft a plan of action to improve further the ability of the court system to deal effectively, efficaciously, and expeditiously with its responsibilities; and
- C share newly acquired information and techniques with staff, colleagues, and others.

Course Components. All classroom presentations should be illustrated, demonstrated, and supplemented with on-site visits to court in session. Opportunities should be arranged to meet and conduct in-depth discussion with court administrators (chief clerks, administrative officers). Presentations by court administrators are also suggested. All levels of court systems should be demonstrated" local, municipal, state, and federal as well as all types of court systems" commercial, civil, penal, etc.

The training provider should contact the grantee and/or relevant USAID officer in the development of an agenda and for additional details on nominees and should demonstrate knowledge of and background on Albania, especially its judicial branch. Appropriate cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. With support from either the in-country TA contractor/grantee or the U.S. training provider, activities should include a seminar to review lessons learned, a workshop for staff (and interested others) on skills and techniques acquired, the development of training for presentation to courts outside Tirana and the lower courts, and the drafting of a plan of action for continued improvement and enhancement of Albania"s court system at the central, municipal, and local levels.

Background/History. According to a USIS assessment, "The development of workable and credible courts is fundamental to the development of the rule of law in Albania. From 1967 to 1991 there was no ministry of justice in Albania, and the defendant was not allowed representation by counsel. Issues relating to ownership, which today take up over 60 per cent of caseload in all but the military courts, were virtually unknown. Today the courts must build a viable system without precedents, for which the opportunity to draw upon more developed and longer established systems is essential."²⁶

The USAID TA grantee further recognizes the need to streamline court procedures and introduce modern methods and techniques.

Participant Selection/Profile. Participants should include senior court administrators and clerks in Tirana, especially those with identified leadership and/or training abilities. Subsequent participants could include court staff from outside Tirana. ABA/CEELI (among others) should submit nominations for USAID selection/approval.

Suggested Training Provider(s). Training providers may include ABA/CEELI and/or ABA at local and state levels, associations of court administrators, law schools that provide theoretical and practical course work in court administration, and the International Law Institute (ILI), among others.

USIS Cable, Tirana 02461 unclassified.

B. Implementing Sexual Harassment Laws

- SO 2.2: Legal systems that better support democratic processes and market reforms
IR 2.2.1: Improved training of legal professionals
IR 2.2.2: Increased flow of information about current law and legal reform issues
- SO 2.1: Increased, better-informed citizen participation in political and economic decision making
IR 2.1.3: NGOs promote citizen participation in political, social, and economic decision making

Number of Participants: 8-10
Date of Training: NDD
Duration of Training: 4 weeks
Estimated Cost: \$100,000

Course Goal(s). To provide techniques and enhanced skills development to advocates of sexual harassment laws and enable them to strengthen and improve existing laws; observe legal aid clinics for women; and demonstrate options available to abused women

Course Objectives. Participants will be able to

- C compare Albanian statutes with U.S. laws on sexual harassment;
- C analyze components of U.S. laws related to sexual harassment;
- C assess those components appropriate for Albania;
- C adapt statutes applicable and appropriate for Albania;
- C prepare draft legislation for consideration by the Albanian Parliament;
- C appraise U.S. models of legal aid clinics and other resources for women;
- C determine appropriateness and adaptability to Albanian environment;
- C formulate plan of action to implement appropriate model in Albania; and
- C share information and knowledge with colleagues and others.

Course Components. Course components include a classroom presentation on U.S. sexual harassment statutes (formulation, development, implementation of legislation, etc.) with facilitated, interactive discussions/workshops on conditions in Albania. Classroom presentations should be supplemented with on-site visits to legal aid clinics specializing in women's issues, especially sexual harassment cases. A review and illustration of alternative options available is also suggested.

The selected training provider should contact the in-country TA contractor/grantee and/or relevant USAID officer for background on women's issues in Albania and for additional details on course participants. It is preferable that the agenda/curriculum be designed in consultation with in-country experts and that the training provider demonstrate knowledge of and background on Albania.

Appropriate cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. With the in-country TA contractor/grantee and/or U.S. training provider, participants should conduct a conference on enforcing (improving) the sexual harassment law. Participants should help with the design and planning of the conference, which should include review of observations and lessons learned.

Background/History. The current law on sexual harassment is vague, ill-defined, and not enforced. USAID/Albania, as reported in its R4 document, is "committed to supporting women's empowerment... [A]ttention to gender-related issues, but especially beneficial impact on women, is integral to each Strategic Objective and results framework."

"Because the terms "human rights" and "legal rights" are basically new concepts in Albania, specific attention in the USAID program has been given to promoting women's legal rights. Increasing women's participation and effectiveness in the political process has also been a WID focus... [S]everal women's NGOs are now strong advocates for women's rights and enhancing women's understanding of their rights."²⁷

Participant Selection/Profile. Participants should include attorney-members of the Women's Association of Jurists, Women's Legal Group, and Women's Caucus with identified leadership and/or training abilities and experience in drafting legislation or working with Parliament on women's issues.

Suggested Training Provider(s). Training providers may include the Young Women's Christian Association (YWCA), the National Organization of Women (NOW), ABA/CEELI, and the Legal Aid Society of America, among others.

R4 document, p. 79.

STRATEGIC OBJECTIVE 2.3

More Effective, Responsible, and Accountable
Local Government

A. Budgeting for Local and Municipal Governments

SO 2.3: More effective, responsible, and accountable local government
IR 2.3.1.2: Local government capable of budgeting, planning, implementing, and reporting

Number of Participants: 5-12 (see participant selection)
Date of Training: 1st or 2nd quarter
Duration of Training: 4-5 weeks
Estimated Cost: \$120,000

Course Goal(s). To illustrate effective budget/financial systems and demonstrate the roles and responsibilities of municipal and local budget directors

Course Objectives. Participants will be able to

- C identify and analyze U.S. municipal finance/budget systems to determine which components can be adapted for Albania;
- C identify components and understand how components function in a federal budget system, focusing on budget cycle, policy and management, planning, legislative processing and review, execution, and controls;
- C identify the roles of municipal and local budget directors and officials as they relate to policy and program development for the enhancement of revenue and tax collection and provision of city services (including management and administrative costs, care and maintenance of city assets, evaluation and improvement, etc.);
- C assess the interrelationships between budget directors and staffs as well as the relationships between municipal/local budget directors and their government counterparts at the regional and national levels;
- C determine suitable roles and responsibilities for budget directors at the municipal and local levels;
- C recognize and acknowledge the role of citizens (and other special interest or advocacy groups) in the drafting of budgets, including the impacts of fund allocations on different groups; and
- C provide colleagues and others with an overview of experiences and findings/knowledge acquired through NET experience.

Course Components. Classroom modules (brief review of topics already provided in in-country seminars) should be enhanced with presentations by city/municipal budget officials and legislative budget staffs and should include opportunities for participants to participate in small groups or one-on-one discussions with these officials. One suggestion calls for observational study tours to U.S. city/municipal budget offices to observe systems in operation and how laws are implemented and carried out. Another recommendation calls for meetings with mayors and budget directors (U.S. counterparts of Albanian participants), with sufficient time for questions and answers. Smaller

cities in the mid-Atlantic region are the preferred venue. The training provider should determine if any sister-city relationships would lend themselves to a training site. A demonstration of software currently used by municipal budget departments to facilitate their operations is suggested and, if requested by participants, hands-on practice with software (guided tutorials).

Interpretation should be provided, especially if U.S.-based training is to deliver supplemental support as well as demonstrate/illustrate lessons the presented during in-country seminars to officials without strong English language capability. Interpreters should be familiar with government budget terminology and management terms. The U.S. training provider is encouraged to communicate with either the TA contractor and/or relevant USAID project officer in the development of the course as well as for information on participants. Course materials should be provided to participants (through the TA contractor and/or USAID) for pretrip review. Suitable cultural and "experience America" activities are recommended to round out the training.

Follow-On Activity. Follow-on activities should include a seminar/workshop with officials from other local and municipal organizations. Participants should lead discussions on information acquired and relevance/adaptability to Albania's local governments. Seminars should be facilitated by the U.S. training provider and/or TA contractor as appropriate.

Background/History. From the Mission's R4 document, "Albania has only recently emerged from its status as the most tightly controlled state of the communist era. There is no tradition of decentralized authority in Albania, and the public has no experience with a local government able to act on its own authority.... Democracy begins at the local level and citizen participation is a basic tenet."²⁸

"The central government in Albania has been reluctant to transfer power to local governments. In part this may be for political reasons. However the reason normally given is that local governments are incapable of handling increased responsibilities."²⁹

"Albania's experience under communism was unique to that of its neighbors and was characterized by extreme repression and economic and political isolation. Under Albania's strict form of communism, cities did not develop into autonomous political units. Instead decisions were made centrally and carried out at the central and local levels. Initiative was not rewarded and discretionary decision-making was discouraged, frequently harshly. Accounting as a profession did not exist and financial management was rudimentary at best. Budgets existed, but they were not planning and management documents, rather they were records of funds allocated and funds spent, although they are not even reliable indicators of that limited activity."

p. 54.

Ibid.

"The quality of urban services and infrastructure was and continues to be quite low, providing a major barrier to economic growth as well as quality of life. Water service is limited to several hours a day in most of the larger cities, electrical power is erratic, no sewage treatment exists in the entire country and transit services are limited and of poor quality. Local and central government continue to be a barrier to private investment, lacking transparent or efficient procedures for access to land and infrastructure. In addition, few mechanisms for infrastructure investment exist, except central government budget appropriations, which are severely limited and not necessarily used efficiently...."

"Although a number of major responsibilities are now delegated at least on paper to the local government (water, sewer, solid waste collection and disposal, etc.), local officials defer decisions to central government ministries, ministries pass down decisions to local officials and the central government transfers revenue to localities with rigid instructions on its use. The central government justifies its controls on the basis of the incapacity and incapability of local government to manage resources unaided. Further the public has no experience with a local government able to act on its own authority. Local authorities are not experienced at public management."

"The legal and practical environment of the relationship between the central government and local governments is still unclear. While responsibilities are delegated, funding to carry them out is strictly controlled at the central government level. Local governments are thus placed in a position of being held responsible for functions they may lack the resources to carry out. Local authorities operate with two budgets, an independent local budget from locally generated revenues which are entirely within their power to control, and a "constituent" budget from central government fund transfers which specifies purposes and amounts. Local authorities have no authority to modify or transfer funds within the constituent budget. As a further complication, the two budgets are specified for different periods, requiring local authorities to operate with two different financial years."

"Among the responsibilities of local government are all the activities that impact upon local economic development. Local government, at least formally, is responsible for the provision of utility services, for the maintenance and repair of streets, for fire protection and for land use. Local governments are permitted to levy fees and charges against business, and local government has authority over the budgeting and expenditure of the resulting revenues. Local government is responsible for the services related to property and for the regulation of business. A property tax has been adopted, based on the value of land, but not on the improvements to the land. Agricultural land, defined as that land outside the boundaries of municipalities, is to be taxed at an agricultural rate regardless of use. A percentage of this revenue is to be returned to local governments, but the degree of discretion local governments will have over its use is uncertain. Local government therefore possesses some of the tools necessary to promote and regulate economic development at the local level. At the same time, investment opportunities to improve basic services and infrastructure are available, both through donors and external private investors and more cost recovery oriented policies. Local governments could play a key role in organizing these potential

investment resources.”³⁰

USAID, through its TA contractor, has identified five municipalities as pilot cities (Berat, Dures, Pogradec, Shkodra, and Vlore). A series of in-country training seminars for local government officials is being provided in public management and budget. An EU program is providing support in other localities.

Participant Selection/Profile. The TA contractor for USAID's Public Administration project has recommended five mayors and five chairs of city councils from the pilot cities plus two representatives from the Office of the Secretariat for Local Government in the Ministry of the Interior (provided they meet other requirements). Alternative nominees could include budget directors and/or key senior staff from pilot cities who have attended in-country seminars. Nominees should demonstrate either leadership responsibilities and/or experience/knowledge of budgets and financial management.

Suggested Training Provider(s). Training providers may include the National League of Cities, the U.S. Conference of Mayors, RTI, ICMA, HIID, the Government Finance Officers Association (GFOA), Hood College, and Florida State's Learning Systems Institute, among others.

³⁰ document, p. 59.

A. Central-Local Fiscal Relations

SO 2.3: More efficient, responsible, and accountable local government
IR 2.3.1.2: Local government capable of budgeting, planning, implementing, and reporting

Number of Participants: 5-10
Date of Training: 3rd quarter
Duration of Training: 4 weeks
Estimated Cost: \$100,000

Course Goal(s). To provide government of Albania officials with further understanding of the efficiencies of decentralization, the basis for dividing responsibilities between regional and local governments, options for matching revenue sources with new responsibilities, and an appreciation for the capacity building that will be required to equip cities to fulfill their new responsibilities; to understand the applicability of U.S. institutional arrangements to Albania's conditions; to illustrate through U.S. models how local governments can pay for their own services

Course Objectives. Participants will be able to

- C identify the respective roles and responsibilities of local and regional government;
- C describe the intergovernmental fiscal relations and financing mechanisms of U.S. municipal governments, especially with respect to infrastructure development and the provision of basic municipal services;
- C analyze the relationship between fiscal decentralization and the overall transition to private markets;
- C describe and comprehend the prospective roles of both the national government and non-profit municipal associations in supporting municipal capacity building;
- C develop a strategy for implementing laws on local self-government by incorporating lessons learned during U.S.-based training; and
- C provide colleagues and others with an overview of their experiences and findings/knowledge acquired through the training experience.

Course Components. Course components should include limited classroom activities, primarily to provide an overview of/introduction to U.S. political systems and American models of local self-government. Classroom session(s) will examine the appropriateness of U.S. models relative to conditions in Albania and relationships between various levels of government. Selected and appropriate case studies should be used to illustrate theory. Most training should take place on-site at state legislatures, state and municipal/local departments, and other relevant groups and organizations, with opportunities for small group or one-on-one discussions with officials and representatives. A previsit overview of expectations and objectives and a postvisit review and discussion of observations and relevancy to Albania are strongly recommended.

Attendance at a municipal conference is suggested as the schedule permits (e.g., U.S. Conference of Mayors). Such a conference could provide opportunities for participants to meet counterparts and establish networks and linkages to support their ongoing efforts. Suitable cultural and "experience America" activities are recommended to round out the training.

The course should be conducted in Albanian and/or with interpretation provided. Interpreters experienced in government terminology, especially legal and financial management areas, will be required. Course materials should be provided to participants (through the TA contractor and/or USAID) for pretrip review. The U.S. training provider is encouraged to communicate with either the TA contractor and/or relevant USAID project officer in the development of the course.

Background/History. The development of local government is one of the most important and most difficult areas of decentralization in Albania. Some measure of local autonomy is essential to sound regional development. Current local government leaders (mayors) are the first to have been selected by local voters rather than appointed by the central government, but they have no precedent from which to work and no exposure to models of truly local administration. They are likely to play a continuing role in local administration in the coming years. A group of five mayors elected in the previous election cycle were nominated by USIS for its "IV" program in 1996; cities represented include Gjirokaster, Lushnje, Librazhd, and Burrel.

Participant Selection/Profile. Participants must have attended a workshop/seminar conducted by the in-country TA contractor/grantee. It is also recommended that locally elected officials from USAID-sponsored "model cities" projects be selected (see course on parliamentary leadership enhancement). For purposes of dialogue and discussion between central and local officials, the participation of a few select members of the central government may add to the learning experience.

Suggested Training Provider(s). Training providers may include ICMA, RTI, and the U.S. Conference of Mayors, among others.

STRATEGIC OBJECTIVE 3.2

Improved Sustainability of
Social Benefits and Services

A. Managing Private Medical Practices

SO 3.2: Improved sustainability of social networks and services
IR 3.2.2.1: Competitive market concepts and management practices introduced into public sector services

Number of Participants: 8
Date of Training: 3rd quarter
Duration of Training: 4-5 weeks
Estimated Cost: \$80,000

Course Goal(s). To introduce Western-style business practices to privatized, soon-to-be privatized, or new private medical enterprises

Course Objectives. Participants will be able to

- C identify "best practices" of private medical enterprises;
- C discern different types of medical enterprises;
- C determine which enterprises are most appropriate to Albania both currently and in the future;
- C draft a business plan;
- C identify professional standards of (medical) behavior;
- C characterize components of various successful medical enterprises (e.g., accounting systems and recordkeeping, marketing plans, front office management and personnel issues, patient/client services, and in- and outpatient services; and
- C share information with colleagues, staff, and others.

Course Components. In addition to classroom presentations, course components should include practical exercises and observation/apprenticeship opportunities to demonstrate theories and systems presented in class. It is highly recommended that a wide range of private medical practices be presented and illustrated with on-site training, including but not limited to HMOs, small group practices, rural versus urban practices, individual practices, hospital-associated practices, etc. During the last week of training, small groups of participants should draft an illustrative business plan for a private medical practice. Suitable cultural and "experience America" activities should be included to round out the training.

Follow-On Activity. With support from the TA contractor/grantee, follow-on activities should include small workshops to develop further the skills acquired during U.S.-based training. A seminar is also recommended to review information and observations on the variety of American private medical enterprises and their appropriateness for Albania.

Background/History. Currently, USAID/Tirana engages two TA contractor/grantees (HHS

resident advisers and AIHA). HHS assists Albania's Health Insurance Institute in studying the possibility of including hospital services in the proposed health insurance program. AIHA manages partnerships between hospitals in the United States and Albania, focusing on maternity/child care, infectious diseases, hospital management and administration, trauma, etc. The focus on private medical practice is limited. In urban areas, the privatization of pharmacies and dental clinics has brought a generous supply of medicines and dental services to those who can afford them. Privatization of physicians has proceeded much more slowly. Given the high initial investment required to open a private practice, fewer than 2 percent of private physicians have taken private licenses.

Participant Selection/Profile. Participants should include medical practitioners who provide private medical services or those who intend to establish a private practice. AIHA should provide nominations to USAID for final approval.

Suggested Training Provider(s). Training providers may include the American Medical Association (national, state, and local chapters) and HMO organizations, among others.

A. Delivery of Quality Family Planning Services

SO 3.2:	Improved sustainability of social benefits and services
IR 3.2.1:	Health services sector improved
IR 3.2.1.1:	Access to health education improved
IR 3.2.1.2:	Health services quality improved
IR 3.2.1.3:	Access to health services improved

Number of Participants:	10
Date of Training:	4th quarter
Duration of Training:	4-5 weeks
Estimated Cost:	\$100,000

Course Goals. To train a core group of clinical "master trainers" to train others in the effective delivery of information, education, and communication of comprehensive family planning methods and services to Albanians; to increase the clinical skills and knowledge of health professionals/trainers to enhance their ability to provide high-quality family planning services

Course Objectives. Participants will be able to

- C identify the key success elements in the training-of-trainers (TOT) methodology, including training methodologies, effective adult teaching methods, training styles, materials design, etc.;
- C draft and deliver one practice TOT session to colleagues in the program and adapt and refine a program for implementation to colleagues in Albania; and
- C increase knowledge regarding family planning methods and services, including clinical skills and family planning methods, counseling services, community outreach and support, and management of information/data on family planning practices.

Course Components. All participants will attend a two- to three-week core classroom course on family planning methods using the TOT methodology. Each participant will be responsible for designing a TOT module in his/her speciality area (clinical skills and family planning methods, counseling services, community outreach and support, and management of information/data on family planning practices) to deliver to colleagues in the final week of the course and to colleagues upon the participants' return from the United States. After completion of the core component, two weeks will be reserved for site visits and internships (language permitting) in either a single group, for example, to Planned Parenthood or the AIHA/Albania hospital partnership, or in smaller groups by professional interest and specialization, for example, pharmacist visits to pharmacies to learn about contraceptive technology and counseling, midwife visits to clinics providing family planning counseling services, etc. The final week of the program will be dedicated to small group TOT presentations in areas of specialization and debriefing.

The fact that some participants may speak English will facilitate possible internship placements in weeks four and/or five. Others will need simultaneous translation during training and site visits. Sufficient time should be periodically programmed for debriefing sessions throughout the program and for "experience America" activities to supplement classroom training.

Follow-On Activities. Each participant will design a TOT course in his or her field of specialization to deliver to colleagues upon return to Albania. The SEATS project, administered by John Snow, should be consulted to ensure that participants receive follow-on training and guidance on the delivery of training content. TOT seminars should be coordinated with the SEATS project staff for maximum multiplier effects. (USAID/Albania may want to consider including a follow-on visit by the U.S. training contractor to provide individual training support for master trainers after the group returns to Albania.)

Background/History. Contraception and abortion were illegal in Albania under the former communist regime. Consequently, unsafe, illegal abortion flourished, resulting in extremely high rates of maternal morbidity and mortality. Contraceptive use and hospital-based abortions are now permitted by the government. As in other Eastern European countries, the lack of accurate and positive family planning knowledge and skills regarding modern methods, coupled with the general unavailability and inaccessibility of services, has resulted in a continued over-reliance on abortion as a family planning method. USAID is assisting the Ministry of Health in decreasing the high rates of maternal morbidity and mortality related to the use of abortion for fertility control. The activity will improve the knowledge and skills of health professionals, including pharmacists, in providing quality family planning services and counseling; improve family planning service points in both the public and private sectors; and enhance the ability of Albanian families to make informed decisions and choices regarding fertility and family planning through information, education, and communication (IEC) activities.

Participant/Profile Selection. Participants should be family planning service providers, including physicians, midwives, and pharmacists selected through the Ministry of Health, the Family Planning Association (FPA), and the School of Pharmacy and Association of Pharmacists. The in-country coordinator for SEATS, the Family Planning Service Expansion and Technical Support Project administered by John Snow, Inc., and AIHA should provide nominations to USAID and help refine the training needs assessment and training plan.

Suggested Training Providers. Training providers may include Planned Parenthood of New York, Maryland, and Northern New England; the AIHA/Albania hospital partnership; JHPIEGO, Baltimore, Maryland; Margaret Sanger; University of California, Santa Cruz; and ENTRA at the University of North Carolina.

B. Managing For-Profit Hospital Institutions

SO 3.2: Improved sustainability of social networks and services
IR 3.2.1.2: Health services quality improved

Number of Participants: 8
Date of Training: 3rd quarter
Duration of Training: 4-5 weeks
Estimated Cost: \$80,000

Course Goal(s). To introduce physicians/chiefs-of-staff to basic management techniques designed specifically for establishing and managing for-profit, autonomous hospital institutions

Course Objectives. Participants will be able to

- C identify and analyze roles and responsibilities of autonomous hospitals;
- C assess the roles and responsibilities of chiefs-of-staffs and boards of directors;
- C practice appropriate applications of business practices and techniques (e.g., business plans, marketing strategies);
- C determine what kinds of financial systems (including cost accounting, billing systems) and personnel policies and procedures (e.g., staff development, hiring, and firing) need to be developed for Albania;
- C analyze existing Albanian health facilities to determine how they might provide more cost-efficient and cost-effective services; and
- C consider "downsizing" existing organizations as part of a reorganization to improve hospital management.

Course Components. The course should combine classroom presentations, participant observations, and practical exercises. Short-term internships at private hospitals are recommended to illustrate and demonstrate principles covered in class. Participants should be requested to draft a plan for establishing a board of directors and to draft a business plan incorporating an individual hospital reorganization. Suitable cultural and "experience America" activities should be programmed to round out the training. Some participants may speak English.

Background/History. While affordable health care was a priority of the communist regime, the state-owned hospital infrastructure is now dilapidated with health services seriously lacking in rural areas. As a state service, health care never gave rise to cost concerns. Quality was more a product of the attempt to provide equal care to all than of efficient, high-quality care for as many as possible. USAID is introducing private sector management concepts, building training and educational capacity to teach these concepts, and introducing alternative financing methods linked to customers' ability to pay (e.g., fee-for-service and private insurance) to improve the quality and efficiency of health care.

Suggested Training Provider(s). Training providers may include the University of Minnesota School of Hospital Administration, the University of Chicago Center for Health Administration Studies, and Joint Commission International.

B. Promoting Women's Health in Albania

SO 3.2: Improved sustainability of social benefits and services
IR 3.2.1: Health services sector improved
IR 3.2.1.1: Access to health education improved

Number of Participants: 8-10
Date of Training: 3rd quarter
Duration of Training: 4 weeks
Estimated Cost: \$100,000

Course Goals. To train a cadre of health promoters who will advocate women's health in their communities, especially in the more remote and rural areas of Albania, thereby generating a network and advocacy group that will promote women's health in Albania

Course Objectives. Participants will be able to

- C identify key elements in an effective advocacy campaign for women's health and understand the benefits of coalition building;
- C develop strategies for outreach at the grassroots level;
- C design and produce written and visual materials for promoting women's health, i.e., posters, brochures, handouts, etc.;
- C write and deliver an oral presentation promoting women's health;
- C implement an action plan for promoting and advocating women's health in Albania;
- C provide current information about women's health to women and their families in the community, including family planning methods, HIV, and sexually transmitted diseases and infections (STDs), hygiene, prenatal care, safe motherhood, breastfeeding, and infant nutrition; and
- C access the most current information on women's health and be aware of the national and international organizations that support their efforts.

Course Components. Minimal classroom activities should be supplemented with site visits to appropriate organizations that advocate community and/or women's health. Approximately three weeks will be dedicated to techniques for promoting women's health and producing an action plan; the fourth week will be dedicated to training and site visits in the various speciality areas, including women's health advocacy, strategies for male participation in maternal and child health, advocacy with local and religious leaders, and national policy. Adequate time should be programmed for debriefing and refinement of training needs. "Experience America" activities should complement the training program to expose participants to American society and culture. Given that participants may not speak English, simultaneous translation may be necessary.

Follow-On Activities. While in the United States, the training group will design an action plan for

how it will promote and advocate women's health in Albania by building on the commitment and strength of their home organizations and the synergy that developed during the training program.

Background and History. The communist regime was characterized by a serious lack of public information on women's health and health care in general. Today, women's health is stated as a Ministry priority, especially in light of the high maternal mortality rate. "Two major factors contributing to the high rates of maternal and child mortality are problems of pregnancy and birth and the unusually high rate of abortion. There is an average of five abortions for every three children born. USAID emphasizes encouraging alternative methods to abortion for family planning purposes as well as maternal and child care which will contribute to improved health care status. In addition, by focusing clinically on maternal and child health, USAID will complement and strengthen its other activities in improving fundamental indicators of overall health status."³¹

The SEATS project, administered by John Snow, will establish its pilot information, education, and communication programs in Tirana and Durres. The materials will be disseminated outside those two cities, but no training is included in the current work plan. Training for health promoters working outside major cities would greatly increase the effective use of training materials and ultimately reach more beneficiaries.

Participant Selection/Profile. Potential candidates include women and men who are active and have a professional interest in promoting and advocating health care and women's health in Albania. Participants should work as the following: NGO staff advocating women's issues, regional radio programmers, Ministry of Health staff, Family Planning Association staff, and Land o Lakes field promoters and volunteers. Those selected should have a genuine commitment to and interest in promoting women's health in Albania and a desire to form a network for advocacy.

Suggested Training Provider. Training providers may include JHPIEGO, Johns Hopkins University, Baltimore, Maryland; the University of California, Santa Cruz; and the Institute for Training and Development, Amherst, Massachusetts

³¹USAID's Results and Review Resource Request, FY 96-98, Albania.

SPREADSHEETS

Abbreviations

NDD:	No date determined
TBD:	To be determined/decided
SO:	Strategic Objective
IR:	Intermediate Result

USAID/Tirana FY 97 Training Plan

IR #	Priority/Course Title	NDD*	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Strategic Objective 1.3						
1.3.1.1	A. Role of Government		8			
1.3.1/1.3.1.1/1.3.2	A. Small Bus. Lending		10			
1.3.1/1.3.1.1/1.3.2/1.4	B. SME Loans/Options and Systems Forestry course to be developed *	tbd			8	
Strategic Objective 1.4						
1.4.1	A. Bank Systems Bank course to be developed *	8 tbd				
Strategic Objective 2.1						
2.1.3/2.1.3.1	A. Civic Advocacy			10		
2.1.5/2.1.5.2	A. Skills Bldg. for Press Spokespersons		8	8	8	
2.1.4/2.1.4.2	A. Investigative Journalism			6		
2.1.5/2.1.5.1	A. Parliamentary Leadership Enhance.		10			
2.1.3/2.1.3.1/2.1.3.2	A. Coalition Building for NGOs		12			
2.1.4/2.1.4.2	B. Electronic Media Operations		8			
Strategic Objective 2.2						
2.2.2/1.3.1/1.4.1	A. Legislative Drafting		10			
2.2.4	A. Court Administration	10				
2.2.1/2.2.2/2.1/2.1.3	B. Implementing Sexual Harassment L	10				
Strategic Objective 2.3						
2.3.1.2	A. Budgeting Local/Municipal Gov'ts.			12		
2.3.1.2	A. Central-Local Fiscal Relations				10	
Strategic Objective 3.2						
3.2.2.1	A. Managing Private Medical Practices					8
3.2.1.1/2/3	A. Delivery of Qual. Fam. Plan. Services					10
3.2.1.2	B. Managing For-Profit Hosp. Inst.				8	
3.2.1/3.2.1.1	B. Promoting Women's Health in Albania			10		
TOTALS		28	66	46	34	18

62

52

* pending workplans to be developed/amended or results of diagnostic team

USAID/Tirana FY 97 Training Plan

Priority/Course Title	Est. Cost*	Source of Funds
Strategic Objective 1.3		
A. Role of Government	\$80,000	PTPE/PIET**
A. Small Bus. Lending	\$100,000	PTPE/PIET
B. SME Loans/Options and Systems	\$80,000	PTPE/PIET
Forestry course to be developed *	tbd	
Strategic Objective 1.4		
A. Bank Systems	\$80,000	PTPE/PIET
Bank course to be developed *	tbd	
Strategic Objective 2.1		
A. Civic Advocacy	\$100,000	PTPE/PIET
A. Skills Bldg. for Press Spokespersons	\$240,000	PTPE/PIET
A. Investigative Journalism	\$60,000	PTPE/PIET
A. Parliamentary Leadership Enhance.	\$100,000	PTPE/PIET
A. Coalition Building for NGOs	\$120,000	PTPE/PIET
B. Electronic Media Operations	\$80,000	PTPE/PIET
Strategic Objective 2.2		
A. Legislative Drafting	\$100,000	PTPE/PIET
A. Court Administration	\$100,000	PTPE/PIET
B. Implementing Sexual Harassment La	\$100,000	PTPE/PIET
Strategic Objective 2.3		
A. Budgeting Local/Municipal Gov'ts.	\$120,000	PTPE/PIET
A. Central-Local Fiscal Relations	\$100,000	PTPE/PIET
Strategic Objective 3.2		
A. Managing Private Medical Practices	\$80,000	PTPE/PIET
A. Delivery of Qual. Fam. Plan. Services	\$100,000	PTPE/PIET
B. Managing For-Profit Hospital Inst.	\$80,000	PTPE/PIET
B. Promoting Women's Health in Albania	\$100,000	PTPE/PIET
TOTAL COST	\$1,740,000	



* Estimated cost based on maximum number of participants recommended for training programs at \$10,000 per participant, including interpreter costs. Overhead costs are not included in estimate as they are determined by USAID and its training contractor.

**Participant Training Project for Europe (PTPE)/Partners for International Education and Training (PIET)

APPENDICES

Appendix A: In-Country Training by TA Contractors

Appendix B: List of USAID and TA Contractors and Grantees Contacted

Appendix C: Training under Reengineering (schematic diagram included for informational purposes)

APPENDIX A

IN-COUNTRY TRAINING BY TA CONTRACTORS³²

It must be pointed out that most if not all USAID-funded TA contractors and grantees leverage their expertise and funding by partnering with other contractors/grantees as well as with other donor organizations when and wherever possible. As appropriate, many "share" technical experts (from the United States and other countries) such as lecturers, presenters, and TA support.

American Bar Association/CEELI. CEELI provides in-country technical assistance and training in two areas: judicial reform and commercial law. In 1997, two resident advisers will conduct four workshops on civil procedures for judges and lawyers. While the courses will be held in Tirana, CEELI hopes to begin conducting other workshops outside Tirana. CEELI will continue providing assistance to the national Chamber of Advocates, the regional chambers, and the Women's Association of Jurists on an ad hoc basis by delivering legal education seminars and workshops. The primary area of focus will be the interpretation of Albanian laws, specifically in the area of banking (legal requirements), sexual harassment laws, and family law. TA to support the drafting of organizational statutes for the new Magistrate School funded by the Council of Europe will continue over the next year. CEELI will draw on the expertise of a regional judicial specialist to be based in the CEE and will sponsor participants for a regional judicial conference in FY 97.

American International Health Alliance (AIHA). AIHA's Medical Partnership Program between the Bronx, New York, and Tirana, Albania, is funded under a cooperative agreement with USAID. This partnership was the first in Central and Eastern Europe when signed in July 1994. The partnership has identified both administrative and clinical objectives. The administrative objectives, which pertain to all three Albanian partner institutions, are focused on hospital administration, finance, purchasing, human resources, information systems, and biomedical equipment management. The overall clinical objectives include quality improvement, protocol development, and infection control. More specifically, Jacobi and the University Hospital Center have worked together in the areas of emergency medicine and radiology. Partnership activity at the Maternity House has focused on clinical training in the areas of obstetrics, gynecology, and neonatology, and the clinical focus at the Central Trauma Hospital has included techniques in orthopedic surgery, the organization of in-patient trauma services, and enhancements in nurse/physician team building. Technical assistance is provided through exchanges between the hospital partnership staff. Through additional exchanges of midwives and nurses, the Bronx-Tirana partnership seeks to expand the role of midwives and develop patient and staff education programs at the Maternity House. Work at the University Hospital Center will continue in the areas of hospital management and emergency medicine, and the Central Trauma Hospital will continue its

Information provided in this section should not and cannot be considered a full inventory or complete description of in-country training activities. This summary represents details available as of June 17, 1996" much of it collected through interviews and/or materials provided by USAID-funded contractors/grantees.

efforts to reinforce the skills of its trauma physicians and nurses.

Organization for Education and Resources and Training (ORT)/ Human Resources Development. Since ORT began providing training programs in 1992, over 14,000 Albanians have completed courses in computer skills, English language, fashion design and garment manufacture, hotel management, secretarial skills, travel and tourism, electronics and small appliance repairs, and auto mechanics. Thirteen American instructors (who will depart Albania in June 1996) have provided three and one half years of technical assistance and training to a cadre of Albanian instructors at the five ORT campuses throughout the country. Local school administrative counterparts" for example, school directors" have worked with resident American advisers and will assume management of schools in the coming year. These administrators are also exploring the feasibility of establishing and operating a private/nongovernmental vocational educational institute.

Organization for Education Resources and Training (ORT)/ Democracy Network Project.

Initiated in July 1995, the Democracy Network Project sponsored by USAID is supporting the activities and development of a growing community of Albanian NGOs, encouraging them to play a greater role in a democratic society. The program provides grants to NGOs in the public policy arena. In reviewing proposals for grants during the first cycle of competition, it became evident that indigenous NGOs did not fully understand the concept of public policy.

Over the next fiscal year, ORT (in partnership with other TA contractors) will sponsor a series of workshops entitled "What is Public Policy?" that focus on democracy, environment, economic growth, and social safety nets. An audience of 25 to 30 public policy NGO representatives is expected. Another group of 25 to 30 representatives from the national government, other NGO sectors (e.g., education and business), and international donors will be invited to allow for discussion of the role of NGOs in society. Three weeks after the workshops, smaller groups will meet to analyze specific policy issues, formulate policy reform or change, and develop strategic plans for issue-based advocacy. Coalition-building skills will also be covered.

In April 1997, ORT will begin institutional capacity-building workshops/seminars for NGOs covering such topics as fundraising, grant writing, and organizational development. ORT will work with a recent grant recipient, the Albanian NGO Forum, to provide training outside the capital city. (Tirana NGOs benefited from the first rounds of training; ORT now plans to provide similar and additional training in rural areas of Albania.)

ORT (and its TA partners) offered the first environmental sector-specific workshop for forestry NGOs using the technical expertise of the Regional Environmental Council, a regional NGO. Program plans for 1997 are not known at this time and depend on the council" s funding.

While all ORT training is in-country, regional ORT directors have discussed regional training and internships for their respective constituencies. A wide gap still exists between Albanian NGOs and their CEE counterparts. English language capability (i.e., successfully passing TOEFL) continues to be a problem in nominating NGO representatives for U.S.-based training, especially those

located outside Tirana.

A small, local firm, DEMETRA (a current grant recipient), will be employed to provide in-country training when its grant expires. The Democracy Network Project will offer three to five regional internships and one to three U.S. internships for English-speaking NGO leaders in 1997.

Albanian Private Forestry Development Program (APFDP)/Chemonics. APFDP seeks to increase Albanian rural household incomes while simultaneously alleviating pressure and reversing environmental degradation associated with current forest management practices. To achieve this goal, the APFDP focuses on a wide variety of technical and policy assistance support to forest and pasture stakeholders at the state, private, and Komuna level. The policy dialogue and reform component will be reinforced by a range of field activities and demonstration sites.

Over the next 12 months (May 1996-April 1997), in-country training activities will be conducted in three major areas: policy training, technical and organizational training, and training of trainers. A Forest Council (with members from the State Directorate for Forestry and Pasture, the Agricultural University of Tirana, the Forest and Pasture Research Center, and selected NGOs) will be asked to participate regularly in half-day seminars to discuss forest policy, regulation, and legislation in Albania and to develop a regulatory reform agenda. Policy seminars and workshops will be offered to a broader audience over the next year. The half-day seminars will be conducted by short-term technical policy experts and the APFDP policy team and will include presentations of research and study results of the local academic community. Approximately four policy seminars are envisioned for year one on a quarterly basis. And town meetings will take place in one village in each of the APFDP's three pilot districts during the project's first year. The meetings will provide an assessment of how the current forestry legislation and supporting policy is perceived, identify gaps in forest policy knowledge, determine the village's expectations of the forest extension officer and the project, and catalogue further technical and organizational development training and information requirements.

Training needs at the local level will be assessed and may include on-farm technical, management, and organizational training. APFDP will also select and train private extension agents. The project expects to find key innovators and provide them with improved communication and management training after which they will serve as "turnkey" extensionists. As farmers' needs evolve in the field, APFDP plans to enroll interested farmers in courses in small business and product development already developed by the SARA project and the FAO/World Bank Albania Integrated Forest Management Project.

Albanian Dairy Improvement Campaign, Phase II/Land o Lakes (LOL). The Albanian Dairy Improvement Campaign Phase II project has provided broad-based educational training on technical topics to 5,100 women in the areas surrounding Tirana, Shkodra, Lushnje, Korce, Kucove, Kavaja, and Durres. The campaign began by organizing women into groups of 15. Each group was led by a volunteer "key" leader trained by LOL field agents. LOL produced and distributed 180,00 booklets through this volunteer network to reinforce the training provided in dairy production,

processing, and business management practices.

The network of women dairy producers has formed two associations: Law and Women's Rights, which has raised funds for educational seminars on issues affecting women; and the Association for Artificial Insemination Businesses, which has received TA from the American Breeder's Association. Fifteen key leaders received training in Italy to become certified breeders and will now train other women. These microentrepreneurs participated in seven in-country training sessions in sanitation, production, nutrition, recordkeeping, hygiene, association building, cooperatives, credit unions, and business management. Training was provided on a volunteer basis by other TA contractors (Support for Agriculture Restructuring in Albania [SARA], the International Fertilizer Development Center [IFDC], SMEDA, NDI, Volunteers in Overseas Cooperative Assistance [VOCA], and the Peace Corps).

Over the next year, LOL will develop this network of women to identify "Star" leaders for every six key leaders to serve as agents in their regions. The Star leaders will also form the basis of a strong, regional alliance with the intent of establishing a national association. During the next year, LOL will train its staff as specialized agents in an effort to develop a sustainable NGO. Staff will be trained in-country and regionally in cooperative and credit union operations, business management, animal husbandry (sheep, goats, and cows), and Star leadership development. In-country, regional exchanges for cross-training purposes will be pursued. Regional training at this time is preferred to U.S.-based training because it is less expensive and more appropriate to clients' backgrounds, languages, and history.

A grant extension through calendar year 1997 will allow LOL to continue to provide TA and training to its indigenous staff in NGO development, fundraising, grant writing, etc., in an effort to establish an independent and sustainable NGO to continue the campaign's programs.

Volunteers in Overseas Cooperative Assistance (VOCA). Since 1991, VOCA has provided 121 highly qualified volunteers from U.S. farms and universities to furnish short-term technical assistance to Albanian government institutions and groups of private farmers. Areas of expertise include agricultural vocational education, veterinary science, farmer organization/association building, and food technology. The volunteer will conduct training "on the road" for three to four weeks in five to seven districts. VOCA also sponsors tailored technical assistance or one-on-one training for new businesses that are members of the National Albanian Farmers Union. In 1997, VOCA will continue to provide volunteers for TA support on a needs basis.

International Republican Institute (IRI). Since 1991, IRI has provided TA and training in support of the democratic forces in Albania. During the last two years of the grant, IRI will concentrate its efforts on the role of Parliament and its relationship with voters. Eleven seminars on relationships with constituent groups were delivered. Before the recent national elections, IRI worked with all political parties to provide week-long seminars on building a political party, running a campaign, campaign communications, etc.

In FY 97, IRI plans to provide TA support to the Albanian Parliament. IRI will place a technical adviser in Parliament and intends to fund ten "fellowships" in Parliament to demonstrate the necessity of professional staffs if Parliament is to be effective and responsive to its constituency. IRI also plans to select four model cities and work closely with the parliamentarians in constituent development. (Note: IRI's FY 97 work plan may change as result of the recent national elections.) Public opinion research methodologies including survey techniques will also be featured during in-country training. An additional concern for IRI is to support newly elected parliamentarians who may have had no experience, background, or knowledge to prepare them for their new roles and responsibilities.

National Democratic Institute (NDI). NDI through the indigenous civic organization it helped create and supports the Society for Democratic Culture (SDC) focuses on strengthening the voice of the citizenry in local and national politics and elections monitoring. Specifically, NDI has worked to create local capacity for election monitoring, voter education, and get-out-the-vote campaigns. It has also worked to create local advocacy groups for fair elections. NDI has provided programs to strengthen the management, educational, and organizational capacities of SDC groups at the national and local levels. It has assisted other NGOs as well as SDC groups to increase citizen awareness of and interest in the democratic process, to hold their representatives accountable for their actions, and to help elected officials effectively communicate their policy agendas to citizens.

A work plan for FY 97 is currently being developed. One focus will be local government roles, responsibilities, and relationships to the citizenry. NDI will also continue its programs of support to SDC groups countrywide.

The Harry T. Fultz Albanian-American Educational Foundation. The foundation was established in 1992 to take an active role in the development of the Harry T. Fultz Technical School's curriculum, management, physical facilities, student activities, and adult education programs for the community. The school is a five-year secondary technical school; in the 1995-1996 school year, 360 students were enrolled in three areas of specialization: mechanical (automotive), electronics (telecommunications), and business. A business development center at the school provides afternoon and evening courses that focus on business-related subjects for the small and medium-sized business person. The school's library houses the Business Resource Center.

University of Nebraska (Nebraska). Nebraska provides the faculty of economics and business administration at the University of Tirana with technical assistance to begin an MBA program in 1996. Thirty students were enrolled in the first class. In FY 97, ten to 12 Albanian instructors from the University of Tirana will be sent to the University of Nebraska for course work in accounting, finance, marketing, and management. Continuing TA support will be provided by U.S. professors through a "team teaching" approach with their Albanian counterparts. A business assistance center

is attached to the University of Tirana primarily for the MBA program; a second business center is located in Shkodra, with two more structures in place for startup over the next year in Korca and Vlora.

Support for Agriculture Restructuring in Albania (SARA): The SARA project is charged with assisting Albania in achieving its goal of food security through market-oriented economic restructuring. Major components of the project include agricultural policy and research, agricultural statistics and market information, agribusiness development, and agriculture university strengthening.

The SARA project has provided significant in-country training and technical assistance in each component since the beginning of the project and seeks to leave institutions capable of carrying on the project. (See attached SARA in-country training grid.) For example, over the next year, the SARA project will provide TA in data summary and calculation of expansion factor and probability of error in anticipation of "handing over" the Service of Statistics and Information unit to the Ministry of Agriculture and Food (MOAF). Two major outcomes of the agribusiness development component are the development of sustainable agribusiness in key agroindustrial sectors/commodity systems to serve as models for other agribusiness entrepreneurs, private consulting firms, the Ministry of Agriculture and Food, the Albanian agricultural research institutes, and the Agriculture University of Tirana (AUT); and the sustainable transfer of agribusiness development capability through on-the-job training of Albanian agroindustry development practitioners collaborating with and employed by the SARA Agribusiness Development component.

In FY 97, in-country training will be provided to enterprises involved in restructuring and implementing business plans. The seminars will be directed to at least 500 Albanian agribusiness entrepreneurs, policy makers, and university faculty in the principles of agroindustry and market development and agribusiness planning and development (SARA/International Fertilizer Development Center [IFDC] "partnership"). The AUT strengthening component collaborates with AUT's agricultural economics and business department to support curriculum development and research. Over the next year, technical assistance will continue in the automation of library services, use of print shop machinery, and the startup of a computer lab. Additional plans call for developing short courses for the agribusiness sector.

International Fertilizer Development Center (IFDC). IFDC works with AFADA, a national trade association of private agricultural input dealers created by the project to ensure that Albanian farmers have access to fertilizer and other necessary agricultural inputs. Since the project began in 1991, training has been an integral part of IFDC's program in Albania. IFDC has conducted five programs in banking and finance for 440 participants, including bankers, fertilizer dealers, and fertilizer factory dealers. Three international study tours have been organized on credit finance, business planning, and procurement, with four "business connection trips" designed for agrodealers and bankers. Over 1,400 people received training in fertilizer dealer and factory development. Another 700 individuals participated in workshops on data collection and analysis, area sampling,

and survey research.

By the end of FY 97, IFDC hopes that AFADA will be able to sustain itself and that appropriate TA and training support will be provided. Regional training meetings will continue to be conducted in business planning, safety and environment issues (use of pesticides), seed and plant stock development (private sector industries), trade association (basic) leadership skills, etc. Informal "orientation seminars" for agribusiness entrepreneurs in such fields as marketing, letters of credit, importation law, and litigation are also planned. "Special days" will be announced when AFADA sponsors an ad hoc presentation; for example, when a foreign company wants to introduce agricultural equipment to the membership and proposes a presentation providing technical information and details. Plans are also being developed for two banking seminars, one in the south and one in the north. Approximately ten trade fairs and missions are planned over the next year.

While IFDC brings in technical experts for training, many of the training activities will involve experts from other TA contractors and grantees (e.g., SARA). IFDC provides training and technical support to the Agri-Business Center operated by the SARA project. A large number of courses will continue to be offered to the agribusiness community, with a focus on TOT activities and courses offered outside Tirana. Videotaped sessions of these courses and training materials will also be more widely available. It is difficult for microentrepreneurs to participate in training activities outside Albania due to time constraints and insufficient English language capability.

Urban Institute/Housing Sector Assistance. Since late 1992, the Urban Institute has provided technical assistance and training to the Ministry of Construction, National Housing Agency (NHA), on the privatization of the housing stock in Albania and the legal and regulatory framework for land development and the privatization of solid waste and water services. Throughout the life of the project, the Urban Institute and its partners have provided and will provide in-country and U.S.-based training to NHA staff on procurement procedures, monitoring of contracts, construction management, quality control, and condominium regulations and operations. A series of in-country training seminars was offered last year in privatization and contracting for regulating municipal services.

In July 1997, a roundtable of mayors from five pilot cities will focus on city problems (municipal finance, land, and infrastructure). Government entities, especially those at the local level, do not have much background and education in these areas. The institute plans to provide in-country, third-country training (perhaps in the Czech Republic and/or Poland) in privatization of infrastructure and project-funded U.S.-based training for 70 to 80 participants on related topics. Subcontractors (e.g., IP3, Harvard University, the International Development Law Institute [IDLI]) will conduct in-country workshops or provide regional training in related topic areas. The institute will provide additional in-country training on how to prepare and manage contracts, thus following up on last year's training.

This project, overseen by the regional RHUDO office in Warsaw as well as by USAID/Tirana, has provided numerous training activities in-country, in the United States, and within the CEE region.

Training identified as beneficial, but for which there are no current project funds (nor have any been developed for FY 97 in this TP), include legal training in the preparation, management, and monitoring of contracts; communication skills to promote communication linkages between government organizations (central and municipal levels); and financial/economic analyses of projects.

Small Business & Micro-Enterprise Development for Albania (SMEDA)/DAI. With work plans for FY 97 not yet formalized or approved, information regarding training activities scheduled for the next fiscal year was not available. However, due to delayed funding, many of the FY 96 activities will still be ongoing. (The complete document, including a Mission Report of State Public Policy Group [SPPG], as well as the 1995 work plan are on file at USAID/Tirana.)

The SPPG review in March 1996 found that Albanian businesses exhibit a high interest in association development and possess a good grasp of the fundamental value of working together for mutual benefit; that associations (that work with SMEDA/SPPG) will continue to need ongoing and structured support to take their ideas from the conceptual level to practical applications, which will ultimately bring them benefits; that policy issues rank high among the reasons businesses form an association and that businesses are ready to undertake activities to effect change in the policies that effect them negatively; that an environment now exists in Albania's business and economic climate to pursue association development for small businesses; that a regional approach to both association development and policy change will have the greatest long-term effect; and that a business resource network will continue to evolve.

SMEDA works closely and cooperatively with other USAID-funded TA contractors/grantees to provide in-country workshops on small business development, often using U.S. experts to provide information. Seminars and workshops took place throughout Albania in 1996, and SMEDA provided technical assistance and support by working closely with local business associations (e.g., Korca Women's Business Association) as well as with individual business owners (e.g., Elbasan flour mill owner).

Recognizing the existence of widespread resources to support business development and growth in Albania, SMEDA sponsored a forum to discuss the value of forming a network of support through the sharing of information. The development, institutionalization, and sustainability of this network "the Albanian Business Resource Network" will continue to be an objective of the SMEDA project through FY 97.

Public Administration Project Albania (PAPA)/DAI. As excerpted from its mission statement for November 1995 through April 1997 (life of project), PAPA provides technical assistance to strengthen local government public management and administration. Using local associations and resources, in-country workshops and seminars will continue to be provided. Topics and issues include public management and administration (operating and capital budgeting, activity-based costing, treasury and cash management, organizing for results, customer service, advisory boards, citizen committees, public infrastructure management for roads, water, sewer, and solid waste

systems) and economic development (improved business retention, expansion, creation, and attraction).

For FY 97 in the area of public management and administration, two cycles of five seminars each are planned for five identified pilot cities (Berat, Duress, Pogradec, Shkodra, and Vlore). The first cycle will feature a strong TOT component with participants taking an active role in presenting the second cycle of seminars. It is hoped that U.S.-based training can be provided through PTPE to enhance the ability of participants in the first cycle to train others in the second cycle. Expected participants include selected officials and others with training capabilities (all with English language capability) from each of the five pilot cities. Funds permitting, a second U.S.-based training course is also planned on economic development issues. A proposal prepared by SMEDA requesting support for this training activity is currently being considered by the Center for International Private Enterprise, USAID (additional), and others.

SARA PROJECT IN-COUNTRY TRAINING

ABC Component

Training Program	Number of participants	No. of Forums and Seminars	Locations and Target Audience
<u>The Albanian Milk/Dairy Industry Commodity System</u> (results of assessments of milk supply, dairy processing, marketing and financing constraints and opportunities presented).	480	4	Tirana, Korca and Lushnja Private and Public Sector participants in the ABC assessment.
<u>Commodity System, Agroindustry and Agrobusiness Assessments</u> (field research methods, data assembly and analysis and report preparation training plus applied field work).	60	5 (plus multiple field trips for on-the-job training)	Tirana ABC office and the AUT campus AUT, MOAF, Research Institute and ABC Personnel
<u>Market Surveys</u> (field research methods and data analysis training plus applied field work).	45	8	Tirana ABC Office AUT Faculty, students and ABC staff
<u>SARA/MOAF Policy Training Seminars</u> (agribusiness development and the role of government; collaborative effort with SARA/MOAF advisors).	100+	3	Durres, Lezhe and Saranda District Office MOAF Personnel.
<u>Albanian T.V. Documentary Film "Making Agriculture Albania's Business"</u> (Three part 90 minute film on Albanian agricultural commodity systems, markets and agroindustry development in collaboration with Albanian T.V.)	750,000 (estimated viewers)	3 (national T.V. and agricultural fair airings)	Albania wide and neighboring countries General public and Albanian/American organizations
<u>The Albanian Finance Sector</u> (field research assessment of the status of Albanian and donor credit programs and loans to select agribusinesses; review of all finance sector legislation; legal and economic analysis of issues affecting establishment of private financial institutions; participation in MOAF credit committee on agricultural finance and preparation of MOAF report on agricultural credit).	7 (at field research level) 16 (in ABC seminars) 12 (Albanian practitioners in MOAF credit committee meetings)	12 (plus multiple field research trips)	Tirana, Kruja, Durres, Berat, Laç, Shkodra, Elbasan, Korça, Kavaja, Lushnja, Fier, Vlora Entrepreneurs, bankers, AUT, MOAF, donor representatives and ABC staff.
<u>Agroindustry Privatization Assessment</u> (field research and legal assessment of the status of past and envisioned privatization of state agricultural enterprises; evaluation of select privatized enterprises).	4	4 (plus multiple field research trips).	Tirana, Berat, Durres, Bexulle, Laknas AUT and ABC staff
<u>Developing Agribusiness Trade Associations</u> (The role associations have at the government level and the private sector).	250+	7	Shkodra, Tirana, Elbasan, Fier, Berat, and Korça MOAF and AFADA dealers
<u>The Art of Marketing</u> (weekly train-the-trainers program for marketing text to be added as course curriculum at the AUT).	10	once a week through August 1996	AUT campus AUT Faculty
<u>English Language and Technical Report Preparation Training</u> (TOEFL level instruction in verbal and written English and comprehension; on-the-job practicums in preparing and translating English language technical reports; training in oral presentation of technical reports at training seminars for entrepreneurs and MOAF district offices).	19	Twice weekly language training for entire group over 7 months; tutorials for individual participants; multiple training seminars.	Tirana, Kruja, Saranda, Fier, Durres, Korça AUT and IFDC staff, Albanian Agricultural Journalists, ABC staff.

SSI Component

Module/Description	Trainer(s)	Participants	Planned Timing
TECHNICAL UPGRADING			
1. Training in Basic Sampling Theory: a. Course Development b. Followup Training	a. Statistical Consultant b. Central Office Personnel	a. Central Office Personnel b. Prefecture/District Personnel	a. 1995. Two months not specified b. 1995/96-3courses of 2 weeks
2. Training in Use of Computer Software Packages: a. Training in Use of "User Friendly" Data Entry/Edit Summarization Package. b. Training in "Canned" Programs	a1. Computer Programming Consultant a2. SSI Computer Programmer b. SSI Computer Programmer	a1. Central Office Personnel a2. Prefecture Personnel b. Prefecture Personnel	a1. Sept/Oct, 1994 a2. Two weeks July 1995, Jan. 1996, July 1996. b. February/March 1995
3. Training in GIS for Developing Area Frame/Selecting Sample.	NASS Experts	Central Office / District Personnel	February - March 1995
4. Training in Conduct of Objective Yield Survey (if needed).	Nass Experts	Central Office Personnel	April/May 1995
ON-THE-JOB TRAINING			
1. Questionnaire Design/Specifications of Computer Edits/Specifications of Summary Tables	SARA Advisor	Central Office Personnel (other personnel as required/available)	July-Nov. 1994 for Central Office Personnel, ongoing others.
2. Management of Data Processing / Summarization.	SARA Advisor	Central Office Personnel	Dec. 1994 - September 1995
ENGLISH TRAINING			
1. Training in English to Upgrade Skills Prior to Receiving U.S. Training	Faculty of Foreign Languages (English Dpt.) Univ. of Tirana	Central Office and District Personnel	To begin in August 1994, continue as needed.

AP and Research Component

Module/Description	Trainer(s)	Participants	Planned Timing
1. Workshop Program on: - The role of the Ministry - Marketing - Agribusiness	AP Advisor Daniel Taylor ABC Comp.	Commune Level Economics Personnel of MOAF 100	April 1995 Three Seminars: Durrës, central section Lezhe, Northern part Saranda, Southern part
2. Marketing Seminar. The seminar reviewed the weekly market price collection & covered a number of marketing topics.	AP Advisor	District Marketing Specialist	November 1996

AUT Component

Module/Description	Trainer(s)	Participants	Planned Timing
1. Computer Literacy and Word Processing	Infosoft, Tirana	3 Print Shop Employ.	3 weeks, 4 hours a day
2. Computer Literacy and Spread Sheets	Infosoft, Tirana	2	3 weeks, 4 hours a day
3. Computer Based Layout & Graphics and Press Operations	AUT Consultants Terry Thornsburry Janet Town	3 Print Shop Employ.	7 weeks, June 1995
4. Computer Literacy & Microsoft Windows	AUT Consultants Jerry Spittle, Victoria Burnett Artan Cami ICS staff	16 AUT pedagogues and staff	4 weeks, July-August 1995
5. Remedial Workshop in Microeconomics. The workshop of 14 sessions covered many of the basic concepts in microeconomics.	American Instructor Catherine Neumeyer	9 AUT pedagogues Economics Dpt.	14 Sessions
6. English Course		188	
- Begginers	Ajkuna Thanati	38	
- Intermediate	(English Teacher)	34	
- Advanced		40	
- TOEFL	Heidi Meinzer	26	
- GRE	Mark Brici	6	
- Listening and Pronunciation	(Amer. Instructor)	14	
- Academic Writing		30	

APPENDIX B

List of USAID Staff and TA Contractors and Grantees Contacted

USAID

Patricia Bekele, Partnership Training Specialist
Cameron Pippitt, Project Development Officer
Stephen Haynes, Agricultural Officer
Parrie Henderson, Program Economist
Norm Sheldon, Agriculture Market Systems (TDY from AID/ENI/ED/AG)
Connie Collins, Health Officer
Petra Reyes, Health Officer
Susan Matthies, Health Officer

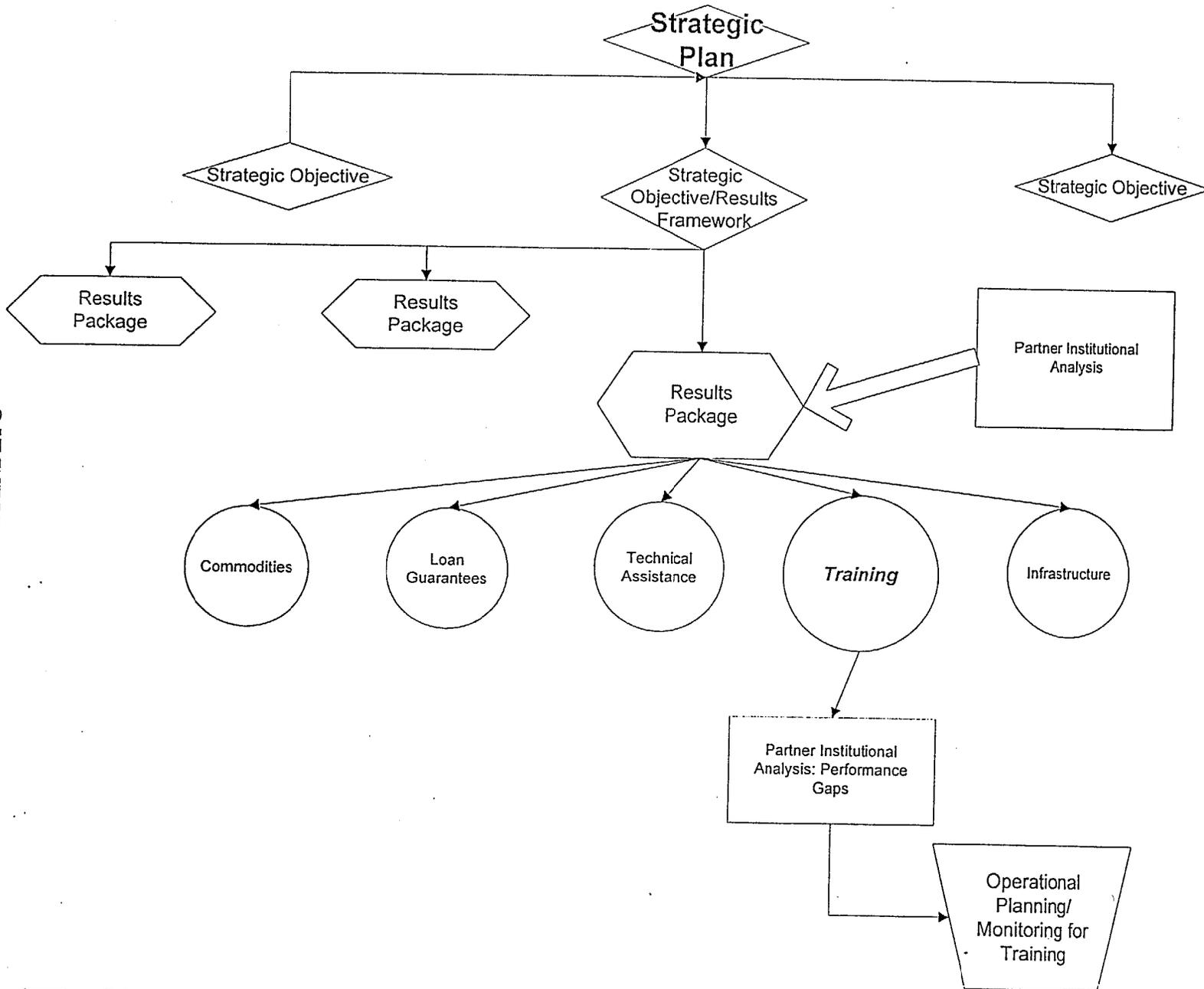
TA Contractors

Human Resources Development (ORT): Charles Tesar, Claudia Janiszewski
International Fertilizer Development Institute (IFDI): Raymond Diamond, Claude Freeman, Elaine Reed
Volunteers in Overseas Cooperative Assistance (VOCA): Kristin Giantris
Partners for International Education and Training (PIET): Matty Thimm
Land o Lakes (LOL): Deborah Wagner
International Republican Institute (IRI): Peter Dickinson
Urban Institute: Edi Joxhe
National Democratic Institute (NDI): Alicia Allison
SARA (Winrock International Consortium): John De Boer, John Litschauer, Roger Kraynick, Heidi Meinzer, David Kunkel
American Bar Association/CEELI: Joseph Clough, Robert Pulver
Small and Medium Enterprise Development for Albania (SMEDA)/DAI: Russell Thirkell
University of Nebraska: Diane Hambley
Democracy Network (ORT): Lisa Davis
Private Forestry Development (Chemonics): James Seyler
Public Administration Project Albania (PAPA)/DAI: Hugh Nichols
SEATS Project: Laurel Cappa, Joan Haffey

Other Resources

USIS: Charles Walsh, Guri Lekloti, Agim Tola
Peace Corps: Patricia Johnson

Training Under Reengineering



APPENDIX C

C-1

USAID/ENI/HR Technical Assistance Project
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