

REPORT

Assessing the Current Anti-corruption Training for Albanian Public Administration and a Framework for a Proposed New Anti-corruption Training Program

Prepared by

**William L. Rosenberg, PhD
International Consultant**

**Prof. Assoc. Evis Alimehmeti
National Consultant**

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TABLE OF CONTENTS

I.	Executive Summary	5
II.	Assessment of Current Anti-Corruption Training Courses	7
III.	New Anti-Corruption Training Program	13
IV.	Recommendations and Conclusions	19
Appendix A. List of Institutions and Persons Interviewed		24
Appendix B. Guide of the In-Person Interviews		25
Appendix C. Focus Group Discussion Guides		28
Appendix D. Survey Assessment Questions		30
Appendix E. Introduction to Public Administration Training Course		37
Appendix F. International Anti-corruption Trainings Available		39

ABBREVIATIONS

ASPA	Albanian School of Public Administration
CoE	Council of Europe
EU	European Union
HIDAA	High Inspectorate for Declaration and Auditing of Assets
OECD	Organisation for Economic Co-operation and Development
OSCE	Organization for Security and Co-operation in Europe
PACA	Project against Corruption in Albania
TIPA	Training Institute of Public Administration
UNCAC	United Nations Convention against Corruption

I. EXECUTIVE SUMMARY

This report is designed to provide the OSCE Presence in Albania with a review and analysis of trainings that could assist the Albanian Public Administration School (ASPAS) in improving the capacities of public administration in their efforts to fight corruption in Albania. This report documents the activities and findings of the Expert Team, which included both international and national experts with an extensive background in assessments, good governance, and anti-corruption. The goal of this report is not to provide an assessment of ASPAS but rather to provide a basis to assist ASPAS in terms of their anti-corruption training.

The process of this effort included an environmental scan of materials related to anti-corruption that might be relevant for the Albanian Public Administration, a review of current anti-corruption training conducted by ASPAS and others, a desk review of the revised current legal framework of ASPAS, and a review of the draft anti-corruption strategy. The team then conducted in-depth interviews with eight central government and independent institutions, four international organizations based in Tirana, two local government units, three independent experts and one non-governmental organization. Three focus group sessions were conducted. Two of them were with public officials of different ranks at the central level and one with the public officials at the local level. In addition, a questionnaire was designed and distributed to different public institutions at the central and local level, in order to obtain the perspective of administrators on the needs for anti-corruption and good governance training. The findings of the questionnaire and focus groups were evaluated to provide an assessment of training needs. On the basis of these activities, this report provides a series of research findings, a set of proposed anti-corruption training modules, and recommendations for policy implementation.

This report suggests new anti-corruption efforts related to the Induction Training provided to all new civil servants as well as several specific training modules for specific public official categories. The training modules include what constitutes corruption, ethics and codes of conduct, the right to information and data protection, the recruitment for public officials, procurement, conflict of interest, money laundering, corruption risk assessment, anti-corruption training for political officials and others. In addition a specific training is proposed for anti-corruption focal points in the main institutions at the central at local level who coordinate, implement and monitor the anti-corruption strategy and action plan. These modules are detailed in terms of overall training for all public officials including administrators of various levels dealing with local and central issues. Other thematic topics suggested for consideration included training related to the concealment of assets, rules for interactions with contractors and service providers, political and charitable contributions, reporting policies and the use of compliance officers, consideration of rules and practices if a whistle blower model is implemented by law or policy, and zero tolerance policies.

Some of the key findings and recommendations of the Expert Team include expanding the current Induction Training to engage more in topics related to anti-corruption, and to provide training which is tailored for different audiences including general introductory training for all public servants and specialized or advanced training for specific personnel. This report provides a number of specific training modules related to anti-corruption issues as well as a set of additional thematic topics that are proposed for ASPAS trainings. Some training presented are

introductory in nature, such as procurement which is to be provided broadly, while others are specifically designed for those in particular governmental functions or supervisory/leadership roles.

The use of online training should be considered as both a vehicle to provide more cost effective training and also to provide standardization. Online training may also increase opportunities to obtain more internationally based trainers and training. There should be recognition of the similarities and differences that need to be considered at the local versus central levels of government. Training should not only be in a lecture format but also employ case studies and problem solving activities. Training should be an on-going process along with assessment. Consideration should be given to establishing a culture of assessment that would include certification of achievement via training rather than simply attendance. This could serve as a basis of merit pay and advancement. There should be a yearly training program designed for each Albanian Ministry.

Finally, consideration should occur regarding the upcoming substantial increase in the size of the civil service and its impact on training. This would specifically relate to resources available (ASPA staff size, trainers, facilities, etc.) and modes of training, whether they be face-to-face or online.

II. ASSESSMENT OF ANTI-CORRUPTION TRAINING

This paper is developed within the framework of the OSCE Presence in Albania mandate to support public institutions in implementing anti-corruption measures. It was specifically designed to assist the Albanian School of Public Administration (ASPA) as the main public institution in providing training to public administration officials at the central and local level, in an effort to ensure a professional and sustainable Albanian Civil Service. This assessment was specifically designed to evaluate what current trainings are being provided to public administrators in Albania, principally by ASPA, and what new or revised trainings could be undertaken to combat corruption. This work is not designed to be an assessment of ASPA in terms of their operations, activities or accomplishments. The report does make recommendations of some revisions of current programming, new modules for training and recommendations regarding service delivery.

This report highlights the main issues confronting ASPA related to the anti-corruption training and provides recommendations for improving the scope and types of trainings, at both the theoretical and practical level. The paper is also designed to provide new ways in which the training may be enhanced, suggestions for potential new modules of training as well as adding materials to the existing Induction training. This document also makes some further suggestions regarding how ASPA may reach beyond the scope of just public administrators and engage with others within the society to confront corruption.

The Expert Team found that there is a clear recognition by state authorities, international organizations, and within those in the public that corruption is prevalent in Albania and this deprives the country of both political and economic progress. In response to this, Albania is developing an anti-corruption national strategy and a related action plan as well as amending its anti-corruption legal framework.

In light of these developments, the goal of this project was to present models which promote a sustainable, educated and motivated public service by developing a new comprehensive and updated anti-corruption training program. It was understood that the new size, composition, and the hierarchy of levels of public administration, along with the complexity of the potential training areas needed to be addressed.

ASPA Legal Framework

In 2009, Albania submitted its formal application for EU membership. Following the application, the European Commission issued in November 2010 its opinion with regard to the Albania's application highlighting twelve key priorities to be fulfilled in order to progress in the candidate status negotiations. One of the key priorities to be accomplished included the adoption of the Law on Civil Service, as an important piece of legislation for building a professional, effective and merit-based public administration. This would be considered an essential anti-corruption strategy.

The new Law on Civil Servants No. 152 was adopted on 30 May 2013 and entered into force in June 2013 upon publication in the Official Journal. The provisions of the new law afford the civil status protection to a larger range of members of the public administration. The law also provides a classification of civil service positions, based on the category, class and the nature of the position.

An important part of the new civil service law relates to the establishment of the Albanian School of Public Administration (ASPA). The School had been established before the entry into force of the law by a decision of the Council of Ministers. However, the provisions of the law formalize its role as an institution providing vocational training of civil servants, as well as any other individual, national or international, who is not part of the civil service and that meets the required criteria. In September 2013, the Albanian Council of Ministers adopted a Normative Act postponing the implementation of the provisions of the law for six months from the date of the entry into force.

Prior to the establishment of ASPA, the Training Institute of Public Administration (TIPA) provided training to the public administrators in Albania. For a number of years TIPA conducted a number of short-term courses directly or indirectly related to corruption topics, such as ethics and prevention of conflict of interest.

Methodology

In order to provide an independent and unbiased set of findings and recommendations, an assessment of the anti-corruption training was undertaken. In order to accomplish this task an Expert Team with the support of ASPA and the OSCE Presence in Albania, established a methodological approach of assessing the present situation and providing recommendations for a new anti-corruption training program. The methodology included an examination of current offerings, meetings with key stakeholders through in-depth personal and group interviews as well as focus group sessions. The participants included public officials at various ranks within the public administration at the central and local levels. Many of them have received anti-corruption training at some level in the past. These interviews and focus group sessions provided a vehicle for public officials at both the central and local levels to express their perspectives about anti-corruption trainings. The Expert Team also developed a survey of stakeholders to gain further information at both the central and local levels.

Initially, the Mission Team conducted an environmental scan of materials related to anti-corruption that might be relevant for the Albanian Public Administration. Using the Team's expertise, this included a review of materials on the internet including research on anti-corruption training courses of similar international institutions, as well as a desk review of the revised current legal framework of ASPA, the draft anti-corruption strategy, and relevant information related to the current training by ASPA, donor organizations and other institutions for the Albanian public administration in the anti-corruption area.

ASPA provided a report document titled "Current ASPA Training" that summarizes the types of trainings and their frequency, and provided the Expert Team with a measure of the current state

of offerings. ASPA reported that they provided 11 training courses on a variety of topics including the issues of conflict of interests and ethics. These courses were targeted at both the central and local levels. The inventory reported the current training activities undertaken by ASPA, donor organizations and other institutions for the Albanian public administration in anti-corruption area.

The Team established a set of question areas such as organizational perspectives on corruption, performance measures, training needs on anti-corruption topics and baseline factors (See Appendix B for a guide for the in persons interviews). The experts then conducted informational interviews with key stakeholder (See Appendix A for a list of interviews). The informational interviews included national and international organizations as well as domestic administrative offices at the Central and Local levels.

All of these prior activities provided the experts with a basis to develop their recommendations. Various data collection methods including, focus groups and survey instruments were used to complement the information that was gathered in the informational interviews. On that basis, the team established focus group discussion guides that would be used in three separate focus group sessions. Two were with central office officials and one was with local office officials. These focus groups were conducted on a range of issues related to anti-corruption training, with both the central government institutions and local/prefecture levels of the Albanian Public Administration. The discussions were then summarized, elaborated and evaluated by the Expert Team.

Additionally, an assessment survey related to training for public administrations in Albania was developed collaboratively by the Expert Team. The organizations that met with the Team for the informational interviews, along with some relevant organizations who did not meet the Team, were also asked to complete the survey. The overall response rate for the assessment survey was 38.7%, even after repeated requests to complete the survey by ASPA. The response rate to the surveys was somewhat disappointing at the Central Office with only 9 out of 16 surveys returned. The response rate was much more disappointing at the local level, with only 3 out of 15 responding. It should be noted that the response rate was generally higher at the central level offices where informational interviews were conducted. During all informational meetings, participants were informed about the forthcoming survey and that they were to complete the surveys. The somewhat low response of institutions may be a proxy measure of the lack of a culture of assessment among administrators. Even with the modest response rate, the respondents provided a wide range of ideas that were qualitatively considered, elaborated and evaluated.

Assessment Research Findings

The following findings were developed based on research conducted at the central and local levels using in-person interviews, focus groups and through the use of a survey assessment that was mailed to potential respondents. This research effort was not designed to be an assessment of ASPA, but rather to collect perspectives about current anti-corruption training. The points made below are reflective of the perceptions of participants or stakeholders related to anti-corruption training.

The main findings of the assessment addressed:

- Schedule and organization of the trainings;
- Selection and attendance of the participants to the training;
- Content and methodology of the trainings;
- Areas to be considered for additional training;
- Institutional awareness campaign.

- *Schedule and organization of the trainings*

There does not presently appear to be a *formal training schedule* including a prescribed frequency of initial and advanced coursework. Some officials who participated in the focus groups considered training a continuous process and hence on-going refresher trainings are important to update their knowledge as to procedures and laws that may change, as well as to simply refresh one's memory. There is also appears to be no yearly schedule of trainings that is collaboratively developed between ASPA and the Ministries to assure that their training needs are discussed and then implemented.

There should be *different levels of training programs*, designed for beginners through advanced personnel, with different topics of training that are specifically designed and targeted to each segment of public officials. Participants suggested *separate trainings for the local government* employees, which would address the needs of the local government activities. However, the phenomenon of corruption was cited as often related to many of the same factors at the local as well as the central level. It was pointed out that at the local level public officials sometimes received pressure for irregular practices or corruption from their superiors/supervisors.

There was also a need for *different types of trainings for high officials and managers*, particularly in terms of leadership and managerial issues.

There was a request for more *online training* by both central and local level officials. Online training impacts how one receives training, the frequency and the access to training, how many can be trained, as well as the ability to have access to international organizations and experts. The online training provides also a positive cost benefit outcome in terms of training arrangements.

- *Selection and attendance of the participants to the training*

There appeared to be a weak degree of communication with the authorities of the institutions regarding the fair selection of the participants who participate in the training and who would benefit the most from trainings. Access to trainings for all employees in accordance to the relevance of the topic of the training and the respective area of activity does not appear to be fully implemented. The participants in the focus groups indicated a limited sharing of the information that they received at training with co-workers.

It is reported that trainings have in some cases *issues with attendance and degree of participation*. It was reported that participants came to the training and then left as they were called back to their offices. A conflicting perspective about the degree of use of assessment of learning arose during this study. Some cited a “pass” score while other indicated there was none. There appeared to be no discussion of the significance of attendance or achievement serving as the basis of promotion decisions. Currently, one’s training history does not appear to be monitored by supervisors. These issues impact the perception of the importance of the training for the employee and their supervisors.

There was also a sense that sometimes the *group trainings were too large* and there was a limited use of breakout or group sessions to *conduct role-playing or problem solving exercises*.

- *Content and methodology of the trainings*

The training of public administrators was reported as sometimes *too theoretical, general, and too brief in duration* in some cases. Some felt that present amount of time was sometimes counterproductive and topics could be presented in different ways.

There was a sense that trainings were *not always designed to meet the specific needs* of the civil servants based on their role or background. In general, it was reported that the trainings often did not recognize the categories of the civil servants, in terms of their level, expertise, or area of activity. This was particularly mentioned with regard to trainings taken beyond the Induction course.

The training provided by the HIDAA on the Prevention of the Conflict of Interests organized with the support of the OSCE was considered useful. One of its best features included the *combination of examples from practice along with theory*, the organization of lectures in an interactive way, and the use of small group discussions with experienced and skilled trainers. The training on the Protection of Personal Data was also highly rated for the expertise of the trainers, the quality, and the organization of the distributed materials. The information included in the binders provided was specifically cited as being useful beyond the training. These materials have been consulted in several occasions for specific issues.

- *Areas to be considered for additional training*

Some specific areas were mentioned where more training is needed. These related specifically to the need for more information on how to prevent corruption. This was especially the case regarding information on the forms and types of corruption addressed by the Criminal Code. It is essential to ensure that current policies and laws are updated and reflected in the training sessions. Trainings on the on-line procedures for procurement, economic aid, and administrative reforms remain important and should continue. Ongoing training on the topics of conflict of interest and transparency, especially in view of the elaboration of new and advanced techniques were areas where training could be considered.

In terms of local training, participants identified the need for more training on the specific functions and activities related to the local government bodies. This included a focus on legal and financial training materials. This is especially the case for new personnel.

Trainings on English language skills, as well as writing rules and terminology related to the formal documents in Albanian were also identified as needed.

- *Institutional anti-corruption reports*

There was no mention by any of those who met with the Expert Team of annual reports which are prepared for each institution containing simple and concise information about the extent of corruption activities, measures to address anti-corruption, and successes that had been obtained.

III. NEW ANTI-CORRUPTION TRAINING PROGRAM

The analysis of the findings above leads the experts to suggest a new Anti-corruption Training program. The Albanian government conducts a wide variety of training for those in the Public Administration. One of the cornerstones of such training is the Induction Training that members of the Public Administration participate in during their probationary period. It was realized that the Induction Training is not meant to be the entire anti-corruption training program, but it is a wide-ranging training opportunity for all new public administrators. These eleven (11) days of training cover a broad range of topics designed to assist new employees in their new tasks within the government. The current training takes place at both the central and local administration levels. Appendix E describes the current Induction Training in Albania, some of which deals with anti-corruption issues.

The Induction Training provides an overview of several different aspects of training. The Expert Team through the interviews, Focus Groups discussions and Survey were introduced to various specific trainings offered to different levels of the administration. These dealt with anti-corruption issues, such as Ethics in Public Administration, Prevention of Conflict of Interest, Public Procurement, and Data Protection. After the evaluation of all the courses offered by ASPA, and its new objectives and mandate related to adoption of effective anti-corruption policies and measures, a comprehensive anti-corruption program composed of several training modules on topics relevant to the anti-corruption guarantees is proposed. The new courses could build up on the experience of previous successful courses such as the one on the prevention of conflict of interests, public procurement, and data protection.

The proposed training program may be structured as follows:

- Anti-corruption topic in the Induction Training course;
- Training Modules on Corruption Prevention and Integrity;
- Trainings designed for all public servants;
- Training designed for senior officials;
- Thematic courses on anti-corruption issues.

Induction Training: General Information on Anti-Corruption Measures Sessions.

While several of the days may have topical discussions related to anti-corruption, currently Day 4 in the present training module is most clearly related to anti-corruption issues. The Expert Team recommends adding another half to one full day on general information about anti-corruption measures in the Induction Training.

Lectures could include basic information regarding ethics in public administration, conduct for the prevention of corruption, general rules on conflict of interest, post-public employment, general and specific duties and obligations of civil service staff including topics such as transparency and access to information should also be considered. Information should be of general nature, designed to provide participants with the basic information regarding unethical

behavior, corruption, and organizational and individual responsibilities. The methodology of the lectures should include lectures, discussions, case studies, group work, etc.

Participants: all inductees

Duration: 1,5– 2 days

Training Modules on Corruption Prevention and Integrity

The Expert Team suggests that a series of specific modules beyond those offered at Induction Training on anti-corruption be included in the training program provided by ASPA. Some of these would be designed as general trainings and others specific to a particular sector or level in the public administration. As it is often noted, there are corruption offences that are committed deliberately for personal profits, while there are other offences that are committed not deliberately for corruption purposes, but they are often reported in the belief that they are normal practice and do not amount to corruptive actions. Consequently, training should include detailed information about what constitute corruption, how to avoid it, forms of corruption, sanctions, correct procedures of decision making, integrity issues, etc.

The following topics may be considered as central themes for trainings on anti-corruption. Each of the topics could be developed in 1-2 days each, not necessarily in the following order:

Training Modules for all Public Servants

Module 1: Corruption, what constitutes corruption?

The training must include information about the provisions of the Criminal Code. This would include the definition of corruption, the forms of corruption, how to identify and avoid corruption, who could be held liable for corruption offenses, methods to deal with situations of corruption if confronted with it, as well as the responsibilities of administrators, and sanctions that might be employed. Cases and situations from practice should be considered.

Participants: all levels

Duration: 1 day

Module 2: Ethics and Codes of Conduct

The module should elaborate the ethical responsibilities of public servants, individual behaviors that may undermine the confidence of public. The legal framework with regard to ethical rules in the public administration and the institutional Codes of Conduct should be the main focus of this module. Given the nature of rules of ethics, the use of the simulations with cases from practice, along with exercises and best practice examples are very important. The module

should also aim to contribute to increasing the awareness of the behaviors of individuals and to encourage reflection about anti-corruption behavior.

Participation: all levels

Duration: 1 day

Module 3: Right to information and Data Protection

The module should focus on the legal framework related to the right to information as a guarantee for transparency and responsibility as well as how the law on data protection safeguards personal rights. The module should address the rules regarding publication of information, confidentiality, and the protection of vulnerable and sensitive groups. The course must provide guidelines with regard to situations where both the duty to protect private data and the responsibility for giving information are involved. This module would stress the importance of reaching the right balance between these two interests in relation to efforts to prevent corruption.

The course should also aim to construct the right balance with regard to the right of the public official to communicate or speak up about issues of their concern and/or find ways to address them.

Participants: all levels

Duration: 1 day

Training Modules for Mid-Level Officials

Module 4: Recruitment for Public Officials

The module should be designed especially for Human Resource officers and other officers in the management process. Members of the Legal Departments of all public institutions could also be included. However, the focus should generally be on the personnel that are in charge of hiring. The main topics of this module should be the observance of the recruitment procedures as provided by law, the guiding principles related to fairness, transparency, merit and non-partisanship. Also to be included are human resource issues such nepotism, and promotion. The training should aim to encourage the effective implementation of the criteria without creating systemic barriers.

Participants: Human Resources officers and management level

Duration: 1 day

Module 5: Procurement Procedures

The module should be designed for procurement unit officers. There should be a separate training for local government and central government personnel. It is recognized that there are different and specific needs at the local government level. These modules should include the provisions of the law on the procurement and International Standards (UNCAC, OECD Convention). It should include what constitute corruption in procurement, measures on how to avoid corruption in procurement procedures, and best practices. The trainings offered by TIPA and the Public Procurement Agency on the procurement procedures, have had a very positive impact and could be integrated into these modules. One example of a training module on procurement is also included in Appendix F.

Participants: Procurement Unit Officers

Duration: 1 day

Module 6: Money Laundering

The module should be designed to provide advanced information on the legislation and policies that prevent and detect money laundering. Information regarding the definition of money laundering, different forms and processes of money laundering, the risks and consequences of money laundering and sanctions along with other related concepts are to be included in the course. The ultimate goal of the module should be the construction of techniques to detect, interrupt and prevent these activities. The understanding of the ties between the money laundering and the bribery of public officials should also be a focus. Cooperation with anti-money laundering agencies and the prosecution office should be considered.

Participants: financial officers, auditors

Duration: 1 day

Training Modules for Senior Officials

Module 7: Conflict of Interest

The module should focus on the definition of conflicts of interest, prevention and the rules to follow in cases of conflicts of interest. Lectures should include elaboration of the provisions of the law on the prevention of the conflict of interest as well as the practical consideration of the concept. The discussions on the conflicts of interest should focus not only on the theoretical aspects related to competing interests, but especially the practical application of the rules and policies, including bribery and illicit enrichment. Although conflict of interest has a broad spectrum, the course must be designed essentially for employees in the decision making level, following the definitions provided in the Law for the Prevention of the Conflict of Interests.

Participants: manager level officers, human resource officers
Duration: 1 day

Module 8: Corruption Risk Assessment

The module on anti-corruption risk assessment should be provided to higher level managers and supervisors at the central and local levels. The module should provide training on the techniques for identifying the probabilities for a violation and the impact of a violation. This would include the analysis of the micro and macro causes of corruption, attitudes, pressures, temptations, cultural causes, and issues related to non-observance of or failure of anti-corruption strategies and policies. Trainings on risk assessment typically are based on group discussions. A risk assessment manual has been prepared by EU/CoE Project Against Corruption in Albania (PACA) and could serve as the basis for the information of the course. As it is often argued many anti-corruption risks are really “local” in nature, therefore a module of anti-corruption risk assessment specifically for local government employees should also be designed based on specific needs for corruption prevention and risk analysis on the local government level.

Participants: supervisory level officers and anti-corruption focal points
Duration: 1-2 days

Module 9: Anti-corruption Training for Political Officials and Others

While it is clear that ASPA does not have a mandate to train political officials they could consider coordinating training with appropriate senior office holders and those outside the public administration such as appointed political officials and perhaps prosecutors and judges to receive specialized appropriate trainings. These training should be conducted independent of others to provide either a leadership perspective for senior officials or trainings specifically oriented toward those involved with judicial activities and not in the public administration. Materials developed for current ASPA training to public administrators may also provide information to educate the political leadership.

Participants: elected officials and officials outside the Public Administration
Duration: 1-2 days

Module 10: Anti-corruption training for focal points related to the implementation of the anti-corruption strategy and action plan

The training should focus on anti-corruption policies, with a focus on the Anti-corruption Strategy, which by the time of the implementation of the new training program, will have been adopted by the government. The training should be designed to train the administrators to assess corruption risks in their respective institutions and to have the foundational understanding to develop an action plan to address anti-corruption tasks and measures based on the Anti-corruption National Strategy. The training is to provide guidelines for the public officials that can be applied to their respective institutions, as well as advise them on how to deal with

specific practical anti-corruption problems. Training should include on assisting them how to report on the progress of the National Action Plan implementation, and how the policies adopted in respective institutions have addressed those objectives.

Participants: Anti-corruption focal points

Duration: 1-2 days

Additional Thematic Anti-Corruption Training

Specific topics for anti-corruption training for specific sectors should be developed. Thus, training on corruption in sectors such as education, health system, as well as other sectors which will be identified in the National Strategy against Corruption should be considered. This approach will provide a better understanding how corruption impacts the effectiveness of public services by the government and enhance public confidence. The focus should be on the elaboration of the tools and measures to identify and address corruption in various sectors. This approach serves to develop accountability which is an essential instrument in the fight against corruption.

Other topics for anti-corruption training could also include the followings:

- Custom related violations;
- Concealment of assets;
- Rules for the interactions with contractors and service providers;
- Political and charitable contributions;
- Reporting policies and the use of compliance officers;
- Zero tolerance policies.

In addition, particular consideration should be given to establishing “Whistle Blower” law and regulations and training related to them which allow public officials and citizens to report activities that they believe involve corrupt practices. It would be essential that such laws also provide protection for the identity of those who report, to prevent them from facing negative consequences. Help lines and whistle blower models, which protect the person from sanctions and or retaliation when inquiring or reporting, are implemented by legislation or policy, training in these areas is essential.

IV. RECOMMENDATIONS

In addition to the modules of Anti-corruption training the Expert Team proposes the following recommendations. These recommendations include suggestions for improving the implementation of training by ASPA.

The Inclusion of Additional Anti-corruption Topics within the Induction Training Program

Through ASPA, the Albanian government conducts a wide variety of training for those in the Public Administration. One of the cornerstones of such training is the Induction Training that members of the Public Administration participate in during their probationary period. The Expert Team recognized that the Induction Training is not meant to be the entire anti-corruption training program, but it is a wide-ranging training opportunity for all new public administrators. Through this project, the Expert Team was introduced to variety of specific trainings offered to specific sectors of the administration. It is recommended that an additional day be provided in the Induction Training to deal with anti-corruption topics. The inclusion of more specific information on anti-corruption is likely to an enhancement of the experience to those who are already undergoing training.

Annual anti-corruption training program

All organizations within the government should develop in conjunction with ASPA, an annual training plan for their staff. ASPA should specifically solicit training assistance from the Ombudsman, the Office of Internal Audit and others who both offered and could provide training. These trainings could be videotaped and provided on-demand. Trainings should also be structured to the induction or introductory level as well as an advanced or specific level. Not all training is necessarily appropriate for all administrators based upon their experience, role and sector. For example, risk analysis may be more appropriate for auditors, while procurement would be appropriate for virtually all offices. Specific trainings may also appropriate for the construction, transportation, education, energy, border and customs control, healthcare, banking and financial fields.

There should be refresher trainings offered on a routine basis so that administrators maintain their knowledge base. Additionally, each ministry should be requested to submit each year an annual training request to ASPA so that the Ministry can provide input into the specific training they desire for their staff.

Training should be frequent and distributed in a reasonable manner throughout the year. The frequency depends on the topic and the target group for the training. However the distribution should be regular and logical.

Those in senior positions in the public administration may be considered for separate training from those in the mid and lower level of the public administration for anti-corruption training.

Methodology and Additional Information Sources of the Trainings

An important and promising avenue is that ASPA appears to be committed to two initiatives. One is the sense of continuous training rather than simply one-time training, which is now presumably through Induction Training or additional introductory training. Follow-up and advanced training is also essential both to refresh the administrators' knowledge and update them with regard to changes in laws, policies and best practices. The second is a view toward undertaking research and publishing materials in the field of Public Administration by ASPA and others to better understand current approaches and develop information about best practices. This could include the use of comparative studies as well. Both of these initiatives are dependent on appropriate staff and funding to be successful.

Training programs should provide a mixture of lectures and problem solving exercises to provide participants with both theory and practice. The training should include access to pre-training materials as well as materials that can be accessed as reference materials after training is completed.

The training may be expanded to include international laws and practices beyond those of Albania. These may include those by the UN, Council of Europe, OECS Conventions, FATF and others. By understanding and implementing the international laws and practices Albania will be included in the world-wide anti-corruption movement.

Selection and Support of the Trainers

University professors familiar with anti-corruption issues could serve as a group of trainers. Additionally, there is the issue of training provided by practitioners and or other trainers. Adequate fees should be provided for trainers to 1) develop training course materials, 2) provide for the training of various trainers, as well as 3) undertake the actual instruction. These three types of contracts offered by ASPA must be adequate to support high caliber persons to undertake these functions. There may well be an issue of pay scales being at an appropriate level to encourage international experts versus domestic experts to travel and participate in training activities.

Support should be considered for follow-up mentoring and coaching of trainees. Training could also include the use of assignments or exercises which are evaluated by the trainer or mentor resulting in certificates for trainees, including high "honors" for meritorious completion of training. These could also have some relationship to increases in pay and or position.

Effective evaluation system of the knowledge gained through the training provided

There needs to be the development of a culture of assessment to accompany an effective training program. An effective evaluation system at the end of the trainings should be in place. There should be a consideration for a certification of training rather than a certificate of attendance of training. A minimum threshold for achievement should be considered, perhaps a score of 65 or

70. A score of 80 or 85 should be considered for meritorious completion and could be considered in merit raises and promotions.

In addition, an effective evaluation of the training obtained by those in the public administration should be considered for the purposes of salary and promotion.

Online trainings

This would provide the opportunity for those in Albania to receive training 24/7 from any location in the country that has internet access. This may be their home, office, ASPA headquarters, at a university, or a local or prefecture office. This would remove the issues associated with travel as well as scheduling issues. Furthermore, it provides a consistent training throughout the country. In addition, it may more easily permit the use of international trainers and international training programs.

Training for local level administrators should include consideration of regional trainings to diminish travel issues, but still recognizing sector and role differences, when appropriate.

With the upcoming change in the definition of who is a public official, the number in this classification will rise dramatically. ASPA must develop a strategy to train such a large number of persons, many of them in positions that have never received such training. The use of online training and assessment may be a vehicle to accomplish this. Additionally, videos available online or distributed to offices may be a practical option as well.

Institutional communication and cooperation with other partners

A stronger communication relationship with the authorities of the institutions would contribute to a better and more equitable selection of the participants in the training that would maximize the benefits of the training. The area of activity or sector of the participants, their level of expertise and relevance of the topic of the training to their activities should be considered in providing individuals with training. ASPA could also seek to reach out to various civil society groups, schools, and the private sector to extend the impact of ASPA on ultimately reducing corruption in society. Many factors may play a role in working to reduce corruption. These may involve training, provided by ASPA, other Albanian government entities, educational institutions, and international NGOs. ASPA should be in a position to either deliver the training or serve as a central clearing house, providing resources and linkages to other appropriate sources of training.

All government ministries, with the assistance of ASPA, should seek international financial support to address specific issues related to anti-corruption training. Various offices not covered by ASPA training should be considered for potential training. These include the police, military, legislators, and those in the field of education. While ASPA may not be the direct service provider, they should be in a consulting or liaison role. Presently many offices never send requests for training. ASPA should be more proactive in developing mechanism for offices to

organically identify their specific training needs, in addition to basic training that all persons in government should receive.

The sense that ASPA will be able to simply charge for services is likely to yield less training opportunities. Offices that see no need for training are unlikely to request training they actually do need, if there is a cost. Central government funding would seem essential to fund training or a mandate that a specific percentage of a ministry budget, perhaps one percent (discussion should be undertaken to confirm this percentage), be allocated to training provided by ASPA. Remaining dependent on donor sources appears to be only a temporary and unstable arrangement for civil servants to be trained. With a dependent role, Albania is reactive to international concerns that may well be appropriate but creates the situation where the Albanian government has “little skin in the game” and as a result does not fully engage in the activities. There should be consideration given to associate with other regional governments in terms of providing training on core areas and specific needs.

ASPA awareness campaigns and other outreach activities

ASPA should work in concert with other relevant actors to develop institutional awareness campaigns about anti-corruption. Various techniques may be used, including the distribution of leaflets and the preparation of annual reports. The government should issue reports containing simple and concise information regarding anti-corruption measures as well as address issues that have arisen and how they have been resolved.

The following may be beyond the scope of ASPA’s charge; however ASPA could consider the recommendations below:

- The use of universities as a partner should be considered by ASPA. This would include universities within and outside of Albania that can provide international perspective. Specifically, ASPA should consider public sector partnerships with national and regional universities in Albania to provide anti-corruption training in two ways. The first is to offer seminars through the auspices of ASPA. In this way, university professors not currently engaged with ASPA, but familiar with anti-corruption issues could serve as a group of trainers. The second and perhaps more fundamental way is through the courses being offered presently at the undergraduate, graduate and professional levels in the area of anti-corruption identification, ethics, and the resolution of corrupt activities. In this model, students who may enter in the public service, before even they become members of the Albanian Public Administration will already have been exposed to the variety of issues and means to address corruption.
- Consideration of anti-corruption modules should also be expanded into the primary and secondary schools. Much of corruption is a social-cultural process. By providing youth with an understanding and appreciation of the negative consequences of corruption, corrupt practices would likely be diminished and will not be tolerated as the child ages into adolescence and adulthood. Corruptive practices would likely be diminished, and not tolerated as the child ages into adolescence and adulthood. This training needs to

start in early childhood so that the areas are covered as life lessons. This might include the concept of moral lessons of appropriate behavior and then when children move to adulthood these messages are continually reinforced and will serve to impact the public administrators of the future.

- Encourage connections to or development of professional associations. Associations often include codes of ethics for professional practice as well as provide helpful conferences and publish articles that professionals in both the public and private sector can utilize. They are often found in human resources, accounting, auditing, education, medicine, as well as a wide variety of other sectors.
- Additionally, there should also be consideration for training not just those in the public administration, but those in government service more generally, including elected and appointed officials throughout the government to the extent possible.
- Consideration should be given offer relevant training to those that interact with the government as contractors, vendors, and service providers. The recognition must not just be in what is a corrupt practice, but also why corruption is harmful and what are the political, social, and economic costs. Furthermore, the training must include not just recognition, but avoidance, and the resolution of corrupt activities.

ASPA has now a new profile and has the opportunity to be the leader in promoting training to establish a strong, professional civil service with a particular focus on anti-corruption activities in Albania. This report provides many constructive approaches that can be employed to reach that goal. Establishing a solid reputation for excellent training, being an exemplary resource of materials, and possessing and disseminating their expertise in the best practices of public administration will position ASPA well for this task.

Appendix A: Institutions and persons interviewed

- Mr.Philippe Valerie, Expert of the French Embassy to the Albanian School of Public Administration;
- Ms. Eridana Cano, Director of Cabinet of Minister of State for Local Issues;
- Mr. Gent Ibrahim, consultant for the drafting of Anti-corruption strategy and previous expert to the PACA project;
- Ms. Enkela Dudushi, Director of Institutions Development and Payment Policies, Department of Public Administration;
- Ms. Eljona Lloja, specialist in the Legal Department, High Inspectorate for Declaration and Audit of Assets;
- Ms. Xhenis Trebeshina, Head of Legal Department, High Inspectorate for Declaration and Audit of Assets;
- Ms. Flora Çabej, Commissioner for Personal Data Protection;
- Ms. Klodiana Cankja, Director of Public Procurement Agency;
- Ms. Mimoza Hajdarmataj, Head of Central Inspectorate;
- Ms. Luljeta Nano, High State Audit;
- Mr. Ermal Yzeiraj, High State Audit;
- Mr. Andi Bala, Ombudsman Office;
- Mr. Alket Jaupi, Ombudsman Office;
- Mr. Olsi Dekovi, Council of Europe Office in Tirana;
- Mr. Arben Rama, UNDP Office in Tirana;
- Mr. David Grise, OPDAT Mission, US Embassy in Tirana;
- Mr. Claus Lech, EU Delegation in Albania;
- Ms. Isabella Torta, EU Delegation in Albania;
- Ms. Ines Hila, Transparency International Albania;
- Mr. Ansi Shundi, national expert on public administration;
- Mr. Lorenc Ujka, Mayor of Shkodra Municipality;
- Ms. Felek Kasemi, Secretary General, Shkodra Prefecture.

Appendix B: A guide for the in-person interviews.

William L. Rosenberg, PhD
International Expert Consultant to OSCE

General Organizational Perspectives

1. What are your current and projected needs in the area of anti-corruption?
2. What strategies are currently envisioned to be employed in the area of anti-corruption?
3. What are some of the problems you presently have or foresee in meeting these needs or supporting these strategies?
 1. Indicators – What do you observe that indicates there is a problem? Please provide some specific examples of those that apply below.
 - i. Waste
 - ii. Fraud
 - iii. Abuse
 - iv. General Corruption
 - v. Customer Satisfaction with public services
 - vi. Productivity of public services
 - vii. Quality of public services
 2. How would you characterize the order of magnitude of corruption practices?
 3. How long has corruption (in the present form) been a problem? Long term or recent? What is the trend (increasing/decreasing/same)?
 4. Where does it occur? (Specific/ Diffuse)
 5. When or how frequently are corrupt practices observed?
 6. What would provide evidence that a specific problem was solved?
3. What information or data exists that provides information about the nature and extent of corruption? Do you consider it reliable?
4. What types of indicators would tell you that you are being successful?
5. What is happening in your organization that should not be happening?
6. What is happening in your organization that should be viewed as successful activities? What works?
7. What suggestions do you have for your goals to be accomplished? Organizational, legal, technological, etc.?
8. What is the probability of success?
9. What are the monetary costs?
10. What are the other costs?
11. What do you view as the benefits of an effective anti-corruption program?

Performance Measures

1. What does excellent performance look like?

2. What do the current measures of performance indicate? Are they doing something they shouldn't? What should they be doing that they aren't?
3. Which job roles are involved? Who is engaged in this process within the government to address these issues? What are the roles of business and the public in this area?
4. What should these people be doing differently? Either that they should start or stop doing?
5. What things other than knowledge and skills might be preventing associates from performing as they should? Examples: Clear expectations, regular feedback against those expectations, tools, systems, job design, consequences for performance etc., cultural or historical patterns.

Training Needs

1. What knowledge, skills, or behaviors do you think the public officials, business persons and the public at large mentioned above need to learn to perform the way they should?
2. How important are each of the knowledge and skills that you have mentioned?

Baseline Factors

1. Expectations – Work requirements, procedures, clear understanding of what is expected?
2. Feedback against those expectations – Do they know how they are doing? Are they supported when they address issues of corruption? When actions are reported or processes are undertaken do the individuals involved have a sense that effective action will be completed?
3. What is the expectation related to legitimacy of the government officials and the authority they command in terms of leading action.
4. Measurement – How do you know if the public officials are doing well? How well do they know how they are doing? What about the broader community (Business and public at large). This would serve as a feedback mechanism.
5. Consequences – Do actors in the area of anti-corruption see that consequences are aligned with behaviors and actions?
6. Tools and Systems
 - a. Do present organizational structure support positive outcomes?
 - b. Does the technology support positive outcomes?
 - c. Is the needed information readily available to those engaged in this area?
 - d. Does the work culture support positive outcomes?
7. Are the public officials and others receiving effective training in order to perform their jobs?
8. Are there suggestions for other or enhanced organizational structures?
9. KSAs:
 1. Knowledge: Is information available that can be directly applied to performance of anti-corruption activities?
 2. Skills: Do those engaged in this area have the appropriate skill sets to accomplish their tasks (planning, organizing, staffing, coordinating computer skills,

accounting, monitoring skills, investigating, budgeting, reporting, etc.)? This may involve skills testing? Is this present? In what form?

3. Ability: The ability of public officials to perform at the present time effectively in the area of anti-corruption? This includes their ability to organize, plan and implement anticorruption activities? If so, how is that evaluated currently? If not, what suggestions do you have to build these capacities?

Suggestions and Recommendations

Appendix C: Focus Group Guide (at the Session)

This will be a 90 minute focus group discussion session related to the training for public administrators. This is a project sponsored by OSCE, which is the Organization for Security and Cooperation in Europe, to support the training of ASPA in Albania. There are no right or wrong answers to the questions we will discuss. What we are interested in your views about the training you and others receive.

It is important that you share your candid thoughts with us today.

There are a few basics which I want to share with you.

- A. We need each of you to participate in the discussion. You are free to raise a question at any time. However, I do ask that you do not speak over each other.
 - B. There are no right or wrong answers. We want to understand your perspective. Feel free to respond to what others say if you agree or disagree.
 - C. What you say in this room stays here. Your name will not be attached to any document. You will not be identified in any report. You will remain anonymous. There is a recording being made of this session. However, it is only for research purposes since I cannot write down everything you say and still engage with you. However, this recording will not be shared with anyone outside of the research team. You will remain anonymous.
-
- 1. I want to start the group today with each of you sharing just your first name, what overall ministry you work in, and how long you have worked in government service? Please also indicate whether you have received some induction training, whether you completed induction training, or never have received such training.
 - 2. Briefly, in a few sentences, what did you find was the best feature of the training you received while in governmental service? Clarify if it was in Induction Training or other training.
 - 3. Briefly, in a few sentences, what did you find was the least successful feature of the training you received while in governmental service? Clarify if it was in Induction Training or other training.
 - 4. What areas do you feel you should have received more training in?
 - 5. How would you evaluate the training in terms of the frequency of training and the locations that it was provided at (in terms of accessibility and travel)?
 - 6. How do you feel about the training that is offered beyond Induction Training for those in the Public Administration?

7. How would you evaluate the training you received in the areas of anti-corruption, transparency, and conflict of interests? Did you find the training adequate to meet your needs? For example, do you have an understanding of these concepts? (Clarify for each one)
8. Do you feel that you have a clear understanding of anti-corruption, transparency, and conflict of interest policies and also an understanding of how to address these types of issues when they arise?
9. Have you ever observed in your work actions that related to corruption, transparency, and conflict of interests? Did you at the time or now do you feel capable of resolving these types of issues based on your prior experiences and training or if not did/do you know where to go to get assistance?
10. Have you ever participated in any anti-corruption, transparency, and conflict of interests training outside those provided by ASPA? If so what was your experience like?
11. How would you feel about participating in on-line training rather than face to face training alone?
12. How would you feel about problem solving group exercise training rather than more lecture format training?
13. How significant do you feel the training currently is and how should it be in terms of promotion within positions in the Albanian Public Administration?
14. Over the course of this session we have discussed a number of issues. What have we not discussed which you feel I should understand more about?

Thank you all for participating and have a wonderful day.

Appendix D: A Survey Assessment of Anti-Corruption and Related Training

Albanian School of Public Administration (ASPA) supported by OSCE Presence in Albania is conducting a short survey to determine the type of courses and as well as training approaches which are presently in place in the general area of anti-corruption, ethics, transparency, conflict of interest, public procurement, the right of information, and the protection of personal data protection training. **Please complete this survey and return it via email to Besmira Xhabija, Training Manager, besmira_xhabija@yahoo.com by February 06, 2014.**

In the past some members of your organization have received training from TIPa now Albanian School of Public Administration-ASPA. Some may also have received training from other domestic and international organizations.

Please answer the following questions in each of the data collection sections. Seven grids have been provided. If more are necessary, simply copy a grid and add it to our assessment. Please address: What training programs (titles of courses or topics) have been provided to your institution, whether they were associated with First-level-training (to make the difference between Induction training and the Induction level) or other levels of training, who provided the training? What were the strengths of the training, the weaknesses of the training if there were some, and suggestions for improving the training? Please be as specific as possible.

Section I

Provide an assessment of each relevant training program or course. You may expand each grid by continuing to add text within each section.

Training Program 1

Title of Training:
First Level or Advanced (include approximate number of hours): <i>(To not be confused with Induction 11-day training course)</i>
Who provided the training (Organization –Government Office, Albanian Organization, International Organization) Be sure to clearly identify the organization:
Strengths:
Weaknesses:

Suggestions for improvement upon the topics discussed and training methodology (i.e., problem solving sessions, online training, etc.) in delivering training.

Training Program 2

Title of Training:

First Level or Advanced (include approximate number of hours):

Who provided the training (Organization –Government Office, Albanian Organization, International Organization) Be sure to clearly identify the organization:

Strengths:

Weaknesses:

Suggestions for improvement upon the topics discussed and training methodology (i.e., problem solving sessions, online training, etc.) in delivering training.

Training Program 3

Title of Training:

First Level or Advanced (include approximate number of hours):

Who provided the training (Organization –Government Office, Albanian Organization, International Organization) Be sure to clearly identify the organization:
Strengths:
Weaknesses:
Suggestions for improvement upon the topics discussed and training methodology (i.e., problem solving sessions, online training, etc.) in delivering training.

Training Program 4

Title of Training:
First Level or Advanced (include approximate number of hours):
Who provided the training (Organization –Government Office, Albanian Organization, International Organization) Be sure to clearly identify the organization:
Strengths:
Weaknesses:

Suggestions for improvement upon the topics discussed and training methodology (i.e., problem solving sessions, online training, etc.) in delivering training.

Training Program 5

Title of Training:
First Level or Advanced (include approximate number of hours):
Who provided the training (Organization –Government Office, Albanian Organization, International Organization) Be sure to clearly identify the organization:
Strengths:
Weaknesses:
Suggestions for improvement upon the topics discussed and training methodology (i.e., problem solving sessions, online training, etc.) in delivering training.

Section II

Please address the following questions after completing the above tables on the summary of the overall evaluation of the training courses. Be as specific as possible. Each answer may be approximately 100-200 words.

Evaluate if the **Induction training** course provides adequate initial training for anti-corruption (prior to First Level training)?

Evaluate if there is **adequate anti-corruption training** provided at an *advanced and expert level* for administrators and *high ranking officials* in public administration? Explain.

Regardless your answers above, is the **amount of training** appropriate? Have you/and your employees/colleagues participated in training courses where there is adequate information? Are there or should there be *refresher courses*? If so, how frequently (yearly?) should they occur?

Is the level of **depth appropriate**? This question is about the depth of the material provided, rather than the amount of training (not the amount of time or sessions).

In assessing the **relevance** of the training did it provide your staff with the foundation for an understanding of the topic area associated with anti-corruption? Please respond with specific examples

Did the training provide your staff with **reasonable and appropriate steps** they could employ if various types of corruption situations occurred? In other words did they 1) learn only how to recognize a problem, 2) did they learn how to avoid a problem from occurring, or 3) did they

learn how to address a problem, if it did occur? What could be done to change this? If possible, please provide specific illustrations.

Did your staff **share the information** received from the training course to their colleagues at work?

In evaluating the anti-corruption training what do you feel would be **the appropriate balance between lectures and group problem solving exercises** (for example, 70 percent to lectures and 30 percent to group solving, or 60 percent to lectures and 40 percent to group solving)? What would be the value of each type?

What are the **anti-corruption training topics** you consider relevant for your institution? These might include but are not limited to general anti-corruption training, ethics, transparency, conflict of interest, public procurement, the right of information, and the protection of personal data protection training. Please indicate what training you would consider relevant for each level listed below.

- *Induction level:*

- *First level training:*

- *Advanced training:*

- *Managerial level training:*

Should there be a **minimum proficiency level** that a person must achieve through an assessment measuring their understanding of the material provided in the training? What should that level be in order to be certified as successfully completing a specific training (0-100)?

Do you presently have your staff engaged in **online training**? What would you feel are the strengths and or weaknesses of such an approach?

What would say is the **most important message** that should be understood by those that provide training in the general area of anti-corruption training? Be as specific as possible.

If you have any questions about how to complete this survey, please contact Besmira Xhabija, email besmiraxhabija@yahoo.com, tel: +3554 240 759 or Ermelinda Xhaja, Ermelinda.Xhaja@osce.org, tel: +355 4 2235993, ext. 507.

Thank you for your help.

Appendix E: Introduction to Public Administration Training Course delivered by ASPA

Target group: Civil Servants in the probation period

Day 1: Civil Service Law

The new civil service Law.

Day 2: The constitution of Albania, The constitutional independent institutions, Public administration, the Parliament and the President.

1. The constitution: the importance, and the role. The endorsement and changing process.
2. The hierarchy of normative acts.
3. Constitutional principles and the fundamental rights and freedom.
4. Constitutional bodies: Council of Ministers, the Parliamentary Administration, The Presidential Administration.
4. Independent institutions: Ombudsman, The Constitutional Court, The High Council of Justice.

Day 3: Organisation of Local Government

1. General overview of decentralization: Advantages and disadvantages.
2. The budgeting process of local government and fiscal decentralization.
3. Decentralization of functions and responsibilities in favor of local government.

Day 4: Ethic and anticorruption. The right of information

1. What does ethics mean and the need for an ethic public administration.
2. Rules of Ethic: Basic principles.
3. Evading conflicts of interests, Gifts, outside activities: Obligations and sanctions during working period.
4. The right of information: Basic principles.

Day 5: Administrative Procedures

1. The principles of administrative activity.
2. The competence and judicature.
3. Administrative proceeding, Administrative Act, Entering into force and the abrogation of act.
4. Extra contractual responsibility of public administration bodies and civil servants.

Day 6: Integrated Planning System (IPS) management

1. General overview.
2. Legal framework and institutional framework o IPS.
3. National Strategy for Development and Integration.
4. The coordinated role of DEBASKON.

5. Strategy coordination process.

Day 7: Management skills

1. The role of the manager in Public Administration.
2. Communication skills.
3. Working group and problem solving.
4. Time management.

Dita 8: Internal control

1. Basic principles of internal control in public sector: international standards and Albanian background.
2. The key components of internal control.
3. The internal audit in public sector-Key principles.

Day 9: Euro Atlantic institutions: EU, Council of Europe, NATO

1. European integration: The history, treaties of EU.
2. EU structure and institutions.
3. Legal instruments of EU.
4. EU Polices.
5. Council of Europe.
6. NATO.

Day 10: Financial management: PBA

1. Basic principles, deficit and public debt
2. Drafting the budgeting requests.
3. Mid-term budgeting program: Concepts and its components

Day 11: The integration process of Albania

1. Main policies of the integration process: EU and Albania.
2. Stabilization and Association Agreement.
3. The relations between Albania and European Union.
4. The management of integration process of Albania.

Dita 12: Gender Issues

1. Basic principles.
2. The policies and legal aspects of gender issues in Albania and in EU countries.
3. Legal instruments according to the Gender Equality Law in Albania.
4. Gender roles and stereotypes.
5. Development concepts: WID / GAD.
6. Gender integration process.
7. Gender responsive budgeting.

Appendix F: Anti-Corruption Trainings Available from International NGO's and Other Sources

There are a large number of international examples of anti-corruption training that could serve as a model for ASPA to consider in Albania.

Anti-Corruption Resource Centre

One example is the training that is provided by the Anti-Corruption Resource Centre U4 (<http://www.u4.no>). This resource center provides invaluable resources which are very accessible and downloadable on a wide variety of anti-corruption issues. Their materials include accessible videos, documents and reports. They are specifically structured along a variety of themes including: Corruption and Aid, International Drivers of Corruption, Natural Resource Management, Peoples engagement, as well as Evaluation and Management to evaluate anti-corruption activities. They also have training related to: Anti-corruption Approaches in Sector Work, the UN Convention against Corruption, Health Sector Corruption, Justice Sector Corruption. And REDD Integrity (Reducing Emissions from Deforestation and Forest Degradation. Other themes that are also addressed include Fragile States (particularly in post-conflict states), Anti-corruption agencies. The Education Sector, Corruption in Emergencies, Ethics, Money in Politics, Corruption in the Private Sector, and Public Financial Management and Procurement.

The Centre has two publications that are of particular importance. The first is Anti-Corruption Training and Education by Mathias Nell and Frederic Boehm (found at <http://issuu.com/cmi-norway/docs/2762-anti-corruption-training-and-education/1?e=0>) and the second outline Anti-corruption and training courses (found at <http://issuu.com/cmi-norway/docs/364/1?e=0>). The latter provides a compiled list of selected anti-corruption trainings provided by organizations and universities.

The Anti-Corruption Resource Center also provides an excellent resource titled “Overview of anti-corruption courses from various providers” (<http://issuu.com/cmi-norway/docs/364/1?e=0>). This document provides a substantial list of anti-corruption training courses and online resources.

Online Training

Professional organizations also offer anti-corruption training online. One such example is the International Compliance Association (ICA), which focuses on money laundering, compliance and fraud and financial crime (www.int-comp.org). While there are regional variations to their trainings, all of their courses leading to ICA qualifications are available by distance learning and examinations can be taken anywhere around the world.

Online training provides the opportunity for those in Albania to receive training 24/7 from any location in the country that has internet access. This may be their home, office, ASPA headquarters, at a university, or a local or prefect office. This would remove the issues associated

with travel as well as scheduling issues. Furthermore, it provides a consistent training throughout the country.

ReSPA (Regional School for Public Administration)

Regional University training such as that provided by ReSPA (Regional School for Public Administration) should also be considered. Their programs, while in depth, are not offered continuously and in some cases are multi-day experiences. For example, they have offered “Training Civil Servants on Anti-Corruption/integrity Management in the Public Administration” (3 Day), (<http://www.respaweb.eu/0/trainings/5/training-civil-servants-on-anti-corruption-in-public-administration>).

Another such training provided by ReSPA was the “Workshop on Training Civil Servants on Anti-Corruption in Public Administration” (4 Day) which was held at Danilovgrad (Montenegro), 19-22 March 2012, <http://www.respaweb.eu/0/trainings/5/training-civil-servants-on-anti-corruption-in-public-administration> and the Workshop on “Ethics Training for Public Officials” (3 day), <http://www.respaweb.eu/0/trainings/23/workshop-on-ethics-training-for-public-officials>.

Training often takes place at their facility in Montenegro, sometimes over multiple days. While they have an impressive central facility where they conduct their trainings, it may present some practical limitations for the numbers of public administrators who need to receive training in Albania. ASPA may be well suited to offer similar trainings for most public administrators in Albania, with some going to Montenegro for more extensive multi-day programs. ReSPA offers training through conferences, networking events, short multi-day training seminars, summer schools, study tours and by providing publications designed to facilitate exchanges between those in the region and EU Member States. ReSPA has developed a cadre of trainers in the anti-corruption field.

Transparency International

Transparency International provides numerous trainings and seminars which could be utilized by ASPA or by administrative units directly. When the representatives from Transparency International met with the Internal member of the Expert Team they expressed their willingness to serve as trainers, if asked. Transparency International is often cited in Albania as well as internationally as an organization that provides an objective standard on the degree of corruption in a nation as well as provided useful information on ways to reduce corruption.

Other possible anti-corruption training programs for Albania

<http://www.iaca.int/tailor-made-trainings/general-information-> International Anticorruption Academy in Austria

<http://www.rai-see.org/knowledge-base/anti-corruption-handbooks.html>

http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=4875&category_id=9

[32&category_type=2&group=](#)
<http://www.transparency.org.uk/our-work/bribery-act/training>
<http://www.u4.no/training/> Anti-corruption Resource Center
<http://www.oecd.org/corruption/>

Also look at proposal from PWC (PricewaterhouseCoopers LLP) on Building Integrity – Managing Anti-Corruption and Compliant Behavior. www.pwc.at