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# Participant Training Plan

Additional Help for ADS Chapter 253

New Reference: 01/28/2010  
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# Component

# 1

**PARTICIPANT TRAINING PLAN**

***EXECUTIVE  
Summary***

# **Participant Training Plan Component 1: Executive Summary**

## **I. Mission Context for Participant Training Interventions**

In not more than three paragraphs:

- Describe how Participant Training fits into the USAID country strategy
- Outline the key elements of the country strategy for this period
- Explain that the plan is a work-in-progress, and liable to change over the period

## **II. Participant Training Interventions: Training, Academic Education**

Overview:

In no more than two paragraphs, describe:

- Reasons for training activities and academic education opportunities
- Number of proposed programs
- How the programs will be managed
- Explain that programs will be added, or dropped, depending on funding available

Summary of Programs by Sector:

By sector, describe the number, purpose, and venue of training programs



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# Component

# 2

## **PARTICIPANT TRAINING PLAN**

***SUMMARY***

***TABLE***



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## Participant Training Plan Component 2: Summary Table

PART 1. Participant Training Interventions									
Assistance Objective	Proposed Activity	Type of Requested Intervention/Venue	Length	Dates	Number of Participants	Participant Profile	Program Description	Allocation	Notes/Comments



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# Component

# 3

**PARTICIPANT TRAINING PLAN**

***ACTIVITY***

***IMPLEMENTATION***

***FORMS***



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## Participant Training Plan Component 3: Training Intervention Request Forms (TIRF)

Component 3 is a compilation of all participant training request forms (or other training intervention design documents). These forms may be organized by Assistance Objective, Sector, or other logical grouping of relevance to the Mission.

### Training Intervention Request Form (TIRF) Template

From: [Name, Title, USAID/Country]  
[Name, Program Officer, USAID/Country]  
To: [Name, Project Director, Country]  
Date:  
Subject: Intervention Request: [Title of Program]

**USAID Assistance Objective/Intermediate Result addressed:**

Assistance Objective #

Intermediate Result #

**Intervention Plan:** This intervention was/was not foreseen in the Mission's FY 20xx Participant Training plan.

**Performance Assessment:** Which Performance Assessment does this training follow from?

[Describe details of Performance Assessment]

**Intended Results:**

Performance Results:

What organizations and work units does the training intervention support?

What performance problems will the training intervention address? In the work unit, what are the indicators of performance?

What is the history of assistance to the organization and to the work unit?

What other support activities are required to achieve the desired result?

Application of Knowledge, Skills and Attitude (KSA) by Trainees:

How will the trainees apply the knowledge, skills and attitude?

What will the trainees be responsible for?

What is necessary for the trainees to apply KSA learned?



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Objectives of Training Intervention

Training Intervention Components and Follow-On:

Training intervention component(s)

Projected Follow-on Activities

Funding Priority of Training Intervention:

Training Intervention

Training Management

Training Venue

Type of Course

*projected Start Date*      *Quarter of FY*

Training Duration in weeks:

Part of Participant Training Plan for

**Number of Trainees to Attend Intervention:**

Males:

Females:

(USAID goal is 50% female participation)

Total:

**Suggested Training Provider to Receive RFPs, if any: (Please provide contact information)**

**Background/Supporting Information:**

**Trainee Profile**

Criteria for Candidate Recruitment and Selection:

Candidates will be identified:

Explanation:

Summary of Desired Candidate Qualifications:      English Language Testing

Interpreter Requested:

Language(s) required:

Cost Estimates

*Estimated cost: \$ x,000 per trainee*

**Cost sharing:**





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**Cost containment:** Every effort will be made to contain costs while achieving the objectives of the intervention.

**Funding source:**

Approval:	
For the USAID/Country S.O. Team:	
<hr/>	
Name, Title	Date
For the USAID/Country Program Office:	
<hr/>	
Name, Title	Date



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## Training Intervention Request Form (TIRF) Sample

From: Program Officer, USAID/Belgravia  
Rule of Law Advisor, USAID/Country

To: [Implementing Contractor]/Country Director, FORECAST/Belgravia

Date: March 28, 2010

Subject: Intervention Request: **National Court Administration**

**USAID Assistance Objective/Intermediate Result addressed:**

Assistance Objective # 2.2 An improved judiciary that better supports democratic processes and market reforms

Intermediate Result # 2.2.3

**Intervention Plan:** This intervention was foreseen in the Mission's FY 2010 Participant Training plan.

**Performance Assessment:** Which Performance Assessment does this training follow from?

The assessment of the Supreme Judicial Council that was carried out in December 2009

### Intended Results:

Performance Results

- What organizations and work units does the training intervention support?

The Supreme Judicial Council (SJC)

- What performance problems will the training intervention address? In the work unit, what are the indicators of performance?

Issues of ambiguity and inefficiency in the way the SJC handles national administration.

- What is the history of assistance to the organization and to the work unit?

The EU and USAID have both given support to the SJC.

- What other support activities are required to achieve the desired result?  
It is important that there be adequate numbers of qualified staff to support the SJC and to provide administrative support to the courts of Bulgaria. Oversight and interaction between the SJC, the Secretary General and the Council's departments should be clearly defined. USAID is a strong advocate for development of a well-defined national courts administration structure with the SJC that would relieve the body of much of its administrative function and allow it to focus more on matters of policy.



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### ***APPLICATION OF KNOWLEDGE, SKILLS AND ATTITUDE (KSA) BY TRAINEES***

- How will the trainees apply the knowledge, skills and attitude?

The expectation is that they will be able to apply some of the principles and practices observed and discussed in their ongoing work with the Judicial Strengthening Initiative (JSI) in Belgravia. The JSI seeks to improve the capacities and functionality of the SJC staff and the Council itself so it can operate as a national office for the administration of courts.

- What will the trainees be responsible for?

Through their training the trainees will be exposed to models, organizational structures and practices of national court administration. Working at the national level with the JSI to develop and implement a National Court Administration Office will ensure sustainability of local court reform efforts and enhance the capacity for budgeting, planning and direction and assistance to courts throughout the country. Overall, the establishment of a National Court Administrative Office, with sufficient staffing, will organize the SJC so that its focus can be more on policy issues and not the day to day operational issues.

- What is necessary for the trainees to apply KSA learned?

The idea of a centralized, national court administration office is relatively new and unfamiliar to the SJC, and such an office will need to be built and implemented from the ground up to support the work of the local court administrators. Much of the administrative responsibilities of the courts is vested in the Ministry of Justice and will require legislative changes to effect change. Among SJC members, there is general consensus among the judges that such a move is necessary. Among the other members (prosecutors and investigators) this consensus does not exist, and there is even resistance. Among those who support the development of a court administration office, few are certain about the details and how such an office can best function in Belgravia. Accordingly, the main focus of this study tour is on introducing the management concepts and on improving the effectiveness of and methods of centralized court administration from a national perspective. Another important aspect is “selling” the idea of an administrative office - helping participants develop a set of arguments to win over the skeptics.

### **Objectives of Training Intervention**

The basic goal of this study tour is to introduce participants to models, organizational structures and practices of national court administration in a country - preferably Denmark -- that has a Council of the Judiciary following the Northern European Model, with the expectation that they will be able to apply some of the principles and practices observed and discussed in their ongoing work with the JSI in Belgravia.

A. At the end of training, participants will be able to describe the following about national court administration in the host country:



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1. The membership of the country's Judicial Council body;
  2. The competencies of the country's Judicial Council body, especially in relation to national court administration;
  3. The organizational structure of the Judicial Council and any subcommittees/departments of the Council in relation to national court administration;
  4. The management organization of the Judicial Council (director, deputy director, secretary general, etc.), especially in relation to national court administration;
  5. The manner in which the activities of the subcommittees/departments and the Judicial Council are coordinated;
  6. The planning methods used by the Judicial Council and its subcommittees/departments; and
  7. The background of reforms that led to the current system and key factors that make those reforms effective.
- B. At the end of training, participants should be able to answer the following questions related to the national court administration in the host country:
1. What is the form and substance of the by-laws and other internal procedure documents for the country's Judicial Council
  2. What are the competencies of directors and other executive officers of the Judicial Council?
  3. What are the reporting requirements of directors and other executive officers of the Judicial Council?
  4. What are the procedures followed by the Judicial Council?
  5. What are the meeting schedules for the Judicial Council (frequency, different types of meetings where committee heads are present, intervals, etc.)?
  6. What are the competencies of the subcommittees/departments of the Judicial Council?
  7. What are the staff numbers of the subcommittees/departments of the Judicial Council?
  8. What are the reporting procedures and duties of the subcommittees/departments of the Judicial Council?
  9. What is the relationship between the council and directors and the subcommittees/departments of the Judicial Council?
  10. What is the nature of policy direction from the council to subcommittees/departments and the implementation of such policy direction?
  11. How detailed is control and direction from council to subcommittees/departments?
  12. How much time does the council spend on monitoring and directing each subcommittee/department?
  13. How detailed are the status reports from the subcommittees/departments to the council?
  14. Is a report made by subcommittees/departments only annually or when a major item needs council approval?



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15. What are the reporting requirements from the Judicial Council to the government/legislature and how are such reports prepared?
16. What are the strategic planning obligations of the Judicial Council and how are strategy plans prepared?
17. Develop policies for implementing, monitoring and assessing policy decisions from the national level (SJC) to the local courts.
18. What role does the Court Administration play in gathering court-related statistics?
19. What is the relationship between the Court Administration and the Danish judicial training entity?

### ***TRAINING INTERVENTION COMPONENTS AND FOLLOW-ON***

Training intervention component(s)

- A. Meetings with officials at the national court administration offices, such as:
  - Judicial Council members (delegation of responsibility to council staff; policy development versus direct management of the courts)
  - Judicial Council directors, secretary general, other officers
  - Judicial Council subcommittee/department heads
  - Judicial Council administrative support staff, in particular staff responsibilities for national court administration
- B. Discussion of progression of changes over time to the Judicial Council's organizational structure and practices and the responsibility for policy development versus implementation by council staff.
- C. Discussion of any planned future reforms to the Judicial Council's organizational structure and practices
- D. Discussion of Judicial Council's interaction with other governmental agencies, entities and individuals
- E. Challenges and constraints the Judicial Council has faced over time and strategies used to overcome them (in general and more specifically in relation to dealings with external parties)

Action planning (required component)

Action planning is a required element of training that represents the synthesis of information, knowledge and skills acquired during training. The action plan shows steps participants intend to take in order to use what they have learned and discussed during training. The training provider should frequently remind participants during training to consider new ideas and discussions in the context of their action plan(s). At the end of the program, there should be a facilitated action planning session and participants should prepare a written action plan (or strong draft) intended for implementation.



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### ***PROJECTED FOLLOW-ON ACTIVITIES***

The JSI will work with all the members of the learning tour or a small working group of these members to design proposed improvements to the operations and organizational structure of the SJC. The JSI will work to gain acceptance for the proposed improvements by members of the SJC. The JSI will provide technical assistance as needed to the SJC in improving its processes and performing any restructuring.

#### **Funding Priority of Training Intervention**

A1. This activity is considered central to closing the performance gaps identified in the Performance Assessment

#### **Training Intervention**

##### **Training Management**

**Dates and Duration:** Considering the busy schedules of the likely participants, the study tour should consist of 3.5 working days rather than five. The group should arrive in Denmark on Tuesday, meet with Danish experts and practitioners on Wednesday, Thursday and Friday, and discuss action planning and follow up with JSI representatives (and Danish colleagues, if possible and useful) on Saturday morning. The cultural components of the program should take place during the evenings and on Saturday afternoon, and the group should depart for Belgravia on Sunday. Ideally, the program will take place in late October or early November.

**Training Venue:** Third Country

**Type of Course:** New Intervention

***Projected Start Date*** 3<sup>rd</sup> Quarter of FY 2010

**Training Duration in weeks:** 1

Part of Participant Training Plan for 2010

#### **Number of Trainees to Attend Intervention:**

Males: 5

Females: 5

Total: 10

*(USAID goal is 50% female participation)*

#### **Suggested Training Provider to Receive RFPs (if any) (please provide contact information)**

The Danish Court Administration is suggested as Training Provider:

Denmark is the preferred choice of host country for this program. In Denmark, the Danish Court Administration is the central entity responsible for administration of the court system. For this reason, the Danish Court Administration ([www.domstol.dk](http://www.domstol.dk)) is uniquely positioned to serve as formal training



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provider. Assuming that the Court Administration is available to provide this service, USAID requests non-competitive selection of them as training provider. Implementation of the program will be contingent upon submission of a satisfactory program and budget, to be presented by the implementing contractor in the form of a full Training Implementation Plan and budget.

The E&E Handbook for Participant Training Procedures and Policies (Chapter 3) explains that “where it has been determined by the Mission that the training provider services for an intervention will not be competitively procured, [...] the Mission must request sole source procurement...” Approval of the training request includes identification of the Danish Court Administration as training provider without competition.

### **Background/Supporting Information**

It is widely agreed that countries should create a strong and independent system of judicial administration. In Europe, there are generally two models of judicial administration systems: the Northern European and Southern European Models. The Northern European Model (Sweden, Denmark and Ireland) vests authority for judicial appointments and responsibility for all court administrative functions in an intermediary judicial council. In the Southern European model the council is completely advisory to the Minister of Justice who exercises all authority. Currently, there are increasingly more Councils for the Judiciary created in Europe, and the newcomers are all variants of the North European model.

Many believe that Councils for the Judiciary under the Northern Model contribute to the quality and the effectiveness of the system of the administration of justice. The advantages and success of the Northern Model are attributed to the presence of a professional and specific organization responsible for the judicial management and budget affairs that acts as a buffer between the judicial organization and the Government. Many advocate that for their operational management, courts should be left to their own devices.

With the recent increase in the SJC’s functional responsibilities, Belgravia, which already reflected many elements of the Northern Model, has moved even closer towards the Northern European Model. It is therefore recommended for the study tour to visit one or two of the three countries representing the Northern European Model.

### **Trainee Profile**

#### **Criteria for Candidate Recruitment and Selection**

Candidates will be identified: See explanation below

#### *Explanation:*

The group will consist of 10 - 15 participants. The SJC has statutory responsibility for the administration of the courts and current planning about participants in the study tour group assumes that this will continue to be the case for the foreseeable future. Most of the participants, therefore, will be members of the SJC and key staff members from the Office of the General Secretary’s Office of the SJC. The SJC’s standing committees are Court Administration, Budget and Finance, and European Integration all of which are involved in the development and establishment of a system for National Administration of the Courts.

There may also be a small number of participants from other key institutions with a voice in administration of the judiciary - such as from the Ministry of Justice and the Judiciary Committee of Parliament. One or two representatives from the USAID Judicial Strengthening Initiative will probably



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join the group as technical observers. Finally, in the interest of donor cooperation, it is also possible that a representative from the Spanish Phare delegation focusing on judicial reform will join the group.  
*Summary of Desired Candidate Qualifications:*

SJC members and staff who understand the need for adjustments and will be able to make good use of best administrative practices observed in the host country.

English Language Testing

Interpreter Requested: Yes

Language(s) required: Belgravian

Cost Estimates

*Estimated cost: \$4,500 per trainee*

**Cost sharing:**

**Cost containment:** Every effort will be made to contain costs while achieving the objectives of the intervention.

**Funding source:** FORECAST II - PT task order

Approval:	
For the USAID/Country A.O. Team:	
<hr/>	
Name, Title	Date
For the USAID/Country Program Office:	
<hr/>	
Name, Title	Date

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