

Insight

FOR ENVIRONMENTAL TRAINING PROFESSIONALS IN CENTRAL AND EASTERN EUROPE • AUTUMN 1996 • VOLUME 1 • NUMBER 2



ILLUSTRATION: LASZLO FALVAY

From Fast Food to Local Cuisine: The Next Generation of Training

Lee Davis discusses the evolution of environmental training in CEE

FLOUR, SUGAR, SALT, BUTTER, eggs, milk, potato, meat, tomato and onion. If these were the ingredients in your refrigerator, what would you cook? This was the question posed by NGO trainer Dana Nicolescu of Opportunity Associates to 20 environmental professionals in a workshop last June in Ploiesti, Romania. The participants, representing NGOs, businesses, local and national government agencies across Romania, were brought together by the REC, Milieukontakt Oost-Europa and the Training, Information and Mediation Center for Eco-Development (TIMCED) to design the framework for a curriculum on Public Participation in Environmental Decisionmaking in Romania. From gulyas soup to hamburgers, the participants proposed mixing ingredients into several combinations and flavors. The sessions resulted in equally varied suggestions for contents, cases and training methods for the curriculum. More important,

but by no means perfect, the process itself represents a significant step forward in developing original training curricula in CEE.

Evolution of CEE Training Curricula

Since the floodgates opened for foreign, primarily Western, training institutions to offer environmental management training in CEE, the tendency has been to rely on existing Western training materials and either translate or "adapt" materials to local realities. However, training organizations in the region that are developing their own professional institutional and human resource capacities and environmental training curricula are entering a new stage of evolution, from this initial "fast food" approach to one utilizing local "ingredients." (see Box 1) The process described herein falls somewhere between "cookie-cutter" and "local cuisine." It was both initiated and coordinated by the REC but written by local

authors with only local case examples and references. The REC provided resources and coordination for the process, giving advice on contents and design.

Starting from Scratch

Developing the original public participation training module has been at least a year long process. Project planning began with project teams in June 1995. The country teams consisted of a number of internal REC staff with public participation and training expertise and external, local experts specialized in environmental law, public participation and training. There is a large body of literature dedicated to curricula development. Box 2 summarizes the key questions that guided the process of developing the REC Public Participation Training Module.

1. Assess the Need

The most important issue in the development of training curricula is

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Towards a new, deeper Insight

Can we speak of a second birth for *Insight*? Perhaps, since this quarterly newsletter for environmental training professionals in Central and Eastern Europe, which saw the light in Summer 1996, now appears in its expanded version. Here are 12 pages of tips and news, features, an interview, and practical advice for professional trainers.

Insight is now different, enriched even, but its goals and mission are immutable. Its main purpose – providing information – now rests on a newly formulated “code of ethics:” objectivity, accuracy, fairness. The whole EMTC Network is dedicated to the idea that the free flow of ideas, accuracy of information and good faith with the audience are the foundation of all worthy communication. Only on such basis can mutual respect and open dialogue be developed.

The theme of sustainability pervades this issue. Drawing evidence from “culinary” experiments, Lee Davis retraces the evolution of professional training in CEE in “From Fast Food To Local Cuisine - The Next Generation in Environmental Training.” In “An Endangered Species: TOT,” Andrea Deri warns of the dangers of deficient preparation of training course participants, a major obstacle to sustainable education. In the interview, she reveals her beliefs and concerns about environmental training in CEE, and the Peace Corps’s approach to problems. Her message: learn, unlearn, change, be aware and take action now! For bookworms, professional trainers and managers alike, the book “Strategic Readiness - The Making of the Learning Organization” by John C. Redding and Ralph F. Catalanello, holds the stage. Miroslav Chodak has selected for us its most illustrative passages in his article, “The Call for Learning Organizations - Redesigning Training Organizations for the 21st Century.” So if you want to learn faster, improve continuously and make it to the top, read on!

Although *Insight* has grown, it has not yet reached maturity. But it will certainly thrive on the participation of a critical and responsive readership. Especially as we believe that outside opinion is invaluable. So you are invited to voice your opinions and grievances, share information and expertise, in letters, essay, articles... and we are open to new forms.

One of the priorities for establishing *Insight*'s foundations is building an editorial board. Therefore, we are now in the process of gathering key experts and potential members.

So here is *Insight* for you to read, enjoy, learn from, and hopefully, gain a deeper “insight” into the world of environmental training.

Florence Gallez
Editor

Insight

AUTUMN 1996 • VOLUME 1 • ISSUE 2

Insight is the quarterly newsletter of the Environmental Management Training Center (EMTC) Network. **Insight** assists the EMTC Network in fulfilling its mission, through linking, supporting and strengthening the leading environmental training institutions and individuals in Central and Eastern Europe in order to achieve sustainable environmental training.

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PUBLISHER Regional Environmental Center

PRINTING AQUA in Hungary on recycled paper

The views and opinions expressed by contributors do not necessarily reflect the views and opinions of the Regional Environmental Center.

Insight is published and distributed free to all interested parties. It is available electronically on the World Wide Web by pointing your client to <<http://www.rec.org/rec/emtc>>.

Insight welcomes letters and contributions about environmental training in CEE from writers and photographers. We are also pleased to receive information on environmental training organizations and events. All submissions must be accompanied by the writer's full name, address and telephone number and may be edited for length and clarity. Please direct all correspondence to:

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regional BRIEFS

Celebrating the month of Training of Trainers

■ Last June, the EMTC Network saw the successful completion of its international Training of Trainers (ToT) activities, some of which are part of the Danube Environmental Program. Their success was proved by a follow-up of some of the courses in July.

The Regional Environmental Center in Szentendre, Hungary, offered its Conference Center as the venue for these activities. The new trainers are now working with the respective EMTC Network member institutions on delivering the national training courses.

EMTC Network's training landmarks

■ “Management Training for Municipal Water Authorities” and “Training on EU Environmental Policy, Standards and Regulations” were the most important and successful courses of EMTC Network's Training of Trainers programs. Both took place last June and produced further development in July, respectively in the UK and Romania.

“Management Training for Municipal Water Authorities” funded by the GEF/UNDP, and organized in collaboration with the Universities of England Consortium for International Activities, was attended by 27 participants. “Training on EU Environmental Policy, Standards and Regulations,” funded by the European Commission Phare Program, and in collaboration with the project team of Environmental Development Consultants Ltd., trained 11 trainers from Central and Eastern Europe.

Main focus: International training projects

■ The annual strategic planning session for the EMTC Network staff took place on September 25. Its outline was: vision and mission; SWOT analysis (strengths, weaknesses, opportunities, threats); goal; objectives; actions and work plans. The mission of the EMTC Network project has remained “achieving sustainable environmental training in Central and Eastern Europe,” “sustainable” meaning continuous, long-term and responding to changes. The main goal of the EMTC Network project is to initiate and coordinate international training projects, which will be achieved through the project's main assets, such as good reputation, possessing great expertise in the field of environmental training and a good portfolio of products and services.

4th EMTC Network workshop

■ The 4th EMTC Network workshop, organized twice a year by different EMTC Network institutions, was held in Sofia on September 4-7, and was hosted by the Bulgarian EMTC.

The workshop which was attended by directors of 11 EMTC Network Institutions from eight Central and Eastern European countries, focused on Strategic Planning training and on the exchange of experience and ideas about how to intensify the work on international projects.

Czech experience in Albania

■ In the frame of the EMTC Network Training the Trainers project in Albania, the transfer of experience in Environmental Policy-the US EPA module-was entrusted to two training experts from the Information Center of the Project Silesia, an EMTC Network institution in the Czech Republic.

The US EPA module has two objectives: to understand and practice principles and methods of course topics, and to become familiarized with the concept of democratic discussion. The three-day course was given by a varied team of trainers built from a daily evaluation process. In response to the demands for the Environmental Policy course in the Czech Republic, the Czech Ministry of the Environment provided funding to adapt the US EPA Environmental Policy course to the Czech needs. This adaptation process, based on the Albanian experience, resulted in a one-day seminar and a two-day workshop. Courses on adaptation are available starting from the end of 1996.

Training on environmental journalism for Romanians

■ A training course was held between October 11-13, 1996 at the Training, Information and Mediation Center for Eco-Development (TIMCED) in Ploiesti, on Environmental Journalism, organized under the Milieukontakt Oost-Europa's project “Strengthening Environmental NGOs and Raising Public Participation on Environmental Issues in Romania.”

The 20 participants addressed an appeal to Romania's major newspapers, calling for their support in the campaign for promoting public participation on Environmental Issues, by properly reflecting environmental problems through reliable press news and articles.

Is environmental training in CEE and EMTC Network the same?

To inaugurate our mailbox, here is a response to the editorial and cover article of the first issue of *Insight* (Summer 1996), by Martina Vagacova from the Environmental Training Project (ETP) International and Boris Strecansky from ETP Slovakia Foundation. Miroslav Chodak, project manager of EMTC Network replies.

Letters to the editor should be sent to: Florence Gallez - *Insight*, The Regional Environmental Center for Central and Eastern Europe, Ady endre ut 9-11, 2000 Szentendre, Hungary. Fax: (36-26) 311-294, E-mail: fgallez@rec.org.

Letters must include the writer's full name, address and telephone, and may be edited for space.

Dear Miro,

First, let us congratulate you on the birth of *Insight* and state our appreciation for the fact that it is here. We believe it is a necessary and timely effort which may assist in building indigenous capacity in environmental training in CEE. Since our group has operated in the area of environmental management training for several years - last year through funding of USAID (United States Agency for International Development) - the ETP (Environmental Training Project for Central and Eastern Europe) delivered 71 trainings in 116 offerings of which 38 trainings were delivered by local trainers. These trainings reached 2,378 participants in the six CEE countries (Bulgaria, Romania, Hungary, Slovakia, the Czech Republic and Poland) - we would like to comment on the first issue of *Insight* and specifically address the issue of environmental training in CEE and the issue to whom *Insight* is dedicated. The basis of our response was the editorial and cover article.

Generalizations? Why not, but with more analysis and evidence

We understand that your intention in the cover article was to provoke a discussion about the quality of environmental training in CEE and we agree that it is necessary to talk about it. We liked the deep analysis of theories and approaches in modern environmental training. However, in many statements we felt a lack of analysis of "who and what are actually here" in terms of environmental training in CEE. Before making statements such as "... environmental training in CEE operates on sandy foundations..." or "... we haven't done a good job of providing the kind of evaluation of training that our clients seek..." etc. a little survey should be made, which would reveal various providers of environmental training, each with different quality and approach. Some performing better, some terribly, some excellently. To put it simply - for the number of generalizations in the article, we miss empirical evidence or background reference. This should not mean that they are not correct. But they do not cover the whole picture, and less oriented readers may think that the situation is very bad. We think that with such approach your hope in the editorial cannot ever be fulfilled. (...to provide a real insight into what's

happening in environmental training in CEE...). We suggest that you provide real-life examples of who has done what, what has worked and how it has worked in different circumstances in environmental training. Such comparative analysis and conclusions coming out of it would definitely be more productive than mystifying the readers.

Who is *Insight* for?

For *Insight* to become a real newsletter for environmental training professionals in CEE it needs to be balanced. The whole first issue was heavily focused on the EMTC Network. We understand its relationship and there is nothing bad about the coverage, but for the aim of the journal to be fulfilled, i.e. to be really recognized, respected and valued by various professionals (heading is: "Insight for environmental training professionals in CEE"), it needs to reflect the situation as objectively as possible. The first issue of *Insight* showed who the father and mother are but only very little who the whole family is and how big it is (or it might be, because there is always some distant relative who is rarely known).

Improper identification

It is not clear who is that "we" in the editorial notes and article. On the one hand it subsumes all environmental training in CEE, on the other, some sentences clearly stated that "we" means only EMTCs. If *Insight* is to become what it declares it wants to be, it needs to open itself and be a medium which will voice out messages, news and opinions on environmental training in a balanced and sober way. We believe there is a number of institutions and individuals in the CEE involved in environmental training and we think that *Insight* should be aware of them. A way of showing awareness is to offer them to participate in running the journal not only through contributing articles, but also in the form of membership in the editorial board and making, planning, discussing the journal together.

Insight has the potential to acquire the profile of a publication which will become widespread and widely read among environmental training professionals in CEE. The first issue has shown a lot of interesting information, especially the analysis of training methodology. On the other hand it missed some other potentials and issues addressed above. But it is still too early to say what *Insight* will truly become. However, without opening its institutional scope it will remain an "insight" looking at itself. We believe it is not what *Insight* aspires to be.

Sincerely,

Martina Vagacova
Boris Strecansky
ETP Slovakia foundation

INSIGHT RESPONDS

Dear Martina and Boris,

First, I must thank you for your judicious and critical appreciation of our first issue, which prove a constructive, excellent contribution. Moreover, I completely agree with all the points you raise.

Secondly, I would like to congratulate you on your achievements so far, namely your extensive and successful delivery of trainings.

The question of identification is certainly essential. Generally, "we" stands for the environmental training community in Central and Eastern Europe. However, in many cases our own experience comes from the EMTC Network.

It is true, our main purpose in the cover article was to spark discussion. Therefore this article was not meant to be a final word about environmental training or a comprehensive analysis of the situation, but more modestly, the beginning of a thought-provoking dialogue which aims at improving environmental training. This accounts for the lack of thorough analysis of the key actors in environmental training in CEE.

Similarly, I recognize the importance of representing all views and sides from a completely impartial standpoint. Real-life examples of past actions, as you suggest, would be an excellent means of doing this, and ideally, they should come from the readership. But the information of this cover story is based on my own experience of the field and therefore cannot be all inclusive. Perhaps this should have been stated in the article itself so as to avoid a one-sided approach. Nevertheless, objectivity and openness are our key priorities for *Insight*, which I hope will help build a varied, active readership.

I thank you once more for your letter and I hope that it will encourage other readers to send their responses.

Yours sincerely,

Miroslav Chodak,
EMTC Network Project Manager

REC'S NEW HOME

On October 1, 1996 the REC, including the EMTC Network, has moved further up the Danube to its new home in Szentendre, Hungary. Our new address, phone and fax are the following:

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The evolution of training

continued from cover

► rricula is to assess whether there is a need for training on such a topic. What resources already exist?

The Public Participation Training Project was an outgrowth of several years of REC research and cooperation with environmental leaders to assess the status of public involvement in environmental decisionmaking in CEE. The REC increasingly recognized the importance of activities which develop skills and awareness, given that the main obstacles to public participation were not only a lack of opportunity but a lack of will, awareness or capability. Individuals and institutions either were uninterested, unaware of their rights or unable to exercise them.

The REC team found no precedent in CEE for original curricula on the topic, and several local colleagues expressed interest in cooperating to develop one. Bulgaria and Romania, two countries with particularly low levels of public involvement, were chosen for an initial pilot project.

2. Establish Project Objectives

The REC team established the following project objectives based on the apparent needs:

- prepare a public participation training module and trainers' guidelines for use by CEE trainers;
- prepare country-specific curricula and in-country training workshops for teams of trainers to increase their understanding and skills in participation training methods;
- disseminate training modules and materials (English and local-language versions) and offer on-going training in the region.

3. Establish Curriculum Goals

Before designing a curriculum for training, it is necessary to define its ultimate goals. The contents and process of the training are largely dependent on this process. REC identified the following:

- to encourage multi-sector cooperation among citizens, NGOs, local and national governments and private businesses;
- to strengthen the awareness and competence of individuals and institutions from these sectors to integrate public participation practices into their daily work and decisionmaking.

4. Establish Curriculum Competencies

In order to meet these curriculum goals, what "core competencies" (i.e., skills, knowledge or tools) do participants need? What action(s) should they take after the training?

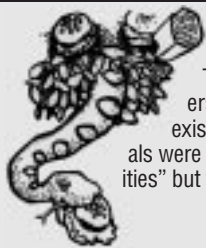
The REC training materials were intended to provide recipients with the following core competencies:

- an understanding of the general guiding principles of public participation, and its benefits and costs;
- an understanding of the relevance and benefits of multi-sectoral collaboration in decisionmaking;
- an understanding of the current status of public participation in environmental decisionmaking in the region;
- an understanding of the local, national and international legal and judicial bases for public participation and informal public participation techniques.

5. Design Contents and Process

Developing original training curricula is

BOX 1: THE EVOLUTION



■ Generation I: "Fast Food" Curricula

This "fast food" generation of curricula consisted of primarily Western trainers "parachuting" into the region offering short training workshops, using existing curricula to English-speaking participants or through translators. Materials were translated from English originals or somehow "adapted" to "reflect local realities" but the basic structure remained the same from country to country.

■ Generation II: "Local Cuisine" Curricula

The so-called "local cuisine" generation of curricula, although still quite rare, consists of local professional environmental trainers and local experts developing original training materials. While not "reinventing the wheel," i.e., incorporating valuable lessons from other countries, original materials reflect both the very obvious differences in content (i.e., legal, regulatory or political differences) and the social and cultural differences and learning styles of participants. In addition, priority is given to developing local capacity.



BOX 2: KEY QUESTIONS

- 1. What is the need/market for such a product or service? What services or materials already exist?
- 2. What are the objectives of the project? What do we want to accomplish? What are we aiming for?
- 3. What are the ultimate goals of the training curricula?
- 4. What core competencies (i.e. knowledge, skills or tools) should participants gain from the curricula? What action or outcome do we want participants to take upon completing the training?
- 5. How can we provide these competencies for participants?
 - What is the target audience? What is the level of their existing knowledge/experience on the topic?
 - What information do they need (i.e. content)?
 - What method should be used to convey this information or build participants' skills (i.e. process)?
 - What is the most effective venue (i.e. number of participants, setting, equipment, length, etc.)
- 6. How can we test the curricula? How can we measure or evaluate its effectiveness or success?

much like cooking – a combination of informed instruction and a tremendous amount of creativity and ingenuity. The contents of a training, the "raw materials" (the "ingredients") clearly serve as the basis for quality training. As in cooking, without good quality ingredients, the outcome won't be good, regardless of the presentation. However, good information is not enough. If the contents of a training module are the ingredients, then the training process would be the recipe. Ingredients alone do not make tasteful food, the right combinations and presentations of them do. The objective is to make the material as easily "digestible" for participants as possible by providing relevant information in a clear format.

Developing a curriculum is therefore a two-part process, including both the development of the **contents** of the materials and the **process** through which contents and information are transmitted. This distinction is not always clear nor recognized – often to the detriment of important information. A common mistake is to equate "training" with "teaching" or "lecturing." In fact, training is far different from such traditional approaches to education. Training is meant to be a mutual learning experience – for both trainer and participant – whereby the trainers' primary responsibility is to facilitate the creative thought and active

involvement among participants. Developing training curricula therefore requires attention to the needs and knowledge of participants.

5.1 Who is the target audience?

The REC training materials are intended for a variety of audiences, including individual citizens, staff of NGOs, local and national government officials, and business leaders. This multi-stakeholder approach is a big challenge since the motivations and perspectives may be different, and even contradictory. Assuring a balanced approach to reflect these needs is very difficult.

An additional issue is the *learning style* of participants. First, *for a sector* what is the most appropriate style of presenting information? (what motivates them on an issue?). Secondly, *for individual participants* with varied experience, what style is most effective for relaying information? Some individuals learn better through experimental processes, while others through more intuitive ones.

5.2 What are participants' current knowledge of the topic?

The REC module was intended for participants with mixed levels of experience in public participation concepts and techniques. Therefore, there was a need for a curriculum which provides both basic and advanced concepts. An assessment question-

BOX 3: REC CURRICULUM

1: Multi-Sectoral Cooperation

Module 1 (optional) explores benefits of collaboration.

2: Principles of Public Participation

Module 2 (core) defines key PP terms and concepts.

3: Developing a Public Participation Strategy

Module 3 (core) constitutes the core of the curriculum and can be used with all or any combination of subsequent modules for tailored training courses on specific topics or levels of participation. Modules 4 through 9 (selective) examine key issues/levels of PP in detail.

4: PP in National Governmental Decisionmaking

5: PP in Local Governmental Decisionmaking

6: PP in Business/Industry Decisionmaking

7: PP in Environmental Impact Assessment

8: PP in International Financing Institutions

9: Challenging Public/Private Decisions

Module 9 (optional) explores processes of appeal.

naire was developed to determine participants' level of familiarity and to guide trainers in determining which combination of modules would best suit participants' needs.

5.3 What method is best to convey this information or build participants' skills?

Since the REC training module was intended to encourage direct interaction among participants, a combination of training techniques was used: case study, role play and simulation, small groups and discussion, "expert" panels and individual consultation.

In addition, the training was designed in a modular format to allow combinations of modules to meet various needs, including trainings on topics for specific audiences, and of various lengths and levels. Box 3 illustrates the modular design of the curriculum. "Core" modules serve as a basis for all trainings, and are matched with "selective" modules for more detailed trainings on certain public participation topics. "Optional" modules provide supplemental information putting issues in a broader context.

For example, you would like to design a beginner-level training for NGOs related to the negative environmental effects of the construction of a new factory in a community. Modules 2, 3, 5 and 7 could be combined

to form a beginner-level, two-day training that would introduce participants to a variety of methods for public participation (Module 2), and help them develop a public participation strategy (Module 3) using specific opportunities at the local level (Module 5) and through EIA processes (Module 7) to gain access to information and decisionmaking regarding the proposed factory.

Trainers' guidelines identify a variety of such options and assist trainers to determine which combination of materials are most suited to their needs.

5.4 What is the most suitable venue?

Even such basics as the training facilities can have a substantial influence on meeting training objectives. Trainers' guidelines address some of these very technical issues regarding the most appropriate number of participants, the best training setting, necessary equipment, timing of sessions and exercises, etc.

6. Test and Evaluate the Curriculum

Before publishing final curricula, materials should be tested with several groups of participants to determine the effectiveness, timing and continuity of exercises and sessions.

The REC curriculum was pre-tested in its entirety (and core modules individually) with participants in each country as well as with smaller groups. In addition, a professional evaluator was contracted to observe the test trainings and give an independent assessment and recommendations for improvement. The evaluations included the following four areas:

- training facilities/organization
- training process
- training content/materials
- participant expectations/acquired knowledge and skills

Participant evaluations from initial tests were largely positive, although the REC team recognized several key problems that required adaptation:

6.1 Unbalanced Presentation

The first test of the materials with a multi-sectorial group indicated that training materials were not balanced for all target audiences. Materials were clearly biased toward the needs and perspectives of NGOs. They did not appeal well enough to the needs of government and business representatives.

In response to this problem, the curriculum now includes more information from the perspective governments and businesses on the benefits of public involvement; concrete information for governments and businesses on how to facilitate public involvement; and more exercises to encourage cooperation among participants of different sectors.

6.2 Too Long, Too Short, Too Too . . .

Some participants felt that not enough time was given to developing ideas in adequate detail. Others felt sessions were too long and required more time to assimilate new information. Still others felt that information was too simplified, too complex, too basic, too advanced, too, too, too . . .

Therefore, three elements were changed in the materials: the participant assessment was adapted to better determine participants' level of instruction prior to a training; the content and objectives of each module were clarified for trainers; an exercise was added at the beginning of the curriculum to establish

participants' requirements and expectations.

6.3 More Case Material

A recurring difficulty in developing the training curriculum was the provision of case material illustrating ways of using the information. This obstacle resulted from a general lack of environmental law cases and the difficulty of collecting information about the existing ones.

To address these issues, the process was adapted so as to involve in the team more individuals with varied expertise and backgrounds; to include both existing and potential examples or role play exercises based on possible or typical issues; to include more opportunities for participants to cooperate.

Key lessons

This article presents a simplified characterization of a yearlong effort of the REC to facilitate the development of an original training curriculum on public participation. The primary lessons of this process can be summarized as follows:

Be clear and realistic in your objectives

Attempting to accomplish too much in one curriculum can be detrimental. Training for a specific group of stakeholders on a single topic can be much easier. However, if the objective is to reach a broader audience, the contents and process must be balanced accordingly. Materials should be designed to be flexible and dynamic. Project teams should perhaps be expanded to include various expertise, as well as individuals who can advise on the needs and interests of target audiences.

Try, try and try again

Learning doesn't come easily. We often learn the most from our mistakes. Problems or failures may indicate that real progress is underway. Don't let obstacles frustrate you. Also, you cannot always please everyone.

Delegate responsibility wisely

Curricula development requires the expertise of people with multiple skills. Whether content, training process, organization, material design or research, the long-term sustainability of the project depends on involving and motivating knowledgeable individuals.

Combine content with process

Too often we are focused only on the outcomes of our work. However, the process of building a long-term capacity of local individuals and institutions to create "local cuisine" curricula should be a priority of funding and technical assistance providers in the CEE region. It may not be the easiest or most efficient way, but only then can truly sustainable environmental training be achieved. ■

The method of curricula development introduced in this article represents only one approach to facilitate the development of an original, locally-designed training curriculum on public participation in environmental decisionmaking. The article is intended only to outline the primary questions that guided the development of the curricula and the key lessons learned by the REC in the process. There is a multitude of other potential approaches to curricula development, but I hope the observations of REC may be valuable for colleagues undertaking similar efforts in CEE.

For more information

The Bulgarian and Romanian public participation training modules (in local- and English-language versions) will be complete in December 1996. For more information please contact: Magdolna Toth Nagy, Project Officer, Regional Environmental Center, Ady Endre ut 9-11, 2000 Szentendre, HUNGARY, Tel: (36-26) 311-199, Fax: (36-26) 311-294, E-mail: mtothnagy@rec.org

An endangered species: TOT

Training of Trainers (TOT) is a buzzword in development, especially in the proposal writing phase. Why? TOT is more effective in reaching the critical mass to make changes than series of training sessions. You are more likely to be funded if you run a TOT than a simple training as your impact is supposed to be bigger with a successful TOT, due to the theoretically potential snowball effect. "Bigger bang for the buck."

But in reality "out there" most TOTs are plain training courses with no or little preparation of participants on how to replicate the instruction they are receiving, so the process stops after the "TOT": the snowball never grows to an avalanche. This is why TOTs have gradually lost their credibility in most of our eyes. How did it happen?

There are, at least, two reasons for it.

- (1) *Misunderstanding the concept of TOT.* Most TOTs are designed on the assumption that participants do have all the basic training skills for the process and that they need introduction only to the new content area. This is a wrong approach for two reasons: (i) You can never separate content from process. (ii) Most of TOT participants are not experienced, self-designated trainers, who picked up their training skills by doing it after a couple of experiences as participants. This is not a problem at all as long as the needs assessment is comprehensive enough and the TOT design is made accordingly, which unfortunately is not the case.
- (2) *Lack of real TOTs.* Most trainers have no first-hand experience of authentic TOTs so they have no model to follow.

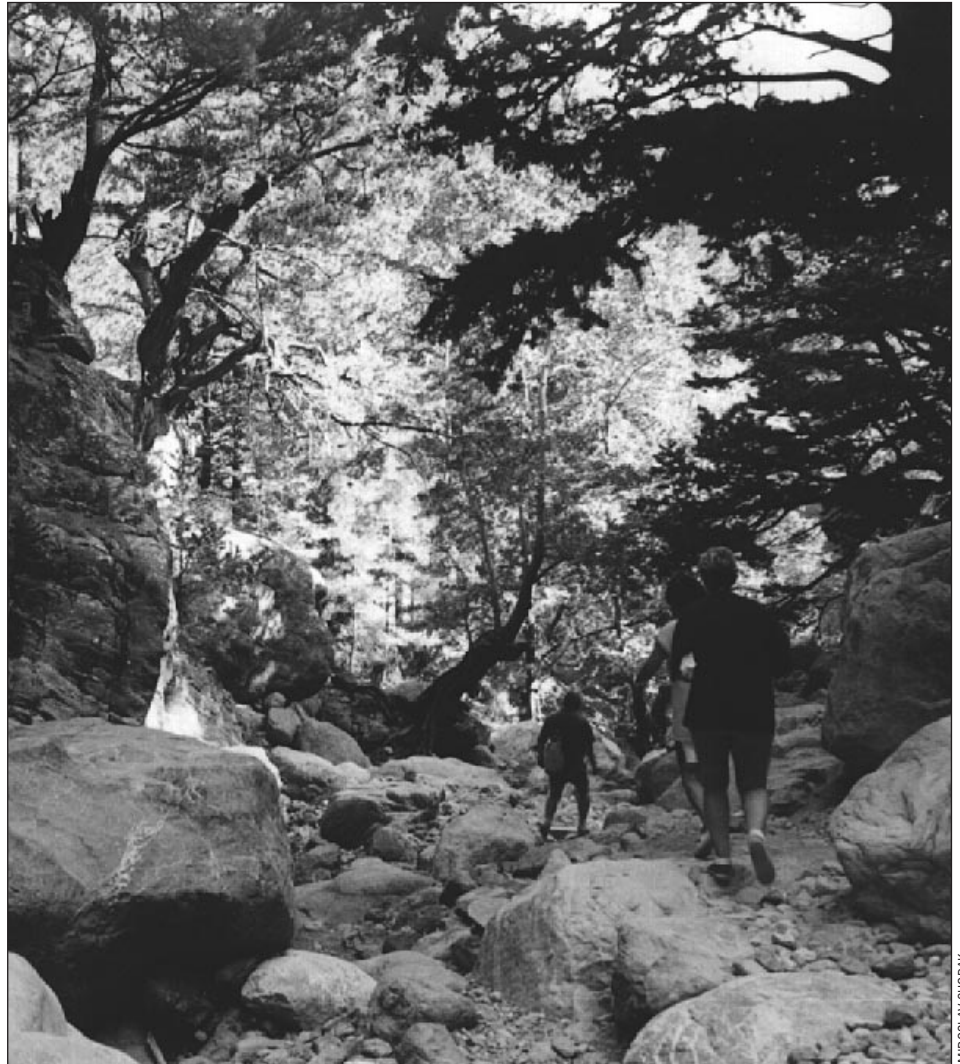
What can be done to restore the reputation of TOT? Providing good TOTs and making their design and documentation accessible for interested parties.

I am one of those lucky 35 who participated in an excellent environmental education TOT of US Peace Corps in September in Poland. Participants came from Poland, Hungary, the Czech Republic, the Slovak Republic, Bulgaria, Albania, Romania, the Ukraine, Moldova, Mali and Guinea.

The workshop had five objectives: (1) Enhance environmental education in the Eastern and Central European region; (2) Enhance the skills of local trainers in the region to design and conduct environmental education training; (3) Introduce environmental education materials to support environmental education training and programs; (4) Enhance the quality of Teaching English as a Foreign Language (TEFL) programs through environmental education infusion; (5) Explore the application of computer and electronic technologies to environmental education.

Let's see what were the critical elements of the success of this TOT:

- thoughtful needs assessment in time (four months prior to the TOT);
- collaboration among fundraisers, organizers and participants was well-coordinated;
- collaborators: Environmental Protection Agency, North American Association for Environmental Education, US Peace Corps, USAID;



MIROSLAV CHODAK

Despite obstacles on the path of learning, many participants finish their workshops successfully.

- participants were given full responsibility for planning and delivering the second day of the four-day TOT by using "Open Space Technology;"
- the TOT was facilitated by a team of three experienced trainers of very different but complementary personalities that provided participants with versatile presentation style to meet their diverse learning preferences;
- demonstrations of both training theories and techniques - e.g. how to conduct an effective workshop, effective use of TOT resource materials, time management skills that are appropriate for adult learners, different ways of monitoring and evaluating a workshop, effective presentations skills, using participants as primary resource - were modeled and practiced throughout the TOT;
- essential concepts of workshop were revised;
- daily schedule ran 9:00 am through 5:00 pm to leave enough time to relax, play and network;
- participants were provided with relevant and copious resource materials at the end of the workshop to take home with them.

This TOT was especially effective as participating Peace Corps country teams were given much TOT resources including a disc with TOT session designs as well as a list of environmental education organizations with their Internet addresses, PLUS an excellent selection of 50 plus (!) publications on environmental education called Environmental Education-Technical Information Packages (EE-TIPS) to further support their development in various aspects of environmental training/education. What is more, "just" to make sure that the critical mass is really reached, each participating country was given the opportunity to receive through an application process another set of twenty of EE-TIPS in the near future.

If you are interested in the design of this TOT, and/or the list of EE-TIPS publications, and/or you have further questions, please contact Andrea Deri, Peace Corps/Hungary or the EMTC Network. I hope next time you are invited to a TOT you know what kind of questions you have to ask to make sure your expectations of TOT will be met. Long live TOT! ■

Andrea Deri, Program Manager/Environment, Peace Corps/Hungary: <aderi@budapest.uspc.hu>

Andrea Deri calls for dialogue and unlearning



MIROSLAV CHODAK

Andrea Deri is renowned and respected in Hungary for her contributions in the environmental field. Having been in contact with Peace Corps/Hungary since 1991, she is now the Associate Peace Corps Director for the Environmental Program in Hungary. Following the cover article of *Insight's* first issue, "Environmental Training: Built for Lasting Success?" Miroslav Chodak, Project Manager of EMTC Network, talks with her about environmental training in Central and Eastern Europe and about other more "earthly" matters.

I know you have read my article on environmental training in Central and Eastern Europe. Do you have any comments? Are there any related issues you would like to raise?

I was excited about your article because I have not yet encountered a paper which looks at the specialities of this field in Central Europe - although I have been involved in environmental training design and facilitation since 1991. I like your article for many reasons. Especially for its provocative voice. I found it exciting to read statements which were meant to trigger further thoughts and hopefully dialogues within the community of environmental trainers. Unfortunately dialogue is not a common practice in the teaching/learning process in Central and Eastern Europe. You wonder why. But dialogue, which is one of the oldest cooperative learning methods - just think of the classic dialogues by Plato and Socrates - has significant power to motivate people for critical thinking. It makes them more willing to participate in decisions they are or might be involved in. What I appreciate best in the whole EMTC Network is its commitment to support participation. Your article is a good example of how you can do it in a creative way.

A related issue? I would mention the relationship between participation and self-esteem. I would refer here to your statement about unlearning. I agree with you that we have to unlearn many repressive behavioral habits so as to better participate in decision-making. But I also want to emphasize the importance of all the initial learning of valuing ourselves as individuals. Real participation only happens when cooperating individuals have a healthy, high self-esteem. I have just understood why environmental training is so popular in Central and Eastern Europe. It is not because of the growing awareness of

environmental problems. It is due to the fact that the learning approaches of this training significantly increase the self-esteem of the learner. By the end of the training, participants feel better about themselves, they are more open to interactions and ready to take risks. It is widely acknowledged that the roots of many social and environmental problems in Central Europe is low self-esteem. The learning approaches of environmental training encourage self-discovery, which results in higher self-awareness, and by using active/cooperative learning involve the whole personality of the learner. In this way, environmental training increases the desire for lifelong learning, which creates an ongoing interplay between self-discovery and learning about the big "outside world."

Do you agree with the statement that environmental training in Central and Eastern Europe needs to be reorganized?

Yes, certainly, both in content and learning style. Also, the institutional background needs to be established. How? Through cooperation among research institutes, NGO, governmental authorities and the business sector.

If you accept my own, EMTC Network definition of environmental training as an out-of-school, non-formal, lifelong education in a specific field, what do you see as major issues in this field?

The first issue is the lack of motivation to continue learning. This is because the whole formal education system is designed for learning to work, not learning for life, for sustainability. After all, sustainability is what life is all about, is it not? Furthermore, adult education in this region is weak or too specialized and technical. Environmental training as you define it, is a form of adult, continuing education. So, as your article expresses in a beautiful way, there is a major need in this region for strengthening adult education. People are not aware of their opportunities and the potentials of such an education.

The second significant issue is that the basic knowledge and practice of experiential learning is still mostly unknown in this region. You can see how professionals attending environmental trainings do enjoy learning through first-hand experience. They enjoy like a child participatory approaches such as the classic problem-solving games. These activities remind people of play, which is something they love, but would not associate with learning in adulthood. We all accept that children learn about themselves and the world around them while they play. Why would this way of learning stop at entering adulthood?

One of the crucial points of the article is the unlearning process through which organizations should go: they should unlearn old concepts, break the stereotypes. In fact, this ought to be part of their learning experience: they should take care of their staff's continuing education and bring learning into the workplace. It is particularly important in view of the rapid changes taking place in the environmental field. One may call such an organization - a learning organization. What is your opinion on this new type of workplace?

Good organizations are always learning

organizations, where any kind of learning is valued and change is welcome. Unlearning is basically challenging the old concept of "if we do not change, everything will be fine." Ideally, there should be a balance between stability and change, which leads us to the idea of sustainable development. What are the requisites for becoming a good learning organization? To welcome change, value learning and learn how we are learning. The latter is particularly difficult because of the lack of a basic psychological culture in this region. Psychology has been up to now little known and unwelcome. This causes major communication problems, as people do not know the basics of interaction, feedback techniques, listening and negotiation skills. Environmental training is about effective communication and cooperation. This is not a problem for environmental professionals only, but for the whole of society. So it is not a particular problem you are addressing but a much wider issue.

Recently I read an interview with James Lovelock in Newsweek. According to him, we protect the environment, not so much to save the planet, but to save ourselves from extinction. Do you agree with this view?

Yes, entirely. We, humans, would like to save ourselves. We are interested in the survival of habitats, individual species, etc., as long as they contribute to our own survival. This is not a question of good or evil, but of understanding our limits and potentials in a wide context. This holds true for the whole discussion about social and global sustainability. This is where the "unlearning" process comes into play again: we have to unlearn not to value ourselves, to have a low self-esteem. Only on such bases can communication and cooperation be built. Self-esteem, communication and global-awareness form a circle or spiral in my interpretation of environmental awareness.

How do you think this can be addressed at environmental training courses?

The main issue is how to ensure that the learning outcome of successful trainings are really transferred to life situations. Most of the time participants do not know how to apply their learning. We must have a consistent, conscious approach to adult education. We need to raise participants' awareness of their real needs through the use of Maslow's "Pyramid of Needs." We must provide them with a safe environment which fosters self-value and a sense of belongingness. The process of the training is as important as its content. We have to do a good job on the follow-ups of trainings, to make the link between the training event and how the lessons learned can contribute to sustainability at different levels - from personal to global.

I am not saying that it is easy to do, because it is a lot to digest for a training participant. But on the whole, it results in successful environmental trainings since participants feel they are ready for lifelong learning.

A final word?...

Well, just think once more of the interrelation between self-, social-, and environmental awareness. ■

The call for learning organizations

Miroslav Chodak explains redesigning training organizations in the 21st century

Noah's principle: one survives not by predicting rain but by building arks.

Let's face it: the world is not as it used to be. Once calm and peaceful business environments are becoming increasingly uncertain and turbulent. Swirling gusts of technological, competitive, political, and marketplace changes are sweeping across the global business landscape. The region of Central and Eastern Europe is no different, perhaps it is even more unstable.

The increasing pressure is characterized by volatile markets; little economic stability and predictability; continual explosion of new technologies, products and services; sudden changes in government policy; intensified competition from many sources; shorter time cycles; increasing emphasis on quality; more powerful and demanding customers. Each of these areas contains a big question mark as to when the change will occur, how big it will be and what consequences it will have for our actions.

"If I only knew what the future holds!" you may think. But even if we could predict the "rain," it would not ensure that our training organization, department or activities will successfully make it to the future and survive. What we have to do is to react to the changing situation and "build arks" which will safely help us across the sea of change.

Defining the ark

Another question you may ask is "How can I find the time to think about the future, when even today my organization must work with fewer people, do more tasks, cope with ever changing processes, produce in shorter time cycles, and use increasingly sophisticated technologies?" Well, this is a tough question, but your competitors, too, are working hard to find the answer. The only way to sustain your competitive advantage is to ensure that your organization is learning faster than your competition. This is the only way! Working harder makes no difference. It is learning which ensures better results in the future. Without learning, your training courses may still be the best ones on the market, but sooner or later someone will come up with a better product. What are your options, then?

Think of it as of a car race. The faster you learn, the faster your car. If you are faster than your rivals, you have good chances to win the race. Likewise, if you learn slower than your competitors, you see them passing by and leaving you in the dust. Therefore, your performance of today is the fruit of yesterday's learning. Your performance of tomorrow is the fruit of today's learning.

Under the present conditions of uncertainty, many leading firms, both inside and outside the training business, are constructing arks comprising their collective capacity to learn, not just as individuals, but as entire organizations. In other words, they are striving to become learning organizations.

In such organizations the learning process is defined as figuring out what works and what doesn't faster than your competitors. Also, if there is no application of acquired knowledge,

there is no learning. The role of individuals in learning organizations is to contribute to the strategic knowledge of their organization, otherwise there is no need for them. Learning is made part of their job description and is regularly evaluated. Let us now examine the prerequisites and components of a learning organization. With this end in view, the book *Strategic Readiness* by John C. Redding and Ralph F. Catalanello (reviewed in this newsletter on page 10) merits closer examination. Its exhaustive analysis of the learning organization and its striking relevance to the special case of Eastern Europe calls for direct quotations. Therefore, here are some excerpts from the first part of the book.

Learning to change

Every day in every organization, people are learning. They acquire new knowledge as they deal with their job environments. They gather expertise as they repeat and fine-tune their capabilities in the trial-and-error process of making things happen. And they create new knowledge and expertise as they confront problems and situations never seen before.

If learning is an integral part of everyday experience, how does it happen? A simple model offers a three-phase process: develop a plan; implement the plan; reflect on the plan and adjust the course. Over several iterations of the learning cycle, the plan becomes increasingly refined and the performance improves.

Just as everyday people learn from their experience, so do organizations. This three-phase strategic learning cycle is used to implement conscious learning (see Figure 1):

Continuous Planning

Traditionally, organizations have relied upon formal, written, detailed programs and procedures to communicate what needs to be changed. In contrast, in learning organizations, fixed plans are displaced by flexible, open strategic directions which are fully embraced and shared by people involved in making them happen. Furthermore, planning is a continuous, evolving process, with plans being questioned, refined, and modified based upon the most current information as well as through insights gained from implementation efforts. As a result, in learning organizations, revision may be more important than vision. Planning is seen as an open process, involving the participation of people throughout the organizations as well as key stakeholders from outside the firms.

Improved Implementation

Once plans are developed, they need to be executed. In learning organizations, the act of implementation differs greatly from the way it works in traditional organizations, which rely on formal, written, detailed procedures. Instead, in learning organizations, individuals and teams act in creative, autonomous, and spontaneous ways to interpret the strategic direction and make the plans happen. Most successful change efforts start through the proliferation of a large number of modest experiments and grass-roots innovations, the most successful of which are promoted throughout

the entire organization. Doing so reduces the risks and resistance inherent in broad-scale strategic change. Through this process, people discover for themselves over time that change is in their best interests and that the benefits outweigh the risks.

Deep Reflection

In learning organizations, learning is not something that just happens. It is made to happen. Learning begins when those involved in an activity stop and examine how things are being done. Learning organizations do not wait for problems or crises to compel reevaluation. Reflection becomes part of "the way we do things around here" and is built into the implementation of strategic change. The aim is to maximize the speed and effectiveness of strategic change by incorporating reflection into all change efforts and not wait for the next annual planning cycle or for a crisis to demand reevaluation. Each iteration of the learning process starts with the act of reflection, stepping back and asking, "To what degree are we accomplishing not just what we set out to do but what we need to accomplish given what we know today?" The next step is to examine roadblocks by questioning original assumptions and developing deep, systemic solutions to newly emerging problems. Insights gained through this process are then used to modify the original plans.

Accelerating learning

Central to the concept of learning organizations is the notion of iteration. Looking closely at each iteration of the learning cycle, it is possible to delineate three separate factors that determine the effectiveness of strategic learning:

The speed of learning

Learning organizations seek to increase the speed at which learning happens by reducing the cycle time of learning iterations. Each iteration is an opportunity for learning. Each time that the organization develops a plan, implements the plan, and then stops to reflect on what has worked and what has not worked, there is an opportunity for learning. If an organization can get around the circle faster, it will have increased its chances to learn (see Figure 2).

The depth of learning

The depth of learning is the degree to which organizations are able to learn at the end of each iteration of the cycle by questioning underlying assumptions. Only, fast cycle does not guarantee learning. To increase the depth of learning, organizations must encourage and value questioning. Moreover, learning organizations attempt to build an environment in which it is safe, both psychologically and politically, to question the rules of the game, even when the rules seem to work.

The breadth of learning

The third dimension of strategic learning is the breath of learning. At the conclusion of each iteration of the strategic learning cycle, certain insights are derived that may have application to other issues and to other parts of

the organization. The breath of learning is the degree to which organizations are able to transfer the new insights and knowledge derived from each iteration to other issues and parts of the organization. The transfer and dissemination of knowledge across a highly differentiated and often conflict-ridden organization challenges firms to learn by extrapolation and collaboration. Learning can be broadened by promoting open and collaborative exchanges of ideas between individuals, teams, and divisions, and even with suppliers, customers, and competitors. Applying our knowledge to a

temperature. As long as the adjustments happen slowly enough, the frog will fail to react.

Many organizations today are boiling frogs. They are not complacent, nor are they stagnant. They are highly skilled at slow and incremental learning and adaptation. However, by the time that the changes in their environments have an impact, it is too late to jump out of the pot. The water is already boiling. They failed to recognize the potential effects of the shifts in their environments and to modify their fundamental understandings of the situation.

Learning organizations engage in extensive

transitional periods when basic ways of doing business are modified and elemental questions are being asked about the soundness of organizational purposes, processes, procedures, structures, and systems.

Refrozen stage. Once these brief episodes of change have terminated and new, more successful organizational patterns have been discovered, organizations then refreeze again into a new equilibrium.

For strategic change to occur, old mind-sets must be broken. But how does this normally occur? What causes organizations to ask deep, core questions about the nature of the business? Usually, it is a crisis, especially a crisis that has the potential to threaten the health and survival of the organization. The frog, when immediately placed in boiling water, will jump out. Likewise, organizations learn how to rapidly change when their future viability is felt to be at stake. But, in actuality, it is not the existence of an emergency that unfreezes organizations. It is the broad-based acceptance of the need to change and the ability to act based on that perception.

Becoming Permanently Unfrozen

Learning organizations question the traditional notion that fundamental change occurs only when companies are facing challenges to their immediate survival. Rather than waiting for crises, learning organizations attempt to stay permanently unfrozen by sustaining and intensifying states of heightened strategic readiness. They recognize that environmental uncertainty is a permanent condition. They accept that change would be ongoing, not just something they do once and then stop. They also acknowledge that it would not always be possible to plan in advance for specific type of change, since environments are often inherently unpredictable.

Making Learning a Way of Life

In learning organizations, work and learning are inseparably united. Each person is both teacher and student. Knowledge is the primary product. And learning is the pivotal process. On the individual level, work and learning are synthesized, not transferred to off-the-job training and educational activities. On the team level, groups continually increase their capacity to learn together. On the organizational level, a climate is created that nurtures continuous learning as a core competence. In addition, systems are established to allow the organization to tap the full range of its available knowledge, to bring that knowledge to bear on specific issues, and to apply the learning that occurs in unit or the organization to problems in others.

Becoming Self-Organizing

Finally, there is a need for flexible, continuously shifting organizational structures designed to resemble continuously evolving living systems more than efficiently stable machines. By becoming self-organizing systems, learning organizations create the potential to act in creative, novel ways. Examined individually, many of these readiness activities might not appear to be anything new. What is different is their intent, their intensity, and their impact on learning and strategic flexibility. ■

LEARNING

FIGURE 1: Strategic learning

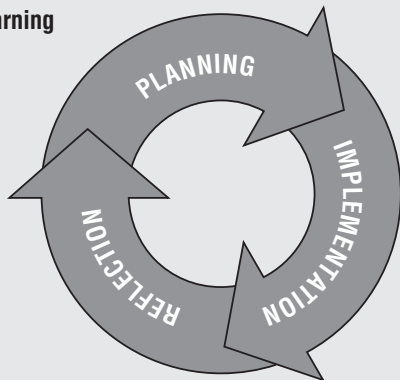
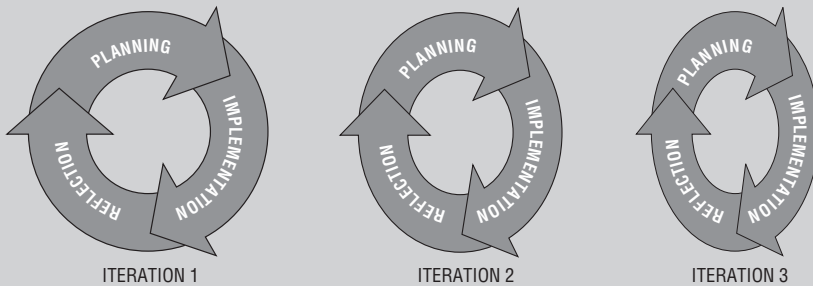


FIGURE 2: Speed of strategic learning



broader, more diverse range of problems helps organizations to learn by leveraging old knowledge into new undertakings.

Strategic Readiness: Preparing to Learn

What does it take for organizations to learn in deep and fundamental ways? It is the state of strategic readiness. To a large degree, individuals cannot learn until they are ready to learn. The same is true for organizations. The degree to which readiness is present at any given moment in an organization's history will significantly determine how well it learns from its own experience and adapts in anticipation of or in response to challenges.

Do you know the boiled-frog story? Place a frog in a pan of room temperature water, and it will sit there. Put the pan on a stove, and gradually raise the temperature of the water. The frog will still stay put, slowly adapting to the rising temperature. In fact, even as the temperature rises high enough to boil it to death, the frog will remain in the water, continuously adapting to the gradual increases in

activities to prepare the organization as a whole to learn. Building strategic readiness is not a one-time event designed to prepare the organization for a specific change. Instead, the organization needs to be equipped to deal with anything and must be ready to reevaluate old assumptions and adjust its plans for the future.

Unfreezing the Organization

The answer to the question of why some organizations change successfully while others do not, lays in the way organizations undergo a process of organizational change which is characterized by a three-phase process of unfreezing-changing-refreezing.

Frozen stage. Organizations function for prolonged periods of time in relatively frozen states in which fundamental norms, structures, processes, and systems are left unquestioned and unaltered. During these periods, organizational changes are within the frame, restricted to improvements targeted at doing what the organization already does, but doing it more efficiently and effectively.

Unfrozen stage. Fundamental, frame-breaking change occurs only during relatively brief

A learning tradition



Everyone agrees with the statement: "Much is being written today about learning organizations." There is indeed another book on the subject: *Strategic Readiness - The Making of the Learning Organization* by John C. Redding and

Ralph F. Catalanello. As regards the topics, there is little innovation: strategic plans, experiential methods of implementation, communication procedures, conflict management,... Yet this book refuses to be simply categorized as an additional study of learning organizations. Its outstanding feature is its scope. Not only the primary analysis of the learning organization is unusually thorough, this subject here becomes a field in itself, a learning tradition in a workplace's history. Moreover, the various contexts in which the learning organization appears, also widen the scope of this study. From the origins of the learning organization, to step-by-step directions for particular strategies and finally, to the human and institutional benefits of such learning, this "story" of the learning organization touches upon multiple fields: history, business, social psychology, philosophy... This seems to enrich the present qualities of the learning organization: its benefits are far-reaching and accessible at all times, in all places, and to anybody willing to embrace change, providing he shows dedication and persistence.

John C. Redding and Ralph F. Catalanello, both authorities on management and organization from Northern Illinois University, wrote this book together in a joint effort to provide companies with a solution for not only survival, but also success in today's competitive and mutable conditions. The driving principle of their theory is: the creation and sustainability of a successful organization rely on steady, individual - and collective learning, with the aim of generating continuous improvements. Two other key principles are presented as vital to the learning process: the necessity of cultivating a readiness for change - now called strategic readiness and the importance of learning on a collective, organizational scale. Although expressed more implicitly by the authors, such qualities as receptivity, open-mindedness and adaptability are obvious requisites for steady learning.

The recipe for the Strategic Learning Cycle, a method proposed by the authors to develop sustainable improvement, is simple: Develop a plan, Implement the plan, Reflecting on the Plan. What is striking is the wealth of concrete examples and practical guidelines supporting this plan and other concepts. This reveals the authors' method of research: an exhaustive study of no less than two hundred learning organizations. As a result, the ideas and conclusions about becoming a learning organization have been tried and

tested and therefore are reliable. On a stylistic level, this extensive use of illustrations enhances the quality of the writing. The choice of examples at times sways towards scientific precision - in the epilogue, the necessity of fast learning is illustrated by a mathematical equation: probability of survival = an organization's learning : environmental change + competitor learning - sometimes towards metaphorical images - in the prologue, the learning process is equated with journeys of learning, which the authors compare to a trip into the Rocky Mountains - and even towards the literary scene, as a poet is quoted to prove the value of ambiguity in accelerated learning: Keats define negative capability as: "When a man is capable of being in uncertainties, mysteries, and doubts." The volume contains a prologue which outlines organizational learning, and three parts, each divided in three chapters. Part one, From Strategic Planning to Strategic Learning, introduces the basic elements of the learning organization. A range of organizations is examined closely and conclusions are drawn from their experiments in strategic learning. Those conclusions serve as stepping stones to the main topics of this part, namely the Strategic Learning Cycle, accelerated learning, and strategic readiness. Part two, Accelerating Strategic Learning, takes us a step further with the aim of accelerating the methods of strategic learning described in Part one. The three methods which favor accelerated learning - Continuous Planning, Improvised Implementation and Deep Reflection - are all described in depth. Finally, Part three, Building Strategic Readiness, leads to a higher sphere as it exhorts us to Heighten Strategic Awareness, Make learning a way of life, and Become self-organizing. The epilogue closes this book with an original note: Improving the future: Learning organization and Jazz.

Who is *Strategic Readiness* for? Obviously, people directly involved in - and responsible for major changes in their organizations form the primary audience. But any organization nowadays is subject to transformations and therefore, anybody interested in understanding this current phenomenon of change, and in staying ahead of the developments will benefit from this book.

The fruit of many years of research on the part of the authors, *Strategic Readiness* proves an illuminating contribution to the existing knowledge of strategic planning and learning. It can also usefully complement other fields, such as education, management, organization-theory, -behavior, -development. Without doubt, it is a good read. ■

Strategic Readiness - The Making of the Learning Organization • John C. Redding / Ralph F. Catalanello • Jossey Bass Publishers. To order, please contact: Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, California 94104. For sales outside the United States, contact Maxwell Macmillan International Publishing Group, 866 Third Avenue, New York, 10022.

Info highway

The ability to find information concerning environmental training, let alone training, can be a time consuming task. Using Internet can make this a lot easier. There is a lot of information concerning environmental training which can take days to go through. To make this easier we would like to feature one organization in this article.

We selected an organization which is well known throughout the world as a leading company in training called "The American Society for Training and Development (ASTD)." The internet address is: <http://www.astd.org>. "ASTD" has been around since 1944. It provides information, research, analysis and networking opportunities for more than 58,000 individuals and organizations from every level of the field of workplace performance in more than 100 countries. It is the leading resource on workplace learning and performance issues, providing information, research, analysis and practical information derived from the knowledge and experience of its members, conferences and publications, and the coalitions and partnerships it has built through research and policy work."

ASTD's products and services range from conferences and symposia and different ASTD publications. ASTD's products and services page on the net discusses providing information resources for performance specialists to meet the changing requirements for their jobs. "Information on learning and performance topics, from training basics and instructional systems development to quality of worklife, is provided in a practical monthly format that helps practitioners stay current with the information they need." More information about these products and services can be found at: <http://www.astd.org/who/products/products.htm>

One of the products that ASTD produces is the *Training and Development* magazine. This is a monthly magazine which investigates the latest trends and the hottest topics in training, performance, human resource management, and new learning technologies. More information can be found at: <http://www.astd.org/magazine/current/crntmag.htm>

An interesting article published in the November 1996 issue of *Training and Development* magazine is entitled "Position Yourself for the Future: The Top Ten Trends." The article looks at the new trends for training giving practical suggestions for professionals to follow. A summary of the trends focuses on the following topics: Skill requirements; Diversity of the workforce; Restructuring of the organization; Advances of technology in the way training is delivered; New ways to deliver services; Organizational emphasis in human performance management. Also, what professionals will need to possess in terms of skills in the changing training market. Some of the more important skills listed in the article include: Organizational awareness of mission, goals and objectives; Leadership skills; Interpersonal-relationship skills; Technological literacy; Problem definition skills; Problem solving skills; Business understanding; Ability to see the big picture. More about these can be found at: <http://www.astd.org/magazine/current/trends.htm>

Other articles in the November issue include a look at the future of both the changing organization's environment and the training and development profession. ■

— Don Holub

ASTD's address is: American Society for Training and Development, 1640 King Street, Box 1443, Alexandria, Virginia 22313-2043 USA, Tel: (1-703) 683-8100; Fax: (1-703) 683-8103

ETP Slovakia Foundation

Environmental Training Project (ETP) Slovakia Foundation is a non-profit, nongovernmental organization founded in Bratislava as a follow-up of the Environmental Training Project for Central and Eastern Europe. It was established in February 1995 as a result of a two-year discussion among Slovak environmental professionals and activists concerned with the state of environmental affairs in Slovakia. The Foundation responds to urgent needs in Slovakia for more intensive communication about environmental issues.

The mission of the ETP Slovakia Foundation is to contribute to sustainable development and civil society in Slovakia through searching for their mutual connections, improving the decisionmaking process and cross-sector approach in solving social, economic and environmental problems.

The Foundation's goals are:

- To strengthen the cross-sector and participatory approaches in environmental problem solving.
- To develop the skills necessary for environmental improvements.
- To create space for discussion about environmental and social issues and for solutions to problems.
- To support public participation in the decisionmaking process and collaborative approaches in solving problems.

Main activities:

- Education, trainings, workshops in environmental and public sector management
- Technical assistance and consultations to community-based projects and initiatives
- Publishing of brochures and manuals
- Management of research projects
- Grant administration

Target audience:

- Nongovernmental organizations
- Self-government
- State government
- Businesses
- Universities

The Foundation's main programs are:

A. Environmental management training programs

- Environmental Training Project for Central and Eastern Europe. This five-year USAID funded project based on a partnership of the Foundation with the University of Minnesota, was launched in 1992 and is directed by a Consortium Council. Its main goal is to strengthen the environmental management capacity through short term interactive management training for environmental professionals and activists.
- Environmental Management Training Centers Network (EMTC-N). The Foundation is a member of an informal and free network of environmental management training institutions from CEE, with whom the Foundation participates in delivery of environmental management trainings.
- ETP International (ETP-I). ETP-S Foundation is the founding member as well as the host of a newly established informal non-profit international association.

B. Community programs

- Community Projects Support Program. In consortium with the Partners for Democratic Change Slovakia, the Foundation participates in a program whose goal is to assist community-based civic initiatives.
- Limitations and Opportunities for Environmental Management at local level: "Developing a Mechanism of Institutional Cooperation in Air Quality Management in Upper-Nitra" (World Resources Institute, Washington D.C.)

C. Research programs

- Strengthening contribution to sustainable development in Central and Eastern Europe - policy research project (Center for Nations in Transition - Humphrey Institute for Public Affairs, Minneapolis).

address BOOK

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Centre for Environmental Science and Management Studies

UNIVERSITY OF LATVIA
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POLAND

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SLOVENIA

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PROFILE

Name: Environmental Training Project (ETP) Slovakia Foundation

Established: February 1995

Type of organization: Non-profit, nongovernmental

Staff: Boris Strecansky, Executive Director; Andrej Steiner, Program Manager; Kosice, Ludmila Majlathova, Program Manager in Kosice; Alena Bradiakova, Project Manager; Andre Ansevin-Allen, US Peace Corps volunteer; Stefan Forrc, Financial Manager; Martina Vagacova, ETP International Coordinator

Contact address: Hanulova 5/b, 840 02 Bratislava, Slovak Republic

Tel/Fax: (42-7) 785-180

E-mail: etp@etp.sanet.

List of trainings delivered in 1992-1996:

- Environmental Auditing I.
- Environmental Auditing II. Industrial Application
- Environmental Auditing III. Application in Agriculture
- Using Information for Effective Environmental Management
- Environmental Monitoring and Enforcement on Local and Regional Level
- Environmental Impact Assessment
- Pollution Prevention in Eastern Slovakia: Building Human and Institutional Resources
- Effective Local and Regional Legal Procedures for More Effective Environmental Protection
- Business Plan and Financing Proposal
- Environmental Liability in Privatization
- Financial Management for Small Environmental Businesses

- Strategic Environmental Management
- Developing a Marketing Plan for Environmental Business
- Principles of Market Dynamics, Competitive Analysis and Strategy Development
- Intensive Training on Strategic Planning for Environmental Managers of Small Companies
- Developing a Community Environmental Action Plan
- Strategic Planning and Fundraising for Environmental NGOs
- Law and Environment for NGOs
- How to Organize an Environmental Campaign
- Communication in an Environmental NGO
- Public Relations for Environmental NGOs
- Possibilities for Using Electronic Media for Communication among Environmental NGOs
- Heavy Metals and Health Impact on People
- Public Participation in EIA
- How to Succeed at EIA Public Hearing
- Building a Strong Environmental NGO
- Economic Issues of Environmental NGOs
- Improving Environmental Information Flow in Kosice as a Tool for Strengthening the Public Environmental Awareness
- Water and Energy Conservation
- Alternative Forms of Environmental Education
- Developing Environmental Curricula at Universities
- Building Regional Capacity for Solving Environmental Problems
- Waste Management and Environment
- Strategies for Municipal Waste Minimization in Kosice
- Effective Negotiation, Assertiveness and Conflict Resolution in Environmental Protection

What can you expect in '97?

The goal of the EMTC Network is to contribute to sustainable environmental training in Central and Eastern Europe through (1) initiating and coordinating international training projects; and (2) facilitating the exchange of experience and expertise among environmental training professionals.

By using its network of 13 leading environmental management training institutions and more than 50 environmental training professionals across the whole region of Central and Eastern Europe, the EMTC Network and its members assist the region's stakeholders, including national and local governments, businesses, nongovernmental organizations and the public, to identify and effectively address their environmental training needs.

In 1996, the EMTC Network was involved in several exciting international training projects.

- EMTC Network institutions have been delivering a series of environmental management training courses in the Czech Republic and Hungary. Among these are:

- "The Environmental Management Training in the Czech Republic." The goal of this project was to establish the Environmental Training Project in the Czech Republic, and to deliver environmental management training courses developed in and tailored to the needs of the Czech Republic based on the experience of the U.S. Environmental Protection Agency (USEPA) and Environmental Training Project. The training courses were partly developed in-country, and partly by the USEPA. The project will further build successful cooperation among the leading environmental training centers in the Czech Republic.

- "The Transfer of EPA Training Modules to Hungary." The goal of this project was to complete the transfer of eight EPA training modules in Hungary and to build the capacity of the Hungarian EMTC to ensure that it would be able to cover the training needs in Hungary effectively. On completion, the project will have delivered and trained HEMTC trainers in the following eight environmental management training modules developed by USEPA: Environmental Impact Assessment; Environmental Auditing; Environmental Policy; Environmental Risk Assessment; Hazardous Waste Site Ranking; Program Management; Principles of Government Contracting; and Public Participation.

- Training of trainers in three selected topics were conducted in Albania. The goal of the "Training the Trainers in Albania" project was to provide access to and build capacities for environmental training in Albania through training of trainers.
- Two projects within the Danube Environmental Program have been implemented, which include the international training of trainers and the delivery of subsequent national training courses in five and six countries respectively.

To enhance its operations, the EMTC Network will offer the following products and services to its members in 1997:

- "Training, Management, Funding" - these monthly information sheets dealing with relevant aspects of training, management, and funding contain a wide range of practical ideas and suggestions with the aim of providing environmental training professionals with practical advice which is brief, to-the-point, and can be used right away.
- *Insight* - this quarterly newsletter will provide features, interviews, and columns on environmental training, trends, institutions, techniques and new developments in Central and Eastern Europe. After its eight-page debut issue, this publication is expanding to become a professional publication for environmental trainers in the region.
- Internet services - this expanded version of a service already available in 1995 provides the most pertinent information on the EMTC Network. For more information see <http://www.rec.org/rec/emtcnetwork.html>.

How can you make the best use of your membership?

- Take part in projects. Participate in our international training projects. Make the most of your training expertise and gain international experience. To find out about the opportunities write to us about your expertise and inquire about new and upcoming projects.
- Try out the ideas. The information you will find each month in your mailbox is meant to be used rather than read. Scan it for ideas you can use in your practice and try them out.
- Turn the ideas into your own. Do not feel that you have to follow the suggestions to the letter - try them out in your own way. Find out how they best work for you.
- Let us know how you are getting on. Are you interested in learning about how your colleagues throughout Central and Eastern Europe have been using the ideas? So are they! Write to us about your successes and we will be delighted to add your ideas and comments to the next issue of the Forum (with due acknowledgment, of course). Similarly, if you would like to share things that went hopelessly wrong for you, we shall be pleased to include them in the next Forum issue (with due anonymity, if you wish).

If you would like to enjoy the benefits of being a member of the EMTC Network, please write to:
The Regional Environmental Center for Central and Eastern Europe, EMTC Network, Ady Endre ut 9-11,
2000 Szentendre, Hungary, Tel: (36-26) 311-199, Fax: (36-26) 311-294

what & WHERE

COURSE LIST October-December 1996

■ BULGARIA

Project Planning and Implementation - II
9-11 October
REC

Training on EU Environmental Policy, Standards and Regulations
15-16 October*
EDC/EMTC

Environmental Economics - III
23-25 October*
EMTC

Public Participation ("training of trainers")
4-7 November
REC

Chemical Energy Response - II
18-22 November
U.S. EPA

Management Training for Municipal Water Authorities
November*
UNECIA

Project Planning and Implementation - III
3-5 December*
EMTC

■ CZECH REPUBLIC

Cleaner Production
15-18 October
CEA

Advanced Conflict Resolution
4-8 November
ICPS

Environmental Epidemiology and Case Study on Health Risk Assessment
2-6 December
ICPS

■ RUSSIA

Risk Assessment
1-4 October
CET

Environmental Monitoring
21-23 October
CET

Environmental Pollutant Control Seminar
4-6 November
CET

Solid Waste Management
13 November
CETI

Environmental Policy
14-22 November
CET

Economics
9 Or 16 December
CETI

Environmental Economics
December*
CET

Soil Quality Management Course
December*
CET

■ SLOVAKIA

Public Relations for Municipal Waste Management
3-5 October
ETP-SK

Marketing and Logistics for Industrial Company
16-18 October
ETP-SK

Law and Green Agriculture
18-20 October
ETP-SK

Management Training for Municipal Water Authorities
28-30 October
ETP-SK

Effective Methods of Decisionmaking in an Organization I
28-30 October
ETP-SK

Effective Methods of Decisionmaking in an Organization II
11-13 November
ETP-SK

Slovak and International Environmental Law
13-15 November
ETP-SK

Training on EU Policy, Regulations and Standards Municipal Water Authorities
26-27 November
ETP-SK

Legal and Accounting Issues for NGOs
November*
ETP-SK

American Experiences in Restructuring Industry in Pittsburgh Area
11-13 December
ETP-SK

Public Relations for NGOs
December*
ETP-SK

Independent Monitoring of Hornad River
December*
ETP-SK

■ SLOVENIA

EDC
19-20 November
DREVO

UNECIA
4-6 December
DREVO

*Dates to be fixed
For institutions' addresses, see page 11.