

Insight

FOR ENVIRONMENTAL TRAINING PROFESSIONALS IN CENTRAL AND EASTERN EUROPE • SUMMER 1997 • VOLUME 2 • NO. 1

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Cooking up successful projects: An easy recipe for any manager

Melita Rogelj shares wisdom from a U.S. EPA Training-of-Trainers

Whether or not they planned it, the everyday work of many successful environmental organizations fits into a set management pattern that enables them to effectively achieve their goals.

At a Training-of-Trainers workshop held June 9-12 in Budapest, Hungary, participants learned about a step-by-step framework they can use to carry out the successful management of their organizations.

Selected trainers from across Central and Eastern Europe participated in the four-day "Managing an Environmental Organization" course. It was the first time this course had been delivered in an on-site workshop.

The training was taught by Cheryl Bentley, Elaine Wright, Mary McCaffery and Ranelle Rae, all from the U.S. Environmental Protection Agency. This dynamic and skilful foursome were very inspiring, and their enthusiasm was so contagious that even sections that could easily have been boring — like making financial and progress reports — didn't seem so painful.

Interrelated management parts

The "Managing an Environmental Organization" course consists of five main sections: Setting the Foundation, Planning the Work, Performing the Work, Checking on Progress, and Applying the Skills (see diagram on page 4).

This course teaches participants how to manage one project or many, aid personal and professional development, help conduct business outside the CEE region and respond to frequent change. The management of an organization is broken down into six essential, interrelated parts:

- **Vision:** fostering a common vision to help us direct our work
- **Communication:** learning and practicing communication skills, and recognizing how and when to use them
- **Setting Goals:** practicing setting different types of goals and understanding how change affects our priorities
- **Developing a work plan:** estimating the resources, sched-

ule and work products needed to accomplish our organization's goals

- **Setting performance expectations:** learning how we can improve our performance by clearly communicating what is required
- **Checking progress:** checking how our performance and work plans measure against the goals we have set

Problems within an organization usually spring from a weakness in one of the above areas. Strengthening the organization often begins by observing which step has been neglected and needs more capacity building or clarification.

It starts with vision

Usually the most important way to start is by examining the vision of an organization and making sure all the employees and constituents have a common understanding of it. It is from the vision that the goals, tasks, work plan and resources follow.

Continued on page 4 ►

3 PROMOTING
PUBLIC
PARTICIPATION

5 WORK PLANS
THAT WORK

6 COPING WITH
TRAINING PAINS

7 INTERVIEW WITH
ORLANDO GONZALES

11 INSTITUTE FOR
ENVIRONMENTAL
MANAGEMENT

Training news for all seasons

At last, the summer is here. That means long, hot days filled with sun, picnics, vacations and mosquitoes. And, of course, another issue of the *Insight* newsletter.

Once again you'll find our pages filled with interesting and lively articles devoted to furthering our mission — to link and support leading environmental training institutions and specialists working in Central and Eastern Europe.

One of the major players involved in the region has been the U.S. Environmental Protection Agency. This organization has supported countless training activities around the world and in the past several years has been increasingly involved in training in CEE. In our cover story, we share with you the expertise gained from the "Managing an Environmental Organization" Training of Trainers held this summer in Hungary. Four trainers from the U.S. EPA offices in Washington, D.C., presented the workshop, marking the first time this training was delivered on site.

Speaking of global training, you'll find a report from the annual conference sponsored by the American Society for Training and Development, one of the largest training organizations anywhere. Conference attendees gained valuable skills and knowledge which we in turn pass along to you.

In addition to this focus on major events shaping local environmental training, we strive in every issue to bring you news you can use in your daily activities. This time you'll find several helpful features, including:

- ideas for dealing with difficult trainees;
- details on how to successfully manage large projects;
- tips on free news updates and new Internet resources; and
- a review of "Emotional Intelligence," a book that could make you more effective in everything you do.

As we work to link trainers in the region, we also aim to keep attuned to our readers and their local perspectives. But we need your help: We must hear from you. Please contact us directly (contact information is listed below) and share with us your concerns: What issues or information would you like to read about? What needs do you have that we can help fulfill?

Insight can and should be more than just a reliable source of information. With your help we can make the newsletter a forum in which to present various views and ideas for spreading and expanding skills and knowledge in the region.

I look forward to hearing from you.

Reuben J. Stern
Editor

regional BRIEFS

EPA Training of Trainers focuses on management

■ On June 9-12, a Training of Trainers workshop, "How to Manage an Environmental Organization" took place at the Regional Environmental Centre (REC) conference site in Szentendre, Hungary.

Twenty-three participants from eight Central and Eastern European (CEE) countries (Albania, Bosnia-Herzegovina, Bulgaria, Hungary, Romania, Russia, Slovakia and Yugoslavia) attended the course.

In addition to the scheduled training material and based on demand by the participants, a special session on facilitation was carried out. A list of facilitation issues were stated such as those related to participants who are inactive, who challenge the facilitator and who lack motivation. Facilitation tools like eye contact, breaks, presentation skills, asking for help and others were all discussed.

Each day of the workshop, evaluation forms were distributed in an effort to see areas where the module material may be adjusted. This was the first time the module was delivered by the U.S. Environmental Protection Agency worldwide, and its outcome will be useful in planning its future implementation. The general outcome of the course was rated by the participants highly successful, and its useful repetition at a national level is promising. (*See stories on pages 1, 4 and 5*)

Croatian Eco Center hosts training for Albanian NGOs

■ While many people were getting ready for a summer vacation, Albanian NGO representatives gathered on Cres Island in Croatia for a training on how to manage an eco center.

The Eco Center Caput Insulae, which hosted the workshop, was established in 1993 in the small ancient town called Beli, on the northern part of the island. The Eco Center works to protect Croatia's natural and cultural heritage. Eco Center Caput Insulae has also been quite successful in its educational activities, particularly its summer school for Nature Conservation. The programs held each year attract participants from all over the world.

During the NGO training session, held July 28 to Aug. 2, Albanian representatives focused on how the center was established and run in order to gain expertise which they could use back home in the recently established eco centers in Ohrid and Shkodra lake regions.

Dr. Goran Susic, director of the Eco Center, organized the event and led the trainings, which included several lectures, discussions and visits to sights around the island. The topics covered included the importance of the Eco Center for nature conservation; the relationship between the Eco Center and the media; experiences with local authorities; educational programs run by the eco center; how to get the local community on your side; and fundraising efforts and successes.

The activity was supported by the REC as part of a project on Fresh water systems in Albania (PHARE funds).

For more information on Eco Center Caput Insulae and its training programs, contact Goran Susic, director, Eco Center Caput Insulae - Beli, Ede Jardasa 35, 51000 Rijeka, Croatia, Tel/fax: (385-51) 621-877, e-mail: orlovlet@olf.tel.hr

Workshop to address need for management training

■ A workshop on the specific environmental management training needs of ECE member countries will be held in Budapest in the beginning of 1998 (exact dates have not yet been fixed). The meeting was initiated by the European Partners for the Environment (EPE) and will be hosted by the Regional Environmental Center.

The broader context of the workshop is the development of new investment policies based on the principle of "double dividend." The principle describes investment policies that are sustainable or that create new jobs or enrich existing jobs. The main purpose of the Budapest workshop is to identify specific training needs of European countries in this field — especially the training needs of companies, consumer organizations and regional or local authorities that are developing or participating in an Agenda 21 project.

The workshop is part of a broader "Investment Policy" project that was initiated by EPE this year. This project addresses employment and the environment and will review in its first phase several instruments implemented in Europe to promote the creation of jobs. Another objective of the program is to promote green consumerism.

To find out more about this project's activities, contact Frank Hornschu, Tel: (49-541) 8100-710 or (49-541) 8100-0. For more information regarding the workshop, contact Laszlo Karas at the REC, Tel: (36-26) 311-199.

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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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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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Structure strengthens participation module

Jiri Dusik discusses a new public participation package making its debut in August for training local stakeholders

The Public Participation Unit of the Regional Environmental Center for Central and Eastern Europe is currently finalizing its Public Participation Training Module (PPTM) for Hungary. The module aims to provide short, practical training for various local stakeholders (municipalities, NGOs, state administration, labor unions, chambers, etc.) in public involvement in municipal decision-making processes.

The training package focuses primarily on general development planning in the community (initiated by preparation of Local Environmental Action Plans), decision-making about planned controversial projects (initiated by Environmental Impact Assessment or other type of decisionmaking), and decisionmaking about existing controversial facilities (initiated by complaints of local citizens).

The Module describes the most common formal and nonformal public participation instruments for dealing with the above situations. It at the same time looks at the usual outcomes of application of each instrument. By placing the information in a grid format, the materials force workshop participants to think first of the consequences of using each particular public participation tool. This then enables them to strategically plan public participation instead of simply "jumping into it."

The training is designed for communities which have a concrete environmental problem about which the public is concerned. The training is delivered through a one-day

STRATEGICALLY PLANNED ACTION

By considering first the consequences of using each public participation tool, a process that is facilitated by the following grid, workshop participants learn to strategically plan public participation instead of simply "jumping into it."

	Formal Instruments for Public Participation	Non-Formal Instruments for Public Participation
Encouraging Adversarial Behavior	<ul style="list-style-type: none"> ■ Civil Case ■ Administrative Case ■ Criminal Case 	<ul style="list-style-type: none"> ■ Demonstration ■ Petition ■ Accountability Forums
Encouraging Collaborative Behavior	<ul style="list-style-type: none"> ■ Local Regulation ■ Environmental Impact Assessment ■ Local Referendum 	<ul style="list-style-type: none"> ■ Parallel public participation ■ Citizen's Advisory Committees ■ Formal Negotiation

workshop that brings together all major local stakeholders interested in the given issue — municipal and state administration, local business, and NGOs dealing with community issues (such as environmental, social care and youth NGOs). The workshop provides these groups with:

- An overview of available instruments for public participation which are applicable in the case they face;
- Detailed training in public participation instruments that the workshop audience jointly selects;
- Facilitated discussion on the practical local use of the selected instrument(s) for dealing with the given situation.

The most important feature of the training is the fact that it includes a variety of local stakeholders who are actively involved in the given case. The designers of PPTM hope the above set-up will stimulate workshop participants to discuss collaborative rather than adversarial instruments. If this happens, the PPTM will serve not just as a training but also as a conflict resolution tool. This expectation still needs to be proven by the pilot testing of the PPTM which will take place in late August. ■

Jiri Dusik has substantial practical experience organizing public participation programs for municipal decision processes in the Czech Republic. He is currently a project officer at the Public Participation Unit of the Regional Environmental Center for Central and Eastern Europe.

We'd like to hear what you think.

Insight has been created to act as a bridge between the major environmental training institutions and professional trainers in Central and Eastern Europe. Part of this challenging purpose is to keep the communication flowing.

This is why we would like to hear from you. Let us know what you like or don't like about this newsletter. What are the topics that matter to you most as an environmental trainer? Are there issues that go underreported?

Help us dig out the facts and make your voice heard. You can find our contact information listed on Page 2.

Read it, write it — it's your newsletter!

Reuben J. Stern
Editor

NEWS

Get daily environmental updates for free!

The Reuters News agency and the Planet Ark Foundation have combined forces to offer environmental professionals a free global environmental news service.

Using the worldwide resources of the Reuters News Agency, this daily service allows those who sign up to keep abreast of the latest environmental news, much of which is not covered by traditional media.

"We are launching this as a free service to the worldwide environmental community," Planet Ark Foundation and Executive Director Jon Dee said in a statement.

The daily news service has already been given a "Cool Site of the Day" award and was recommended by Yahoo Internet search company as a "Scoop of the Day."

Once you register, a daily "World Environment News" list of headlines will be sent



straight to your desktop via e-mail. If a headline interests you, you can read the full story, free of charge, on the Planet Ark website.

To receive this free service, direct your Internet browser to the Planet Ark home page at <http://www.planetark.org>. Press the "Register for news/updates" button, then put your name and e-mail in the form that comes up.

In addition to the daily news updates, the Planet Ark site contains downloadable eco-software, environment campaigns and enviro-videos from Tom & Nicole, Jeff Goldblum, Bob Geldof & Dustin Hoffman.

Planet Ark, based in Sydney, Australia, is the country's largest environmental education organization. The non-profit foundation concentrates on providing people with the information they need to help the environment in their day-to-day lives: at home, at work and within their local community. ■

Managing an environmental organization

Continued from cover

► Communication is crucial in every step and throughout the whole process because all the different viewpoints need to be taken into account. Much time and resources are wasted due to misunderstandings that could easily be avoided if enough importance, and therefore time and resources, were given to making sure that there is an accepted common understanding of where the organization is going and how it plans to get there.

It is also relevant that all individuals feel the importance of their work and contribution to achieve the vision of the organization. The issue here is allocating the time in the environmental organization's busy schedule for learning the steps, understanding their importance and implementing them in everyday situations. It is not as much a question of resources as it is of a commitment from all the levels of the organization to learn and implement the lessons presented.

Piece by piece

Through the course of the workshop, each section and topic built upon the previous one. Learning the course material was done in many different ways, including trainer presentations, individual and group activities, group discussions, role plays and case study applications.

The basis of the technique presented is actually very simple. During the four day period, we gradually built up the outline of the program management model piece by piece. We started with the vision and worked our way to the organization's resources. The completed outline of the management model was not given to us until the very end of the course.

If the chart is observed carefully, it can be noticed that all the steps are very dependent upon each other. Whichever starting point is chosen for analyzing the current situation, all the steps would have to be worked into the management of the project or organization.

It looks amazingly simple and probably very known and recognizable. However, the actual work with a case study, using the tools and techniques, shows the great importance each and all of the steps.

Simplicity and clarity

Each participant received an instruction manual, which is a step-by-step guide to teaching this technique to others. The manual includes copies of overhead transparencies, activity instruction forms, background information for the case study used to apply management skills throughout the course and self review forms to note how well the new material can be applied to the real work situation. Course evaluation forms for each day were reviewed throughout the workshop, and the trainers changed and adapted their instruction techniques to better suit the individual participants' needs.

There was, however, one relevant suggestion that was well noted by the trainers but was not possible to implement at the time of this particular course. Our case study was based on an imaginary country in CEE with certain environmental problems. It would have been more useful and relevant to use a real case study and problem for learning and applying the management skills and tech-

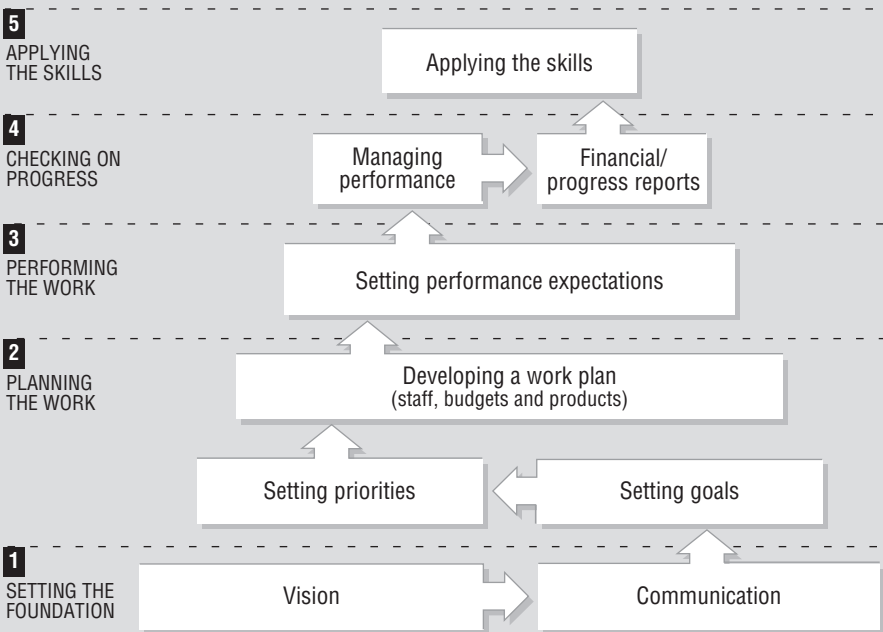


ELAINE WRIGHT

Hey, Macarena! Workshop participants take a break to dance and recharge between sessions.

THE PROJECT MANAGEMENT CYCLE

The steps to managing a project or organization can be illustrated by the following diagram. Successful management begins with laying a strong foundation (a clear vision and good communication) and continues with building upon that base. All of these parts are interdependent — one weak brick and the pyramid can fall.



niques taught in the course.

The two key points that I noticed as valuable in this training and management technique are simplicity and clarity. The management jargon that we all know very well seemed to be getting a new and greater meaning in the everyday situations that we are dealing with.

Also, the skilful way in which the trainers made a fun atmosphere and involved everyone in the learning process exemplified the way of simplicity and clarity. They kept rotating their roles and each of them presented sections of the training material in a different and unique style. It was as if we couldn't wander off with our attention even if we tried. They also continually checked to make

sure we understood what they were teaching and they often stopped to repeat material and clarify any confusion.

Now that the workshop is finished, I am happy to have the opportunity to present this technique to the Local Office and Outreach Department of the Regional Environmental Center. I am sure that it will help us find solutions and new ideas for many of the issues that we deal with on a daily basis. ■

A native of Slovenia, Melita Rogelj now works with the Local Office and Outreach Department of the Regional Environmental Center, where she is responsible for coordinating efforts between the REC headquarters in Budapest and its local offices in Slovenia and Yugoslavia.

Your road map to a first-place finish

Adriana Craciun explains how taking time in the beginning to create a simple work plan can keep you on the right track as you steer difficult projects

Many of us come to the end of the day frustrated and unhappy for not finishing all the work we had to do. But instead of spending more time trying to catch up, it can be more productive to take some time before starting the work to plan how we will get it done.

Developing a work plan is one of the most useful skills I gained during the Training-of-Trainers led by the U.S. EPA in June. The program was one of the most effective Training of Trainers I've been in (see article on Page 1).

Putting together a work plan is just a small part of the Project Management cycle, which includes:

- Developing a vision
- Communicating
- Setting goals
- Setting priorities
- **Developing a work plan**
- Setting performance expectations
- Managing performance
- Preparing financial and progress reports

A work plan is a tool we can use to organize all the people and activities involved in performing tasks. It is a way of identifying how the work will get done. We can also use the work plan to communicate to staff what our priorities are.

In order to be an effective management tool, a work plan should explain the following elements:

- What tasks do we have to complete?
- Which staff members are responsible for which task?
- How much staffing do we need?
- What products will be developed for each task?
- When is each product due?
- Approval from the higher management, if necessary.

We might find it useful in our own organizations to also include short- and long-term goals, information needs, tracking procedures, etc.

Obviously, coming back to reality, most of us don't walk into work and instantly produce a plan in so much detail. There is usually a process involved, and we need to think about things as we go through the planning process such as timing, involvement, delegation, goals and objectives and resource alignment. A simple process for developing a work plan might look something like this: define the goals, identify tasks and subtasks, determine the resource needs, establish monitoring needs and then develop diagrams and schedules.

Developing a work plan may seem like a

lot of work in itself. Sometimes it can be, but a work plan can also make your work as a manager easier over the life of your projects.

It can also structure your organization's time more effectively by:

- *Sequencing work.* This saves time by making sure the work is done in the right order. It can also allow you to plan for unrelated parts of the work to be done simultaneously so the whole project can be finished faster.
- *Defining tasks.* Planning work ahead allows you to consider all the different activities that will be required and prepare accordingly.
- *Establishing performance criteria.* By assigning specific tasks and establishing deadlines, you improve accountability and can measure progress against the developed plan.
- *Balancing the workload.* Developing a work plan gives you the chance to make sure you have the right resources for the work you need to accomplish. It also helps you prevent overloading some staff members while others don't have enough to do.
- *Establishing and communicating deadlines.* Clearly identifying deadlines lets everyone know what the priorities are and who is accountable for meeting them. It also allows you to track the progress throughout the project and predict whether the whole thing will be completed on time.

A work plan is never perfect. The plan should be viewed as a flexible guide that may change as more information comes in or as the project itself changes in scope or nature. From the beginning, however, an appropriate work plan should give you enough detail to manage your resources and track your work, without overloading you with too much information you don't need.

Developing a budget

After developing a plan for how we will allocate our human resources, we have to develop a plan for how we allocate our financial resources for performing the work. The financial plan is more commonly known as a "budget." Budgets are helpful because they give managers:

- a way to plan and control programs;
- a plan to begin an activity or project;
- a standard against which to compare actual financial performance;
- a set of financial tools — balance sheet, expenditure statements, etc.; and
- a formal way to state priorities for how resources will be used and what will be accomplished or acquired for a given expenditure.

The process of developing a budget for a program we manage at a large organization might go through these steps:

1) *Setting guidelines.* Guidelines are usually set by top managers in an organization, who look at program goals and highest priority issues and decide what limits or con-

straints departments have to work within.

2) *Preparing the initial budget.* Managers preparing an initial budget may start by reviewing their own goals and objectives — what they are trying to achieve that year. Then they will define the work to be done, develop a work plan that outlines detailed tasks, estimate costs for each task and revise estimates to fall within established limits. It is common to use a previous year's budget as a basis to work from.

3) *Negotiating.* Generally, each manager considers his or her area to be a high priority and will therefore try to negotiate more resources for those programs. This happens at all levels in an organization: Department managers compete with each other for shares of an organization's funds while individual project managers often seek to increase their share of the departmental resources. The limit to the resources of the organization means these managers must negotiate an equitable distribution.

Sometimes negotiations work, sometimes they don't. Unfortunately, decisions are often made for political reasons. Nevertheless, managers can often win necessary funding by presenting a compelling reason why their program should be considered a higher priority.

4) *Reviewing.* At higher levels of an organization, individual program budgets are reviewed in relation to each other. This review ensures that overall organizational goals and priorities are reflected in individual budgets.

5) *Final approval.* After several revisions, proposed budgets are submitted to top management for approval. Approval indicates that management accepts the proposed plans along with the costs associated with implementing them. Once budgets are approved, they are used by managers throughout the organization to plan and implement their work.

So, the work plan will help us manage our programs by showing which tasks will be completed, the schedule for their completion, and what level of staff and financial resources are necessary to implement the work. The budget then serves as a commitment from the organization to carry through with the work outlined in the work plan.

Lack of certainty and inadequate information are challenges managers must overcome in setting priorities and developing work plans. Effective communication skills — listening and explaining — can help us handle these difficulties. These skills help us find out from our own managers what we should be focusing on, and they help us inform staff how to focus their own time. Good communication also helps us deal with change, so that when new situations arise we can reprioritize and develop new work plans accordingly. ■

Born in Romania, Adriana Craciun went to Hungary as a participant in the Junior Fellowship training program sponsored by the Regional Environmental Center. Soon after finishing, she returned to run the program. She now oversees the REC interns as well.

The pains of training

Santtu Hulkkonen suggests ways to deal with 12 prickly personalities that spring up in almost every workshop.

There is no single "right" way to deliver a training session. Each group is different and therefore no one solution works all the time. This is mostly due to the wide array of personalities embodied by the participants. Just as there are many different personality types, there are infinite number of ways to respond to any one of them.

The first step in uniting a group of diverse personalities is to pay attention to your own personality. Consider carefully your own perspective and reactions, and combine that view with what you know about the students. Also, be aware of yourself and the topic you are acting and enjoy the game. Do it with an open and concentrated mind.

By creating an arsenal of responses to various personalities and their foreseeable actions, you can help yourself and all trainees benefit from individual behaviors that might otherwise throw your session off track. Below are few typical personalities that repeatedly appear in workshops, along with ways to handle the challenging behaviors.

1. Slow or passive

When you come across a slow or passive trainee, focus on creating a stimulating and enthusiastic training atmosphere. Keep asking simple but provocative questions. Know your trainees and try to extend the topic to their level. Use a lot of active aids to understanding instead of simply speaking. A passive trainee may challenge your patience, but keep in mind that no matter what the situation, it's best not to lose your temper. Take it easy and slowly.

2. Shy and hesitant

What about a situation when a trainee is reluctant to get involved because they might get embarrassed? One solution is to ask questions you are sure the trainee is able to answer. Yes or No questions. Ask trainees' opinions. Make a mutual and subtle agreement with the trainee. Use positive reinforcement and share your self-confidence with this trainee.

3. Won't stop talking

Your agenda should naturally be flexible, but sometimes trainees just talk too much. To help keep a session moving along, you can limit the trainees' discussion by summarizing key points and by asking other enthusiastic participants to explain an idea more briefly to everyone.

4. Unwilling to help others

A good approach to dealing with a trainee who is unhelpful or who doesn't work well with others is to discuss the behavior with



An arsenal of responses to various behaviors can help you turn personality discord into harmony.

the trainee personally, away from the group. Explain to the trainee that everyone's experiences are extremely important and that all participants benefit from shared ideas. Use this theme as a tool of your everyday training sessions as well. Be optimistic and grateful for any contribution.

5. Overprepared

Usually a trainee that is bright, active and well-prepared makes you the trainer feel great. Try not to get too excited, though. Of course, be happy and show your contentment, but do not be so obvious about it that it alienates the others in the group. Ask the bright trainee tough and challenging questions to keep them going, and now and then you can even let the trainee think that he/she knows more about the issue than you do.

6. Overly helpful

Dealing with that overly helpful trainee who is all too willing to show how he or she knows all the right answers requires a bit of tact. Usually this trainee is so wrapped up in demonstrating his or her knowledge that he or she ignores the others. Make it clear to the trainee that you appreciate the eagerness, but keep asking questions from others. A polite suggestion you can use: "Let's get other opinions."

7. Rambles on and on

When a trainee rambles on and on and takes the discussion off track, it helps for you to rephrase his or her statements and then give the floor to someone else. If that does not work, refer to your set agenda and try to focus the rambler back toward your original discussion.

8. Obstinate

If you encounter an obstinate trainee, a challenging person who tries to disrupt or will not cooperate with the training session, it's best to propose a meeting after class so you stay in control and do not let the situation bother the others.

9. Miles ahead

Often a trainee will stray ahead and try to pull the discussion along before the rest of the group can catch up. To keep your intended pace, ask the trainee to pay attention to the topic you are dealing with. You

can say things like "You are absolutely right, but could you hold it until later on?"

10. Confrontational

In all too many training sessions you will find at least one trainee who continually argues. Learning new skills and challenging existing knowledge creates anxiety. You can try to help these trainees by asking them to think about the reason they came there in the first place. You can also offer to discuss their problems with them after class. Another approach is to bring other participants into the conversation — often the group itself will take care of the problem. If this does not work, try to ignore the trainee's disruptive behavior.

11. Controversial

Once in a while someone will start to talk about race or political issues. To keep the session from turning into a heated debate, politely steer the conversation back to the original point or just quickly move on. Sooner or later the trainee will recognize the misstep.

12. Absolutely wrong

If trainees knew everything then trainers would be out of business. There will always be trainees who are absolutely wrong. It is important to keep the learning positive. Instead of saying, "you are absolutely wrong," try to encourage the trainee by focusing on parts he or she got right or by using phrases such as "That could be one way to look at it." Also, do not leave a subject until you feel the facts are clear to everyone.

One way to be positive about challenging personalities is to view them as a challenge for you. Usually you act according to your conditioned mind, how you were taught by you previous experiences to react in all peculiar situations. Preparation and practice will help you get through. Nevertheless, it sometimes pays off to leave preconceived ideas outside the classroom and just be spontaneous, open and loving. ■

Santtu Hulkkonen just completed an internship with the EMTC Network at the REC Headquarters in Szentendre, Hungary. This article was adapted from an article by Mike Hakim that appeared in "Creative Training Techniques 1997," Volume 10.

Regional efforts: 'An uplifting experience'



Orlando Gonzales was born in Puerto Rico. After receiving a bachelor's degree in communications from San Jose State University, California, he completed his graduate studies in

public administration at the University of Puerto Rico. Upon graduation, he worked at the Puerto Rico TV/Radio Broadcasting as radio programs producer. In 1990, he joined the United States Environmental Protection Agency (U.S. EPA) in the Management Intern Program (EMI), a two year program in which interns are given the opportunity to work in different areas within the EPA such as Human Resources and Administration, Office of Air and Radiation (Budget Division), and the Office of International Activities (OIA). Gonzales was called back in this office to manage the International Training Program.

Please describe in short the role of the U.S. EPA.

The EPA's primary mission is to protect and preserve public health and the vitality of the natural ecosystems in the U.S.A. The Agency is committed to achieving these goals by reducing risks to human health and the environment, preventing pollution, and fostering environmentally sound and sustainable economic development in a cost-effective and efficient manner.

International cooperation is a key element in the EPA's ability to achieve this mission. Pollution does not honor national boundaries, so overcoming these challenges requires the cooperation of other countries. The Office of International Activities (OIA) leads international efforts, "serving as the focal point and catalyst for the Agency's international agenda, providing leadership

and coordination of behalf of EPA's Administrator." OIA is essential to a strong and efficient international program at EPA. The OIA plays an important role with respect to cross-cutting programs and projects and ensures that the agency speaks with one voice on critical policy matters.

Could you describe the international training program?

The International Training Program was created in the early 1990s as a response to a great demand for environmental training, technical assistance and information throughout Central and Eastern Europe. The program consists of more than 14 train-the-trainer modules covering key environmental management techniques employed in the United States. The training program has expanded to other regions such as South Africa, Latin America, the Middle East, Russia and the New Independent States.

The standard module uses a three-step process and a combination of case studies, exercises and other interactive methods to teach the fundamentals of a specific environmental management technique. Drawn from a broad range of organizations within the host country, both public and private, participants include representatives from national, state and local governments and universities, trade associations and other nongovernmental organizations.

What were the major achievements of this program?

The International Training Program has been very successful not only in CEE but also in Asia. We have developed a training program for the Ministry of Environment in Indonesia (BAPEDEAL) which will concentrate in four major areas: enforcement and compliance, environmental policy, environmental management and risk assessment. We also designed a training program for the National Productivity Council in India to cover the areas such as solid waste management, pollution prevention and cleaner production, environmental impact assessment and environmental audit.

We are happy to report that we are in the

process of developing a training program for the Ministry of Environment of Venezuela which may be in place by 1998.

What is the relationship with the EMTC Network?

The relationship of the training program manager and the EMTCs has developed through the years.

Since their inception the EMTCs have played an important role in organizing every EPA train-the-trainer course delivered in CEE. The relationship enhanced with the creation of the EMTC Network in 1994. The network has been a great mechanism to exchange information and to do strategic planning for future projects in the region and to maintain a close relationship among the members.

I have been in this position for less than a year and for that reason my interaction with the EMTCs has been somewhat short. I consider the opportunity to participate in the last EMTC Network meeting held in Velke Losiny, Czech Republic, to be a great achievement for me because I had the opportunity meet most of the network members one-on-one basis. This meeting gave me the opportunity to get a better understanding of how challenging it has been for each EMTC to stay in "business."

I also learned that despite cultural differences, the network members work together and communicate in a very effective manner. One of the highlights of this opportunity was to see how determined and committed they are to enhance the environment in the region. It was definitely an uplifting experience.

How do you see the future relationship with the EMTCs?

The future relationship with the EMTC network I see in terms of technical cooperation, which means exchange of information. The EPA is interested in continuing the relationship they have created with the network and is willing to update the module material and send new material to be developed as well. The information exchange is envisioned through a bilateral manner. In that sense the EPA sees a partnership, but financial contributions remain to be addressed.

6th EMTC Network meeting to be held Oct. 2-4 in Sinaia, Romania

The 6th Environmental Management Training Centers Network Workshop is coming soon. As agreed in the last EMTC meeting held in the spring in Velke Losiny, Czech Republic, the fall workshop will be held in Romania. All EMTC organizations and EMTC-related organizations are invited to participate.

The EMTC Network consists of environmental training institutions and professionals from across Central and Eastern Europe who work together to assist the region in addressing its training needs. If you are interested in becoming part of the EMTC Network, send a profile of your training institution or your own CV to the EMTC Network coordination (see page 2 for contact address).

The upcoming network workshop is scheduled for Oct. 2-4 at the Caraiman Hotel in Sinaia, Romania. Sinaia, known as "the Carpathian Pearl," is situated at about 900 meters altitude on the western side of Prahova Valley at the foot of the Bucegi Mountains, some 120 kilometers north of Bucharest. The proposed agenda includes the following:

- Preparation of proposals for international projects;
- Presentation of the EMTC Network portfolio;
- Creating an Internet home pages for each EMTC;
- Possible presentation about the "Evaluation of the EMTC Project";

- A discussion of the network's future (plans for action, ideas for the structure of the network, network membership fee);
- Evaluation of the effectiveness of the network Bulletin Board;
- A half-day training workshop on "Group dynamics/Teamworking," given by Opportunity Associates-Romania.

For more information about the 6th Network Workshop, contact Training, Information and Mediation Center for Eco-Development (TIMCED), P.O. Box 13-40, 2000 Ploiesti, Romania. Tel: (40-44) 118-457, Tel and fax: (40-44) 116-549, e-mail: timced@csd.univ.ploiesti.ro

International gathering

Elida Metaj reports on the ASTD Conference and exhibition

From May 18-21, the American Society for Training and Development (ASTD) sponsored the "International Conference and Exhibition 1997" in Washington, D.C., U.S.A.

This exciting event, which takes place every year in the United States, covers the fields of human resources development and training. This year there was a record-breaking attendance of more than 11,000 participants, of whom 2,020 were international trainers.

ASTD
**American Society
 for Training and
 Development
 International
 Conference and
 Exhibition 1997**

May 18-21
 Washington Convention
 Center
 Washington, D.C.,
 U.S.A.

The conference consisted of 250 stimulating sessions, during which participants could hear and share first-hand success stories from some of today's most successful companies which are revolutionizing the work place.

The "curriculum" of the conference covered five areas of learning expertise. Participants were given the choice to select the sessions that

best matched their individual needs and interests from among the following:

- **Workplace Issues.** Methods and tools for workplace learning.
- **Performance Improvement.** Methods to learn how to analyze, improve and measure individual and organizational performance.
- **Technology Applications.** Information about the latest advances and future trends for technology applications in training.
- **Change Management.** Ideas for leading an organization through critical transitions.
- **Career Strategies.** Exploration of emerging opportunities and information about what individuals and organizations will need to survive and thrive.

Organizers published a daily newsletter throughout the conference to distribute last minute information and to tell participants about sessions they were unable to attend. ASTD also offered an Expo '97, a gathering of more than 525 training and development product and service companies who displayed thousands of valuable new training resources. Finally, there was an ASTD store where attendees had the opportunity to buy books and products in order to keep abreast of the latest development in the training field.

Below are descriptions of just a few of the sessions I attended that have implications for environmental trainers.

Managing Toward the Learning Organization: Helping Managers Facilitate Learning

This session, led by Michael O'Brien, focused on developing an organization that can continually expand its capacity and skills. O'Brien explained how to create a learning culture in the workplace by sharing experience and coaching others, and he out-

lined ways of transferring knowledge throughout an organization so everyone can make use of a particular expertise. He also explained the characteristics of a learning organization and defined the concept of "personal mastery." Finally, he explained the reasons we often need to change. Also, by explaining why change is often so difficult gave us insight into how to better manage change within a company or organization.

Emotional Intelligence (EI)

A highlight of the conference, this session featured author Daniel Goleman as he presented the theories outlined in his latest book, "Emotional Intelligence." Emotional intelligence is the capacity to empathize, relate, judge and demonstrate self-awareness and is crucial for achieving success and productivity. Goleman explained how we can develop our own emotional intelligence and therefore excel in personal and professional life. (See *Insight's* review of Goleman's book on page 10)

Evaluating Training Programs: The Four Levels

This session, held by Donald Kirkpatrick, took us through the steps of evaluating the effectiveness of a training program. First, it is important to gauge the *reaction*. How do the participants feel about the program? What is the level of "customer satisfaction"? The second measurement is *learning*. To what extent did the participants increase their knowledge, improve their skills and/or change their attitudes? This can be measured in various ways, including comparing surveys made before and after trainings, discussions about the trainings, one-on-one interviews, etc. Thirdly, managers should observe *behavior*. To what extent has a participants on-the-job behavior changed as a result of the training? Finally, someone evaluating the effectiveness of a training should consider the *results*. What changes in productivity, quality of output, safety, costs or profits can be seen as an end result of the training? Guidelines were distributed showing how to measure the four levels, and we also received a sample of evaluation forms for each level.

The Anatomy of the Human Resource Development Entrepreneurial Journey

How is the path of our life determined? According to this session, led by Ned Herrmann, our life plan, or entrepreneurial journey, is guided by our four different "selves": our rational self, experimental self, safekeeping self and feeling self. Through explanation and discussion, we learned how each of these factors plays into our final destiny.

Elida Metaj is currently managing one of the EMTC projects called "Training of Trainers in Albania." She has also assisted in several training events sponsored by the Capacity Building Department of the REC.

SD Gateway debuts to share info, experience

The SD Gateway, a new tool for decisionmakers to find Sustainable Development information on the Internet, was launched at the Global Knowledge '97 and Local Knowledge '97 Conferences held in June.

The new service will help to integrate and contextualize new sustainable development thinking and solutions developed by the partners. The SD Gateway integrates the substantive content from all the partner sites into a relational database, making it easy to find information about a given topic from all of the partners. One of the primary concerns is to support the work of southern organizations to share their knowledge about fostering sustainability in their regions.

The prototype of the SD Gateway (<http://sdgateway.iisd.ca>) was launched by the partners of the Spinning the Web Project. Spinning the Web was initiated as a joint effort between the International Development Research Center (IDRC) and the International Institute for Sustainable Development (IISD).

The SD Gateway integrates the knowledge and experiences of a network of sustainable development organizations from around the world including:

- Development Alternatives (India)
- Earth Council (Costa Rica)
- Environnement et Developpement du Tiers Monde (Senegal)
- International Development Research Center (Canada)
- International Institute for Sustainable Development (Canada)
- Regional Environmental Center for Central and Eastern Europe (Hungary)
- Stockholm Environment Institute (Sweden)

In addition to providing links to partner content, the SD Gateway also contains a number of services and tools developed specifically for the Spinning the Web project. These include:

- a framework for understanding sustainable development;
- an encyclopedia of sustainable development which synthesizes partner learnings;
- a calendar of events (negotiations, conferences, on-line events); and
- additional links to relevant background information on the Internet .

While still under development, we encourage you to visit the SD Gateway prototype (<http://sdgateway.iisd.ca>) and send us your comments. ■

— Rossen Roussev

For more information about the SD Gateway, send an e-mail message to sdgateway@iisd.ca

Finding the needle in the haystack

Rossen Roussev explains how RECNet can help you locate the information you seek

"Knowledge is power," said 19th century German philosopher Friedrich Nietzsche. It was true then, and in Central and Eastern Europe, it is especially true now. Businesses in the region increasingly have to compete with international firms. NGOs have to become more professional and cooperate more with each other. Governments have to depend more on public needs. All of this requires information.

Most figures estimate that 40 million to 50 million people are using the Internet worldwide. And this number increases by 10 percent each month. At times, searching for environmental information related to the Central and Eastern European region on the Internet seems like hunting for that elusive needle in a haystack. You know the information you're looking for is there, but actually finding it among the thousands of related Internet sites is often another matter.

Is Central and Eastern Europe being left out of this incredible revolution in communication? It seems not.

The REC's electronic communications system (RECNet) makes it easy to find information, identify partners, network with other organizations, and communicate with local offices. Through the Internet, the REC provides a window to global information resources by making available all its databases and publications as well as links to other information resource centers. RECNet hosts environment-related discussion lists and provides Web space for organizations without Internet access. It also offers training for accessing environmental information on the Internet.

The Regional Environmental Cooperative Network (RECNet) is an electronic communication system that links the REC's headquarters with its local offices and different interest groups, such as NGOs, governments, media, libraries, academics and businesses. RECNet improves access to environmental information in the CEE region, promotes the exchange of information, networking, and cooperation among diverse stakeholders, and provides access to the REC's electronic resources, including full text publications, interactive maps of the CEE region, on-line searchable databases, library catalogs, daily environmental news from the region, as well as searchable archives of REC hosted environment-related discussion lists.

The project further improves the connectivity status of REC's local offices and provides a series of training workshops to local office and REC staff, and in collaboration with the Environmental Management Training Centers (EMTCs) provides international "Train the Trainers" hands-on Internet training.

The information is made available through a wide range of Internet services, including FTP, Gopher, e-mail on demand, and the World-Wide Web. RECNet's newest service, the EnviroPhantom, is a specialized Internet directory which covers only environmental issues in CEE and the Newly Independent States (NIS). Currently with full-text indexing of over 200,000 pages, the EnviroPhantom is a good place to start for



The REC home page can save you time when you're searching for environmental information on the Internet.

ABOUT THE RECNET SYSTEM

The Regional Environmental Cooperative Network (RECNet) is an electronic communication system that links NGOs, governments, media, libraries, academics and businesses. The system, which can be accessed from the REC website (<http://www.rec.org>) includes the following:

- All of the REC documents, publications, directories, book and databases mounted on the World-Wide Web, FTP and Gopher Internet servers at REC (this all has also been published and distributed to all the REC local offices as fully formatted Acrobat (.PDF) documents on the REC-on-CD CD-ROM.)
- More than 25 discussion lists initiated as part of the RECNet's WebSpace initiative
- The EnviroDirectory, which so far contains detailed information on more than 500 environment-related Internet sites in Central and Eastern Europe and worldwide
- A weekly "Quiz of the Week" service
- Daily environmental news updates
- EnviroPhantom, an Internet directory covering environmental issues in Central and Eastern Europe and the Newly Independent States
- Search tools to find specific data on selected environmental topics
- Web space devoted to a number of NGOs in the region

all your information needs regarding the CEE and NIS regions.

RECNet also provides Web space for interested organizations, helping them create their window to the world. "Using the RECNet for Environmental Information Access" is a training manual providing a general introduction to the Internet and how to access information related to the environment. "REC-on-CD" is a quarterly published CD-ROM containing all of the REC's electronically available resources, a localized copy of the REC's Web site running from the CD, and various environmental educational software.

As a result of this project, it is expected the

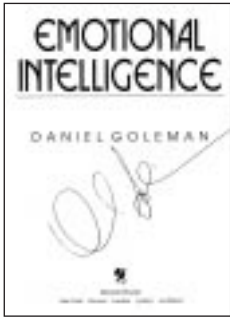
REC's publications and resources will be made available to a wider audience, the REC's Local Offices will handle more information requests locally, and CEE stakeholders will have more environmental information available to them. ■

For more information visit the REC's Web site at <http://www.rec.org>, the EnviroPhantom at <http://phantom.rec.org>, or contact Rossen Roussev, RECNet project manager (rossen@rec.org). For those without Web access send an e-mail to the fully automated REC E-mail-On-Demand services at eod@rec.org.

A new criteria for defining intelligence

Think of the smartest person you know. Now think of the most successful. Chances are you've just thought of two different people. But why? Isn't it the smart people who are supposed to succeed?

Not according to psychologist Daniel Goleman. In his book "Emotional Intelligence," the New York Times writer and former magazine editor sets forth his theory that even a genius smarter than Albert Einstein might not get anywhere if he or she doesn't understand the formula for human emotions.



Emotional Intelligence: Why it can matter more than IQ

By Daniel Goleman
352 pages
Cover price: USD 23.95
Bantam Books
New York, N.Y.

According to this theory, success in professional and personal life does not rely solely upon being smart in the traditional sense (i.e. having a wide range of knowledge and technical expertise). Instead, suc-

cess depends just as much on how we interact with the people around us.

Emotional factors at work

Goleman terms the awareness of our feelings "emotional intelligence." Emotionally intelligent people are not necessarily geniuses, nor are they born with any special gift. Instead, they have simply learned to control their emotions and recognize emotional factors at work in other people's actions. They are attuned to other people's feelings, and because of this, they get along with others and work well in groups (*see the information box on this page*).

So while an intelligent person may come up with a plan to solve all the world's environmental problems, it would take an *emotionally* intelligent person to get the great plan implemented.

"In a sense we have two brains, two minds," Goleman writes, "and two different kinds of intelligence: rational and emotional. How we do in life is determined by both — it is not just IQ, but emotional intelligence that matters."

Once you become aware of the way emotions affect everyday human behavior, you will be able to improve your effectiveness in dealing with others. This could lead to improved business success, better personal relationships, or, in the case of environmental training, more effective results.

By applying Goleman's ideas and recognizing the emotional factors in the learning process, we can tailor trainings to best suit those who seek to learn.

Where emotions originate

Human responses to external stimuli are generated by two parts of the brain, the *amygdala* and the *neocortex*. The amygdala is the center of all emotional activity. It spurs

FEELING SMARTER

Author Daniel Goleman outlines five main areas of "emotional intelligence." In short, developing these five skills is the key to becoming emotionally intelligent.

■ **Knowing your emotions.** This means being aware of your own feelings as they occur so you can develop a rational reaction to them. Goleman uses countless examples of criminals to explain this and other concepts, but the point is that people who commit rash acts often do not recognize or remember their state of mind when carrying through with something. Only later do they realize what they have done and feel remorse. Developing a self awareness of how you are feeling will allow you to rationally accommodate that emotion.

■ **Managing your emotions.** This involves fitting an appropriate response to the circumstance. Often small annoyances enrage us. This is most often because we don't recognize the emotional response we are giving. But an emotionally intelligent person is in touch with his or her emotions and is able to fit the right feeling to the matter at hand.

■ **Motivating yourself.** Goleman states the obvious here: that highly motivated and optimistic people do better in the face of challenge. It's one of the weak aspects of the book, though, that he doesn't provide any specific ideas you can implement to become more motivated.

■ **Recognizing emotions in others.** The ability to read non-verbal cues (i.e. tone of voice, gesture, facial expression) is essential in effective interaction with others and is a major part of emotional intelligence.

■ **Handling relationships.** Once you have mastered the other four steps, it's time to move on to shaping emotional responses in others. The ability to shape an encounter, to mobilize and inspire others, to thrive in intimate relationships, and to persuade and influence others combines a knowledge of our own emotions with the ability to recognize when other people are feeling those emotions themselves.

you into action before the rest of your brain can sort out what is happening.

Meanwhile, the neocortex brings a more analytic or appropriate response to emotional impulses, regulating the amygdala. "The connections between the amygdala and the neocortex are the hub of the battles... between thought and feeling. This circuitry explains why emotion is so crucial to effective thought, both in making wise decisions and in simply allowing us to think clearly."

With everything we do, both of these two parts of the brain generate a response of some kind. Therefore, the key is to develop an awareness of the emotional responses we can expect in different circumstances and train ourselves to respond in a rational manner.

More intelligent trainings

Chapter 6 of the books deals specifically with obstacles to learning. Goleman points out that fear of the unknown almost always makes people unreceptive to new information. Taking this into account, trainers can make their presentations more effective by beginning with some sort of exercise or introductory story to break the ice and calm the nerves before starting to deliver a training.

Another emotional phenomenon in the learning process involves the feeling of "flow." This emotional state happens when someone gets so caught up in what they are doing they forget about the rest of the world.

"Flow represents perhaps the ultimate in harnessing the emotions in the service of performance and learning. In flow the emotions are not just contained and channeled, but positive, energized and aligned with the task at hand. ... It is a state in which people become utterly absorbed in what they are doing, paying undivided attention to the task, their awareness merged with their actions."

Because flow is so powerful and absorb-

ing, teachers and trainers can achieve unparalleled results by tapping into areas that provide flow for learners. "Knowing a student's profile can help a teacher fine-tune the way a topic is presented and offer lessons at the level that is most likely to provide an optimal challenge. This makes learning more pleasurable, neither fearsome nor a bore."

Lessons for life

The last two sections of the book deal with developing emotional intelligence on a personal level. There are entire chapters devoted to keeping a marriage together, improving management skills, dealing with medical anxiety, raising emotionally intelligent children, emotional retraining and methods of teaching emotional literacy to others. This material is somewhat interesting, although there is limited application in the environmental training field.

While some of the material may seem like common sense, Goleman's theory of emotional intelligence explains much about the reasons people succeed or don't succeed. The book also offers insight into how even successful people can make their lives and work more rewarding. However, the countless examples of criminals and small children only serve to explain the concepts and do not provide many concrete steps for implementing Goleman's ideas.

Even so, the book is interesting reading for trainers and for anyone else who deals with other people in daily life. The ability to hold back rash emotions, to recognize what others are feeling and to build a rapport with other people are skills anyone can learn and master. And by adding emotional skill to the definition of what it means to be smart, we are likely to find we've suddenly become a lot more intelligent than we ever were before. ■

— Reuben J. Stern

The oldest environmental training NGO in Slovenia

The Institute for Environmental Management DREVO has since expanded its range of activities

Established in 1993, the nonprofit, non-governmental Institute for Environmental Management DREVO became the first NGO in Slovenia to garner experience and expertise in environmental training activities.

In 1994, DREVO oversaw the translation and publication in the Slovene language of Georg Winter's important book "Business and the Environment." The following year, the organization developed and launched the first general environmental course for Slovene managers, using the same title. The program was co-financed by the Slovenian Ministry of Environment.

Between then and now, DREVO has continued to expand its activities. This year, the organization became a partner of the Ministry of Environment and The Slovenian Foundation for Sustainable Development UMANOTERA in the local environmental action planning process. DREVO's task in this process is to provide local coordinators with knowledge and skills in the field of change management. In addition, a new training program entitled "Local Environmental Action Planning: Coordinators as Change Agents" started in June and will continue in autumn.

DREVO has also gained international training experience within the Danube River Program. The organization participated as a local partner in providing courses on European Union environmental policy and on manage-

ment training for municipal authorities.

Other workshops organized by DREVO over the past few years have included sessions on business trends, Slovene legislation, harmonization in Slovenia, practical ways to implement environmental solutions, general management programs, identification of stakeholder groups, and development possibilities in the country. These workshops were attended by professionals in many sectors, including managers in private and public businesses, local authorities, NGO representatives and environmental specialists.

Through all of this experience, DREVO's mission has remained the same: "To enable local communities and industrial enterprises to develop and implement environmental measures by providing support through training and development and consulting."

The basic principle in all of DREVO's operations is to provide high quality professional services. For this reason, project teams are built very carefully, involving experts from relevant fields. The group's core list of trainers includes local experts in the fields of change management, teamwork, communication skills, water management, waste management, environmental management, strategic planning, project management, facilitation skills, leadership, and public speaking.

Because of its early start in Slovenia's environmental training activities, DREVO was invited to represent Slovenia in the REC's EMTC Network. DREVO also represents Slovenia in the International Network of Environmental Management (INEM) and the International Council of Local Environmental Initiatives (ICLEI).

PROFILE

Name: DREVO - The Institute for Environmental Management

Established: 1993

Type of organization: nonprofit, nongovernmental

Executive manager: Polona Smonig, HRM specialist

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E-mail: drevo@slon.net

Trainings delivered since 1995

- Business and the Environment, Feb. 1995
- Training on European Union Environmental Policy, Regulation and Standards for Municipal Authorities, Nov. 1996
- LA21 - Environmental Planning Process for Local Authorities (national level), March 1997
- Management Training for Municipal Authorities, April 1997
- Local Environmental Action Planning - Coordinators as Change Agents, June 1997

Other activities: DREVO was a local partner in the following international courses:

- EU/PHARE Project "Training on European Union Environmental Policy, Regulations and Standards for Municipal Authorities in the Danube River Basin" (the partnering EU company was EDC-Environmental Development Consultants, Dublin)
- GEF/UNDP Project "Management Training for Municipal Authorities in the Danube River Basin (the partner was the consortium UNECIA, Sheffield)

Donors:

- ZOP Management consulting
- ZOP Organizacijsko svetovanje
- Biro Praxis
- Corex
- Belinka Belles
- Regional Environmental Center
- Ministry of Environment (grants for projects)

International organization memberships:

- International Network of Environmental Management (INEM)
- Environmental Management Training Centers Network (EMTC)
- International Council of Local Environmental Initiatives (ICLEI), associate member

address BOOK

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Help us help the region

The goal of the Environmental Management Training Centers 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 100 environmental training professionals across 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 1997, the REC and the EMTC Network are pursuing major international training projects, including the following:

- In June the REC hosted a Training of Trainers course entitled "How to Manage an Environmental Organization." The module was developed by the USEPA, and it was the first opportunity for the workshop to be delivered on site. The evaluation and outcome of this course will amend the module material and will be further used throughout USEPA global training activities (see article on page 1).
- Soon after the June course, a regional training needs assessment meeting was held to track and update the training needs of Central and Eastern Europe so that the EMTC network can meet such needs. The following needs were identified, some of which have been already identified in the past: lobbying, working with media, fund-raising, Internet access, strategic planning, risk assessment, hazardous waste, sustainable development, water and tourism issues.

To enhance its operations, the EMTC Network is offering the following products and services to its members:

- "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 immediately.
- *Insight* - this quarterly newsletter provides features, interviews and columns on environmental training, trends, institutions, techniques and new developments in Central and Eastern Europe.
- Internet services - this expanded version of a service 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 try them in your practice.
- 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 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 acknowledgement, 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

SEPTEMBER-DECEMBER 1997

■ BULGARIA

Project Planning and Implementation, forth delivery

Sept. 17-19
EMTC (sponsored by the REC Local Grants Program)

Chemical Safety Audits, first delivery

Oct. 6-10
(U.S. EPA)

■ CZECH REPUBLIC

Polishing Your Facilitation Skills

Sept. 22-23
Information Centre of the Project Silesia
(U.S. EPA)

■ HUNGARY

*Possible workshops that have not been finalized

Regional Internet Training Workshop

Sessions include "Introduction to Internet Tools," "Accessing Data by E-mail (lists, by mail, by web)" and "Interactive Internet Tools" Sept. 1-2
REC-Szentendre, Hungary

Public Participation*

Sept. 14-19
U.S. EPA

Solid Waste Management*

Oct. 12-17
U.S. EPA

Pollution Prevention*

Nov. 9-14
U.S. EPA

Hazardous Site Ranking*

Dec. 14-19
U.S. EPA

■ POLAND

UCN/ECEE Conference '97 Biodiversity and Sustainable Lifestyles: Creating New Partnerships

Sept. 18-23
Warsaw, Mikolajki, Poland
A conference on the mediating role of education in bringing together different interests.
Contact: Monika Lieschke, ARGE Umwelterziehung, Alser str. 21, A-1080 Wien, Austria. Tel: (43-1) 402-4701, fax: (43-1) 402-4705.

■ ROMANIA

6th EMTC Network Workshop

Oct. 2-4
Ploiesti, Romania
Organized by EMTC Romania (TIMCED)
For more details, see the related article on page 7

■ RUSSIA

Environmental Education: Non-linear Thinking

Sept. 22-27
Voronezh, Russia
International specialists are preparing this part of the series of conferences entitled "Non-linear World."
Contact: The Organizing Committee, VGU, Institute of Mathematics, I.S.Gudovich, Russia 394693, Voronezhm Universitetskaya pl. 1. Tel.: (7-073) 255-0857, 278-9417, e-mail: gudovi@imath.vsu.ru

Solid Waste Management

Oct. 20-23
U.S. EPA, CETI

■ SLOVAKIA

Training of Trainers in Strategic Planning

Oct. 13-14
PDCS/ETP

Strategic Planning for Non-Profit Organizations

Oct. 15-17
PDCS/ETP

Financing Municipal Environmental Investments

Oct. 29-31
ETP

Effective Communication

November
PDCS

Leadership for NGO activists

November
ETP

Training of Trainers for environmental NGOs

December
ETP

■ SLOVENIA

Local Environmental Action Planning - Coordinators as Change Agents

September - October
Program will be presented 3 more times for 3 different regions. Sponsored by the Ministry of Environment

■ ELSEWHERE

Creating Effective Environmental Education

Sept. 5-12
Suffolk, United Kingdom
Conference will present formal and nonformal approaches to environmental education in the U. K. Contact: Janet Jones, Field Studies Council, Environmental Education, Preston Montford, Shrewsbury, Shropshire, SY4 1HW, U.K. Tel: (44-1743) 851-074, fax: (44-1743) 850-178, e-mail: 100743.3342@compuserve.com

Multidisciplinary and International Cooperation in Environmental Education

Sept. 18-20
Chambery, France
Topics include European cooperation in environmental education, different points of view on environmental science, sustainable development and environmental education, multimedia and new communication tools.
Contact: Dr. Herve Boileau, AUDES '97, ESIGEC, Université de Savoie, Campus Technolac, 73376 Le Bourget du Lac, France. Tel: (33) 79-75-88-12, fax: (33) 79-75-87-72, e-mail: Herve.Boileau@univ-savoie.fr

European Environmental Education Fair

Sept. 24-26
Lüneburg, Germany
New approaches, projects and methods of technology-based environmental education, as well as publications in this field from European countries. Contact: Prof. W. Leal Filho, University of Lüneburg, Department of Ecology and Environmental Education, Wilschenbrucher Weg 84, D-21335 Lüneburg, Germany. Tel/fax: (49-4131) 714-373, e-mail: leal@uni-lueneburg.de

Train the Eco-Trainer: International Training Course for Ecopedagogic

Sept. 29-Oct. 3
Vienna, Austria
European experts are working together to develop six modules and a CD-ROM for an experience-oriented training of trainers. Those trained will then be able to independently design and carry out courses in their own countries. Contact: Andras Csonka, Foundation for Development of Ecological Culture, Miklos ter 1, 0000 Budapest, Hungary. Tel: (36-1) 250-0594, fax: (36-1) 168-8002, e-mail: csonka@okfa.hu

Entree '97: The 7th Conference on Environmental Training in Engineering Education

Nov. 12-14
Sophia-Antipolis (Nice), France
Conference will gather trainers from different countries to focus on energy and the environment. Contact: Mr. Pekka Pellinen, UETP-EEE. Tel: (358-9) 2291-2259, (358-9) 2291-2944, e-mail: pekka.pellinen@tek.fi

To have an event listed here, send the information to: *Insight* newsletter, EMTC Network, c/o Regional Environmental Center, Ady Endre ut 9-11, 2000 Szentendre, Hungary. Fax: (36-26) 311-294. e-mail: siaonnu@rec.org