

Insight

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



ILLUSTRATION: LASZLO FALVAI

FIGHTING FIRE AND EACH OTHER: Individual concerns hinder Europe, the U.S. and the world as they battle global warming.

Climate change: A hot debate

As global representatives meet in Japan to agree to limit greenhouse gas emissions, one thing is clear: Whatever the decision, environmental trainers are part of the solution

BY SOLOMON IOANNOU

Warm days in the middle of winter. Water shortages around the Mediterranean. Submersion of small Pacific island nations.

Scientists around the world point to these and many other weather maladies as the natural symptoms of global warming. As part of an international attempt to control the problem, representatives from about 150 countries are meeting in Kyoto, Japan, to agree on ways to slow the production of "greenhouse gases," the major cause of global warming.

The conference, taking place Dec. 1-10, is the third meeting of the parties of the Climate Change Convention, which has been open for signature since the Rio Summit in 1992. This time, the countries are expected to set specific targets for reducing the amount of greenhouse gases produced each year and to take concrete steps to reverse the atmospheric changes. However, the

talks must overcome serious differences over how much should be done and how quickly.

Whatever the delegates decide, environmental trainers will have their work cut out for them. A host of new regulations will bring a need for capacity-building programs that can assist governments in implementing and enforcing the Climate Change Convention. Also, trainers will need to help industry learn ways to adapt to the new rules and stay competitive while cutting their negative impact on the environment.

The greenhouse effect

Global warming is attributed to a significant increase of the greenhouse gases — namely, carbon dioxide, methane, nitrous oxide and other gases such as chlorofluorocarbons — which are created from the burning of fossil fuels and from deforestation. These gases absorb solar radiation that otherwise would be reflected back out into space.

A build-up of these gases inside the Earth's atmosphere means more heat is trapped close to the planet's surface.

By trapping this excess heat, the gases cause a gradual warming that leads to changes in the planet's climatic conditions. For example, the excess heat causes more water to evaporate from the Earth's surface, bringing drier conditions to some regions and more rainfall to others. Overall, the concentration of greenhouse gases causes sporadic changes in standard weather patterns, and it could eventually make parts of the planet virtually uninhabitable.

Global diverse views

While most governments agree they need to reduce the output of greenhouse gas emissions, the major industrialized nations are fighting over how much they can mandate before it starts to harm their economies. The European Union has proposed a 15 percent reduction from current levels by 2010, a goal that would lower emission levels to well below the amount produced in 1990. In the United States, where per capita output of greenhouse gases is more than double that of most Euro-

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Let it rain, let it snow

Is it just me, or is it hot around this planet?

Surely everyone has heard about global warming, the alarming trend instilling fear that eventually we'll all be baked like chickens in an oven. If only it were that easy. Although scientists and environmentalists have already seen plenty to make us worry, no one can say definitively what will be the final effects of a build-up of the so-called "greenhouse gases." And not knowing the end result makes it more difficult to convince government and industry to do something about it.

International efforts to take action have started, but they have been slowed primarily by economic concerns. How often have we heard that excuse when talking about lack of action to protect the environment? In our timely cover story, Solomon Ioannou takes a look at the implications climate control will have on environmental trainers in the region. As with all environmental legislation, capacity builders will play a major role in making sure governments and industry are able to carry out the goals they set for themselves.

In a similar vein, the article on page 6 begins our look at another trend that will require trainers to prepare themselves: the eastward expansion of the European Union. Agenda 2000, the framework for admitting new members that was adopted by the European Commission this summer, sets out a number of environmental points that could serve as a sort of training shopping list for anyone involved in bringing the CEE countries up to Western standards. Look forward to more coverage of this issue in coming editions of *Insight*.

Getting back to the current issue, perhaps we should have labeled it the "opportunity" edition. Along with the above-mentioned articles, we present some of the findings of an NGO needs assessment published earlier this year. It appears NGOs want training almost as much as they want more funding.

Finally, I would like to thank our intern, Dirk Amtsberg. You may notice that he researched and wrote a large portion of the articles for this issue. A recent university graduate from Germany, Dirk did an incredible amount of work during his three-month stay with us, including reporting from the 6th EMTC Network meeting in Sinaia, Romania (see the brief on this page and the article on page 8).

As always, I hope that by reading *Insight*, you'll find interesting, lively and relevant articles that further our mission — to link and support environmental training institutions and specialists working in Central and Eastern Europe. Please take a moment to let us know how we're doing.

Reuben J. Stern
Editor

regional BRIEFS

First independent Chemical Safety Audits course in Bulgaria

■ The EMTC Bulgaria on held the first independent course on Chemical Safety Audits in Bulgaria Oct 20-24. The word "independent" is significant because chemical safety audits in Bulgaria are not yet conducted as a separate procedure but are part of Environmental Auditing. The training provided an overview of chemical process safety management, risk management planning, and chemical safety auditing.

The Chemical Safety Audits course is a training module of the U.S. Environmental Protection Agency. For the recent training in Bulgaria, some of the materials were omitted or replaced with new versions that were shorter and more applicable to the Bulgarian conditions. Also, more exercises and case-studies were included.

The 29 participants came mainly from occupational health & safety offices of the chemical, petrochemical, pharmaceutical and metallurgical industries in Bulgaria. Representatives from various ministries, a trade union, and an environmental NGO also attended.

All of the lectures were presented on slides; some of the lectures were followed by video presentations. Also, in one of the days a demonstration of industrial safety equipment and audit test equipment was performed. At the end of each day participants worked on a case-study based on a real life situation. On the last day participants were asked to conduct a mock chemical safety audit and to write a report for a fictitious plant.

Follow-up Training of Trainers on management held in Albania

■ The training course "Managing in an Environmental Organization," was held Sept. 22-25 in Tirana, Albania. The course was a follow-up to the course held June 9-12 in Szentendre, Hungary, this time in the framework of the "Training the Trainers - Albania" project.

At the Hungarian training in June, trainers from the U.S. Environmental Protection Agency trained 25 people from CEE countries, including four Albanians (See *Insight, Summer 1997*). In the recent course, the Albanian facilitators passed along what they learned at the earlier session.

The Albanian facilitators worked and acted as an active team in communicating and responding to the questions posed by the participants. They successfully used the interactive training method, brainstorming, working group discussions and role plays. They were

able to adapt the EPA module to the Albanian situation, which made the course more practical and comprehensive for the participants.

The 37 participants were all had an interest in the issues discussed, as most of the participants were managers representing various target groups: government, regional environmental agencies, NGOs, media, public institutions, business and local government.

In the end, the participants considered the training helpful and requested that such trainings be organized more often, especially at NGO and local level. They also suggested organizing a separate training focused specifically on communication techniques.

Internet training in Budapest

■ A training-of-trainers workshop was held Sept. 1-2, at the Regional Environmental Center in Szentendre, Hungary. The training demonstrated a number of Internet tools, such as accessing data by using lists and websites, as well as hands-on examples of how to use the Worldwide Web. About 10 participants from the Czech Republic, Poland, Romania and Russia attended the session, which was organized under the scope of RECNet Internet project. The project is designed to enhance accessibility of information to all three sectors (business, government and NGOs), but it will considerably strengthen the non-profit sector, especially those organizations not yet connected to Internet.

Members themselves finance 6th EMTC Network meeting

■ The second of the two annual meetings of the members of the Environmental Management Training Centers (EMTC) Network was held Oct. 2-4 in Sinaia, Romania. The workshop was organized by the Training Information Center for Eco-Development (TIMCED). It was the first meeting entirely financed by the members themselves. This shows the degree to which EMTC members wish to continue their collaboration with each other despite the end of a funding grant from the U.S. Environmental Protection Agency.

One major topic of discussion was EMTC Network membership criteria. The criteria for membership in the network will now include an annual membership fee of ECU 50. Workshop attendees also talked about the possibility of incorporating the network as an official legal entity, but a decision was postponed awaiting further discussion and investigation.

Insight

AUTUMN 1997 • VOLUME 2 • NO. 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 for Central and Eastern Europe

PRINTING PROTERTIA 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 browser 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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ISSN: 1417-3603

Meeting the needs of NGOs in the region

Organizations in several countries say a lack of training is one obstacle that keeps them from achieving their goals

BY DIRK AMTSBERG

What are the real needs nongovernmental organizations in Central and Eastern Europe? What would they demand if they had a choice?

In a survey of 1,872 environmental NGOs in 15 Central and Eastern European countries, capacity building, training programs for staff, and training for leaders were three of the top five priority areas in which the organizations would seek support.

And while the majority of NGOs said they believe they are at least partially successful, most of them also said they suffer from an acute lack of funding, qualified staff and equipment.

Courses in demand

Nearly three-fourths of NGOs (72 percent) said courses in fund-raising would be very useful, and more than half (52 percent) believe training courses in project management and proposal writing would be very useful. More than one-third of the groups that were surveyed (36 percent to 43 percent) listed training courses on media relations, financial management, negotiating, presentation skills, strategic planning, networking and management of volunteers as potentially very useful. One-third (33 percent) expressed a desire for training courses on team building.

During the series of 71 follow-up interviews, NGO leaders were more specific.

First, at the organizational-level, NGOs desire training with respect to fund-raising, writing project proposals, accounting, building networks, strategic planning, organizational development, lobbying and working with the media. Second, some NGO leaders said technical training on specific environmental topics would make their staff more qualified and help their organizations operate more efficiently. Topics cited range from eco-tourism and sustainable agriculture to ecology, water monitoring and "how to campaign."

Needs by country

The desire for specific topics differed from country to country. NGOs in Albania, Bulgaria, Croatia, Macedonia and Romania listed training courses in strategic planning, management of volunteers, networking, team building, presentation skills, media relations, project management and proposal writing to be very useful.

Training courses in financial management, presentation skills, media relations and project management were perceived as very useful by NGOs in Romania, Slovakia and Slovenia.

Across the region, training on topics related to financial management seems to be more desirable to successful NGOs, while training on project management and management of volunteers was requested more often by NGOs that rated themselves only partly successful.

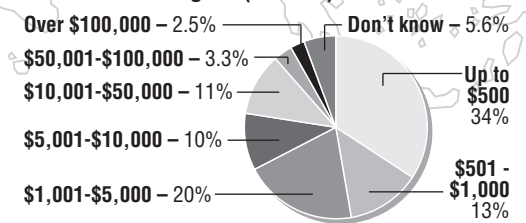
Number of environmental NGOs in each country:



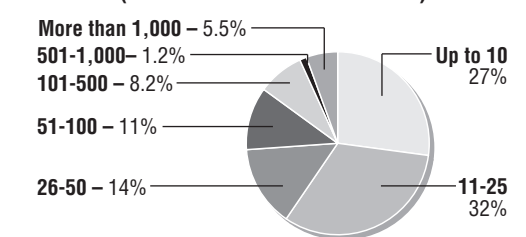
Overall demand for training

- Highest
- Average
- Lowest

NGO annual budgets (in USD):



NGO size (number of active members):



ABOUT THE REPORT

This article is based on the report "Problems, Progress and Possibilities: A Needs Assessment of Environmental NGOs in Central and Eastern Europe," published in April 1997 by the Regional Environmental Center. The study had two parts: The first involved a standardized questionnaire that was completed by 1,872 of the approximately 3,020 environmental NGOs in 15 selected CEE countries (see map above). Of the surveys, 518 also contained written comments. For the second part, project coordinator Curtis Durrant and four independent consultants conducted 71 personal interviews with leaders of environmental NGOs in nine CEE countries.

For information about obtaining a copy of the complete report, contact Malgorzata Mazurek, Regional Environmental Center for Central and Eastern Europe, Ady Endre ut 9-11, 2000 Szentendre, Hungary; Tel: (36-26) 311-194; Fax: (36-26) 311-294.

OTHER FINDINGS

Financial problems

The most serious problem facing NGOs is locating consistent funding. Nearly three-fourths (73 percent) described their financial situation as unstable, poor or very poor; and almost half operate on an annual budget of USD 1,000 or less. As a result, many NGOs cited insufficient financial support as a major reason goals are not achieved. Also, nearly all the NGOs surveyed rely at least somewhat on external support. Only 2.4 percent said they don't.

Governmental difficulties

In some countries, NGOs identified their national governments as external problems because certain CEE governments have not recognized the importance of environmental NGOs and usually don't allow them to get involved in social and political processes. NGOs in Slovakia, Croatia and Lithuania in particular have negative attitudes toward their governments, and they hope to change the unfavorable tax laws that apply to them.

Cooperation among NGOs

Most respondents said cooperation among NGOs was not as good as it could be. While 90 percent of NGOs have working relationships with others in their own country, about half still have not developed relationships with foreign NGOs. Organizations that cooperate say they are stronger and reach their goals more effectively. They also have greater access to information, training, experience and fundraising opportunities.

Staffing concerns

To find and keep qualified staff, NGOs must offer competitive salaries and quality office equipment. Many of the organizations are having problems securing either. NGOs that depend on memberships for funding and volunteer assistance cited attracting and keeping members as a problem, a factor that is explained, at least in part, by the sluggish economic situation and general lack of interest in environmental issues.

Organizational success

Size, age, location, cooperation levels and focus areas all tend to correlate with the success of an NGO. The groups that rate themselves as most successful tend to be bigger and older organizations based in a capital city that cooperate with government and that focus on research, education, information gathering and networking. NGOs in Croatia and Hungary labeled their performance as fully successful more often than in any other country.

Climate change and the need for training

Continued from cover

▶ pean countries, officials have felt heavy pressure from industry and have said they are only willing to stabilize emissions output, returning to 1990 levels by 2012. In Japan, where per capita output of greenhouse gases is similar to many Western European countries (see chart), the government is only willing to cut emissions by 5 percent. Representatives from the industrial leaders have been rushing to piece together a compromise before the Kyoto summit since they failed to reach agreement at formal negotiations held Oct. 20-31 in Bonn, Germany.

Meanwhile, countries in the process of industrialization like China and India — whose output of greenhouse gases has risen nearly 75 percent since 1990 — have taken a more relaxed approach, saying the problem has been caused mainly by the developed world and is therefore their responsibility to combat.

Possible solutions

Within the EU, it is expected that a part of the reduction in greenhouse gases will come from an increase in cogeneration at power plants. Cogeneration involves the recycling of heat given off during electric power production. Normally the heat is simply released and wasted. With the proper technology, power plants can harness the heat energy and turn it into electricity, thus requiring less fossil fuels to be burned.

A European Commission proposal to use cogeneration to produce 18 percent of the EU's electricity by 2010 could reduce annual carbon dioxide emissions by 150 million tonnes. The switch would account for the largest single reduction in the EU's carbon dioxide emissions. Industry experts go even further, saying that given the proper governmental policies, cogeneration could generate as much as 30 percent of the EU's electricity, a move that alone would achieve nearly a third of the greenhouse gas reduction target the EU has set for itself.

However, any changes in the way energy is currently produced could cause serious harm to the world's economies. Industrializing countries, many of whom rely heavily on the income from selling fossil fuels, have before them two main proposals. One is outright compensation to be given to oil exporting countries. The other involves the establishment of a "clean development fund."

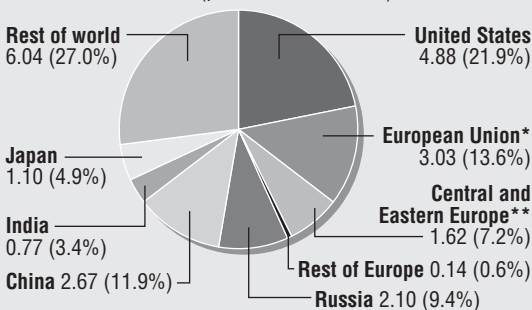
Under this plan, proposed by the government of Brazil, a development fund would pay to assist developing countries meet their targets in reducing greenhouse emissions. This proposal is an outcome of the current multilateral funding policies on energy projects, but it would require serious changes in the way projects are funded. For example, the World Bank, with its \$2 billion annual energy budget, still spends six times more on fossil fuel projects than it does on projects supporting renewable energy and energy efficiency.

Energy industry reaction

The oil industry naturally is lobbying against targets that reduce the reliance on fossil fuels. The Global Climate Coalition (GCC), a pressure group representing the interests of oil companies like Exxon, Shell, Texaco and Chevron as well as the auto industry, has waged a campaign in the Unit-

Tons of carbon dioxide emitted from industrial processes, 1992

Billions of metric tons (percent of world total):



* Does not include Luxembourg

** Includes all countries listed at right

Source: "World Resources: A guide to the Global Environment," published by the World Resources Institute, the U.N. Environment Program, the U.N. Development Program and the World Bank. Statistical data in the book was gathered from the Carbon Dioxide Information Analysis Center.

CEE country	Tons (mln)	Per capita
Albania	3.70	1.21
Belarus	102.02	9.89
Bosnia-Herzegovina	15.06	3.37
Bulgaria	54.36	6.08
Croatia	16.21	3.33
Czech Republic	135.61	13.04
Estonia	20.89	13.19
Hungary	59.91	5.72
Latvia	14.78	5.53
Lithuania	22.01	5.86
FYR Macedonia	4.10	1.98
Moldova	14.21	3.26
Poland	341.89	8.90
Romania	122.10	5.24
Slovakia	37.00	7.0
Slovenia	5.50	2.75
Ukraine	611.34	11.72
FR Yugoslavia	38.20	3.63

Instead of cleaner fuels or nuclear power, most environmentalists would argue the best solution to global warming is either to rely on renewable energy sources, such as solar and wind power, or to simply use less energy.

Most still would argue that the best solution to global warming is either to rely on renewable energy sources, such as solar and wind power, or to simply use less energy. A good example is a project to generate electricity from underwater currents that is now under way. If serious commitments are made to fighting global warming, new funding may spark other, similarly creative renewable energy projects.

Effects in CEE

Greenhouse gas emissions in Central and Eastern Europe are mainly caused by fossil fuels combustion from the energy sector and the transformation of industries. Carbon dioxide accounts for 72 percent of all greenhouse gases emitted in the region, while methane and nitrous oxide account for the remaining 28 percent.

Several CEE countries have already begun investigating ways to limit the problem. Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Poland, Romania and Slovakia have already submitted their first "national communications" describing their current efforts and future policy plans. Poland, for example, has formally agreed to reduce its greenhouse gases. The country currently claims a reduction of sulfur dioxide by 27 percent and nitrous oxide by 16 percent since 1990, mainly from the shutdown of energy inefficient industries. Still, Poland remains one of the largest polluters among OECD countries. Investment in the environment has risen, however, and the country is expected to spend \$10 billion on environmental programs by the year 2000, a gesture that will surely help improve conditions in the region.

Capacity building requirements

While it is legislatures and ministries that decide on international policies, it is industry that must see to their implementation. If any concrete reduction of greenhouse emissions is to be met effectively, industry must acquire the capacity to comply with new policies while these companies improve their competitiveness in the market.

Capacity-building programs must assist the industry in the Climate Change Convention process. These initial programs could provide the framework by which future compliance projects may be identified, formulated and implemented. Capacity building is not just

ed States that includes widespread advertising to convince the public of the economic detriment of a global climate protocol. This industry pressure is a major reason why U.S. officials are reluctant to move quickly.

Other lobbying groups are also attacking the pending emissions targets. The London-based World Energy Council, which represents both fossil fuel and renewable energy producers, has said the proposed targets are unrealistic because of recent rapid increases in emissions. The group says countries such as the United States, Canada, Australia and Japan are clearly unable to meet the EU's proposed 15 percent reduction by 2010.

Nevertheless, oil companies have still made proposals to help reduce greenhouse gases. Shell Oil Co., for example, has proposed an end to subsidies for coal production, which would reduce the artificial pricing structures that encourage the use of carbon fuel. Of course, such a reduction would likely increase the demand for oil products, but it could also encourage the development of other, less damaging energy sources.

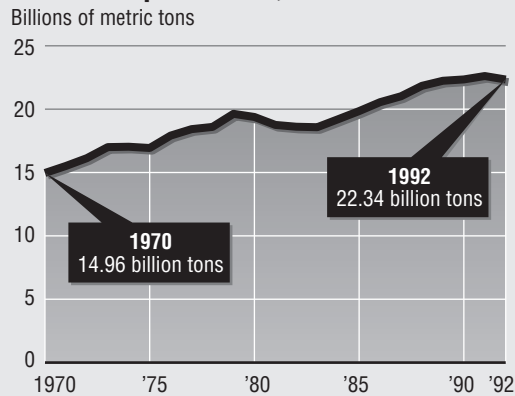
At the same time, the Global Electricity Generators Association has said increased use of electricity, for example in cars and other machinery, may help to reduce carbon dioxide emissions. So would a program of mixing fuels that contain different levels of carbon dioxide, the association said.

The nuclear industry, too, has jumped in and is marketing itself as part of the solution to both global warming and air pollution. Industry representatives argue that nuclear energy is cleaner than fossil fuels, even though it produces dangerous radioactive waste that must be stored for years.

Environmentalists aren't buying any of it.

Country	Tons (mtn)	Per capita
Australia	267.94	15.24
Austria	56.57	7.29
Belgium	101.77	10.19
China	2,667.98	2.27
Denmark	53.90	10.44
Finland	41.18	8.21
France	362.08	6.34
Germany	878.14	10.96
Greece	73.86	7.25
India	769.44	0.88
Ireland	30.85	8.87
Italy	407.70	7.03
Japan	1,093.47	8.79
Netherlands	139.03	9.16
Portugal	47.18	4.80
Spain	223.20	5.72
Sweden	56.80	6.56
United Kingdom	611.34	11.72
United States	4,881.35	13.19

Total world CO₂ emissions from industrial processes, 1970-1992



about transfer of technological know-how or funds; it is also about strengthening institutional structures and relationships.

Capacity building activities could include the development of curricula, the delivery of training, and consultation. These would involve all participatory stakeholders in industry, including managers, technical experts, administrators, area supervisors, directors, board members and even shareholders. In addition, the participation of public sector policy implementers in such training could assist the strengthening of institutional relationships.

As a first step, the development of training curricula needs to include Environmental Management Systems (EMS) that would provide a comprehensive understanding of a systematic framework companies could adopt for implementing programs to reduce greenhouse gas emissions. Furthermore, training curricula may address issues like cogeneration, biomass-fired power generation and, more appropriate to the region, municipal solid waste mass burn.

For example, studies show that by placing heat-only boiler systems in industry, cogeneration reduces carbon dioxide emissions; and gas turbines can produce electricity more efficiently by 55 percent. In addition, biomass is increasingly becoming an important energy source, partly due to its high content of photosynthetic productivity. Technological know-how on conversion of biomass into electric energy, including combustion, gasification and pyrolysis methods, must be incorporated into the training curricula.

Another important element of training for the energy industry is municipal solid waste mass burn. For example, the energy trapped in municipal solid waste is a vital energy source not yet fully exploited in CEE. While it is not 100 percent free of greenhouse gases, combustion of municipal solid waste reduces the amount of residues while ensuring sanitary treatment. This process could be integrated into waste management schemes.

Training can be designed to cover three main areas: technical, socioeconomic and political. While much of the technical training required will be targeted toward technical experts, area supervisors and unit managers, political and socioeconomic training considerations may be of high value to directors, shareholders and board members. Such

If any reduction of greenhouse emissions is to be met effectively, industry must acquire the capacity to comply with the new policies. Capacity building programs must assist industry in the Climate Change Convention process.

training can be followed with audio-visual aids in the local languages, which would greatly assist in awareness raising among all those involved.

While consultation can be focused on specific case studies, it can also be used as a method by which advice on technology, technology identification and process of technology transfer is provided. One notable example of how information technology can be used to enforce limits on carbon dioxide emissions is the "tradable quotas" system that has been partially implemented in Britain.

The tradable quotas system allows each energy producer to emit a certain volume of a greenhouse gas, for example, carbon dioxide. A company can either release its full allocated amount of carbon dioxide into the atmosphere, or it can produce less and sell part of its allocation to another energy producer, thus allowing other producers to exceed their limits. The emissions are monitored electronically and recorded in a central computerized data bank. Each company has an "account" from which their emissions volumes are "debited."

This credit-debit system sets an overall total for the emissions of gases and forces the energy industry to work within its limit or face stiff fees for exceeding it. Because they would have to pay for their initial emissions allowance as well, energy producers would be more motivated to seek renewable energy sources, such as solar or wind, that do not carry the greenhouse emission premium.

The use of information technology for the transfer and purchases of emissions quotas makes the system cost-effective and possible to implement. The quota system also would finally force energy producers to pay the true

cost of non-renewable energy sources and of damaging the environment, all the while assisting in the reduction of greenhouse gas emissions.

Internet access will also enhance the dissemination of information to the industry. One notable achievement is the Greenhouse gas Technology Information Exchange (GREENTIE), which disseminates information over the Internet. Established by International Energy Agency and the Organization for Economic Cooperation and Development, GREENTIE is one way in which information on cleaner practices and equipment is passed along to industries that need it, for example factories in developing countries. Another source of information is increasingly specialized library collections and other documentation regarding climate change.

Finally, awareness is needed if the capacity of industry is to be strengthened. Several international capacity building programs have already been proposed, and the Global Environmental Facility has funded activities geared toward the implementation of the Climate Change Convention. Such programs will bring together policy decisionmakers at the national level with industry and other stakeholders. This will assist in a more holistic approach to the implementation of the Climate Change Convention, something which must be considered by all governments involved.

Working together

A major obstacle to setting up environmental controls is that while costs appear immediately, the benefits of averting global warming are not only intangible, but any improvement won't be seen for decades.

However, industrial consumers increasingly want more quality, reliability and cost reduction than just the supply of energy. The energy industry must recognize the changing trends in energy consumerism and adjust accordingly. While CEE countries may succeed in reducing greenhouse gases to 1990 levels — mainly through the shutdown of energy inefficient industries and the introduction of efficient technologies — the current economic growth in the region will only increase emissions in the future. The level of their commitment to tackling the reduction of greenhouse gas emissions will be evident by the steps governments and industry take over the next few years.

Because the market system does not sufficiently calculate environmental costs into the price of energy, fossil fuel energy producers face the greatest challenge in the reduction of greenhouse gas emissions. While the industry may not be fully prepared to tackle the issue, the technological know-how is clearly there to assist in this process. As environmental trainers working in the region, our role is to assist the industry by preparing to meet its training needs and to work together with industry and government to achieve the goals set forth in Japan. ■

Solomon Ioannou works at the Regional Environmental Center, where he is the project manager of the Environmental Management Training Centers (EMTC) Network. He joined the REC in 1996, just after he completed his M.Sc. in resource management at the University of Edinburgh.

Agenda 2000: Opportunity is knocking

Trainers in CEE will find plenty to keep them busy as the EU expands into the region

This summer, the European Commission adopted Agenda 2000 in an attempt to outline the development of the European Union and its policies beyond the turn of the century, its financial framework and the impact of enlargement in Central and Eastern Europe.

Agenda 2000 attempts to explain the way the European Commission considers the various applications for membership, the main issues raised by those applications and the timetable for starting negotiations. The document draws the main conclusions and recommendations from these opinions and presents the Commission's views on initiating the accession negotiation process.

Eight chapters have been discussed in Agenda 2000. They include: external dimension, economic impact of enlargement, structural funds, agricultural policy, internal market and monetary union, horizontal policies (including culture, education and training), justice and home affairs, and sectoral policies.

It is important for environmental trainers working in the region to understand the key points of Agenda 2000 because it will affect the future training needs of the countries that have been considered for EU membership, namely the Czech Republic, Estonia, Hungary, Poland and Slovenia.

On the whole, enlargement should benefit EU consumers by increasing their choices and by improving industrial and consumer regulations in acceding countries. Research and development institutions are also expected to benefit from the inclusion of countries with an important scientific potential, and all countries can look forward to increased energy resources and improved transportation and communication.

The countries seeking to join the EU can also offer significant human and natural resources that can contribute to the union's strength when competing in world markets. However, the addition of more agricultural enterprises to those already receiving financial support from the EU administration poses a potential setback in enlarging the alliance. A reorientation of the Common Agricultural Policy, with less focus on price support and more on direct income, rural development and environmental policy has been suggested. The final impact of the enlargement on the internal market will largely depend on the extent of economic benefits resulting from the enlargement itself.

The potential new member states, which all face severe environmental problems, will present a challenge to EU policy in the field of the environment. The gap between potential and present members in the levels of environmental protection will gradually have to be bridged. One major way this may be achieved is through the provision of environmental training in the countries of accession. Massive investment is envisioned mainly in the public utility sectors for water, energy

AGENDA 2000 AND THE ENVIRONMENT

Agenda 2000 is an outline of the way the European Commission considers the various applications for membership. Here is a brief summary of some of the major environmental points agreed on as part of Agenda 2000:

- EU policy has adopted an approach toward sustainability based on the integration of the environment into sectoral policies and the reshaping of social and economic behavior through the use of a broader range of instruments and by promoting the principle of shared responsibility. Moving from "pollution reduction" to "pollution management" also requires in-depth research and policy cooperation.
- Candidate countries face acute problems in particular to water and air pollution and in waste management. In highly industrialized areas, environmental degradation has resulted in severe damage and negative effects on human health. While insufficient controls of industrial emissions and waste are legacies from the past, some of the acute environmental problems have been intensified during the transition years. Most actions taken to date are "end-of-the-pipe" solutions, whereas the EU has entered into a phase where the objective is to deal with mitigation of the effects of diffusing, hard to control sources in sectors such as agriculture, transport, energy, tourism and specific industrial branches.
- A concentrated effort that includes considerable EU technical and financial assistance would appear indispensable to help acceding countries quickly align themselves with EU environmental policy, especially in the areas of water and energy. Investment will also be needed to address problems which have a direct impact on health and to improve situations linked to past problems such as contaminated soil, hazardous waste, etc.
- Allocation of large amounts of funding and attention over an extended period of time to environmental problems of new members could have an inward looking effect on the EU's environmental policies. Member states could find it increasingly more difficult to shoulder the wide international burden of promoting sustainable development (e.g. in global issues like greenhouse gases and ozone depleting substances). At the same time, however, it is likely to bring a more flexible approach to EU environmental legislation with stronger emphasis on implementation and enforcement of adopted legislation.
- Acceding countries have sometimes different but efficient approaches to certain environmental issues. This can enrich future EU policy orientations and legislation. In particular, many candidate countries have a long tradition of preserving biodiversity and promoting nature conservation.

For more information about Agenda 2000, visit the EU website at <http://europa.eu.int/comm/dg1a/agenda2000>

SUBJECTS IN DEMAND

Areas in which potential new EU member states will need training:

- | | | |
|--------------------------------|------------------------------|--------------------------|
| ■ Air pollution-climate change | ■ Enforcement of legislation | ■ Transport safety |
| ■ Communications | ■ Enterprises | ■ Public health |
| ■ Energy-climate change | ■ Human resources | ■ Public utility sectors |
| | ■ Legislation implementation | ■ Waste |

and waste, but also by enterprises. A major effort will also be needed in the development and training of the administrative structures for implementation and enforcement of EU environmental regulations.

The social policy of a larger European Union would also have to address the acute social problems of some potential new members, including unemployment and public health. Investment in human resources will be imperative, and the adaptation of the acceding countries to the EU's existing social policies will be needed. The European social model ultimately could be set back by insufficiently developed vocational training networks and by the large number of citizens who have a standard of living below the EU average.

No major problems are envisioned from the participation of acceding countries in the EU's cultural, educational and training activities; but new members are likely to require significant amounts from EU programs and structural funds. Cooperation among mem-

ber states is encouraged and, if necessary, support will be provided through programs such as Socrates, Leonardo Da Vinci, Youth for Europe and Kaleidoscope. Sustained cooperation in the run-up period to accession (i.e. from now until 2001 or beyond) will contribute to improving the viability and efficiency of these sectors.

While Small and Medium-sized enterprises will be exposed to competitive pressure, enlargement will offer additional business opportunities in this sector. Legislative alignment will be necessary for the audio-visual sector to improve the technical infrastructure and to avoid distortions in competition. Similarly, although the union's fisheries resources will not increase substantially, some of the acceding countries have problems with over-fishing, and restructuring is therefore needed.

Coming in the next issue of Insight: A more detailed look at the training demands EU enlargement will create in Central and Eastern Europe.

'People learn... in the process of playing'



Dana Nicolescu is an experienced Romanian trainer who currently works as the director of Opportunity Associates-

Romania, an NGO that provides environmental training. She also serves as member of the board of the Regional Environmental Center (REC).

You have conducted a lot of courses in your home country, Romania, and in other countries as well. Have you ever used training games?

Yes, always. Every single session has its own game. We are calling them *structured experience*. Games provide participants with experiences. Because the trainer chooses the game on purpose and knows which experiences he expects and what is going to happen, this experience is structured. Through the evaluation of the game the experience becomes structured for the participant as well.

What training games do you use? Please give an example.

There are so many. Well, for example, I ask participants to form two circles. Then I will give the inner circle an apple, a banana, a lemon or whatever and ask them to create a game with that object. The outer circle has to observe them.

And what is the aim of the game?

The point is to see how people communicate and how they are negotiating. And the others are observing — a highly needed management skill as well — what is happening in the group: who is going to be the first one, who wants to be the boss, who is shy, how people react to each other, who has leadership skills and so on. After the game, I give feedback to each person, telling them what I observed and what were their strengths and weaknesses. I am giving advice on how to do better.

What do you think are the advantages and disadvantages of training games?

This is always highly dependent on the design, the training team and the trainer itself. But I will try to give you an answer.

First, you have to make sure that the game is appropriate to your aims and the trainees. If not there are only disadvantages.

The advantages are that people are really learning something if they are properly done. There is difference between process and contents. People are really having fun but they continue working very hard at the same time for long time.

As a trainer you have to be very careful monitoring a game. Participants normally will forget that it is not only for the sake of fun but that there is a purpose in this game. You have to watch that every participant comes back to a conscious level at the appropriate time so that he can learn out of his — and the others' — experiences. Now we are concentrating on this aspect of your behavior.

I personally think the best aspect of games is that people learn something in the process of playing. They are not just confronted with theoretical demands, but they learn how they behave and how they can do better.

We call that EA. E for experience and A for analysis. You analyze a moment of the game. The trainer is basically choosing the moment and then the whole group will analyze this particular moment under his guidance. The amazing thing is that people have such different views on a certain moment and it is so important to clarify.

These advantages cannot be harvested if you do not have a purpose, an objective with that game. I have seen this in other countries in Eastern Europe where trainers were giving games just for the sake of playing, of having fun. And it was fun, but at the end of the day participants ask themselves "why have we wasted two hours on that game? We have not learned anything; it was just fun." So you have to be very careful when you are using games.

Are you sometimes confronted with people who do not want to join the game?

Not really. This happens only sometimes in the first stage. But when you are conducting it well, when you give clear instructions about the game and its aim, people want to join. But if they do not want to play, they do not

want to. You cannot force them. Actually, in a lot of games you do not have this problem — you just ask a part of the group to observe. But indeed, after the first round people realize that playing is more fun and easier than observing. So for the second game it is harder to find observers than players.

In the beginning, I thought as well that this is not going to work, but actually it works quite well and I am always amazed how much fun people have in the games. It functions with almost every group, and we trained people from all ages, all sectors and the most diverse backgrounds.

Actually you have more problems with people who think they are the brightest and do not want to work together with everybody else, but that's just with certain people. Normally at the end of a day they discover that the others have something very valuable.

What is the most important aspect to look at when you use training games?

You have to give participants clear instructions about the game, and after they finish and you start to process, to remind them what you have in mind. It should be clear what is the purpose of the game. The other essential factor is to create a safe environment, making clear that nobody is making fun of anyone.

Are you using a commercial game, or have you developed one in your everyday practice?

We are using both. There are many good commercial ones available. But actually it is true that there often is a need to adapt games in foreign training manuals as well as adapting the manuals in general.

For example, I once had a manual with a game that played in the desert. Well, no one in Romania knows about the desert. It is so far away from people's culture that you cannot use this game to get good results. All participants thought it is stupid because it wasn't close to our culture.

Or a different example. One course had a game to teach fund-raising by post. This is stupid because we do not have a cheque system. In Romania, you have to try everything out because in our transition countries you never know if it works. That's why we employ mainly NGO professionals. ■

Case studies, practical manuals enhance compliance workshop

Participants in the "Principles of Environmental Compliance and Enforcement" training course, held Sept. 12-14 in Smoljan, Bulgaria, said they valued the course because of the high number of case studies and discussions. They also gave high ratings to the participants manual, which they said would be a useful tool to share with others working in the environmental field.

The objectives of the course were to introduce basic principles of environmental compliance and enforcement; make environmental compliance programs enforceable; achieve more efficient cooperation and

implementation among ministries, different levels of government, public and private sectors; introduce a broad range of tools and authorities for enforcement response; and introduce negotiation techniques to resolve violations. The training is intended for anyone involved in program development or implementation, including government officials, nongovernment officials, industry and academic leaders, and private citizens.

Through the different methods of interactive training, including work in small groups and role-play in negotiation sessions to resolve a specific enforcement case, the participants

were able to develop their own management approach to an environmental problem, as well as to draft enforceable environmental requirements and to design an appropriate compliance strategy and enforcement program.

The course was sponsored by the Open Society Foundation and was carried out by the Bulgarian EMTC. It was the third time the training had been delivered. The first two times the course delivery was supported by the U.S. EPA and its trainers. For the current delivery, the Bulgarian EMTC used the same training materials and its own trainers. ■

— Dirk Amtsberg

Learning to work as a team player

Clear goals, communication, unity and skill enable small groups to conquer big tasks

BY DIRK AMTSBERG

Everyone agrees you've found the perfect way to accomplish that huge, important project — you all will work together to get the job done. It sounds ideal until the work gets under way. Suddenly the group cannot function. Pavla is preoccupied with her own problems. Janos and Jiri are ready to kill each other. And no one has a clue how to use the computer.

If working in teams is supposed to yield better results than working alone, why do so many group projects end in unproductive strife? The answer lies in a number of factors, many of which can be easily implemented along the way. During a workshop at the 6th EMTC Network meeting in Sinaia, Romania, Dana Nicolescu, director of Opportunity Associates-Romania, gave an instructive and funny half-day session outlining these keys to successful interaction.

The goals of the workshop were to teach the criteria for building an effective team, to outline the major obstacles to team building; and to clarify individual and group needs and maturity indicators. Also, the workshop itself was an exercise in team building because participants had to work together to progress through the exercises and finish the learning.

Creating an effective team

One explanation for the dynamics of group interaction involves the "Jo Hari Window." According to Jo Hari, the human personality consists of four parts, or "windows" (see diagram). The windows describe information based on who knows it. In a good team, everyone communicates and thus most information lands in the "public window."

H. B. Karp defines a team as a "group of individuals who must work interdependently in order to attain their individual and organizational objectives." In a team-working exercise, participants (with the help of Nicolescu) brainstormed the criteria for an effective team.

First, an effective team should have a *common and very clear goal/mission*. It sounds like a self-evident pre-requisite, but still it often happens that people working together have no clear idea of their common task. The group should all understand the goal and be motivated to solve this task.

An effective team furthermore needs a *leader* — not a hierarchical leadership but a leader that is a member of the group, furthers group dynamics and leads only when it is necessary to keep the work on track. The leader should combine the individual efforts to create the group's success.

A good team also needs a certain *unity and collective identification*. This includes mutual understanding and affection. This is not to say, however, that everyone should agree on everything. On the contrary, *conflict* is necessary because it brings about alternate ideas. Without differing views, there



In one exercise, blindfolded team members had to rely on working together to get themselves back in order.

THE JO HARI WINDOW

The Jo Hari window categorizes pieces of information based on who knows them. In a good team, everybody tries to communicate and thus increase the size of the public window. The bigger your public window, the better communication you have and the more effective your team will be.

	OTHER PEOPLE KNOW	OTHERS DON'T KNOW
INDIVIDUAL KNOWS	PUBLIC WINDOW: Something someone knows that has also been revealed to others	HIDDEN WINDOW: Something someone knows that remains hidden from the others
INDIVIDUAL DOESN'T KNOW	BLIND WINDOW: What other people know about someone that the person doesn't know or recognize	UNKNOWN WINDOW: Things neither the person nor the other people know

would be no innovation or creativity. When conflict does arise, it must stay on a professional level and team members should remember the importance of team unity.

In order for the team to accomplish its goals, team members should have *appropriate skills* to fulfill their task. The various skills must be complementary to create a certain synergy. Everybody should be motivated to solve his or her given problem. The majority of team members should have *experience* as well in both their professions and in working with others.

Major obstacles to team building

The list of major obstacles to team building is basically the inverse of the list criteria for an effective team. The first two possible mistakes can be committed when choosing the team; the others depend on the team itself.

■ Bad selection of the team members.

This could be a result of incorrect match-

ing of abilities or simply personality conflicts that cannot be resolved.

- **No common goal;** the task was not properly made clear to everyone.
- **Individual group members seek stardom** or want to show off instead of working together to solve the group's problems.
- **Team members are selfish or jealous** of each other and start a destructive competition; there is no sense of the necessity of being a group.
- **Communication fails** among the group.

Eventually, when all the factors fall into place, a group will become more productive than the individuals working independently. There are three factors used to gauge this type of mature group. The degree of maintenance of the group, the degree of taking into account individual needs, and the ability to handle the task itself. In a mature group, each of these factors should have its place. ■

Evaluation: Who are you to judge me?

While just the thought of being evaluated can instill fear in even the most confident organizations, the process usually does more good than harm by teaching people how to more effectively attain their goals. It can also bolster confidence by showing an organization what it is doing right.

BY DIRK AMTSBERG

Evaluation is a word that sounds horrible to most of us. The mere sound calls up images of hard-nosed officials or outsiders ready to criticize us. We fear bad reviews, not just because we do not deserve them but because an outside evaluator could not possibly know us well enough to really judge us. Often we even suspect the whole evaluation is simple an instrument to close the institution without giving us the opportunity to improve our performance.

Despite the fear, this normally is not the case at all. For sure, evaluation is a device to gauge the success of an organization or organizational unit in respect to its vision, goals and tasks. But the primary goal of most evaluations is improve performance. The process is a very helpful way to shed light on the problems we have in reaching our goals. And knowing the problems is the starting point for improvement. An evaluation can also build confidence by underlining and organization's strengths and successes — another reason self-evaluation is useful and should take place on a regular basis.

Finally, comparing evaluations from similar organizations can show multiple ways of solving similar problems. Different constraints arise in different surroundings, but in many cases other groups with goals similar to our own will think of creative solutions we can adapt to our own work.

A tale of two EMTCs

The Environmental Management Training Centers in Central and Eastern Europe (EMTCs) began in November 1992 when the Bulgarian EMTC opened its doors. The Polish EMTC opened next, in March 1993. Both centers were established by the Institute for Sustainable Communities (ISC) and the U.S. Environmental Protection Agency (EPA) in collaboration with local institutions.

The major purpose of an EMTC is to provide training and technical assistance in fundamentals of environmental management to managers and decisionmakers at all levels of national and local government, NGOs, universities, media and the private sector. The Bulgarian and Polish EMTCs are the oldest of the EMTCs established by the U.S. EPA, and that is why they were chosen for the first EMTC evaluation report.

Good evaluation results

It is important to stress that both EMTCs got good marks. Both have an excellent reputation among local organizations and international donors. The Bulgarian EMTC was even named the leading environmental training institution in its country.

The institutes disseminated Western knowledge in their countries and in this way formed a basis of experts who have gone on to improve the quality of environmental

RECOMMENDATIONS FOR THE FUTURE

Development and future direction of a training organization depend upon its specific environment. However, here are a few general recommendations from a recent EMTC report on areas in which training organizations could improve in the future:

- **Marketing and promotion.** So far, none of the EMTCs has developed a marketing and promotion strategy. This will become more important as donors will provide less money for Central and Eastern Europe in the years to come.
- **Less theory, more case studies.** Trainers should include more technical and practical details in their course materials, as the surveyed participants found that much of the material was weak in this respect.
- **More trainings on specific issues** instead of focusing on general and basic topics. Discussions within the EPA have also been moving in this direction.
- **Self-sustainability.** Developing strategies for more self-sustainability is necessary as funding will decrease in the years to come. Some examples of ways to raise funds include workshop fees and the sale of expertise or of database material.

The complete report can be obtained from the Institute for Sustainable Communities, 56 College St., Montpelier, Vermont 05602-3115, U.S.A.; Fax: (802) 229-2919.

trainings (about 1,000 in Bulgaria and 2,000 in Poland). By educating about 100 facilitators in each country, the centers enhanced the self-training abilities of their countries. Training deliveries to state agencies, businesses and society increased the awareness for the need of environmental management and furthered democracy.

Differences between the two centers

The division of labor between board, directors and trainers was exemplary at the Bulgarian EMTC. The board is responsible for the development and implementation of the EMTC strategies. All board members were actively involved in the organization's activities and promoted the center where they could. The relationships between director, board and staff are also excellent. Therefore, the director can concentrate on implementation and management of day-to-day activities.

The Polish Board, on the other hand, was mainly supervising the activities of the EMTC while the director took over many of the board's responsibilities. This did not seriously hinder the activities of the EMTC, but it is still unfortunate that the board members do not support the organization more actively.

Further differences between the two centers mainly concern the cooperation with international donors, the level of self-sustainability, and the level of adaptation of the training courses. All these differences stem from one major factor: the different environment in the two countries.

The strive for sustainability of the Polish EMTC through the collection of fees for their courses was only possible because the Polish market is a lot larger than the Bulgarian. In Poland, businesses and NGOs have more money, and they recognize the need for environmental training. The Polish EMTC therefore was able to begin its "commercial courses." The EMTC began by introducing small fees

that were gradually increased over the following years. The fees now completely cover the costs of the courses and will soon become the organization's main source of revenue.

The Bulgarian EMTC did not have the possibility to follow this track because the economy is too weak and because the target groups do not yet see the necessity for environmental training. This situation forces the EMTC to rely a lot more on grants, and it depends upon international organizations than the Polish EMTC. It may still be possible, however, to collect a symbolic fee, a step that could help prepare training participants to pay their own way eventually.

With funding for trainings arranged beforehand from outside sources, the Bulgarian EMTC has had more freedom to adapt their courses to the Bulgarian reality and to develop new courses they regarded as necessary. On the other hand, clients in Poland, who help determine which courses will be offered by only paying for subjects that interest them, wanted to have the certificate of an EPA course. Therefore, the center delivered only EPA courses with limited or no adaptation.

Key elements for success

The cooperation of the EMTCs with the EPA was one of the key elements of their success. The EPA provided high-quality training and well-organized training materials.

Another important element was the "customer orientation." Both institutions reacted differently to the challenges of their specific environments, for example in the level of adapting EPA materials to satisfy clients needs.

The evaluation report further states the EMTC Network was important to the development of the centers by bringing new ideas and further prospects for sustainability. But the evaluation states that an improvement of the communications with the other EMTCs would be very helpful. ■

A basis for civil service training in CEE

Comparative study provides framework for regional system

The collapse of communist systems throughout Central and Eastern Europe left a widespread need to retrain personnel in order to get countries fit for the new challenges.

However, training at that time was only incremental and ad hoc. Few people, if anyone at all, knew enough about the new needs and objectives to demand or supply

OECD: Country Profiles of Civil Service Training Systems: SIGMA Papers No. 12
Prepared by SIGMA (Support for Improvement in Governance and Management in Central and Eastern European Countries) Paris 1997

the proper training. For this reason, contents and styles were often just the transfer of Western techniques to a completely different environment. Many of them failed.

For years after that, no basis for a systematic approach existed. Now, nearly eight years after the political changes, Support for Improvement in Governance and Management in Central and Eastern European Countries (SIGMA) has published a report that provides this framework for building coherent and cohesive training systems in the region.

The report, entitled "Country Profiles of Civil Service Training Systems," lays out a framework that could effectively end the experimentation phase of training in CEE. The report is the first comparative study of the training systems used throughout the region. It documents programs developed for training civil servants in Albania, Bulgaria, Czech Republic, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia.

Comparison of the various programs used in recent years gives trainers a further understanding of methods that work most effectively within a Central European context. This can certainly aid the development of unified training efforts that work in a regional context and help trainers develop more innovative solutions for future training issues.

Comparisons are easy to make

"Country Profiles" is more than mere documentation. The first chapter explains the strengths and weaknesses of a number of

STAGES OF TRAINING OVER THE YEARS

1 Experimentation

Training sessions immediately after the fall of communist regimes were mostly experimental, rather than systematic approaches based on needs or demands.

2 Demand-led

Pressing needs led to a more concentrated and sustained response, but training was nevertheless often ad hoc and without structured aims or objectives.

3 Creation of a focal point

In some places, the responsibilities for training have been concentrated in one place, for example at a coordinating ministry or state offices.

4 Broad institutionalization

This would involve creating a school for administrative issues, a step still to be taken in most of the countries.

Western training systems and it gives additional information about the outside methods. Subsequent chapters describe the different stages of development of the training systems in CEE countries, including the prerequisites for establishing a training system, etc. The conclusions spelled out in the beginning are easy to recognize because the study is structured in a way that makes it easy to compare experiences in the different countries. Each country profile is broken into sections in the following manner:

- **Objectives of training.** Identification of the official objectives of training or, if there are none, description of the situation.
- **Legal framework.** Do civil servants have a right or an obligation to assist training? Or is participation in training just a way to advance a person's career?
- **Funding.** Who has to pay for the training — the trainee or the office? Are there foreign funding sources?
- **Training institutions.** A look at the institutions that exist and a discussion of their legal status.
- **Teaching personnel.** Information on the background of the teachers.
- **Needs assessment and contents of training.** A description of the most important subjects and methods of training.
- **Target groups.** To whom is the training targeted?
- **Training formats.** Description of the training formats offered, from school and university courses to other types of vocational training.
- **Development of training curricula.** Are the curricula demand-driven or supply-

driven? Who is responsible developing training materials?

- **Planned changes and further developments.** An outlook for the developments of the near future.

A helpful tool for the region

Overall, the study is an engaged plea for the development of a broadly based, multi-level, comprehensive and continuous training system. It gives the starting point, and for the careful reader it even hints at a way to develop a coherent training system for the whole region. The report identifies strengths and weaknesses of different approaches, and it could help anyone engaged in training in CEE.

SIGMA's target audience is above all the donors. The organization plainly states it wants to "provide donors with additional information on training structures and systems." However, the report is a helpful tool for the CEE countries to improve their training capacities and enhance effectiveness and efficiency. Trainers, too, will find useful information regarding the priorities in developing a training system.

A useful compilation of varied experiences from several countries in the region, "Country Profiles" is an excellent information resource for anyone working on civil service reform in Central and Eastern Europe. ■

— Dirk Amsberg

Data in the book is limited to April 1996, but updates are available on the SIGMA website: <http://www.oecd.org/puma/sigmaueb>

To order a copy of the report, contact: SIGMA-OECD, 2 rue Andre Pascal, 75775 Paris Cedex 16, France; Tel: (33-1) 4524-8200; Fax: (33-1) 4524-1300; e-mail: sigma.contact@oecd.org

U.S. EPA offers new material

The U.S. Environmental Protection Agency, whose materials have been adapted for use in just about every CEE country, will issue a new catalogue of training courses and manuals. Here is a list of the modules that will be available and of the titles that are currently under development:

New Modules

- Chemical Safety Audit
- Pesticides Disposal in Developing Countries
- Ecological Risk Assessment

Existing Modules

- Principles of Environmental Policy
- Communications: Public Outreach

- Risk Assessment
- Managing in an Environmental Organization
- Principles of Environmental Compliance and Enforcement
- Principles of Environmental Impact Assessment
- Principles of Pollution Prevention
- Economics of Environmental Decisionmaking

- Evaluation of Revenue Raising Mechanisms to Fund Environmental Investments
- Chemical Emergency Preparedness and Prevention
- Hazardous Materials Emergency Response
- Principles of Solid Waste Management Planning
- Principles of Hazardous Waste Site Ranking

Modules to be developed soon

- Environmental Audit (workshop)
- Drinking Water
- Environmental Impact Assessment for Reviewers
- Medical Waste Management
- Economic Instruments
- Risk Management/Risk Communication

For more information and updated changes, contact the U.S. EPA office at International Activities, (2620R), Washington, D.C. 20460 U.S.A.; Fax: (202) 565-2411.

Working for sustainability of NGOs across Romania

Opportunity Associates to open national resource training center

In 1993, Dana Nicolescu realized that although foreigners provided a lot of aid to Romania, there was not enough done in the field of training. More important, the training that did exist was not the *right* training for Romanians because existing programs were not adjusted to Romanian needs and because the trainers were not familiar with Romanian culture and language. So Nicolescu founded Opportunity Associates-Romania (OAR), an organization that would deliver adapted and totally new trainings with native trainers — a first in Romania and in the whole Central and Eastern European region.

The foundation of OAR was also meant as a step towards sustainability. Training of Trainers is one of the main programs of OAR, and Romania's stock of native trainers grows with every training delivered.

The official mission of Opportunity Associates is to "strengthen democracy by supporting the development and sustainability of the NGO sector and by promoting linkages with the government and for-profit sectors." OAR's goals are:

- To strengthen the Romanian non-profit management training capacity through a long-term, locally designed and based training of trainers program;
- To establish the first network of Romanian professional trainers in both public and nonprofit sectors involved in solving critical public problems;
- To promote a new generation of NGO leaders and encourage them to view training as a potential career path;
- To develop a database of trainers, training needs in Romania and training programs available in Romania or abroad in order to meet those needs.

To fulfill these goals, OAR has established two training programs as a focus of their work:

Training of Trainers and management training.

The management training program is a five-phase workshop program that covers the fundamentals of human resources. It is based upon a model that is on the forefront of adult education in the United States and unique in Romania. Topics include personal awareness and interpersonal communication, problem solving and conflict resolution, group development and learning, and design and delivery of experiential training events. The program supplies participants with basic skills that will help them manage their own organizations.

A fundamental component of each training is the completion of an action plan. Each participant puts together a detailed description of how he or she will apply the skills learned in the workshop once the participant returns to the NGO. The action plan could also describe how the participant would like to be involved in training and evaluations.

OAR has held 26 advanced Training of Trainers workshops for selected graduates. More than 450 people have attended the workshops, and more than 70 NGO leaders have served as trainers. Other workshops led by OAR focused on lobbying skills, evaluation skills training and counseling skills. The group also has provided more than 60 trainers to conduct or facilitate workshops for various national and international organizations.

In addition to training, OAR has provided more than 500 days of technical assistance to Romanian NGOs. Notably, OAR played a key role in the evaluation teams during the recent World Learning/Democracy Network Project needs assessment, which evaluated more than 500 Romanian NGOs.

In the future, OAR plans to open a National Training Resource Center, where trainers and the public would have access to the wide selection of training modules and materials compiled by OAR. The center would also have training rooms where trainings could be delivered daily. OAR also hopes to create a presence on the Internet for the Romanian NGO community after the center is established. ■

PROFILE

Name: Opportunity Associates-Romania: Training and Consulting for NGOs

Established: 1993

Type of Organization: Nongovernmental, Nonprofit Organization

Director: Dana Nicolescu

Program Director: Marilena Iliescu

Board members: Mihai Rosca (president), Anca Dantes and Ciprian Taraca (vice presidents), Radu Buzgar, Dan Joldes, Anemona Munteanu

Staff: 5 full time trainers, 25 part time trainers, 20 volunteers

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Current Partners: Support Center of America (USA)

Former Partners: Nonprofit Enterprise Self Sustainable Team, World Learning, CENTRAS, UNICEF, Regional Environment Center

Training Programs: Training of Trainers: Efficient Meetings, Leadership Styles, Team Building, Group Dynamics, Personnel Management, Effective Communication, Time Management, Stress Management, Cultural Differences

Management Training: Project Planning, Project Management, Conflict Management, Volunteers Management, Evaluation, Proposal Writing, Fundraising, Board Development, Strategic Planning, Business for NGOs, Mass Media and Public Relations, NGO Marketing

Other Activities: Research, advocacy

Sectors of Work: Democracy building

Orientation of Training: local, regional, national and international

address BOOK

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Building capacity in CEE

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 EMTC Network is pursuing major international training projects, including the following:

- A training-of-trainers workshop was held Sept. 1-2 at the Regional Environmental Center in Szentendre, Hungary. The training session addressed a number of Internet tools, such as accessing data by using lists and websites, as well as hands-on examples of how to use the Worldwide Web. This type of training will likely continue next year in an effort to enhance the accessibility of information in the region, especially for the nonprofit sector.
- The Environmental Management and Training Centers (EMTC) Network members met Oct. 2-4 in Sinai, Romania. As with previous workshops, members had the opportunity to exchange experience, make strategic decisions for the future and participate in a training-of-trainers workshop. A Group Dynamics and Teamwork session provided theoretical background and simulation games. The 7th EMTC Network meeting is tentatively scheduled in the second half of June 1998 in Poland.

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 articles and interviews about environmental training, trends, 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 *Insight* (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 *Insight* 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

NOVEMBER 1997 - JANUARY 1998

■ BULGARIA

NGO Capacity Building, Module II,
December (dates to be determined)
Sofia, Bulgaria
BEMTC

Economics of Environmental Decisionmaking
Dec. 1-5

Sofia, Bulgaria
BEMTC
Third delivery of the U.S. EPA training module. The training stresses the thought and analyses involved in making economically sound decisions. Participants will learn appropriate economic theory and will practice performing economic analysis by working their way through several case study decisions. For each decision, participants will evaluate the nature of the environmental problem; policy options for responding to the problem;

costs and benefits of the policy options; economic impacts on firms, industries and the economy; and will select a preferred policy.

■ HUNGARY

*Workshops have not been finalized

Pollution Prevention*
Nov. 9-14
U.S. EPA

Hazardous Site Ranking*
Dec. 14-19
U.S. EPA

■ RUSSIA

Environmental Policy
Nov. 10-14
Chelyabinsk, Russia
CETI

Environmental Policy
Dec. 2-5
Surgut, Russia
CETI

Emergency Situations
Dec. 15-18
Ekaterinburg, Russia
CETI

Principles of Environmental Assessment
Jan. 5-22
Chelyabinsk, Russia
CETI

Principles of Environmental Assessment
Feb. 2-27
Kamensk-Uralskiy, Russia
CETI

■ SLOVAKIA

Effective Communication
November
PDCS

Leadership for NGO activists
November
ETP

Training of Trainers for environmental NGOs
December
ETP

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: sioannou@rec.org

Training modules available

The following is the first half of our list of modules that have been adapted to regional characteristics and can be delivered throughout the EMTC Network. If you are interested in receiving the adapted and translated material, contact the EMTC Network secretariat at the Regional Environmental Center (see page 2 for address and phone number). The rest of the list will run in the next issue of *Insight*.

Air Quality Monitoring (Slovak)
Change Management (English, Slovene)
Chemical Emergency & Preparedness and Prevention (Bulgarian, English, Polish)
Chemical Emergency Response & Removal Actions (Bulgarian, English)
Cleaner Production (Czech, Russian)
Coaching (English, German, Slovene)
Communication - Public Outreach (Bulgarian, English)
Communication Skills (Slovene, English)
Community Environmental Action Program (Bulgarian, English)
Computer-Internet (Romanian)
Conflict Resolution (Czech, English, Romanian)
Development of Project Preparation (Bulgarian, English)
Ecological Auditing (Czech, English)
Economics for Environmental & Decision Making (Polish, Russian)
Eco-profit (Czech)
Environmental Assessment (Russian)
Environmental Auditing (Bulgarian, English, Slovak, Romanian)
Environmental Awareness (English, Slovene)
Environmental Economics (Bulgarian, English, Slovak)
Environmental Education (English, Romanian)

Environmental Enforcement (Bulgarian, English, Polish, Russian)
Environmental Impact Assessment (Bulgarian, English, Czech, Polish, Romanian)
Environmental Information Management (Romanian)
Environmental Journalism (Romanian)
Environmental Labeling (Slovak)
Environmental Legislation (Romanian)
Environmental Legislation & Advocacy (English, Romanian)
Environmental Management (Slovak, Slovene)
Environmental Policy (Bulgarian, English, Polish, Russian)
Environmental Psychology (Russian)
EU Environmental Legislation (English, Romanian)
Evaluation of Revenue Mechanism to Fund Environmental Investments (Polish)
Facilitation skills (English, German, Slovene)
Fund-raising (English, Romanian)
Geophysical Measurements (Slovak)
Hazardous Waste Management (Bulgarian, English)
Hazardous Waste Site Ranking (Bulgarian, Polish)
Heavy Metals in Food Chain (Slovak)
Heavy Metals in the Environment (Slovak)
Industrial Waste Minimization (Czech)
Information Systems (Slovak)
Leadership (English, German, Slovene)
Life Cycle Assessment (Czech, English)
Management of Local Authorities (Slovene)
Management Organizations (Slovene)
Municipal and Utility Financing of Environmental Policy (Bulgarian)
Municipal and Utility Financing of Environmental Projects Revenue Raising (Bulgarian, English)