

Insight

FOR ENVIRONMENTAL TRAINING PROFESSIONALS IN CENTRAL AND EASTERN EUROPE • WINTER 1998 • VOLUME 2 • NO. 3



ILLUSTRATION: LASZLO FALVAY

READY TO JUMP THROUGH HOOPS: Nations of the region are willing to do a lot to join the EU, but they'll need training.

Learning to play the EU way

The quest for European Union membership is creating a need for more environmental training in CEE, but the region still appears unprepared to meet the growing demand

BY DIRK AMTSBERG

Membership in the European Union can bring new economic opportunities to the countries of Central and Eastern Europe (CEE). But it also creates a huge demand for language skills, information technology skills, general management knowledge and an understanding of EU regulations. In short, training is needed urgently.

The EU has become one of the three great economic powers; its 370 million people make it one of the world's largest single markets. It is natural, then, that CEE countries would want to join. Being a member of the EU means better access to the European market, and it also opens the potential to receive EU internal funding as well. For example, the EU has regional subsidy programs that are helping the weaker EU countries lift their living standards to the average EU level. Another attraction to join-

ing the union is the protection from external military threats.

So far, 10 CEE countries have applied for membership in the EU: the Czech Republic, Hungary, Poland, Slovenia, Estonia, Bulgaria, Latvia, Lithuania, Romania and Slovakia. The European Commission has already chosen the first five, along with Cyprus, as potential candidates for the first accession round at the beginning of the next century. Nearly all other CEE countries have entered Association Agreements with the EU, which means they are likely to become members eventually.

Training boost

Along with the benefits gained from joining the EU, the alliance brings new obligations. These will come into force before accession itself, in the form of membership criteria. A certain degree of harmonization to EU structures has to be reached before countries are allowed to join the club. As a consequence,

people working in CEE countries will need new skills and training. They will need to learn about the EU itself and about its structures, policies, and policy processes. They will also need training in transposition of law, implementation and enforcement. Language and computer skills also must be improved considerably.

While many of these obligations are not specifically outlined by the EU, the accession agreements do specifically require that the CEE countries' administrative structures and legislation must conform to the EU *aquis communautaire* — the common legislation of all the EU member countries.

With regards to the environment, the *aquis* contains 70 directives and 21 regulations — less than a third of the 300 pieces of environmental legislation currently in force in the EU. Potential EU member states will have to harmonize their legislation with the initial directives and regulations before they gain admission.

In the Southern Accession round in the 1980s, environment was not a big issue. Spain and Portugal were in some cases

Inside:

3 GENERATE YOUR OWN FUNDING (AND EARN FREEDOM)

6 ORGANIZE YOUR OWN WORKSHOPS

7 CREATE YOUR OWN COURSE MANUAL

8 HIRE YOUR OWN INTERN

9 ADAPT A COURSE TO YOUR OWN COUNTRY

Continued on page 4 ▶

Do-it-yourself, but not alone

For the nations of Central and Eastern Europe (CEE), membership in the European Union means a chance for financial stability — a chance to do business with the big players as an equal instead of a subordinate. Achieving acceptance to the EU is about as Western as a country in the CEE region can get.

But every membership comes with responsibilities, and the weight of the responsibilities attached to entry into the EU is especially daunting. As Dirk Amsberg's front-page article for this issue points out, there is a large education and information gap between EU members and nonmembers.

Closing this gap is a challenge for environmental trainers. Those working in the region can expect to see a growing demand for specialized courses geared toward the maintenance of EU standards. The nations of CEE will eventually have to get their own environment ministries in order if they are going to join the EU. But they can't do that without the assistance of environmental training professionals.

No one should have to work without some kind of assistance. Even if you "do-it-yourself," you don't necessarily have to do it alone. Environmental trainers can benefit from the knowledge and support of others in the field, which is why we publish *Insight*. In this issue, we offer advice from several training professionals who have learned by doing. On page 6, two training managers talk about the lessons they have taken from their experiences. Page 7 contains a veteran's do-it-yourself guide to creating a course manual and page 9 has an interview with a woman whose training center in Bulgaria specializes in adapting courses to give them more local relevance. The story on page 3 outlines a study on one of the most daunting do-it-yourself activities of all: self-financing.

Publishing *Insight* is definitely not a do-it-yourself job. It is a team effort, and there have recently been some changes in the roster. Reuben J. Stern, who has been editor of several issues of *Insight*, has left the publication to visit remote parts of the world. Reuben did an excellent job of honing our focus, while making *Insight* a more professional publication. He also did much of the planning and preparation for this edition. I hope to continue building on his good work. Dirk, who wrote the front page article and was our intern for several months, has also moved on. He wrote most of the articles for this edition, including one on a topic that hit close to home for Dirk: hiring an intern. Starting with this edition, *Insight* welcomes our new staff writer, Lidija Jasnic, who holds a graduate degree in environmental studies.

Tom Popper
Editor

regional BRIEFS

Hungary's EMTC gives workshops

■ The Hungarian Environmental Management Training Center (HEMTC) gave a series of workshops in cooperation with the U.S. Environmental Protection Agency (EPA). The first workshop was Solid Waste Management, delivered by the HEMTC in the town of Csopak, Hungary from Oct. 26-30. The 21 participants called the session highly useful, especially the techniques for teaching and examining various methods of waste management. Participants also praised the case study presentations, prepared by Hungarian facilitators: Szigel Ferenc (MOL Rt), Czinkota Imre (GATE), Hanz Gabriella (KLTE), Koles Peter (GATE). The U.S. EPA facilitator team was represented by Reginald F. Harris and Steven Levy.

A second workshop, Pollution Prevention, was held from Nov. 10-13. The U.S. EPA facilitators were represented by Deborah Ahnlon and Jeuli Bartenstein, while the Hungarian team included Magosanyi Zsuzsanna (KTM), Nam Andrea (KTM), Szigel Ferenc (MOL Rt.) and Teteleni Jozsef.

The last workshop in the series was Hazardous Waste Site Ranking, which started Dec. 7 and lasted four days. The course was described as a well-prepared and well-edited guide that is especially useful to anyone dealing with the present programs of Hungarian Ministry for Environment and Regional Policy. Many participants recommended that this course be delivered several more times in Hungary in the Hungarian language. The Hungarian team consisted of NGO, University and Government representatives: Csujá László (Air Workteam-NGO); Dr. Barkacs Katalin (ELTE University, Budapest); and Babcsanyi Ildiko and Pajer Monika, both from the Ministry of Environment. Facilitators from the EPA were Larry Zaragoza and Stephen Caldwell.

National and local EAP representatives meet

■ A conference involving the National Regional Environmental Action Programs (NEAPS) and the Local Regional Environmental Action Programs (LEAPS) in Central and Eastern Europe (CEE) and the Newly Independent States (NIS) was held from Jan. 25-27 at the Regional Environmental Center for Central and Eastern Europe in Szentendre, Hungary. Participants included coordinators of NEAPS from Central and Eastern Europe and the NIS, LEAP practitioners from CEE and NIS, invited experts from CEE, NIS, OECD countries and the

European Union and representatives of environmental citizens organizations (ECOs). The aim of the gathering was to promote a dialogue between governmental officials and experts with extensive experience in working on a local and regional level. The gathering was also meant to provide a forum for participants to present examples of successful partnerships among NEAPs and LEAPs. Participants sought to reach a common understanding on the role of national and local EAPs in addressing environmental problems at both levels.

Ecological camp in Urals to be repeated this summer

■ Russian students met this summer at Peschanoe Lake for an ecological camp, to learn theoretical and practical environmental issues.

The traditional students summer ecological camp was the third of its kind and was organized by the Center for Environmental Training and Information (CETI) and Urals' State Technical University.

Approximately 80 students from universities around the Ural region took part in this camp. Different courses were delivered at the camp, including theoretical offerings, such as "The Economics for Environmental Decisionmaking."

But students were also involved in more hands-on environmental activity, such as cleaning the coast of Peschanoe Lake.

Students had the chance to get in closer contact with their teachers and teachers from other universities, as well as government officials.

The Center of Environmental Training and Information plans to deliver a fourth Traditional Students Summer Ecological Camp in the end of June this year. Participants from other countries are welcome.

Change management in Slovenia

■ Because change management was identified as a key area for training in Slovenia, DREVO — the Institute for Environmental Management — conducted the first of a series of workshops "Coordinators as Change Agents" (CCA) for local authorities this autumn.

Those involved said the first workshop has shown that participants had an urgent need for this kind of knowledge. The courses are the result of a recent agreement between DREVO and the Slovenian Ministry of Environment and Physical Planning. The workshop was meant to teach participants how to handle change. It also sought to show participants important fields that are frequently neglected in the environmental planning process.

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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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Self-financing to avoid the tyranny of donors

Your NGO can become more independent — but there are some risks involved

Jack and Kathy had a terrific idea for a project to help dolphins. Their new program was meant to build on the achievements of their former marine project. They completed a detailed outline of their project plan, but at the last minute they found they had to seek a new donor. When they finally obtained a backer, he had a different vision as to how they could reach their goal. Jack and Kathy started the project anyway, but they felt they didn't achieve what they wanted to, and decided that next time they wouldn't plan so far ahead. Things might have been different if they were not so dependent on one donor.

Sponsor your own projects

In recent years, nongovernmental organizations (NGOs) everywhere have become more dependent on specific donors. This means of financing limits capacity for long-term strategic planning and makes it harder for workers to act independently. To avoid these problems, many NGOs have begun to focus on ways to generate new sources of income. Even state agencies, like the German GTZ (German Technical Cooperation Agency), have recently begun to look for ways to finance their own projects.

While very few NGOs can achieve 100 percent self-financing, more organizations are trying to gain control over at least a portion of their funds by generating income themselves. As our table shows, there are many ways to become more independent from the typical NGO financing circle — where you have lots of funds while a project is running and practically nothing in between projects.

Less money available in CEE

Becoming more self-financed is especially important for NGOs in Central and Eastern Europe (CEE) as donor funding will probably become less available in the future. More money for development is likely to be shifted away from this region and toward the Newly Independent States.

There are many ways to reach a higher level of financial independence but not all represent the same risk level, as the table shows. The further your organization strays from its core activity, the more difficulties you are likely to face. An NGO staff may not be willing, or able, to undertake fund-generating activities in which they are either not experienced, not interested or both.

So that, while self-financing can be a successful method for generating resources to supplement project-donor-based support, it is far from a panacea. And mishandled efforts at self-financing can literally ruin your organization — either financially, or because internal cohesion breaks up.

But it's still worthwhile to consider some of the real strategies that some Central and Eastern European NGOs have used. Many of these are covered in a study by Lee Davis, titled, "The NGO-Business Hybrid? Is the private sector the answer?" The study was con-

SELF FINANCING STRATEGIES					
More related to program activities		GREATER RISK		Less related to program activities	
Program Revenues	Related Spin-off	Selling NGO Name	Asset Downtime	Related Extension	Unrelated Extension
Earned incomes direct from program delivery e.g. fees	Activity related to program activities	Marketing of NGO through product sales to NGO constituents or the public e.g. souvenirs, shirts with logo	Income derived from use/rental of NGO assets during downtime e.g. rental of your cars or office space	Extension of regular NGO activities to public or for-profit-clients e.g. capitalizing on staff expertise	Business venture totally unrelated to any aspect of the NGO e.g. anything you can imagine as long as it is not against your goals

ducted on behalf of the John Hopkins University's School of Advanced International Studies (SAIS) It traced the ways that different sizes and types of real NGOs around the world were able to reach a greater level of financial self-sustainability.

The NGOs surveyed in the study used different strategies to obtain starting capital. The Azerbaijan NGO, Chris Kitchen, received a personal gift of cash from the director and an in-kind donation (kitchen equipment). Croatia's SIQL pulled together internally generated funds, personal money from their president, an in-kind donation as well as a joint venture partner. Bolt Gallery in Hungary relied solely on personal money from its directors. Gondviseles (Hungary) received a state loan and a joint venture partner. Romania's Asklepyos generated internal funding and in-kind donations. Another Romanian group, SNHF, received an interest free private loan from a business friend as well as member donations and in-kind donations.

Different strategies of NGOs in CEE

To become more self-financed, the NGOs used all the strategies mentioned in the table. Strategy No. 3 (name selling) and strategy No. 5 (related extension) were used less than the other ones. But most used more than one strategy to reach its goal.

Five Eastern European NGOs were among the 13 surveyed NGOs (Croatia: SIQL, Hungary: Bolt Gallery, Gondviseles, Romania: Asklepyos, SNHF). They primarily used strategies in row 1 of the table (program revenues), row 2 (program related spin-off) and row 6 (unrelated extension). None of these five NGOs tried to sell their name.

Strategy 4 (asset downtime) was used by Asklepyos. They distribute medicines and medical assistance to the poor. The vans and trucks needed for this work are made available for rental when they are not being used by the NGO for their mission purpose. Asklepyos also made use of an in-kind-donation. They were given washing machines as a present and started their own laundry service (unrelated extension).

Gondviseles, who provides labor for young, mentally handicapped persons, produces and sells children's toys (program related spin-off). It generates 32% of its income through this activity. They also opened a child-care-equipment-rental shop (related extension).

Croatia's SIQL, works in the field of ecolog-

ical awareness raising. They take seminar fees and opened a whole-foods shop and vegetarian restaurants (40% self-financing).

Obstacles on the road to happiness

Becoming more self-financed has its pitfalls: It requires a practical and philosophical paradigm shift that can lead to major internal and external obstacles.

Internally, you can expect a philosophical clash between non-profit and for-profit culture. The values of many NGO members go against the idea of making a profit. They may consider the quest for profit to be unethical. As Richard Holloway of Pact-Zambia put it: "When the main purpose becomes making money — albeit this money will be used for the work of the organization — a new set of attitudes starts creeping in; and many organizations become concerned that they will lose their internal cohesion, which comes from a shared vision of a better and less exploitative society."

The second internal problem an NGO may experience when it opts to self-finance is that its staff may not have the necessary skills to run a for-profit venture.

Clearing the hurdles

To overcome these internal problems it is best to make it very clear that the self-financing activity and the NGO's core mission are not incompatible. To reduce risks and internal quarreling, it may help to choose a self-financing method that is related to your mission and program area. Another helpful strategy to avoid causing unnecessary strain on your organization is to separate the non-profit and the for-profit sector.

Even after a group overcomes any internal problems, the government and public sectors can put up further hurdles. In many countries there is an unclear regulatory environment for registration and tax treatment of self-financing activities of NGOs. It's important to look up the relevant regulations first.

Sometimes tax regulations treat NGOs in a special way and they therefore gain an advantage over private businesses. If your NGO is in direct competition with private firms, these advantages may generate ill-will toward your group. In general, there is a risk that the public perception of your group may suffer if it seems that you are out for a profit. Perhaps the best solution to this problem is explaining your group's motivations through advocacy and educational activities. ■

The quest for EU membership changes training needs ...

Continued from cover

▶ given 20 years after accession to comply with EU's environmental legislation. This time around, environmental legislation is likely to be the major hurdle for accession. Because of this, all applicants have already started to harmonize their administrative structures and environmental legislation with EU standards.

The process is beginning and there are different perceptions about the necessary time horizon. According to the report "Approximation of EU Environmental Legislation," published last year by the Regional Environmental Center, "There is a chance that within two or three years the environmental legislation of CEE countries will show high levels of compliance with EU environmental legislation." On the other hand, in its reviews of the CEE countries' applications (part of the "Agenda 2000" document), the EU Commission stated that complete harmonization will be achievable only in the "long to the very long term." Still, harmonization is expected to accelerate.

A need for management training

In the course of the accession process, training has already become a big issue, and Human Resource development is still one of the biggest concerns for most CEE countries.

In the course of the accession process, training has already become a major issue, and human resource development is still one of the biggest concerns for most CEE countries.

The accession process will boost these training needs even further. The actual training needs are broad, with a common theme: a demand for management training. More specifically, a large segment of the work force requires training in the process of planning and training in making decisions on the basis of information and judgment.

For different groups there are different levels of change expected. Civil servants will experience the most change in their need for training because working structures of administrations will change, workers' responsibilities will increase and new skills will be needed. Generally, EU legislation

requires the incorporation of environmental policies in other sectoral policies. That means a different style of coping with problems for administrators. New training fields will emerge because of this development and because of the need for civil servants to get familiar with EU working structures.

Another key area for change is legislation. The process of altering laws in the CEE has already started and will continue. CEE countries still need training on the environmental acquis and its implications. Civil servants and lawyers have to be trained in transposition, implementation and enforcement of EU legislation. Furthermore, civil servants, non-governmental organizations (NGOs) and businesses will need training in the new legislation and its implications for them. One example is Environmental Impact Assessment (EIA) legislation, which has already been transposed in many CEE countries. As a result of the EIA legislation, civil servants will have to implement and enforce new measures. Industry has to behave according to the obligations EIA imposes on them. And NGOs are expected to take advantage of the opportunity to participate in an EIA process.

The expansion of environmental legislation and the increasing importance of environmental issues in other sectoral policies will create new training needs in new areas and deepen existing needs. But in different countries certainly there will be different priority areas, depending on their historical development and situation (see table).

Needs assessments

Ministries of Environment are one of the largest groups of potential trainees. In the course of pre-accession they want more general capacity building for high-level civil servants on the national, regional and local level. With respect to the accession process, they consider improving language and information technology skills to be most important. The second order of wants affects negotiation skills and knowledge about the European Union in general (its structures, actors and environmental policies). In specific environmental management training they see a need, but not an urgent need.

Training organizations that are conducting courses for NGOs, small businesses and civil servants see different needs for different groups. Courses on EU structures and similar subjects are mostly of value for civil servants, but at the moment they are not of much help to the other groups. General capacity building is essential for everyone, and courses on changing legislation are important for all three groups as well. As a consequence, most of the training institutes favor a balanced approach that includes courses on capacity building and general legislation. Training institutions generally do not expect major changes to management training because current courses already teach a large amount of Western know-how.

Despite the legislative requirements of joining the EU, training institutions agree the biggest training demand will still be for general management training, with less emphasis placed on courses about the changing legislative framework. Nevertheless, legislation courses will continue to change, although training institutions say environmental legislation would need to be updated in Central

European Union reaches out to CEE countries

Countries in Central and Eastern Europe are working hard to learn how to comply with European Union environmental standards, and the EU is helping.

Ritt Bjerregaard, a top environmental official in the European Union, has held several meetings with environmental ministers from countries in CEE.

A report written after her meeting with the ministers in September made the following statement:

"A clear conclusion from expert discussions and workshops between the associated countries and the Commission is that overall and sectoral knowledge of the contents and role of the European Union Legislation is still limited to a very small group of experts in the applicant countries."

Clearly, this statement indicates a perceived need for extensive training in the CEE.

For some, the need is urgent. A report from RL Newslines said EU's enlargement process will begin in March, and negotiations will open with the six main candidates — the Czech Republic, Cyprus, Estonia, Hungary, Poland, and Slovenia.



SETTING THE PACE: Ritt Bjerregaard, a leading environmental official with the EU, meets with environment ministers at the Regional Environmental Center in Hungary.

... and the regions' trainers must adjust to the changes

WHAT'S NEEDED

Priority areas cited by training organizations in the region.

Bulgaria:

- Water management;
- changing legislation;
- for NGOs, capacity building is the most important.

Czech Republic:

- Mainly general management skills but also technical matters.

Hungary:

- Water management;
- waste management;
- no general management training necessary.

Poland:

- Waste;
- water;
- air;
- management skills.

Romania:

- Waste management;
- environmental auditing.

Slovakia:

- Capacity building;
- technical training is needed as well.

Slovenia:

- Capacity building.

and Eastern Europe anyway, whether or not the countries join the EU. The accession simply steers the direction of the changes and speeds up the process. Therefore, courses on the EU regulation system would be necessary, but maybe only for high-level civil service officers.

Meeting the need

Although the need is there and the demand is changing, there is not much going on at the moment. A few training institutions, CEE governments and the EU have all identified the rising demand. But so far they have met this need with only a few courses delivered in an incremental and ad hoc way.

Many training centers in Central and Eastern Europe have already conducted courses on EU matters. Most of the courses were related to legislative changes, and the majority were related to water management.

CEE governments themselves have done little to meet their needs, although there are big differences from country to country. Currently, the most common courses are in language skills, computer skills and legislative changes. However, these courses are given only on an ad hoc basis, which is not enough. For future generations of civil servants, some countries are dealing with the subject more strategically by establishing fresh training curricula in new or reopened schools for administration. These programs already meet the new demand created by the accession process.

WHAT'S LIKELY TO CHANGE

The quest for EU accession is likely to cause the following changes to current training programs:

General management training:

■ For civil servants

General administrative changes due to administrative restructuring and harmonization with EU standards.

In general, training contents are not expected to change much.

■ For NGOs and others

General management training should stay the same except for a few courses in public participation.

Legislative training:

Continual changes in this area are expected for all sectors.

HOW EACH SECTOR WILL BE AFFECTED

The quest for EU accession is likely to cause the following training needs in different sectors:

Civil Servants

- Language skills
- Information technology
- Information on EU

NGOs

- General management training
- Information on legislative changes

Small businesses

- Information on legislative changes

Many trainers throughout the region have not yet prepared for the implications of the EU accession process. In general, individual trainers tend to meet the demand of their clients in an ad-hoc way and on a short-term basis.

The European Union has identified human resources as one of most important issues in CEE. In money terms, it is one of the most important assistance sectors. But the focus of their activities lies on restructuring and harmonizing the educational system as the basis for the future. Still, many courses in other training fields are funded and conducted by different assistance programs of the EU and its member states. Most Western programs just respond to the demand articulated by CEE governments, though over the past year, the EU has begun to carry out needs assessments for different training areas. Again, the area of environmental management training was neglected.

The European Training Foundation (ETF), funded mainly by the EU, has training programs in CEE. The ETF currently is not conducting environmental management training itself because they are focusing on general management training, which is considered to be more necessary. Another example of EU-sponsored training is a PHARE Programme project to train Polish officials on transposi-

tion and implementation of EU environmental law. Like most of the current training, this project is on an ad hoc basis.

Expertise money, staff and time lacking

If the need for training is so clear, why isn't more being done? Some institutions say they cannot find a training center that provides the training they require. This is true above all for the bigger companies. They therefore go west and hire trainers from abroad, even though it would be more efficient for them to hire local people that know the region, speak the language and cost less. Other obstacles relate to money, time and staff. NGOs often do not have the money to pay for courses. The same is true for small businesses and local, regional and national government agencies. They do not have the funding and they often they do not have enough time or staff to send people to be trained.

A lot of individual trainers throughout the region have not yet prepared for the implications of the EU accession process. In general, individual trainers tend to meet the demand of their clients in an ad hoc way and on a short-term basis. New circumstances leading to different demands may be related to the accession process, but for individual trainers it does not matter why it is changing but that it is changing.

Big changes already have taken place on the path to EU accession. Even so, governments and institutions are just starting to recognize the amount of training that will be needed. Although the speed of harmonization will vary in different countries, it will be relatively fast across the region. Most CEE countries see the accession process not as a common step but as a race in which glory goes to the first countries to get in. Because of this, training demand will increase at an exponential speed. Funding for courses is scarce at the moment, but it will increase the more the accession process itself proceeds. So trainers should be prepared to offer what is needed next. ■

Lessons of experience: Trainers share tips

Marie Ticha has been managing seminars for the Czech Republic's CEA for four years. She shares what she has learned about organizing training programs.

First, let me say a few words about the Center for Environmental Analysis (CEA), so that you can understand our work better.

CEA was created as one of the project activities of the American government's Environmental Training Program. Its goal was to encourage the development of democracy on the local and international levels while also fostering improvement of the environment. We knew that our effort would only be successful if local citizens chose to protect the environment, while also taking responsibility for the region where they live.

The main tools we use to achieve our goals are seminars. The seminars are directed at a target audience consisting of four groups: government, universities, businesses and nongovernmental organizations (NGOs).

Because of the make-up of our target audience, we are able to do more than just disseminate knowledge that the participants can put into practice. The informal background of the seminars also allows the mutual discussion of groups which often have a bad relationship. During the discussions, I am often surprised to find that the individual opinions of the participants, concerning environmental issues, are not as divergent as it seemed in preliminary meetings.

Creating a new model

Instead of relying on existing models for seminars, we felt a need to create our own model. True, our approach to environmental analysis was partly inspired by existing ETP training material. But we also had a need to show that environmental analysis are an effective means of protecting the natural ecosystems and human health. Further, we needed to establish a bridge to assist in communication between technically oriented experts and environmentalists. Finally, we were trying to react to the topical situation in the region and introduce new methods and procedures in the field of environmental analysis. For all these reasons, we felt a specially constructed seminar was vital.

The process enriched not only the participants of the seminars but also the trainers. It required that we monitor the environmental situation carefully and meant we had to be in constant contact with experts in this field.

Needs assessment process

We had already been providing seminars for two years when we decided it was time for a needs assessment process to help us react more flexibly to needs and demands of our potential participants. To accomplish this, we set up a meeting of representatives of the target audience at a round table at the Environment Ministry in the Czech Republic. The representatives were experts, capable of formulating the training demands of their organizations. Participants included the

KEY ISSUES

Trainer Marie Ticha recommends that trainers keep the following key issues in mind when planning a workshop:

- The theme of the seminar must be topical.
- Trainers must be well prepared.
- The course should give a good image of the managing organization.
- Invitations should detail the goals of the course and should go out on time.
- Organizers must decide if there will be a fee and, if so, how much the fee should be.
- The seminar must be kept short enough to accommodate the needs of the participants.
- A pleasant location will encourage participants to meet between lectures.

deputy minister of the environment in the Czech Republic, the director of the Chemical Industry Association, the director of the Town Association, the director of one NGO and others whose opinions we valued.

This needs assessment panel included 12 people — a group large enough to cover all the important fields of the environment, but still small enough for brainstorming methods and group discussions. The result of the meeting was chronologically ordered list of seminars, which we used as a basis for the suggestion of grants. All the grant proposals we introduced to the Environment Ministry in the Czech Republic were sanctioned.

Dealing with difficulties

The main problem we face in giving seminars is a lack of financial support, or in some cases, delayed distribution of financial support. This problem became especially acute when we stopped receiving USAID sponsorship. We solved it by focusing our efforts on writing proposals and seeking new sponsors.

Aside from finding new sponsors, another way to handle the loss of financial support is to charge some sort of fee for participants. When we adopt this policy, we have to be careful if we hope to maintain the correct ratio of participants, with representatives from each of the target audiences. NGOs, universities and many private businesses do not have enough money to pay large fees. In the past, we have solved this problem by using a sliding scale for fees, with the charge set according to each participants' assumed ability to pay.

Another problem that arises when we charge a fee for a seminar is that full participation becomes a financial imperative. And people tend to show less interest in seminars where the cooperation of participants is demanding. Also, more attention must be paid to promotion, so it's important to put a lot of effort into creating good invitation cards. When sending out invitations, you should set an optimal time between the point when you do the mailing and the beginning of the seminar. From our experience, it seems best to send out invitations five weeks ahead of time. ■

Boris Kompore, Ph.D., national lead trainer of PHARE programs in Slovenia, writes about the lessons that 16 years in the field of lecturing have taught him.

Aside from his work with PHARE, Boris Kompore is also a lecturer at the University of Ljubljana. We asked him to share his experience in giving courses and workshops by answering some questions about his work.

What steps should trainers themselves take in preparing a workshop and what decisions must be made?

- Determine who the target audience is. What background knowledge do they have? Is the level of this knowledge fairly comparable among the participants? Based on the answers to these questions, you must determine the level of advancement of the workshop.
- Determine where the initiative for the workshop comes from. If the initiative for the workshop comes from the participants, then you can count on a higher level of alertness and cooperation. But if the initiative for the course comes from a third party, the participants' interest level may be lower. You must keep this factor, and the background knowledge of participants, in mind when selecting the difficulty of the course and the methodical approach.
- Prepare yourself and shape the workshop or lectures to optimally fulfill your goals. Write down the main points of your lecture or workshop and elaborate on it to fulfill the aim.
- Prepare transparencies, lecture notes, handouts, used and additional literature, etc. for participants. Sketch your transparencies. If you are not skilled in lecturing, then you should try some rehearsals at home or in front of a reviewer. If you have developed proper transparencies, then the average time needed to present a transparency is about two minutes. Prepare final versions of the transparencies. Leave out those redundant or loosely connected with the core matter, but keep them at hand if the topic shifts to those issues.
- Although it might not be mandatory to prepare lecture notes, the time spent to prepare them now is minimal and a great investment for yourself and the participants. Short notes, in the form of handouts to accompany the transparencies, are welcome and a sign of your professionalism. Do not forget to properly cite the used literature, and give the participants additional reading sources.
- Make sure the logistics of the workshop will run smoothly. You will suffer the most if anything goes wrong. ▶

What materials must the trainers gather?

A good trainer will have two heaps of material: one large stack for themselves and a smaller stack of literature for the trainees.

If the time of the course permits, it is advisable to let the participants obtain the literature themselves. This process gives the participants a better understanding of one link in the chain of problem-solving. If they can seek out and obtain their own materials, they will be capable of finding the information to solve their problems by themselves.

What makes a workshop a success?

From the workshops I have been involved with, it seems that the most successful ones are well-organized, are run by trainers who are well-prepared and are attended by participants whose knowledge and skills are well-matched with the subject matter.

What advice would you give to others on the subject of running a workshop?

Aside from suggesting that trainers read books or take courses on the subject of giving good lectures, I would also stress one piece of advice that I think is particularly important: As a trainer I have often found myself in the position of being unable to give a proper answer to a student's question. The worst reaction to this situation is to improvise or invent an answer — odds are your students will eventually figure out you were bluffing and you will lose your credibility. When I find myself in such a situation, I admit to what I don't know, but I try to think

of some possible answers and promise to check those answers and give the right one next time we meet. Usually, at least one of my answers was correct, but what was more important, I gained credibility.

Where should a workshop be held?

I don't think there is a single answer to this question. If cost is not an issue, then it is my experience that the best place for a workshop is a pleasant location a few hours away from the home of most of the participants. This removes the participants from their daily routine and makes it less likely that they will suddenly disappear from the classroom to resolve business or family problems.

How long should training last?

Again, there is no single correct answer. The person who is responsible for preparing the course or workshop, should have a good understanding of the needs and abilities of perspective participants. Duration of training greatly depends on at least these factors:

- How much new information shall be conveyed? More material requires more time. Beware of giving participants too much to digest in too little time.
- Who are the participants? If they are key personnel in their enterprises, it will be difficult to ask them to stay for more than one or two days. The older the participants, the less time they are likely to have to give to your course. If the participants have to leave their jobs behind, any training that lasts for more than a few days —

one week at maximum — is likely to be ineffective.

- What is going to be taught? If the matter is very much along the lines of participants' present knowledge and skills, the training can be longer. And vice versa: The more distant the matter is from the participants' present education, the shorter the training should be.
- What is the final aim of the course or workshop? If your goal is merely to impart information, this requires less time than getting participants to accept and completely learn a new subject.
- Which training techniques are appropriate and can be used? Active participation of the trainees is supposed to give the best results. But these techniques can be very exhaustive and thus reduce the possible duration of the training.

How should topics be selected?

The topics should be tailored as much as possible to the present education and practice of the trainees. A familiar frame of reference attracts students to the subject and gives more clues as to how they can store and digest the new knowledge. If the matter being taught is not very familiar to most of the participants, then special techniques should be implemented to keep people attracted to the lectures. For example: Try telling an anecdote from time to time, or frequently asking the participants to figure out where and how the matter being discussed can be used in their every-day work. ■

A training manager's guide to creating a manual

The United States Environmental Protection Agency (EPA) went into the business of environmental management training in Central and Eastern Europe (CEE) right after the fall of the Berlin Wall. Since then, the EPA has developed 16 training manuals and delivered many more training courses in the region. As we detailed in our last edition, the agency is currently working on a half dozen new training manuals and courses for the CEE.

To gain some insight on what was involved in developing these courses, we spoke to **Orlando Gonzales**, manager of the International Training Program at the EPA's Office of International Activities. He told us the following:

Money questions

The first thing you have to do when you develop a new training manual is to determine the subject for which you think training is required. The EPA normally identifies new course topics based on apparent demand in the CEE region. Then there is the crucial question of financial resources: Do we have enough money to develop the course? If not, do we have to do some new fund raising?

First we have to assess how much money is needed to develop a new course. The answer depends on various factors, like the length and intensity of the course. But the most important variable is the amount of existing material available for the subject

area. If there is plenty of research material on the subject, a course can be developed with approximately USD 25,000-40,000. If there isn't enough material on the subject, the total cost may be somewhere between USD 80,000-150,000.

For a Central and Eastern European organization these costs will be less, because the main component of research is human input, and labor is inexpensive in the CEE. Another way to assess the costs is as follows: It takes the EPA about 1,500 hours to develop a training manual, plus 200 hours for administrative activities.

In the EPA's experience, the search for financial resources is usually the most difficult and stressful part of developing a new training course. Any organization trying to establish a course in the CEE can also expect the quest for sponsorship to involve a lot of stress.

Important steps to take

There are several steps that should be taken in order to develop a high quality product.

- You should be prepared to:
1. Identify the subject matter;
 2. Identify financial resources;
 3. Identify the module manager for the course to be developed;
 4. Clearly state the course goals and objectives;
 5. Conduct research on existing materials related to the subject area;

6. Identify a contractor to work on the course format/design;

7. Conduct a meeting with experts on the subject to discuss objectives of the course and to review any existing materials;

8. Meet with contractor to further discuss specifics of what the new module should look like and hand over any relevant materials on the subject so the contractor can get go work;

9. Obtain comments for revisions to the first draft copy and seek recommendations for improving the manual;

10. Revise the final draft;

11. Conduct a dry-run exercise to test the materials and to recruit new facilitators;

12. Last but not least, put final touches on the course.

Features of a good manual

With all these steps to follow something can go wrong at any point. You can diminish your risks if you keep the following key points in mind:

1. You need clear goals and objectives for the training program;
2. The manual and/or course catalogue must be interesting and attractive;
3. The above materials should include a brief description of the course.

But the most important step is to make sure to have as many people as possible reviewing and commenting on the materials prior to finalizing it. This is true for everything you work on. ■

Profiting from students' enthusiasm

Interns can boost organizational capacity and bring mutual benefits at little or no cost

BY DIRK AMTSBERG

Milk cows. Copy boys. Slaves. Coffee carriers. You could even name them honorary assistants. Whatever you call them, interns can bring big productivity to your organization at minimal cost.

Taking in interns is one of the most effective ways to enlarge your staff so that you can reach your goals more easily. A university student, for example, could work for your organization on a specific task or fill a daily need of your organization for free or almost for free. Also, most interns are university students so they are skilled, optimistic and motivated to work hard.

Real world experience

It often is difficult to understand why a bright university student would slave away for an organization for little or no pay. There are several reasons. First, an increasing number of Western universities are introducing obligatory internships in their study programs. As part of their course work, students are required to carry out an internship before they graduate.

A lot of students also are not satisfied with the theoretical approach at their universities, and they want hands-on experience working in the real world while they study. The internship becomes a way to augment a student's experience and give the student an advantage when it comes time to find a job. Others simply would like a short-term position in a particular field to make sure they really want to continue in the career path they have chosen.

Most university interns are highly motivated and will work only for accommodation or even without being paid. Some governments and student organizations even pay students to accept an internship, especially if it is a mandatory part of their studies.

Building a partnership

When accepting interns, it is important for an organization to make sure the relationship is mutually beneficial. Just as you will expect the intern to work, the intern will expect an experience that justifies working hard for little compensation.

You should resist the temptation to take on more interns than your organization can truly provide work for. Simply enlarging your organization is not the point — an office full of people with nothing to do quickly becomes a burden.

After deciding how many interns are appropriate, you should not commit the mistake of taking just anyone who is available. The intern should fit to your organization and to the task you want that person to fulfill. A normal job interview should be made to check qualifications and motivation for the task, just as you would with any other employee you were about to hire.



CASE IN POINT: The author, center, is a satisfied participant in an internship program.

If you are lucky you will get the same amount of work from an intern as you would any other employee, so be as generous as you can afford when it comes to providing living expenses or other compensation.

Once you've found your candidate, don't be stingy. If you are lucky you will get the same amount of work from an intern as you would any other employee, so be as generous as you can afford when it comes to providing living expenses or other compensation. This will also keep the intern from feeling like he or she is being milked.

Great expectations

Both sides have expectations about the internship. These should be discussed and clearly outlined to both sides; if not, both of you will be disappointed and the internship will fail. Find out about an intern's expectations and explain yours. Organizations should plan ahead and write up specific job duties or goals for the intern. The plans should include measurable performance criteria so that the intern's progress and success can be gauged in the end.

Also, make sure your organization can provide the necessary resources for your intern to accomplish the goals you set. You should check whether the project will start on time so the intern will be able to begin working upon arrival. An intern will need a work space and may need a computer, a telephone and so on.

Finally, the length of the internship should be appropriate to carry out the given task. Normally it should last at least three to four months.

When the intern arrives

The arrival of the intern is a crucial point that can determine the success of the internship. It is the key moment at which you either make the intern feel like part of your team or you alienate the person and set up road blocks. The following are a few steps to ensure success:

- Give the intern a warm welcome.
- Introduce the intern to everybody in your organization. Each unit should be prepared to give the intern a brief explanation of what it does.
- Explain the intern's specific duties in-depth and carefully oversee the person on the first working days. A properly initiated intern is more effective, so the effort pays for itself.
- Provide social opportunities or information regarding leisure-time activities. Interns usually come from far away, so experiencing the local culture becomes part of the learning experience.

How to find interns

There are different ways to get in touch with potential interns. First, if you have a site on the Internet you can offer your internships there. You can also contact universities that have faculties that provide the appropriate skilled persons. Just send the offer to the faculty bureau with the request to publish it. Some universities have placement offices that deal specifically with finding work for students.

If your interns are satisfied with their experience in your organization, you will profit from their oral promotional activities. You can even ask them to publish your request for interns at their universities and prepare yourself for continued low-cost productivity in years to come. ■

Dirk Amtsberg worked as an intern at REC. He just earned his university degree in policy sciences at the university of Leipzig, Germany and is looking for a job. Offers should be sent to soz94avm@studserv.uni-leipzig.de.

Localizing to improve western manuals

Vesselina Stoyanova is the executive director of the Bulgarian Environmental Management Training Center, which has a strong tradition of adapting training manuals from the U.S. EPA. She answered some questions about the group's techniques.

BY DIRK AMTSBERG

Can you tell us why and in which way you adapt western training manuals?

With pleasure, but first I have to give a compliment to the EPA (U.S. Environmental Protection Agency) and other western organizations. Their training manuals by themselves are very good and highly valuable for us. The adaptation to our regional situations is only a method we use to make those manuals even more valuable for Bulgarian participants. Adaptation does not mean that we change EPA manuals totally — so that they are not EPA manuals anymore — but only in certain aspects.

But let me illustrate the whole process of delivering and adapting the manuals.

In general, the EPA delivers the first training on a specific subject in our country. American trainers give the course and there is only a slight adaptation at this stage. Before the course delivery, we translate the manual itself, following the original EPA text very strictly. This is necessary to allow the Americans to deliver the course. But even in this first stage, we make a slight adaptation: We include in the manual the relevant Bulgarian regulations, as well as naming the agencies that deal with the problems detailed in the manual. These additions are not part of the training itself, but they are very useful information for the participants to carry home. One other adaptation we make at this stage is to try to find Bulgarian explanations for English terms.

The second training is different from the first one: Now Bulgarian facilitators, who were identified in the first course, act as co-trainers. While the Americans give the lectures, the Bulgarians oversee the small group work. We also make other changes at this stage. American case studies are replaced with Bulgarian ones. This change ranges from the use of Bulgarian names up to the incorporation of known Bulgarian case studies. We do this because participants prefer to hear something Bulgarian, something familiar. They are not as interested in discussing American problems, but prefer instead to cope with real problems from their daily life. People know these cases and they participate with more interest and get more out of the course this way.

STEP BY STEP

When adapting an EPA course for local use, Bulgaria's EMTC follows these steps:

- Initially, the course is given by American trainers, and the manual is not changed in translation, but some local information is added to supplement the material.
- The second time the training is offered, Bulgarian facilitators act as co-trainers and the manual is changed to make the case studies refer to actual cases that occurred in Bulgaria. Adding local case studies is the biggest, and most important, change that is made in the adaptation process.
- When the course is delivered completely by the Bulgarian EMTC, some material is omitted from the training — but not from the manual. New sections that are valuable for the client may be added.

“Our participants have this desire for reality. They do not feel comfortable with hypothetical or foreign cases. They do not feel comfortable with imaginary cases.”

—Vesselina Stoyanova

So it's a method to help better integrate participants in the course?

That's the whole idea. Participants know the problem, the facilitators are familiar with the problem — and the reactions of the public and the authorities — in short, with all that happened. Also it is more real. Our participants have this desire for reality. They do not feel comfortable with hypothetical or foreign cases. They do not feel comfortable with imaginary cases.

Why do you think real case studies are so important for participants, and therefore for the success of the course?

If the case is not based on reality, people think they are wasting their time. And in a certain way they are. With a hypothetical case, they just spend energy trying to figure out why such a thing would never happen in Bulgaria. You don't have this problem with a real case.

Furthermore, real case studies allow participants to share their knowledge of, and their experience with, the case. Everyone has heard about the case, or knows similar cases or was perhaps even involved in the accident itself. Hence, using real Bulgarian case studies is a method of integrating people more

strongly. Our course evaluations confirm this as well. Participants always asked for more case studies, more real examples. They know much of the theory because they are professionals. They are more interested in real examples of their country and especially the solution — right and wrong reactions.

When you adapt the training manuals do you change training methods as well?

No, why should we? The methods are very good. They work very well. We only try to make the courses more Bulgarian in their content and therefore more useful. Participants think that our manuals are very helpful because of all this practical information on Bulgarian regulation and on which government body deals with these things. Participants like the method and think it is a good and effective way to learn something.

What else do you adapt in further deliveries?

When we deliver the course ourselves, we decide to omit certain parts of the training itself — though we leave them in the manual as additional information. We also add new parts that we think might be valuable for our specific clients.

In general, this is all we do in adapting a course and its manual, but sometimes we do more than mere adaptation. We combine different trainings when we find a special need for this. For example, we used to deliver a very technical and practical ETF training and a very theoretical EPA training on Eco-Auditing. Then we found it very useful for our clients to combine these two courses. We called it Advanced-Eco-Auditing training.

Are there any risks involved in combining two manuals?

You always have to be aware of the wants and needs of your clients — what brings them the biggest profit. We know these needs and wants because of our experience in the field, because of our course evaluations, because of the interaction with people themselves and last but not least because of the knowledge and contacts of our board.

When you combine trainings you have to be very careful that you don't cut too much and omit something, or leave in too much and repeat things.

Do you also develop your own manuals?

Yes, we do. We develop courses for the needs that arise. Our trainers or board members sometimes identify new needs based on their daily experiences. As we do not have enough money to finance the development of new manuals, we then look for funding, and after that we start the development. For example, a board member realized that a lot of the small-and-medium-sized firms have problems in registering their products — handling the bureaucracy. They do not know the regulations, the permissions that they need to open a business and so on. So we wrote a training manual on this and taught them with practical examples. ■

Higher consciousness is key to leadership

Constant attention to quality, and a continuous process of self-evaluation are the keys to maintaining a competitive edge in training, according to the authors of this book

In the current, competitive market, training centers that do not stay in the lead may soon go out of business. According to the authors of "Achieving a Leadership Role for Training," being a leader means making your organization more efficient and effective.

And, as the authors point out, no organization can achieve lasting efficiency and effectiveness unless they work at it all the time. The constantly changing business environment necessitates an ongoing process of permanent evaluation and improvement.

To help training organizations remain constantly conscious of quality, the book attempts to provide a framework for all the actions required to survey your training institution or department and restructure it. The authors point out that existing sets of standards, such as those required to achieve Baldrige or ISO certification, are meant to enhance

efficiency and effectiveness. So, they argue, training managers should apply these criteria even if they are not going to certify.

The book explains how managers should:

- Set standards for the work they produce;
- evaluate the trainings' effectiveness;
- determine the type of relationship they want with their customers and suppliers;
- and define what role they will play.

Formal training nowadays has become a necessity, and in the current quality-minded market, this training is subject to constant evaluation. The instructor's mandate is no longer just: "Train our people," but, "bring our people up to speed as quickly as possible and do it for less money." The book points out that training in such an environment needs a good return on investment. You will stay in business only if you are better than your competitors.

Trainers should be prepared to do more than merely give the client what they request. They should be ready to analyze the client's needs and make the suggestions to enhance the value of the training.

Know where you want to go

To make training measurable it is necessary to know who you are, what you want, and where you want to go. You need a goal

and a mission statement. The authors give theoretical explanations on how to formulate this statement. But they don't just tackle the theoretical questions. They also analyze how a mission statement looks in reality in a successful organization. This concept continues through the whole book: Theory is always accompanied by practical examples.

The authors point out that an inefficient process can become standard procedure. If a method of doing something is accepted once, it can become the norm, and then develop and change in incremental way simply because everyone is used to it. In order to become more efficient, the authors exhort trainers to think about their process design.

The first step in optimizing your training processes is to document the processes you use. Only good documentation allows managers to communicate what will be done and how it will be done. Documentation also allows accurate evaluation of output, cycle time, costs and use of resources. Once this is done, the book explains, you must restructure your processes to eliminate the superfluous steps that do not add value. A complete analysis and understanding of your processes should allow you to steadily provide better quality at lower costs.

Using standards

When you perform any kind of evaluation, you are making a comparison against an ideal model. Standards describe this ideal and state the criteria of the model explicitly. As mentioned, the authors favor the use of a standard to check your organization and constantly improve it. The book includes a brief but thorough overview of three well-known sets of standards: ISO 9000, UK Training standards and the International Board of Standards for Training, Performance and Instruction (IBSTPI). Though they say that all three types of standards are useful, the authors express a preference for IBSTPI as being the most comprehensive. IBSTPI describes what an organization is expected to do, and specifies modes of performance and criteria, while the other methods talk in terms of principles and assessment indicators.

Evaluation

There are many different ways to evaluate the effectiveness of a training program. In the most basic analysis, you might ask whether participants liked the program. But you must also ask whether they actually learned something during the training. Finally, the participants' managers will want to know if their employees are applying the skills they learned to improve their performance. The first two means of evaluation are very common. The other measure, whether the training actually increased the value of the trainees' work, is becoming more common as well. The authors point out that evaluating

UP TO STANDARD

To measure the quality of their work, trainers should use International Board of Standards for Training, Performance and Instruction, according to the authors.

IBSTPI has seven categories of standards for a training program or institution: Customer Relationship; Standards and Measures, Performance, Resource Use, Leadership, Processes and Change. These categories are based on five principles. To meet the standards, a training institution should:

- Operate as a well-run business whose business is learning and performance improvement.
- Add value through an appropriate range of services depending on the needs of the host organization.
- Provide quality products and services, on time, and within budget.
- Support the achievement of its customer organization's mission, objectives, key initiatives and business strategies.
- Document its processes so they can be shared, managed and improved.

this last, more complex measure, requires a careful structuring of your training program. They suggest that you keep this measure in mind the whole time you are designing your training program.

Be conscious

If the book's suggestion for becoming more efficient and effective were summarized in one simple statement, it would be: Be conscious of everything you do, and do everything consciously. When you give a workshop, you should always be asking yourself: Is this action necessary to fulfill our mission and vision? Are the mission and vision still valid or do they need to change? Do our strategies further our mission? Is this action the right one to reach the goal? Is there a more effective and efficient method?

A well-organized book

The book is organized in a practical way that makes it easier to use. At the end of each chapter there is a checklist, in the form of questions you can ask yourself, to help you apply the methods discussed to your own organization. These questionnaires can serve as a basis for developing your own quality control system. They give direction and motivation and can help you to monitor, assess, and restructure your own performance. The checklist is always followed by another useful section called "What to do Next?" Here, the reader finds proposed plans of actions based on the answers they have just given to the preceding questionnaire.

The book has a cohesive focus: helping you evaluate and optimize your training so that you can become a leader in the field. ■

— Dirk Amsberg

Train-the-trainer program brings greens together

The Civil Society Development Foundation helps expand the region's nonprofit sector

Civil Society Development Foundation (CSDF) was established in 1994 as a train-the-trainer program in Hungary and Poland for the purpose of enhancing the growth of civil organizations by providing non-profit management and development assistance.

CSDF offers a diverse range of services covering different segments of organizational life. The services include:

- nonprofit management training programs;
- consultancy support for individuals and organizations;
- publishing informative literature within the Publication Program about non-profit sector and NGO management;
- and organizing formal and informal forums with the aim of expanding the cooperation between the non-profit sector and business and government based on mutual benefits.

As a result of their experience with an intensive training period, the CSDF staff developed training programs adapted to Central and Eastern Europe (CEE). Two modes of training are recognized:

- prescheduled ("proactive") public training;
- training on request ("reactive") for individual NGOs, tailored to the specific needs of an organization.

Participants of CSDF training programs gain benefits on three levels:

- theoretical background to non-profit management topics;
- practical skills acquired through exercises and case studies;
- networking opportunities with other training participants.

The training sessions are organized in a

variety of formats, including one-day training sessions, serialized training sessions in and outside the city of Budapest, several-day consulting courses and intensive Winter and Summer Training Courses (which also include boarding).

According to the CSDF, in 1997 a total of 1,100 people participated in their training programs. Of those, 7 percent belonged to an environmental protection organization. More than 70 foundations or associations were involved in these training programs, including 43 organizations from Budapest and 30 from outside the capital. The trainers found that members of various green movements always worked well together on joint tasks. Many of these members are still collaborating in different fields of CSDF activities. Presently, there are mutual, systematic contacts with the following organizations: Air Workgroup, Green Spider Foundation, Fauna Association and Foundation, Ecoservice and Ecopartner.

In addition to the CSDF's regularly scheduled training programs, they participate in several other programs to assist in the enhancement of contacts and the exchange of experiences, such as Winter and Summer Training Courses, the Mészöly Street Workshop and the special Civil Café events.

In the near future, the CSDF will organize two events:

- A Winter Training Course will be held from March 2-5. Its topic includes the exploration of conditions for collaboration between NGOs and local bodies of authority, a statement of common interests, task assignments, exploring possibilities for financing the tasks and inclusion of the business sphere.
- From May 6-9, the Center is organizing a regional conference under the title "Sustainability of the Third Sector in Central and Eastern Europe: Realities and Challenges for NGOs, Businesses and Governments."

The Center welcomes anyone who may be interested. ■

PROFILE

Name: Civil Society Development Foundation (CSDF Hungary)

Established: 1994

Type of Organization: Nonprofit, nongovernmental organization

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Board members: Agnes Zalabai, Peter Rado, Janos Vecsenyi

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Support from: Charles Steward Mott Foundation, Levi Strauss Europe, Open Society Institute, PHARE Democracy Program, Rockefeller Brothers Fund, Westminster Foundation, Trust for Mutual Understanding

Management Training: Organizational planning and management (strategic planning, leadership and decision making, needs assessments); financial planning, project budgeting, fundraising (fundraising techniques, proposal writing in Hungary and for foreign donors); communication (public relations, image development, visual design); human resource management (volunteer management, facilitation of meetings, team building).

Other Activities: Consultancies (assistance of an outside consultant, counseling in different management topics, providing follow up to CSDF trainings as NGO implement the skills learned); publications (manuals complementing and reinforcing the CSDF's training, leaflets on the state of NGOs, directories); forums (networking and dialogue among NGOs, building links with the business and government sector).

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 (EMTC) Network is to contribute to sustainable environmental training in Central and Eastern Europe.

We seek to achieve this goal 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 NGOs and the public, to identify and effectively address their own environmental training needs.

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 the site at:

<http://www.rec.org/rec/emtcnetwork.html/>.

How can you make the best use of your membership in the EMTC Network?

- 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 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

FEBRUARY - APRIL 1998

■ GERMANY

Eco-Efficiency: A Modern Feature Of Environmental Technology

March 2-3
Dusseldorf, Germany
Main topics: Eco-audits and eco-efficiency; energy efficiency; frontiers of eco-efficiency; eco-efficiency in construction industry and plant engineering; the service economy. Language: English and German (simultaneous translation)
Contact: Wuppertal Institute for Climate, Environment, Energy GmbH Mr. Herwig Bertelmann, Ms. Kerstin Kluth Doppersberg 19 D-42103 Wuppertal. Tel: (49 202) 2492 192. Fax: (49 202) 249-2108. E-mail: eco-efficiency@wup-perinst.org. Internet: <http://www.envitec.de/conference>

■ HUNGARY

ICERD — International Conference on European River Development

April 16-18
Budapest, Hungary
Main topics: Sustainable development of European rivers; advances in river engineering

research; multipurpose activities in rivers; international rivers. Contact: Prof. O. Starosolszky, Director General, VITUKI, P.O. Box 27, H-1453 Budapest, Hungary Tel: (36-1) 215-2617. E-mail: starosolszky@attmail.com.

■ POLAND

Water: Source of Life, Source of Danger

March 4-6
Cracow, Poland
Aimed at representatives from industry, research institutions and public authorities, the event will offer a platform for all key players to discuss developments in the field of water management and flood prevention with representatives of the European Commission. Participants will be provided with information on the following main areas: The approximation of policy in the Republic of Poland to EU legislation and standards in the fields of potable and waste water management, as well as assessment and prevention of flood disasters; the support provided by the European Commission to the approximation process in Poland and other can-

didate countries for accession to the EU; the possibilities for international cooperation within existing European platforms. Contact: BIT - Secretariat for Central and Eastern Europe, Mr. Philippe Loward, Wiedner Hauptstrasse 76, A-1040 Wien, Austria. Tel: (43-1) 581-1616-108. Fax: (43-1) 581-1616-19. E-mail: loward@bit.ac.at. Or State Committee for Scientific Research (KBN) Mr. Jerzy Tokarski, ul. Wspola 1/3, PL-00921 Warsaw 53. Tel: (48-22) 628-1406. Or Ministry of Education, Youth and Sports Mr. Svatopluk Halada, Karmelitska 7, CZ-11812 Prague 1. Tel: (420-2) 5719-3512.

■ SLOVAKIA

XXII Conference on Modeling of Developing Systems

Feb. 21-28
Bratislava, Liptovska Dolina, Slovak Republic
Contact: Glushkov Institute of Cybernetics of the National Academy of Sciences of Ukraine, Glushkov Prospekt 40, 252022 Kiev, Ukraine. Tel/Fax: (380-44) 266-0289. E-mail: jankenkov@jan-intas.kiev.ua

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 second 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 or the first half of the list, contact the EMTC Network secretariat at the Regional Environmental Center (see page 2 for address and phone number).

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)
NGO Institutional Development (Romanian)
Occupational Health (Bulgarian, English)
Pesticides Management (Slovak)
Program Reporting, Evaluation (English, Romanian)
Project Design and Management (Romanian, Slovak)
Project Management (English, Romanian, Slovene)
Proposal Writing (English, Romanian)
Public Participation (Bulgarian, English, Czech, English)
Public Speaking (English, German, Slovene)
Risk Assessment (Bulgarian, English, Czech, Russian, Slovak)
River Basin Management (Bulgarian)
Soil & Groundwater Contamination by Petroleum Products (English, Romanian)
Soil and Groundwater Contamination by Petroleum Products (English, Romanian)
Solid Waste Management (Polish, Russian)
Strategic Planning (English, Romanian)
Strategic Planning (Slovene)
Teamwork (English, German, Slovene)
Toxic Release Inventory (Czech)
Waste and Water Management (Slovene)
Waste Disposal Management (Bulgarian)
Waste Management (Bulgarian, English, Slovak)
Waste Water Treatment (Slovak)
Water Management (Romanian)