NEIGHBOURHOOD AND ENVIRONMENT

Building the Capacity of NGOs in the South Caucasus

Training Module I.
The ENP Process: Opportunities and Challenges for Civil Society
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AP</td>
<td>Action Plan</td>
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<tr>
<td>ATW</td>
<td>“Across the Waters”</td>
</tr>
<tr>
<td>CBC</td>
<td>Cross-Border Cooperation</td>
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<tr>
<td>CEP</td>
<td>Country Environmental Profile</td>
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<tr>
<td>CSP</td>
<td>Country Strategy Paper</td>
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<tr>
<td>DCI</td>
<td>Development Cooperation Instrument</td>
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<tr>
<td>EC</td>
<td>European Commission</td>
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<tr>
<td>EIA</td>
<td>Environmental Impact Assessment</td>
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<tr>
<td>EP</td>
<td>European Parliament</td>
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<tr>
<td>ENP</td>
<td>European Neighbourhood Policy</td>
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<tr>
<td>ENPI</td>
<td>European Neighbourhood and Partnership Instrument</td>
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<tr>
<td>IFI</td>
<td>International Financial Institution</td>
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<tr>
<td>ISPA</td>
<td>Instrument for Structural Policies for Pre-Accession</td>
</tr>
<tr>
<td>NIP</td>
<td>National Indicative Programme</td>
</tr>
<tr>
<td>SI</td>
<td>Stability Instrument</td>
</tr>
<tr>
<td>SIA</td>
<td>Strategic Impact Assessment</td>
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<tr>
<td>&quot;TEN-T&quot;</td>
<td>Trans-European Transport Networks</td>
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<tr>
<td>WWF EPO</td>
<td>WWF European Policy Programme</td>
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<tr>
<td>WWF CauPO</td>
<td>WWF Caucasus Programme</td>
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<tr>
<td>WWF MedPO</td>
<td>WWF Mediterranean Programme</td>
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</table>
1. PROJECT RATIONALE

European Neighbourhood Policy and Civil-Society Involvement

The European Neighbourhood Policy (ENP) has developed rapidly since the process was launched by the European Commission in March 2003, with several public communications, an ENP strategy and seven Action Plans (AP) adopted in 2004, and more recently (late 2006, early 2007), the adoption of the four new Actions Plans, a Communication on strengthening the European Neighbourhood Policy and already the assessment of the first seven Action Plans. Although the Commission strategy papers refer to the importance of sustainable development, WWF and its partners are concerned that ENP’s objectives do not give sufficient priority to the promotion of sustainable development in the EU’s neighbours. Despite the EU’s long-standing commitment to civil-society consultation, the preparation of the strategy paper and the negotiations for the first Country Action Plans (CAP) were carried out without civil-society participation. Steps have not been taken to ensure that civil society has free access to information and participation. Although sustainable management of natural resources, environmental governance, and the importance of civil-society involvement are mentioned in the AP, there are no clear mechanisms for implementation. In all the neighbourhood regions, the lack of environmental awareness within civil society (especially on the immediate challenges and opportunities of ENP) and the low level of awareness and professionalism of decision-makers are major problems. This includes a lack of understanding of the importance of environmental protection and obligations under various treaties, as well as the general requirements of EU policies and legislation. In view of all this, improved management of natural resources and cooperative relationships amongst neighbouring countries where ecological systems straddle borders will be crucial. However, this will not be achieved without strong civil-society organizations which open the debate and monitor legislation, regulations, and action plans. Therefore, the proposed project aims to strengthen the policy and communications capacity of a group of NGOs to enable them to participate actively in the ongoing ENP process.

Training for Civil Society in Armenia and Azerbaijan

The project consists of two main building blocks: the development of three training modules for NGOs and the organization of training in Armenia and Azerbaijan. The focus will be on developing the capacity of selected NGOs. Capacity building is therefore defined as: “Actions taken to increase the knowledge, skills, and motivation of a target group, to help deal with a specific situation or to develop, implement, and monitor a specific action.” The project aims to build the capacities of individual actors to work with others, and bring about the structural and social changes necessary for sustainable development. A key element is to link each training action to field, policy, and advocacy work, to apply knowledge and skills through concrete experience. Our approach to capacity building is: responsive by being oriented towards concrete local needs; contextual by taking into account local knowledge and
The ENP Process: Opportunities and Challenges for Civil Society

regional setting; **flexible** by adapting to the requirements of partners and beneficiaries; and **replicable** by empowering partners and beneficiaries. The methodology provides a combination of “hands-on” experience where the learning process is based on real-life situations with work on knowledge and skill. The planned capacity-building process aims to promote policy analysis and deduction, as well as generate new insights, improved practice, and a sense of shared commitment that maintains motivation.

The planned training activities have four specific objectives:

- To increase the knowledge of NGOs in Armenia and Azerbaijan on ENP and the European policy process
- To strengthen NGO capacity to raise public awareness on policy issues
- To strengthen national and regional policy networks
- To strengthen NGO capacity to design, manage, and implement environmental projects.

**Three Project Partners**

**WWF Caucasus Programme (WWF CauPO)**

WWF started its mission in the Caucasus in the early 1990s and in 1992 in Georgia. The first initiatives of the new WWF Georgia office involved a protected-areas network and an environmental education system. In 2002, WWF Georgia widened its activity to the entire Caucasus ecoregion and became the WWF Caucasus Programme Office. By working throughout the Caucasus region for more than 10 years, WWF CauPO has acquired credibility through a strong field presence in most countries, and developed strategic alliances with key stakeholders. Current WWF Caucasus activities include the promotion of cross-border cooperation and protected areas, as well as the conservation and sustainable use of forest and freshwater habitats, the protection of endangered species, the improvement of legislation, and the strengthening of civil-society organizations.

**WWF Mediterranean Programme (WWF MedPO)**

In the early 1990s, WWF set up a Mediterranean Programme with a mission to promote the conservation of biological diversity and the sustainable use of natural resources in the countries of the Mediterranean basin. From the start, WWF MedPO was particularly concerned with helping to build the capacity of Mediterranean conservation activists, with a strong focus on grassroots environmental groups in the south and east of the region. To this end, WWF initiated the capacity-building programme known as Across the Waters (ATW) in 1994. ATW is one of the best known capacity-building programmes in the entire WWF network and has trained hundreds of NGO members over the past 11 years. The ATW capacity-building team will lead the development of the three training modules.
WWF European Policy Office (WWF EPO)

Established in 1989, WWF’s EPO currently works on nine priority issues: toxics, fisheries, water, energy and climate change, agriculture and rural development, regional policy, external development, trade, and investment. It has established long-lasting relations with European institutions and is considered to be a key player in policy debates, including those on the sustainable dimension of external EU policies – specifically on the “greening of the ENP”. EPO will be providing contributions to ENP and the communications part of the training modules and workshops.
2. THE TRAINING MODULES – AN OUTLINE

The training programme is a dynamic process in which three modules are linked. It is strongly recommended that NGOs participate in all three. This does not necessarily mean that the same person always participates, but that the most interested members of the NGO participate. For example, in training on effective communications strategies, it would be beneficial to have NGO participants who are involved in communications work.

M1: European neighbourhood process – opportunities and challenges for civil society

The first module will prepare the ground for the participation of NGOs in the learning process and, at the same time, offer opportunities to get involved right at the start of the ENP process.

As a first step, NGOs will be introduced to the ENP process and background. The module should help in understanding the historical background, the main objectives, and ENP’s impact on different environmental policy fields. The module will also highlight the important role which civil-society organizations can play to make ENP more environmentally friendly.

If possible, the first session should produce recommendations from NGO representatives concerning the ENP process in their country. This document will then be delivered to the representatives of the European Commission (EC) in the country and/or groups in the European Parliament.

M2: Effective communication to reach policy goals

The second module will focus much more on the skill level; participants will learn how to develop an effective media strategy and acquire the skills to design a successful campaign or similar events. The module is based on the assumption that the media is essential for NGOs to communicate with different sectors of society and to advocate for concrete change. The module will deal with communications basics, such as the selection of target groups, the framing of clear messages, and the identification of communications tools for different messages and target groups. The module will use examples of specific NGO campaigns and lessons learned, to relate the training contents to real-life situations.

During the training, participants will produce a first draft of a communications tool, such as a campaign outline, which they will then use for concrete work on ENP.
M3: Design and management of environmental projects

In the ENP framework, new funding opportunities will also emerge. NGOs should be prepared to utilize them. The third and final module will deal with the design and management of, and fund-raising for, environmental projects. The participants will learn the basics of project-cycle management and how to develop projects on conservation and sustainable natural-resource management. The training will present funding opportunities and related processes. The plan is to involve EU representatives to facilitate a first exchange of views between decision-makers and NGOs. To continue the learning process, the training will also present existing support-tools for the preparation of environmental projects. In small working groups the participants will produce project concepts which they can finalize with the support of WWF afterwards.
3. METHODOLOGY

The methodology consists of a combination of "hands-on" experience in which learning is based on real-life situations and specific work on knowledge and skill. The learning process aims to promote policy analysis and deduction, as well as generating new insights, improved practices, and a sense of shared commitment that maintains motivation.

The training is participatory and interactive to allow participants to share experience and knowledge and seek effective solutions to problems. According to WWF’s educational vision, exchanging conservation knowledge has a practical and ethical purpose. The courses, which will last three full days, gather a maximum of 12 participants from selected NGOs in Armenia and Azerbaijan. All the courses combine lectures and group work. Confronted with real-life situations, participants analyse and discuss a range of solutions. At the end of each course, an evaluation is held and contents and modus operandi adapted.
4. ORGANIZING GOOD TRAINING

This chapter summarizes the main points for successfully organizing the planned training sessions. It is important to bear in mind that there are several types of training; each depends on local conditions, which in turn require adaptive management and creativity.

4.1 Twenty basic steps to successfully organize a training workshop

<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
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<tbody>
<tr>
<td>Step 1</td>
<td>Definition of training objectives</td>
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<td>Step 2</td>
<td>Definition of target group</td>
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<tr>
<td>Step 3</td>
<td>Preparation of draft <strong>budget</strong> based on number of participants (12), lectures and days (3)</td>
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<tr>
<td>Step 4</td>
<td>Set possible dates for the training</td>
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<tr>
<td>Step 5</td>
<td>Select target NGOs</td>
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<tr>
<td>Step 6</td>
<td>Prepare <strong>questionnaire</strong> to assess specific training needs</td>
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<tr>
<td>Step 7</td>
<td>Contact NGOs: send questionnaire to the selected NGOs along with a cover letter explaining training objectives, and a registration form. Important: clear deadlines!</td>
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</tr>
<tr>
<td>Step 8</td>
<td>Start <strong>programme</strong> preparation</td>
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<tr>
<td>Step 9</td>
<td>Find adequate accommodation and meeting facilities. Make sure that the meeting facilities allow plenary and group work</td>
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<tr>
<td>Step 10</td>
<td>Contact lecturers and prepare for each of them a clear <strong>outline</strong> what you expect for each session. Contact a professional facilitator if you think you will need it. Contact a translator if you think you may need one</td>
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<tr>
<td>Step 11</td>
<td>Prepare a final list of participants based on received registration forms</td>
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<tr>
<td>Step 12</td>
<td>Adapt a first programme draft to specific training needs highlighted in the questionnaires</td>
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<tr>
<td>Step 13</td>
<td>Prepare final programme including the <strong>lectures</strong></td>
<td></td>
</tr>
<tr>
<td>Step 14</td>
<td>Prepare <strong>background material</strong> for participants. If possible part of it should be send to them before the training</td>
<td></td>
</tr>
<tr>
<td>Step 15</td>
<td>Help the participants with travel arrangements if needed</td>
<td></td>
</tr>
<tr>
<td>Step 16</td>
<td>Prepare all the necessary equipment for training: PC, camera, flip chart, poster, stationery, DVD, Videos, TV, translation equipment, etc.</td>
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<tr>
<td>Step 17</td>
<td>Make sure that coffee breaks, lunch and dinners are arranged in a smooth way</td>
<td></td>
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<tr>
<td>Step 18</td>
<td>Prepare <strong>evaluation</strong> forms</td>
<td></td>
</tr>
<tr>
<td>Step 19</td>
<td>Finally: enjoy the training together with the participants</td>
<td></td>
</tr>
<tr>
<td>Step 20</td>
<td>Evaluation and follow-up</td>
<td></td>
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</tbody>
</table>
Twenty basic steps to successfully organise a training workshop

1. TRAINING OBJECTIVES

2. Target Group

3. Budget Draft

4. Fix Possible Dates

5. Select Target NGOs

6. Prepare Questionnaires

7. Contact NGOs: Questionnaire, Objectives, Registration Form

8. Programme Draft Preparation

9. Find Accommodation, Meeting facilities

10. Contact: Lecturers, Facilitator, Translator...

11. Final List Of Participants

12. Adapt Programme Draft

13. Prepare Final Programme

14. Prepare Background Material

15. Help Participants With Travel Arrangements

16. Prepare Equipment

17. Arrange Lunch, dinner, Coffee Breaks...

18. Prepare Evaluation Forms

19. Enjoy The Training!!

20. Follow-up
4.2 The Learning Group

The project targets NGOs already active in ENP or about to be so. The participants should be:

- Involved in ENP
- Permanent staff
- Motivated
- And read English.

The total number of participants should be between 12 and 15. All participants should have filled in the registration form and the assessment questionnaire. All participants should receive the invitation well in advance, even if the final agenda is sent later. Make sure they know what is expected of them and define the objectives of the training.

4.3 Logistical Arrangements

Do not underestimate the importance of organization! To ensure a smooth learning process, participants should be able to focus their energy on the training itself and not have to waste time on logistics.

- Board & lodging: look for a comfortable hotel near the workshop venue. If participants have to share rooms make sure that they know this before they arrive. Check the menu and offer options for participants with special dietary needs
- Travel: send all participants clear directions on reaching the hotel
- Meeting-room facilities: the venue should ideally be near the hotel. The meeting rooms should be big enough to host all participants comfortably. Make sure there are side rooms for group work
- Prepare: PC, slide projector, video player, television, overhead projector, flip chart, paper, and anything else you might need
- Translation: if you need translation, make sure everything is installed and tested before the training starts. Make sure the translation team knows how to use the equipment.
4.4 Lecturers and other resource persons

- Try to use lecturers familiar with the local context
- Define what you expect from them in the sessions, as well as the length of the presentation and time for questions and discussion. Ask them to send you an outline of the presentation before the training as well as their PowerPoint presentation. It is important lecturers have enough information on participants to be able to adapt their presentations
- Make sure lecturers have information about the course and the venue
- Set fees by local standards and prepare contracts if needed
- Translators are key to success. Often they stay for the whole session and they should be integrated into the workshop organization team. Try to give them as much background information as possible, including the PowerPoint presentations.

4.5 Evaluation and follow-up

Evaluation is vital and will help organizers revise the programme and their approaches. However, we should make the distinction between two different types: workshop evaluation and evaluation of impact measured by changed behaviour.

Programme Evaluation
At the end of training, each participant should fill in the evaluation sheet with questions about both organization and content (see example on page 40). The written evaluation should be combined with discussion by participants. The results should help organizers improve their training skills and introduce changes to future sessions. This point is very important, for two additional workshops are foreseen in the project.

Apart from the evaluation, it is also highly recommended to assess participants’ progress on a daily basis. A wrap-up session at the end of each day helps detect problems and adapt the programme to the needs of participants.

Follow-up and impact evaluation
In the end, what really matters is long-term learning. Do the participants apply new skills and knowledge in their jobs? Are the selected NGOs becoming active on ENP or other policy issues? The project aims to strengthen the capacity of the participants to work on the greening of the ENP by offering training, but at the same time involving them in concrete advocacy actions afterwards.
4.6 Standard questionnaire to assess specific training needs

ENP Training Questionnaire

Date:

Place:

Contact details

☑ Mr    ☑ Mrs    ☐ Ms          Organization: ______________________________

Family name: ___________________  First name: _________________________

Job title: _______________________  E-mail: ____________________________

Direct phone line: _______________  Direct fax line: ____________________________

1. Did you ever participate in a workshop/seminar dealing with the European Neighbourhood Policy?

☑ Yes   Please give details:

☐ No

2. Please describe your responsibilities in your organization – do you participate in any policy work? Please explain.

3. Why do you think it is important for your NGO to know more about the ENP process?

4. How could your NGO work on the ENP process?
   - Campaigning
   - Training
   - Media work
   - Policy analysis
   - Networking
   - Field Projects
   - Other.

5. What kind of support would you need to work actively on one of the ENP dimensions (policy, environmental, sustainability)?

6. What kind of support would your organization need to work actively on ENP or other relevant policy issues?

7. Do you want to propose any specific contents or issue for the planned training workshop?
4.7 Training Registration Form

ENP Training Registration Form

ENP Training
Date:
Place:

Contact details
Organization: _______________________________
☐ Mr ☐ Mrs ☐ Ms
Family name: ___________________________ First name: ______________________
Job title: ______________________________ E-mail: ______________________
Direct phone line: _______________________ Direct fax line: __________________

• I would like to attend the whole workshop from …… to …… 2006.
☐ Yes ☐ No if not please specify the dates: __________________________

• Travel Plans
  Date of arrival_______________ Time: __________ By: Car/Train/Flight ___________
  Date of return_______________ Time: __________ By: Car/Train/Flight ___________

• Visa
  I need an invitation letter to obtain a visa ☐ Yes ☐ No
  from the (country) embassy in (city): __________________ Fax No: _______________
  Passport number: __________________ Nationality: __________________ Date of
  issue: __________________ Nationality: __________________ Place of issue: _______________
  Expiry date: __________________

• Accommodation: Name of the hotel and address
  Check-in Date: __________________
  Check-out Date: __________________
  ☐ I agree to share a room with another participant

• Comments, Special requirements (e.g. diet): __________________________
### 4.8 Training Budget Template

<table>
<thead>
<tr>
<th>Ref.</th>
<th>ITEM DESCRIPTION</th>
<th>Budget</th>
<th>Actuals</th>
<th>Balance</th>
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<tbody>
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<td><strong>Honoraries / Personal</strong></td>
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<tr>
<td>1.1</td>
<td>Training supervision: x days x euro</td>
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<tr>
<td>1.2</td>
<td>Training coordination: x days x euro</td>
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<tr>
<td>1.3</td>
<td>External trainers: days x euro</td>
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<td>1.4</td>
<td>Translation fees: days x euro</td>
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<td>1.6</td>
<td>Administration, external accountant: hours x euro</td>
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<td></td>
<td><strong>Sub-total 1</strong></td>
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<tr>
<td>2</td>
<td><strong>Rental of facilities &amp; Insurance</strong></td>
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<td>2.1</td>
<td>Meeting room</td>
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<tr>
<td>2.2</td>
<td>Translation cabine (days x euro)</td>
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<tr>
<td>2.3</td>
<td>Translation cabine transport</td>
<td></td>
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<tr>
<td>2.4</td>
<td>Health insurance participants &amp; lecturers (pers x days)</td>
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<td></td>
<td><strong>Sub-total 2</strong></td>
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<tr>
<td>3</td>
<td><strong>Travel costs</strong></td>
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<tr>
<td>3.1</td>
<td>Travel costs participants: participants x euro</td>
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<tr>
<td>3.2</td>
<td>Travel cost lecturers : lecturers x euro</td>
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<td></td>
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<tr>
<td>3.3</td>
<td>Travel costs translator : no. translators x Euro</td>
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<td>3.4</td>
<td>Local transport : participants x euro public transp.</td>
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<tr>
<td>3.5</td>
<td>Local transport : no. lecturers + np. translators x euro</td>
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<td><strong>Sub-total 3</strong></td>
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<tr>
<td>4</td>
<td><strong>Lodging</strong></td>
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<tr>
<td>4.1</td>
<td>External Trainers: persons x days x euro</td>
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<td></td>
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<tr>
<td>4.2</td>
<td>Participants: participants x days x euro</td>
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<tr>
<td>4.3</td>
<td>Translator : day x euro</td>
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<td><strong>Sub-total 4</strong></td>
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<tr>
<td>5</td>
<td><strong>Catering</strong></td>
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<tr>
<td>5.1</td>
<td>External Trainers: person x days x euro</td>
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<td></td>
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<tr>
<td>5.2</td>
<td>Participants : participants x days x euro</td>
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<tr>
<td>5.3</td>
<td>Translator : days x euro</td>
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<td><strong>Sub-total 5</strong></td>
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<td>6</td>
<td><strong>Administration costs</strong></td>
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<td><strong>Sub-total 6</strong></td>
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<td>7</td>
<td><strong>Printing and office supplies</strong></td>
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<tr>
<td>7.1</td>
<td>Documentation : no. Pax x euro</td>
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</tr>
<tr>
<td>7.2</td>
<td>Certificates: no. x euro</td>
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<tr>
<td>7.3</td>
<td>Office supplies: paper, markers, pens, etc.</td>
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<tr>
<td>7.4</td>
<td>Name holders and name tags</td>
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<td></td>
<td><strong>GRAND TOTAL</strong></td>
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</table>
5. INTRODUCTION TO ENP

The European Neighbourhood Policy provides the framework for closer cooperation with the neighbouring countries of the newly enlarged European Union. ENP has developed very quickly since it was launched by the European Commission in March 2003 with several communications, an ENP Strategy (2004), a first set of seven Action Plans adopted in 2004 and more recently (end of 2006, early 2007) four new Action Plans were adopted, as well as a Communication on strengthening the European Neighbourhood Policy, and the assessment of the first seven action plans. The ENP financial instrument, the European Neighbourhood and Partnership Instrument (ENPI) (2004), was approved by the Council in autumn 2006. The ENPI strategies (national, regional, cross-border, and thematic) are being circulated by the EC to the Council and the European Parliament. They should be adopted by the Commission and put in place during 2007.

5.1 What is the ENP?

ENP’s starting point is a new approach to EU relations with non-EU countries bordering the Community that replaces the previous “enlargement” process. The ENP gives neighbouring countries the opportunity to take a “stake in the internal market” and participate in relevant Community programmes. Cooperation is based overall on a set of shared principles such as democracy and the rule of law.

The ENP applies to southern neighbouring countries (formerly the “MEDA countries”\(^1\)) and to eastern neighbouring countries (formerly the “Tacis countries”\(^2\)). Russia is part of the ENP regional dimension but maintains a separate dialogue with the EU on bilateral matters. The ENP also includes the countries in the north of the EU that are part of the Northern Dimension.\(^3\)

---

\(^1\) Morocco, Algeria, Tunisia, Egypt, Jordan, Lebanon, Palestinian Authority, Israel, Syria, and possibly Libya.  
\(^2\) The following are covered by the ENP: Moldova, Ukraine, Georgia, Azerbaijan, Armenia, and in the future Belarus.  
\(^3\) Now focused on Russian relations with the EU northern Member States. Members of the northern dimension are: Denmark, Germany, Poland, Lithuania, Latvia, Estonia, Finland, Sweden, Norway, Iceland, and Russia.
5.2 The ENP and the environment

The ENP regions enclose important natural areas, three of which (Caucasus, Mediterranean and Danube-Carpathian) are featured on WWF’s Global 200 list of the most important ecoregions on Earth. Many of the last remaining natural and semi-natural ecological systems in Europe are found in EU neighbouring countries and are not only a source of biodiversity but also of livelihoods and of other socio-economic benefits. Thus, naturally functioning ecosystems add great socio-economic value that should be maintained for future generations. For instance, in the case of freshwater ecosystems (e.g. rivers, lakes, wetlands), these functions include recycling nutrients and human and organic waste; groundwater recharge and discharge; natural flood control and flow regulation; erosion control; salinity control; water treatment; climatic stabilization and carbon sequestration4.

WWF offices are working with a range of stakeholders in the neighbouring countries and with the European Union to ensure natural values and environmentally sensitive areas in the ENP ecoregions are protected.5

5.3 ENP policy context

The context of ENP is defined in the several preparatory communications issued by the Commission in 2003 and 2004. The most important is the ENP strategy paper6 that sets out the policy context and provides guidance on the principles, scope, stakeholders, and method of this new policy.

It has recently been enhanced by a Communication on “strengthening the European Neighbourhood Policy”7 (ENP Plus) published on 4 December 2006. This Communication reflects the EU interest/commitment to provide more attractive incentives for EU neighbours. The Communication is accompanied by progress reports of the first seven Action Plans as well as a Communication on the general approach to enable ENP partner countries to participate in Community agencies and Community programmes8.

In its Communication, the Commission commits towards increased thematic (on energy, transport, but also on environment) and regional (strengthening Black Sea Dimension) cooperation, increased civil

5 More details about WWF activities on this can be found on the WWF European Policy Office website (www.panda.org/about_wwf/where_we_work/Europe/what_we_do/epo/index.cfm).
7 COM (2006) 726 final, 4 December 2006
8 COM (2006) 724 final, 4 December 2006
society participation in the ENP/ENPI and an additional EUR 1 billion funding to reward the NC’s good performance in their reform process.

Currently, the Commission is preparing specific proposals for the implementation of the Communication that will be discussed in an informal Council of Foreign Ministers on 30th-31st March 2007. A Communication on the Governance Facility (see below) and a Communication on Black Sea co-operation will notably be issued in Spring 2007.

This political framework is applied to the development of Action Plans with individual ENP countries. Each plan constitutes a contract between the EU and an individual country. It includes commitments from both the EU and the partner country on six major issues:

- political dialogue and reform
- economic and social development and reform
- regulatory and trade-related issues
- justice and home affairs
- the key sectors of transport, energy, information society, and the environment
- people-to-people contact.

The plans propose national, regional, and cross-border measures not necessarily supported by EU funds⁹. They include a chapter on sustainable development and a chapter on the environment. The latter includes commitments on environmental governance and legislation, and the state’s contribution to regional environmental initiatives.

Negotiations on the plans with ENP countries and their adoption by national and EU institutions are at different stages:

- Seven AP were adopted in 2004 and are being implemented. These were assessed by the European Commission in the second half of 2006, and concern Morocco, Tunisia, Jordan, the Palestinian Authority, Israel, Ukraine, and Moldova
- Four new Action Plans were adopted at the end of 2006 (for Georgia, Armenia, and Azerbaijan) and early 2007 (for Lebanon). An Action Plan for Egypt is under negotiation and should be adopted in early 2007.
- Others will follow at later stages with Syria, Algeria, Belarus, and Libya.

In the future, ENP Action Plans should be used by international financial institutions in their operations in other countries and to determine whether proposals fit partners’ ENP priorities.

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⁹ This latest element is important, and not always understood by the ENP countries during the AP negotiations which leads to important delays in the conclusion of the plans.
5.4 The ENPI financial instrument

The EU will only support part of the measures included in each plan. To regulate the use of the funding allocated to ENP countries, the Commission in 2004 put forward a draft proposal for a regulation of the European Parliament and of the Council for a European Neighbourhood and Partnership Instrument (ENPI).\(^\text{10}\)

The ENPI is one of the new sets of external instruments for EU external cooperation proposed by the Commission in heading 4, entitled “The EU as a Global Partner”, of the EU financial framework 2007-13\(^\text{11}\), aiming to simplify EU financial instruments and procedures. Other new instruments in this chapter are the Development Cooperation and Economic Cooperation Instrument (DCECI), the Stability Instrument (SI), and the Instrument for Structural Policies and Pre-Accession (ISPA), as well as a thematic programme on human rights. Implementing procedures for all these tools are similar.\(^\text{12}\)

The ENPI applies to the eastern and southern countries and to Russia (for regional programmes), but not to the other members of the Northern Dimension as they are developed and rich countries.

In the draft regulation, a financial reference amount of €14.929 billion for the period 2007-13 was proposed by the Commission (Art.29). This should have ensured an increase in funding in comparison with the previous instruments/envelopes for the ENP regions, MEDA and Tacis. Unfortunately, the Council has reduced this figure to less than €12 billion, which will lead to significant constraints in the share of the money between the different programmes and will create strong competition between the environment and the economic and social sectors.

ENPI Regulation was finally adopted by the Council on 17 October 2006. A total of over EUR 11.1 billion under the EU's 2007-13 financial framework will be provided from the Community budget for implementation of the regulation, of which at least 95 per cent will be allocated to country and multi-country programmes, and up to 5 per cent will be devoted to cross-border cooperation programmes.

As stated in the Communication on ENP Plus, there will be, in addition to the EUR 11.1 billion, two financing mechanisms: a Governance Facility (EUR 300 million) and a Neighbourhood Investment Fund (EUR 700 million).

\(^{11}\) See the Interinstitutional Agreement between the European Parliament, the Council and the Commission on budgetary discipline and sound financial management (OJ n° C 139 of 14/06/2006), Annex I.
\(^{12}\) Accordingly, the guidelines for the elaboration of implementing tools that are mentioned in the annex under “development” heading should also apply to the ENPI.
5.5 How will the ENPI be implemented?  

The ENPI regulation foresees EU assistance being implemented through national and international strategies and indicative programmes lasting several years which cover:

- **National programmes for each partner country.** These are negotiated by the Commission with national authorities.

- **Regional and subregional cooperation between two or more partner countries.** There will be three different regional (transboundary) programmes under the ENPI: one for the eastern ENP countries (Ukraine, Moldova, Belarus, Georgia, Azerbaijan, Armenia and Russia), one for the Mediterranean ENP countries (Morocco, Algeria, Tunisia, Egypt, Jordan, Palestinian Authority, Israel, Lebanon and Syria) and one trans-regional for both the Mediterranean and the Eastern countries.

- **Cross-border cooperation programmes.** These programmes should, in principle, be developed by the regions concerned following a ground-up approach. They will be co-financed by the European Regional Development Fund and will allow the implementation of joint programmes covering both regions consisting of groups of Member States and of partner countries sharing a common border. The Commission will adopt programmes for, firstly, land borders and sea crossings of significance and, secondly, sea basins. At present three major sea basins programmes are identified (Mediterranean, Black, and Baltic seas) that should allow multilateral cooperation with ENP and non-ENP countries. Total funding available for ENPI-CBC programmes for the period 2007-2010 amounts to €583.28 million.

- **Thematic programmes.** They are common to partner countries and to development countries. These programmes were integrated in the Commission proposal for the ENPI but have now been deleted and should be managed solely from the DCI component. The share of the ENPI in these new tools is uncertain and will depend on the thematic programme. A thematic programme on the environment and energy is foreseen but the benefit to the ENPI countries is still uncertain.

Early 2007, the Commission will submit the Strategy Papers and Indicative Programmes to the Council and the European Parliament, but only for an opinion. The Commission will adopt them and define

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13 See detailed procedures in the communication to the Commission on "Implementing and promoting the ENP", SEC(2005)1521, 22 Nov 2005.

14 For instance, accession countries such as Turkey or Bulgaria can also be part of this kind of CBC programme.


implementing rules and criteria. Ultimately, the Commission will work out Annual Action Programmes for the countries.

5.6 ENPI programmes and the environment

The European Commission recognizes the importance of the environment in the ENP context, given the resources and ecosystems shared by the EU and its neighbours.

It seems that support for the environment and the sustainable management of natural resources will be allocated under each of the ENPI programmes: national, regional, cross-border. The thematic environmental dimension is not clear.

The national programmes could include an environmental component, but its importance will depend on the influence of the environmental authorities in each country. The Country Strategy Papers\(^{18}\) (CSPs) include a Country Environmental Profile (CEP) annex that identifies the major environmental problems and threats, makes a brief assessment of the national environmental legislation and the local capacity, and recommends priority environmental issues to be supported. The CEPs are an important tool to prevent negative environmental impacts and to measure environmental integration and governance during implementation of the CSP.

The added value of the regional programmes is to provide the framework for international and cross-border cooperation on environmental issues and contribute to achieving international environmental objectives. The draft ENPI regional strategy for the eastern ENP prepared by the Commission sets out the following environmental priorities: climate change, regional seas, water, and forestry. The environmental objectives of the Mediterranean strategy should build on the environment strategy for the Mediterranean and the Horizon 2020 initiative proposed recently by the EC.\(^ {19}\)

The CBC programmes might focus on environment, sustainable development, and people-to-people cooperation, two of the four major objectives of CBC\(^ {20}\) identified in the early stages of the ENP process.\(^ {21}\) The draft guidelines for the preparation of the CBC joint programmes\(^ {22}\) require a previous description and analysis of the geographical areas concerned, including on the environment and nature (pollution, environmental protection).

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\(^{17}\) In the ENPI proposal of 2004, but also in a set of draft thematic communications issued in December 2005.

\(^{18}\) For more information on CSPs and other key programming documents, see the links on page (p. 31).


\(^{20}\) The other two objectives are to promote economic and social development and to ensure efficient and secure borders.


\(^{22}\) The ENPI CBC, How to prepare programmes, Guidelines for preparing CBC Programmes under the ENPI, Draft available in the CBC website of AIDCO:
Within the thematic programmes, the Commission in 2006 proposed programmes on the environment and the sustainable management of natural resources including energy (ENTRP) to the Council and the European Parliament. In its communication, the EC considered that “a thematic approach is an essential tool for a more coordinated, coherent and effective EU approach and the sustainable management of natural resources”. The priorities proposed by the Commission were: the promotion of environmental sustainability (through capacity-building, support to civil society, etc.); the implementation of EU initiatives and internationally agreed commitments (on water, energy, forest, illegal logging, climate change, biodiversity, etc.); and better environmental integration in EU programmes (EIAs, SIAs, policy coherence, etc.). Although the Commission highlights the “particular importance” of environmental and energy cooperation in the ENP context, “given our shared resources and ecosystems the extent to which the ENTRP will benefit ENP countries is not clear yet”. The Commission conducted a public consultation in September 2006 before adopting this instrument.


24 Id. Reference 20.
5.7 The major challenges facing ENP

Two of the major challenges facing ENP implementation are:

1. Inadequate fulfilment of environmental commitments
   As explained above, ENP and its financial instruments give high priority to environmental objectives and measures at all programme levels. But this is threatened by a lack of awareness, weakness in environmental administrations, and strong competition from other priorities amidst limited funding.

2. Effective public participation in the elaboration, implementation, and assessment of ENPI
   Similarly, in the current implementation phase, EU commitments on public participation are far from being properly fulfilled. Despite the EU’s long-standing commitment to civil-society consultation, the preparation of the strategy paper and the negotiations of the first Action Plans were carried out without civil-society participation. The ENPI is considered particularly opaque. No steps have been taken to ensure that civil society has free access to information and participation. Although sustainable management of natural resources, environmental governance, and the importance of civil society involvement are mentioned in the ENPI regulation and Action Plans, there are no clear mechanisms for ensuring implementation.

5.8 Conclusion

In all the neighbourhood regions, the lack of environmental awareness in civil society (especially on the immediate challenges and opportunities of ENP) and the low level of awareness and professionalism of decision-makers are major problems. This includes a lack of understanding of environmental protection and of a country’s treaty obligations or general EU requirements.

In view of the situation described above, improved governance of natural resources and cooperative relationships between neighbouring countries where ecological systems straddle borders will be crucial.

However, governance of these natural resources will not be achieved without strong civil society organizations, which open the debate and monitor the respective legislation, action plans and their implementation. Environmental NGOs from neighbouring countries need to play an active role in environmental protection. Their effectiveness depends on NGOs’ knowledge of ENP and their capacity to act.
## 6. TRAINING PROGRAMME

### Day 1: Introduction to ENP

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td>09.00</td>
<td><strong>Ice-breaking session</strong></td>
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<tr>
<td>10.00</td>
<td><strong>Presentation of participants</strong></td>
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<tr>
<td>11.30</td>
<td><strong>EU institutions and decision-making process</strong></td>
<td></td>
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<tr>
<td>12.00</td>
<td><strong>EU sustainable-development policies and priorities</strong></td>
<td></td>
</tr>
<tr>
<td>12.20</td>
<td><strong>The EU and Armenia/Azerbaijan</strong></td>
<td></td>
</tr>
<tr>
<td>12.50</td>
<td><strong>Conclusions and questions</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Lecturers**
- WWF (1.1)
- Facilitator (1.2; 1.3)

**Documents**
- Information about WWF
- Priority background documents (Chapter 8)

**General observations**
- It is important to create a good atmosphere from the beginning, and to involve all participants
The ENP Process: Opportunities and Challenges for Civil Society

Learning objectives
1. Understand historical process leading to ENP
2. Learn about the objectives and instruments of the ENP
3. Understand the role of the national Action Plans
4. Understand the role foreseen for civil-society groups

<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3.1</td>
<td>What do you know about ENP?</td>
<td>14.15</td>
<td>Before starting the facilitator should ask the participants what they know about the ENP process and gather the main points on a flip chart</td>
</tr>
</tbody>
</table>
| Session 3.2 | Introduction to ENP | 14.30 | • Historical background  
• Development up to the present  
• Objectives  
• Instruments  
• Civil-society involvement | 1+2+3+4 |
| Session 3.3 | Discussion | 15.30 | Final discussion and questions | 1+2+3+4 |

Lecturers
• Local lecturer with policy background or WWF EPO (session 3.1 +3.2)  
• Facilitator (3.3)  

Documents
• Background documents (Chapter 8)  
• ENP introduction module

General observations
All the session should try to involve the participants: asking them questions and giving them concrete examples

Day 1 09.00 – 18.00  
Coffee Break 15.45 – 16.00

Day 1 09.00 – 18.00  
Session 4 16.00 – 17.30
Learning objectives
1. Participants will gain awareness of how they may influence the ENP process  
2. Participants will gain awareness of NGO weakness and strength  
3. Participants will identify what kind of support they may need to become active on ENP

<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| Session 4.1 | Introduction to working groups | 16.00 | Facilitator explains objectives of working groups. For example, three groups of four people. Each group has to answer the following two questions:  
a.) How NGOs in your country may successfully influence the ENP process?  
b.) What kind of support do NGOs in your country need to become more active on ENP? | 1+2+3 |
| Session 4.2 | Working groups | 16.15 | The groups should have all support materials they need to present the results. The facilitator should go around and talk to each group to see if the task is clear for them. Each group should decide who will present the results. | 1+2+3 |
| Session 4.3 | Presentation of working group results and final discussion | 17.00 | Each group presents main results to other participants. The facilitator compiles a list with the main outcomes | 1+2+3 |

Lecturers
• Facilitator (session 4.1-4.3)  

Documents
• Background documents (Chapter 8)

General observations
The session should help the participants to start to think about what they can do as individual NGOs as well as a group. After all the input during the day it is important to give the participants the opportunity to relax.

Day 1 09.00 – 18.00  
Session 5 17.30 – 18.00
The ENP Process: Opportunities and Challenges for Civil Society

Learning objectives
1. Conclusions
2. Take the pulse of the group

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<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Session 5.1</td>
<td>Wrap up</td>
<td>17.30 Facilitator asks the participants to highlight the most important points of the day. All points will be gathered on a flip chart. Facilitator should ask if everybody feels comfortable, if there is any problem, anything to be changed.</td>
<td>1+2</td>
</tr>
</tbody>
</table>

Lecturers
- Facilitator (session 5.1)

Documents

General observations This session should also be used to get the pulse of the training: are the participants comfortable? What could be improved? Any additional question?

Day 2: ENP and the Environment

<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction</td>
<td>09.00 Facilitator presents the main conclusion from day 1 and explains the objectives and activities of day 2</td>
</tr>
<tr>
<td>Session 1.2</td>
<td>Ice-breaking session</td>
<td>9.10 Facilitator should introduce the session. The aim of the session is to excite the participants and create a good atmosphere. Example 6.2 ice-breaking session 2</td>
</tr>
<tr>
<td>Session 1.3</td>
<td>ENP: threats and opportunities for the environment</td>
<td>09.30 Short presentation highlighting the main points</td>
</tr>
<tr>
<td>Session 1.4</td>
<td>Environment in Armenia/Azerbaijan: main threats and policy context</td>
<td>10.00 Facilitator gathers with the participants main environmental threats on a flip chart. Examples: infrastructure, pollution, climate change etc.</td>
</tr>
<tr>
<td>Session 1.5</td>
<td>Environmental legislation and policy context in Armenia/Azerbaijan</td>
<td>10.30 If the countries involved have a sustainable development strategy it could be presented to the participants. Otherwise participants should become aware of the existing environmental legislation framework. Again it is important to give time for discussion</td>
</tr>
</tbody>
</table>

Lecturers
- Facilitator (session 1.1; 1.2)
- WWF (1.3)
- Facilitator + WWF (1.4)
- Local environmental experts or/and WWF (1.5)

Documents
- Sustainable development strategy (in case it exist)
- ENP poster for illustration

General observations

24
The ENP Process: Opportunities and Challenges for Civil Society

**Day 2**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>09.00 – 18.00</td>
<td><strong>Coffe Break</strong></td>
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<tr>
<td>11.00 – 11.30</td>
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**Session 2**

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<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.30 – 13.00</td>
<td><strong>Session 2</strong></td>
<td></td>
</tr>
<tr>
<td>Learning objectives</td>
<td>1. Understand why it is important that NGOs get involved in the ENP process</td>
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<tr>
<td></td>
<td>2. Learn how NGOs try to influence the process in different countries</td>
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<td></td>
<td>3. Understand the position of WWF and other NGOs concerning the ENP process</td>
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<td></td>
<td>4. Learn about different instruments which NGOs can use to influence the process</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2.1</td>
<td>11.30</td>
<td>ENP and civil society</td>
<td>3</td>
</tr>
<tr>
<td>Session 2.2</td>
<td>12.00</td>
<td>ENP process in other countries</td>
<td>1 + 2</td>
</tr>
<tr>
<td>Session 2.3</td>
<td>12.30</td>
<td>Instruments to influence the ENP process</td>
<td>4</td>
</tr>
</tbody>
</table>

**Lecturers**

- Local lecturer or WWF (session 2.1+2.2 +2.3)

**Documents**

- Background documents ([Chapter 8](#))

**General observations**

**Day 2**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>09.00 – 18.00</td>
<td><strong>Lunch Break</strong></td>
<td></td>
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<tr>
<td>13.00 – 14.15</td>
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**Session 3**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.15 – 15.45</td>
<td><strong>Session 3</strong></td>
<td></td>
</tr>
<tr>
<td>Learning objectives</td>
<td>1. Participants will learn about the process of consultation between all involved parties on the country level (government, EC country delegation, NGOs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Participants will get aware on the importance of Country Strategy Papers (CSP) and Regional Strategy Papers (RSP)</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3.1</td>
<td>14.15</td>
<td>Programming for ENP countries</td>
<td>1</td>
</tr>
<tr>
<td>Session 3.2</td>
<td>14.45</td>
<td>CSP+RSP</td>
<td>2</td>
</tr>
<tr>
<td>Session 3.3</td>
<td>15.00</td>
<td>CSP+RSP group work</td>
<td>2</td>
</tr>
</tbody>
</table>

Facilitator splits the participants in three groups. Each group should analyse an existing CSP or RSP. The following questions could be used:

1. What is the social and economic situation is of described in the CSP?
2. What are the main environmental problems?

The exercise is aiming to make participants aware of the way the CSP/RSP present the country situation.
### Session 3.4

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Local lecture or WWF (3.1+3.2)</th>
<th>Lecture and facilitator (3.3)</th>
<th>Facilitator (3.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents</td>
<td>Step by step guide to programming for ENP countries (WWF EPO)</td>
<td>Common framework for Country Strategy Papers</td>
<td></td>
</tr>
<tr>
<td>General observations</td>
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</tr>
</tbody>
</table>

**Day 2**

<table>
<thead>
<tr>
<th><strong>Session 4</strong></th>
<th><strong>Time</strong></th>
<th><strong>Description</strong></th>
<th><strong>Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. National and Regional Indicative Programmes</strong></td>
<td>16.00</td>
<td>Lecture explains the role of NIP/RIP: resource allocation, performance indicators and relation with CSP</td>
<td>1</td>
</tr>
<tr>
<td><strong>2. Country Environmental Profile (CEP)</strong></td>
<td>16.30</td>
<td>Lecture will explain importance of the CEP for the environmental integration process. Participants should understand contents and structure of the CEP and get aware of the main entry points for environmental integration in the CSP</td>
<td>2+3+4</td>
</tr>
<tr>
<td><strong>3. Strategic Environmental Assessment (SEA)</strong></td>
<td>17.00</td>
<td>Lecture explains the role of SEA for the CEP: what SEA means? How could it be used?</td>
<td>5</td>
</tr>
<tr>
<td><strong>4. Discussion</strong></td>
<td>17.20</td>
<td>Facilitator gather main findings/lessons learned of the session on a flip-chart.</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**Lecturers**

- Local lecture or WWF (4.1;4.2)
- Facilitator (4.3;4.4;4.5)

**Documents**

- CEP standard terms of reference
- CEP preparation guide
- Cotonou and You; WWF Handbook; 2006

**General observations**

**Day 3**

<table>
<thead>
<tr>
<th><strong>Session 5</strong></th>
<th><strong>Time</strong></th>
<th><strong>Description</strong></th>
<th><strong>Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Conclusions</strong></td>
<td>17.30</td>
<td>Facilitator asks the participants to highlight the most important points of the day. All points will be gathered on a flip chart. Facilitator should ask if everybody feels comfortable, if there is any problem, anything to be changed.</td>
<td>1+2</td>
</tr>
</tbody>
</table>

**Lecturers**

- Facilitator (session 5.1)

**Documents**

- Background documents (Chapter 8)

**General observations**
Day 3: Influencing Country Environmental Profiles

<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1.1</strong></td>
<td></td>
<td><strong>Introduction day 3</strong> 09.00 Facilitator presents the main conclusion from day 2 and explains the objectives and activities of day 3</td>
<td></td>
</tr>
<tr>
<td><strong>Session 1.2</strong></td>
<td></td>
<td><strong>Ice-breaking Session</strong> 9.10 Facilitator should introduce the session. The aim of the session is to excite the participants and to create a good atmosphere. Example 6.2 ice-breaking session 3</td>
<td></td>
</tr>
<tr>
<td><strong>Session 1.3</strong></td>
<td></td>
<td><strong>Country Environmental Profile</strong> 9.45 Group work: the facilitator will split the participants in two groups. If CSP and CEP drafts of the country exist the participants will analyse them guided by the following questions:</td>
<td>1</td>
</tr>
</tbody>
</table>
|                       |       | **Group 1** will focus on the CEP itself:  
1. Is the state of environment correctly explained and complete? Are the environmental policies and institutions of your country well identified?  
2. What would you add or change?  
3. What would be your main recommendations?  

**Group 2** will focus on CSP in the light of the CEP:  
1. Have the main challenges from the CEP been captured?  
2. Are the threats of environmental degradation to human wellbeing and economic development defined and translated into policy areas and actions?  
3. What would be your main recommendations?  

Each working group should prepare a presentation of the main findings. The presentation will take place after the break. |

| Lecturers             |       | • Facilitator (session 1.1 + 1.2)  
• Lecture expert on communication (session 1.3) |
| Documents             |       | • Country Environmental Profile  
• Recommendations form other countries as example |
| **General observations** |     | NGOs may have more opportunities to influence the CSP than the CEP. Therefore the exercise will focus on the CSP in context of the country CEP. This part of the programme should be adapted to the actual ENP process in each country. |
The ENP Process: Opportunities and Challenges for Civil Society

1. Introduction: explains the background of the paper: "We, the group of environmental organisation of (country)..."
2. Highlight the important role of civil society has to play in the process
3. Recommendations
4. Suggestions for follow-up

Participants will decide who will present the final paper in the following session

| Lecturers | Facilitator (2.1) |
| Documents | Participants will use the documents from session 1 |
| General observations | |

Day 3 09.00 – 18.00
Lunch Break 13.00 – 14.15

Day 3 09.00 – 18.00
Session 3 14.15 – 15.45

Learning objectives
1. Participants will learn how to present a document with recommendations concerning the CEP
2. Participants will learn about the role of the EC delegation in their country

<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3.1</td>
<td>Improving CEP</td>
<td>14.15</td>
<td>For this session it is very important to insure the participation of the EC delegation in the country. The person should have knowledge on the ENP process and the CEP.</td>
</tr>
<tr>
<td>Session 3.2</td>
<td></td>
<td>14.15</td>
<td>The facilitator will introduce the session and explain to the guest the context of the training</td>
</tr>
<tr>
<td>Session 3.3</td>
<td></td>
<td>14.30</td>
<td>The representative of the EC delegation explains role and responsibilities to the participants</td>
</tr>
<tr>
<td>Session 3.4</td>
<td></td>
<td>14.45</td>
<td>The participants will present their recommendations</td>
</tr>
<tr>
<td>Session 3.5</td>
<td></td>
<td>15.15</td>
<td>Facilitator will moderate a discussion between the participants and the EC delegation representative.</td>
</tr>
</tbody>
</table>

Lecturers
- Facilitator (3.1-3.5)
- Representative of EC delegation
- Representative of the participants

Documents
- Examples of recommendations from other countries
- CEP

General observations
This is a very good opportunity to facilitate the first contact between the participants and the EC delegation in their country.

Day 3 09.00 – 18.00
Coffe Break 15.45 – 16.00

Day 4 | 09.00 – 18.40
Session 4 | 16.00 – 18.40

Learning objectives
1. Participants will prepare an ENP work plan
2. Participants will learn about resources they may use for their work on ENP
3. Participants will evaluate the training
4. Participants will inform themselves about the next training on communication

<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4.1</td>
<td>NGO Action Plan</td>
<td>16.00</td>
<td>Follow up of the workshop – preparation of a work plan. The participants with help of the facilitator should agree in this session on the next steps to take. -Action to be taken (What/Who/When) -Next meeting of the participants to follow up process</td>
</tr>
</tbody>
</table>
Participants decide how detailed the work plan will be at the end. But it is important that the group decides how to follow up the ENP process in their country.

| Session 4.2 | Resources for the work on ENP | 17:15 | In this session the participants will be briefly introduced to the main resources available for them which they may decide to use for their work on ENP:
- Websites
- Handbooks
- Resource persons WWF
The main resources are included in chapter 8. If the meeting room has internet access, it would be worth showing the participants some of the main websites. For example:

| Session 4.3 | Evaluation | 17:45 | All participants will fill out the evaluation questionnaire. At the end the facilitator will give each participant the opportunity to give his/her impressions | 3 |

| Session 4.4 | Communication training preview | 18.30 | The next training will focus on communication strategies. The facilitator may present the draft programme to the participants and communicate the dates for the training. | 4 |

| Session 4.5 | Closing | 18.40 | The organizer(s) officially close the workshop | |

**Lecturers**
- Facilitator (4.1-4.5)
- Organisers (4.1-4.5)

**Documents**
- Evaluation Form ([see Chapter 7](#))

**General observations**
6.1 Guidelines for Lecturers

Communication between the course coordinator and the lecturers is very important to ensure the quality of the presentations and avoid repetition of topics that are not related to main objectives of the training.

The following is a list of important points that should be discussed before the training:

**Course coordinator** → **Lecturers**

- **Date and time** of the presentation
- **Duration** of presentation and time for questions (if any): timing will be a very important issue during the training. The facilitator should make sure that the presentations respect the agreed schedule
- **Language**
- **Main goal** of the presentation: each lecturer should know what is expected from them ("the objective of your presentation would be to...")
- **Contents** that should be highlighted: make sure you state any specific topics, examples, case-studies, etc. that the lecturer should not forget ("We think it would be very interesting if your presentation could include the following points...")
- **The audience.** What is the background and previous experience of participants?
- **Background information** related to the presentation. Are there any documents that the participants should read before the presentation?
- **Course agenda** and other background documents. It is important that lecturers know how their presentation fits within the whole training programme.
- **Deadline for email presentations.** Having PowerPoint presentations in advance is always recommended, to test they work on the computer, give them to translators so they can prepare, confirm they are not too long or too short, give comments to the lecturers, etc.
- **In case of payment,** make clear how much you can pay, and what you expect from them.
- **Send thankyou notes, teaching certificates, a CD, etc.** to the lecturers after the training is over.

**Lecturers** → **Course Coordinator**

- **Requirements of visual aid** and resources. Does the lecturer need visual aid (projector, screen...) or other resources such as boards, markers, chart paper, etc.?
- **Email presentation** before the training (according to a deadline given by the coordinator).
6.2 Exercises and Games to Improve Group Dynamics

Exercises for Introductions and Ice-breaking

When people come together to take part in a training course it is important to make everyone feel welcome and part of a group. Introductions are important and should not be taken lightly.

When people meet for the first time there is often a degree of nervousness. They may be uncertain about what to do after they have said hello. Any attempt to relax the group and break the ice must offer the group members the following:

- A safe, clear and acceptable structure
- Conversation subjects which are both interesting and non-threatening
- Enough scope for making and receiving distinct impressions of each other
- Some action, when possible, to relieve the tension
- A chance to laugh, for the same reason.

In this section we present some exercises with these characteristics in mind.

### PAIRED INTERVIEWING

<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To discover what participants want to get from the session, workshop or training course and learn a little about their personalities</td>
<td>To help evaluate a course at the end of the training</td>
</tr>
<tr>
<td></td>
<td>To help participants relax at the beginning of a course</td>
</tr>
</tbody>
</table>

| **Materials** | Paper, pens |

| **Time** | 20-45 minutes (depending on number of participants) |

<table>
<thead>
<tr>
<th><strong>Procedure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Split participants into pairs. Ask each participant to interview their partner by focusing on questions such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is your name? What is your background and experience?</td>
</tr>
<tr>
<td></td>
<td>- Why are you attending this course? What do you hope to get from it?</td>
</tr>
<tr>
<td></td>
<td>- Do you have any past experience of participatory methods in the field?</td>
</tr>
<tr>
<td></td>
<td>- Name two good things that happened to you in the past year</td>
</tr>
<tr>
<td></td>
<td>- Name something unusual about yourself</td>
</tr>
<tr>
<td>2. After five minutes of interviewing each other, participants report to plenary about their partner, summarising the main information in one minute.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comments</strong></th>
<th>This exercise is also valuable for evaluations. To use it for that purpose, change the questions that the pairs ask of each other to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- To what extent did the course meet your expectations?</td>
</tr>
<tr>
<td></td>
<td>- What did you find most valuable?</td>
</tr>
<tr>
<td></td>
<td>- What did you find least valuable?</td>
</tr>
<tr>
<td></td>
<td>- What would you change?</td>
</tr>
</tbody>
</table>
### FIRST NAME INTRODUCTIONS

| **Objectives** | • To start proceedings on an informal note  
• To introduce each participant |
| **Materials** | None |
| **Time** | 5 minutes |
| **Procedure** | 1. Each participant is asked to introduce themselves in turn by simply adding an adjective before their name that begins with the same letter. For example: “I am lucky Lucy!”, “I am serious Surinder!”, “I am jolly Jenny!”.
2. This can be done when seated, but becomes more fun and active if the participants stand in a circle. Ask each person to accompany their name with a movement or gesture (jumping, shrugging shoulders, twirling) while stepping into the circle. When they step back it is the next person’s turn. |
| **Comments** | There is no need to debrief after this exercise. This exercise can serve as a reference point for the remainder of the training session or course, as participants will remember amusing adjectives. Most importantly, an atmosphere of informality is established. The physical movement relaxes participants and puts them at ease with others. |

### THE SEED MIXER

| **Objectives** | • To introduce the participants to one another  
• To get participants talking to each other one-on-one  
• To create a relaxed but animated atmosphere and to establish an informal tone for the training |
| **Materials** | Some seeds, beans, raisings… it can be done with something typical from where the training is taking place that the participants can then keep as “souvenir”… A few seeds, things, of 4 or 5 types. |
| **Time** | 20-45 minutes (depending on number of participants) |
| **Procedure** | 1. Give each person 5 or 6 beans, all of the same type  
2. The participants are given a set amount of time (about 15 minutes) in which to introduce themselves to each of the other participants (name, where they work, and a few things about themselves).  
3. During each introduction, they should exchange a bean with the other person.  
4. The aim is to finish the game with one bean of each type (6 different beans mean 6 introductions). |
| **Comments** | This is suitable for any number from 10 to 50 participants, but if there are more than 30 it is advisable to tell people to be very brief or the exercise will take too long. Trainers should take part. |
### THE FINE LINE

| **Objectives** | To start proceedings on an informal note  
|               | To get participants talking to each other one-on-one  
|               | To create a relaxed but animated atmosphere and to establish an informal tone for the training |
| **Materials** | A piece of chalk or something similar to draw a line on the ground. Best done outdoors. |
| **Time** | 30-45 minutes |
| **Procedure** |  
|               | 1. Draw a long line on the ground  
|               | 2. Tell the participants to stand behind the line (which is the border of a lake full of piranhas!). They should stay next to each other, shoulder to shoulder.  
|               | 3. You will ask the participants to order themselves according to different directions, for example:  
|               |   - participants coming from the biggest country to participants coming from the smallest country  
|               |   - participants coming from the country with more density of population to the country with least density of population  
|               |   - participants from the country with more natural parks to the country with less natural parks  
|               | 4. The participants guess which is the correct answer, order themselves, and then the trainer gives them the answer and they rearrange themselves if necessary before the next question.  
|               | 5. When ordering themselves, the participants have to stay on the fine line, they can only move to one side or another. |
| **Comments** | This can be done with a group of 10-20 participants from different countries, the more the better. The trainer should have the questions ready and should know all the answers. This game involves a certain amount of physical contact among participants, the trainer should take into account the profiles of the participants when deciding if do this game or not (age, country of origin, social status, etc.). The game does not include a personal introduction of the participants, which should be done before or after the game. |
Exercises for Energising and Forming Groups

Games to energize the group can be vital to improve the momentum of training. After long days of one lecture after another, participants can be distracted and tired. In this case, it may be necessary to take a break and refresh their minds. Training workshops might require a lot of intensive group work. Forming groups of different sizes and composition might be necessary. Games can be an extremely useful way of forming groups in an entertaining and non-threatening manner.

**“A”s and “B”s**

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th>To energize the group and change the focus of attention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>
| **Procedure** | 1. Clear the centre of the room or find an open space outside and invite everyone to stand there.  
2. Ask everyone to look at everyone else and to silently choose one individual in the groups who is their “A” person and another who is their “B” person. There are no particular criteria on which to base their choices. Selections are entirely up to them.  
3. Once everyone has made their choices, tell them to get as close to their respective “A” person as possible, while getting as far away from their “B” person as they can. People are encouraged to move quickly, but not to grab or hold anyone. You can also announce that the only rule to this game is “No physical violence!”  
4. After a few minutes, participants are asked to stop and reverse the process: they chase their “B” persons and avoid their “A” persons. |
| **Comments**  | This game will lead to the formation of clusters of people, or a long line or “dragon or “snake” as one person chases after another. The result will be a lot of laughing and smiling. The only objective is to provide a brief, amusing and energising break for the participants during the training. |

**MOVE IF**

| **Objective** | To energize the group  
To break the ice  
To form new groups |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material</strong></td>
<td>None, but it can be done with a circle of chairs</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>
| **Procedure** | 1. Ask all the participants to sit or stand in a circle  
2. Explain the exercise and start it off yourself  
3. Call out the name of a group of people: e.g. car owners, people wearing glasses, people from a city X, people older than 50, etc. by saying “Move if you are...” The people who belong to the category called out enter into the circle  
4. Call out another category and tell people to move if they belong to it. The people in the middle either stay or sit down if they do not belong to the category.  
5. Continue at a fast pace to keep people moving |
| **Comments**  | A variation can include issues relating to the workshop. For example:  
- “Move if you would like to begin earlier in the morning”  
- “Move if you want more time working in small groups” |
### THE NUMBERS GAME

| **Objectives**       | To illustrate the power of non-verbal communication  
<table>
<thead>
<tr>
<th></th>
<th>To form new groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>10-15 minutes</td>
</tr>
</tbody>
</table>
| **Procedure**        | 1. Count the number of participants in advance. Calculate various combinations for sorting the participants into different size groups (for example, for a group of 50, 10 groups of five people)  
|                      | 2. Clear the centre of the room or find an open space outside  
|                      | 3. Ask all participants to stand together and **not to speak**  
|                      | 4. Ask them to form X groups of Y people as fast as possible. You may tell them to move quickly. Then ask them to form another combination of people continue to call combinations according to your prepared list.  
|                      | 5. Conclude with the pre-planned number of groups you require for the next workshop session. |
| **Comments**         | This game forces individuals to leave certain groups and join others very quickly. This mixing and sorting can go on for some time, until the correct size groups have been formed. For a group of 26 people, some possible combinations can be:  
|                      | - 2 groups of 13                                        
|                      | - 6 groups of 4 and 1 group of 2                        
|                      | - 6 groups of 3 and 2 groups of 4                       
|                      | - 3 groups of 7 and 1 group of 5                        
|                      | - 2 groups of 9 and 1 group of 8                        
|                      | - 4 groups of 5 and 1 group of 6: END                    |
Exercises for Evaluation

It is important to constantly evaluate how the workshop is developing and how to adjust your programme. Formal evaluations are usually less appropriate in such cases and more participatory alternatives are necessary.

**GRAFFITI FEEDBACK BOARDS**

| Objectives | • To provide an anonymous outlet for participant’s and trainees’ reactions |
| Materials | Flipchart or similar medium on which to write |
| Time | None for collecting the comments; varied amount of time for discussion |
| Procedure | 1. Prepare graffiti boards: poster boards, flipcharts, or chalk boards on which paper can be fixed  
2. Ask participants to write down their observations, reactions, ideas, or emotions to you or the group. This can be done anonymously. Topics may be provided at the top: “I did not like…”, “I liked…”, “Suggestions for course contents”, “Suggestions for physical facilities”.  
3. If graffiti boards are to be used for daily feedback, then you can ask for volunteers to analyse the card and identify the general trends. They should report their findings back to the group the next morning. This will give you an opportunity to use the feedback to indicate whether you are able to an how you plan to respond to any suggestions. |
| Comments | It is essential not to leave evaluation until the end of a session or programme, or possibly at a future date. The motivation of participants to treat these are seriously is decreased by the fact that changes will occur too late to improve the quality of the current session. It is important to monitor opinions from the first day, what the participants are appreciating or irritated by, in order to improve the learning atmosphere. |

**EVALUATION OF SESSION**

| Objectives | • To provide feedback on specific participatory methods or sessions  
• To learn how to evaluate and so in future learn better, from experience  
• To learn how to express feelings and make creative suggestions  
• To improve the workshop |
| Materials | Large pieces of paper, pens |
| Time | Variable |
| Procedure | 1. Ask either the whole group, small groups or individuals to evaluate the event and report back. Suggest that they evaluate the content (what was covered) separately from the process (how it was covered)  
2. Specific questions can be given to these groups for discussion. The results can be written down on pieces of paper and put on a wall chart or summarised by you as they are given. Possible questions to ask:  
  - “Things I liked”  
  - “Things I did not like”  
  - “Suggestions for improvement”  
  - “The most important lesson I learnt”  
  - “What I found most difficult”  
  - “What main obstacle I anticipate in applying what I have just learnt” |
| Comments | This evaluation can be used for the whole workshop or for one part of it. |
### MENTAL GIFTS

| **Objectives** | To show appreciation to the group using silence and creativity to convey feelings  
|                | To conclude the workshop on a positive note |
| **Materials**  | None                                           |
| **Time**      | 10 minutes                                     |
| **Procedure** | 1. Ask everyone to sit in a circle, with no chairs in the middle. Tell them that at the end of the workshop, it is sometimes difficult to break the group feeling. This exercise is a goodbye gift from everyone to everyone that we carry with us as we leave. Explain that the exercise requires imagination and silence.  
|                | 2. Start yourself by holding your hands with palms turned up. Using your hands mime the shape of an object (a box, a bottle of wine, a ball), and then “bounce” it! Pass the “object” to the person on your right. Explain that they can now give any present of their choosing to the next person.  
|                | 4. Continue around the circle, until you receive the last gift. You can end with a “Thankyou” or “Bon Voyage”. |
| **Comments**  | This is a very calming and sharing exercise in which people reveal themselves to be amazingly creative. It does not require touching and is therefore suitable in most cultural contexts. |
6.3 List of Lecturers

The following list of experts is fare from being complete. Many other experts and resource persons who we do not mention are in the different countries and networks. The first objective is to find local trainers and experts for the planned training. But nevertheless we would like to indicate some experts which may be conducted for specific training needs. A part of the experts from the WWF network we included also local experts from the LEAD network in the region (thanks to LEAD for their help - for further information on LEAD: www.lead.org )

WWF Experts

Malkhaz Dzneladze is currently working as Policy Officer for the WWF Caucasus programme Office and coordinating the ENP training cycle in Armenia and Azerbaijan.

Contact: mdzneladze@wwfcaucasus.ge
Web: www.panda.org/caucasus

Paloma Agrasot is working as a policy expert on environmental integration in EU external policies since the 1980s. Since 2005 Paloma has managed the WWF Greening the Neighbourhood Policy programme, based at WWF EPO and collaborated in the development of the ENP training modules.

Contact: pagrasot@wwfepo.org
Web: www.panda.org/epo

Andreas Beckmann has been since April 2005 Deputy Director WWF-Danube Carpathian Programme and responsible primarily for communications and advocacy as well as fund-raising and organizational development. Broad background on policy processes like EU Accession, Natura 2000 and ENP.

Contact: abeckmann@wwfdcpo.org

Christoph Stein is currently coordinating the WWF Mediterranean Programme’s capacity-building programme Across the Waters. He is leading the development of the ENP training modules.

Contact: cstein@atw-wwf.org
Web: www.panda.org/mediterranean
LEAD Experts

Lilit Harutyunyan is currently working as Programme Manager for the Regional Environment Centre (REC) Caucasus, based in Tbilisi Georgia. Lilit is an integrated water resources management specialist and was previously employed as a resource economist for the USAID Sustainable Water Resources Management Project in Armenia, implemented by the Armenian branch of Associates in Rural Development Incorporation (ARD Inc., Armenia). Lilit is an experienced trainer and part of the core LEAD International trainers team.

Full biography: http://www.lead.org/index.php?mid=2470&q=lilit&b=y

Lilit Ohanyan graduated from Yerevan State University (Armenia) with honours, majoring in English and Spanish in the department of foreign languages. At present she works at National Democratic Institute/Armenia as a Political Programme Assistant. The political programming is focused on delivering training to all interested parties and political parties, as well as consultations and expertise. Lilit is also head of the UNEP National Committee for Armenia.

Full biography: http://www.lead.org/index.php?mid=2475&q=lilit&b=y

Davit E. Yavruyan graduated from Yerevan State University and took a doctorate in biology in 1999. His professional experience includes original scientific research in biology. Since 1993 he has worked at the Ministry of Nature Protection of Armenia as Head of the Division of Special Protected Areas. He is also the Administrative Manager of Armenian Nature Protectors Union.

Full biography: http://www.lead.org/index.php?mid=1406&q=davit&b=y

Since August 2001 Arthur Aroustamov has been a consultant in interpretation/translation for the Associates in Rural Development (ARD) branch in Armenia, in support of the United States Agency for International Development (USAID) Sustainable Water Resources Management Project.

Full biography: http://www.lead.org/index.php?mid=1392&q=aroustamov&b=y

George Tsintsadze graduated with honours from the Georgian Polytechnical Institute. He worked at the Georgian Academy of Sciences before a serious economic crisis broke out in Georgia. Demand for fundamental scientific research fell drastically and George had to change his field.

Full biography: http://www.lead.org/index.php?mid=1404&q=georgia&b=y

Lela Metreveli is the editor-in-chief of the multinational Russian newspaper We speak. At the request of its founders, she developed the paper's strategy, concept and design.

Full biography: http://www.lead.org/index.php?mid=2471&q=georgia&b=y
Since November 2003, **Revaz Enukidze** has been working as a Local Project Coordinator for the World Bank’s Environmental Advisory Services for the East-West Oil and Gas Corridor project. He is also a partner for the R&S Consulting Ltd.


**Consultant**

**Johanna Bernstein** is an international environmental lawyer with law degrees from Oxford University (UK) and Osgoode Hall Law School (Canada). She runs her own environmental law and policy consulting practice, based in Brussels and Montreal. A primary focus of this work involves sustainable development policy advice to national governments and international organisations. A second focus of Bernstein’s work involves university teaching as well as negotiation training for environmental decision-makers.

Contact: [johannahberns24@hotmail.com](mailto:johannahberns24@hotmail.com)
7. EVALUATION FORM AND FOLLOW-UP

ENP Evaluation Form

1. About the training
1.1 - Have you attended any other training on ENP before? □ Yes □ No
If yes, where? _______________________________________________________
1.2 - Before the training, did you receive enough information concerning:
   training objectives □ Yes □ No
   course programme □ Yes □ No
   logistics □ Yes □ No
Comments: _______________________________________________________

2. Training contents & teachers
2.1 - The duration of the training has been: □ Short □ Adequate □ Long
2.2 - The rhythm of the training has been: □ Hard □ Adequate □ Smooth
2.3 - The number of lectures has been: □ Good □ Fair
2.4 - The quality of lectures has been: □ Good □ Fair

In your opinion, what changes would improve this kind of lecture? ______________

2.5 – Do you think it may be useful to change the number of:
presentations □ Increase □ No change □ Decrease
working groups □ Increase □ No change □ Decrease
breaks within the sessions □ Increase □ No change □ Decrease

2.6 – Please qualify the following sessions:
   Day 1 – Session 1: Contents - □ Very Good □ OK □ Poor
   (title/speaker) Teacher quality - □ Very Good □ OK □ Poor
   Day 1 – Session 2: Contents - □ Very Good □ OK □ Poor
   (title/speaker) Teacher quality - □ Very Good □ OK □ Poor
   Day 1 – Session 3: Contents - □ Very Good □ OK □ Poor
   (title/speaker) Teacher quality - □ Very Good □ OK □ Poor

... continue with all days and sessions

2.7 - About the speakers, please specify:
   overall teaching capacity □ Good □ Fair
   capacity to involve people □ Good □ Fair
   understandable language □ Good □ Fair
2.8 – Did the contents of the training meet your expectations? ☐ Yes ☐ No
Comments: _______________________________________________________

2.9 – Will this knowledge have any practical application on your current activities?
☐ Yes ☐ No
If yes, which ones?____________________________________________________

3. Logistics

3.1 - Please, evaluate the following:
- Training room ☐ Good ☐ Fair
- Relationship with other participants ☐ Good ☐ Fair
- Relationship with training organizers ☐ Good ☐ Fair
Comments: _________________________________________________________

3.2 - Accommodation:
- Rooms ☐ Good ☐ Fair
- Meals ☐ Good ☐ Fair
Comments:__________________________________________________________

3.3 - Transportation:
- Transportation during the training ☐ Good ☐ Fair
Comments:_________________________________________________________

4. General evaluation

4.1 - Please, evaluate the organization of the whole course:
☐ Very Good ☐ Good ☐ Fair ☐ Bad

Please, answer the following questions briefly and clearly:

4.2 - What did you like the best?

4.3 - What didn’t you like? How would you improve it?
8. BACKGROUND DOCUMENTS

Priority Background Documents (to be translated into the local language)

Communication on strengthening the European Neighbourhood Policy, COM (2006) 726 final, 4 December 2006

Communication from the Commission to the Council and the European Parliament on the general approach to enable ENP partner countries to participate in Community agencies and Community programmes, COM (2006) 724 final, 4 December 2006


Communication to the Commission on “Implementing and Promoting the ENP” SEC (2005) 1521, 22 Nov 2005


National Action Plans for Armenia and Azerbaijan (if available by the time of the training)

Or another Action Plan (e.g. Ukraine or Moldova) to be used as an example

Other Background Documents

The European Consensus for Development (2005)


The ENP Process: Opportunities and Challenges for Civil Society


Draft Communication from the Commission to the Council and the European Parliament on "External Action: thematic programme for environment and sustainable management of natural resources including energy" (COM(2006)20)

The draft CBC Implementing Rules (2 May 2006)  

The draft guidelines for the preparation of the CBC joint programmes (2 May 2006)  

Key programming documents for DCI (but also applicable to ENPI)

Country Environmental Profile (CEP) documents  

and http://www.environment-integration.org/EN/D122_CEP.htm

Country Strategy Paper (CSP) Template  
http://ec.europa.eu/comm/development/body/csp_rsp/files/CSP%20model%20ACP%20EN.DOC

National Indicative Programme (NIP) Template  
http://ec.europa.eu/comm/development/body/csp_rsp/files/NIP%20model%20EN.doc

Regional Strategy Paper (RSP) Template  

WWF documents

The Economic Values of the World’s Wetlands Report; WWF January 2004  

"Cotonou and You” WWF Handbook, 2006  

Poster "WWF – Saving Nature with EU neighbours"  

WWF Position paper on ENPI implementation  

Step by step guide to programming for ENP countries
9. LINKS

WWF European Policy Office
http://www.panda.org/about_wwf/where_we_work/europe/what_we_do/epo/index.cfm

CBC Website of Aidco

The European Neighbourhood Policy Website
http://ec.europa.eu/world/enp/index_en.htm

The EU’s relationship with the countries of Eastern Europe and Central Asia

The Helpdesk’s website

The Regional European Aid Guide

The ENP Programming website
http://www.enp-programming.eu
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For further information:

Christoph Stein
Capacity Building Coordinator
WWF Mediterranean Programme
C/Canuda, 37
08002 Barcelona, Spain
Tel. + 34 93 3056252
Email: cstein@atw-wwf.org
http://www.panda.org/mediterranean

Malkhaz Dzneladze
Policy Officer
WWF Caucasus PO
Merab Aleksidze Str.11
0193 Tbilisi, Georgia
Tel.: + (995 32) 330 154/330 155/330 552/330 556
Email : mdzneladze@wwfcaucasus.ge
www.panda.org/caucasus

Paloma Agrasot
Neighbourhood Programme Manager
WWF European Policy Office, EPO
36 avenue de Tervuren Box 12
1040 Brussels, Belgium
Tel: + 32 2 743 88 11
E-mail: PAGrasot@wwfepo.org
www.panda.org/eu
WWF is one of the world’s largest and most experienced independent conservation organizations, with almost 5 million supporters and a global network active in over 96 countries.

WWF’s mission is to stop the degradation of the planet’s natural environment and to build a future in which humans live in harmony with nature, by:
- conserving the world’s biological diversity
- ensuring that the use of renewable natural resources is sustainable
- promoting the reduction of pollution and wasteful consumption

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