DEVELOPING SKILLS OF NGOS

Local Environmental Action Programmes
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Written by
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About the REC

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The REC was established in 1990 by the United States, the European Commission and Hungary. Today, the REC is legally based on a Charter signed by the governments of 27 countries and the European Commission, and on an International Agreement with the Government of Hungary. The REC has its headquarters in Szentendre, Hungary, and local offices in each of its 15 beneficiary CEE countries which are: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, FYR Macedonia, Poland, Romania, Serbia and Montenegro, Slovakia and Slovenia.

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Topic Material
Overview

Introduction

Goals
The main goal of the basic training on developing a local environmental action programme (LEAP) is to provide an overview of the LEAP process to those interested in starting a LEAP in their own community. The training should be especially useful for community representatives who are obliged by national legislation to develop a LEAP.

Definitions
LEAP is a participatory process for the local community. It provides a forum for bringing together a diverse group of individuals — referred to as the “stakeholder group.” These individuals work together over a 12-24 month period — in partnership with the local government — to agree on common priorities and actions for addressing environmental problems in their community. For the purpose of this training, we refer to the LEAP process in the context of a local community. However, the same or a slightly modified process can be successfully used at other levels of governance (provincial, county, etc.).

The stakeholder group includes representatives of key community organisations and institutions, experts on environmental matters, as well as individuals who carry out the LEAP project objectives under step-by-step guidance.

LEAP stages
LEAPs start by describing the existing situation followed by identifying and evaluating the environmental problems. This comprehensive evaluation of environmental problems provides a firm basis for setting environmental priorities and searching for adequate solutions.

The next stage is to determine the goals which are to be achieved by a community in the long term (formulation of a vision for the future and strategic goals). It is then necessary to describe in detail what it really takes to achieve these strategic goals (identifying specific goals and concrete actions to address prioritised problems). Completion of these stages results in a broad description of planned actions, compiled in a LEAP document, which serves as a blueprint for environmental improvements in the community and facilitates cooperation among various implementing bodies.

References to other topics
LEAPs are closely related to other activities such as sustainable development programmes, Local Agenda 21 and environmental management systems. Many of those programmes share similar methodologies, utilising a strategic planning approach and relying on a broad involvement by stakeholders in the process. Their differences mainly result from the scope of the issues they address and/or the management structure of the process (e.g. the relationship between the local authority, the stakeholder group and the local coordinating unit).

Target groups
There are two clearly distinguishable target groups who can benefit directly from this training: representatives of regional, county and local authorities, and representatives of non-governmental organisations interested in working closely with said authorities in developing a LEAP.

This training module is not intended to serve as a methodological course for future trainers. It is rather designed as guiding material for community leaders who wish to develop a LEAP within their local community, combining knowledge attained from the training with local expertise and taking into account the specifics of their communities.
Objective of the Guide

By applying LEAP methodology, we would like to assist local leaders in overcoming a number of common challenges they face in managing their local environments:

- **Poor cooperation among various stakeholders**
  LEAPs should be led by a diverse stakeholder group to encourage regular contact between different interest groups.

- **Insufficient support from the public for environmental action**
  LEAPs are based on a broad effort to educate the public and ensure its input into the most serious problems and solutions. A well-informed and engaged public is more likely to participate in implementing actions.

- **Fragmented approach to managing the environment**
  Environmental management is often done on an ad hoc basis in many communities. The LEAP provides a tool for comprehensive analysis of environmental management problems and offers solutions to address them. These are compiled in one document that provides a framework for the overall management of the environment.

- **Insufficient resources to solve problems**
  LEAPs involve assessing environmental problems and developing an action plan that identifies ways to address the most urgent environmental problems and, if possible, provides the biggest return on investment.

- **Lack of compliance with national legislation**
  LEAPs provide a framework for helping communities to incorporate the requirements of national and EU environmental laws and regulations. In some countries, where LEAPs are required by law, the development of a LEAP itself contributes to achieving compliance with national legislation.

- **Inadequate capacity to utilise existing funding opportunities**
  The LEAP can be used as a tool for systematic implementation of large investments without creating an organisational and financial bottleneck in the community.

Skills to be Developed

The training will provide participants with the skills and knowledge necessary for the development of a LEAP in their own region, county or community.

On the whole, the workshop will develop participants’ skills and ability to think in a systematic and strategic manner. In particular, the participants will be trained on how to organise the process of LEAP development with broad public participation. The process focuses on establishing a stakeholder group and coordinating the development of the LEAP process.

They will also learn to apply in practice the SWOT analysis, the problem tree, the objective tree and the criteria analysis for selecting priorities.

Finally, they will learn to manage the strategic planning process under difficult conditions (lack of data, poor available resources, etc.).

Content

The training presents the basic principles of strategic planning, which together serve as a basis for LEAP methodology, and practical methods on how to apply them to environmental planning with public participation.
Delivering the Training

The backbone of the training will be the diagram of the LEAP process (Figure 1), which presents the LEAP stages as they will be discussed during the training. Participants will also receive a case study (see Annex 1) of a hypothetical town which will serve as a basis for explaining each stage of the LEAP process. Every stage of the process will be described in detail in a separate session handout. The more straightforward sessions will be followed by discussions while the more complex sessions are followed by exercises from the toolkit.

Agenda

The agenda that follows is intended for a training lasting roughly two and a half days, but the training could be divided in many different ways. A description of each session follows the agenda. A brief sample workshop agenda can be found on page 37.
Session 1 — Organisation of the Project

Developing an environmental protection programme with LEAP methodology takes about one to two years. It is a process in which a stakeholder group goes through the entire LEAP process, organised around 10-12 one-day workshops. To ensure that the process builds upon the stakeholder group’s efforts, is implemented efficiently, and follows the schedule, it is necessary to set up a framework for project coordination. Depending on the size of the community, the scope of the project, and local circumstances, a formal coordination unit consisting of one or more persons can be established. The project coordination role may be fulfilled by a member of the stakeholder group, an outside consultant, a representative of a local authority or a combination thereof. The duties of the coordination unit include:

- writing periodical progress reports and presenting them to the stakeholder group;
- managing the LEAP office (e.g. answering phones and replying to inquiries, managing the project’s budget, sub-contracting experts);
- establishing a LEAP information and publicity system (e.g. Web page, press releases, public meetings, surveys, public events);
- verification and annotation of documentation; and
- organising stakeholder group meetings (see sidebar).

Discussion

After the presentation, it is a good idea to hold a 15-minute discussion on how the participants see the organisation of the project in their community/province. Special attention should be given to: the structure of the coordination unit; establishing a system for cooperation among the coordination unit, local authorities and the stakeholder group; and methods of public outreach and project promotion.

Session 2 — Establishment of the Stakeholder Group

The more accurately the stakeholder group’s composition reflects different interest groups present in the local community, the greater the chances for the project’s success. Consult Figure 2 for some guidelines to inviting specific individuals to work in the stakeholder group.

It is essential that information about recruitment to the stakeholder group is widely publicised so that everybody from the community has the opportunity to get involved in the stakeholder group’s work, or at least to come to its initial start-up meeting. This could be done through announcements in local media or posters placed in public places, for example. In addition, it is worth sending individual invitations to the start-up meeting to specific institutions and people.

People interested in working on the LEAP will meet together for the first time at the start-up meeting, during which the project will be presented and the stakeholder group established. The start-up meeting could be directly followed by the first scheduled workshop of the stakeholder group. The workshop could be devoted to a preliminary evaluation of the community’s potential and limitations (see Session 3). However, other topics may be covered in addition to, or instead of, the suggested workshop (e.g. see Rules of the stakeholder group, a work plan).

To make the start-up meeting more interesting and attractive to a larger audience, it is worth giving serious consideration to organising a related social event, even on a small scale (e.g. organic food festival, design competition for the programme’s logo or a school theatre performance on an environmental topic).

LEAP and the Public

Public participation is a crucial element of LEAPs. The public should be not only informed about the project but also engaged in various project-related events (such as environmental competitions, picnics, international and national environmental campaigns, etc.). This will limit the risk of alienating the stakeholder group from the community, who might lose the sense of the community’s values and beliefs. At the same time, it will help to raise the community’s ecological awareness.
Discussion
After the presentation, a 15-minute discussion should be held focusing primarily on:

- the composition of the stakeholder group;
- dissemination of information about the start-up meeting and invitation of selected representatives to the stakeholder group; and
- the programme of the start-up meeting, including invited guests/speakers and organisation of the event.

Session 3 — Preliminary Evaluation of Community’s Potential and Limitations

One method for evaluating a community’s potential and limitations is the SWOT analysis. The SWOT workshop can be a good warm-up for the stakeholder group before the more difficult stages of the LEAP process. It also helps the stakeholder group’s members identify themselves with their community and integrate into a group of individuals. The results of this workshop provide a good basis for the environmental status report (see Session 4).

Strengths and Weaknesses are generally considered “internal” to the community, whereas opportunities and threats are considered “external.” It is important to evaluate both the internal strengths and weaknesses of your community, as well as external forces that influence it. For example, high environmental awareness of the community’s inhabitants can be regarded as an internal strength, while availability of environmental loans or grants from environmental funding institutions is an external opportunity. On the other hand, poor environmental awareness of community members can be regarded as an internal weakness, and lack of national financial support for municipal programmes can be considered an external threat. A simple SWOT analysis based on the Belogradchik (Bulgaria) LEAP is provided in Figure 3.

Organising a Stakeholder Group Meeting

The schedule of all the stakeholder group’s meetings should be agreed upon at the beginning of the project and followed as closely as possible. Individual invitations to all members of the stakeholder group are sent prior to each meeting. The meetings should have concrete goals and should not make the participants feel that they are wasting their time. The members of the stakeholder group should also have an opportunity to relax after their voluntary work during the meetings. Therefore, it is recommended that social events be organised after some of the meetings.
The SWOT analysis should cover at least some of these areas:

- local natural conditions (local natural terrain, biological diversity, natural resources, tourism, land assets, etc.);
- human potential (availability of qualified or inexpensive labour, individual entrepreneurship within the population, the inhabitants’ involvement in community matters, development of social and cultural ties, etc.);
- technical infrastructure (state of the roads, wastewater collection and treatment facilities, water supply, access to natural gas connections, etc.); and
- economic potential (development of specific branches of industry, farming, trade, future trends, the influx of investors, the population’s economic level, etc.).

**Belogradchik SWOT Analysis**

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRENGTHS</strong></td>
<td><strong>OPPORTUNITIES</strong></td>
</tr>
<tr>
<td>Unique natural landmarks of national and international importance;</td>
<td>Favourable national policy towards tourism development;</td>
</tr>
<tr>
<td>Unpolluted, undamaged environment and high forestation;</td>
<td>The community is part of the north-western planning region, which is a target of the special national economic support programme;</td>
</tr>
<tr>
<td>Commitment of municipal leadership to promote tourism based on local natural wealth;</td>
<td>Medical Plants Act in force;</td>
</tr>
<tr>
<td>Absence of significantly polluting industries within municipality;</td>
<td>Donors assigned funding priority to trans-boundary projects in the country.</td>
</tr>
<tr>
<td>Presence of natural science museum with a qualified staff.</td>
<td></td>
</tr>
<tr>
<td><strong>WEAKNESSES</strong></td>
<td><strong>THREATS</strong></td>
</tr>
<tr>
<td>Scarcity of funds in the community;</td>
<td>Continuing dependence on the central government;</td>
</tr>
<tr>
<td>Discharge from wastewater-collection pipe located within the town’s boundaries;</td>
<td>Continuing marginalisation of the Roma minority;</td>
</tr>
<tr>
<td>Insufficient drinking water resources;</td>
<td>Refocus of donors’ attention to large municipalities in the country.</td>
</tr>
<tr>
<td>Animals kept in inappropriate locations;</td>
<td></td>
</tr>
<tr>
<td>Obsolete waste collection and disposal facilities;</td>
<td></td>
</tr>
<tr>
<td>The existing landfill does not meet legal requirements.</td>
<td></td>
</tr>
</tbody>
</table>
Session 4 — Environmental Status Report

The evaluation of community potential and limitations conducted in the previous session provides a good starting point for the assessment of the environment in your community. The results of this assessment are subsequently compiled in an environmental status report. When analysing the state of the environment, it is important to consider not only issues related to the natural environment, but also to the quality of life for local inhabitants, as well as social and economic processes taking place in the community.

The environmental status report should include:

- a delineation of your LEAP planning-area boundaries;
- an inventory of natural and man-made features, including sensitive areas;
- an evaluation of public facilities, along with infrastructure capacity and effectiveness (e.g. wastewater treatment facilities);
- links between social, economic and environmental issues; and
- an analysis of legal obligations.

A good analysis of the current state of the local community can help identify environmental problems and point to useful solutions.

Discussion

After the presentation, a 15-minute discussion should be held on the scope and content of the environmental status report and practical arrangements for compiling and completing the report (who should draft the report and on what basis).

Session 5 — Problem Identification

During its next workshop the stakeholder group should examine the environmental status report, the group’s knowledge of the community and the results of the survey of inhabitants to identify environmental problems.

It is important to analyse such issues as:

- the quality of the local natural environment and its components (e.g. air, soil, underground and surface water, noise levels, etc.);
- contamination sources and their impact on the natural environment (e.g. industrial plants, raw material extraction plants, municipal wastewater treatment plants, as well as solid waste disposal sites and illegal dumps);
- the population’s access to environmental resources of suitable quality (e.g. drinking water, recreational opportunities);
- the rational use and management of local natural resources, including land-use, devastation of valuable natural areas, and the loss of natural resources; and
- the state of the local population’s health (i.e. infant death-rate, occupational diseases, and the inhabitants’ life expectancy).

The list of environmental problems should not only include concerns that exist today but also possible future problems. For example, a municipal drinking-water source that is not contaminated now could become contaminated in the future by accidental releases of pollutants from a petrol station or a landfill operating nearby. Such potential problems should be included in your list of environmental concerns. To help determine potential risks, ask “what if” questions, such as: “If pollutants leaked from the landfill, what effects might this have on people’s health and/or the environment?”
Session 6 — Problem Evaluation

There are various methods to evaluate environmental problems. The communities, depending on their size, local circumstances or just local preferences, may choose among them. One of the methods, the **comparative risk assessment**, is often used in larger communities or regions with serious and interlinking environmental problems. Another, the **problem tree analysis**, may be applied in simpler cases or for small and medium size communities. The latter was selected for this training manual.

The **problem tree analysis** involves identifying the main problems and establishing the cause-and-effect relationships between these problems. The key purpose of this
analysis is to try and ensure that “root causes” are identified and subsequently addressed in the project design, not just the symptoms of the problem(s).

A medical analogy can be used to explain the philosophy behind this method: If you have chronic joint pain and take a painkiller to treat it, you are treating the symptom, not the cause of the problem. The painkiller merely masks the indication (pain) of what could be a serious underlying health problem, which left untreated may become worse. When the painkiller wears off, the problem returns. In addition, your body will slowly develop a resistance to the painkiller. Over time, larger doses of painkiller will be required to treat the same pain. Projects which only address the symptoms of problems, and not underlying causes, are therefore unlikely to bring about sustainable benefits.

High cost of health care
Lack of investor interest (unemployment)
Reduced recreational value of the town’s lake

Air related diseases (e.g. bronchitis, allergies) of inhabitants
Traffic congestion

Poor urban air quality

High emissions from individual heating system

The individual heating sector is not included in the town’s energy plan
The town does not have a connection to the natural gas pipeline system
Low and medium income households burn highly polluting substances in their households (e.g. plastics, rubbish)

Outdated land-use plan
Poor land-use planning that promotes individual motor-vehicle use
A comprehensive and clear problem tree analysis provides a sound foundation for developing a set of relevant and focused project objectives during the next stages of the LEAP. An example of a problem tree is shown in Figure 4. It should be remembered that the problem tree analysis is not a scientific method. It is based on reaching a consensus and it should be remembered that people can be collectively wrong. It is advised to crosscheck the problem tree with other sources of information about environmental problems.

Session 7 — Setting Strategic Goals and Specific Objectives

This session could start with an exercise to create a community vision. It may be organised as a brainstorming session during which the stakeholder group members agree on a common vision for their community in 20-30 years. This vision does not have to be — and should not be — limited to environmental protection issues alone. On the contrary, the desired image of the future should be as comprehensive as possible and should contain indications of new opportunities and threats that may arise as a result of its realisation.

The description of the desired vision for the future as presented in the LEAP document may take up one or two pages. However, its summary may be boiled down to one sentence or slogan, as presented in one of the LEAPs in Poland: “Starogard Gdanski — a town friendly to people and the environment.”

This vision will provide the direction for defining strategic goals whose implementation is necessary for turning the vision into reality. Guidelines for composing strategic goals can be found in the sidebar.

Examples of strategic goals could be: “increased ecological awareness of the community’s inhabitants” — or a more measurable one — “atmospheric pollution reduced to levels within the national norms.”

The next step after defining the strategic goals is dedicated to developing specific objectives which set milestones for measuring progress in achieving the desired vision. Specific objectives should:

- focus on ways to reach a strategic goal rather than reflect the expectations of the stakeholder group;
- be formulated in a manner that eliminates, to the greatest possible degree, any element of uncertainty in the LEAP’s implementation; and
- ensure that their fulfilment will eliminate, or at least minimise, the problem areas defined in earlier stages.

In many methodological materials, specific objectives are characterised by the acronym SMART (Specific, Measurable, Achievable, Relevant, Timed). This description may be used to crosscheck that the LEAP’s specific objectives meet basic methodological requirements. It is important that both the strategic goals and specific objectives are clearly worded and give no rise to interpretational difficulties. This will allow more attention to be paid to their implementation rather than interpretation.

Examples of specific objectives include: “All wastewater is to be channelled into the sewers for treatment by 2010,” or “five percent water-consumption reduction by 2005.” As is already visible in the examples, the specific objectives should be set for five to 10 years ahead, depending on the LEAP’s time frame. Once achieved, the specific objectives should be removed from the action programme or significantly modified.
An example of a good method that may be used for setting strategic goals and specific objectives is the **objective tree analysis** (see Figure 5). In essence it is a continuation of the problem tree analysis, following an assumption that when we find the root causes of problems and try to cure them, we will solve the problems themselves. Therefore, we start by rephrasing problems, causes and effects into positive statements, in this way building a positive tree that mirrors the problem tree. Well-developed objective tree diagrams provide a good starting point for formulating specific actions. It should be noted that if we aim for a comprehensive LEAP we should not restrict the programme to issues analysed during the problem and objective tree analyses.

Session 8 — Identifying Actions

Following the determination of strategic goals and specific objectives, the stakeholder group must now develop an action plan. This stage, in principle, concentrates on the identification of actions which are necessary to achieve the strategic goals and objectives. The sidebar lists the types of actions that contribute well to a LEAP.

Each of these actions should be subsequently described in more detail in the LEAP document. The description should include at least the following elements:

- references to a strategic goal and a specific objective that these actions aim to address;
- indicators for whether the specific objectives and ultimately the strategic goals have been reached;
- implementation steps which need to be undertaken to execute the action(s);
- implementing organisations/people responsible for carrying out each step;
- costs per step;
- suggested deadlines; and
- possible sources of financing.

In setting strategic goals and specific objectives, there are certain rules to be followed when identifying the actions and implementation steps. It must be remembered that the set of actions contributing to the achievement of a specific objective should be completed. This means that actions should be defined in such a way that after they have all been carried out the specific objective has been achieved. Similarly, when planning implementation steps for each action, one should always consider whether the execution of all the planned steps will establish the necessary conditions for the achievement of this action.

The identification and description of actions is one of the most difficult challenges faced by the stakeholder group. During this stage of the process it is often necessary to obtain expert advice, since the stakeholder group members may not have sufficient knowledge to determine the most effective actions that can be applied. This stage of the LEAP also requires particularly active cooperation between the stakeholder group and various local authorities, as well as with other groups who will later be responsible for implementation actions. In some cases, it may be beneficial for a local authority to establish cooperation with other communities who are addressing (or have addressed) similar problems. Figure 7 provides a sample LEAP action plan based on the goal of EU compliant water infrastructure.

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**Recommended LEAP Actions**

- Pollution prevention and technological actions (e.g. installation of a biological wastewater treatment unit within the existing wastewater treatment plant, extension of the sewerage system);
- Education and information actions (e.g. organisation of public awareness campaigns, establishment of an information centre, publication of a green consumer guide);
- Economic actions (e.g. introduction of a fee system based on the actual water consumption for households with meters, a lower collection fee for separated waste);
- Legal actions (e.g. development of municipal land-use regulations to protect agricultural land and promote economic use of areas which require clean-up or recultivation);
- Organisational actions (e.g. establishment of a separate environmental department within the local authority, employment of additional staff in the environmental services);
- Enforcement actions (e.g. non-compliance fines, shutting down a non-compliant enterprise).
Session 9 — Setting Priorities for Action

Considering that the LEAP is a comprehensive and extensive document, it is recommended as a proposed action. In order to do that, it is first necessary to establish a set of criteria according to which the priorities will be selected.

Criteria in general should reflect not only the system of values and concerns of the local community represented by the stakeholder group, but also technical, legal and economic feasibility for implementation of specific actions. The development of a set of criteria is very important for determining the implementation sequence for individual actions.
Consider the following criteria:

- threats to human health, quality of life and the environment (incorporating the views expressed in the public survey);
- compliance with national, regional and local policy priorities, standards and regulations;
- implementation and operation costs;
- cost-effectiveness;
- time of implementation;
• durability of effects;
• financing possibilities;
• technical feasibility;
• speed and ease of implementation;
• public preferences and support;
• number of people benefiting; and
• impact on economic development.
Figure 6 shows the criteria used to identify priority actions in a LEAP conducted in Mariupol, Ukraine.

Session 10 — Writing the LEAP Document

There are many ways to structure a LEAP document. One possible outline is presented in the sidebar. Naturally, an actual LEAP document will reflect the individual characteristics of the project.

The LEAP document should be concise and to the point. Some materials prepared during the stakeholder group’s work must therefore be excluded from the programme. It is a good idea to prepare a final project report in parallel with the LEAP document which will include all of the most important documents and materials. This document will constitute a reference source for all interested parties, ensure the transparency of the LEAP process and provide validity to the stakeholder group’s work.

Discussion

After the presentation it is wise to hold a 15-minute discussion on the scope and contents of the LEAP document, and on practical aspects of drafting the document (i.e. who should do this, who should be consulted, etc.).

Session 11 — Implementation and Monitoring

The final draft of the LEAP document should be discussed and accepted at a final plenary session of the stakeholder group, then submitted for action to the local authority. It is advisable that the handing over of the LEAP be as ceremonious and public an occasion as possible. It could, for example, take place at a special session of the local council, preceded by a press conference given by the leaders, with local and regional authorities in attendance.

Local government authorities obviously have no obligation to comply with the recommendations of the stakeholder group. However, a well-prepared and well-run project in which the stakeholder group has been consistently working together with local authority

<table>
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<th>Responsible Party</th>
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<th>Financing Sources</th>
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<tbody>
<tr>
<td>Municipal Council in cooperation with the water utility</td>
<td>2004</td>
<td>EUR 2,000</td>
<td>Municipal budget</td>
</tr>
<tr>
<td>Municipal Council in cooperation with the water utility</td>
<td>2004</td>
<td>EUR 3,000</td>
<td>Municipal budget</td>
</tr>
<tr>
<td>The water utility</td>
<td>2010</td>
<td>According to the financial analysis</td>
<td>Municipal budget, Regional environmental found</td>
</tr>
</tbody>
</table>
representatives does, as a rule, result in the final version of the LEAP document being accepted by the local council. For them it becomes a valuable document reflecting the local community’s feelings as to the importance of specific problems and desirable solutions.

The final long-term task for the stakeholder group is to monitor the implementation of the LEAP, update it and add to it. After selecting a specific strategy for protecting and improving the environment, execution of the plan should be systematically appraised to ensure that the environmental conditions are changing in accordance with the objectives. Constant monitoring of the programme is also a factor in seeing that the people responsible for carrying out particular tasks do their work systematically and effectively.

Omitting such inspection mechanisms when constructing and accepting the LEAP may lead to a situation where perfectly decent plans have been left gathering dust on some forgotten shelf — as has already happened in many cases. The agreed-upon actions can be quickly forgotten unless the task for systematic monitoring of the programme is an integral part of the execution schedule. Effective execution requires verification.

Discussion
After the presentation it is recommended to hold a 15-minute discussion on organising the next steps (e.g. future role of the stakeholder group, organisation of the LEAP’s implementation).

Session 12 — Summarising the Training
This session is organised in the form of an open discussion to summarise and conclude the training. Some recommended topics are:

- the applicability of the process to participants’ communities;
- participants’ interest in conducting a LEAP;
- LEAP versus other strategic planning approaches (pros and cons); and
- individual evaluations of the training.

For more information on planning and implementing LEAPs in Central and Eastern Europe, consult the REC’s English language LEAP Web site: <www.rec.org/REC/Programs/LocalInitiatives/LEAP/>. The site contains basic information about the LEAP process, references to national requirements concerning LEAPs in the countries of Central and Eastern Europe and descriptions of selected LEAP demonstration projects, including summaries or complete versions of LEAP documents. In addition, you will find a list of reference materials (including training materials) and Internet links to organisations, institutions and other agencies involved in LEAP activities.

TOPIC MATERIAL

For more information on planning and implementing LEAPs in Central and Eastern Europe, consult the REC’s English language LEAP Web site: <www.rec.org/REC/Programs/LocalInitiatives/LEAP/>. The site contains basic information about the LEAP process, references to national requirements concerning LEAPs in the countries of Central and Eastern Europe and descriptions of selected LEAP demonstration projects, including summaries or complete versions of LEAP documents. In addition, you will find a list of reference materials (including training materials) and Internet links to organisations, institutions and other agencies involved in LEAP activities.
Case Study — LEAPVILLE

GENERAL INFORMATION
Leapville (population 50,000) is situated on an important international West-East route. The railroad that passes the town also serves international transport. The town is situated in the valley of the Leapula River, which passes through a hilly area (built mostly of clay, sand and gravel).

Due to metal ore deposits in the region, the development of non-iron smelters started several hundred years ago. At present, the remaining deposits are not satisfactory for wide-scale industrial use. However, there are still several traditional smelting workshops and a big non-iron smelter located on the town’s outskirts. The smelter is the biggest industrial enterprise and employs over 2,000 employees.

LAND USE
Four land-use zones exist within the city:

- **The Industrial Zone** is located in the eastern part of Leapville. It consists mainly of factories and warehouses, with major polluting industries, including the non-iron ore smelter.
- **The Old Town and City Centre Zone** (10,000 inhabitants) cover the central part of the town. The area of the Old Town should be preserved because of its historical value. The basic functions of this part are housing and services. The traffic in this zone is limited to residential and delivery transportation.
- **The intense Housing Zone** (30,000 inhabitants) is situated in the northern part of the town. It is a typical housing district with large blocks of flats constructed in the 1960s and 70s. The district also provides locations for large commercial sites and services.
- **The Suburban Zone** (10,000 inhabitants) spreads over the southern and western parts of town. It is a district consisting of single-family houses.

STATE OF ENVIRONMENT (SUMMARY)
In the 1990s, a large amount of funding was allocated for environmental protection. It had a positive impact on Leapville’s environment. The largest improvements were achieved in the area of air quality (mainly originating from industrial sources). Negative trends in wastewater and solid waste generation were stopped.

Air Quality

*Ambient Air Quality*
Based on the detailed data, it can be concluded that:

- There are seasonal changes in the sulphur dioxide ($SO_2$) concentrations. In winter, the $SO_2$ concentration increases to the level of 50-75 milligrams per cubic metre (mg/m$^3$) and suspended particulate matter concentrations to 20-30 mg/m$^3$, which shows that those pollutants originate mainly from heating sources.

- The concentrations of nitrogen oxides (NOx) and falling particulate matter are not seasonal, meaning that they come mainly from mobile sources of pollution and the smelter.

- There has been no systematic monitoring of ambient air quality during the last few years. An ad hoc inspection conducted by the Regional Environmental Inspectorate revealed elevated concentrations of carbon disulphide (CS$_2$) in a site close to the smelter and benzene within the area of the entire town, and in particular, along the roads.

Air Pollution From Industrial Sources

- **The non-iron ore smelter**

The enterprise was set up at the beginning of the 1950s. In the 1990s, it was modernised. The smelter produces about 35,000 tonnes of metal per year with the majority of the production used for the construction industry. The enterprise is in a bad financial situation. The environmental nuisance of the smelter is mostly caused by air emissions, mainly CS$_2$ and dust containing heavy metals. The consequences of the emissions transported by wind are experienced by approximately 10 percent of Leapville’s population.
The power plant

The power plant produces electricity for the national grid, as well as heat for the smelter and all residential districts of Zone III. It also satisfies the energy needs of 10 percent of single-family houses. The power plant is a modern utility built in the mid-1980s. It has two power blocks (each of 100 MW power) and one water boiler. It would be possible to utilise the waste heat from the heating turbines to increase the amount of heat provided by 40 percent.

Other industrial enterprises

Other industrial enterprises are small and do not play a large role in atmospheric emissions. There are practically no cases of major or chronic non-compliance with the permissible pollutant levels.

Emissions from Transport

The rapid increase in the number of cars imposes significant pressures on inhabitants and the environment. Within the last five years, the number of registered cars doubled. At present there are 9,000 registered vehicles, including cars. In addition, the town does not have a bypass for rerouting international traffic, which instead passes through Zones I, III and IV and along the border of Zone II. The public transport vehicle fleet is old and not environmentally friendly. Air and noise levels from mobile sources of pollution greatly exceed permissible levels along the international transit route and roads leading to Zone I. The intensity of traffic on the international road reached 25,000-30,000 vehicles per day, out of which 48 percent are trucks. During the day, the intensity of the traffic on the national road is between 600-1,200 vehicles per hour.

Emissions from Households

At present 85 percent of the inhabitants of blocks of flats and 45 percent of single family houses use natural gas for heating and hot water. Moreover, all municipal buildings and the majority of public buildings are provided with natural gas. However, the “low emissions” caused by coal burning in individual houses and small boilers still poses a serious problem. The major pollutants emitted from those sources are dust, SO₂, NOₓ and aromatic hydrocarbons, including benz(a)pyrene (a very carcinogenic chemical). These are the products of combustion conducted at low temperatures and limited amounts of oxygen. The situation is aggravated by the fact that in many household boilers, residents burn various municipal wastes, e.g. plastic packages. In the areas where the majority of buildings and homes use coal to heat water (e.g. Old Town, City Centre), air pollution will result, especially that of a hazardous nature (e.g. hydrocarbons). Another area where low emissions are particularly dangerous is the district of single-family homes in southwest Leapville. It is estimated that about 20 percent of the population of the town is chronically exposed to low emissions and 60 percent to periodical low emissions.

Surface and Ground Water Quality

Surface Water Resources and Quality

Leapville is situated in the Leapula River’s catchment area, the main river of the region. The river passes through the entire town’s territory from west to east. The average flow in the river is 15 cubic metres per second. In the first quarter of 2000, the environment inspectorate analysed the quality of the river water, finding that it did not meet third-category standards. The worst parameters were BOD₅ (biological oxygen demand for a five-day period), coliform bacteria, organic suspended solids and chlorophyll a. The river is polluted before it reaches Leapville and is further polluted when passing through town.

Ground Water Resources and Quality

The area around the town has rich, high-quality ground water resources. The town has two water intakes: behind-the-river water intake provides water for 70 percent of the population and at-the-forest water intake for 30 percent. Assuming the present pace of development continues, the combined capacity of the water intakes is enough to ensure a drinking water supply for the next 20 years. Although the quality of the water extracted from the intake behind the river is high, sanitary regulations require basic treatment.
Case Study — LEAPVILLE continued

Some of the inhabitants also use individual wells to extract shallow ground water, but the water quality is not satisfactory. The measurements show particularly high levels of nitrates originating from the sewage. Most of the industrial enterprises have their own water intakes.

Main Sources of Surface and Ground Water Pollution

Wastewater Management

Wastewater management is still a problem for the town. Despite the fact that a new modern wastewater treatment plant started up two years ago, the river’s water quality has not improved. Coliform bacteria and organic substances characteristic of raw sewage are to blame for such a low classification. Analysis of the wastewater, conducted one year after the plant started to operate, shows that the amount of the wastewater discharged to the plant exceeds by approximately 30 percent the amount of water taken from the municipal water supply system by inhabitants and industries. Some areas of the town are not connected to the wastewater collection system. The multi-family house districts, the Old Town and the City Centre houses are fully connected. It is estimated that only 60 percent of the single-family houses from Zone IV are connected. The remaining houses have individual sanitary tanks that often leak. There are also illegal connections of houses to the storm water collection system made by individual home owners and smaller businesses or workshops. Storm water that is directly discharged to the river is another pollution source. The outlets of the storm water collection system do not have the devices for sand and oil removal. The storm water collection system covers the Old Town, the City Centre and some single-family houses (about 60 percent of the area).

The smelter is another source of pollution, discharging its cooling waters into the river. At low flows, it contributes to a considerable increase of the water temperature and more intense eutrophication.

WASTE MANAGEMENT

Municipal Waste

The planned capacity of the town’s landfill was 230,000 cubic metres with a lifetime of operation of 15 years. It is estimated that on January 1, 2002, the landfill was filled to about 30 percent. Each year, about 60,000 cubic metres of municipal waste from Leapville and adjacent regions are disposed of in the landfill. The landfill meets all legal requirements in terms of ground and ground water pollution prevention, and of adequate management. The monitoring results do not show any leaching from the landfill into the ground water. The organised mixed waste collection covers 90 percent of the population.

Industrial and Hazardous Waste

Hazardous and industrial wastes that are generated in the town are disposed of in the industrial landfill, which is situated on the premises of the smelter. The largest quantity of waste comes from the smelter. This waste contains chemicals with arsenic, zinc, cadmium and trace quantities of lead. The second largest producer of industrial waste is the power plant. It disposes of burnt and electro-filter ash into its own landfill.

Hospital waste is transported to the hospital waste incinerator. This incinerator does not meet conditions of a modern hospital waste incinerator for hazardous waste. At the moment, however, the town does not have any other installation to use for this purpose. The incinerator also takes waste from medical and veterinary surgeries. In most of those places, the inspection has been carried out recently, and all of them follow the regulations in this regard.

The problems of hazardous waste from households, small businesses and sludge from the wastewater treatment plant have not been solved yet.
Training Toolkit
Tool 1: **SWOT Analysis**

**Description:** Warming up the group and SWOT analysis

**Participants:** Small groups

**Duration:** 45 minutes

**Procedure:**

1. Divide participants into small groups, each working on one of the following areas of the case study: local natural conditions, human potential, technical infrastructure or economic potential.

2. Each group is to prepare a SWOT analysis for an individual area in 30 minutes.

3. Prepare the SWOT analysis on a flipchart in the form of a table, as follows:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
</tbody>
</table>

**Discussion:**

Have the groups present and discuss their work with the other groups.
Tool 2: Case Study Problems

**Description:** Training the participants in problem identification and formulation

**Participants:** The whole group

**Duration:** 30 minutes

**Procedure:**

1. Each person should take five to 10 minutes to individually identify his/her list of problems occurring in the case study. Everyone should then state a problem and describe why this problem should be of particular concern to the community.

2. Either the trainer or a volunteer from the group should write the problems on a flipchart. After identification, the problems should be divided into groups/problem areas (e.g. “contamination of underground water by leachate from the landfill,” “potential contamination from hazardous waste disposed within the municipal landfill,” and “illegal dumps in the forest,” could be grouped under one common problem area: “environmental pollution caused by solid waste”).

**Some Tips:**

- Decide at the beginning what you mean by “environmental” problems. For example, some communities consider crime, homeless people on the streets, or graffiti on buildings to be “environmental problems” — others do not.

- Focus on problems the community can gain the most control over. For example, you have more control over air pollution from cars than you do over global warming.

**Discussion:**

How do we decide which problems are suitable for an environmental organisation? Were all individuals satisfied with the group’s decision? Should an organisation exclude itself from “other” activities even if it possesses the capacity to improve the situation?
Tool 3: **Cause and Effect**

**Description:** Listing causes and effects of environmental problems in preparation for the planning stage

**Participants:** Small groups (could be same as in Tool 2)

**Duration:** 30-40 minutes

**Procedure:**

1. The problem areas identified in Tool 2 of the previous session serve as the basis of the exercise. The participants should be divided into small groups, each group working on one or more problem areas during the exercise.

2. Each group should start by selecting one core problem in each of the problem areas. The other problems/statements should be distributed according to whether they are causes leading to the core problem or effects resulting from the core problem (causes are listed below the core problem in the tree diagram, effects above).

3. Then go into further detail. For the causes, ask: “What leads to that?” For the effects, ask: “What is the result of that?”

**Discussion:**

Have the groups present and discuss their conclusions together.

**Some tips:**

- Write the causes and effects of the problems on Post-it notes (one per Post-it note) and then stick them to the flipchart, because it is seldom possible to put all the problems in the right order the first time. Using the Post-it notes makes corrections very easy.

- Avoid including overly general problems in the tree (e.g. institutional corruption, lack of money) which affect not only the issue in question but also other problems — treat them as general constraints and move them to the side of the main problem tree.

- For the purpose of training you may wish to select only a limited number of core problems to be included in the problem trees (e.g. one problem per working group).
Tool 4: Tree Spinning

**Description:** Training participants to define strategic goals and specific objectives by converting the problem tree into an objective tree

**Participants:** Small groups

**Duration:** 30 minutes

**Procedure:**

1. The exercise is done by the same groups that worked on problem trees together. Their task is to convert negative statements (problems, causes) into positive statements. For example: “insufficient treatment of waste water” could be converted into “effective wastewater treatment.”

2. Remember that an objective tree does not have to be a complete mirror-reflection of the problem tree. Two objectives can address one problem (e.g. the problem “weak public awareness” could be reformulated into “high environmental awareness of the public” and “good information systems”).

**Discussion:**

Have the groups present their converted statements. Which problems were difficult to convert into objectives? Was it a language problem or was the problem poorly expressed? Is there a danger of being too positive?
Tool 5: How and Who

Description: Developing effective strategies for solving environmental problems

Participants: Small groups

Duration: 30-40 minutes

Procedure:

1. After determining a desired future situation by setting strategic goals and detailed objectives, it is necessary to answer two main questions: How is it done? Who should do it?

2. Following the proposed structure (see Figure 9) in the same groups as in the two previous exercises, participants should develop an action plan.

Some hints:

- Take into account all categories of actions — do not concentrate only on technical solutions.
- If necessary, you may consider re-editing some of the objectives to make them more specific.

Discussion:

Groups present and discuss the work to the others.

FIGURE 9

<table>
<thead>
<tr>
<th>Strategic goal</th>
<th>Specific objective</th>
<th>Indicator</th>
<th>Action</th>
<th>Step</th>
<th>Responsible party</th>
<th>Deadline</th>
<th>Cost</th>
<th>Financing sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td></td>
<td>1.1.1</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>1.1.1</td>
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<td></td>
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<tr>
<td></td>
<td>1.2.1</td>
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<td>A</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>1.2.2</td>
<td></td>
<td>A</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1.2.2.1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td></td>
<td>2.2.1</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some hints:

- Take into account all categories of actions — do not concentrate only on technical solutions.
- If necessary, you may consider re-editing some of the objectives to make them more specific.
Tool 6: Criteria Analysis

**Description:** Getting accustomed to the criteria analysis method used for setting action priorities.

**Participants:** Everybody at first, then small groups

**Duration:** 20-30 minutes

**Procedure:**

1. This method allows for prioritising actions in an objective way, while at the same time reflecting the opinion of the community. Criteria analysis is an efficient method for reaching consensus in a heterogeneous group.

2. The entire group should decide on three to five criteria (the list from the presentation can be used for doing this). For each of the selected criteria, define three levels of importance (e.g. high, medium, low).

3. Afterwards, in small groups, assess the actions identified earlier according to criteria and assign priorities.

**Discussion:**

Have the groups present and discuss their work with the others.
Sample Workshop Agenda
# How to Deliver the Training

This sample agenda is intended to further help you tailor a training event on developing a local environmental action programme (LEAP) using different elements of this manual and toolkit. The exact use of it, in combination with other activities, should be based on what you know about the expectations and experiences of your trainees, as well as on the time available to carry out the training activity. In addition to the training topics, the sample agenda proposes activities that can provide interactive elements to your training event.

## Sample Workshop Agenda: DAY 1

<table>
<thead>
<tr>
<th>Introductory session</th>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and overview</td>
<td>Goals and overview</td>
<td>Briefly go through the agenda, and inquire about the participants’ expectations</td>
<td>Presentation</td>
</tr>
<tr>
<td>of the training</td>
<td>of the training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductions of</td>
<td>Introductions of</td>
<td>Get to know each other</td>
<td>Two sets of objects (pens, candies, souvenirs from a region, etc.) Each participant</td>
</tr>
<tr>
<td>participants</td>
<td>participants</td>
<td></td>
<td>teams up with another who received the same object and asks some personal and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>professional questions. Afterwards, all join together and introduce each other to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the group.</td>
</tr>
<tr>
<td></td>
<td>Introduction to</td>
<td>Acquaint the participants with the LEAP’s stages</td>
<td>Presentation of the LEAP process (Figure 1)</td>
</tr>
<tr>
<td></td>
<td>the LEAP process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Session 1 Organisation of the project

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the project’s organisation</td>
<td>Explain the roles of the coordination unit, the stakeholder group and local authority</td>
<td>Presentation</td>
</tr>
<tr>
<td>Organisation of the project in a case study</td>
<td>Discuss the structures of different LEAP projects in participants’ communities, their relations and methods of public outreach and project promotion</td>
<td>Group discussion</td>
</tr>
</tbody>
</table>

## Session 2 Establishment of the stakeholder group

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the stakeholder group</td>
<td>Explain in more detail the role and composition of the stakeholder group, the recruitment of its members and their first meeting</td>
<td>Presentation</td>
</tr>
</tbody>
</table>
Sample Workshop Agenda: DAY 1 continued

### Organisation of the project in local/participants’ communities

- **Purpose**: Discuss the composition of a stakeholder group in participants’ communities, the recruitment of its members, and the programme of the start-up meeting
- **Suggested Activities**: Group discussion

### Session 3 Preliminary evaluation of community's potential and limitations

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the SWOT analysis</td>
<td>Describe the SWOT analysis method and its application for the preliminary evaluation of a community’s potential and limitations</td>
<td>Presentation</td>
</tr>
<tr>
<td>SWOT analysis for the case-study community</td>
<td>Warm up the group, establish a communication platform for the participants and train them in SWOT analysis.</td>
<td>Tool 1: SWOT Analysis</td>
</tr>
</tbody>
</table>

### Session 4 Environmental status report

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the environmental status report</td>
<td>Describe the main components of the environmental status report</td>
<td>Presentation</td>
</tr>
<tr>
<td>Development of an environmental status report for a case-study community</td>
<td>Discuss the specific content of the environmental status report and practical arrangements for compiling and completing the report</td>
<td>Group discussion</td>
</tr>
</tbody>
</table>

### Session 5 Problem identification

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the problem identification methodology</td>
<td>Describe the basis for the problem identification: environmental status report, a list of issues for consideration, present and future problems</td>
<td>Presentation</td>
</tr>
<tr>
<td>Identification of problems for the case-study community</td>
<td>Train the participants in the problem identification method (brainstorming, consensus building)</td>
<td>Tool 2: Case Study Problems</td>
</tr>
</tbody>
</table>
### Sample Workshop Agenda: DAY 1 continued

#### Session 6 Problem evaluation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the problem tree analysis</td>
<td>Describe the problem tree analysis and its application in evaluating problems</td>
<td>Presentation</td>
</tr>
<tr>
<td>Evaluation of problems for the case-study community</td>
<td>Train the participants in problem tree analysis</td>
<td>Tool 3: <em>Cause and Effect</em></td>
</tr>
</tbody>
</table>

#### Sample Workshop Agenda: DAY 2

#### Session 7 Setting strategic goals and specific objectives

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the objective tree analysis</td>
<td>Describe the objective tree analysis and its application for setting strategic goals and objectives</td>
<td>Presentation</td>
</tr>
<tr>
<td>Setting strategic goals and objectives for the case-study community</td>
<td>Train participants to define strategic goals and specific objectives by converting the problem tree into an objective tree</td>
<td>Tool 4: <em>Tree Spinning</em></td>
</tr>
</tbody>
</table>

#### Session 8 Identifying actions

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the identification of actions</td>
<td>Acquaint the participants with the types of actions and format for describing them</td>
<td>Presentation</td>
</tr>
<tr>
<td>Developing strategies (action plans) for solving environmental problems for the case-study community</td>
<td>Train participants in identifying and describing actions</td>
<td>Tool 5: <em>How and Who</em></td>
</tr>
</tbody>
</table>
### Sample Workshop Agenda: DAY 2 continued

#### Session 9 Setting priorities for action

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to setting priorities for action</td>
<td>Accustom participants to the criteria analysis for setting action priorities</td>
<td>Presentation</td>
</tr>
<tr>
<td>Setting priorities for action in a case-study community</td>
<td>Train participants to apply criteria analysis</td>
<td>Tool 6: <strong>Criteria Analysis</strong></td>
</tr>
</tbody>
</table>

#### DAY 3

#### Session 10 Writing the LEAP document

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to writing the LEAP document</td>
<td>Introduce participants to the elements of a successful LEAP document</td>
<td>Presentation</td>
</tr>
<tr>
<td>Writing a LEAP document for a case-study community</td>
<td>Discuss the scope and contents of the LEAP document, as well as the practical aspects of drafting the document</td>
<td>Group discussion</td>
</tr>
</tbody>
</table>

#### Session 11 Implementation and monitoring

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to implementation and monitoring</td>
<td>Present a sound basis for the LEAP's implementation and monitoring</td>
<td>Presentation</td>
</tr>
<tr>
<td>Next steps</td>
<td>Discuss next steps after the completion of the LEAP</td>
<td>Group discussion</td>
</tr>
</tbody>
</table>

#### Session 12 Summarising the training (general discussion)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarising the training</td>
<td>Facilitators summarise the training and the group discusses specific LEAP topics</td>
<td>Group discussion</td>
</tr>
</tbody>
</table>

---

**Sample Workshop Agenda:** Local Environmental Action Programmes (LEAP)
THE REGIONAL ENVIRONMENTAL CENTER FOR CENTRAL AND EASTERN EUROPE (REC) is a non-partisan, non-advocacy, not-for-profit organisation with a mission to assist in solving environmental problems in Central and Eastern Europe (CEE). The Center fulfills this mission by encouraging cooperation among non-governmental organisations, governments, businesses and other environmental stakeholders, by supporting the free exchange of information and by promoting public participation in environmental decision-making.

The REC was established in 1990 by the United States, the European Commission and Hungary. Today, the REC is legally based on a Charter signed by the governments of 27 countries and the European Commission, and on an International Agreement with the Government of Hungary. The REC has its headquarters in Szentendre, Hungary, and local offices in each of its 15 beneficiary CEE countries which are: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, FYR Macedonia, Poland, Romania, Serbia and Montenegro, Slovakia and Slovenia.

Recent donors are the European Commission and the governments of Albania, Belgium, Bosnia and Herzegovina, Bulgaria, Canada, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Italy, Japan, Latvia, Lithuania, the Netherlands, Poland, Serbia and Montenegro, Slovenia, Sweden, Switzerland, the United Kingdom and the United States, as well as other inter-governmental and private institutions.