

# Nile Transboundary Environmental Action Project

## Networking Environmental Education and Awareness Practitioners in Egypt



### Formation of National Environmental Education and Awareness Working Group WORKSHOP PROCEEDINGS

Cairo House, Cairo, Egypt  
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NILE BASIN INITIATIVE

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## INTRODUCTION

Environmental education and awareness is not new. Environmental education (EE) was passed informal from generation to generation since time in memorial. Children were brought up by their parents to know what plants and animals could be eaten and how to collect them. That is environmental education – getting to know your environment. Environmental education and awareness become an issue in the international arena in 1972 after the UN conference on Human Development in Stokholm, the formation of UNEP in 1972 and the subsequent establishment of the international EE programme in 1975. EE was then formalised. A series of international conferences like the intergovernmental conference on EE in Tbilisi in 1977 and Tbilisi +10 in Moscow have continued to shape the planning and implementation of EE activities.

The link between a strong environmental education component and the success of any environmental project can not be over debated. The Nile transboundary Environmental action project – one of the seven projects under the Nile basin shared vision has an environmental education and awareness component. The aim of the component is to stimulate positive behavioural change towards good environmental practices among the communities along the basin.

The Nile – the worlds longest river flowing 6,600 km and drains 3.1 m km<sup>2</sup> – is home to about 160m people. The overwhelming majority of people of the Nile basin live in rural areas and depend directly on land and water resources for shelter, income and energy. This has put enormous pressure on the natural resources and ecological systems on which the economic development is based. This has resulted in a variety of environmental problems – soil erosion, degradation of agricultural lands, desertification, loss of forests and wetlands, overgrazing of pastures, declining water quality, overexploitation of fisheries, eutrophication of lakes, invasive water weeds, inadequate urban waste management, water borne diseases, declining biodiversity, and the threat to climate change.

Coupled by the threats and the fact that the linkages between environmental conditions and human welfare are extraordinarily complex and the appreciation and understanding how human behaviour can contribute to the solving environmental problems remains generally low in the basin, sets a big challenge for deepening public awareness and the understanding of the linkages.

In order to contribute significantly on this challenge, the EE&A component embarked on setting up partnership and networks with practitioners and other stakeholders within the basin. Based on the background that there are many players undertaking various EE&A activities, there is lack of a forum for exchange of ideas and collectively plan and monitor EE&A activities.

Understanding the importance and potential for such a forum, the EE&A component within the Nile Transboundary Environmental Action Project (NTEAP) supported and facilitated the formation of a National Environmental Education and Awareness Working group through a two-day workshop. In addition workshop participants developed National EE&A priority activities and learned on the status of EE&A within the country from paper presented.

This report summaries the proceedings of the workshop. The document is divided into five chapters. Chapter one hinges on the objectives and expected outputs of the workshop. A summary of the papers presented comprises chapter two, while chapter three list priority EE&A activities. Chapter four lists the conclusions and recommendations. Lists of annexes are grouped under chapter five.

As the world enters a decade for Education and Sustainable Development (2005 – 2015), it is my hope that this document will act as a baseline for EE&A as we evaluate ourselves at the end of the decade.

Maushe Kidundo  
Environmental Education and Awareness Specialist  
November 2004

## WORKSHOP PROGRAMME

### DAY 1

#### Session 1 Official Opening

Time	Activity	Facilitators
08h30	Introduction of participants, welcome Remarks and program,	Dr. Eng Ithar Kahlil - NPC
08h50	Opening Remarks, EEAA	Dr Mohamed Khalil - PSC-
	Opening Remarks Ministry of Education	
09h10	EE&A within NTEAP and Workshop Objectives	Maushe Kidundo - EE&A LS
09h50	Discussions and/or clarifications	

10:00 TEA BREAK

#### Session 2 Country papers on Environmental Education and Awareness

Time	Activity	Facilitators
10h30	The status of EE&A in the country	EEAA
11h00	EE in schools	Ministry of Education
11h30	Environmental Awareness in Schools	NGO
	Environmental Education in Communities	NGO
	Discuss group topics and form groups	Facilitator
12h00	Discussion on the papers	NPC/Facilitator

14:00 LUNCH

### DAY TWO

#### Session 3 EE and A activities and opportunities: National and Transboundary

Time	Activity	Facilitators
08h30	Recap,	NPC
08h50	<i>Group 1</i> Enhancement of public awareness campaigns <i>Group 2:</i> EE&A in institutions of learning <i>Group 3:</i> Networking	Facilitator

11:00 TEA BREAK

13:00

Time	Activity	Facilitators
14h00	Group presentations and discussions	EE&A LS - Maushe Kidundo

#### Session 4 Way Forward and Conclusion

Time	Activity	Facilitators
15h30	Workshop Evaluation	
15h40	Workshop (Country) Recommendations	NPC
16h00	Closing remarks	Ministry of Education

14:30 LUNCH and DEPARTURE

## OPENING SESSION

### **Welcoming by the project's national coordinator**

The project's national coordinator started the session by welcoming the attendants, underlining that this is the first meeting for the national work group in the field of environmental education and awareness in Egypt.

### **Word of EEAA CEO and member of the project's steering committee**

Speech of the opening session was summarized by the project's national coordinator on behalf of Dr. Mohammad Sayed Khalil, EEAA CEO and member of the Project's steering committee. In his word, Dr. Khalil welcomed the attendants in the premises of the Ministry of State of Environment in its capacity as the authority in charge of the project. He further pointed out that cooperation in the field of environmental education and awareness already exists between EEAA and various participating authorities in this workshop, and as an example, but not limited to:

- Cooperation with the Ministry of Education in implementing students' workshops, teachers' training courses and environmental contests as well as the "Clean and Productive School Project".
- Cooperation with the Ministry of Youths and Sports in tree-planting projects, environmental seminars and exhibitions.
- Cooperation with the Ministry of Waqfs (Endowments) through the role of Imams (Mosque heads) on the role of Islam in maintaining the environment.

Thus, he asserted the importance of utilizing this work group in promoting closer cooperation between EEAA and the various entities, clarifying that this project comprises the new trans-boundary concept, which develops cooperation between other countries in the Nile Basin.

### **Word of the HE Minister of Education representative**

The Ministry of Education representative began his word by referring to the effective role played by the Ministry in the field of Environmental Education and Awareness in the country. He presented a summary of the various Ministry activities, such as incorporating environmental concepts in curricula, organizing student workshops for increasing their awareness and training on specifying environmental issues and their solutions. He underlined the Ministry's keenness on cooperating with the different authorities concerned with disseminating River Nile environmental awareness within the project's framework.

## CHAPTER ONE – WORKSHOP OBJECTIVES

### Workshop objectives

The main objective of the workshop was to learn through sharing of experiences from the existing EE&A project component, identify gaps and plan for NTEAP EE&A collaborative activities.

Specifically the workshop is planned to come up with:

- ◆ An established network of EE&A practitioners within the country by forming WG with agreed TOR and office bearers;
- ◆ Learn from good case studies and if possible plan to scale them up as a way of implementation and delivering EE&A;
- ◆ Establish Transboundary EE&A opportunities and priorities for the country and specifically for the Nile Basin and ;
- ◆ Identified potential partners in the implementation of NTEAP EE&A project within the Basin.

To lead participants on ways of achieving the objectives, the workshop facilitator (Maushe Kidundo) gave a presentation on environmental education and awareness within the Nile transboundary Action project. The presentation gave highlights on;

### Environmental Education and Awareness component within NTEAP

To enhance awareness on the nature of environment and its inter-relatedness in the basin and how its effects on communities, through (i) enhanced public awareness & understanding of Nile Transboundary Environmental issues (ii) networking of secondary schools for project-based learning and (iii) piloting enhanced networking among Universities and research institutions.

#### Enhanced PA - activities

- Support the development and delivery of TB EE&A campaigns
- Regional training for EE&A practitioners
- Regional briefs for media editors & Environment Journalists on TB issues
- Exchange of environment Journalists & other media professionals between the riparian countries

#### Enhanced PA - approach

- Formation of working groups in each country
- Launch through a variety of delivery mechanisms
  - Media (TV, Radio, Newspaper, Websites, etc)
  - Institutions (religious, learning, social)
  - Organised groups (scouts, youth, women)
- Link with other SVP, components, projects

#### Secondary schools - activities

- Establish an electronic network of schools for TB EE.
- Build teachers capacities
  - Training, exchange tours, etc
- Support TB environmental projects within schools
- Organise Nile TB EE award scheme

#### Secondary schools - approach

- Issue a single contract to an experienced project based learning NGO.
  - Teachers training
- Schools selection by National EE&A working group
- Environmental school projects support through proposals
- Award scheme at National then regional level taking place annually.

**Universities - activities.**

- Exchange of EE professors, researchers and students between the Nile riparian countries
- Support the development of a university-level course on one or more Nile TB environmental issues

**Universities - approach.**

- Identify host universities within the basin
- Facilitate a regional meeting
  - Develop exchange formulae (undergraduate Vs Masters, Projects Vs Lectures, etc)
  - Develop a selection criteria
  - Commitment on lecturers' time and support
  - Develop work plan for the development of university course on Nile TB issues

**EE&A Linkages**

- SVP
  - Applied training - Egypt
  - Confidence building and stakeholders involvement – Uganda
- NTEAP
  - Knowledge management, Micro grants, Water Quality & M&E
- Country level
  - Relevant Government Ministries
  - Working group (all EE&A practitioners)

**Why EE&A Working Group?**

- Establish a Network of EE&A practitioners
- Forum for learning and exchange of information
- Assist in coming up with National EE&A priorities
- Lobby for positive EE&A change
- Take periodic stock of EE&A activities
- Catalyse dissemination and implementation of activities

**The Working Group and NTEAP**

- Assist in development of National priority activities and single out TB
- Identification of key implementation partners at national
- Assist in advocacy and networking
- A network (channel) for dissemination
- Share experiences and avoid re-inventing the wheel

## CHAPTER TWO: WORK PAPERS PRESENTATIONS (Status of EE&A in Egypt)

This section presents a summary of all the country papers presented during the workshop. The topics of the papers were selected to give an overview of the countries status on environmental education and awareness. The papers looked mainly into the (i) legislation, policy, implementation and coordination strategy (ii) environmental education in institutions of learning and (iii) existing cases studies on EE&A campaigns, award schemes, and the role of media in promoting positive attitude change on environmental issues.

The detailed presentations are grouped under chapter five. Below find a synopsis of the status of environmental education in Egypt.

### (i) Environmental Education and Awareness –EEAA Activities

Manager of EEAA Students' Awareness Department presented a background of the various EEAA environmental education and awareness activities. She mentioned the following as examples, but not limited to:

- Training teachers on explaining environmental concepts to students.
- EEAA workshops to inform students of some environmental concepts, such as recycling, reuse of different resources and the importance of protecting the environment against pollution, in addition to other environmental concepts.
- Prizes and environmental contests that depend on communicating environmental information through the students' different hobbies.
- "Clean and Productive Schools Project" through which productive plant nurseries are established in various schools to generate income and deepen student's awareness of the importance of planting as a significant environment asset.
- The Environmental Guide Project in universities, where University students are trained to communicate environmental information to residents of slums in the vicinity the university as well as governmental school students in such areas.
- Student camps in cooperation with universities.

She also underlined the cooperation between the EEAA and other authorities, such as the Ministry of Education (on which EEAA depends in spreading its activities countrywide), Ministries of Youths and Sports and Higher Education as well as NGOs active in this field.

As to the obstacles facing work in this area, the following was mentioned:

- Unwillingness of some participants to work without receiving financial remuneration, which limits EEAA's ability to cooperate with the different authorities.
- EEAA incapability to announce its different activities. Therefore, most citizens are unaware of the various efforts exerted by EEAA in that field; in addition, correct environmental information doesn't reach most of the people.
- The outdated nature of environmental education and awareness materials available to EEAA and its inappropriateness, in most cases, to the targeted community. To overcome this, EEAA began to use some methods and productive materials used in other Arab countries, while depending on non- traditional and innovative methods to communicate information, such as brain- storming and personal understanding.
- Few numbers of active and diligent cadres exist in the department, which limits the department's ability to work at the required level to convey the correct information on the environment and raise awareness concerning its components. To avoid that, the department is expanding the geographical scope of its activities as well as the basis of available experiences in cooperation with the different authorities enjoying outreach in all parts of the Republic.
- Inavailability of a media strategy as well as a plan for environmental education and awareness in EEAA.



## **(ii) Environmental Education and Awareness in Schools – Activities of the Ministry of Education**

Representatives of the Ministry of Education presented the following:

In light of the country's strategy to address population and environmental issues, the Ministry of Education established the "General Department for Environmental and Population Education", so that its main objective would be raising the awareness of children, promoting their adoption in environmental and population issues and providing them with the necessary approaches and skills to take the appropriate decisions to protect and maintain the environment. The main objective of the environment protection strategy was to spread awareness and clarify environmental risks that affect the population's health.

To achieve this strategy, the General Department for environmental and population education took major steps, such as:

- Including environmental concepts in different syllabuses.
- School awareness through environmental and population education groups in schools, environmental, health and population awareness clubs.
- Training teachers through direct training in the main training centers and indirect training in the video conference network
- Implementing environmental activities inside and outside schools in cooperation with many partners, such as:
  - EEAA
  - Ministry of Health and Population
  - NGOs
  - World Health Organization (WHO)
  - Ministry of Information
  - Ministry of Communication

Some methods of including environmental education in study syllabuses:

- At the level of the first stage of primary education, environmental education is easily incorporated in the different educational materials, such as the Arabic language- activities-scientific skills, where the concept is tackled in a simple way that is comprehensible to a primary stage student.
- At the level of the advanced stage of primary education and high school, updated concepts are incorporated in the various study materials without any interference and in a method that suits the nature of the material and student's age. Concepts follow one year after another and this is what we call Matrix of the scope and succession of study materials, where environmental education concepts shall be included in objectives and the content according to the nature of each material.

There are also various pioneering experiences for projects in schools and external activities, such as the national program for schools promoting health and environment implemented by the General Department for Environmental and Population Education in cooperation with the World Health Organization and it aims to realize the following objectives:

- Raising the degree of health and environmental awareness of school students.
- Activating students' self-motivation to contribute to health and environmental activities inside and outside the school.
- Encouraging personal efforts through community participation to contribute to the achievement of the program's objectives.
- Promoting cooperation between governmental authorities and organizations participating in the program.

SEMEP Schools program for countries in the southern East of the Mediterranean was also mentioned. It is being implemented through health and population environmental awareness network club among schools through the Internet network and E-Group in 18 governorates within 208 preparatory and high schools for girls and boys. It aims to develop environmental and health awareness among students of the preparatory stage and first year of

high school, as well as to effectuate the teacher's role regarding environmental, population and health issues, in addition to making use of technology to aware of environmental, population and health problems.

The program of environmental prizes has been implemented in schools in cooperation with the Academy of Educational Development in 154 schools in Cairo governorate (Northern region- Eastern region- Southern region- Western region) for the study year of 2003/2004. This program offered a number of pioneering environmental projects that aim to maintain the environment and rationalize the use of available environmental resources to achieve the principle of sustainable development.

The contests and prizes programs are considered the most significant activities that help and motivate the student to identify the components of the natural environment. It further helps to tackle contemporary environmental issues and problems and proposes positive solution to deal with them. The General Department for Environmental and Population Education offers contests and prizes programs inside the school in the form of:

- Cultural contests (research- articles-wall magazines)
- Artistic contests (drawings- placards- caricature)
- Suggesting topics for cultural contests
- Implementing various environmental activities: - Wastes recycling – paper reuse- disposal of tin boxes- environmental accounting (environmental references)- spreading the word (wall magazines – articles)- electronic contests in cooperation with the Ministry of Communication.

All these contests tackle one of the environmental issues as an important environmental resource, means of developing and maintaining it, rationalizing its consumption and maintaining the environment in general.

Winner students and pioneering schools are rewarded in a major celebration attended by education leaders of the Ministry, directorate and the different educational departments.

### **(iii) Environmental Education and Awareness in schools – NGOs experience:**

The Aswan NGOs Federation working in the field of the environment presented its experience in that field, as it mentioned the different activities of the projects that it implemented, such as:

#### ***Camp activity:***

- 73 environmental camps have been held, targeting 2960 students in schools of villages participating in the Federation, where they are being motivated to maintain their environment, protect it from pollution and plant trees. They were held in cooperation with the schools in villages through a letter that had been sent by the associations participating in the project to schools' departments. Such camps were held through an integrated program, including environmental awareness lectures and a cleaning campaign comprising children. The camp began by an introduction and speech on the association and project by the Board of Directors Chairman and a speech by the coordinator on dealing with wastes and health harms resulting from the environment's pollution and means of protecting the environment inside the school, village and house.
- Following, a speech was given by the environmental specialist in the school, in which he affirmed the words of the coordinator regarding limiting environmental pollution.
- Then, students were divided into working groups to clean the school with the participation of supervisors and pioneers. The garbage piles location were visited and a practical explanation was given on its harms.
- At the end of the camp, students presented some of their talents through an amusement celebration that included singing, imitating and poems...etc.

Children wore camps uniform that included a T-shirt and a cap with the name of the association and name of the environmental networks projects. Through these camps, many children identified with the implementing NGOs and it further promoted relationships between schools and the NGOs.

#### ***Environment Friends group activity:***

Following the camps, the NGO sent letters to the 4 of the schools participating in the camps to select 30 distinguished students in order to prepare them and create elements that are capable of leadership to aware their

colleagues, and to further promote the love for voluntary work, cooperation, in addition to develop their talents through programs prepared for their training. The Environment friends group have been trained for 4 days in one month-during each Friday of the month.

***Training topics:***

Training objectives have been identified and a vision has been developed for the group, which is a clean school-clean street- clean house. Through this, training was conducted on the following:

- Planting trees and their maintenance
- Identifying types and sources of pollution
- Implementing models for the waste basket made of carton.
- Implementing models of garbage boxes made of carton.
- Implementing models of trees and gardens with clay.

***Environmental Education lessons:***

A new activity has been introduced to cover field and other lessons for which no teachers are available by the association's teamwork. A meeting was held with the project's teamwork and syllabuses for environmental and health awareness have been prepared to be taught to students during these lessons. The lessons were distributed on a number of pioneers. They aimed to raise student awareness of the environment and its protection from pollution, as well as to develop voluntary spirit in those students, and the role of each person in influencing the environment, negatively or positively. It also clarifies the environment's components and the necessity of realizing the harm caused by pollution that threatens humans, living and non-living creatures.

***Drawing contests:***

Another activity of drawing contests was implemented for children in schools. Such a contest was announced in the NGO headquarters and school. The drawing topics are related to the environment pollution and its impact. A big number of village school children participated in the contest. Many children were rewarded with in-kind prizes and they were handed such prizes in the school line. A number of winning drawings were also selected and a number of placards were published to raise awareness. The names of winner children were written on the posters to honor them.

***A Children drawing leaflet:***

A child drawing leaflet (Read and Color) has been published for children. There is a plan to publish 500 copies of the leaflet to be distributed on school students.

***Teachers Environmental Training:***

Over three days, twenty five teachers have been trained on an environmental education curriculum in some schools. The training contained a curriculum on the environmental education addressing the environment, pollution and its types. It further included issues of health and a curriculum on the psychological and physiological diseases that the children face during their different stages. After training the teachers, it was agreed that they would teach this curriculum to the students during the classes and the school queue. Over this training, teacher cadres have been prepared to contribute in teaching the environmental education curriculum and to raise the level of student awareness towards the environmental issues.

***Environmental Exhibitions:***

These exhibitions were planned in continuation of training activities developed for teachers. Through such exhibitions, drawing and art contests are being announced in village schools for re-using wastes. Also through such exhibitions, drawings on environment, environment pollution and sources are being presented. Some objects were made of cartoon and papers and were displayed in the school fair.

***Examination Campaigns and Bilharzias Disease Treatment:***

Four campaigns for examination, medical analyses, and treatment were implemented targeting preparatory and primary school children as well as the provision of required treatment for Bilharzias patients. 2000 boys and girls students benefited from such campaigns. The treatment was given to children and necessary examination was implemented. 52 Bilharzias cases were identified in the first phase, and 12 in the second phase, which indicates that those children were cured.

***Research Contests:***

A contest was held on expression by drawing and research on environmental issues in the village as well as negative and positive behavior towards environment in the 2 primary and one preparatory school in the village. Winners and teachers, who participated in implementation and evaluation of the contest with the association, were honored in a ceremony held at the school. The ceremony included some activities such as environmental parliament that tackled environmental issues, which the village suffers from and the association role in solving them. It also included some songs dealing with wrong behavior, criticizing them and giving guides about good environmental behavior. The puppet-show dealt with episodes about water drop and verse reciting.

#### ***Environmental Conferences:***

- A Number of environmental conferences were held inside schools. School principals gave lectures in these conferences and demonstrated the importance of environment in our life. Lectures were given at the presence of community leaders and parents.
- Five wall mosaics were developed in each school (three schools). They formed an environmental reminder for each student along the school years.
- Best teacher interested in environmental activities in school was honored. The incident was repeated for years with total number of 18 teachers.
- Best student with regard to environmental behavior inside school was honored. The incident took place every month for six months with total number of 18 students.
- Best class in each school of the three schools in the village was selected for being clean, organized and has signs of environmental activities. The contest lasted for the whole year and the result was announced by the end of the school year. Class students and guide were honored.

#### ***Guide of Together Towards Clean Environment for Us and for Our Children:***

This book was designed in cooperation with two NGOs. It contained a definition of environment and sources of environmental pollution – methods of combating different environmental pollution types besides some infectious diseases and how to be protected against them. The book was reviewed by Health & Social Affairs before being distributed to schools.

#### ***Environmental Impediments in Egyptian Governmental Schools:***

Union representatives presented impediments facing them at work:

- 1- High student density in classes.
- 2- Curriculum cram and increase of daily schools studies.
- 3- Feeble budgets for activities.
- 4- Decrease of environmental awareness among schools' administration and staff.
- 5- Environmental dimension is not included as one of education curricula in Egypt.
- 6- Lack of contests on environmental activities.
- 7- Natural protectorates are not included in trips programs of most of schools.
- 8- Lack of real partnership between NGOs and Unions working in environmental field with schools.
- 9- Environmental activities such as agriculture and industrial activities are not included.
- 10- Many schools are not willing to work with NGOs and Unions in the field of environmental projects.
- 11- Most of schools focus on pure educational process.
- 12- Lack of empty spaces or rooms for practicing environmental activities.
- 13- Agricultural education classes in general education are neglected and not tackled as an entry towards environmental education.
- 14- Evaluation and exam system do not give advantages to students active in the environmental field.
- 15- Non-existence of Environmental groups in most schools
- 16- Evaluation of schoolteachers and staff does not include the extent of their concern with, or their role in, Environmental Education.
- 17- Schools do not adopt entrenching environmental awareness in students as one of the important education values.

#### ***The NGOs Federation's Specific Recommendations in this Field:***

To facilitate work in this field and make it more effective, the following recommendations were submitted:

- 1- To implement environmental contests and projects with incentives inside schools for students or teachers and schools administration.

- 2- To create a real partnership between NGOs and Unions working in the environmental field with schools to inculcate environmental education values in students.
- 3- To dedicate some donors projects to associations to be implemented inside schools.
- 4- Focusing on agriculture education classes in general education schools and focus on environmental activities.
- 5- Focusing on forming environmental awareness group inside schools such as art and broadcast group ...etc.
- 6- To dedicate a day in school broadcast to environmental activity.
- 7- To arrange trips to natural preserves and EEAA offices and plants causing environmental pollution.
- 8- Environmental NGOs and Unions conduct advocacy campaign to incorporate environmental education in education curricula at all stages.
- 9- Schools having computers display CDs containing material on environment such as documentaries on natural preserves, ozone layer, climate change and any other environmental activities.
- 10- To give due care to environmental education in summer vacation in schools.
- 11- To introduce environmental activities to staff evaluation in schools.
- 12- Environmental NGOs and Unions should consider in their plans provision of schools with material or publications or films deepening students' environmental education.
- 13- EEAA, Environmental NGOs and Federations provide schools with any material, publications or films that would deep-root environmental education in students.
- 14- To implement training courses for staff who work in the field of pedagogy and education to raise awareness about importance of environmental education.
- 15- All NGOs and Unions working in the field of environment should invite number of teachers to attend training courses they hold and to benefit from.
- 16- To form a supreme committee of environmental education in each governorate chaired by Assistant Secretary General. The members are environment official in the governorate, general manager of pedagogy and education, general manager of social affairs, representative of environment specific union, and associations working in the field of environment to push forward environmental education for students to be able to follow up and facilitate work in any related activity.

#### **(iv) Environmental Awareness – NGOs Experience:**

Representatives of two NGOs presented their experiences in the field of environmental awareness in local communities:

*Environmental awareness process* is a group of efforts and activities that run in parallel with the implementation of environmental projects. The purpose is to introduce positive change in knowledge, attitudes and behavior of the targeted group in the environmental projects.

The campaign method is an action or group of intensified actions to reach maximum benefit and largest amount of behavior change for biggest number of targeted in environmental projects in least time. It is mobilization of available efforts to motivate stagnant efforts and seek force advice to motivate community individuals and classes with its different agencies towards environmental reform for the community.

Whereas environmental programs are directed to different community classes with their different social and economic levels and different age groups, NGOs role emerges as a motivator and major executor of change process, community development in general, change concepts and behavior related to environment in particular.

The representatives stated about NGOs role, that the Ministry of Environment and EEAA in Egypt directed their interest, out of this point, to NGOs interested in environmental field through partnership with NGOs, which play a role in the civil community. Specially, organizations which have a vivid role in protection and improvement of Egyptian environment in cities and villages, boosting this role, and urging NGOs to integrate with efforts of implementation of Egyptian environmental plans and policies.

The Ministry succeeded to set encouraging mechanisms, make partnership with these NGOs, overcome obstacles facing their work and form a special unit for NGOs to be a link to boost cooperation with NGOs through training courses for NGOs staff. The courses aim to give environmental awareness about community issues, how to solve them and how to participate in project implementation.

For this purpose, the Ministry declared 2002 to be Environmental NGOs year. Certainly, all years are NGOs years. The ministry's interest and participation with these NGOs are constant. Suffice to say, more than 140 projects were implemented by 140 NGOs in cooperation with the ministry in more than 15 governorates. Ministry's contribution with communities represented 3.5 million pounds in addition to partnership among NGOs and foreign donors who fund different environmental projects in Egypt.

With the burgeoning interest of NGOs towards environmental awareness and the necessity of updating methods, ideas and using creative tools assisting in dissemination and raising awareness level, out of the invitation of public participation in environmental issues and environment protection, NGOs aimed to make humans realize that they are influential on environment and are an indivisible part of it. The type of human being's activity demonstrates how he well uses and protects environmental resources. In this regard, NGOs has number of goals:

- Deepen environmental awareness among community individuals and make them aware of environment features, their relation to community, their impact on community development and progress, and directing the public towards preservation of environment and participation to its protection against loss and deterioration factors.
- Develop environmental knowledge, skills and behavior, inculcate sense of responsibility shouldered by every individual in all work sites.
- Face all forms of aggression against environment with all possible means and endeavor to halt aggression on spot and prevent of its continuation.
- Coordinate with relevant entities concerned in order to protect environment.
- Reveal and document all practices and aggression against environment.
- Highlight all efforts exerted for environment preservation by governmental and public entities.

Awareness campaigns implemented by NGOs in Egypt took, according to the study contained by the blue print, number of approaches based on:

- Campaign goal clarity and definition.
- The ability to mobilize all financial and human resources in the community.
- The timeline of the campaign and the aspired results during this timeline.

- Planning for campaigns while taking into consideration the proper time for launching campaign.
- Service provision or available EEAA to fulfill the rapid change of the targeted.
- Parties in charge of the campaign are committed to good understanding of the nature and characteristics of its role.
- Campaign promotion using all means. This process is directed to decision makers and influential leaders among the public. Its purposes are:
  1. Change policies
  2. Specify their interest priorities
  3. Select among different options
  4. Create climate and environment coping with required change

There are many methods pursued by Egyptian NGOs in the framework of awareness for representatives of the grass roots about different environmental issues as follows:

- 1- Activities directed to public sectors of the community such as:
  - Lectures and seminars
  - Awareness classes using and increasing benefit from normal gathering places in these communities.
  - Awareness provided on the margin of public meetings and local occasions in each community.
  - Flyers and posters distributed and hung in public places in the community.
- 2- Activities directed to women and the female factor as a main actor in environment preservation:
  - Home awareness visits.
  - Awareness accompanying service programs provided to women in classes inside rural communities such as illiteracy classes, medical nutrition programs classes provided by some societies, entities and family planning clinics.
  - Focal discussion groups
  - Directed media programs in Egyptian TV local channels and radio.
- 3- Activities directed to children because they represent the future of change and the primary and main starting point for it, such as:
  - Environmental camps for cleaning and plantation of specific places in communities such as schools, streets and public places in the community.
  - Commitment to curriculum on environmental education, encouraging the activity of environment group and people in charge of group in all schools.
  - Launch different contests along the year which include presentation of artistic work, researches related to the environment of their surrounding societies and offering prizes in a public celebration in each society for the best works.
  - Establish the green corner in each school.
  - Encourage school trips aiming at giving knowledge to students about places of natural preserves and how to preserve environment in different communities.

Through application of such different methods, a study was conducted to distinguish and compare between different methods used in awareness campaigns. The comparison process considered three methods, namely 1- public meetings and sessions, 2- focal discussion groups, 3- house visits

<b>Awareness method</b>	<b>Advantages</b>	<b>Disadvantages</b>	<b>Comment</b>
Public meetings and lectures	Achieving benefit to the largest number in a specific time, where technical and specialized information is tackled. It stimulates many discussions.	The audiences are negative. The speaker may not understand or realize the audiences' needs. The extent of success is difficult to evaluate. Some points may not be easily comprehended by	Training materials must be made use of. The dialogue must be in two directions and not one. Written information must be used. The review should be sufficient.

		attendants.	
Discussion Focal groups	To feel the collective responsibility. An opportunity for exchanging viewpoints to make sure of the existence of a common understanding to the proposed topic.	It needs trained leaders. Difficulty of focusing on the main issue. The dominance of some individuals on the situation.	The necessity of the presence of a head and facilitator of the session. Members should feedback on discussion outcomes and their decisions should be taken into consideration. The discussion outcomes should be reviewed at its end.
Household visits	It provides much information on targeted groups being visited. It promotes the relationship of the visitor and the targeted groups. It focuses on communicating the information. It increases the possibility of measuring the impact of the information that had been conveyed.	Difficulties of visiting all targeted groups. Covering a limited number of targeted groups. It lacks much specialized technical information that could be effective in lectures.	All visited cases should be documented. There are follow-up registries to search the extent of achieved progress. There must be a plan for home visits. Visitors should be trained. The visit should be conducted by community representatives.

**Partners in awareness campaigns:**

<b>Partner</b>	<b>Advantages of working wit a partner</b>
1- Governmental or public entity	Availability of legal support – availability of technical and administrative support – availability of the potential for expansion and continuity
2- Local councils leaders	Community individuals influence – emphasizing governmental entity work – impacted by community issues and problems
3- Vocational and social organizations such as vocational associations and cooperative societies – NGOs – clubs – organizations working for and focusing on youth and women	Have major influence on community individuals – emphasize environmental entity – impacted by community issues and problems
4- Private sector, rural institutions and the existing educational system	Provision of resources and potentials, ideas promotion and dissemination, provision of communication means – impact of religious men

The selection of the best and most appropriate partner support the success of awareness campaign and help, too, in definition of the optimum method for awareness.

**Follow Up and Evaluation of Environmental Awareness Campaign:**

At the beginning, we need to set a definition for the follow up and evaluation processes of awareness campaigns in the light of what NGOs have applied in terms of awareness campaigns. The definitions are as follows:

**Definition of Follow up of Environmental Awareness Campaign:**

Is a daily systematic supervision process observing implementation to officially and unofficially obtain information to be able to judge the effectiveness of the campaign activities; it follows up the following:



Obtained resources – activities being applied as planned – quantitative and qualitative results according to the agenda, budgets, and schedule. There are learned lessons to help in introducing necessary changes before the small problem grows.

**The evaluation is:**

- Measuring the campaign impact on knowledge, attitudes, and public behavior in comparison to theirs before campaign.
- Estimation of the adequacy of planned performance – comparing actual performance to planned one – to what extent are the campaign goals realized, what are the supporting elements and obstacles.

**Lessons learned from different awareness campaigns:**

- 1- There must be a definite message for any environmental awareness campaign before launching. Campaign participants must be aware of the message and adopt it as a personal message. Therefore, it was important for the awareness message to have some basis to be taken into consideration while planning it, such as:
  - Combine interest and terrifying
  - Combine reason and passion
  - Bear in mind individual and group
  - Observe the difference between repetition and things done once
  - The message be both entertaining and serious
- 2- The corner stone of any environmental awareness campaign:
  - Determine the reason and the rationale for the need of any environmental awareness campaign (surrounding environment – problems tackled and overcome by the campaign).
  - Who is the targeted audience of the campaign (name- gender – education degree – social conditions). The targeted audiences have to be broken down into harmonic groups, each must have an impact and special problems.
  - Determine contact channels and means preferred by the audience in order to reach them with least cost and effort in the light of available conditions.
  - Resources can be provided by surrounding community and local organizations. They are the resources from which the environmental awareness campaign can benefit from.
- 3- There should be a focus on the selection of appropriate awareness entries.
- 4- The campaign should focus on multi-channels at the same time.
- 5- There should be a focus from the beginning on most appropriate communication means and not the best from the point of view of campaign officers.

***When a communication mean is selected, pursue the following:***

- Find all available communication means for the targeted audience in the community.
- Evaluate each mean in the light of your media entry (news – posters – signs).
- Education: discussions – groups – house visits – TV and radio drama.
- Urging and temptation: discussion groups – seminars.
- Dialogue: discussion – adults education classes – seminars – house visits.
- Specify the available mean for work in the campaign and rule out others.
- Estimate the cost of each mean knowing that media mean has the least cost and the communication mean has the higher cost and is more effective.
- At the end, an integrated combination of channels should be used.

- 6- Quality of technical and administrative planning before the campaign saves a lot of effort during implementation.

**(v) Media Role in Awareness:**

Madame, representative of the TV and Radio Sector, asserted environmental awareness is growing, although there are some impediments in this field, of which are:

- Broadcasting environment programs in inappropriate times
- Potentials are limited, preventing going out to incident site.
- No media interest in Africa

She affirmed the following to enable the project to effectively realize its goals:

- There is a necessity to give Egyptians information about Africa through Egyptian media.
- There is a necessity to form an informal group of serious media people in this field to adopt environmental issues of River Nile and knowing about them.
- The necessity of setting a sustainable mechanism for this group and a media plan for it.

## CHAPTER THREE: SETTING NATIONAL EE&A PRIORITIES

### I. Tasks

The facilitator informed the participants on the importance of coming up with EE&A national priorities. Through a presentation he guides the participants on how to effectively come up with activities which can be implemented. The group discussions will focus on three thematic areas:

#### **Group 1. Enhance public Awareness**

The group to look at

- Campaigns
- Information (EE & A materials)
- Training of trainers

#### **Group 2. EE & A within institutions of learning**

The group to look at

- Secondary schools
  - Curriculum
  - Environmental activities and awards
- Tertiary institutions
  - Exchange concept
  - Course development

#### **Group 3. Networking**

The group to look at

- Working group
  - Role – TORs draft (add or delete)
  - Composition
  - Frequency of meeting
  - Sustainability
- Media
  - List of activities

### II. Formation of groups

The groups were formed in a participatory process. First participants volunteered where they could contribute effectively. To balance the numbers in each group a few people were move to more appropriate thematic areas.

### III. Presentations and Discussions

A minimum of four hours was given for discussions and preparation of group presentation. For easy of compiling and getting relevant information, guidelines were issued on the presentation format as follows;

<b>Problem</b>	<b>Target group (audience)</b>	<b>Activity</b>	<b>Implementation strategy</b>	<b>Key implementers (partners),</b>	<b>M &amp; E How and who</b>	<b>exist strategy (sustainability)</b>

**Group 1 Presentation (Public Awareness)**

Sr.	Problem	Targeted classes	Activities	Implementation strategy	Implementation partners	Follow up	Sustainability
1	Agricultural pollution	Farmers – entities concerned with agriculture – agriculture guides – insecticides companies – irrigation	Awareness seminars – house visits – poster printing – training for agriculture guides – production of documentaries and promotion films – preparation of a guiding program – technical night seminars	Production of drama to be broadcasted on TV – seeking specialists and lecturers	Ministries of agriculture – irrigation – media and NGOs	Pre and post measurement of awareness level and behavior – follow up reports on campaign activities	NGOs are responsible for sustainability through repetition of successful activities – entities concerned adopt issue.
2	Sanitary discharge	He and she farmers – local councils – squatter areas inhabitants Safe Drinking Water and Sanitary Discharge EEAA	- House visits to rural woman - Public seminars - Sessions with governmental institutions - Environment service camps	- Educational films production - Seeking specialists - Training environment she leaders on awareness dissemination - Seeking local units officials	- Environment offices in the Governorates - Local councils - Local natural leaders - Health units and illiteracy centers	- House visits and seminars reports - Measuring awareness and behavior discrepancies - Measuring water quality discrepancy	Availability of sanitary drainage systems and finding alternatives for sanitary drainage NGOs, Safe Drinking Water and Sanitary Drainage EEAA are responsible for the problem

### First Group (General Awareness)

Sr.	Problem	Targeted classes	Activities	Implementation strategy	Implementation partners	Follow up	Sustainability
1	Discharging the industrial water waste	Factory owners – Ministry of Industry – Factory neighboring communities	<ul style="list-style-type: none"> <li>- Field visit to factory owners.</li> <li>- Making posters – organizing law awareness symposiums</li> <li>- Workshops for factory owners, staff and factory neighboring communities</li> </ul>	<ul style="list-style-type: none"> <li>- Producing awareness films.</li> <li>- Involving NGOs in inviting and influence campaign.</li> <li>- Preparing T.V programs on industrial pollution.</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Industry.</li> <li>- NGOs.</li> <li>- Ministry of Information</li> <li>- Ministry of Irrigation</li> <li>- The community.</li> </ul>	<ul style="list-style-type: none"> <li>- Measuring the level of pollution before and after the campaign.</li> <li>- Number of complaints from the community</li> <li>- Number of factories that followed treatment method.</li> </ul>	<ul style="list-style-type: none"> <li>- Continuation of the pressure group works.</li> <li>- NGOs adoption of the case.</li> <li>- Ministries of Environment and Irrigation adoption of the problem.</li> </ul>
	Climatic variations	The youth – the employees and staff – all community stratum – factory owners – religious scholars – NGOs	<ul style="list-style-type: none"> <li>- Preparing posters, publications and leaflets.</li> <li>- Awareness symposiums – workshops – field visits.</li> </ul>	<ul style="list-style-type: none"> <li>- Requesting the assistance of experts in this field.</li> <li>- Producing educational films and T.V hints – holding contests between youth and including such in T.V programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Power agency – The institution of the environment – Ministry of Environment – Ministry of Industry – Ministry of Waqf and religious institutions – Ministry of Information.</li> </ul>	Implementation measurement, before and after, in the level of awareness of the problem.	<ul style="list-style-type: none"> <li>- Through work groups.</li> <li>- Through the NGOs and Ministry of Environment</li> </ul>

**Group 2 Presentation (Awareness in the educational institutions)**

<b>Problem</b>	<b>Targeted classes</b>	<b>Implemented activities</b>	<b>Means of implementation</b>	<b>Implementation partners</b>	<b>Follow up and evaluation</b>	
<ul style="list-style-type: none"> <li>- Deterioration of the beaches surrounding the river.</li> <li>- Desertification</li> <li>- Rising of the level of the underground water over the poor drainage.</li> <li>- Deterioration of the agricultural lands.</li> <li>- Agriculture pollution.</li> <li>- Nile river pollution due to drainage.</li> <li>- Throwing solid wastes in the river.</li> <li>- The spread of plant obstacles (Nile flowers).</li> <li>- The improper use of the Nile (tourism and Nile transportation)</li> <li>- Deterioration of some preserves.</li> </ul>	Students and professors of university.	<ul style="list-style-type: none"> <li>- Selecting two university education institutes to carry out a visit exchange program with Basin countries.</li> <li>- Choosing the students and the university staff members who will take part in the program through a contest on writing a research on Nile environmentalism.</li> <li>- Carry out the needed arrangements to launch the visit exchange programs.</li> <li>- Preparing an environmental education guide in the university education.</li> <li>- Training the environmental affairs institution representatives on using the guide.</li> </ul>	<ul style="list-style-type: none"> <li>- The conditions upon which choosing two university education institutes to contribute in visit programs will be based.</li> <li>- A research contest upon which choosing the visit participant will be based.</li> <li>- The guide to be laid out.</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of higher education.</li> <li>- Experts in the environmental awareness and education fields.</li> </ul>	<ul style="list-style-type: none"> <li>- Before and after measurement of the level of information on Nile environmentalism.</li> <li>- Personal interviews with the winners in the contest and nominees for traveling.</li> </ul>	
<ul style="list-style-type: none"> <li>- Deterioration of the beaches surrounding the Nile.</li> <li>- Desertification</li> <li>- Rising of the level of the underground water as a result of bad drainage</li> <li>- Eradication of agricultural land</li> <li>- Agricultural pollution</li> <li>- Nile water pollution due to sanitary drainage</li> <li>- Doing with solid wastes in the river</li> <li>- Outbreak of plant obstacles (Nile flowers)</li> <li>- River misuse (tourism and transportation)</li> <li>- Eradication of some natural</li> </ul>	The general and technical stage (focusing on the first stage in the high school)	<p><b>First: Awareness (indirect training)</b></p> <p><i>1- Informing teachers (material supervisors)</i></p> <ul style="list-style-type: none"> <li>- Science supervisor</li> <li>- Social Studies supervisors (Geography)</li> <li>- Domestic sciences supervisors</li> <li>- Leaders of population and environmental education</li> <li>- Training official</li> <li>- These take place through direct courses in the principal 12 TOT centers</li> <li>- Supervisors train teachers on decentralization so that they would be able to prepare the below mentioned non-curricula activities</li> </ul> <p><i>2- Awareness raising through the</i></p>	The internet web and multimedia to connect 10 schools in Cairo and Giza Governorates. Then broadening the network to include 200 schools. <b>Activity outputs:</b>	<ul style="list-style-type: none"> <li>- Nile pollution booklets</li> <li>- A booklet on calls for Nile protection</li> <li>- An atlas-like books with photos of students participating in artistic competition</li> <li>- A competition on a</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education.</li> <li>- EEAA.</li> <li>- Ministry of Water Resources and Irrigation</li> <li>- Media officials</li> <li>- Ministry of Health</li> <li>- The project</li> </ul>	<ul style="list-style-type: none"> <li>- Measuring the impact on knowledge through contests.</li> <li>- Questionnaires</li> <li>- Interviews with specimens of teachers and students</li> </ul>

reserves		<p><i>video conference net and the Chinese Hall</i></p> <p><b>Implementation steps</b></p> <ul style="list-style-type: none"> <li>- Preparation of the scientific material</li> <li>- Preparation of training activities</li> <li>- Using technology in presentation</li> </ul> <p><b>Second: Media Days</b></p> <ul style="list-style-type: none"> <li>- To be held in 10 Governorates for 200 secondary schools (general and technical)</li> <li>- Officials to be present: media person, education person, physician, EEAA expert, water recourses and irrigation expert.</li> </ul> <p><b>Third: releasing the Environmental</b></p> <ul style="list-style-type: none"> <li>- Awards competition (cultural, artistic, press document, designing a regional logo for the program) for the students in 10 governorates.</li> </ul> <p><b>Fourth: Field Follow-up</b></p> <ul style="list-style-type: none"> <li>- Ensuring the implementation of activities at schools.</li> </ul> <p><b>Fifth: Increasing participation and experience exchange via</b></p> <ul style="list-style-type: none"> <li>- Exchanging visits among participant schools (2 visits/year for each school)</li> <li>- Adopting the idea of twinning so that participant schools adopt neighboring ones in order to increase participation.</li> </ul> <p><b>Sixth: Electronic networking</b></p> <ul style="list-style-type: none"> <li>- Networking 10 schools in Cairo and Giza Governorates then extending the network to include 200 schools</li> </ul>	<p>logo for the program</p> <ul style="list-style-type: none"> <li>- A CD on Nile information an a summary on the previous books</li> </ul>		
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		<b><i>Seventh: Programming a CD with information on the Nile environment</i></b> Programming a CD with information on the Nile environment to be archived in school libraries and used in activity lessons and non-curricula activities.			
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### **Group three Presentation (Networking)**

**1. How far the committee represents the different stakeholders:**

The committee is a well represented, but the following parties should be involved:

- Ministry of Culture, due to its role in awareness raising; and
- Ministry of Health.

**2. Continuity and periodic meeting:**

- A general meeting for the committee is to be held once per two months during the first year, and per three months in the years to follow.

**The Role of the Committee:**

A scientific and practical role by participating in:

- Planning and implementation.
- Organization.
- Directing.
- Monitoring.
- Following up, assessment, and coordination with the stakeholders.
- Preparation of quarterly reports on the activities and achievements of different projects.
- Holding joint meetings between the National Group and other Basin groups.
- Opinion and experience exchange – recognition, networking, and recommendation.
- Holding (at least) biannual meetings and one annual periodical meeting in one of the Basin's countries.
- A periodical publication on achievements, projects, and future steps to be delivered to the committee and its partners by mail.
- Periodical reports to be delivered to the committee by mail.
- Videoconference meetings among the ten countries.
- Selecting a joint project between more than two Basin countries with the participation and follow-up of the National Committees in these countries.

**3. Information:**

- Selecting a media committee to accompany the project from the beginning so as to follow its activities periodically and contribute to the media message directed to the public in newspapers, radio, and television.
- Holding a training workshop for media personalities.
- Publishing a non-periodical media publication to be delivered to the media committee.
- Exchanging visits between the Group and other countries.
- Workshops and joint meetings.
- Producing audiovisual media materials for mass media, libraries, museums, schools, culture houses, youth centers, and NGOs.

A special suggestion is to include the project aims and plans in the “Family Library” of the “Reading for All” project by choosing it as motto for one of the festival's coming five years (through establishing a library on the Nile).

Work groups can be divided into subgroups, where each one will be concerned with the projects according to its field of specialization. All subgroups will meet periodically whenever necessary. A mass meeting for all the Committee will be held during the periodical meeting every two months. Disseminating

**Networking:**

- Names and addresses of the National Committee to be put down on the website of the Initiative.
- Constructing a website for the component of education and awareness aiming at:

- Networking the Committee with other ones.
- Networking the Committee with aimed public.
- Networking the different projects with their aimed public.
- Defining the projects and their aims.
- Spreading environmental awareness.
- Networking the different peoples of the countries involved through a website to be called “Ten to Gather”

During the discussions, some of the participants expressed the need to provide remuneration for their membership. In response, the National Project coordinator clarified that the philosophy of the project is to consider the intellectual and time contribution of the members is one of the country’s contribution to the Initiative-thus no incentives are to be paid. As some of those participants did not find this convincing, it was agreed to replace them.

## **CHAPTER FOUR: CLOSING CEREMONY, EVALUATION AND RECOMMENDATIONS**

The workshop participants recommends the following:

- Modifying the Committee membership according to the discussions so that participants who have objected to their unpaid membership will be replaced.
- Holding a meeting for the group once every two months during the first year, and once every three months in the following years. However, due to lack of funds to start meetings in 2004, the first will be held in February 2005.
- Modifying the group's terms of reference according to what the third group has agreed to.
- Approving of the recommendations agreed by the third group, concerning the Committee's role, handling the media, networking, and implementing each of them according to the group's presentation.
- Activities assigned by the first and second groups to be presented to the Project Steering Committee to be held in Khartoum in January 2005, so as to approve 2005's work plan.

## CHAPTER FIVE: APPENDICES

### Appendix 1: Papers presented

#### Environmental Awareness Campaigns Implemented by NGOs

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#### Introduction:

Environmental impacts resulting from the existence of any community is usually determined by the interaction between two important factors:

- A- Nature of community members' environmental activity.
- B- Frequency of replication of such activities within a community.

As a result of the rapid increase in the world's population and their conglomeration in narrow communities in urban cities, their activities increased in the surrounding environment. The activities further increased due to the increasing dependence on resources and energy consumption. Wastes of production and consumption processes are disposed in the form of different types of wastes around such communities.

Hence the need for environmental development processes, including environmental reform and the associated awareness activities.

What is required by environmental development projects, particularly awareness, is to induce a change at the economic, social and cultural levels.

Change axis are focused on:

- 1- Helping individuals to improve their environmental behavior.
- 2- Maximizing human benefit and helping individuals to enjoy land resources equitably.

Awareness and environmental education had a significant impact on promoting individual attitudes and behaviors in a method that conforms to the philosophy of positive change and the maintenance of environmental balance.

#### Environmental Awareness Process:

It is a group of targeted, organized and simultaneous efforts and activities to implement environmental projects in order to produce a positive change in the knowledge, attitudes and thus, behaviors of groups targeted by environmental projects.

The campaign's approach is an action or group of extensive actions with the aim of reaching the maximum benefit or maximum amount of behavioral changes of the largest number of those targeted with environmental projects within the least possible time. It is a kind of mobilizing available efforts to move the inactive and consult the strong in order to motivate the community's individuals and groups towards the community's environmental reform.

Since these awareness programs are targeting the different community groups with their different social and economic levels and age groups, the role of NGOs as a major motivator and main implementer of the community change and development in general as well as change in environment-related concepts and behaviors in particular.

#### 1- Non-Governmental Organizations:

Accordingly, the Ministry of State for Environmental affairs (MSEA) and the Egyptian Environmental Affairs Agency (EEAA) have directed their attention to Environmental NGOs, through partnership with non-governmental organizations that play their role in the civil society, particularly those communities with a vital role in protecting and improving the situation of the Egyptian environment in cities and villages, as well as promoting and motivating that role and urging such NGOs to integrate with the efforts of implementing Egyptian environmental plans and policies.

The Ministry was successful in developing mechanisms to encourage and participate with such NGOs and eliminate obstacles facing their work, in addition to forming a special NGO unit that acts as a liaison to promote cooperation with these NGOs through conducting training courses for NGOs staff to raise their awareness on community's problems, and how to solve them as well as contributing in tree-planting projects.

For that purpose, MSEA announced the year 2002 as the NGOs year. This would be surely maintained, as the MSEA concern and partnership with such NGOs would be sustainable. Suffices to say that more than 140 projects have been implemented by 140 NGOs in partnership with the ministry in more than 15 governorates. The MSEA contribution in these associations amounted to LE 3.5 million, not to mention partnerships between NGOs and foreign donors that finance the different environmental projects in Egypt.

With increased NGOs' environmental awareness, and the importance of modernizing approaches and ideas, using innovative techniques to help its dissemination and upgrade, and based on advocating public participation in environment issues and its protection, NGOs were concerned that Human beings would recognize themselves as the main creatures affecting, and are an inseparable part of, the environment. Their activity determines the extent of efficient use and preservation of environmental resources. In this respect NGOs had many objectives that include:

#### **Objectives:**

- Deep-rooting environmental awareness among community members and informing them of environment characteristics, its relation to the community and their impact on its development and growth, in addition to directing people towards the protection of their environment and the contribution to its protection from loss and degradation.
- Developing knowledge, skills and sound environmental behavior and promoting the feeling of responsibility that should be assumed by each individual at all levels.
- Facing all forms of environmental violations by all possible means and their immediate prevention.
- Coordination with concerned and relevant authorities to protect the environment.
- Unveiling and documenting all practices and violations against the environment.
- Highlighting efforts exerted to protect the environment on the part of all governmental and civil organizations.

Awareness campaigns implemented by NGOs in Egypt pursued a number of approaches that are based on principles, such as:

- Campaign objective clarification and identification.
- The ability to mobilize all community financial and human resources.
- The campaign timeframe and required results during such period.
- Planning campaigns, while taking into consideration the suitable time for starting a campaign.
- Providing the service or the power required to achieve rapid change of targeted groups.
- The campaign and its implementers should have clear understanding of the nature of its role and its characteristics.

- Promoting the campaign by all possible means, and that it is a process directed to decision makers and influencing leaderships with the aim of:
  - 1- Policy change
  - 2- Identifying priority concerns
  - 3- Selection from different alternatives
  - 4- Creating an atmosphere and environment that buy in the required change.

## **Environmental Awareness Campaigns Implementation Mechanisms adopted by NGOs**

There are many methods adopted by Egyptian NGOs within the framework of raising the awareness of the grassroots' representatives on the different environmental issues, such as:

- 1- Activities immediately directed to the general community groups, such as:
  - Lectures and symposia
  - Awareness classes through the use and maximizing the benefit of natural meeting sites of these communities.
  - Awareness provided at the margin of public meetings and local occasions in each community.
  - Brochures and posters distributed and hanged in local public places within the community.
  
- 2- Gender Activities directed to women as a major factor in environment protection, including:
  - Door-to-door awareness visits
  - Awareness accompanying service programs offered to women in classes in rural communities, such as illiteracy and therapeutic nourishment classes offered by some NGOs, authorities and family planning units.
  - Discussion focal groups.
  - Media programs broadcasted by Local Egyptian TV and Radio channels.
  
- 3- Activities directed to children, as representatives of the future of change and the first and main source of such change, such as:
  - Environmental camps for cleaning and tree-planting specific sites within communities, such as schools, streets and public areas.
  - Abiding by environmental education curricula and encouraging environment groups activities in all schools.
  - Arranging different competitions throughout the year, including offering art works and research relevant to their ambient environment, as well as prize offering to the best works in a public ceremony.
  - Establishing a green corner in each school.
  - Encouraging planned school trips to identify students with natural protectorates and means of protecting the environment in the different communities.



Through adopting these different proposed methods, a study was conducted to distinguish and compare between the different methods used in awareness campaigns. The comparison included three methods: 1- Public meetings and lectures; 2- Discussion focal groups; 3- Household visits.

**Comparison between these three methods:**

<b>Awareness method</b>	<b>Advantages</b>	<b>Disadvantages</b>	<b>Comment</b>
Public meetings and lectures	Achieving benefit to the largest number in a specific time, where technical and specialized information is tackled. It stimulates many discussions.	The audiences are negative. The speaker may not understand or realize the audiences' needs. The extent of success is difficult to evaluate. Some points may not be easily comprehended by attendants.	Training materials must be made use of. The dialogue must be in two directions and not one. Written information must be used. The review should be sufficient.
Discussion Focal groups	To feel the collective responsibility. An opportunity for exchanging viewpoints to make sure of the existence of a common understanding to the proposed topic.	It needs trained leaders. Difficulty of focusing on the main issue. The dominance of some individuals on the situation.	The necessity of the presence of a head and facilitator of the session. Members should feedback on discussion outcomes and their decisions should be taken into consideration. The discussion outcomes should be reviewed at its end.
Household visits	It provides much information on targeted groups being visited. It promotes the relationship of the visitor and the targeted groups. It focuses on communicating the information. It increases the possibility of measuring the impact of the information that had been conveyed.	Difficulties of visiting all targeted groups. <b>Covering a limited number of targeted groups.</b> It lacks much specialized technical information that could be effective in lectures.	All visited cases should be documented. There are follow-up registries to search the extent of achieved progress. There must be a plan for home visits. Visitors should be trained. The visit should be conducted by community representatives.



Within the framework of adopting various environmental issues through awareness campaigns, partnership patterns appeared among civil community organizations, particularly civil associations working in the field of the environment at the level of Egypt; such as networks for civil associations, alliances and environmental forums. These have many sites on the Internet as well as various activities that have served environmental awareness campaigns, such as the environment street and environment friendly networks, the rural forum for the protection of the environment, in addition to other alliance and partnership patterns in the framework of environmental awareness.

#### **Partners in the awareness campaigns**

<b>Partner</b>	<b>Advantage of working with the partner</b>
1-The Government and general EEAA (various administrations- local governing- Business sector organizations- political organizations)	The availability of legal support- availability of technical and administrative support- Availability of expansion and continuity potentials
2- Local council leaderships	The influence of community's individuals- Checking the work of government EEAA- Influenced by the community's issues and problems
3-Vocational and social organizations, such as vocational syndicates and cooperative associations- civil associations- clubs- youths and women Organizations	Having great influence on community individuals- Checking the work of the government's EEAA- Influenced by the Community's issues and problems
4- Private sector, rural institutions and the current educational system	The availability of resources, potentials, promoting and spreading ideas Availability of communication means- Influence of Religious men The existence of an informative communication network to aware targeted groups, which results in a change in knowledge, attitudes and thus, behaviors.

This, in addition to the selection of the best partner contributes to the success of the awareness campaign and determination of the best method to tackle awareness.

**The follow-up and evaluation of environmental awareness campaign**

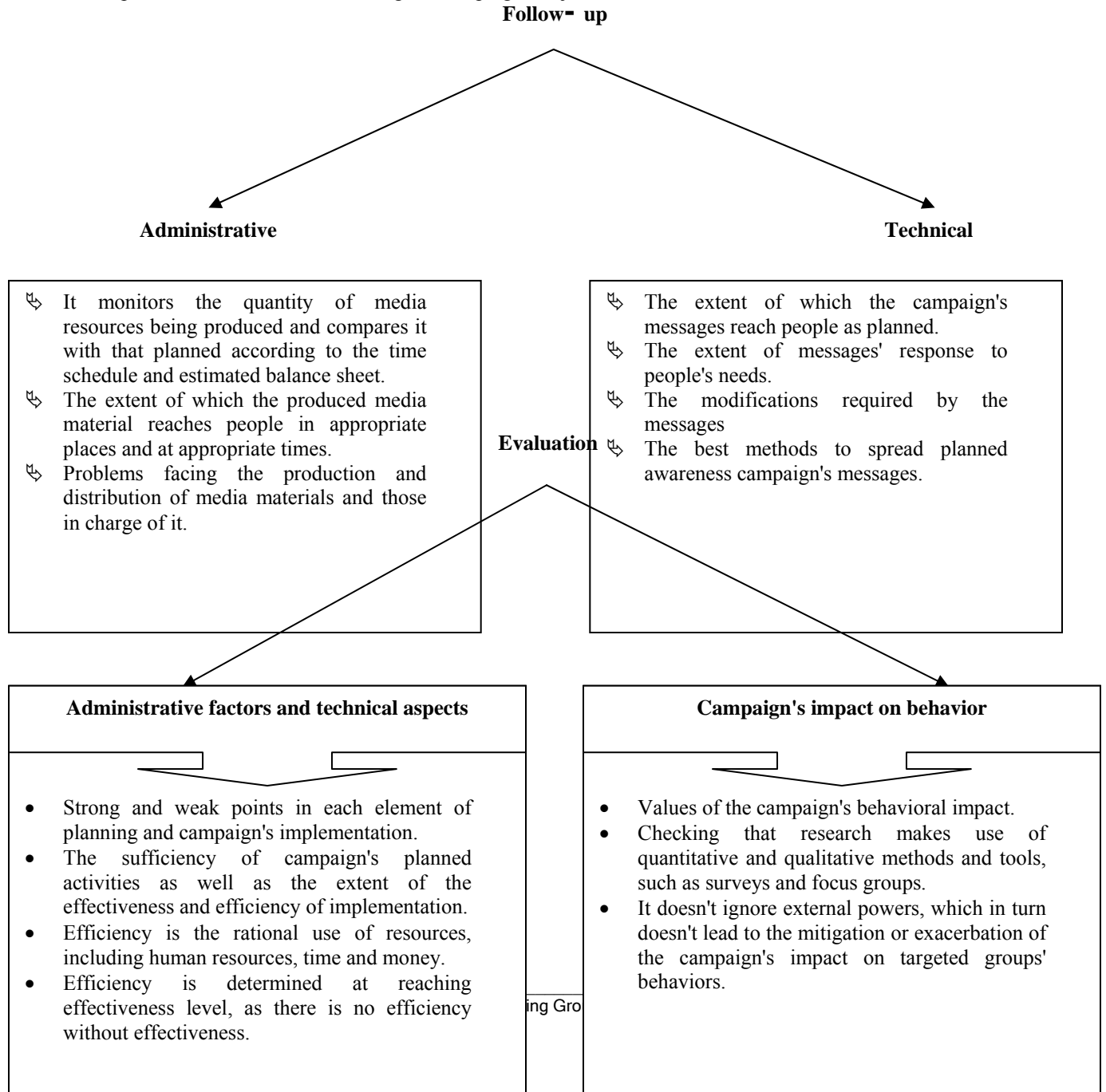
At first, we have to define follow –up and evaluation processes of awareness campaigns in the light of those applied by civil associations:

**Definition of environmental awareness campaign follow- up:**

It is a daily, organized supervision process that monitors implementation to receive information in a formal and informal way in order to judge the campaign's effectiveness. The following is being followed up: The resources provided- implementation of planned activities- quantitative and qualitative results according to the agenda- balance sheets and the time schedule as well as the lessons learned that help to make necessary adjustments before the small problem exacerbates.

**Evaluation is:**

Measuring the impact of the campaign on knowledge, attitudes and people's behavior in comparison with the situation prior to the campaign - evaluating the plan's efficiency- comparing the actual performance with the planned – the extent of achieving the campaign's objectives as well as its motivators and obstacles.



### **How to evaluate the environmental awareness campaign?**

- 1- Review and analyze the campaign's impact on targeted groups, those in charge of the campaign, whether individuals, institutions or authorities that have financed the campaign.
- 2- What are the changes in the project systems?
- 3- Determine the available and actually existing chances as well as strong and weak factors in this campaign.
- 4- The amount of technical, administrative and conceptual skills required by the organization in charge of the previous campaign and is due to plan a new one.

### **The lessons learned from applying the different awareness campaigns:**

- 1- There should be a specific message included in every environmental awareness campaign before starting it. Participants in the campaign should also understand such message and adopt it as a personal message. Thus, the awareness message should have some principles that should be taken into consideration while planning for the awareness campaign, such as:
  - Combining Carrot and Stick approaches
  - Combining mind and emotions
  - Taking into consideration the "Individual" and the "Group"
  - Observing the difference between replication and one-time implementation.
  - The message should include humor and seriousness
- 2- The cornerstone of any environmental awareness campaign is:
  - Specifying the reason and logic that determines the need for any environmental awareness plan (the surrounding environment and the problems that the campaign contributes to solving and overcoming).
  - What is the targeted group of the campaign (name- gender- education level- social circumstances). The targeted is divided into homogenous groups, each have its own impact and problems.
  - Determining the channels and forms of communication preferred by people and which can reach them with the least possible costs and efforts according to their situation.
  - The campaign's opportunities of success on the basis of which changes occur in knowledge, attitudes and behaviors of the targeted group.
  - The resources that could be provided by the surrounding community and local organizations, with which the environmental awareness campaign could benefit.
- 3- Attention must be paid to the method of selecting appropriate awareness approaches.
- 4- The campaign must concentrate on various channels at the same time.
- 5- Concentration must be based at first on the most appropriate communication methods and not what those in charge of the campaign see the best.

While selecting the method of communication, consider the following:

- Include all means of communication available to targeted people in the community.
- Evaluate each method in light of your media approach (news- placards- banners)
- Education: Discussions- groups- Home visits- Television and radio drama
- Urging and tempting: discussion groups- symposiums.
- Dialogue: Discussion- Adults' education classes- symposiums- home visits.

- Determine the method available for work in the campaign and exclude others.
  - Evaluate the cost of each method, taking into consideration that media is the least expensive, while communication may be more costly, but more effective.
  - Finally, a mixture of channels must be used.
- 6- Good technical and administrative planning prior to the campaign saves a lot of efforts during implementation.

## **Environmental Awareness in Schools – Aswan’s Federation Experiment**

### **Aswan Environmental NGOs Federation**

#### **General Information on the Federation**

**Title:** Aswan Environmental Federation

**Number of the Board of Directors Members:** 11 (10 males and 1female)

**Number of General Assembly Members:** 12 NGOs in Edfu and Komombo Markazes

**Founders of Aswan Environmental Federation:** 12 NGOs in Edfu and Komombo Markazes (7 from Edfu and 5 from Komombo).



#### **I- Edfu Markaz:**

1. Fawza CDA
2. Al Atwani CDA
3. Ezbet El Masry CDA
4. Al Kayyal CDA
5. Wadi Abbadi CDA
6. Al Merinab CDA
7. Al Roda Al Nesa'eyya CDA

#### **II- Komombo Markaz:**

1. Kofour Komombo CDA
2. Menaiha CDA
3. Fateera CDA
4. Al Abbasa CDA
5. AL Mansheyya CDA

#### **The Federation exercises its activities through a group of committees:**

- Proposal Writing and Financing Committee;
- Information Committee;
- Communication committee;
- Registration Committee; and
- Women Committee.

#### **Federation Vision:**

The Federation seeks to adopt environmental issues relevant to spreading awareness and culture, and implementing environmental projects and programs in favor of all categories of the Aswan community. This aims at maintaining the relationship and communication among local communities through centers of training, technical advising, research, and environmental studies.

### **Federation Mission:**

The Federation is a non-profit organization and based upon participation and transparency in order to allow for deeper understanding, taking positive actions, and creating communication channels among parties involved through environmental programs and projects for all categories of the Aswan community in particular and the Egyptian in general.

### **Federation Objectives:**

- ◆ Performing studies and researches relevant to environmental problems;
- ◆ Holding training courses, seminars, and conferences;
- ◆ Establishing a database on partner NGOs and their communities; and
- ◆ Providing technical support and advising.

### **The Idea of Establishing the Federation:**

The strong relationship of Aswan NGOs have led them to exchange visits and experience, however in an unorganized way and under no legal structure to enclose them. Thus, it has been necessary to establish a legitimate body in which such NGOs would cooperate.

Such ideas have been in collaboration with CARE's project of environmental networks financed by the Royal Danish Embassy (RDE). In consequence, a network among such NGOs has been formed so that it has become the core of Aswan Environmental NGO Federation, the work of which has included many activities during more than two years.

### **Project Idea:**

The project, aiming at serving local communities in Aswan's Edfu and Komombo Markazes, is meant to initiate such communities to handle different environmental problems through their CDAs. Moreover, it supports establishing a federation of environmental NGOs, to be composed of 10-12 CDAs through determining the needs, and preparing, implementing, following-up, and assessing different environmental programs.

### **General Project Objective:**

It depends on two basic principles:

1. Establishing a federation (an umbrella) under which NGOs' future activities are supported on the long run, a vision based upon strengthening the relationships between the public and private sectors and involved non-governmental administrations.
2. Supporting NGOs in adopting an awareness program accompanying environmental activities with the intention of improving the negative behavior in local communities. Such a step would be fulfilled through NGOs' spreading of environmental and health awareness messages, and communicating the role they play to the organizations involved.

### **Participating Organizations:**

- ◆ The Danish International Development Agency (Danida) – (Financer)
- ◆ CARE – (Executive)
- ◆ Komombo and Edfu Markazes CDAs
- ◆ High Advisory Committee
- ◆ The Social Affairs

### **Organizing Structure of the High Advisory Committee:**

A final agreement on the organizing structure of the Committee has been reached during the meeting with the General Manager of the Social Affairs. H.E. the Governor has approved of the following structure:

- Assistant General Secretary	Chairman
- Social Affairs General Manager	Member
- Ministry of Health Undersecretary	Member
- Ministry of Education Undersecretary	Member
- Environmental Affairs Office Manager	Member
- Manager of the Governorate's Dept. of Village Development	Member
- Economic Organization of Water and Sanitation General Manager	Member
- Social Affairs Manager of the Dept. of Development	Member

### **Committee's Responsibilities:**

- Providing technical support for the project and its participating NGOs;
- Following up the implementation of the project activities; and
- Solving the problems encountering the project.

### **Project Work Phases:**

#### ***Selection Phase***

- ◆ Initially, a meeting with Aswan Directorate of Social Affairs has been held, where a copy of the associations, markazes, and administrations under which each NGO is registered has been provided.
- ◆ Meetings have been held with the Social Depts. in Komombo, Al Radisseyya, Edfu, Al Boussaila, Al Ramadi, Al Seba'eyya Administrations, where each of them has provided the NGOs recommended to participate in the project.  
Field visits have been paid to 36 CDAs (with the presence of a Social Dept. Representative), where a group of criteria has been laid by the Project Work Team upon which 12 CDAs have been selected (5 from Komombo and 7 from Edfu Markazes).
- ◆ Following the selection of the previous CDAs, their Social Depts. have been informed.
- ◆ Administrations and Project Work Team have informed the recommended CDAs.
- ◆ A meeting has been held with the chosen CDAs where the project idea, objectives, and phases have been re-explained, and a project work team has been appointed (10 people to be chosen according to certain criteria).

#### ***Need Determining Phase***

Environmental lists have been resorted to so as to determine local community needs pertaining to environmental issues and hygiene. Moreover, in addition to experts, previous experiences and studies done in such areas have been basic. The consequent result has been that the accumulation of wastes is the foremost problem in 10 communities while a secondary one in 2 only; hence, it has been adopted to undergo stages of overcoming it.

#### ***Capacity Building Phase***

Skills necessary for the selected CDAs have been determined through studying their needs. A program including a group of training exercises and alternative visits has been laid:

#### **Federation Members' Training and Institutional Building:**

A series of training exercises has been followed:

- Training on data collection and analysis
- Training on proposal writing
- Training on environmental and health awareness activities
- Training on self-rule and internal regulation
- Training on designing awareness messages
- Training on Environment Law
- Training on health issues
- Training on waste management
- Training on financial management

- Training on 1984 Law
- Training on administrative skills
- Training on project management
- Training on self-rule
- Training on water and sanitation
- Training on institutional building

**Project Alternative Visits:**

- A visit to Minya Childhood Rescue Association
- A visit to Assiut Burn Victims Association
- A visit to Alexandria Environment Friends Association
- A visit to FEDA Association
- A visit to the Coptic Evangelical Organization of Social Services (CEOSS)
- A visit to the Network of Nile Protection from Pollution

***Planning Phase***

CDAs have participated in planning an environmental and health awareness project assisted by an environmental expert according to the needs of each community. A work program with means and ways of implementation appropriate for each community has been followed.

***Implementation Phase***

Implementation was processed in two stages during the project period from 2001 till the end of 2003 where many activities were performed. Below are the activities and beneficiaries:

**Examples of some activities performed at schools**

☒ **Federation CDAs**

***Camps Activity***

- 2960 school students from villages participating with the federation have been involved in 73 environmental camps where they have been made aware of maintaining the environment and protecting it against pollution by tree planting. CDAs participating in the project have sent letters to the administrations of such schools where the project has been implemented through a fully integrated program with environmental awareness lectures and a cleanliness campaign performed by the students.
- A camp is commenced by participants' introduction, a speech on the federation and the project by the federation chairman, and a speech by the coordinator on how to handle wastes, harms resulting from environmental pollution, and how to maintain the environment at school, village, and home. Following that, the school environmental specialist gives a speech to confirm the message conveyed by the coordinator to control environmental pollution.
- Next, the students have been divided into groups so as to clean the school under the supervision of their supervisors. Moreover, during the camp, students have visited garbage collection sites and listened to a practical explanation on its harms.
- Finally, students have presented their talents in singing, imitation, composing poetry, ...etc. through an evening party.

During the camps, students have been wearing camp uniforms: a T-shirt and a cap with the name of the CDA and the Environmental Networks Project. The camps have contributed to the linking up of many students with the CDAs, and the establishment of a good relationship between schools and CDAs.



☒ **Al Atwani and AL Roda Al Nesa'evva CDAs**

***Activity of the Environment Friends Group:***

This activity has been implemented within Al Atwani and AL Roda Al Nesa'evva CDAs.

After the camps, the CDAs have sent 4 letters to participant schools, so that 30 distinct students would be chosen to receive preparation on leading their colleague students in awareness activities, participating in voluntary work, and cooperation. Preparing such students has been implemented through a program set to upgrade their skills and talents. Moreover, the Group has been trained for 4 days in February (once per week every Friday).

***Training subjects:***

- Training objectives have been observed and a plan has been laid for the group: a clean school, street and home.
- The Group's message is that it believes deeply in the cleanliness of the environment and aims at making its members' friends and relations aware of the importance of a clean environment.

***Organizations supporting the Group:***

1. Al Atwani CDA
2. Environmental Networks Project (CARE)
3. Four village schools.

***Experiences gained by the Group:***

- Meeting community leaders and the board of directors;
- Meeting the Environmental Networks Project team;
- Meeting the Danish press delegation;
- Participating in the Environment Preservation Program;
- Participating in the closing ceremony of "*The Role of Civil Society Institutions in the Environmental Work Plan*" in Aswan;
- Children's participation in the Environmental Networks Project, of whom some have given speeches;
- Learning much information on the environment and its pollution;
- Learning how to formulate the Group's message and aim; and
- Learning how to lead and volunteer in such activities.

***Activities done by the Group:***

- Planting trees and preserving them;
- Knowing pollution types and sources;
- Making cardboard trash basket models;
- Making cardboard waste bins models; and
- Making clay forms of gardens and trees.

The Group then started to frequently attend the activities performed by the CDA to get their benefits.

☒ **Al Fawza CDA**

***Environmental Education Lessons:***

The project work team in Al Fawza CDA has introduced a new activity upon visiting the school during inspection and analysis campaigns where the awards of the "Best Drawing" competition have been handed. A joint meeting among the project work team, CARE representative Mrs. Amal Mahmoud, and the school administration has been held where an agreement has been laid to hold a seminar within the school premises, and to cover the activity lessons and those which have no teacher to occupy by the CDA work team. The timetable of such lessons has been taken notice of, after which a meeting has been held with the project work team where a curriculum of environmental and health awareness has been set to be taught to students during the lessons. Coordinators have undertaken such lessons in which students' environmental awareness have been raised besides

teaching them how to preserve their environment and protect it against pollution, in addition to encouraging them to volunteer in such activities.

Thus, the school administration and the CDA board of directors have joined hands to produce such an activity, focusing on childcare, behavior improving, and environmental awareness raising through introducing children to the environmental issues and their impact on hygiene, everyone's role in preserving or destroying one's environment, and clarifying environmental components and the danger lying in spoiling pollution components (spreading of diseases and harms threatening the life of human beings, living and non-living organisms).

☒ **All the Federation's CDAs**

***Drawing Competitions:***

A drawing competition has been announced at schools and the CDA premises, where the drawing topics have been relevant to the environment, environmental pollution, and its impact. Many students from different village schools have participated and been handed in kind awards in the morning queue. Some winning drawings have been chosen to be printed as posters – serving to raise environmental awareness – with the names of the students who had drawn them printed so as to be a way of honoring them.

**Menaiha CDA:**

***Children's Drawing Booklet***

A children's drawing booklet (Read and Color) has been printed. 500 copies are estimated to be printed and distributed among school students.

**Menaiha, Al Mansheyva, and Fateera CDAs:**

***Teachers' Environmental Training:***

Twenty-five teachers have been trained on environmental education in a three-day course in some Meniha, Al Mansheyva, and Fateera schools. The curriculum for such a course included topics on the environment and pollution and its types, as well as health issues and psychological and behavioral diseases along childhood stages. It has been agreed that such a curriculum be taught at schools during the lessons and the morning queue. Thus, a cadre of teachers has been prepared to teach environmental education.

**Menaiha, Al Mansheyva, and Fateera CDAs:**

***Environmental Fairs:***

Following the teachers' environmental training, such fairs have been planned and announced in the schools of the village, where drawing and art works competitions have been declared. Through the fairs, environmental drawings have been presented along with cardboard and paper models.

**Al Fawza CDA**

***Bilharziasis Examination and Treatment Campaigns:***

Four campaigns have been initiated to examine, perform medical analysis for, and treat primary and preparatory school students from bilharziasis. 2000 students have been examined where the infected ones have been given the appropriate treatment. During the first campaign, 52 infected have been discovered, while during the second, 12.

**Ezbet El Masry CDA**

***Research Competitions:***

The village's environmental problems, as well as the environmental positive and negative behaviors, have been expressed in drawing and research competitions participated in by one preparatory and two primary schools in the village. A school ceremony has been given to reward the winning students and the teachers who have participated in performing and evaluating the competition. The ceremony sections included an Environmental Parliament, tackling the village's environmental problems and the CDA's

role in solving them, some songs criticizing negative behaviors and urging the positive ones, a puppet show on “The Water Droplet”, and poetry reciting.

#### **Al Mansheyva Al Gadeeda CDA**

- Many environmental conferences have been held at schools, where headmasters have lectured on the importance on environment to human life. The audience included community leaders and students’ parents.
- Five wall mosaics were developed in each school (3 schools), which represented an environmental reminder for each student through the school years.
- The best teacher concerned about environmental activities has been honored, an event that has taken place for 6 months resulting in a total of 18 teachers.
- The best environmentally behaving student has been honored, an event that has taken place for 6 months resulting in a total of 18 students.
- The most cleaned and organized class, and mostly having posters on environmental activities, has been chosen in each school. The competition has lasted for the whole academic year, at the end of which the students and the class coordinator have been honored.

#### **Komombo CDAs and Ezbet El Masry CDA:**

##### ***“Together For A Clean Environment, For Us And Our Children” Booklet:***

A booklet has been designed in participation of Komombo CDAs and Ezbet El Masry CDA. It comprised a definition of the environment, environmental pollution sources, means of combating them, as well as some infective diseases and how to prevent them. The booklet has been revised by the Ministries of Health and Social Affairs, and distributed among school students.

##### ***Follow-Up and Assessment Steps:***

Follow-up reports are performed periodically:

- A monthly report from the CDAs to CARE and the Ministry of Social Affairs (technical and financial reports).
- A periodical report presented at the meetings of the project High Advisory Committee.

Assessing project implementation stages in CDAs:

- Women and children participate in assessing the project activities in different societies.
- CDA’s self-assessment of points of weakness and strength and experiences gained.
- Aswan Social Affairs Directorate assessment of the project activities.
- CARE’s assessment through experts.

Follow-up and assessment participants:

- Social Affairs Directorate;
- CARE;
- High Advisory Committee;
- Municipalities; and
- Markazes committees members

References:

- Activity documentation;
- Video tapes;
- Photographs;
- Posters;
- Receipts of any activity; and
- Booklets.

### **Obstacles of Environmental Education in Egyptian State Schools:**

1. Class over-capacity;
2. Curriculum crowdedness and extra daily school dose;
3. Poor budgets;
4. Low environmental awareness of school administrations and staff members;
5. Absence of the environmental element in the Egyptian educational process;
6. Absence of environmental activity competitions;
7. Exclusion of natural protected areas from school trip programs;
8. Absence of real participation among NGOs and environmental unions on the one hand, and schools on the other;
9. Exclusion of environmental activities from other activities such as the agricultural and the industrial ones;
10. Many schools unwelcoming to work with NGOs and environmental unions;
11. Concern of most schools on pure educational process;
12. Absence of space or rooms for environmental activities;
13. Neglecting agricultural education lessons in general education, an introduction to environmental education;
14. Absence of privileges for students active in the environmental field in the examination system;
15. Absence of environmental groups in most schools;
16. Assessing school teachers and staff regardless of their concern about or their role in environmental education;
17. Exclusion of growing environmental awareness in students' behavior as a basic educational principle.

### **Recommendations:**

1. Executing incentive-stimulated environmental projects at schools, whether intended at students, teachers, or school administrations;
2. Creating real participation among NGOs and environmental unions on the one hand, and schools on the other;
3. Specifying some CDAs financed projects to be implemented at schools;
4. Inserting agricultural education lessons in general education and focusing on its environmental activities;
- 5.
6. Specifying a school radio day for environmental activities;
7. Going on trips to natural protected areas, offices of the Egyptian Environmental Affairs Agency (EEAA), and the plants polluting the environment;
8. NGOs and environmental unions to organize a campaign calling for including environmental education in all educational process stages;
9. Schools having PCs to present laser CDs with environmental subjects (documentary films on the natural protected areas, ozone layer, climate change... etc.);
10. Paying concern to environmental education during the summer vacation at schools;
11. Assessing school staff according to their environmental activities;
12. NGOs and environmental unions to plan implementing much of their activity at schools;
13. EEAA, NGOs and environmental unions to supply schools with any environmental materials, publications, or films;
14. Organizing training courses for education staff to raise their environmental awareness;
15. NGOs and environmental unions to invite a number of teachers to attend their training courses; and
16. Forming a higher committee for environmental education in every Governorate to be chaired by the assistant general secretary, and including as its members the Governorate's environmental official, the General Manager of Education, the General Manager of the Social Affairs, the Federation's representative, and environmental NGOs.

## **Appendix 2: Workshop Participants**

1. Samir Abdul Mo'ty General Director of the Dept. of Population and Environmental Education – Ministry of Education (MoE)
2. Elham Abulkhair Dept. Director – (MoE)
3. Laila Mansour Dept. Director – (MoE)
4. Amal Taha Director of the Dept. of Environmental Awareness – EEAA
5. Suzanne Zaki Environmental journalist – Environmental Journalists Association
6. Mai El Shafei Editor and announcer of radio environmental programs
7. Mohamed Abdul Rasoul Dept. Director – Ministry of Youth and Sports
8. Sameh Saif The Better Life Association – Minya Governorate
9. Akram Albert Catholic Rescue Association
10. Amal Mahmoud Member of NGO Federation – Aswan Governorate
11. Dr. Ahmed Zaki Head of NGO Federation – Aswan Governorate
12. Dr. Hisham Mustafa Director of the Water Media Unit – Ministry of Irrigation and Water Resources
13. Eng. Meer Mokhtar Nile Water Sector – Ministry of Irrigation and Water Resources
14. Moushira Saad El Din Youth Association for Development and Environment – Beni Soueif Governorate
15. Maush Kidundo Environmental education and awareness specialist of the project
16. Dr. Ithar Khalil Project national coordinator

**In addition, three environmental education university professors have participated in the second day and expressed their will to withdraw from the group:**

1. Prof. Dr. Saber Selim Prof. of Environmental Education – Ain Shams University
2. Prof. Dr. Yousri Afifi Prof. of Environmental Education – Ain Shams University
3. Dr. Abdul Messih Samaan Head of the Dept. of Environmental Education – Institute of Environmental Studies and Researches

### **Appendix 3: Results of Workshop Assessment:**

Participants in the workshop have been requested to mention the positive and negative points about the workshop so as to be assessed. Results have come as follows:

#### **1. Positive points and percentage of participants submitting them:**

- Suitability of the location where the workshop has been held (33%).
- Good management of discussions and sessions (27%).
- Good organization and preparation for the workshop (44%).
- Importance of the workshop topic (27%).
- Allowing for the introduction to personalities working in such a field and the efforts exerted by different organizations (33%).

#### **2. Negative points and percentage of participants submitting them:**

- Working for no material gain (38%).
- Remote location (27%).
- Unsuitability of the location where the workshop has been held (11%).

**Appendix 4: Some photos taken during the Workshop**



**Attentive participants**

Group presentations







**Group work in session**