



**EGYPTIAN ENVIRONMENTAL EDUCATION & OUTREACH PROGRAM
(E³OP)**

**Task Order No. 263-00-P-016
ABE/BE Contract No. EDH-100-05-00031**

**Quarterly Report
(August - September 2006)
Report No. 1**

October 2006

**IMPLEMENTING PARTNERS
Education Development Center, Inc (EDC)
Academy for Educational Development (AED)
Research Triangle Institute (RTI)
Wadi Environmental Science Center (WESC)**

**QUARTERLY REPORT
(AUGUST - SEPTEMBER 2006)**

TABLE OF CONTENTS

- I. INTRODUCTION
- II. SUMMARY
- III. ACCOMPLISHMENTS DURING THE REPORTING PERIOD
- IV. ACTIVITIES PLANNED FOR NEXT QUARTER
- V. CHALLENGES AND ISSUES
- VI. LIST OF REPORTS

I. INTRODUCTION

The Education Development Center Inc. (EDC), the Academy for Educational Development (AED), Research Triangle Institute (RTI) and the Wadi Environmental Science Center (WESC) are the implementing partners for the Egyptian Environmental Education and Outreach Program (E³OP). This USAID-funded pilot initiative under the Assistance to Basic Education Partnership (ABE/BE Contract No. EDH-I-00-05-00031; Task Order No. 1) is mandated to assist the Ministry of Education (MOE) to strengthen environmental education in approximately 100 selected schools and communities. The period of performance is August 1, 2006 - July 31, 2008.

The primary counterpart for the E³OP is the Ministry of Education, although the Ministry of State for Environmental Affairs will also provide support and input as appropriate. The program is being implemented in five *Idaras* or districts in four governorates -- Alexandria, Cairo, Beni Suef, and Fayoum. Together they represent a good urban and rural mix, as well as environmental diversity appropriate for this pilot initiative.

The E³OP aims to demonstrate the potential of environmental education (EE) in influencing attitudes and behaviors of students in select schools and their neighboring communities towards the environment and its sustainable development. The goal is to (1) institutionalize environmental education in schools and community organizations in ways that actively engage students in their neighborhoods and local environments; and (2) increase community participation by building awareness of the relevance and value of environmental education.

The E³OP consists of four integrated areas of activity to institutionalize EE:

- teacher training to ensure a learner-centered, hands-on approach to environmental education -- both inside and outside the classroom,
- community participation in school-community level assessment and action planning around environmental issues and activities,
- EE materials development and dissemination, and
- promoting EE as part of the national education reform agenda through networking and the media.

Through these activities E³OP will increase community participation by building:

- understanding of EE as a vitally significant cross-cutting theme in education,
- recognition of the opportunities EE provides for active, experiential and cooperative learning, in and out of the classroom,
- appreciation for the practical benefits to communities and the civic pride generated on the part of students, parents and other adults as a result of service learning activities, and
- skills and empowering schools and communities to jointly assess and plan around environmental issues.

E³OP is working to produce and disseminate more widely quality EE materials to supplement those currently available in Egyptian schools. Teachers will be trained in how to effectively select and use this and other available supplementary material, as well as how to integrate environmental education across subject areas, such as science, social studies, Arabic , so that many more teachers are capable of using the environment as a vehicle to teach their subjects, and in doing so, teach about the environment. The training will also emphasize a hands-on approach to environmental education through field trips, service learning, projects and other outdoor activities.

The E³OP is committed to an integrated planning and mobilization approach called SCALE –System-wide Collaborative Action for Livelihoods and the Environment. The idea is to create a critical mass of people—individuals, families, groups, communities and institutions who recognize the value of EE and the far-reaching, enduring transformation it can make in their own communities and the environment. E³OP will serve as a catalyst, encouraging individuals and energizing existing institutions to work together to bring about changes in attitude and behavior that benefit all.

Through a series of national and local SCALE events and an Environmental Awards Program, the project will engage communities in supporting EE in schools. By bringing together interested parents, NGOs, private sector and Government of Egypt (GOE) representatives on the local and central levels as partners, the project plans to help build a common vision for good environmental education and effective stewardship, as well as to forge commitments to action.

It is believed that a good deal of the sustainability and institutionalization of EE in Egypt rests on the project's potential to influence public opinion on the importance and relevance of sound environmental education and stewardship. In addition to working with selected schools and communities, E³OP will work to engage the media to mobilize public interest and support for environmental education at the nation level. The program will work with existing media, both national and regional, to raise awareness about EE, to educate the public about environmental issues and to cover environmental education initiatives and events. Hence the media participation component is key to creating a propitious climate for many of the basic community and school-level mobilization activities.

II. SUMMARY

The purpose of this report is to present the status and performance of the E³OP for Year 1 (2005/2006), 4th Quarter covering the period from project start-up on August 1st through September 30th 2006. This quarterly report contains the following: a summary of project activities and accomplishments for this quarter, planned activities for the following quarter, challenges and issues, and a list of reports produced during the period.

A summary of the key activities for the quarter follows:

Key Meetings

- E³OP kick-off meetings were held with all implementing partners in Washington D.C., July 31st & August 1st, 2006.
- A two-day SCALE workshop was held for core staff and partners to get acquainted with each others previous work and potential contributions to the project; to introduce the SCALE—System-wide Collaborative Action for Livelihoods and the Environment—the integrated approach that is to serve as the reference framework for activities under the project; and to familiarize the team with the major components of the new project and establish a common vision for E³OP.
- Met with USAID education sector team, namely Ms. Elizabeth Warfield, Head of Health & Education; Ms. Hala Serafi, CTO for Education Reform Program; Ms. Amany Gamal Eldin, CTO for LIFE-Lead, and Ms. Sylvia Atalla, CTO for E³OP to learn about USAID-funded partner projects in the sector, USAID strategic objectives, and expectations for the E³OP.
- Met with many Education Reform Program staff in Cairo, as well as in El Marg and Alexandria Governorate offices to introduce E³OP, gather information to inform development of the E³OP work plan, initiate cooperation between the two projects, understand ERP and M & E activities and instruments, as well as to discuss working relationships.
- Met with Mr. Samir Abdel Moty, Director of the General Department of Environmental Education and Population, Ministry of Education in Cairo, as well as the MOE Undersecretary in Alexandria to introduce the E³OP and initiate collaboration.
- Participated in USAID's Strategic Objective 22 Meeting for all projects in the education sector on 14th September 2006.
- Met with Amani Said, USAID Contracts Officer, and Sylvia Atalla, E³OP CTO to discuss roles and responsibilities, communication practices, as well as the rules and regulations governing the budget, contract, and procurement on 21st September 2006.

Technical Program Activities

- Visited implementing partner Wadi Environmental Science Center to meet the staff, see the outdoor training facility, and become familiar with the variety of field trips and outdoor learning activities sponsored by WESC. Developed subcontract and SOW with Wadi Environmental Science Center. The subcontract document is expected to be finalized early in the next quarter.
- Collected and mapped environmental education topics across most Ministry of Education subject text books for primary and preparatory school for the 2005/06 school year. The curriculum map will be revised next quarter once textbooks from Term 1 of the 2006/2007 school year become available.
- Collected and categorized approximately 500 environmental education and public awareness materials from over forty GOE, donor, NGO, and private sector entities as part of EE materials assessment.

Administrative

- COP was deployed to Cairo on August 2nd and the DCOP began work on August 6th 2006.
- Office space was identified and a lease executed.

Deliverables Submitted

- A draft Annual Work Plan was prepared and submitted to USAID for review and discussion on 4th September 2006.
- A draft *Environmental Education Materials & Activities Assessment Report* was compiled and submitted to USAID on 17th September for review and discussion.

III. KEY ACCOMPLISHMENTS DURING THE REPORTING PERIOD

Program Start-up & Management

During this quarter Ms. Cheryl Groff, COP, Dr. Hassan Abou Bakr, DCOP, and Mr. Michael Cacich, EDC Home Office Program Director shared start-up and management responsibilities. As the prime, EDC's Program Director and Ms. Rosemary Lombard, International Field Services Manager, assisted by Ms. Nahed Youssef, Office Manager for the EDC/Egypt took the lead on office set-up and procurement issues.

Activities carried out during this reporting period by the E³OP team included:

Key Meetings

- Conducted E³OP kick-off meetings with all implementing partners in Washington D.C., August 1st & 2nd, 2006. The meetings provided an opportunity to get acquainted, to discuss a shared vision for the program, agency roles and responsibilities, as well as to address practical issues such as deliverables, reporting, budgets, contractual issues, logistics, policy and procedures, and start-up scheduling. The meetings were led by Michael Cacich, Program Director and attended by the following:
 - Helen Boyle, ABE Project Director (EDC)
 - Dan Pier, ABE Associate Project Director (EDC)
 - Abdenour Boukamhi, Project Coordinator (EDC)
 - Sandy McKenzie, Contracts Officer (EDC)
 - Rosemary Lombard, International Field Services Manager
 - John Gillies (AED)
 - Rick Bossi, VP & Director Center for Environmental Strategies (AED)
 - Cheryl Groff, COP/E³OP
 - Shera Bender, Project Associate CES (AED)
 - Whitney Sims, Operations Manager (AED)
 - Patricia Shehata, Contracts Administrator (AED)
 - Michelle Ward-Brent, Media Advisor (RTI)
 - Lynn Freiji, Director WESC, via telephone.

It was determined that in future agency affiliations would be dropped in favor of a unified project identity in the field.

- Met with USAID education sector team, namely Ms. Elizabeth Warfield, Head of Health & Education; Ms. Hala Serafi, CTO for Education Reform Program; Ms. Amany Gamal Eldin, CTO for LIFE-Lead, and Ms. Sylvia Atalla, CTO for E³OP to learn about partner projects in the sector, strategic objectives, and expectations for the E³OP.
- A visit was made to the Wadi Environmental Science Center to meet the staff, see the outdoor training facility, and become familiar with the variety of field trips and outdoor learning activities sponsored by WESC.
- Meetings were held with the following staff of the Education Reform Program in Cairo:
 - Dr. John Villaume, COP
 - Dr. Mervat El Deeb, Teacher Professional Development TA (phone)

- Robert Burch, Director M & E
- George Magdi, M & E Data Base Manager
- Dr. Said Assaf, Director, Education Quality Division
- Dr. Nadia Touba, Educational Materials, TA

- The aim of these meetings was to introduce E³OP, gather information to inform and guide development of the E³OP work plan, initiate cooperation between the two projects, understand ERP and the M&E activities, discuss areas for collaboration and working relationships, and prepare for visits to the ERP governorate offices.
- Participated in USAID's Strategic Objective 22 Meeting for all projects in the education sector on September 14, 2006.
- Met with Amani Said, USAID Contracts Officer and Sylvia Atalla, E³OP CTO on September 21, 2006 to discuss roles and responsibilities, communication practices, as well as the rules and regulations governing the budget, contract, and procurement.

Administrative

- E³OP established a temporary office at the EDC/Egypt Cairo office.
- Undertook an extensive search with seven different real estate agents to locate fully furnished rental office space to facilitate a rapid start-up. Furnished office space was not available and most spaces required significant building and repair. The search team looked at over 25 spaces before settling on an unfurnished rental space that required the least amount of work.
- Lease was prepared, reviewed with the EDC lawyer and executed with the landlord.
- Specifications for rental and procurement of office furniture, equipment, communication systems, and vehicles were undertaken and the process of collecting bids initiated.
- One vehicle with driver was leased on a temporary basis.
- Job descriptions were written and announced publicly through a local Egyptian newspaper, websites, and USAID. Over 500 applications were received, reviewed and ranked. The interview process was outlined and initiated.
- Initiated documentation needed to register COP with USAID.

- Initiated wire transfers and documentation needed to open US\$ & LE project bank accounts for both EDC and AED.
- Developed subcontract and SOW with Wadi Environmental Science Center.
- Scopes of Work for national staff and STTA drafted and submitted as needed for approval.
- Letters requesting secondment for two long-term staff were drafted and submitted for review and approval by their respective universities.
- Conducted interviews for key staff and other program personnel.
- Initiated the process of reviewing and aligning partner agencies' procedures and policies, as well as employee benefit packages including health and life insurance.

Deliverables Submitted

- Developed a draft Annual Work Plan for 2006-07 and submitted it to USAID for review and discussion.
- Prepared and submitted a draft Assessment of Environmental Education and Outreach Materials and Activities: Draft Methodology and Progress Report.

Component #1: EE Materials Analysis, Development & Dissemination

During this quarter the EE Materials Assessment was a central activity. This activity was led by Dr. Hassan Abou Bakr, DCOP and aided by Dr. Reine Youssef, a short-term international consultant. The collection, surveying, and assessment of materials was conducted by E³OP staff and consultants including: Ms. Heba El Meligy, Mr. Aly Samir, and Dr. Medhat El Nemr.

Key activities undertaken during this reporting to support the materials assessment included:

Key Meetings

- Met with Dr. Francis Gilbert, COP and Dr. Sami Zalat, DCOP of the Bio-mapping Project on 24th August 2006 to introduce the E³OP, discuss potential areas of collaboration and to gather samples of the biodiversity materials they are currently producing. Also screened a 15min. claymation video production on the turtle that is just ready for dissemination and broadcast.
- Met with Dr. Jane Handal, Director and Mr. Aly Abdel Aal, Project Manager of

Al Darb Al Ahmar Development project on 7th September 2006, to introduce the E³OP, learn of the Aga Khan Trust for Culture work in the area of EE and discuss potential areas of collaboration. Al Darb Al Ahmar requested and received copies of the four GreenCOM EE Activity Books for Teachers and Practitioners, as well as the related video and CD materials for their library and environmental education clubs.

- Met with Dr. Inas Hegazi, Chief of Education, UNICEF on 12th September 2006, to introduce the E³OP, discuss potential areas of collaboration and to gather EE and public awareness materials.
- Met with Ms. Nagla Seedik, Media & Communications Specialist with DANIDA and posted at the Egyptian Environmental Affairs Agency (EEAA) on 26th September 2006, to introduce the E³OP, learn about her work, as well as to gather EE materials for materials assessment and discuss potential distribution, particularly of the *Bizra* magazine for children.
- Met with David Osgood, COP of the WWSPR Project and two members of his communication staff to discuss areas of synergy and to share EE materials on September 21, 2006.

Technical Program Activities

- Developed a contact list of government, non-government and donor agencies involved in EE.
- E³OP was contacted by 5 NGOs in Sohag that are implementing environmental projects supported by the Terre des homes Organization. They are establishing libraries and asked for EE materials from the project.
- E³OP was asked by the LIFE-Red Sea project to provide schools in the southern Red Sea governorate with EE materials. E³OP provided 30 copies of the Red Sea EE book.
- Contacted over forty GOE, donor, NGO, and private sector entities for environmental education or public awareness materials they had produced or used.
- Drafted letters to the Egyptian Federation of Environmental NGOs, the NGO Unit of the EEAA, MEDASSEST and other similar organizations introducing the project and requesting EE materials for survey and assessment.
- Collected and categorized approximately 500 environmental education and public

awareness materials from over forty GOE, donor, NGO, and private sector entities for assessment.

- Collected most Ministry of Education subject text books for primary and preparatory school children for the 2005/06 school year.
- Mapped environmental education themes and issues across most subjects in the curriculum for Primary Grades (4-6) and Preparatory Grades (1 and 2).
- A draft Environmental Education Materials & Activities Assessment Report was compiled and submitted to USAID for review and discussion. Developed environmental education themes and topics based upon the curriculum and of particular importance to Egypt. Developed screening criteria and category types for EE materials assessment. Reviewed NAAEE assessment guidelines and criteria, revised and finalized the Materials Assessment framework.

Administrative

- Interviewed 3 candidates this quarter for the Senior Environmental Education Specialist for Materials position.

Component #2: Environmental Education in Selected Schools

Dr. Medhat El Nemr, Senior Training and Pedagogy Advisor is coordinating this component.

Activities carried out during the report period by the E³OP team included:

Key Meetings

- Senior project team and Ms. Sylvia Attala met with Dr. Samir Abdel Moty, Director of the General Department of Environment and Population Education (GDEPE) and members of his staff on September 21, 2006 to discuss potential for collaboration.
- Participated in an ERP workshop with teachers and school administrators to provide feedback on the Creative Science Education Initiative tool guide held in Cairo on September 10, 2006.

Technical Program Activities

- Developed template and gathered information for project relevant data base for schools, students, and teachers in the four governorates from ERP.

- Initiated work on the training strategy plan. Held several extended meetings with WESC team to discuss and plan the teacher training program component on September 18 and 20, 2006.

Component #3: Community Participation in Environmental Education & Outreach

During this quarter Dr. Hassan Abou Bakr, DCOP and Ms. Heba El Meligy, a consultant, have been sharing responsibility for this component until a long-term Senior Environmental Communication and Participation Specialist is hired.

Activities carried out during this reporting period by the E³OP team included:

Key Meetings

- Team met with Irma Allen to discuss role and implementation options of the Environmental Awards Program in E³OP on 5th September 2006.
- Visited El Marg on September 6, 2006 and met with Mr. Samir Fadel, Program Manager for ERP in the district to better understand the organizational structure; school-BOT-NGO-CDA relationships, and ERP teacher training programs and how they operate in the *Idara*. The E³OP team also visited two schools accompanied by a representative of the MOE, Mr. Nagi Shukry and Mr. Ahmed Hilmy, the treasurer of the Federation of BOTs in El Marg. One of the primary schools visited was in such poor condition despite a previous project intervention that it begs the question*HOW can we best make EE relevant in this setting.*
- In El Marg, the E³OP also visited the Center for Art & Life identified as potential local field trip destination. Met with multi-media artist, Ehsan Khalil, who graciously welcomed us and gave us a grand tour of the house that she had shared with her late husband Hamid Said , the famous sculpture and painter. Built by the famous architect Hassan Fat'hy as a center where artists could draw on the natural world around them for inspiration, the center is now a small threatened oasis in the midst of an urban slum.
- Visited Alexandria on September 27th and 28th 2006 along with Sylvia Atalla and met with Mr. Maged Helmy, ERP Program Manager, Ms. Tahany Shemis, Teacher Training Coordinator and Mr. M. Fawzy, Community Participation Coordinator for ERP in the *Idara*. Also met with Dr. Imteaz Hassouna, Member of the Board of Directors, Friends of the Environment for an update on the NGO and to learn about the NGO's work with ERP. The E³OP Team visited the ERP office briefly. Ms. Atalla, Dr. Medhat and Mr. Cacich visited two schools in Alex

West *Idara* to explore the possibilities of implementing EE activities in schools. Ms. Groff and Dr. Hassan interviewed three candidates for the EE Coordinator position in Alexandria. The entire team met with the First Undersecretary for Education, Mohamed Gamal Moawad. He was very supportive of EE and recognized its importance in relationship to civic education, but favored working in more schools, not just ERP schools to ensure that others benefit from USAID programs.

Technical Program Activities

- Explored areas of cooperation with the World Bank small grants program which focuses on environmental education in schools; CEDARE ; and the Participatory Development Project of CIDA. All entities expressed enthusiasm and willingness to cooperate with E³OP.

Administrative

- Interviewed 6 candidates for the Senior Environmental Communication and Participation Specialist position.
- Interviewed 5 candidates for the EE Coordinator for El Marg.

Component #4: Media (Plus) Participation in EE & Outreach

Mr. Patrick Papania provided some short-term technical assistance in support of this component, but during project start-up activity under the Media (Plus) Participation in EE & Outreach was by necessity minimal.

Activities carried out during this reporting period by the E³OP team included:

Key Meetings

- A SCALE workshop was held on August 21st for core staff and partners to get acquainted with each others previous work and potential contributions to the project, to introduce the SCALE—System-wide Collaborative Action for Livelihoods and the Environment—the integrated approach that is to serve as the reference framework for activities under the project, and to familiarize the team with the major components of the new project and establish a common vision. The workshop was led by Patrick Papania. Participants included Sylvia Attala, CTO/USAID; Michael Cacich, Cheryl Groff, Dr. Hassan Abou Bakr, Dr. Medhat El Nemr, Ms. Heba El Meligy, as well as Ms. Lynn Freiji, and Ms. Sara El Sayed, representing WESC and Ms. Patricia Viala, and Ms. Alice Grainger representing the Creative Science Education Initiative of ERP.

Technical Program Activities

- Initiate and build and maintain SCALE network contact information at the national and regional level.

IV. ACTIVITIES PLANNED FOR NEXT QUARTER

Program Start-up & Management

The following key activities are planned for the next quarter:

- Acquire necessary documentation from USAID outlining understandings and agreements between USAID and the MOE regarding the E³OP, so that the Director of the GDEPE will be able to proceed with the necessary approvals by the MOE security office for school entry etc.
- Initiate procedure for work permits as needed through the MOE.
- Finalize procurement and/or long-term rental procedures including waivers as needed for office furniture, equipment, communication systems and vehicles.
- Complete building, repair and finishing of the office space as needed to prepare for occupancy, including installation of LAN, phone and internet systems.
- Move in and set-up office.
- Visit Fayoum ERP PM, Undersecretary, NGOs/CDAs and schools.
- Visit Beni Suef ERP PM, Undersecretary, NGOs/CDAs and schools.
- Visit New School Program schools.
- Meet with MOE and Undersecretaries in Cairo to finalize work plan.
- Finalize hiring of staff and consultants.
- Finalize Partner sub-agreements.
- Establish office systems and procedures.
- Complete policy and procedures manual.
- Organize team building workshop: Creating Program Vision & SCALE Planning for new staff.
- Establish governorate office space for EE coordinators
- Begin planning for National SCALE event in Feb/March.

Component #1: EE Materials Analysis, Development & Dissemination

The following key activities are planned for the next quarter:

- Hire a Senior Materials Development Specialist to lead this component.
- Collect text books for all subjects, primary and preparatory for first term 2006/07 for mapping of environmental themes and issues. Revise and complete curriculum mapping in collaboration with the GDEPE.

- Finalize materials assessment and submit to USAID.
- Determine availability/status of teacher guides for existing curriculum.
- Access and review SCOPE M&E instrument and prepare for use in E³OP field survey.
- Prepare Materials Development and Replication Plan in collaboration with the MOE and other partners.
- Contact and negotiate agreements for use of materials.
- Initiate work on new EE materials as per Assessment report.
- Initiate work on EE training materials in conjunction with Component #2.
- Begin work on the EE Resource guide for teachers.
- Continue seeking EE materials for Resource Centers and schools.

Component #2: Environmental Education in Selected Schools

The following key activities are planned for the next quarter:

- Complete project relevant data base for schools, students, and teachers in the four governorates from ERP.
- Contact George Schultz at the US Embassy in Cairo, as well as other individuals and projects working in the area of civic education to investigate opportunities for integration of environmental education.
- Conduct field visits to 2 remaining governorates to finalize work plan and begin preparations for SCALE /orientation meetings.
- Develop selection process and criteria with focus on school clusters.
- Plan and prepare for SCALE EE orientation workshops in 4 governorates.
- Develop EE training program focusing on curriculum integration, and service learning in cooperation with MOE GDEPE, WESC and ERP both in Cairo and the governorates.
- Initiate development of EE Instructional Package in cooperation with MOE GDEPE and WESC.

Component #3: Community Participation in Environmental Education & Outreach

The following key activities are planned for the next quarter:

- Hire a Senior Environmental Communication and Participation Specialist to lead this component.
- Hire an Environmental Education Coordinator from those interviewed for El Marg and Alexandria.
- Conduct interviews with candidates for the EE Coordinator positions in Fayoum and Beni Suef and hire for the positions.

- Prepare E³OP overview presentation including an introduction to SCALE.
- Convene training workshop for all EE coordinators and other new staff members to build understanding and shared vision for the project and to finalize work plan.
- Establish contact with MEDASSETT and explore possibility of distributing their EE materials in Egypt.
- Continue to meet with local officials and stakeholders to introduce the project, exchange information and follow-up w make collaborative agreements including other donors/projects such as the World Bank, CEDARE, etc.
- Use SCALE model to support school and BOT clusters/community leaders to present EE programs at the governorate level and gain community interest in EE activities including announcement of the Environmental Awards Program.
- Assist school cluster teams/community leaders to assess community needs and assets.
- In those communities selected, assist school cluster teams/community leaders to hold SCALE events to form environmental awards program committee.
- Meet with the EAP committees to orient them to the EAP.

Component #4: Media (Plus) Participation in EE & Outreach

The following key activities are planned for the next quarter:

- Conduct interviews with candidates and hire a candidate for the Media Participation Specialist.
- Continue to build national and regional contact lists.
- Draft a creative brief to develop, approve and print project letterhead, business cards, and overview brochure.
- Form SCALE Advisory Committee.
- Compile local and governorate and national press contacts.
- Draft advocacy, communication and corporate social responsibility strategy.
- Liaise with Ministry of Information and Bio-mapping claymation.
- Assess opportunities for collaboration with REDI DC Media program.

V. CHALLENGES AND ISSUES

Program Start-up & Management

- Renting a fully equipped office space proved impossible to find. This resulted in significantly greater level of effort and time than anticipated for project start-up activities including: identifying office space and completing procurements of office furniture and equipment.
- Several key personnel identified at the time of the proposal were not able to be hired. This has left a small team to meet with partners and stakeholders, as well

as meet deadlines of the technical deliverables.

Component #1: EE Materials Analysis, Development & Dissemination

- In order to accomplish a full curriculum mapping for the 2006-2007 school year project the team will have to wait until student textbooks for the second term appear in December 2006.
- It has proved difficult to inform other agencies collectively about the project and the survey through structured channels. The staff has had to rely upon a 'relation tree' approach making contact with each organization individually.

Component #2: Environmental Education in Selected Schools

- School basic facilities are and will remain an obstacle for the EE activities in classrooms. The conditions of some of the schools present challenges for teachers and students. This will put pressure on project team to find practical and creative solutions that enable teachers to use hands-on and active learning approaches, as well as to overcome the negative impact such surroundings have on attitudes and behaviors related to environmental education.
- There is concern on the part of ERP and MOE partners regarding school selection and teacher training overload in the *Idaras* chosen that will need to be addressed.

Component #3: Community Participation in Environmental Education & Outreach

- None at this time.

Component #4: Media (Plus) Participation in EE & Outreach

- None at this time.

VI. LIST OF REPORTS

No.	NAME	DATE
1	Draft Annual Work Plan (2006/2007))	August 2006
2	Draft Environmental Education Materials & Activities Report	September 2006
3	Quarterly Report (August-September 2006)	October 2006