

**SUMMARY REPORT
ON
ENVIRONMENTAL EDUCATION
WORKSHOPS FOR GREEN
CORNER LIBRARIANS
MAY, 2001**

Submitted by:

Dr. Hala Adel and Dr. Hassan Abou Bakr
Academy for Educational Development
June, 2001



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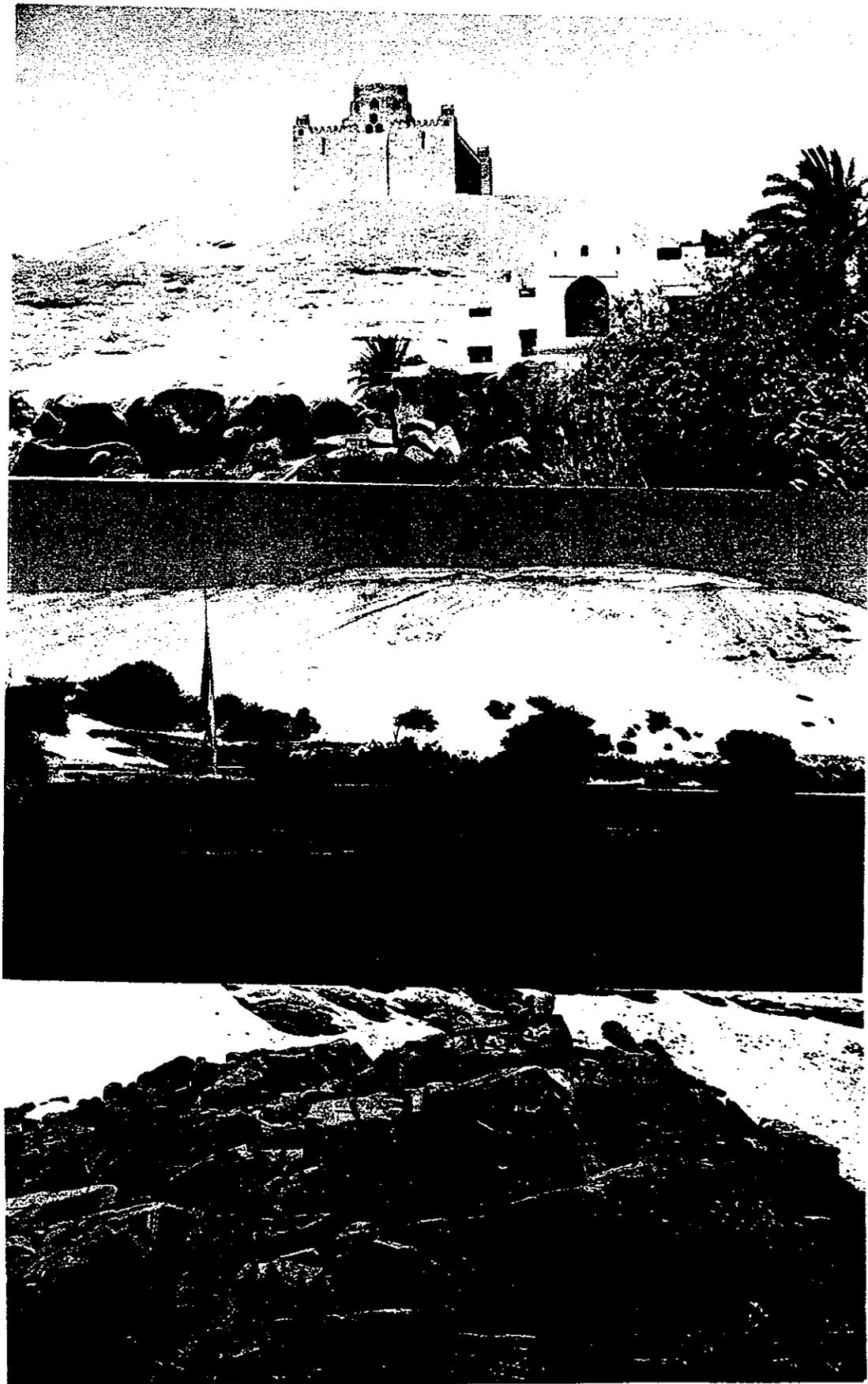
INTRODUCTION

The Egyptian Environmental Affair Agency (EEAA), had asked the Academy for Education Development (AED) to implement 2 workshops for all the librarians working in the Green Corner libraries following the EEAA all over the country. The AED welcomed the idea where it had a previous experience in this field, when the consultants of the AED trained all the librarians working in the Green Corner libraries following the Integrated Care Society (ICS) during the year 2000. The AED also produced an Environmental Education book during the same year to be used as a training guide on this subject.

It was agreed that the participants who attend the workshop should be working as librarians so that the training program achieve its objective, it was also decided that each library should send two librarians to attend the workshop. The 26 Egyptian Governorates were divided according to their geographical situation. The sites of the workshops were; Aswan and Alexandria Governorate.

The first workshop was implemented in Aswan, on the period of 14-16 May, 2001, the Governorates whom participated in this training were: Menia, Hurgada, South of Sinai, Sohage, Fayoum, Bani Swafia, Loxour, Quena, North of Sinai, Aswan, and El-Wady El Gaded. On the other hand participants in the workshop held in Alexandria, on the period of 21-23 May, came from Ismailia, Damitta, Mansoura, Swize, Sharkia, Zagazeg, Monofial, Alexandria, Garbia, Kalyoubia, Asuit, and Port Said.

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ASWAN, MAY 2001

The total number of participants in both workshops was 49 women and men. In Aswan workshop the total number of participants were 24, twenty of which were females (see annex 1, list of participants in Aswan workshop). While in Alexandria workshop the total number of participants were 25, sixteen of which were female (see annex 2, list of participants in Alexandria workshop). By analyzing the pre-evaluation forms it was found that about 40% of the participants in both workshop had attended environmental training before, some of these workshops were held at the Governorate level and others were related to the EEAA training programs.

Although it was confirmed that all the participants should be working as librarians at the Green Corners, it is important to mention that only 22 participants were working as librarians while the others were managers, or supervisors at different places other than the Green corners.

TRAINING OBJECTIVES:

1- To raise participants awareness concerning the Green Corner concept, its objectives and future plans as seen by the EEAA.

2- to raise participants awareness about the different environmental issues that relates to the Green Corner activities;

3- to increase participants skills in order to implement Green Corner activities with the children and youth who visit the library especially during the summer seasons;

4- to empower participants capabilities to document, evaluate and monitor the Green Corner activities, and to set a practical approach for the follow up in the future.

TRAINING PROCEEDINGS

1- ASWAN WORKSHOP, 14-16 MAY

DAY 1

On Monday, 14 when participants started to show up, each of them was given a pre-evaluation form where they were asked to answer several questions that were set to measure participants awareness and knowledge about some environmental issues, *i.e.* global warming, ozone layer depletion, environmental auditing, food chains and food webs, renewable resource, unrenewable resources, water sources in Egypt..etc. Participants were also asked to give some information about themselves, the environmental activities they implement with children at the libraries and their expectations of the workshop (see annex 3, workshop pre-evaluation results).



**GROUP PHOTO IN ASWAN WORKSHOP
14-16 MAY, 2001**

In the beginning of the workshop participants had the chance to know each other in an interactive way. Where *Dr. Hala Adel*, A E D environmental consultant, raised several questions which their answers represented some of the participants personalities in the workshop, *e.g.* all the participants who came from a Governorate where the river Nile is not seen stand up and introduce themselves; all the participants who has coral reefs, colored fish, and wild animals in their Governorate; men participants in the workshop who has a mustache; men participants without mustache; participants who has Pharonic temples in their governorate, and so on. This way of introduction break the ice, created a funny and friendly atmosphere and made every one in the workshop talked form the first moment.

Participants expectations were collected from the pre-evaluation forms and were discussed in comparison with the workshop objectives, and fortunately both matched to a high extent.

Participants expectations:

1- Understanding the meaning of Green Corner and how to use it in order to benefit children (47%).

2- Learning about new technologies, information and ideas that help in protecting the environment (41%).

3- Increasing the practical experiences and raising environmental awareness (18).

4- Benefit form being together to search for solution concerning the environmental problems in our local environment (12%).

5- Knowing how to use the materials in the Green Corner library (6%).

6- Getting to know some new places that work in the field of environment in the different Governorates (6%).

Participants had the chance to share in running the workshop, where one of them was assigned, every day, to write a report on the proceedings of the day. Therefore, a brain storming on the main issues to write a report was discussed in a form of questions. **These questions were:**

- 1- When was the workshop implemented?
- 2- Where was the workshop implemented?
- 3- Why was the workshop implemented? (the workshop objectives)

- 4- Who is attending the workshop: trainers, coordinators, and participants?
- 5- What was the main issues raised during this training?
- 6- How was the training done?

In addition, another participant was assigned to collect the daily evaluation forms and analyze their results. Both participants are asked to present their work in a plenary session in the following day. This approach increased participants feeling of ownership and participation.

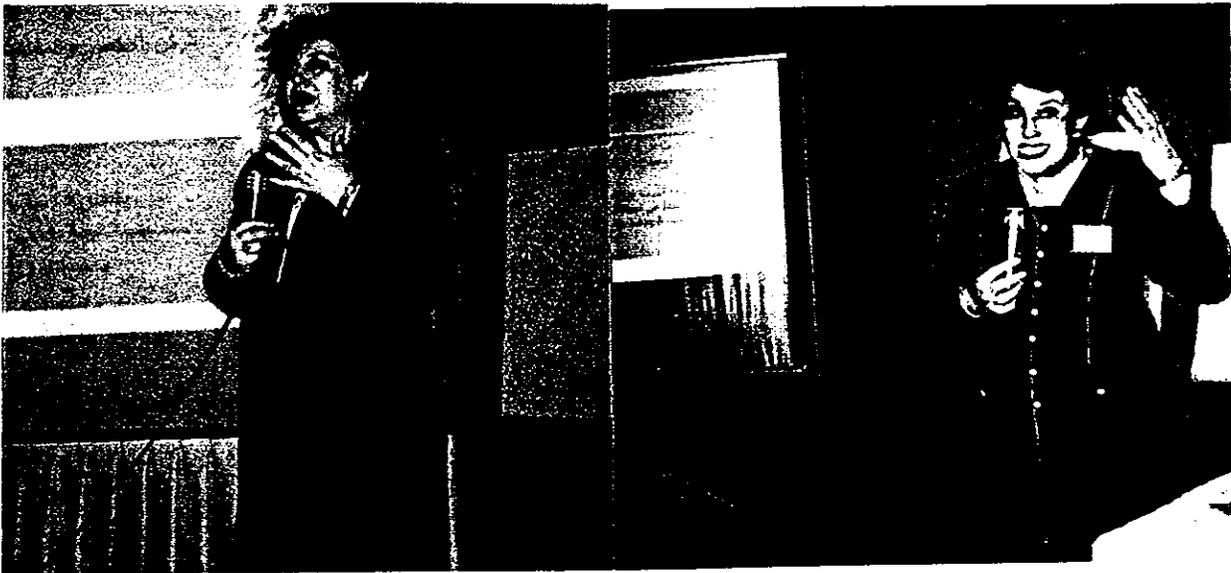
In the next session, *Dr. Samia Galal*, Environmental Consultant for the Minister of Environment , gave a lecture on environment, health and development. The main issues which *Dr. Samia Galal* raised were:

- The meaning and concept of Green Corner and its objectives.
- How to initiate a Green Corner in your library.
- The main conditions necessary to create a Green Corner
- The role of the Green Corner librarians
- The relationship between some environmental conditions and children health and behavior.
- Air pollution, soil pollution, water pollution and their effect on the environment and human health.
- The importance of children positive actions towards their local environment, in and outside the library.

The session ended by a discussion in which participants asked *Dr. Samia* some questions related to their local environment, and then she distributed some environmental book stories.

In the following session *Dr. Hala Adel* talked about the Environmental education book which will be used during the training. She explained that the book target group are the boys and girls from the age of 7 to 15. The book consists of 6 chapters, *i.e.* energy, landscape, water, air, ecosystems and positive actions. In each of these chapters there are some activities and background papers. The activities raise different ideas that are able to be improved and added to. The total number of activities in the book is 62 activity, some of which are long term activities, and other gives immediate results. In addition, the book responds to children different Hopis and needs, where they can draw pictures, play roles , do research, or experimental activities. She added that activities can be done in groups or in pairs or even singly, and that some of these activities could be implemented in-doors while others are done in the library garden or in the surrounding environment.

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DR. SAMIA GALAL, THE CONSULTANT OF THE MINISTER OF ENVIRONMENT DURING HER PRESENTATIONS IN ASWAN AND ALEXANDRIA

Dr. Hala than said that the environment can be divided into two main parts: the natural environment, *i.e.* the hydrosphere, the atmosphere, and the lithosphere, and the biological environment which consists of all the plants (flora) and animals (founa) in the air, soil and water around us. All these components needs energy to continue being existing in the universe.

Then, she started to talk about energy, its definition, sources, and uses. The renewable and non renewable sources of energy, clean energy that comes from the sun, the wind, the water and the tide were also discussed. She also mentioned the polluted energy extracted from the oil, natural gases and coal and explained its effect on the environment, *i.e.* global warming, ozone layer depletion, acid rain, ..etc.

In the second chapter, *Dr. Hala* talked about the landscape, and the different factors forming it or influencing its features, *i.e.* slow natural factors such as wind, water, and micro-organisms, and sudden natural factors, *i.e.* volcanoes, earthquakes, hurricanes, floods..etc. In addition, the factors done by human interference were also discussed. Moreover, the soil definition, composition, contents and types were also explained.

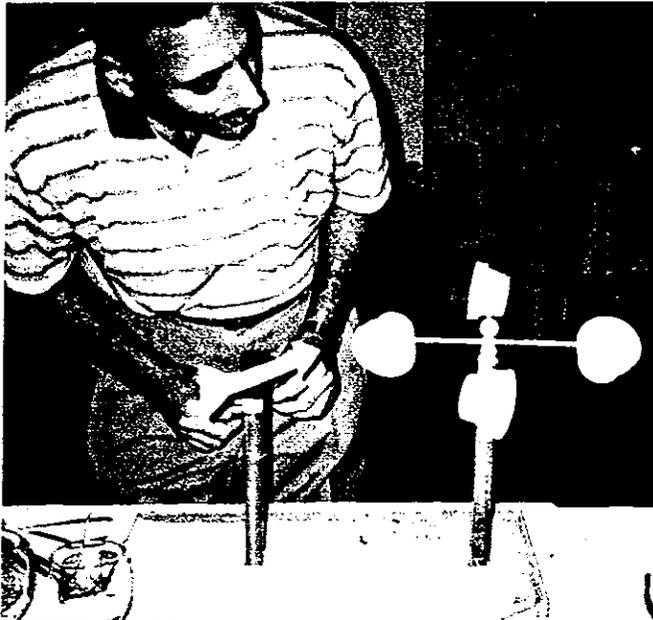
Participants were then divided into 6 groups, each group was assigned to implement one of the activities in the two chapters (see annex 4, workshop agenda). After working for one hour participants then came back to a plenary session where they presented their work and a discussion was done after the presentation of each group to insure understanding of the activity concepts and objectives.

By the end of the day, daily evaluation forms were distributed, in which participants were asked to answer some question related to the work done during the day, (see annex 5, results of day 1 evaluation). Participants appreciated the daily evaluation technique and said that it helped in correcting any negative situations during the workshop.

DAY 2

in the beginning of the first plenary session both the reporter and the evaluator were asked to present their work to the group. The followings are some of participants opinions:

- A percentage of 92% found that the amount of work done was suitable.
- A percentage of 96% found that the trainers approach was very good.
- A percentage of 83% found that the participation was very good.
- A percentage of 91% found that the tools used were very good.
- A percentage of 72% said that there was no negatives during the day.
- A percentage of 67% said that they are going to implement all the activities done during day1.



WORKING IN SMALL GROUPS WAS ONE OF THE MOST PREFERABLE THINGS FOR THE PARTICIPANTS DURING THE WORKSHOP

Two other participants were chosen to do the same job during the second day.

Then *Dr. Hala Adel* started to talk about the next three chapters in the book, *i.e.* air, water and ecosystems. She talked about the atmosphere definition, composition, benefits, and its different layers. Then she talked about the air components, the air dynamic balance, the role of plants in keeping the balance between carbon dioxide and Oxygen. In addition, she explained the main reasons for air pollution and some of the air pollution effects on the environment such as ozone layer depletion, in which she raised some questions like:

- what is ozone? where does it exist in the atmosphere?
- what is ozone layer depletion? How does it happened? and what are the main factors influencing it?
- What are the chloroflorocarbon compounds, where do they come from?
- What happened if the ozone layer is destroyed?
- How can we protect the ozone layer?

Moreover, she gave another example of air pollution which was the acid rain, several questions were raised such as:

- what is acid rain or acid dew? where does it come from?
- what are the gases that help in the formation of the acid rain?
- what are the effects done by the acid rain?
- How can we help in reducing the acid rain?

In addition, how the of wind is formed, its use, and some of the important phenomena related to wind were also discussed.

The next subject in discussion was water, *Dr. Hala* talked about water composition, uses, characteristics, water cycle, water pollution and sources of pollution, safety procedures when working with children near water bodies.

In the 5th chapter, *i.e.* ecosystems, many issues were raised, such as what is ecosystem, what types of ecosystems exist, natural ecosystems and human made ecosystems, the food chain and food web, the human interference effects on ecosystem, the extinction and its reasons, organisms modifications and adaptations, the biological diversity..etc.

Participants were then divided into 9 working groups where each group was assigned to implement one activity (see annex 4 , workshop agenda). The groups worked for about 90 minutes and then each group presented its work followed by discussion in a plenary session.



GROUPS DURING WORK PRESENTATIONS

After lunch, *Mr. Ashraf Maher*, AED consultant, ran a session on communication and working with children. The different cases of children that might visit the library were discussed. The session was implemented in a form of brain storming where all participants had the chance to talk about their experience, the type of children they meet and the best way to deal with them. Some materials related to this subject and other related to the communication tools were handed out to each one.

Later, the daily evaluation forms were distributed, filled by the participants and then analyzed by one of them.

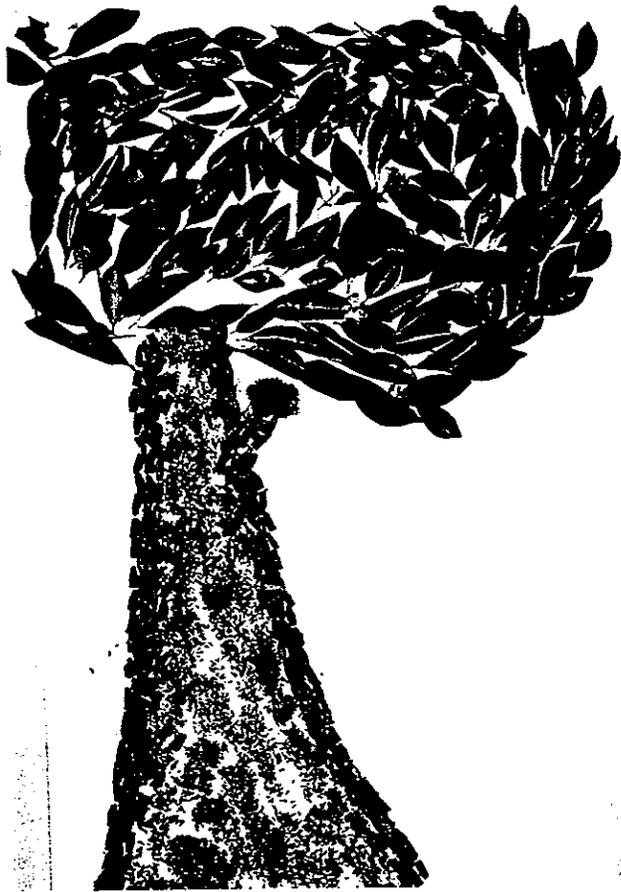
DAY 3

Day 3 started by a brief report on the second day of the workshop, then the evaluation results were presented, and here are some of the participants feedback on day2:

- A percentage of 65% found that the amount of work done was suitable, while 35% found that it was big.
- A percentage of 96% found that the trainers approach was very good.
- A percentage of 91% found that participation was very good.
- A percentage of 65% found that the tools used were very good, while 35% found that it was good to some extent.
- A percentage of 84% said that there was no negatives during the day, while 15% said that the day was long and some of the participants comments takes long time.
- A percentage of 67% said that they are going to implement all the activities done during day 2. For more information see annex 6, (day 2 evaluation results).

The main issue which was discussed during the third day of the workshop was the positive actions children can do towards their local environment. In addition, the environmental impact assessment and environmental auditing procedures and methods were explained with examples to help participants in understanding these concepts. The solid waste management approach was also discussed. Then participants were divided into 6 working groups where they implemented six different activities related to the positive actions:

- Useful things from garbage
- Environmental auditing
- Environmental impact assessment
- Newspaper clips
- Suggest a solution
- The nuts game



SOME OF THE PRODUCED POSTERS DURING ASWAN WORKSHOP

The groups worked for about one hour and then presentation and discussion was made. In the discussion some issues like sustainable development, problem analysis, stakeholder mapping, were raised by the participants and explained by *Dr. Hala Adel*.

FOLLOW UP AND MONITORING:

The last session of the workshop was assigned to discuss the follow up technique and participants needs and expectations form the EEAA. Participants suggested that the follow up should come from both sides, the EEAA and the libraries, in the form of periodical visits to the libraries made by the responsible persons in the EEAA, exchanging newsletters, telephones conversations and faxes, by handing out periodical reports from libraries explaining all the work done, problems and needs.

In addition, participants said that they need more training on different environmental and non environmental issues, they need to have materials and tools to be able to implement environmental activities with the children, they need computers and telephones in the libraries to be able to connect to the internet.

Participants also suggested that the Green Corner should be expanded to other libraries in the schools and clubs, visits should be exchanged between libraries, more training and lectures should be given to the librarians, posters and newsletters should be produced, and competitions should be made between different libraries to increase children interest towards these activities.

One of the attendance was from the EEAA, Mr. El Shrief, who was answering participants questions and promised to find solutions to some of their problems.

Trainers then distributed a some materials that contains the sites of environmental activities on the internet, so that when participants goes back to their library they can use it. These sites and how to use it was explained.

Participants were also informed about the poster competition on the Agenda 21 and sustainable development which the Green Corner will participant in.

ORAL EVALUATION OF THE WORKSHOP

Finally, participants were asked to answer one question; *i.e.* What did you learn during this workshop, the following are some of their answers:

- 1- Teaching children using different approaches, especially practical ones.
- 2- Information about ozone layer depletion, and global warming.
- 3- How to analyze any problem using a scientific technique.
- 4- Knowing new information and exchanging experiences.
- 5- Knowing new friends from different background and different places.
- 6- Understanding what is Green Corner and how to do it.
- 7- How to transform information to children in a simple and easy way.
- 8- Understanding the meaning of environmental auditing.
- 9- Knowing how to protect the environment, and learning some practical skills by doing different activities.
- 10- Learning some activities about materials recycling, and reusing.
- 11- The effect of working in groups and cooperation between the group members that made the work successful.
- 12- Using low cost materials and wastes to create useful and scientific apparatus.
- 13- Learning about the different sources of energy and its effect on the environment.
- 14- Understanding the relationship between environment and our daily life.

After the oral evaluation, final evaluation forms were distributed where participants gave their opinions about some issues.

FINAL EVALUATION RESULTS

1- A percentage of 92% said that they were completely satisfied from the workshop, while 8% said that they were satisfied only.

2- A percentage of 79% said that they had no information about the workshop objectives before coming to the training, and 96% of them said that these objectives were cleared during the training.

3- When participants were asked about the things they like most during the training they said that trainers approach that depends on discussion and participation was very much appreciated (33%), Cooperation between the participants and the trainers during the workshop create a friendly atmosphere during the workshop (25%), others said that they liked every thing in the training (17%), (see annex 7 , the final evaluation results).

4- A percentage of 79% said that there were no negatives during the workshop, while 27% said that they would preferred if the training was longer.

5- When participants were asked about their opinions concerning the trainers they said that trainers has very good information about the subjects raised in the workshop (88%), they has very good capability to transform these information (88%), and they has very good ability to manage the workshop especially during discussions (92%).

6- It seems that participants liked the environmental education book, where 43% of them found that the activities in the book were new, interesting, and easy to implement, others said that the activities were very good, suitable for children, versified, enjoyable, integrated and serve different objectives. Participants also liked the background papers, histograms, photographs and figures included in the book, (see annex 7 , final evaluation results).

7- About 75% of the participants gave answers that ranged between right and right to some extent when asked about the meaning of global warming. While before the workshop only 4% gave right answers and 21% gave answers which were right to some extent (see annex 3, Pre-evaluation analysis). On the other hand, 54% of the participants were able to define the meaning of ozone layer depletion and identify its causes, while before the workshop 58% did not know the answers.

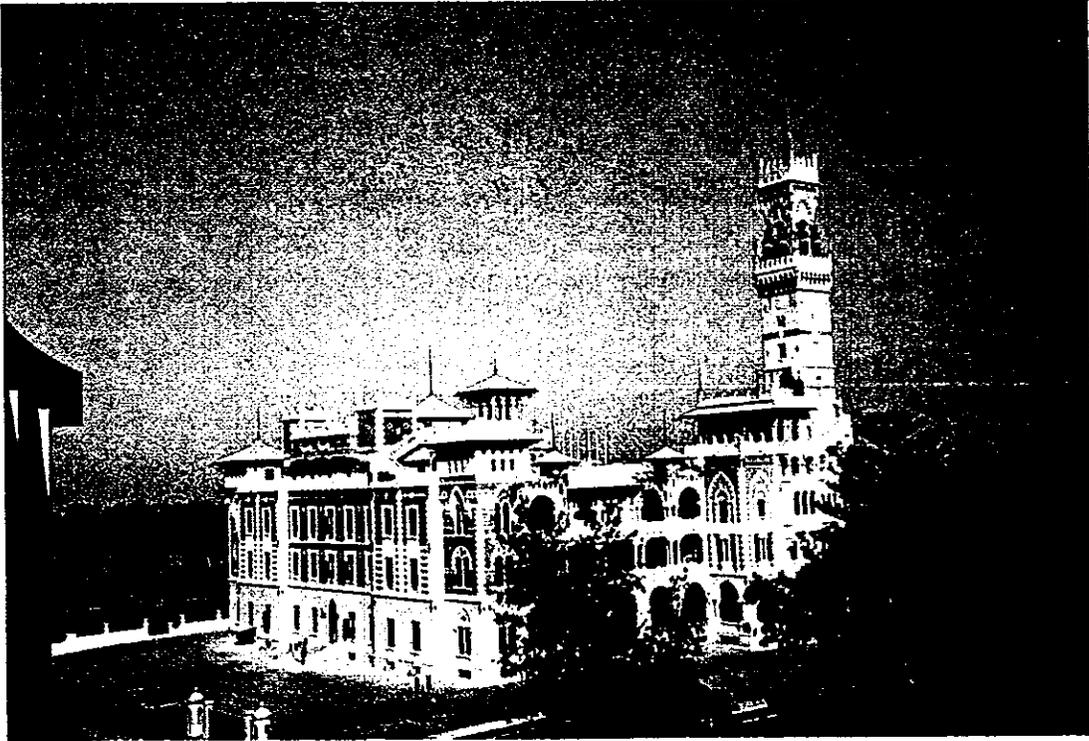
8- Participants awareness about environmental auditing raised after the workshop, where 50% gave the right answers when asked about its definition, before the workshop only 16.5% were able to answer this question.

2- ALEXANDRIA WORKSHOP, 21-23 MAY

DAY 1

The workshop started by distributing the pre-evaluation forms, then, the opining session started where Dr. Hassan Abou Bakr, AED environmental consultant, welcomed every one and introduced Engineer Mohamed Kamal, the Director of the Training and Environmental awareness Department in the EEAA. He also introduced Dr. Houda El Shaieb, The Director of the Training Department, Ms. Lilla Abd El Azeem, and Ms. Nahed Hassan, from the EEAA. In addition, Dr. Abou Bakr welcomed Dr. Mouna Gamal El Deen, Professor at the high institute for health in Alexandria.

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ALEXANDRIA, MAY, 2001



**GROUP PHOTO IN ALEXANDRIA WORKSHOP
21-23 MAY, 2001**



**THE OPINING SESSION IN ALEXANDRIA WORKSHOP, 21-23 MAY 2001.
THE IN THE PHOTO MR. MOHAMED KAMAL, THE DIRECTOR OF THE
CENTRAL DEPARTMENT FOR AWARENESS AND ENVIRONMENTAL
TRAINING, DR. HASSAN ABOU BAKR AND DR. HALA ADEL, AED
ENVIRONMENTAL CONSULTANTS**

Mr. Mohamed Kamal gave an opening speech where he all welcomed the participants attending the workshop and then started to raise some questions such as; what is environment, what was the first environmental conference, and when was it held? He also talked about the Agenda 21, the reading for all festival and its importance, the importance of raising the environmental awareness to protect the environment in our country, and raised the issue of environmental training and environmental awareness. Finally, Mr. Kamal wished the participants a successful and useful workshop and a pleasant stay at Alexandria. Another short speech was given by Dr. Mouna Gamal El Deen, where she talked about the improvements occurring in Alexandria Governorate concerning the environment, the industrial solid wastes, the Garbage and how the Governorate is dealing with this problem. Finally Dr. Mouna wished the participants an enjoyable stay at Alex.

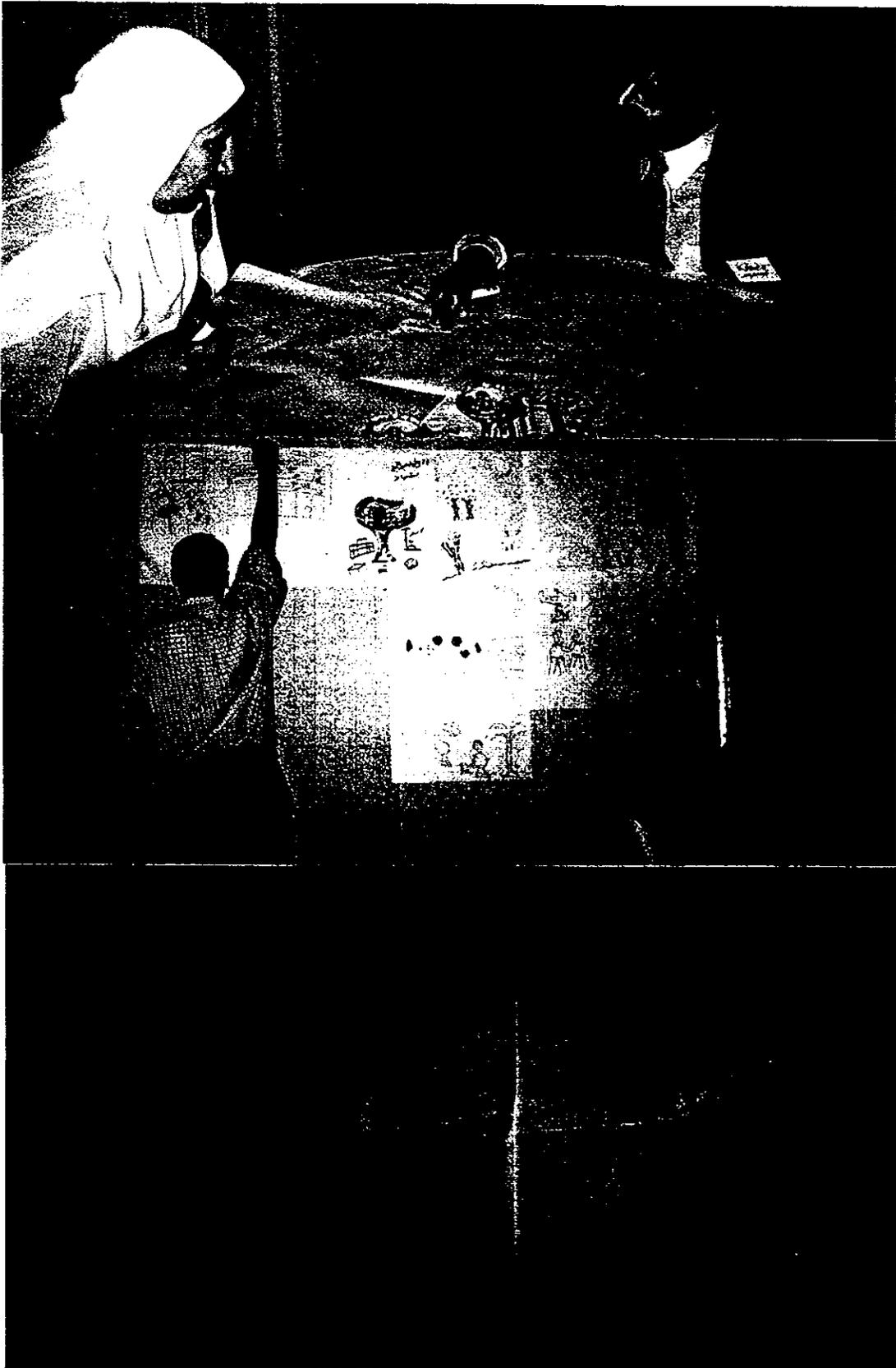
Then, participants had the chance to get to know each other in a new and attractive way. *Dr. Hala Adel*, explained the methodology where several photographs were divided into two pieces randomly, mixed together and each participants had to take one half of any photo and search for the other half. Each two participants that complete one photo seat together and start knowing each other and explain their personalities by drawings. In the plenary session each two present themselves through their drawings. This way of getting to know each other made every one in the training work by his/ her own hand from the beginning of the workshop. With children this way of introduction give the child the chance to express his feelings and show his talent.

Participants expectations were collected from the pre-evaluation forms (see annex 8, the results of the pre-evaluation forms), written on a flipchart and discussed in a plenary session.

Participants expectations:

- 1- Getting to know more information about environmental issues (68%).
- 2- Doing practical work more then theoretical one (16%).
- 3- Knowing knew methods to design working with children (16%).
- 4- Knowing some new tools and approaches to transfer information to children in an interesting way (10.5%).

Then, Dr. Abou Bakr talked about how the environmental learning depends on information and skills, where the environmental education depends on information skills attitudes and behaviors and positive action to create a positive citizen who not only interested in preserving environment but also caring for the resources necessary for his living.



GETTING TO KNOW EACH OTHER BY DRAWING WAS ONE OF THE MOST POSITIVES THINGS PARTICIPANTS LIKED DURING THE WORKSHOP

Dr. Abou Bakr added that the environment consists of living creatures and un living ones, such as energy, water, and air. And that the soil is a system where both components are met. Then he talked about energy, its laws, sources and uses. He also talked about the landscape, and the factors affecting its composition.

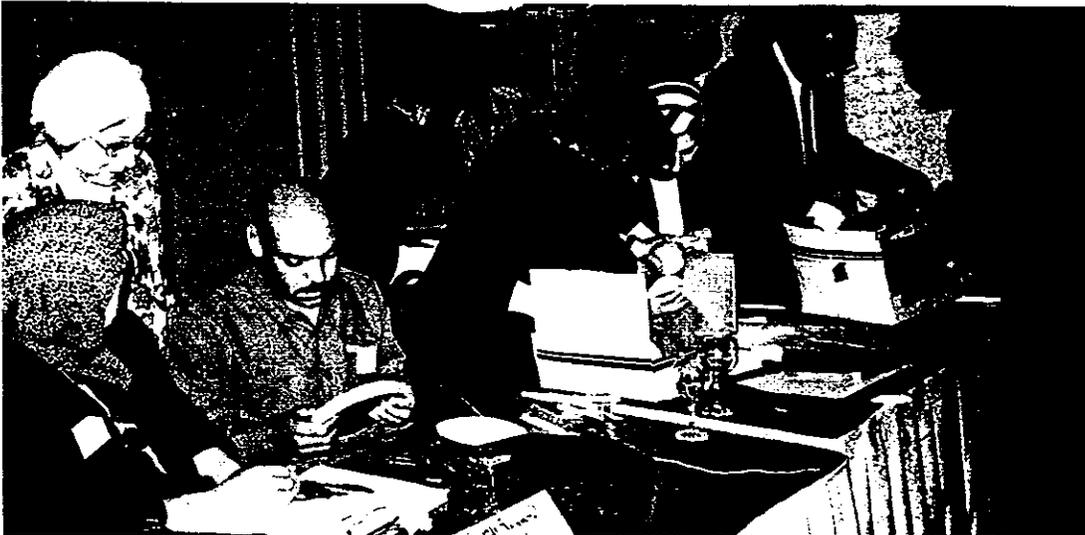
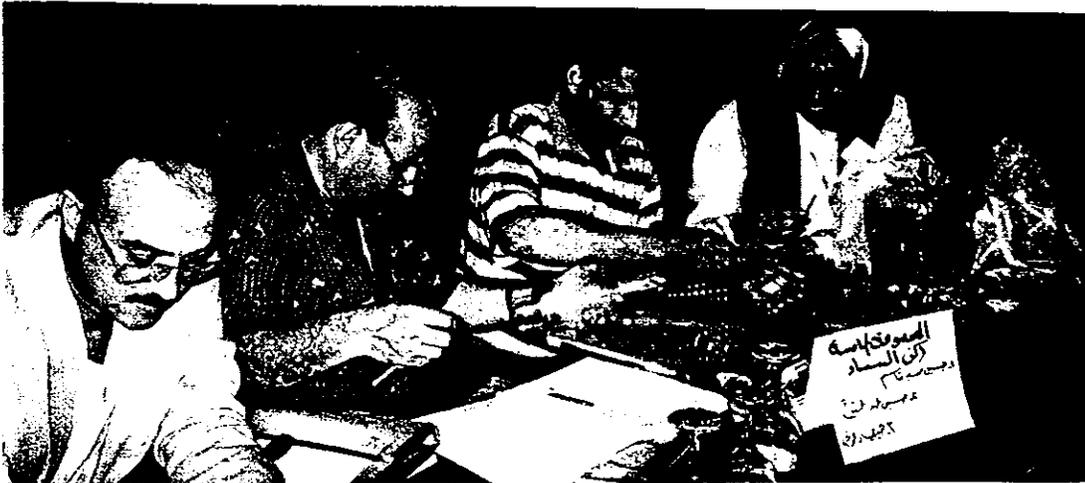
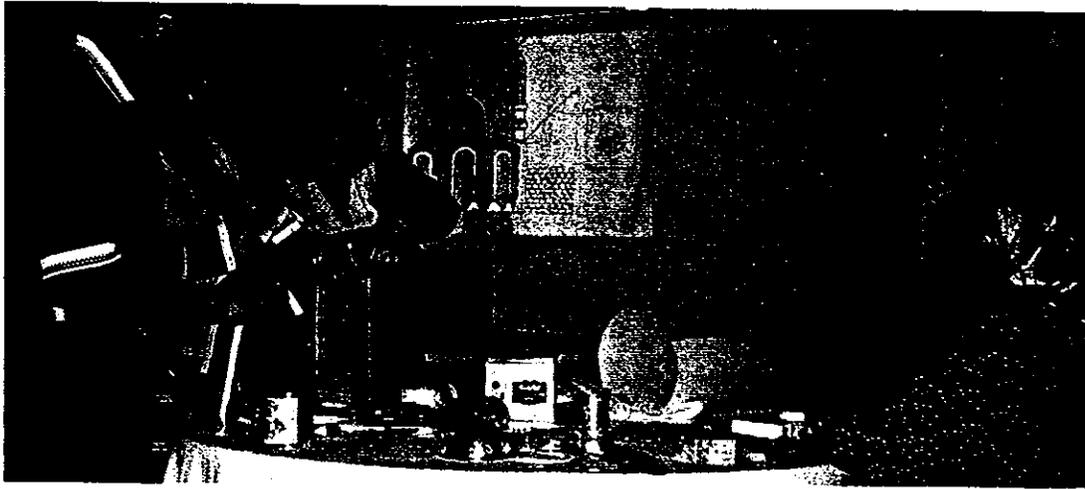
Participants were then divided into six groups, (see annex 9, Alexandria workshop agenda) each group implemented one activity belonging to one of the raised issues. In a plenary session each group represented its work with comments and discussion of the trainers and the participants. The objectives of these activities were concluded i.e. encourage creation and discovery in the child behavior, working by hands make the child concentrate in the objectives and concept of the activity they are implementing, in addition, it encourage them to read more about the subject. Moreover, an activity should give us the maximum benefit we can get, information should be connected together so that the hole picture is cleared.

In the afternoon session the issue of dealing with different types of children was raised. Dr. Abou Bakr, and Ms. Nahed Hassan managed this session which was done by brainstorming what kind of children do participants meet during their work in the library. About 19 different types were raised, then participants were divided into pairs, each pair took a case and discuss its meaning and how to deal with it. In a plenary session each pair introduced what they concluded and a discussion was made. Later, materials related to the subject, in addition to materials on communication tools were distributed. Moreover, several pages including the different sites on the internet that relates to environmental activities were handed out and explained by one of the trainers.

By the end of day 1, oral evaluation was done where participants talked about things they learned during the day. **The following is some of the things raised:**

- 1- Knowing the different types of children and how to deal with each type
- 2- learning a new way of getting to know each other.
- 3- Transferring information through implementing environmental activity.
- 4- Knowing about energy, its sources, the first environmental conference, how to use a model of a green house to transfer an information about global warming and that soil is the origin of every thing.
- 5- Using simple materials and wastes to produce useful education modules for children.

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**PARTICIPANTS WORKING IN THEIR SMALL GROUPS
DURING THE TRAINING**

6- Learning about the social, political and cultural aspects of environment.

7- Practical work either in groups or in pairs is important in dealing with children.

8- Exchanging experience was one of the important things occurred during the day.

After that the daily evaluation forms were distributed and participants and collected by one of the participants for analysis.

DAY 2

The second day of the workshop started by hearing a brief report on day one, where the participant summarized the proceedings of the day. The results of the first day evaluation (see annex 10, day 1 evaluation results) was also presented and the following are some of these results: (the total number of forms was 21)

1- A number of 14 participants said that the amount of work was suitable, while 7 of them said that it was big.

2- All the 21 participants said that the trainers approach was very good, and 20 of them said that participation was very good and the tools used were also very good.

3- When participants were asked about the positives of the day, 7 of them said that the approach trainers used is very good and their way of transferring information was practical and easy. They add the way of getting to know each other was one of the positives, in addition to the practical work and exchanging ideas and experience (9 participants).

4- On the other hand, when participants were asked about the negatives of the day, 16 of them said that their were no negatives, while 3 said that would preferred if they new about the workshop long before it was implemented to be ready, another one said that the period of the workshop is not long enough and another workshop should be implemented.

Then Dr. Hala Adel talked about the next three chapters of the book, (see page). Participants were then divided into 9 groups, each three groups worked on one chapter. After 90 minutes, participants presented their work and discussion followed.

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GROUPS PRESENTATIONS AND DISCUSSIONS

In the After noon, Dr. Samia Galal, gave a lecture on Environment, health and development, (see page for more details). After Dr. Samia finished her lecture, the daily evaluation forms were distributed.

DAY 3

On day 3 the reporter started to give a short presentation on day 2 procedures, then the evaluation of the second day of the workshop was also introduced. The following are some of the participants feedback: (The total form numbers is 23)

1- A number of 18 participants found that the amount of work was suitable, while 5 of them find that it was big.

2- All participants found that the trainers approach, participation and tools used were also very good.

3- One of the positives participants liked during the day was the lecture of Dr. Samia Galal (19), the practical experience and experiments done (9), and the lecture of Dr. Halal Adel (7), see annex 11, day 2 evaluation results).

4- A number of 17 participants said that there were no negatives during day 2, while the rest said that Dr. Samia Galal was late to her lecture, the workshop period is too short, the day was long.

5- A number of 19 participants said that they will implement all the activities done through the day when they go back to their work. Others said that they will start with the activities in the water and air chapters.

Then, Dr. Abou Bakr talked about The importance of the last chapter in the book, where the positive actions are located. He also explained the different types of solid wastes, the solid waste management approach, the environmental auditing, and the environmental impact assessment. Then participants were divided into six groups and implemented six activities related to this issue. In the plenary, each group presented its own work and discussion followed. Dr. Abou Bakr explained some more important issues like the problem tree technique, the stakeholder mapping, and the sustainable development definition.

By the end of the workshop, an oral evaluation was made in which 3 questions were raised:

1- Mention one thing you learned during this training?

2- Mention one positive thing you liked during this training?

3- Mention one negative thing you did not like during this training?

Each participant was given a chance to answer these question in the plenary session and the following is the results:

Part. No.	I LEARNED	I LIKED	I DID NOT LIKE
1	How to transfer information to children in an easy way and without any cost	Trainers approach to explaining things in a simple way	That some participants did not come to the workshop in time
2	How to make children preserve their environment	Participation and cooperation between trainers and trainees	-
3	New methods, and using practical training together with theoretical one	The way trainers explained things, and the organization of the workshop	That the breaks and resting hours during the day was to short
4	How to achieve goals in an indirect way, and how to practice the active learning	The interactive between every one in the workshop, the good feelings, and love occurred during the workshop. This encouraged me to go back and work hard	-
5	That pollution is not controlled by geographical and political borders	The new methodology of getting to know each other and the simple way of explanation	That the workshop period is too short
6	That there is a solution for every problem, and one should be optimistic	The nice way the trainers followed in dealing with each of us, in addition to their professional way of explaining things	That we did not get enough information before coming to the workshop
7	How to use wastes in creating useful things	The positive participation during the training	That the workshop is too short
8	How to simplified information to come to the child level of understanding in order to improve his/her capabilities	Working in small groups and not only lecturing, in addition to the participation between all the participants	That I did not receive any information about the workshop between coming to it.

Part. No.	I LEARNED	I LIKED	I DID NOT LIKE
9	How to transfer environmental information to children	Trainers approach and ways of explanation	-
10	The right meaning of Green Corner, and the activities that make children love the library	Participation and cooperation between the groups	The resting time and breaks were not enough
11	A new way of getting to know each other. And how to protect the environment from pollution	How we used wastes and simple materials and turn it into useful things	That workshop was too short.
12	The simplicity in the presentation and transferring of information	The approach we used in analyzing problems and suggesting solutions	That we did not get enough information about the workshop before coming
13	That we should deal with the environment in a friendly way to create aware persons	Participation and working in groups. The trainers and organizers	-
14	That we all have a responsibility towards the environment	The spirit of the one team, the integration and cooperation which made the workshop successful	That we did not know about the workshop long enough before its implementation
15	That every thing, even tiny things, should be taken care of, because it might affect the environment.	The ways groups presentations were made, and knowing some new friends	The role play done during the workshop need more time for preparation
16	That we should improve our methods in teaching and dealing with young children	Cooperation and the level of education in the group	That training days are long and no time to rest
17	The problem analysis technique	The trainers approach	-
18	How to involve children in discussing environmental issues	Trainers spirit and patience	That the workshop was too short

Part. No.	I LEARNED	I LIKED	I DID NOT LIKE
19	How to simplify information and to analyze problems	Experiences exchange between participants	That the workshop was too short and that we did not get any pocket money
20	how to protect water and air form pollution, how to use energy in an efficient way, and that the environment is directly related to our livelihoods	Participation and practical experiments which will encourage me to read more	-
21	That it is easy and essential to work as a team	The cooperation between all the participants to make this workshop a success	The agenda was concentrated and no time for entertainment
22	A new way of getting to know each other	Trainers approach , and the integration of subjects raised	The condensation of the agenda, I think it needs to be 4 days instead of 3

FINAL EVALUATION ANALYSIS

After analyzing the final evaluation forms results showed that:

1- A percentage of 95% of the participants were completely satisfied about the training, while 5% were only satisfied.

2- A large percentage of the participants (73%) said that they had not enough information about the workshop objectives before they came, however all of them said that they understood the training objectives during the workshop.

3- Participation was one of the most admired things participants liked during the workshop (32%), followed by trainers approach in explaining and dealing with participants (27%), and the practical activities implemented during the workshop (27%).

4- On the other hand, things that were negative in participants' opinion were: the short time allocated for the workshop (45%), not enough information was available on the workshop before it was held (15%), and 20% of them said that there were no negatives, (see annex 12, final evaluation results).

5- When participants were asked about their opinion concerning the trainers, 95% said that trainers information were very good, 100% said that their capability to transfer this information were very good, and 95% said that their capability to manage discussion were also very good.

6- No negative opinions were given about the activities, the background papers and the photos and graphs in the book, (see annex 12).

7- A percentage of 86% gave right answers when asked about the global warming definition and its causes, while before the workshop only 30% were able to answer, (see annex 8, pre- evaluation results).

8- When asked about the ozone layer depletion and its causes, about 77% of the participants give correct answers, while before the workshop only 13% were able to give the right answer, and 39% gave answers which were right to some extent.

9- Only 17% of the participants answered the question on environmental auditing before the workshop, while after the workshop a percentage of 73% were able to define it right.

DISTRIBUTED MATERIALS

Before both workshops ended in Aswan and Alexandria, many books, posters and stickers were distributed where each librarians took some copies back to his/her library. This materials were a gift for the participants from the AED.

RECOMMENDATIONS AND LESSONS LEARNED

During both workshops the trainers have made some conclusions and recommendations, and got out with several lessons, some of which were negative and others were positive.

1- Enough information about the workshop, its objectives, methodology, and agenda should be send to the participants in a suitable time before the training occur.

2- Who will attend the workshop is a very important question, in both workshops there were participants that do work in the Green Corner library and got no relation at all with this matter. This means that they wont benefit from the training and thus part of the training goals is not achieved.

3- The workshop agenda should not be so condensed and concentrated, because participants needs more time to rest and go out to visits some sites at the training location, especially when participants accommodation is at the same training place.

4- We should be sure that the place where the workshop is to be held is suitable for the training, and that the staff at the hotel is cooperative enough to help during the workshop.

5- It is always preferable to go to the training site one day before the workshop is held to see the training room, insure that every thing is at place, to prepare the materials and equipment necessary for the workshop.

6- Practical work, participation, and experience exchange are essential to make any work successful.

7- It is important to have an external evaluator who can help in watching the proceedings and in improving the work day by day.

8- We will try next time to implement such workshops in places less costly in order to save some money in the budget for the participants as pocket money, this was requested by them.

9- We think that it is important for us to see the reports written by our partners in the work as they will see the reports we produced.

10- When inviting external lecturer its very important to be sure what subjects are he/she going to talk about, for how long and when exactly during the workshop.

ANNEX (1)
LIST OF PARTICIPANTS
ASWAN, 14-16 MAY

م	الاسم	الوظيفة	المحافظة	التوقيع
1	أ/ السيد عزة حبيب	مدير إدارة البنية	الأقصر	السيد عزة حبيب
2	أيمن محمد عبد الغنى	أمين مكتبة	الفيوم	أيمن محمد عبد الغنى
3	زاهية إبراهيم علوي الأديب	مدرس مادة اللغة العربية	الفيوم	زاهية إبراهيم علوي الأديب
4	أيمن محمد عبد الغنى	أمين مكتبة	الفيوم	أيمن محمد عبد الغنى
5	محمد عبد الغنى	مدرس مادة اللغة العربية	الأقصر	محمد عبد الغنى
6	إيمان محمد المشاوي	أمين مكتبة	جنوب سيناء	إيمان محمد المشاوي
7	نجوى محمد محمد	أمين مكتبة	جنوب سيناء	نجوى محمد محمد
8	هيثم محمد محمد	مدرس مادة اللغة العربية	الجواريش والغردقة	هيثم محمد محمد
9	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
10	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
11	أحمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	أحمد محمد محمد
12	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
13	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
14	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
15	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
16	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
17	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد
18	محمد محمد محمد	مدرس مادة اللغة العربية	البحر الأحمر	محمد محمد محمد

م	الاسم	الوظيفة	المحافظة	التوقيع
19	خالد عبد المولى	مأمور مكتب	الفيوم	خالد
20	علاء محمد	مفتي	سوهاج	
21	سلطان محمد	مدير المكتب	سوهاج	
22	سليمة كمال	مفتي	بنها	
23	عبد الله	مفتي	بنها	
24	محمد	مفتي	الواحات البحرية	
25	محمد	مفتي	الواحات البحرية	
26	الغلام محمد	مفتي	الواحات البحرية	
27	محمد	مفتي	الواحات البحرية	
28				
29				
30				
31				
32				
33				
34				

ANNEX (2)
LIST OF PARTICIPANTS
ALEXANDRIA, 21-23 MAY

م	الاسم	الوظيفة	المحافظة	التوقيع
1	أبي بكر محمد علي	اداري - جمع سياره	البيزن	
2	عبد الرحمن محمد	نائب اداري - جمع سياره	س	
3	عبد الرحمن محمد	مشرفون لبيوت الخضر	مكة دقرا	
4	سمرية سامر أحمد الحيار	امينة مكتبة	دمياط	سمرية
5	ميد - محمد احمد	امينة مكتبة	دمياط	ميد
6	علاء محمد احمد لغاري	مهندس زراعي	الشرقية	علاء
7	محمد فهد محمد	امينة مكتبة	السويس	
8	داليا صابر محمد	امينة مكتبة	السويس	داليا
9	مغفرة ايهام محمد	احضاتى ضابط اول	الاسكندرية	مغفرة
10	يوسف محمد	احضاتى ضابط اول	الاسكندرية	يوسف
11	محمد عبد الله	امينة مكتبة	سنة الكرم	
12	نادية عبد الحميد	مديرة مكتبة	منيل	نادية
13	دكتورة / هدى	مديرة مكتبة	المنيا	هدى
14	هندس / احمد محمد	مفتش مكتبة	الغربية	هندس
15	هندس / علي محمد	الادارة العامة للشؤون الاقتصادية	الغربية	هندس
16	محمد حسين محمد	مفتش مكتبة	الغربية	محمد
17	محمد محمد	مفتش مكتبة	الغربية	محمد
18	محمد محمد	مفتش مكتبة	الغربية	محمد
19				

م	الاسم	الوظيفة	المحافظة	التوقيع
20	سيد محمد ابراهيم	مساعد	المدنية	سيد
21	دكتور اطفال ابراهيم طاهر	مدير ادارة سوزناطه	الشرقية	دكتور
22	د. محمد عبد الرحمن محمد	مستشار مدير ادارة سوزناطه	الشرقية	دكتور
23	مهندس عبد القادر راجح	مهندس	الشرقية	مهندس
24	مهندس طاهر	مهندس ادارة سوزناطه	الشرقية	مهندس
25	مهندس عبد العظيم	مهندس سوزناطه	العاشر	مهندس
26	دنيا ابراهيم كامل	موظف	الشرقية	دنيا
27	مهندس احمد	مهندس	الشرقية	مهندس
28	ماجد ابراهيم عطا	مهندس	الشرقية	ماجد
29	محمد عبد الله	مهندس	الشرقية	محمد
30				
31				
32				
33				
34				
35				
36				
37				
38				

ANNEX (3)

PRE-EVALUATION RESULTS

ASWAN WORKSHOP

TOTAL PRE-EVALUATION FORMS = 24

1- HAVE YOU PARTICIPATED BEFORE IN ENVIRONMENTAL EDUCATION WORKSHOPS?

	%
yes	(21)
No	(79)

2- IN YOUR OPINION WHAT ARE THE MAIN OBJECTIVES OF ENVIRONMENTAL EDUCATION?

	%
Right answer	0
Right to some extent	37.5
Wrong answer	50
No answer	12.5

3- DO YOU IMPLEMENT ANY ENVIRONMENTAL ACTIVITIES WITH CHILDREN?

	%
yes	(37.5)
No	(29)
No answer	(33.5)

4- IN CASE OF YES, PLEASE GIVE EXAMPLES

THE ENVIRONMENTAL ACTIVITIES	%
1- Tree planting	55.5
2- Trips and site visits	33
3- Showing the children some video films relates to environment	22
4- Making posters on environmental issues	22
5- Exchanged visits with other libraries	11

5- WHAT ARE THE SOURCES OF ENERGY?

	<i>%</i>
Right answer	17
Right to some extent	71
Wrong answer	4
No answer	8

6- WHAT DO YOU KNOW ABOUT GLOBAL WARMING AND ITS CAUSES?

	<i>%</i>
Right answer	4
Right to some extent	21
Wrong answer	37.5
No answer	37.5

7- WHAT DO YOU KNOW ABOUT OZONE LAYER DEPLETION AND ITS CAUSES?

	<i>%</i>
Right answer	8
Right to some extent	33
Wrong answer	46
No answer	12.5

8- WHAT DO YOU KNOW ABOUT FOOD CHAINS AND FOOD WEBS? GIVE EXAMPLES

	<i>%</i>
Right answer	12.5
Right to some extent	4
Wrong answer	12.5
No answer	71

9- WHAT DO YOU KNOW ABOUT WATER SOURCES IN EGYPT?

	<i>%</i>
Right answer	12.5
Right to some extent	50
Wrong answer	12.5
No answer	25

10- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL AUDITING?

	<i>%</i>
Right answer	4
Right to some extent	12.5
Wrong answer	17
No answer	66.5

11- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL IMPACT ASSESSMENT?

	<i>%</i>
Right answer	8.5
Right to some extent	4
Wrong answer	29
No answer	58.5

12- GIVE EXAMPLES OF THE NATURAL RENEWABLE RESOURCES?

	<i>%</i>
Right answer	12.5
Right to some extent	21
Wrong answer	16.5
No answer	50

13- GIVE EXAMPLES OF THE NATURAL UN-RENEWABLE RESOURCES?

	<i>%</i>
Right answer	17
Right to some extent	4
Wrong answer	25
No answer	54

14- WHAT ARE THE MAIN 3 ENVIRONMENTAL PROBLEMS IN YOUR GOVERNORATE?

THE GOVERNORATE	ENVIRONMENTAL PROBLEMS
THE RED SEA	<ul style="list-style-type: none"> - Keeping the shore for touristic activities only - Planting is very rare
SOUTH OF SINAI	<ul style="list-style-type: none"> -Low level of awareness - There are no environmental awareness
FAYOUM	<ul style="list-style-type: none"> - Pollution of the underground water - Literacy problems - Sound pollution - Air pollution -Excessive use of pesticide
QUENA	<ul style="list-style-type: none"> -Plants that grow in the river Nile
NORTH OF SINAI	<ul style="list-style-type: none"> - Garbage accumulation - Using high concentration of pesticides - No caring for the sewage system
ASWAN	<ul style="list-style-type: none"> - Sewage pollution in the river Nile - Building homogeneity is not available
LOXUR	<ul style="list-style-type: none"> - Nile pollution because of the Nile hotels - No enough libraries for environmental information
MENIA	<ul style="list-style-type: none"> - Sound pollution - Air pollution - Garbage accumulation
SOHAG	<ul style="list-style-type: none"> - Side streets are not clean - No enough trees in the Governorate - Garbage accumulation

ANNEX (4)

ASWAN WORKSHOP AGENDA

Day 1:

- 9:00-9:30 Registration
- 9:30 - 10:00 Opening and Getting to know each other
- 10:00-11:00 Participants expectations and Workshop objectives
Green Corner and environmental education
Choosing day 1 reporter and evaluator
- 11.00-11.30 Coffee break
- 11:30-12:30 Lecture:
Environment, Health and Development Dr. Samia Galal
- 12:30 - 1:00 Plenary session: Main environmental elements and the relationship between them
Introduction to chapter 1: Energy
Introduction to chapter 2: Landscape
- 1:00-2:30 Working in groups: 1- Energy activities
- Why is the earth's temperature raising?
- Energy from water power
Working in groups: 2- Landscape activities
- Origin of things
- Felling the world (1)
- Felling the world (2)
- The compost corner
- Our city
- 2:30-3:30 Lunch
- 3:30-4:30 Plenary Session: groups presentation and discussion
- 4:30-5:00 Daily Evaluation

Day 2:

- 9:00-9:30 Report back and evaluation on the first day
Choosing day 2 reporter and evaluator
- 9:30-10:30 Plenary Session:
Introduction to chapter 3: Air
Introduction to chapter 4: Water
Introduction to chapter 5: Ecosystems

10:30-11:00 Coffee break
 11:00-12:30 Working in groups: 3- Air
 - Pressure measurement
 - Keeping balance
 - Wind mill
 - Ozone layer depletion
 Working in groups: 4- Water
 - Water cycle in a micro world
 - Wonderful water
 - Water filters
 Working in groups: 5- Ecosystems
 - Food web
 - Pictures and statues from plants
 12:00-2:30 Plenary Session: groups presentation and discussion
 2:30-3:30 Lunch
 3:00-4:30 Communication and working with children
 4:30-5:00 Daily Evaluation

Day 3:

9:00-9:30 Report back and evaluation on the day 2
 Choosing day 3 reporter
 9:30-10:30 Plenary Session:
 Introduction to chapter 6: Positive actions
 10:30-11:30 Working in groups: 6- Positive actions
 - Useful things from garbage
 - Environmental Auditing
 - Environmental Impact Assessment
 - Newspaper files
 - Suggest a solution
 - The nuts game
 11:30-12:00 Coffee break
 12:00-1:30 Plenary Session: groups presentation and discussion
 1.30-2:30 Monitoring and follow up
 Environmental sites on the internet
 Final Evaluation and close
 2:30-3:30 Lunch

ANNEX (5)

DAY1 EVALUATION RESULTS

ASWAN, 14 MAY

1- What do you think about the workshop today in relation to:

- | | | | |
|------------------------|------------------|-----------------------|--|
| a- The amount of work: | | | |
| Suitable (92%) | Big (8%) | Small (0) | |
| b- Trainers approach: | | | |
| very good (96%) | good(4%) | Moderate (0) | |
| c- Participation; | | | |
| very good (83%) | good(17%) | Moderate (0) | |
| d- The tools used: | | | |
| Suitable (91%) | not suitable (0) | S. to some extent (9) | |

2- Positive things you liked today?

- Trainers approach in explaining things in a simple way (75%)
- Participation and cooperation between all the group (62%)
- Teaching children how to deal with their environment (54%)
- New information about the Green Corner and its objectives (21%)

3- Negative things you did not liked today?

- Nothing (72%)
- It was a long day (11%)
- No available information about the workshop before coming (11%)

4- What are the activities implemented today and you feel you can do it when you go back to your work?

- All the activities 67%
- The compost corner 21%
- Feeling the world 1 and 2 11%
- Our city 12.5%

5- In case of any negatives, what are your suggestions to overcome them tomorrow or in the next workshops?

- No negatives 70.5%
- Reducing the amount of work 6%
- Inform participants with details before the workshop 6%

ANNEX (6)

DAY2 EVALUATION RESULTS

ASWAN, 15 MAY

1- What do you think about the workshop today in relation to:

- a- The amount of work:

Suitable (65%)	Big (35%)	Small (0)
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- b- Trainers approach:

very good (96%)	good(4%)	Moderate (0)
-----------------	----------	--------------
- c- Participation;

very good (91%)	good(9%)	Moderate (0)
-----------------	----------	--------------
- d- The tools used:

Suitable (65%)	not suitable (0)	S. to some extent (35%)
----------------	------------------	-------------------------

2- Positive things you liked today?

- Participation and the attractive approach (61%)
- Trainers approach and roles (20%)
- Dr. Hala Adel lecture (17%)
- The activities produced and the way it was presented (13%)

3- Negative things you did not liked today?

- Nothing (84%)
- It was a long day (5%)
- The high air-condition (5%)

4- What are the activities implemented today and you feel you can do it when you go back to your work?

- All the activities 67%
- How to deal with different cases of children (8%)
- Food webs, water filters, and air mill (4%)

5- In case of any negatives, what are your suggestions to overcome them tomorrow or in the next workshops?

- No negatives 80%%
- Reducing the amount of work 7%

ANNEX (7)

FINAL EVALUATION RESULTS

ASWAN, 16 MAY

1- IN GENERAL WHAT IS YOUR DEGREE OF SATISFACTION ABOUT THIS TRAINING?

Completely satisfied (92%) Satisfied (8%)
 Not Satisfied (0) Not sure (0)

2- WAS THE WORKSHOP OBJECTIVES CLEAR TO YOU BEFORE COMING?

Yes (21%) No (79%)

3- IN CASE OF NO, DID THE TRAINING MADE YOU UNDERSTAND THESE OBJECTIVES?

Yes (100%) No (0)

4- WHAT ARE THE THINGS YOU LIKED MOST ABOUT THIS TRAINING?

POSITIVE THINGS	%
- Trainers approach in discussion and participation	33
- The cooperative spirit between all the group	25
- The activities applied during the workshop	17

4- WHAT ARE THE THINGS YOU DID NOT LIKE ABOUT THIS TRAINING?

NEGATIVE THINGS	%
- No negatives	67
- The period of the workshop is too short	27
- No time to visit any sites in Aswan	7

5- WHAT ARE THE QUALIFICATIONS OF THE TRAINERS IN RELATION TO:

A- THE INFORMATION AVAILABLE ON THE TRAINING SUBJECT:

very good (87.5%) good(12.5%) Moderate (0)

B- THE CAPABILITY TO TRANSFER THESE INFORMATION:

very good (87.5%) good(12.5%) Moderate (0)

C- THE CAPABILITY TO GUIDE DISCUSSION AND MANAGE PARTICIPATION:

very good (92%) good(8%) Moderate (0)

**4. WHAT DO YOU THINK ABOUT:
A- THE ACTIVITIES IN THE BOOK:**

OPINIONS	%
- Very good, interesting, and new	82
- Suitable for the child	9
- Integrated	8

B- THE BACKGROUND PAPERS:

OPINIONS	%
- Good and useful	57
- suitable and easy	26
- Integrated and serve environmental issues	8

C- THE PHOTO, HISTOGRAMS AND GRAPHS

OPINIONS	%
- Excellent	79
- Integrated	8
- Easy to explain for the children	12.5

5. WERE THE MATERIALS AND TOOLS PROVIDED DURING THE WORKSHOP SUFFICIENT FOR THE IMPLEMENTATION OF THE ACTIVITIES?

Yes (67%) To some extent (29%) No answer (4)

6. WHAT DO YOU KNOW ABOUT GLOBAL WARMING AND ITS CAUSES?

	%
Right answer	37.5
Right to some extent	37.5
Wrong answer	17
No answer	8

6. WHAT DO YOU KNOW ABOUT OZONE LAYER DEPLETION AND ITS CAUSES?

	%
Right answer	25
Right to some extent	29
Wrong answer	37.5
No answer	8.5

9- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL AUDITING?

	<i>%</i>
Right answer	29
Right to some extent	21
Wrong answer	37.5
No answer	12.5

DO YOU INTEND TO IMPLEMENT WHAT YOU HAVE LEARNED IN THIS WORKSHOP IN YOUR WORK? GIVE EXAMPLES

	<i>%</i>
- Sure I will implement all the activities	52
- Yes, like the activities of food webs, newspaper files, suggest a solution, the nuts game, the compost corner, origin of things...etc.	21.5

8- ARE THERE ANY MORE REMARKS YOU WOULD LIKE TO MENTION?

REMARKS	<i>%</i>
- This workshop should be repeated	50
- Thanks due to trainers and organizers	37.5

ANNEX (8)

PRE-EVALUATION RESULTS

ALEXANDRIA WORKSHOP

TOTAL PRE-EVALUATION FORMS = 23

1- HAVE YOU PARTICIPATED BEFORE IN ENVIRONMENTAL EDUCATION WORKSHOPS?

	%
yes	(22)
No	(78)

2- IN YOUR OPINION WHAT ARE THE MAIN OBJECTIVES OF ENVIRONMENTAL EDUCATION?

	%
Right answer	22
Right to some extent	52
Wrong answer	22
No answer	4

3- DO YOU IMPLEMENT ANY ENVIRONMENTAL ACTIVITIES WITH CHILDREN?

	%
yes	48
No	26
No answer	26

4- IN CASE OF YES, PLEASE GIVE EXAMPLES

THE ENVIRONMENTAL ACTIVITIES	%
1- Encouraging children to plant trees	45
2- Give lectures about environment and health	27
3- Implementing some experiments in the science sessions	18
4- Showing them vedio films on environment	9

5- WHAT ARE THE SOURCES OF ENERGY?

	<i>%</i>
Right answer	13
Right to some extent	52
Wrong answer	35
No answer	0

6- WHAT DO YOU KNOW ABOUT GLOBAL WARMING AND ITS CAUSES?

	<i>%</i>
Right answer	13
Right to some extent	17
Wrong answer	39
No answer	30

7- WHAT DO YOU KNOW ABOUT OZONE LAYER DEPLETION AND ITS CAUSES?

	<i>%</i>
Right answer	13
Right to some extent	39
Wrong answer	35
No answer	13

8- WHAT DO YOU KNOW ABOUT FOOD CHAINS AND FOOD WEBS? GIVE EXAMPLES

	<i>%</i>
Right answer	13
Right to some extent	4
Wrong answer	26
No answer	57

9- WHAT DO YOU KNOW ABOUT WATER SOURCES IN EGYPT?

	<i>%</i>
Right answer	35
Right to some extent	43
Wrong answer	9
No answer	13

10- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL AUDITING?

	<i>%</i>
Right answer	4
Right to some extent	4
Wrong answer	26
No answer	65

11- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL IMPACT ASSESSMENT?

	<i>%</i>
Right answer	13
Right to some extent	22
Wrong answer	17
No answer	48

12- GIVE EXAMPLES OF THE NATURAL RENEWABLE RESOURCES?

	<i>%</i>
Right answer	30.5
Right to some extent	17
Wrong answer	22
No answer	30.5

13- GIVE EXAMPLES OF THE NATURAL UN-RENEWABLE RESOURCES?

	<i>%</i>
Right answer	13
Right to some extent	0
Wrong answer	52
No answer	35

14- WHAT ARE THE MAIN 3 ENVIRONMENTAL PROBLEMS IN YOUR GOVERNORATE?

THE GOVERNORATE	ENVIRONMENTAL PROBLEMS
ALEXANDRIA	<ul style="list-style-type: none"> - Sound pollution - Air pollution - Food pollution
SHARBIA	<ul style="list-style-type: none"> - Sound pollution - Air pollution - Sewage system problems - Pesticide pollution
KALYOUBIA	<ul style="list-style-type: none"> - Sound pollution - Air pollution - Nile river pollution
SHARKIA	<ul style="list-style-type: none"> - Sound pollution - Air pollution - Garbage accumulation
DAMITTA	<ul style="list-style-type: none"> - Sound pollution - Air pollution
BEHAIRA	<ul style="list-style-type: none"> - Air pollution - Nile river pollution - Garbage accumulation
MONOFIA	<ul style="list-style-type: none"> - Sewage system problems - Garbage accumulation - Drinking water problems - High level of underground water
PORT SAID	<ul style="list-style-type: none"> - Air pollution - The public gardens are not clean

ANNEX (9)

ALEXANDRIA WORKSHOP

AGENDA

Day 1:

- 9:00-9:30 Registration
- 9:30 - 9:45 Opening session:
Mr. Mohamed Kamal, the Manager of the Training and Environmental Awareness Department in the EEAA
- 9:45-11:00 Getting to know each other
Participants expectations and Workshop objectives
Green Corner and environmental education
Choosing day 1 reporter and evaluator
- 11:00-11.30 Coffee break
- 11:30-12:00 Plenary session: Main environmental elements and the relationship between them
Introduction to chapter 1: Energy
Introduction to chapter 2: Landscape
- 12:00 - 1:00 Working in groups: 1- Energy activities
- Why is the earth's temperature raising?
- Energy from water power
Working in groups: 2- Landscape activities
- Origin of things
- Felling the world (1)
- Felling the world (2)
- The compost corner
- Our city
- 1:30-2:30 Plenary Session: groups presentation and discussion
- 2:30-3:30 Lunch
- 3.30-4.30: Communication and working with children
- 4:30-5:00 Daily Evaluation

Day 2:

- 9:00-9:30 Report back and evaluation on the first day
Choosing day 2 reporter and evaluator
- 9:30-10:30 Plenary Session:

Introduction to chapter 3: Air
 Introduction to chapter 4: Water
 Introduction to chapter 5: Ecosystems
 10:30-11:00 Coffee break
 11:00-12:30 Working in groups: 3- Air

- Pressure measurement
- Keeping balance
- Wind mill
- Ozone layer depletion

 Working in groups: 4- Water

- Water cycle in a micro world
- Wonderful water
- Water filters

 Working in groups: 5- Ecosystems

- Food web
- Pictures and statues from plants

 12:00-2:30 Plenary Session: groups presentation and discussion
 2:30-3:30 Lunch
 3:00-4:30 Lecture: Environment, Health and Development
 4:30-5:00 Daily Evaluation

Day 3:

9:00-9:30 Report back and evaluation on the day 2
 Choosing day 3 reporter
 9:30-10:30 Plenary Session:
 Introduction to chapter 6: Positive actions
 10:30-11:30 Working in groups: 6- Positive actions

- Useful things from garbage
- Environmental Auditing
- Environmental Impact Assessment
- Newspaper files
- Suggest a solution
- The nuts game

 11:30-12:00 Coffee break
 12:00-1:30 Plenary Session: groups presentation and discussion
 1.30-2:30 Monitoring and follow up
 Environmental sites on the internet
 Final Evaluation and close
 2:30-3:30 Lunch

ANNEX (10)

DAY1 EVALUATION RESULTS

ALEXANDRIA, 21 MAY

Total number of forms (21)

1- What do you think about the workshop today in relation to:

a- The amount of work:

Suitable (14) Big (7) Small (0)

b- Trainers approach:

very good (21) good(0) Moderate (0)

c- Participation;

very good (20) good(1) Moderate (0)

d- The tools used:

Suitable (20) not suitable (0) S. to some extent (1)

2- Positive things you liked today?

- Trainers approach in explaining things and transferring information in a simple way (7)

- The methodology used in getting to know each other (9)

- Practical training, participation and ideas exchange (9)

3- Negative things you did not liked today?

- Nothing (16)

- No available information about the workshop before coming (3)

4- What are the activities implemented today and you feel you can do it when you go back to your work?

- All the activities 7

- How to use water in producing energy, and how to make a green house model and use it in explaining the global warming 7

5- In case of any negatives, what are your suggestions to overcome them tomorrow or in the next workshops?

- No negatives 17

- Increasing the period of the workshop 2

- Inform participants with details before the workshop 2

ANNEX (11)

DAY2 EVALUATION RESULTS

ALEXANDRIA, 22 MAY

Total number of forms (23)

1- What do you think about the workshop today in relation to:

a- The amount of work:

Suitable (18) Big (5) Small (0)

b- Trainers approach:

very good (23) good(0) Moderate (0)

c- Participation;

very good (23) good(1) Moderate (0)

d- The tools used:

Suitable (23) not suitable (0) S. to some extent (1)

2- Positive things you liked today?

- The lecture of Dr. Samia Galal 19
- Practical training and experiments 9
- The presentation made by Dr. Hala Adel 7
- The approach used by Dr. Hassan Abou Bakr 2

3- Negative things you did not liked today?

- Nothing (17)
- The workshop is too short 1
- It was a long day 1

4- What are the activities implemented today and you feel you can do it when you go back to your work?

- All the activities 19
- Activities related to air and ecosystems 4

5- In case of any negatives, what are your suggestions to overcome them tomorrow or in the next workshops?

- No negatives 18
- Increasing the period of the workshop 2

ANNEX (12)

FINAL EVALUATION RESULTS

ALEXANDRIA, 23 MAY

1- IN GENERAL WHAT IS YOUR DEGREE OF SATISFACTION ABOUT THIS TRAINING?

Completely satisfied (95%) Satisfied (5%)
 Not Satisfied (0) Not sure (0)

2- WAS THE WORKSHOP OBJECTIVES CLEAR TO YOU BEFORE COMING?

Yes (27%) No (73%)

3- IN CASE OF NO, DID THE TRAINING MADE YOU UNDERSTAND THESE OBJECTIVES?

Yes (100%) No (0)

4- WHAT ARE THE THINGS YOU LIKED MOST ABOUT THIS TRAINING?

POSITIVE THINGS	%
- Trainers approach in discussion, presentation and explanation	59
-working as a team and participation	50
- Working in groups and the activities applied during the workshop	36
- The methodology in how to get to know each other	23

4- WHAT ARE THE THINGS YOU DID NOT LIKE ABOUT THIS TRAINING?

NEGATIVE THINGS	%
- The period of the workshop is too short	45
- No negatives	20
- Work through the day was very long	15
- No information available before the workshop	15
- No pocket money	0

5- WHAT ARE THE QUALIFICATIONS OF THE TRAINERS IN RELATION TO:

A- THE INFORMATION AVAILABLE ON THE TRAINING SUBJECT:

very good (95%) good(5%) Moderate (0)

B- THE CAPABILITY TO TRANSFER THESE INFORMATION:

very good (100%) good(0) Moderate (0)

C- THE CAPABILITY TO GUIDE DISCUSSION AND MANAGE PARTICIPATION:

very good (95%) good(5%) Moderate (0)

4- WHAT DO YOU THINK ABOUT:

A- THE ACTIVITIES IN THE BOOK:

OPINIONS	%
- Very good	45.5
- Sufficient and easy to explain	27
- Good	14

B- THE BACKGROUND PAPERS:

OPINIONS	%
- Interesting and excellent	59.5
- Good	9
- Sufficient	9

C- THE PHOTO, HISTOGRAMS AND GRAPHS

OPINIONS	%
- Very good	68
- It helps the trainees in learning and understanding	19

5- WERE THE MATERIALS AND TOOLS PROVIDED DURING THE WORKSHOP SUFFICIENT FOR THE IMPLEMENTATION OF THE ACTIVITIES?

Yes (86%) To some extent (9%) No answer (5)

6- WHAT DO YOU KNOW ABOUT GLOBAL WARMING AND ITS CAUSES?

	%
Right answer	50
Right to some extent	36
Wrong answer	14
No answer	

6- WHAT DO YOU KNOW ABOUT OZONE LAYER DEPLETION AND ITS CAUSES?

	%
Right answer	27
Right to some extent	05
Wrong answer	14
No answer	9

9- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL AUDITING?

	%
Right answer	55
Right to some extent	18
Wrong answer	9
No answer	18

DO YOU INTEND TO IMPLEMENT WHAT YOU HAVE LEARNED IN THIS WORKSHOP IN YOUR WORK? GIVE EXAMPLES

	%
- Yes I will implemented all	35
- Yes I will and I will depend on simplifying things	15
- Yes, especially problem analysis	10

8- ARE THERE ANY MORE REMARKS YOU WOULD LIKE TO MENTION?

REMARKS	%
- Thanks due to trainers and organizers	29
- The workshop period should increase	14
- This workshop should be repeated	14
- In the next workshop please send us the agenda before	14