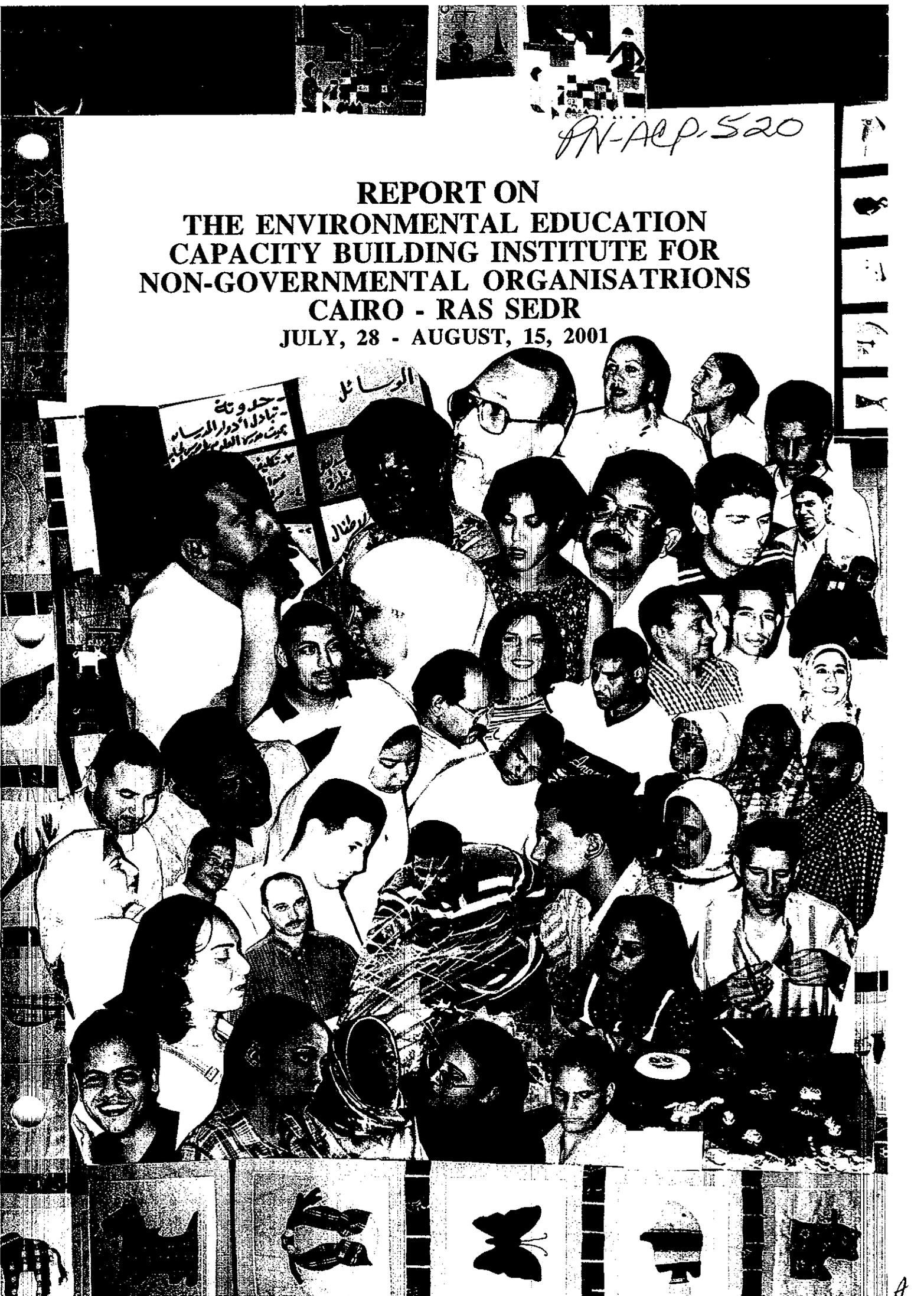


PN-ALP.520

**REPORT ON
THE ENVIRONMENTAL EDUCATION
CAPACITY BUILDING INSTITUTE FOR
NON-GOVERNMENTAL ORGANISATRIONS
CAIRO - RAS SEDR
JULY, 28 - AUGUST, 15, 2001**



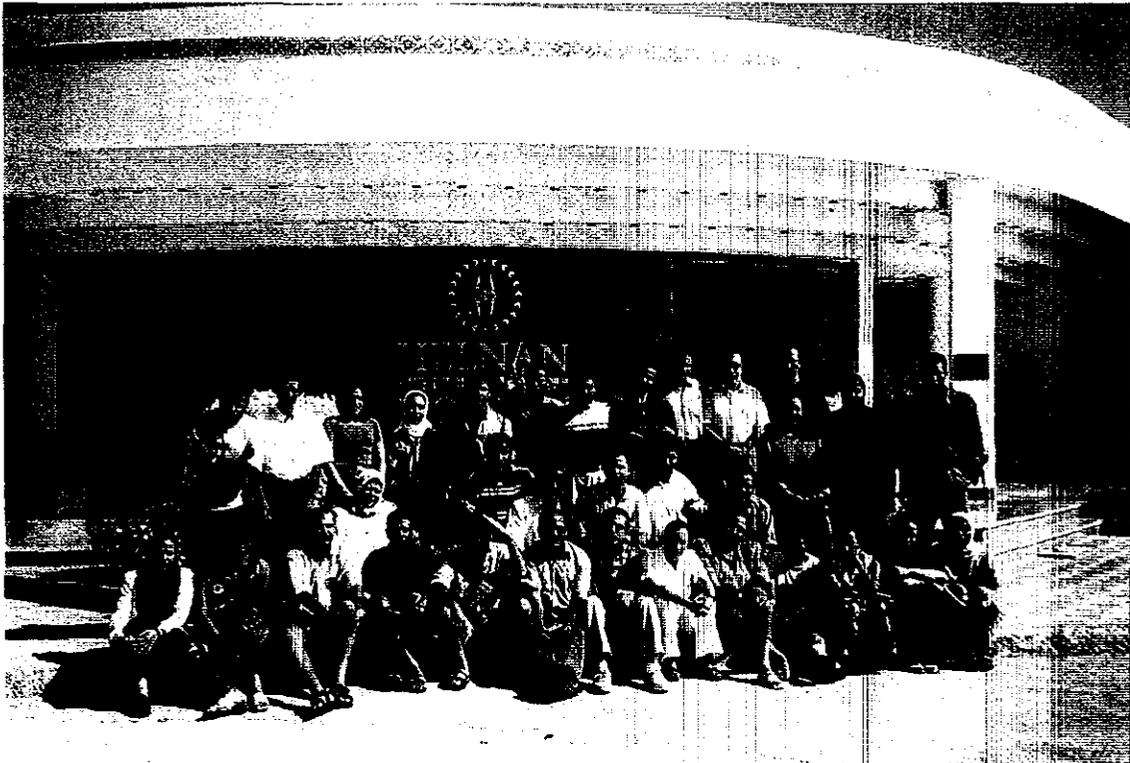
A

**REPORT ON
THE ENVIRONMENTAL EDUCATION
CAPACITY BUILDING INSTITUTE FOR
NON-GOVERNMENTAL ORGANISATRIONS
CAIRO - RAS SEDR
JULY, 28 - AUGUST, 15, 2001**

**SUBMITTED TO
THE ACADEMEY FOR EDUCATION DEVELOPMENT
SEPTEMBER, 2001**

**BY
Dr. HASSAN ABOU BAKR
Dr. HALA ADEL
Mr. ASHRAF MAHER
Mr. EI MOTAZ BELAH ABDEL FATTAH**

B



***PARTICIPANTS AND THE TRAINING TEAM IN THE CBI
PROGRAM CAIRO- RAS SEDR, , JULY, 28 - AUGUST, 15***

1. INTRODUCTION

The Academy of Education Development in cooperation with the EEAA supported a Capacity Building Institute program (CBIP) for the NGOs working in the fields of environmental education and awareness. The program took place during the period from July, 28 to August, 15, 2001. The CBIP came as a response to the increasing involvement of many Egyptian NGOs in environmental protection activities at the community level, which is accompanied, however, with the lack of well-qualified local environmental educators within these NGOs. In addition, NGOs reach large numbers of people in rural and urban communities in the country. This makes the NGOs one of the most important actors in the field of environmental education.

The CBIP was held in 2 places, events of the first week was carried out in the Arab International Scout Center in Cairo, while the next two weeks were held in the Helnan-Ras Sedr resort.

2. GOAL

The Capacity Building Institute program aimed at strengthening the capacities of NGOs working in the field of environmental education and awareness, in order to help them implementing more effective environmental programs appropriate for the target population they are working with.

3- OBJECTIVES

1- Prepare well qualified staff in the field of environmental learning and awareness, so they can in turn prepare other cadres in their organizations and societies.

2- Exchange of learning experience in the field of environmental protection and awareness undertaken by NGOs.

3- Contribute to the development of environmental learning and awareness programs being implemented by NGOs at community and national levels.

4- Improve and develop means and instruments of environmental learning and awareness in interactive and participatory manner.

5- Identify new creative and non-traditional means and methods of environmental learning and awareness and testing them practically through specific projects to be developed by the participants.

4- DESIGN, PREPARATION, AND IMPLEMENTATION OF THE CBIP

The core group of AED trainers/ facilitators consisted of designing and implementing the program, these consultants were:

- *Dr. Hassan Abou Bakr, the team leader*
- *Dr. Hala Adel,*
- *Mr. Ashraf Maher,*
- *Mr. El Motaz Belah Abd El Fattah,*

This group of consultants were responsible of:

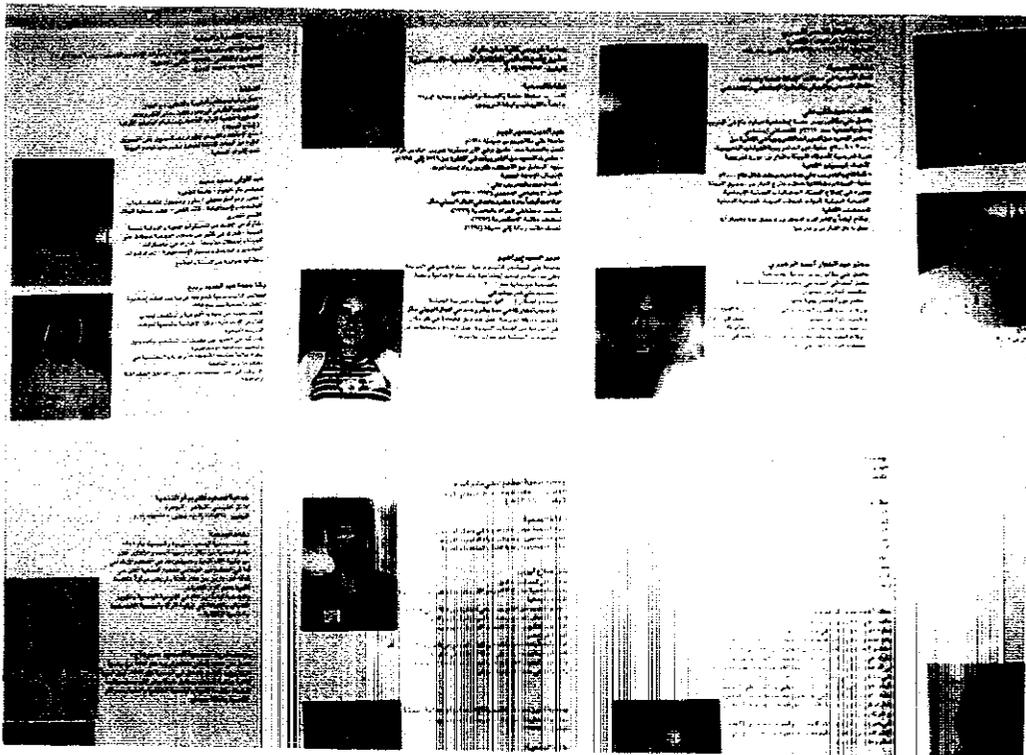
- 1- Writing the invitation letters and necessary forms which were sent to the NGOs.
- 2- Receiving the replays and selection of NGOs who will participate in the CBIP.
- 3- Selection of candidates who will attended the program from each NGO, and providing them of all the necessary information.
- 4- Design the 3-week-program, including the a day-to-day agenda and division of every body's duties and responsibilities.
- 5- Preparation of papers, lectures, learning activities, that were added to the CBI binder.
- 6- Identify books and other printed materials to be included in the CB package.
- 7- Contact the invited speakers, explaining the aim and objectives of the program.
- 8- Preparation for the site visits to be made during the program and making the necessary contacts.
- 9- Implementation of the program through facilitation, giving lectures, follow up the working groups, guiding the discussions, introducing the invited speakers, guiding the site visits, analyzing the semi- and final evaluation forms, and monitoring the work throughout the 3 weeks.

The training team was assisted by a supporting team that consisted of:

- *Ms. Magda Gomma, logistic coordinator*, who was responsible for all logistic aspects, *i.e.* hotel reservation, transportation, accommodation, arrangements as well as other financial and administrative issues.
- *Mr. Ali Samir, logistics assistance*, who was responsible for purchasing the materials, equipment, and supplies needed for the work, and helped in preparing of the learning activities carried out throughout the 3 weeks.
- *Ms. Rasha Mostafa, research assestant.*
- *Mr. Wagdy Rashed, secretarial and documentation assistant*



The AED, EEAA work team during the CBIP



Some participants photographs followed by information about each of them

- *Program coordinator*

Mr. Housain Emam, was nominated by EEAA as *the general coordinator of the Program*, who participated in the selection of the NGOs, made contacts with some of the invited speakers, provided some of the EEAA publications, and gave a presentation of environmental laws and legislations as well as his contribution in the program management.

5. PRE- CBIP ACTIVITIES:

5.1- WRITING THE INVITATION LETTERS TO THE NGOs

- Presenting the idea ,aim and objectives of the CBIP.
- Identifying criteria for candidate NGOs and participants.
- Developing the candidate participants' form
- Gathering information about the candidate NGOs
- The main issues and topics in the CBIP
- A commitment letter to be signed by the person in charge in the NGO

5.2- PROGRAM DESIGN

Several meetings were held by the team in order to design the 3-week program. It was agreed, by the team members, that the program should be creative, participatory, and based on the participants' rich and diversified experiences. The program was also designed in a manner that allowed the participants to be introduced to new, non conventional, and varied ways of thoughts and methodologies of environmental education.

Some figures of relevance

- The total number of **plenary sessions** throughout the 3-week-program was 63.
- The total number of **hand-on learning activities** implemented in small working groups throughout program was 52 activities, (see annex, 1 the agenda).
- The total number of the **discussion groups** was 70.
- The total number of **communication and art work groups** was 9.
- The total number of **trainers, invited speakers and facilitators** who worked throughout the 15 days was 19 persons.
- The number of **books** distributed to the participants was 20 books, (see annex 2, list of distributed books and other materials)
- The total number of the **site visits** was 3 visits.
- The total number of **background papers** in the CBI binder and those distributed throughout the program was 35.

THE PROGRAM DESIGN INCLUDED TWO MAIN PARALLEL PARTS

PART I: THE ENVIRONMENT

The following subjects were discussed in this part:

- 1- The main environmental issues at the local, national and international levels.
- 2- Environmental education: its meaning, objectives, and approaches
- 3- The issues in environmental education and awareness programs:
 - a. *Energy*
 - b. *Soil*
 - c. *Air*
 - d. *Water*
 - e. *Ecosystems and Biodiversity*
 - f. *Positive actions*
- 4- Environmental Auditing and Environmental Impact Assessment
- 5- Solid Waste Management
- 6- The social and cultural aspects in dealing with environmental issues, (e.g. gender and environment, health and environment, indoors environments...etc.).
- 7- The international environmental conferences, and conventions.
- 8- Environmental laws and legislations in Egypt.
- 9- Role of NGOs in Environmental protection and improvement.
- 10- Integration of environmental aspects in the NGOs programs , e.g. the formal and non-formal education, the literacy classes, the women programs, the awareness projects..etc.)

PART II: CAPACITY BUILDING SKILLS

This part included the following subjects:

- 1- Training needs assessment for different target groups.
- 2- How to develop appropriate CB programs: including design, planning, management, budgeting, evaluation and follow up.
- 3- Participation and interactive capacity building approaches.
- 4- Skills needed for producing environmental educational training tools using local and simple, low cost materials.
- 5- Communication and perception skills.
- 6- Report writing, documentation, evaluation methods, monitoring, and performance indicator development.

6- PARTICIPANTS IN THE CBIP

After the screening and selection of candidate participants, 30 participants were chosen. These participants came from 19 NGOs, that work in the field of environment. These NGOs cover 13 Governorates, *i.e.* Cairo, Giza, Alexandria, Fayoum, Asuite, Sharkia, Menia, Sohag, Quena, Luxor,

El Wady El Gaded, South Sinai, and Ismaelia. There were 13 female and 17 male participants, (see annex 3, Participants and NGOs List).

7- THE APPROACH FOLLOWED

From the first minute the trainers made clear that the success of this program is the responsibility of each one of the participants and not the implementation team alone. Participation was the spirit of the program, each day one of the participants was assigned to write a brief report on the work done and present this report in a plenary session first thing in the morning of the following day. Participants also helped in the preparation of the materials needed for group work. On the other hand, participants were keen to maintain the place clean where they worked every day to keep it in order. These activities made every one in the team feel responsible and actively participating in the work.

The CBI program was a mixture of plenary sessions and working in groups. In the plenary sessions lectures were given- either by one of the training team or by an invited speaker. Presentation were always followed by discussion. On the other hand, when participants worked in small groups they carried out a wide range of practical activities related to the relevant environmental issue discussed. These groups were sometimes allocated for discussing one of the environmental issues or problems. After working in groups, participants presented their work in plenaries and discussion was opened. Other groups were designed for taking some positive actions, role playing, drawing posters, making masks, puppets ..etc. (that will be discussed later in this report).

One important approach that was followed during the program was the evaluation of the work. Each two days, and sometimes every day, a method of evaluation was chosen where participants expressed their opinions about the work done, the negative and positive things they see, and how to improve the situation in the following days, (some of the results will be presented later in this report).

Different tools were used during the work, where participants learned how to use these tools and when. These tools included:

- Brainstorming
- Card sorting
- Problem analysis (using the problem tree technique)
- Carrying out research
- Implementing scientific experiments
- Stakeholder analysis
- SWOT analysis

7- A BRIEF SUMMARY OF THE MOST IMPORTANT ISSUES RAISED DURING THE PROGRAM

A- THE OPINING SESSION

Two speakers talked during the opening session, i.e. Mr. Hussain Emam, the program coordinator from the EEAA, and Dr. Lynn Mortenson, the AED Chief-of-Party. In the beginning, Dr. Abou Bakr, AED consultant and training team leader, welcomed every one and introduced Mr. Emam who talked about the role of the NGOs in the environmental protection, how the participants were chosen, the importance of the CBI program and the chance for the NGOs to exchange experience and information during the 3-week-workshop.

Dr. Lynn Mortenson, highlighted the effort done to make this project a reality. She added that this work is considered as investment in the NGOs. She also talked about the important roles played by NGOs in their local communities. In addition, Dr. Mortenson explained that one of the objectives of the CBIP is developing environmental education programs implemented by the NGOs and finding ways to improve them in the future, and that this approach is considered a capacity building in the local community for environmental protection. The other objective, as she explained was to encourage the NGOs to work more closely with the GOs as the EEAA. Then, Dr. Mortenson gave a brief summary on the Egyptian Environmental Policy Program (EPPP), the USAID and the AED roles and responsibilities. Finally, Dr. Mortenson thanked all the participants and wished them a successful workshop during the next 3 weeks.

B- THE SITUATE OF THE ENVIRONMENT IN TODAY'S WORLD

One of the most important events that happened during this program was the presence of Professor Dr. Mohamed Abd El Fattah El Kasas. Dr. Kasas is considered one of the most prominent experts in the field of environment in the world. Dr. Kasas gave the opening lecture on environment, which laid the foundation of the next 3 weeks of working together. He touched upon the definition of the environment and how difficult to define such a word.

In addition, he introduced the participants to some main issues such as ecosystems, hydrosphere, atmosphere, lithosphere and biosphere, the food chains and food webs, the producers, consumers and decomposers. He also talked about the relationship between man and environment, and the relation between Ecology and Economy, Dr. Kasas gave example of

6a



Three of the invited speakers in the CBIP. Above, Prof. Dr. Kasas, in the middle, Prof. Dr. Khozam, and down, Mr. Mehany

renewable and non renewable resources. During his presentation Dr. Kasas gave an account on the history of environment as a public concern

starting from Rachel Carson's Silent Spring in the 1960s up to the Earth summit in 1992. Dr. Kasas added there are 3 stages in benefiting from the resources in the environment which are:

- 1- to know that this resource is important (role of science)
- 2- to know how and where to get this resource and treat it in a way that make it useful goods or services. (role of technology).
- 3- to change this knowledge into practice to make the new goods and/or service available to people (role of development).

Dr. Kasas also talked about environmental laws and legislation and how could people apply these laws and when, the relationship between awareness and people attitudes and behavior. Hence, he expressed his appreciation to the efforts made by the NGOs, and he also highly appraised the idea of holding the CBIP.

Several questions were then raised from the participants concerning different issues and Dr. Kasas gave detailed answers.

C- ENVIRONMENTAL EDUCATION AND ITS OBJECTIVES

In this subject Dr. Salah Madkour, EEAA, talked about the main issues related to environmental education, its objectives and why it is important to raise the NGOs awareness about it. Dr. Madkour also explained that awareness is considered an important part in the environmental education and that it can be reached through knowledge and then knowledge can be translated into attitude and behavior.

Then, Dr. Abou Bakr summarized important points related to environmental education. He said that environmental education is a continuous process, and the word education is more wide than the word training or teaching. Moreover, environmental education starts by giving data which is then become information, which transferred in turn into knowledge and then knowledge expressed into behavior.

Team building stages:

Dr. Abou Bakr talked about the team building stages, which includes; Form (the team), Storm (ideas), Norm (to set the rules) and perform (to implement the work). Addressing the participants he pointed out that "we are still in the "storming phase, and we will better work together when we can set our norms".

D- ENERGY, AND ENERGY EFFICIENCY

Two speakers talked about these subjects, Engineer Mohamed Kamal, EEAA, who talked about the definition of energy, its main sources, the over-consumption of energy, the institutes and organizations work in the

field of energy, the solar energy, and the energy efficiency benefits. Mr. Kamal attractively presented figures and data on the subject. The presentation was followed by an open discussion.

Moreover, Mr. Emad Hassan, Energy Efficiency Council (EEC), talked about the importance of energy issues in Egypt, the renewable and non renewable sources of energy, the role of legislation and policy makers, the role of NGOs and the private sector. Mr. Emad also talked about the EEC, its composition and role, the Egyptian strategy for energy, and the relationship between EEC and EEPP.

The number of activities implemented on energy were 8, (see annex 1 workshop agenda, day 2)

E- CREATIVE AND PARTICIPATORY LEARNING

In this session Dr. Nguib Khozam, professor, Faculty of Education, started his contribution by discussing the relationship between the current cultural development and the requirements needed for education, teaching, the training. Dr. Khozam said that there are new approaches now followed in education based on encouraging the auto learning, concentrating on discussion, brainstorming, dialogue, and ideas exchange. He added that out-of-classroom activities are have become part of the education process, encouraging and creative learning, and linking between knowledge and practice. He also highlighted the leading approach of problem solving. He discussed the differences between the facilitator, teacher, coordinator, and activator, and the role, requirements and responsibilities of each of them.

F- LANDSCAPE AND SOIL-RELATED ISSUES

Dr. Hassan Abou Bakr explained how the landscape is shaped, the factors affecting its formation. These factors are divided into two parts; natural such *i.e.* slow natural factors, *e.g.* wind, water, and micro-organisms, and sudden natural factors, *e.g.* volcanoes, earthquakes, hurricanes, floods..etc. In addition, there are factors caused by human interference *e.g.* deforestation, constructions of huge dams, mining...etc. Moreover, the soil definition, composition, contents and types were explained. Participants had implemented 5 activities concerning soil, (see annex 1 workshop agenda, day 3)

G- SOLID WASTE MANAGEMENT

Engineer Mostafa Eissa gave a presentation about the problem of solid wastes in Egypt, the current ways used to deal with solid wastes, the importance of solid waste management, recycling, reusing and energy production. Mr. Eissa talked also about sanitary landfills, and the conditions of their construction. Participants carried out 4 activities concerning this issue, (see annex 1 workshop agenda, day 3)

H- COMMUNICATION AND PERCEPTION SKILLS

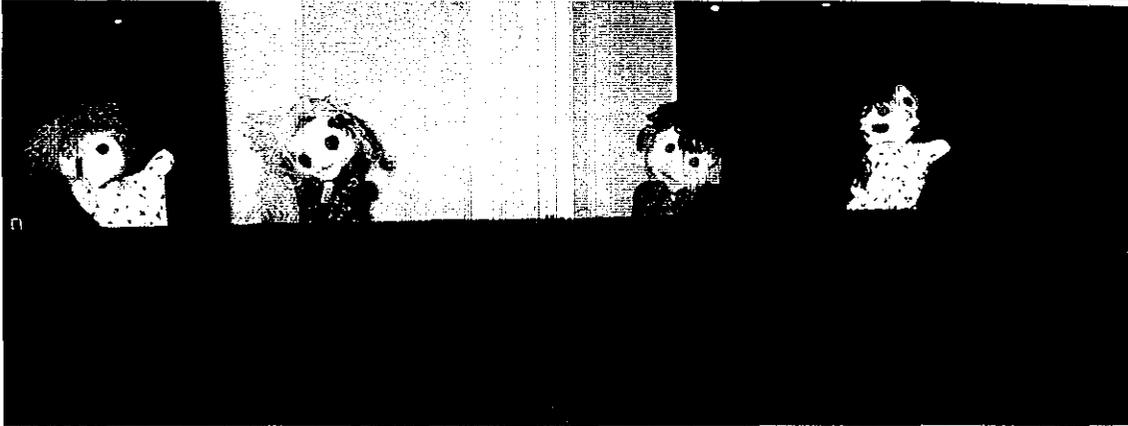
Two speakers shared the introduction of this subject, Dr. Hassan Abou Bakr talked about participatory communication, the intercultural communication and its importance for people who work in the field of development, how to formulate messages in a participatory way, and the main conditions necessary for producing good effective communication.

Dr. Salah Madkour, EEAA, talked about the communication theory, elements and tools. In addition, Engineer Nahed Hassan, EEAA, facilitated small workshops on the production of communication tools where she introduced simple techniques on how to make puppets and masks using cloth and paper. Participants worked in 5 groups, (see annex 1 workshop agenda, day 3).

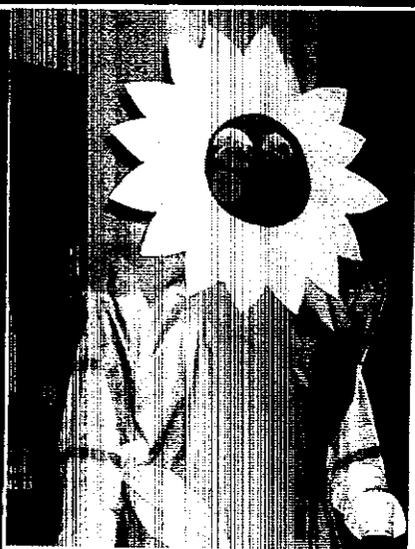
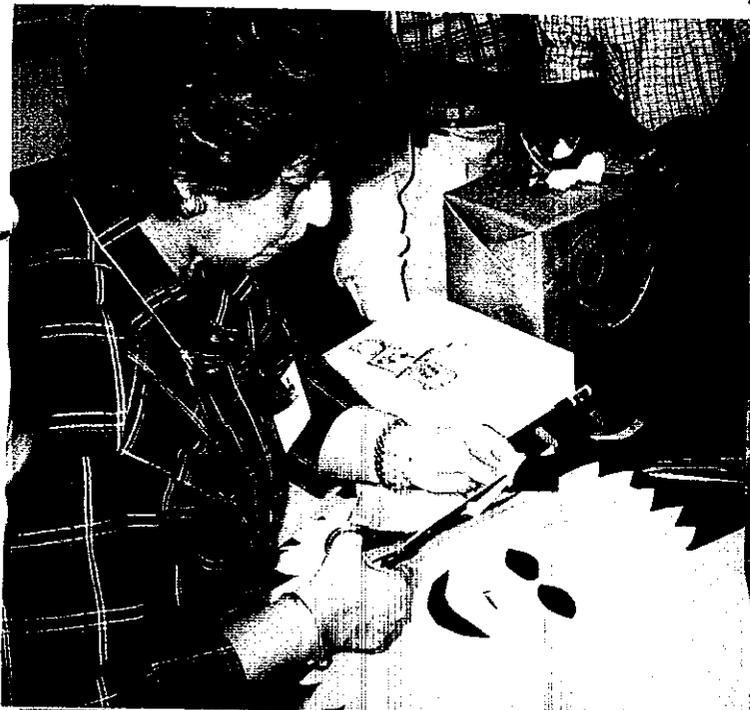
I- AIR AND ATMOSPHERE

In this session Dr. Hala Adel, AED, talked about the atmosphere, its composition, benefits, and its different layers. The role of plants in keeping the balance between carbon dioxide and Oxygen was discussed. In addition, she explained some of the air pollution effects on the environment such as ozone layer depletion, in which she discussed with the participants questions like what is ozone? Where does it exist in the atmosphere? What is ozone layer depletion? How does it happen? What are the main factors influencing it? What are the chlorofluorocarbon compounds, and where do they come from? What happens 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 precipitation, gases and fumes that help in the formation of this phenomenon's effects on the environment. In addition, how the wind is formed, its use, and some of the important phenomena related to wind were also discussed.

Then a brainstorming was done about the causes and effects of air pollution using the problem tree tool. Participants implemented 7 activities, (see annex 1 workshop agenda, day 5).



Participants in the first photo working on producing the puppets for the show, in the second and third photos, the puppets in their final form

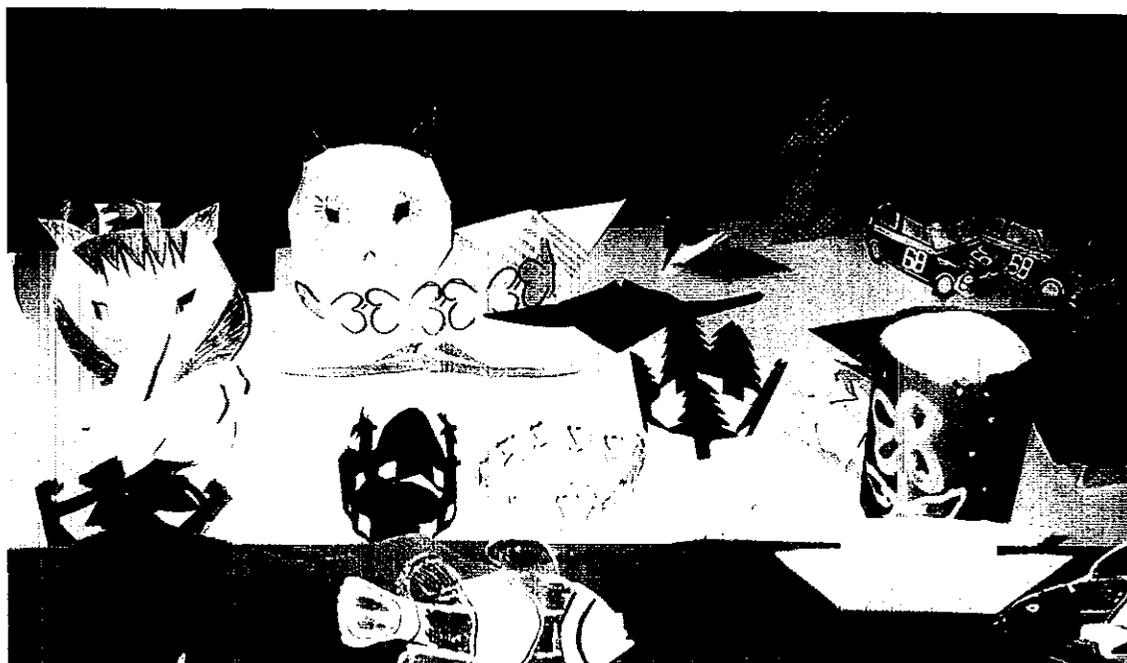


The above photos show participants while producing the masks, in the next three photos, the masks produced

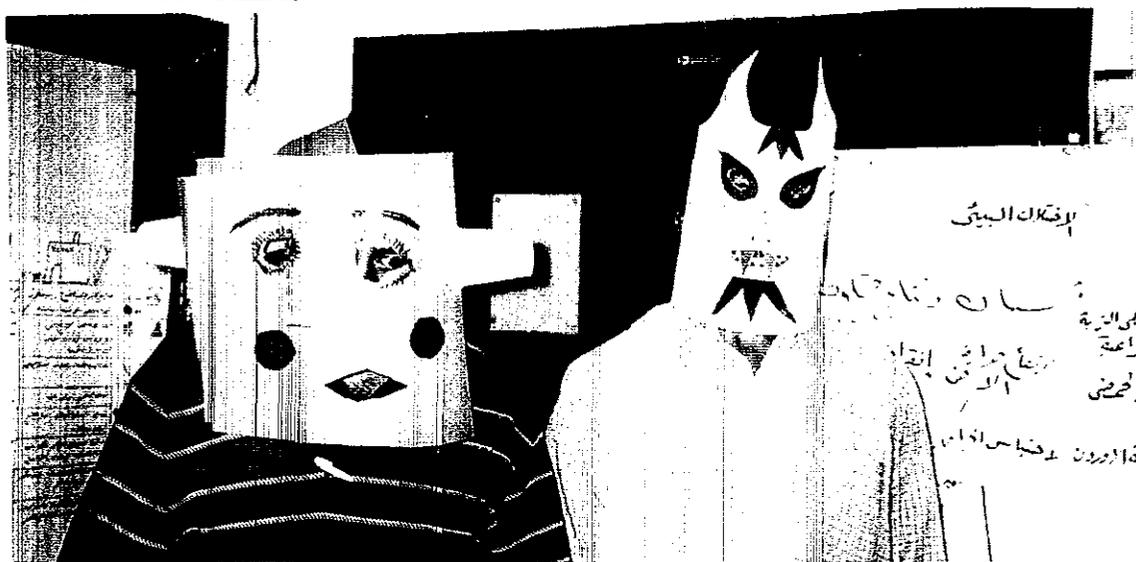


The above photo shows the poster produced by one of the groups to advertise the role play, in the second photo the group acted in the role play. The third photo shows the musical band while using simple environmental materials in producing a nice piece of music

9d



Participants working in the origami group (above), and some of their production in the down photo



Air was one of the discussed issues during the workshop, the photos show participants while studying air pressure, air direction and ozone layer depletion

J- WATER

Water was the next subject in discussion where Dr. Hassan Abou Bakr talked about water composition, uses, characteristics, water cycle, water pollution and sources of pollution. After the lecture, participants implemented 9 activities, (for more information, see annex 1 workshop agenda, day 6)

K- ECOSYSTEMS AND BIODIVERSITY

Many issues were raised related to ecosystems, , such as what is ecosystem, what types of ecosystems exist, natural ecosystems and human made ecosystems, the food chain and food web, the effect of human activities on ecosystems, the extinction of species and its reasons, organisms modifications and adaptations, the biological diversity..etc. Participants implemented 7 activities concerning ecosystems, (see annex 1 workshop agenda, day 6)

L- POSITIVE ACTIONS

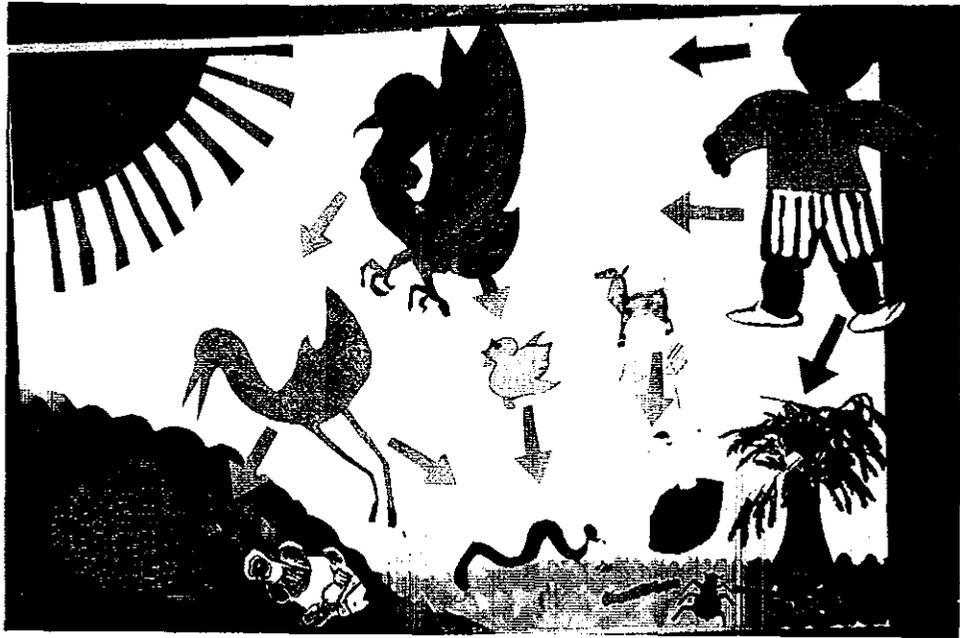
Several issues were discussed related to positive actions were raised. Dr. Hassan Abou Bakr started by reminding the participants of the level of environmental education objectives, especially encouraging the citizenship and responsibilities towards the environment, where he focused on the citizen rights and duties. In addition, the environmental impact assessment and environmental auditing procedures and methods were discussed after the participants carried out these activities in small groups. About 9 activities were implemented, (see annex 1 workshop agenda, day 7).

M- ENVIRONMENTAL LAWS, LEGISLATIONS

Mr. Hussain Emam, introduced the definition of law, its role in people's life, the development of environmental laws in Egypt, the roles of the EEAA and its relation to NGOs, and how does the EEAA work.

N- NGOs AND ENVIRONMENTAL PROTECTION

Dr. Adel Abou Zahra, Friends of the Environment Organization, was the speaker in this session. Dr. Abou Zahra talked about the importance of the voluntary work for the community, and gave some examples of the work done by FEO in Alexandria. He also talked about the environment and the wrong notions about its unlimited capacities Finally, Dr. Abou Zahra talked about the stages necessary in the community work which starts by learning, acquire knowledge, training, to acquire skills, and education, to add information, and experiences.



المجموعة الرابعة
 صوره تخمائل النباتات
 1- منير جوري
 2- محمد سالم
 3- الفتيحة وعبد
 4- اشرف بصرى

Two posters produced during working in the ecosystems and biodiversity groups . The first photo shows an example of a food web and the second shows a picture drawn by using seeds, plant leafs and flowers.



One of the steps in the environmental education pyramid is the positive action, participants implemented some activities related to this issue, i.e. sanitary landfill, environmental auditing, and producing useful things form garbage.

O- FOSTERING THE SUSTAINABLE BEHAVIOR

Dr. Abou Zahra talked in this session about what is behavior, how behavior is acquired, the old habits, traditions and norms and its relation to environment. In addition, Dr. Abou Zahra spoke about using behavior in the field of environment and environmental education, and how can the positive environmental behavior become sustainable.

P- GENDER AND THE ENVIRONMENT

In this subject Dr. Hala Adel talked about the different types of households, the rationale for gender policy and planning, the four gender roles, *i.e.* reproductive, productive, community managing, and political roles, where she gave a definition of each role and explained the difference between them. In addition, she talked about the strategic and practical gender needs and the differences between them. Dr. Hassan Abou Bakr talked about what is resources, and males and females access to and control over resources. Concerning these issues participants worked in 8 group-discussion, (see annex 1 workshop agenda, day 11)

Q- DESIGNING, IMPLEMENTING AND EVALUATING A PROGRAM

Dr. Hassan Abou Bakr explained the methods for needs assessment, how to design a program, the stakeholder analysis as a tool in the preparation of a plan, the SWAT analysis, the iterative planning cycle, the result chain, the performance indicators, and monitoring and evaluation methods.

8- CBI PROGRAM OUTPUTS

I- THE EVALUATION

I.i. Evaluation During the Work

Several methods were used for the ongoing evaluation of the CBI. One of the used methods depended on showing the participants some faces that gives different impressions, *i.e.* happy, sad, angry, interested, surprised, tired, pessimistic, optimistic, worried, ..etc. Each participant was asked to choose one face and say why he/she chosen it. On the first week of the program although most of the chosen faces were around happy, optimistic, interested, and tired, there were some other faces that were worried, sad or waiting for what will come next. Moreover, on the second week of the training faces became more relaxed and comments were around happy, trustful, unbelievable, interested..etc.

11a



Some of the invited speakers in the CBIP, above, En. Mostafa Eissa who discussed the SWM issues, in the middle, Mr. Hussain Emam, and Mr. Salah Madkour, EEAA, who talked about environmental education, communication and laws and legeslations. The down photo shows Dr. Adel Abou Zahra, who talked about sustainable behavior

Another method used for evaluation during the program, was that each participants says one positive thing that he/she most loved about the work, and one thing he/she did not like at all. Most of the negative things concentrated on more time to rest during the day, cleaning the place before leaving, reducing the side talks, reducing the use of the mobile phone during work..etc. Positive opinions were related to the work itself, such as the practical work in small groups, the learning materials handed out to them, the leadership of the work, the invited speakers and trainers, the interaction among the groups..etc.

1.ii. Weekly Evaluation Results

At the end of the first week of the program which was conducted in Cairo, a week one evaluation form was distributed. Participants were requested to answer questions related to the first week of the program (see annex , results of the 1st week semi-evaluation). Analysis of participants answers revealed that the high percentage of the participants were completely satisfied and benefited form the work. All the participants mentioned that the work implemented was diversified and responded to their needs and skills. Participants liked the work in groups, the communication and art groups, the methods used for evaluation, the getting to know each other method. When they were asked about the invited speakers, trainers and facilitators, participants gave different opinions and remarks (see annex 4, results of the 1st week evaluation).

At the end of the second week of the program another evaluation form was prepared and distributed. In this week about 85% of the participants reported that they benefited from the subjects presented during the second week. They expressed their appreciation to the techniques used especially the activities implemented, and the groups feedback. In addition, the high interaction between the participants was one of the most things they liked. When participants were asked about the lectures given during that week, all of them gave high degrees of satisfaction to most of the speakers, (see annex 5, results of the 2nd week semi-evaluation).

By the end of the program an evaluation was made concerning the third week of the CBI only. Participants gave high scores for the different subjects presented during this week, *i.e.* working in discussion groups on the different environments, gender and environment, communication and art groups, ...etc.

I.iii. Pre- and Final Evaluation Results

At the beginning of the program participants filled out a pre-evaluation form, (see annex 6, Pre-evaluation form), where they were asked several questions to measure their knowledge and information about some of the issues to be discussed in the program.

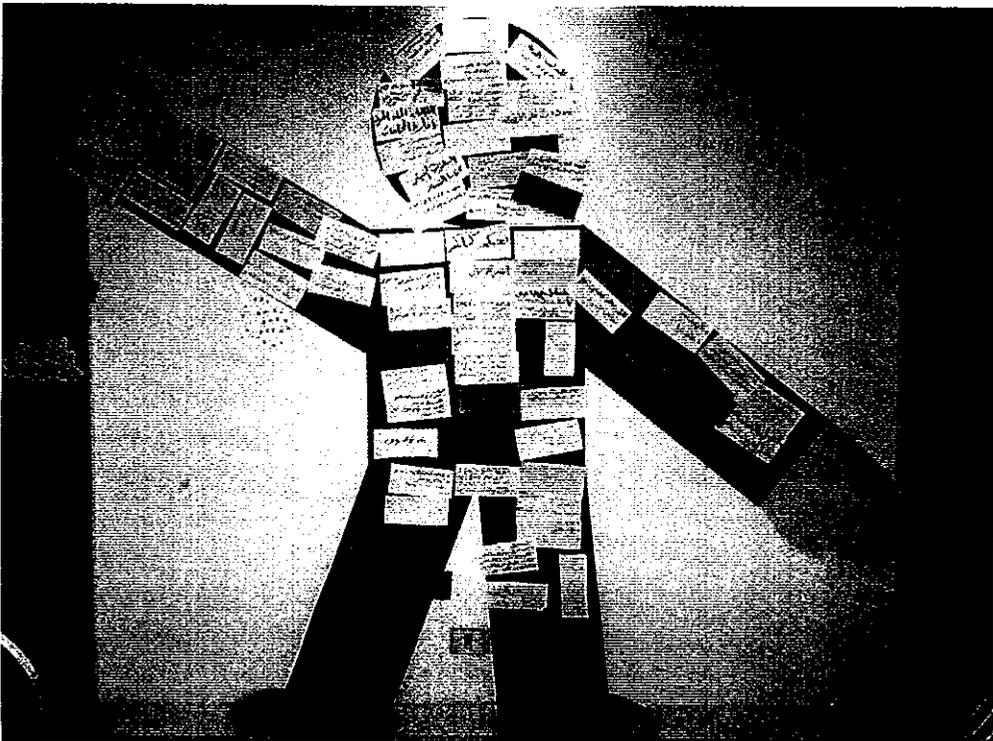
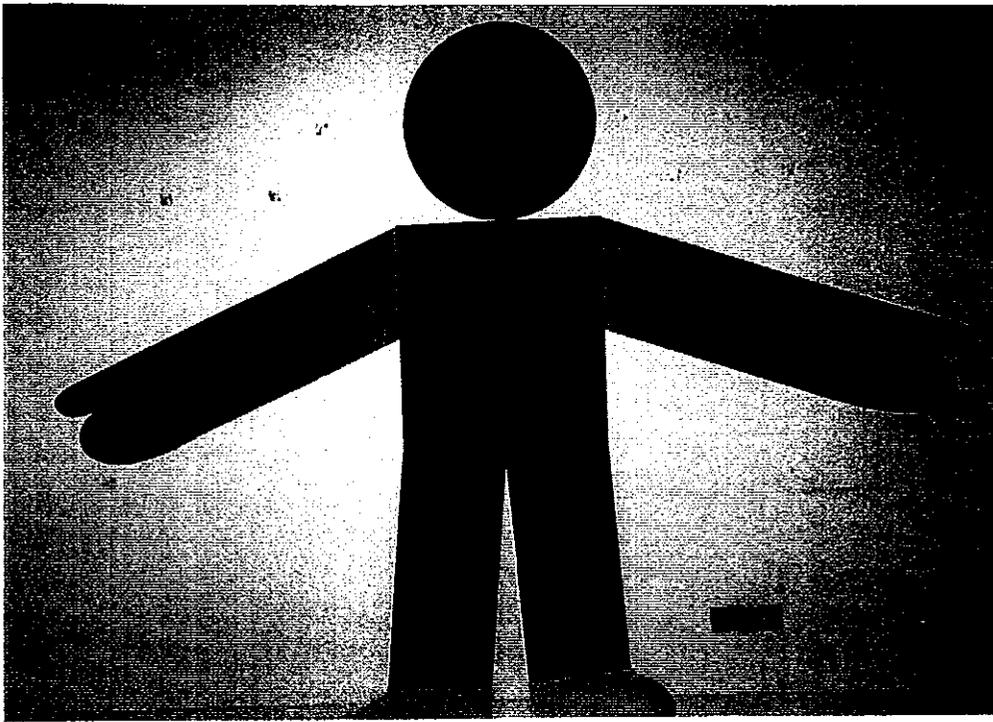
By the end of the third week of the program, more than one method were used for the evaluation. Some of the participants gave an oral feed back where they thanked the training team for all the efforts they done during the 3 weeks, and for all the materials, books and papers they took during the work.

On the other hand, another method was used where a poster of a big man was drawn on the wall (see the attached photos), each part of this man represent something the participants gained during the program, for example, the head represents the knowledge and information, the hands represent the skills acquired, the heart represents the emotions and attitudes side, and the legs represent the positive action they learned or the ones they might implement when they back home, (see the photos after the participants put their remarks). The following are some of the participants feedback:

1- THE HEAD (KNOWLEDGE AND INFORMATION)

- Environmental elements: air, soil, landscape, water, energy and ecosystems
- Solid waste management
- Gender roles and needs
- The difference between environmental auditing and environmental impact assessment
- How and why do we write a report
- How to launched an awareness campaign
- What is development, environmental education, global warming, ecosystems, and biogas.
- The causes of air and water pollution
- The stages of team building
- The active learning
- Behavior sustainability
- Laws and legislations
- How to integrated gender in environmental projects
- How to design a training

13a



A creative method for evaluation was drawing this poster where participants hang on the wall the information, skills, emotional and positive actions they acquired during the CBIP

THE HAND (SKILLS)

- How to manufacture useful things from wastes
- Drawing, coloring, origami and acting
- Using technology in transferring information
- Working in groups
- Playing music using materials from the local environment
- Making slides, transparencies, and using the scanner
- Drawing and writing on barrels
- Making puppets and masks
- Tree planting
- Communication skills
- How to use the camera and take photos
- Making scientific experiments using wastes

THE HEART

- Understand the value of cooperation, participation and creation
- A great love and feeling for all the participants
- Great love for Dr. Hassan Abou Bakr and the team
- Believe in the team work
- The value of conducting research
- The importance of experience exchange, getting to know new friends, and cooperation
- The importance of respecting the revere Nile
- Love the plants and the beauty around us
- Love the environment around us and care for its protection
- Any positive action is so important no matter how small it is.

THE LEGS (POSITIVE ACTIONS)

- The site visits to Mokatam and el Basisa el Gedida
- Implementing environmental education workshops in my NGO and transfer the information I got here to my colleagues
- Raising the environmental awareness of the local community where I live
- Decreasing the consumption of water and energy in our NGO
- Making some environmental projects to integrate the concepts we learned here in the programs implemented in our NGO
- Carrying out environmental and cleaning campaigns and planting trees in the local community where we work.

In addition, an evaluation form was prepared where participants were asked some questions related to the content of the program, others were related to the skills they acquired, and the proceeding of the third week, (see annex 7, final evaluation form).

14a



Using the learning technology in producing some learning tools and materials was one of the important skills participants gained during the CBI program

- Analysis of participants pre- and post evaluation

1- When participants were asked about the meaning of the global warming and its causes, before the program, only 9 out of 30 gave correct answers. After the program the right answers increased to 26 and 3 gave answers which was right to some extent.

2- Participants were also asked about the ozone layer depletion and its causes. Before the program only 14 of them knew the correct answers, while by the end of the CBI about 22 participants gave the complete answers and 7 gave semi-correct answers.

3- Environmental auditing was an important issue raised during the program, before the work started only 6 participants knew what it means, while after the work 21 of them gave right definitions of EA, and 7 gave answers which were right to some extent.

4- Environmental impact assessment was known to only 6 participants before the CBI, while after the program the number raised up to 25 participants who gave the correct answers.

Participants feedback on the CBI program in general:

1- About 90% of the participants reported that they benefited from the program a lot. As for the techniques and tools used during the CBI and which of them they might use when they return to their NGOs, 92% mention that they will use -working in group technique, 83% will invite external speakers, 91% will implement practical activities, 89% will go on site visits, 89% will manufacture communication tools, 90% will use brainstorming, and 91% will use the daily reporting and documentation of the work, ..etc,

2- Regarding the qualifications of the facilitators and training team, 97% of the participants reported that the facilitators and trainers of have lots of information on the training subject, 95% found that trainers capabilities of transferring these information as high, and 96% mentioned that their capabilities of running the discussions and activate the participation are high.

3- About 51% of the participants stated that one of the most important objectives achieved by this program was giving the NGOs the chance to exchange the experience between them, and to create connections and build networks. Others found that creating a new training team with lots of knowledge and skills to train in the environmental education field was an important objective achieved (34.5%).

4- When participants were asked about their suggestions to achieve more success if this program is going to be repeated, they wrote that:

- The break time should be increased and the program should not be so concentrated and condensed.
- The follow-up and monitoring after the end of the program
- More time is needed to the session on planing CB projects (that were developed by the participants).
- Make sure that the external speakers understand the concepts, objectives, and the approach of the workshop.
- Inviting more NGOs to expand benefits
- Increasing the time allocated for discussions
- Inviting some of the participants to help in the design of the program before implementation.

5- Participants were also asked if there were any additional remarks they want to add. Some of them thanked the work team for all the efforts they made during the 3 weeks and before that in the preparation phase, and for the useful information, skills and knowledge they got. Other reported that they would preferred if the program have been implemented in a place less costly.

II. THE SITE VISITS

Three site visits were organized during the program, one of which was in Cairo, where participants had the chance to visit the Association for Protecting the Environment (APE). The second was at Ras Sedr, where participants visited the village of El Basisa El Gedida. In addition to a third visit to Hamamat Pharoan.

II.i. Association for Protecting the Environment (APE) in Mokatom

In this visit participants went to El Zabaleen (garbage collectors) settlement. it is a settlement of seventeen thousand people whose livelihoods are directly of indirectly linked to the collection and sorting of garbage. In this visit participants knew how the life of El Zabaleen have develop during the past 60 years, starting from the migration of landless peasants coming from Upper Egypt, then their creation of an urban livelihood by disposing the wastes. Participants also knew why the Zabaleen have chosen this area in particular, and the obstacles they faced and still facing during their daily life. The People at the APE also talked about the projects funded by the International Bank and implemented in Mokatom, and the initiation of the APE, when and how.



Participants followed the paper recycle steps in APE



Participants followed the steps in the rug waving project in the APE

Participants then had the chance to see all the activities carried out in the APE, including the rug waving project, and paper recycling project, (see the attached photos).

During the evaluation of the first week of the program participants gave their feedback on the visit, and the following are some of their comments:

Participants liked the site visit as an excellent learning tool which helped them in understanding what other NGOs do. About 27 of them said that the site visit to APE was very useful, and achieved its objectives. Participants also reported that the most important experience they gained during this visit was how to recycle paper and the garbage separation .

II.ii. EL BASAISA EL GEDEDA VILLAGE

The village of El Basisa El Gededa, in Ras Sedr, is considered a model for a new community established by a NGO where environmental aspects are considered. Participants had the chance to visit the village, to see the activities implemented there, and to know about experience. Participants saw the solar-energy heaters , how energy is produced from wind and the biogas unit. Participants also had the chance to discuss some issues with the people working there, and they saw the environmental friendly buildings.

On that day each participant planted a tree in the village as a gift for the local community there, the attached photos represents some of the things participants saw and the activities they implemented.

II.iii. COMMUNITY WORK

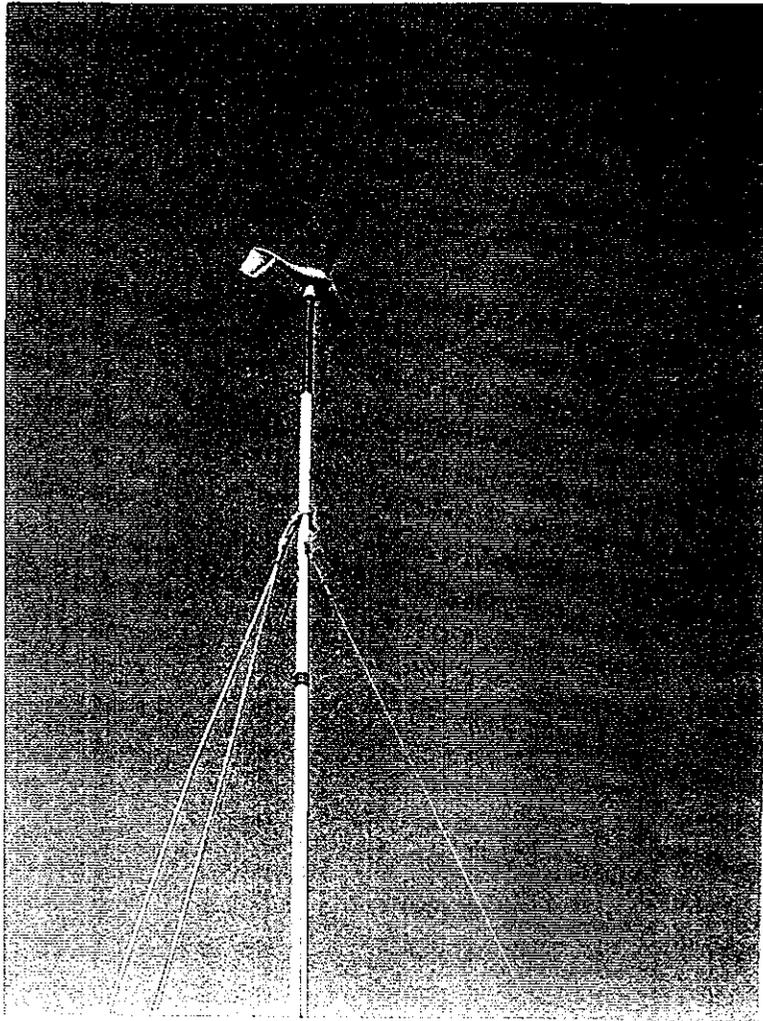
During the tree planting in Basisa, some of the participants were working in other groups, i.e. cleaning up the beach, hanging environmental posters, and making an environmental auditing at the beach. This community work aimed at giving the participants chances to work with the local community in Ras Sedr, implementing some of the concepts and ideas they knew during the CBI and facing some of the obstacles that they might see when they go back to their people. Participants gave their feedback on this day, and the following are some of their comments:

- They were happy to be exposed to a new experience and to know about a new community in the desert area.

- They said that the day was an important one because it made them interact with the community, and feel the difficulties of working in the reality with people.



The workshop was honored by the presence of the city council head, Mr. Sami Ezeldeen, who followed some of the groups presentations and participated in the discussion. Some of the posters produced by the AED was given to him as a present for the city of Ras Sedr



Two methods for energy production in El Basisa village using renewable resources, air and sun



In the site visit to El Basisa village women and men participants planted trees in different places from the village



Drawing on the barrels was one activity participants liked a lot, the photos show how interested they were during the implementation of this work



The community work was one of the activities conducted during the workshop, on the beach some of the participants carried out a clean up campaign where every one on the beach participated as shown in the photos above

- Visiting the beach was important because it gave them the chance to examine their capabilities of carrying out an environmental awareness activities, and see the results immediately.

II.iv. The visit to Hamamat Pharoan

Hamamat Pharoan is one of the old touristic site in South of Sinai Governorate, because of its special natural and environmental characteristics: the presence of natural hot sulfur- water springs coming from the mountains down to the shore line of the gulf of Suez. The visit was organized in order to make the participants understand that there are some places considered a resource for economic and social development if they are properly managed. Participants had some comments on the place, for example:

- The place is neglected and in a very bad shape.
- There is no any written information in the place that explains its value.
- No tour guides are found there to provide visitors with information
- Local people are miss using the place without any appreciation to its natural value.

III. INTEGRATION OF ENVIRONMENTAL CONCEPTS INTO NGOS PROGRAMS AND PROJECTS

Participants were divided into groups according to the work they usually do in their NGOs. There were people who are working in educational, health and awareness programs, and income generation projects. Others are working with women, children and/or youth. Participants were asked to chose one of the issues discussed during the CBI and integrate it into the programs, projects or classroom lessons ..etc. Participants were also asked to mention the tools and approaches they are going to use taking into consideration the target group they are going to work with. In addition, participants were asked to be sure of the integration of some important concepts, *i.e.* gender equity, participation, creative thinking, ..etc. The working groups handed out 9 projects as the first draft of their works that were discussed with the trainers for improvement.

IV. PARTICIPANTS DEVELOP THEIR OWN PROJECTS

In the last 2 days of the CBIP participants were asked to develop training projects during the workshop. About fourteen training projects were prepared, starting form the needs assessment stage, followed by design the day to day program, including setting a work plan where the objectives, activities, responsibilities, and budget. Participants also made a SWOT analysis were they defined the strengthen, weaknesses, opportunities and threats they might face during the implementation of their work. Moreover, participants set a number of performance indicators and tools for the evaluation of their work.

9- RECOMMENDATIONS AND LESSONS LEARNED

After the end of this valuable experience, we, the facilitators and trainers, feel that we have gained precious experience and learned great lessons. The following are some of the lessons that we learned and recommendations that we see worth mentioned.

1- The diversity and comprehensiveness of the learning contents, and the wide range of issues and subjects of the CBI enriched the program, especially because trainees were allowed to practice most of the information introduced to them.

2- On the other hand, because we tried to cover subjects the program was condensed, and the time allocated for break was short. We hope in the next time to reschedule the working hours, to give more time for participants to relax and do other activities they would like to do.

3- It was proved again that the proper training place is a crucial factor to make such an event a success. It is important to mention also that the suitability of the place to the kind of work that will be implement, is essential *i.e.* the size of the work room, the availability of the necessary equipment, the aeration, light .etc. On the other hand, the cooperation and understanding of the hotel staff, is also crucial.

4- The site visits and the community work done by the participants was one of the things they appreciated during the program. This allowed them see some of the things they heard about, during the lectures, in reality and believe that it is possible to be implemented. Thus, if we will going to repeat this program, we will organize some site visits, but, on the other hand, we will make sure that all the details and arrangements concerning the visit is well prepared.

5- The preparation of learning materials in the binder, including the scientific background papers, the activity sheets, was very efficient, and helped the participants during work. But we find that more time should be given to the preparation of such materials before the woke begins.

6- It was useful and effective to provide the participants with a number of books on issues related to environment and environmental education. These books will be considered as a seed library for each one of them in the future, and it will also encourage them to further read and search for more materials.

7- It was important to invite some speakers to contribute to the work, where participants were exposed to different experiences and qualifications. But one should be completely sure that speakers' approaches and methodologies are suitable and relevant to the concept of the program. Meeting with invited speakers, prior to the workshop, will be very helpful.

8- The technique used during the program proved its effectiveness again. Mixing between plenary sessions, where lectures and presentations are given, and working in small groups where participants had the chance to work with their own hands and see the results of their work immediately was very much appreciated, and it allowed a room for discussion and experience exchange between them.

9- Providing the participants with all the necessary tools, materials and equipment for the implementation of the work was very important, especially throughout such a relatively long period of training. But on the other hand, one must be sure of the quality, efficiency and suitability of these tools for the implemented activities before the work starts.

10- Making the participants share the responsibility in running the program was one a great experiences we gained during this work. Participants involvement was clear in writing the daily reports, giving a brief presentation on the most important issues occurred a day by day. In addition, participants, sometimes, shared in preparing the materials necessary for the activities, and cleaning their places after the work is finished every day. This kind of participation made them feel the ownership and responsibilities of the work success.

11- The daily, weekly and final evaluations proved their effectiveness. This made the trainers aware of any problems or shortcomings that occurred during the work, and thus tried to solve them day by day. This also encouraged the participants and made them feel that their opinions are well appreciated and are responded to. On the other hand, the transparency in presenting the result analysis of the 1st and 2nd weeks evaluations encouraged the participants to be more positive and open when giving their feedback. In addition, the final evaluation is considered an important asset that help the training team improve their work in the future.

12- The variation in the kind of work implemented between scientific serious work, art work, and informal activities made the balance necessary to ensure success.

13- The cooperation, understanding, caring, division of labor and integration between the training and facilitating team was one of the main reason of the program success. it also was appreciated by the participants.

14- The flexibility of the team conducting the work, either in running the program or in dealing with the different kinds of personalities was another reason for success.

15- Typing all the produced documents, information and results of the work on the computer, day by day, and handing them out to the participants made them feel that they are receiving new materials over the time and it was very much appreciated by them. This also was helpful for the trainers where it saved them time while writing this report and analyzing the evaluation forms.

16- The existence of someone in the team responsible for the logistic and financial aspects was of great help. It give the trainers the time to concentrate more on the technical part of the program.

17- It was important for the trainers to have someone to help in making all the necessary contacts with the participants and their NGOs, because this kind of work took a lot of time and efforts where the trainers could have been concentrating on the preparation of the technical part of the program.

18- Most of the participants really were involved in NGO work directly related to the subject of the program. This reflects the validity of the selection criteria set by the training team before the workshop.

19- During the implementation of the work, it is important for the trainers and facilitators were aware of the capabilities and qualifications of each of the participants. That was very helpful when participants were split into small balanced groups.

20- If time was available, we would have sent a brief summary about the training subjects, methods and approaches, and the issues to be raised during the work to each of the participants in advance. This might have helped the participants in preparing themselves before coming to the workshop, either by reading about some of these issues or even by thinking about them.

21- During the work the trainers had the chance to develop and experiment some of the newly designed activities, these activities proved success, and thus will be used in another workshops (e.g. energy efficiency and Red Sea learning supplement).

22- If this work is going to be repeated in the future, we hope to develop particular training materials suitable for different environments, *i.e.* coastal, desert, delta, Upper Egypt, ..etc. This might make the target groups more easy to define, and the preparation of the materials more related to their interest.

23- Alternatively, specific training manuals, *i.e.* focusing on certain environmental issues, *e.g.* energy and energy efficiency, or water conservation, or biodiversity in Egypt, or pesticides hazards,...etc, can be developed to address the needs of different interest groups.

11- FOLLOW-UP

On the final day of the CBIP, there was a session allocated for the most suitable ways of follow-up. Participants suggestions were as follows.

a. Short term:

1- Get the training projects developed by the participants during the workshop in their final form.

2- Provide technical assistance by the trainers when requested.

3- Provide financial support by the AED, though limited to enable the participants to transform their projects into reality.

b- Long term:

1- Search for different sources of financial support to conduct training workshops at the communities where the participants NGOs are active.

2- A periodical meeting between the participants, either at formal or informal level, where they can exchange information, ideas, and resources.

3- Provide a newsletter to exchange information and the work implemented between all the NGOs, (an electronic newsletter was also proposed).

4- Conduct joint training workshops where participants (now trainers) in nearby areas (or organizations) can work together.

10- CBI PROGRAM OUT-COMES

Few days after the workshop ended, we started to receive feedback from the participants in different forms. For example, some of us received phone calls from some participants thanking us for all the efforts made and for giving them the chance to attend such a training. Other participants sent us faxes telling how happy they are to attend the CBIP, (see annex 8, Faxes sent by the participants).

On the other hand, some of us had the chance to meet with a number of participants. They expressed their gratitude and happiness to attend the CBI work, and they told us that they are going to implement the training program they prepared during the workshop. Moreover, they are going to ask some of their colleagues who were attending the CBI to help them in the implementation. They are also going to do some networks between their NGOs.

One of them, in El Wady El Geded (the New Valley) Governorate, called us and said that he took his certificate and went to the Governor and told him about the CBI, and that the Governor was very happy and asked him to form an environmental NGO in the Governorate and that he, the Governor, will support this baby NGO participant with all the help he can provide.

Finally, we received information about the implementation of 2 workshops that were conducted in El Menia Governorate by 3 of the participants in the CBIP. These workshops were implemented in the a village called Thnasha, the 1st one targeted a group of girls and women who were trained on the relationship between the women's daily activities and the environment. On the other hand, the 2nd workshop was directed to youth and men in the village to talk about the relationship between the agricultural practices and environment. CEOSS took the responsibility of implementing these workshops, and the Upper Egypt association helped in the technical part.

ANNEX (1)
WORKSHOP AGENDA

Capacity Building Institute		
First Week	Day 1	Saturday 28-07-2001
Place : Arab Scout Center		
01:30-08:30	Breakfast	
08:30-10:30	: Opening Session	
	* Welcoming Speech	Dr. Hassan Abo Bakr
	* Speech of Program Coordinator	Mr. Hussein Imam
	* Speech of AED Chairman	Dr. Lynn Mortenson
10.30-11:00	Tea Break	
11:00-13:00	Opening lecture	
	Environmental in today's world	Dr. Mohamed El-Kasas
13:00 -1400	Lunch	
15:00 16:00	First Session.	
	Acquaintance & Expectations	
	(Working in groups followed by Gen. Session).	
16:00-18.00	Environmental Education	
	and its objectives.	Dr. Salah Madkour
		& Dr. Hassan Abou Bakr
18:00- 18:30	Tea Break	
18:30-20	Personal (Free) Time	
20:00 - 21:00	Dinner	
21:00	Informal activities	

First Week	Day 2	Saturday 29-07-2001
7.30 : 8.30	Breakfast	
9.00 : 9.15	Presentation of the report of Day 1	
9.15 :11.00	General Session Energy - Concepts & Basic Issues. Eng. Mohamed Kamal	
11.00 : 11.30	Tea Break	
11.30 : 12.15	Working in groups Group (1) Earth planet heating, why? Group (2) Energy Containers. Group (3) Energy rationalization (in work) Group (4) Energy from water Group (5) Energy from wind Group (6) Energy rationalization (in planning cites) Group (7) Energy Transfers. Group (8) Energy rationalization - (at home)	
12.30 : 13.00	Presenting the results of group works	
13.00 : 14.00	Strategy of using energy in Egypt Open discussion with Dr. Emad Hassan.	
14.00 : 16.00	Creative learning & Participatory learning	
16.00 : 16.30	Working in Groups Group (1) The 9 points. Group (2) passing through a paper Group (3) circular (round) things	
16.30 : 18.00	Open discussion with Dr. Naguib Khozam.	
18.00 : 18.15	Tea Break	
18.15 : 20.00	Personal Time (readings-film watching- different activities)	
20.00 : 21.00	Dinner	
21.00	Informal Activities	

First Week	Day 3	Saturday 30-07-2001
7:30 : 8:30	Breakfast	
9:00 : 9:15	Presentation of Day (2) report	
9:15 : 9:45	General Session * Landscape & Soil Issues Concepts & Basic Issues.	
09:45-10:00	Solid waste Management concepts. & Basic Issues	
10:00-11:00	Working in Groups <u>First : Landscape Groups</u> Group (1) Things Origin Group (2) Productive earth Group (3) Fertilizer Corner Group (4) Protection of Agricultural soil Group (5) Our city <u>Second : Groups of Solid Waste Management :</u> Group (6) Analysis of Bicycle life cycle Group (7) What our relatives were doing? Group (8) Model of sanitary landfill. Group (9) Solid wastes segregation	
11:00-11:30	Tea Break	
11:30-12:30	General Session Presentation of Group works results.	
12:30-14:00	Solid waste Management At local society level Open discussion with Eng. Mostafa Essa EEAA Strategy for Solid Waste Management.	
14:00-16:00	Lunch & Rest	
16:00-17:00	General Session - Communication & perception skills (Dr. Salah Madkour)	
17.00 : 18.00	Suitable Communication tools (working in Groups) Group (1) Poster Group (2) Magnifying the Picture Group (3) Origami Group (4) Drama Group (5) Masks & Puppets	
18:00-18:15	Tea Break	
18:15-20:00	Completion of Groups works	
20:00-21:00	Dinner	
21:00	Informal activities.	

Day (4)

Tuesday 31-07-2001

7:30 : 8:30	Breakfast
08:30 - 09:00	Presentation of Day 3 report Field visit to waste Recycling projects.
09:00 -	Moving to visit Environment protection society in Mokattam.
10:00	Arriving at the Society
10:00 - 10:30	Visit to Child Club.
10:30 - 11:00	Visit to Carpet and atelier
11:00-11:30	Tea Break
11:30-13:00	Working in Groups. Practical Training on Recycling paper.
13:00 - 13:30	Presenting the project of Segregating Wastes from the source. (Source waste segregation)
13:30 - 14:00	Open discussion with society staff
14:00	Departing the Society headquarters and returning to the scout Center.
15:00 - 17:00	Lunch & Rest
16:00 - 18:00	Working in groups Application on manufacturing learning and communication tools . (Same working groups 1-5)
18:00 - 18:15	Tea Break
18:15 - 20:00	Working in groups. Applications on manufacturing Learning & communication tools - Cont. (Same working groups 1-5)
20:00 - 21:00	Dinner
21:00	Informal activities.

Day (5)

Wednesday 01-08-2001

7:30 : 8:30

Breakfast

09:00 : 9:15

Presentation of Day 4 Report.

09:15 - 09:45

General Session

Air - Main issues and concepts.

09:45 - 11:00

Working in Groups.

Group (1) Pressure Measurements

Group (2) Maintaining Balancing

Group (3) Hot & Cold.

Group (4) Ozone holes

Group (5) Weathercock

Group (6) Measuring air pollution

Group (7) Reasons & Results of air pollution

11:00-11:30

Tea Break

11:30- 12:30

General Session

Presentation of groups works results

12:30 - 13:30

General Session

Presentation of CAIP efforts.

13:30 - 14:00

Evaluation of first week

14:00 - 14:30

Orientation for the second week

15:00

Lunch & Departure.

Day (6)		Saturday 04-8-2001
Place: Hilnan Royal Beach - Ras Sedr		
7:30 : 8:30	Breakfast	
09:00 - 09:30	* Welcoming the participants. * Welcoming the chairman of Ras Sedr City's council. * Report & evaluation of first week	
09:30 - 10:00	* Speech of chairmen of Ras Sedr City.	
10:00 - 11:00	* General Session. Water - Main issues & concepts.	
11:00-11:30	Tea Break	
11:30-12:30	Working in Groups Group (1) Water cycle in a small world. Group (2) From where these drops Came ? Group (3) Fantastic water Group (4) Water filters. Group (5) Paper basin for water creatures Group (6)Hunting net. Group (7) Precious water drops. Group (8) Archimedes's Cry & Heavy and light:	
12:30 - 14:00	General Session. Presentation of group work results.	
14:00 - 16:00	Lunch & Rest	
16:00 - 17:00	General Session Eco - systems (Main concepts and issues)	
17:00 - 18:00	working in groups (including field activities) Group (1) Hide & Seek Group (2) Hide & Seek Group (3) Food Network Group (4) Pictures and statues from plants Group (5) Pictures and statues from nature Group (6) Colors for plants. Group (7) Atlas of environments.	
18:00 - 18:15	Tea Break	
18:15 - 19:15	Applications & field activities - (Cont.)	
19:15 - 20:00	Presentation of working group results	
20:00 - 21:00	Dinner.	
21:00	Informal activities.	

Day (7)		Sunday 05-8-2001
7:30 : 8:30	Breakfast	
09:00 - 09:15	Presentation of Day 6 Report	
09:15 - 09:30	General session : positive actions Main concepts and issues	
09:30 - 11:00	Working in Groups. Group (1) Useful things from waste Group (2) Press file. Group (3) Suggest a solution. Group (4) Hazelnut game. Group (5) Message to game. Group (6) Congratulation Card	
11:00-11:30	Tea Break	
11:30-12:30	Working in Groups Group (1) Environmental auditing Group (2) Environmental Impact Assessment. Group (3) Planning of environmental awareness campaigns.	
12:30 - 14:00	Presenting and discussing results of groups working.	
14:00 - 16:00	Lunch & Rest	
16:00 - 18:00	Environmental legislation, Laws and International Conventions. Open Discussion with Mr. Hussein Imam.	
18:00 - 18:15	Tea Break	
18:15 - 20:00	Open Discussion on NGOs & Environment Protection. Dr. Adel Abu Zahra, Mr. Hussein Emam	
20:00 - 21:00	Dinner	
21:00	Informal activities (party).	

Day (8)		Monday 06-8-2001
7:30 : 8:30	Breakfast	
08:45 - 09:00	Presentation of Day 7 Report	
09:00 - 09:30	General session : Fostering the sustainability of Behaviour Dr. Adel Abu Zahra.	
09:30 - 10:30	Working in discussion groups. - Experiments and expertise of participants. - Success and failure factors in fostering the sustainability of behaviour.	
10:30 - 11:00	- General Session. Discussing the results of groups working	
11:00-11:30	Tea Break	
11:30-12:30	General Session. Tools & Skills of participatory learning. Open discussion	
12:30 - 13:30	Working in discussion groups. Dealing with different target groups.	
13:30 - 14:00	General Session. Discussing the results of groups working.	
14:00 - 16:00	Lunch & Rest	
16:00 - 18:00	Working in groups Application Project Integrating environmental concepts into NGOs programs and projects.	
18.00 : 18.15	Tea Break	
18.15 : 20.00	General Session Environmental Considerations in new settlements : (Experience of New Bassaysa Village in Ras Sedr) Dr. Salah Arafa	
20.00 : 21.00	Dinner	
21.00	Informal Activities	

First Week	Day 9	Saturday 07-8-2001
Place: Hilnan Royal Beach - Ras Sedr		

7:30 : 8:00	Breakfast
08:00	Leaving the Hotel for the New Bassaysa village
08:30	Arriving at the New Bassaysa village
08:30-09:30	A Tour in the Village to get aquatinted with its structures.
09:30-10:00	Tea and open discussion
10:00-14:00	Community work as a tool for environmental education. Working in groups: (1) Cultivating trees and plants caring in farm (2) Beach clean-up campaign (3) Fixing posters
14:00-18:00	Lunch & Rest
18:00-20:00	evaluation of community work during the day
20:00-21.00	Dinner
21:30	Informal Activities

Day 10		Wed. 08-08-2001
7:30 : 8:30	Breakfast	
9:00 : 9:15	Presentation of day (9) report	
09:15-11:00	General Session Presenting and discussing the proposals of integrating environmental concepts into NGOs programs and projects.	
11:00-11:30	Tea Break	
11:30-12:30	General session Completing the presentation and discussion of integrating environmental concepts into NGOs projects & programs	
12:30-13:30	Open discussion Administrative and organizing aspects of planning and executing learning activities (logistics)	
13:30-14:00	Evaluation of second week	
14:00-14:30	Orientation for the third week.	
15:30-17:30	Lunch & departure.	

Day (11)		Saturday 11-08-2001
7:30 : 8:30	Breakfast	
9:00 : 9:15	Presentation of Day 10. Report and evaluation.	
9:15 : 9:30	General Session : Home Environment and work Environment.	
9:30 : 10:15	Working in groups :- Group (1) Environment of Rural house Group (2) Environment of Urban house Group (3) School Environment Group (4) Work Environment Group (5) Public Environments (street-market)	
10:15-11:00	General Session :- Presentation & Discussion of Groups work results.	
11:00-11:30	Tea Break	
11:30- 12:00	General Session : Social gender , environment and development - Concepts and analyzing tools.	
12:00 - 13:00	Working in groups. Group (1) Roles and needs of social gender. Group (2) Opportunities for reaching and Controlling resources. Group (3) Participation levels.	
13:00 : 14:00	General Session Presentation and discussion of Groups works results.	
14:00- 16:00	Lunch & Rest	
16:00 - 17:00	Working in Groups Integrating the concepts of Social Gender into the projects and programs of Environmental Education and Environmental Sanitation.	
17:00 - 18:00	General Session : Presentation and Discussion of Group works results.	
18:00 - 18:15	Tea Break	
18:15 - 20:00	<ul style="list-style-type: none"> - Learning Technology (Working in groups) - Production & Use of audio-visual - Learning media. - Light illuminating Blackboard. - Color slices display apparatus. - Dark photo - display apparatus. - Skills of using scanner. - Integration between different media. - Communication and art groups. 	
20:00-21:00	Dinner Time	
21:00	Informal Activities	

Day (12)		Sunday 12-08-2001
7:30 : 8:30	Breakfast	
09:00-9:15	Presentation & Report of Day 11	
09:15-11:00	- Learning technology (cont.) - Communication & art groups (cont.)	
11:00-11:30	Tea Break	
11:30-14:00	Learning Technology (cont.)+ Communication & art groups (cont.) Working in Groups	
14:00-15:00	Lunch & Rest	
15:00-17:00	Visit to Hammamat Faron	
17.00 : 20.00	Personal Time (readings-film watching- different activities)	
20:00-21.00	Dinner	
21:30	Informal Activities	

Day (13)		Monday 13-08-2001
7:30 : 8:30	Breakfast	
09:00 : 9:15	Presentation of Day 12 Report.	
09:15 - 10:00	General Session Design, Implementation and Evaluation of Capacity Building programs - General vision.	
10:00 - 11:00	Working in Groups 1- Methods of determining needs. 2- Response to the needs of local communities and target groups. (Concerned parties analysis)	
11:00-11:30	Tea Break	
11:30- 14:00	Continuation of groups work 3- Design of programs 4- planning and preparation.	
14:00 - 16:00	Lunch & Rest	
16:00 - 17:00	Continuation of Groups work (3 & 4).	
17:00 - 18:00	Presentation & Discussion of Group works results.	
18:00 - 18:15	Tea Break	
18:15 - 20:00	Personal Time (Preparation of Program Products exhibition).	
20:00-21:00	Dinner	
21:00	Informal Activities	

Day (14)		Tuesday 14-08-2001
7:30 : 8:30	Breakfast	
09:00 : 9:15	Presentation of Day 13 Report.	
09:15 - 11:00	Design, Implementation and evaluation of Capacity Building programs (Cont). Working in Groups 5- Analysis of opportunities & Constraints. 6- Follow up, Assessment and indicators of performance measurement.	
11:00-11:30	Tea Break	
11:30- 14:00	Continuation of working in groups 6- Follow up assessment and Indicators of performance measurement (Cont.) 7- Working plans & Distribution of tasks	
14:00 - 16:00	Lunch & Rest	
16:00 - 18:00	General session. Presentation & Discussion of program Designs.	
18:00 - 18:15	Tea Break	
18:15 - 19:15	General session. - Presentation & Discussion of program Designs (Cont.)	
19:15 - 20:00	- Preparation of the Exhibition (Cont.).	
20:00-21:00	Dinner	
21:00	Informal Activities	

Day (15)

Wednesday 15-08-2001

7:30 : 8:30 Breakfast

09:00 : 9:15 Presentation of Day 14 Report.

09:15 - 10:15 General Session

Mechanisms of follow up and network building
(Recommendations and proposals)

10:15 - 11:00 General Report on Capacity Building Institute.

11:00-11:30 Tea Break

11:30 - 14:00 * Inauguration of Exhibition:
all the communication, learning technology and art
groups

* Final evaluation of the program

* Final speeches.

EEAA

AED

* Distribution of Certificates

* End of workshop

14: 00- 16:00 Lunch & preparation for Departure

17:00 Departure from Ras Sedr

ANNEX (2)

LIST OF BOOKS AND MATERIALS

Capacity Building Institute Bag Contents

First: Books

<i>Book</i>	<i>Writer</i>	<i>Publisher</i>
<i>Man and Pollution</i>	<i>Mr. Mohamed El Sued Arna'ot</i>	<i>Egyptian Book Authority</i>
<i>Ozone Story</i>	<i>Dr. Zein Elabedin Metwaly</i>	<i>Egyptian Book Authority</i>
<i>Air Pollution and Environment</i>	<i>Dr. Talaat Ibrahim El Aawag</i>	<i>Egyptian Book Authority</i>
<i>Environmental Issue</i>	<i>Mr. Ragab Saad El Sayed</i>	<i>Egyptian Book Authority</i>
<i>Petrol (Theory & Implementation)</i>	<i>Dr. Hamdy Elbamby</i>	<i>Egyptian Book Authority</i>
<i>Petrol and Civilization</i>	<i>Dr. Tawfik Mohamed Kassem</i>	<i>Egyptian Book Authority</i>
<i>Renewable Energy</i>	<i>Dr. Abdel Maksoud Heggo</i>	<i>Egyptian Book Authority</i>
<i>Iron & Steel</i>	<i>Dr. Ismail Abdel Fattah</i>	<i>Egyptian Book Authority</i>
<i>Local Environmental Pollution</i>	<i>Mr. Gamil Aly Hamdy</i>	<i>Egyptian Book Authority</i>
<i>National Environmental Pollution</i>	<i>Mr. Gamil Aly Hamdy</i>	<i>Egyptian Book Authority</i>
<i>International Environmental Pollution</i>	<i>Mr. Gamil Aly Hamdy</i>	<i>Egyptian Book Authority</i>
<i>Natural Environmental Resources</i>	<i>Mr. Gamil Aly Hamdy</i>	<i>Egyptian Book Authority</i>
<i>Environmental Pollution and Genetic Engineering</i>	<i>Dr. Mohamed Aly Abdallh</i>	<i>Egyptian Book Authority</i>
<i>Farmers Innovations</i>	<i>Mr. Laurence Van Field Haw Zen and others</i>	<i>CEOSS</i>
<i>Green Corner Activity Book</i>	<i>Dr. Hassan Abou Bakr, Dr. Hala Adel</i>	<i>A.R. Publication</i>
<i>Solid Waste Management</i>	<i>Dr. Hassan Abou Bakr and others</i>	<i>USAID</i>
<i>Children Activities for a clean society</i>	<i>Dr. Hassan Abou Bakr, Dr. Hala Adel</i>	<i>USAID</i>
<i>Guide for Environmental Legislations in Egypt – 1996 – Friends of the Environment Association in Alexandria</i>		
<i>Confronting Environmental crimes by legislations – prepared by Councilor Mohamed Abdel Aziz Elguindi – February 2001 - Friends of the Environment Association in Alexandria</i>		

Second: Supplies

Small block note – spiral notebook – drawing paper – red pen – blue pen – pencil – sharpener - eraser – big scissors – small scissors – small cutter – CD on Solid Waste Management

Books, Booklets and Newsletters distributed

- Friends of Environment Newsletter (newsletter # 1)
- Friends of Environment Newsletter (newsletter # 2)
- Friends of Environment Newsletter (newsletter # 3)
- Friends of Environment Newsletter (newsletter # 4)
- Friends of Environment Newsletter (newsletter # 5)

- Food Pollution – Environmental and Health Awareness Project – Red Crescent
- Red Crescent Newsletter

- Protection of the Environment Association Newsletter
- CEOSS – Annual Report 19999
- For the interest of work and environment – ISO 14001 Preliminary Program – Egyptian Environmental Policy Program
- Environmental Auditing in schools – Egyptian Environmental Affairs Agency – DANIDA – Training and Environmental Awareness Project

Newsletters and Booklets from Egyptian Environmental Affairs Agency

- 1- Clean Environment
 - 2- Ozone
 - 3- Minute particles in the air
 - 4- Advices to protect children from insecticides and led poisoning
 - 5- Evaluation of Environmental Assessment for Development in Egypt
 - 6- Environmental Auditing in schools
 - 7- Ancient Egyptian Trees – Trees serving the environment
 - 8- Egyptian Commitments to protect ozone layer
- Cairo Air Improving Project Newsletter
 - Towards an economy based on energy efficiency – Egyptian Association for energy services
 - Energy Efficiency Council – Egypt 2000 – Partnership between private and public sector for energy efficiency in Egypt for a sustainable economic development and for better environment
 - Energy Efficiency CD
 - 25 years of USAID Support Promoting Efficient Use of Energy Resources – The Energy Efficiency Technical Assistance Contractor under the Egyptian Environmental Policy Program
 - Global Climate Change Egypt Faces the Challenge – Egyptian Environmental Affairs Agency

ANNEX (3)
PARTICIPANTS AND NGOS LIST

Nominees for attending the Capacity Building Institute

Governorate	Association	Name of Applicant	Phone No.
Alexandria	-Friends of the Environment Association.	1. Nadia Mohamed Nabil Youssef 2. Dr.Emtiaz Khaled Hassouna 3. Mona Mohamed Mohamed Fadaly	03/5820211
	-Friends of the Neighbourhood for Culture and Development (St-Mark Alumni)	4. Nagy Domian Riad 5. Geraldine Samir 6. Abir El Said Ibrahim	03/5423553
Cairo	-Association for the Protection of the Environment -Red Crescent- Helwan	7. Ezzat Naim Gendy 8. Aida Boulos Attia	02/5100149
		9. Khaled Mahmoud Talb Ali 10. Moataz Abd El-ghafar Ahmed	02/5740450
Giza	-Horizon for Environment and Development	11. Racha Mostafa	02/3867975
	-Woman and Society	12. Rabbab Hussein	02/7311007
	-Eve of The Future	13. Hagar Abd el Gabar 14. Dr. Fatma Abdallah	02/3035506
Fayoum	-Community Development Association in Abu Kassah	15. Nader Salah Ayoub	084/307648
Minia	-CEOSS	16. Guirguis Azziz Guirguis	086/347793
	-Salama Moussa Foundation- Minia.	17. Montasser Awad	076/372461
	-Upper Egypt Association for Education and Development	18. Olfat Makram	086/365627
Assiut	-Caritas Egypt- Assiut Office.	19. Hannan Makin Boutros	088/336 428
	- Upper Egypt Association for Education and Development - Assiut	20.Mounir Gorguy	088/331064
Sohag	-Upper Egypt Association for Education and Development - Sohag	21.Youssef Farid 22.Ashraf Bakry	093/328620
Qena	-Community Development Association for Rural & Urban Women.	23.Khaled Ahmed Abdel Rehim	097/301552
	-Community Development Association in Kom El Dabei	24.Mohamed Meskin Abdel Galil	096/600502
Luxor	- Upper Egypt Association for Education and Development - Luxor	25. Ayman Adel	095/366153

The New Valley	- Community Development Association in Mote-EIDakhla	26.Khaled Aly El Gebaly	092/821590
Al Sharkia	-Community Development Association in Bassissa	27.Hossam Mohamed Ibrahim	02/7975484
Ismailia	-Sustainable Development Association	28.Racha Gomaa 29.Mohamed Abd El Mowla	064/344585
South Sinai	Treasures of Sinai- Ras Sidr	30.Mohamed Salem Mohamed	02/7975484

ANNEX (4)

1st WEEK EVALUATION RESULTS

**NGOs CAPACITY BUILDING IN THE FIELD OF ENVIRONMENTAL EDUCATION
28 JULY- 15 AUGUST 2001**

**Interim Evaluation
Week # 1**

- 1- Satisfied (26).
 - Somewhat Satisfied (2).
 - Not Satisfied (0).
 - 2- Completely Useful (17).
 - Somewhat useful (11).
 - Not useful (0).
 - 3- Accommodation
 - A-Lodging :
 - Comfortable (20).
 - Not comfortable (0).
 - Didn't answer (8).
- P.S: some participants didn't stay at the hotel.
- B- Food:
 - Very good (10).
 - Good (15).
 - Average (1).
 - Bad (1).
 - No answer (1).
 - C- Training hall
 - Convenient (24).
 - Not convenient (4).
- 4- What do you think of the work done with regard to:
 - i- Diversity:
 - Diverse(28).
 - Somewhat diverse(0).
 - Not diverse(0).
 - ii- Amount of work performed
 - Great (24).
 - Medium (1).
 - Small (0).
 - No answer (3).
 - 5- Materials and methods:
 - i- General Sessions and discussions:
 - Very good (12).
 - Good (15).
 - Average (1).
 - ii- Working groups:

- Very good (12).
 Good (8).
 Average (2).
- iii- Activity groups:
 very good (20).
 Good (5).
 Average (3).
- iv- Acquaintance through drawing:
 Very good (18).
 Good (9).
 Average (1).
- v- Oral evaluation:
 Very good (20)
 Good (8)
 Average (0)
- 6- Field visit:
- i. As an educational tool:
1. Very useful; it helped to grasp the information gained in a better way, in addition to see NGOs working on site (3)
 2. A successful visit; that enabled us to view the status quo.
 3. Practical implementation of some steps in the cycle of solid waste management (5).
 4. It was instructional, educational, and realistic method related to every day life (3).
 5. Getting to know our colleagues and the non-governmental organization (3).
 6. Extremely useful (5).
 7. A well-organized project established by the community efforts (1).
 8. During the field visit some participants bought the products of the organisation, which in turn contributed to increase the income of the NGO.
 9. The visit was very relevant to the program specifically the practical part of the program (1).
 10. It was a human experience full of knowledge.
- ii. Do you perceive your visit to this NGO as useful experience:
 Yes (27).
 No (0).
- iii. Do you think that the set objectives for this visit were met?
 Yes (27).
 No (0).
- iv- Are there any particular interesting experiences in that visit that you would like to transfer to your colleagues:
 Yes (26).
 No (1).
- v- What experiences did you find interesting:
1. The paper recycling and garbage separation methods (1).
 2. Training given to some members of the NGO so they can manage the business (1).
 3. The attempt to use everything around us in a creative and novice way.
 4. Believing in a goal and not giving in when faced with obstacles.
 5. Making rugs out of left over fabrics (6).
 6. How to communicate with the target groups.
 7. Teaching women how to read and write and continuous education.
 8. The whole experience is a model to be followed.

9. The know how of exporting goods for high prices.
10. Making use of waste and recycling it into a useful product for community and ecology.

vi- Regarding Ras Sedr trip:

1. To brief the participants on the objectives of the trip, the place the weather and the population (2).
2. To choose a suitable mean of transportation for visiting the place (1).
3. To allot some time during the visit for other activities and practical deeds (1).
4. To organise the participants into groups responsible for carrying out the activities.
5. Respecting the privacy of the community and preventing taking photos in the streets (1).
6. To start the trip at an earlier time and to be prepared with a cap and proper shoes.
7. To have a break after the visit.
8. To make a pre and post assessment of the participants' opinion regarding such visit, and monitor the changes in opinion.
9. The Bassissa experience should be documented on paper.

7- Do you consider the materials and tools presented during the activities sufficient:

Yes (26).

No (2).

8- Lecturer and lectures:

Title	Lecturer	Presentation style				Scientific content		Management discussions of & answering questions				Use of supporting materials/Aids		
		Ex	V.G	G	M	Suf Conv	Nsuf /Nconv	Ex	V.G	C	M	Div	LM	DN
The condition of the environment in the world today	Prof Dr. Mohamed Alkassas	26	2	-	-	27	-	20	5	3	-	12	16	-
Environmental education & it's objectives	Prof Dr. Salah Madkour	1	9	8	9	13	12	1	3	16	7	6	19	3
Energy: Concepts & Issues	Eng. Mohamed Kamal	7	10	6	2	24	1	8	15	-	3	15	6	7
Energy use in Egypt	Eng. Emad Hassan	6	20	2	-	24	1	8	12	7	-	16	9	-
Creative learning & participatory learning	Prof. Dr. Naguib Khosam	22	5	-	-	21	2	19	5	1	-	23	2	3
Natural scenery	Prof. Dr. Hassan Abu Bakr	22	4	1	-	26	-	22	5	1	-	20	5	3
Solid waste recycling	Mr. Mostafa Eissa	11	13	4	-	26	1	10	5	11	1	19	6	3
Communication awareness skills &	Prof. Dr. Hassan Abu Bakr	16	8	2	-	23	2	22	3	1	-	15	10	3
Communication awareness skills &	Prof. Dr. Salah Madkour	1	14	5	8	14	11	2	10	10	6	8	12	8
Appropriate communication tools	Eng. Nahed Hassan	8	12	6	2	17	7	4	7	7	6	19	7	2
Air	Dr. Hala Adel	14	6	8	-	22	3	16	6	6	-	22	4	2

- EX: EXCELLENT.
- V.G: VERY GOOD.
- G: GOOD.
- M: MEDIOCRE.
- SUF/CONV: SUFFICIENT & CONVENIENT.
- DIV: DIVERSE
- LM: LIMITED IN SCOPE
- DN: DON'T KNOW.

9-Do you have any comments regarding financial or managerial issues.

Yes (3).

No (25).

For those who said yes what are your comments?

- We would like to thank Ms. Magda.
- Each person should have the chance to know his rights and responsibilities.
- To give clear instructions on the process that should be followed to get our financial benefits, to know the overall cost of the course.

10-Do you have any other comments:

Yes (3).

No (15).

- The working team is excellent and we would like to express our deepest gratitude.
- To shorten the visit to Ras Sudr.
- To focus on the used methods and tools, and increase the artistic activities.
- To emphasise on communication and management lectures.
- Trainers should brief us on the tools and methods they have used, how they have reached that level of proficiency and what are the difficulties they have encountered during that process, finally how did they resolve them.
- What are the criteria of selection that was used to choose the participants from NGOs?
- We would like some activities between lectures other than the tea break.
- To give trainees a role in the training, such as preparing the next day activities or organising the working groups.
- Some of the subjects mentioned in the program were not introduced afterwards.
- The time allocated was not sufficient and there was no entertainment what so ever.
- The trainers didn't share in the afternoon leisure time.
- Working groups relied heavily on discussions.
- Considering more or longer breaks.

ANNEX (5)

2nd WEEK EVALUATION RESULTS

**NGO'S CAPACITY BUILDING IN THE FIELD OF ENVIRONMENTAL EDUCATION
28 JULY- 15 AUGUST 2001**

**Interim Evaluation
Week # 2**

1. Do you think that you have benefited from the issues discussed in the second week of the program?
- (8,5)
2. During the second week we have used several educational methods; what do you think of:
 - i- The general sessions and discussions (6,8).
 - ii- The activities carried out in the working groups (8,7).
 - iii- The working groups presentations (8,1).
 - iv- The field visit and the community work (6,7).
 - v- The degree of participation and interaction between participants (9,2).
3. From your point of view what objectives did the field visit and the work with the community achieve?
 - i- Watching a practical implementation of different energy sources, such as the solar energy, the wind power, and the biogas (14).
 - ii- The inspiration it gave to the participants to change the desert to green fields (4).
 - iii- Group work and labour division within the group (cultivation, hanging the signs, the beach campaign) (7).
 - iv- Experiencing and knowing a successful model in building a new community
 - v- And getting the know how of overcoming obstacles (11).
 - vi- The experience gave us a good idea on many ecological concepts; it is a practical example of participation and citizenship (4).
 - vii- The visit to the beach opened our eyes to the possibility of raising the environmental awareness of the beach visitors (2).
 - viii- The interaction with the community, and the awareness raising done (3).
 - ix- The transfer of the Bassissa experience to our NGO and the community at large (3).
 - x- Experiencing the obstacles encountered in every day life (1).
 - xi- Increasing our experience in the field of environmental awareness (1).
4. Do you have any suggestions regarding the field visit to make it more useful next time?
 - i- To give more time for each working group so it can get acquainted with the activities carried out by the other groups (3).
 - ii- To give some free time to the participants (1).
 - iii- The visit should be organized and better equipped in advance (21).
 - iv- There should more tools (1).
 - v- There should be a printed T-shirt with the name of our organisations we printed on the front (1).
 - vi- The visit should be guided by one of the organiser and a resident of the place (1).
 - vii- The group should stay together and listen to the explanation given (1).
 - viii- More information on the visiting site should be given (1).
 - ix- The visit should be done in the same day of the presentation of the experience (4).
 - x- The timetable should be followed according to the set program (4).
 - xi- I have wished for a positive interaction with the residents (4).
 - xii- To work in one group even if it takes more time (4).

- xiii- To have a facilitator in every group (1).
- xiv- To have a more realistic picture of the place before going (1).
- xv- The objective of the visit should be clearly stated and explained beforehand (4).
- xvi- Responsibility should not be given to a careless person (1).
- xvii- Explaining to each person the assignments and dividing labour meticulously (1).
- xviii- It would have been better in Bassissa to implement a smaller part comprehensively (1).
- xix- The visit should be done the same way as the previous visit to The Protection of the Environment Association in Mokatam (1).
- xx- An available internal mode of transportation in the visited site would be appreciated (1).
- xxi- The number of people in every group should be suitable (1).
- xxii- There should be a joint committee between the participants in the program and the organisers of the visit (1).
- xxiii- A stipend should be available (1).
- xxiv- To coordinate with the first line and second line as well (1).
- xxv- The visit should be planned in the early morning to evade the hot weather (1).

5. What do you think of the second week accommodation in Helnan hotel Ras Sedr in terms of:

i- Lodging (9,4).

Comments: The lodging of more than one person per room, the small size of the bed.

ii- The food (9,3).

iii- The conference room (9,1).

Comments: The conference room was large and convenient, but the air-condition was not working properly.

6. Do you consider the materials and tools presented during the activities sufficient?

Yes (25).

Somewhat sufficient (5).

Not sufficient (0).

7. Please comment on the content, the presentation style and methods used in the lectures offered during the second week.

1. The lecture on "Water" Dr. Hassan Abu Bakr (9,1).

Comments: The lecture was clear and easy to follow, and there was space for discussion.

2. The lecture "Ecological systems" Dr. Hassan Abu Bakr (9).

Comments: The lecture was clear and easy to follow, and there was space for discussion.

3. The lecture "Regulations and environmental laws" Mr. Hussein Imam (7,1).

Comments: The lecture was merely a presentation of related laws.

4. The lecture "Civil society and the protection of the environment" Dr. Adel Abu Zahra

Comments: The performance of the lecturer was great in spite of the historical, scientific difficult subject he was introducing.

5. The lecture "Sustaining acquired behaviour" Dr. Adel Abu Zahra.

Comments: The lecturer is very competent and charismatic.

6. The lecture "Skills and tools for working with groups" Dr. Hassan Abu Bakr and Mr. Sherif Maher (8,8).

Comments: It was a very nice lecture that used a participatory approach.

7. The lecture "Taking into consideration the ecological dimensions in new societies" Dr. Salah Arafa. (7,5).

8. The session "Integration of ecological concepts" Mr. Magdy Mehana.

8. Were you looking forward for something in the second week that actually took place?

1. Planting trees during the field visit (1).

2. Showing some of my hidden talents as a participant (1).

3. Achieving a mutual understanding and rapport between participants (8).

4. Achieving the goal of deep understanding and team work (3).

5. The presence of public figures such as Dr. Adel Abu Zahra and the lectures he gave (2).
 6. Enhancing the amount of benefit realised in addition to acquiring new experiences and skills (4).
 7. Participating in the management of the workshop (1).
 8. Having more practical work than theoretical (1).
 9. The entertainment party (1).
 10. The application of what we have learned (1).
 11. Feeling at ease (1).
 12. Clarifying some misunderstood ecological concepts (1).
 13. Integrating ecological concepts in our program (3).
 14. Giving a chance for individual work and the implementation of projects (1).
 15. Following the set program (1).
9. Were you looking forward for something in the second week that didn't take place?
1. Watching videotapes on the protection of the environment (2).
 2. Exchanging experiences with other NGOs (3).
 3. Having an informal discussion with Dr. Hassan and benefiting from his vast experience (1).
 4. Discussions during time out (2).
 5. Giving more free time (2).
 6. Concluding the waiting list and starting a new list (2).
 7. To watch a project on wastewater desalination (1).
 8. Participants being more punctual (1).
 9. Lengthy lectures without getting into the main subject of the lecture (1).
 10. I wished success for the collective dinner but it didn't work out (1).
 11. Some organisational problems related to the Bassissa visit yet it was still very useful (1).
 12. An increase in the environmental awareness (1).
 13. Swimming in the sea (1).
 14. A deep understanding of the principles of ecology and the highlights of the project we are presenting (1).
 15. Meeting the Bassisa (1).
 16. Contributing to the beach campaign (1).
 17. Giving more time to the working group (1).
 18. More participation from the facilitators' part (1).
 19. More leisure activities and evenings (1).
 20. Longer breaks (1).
10. What are your suggestions to the program of the third week to realise better results and more success?
1. To be more punctual (5).
 2. To give some concern for the interaction between the group (3).
 3. To give some attention for informal activities (2).
 4. To give more leisure time and longer breaks (4).
 5. More group work (5).
 6. Lesser theoretical lectures (1).
 7. To give the opportunity for every participant to chair the session and the discussions (1).
 8. To keep up with the positive attitude (1).
 9. To continue the positive encouragement, as Dr. Hassan use to do (1).
 10. To revisit the workshop objectives (1).
 11. To reduce redundant discussions (1).
 12. To clarify the role of the facilitator (1).
 13. More organization (1).
 14. To give some help in the idea and the planning of the projects (1).
 15. To improve the organization of the field visit (1).

16. To put a follow up plan (1).
17. To get acquainted with the city and get more information about it (2).
18. To arrange for meeting with the purpose of discussing the waiting lists (1).
19. To have more time for entertainment (1).
20. To stick to the subject of the discussion (3).
21. To have more field visits (1).
22. To follow the schedule (1).
23. To organize the groups presentations and to respond to queries (1).
24. To explain any activity in detail before starting (1).
25. Any participant should not act as the trainer even if he is (1).
26. To give some attention and help to participants from small NGO on how to transfer the experience. (1)

11. Would you like to add any other comments?

1. I would like to give my thanks to Dr. Hassan and the team for the great work, I have to admit that I have benefited immensely and that I can help in building the capacities of the others (3).
2. A briefing on how to write proposals (1).
3. The belated bus for El Bassissa (3).
4. The visit to El Bassissa was totally unorganised especially the planting group, and there was no clear task to accomplish (3).
5. I would like to see all experiences documented in a book (1).
6. To have a record of all the lectures on a video tape (1).
7. I suggest making a photo album of all the participants and the training team with some personal information, so we can contact them later when needed (1).
8. To register all the results that came out of the working groups on a CD Rom, this will be useful in implementing the projects after the workshop is done (1).
9. I thank you, and would like to say that those three weeks saved me from three years of study (1).
10. To watch photos related on environmental issues.
11. The group party in Ras Sedr was badly organised, and participants were dispersed all over the place (2).
12. There was a lot of prolixity without focus on the main issue (1).
13. To agree on maintaining the liaison between the NGOs afterwards (2).
14. I would like a continuous contact between trainers and participants, and follow-up on the activity done in the different governorates (2).
15. The program is perfect (1).
16. I wish we could arrange a group dinner with the participation of both trainers and trainees (1).
17. I hope that the plays prepared during the workshop will get some attention and get presented (1).

ANNEX (6)
THE PRE-EVALUATION FORM

**THE CAPACITY BUILDING INSTITUTE WORKSHOP
JULY, 28- AUGUST, 15**

PRE-EVALUATION FORM

Dear participants,

*We hope to have few minutes of your time to fill this form,
Your answers we help us a lot in responding to the issues you
raised in the best way we can. In addition, it will also help us
evaluating our work together through this program.*

*Name:.....
Name of NGO:.....
The current work:.....Tel:.....Fax.....*

**1- HAVE YOU PARTICIPATED BEFORE IN ANY ENVIRONMENTAL
EDUCATION WORKSHOPS?**

**2- IF YES, WHEN WAS THE LAST TRAINING YOU ATTENDED, AND
WHAT ARE THE SUBJECTS RAISED DURING IT?**

**3- WHAT DO YOU KNOW ABOUT THE ENVIRONMENTAL
EDUCATION OBJECTIVES?**

**4- DO YOU IMPLEMENT ANY ENVIRONMENTAL ACTIVITIES WITH
THE TARGET GROUPS IN YOUR NGO?**

5- IN CASE OF YES PLEASE GIVE EXAMPLES

**6- DO YOU THINK IT IS IMPORTANT TO ASK THE PARTICIPANTS
ABOUT THEIR EXPECTATIONS AND TO INTRODUCE THEM TO EACH
OTHERS IN THE BEGINNING OF ANY WORK? IN CASE OF YES,
PLEASE MENTION WHY**

**7- IN YOUR OPINION DO YOU SEE A DIFFERENCE BETWEEN
LEARNING AND EDUCATION? WHAT IS IT?**

**8- IF YOU WERE ASKED TO DETERMIN THE ROLE OF THE
FACILITATOR, WHAT DO YOU SAY?**

**9- IF YOU WERE ASKED TO DETERMIN THE ROLE OF THE
TRAINER, WHAT DO YOU SAY?**

**10- MANY PEOPLE SEE THAT IT IS IMPORTANT TO EVALUATE THE
WORK WE IMPLEMENT, IN YOUR OPINION:**

**A- WHEN DO WE EVALUATE OUR WORK:
BEFORE IT STARTS () AFTER IT IS FINISH ()
IN ALL THE PREVIOUS STAGES () OTHERS ()**

**B- WHO SHOULD DO THAT:
THE ORGANISATION WHOM IMPLEMENTED THE WORK()
AN EXTERNAL ORGANISATION ()
THE FUNDED ORGANISATION ()
WOMEN AND MEN IN THE COMMUNITY
ALL THE ABOVE MENTIONED ()
OTHERS ()**

11- WHAT IS THE IMPORTANCE OF DOCUMENTING ANY DEVELOPMENTAL PROCESS?

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

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

14- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL AUDTING?

15- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL IMPACT ASSESSMENT?

16- WHAT ARE THE SOURCES OF SOLID WASTES?

17- WHAT IS THE DIFFERENTE BETWEEN REUSE AND RECYCLE?

18- ARE THERE ANY ENVIRONMENTAL AND/OR DEVELOPMENTAL ISSUES YOU FIND THAT IT IS NECESSARY FOR US TO DISCUSS IT DURING THIS PROGAM? IN CASE OF YES, PLEASE EXPLAIN

19- DO YOU HAVE ANY EXPERIENCES OR ISSUES THAT YOU WOULD LIKE TO SHARE IT WITH THE COLLEGUES IN THIS PROGRAM? IN CASE OF YES, WHAT IS IT?

ANNEX (7)
THE FINAL EVALUATION FORM

**THE CAPACITY BUILDING INSTITUTE WORKSHOP
JULY, 28- AUGUST, 15**

FINAL EVALUATION FORM

Dear participants,

WE HAVE WORKED TOGETHER FOR 3 WEEKS, WHERE WE DISCUSSED SEVERAL ENVIRONMENTAL ISSUES, AND KNEW MANY EXPERIENCES FROM DIFFERENT NGOS, INVITED SPEAKERS, FACILITATORS, AND THE SITE VISITS. WE ALSO GAINED DIFFERENT SKILLS THAT WILL HELP US WORK IN OUR LOCAL COMMUNITIES. NOW AFTER THE PROGRAM ENDED, WE WOULD LIKE TO THANK EACH ONE OF YOU FOR YOUR COOPERATION, INTEREST, AND PARTICIPATION IN MAKING THIS WORK A SUCCESS. NOW WE WOULD LIKE TO KNOW YOUR OPINIONS AND SUGGESTION CONCERNING THE ACTIVITIES WE HAVE IMPLEMENTED, IN ORDER TO EVALUATE HOW SUCCESS WE WERE AND WEAKNESS AND STRENGTHEN POINTS WE HAVE. THIS WILL HELP US IMPROVE OUR WORK IN THE FUTURE.

THANK YOU

1- IF YOU WERE ASKED TO GIVE A GRADE EXPRESSING THE DEGREE OF BENEFIT YOU GAINED DURING THE THREE WEEKS, WHAT WOULD YOU SAY?

2- IN YOUR OPINION WHAT ARE THE OBJECTIVES THE CBIP ACHIEVED?

3- DURING THE PROGRAM WE USED A VARIETY OF TOOLS AND APPROACHES, GIVE A GRADE FOR EACH OF THE FOLLOWING:

- A- WORKING IN GROUPS: 1 2 3 4 5 6 7 8 9 10**
- B- THE INVITED SPEAKERS: 1 2 3 4 5 6 7 8 9 10**
- C- PRACTICAL ACTIVITIES: 1 2 3 4 5 6 7 8 9 10**
- D- THE SITE VISITS: 1 2 3 4 5 6 7 8 9 10**
- E- MANUFACTURING COMMUNICATION TOOLS:
1 2 3 4 5 6 7 8 9 10**
- F- BRAINSTORMING: 1 2 3 4 5 6 7 8 9 10**
- G- PRETESTS: 1 2 3 4 5 6 7 8 9 10**
- H- DOCUMENTATION: 1 2 3 4 5 6 7 8 9 10**
- I- ACTIVATION EXERCISES: 1 2 3 4 5 6 7 8 9 10**
- K- THE PARKING LOT: 1 2 3 4 5 6 7 8 9 10**

4- IN YOUR OPINION HOW QUALIFIED THE WORK TEAM ARE, CONCERNING:

- A- THEIR INFORMATION ABOUT THE SUBJECTS RAISED:
1 2 3 4 5 6 7 8 9 10**
- B- THE CAPABILITY TO TRANSFER THESE INFORMATION:**

1 2 3 4 5 6 7 8 9 10
C- THEIR CAPABILITIES TO ACTIVIAE THE PARTICIPATION AND
RUN THE DISCUSSION:

1 2 3 4 5 6 7 8 9 10

5- WHAT ARE THE INFORATION AND KNOWLEDGE YOU LEARNED
DURING THIS PROGRAM?

6-WHAT ARE THE SKILLS YOU LEARNED DURING THIS
PROGRAM?

7- WHAT ARE THE VALUES YOU LEARNED DURING THIS
PROGRAM?

8- WHAT IS THE ENVIRONMENTAL ISSUE THAT YOU HOPED WE
WOULD DISCUSS DURING THIS PROGRAM, BUT WE DID NOT?

9- IF WE ARE GOING TO REPEAT THIS PROGRAM AGAIN, WHAT
DO YOU SUGGEST TO ACHIEVE MORE SUCCESS IN THE NEXT
TIME?

10- AFTER YOU KNEW DIFFERENT ENVIRONENTAL SUBJECTS
AND ISSUES DURING THIS PROGRAM, PLEASE ANSWER THE
FOLLOWING QUESTIONS:

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

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

C- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL AUDTING?

D- WHAT DO YOU KNOW ABOUT ENVIRONMENTAL IMPACT
ASSESSMENT?

11- ARE THERE ANY MORE RMARKS YOU WOULD LIKE TO SAY?

ANNEX (8)

PARTICIPANTS FAXES AFTER THE CBIP

Coptic Evangelical Organisation for Social Services
Founded by Rev. Dr. Samuel Habib
Development Sector

Minia in 21/8/2001

Dear Dr. Hassan,

I would like to express my special thanks and gratitude for the excellent effort that you have exerted in the previous workshop on “ NGOs Capacity building in the field of environmental education” held between 28/7 and 15/8/2001.

You have strived to deepen the understanding of the correct environmental concepts in simple and clear language. This was all done in full synchronisation with a wonderful team that helped us in every possible way, using its competencies, organizational capacity and good preparation.

Many thanks to you, to every member of the training team and to Dr. Hala, Dr. Magda, Mr. Aly, Mr Moataz, Mr. Sherif.

Finally we wish to have a continuous collaboration on similar occasions, which we believe will contribute in the development of Egypt no matter how small they maybe.

I would like to say that you have left a good impression and a positive impact in 14 governorates represented by 21 organisations attending the training.

Sincerely

Guirguis Aziz
Development Coordinator

**The Community Development Organisation
For the rural and urban woman in Quena**

Dear Dr. Hassan Abu Bakr

Greetings,

The board of our organisation would like to express its deepest thanks for the great opportunity you have provided its members in attending the training on the subject of environment. Such members will be able to transfer that know-how to other NGOs.

Kindly find attached the suggested training program to implement the training given to the NGO representative.

We would like to express our wish for your continuous follow up on our efforts in this area, and your constant collaboration. We are confident that we will have the advantage of benefiting from your vast experience in this arena.

Our deepest regards

Executive Manager
Amal Ebeid Hammam