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LIFE Red Sea Project

Guidelines for Operating an Environmental Awards Program in the Red Sea Governorate



MAY 2008

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TABLE OF CONTENTS

TABLE	ii
FIGURES	ii
ACRONYMS AND ABBREVIATIONS	iii
1. INTRODUCTION	1
THE ENVIRONMENTAL AWARDS PROGRAM (EAP)	1
1.1 AIMS AND OBJECTIVES OF THE ENVIRONMENTAL AWARDS PROGRAM ..	1
1.2 GUIDING PRINCIPLES FOR IMPLEMENTATION OF EAP.....	1
1.3 EAP GUIDELINES	2
2. CONDUCTING AN ENVIRONMENTAL AWARDS PROGRAM.....	3
2.1 STEP ONE: PREPARATION.....	3
Aim	3
Introducing EAP to Stakeholders.....	3
Forming a Committee.....	3
Committee Membership.....	3
Functions of the Committee.....	4
Functions of the EAP Committee Officers.....	5
The Awards	6
2.2 STEP TWO: LAUNCHING THE EAP	9
Aim	9
Activities	9
2.3 STEP THREE: ACTIVITIES AND PROJECTS	10
Aim	10
Activities	10
Ideas for EAP Entries	10
2.4 STEP FOUR: MONITORING AND JUDGING	14
Aim	14
Monitoring.....	15
Judging Entries.....	16
2.5 STEP FIVE: AWARDS PRESENTATION CEREMONY.....	17
Aim	17
Organizing and Conducting the EAP Awards Ceremony.....	18
2.6 STEP SIX: EAP EVALUATION	20
Aim	20
Conducting a General Evaluation.....	20
PART 3: TASKS AND RESPONSIBILITIES	21
3.1 DEVELOPING A WORK PLAN.....	21
3.2 HOLD REGULAR MEETINGS.....	22
3.3 REPORTING	23
3.4 COMMUNICATING AND DISSEMINATING INFORMATION.....	23
Designing Effective Media Campaigns.....	23
3.5 ACCESSING RESOURCES	23
Fundraising for EAP.....	25
3.6 NETWORKING	26
3.7 sustainability.....	26
3.8 accountability and transparency.....	28
4. SAMPLE FORMS FOR THE EAP	29

4.1	EAP INDIVIDUAL ENTRY FORM.....	29
4.2	EAP GROUP ENTRY FORM.....	30
4.3	EAP BUSINESS ENTRY FORM	31
4.4	INDIVIDUAL ENTRY JUDGING FORM	33
4.5	GROUP ENTRY JUDGING FORM	34
4.6	SCHOOL ENTRY JUDGING FORM.....	35
4.7	SAMPLE TEXT FOR CERTIFICATE OF PARTICIPATION	36
5.	EAP SUCCESS STORIES	37
5.1	EL SHALATEEN PREP SCHOOL ESTABLISHES ENVIRONMENT CLUB	37
5.2	ITANINA TROUPE DISCOVERS A SOURCE OF CREATIVE LIVELIHOOD	38
5.3	MARWA AND THE EAP: LEADING THE WAY.....	39
5.4	MARSA ALAM YOUTH CLUB IN ACTION.....	41
5.5	SCHOOL CHILDREN LEARN ABOUT THE ENVIRONMENT THROUGH ART .	41
ANNEX	EAP COMMITTEE WORK PLAN	43

TABLE

Table 1	Example of How to Complete the EAP Committee Work Plan (Annex A) ..22
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FIGURES

Figure 1	Red Sea Governor, Marsa Alam Mayor, Officials from the Environment Unit Office, and LIFE Project Team Members at an EAP Children's Environmental Art Exhibit	4
Figure 2	Marsa Alam EAP Committee Members.....	5
Figure 3	EAP Prize Winners.....	6
Figure 4	Schoolchildren Established a Garden as Part of the EAP	7
Figure 5	Individual Gardening Project in Marsa Alam	7
Figure 6	Coast Clean-up.....	8
Figure 7	Hotel Recycling and Waste Sorting Facility	8
Figure 8	Workshop Introducing EAP to Governorate Staff.....	10
Figure 9	EAP Workshop in El-Shalateen to Discuss Activities	10
Figure 10	School Environmental Exhibit.....	12
Figure 11	Creating a Garden in the Workplace, Marsa Alam	13
Figure 12	Selling Handcrafts to Tourists.....	13
Figure 13	Selecting Winners at a School Environmental Art Exhibit.....	16
Figure 14	EAP Certificates for All Participants	18
Figure 15	EAP Prizes: Bicycles.....	18
Figure 16	EAP Awards Presentation "Word Picture"	19
Figure 17	2007 Awards Presentation Ceremony, Hurghada.....	19
Figure 18	2008 Awards Presentation, Marsa Alam.....	20
Figure 19	Developing a Work Plan for an EAP Cycle	21
Figure 20	EAP Poster and Brochure.....	24
Figure 21	EAP Committee Meeting, Marsa Alam.....	28
Figure 22	Visiting the Environment Club at El-Shalateen School.....	37

Figure 23	Education Director, Environmental Education Teacher, and Members of the Environment Club	38
Figure 24	The Itanina Troupe Performing in Cairo	38
Figure 25	The Troupe Performs at a Tourist Resort	39
Figure 26	Marwa Hassein and the Children's Art Exhibit.....	39
Figure 27	Marwa and Friend Display Rugs They Made.....	40
Figure 28	Marwa and Friends Plant a Tree	40
Figure 29	Marsa Alam Youth Club Building and Garden	41
Figure 30	A Winning Entry.....	42
Figure 31	Exhibit at Marsa Alam	42

ACRONYMS AND ABBREVIATIONS

EAP	Environmental Awards Program
EEPP	Egyptian Environmental Affairs Policy Project
LIFE	Livelihood and Income from the Environment
LRS	LIFE Red Sea Project
NGOs	Non-governmental Organizations
RSG	Red Sea Governorate
SIS	Egyptian State Information Service
USAID	United States Agency for International Development

1. INTRODUCTION

THE ENVIRONMENTAL AWARDS PROGRAM (EAP)

The Environmental Awards Program (EAP) is an innovative environmental education strategy which has been used successfully by the Livelihoods and Employment from the Environment (LIFE) Red Sea Project (LRS) to raise awareness and participation for sustainable tourism. It is a social mobilization process which gives a large and diverse number of stakeholders, at all levels of a community, an opportunity to learn about environmental issues and problems, and to become involved in planning, organizing, and implementing activities/projects for sustainable development. The incentives are public recognition, certificates, and prizes in the form of equipment or tools to enable the activities to continue and to increase in number.

1.1 AIMS AND OBJECTIVES OF THE ENVIRONMENTAL AWARDS PROGRAM

The major aim of the EAP is to raise public awareness of environmental issues and problems, and mobilize people to action to improve environmental management. Its ultimate goal is sustainable development

Its objectives are to:

- Increase environmental awareness, throughout all levels of the community;
- Promote public participation in environmental management;
- Encourage the use of environmentally friendly practices and technologies;
- Demonstrate government's commitment to environmental protection;
- Reward individuals and groups who carry out appropriate resource management practices;
- Implement campaigns and activities for sustainable development.

The EAP is usually a 6-month process, facilitated by an EAP Committee representing a wide variety of sectors in the community. It encourages and rewards individual and collective activities and projects which are environmentally friendly. At the end of each cycle, people and organizations implementing outstanding activities and projects receive prizes, awards and recognition in public ceremonies. During the cycle, the committee promotes networking, partnerships, fund-raising, communication, and creativity and initiative.

1.2 GUIDING PRINCIPLES FOR IMPLEMENTATION OF EAP

The principles that guide the implementation of the EAP are as follows:

- **Reach the widest possible audience**—women, youth, urban and rural dwellers, staff of governmental and non-governmental institutions and organizations;
- Use a **participatory approach** for planning and implementing all EAP activities. This helps to ensure relevancy, and to create a sense of ownership by stakeholders that is essential for sustainability;
- **Build on past accomplishments** and **benefit from lessons learned**;
- **Take advantage of existing opportunities**, e.g. people's interests, indigenous knowledge, and appropriate traditional practices. For example, businessmen such as tour

operators can become active partners in environmental protection because their occupation is threatened by the current rate of habitat destruction and loss of biodiversity. As much as possible, action research studies are conducted to **identify the characteristics and needs of target audiences** and to select appropriate communication channels and materials;

- **Make maximum use of existing facilities, resources, and infrastructure;**
- Assist the **acquisition of knowledge, skills, and attitudes** that are necessary to solve actual environmental problems;
- Organize and carry out EAP activities that will **complement and supplement** one another, and when possible, be jointly carried out for maximum impact;
- Design EAP activities **to be sustainable**, even in the case where assistance is required to initiate the process;
- Make **monitoring and evaluation an integral part** of EAP activities.

1.3 EAP GUIDELINES

The purpose of this document is to provide a guide for conducting an Environmental Awards Program in any area or locality in the Red Sea Governorate (RSG). Apart from serving as a reference, this document may also be used as a manual for training new members for existing and future EAP Committees.

Part 1 – introduces the concept of the EAP, its goal, objectives, and principles.

Part 2 – takes the reader through the process, step by step. It provides the basic guidelines for a facilitator and/or an EAP Committee to follow in the implementation of an Environmental Awards Program anywhere.

Part 3 – provides information on some of the important tasks which the Environmental Awards Program Committee carries out. It also focuses on some responsibilities, such as accountability, reporting, networking.

Part 4 – gives samples of forms which could be adapted and used in any EAP. However, every Committee is encouraged to develop its own forms to meet its own specific requirements.

Part 5 – contains several success stories to show the kinds of impacts that an effective EAP can have on individuals and on organizations, and the impact that they themselves can make on others and on the environment as well.

2. CONDUCTING AN ENVIRONMENTAL AWARDS PROGRAM

The EAP is carried out in cycles of roughly 6-months duration. Each cycle is carried out in six stages, or steps:

1. Preparation
2. Launch
3. Activities and Projects
4. Monitoring
5. Presentation of Awards and Prizes
6. Evaluation

Following, is a comprehensive description of each step, its objectives, and activities.

2.1 STEP ONE: PREPARATION

Aim

The purpose of this step is to ensure the following:

- Decision-makers in the area are supportive and committed to the EAP
- Key stakeholders who will be involved in facilitating the EAP understand the purpose of EAP;
- A committee (that represents a broad range of sectors in community) is formed to implement the EAP;
- The committee meets, elects officers, and prepares a work plan to run the EAP.

Introducing EAP to Stakeholders

To date, the EAP in Egypt has been introduced through United States Agency for International Development (USAID)-funded projects, i.e. the Egyptian Environmental Affairs Policy Project (EEPP) in Cairo, the Middle Delta, Alexandria and in some parts of the Red Sea Governorate, and through two cycles under the LIFE Southern Red Sea Project in Marsa Alam and El Shalateen areas. From now on, the Communications Unit of the Red Sea Governorate's Department of Environment will be facilitating the EAP in the Red Sea Governorate.

When introducing the EAP into a new area, it is important that it first be introduced to the highest level authority in the area, e.g. the head of the city council. This is because a successful EAP that is designed to mobilize all sectors of the community needs to be fully integrated into the development process of that area. Thus, it is only with the commitment and support of the authorities, that the EAP can succeed.

Forming a Committee

Once the EAP idea has been introduced, the highest authority (in this case, the head of the city council) is requested to appoint an EAP cross-sectoral committee to be responsible for implementing the EAP.

Committee Membership

The members of the EAP should include representatives of organizations and groups that are interested or whose work is related to environmental issues. To date, the EAP Committees in the Red Sea Governorate have consisted of representatives from the following:

- Red Sea Governorate (RSG) Environment Office
- EEAA (Red Sea Rangers)
- Education Department (Environment and Demography)
- Social Affairs Department
- Youth Centers
- Culture Palace
- Agriculture Department
- Egyptian State Information Service (SIS)
- Business sector
- Non-governmental Organizations (NGOs)

Figure 1 Red Sea Governor, Marsa Alam Mayor, Officials from the Environment Unit Office, and LIFE Project Team Members at an EAP Children’s Environmental Art Exhibit



Functions of the Committee

The main functions of the EAP Committee are:

- Make plans for conducting the EAP in the specified area. Decide on the duration (6 to 12 months) and develop a Work Plan for the whole process; (The Work Plan should include a schedule for regular meetings of the EAP Committee);
- Publicize the Awards Program widely in the area, and specifically to its target audience/s;
- Develop, distribute and collect entry forms throughout the area of operation;
- Plan and organize different kinds of sensitization activities (e.g. talks, meetings, workshops, video shows to encourage people to participate in the EAP);
- Facilitate networking among all stakeholders in the EAP;
- Plan and organize visits to projects and activities entered for the EAP to encourage and assist them;
- Identify and mobilize existing resources (manpower, material, and financial) in the area for carrying out the sensitization activities, publicity, transport to projects, and for prizes;

- Plan and organize the verification and judging of the projects/activities entered;
- Identify winners and recommend appropriate prizes for each;
- Plan and carry out an Awards Presentation Ceremony with the widest possible participation;
- Throughout the process, work closely with the facilitator (Red Sea Governorate Team);
- In conjunction with the facilitator, conduct an evaluation of the EAP cycle.

If the EAP Committee is large, it is recommended that it meets at least once a month, and that a small secretariat be appointed to meet more often, preferably once a week, to keep the Awards Program running. This secretariat may consist of three or four of the members above, including the chairperson and the environmental officer.

Figure 2 Marsa Alam EAP Committee Members



Functions of the EAP Committee Officers

The head of the city council or his representative is the chairperson of the EAP Committee. At its first meeting, the EAP Committee elects the other officers. Some of the main functions of the EAS Committee Officers include the following:

Chairperson

- In conjunction with the Secretary, schedules and chairs the EAP Committee meetings and meetings of the Secretariat.
- Ensures that a work plan is prepared and approved by the Committee, and that it is followed and implemented as scheduled.

Vice Chairperson

- In the absences of the Chairperson, the Vice Chairperson performs the same duties as the Chairman (above).

Secretary

- Notifies the Committee and the Secretariat members of all meetings of the EAP Committee.
- Takes minutes at each meeting.
- Writes letters for the Committee and receives and shares correspondence.
- Sends regular reports to the facilitator (currently the RSG Team) and is responsible for communication with them.
- Receives and keeps safely all completed entry forms which are submitted to the Committee (unless a separate Committee member is assigned this responsibility).
- Prepares a final report of the EAP which is first presented to the Committee for review and approval, and then sent to the facilitator.

Treasurer

- In consultation with the Committee, prepares a budget for the EAP.
- Receives, and keeps safely, any initial funds which may be provided by the facilitator.
- Receives, and keeps safely, any other funds which may be raised for the EAP in the area.
- Keeps a careful record of all income and expenses.
- Keeps a record of any contributions in kind.
- Prepares a final financial report for the EAP which is first presented to the Committee for approval, and then sent to the facilitator and shared with other stakeholders.

The Awards

Awards for outstanding projects and activities in the environment serve to provide an incentive for implementing the EAP process and also to reward environmentally-friendly initiatives. Usually people are fined for harmful practices towards the environment. The EAP focuses on rewarding outstanding efforts to take appropriate, positive action.

Figure 3 EAP Prize Winners



Each EAP Committee is encouraged to decide the kind and number of categories of awards. The decision often rests on the following factors:

- The amount of resources (manpower and financial) available to initiate the EAP,
- The kind of audience/s it is trying to reach; and

- The priority environmental problems in the area.

Generally, it is desirable to have enough categories of awards to allow as many sectors and levels of the community as possible to participate.

Following, are some commonly used categories:

1 – Schools

<i>Participants:</i>	Schools and educational and vocational institutions
<i>Examples of activities:</i>	Clean-ups, waste management, environment-friendly schools, school-community projects,
<i>Prizes:</i>	Gardening and other kinds of tools/equipment

Figure 4 Schoolchildren Established a Garden as Part of the EAP



3 - Individuals

<i>Participants:</i>	Individuals, e.g. journalists, teachers, women, youth leaders, decision-makers, e.g. business and government
<i>Examples of Activities:</i>	Practicing or promoting, championing or advocating successfully for environmental protection, especially for priority issues or problems, e.g., solid waste and energy management.
<i>Prizes:</i>	Trophies and or tools/equipment

Figure 5 Individual Gardening Project in Marsa Alam



3 – Groups

Participants: Groups, e.g. non-governmental organizations, associations, women’s groups, youth groups, fishermen

Examples of Activities: Clean ups, environmentally-sustainable projects, e.g. tree planting, organic gardening, management of waste, energy.

Prizes: Tools and/or equipment to support ongoing activities

Figure 6 Coast Clean-up



4 – Business and Enterprise

Participants: Businesses, enterprises, hotel resorts

Examples of Activities: Use of environmentally-friendly technology and practices, e.g. waste management systems, energy management systems

Prizes: Trophies, publicity

Figure 7 Hotel Recycling and Waste Sorting Facility



5 – Institutions

Participants: Institutions, e.g. training institutions, hospitals, government departments

Examples of Activities: Use of environmentally-friendly technologies and/or practices; involvement of staff or community members in environmental protection

Prizes: Trophies, tools, publicity

The awards can vary, according to the type of entries. However, every entry should be acknowledged with a Certificate of Participation. Winners also receive Certificates. In addition, prizes are awarded in the form of materials and equipment that will assist the awardees to continue the activity or project.

2.2 STEP TWO: LAUNCHING THE EAP

Aim

The aim of this step is to ensure that the EAP is introduced to the public, and that everybody in the area is encouraged to be a part of it

To achieve this, it is important to do the following:

- Notify as many people and organizations in the area that that EAP is beginning
- Launch the EAP through the highest administrative authority to ensure that they are on board and committed to supporting it

Activities

Some of the activities which the EAP Committee can include in its plan for this step are the following:

- Produce and disseminate promotional materials for EAP including brochures, pamphlets, posters, radio spots;
- Organize and implement an official “Launching” of the EAP by the highest government authority at a special occasion or through a broadcast or press release;

- Ensure that there is a large amount of publicity through different organizations and channels so that the public is made aware of the EAP

Figure 8 Workshop Introducing EAP to Governorate Staff



2.3 STEP THREE: ACTIVITIES AND PROJECTS

Aim

The aim of this step is to encourage as many people and organizations as possible to undertake environmentally-friendly activities and projects and submit many entry forms for possible awards.

Activities

Following are the main activities which take place during this step of the EAP:

- Committee carries out awareness-raising activities throughout the area (holds special meetings, site visits, outreach, talks, etc., to discuss environmental issues, problems and possible activities to address them)
- A media campaign is mounted to keep the target populations informed about the progress of the EAP.
- Entry forms are distributed, filled out and returned to the Committee;
- Fundraising activities are carried out;
- Committee members visit projects and promote networking.

Figure 9 EAP Workshop in El-Shalateen to Discuss Activities



Ideas for EAP Entries

Following is a list of some possible projects/activities which can be undertaken as entries for the environmental awards scheme. Other similar ones are also encouraged:

Schools

- Environment-friendly school – evidence of environment consideration across school programs, curriculum, extra curricular activities, school facilities and school grounds, school/community joint projects, commemorations of special Environment Days.
- Creating and putting on a play (drama), composing an environmental song, poem or work of art.
- Interschool competitions – essays on environmental topics, e.g. energy or waste management; art, from recycled materials; cleanest classroom, etc.
- Development of school environmental policy and action plan (- e.g. plan on how to dispose of waste, save energy, conserve water and keep the school clean and green, observe special environment days, work with the community on environment projects, etc.).
- Improvement of school grounds and/or building (clean up and beautification; planting indigenous trees and other vegetation).
- Special school/community projects with a focus on a priority environmental problem in the area, – e.g. to prevent erosion, conserve water, to clean up and/or maintain an area, re-use and recycle practices, plant trees, maintain a park.
- Technology models – e.g. simple pumps, fuel efficient stoves.
- Establishment of an active conservation club.
- Special teacher in-service workshop or sessions to empower teachers to facilitate environmental education.
- Evidence of “Reduce, Re-use and Recycle” practices, e.g.:
 - School environmental audit (including waste management and energy conservation.
 - Environment impact assessment for school development projects.
 - Environmental study or investigation, e.g. survey of waste disposal in the area, study of environmental regulations, study of environmental national and/or local issues, study of the environment around the school.
 - Clean and safe building and grounds.
 - Advocacy – e.g. writing an article to a newspaper to lobby for an environmental cause.
 - Models of environmental technology or systems, e.g. a pit latrine, a water filter, an ecosystem (e.g. an aquarium). Consult your municipal environment officer for information.
 - Special environmental events: e.g. a School Open Day with exhibitions on environmental topics; a musical evening or fair to raise money for an environmental cause; invite environmental resource persons to speak to students/parents in school.

Figure 10 School Environmental Exhibit



Groups

- Clean ups and beautification projects.
- Neighborhood waste management system.
- Tree planting activity, e.g. making a wood lot, re-planting mangroves.
- Environmentally-friendly gardening.
- Separation of waste, and/or collection system.
- Activity to conserve water.
- Activity to educate the public on protection of the environment.
- Formation of a music or drama group which promotes the environment.
- Joint activity with the community to solve an environmental problem
- Market waste management system.
- Business contribution to an environmental protection activity.
- An activity to work with a school on environmental protection (e.g. talks, projects.)
- Advocacy – e.g. lobbying to the city council or writing essays or articles on an environmental issue.
- Educational activities to educate members of their own group on environmental protection, e.g. waste, energy, surrounding environment.
- Drama/music – group takes environmental message to community.
- Competition on art from rubbish.
- Raising funds for environment causes.
- Carrying out a survey of waste in the community...solid waste, industrial waste, clinical waste and hazardous waste.
- Survey of how energy is obtained and used in the community.
- Adopting a public garden (park) or part of a roadside to keep clean over a period of time.
- Systematically planning and implementing an environment project.

Figure 11 Creating a Garden in the Workplace, Marsa Alam



Individuals

- Advocacy, e.g. through talks, the public media, lobbying, writing.
- Art activities, e.g. using themes in the environment, using rubbish to produce art pieces, painting environmental messages, etc.
- Tree planting
- Making compost
- Environmentally-friendly gardening (where possible)
- Initiative to solve a specific environmental problem.
- Volunteering service for environmental rehabilitation or protection activities.
- Inventing an environmentally-friendly piece of technology.
- Promoting the use of environmentally-friendly practices.
- Harnessing and/or raising resources for environmental causes.
- Teaching or influencing others to become more aware and active in the environment.
- Promoting environmental art, culture, handicrafts for sustainable tourism

Figure 12 Selling Handcrafts to Tourists



Business/Enterprise/Resorts

- Appropriate disposal of its waste.
- Development and implementation of a solid waste management system for the business/industry.
- Evidence of “Reduce, Re-use and Recycle” practices.
- Appropriate, safe handling and use of materials and equipment.
- Consideration of the environment in the products it sells and/or handles.
- Sufficient waste disposal containers for its operation.
- Sufficient rubbish disposal containers for its clients.
- Development and implementation of an energy conservation system.
- Use of energy-saving techniques.
- Promotion of environment issues (e.g. solid waste management and energy efficiency) and advocacy for the environment.
- Provision of training for its staff in environmental issues.
- Clean production.
- Clean and safe building and grounds.
- Attractive (green) premises.
- Proper handling, transporting, storage and disposal of hazardous materials.
- Environmental auditing.
- Environmental impact assessment.
- Waste minimization.
- Joint projects with community to improve environment, e.g. developing a park, cleaning up an area, utilizing/selling a by-product.
- Financial/technical support (e.g. sponsorship) for environmental protection.
- Cases of saving money by using environmentally-friendly practices or technology:
- Original, practical ideas for making a business environmentally friendly.
- An overall environment-friendly business or enterprise
- Efforts to achieve ISO 1400 status or other recognized environmental standards (for resorts or larger businesses)

2.4 STEP FOUR: MONITORING AND JUDGING

Aim

The purpose of this EAP step is to make sure that the activities and projects submitted as entries for possible awards, are indeed being carried out and meet the criteria for being recognized and awarded a certificate or prize. This is done by monitoring (periodic checking of the projects and activities) and ultimately by judging the projects and activities and selecting the winners.

It is very important to remember that the participants need to know the criteria upon which their projects and activities will be judged at the time they initiate their work. In this way, their work will be of good quality, and they themselves will know how they will be judged.

Monitoring

Once the entry forms have been received and the EAP Committee knows where the various projects/activities are taking place, it is important to set up a system for monitoring. The first site visits will involve visiting the projects/activities and verifying that they are, indeed, being carried out, and that the information sent in the entry form is correct. At the same time, the persons carrying out the monitoring can suggest ways to improve the projects/activities, and/or provide names and contact numbers of other individuals or organizations who might be able to provide information, exchange information, collaborate, etc. Opportunities for networking and sharing experiences should be explored. Further, monitoring visits will help to determine whether the project/activity is being sustained and carried out, according to plan. These visits are also meant to encourage the participants by showing interest, linking them with others, and rendering any possible assistance

The Monitoring and Assessment stage of the Environmental Awards Program is initiated as soon as the stakeholders begin to carry out the activities and projects which they will enter for a possible award.

This step begins with the EAP Committee holding a meeting to decide how the various activities being undertaken will be monitored, and eventually judged. Although the step is a part of the EAP work plan, it is important to work out the details for monitoring and later, for assessment (judging).

Following are a list of initial questions, which the EAP Committee should consider:

1. How many activities and projects are being undertaken?
2. Have the implementers of these activities and projects filled in entry forms? (If not, a plan should be made to have them do so).
3. Which member of the EAP Committee can monitor (visit) these activities?
4. What should the member monitoring these activities look for?
5. Are the monitoring members allowed to help the implementers of the activity?

As for point number five, we suggest that they be allowed to do so in one or more of the following ways:

- Remind them to fill in the entry form and to accomplish exactly what they said they would;
- Encourage them to work on their activity in a systematic way. Instead of one short activity, to repeat it periodically or to follow it up with other environmental action.
- Help them access resources. Refer them to available resources, such as local people with certain expertise, or link them to an NGO or enterprise for assistance with the activity.
- Help them work with others and collaborate with existing services and agencies.
- Assist them to document their activity in a presentable manner, so that it can be better assessed, and lessons learned from that activity can be shared. If possible, take pictures of the activity as it is being executed.
- When and how will the EAP Committee be informed about the activities? (A desirable way would be to report on activities at each of the regular meetings of the EAP Committee)

Judging Entries

The EAP Committee makes a plan for judging the activities and projects. In making this plan, some questions which could be asked include the following:

- Do we, as an EAP Committee, understand the judging system?
 - Prior to the time for judging the projects and activities, the facilitating team should arrange a small training workshop for EAP members to orient them to a simple, transparent, quantitative system to judge the activities, and to furnish them with the required judging forms, etc.)
- What resources do we have (e.g. manpower, transportation) to carry out the judging?
- Do we need to ask other people to help with carrying out the judging? (If yes, plans for training these assistants need to be made.)
- How do we allocate these resources to carry out the judging of activities in a feasible, effective manner?
- Who carries out the judging of specific projects for schools? for NGOs? for groups?
 - It is advisable that several individuals judge one activity, each individually.
 - It is also important to avoid any conflicts of interest (i.e. the judges should not be related to the participants, or have a direct interest in the activities he/she will be assigned to judge.)
- How many different entries (activities) can be submitted by one institution or individual? (It is suggested that as many as possible (if, indeed they are being implemented) be allowed to enter).
- How do we best plan to use the time allocated for judging to make sure that we do have enough time to judge all the activities and projects in time?

Figure 13 Selecting Winners at a School Environmental Art Exhibit



Part 4 of this Guidelines document contains samples of Judging Forms to be used for judging the activities and projects, as objectively as possible. This is done through allocation of points for five major criteria, i.e. participation, sustainability, collaboration, impact of the activity, and presentation.

Who does the judging?

It is recommended that the EAP Committee divide the responsibility of judging projects among its members, working in groups of two or three persons. For example, one sub-committee (including the Education Officer) could be responsible for judging the school projects. However,

it is probably more advisable for the EAP Committee to select and appoint a separate panel of judges to ensure that the judging process is objective and fair.

Instructions for the individual judge:

- Read the entry form carefully
- Carry out a site visit to the project, or use a report or input from somebody else who has visited the project.
- Fill out a Judging Form (see Section 4) that specifies the criteria for that type of project, and gives a number value to each criterion. Add up the total for each project.
- If resources allow, visit the projects with the highest scores to select the finalists.
- If not, select the projects with the top three scores as the winners for the first three places.

Different judging forms are available for judging different kinds of projects (see Part 4). However, each EAP Committee should look at them, modify them if necessary, or design their own.

2.5 STEP FIVE: AWARDS PRESENTATION CEREMONY

Aim

The aim of this step of the EAP is to plan and carry out a special event to give public recognition and prizes and awards to those individuals and organizations who have implemented outstanding projects and activities. This should be an important event, with the participation of high ranking officials and civic leaders and a large public attendance.

Following is a checklist of activities that need to be carried out to ensure a spectacular EAP Awards Presentation Ceremony.

1. Purchase of prizes and trophies
2. Printing of Certificates (three kinds: winners, participants, and appreciation)
3. Obtaining Governor's signature on the Certificates
4. Planning of Actual Event and arrangement of venue
5. Designing and printing programs for the ceremony
6. Printing any other materials for the event
7. Compilation of list of special guests to be invited to the ceremony
8. Arrangement of exhibition (projects, art work, demonstrations, etc.)
9. Arrangement of transportation for participants
10. Letter of invitation and copy of program to special guests
11. Notification of event to EAP participants
12. Publicity for the event
13. Allocation of duties for the event (e.g. exhibition, catering, cleaning/decorating, venue, publicity, music, organizer of entertainment program)

Once you make a list similar to the one above, make sure that for each task, there is one or more persons responsible for carrying out the tasks. It is advisable to begin to work on these tasks, at least one month before the actual Awards Presentation Ceremony.

Figure 14 EAP Certificates for All Participants



Figure 15 EAP Prizes: Bicycles

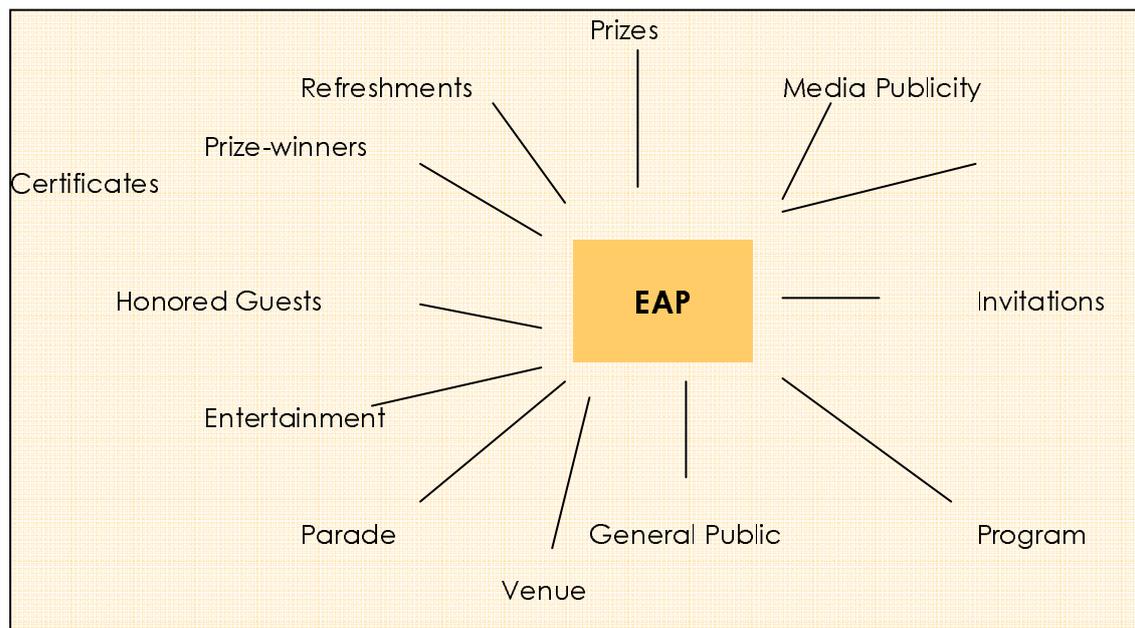


Organizing and Conducting the EAP Awards Ceremony

The Environmental Awards Presentation Ceremony is a very important awareness-raising event in the Scheme. Therefore sufficient time needs to be allocated to plan and organize this Ceremony. It is recommended that the Secretariat of the EAP Committee take responsibility for this. Alternatively, a small sub-committee of the EAP Committee should be appointed to make all the logistical arrangements.

A good place to start is with some brainstorming to determine what is required and desired for the Awards Presentation. For example, a “Word Picture” might be an easy way to do this.

Figure 16 EAP Awards Presentation “Word Picture”



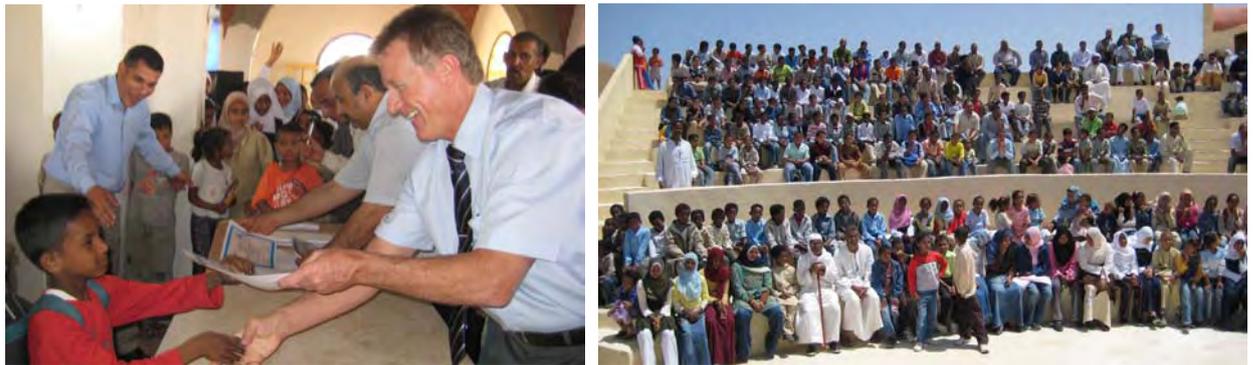
Once, the components of the Awards Presentation have been agreed upon, the responsibility for seeing that each is attended to is given to different Committee members. Thus one or two Committee members are responsible for each component, but they can enlist assistance from other members.

Each of the components can then be broken down by those responsible for their implementation. For example, a draft Program can then be produced by one or two individuals, and submitted to the group for inputs/approval before it is adopted and duplicated. The person responsible for entertainment investigates what is available and, after initial investigation, makes suggestions about the entertainment that the group can then approve before final arrangements are made with the entertainers.

Figure 17 2007 Awards Presentation Ceremony, Hurghada



Figure 18 2008 Awards Presentation, Marsa Alam



2.6 STEP SIX: EAP EVALUATION

Aim

The main purpose of this step is to call a special meeting to review the whole EAP cycle which has just been completed and to use lessons learned to better plan the next cycle. The meeting may be called by the facilitating team for just one EAP Committee or jointly for several EAP Committees.

The specific objectives of the evaluation meeting are to:

- Express appreciation for the participation of the members of the EAP Committee(s) as organizers for the cycle of the Environmental Awards Program
- Obtain their feedback on the process
- Conduct a general evaluation of the EAP cycle
- Begin to plan for the next cycle, i.e. agree on time frame, review steps of the process, begin to draft work plans for the EAP Committees

Conducting a General Evaluation

- Ask the group to list the following characteristics of the EAP they just implemented:
 - Strengths – what went well, e.g. events, activities, resources, support.
 - Weaknesses – what did not succeed and needs to be changed .
 - Opportunities – what new challenges arose, what conditions are there which help to make EAP successful, how can EAP expand, etc.
 - Threats – what may disrupt the EAP which is outside the stakeholders' control.
- Together discuss the responses to the questions above, analyze them and list recommendations for follow up and to apply lessons learned to the new cycle of EAP
- After the evaluation above, plans for a new EAP cycle can be made.

PART 3: TASKS AND RESPONSIBILITIES

3.1 DEVELOPING A WORK PLAN

One of the first tasks of the EAP Committee is to prepare a Work Plan. To do this, consultation should take place and decisions need to be made as to how the EAP will be implemented.

Consideration should be given to the following items:

- **Duration** (length of time) for the EAP – It is recommended that the EAP should be conducted over a period of six months (minimum) in order to allow each step to be effectively implemented.
- **Human Resources** – There should be a sufficient number of people, actively working in tasks such as developing materials, visiting various places to monitor and assess the projects, fund-raising, assisting in carrying out meetings and workshops, etc. If the manpower is limited, then the work plan should include only a limited number of categories of awards, and perhaps be carried out in a limited area. Efforts should be made to involve as many people as possible. The Work Plan should include allocation of responsibilities to available human resources.
- **Major goal** of the EAP – If the EAP is being conducted to develop policy in a certain area, e.g. sustainable tourism, then special efforts need to be made to create awareness and encourage projects and activities in this specific area.
- **Target Population/s** – Who is the primary target population? If there are several, then the work plan needs to include opportunities for raising awareness and promoting projects and activities in various sectors, e.g. school teachers and children, businessmen, women's groups.

A suggested form that may be used to develop a Work Plan is provided in the Annex of this document. However, the work plan may be developed using another format. The important point is that it should clearly indicate the activities to be carried out, the people responsible for specific tasks, and a schedule so that progress on the work plan can be reviewed at each meeting of the EAP Committee.

Figure 19 Developing a Work Plan for an EAP Cycle



Below, is an example to show how a Work Plan can take shape, by listing tasks under each of the main steps of the process. This example only shows planning for Step 1 – Preparations. The same needs to be done for the other steps.

Table 1 Example of How to Complete the EAP Committee Work Plan (Annex A)

Tasks	Responsible	Partners	Time Frame	Resources
1. Preparations (Getting Started)				
Explain the concept of the EAP to highest authority (e.g. mayor) EEAA, Ministry of Education (partners) and to other stakeholders, e.g. NGOs, Rangers,	Facilitator (RSG Environment Department Team)	Red Sea Rangers, Education Officer, & other stakeholders	2 weeks (by end of Jan)	EAP brochure, EAP entry forms, EAP power point presentation (in CD)
Official notification (i.e. letters of appointment) sent to EAP Committee Members	Head of City Council	Environment Officer	By early Feb	
1.2 Committee Officers are elected by the Committee members	EAP Committee Members		By early Feb	
Work Plan for EAP in each area developed and approved by the full EAP Committee. Date and method of launching is agreed upon and set.	Chair/Secretary of EAP Committee with assistance from RSG EAP Team		By late Feb	Work Plan Form (see Annex)
Disseminate information materials, i.e brochure on the EAP, poster, leaflets on environment issues in the zone.	All EAP Committee members and partners	Education officials, RSG Rangers, School heads	By end of March	Brochures, posters, leaflets

3.2 HOLD REGULAR MEETINGS

Effective implementation of the EAS depends on the EAP Committee meeting regularly and keeping the process going. Therefore, the work plan needs to state when regular meetings will be held. It is recommended that the EAP Committee meet at least once a month, and a smaller Secretariat (composed of the officers and possibly two other members, meet once a week or once

every two weeks). Other special meetings can be held as needed, or ad-hoc meetings of people carrying out special responsibilities can also be held. Minutes of the meetings should always be recorded and read at the next meeting. Copies of these may also be sent to the RSG Team to ensure close communication.

Apart from regular meetings of the EAP Committee and of its Secretariat, regular briefing meetings should be held with the head of the city council and other relevant officials so that they are kept fully in the picture and encouraged to support and participate in the process.

3.3 REPORTING

The EAP Committee needs to keep in touch with the facilitator (the RSG Team), in order to benefit fully from its guidance and timely assistance. It is suggested that regular monthly reports be sent to report on progress achieved, resources mobilized, and to share experiences.

By sending in regular reports, the facilitator can assess when special assistance or support may be needed, and thus provide it in a timely manner. For example, it might be possible to support certain activities taking place for EAP in the local areas through use of the national public media. Another instance would be to identify opportunities for training of certain stakeholders, e.g. teachers or extension officers.

3.4 COMMUNICATING AND DISSEMINATING INFORMATION

Constant and effective publicity is needed throughout the process in order to ensure a successful EAP. The Committee can provide the public with a view of what is taking place, such as launching the scheme, carrying out special workshops or meetings to sensitize stakeholders on the issues; provide accounts of specific projects being undertaken, introduce new “Friends of the EAP” who may arise to contribute certain skills, materials or funds for the process.

This publicity can take place through various media and strategies, often in combination with one another:

- Radio spots
- Regular newspaper articles
- TV interviews/programs
- Circulars or newsletters
- Announcements at public meetings and at other functions

Designing Effective Media Campaigns

Communication campaigns may be effectively designed following these steps:

1. Goal/s—Set the goals for the intended campaign
2. Audience—Select the right audience
3. Medium—Select the right medium or media
4. Message—Select and design the proper message.

3.5 ACCESSING RESOURCES

A major task which the EAP Committee undertakes is to ensure that even when the facilitator or facilitators (in this case, the LIFE Red Sea Project) are gone, that the EAP is still able to be

carried out entirely with existing resources. To be able to do this, it is necessary to first carry out a rapid assessment of resources (available ones and those which may be tapped) in the preparation stage of EAP. At this stage, it is also important to identify possible partners/collaborators, and begin to build partnerships.

Essential resources needed to implement the EAP:

- *Human resources* – In order to identify available manpower, it is important to first approach the highest level decision-maker (e.g. the head of the City Council), and if he/she likes the idea of implementing EAP in that area or municipality, he/she can assist to identify and appoint members for the Committee. The next step is to approach each of these individually and seek his/her participation in EAP
- *Venue for Meetings* – A “home” for meetings of the EAP Committee and its Secretariat needs to be identified. Usually, the City Council, or the Offices of the Natural Resources Officers are made available for this purpose.
- *Transportation* – A much needed resource, it is used to introduce and launch the Awards Scheme, and then to continue to support the EAP throughout the area where it will be implemented. Transportation is also needed to carry out various sensitization activities. It will also be needed for moving the assessment teams (those doing the judging of projects), for procuring prizes, and organizing and mounting the Awards-Presentation Ceremony.
- *Audio/visual materials* – Posters, brochures, entry and other forms are needed in large quantities. The facilitator provides these in the first and second years of the EAP, but sources for these must be found in order to ensure sustainability in the future.

Figure 20 EAP Poster and Brochure



- *Prizes* – These are usually in the form of equipment and tools which will be used to continue to implement the winning projects and activities. In some cases, the prize may be a trophy which can be displayed by the winner.
- *Certificates* - A prize is also accompanied by a Winner's Certificate. All entries are presented with a Certificate of Participation.

The EAP Committee is encouraged to first identify possible sources of any prizes which might be contributed to the program and then actively solicit them (in money or in kind).

It is recommended that in every case, efforts be made to secure an allocation of funds for EAP from the budget of the municipality. In this way, EAP will become a regular activity in that area or municipality.

Sources of fundraising normally include the following:

- High donors – those around you who feel that they have a role to play/contribute to EAP. These include friends, relatives, neighbors, work mates, family members.
- Companies
- Foundations and charitable trusts
- Industries

Fundraising for EAP

First, decide:

- How or what is needed? How much does it cost?
- When are you planning on starting your fundraiser?
- When should you have the money?
- How many participants will be involved in?
- Do you have enough volunteers to help organize fundraising?
- How important is the ease of administration?
- How would you rate the success of your previous fundraising efforts, if any?
- Based on your established need, select the ideal fundraiser types of program such as:
 - *Contributions (in cash or in kind)*. This involves seeking sponsorship from companies, projects, or individuals to pay for certain aspects of EAP, e.g. transportation, prizes, T-shirts, publicity.
 - *Cards* - provide highest level of profit with the least administration work and are easy to sell.
 - *Campaigns of products* with high recognition - This makes the products easy to sell, most successful and make for a fun campaign.
 - *Brochures* - new way with little financial commitment and minimal work.
 - *Media* campaign (meeting, e-mail, radio, TV) - makes your program popular and easily supported.
 - Other *Events* like (dinner/lunch etc) - makes your program popular but requires a clear strategy.
 - *Proposal writing* – may need professional inputs, but can raise enough money in phases

Then, plan a campaign:

- Set an objective - to include financial figure and a target. For example, “The EAP committee intends to raise 10,000 Egyptian pounds (or equivalent) to provide prizes as well as traveling costs to the EAP implementation sites”.
- Set a deadline - The campaign should run a maximum length (e.g. 1-3 weeks).
- Keep the campaign short to keep participants motivated and on track.
- Know your group - How many of your committee members will be participating in the fundraiser?
- Help to organize the selling strategy in terms of geographical coverage, and the best time,
- Motivate your committee/group - through close and constant contact and by encouraging them consistently

Next, approach potential supporters:

The manner in which a potential supporter is approached may determine whether or not a donation will be made. Try this simple but effective approach:

Hello, my name is _____ and I am raising money for _____.

Would you like to support our committee by _____?

Thank you for your generosity, and have a nice day.

- Smile; be polite and enthusiastic about your cause.
- List many potential donors as you can before you begin approaching people for support.
- Start with supporters you already know.

3.6 NETWORKING

This task is essential in order to bring together all the needed resources and to harness them in an effective manner for a successful EAP. For example, if a Government Unit has personnel with expertise in some area of natural resource management, they could be approached to give talks or demonstrations in schools or for other specific target groups. NGOs or other donor-funded projects in the area could assist EAP by providing transportation and personnel to be able to visit projects/activities entered for EAP in the areas where these NGOs or Projects are working. They could also publicize the EAP to their stakeholders, and facilitate the distribution and collection of entry forms. Private organizations, e. g. resort hotels, associations, or shops could be approached to provide prizes for EAP and/or support specific projects or activities.

Working with others also involves promoting communication among the various stakeholders of EAP, and the sharing of information and experiences. This type of interaction helps to build support for EAP, and enriches the whole process.

3.7 SUSTAINABILITY

EAP has been designed to promote change over time. Specifically, it is aimed at improving the environment and natural resource management. To be successful, EAP requires ownership and engagement of the target population. If it is entirely driven by the donors, it may initiate the process of change, but it will not be able to sustain itself. In order to enhance the EAP initiative and to help it attain long-term sustainability, the RSG Team needs to make special efforts to

provide capacity building and institutional strengthening. The idea is to assist EAP initiatives to strengthen themselves both internally and, if possible, externally to deliver environmental services effectively and efficiently both during the period of donor assistance and beyond.

Capacity building - Refers to the efforts to enhance the internal capacity of a project or program so that it may perform more effectively and efficiently. Capacity building normally includes:

- technical assistance
- financial assistance
- human resources assistance including training etc. in order to enhance the project's
- internal capacity to meet the challenges of its operating environment

To ensure that EAP has a capacity to sustain itself in the long term, one should look for the following:

- EAP's identity
- Legitimacy
- Accountability
- Organizational structure
- Leadership quantity and quality
- Harmony with existing policies and strategies
- Participatory tactics i.e. committees etc.
- Clear objectives
- Human resources quantity and quality
- Service delivery program
- Planning process
- Control systems
- Internal linkages
- Degree of participation
- Transparency
- Clear record keeping

Institutional strengthening – Refers to efforts to enhance the external capability of the EAP to perform well and survive. It includes:

- Strengthening the EAP Committees
- Building EAP networks
- Lobbying for an EAP friendly legal environment
- Producing and sharing information
- Campaigning for enhanced EAP autonomy
- Campaigning for community support for and trust in EAP
- Building partnerships where appropriate

3.8 ACCOUNTABILITY AND TRANSPARENCY

It is the responsibility of the EAP Committee members and their assistants to provide evidence to participants and sponsors that the EAP conforms to its coverage and treatment, and observes legal and fiscal requirements. Accountability includes proper management of resources, i.e. EAP funds. Therefore, it is essential for the Committee to provide both progress and financial reports on time. The Committee should be able to provide evidence that the EAP is cost-effective - that it is achieving its outcomes for the least cost.

Actions that promote accountability in EAP activities include:

- Ensuring overall compliance of EAP with the set obligations.
- Conducting performance evaluations.
- Communicating, maintaining team-work spirit and responsiveness.
- Proper handling of EAP finances.
- Ensuring consensus among stakeholders, high professional standards and objectives are met.
- Promoting EAP activities among stakeholders.
- Representing EAP interests.

All the EAP initiatives should be as transparent as possible. It is the responsibility of the EAP implementers to ensure that all program activities and financial matters are openly, precisely and clearly communicated to all stakeholders. This will build trust, and hence attract more support from various sources.

Actions that promote transparency include the following:

- **Meetings** - Whenever possible, hold meetings to discuss issues pertaining to the EAP. Meetings clear doubts and maintain relations.
- **Communications** - Maintain two-way communication throughout the EAP with the stakeholders, including district authorities and other relevant projects and organizations.
- **Involvement** - Maintain team work spirit among the various players.
- **Reporting** – Establish criteria, guidelines, and formats for reporting progress to ensure quality control. This includes periodic reports.

Figure 21 EAP Committee Meeting, Marsa Alam



4. SAMPLE FORMS FOR THE EAP

Following are samples of forms which need to be developed to implement the EAP Cycle. Each Committee may use or adapt these forms, or it may wish to develop its own.

4.1 EAP INDIVIDUAL ENTRY FORM

1. Name of Individual _____
2. Location _____
3. Name of Contact Person _____ Position _____
4. Address _____

5. Telephone _____ Fax _____ E-mail _____

6. Title or Name of your entry (activity or project)_____

7. Describe your entry (Project/Activity) in Detail (Use the back of this form or a separate sheet to do this.) Include answers to the following questions in the description:

(1)What is being done?

(2) Why are you doing this activity/project?

(3) Who is helping you or working with you on this activity?

(4) Who is paying for it, or who is contributing to it?

(5) Who benefits from this activity?

(6) Did you do this activity one time or more than one time?

(7) How do YOU think this activity helps protect the environment and/or create new jobs which depend on the environment?

4.2 EAP GROUP ENTRY FORM

1. Name of Group_____

2. Location

3. Name of Contact Person_____ Position_____

4. Address_____

5. Telephone_____ Fax_____ E-mail_____

6. Title or Name of your entry (activity or project)_____

7. Describe your entry (Project/Activity) in Detail (Use the back of this form or a separate sheet to do this.) Include answers to the following questions in the description:

(1)What is being done?

(2)Why are you doing this activity/project?

(3) Who is doing it? (give the number of males and the number of females)

(4) Who is paying for it, or who is contributing to it?

(5) Who benefits from this activity?

(6) Did you do this activity one time or more than one time?

(7) How do YOU think this activity helps safeguard the environment for economic growth?

4.3 EAP BUSINESS ENTRY FORM

1.Name of Business_____

2. Name of Contact Person_____ Position_____

3. Address_____

4. Telephone_____ Fax_____ E-mail_____

5. Category (Tick one) (a) small or medium business_____ (b)Hotel/resort_____ (c)Tour operator_____ Other_____

6. Title or Name of your entry(activity or project)

7. Describe your entry (Project/Activity) in Detail (Use the back of this form or a separate sheet to do this.) Include answers to the following questions in the description:

- (1) What is being done?**

- (2) Why are you doing this activity/project?**

- (3) Who is doing it? (give the number of males and the number of females)**

- (4) Who is paying for it, or who is contributing to it?**

- (5) Who benefits from this activity?**

- (6) Did you do this activity one time or more than one time?**

- (7) How do YOU think this activity helps safeguard the environment for economic growth?**

4.4 INDIVIDUAL ENTRY JUDGING FORM

CRITERIA	POOR		FAIR		GOOD		VERY GOOD		EXCELLENT	
	1	2	3	4	5	6	7	8	9	10
1.Participation (who initiated (started) the activity? How much time and effort did he/she put in?)										
2. Sustainability (Who contributed or paid for the materials needed in the activity?) (Is this a single activity or one with follow up and repetition?)										
3. Evidence of collaboration or link with others in the community										
4. Magnitude of the activity (relative size of area, or more than one activity. e.g. cleaning up, advocacy, studies of plant and animal species, improving water availability.										
5.Presentation (Is the activity or project well presented?)										
Total Points=										

Name of Individual _____ Location _____

Title of Activity _____

Contact Address _____

4.5 GROUP ENTRY JUDGING FORM

CRITERION	POOR		FAIR		GOOD		VERY GOOD		EXCELLENT	
	1	2	3	4	5	6	7	8	9	10
1. Degree of participation										
2. Evidence of link with others in the community										
3. Magnitude of the activity (relative size of area, or of the number of people it affects, or more than one activity. .										
4. Sustainability (is this a regular activity or one with follow up rather than a single event)										
5. Presentation by students (comprehensive, neat, attractive)										
Total Points=										

Project Name _____ Name of Group _____

School _____

4.6 SCHOOL ENTRY JUDGING FORM

CRITERIA	POOR		FAIR		GOOD		VERY GOOD		EXCELLENT	
	1	2	3	4	5	6	7	8	9	10
1. Degree of participation (how many people worked on this or how much time was put into this activity)										
2. Evidence of working with or for others in the community (partnerships)										
3. Magnitude of the activity (e.g. relative size of area) or doing more than one activity. (e.g. cleaning up and developing a waste management system)										
4. Sustainability (is this a regular activity or one with follow up rather than a single event)										
5. Presentation (is the activity well presented?)										
Total Points =										

Name of School _____ Location _____

Title of Activity _____

Contact Address _____

4.7 SAMPLE TEXT FOR CERTIFICATE OF PARTICIPATION

This design/wording can be adapted for certificates of appreciation and certificates for winners.

(RSG Logo)

(EEAA Logo)

(TDA Logo)

**ENVIRONMENTAL AWARDS PROGRAM
RED SEA GOVERNORATE
CERTIFICATE OF PARTICIPATION**

This Certificate is presented to: _____

of _____

In appreciation for carrying out an environmentally-friendly project for the Red Sea Environmental Awards Program of 2008

On behalf of the RSG

On behalf of the Red Sea

Dept. of Environment,

Governorate,

(name)

(name)

(signature)

(signature of Governor)

5. EAP SUCCESS STORIES

Following are a few selected stories of different kinds of successful entries. The participants below filled out entry forms for their activities, and gave them to their respective EAP Committee. After implementing their activities, and being selected as winners, they each were presented with a winner's certificate and a prize at an Environmental Awards Presentation Ceremony.

5.1 EL SHALATEEN PREP SCHOOL ESTABLISHES ENVIRONMENT CLUB

There was great jubilation at the El Shalateen Preparatory and Secondary School when it was notified that it had been selected as the top winner of the Environmental Awards Program (EAP). The prize consists of tools and equipment, including a digital camera, for the Environmental Club.

Surrounded by dry desert conditions, a visitor arriving at the school enters a small courtyard surrounded by a garden. The open walkways along the classrooms are clean, and drawings by the students adorn the walls. Then, one catches a glimpse of a separate small building, proudly bearing the name in Arabic "Protection for the Environment Club," brightly decorated with colored drawings and writing. It becomes obvious that this place is the centerpiece of the school facilities. This is confirmed, as one enters and finds products and exhibits of countless activities and projects undertaken by the 25 members, 20 of them girls. M. Ashraf Orabi, a science teacher, is the club advisor, but the students themselves run the club.

Nasser Ismail Mohammed, the head of the school, praised the members' initiatives. He said that the students have involved their parents and others in the club activities, and are raising environmental awareness through their activities, and by organizing public talks. Amazingly, in a community where parents are paid to send their children to school, the parents actually contributed the funds required to build the clubhouse, and it was the teachers and students who constructed it

Figure 22 Visiting the Environment Club at El-Shalateen School



Many of the club activities focus on recycling. The students have used waste materials to create a broad range of things, e.g. a novel washing machine, a brick-making machine, and beautiful artworks. They have also engaged on a campaign to clean up, maintain, and beautify the school. The headmaster proudly proclaimed "We are the only school in the area that doesn't have any broken furniture."

Figure 23 Education Director, Environmental Education Teacher, and Members of the Environment Club



For the next EAP cycle, the club, in collaboration with the Agriculture Department, is planning to develop a medicinal plants garden. Working together, the students will learn about these plants, while they are propagating and conserving them.

5.2 ITANINA TROUPE DISCOVERS A SOURCE OF CREATIVE LIVELIHOOD

Figure 24 The Itanina Troupe Performing in Cairo



Four months ago, it didn't exist. And now, the Itanina Dance Troupe has contracts to perform for two hotels in the Southern Red Sea Region, and is moving towards expanding its operations into new areas and clientele. Those who have seen their show have experienced not only the enjoyment of their unique music, costumes and dances, but have shared the Troupe's pride in presenting and preserving their centuries-old traditions and culture.

The Troupe had its beginnings when several youth, with time on their hands, spent time together sharing some of the songs and dances they learned from their families. When asked whether they would like to form themselves into a group to promote environment and culture through their music and enter for a possible award under the Environmental Awards Program, they were very excited. However, it was soon apparent that they needed some assistance

The formation and training of this group is one of the initiatives that received support from USAID through the LIFE Red Sea Project, to address the issue of unemployment through tourism-based income generation. In collaboration with the Red Sea Governorate and the City Council in El Shalateen, a group of 30 local youth were provided with training to enable them to organize themselves into an efficient, cohesive group with the ability to provide high-quality performances of traditional songs and dances from the region, especially from the Ababda and

Basharia tribes. The project is also assisting the troupe to expand its repertoire and to build links with the hotel resorts in the area.

Karar Mastour, one of the young singers says, “I look forward to going to perform. The tourists like our music and ask us questions about our culture. Best of all is that I can return home with money for my family.”

Ibrahim El Sherif, one of the instructors, explained that the name they chose for their Troupe, “Itanina”, means “Welcome Back” in the Beija language. “It is a way for the Troupe to encourage the tourists to come back again to Egypt”.

Key impacts of this initiative include the development of a unique tourist attraction, and income and enhanced livelihoods of these performers and their families. In the first year, they worked to form the troupe. In the second year, they registered for the EAP and won an award.

Figure 25 The Troupe Performs at a Tourist Resort



5.3 MARWA AND THE EAP: LEADING THE WAY

Recently, a festival in Marsa Alam commemorated Red Sea Governorate Day, and the inauguration of a remodeled housing area and surrounding facilities including a park, an outdoor theatre, and shopping and entertainment area.

Figure 26 Marwa Hassein and the Children’s Art Exhibit



For almost a week, many activities, including a children’s environmental art exhibition, music and drama events, sports events, video presentations and the like were taking place daily. A strong organizing committee, headed by the Mayor, and many helpers ensured the success of these events.

Throughout the week, one small woman seemed to be everywhere and doing many things at once. This was Marwa Hassein, a

young resident of Marsa Alam. She even had time to take people to her home, where several women are working together in their homes to produce beautiful rugs made from rags, and generating income from their sale. These rugs were widely seen at the event, as they were used to cover the seating areas in the outdoor theatre.

Figure 27 Marwa and Friend Display Rugs They Made



To those who have known Marwa for a while, this confident, self-assured, active person is a new Marwa. Two years ago, while still a student, Marwa, curious about an Environmental Awards Program workshop that was taking place next to the city council, attended part of the time. She joined a handful of women in a roomful of men. She was shy, very quiet, and soon slipped away. However, at the end of the first cycle of the EAP, she attended the Awards Presentation Ceremony and decided then that she

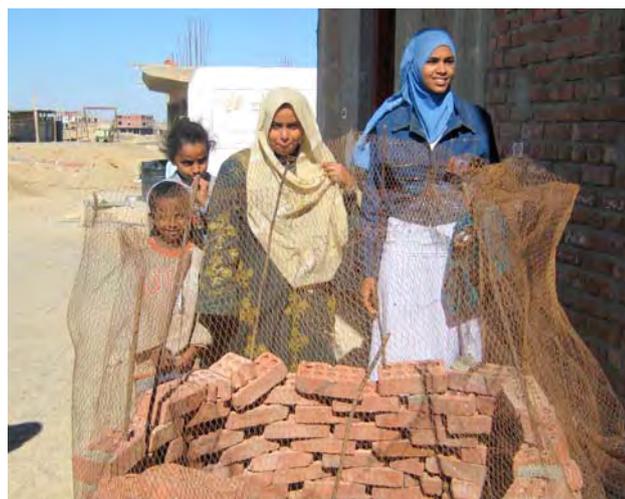
wanted to serve on the next EAP Committee.

She participated at the meetings, and gradually began to carve out a niche for herself, first as a dedicated committee member, then mobilizing some of her neighbors to recycle old clothes and other cloth to make something new. She found women who could teach, and soon the rug making activity took hold in the neighborhood. With her new status, she found that others listened to her, so she mobilized the youth in her neighborhood to begin cleaning the area. Despite the fact that goats roam freely, she promoted the planting of trees around her house and neighboring houses, building brick and wire enclosures around the seedlings.

Figure 28 Marwa and Friends Plant a Tree

When the EAP supported the use of art to learn about the environment, Marwa was right there, ready to help in any way she could. During the Red Sea Governorate Day Commemorations, she gave a few hours every day to facilitate a space and materials for young children to spend time drawing and painting.

Marwa says that being an EAP Committee member has given her an opportunity to serve her community. Her energy and enthusiasm are contagious and through her example, more women are becoming EAP Committee members and taking a more active role.



5.4 MARSA ALAM YOUTH CLUB IN ACTION

The Marsa Alam Youth Club has been an active participant of the Environmental Awards Program from the beginning of the first EAP Cycle. At that time, the club's building was new, but it was sparsely furnished and it was surrounded by a heap of building rubble. Its Director, Mr. Tamsseh, became interested in motivating youth members to engage in environmental activities when he found out that EAP winning entries would receive meaningful prizes. In particular, a project to develop a garden and a play area for young children was initiated.

Much to everyone's delight, the project was selected as a winner, and the Club received a full set of gym and other sports equipment.

After that first successful experience with the EAP, the Director became a member of the EAP Committee on the second cycle. Further environmental projects, including drama, an extension of the garden, and a 3-day cleaning/camping activity carried out by 80 youth, were carried out.

Today, the Marsa Alam Youth Club has become an important center of activities in Marsa Alam. Its membership is large—400 young people under 17 years of age, and about 450 older youth. During the first EAP cycle, a series of community meetings were facilitated in the evenings to discuss environmental issues, raise awareness, and motivate the public to look for solutions to current environmental problems and seek ways to enhance their environment.

There is clear evidence of change, not only in the Marsa Alam Youth Club, but in the surroundings as well. A cooperative project between the City Council, the Businessmen's Association and the Marsa Alam community, has repaired and painted many of the apartment buildings, built a sports field, a park, and a community outdoor theatre, where the EAP Awards Presentation Ceremony took place, and the mayor proudly presented awards to more than 150 young people from the schools in and around Marsa Alam.

Figure 29 Marsa Alam Youth Club Building and Garden



5.5 SCHOOL CHILDREN LEARN ABOUT THE ENVIRONMENT THROUGH ART

Hala Ramadan has good cause to smile. In a short time, she became more aware and appreciative of her environment. She learned how to use art to depict her natural and cultural environment and produced beautiful paintings that are being exhibited in Marsa Alam. To cap it all, she won an award that will be presented to her at a public event in which the local authorities, her friends, and family will be present. All this is part of a special “Environmental Art” initiative of the LIFE Red Sea Project's Environmental Awards Program.

Figure 30 A Winning Entry

The Environmental Art Initiative’s main objective is to increase the environmental awareness of children in schools in the Southern Red Sea area in a way that is productive and enjoyable for them.



The Project team noted that previous art entries to the Environmental Awards Program were not “environmental” in nature, and that they were often produced with few colors and on the back of scrap paper or even old cardboard. Thus, the Environmental Art initiative was planned and implemented.

Mohammed Nasser, an art teacher, agreed to work with the EAP team to carry out a series of workshops for students and teachers.

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Each workshop was preceded by a colorful video presentation of the Red Sea Environment, followed by an interactive session of questions and discussion, leading to the idea of using the environment as a subject for art. Next, everyone painted, with Mr. Nasser sharing basic art techniques and providing assistance. A variety of art media was provided. Students were assisted to mount their paintings appropriately. Afterwards, the participants were asked to discuss and evaluate the paintings according to given criteria.

Figure 31 Exhibit at Marsa Alam



Later, school exhibitions were held, and the paintings were judged by a special team. Finally, an exhibition of selected paintings was held in Marsa Alam on the governor’s visit to the area.

The children’s enthusiasm for their environmental art has spread to their parents, and to the wider community through their art work,

ANNEX EAP COMMITTEE WORK PLAN

Tasks	Responsible	Partners	Time Frame	Budget/Resources
1. Getting Started				
2. Launching the CEAS				
3. Sensitization				

Tasks	Responsible	Partners	Time Frame	Budget/Resources
4. Monitoring and Assessment				
5. Prize-Giving Ceremonies				
6. Evaluation and Follow Up				