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# Communication Strategy for Community Participation

Livelihood and Income from the Environment Program  
Lead Pollution Clean-up in Qalyoubia



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## **DISCLAIMER**

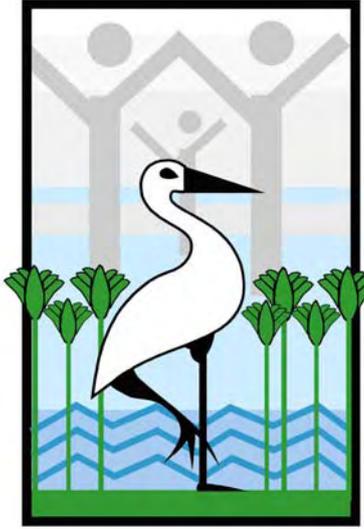
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## ACKNOWLEDGEMENTS

The United States Agency for International Development, Livelihood and Income from the Environment Program's Lead Pollution Clean-up in Qalyoubia Project (LIFE-Lead) would like to recognize the significant efforts of our counterparts, the Egyptian Environmental Affairs Agency and the Governorate of Qalyoubia, throughout the project. Their efforts have resulted in the successful completion of this strategy aiming at mobilizing local community members and organizations to support, participate in and sustain clean-up efforts in Shoubra El Kheima.



محافظة القليوبية



وزارة الدولة لشئون البيئة  
جهاز شئون البيئة

# CONTENTS

<b>INTRODUCTION</b>	1
<b>COMMUNICATION STRATEGY STEPS</b>	2
Collect Community Baseline Information	2
Identify Target Groups	3
Identify Goals and Objectives for Each Target Group	3
Define Communication Messages for Each Target Group	4
Prepare Tools and Mechanisms for Implementing the Strategy	4
Implement the Strategy	4
Ongoing Monitoring and Evaluation	4
<b>SUMMARY OF BASELINE COMMUNITY INFORMATION</b>	5
Residents (Men and Women)	5
Stakeholders (Opinion Leaders)	5
Teachers and Management of El Shahid Ahmed Shaalan School	6
<b>DEFINITION AND STRATEGY OBJECTIVES FOR THE TARGET GROUPS</b>	6
Primary Target Groups	7
Secondary Target Groups	9
<b>APPROACH AND MECHANISMS FOR IMPLEMENTATION</b>	11
Involving Local Stakeholders in Planning and Implementing Communication and Education Activities	11
Building the Required Capabilities to Implement the Strategy	12
Inform and Empower the Local Community	13
Formulating Local Advisory Committees	13
Gender Activities	14
Coordination with Donors	14

Activities at the National Level	14
Communication, Education and Community Participation Tools	14
Constraints and Challenges of Implementation	15
Overcoming Constraints and Challenges	15
<b>STRATEGY OBJECTIVES, TOOLS, AND MESSAGES</b>	16
<b>ACTIVITY PLAN</b>	33
<b>TABLES</b>	
Table 1: Primary Target Groups – Local Residents	17
Table 2: Primary Target Groups – Schools	22
Table 3: Primary Target Groups – Smelter Owners and Management Staff	25
Table 4: Primary Target Groups – El Kablat Public Health Center	27
Table 5: Key Stakeholders and Influential Community Leaders	29
Table 6: Strategy Implementation Time Frame	34
<b>FIGURES</b>	
Figure 1: Communication Strategy Development Steps	2
Figure 2: Communication Strategy Target Groups	7

## INTRODUCTION

The Greater Cairo Metropolitan Area is comprised of the Governorates of Cairo, Giza, and Qalyoubia. The environmental quality of the area is negatively impacted by heavy metal pollution for smelters and foundries located throughout the greater metropolitan area. The East Shoubra El Kheima District in the Governorate of Qalyoubia is one of the most polluted areas in the Greater Cairo Metropolitan Area due to the presence of the smelters, foundries, and other industries.

Heavy metals emissions (e.g., lead) cause significant harm to human health and the environment. Several efforts have been made to solve the lead pollution problem in the Greater Cairo Metropolitan Area. These efforts have resulted in a noticeable reduction in the lead pollution levels in Greater Cairo Metropolitan Area, particularly in Shoubra El Kheima.

Lead pollution levels in the ambient air of Shoubra El Kheima decreased by 75 percent between 1999 and 2002. However, lead is a non biodegradable element. Therefore, the secondary lead smelter sites in Shoubra El Kheima require additional efforts to remediate the remaining lead pollution as they continue to pose health and economic risks on the residents of the area, even after the smelters are closed or relocated. It is essential that the lead contamination at the closed secondary lead smelters be remediated to reduce the harmful effects of the remaining lead pollution sources. The remediation of the secondary lead smelter sites will also include the removal of other heavy metals and hazardous substances that are byproducts of the lead smelting process.

Given the substantial health threat posed by lead contamination in the Governorate of Qalyoubia (GOQ) and opportunities to involve the community in mitigating the problem, the United States Agency for International Development (USAID) designed the Lead Pollution Clean-up in Qalyoubia component under its Livelihood and Income from the Environment Program (LIFE-Lead). LIFE-Lead is a USAID funded project that works in cooperation with the Egyptian Environmental Affairs Agency (EEAA) and the GOQ to remediate six lead-polluted sites in East Shoubra El Kheima District. The six sites include five secondary lead smelters and the El Shahid Ahmed Shaalan School that is heavily contaminated from the smelter operations.

The LIFE-Lead Work Plan consists of two major activities. Activity 1 is Lead Smelter and Foundry Remediation and Activity 2 is Community Participation and Local Governance. The focus of Activity 2 is to mobilize the community by increasing community awareness of the environmental issues of the area and involving community members in the technical activities of the project.

The Communication Strategy for Community Participation is one of the primary deliverables of Activity 2. The strategy adopts a set of social marketing, environmental education, and communication as well as community participation techniques. The techniques are designed to increase awareness, change behavior, and encourage community stakeholders to be actively involved in sustaining the project's lead pollution clean-up activities in the East Shoubra El Kheima District. The goals of the Communication Strategy include the following:

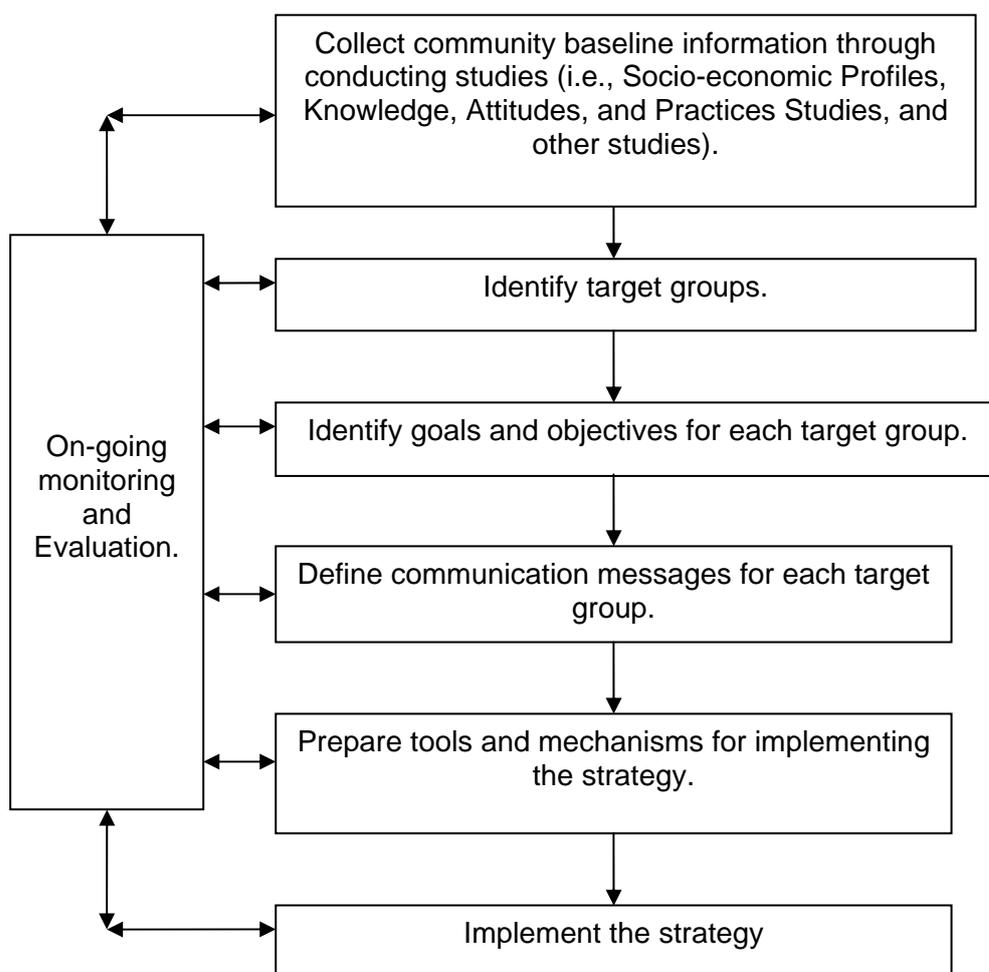
- To mobilize the local community and stakeholders to support, participate in, and sustain the lead remediation process in Shoubra El Kheima.
- To raise the awareness of the local community and stakeholders pertaining to the potential health and economic risks associated with industrial pollution.
- To encourage local community and stakeholders to adopt positive attitudes and behaviors for protection against lead and industrial pollution.

- To coordinate with and equip local and national institutions, organizations, and pressure groups to support local activities.

**COMMUNICATION STRATEGY STEPS**

For a Communication Strategy to be successful, it has to be developed based on the community’s needs, priorities, and perceptions of the environmental problems. The strategy has to involve community stakeholders in all project phases including planning, implementation, and evaluation. Figure 1 provides the steps taken by LIFE-Lead to develop this strategy.

**Figure 1: Communication Strategy Development Steps**



**Collect Community Baseline Information**

LIFE-Lead has conducted the studies required to collect baseline information to characterize the community of the area surrounding the lead smelters in Shoubra El Kheima. The two studies conducted to collect baseline information include the following:

- A Socio-economic Profile that described the social and economic characteristics of the project area and its residents (i.e., Socio-economic Profile).
- A Knowledge, Attitudes, and Practices (KAP) Study that field research study that identified the current knowledge, attitudes, and practices of the community pertaining to environmental pollution.

In addition to the two baseline studies, the project has also implemented other activities to better understand the primary target groups, key stakeholders (i.e., Primary Target Group), and influential governmental and community leaders (i.e., Secondary Target Group). These activities have included: meetings, site investigations, and previous consulting studies conducted by USAID and EEAA.

### **Identify Target Groups**

Based on the results of the Socio-economic Profile and the KAP Study, LIFE-Lead conducted several meetings with local counterparts and stakeholders to identify the target groups among the community, the group leaders, and influential persons and organizations, as well as the best means to reach them. The target groups were divided into primary and secondary groups as described below.

#### **Primary Target Group---**

The Primary Target Group is directly affected by the pollution from the secondary lead smelters in the East Shoubra El Kheima District. The Primary Target Group includes the following:

- Residents of the area.
- Secondary lead smelter owners, workers, and management staff.
- Students and administration staff of the El Shahid Ahmed Shaalan School.

#### **Secondary Target Group--**

Key stakeholders and influential community leaders comprise the Secondary Target Group. The key stakeholders and community leaders include decision makers, private sector business owners, and effective community institutions.

This secondary group is responsible for decision-making in the community or can reach the primary target groups. Key stakeholders and influential community leaders can provide positive impacts on the primary target group affected by environmental pollution through the following actions:

- Developing policies that support or facilitate lead remediation and other environmental activities.
- Becoming vehicles for community mobilization and participation activities.
- By providing financial aid for community participation programs and the relocation of industries to the Abu Zaabal Industrial Area.
- Supporting practices that reduce industrial pollution, particularly lead pollution.

It is necessary to develop the environmental awareness capabilities of the Secondary Target Group by providing them with the knowledge, skills, and practices required to effectively reach the Primary Target Group.

### **Identify Goals and Objectives for Each Target Group**

After the identification of the Primary and Secondary Target Groups, goals and objectives will be identified and set for each target group. The goals and objectives will be consistent with the capacity of the groups and will define their role in the implementation of the strategy. Capacity deficiencies will be identified and capacity building programs will be developed to

provide the resources necessary for the participation of both target groups in the implementation of the strategy.

### **Define Communication Messages for Each Target Group**

Based on the identified goals and objectives and the current levels of knowledge, attitudes, and practices of the target groups, suitable communication messages will be designed for both the Primary and Secondary Target Groups. The following two message types will be disseminated to the target groups:

- Messages that address general pollution problems, especially industrial pollution in the area of Shoubra El Kheima.
- Specific messages pertaining to the health and environmental risks of lead pollution.

### **Prepare Tools and Mechanisms for Implementing the Strategy**

Suitable communication tools and mechanisms will be designed for each target group based on the results of the Socio-economic Profile, KAP Study, and other studies conducted by LIFE-Lead and other parties.

### **Implement the Strategy**

Throughout all its implementation steps, monitoring and evaluation of the strategy will be carried out. The project will involve community organizations in developing joint activity plans, tracking implementation of activities, and providing technical assistance and capacity building throughout implementation to ensure output quality.

### **Ongoing Monitoring and Evaluation**

Monitoring and evaluation of the strategy will be conducted throughout all implementation steps. Relevant data will be collected with each of the steps for on-going monitoring as well as evaluation of pre and post project activities. This will be done using several tools, such as the following:

- Community baseline information collected by LIFE-Lead to evaluate the processes and outcomes of the Communication Strategy.
- A final KAP Study will be conducted near the end of the project to compare the knowledge, attitudes, and practices of the target groups with the initial status after being exposed to the project messages. The final KAP Study will be conducted to track the same population that was surveyed in the initial baseline study.
- Reports from local entities about the activities they organize.
- LIFE-Lead Communication Database, which includes a brief summary of all communication activities and an evaluation of their success.
- LIFE-Lead Project Monitoring Plan (PMP).

## **SUMMARY OF BASELINE COMMUNITY INFORMATION**

This section provides a summary of the baseline community information collected through community studies and meetings.

### **Residents (Men and Women)**

The KAP Study indicated that men and women in the study area are for the most part unaware of local environmental problems. Many members of the group are aware of the lead pollution problem and women are more aware of the environmental hazards of pollution than men.

Environmental problems are not considered to be of a high priority among the residents of the study area. The residents consider poverty, unemployment, illiteracy, and bad infrastructure as the primary problems in the study area. Residents consider the most important pollution problems in the area to be those associated with air and water pollution, in addition to the garbage problem. Only a few group members consider the pollution from factories and workshops to be the most dangerous.

Most men believe that the problem of lead pollution in the area ended after the closing and relocation of the secondary lead smelters. However, most women believe that the area is not clean because of their perception that some smelters still operate at night.

A large percentage of the men do not believe that their children's health is affected by lead pollution, while the majority of women believe that it is affected. The majority of residents are unaware of the lead pollution their children are exposed to while playing in the streets. Most residents do not differentiate between the different types of smelters (i.e., copper, iron, or lead). Some group members believe that smelters are a source of their income.

Most residents believe that the government is responsible for solving the lead pollution problem in their area. Several residents indicated the Environmental Department of the GOQ to be the entity most capable to protect the residents from lead pollution. A few residents mentioned NGOs and the District Authority of East Shoubra El Kheima as other capable entities to solve the lead pollution problem. They also believe that it is the responsibility of everyone (e.g., persons, political parties, NGOs, and smelter owners) for solving the lead pollution problem. Moreover, the majority of residents do not think that NGOs are effective in the area.

Many residents have not previously participated in environmental activities. However, they are ready to participate in activities that would help solve the environmental problems of the area. The majority of the residents would be more receptive to governmental officials, followed by elderly people and doctors as a source of information.

The majority of the men are aware of the important role of women in protecting the family from pollution. Most residents are unaware of the relationship between the age of the children and the effect of lead pollution on them. The majority of the women in this group are not aware of proper means to clean windows and balconies to reduce the effects of lead pollution, nor are they aware of the proper nutrition needed in heavily polluted areas.

### **Stakeholders (Opinion Leaders)**

Stakeholders in the study area do not believe that the current efforts to solve pollution problems are enough. They need to know more about pollution problems and how can they participate in solving them. The majority of the stakeholders rate environmental problems as

a first priority among other problems and considers the government's authority most important to solve environmental problems. The group does not consider other parties (e.g., NGOs, and political parties) to be effective in solving environmental problems. The majority of stakeholders are willing to participate in efforts to protect the environment.

Most stakeholders are personally interested and concerned with the issue of environmental pollution. Stakeholders believe they need to be constantly informed of environmental problems; need to participate in relevant training courses, and receive specialized information and materials about environmental pollution.

### **Teachers and Management of El Shahid Ahmed Shaalan School**

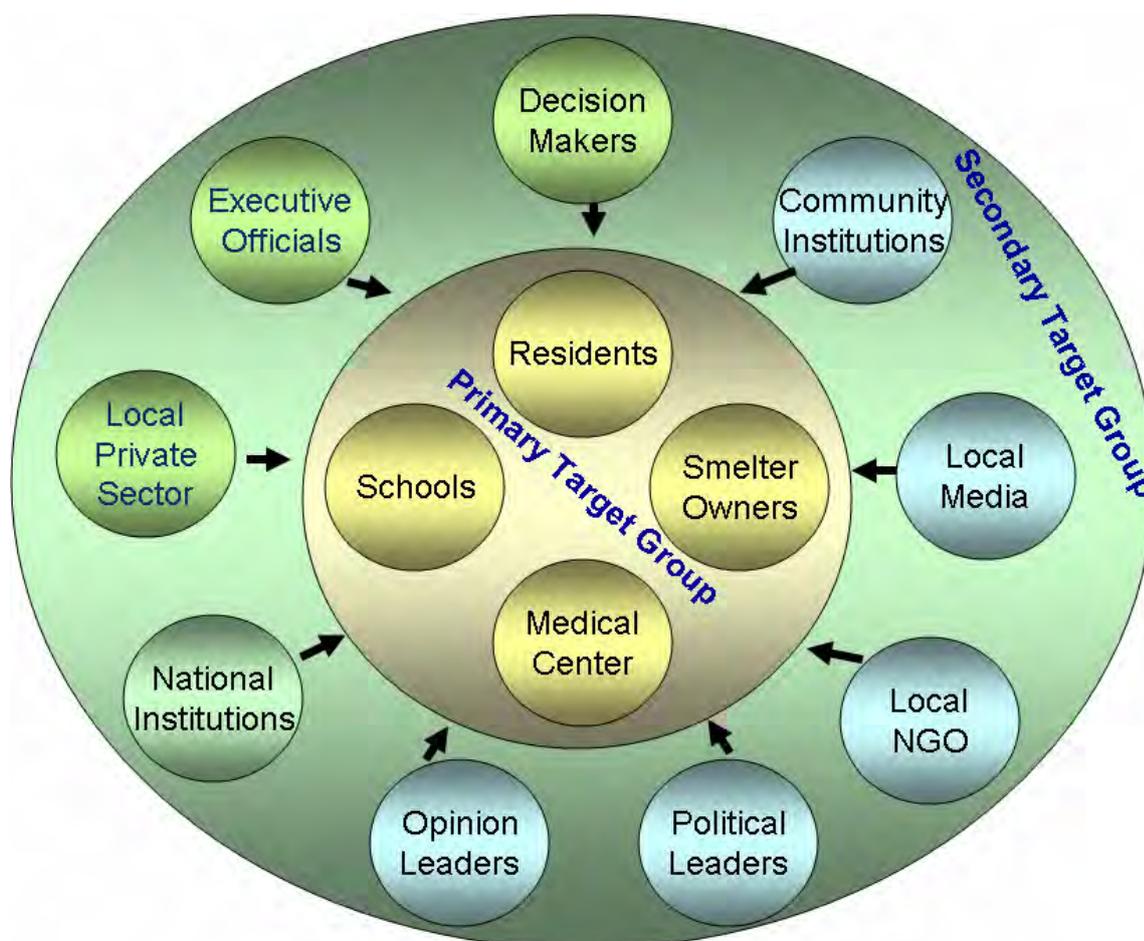
Teachers and management staff of the El Shahid Ahmed Shaalan School consider solid waste and industrial pollution to be the major environmental problems in the study area. The majority of this group does not differentiate between the type of smelters (i.e., copper, iron, or lead). Most of the teachers and management staff were unaware of the lead pollution problem prior to contact from the project. Most teachers and management staff believe that the main threat to the school to be the neighboring iron factory of Awlad Hafiz, because of its direct impact on the school staff and students.

The majority of the school staff does not understand the role they can have in solving the lead pollution problem. They consider this role to be a responsibility of the relevant governmental institutions. Most of the group is also unaware of the role of NGOs in the study area.

### **DEFINITIONS AND STRATEGY OBJECTIVES FOR THE TARGET GROUPS**

This section provides the definitions and strategy objectives for the target group. Figure 2 provides the Primary and Secondary Target Groups including the following:

- Primary Target Groups include the following:
  - Residents
  - Smelter Owners
  - Medical Centers
  - Schools
  
- Secondary Target Groups include the following:
  - Decision Makers
  - Community Institutions
  - Local Media
  - Local NGOs
  - Political Leaders
  - Opinion Leaders
  - National Institutions
  - Local Private Sector
  - Executive Officials

**Figure 2: Communication Strategy Target Groups**

### **Primary Target Groups**

#### **Residents--**

This subgroup includes local residents of the area surrounding the five secondary lead smelters in the East Shoubra El Kheima District. The residents include men, women, and children. It is essential to raise this subgroup's awareness and understanding of the hazards of lead pollution. Subgroup members need to understand the extent of the environmental problems they are facing in their everyday lives. They need to understand the simple methods of protection and prevention of lead pollution at their homes and workplaces. Through simple activities, subgroup members will be introduced to their roles in the remediation process. The communication strategy objectives for residents include the following:

- Raising their awareness of lead pollution hazards.
- Encouraging the adoption of simple methods for protection and prevention of lead pollution at their homes and workplaces.
- Mobilizing them to actively participate in the remediation process and undertake the necessary steps to ensure its sustainability.

### **Smelter Owners--**

This subgroup includes the owners of the five secondary lead smelters and the support and management staff of the smelters. They must be aware of the remediation process and their roles in solving the problem. In addition, they must be aware of the health hazards of lead in the workplace and how to prevent them.

Significant efforts will be required to change the attitudes and behavior of this subgroup. They should develop a positive attitude towards the remediation process and become more receptive to the idea of relocating and upgrading the environmental controls for their businesses. The communication strategy objectives for smelter owners include the following:

- Raising their awareness of the lead pollution problem caused by uncontrolled lead smelter operations.
- Informing them about the hazards of lead pollution in the workplace and methods of protection and prevention.
- Informing them of the benefits of remediation.
- Ensuring their involvement and partnership in all steps of the remediation process.
- Changing their attitudes and behavior to be more positive about the remediation process and cooperation with the project.
- Ensuring that they are convinced and committed to remediate smelter sites and use the remediated areas as specified in the protocols of cooperation with the GOQ.

### **EI-Kablat Medical Center--**

This subgroup includes all EI-Kablat Medical Center staff (i.e., physicians, nurses, administration, and workers). The medical center staff communicates directly with the residents of the area. LIFE-Lead will train the staff of the medical center and supply them with the necessary material to disseminate the environmental health messages to the residents of the area. The communication strategy objectives for the EI-Kablat Medical Center staff include the following:

- Raising their awareness of the lead pollution problem in the area and the lead pollution hazards on healthy and sick residents of the area.
- Communicating relevant health messages to the visitors of the medical center to inform them of lead pollution hazards.

### **Schools--**

This subgroup includes primary and preparatory school students and school management staff (i.e., teachers, administration, and support staff such as nurses, physicians, social workers, workers, etc.). Initially, LIFE-Lead's Scope of Work only included the EI Shahid Ahmed Shaalan School. Further investigation of the area showed that other schools are also impacted by industrial pollution. However, the EI Shahid Ahmad Shaalan School contains the highest level of industrial pollution.

LIFE-Lead has expanded communication activities to include four additional schools located in the vicinity of the smelter due to concerns raised by the project's counterparts and USAID. The project shall implement several activities to support the existing schools' activities and

direct the focus of such activities to environmental issues, especially lead pollution. The schools' activities shall ensure the adoption of positive practices and the sustainability of the remediation activities at the El Shahid Ahmed Shaalan School. The communication strategy objectives for the schools include the following:

- Raising their awareness of the lead and industrial pollution problems at the schools.
- Mobilizing the school teachers and management staff to adopt positive attitudes and behaviors for protection against lead and industrial pollution and participation in the remediation process, as well as ensuring its sustainability.
- Mobilizing students to adopt positive attitudes and behaviors for protection against lead and industrial pollution and participation in the lead remediation process, as well as ensuring its sustainability.
- Mobilizing students to transfer the project's messages to their families.

### **Secondary Target Groups**

The Secondary Target Groups include key stakeholders and influential community leaders. This group will be used to reach the Primary Target Groups with the goal of mobilizing the community support and sustainability of the LIFE-Lead remediation activities.

Figure 2 contains the list of stakeholders and influential community leaders included in the Secondary Target Groups. The communication strategy objectives are similar for each member of this group and are described in the following:

- Ensuring their participation and support of project activities during all stages of the remediation process.
- Developing and implementing policies and decisions that help improve environmental health and the quality of living in the East Shoubra El Kheima District.
- Reaching the Primary Target Groups and encouraging them to protect themselves and their families from lead pollution hazards through participation in project remediation activities.

Identified stakeholders and influential community leaders are described below. In addition to listing the subgroup entities, the methods to be used by LIFE-Lead to contact and work with each subgroup are described.

### **Decision Makers--**

LIFE-Lead will maintain contact with Decision Makers throughout the project to ensure their effective participation in project activities during different remediation stages. Communication with Decision-Makers will include the development and application of appropriate policies for the protection of the environmental health and welfare of the residents and workers related to lead and industrial pollution. Decision makers will also be used to reach the Primary Target Groups and encourage them to participate in project activities. Decision Makers in this subgroup include the following:

- EEAA Environmental Quality Sector
- Governor of Qalyoubia
- GOQ East Shoubra El Kheima District Management
- GOQ Education Department Head
- Education Buildings Authority
- Public Health Units

**Community Institutions--**

This subgroup includes the National Council for Women's Local Council for Women Branch (LCW) in Shoubra El Kheima Branch and the Shoubra El Kheima Public Library. Both institutions are established in Shoubra El Kheima and will be active participants in the implementation of the communication strategy.

**Local Council for Women--**The LCW is the branch of the National Council for Women (NCW) in Shoubra El Kheima. The LCW has the ability to reach the women of the area and disseminate the project messages to them. LIFE-Lead will support the LCW activities to reach the local community within the project domain to raise awareness of lead and industrial pollution hazards. LCW support will ensure an active role of the community in supporting project remediation activities as well as solving the local environmental problems and ensuring sustainability of the activities through the community stakeholders.

**Shoubra El Kheima Public Library--**The Shoubra El Kheima Public Library is a major public library in the area that is operated by the Integrated Care Society. LIFE-Lead will cooperate with the library to create activities that will assist information dissemination and raise community awareness of lead and industrial pollution hazards. The library will be used to communicate with different community categories (e.g., children, youth, and researchers).

**Cultural and Youth Centers--**This subgroup includes the active Cultural and Youth Centers in Shoubra El Kheima that have the ability to reach and affect the local community. LIFE-Lead will cooperate with the Cultural and Youth Centers to organize activities that focus on environmental awareness, especially awareness pertaining to the hazards of lead pollution. LIFE-Lead will provide the necessary capacity building to these centers.

**Local Media--**

This subgroup includes the local newspapers and magazines in the GOQ. The project shall work with the Local Media to disseminate environmental health and project information to the local community.

**Non Governmental Organizations--**

Non Governmental Organizations (NGOs) include active NGOs that operate in Shoubra El Kheima. LIFE-Lead will support NGOs activities to reach the local community and to raise local community awareness of lead and industrial pollution hazards and proper remediation. Efforts will be made to ensure sustainability of NGO activities through the community stakeholders. The KAP Study illustrated that local NGOs are inefficient in the field of environmental problems; therefore the project will collaborate with national experienced NGOs to train and build the capabilities of local NGOs in the fields of environment and development.

**Political Leaders--**

Political Leaders include the Local Popular Council and Political Party Representatives. LIFE-Lead will cooperate with the members of this subgroup to ensure their active support for project activities through mobilization of the community.

**Opinion Leaders--**

This subgroup includes sheikhs, priests, mid-wives (dayas), and health educators. LIFE-Lead will work with the Opinion Leaders to raise their awareness of environmental problems in the East Shoubra El Kheima District, especially the problems associated with lead

pollution. Opinion Leaders will be asked to address their relevant audience with the project messages. LIFE-Lead will provide the required capacity building and communication materials to the opinion leaders.

### **National Institutions--**

National Institutions include the national media, related Government of Egypt Ministries; the National Council for Women (NCW), and national NGOs such as the Integrated Care Society. LIFE-Lead will cooperate with National Institutions to obtain the following:

- Solve the lead pollution problem through national campaigns.
- Support local activities and help in coordinating those activities among entities working in the East Shoubra El Kheima District.
- Help disseminate project success stories at the national level.

### **Local Private Sector--**

This subgroup includes private industries, commercial businesses, private individual and/or corporations in Shoubra El Kheima. The Local Private Sector may include industries that have contributed to environmental degradation. The project will approach these business owners to gain their support during remediation activities through community development and involvement in environmental issues.

### **Executive Officials--**

This subgroup includes the GOQ Environmental and Environmental Management Units, the EEAA Regional Branch Office (RBO), the EEAA related departments, and the GOQ East District related directorates (i.e., Health, Education, etc.). The project will cooperate with the members of this subgroup to ensure their effective participation and support to project activities during the different stages of the remediation process.

## **APPROACH AND MECHANISMS FOR IMPLEMENTATION**

LIFE-Lead has adopted a participatory and cooperative approach in planning and implementation of local activities. The following describes activities that will be used to build the participatory and cooperative approach for the implementation of local activities.

### **Involving Local Stakeholders in Planning and Implementing Communication and Education Activities**

Stakeholder participation is critical in planning, implementing, and sustaining project activities. The project will involve several local community organizations and stakeholders in the processes of planning, designing, implementing, and evaluating local education and communication activities. A variety of formal and informal settings including meetings, planning forums, workshops, and orientation sessions will be employed to ensure that stakeholders are informed about the lead pollution problem and to develop appropriate plans to reach target audiences.

LIFE-Lead is working closely with community organizations such as Shoubra El Kheima Public Library and Bahteem Cultural Center to inform and empower their staffs, and develop work plans for different activities to mobilize the local community to actively participate in solving environmental problems. These organizations develop their work plans with

technical assistance from the project. The plans will be incorporated into the organizations' yearly plans to ensure sustainability of the activities after the project is completed.

LIFE-Lead's work in the community depends on both mobilization and participation, which determine the communication tools. Communication tools will result from either project mobilization activities for the local community organizations or through participation with these organizations to choose the tools and plan for implementation.

Tools that result from mobilization activities are the tools that the community organization staff develop and plan with technical assistance from the project: The project shall conduct meetings to present its goals and activities and will provide the local community organizations with communication skills training. As a result, these organizations shall come up with their own communication activities. Such activities may include: a play for children, a children's parliament for environmental issues, a puppet show, and meetings and seminars for adults.

Tools that result from the participation activities are those that the project has included in its communication plan, and develops and implements in cooperation with community organizations. The project will facilitate a process to develop a school Supplementary Activity Booklet to be used by school teachers for teaching children about lead pollution hazards, health effects, and means of protection. School teachers and administration will be involved in the development process of this booklet. The booklet shall be used for in-classroom and extracurricular activities.

### **Building the Required Capabilities to Implement the Strategy**

LIFE-Lead intends to mobilize the local community of Shoubra El Kheima to participate in the remediation activities and ensure their sustainability. To implement the communication strategy and empower local stakeholders to participate in the project activities, there is a need to build the capacities of local organizations, as well as other local counterparts expected to cooperate closely with the project. This capacity building process will ensure effective communication with the local community as well as sustainability of the project activities. Through this method of capacity building, project stakeholders will implement the communication activities, which will be monitored, evaluated, and tracked by LIFE-Lead. Training and on-going technical assistance for the following groups will be implemented:

- NGOs
- Staff of the GOQ and EEAA
- Teachers
- Shoubra El Kheima Public Library
- Cultural Centers
- Media
- Opinion Leaders

Training activities for the above-mentioned groups will include providing information on project activities, lead hazards, and positive practices through orientation, formal training, training of trainers (ToT), on-the-job training (OJT), etc. Technical assistance will include the following:

- Orientation sessions on project activities.
- Periodic meetings with decision-makers for capacity transfer.
- Orientation sessions for influential groups.

- Developing local committees to ensure involvement of stakeholders in setting the project activity plans.
- Funding of some communication activities.
- Providing communication tools such as brochures, documentaries, presentations, etc, to ensure community mobilization and sustainability of project activities.

### **Inform and Empower the Local Community**

Baseline information collected at the beginning of the project indicated that a percentage of the local residents, decision makers, and community organizations are aware of the lead pollution problem, but they need to be mobilized to adopt a positive attitude. Specific behaviors that people can adopt to protect the environment from industrial pollution in general, and hazards of lead pollution in specific, will be included in the messages that will be communicated to the community.

Several communication and education activities will also be conducted to make sure that the community is ready to participate in solving and sustaining the lead remediation efforts in future. Moreover, the project will coordinate and collaborate with the nationally experienced NGOs, which have been working in the field of development and environment in order to train, empower, and qualify the local NGOs to participate in and sustain remediation efforts.

### **Formulating Local Advisory Committees**

Forming community advisory groups is one of most important tools to involve and enhance community participation. Three local advisory committees will be formulated at an early stage of the project to involve local community members in planning project activities. LIFE-Lead's goal will be to involve the committee members in the planning, implementation, follow-up, and evaluation of the communication activities of the project. The three local advisory committees envisioned include the following:

- Education Advisory Committee
- Health Advisory Committee
- Local Communication Advisory Committee

Members of these committees include local residents of the community or owners of residential properties located near the sites to be remediated as well as representatives of community organizations, NGOs, mosques, churches, and political parties. Members of the committees are involved in decision-making pertaining to site clean-up and other environmental activities. The decision makers will include the following:

- Local governmental officials
- EEAA officials
- Relevant governmental officials

Local advisory committees will serve to link project stakeholders such as community organizations, NGOs, and decision-makers in order to implement sound decisions and ensure the involvement and participation of all groups throughout the different steps of the remediation process.

### **Gender Activities**

The gender issue will be considered throughout all project activities. Different gender roles were assessed at an early phase of the project using the KAP Study and social roles will be addressed with suitable messages according to the knowledge and behavior of each group.

The project will consider the different social roles of men and women within the local community while selecting the local community leaders and researchers. Gender issues have to be taken into account due to the sensitivity of the local community to the different social roles and responsibilities as well as the traditional values that govern the community.

### **Coordination with Donors:**

The project will coordinate closely with other related donor projects to maximize the benefits gained from project activities to the local community in Shoubra El Kheima and ensure full cooperation between donors to avoid duplication of efforts. The Danida Environmental Sector Program (ESP), which is currently working with EEAA, is foreseen as a good partner in the field of environmental awareness in education. Cooperation with the ESP will ensure sustainability of the project activities and messages through EEAA Training and the Environmental Awareness Sector.

The USAID Tahseen project is another partner that could be helpful in joint health activities within the local community. The project will organize orientation meetings with donors to inform them of the project activities. More detailed meetings will be held with selected projects to agree on areas of cooperation.

### **Activities at the National Level**

The communication strategy will include activities at the national level to raise the awareness of the industrial pollution problem in Shoubra El Kheima, especially the problems associated with lead pollution. LIFE-Lead will cooperate with effective national institutions to support and coordinate the local activities. The anticipated activities will include the following:

- The project will work closely with the national media to develop and promote the concept of remediation. National media channels will be used to present the remediation activities in Shoubra El Kheima as a pioneer local activity in the field to be replicated in other industrial areas within the different Egyptian governorates.
- Coordination with the National Council for Women (NCW), the National Council for Motherhood and Childhood, the Integrated Care Society (ICS), and the General Authority for the Illiteracy Program to support local activities and help in coordinating communication activities among entities working in the East Shoubra El Kheima District.

### **Communication, Education and Community Participation Tools**

Depending on Target group, and community profile, LIFE-Lead will employ several tools to reach the community and disseminate the messages of the communication strategy as well as to mobilize community to participate in the remediation process. These tools include the following:

- Seminars and public meetings
- Community awareness material (e.g., brochures, posters, leaflets, etc.).

- Presentations.
- Documentary films.
- LIFE-Lead website.
- Planning forums and workshops.
- Open house events.
- Orientation sessions and community meetings.
- Supplementary materials to be used with students.
- Fact sheets and press releases

### **Constraints and Challenges of Implementation**

The implementation of the strategy includes the identifying and addressing constraints and challenges. The constraints and challenges facing implementation of community participation and communication activities include the following:

- High illiteracy levels among local community groups, such as education levels in East Shoubra El Kheima District, indicates that slightly more than half of total population of the East District (54.22%) never attended formal schooling. Less than one quarter (23.65%) finished basic education and less than one fifth (18.89%) finished secondary education.
- The KAP Study results indicated that environmental problems are not considered to be of a high priority among the residents of the study area. The residents consider poverty, unemployment, illiteracy, and bad infrastructure as the primary problems in the study area. Residents consider the most important pollution problems in the area to be those associated with air and water pollution, in addition to the solid waste problem.
- Only a few group members consider the pollution from factories and workshops to be the most dangerous environmental problem. People believe that closing down the lead smelters will end the lead pollution problem and its hazards. Most men believe that the lead pollution problem in the area ended after the closing down and relocation of the secondary lead smelters.
- Local community members are unaware of the concepts of community participation. Most local residents have never participated in development activities and believe that the government is responsible for solving environmental problems in general and the lead pollution problem in particular.
- Local residents believe that the local NGOs are ineffective in solving the environmental problems in the area. This indicates that NGOs working in the area are currently inefficient in directing the community towards better participation and involvement in solving environmental problems.
- The local community benefits from lead smelters either as owners or workers, which results in a negative attitude towards closing the smelters and their relocation.

### **Overcoming Constraints and Challenges**

Throughout the project, from planning to implementation, challenges and constraints will be considered and addressed. Each constraint and challenge mentioned in the previous section will be monitored and evaluated and overcoming the constraints and challenges will be stressed.

## **STRATEGY OBJECTIVES, TOOLS, AND MESSAGES**

This section describes the objectives of the strategy for specific target groups, the tools that will be used, and the messages that will be provided. The tables in this section also list the important knowledge, attitudes, and practices of the target groups according to the baseline information collected by LIFE-Lead through studies, observations, and previous research. The tables provided in this section include the following:

- Table 1: Primary Target Groups - Local Residents
- Table 2: Primary Target Groups – Schools
- Table 3: Primary Target Groups - Smelter Owners and Management Staff
- Table 4: Primary Target Groups - El-Kablat Public Health Center
- Table 5: Key Stakeholders and Influential Community Leaders

**TABLE 1: PRIMARY TARGET GROUPS - LOCAL RESIDENTS**

**Purpose:**

1. Raise the awareness of Local Residents pertaining to the hazards of lead pollution in their area.
2. Encourage the Local Residents to adopt simple methods for protection and prevention of lead pollution in their homes and workplaces.
3. Mobilize Local Residents to actively participate in the remediation process and undertake the necessary steps to ensure its sustainability.
4. Promote the community participation concepts and educate local community on simple methods to participate in solving the lead pollution problem.

**Target Group:**

Local residents of the area around the five smelters in the East Shoubra El Kheima District.

**Table 1: Primary Target Groups - Local Residents**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
1. Women	<ul style="list-style-type: none"> <li>• Meetings with influential women community leaders.</li> <li>• Training and capacity building for influential women community leaders.</li> <li>• Seminars and public meetings.</li> <li>• Community awareness material (e.g., brochures,</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of pollution hazards.</li> <li>• Lead pollution is dangerous.</li> <li>• Relocation of lead smelters has not ended the lead pollution problem in the area.</li> <li>• Some smelters still operate at night.</li> <li>• Children’s health was affected by lead pollution.</li> <li>• Unaware of lead</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of specific pollution health hazards, especially lead.</li> <li>• Aware of specific dangers of lead pollution.</li> <li>• Know the next steps required after the relocation of the lead smelters.</li> <li>• Know how to react when smelters operate.</li> <li>• Know the facts about lead smelter operation in the area.</li> <li>• Know the specific effects of lead pollution on children’s</li> </ul>	<ul style="list-style-type: none"> <li>• Health hazards of lead pollution.</li> <li>• Previous governmental efforts to reduce lead pollution in the area.</li> <li>• Industry relocation process (its advantages, suitable alternative areas, no hazards to other residents, there are other required steps after the relocation, etc.).</li> <li>• Positive actions taken against environmental law violators or lead smelters</li> </ul>

**Table 1: Primary Target Groups - Local Residents**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
	posters, etc.). <ul style="list-style-type: none"> <li>Local Advisory Committee, community organization, and local active NGOs.</li> </ul>	pollution in the streets. <ul style="list-style-type: none"> <li>Unaware of the proper means to clean windows and balconies to reduce the effects of lead pollution.</li> <li>Unaware of proper nutrition in lead-polluted areas.</li> <li>Unaware of the environmental problems in the area.</li> <li>Ready to participate in solving the lead pollution problem.</li> <li>Believe that environmental problems are not of a high priority.</li> <li>Believe that industrial pollution is not a high priority.</li> <li>Unaware of the relationship between the age of children and the danger of lead pollution.</li> <li>Believe that the government is</li> </ul>	health. <ul style="list-style-type: none"> <li>Know the effects of lead pollution in the streets.</li> <li>Understand the proper method of cleaning to reduce the effects of lead pollution.</li> <li>Become aware of the proper nutrition required for reducing the effects of lead pollution on health.</li> <li>Become aware of the environmental problems in the area and their effects on health.</li> <li>Know the means to participate in solving the lead pollution problem in the area and be encouraged to participate.</li> <li>Understand the priority of environmental problems due to their effects on human health.</li> <li>Understand the priority of industrial pollution among other pollution problems due to its effects on health.</li> <li>Understand the higher susceptibility of children</li> </ul>	operations. <ul style="list-style-type: none"> <li>Facts about lead smelter operations in the area.</li> <li>Exact effects of lead pollution on children’s health.</li> <li>Actions mothers can take to protect their families from pollution.</li> <li>Proper methods of cleaning to reduce the effects of lead pollution.</li> <li>Proper nutrition required for reducing the effects of lead pollution on health.</li> <li>Environmental problems in the area and their effects on health.</li> <li>Means to participate in solving the lead pollution problem in the area and the importance of participation.</li> <li>The effects of environmental problems on human health.</li> <li>The effects of industrial pollution on human health.</li> <li>The susceptibility of children under the age of 7 and</li> </ul>

**Table 1: Primary Target Groups - Local Residents**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
		responsible for solving lead pollution problems in the area. <ul style="list-style-type: none"> <li>• Believe that NGOs are ineffective.</li> </ul>	under the age of 7 years to the effects of lead pollution. <ul style="list-style-type: none"> <li>• Understand that citizens can help the government solve lead pollution problems in the area.</li> <li>• Understand that NGOs can help solve the environmental problems of the area.</li> </ul>	pregnant women to the effects of lead pollution. <ul style="list-style-type: none"> <li>• How citizens can assist the government solves the lead pollution problem in the area.</li> <li>• The roles that NGOs can play to solve the environmental problems in the area.</li> <li>• The rights of individuals and NGOs according to the Egyptian Environmental Law.</li> </ul>
2. Men	<ul style="list-style-type: none"> <li>• Meetings with influential male community leaders.</li> <li>• Training and capacity building for influential male community leaders.</li> <li>• Seminars and public meetings.</li> <li>• Community awareness material (e.g., brochures, posters, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of pollution hazards.</li> <li>• Believe that the problem of lead pollution is not that dangerous.</li> <li>• Believe that the problem of lead pollution in the area has ended after the relocation of the smelters.</li> <li>• Do not believe that children’s health is affected by lead pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of specific pollution health hazards, especially lead.</li> <li>• Aware of the specific dangers of lead pollution.</li> <li>• Understand that relocation has not ended the lead pollution problem and that there are more steps to be done.</li> <li>• Know the specific effects of lead pollution on children’s health.</li> <li>• Know the specific actions that mothers can take to protect their families from</li> </ul>	<ul style="list-style-type: none"> <li>• Health hazards of lead pollution.</li> <li>• Previous governmental efforts to reduce lead pollution in the area.</li> <li>• Relocation process (its advantages, suitable alternative areas, no hazards to other residents, there are other required steps after the relocation, etc.).</li> <li>• Specific effects of lead pollution on children’s health.</li> <li>• Actions mothers can take to</li> </ul>

**Table 1: Primary Target Groups - Local Residents**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
	<ul style="list-style-type: none"> <li>Local Advisory Committee, community organization, and local active NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the important roles mothers play in protecting their families from pollution.</li> <li>Many believe that smelters are a source of income.</li> <li>Unaware of lead pollution in the streets.</li> <li>Unaware of the proper means to clean windows and balconies to reduce the effects of lead pollution.</li> <li>Unaware of proper nutrition in lead-polluted areas.</li> <li>Unaware of the environmental problems in the area.</li> <li>Ready to participate in solving the lead pollution problem.</li> <li>Believe that environmental problems are not a high priority.</li> <li>Believe that industrial</li> </ul>	<ul style="list-style-type: none"> <li>pollution.</li> <li>Smelters are a source of income but have to abide by environmental and health laws to prevent major health hazards they might cause.</li> <li>Know the effects of lead pollution in the streets.</li> <li>Understand the proper methods of cleaning (i.e., indoor remediation) to reduce the effects of lead pollution.</li> <li>Become aware of the proper nutrition required for reducing the effects of lead pollution on health.</li> <li>Become aware of the environmental problems in the area and their effects on health.</li> <li>Know the means to participate in solving the lead pollution problem in the area and be encouraged to participate.</li> <li>Understand the priority of environmental problems due to their effects on human health.</li> </ul>	<ul style="list-style-type: none"> <li>protect their families from pollution.</li> <li>How smelters should abide by environmental and health laws.</li> <li>Proper means of cleaning to reduce the effects of lead pollution.</li> <li>Proper nutrition required for reducing the effects of lead pollution on health.</li> <li>Environmental problems in the area and their effects on health.</li> <li>Means to participate in solving the lead pollution problem in the area and the importance of participation.</li> <li>The effects of industrial pollution on human health.</li> <li>The susceptibility of children under the age of 7 and pregnant women to the effects of lead pollution.</li> <li>How citizens can help the government solve the lead pollution problem in the area.</li> <li>The roles that NGOs can play to solve the environ-</li> </ul>

**Table 1: Primary Target Groups - Local Residents**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
		pollution is not a high priority. • Unaware of the relationship between the age of the children and the danger of lead pollution. • Believe that the government is responsible for solving lead pollution problems in the area. • Believe that NGOs are ineffective.	<ul style="list-style-type: none"> <li>• Understand the priority of industrial pollution among other pollution problems due to its effects on health.</li> <li>• Understand the higher susceptibility of children under the age of 7 years to the effects of lead pollution.</li> <li>• Understand that citizens can assist the government solve lead pollution problems in the area.</li> <li>• Understand that NGOs can help solve the environmental problems of the area.</li> </ul>	mental problems in the area.

**Remarks:**

Local Residents would be more responsive to messages from governmental officials, elderly people, and doctors.

**TABLE 2: PRIMARY TARGET GROUPS – SCHOOLS**

**Purpose:**

1. Raise the group’s awareness of the lead pollution problem in the schools and community.
2. Mobilize schools teachers and management to adopt positive attitudes and behaviors for protection against lead pollution and participation in the lead remediation process, as well as ensuring its sustainability.
3. Mobilize students to adopt positive attitudes and behaviors for protection against lead pollution and participation in the lead remediation process, as well as ensuring its sustainability.
4. Mobilize students to transfer project messages to their families.
5. Mobilize selected parents to act as advocates in their community.

**Target Group:**

Primary and preparatory school students and school management staff (i.e., teachers, administration, and support staff such as nurses, physicians, social workers, workers, students’ families, etc.).

**Table 2: Primary Target Groups – Schools**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
1. Teachers and School Management	<ul style="list-style-type: none"> <li>• Meetings and seminars, workshops.</li> <li>• Training and capacity building (see Remarks below).</li> <li>• Community awareness materials (e.g., brochures, posters, etc.).</li> <li>• Supplementary</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and management of the El Shahid Ahmed Shaalan School consider lead pollution a serious problem at the school.</li> <li>• Majority of the group believes solid waste and industrial pollution to be the major environmental problems in the area.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and management of the El Shahid Ahmed Shaalan School understand the extent of the lead pollution problem at the school and the remediation activities to solve it.</li> <li>• Majority of the group understand that lead pollution is particularly hazardous.</li> <li>• Majority of the group understand the difference</li> </ul>	<ul style="list-style-type: none"> <li>• Health hazards of lead pollution.</li> <li>• Previous efforts that were done to solve the lead pollution problem.</li> <li>• Differences between the types of smelters and health effects of the pollutants produced by each.</li> <li>• The hazards of different types of pollution versus lead pollution hazards in the area.</li> </ul>

**Table 2: Primary Target Groups – Schools**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
	booklet materials to be used with students. <ul style="list-style-type: none"> <li>• Competition among schools of East District.</li> <li>• Documentary films and dramas.</li> <li>• Open house events.</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of the group does not differentiate between different types of smelters (i.e., copper, iron, or lead).</li> <li>• Majority of the group considers the main threat to the school to be the neighboring iron factory of Awlad Hafez, because of its direct impact on the school.</li> <li>• Most of the group does not understand its role in solving the lead pollution problem.</li> <li>• Most of the group considers solving the lead pollution problem a responsibility of the government only.</li> <li>• Most of the group is unaware of the role of NGOs in the area.</li> </ul>	between the different types of smelters and the health effects of the pollutants produced by each. <ul style="list-style-type: none"> <li>• The group understand that Awlad Hafez is a threat but lead pollution is a major hazard in the area.</li> <li>• The group realize the role they can play in solving the lead pollution problem.</li> <li>• The group realize that citizens can cooperate with the government to solve the lead pollution problem.</li> <li>• The group understand the roles that NGOs can play in the area.</li> </ul>	<ul style="list-style-type: none"> <li>• What citizens can do to solve the lead pollution problem in the area.</li> <li>• How citizens can help the government solve the lead pollution problem in the area.</li> <li>• What roles NGOs have in the area and how NGOs can assist in solving the lead pollution problem.</li> <li>• Role of teachers in maintaining and sustaining the remediation efforts through innovative teaching methods and designing activities and messages for students and their families.</li> </ul>
2. Students	<ul style="list-style-type: none"> <li>• Supplementary activities by their teachers.</li> <li>• Community awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Group is unaware of industrial pollution and its hazards to human health.</li> <li>• Group is unaware of</li> </ul>	<ul style="list-style-type: none"> <li>• Group aware of industrial pollution and its hazards to human health.</li> <li>• Group aware of lead pollution and its hazards to</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial pollution and its effects on human health.</li> <li>• Lead pollution and its hazards.</li> <li>• Lead pollution in the smelter</li> </ul>

**Table 2: Primary Target Groups – Schools**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
	materials (i.e., brochures, posters, etc.). <ul style="list-style-type: none"> <li>• Activities (at the Cultural Center, Shoubra El Kheima Public Library, and the Schools).</li> <li>• Competition among schools of East District.</li> <li>• Documentary films and dramas.</li> <li>• Open house events.</li> </ul>	lead pollution and its hazards to human health. <ul style="list-style-type: none"> <li>• Group is unaware of the lead pollution in the smelter area.</li> <li>• Group is unaware of the activities taking place to prevent lead pollution.</li> <li>• Group is unaware of the simple measures that can be taken to minimize the effects of lead pollution at home and schools.</li> <li>• Group is unaware of the possibility to help others (e.g., mothers and fathers) minimize lead pollution effects.</li> </ul>	human health. <ul style="list-style-type: none"> <li>• Group aware of the lead pollution problem in Shoubra El Kheima.</li> <li>• Group aware of the activities taking places to prevent lead pollution.</li> <li>• Group aware of the simple measures that can be taken to minimize the effects of lead pollution at home and schools.</li> <li>• Group aware of the possibility and the means to help others (e.g., mothers and fathers) minimize lead pollution effects.</li> </ul>	area. <ul style="list-style-type: none"> <li>• Prevention of lead pollution and means to minimize the effects of lead pollution at home and at schools.</li> <li>• Means of helping others (e.g., mothers and fathers) minimize lead pollution effects.</li> <li>• Role of students in sustaining the El Shadid Ahmed Shaalan School remediation efforts.</li> </ul>

**Remarks:**

Training and capacity building for teachers includes communication skills and techniques to enhance the teachers’ capabilities towards innovative teaching methods, in addition to the development of supplementary activities to disseminate messages about pollution in general and lead pollution in particular to students. The supplementary activities will depend on materials such as brochures, booklets, and posters, as well as competitions, shows, etc. Using the supplementary activities, teachers will incorporate special messages into the lessons and extra curricular activities as relevant to the official curriculum.

**TABLE 3: PRIMARY TARGET GROUPS - SMELTER OWNERS AND MANAGEMENT STAFF**

**Purpose**

1. Raise the group’s awareness of the lead pollution problem caused by smelter operation.
2. Inform the group of the hazards of lead pollution at the workplace and means of protection and prevention.
3. Inform the group of the benefits of remediation.
4. Ensure the involvement and the partnership of the group in all steps of the remediation process.
5. Changing the attitudes and behaviors of the group to be more positive about the remediation process and cooperation with the project.
6. Ensure that the group is convinced and committed to remediate smelter sites and use the remediated areas as specified in the protocols of cooperation with the Governorate of Qalyoubia.
7. Advocate for the relocation of lead smelters in Abou Zaabal Industrial Area.

**Target Group:**

The owners of the five secondary lead smelters and the support and management staff of the smelters.

**Table 3: Primary Target Groups - Smelter Owners And Management Staff**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
1. Smelter Owners and Support and Management Staff	<ul style="list-style-type: none"> <li>• Preparation and planning meetings.</li> <li>• Protocols of cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• Most smelter owners are not ready to cooperate in relocating their smelters.</li> <li>• Most smelter owners are reluctant to remediate their smelter sites.</li> <li>• Most smelter owners are convinced that they do not have enough resources to close, relocate, and</li> </ul>	<ul style="list-style-type: none"> <li>• Smelter owners cooperate in the relocation of their smelters.</li> <li>• Smelter owners convinced about the importance of remediating their smelter sites.</li> <li>• Smelter owners convinced to cooperate with the governorate to close, relocate, and upgrade their facilities.</li> <li>• The group believe that</li> </ul>	<ul style="list-style-type: none"> <li>• The necessity of relocating smelters.</li> <li>• The necessity of remediating smelter sites.</li> <li>• The importance and necessity of closing, relocating, and upgrading the facilities.</li> <li>• Upgrading would mean a gain in money in the long run and the importance of changing technology and upgrading.</li> </ul>

**Table 3: Primary Target Groups - Smelter Owners And Management Staff**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
		upgrade their facilities. • The group believes that smelters are their source of income and any change would mean loss of money. • The group is reluctant to abide by health and safety laws and environmental regulations. • The group is reluctant to commit to a specific use of the sites after remediation.	smelters are a source of income, but upgrading does not mean loss of money and would mean gains in the long run. • The group understands the importance of abiding by health and safety laws and follow laws and regulations. • The group commits to a specific use of the sites after remediation.	• The importance of abiding by health and safety laws and following laws and regulations. • The importance and necessity of defining and committing to a specific use of the sites after remediation. • Their social role towards the neighboring community.

**TABLE 4: PRIMARY TARGET GROUPS - EL-KABLAT PUBLIC HEALTH CENTER**

**Purpose:**

1. Raise the group’s awareness of the lead pollution problem in the area and the lead hazards on healthy and sick residents of the area.
2. Communicate relevant health messages to the visitors and local community of the medical center to inform them of the hazards of lead pollution.
3. Support and sustain project remediation activities.

**Target Group:**

This group includes the staff of the El-Kablat Medical Center (i.e., physicians, nurses, administrators, and workers).

**Table 4: Primary Target Groups - El-Kablat Public Health Center**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
1. Staff of the El-Kablat Medical Center (i.e., physicians, nurses, administrators, and workers)	<ul style="list-style-type: none"> <li>• Meetings.</li> <li>• Presentations.</li> <li>• Community awareness materials (i.e., brochures, posters, website, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• The group is unaware of the hazards of lead pollution in the area.</li> <li>• The group is unaware of the particular hazards of lead pollution on the health conditions of sick individuals.</li> <li>• The group is unaware of lead pollution at and in the area of the medical center.</li> <li>• The group is unaware of proper methods of cleaning and maintaining the</li> </ul>	<ul style="list-style-type: none"> <li>• The group aware of the hazards of lead pollution in the area.</li> <li>• The group aware of the particular hazards of lead pollution on the health conditions of sick individuals.</li> <li>• The group aware of lead pollution at and in the area of the medical center.</li> <li>• The group aware of the proper methods of cleaning and maintaining the medical center to minimize the effects of lead pollution.</li> <li>• The group aware of the role</li> </ul>	<ul style="list-style-type: none"> <li>• Hazards of lead pollution on human health.</li> <li>• Particular hazards of lead pollution on the health conditions of sick individuals.</li> <li>• Industrial pollution at the medical center and its hazards on the staff and visitors.</li> <li>• Proper methods of cleaning and maintaining at the medical center to minimize the effects of lead pollution.</li> <li>• Disseminating messages to the public about the means to prevent lead pollution</li> </ul>

**Table 4: Primary Target Groups - El-Kablat Public Health Center**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
		medical center site to minimize the effects of lead pollution. • The group is unaware of the role it can play to raise the awareness of the local residents and the visitors of the medical center about lead pollution hazards and means of their prevention.	it can play to raise the awareness of the local residents and the visitors of the medical center about lead pollution hazards and means of their prevention.	hazards and protection against them.

**TABLE 5: KEY STAKEHOLDERS AND INFLUENTIAL COMMUNITY LEADERS**

**Purpose:**

1. Ensure the effective participation and support of the project activities during all stages of remediation.
2. Develop and implement policies and decisions that help improve the quality of the environment in the East Shoubra El Kheima District and that address environmental problems, especially lead pollution.
3. Reach the target group and encourage them to protect themselves and their families from lead pollution hazards through participation in project remediation activities to ensure their sustainability.

**Target Group:**

1. Decision Makers such as the Governor of Qalyoubia, the EEAA Environmental Quality Sector; the GOQ East District Management; the Education Department Head; the Education Buildings Authority; and the Public Health Units.
2. Executive Officials such as the GOQ Environmental and Environmental Management Units, EEAA RBO, EEAA related units, and GOQ East District related units.
3. Community Institutions/Leaders such as the LCW, Shoubra El Kheima Public Library, Political Leaders, Opinion Leaders, Local Media, NGOs, and Cultural and Youth Centers.
4. National Institutions such as the National Media; related ministries; NCW; national NGOs (e.g., ICS, etc.).
5. Others (e.g., local private sector).

**Table 5: Key Stakeholders and Influential Community Leaders**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
1. Decision Makers and Executives	<ul style="list-style-type: none"> <li>• Meetings.</li> <li>• Presentations.</li> <li>• Community awareness materials (i.e., brochures, posters, website, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Current efforts to solve pollution problems are not enough.</li> <li>• There is a need to know more about pollution problems and how to participate in solving them.</li> </ul>	<ul style="list-style-type: none"> <li>• The group perception that efforts are being made to solve pollution problems.</li> <li>• The group becomes informed about environmental problems and how its members can participate in solving them.</li> </ul>	<ul style="list-style-type: none"> <li>• Actions required to solve environmental problems.</li> <li>• The hazards of lead pollution to human health and environment.</li> <li>• The roles of environmental and other relevant officials in solving environmental problems, especially lead.</li> </ul>

**Table 5: Key Stakeholders and Influential Community Leaders**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
		<ul style="list-style-type: none"> <li>• Decision-makers of the local authorities depend on the central authorities for developing environmental strategies and policies.</li> <li>• Environmental problems are not of first priority among other problems.</li> <li>• The government’s authority is most important to solve environmental problems.</li> <li>• NGOs, political parties, etc., are not effective in solving environmental problems.</li> <li>• Most governmental stakeholders are personally interested and concerned with the issue of environmental pollution.</li> <li>• There is a need to be</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-makers of local authorities can develop environmental strategies and policies, as relevant to their districts.</li> <li>• Understand the priority of the lead pollution problem among other environmental problems of the area.</li> <li>• Understand the roles of the government and other entities.</li> <li>• Understand that NGOs, political parties, etc., can be more effective in solving environmental problems.</li> <li>• Governmental stakeholders understand what they can do concerning the issues of environmental pollution.</li> <li>• Inform governmental stakeholders of environmental problems and their solutions through training, capacity building, special materials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental strategies and policies that can be developed by local authorities.</li> <li>• The actions NGOs, political parties, etc. can do to solve environmental problems.</li> <li>• Environmental problems in the area and how to solve them.</li> </ul>

**Table 5: Key Stakeholders and Influential Community Leaders**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
		constantly informed of environmental problems (i.e., training, special materials, etc.). • Willing to participate in efforts to protect the environment.	• Understand the efforts the governmental stakeholders can make to protect the environment.	
2. Community Institutions/Leaders	<ul style="list-style-type: none"> <li>• Meetings.</li> <li>• Presentations.</li> <li>• Community awareness materials (i.e., brochures, posters, website, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Current efforts to solve pollution problems are not enough.</li> <li>• There is a need to know more about pollution problems and how to participate in solving them.</li> <li>• There is a need to be constantly informed of environmental problems (i.e., training, special materials, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts that can be used to solve pollution problems.</li> <li>• Provide information about environmental problems and how the information can be used to solve the problem.</li> <li>• The group informed about environmental problems and their solutions through training, capacity building, special materials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Means of effective communication with the public concerning environmental problems in the area, especially the hazards of lead pollution.</li> <li>• Means for protection against and prevention of lead pollution hazards.</li> <li>• The role of the public to actively participate in the remediation process.</li> <li>• The role of the public to take proper actions to ensure the sustainability of the results of the remediation process.</li> </ul>
3. National Institutions	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Presentations</li> <li>• Coordination and planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pollution problem is not a priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pollution problem in the smelter area of Shoubra El Kheima poses serious threats to the residents of the area.</li> </ul>	<ul style="list-style-type: none"> <li>• LIFE-Lead project and its activities.</li> <li>• The need to support the project to effectively complete the remediation process.</li> </ul>

**Table 5: Key Stakeholders and Influential Community Leaders**

Target Group	Methods/Tools	Knowledge and Behavior		Message Topics
		Current	Target	
				<ul style="list-style-type: none"> <li>• The need to cooperate with local, national, and international organizations to solve the lead pollution problem in the area of Shoubra El Kheima.</li> </ul>
4. Others (e.g. local private sector)	<ul style="list-style-type: none"> <li>• Meetings.</li> <li>• Presentations.</li> <li>• Community awareness materials (i.e., brochures, posters, website, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pollution problem in the area is not a priority.</li> <li>• The group is not willing to cooperate to solve the lead pollution problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pollution problem in the smelter area of Shoubra El Kheima poses serious threats to the residents of the area.</li> <li>• The group agrees to cooperate to solve the lead pollution problem and examines options for cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pollution is hazardous to the health of the people in the area.</li> <li>• Remediation of the lead smelter sites is a positive step for the area and will help increase the value of land and property.</li> <li>• Participation in solving pollution problems in the area is good publicity for their business.</li> </ul>

## **ACTIVITY PLAN**

Table 6 provides a timeframe for the implementation of the Community Participation Strategy's activities. The timeframe includes the start date and the duration for each task in the strategy.

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing									
		2004		2005				2006			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>1. Conduct Appropriate Study for Baseline Information</b>											
	Prepare and Develop Socio-economic Profile		█								
	Prepare and Develop Knowledge, Attitudes, and Practices (KAP) Study			█	█						
	Collect Basic information for Schools, Medical Centers, Cultural Centers, and the General Library			█	█						
	Work closely with GIS developer to identify important communication sites with relevant information			█	█	█	█	█	█	█	
<b>2. Develop Communication Messages</b>											
	Identify Messages for each target group			█	█						
	Develop messages for each target group			█	█						
	Identify message vehicles and tools for each target group				█	█	█	█	█	█	

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing									
		2004		2005				2006			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>3. Prepare, Design and Produce Communication Tools and Methods</b>											
<b>3.1. Public Awareness Printings</b>	Prepare and print project brochure					—					
	Prepare, pretest and print health awareness brochure				—						
	Prepare and print awareness posters					—					
	School inauguration printings					—					
	Others as required for different activities						—	—	—		
<b>3.2. Documentary Films</b>											
<b>3.2. a. Documentation of Project's Activities: Remediation and Communication</b>	Prepare 10 - 15 minute documentary of school remediation activity						—				
	Develop Arabic script				—						

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing											
		2004		2005				2006					
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
	Prepare translation for script					■	■						
	English translation subtitling for the documentary						■						
	Produce the final versions : Arabic and English subtitling							■					
	Dissemination to counterparts and stakeholders								■	■			
	Preparing 10 - 15 min documentation for the smelters remediation activity								■				
	Develop Arabic script									■			
	Prepare translation for script									■	■		
	English translation subtitling for the documentary										■		
	Produce the final versions : Arabic and English subtitling										■		

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing																		
		2004		2005				2006												
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4									
	Dissemination to counterparts and stakeholders																			
<b>3.3. Producing Awareness Messages Drama</b>	Develop script for the drama based on main messages for behavior, cleaning, and nutrition																			
	Select sites from community for shooting																			
	Select actors																			
	Shoot and pre-test																			
	Produce the final drama (10 - 15 min)																			
	Dissemination to stakeholders and local counterparts to be screened in during various women and children activities																			
<b>3.4. Produce Schools Supplementary Booklet</b>	Organize workshop with teachers to produce a preliminary draft																			
	Produce final draft																			

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing												
		2004		2005				2006						
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
	Train teachers on its implementation													
	Follow up and monitor teacher during implementation													
<b>3.5. Bezra Activities</b>	Coordinate with EEAA and ESP - CEM component													
	Plan for issuing Bezra edition on Lead Pollution													
	Coordinate and develop with EEAA material to engage Bezra in different school activities													
	Engage Bezra in local activities for the children													
<b>3.6. Establishing Lead Information Desk (LID)</b>	Select suitable venue													
	Identify technical and financial needs													
	Coordinate with EEAA for establishing an environmental library													

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing												
		2004		2005				2006						
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
	Full survey for LID contents: books, research, documentary films, and previous project documents													
	Establish "Environmental Recommendation Box" to identify environmental concerns													
	Establish LID													
<b>3.7. Project Giveaways for Competitions</b>	Prepare and design giveaways													
	Produce project giveaways													
<b>3.8. Project Website</b>	Prepare material and design website													
	Update and maintain website													
<b>4. Mobilizing, Capacity Building, and follow up with the project stakeholders during implementation of communication activities</b>														
	Select project counterparts													

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing										
		2004		2005				2006				
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	Meet with local stakeholders to define needs		█	█	█	█	█	█	█	█		
	Develop joint work plans to be implemented by local stakeholders		█	█	█	█	█	█	█	█		
	On going capacity building program to develop local stakeholders knowledge and skills		█	█	█	█	█	█	█	█		
	Mobilize Businessmen to participate in local community activities					█	█	█	█	█		
<b>4.1. School Activities Program</b>												
<b>4.1.a. Summer Activities</b>	Organize meetings with school teachers				█							
	Prepare and develop capacity building on better communication skills for dealing with children					█						
	Prepare and develop a joint work plan for Summer Activities to pass the environmental messages to the students					█						
	Implement Summer activities for the school children				█	█						

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing											
		2004		2005				2006					
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
	Provide technical assistance for implementation of the activities				■	■							
<b>4.1.b. Yearly Activities</b>	Prepare and develop joint work plan for Yearly School Activities on environmental messages presented to the students						■	■					
	Provide technical assistance for implementation of the activities						■	■	■	■			
	Formulate environmental groups within the schools							■	■	■	■		
	Organize environmental competitions within schools									■	■		
	Organize parents meetings to orient them on school remediation								■	■			
<b>4.2. Bahteem Cultural Center, Shoubra El Kheima General Library</b>													
	Conduct meetings to orient stakeholders on project's objective and activities			■	■								
	Assess and develop needs for capacity building of counterparts				■	■							

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing									
		2004		2005				2006			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>4.2.a. Summer Activities</b>	Develop training on communication skills on environmental problems				■						
	Prepare and develop Summer Activities joint work plan to pass the environmental messages to the students				■						
	Implement Summer Activities					■					
	Develop a play on lead pollution awareness acted by the children				■	■					
	Provide technical assistance for implementation of the summer activities					■					
	Organize environmental competitions for children and youth				■	■					
<b>4.2.b. Yearly Activities</b>	Prepare and develop yearly joint work plan to pass the environmental messages to the students						■				
	Provide technical assistance for implementation of Yearly Activities							■	■		
	Organize seminars with local society figures					■	■				

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing									
		2004		2005				2006			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>4.3. Illiteracy Activities</b>											
	Coordinate with Shoubra El Kheima department for illiteracy programs										
	Prepare a joint work plan to pass the environmental messages										
	Raise awareness of lead pollution and changing towards positive healthy practices										
<b>4.4. Activities with Nile Media Center</b>											
	Coordinate awareness activities with Nile Media Center										
	Implement activities and events										
<b>4.5. NGOs</b>											
	Prepare and assess a list of local NGOs										

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing												
		2004		2005				2006						
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
	Select active NGOs for cooperation with the project													
	Coordinate with National NGOs to implement capacity building for local NGOs													
	Develop a final cooperation framework with selected NGO													
	Implement capacity building programs													
	Technical assistance for implementation of the NGO activities													
<b>4.6. Smelter Owners</b>	Organize meetings to orient on remediation activities and options													
	Support negotiation meetings													
	Prepare for celebrating signature of agreements													
	On going consultation													

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing									
		2004		2005				2006			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>4.7. Formulate and Conduct Local Advisory Committees in the areas of education, health, and local communication</b>											
	Identify local community groups	—									
	Identify members for each committee	—									
	Organize regular monthly meetings for each committee	—	—	—	—	—	—	—	—	—	
<b>4.8. Opinion Leaders</b>	Identify opinion leaders: sheiks, priests, party members, women, and natural leaders			—	—	—					
	Organize meetings to orient on project activities					—	—	—	—		
	Provide technical assistance to opinion leader activities					—	—	—	—		
	Implement activities in coordination with the project					—	—	—	—		
<b>4.9. Project Launching Event</b>	Coordinate with project stakeholders	—									

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing											
		2004		2005				2006					
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
	Prepare media coverage	-											
	Implement the event	-											
<b>4.10. Project Closing Event</b>	Coordinate with project stakeholders											—	
	Prepare media coverage											—	
	Conduct the event											—	
<b>5. Communication Monitoring and Evaluation</b>													
	On going evaluation based on Project Monitoring Program (PMP)	—											
<b>5.1. Final Evaluation</b>													
	Prepare and conduct Knowledge, Attitudes, and Practices (KAP) Study											—	

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing																			
		2004		2005				2006													
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4										
	Conduct analysis to evaluate community development																				
<b>5.2. Coordination with Donors</b>																					
	Coordination meetings with related donor projects																				
<b>5.3. Gender Mainstreaming</b>																					
	Ensure Gender is mainstreamed in various project plans, activities, and reports																				
<b>5.4. Collect Media Articles, News, and Coverage Material</b>	On going collection of different media coverage activities in cooperation with EEAA																				
<b>6. Support Remediation Activities</b>																					
<b>6.1. El Shahid Ahmed Shaalan School</b>	Finalize school documentary																				
	Prepare for inauguration																				

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing											
		2004		2005				2006					
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
	Prepare for media coverage and invitations to Governor and Ministers of Education and Environment					—							
	Prepare and coordinate for attendance of Governor and Ministers of Education and Environment					—							
	Prepare handouts/giveaways for children					—							
<b>6.2. Smelters: Seoudi, El Mahy, Awadallah</b>	Finalize smelter documentary								—	—	—		
<b>7. Coordination with National Institutions</b>									—	—	—		
<b>7.1. NCW</b>	Coordination with NCW				—	—	—	—	—	—			
<b>7.2. Businessmen Meeting</b>	Prepare in coordination with GOQ								—	—			
	Mobilize businessmen to bear their social responsibility towards their neighboring community					—	—	—	—	—			
	Implement local activities in coordination with businessmen					—	—	—	—	—			

**Table 6: Strategy Implementation Time Frame**

Task	Activity	Timing											
		2004		2005				2006					
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
<b>7.3. Media</b>	Coordinate with media and orient on project activities												
	Disseminate press releases for project activities												
	Round table discussions with media to prepare for inauguration of remediated sites												
	Media coverage for project activities												