



**Ministry of State for  
Environmental Affairs  
Egyptian Environmental  
Affairs Agency**

**Danida**  
ESP - CEM

**Environmental Sector Program  
Communication for  
Environmental Management**

# **National Strategy for Environmental Communication (NSEC)**

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**1/1 Strategy for environmental communication, why?**

Egypt faces many environmental challenges that constitute a source of natural resources degradation, and a threat to its future generations. These environmental challenges are due to the inability of available resources to meet people's needs, in addition to the abuse of the available resources. At the forefront of Egypt's environmental problems are pollution of various types, scarcity of water supplies, population increase, resources depletion, relative absence of law enforcement, lack of awareness of the vitality of environmental issues. Awareness is the most effective media for rationalizing the use of resources and dealing with bio-environment. These challenges face the diverse groups and classes of Egyptian society with respect to their responsibility to address such environmental issues in order to achieve sustainable development.

Law 4/1994 of the Environment has stipulated that the Egyptian Environmental Affairs Agency (EEAA) may, in order to achieve its objectives, "...regularly collect national and international information on the environmental status and their changes, in collaboration with information centers in other entities, assess and employ these information in environmental management and disseminate such information" (Article V, chapter II). In the same article, the law specified the need for, "establishing an environmental cultural program and helping in its implementation". Thus, all communication types, channels, and content are but one of the EEAA's genuine missions. Consequently, EEAA's ability to achieve its objectives is based on the efficiency, effectiveness and quality of the following:

- Internal communication among the various sectors and departments within EEAA, which can mobilize and coordinate powers, increase and improve working and interacting with the targeted external public groups.
- Public communication with the aim of developing knowledge and awareness of environmental issues, changing unacceptable behaviors and gaining the support required for EEAA missions from decision makers and potential partners.

Whereas Article V, Chapter II of the Environmental Law stipulates that, "EEAA shall develop the general policies and devise the plans required for environment preservation and development and follow up the implementation thereof, in coordination with the

concerned administrative entities”, developing a national strategy for environmental communication is among EEAA missions as stipulated in the preceding article.

The EEAA’s need for this strategy arises from the necessity of having a framework in place for integrated Communication activities required in the field of exchanging environmental information. This framework would be necessary in order to sustain the values supporting a balanced environment, to have effective environmental policies and, at the same time, provide communication support to the various environmental efforts, policies and programs, including changes in knowledge, approaches and behaviors, and reaching a general understanding of environmental issues, which affect the various community members.

## **1/2 Strategy General Objectives and Functions**

### **General Objective**

“To provide communication support for the various environmental efforts aiming at achieving sustainable development, with the final goal of improving citizen’s quality of life and achieving welfare for future generations”

### **Functions**

- First: Identifying EEAA Communication objectives during 2005 – 2010
- Second: Finding a multimedia communication system to enable achievement of the objective in “First”
- Third: Identifying communication resources required to operate the proposed communication system
- Forth: Identifying the domains for using Communication resources in the form of communication policies for directing EEAA communication behavior

## **1/3 Strategy Major Approaches**

This strategy depends on four integrated key approaches to achieve EEAA’s communication objectives:<sup>1</sup>

- First: **Social Marketing:**  
It means using all communication methods and media to promote ideas, opinions and concepts related to environmental issues within the framework of the prevailing social culture. This entails using marketing techniques in promoting environmental concepts, problems and behaviors.

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<sup>1</sup> This integrated approach was used in 28 countries resulting in improved and increased participation. It had a positive impact on assisting in the implementation of work and behaviors in Environmental issues in many countries worldwide. Thus, the communication and social marketing approach may be useful in helping achieve EEAA’s strategic objectives.

- Second: **Environmental Communication**  
Communication about all activities related to environmental issues and prioritizing these issues
- Third: **Environmental Education**  
Effecting changes in values and directions affecting environmental behaviors and directing Communication activities to gain positive environmental behaviors through methodological and non-methodological educational media
- Forth: **Public Participation**  
Urging the public, organizations, and institutions concerned with environmental issues to participate in planning and implementing environmental policies and emphasizing the joint responsibility for environmental problems

#### **1/4 Methodology of Drawing up the Strategy**

This strategy was designed in three main stages:

##### **First stage: Data Collection**

Data collection in this strategy depended on:  
Workshops, personal interviews, field and facility visits, Exploratory KAP Survey, content analysis for a sample Environmental communication content, Review of environmental documents and literature, surveying of literature on communication strategies.

##### **Second Stage: Data Processing**

In this stage, the strategy general structure was drafted based on the indicators taken from theoretical and field data that were collected during the first stage.

##### **Third Stage: Final Drafting**

A preliminary draft for the strategy was prepared to be submitted to EEAA leaderships and a number of Communication experts. All comments were incorporated.

#### **1/5 Communication models followed in the strategy**

Two communication models were used to develop the strategy, in the following manner:

##### **1/5/1 Information flow**

This is the Cognitive Model specialized in increasing information flow and raising awareness and understanding levels, finding favorable positive approaches to environmental issues.<sup>2</sup>

##### **1/5/2 Behavioral Model**

This model aims at behavioral change in the groups targeted by the Communication activity.<sup>3</sup>

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<sup>2</sup> See this model's components in Annex (1)

<sup>3</sup> See this model's components in Annex (1)

(2)

**Communication Problems**

- **External communication**
- **Internal communication**
- **Environmental problems from a Communication perspective**
- **Distribution of communication activity impacts during 2005 – 2010**

**2/1 External Communication**

- Over the last ten years, concrete efforts have been exerted by EEAA in the field of environmental awareness and education.
- These efforts resulted in remarkable growth in environmental issues understanding and awareness among the various public categories. However, there is still a need for more support to what has been achieved, and more effort are required to disseminate more understanding and awareness among society sectors vertically and horizontally.
- External communication is not subject to the integrated communication system, in which the main factors of the communication process integrate, and these are:
  - ❖ Sender (for many entities undertake external communication activities)
  - ❖ Messages (the message sent by EEAA vary at the level of regional Communication Departments. These messages often do not follow a clear agenda of EEAA priorities. The annual plans for these departments lack coordination concerning the content of the sent message and the convincing strategies used in it)
  - ❖ Media (there is no clear integration between the employed communication media, which is a crucial issue for any multimedia communication)
  - ❖ Objectives (despite the clarity of the external communication General objectives as major tasks in EEAA Communication efforts, yet there is no general plan including specific goals that can be pursued at the national and regional level)
  - ❖ Target groups (there is no matrix of the target groups at the national and regional level. Every targeted group is subject to communication messages that are not integrated and the various communication media are not employed in an integrated manner)
- External communication through public mass media is for the most part characterized by news coverage of events without additional utilization of these media in achieving more awareness and educational goals. Despite the importance of external communication as stipulated by Law No. 4/1994, yet the external communication output is not enough to bear these responsibilities as desired.
- Communication activities aiming at forming a specific positive mental image of EEAA in the minds of the various population sectors are weak. This is attributed to the lack of a clear Corporate Communication Policy concerning EEAA image

before its potential partners, and to the reliance on work distribution principle and its responsibilities. Consequently, the responsibility of communication is distributed on various sectors and very effect sectors were overlooked. If this positive image exists, it may assist much in facilitating accomplishing EEAA general objectives and may largely enhance EEAA status and the importance of its message in society.

- External communication in EEAA is characterized by the weakness in institutional capabilities required for effective environmental communication. There is a financial weakness (lack of financial resources), technical weakness (weakness in the required skills and experience) and administrative weakness (administrative organization) in the institutional structures mandated to activate environmental communication.

## **2/2 Internal Communications**

Internal communication networks undertaking the collection of information from the various sectors within EEAA face diverse problems. This information is extremely important for stimulating the role of communication in the environmental media, awareness and education. Analyses of the Communication status point out to the low levels of the various sectors' interest in Communication activities and in the cooperation with the various sectors in this respect. In addition to this, it is clear that EEAA sectors tend to work independently below the levels of coordination required for activating internal communication. The weakness in internal communication affects the efficiency of external communication and its capability to achieve EEAA general objectives.

A strategy for EEAA internal communication must be drawn up with the aim of:

***Improving the achievement of EEAA's missions through internal communication media and channels of high-level quality and efficiency, supporting the rapid flow and active exchange of information among the various EEAA units and individuals***

This requires:

1. Disseminating a unified culture among EEAA employees with respect to EEAA's responsibilities as well as to the importance of its tasks and Communication objectives, provided such culture be unanimous and supported by the senior management.
2. Improving employees understanding and commitment to EEAA general and specific objectives of its sectors and the missions they undertake.
3. Developing a high level of coordination between EEAA sectors and RBOs in the fields of information collection and dissemination, causing a rapid and active flow of the information required for external communication through the various sectors.
4. Increasing feedback capacity to transfer information through outreach communication media

5. Activating the role of the various administrative units in developing and implementing communication plans
6. Raising the morale of EEAA employees

### **2/3 Environmental Problems from a Communication Perspective**

A list was prepared of the environmental problems requiring an intensive Communication activity that may support all activities and efforts aiming at facing these problems, observing the difference in causes and the effect of each of these causes throughout the various Governorates. The following problems as arranged represent the field of the strategy executive work:

1. Air pollution
2. Water pollution
3. Waste management
4. Food contamination
5. Coasts pollution and destruction
6. Deterioration of agricultural land production
7. Resource depletion

It is required that in coordination with EEAA sectors, a list is prepared of the special problems, their geographical distribution, importance, and time framework, if applicable.

### **2/4 Communication Behaviors and other relevant behaviors that must be disseminated:**

1. Achieving as much integration as possible among external communication activities conducted by EEAA and the Communication activities conducted by organizations and authorities concerned with environmental issues.
2. Rationalizing economic behavior and bettering the quality of Communication behavior of field employees whether in institutions, organization or associations concerned with environmental issues.
3. Encouraging public participation in efforts exerted for improving environmental conditions in society.
4. Bridging any existing gap between positive approaches and negative behaviors



**2/5 Distribution of Communication Activities Impacts during 2005 – 2010**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Raising targeted groups general and specific concern with environmental issues (Decreasing over Strategy years)	****	****	***	**	**	*
Incorporating environmental issues in public priorities (Decreasing over Strategy years)	*****	*****	****	***	**	**
Finding and emphasizing favorable approaches towards environmental issues (Increasing over Strategy years)	***	****	****	*****	*****	*****
Individual and institutional behavioral change (Increasing over Strategy years)	**	***	****	*****	*****	*****

<b>(3)</b> <b>Strategic Framework</b>
<b>Communication Objectives</b>
<b>Targeted Groups</b>
<b>Messages</b>
<b>Communication Media and Channels</b>

### **3/1 Environmental Communication Objectives**

Based on EEAA general objectives and the indicators concluded from analyzing the environmental Communication situation theoretically and in the field, it is possible to determine the following objectives matrix that constitutes the focal environmental communication work during the coming five years:

#### **3/1/1 External Communication**

- 1- Supporting pressure groups positive approaches, particularly decision makers and opinion leaders towards environmental issues, and encouraging participation and cooperation as a support to implementing EEAA policies.
- 2- Activating the participation of organizations, authorities and institutions concerned with environmental issues in environmental communication activities and supporting their sense of responsibility towards such issues.
- 3- Putting environmental issues on top of public priorities and increasing its space in social communication among targeted groups.
- 4- Enhancing knowledge and awareness levels of environmental issues among various public groups sectors and encouraging positive behavioral change towards environmental problems.
- 5- Supporting general and specific public awareness of the nature of the vital role played by EEAA in finding sustainable solutions for environmental problems, in collaboration with local, regional and international authorities and organizations.

#### **3/1/2 Internal Communication**

- 1- Developing EEAA institutional capacities to implement an effective communication strategy to achieve EEAA Communication objectives and to establish a mechanism for following up and assessing their implementation results.
- 2- Laying the basis for developing an Information Supply/Distribution Strategy, as a vital necessity for any effective Communication activity, ensuring prompt and vital flow of information for all partners in environmental communication and awareness activities.

### **3/2 Targeted Groups**

To achieve the communication strategy general objectives, it is necessary to reach out with the messages to the various groups who may assist in achieving these objectives.<sup>4</sup>

Target groups must be seen as stakeholders, that is “organizations and persons of direct interest in the various environment issues”.<sup>5</sup>

Each target group was divided into primary and secondary groups.

#### **3/2/1 Target Groups Priorities**

The priorities of target groups are governed by the strategy objectives stated in EEAA strategic plan matrix and programs matrix (September 2003), as follows:

General objective:	Improving environmental conditions and life quality in Egypt
Developmental objective:	Incorporating the environmental dimension in development
EEAA purpose:	Developing and implementing general environmental policies

The Strategy Communication Activities Target Groups were divided as follows:

- First category:** Decision makers, including:  
Legislature, governmental bodies, owners of major enterprises, the judiciary and the police.
- Second category:** Including:  
NGOs, opinion leaders, media professionals, religious leaders, teachers, researchers, local councils members, professional syndicate members.
- Third category:** **General public, including:**  
Women, children, youth and other categories
- Fourth category:** Professional public, including:  
Farmers, fishermen, workers, drivers, managers of medium-size enterprises in the fields of (agriculture – industry – tourism), owners of small-size enterprises.<sup>6</sup>

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<sup>4</sup> According to Agenda 21 issued by the Environment Conference held in Rio de Janeiro, targeted groups of the communication and awareness address were divided into: women – youth – workers and peasants – governmental leaders – private sector – researchers – opinion leaders including media professionals.

<sup>5</sup> The Danish Environmental Support to Eastern Europe, “Draft Communication Manual, First Edition, May 2002

<sup>6</sup> See target groups in terms of importance, knowledge features, strengths, and weaknesses in Annex (2)

### 3/3 Communication Messages<sup>7</sup>

The term “Key messages” means the main idea that can be addressed through different forms of messages and through using various attractions. Since the target public was classified into specific groups, it is necessary to determine the relation between the cognitive/knowledge and the prevailing behavioral level among each target group and the main ideas in the messages addressed to such group. This is demonstrated in the following matrix:

**The following table shows the cognitive and behavioral message matrix distributed on target public categories**

	<b>Target Groups</b>	<b>Cognitive level and prevailing behavior</b>	<b>Cognitive and behavioral messages</b>
<b>First Group</b>	Decision makers  Legislature, governmental bodies, owners of large-size enterprises, judicial bodies and police.	The cognitive level varies concerning: <ul style="list-style-type: none"> <li>• The size of environmental problems in Egypt</li> <li>• Work priorities in the field of environment</li> <li>• Problems facing EEAA work</li> <li>• Prevailing behaviors:                             <ul style="list-style-type: none"> <li>• Ignoring environmental issues</li> <li>• In sufficient cooperation with EEAA</li> <li>• They do not search for the expected assistance from the EEAA</li> <li>• The lack of the environmental factor in the institutional culture of the sectors they work in.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Environmental issues deserve more effort, for caring for the environment is a long-term economic and human investment.</li> <li>• Facing environmental problems in Egypt starts from the major institutions and organizations in the society. Environment protection is a social responsibility on every institution, organization and individual in Egypt.</li> <li>• EEAA gives the development projects undertaken by the public and the private sectors a civilized and health dimension.</li> <li>• The environmental dimension in developmental projects has a cost-effective impact.</li> <li>• The environmental status is an international criterion in assessing development efforts and in encouraging investment.</li> <li>• The legal dimensions of environmental issues in Egypt.</li> <li>• Achieving high development levels is pertinent to improving environmental conditions.</li> </ul>

<sup>7</sup> See messages classification manual in Annex (1)

<p><b>Second Group</b></p>	<p>NGOs, opinion leaders, media professionals, religious leaders, teachers, researchers, local councils members, syndicates members.</p>	<p><b>The cognitive level carries concerning:</b></p> <ul style="list-style-type: none"> <li>• The size of environmental problems</li> <li>• Reasons for the current environmental deterioration</li> <li>• The role that can be played</li> <li>• Groups that may be affected by them</li> <li>• Legal culture related to the environment</li> </ul> <p>Prevailing behaviors:</p> <ul style="list-style-type: none"> <li>• The lack of the required communication skills</li> <li>• The lack of the required material and tools</li> <li>• Low levels of coordination and collaboration with EEAA.</li> </ul>	<ul style="list-style-type: none"> <li>• Environment problems and the responsibility of environmental awareness and <b>compliance</b>.</li> <li>• Environment protection and maintenance from deterioration is subject to participation in environmental awareness stages.</li> <li>• Environment problems in Egypt and the efforts exerted are in need of the support of the concerned international organizations.</li> <li>• Environmental work provides success opportunities for all population sectors, for a reformed environment is the criterion of everybody's success.</li> <li>• Environmental awareness needs experience and skills together. We will try to discover the best methods to address environmental problems.</li> <li>• EEAA provides the required communication material for the environmental awareness program</li> <li>• Your in-field experience largely helps in the efficient planning and implementation of environmental communication programs.</li> <li>• The Law protects the environment from violation. We do not seek legal punishments but seek not being held legally responsible.</li> </ul>
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<p><b>Third Group</b></p>	<p>General public</p> <ul style="list-style-type: none"> <li>• Women</li> <li>• Children</li> <li>• Youth</li> <li>• Other categories not determined in this strategy</li> </ul>	<p>The cognitive level is low concerning:</p> <ul style="list-style-type: none"> <li>• The EEAA, its missions, their importance, the need for EEAA and its services and its relation to citizens daily life, and where it is and how it can be reached.</li> <li>• The environment and its importance for there present and the future of there children</li> <li>• Health, economic and social dangers and harms caused by environmental issues</li> <li>• The economic importance of environmental issues</li> <li>• The real threat awaiting the future of the environment in Egypt</li> <li>• The environment has a binding law</li> <li>• Behaviors prevailing today aggravate environment problems in the future</li> <li>• Alternative behaviors for a more balanced environment</li> <li>• Transformation means to alternative technologies</li> </ul>	<ul style="list-style-type: none"> <li>• The environment is life and is pertinent to the goals we seek for our present and the generations to come.</li> <li>• The continuation of the current environmental behavior warns of many dangers</li> <li>• It is not too late to recover the face of life around us. There are many methods to achieve our goals and protect the surrounding environment.</li> <li>• Think about the environment and discuss its issues with others.</li> <li>• The environment is protected by a law. Encourage other not to be held legally responsible.</li> <li>• EEAA works for a healthy environment for you and your companions</li> <li>• Protecting and preserving the environment is an ancient Egyptian behavior, encouraged by religions and by Egyptians' culture throughout years</li> <li>• Our natural resources are a reserve for our coming generations and us. Preserve the rights of coming generations to these scarce resources.</li> </ul>
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<b>Fourth Group</b>	<p>Professional people</p> <ul style="list-style-type: none"> <li>• Farmers</li> <li>• Fishermen</li> <li>• Workers</li> <li>• Drivers</li> <li>• Shepherds</li> <li>• Managers of medium-size enterprises in the fields of (agriculture – industry – tourism)</li> <li>• Owners of small-size enterprises</li> </ul>	<ul style="list-style-type: none"> <li>• The environment concept is not clear</li> <li>• Knowledge Levels of environment issues and problems, and the harmful impact on work are low</li> <li>• The technology required for the alternative behavior is not available or not known</li> <li>• The prevailing negative behavior is supported by some prevailing social values and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• The environment is the source of your income and field of work. A healthy environment is a source of abundance of good for you and your family.</li> <li>• Current behaviors deplete the environment resources and cause its deterioration. Do not leave your children a poor exhausted environment that does not give them what it gave you.</li> <li>• Speak with others about the importance of protecting the available resources.</li> <li>• There are alternative means to achieve your goals and protect the environment around you.</li> <li>• Avoid being held responsible by the environment law and we help you to do so.</li> <li>• EEAA and its RBOs have the means to assist you in dealing with the sources of life: land, air and water.</li> </ul>
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### 3/4 Communication Media and Channels

Communication Media: these are the means used to reach out for the target public  
 Communication Channels: these are the tools that carry the message to its public.<sup>8</sup>

<sup>8</sup> See communication media characteristics in Annex (1)

**(4)**  
**Communication Strategy Matrix**

The following matrix demonstrates the distribution of the main and lateral objectives and the key messages on the target public categories

**4/1 the first category of the target public**

<b>Target public</b>	Decision makers <ul style="list-style-type: none"> <li>• Legislature in the People’s Assembly and Shoraa Council</li> <li>• Governmental bodies of influence in environmental issues</li> <li>• Large private sector enterprises</li> <li>• Judicial bodies and police</li> </ul>	
<b>Required change level</b>	<ul style="list-style-type: none"> <li>• Supporting the awareness levels of the seriousness of environment issues and its current status.</li> <li>• The appearance of favorable approaches for drawing up and implementing environmental policies that achieve the general objectives of environmental work in Egypt.</li> <li>• Prioritizing environment issues among other issues that seem contradictory to it.</li> <li>• Practicing positive influence in organization and affiliate units concerning environment issues.</li> </ul>	
<b>Level of effected change</b>	A change in the knowledge level of environment issues, their importance and their programs during 2005 – 2006 A change in institutional behavior starting from 2007	
<b>Main and lateral objectives</b>	<b>Main Objectives</b>	<b>Lateral Objectives</b>
	1- Supporting positive approaches among effect groups especially decision makers and opinion leaders towards environment issues and encouraging participation and collaboration to support implementing EEAA policies.	<ul style="list-style-type: none"> <li>• A more profound understanding of environment issues and their effect in the various life aspects</li> <li>• Understanding problems facing environmental work in Egypt</li> <li>• Stressing the fact that interest in environment issues is a crucial part of this public categories work</li> <li>• General and special education and enforcement of the environment law and relevant articles in other laws, which assists in the success of environmental work success</li> </ul>



	<p>2- Activating the participation of organizations, authorities and institutions concerned with environment issues in environmental communication activities and promote their sense of responsibility for environment issues.</p>	<ul style="list-style-type: none"> <li>• Encouraging target public categories to participate in environmental activities related to the field of work and interest.</li> <li>• Public categories Support of environmental activities that require the participation of institutions, organizations and individuals related to these categories.</li> </ul>
	<p>3- Prioritizing environmental issues among general public main fields of interest and increasing the space for social communication among target groups</p>	<p>Stressing the appearance of environment issues among vocational and general programs and activities undertaken by institutions and individual belonging to this public.</p>
	<p>5- Supporting the public and special public awareness of the vital role played by EEAA in finding sustainable solutions for environmental problems in cooperation with the local, regional and international various authorities, and organizations.</p>	<ul style="list-style-type: none"> <li>• Supporting EEAA image as an independent national agency and as an indispensable reference for information and ideas related to environment issues</li> <li>• Emphasizing EEAA image as a dynamic organization of influence on alleviating environmental problems in Egypt and stressing its credibility</li> <li>• Emphasizing the connection between EEAA work and the missions undertaken by this public institutions and individuals</li> <li>• Understanding EEAA missions and their importance and supporting its policies.</li> </ul>
	<p><b>Main Messages</b></p>	<p><b>Communication media and Channels</b></p>

<b>Communication messages and media</b>	<p style="text-align: center;"><b>Main Messages</b></p> <ul style="list-style-type: none"> <li>• Environment issues deserve more effort, for the interest in environment is a long-term economic and human investment.</li> <li>• Addressing environment problems in Egypt starts from major institutions and organizations in society. Protecting the environment is a social responsibility on the shoulders of each institution, organization and citizen in Egypt.</li> <li>• EEAA bestows upon the development projects done by the public and the private sectors a civilized and healthy dimension.</li> <li>• The environmental dimension in developmental projects has an effective economic effect.</li> <li>• The environmental status is an international criterion for assessing development and investment encouragement efforts.</li> <li>• The legal dimension in the environment issues in Egypt.</li> <li>• Achieving high development rates is pertinent to improving environmental conditions.</li> </ul>	<p style="text-align: center;"><b>Communication media and Channels</b></p> <ul style="list-style-type: none"> <li>• An Annual Environment Forum</li> <li>• Annual awards for public and private organizations.</li> <li>• Using mailing lists</li> <li>• Facility visits</li> <li>• Field trips to site where EEAA needs the support of this category of the public.</li> <li>• Interviews</li> <li>• Roundtables</li> <li>• Mass media (focusing on the press)</li> <li>• Publications</li> <li>• The participation of influential persons among this public in EEAA general activities at the external, central and regional levels.</li> <li>• Environment forums in provincial universities</li> <li>• Incorporating the environmental dimension in institutions, universities and schools programs and in institutions and companies advertisements.</li> <li>• Employing the public service assignees in environmental awareness.</li> <li>• Providing assistance in practical training programs in universities.</li> <li>• Employing mass media in the call for the participation of EEAA leaderships to the higher councils that include public figures.</li> </ul>
<b>Secondary public</b>	Businessmen organizations, trade unions, mass media, governmental institutions, local councils	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understanding the role that can be played by the Primary public in the field of the environment</li> <li>• Emphasizing the importance to activate this role.</li> </ul>	
<b>Messages and media</b>	<b>Main Messages</b>	<b>Communication Media and channels</b>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Large institutions and decision makers play a basic role in effecting environmental action efforts; it is necessary that they play this role;</li> <li>• Enforcing of environment law is necessary to progress environmental action in Egypt;</li> <li>• Set subjects (policy programs, provisions, systems and instructions required from decision makers); and</li> <li>• Achieving high development rates is related to improving environmental</li> </ul>	<ul style="list-style-type: none"> <li>• Using national and local mass media (criticism or determining thwarting entities should be avoided);</li> <li>• Communication channels with NGOs;</li> <li>• EEAA events and celebrations to which trade union organization representatives are invited;</li> <li>• Hearing sessions; and</li> <li>• Roundtables.</li> </ul>

	conditions.	
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**4/2 Second Category of Target Groups:**

<b>Target group</b>	Two-step flow of information, NGOs, international organizations and institutions, media men, religious leaders, teachers, researchers, members of local councils and trade unions.	
<b>Required change level</b>	<ul style="list-style-type: none"> <li>❖ Developing the level of understanding and awareness of the importance of environmental issues;</li> <li>❖ Adopting positive attitudes of participation in environmental action efforts;</li> <li>❖ Exercising influence on surrounding groups for awareness raising and encouraging the right behavior; and</li> <li>❖ Developing skills of awareness raising of and guidance to environmental issues to exercise the required influences.</li> </ul>	
<b>Achieved change level</b>	<ul style="list-style-type: none"> <li>❖ Developing the understanding of 20% of the total target groups individuals and institutions annually;</li> <li>❖ Changing the behavior of 40% of the total target groups individuals and institutions during the next 6 years; and</li> <li>❖ Increasing the rates of international organizations' participation in environmental action.</li> </ul>	
<b>Objectives and sub-objectives</b>	<b>Objectives</b>	<b>Sub-objectives</b>
	1. Supporting positive trends of effect groups, especially decision makers and opinion leaders, which supports the implementation of EEAA policies	<ul style="list-style-type: none"> <li>• Stressing that environmental issues and stakeholder organizations are worth providing care and assistance for at all levels; and</li> <li>• General and specific education of environment law and its operationalization as well as relevant articles in other laws, which helps the success of environmental action.</li> </ul>
	2. Effecting the participation of organizations, authorities and institutions concerned with environment issues in environmental communication activities and supporting their sense of responsibility toward such issues.	<ul style="list-style-type: none"> <li>• Increasing the understanding of the importance of environment issues, their domain and effects;</li> <li>• Stressing the importance of participation in environmental awareness raising activities;</li> <li>• Deepening the sense of personal and institutional responsibility towards environmental issues;</li> <li>• Developing environmental-issue-awareness-raising skills for target people; and</li> <li>• Participating in EEAA communication activity planning and implementation.</li> </ul>

	<p>3. Including environmental issues in the public's concern priorities and increasing their occupation of social communication among target groups.</p>	<ul style="list-style-type: none"> <li>• Focusing on environmental issues in the communications established with other groups;</li> <li>• Linking environment issues to different categories' interests; and</li> <li>• Linking environment issues to target groups' main issues.</li> </ul>
	<p>4. Raising the levels of understanding and awareness of environment issues of different public sectors and inducing their positive behavioral change towards environment problems</p>	<p>Achieving this objective at the level of affected groups of this public category.</p>
	<p>5. Supporting general and specific public understanding of the vital role played by EEAA in providing sustainable solutions for environmental problems in collaboration with different local, regional and international authorities and organizations</p>	<ul style="list-style-type: none"> <li>• Increasing public awareness of EEAA as a national individual agency and indispensable source of information and ideas about environment-related issues;</li> <li>• Stressing EEAA position as a dynamic and credible organization influencing the decrease of environmental problems in Egypt;</li> <li>• Stressing the humanistic character of EEAA tasks;</li> <li>• Stressing the relation of EEAA activities to the tasks undertaken by public institutions; and</li> <li>• Developing the understanding of EEAA activities and Communication objectives</li> </ul>
	<p><b>Main messages</b></p>	<p><b>Communication media and channels</b></p>

	<ul style="list-style-type: none"> <li>• Environment problems and the responsibility of environmental awareness and <b>behavior</b>;</li> <li>• Protecting the environment against deterioration is dependent on environmental awareness and adopting alternative behavior. Achieving such a state is subject to participation in all stages of environmental awareness raising;</li> <li>• Environmental action is the gate to success for all public categories, as the good environment is all the people's standard of success;</li> <li>• Environmental awareness raising needs experiences and skills. Together, we will try to discover the best methods of handling environmental issues;</li> <li>• EEAA provides communication materials necessary for participation in environmental awareness raising programs;</li> <li>• Your field experiences help much in an efficient planning for and implementation of environmental communication programs;</li> <li>• Law protects the environment against being encroached upon. We are not seeking legal punishments, but avoiding them; and</li> <li>• Achieving high development rates is related to improving environmental conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops;</li> <li>• Training courses;</li> <li>• Communication toolboxes;</li> <li>• Distributing environmental portfolios;</li> <li>• Seminars;</li> <li>• Hearing sessions;</li> <li>• News releases;</li> <li>• Press kits;</li> <li>• Variable publications;</li> <li>• Field visits;</li> <li>• Encouraging scientific research;</li> <li>• Mass media;</li> <li>• Newsletters;</li> <li>• Training of trainers (TOT) programs; and</li> <li>• EEAA website.</li> </ul>
<b>Secondary public</b>	Trade associations, mass media, governmental institutions, NGO national and regional unions and donor agencies.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Awareness of the importance of the primary public's participation in the environmental awareness raising and education;</li> <li>• Stressing that participation in the environmental communication activities is a success factor and a standard for evaluating the performance of the primary public's categories; and</li> <li>• Supporting environmental awareness-raising activity participants' efforts.</li> </ul>	
<b>Messages</b>	<ul style="list-style-type: none"> <li>▪ Primary public categories are an effective power in achieving environmental awareness and behavioral change;</li> <li>▪ Motivating such categories to participate and interact is what they can provide for a good and balanced environment;</li> <li>▪ EEAA supports such participation by all means; and</li> <li>▪ Achieving high development rates is proportional to improving environmental conditions.</li> </ul>	
<b>Means</b>	<ul style="list-style-type: none"> <li>▪ Different methods of personal and collective means of communication.</li> </ul>	

**4/3 The third category of target people**

<b>Target people</b>	Women, children, youth, other categories not determined in this strategy.	
<b>Required change level</b>	<ul style="list-style-type: none"> <li>• Developing understanding and understanding of environment issues;</li> <li>• Developing positive trends toward environment issues;</li> <li>• Determining the reasons for negative phenomena and means of treating them;</li> <li>• Deeper understanding behavioral harms on the environment; and</li> <li>• Adopting appropriate behaviors.</li> </ul>	
<b>Achieved change level</b>	Developing the understanding of 20% of the total target groups individuals and institutions annually; and Changing the behavior of 30% of the total target groups individuals and institutions during the next 6 years.	
<b>Objectives and sub-objectives</b>	<b>Main objectives</b>	<b>Sub-objectives</b>
	3- Including environmental issues in the general public concern priorities, and increasing its quota in the social communication among target groups.	<ul style="list-style-type: none"> <li>• Stressing collective participation in protecting the environment;</li> <li>• Encouraging using available understanding in directing the others;</li> <li>• Inducing handing available understanding to following generations; and</li> <li>• Stressing environmental citizenship rights.</li> </ul>

	<p>4- Raising the levels of environmental issue understanding and awareness for different public sectors, and motivating positive behavioral change towards environment issues.</p>	<ul style="list-style-type: none"> <li>• Developing understanding of environmental issues, problems and methods of detecting it;</li> <li>• Understanding harms and benefits of handling environment issues currently and in the future;</li> <li>• Adopting positive attitudes towards environment issues;</li> <li>• Highlighting negative behaviors and their harms in handling environment issues;</li> <li>• Stressing positive alternative behaviors;</li> <li>• Underscoring the positive impact of alternative behaviors; and</li> <li>• General and specific education of environment law and effecting it, besides relevant articles in other laws, which helps bring the success of environmental action.</li> </ul>
	<p>5- Supporting general and specific public's understanding of the nature of the vital role played by EEAA in providing sustainable solutions for environmental problems in collaboration with different national and international individuals, agencies and organizations.</p>	<ul style="list-style-type: none"> <li>▪ Increasing public awareness of EEAA as a national individual agency and indispensable source of information and ideas about environment-related issues;</li> <li>▪ Stressing EEAA position as a dynamic and credible organization influencing the decrease of environmental problems in Egypt;</li> <li>▪ Stressing the humanistic character of EEAA tasks;</li> <li>▪ Stressing the relation of EEAA activities to the tasks undertaken by public institutions; and</li> <li>▪ Developing the understanding of EEAA activities and Communication objectives</li> </ul>

	<b>Main messages</b>	<b>Communication channels and media</b>
	<ul style="list-style-type: none"> <li>▪ Environment is the life we lead and belong to; it is related to the goals we seek to achieve for our present and the future of the following generations;</li> <li>▪ Continuance of the current environmental behavior foreshadows much danger;</li> <li>▪ It is never too late to regain the beauty of life; there are many methods that fulfill our goals and protect surrounding environment;</li> <li>▪ Think of your surrounding environment and discuss its issues with the others;</li> <li>▪ EEAA is dedicated to a healthy environment for you and others;</li> <li>▪ Protecting and maintaining the environment is an ancient Egyptian behavior encouraged by religions and Egyptians' culture along the ages; and</li> <li>▪ Environment is protected by law; encourage others to avoid being punished by it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ General and specific mass media, especially the role played by TV in awareness raising messages and behavioral change;</li> <li>▪ Artistic and cultural fairs;</li> <li>▪ Competitions;</li> <li>▪ EEAA website;</li> <li>▪ Variable publications (brochures, booklets, leaflets and posters);</li> <li>▪ Road and square ads;</li> <li>▪ Religious sermonizing;</li> <li>▪ Seminars;</li> <li>▪ Mobile fairs;</li> <li>▪ Spot announcements;</li> <li>▪ Dramatic works;</li> <li>▪ National environmental caravan;</li> <li>▪ Rural women visitors;</li> <li>▪ Public service assignees;</li> <li>▪ NGOs;</li> <li>▪ Clubs and youth centers;</li> <li>▪ Environmental tourism program;</li> <li>▪ Environmental education; and</li> <li>▪ EEAA website.</li> </ul>
<b>Secondary public</b>	Media men, teachers and university professors, physicians, nurses, women and social care organizations, youth centers, clubs, mass media, party youth secretariats, opinion leaders, NGOs and rural women vi	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ Understanding development of the danger of environmental issues, problems and their reasons;</li> <li>▪ Inducing participation in raising the awareness of the public opinion and the environmental behavioral change; and</li> <li>▪ Achieving high development rates relevant to the improvement of environmental conditions.</li> </ul>	



<b>Messages</b>	<ul style="list-style-type: none"> <li>▪ Environment problems in Egypt and their relationship with awareness levels and predominant behavior;</li> <li>▪ Participation in awareness raising is the best you can provide for a good and balanced environment; and</li> <li>▪ Awareness levels and others' behaviors impact your personal life.</li> </ul>
<b>Means</b>	<ul style="list-style-type: none"> <li>▪ Mass media;</li> <li>▪ Publications; and</li> <li>▪ Collective and individual communication channels (meetings, workshops, seminars, conferences and hearing sessions)</li> </ul>

#### 4/4 The fourth category of target people

<b>Target groups (specific people)</b>	Farmers, workers, drivers, fishermen, shepherds, medium enterprises (MEs) in agriculture, industry and tourism) and small enterprises (SEs) owners.	
<b>Required change level</b>	<ul style="list-style-type: none"> <li>• Development of the understanding of the importance of environmental issues in fields of work;</li> <li>• Increasing awareness of the different dimensions of environmental issues in the fields of work;</li> <li>• Understanding the impact of current behaviors on surrounding environment;</li> <li>• Collaborating with exerted efforts to improve environmental conditions;</li> <li>• Adopting appropriate attitudes towards environmental issues; and</li> <li>• Adopting positive behaviors.</li> </ul>	
<b>Achieved change level</b>	Developing the understanding of 20% of the total target groups individuals and institutions annually; and Changing the behavior of 30% of the total target groups individuals and institutions during the next 6 years.	
<b>Objectives and sub-objectives</b>	<b>Objectives</b>	<b>Sub-objectives</b>
	3- Including environment issues in the general public concern priorities, and increasing its quota in the social communication among target groups.	<ul style="list-style-type: none"> <li>• Stressing collective participation in protecting the environment;</li> <li>• Knowing environmental rights;</li> <li>• Encouraging using available understanding in directing the others; and</li> <li>• Inducing handing available understanding to following generations.</li> </ul>

	<p>4- Raising the levels of environmental issue understanding and awareness for different public sectors, and motivating positive behavioral change towards environment issues.</p>	<ul style="list-style-type: none"> <li>• Stressing the understanding of the personal and collective result of alternative behaviors;</li> <li>• Introducing alternative technology necessary for positive practices;</li> <li>• Developing understanding specific environmental issues relevant to every group;</li> <li>• Awareness of the reasons and harms of such specific problems;</li> <li>• Developing a sense of responsibility and participation in challenging environmental problems;</li> <li>• General and specific education of environment law and effecting it, besides relevant articles in other laws, which helps bring the success of environmental action.</li> </ul>
	<p>5- Supporting general and specific public's understanding of the nature of the vital role played by EEAA in providing sustainable solutions for environmental problems in collaboration with different national and regional individuals, agencies and organizations.</p>	<ul style="list-style-type: none"> <li>• Increasing public awareness of EEAA as a national individual agency and indispensable source of information and ideas about environment-related issues;</li> <li>• Showing active response to EEAA policies and programs;</li> <li>• Stressing EEAA position as a dynamic and credible organization influencing the decrease of environmental problems in Egypt;</li> <li>• Stressing the humanistic character of EEAA tasks; and</li> <li>• EEAA is a beneficial source of experience for the work you are performing.</li> </ul>
<p>Farmers, workers,</p>	<p><b>Main messages</b></p>	<p><b>Communication channels and media</b></p>

<p>drivers, fishermen, shepherds, owners of small enterprises (SEs) and medium investment enterprises (MEs).</p>	<ul style="list-style-type: none"> <li>▪ Environment is the source of your living and where you work; a healthy environment provides you and your family with abundant welfare;</li> <li>▪ Existing behaviors exhaust environmental resources and lead to its deterioration; do not bequeath a poor environment for your children that will not give them as it did to you;</li> <li>▪ Talk with other on the importance of preserving available resources;</li> <li>▪ There are alternative means that fulfill your goals and protect your surrounding environment;</li> <li>▪ Avoid being punished by environment law; we can help you;</li> <li>▪ EEAA and its RBOs can help you handle life resources well (soil, air and water).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rural radio and TV programs;</li> <li>▪ Spot announcements via radio and TV;</li> <li>▪ Religious leaders;</li> <li>▪ Agricultural guides;</li> <li>▪ Irrigation staff;</li> <li>▪ Mobile fairs;</li> <li>▪ Public service assignees (field visits);</li> <li>▪ Road boards; and</li> <li>▪ Agricultural NGOs.</li> </ul>
<p><b>Secondary people</b></p>	<p>Media men, trade unions, governmental institutions, businessmen, agricultural guides, local councils, irrigation engineers and relevant EEAA employees.</p>	
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>▪ Developing understanding of the danger of environmental issues, problems and their reasons; and</li> <li>▪ Inducing participation in raising the awareness of the public opinion and the environmental behavioral change.</li> </ul>	
<p><b>Messages</b></p>	<ul style="list-style-type: none"> <li>▪ Specific environment problems and their relationship with awareness levels and predominant behavior of each of primary people's categories and their roles in them;</li> <li>▪ Raising awareness of such categories is the standard of your success and care to create a healthy environment; and</li> <li>▪ Effective awareness raising methods in problems relevant to such a category.</li> </ul>	
<p><b>Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Personal communication channels;</li> <li>▪ Collective communication channels (training courses, roundtables and seminars);</li> <li>▪ Publications; and</li> <li>▪ Mass media.</li> </ul>	

(5)

**Logical Framework for Environmental Communication Strategy**

**5/1 General Assumptions for Implementing such Strategy**

Effective execution of the communication strategy activities relies on a number of assumptions that must be fulfilled:

- 1- State Minister for Environmental Affairs approval of the strategy and its executive plan;
- 2- Emphasizing the position of environmental communication among the priorities of EEAA and organizations and associations concerned with the environment issues in Egypt;
- 3- Commitment of all parties and partners to the implementation of the strategy and its executive plan including the conditions and specifications contained therein;
- 4- Provision of financial support necessary to implement the activities stated in the strategy and the executive plan;
- 5- Explicit and crystal-clear distribution of duties and responsibilities to the different partners, and their acceptance of such responsibilities and commitment to put the executive plan into effect;
- 6- Undertaking follow-up and assessment activities on regular basis; and
- 7- Confronting the assumptions related to the cases shown in the logical framework.

**5/2 First Objective**

The objective was drafted as follows:

**Support the positive trends adopted by pressure groups particularly decision-makers and opinion leaders towards environment issues, and encouraging participation and cooperation as a way to support EEAA policy application.**

**Target People**

<ul style="list-style-type: none"> <li>• <b>Primary People</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Secondary People</b></li> </ul>
<ul style="list-style-type: none"> <li>• Decision makers;</li> <li>• Legislative Institution Members in the People’s Assembly and Shura Council;</li> <li>• Governmental bodies that have influence on environmental issues;</li> <li>• Private large scale enterprises; and</li> <li>• Judiciary and police.</li> </ul>	<ul style="list-style-type: none"> <li>• Businessmen organizations;</li> <li>• Vocational unions and syndicates;</li> <li>• NGOs;</li> <li>• Media;</li> <li>• Religious leaders;</li> <li>• Local council members; and</li> <li>• Small investment enterprises in agricultural, industrial and touristic fields.</li> </ul>

Achieving objectives is measured by the following indicators:	Evaluation Methods
<p><b>1- Communication effectiveness level, including:</b></p> <ul style="list-style-type: none"> <li>❖ Number of annual messages and communication material produced and distributed, and number of interviews, training programs, seminars, workshops, roundtables, occasions and events wherein target groups participated throughout the set time frame;</li> <li>❖ Number of target groups individuals approached by messages;</li> <li>❖ The appropriateness of the messages used for people and the level of their understanding of the message;</li> <li>❖ Effectiveness of communication channels and methods used to approach the target people; and</li> <li>❖ Responsiveness of the target groups towards the message content.</li> </ul>	Communication effectiveness evaluation studies.
2- Level of adhering to environment-related principles, conditions, laws and concepts, or trying to adhere to them.	Sector and programs reports.
3- Level of support provided by target groups categories to environment policies, programs, projects and laws.	Special Reports
4- Average number of positive decisions taken by target groups categories.	Texts and decisions analysis
5- Level of target groups individuals' and organizations' responsiveness to the general demand of environment protection and conservation.	Sector and program reports

**Central Communication Department sets the criteria required to measure such indicators and uses quantitative and qualitative measuring methods to be relied on in determining the degree of achieving such indicators.**

**The goal can be attained through reaching the following Outputs:**

- 1- Effectiveness of the environmental communication program directed to target groups has been achieved at its different levels;
- 2- Target people's levels of awareness of the importance of environmental issues and the danger of their status quo continuance have increased and been raised to behavioral impact level;
- 3- Incorporating the environmental dimension into projects, policies and business implemented by the target groups has been achieved; and
- 4- Supporting different environment field organizations and agencies by such people category is increasing.

**It is necessary to undertake the following activities to reach each of the previous Outputs:**

**Output 1: Effectiveness of the environmental communication programs directed to target groups has been achieved at its different levels as planned.**

<b>Indicators</b>	<b>Evaluation Methods</b>
<p>Communication Program implementation and effectiveness indicators (production – distribution – impact):</p> <ol style="list-style-type: none"> <li>1- Number of messages and communication material produced annually classified according to type;</li> <li>2- Number of messages and communication materials distributed annually classified according to type;</li> <li>3- Percentage of the target groups individuals approached by the communication messages annually;</li> <li>4- Percentage of the target groups individuals who understood the communication message contents annually;</li> <li>5- Percentage of the target groups individuals who reflected the knowledge and trends included in communication messages;</li> <li>6- Percentage of the target groups individuals who discussed the communication messages with others;</li> <li>7- Percentage of the target groups individuals who adopted the behaviors that the communication messages called for;</li> <li>8- Percentage of target groups individuals who acquired the skills included in the communication messages;</li> <li>9- Number of individual and collective communication activities conducted annually;</li> <li>10- Frequency of daily and weekly newspapers use in publishing messages directed to the target people;</li> <li>11- Frequency of TV channels use in transmitting messages directed to target people; and</li> <li>12- Frequency of radio station use in directing messages to target people.</li> </ol>	<p><b>Communication effectiveness evaluation studies.</b></p>

**Activities that should be conducted:**

- 1- Studying the communication effectiveness related to such strategy objective. The study shall cover the five aspects of the communication process:
  - Sender (person conducting the communication according to the executive plan and the level of that person’s efficiency);
  - Message (messages produced and distributed on the basis of basic message ideas contained in the communication strategy and action plan);
  - Method (activities conducted and communication channels and means which were used, and how effective they were);
  - People (percentage of people members approached by the messages, and their responsiveness to the message contents and the methods used); and
  - Modifications introduced to the four aforementioned items.

**Output 2: Target people’s levels of awareness of the importance of environmental issues and the danger of their status quo continuance have increased and been raised to behavioral impact level:**

<b>Indicators:</b>	<b>Evaluation Methods</b>
1- Level of such categories’ resort to different environmental organizations to demand participation in occasions or events requiring information flow or awareness relevant to environment issues;	1- Reports required from stakeholder organizations.
2- The positive appearance of environment issues in the programs and policies of such people’s organizations;	2- Stakeholder organizations’ program and annual plan analyses.
3- Environment issues presence in the internal and external discourse of such people’s individuals and organizations;	3- Organization discourse analyses.
4- Positively-described decrees issues by people’s organizations and individuals on environment issues; and	4- Special reports.
5- Such people’s (categories and organizations) levels of commitment to supporting environmental action efforts.	5- EEAA sector reports.

**Activities that should be undertaken to achieve results:**

- 1- Organizing an annual forum to support dissemination of information on EEAA programs, action priorities and environmental status quo. The existence of intensive media coverage can make it an annual environmental event to which stakeholder governmental agencies can be invited (ministries, university chairpersons, large private project heads, members of the legislative authority, police leaders and judges);
- 2- Organizing a program for regular meetings for EEAA sector heads and their counterparts in governmental and private institutions and members of the legislative authority on the programs and actions of each sector;
- 3- Arranging roundtables for judges, middle leaders in stakeholder police agencies, governmental agency leaders, legislative authority members and large private project executive leaders, so as to discuss general environmental conditions (vertical and horizontal division of people);
- 4- Allocating an annual award and honoring shields for governmental organizations that are more collaborative with EEAA, and private sector institutions that are more adhering to environmental terms. Such honoring can be a relative privilege for such institutions through intensive media coverage;
- 5- Preparing mailing lists to send important information on EEAA programs, policies and activities (sending thematic reports to such people’s categories; e.g., report on air pollution to be sent to such people’s categories concerned with this matter; monthly publication of EEAA activities; annual report; legislative experiences and governmental and private organizations’ efforts in other countries to support environmental issues, and their positive impact);
- 6- Inviting personalities of influence of such people in EEAA public activities at external, central and regional levels (conferences, EEAA project inaugurations,

- starting a program action, inaugurating training courses in fields concerning one or more people categories and study visits);
- 7- Coordinating the participation in governmental institution programs targeted to the public via information and messages on the environment and its importance (fairs, celebrations and festivals). This can be achieved via preparing lists of the events undertaken by public and private institutions, and studying how to take advantage of such occasions to pose environment issues and problems, and EEAA achievements);
  - 8- Invite media institution leaders to a roundtable to discuss the environmental status in Egypt and the importance of mass media and their role in confronting such problems;
  - 9- Arranging a roundtable with religious institution leaders to facilitate the possibility of making use of religious sermonizing in environmental awareness raising; and
  - 10- Using public and private in communicating with such people category according to Output 1 requirements.

**Output 3: Incorporating the environmental dimension into projects, policies and business implemented by the target groups has been achieved according to the required level of change:**

<b>Indicators:</b>	<b>Evaluation Methods</b>
1- Decrease of breach cases, and abiding by environmental terms in what such people's organizations and individuals perform;	EEAA sector and program reports.
2- Number of programs, activities and actions undertaken by such people institutions to which the environmental dimension has been incorporated; and	EEAA sector and program reports.
3- Efforts exerted by people categories tend to avoid environmental damage in their activities.	EEAA sector and program reports.

**Activities that should be undertaken to achieve Outputs:**

- 1- Using mailing lists to explain EEAA programs, policies, tasks and issued decrees;
- 2- Using regular meetings program between EEAA sector heads and their counterparts in governmental and private institutions and the members of the legislative authority to discuss the environmental dimension in their programs;
- 3- Inviting personalities of influence of such people in EEAA public activities at external, central and regional levels;
- 4- Developing a manual for environmental guidelines in the different fields in cooperation with EEAA sectors and programs;
- 5- Distributing this manual on agencies and public and private institutions the activities of which are related to environment issues;
- 6- Study environmental issues in the different education curricula and determine their problems and alternatives (through education experts' assistance);



- 7- Coordination with universities and education officials on including environmental issues in appropriate education curricula (through provision of technical support information, data and field visits);
- 8- Coordination with stakeholder ministries and agencies to design and implement an environmental tourism program in relevant places (by signing an agreement or a protocol to that effect with the Ministries of Youth and Tourism);
- 9- Coordination with stakeholder ministries to employ public service assignees in voluntary action of the environmental field especially in rural areas (Ministries of Social Affairs, and Manpower and Training);
- 10- Encouraging private sector institutions to integrate an environmental dimension in its advertising and media campaigns;
- 11- Coordination of incorporating environmental dimension in large project and institution training programs (via issuing a manual for training in environmental field and liaising this manual with different training fields and environmental issues (Ministries of Agriculture, Manpower and Training, Education and Industry, Higher Council of Universities, National Council for Women (NCW), National Council for Motherhood and Childhood, Workers' Union, Agricultural Cooperative Unions and large industrial projects));
- 12- Organization of roundtables to integrate the environmental dimension in the activities of clubs, youth centers and clubs affiliated to companies and institutions;
- 13- Making use of mass media in inviting EEAA leading personalities to join high councils that include public personnel or representatives of agencies relevant to their satellite agencies (Radio and Television Union Board of Trustees and its development committees, NCW, National Council for Population... etc.);
- 14- Coordination of employing culture palaces in environmental awareness raising:
  - Fairs
  - Publications
  - Celebrations
  - Lectures and seminars
  - Other activities
  - Lectures; and
- 15- Coordination of employing Nile Centers in environmental awareness raising:
  - Fairs
  - Publications
  - Celebrations
  - Lectures and seminars
  - Other activities

**Output 4: Supporting different environment field organizations and agencies by such people category is increasing according to required rates:**

<b>Indicators:</b>	<b>Evaluation Methods</b>
1- Number of joint agreements and projects reached between environmental organizations or institutions and target groups ones.	1- EEAA sector and program reports.
2- Level of target groups institutions and individuals response to requirements of environmentally stakeholder organizations or associations; and	2- Reports to be required from stakeholder organizations.
3- Level of physical and moral support to environmental action efforts.	3- Different reports.

**Activities that should be undertaken to achieve the results:**

- 1- Arranging field trips to the sites where EEAA needs the support of such people's category (by coordination with program sectors and officials);
- 2- Arranging facility visits to EEAA successful projects;
- 3- Coordination with regional universities to hold an annual forum to discuss environmental affairs locally, focusing on qualitative environmental regional problems (through providing an annual financial support for this forum, and inviting EEAA experts to it, and disseminating booklets, brochures and leaflets on EEAA and its programs and policies);
- 4- Collaboration with the Faculties of Science, Mass Communication and Public Works in the implementation of practical training programs in EEAA, its RBOs and projects;
- 5- Coordination with the Ministry of Education on issuing "Teacher's Guide on Environmental Education";
- 6- Coordination with governmental institutions and large private projects on mobile environmental fairs in their locations;
- 7- Organization of a roundtable for media leaders to discuss the operationalization of the role of governmental and legislative institutions and larger private projects in confronting environmental problems;
- 8- Organization of a roundtable for representatives of large private companies and institutions and international companies working in Egypt for fund raising to provide financial resources necessary for the national environment caravan within a larger campaign to finance strategy implementation;
- 9- Organization of a roundtable for representatives of donor agencies in Egypt to discuss effecting NGO roles in environmental communication activities and posing financing the national environment caravan and strategy implementation; and
- 10- Organization of a roundtable for (financing the national environment caravan and strategy implementation – local sources).

### 5/3 Second Communication Objective

The objective has been formulated according to the following:

**Effecting the participation of individuals, organizations, agencies and institutions concerned with environment issues in the activities of environmental communication, and supporting their sense of responsibility towards environment issues.**

<b>• Primary People</b>	<b>• Secondary People</b>
<ul style="list-style-type: none"><li>• NGOs;</li><li>• International organizations and agencies;</li><li>• Media personnel;</li><li>• Religious leaders;</li><li>• Teachers;</li><li>• Researchers;</li><li>• Local council members;</li><li>• Investment MEs in agriculture, industry and tourism; and</li><li>• Categories of qualitative effect (physicians, agricultural guides, nurses, rural women visitors, public service assignees and irrigation engineers)</li></ul>	<ul style="list-style-type: none"><li>• Decision makers;</li><li>• Members of the Legislative Committee in the People's Assembly and Shura Council;</li><li>• Governmental agencies of influence in environment issues;</li><li>• Large private projects; and</li><li>• Judiciary and police.</li></ul>

**Target people:**

Meeting

<b>Achievement of this objective is measured via the following indicators:</b>	<b>Evaluation methods</b>
<ol style="list-style-type: none"> <li>1- Annual messages and communication materials produced and disseminated;</li> <li>2- Number of meetings, seminars and events participated in by target group categories during the set period of time;</li> <li>3- Number of training programs and discussion groups participated in by target groups and the percentage of participants to the target people;</li> <li>4- Number of target groups members reached by messages;</li> <li>5- Appropriateness of messages used for the people and how they understand and respond to them;</li> <li>6- Effectiveness of communication channels and media used to reach target people;</li> <li>7- Target groups communication skills development according to desired levels;</li> <li>8- Activities undertaken by target groups individuals to develop awareness and behavioral change for the other categories in which they work;</li> <li>9- Number of individuals participating in the activities undertaken by target people; and</li> <li>10- Positive effects resulting from target groups activities in the final people</li> </ol>	<ol style="list-style-type: none"> <li>1- Communication effectiveness measurement studies.</li> <li>2- Implemented activities report.</li> <li>3- Training program lists and evaluation reports.</li> <li>4- People studies.</li> <li>5- Communication effectiveness evaluation studies.</li> <li>6- People studies.</li> <li>7- Communication skills development activities and programs evaluation reports.</li> <li>8- Activities reports.</li> <li>9- Community studies.</li> <li>10- People studies.</li> </ol>

Objective can be achieved via attaining the following Outputs:

- 1- Attaining different levels of the effective environmental communication programs aimed at target people;
- 2- Clarity of environmental issues, their dimensions and different effects for target groups categories;
- 3- Generation of a sense of institutional and personal responsibility towards environmental awareness raising and will of participation;
- 4- Development of environmental communication skills at the desired level of utilization; and
- 5- Production of environmental communication materials and distribution to target groups categories.

**The following activities should be undertaken to fulfill each of the previous Outputs:**

**Output 1:**

**Attaining different levels of the effective environmental communication programs aimed at target people**

<b>Indicators:</b>	<b>Evaluation Methods:</b>
Previously used communication programs (production, dissemination and effectiveness) implementation and effectiveness indicators.	Communication effectiveness evaluation report.

**Activities that should be undertaken:**

Previously used activities.

**Output 2:**

**Clarity of environmental issues, their dimensions and different effects for target groups categories**

<b>Indicators:</b>	<b>Evaluation Methods:</b>
2/1 Increase of target groups categories' awareness of environmental issues, their importance and current and future impacts;	1- Detailed meetings with people specimen.
2/2 Programs, policies and efforts undertaken by large institutions concerned with environment issues in society;	2- Qualitative reports.
2/3 Increase of Communication activities held by target groups (annual environmental research, discussion panels, media activities, religious sermonizing, methodological activities... etc.); and	3- Qualitative reports.
2/4 Level of support given by international agencies and organizations to environmental activities and local stakeholder organizations.	4- Qualitative reports.

**Activities:**

- 1- Holding and annual seminar for radio and television drama scriptwriters and directors;
- 2- Facility visits;
- 3- Field trip to environmentally problematic locations;
- 4- EEAA sector heads' and experts' participation in environmental research project and MD and PhD discussion committees in universities;
- 5- Producing special publications for such people's categories (brochures, booklets... etc.);
- 6- Organizing a one-day seminar for media personalities who are not specialized in covering environmental affairs (heads of departments in newspapers and magazines, editors-in-chief of news bulletins and radio and television program

- announcers to facilitate the publication or broadcasting environmental media materials (journalists specialized in environmental affairs can be resorted to));
- 7- Allocating 15 annual scholarships for post-graduate researchers; scholarships are to be geographically distributed and according to different environmental fields;
  - 8- Preparing lists of names and effective and active organizations of target people, and means of contacting them, and correspondence with them on a regular basis;
  - 9- Arranging workshops for media personnel in Cairo and other governorates for environmental education (one day, with focusing on priority environmental issues generally and regionally);
  - 10- Arrange workshops for teachers of different educational stages;
  - 11- Arrange workshops for active categories in determined fields (physicians, nurses, agricultural guides and irrigation engineers);
  - 12- Organize hearing sessions for ME owners in stipulated fields;
  - 13- Organize one-day workshops for representatives of NGOs working in environmental field (environmental education and determining priority issues);
  - 14- Holding one day workshop for policemen in the agencies concerned with environmental issues (stimulating concern with environmental problems; security agencies' expected role);
  - 15- Organizing a workshop for painters and cartoonists on the use of images and cartoons in raising children's awareness of environmental issues;
  - 16- Arranging workshops for international and national environmental organizations; and
  - 17- Inviting representatives of international organizations and agencies concerned with environmental issues to attend environmental actions and events appropriate to prove exerted efforts and the amount of environmental problems in Egypt.

**Output 3:**

**Generation of a sense of institutional and personal responsibility towards environmental awareness raising and will of participation**

<b>Indicators:</b>	<b>Evaluation Methods:</b>
1- People categories' response to participate in events, occasions or programs EEAA invite them to; 2- Number of initiatives taken by such people categories to participate in awareness raising and environmental education; and 3- Percentage of people individuals who show their will to cooperate and participate in EEAA-launched awareness raising and environmental education programs.	1- Qualitative reports. 2- People studies. 3- People studies.

**Activities:**

- 1- Using media in motivating a sense of environmental responsibility;
- 2- Including the responsibility factor in workshops, roundtables and training programs;
- 3- Using mailing lists for a target groups specimen to explain the importance of participation in environmental efforts;
- 4- Inviting target groups active individuals to attend occasions and events organized by EEAA;
- 5- Using little media and including the importance of participation in their contents;
- 6- Coordination of integrating environmental dimension in the communication systems aimed at such target groups individuals via the institutions to which they are affiliated (newsletters, training programs, lectures, fairs and other activities);
- 7- Arranging local seminars on the effect of environment in learning;
- 8- Participating with work papers, researches and experiences in conferences, forums, seminars relevant to environment issues;
- 9- Presenting information and statistical services on environmental issues to researchers;
- 10- Providing expert speakers in occasions, celebrations and school and university activities;
- 11- Using articles, investigations and discussion programs in stimulating the participation of target groups in environmental awareness raising;
- 12- Encouraging environmentally-concerned associations and organizations to respond to people's complaints or requirements;
- 13- Arranging a workshop for employing drawings in presenting environmental problems; and
- 14- Organizing a fair on environmental photographs for journalistic photographers.

**Output 4:**

**Development of environmental communication skills at the desired level of utilization**

<b>Indicators:</b>	<b>Evaluation Methods:</b>
1- Media tackling of environment issues is more concerned with developing knowledge, awareness and behavioral change; 2- Using persuasive communication strategies in messages produced by target people; 3- Clarity of target people’s messages to wider people; and 4- Final people’s response to the content of target groups messages and their affectedness by such messages.	1- Mass media content analysis. 2- Communication message analyses. 3- Detailed meetings with people. 4- People studies.

**Activities:**

- 1- Organizing vertical roundtables to every qualitative target groups and horizontal ones for qualitative people representatives (NGOs, mass media, instructors in the Ministry of Education and researchers);
- 2- Holding an annual training course for newspaper and mass media representatives (3 days; environmental education; motivating participation; coverage methods; a critical review of current media coverage);
- 3- Arranging an annual workshop for article writers, editing managers and heads of departments;
- 4- Arranging 9 annual training courses to develop the skills of using Communication Toolbox;
- 5- Holding an annual workshop in every geographical region gathering communication officials in traditional cultural and social communication channels (one day, applications of persuasive and awareness raising methods via used means);
- 6- Organizing a training program for target groups except for media personalities (training on designing and implementing media campaigns based on personal and collective communication);
- 7- Arranging regional workshops for a specimen of teachers for training on using ‘Teachers Guide for Environmental Education’;
- 8- Holding workshops for environmental inspectors on methods of functional awareness raising; and
- 9- Organizing workshops for active categories in preset fields (physicians, nurses, agricultural guides and irrigation engineers)



**Output 5:**

**Production of environmental communication materials and distribution to the different target groups according to the Supply/Distribution strategy**

<b>Indicators:</b>	<b>Evaluation Methods:</b>
1- Communication material lists produced cover the different Communication activities stipulated; and 2- Communication materials are available to all target groups categories and suitable for the objectives they were produced for.	1- Follow-up reports. 2- Internal evaluation reports.

**Activities:**

- 1- Producing communication toolbox, examining its contents, ensuring its appropriateness and determining users' list, in coordination with the first 3 stipulated sectors and the participation of representatives of their representing agencies (used with NGOs, public service assignees, agricultural guides, RBO media specialists, regional media personnel and environmental inspectors);
- 2- Producing an environmental portfolio, ensuring the validity of its contents and determining the list of its beneficiaries (teachers, agricultural guides, religious opinion leaders, NGOs and rural women visitors);
- 3- Issuing 'Teacher's Guide for Environmental Education' in coordination with environmental education officials in the Ministry of Education;
- 4- Producing published materials according to objective-fulfilling scientific bases, and detailed planning of distribution;
- 5- Producing documentary films and visual presentations according to their objectives, and detailed planning of the number of copies and qualitative and geographic areas of use;
- 6- Developing an annual plan of publishing and distribution of awareness raising publications prepared to be used by mass media in Cairo and other governorates;
- 7- Designing, producing and distributing a monthly newsletter on awareness raising and environmental communication (to be disseminated to target groups, EEAA and RBO staff);
- 8- Issuing a monthly press kit including publications, monthly newsletter, future programs, information, research and studies, qualitative reports, special features, reports, study summaries, new policies, photographs and film materials); and
- 9- Field tours and project visits and introduction to different international experiences.

## 5/4 Third Communication Objectives

The objective has been formulated as follows:

**Including environment issues in the public's priority concerns, and increasing their lot in the social communication among target groups**

**Target people**

**The four target groups stipulated in this strategy**

<b>Achieving the objective is measured via the following indicators:</b>	<b>Evaluation Methods:</b>
1- Communication effectiveness on the flow of environmental information through different communication media to all categories of target people; 2- Indicators of achieving the first 3 objectives; 3- Amount of environmental information sent via communication channels; 4- Placement of environment issues among public issue priorities tackled by mass media; and 5- Placement of environment issues among the general and qualitative public's priority concerns.	1- Communication effectiveness evaluation reports. 2- The aforementioned reports. 3- Internal reports. 4- Analyzing mass media content. 5- People studies.

**The objective can be achieved by attaining the following Outputs:**

- 1- Fulfillment of the effectiveness of environment communication programs as regards this objective at different levels;
- 2- The appearance of one or more environmental issue within the first 5 issues of the general and qualitative public's list of concerns with public problems in Egypt;
- 3- The appearance of one or more environmental issue within the first 5 issues of the mass media list of concerns with public problems in Egypt; and
- 4- Public categories' care to discuss environment issues with others and to highlight them as part of public communication issues.

**The following activities should be performed to achieve each of the previous Outputs:**

**Output 1:**

**Fulfillment of the effectiveness of environment communication programs as regards this objective at different levels**

<b>Indicators:</b>	<b>Evaluation Methods:</b>
The previously used indicators of communication program implementation and effectiveness (production, distribution and impact).	Communication effectiveness evaluation reports.

**Activities that should be undertaken: the previously mentioned ones.**

**Output 2:**

**The appearance of one or more environmental issue within the first 5 issues of the general and qualitative public's list of concerns with public problems in Egypt**

<b>Indicators</b>	<b>Evaluation Methods</b>
1- Appearance of environment issues steadily on local and national mass media;	1- Media content analysis.
2- Increase of general and qualitative public's awareness of the fact that environment issues are a basic part of their daily lives and are related to collective and personal interests; and	2- People studies.
3- Growth of collective and personal experience in environment issues and the individual or collective thinking of solutions.	3- Detailed meetings with people specimen.

**Activities:**

- 1- Making environment issues part of the daily media broadcasted to the people;
- 2- Focusing in Communication activities on the danger of environment issues currently and in the future;
- 3- Considering the benefits and advantages of solving environment problems part of the proposed solutions for Egyptian problems; and
- 4- Making use of public events in presenting environment problems and supporting its awareness raising.

**Output 3:**

**The appearance of one or more environmental issue within the first 5 issues of the mass media list of concerns with public problems in Egypt**

<b>Indicators:</b>	<b>Evaluation Methods:</b>
1- More tackling of environment issues in different mass media by repetition and highlighting;	1- Analyzing media content.
2- Appearance of environment issues within mass media tackling of different issues;	2- Analyzing media content.
3- Appearance of environment issues in opinion columns and articles; and	3- Analyzing opinion column and article content.
4- Including environment issues within drama whether directly or indirectly.	4- Analyzing media content.

**Activities:**

- 1- Using mass media economic, social, sports, scientific and health content to highlight environment issues;
- 2- Trying to include environment issues in decision makers' concerns in different media institutions;

- 3- Provision of media content necessary to present environment issues on a regular basis as regards different mass media; and
- 4- Taking advantage of drama in direct or indirect environment awareness raising.

**Output 4:**

**Public categories' care to discuss environment issues with others and to highlight them as part of public communication issues**

Indicators	Evaluation Methods
<ul style="list-style-type: none"> <li>1- Rates of voluntary efforts to participate in environmental action;</li> <li>2- Discussion of environment issues with others;</li> <li>3- Disputes and lawsuits on environment issues;</li> <li>4- Appearance of environment issues on parties' and candidates' agenda; and</li> <li>5- Appearance of environment issues in social raising activities within families.</li> </ul>	<ul style="list-style-type: none"> <li>1- Qualitative reports.</li> <li>2- People research.</li> <li>3- Qualitative reports.</li> <li>4- Studying parties' and candidates' agendas.</li> <li>5- People research.</li> </ul>

**Activities:**

- 1- Putting environment issues and their positive behaviors as a task to undertaken by mothers in bringing up their children in messages targeted at women;
- 2- Organizing roundtables for parties so that environment issues are part of their political agendas;
- 3- In awareness raising and behavior change messages, encouraging people to discuss environment problems with other and provide advice;
- 4- Taking advantage of mass media to highlight issues and calamities relevant to environment problems;
- 5- Making use of environment issues as a domain for applied and methodological activities in environmental education; and
- 6- Using mass media in linking different issues with environment problems and conditions.

## 5/5 Fourth Communication Objective

The objective has been formulated as follows:

**Raising sectors of target people's levels of knowledge and awareness of environment issues and stimulating the positive behavioral change towards environmental problems**

### Target people

• <b>Primary people</b>	• <b>Secondary people</b>
<ul style="list-style-type: none"> <li>• Women;</li> <li>• Children</li> <li>• Youth;</li> <li>• Other undetermined categories;</li> <li>• Qualitative people (farmers, workers, drivers, fishermen, shepherds and SE owners); and</li> <li>• Investment ME owners.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs;</li> <li>• Media personnel;</li> <li>• Religious leaders;</li> <li>• Teachers;</li> <li>• Researchers;</li> <li>• Local council members;</li> <li>• Investment MEs in agriculture, industry and tourism;</li> <li>• Trade unions; and</li> <li>• Categories with qualitative effect (physicians, agricultural guides, nurses, rural women visitors, public service assignees and irrigation engineers).</li> </ul>

<b>Objective achievement can be measured via the fulfillment of the following indicators:</b>	<b>Evaluation Methods:</b>
<ol style="list-style-type: none"> <li>1- Distribution of the number of annual messages and communication materials produced to such people's sub-categories;</li> <li>2- Distribution of the number of target groups individuals attained by messages to communication media and channels;</li> <li>3- Appropriateness of messages used with people and their understanding of such messages;</li> <li>4- Effectiveness of communication media and channels used to reach target people;</li> <li>5- Indicators of knowledge and behavior change in the reports of different projects undertaken by EEAA;</li> <li>6- Decrease of the number of breaches of environmental terms, and harmful environmental behaviors;</li> <li>7- Increase of consumption rates of environmental information and the variability of their sources.</li> </ol>	<ol style="list-style-type: none"> <li><b>1-4 Communication effectiveness evaluation reports.</b></li> <li><b>5- EEAA program and sector reports.</b></li> <li><b>6- EEAA program and sector reports.</b></li> <li><b>7- People research.</b></li> </ol>

**Achieving the objective can be attained via the following Outputs:**

- 1- Effectiveness of communication with respect to environmental information flow through different communication media to all categories of target people;
- 2- Increase of the level of knowledge of the importance of environment issues and their dangers, and building target people’s capacity to conduct a simplified analysis of environment problems and their causes in Egypt, at an increasing rate of 20% annually;
- 3- Increasing annual 10% rate of people’s interaction with environment issues; and
- 4- Increasing annual 10% rate of target people’s adoption of alternative positive behaviors and admission of their results.

**Output 1:**

Effectiveness of communication with respect to environmental information flow through different communication media to all categories of target people

**Indicators:**

The previously used indicators of communication program implementation and effectiveness (production, distribution and impact).

**Activities that should be implemented: Activities previously used.**

**Output 2:**

Increase of the level of knowledge of the importance of environment issues and their dangers, and building target people’s capacity to conduct a simplified analysis of environment problems and their causes in Egypt, at an increasing rate of 20% annually

Indicators	Evaluation Methods
1- Rates of visiting EEAA website; 2- More exposure to environmental communication content; 3- More capacity to identify surrounding environment problems and their causes; 4- Public environmental culture indicators (level of awareness of the most significant agencies and organizations concerned with environment issues, geographic distribution of environment problems in Egypt, knowledge of environment law and international environmental problems) 5- Including environment issues in people’s discourse targeted at the Administration, local councils, legislative councils and legislative authority members; 6- Level of participation in environmental Communication or voluntary activities; 7- Number of complaints incoming to EEAA, RBOs or any other institutions; and 8- Number of environmental lawsuits examined judicially in which EEAA is not a party.	1- Measuring number of site visitors. 2- People research. 3- Detailed meetings. 4- Detailed meetings. 5- People research 6- Program, sector and NGO reports. EEAA program and sector reports. 7- Qualitative reports.

**Activities:**

- 1- Coordination with EEAA sectors and programs on the determination of priority summary lawsuits involving a development of target people's knowledge and awareness, in addition to arranging geographic area priorities;
- 2- Designing and implementation of a bi-annual 2-month medium-intensity media information and knowledge advertising campaign via collective communication means and mass media. It is better to liaise the campaign timing with occasional environmental problems (black cloud, summer problems, fishing and grazing), and to coordinate with EEAA sectors campaign timing and tackling priorities;
- 3- Furnishing EEAA website informationally so as to justly serve its visitors by renewing information and avoiding promotion and propaganda;
- 4- Placing some motivations for site use;
- 5- Designing an environmental tourism program (locations to be chosen in a way serving EEAA objectives);
- 6- Peculiar participation in Cairo International Book Fair;
- 7- Peculiar participation in Cairo Children's Book Fair;
- 8- Presentation of information and awareness-raising services to school and university fairs;
- 9- Announcing competitions in environmental drawings for children;
- 10- Preparation of environmental materials for publication and broadcasting in children's journalism and radio and TV children's programs;
- 11- Placing environmental drawings in clubs and youth centers;
- 12- Designing media messages for road and square advertisements;
- 13- Designing media and guiding boards next to EEAA RBOs;
- 14- Designing messages valid for integrating environmental dimension in goods and service commercials;
- 15- Designing messages and developing introductions to include environmental dimension in specialized pages and programs (sports, arts, economy, women and décor and furniture pages, and rural programs);
- 16- Participation in school and university non-curricular activities (dissemination of stickers to university youth);
- 17- Distribution of environmental issue and EEAA activity books and publications to public libraries, schools and universities (booklets, leaflets, brochures and posters);
- 18- Preparation of media materials valid for broadcasting or publication in the media aimed at women, children and youth;
- 19- Encouraging schools to visit EEAA RBOs and designing an of-concern-visit program;
- 20- Use TV intensely in awareness raising and behavioral change via spot announcements;
- 21- Determining the appropriate timing to broadcast radio and TV dramatic works tackling environment issues entertainingly (over-entertainment should be avoided);
- 22- Distributing well-designed posters in main shopping centers;
- 23- Printing awareness raising messages for goods packs and give them as presents to shops targeted intensely by target people;

- 24- Distribution of small posters to pharmacies and other appropriate selling centers;
- 25- Analyzing complaints of environmental problems reaching EEAA and RBOs with respect to the following:
  - Demographic properties of complainers;
  - Geographical distribution of complaint subject and source;
  - Complaint subject; and
  - Consequent results.
- 26- Taking advantage of TV-aired football matches in spreading awareness raising messages through football field boards by coordination with match directors and commentators; and
- 27- Resorting to painters to design an environmental character to be used in paintings and environmental images for children.

**Output 3:**

Increasing annual 10% rate of people’s interaction with environment issues

Indicators	Evaluation Methods
1- Decreased rates of using traditional environmentally-harmful technologies;	1- EEAA sector and program reports
2- Increased rates of responsiveness to alternative behaviors posed by environmental communication programs; and	2- EEAA sector and program reports
3- Rates of reversion to negative and behaviors or harmful technologies previously discarded.	3- EEAA sector and program reports

**Activities:**

- 1- In coordination with EEAA sectors and programs, determination of a list of behaviors required to be changed and their geographic distribution, and alternative behaviors and their relevant policies, and available technologies to adopt alternative behaviors;
- 2- Using activities referred to with Output 1, focusing on supporting environmental behaviors field research indicate their dissemination among target people, and observing that behavior change message should be related to 3 variables:
  - Provisions, policies and laws and their positive and negative roles;
  - Available and alternative technology;
  - Prevalent and alternative behavior; and
  - (Refer to Part I of the Strategy).
- 3- Organizing hearing sessions for ME owners in the fields stipulated.



**Output 4:**

Increasing annual 10% rate of target people’s adoption of alternative positive behaviors and admission of their results

Indicators	Evaluation Methods
1- Number of complaints relevant to environmental problems;	1- Internal reports.
2- Resorting to EEAA and RBOs in environmental problems or for consultancy;	2- EEAA program and sector reports.
3- Using communication channels provided by EEAA to the public (requests of EEAA publications);	3- Qualitative reports.
4- Number of participants in environmental activities, such as fairs, competitions, forums and festivals; and	4- Qualitative reports.
5- Appearance of environmental issues in mass media by non-professionals (readers’ mail, journalistic writers... etc.).	5- Analyzing media content.

**Activities:**

- 1- Adding newspaper and magazine non-journalistic writers’ names and opening communication channels with them on environmental issues;
- 2- Taking initiative to reply to all that is published on the environment generally not only EEAA;
- 3- Presenting EEAA experts’ view of national or international problems with an environmental dimension and under concern of mass media and local public opinion;
- 4- Encouraging environmentally-concerned associations and organizations to respond to people’s complaints or requests;
- 5- Using mass media and personal and collective communication media in introducing EEAA means of communication (hotline and emergency room); and
- 6- Analyzing EEAA or RBO incoming complaints on environmental problems with respect to:
  - ❖ Demographic properties of complainers;
  - ❖ Geographical distribution of complaint subject and source;
  - ❖ Complaint subject; and
  - ❖ Consequent results.

**5/6 Fifth Objective**

**This objective has been formed as follows:**

**Supporting the general and professional public recognition of the vital role played by EEAA in presenting sustainable solutions for environmental problems in cooperation with different individuals, local and regional authorities and organizations**

**Target public**

**The four target groups in this strategy.**

<b>Extent of target achievement is measured by the following indicators:</b>	<b>Evaluation Methods</b>
1- Positive addressing of EEAA matters in the mass media 2- Increasing response rates of institutions, private, governmental, and non-governmental organizations to EEAA requirements 3- Increasing the rates of resorting to EEAA by individuals, governmental and private institutions and civil society organizations in requesting information or consultations.	1- Analyzing media content 2- Qualitative reports 3- Internal reports from EEAA programs and sectors

**The objective could be achieved through the following outputs:**

- 1- Effectiveness of environmental communication programs directed to target groups achieved with its different levels
- 2- Media tackling of EEAA affairs reflects features of the desired positive image
- 3- EEAA desired image before institutions and individuals has been emphasized and has reflections in the institutional and individual behaviors

**The following activities must be implemented in order to achieve each of the above outputs:**

**First Output:**

Effectiveness of environmental communication programs directed to target groups achieved with its different levels

**Indicators:**

Communication programs implementation and effectiveness indicators used before (production, distribution and impact)

**Activities that must be carried out:**

Activities used before

**Second Output:**

Media tackling of EEAA affairs reflects features of the desired positive image

<b>Indicators</b>	<b>Evaluation Methods</b>
1- Media spotlighting EEAA efforts in facing environmental problems 2- Decreased complaints and publishing of negative criticism about EEAA and/or its activities in the media 3- Rates of comments on EEAA published in the media by writers or the public 4- Media call for the public and private institutions and NGOs to cooperate with EEAA and support its objectives 5- Clarity of EEAA policies in the Media objectives for tackling environmental issues	1-5 Analyzing media content.

**Activities:**

- 1- A competition has been announced regarding designing a logo for EEAA (including an expressive message about EEAA mission);
- 2- Using communication materials through mass media in shaping a positive image about EEAA;
- 3- Taking the initiative of responding to everything that arises about EEAA whether positively or negatively through mass media;
- 4- Including EEAA desired image as part of the message presented to mass media;
- 5- Concentrating on EEAA desired image in workshops and roundtables organized for media personnel, writers and scriptwriters and dramatists;
- 6- Persistence in providing influential media personnel with EEAA plans, programs, policies and problems that face its action; and
- 7- Concentrating the messages on the following facts about EEAA:
  - The only national authority for environmental affairs;
  - Indispensable source for information about every subject relevant to the environment;
  - An authority known for taking effective initiatives in facing environmental problems;
  - Its efforts resulted in reducing environmental problem intensity;
  - An authority interested in human dimensions in facing environmental problems;
  - An authority that cannot work alone, as environment surrounds the whole life;
  - A channel through which to reach international experiences in facing environmental problems; and
  - A partner in every effort for a better environment.

In activities relative to mass media, which are mentioned in communication strategy and executive action plan, the previous concepts should be part of the activities carried out. Shaping the positive image through mass media does not have many independent activities for that purpose. There is a group of guidelines that can help in using mass media to achieve this.

**Third output:**

EEAA image desired to be known by institutions and individuals has been confirmed and has its reflections in institutional and individual behaviors.

<b>Indicators:</b>	<b>Evaluation methods:</b>
1- The image of EEAA according to general and specific public is positive. 2- The image of EEAA according to public and private institutes is positive. 3- The desire of international organizations and donor agencies is in increase.	1- Surveys of public.  2- Reports of sectors and programs.  3- Peculiar reports.

**Activities:**

- 1- Using the following activities that have been used before with the first people to emphasize and stand out the features of desired image:
  - Annual forum;
  - Mailing lists;
  - Regular meetings;
  - Hearing sessions;
  - Annual award;
  - Mass media;
  - Field visits and visiting successful projects; and
  - Annual conference for regional universities;
- 2- Using all mentioned activities with other target groups and making EEAA image an axis of communication messages;
- 3- Training authority employees, whose job involves the direct communication with the public, on the method of transferring a positive image about EEAA during action; and
- 4- Organizing meetings with international organizations and donor agencies for reviewing EEAA efforts and programs.

**(6)**

**Institutional Framework for carrying out the Strategy and the Executive Plan**

6/1 The Central Department for Environmental Communication and Awareness (CDECA) undertakes the responsibility of supervising, carrying out, coordinating and following up different activities included in this communication strategy and executive plan for 2005/2006.

- ❖ Before implementing the communication strategy CDECA studies all objectives, messages and activities included in it and its executive plan with the team that prepared the it;
- ❖ CDECA studies the available capabilities and fulfills harmony between requirements for implementing the strategy and the available capabilities, as well as completing what should be done;
- ❖ Distributing main tasks included in the strategy to administrations and participating units;
- ❖ Issuing a decree by EEAA Chairman containing the detailed institutional framework developed by CDECA; and
- ❖ CDECA develops the internal communication strategy according to the way mentioned in the second part of this strategy;

6/2 A committee for evaluating levels of strategy and executive plan implementation, and assessing them periodically is to be constituted under the chairmanship of CDECA head, and the membership of CDECA general managers, a representative from each EEAA sector and a communication expert. Duties of this committee will be:

- ❖ Undertaking necessary arrangements for implementing the National Strategy for Environmental Communication and its Executive Plan;
- ❖ Distributing main duties for implementing the strategy and its executive plan.
- ❖ Coordination with EEAA sectors and programs on different communication activities included in the executive plan and their connection with the duties of each EEAA sector;
- ❖ Following up the process of developing important institutional capabilities and how it affects the implementation of the executive plan;
- ❖ Distributing communication activities to participants implementing the strategy and its executive plan;
- ❖ Studying planning and executive inputs presented by those responsible for carrying out communication activities, and taking necessary decisions concerning creating new activities or modifying current ones;
- ❖ Following up the development of the strategy of internal communication and evaluating its efficiency;
- ❖ Studying proposals for the production of communication materials necessary for the strategy and its executive plan;
- ❖ Examining communication materials before their final production and investigating their efficiency to achieve needed impacts and objectives;

- ❖ Studying distribution plans of communication materials produced;
- ❖ Studying the assessment of communication effectiveness mentioned in the strategy in accordance with each objective, or recommending the authority that can undertake such a job;
- ❖ Supervising the implementation of KAP surveys according to objectives determined in the strategy, or recommending the authority that can undertake such surveys;
- ❖ Studying the output of these surveys and their Outputs; and
- ❖ Developing periodical reports on stages of strategy implementation and referring them to the higher administration.

6/3 RBO communication departments undertake all communication and awareness activities within their relevant regions under CDECA technical and financial supervision;

6/4 A committee will be established in each RBO communication department under the chairmanship of the department manager and the membership of – among many – representatives from governmental and civil organizations interested in environmental issues. The duties of this committee will be as follows:

- ❖ Providing inputs necessary for planning communication and awareness activities and referring them to CDECA;
- ❖ Suggesting communication and awareness activities within the frame of the communication strategy and referring them to CDECA;
- ❖ Suggesting local sources to finance communication activities in addition to what is allocated by CDECA.
- ❖ Carrying out tasks mentioned in the action plan or the communication strategy.

(7)

**Capacity Building**

**Long Term Objects:**

Implementing environmental communication and awareness programs of EEAA mentioned in the Environmental Communication Strategy and its executive plan and providing communication support for the various environmental activities, carried out by all governmental, private and non-governmental organizations.

**Short Term Objective:**

The following objectives were determined to be carried out during 2005-2006:

- 1- Developing and implementing EEAA capacity development programs and its RBOs.
- 2- Developing and implementing a program for building capacities of communication and awareness programs undertaken by private and governmental sectors as well as civil society sectors to implement the Environmental Communication Strategy.

**Outputs:**

The following outputs will result from implementing the executive plan for 2005/2006, provided that emergency conditions and events will be dealt with:

- ❖ Building institutional and individual capacities in the field of communication at EEAA level, within timetables set for the various communication activities, provided that this development includes the required skills.
- ❖ Developing employees' skills in the fields of environmental awareness in national sector in order to carry out the tasks mentioned in the environmental communication strategy.

**Activities:**

To achieve the abovementioned results the following activities must be done:

On the level of Central Department for Environmental Communication and Awareness (CDECA):

- 1- Developing a communication network connecting EEAA and its Branch Offices and the ministries, Governorates and groups concerned with environmental issues that undertake Communication, awareness or educational tasks, preserving the coordination and communication in all stages of planning and implementation. CDECA works as the coordinator in the proposed communication network.

- 2- CDECA assists communication department in RBOs in determining communication needs and problems in the fields of education, awareness and communication, in cooperation with organizations concerned with environment, every two years and uses these needs to implement proposed communication activities.
- 3- CDECA, in cooperation with relevant authority, activates the role of the communication intranet through the various EEAA sectors, branches and units, which constitutes an internal support for implementing the communication strategy.
- 4- CDECA sets a conceptual framework for all publications (brochures, booklets, posters, leaflets, annual reports, thematic reports, newsletters and press-releases...), as well as training courses, workshops, hearing sessions, roundtables, forums, conferences, field visits and inspection tours, so that the concepts of these activities may be unified among those responsible for developing or organizing them. Specifications of each of these tools or activities must be stated in a manual distributed on CDECA employees and those responsible for implementation to avoid mixing and repeating concepts.
- 5- CDECA establishes a Clearing House, which – assisted by a number of experts - develops an integrated information supply/ distribution strategy, according to the vision proposed in the activities list within the framework of the environmental communication strategy. This unit also undertakes all stages of developing communication toolboxes, testing its efficiency, training their users, following up results of usage and making modifications based on evaluation.

**5/1 A communication information unit will be established within the framework of the Clearing House, to undertake:**

- Gathering the information required for developing the different Communication activities messages.
- Processing and classifying this information and ensuring its validity for use in all communication activities resulting from this strategy.
- Following up the implementation of the strategy provisions concerning gathering and distributing the information required for environmental communication activities.
- Taking measures to make this information available at suitable time and in quantity.

**5/1/2 This unit action is subject to the following:**

***First: information gathering***

- Continuous coordination in information gathering with EEAA information center and other units or branch offices.



- Gathering the required information about each EEAA sector in terms of programs, policies, projects and leaders.
- Gathering information about foreign projects, in terms of objectives, policies, sites, Egyptian and foreign leaders, sectors cooperating with them, projects action conditions, their time schedule and target public and every relevant matters that can be processed in terms of communication.
- Developing a database about activist organizations and individuals concerned with environmental issues, who may participate in implementing communication activities mentioned in the strategy and its executive plan.
- Gathering and classifying information about environmental issues stakeholders, projects and results of such projects as well as tools communicating them.
- Gathering and classifying information about key environmental issues.
- Documenting all communication activities conducted by EEAA and stakeholders in terms of: activities, geographical distribution, target groups, communication material, following-up reports, evaluation reports, reports supervisors, implementation mechanisms and budgets if available.
- Collecting data, information and reports on field researches and studies related to communication activities.
- Documenting all training courses organized by EEAA as well as courses related to environmental issues held by another organizations in terms of: course schedule and duration, content, participants and results of evaluation.
- Documenting communication material published in newspapers and magazines about environmental issues, whether these materials are directly or indirectly related to environmental issues.
- Developing a list of communication experts in environment field, this category includes: representatives of newspapers and mass media organizations to ministries or authorities, authors interested in environmental issues, researchers concerned with environmental awareness, communication and education and communication experts among university professors.
- Documenting communication materials released by the Clearing House.

### ***Second: Information Processing***

The unit processes all data and information gathered in the following manner:

- Indexing the gathered information and data in the way that facilitates referring to them. Each file includes in its front page a summary of key data and information included in the file.
- All information and data are processed to serve communication activities, observing the simplification of scientific concepts and using a simple language that facilitates the task of communication materials producers in a later stage.

Information and data are processed in the following manner:

- Information and data of personal and collective communication.
  - Including material used in direct oral communication such as: public speeches, gatherings, meeting, Islamic and Christian preaching, seminars, workshops, training programs, hearing sessions, exhibitions and festivals.
  - Printed Communication
  - Including the material required for releases are such as: communication releases, brochures, booklets, posters, newsletters, periodicals, reports and materials printed from communication manuals.
  - Electronic communication.
  - Including the material required to produce Radio and Television material include: debates programs, documentaries, drama and materials uploaded through the EEAA web site.
- 6- CDECA establishes a center for communication materials production. This center designs and implements all material necessary for programs and the communication activities required for the executive plan, and these materials include:
- Publications
  - Radio and Television material
  - Material required for visual shows
  - Depending on the communication activities requirements stated in the executive plan, CDECA determines preparations necessary for the production unit.
- 7- CDECA designs and follows up the production of the communication materials required for implementing a detailed plan and determines resources whose experiences and services can be used in this regard, provided that these authorities are able to offer their services at the level that achieves these activities objectives. The capabilities of these authorities must be evaluated through the consultancy committee formed to follow-up the action plan implementation.
- 8- Depending on the execution action plan, implementation must be in cooperation between environmental stakeholders in the manner specified therein.
- 9- CDECA designs and implements some workshops for employees in communication activities at EEAA and RBOs to explain the strategy and executive action plan and the requirements of coordination with the groups concerned with environmental issues.
- The workshop lasts for only one day for each group not exceeding 20 persons (4 hours- 2 sessions)
  - The strategy outlines and its executive plan are reviewed in addition to explaining communication inputs, messages ideas, communication channels and media and methods of evaluation
  - Discussion on the strategy is held as well as all participants' questions are answered

- Suggestions resulting from discussion and dialogue are documented
- 10- CDECA develops employees training programs at the department and RBOs departments to develop the communication skills required for implementing the strategy and its executive plan, provided that communication skills and the different activities they will be assigned to do are totally linked.
- The course lasts for 3 days (6 sessions x 3 hours)
  - Training includes using public communication tools in addition to collective and personal communication ones.
  - Designing communication messages and selecting communication media and channels
- 11- CDECA, in cooperation with environmental inspection sector, and sectors in which work necessitates field activities with target groups as stated in the strategy, organize a training course for employees in such sectors, with the aim of developing their awareness and communication skills enabling them to spread awareness among specific public in their work places.
- 12- CDECA designs a unified model for a training program on communication skills for groups that will participate in implementing communication activities stated in the executive plan, and these groups are: NGOs, teachers, religious opinion leaders, agricultural guides, universities and schools students' activities officers, coordinators, delegates for relevant governmental agencies employees, provided that these training programs are implemented in the different Governorates. The program is designed in a flexible way that allows containing cultural and social reality of the target public and urgent environmental problems in different Governorates.
- A panoramic vision of environment general problems, the special perspective concerning environmental problems in the region and its Governorates and the role and objectives of communication in facing these problems.
  - The communication main messages matrix, how to use it in developing messages suitable for target public and the means of delivering these messages to target public.
  - Persuasion strategies in the light of objectives, messages and characteristics of target public.
    - Each trainee is given an environmental portfolio including communication material suitable for the tasks that he/she will carry out.
    - A scheduled agenda is set during the workshop for participants' activities in environmental awareness.
    - A coordinator is selected in each group to follow up the implementation of tasks list.
    - Communication department in each branch follows up trainees' activities after the training course.

13- The following tips are recommended during planning for training programs or workshops:

**(A) Needs Assessment**

- ❖ Consult organizations or units to which trainees are affiliated, and revise tasks assigned to them within the communication strategy framework, executive work plan and objectives;
- ❖ Review such needs with experts in the needed field;
- ❖ Conduct a study and evaluate these needs according to your personal experience; and
- ❖ Set priorities of needs in light of the previous information.

**(B) Training program Objectives**

- ❖ Objectives should be in conformity with the list of needs set before;
- ❖ Objectives should be translated into specific abilities and skills to be acquired by trainees in the program or the workshops;
- ❖ Determine priorities of objectives (essential- subsidiary- or marginal); and
- ❖ Program objectives can be formed as follows:

After passing the training program, trainees will be able to carry out the following: (determine such skills or fields).

**(C) Specifications of trainees**

- ❖ The more harmony between trainees' experiences and qualifications, the better the task; and
- ❖ Take into consideration trainees' experiences, their functional duties, their education and the corporations they work for.

**(D) Number of participants**

- ❖ In education and discussion courses, it is preferable that the number does not exceed 30 trainees; and
- ❖ In training and skill-acquiring courses, it is preferable that the number does not exceed 20 persons.

**(E) Program timetable**

- ❖ Program timetable will be set in light of objectives, conditions of trainees and costs; and
- ❖ Five-day programs can be carried out continuously, but longer programs are separated with resting days.

**(F) Training file**

- ❖ Ask the trainer to give you a file containing training materials;
- ❖ Revise the components of the file evaluating its ability to achieve the specified objects;
- ❖ Revise the used forms of communication (lectures, discussions, exercises, illustration means, and applied cases);
- ❖ Avoid turning training programs into theoretical lectures;

- ❖ Connect examples and the cases that will be included in the program to the tasks that will be carried out by trainees later;
- ❖ Evaluate the file in light of the program schedule; and
- ❖ Follow up the implementation of the program and how far it is in conformity with what is previously planned for it.

***(H) Trainers***

- ❖ A trainer should have a practical experience in training within the same field; and
- ❖ Trainers should be only two persons.

***(I) Assessment***

- ❖ An essential step, though we not paid great attention to;
- ❖ Determine the criterion of assessment according to objectives set before;
- ❖ Assessment starts from the second day of training and includes: training methods- trainer's efficiency- and the degree of interest;
- ❖ The final training includes achieving objectives, training materials and measuring the level of acquired skills.

- 14- RBO communication departments will nominate participants for training courses from their relevant governorates so that nominees will include representatives from all organizations planned for cooperation;
- 15- CDECA shall train the users of the manual for communication materials on environmental awareness raising within the framework of the sectors for which manuals of communication materials will be prepared;
- 16- Each EEAA sector shall evaluate the effectiveness of the communication executive plan annually, each in its specialization according to standards to be agreed upon with other sectors and the Strategy Consultative Committee. Evaluation may be referred to an independent party outside EEAA on condition that it is provided with the different programs, their objectives, activities and schedule;
- 17- EEAA website shall be updated so as to extend its use by researchers and those who are interested in environmental issues, and the public shall be encouraged to use it via the continuous updating of information and data in addition to offering encouraging incentives to visit it. Besides, the website high quality design and including the interactive dimension in it; and
- 18- Depending on the results of revision and evaluation, additional requirements for environmental communication, awareness raising and education will be determined; in this case, the program will be carried out according to communication strategy needs.