

**Article 13 Public education and awareness**

180. What is the relative priority afforded to implementation of this Article and the associated decisions by your country?					
a) High	X	b) Medium		c) Low	
181. To what extent are the resources available adequate for meeting the obligations and recommendations made?					
a) Good		b) Adequate		c) Limiting	X
d) Severely limiting					
Further comments on relative priority and on availability of resources					
180. Public education and awareness of conservation issues are considered of prime importance and as a strategic tool for achieving long term sustainable conservation in Egypt.					
181. Resources are very limited for this crucial activity. Limited resources are made available through government funding and donor projects, as well as national and international NGOs and conservation organisations.					

182. Does your country promote and encourage understanding of the importance of, and the measures required for, the conservation of biodiversity (13a) through media?	
a) no	
b) yes - limited extent	X
c) yes - significant extent	
183. Does your country promote and encourage understanding of the importance of, and the measures required for, the conservation of biodiversity (13a) through the inclusion of this topic in education programmes?	
a) no	
b) yes - limited extent	X
c) yes - significant extent	
184. Does your country cooperate with other States and international organizations in developing relevant educational and public awareness programmes (13b)?	
a) no	
b) yes - limited extent	
c) yes - significant extent	X

**Decision IV/10. Measures for implementing the Convention [part]**

185. Are public education and awareness needs covered in the national strategy and action plan?	
a) no	
b) yes - limited extent	X
c) yes - significant extent	
186. Has your country allocated appropriate resources for the strategic use of education and communication instruments at each phase of policy formulation,	

implementation and evaluation?	
a) limited resources	X
b) significant but not adequate resources	
c) adequate resources	
187. Does your country support initiatives by major groups that foster stakeholder participation and that integrate biological diversity conservation matters in their practice and education programmes?	
a) no	
b) yes	X
188. Has your country integrated biodiversity concerns into education strategies?	
a) no	
b) early stages of development	X
c) advanced stages of development	
d) yes	
189. Has your country made available any case-studies on public education and awareness and public participation, or otherwise sought to share experiences?	
a) no	X
b) yes	
190. Has your country illustrated and translated the provisions of the Convention into any local languages to promote public education and awareness raising of relevant sectors?	
a) not relevant	
b) still to be done	
c) under development	
d) yes	X
191. Is your country supporting local, national, sub-regional and regional education and awareness programmes?	
a) no	
b) yes - limited extent	X
c) yes - significant extent	
<b><i>If a developing country Party or Party with economy in transition -</i></b>	
192. When requesting assistance through the GEF, has your country proposed projects that promote measures for implementing Article 13 of the Convention?	
a) no	
b) yes	X

**Decision V/17. Education and public awareness**

193. Does your country support capacity-building for education and communication in biological diversity as part of the national biodiversity strategy and action plans?

a) no

b) limited support

c) yes (please give details)

X

**Further comments on implementation of this Article**

182. Al Ahram the main official news paper in Egypt has a weekly environmental page, which frequently highlights biodiversity issues. Other dailies and journals publish occasional articles on conservation issues. There are several shows on national TV dedicated to the biological sciences and include messages on conservation. Several children's programs have conservation messages embedded within them (for example the regionally famous "Bakkar" aired two shows on protected areas in Ramadan of 2002). Most protected areas have visitor centres geared towards public education. Protected areas provide educational programs for visitors, particularly children. Numerous publications were produce by the NCS for various protected areas, conservation issues, resource management, threats, etc. Several audiovisual products (CDs, videos) were made for the Red Sea, South Sinai and Wadi El Rayan.

183, 188. Biodiversity and conservation issues have been introduced into High School curricula. Several universities have developed programs for postgraduate studies with coverage of the fields of conservation and biodiversity.

184. All donor supported projects have components for education and awareness raising.

185,186. The Egyptian NBSAP highlights education and public awareness as a priority for future action. The resources made available from the GEO for education and public awareness is significant, but is insufficient. Most donor projects in the area of natural resource management field have components for public awareness.