



**We4  
Change**

Girls and Women Connecting  
for Environmental Change

# **GIRLS AND WOMEN CONNECTING FOR ENVIRONMENTAL CHANGE**

---

**ESSENTIAL FACTORS FOR FOR SUCCESS:  
NEEDS ANALYSIS AND TRAINERS FEEDBACK  
PART OF THE  
WE4CHANGE “TRAIN THE TRAINER” PROGRAMME**



Funded by the  
Erasmus+ Programme  
of the European Union

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Authors:  
Stimmuli for Social Change, Greece  
2023



Contribution by all partners

Disclaimer: This analysis is published as part of the project “Girls and Women Connecting for Environmental Change” funded under the Erasmus Plus programme of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Contents

<b>Part 1: About this report</b> .....	3
<b>Part 2: Needs analysis and trainers' feedback before and after the Changemaker events</b> .....	3
<b>2.1 Needs analysis</b> .....	3
<b>2.2 Trainers' feedback after the LTTA workshop</b> .....	7
<b>2.3 Trainers' feedback after the pilot Changemaker events</b> .....	10
Trainers' feedback from the events in Greece and France: .....	10
Trainers' feedback from all events in Belgium: .....	13
Trainers' feedback from the events in Portugal: .....	14
<b>Part 3: Conclusions and ways forward</b> .....	16
<b>Annex:</b> .....	17
1. Links of surveys for the identification of youth workers' needs (A1 under IO2): .....	17
2. Link of survey that was distributed by the partners to youth trainers after the LTTA training workshop: .....	17
3. Link of the surveys that were distributed to trainers and mentors of each partner's country after the national pilot events: .....	17

## Part 1: About this report

This report is integral part of the ‘*Train the Trainers*’ programme, under IO2. Its aim is to present first the findings of the needs analysis that was carried out in each participating country at the beginning of the design phase of the training programme. The need analysis was performed through a survey that was designed and shared with youth workers and professionals active in youth area during the period November 2021 – January 2022. This survey focused on the identification of needs of surveyed youth workers regarding the acquisition of new skills for empowering girls and young women in environmental action and regarding their preference in format of training activities and in type of participatory training methodologies.

Moreover, the part 2.2 of report gives emphasis on the analysis of collected feedback and suggestions of trained youth workers who participated in the transnational ‘*Train the trainer*’ workshop in Brussels on March 2022. In the last section of Part 2 (2.3), the report sheds light on the feedback and suggestions that trainers and mentors expressed and discussed with each partner organisation after the pilot events in their country. Finally, the report closes with some highlights and important lessons learned from the whole process before and after the training workshop and pilot events, as useful feedback and guidance for other trainers who participate in similar activities in the future.

## Part 2: Needs analysis and trainers’ feedback before and after the Changemaker events

### 2.1 Needs analysis

The first activity under the second Intellectual Output (IO2) was the design and distribution of a survey youth workers in all participating countries. This survey was designed as an online questionnaire and its objective, as already presented in Part 1, was to identify and validate the training needs of those workers in relation to the adoption of We4Change curriculum the skills they would like to enhance. In addition, their preference in participatory training that would lead to better customized teaching materials was also captured. The findings of this short survey were essential to understand any needs and gaps that were pointed out by the professionals who are active in youth empowerment and education in new skills and tools. These findings put emphasis on the bottom-up character of the training programme and were taken into consideration for the development of training content that structured the training workshop few months later, as next activity after this survey.

To begin with, regarding some demographic elements indicated by the surveys, most respondents from all countries were female accounting for 81%, while only 16% were male participants, as Figure 1 illustrates:

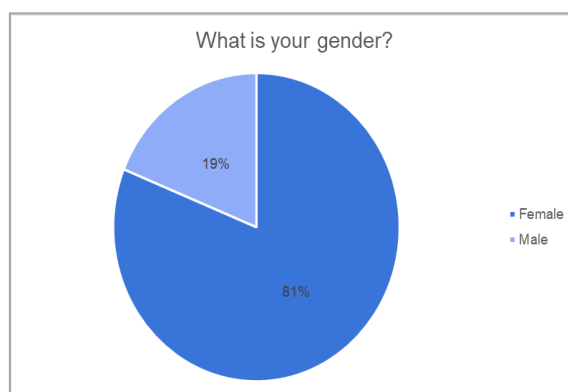


Figure 1. Representativeness of gender in the surveys

Regarding their educational background and the type of organisation they come from, most participants from all countries hold a master's degree and they are involved in the private sector, NGOs (non-governmental organisations) or an educational institution, while few participants come from social service groups. With regard to their experience or participation in training programmes, seminars or workshops related to capacity building and professional development of youth workers, most participants (over 50% of total number of participants) from each country answered that they were **not so experienced** or familiar with such participatory activities. For the rest of respondents who verified their involvement or experience in such trainings in youth area, the main themes of those trainings were the following ones:

- Pilot trainings to innovate the vocational training towards a sustainable local development.
- Training in burnout management as also in gender and entrepreneurship
- Empowerment of underprivileged young people
- Development of young people's digital skills.
- Creativity and leadership skills
- Training in facilitation and mentorship
- Peace education
- No hate speech
- Environment

Furthermore, in terms of their participation in any engagement activity or educational training related to empowerment of girls/young women from disadvantaged communities, a similar lack of experience was also captured. Indicatively, in Greece the majority of respondents (approximately 71%) answered that they have never participated in educational trainings with this focus, as Figure 2 displays:



Figure 2. Level of involvement of Greek youth workers in women empowerment activities (Blue: Yes - Red: No)

Considering the identified lack of experience and involvement in trainings or activities on women empowerment, it is more than clear that there is a need of gaining experience in new trainings to build their capacity building, enrich their knowledge and raise their awareness in

this area. Youth workers need new training opportunities that can be useful for combatting gender stereotypes and for supporting women to take action with the appropriate tools.

Moving to other questions of the survey, regarding their preference in the online training programmes, the findings indicate that 17 out of 53 respondents in total do not prefer so much the virtual trainings; on the other hand, only 6 participants expressed their full agreement with this format of trainings, as Figure 3 illustrates:

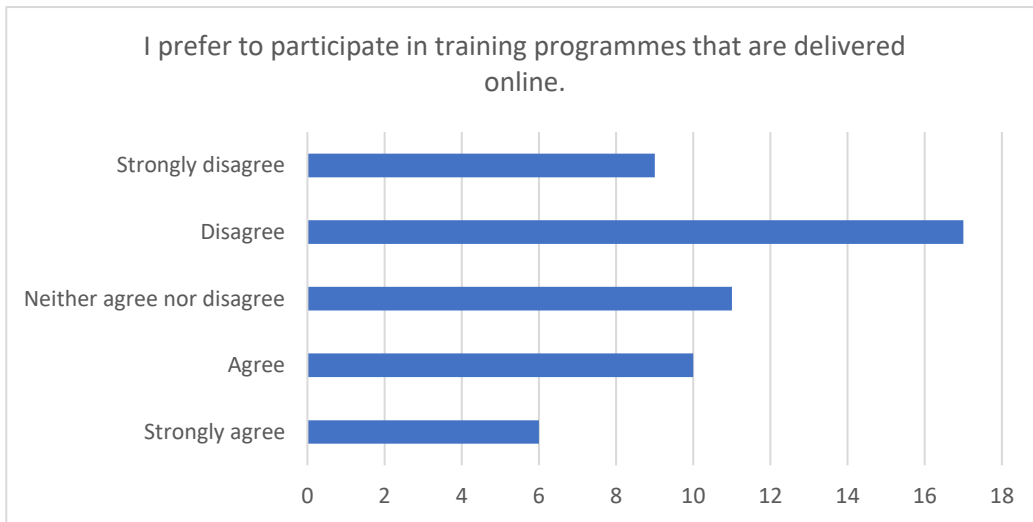


Figure 3. Preference of respondents for online trainings

When it comes to their preference for physical trainings, most participants (specifically 29 out of 52 in total) expressed their strong agreement with the in-person training activities, as illustrated by Figure 4:

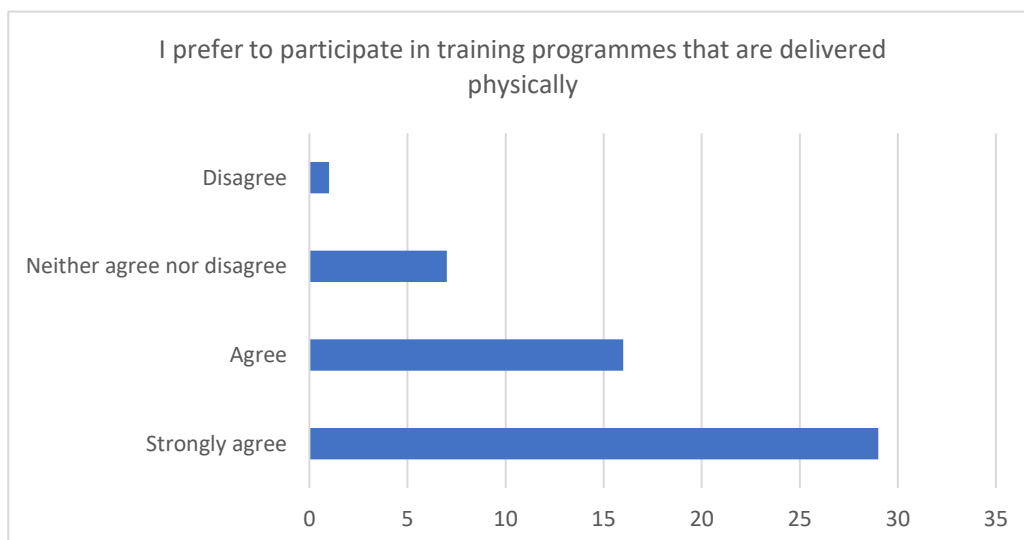


Figure 4. Preference of respondents for physical trainings

Apart from the two previous questions related to the format of trainings, the survey also focused on participants' preference and opinion in trainings that combine a blended learning character. Regarding this aspect, almost 20 participants stated that they are in favor of trainings with a blended-learning approach, while only 6 participants expressed their disagreement with this approach, as the Figure 5 clearly presents:

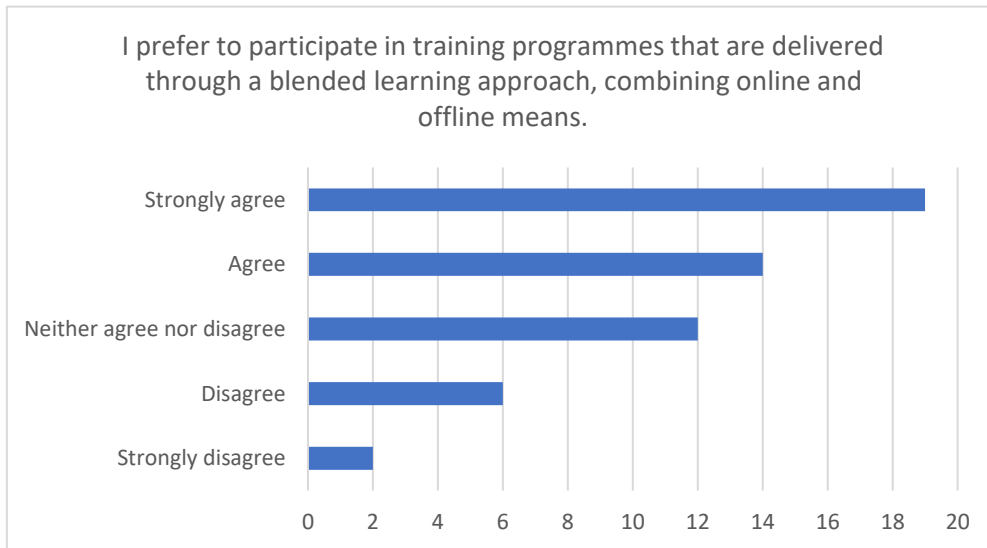


Figure 5. Preference of youth workers in trainings with blended-learning methods

Besides their preference in online or offline means of a training programme, the surveyed youth workers expressed their opinion and interest for participatory methodologies. More specifically, over 50% of participants (36 out of 53 in total) stated their strong agreement in being trained in collaborative and participatory processes (Figure 6), as such kind of innovative methods and activities can help them understand new concepts and exchange knowledge and ideas with other colleagues in this area.

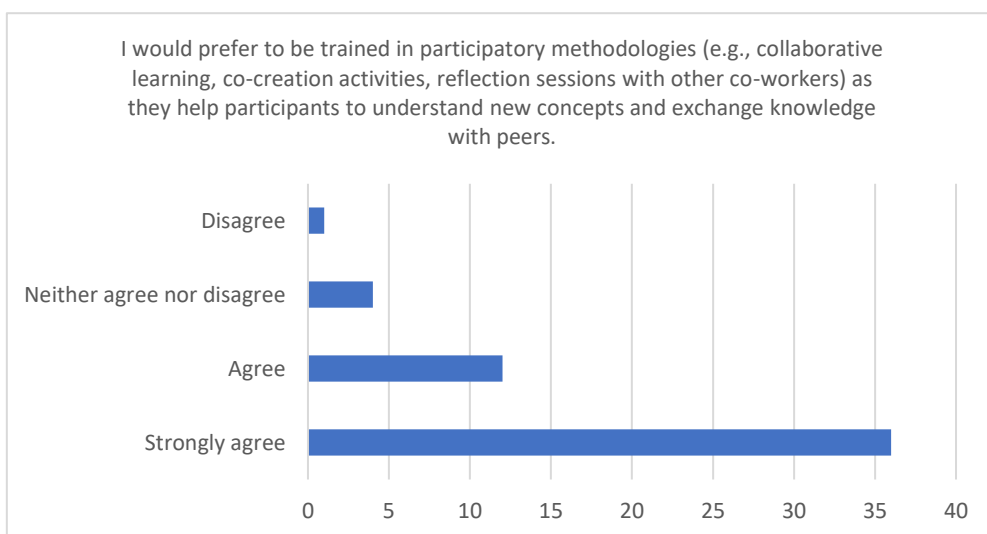


Figure 6. Preference of youth workers in participatory methodologies

With regards to the set of skills they need to acquire for inspiring, as potential trainers, young female participants and delivering relevant engagement activities/events in their country, all types of competencies included in the survey were considered useful for them, but some of them had a dominant role as observed by the collected answers. Specifically, the skills that were considered as most necessary by the respondents are the following ones:

- **entrepreneurial competencies** (the first most preferred and needed skill by most participants),
- **youth leadership and changemaking** skills,
- the skills related to **digital literacy** (e.g., familiarization with online tutorials, web-page management skills, online resources management skills),
- competencies related to **environmental awareness** and sustainable development,
- skills that focus on **social innovation and soft skills**.

Finally, concerning their opinion about what kind of training materials/learning tools are needed by them to effectively implement future activities related to young women empowerment and to integrate We4Change project methods into their practices, that surveyed youth workers highlighted the following types of material or learning tools:

- Ready-to-use materials and presentations to introduce the issue of climate change;
- Ready-to-use worksheets to develop ideas and prototypes;
- Adaptable guidelines that provide navigation on how to effectively engage and train girls and young women;
- Guidelines on how to organise, conduct and evaluate a participatory event;
- Tailored material related to digital skills (e.g., how to create a website or guidance on managing applications).

## 2.2 Trainers' feedback after the LTTA workshop

The aim of this sub-section is to present the feedback that Stimmuli, as lead partner of IO2, collected from all youth trainers after the 'Train the trainer' workshop in March 2022 regarding their level of satisfaction for this workshop, the degree that it met their initial expectations as also their satisfaction with workshop's sessions and its organisation. To begin with, the survey indicated an overall satisfaction of participants with this training activity, as around 67% of total number of respondents were satisfied, as Figure 7 illustrates:



Figure 7. Satisfaction of youth trainers from the We4Change training workshop



In terms of their initial expectations and whether the workshop met them, it seems that most participants (approx. 67%) were expressed positively, meaning that their expectations were met after this workshop in which they were trained for the developed material for We4Change curriculum, as verified in Figure 8:

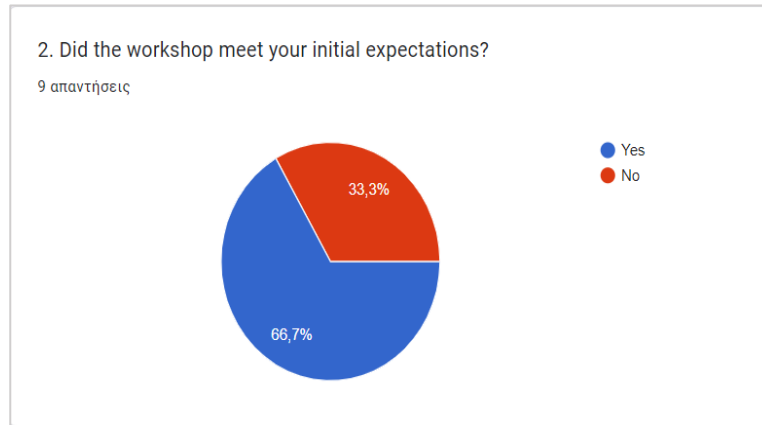


Figure 8. Level of satisfaction of youth workers' expectations from the workshop

Some participants expressed some additional concerns comparing to their initial expectations. In particular, a specific participant mentioned that between or after some workshops such as the 'Climate Fresk' game or the coding workshop there was limited time and opportunity to actually develop and capture so quickly all new skills and learning tools they were trained. Another participant stated that there was a need on receiving more training material in entrepreneurship and about action-oriented workshops.

Next, regarding the session of the workshop that most participants liked, approximately 78% of participants showed their interest and preference for the session dedicated on Climate Change. Another part that was considered as the most attractive for trained youth workers is the part focused on team building activities, as around 57% of them distinguished it (Figure 9).

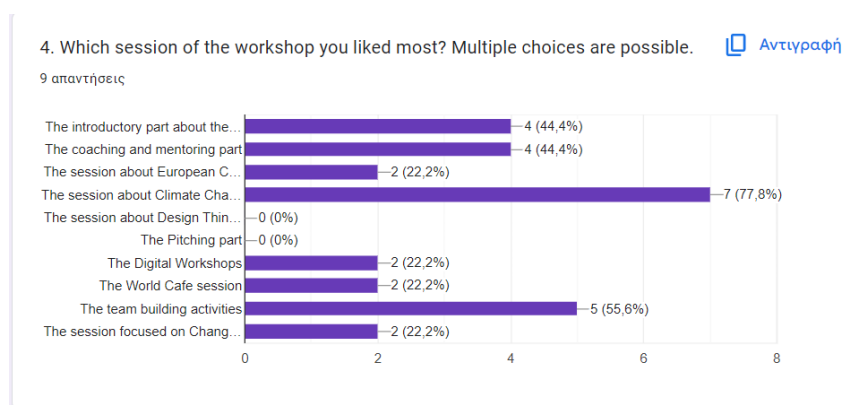


Figure 9. Preference of trained participants for each session of workshop

Apart from their expectations and their impression from the workshop's sessions, trained participants expressed their opinion for the benefits they gained from this interactive training experience. In particular, the most important and highlighted benefits that were emphasized were related to following elements (Figure 10): peer to peer learning and exchange of fresh

ideas on the examined topics (almost 89% of participants mentioned this benefit), 2) networking opportunities with people from other countries engaged with youth female empowerment (mentioned by almost 78% of total number of participants), 3) opportunity to get familiar with new material and fields (emphasized by approximately 67% of total participants) and 4) acquisition of new knowledge and expertise in different areas (highlighted by almost 57% of total participants). An additional benefit was the fact that the workshop gave the opportunity to participants to interesting and interactive ways of transferring knowledge and presenting a topic.

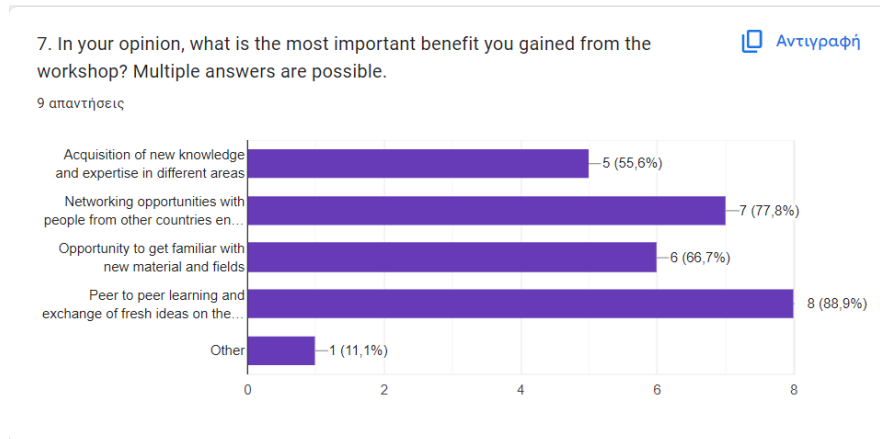


Figure 10. The most important benefits gained by We4Change training workshop participants

Another part of the workshop that received positive feedback by participants regards its planning and organisation, as 67% of participants agreed that they were aware and updated on time from the host organisation (DLI) and the project partners for the workshop, as shown in Figure 11:

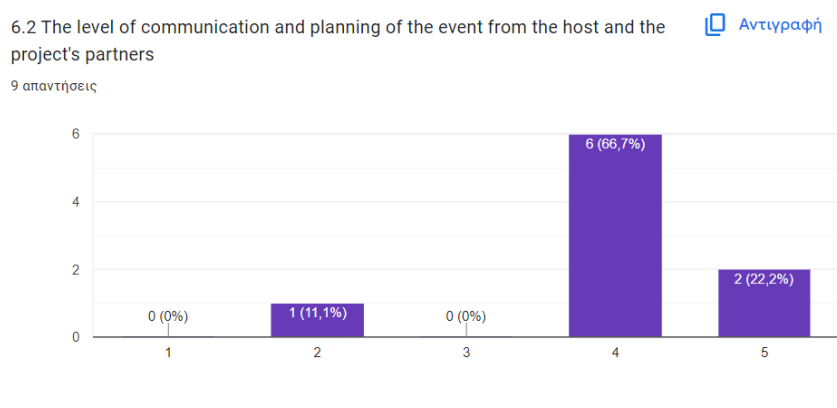


Figure 11. Level of agreement of participants for the communication and planning of the workshop

Finally, with regards to the parts that were considered missing in sufficient from this training workshop as material or tools, there were few comments by some participants for helping the

partners further improve the training programme. Indicatively, some of these comments that were emphasized by participants are mentioned below:

*“time and solution to technical problems”*

*“sufficient breaks during workshops so our mind will clear up to move on next session”*

*“more tools on funding opportunities and on part of business canvas”*

*“more clarity on some issues for example: it would have been nice to have had an icebreaker before doing the climate work. it is very good for the girls to have the possibility to create a mobile app but for this it is necessary to have Android so is not so convenient”.*

*“Some sessions stayed very theoretical due to limited time (e.g., Design thinking), some were overly practical within limited time (programming)”*

*“While I loved the Climate Fresk workshop as a participant, the fact that we cannot actually run it during the workshops makes me wonder if it wouldn't have been better to use the session on Climate Education in a way that we actually learn or prepare a way to introduce this topic during the changemaker events”.*

To sum up, it seems from the collected feedback that most participants who were trained in We4Change training methodology and in selected topics for piloting next the material in their country were satisfied with the whole process, the presented concepts and topics as also the planning of the training event itself.

### **2.3 Trainers' feedback after the pilot Changemaker events**

Following the Changemaker events and piloting process of all developed material in each participating country, each partner received useful feedback and suggestions from the involved trainers and mentors. More specifically, the feedback was collected through customized surveys addressed to the previous facilitating groups (trainers, mentors, volunteers) as also through follow-up group or individual discussions and brainstorming. The main goal of collecting feedback after the events was to assess and understand better the impression and level of satisfaction of trainers and mentors from the whole experience, any difficulties they experienced during their communication and interaction with the young female participants, their opinion about their cooperation with other mentors, the benefits they gained from the events, some suggestions for further improvements on how the events were organised or for the developed material as also some ideas as additional material that they would need in case they would organise on their own such a similar event in the future.

In addition, in most countries the consortium partners, as organisers of Changemaker events, asked for trainers' feedback regarding the handbook and its practical character for the preparation of event and their professional development. The following parts of this sub-section is focused on this feedback that was collected per country.

#### **Trainers' feedback from the events in Greece and France:**

In Greece and France, the findings of surveys that were distributed with trainers and mentors indicated an overall satisfaction from both groups in questions related to their general experience on the process and their responsible role. In both countries, most involved trainers

(around 75%) expressed their full agreement when asked about the guidance they received in the preparation period and during their involvement in the real implementation of the event, as Figures 12 and 13 display:

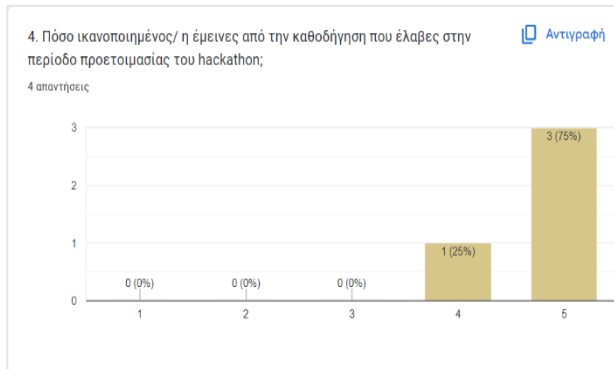
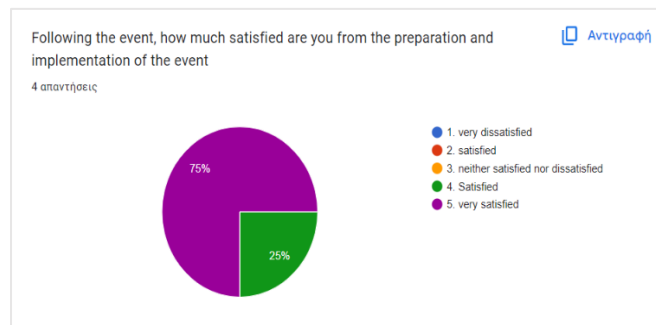


Figure 12. Satisfaction of Greek trainers and mentors with the organisation and implementation of events

Figure 13. Satisfaction of French trainers with the preparation and implementation of events



Regarding the time that was given for the preparation of teams during the event, in both countries most trainers strongly agreed that the given time was adequate. Regarding the time they were offered to train the teams, considering of course the difficulty of the training topic (e.g., digital skills training, pitching, design thinking), again most trainers seemed to be satisfied, while regarding their collaboration with other mentors most respondents found it very effective.

Moreover, when it comes to the part of Changemaker events that was considered as the most successful and most impactful, Greek trainers gave emphasis on the **opening/ inspiration session**, where women entrepreneurs or female startupperes presented their projects or initiatives related to event's examined topic, on the **ideation** part as also on the content of the training workshops. A Greek trainer expressed his admiration with the ideas and joint progress of the teams, although the limited time, by mentioning: *'the most successful part of the Hackathon was when the participants took the time to apply the advice and guidance given to them during the event, and create their projects and presentations. Always the part of applying what one learns in theory is difficult, however I saw that the teams, with the help of the coaches, were able to make amazing progress in both their projects and their thinking within 2 days'*.

In France, there are similarities with the opinion of Greek trainers about the most attractive parts of the events, mainly regarding the inspirational talks and the project work of female teams. Additional sessions from the events that were considered successful by French trainers were the closing part, as it was stated that everyone was given the chance to present their ideas and reflect with their team members opportunities and weaknesses around their project. The last part where the jury members shared their feedback with female groups that after their pitching was also considered an important moment form the whole experience.

Concerning the effectiveness of developed handbook in practice for the preparation of events and for the improvement of their professional development and their communication skills as trainers/ facilitators, more than 50% of trainers in both countries considered its guidelines very effective, as shown in Figures 14 and 15:

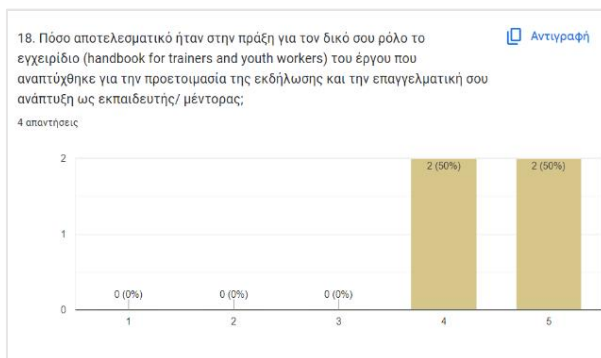


Figure 14. Opinion of Greek trainers for the effectiveness of handbook

Figure 15. Opinion of French trainers for the effectiveness of handbook



Additional comments from Greek trainers for the effectiveness of handbook:

*'The manual was quite comprehensive and useful in practice, preparing us for all the tasks we would have to accomplish'*

*'It was the tool that ensured that the organizers, participants and mentors/coaches were all on the same page during the process'.*

Regarding the follow-up part and especially the materials they would need for organising such events in the future, trainers and mentors highlighted the following elements:

- More time in digital skills training ;
- More focus on how the developed projects could be developed in practice after the hackathon is required;
- Open new topics on climate change that the girls could work on collaboratively;
- More focus on fundraising opportunities;
- Including No Code for the digital part – it is easier to be used;
- More time should be given to prepare the Pitch session.

#### Trainers' feedback from all events in Belgium:

In Belgium, useful feedback, as follow-up reflection, was collected via group and individual discussions from a total of four trainers, with two having the role of trainers for the workshops and other two acting as business coaches. Overall, it was observed that all trainers were very satisfied with the general atmosphere at the event. It was also stated that the participants showed creativity and engagement during the activities. In addition, during the follow-up discussion trainers expressed positive feelings about the character of event (the fact that are hackathon-inspired) and about the impact of events on the development of new skills of female participants. Girls and young women gained new knowledge in different topics and participatory methods, making them more aware of information useful to be active in actions related to environmental protection and to collaborate with other women like them that are doing the same.

Regarding the available resources provided by the project, trainers found them were useful and easy to adapt to fit with the existing knowledge and personal style of the trainer. When it comes to the engagement or the communication of participants in workshops, the Climate Fresk trainer expressed his satisfaction and also emphasized that female participants generally are motivated or tend to speak more about the social impact of climate change.

Regarding the effectiveness of handbook, as practical training guide, trainers and coaches found it very detailed with interesting information, especially the part referring to the different competence frameworks existing at EU level and on how to communicate about the connection between gender and climate.

Further ideas and points for improvement, mentioned by trainers and coaches in Belgium, are presented below:

- Suggestion by one business coach: while the time allocated for project work is sufficient to develop a general idea about the needs and structure of a business, there is a **need for follow up for the participants who are really interested to move forward with their project**. In this case, the business coach offered one free business coaching session for anyone who is interested.
- Suggestion by one trainers: it would be good to have participants **fill-in a sheet before joining the event** with what are they interested in so that those specific interests are considered more carefully in the moment of preparation of the trainings.

### Trainers' feedback from the events in Portugal:

Overall, the events in Portugal went successful and received positive feedback from trainers and mentors. It was supported by most facilitators that the participating girls enjoyed the weekend, learned a lot and built up their confidence in the context of addressing challenges generated by climate change. However, some areas for improvement could be considered for future events.

Regarding the 1<sup>st</sup> event in the region of Rezende (Porto), feedback and suggestions were collected both by participants and organisers of the Changemakers event. Below, a summary of this feedback is provided from both groups:

### Lessons learnt for the organisation and logistics part for future events:

- Adjust the number of participants to between 8 and 15, as this is ideal for the organizers to manage effectively. More participants could be a challenge to manage, and fewer would not make the event as engaging.
- Set a fixed time for the reception with ice-breaking activities included. The flexible arrival time confused the reception; having a structured welcome activity could avoid this.
- Coffee breaks should be held in the event space. Define the breaks well on the first day and leave them close to the event so that on the second day, participants can eat freely.
- At the very beginning, have a table with sheets of paper for the participants to sign during the registration.
- Have a space with windows to allow natural light in.
- Leave space for those who want to work after the end of the first day.
- Have a game at mealtime or have lunch together, with staff in the middle of the girls.
- Provide clear directions for participants to get to the event site, make the icebreaker more natural, and establish the tasks they have to deliver at the end of the event right at the beginning.
- Have a better concept for lunch. Options could include buying something cheap for everyone, asking everyone to bring something to share, or taking a break, eating somewhere different, and coming back after lunchtime.

### Follow-up suggestions for future events:

- Be mindful of girls who may be introverted and ensure everyone finds a space to engage and express themselves. Include more elements of brainwriting at the beginning of the discussions to give more opportunities for shy people to express themselves and share their ideas.
- Be more attentive to the event agenda and keep the breaks consistent. Avoid changing the timing and breaks too much.
- Organize the pitching workshop after an hour of group work to develop the idea before working on the pitch/presentation of the idea.
- Have all the workshops on the first day so that the second day can be more accessible and collaborative work.
- Pay more attention to expectations management and guide participants on moving forward with the idea. Refer to more incubation projects in the booklet and reinforce that they can and should continue to work on the ideas.

- Have a debrief meeting with the Jury members before the event to explain the dynamics - either before or before the session. Also, arrange the guidelines for the next event.
- Provide references on incubation projects and how to learn better entrepreneurship.

Regarding the collected feedback from the 2<sup>nd</sup> Portuguese event in Almada (Setubal), participants and trainers expressed their satisfaction and positive feedback about the event which was more organised and straightforward than before. During the Pitching session, the showcase of inspiring projects was considered incredible as it gave new context and food for thought to new entrepreneurial and sustainability-inspired projects. Also, this time the organisers provided an adequate space to participants (something that was highlighted in the first event as presented in the feedback of previous event), allowing them to move around with more flexibility mainly during their breaks or during their project work.

#### **Feedback and lesson learnt from the event:**

- Some participants who signed up did not show up, which affected attendance.
- Disclosure about the outcome should be provided at least.
- The space of the venue was too dark (participants' comment)
- The topics addressed in the inspiring talks should be better framed, talking more about the process and less about the associative battles and challenges.
- Parallel conversations during the event were sometimes too noisy.
- More constant communication with the organisation should be established.
- The position of the juries in the room was not optimal.
- The juries talked too much, taking too much time from the participants.
- There was a lack of involvement with the community, and more time should be spent talking to the entities we want to bring.
- The choice of problems in the design thinking part should be rethought, providing more clarity about the problem participants will work on.
- The role of mentors should be rethought, establishing a level of depth on how mentors should help groups.
- A reconsideration regarding the moment of inspirational talks may also be necessary.

#### **Suggestions and ideas for improvement:**

- Inspiring projects should include walking and exploring local problems, e.g., walking mapping.
- A moment should be provided to identify problems on the street.
- **More fieldwork with communities should be conducted** to build relationships and increase involvement of more people.
- It would be better to limit the time of the juries to ensure that they do not take up too much time from participants.



### Part 3: Conclusions and ways forward

Taking into consideration the whole feedback and comments received from all changemakers events in the participating countries, the general trends and impressions by participants, trainers and coaches show a general satisfaction with the objectives and the final outcomes, although not all conditions were perfect, especially in the logistics or organizational part, e.g., about the available space or the time that was offered for only two days to collaborate design and pitch a new project on the selected topic.

The lack of connection with the community and the end-users considered problematic. However, this connection or observation of needs and challenges through fieldwork was not feasible to be carried out due to the limited available time and the specific duration of the We4Change events. Nevertheless, this parameter should be further considered for future events, similar to Changemaker events' scope, in order to identify better the community needs of a targeted audience. A factor that future trainers and coaches should have in mind is that such an interaction between teams that design a new project and the community requires more time and commitment from their side. At the same time dedicated catch-up discussions and interim reflection moments among participants, as potential entrepreneurs, and their coaches may also be needed before the ideation part and formation for their idea.

Another critical element from the trainers' feedback pertains to the possibility of more follow up moments and support for further planning to participants interested in continuing with their idea. This is a very critical moment for the progress of ambitious teams and the role of mentors is essential to support them to be encouraged and take the initiative. For this follow-up phase, the suggestion of **providing the teams with examples of incubation projects** or with current initiatives in the same area, combined with concrete ideas for fundraising opportunities, for the initial stages of their project would be very useful for their future success.



## Annex:

1. Links of surveys for the identification of youth workers' needs (A1 under IO2):

Survey in Greek: [https://docs.google.com/forms/d/e/1FAIpQLSfgy-MkPft\\_tFzluP\\_M2u-38M\\_3Cr1gktKGXkjutWHWCVZzfA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfgy-MkPft_tFzluP_M2u-38M_3Cr1gktKGXkjutWHWCVZzfA/viewform)

Survey in English:

[https://docs.google.com/forms/d/e/1FAIpQLSfC3c3vYc058KWWi6\\_fhE9x9P9AnfXFMb55mvTrChrGNA4tbw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfC3c3vYc058KWWi6_fhE9x9P9AnfXFMb55mvTrChrGNA4tbw/viewform)

2. Link of survey that was distributed by the partners to youth trainers after the LTTA training workshop:

[https://docs.google.com/forms/d/e/1FAIpQLSeyyX-udolDb0pDOP6OOpH9Pv3\\_Ru65Nc71ocs\\_QtWfDJ1J\\_g/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeyyX-udolDb0pDOP6OOpH9Pv3_Ru65Nc71ocs_QtWfDJ1J_g/viewform)

3. Link of the surveys that were distributed to trainers and mentors of each partner's country after the national pilot events:

Greek survey:

<https://docs.google.com/forms/d/e/1FAIpQLScFJEXHD3x5UDzvppgUNROxMopFGEq-Jocxh7rMd66hyKSPsw/viewform>

Survey in English for French trainers and mentors:

<https://docs.google.com/forms/d/e/1FAIpQLSdcGiBfbyYc9kWGQNptf8ZSbmwmeQm-DkpXExOP4k-67NxYwg/viewform>



# We4 Change

Girls and Women Connecting  
for Environmental Change



**WE4CHANGE.EU**



Funded by the  
Erasmus+ Programme  
of the European Union

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.