



[www.acrplus.org](http://www.acrplus.org)

ASSOCIATION  
OF CITIES  
AND REGIONS  
FOR RECYCLING  
AND SUSTAINABLE  
RESOURCE  
MANAGEMENT

# Community Awareness & Participation

- 1. Community Participation**
2. Raising Awareness and Changing Behaviour
3. Planning Strategic Communication





# Beyond Awareness: Community Power and Influence

**Community Participation** is the process by which individuals and families **understand responsibility** for their own health and welfare of societies; the **key to the success** of solid waste management systems in any city is the **cooperation** of citizens.



# Rio Declaration of the UN 1992:

Environmental issues are best handled with the participation of all concerned citizens, on a relevant level. On a national basis, each individual should have appropriate access to information concerning the environment that is held by public authorities, including information on hazardous materials and activities in their communities, and the opportunity to participate in decision-making processes. States should facilitate and encourage public awareness and participation by making information widely available.



# National Strategy for SWM

Strategic Objective:

“A more participating and aware community”

## Interventions

## Key executing party

Develop and implement community awareness programs aiming at developing positive behavior of citizens and participatory approach between governmental and non-governmental institutions and stakeholders involved in SW issues (at the national/regional/local levels)

Environmental Quality Authority

Institutionalize planning through partnership with concerned stakeholders

Ministry of Planning



# National Strategy for SWM

| Interventions   | Key executing party             |
|---|---------------------------------|
| Institutionalize community awareness and participation tasks in the frameworks and plans of joint service councils and local authorities        | Ministry of Local Government    |
| Implement joint projects with civil society institutes to familiarize the informal sector with the technical, health, and environmental aspects | Environmental Quality Authority |
| Establish avenues for dialogue and participation between governmental, private, and non-governmental sectors                                    | Each institute as involved      |



# Why Community Participation?

- Durability and Sustainability
- Ownership and Accountability
- Independence and Autonomy
- Empowerment
- Local Knowledge and Resources
- Cost Reduction



# How can they benefit?

- Production of Fertilizer through Composting
- Reuse and Recycling of the various Materials
  - Income Generation
- Land Reclamation
- Self-Esteem



# How can the Community Participate?

## Waste-production cycle:

inside the house, market, industry etc. Easy separation can be made at the source where the waste is not yet mixed (bottles, paper, food remains, plastics, metals etc.)

## Primary-collection cycle: at

the community level where wastes of the same sort are collected.

## Secondary-collection cycle: at

city level where dumping at a communal depot or recycling takes place.



**Waste Reduction**

**Waste Extraction**

**Waste Separation**



**Neighbourhood-wide Collection**

**Collecting and Transporting  
Waste to Central Places**

**Financing**



**Recycling Activities**

**Processing and  
Upgrading of Waste  
Material**





# Typology of Participation

|   |   |
|---|---|
| <b>Passive Participation</b>                | Telling people what is going to happen or what has already happened                                       |
| <b>Participation by information giving</b>  | People answer questions posed by outsiders using surveys, questionnaires etc.,                            |
| <b>Participation by consultation</b>        | People are consulted by outsiders who define both problems and solutions                                  |
| <b>Participation by material incentives</b> | People provide resources, for example in labour, in return for food, cash or other material               |
| <b>Functional participation</b>             | People form groups to meet objectives determined by outsiders   |
| <b>Interactive participation</b>            | People participate in analysis, formulation of action plans and form new or strengthen local institutions |



# Exercise

Consult with your neighbour and think of examples for the different types of participation from the solid waste sector.

(5 min.)



# Film Clip: The Zaballeen



Waste Collection,  
Recycling and Disposal  
in Cairo is entirely in  
private hands.

Since the municipality of  
Cairo only finances the  
street-sweepers, it has  
the lowest cost for  
waste collection per  
inhabitant in the world.



# Waste Quizz

Does it makes a difference in littering, whether strikingly designed waste bins or ordinary ones are installed?

- A) No, not at all.
- B) Littering can be decreased by 20%.
- C) Littering can be more than halved.
- D) Littering can be decreased by 80%.



# C: Striking waste bins prevent littering

According to an experiment implemented in Richmond (USA), littering could be more than halved by installing well-designed waste bins:

Striking waste bins as well as ordinary ones were installed in a College Football Stadium. The striking ones later on contained more than twice the waste amount of the ordinary ones.



# Striking waste bins prevent littering

In another experiment big, well-designed and visible waste bins along a highway reduced littering by 28,6%. Probable explanations are:

- that well-designed waste bins are more recognizable and offer a visible opportunity for waste disposal
- that striking waste bins remind people of littering being socially not accepted and desirable



# Waste Quizz

Which aspect among the following ones has the highest impact on littering?

- A) Number of waste bins installed.
- B) Design of waste bins installed.
- C) Size of waste bins installed.



# B: Design has the highest impact

According to an experiment in Pennsylvania, the number of waste bins (one for each apartment block instead of one per four blocks) could reduce littering by 9,9%.

Size of waste bins didn't play a role at all.





# Waste Quizz

Which difference does the cleanliness of an area make for littering?

- A) No difference at all.
- B) People are more likely to litter in dirty areas.
- C) People are more likely to litter in clean areas.



# B: Broken Window Theory: People are more likely to litter in dirty areas

Experiment in the Netherlands (2008), letters were clipped on bicycles and waste bins were removed.

- clean area: 33% threw the letter on the floor
- dirty area: 69% threw the letter on the floor



# Waste Quizz

Is there a difference in littering among Palestinian women and men?

- A) No, they litter to the same extend.
- B) Women litter more than men.
- C) Men litter more than women.



# C: Men litter more than women

Contradicting to international studies, a study conducted in Nablus found out that Palestinian men are more likely to litter than women.

This might be explained by the percentage of smokers which is much higher among men than among women, especially in rural areas.



# Waste Quizz

Is there a difference in waste generation among high- and low-income areas?

- A) No difference.
- B) Higher waste generation in high-income areas.
- C) Higher waste generation in low-income areas.



# B: Difference in waste generation

The amount of waste produced per inhabitant in high-income areas is a multiple of the amount of waste produced by low-income households.



# Waste Quizz

Is there a difference in cleanliness among low- and high-income areas?

- A) No difference.
- B) Low-income areas are more likely to be clean.
- C) High-income areas are more likely to be clean.



# C: high-income areas cleaner

It can be observed that, while it seems possible to keep high-income areas clean, low income areas remain unclean, due to two factors among others:

1. Registered households in high-income areas pay sewerage taxes, waste-collection taxes and, possibly, land taxes, all sources for financing municipal services. Households in low-income areas are often not registered and do not pay these taxes
2. Senior governmental officials, diplomats and politicians and their acquaintances tend to inform and pressurize the municipality when, in their residential areas, excessive waste accumulation occurs. In low-income areas, communities often do not have the influence.





[www.acrplus.org](http://www.acrplus.org)

ASSOCIATION  
OF CITIES  
AND REGIONS  
FOR RECYCLING  
AND SUSTAINABLE  
RESOURCE  
MANAGEMENT

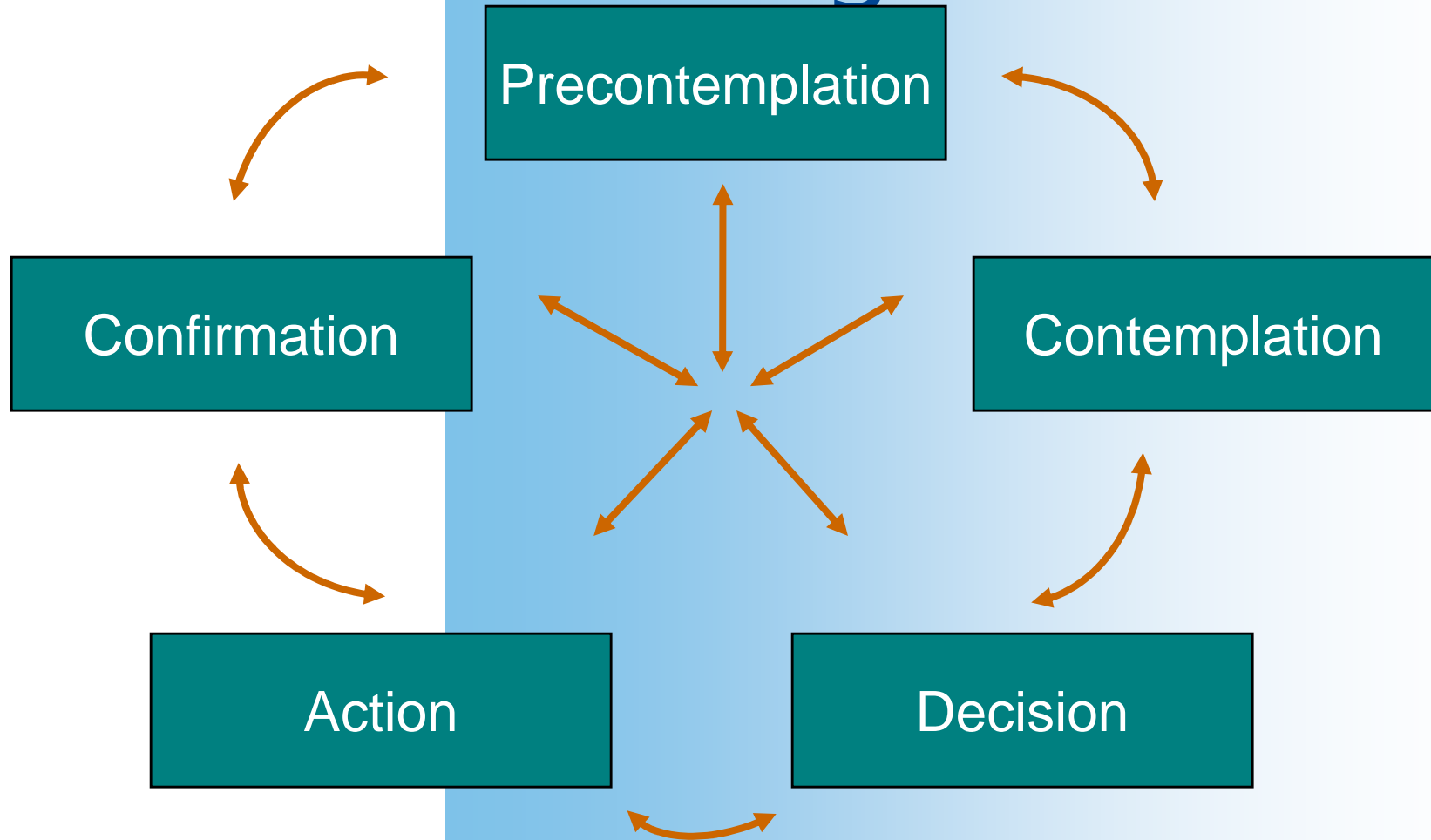
# Community Awareness & Participation

1. Community Participation
2. Raising Awareness and Changing Behaviour
3. Planning Strategic Communication





# Model of Behaviour Change





# Precontemplation

People really are not thinking about the behavior as being appropriate for them at this point in their lives.

*Example: People consider it as old-fashioned to carry cloth bags with them when going to the supermarket.*



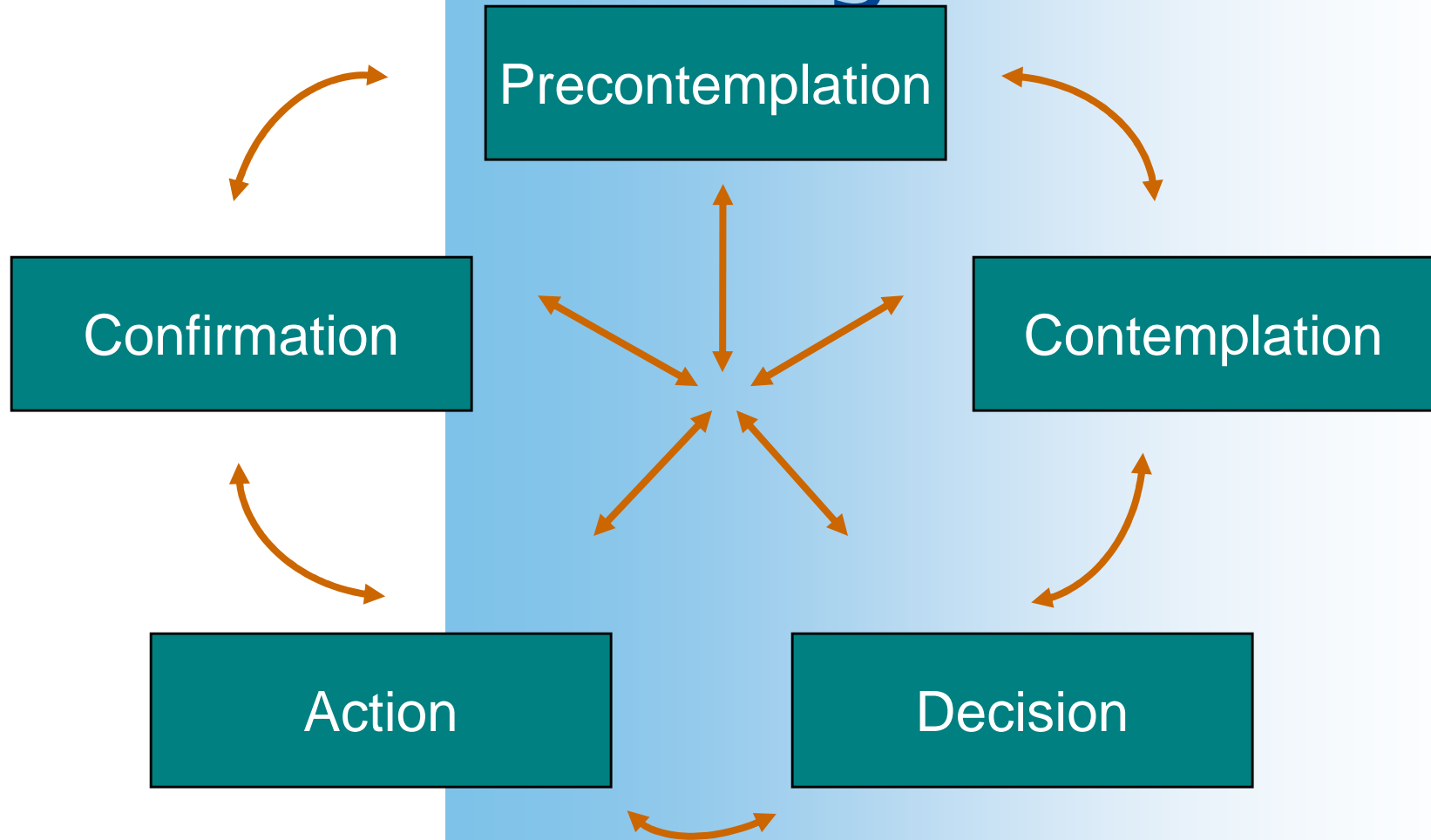
# Creating Awareness and Interest

The target group has to be aware that there is some desirable new behavior to be undertaken and that may be appropriate to the current situation

*Example: The use of cloth bags instead of plastic bags is promoted in a multi-media campaign.*



# Model of Behaviour Change





# Contemplation

People are actually thinking about and evaluating recommended behaviours.

*Example: People pay attention to the amounts of plastic bags they use and start thinking about opportunities.*



# Changing Values

For behaviours that involve important changes in community norms target groups have to come to believe that the proposed behavior is acceptable to people like them.

*Example: A media campaign promotes the use of cloth bags as modern.*



# Persuading

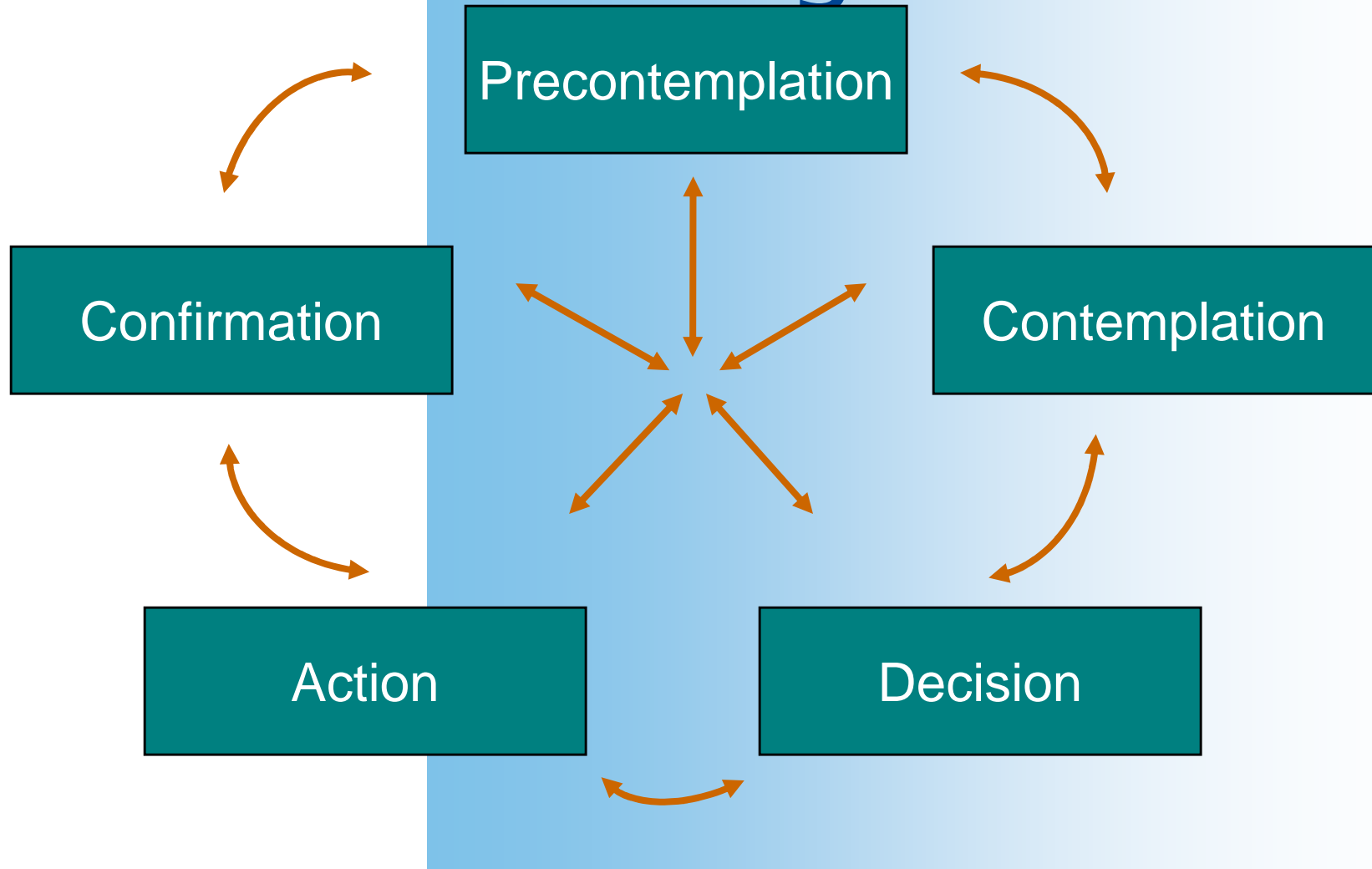
Once the target groups perceived that it's OK to carry out the behavior, he/she has to be convinced that it is personally desirable to do so.

*Example: People are contacted directly by outreach programs that emphasize their personal benefits from using cloth bags.*





# Model of Behaviour Change





# Decision

People have decided to act and are trying to put in place whatever is needed to carry out the behavior.

*Example: People buy cloth bags and introduce the use of those bags to other family members.*



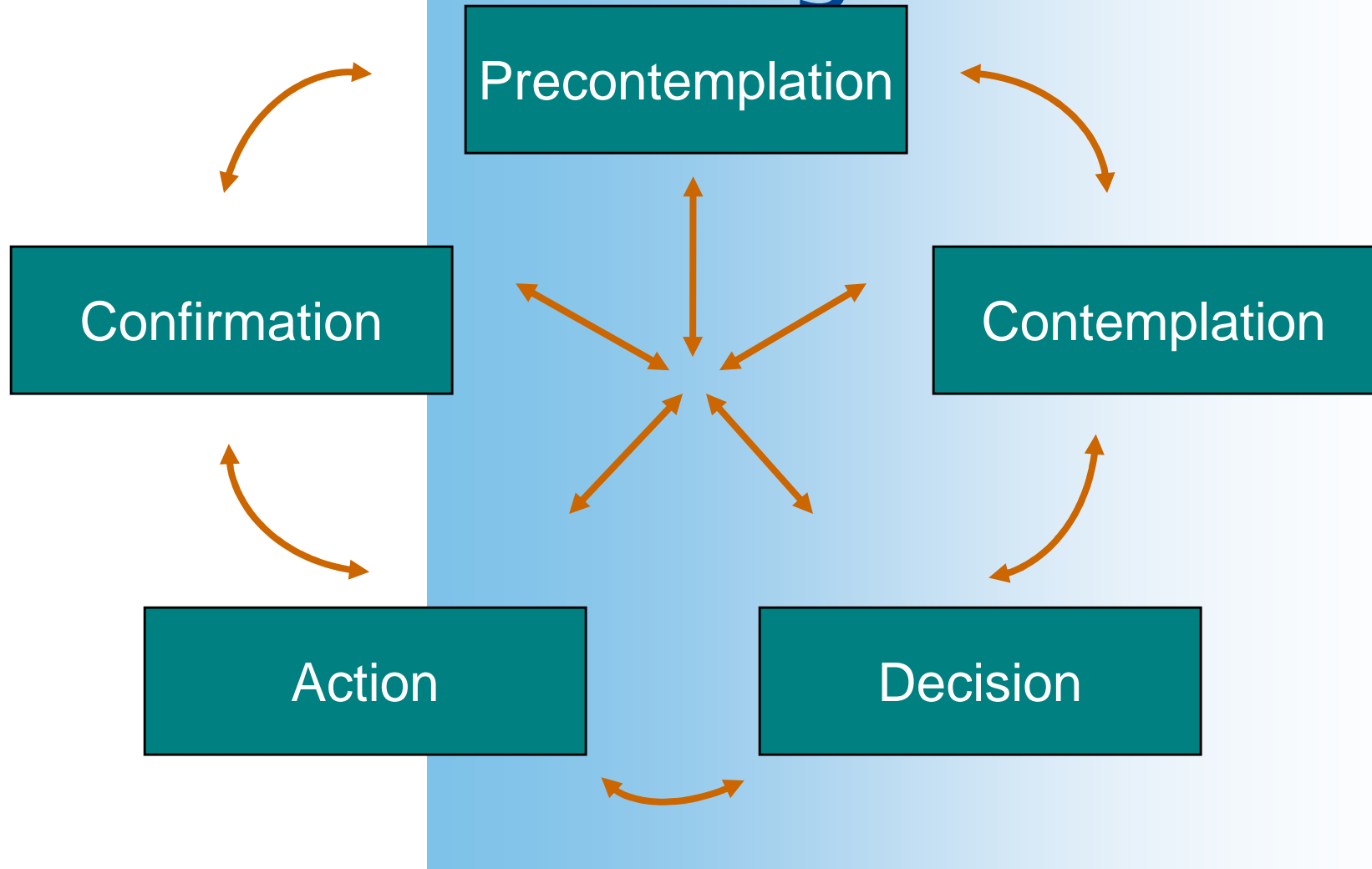
# Creating Action

There is a difference between convincing people that a behavior is a good thing and getting action. This may be more about making the behavior easier to undertake.

*Example: Supermarkets are provided with cloth bags and offer discounts to customers who use them.*



# Model of Behaviour Change





# Action

People people are doing the behavior for the first time – or first several times.

*Example: People take the cloth bags to the super market for their daily shopping.*



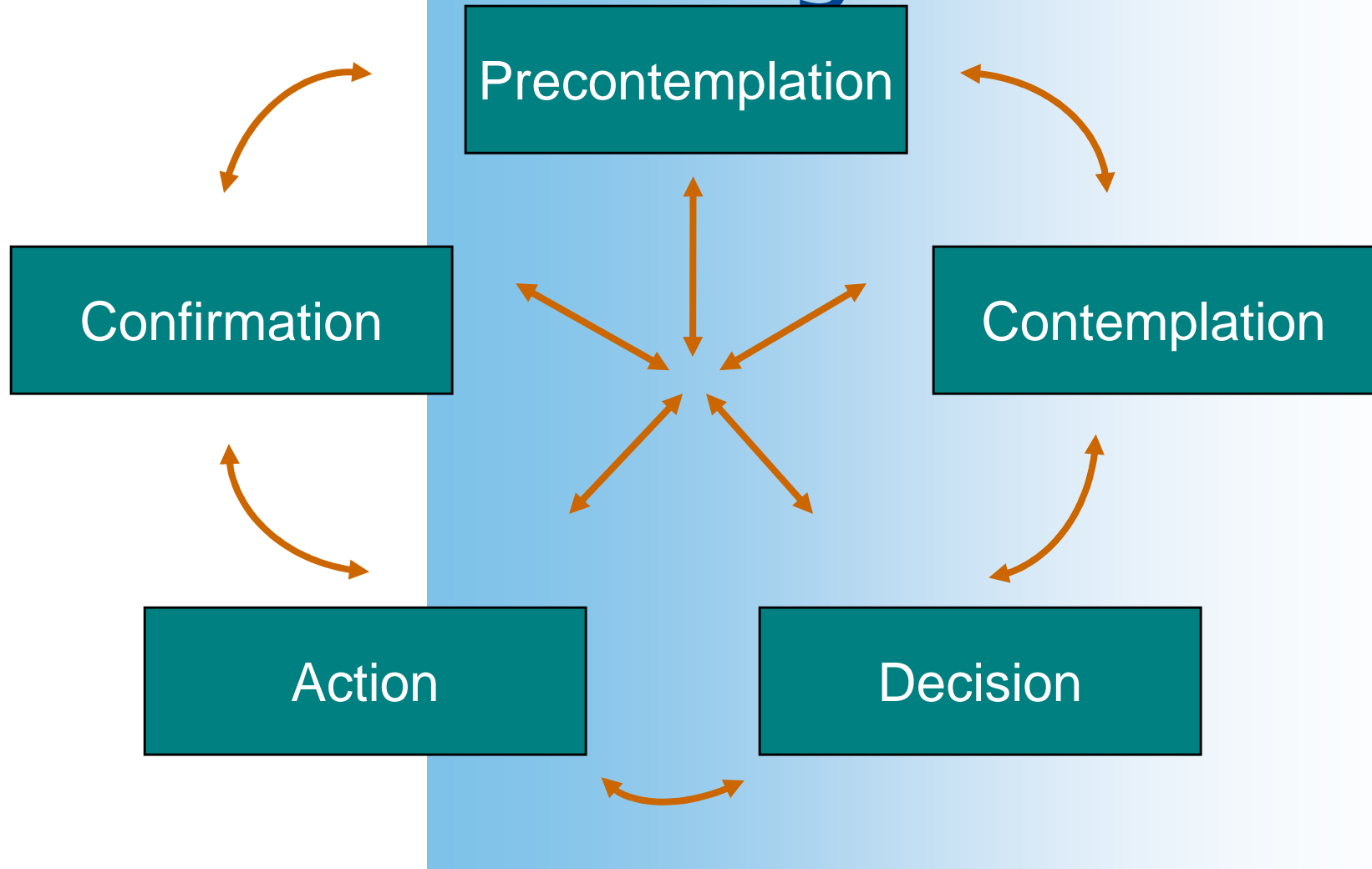
# Maintaining Change

The communications campaign cannot stop when people make the first necessary steps if our goal is sustained behavior change.

*Example: Supermarkets are encouraged to and supported in providing cloth bags continuously.*



# Model of Behaviour Change





# Confirmation

People are committed to the behavior and have no desire/intention to return to earlier behaviour.

*Example: People got used to having cloth bags and have them available whenever they go for shopping (e.g. in their cars).*





# Multi-Level Approach

In most cases, the demand for a more **environmental friendly behavior evokes contradictions** → behavioral change has to be influenced from more than one side.



# Multi-Level Approach





# Enable

to help people make responsible choices by providing them with the education, skills and information, and by making those choices easier with accessible alternatives and suitable infrastructure.



# Multi-Level Approach





# Encourage & Enforce

to look at the most effective techniques to encourage and, where necessary, enforce, behaviour (e.g. through price signals, peer pressure, funding, or regulation).



# Multi-Level Approach





# Exemplify

to lead by example in demonstrating the importance of considering of sustainable development.



# Exercise

Choose one of the Awareness Campaigns or Activities that have been presented in the workshop and review them according to the different levels (Enable, Encourage&Enforce, Exemplify) as well as the different stages of behaviour change.





[www.acrplus.org](http://www.acrplus.org)

ASSOCIATION  
OF CITIES  
AND REGIONS  
FOR RECYCLING  
AND SUSTAINABLE  
RESOURCE  
MANAGEMENT

# Community Awareness & Participation

1. Community Participation
2. Raising Awareness and Changing Behaviour
- 3. Planning Strategic Communication**





# Strategic Communication

- **Social Marketing:** Programs designed to influence the voluntary behavior of target audiences to benefit the target audience and/or the society as a whole
- **Information  $\neq$  Communication:** one-way communication will not lead to a permanent or structural change of attitude and behavior
- Communication should be used as a **Strategic Management Instrument** that makes the technical, financial, legal and policy interventions for SWM more effective

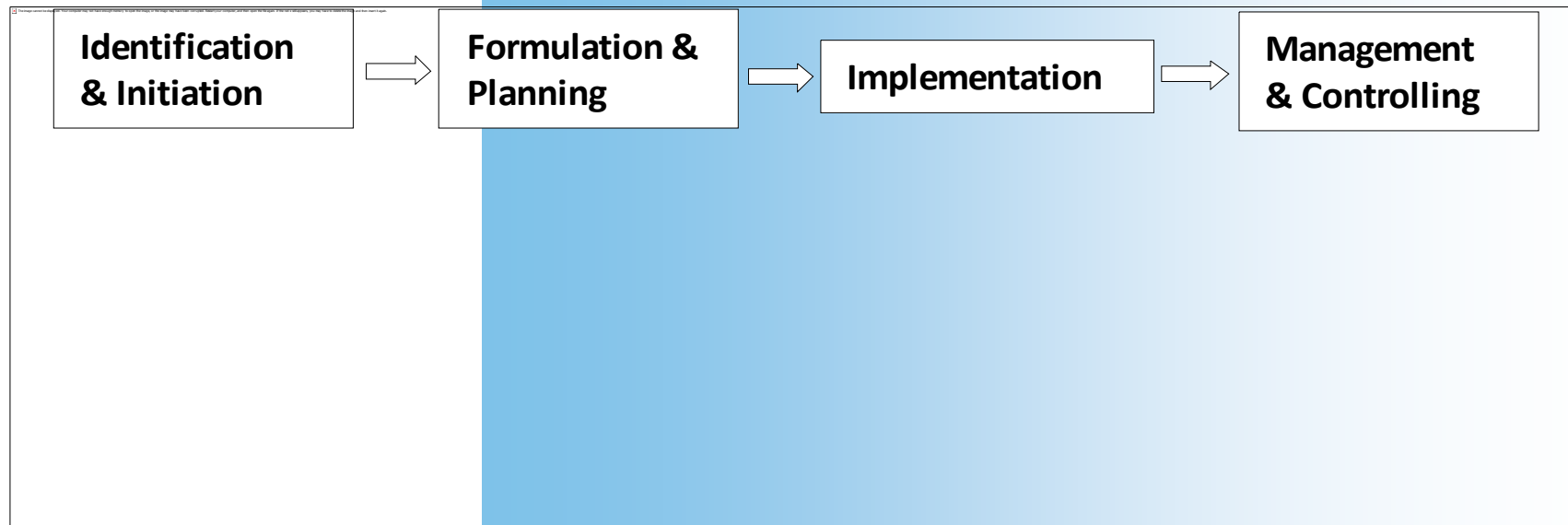


# Why? - Define Objectives

- Analysis of issues: determine and focus
- Outline role of communication: what communication **can do** and how it can **interact** with other possible interventions (technical, financial, legal, etc.); state specifically what communication **cannot** do.
- Formulate communication **objectives**: Be as **specific** as possible and make use of the objectives as a Monitoring and Evaluation Tool



# Objectives of Communication





# To/With Whom? - Target groups

- Determine target groups: Who are most crucial to solving the issue at hand? Which groups among the stakeholders are of primary interest in order to reach your objectives? What are their motives, perceptions and interests? Which people might become ambassadors for your case?



# To/With Whom? - Target groups

- Some of the target audience can be from sectors of particular interest including the female head of the family, children and youth, who require some form of role model to influence their behavior.
- Target groups can be among waste generators, collectors and/or managers



# What? - Messages

- Messages  $\neq$  Objectives!
- Appropriate messages require 'translation' of objectives into contents that reach the target group's attention, interest, desire and effects action (A.I.D.A.)
- consider the knowledge of the target groups, their every day life-world and experiences with SW issues



# Example: Media Campaign in Berlin/Germany

## **Objectives:**

- increase cleanliness of the city by enhancing individual social responsibility
- increase visibility of and appreciation of Solid Waste Management efforts
- improve reputation of “waste workers” as highly professional and responsible



# Come to where the Eimer is



 MACH's REIN



# We kehrt for you



Wir bringen das in Ordnung



# M.I.O.

Men in Orange



Wir bringen das in Ordnung.

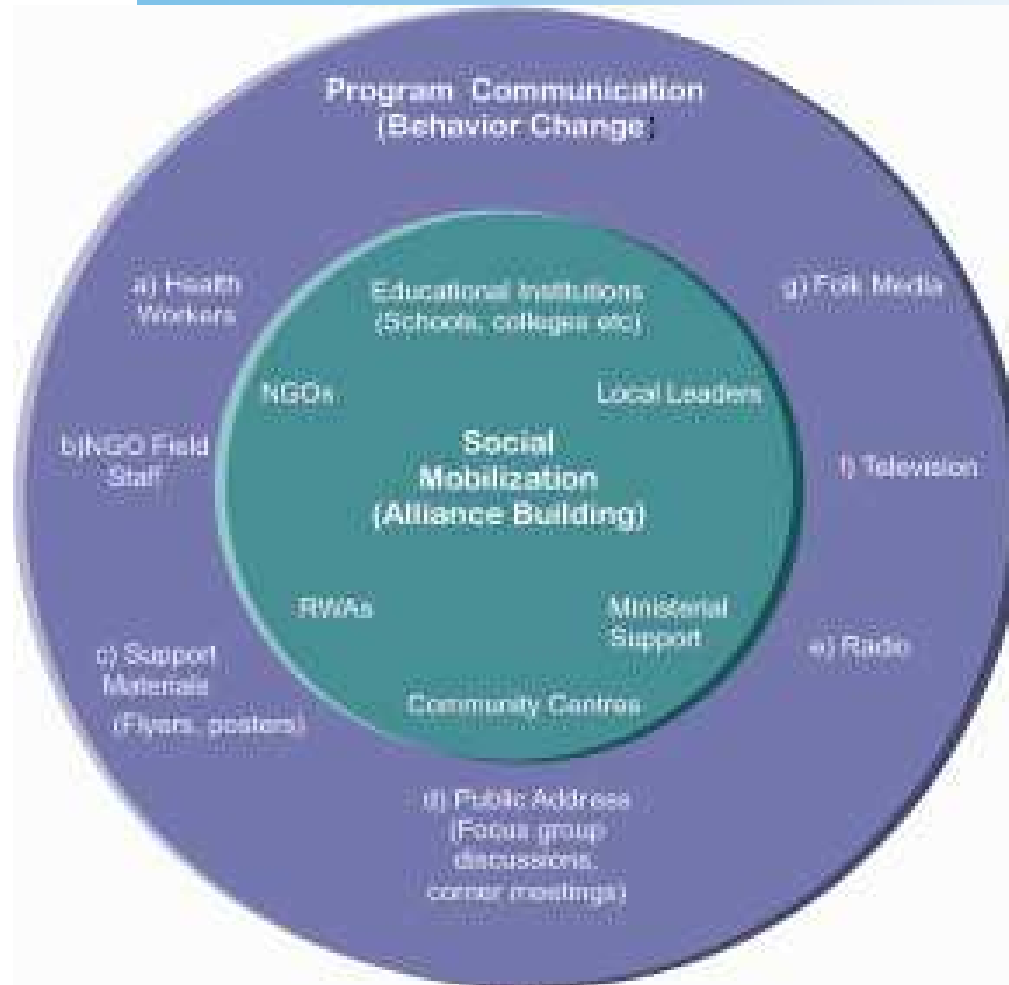
www.bsr.de



# How? - Channels & Tools

Determination of means: choose channels as the vehicle to transport your messages (interpersonal, print, audio-visual, digital); people respond best to direct and personalized communication; the medium influences the message! Take the time and budget to pre-test products and messages among the target group

# Communication Tools and Channels





# The Role of Religious Education

British Organisation *Islamic Foundation for Ecology and Environmental Sciences (IFEES)*

- Founded in the 80s, NGO, registered by the UNO
- Founder: Fazlun Khalid, born 1934 in Sri Lanka; advisor for WWF, 1995-2000 director of ARC
- Since 2006 regular publication of Internet-Newsletter *EcoIslam*
- Networking, conferences, practical information for consumers and multipliers (e.g. for Imams)
- Website: [www.ifees.org.uk](http://www.ifees.org.uk)



# How? - Channels & Tools

- The organization: identify all organizational, logistical and infrastructure requirements needed for the implementation (materials, products, stationary, venues, accommodation, catering, transport, manpower, other services)
- The budget: prepare a detailed budget in which all project components are covered for; detailed budget breakdown can be used for fund raising



# When? - Which moment in the project/process?

Time planning: set a starting and a finishing date; identify critical points; find a balance: planning is important to guide your work but more effective when you follow the time line of the target group; be well prepared and at the same time remain flexible!





# Monitoring & Evaluation

effects of a communication activity should be monitored and evaluated according to defined objectives and can be assessed by several methods, such as in-depth interviews with members of the target group or other forms of feedback

