

CLEAN COMMUNITIES

ENVIRONMENTAL EDUCATION AND COMMUNITY MOBILISATION PROGRAM



CLEAN COMMUNITIES

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The first step towards getting somewhere is
to decide that you are not going to
stay where you are



This document is a training program intended to guide staff from Government Ministries or Community Based Organizations (CBO's) to deliver the 'Clean Communities' training program to Islands communities in the Atolls.

Waste management is one of the biggest environmental challenges to the Maldives. The 'Clean Communities' approach recognizes and supports the Maldives Government's policy direction toward decentralization in the delivery of social services. Effective waste management requires communities to take ownership of waste issues, starting from the household level. Through participation in this program, communities will be supported in making changes to household waste management practices, and undergo a process of learning that will provide participants with skills, knowledge and empower them to participate in decision making effecting waste management on the Island and Atoll level.

'Clean Communities' is based on the 'train the trainer' approach, where key community members are trained to pass on skills and knowledge to other members of the community.

A VISION FOR CLEAN COMMUNITIES

IMAGINE...

The sun peeks across the horizon and casts its rays against the rippling sands of the Island, heralding the start of a new day full of promise. Aneesa and Kareem walk along the sands, leaving behind the first footprints of the morning. Apart from the washed up shells and a coconut husk there is nothing else on the beach, certainly no sign of the plastic bags and bottles strewn across the sand of many other islands. The tourists who visit the Island to buy souvenirs really marvel at its natural beauty. There are no plastic bags on the Island since the people decided to ban them a year ago; Aneesa was one of the leading advocates for this initiative.

Having completed the morning prayers, Aneesa and Kareem walk home by going around the island. They meet Mariyam who is returning from the waste management site with an empty wheel barrow. Although the waste site is only 100 meters from the houses, you would hardly have known it was there. Mariyam was only delivering a small load of inorganic waste, because on this island almost all of the organic wastes stay in the household for composting and reuse. At the waste site Mariyam had placed the waste into separate piles; one for glass, another for plastic containers. The glass is reused in building materials on the Island, and the plastic is crushed and shipped for recycling.

After exchanging good mornings with Mariyam, Aneesa and Kareem continue to their home, to be greeted by three healthy and very hungry children – breakfast is on the menu! After a good breakfast Kareem departs to work on his agricultural plot where he expects a good harvest of chilies and beans. He takes two buckets of composted material from the compost pile that he and Aneesa share with the neighbors; Kareem believes that he can thank the compost for the great crop this year. Aneesa sees the children off to school and then takes the left over food and places it in the new compost pile that she has created. She also takes the time to turn the compost pile created last week to ensure that it's working properly, she adds some leaves that have been raked up from the yard, Aneesa now has composting down to a fine art.

This morning Aneesa is expecting a visit from Seema, who is a 'Clean Communities Leader,' one of several volunteers who assists Aneesa and her neighbors to manage their household wastes and assist to establish the composting program. This will be a follow up visit to see how Aneesa is going with the composting. Aneesa is very proud of her work and intends to tell Seema that she would like to undertake the training and also become a Clean Communities Leader. The sun is shining and Aneesa thinks that it will be a good day...



CLEAN COMMUNITIES TRAINING PROGRAM



Learning Outcomes for participants

By the completion of this course participants can:

- Identify and explain the issues of waste management locally and nationally
- Explain the links between environmental problems and people's health and well being
- Conduct a waste management home survey
- Create a basic composting system and train others in how to do it
- Provide householders with simple recommendations about how to reduce, reuse and recycle
- Communicate confidently about waste management issues
- Feel motivated and empowered

SESSION ONE: (2 HOURS)

1. **Activity:** Welcome & participant introductions (15 minutes)
2. **How does the program work:** The Clean Communities Program, training course objectives (15 minutes)
3. **Activity:** Dramatic Connections (45 minutes)
4. **Activity:** Timelines: how has the waste problem changed? (45 minutes)

Refreshments

SESSION 2: (1.5 HOURS)

5. **Activity:** 'Introduction to the waste survey' and tips for conducting the survey
Conduct the waste survey (practical)

SESSION 3: (1.5 HOURS)

6. **Activity:** 'Community Knot' (30 minutes)
7. **Activity:** Background: Household composting technique (1 hour)

Refreshments

SESSION 4 (PRACTICAL): (2 HOURS)

8. **Activity:** Practical: Household composting technique, demonstrate household composting techniques and practically make a compost pile in one of the households.

SESSION 5: (2 HOURS)

9. **Activity:** 'Action Brainstorm' (50 minutes)
10. **Activity:** Waste Reduction Plan (30 minutes)
11. **Activity:** 'Mobilization' (30 minutes)
12. **Conclusion & Evaluation:** Review of course outcomes & evaluation (10 minutes)

Refreshments

1 WELCOME & PARTICIPANT INTRODUCTIONS



15 minutes

Objectives:

- Highlight the significance of the course by involving a high profile community leader.
- Get to know each other and set the tone for a participatory style of training

Materials needed:

Cards for icebreaker game, safety pins or sticky tape

What to do:

1. Introduce the training staff to participants
2. Ask the participants to introduce themselves to the group. You may wish to use an 'ice-breaker' activity for the introduction. Use the 'Who am I' ice-breaker (below) or another of your own choice. Your selection activity will depend on whether the participants already know each other.

ICEBREAKER ACTIVITY: "WHO AM I?"

Preparation: Make a series of cards with the name of one item that commonly ends up as waste written clearly on one side. (E.g. nappy, plastic bottle, margarine container, fish bones, lettuce leaves, corrugated iron, plastic bag, glass bottle, shoes, etc).

Affix one card to each participant's back – make sure they don't read it. Everyone should be standing and ready to interact.

Instructions: Tell each person that they each have the name of an object that commonly ends up as waste written on their back. Their task is work out what it says by asking the other participants questions. The answers can only be 'yes' or 'no,' therefore it is o.k. to ask 'am I organic' but not 'where do I come from?'

Ask participants to introduce themselves to the person whom they are asking a question. They may only ask one question to another person, and then must introduce themselves to someone else before asking another question (hence ensuring that they mingle).

The activity ends when all participants have correctly guessed the name that is written on their backs.



2 CLEAN COMMUNITIES HOW DOES THE PROGRAM WORK?

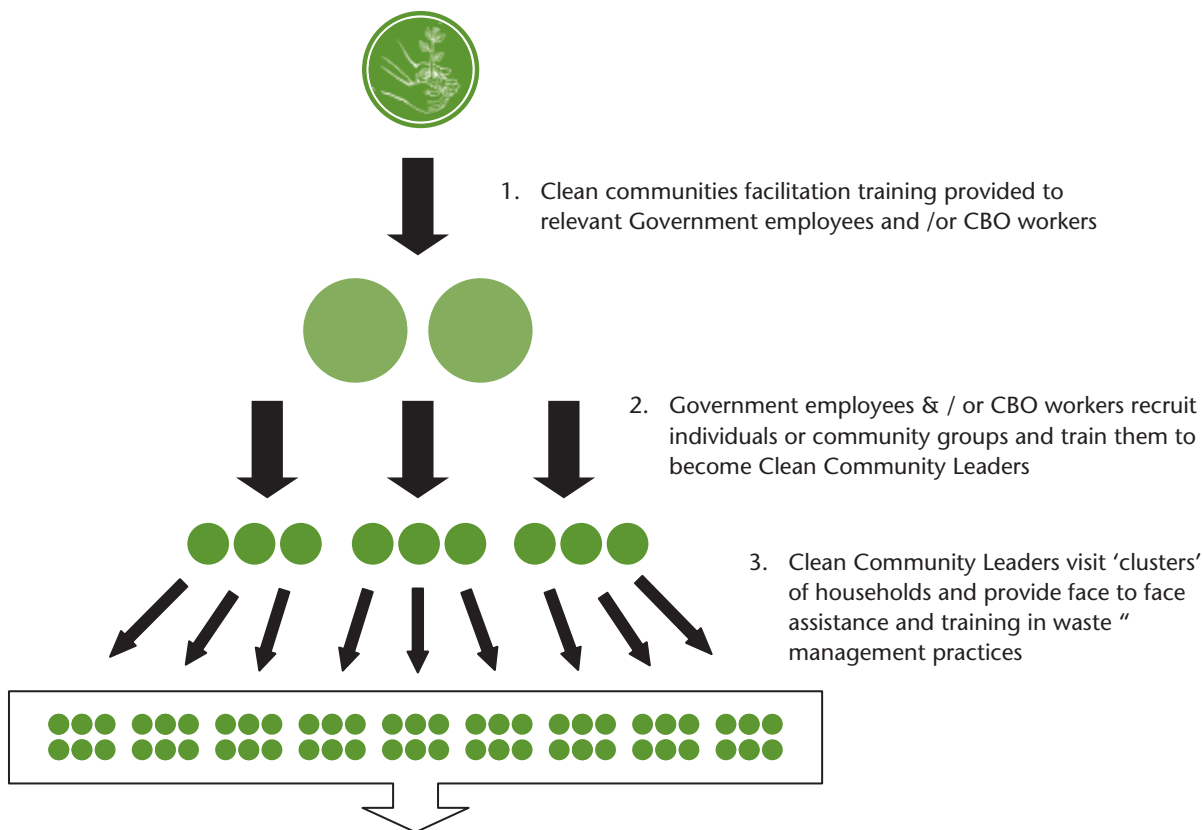


What to do:

Start by reading out 'A vision for clean communities.' Then present the following information to participants:

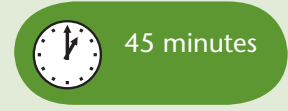
1. Government and / or Community Based Organization staff will be trained to coordinate and facilitate the 'Clean Communities' program. Training will be focused on how to deliver the facilitation and training activities contained in this document.
2. Selected community members will be trained by Government or CBO staff to become certified 'clean community leaders.' This document is a guide to the delivery of the training.
3. The Clean Community Leaders will provide a face-to-face service to householders by conducting home visits. The visits will include:
 - Survey of waste management in the household
 - Assistance in establishing a simple composting system
 - Assistance in establishing a waste separation system
 - Provision of waste minimization measures.
4. Householders who receive a home visit and assistance will be encouraged to become member of a 'clean community' group, who can be identified and offered further support, incentives, or opportunities to be involved in waste management initiatives.

Clean Communities implementation diagram



4. Trained groups of neighbors change behavior in their households and take actions for improved waste management in the community. These people will also be empowered and have increased capacity to participate in community waste management decisions

3 ACTIVITY: DRAMATIC CONNECTIONS



Objectives:

- Highlight the links between wastes and social / environmental impacts
- Refresh participants with an enjoyable and participatory game which encourages creative thinking and teamwork

Materials needed:

The following lists should be written on three separate sheets of paper:

| List 1 | List 2 | List 3 |
|----------------------|------------------------|-------------------------------------|
| A supermarket | A baby | An unhappy tourist |
| A dead Marine Turtle | A well | An empty rainwater tank |
| A happy Jelly fish | A person drinking | A beach littered with water bottles |
| A plastic bag | Several dirty nappies | A poor person |
| A person shopping | A poor person | A polluted well |
| A sad old man | A person with diarrhea | A tour boat sailing away |

What to do:

1. Divide participants into groups of six or into larger groups if you have more participants than is divisible by six.
2. Provide each group with one of the three lists (above). Ask each group to devise a short drama performance that must include each of the six objects or people on their list. Explain that the list can be arranged to tell a story that shows relationships between the environment and people's lives. There is no right or wrong order to use the objects or people in the drama.
3. Allow 15 minutes for the group to prepare a drama performance, and 5 minutes for each performance.
4. Discussion: After each performance ask the audience; *what was the message in the performance? Do you agree with the links that were made between people and the environment? Ask the performers, did you get your message across? What were the relationships that you were trying to show? Is this a realistic scenario in your community?*



4 ACTIVITY: TIMELINES



45 minutes

Objectives:

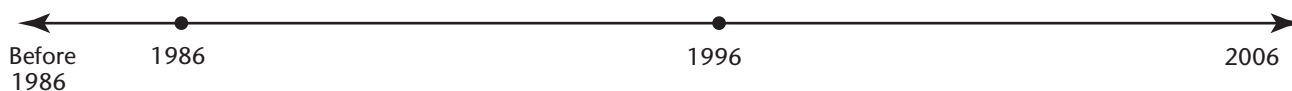
- Critically think about changes in consumable goods and waste generation through time
- Analyse the impact of waste generated by consumable goods and consider alternatives available to dispose of them
- Recognize and involve local knowledge in waste disposal and management

Materials needed:

- Markers pens and several large sheets of kitchen paper
- Cards

What to do:

- Write birth year in cards.
- Stick the cards on a large number line pasted on the wall, or kept on the floor.
- Discuss / and make a list of consumable goods available in the island while you were children (about 5 – 10 years old).
- Identify any changes to consumables (types) after 20 years.
- Make a list of consumable that you (commonly, occasionally, sometimes) use now.



Discuss:

1. The change in consumables and reflect on why there has been such a change.
2. What do you foresee would happen in the future? What consumables would you / your children use in 30 years in the future?
3. What is its impact on waste Management / disposal?
4. What actions could be taken to address the issues / problems? (refer to point 3)



5 ACTIVITY: INTRODUCTION TO THE WASTE SURVEY



1.5 hours

Objectives:

- Introduce the concept of an survey as a way of directing efforts towards making positive change for the environment
- Practice using the waste survey
- Become familiar with the content of the survey

Materials needed:

'Clean Communities survey' worksheets (page 16), 'Tips for conducting the survey' sheets (page 9), clip boards, pens

What to do:



PART 1:

Introduce the concept of the waste survey; explain that the survey is a tool similar to a questionnaire that is used in order to:

- Engage with householders about the issues of waste
 - Identify who is responsible for waste management in the households
 - Understand how waste is generated and disposed of in the households
 - Identify opportunities to reduce, reuse and recycle (e.g. composting)
 - Discover opportunities for neighbors to work together
 - Identify barriers to changing waste management behaviors
 - Recording current practices in households as a benchmark for observing change
1. Distribute the surveying sheets. Read through the survey and describe the types of questions and the reasons for asking them.
 2. Distribute the 'Tips for conducting the survey' sheet (see next page). Ask one of the participants to read it aloud to the group.
 3. Divide participants into groups of four. Ask one participant to play the role of 'Clean community leader' i.e. the interviewer, while the other participants will play the role of householders. Instruct the leader to survey the other participants. During the activity change the roles played by participants (there are 4 parts to the survey form and each participant can do one part as the interviewer). Alternatively, practice the waste survey by organizing a visit to a real household. This will need to be conducted in small groups.
 4. Inform the group that participants will analyze the survey results and use them to make recommendations to the householders. A session about recommendations will be conducted later in the workshop. Conclude this session with a group discussion:

How will this information assist us to make recommendations about behavior change?

What have you learned about wastes by doing this survey?

Have you thought of any actions that could be taken to reduce waste based on this survey?

TIPS FOR CONDUCTING THE SURVEY

BEFORE YOU START

- Make sure that you introduce yourself properly if you don't know the people you are surveying, try to make them comfortable and build some rapport before starting
- Clearly state the purpose of the survey and give a brief overview. Ensure that the householders know what is meant by waste (i.e. solid waste not sewage waste)
- Explain that your conversation will be confidential
- Tell the people how long the survey will take, and make sure that it is a convenient time

CONDUCTING THE SURVEY

- Begin with some friendly general conversation to help the people feel at ease
- Ask the questions in order and try to keep the conversation to the topic of the question
- Be cautious about asking "why" because it can make people feel like you are passing judgment on them
- Beware of asking the questions in a way that could influence the householder's answers. For example, never ask "Don't you think that ..."? This is called a leading question
- Be sure that you have clearly understood the answer. If not, ask the person to repeat the answer. Always ask the householder to explain words and ideas that you do not fully understand. Do not assume that you know what the answer is because of your own knowledge and experience
- Avoid passing judgment, giving advice or your own opinion
- Avoid discussions that are not useful. Keep to the topic of the survey

CLOSING THE SURVEY

- Ask the householders if there are any questions they would like to ask you
- Discuss the next steps
- Thank the participants for their time and trouble



6 ACTIVITY: COMMUNITY KNOT



30 minutes

Objectives:

- Demonstrate and discuss the advantages of communities taking ownership of problems and participating in finding their own solutions

Materials needed:

Nil

What to do:

1. Ask the group to stand in a circle, each person holding the hand of the person standing next to them. Explain that *"everyone in the circle is a member of the same community, represented by linking hands (this is a rule!). You are not allowed to let go of the people standing next to you."*
2. Ask the group to nominate a person who is a good 'problem solver' and have this person leave the circle and to go to a place (e.g. outside the room) where they cannot see the group.
3. Instruct the group to create a 'knot' of people. This must be achieved without releasing hands (this is very important). For example people can duck under someone else's arms or swivel around, but not release their hands and then rejoin.
4. When the 'community knot' is completed, invite the 'problem solver' back into the room. Tell them *"this community has a big problem – as you can see they are really tied up in a big knot. Your task is to solve this problem for the community (i.e. untangle the knot) by telling them what to do. You cannot ask them for advice, physically touch anyone and they are not allowed to let go of the next person's hand. You must solve the problem as quickly as you can."*
5. Allow the problem solver 5 minutes to solve the problem. If they have not completed the activity give them the option to give up.
6. Discussion: Ask the group / problem solver: *Why was it difficult to solve the problem? How well did the problem solver understand the problem? Have you ever been in a situation where an outsider has tried to solve a community problem? What were the difficulties?*
7. Now repeat the exercise by asking the community to make the same knot again. This time tell the group that they must solve the problem by themselves, with everyone's participation. When the group is ready tell them to untangle themselves as quickly as possible (without letting go hands).
8. Discussion: Ask the group: *Why was it easier to solve the problem when everyone participated? How well did the group understand the problem? What are the advantages of solving a problem from within the community? How do the advantages of community participation apply in the real world?*



7 BACKGROUND: HOUSEHOLD COMPOSTING TECHNIQUE



1 hour

Objectives:

- Consider the value of composting to the household and community
- Introduce the simple household composting technique
- Learn the basic principles of composting

Materials needed:

Copies of 'Composting in the Tropics' booklet produced by HDRA (if possible translate this booklet into Dhivehi)

What to do:

Provide a copy of 'Composting in the tropics' to each participant. Using the booklet as a guide, discuss the following topics.

1. What is compost and how is it useful? Basic introduction (from page 1 & 2)
2. What to put in a compost heap. Ask participants for suggestions and make a list. Label each item as containing mainly carbon or nitrogen (refer to page 4). Refer participants to the table on page 5 and make a large version of the table in order to discuss each item.
3. Materials that should **not** be put in the compost heap. Ask participants for suggestions and make a list. Refer to page 5.
4. How to build the compost heap. Draw the compost heap from page 10. Ask each participant to read out a step from page 9, explaining that the booklet is an easy resource to follow.
5. Organisms involved in the composting process & conditions required in the heap. Summarize the information on pages 11 & 12.
6. Managing a compost heap. Go through the 3 main management tasks from pages 13, 14 & 15.
7. Using compost. Ask participants to generate a list of uses for the compost in the community. Refer to page 16 for additional ideas.



8 PRACTICAL: HOUSEHOLD COMPOSTING TECHNIQUE



2 hours

Objectives:

- Learn the basic principles of composting
- Gain hands on experience by beginning a real compost heap
- Examine an already functioning compost heap

Materials needed:

- Copies of 'Composting in the Tropics' booklet produced by HDRA (if possible translate this booklet into Dhivehi)
- Vegetable scraps
- Coarse leaves sticks & yard wastes
- Coarse leaves sticks & yard wastes (to be finely chopped)
- Big knife (machete), spade, gardening gloves
- Access to water
- Cardboard boxes
- An example compost heap that is in operation (if possible)

What to do:

1. Organise for participants to bring a supply of household organic waste (e.g. vegetable scraps) to the workshop for this activity.
2. Involve participants in the following:
 - Select an appropriate site for the compost heap. The site must be convenient, have access to water and located where it will not attract unwanted pests to a home. (Refer to page 6 of the booklet for a guide).
 - Lay out the materials that have been collected for the heap and ensure that there are also sufficient leaves or dry yard wastes. Examine each material and determine whether it contains mainly carbon or nitrogen. Place these into two piles. Dispose of any item that should not be placed in a compost heap.
 - Use the knife or spade to chop up half of the coarse leaves and yard waste into small pieces.
 - Lay the cardboard boxes underneath the heap. Explain that this will help to protect the groundwater from any leachate through the compost.
 - Make the compost heap in layers as described on page 9 of the booklet.
3. Examine a compost heap that has already been made. It does not matter if it is not designed in the same manner as the method described in the booklet. Discuss the good things and bad things about the heap. How old is it? Is it functioning well? What is being done to aerate the compost? What does the heaps temperature tell us about it? Does the heap have any odor? What could be done to improve this compost heap? Does it matter if this heap has a different design?



9 ACTIVITY: ACTION BRAINSTORM



50 minutes

Objectives:

- Review the waste surveys conducted previously.
- Generate ideas for improved waste management practices that are relevant and achievable in the local context
- Develop the content of a document that can be provided to the 'Clean Community Leaders' to assist them in providing recommendations to the householders.

Materials needed:

Waste surveys from day 1 (Activity 4, p.23), large sheets of paper, marker pens

What to do:

1. Introduce the objectives of the activity. Explain why it is important that local people are involved in developing the recommendations for better waste management (reflect back to the 'community knot' activity).
2. Ask the participants to form the same groups that previously worked together in activity 4. Ask each group to spend 5 minutes reviewing the survey.
3. After the review of the surveys is completed, hand out a large piece of kitchen paper to each group. Explain that the purpose of this activity is to brainstorm (think of) as many opportunities and actions as possible that householders could reasonably do to improve waste management.
4. Ask the group to divide the paper into 3 sections (or provide three different pieces of paper), with the following headings: Reduce, Reuse, and Recycle. Explain what is meant by the 3 R's and provide a couple of examples. Allow 20 minutes for the groups to brainstorm ideas under these headings, and assist groups with ideas where appropriate.
5. At the conclusion of the brainstorm, select one or two people from each group to present their findings to the whole group. While the presentations are in progress, compile one complete list of potential actions.
6. Review the list at the end of the activity by a group discussion. Ask the participants; *which of these options would really stand out as a good recommendation? Which of these options may be difficult to implement?*
7. Make a commitment to writing up this list so that the participants can have a copy to assist them when developing recommendations during their home visit.



10 ACTIVITY: WASTE REDUCTION PLAN



30 minutes

Objectives:

- Model the process of using the waste survey and ideas for action to create a waste reduction plan
- Create an example waste reduction plan

Materials needed:

Waste Reduction Plan template (see appendices #1), notes from the 'Action Brainstorm' activity p.13, and survey results from the 'Introduction to the Waste Survey' activity p.8.

What to do:

1. Ask the participants to reform the same groups that they worked in during the 'Introduction to survey activity' and the 'Action Brainstorm' activity.
2. Provide each group with a copy of the Waste Reduction Plan template. Explain the purpose and layout of the Waste Reduction Plan.
3. Ask the group to nominate a person to play the role of the 'Clean Communities Leader' and the other people will play the role of the householders.
4. Instruct the 'Clean Communities Leader' in each group to facilitate the group in creating a Waste Reduction Plan. Stress that the whole group should participate in the plan, and the role of the facilitator is to assist to capture the ideas and organize them into the plan rather than to express his or her own ideas.

Note that the plan has two parts: Individual actions that each household agrees to undertake, and collective actions that households will do together (e.g. build a communal compost heap).

5. Provide support and advice to the groups as they work, particularly to the facilitator. When each small group has completed their plans, ask them to present them to the whole group.
6. Reflect on this activity. This is a model of how they should develop a Waste Reduction Plan with the householders who they work with. Discuss the following: *Why is it important for the householders to participate in developing the plan? Who does the plan belong to? What could we do if the householders didn't come up with a very good plan? What could we do if we thought that their plan was too difficult or unrealistic?*



11 ACTIVITY: MOBILIZATION



30 minutes

Objectives:

- Participants will consider the task required for coordinating the program
- Participants will start the process of coordinating household visits and set the date, time and venue for a coordination meeting

Materials needed:

Large sheet of paper (or whiteboard), note paper and pens

What to do:

1. Explain to the group that after the workshop they will be completely responsible for coordinating their home visit program. This will take a fair bit of effort and coordination on their behalf. Write on a white board or large piece of paper '*we will need to decide...*' Make a list of decisions that will need to be made. The list should include
 - Which households will each person visit?
 - Will they do it individually, in pairs or in teams?
 - When will they start?
 - How will they inform the householders?
 - What is the best day of the week to do it?
 - What preparation needs to be done?
2. Give the participants the choice to either commence coordinating the activities today, or to decide on a date, time and venue to meet again to coordinate their activities. If the group decides to start during this meeting, allow them to coordinate their activities without any facilitator or trainer assistance. However, if they do not get finished, or decide that they will not start coordination in this session; ensure that they have arranged an agreed meeting.



EVALUATION QUESTIONS FOR CLEAN COMMUNITIES PROGRAM

1. Will you segregate waste in your household?

.....
.....

2. Do you think your neighbors will segregate waste?

.....
.....

3. Do you like the idea of composting?

.....
.....

4. Do you think it will work with your neighbors?

.....
.....

5. Was the training useful?

.....
.....

6. How do you think this training could be improved?

.....
.....



PART 1: HOME WASTE SURVEY

Name of Clean Community Leader

Name of householders

Location

Date

Part 1: General Waste Management

a) Who usually makes decisions about the goods that are purchased for the households?

.....

b) Who usually makes decisions about removing wastes from the households?

.....

c) Who usually has the task of removing waste from the households?

.....

Describe how the households currently dispose of organic waste (e.g. is it burned, buried, thrown in the sea, composted, fed to the chickens, taken to the waste site etc)

| Organic waste | Describe method/s of disposal |
|----------------------------------|-------------------------------|
| Vegetable scraps | |
| Meat and fish scraps | |
| Yard wastes (leaves, sticks etc) | |
| Paper & cardboard | |

PART 2: PURCHASING HABITS

a) Do the households bring shopping home in plastic bags?

Yes (tally) No (tally)

If yes, how often do you use plastic bags for shopping?

| Always (tally) | Most of the time (tally) | Occasionally (tally) |
|----------------------|--------------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

(If applicable) What alternatives do the households currently use instead of plastic bags?

.....

.....

Consider the following list of consumables (and others that you can think of). Place them into the table below according to the quantity that is usually purchased by the households.

Plastic water bottles, Aluminum cans (e.g. soft drinks), Canned foods, Drink Cartons, Plastic bags, Products in glass bottles or jars, Nappies, Newspapers or books.

| Small quantities (rarely purchased) | Moderate quantities (occasionally purchased) | Large quantities (often purchased) |
|--|---|---------------------------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

b) Do the households purchase any products in bulk? (Very large quantities). If yes, please list:

.....

.....

Notes on purchasing:

.....

.....

.....

PART 3: REUSE

a) Place ticks (✓) in the column that applies to each household

| Re-useable article | Regularly | Occasionally | Rarely | Never |
|---|-----------|--------------|--------|-------|
| We purchase or obtain second hand clothing | | | | |
| We give away unused clothing to other families or charities | | | | |
| We purchase or obtain second hand furniture | | | | |
| We give away or sell old or unused furniture | | | | |
| We purchase or obtain second hand household items (pots / pans / cutlery etc) | | | | |
| We give away or sell second hand household items (pots / pans / cutlery etc) | | | | |

b) How do the householders feel about using second hand goods such as those listed above?

.....

.....

.....

c) Consider the following list of consumables (and any others that you can think of). Place them into the table below according how often they are reused.

Plastic drink bottles, Plastic bags, Glass bottles or jars, Paper or cardboard

| Never reused | Sometimes reused | Always reused |
|--------------|------------------|---------------|
| | | |

Notes on Reuse:

.....

.....

PART 4: RECYCLING

a) Do your households compost organic waste?

Yes (tally) No (tally)

If yes, please describe the compost methods used:

.....

.....

.....

.....

What do the households do with the compost that is produced?

.....

.....

.....

Would it be possible for the households to use the same compost area?

.....

.....

.....

What do the households do with organic yard wastes? (Leaves, branches, dead plants, etc)

.....

.....

.....

.....

.....

WASTE REDUCTION PLAN INDIVIDUAL ACTIONS

Actions to **REDUCE** the amount of waste:

| Actions we will take | Targets & indicators of success |
|----------------------|---------------------------------|
| | |
| | |
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WASTE REDUCTION PLAN INDIVIDUAL ACTIONS

Actions to **REUSE** 'waste':

| Actions we will take | Targets & indicators of success |
|----------------------|---------------------------------|
| | |
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| | |

WASTE REDUCTION PLAN INDIVIDUAL ACTIONS

Actions to **RECYCLE** 'waste':

| Actions we will take | Targets & indicators of success |
|----------------------|---------------------------------|
| | |
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| | |

WASTE REDUCTION PLAN
INDIVIDUAL ACTIONS

Actions to REUSE, REUSE & RECYCLE:

| Actions we will take <i>together</i> | Targets & indicators of success |
|--------------------------------------|---------------------------------|
| | |
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| | |