

**Marlborough Litter Project**  
**Milestone One (Year 2)**  
**Education and Awareness Programme**  
**May 2018**

**Prepared for Marlborough District Council**  
**And**  
**The Ministry for the Environment**  
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## **Introduction**

The following education and awareness programme addresses the second milestone requirement for the Marlborough Litter Project. It was anticipated that this education programme would coincide with the national relaunch of 'Be a Tidy Kiwi'. It transpires however, that the relaunch will not take place: other groups will now be involved in devising broad based anti-litter messaging for the New Zealand context. Bearing this in mind, it is anticipated that the education and awareness programme for Marlborough will have a distinctly local flavour.

With a view to devising a programme that captures the diversity and creativity of the people who live in Marlborough, this programme works to take account of the different types of littering experienced across the region. Common to campaigns that fall under a 'one slogan banner', any output expectation is that people will accept the message and act accordingly. It is clear from speaking to people thus far into the project that a fondness and nostalgia about iconic Kiwi 'anti-litter' brands persist. Nevertheless, thinking changes in relation to the types of solutions advanced for 'appropriate' litter disposal.

Accepting that people have greater knowledge about environmental matters in general, this programme seeks to harness that knowledge for the benefit of participants and communities. Any requirement to do something about littering habits therefore would do well to be both an active and proactive experience. A point of difference for Marlborough then, is that people will be asked to participate in creating their own 'anti-litter' narrative. To that end, this education and awareness programme will focus on personal development and community empowerment.

## **Qualities of effective 'anti-litter campaigns'**

Prior to developing the education and awareness programmes, a general review of national and international anti-litter campaigns was undertaken. On the premise that the Marlborough Litter Project will benefit by being informed by work already in the public realm, ten prominent anti-litter campaigns were read with the following questions in mind:

- What kinds of circumstance precipitate the generation of a campaign?
- How is the campaign funded?
- What sorts of organisations are responsible for generating the campaign?
- What sorts of techniques are used in the campaign?
- What sorts of resources are required for the campaign?
- How do people respond to the campaign?

## **Why are anti-litter campaigns used?**

The reason that anti-litter campaigns are used is to highlight to the public those instances, locations, types, or amounts of litter which have been assessed as being unacceptable. This assessment can be made by a governing body such as a Council, a Government department, for example a Ministry of the Environment or equivalent, or local grass roots groups who want to raise the profile of littering in their area.

Circumstances that precipitate the generation of a campaign is a sense that the public at large should be advised that every-day habits need to be revised and changed. It is anticipated that a targeted action will receive a positive response and personal habits will alter.

## **How are anti-litter campaigns funded?**

Anti-litter campaigns are generally funded through the taxation system. Governments tend to make sums of money available for public endeavours through a granting system. The grant fund is administered in accordance with Government department output requirements.

## **What sorts of organisations tend to generate anti-litter campaigns?**

The types of organisations that tend to receive grant funded money are Local Authority bodies and those organisations, either private or public, which have some form of environmental connection. At times, organisations can apply for charitable status which means that any profit generated by the organisation is returned to the organisation. Private companies can also use part of their revenue to contribute to anti-litter campaigns and community clean ups.

## **What sorts of techniques are used in anti-litter campaigns?**

Anti-litter campaigns use any form of technique that has the potential to gain public attention. Raising the profile of any issue depends largely on that message resonating with the audience for whom it is intended. Campaigns therefore tend to be focussed on being fun and light-hearted, encourage public participation and celebrate success. Clever use of language includes alliteration and messages which create a sense of particularism with the use of a local vernacular. Campaigns that enjoy longevity focus on local identity and encouraging the types of habits that people aspire to want for their community. Many campaigns make use of social media to advertise the work they do and to encourage participation.

## **What sorts of resources are needed for an anti-litter campaign?**

Anti-litter campaigns require human and material resources. The extent to which campaigns can achieve any desired outcome depends on the careful use of those resources. Accordingly, resource allocation informs the length of the campaign, the geographical reach of the campaign, the number of people able to be employed, and the potential for material resources to be purchased to assist with meeting anticipated outputs. Unless a campaign is generated by an entity which can access resources there are implications for the longevity and sustainability of the messaging, and as a consequence, the potential for long-term public cooperation.

## **How do people respond to anti-litter campaigns?**

The official response to anti-litter campaigns is generally measured in three ways. Firstly by asking people if they know the slogan that accompanies the campaign. Secondly, response is measured by conducting a litter audit before the campaign launches, and again during the campaign to see if people are acting upon the messaging. Thirdly, the response tends to be quantified by converting the percentage of observed reduced litter in any area into a monetary amount to show a saving in public expenditure.

## **Programme design**

Accepting that the publicly available information on anti-litter campaigns holds information suitable for inclusion in the Marlborough Litter Project, using their lead to inform the course construction, the education and awareness campaign has been designed to be as flexible and easy to use as possible. It is anticipated that the course will be delivered by a facilitator. The course material can be adjusted to suit the capabilities of the learner. The course can be accessed by groups who already have knowledge, and equally by those who wish to increase their knowledge. The course need not endure over five weeks; it may be consolidated into a full or half day workshop. The purpose of showing a five week programme is to show the progression of learning that is anticipated will take place to achieve the course outcomes. Mindful of the limited time duration of the Marlborough Litter Project, course participants will be encouraged to share what they learn. In this way, the outputs of the course can have an opportunity of sustaining ongoing work in the anti-litter sphere.

## Engaging adults in learning and awareness programmes

Adults have a wealth of accumulated knowledge and experience from a variety of sources: home life, education, work, leisure pursuits, or personal interests. Accordingly, thoughts, belief, and habits gained over time can be utilised to the advantage of any learning or awareness programme. When trying to engage adults, it is imperative that subjective knowledge is heard and given value.

While it may be anticipated that sharing facts or information can result in a change of personal habits, change is far more likely to happen when people are encouraged to participate, share stories and become enthusiastic about a topic themselves. It is upon this premise that the Marlborough education and awareness programme is founded.

Key factors for the education plan are to:

- Be available for individual, group or workplace participation.
- Keep the topic for discussion relevant and subject specific.
- Encourage enthusiasm for change.
- Be creative.
- Welcome questions.
- Aim for widespread engagement.
- Celebrate all contributions.
- Use engagement techniques to accommodate different learning styles.
- Be flexible, listen to the audience, but stay on topic.
- Learning from the experience of others is valued.
- Enjoy the process.

Engagement tools that may assist in this endeavour are:

- Activities that encourage exploration of a subject or theme.
- Accessible to a broad range of participants.
- Harness feelings and emotions to inspire and motivate.
- The benefit of local action for initiating broader change.
- The benefit of working together for a common goal.

### **Theory of adult learning**

Encouraging adults to participate in education or awareness programmes requires strategic thought and a willingness to engage with the participants as a peer. On the premise that subjective knowledge comes from multiple sources, there can be no 'right' or 'wrong' answers. To that end, it is helpful that the facilitator adopts a position of neutrality, to steer the conversation towards meeting the objectives of the session. Asking questions, sharing anecdotes and reflecting statements back to the audience can have the potential to generate new or alternative thinking. This style of engagement reduces any potential for miscommunication and works to ensure that participants feel comfortable to join in with the session (Knowles, 2005).

### **Attracting an audience**

Accepting that community participation has the potential to provide the opportunity for change that Marlborough District Council desires, any focus for participant engagement benefits greatly from a shift in outlook, according to (Mager, 1997). Speaking in general terms, Mager advises that education programmes that send messages which aim to 'teach' people how modify habits tend to have limited success. Greater potential impact for ongoing personal, group or community advantage is gained from designing programmes which encourage people to learn.

By gaining an understanding of specific 'problems', which for the basis of this endeavour is littering; learning about the impacts of littering would do well to be advanced as an empowering process. Educational experiences that work to instil confidence within the attendees creates potential opportunities for enhancing skills and fosters a belief that people can make a difference. Community empowerment therefore becomes a process through which organisations and people work together, to work towards reaching an outcome that has longevity and improves the general wellbeing and outlook of individuals and societies.

The target audience for the Marlborough Litter Project should remain flexible, albeit with a specific remit in mind. Noting that school students are supported by existing educational provision, the primary audience for this learning opportunity is adult members of the community who want to contribute towards a reduction in littering habits. In addition to asking interested parties to attend learning sessions and workshops, it would be beneficial for Marlborough District Council to reach out into communities in the first instance using established networks as a means of 'spreading the word'.

## **Learning objectives**

As well as establishing what it is an education and awareness programme aims to accomplish, learning objectives work to formalise the purpose of the session and the key skills that participants will gain from taking part (Schank, 2005). Types of learning can be thought of in three distinct ways: skills, knowledge, and attitudes (ibid). The premise of adult education for the purpose of this programme is founded on the sharing of prior skills and knowledge gained through life and work experience. While some attendees through participation in the programme may coincidentally gain additional knowledge and skills, the main learning objective will be to challenge attitudes in respect of littering.

To achieve the desired outcomes of the programme, learning objectives benefit from being written from the participants point of view. Mager (1997) suggests that the course coordinator reflect on three aspects of course design:

- (1) What will participants gain from attending and what will they be able to do at the end of the session?
- (2) What kind of environment is best suited for full participation and what types of resources are they required to bring?
- (3) What sorts of skills and knowledge will participants need to join in with discussions and activities?

While it is anticipated that this course will be delivered by a facilitator, the course content can also be made available by MDC in traditional print and as an electronic resource, making it accessible to individuals or groups across the region for their own use. For optimum participation and interaction time, sessions led by a facilitator work better if the number of attendees is a manageable size. General wisdom holds that number should not exceed fifteen participants.

## **Learning outcomes**

The learning outcomes for this education and awareness programme have been informed by the requirements of the Ministry of the Environment funding: namely to engage the public to work towards reducing the instances and the amount of littering within the Marlborough region. The intended scope of learning seeks to begin, develop and establish a conversation that over time will contribute to a change in littering habits. Underpinned by a sentiment that change management includes not only a recalibration of individual habit, but holds within it an opportunity to address matters arising within the social sphere in general, the awareness programme will also address community empowerment.



## **Change management**

Information about change management generally refers to establishing systems within organisations that seek to make alterations to current practice. Any success of change management processes is dependent on the willingness of participants to accept that change is needed and that change will be of benefit in, and for, the longer term. The principles of change management require that people are 'prepared, supported, and equipped' (Prosci, n.d).

A model for change management developed for an international business context, 'The McKinsey 7-S Framework' (McKinsey & Company, 2008), holds promise in respect of informing a strategy for change in general. The model holds at the centre a core principle of shared values. Within an organisation or business, shared values guide 'behaviour and values'. Supporting and shaping those core values are the systems that uphold the direction of the company and the human resource capacity.

Denoted by a framework of 'hard' and 'soft' principles, the 7-S Framework deconstructs the component parts of activity within business. The 'hard' principles refer to the framework that informs the way things are done, namely:

- Strategy – the purpose of the business
- Structure – the organisational tree
- Systems – routine activities and decision making


The 'soft' principles refer to the human and technological resources available to implement the way things are done:

- Skills – worker competence and training availability
- Staff - human resource capacity and motivation
- Style - senior management influence

Interconnected, and therefore responsive to change in any one domain, other domains must adjust to enable the anticipated output of the model as a whole to succeed. Advanced as a holistic approach to change management, and holding shared values at its core, the suitability of the model lies in the potential for adaptation across a broad range of contexts: the principles remain the same, the implementation is situation specific.

## **Community empowerment**

The World Health Organisation defines community empowerment as 'the process of enabling communities to increase control over their lives. "Communities" are groups of people that may or may not be spatially connected, but who share common interests,



concerns and identities' (World health Organisation, n.d.). The concept held within the statement holds that change happens for groups of people when they take ownership of an idea or an issue: specifically, when the catalyst for change comes from them. Informed in this context by a public health focus, taking part in a shared pursuit has many potential benefits. Empowerment is a process whereby people gain capacity and strength from working together; the voice and direction of the group is enabled by a willingness to assert a desire for change by exploring issues with an open and questioning demeanour. The person who adopts the role of facilitator works alongside the group to help focus direction and develop relationships with other like-minded groups (Labonté and Laverack 2008, p.28). In this way, communication networks within and between groups work to bring about an awareness of local issues that those same local people wish to address.

Using this information the following education programme is presented as a potential catalyst for change by local people for local people. A tentative title for the programme is suggested as 'Only Marlborough: Bin it together'. The course content follows.

## **'Bin it together' participant information**

This information is presented to help you understand the purpose of the sessions and prepare for the course. It will cover the types of activities that will take place, the sorts of questions that you will be asked to think about, and the types of resources that you will be asked to bring. If you do not have any of the resources you can still attend. This is an interactive course: public speaking and group work is an integral part of the learning outcomes. You can develop these skills by taking part. The course is designed to be fun and light-hearted. There are no wrong answers. Participants are asked to be respectful of each other.

### **Resources required for the course**

Notepad

Pen or pencil

Mobile device with internet capabilities

### **Session One**

In session one, participants will get to know each other. You will be encouraged to share some information about yourself.

You will be asked to bring some litter you have found on the way to the course venue. If you do not want to pick up litter you can take a photograph of it, or remember what you have seen and talk about it.

You will be asked to talk about your attitudes and perceptions about people who litter. You will be asked to think about whose responsibility it is to pick litter up.

### **Session two**


In session two you will be asked to identify litter by groups. Using digital technology or printed resources you will research the lifespan of each litter group if left to decompose in the natural environment.

You will be asked to say what kinds of activity have caused the litter.

You will begin to think about the ways in which littering can be reduced.

### **Session three**

In session three you will be talking about the ways in which litter management was addressed in your family.



You will be looking more closely at anti-litter campaigns paying particular attention to the sorts of messages that are given and the types of habits they encourage. You will identify the types of techniques that the campaigns use to try to stop people littering.

#### **Session four**

Thinking of the litter you found in week one you will be asked to create a slogan using the techniques you have gained from studying anti-litter campaigns in week three. For those participants who feel comfortable to do so, short 30 second videos can be made to share their message.

#### **Session five**

Session five signals the end of the course. Participants can share the work they have created and a celebration of achievement will be held.

It is up to you now to make the most of you new connections, get involved in other ventures and use your skills and voice to ask for change.

## Training manual

### Session 1 – Setting the scene and establishing rapport

During the session, participants will get to know each other. Participants will have the opportunity to introduce themselves, and say why they are attending. Introductions serve to share interests, identify common themes and build group rapport.

Participants will also identify what they hope to gain from the session, and say what they expect to take away (for example; skills, knowledge, information). Participants will talk about the ways in which perceptions of littering can inform the attitudes regarding individual responsibility (if any) and levels of service provision by others.

#### Facilitator goals

- Provide a welcoming atmosphere, establish aspirations for participation, and begin to build trust within the group
- Encourage each participant to say what they want to get from the session
- Facilitate productive and proactive communication networks

#### Learning objectives

Participants will be able to

- Say what they hope to get out of the session
- Identify common goals
- Understand that perceptions inform thought processes and attitudes
- Use communication tools effectively to express meaning

#### Session outline

Time	Activity	Focus
5 minutes	Welcome	Introductions and learning objectives
10 minutes	Group introductions	Participants say who they are and what they hope to gain by attending
30 minutes	Small group discussion and feedback	Discuss litter (physical or photographic evidence); description, type, location, origin.
15 minutes	General discussion	Round up of findings from small group discussion. Short introduction to next session

## **Facilitator notes**

Using the McKinsy 7-S programme the course facilitator will undertake an overview of group dynamics and intended course outcomes for every session: elements of the 7-S programme will require ongoing subtle adjustment as the sessions become established and progress.

Shared values – groups of people working together can influence change at a community and a structural level.

Strategy - defined as a desire to provoke discussion and encourage change with regard to littering habits across Marlborough.

Structure – informed by the relationships established by the course participants and moderated by the course facilitator.

Systems – decision making is informed initially by the facilitator but will over time be influenced by group dynamics.

Skills – it is anticipated that participants will gain skills and make full use of the resources made available to them and that participants will grow in confidence and capability.

Staff – should be read as participants for this context and refers to the collective capacity of the group.

Style – the facilitator has duty of care to the participants and has a requirement to moderate and modify group dynamics if required.

### **Session 1 Activity Plan**

Resources – A3 paper, felt pens, blue tack.

Group work – investigate the litter.

Ask questions: Prompts include what is it, where has it come from, what activity is it associated with (leisure/business/everyday), is there a bin nearby, who might pick it up, how does the presence of litter make you feel?

## Session 2 – using information to inform thinking

During the session participants will recap on what was covered in the last session. Participants recall the types of litter identified including the location the litter was found in and the type of material it is made of. Participants will be asked to name and group the product by type and access information to find out how long each item will take to break down in nature. Accepting that littering may happen through voluntary or involuntary means, participants will identify and discuss the source of litter in their neighbourhood or community.

### Facilitator goals

- Enable participants to access information from a variety of sources
- Encourage participants to think critically
- Encourage a sense of increased awareness in respect of littering instances and litter prevention

### Learning objectives

Participants will be able to

- Research topics from print and digital media
- Utilise research information for a practical application
- Make links between the participation in every day activities and the generation of litter
- Use this information to think about the reduction of litter in general

### Session outline

Time	Activity	Focus
10 minutes	Recap last session and outline this session	Check participant recall and promote benefits of shared learning
30 minutes	Small group work	Use digital and print resources to learn about product type and degradation time
15 minutes	Feedback to whole group	Support communication skills
5 minutes	General discussion	Appreciate benefits of group participation. Short introduction to next session

## **Session 2 Activity plan**

Resources – Internet capable mobile devices, print literature, A3 paper, pens, blue tack.

Group work – identify by degradation time the items of litter found and presented in Week 1.

Questions – what did you learn, were you surprised by your findings, what does this information make you feel/thing/want to do, in what sorts of places can these items be disposed, do you have these sorts of places in your local area, if not what can people do otherwise?



### Session 3 – change over time

Participants will recap on what was covered in the last session. For this session, the discussion will focus on the types of ‘anti-litter’ information available over time, both within the home and in the public domain. Participants will be encouraged to share their experiences of such campaigns within Aotearoa New Zealand and abroad. Through discussion and group work participants will gain a broad understanding of the types of messaging held within targeted campaigns.

#### Facilitator goals

- Encourage participants to value prior knowledge
- Encourage participants to practice active listening
- Encourage discussion about the types of messages that resonate or have longevity

#### Learning objectives

Participants will be able to

- Appreciate that they have accumulated knowledge that can be used in a proactive way
- Understand that other groups and cultures participate in similar activities
- Appreciate that littering is gaining increasing global attention
- Understand what types of language and marketing tools work to make an effective campaign
- Begin to think about creating their own slogan and / or video

#### Session outline

Time	Activity	Focus
10 minutes	Recap last session and outline this session	Check participant recall and promote benefits of shared learning
30 minutes	Small group work	Impact of prior anti-litter campaigns
15 minutes	Feedback to whole group	Key points about making a connection with a potential audience
5 minutes	General discussion	Recap salient points. Short introduction to next session.

### **Session 3 Activity Plan**

Resources – short video clips of anti-litter campaigns focusing techniques used to grab public attention, A3 paper, pens, blue tack.

Group Work – share stories and experiences of anti-litter messaging from own background.

Questions – how did you learn about litter, what type of organisation did you learn this from (family/school/other), what makes the messaging memorable, what does the messaging make you think of, can you use that inspiration to make anti-litter messages of your own, for what types of contexts would your messaging be aimed at (urban/rural/roadside/coastline/business).

## Session 4 – new way to communicate: sending the message

Participants will recap on what was covered in the last session. During this session participants will be creating their own slogans and brief videos (if comfortable to do so). Using the learnings gained from last week, participants will use their creative skills to ‘sell their anti-litter message’ to the wider community. Thinking of a range of potential audience members, participants may wish to target specific instances of littering habit, or focus on littering in general.

### Facilitator goals

- Encourage and support participation for change
- Encourage creativity and original thinking
- Ensure messaging remains appropriate for the audience

### Learner objectives

Participants will be able to

- Appreciate the benefit of working together to achieve a common goal
- Use aspects of language construction to resonate with an audience
- Understand that strategic messaging can have a short term impact and an enduring effect
- Express a desire for change using persuasion
- Understand techniques of change management and benefits of community empowerment

### Session outline

Time	Activity	Focus
10 minutes	Recap last session and outline this session	Preparedness for slogan and video activity – techniques, skills, and language
40 minutes	Small group work	Making effective use of time and resources
5 minutes	Feedback to whole group	Acknowledge energy and creativity
5 minutes	General discussion	Course consolidation in final week (session)

#### **Session 4 Activity Plan**

Resources – mobile device with video recording capability, A3 paper, pens blue tack.

Group work – create anti-litter slogans and/or short anti-litter video.

Questions – what language technique is going to get the best impact, how can I make the message short and to the point, how can I make sure the message reaches the intended audience, how can I increase the audience?

## Session 5 – celebrate achievements, offer feedback

In recognition of the work each participant has put into the sessions, each group will have an opportunity to share their work and talk about the creative processes they used to achieve their slogan and/or video. Appropriate Council representatives may wish to attend. In this final session participants will also be able to offer feedback on the course. Participants will be encouraged to share what aspects of the course worked well and which aspects did not. Feedback should be encouraged to promote community ownership of ideas, communicating aspirations for habit change, and facilitating empowerment to become involved in other community interests.

### Facilitator goals

- Acknowledge contribution of all participants
- Celebrate course completion
- Use feedback in a proactive way

### Learner objectives

Participants will be able to

- Understand the benefits of group participation
- Use skills gained in this course in other contexts
- Share work and accept peer review
- Have confidence in their ability to provoke change
- Get involved in other community initiatives

### Session outline

Time	Activity	Focus
10 minutes	Welcome and whole course recap	Recap purpose of course and acknowledge participation
30 minutes	Share group slogans and videos	Reinforce benefits of shared learning
15 minutes	Feedback on course	Refine course for future participants
5 minutes	General discussion	Invite participants to use knowledge gained with others

## Session 5 Activity Plan

Resources – course participants.

Group work – sharing slogans and/or videos.

Questions – in what ways can I harness my creativity for use in other contexts?

Feedback – best asked for after the training has been completed and participants have had time to reflect on the course as a whole

### Post training evaluation form

#### Objectives

1. To gather information that can help with the monitoring and evaluation needs of Council (e.g. background and diversity information, participant satisfaction, likely uses for other contexts).
2. To gather participant feedback on the different aspects of the course in order that the course stays relevant for future participants.

**Please answer the following:**

#### Demographic Information

Name and date of course

Course location

First name

Last name

Contact details

Date of birth

Gender

Ethnicity

Employment status

Organisation and position

#### Participant satisfaction – give as much information as possible

Was the venue suitable for the course?

Did the course meet your expectations?

What was the main thing you learned from the course?

In what way, if any, will this be useful for other aspects of your life?

In what ways might the course be improved?

Please comment on the work of the facilitator.

Does the course need to change in any way?

Any other comments?

**Thank you for your time – we appreciate your feedback.**

## References

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## Hyperlinks to anti-litter campaigns

Be a Tidy Kiwi <http://beatidykiwi.nz>

Don't Mess with Texas <https://www.dontmesswithtexas>

Hubbub Foundation <https://www.hubbub.org.uk/Blog/launching-the-ballot-bin>

Keep Britain Tidy <http://keepbritaintidy.org/local-authorities/reduce-litter/general-litter/solutions/bin-it-good>

Keep New Zealand Beautiful <https://www.knzb.org.nz/2018/04/05/keep-new-zealand-beautiful-launches-new-campaign>

Leithers Don't Litter <http://leithersdontlitter.org>

Love Essex <https://visitsouthend.co.uk/news/112/Love-Essex/>

Shetland Amenity Trust <https://shetlandamenity.org/dunna-chuck-bruck>

Sustainable Coastlines <http://sustainablecoastlines.org/about/overview/>

Zero Waste Scotland and the Litter Transport Group

<https://www.zerowastescotland.org.uk/litter-flytipping/flingins-mingin-toolkit>