

# ENVIRONMENTAL AWARENESS AND OUTREACH PROGRAM GUIDELINES

*Federated States in Micronesia*

Your small action can lead to

**BIG  
CHANGE**

or

**BIG  
PROBLEM**



FSM Department of Environment, Climate Change and Emergency Management

Developed by JICA Volunteer, Saho Higuchi, 2024-2025

# TABLE OF CONTENTS

---

## Executive Summary

## How to use the Guideline

### 1. Plan an Outline

#### 1.1 Identify the Focus Issue

##### 1.1.1 Conduct a Survey

##### 1.1.2 Analyze the Survey Results

##### 1.1.3 Deep dive into the Focus Issue

#### 1.2 Define the Ideal Behavior

#### 1.3 Brainstorming activities

#### 1.4 Develop the Program Outline

### 2. Create a Program

#### 2.1 Elements to include

##### 2.1.1 Three Incremental Targets

##### 2.1.2 The learning Cycle

##### 2.1.3 Involve Stakeholders

##### 2.1.4 Monitoring & Evaluation

#### 2.2 Create a Program

### 3. Plan a Schedule

#### 3.1 Plan an Overall Schedule

#### 3.2 Implementation and Review

## **Appendix**

Activity Examples

Summary of the State's Meeting Report 2024

Summary of the General Public Survey 2024

# EXECUTIVE SUMMARY

---

This Environmental Awareness and Outreach Program Guidelines was developed to enhance Awareness Outreach activities throughout the FSM States. It is a response to the littering issues throughout the FSM States. There is a need to consider conducting general public outreach on a monthly or semi annual basis in order to instill key concepts in the minds of its people so that effective application will take place. On the whole, the Guidelines provide Educators with a step-by-step framework to help one identify critical issues, define ideal behaviors, and design impact-ful programs.

In 2024 and early 2025, Public Surveys were conducted by a JICA Volunteer, who upon request by FSM DECEM to JICA was assigned to develop the Guidelines. The Volunteer was guided and assisted by the Waste Management and Pollution Control unit staff, and State EPAs/KIRMA staff to carry out the surveys in each state. The Public Surveys confirmed littering as a challenge and provided key insights on how to address it. In fact, the results of the Surveys were shared with each state EPAs/KIRMA Officials, and the relevant stakeholders. It was noted that each state considered the outcomes of the Public Surveys, and vowed to continue to address the littering issue in coordination with the national government.

In our quest to minimize waste, we must work together to minimize waste. In fact, minimizing waste must be become a habit.

Endorsed by   
Andrew R. Yatilman  
Secretary, Department of Environment, Climate Change,  
and Emergency Management  
FSM National Government

# HOW TO USE THIS GUIDELINE

---

## Guideline Objectives

This Guideline aims to equip educators with comprehensive resources for initiating, developing, and implementing effective environmental awareness and outreach programs. Educators can utilize this guideline to tailor initiatives to their own situation, drawing from adaptable content and case studies.

## What is the effective awareness program?

Developing an effective environmental awareness activity requires careful planning, creativity, and a deep commitment to fostering positive change. This guideline provides a step-by-step framework to help one identify critical issues, define ideal behaviors, and design impactful programs. By following these steps, you can create activities that not only educate but also inspire action and long-term engagement.

## Guideline Structure

This guideline is structured to enable educators to incorporate and apply the process of identifying the focus issue, planning, implementing, and evaluating environmental awareness programs to their own situations.

## Useful Materials

Additionally, this guideline includes several useful materials, such as a survey format, guideline format for the creating and planning awareness activities. It also provides examples of environmental awareness activities that educators can utilize.

# 1. PLAN AN OUTLINE

---

## 1.1 Identify the Focus Issue

If there are many waste issues, one may need to pick up one priority issue because **it's difficult to achieve the goal if the target issue is too broad.**

To accurately identify the issues to address, it is essential to conduct the following activities first:

### 1.1.1 Conduct a Survey

#### **Objective:**

To understand how people perceive environmental education activities and environmental issues.

#### **Method:**

Conduct an environmental awareness survey online or offline. Reference materials, including the **Online Form Format** and **Response Input Format** are available here.

\*Reference: Survey Types: Advantages and Disadvantages

Survey Type	Advantages	Disadvantages
Online Survey	<ul style="list-style-type: none"><li>- Cost-efficient</li><li>- Wide reach</li></ul>	<ul style="list-style-type: none"><li>- Affected by the digital divide</li><li>- Potential low reliability of responses</li></ul>
Offline Survey	<ul style="list-style-type: none"><li>- Accessible to a broader range of participants</li><li>- Allows for nuanced responses</li><li>- Higher response reliability</li></ul>	<ul style="list-style-type: none"><li>- Higher costs</li><li>- Limited number of responses</li><li>- Restricted survey areas (e.g., remote islands)</li></ul>

## 1.1.2 Analyze the Survey Results

### **Objective:**

To identify specific trends and issues based on the survey data.

### **Method:**

Enter the responses into the [Answer Sheet for Raw Data](#) to analyze the data and identify trends and key points of interest.

- Analysis outline
  1. Demographic Data
  2. Summary on the three main topics:
    1. Recognition of Environmental Awareness Activities
    2. Behavioral Changes
    3. Littering Behaviors
  3. Significant findings

## 1.1.3 Deep dive into the Focus Issue

### **Objective:**

To clarify what the focus issue is and why it is occurring

### **Method:**

Conduct discussions involving stakeholders to dive deeper into the issue.

Here are the Discussion Agenda and [Discussion Format](#) for the meeting.

- Discussion Agenda
  1. Share the analysis result and summary
  2. Identify the focus issue
  3. Discussion about the root causes of the focus issue

e.g.) Focus issue: Littering.

Root causes: Lack of enforcement of littering law, Remote area

## 1.2 Define the Ideal Behavior

Define the current behaviors and ideal behaviors of the target audience based on the identified focus issue. The ideal behaviors should be **measurable and achievable**. This will clarify the goals of the awareness campaign. Let's also fill in these ideas in this [Discussion Format](#).

Here are the 3 steps to determine ideal behaviors:

1. Who are the **Target Audiences** with regard to the focus issue?

e.g.) Student, Community

2. What is the current behavior of each target audience, and why?

e.g.) Student - They litter around **because of** lack of awareness

Community – They litter in illegal dumpsite **because of** remote issue

3. What is the ideal behavior? Is it **achievable** and **measurable**?

e.g.) Student – All students throw their trash into the bin in the school

Community – No one litter in designated area anymore.

\*If you set the goal like “No one litters anywhere”, it might not achievable...

## 1.3 Brainstorming activities

Brainstorm to generate ideas on the activities needed for each target audience to achieve the ideal behaviors defined in the previous section. These activities will form the foundation of the annual awareness program.

Let's also fill in these ideas in this [Discussion Format](#).

- To achieve the ideal behavior, what activities are needed?

e.g.)

### Student

#### Current behavior

- Students litter around because of lack of sense of responsibility

#### Ideal behavior

- Most students join Environmental club in all schools

- 1. Revive the environmental clubs in all schools**
- 2. Train the trainers in each school**

### Community

#### Current behavior

- People litter more than students because of lack of awareness opportunities

#### Ideal behavior

- Most people don't litter by participating educational awareness program
- 1. Revive the community visits and provide educational program**
  - 2. Put signs and billboard**
  - 3. Utilize Facebook and Radio to spread educational ideas**

## 1.4 Develop the Program Outline

Based on the content covered in the previous sections, create a detailed outline for the environmental awareness program. Please download [this Guideline Template](#) and fill it out.

### Available Resources

<b>Resources</b>	<b>Confirmation Items</b>
Manpower	<b>How many staff can work on your awareness activities? What other organizations can work with you?</b>  e.g. : NGOs, Community organization, School club
Materials	<b>What materials are available?</b>  e.g. : Cleaning tools, Projector, Presentation materials
Funds	<b>How much is available and from what sources?</b>  e.g. : Budget, subsidy, donation
Places	<b>What kind of locations are available?</b>  e.g. : School, Community centers, Landfill site
Expertise	<b>What kind of special skills can educators share to audiences?</b>  e.g. : Water inspection, Waste management knowledge

## Focus information

Focus Issue	Littering
Focus Audience	Students
	Community
Focus Activity	Waste management, Recycling

## Program outline for each target audience

Based on the following items, determine the program outline for each target.

Who	<b>Who do you want to educate about the issue?</b>
What	<b>What do you want your target audience to learn?</b>
When	<b>How long is the program running for?</b>
Where	<b>Where you will be carrying out the program?</b>

e.g.)

### Students

Ideal behavior: All students throw their trash into the bin in the school

Who	<b>ECE students in 19 ECE centers (200 in total)</b>
What	<b>Littering impact, Proper waste management</b>
When	<b>1 month</b>
Where	<b>Each ECE center</b>

### Community

Ideal behavior: No one litter in designated area anymore.

Who	<b>People in remote areas (500 in total)</b>
What	<b>The bad impact of illegal dumping</b>
When	<b>6 days</b>
Where	<b>Community center in each municipality</b>

## 2. CREATE A PROGRAM

---

### 2.1 Elements to include

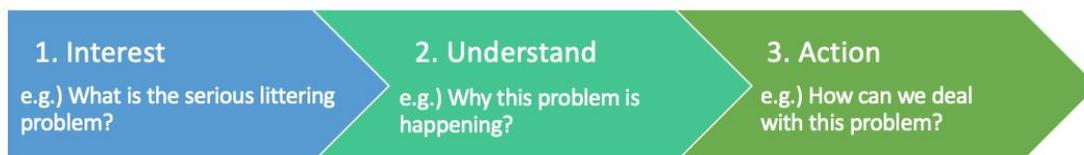
The purpose of an awareness-raising program is not simply to carry it out. The goal is to implement an "effective program" that brings about real behavioral change in those who participate.

To achieve this, it is essential to understand what elements are necessary.

#### 2.1.1 Three Incremental Targets

Achieving the objectives of environmental education requires long-term ongoing education. Environmental education has three incremental targets: **1) Interest, 2) Understanding, 3) Action.**

Rather than pressing individuals to action, it is important to gradually develop interest and understanding.



#### 2.1.2 The Learning Cycle

The learning cycle is the experiential framework in which seeing and doing drive behavior change. It consists of four key steps:

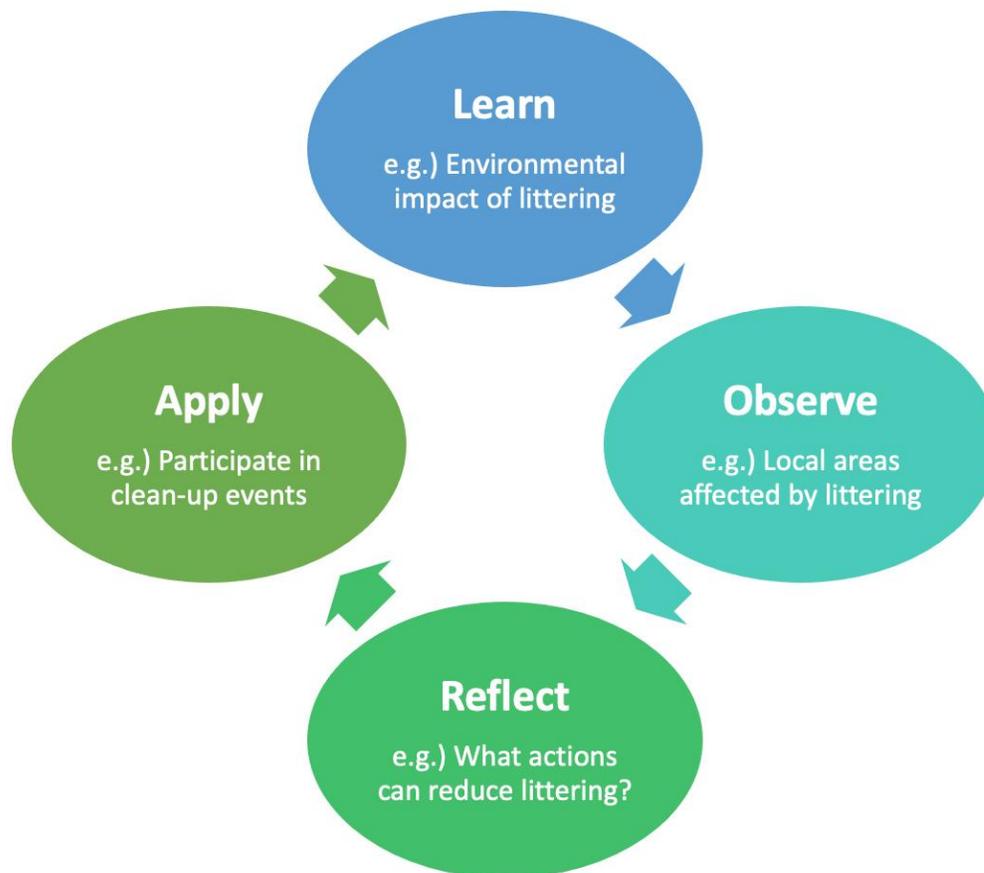
**Step 1: Learn**, participants gain knowledge about the causes and consequences of littering, such as its impact on ecosystems and human health.

**Step 2: Observe**, they identify real-life examples of littering in their community or local environment.

**Step 3: Reflect**, participants analyze how their own actions or inactions contribute to the problem and consider how they can make a difference. Finally,

**Step 4: Apply**, they take practical steps to address the issue, such as organizing clean-up activities or creating awareness campaigns to promote no-littering habits.

## The example of the Learning Cycle



### **2.1.3 Involve Stakeholders**

Involving stakeholders is crucial for the smooth execution of environmental awareness activities. By engaging key players early in the process, you can secure the necessary permissions and support for your initiatives.

Stakeholders may also provide financial backing, helping to sustain and expand your efforts.

Furthermore, if human resources are limited in your organization, cultivating individuals who can take charge of environmental awareness activities in their own areas is essential. This approach allows your initiatives to continue progressing without requiring direct involvement from your team at every stage.

### **2.1.4 Monitoring & Evaluation**

To effectively evaluate the success of the environmental awareness program, it is essential to track and measure key indicators. Examples of measurement methods include:

- **Before-and-after pictures of affected areas**
- **Number of instances of littering before and after the program**
- **Weight of collected garbage**
- **Number of views of awareness videos or Posts on social media**
- **Quiz results to assess knowledge retention**

Regularly record these details and observe trends and improvements over time. Additionally, use this data to adjust and enhance future activities, ensuring continuous growth and greater impact.

## 2.2 Create a Program

Considering the elements from Step 2.1, let's create a program that addresses all the focus issues and target audiences. Let's create activities for **the Guideline Template** while referring to the example activities.

### Template: Example activities

Program Title	<b>Anti-littering in ECE schools</b>		
Target Audience	<b>Students in 18 ECE centers</b>		
Time/Duration	<b>8/13~9/10</b>		
Number of Audience	<b>500 students /400 parents / 50 teachers / general public</b>		
Location	<b>Each ECE centers</b>		
Implementer	<b>JICA Volunteer, ECE teachers and staff</b>		
Collaborator	<b>ECE centers</b>		
Goal (expected Behavior change)	<b>Students don't litter around the school yard</b>		
Preparation	What	PIC	How many
	<b>Permission</b>	<b>JICA Volunteer</b>	<b>1</b>
	<b>Trash bag</b>	<b>ECE staff</b>	<b>20</b>
	<b>Flyers</b>	<b>EPA staff</b>	<b>200</b>
Content overview	Learn	<b>Why littering is bad? - Picture book</b>	
	Observe	<b>How do you behave if someone litters?</b>	
	Reflect	<b>Sing an environmental song</b>	
	Apply	<b>Cleanup the trash</b>	
Evaluation (How to evaluate effectiveness)	<b>①Count views of Awareness video</b> <b>②Visit again after 6 months and checking</b> <b>- Change of behavior</b>		

--	--

## 3. PLAN A SCHEDULE

---

### 3.1 Plan an Overall Schedule

Based on the 1. Plan an outline, 2. Create a program, now is the time to plan an overall schedule so that you can conduct your activity in your area. Also, you should identify the tasks to materialize your program.

#### Template: Example of the yearly schedule

Month	Date	Activities	Target Audience	Collaborator
Jan	1/23	Environmental Club	4 <sup>th</sup> graders at A school	A school teacher
Feb	2/28	ECE Parents Day	ECE all parents	ECE staff
Mar	3/1~3/28	All ECE Visits	All ECE students	ECE teachers
Apr	4/22	Earth Day Activity Tree planting	7 <sup>th</sup> graders at B high school	B school teacher
May	5/21	Anti-littering workshop	Youth group	NGOs
Jun	6/5	World Environmental Day	C School students	C school teachers NGOs
Jul	7/22-25	Summer Camp	D school students	D school teachers
Aug	8/1~15	Anti-littering Community visits	All Community members	Chief

<b>Sep</b>	9/13	Micronesia Cleanup Day	All Community and students	Chiefs NGO Schools
<b>Oct</b>	10/10	Radio Announcement	General Public	Radio Station
<b>Nov</b>	none	none	none	none
<b>Dec</b>	12/20	Radio Announcement	General Public	Radio Station

### **To do list to implement the activity**

Once you have planned the activities, identify the tasks required to implement them, specifying who should prepare what, for whom, and by when.

<b>PIC</b>	<b>To whom</b>	<b>What</b>	<b>By when</b>
Mike	Chief	Permission	7/30
Kate	Principal	Permission	8/30
Kate	NGOs	Meeting with NGOs	5/1

### **3.2 Implementation and Review**

As the project or activity nears its conclusion, it is advisable to hold a meeting with stakeholders to evaluate if the objectives will be met. This meeting, which builds on regular monitoring efforts, is not intended to judge the success or failure of the project but serves two key purposes:

- 1) Discussing potential measures if the objectives are not achieved**
- 2) Creating a plan for continuing or expanding the activity after the project ends.**

Successful project execution requires the backing of stakeholders, data to enhance the activities, and adapting approaches for specific contexts such as schools or resident-based initiatives. Monitoring should involve tracking easy-to-collect indicators and incorporating feedback regularly.

At the final meeting, stakeholders should review whether the project's goals have been achieved, identify areas for improvement, and allocate resources if necessary.

It is crucial to maintain a shared vision among stakeholders for the continuation of efforts. This meeting serves as a key moment to align on future steps, ensuring the project's impact continues. If you're stepping away from the project, ensure its continuity by training a successor and preparing comprehensive documentation.

## **Conclusion**

Environmental awareness is more than a single program—it's a continuous journey that involves learning, adapting, and collaborating with stakeholders. Whether you're organizing a workshop, initiating a community project, or designing educational materials, your efforts contribute to a larger movement toward sustainability.

With persistence and passion, your work has the power to inspire others, shape communities, and protect the beautiful environment for future generations. Let's take the first step together and create a lasting impact.

# APPENDIX

## Activity Examples

In this section, specific activities based on the framework outlined above are introduced.

### **【Environmental Education for Anti-littering at ECE centers】**

#### **1. Activity for ECE Teachers**

Program Title	<b>Anti-Littering Training for Teachers</b>		
Target Audience	<b>All Teachers in the 18 ECE centers</b>		
Time/Duration	<b>8/1, 2024, 2 hours</b>		
Number of Audience	<b>50 teachers</b>		
Location	<b>Kolonia ECE centers</b>		
Implementer	<b>JICA Volunteer, EPA staff, ECE staff</b>		
Collaborator	<b>ECE center</b>		
Goal (expected Behavior change)	<b>Teachers understand practical educational methods for instructing students about littering.</b>		
Preparation	What	PIC	How many
	<b>Permission</b>	<b>JICA Volunteer</b>	<b>1</b>
	<b>Presentation</b>	<b>EPA staff</b>	<b>1</b>
	<b>Flyers</b>	<b>JICA Volunteer</b>	<b>50</b>
	<b>Waste materials</b>	<b>ECE Staff</b>	<b>50</b>
Content overview	Learn	<b>Littering impact, 4Rs</b>	
	Observe	<b>What is the real situation?</b>	
	Reflect	<b>Read Picture book about littering Sing an Environmental song</b>	
	Apply	<b>Reuse cardboard to create toys</b>	

Evaluation  
(How to evaluate  
effectiveness)

**Conduct activities led by teachers for students at  
each ECE center**

You can download the Presentation file below!

[ECE Anti-littering / 4Rs Presentation sample file](#)



Presentation by EPA Staff



Reuse Activity



Shapes made from cardboard



Puzzle made from cardboard



Ring toss toy made from plastic bottles, paper plates, and toilet paper rolls

## **2. Activity for ECE Students**

Program Title	<b>Anti-littering in ECE schools</b>		
Target Audience	<b>Students in 18 ECE centers</b>		
Time/Duration	<b>8/13~9/10, 2024, 45minutes</b>		
Number of Audience	<b>500 students /400 parents / 50 teachers / general public</b>		
Location	<b>Each ECE centers</b>		
Implementer	<b>JICA Volunteer, ECE teachers and staff</b>		
Collaborator	<b>ECE centers</b>		
Goal (expected Behavior change)	<b>Students don't litter around the school yard</b>		
Preparation	What	PIC	How many
	<b>Permission</b>	<b>JICA Volunteer</b>	<b>1</b>
	<b>Trash bag</b>	<b>ECE staff</b>	<b>20</b>
	<b>Flyers</b>	<b>EPA staff</b>	<b>200</b>
Content overview	Learn	<b>Why littering is bad? - Picture book</b>	
	Observe	<b>How do you behave if someone litters?</b>	
	Reflect	<b>Sing an environmental song</b>	

	Apply	<b>Cleanup the trash</b> <b>Share the awareness video</b>
Evaluation (How to evaluate effectiveness)	<b>①Count views of Awareness video on Facebook</b> <b>②Visit again after 6 months and checking</b> <b>- Change of behavior</b>	

You can download the Picture Book materials below!

[ECE Environmental Education \(Picture Book\) PDF file](#)

You can check the awareness video below!

[ECE Environmental Song Awareness Video in Pohnpei](#)



Reading Picture book by teacher



Cleanup with ECE students



Picture book about the littering problem

## 【Environmental Education Club Activity】

Program Title	<b>Environmental Club</b>		
Target Audience	<b>7<sup>th</sup> graders at Ohmine and Kolonia schools</b>		
Time/Duration	<b>1/30~6/14</b>		
Number of Audience	<b>40 students</b>		
Location	<b>Ohmine school, Kolonia school</b>		
Implementer	<b>JICA Volunteer, EPA staff</b>		
Collaborator	<b>Ohmine school, Kolonia school, CSP, COM, PWMS</b>		
Goal (expected Behavior change)	<b>Students can take concrete actions to help their environment through practical lessons.</b>		
Preparation	What	PIC	How many
	<b>Permission</b>	<b>JICA Volunteer</b>	<b>2</b>
	<b>Trash bag</b>	<b>EPA staff</b>	<b>20</b>
	<b>Prize</b>	<b>JICA Volunteer</b>	<b>10</b>
Content overview (one of the activity)	Learn	<b>Presentation about littering problem</b>	
	Observe	<b>Demonstration about the segregation</b>	
	Reflect	<b>Cleanup by using quiz cards</b>	
	Apply	<b>Create an environmental performance such as skit, sing and quiz</b>	
Evaluation (How to evaluate effectiveness)	<b>• Pre and Post test</b>		

You can download the Sample activity for the Environmental Club below!

[Environmental Club in Pohnpei 2014 sample activity](#)

## Environmental Club Summer Camp Activity

Here are the pictures of Environmental Club Activities



Dumpsite Tour Writing the club's name on old tires which were used as plant bases



Water in Pohnpei  
Checking water purity at EPA's lab.



Make Waste Oil Candles



Composting  
Chipping branches to use the dry litter method



Forest and Agroforestry  
Water permeability tests on the forest ground



Marine Protected Area



School Action Plan

Selling local food at recess at OES



School Action Plan

Explaining plans to the principal at KES



School Action Plan

Clean up week at OES



Renewable Energy

Learning about solar-powered fans



Clean Up Kolonia Town



Summer Camp

# BIBLIOGRAPHY

---

[https://fyi.extension.wisc.edu/wateroutreach/files/2016/01/Guidelines\\_nonformalgl.pdf](https://fyi.extension.wisc.edu/wateroutreach/files/2016/01/Guidelines_nonformalgl.pdf)

<https://ecoclub.mp.gov.in/uploads/files/Guidelines-of-EEP-English.pdf>

[https://d2ouvy59p0dg6k.cloudfront.net/downloads/environmental\\_education\\_trainers\\_guide\\_for\\_nature\\_conservation.pdf](https://d2ouvy59p0dg6k.cloudfront.net/downloads/environmental_education_trainers_guide_for_nature_conservation.pdf)

[https://www.africancleancities.org/sites/default/files/2023-06/1\\_Guidebook\\_for\\_Environmental\\_Education\\_on\\_Solid\\_Waste\\_Management\\_in\\_Africa.pdf](https://www.africancleancities.org/sites/default/files/2023-06/1_Guidebook_for_Environmental_Education_on_Solid_Waste_Management_in_Africa.pdf)

<https://nf-spogomiwc.com/en/>

# Summary of the State's Meeting Report 2024

## For Environmental Awareness Activity

----- Table of contents-----

1. Objectives & Methods	p26
2. Pohnpei EPA	p27
3. Kosrae KIRMA	p31
4. Chuuk EPA	p35
5. Yap EPA	p38

### **Meeting Objectives**

1. To check the information on awareness activities for Strategy
2. To get ideas for enhancing awareness activity through analysis.

### **Meeting Agenda**

2. Project updates as a JICA Volunteer at DECEM
3. Check the current status of Awareness Activity in EPAs/KIRMA

## Pohnpei EPA

Date June 18, 2024 13:00-15:00

Place Pohnpei EPA Office

- Current activity

Awareness division have target number in each activity and submit report quarterly.

1. School Visits

- a. 20 schools, 4 times per year, Targeting 5<sup>th</sup> grade and above
- b. The content of activity depends on the request by each School (e.g.) Solid waste management, Water quality, Food security etc.
- c. Presentation style

2. Community Visits

- a. The content of activity depends on the request by each municipality
- b. Clean-up activity on Environmental Holidays, such as Earth day
- c. Clean-up competition with rewards
- d. Presentation style

3. Radio Program for General public

- a. Recycle Collection announcement (2 or 3 times a year)
- b. Environmental issues
- c. Spread information through Facebook as well

4. Newsletter

- a. The report with photos of each activity

5. Support for CSP

- a. The EPA supports financial resources and awareness materials.

- Challenges

1. **Lack of Involvement**

School and community visits are conducted only upon request from stakeholders. The EPA feels the need to actively engage in awareness campaigns.

2. **Lack of Effectiveness**

The EPA doesn't believe that soliciting feedback has resulted in effective current activities. One reason is that these activities are conducted inconsistently and not frequently.

3. **Lack of Capacity**

The EPA primarily relies on past awareness materials in their presentations, ensuring that at least the figures are up to date.

- Way forward

1. Focus Issue

- a) Littering, Proper waste management
- b) 4Rs (Refuse, Reduce, Reuse, Recycle)

2. Focus Activity

- a) Anti-littering

3. Focus Audience

- a) School Students
- b) Community members

- Sharing the result of Public Survey

Here is the summary and hypothesis of this public survey.

- **High Impact of past activities**

80% of participants reported a change in behavior. This suggests that past awareness activities have had a significant impact.

- **Amplifying Effect**

Participation in clean-up has demonstrated the potential to influence peers to refrain from littering, showcasing the spreading potential of current activities.

- **Need for Consistency**

It is evident that awareness activities are not conducted frequently enough.

The more consistently you conduct awareness campaigns, the more people influence their community, gradually shaping overall social norms in Pohnpei.

- **Lack of opportunity after graduation**

Activities involving not only students but also community members are needed.

Here are the comments from EPA

- Some schools conduct clean-up as community service
- Most residents are aware of recycling because it provides direct financial benefits to them. Some people even actively pick aluminum cans from the roadside.
- This survey helped to reaffirm the lack of effectiveness and continuity in current awareness campaigns through data.

○ Discussion for Littering

• Problem analysis

“What is the root cause of littering problem?”

**Laziness**

a) Policy issue

- There is no direct consequences such as penalties.

b) Collection system issue

- It's too inconvenient to transport garbage to the dumpsite.
- Some municipalities don't properly collect garbage due to hardware or financial issues.

*\*Sokehs is successful municipality regarding its collection system. Residents simply purchase yellow trash bags and place their garbage in them. The municipality collects these yellow bags without charging a collection fee.*

c) Awareness issue

- People are not aware of alternative ways to utilize waste materials, such as how to reuse plastic bottle instead of just littering.
- Some adults unaware of the environmental impact of littering.

• Set Proper behavior and actions to achieve the ideal behavior

“What is the current and ideal behavior of target audiences?”

Student

Current behavior

- Students litter around the school because of lack of knowledge about 4Rs

Ideal behavior

- **All students throw their trash into the bins at school**
- **All students have participated in activities related to the 4Rs**
  1. All schools should be regularly monitored
  2. Reach out to all school students about 4Rs

General Public (Community)

Current behavior

- People litter around recreation sites because of lack of awareness activities

Ideal behavior

- **No one litters, at the very least, at recreation sites. (Causeway and Nett point etc)**
  1. Regular clean-up awareness activities at recreation sites
  2. The recreation sites should be regularly monitored

# Kosrae KIRMA

Date September 20, 2024 10:00-12:30

Place KIRMA Office

- Current activity

The Education Division sets the annual schedule based on the Environmental holidays, including other divisions' activities.

1. School

- a. School visits at 6 elementary schools, once a year
  - i. Targeting 7<sup>th</sup> graders
  - ii. Presentations, give-out flyers
  - iii. Conduct pre and post survey by KCSO
- b. Planting tree or cleanup activities upon request
- c. Earth day Essay contest on minimizing plastic waste for KHS senior class
- d. Summer youth program for 7th graders w/KCSO

2. Community

- a. Community visits, once a year
  - I. 1 of the 4 communities (Rotation)
  - II. Presentations, give-out flyers
- b. Clean-up activity on Environmental Holidays in collaboration with KCSO, DREA, Fisheries, DOE, DHS, DT&I
- c. The content of activity depends on the request by each municipality

3. General public

- a. Radio program in Lelu area.
  - I. Recycle Collection announcement (2 times a year)
  - II. Environmental issues
- b. Spread information through Facebook

- Challenges
  - 4. **Lack of consistency**  
Most educational activities in school and communities are conducted only one a year or less. The KIRMA feels the need to engage more frequently.
  - 5. **Lack of capacity of educators**  
The KIRMA is concerned that educators in environmental education lack the knowledge, skills, or resources necessary to conduct more effective outreach programs.
  - 6. **Limited funding**  
It is ideal to conduct outreach activities in all communities and other groups every year; however, there is not enough funding to provide the necessary refreshments and prizes for attracting participants.
- 
- Way forward
  - 4. Focus Issue
    - a) Littering
    - b) Recycle
  - 5. Focus Activity
    - a) School programs
    - b) Community consultation
  - 6. Focus Audience
    - a) School Students
    - b) Community members

#### 4. Summary of the result of Public Survey

- **High engagement in keeping the environment clean**  
In Kosrae, activities such as Green Day, where residents regularly maintain and care for their gardens, are habitually carried out.
- **Need for consistency of educational activities**  
Many respondents participate in awareness activities "once a year or less." This low frequency suggests a lack of consistent engagement in raising and maintaining awareness about littering issues.

- **Lack of opportunity after graduation**  
A lot of people have been doing clean-ups by themselves or on a community basis, but there are few opportunities for people to learn about the negative effects of littering or other environmental issues, especially among adults.
- **Infrastructural challenges**  
Some responders continue to litter due to deep-rooted habits and systemic issues such as insufficient trash bins and lack of enforcement of littering laws.

## 5. Discussion for Littering

- Problem analysis  
“What is the root cause of littering problem?”

### **Laziness**

- Lack of awareness
  - Lack of educational programs
    - Low frequency
    - Limited audience
  - Limited radio information coverage
    - Currently, not all municipalities have access to information by radio
- Laziness
  - Attitude
  - Habit
- Enforcement issues of the littering ban
  - Relationship
  - Monitoring strategy
  - Minimal citation issue
    - Sometimes police officers turn a blind eye to littering because people know each other and have strong connections.
- Insufficient of trash bin
  - Limited funding

- Set Proper behavior and actions to achieve the ideal behavior  
“What is the current and ideal behavior of target audiences?”

### Student

#### Current behavior

- Students litter around because of lack of awareness for the littering problem

#### Ideal behavior

- **All students segregate the recyclable waste and regularly recycle in school**
- 3. Reach out regularly to all students to educate them about recycling
  
- **All students throw their trash into the bin at least in the school**
- 1. Outreach activities for women's groups (Parents should remind children)
- 2. Reinforce school curriculum with STP

#### Community

##### Current behavior

- People litter in public area because of laziness and a lack of trash bin

##### Ideal behavior

- **No one litters in public areas**
- 4. Reinforce the enforcement of littering law
- 5. Ensure sufficient trash bins in public areas

## Chuuk EPA

Date November 14, 2024 15:50-17:20

Place Chuuk EPA Office

- Current activity

Based on the budget allocated for environmental awareness activities, plans for awareness activities for schools and communities will be developed for the next year.

2. School

- a. School visits at 7.8 elementary schools, twice a year (until last year)
  - I. Targeting 1-4<sup>th</sup> graders
  - II. Presentations about 3Rs, littering problems
- b. Art contest at high school on an environmental
- c. Support the environmental clubs in 4 school

2. Community (General public)

- a. Community cleanup activity with NGOs, Youth group, government department
- b. Community visits, once a year in 1 community
  - i. Presentations
- c. Radio announcement on environmental holidays

- Challenges

1. **Lack of capacity of educators**

The Chuuk EPA is concerned that educators lack the experience and knowledge to conduct effective programs, beyond just organizing cleanup events, as well as the human resources to reach broader audiences in schools and communities.

2. **Limited funding**

With the increased budget for the next year, The EPA plans to revive the activities that were conducted until the previous year. However, it is true that when organizing workshops for the community, it is necessary to provide refreshments and prizes to attract more people, which incurs additional costs.

3. **Limited resources**

There are not enough personnel and garbage trucks to efficiently collect waste. Additionally, the communication to properly enforce littering laws is insufficient.

• Way forward

1. Focus Issue

a. Littering

2. Focus Activity

a. Collaboration among government department and communities

3. Focus Audience

a. School Students

b. Community members (General public)

6. Summary of the result of Public Survey

• **Lack of effectiveness of activities**

Although many people have frequently participated in cleanup events, some have not changed their behavior. Because they simply pick up trash without changing their mindset. To encourage a lasting change, it is necessary to create a more effective program that can inspire them, such as educational lectures on the negative effects of littering in school.

• **Enforcement issues of littering law**

Even though there is a littering law, littering is still common everywhere. In some cases, when the police and the offender are acquaintances, the police do not enforce the law. Therefore, it is hard to say that the littering law is highly effective.

## 7. Discussion for Littering

- Problem analysis

“What is the root cause of littering problem?”

### **Laziness**

- a) Enforcement problem of littering law
- b) No sense of taking responsibility (People expect someone to pick them up)

### **lack of awareness**

- a) Lack of funding for environmental awareness programs
- b) Lack of technical staff to improve awareness on littering

- Set Proper behavior and actions to achieve the ideal behavior

“What is the current and ideal behavior of target audiences?”

### Student

Current behavior

- Students litter around because of lack of sense of responsibility

Ideal behavior

- **Most students join Environmental club in all schools**

1. Revive the environmental clubs in all schools

2. Train the trainers in each school

### Community

Current behavior

- People litter more than students because of lack of awareness opportunities

Ideal behavior

- **Most people don't litter by participating educational awareness program**

1. Revive the community visits and provide educational program

2. Put signs and billboard

3. Utilize Facebook and Radio to spread educational ideas

## Yap EPA

Date December 13, 2024 9:00-11:00

Place Yap EPA Office

- Current activity

There is no specific schedule for awareness activities about waste management, the Yap EPA generally supports each municipality, organization and school upon request.

1. School

- a. Judge school cleanup activities on Earth day, Environmental day and MCD
  - i. Presentations
- b. Support COM Yap Campus Fair Day

2. General public

- a. CDL radio announcement at the end of year
- b. Distribute flyers about CDL schedule

3. Community

- a. Water quality inspection monthly

- Challenges

1. **Lack of accessibility with communities**

In Yap State, awareness activities are independently planned, implemented, and managed within each community, separate from the government. As a result, the EPA cannot act or intervene freely in activities within individual communities. Currently, NGOs and groups operating within the communities are responsible for conducting awareness activities.

- Way forward
- 7. Focus Issue
  - a) Improper waste management and awareness
  - b) Frequency of students' participation in waste management
- 8. Focus Activity
  - a) Community outreach workshop
  - b) School Environmental Awareness Outreach
- 9. Focus Audience
  - a) People in remote area
  - b) Students

## 8. Summary of the result of Public Survey

Data indicate that a significant portion of the respondents frequently engage in environmental activities, driven by a strong community culture focused on maintaining a clean environment. In this survey, it was rare to find litter in the streets, and in stores and offices, people reuse waste resources. This reflected the widespread and high level of environmental awareness that has become the social norm in Yap state.

However, there is room for improvement, including:

- **Improper waste disposal in remote areas**  
Due to the distance from landfills, some residents in resort to burying waste, including non-biodegradable materials, in holes near their homes. This practice not only contributes to environmental pollution but can also pose health risks and contaminate local ecosystems. The lack of public awareness of proper waste management practices exacerbate the issue.
- **Lack of student participation in environmental activities**  
Without structured opportunities for students to learn about and participate in environmental activities, they may not develop the same level of environmental awareness and commitment as adults. The gap in participation between adults and students can have long-term effects on fostering a culture of sustainability among future generations.

## 9. Discussion for Littering

- Problem analysis  
“What is the root cause of focus issues?”

### **Improper waste management**

Ignorance about environmental issues

Unwillingness to participate in proper waste management

c) Inconvenience

### **Frequency of students' participation**

Lack of participation in frequent reoccurring environmental awareness activities.

- Set Proper behavior and actions to achieve the ideal behavior  
“What is the current and ideal behavior of target audiences?”

#### People in remote area

Current behavior

- They tend to dispose of all garbage in residential landfills because of inconvenience

Ideal behavior

- **Create and participate in proper waste management activities**

1. Waste Collection Programs that our communities specific and focused

#### Students

Current behavior

- Students participate in activities less frequently than adults because of the lack of participation in available opportunities due to curriculum offsets

Ideal behavior

- **Frequent participation in waste management activities**

1. Ensure standard participation in the three main activities of this type (MCD, Earth Day, Environmental Day) annually

# Summary of the General Public Survey 2024

## For Environmental Awareness Activity

----- Table of contents-----

1. Objectives & Methods	-----p41
2. Pohnpei EPA	-----p42
3. Kosrae KIRMA	-----p50
4. Chuuk EPA	-----p59
5. Yap EPA	-----p67

### **1. Objectives**

1. Assessing the current Environmental Awareness Activities in all municipality
  - To evaluate the types, recognition, frequency, and behavioral changes resulting from past and current environmental awareness activities.
2. Investigating Littering Behavior
  - To investigate who litters, where, under what circumstances, and why for designing effective Anti-Littering awareness activities.

# Pohnpei EPA

## 1. Methods

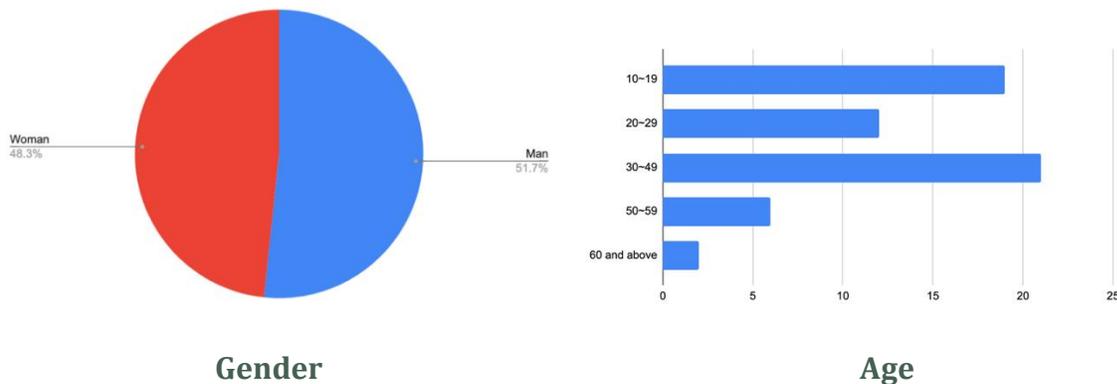
1. Target Responders
  - 60 local residents living in 6 different municipalities in Pohnpei
2. Method
  - Face-to-face interview
3. Place
  - Kolonia town
4. Term
  - 3 Days: May 22th - May 24<sup>th</sup> 2024
  
5. Main Topic
  - Recognition of Environmental Awareness Activities
  - Littering Behaviors
  - Behavioral Changes

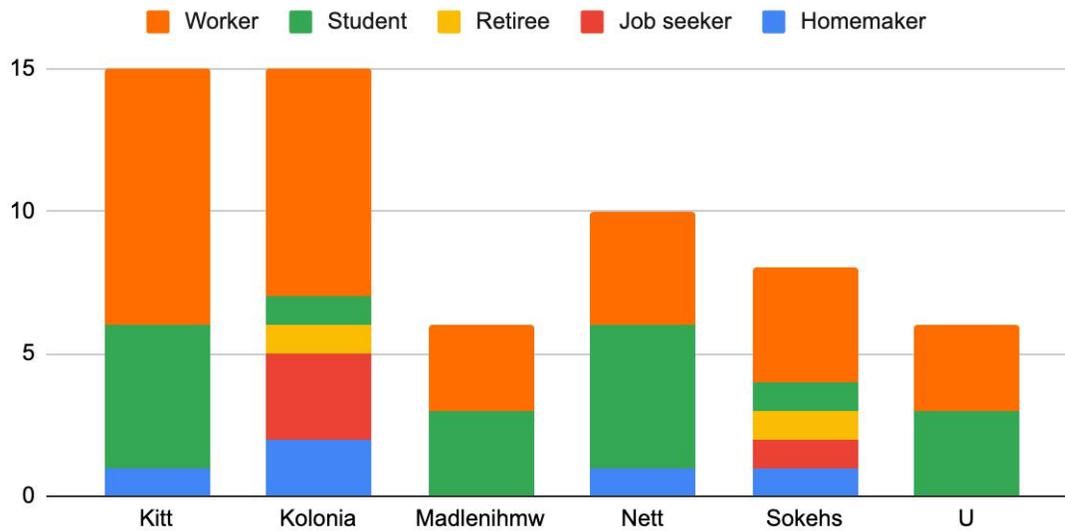
## 2. Results & Analysis

This survey collected data on environmental awareness and littering behaviors across different demographics.

### 1. Demographics

The respondents comprised a diverse group in terms of gender, age, municipality and occupation.

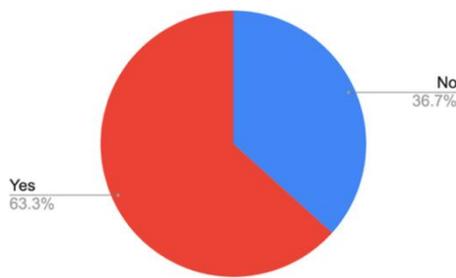




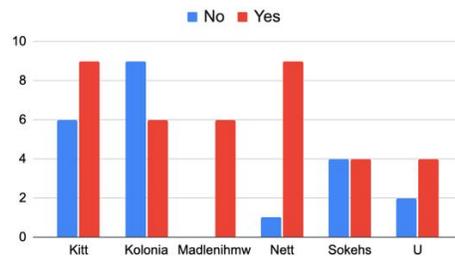
**Municipality by Occupation**

2. Environmental Awareness Activities

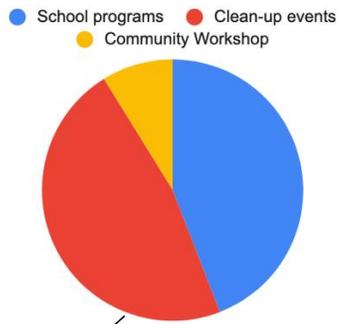
A significant portion of respondents (63.3%) have some form of environmental education experience. Most activities consisted of cleanup events at schools and each communities, followed by recycling workshops. However, engagement frequency varied, with some participating only once a year or less.



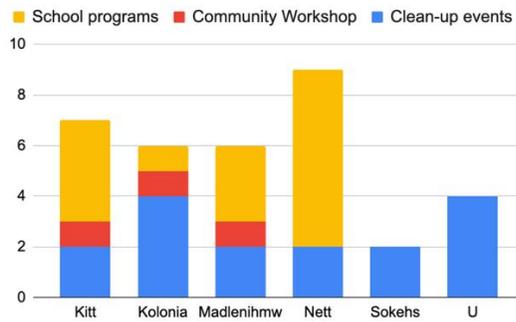
**Activity Experience**



**Across municipalities**



Activity Type



Across municipalities

### School programs

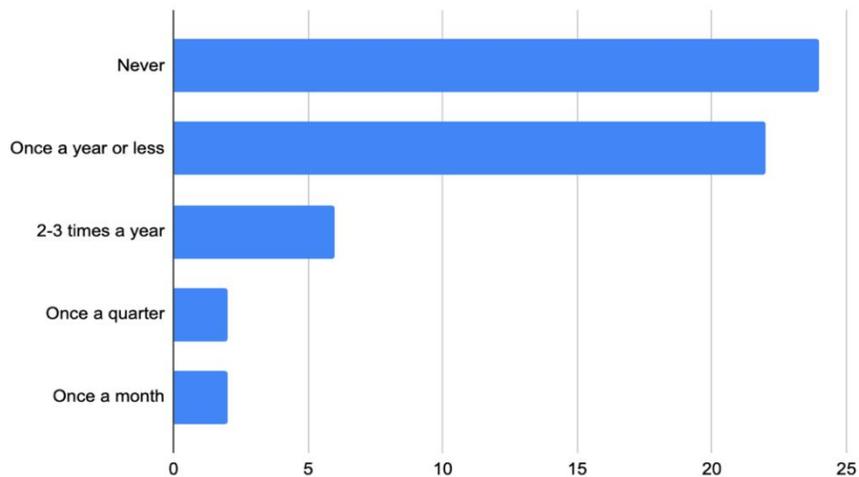
Most of them are Clean-up activity, some school teachers teach Recycling

### Clean-up events

Organized by Municipality, Women group, Youth group, Church, CSP (Conservation Society of Pohnpei), Company, JAA (JICA Alumni Association)

### Community Workshop

Recycling initiative by EPA



Activity Frequency

### 3. Littering Behaviors

Laziness was the primary reason cited for littering, with roadside being the most common littering location. When there is already litter, people are more likely to litter in that area.

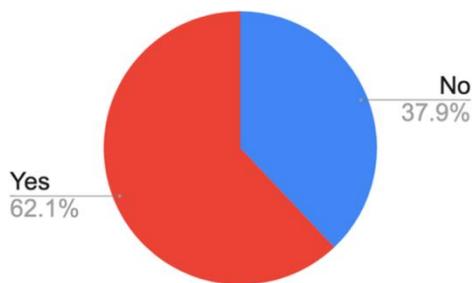
When asked why they don't litter, people who don't litter say,

**"It's natural to want to keep the environment we live in clean."**

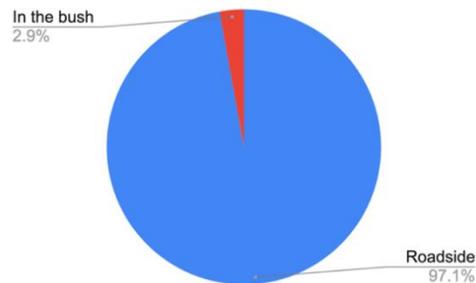
**"Because I was raised in an environment where my mom and dad don't litter."**

**"I've learned that littering is harmful to the environment."**

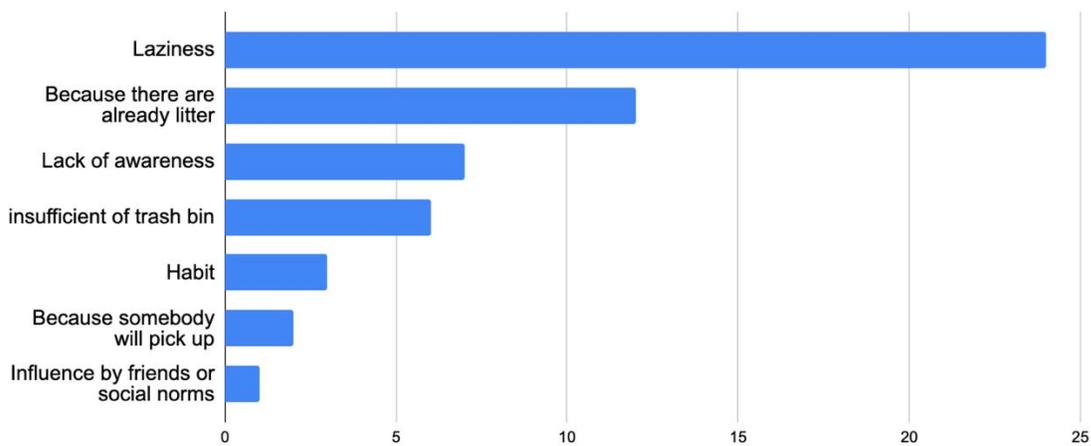
It can be said that the influence of family upbringing and community custom on littering behaviors was evident, and **environmental education plays a significant role in promoting such attitudes.**



**Have you ever littered?**



**Where do you litter?**

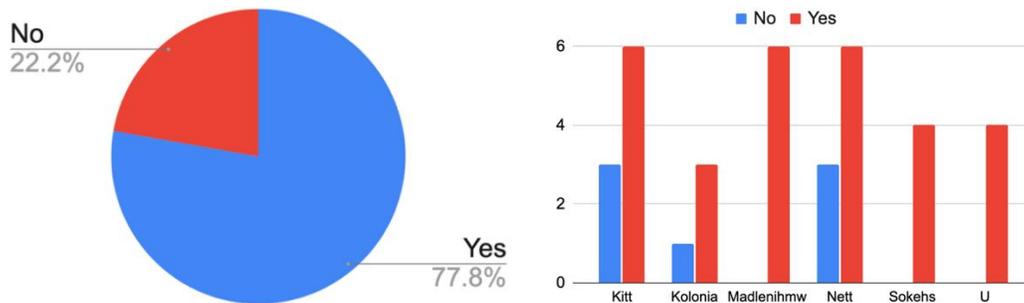


**Why do you think people litter?**

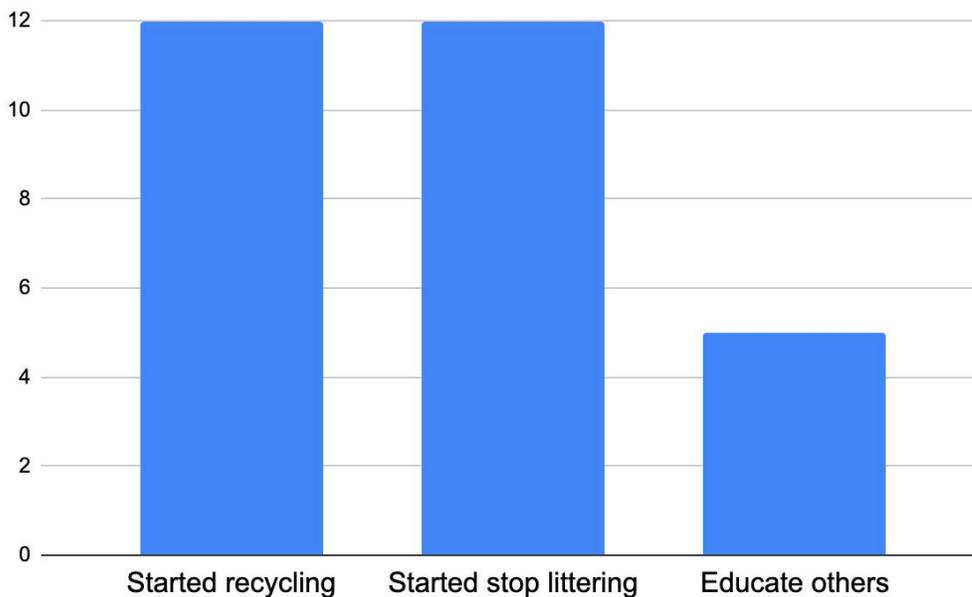
#### 4. Behavioral Changes

Behavioral changes resulting from awareness activities were notable, with recycling being a common action taken. Many cited increased awareness of the impact of littering as a motivator for change.

Despite participating in environmental awareness activities, people who didn't change their behavior said, "While I understand that littering is bad for the environment, sometimes it's just too lazy to carry it back, and I assume someone else will pick it up anyway."



#### Have you ever changed any of your behaviors as a result of environmental awareness activities?



#### If you answered Yes, how changed your behavior?

Specifically, after participating in cleanup events, people started bringing their own trash bags and stopped littering. They also began to speak up when they saw others littering.

Some people mentioned that they had stopped buying and using single-use plastic products.

Regarding recycling, after attending the EPA's recycling workshop, some people started recycling aluminum cans at home as a source of income.

While PET bottles are not currently covered under the CDL system, some places buy PET bottles to sell Sakau, so some people separate them at home and bring them to these places.

### **3 Significant Findings:**

It is evident that **the infrequency of Environmental Awareness Activities contributes to littering behavior.**

Here is a detailed explanation of relationship between frequency of activities and littering behavior.

1. Low Participation Frequency in Environmental Awareness Activities:
  - Many respondents participate in environmental awareness activities "once a year or less." This low frequency suggests a lack of consistent engagement in raising and maintaining awareness about environmental issues.
  
2. Primary Reasons for Littering Behavior:
  - Respondents frequently cited "laziness" and "because there is already litter" as reasons for their littering behavior. These reasons indicate a lack of environmental consciousness and a justification of their actions based on the existing litter.
  - Some people mentioned that "lack of awareness about environmental issues" is also the reason for littering. It also points to the inadequacy of environmental education in influencing positive behavior.

3. Behavioral Changes Among Those Who Received Environmental Education:
  - Respondents who received environmental education reported behavioral changes such as "stopping littering." and "starting to recycle". Particularly, those who participated in school programs and community workshops showed increased environmental awareness, leading to a reduction in littering behavior or instilling them a sense of guilty when engaging in actions harmful to the environment.
  
4. Loss of Educational Opportunities:
  - Many respondents mentioned that "opportunities to learn about the environment significantly decrease after graduation." This suggests that the lack of continued environmental education post-graduation contributes to an increase in littering behavior

The infrequency of environmental education contributes to a lack of awareness about environmental issues, leading to littering behavior. Data indicate that environmental education has a positive impact on behavior change, thus increasing its frequency and quality could reduce littering.

### **Recommendations**

- Increase in Environmental Education Programs
  - Implement more frequent environmental education programs in schools and communities.
- Provision of Continuous Learning Opportunities
  - Provide opportunities for continued learning about environmental issues even after graduation, and implement programs aimed at raising awareness among adults.

By increasing the frequency and quality of environmental education, it is expected to see a reduction in littering behavior.

### **4. Way forward for Anti-Littering Activities:**

Overall, targeting younger demographics, especially through school-based programs, and incorporating in peer influence strategies into anti-littering activities could enhance effectiveness in promoting litter prevention behaviors.

## Focus Audience

- Younger Demographics
  - Targeting younger age groups (10-19, 20-29) might be beneficial, as they are more likely to engage in school programs and community workshops and are still forming habits.
  - Empower student-led organizations to spearhead environmental initiatives both within schools and in the broader community. This will engage adults in environmental awareness activities and provide them with opportunities to participate in environmental education.

## Focus Activities

- School Programs
  - These are already recognized and engaged with by many respondents. Strengthening and expanding school-based programs could lead to more impactful results
  - Involving students' parents and each community members in the activity would be impactful.
- Community Workshops for individual post-graduation
  - These have shown to be effective in promoting behavioral changes. Increasing the frequency and reach of community workshops could further encourage litter prevention actions.
- Peer Influence Initiatives
  - Leveraging peer influence, as indicated by respondents who stopped littering after observing others, could be a powerful strategy. Encouraging positive peer pressure to discourage littering behaviors could yield significant results.
- Monitor the activity impact
  - Track the impact of environmental awareness activities on behavioral change more effectively and explore strategies to promote sustainable actions. For example, monitor the improvement in environmental cleanliness following the activities by taking and displaying pictures, and track the incidence of littering in specific areas.

# Kosrae KIRMA

## 1. Methods

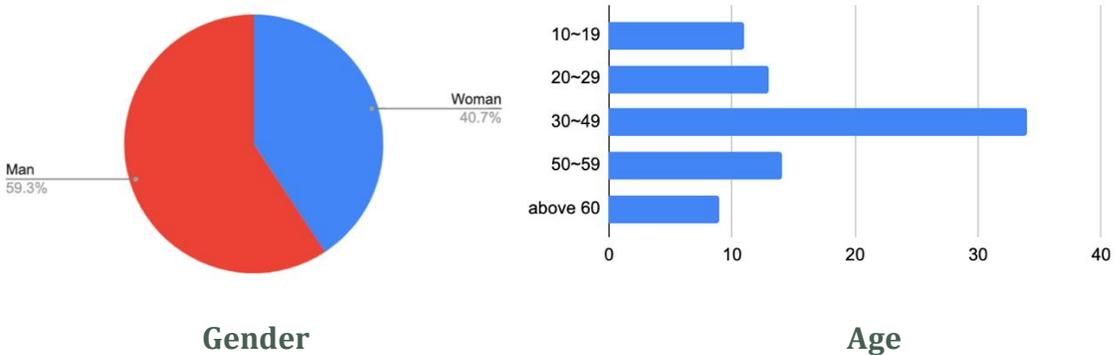
6. Target Responders
  - 81 residents living in 4 different municipalities in Kosrae
7. Method
  - Face-to-face interview
8. Place
  - Ace office supply, Hardware, Bank of GUAM, Post office, Hospital, Lelu Elementary school
9. Term
  - 1 Day and Half: Sep 17<sup>th</sup> – Sep 18<sup>th</sup> 2024
  
10. Main Topic
  - Recognition of Environmental Awareness Activities
  - Littering Behaviors
  - Behavioral Changes

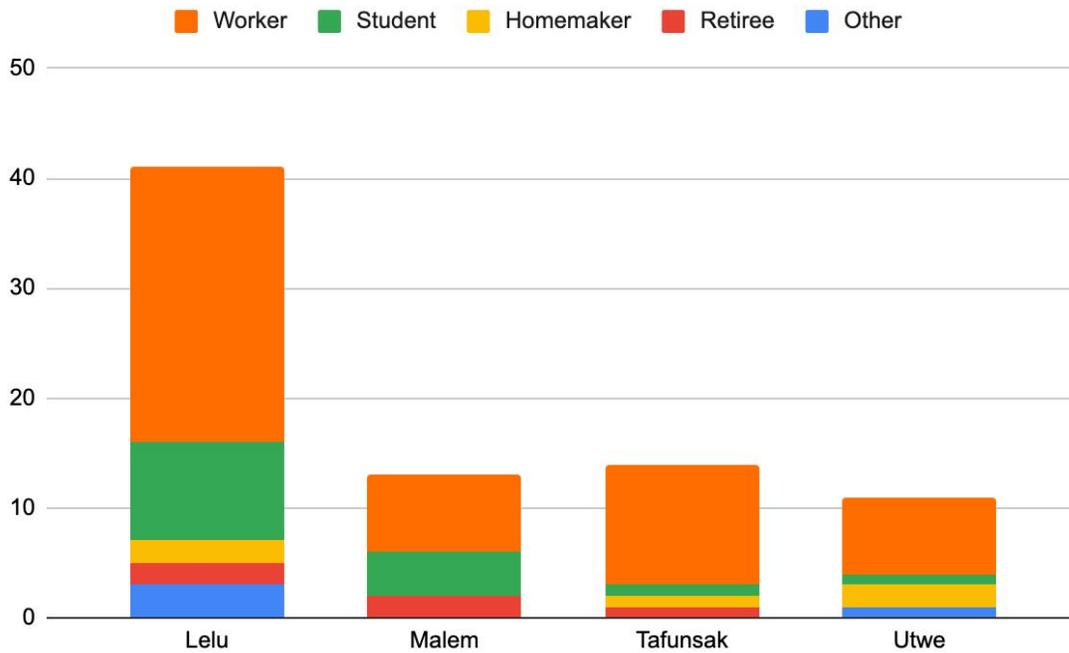
## 2. Results & Analysis

This survey collected data on environmental awareness and littering behaviors across different demographics.

### 1. Demographics

The respondents comprised a diverse group in terms of gender, age, municipality and occupation.



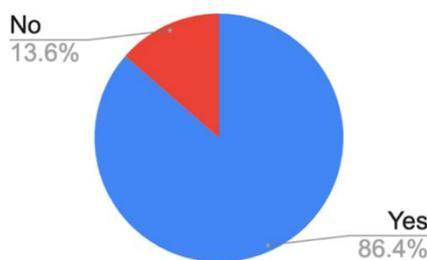


**Municipality by Occupation**

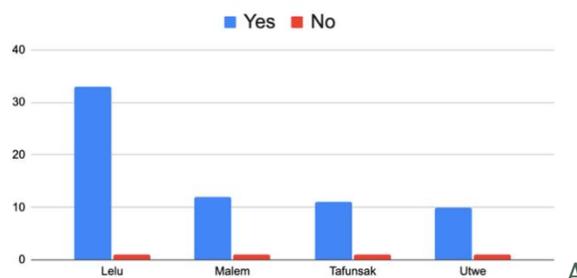
## 2. Environmental Awareness Activities

A significant portion of respondents (86.4%) have experience with environmental activities, particularly cleanup activities at schools and within their communities, followed by recycling initiatives. People have been cleaning their areas on a daily basis, but the frequency of engagement varies, with some participating only once a year or less.

It is noteworthy that in Kosrae, activities involving stakeholders and the community are frequently conducted.

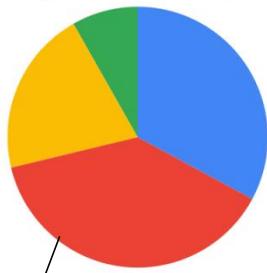


**Activity Experience**

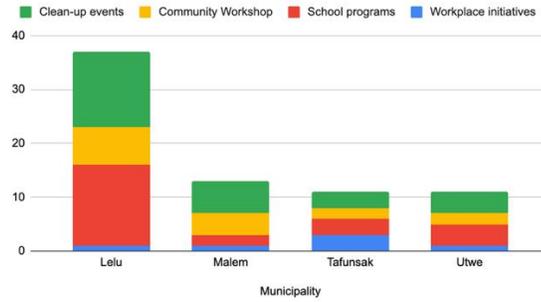


**Across municipalities**

● School programs    ● Clean-up events  
● Community Workshop    ● Workplace initiatives



**Activity Type**



**Across municipalities**

**School programs**

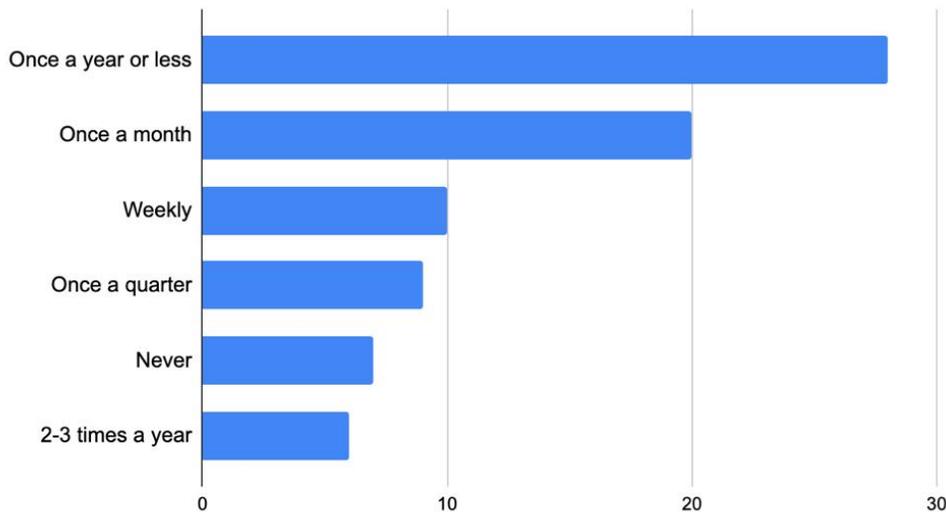
Clean-up on international days, Youth to youth activity w/ KCSO

**Clean-up events**

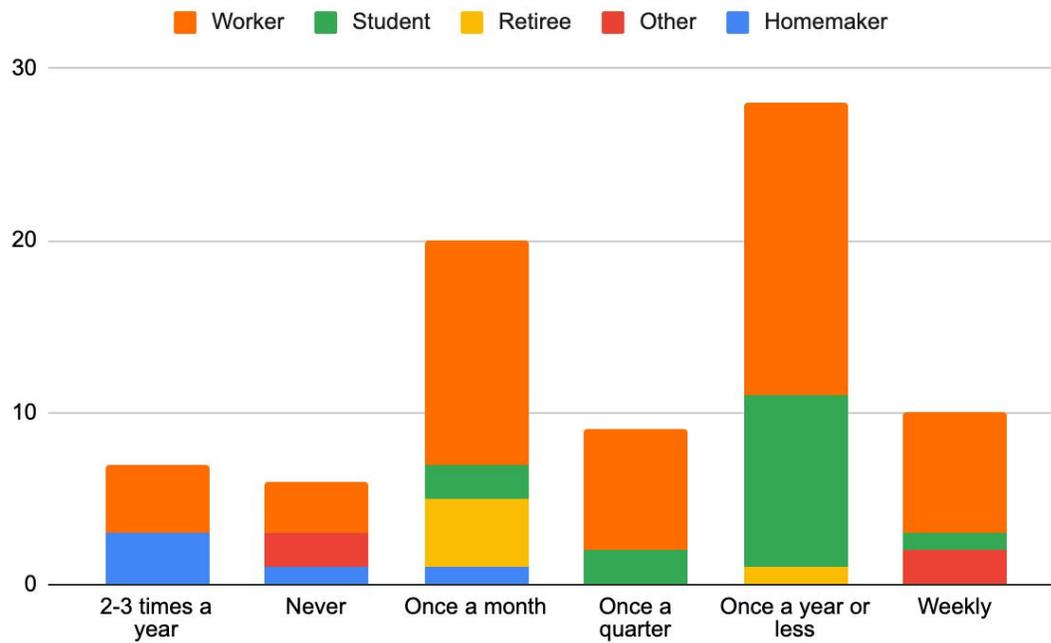
Organized by Municipalities, KIRMA, Women group, Youth group, Church

**Workplace initiatives**

Clean-up by employees (Ace, United airline, construction company)



**Activity frequency**



**Activity frequency across Occupation**

	Homemaker		Retiree		Student		Worker	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman
2-3 times a year	2	1					2	2
Never			1				3	
Once a month		1	3		1		8	5
Once a quarter						2	3	4
Once a year or less				1		4	12	5
Weekly						1	5	2
<b>Grand Total</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>9</b>	<b>33</b>	<b>18</b>

### Activity frequency across Occupation / Gender

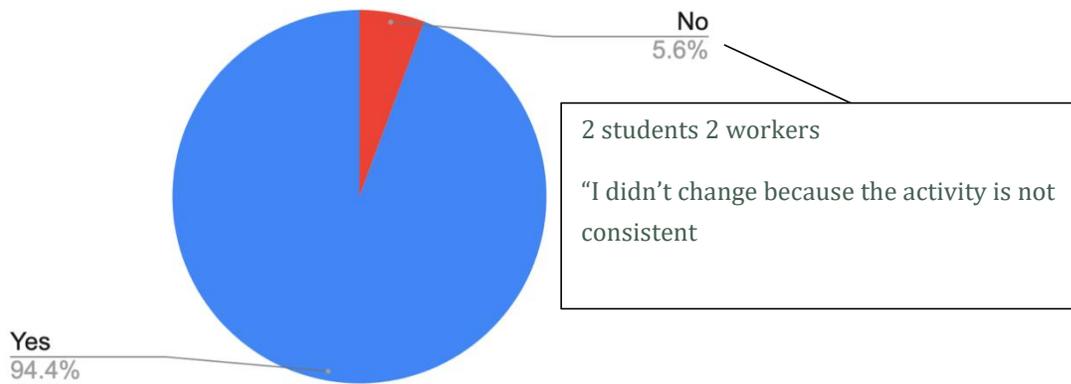
Relatively, large number of **students** responded “Once a year or less”. As for workers, **men** are more likely than women to say “once a year or less”.

### 3. Behavioral Changes

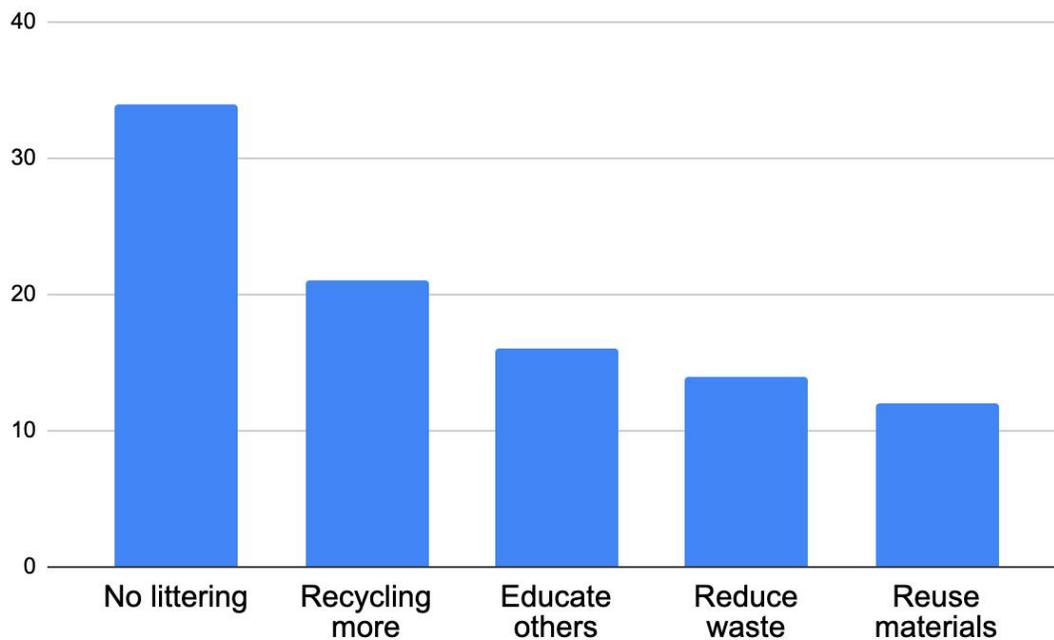
Respondents who participate in environmental activities report positive behavioral changes, such as reduced littering and increased recycling. Those engaged in activities like clean-up events and community workshops often mention improvements in their own waste management practices. Recycling

system is well known, but there were many opinions regarding the low frequency of recycling collection.

The responders who didn't change their behavior said, "Environmental education is not continuous and does not lead to behavioral changes."



### Have you ever changed any of your behaviors as a result of environmental awareness activities?



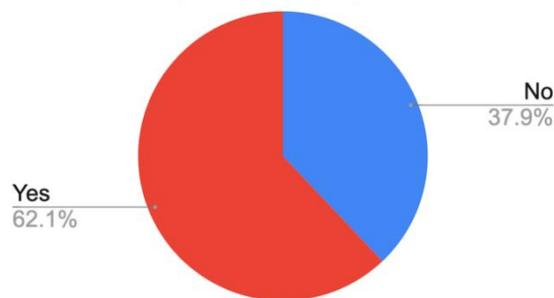
## If you answered Yes, how changed your behavior?

### 4. Littering Behaviors

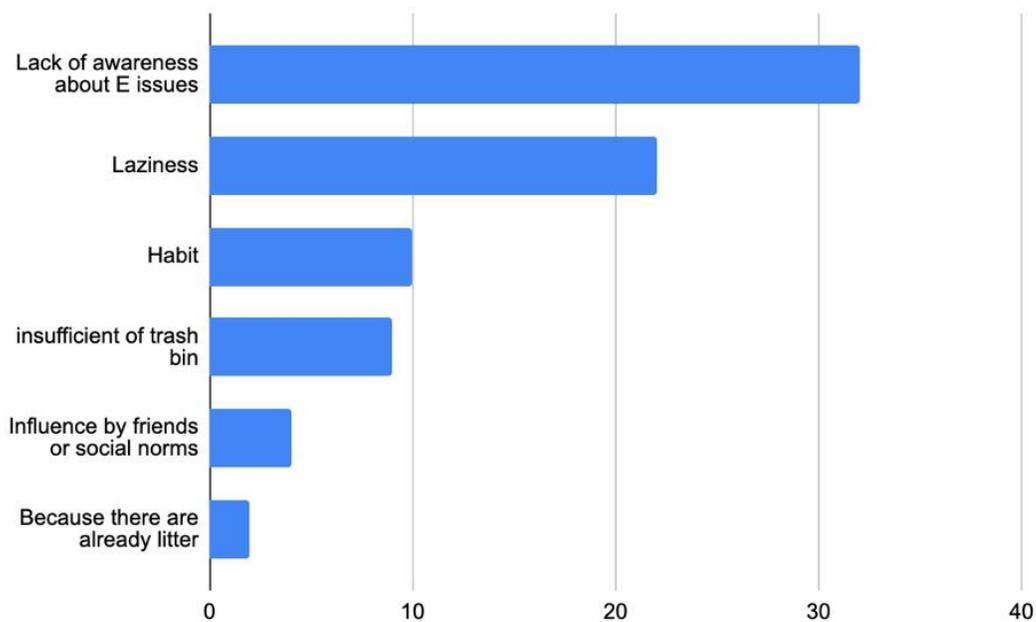
The primary reasons cited for littering and lack of awareness and laziness and insufficient trash bins.

Some responders said that, although people know littering is wrong, they still tend to do it because there aren't enough trash bins in public places.

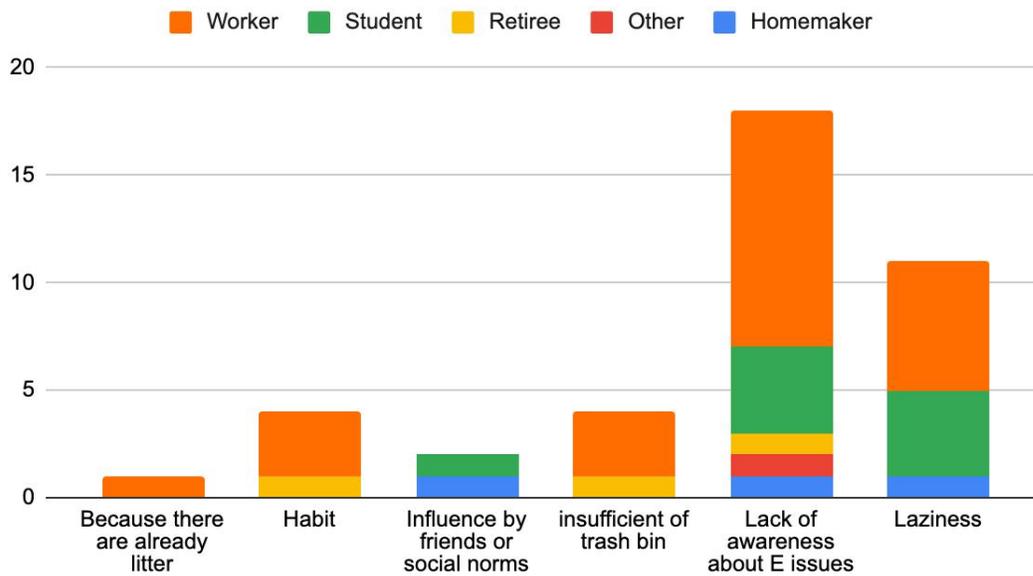
There was also a suggestion to conduct environmental education targeting for **women's groups** on the negative effects of littering, as children tend to litter when they see their mothers doing so.



### Have you ever littered?



## Why do you think people litter?



## Reasons for littering by Occupation among those who have littered before

Littering reason	Homemaker		Retiree		Student		Worker		
	Man	Woman	Man	Woman	Man	Woman	Man	Woman	
Because there are already litter								1	
Habit				1				2	1
Influence by friends or social norms		1					1		
insufficient of trash bin				1				2	1
Lack of awareness about E issues			1		1	2	2	5	6
Laziness			1			1	3	6	
<b>Grand Total</b>		1	2	2	1	3	6	16	8

## Reasons for littering by Occupation / Gender among those who have littered before

Especially, the **students tend to be influenced by their friends** around them to litter.

**Only the workers and retirees** mentioned the insufficient of trash bins.

### **3. Significant Findings:**

Overall, it is worth noting that in Kosrae, the organizers involve the community and various stakeholders in their environmental activities, which helps to broaden the scope of influence of activities.

Data indicate that environmental awareness activities has a positive impact on behavior change. However, there are some room for improvements, including

- **Lack of educational lecture opportunities**  
A lot of people have been doing clean-ups by themselves or on a community basis, but there are few opportunities for people to learn about the negative effects of littering or other environmental issues, especially among adults.
- **Low Participation Frequency**  
Many respondents participate in awareness activities "once a year or less." This low frequency suggests a lack of consistent engagement in raising and maintaining awareness about environmental issues.

#### **5. Infrastructural challenges**

Some responders continues to litter due to deep-rooted habits and systemic issues such as insufficient trash bins. Educational initiatives and community involvement are ongoing, but need to address infrastructural challenges as well.

If more educational activities, including those for adults, are conducted on a continuous basis rather than just focusing on clean-up activities, it would have a direct effect on changing people's behavior.

## **Recommendations**

- **Educational programs on littering issues**  
Develop targeted educational programs that address littering issues  
Programs should include practical tips for waste management and the impact of littering.
- **Continuous Learning Opportunities involving adults**  
Provide opportunities for continued learning about environmental issues even after graduation, and implement programs aimed at raising awareness among adults, such as woman groups.

### **4. Way forward for Anti-Littering Activities:**

#### Focus Audience

- **Students and parents**
  - Empower student-led organizations to spearhead environmental initiatives both within schools and in the broader community. This will engage adults in environmental awareness activities and provide them with opportunities to participate in environmental education.

#### Focus Activities

- **Educational programs involving children and parents**
  - School programs are already recognized and engaged with by many respondents, but integrate educational components and follow-up sessions to reinforce positive behaviors and address any lingering issues.

By focusing on these areas, environmental educators can enhance the effectiveness of their programs and foster more sustainable behaviors within the community.

# Chuuk EPA

## 1. Methods

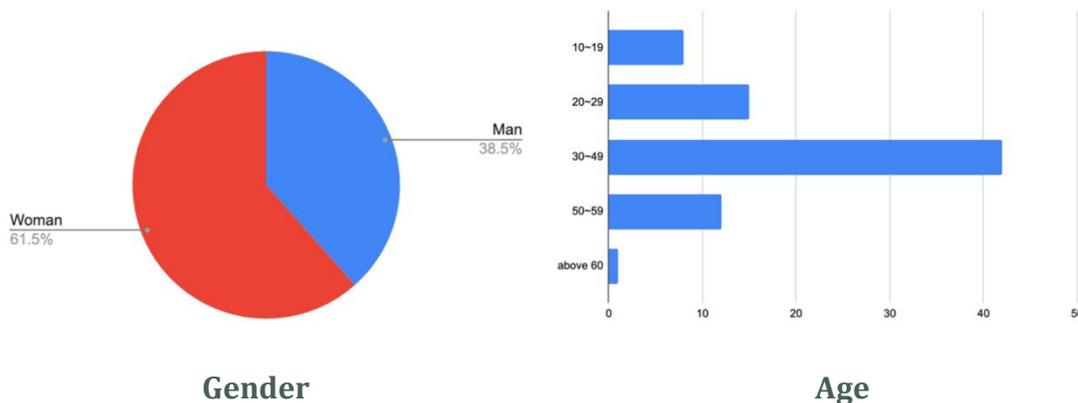
11. Target Respondents
  - 78 residents
12. Method
  - Face-to-face interview
13. Place
  - AWM market, Hospital, Bank of FSM, DOE, Port pool, public market
14. Term
  - 2 Day and Half: Nov 12th – Nov 13<sup>th</sup> 2024
  
15. Main Topic
  - Recognition of Environmental Awareness Activities
  - Littering Behaviors
  - Behavioral Changes

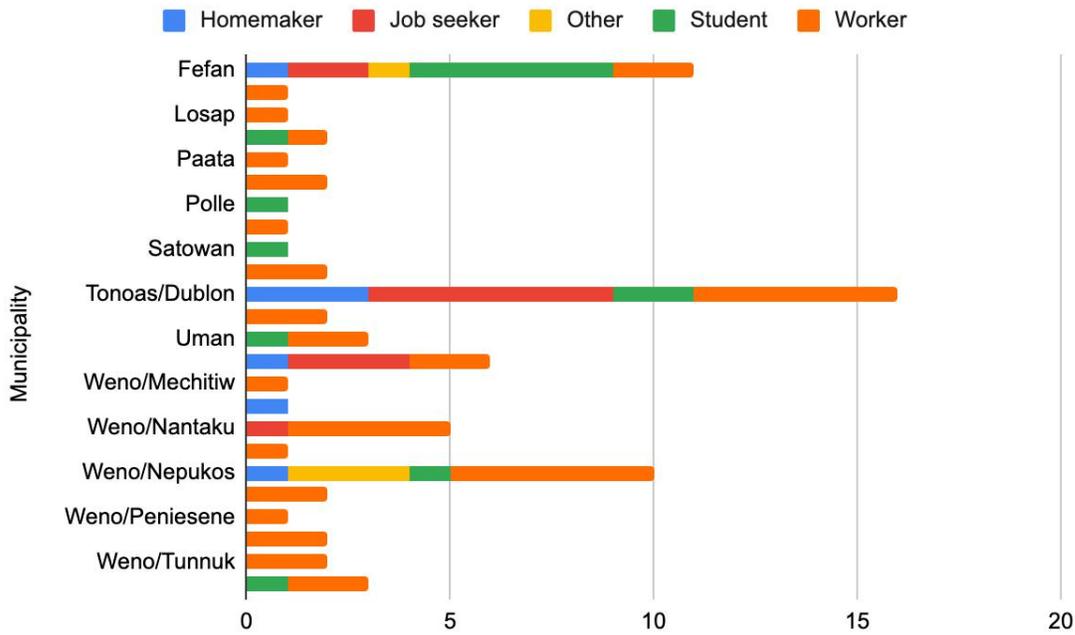
## 2. Results & Analysis

This survey collected data on environmental awareness and littering behaviors across different demographics.

### 1. Demographics

The respondents comprised a diverse group in terms of gender, age, municipality and occupation.

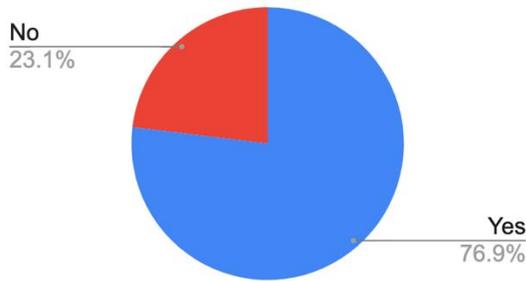




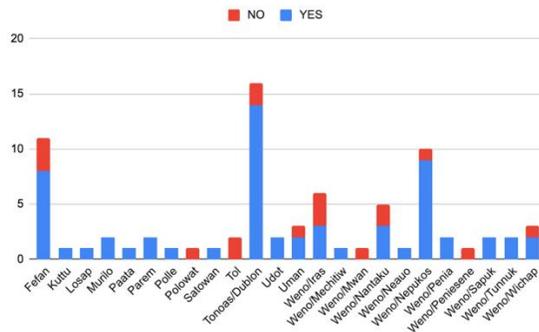
**Municipality by Occupation**

2. Environmental Awareness Activities

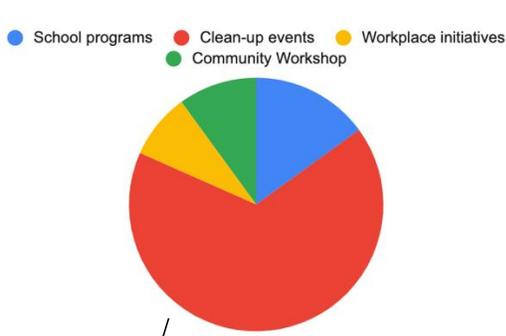
Almost 77% of respondents have experience with environmental activities, particularly cleanup activity within their groups. The frequency of activities is relatively higher than in other states. Although many people have participated in cleanup activities, **there aren't many educational programs in schools and communities.**



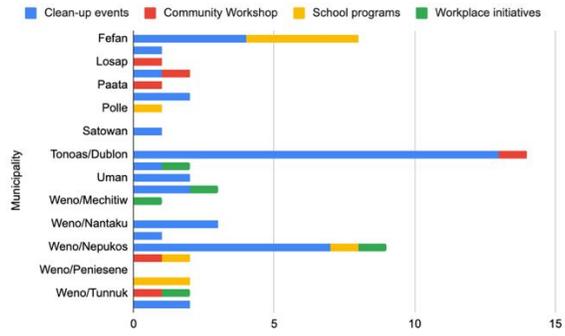
**Activity Experience**



**Across municipalities**



Activity Type



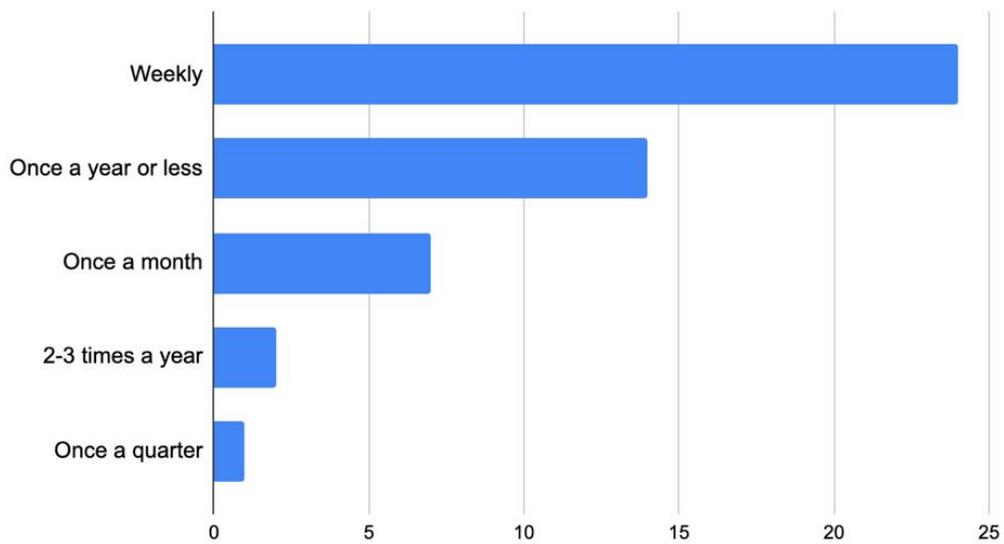
Across municipalities

**School programs**

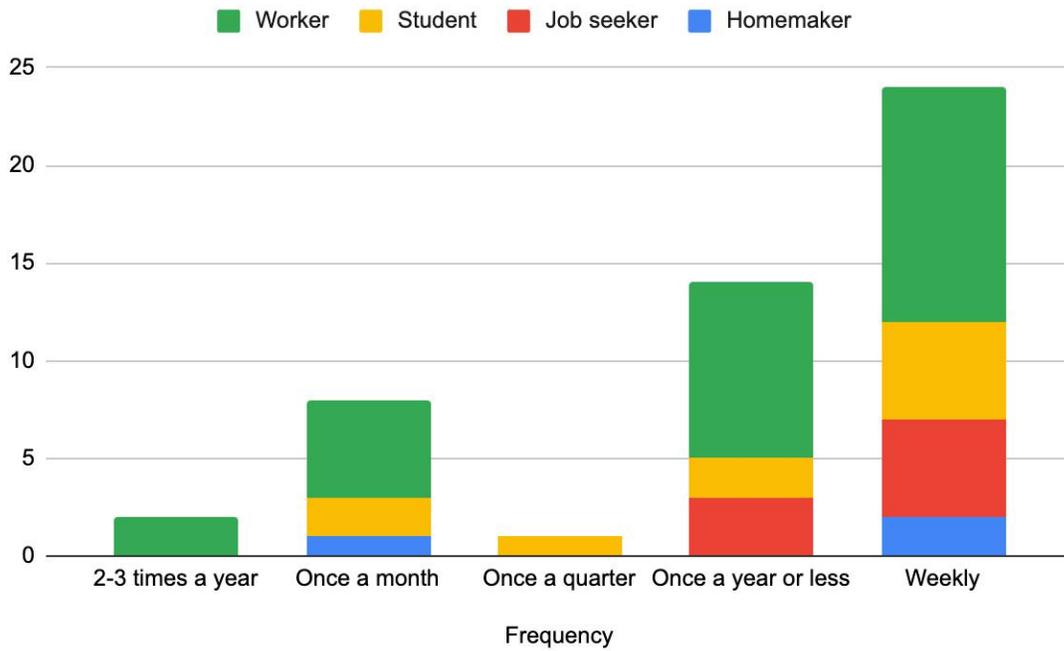
Summer camp activity, Latutsi (mabuchi) club in xavier high school, Wash program by UNICEF

**Clean-up events**

Organized by communities, Women group, CWC, Youth group, Church



Activity frequency



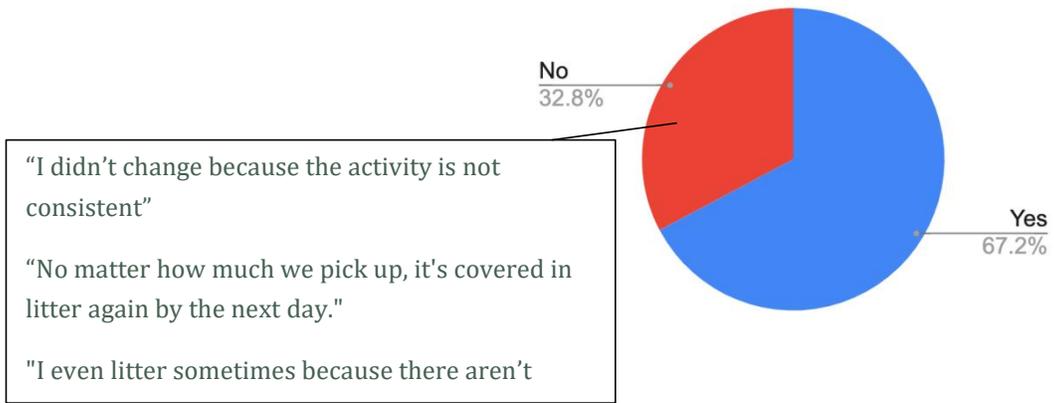
### Activity frequency across Occupation

Frequency	Homemaker		Job seeker		Student		Worker	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman
2-3 times a year							1	1
Once a month		1					2	3
Once a quarter							1	
Once a year or less			2	2	1	1	1	3
Weekly		2	3	3	2	1	4	6
<b>Grand Total</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>13</b>

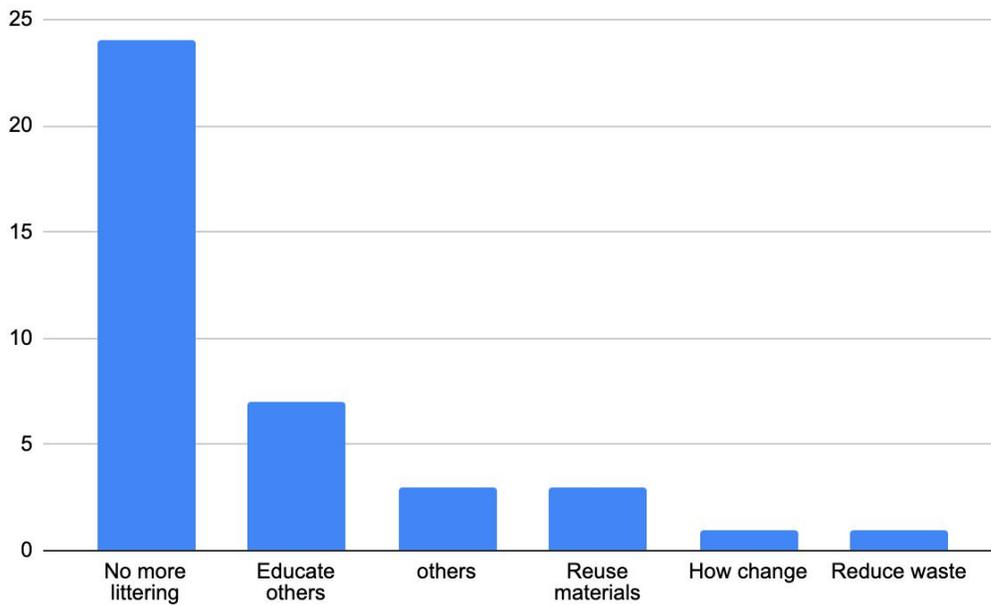
### Activity frequency across Occupation / Gender

### 3. Behavioral Changes

Those engaged in activities like clean-up events often mention improvements in their own waste management practices, such as no longer littering and educate others. However, there are still some people continue to litter because of infrastructure problems like **inadequate enforcement** of littering laws and **insufficient garbage collection services**.



**Have you ever changed any of your behaviors  
as a result of environmental awareness activities?**

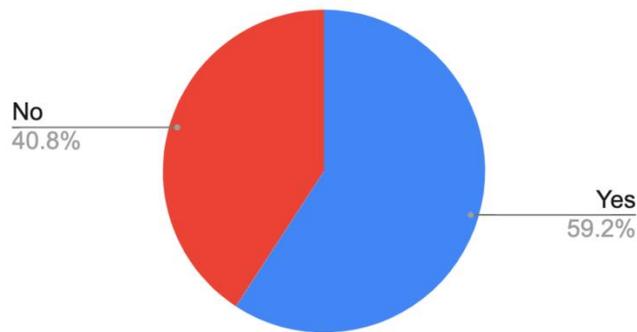


**If you answered Yes, how changed your behavior?**

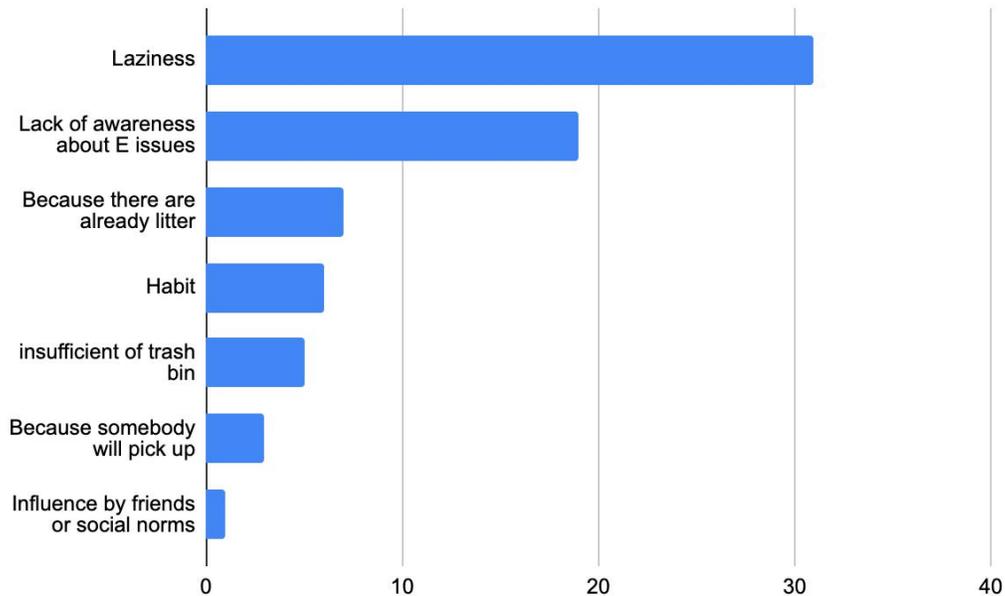
#### 4. Littering Behaviors

The primary reasons cited for littering are laziness and lack of awareness. Compared to other states, it is noteworthy that many people responded, **'People don't care about littering because there is already litter everywhere'**

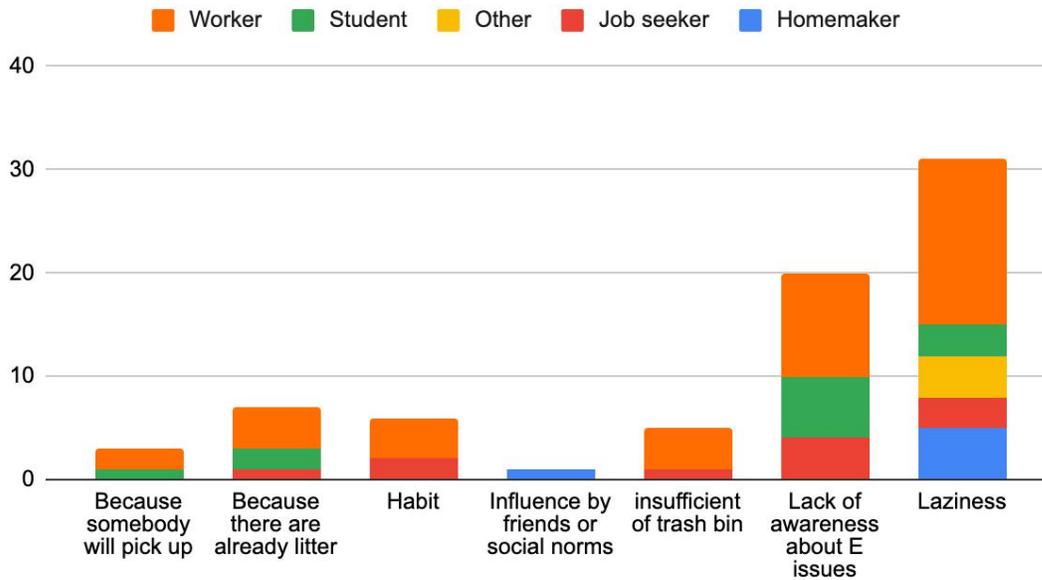
There were also many people who mentioned issues with citations for breaking littering laws. **The law was effective when it was first established, but now offenders are rarely held accountable.**



Have you ever littered?



Why do you think people litter?



**Reasons for littering by Occupation among those who have littered before**

Littering reason	Homemaker		Job seeker		Student		Worker	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman
Because somebody will pick up							1	2
Because there are already litter				1			2	2
Habit				2			1	3
Influence by friends or social norms			1					
insufficient of trash bin					1		3	1
Lack of awareness about E issues				1	3	1	5	7
Laziness	1	4	2	1			3	6

**Reasons for littering by Occupation / Gender among those who have littered before**

### 3. Significant Findings:

Data indicate that environmental awareness activities, especially cleanup events, have been conducted frequently by various groups. However, there is room for improvement, including...

- Lack of effectiveness of activities**  
 Although many people have frequently participated in cleanup events, some have not changed their behavior. Because they simply pick up trash without changing their mindset. To encourage a lasting change, it is necessary to create a more effective program that can inspire them, such as educational lectures on the negative effects of littering in school.

## 6. Enforcement issues of littering law

Even though there is a littering law, littering is still common everywhere. In some cases, when the police and the offender are acquaintances, the police do not enforce the law. Therefore, it is hard to say that the littering law is highly effective.

### Recommendations

- **Enhance educational programs starting at the primary school level**  
Expanding educational programs, especially starting at the primary school level, rather than solely focusing on cleanup activities, could have a more direct impact on changing people's behavior by involving students' family members.
- **Increase public awareness of littering fines and strengthen enforcement**  
Implement a system that reinforces enforcement of littering violations and raises public awareness of laws and fines through educational initiatives.

### 4. Way forward for Anti-Littering Activities:

#### Focus Audience

- **Younger generations**
  - Empower student-led organizations to spearhead environmental initiatives both within schools and in the broader community. This will engage adults in environmental awareness activities and provide them with opportunities to participate in environmental education.

#### Focus Activities

- **Educational programs on littering issues**
  - Cleanup activities are already recognized and engaged with by many respondents, but integrate educational components and follow-up sessions to reinforce positive behaviors and address any lingering issues.

By focusing on these areas, environmental educators can enhance the effectiveness of their programs and foster more sustainable behaviors within the community.

# Yap EPA

## 1. Methods

16. Target Respondents

- 77 residents

17. Method

- Face-to-face interview

18. Place

- 7 Local stores, Vital, R&D, OPB, COM

19. Term

- 3 Days: Dec 9th – Dec 11<sup>th</sup> 2024

20. Main Topic

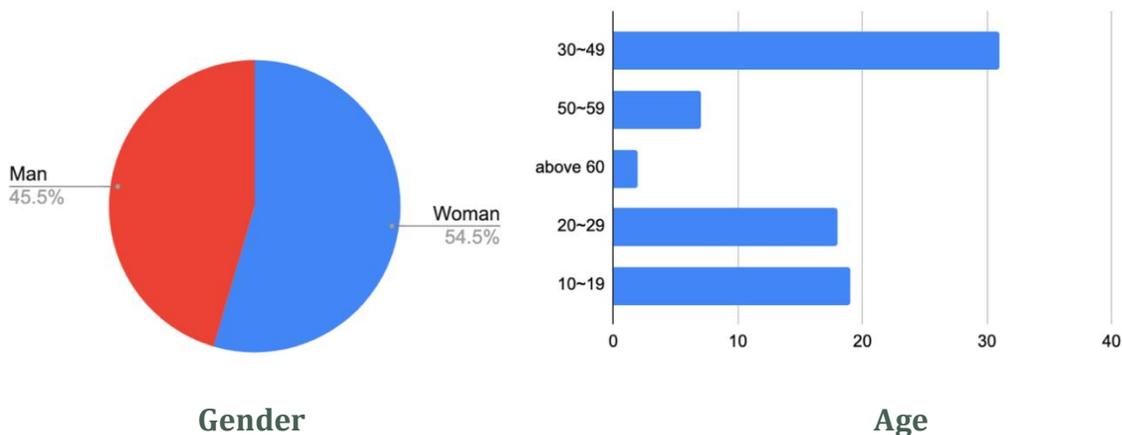
- Recognition of Environmental Awareness Activities
- Littering Behaviors
- Behavioral Changes

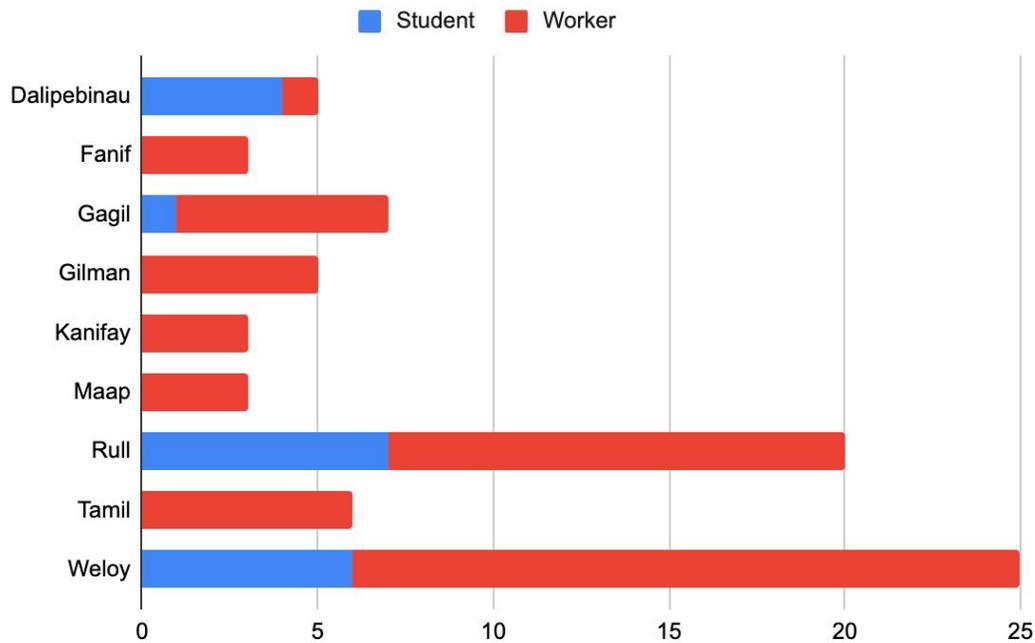
## 2. Results & Analysis

This survey collected data on environmental awareness and littering behaviors across different demographics.

### 1. Demographics

The respondents comprised a diverse group in terms of gender, age, municipality and occupation

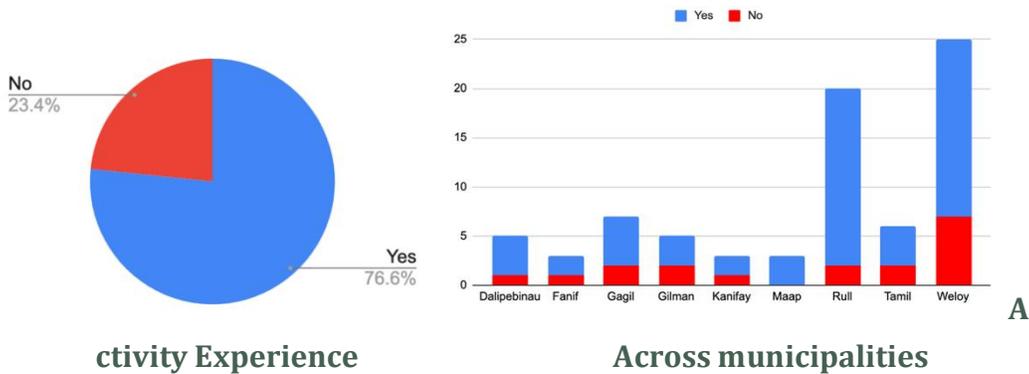


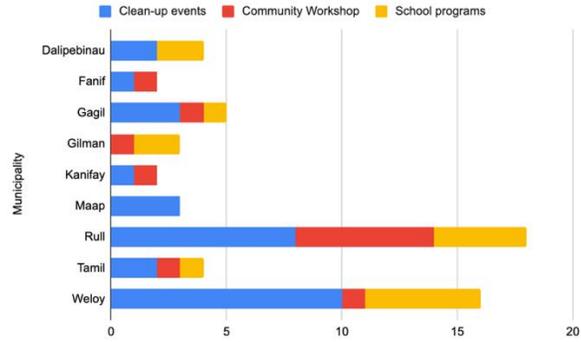


**Municipality by Occupation**

2. Environmental Awareness Activities

Almost 77% of respondents have experience with environmental activities. In particular, cleanup activities are frequently carried out within their communities. However, **students participate in these activities less often than adults.** This is likely due to the relatively limited availability of school programs, such as environmental club activities and summer camp programs, compared to other states.





### School programs

School campus cleanup

### Clean-up events

Organized by communities with **environmental inspections** conducted every quarter.

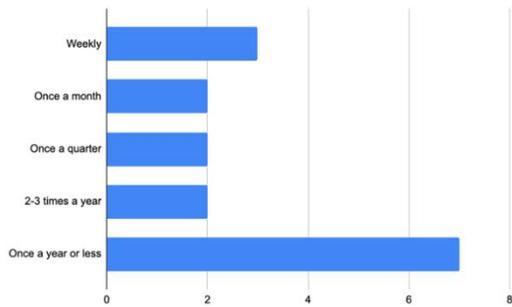
### Workplace initiatives

Cleanup by employees

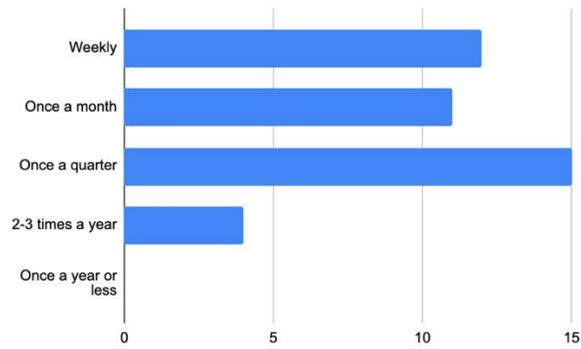
### Community Workshop

Presentation by environmental NGOs in municipalities

**TRCT** Tamil resource conservation trust, Protected Area, **LMAN** Locally managed area network



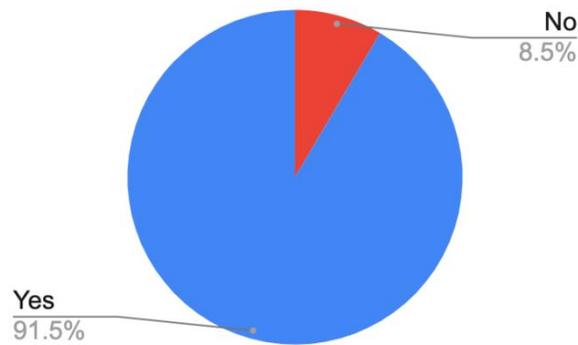
Activity frequency of Students



Activity frequency of Adults

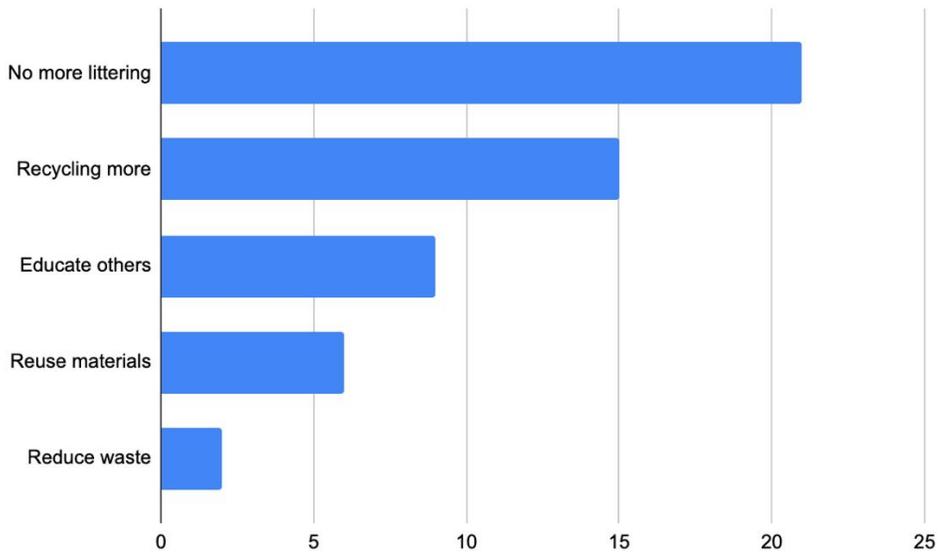
### 3. Behavioral Changes

Almost everyone has achieved behavioral changes, such as stopping littering, through ongoing daily cleanup activities. Additionally, nearly all people are aware of the recycling system and actively engage in recycle collection at the office, within their communities, or at schools. The refunds earned from these recycling efforts are often allocated to fund their daily activities.



**Have you ever changed any of your behaviors as a result of environmental awareness activities?**

Those who answered "No" stated that their parents had taught them at home that littering is disrespectful, even before participating in cleanup events. **This represents an exemplary model of education within the household.**

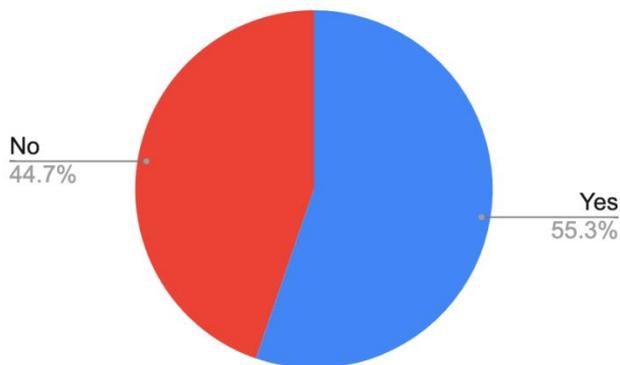


**If you answered Yes, how changed your behavior?**

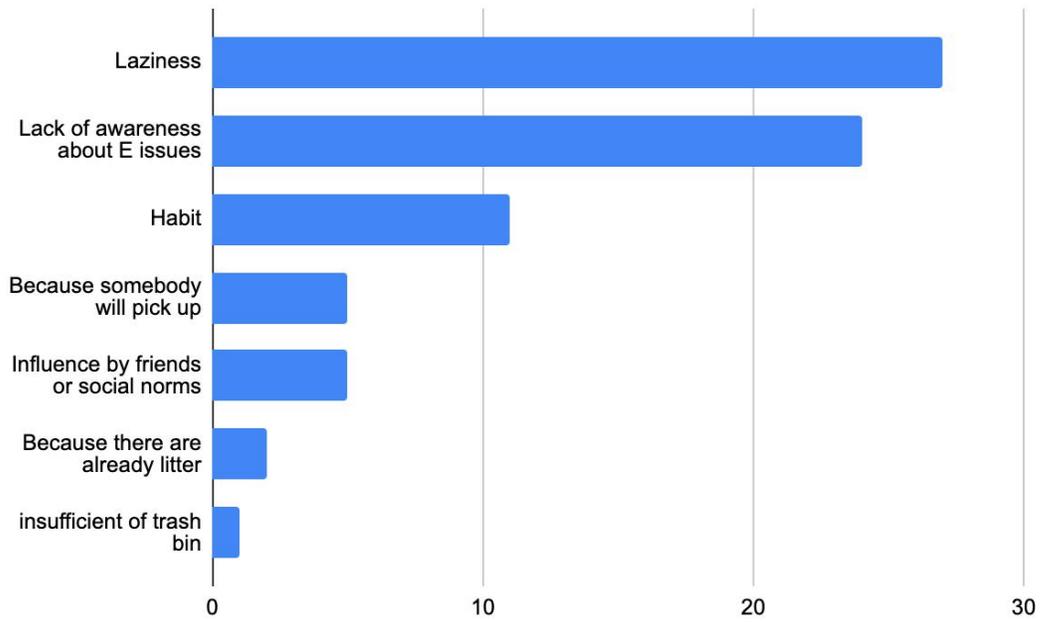
#### 4. Littering Behaviors

The primary reasons cited for littering are laziness and lack of awareness. In particular, it was noted that many adults often litter from their cars after drinking beer or leave empty cans in public spaces before heading home.

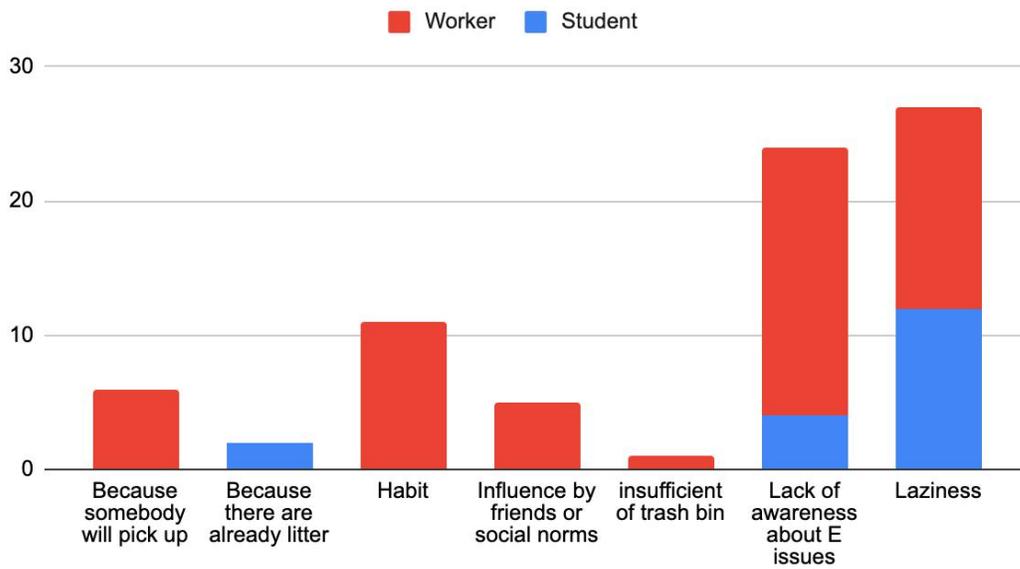
Residents living in areas far from landfills often dig holes at home to dispose of all their waste, including non-biodegradable materials such as plastics. **It is likely that improper waste disposal is more common in remote areas.**



**Have you ever littered?**



### Why do you think people litter?



### Reasons for littering by Occupation among those who have littered before

### **3. Significant Findings:**

Data indicate that a significant portion of the respondents frequently engage in environmental activities, driven by a strong community culture focused on maintaining a clean environment. In this survey, it was rare to find litter in the streets, and in stores and offices, people reuse waste resources. This reflected the widespread and high level of environmental awareness that has become the social norm in Yap state.

However, there is room for improvement, including:

- **Improper waste disposal in remote areas**  
Due to the distance from landfills, some residents in resort to burying waste, including non-biodegradable materials, in holes near their homes. This practice not only contributes to environmental pollution but can also pose health risks and contaminate local ecosystems. The lack of public awareness of proper waste management practices exacerbate the issue.
7. **Lack of student participation in environmental activities**  
Without structured opportunities for students to learn about and participate in environmental activities, they may not develop the same level of environmental awareness and commitment as adults. The gap in participation between adults and students can have long-term effects on fostering a culture of sustainability among future generations.

### **Recommendations**

- **Educational programs for residents in remote areas**  
Workshops aimed at raising awareness of the environmental impact of improper waste disposal and promoting responsible practices can play a crucial role in fostering long-term behavioral change among residents in remote areas.

- **Increase student participation in environmental activities**

Conducting regular educational workshops on plastics, litter and pollution issues and working with local communities and organizations can provide students with hands-on learning experiences and opportunities to actively participate in environmental initiatives. These efforts will help maintain the same high level of commitment to environmental stewardship as adults.