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Guidelines for Behavior Change

to Adopt Recycling Practices in Schools

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Introduction

What is the “Behavior Change Guidelines to adopt Recycling Practices in Schools” about?

The main goal of this guideline is to provide a strategic approach in behavior change efforts within recycling in schools aimed at promoting the 3Rs principles and design appropriate interventions to encourage schools to adopt sustainable environmental conservation practices.

Recognizing schools as pivotal educational hubs for the current and future generations, this guideline underscores the importance of initiating behavioral change within schools. By integrating recycling into daily routines, the behavior change aims to embed a culture of environmental practices that resonates not only within the school but also extends into the wider community, reaching families at home and fostering a lasting commitment to sustainability among all stakeholders involved.

This guide is intended to be used alongside the **Technical Guideline** and the **Green Club Guideline**, offering fundamental steps that can be further developed to implement sustainable recycling practices within schools.

Objectives:

- Engage and empower students by creating opportunities for student leadership and involvement in recycling activities.
- Foster a culture of environmental responsibility and cultivate an ethos of environmental responsibility and stewardship among all school stakeholders.
- Develop a system to monitor and evaluate the effectiveness of recycling and behavior change activities.
- Demonstrate the financial advantages of sustainable practices and ensure the longevity of the programs.



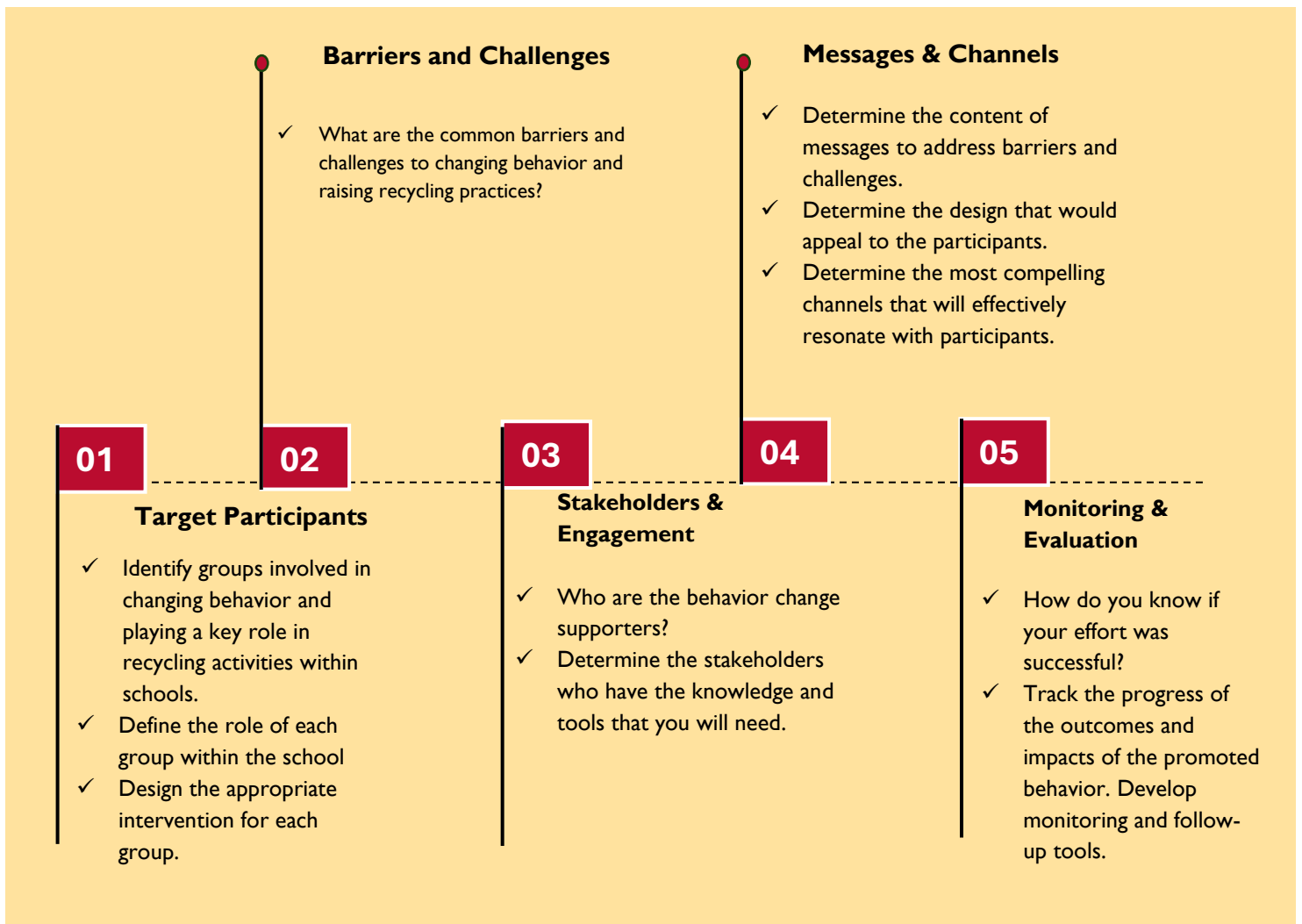
Behavior Change Roadmap and Starting Point

How can you initiate behavior change in your school?

Starting point

Behavior Change is a sequence of effective processes, beginning from a certain point. In schools, the administration plays a crucial role as the initial participant in this process. It guides the sequence of recycling activities toward the sustainable implementation of recycling within the school. As the decision-maker, the school administration supports and promotes behavior change in alignment with the school's regulations and policies.

For the school administration by following a strategic roadmap you can foster behavior change in sustainable recycling activities within schools.





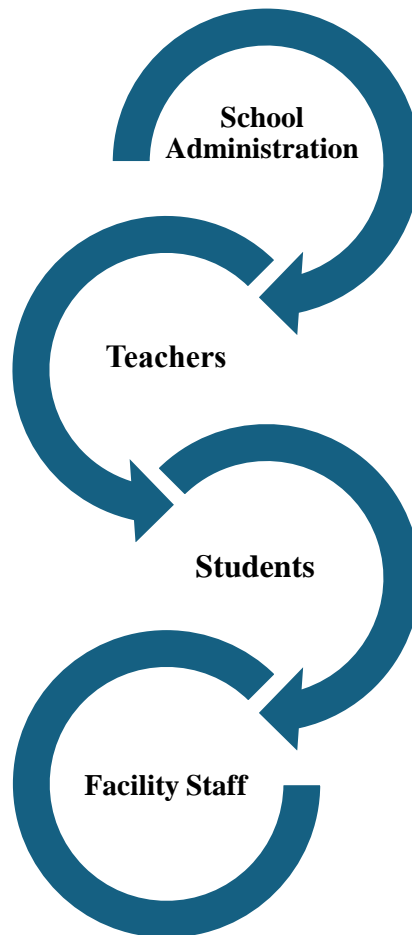
Target Participants

1. Target Participants

The school administration must identify the key participants it considers crucial in contributing to behavior change and in developing a sustainable approach.

- ✓ Identify groups involved in changing behavior and playing a key role in recycling activities within schools (School Administration, Teachers, School Staff, Students, Recycling Service Provider)
- ✓ Define the role of each group within the school

Now... How Do You Identify Your Target Participants for Behavior Change in Recycling within Schools?



It's essential to determine the roles of each group within the school community to design the appropriate intervention for each group.

I.1 Administration:

Role:

School Administration serves as the primary decision-makers and leaders in changing behaviors and implementing recycling practices by providing leadership, resources, and support. Initiating behavior change principles from decision-makers at the administrative level within schools is crucial for fostering sustainability and promoting environmental responsibility across the educational sector. When administrators take proactive steps to prioritize environmental concerns, it sets a powerful example and creates a framework for sustainable practices within the school community.



Interventions:

A. Policy Development

- Develop and implement policies and systems to foster recycling and environmental sustainability in schools.
- Monitor compliance with recycling policies and take corrective actions when necessary.

B. Resource Allocation:

- Allocate the necessary financial and human resources to support the recycling program, including budget provisions for bins, signage, training, and other required materials.
- Ensure that the school's facilities are equipped with the infrastructure needed to support effective recycling.

C. Leadership and Support:

- Provide strong leadership by actively promoting the recycling initiative to the entire school community.
- Encourage participation in recycling activities among teachers, staff, and students through regular communication and incentives.
- Support professional development opportunities for teachers and staff to enhance their knowledge and skills related to recycling and sustainability.

D. Monitoring and Evaluation:

- Establish a system to regularly monitor the effectiveness of the recycling program, including data analysis such as waste reduction and participation rates.
- Use data from monitoring to evaluate the program's success and make necessary adjustments to improve outcomes.
- Report the program's progress and achievements to the school community and stakeholders.
- Community Engagement and Partnerships:
 - Engage with parents, local businesses, and community organizations to garner support for the school's recycling initiatives.
 - Establish partnerships with local recycling companies and environmental organizations to enhance the school's recycling efforts.



- Promote the school's recycling achievements to the wider community to encourage environmental responsibility through social media, social events, etc.

E. Community Engagement and Partnerships:

- Engage with parents, local businesses, and community organizations to garner support for the school's recycling initiatives.
- Establish partnerships with local recycling companies and environmental organizations to enhance the school's recycling efforts.



Given that the school administration serves as a guiding force for other participants in school recycling activities (teachers, students, and facility staff), it plays a crucial role in driving behavior change and leading these efforts. To ensure the sustainable implementation of recycling initiatives, the administration could establish an initiative in the school, such as the **Green Club**, to lead recycling activities.

The Green Club is an initiative that brings together a group of male and female students, school staff, teachers, and parents to transform the school into an eco-friendly educational institution. This initiative aims to stimulate sustainable development and create a team that reflects a collective commitment to sustainability, social responsibility, and environmental stewardship. The Green Club can play a significant role in driving change.

For more details about the Green Club, please refer to the **Green Club Guideline**.

1.2 Teachers

Role:

Teachers play an interactive role with school administration in guiding behavior change and enhancing environmental conservation and recycling efforts. They provide necessary support and appropriate interventions to facilitate the implementation of recycling activities among students. As role models within the school environment, teachers engage with students throughout the school day. They effectively use their knowledge and expertise to promote behavioral change among students. Teachers are skilled in handling various academic levels, addressing individual needs, and supporting students with special needs.



Interventions:

A. Role Modeling:

- Lead by example by actively participating in and coordinating the launch of recycling initiatives in the school, such as **Green Clubs**.
- Encourage students to take responsibility for their own recycling actions and to inspire their peers to do the same.
- Provide educational support and training. Teachers and school administration contribute to educational efforts around recycling, by participating in training sessions or workshops to educate the school community on the importance of recycling, proper waste disposal methods, and how to use recycling bins correctly

B. During Curriculum:

- Incorporate recycling and sustainability topics into the curriculum across various subjects, linking them to broader environmental education and demonstrating sustainable behaviors in the classroom.
- Develop lesson plans, activities, and projects that engage students in learning about the 3Rs (Reduce, Reuse, Recycle) and the importance of waste management.

C. Student Engagement:

- Motivate and involve students in recycling initiatives, such as organizing recycling drives, creating educational displays, and participating in competitions.
- Empower students to take on leadership roles in recycling efforts, such as being part of a **Green Club**.

D. Collaboration and Communication:

- Work collaboratively with other teachers, staff, and the administration to ensure a cohesive approach to recycling across the school.
- Communicate the importance of recycling to students and parents through regular updates, newsletters, and parent-teacher meetings.

E. Monitoring and Feedback:

- Monitor students' participation in recycling activities and provide feedback to encourage continuous improvement.
- Assess the effectiveness of educational efforts related to recycling and adjust improve student understanding and engagement.



1.3 Students

Role:

Students play a crucial role in spearheading behavioral change, embodying the transformative potential inherent in their generation and shaping the future. Their influence stems from their strong convictions and proactive actions, leveraging the pivotal role of schools as educational institutions to empower students in driving behavioral change. This empowerment enables students to actively participate in reshaping behaviors, thereby fostering a generation committed to sustainable practices and societal progress.

Interventions:

A. Active Participation:

- Actively participate in the school's recycling program by sorting materials from source. Students play a major role in sorting recyclable materials from the source of generating the waste (classrooms, halls, schoolyards, etc.), ensuring that materials like paper, plastics, and metals are separated correctly.
- Take part in school-wide recycling activities, such as designing awareness poster competitions, awareness activities, and best practices. **"Annex A provides examples of student participation in poster design competitions"**

B. Leadership and Advocacy:

- Take on leadership roles within the recycling program, such as being a member of a Green Team or organizing recycling events.
- Advocate for environmental responsibility among peers, encouraging others to participate in recycling and adopt sustainable practices.

C. Education and Awareness:

- Educate themselves about the importance of recycling and sustainability, understanding how their actions impact the environment.
- Share their knowledge with family, friends, and the community, spreading awareness about the benefits of recycling.

D. Creativity and Innovation:

- Contribute ideas and solutions to improve the school's recycling program, such as designing posters, creating educational videos, or suggesting new initiatives.
- Explore creative ways to reduce waste, reuse materials, and promote the 3Rs within the school and at home.

E. Responsibility:

- Take responsibility for their own recycling actions, ensuring that they consistently follow the school's recycling guidelines.
- Hold themselves and their peers accountable for maintaining a clean and sustainable school environment.



I.4 Facility Staff

Role:

Facilities staff play a crucial executive role in promoting the day-to-day operation of recycling within schools' activities and practices. They are directly involved in managing the waste and materials generated by the school, making them key contributors to the school's sustainability initiatives. Given the nature of their work, which requires them to be constantly present in various school facilities and buildings—such as courtyards, halls, and corridors—they are well-positioned to monitor and ensure the proper implementation of recycling efforts. Their continuous interaction with these spaces allows them to identify areas where recycling practices can be improved and to take proactive steps in educating and encouraging students and staff to participate actively in these efforts. Maintaining Recycling Infrastructure.

These staff members oversee the maintenance of recycling infrastructure within the school. They ensure that recycling bins are clean, in good condition, and placed strategically to encourage participation. Properly maintained bins with clear labeling make it easier for students, teachers, and other staff to participate in recycling activities.



Interventions:

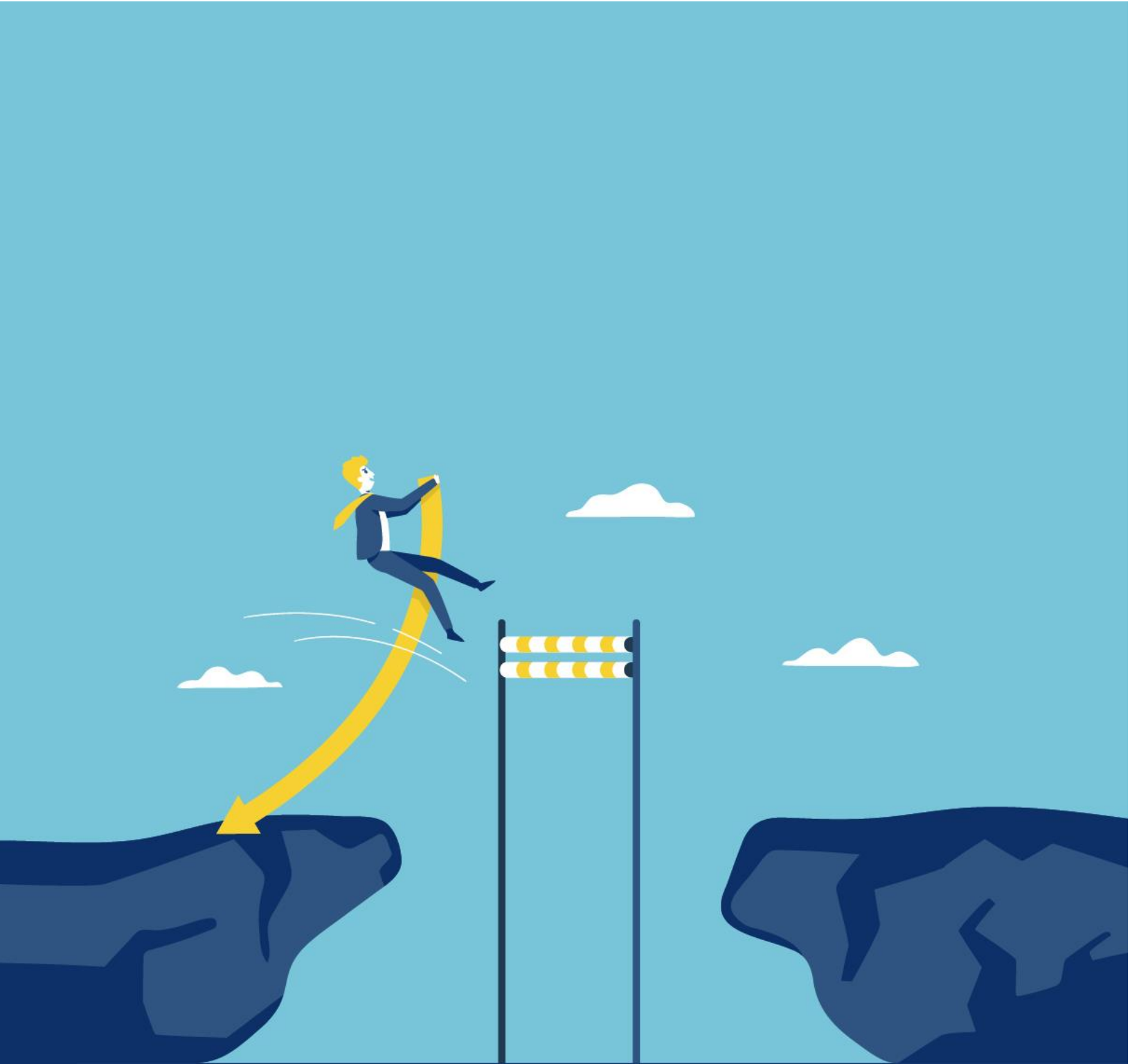
A. Operational Support:

- Implement and follow up daily recycling operations, including the proper sorting, collection, and disposal of recyclable materials.
- Ensure that recycling bins are appropriately placed, accessible, and clearly labeled throughout the school premises.
- Participate in training sessions provided by the recycling service provider to understand proper recycling procedures.

B. Monitoring and Enforcement:

- Monitor recycling efforts and enforce recycling guidelines within the school, ensuring that recycling bins are used properly in different areas of the school.
- Participate in monitoring the weights of sorted materials.
- Work closely with the recycling service provider to maintain effective recycling systems within the school to coordinate efforts, share information, and address challenges related to recycling programs.

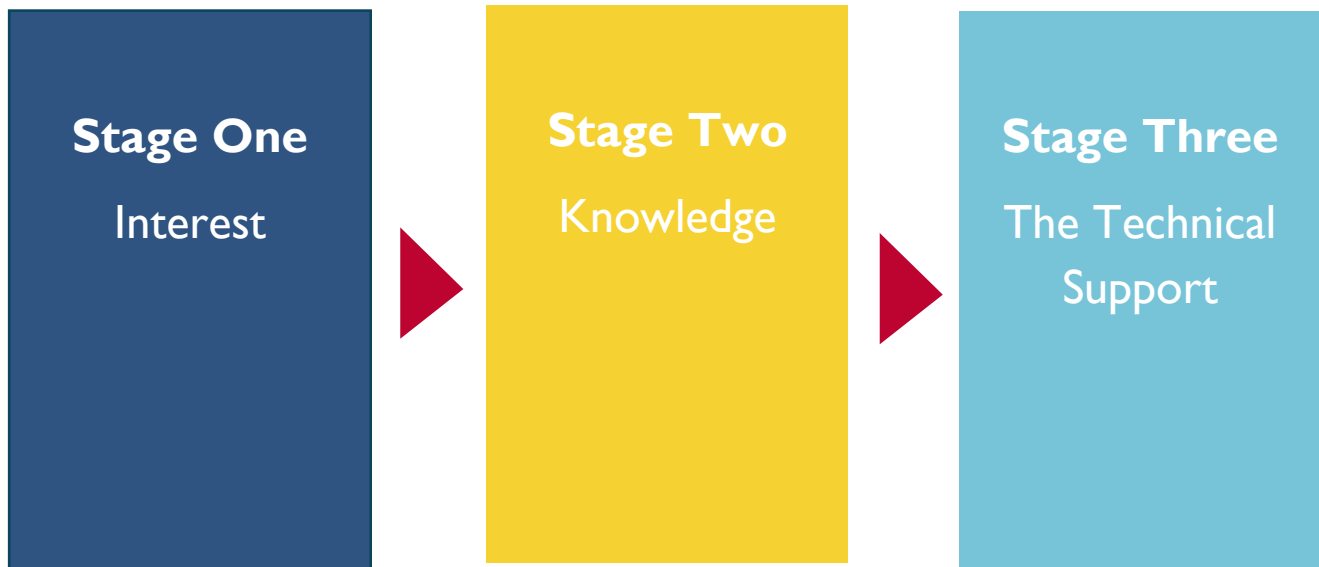
Hint: Engage all school participants in eco-friendly activities and events that encourage recycling, take advantage of global events related to environmental conservation and recycling, such as World Environment Day and Earth Day. "Refer to [Annex B](#) for a list of suggested activities"



Barriers and Challenges

2. Barriers and Challenges

Understanding and addressing key behaviors and barriers is essential for promoting sustainable recycling practices within schools. These barriers and challenges can be categorized into three stages:



Each stage presents different barriers that require appropriate interventions to modify the related behaviors and ensure the overall success of the recycling program.

WHAT ARE COMMON BARRIERS AND CHALLENGES TO SORTING & RECYCLING BEHAVIOUR?



2.1 Stage One: The Interest

The **Interest** stage is the initial phase where the primary focus is on sparking curiosity, motivation, and enthusiasm for recycling within the school community. This stage is crucial because it sets the foundation for the entire recycling program. Without interest, there is little chance of successfully engaging students, staff, and administrators in recycling efforts. The circumstances at this stage are characterized by the need to capture attention, create relevance, and address any preconceived notions towards recycling

What are the key questions related to the lack of interest in recycling?

- **"Why should I care about recycling?"** This challenge arises when individuals do not understand the significance of recycling and its impact on the environment.
- **"What difference does it make if I recycle or not?"** This reflects a lack of connection between individual actions and broader environmental outcomes.
- **"How does recycling relate to me or my role at school?"** When recycling is seen as irrelevant to daily routines, it becomes difficult to generate interest.
- **"Why should we focus on recycling when we have more pressing issues?"** Competing priorities can diminish the perceived importance of recycling.
- **"What's in it for me?"** Without clear personal benefits, individuals may be disinterested in participating in recycling efforts.
- **"Is recycling really effective?"** Doubts about the effectiveness of recycling programs can hinder interest.
- **"Won't it all end up in the landfill anyway?"** Skepticism about the end results of recycling can lead to disengagement





2.2 Stage Two: The Knowledge

The **Knowledge** stage is where the focus shifts from generating interest to educating the school community about recycling. This stage is essential for ensuring that everyone understands what can be recycled, how to do it properly, and why it matters. The circumstances here involve overcoming misinformation, clarifying complex information, and ensuring that accurate and actionable knowledge is accessible within the school.

What are the key questions related to the lack of Knowledge in recycling?

- **"What exactly can be recycled?"** A common barrier is not knowing which materials are recyclable and which are not.
- **"How do I properly sort my recyclables?"** Without clear guidelines, people may be unsure about the correct way to recycle.
- **"Does it matter if recyclables are clean?"** Misunderstandings about the need for clean recyclables can affect the quality of the recycling process.
- **"Why are there different recycling rules for different materials?"** The complexity of recycling guidelines can be confusing and discouraging.
- **"Where can I find out what's recyclable at school?"** If information is not readily available or easy to understand, it can hinder recycling efforts.
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2.3 Stage Three: Technical Support

The **Technical** stage involves the practical implementation of recycling knowledge within the school environment. This stage focuses on the logistical and operational aspects of recycling, such as infrastructure, facilities, and ongoing support. The circumstances here are characterized by the need to overcome physical and logistical barriers that might prevent effective recycling practices.



What are the key questions related to the lack of Knowledge in recycling?

- **"What essential equipment does the school need to establish an effective recycling system? "**
This includes appropriate bins, collection points, and sorting facilities.
- **"How can the waste collection areas in the school be designed to ensure easy sorting and recycling"** This focuses on the importance of the bins' location, design, and distribution within the school.
- **"What types of recyclable materials should schools prioritize in their recycling programs? "**
Identifying key materials that should be targeted for recycling efforts.
- **"What procedures should be in place for the regular maintenance and cleaning of recycling bins and facilities?"** Ensuring that the infrastructure remains effective and user-friendly.
- **"How can schools effectively monitor and track the recycling rates and participation levels? "**
Discussing methods for data collection, analysis, and reporting to improve the program.
- **"What are the challenges in managing the transportation and storage of recyclable materials within the school? "** Exploring logistical considerations and potential solutions.
- **"How can schools engage and collaborate with external recycling service providers to enhance their recycling efforts? "** Identifying strategies for building strong partnerships with local recycling companies.
- **"What are the best practices for ensuring that all school facilities, including classrooms, cafeterias, and offices, are equipped for effective recycling? "** Discussing ways to integrate recycling practices into every part of the school environment

How can these barriers and challenges be effectively addressed?

To effectively address these barriers and challenges, it is essential first to understand their impact on your school's recycling efforts. A deep and comprehensive understanding of these obstacles enables you to develop the interventions that are well-suited to your schools. The next step involves **Engaging Key Stakeholders**.





Stakeholder Engagement

3. Stakeholder Engagement

- ✓ Who are the supporters of behavior change?
- ✓ Determine stakeholders who have the knowledge and tools that you will need

Engaging Key Stakeholders such as (Families, Service Providers, and Environmental Stakeholders) to work alongside the school administration in implementing the necessary strategies and methods to overcome these challenges. Collaboration and communication among these stakeholders are vital to ensure the successful and sustained resolution of barriers and challenges, ultimately enhancing the effectiveness of your recycling practices.



3.1 Families

Families play an indispensable role in shaping and reinforcing recycling behaviors, serving as a crucial link between school initiatives and home practices. Their involvement ensures that recycling habits developed at school are consistently practiced at home, creating a unified approach to sustainability. By engaging families, schools can foster a broader culture of environmental responsibility that extends beyond the classroom and integrates into daily life.

How to Engage Families?

A. Raising Awareness

Organizing awareness methods, such as educational workshops and awareness activities at the school, is a powerful way to involve families in the recycling program. These events provide an opportunity to engage parents in recycling activities within the school and offer practical ways to support these efforts at home. Implementation:

B. Exchange of Experiences

The exchange of experiences between parents and the school is a vital component for enhancing recycling programs. This collaborative approach leverages the diverse expertise and practical knowledge of parents, integrating it into the school's recycling initiatives. By sharing their insights and experiences, parents can contribute valuable perspectives that help refine and improve recycling practices. This process not only enriches the school's approach to recycling but also fosters a more dynamic and adaptive program that addresses real-world challenges and obstacles.



C. Activities and Practices

Involving families in recycling activities and practices is crucial for creating a comprehensive and effective recycling program. This engagement helps address and overcome challenges related to children's recycling behaviors by extending the program's impact from the school environment to the home. When families actively participate in recycling initiatives, they reinforce the importance of recycling, encourage sustainable behaviors, and create a unified approach to environmental stewardship.

3.2 Service Providers

To effectively engage service providers in the recycling behavior change initiative in schools, it's essential to establish a collaborative and supportive relationship. Service providers play a critical role in the success of the recycling program, and their engagement should be proactive, well-coordinated, and aligned with the school's sustainability goals.

How to Engage Service Providers?

A. Planning and Goal Setting

- **Good Planning:** engage the service provider in planning sessions to design and refine the school's recycling strategy. This ensures that their operational knowledge is considered in setting realistic and achievable goals.
- **Goal Alignment:** Work together to set specific, measurable, achievable, relevant, and time-bound (SMART) goals for recycling within the school. Align these goals with both the school's sustainability objectives and the service provider's capabilities.
- **Waste Management Plans:** Collaborate with the service provider to develop Waste Management Plans that address the specific needs of the school, such as the types of materials collected, collection frequency, and educational support.
- **System Management:** Ensure that the recycling systems and processes are effectively managed, maintained, and aligned with the school's goals for sustainability and environmental stewardship.
- **Expert Guidance:** The service provider offers expertise to help schools design and refine their recycling programs. This includes providing guidance on the types of materials that can be recycled, best practices for collection and sorting, and recommendations for increasing participation and efficiency in recycling activities.

B. Training and Capacity Building

- **Training Workshops:** Organize workshops to train school staff, students, and facility personnel on best practices for recycling, proper sorting methods, and the use of recycling bins.
- **Educational Materials:** Develop and distribute educational materials, such as brochures, posters, and videos, to reinforce recycling guidelines and practices. The service provider can supply these resources as part of their service.
- **Hands-on Demonstrations:** Conduct hands-on demonstrations for students and staff on how to properly sort and dispose of recyclable materials. This can be integrated into environmental awareness events at the school.



C. Advanced Knowledge

Gaining advanced knowledge of recycling involves acquiring in-depth, specific insights into what happens after the recycling service provider collects the sorted materials from the school. This includes a comprehensive understanding of how the materials are processed, the different recycling streams, the amount of residual waste, and the crucial role recycling plays in minimizing the volume of waste directed to landfills

3.3 Environmental Stakeholders

Engaging environmental stakeholders, including governmental agencies, non-governmental organizations (NGOs), and community groups, is crucial for the success of any environmental initiative, particularly in the context of recycling programs in schools. These stakeholders bring expertise and specialized knowledge of environmental challenges and best practices for achieving sustainability. Collaboration with them provides schools with the necessary support to ensure that recycling programs are successful, sustainable, and effective.

How to Engage Environmental Stakeholders?

A. Providing Knowledge and Advice:

Environmental stakeholders are invaluable sources of technical expertise and knowledge, helping schools make informed decisions. For example, a local environmental organization might offer workshops for students and teachers on how to reduce waste and improve the sorting of recyclable materials. This helps broaden the understanding among students and teachers about the importance of recycling and how to do it correctly.

B. Supporting and Guiding:

Environmental stakeholders play a pivotal role in guiding schools toward the best sustainable practices. For example, an environmental group might collaborate in designing a recycling program tailored to a school's specific needs, ensuring the efforts are both effective and suitable for the local environment. This type of support could include providing assessment tools to track the program's progress and identify areas for improvement.

C. Enhancing Partnerships and Collaboration:

Engaging environmental stakeholders enables schools to build strong partnerships with other environmental organizations, amplifying the impact of local initiatives. For example, a school might partner with an NGO to organize community awareness campaigns about the importance of recycling, increasing collective awareness and encouraging the local community to adopt more sustainable behaviors.

D. Community Commitment:

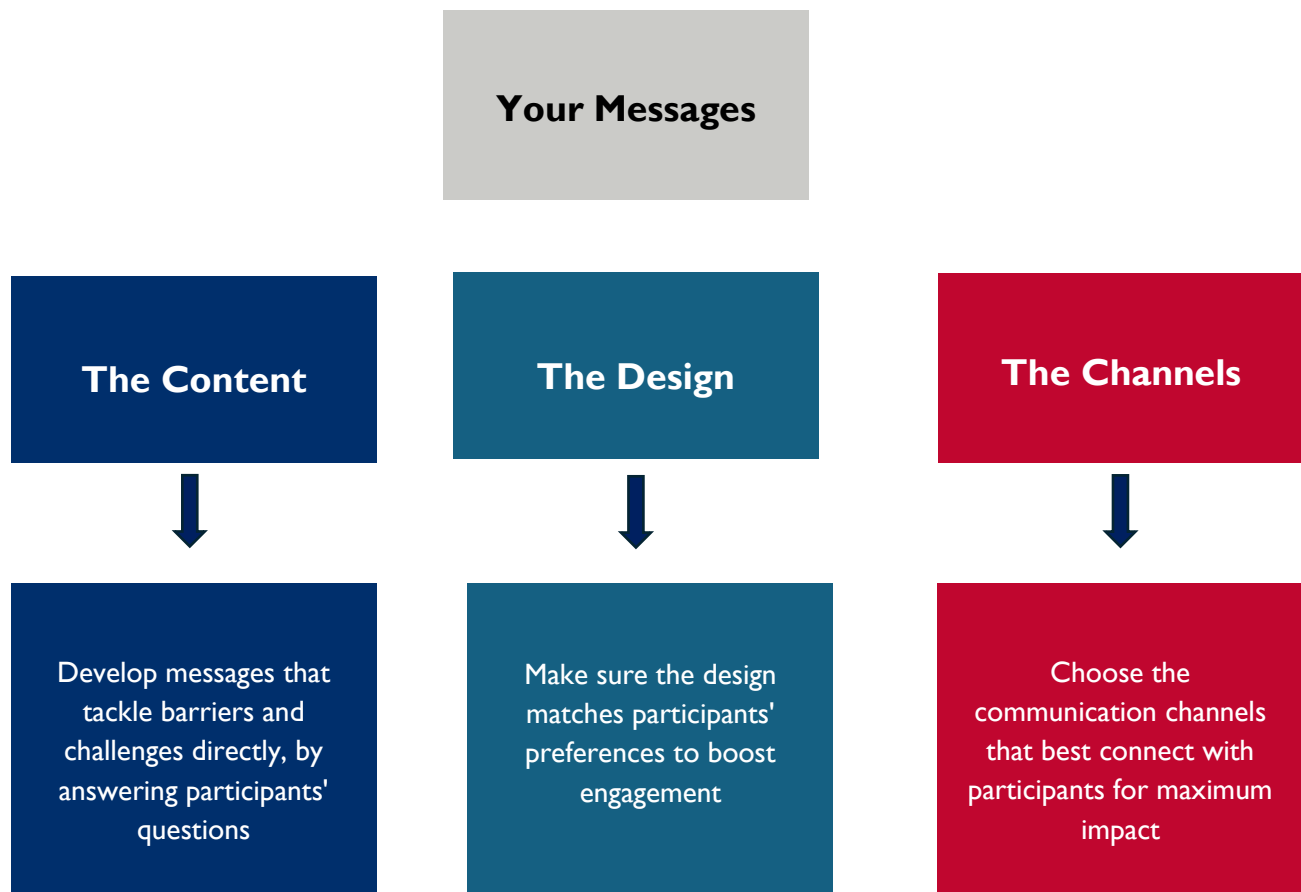
Engaging environmental stakeholders helps strengthen community commitment to environmental preservation. By collaborating with these entities, schools can involve families and the local community more deeply in recycling programs, fostering a collective sense of responsibility toward the environment. For example, schools can organize community events where families and students participate together, such as public clean-up drives or recycling competitions.



Messages and Channels

4. Messages and Channels

- Determine the **content** of messages: Address participants' questions and concerns by providing addressing barriers and challenges.
- Determine the **design** that will appeal to participants.
- Determine the most compelling **channels** that will effectively resonate with participants.



4.1 The Content

To effectively address the barriers and challenges:

Stage One “The Interest”, it's important to respond to participants' questions with thoughtful and motivating answers. Here's a guide on how to approach these key questions:



"Why should I care about recycling?"

Answer: Recycling is essential because it helps protect our environment by reducing waste, conserving natural resources, and lowering greenhouse gas emissions. By recycling, you're playing a direct role in creating a healthier planet for future generations, which benefits everyone.

"What difference does it make if I recycle or not?"

Answer: Every small action counts. When you recycle, you contribute to a collective effort that has a significant impact on reducing pollution, saving energy, and conserving materials. Your efforts combined with others can lead to real, measurable environmental benefits.

"How does recycling relate to me or my role at school?"

Answer: Recycling is a shared responsibility that affects everyone. Whether you're a student, teacher, or staff member, your involvement in recycling helps build a culture of sustainability within the school. It's an opportunity to lead by example and inspire others in the community to adopt eco-friendly habits.

"Why should we focus on recycling when we have more pressing issues?"

Answer: While there are many important issues, recycling is a simple yet impactful way to address environmental concerns. By focusing on recycling, we tackle waste management, conserve resources, and even save money in the long run, freeing up resources to address other pressing issues.

"What's in it for me?"

Answer: Participating in recycling efforts brings personal benefits like contributing to a cleaner and healthier environment, which directly impacts your well-being. Additionally, it fosters a sense of community and responsibility, and in some cases, can even lead to tangible rewards such as incentives or direct benefits.

"Is recycling really effective?"

Answer: Yes, recycling is effective when done correctly. It reduces the need for new raw materials, lowers energy consumption, and decreases pollution. Many communities have successfully implemented recycling programs that significantly reduce waste and conserve resources, proving its effectiveness.

"Won't it all end up in the landfill anyway?"

Answer: Proper recycling processes ensure that materials are reused and repurposed, not just sent to landfills. While some challenges exist in the recycling system, continuous improvements are being made to ensure more



materials are effectively recycled. By participating, you're helping to improve the system and ensure that recycling efforts are successful.

To effectively address the barriers and challenges in:

Stage two "Knowledge", it's important to respond to participants' questions with thoughtful and motivating answers. Here's a guide on how to approach these key questions:

1. "What exactly can be recycled?"

A common barrier is not knowing which materials are recyclable and which are not.

Answer: Generally, materials like paper, cardboard, glass, certain plastics (like PET and HDPE), and metals (such as aluminum and steel) are recyclable. However, the recyclability of materials can vary by location due to differences in recycling programs. It's essential to have the necessary support from recycling service provider

2. "How do I properly sort my recyclables?"

Without clear guidelines, people may be unsure about the correct way to recycle.

Answer: Proper sorting involves separating materials into specific categories, such as paper, plastics, glass, metals. And ensuring that they are free of food residue. Always follow your local recycling guidelines, which may specify how to sort different materials correctly.

3. "Does it matter if recyclables are clean?"

Misunderstandings about the need for clean recyclables can affect the quality of the recycling process.

Answer: Yes, it matters. Recyclables should be clean and free of food or liquid residue to prevent contamination of the recycling stream. Contaminated recyclables can spoil entire batches, making them unusable and diverting them to landfill. Rinse out containers and ensure they are dry before recycling to maintain the quality of the recycling process.

4. "Why are there different recycling rules for different materials?"

The complexity of recycling guidelines can be confusing and discouraging.

Answer: Different materials have unique recycling processes and requirements, which is why recycling rules can vary. For example, glass, metal, paper, and plastic each require different handling to be properly recycled. Additionally, not all recycling facilities are equipped to process all materials, which is why some items might be accepted in one area but not in another. Understanding these differences helps ensure that materials are recycled correctly and efficiently.

5. "Where can I find out what's recyclable at school?"

If information is not readily available or easy to understand, it can hinder recycling efforts.



Answer: Schools typically provide recycling guidelines through posters, announcements, or school websites. You can also ask teachers or refer to the **green club** for more information. If you're unsure, contact the school's administration or facility management for specific details on recyclable materials at your school.

To effectively address the barriers and challenges in:

Stage two "Technical support", it's important to respond to participants' questions with thoughtful and motivating answers. Here's a **Technical Guideline** to approach these key questions:

What essential equipment does the school need to establish an effective recycling system?

To establish an effective recycling system, a school needs to be equipped with appropriate bins for different types of recyclable materials, designated collection points across the school, and sorting facilities to ensure proper separation. Additionally, clear signage and instructions should accompany these facilities to guide students and staff in correct recycling practices.

How can the waste collection areas in the school be designed to ensure easy sorting and recycling?

Waste collection areas in the school should be strategically located in high-traffic areas, such as hallways, cafeterias, and near entrances and exits, to encourage usage. The design of the bins should include clear labeling and color coding to differentiate between types of recyclable materials. The distribution of bins must ensure easy access, and the layout should facilitate the efficient sorting of waste at the source.

What types of recyclable materials should schools prioritize in their recycling programs?

Schools should prioritize the recycling of materials such as paper, which constitutes the largest proportion of recyclable materials, then there's cardboard, plastic bottles, aluminum cans, and electronic waste. These materials are frequently generated in school environments and have well-established recycling processes.

What procedures should be in place for the regular maintenance and cleaning of recycling bins and facilities?

Regular maintenance and cleaning of recycling bins and facilities are crucial for ensuring the effectiveness and user-friendliness of the recycling system.

How can schools effectively monitor and track recycling rates and participation levels?

Schools can monitor and track recycling rates and participation levels by implementing a data collection system that records the volume of materials recycled. This can be achieved through regular audits, weighing bins before and after collection, and using digital tools to log recycling data. Analysis this data helps identify trends, areas for improvement, and the overall success of the recycling program, enabling the school to make informed decisions and adjustments.





What are the challenges in managing the transportation and storage of recyclable materials within the school?

Managing the transportation and storage of recyclable materials within a school can present challenges, such as limited space for storage, the need for secure and appropriate storage areas, and the logistics of transporting materials to recycling facilities. Potential solutions include scheduling regular pickups by recycling service providers, optimizing storage areas to accommodate different materials, and ensuring that transportation methods minimize disruption to the school environment.

How can schools engage and collaborate with recycling service providers to enhance their recycling efforts?

Schools can enhance their recycling efforts by engaging with recycling service providers through regular communication, establishing clear agreements on the types of materials collected, and scheduling consistent pickup times. Collaborations can also include educational partnerships where providers offer workshops or resources to educate students and staff about proper recycling practices and the environmental impact of their efforts.



What are the best practices for ensuring that all school facilities, including classrooms, cafeterias, and offices, are equipped for effective recycling?

Best practices for ensuring that all school facilities are equipped for effective recycling include integrating recycling bins into every area of the school, providing clear instructions and educational materials about what can be recycled, and ensuring that staff and students are regularly reminded of the importance of recycling.

4.2 The Design

Design is a critical step following content creation, especially in encouraging recycling in schools. Effective design not only attracts attention but also plays a crucial role in changing behavior and fostering a culture of sustainability. Here are some refined design strategies to consider:

A. Tools to Attract Attention

Use of colors and shapes, incorporate vibrant colors such as green and blue, which are often associated with environmental sustainability. These colors naturally draw attention and convey a connection to nature. Additionally, consider using three-dimensional elements in posters and displays to create a dynamic and engaging environment. For instance, a 3D model of a recycling bin with attractive items.



B. Age Groups

Tailored designs for different age groups, designs should be adapted to the specific age groups within the school. For younger students in primary school, use bright, colorful drawings and playful shapes that stimulate curiosity and involvement. For example, a cartoon character guiding children through the recycling process can make the activity feel more accessible and fun. For older students, incorporate more sophisticated designs and facts that appeal to their growing understanding of environmental issues.

C. Student Involvement

Encourage student participation in design. Involving students in the design process can significantly increase their sense of ownership and engagement. For example, you could organize a competition where students create designs for recycling posters or logos, which are then displayed throughout the school. This not only harnesses their creativity but also embeds a sense of pride and responsibility towards recycling efforts.

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D. Competition Among Students

Incorporate competitive elements, design elements that promote competition can motivate students to engage more actively in recycling. For instance, creating a leaderboard that tracks the amount of waste recycled by each class and rewarding the top performers can foster a competitive spirit. Visual elements such as charts or graphs displayed in common areas can keep the competition lively and visible.

E. Suspense and Motivation

Avoid traditional approaches, instead of using standard posters with text-heavy content, design materials that create suspense and curiosity. For example, a series of posters that gradually reveal the benefits of recycling or the consequences of not recycling can maintain interest and engagement over time. Using puzzles or interactive elements that require students to engage with the content to unlock the full message can also be highly effective.



4.3 The Channels

Once you have created and designed the content, it is essential to use effective channels to reach school participants. Ensure that the messages are communicated in a comprehensive, accessible, and engaging manner that aligns with their interests and needs. You can select various methods based on the school's procedures and systems. Below are some recommended channels and methods to support recycling behavior change activities in the school:

A- Morning Assembly:

Example: Deliver brief, impactful awareness messages during the morning assembly to catch students' attention as they start their day.

B- Utilize School Facilities:

Example: Post informative flyers and posters in classrooms, hallways, and common areas where students, staff, families, and visitors can easily see them.

C-Social Media Platforms:

Example: Leverage platforms like Facebook, Instagram, and Twitter to share recycling tips, updates on school recycling programs, and success stories, capitalizing on the widespread use of social media across all age groups.

D-School Website:

Example: Regularly update the school's website with information about recycling initiatives and showcase the school's commitment to environmental sustainability.

E-Digital Means:

Example: Design and distribute QR codes that link to detailed recycling information and resources. These can be included in printed materials or sent via email and messages for easy access.



Monitoring and Evaluation

5. Monitoring and Evaluation

- ✓ How do you know if your effort was successful?
- ✓ Track the progress of the outcomes/ impacts of the promoted behavior. develop the monitoring and following up tools.



5.1 Monitoring

Track Progress of Behavior Change Activities.

-Support participants in recycling activities, regularly monitor the level and quality of support provided to participants engaged in recycling activities. This includes ensuring they have the necessary resources, guidance, and encouragement to participate effectively.

-Support Your Green Club, assess the effectiveness of the support provided to the Green Club through regular meetings and ongoing communication. Track their activities and events to ensure that the goals are being met." Refer to the annexes in Green Club Guideline"

-Maintain contact with stakeholders, ensure consistent communication with all stakeholders to exchange updates and information on the progress of activities. Stakeholders might include school administration, teachers, students, parents, and external recycling partners. Regular updates via newsletters, meetings, or reports can help keep everyone aligned and informed.

-Seek improvement opportunities, conduct regular reviews of processes and activities to identify areas for enhancement based on feedback and performance reports. This may include surveying participants for suggestions, analyzing recycling rates to identify trends, or holding reflection sessions with the Green Club to discuss what's working and what could be improved.

Monitoring Tools:

Develop tools such as checklists, tracking sheets, and progress logs to monitor the support provided to participants, the effectiveness of the Green Club, and communication with stakeholders. Include templates for weekly or monthly reports, meeting agendas, and action plans that help document progress and areas for improvement.

5.2 Evaluation

Assess Performance of Recycling Activities

-Participation Indicators: Evaluate the increase in the number of participants in recycling activities compared to previous periods. Assess their engagement and consistency in participation.

-Activities Outputs/Outcomes: Measure the effectiveness of executed activities by assessing the achievement of set goals. Monitor recycling outcomes and their impact on the school environment, such as the percentage of materials recycled and improvements in students' environmental behaviors. For example, if a goal was to reduce paper waste by 20%, track the actual reduction in waste "Check 8.3 Annex 3 in the technical Guideline"



Annexes

Suggested Activities



Attached are some suggested activities for the school to implement. Feel free to modify them to better align with the school's vision and specific needs.

Annex A

Green Week

A Focus on Recycling Activities in Schools

Objective: The main goal of the “Green Week” is to create a focused period during which students, teachers, and staff actively participate in recycling and sustainability practices. Each day will feature specific activities designed to promote recycling and foster a culture of environmental stewardship.





Day	Objective	Suggested Activities
Sunday	Introduce recycling and its importance	<ol style="list-style-type: none"> 1. Morning assembly: Overview of recycling's importance. 2. Classroom workshops: Teach students about waste types and recycling processes. 3. Recycling awareness posters: Students create posters to display around the school.
Monday	Promote creative recycle and reuse	<ol style="list-style-type: none"> 1. Reuse waste competition: Students create new items from old materials. 2. Art from waste: Create art pieces using recyclable materials. 3. DIY and draw recycling bins: Design and decorate recycling bins for classrooms.
Tuesday	Enhance knowledge on recycling processes	<ol style="list-style-type: none"> 1. Discussion sessions: Invite an expert to discuss recycling. 2. Recycling facility field trip: Visit a recycling plant or conduct a virtual tour. 3. Recycling quiz: Hold a quiz competition on recycling knowledge.
Wednesday	Encourage hands-on recycling activities	<ol style="list-style-type: none"> 1. School grounds clean-up: Organize a school-wide clean-up and waste sorting. 2. Recycling relay race: Teams compete to correctly sort waste. 3. Recycling pledge: Students and staff commit to daily recycling practices.
Thursday	Celebrate achievements and plan forward	<ol style="list-style-type: none"> 1. Green Week assembly: Celebrate the week's accomplishments. 2. Reflection and feedback: Students share their learnings and ideas for ongoing recycling. 3. Sustainability planning: Discuss future recycling initiatives and set up a recycling club.

You can align the Green Week with global events that promote environmental conservation and recycling, such as:

- World Environment Day - June 5
- International Recycling Day - March 18
- Earth Day - April 22
- International Day of Forests - March 21





Annex B

The Green Zone

Designate a dedicated space within the school to create an inviting green zone that promotes recycling. Ensure the area is visually appealing and easily accessible to all members of the school community. This space can be located in the schoolyard or any other suitable facility. Incorporate a creative touch to make the space engaging and inspiring.

To enhance the green zone, consider incorporating:

- Murals and vibrant artwork that convey environmental messages
- Clearly labeled containers for waste sorting
- Informative posters that provide step-by-step guidance on proper sorting practices
- Interactive games and activities designed to encourage recycling in a fun and educational way

This space will not only serve as a functional area for recycling but also as a symbol of the school's commitment to environmental stewardship.





Annex C

Recycling Competitions

Launch competitive events among students to encourage active participation in recycling activities, while involving them in decision-making and design process. These competitions can serve as an active way to foster environmental responsibility and inspire creative problem-solving.

Examples:

- **Green Class Competition:** Reward the class that recycles the most materials and shows the highest level of engagement in recycling activities. This friendly competition not only promotes teamwork but also reinforces collective responsibility and a shared commitment to environmental goals.
- **Recycling Poster Design Contest:** Organize a poster design competition focused on recycling, allowing students to express their creativity while raising awareness about sustainable practices. This contest empowers students to become advocates for environmental change through art. Winning posters can be displayed around the school or featured in local community spaces, further amplifying their impact.



Student's Participation from the Modern Montessori School



Student's Participation from the Islamic Scientific College Schools



To further engage students, consider incorporating additional elements such as:

Recycling-Themed Challenges: organize weekly or monthly challenges that encourage students to develop innovative recycling solutions or showcase effective waste reduction strategies.

Recognition and Rewards: Implement a reward system that acknowledges outstanding contributions with certificates, prizes, or public recognition during school assemblies.





Annex D

Recycled Craft Fair

The Recycled Craft Fair is a curated event that celebrates and showcases artistic creations made from recycled materials. This exhibition highlights the innovative potential of waste, promoting environmental awareness and sustainable practices through handcrafted works.

Ideas for Recycled Craft Fair:



- **Repurposing Classroom Paper Waste:** Transform used classroom paper into creative and functional items. This could include making recycled notebooks, creating origami art, or producing handmade paper for cards and stationery.
- **Student-Generated Household Waste Crafts:** Encourage students to bring household waste from home and turn it into unique crafts. Ideas include making jewelry from bottle caps, sculptures from plastic containers, or decorative items from cardboard.
- **Artistic and Functional School Waste Creations:** Utilize waste materials collected from the school to create artistic pieces and reusable items. Examples include crafting murals, making planters from old plastic bottles, or designing functional furniture from discarded wood.



REDUCE



REUSE



RECYCLE