

Waste Management Meeting

Silliman University
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Note on Sequencing (Critical Path Analysis)

- Parts of the physical infrastructure (labelled bins) & organizational infrastructure (designation of environmental champions and environmental summit) must be completed before ...
 - Key behavior change activities (training)
 - Follow-up monitoring (waste segregation assessment, waste analysis and characterization)
 - Waste assessment is needed to set targets and milestones



Action Plan/Timeline (Gantt Chart)

ACTIVITY		N	D	J	F	M	A	M
PHYSICAL INFRASTRUCTURE								
Finalize design of bin labels		■						
Print labels		■						
<i>Distribute bins with labels</i>			■	■				
Test segregated collection and transport; train janitors on segregated collection & transport			■					
Develop plans on composting		■						
Develop cost estimates		■						
Meeting with provincial DA composting specialist Joshua Demerre		■						
<i>Set-up and implementation at College of Agri</i>			■	■	■			
Develop plans and cost estimates for Phase 2						■		
Construction and implementation								
Expansion for revenue generation								

Action Plan/Timeline (Gantt Chart)

ACTIVITY		N	D	J	F	M	A	M
ADMINISTRATIVE INFRASTRUCTURE								
BOT Approval of policies, public announcements								
Written Roles/Responsibilities of Environmental Champions								
Planning and Reporting Template								
<i>Memo: Designate environmental champions</i>								
<i>Environmental summit</i>								
Monitoring & Evaluation (see separate section)								
CURRICULUM DEVELOPMENT								
Data gathering (Service Learning, existing courses, existing research, etc.)								
Draft basic competencies, consultation, finalize								
Survey of awareness, perception, attitude								
Integrate into curriculum and/or enhance								
Repeat survey, improve as needed								

Action Plan/Timeline (Gantt Chart)

ACTIVITY		N	D	J	F	M	A	M
IEC CAMPAIGN								
<i>Website plans</i>		■	■	■				
Social media campaign		■	■	■				
Smart TV								
Banner on SU's ZW/BFFP advocacy		■	■	■				
Launch contests				■	■	■		
<i>Design education posters on segregation</i>			■					
Print and distribute posters			■					
<i>Conduct training of trainers</i>			■					
<i>Experiential interactive training for all</i>			■	■	■			
Additional targeted IEC based on results of monitoring, reporting, surveys, etc.								



Action Plan/Timeline (Gantt Chart)

ACTIVITY		N	D	J	F	M	A	M
MONITORING AND EVALUATION								
Baseline segregation assessment					■			
Waste assessment and brand audit (WABA)					■			
Bin monitoring, corrective action					■			
Follow-up training (see IEC Campaign section)								
Repeat assessments						■		
Announce results						■		
Awards, recognitions						■		
Review, adjust policies, guidelines; set targets							■	■



Essential Next Steps:

Who will take the lead/be responsible?

When is the target date?

- Complete distribution of labelled bins
- Designation of environmental champions
- Environmental Summit
- Intensify IEC campaign



Curriculum Development

- Minimum Requirements/Core Competencies
 - Basic knowledge, attitudes, skills and habits (KASH) that all students should have in relation to sustainability, environmental protection, stewardship, etc.
- Enhancements
 - Expanding the basic knowledge and skills specific to one's field of study and field of research
 - Expanding KASH specific to service learning



Minimum Requirement (draft)

- **Knowledge** - awareness of the facts and concepts about a subject; cognitive processing of information, easier to measure
- **Attitude** - way of thinking or feeling about a subject which reflects values, appreciation and motivation towards the subject; difficult to measure
- **Skills** - ability to perform an activity or task as an application of knowledge related to a subject; easier to measure
- **Habits** - tiny individual choices and behaviors repeatedly done with little or no effort; can be observed



Minimum Requirement (draft)

- **Knowledge**

- Based on the 7 environmental principles

- Ours is a finite earth
- Everything is connected to everything else
- Everything must go somewhere

- Based on international norms

- Principle of prevention
- Precautionary principle
- Polluter pays principle



Minimum Requirement (draft)

- **Knowledge**

- Based on the sustainable development goals

- Sustainability and the social equity principle
- Clean water, clean air, sanitation, clean energy, sustainable cities
- Sustainable consumption and production, prevention of waste and plastic/chemical pollution
- Global climate change, climate mitigation and adaptation
- Conservation of aquatic and terrestrial ecosystems; prevention of biodiversity loss



Minimum Requirement (draft)

- **Attitude**

- From the 7 environmental principles
 - Nature is beautiful (appreciation of nature)
 - All forms of life are equally important
 - We are stewards of God's creation
- From international norms
 - Duty of care principle
- Global solidarity (going beyond self; concern for community, country, and the world)
- Inter-generational solidarity (concern for future generations)
- Act locally (involvement, service)



Minimum Requirement (draft)

- **Skills**

- Ability to segregate at source
- Ability to recycle
- Ability to compost biodegradable waste
- Ability to conserve water
- Ability to conserve energy
- Ability to plant and green the environment
- Ability to be resilient to disasters (disaster preparedness)



Minimum Requirement (draft)

- **Habits**

- Picking up trash and recycling or proper disposal
- Segregation at source
- Consumer choices to reduce waste and environmental protection
- Conserve natural resources (e.g., water) and energy



Enhancements (possible examples)

- Engineering and Design
 - K: industrial pollution control, renewable energy;
S: design of a wastewater treatment system
- Public Health
 - K: environmental health risk assessment; S:
research on the impacts of air pollution
- Agriculture
 - K, S: sustainable farming; climate mitigation and
adaptation in agriculture; composting and vermi-
composting methods



Enhancements (possible examples)

- Mass Communication
 - K: environmental journalism; S: investigative reporting on environmental issues
- Performing and Visual Arts
 - K, S: environmental art
- Basic Education
 - K, S: environmental education
- Public Administration/Governance
 - K: UN and Philippine SDGs



Enhancements (possible examples)

- Literature, Literary Studies, English, Creative Writing
 - K: environmental literature, ecocriticism, literature and ecology, etc.
- Sociology
 - K: environmental sociology, environmental anthropology
- Medicine, Pharmacy
 - K,S: management of infectious and pharmaceutical waste



Enhancements (possible examples)

- Inter-disciplinary research
 - Environmental psychology and environmental journalism
 - Environmental toxicology in environmental science, in public health, and in agriculture
 - Environmental literature and environmental art
 - Agriculture, engineering and environmental science on large-scale vermi-composting of urban biodegradable waste

