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PHILIPPINE ENVIRONMENTAL GOVERNANCE 2 PROJECT (ECOGOV 2)

A GUIDE TO CONDUCTING FOCUS GROUP DISCUSSIONS

A Community-Based Social Marketing Tool to Increase Participation in Solid Waste Management

December 2008

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A Community-Based Social Marketing Tool to Increase Participation in Solid Waste Management

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The USAID-funded Philippine Environmental Governance (EcoGov) Project provides technical assistance to various local governments to improve the management of their solid waste. One of its technical assistance includes the application of social marketing techniques to improve the knowledge, attitude and practice of the general public in managing their wastes.

Conducting focus group discussion (FGD) is an essential step in developing community-based social marketing plans for local government units (LGUs). FGDs can help gather relevant information about the knowledge, attitude and perception of the target audiences. It can also identify barriers to behavior change.

EcoGov developed this FGD guide as part of its technical assistance to various local government units. Several focus group discussions were done in Aurora Province, Bohol, General Santos City and Alabel in Sarangani prior to the development of this guide. The questions in the sample discussion guide in the annex had been pre-tested and revised to make the discussion more flexible, substantial and spontaneous. The examples from actual focus group discussions are included in this guide to help the users in conducting their own FGDs in their municipalities.

What is a focus group discussion?

A focus group discussion is a qualitative form of research method that involves the participation of a group of people in a discussion to yield information about their perspective, attitude and practices on a particular issue.

The discussion is guided by a moderator who asks the questions and keeps the conversation casual yet informative.

How do you use the results of focus group discussions in SWM?

Partner LGUs of EcoGov have used the FGD findings in a variety of ways. LGUs used the data to design social marketing campaigns and messages aimed, among others, at persuading people to adopt positive solid waste management behavior, particularly, segregating waste into biodegradables and nonbiodegradables. Through FGDs, implementers can know where to focus their advocacy and behavior change communication (BCC) materials.

The empirical data collected can also be used by LGUs to direct their plans and address the gaps in solid waste management services as perceived by the community. FGDs can help save resources as SWM strategies will be based on the actual needs of target groups.

What are the objectives of the FGD?

The objectives of the FGD in solid waste management are the following:

1. To find out the respondent's perception and attitude toward the solid waste problem in their area.
2. To find out the respondent's attitude, knowledge and practice toward waste segregation.
3. To identify the barriers that affect respondent's waste management behavior.

4. To find out the respondent's perception and attitude toward the enforcement system and garbage collection fees in their area.

Other optional objectives in SWM include issues on composting and waste water. If applicable, LGUs can include the suggested objectives listed below:

5. To find out the respondent's perception, attitude and practice toward composting.
6. To find out the respondent's perception, attitude and practice toward water pollution/waste water.

SECTION

2

participants

Who should you invite to the focus group discussion?

The typical size of a focus group discussion is between 6 to 10 participants. It is safer to over-recruit participants by 20% to 50% (depending on your experience) as some invited participants may not show up.

If your participants are more than 12, consider doing two FGDs instead. Discussions with more than 12 participants might be hard to handle. If another moderator is not available, you can proceed with the discussion but make sure all the respondents will be able to participate in the discussion.

You may choose your FGD participants based on the target audience of your social marketing campaign or on the results of your municipality's waste analysis and characterization study (WACS). Participants are selected because they have something in common in relation to solid waste management. They might be waste generators from households, public markets, schools or other institutions.

Who should you NOT invite to the focus group discussion?

It is not advisable to get participants who are next door neighbors, those who are related to each other or those who belong with the same "peer group" (church, *barkada*, etc.). Also avoid getting a participant who is a superior of one or more of the other participants (e.g., barangay chairperson and his/her tanods or kagawads; market vendors' association president and members of the association board).

The general rule is that it is acceptable to get participants who know each other but they should not be too familiar or close to each other. It is also better to get participants who have not participated in any kind of FGD in the last 3 months.

How do you invite participants to the focus group discussion?

Participants may be invited a day or even a week before the focus group. If possible, it may be good for one or two members of the team to personally invite participants in their home or place of work. This will make the participants feel important and could encourage them to attend the discussion.

When going to the community, do not forget to contact local leaders to inform them about the purpose of your visit. The team can also ask the assistance of barangay captains and other local government staff who can be more familiar with the community.

What should be the typical profile of participants?

The focus group participants should represent the typical profile of the municipality's waste generators. Generally, try to get equal numbers of male and female from different educational and economic background.

How do you find a venue?

Find the most readily accessible and most convenient location for participants. Make sure that the room can comfortably accommodate the participants and observers.

Arrive early and set up the discussion room before participants arrive. If possible, participants should be seated around a table in a circular or u-shape position so that everyone faces each other during the discussion. Place the recorder on the middle to ensure that all comments and answers will be recorded.

When is the best time to conduct the FGD?

Choose a schedule that will be convenient for your participants. Consider their daily activities and the amount of time they can give for the discussion. It might be more convenient, for instance, for participants from households if the FGDs are conducted after they have done their household chores or after their children go to school. A discussion scheduled late in the afternoon, on the other hand, might interfere with the preparation of an evening meal and participants might be unwilling to participate.

How do you ensure attendance?

Send out letters to participants well in advance. It might also be good to remind the participants through text message about the FGD a day before the actual session. If the participants were invited through a local contact, ask your contact to remind the participants to come.

How long should the session be?

The actual session should be between 1 to 2 hours. If it takes longer, the participants might get bored or start to feel uneasy.

Should there be a registration for participants?

Participants should be asked to fill-up a one-page registration sheet before the start of the discussion. The registration sheet contains questions to find out the respondents' demographics. If you think there are participants who do not know how to read or write, ask them the questions listed in the registration sheet and fill them out yourself.

A typical registration sheet is found on **Box 1**. Other information that might be relevant to the analysis of the focus group discussion may be added.

BOX 1: Sample Demographics Questionnaire

Age _____
Male _____ Female _____
Marital Status
_____ Married
_____ Single
Educational Attainment:
_____ Elementary graduate
_____ High School graduate
_____ Vocational
_____ College graduate
_____ Etc. please specify _____
Occupation
_____ Small business (sari-sari store, etc.), please specify _____
_____ Employee
_____ None

When is the best time to serve refreshments?

To avoid interruptions, refreshments can be served before or after the discussions.

What are the other items that should be prepared?

Other items that should be prepared include name tags, consent forms (if necessary), audio recorder, batteries, and IEC materials (if necessary). Signs (in the hallways, stairs, lobby, etc.) can also be placed so that participants can easily find their way to the discussion room.

Should incentives be given to participants?

It is not advisable to give tokens or cash gifts to FGD participants. Generous refreshments will be provided, with leftovers (if any) given as "take home". Depending on the budget, participants who will incur transportation costs may be reimbursed.

This is the part of the session where the moderator can ask the participants his or her research questions. The discussion should remain casual so that respondents will be encouraged to talk. On the other hand, respondents should also be aware that the discussion follows a certain format. Allowing the discussion to be too casual or too formal can affect the flow of the discussion.

What is the role of the moderator?

The moderator is the person who leads the discussion. He or she will be responsible for asking questions to get the respondents' answers. The moderator must be familiar with the objectives of the FGD. He or she should also clearly explain to participants how the FGD works, its purpose and the need to record the information discussed. The facilitator can also explain his/her role as the facilitator and possibly the role of the LGU/EcoGov in the FGD. This will help the moderator create rapport with the participants.

Participants should be reassured that their answers are important, that there are no right or wrong answers, and that it is all right if there are differences in opinions and perceptions.

What is the role of the documentor?

The documentor takes important field notes during the FGD. S/he should ensure that FGD proceedings will be recorded to capture verbatims. Field notes should capture the following:

- Any modifications in the FGD questions;
- Themes in the responses to the key questions;
- Sub themes indicating a point of view held by participants with common characteristics;
- Description of participant enthusiasm and other non-verbal communication manners;
- New manner of questioning that can be considered in future: questions need revisions, confusing, etc.

The documentor can also act as "back-up" moderator. He or she can discreetly call the attention of the moderator to point out any questions that were missed or any clarificatory questions to some replies that were vaguely answered.

How do you start the discussion?

Members of the team can help participants feel at ease by doing some small talk as they arrive. This can also be the best time to ask them to fill out the registration form. Once the number of participants is complete, the moderator can ask the participants to sit in a circle to start the discussion.

The moderator should start the discussion by thanking the participants for coming. He or she can continue by introducing the team and the purpose of the FGD. Below is a sample introduction guide to help you start the discussion.

BOX 2: Sample Introductory Discussion Guide

TOPIC	DISCUSSION/TRANSITIONS
1. Introduction.	Moderator's and documentor's names. Also, names of Observers, if any. Then ask participants to introduce themselves very briefly.
2. Topic of interview.	We would like to talk to you today about waste/garbage in our public markets/neighbors/schools.
3. No right or wrong answers. Your opinions.	There are no right or wrong answers to any of the questions—this is not a test. We would just like to know about your everyday activities and ask your opinions.
4. LGU Help other people like them.	We're doing this to help our city/municipality/barangay improve its garbage management program. We would like to know your experiences and thoughts to help other people like you. If you have questions after we finish, we'll be happy to answer them.
5. Length of time of discussion.	Our discussion will take about 1 hour.
6. Talking to one another.	As we will be discussing many things about ourselves, it will be important that we not all talk at once because we will want to hear each other so we can talk together. Also, if someone wants to speak, please raise your hand first and wait for me to call you. Finally, may I request that we put our cell phones on silent mode?
7. Explain note-taking and tape recorder. Confidentiality.	_____ (documentor's name) will be writing down some of the things we talk about so we can remember them later. Also, we would like to use a tape recorder. Does anyone object? We won't use your names in any reports.
8. Check understanding. Clarification if needed	Any questions? Is there anything you want me to clarify?

After the initial introduction, the moderator can start the discussion with a simple and easy to answer question that will make the participants comfortable enough to speak freely.

What are the questions asked during the FGD?

The questions normally used for focus group discussions are called open-ended questions. These types of questions will allow the moderator to get a variety of answers from the participants. Avoid yes/no questions because you will probably get just a yes/no answer as well. There might be instances where it is necessary for the moderator to probe to substantiate answers. Sometimes, if a topic that might be of great value to the research suddenly emerges from the discussion, the moderator can opt to explore the issue right away or discuss the issue later on once all the FGD questions have been discussed. *(See annex 1 for the sample focus group discussion questions.)*

BOX 3: Sample FGD Questions on Composting

1. Are you familiar with composting? If yes, where did you get your information about composting?
2. Do you practice composting at home?
3. If yes, how do you do it?
4. If not, why?

 PROBE: What do you do with your biodegradable wastes?

 PROBE: What will make you practice composting?
5. What do you think are the advantages and disadvantages of composting?
6. What do you think should the LGU do to encourage the community to practice composting?
7. What do you think you should do to encourage the community to practice composting?

How do you probe when you need more information?

When participants do not provide enough information, the facilitator can ask the following questions:

- Please explain your answer. (Paki-paliwanag po ang inyong sagot.)
- Is there anything else? (Meron pa bang ibang sagot?)
- Has anyone had a different experience? (Mayroon ba dito na may ibang karanasan?)
- Can you think of an example of what you mean? (May naiisip ba kayong halimbawa para sa inyong kasagutan?)

How do you get everyone to participate in the discussion?

The facilitator must encourage others to participate if one person is dominating the conversation. This can be done by:

- Nodding at other individuals who look as if they also wish to speak;
- Asking if others have the same or a different comment to make;
- Asking individuals by name if there is anything they would like to add.

How do you end the discussion?

When the discussion is about to end, the facilitator can wrap things up and ask the participants for any additional comments about the discussion.

After the discussion, the facilitator should thank the participants for their time and valuable inputs. Refreshments can also be served at this time. Having refreshments together can make the participants feel that their contribution has been significant and that their time spent in the FGD has been worthwhile.

How do you end the day?

After the focus group discussion and once all the participants have gone home, the team should do the debriefing immediately while still in the venue. They can also decide to have the debrief somewhere else. In any case, once you have finished with the focus group discussion, try to schedule a brief courtesy call to the barangay captain or to the local leader who helped you organize the discussion. He or she might have some questions on how the discussion went or how the results of the FGD will help their community.

This section will guide you on how to analyze the data you collected from the focus group discussion. There are other more complex methods of analyzing data depending on how you want to use the data you collected. However, for the purposes of this focus group discussion, you will only need a quick and simple form of analysis that can be easily performed by you and your team.

When do you conduct the analysis?

Begin the analysis right after the focus group discussion. Facilitators and documentors should debrief immediately to review notes and discuss important key topics and issues. If doing multiple focus group discussions, analyzing the data immediately after the discussion will also help improve how future sessions will be conducted.

Who does the analysis?

All the members of the FGD team should be involved in the analysis. The amount of involvement however, will be dependent on the amount of time that each member can give to work on the analysis. Normally, after the debrief, a person is assigned to make the initial analysis. Once the initial analysis is complete, two or more people can help verify the findings and make the necessary implications and recommendations.

How do you conduct the analysis?

Organize the data. Ensure that you have the audio tapes of the discussion, background material about the issue that was discussed, field notes that were taken during the discussion, participants' registration sheets and a copy of the focus group discussion guide.

Review the field notes and audio recording. During the debrief, review your field notes and highlight items that you want to review in greater detail when you listen to the audio recording. Listen to the audio recording shortly after the completion of the discussion session. Pick out important findings, quotes and major themes from the participants. The quotes can be used to support other FGD findings.

Interpret the data according to the objectives of the FGD. Keep the objectives in mind when interpreting data. Try to find if the respondents' answers validate previously known notions on their perceptions and attitude towards the solid waste problem, waste segregation, composting, recycling and enforcement system in their area. Make a note of new insights from the respondents' answers that are different from previously known notions. Think about the implications of the data gathered to the social marketing initiatives of the municipality.

How do you write the report?

The written report should follow the order of the questions contained in the discussion guide. The report can be broken-down into several sections including the background and objectives, the methodology, the summary, and the highlights of the findings.

a. *Executive summary*

This section gives a brief summary of the major findings of the focus group discussion. Write the executive summary after you have finished writing the other sections of the report. Summarizing is easier once you are done writing the findings.

b. *Introduction and overview of the project.*

This section provides basic information regarding your municipality and its current SWM initiatives. It can also include some background information regarding EcoGov and the nature of its assistance.

The introduction should also contain a brief summary on the history or the reasons why the LGU conducted the group discussions. The objectives of the research should also be mentioned so that readers will have a clear understanding of the purpose of the FGD.

c. *Methodology.*

The methodology should describe how, when and where the FGD was conducted. It should also contain how participants were chosen, their profile, and other characteristics of the discussion group.

A table summarizing the respondents profile is shown in Box 3. A more detailed description of the respondents' profile can be included in the annex.

BOX 3. Sample Profile of FGD Participants from actual FGD in General Santos City

Particulars	Bagsakan Center		Dadiangas West (BLGU)		Barangay Bula		Central Public Market		Lagao Public Market		SWM School Coordinators	
	M	F	M	F	M	F	M	F	M	F	M	F
1. No. of FGD Pax (including observers)	1	32	17	12	6	10	11	14	6	17	6	6
2. No. of actual FGD pax	0	28	15	8	4	6	9	10	5	18	4	3
3. Sectors represented	Market Vendors/stall owners		Purok Leaders/HH waste generators		Purok Leaders/HH waste generators		City LGU employees/market vendors/stall owners/NGO		Market Vendors/stall owners		SWM School Coordinators	
4. Age range												
30 and below	2		3		1		0		3		0	
31-40 years old	2		5		3		1		2		4	
41-50 years old	6		4		3		5		5		3	
51 and above	5		9		3		3		8		0	
5. Educational Attainment												
Elementary level/graduate	1		1		0		0		2		0	
High school level/graduate	5		6		6		2		11		0	
College level/graduate	9		14		4		7		10		7	
6. Occupation/source of living												
Vendors	14		0		0		0		20		0	
Employee	1		8		3		0		3		7	
Pensioner	0		1		0		0		0		0	
Self employed	0		4		3		9		0		0	
Brgy/purok chairman	0		6		3		0		0		0	

Particulars	Bagsakan Center	Dadiangas West (BLGU)	Barangay Bula	Central Public Market	Lagao Public Market	SWM School Coordinators
Teacher	0	2	0	0	0	0
Housekeeper	0	0	1	0	0	0
7. Civil Status						
Single	2	3	2	0	1	0
Married	11	13	6	7	12	7
Widow/er	2	3	1	2	5	0
Separated	0	2	1	0	5	0
8. Total # of HH members						
5 members and below	10	9	5	4	11	6
6-10 members	5	8	5	5	8	1
11-15 members	0	4	0	0	2	0
more than 15 members	0	0	0	0	1	0
9. No. of years in residence						
5 years below	1	3	0	4	0	0
6-10 years	2	3	0	5	3	1
11-15 years	3	2	1	0	5	1
16 years above	9	13	9	0	15	5

d. Summary/ Main Findings

This section should provide the reader with a summary of the important findings of the FGD. This is done by identifying the major themes of the FGD and providing a brief rundown of relevant information under each major theme.

Some of the major themes in the FGD may include the following:

1. Waste Segregation
2. Recycling
3. Composting
4. Sources of information
5. LGU SWM Initiatives
6. Enforcement system
7. How to improve SWM implementation
8. Waste water

You can refer back to your objectives when presenting your major themes. The items contained in this section can be in a bullet form, or number format. A sample discussion of major themes on waste segregation is found in Box 4.

Box 4. Sample Summary of Results

Waste Segregation

- Many practice segregation but many are still not aware of it.
- Segregation is associated with only two types of waste: biodegradables and non-biodegradables.
- The traditional practice and habit of not segregating, the lack of sufficient knowledge and appreciation for the purpose of classifying wastes, mixed collection and plain stubbornness, are the reasons for non-segregation.

e. *Detailed Findings.*

The main findings provide an in-depth analysis of the questions contained in the discussion guide. The discussion may follow the sequence of the questions written on the discussion guide. Participants' quotes or verbatims can be used to support research findings and illustrate points. However, do not saturate the report with too much verbatims. Insert the respondents' comments in the narrative or create sidebars or boxes containing the quotes.

Box 5. Sample quote from a respondent

"Nobody really obeys the ordinance on segregation because the municipio doesn't really run after violators; it's just for show.

– *Owner of medium-size sari-sari store in the public market in Bgy. XXXX*

When conducting FGDs in different barangays, it might be helpful to group answers not only by themes but by barangays. In this way, the findings can be used to develop unique social marketing campaigns for a specific barangay or community.

f. *Conclusion and Implications to Social Marketing.*

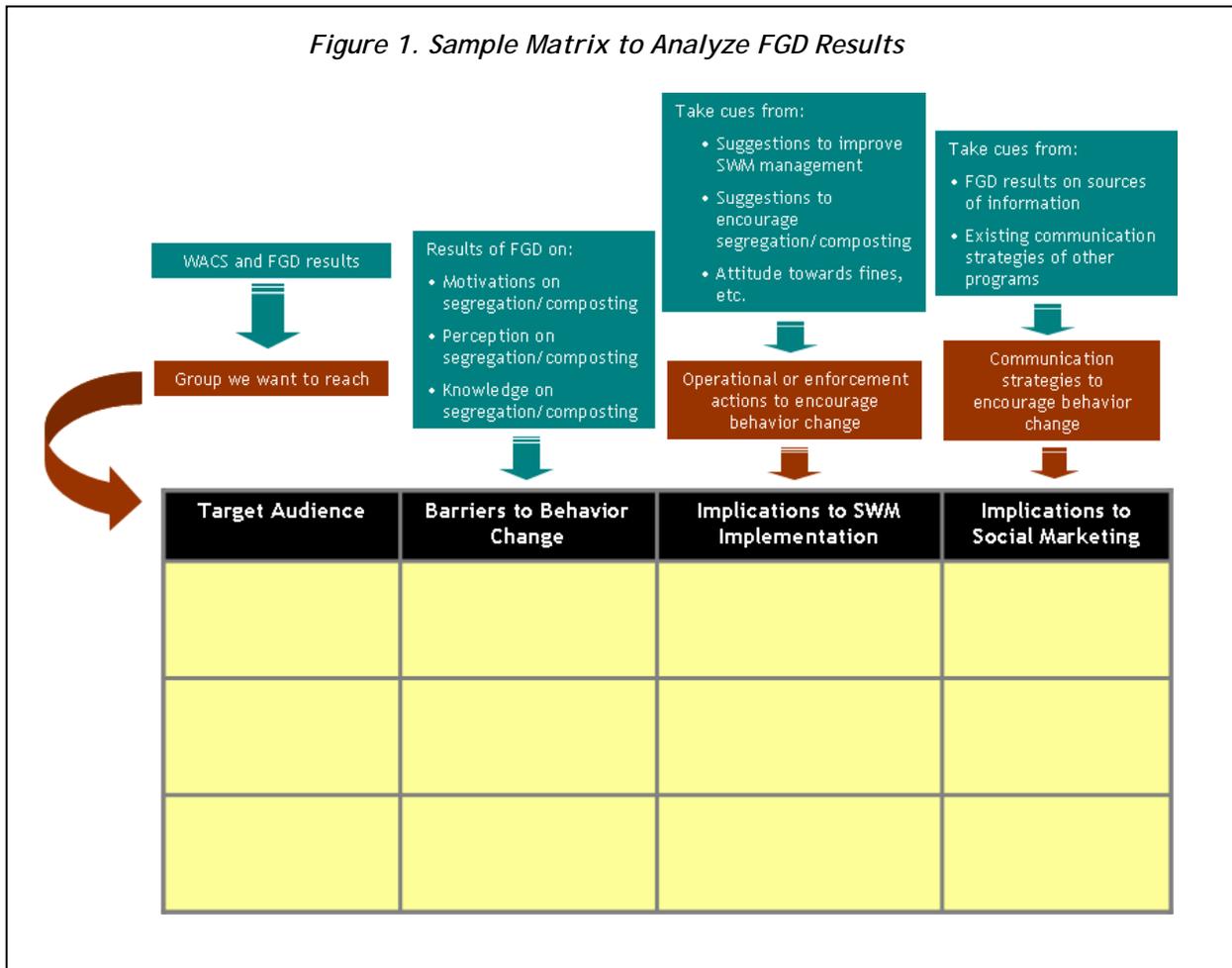
The conclusion and implications provides a summary of the implications of the results of the FGD to the development of the social marketing campaign.

One way of analyzing the results of the FGD is by identifying the barriers to behavior change identified in the discussion. There are question in the suggested FGD guide (annex 1) that will help identify these barriers.

Based on the identified barriers, suggest possible social marketing/communication strategies that the LGU can implement. Your suggestions will be the basis for future planning of the LGU on social marketing for solid waste management.

When suggesting communication activities, you can review the respondents' answers on their sources of information on waste segregation, composting, recycling, etc. Their answers can be an indication of what activities might be effective for a particular target audience. You can also learn from other communication campaigns of other programs that you think are effective.

A sample matrix to help you organize your ideas is found in Figure 1. You can use other matrices or methods which you think will help you more in the analysis of your data.



The table below is another example on how to analyze your data. General Santos City used this framework to analyze the findings of its FGDs.

Box 6. Sample Summary Table of the Implications of FGD Results to Social Marketing Campaign (based on actual FGD in General Santos City)

Group we want to reach	Behavior we want to promote	Factors that influence behavior	Possible focus of social marketing
All General Santos City residents	At the personal level: we want people to internalize the practice of reusing, reducing, recycling This will need a change in personal values and habits with respect to garbage	<ul style="list-style-type: none"> - No fear of the law - Throwing garbage anywhere seen as "Ok lang" - Lack of discipline - People don't see need to be responsible for their actions 	<ul style="list-style-type: none"> - Increase visibility of enforcers - Throwing garbage anywhere is not acceptable behavior - Stern appeals to discipline; use of endorsers and authority figures - Emphasize taking responsibility for one's

Group we want to reach	Behavior we want to promote	Factors that influence behavior	Possible focus of social marketing actions
			<ul style="list-style-type: none"> - City-wide info drive using a celebrity spokesperson or mascot - Appeal to civic pride (image of GSC among tourists and investors)
Public market stall owners, vendors, workers	<ul style="list-style-type: none"> a. Strictly comply with rule on segregation at source b. Stop use of plastic bags, cellophane wraps, Styrofoam containers, and the like; accept only use of reusable bags, paper bags 	Main drivers to promote these behavior: (a) strict enforcement of the rules and penalties on segregation (b) correction of perceived weaknesses of the city's SWM system (c) new ordinance on ban of plastic bags	<ul style="list-style-type: none"> - Increase visibility of enforcers - Continuous dialogue and information-dissemination with stall owners, vendors, workers - Public recognition of those who comply - "Balik Bayong" campaign
Households	<ul style="list-style-type: none"> a. Strictly comply with rule on segregation at source b. Stop use of plastic bags, cellophane wraps, Styrofoam containers, and the like; accept only use of reusable bags, paper bags 	Main drivers to promote these behavior: (a) strict enforcement of the rules and penalties on segregation (b) correction of perceived weaknesses of the city's SWM system (c) new ordinance on ban of plastic bags	<ul style="list-style-type: none"> - Increase visibility of enforcers - Continuous dialogue and information-dissemination with stall owners, vendors, workers - Public recognition of those who comply - "Balik Bayong" campaign
Schools	<ul style="list-style-type: none"> a. Practice at home what you practice in school (segregation, reuse, recycle, reduce) b. Stop use of plastic bags, cellophane wraps, Styrofoam containers, and the like in school canteens 	Bridging the gap between SWM practice in-school and practice of teachers/students in their homes and communities	TBD

g. Recommendations to SWM Implementation.

The recommendations may contain suggestions to improve the current SWM implementation and enforcement strategies of the municipality. The suggestions or recommendations may include the creation of ordinances, deputization of enforcers, partnerships with stakeholders, etc.

This section may also contain some insights on how to improve future focus group discussion on similar topic.

Below is an example of how you can make a write-up to explain your suggested strategies in SWM implementation and enforcement.

Box 6. Sample Summary of the Implications of FGD Results to SWM implementation and enforcement (based on actual FGD in General Santos City).

1. Promoting Incentives and Disincentives

During the FGDs, many participants suggested that the LGU should enforce the law specifically the corresponding penalties. Some participants expressed the need to reward good solid waste disposal behavior. One specific comment was, “Puro lang multa, walay incentives.” The LGU currently uses monetary disincentives such as citation tickets and fines and non-monetary disincentives such as no collection of unsegregated wastes and mandatory community service for violations.

Non-monetary incentives can help the target audience adopt positive behaviors. Possible incentives are:

a) Rewards and Awards

- Most Outstanding Purok / Barangay. Segregation is fully followed. No recorded violation of the Ordinance
- Model Households for Composting. According to category / description of the area where composting is done, as with enough space and very little or no space
- Model Schools. For segregation and composting
- Awards for Recycling in School. Awards may also be introduced in schools through specific events, activities or club.

b) Public Recognition

Awardees get the chance to be interviewed, talked and written about or featured, as well as visited, as a consequence of outstanding performance of the desired behaviors..

h. *Appendix.*

This section contains the data tables, discussion guide and if possible, a brief overview of the ISWM initiative of the municipality.

Below is a suggested format for the report. An actual sample report developed by an LGU is found in Annex 2.

Box 4. Suggested Format of Report

- I. Executive Summary
- II. Introduction/Overview of the Project
 - A. Purpose of the Project
 - B. Context of the FGD: why were the discussions conducted?
 - C. Objectives/Purpose of the focus group discussion
- III. Methodology
 - A. Description of the data collection approach
 - B. Number of sites, locations and when the FGDs were conducted
 - C. Description of the respondents
 - How participants were selected?
 - Participants demographics/profile
- IV. Summary/Main Findings
- V. Detailed Findings
- VI. Conclusion and Implications for Social Marketing Initiatives
- VII. Recommendations to SWM
- VIII. Appendix
 - A. Data Tables
 - B. Focus Group Discussion Guide

How do you present the results?

After you have finished the report, present the results to the Mayor or to the other members of the SWM Technical Working Group. This is a good opportunity to advocate for more support for SWM.

When presenting the results, remember to do the following:

- **Assess your audience.** Adjust the length of your presentation according to the amount of time your audience has for the presentation. Consider which information will be most useful and relevant to your audience.
- **Prepare visual aids.** You can make a powerpoint presentation or transparencies to help you with your presentation. Remember to include only important key messages and information that will interest your audience. Other information that you might want to share can be given as handouts.
- **Allot time for the audience to ask questions.** Do not spend so much time talking. Allow the audience to ask questions so they can have a clearer understanding of the information you are sharing. Make sure that there is enough time to solicit suggestions on how the results of the FGD can help in managing solid waste in your community. By doing this, your audience will feel that their opinions are important.

Can an FGD be used in other LGU programs?

Yes. An FGD is an effective and relatively simple research method that can be used to make management decisions and strategic plans. The methods discussed in the various chapters of this guide can help you do your own FGD. Just remember to make a list of the objectives that you want to accomplish for your FGD. Limit your objectives to just 3 to 5 general objectives and formulate your questions depending on the objectives that you have identified.

How do you formulate your questions?

Some important tips on crafting guide questions include:

- **Ask questions that encourage description and depth.** Avoid questions that can be answered with a simple “yes” or “no” as these discourage elaboration.
- **Use simple, clear questions.** Avoid questions that have several possible meanings or questions that are so long that they are difficult to follow.
- **Avoid 'loaded' questions.** Some questions lead respondents to answer in a particular way. For example, this question is biased: “Last month, your local government dramatically improved the waste collection system in your town by enforcing a “No segregation, No collection” ordinance. What’s your opinion of this ordinance?” A better way of phrasing the question is: “How do you feel about the new 'No segregation, No collection' ordinance?”

- **One concept or main idea per question.**
- **Choose relevant topics.** In other words, if respondents lack knowledge about a topic, their answers will not be very useful. For example, do not ask participants their opinion about the benefits of a wastewater treatment facility in another town if they are not familiar with this facility.
- **List areas to probe.** To make sure that the moderator consistently covers specific topics in all sessions, list probes or follow-up questions after the main question.
- **Group related questions.** Choose 6 to 10 questions, grouping similar questions. Once participants become comfortable, they will more likely answer sensitive questions, so ask these questions toward the middle of the discussion.
- **If necessary, translate the guide questions into the language of the respondents.**

Annex 1: Sample Discussion Guide

Reminder to moderator:

The purpose of this focus group is to determine the following:

1. To find out the respondent's perception and attitude towards the solid waste problem in their area.
2. To find out the respondent's attitude, knowledge and practice towards waste segregation.
3. To identify the barriers that effect respondent's waste management behavior.
4. To find out the respondent's perception and attitude towards the enforcement system and garbage collection fees in their area.

PART 1: Introduction

TOPICS	DISCUSSION
Formal introduction	Good day. I am _____ (moderator's name) and this is _____ (documentor's names). My other colleagues who will be observing are _____. (You can ask participants to introduce themselves very briefly.)
FGD Topic	We would like to talk to you today about waste/garbage in your community/ public markets/schools. There are no right or wrong answers to any of the questions—this is not a test. We would just like to know about your everyday activities and ask your opinions.
Rationale	We're doing this to help your city/municipality improve its garbage management program.
Length of discussion	Our discussion will take about 1 hour to 1 ½ hours.
Mechanics of the discussion	As we will be discussing many things about ourselves, it will be important that we not all talk at once. I want our discussion to be informal so there is no need for me to call you to respond. If you want to respond to other people's comments, you may do so. If you don't understand a question, let me know. Finally, may I request that we put our cell phones on silent mode?
Rationale for audio recording	_____ (documentor's name) will be writing down some of the things we talk about so we can remember them later. We will also be tape-recording our discussion. We won't be using our notes and tape recording for other purposes other than what we have mentioned earlier. We won't use your names in any reports.
Clarifications	Any questions? Is there anything you want me to clarify?

PART 2: Discussion Questions

I. Perceptions, attitude towards the solid waste problem

1. Do you think your municipality/city has environmental problems? What are these problems?
2. What are the sources of these problems?
3. In your opinion, what is the biggest source of garbage in your municipality/city?

Some of the choices are the following:

- Homes in subdivisions
- Homes in squatter areas
- Schools
- Factories
- Restaurants/Fast food
- Piggery/poultry/other livestock businesses
- Public markets

PROBE: What do you think are the kinds of wastes they produce?

4. Do you think solid wastes affect your community? If yes, in what way? If no, why not?

II. Attitude, knowledge and practice towards waste segregation

5. How do you think waste in your community (public market/schools) is disposed of? Please tell us your real experiences.
6. Are you required to segregate your waste? If yes, who requires you to segregate?
7. Do you segregate your wastes? Why or why not?

PROBE: What/How do you segregate?

8. How did you learn to segregate?

PROBE: Did their information come from the municipality's info campaign?

9. What do you think happens to the segregated garbage after it's been collected by the garbage truck?

III. Barriers that effect respondent's waste management behavior

10. Do you segregate all the time?

PROBE: If yes, what motivates you to do this?

PROBE: If no, what stops you from segregating your waste?

11. For those who segregate, do you segregate more, less or just the same than you did last year? Why?
12. Is there anything that you can think of that will make waste segregation easier for you?
13. What do you think should the LGU do to motivate people to segregate?

IV. Perception and attitude towards the SWM enforcement system and garbage collection fees

14. Is there anything about the regulation on segregation that you think should be changed? Please explain your answer.

15. Do you think waste segregation will actually help solve the garbage problem in your city/municipality? Why or why not?

16. Aside from waste segregation what else do you think can help reduce our garbage problem?

17. Is there anything about the current garbage collection fee that you think should be changed? Please explain your answer.

18. Do you think the garbage penalty or fines for non-segregation, etc. can help solve the garbage problem in your municipality/city? Why or why not?

OPTIONAL TOPICS

V. Perception and attitude towards composting

1. What do you do with your bio-degradable wastes at home?

2. Are you familiar with composting? If yes, where did you get your information about composting?

3. Do you practice composting at home?

4. If yes, how do you do it?

5. If not, why?

PROBE: What do you do with your biodegradable wastes?

PROBE: What will make you practice composting?

6. What do you think are the advantages and disadvantages of composting?

7. What do you think should the LGU do to encourage the community to practice composting?

VI. Perception, attitude and knowledge towards waste water and sanitation

8. What do you know about water pollution?

9. Why do you think we should prevent water pollution?

10. What are the sources of water pollution in your house?

PROBE: Do you have septic tanks?

11. Where does water pollution from your house go?

12. Do you do anything about it? If yes, what? If no, why not?

13. What are the other potential water pollution sources in the community?

Sources may include:

- *Public market*
- *Piggeries*
- *Slaughterhouse*
- *Hospitals*
- *Commercial establishments*

14. Where do you think water pollution from these sources go?

15. Do you think they are doing anything about it? If yes, what? If no, why do you think so?

16. Does your community have a septage desludger? How about a septage treatment facility?

17. Are you willing to have your septic tank desludged? Why or why not?

18. Desludging usually cost P2000-P3000. Are you still willing to have your septic tank desludged at this price?

19. Have you ever had your septic tank desludged?

20. What do you think should the LGU do to prevent water pollution?

21. What do you think you should do to prevent pollution?

Annex 2: Sample Report

DRAFT REPORT

FGDs ON SOLID WASTE MANAGEMENT IN TUNGAWAN, ZAMBOANGA SIBUGAY PROVINCE: Implications for Behavior-change, Social Marketing Recommendations, Thematic Highlights

April 2008

Executive Summary

Several focus group discussions (FGDs) were conducted in the municipality of Tungawan from April 29-30, 2008. Respondents came from selected communities, public market, business establishments and local government offices. The FGDs were purposely designed to determine the following: the respondents' perceptions and attitude towards the solid waste problem in their area; their knowledge, practice and attitude towards waste segregation; the barriers affecting their waste management behavior; their perceptions and attitude towards the enforcement system and garbage collection fees; and, their knowledge, practice and attitude towards composting.

Overall, there's a consensus among respondents that there is a garbage problem in the community but with varying perceptions as to the "degree of seriousness" of the problem. Some perceive the problem to be "minimal." They recognize and appreciate ongoing efforts of the local government in implementing a solid waste management program. While others perceive think Tungawan has a serious garbage problem caused by improper practice of waste segregation, too much dependence on LGU utility personnel, and one that is solely attitudinal - where some branded "dunguls" (hardheaded individuals) are simply irresponsible.

Nonetheless, it should be noted that there's general community awareness on the need for proper waste management, the obligation to segregate and the awareness of the consequences for not segregating.

FGD results also indicate that waste segregation has become a widespread practice. The main reason is attributed to the strong effort of the LGU in implementing the solid waste management program. The prevailing practice though is segregation of biodegradable from non-biodegradable. Others further segregate the non-biodegradable into those that can be reused and can be sold. Also, participants recognize the immense contribution of information campaign of the municipality, its series of orientation/seminars conducted to various communities and groups. However, despite the seeming widespread practice and awareness on waste segregation, participants admit that there are really factors that need to be addressed why some could not do the proper way of segregation.

The identified barriers to proper waste management behavior are the following: (a) lack of discipline and values; (b) habits; (c) ignorance on proper waste disposal; (d) defiance to existing regulations; (e) lapses in the LGU's implementation of its waste management program.

The results of the FGD suggests that the social marketing campaign of Tungawan should target the individual, groups, communities and other stakeholders who can help in the implementation of SWM in the municipality. To complement the social marketing campaign, the LGU also has to improve its enforcement system, incentive mechanisms and establish commitments with partner groups that can help in the implementation of the municipality's SWM.

I. Introduction

The focus group discussions (FGDs) is an offshoot of the continuing effort of the United States Agency for International Development's (USAID) Philippine Environmental Governance 2 Project (EcoGov) in providing technical assistance to the Local Government Unit (LGU) of Tungawan. EcoGov's technical assistance is aimed at improving the solid waste management capacity of Tungawan.

Earlier, EcoGov assisted the municipality in making the necessary preparations to conduct the group discussions. The results of the waste assessment and characterization study (WACS) of Tungawan became the basis of the identification of an initial list of possible target audiences of the social marketing campaign. Subsequently, arrangements were set for the conduct of the focus group discussions with participants from the public market, business establishments, community residents and local government offices.

The focus group discussions were designed to determine the following: the respondents' perceptions and attitude towards the solid waste problem in their area; their knowledge, practice and attitude towards waste segregation; the barriers affecting their waste management behavior; their perceptions and attitude towards the enforcement system and garbage collection fees; and, their knowledge, practice and attitude towards composting.

The results of the FGDs will be used to formulate a strategic social marketing campaign with audience specific messages and channels to support the municipality's solid waste management program.

II. Methodology

The focus group discussions were conducted from April 29-30 in the municipality of Tungawan. Two discussion groups were conducted in the community (barangay Elzamce and Cadena de Amor) while another FGD was conducted near the public market. FGDs for business establishments and LGU personnel were held in one of the offices of the municipal government center.

The LGU, particularly the Municipal Information Office, did the task of identifying and inviting the participants for the FGDs. Preferred number of participants for each discussion group was targeted at a minimum of six (6) to a maximum of twelve (12) participants. During the actual discussion however, some groups failed to have the perfect attendance as targeted but fairly were able to proceed having the required number of those present above the minimum as required.

Of the 51 total numbers of participants for all the groups, 36 are females and 15 are males. Majorities are within the 31-40 age bracket and who are mostly married individuals (28 married as against 22 single). Majority (24) of the participants has attained some high school education or are high school graduates. Others have elementary education (14) and/or have attained tertiary education or college degree holders (11). (Refer to appendix 1 for details on the profile of the FGD participants.)

III. Summary and Main Findings

A. Perception and attitude towards the solid waste problem in the community.

- Majority of respondents acknowledge the garbage problem in the community. Respondents, however, differ in their perception as to the "degree of seriousness" of the problem.
- The seeming "seriousness" of the garbage problem in Tungawan is attributed to the following:
 - a. Improper practice of waste segregation;
 - b. Too much dependence on market utility workers;
 - c. Attitudinal problem - some "dunguls" (hardheaded individuals) are simply irresponsible.
- The community is generally aware of the need for proper waste management, the obligation to segregate, even knowledge of the consequences for not segregating.

- The public market is perceived as the biggest source of garbage. Other garbage generators identified are: households, piggery, rice mills, schools, and restaurants/carinderias.

B. Knowledge, practice and attitude towards waste segregation.

- Results from all FGD indicate that waste segregation has become a widespread practice.
- There is a need to explain, especially to the communities, the entire garbage collection process. Respondents were curious to know the answers to the the following questions:
 - a. Where does the LGU dump the wastes?
 - b. How are the wastes processed?
 - c. What happens to the dump site?
 - d. Does the LGU get something in return?

C. Barriers that affect waste management behavior.

The identified barriers that hinder respondents to segregate their waste include:

- a. ***Lack of facilities.*** There is a need for more durable, color-coded and taller garbage bins.
- b. ***Lack of discipline.*** Respondents pointed out that there are some people who just throw their garbage anywhere. These acts may be because of habit or ignorance of ordinances.
- c. ***Lack of enforcement.*** Respondents perceive that the LGU lacks the political will to implement a comprehensive enforcement mechanism to implement waste segregation.
- d. ***Improper collection of garbage.*** Respondents from business establishments cited that segregated garbage mixed with other garbage when collected by ESWM technicians.

D. Perception and attitude towards solid waste management enforcement system and collection fees.

a. on the garbage collection fee

- The imposition of garbage collection fee is okay as long as the rate is reasonable.
- Respondents agree on garbage collection fee of 20 pesos per month. For business establishments, the range is from 20 to 50 pesos per month inclusive of the license.
- Respondents agree that household's garbage collection fee should either be free or very cheap.

b. on incentives and disincentives

- Respondents strongly suggest the conduct of regular inspection among business establishments to ensure compliance.
- The LGU should devise other measures that do not necessarily require payment of fines. Respondents strongly suggested community service for violators.
- Penalize those who are engaged in burning backyard garbage.

E. Knowledge, practice and attitude towards composting.

- Composting is widely practiced in the community.
- Some are disposing their biodegradable waste improperly by burning.

- Respondents think that to encourage people to practice composting, the LGU should:
 - a. Serve as models in the practice of composting. The LGU have to continue conducting demonstrations the proper way of composting in the communities.
 - b. Provide shovels to each of the puroks.
 - c. Intensify its information education and communication (IEC) campaign by regularizing *pulong-pulong* in the puroks and disseminating popular materials on composting.
- A suggestion for a community composting facility.
- They need to sustain the ongoing efforts to ensure everyone's compliance through enforcement that is truly fair to everyone.

IV. Detailed Findings

A. Issues related to the perception and attitude towards the solid waste problem in Tungawan.

1. Overall, there's a consensus recognizing the garbage problem in the community though respondents differ in their perception as to the "degree of seriousness" of the problem.

- Participants from the LGU offices as well as from the business establishments perceive the problem to be "minimal" (recognizing and appreciating ongoing efforts of the local government in implementing a solid waste management program).
- Participants from the public market and communities attribute the "seeming seriousness" to: improper practice of waste segregation, too much dependence on market utility workers, and one that is solely attitudinal - where some branded "dunguls" (hardheaded individuals) are simply irresponsible and carefree doing their own way.
- There's general community awareness on the need for proper waste management, the obligation to segregate, even knowledge of the consequences for not segregating. This trend seems positive enough and, just a matter of time and sustained efforts, this changing behavior on waste management would eventually dominate.

2. The public market is perceived as the biggest source of garbage. Other garbage generators identified are: households, piggery, rice mills, sari-sari stores, schools, and restaurants/carinderias.

- The vegetable and fruits section is seen as generating most of the waste - vegetables and fruit peelings, etc. The wet market section producing bulk of fish cleanings. Also, the public market generates plenty of discarded cellophanes, plastic containers and cardboards.
- Participants from the business establishments identified only cellophanes and cardboards as the bulk of the waste generated.
- In schools, bulks of the waste generated are cellophanes, discarded plastic juice containers, mineral water containers, and plastic wrappers.

B. Issues related to the knowledge, practice and attitude towards waste segregation.

1. Wastes are either thrown to compost pit, collected by garbage collectors or burned.

- In the public market, wastes such as fish cleanings are thrown at drainage canals. Some are collected to become animal feeds and others are collected by the garbage collector.

2. There's a strong recognition of the mandate to segregate also attributed to the effort of the municipality.

3. Waste segregation has become a widespread practice.

- The main reason is attributed to the strong effort of the LGU in implementing the solid waste management program.
- Others who do not segregate said that they rely on the garbage collectors to do the segregation for them since they are paying for their services.
- Some do not segregate because ESWM technician mix the wastes when collected.

4. The prevailing practice is segregation of biodegradable from non-biodegradables (malata ug dili-malata). Others further segregate the non-bio into those that can be re-used and can be sold to junkshops.

5. Participants attributed their knowledge on segregation to the information campaign of the utility workers, EcoGov intervention especially its education materials on waste management and popular materials on composting, and the series of orientation/seminars conducted by the concerned LGU officials.

- Despite the seeming widespread practice and awareness on waste segregation, participants admit that there are really factors that need to be addressed why some could not do the proper way of segregation
- Except for the FGD participants representing the LGU offices, answers from other groups indicate that there is a need to fully explain, especially to the communities, the entire garbage collection process. Other participants were completely unaware as to where the garbage was brought after being collected by the garbage truck.

C. Issues related to barriers that affect waste management behavior.

1. Segregation is important, but there are factors that discourage compliance.

- While everyone believes in the importance and benefits of segregation (as it keeps the community clean and orderly and reduces occurrence of diseases), there are some factors identified by the participants' that they think would tend to discourage others from properly practicing it:

a. Collection

- An observation from the business establishment seems very striking as participants point out that their garbage are well segregated but, when collected, they say that the waste are all mixed up in the garbage truck.

b. Lack of garbage bins/receptacles

- Garbage bins/receptacles are very limited, hence, instead of segregation, garbage are simply mixed in a receptacle.
- The "no segregation, no collection" policy could not just be fully enforced if there are no adequate facilities in place, hence, the need for more durable and taller covered bins (to prevent astray animals from scattering the garbage), color coded and labeled with a clear-cut policy on collection schedules for bio and non-bio waste.

c. Lack of discipline

- Respondents from households pointed out that one of the major barriers that hinder people to segregate is their lack of discipline and good values. They said that people throw garbage everywhere especially near the school premises. Whether these perceived acts are results of habits or ignorance on proper waste disposal or just simply

arrogant defiance to existing regulations, respondents agreed that there is a need for forceful enforcement of existing policies.

d. Lack of enforcement

- Respondents agree that there seem to be a lack or absence of a comprehensive legal measure and the strong political will to fully enforce solid waste management policies. As the public market participants would put it: *"Butangan gyud ug ngipon ang balaod!"*
2. *People segregate as compliance to the ordinance, to maintain cleanliness, to avoid diseases and to generate income from recyclables.*
 3. *Majority of the respondents segregate more this year compared last year because of the penalties and fines.*
 4. *People will be more willing to segregate if the LGU demonstrates political will.*
 - Respondents said that they are more willing to segregate if they see that the LGU has political will or the determination to implement the SWM program. If the LGU will have strict enforcement of the law and regular inspection of business establishments, people will be encouraged to comply with the ordinance.
 - Respondents said, "Butangan ug ngipon ang balaod."
 - Segregation will be made easier if the LGU will provide big receptacles with cover and address the growing number of stray dogs
 5. *The LGU can motivate more people to segregate by serving as models, intensifying its IEC campaign and introducing other incentive mechanisms.*
 - Respondents agree that the LGU should be better examples to the community. Waste segregation should be practiced in the municipal hall and in the houses of those who work for the LGU.
 - The LGU should also intensify its IEC campaign to the barangays so people would know about the municipal ordinance and the ways on how to segregate.
 - Respondents suggested that LGUs should minimize penalties and fines and instead introduce incentive systems to reward good SWM practices and

D. Issues related to the perception and attitude towards solid waste management enforcement system and collection fees.

1. Intensifying IEC campaign and introducing incentive systems will improve SWM.

- Respondents believe that if the LGU intensifies its IEC campaign, more people will be encouraged to segregate their waste and support the SWM initiatives of the municipality. Introducing incentive systems instead of fines and penalties can also promote behavior change among target audiences.

2. Waste segregation will help solve the garbage problem in Tungawan.

- All the FGD groups are overwhelmingly in agreement that waste segregation would help solve the garbage problem in their community. Everyone sees the positive results as they urge for stricter enforcement and compliance to the existing regulations already in place.

2. Current enforcement system is okay.

- The existing current garbage regulations as implemented by the municipality is generally welcomed by many and simply perceived to be fine.
- Participants wanted a more effective enforcement and emphasized that *LGU employees must serve as models of segregation*. Perhaps, in their mind this view is plainly logical as they see that enforcement simply defeats its very purpose if enforcers themselves disregard or even defy the rules.

3. Fees and penalties are generally encouraged.

- Those who favor fines and other forms of penalties reasoned out that it's one way of enforcing discipline.
- Others believe that the imposition of fines or penalties for non-segregation would only result to quarrels as some people might be completely unable to pay the fees.
- Participants suggest that the LGU should devise other measures that do not necessarily require payment of fines, specifically suggesting that a penalty of rendering community service may work better.
- Participants also suggested penalizing those who burn their backyard garbage.
- Everyone sees the imposition of garbage collection fee as alright for as long as the rate is reasonable. Some participants from the business establishment, however, said that such fee is already integrated in securing the quarterly license, hence, there's no need for another imposition to increase the fee. They strongly suggest that to ensure compliance to existing regulations, regular inspection should be conducted.
- When asked as to the exact rate they are most able to pay, everyone feels amenable to the amount of 20 pesos per month. For the business establishment, the range is from 20 to 50 pesos per month inclusive of the license is suggested.
- Participants agree that garbage collection for households should be free or fee should be very minimal.

E. Issued related to the knowledge, practice and attitude towards composting.

1. Composting is widely practiced in the community.

- Almost all participants said that they practice composting at home (very few just doing segregation). Also, participants are knowledgeable of the ways of doing composting. Some opt for the tower method which they think is much better while others use a compost pit. In the public market, there is a communal compost pit.
- Respondents said that they learn how to compost from the LGU and schools. Others said that they read flyers on composting techniques.
- Everyone recognizes that composting reduces the volume of bio waste in their surroundings and is a good source of fertilizer. Respondents said that organic fertilizer from compost is cheaper than using inorganic commercial fertilizers.
- Respondents cited some disadvantages associated to composting: (a) results to many ground holes; (b) the compost area becomes a breeding place of mosquitoes and other insects.

- Respondents who do not practice composting said that they do not have enough space to dig a compost pit while others do not want to have a compost pit because the holes will be filled with water during rainy season.

2. *Some are disposing their bio waste improperly by burning.*

- This is done by burning dried leaves, twigs of trees, and other flammable biodegradable materials. No one burns plastics.
- Some opt for burning because of some information disseminated by one local government office that encourages burning to drive away dengue carrying mosquitoes.

3. *Suggestions to LGU to encourage people to practice composting:*

- LGU employees are urged to serve as models in the practice of composting. They have to sustain conducting demos in the communities on the proper way of composting.
- Provide shovels to each of the puroks.
- Intensify its information education and communication (IEC) campaign
- Regularize pulong-pulong in the puroks and disseminate popular materials on composting.
- Establish a community composting facility.
- Sustain the ongoing efforts to ensure everyone's compliance through enforcement that is fair to everyone.

V. Conclusions and Implications to Social Marketing Initiatives

1. *Based on the results of the FGD, the social marketing campaign of Tungawan should focus on the following:*

a. *Garbage collection schedule.*

- There is a need to come up with an information and awareness campaign on the entire garbage collection process to address doubts and questions of residents.

b. *Waste segregation.*

- Although segregation has already become a widespread practice, there is still a need for the LGU to sustain its communication campaign on proper waste segregation.
- Mass distribution of materials on waste segregation and composting in popular visual format to interest readers.

2. *The social marketing strategies can include the following activities :*

- Waste segregation and composting demonstrations can be conducted in barangays.
- Address the wrong information disseminated by the local health office encouraging residents to burn backyard waste to drive dengue carrying mosquitoes.
- Regularize *pulong-pulong* in the puroks and disseminate popular IEC materials.
- Consider making a jingle that will be used during garbage collection.
- Consider having a formal launching/dissemination of the ordinance on SWM.

GROUPS REACHED	DESIRED BEHAVIOR	FACTORS THAT INFLUENCE BEHAVIOR	POSSIBLE FOCUS OF SOCIAL MARKETING
Market Stall Owners, Vendors, Workers	Strictly comply to rule on segregation.	<ul style="list-style-type: none"> Inadequate facilities that result to improper segregation practice. 	<ul style="list-style-type: none"> Intensive information education campaign to promote the desired SWM culture. Specialized orientation-seminars for "violators."
	Stop the use of plastic bags, cellophane wraps, styrofoam containers, and the like and accept only use of reusable bags, paper bags.	<ul style="list-style-type: none"> Lack of personal discipline Complete ignorance of SWM principles and values Arrogant disregard and defiance of segregation rules 	
	Deeply ingrained personal values and habits with respect to garbage or a good waste management culture.	<ul style="list-style-type: none"> Lack or absence of monitoring mechanism 	
Households	Deeply ingrained personal values and habits with respect to garbage or a good waste management culture.	<ul style="list-style-type: none"> Lack of personal discipline Complete ignorance of SWM principles and values Arrogant disregard and defiance of segregation rules 	<ul style="list-style-type: none"> IEC on the desired SWM culture Design specialized orientation-seminar/training for community households on promoting good SWM culture Institutionalize community program for public recognition of families/individuals with "excellent record" of compliance.
	Stop the use of plastic bags, cellophane wraps, styrofoam containers, and the like and accept only use of reusable bags, paper bags.		
	Internalize SWM values by reusing, reducing and recycling.		
	Strictly comply to rule on segregation.		
	Practice composting.	<ul style="list-style-type: none"> Improper practice particularly burning yard garbage due to misinformation 	
Owners, workers in Business Establishments	Strictly comply to rule on segregation	<ul style="list-style-type: none"> Lack of personal discipline Complete ignorance of SWM principles and values Arrogant disregard and defiance of segregation rules 	<ul style="list-style-type: none"> Intensive information education campaign to promote the desired SWM culture. Specialized orientation-seminars for "violators."
	Stop the use of plastic bags, cellophane wraps, styrofoam containers, and the like and accept only use of reusable bags, paper bags	<ul style="list-style-type: none"> Lack of personal discipline Complete ignorance of SWM principles and values Arrogant disregard and defiance of segregation rules 	
LGU Personnel	Demonstrating themselves as models in proper solid waste management.	<ul style="list-style-type: none"> Inadequate technical know-how on SWM Internalization or principles and values, responsibilities, accountabilities as public servants 	<ul style="list-style-type: none"> Develop a community "SWM Standards" and a "code of ethics on good SWM culture" for LGU personnel and translate SWM values in day-to-day practice. Intensify IEC on LGU SWM initiative highlighting gains and successes utilizing tri-media and alternative venues. Promoting SWM service culture of excellence, ethics and accountability.
	Regularized presence and visibility in designated places, areas or communities as mandated authority.		

VI. Recommendations

1. *Strengthen enforcement system.*

- The need for a forceful enforcement of existing regulations on waste disposal to instill discipline upon those arrogant violators. Increasing visibility of law enforcers might be the practical option. However, to instill "conscientized discipline" sustained specialized education, orientation-seminars should be given to violators which should be carried out as a regular program by the LGU information office.
- A strong suggestion that the LGU instead should devise other measures that do not necessarily require payment of fines, specifically suggesting that a penalty of rendering community service may work better.

2. *Provide properly labeled waste bins/receptacles.*

- The needs for the LGU to look into the facilities in place to ensure that segregation/disposal are properly done. The need for more durable and taller covered bins (to prevent astray animals from scattering the garbage), color coded and labeled with a clear-cut rules on collection schedules for each bio and non-bio waste should be immediately responded. If possible, it would much better to augment existing garbage trucks, color coded for bio and non-bio garbage collection.
- The LGU can also establish MRFs in every barangay so households can have a place where they can put their recyclables, etc.

3. *Fees and penalties*

- Should the LGU decide on the fee for garbage collection, it should consider the suggested rate where many are in consensus - a fee of 20 pesos per month. Business establishments suggest a range from 20-50 inclusive of license.
- Households clamor free of charge for garbage collection, or a very minimal fee.
- If fines will be imposed, everyone seems amenable to a rate they consider as reasonable. What constitutes as a reasonable rate should be carefully determined through a participatory process.

4. *Monitoring*

- As called for, there's a need for regular inspection and monitoring for all business establishment to ensure compliance. This call should be extended to households, market, schools, as deemed necessary to ensure compliance and projection of the seriousness of efforts on proper waste management.
- The LGU should consider the suggestion for a community composting facility which would showcase the benefits of communal composting. At the minimum, it could immediately respond to residents' request for free shovels and, perhaps, other needed tools.

5. *Incentives and disincentives*

- Creatively devise a merit system and formally institutionalizing a community program aimed at recognizing households and establishments with excellent record of compliance.
- The urgent need to have a comprehensive legal measure and unwavering political will to enforce it. This could be done through the enactment of a municipal ordinance crafted through a participatory process incorporating therein residents feedback, best practices and identified gaps.

- The need for the LGU to highlight and giving due recognition to best practices done by residents.
- The need for LGU employees to always be conscious of being the models of proper waste management practice. That enforcement must, first and foremost, begin among enforcers.

6. *Establish partnerships*

- The LGU can partner with schools, public market, religious organizations and local non-government organizations for their support and cooperation for SWM initiatives of the municipality.