

Bronte Catchment Project Community Education Campaign Proposal

Draft, July 2001

Introduction

The Bronte Catchment Project is an innovative attempt to improve stormwater and general environmental outcomes through the mobilisation of everyday practices of community members. This project goes beyond traditional community education approaches to environmental behaviour change. Mobilising everyday practices involves increasing community knowledge both about the environment and about participation.

The community education campaign will target Bronte residents as traditional stakeholders in Bronte stormwater issues. As a project that targets both traditional and non-traditional stakeholders, the community education campaign will also target non-resident catchment users as non-traditional stakeholders. These will include people from both English and non-English speaking backgrounds and backpackers. The campaign will build on the stormwater education campaign that was conducted in Bronte on 2000. This campaign will focus on non-visible stormwater pollutants; building footprints and impervious surfaces; people employed by residents; and participation. Parallel campaigns will be conducted with local businesses, Council and local community groups.

Strengthening Existing Community Capacity

The components of this campaign form part of an integrated participatory process with local engagement strategies to strengthen the community capacity to improve stormwater quality. This approach is suitable for this project due to an existing community concern, capacity and willingness to participate, but uncertainty about how to become engaged. Furthermore, available evidence indicates that current solutions have been limited largely to attempts at physical interventions and community education programs for producing sustainable stormwater outcomes. These solutions can potentially be enhanced by (1) further engendering community ownership and responsibility, (2) establishing terminology and dialogue that does not restrict citizen involvement, and (3) involving the community in developing sustainable approaches to stormwater management.

Analysis of the issue¹

We have found that Bronte residents:

- form a very active community
- Have high levels of concern about the environment
- Identify many environmental concerns in terms of stormwater
- Clearly identify themselves within the local environment
- Are aware of environmental issues
- Value Bronte as an environmental asset
- Value the greenness, peacefulness and close location of Bronte Gully

¹ Based on previous research in the Bronte Catchment

- Bronte Catchment Project Pre-test Survey 2001
- Ryan, R., Davies, P., Rudland, S. and Mack, A., 2001, *Effective Environmental Education Campaigns: Working with the community – Draft report*, School of Social Science and Policy, University of New South Wales)
- Current community outreach and interviews

- Have high levels of internalised responsibility for the environment, they focus on their individual impact on the environment and assume responsibility for addressing it.
- Are more focussed on visible causes of stormwater pollution, such as litter and organic matter, than non-visible pollutants like detergents, pesticides and fertilisers
- Display positive environmental behaviour in relation to organic pollutants and car washing
- Have high levels of usage of pesticides and fertilisers. In the Pre-test survey, 91% of respondents who had a garden used pesticides and fertilisers.
- Perceive non-resident catchment users, in particular backpackers and people from NESB backgrounds, as significant contributors to stormwater pollution
- Employ people for carpet cleaning, dog washing and building
- Are interested in participation but are unsure of what this entails.

Through ongoing information and feedback processes with the community in this project, we have found that there are concerns about the impact of planning on stormwater. Large building footprints and the use of impermeable surfaces were perceived as increasing stormwater run-off. In the Water Quality pre-test survey, we found that around half of the respondents with yards had either a mixture of grass and cement, pavers or mostly cement yard surfaces.

Analysis of current forms of participation in the Bronte community has found that few people from young families with children are involved in local community groups and Council Precinct committees. The Bronte pre-test questionnaire found that limited time and a lack of childcare were common barriers to participation.

The Bronte community interviews revealed the perception that backpackers cause stormwater pollution through dumped litter, in particular furniture and other household items. Members of the community also felt that as Bondi is overflowing with backpackers and tourists, increasing numbers are coming to Bronte. This appears to be connected with concern about being taken over by people from outside the area.

In a survey of Bronte park users, it was found that 41% of visitors were from the Bronte/Waverley area and 22% were from other areas in the Eastern Suburbs. 18% came from inner western Sydney (Waverley Council 1990:68-81). Respondents were born in Australia (n=246), United Kingdom (n=48), Greece (n=8), New Zealand (n=7), Yugoslavia (n=6), Italy (n=6) and Lebanon (n=6). More recent Bronte community interviews revealed that residents perceive the Lebanese community as contributing to stormwater pollution.

This campaign will target Bronte residents, backpackers staying in or near Bronte and non-resident catchment users from Greek and Lebanese backgrounds and from English speaking backgrounds who live in the Eastern suburbs and inner-western Sydney.

The campaign will also indirectly target services providers, such as builders and carpet cleaners, who work for Bronte residents and who may contribute to stormwater pollution.

Analysis of the Bronte pre-test survey demonstrates that those people who are not willing to participate, those who are unsure if they want to participate and those who have externalised responsibility for stormwater management do not have a distinctive demographic profile. This means that it is not possible for the education campaign to target those people who are least likely to want to participate.

Linking Education to Specific Deliberative Decision Making Activities

Key aspects of increasing community participation are a telereferendum and a citizens' jury that will be conducted in Bronte in September. These two deliberative processes aim to involve the community in decision making about stormwater management. In contrast to ordinary polls, participants in these processes will receive materials through the education campaign about the issues and the processes. This will allow informed participation in the deliberative process in which citizens can collectively assess arguments, engage in deliberation and form judgements around environmental management.

The results of the resident and non-resident referendums will be presented at the Citizens' Jury as evidence. This will provide the jury with information about the knowledge, attitudes and practices of other residents as well as people who visit the Bronte catchment but do not live in the area.

Rationale for methods and content of education materials

Previous research into environmental education campaigns found that environmental attitudes and values as key drivers for change. Respondents who displayed attitudes that internalised responsibility for environmental issues had higher levels of knowledge and reported more positive environmental behaviour, than those who externalised responsibility. They were more likely to identify with source control solutions than with end-of pipe approaches to stormwater pollution.

Following the education campaign there was a shift away from externalised towards internalised notions of responsibility. There were relationships between this shift and post-test changes in knowledge and some behaviour. However, while attitude significantly influenced knowledge, it did not significantly influence overall behaviour (Ryan et.al. 2001:88).

Social learning involves developing community ownership of issues by providing positive feedback on current practices, knowledge and values. The resident education campaign will provide residents with information about the positive environmental practices that they already engage in, their high level of environmental concern, high levels of personal responsibility for environmental issues and willingness to participate in stormwater management. For instance, 88% of Bronte residents either strongly agreed or agreed with the statement that 'individuals should be responsible for the environment', and 85% either strongly agreed or agreed with the statement 'I am willing to change the way I do things if it improves the environment'.

The campaign will then build on the 2000 stormwater education campaign by providing educational information about non-visible pollutants, impervious surfaces, people employed by residents at home and participation as areas of further concern.

As Bronte residents have a degree of uncertainty around whether or not and how they would like to participate in stormwater management, the campaign will provide both conceptual explanations of participation and concrete examples of how people could participate. This involves presenting participation as everyday activities that take place on a continuum from inside the dwelling, just outside the front door and catchment-wide. It will also present participation as any engagement with stormwater management including thinking about the issues, discussing stormwater with others, undertaking positive environmental behaviour and participating in catchment-wide activities and decision-making processes.

Cahill (1993:88) suggests that environmental education campaigns provide opportunities for people to consider similarities between 'us' and 'them'. The campaign will provide information to redress residents' misconceptions about non-resident catchment users.

Research into effective environmental education campaigns in Bronte found that no single form of media is adequate to promote community education and participation (Ryan et.al 2001:31-33). Rather, there needs to be a multi-level approach to reflect the different media usage patterns in the community. Local newspapers were by far the main source of local information on community issues and activities. Addressed mail was seen as a highly effective means to communicate information about stormwater management. The campaign evaluation found that the majority of people in Bronte thought the campaigns were effective (Ryan et.al. 2001:70). In particular, the postcards were perceived as especially effective.

This campaign will incorporate the successful education strategies from this research. It will include direct mail to residents of postcards, letters and information published in local newspapers and newsletters. By also distributing information through Bronte Public School and local childcare centres, the campaign will target the parents of the many young families in the Bronte catchment. This aspect of the campaign will highlight the health issues associated with non-visible pollutants.

The strategies for distributing education materials comply with legislation regarding litter and the distribution of advertising materials.

Content

Residents

Postcards

Similar to *Bronte...beautiful isn't it* postcard from 2000 education campaign including:

- Map of Bronte catchment
- Description of stormwater
- Positive feedback on behaviour and values from pre-test questionnaire
- Information about source control
- Description of participation – an engagement with stormwater management
- Description of pollution – non visibles, organics
- What you can do – sweeping, builders, people you employ, pesticides, detergents, car washing, local community groups, council decision making processes

Letter for households

- Bronte is beautiful
- Catchment map and/or community photograph of stormwater pollution.
- What is stormwater?
- What pollutes stormwater – non visible (paints, detergents, pesticides, fertilisers)
- About project – very accessible language
- You might like to know – what we found out from pre-test, park users survey (positive findings)
- What you can do – inside your house, outside your house, catchment wide collective action.
Changing everyday activities does not necessarily mean an increase in demands on time.
- Signed by Waverley Council, and Roberta Ryan

Detailed information

- 3-4 pages
- What is stormwater
- About project – very accessible language
- You might like to know – what we found out from pre-test, park users survey (positive findings)
- What you do impacts on stormwater

- Source control – prevention is better than a cure
- Acknowledge community input so far through identifying pollution hotspots, taking photographs and highlighting issues
- What pollutes stormwater – non visible (paints, detergents, pesticides, fertilisers)
- Employees – visiting workers such as builders, carpet cleaners, mobile dog and car washers
- What Gross Pollutant Traps catch
- What you can do – think about the people you employ, sweep, cover piles of dirt/sand, type of pesticides/fertilisers – compost, building (think about permeable surfaces, the building footprint and runoff)
- Participation – what happens next, range of participatory activities – from everyday activities, such as sweeping, to local community groups etc, Information about telereferendum (we will be randomly polling 1000 people by phone), Citizens' Jury
- Would you like to know more? – Waverley council, EPA, Elton Consulting

Non-residents

Backpackers

- Posters in hostels
- Postcards in hostels
- 3-4 page detailed information

Communities in Eastern suburbs and inner-western Sydney

- Article in one Greek, one Lebanese and one English language newspaper in each region
- Information on display in Greek, Lebanese and English in community centres in both regions
- Distribute information to one Greek, one Lebanese and one English speaking background community group in each region

Community Sites

All childcare centres in Waverley LGA

- Parents - Newsletter articles, posters on display on notice boards, fliers in parental information pockets (focus on health issues, dog poo – emphasis importance of maintaining environment for younger generations)

School activities

- article in newsletter
- letter encouraging involvement in Streamwatch
- Streamwatch information kit

Media

- Newsletters – schools, pre-schools and childcare
- Other newsletters – including Surf-rider Foundation, Surf Club, Echo Neighbourhood Centre Flier, Ways and Means Youth services newsletter,
- Press release about the education campaign and the deliberative processes to the Waverley Tribune, Wentworth Courier, Bronte Express, Sydney Morning Herald and Daily Telegraph
- Local radio articles

Notice boards

Posters on display on public notice boards in:

- Waverley library

- Echo Community Centre
- Charring Cross Community notice board
- Bronte Baths
- Bronte Surf Club
- Legions Club
- Bronte RSL
- Bronte Chippa
- Sejuiced
- Backpackers hostels (Castle, others)
- Bus shelters

Monitoring and evaluation

A pre-test survey was conducted with Bronte residents in December 2000. This will provide base line data with which to test changes in environmental behaviour, attitudes and knowledge, as well as levels and type of community participation. Following the education campaign and the deliberative processes, a post-test survey will be conducted with residents. In addition, participants in the telereferendum will be asked if they read the materials that were delivered to their house.

Non-residents will be offered \$30 to read 3-4 pages of information and complete a questionnaire. Completed questionnaires will be collected from 20 backpackers, 20 people from NESB and 20 people from ESB.

References

- NSW Environmental Protection Authority, 1997, *What we need is a community education project*, EPA, Chatswood
- Cahill, J., 1993, 'Communication and our environment: Categorizing research in Environmental Advocacy', *Journal of Applied Communication Research*, February, 66-95
- Pakulski, J., Tranter, B. and Crook, S., 1998, 'The Dynamics of Environmental Issues in Australia: Concerns, Clusters and Carriers', *Australasian Political Studies Association*, Vol.33, no.2, pp.235-252
- Ryan, R., Davies, P., Rudland, S. and Mack, A., 2001, *Effective Environmental Education Campaigns: Working with the community – Draft report*, School of Social Science and Policy, University of New South Wales

Education Campaign timeline

		Week 1	Week 2	Week 3	Week 4	
July	Residents			Finalise campaign proposal		
			Develop mail out materials	Develop mail out materials	Print mail out materials	
			Design noticeboard poster	Design noticeboard poster	Print noticeboard poster	
				Write newsletter articles		
	Non-residents			Write press release		
				Develop childcare centre materials	print childcare centre materials	
				Contact non-resident community groups	Develop non-resident presentations and materials	
				Develop telereferendum and non-residents pre-test questionnaire		
August	Residents	Print mail out materials	Mail out to residents		Teleferendum	
		Distribute press release	Radio interviews			
			Distribute notice board posters			
			Distribute childcare centre materials			
	Non-residents	Distribute information to backpackers				
		Contact backpacker participants	Collect backpacker responses			
			Distribute information to Greek, Lebanese and ESB communities			
			Contact Greek, Lebanese and ESB community participants	Collect Greek, Lebanese and ESB community responses		
September	Residents		Citizens Jury			