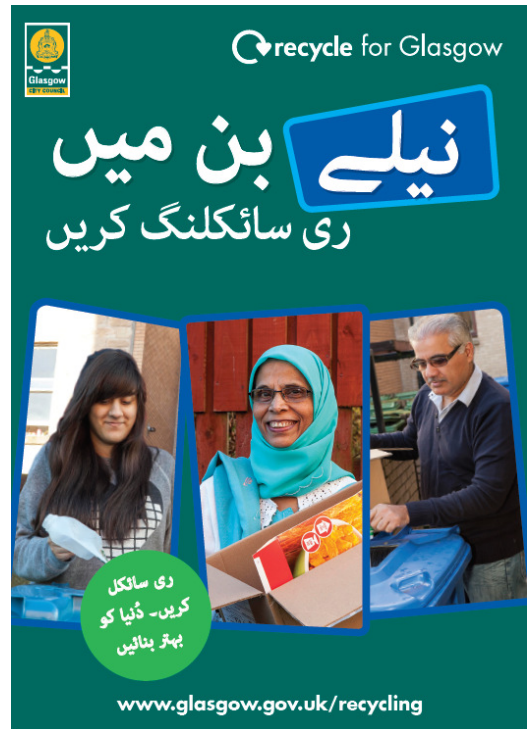


Recycling Messaging to the Chinese and Muslim Communities



Zero Waste Scotland works with businesses, individuals, communities and local authorities to help them reduce waste, recycle more and use resources sustainably.

Find out more at
www.zerowastescotland.org.uk

Written by: Nicki Souter Associates



Front Cover Images: Glasgow City Council Recycling Posters in Traditional Chinese (Left) and Urdu (Right)

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1 Introduction

1.1 Background

Ongoing recycling communications with the public living in Scotland is important to ensure continued use of existing recycling services, understanding and use of any changes to services and to encourage engagement with any new services that are introduced.

Recycling campaigns may not always be as inclusive or accessible to all communities across Scotland. This is exemplified in communities where some members do not speak English as a first language, or with other underserved groups, such as people with learning disabilities or literacy difficulties. Although messaging about recycling may not result in high tonnage diversion due to the relatively small size of some of these underserved groups, activities of this type support social inclusion and ensure an important sector of society is not being overlooked. It can also help support the achievement of recycling targets and wider environmental benefits by encouraging positive recycling behaviour change.

There are various minority ethnic communities in Scotland where some members may not speak English as a first language, for example, elderly members of the community who rely on younger family members to translate or newly arrived immigrants. Table 1 details the Scottish population by ethnic group.

Table 1 Scottish Population by Ethnic Group using new ethnicity classifications July 2011 – June 2012¹

2011 - 2012	% of Total Population	% of Ethnic Minority Population (rounded estimate)	Base
African	0.4	10	19,700
Arab	0.1	3	5,800
Asian / Asian Scottish / Asian British	2.1	56	107,600
Caribbean or Black	0.1	3	5,900
Mixed / Multiple ethnic groups	0.5	14	26,700
Other ethnic group	0.5	14	27,200
White	96.2	n/a	4,952,600
All Minority Ethnic Population	3.7	100	192,900
All Population	100	n/a	5,169,600

1.2 Guidance

This document provides guidance to allow local authority waste teams to engage with people who do not speak English as a first language.

In order to effectively engage any ethnic minority community in recycling where some members do not speak English as their first language, it is important to engage with the community as a whole, regardless of the language(s) spoken. This is best achieved by adopting a whole community approach which includes:

¹ <http://www.scotland.gov.uk/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthPopMig>

- Working with key individuals in key organisations within the targeted community;
- Use appropriate communication materials, produced both in English and non-English versions (language selection as appropriate);
- Dissemination of communication materials at appropriate and relevant community outlets, for example, at religious organisations such as mosques or temples;
- Engage communities using appropriate methods at suitable venues, for example, a presentation at Chinese Saturday school.

Two community engagement pilot projects were run in partnership with Glasgow City Council and Zero Waste Scotland from August 2012 to April 2013 with members of the Chinese and the Urdu speaking Muslim communities. The aims of these projects were to:

- Increase recycling awareness amongst the Chinese and the Urdu speaking Muslim communities; and
- Increase recycling rates amongst Chinese and the Urdu speaking Muslim households, with particular focus on the blue bin recycling service provided by Glasgow City Council.

The outputs from these projects were:

- Collaborating with the Chinese² and the Urdu speaking³ Muslim communities and individuals;
- Developing and disseminating instructional and motivational recycling leaflets and posters;
- Engaging with specific Chinese and the Urdu speaking Muslim community groups to disseminate information face-to-face;
- Using existing media and communication channels to disseminate the recycling messages; and
- Monitoring and evaluating the effectiveness of the pilots.

The findings from these pilots and previous Zero Waste Scotland research have been used to produce guidance on:

1. Generic guidance for Local Authorities on how to engage with people who do not speak English as their first language;
2. Specific guidance for Local Authorities on how to engage with the Chinese community, including a case study with the Chinese community in Glasgow; and
3. Specific guidance for Local Authorities on how to engage with the Muslim community, including a case study with the Urdu speaking Muslim community in Glasgow.

The findings in this document are based on the information gathered during focus groups run with members of the Chinese and Muslim community in Glasgow. Guidance has been developed from this specific research and case studies carried out with these individual communities. Information and terms used throughout this document are directly referenced from these focus groups and case studies and were informed and approved by members of the Chinese and Muslim communities.

1.3 Audience

Local authority waste officers should be responsible for the initial engagement with community members and development of communication materials in the appropriate languages. However the dissemination of these materials using appropriate channels should be carried out by a key representative from the target community.

² It is recommended that when your target audience is the Chinese community in Scotland materials are produced in Traditional Chinese and English and spoken engagement is carried out in Cantonese and English, and when engaging with older people (aged 66+) use Hakka. If engaging with communities where there are a high number of immigrants from mainland China, e.g. Glasgow, materials should also be produced in Simplified Chinese and spoken engagement carried out in Mandarin.

³ Urdu is the official language of Pakistan. In 2001 there were 15,330 Pakistanis in Glasgow. 85% of them identified themselves as Muslims.

2 Generic guidance for Local Authorities on how to engage with people who do not speak English as their first language

In order to effectively engage any ethnic minority community in recycling it is important to engage with the community as a whole. This section provides generic guidance on the common methods which can be applied when engaging with communities who have members who do not speak English as their first language.

Developing an understanding of the community and identifying key individuals and organisations are the first stages to engaging the community in positive recycling behaviour. This also helps to support the development of effective communication materials and identify the most appropriate methods to disseminate the communication messages across each community.

Guidance is given to explain how to:

- Identify your audience;
- Define your audience;
- Define your communication methods;
- Develop your communication materials; and
- Disseminate your messages.

2.1 Identifying your Audience

Background research should be carried out to gain a good understanding about the community you are trying to engage with. A good starting point is using the 2011 Census⁴ information about numbers of people with different ethnicities; however Census data may become less reliable as it ages, therefore it is a good idea to obtain data about your target audience from other sources which may be more up to date. The Scottish Government and local authorities also publish reports which may provide information on estimated population figures⁵. Education departments should also be able to provide school census data which provides information about numbers of children of each nationality attending local schools⁶, and the country consulate or embassy may also be able to provide information about a particular nationality in an area.

In larger towns information published by groups such as The Scottish Refugee Council, Black and Minority Ethnic (BME) support groups, integration support groups and equality groups may be available. Combining these reports and statistics with some online research into social and cultural aspects of the communities provides a good basis for understanding.

This research will allow you to identify the following information:

- Number of people in the community;
- Where they live;
- Demographics;
- Different groups within the community;
- Appropriate communication methods;
- Written and spoken language(s);
- Culture/religion; and

⁴ <http://www.scrol.gov.uk>. Please note at the time of the research and pilots the most recent census available was the 2011 Census making the information out-of-date, especially when dealing with migrant populations as numbers fluctuate regularly.

⁵ For example 'Populations and Households by Ethnicity in Glasgow: Estimates of Changes 2001-2010' Glasgow City Council.

⁶ <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus/pupcensus2012>

- Current recycling behaviour.

2.2 Defining your Audience

Once you have identified your audience, interviews with representatives from key community organisations is the next step in helping to engage the community in positive recycling behaviour. Representatives can be identified by making contact with community groups or organisations, including religious centres. Once you have identified key individuals from these areas you should arrange to meet with them. Other mechanisms to identify further contacts include:

- Online research;
- Black and Minority Ethnic (BME) support groups, integration networks, equality groups, multicultural centres, voluntary sector networks etc.;
- Local authority teams including equality, ethnic minority, diversity, immigration and community; and
- The consulate or embassy.

These meetings will also provide an opportunity to further explore:

- The demographics and language(s) of the community;
- Communication methods and media channels accessed by the community;
- Cultural and social habits;
- Environmental/recycling behaviour or projects the community is involved with;
- Other groups or organisations accessed by the community; and
- The potential for engagement through community groups.

These initial meetings are also a good way to build relationships with community representatives and to explore their willingness to support the proposed intervention. Ultimately your key target audience will be defined by the resources available to you, including time and budget. This will determine whether you can message all members of the community, or limit the engagement to focus on:

- A particular location;
- A language;
- Engaging with particular community organisations;
- One method of communication e.g. leaflets or radio; or
- A particular sector of the community e.g. newly arrived immigrants rather than the long established community.

2.3 Defining your Communication Methods

A good understanding of your target audience will inform the communication methods you choose. Different communities may have preferred communication methods, for example, previous research carried out for Zero Waste Scotland identified that many of the Roma community – another ethnic minority group in Scotland – rely heavily on word-of-mouth to receive their information so delivering messages face-to-face through a local Roma resident can be more effective than other methods. This report demonstrated the value of running a focus group with community members to explore the preferred engagement methods.

In order to reach as many sectors of the community identified as possible, a variety of communication methods should be considered. For example, you may find some of the older people in the community are not literate in their own language and will need to be spoken to face-to-face, whereas younger people are generally unlikely to attend a community group but may be more likely to use social media.

Some potential methods of engagement you may wish to consider are:

- Communication materials
 - Letters
 - Leaflets
 - Posters
 - Bin stickers
 - Billboards
 - Pull-up banners
 - Newsletters
 - Information in local newspapers
- Face-to-face
 - Presentations to community groups
 - Stalls at events
- Audio and visual channels
 - Radio
 - Television
 - Internet
 - Social Media
 - Community websites
 - Forums
 - Electronic newsletters

2.4 Developing your Communication Materials

In order to engage your audience effectively and motivate them to recycle you will need to ensure communication materials resonate with the local community and include appropriate language and messaging.

Multi lingual versions of communication materials should be produced specifically for the target community, e.g. when engaging with the Chinese community in Glasgow, Simplified Chinese, Traditional Chinese and English leaflets were produced⁷.

In defining your messages it may not be appropriate to directly translate from existing English language recycling leaflets, which may not have taken into account factors such as specific community motivations to recycle, cultural differences, and translations may not always be accurate. It is helpful to check with a key community representative as to the appropriateness of existing communication materials prior to their translation.

To ensure your communication materials will engage, enable and encourage your target audience to recycle, the following should be considered during development:

- Ensure you are using the best methods of communication and messaging through discussion with community representatives and members;
- Identify key information:
 - What motivates the community to recycle e.g. local jobs, global environmental impact or financial reasons;
 - Legislation;
 - Recycling information: how to recycle, what to recycle, what happens to the recycling; and
 - Where to find further information.

⁷ Simplified and Traditional Chinese are written languages; Mandarin and Cantonese are spoken languages.

- Identify design priorities:
 - Tone;
 - Style;
 - Photos of community members using models of different ages and genders;
 - Cultural considerations, e.g. not showing alcohol bottles on a leaflet aimed at a community who do not consume alcohol, e.g. the Muslim community.
- Development of materials:
 - Work with interpreters to produce materials in the correct language;
 - Develop mocked-up versions of the materials;
 - Test preferences for the materials in focus groups with a range of members from the community;
 - Ask community representatives who speak the appropriate language(s) to proof read the final versions of the materials before printing.

You may wish to recruit a professional translator to help develop materials. Translators can be sourced either from contacts within your target community, or through an agency. Sometimes translating English language messages directly into the chosen language may change the meaning or reduce the impact of the key message. It may therefore be appropriate to engage a member of the local community to help inform the style and language of the translated messages during the development of the materials, as well as to check that the final translation is accurate.

Models can be recruited directly from community organisations that have been contacted as part of the engagement process. If this is not possible they can be recruited through a model agency, although this can incur high costs. When organising a photo shoot the following should be considered:

- The props you will need;
- Seeking permission to photograph in the required location;
- Providing an incentive to the models, if they have been recruited from a community organisation;
- Ensuring the models are well briefed on what will be expected;
- Ensuring the models sign a model release form (example in Appendix 1); and
- Cultural considerations are taken into account, e.g. clothing is appropriate to the beliefs of the community group.

2.5 Disseminating your Messages

Working with an interpreter, or a volunteer from the non-English speaking community, when disseminating materials and engaging with the community is worthwhile. Representatives from key community organisations can be instrumental in effecting positive behaviour change, for example by helping to distribute materials or deliver a presentation. If a member of the community is not able to act as an interpreter, one can be sourced from an agency.

When considering where to distribute your materials you may want to think about placing them at relevant:

- Community organisations;
- Religious organisations;
- Local retail outlets accessed by the community; and
- Businesses accessed by the community, e.g. accountants, restaurants or hairdressers.

You could also distribute them via:

- Organised events or meetings attended by the community;
- During face-to-face engagement;
- Mailing to community organisation contact lists;
- Inserting into local newsletters or newspapers accessed by the community; and
- Websites, forums or social media pages used by the community.

When producing multi-language materials for different communities it may also be useful to distribute them to local schools and groups, community centres and libraries, as well as specific locations used by the target audience. This could include businesses and organisations such as English language schools, immigration lawyers, integration networks and cultural centres.

3 Specific guidance for Local Authorities on how to engage with the Chinese community

In order to effectively engage any ethnic minority community in recycling it is important to engage with the community as a whole. Developing an understanding of the Chinese community and identifying key individuals and organisations are the first stages to develop a successful recycling intervention. This will support the development of effective communication materials and identify the most appropriate methods to disseminate the communication messages across the community.

This section provides guidance to local authority waste teams who wish to engage their local Chinese community in recycling. This section has been informed by:

- Background research into Chinese communities living in Glasgow;
- Previous Zero Waste Scotland research carried out with the Chinese community in Glasgow. This included: depth interviews with Chinese community representatives and focus groups with Chinese community members to explore how to message the community about recycling; and
- The pilot carried out in Glasgow: to promote household recycling amongst the Chinese community, with particular focus on the Glasgow City Council blue bin recycling service.

3.1 Identifying your Audience

3.1.1 Background

The 2001 census provides the most recent statistics on how many Chinese people live in Scotland: 16,310⁸. This makes the Chinese community the second largest minority ethnic group residing in Scotland. These figures are thought to have increased significantly since that time, with many more asylum seekers and students arriving since then.

There are Chinese communities living in most towns and cities across Scotland, with significant numbers in Glasgow, Edinburgh, Aberdeen, Dundee and Stirling⁹.

3.1.2 Language

Most people from mainland China, including asylum seekers and students, speak Mandarin and read/write Simplified Chinese.

Cantonese is spoken in the Guangdong province of China and in Hong Kong. Literate Cantonese speakers will read Traditional Chinese. As most long established Chinese members of the community will have come from Hong Kong originally they are likely to speak Cantonese and read Traditional Chinese; this is true of British born Chinese people also. However many people amongst the older generation from Hong Kong speak Hakka which is a language with some similarities to Cantonese.

Although some characters in Traditional and Simplified Chinese are similar, it should not be assumed that readers of Simplified Chinese will understand Traditional Chinese and vice-versa. In the spoken form, Mandarin and Cantonese are very different from each other and cannot be understood by speakers of the other language.

In 2008 in Scottish schools Cantonese was the fifth most common language spoken at home, but Mandarin ranked in 17th place¹⁰.

⁸ Census 2001, General Register Office for Scotland

⁹ Pers Comms; March 2013, Chinese Community Development Partnership

3.2 Defining your Audience

On-line research is a useful way to initially gather information to identify representatives from key Chinese community organisations and develop relationships with the local Chinese community. BME support groups, integration networks, equality groups, multicultural centres, voluntary sector networks, relevant local authority teams and the Chinese consulate may also be able to provide contacts for Chinese organisations in the area.

Table 2 details some Chinese organisations in Scotland who could be contacted to provide information for the Chinese community in your local area to explore:

- The role and membership of the organisation;
- The potential for engagement through the community group or organisation;
- Information about the Chinese community in the area, e.g. population, demographics, language;
- Other services accessed by the Chinese community, e.g. community organisations or religious centres;
- Media channels accessed by the Chinese community, e.g. websites; and
- Environmental/recycling behaviour or projects the community is involved with.

Building rapport with at least one key person in the community who is enthusiastic about the engagement project and can help to deliver messages to the community will be invaluable for ensuring a successful outcome.

¹⁰ Scottish Languages Review, Autumn 2009, Issue 20, 25-30
http://www.scilt.org.uk/Portals/24/Library/slr/issues/20/Seawright_pp25-30.pdf

Table 2 Chinese Organisations in Scotland

Organisation	Address	Tel / Email	Website
Chinese Consulate	55 Corstorphine Road, Edinburgh, EH12 5QG	0131 337 3220	http://edinburgh.chineseconsulate.org/eng/
Confucius Institute Scotland	Abden House, 1 Marchhall Crescent, Edinburgh, EH16 5HP	0131 662 2180 info@confuciusinstitute.ac.uk	www.confuciusinstitute.ac.uk/
Edinburgh Chinese School	PO Box 28607, Edinburgh, EH4 9B	edinchineseschool@yahoo.co.uk	www.edinchineseschool.uk.org
The Chinese Evangelical Church of Edinburgh	Mayfield Salisbury Parish Church 18 West Mayfield Edinburgh, EH9 1TQ	0131 449 4738 contact@cece.org.uk	www.cece.org.uk/index.htm
The Edinburgh Chinese Elderly Association	25 Home Street, Edinburgh, EH3 9JR	0131 228 5808 ecesa@btconnect.com	
Tayside Chinese Community Centre	75A Dens Road, Dundee, DD3 7HY	01382 451234	
Chinese Community Development Partnership	Napiershall Street Centre, 39 Napiershall Street, Glasgow, G20 6EZ	0141 341 0026 general@ccdp.org.uk	
Glasgow Chinese Saturday School	Stow College, 43 Shamrock Street, Glasgow, G4 9LD	enquiry@glasgowchineseschool.org	www.glasgowchineseschool.org/webpages/home.html
Wing Hong Elderly Centre	122 Hill Street, Glasgow, G3 6UA	0141 353 2523 enquiry@winghong.org	www.winghong.org/webpages/home.html
Perth Chinese Women's Group		swccheuk@gmail.com	
Wah Lok Elderly Centre	25 Burnbank Gardens, Glasgow, G20 6HD	0141 276 3910	
Glasgow Chinese Christian Church	2 Melrose Street, Glasgow, G4 9BJ	0141 332 8385	
Kut O Buddhist Association	Kut-O Buddhist Association, 1/Left 529 Sauchiehall Street, Glasgow, G3 7PQ	0141 248 7284	
UK Confucian Society	35-39 Tobago Street, Glasgow, G40 2RH	0141 550 2718	

Any community engagement should aim to involve as many sectors of the community as possible. It is likely however that budgetary, resource or other restrictions may limit the range of community members you can engage with. The following information may help you to make an informed decision about where to best use resources within the Chinese community¹¹:

3.2.1 *New Immigrants Vs Long Established Chinese Residents*

Most new Chinese immigrants to Scotland are likely to be students and able to speak and read English. The exception is Glasgow, which is an asylum seeker receiving city and new Chinese immigrants, in addition to students are likely to be from mainland China and speak Mandarin and read Simplified Chinese. The majority of long established Chinese immigrants came from Hong Kong and speak Cantonese or English and read Traditional Chinese or English.

3.2.2 *Young Vs Old*

In the long established Chinese community it is likely that the younger generation (aged 3 – 35) are British born Chinese and speak and read English as their first language. They may understand or speak Cantonese but are less likely to read Chinese.

Middle aged Chinese people (aged 36 – 65) will usually speak and read Cantonese and some will speak and read English also.

Older Chinese (aged 66+) are likely to speak Cantonese or Hakka. Some will read Traditional Chinese but some may be unable to read. It is less likely they will be able to speak or read English.

The newly immigrated community are primarily students, or asylum seekers or refugees who mostly speak Mandarin and read Simplified Chinese¹².

3.2.3 *Traditional Chinese Vs Simplified Chinese*

In Chinese communities around Scotland it is more likely that people will read Traditional Chinese and speak Cantonese. The Mandarin speakers and Simplified Chinese readers are likely to be students and should also speak and read English.

Table 3 summarises the most common languages Chinese communities read and speak¹³.

Table 3 Chinese Engagement Guide

Age	Long Established		New Immigrants	
	Read	Speak	Read	Speak
Young e.g. 3-35	English	English/ Cantonese	Simplified Chinese/ English	Mandarin/ English
Middle Aged e.g. 36-65	Traditional Chinese/ English	English/Cantonese	Simplified Chinese	Mandarin
Older e.g. 66 +	Traditional Chinese/ None	Cantonese/ Hakka		

¹¹ Pers Comms; December 2011, Chinese Community Development Partnership

¹² New immigrant students can usually speak English, however newly arrived asylum seekers or refugees cannot.

¹³ For clarification, Cantonese, Mandarin and Hakka are languages spoken in China. Written languages include Simplified and Traditional Chinese.

It is recommended that when your target audience is the Chinese community in Scotland materials are produced in Traditional Chinese and English and spoken engagement is carried out in Cantonese and English, and when engaging with older people use Hakka. If engaging in Glasgow this is also the case but in addition, as there are many immigrants from mainland China, materials should also be produced in Simplified Chinese and spoken engagement carried out in Mandarin.

3.3 Defining your Communication Methods

A good understanding of your target audience will inform the communication methods you choose. In order to engage as many sectors of the Chinese community as possible, a variety of communication methods should be considered, including:

3.3.1 Long Established Young Chinese

- Communicate via websites, forums and social media in English;
- Hand out leaflets in English at organisations such as Chinese Saturday Schools; and
- Run recycling related activities in English or Cantonese at Chinese Saturday Schools.

3.3.2 Long Established Middle Aged Chinese

- Distribute leaflets and posters in Traditional Chinese to community organisations;
- Deliver presentations to community groups with a Cantonese interpreter;
- Include information in English and Traditional Chinese in community newsletters; and
- Distribute leaflets and posters in Traditional Chinese to Chinese shops and businesses.

3.3.3 Long Established Older Chinese

- Deliver presentations to elderly Chinese groups with a Cantonese and Hakka interpreter;
- Distribute leaflets and posters in Traditional Chinese to Chinese supermarkets and elderly Chinese groups; and
- Include information in Traditional Chinese newspapers or on radio or TV, if possible.

3.3.4 New Immigrant Students

- Deliver leaflets and posters in English to Chinese Student Groups;
- Deliver a presentation in English at an event for Chinese students;
- Include information in English or Mandarin on a Chinese student group Facebook page or forum; and
- Email an electronic copy of the leaflet to the Chinese student group contact list.

3.3.5 New Immigrant Asylum Seekers/Refugees

- Hand out leaflets in Simplified Chinese outside Chinese supermarkets;
- Place visual or Simplified Chinese bin de-cals on bins in areas populated by many Chinese immigrants;
- Distribute leaflets and posters in Simplified Chinese to organisations or businesses which support or advise new immigrants; and
- Place information in Simplified Chinese on forums or websites used by new Chinese immigrants.

3.4 Developing your Communication Materials

In order to engage the Chinese community effectively and motivate them to recycle, you will need to ensure communication materials resonate with the local community and include appropriate language and messaging. It is recommended that communication materials including leaflets, posters, pull-up banners and presentations for use in community outreach activities are developed as part of the recycling intervention. Communication materials should be produced in Simplified Chinese, Traditional Chinese and English. You may wish to recruit a professional translator to help develop materials; translators can be sourced either from contacts within the Chinese community, or through an agency. Sometimes translating English language messages directly into Simplified or Traditional Chinese may change the meaning or reduce the impact of the key message. It may therefore be appropriate to engage a member of the Chinese community to help inform the style and language of the translated messages during the development of the materials, as well as to check that the final translation is accurate.

Focus groups can be run with members of the community in order to test content and messaging for communication materials. It is useful to have mocked up materials to stimulate debate and help to refine the development of the materials.

To help develop materials, previous research and engagement with members of the Chinese community has identified that:

- Pictures should be used in place of words, where possible;
- The tone of the content should portray recycling as compulsory;
- Recycling legislation should be stated;
- Clear information should be provided about how to recycle;
- It is very important to state the financial benefits of recycling;
- The environmental benefits, both locally and globally should also be included; and
- The wider benefits to society of recycling should be stated.

In addition to other types of communication materials produced, leaflets specifically should include:

- Three generations of a family recycling on the front cover of the leaflet;
- A variety of materials being recycled;
- Images showing new products created from recycled materials;
- Materials which can and cannot be recycled, including ticks and crosses for emphasis;
- Step by step guidance on how to recycle;
- Interesting 'Did you Know?' facts;
- Recycling journeys; and
- Accurate translation of specific words, such as cartons and cardboard.

Exemplar materials can be downloaded from the Zero Waste Scotland website and tailored to your requirements¹⁴. Example materials can also be found in the Chinese Case Study section of this document.

Models can be recruited directly from Chinese community organisations that have been contacted as part of the engagement process. If this is not possible they can be recruited through a model agency, although this can incur high costs. When organising a photo shoot the following should be considered:

- The props you will need;
- Seeking permission to photograph in the required location;

¹⁴ www.zerowastescotland.org.uk/languages

- Providing an incentive to the models, if they have been recruited from a community organisation;
- Ensuring the models are well briefed on what will be expected; and
- Ensuring the models sign a model release form (example in Appendix I).

The development of other materials, such as bin decals, may also benefit the dissemination of your recycling message to your target audience. This again will depend on the budget available.

3.5 Disseminating your Messages

Working with an interpreter, or a volunteer from the Chinese community, when disseminating materials and engaging with the community is worthwhile. Representatives from key Chinese community organisations can be instrumental in effecting positive behaviour change, for example, by helping to distribute materials or deliver a presentation. If a member of the Chinese community is not able to act as an interpreter, one can be sourced from an agency. Interpreter services in Scotland are widely available via the internet.

3.5.1 Communication Materials

Identifying where you want to distribute the communication materials will help to establish quantities of materials required. Additional locations may be identified as the project progresses so producing additional copies of materials is recommended. Targeted distribution of materials at locations attended by your target audience is more effective than blanket distribution of materials to all households. Some potential venues for your leaflets, posters and pull-up banners are listed below, as suggested by members of the Chinese Community in Glasgow:

- Chinese Organisations:
 - Chinese Saturday Schools;
 - Chinese Elderly Centres;
 - Chinese Community Centres;
 - Chinese Churches; and
 - Chinese Buddhist Centres.
- Other organisations accessed by Chinese people:
 - Ethnic Minority Groups;
 - Integration Networks;
 - Multicultural Centres; and
 - English Schools.
- Chinese Businesses¹⁵ run and used by the Chinese community

Leaflets are more effective if distributed directly to people. In order to maximise impact you may want to focus on venues or events which are the busiest, including:

- Chinese supermarkets prior to a celebration;
- After Sunday worship at Chinese Christian Church;
- Parents dropping off their children at Chinese Saturday School; and
- Chinese New Year events.

¹⁵ Chinese business directories will include a list of local businesses that could be targeted.

Chinese New Year is at the end of January or the beginning of February and events being held to celebrate may provide an opportunity to engage with many of the Chinese community.

Leaflets can also be distributed in community newsletters or newspapers or posted out to community organisations' contact lists. Collaborating with Chinese supermarkets to put leaflets in bags is a more effective way to disseminate materials than leaving leaflets for shoppers to pick up.

3.5.2 Face-to-face Engagement

Face to face engagement is a valuable way of engaging with community members about recycling. It may be useful to be accompanied by an interpreter, since older people especially may not be able to read. Engagement sessions can be made interactive, depending on the allocated time and the audience.

You may want to consider delivering activity sessions to children at:

- Chinese Saturday Schools; and
- Other Chinese children's groups.

As well as delivering presentations to community groups such as:

- Chinese Elderly Groups;
- Chinese Women's Groups; and
- Chinese Student Groups.

These engagement sessions also provide an opportunity to distribute leaflets to attendees afterwards.

Working with interpreters during the different stages of the project can be costly in both time and money and this should be budgeted for at the outset. Interpreters and translators may be needed for:

- Carrying out any pre and post research, such as a survey;
- Interpreting at focus groups;
- Translating mocked-up materials prior to focus groups;
- Translating the final materials;
- Helping to engage the community face-to-face; and
- Communicating with business owners when materials are distributed.

Within traditional community structure Monday and Tuesday are days off work for many Chinese people so this can be a good day to carry out engagement activities, however this may not be the case within all communities. Speaking to members of the local community can help to identify whether Monday and Tuesday are effective days to carry out engagement activities.

It may also be useful to consider recruiting volunteers/champions in order to help deliver messages in the appropriate languages. If you cannot find volunteers it is helpful to ask community organisations if they can help to translate when you deliver presentations or activities to their members. This will save money on interpreter costs.

The provision of recycling facilities to organisations can provide an incentive for community groups to get involved in the engagement project and show a good example to members who attend the organisation.

3.5.3 Online

Electronic versions of the leaflets or posters can be used in the following ways:

- Posted on websites used by the Chinese community e.g. www.kucco.co.uk – a site for Chinese people living in Glasgow;
- Posted on forums used by the Chinese community e.g. student websites;
- Posted on the Facebook or Twitter accounts of community organisations; and
- Emailed out to community organisations contact lists.

These are all effective ways of reaching the younger Chinese audience.

4 Case Study 1: Pilot to Engage the Chinese Community of Glasgow in Recycling

4.1 Aims and Objectives

A pilot was run in partnership with Glasgow City Council and Zero Waste Scotland with the Chinese community from August 2012 to April 2013. The project aimed to:

- Increase recycling awareness amongst the Chinese community; and
- Increase recycling rates amongst Chinese households, with particular focus on Glasgow City Council's blue bin recycling service.

The pilot area was selected within the central and west end of Glasgow as the majority of Chinese organisations and businesses are located within this area.

The pilot involved:

- Collaborating with Chinese community organisations, and individuals;
- Developing and disseminating instructional and motivational recycling leaflets and posters;
- Engaging with specific Chinese community groups to disseminate information face-to-face;
- Using existing media and communication channels to disseminate the campaign messages; and
- Monitoring and evaluating the effectiveness of the pilot.

4.2 Research and Preparatory Stage

According to the 2001 Census¹⁶ the Chinese Community made up 12% of the total ethnic minority population of Glasgow, and was the third largest ethnic minority group in the City. Previous research carried out for Zero Waste Scotland identified how to best engage the Chinese community in recycling and identified key community contacts. Depth interviews were therefore carried out with the following Chinese organisation representatives:

- Administrative Officer, Chinese Community Development Partnership (CCDP);
- Manager, Wing Hong Elderly Centre and Chinese Saturday School;
- Manager, Kut-O Buddhist Association;
- Centre Coordinator for the Garnethill Multicultural Centre; and
- Community Outreach Officer for the Glasgow Council of Voluntary Services.

These interviews were carried out to help more fully understand:

- The aims and activities of the organisations;
- The demographics and languages of the members or users of the organisations;
- The recycling facilities used by the organisations;
- The most appropriate communication materials, communication methods and community outlets that could be used to engage and encourage the Chinese community in recycling, including opportunities for information dissemination, presentations, activities and events;
- The willingness of the organisations to be involved with the pre and post evaluations, and the development and review of the communication materials;

¹⁶ Census 2001, General Register Office for Scotland

- Any cultural or language issues; and
- Other relevant organisations to engage with.

The interviews identified initial opportunities for engagement and included:

- Links to the CCDP Facebook page;
- Presentations at CCDP monthly lunch meetings, the Wing Hong Elderly Centre, the Chinese Saturday School, and Garnethill Multicultural Centre (during English classes and at the Chinese women's group);
- Posters and leaflets dissemination at CCDP, the Wing Hong Elderly Centre, the Chinese Saturday School, and the Kut-O Buddhist Association;
- Distribution of communication materials to Chinese businesses; and
- Communication materials should be produced in Traditional Chinese and Simplified Chinese.

Following the initial interviews Chinese specific communication materials were developed in consultation with the Administrative Officer at CCDP and the draft materials were tested and refined via focus groups with members of the Chinese community: Group 1 was with Mandarin speakers (8 attendees) and Group 2 was with Cantonese speakers (6 attendees); an interpreter was present in both groups.

The groups identified that the communication materials should include the following information:

- The tone should portray recycling as compulsory and relevant recycling legislation should be referenced;
- Clear instructions of how to recycle showing the key steps;
- A list of materials that could and could not be recycled using ticks and crosses in green and red to reinforce this information;
- The benefits of recycling: financial, environmental (local and global) and the wider societal benefits;
- Waste journey information showcasing what happened to the materials when they were recycled and what the materials were recycled into using fascinating facts to highlight this type of information;
- Pictures in place of words, where possible;
- Three generations of a Chinese family on the front cover of the leaflet engaging in recycling; and
- Clear translation of words which can be misinterpreted, such as carton, cardboard and tetrapak.

All of these findings were incorporated into the leaflets. Models for the leaflet were recruited from the Chinese community; one of whom was the CCDP Administrative Officer who was well known and respected in the community.

Prior to the start of the intervention a face-to-face pre-survey was carried out with 34 members of the Chinese community outside Chinatown over a two day period using a Cantonese and Mandarin interpreter. This survey was carried out to help inform the development and the delivery of the pilot project and specifically to help to identify:

- Current attitudes and behavior towards recycling including awareness of existing recycling communications;
- The range of locally attended Chinese groups, organisations and religious centres;
- What communication materials and methods would be most effective at engaging the Chinese community in recycling; and
- Local community attitudes towards the proposed pilot.

The results from the survey are detailed in the Zero Waste Scotland Chinese Pre-pilot Survey Report¹⁷. Some of the key findings were:

- Just over half of the people surveyed were currently recycling; paper and plastic bottles were the most common materials recycled with fewer people recycling cans and cardboard;
- Only one third of those surveyed were aware of existing recycling information (produced only in English);
- The majority of people interviewed were in favour of the pilot, indicating it would be well received by the community;
- To engage the Mandarin and Cantonese speaking communities in recycling, written information should be provided in both Simplified and Traditional Chinese;
- Spoken forms of information should be provided in both Mandarin and Cantonese;
- All genders and ages of the Chinese community should be targeted;
- Chinese supermarkets, community organisations, religious centres and shops were identified as key locations for engaging the community; and
- The principle methods of engagement should include posters, leaflets and direct community engagement activities such as presentations or stands at events.

4.3 Communication Materials

Communication materials (leaflets, posters and presentations) were developed using the findings from the depth interviews, focus groups and the pre-survey. The Simplified Chinese, Traditional Chinese and English versions¹⁸ of the leaflets produced are displayed in Figures 1, 2 and 3.

Two Simplified Chinese and two Traditional Chinese posters were also produced. One version had the wording 'Pick up your leaflet here' and one did not, to allow for premises that would not accept leaflets. The Simplified Chinese, Traditional Chinese and English versions of the posters are shown in Figures 4, 5 and 6.

The Chinese leaflets and posters can all be downloaded from the Zero Waste Scotland website.¹⁹

¹⁷ Zero Waste Scotland Chinese Pre-pilot Survey Report November 2012; available from Zero Waste Scotland.

¹⁸ It is recommended that English versions of materials are produced as well. This allows the intervention to also reach those in the Chinese community who may not read Chinese, such as younger members of the community and for other non Chinese members of the community. With the exception of Glasgow, which is an asylum seeker receiving city, materials need only be produced in Traditional Chinese as there are unlikely to be many immigrants from Mainland China who are not students and unable to read English.

¹⁹ www.zerowastescotland.org.uk/languages

哪些材料应该回收?

是 ✓ 请仅回收蓝色回收箱中的物品

硬纸板
✓

饮料罐
✓

食品罐
✓

废纸
✓

塑料瓶
✓

否 ✗ 请不要回收蓝色回收箱中的任何物品

棕色信封
✗

购物袋
✗

食品和饮料盒
✗

玻璃瓶和玻璃罐
✗

塑料食品容器
✗

最佳建议 食品、饮料盒、玻璃瓶和玻璃罐可在其它地点回收。

回收为什么重要

回收为什么有利于环境?
垃圾在垃圾填埋场分解时,它释放的气体会导致气候变化。气候变化对人类和环境有害。通过回收,我们可以帮助减轻气候变化。回收减少了获取新材料的需要,消耗的能源比利用新材料生产产品要少。

回收利用如何节约成本?
如果我们在 2025 年前回收利用 70% 的废物,苏格兰的经济可获益 1.75 亿英镑。
去年,格拉斯哥市政府支付了 1300 万英镑的垃圾填埋税。如果我们都回收利用废物,这笔费用就可降低。

您是否知道?

- 使用回收材料制作一个易拉罐,比用新材料节约 95% 的能源。
- 一件成人羊毛夹克可用 25 个塑料瓶制作。
- 英国生产的所有新闻纸都是由再生纸制成。
- 10 天之内,一个纸箱可以做成新盒子重新回到货架上。

不要让有用的东西变成废物

想了解更多传单或海报信息,请访问:
www.zerowastescotland.org.uk/languages

www.glasgow.gov.uk/recycling

蓝色回收箱回收

回收。
让世界更美好

回收指南

回收箱

这些回收箱非常易于使用。

您的蓝色回收箱

请将硬纸板、饮料罐、食品罐、废纸和塑料瓶放入回收箱中。

如何回收

1 用于收集可回收材料。

2 请清洗您的易拉罐、塑料瓶和锡罐并去掉盖子。

3 将硬纸板展平。

4 将您的易拉罐、硬纸板、废纸、塑料瓶和锡罐放入蓝色回收箱。

5 我们将进行收集。回收非常轻松、简便。

2020 年前, 苏格兰必须回收其 60% 的废物或将其制成堆肥。

我回收的材料会被怎样处理?

新材料

通过分离和分类进行处理

生产出新产品

→

→

→

→

您回收的材料将被制成新产品。

Figure 1 Simplified Chinese Leaflet (inside and outside pages)

應該回收哪些材料？

可回收 回收材料僅限於藍色回收箱內的以下物品


卡紙 ✓


飲品罐 ✓


食品罐 ✓


紙張 ✓


塑膠瓶子 ✓

不可回收 請勿回收藍色回收箱內的任何以下材料


啡色信封 ✗


手提袋 ✗


食品與飲品紙盒 ✗


玻璃瓶罐 ✗


塑膠食品容器 ✗

重要提示 食品和飲品紙盒與玻璃瓶罐可於其他地點回收。

為何回收很重要

為何回收對環境有利？
垃圾在堆填區分解時會散發導致氣候變化的氣體。氣候變化對人類和環境有害。回收有助緩解這種危害。
回收可減少對提取新材料的需要，比使用新材料製作產品更節省能源。

回收如何省錢？
到 2025 年，如果我們可回收 70% 的廢棄物，蘇格蘭的經濟便可獲益 1.75 億英鎊。
格拉斯哥市政府去年支付了 1300 萬英鎊的垃圾堆填稅。如果大家一起回收，這筆費用就能減少。

您知道嗎？
• 使用回收材料製作罐子比使用新材料少用 95% 的能源。
• 一件成人抓毛外套可由 25 個塑膠瓶製成。
• 英國所有報紙均由循環再造紙製成。
• 不到 10 天，一個卡紙盒就能成為新盒，重新回到貨架上。

請勿丟棄完好物品

如需更多傳單或海報，請瀏覽：
www.zerowastescotland.org.uk/languages

www.glasgow.gov.uk/recycling

藍色 垃圾箱 回收計劃



您的回收指南

回收。讓世界更美好

回收箱

這些是您的回收箱，簡單易用。

您的 藍色回收箱



請將卡紙、飲品罐、食品罐、紙張和塑膠瓶放入您的回收箱內。

如何回收



1 收集物料供回收之用。



2 清洗罐子、塑膠瓶，並除掉蓋子。



3 壓平卡紙。



4 將罐子、卡紙、紙張、塑膠瓶罐放入藍色回收箱內。



5 我們會來收集。回收就是如此簡易。

到 2020 年，蘇格蘭必須將 60% 的廢棄物循環再造或製成堆肥。

我回收的材料會如何處理？

材料收集在一起



進行分體和分類



新產品由此製成



 → 

 → 

 → 

 → 

您回收的材料將被製成新產品。

Figure 2 Traditional Chinese Leaflet (inside and outside pages)

What materials should be recycled?

YES ✓ Please only recycle these materials in the blue recycling containers







Cardboard ✓

Drinks cans ✓

Food tins ✓

Paper ✓

Plastic bottles ✓

NO ✗ Please do not recycle any of these materials in the blue recycling containers







Brown envelopes ✗

Carrier bags ✗

Food and drinks cartons ✗

Glass bottles and jars ✗

Plastic food containers ✗

Top tip Food and drinks cartons and glass bottles and jars can be recycled at other locations.

Why it's important

Why is recycling good for the environment?
When waste breaks down in a landfill site it gives off a gas which contributes to climate change. Climate change is harmful to people and the environment. By recycling we help to reduce this.
Recycling reduces the need to extract new materials and uses less energy than making products from new materials.

How does recycling save money?
If we recycled 70% of our waste by 2025 Scotland's economy could benefit from £175 million.
Last year Glasgow City Council paid £13 million in landfill tax. This amount can be reduced if we all recycle.

Did you know?

- Making a can from recycled materials uses 95% less energy than making one from new materials.
- An adult fleece jacket can be made from 25 plastic bottles.
- All of the newspapers produced in the UK are made from recycled paper.
- In less than 10 days a cardboard box can be back on the shelf as a new box.

Don't let a good thing go to waste

Blue Bin Recycling





Your guide to recycling

Recycle.
Make it
a better
world

For more leaflets or posters go to:
www.zerowastescotland.org.uk/languages
www.glasgow.gov.uk/recycling

Recycling Containers

These are your recycling containers which are easy and simple to use.

Your Blue Recycling Containers



Please place cardboard, drinks cans, food tins, paper and plastic bottles into your recycling containers.

How to Recycle



1 Collect your materials for recycling.



2 Wash your cans, plastic bottles and tins and remove lids.



3 Flatten your cardboard.



4 Place your cans, cardboard, paper, plastic bottles and tins into the blue recycling container.



5 We will collect it. It's that easy and simple to recycle.

What happens to the materials I recycle?

Materials are collected



Processed by separating and sorting



New products are made



 → 

 → 

 → 

 → 

The materials you recycle will be made into new products.

By 2020 Scotland must recycle or compost 60% of its waste.

Figure 3 English Leaflet (inside and outside pages)



Figure 4 Simplified Chinese Posters



Figure 5 Traditional Chinese Posters



Figure 6 English Posters

4.4 Intervention Stage

The intervention stage consisted of the distribution of leaflets and posters and direct community engagement activities across the Chinese community. A total of 1300 Simplified Chinese and 1400 Traditional Chinese leaflets and 50 of each poster type were distributed during the pilot to the locations detailed in Table 4. Organisations and businesses were provided with the relevant numbers of Cantonese and Mandarin communication materials.

Table 4 Organisations and Businesses Who Received Leaflets and Posters

Organisation	Business	Business
Youai Scotland	See Woo Foods	Gogo Travel
Napiershall St Centre	See Woo Restaurant	Esther Hair Salon
Wah Lok Elderly Centre	Cheung and Lam Accountants	Chinatown Groceries
Wing Hong Elderly Centre	D and S Print Ltd	The Golden Trawler
Garnethill Multicultural Centre	See Woo Main Plaza	Chinatown Restaurant
Kut-O Buddhist Association	Beautstudio	Uniprint
Chinese Christian Church	I-Pay Worldwide	Pryde Immigration Lawyers
UK Confucian Society	Harvest Foods	C Wong and Co.
Renfrew Street Nursery	Chan's Ltd	A Hairdresser
CCDP	China Court Bakery	Lim's Supermarket
	Matthews Foods and Frozen	Shizen Traditional Chinese Medicine
	Sky City Travel	Chinese Clinic
	Michael Hair Salon and Beauty	Asia Salon
	Hong Kong Micros	China Wok
	Raymond Man Medicine Man	Chinese Accessorize
	Hair Culture	China Blue
	Style Station	Chung Ying Cash and Carry
	Alika Beauty Centre	Bank of China
	Chinese Medicine Centre	Phoenix Travel
	Campbell's Cash and Carry	Fung Tai Oriental Food Store
	Wahkee Chinese Bakery	

Leaflets were also mailed in a CCDP newsletter to members and board members and posted on the CCDP Facebook page; a Simplified Chinese leaflet was posted on www.kucco.co.uk²⁰; leaflets were handed out to parents at the Chinese Saturday School and also distributed during the community presentations detailed below:

- CCDP monthly lunch club;
- Wah Lok Elderly Centre; and
- Wing Hong Elderly Centre.

A Zero Waste Scotland Volunteer who spoke Mandarin helped to distribute materials to businesses and organisations and handed out leaflets at the Chinese Saturday School.

²⁰ A forum used by Mandarin speakers which has 10,000 registered users and 60 visitors daily.

4.5 Evaluation Stage

At the end of the intervention a face-to-face post-pilot survey was carried out with 31 members of the Chinese community outside Chinatown and the See Woo supermarket over a two day period using a Cantonese and Mandarin interpreter. This survey was carried out to review the effectiveness of the pilot project and specifically to help identify:

- Any changes in attitudes and behaviours towards recycling;
- Awareness of any recycling communications and intervention activities carried out as part of the pilot; and
- Local community opinions on the effectiveness of the pilot.

The results from the survey are detailed in the Zero Waste Scotland Chinese Post-Pilot Survey Report²¹. As both pre and post sample sizes were of necessity small, and carried out in a somewhat self-selecting location, the results can only be considered as indicative. However, some of the key findings were:

- There was an increase in the number of people who said they recycled; from 59% in the pre-survey to 94% in the post-survey;
- There was an increase in the number and range of materials people said they recycled;
- There was a much higher awareness of the recycling communication materials and activities across the community, with two thirds of the community now aware;
- Attitudes towards recycling had changed significantly, 77% of people stated they were recycling more; and there was an increase in the number of people stating that they recycled even if it required additional effort; from 29% to 65%; and
- The local community was pleased with the approach taken to directly engage the Chinese community in recycling; with 96% of people rating the project highly. However, almost one third suggested that further information provision and direct engagement would continue to improve recycling behavior.

At the onset of the project capture rates of recyclable materials were to be monitored pre and post intervention however it was not possible to distinguish between materials recycling captured solely from members of the Chinese community living within the pilot area. Therefore this methodology was not undertaken.

An exit depth interview was also undertaken with the Administrative Assistant at CCDP to:

- Review the successes and failures of the project;
- Identify improvements that could be made to any future projects; and
- Explore ways of replicating the project with other Chinese communities living in other areas of Scotland.

4.6 Outcomes

The project was successful in raising awareness of recycling across the Chinese community living in Glasgow; the community were recycling more, had a more positive attitude towards recycling and were better informed.

The following factors contributed to the success of the pilot, including:

- Selection of a suitable pilot area with a significant Chinese community and a dedicated project manager to deliver the project;
- Network of active Chinese community organisations;
- Community of specific Chinese businesses;

²¹ Zero Waste Scotland Chinese Post-pilot Survey Report April 2013; available from Zero Waste Scotland.

- Dedicated, knowledgeable and enthusiastic community organisation representative;²² and
- Community engagement programme which used communications materials produced in both Simplified and Traditional Chinese and depicted different generations of the Chinese community engaging in recycling, as well as presentations to a wide range of community organisations with Cantonese or Mandarin speaking interpreters present.

4.7 Recommendations

For future projects to engage the Chinese community in recycling recommendations are:

- Similar communication materials and engagement activities undertaken in this project should be replicated;
- Communication materials should be produced in simplified Chinese, traditional Chinese and in English to ensure the whole community was being targeted at the same time;
- Further engagement activities could be undertaken with Chinese businesses especially restaurants and take aways to encourage them to recycle;
- Recycling infrastructure could be made available within Chinese organisations and businesses to help support and reinforce positive recycling behaviour away from home;
- In other areas of Scotland simplified Chinese materials would probably not be necessary as people from mainland China will mostly be students;
- The Chinese consulate should be contacted in order to find out about Chinese organisations in the local area;
- If engaging with older people the interpreter should speak Hakka; and
- There should be an involvement of more Chinese volunteers to act as champions to encourage others to recycle, as well as to help with interpreting.

²² Administrative Assistant, CCDP

5 Specific guidance for Local Authorities on how to engage with the Muslim community

In order to effectively engage all members within a Muslim community in recycling it is important to engage with the community as a whole. Developing an understanding of the Muslim community and identifying key individuals and organisations are the first stages to develop a successful recycling intervention. This will support the development of effective communication materials and identify the most appropriate methods to disseminate the communication messages across the community.

This section provides guidance to local authority waste teams who wish to engage their local Muslim community in recycling. This section has been informed by:

- Background research into Urdu speaking Muslim communities in Glasgow;
- Previous Zero Waste Scotland research carried out with the Urdu speaking Muslim communities in Glasgow. This included: depth interviews with community representatives and focus groups with community members to explore how to message the Muslim community about recycling; and
- Pilot carried out in Glasgow: to promote household recycling amongst the Urdu speaking Muslim community, with particular focus on the Glasgow City Council blue bin recycling service.

Although this guidance is based on the pilot carried out in Glasgow with the Urdu speaking Muslim community, it is recommended any intervention should target all members of the Muslim community.

5.1 Understanding your Audience

5.1.1 Language

It is advised that communication materials should be made available in English, Urdu, Arabic, Bengali and others such as Farsi or Hindi, thereby engaging the whole Muslim community in recycling.

5.2 Defining your Audience

On-line research is a useful way to initially gather information to identify Muslim organisation representatives and develop relationships with the local Muslim community. Black and Minority Ethnic (BME) support groups, integration networks, equality groups, multicultural centres, voluntary sector networks, the university Islamic department, relevant local authority teams and consulates may also be able to provide contacts for organisations in the area.

There is a network of mosques and Islamic centres all over Scotland²³ which can be useful in providing information about the Muslim community. Whilst it is likely that some of the attendees at the mosque are Urdu speakers, in other areas the majority of attendees may speak a different language such as Arabic. This can be explored during initial contact with the mosques and will help define the chosen languages for the intervention.

The Muslim Directory (www.muslimdirectory.co.uk) provides an excellent starting point for finding a wide range of organisations as well as businesses, Muslim schools and mosques in the local area.

Table 5 details some organisations in Scotland who can be contacted to provide information for the Muslim community in your local area. Meeting with organisation representatives, will provide an opportunity to explore:

²³ <http://www.mosquedirectory.co.uk/browse/mosque-locations/scotland> provides details of the Islamic Centres and mosques in Scotland and the UK.

- The role and membership of the organisation;
- The potential for engagement through the community group or organisation;
- Information about the Muslim community in the area e.g. population, demographics, language;
- Other services accessed by the Muslim community e.g. community organisations or religious centres;
- Media channels accessed by the Muslim community e.g. websites; and
- Environmental/recycling behaviour or projects the community organisations are involved with.

Building rapport with at least one key person in the community who is enthusiastic about the engagement project and can help to deliver messages to the community will be invaluable for ensuring a successful outcome.

It may be beneficial to ask the Imam (Islamic religious leader) to integrate messaging about recycling and responsibility for the environment with Islam at Friday prayers. Leaflets could then be distributed afterwards.

Table 5 Islamic Organisations in Scotland

Organisation	Address	Tel / Email	Website
Muslim Council of Scotland	27 Arlington Street, Glasgow, G3 6DT	info@mcscotland.org	www.mcscotland.org
The Scottish Police Muslim Association	Maryhill Police Station 1380 Maryhill Road Glasgow, G20 9TX	info@spma.uk.com	www.spma.uk.com/
The Islamic Society of Britain (Glasgow group)	27 Arlington Street, Glasgow, G3 6DT	0141 574 4500 glasgow@isb.org.uk	www.isb.org.uk/category/localities/glasgow/
Scottish Pakistani Association	12A The Square, Glasgow, G12 8QQ	0141 330 6622	
Pakistan Society Advice and Information Services	137 Buccleuch Street, Edinburgh	0131 662 9446	
Young Muslims (Glasgow group)	27 Arlington Street, Glasgow, G3 6DT	glasgow@ymuk.net	www.ymuk.net
Muslim Womens Association of Edinburgh			www.mwae.org.uk
The Muslim Women's Resource Centre, Glasgow	Network House, 311 Calder Street, Glasgow, G42 7NQ	0141 585 8026 info@mwrc.org.uk	www.mwrc.org.uk/
The Muslim Women's Resource Centre, Dundee	Unit MF 6B, Old Mill Complex, Brown Street, Dundee, DD1 5EG	01382 224687 info@mwrc.org.uk	www.mwrc.org.uk/
Fife Pakistan Association	C/o FRAE Fife, 1 Victoria Road, Kirkcaldy, Fife, KY1 1DT		www.fifepakistanassociation.org.uk/

Any community engagement should aim to involve as many sectors of the community as possible. It is likely however that budgetary, resource or other restrictions may limit the range of community members you can engage with. If working in partnership with Islamic organisations it would be best to produce materials in the key languages of the Muslim community in your local area. This is likely to include English, Urdu, Arabic and Bengali²⁴.

5.3 Defining your Communication Methods

A good understanding of your target audience will inform the communication methods you choose. In order to engage as many sectors of the Muslim community as possible, a variety of communication methods should be considered, including:

²⁴ Pers Comms; March 2013, Carrington Street Mosque.

5.3.1 Older Generation (Aged 66+)

- Deliver presentations to Elderly groups with an interpreter;
- Distribute leaflets and posters to shops, community organisations and mosques;
- Hand out leaflets at Friday Prayers; and
- Put information in relevant newspapers or newsletters.

5.3.2 Middle Aged (Aged 36 – 65)

- Distribute leaflets and posters to shops, community organisations and mosques;
- Hand out leaflets at Friday prayers;
- Place information on websites and radio; and
- Deliver presentations to women's groups and other community groups.

5.3.3 Younger Generation (Aged 3 – 35)

- Deliver activities at Islamic schools (Madrassas) in English;
- Distribute leaflets and posters in English to schools; and
- Put information in English on social networking sites, forums and websites.

5.4 Developing your Communication Materials

In order to engage the Muslim community effectively and motivate them to recycle, you will need to ensure communication materials resonate with the local community and include appropriate language and messaging. It is recommended that communication materials including leaflets, posters, pull-up banners and presentations for use in community outreach activities are developed as part of the recycling intervention.

Communication materials should be produced in English, Urdu, Arabic, Bengali and others such as Farsi or Hindi, depending on the language of your target audience. You may wish to recruit a professional translator to help develop materials; translators can be sourced either from contacts within the Muslim community, or through an agency. Sometimes translating English language messages directly into other languages may change the meaning or reduce the impact of the key message. It may therefore be appropriate to engage a member of the community to help inform the style and language of the translated messages during the development of the materials, as well as to check that the final translation is accurate.

Some languages may read from right to left, therefore the layout of the leaflet will need to be changed from the standard English leaflet format. It should also be noted that there are different fonts used for different languages. For example, Indian and Pakistani Urdu readers prefer Persian style Urdu (Nastaliq).

Focus groups can be run with members of the community in order to test content and messaging for communication materials. It is likely that the community would prefer females and males to attend separate focus groups, likewise the facilitator and interpreter should be of the same gender as the focus group participants where possible. It is useful to have mocked up materials to stimulate debate and help to refine the development of the communication materials.

To help develop communication materials, previous research has identified that:

- Pictures should be used in place of words, where possible;
- Clear information should be provided about how to recycle;
- It was very important to state the financial benefits of recycling, both for the Council and residents; and
- The environmental benefits and impacts, both locally and globally, should also be included.

In addition to other types of communication materials produced, leaflets specifically should include:

- Three generations of a family recycling on the front cover of the leaflet;
- Women should be photographed wearing a hijab and elderly men should wear skull caps. Younger men do not need to have head wear;
- Images of alcoholic beverage containers should not be used;
- A variety of materials and recycling actions should be shown on the front cover of the leaflet;
- Step by step guidance on how to recycle, including specific reference to washing recyclates;
- Interesting 'Did you Know?' facts; and
- Accurate translation of specific words.

Models for photography requirements for the communication materials can be recruited directly from Muslim community organisations that have been contacted as part of the engagement process. If this is not possible they can be recruited through a model agency, although this can incur high costs. When organising a photo shoot the following should be considered:

- The props you will need;
- Seeking permission to photograph in the required location;
- Providing an incentive to the models, if they have been recruited from a community organisation;
- Ensuring the models are well briefed on what will be expected and what they should wear; and
- Ensuring the models sign a model release form (example in Appendix I).

The development of other materials, such as bin sticker, may also benefit the dissemination of your recycling message to your target audience. This will depend on the budget available.

Exemplar materials for Urdu speaking Muslims can be downloaded from the Zero Waste Scotland website and tailored to your requirements²⁵. Example materials can also be found in the Urdu Case Study section of this document.

5.5 Disseminating your Messages

Working with interpreters, or a volunteer from the Muslim community, when disseminating materials and engaging with the community is worthwhile. Representatives from key Muslim community organisations can be instrumental in effecting positive behaviour change, for example, by helping to distribute materials or deliver a presentation. If a member of the Muslim community is not able to act as an interpreter, one can be sourced from an agency. Interpreter services in Scotland are widely available via the internet.

5.5.1 Communication Materials

Identifying where you want to distribute the materials will help to establish quantities of materials required. Additional locations may be identified as the project progresses so producing additional copies of materials is recommended. Targeted distribution of materials at locations where your target audience attend is more effective than blanket distribution of materials to all households. Potential venues for your leaflets, posters and pull-up banners include:

²⁵ www.zerowastescotland.org.uk/languages

- Islamic organisations:
 - Mosques;
 - Islamic Centres;
 - Muslim Womens Groups;
 - Muslim Elderly Centres;
 - Young Muslim Groups;
 - Madrassas (Schools teaching Arabic, Urdu and Islam);
 - Pakistani Associations;
 - Islamic Resource Centres;
 - Islamic Cultural Centres;
 - Muslim MSP, MP or Councillor's offices.
- Other organisations and services accessed by Muslims:
 - Ethnic Minority Groups;
 - Integration Networks;
 - Multicultural Centres;
 - Libraries;
 - Community Centres;
 - Doctors;
 - Dentists; and
 - Schools.
- Businesses run and used by the Muslim community.

Organisations may be able to provide you with a directory of the Asian businesses, or be able to advise on some businesses to target in the area. The Muslim Directory website can be used to find businesses in your area.

Thought will need to be given as to where and how materials are distributed. Interviews with members of the Muslim community in Glasgow advised that Muslim men are more likely to attend religious organisations, whereas Muslim women will patronise women's groups and Asian shops.

Leaflets are more effective if distributed directly to people. In order to maximise impact you may want to focus on venues or events which are the busiest, including:

- Friday Prayers at the mosque. Friday is the busiest day for people attending prayers. Prayer times vary depending on sunset and sunrise so it is important to check with the local Imam or Mosque Secretary for the exact time;
- Eid celebrations. Eid-al-Fitr marks the end of the month long fast of Ramadan. The date of celebration changes yearly as it depends on the lunar Islamic calendar;
- Outside a busy supermarket used by members of the Muslim community; and
- Parents dropping off their children at Madrassa.

Ramadan is a month long fast observed by Muslims. It is likely that Muslims will be less engaged in non-religious activities during this time so it is not a good time to try to run events or activities. www.ramadantimetable.co.uk is a useful website for finding out when Ramadan is.

Leaflets can also be distributed in community newsletters, newspapers or magazines or posted out to community organisations or mosque contact lists. Collaborating with local supermarkets to put leaflets in bags is a more effective way to disseminate materials than leaving leaflets for shoppers to pick up.

5.5.2 Face-to-face Engagement

Face-to-face engagement is a valuable way of engaging with community members about recycling. It may be useful to be accompanied by an interpreter, since older people may not be able to read communication materials. Engagement sessions can be made interactive, depending on the allocated time and the audience.

You may want to consider delivering activity sessions to children at:

- Madrassas;
- 'Young Muslim' groups (www.ymuk.net); and
- Other childrens groups run by the local mosque.

Presentations can also be delivered to to community groups such as:

- Elderly groups;
- Womens groups; and
- Islamic education groups.

These engagement sessions also provide an opportunity to distribute leaflets to attendees afterwards.

Working with interpreters during the different stages of the project can be costly in both time and money and this should be budgeted for at the outset. Interpreters and translators may be needed for:

- Carrying out any pre and post research, such as a survey;
- Interpreting at focus groups;
- Translating mocked-up materials prior to focus groups;
- Translating the final materials;
- Helping to engage the community face-to-face; and
- Communicating with business owners when materials are distributed.

Costs can be reduced if volunteers or community organisation staff can be recruited to help translate.

The provision of recycling facilities to organisations can provide an incentive for community groups to get involved in the engagement project and show a good example to members who attend the organisation.

5.5.3 Press

Utilising local press by providing articles or adverts is an effective way to communicate. Table 6 shows newspapers and magazines that are produced for Asian readers²⁶ or Muslims in Glasgow. There may be similar publications in your area and your local organisation representatives may be able to advise.

²⁶ The term 'Asian Readers' refers both to people of Asian descent who read information in their own language, as well as those who read information in English about Asian topics.

Table 6 Newspapers and Magazines for Asian readers or Muslims in Glasgow

Publication Name	Address	Tel / Email
Awaz News	270 Pollockshaws Road, Glasgow, G41 2QE	0141 423 2786 info@awaznewspaper.com
ID Magazine	The Property Store, 111 Albert Drive, Glasgow, G41 2SU	0141 419 0733 shabana@idmag.co.uk
Shabaroze		shaboroze@gmail.com
Friday People	16 Wickham Avenue Glasgow, G77 6AU	

5.5.4 Radio

You may also want to consider radio interviews. Table 7 details Asian radio stations.

Table 7 Asian Radio Stations

Station Name	Address	Tel / Email	Website
Radio Ramadhan, Glasgow	27 Arlington Street, Glasgow, G3 6DT	0141 574 4700	www.radioglasgow.org/
Radio Ramadan, Edinburgh		0131 662 8796 info@radiatoramadanedinburgh.com	http://radiatoramadanedinburgh.com/
Awaz FM	Craig House, 1st Floor, 64 Darnley Street, Glasgow, G41 2SE	0141 420 6666 info@awazfm.co.uk	www.awazfm.co.uk/

5.5.5 Online

Electronic versions of the leaflet or poster can be used in the following ways:

- Posted on websites used by the Muslim community e.g. mosque websites;
- Posted on forums used by the Muslim community e.g. www.glasgowmuslims.com;
- Posted on the Facebook or Twitter accounts of community organisations e.g. Young Muslims Glasgow Facebook Page; and
- Emailed out to community organisations' contact lists.

These are all effective ways of reaching the younger Muslim audience.

6 Case Study 2: Pilot to Engage the Urdu Speaking Muslim Community of Glasgow in Recycling

6.1 Aims and Objectives

A pilot was run in partnership with Glasgow City Council and Zero Waste Scotland with the Urdu speaking Muslim community from August 2012 to April 2013. The project aimed to:

- Increase recycling awareness amongst the Urdu speaking Muslim community; and
- Increase recycling rates amongst Urdu speaking Muslim households, with particular focus on Glasgow City Council's blue bin recycling service.

The pilot area was selected within the west end of Glasgow as there are a substantial number of Urdu speaking residents here, however engagement was also carried out in the whole of Glasgow through media channels.

The pilot involved:

- Collaborating with Muslim community organisations and religious centres, and individuals;
- Developing and disseminating Urdu instructional and motivational recycling leaflets and posters;
- Engaging with specific Muslim groups to disseminate information face-to-face;
- Using existing Muslim and Asian media and communication channels to disseminate the messages; and
- Monitoring and evaluating the effectiveness of the pilots.

Mosques and other Islamic organisations were collaborated with in the development of this engagement project.

6.2 Research and Preparatory Stage

The 2001 Census showed that the largest ethnic minority group in Scotland was Pakistanis, who made up 0.63% of the Scottish population (31,793)²⁷ and 49% of the total ethnic minority population of Glasgow (15,330). The majority of Pakistanis speak Urdu or Punjabi, and read Urdu and the majority are Muslim (85%). Therefore this pilot focuses on how to engage with members of the Urdu speaking Muslim community. Previous research carried out for Zero Waste Scotland identified how to best engage the Urdu speaking Muslim community in recycling and identified key community contacts. Depth interviews were therefore carried out with the following Muslim Organisation representatives:

- Imam, Secretary and Member, Carrington Street Mosque;
- Media and Communications Officer, Muslim Council of Scotland; and
- Director and Youth Development Officer, Andalus.

These interviews were carried out to help to more fully understand:

- The aims and activities of the organisations;
- The demographics and languages of the members or users of the organisations;
- The recycling facilities used by the organisations;
- The most appropriate communication materials, communication methods and community outlets that could be used to engage and encourage the Muslim community in recycling, including opportunities for information dissemination, presentations, activities and events;

²⁷ <http://www.scotland.gov.uk/Publications/2004/02/18876/32939>

- The willingness of the organisations to be involved with the pre and post evaluations, and the development and review of the communication materials;
- Any cultural or language issues; and
- Other relevant organisations to engage with.

The interviews identified initial opportunities for engagement and included:

- Links to the Andalus²⁸ website and Facebook page;
- Distribution of communication materials to contacts listed by the Muslim Council of Scotland;
- Using the Imam (Islamic leader) to promote recycling during prayers;
- Posters and leaflets dissemination after Friday prayers at Carrington Street Mosque;
- Presentations to Women's Reading Circle and the Evening School at Carrington Street Mosque;
- Delivering interactive classes with children at Andalus; and
- Engaging with the mothers of children who attend classes at Andalus.

Following the initial interviews, Muslim specific communication materials were developed in consultation with the Centre Coordinator for the Garnethill Multicultural Centre and the Community Outreach Officer for the Glasgow Council of Voluntary Services. The draft materials were tested and refined via focus groups with members of the Muslim community: Group 1 was with men (7 attendees) and Group 2 was with women (9 attendees); an Urdu and Punjabi interpreter of the same sex as the focus group was present in both groups.

The groups identified that the communication materials should include the following information:

- Pictures should be used in place of words, where possible;
- Clear information should be provided about how to recycle;
- It was very important to state the financial benefits of recycling, both for the Council and residents and the environmental benefits and impacts, both locally and globally;
- Three generations of a family recycling on the front cover of the leaflet engaging in recycling;
- Women should be photographed wearing a hijab and elderly men should wear skull caps. Younger men do not need to have head wear;
- Images of alcoholic beverage containers should not be used;
- A variety of materials and recycling actions should be shown on the front cover of the leaflet;
- Step by step guidance on how to recycle, including specific reference to washing recyclates;
- Interesting 'Did you Know?' facts; and
- Accurate translation of specific words.

All these findings were incorporated into the leaflets. Models for the leaflet were recruited from the Muslim community by the interpreter.

Prior to the start of the intervention a face-to-face pre-survey was carried out with 34 members of the Muslim community in the Woodlands area of Glasgow using an Urdu and Punjabi interpreter. This survey was carried out to help inform the development and the delivery of the pilot project and specifically to help identify:

- Current attitudes and behaviour towards recycling, including awareness of existing recycling communications;
- The range of locally attended Muslim groups, organisations and religious centres;
- What communication materials and methods would be most effective at engaging the Muslim community in recycling; and

²⁸ <http://www.andalus.co.uk/>

- Local community attitudes towards the proposed pilot.

The results from the survey are detailed in the Zero Waste Scotland Urdu Pre-Pilot Survey Report²⁹. Some of the key findings were:

- Over three-quarters of the community said they were currently recycling: paper and plastic bottles were the most common materials recycled with fewer people recycling cans and cardboard;
- Women were more likely to be responsible for recycling at home than men;
- Just under two-thirds of residents were aware of communication materials about recycling in Glasgow, and these were available only in English;
- The majority of people interviewed were in favour of the pilot, indicating it would be well received by the community;
- To engage the Muslim community in recycling, written information should be provided in Urdu;
- Mosques, other organisations attended by Muslims, community centres, shops and schools were identified as key locations for engaging the community; and
- The principle methods of engagement should include posters, leaflets, radio and direct community engagement activities such as presentations or stands at events, as well as education in schools.

6.3 Communication Materials

Communication materials (leaflets, poster and presentations) were developed using the findings from the depth interviews, focus groups and the pre-survey. The Urdu and English versions of the leaflets produced are displayed in Figures 7 and 8.

Two Urdu posters were also produced; one version had the wording 'Pick up your leaflet here' and one did not, to allow for premises that would not accept leaflets. The Urdu and English versions of the posters are shown in Figures 9 and 10.

The Urdu leaflets and posters can all be downloaded from the Zero Waste Scotland website.³⁰

²⁹ Zero Waste Scotland Urdu Pre-pilot Survey Report November 2012; available from Zero Waste Scotland.

³⁰ www.zerowastescotland.org.uk/languages

recycle for Glasgow

نیلے بن میں

ری سائیکلنگ کریں

ری سائیکلنگ کے لئے ہدایات

ری سائیکل کریں۔ دنیا کو بہتر بنائیں

recycle for Glasgow

ری سائیکلنگ کرنے کی وجوہات

ری سائیکلنگ ماحول کے لئے اچھی ہے

- جب کوڑا کرکٹ لینڈ فل سائٹ میں کٹنا سڑتا ہے تو وہ ایک کیس خارج کرتا ہے جو موسمیاتی تبدیلی میں ایک اہم رول ادا کرتی ہے۔ موسمیاتی تبدیلی انسانوں اور ماحول کے لئے خطر ہے۔ ری سائیکلنگ کر کے ہم اسے کم کرنے میں مدد کر سکتے ہیں۔
- ری سائیکلنگ نیا خام مواد حاصل کرنے کی ضرورت کو کم کرتی ہے اور نئے خام مواد سے اشیاء بنانے کی نسبت کم توانائی استعمال کرتی ہے۔

سکاٹش حکومت کا کہنا ہے کہ ہمیں ری سائیکلنگ کرنی چاہیئے

- 2020 تک سکاٹ لینڈ کو 60% کوڑا کرکٹ یا نو ری سائیکل کرنا چاہیئے یا اس کی کھاد بنانی چاہیئے۔

کیا آپ جانتے ہیں؟

- نئے مواد کی بجائے ری سائیکل شدہ مواد سے کپن بنانے میں 95% کم توانائی استعمال ہوتی ہے۔
- پلاسٹک کی 25 بوتلوں سے کسی بالغ شخص کی ایک فلیس جیکٹ تیار کی جا سکتی ہے۔
- برطانیہ میں چھپنے والے سارے اخبار ری سائیکل شدہ کاغذ سے تیار کئے جاتے ہیں۔
- 10 دنوں سے کم مدت میں کارڈ بورڈ کا ایک باکس نیا بن کر شیلف پر آ سکتا ہے۔

کسی اچھی چیز کو کوڑے کرکٹ میں نہ جانے دیں۔

مزید ایڈلٹ یا پوسٹروں کے لئے دیکھیں ویب سائٹ: www.zerowastescotland.org.uk/languages

www.glasgow.gov.uk/recycling

کس مواد کو ری سائیکل کرنا چاہیئے؟

جی ہاں! براہ مہربانی صرف اس مواد کو نیلے رنگ کے ری سائیکلنگ کنٹینروں میں ڈالیں

کارڈ بورڈ	مشروبات کے کپن	کھانے کے ٹن	کاغذ	پلاسٹک کی بوتلیں
✓	✓	✓	✓	✓

برائے مہربانی اس مواد میں سے کوئی بھی چیز نیلے رنگ کے ری سائیکلنگ کنٹینروں میں نہ ڈالیں

خاکہ لافانے	کیرٹر بیگ	کھانے اور مشروبات کے کارٹن	شیشے کی بوتلیں اور جار	کھانے کے پلاسٹک کے کنٹینر
✗	✗	✗	✗	✗

خوداک اور مشروبات کے کارٹن اور شیشے کی بوتلوں اور جاروں کو دوسری جگہوں پر ری سائیکل کیا جا سکتا ہے۔

recycle for Glasgow

ری سائیکلنگ کیسے کرنا ہے

پچھلے سال گلاسگو میں 1.3 ملین بوٹ لینڈ فل ٹیکس ادا کیا۔ اگر ہم سب ری سائیکل کریں تو اس رقم کو کم کیا جا سکتا ہے۔

آپ کے نیلے رنگ کے ری سائیکلنگ کنٹینر

یہ آپ کے ری سائیکلنگ کنٹینر ہیں جن کو استعمال کرنا آسان اور سادہ ہے۔

ہم جن اشیاء کو ری سائیکل کرتے ہیں، ان کا کیا استعمال ہوتا ہے؟

نئی اشیاء بنائی جاتی ہیں	ان کو الگ الگ قسموں میں بانٹا جاتا ہے	اشیاء کی جاتی ہیں

جن اشیاء کو آپ ری سائیکل کرتے ہیں ان سے نئی اشیاء بنائی جاتی ہیں

- 1 ری سائیکلنگ کے لئے اشیاء اکٹھی کریں۔
- 2 کپن، پلاسٹک کی بوتلیں، اور ٹنوں کو دھوئیں اور ان کے ڈھکن اتار دیں۔
- 3 کارڈ بورڈ کو دبا کر چپٹا کر دیں۔
- 4 کپن، کارڈ بورڈ، کاغذ، پلاسٹک کی بوتلیں اور ٹن نیلے رنگ کے ری سائیکلنگ کنٹینر میں ڈال دیں۔
- 5 ہم اسکو لے جائیں گے۔ یہ بہت سادہ اور آسان طریقہ ہے۔

ہم جن اشیاء کو ری سائیکل کرتے ہیں، ان کا کیا استعمال ہوتا ہے؟

نئی اشیاء بنائی جاتی ہیں	ان کو الگ الگ قسموں میں بانٹا جاتا ہے	اشیاء کی جاتی ہیں

جن اشیاء کو آپ ری سائیکل کرتے ہیں ان سے نئی اشیاء بنائی جاتی ہیں

Figure 7 Urdu Leaflet (inside and outside pages)

Blue Bin Recycling

Your guide to recycling

Recycle. Make it a better world

Reasons to Recycle

Recycling is good for the environment

- When waste breaks down in a landfill site it gives off a gas which contributes to climate change. Climate change is harmful to people and the environment. By recycling we help to reduce this.
- Recycling reduces the need to extract new materials and uses less energy than making products from new materials.

The Scottish Government says we should recycle

- By 2020 Scotland must recycle or compost 60% of its waste.

Did you know?

- Making a can from recycled materials uses 95% less energy than making one from new materials.
- An adult fleece jacket can be made from 25 plastic bottles.
- All of the newspapers produced in the UK are made from recycled paper.
- In less than 10 days a cardboard box can be back on the shelf as a new box.

Don't let a good thing go to waste

For more leaflets or posters go to:
www.zerowastescotland.org.uk/languages

www.glasgow.gov.uk/recycling

What materials should be recycled?

YES Please only recycle these materials in the blue recycling containers

Cardboard	Drinks cans	Food tins	Paper	Plastic bottles

NO Please do not recycle any of these materials in the blue recycling containers

Brown envelopes	Carrier bags	Food and drinks cartons	Glass bottles and jars	Plastic food containers

Top tip Food and drinks cartons and glass bottles and jars can be recycled at other locations.

Last year Glasgow City Council paid £13 million in landfill tax. This amount can be reduced if we all recycle.

How to Recycle

- 1 Collect your materials for recycling.
- 2 Wash your cans, plastic bottles and tins and remove lids.
- 3 Flatten your cardboard.
- 4 Place your cans, cardboard, paper, plastic bottles and tins into the blue recycling container.
- 5 We will collect it. It's that easy and simple to recycle.

Recycling Containers

These are your recycling containers which are easy and simple to use.

Your Blue Recycling Containers

Please place cardboard, drinks cans, food tins, paper and plastic bottles into your recycling containers.

What happens to the materials I recycle?

The materials you recycle will be made into new products.

--	--	--

Figure 8 English Leaflet (inside and outside pages)

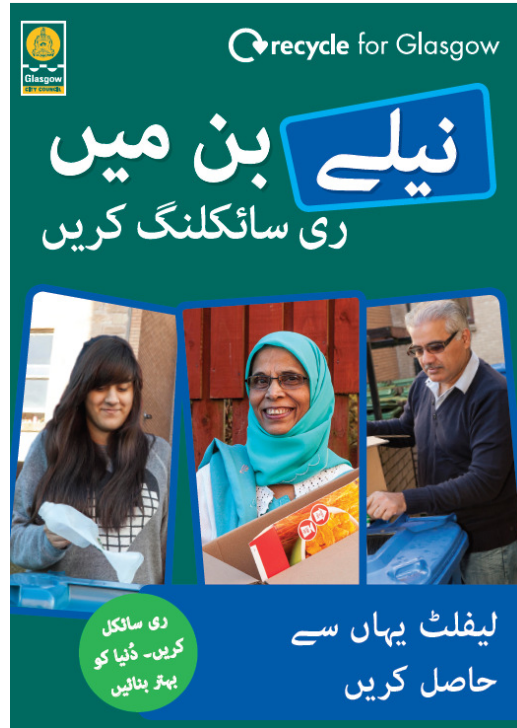
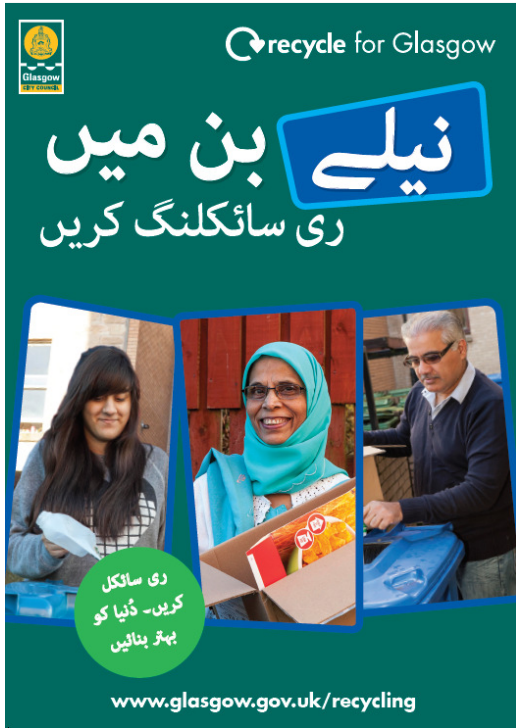


Figure 9 Urdu Posters



Figure 10 English Posters

6.4 Intervention Stage

The intervention stage consisted of the distribution of leaflets and posters and direct community engagement activities across the Muslim Community. A total of 1000 Urdu leaflets and 30 of each poster type were distributed during the pilot to the locations detailed in Table 8. Organisations and businesses were provided with the relevant numbers of Urdu communication materials. Although English language materials were developed, these were not produced for this pilot due to budget constraints.

Table 8 Organisations and Businesses Who Received Leaflets and Posters

Organisation	Business
Andalus	KRK Brothers
Carrington Street Mosque	Z Store
Arlington Street Madrassa	Madina Foodstore and Halal Butcher
Napiershall Street Centre (Asra)	Sell and Repair
Garnethill Multicultural Centre	Kohli Travel
Women's Reading Circle	Global Technology
Hanzala Malik MSP	KRK Supermarket
Central Mosque	El Baraka
Muslim Women's Resource Centre	Halal Butchers
	1 Click Computers
	Zum Zum Fabrics
	Beautique
	Hakim's Oriental Food Store

Leaflets were distributed to men attending Friday Prayers at Carrington Street Mosque³¹ and the Central Mosque, as well as to parents delivering children to the Arlington Street Madrassa and attendees at the Asra elderly centre.

An Urdu leaflet was posted on www.glasgowmuslims.com³² (a website and forum used by 45-50 people a day); an article about the recycling intervention was published in the April edition of Awaz News; and a radio interview about the recycling intervention was broadcast on Radio Awaz in partnership with the Waste Services Team at Glasgow City Council.

Presentations were also delivered to men and women (separately) at the Asra Elderly Centre; and the leaflet was discussed with the leader of the Women's Reading Circle.

6.5 Evaluation Stage

At the end of the intervention a face-to-face post survey was carried out with 24 members of the Muslim community in the Woodlands area of Glasgow using an Urdu and Punjabi interpreter. This survey was carried out to review the effectiveness of the pilot project and specifically to help to identify:

- Any changes in attitudes and behaviours towards recycling;
- Awareness of any recycling communications and intervention activities carried out as part of the pilot; and
- Local community opinions of the effectiveness of the pilot.

³¹ Some leaflets were returned when they realised the leaflet was in Urdu and they could not read it. This highlighted the need for a leaflet with multiple languages, if delivered through Islamic organisations where not everybody speaks Urdu.

³² The leaflet can be found here <http://www.glasgowmuslims.com/story/recycling-information-urdu>

The results from the survey are detailed in the Zero Waste Scotland Urdu Post-pilot Survey Report³³; the key findings were:

- There was a slight increase in the number of people who said they were now recycling; from 76% in the pre-survey to 88% in the post survey;
- There was no impact on the number and range of materials that people said they were recycling;
- There was a slightly higher awareness of the recycling communication materials and activities across the community, with over two-fifths of the community now aware; from 38% in the pre-survey to 42% in the post survey;
- There was no impact on respondents' efforts to recycle; and
- Only one-fifth of respondents had seen the pilot leaflet.

An exit depth interview was also undertaken with the Imam and the Assistant Secretary at the Carrington Street Mosque to:

- Review the successes and failures of the project;
- Identify improvements that could be made to any future projects; and
- Explore ways of replicating the project with other Muslim communities living in other areas of Scotland.

6.6 Outcomes

There was limited success achieved with this pilot. The project had a minor impact in raising awareness of recycling across the Urdu speaking Muslim community living in Glasgow; although the community were recycling slightly more, there was no increase in the effort made to recycle.

The following factors contributed to the success of the pilot, including the:

- Selection of a suitable pilot area with a large Muslim community and a dedicated project manager to deliver the project;
- Network of active Muslim community organisations and religious centres;
- Community of specific Asian businesses; and
- The range of methods used to engage the community: leaflets, posters, presentations, radio, newspaper, websites in a mix of Urdu and English to engage different age groups.

Limitations of the pilot included:

- Only the Urdu speaking members of the Muslim community were targeted. This resulted in:
 - The majority of engagement being with mainly elderly members of the community; and
 - Alienating some members of this community as they felt they were being targeted for not recycling.
- English versions of the communication materials – although developed – were not produced due to budget constraints thereby reducing the reach of these materials across the younger members of the Muslim community.

6.7 Recommendations

In principal although the approach was welcomed by the community to engage them in recycling, and the communication materials produced were deemed to be effective, the following additional recommendations are made for any future engagement projects with members of the Muslim community:

³³ Zero Waste Scotland Urdu Post-pilot Survey Report April 2013; available from Zero Waste Scotland.

- Rather than targeting a specific sub-section of the Muslim community – e.g. Urdu speaking members – the whole Muslim community should be targeted;
- Communication materials should be made available in English as well as a range of languages appropriate for the target Muslim community, and likely to include some of the following: Urdu, Arabic, Bengali, Farsi or Hindi;
- Further engagement activities could be undertaken with doctors and dentists surgeries, local libraries, as well as children and young people;
- Recycling infrastructure could be made available within organisations and businesses to help support and reinforce positive recycling behaviour away from home;
- If engaging predominantly with Pakistani and Urdu readers the Persian style Urdu font should be used (Nastaliq) rather than the Arabic style Urdu font;
- Try to organise with an Imam or religious figure to help develop a leaflet or other material which shows the connection between Islam and responsible environmental behaviour. This could be complemented by the Imam discussing it during Friday Prayers.

Appendix 1

Example Model Release Form

MODEL RELEASE FORM	
To the photographer: _____ (name)	
Address: _____ _____ _____ Phone: _____	
From the model: _____ (name)	
Address: _____ _____ _____ Phone: _____	
Photographs taken on _____ (date) at _____ (location)	
In exchange for receiving (check/tick as appropriate): <input type="checkbox"/> modelling fee in the amount of _____ <input type="checkbox"/> free prints	
I, the model, grant you, the photographer, usage of the photographs subject to the following conditions:	
<ul style="list-style-type: none"> ● I understand that the photographs taken of me during this sessions can be used wholly or in part in any publication (commercial or otherwise), portfolio or public display (delete any that aren't applicable). ● The photographs may be used to represent an imaginary person and any wording associated will not be attributed to me unless my name is specifically mentioned. ● Any special conditions on usage agreed between the model and photographer: _____ _____ 	
Model: _____ Photographer: _____ <i>both parties to sign here to agree these special conditions.</i>	
I acknowledge that by signing this form, subject to the usage restrictions above, I give up all claim of ownership of the photographs, and assign copyright to the photographer named above. No further payment will be due. Use of the photographs may be granted to third parties, however the photographs will remain the property of the photographer.	
I have read this form carefully and fully understand the implications. I am 18 years old or over.	
Signed: _____ (model) Date: _____	
If the model is under 18 years of age, a parent or legal guardian must sign:	
Parent/guardian: _____ Date: _____	
Address: _____ _____ Phone: _____	



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