

# **Waste as an Environmental Issue in the OECS**

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Environment and Sustainable Development Unit (ESDU)

## **OECS region:**

- **is rich in biological diversity**
- **has relatively high rates endemism**
- **provides habitat and nesting sites for non-endemic migratory species**
- **is the fifth ranking “hot spot” in the world**
- **is one of the highest priorities in any global strategy for biodiversity conservation and sustainable management**



**Governments of the OECS Member States have made significant commitments to protecting their countries' resources:**

- **signatories to international conventions**
- **formulation and adoption of policy statements, legal and institutional instruments**
- **recent environmental programs**
- **financial support of conservation activities through budget allocations**



## **At the sub-regional level:**

- **in 2000 issued and subsequently endorsed the SGD**
- **revised the SGD in 2006**
- **initiated OPAAL project in 2004**
  - **first phase of a proposed 15 year program**
  - **end-goal of program is an integrated system of protected in OECS Member States,**
  - **protect and conserve ecologically-sustainable, representative samples of the region's rich biodiversity**
  - **create sustainable livelihoods for communities in and around the protected areas**



- **main thrust of OPAAL is biodiversity conservation and sustainable development.**
- **it demonstrates strategic consistency with approaches embodied in various strategies in the region and the world**
  
- **including the OECS Development Charter, the SGD, and the World Bank's country Assistance Strategy**



## **Objectives and methodology**

### **2007 OECS survey on environmental awareness**

- **to assess people's knowledge of, potential attitude to, and practices, in relation to the environment**
- **KAP Survey was part of a broader commitment to advance and promote the environmental management based on sound research and through delivery of a comprehensive programme of training and education**
  - **Cultural Marketing Communication (Caribbean) Ltd. contracted to manage survey and analyse data**



## **Survey initially designed to allow for broad-based participation**

- **based on cluster sampling plan to capture an estimated 250 respondents per Member State**
  - **subsequently changed to 225 due to cost considerations**

**The survey instrument included questions in the form of**

**(a) multiple choice**

**(b) open ended with answer choice grids provided where applicable**



## **Other considerations for the sampling plan include:**

- 1. Wide in-country geographical distribution**
- 2. Age ranges proportionate to population age distribution**
- 3. Gender in proportions mirroring population ratio**
- 4. Broad educational distribution, where possible**
- 5. Broad economic distribution, where possible**



## **Nationally representative household samples were selected via four (4) stages**

- **obtaining descriptions (i.e. Enumeration Districts (EDs)) per country;**
- **identifying a single regional sampling approach;**
- **selecting samples based on above; and**
- **preparing maps and boundaries for field use.**



- **EDs were stratified (parish),**
- **a random start point assigned,**
- **further selections made from population generated intervals**  
**taking into account requisite number of country interviews (n = 225).**

**Final EDs were clustered (approx. three (3) each), allowing for parish spread, and proportionality-to-population-size.**



**Target households were selected from random start within EDs, target respondents being selected on a last birthday basis.**

**At household level, one member was selected and screened for eligibility.**

**Only one (1) callback was instituted, after which any failures to locate the target respondent resulted in replacement**

- **(within-household, according to next-birthday; or next household, in any event of vacant/ineligibility /refusals).**



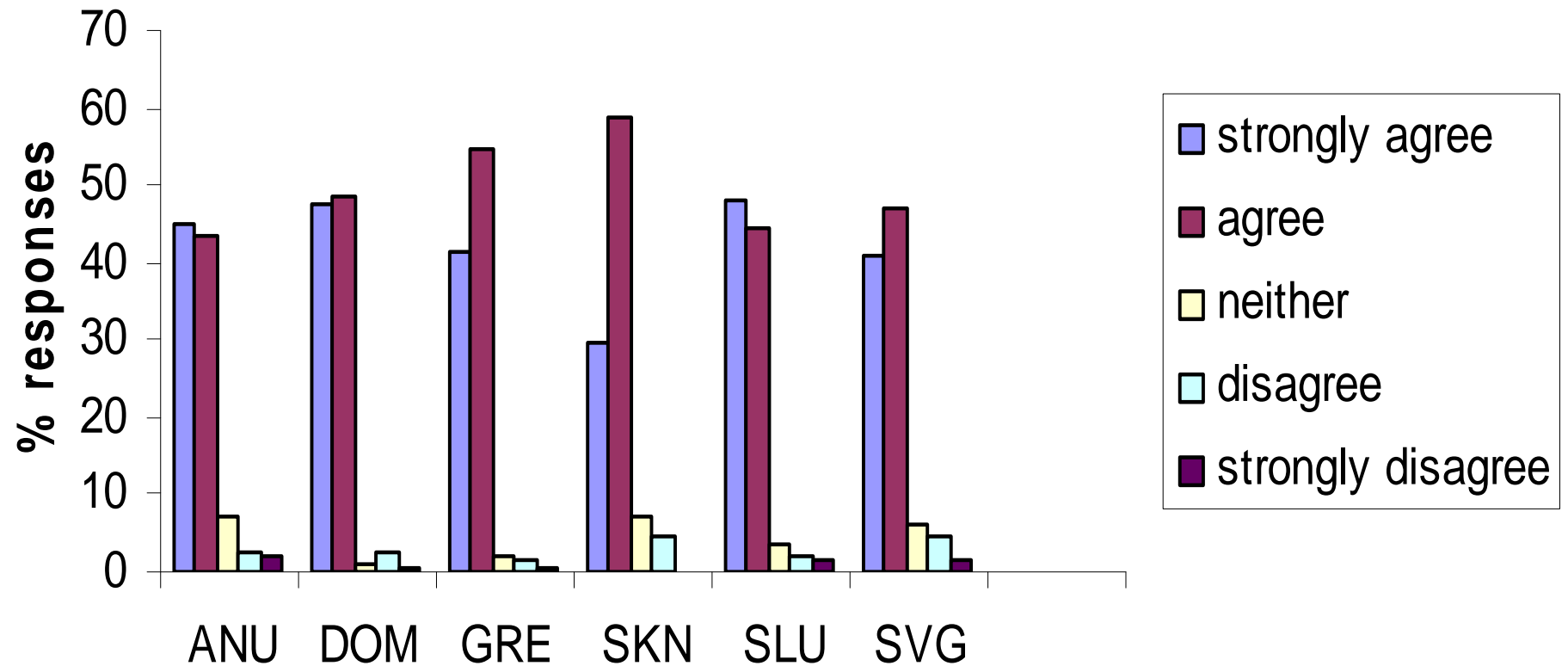
**Table 1. Number of Interviews completed per country**

	<b>Households</b>	<b>Departmental</b>
<b>Antigua &amp; Barbuda</b>	<b>209</b>	<b>18</b>
<b>Dominica</b>	<b>222</b>	<b>25</b>
<b>Grenada</b>	<b>229</b>	<b>25</b>
<b>St. Kitts &amp; Nevis</b>	<b>224</b>	<b>25</b>
<b>St. Lucia</b>	<b>225</b>	<b>27</b>
<b>St. Vincent &amp; the Grenadines</b>	<b>225</b>	<b>25</b>
<b>TOTAL</b>	<b>1,334</b>	<b>145</b>

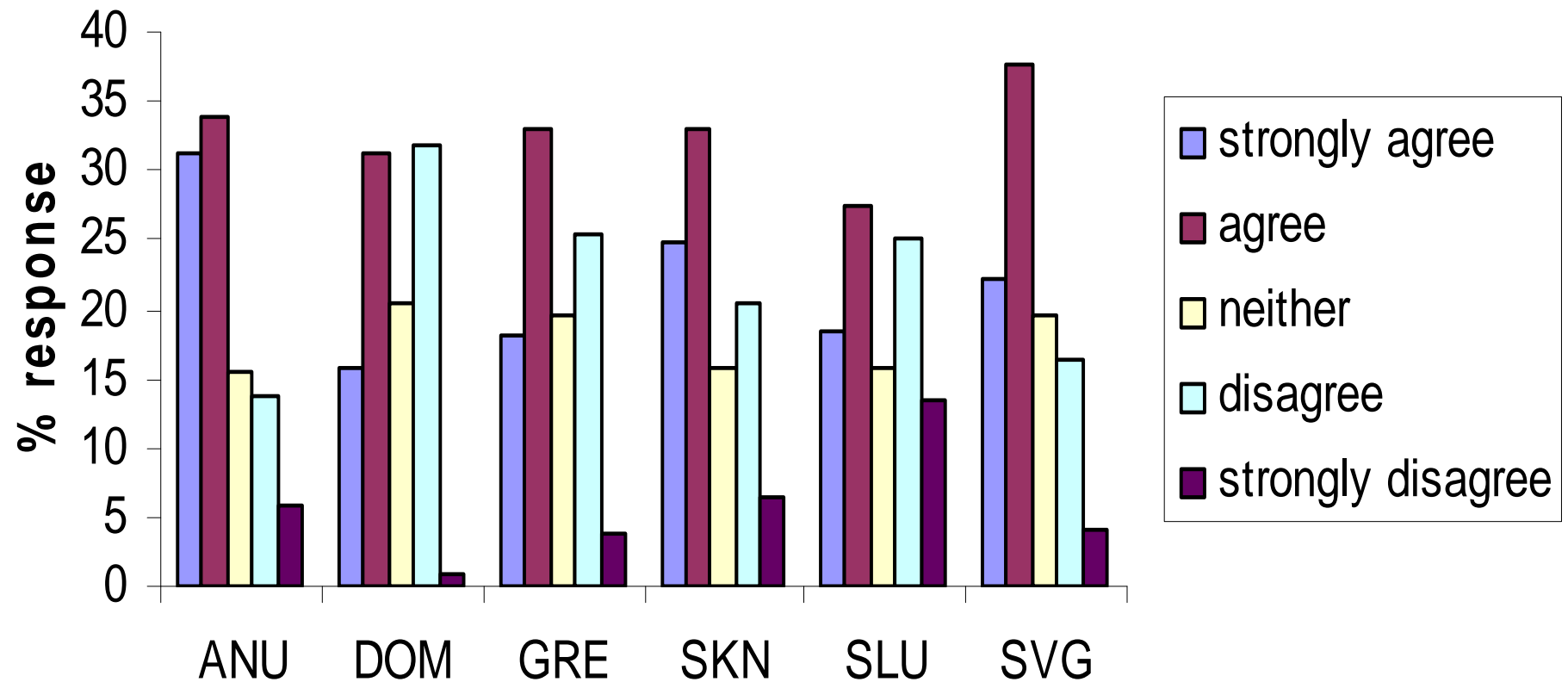
**Data analyses used SPSS (without interaction)**



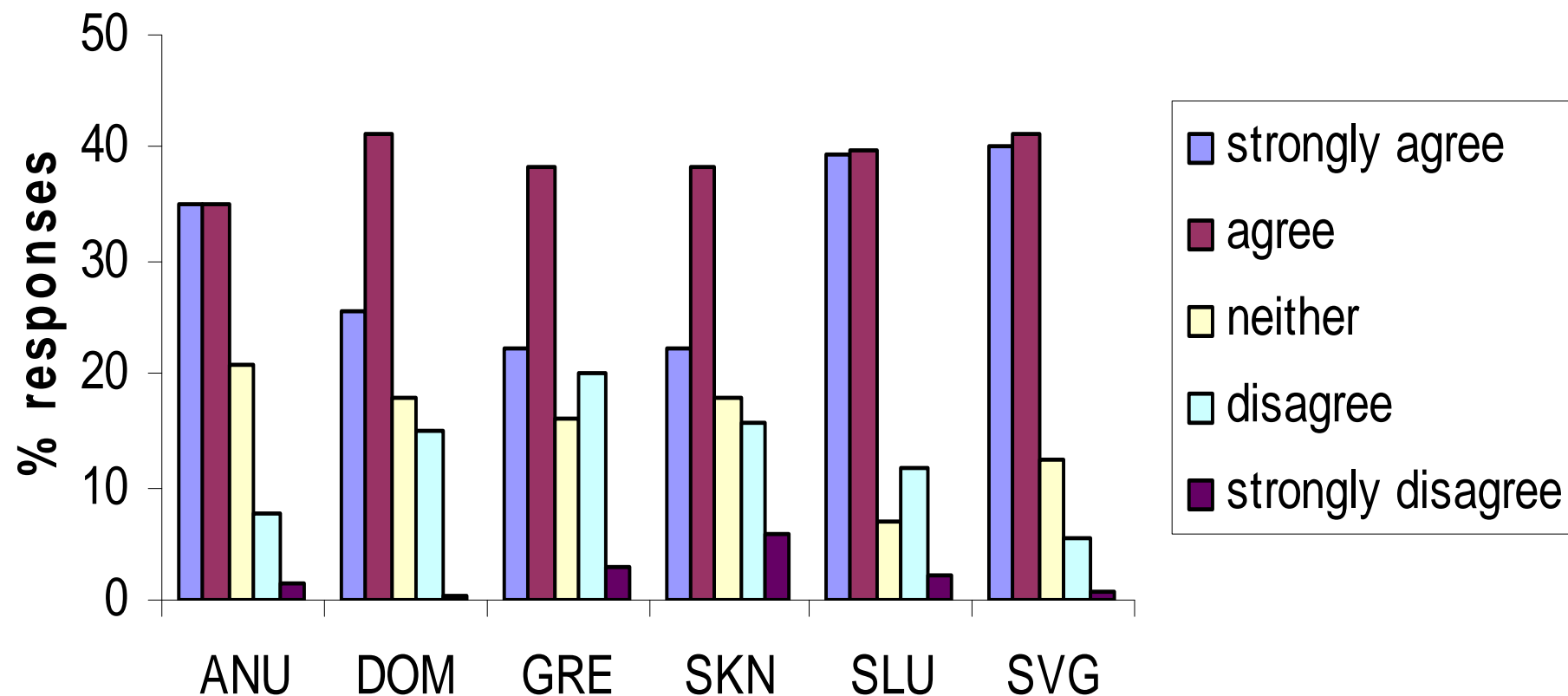
## Individuals have a role in environmental maintenance



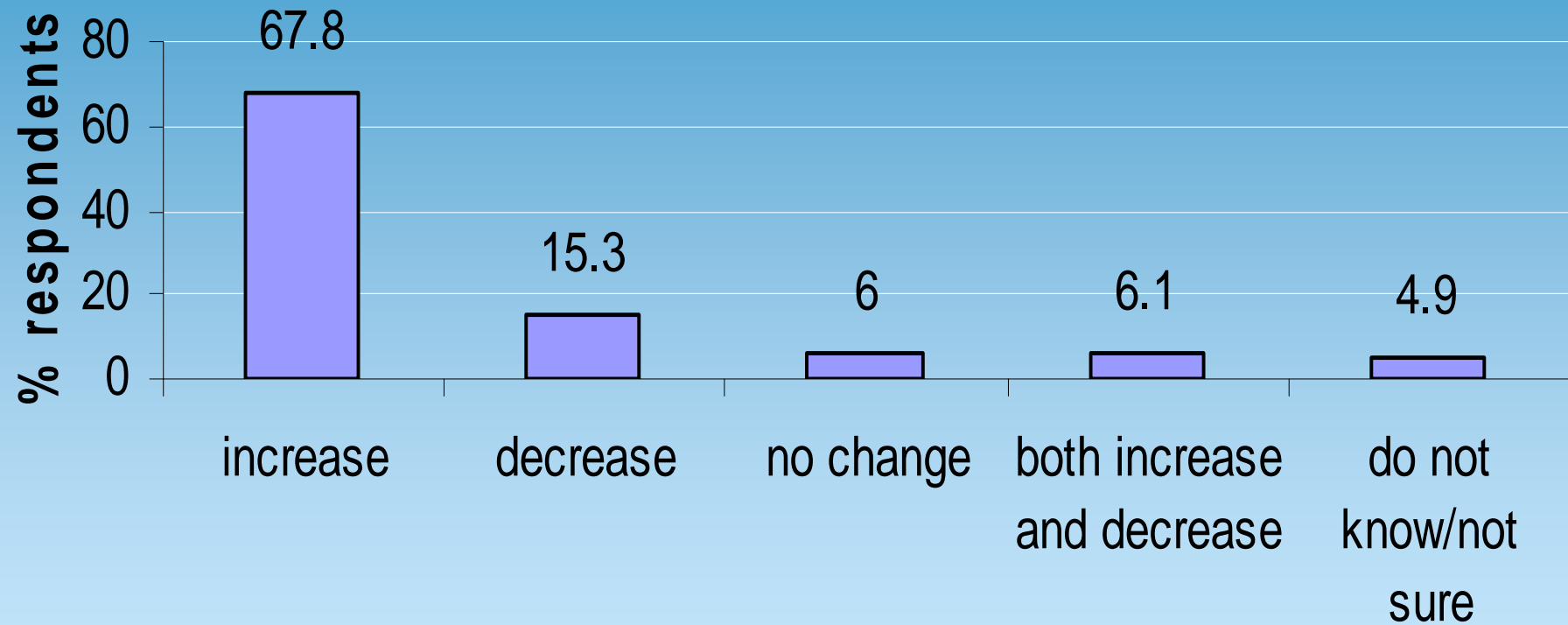
# Government is responsible for maintaining the environment



## Most environmental problems caused by people inside the country



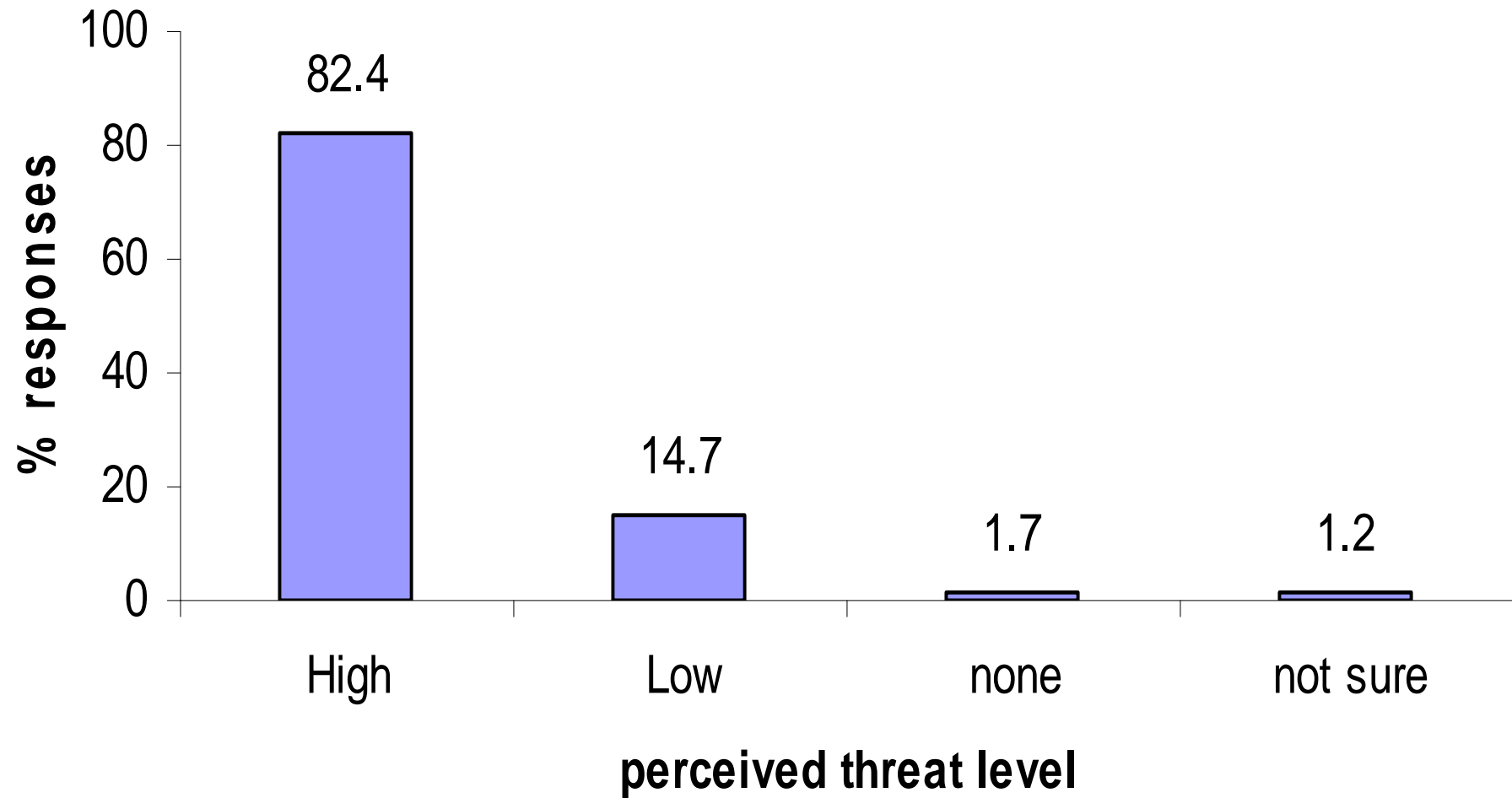
# Perceived change in solid waste in the past 5 years



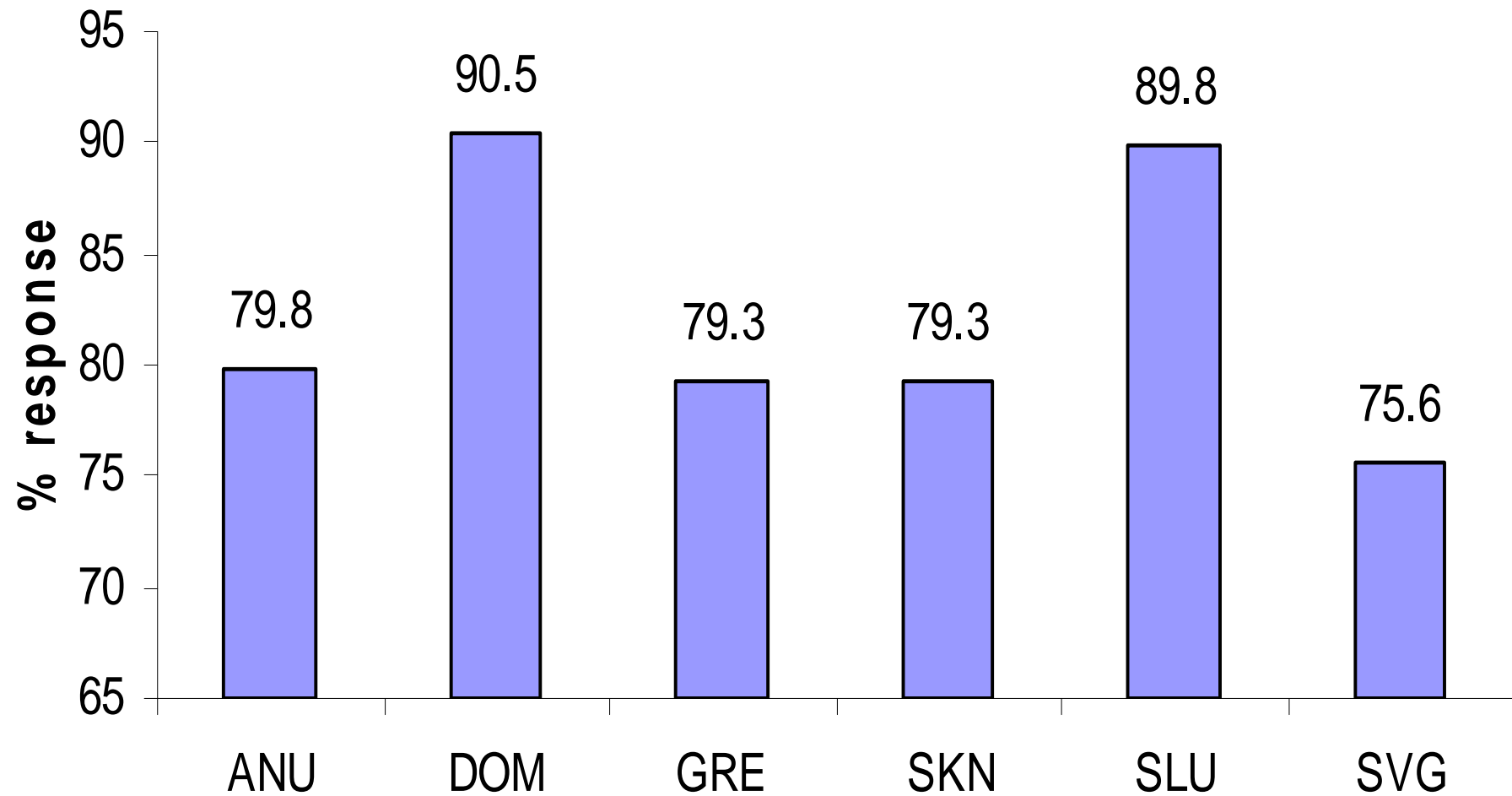
percieved change in solid waste production



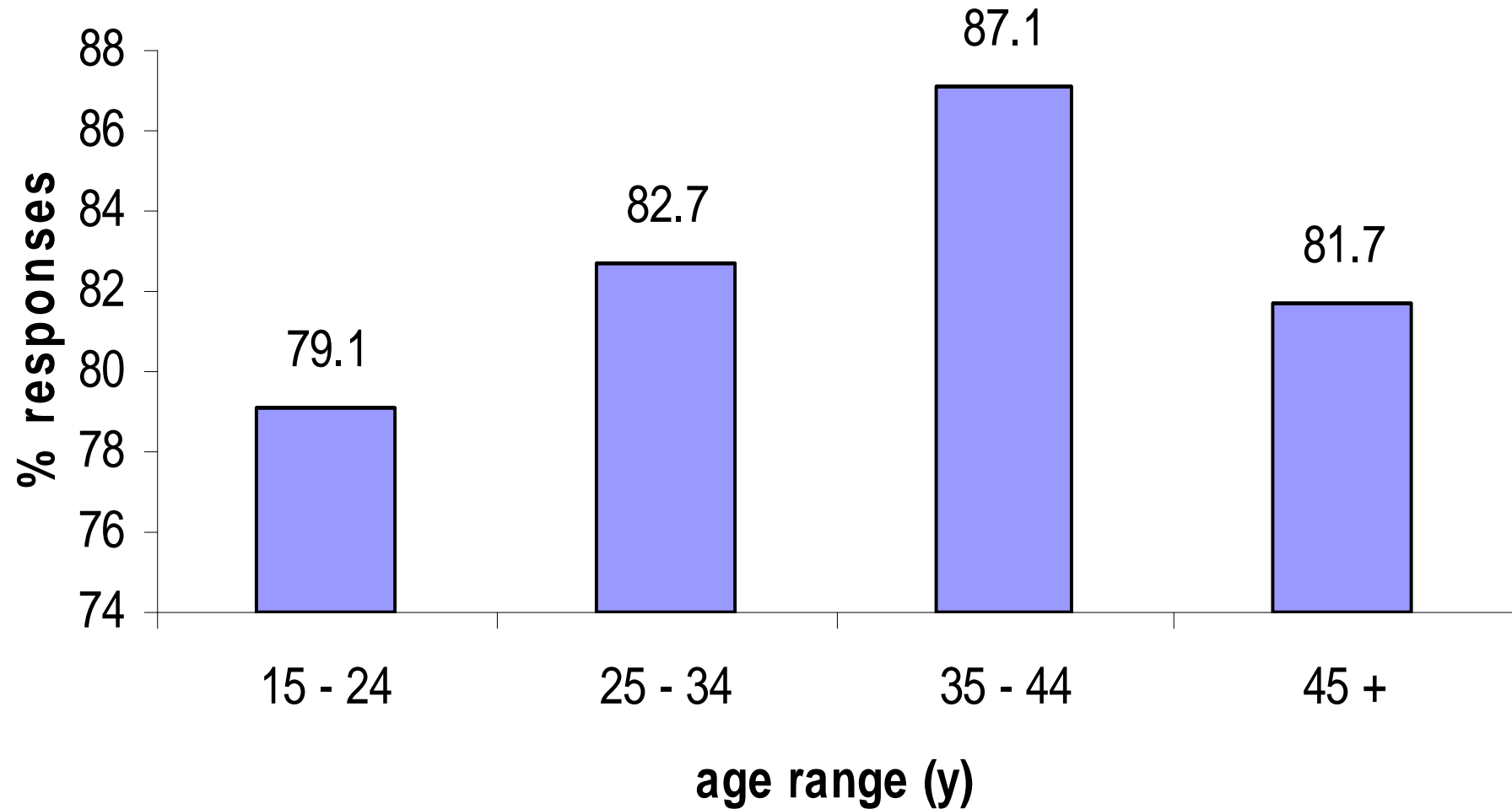
## Perceived threat level average



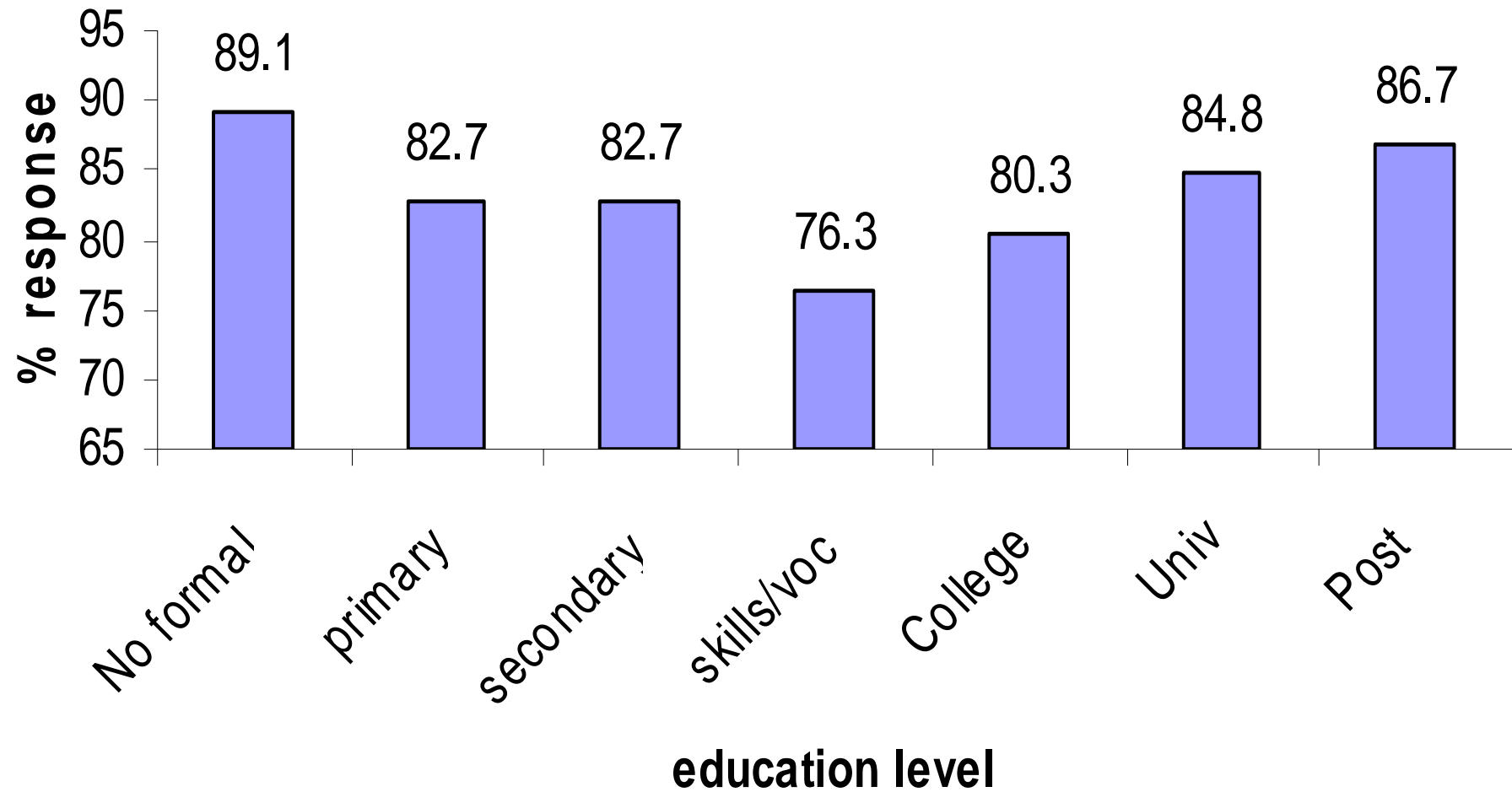
## Perceived high threats by country



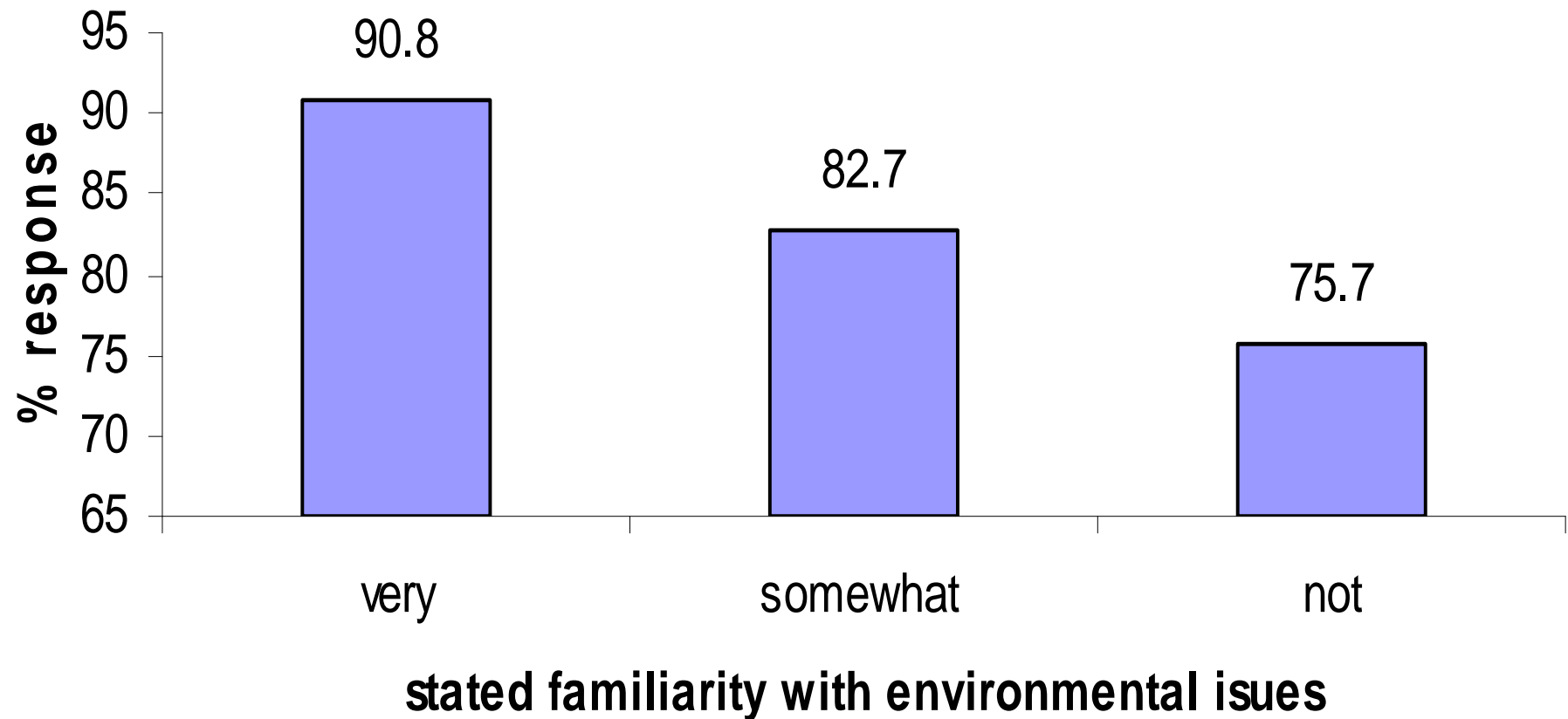
## Perceived high threats by age range



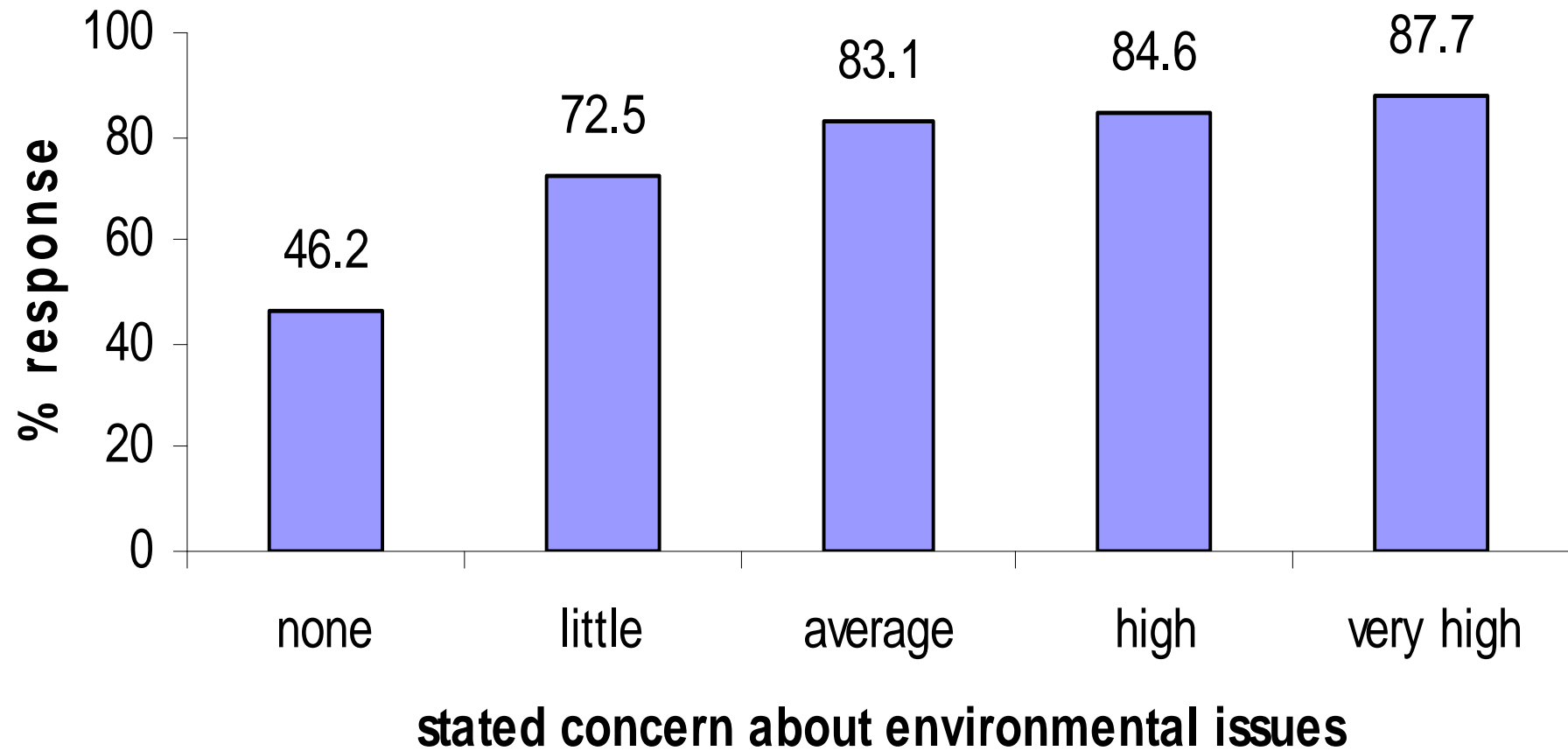
## Perceived high threats by stated education level



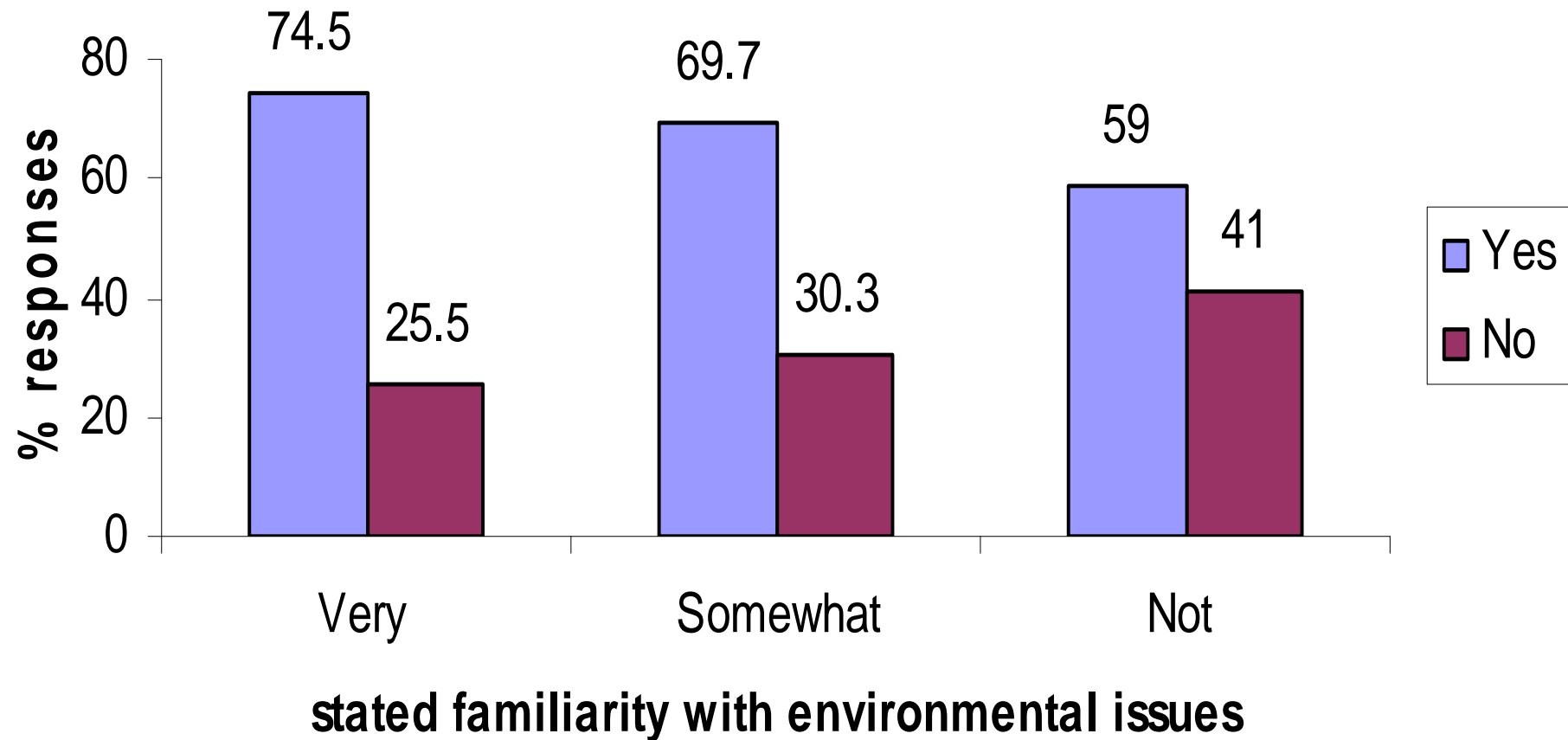
## Percieved high threat by level of familiarity with environmental issues



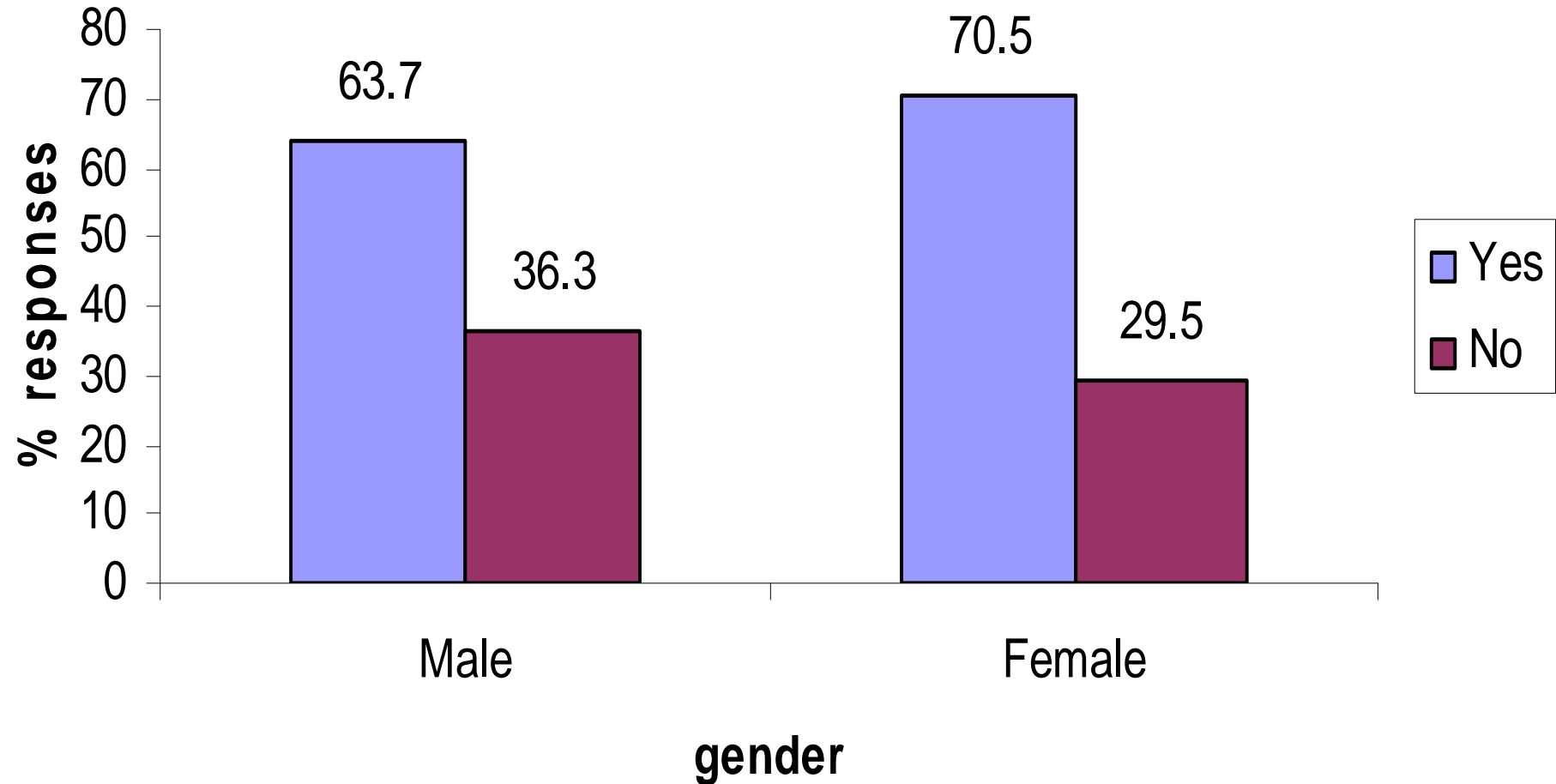
## Percieved high threat by level of concern about environmental issues



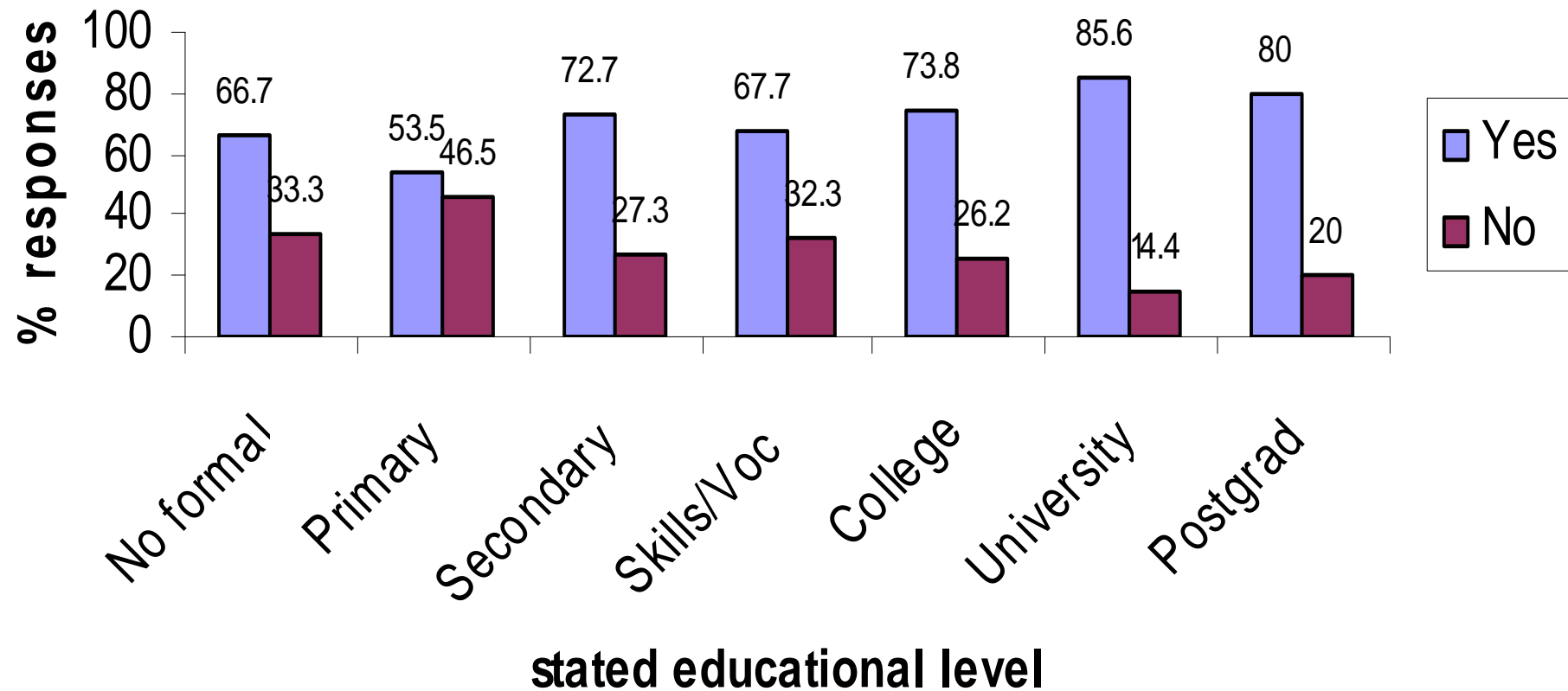
## Recycling as a function of familiarity with environmental issues



## Recycling as a function of gender



## Recycling as a function of educational level attained



## **These results are point of departure for further discussion**

- **improper waste disposal is generally accepted as threatening the environment**
  - **this perception appears to increase with exposure to information on, and familiarity with, environmental issues.**
  - **whether this is as a consequence of age, education or otherwise is a matter worth investigating further.**



- **most respondents with no formal education saw improper waste disposal as environmental threat.**
  - **is this is a consequence of their acquiring “hands-on” experience in this regard?**
- **respondents with mainly vocational training least concerned with waste disposal as environmental threat**
- **recycling as a waste management tool follows similar trend**
  - **however, respondents with secondary education are among the more frequent users of recycling.**
  - **may be because secondary school curricular propose waste recycling as either a civic duty or an environmental management activity.**



## **OECS Member States are committed to develop policies and strategies to address creative and sustainable management of solid waste by 2010 pursuant to goal 3 of the Revised SGD**

- Goal 3: to achieve the long-term protection and sustained productivity of the region's natural resource base and the ecosystem services it provides**
- one of the desired outcomes of this goal being that environmental quality is not diminished by pollution and waste.**
- Revised SGD has been enshrined in the draft New Treaty of the OECS**



**Thank you**



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