



Ng Chee Yong
Senior Assistant Director, 3P Network Division
National Environment Agency (NEA), Singapore
Behavioural Exchange Symposium 2017
29 June 2017

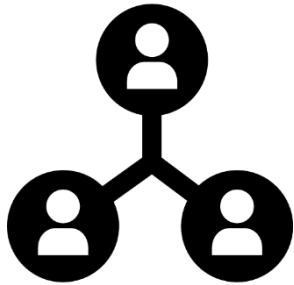


Agenda

1. Programme Background and Objectives
2. Project Buddy Clean Overview
3. Findings and Insights
4. Applying the Insights

1 Programme Background and Objectives

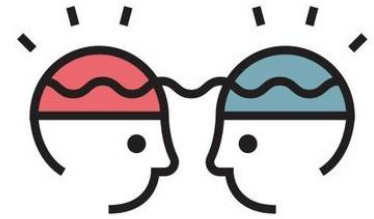
Programme Background and Objectives



Citizens today are connected, savvy and have higher expectations



Citizens want to have a say in policy making that affects their lives



Potential to align views and achieve common understanding

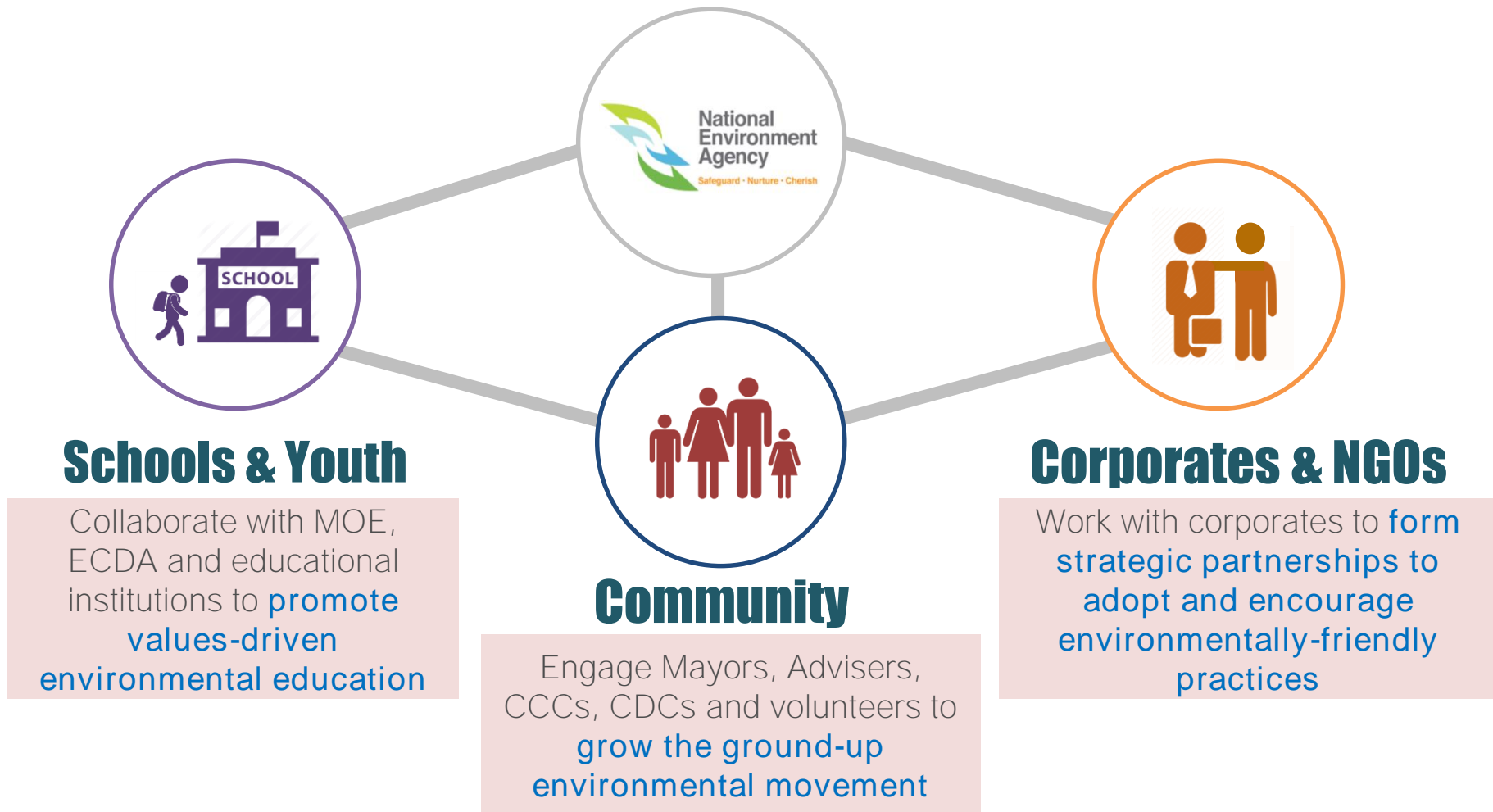


Co-create solutions to meet needs and foster stronger buy-in

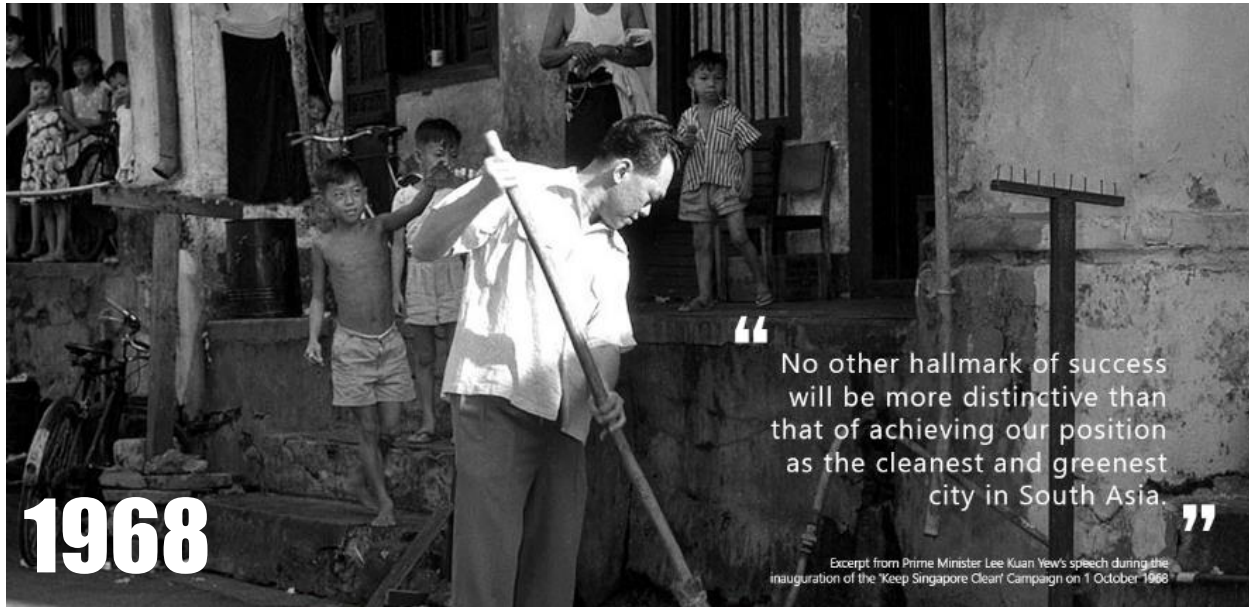


Build community resilience through inculcating good personal behaviour and social norms

Programme Background and Objectives



Programme Background and Objectives



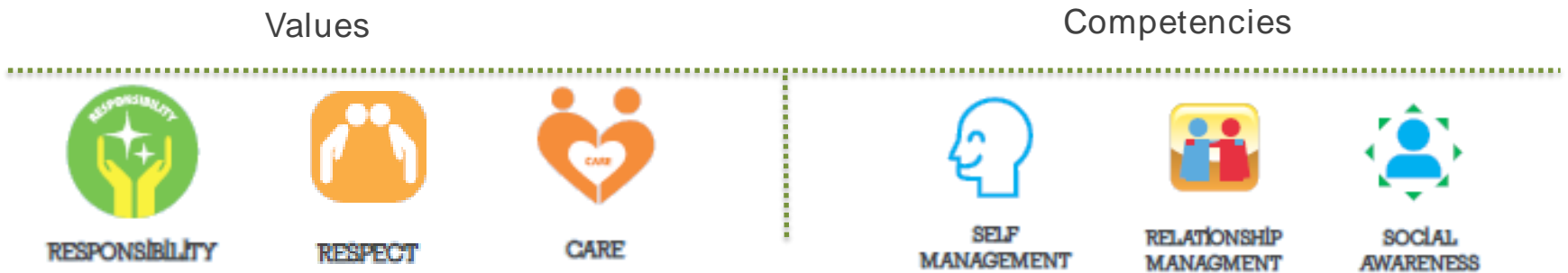
Today

How may we inculcate the values of keeping Singapore clean among students?

Programme Background and Objectives

Values-in-Action Framework

- Aligning to three of six core values identified by Singapore's Ministry of Education to drive values education in schools



- Encourage all students to take ownership of cleanliness in Singapore

Within School Compound



Beyond School Compound



Programme Background and Objectives

3P Partnership

Community Engagement Advisory Committee (CEAC)

- Comprising media, business and academic representatives
- Terms of Reference:
 1. To provide guidance in developing strategies and initiatives that focus on changing mindsets and social behaviour that will result in greater environmental ownership;
 2. To advise on opportunities, platforms and approaches to nurture and deepen relationships with stakeholders, media, partners and environment advocates
- The CEAC with NEA developed 4 projects to gain behavioural insights to better promote environmental ownership in the community, where Project Buddy Clean was one of the projects

Marsiling Primary School

- Opportunity to co-develop programme in line with Singapore Ministry of **Education's Values-in-Action** framework
- Green Citizenship education programme
- Worked with approx. 400 nos. of Primary 3 and Primary 5 students

Programme Background and Objectives

Elephant-Rider Behavioural Psychology Model

Rider

Rational, reflective and thinking
(give clear direction)

Elephant

Irrational, gut reactions
(establish emotional connection)



Change Behaviour

Direct the Rider
Motivate the Elephant



Programme Background and Objectives

Elephant-Rider Behavioural Psychology Model

Direct (Rider)

Motivation (Elephant)

Personal

Equip students with hard and soft skills

Create a sense of accomplishment from cleaning activities

Social

Establish clear roles and expectations for students, teachers and cleaners

Make cleaning a fun experience, rather than a school duty

Structural

Create familiarity in routine

Reward good attitudes and performance

2 Project Buddy Clean Overview



Project Buddy Clean Overview

Objectives



Develop a sense of belonging to the school, create a unique identity of senior-junior relationships, and develop respect for cleaners



Establish a new school-wide norm of cleaning to foster shared responsibility for taking care of the cleanliness of common spaces

Project Buddy Clean Overview

Timeline

Jan – Mar 2014



Apr – May 2014



Jul – Sept 2014



Jun 2014



Total Project Period: 9 months

3 Findings and Insights



Findings and Insights

Quantitative and qualitative methods were used during baseline and post-project phase to measure the attitudes and practices of students that had changed through the programme



Online survey - monitoring the shift in attitudes before and after the programme

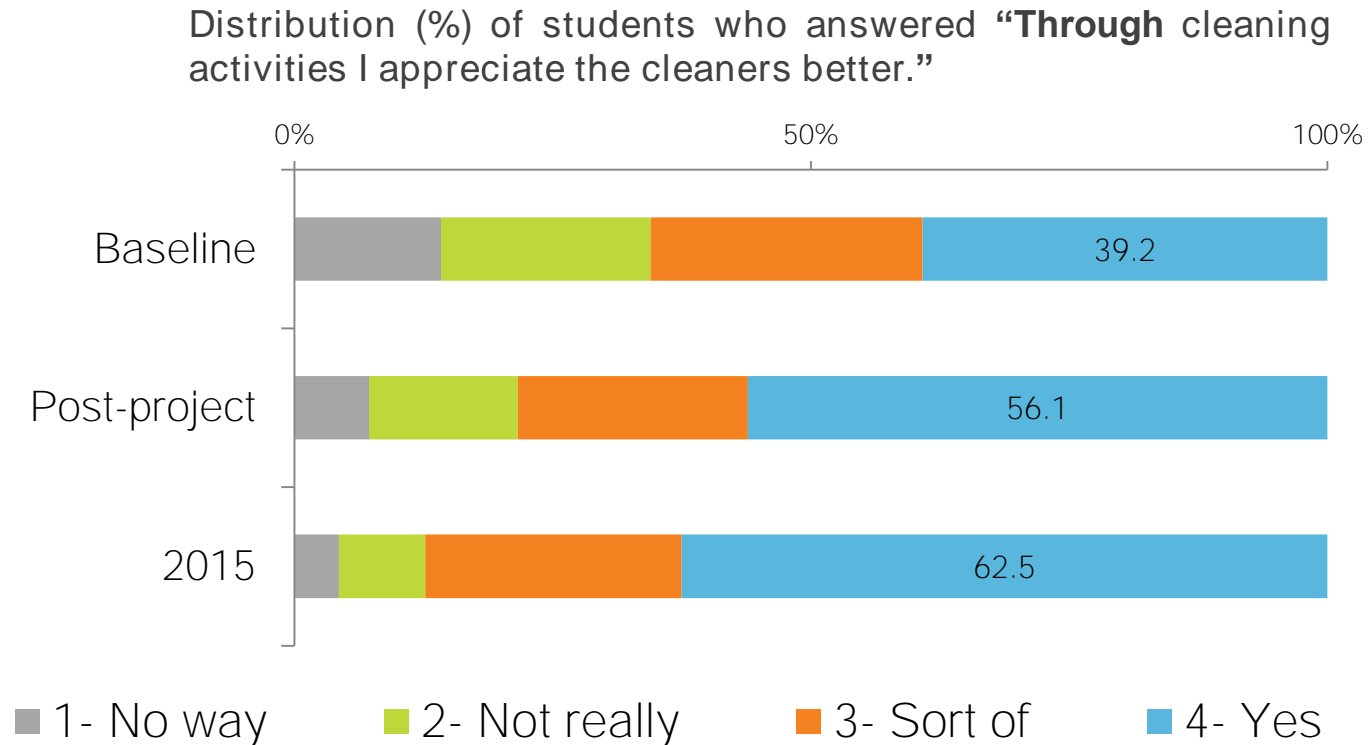


Litter count - a proxy indicator of level of responsibility for cleanliness before and after programme

Online Survey

Respect towards Cleaners and Their Role

Level of appreciation for the cleaners expressed by the Pri 3 and Pri 5 students increased from **39.2%** to **62.5%** after the project.

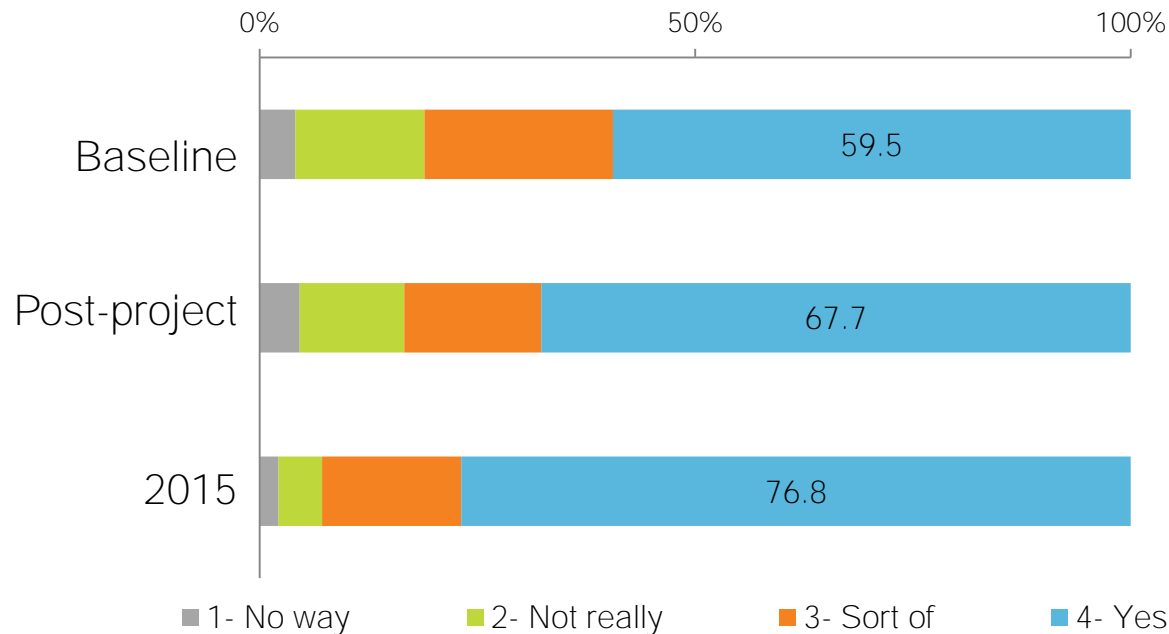


Online Survey

Respect towards Cleaners and Their Role

Proportion of Pri 3 and Pri 5 students who felt that cleaners are part of the school community increased from **59.5%** to **76.8%**.

Distribution (%) of students who answered “I feel that cleaners are part of the school community.”

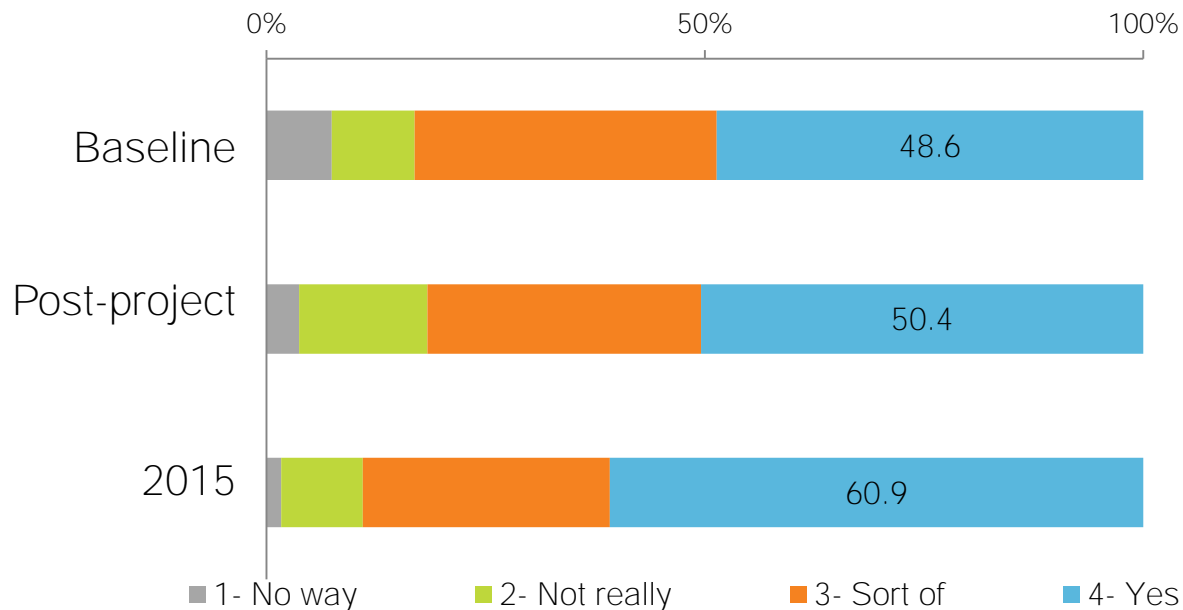


Online Survey

Responsibility for School Compound

Proportion of students who felt increased ownership for the cleanliness of the school compound increased from **48.6%** to **60.9%**.

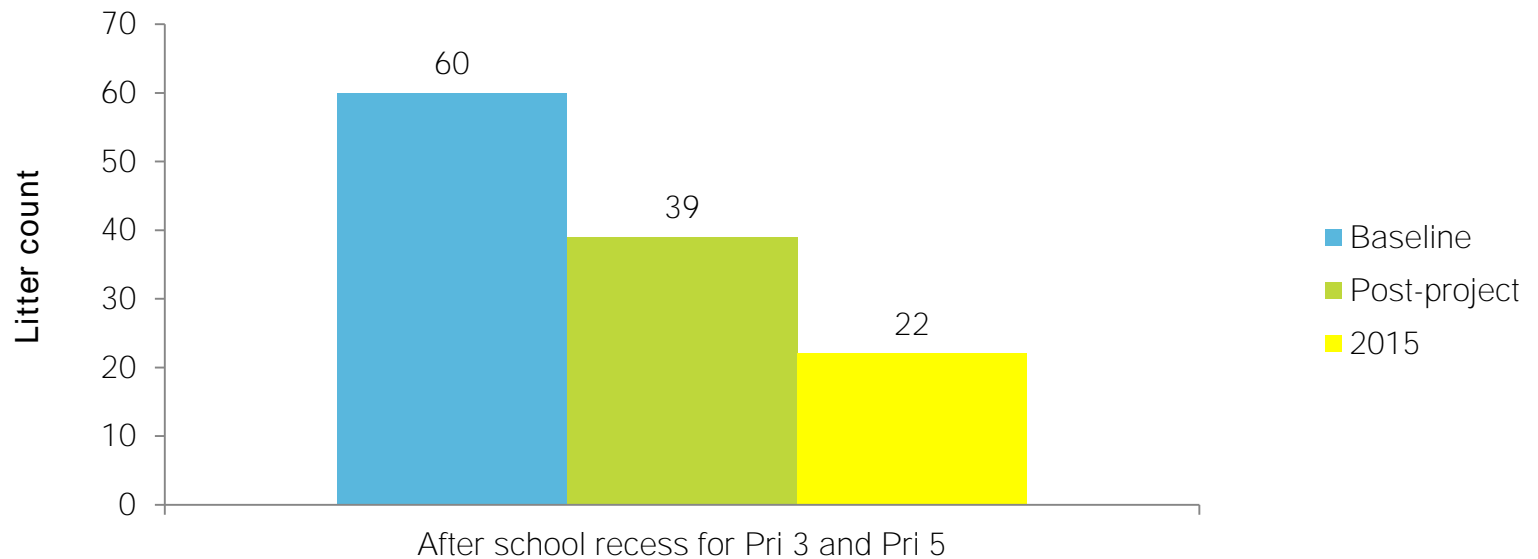
Distribution (%) of students who answered “I am upset when I see my schoolmate throw a piece of litter in my school compound (e.g. canteen, common corridors).”



Litter Count

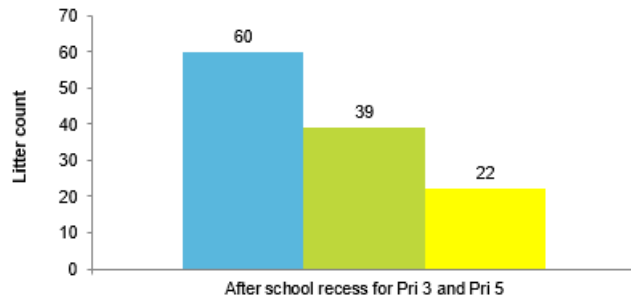
Sustained drop in litter count from baseline to 2015. This suggests that values were internalised and there is an increased social norm of keeping common areas in school clean.

Average Number of Litter Per Day



Potential Drivers Among Students for Behavioural Change

Average Number of Litter Per Day



Physical Attributes

A clean environment create the impetus for it to be maintained in the clean state



Emotional / Communications

The positive and effective interaction, including the ability to express emotions effectively help to create stronger buy-in



Social / Identity

Good social relations in the school community strengthens the sense of belonging and ownership



Seniors as Role Models

“Emirah and I had this quarrel. She had to mop last week but I wanted to mop because I love mopping. I think Emirah and I are the leaders in Primary 5, so whatever wrong things we do, the P3s will follow us. So I think Emirah and I should interact with each other.” Anan, P5 Senior

Every Student has a Chance to be a Leader

“I didn’t see the leadership side of my quieter pupils but I get to see that now in this project.” Ms Elphia Tan, Teacher



Chew with your mouth closed.

PLEASE DO NOT
LOOK AT OUR
DRAWINGS



Communicating Effectively with Others

*“I think that I should have a good talk with James and not scold him. People always take suggestions when you praise them and they will feel happier. When you scold them, they will not be happy and they **will not learn.**”* Yu Tong, P5 Senior referring to an incident where her partner James lost the equipment card.

“I still have students coming up to me to say, “teacher this person refuses to listen to me” or “that junior is very stubborn”. I try my best not to go in and solve the problem for them, I ask them, would you like to show it to him how to do this, and next time, you encourage him to do it.” Ms Elphia Tan, Teacher



Feeling a Sense of Belonging to the School

“This is our responsibility to keep the school clean because this is not your school, this is not my school, this is not the teacher’s school, this is not the principal’s school, this is our school.” Anan, P5 Senior

“It gives every student the opportunity to be a leader, like our school’s mission is every Marsilian is able to learn, lead and serve..... It helps to build the class spirit, the school spirit and eventually it can move to other levels.” Ms Yong Sze Leng, Teacher



Developing Empathy for Cleaners

“From one hour of picking up the rubbish they find tiring and they can’t imagine what the uncles and aunts go through the whole day.” Emirah, P5 Senior

Learning from Cleaners: Treat the school like our homes

“我以平常心来这里工作，好像在家里一样，真的。” Mdm Ng, MPS cleaner of 17 years

4

Applying the Insights



Applying the Insights

Alignment to Keep Singapore Clean Movement in Schools

(Within School Compound)



Ownership of School Cleanliness

Students will lead the effort to take responsibility for the cleanliness of the school environment

(Beyond School Compound)



Ownership of Neighbourhood Cleanliness

Students in each school take ownership of community area e.g. neighbourhood parks, etc.



Applying the Insights

Redesigned Project Buddy Clean Activities into Modular Programme

Responsibility for Cleanliness

Take responsibility for cleanliness

Hold on to litter and bin it



Cleaning is a positive bonding experience

Students enjoy the cleaning process



Advocate to be considerate for not littering

Pick up litter when they see one. Remind their friends to bin litter



Respect for Cleaners`

Acknowledge and appreciate

Greet and thank the cleaners



Know them personally

Assist cleaners whenever possible



Cleaners as role models

Organise activities to show appreciation



Leadership

Learn Communication Skills



Demonstrate teamwork, communication skills and consideration for others



Seniors as mentors



Applying the Insights

Created Buddy Clean Workshop

- To foster shared ownership and responsibility of common spaces through cohort-wide cleaning activities
- Aligned to Values-in-Action Programme
- 3.5 hour capacity building workshop for Primary 3 and Primary 4 students
- Educate students on:
 - Consequences of littering
 - Empathy and respect for cleaners
 - Teamwork & communication skills
 - Cleaning skills
- Provision of Buddy Clean Workshop Resource Kit and funding to support programme implementation



Applying the Insights

Buddy Clean Workshop Resource Kit

What is in the Resource Kit

The **Overview** section contains Frequently Asked Questions, Implementation Timeline and Planning Guide.

The **Lesson Plans** section covers 7 activities that prepare students for the cleaning and mentoring. Worksheets and powerpoint slides are also provided. Activities are tiered to suit the needs of different schools:



Buddy Clean
Basics

Buddy Clean Basics

are mandatory activities that allow seniors to know their cleaners better, understand consequences of littering, and interact with their juniors.



Buddy Clean
Advanced

Buddy Clean Advanced

are optional activities in the lesson plans that help students gain a deeper ownership of the school environment.



Buddy Clean
Communication

Buddy Clean Communication

are optional activities that train students in soft skills such as active listening.

It also provides an activity guide and resources for cleaning activities, such as the Values and Soft Skills Checklist and Cleaning Instruction Card.

Applying the Insights

Buddy Clean Workshop Participation



Opinion piece on Project Buddy Clean supported its adoption in schools

Ministry of Education announced daily cleaning by students in all schools by end-2016

Participation for Buddy Clean Workshop to-date:
14,000 students from 65 schools

CARE

Feeling a sense of ownership to the school environment

"I learnt that we should not litter as keeping the school clean is not an easy task"

Chua Jia Le, Primary 5 Senior

Students understand that they have a role to play in caring for their environment they live in.

RESPECT

Showing appreciation and treating the cleaners as part of the school community

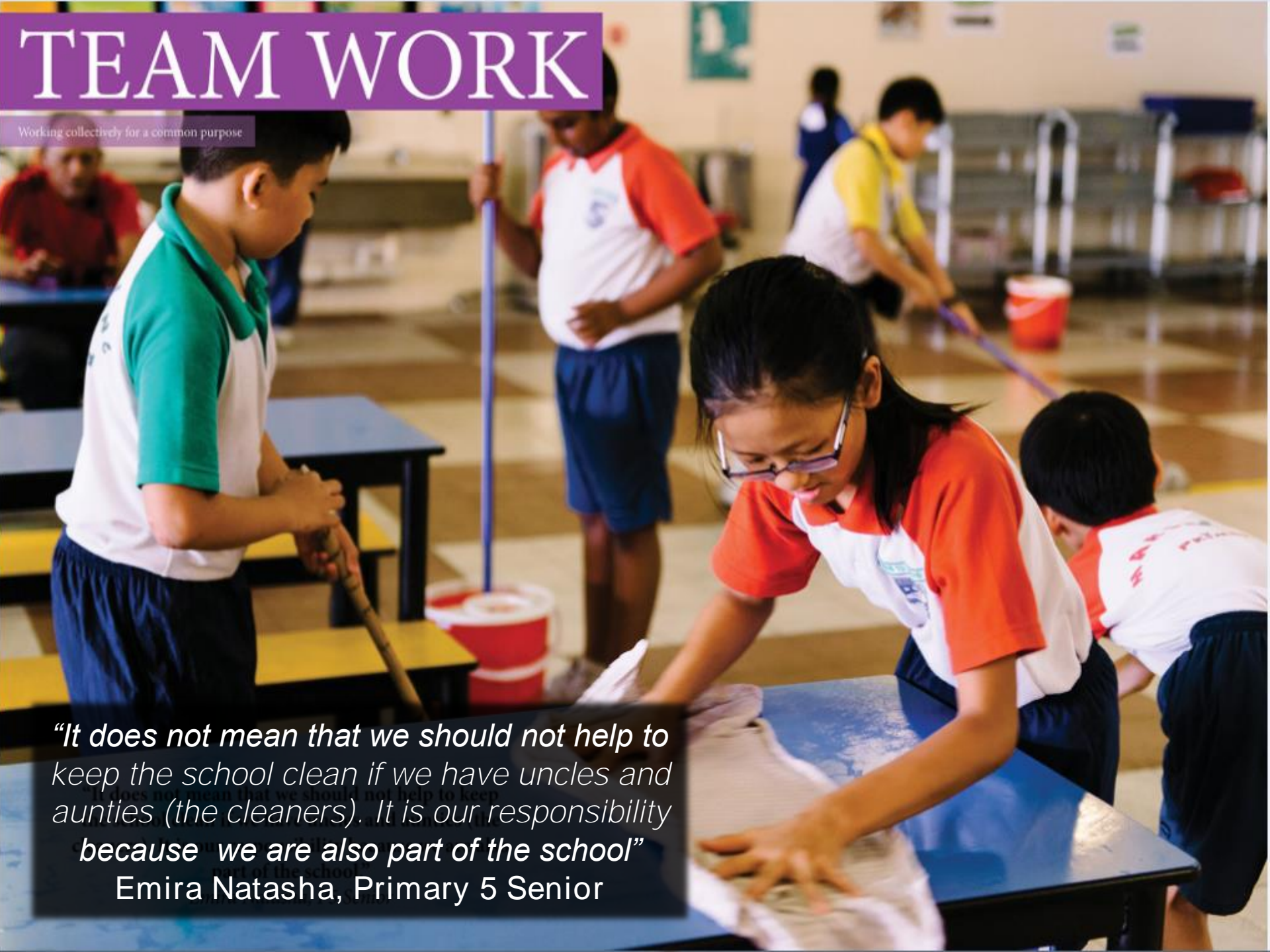
"I think cleaners have a difficult job as they are older. I already find cleaning difficult. I cannot imagine them cleaning the whole school"

Emira Natasha, Primary 5 Senior



TEAM WORK

Working collectively for a common purpose



“It does not mean that we should not help to keep the school clean if we have uncles and aunts (the cleaners). It is our responsibility because we are also part of the school”
Emira Natasha, Primary 5 Senior

Our Environment

Safeguard • Nurture • Cherish