



## The role of citizenship education and participation in waste management

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**Abstract.** With growing urban population and thus production of more waste, the attention of urban managers to the issue of waste materials has significantly increased during the last decades. The harmful effects of waste in our country have been taken into consideration from different aspects by the authorities. However, consideration of the social problems resulting from the production of waste and development of these issues for improving waste management has been neglected. The present project aims to determine the problems caused by the improper management of waste and provide solutions for improving waste management in the country. The general methodology of this study is descriptive and the data was gathered through a review of documents. The study shows that factors such as citizenship participation and education are two basic elements in the field of waste materials that are linked to the success of urban managers in urban waste management, and that the negative and inevitable effects of waste materials can be avoided through improvement and elevation of waste management quality.

**Keywords:** Urban waste management, Social effects of waste materials, citizenship education, social cooperation, the socio-cultural concept of waste

### 1. INTRODUCTION

Proper control of waste materials is one of the determining factors in cleanliness of cities and maintenance of public health. On the other hand, this factor can affect all the economic, social, and welfare functions of society. Therefore, attempts should be made to increase citizens' cooperation in the production of a minimum waste and increase their sense of responsibility for the produced waste materials, through Careful instructional planning, and notifying all segments of the society.

One of the basic tools for attracting citizenship cooperation is changing their attitudes through culture building, and citizenship education, which is taken into considerations by urban managers in a variety of ways, and is the most important solution to change people's attitudes and improve their civic culture.

Given that any society, with regard to its cultural and value grounds, educates special citizens with special features, and this guarantees the survival and continuity of social life and development of any country, deliberate citizenship education on the issue of waste materials, should be taken into considerations for all segments of society.

Although, in recent years, different environmental education programs have been carried out for priority social addressees, Article 64 of the fourth development plan Law and approval of executive bylaw, have not provided any appropriate mechanism for targeted and coherent development of the environmental education programs. Therefore, notifications to the authorities and the public about issues related to solid waste and its systematic management and health risks,

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also seems to be necessary, because human capital and in other words, human resources are among the crucial points in development and education of forces. Education can increase the quality of work by enabling people to produce more products by means of the existing production factors. It can also increase the efficiency of resource allocation and solve the problems by instruction of new skills.

## **2. STATEMENT OF THE PROBLEM**

Today, waste management is one of the main concerns of human communities. Increase in the volume of waste materials on the one hand, and their diversity on the other hand, adds to the complexity of their collection and disposal. Waste disposal in big cities, is a problem with increasing consequences, and above from the very high costs that their collection, transportation and disposal may impose to the country, their social and environmental risks are very serious. The concerns about continuation of this situation should make all segments of society, and particularly the urban managers think and act in order to deal with these risks (Saljugh, 1390: 3). Waste management, due to the importance of environmental issues, has long been taken into consideration by government and urban officials. But the social consequences of waste materials have been neglected by the urban managers and so far, no comprehensive research has been carried out on identification of the social dimensions of waste materials, their weaknesses and ways to improve the current poor social situation. The only available documents about the social context of urban waste management are the Social impact assessment of urban projects which have been provided for most areas of Tehran and other major cities. These documents are case studies in which the social impacts of a specific projects (for example, the project of the waste separation from origin or project of landfill site establishment) are taken into consideration within the study area. The preparation of these documents is not adequate enough and solving the social problems resulting from production and management of waste materials requires an integrated approach at the national level to improve and promote the existing culture from individual and micro dimensions to regional and national levels.

Therefore, this study aims to identify the consequences resulting from the waste materials that affect the social status of citizens and finally introduces some methods for strengthening the key factors involved in social consequences of waste materials. The main problem of the study is concerned with explaining the key factors, whose reinforcing has the greatest impact on strengthening public opinion on the issue of waste materials. For this purpose, two key elements including citizenship education and social cooperation are assumed as the main elements that affect waste management.

## **3. THEORETICAL FOUNDATIONS**

In theoretical foundation of this study, two categories of civic education and social cooperation are emphasized. Because these two elements are considered the most influential factors in waste management and the waste management system's success depends on these two main elements.

### **3.1 Citizenship Education**

Citizenship education and the ways of motivating people to accept the role of citizens and attending to the collective interests, is one of the sensitive and difficult tasks of urban managers. In fact, the government and the Legislative bodies, national and local organizations, civil organizations etc ,will have an important role in educating citizens, through teaching civil rights and social life skills and introducing the principles of urban management. Considering the

elaboration and development of the behavioral aspects of citizenship education, this social phenomenon plays a significant role in development of social capital. (Department of Social and cultural Studies, 1391)

**Table 1.** Different aspects of citizenship.

Components of citizenship education		
Cultural / personal identities	structural / political Rights ❖ cognizance of rights ❖ democracy ❖ non-discrimination ❖ Civil society such as non-governmental organizations	Minimum level
Refers to: Feelings and choices	Refers to: Human rights education	
Development of capabilities ❖ Political knowledge ❖ obtaining Skills for making a difference, such as language learning or the ability to procure a group	fusion ❖ Minimum income ❖ Having Security: physical, social, psychological ❖ Active participation	Maximum level
Refers to: development of skills and training for action	Refers to: a good community / school as a model	

If you want to draw the dimensions of citizenship in form of a model, you can outline two general aspects for that: citizenship, on one hand, meets the political and structural dimensions and on the other hand, covers the emotional aspects which are associated with personal culture and identities. At the minimum level, Citizens should be aware of their responsibilities, rights and multiple identities. At the personal and cultural level, amplification of multiple identities should be associated with amplification of different competencies and skills such as political knowledge, knowledge of media and the skills for making differences.

In fact, citizenship education is considered one of the main points of connection between citizens and urban management, because it is literally used as a means of fostering a sense of belonging to the society. Therefore, education of citizens through understanding them in light of urban rules and regulations causes the citizens, formally or informally, to have a more dynamic role in urban cooperation and the concept of citizenship (Saraf- Abdullahi, - 1387: 117).

Citizenship education as a social reality is one of the components of a modern social phenomenon called citizenship, and also a component of the democratic-political system and a Key criteria for realization of democracy in the public domain of the civil society. These principles and educations can:

- i. develop a database and modern social role for all society members.
- ii. These citizenship educations develop an interrelated set of tasks, rights, responsibilities and public and equal social, political, economic and cultural obligations
- iii. Creates a sense of belonging and membership in modern society to participate actively and seriously in society and in economic, political, social, and cultural fields.
- iv. Causes all members of the society to enjoy fairly and equitably from social, economic, political, legal, cultural benefits and advantages, regardless of their class, race, religion or ethnicity.

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Citizenship education from theoretical sociology aspects in "Weber, Tönnies, Durkheim" ideas, is attached to an "identity, membership and a rational-common and civil commitment for the members of the society in form of a phenomenon called citizenship, which leads to political, cultural, social and Democratic cooperation and a greater social sense of belonging to the society, and finally strengthens the social order and cohesion (Tavasoli, Nejati, Hoseini, 1383: 36).

Parsons believes that citizenship education in "Weber, Durkheim" scheme is in form of a modern reality which is based on the fact that citizenship education principles are a common, neutral in terms of value, acquisitive and common and civil contract-based in society, and provides an image of citizenship on this basis. Parsons also believes that Citizenship education as a social reality is a kind of "social action Focused on social membership and social cohesion "In fact, Parsons' approach to citizenship and instructing that to the members of society, is a focus on common rationality, membership and civil commitment in society, cooperation and social belonging of all members of society in order to strengthen social cohesion and order

In Marshall's point of view, citizenship and its components are known as a social reality (from a historical and sociological approach) that was studied and evolved in the West from the 17th century to the 20th century. Marshall defined citizenship education as a key component of the economic system of capitalism, i.e. the social class and political system of democracy that is public cooperation and equality of rights in modern society. According to Marshall, citizenship education is "a kind of fact that provides social status for all members of society through Formal and informal teachings, and thereby all people are accorded equal rights and duties that are established and supported by law". He investigates citizenship development in the following three levels:

\* "civil rights and civic citizenship: such as freedom of expression, property, religion, creed, political rights etc.

\* Political citizenship and political rights: such as the right to vote, membership and political cooperation, etc.

\*civil, social, welfare and rights: such as the right to social welfare and services, employment, education, security, social securement, etc.

He insists on the fact that civil and political rights should be extended to include social rights and go even beyond it to include a cultural dimension as well. (Ameli , 1380: 174)

In Turner's idea, the concept of citizenship and the instructions that should be given to people in this area, are defined in form of four sociological components, as a social reality.

A- The social form of citizenship: in this form of citizenship, the instructions that are given to citizen are in top-down order, ie the government provides the society with concepts of citizenship and citizen-orientation.

B- The social realm of citizenship: in this area, some lesson are given that mostly encourage citizen-orientation towards the public domain or - some of these lessons lead to the formation of private domains.

C- The social type of citizenship: This component refers to the instructions that define citizens as mostly active or consider them passive citizens.

D- The social content of citizenship: refers to the instructions that emphasize on doing the duties, obligations, responsibilities and obligations of citizenship or are focused on the rights and privileges of citizenship.

### **3.2. Social participation**

Considering the general sociological and psychological theories about various aspects of human behavior, attitudes, motivations and factors that influence the participation-seeking attitudes and actions and pathology of this process, it can be seen that the psychological view of participation focuses on factors, motives and character traits (internal factors) as a determinant of individual attitudes in performing social activities. And in the sociological view of participation, the socio-economic processes, family institutions and education system are emphasized – and therefore, viewpoint of social and external processes that determine the extent of participation among people are explained. In The combinational approach as well, a holistic view should be applied in explaining reality and social processes and the different dimensions and construction at the individual and macro levels, as well as the influences and interactive relationships between the actors and social structures should be taken into consideration (Department of Social and Cultural Studies, 1391).

Lerner, in his modernization theory, refers to transition from traditional to modern society. A modern society in which there is a close and significant relationship between urbanization, literacy, Participation and access to the media. In other words, development of urbanization leads to the development of literacy and education, and development of literacy in turn, will increase access to the media and finally, the interaction of these variables leads to increase in participation.

According to Inkheart's theory, mutual trust is one of the important factors in participation and the main requirement of creating secondary relations. Trust means that others behavior will be predictably friendly. Therefore, participation can be boosted by removing ambiguities and increasing confidence. (Mostafapour, 1392)

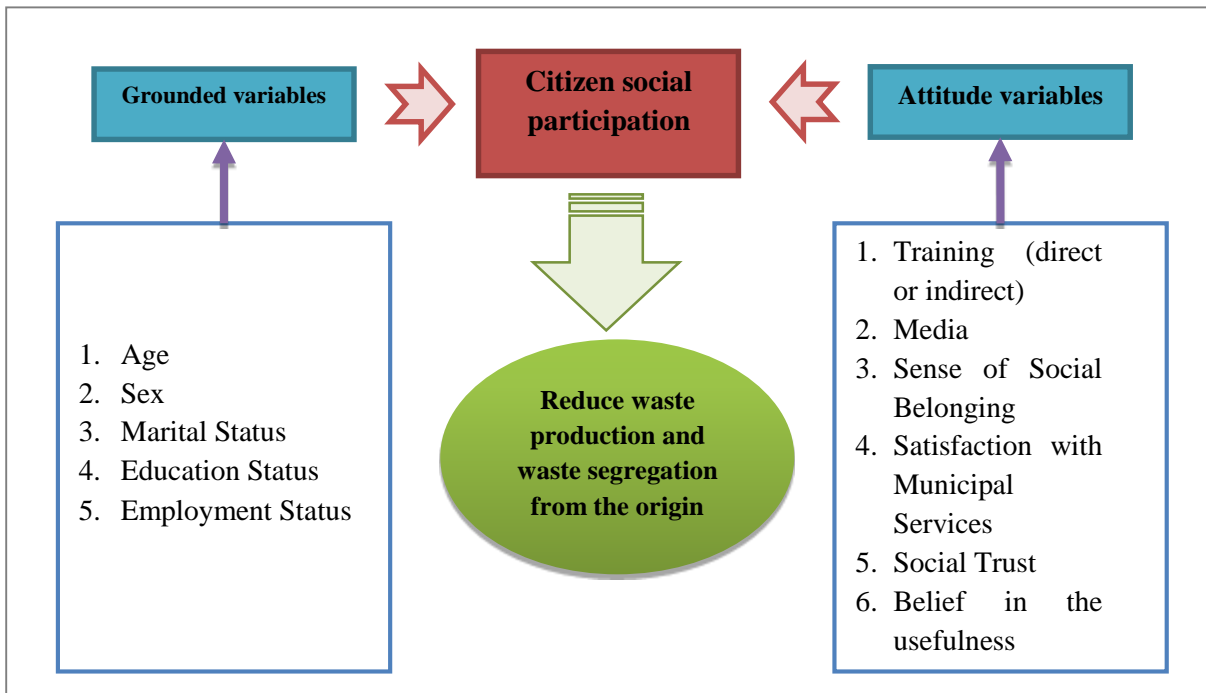
Homan's social exchange theory also suggests that the more valuable the outcome of an action is for a person, and the greater its profits are, compared to its costs, and in case rewards are granted for that, one will have a greater tendency to participate in that action.

#### **Considering the above three theories, one can say that:**

Urban development, population growth, industrialization of societies, change in the consumption patterns, increased knowledge and technology, has led to provision of consumer products in a variety of packages made of synthetic materials, and increase of waste materials in terms of quantity and the quality. In contrast, the media have fueled the excessive consumption of these goods through extensive advertising and introduction of these goods. Therefore, urbanization, increased literacy, technology and the use of media, have all led to indiscriminate use of goods and the production of waste materials and, , changes in consumer behavior in general. These waste materials are made of valuable raw materials that can be recycled and reused. And people, as the producers of these waste materials must have an important role to play in separating them. As for separation of household waste materials, if people realize the extent of environmental impact, revenue, economic profit and collective and personal benefit that is brought about by separation

of waste materials, and receive valuable rewards for separation of waste materials, they will definitely have an active participation in this important matter (Ibid).

Also, if people trust one another, especially a trust that includes personal trust, that is trust in their neighbors for participation in timely separation and collection of homemade waste materials, as well as trust in organizations (municipality) which includes fulfilling the obligations, timely and adequate servicing, informing people, and Removing ambiguities in providing services and so on, then we can witness a broad participation Of people in the various activities of urban management, and especially in environmental issues and waste management.( Ibid)



**Figure 1.** Variables of Citizen Social Participation (Reference: Authors).

#### 4. DISCUSSION

The necessity of avoiding environmental pollution, the impact of some suitable environmental practices on improving the quality of life in places like cities, The need to reduce waste production by adopting suitable environmental attitudes and modification of consumption styles inspired by the these suitable attitudes, And also very important relationship between environmental attitudes and consumption areas, are the instances that have attached a great importance on explanation of environmental attitudes (Kolahi et al., 1385). The Three categories of factors at the individual and structural levels, are used for Explaining environmental attitudes. The three categories are:

Individual factors (values, beliefs, knowledge), Situational factors (Facilities, social control, material costs and the political and social factors (social capital, the impact of citizenship, belief in the effectiveness of individual's actions). All of these variables can be divided into two groups of objective and subjective explanations. subjective Explanation refer to values and attitudinal features as well as individuals' knowledge and perceptions, and objective explanations try to take the impact of objective conditions such as facilities used for conducting the environmental attitudes, social control, or costs that individuals have to pay for conducting their environmental

attitudes, as a basis for explaining the environmental attitudes (J. Salehi, 1386).

Considering the reasons mentioned above, Environmental attitude is in general very important, but the Environmental attitudes of specific human groups are also very important. Tourists are among the groups that, due to their severe impact on the environment of target communities, are subject to environmental sociological studies. This article is an attempt to investigate the cognitive and subjective aspects of environmental attitude in tourists (who are actually the practical index of how to use the environment) through two general categories that explain environmental attitudes. The approach taken in this study is the social constructivism in understanding the environmental issues by tourists.

The Environment, based on numerous definitions, refers to objective and external circumstances that surround living organism and can be classified in natural, man-made and cultural types. Obviously, these type are not exclusive and, under human influence, are observable in a correlated form (Holden, 1998:24). The man-made and cultural of environment directly reflect different aspects of human attitudes and the natural environment has changed affected by human activities such as agriculture, industrialization and urbanization throughout the history. These changes, some of which occur in the form of degradation and pollution, are taking place globally and even in regions where no man has ever lived.

So there is no doubt that the environment and its destruction, are Objective and observable phenomena, but according to the constructivism attitude, the environment as a social issue (and not only as an objective phenomenon) is a newfound issue made by a new world. "The social constructivism attitude mostly deals with how we understand this world rather than what this world is like, regardless of our understanding of that" (Luzik, 1383: 36). According Luzik (1383) upbringing of a social issue depends on the perception that occurs as to a certain condition. In his opinion, Understanding the world around us is based on the meanings that people attribute to that, rather than what objectively exists. He points out that "People react to the outside events based on the meanings that attribute to the external objects" (Ibid, 37). It seems that, if the mental and cognitive factors that affect environmental action of people, it would be possible to study the impact of the factors affecting our understanding of the environment (as a social problem) on the environmental attitudes of people.

Danielin Luzik emphasizes on the impact of this social issue on public perceptions that are collectively accepted, and believes that in regard with this attitude, four points should be considered:

- 1) Belief in the mistaken nature of the phenomenon
- 2) The difficulty and gravity of the issue,
- 3) Belief in the possibility of changing the situation
- 4) Belief in the necessity of change.

Considering this view and according to the studies carried out in the world, environmental values, appreciation of the environmental benefits and environmental knowledge can affect the style of environmental attitudes. (Ibid)

#### **4.1 Subjects that can be considered in Waste Management and Environmental Sociology**

Sociology and environmental subjects with focus on waste materials, can be classified in the following categories: ( J. Salehi, 1386)

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1- Subjects of cultural functions related to the issue of waste management. These subjects include:

Environmental knowledge and its various elements (knowledge, value estimates, intentions) which occurs with social psychology approach.

Environmental ethics, that is associated with philosophy

Studies on the creation and dissemination of knowledge, either among the elite or the public, especially among social movements, academic domains, media, and politics, that is carried out in association with ministry of education and media.

2- Research that deal with the political functions related to waste management issues and general environmental issues. For example:

Research on sustainable development of environmental conductors and environmental discussion lines, such as modernization, risk discussion, discussion of sustainability, and discussion of environmental innovation which is increasing the impact of the transformed Industrial ecological sustainability and improving that. Ecological stability of the transformed industry. Political science, economics, as well as the findings of engineering and natural sciences will help these studies.

Study of the environmental release cycles and media coverage of environmental issues, which are also affected by the media

Research on a series of activities related to environmental policies and the environmental policy cycles within various government agencies, non-governmental groups and NGO's, industry, investment, etc. the political science approaches will be fruitful in this area

3 – Government related activities

Studies that are carried out on different patterns of waste management policies, and environmental issues including official rules and different environmental standards, as well as legal instruments and executive styles, environmental settings such as control practices, taxes and duties, etc.

Studies related to environmental planning at national and local levels, such as national environmental programs, regional initiatives, crisis management

studies on the structures of global monitoring and application of international environmental policies

4- Economic and practical effective functions

Study on technological innovation under research, development, production, application, regulation and investment angles that is associated with political science, economics, and



engineering and designing disciplines.

5- Divisional structure of social groups, classes, social environment, etc.

Study on distribution of cultural paradigms that are formed ecologically. For example: natural forms, lifestyle, consumer behavior patterns and so on, that are studied in association with social status, class, social environment, employment, gender, ...

#### **4.2. Socio-cultural concept of waste**

Waste management system performance is affected by factors such as waste guidance patterns and attitudes of the citizens, these two factors are formed based on the social-cultural concept of waste. Therefore, the plans for spreading public awareness and the skills for Improving the patterns and attitudes of people towards waste management, should be based on social concepts of waste and cultural characteristics.

On the other hand, the effectiveness and sustainability of municipal solid waste management system should be designed based on the degree of citizenship identity and sense of responsibility and participation of people in this system. To this end, citizens should be involved in the workflow of these systems and programs should be founded on this basis (Schübeler, 1996: 25).

In general, the social aspects of waste management are linked to three strategies:

The patterns for using materials, waste production and models for recycling them, as well as the need and demand for waste management

Community-based organizations and citizens participation in municipal waste management

Social status of the employees (both the official and non-official government employees) in the Recycling and waste management sections,

##### **.4.2.1 Patterns of waste production and recycling**

The patterns of waste production are formed based on the attitudes of citizens: the waste produced by a population is primarily a function of consumption patterns of individuals, and therefore, of their socio-economic characteristics. On the other hand, waste production depends on the attitude of people towards that and factors such as consumption patterns of people, their willingness to reduce waste production, the extent of waste separation by individuals ,... Are affected by this attitude.

Attitudes of citizens towards waste should be positively affected: the attitudes of people not only influences the characteristics of waste production, But also affects demands for recycling services or the willingness to pay money for recycling services.

People's attitudes can be affected through specialized workshops for raising public awareness and educational efforts about the adverse and improper outcomes of waste collection and recycling. These educational efforts mostly pivot around public health and environmental conditions and the high value of effective recycling of materials. The above-mentioned workshops should also

inform people adequately about the responsibilities of citizens as the main producers of waste and their rights as citizens for receiving adequate public service in this area.

Proper Local waste management is also carried out based on different collection options and agreement among the neighbors, while the attitude of people towards waste can be influenced by notification and educational measures, improved waste management patterns in the absence of the applied options for disposal of waste, can hardly be maintained. Therefore, the aforementioned measures should be coordinated with the advances in waste collection.

Waste production patterns of people are also affected by neighbors and people around them. Therefore, collective wisdom is another factor influencing these patterns. Thus success in waste collection and system without any damage to the environment can only be achieved, if families contribute to that. So, in addition to raising public awareness, improvement of local waste management system depends on the availability of practical options for waste collection and consensus among neighbors. Progress of the abovementioned factors is both important and possible.

□□The origins of industrial wastes are often small and hazardous: industrial enterprises cause many social problems in waste treatment patterns which are due to the high volume and hazardous nature of some of the waste materials for the environment. Therefore regulation and control measures should be used as much as possible in this regard. Unfortunately, these control measures are rarely effective at the implementation stages are the main constraints to a large number of small industrial enterprises

Residential and semi-residential areas scattered throughout. In this regard, awareness of the problems of the institutions, and their main restrictions are a lot of Small industrial enterprises which are scattered throughout residential and semi-residential areas. In this regard, awareness of these enterprises of the existing problems, different service options and consensus for improving the production and patterns of industrial waste disposal is very important.

#### **.4.2.2 Citizen Participation**

□□Waste management problems in low-income areas is exacerbated by shortcomings in other sectors: the rapid and unauthorized growth of residential areas in developing countries, has created major challenges in waste management. In addition to these physical limitations and density of the residential areas, low-income sectors, failure and inefficiency in other service Infrastructures such as roads, dump centers and health facilities often exacerbate the problems of waste management. Access to the waste collection facilities on the road or unpaved roads may be difficult. There dump centers are Often saturated with wastes, and this leads to the proliferation of disease carrier vermin and increase environmental health risks (department of Social and Cultural Studies, 1391).

□□The need for participatory approaches and integration seems to be necessary: Service problems and the active role of residents who are the main producers of waste materials, are normally tied together,. And for this reason, the sectional integrated development approaches which are based on participation and active involvement of the residents seem to be vital.

□□Community-based waste management can be the only possible solution: family and community-based organizations (CBO) not only as consumers and users of waste collection services, but as providers and / or managers of the local services play a very important role. In

many low-income residential areas, community-based solid waste management is the only possible and affordable solution

□□Community-based waste management should be tied to the municipal system: the use of above-mentioned social solutions requires some measures such as notification and organizational and technical support. While management is often limited to the local areas, it may include the value-based use of waste materials (for example, compost production) and improvement of the waste disposal methods. In this regard, an important factor is the close relationship between community-based collection systems and the urban systems. The activities of local complexes in case of waste accumulation in the urban transportation points, instead of being transported to the final disposal points through municipal services, may fail.

□□Non-governmental organizations and community leaders can contribute significantly to capacity-building for local waste management: the local non-governmental organizations and their managers provide the essential inputs and requirements of capacity building for proper management of waste materials in the community. For example, paying particular attention to the role of women, who typically have primary responsibility for managing the household waste.

□□Personal participation of citizens in the process of waste collection by municipalities is necessary, even where services of waste collection is provided by the municipality, cooperation of citizens in terms of factors such as proper storage of household waste, waste separation, and order and discipline in the use of public services is necessary.

□□□ Contribution of individual citizens can be increased by public awareness-raising programs: social participation of families and individuals in exploitation and maintenance of the waste collection system and proper disposal of waste systems can be improved through public information programs. These programs include issues such as public and environmental health which arise in the field of waste management. Formal education courses, school programs, dissemination of targeted educational materials and Incentive programs for community-based organizations and community leaders is an effective tool for raising awareness and participation of individuals and families in efficient waste management.

□□□ Communication and cooperation are needed to overcome the NIMBY attitude: Finally, participation in the development of major facilities such as waste transfer stations and landfill sites is important. While the populations living in the vicinity of these facility sometimes prefer these facilities be developed elsewhere, overcoming this kind of attitude which is called NIMBY and means "not in my backyard", requires public understanding of the requirements of waste management, effective communication and participation of the concerned citizens in decision-making related to the location of these facilities (Schübeler , 1996 : 37).

### **.2.3 Social status of the workers in the waste sector**

□□□ Unofficial waste sector workers work and live in hazardous conditions: Unofficial waste sector workers are often socially marginalized. They work and live without the basic economic and social security, and in conditions that are hazardous to health and harmful to social development and education of families. Improving the working conditions and opportunities should be the main focus of the programs that aim to support them and increasing the income, improving the social security, including access to housing, health and educational facilities should be next goals in this regard. With this support, the role of unofficial workers in contributing to

waste collection, recycling and reuse can increase significantly.

□ Official waste sector workers in public and private organizations are also exposed to serious health risks; public sector employees and private sector official workers of waste management sectors live in unsafe working conditions and inappropriate social security. Furthermore, their access to social services and health care should be assured. . Use of standard protective equipment and clothing can reduce health risks. By highlighting the role of the professional staff of these sectors, and supplying the proper equipment and requirements for them, can help reduce social stigma that most of these people are faced with.

### 3- Tehran's experience in waste management

According to the above factors, the most important factors that affect waste management system were identified. These factors that are social in nature are linked together in terms of two important phenomena:

#### 1- Citizenship Education

#### 2- Social participation

These important phenomenon facilitate the integration of all the aforementioned factors and the institutionalization of these phenomenon in the field of waste management paves the ground for success and efficiency of the system . In Tehran also, some important measures are taken for citizenship education and community participation in the field of waste management. A review of these measures seems to be necessary. (Department of Social and Cultural Studies, 1391)

#### **4.3.1 Tehran's experience in citizenship education**

According to the social attitudes in citizenship education as a social reality, it should be pointed out that citizenship education as a social reality takes one of the following forms in the cultural structure of society:

A – Citizenship refusal: that prevents formation and strengthening of the grounds, and the conditions that we have seen in the ancient Iranian government.

(B) Possibility of citizenship, which is correlated with the capacity and potential to form and strengthen the grounds and providing the necessary conditions for citizenship , that can be studied in the Iranian governments after Islam until the Persian Constitutional Movement

C. citizenship requirement: during this period the necessity of providing the grounds and conditions for citizenship, which has extended since the Islamic Revolution, We are now faced with such a process that is instructed to people by the government

Also, on the other hand, citizenship and citizenship education has been emphasized by the nature of the constitutional discourse and the basic strategies of the Islamic Republic of Iran, as well as the rules of the Islamic consultative assembly, and the strategies of economic social, cultural and educational development programs. Modernist requirements arising from the spirit of democracy and pluralism have also emphasized on citizenship education by government agencies.

Citizenship education in three phases of civic citizenship (i.e. educations that ensure people's right for civil liberties), Social citizenship (educations that ensure that people enjoy Economic social, and cultural welfare) and Political citizenship (refers to educations such as education of participation) has been provided by the government during the past thirty years (Department of Social and Cultural Studies, 1391).

In general, citizenship education leads to consolidation of the civic skills value system and therefore consolidation of democracy and sustainable citizen participation. This factor guarantees the survival and continuity of social life and the extent of development in developing industrial societies. Another role of this factor is provision of information and awareness about the public issues of societies at the local, national and global levels. In fact, the goals, principles and attempts and measures of citizenship educations and development of citizenship -orientation in any society are closely related to politics, economics, religion, ideology and culture.

#### **.4.3.1.1 Recognized factors in waste management culture and participation**

According to the three proposed approaches, proper waste management culture and participation can be influenced by the following factors: (Mostafa Pour, 1392).

1- Municipal measures: Municipal measures are crucial for creation and development of education and culture of participation. Factors such as holding training courses, providing services and creation of necessary conditions, and gaining the citizens satisfaction and trust play an important role in promoting the culture of waste management.

2- Environmental features of citizens: Citizen's environmental features, such as their living environment conditions, duration of their residence in the environment, duration of their participation in implementation of the plans, and ownership of the property may affect the participation of people, both qualitatively and quantitatively.

3- Personal Characteristics of the individual citizen: these characteristics include level of education, age, gender, occupation and ethnicity. Although these effective factors are beyond the control of the municipality, the municipalities, with knowledge of the characteristics of the individual citizens, can develop their actions to create the necessary conditions.

#### **.4.3.2 Experiences of participate in Waste Management in Tehran**

Research carried out in this field suggest that some main results have been achieved in terms of participation:

1- There is a relationship between education and participation in the separation and collection of household waste materials. According to Lerner's theory, there is a positive interaction between Urbanization, literacy and access to the media, Therefore citizenship education should be taken into consideration from childhood, i.e. when information are firmly stored in mind. Education of housewives was recognized as the most effective method for waste management. Since the role of women in economic and social dimensions of life and their impact on children will improve behavior of individuals in adulthood.

2- Lerner's theory also showed the unavoidable role of the media in educating citizens and increasing their participation. The visual and audio media are considered the shortest possible time for all urban and rural people and are considered a kind device for notification and culture-

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building about the health, environmental, economic efficiency,... importance of proper waste management. Furthermore, education in this way, can complement the success of waste management programs.

3- There is a relationship between satisfaction with municipal services and participation in the separation and collection of household waste materials. The extent of notification and awareness of people of the goals and results of municipal projects, may have a significant impact on the extent of willingness for participation. Notification and satisfaction, increase will also increase public trust.

4- There is a direct relationship between social trust and spontaneous participation in waste management. Where people's trust in each other and in authorities is low; appropriate conditions should be provided for people so that they may become aware of the opinions and activities of the authorities, feel that assuming responsibilities in this field will be useful for their lives, and have a sense of belonging to the city.

5- There is a relationship between social belonging and proper waste management. The more people have a sense of belonging towards their living environment, they will accordingly spare no effort to preserve and protect it. Thus, conditions should be provided so that people do not consider themselves alienated to the environment.

According to the obtained results, the most important factors affecting participation in waste management in Tehran are as follows:

- The level of public trust in the relevant institutions of waste management system
- Citizens level of social capital in different areas
- The degree of individuals' awareness of the waste management process
- Social - economic foothold of individuals (the level of job, income and education)
- The extent of Religious and charitable contributions

### **4.4. The role of urban management in social issues resulting from waste materials**

The role of urban waste management as a key element of urban management, in development and desirability of cities and human communities is crystal clear to everyone. Though, waste management, including Sustainable Waste Management may seem to be a technological issue at first glance, in practice, we are faced with non-technological challenges in the field of waste management.

Problems such as low motivation of waste producers for production of less waste or separation of them, non-normative accumulation of household waste, negligence of citizens about health and environmental risks of waste materials, especially the hazardous waste and consequently increase in surface and underground water as well as soil pollution and emissions of hazardous pollutants in the environment, on the one hand, and Structural, administrative and legal problems in waste management that break out in form of inconsistencies between responsible or influential

organizations in the process of waste management, on the other hand, have led to the introduction of a new concept called Integrated Sustainable Waste Management in the industrialized countries (Hemelaar & Maksum, 1996).

(ISWM) focuses on consideration of all aspects of waste management, including social, economic, cultural, environmental and technical aspects, on the one hand, and interaction and participation among the people and effective institutions involved in waste management on the other.

Most of the environmental pollutions are caused by the lack of public cooperation and participation, or their unfamiliarity with the culture of urban life. And experience has proven that education can do much to affect public behavior in regard with production of environmental pollutants and public health. For example, as for separation of waste materials, thousands of tons of valuable recyclable materials are destroyed everyday together with other waste materials which add to the environmental pollution. And this is due to lack of public awareness or lack of investment in the education of people. Urban health and service management will not be possible without extensive participation of the people (Ali Omrani; 1386)

On the other hand, providing any education, with any method or with any content definitely cannot reduce or eliminate these problems. To provide a targeted and useful educational program, first the target area, (waste management) should be identified and then efficient methods of educational planning and proper training methods should be used.

For example, as for separation of waste materials, thousands of tons of valuable recyclable materials are destroyed everyday together with other waste materials which add to the environmental pollution. And this is due to lack of public awareness or lack of investment in the education of people. Urban health and service management will not be possible without extensive participation of the people. Educating people about changing the patterns of water consumption, waste production, air, noise and ... pollutions can lead to the same results. There is a lot of evidence to prove that students go to school and universities without learning the skills and values that are the foundation of responsibility towards the society and becoming for a good citizen in the future. If we consider education a sort of investment for the future, Citizenship education is an investment for the future of the country in its all aspects. (Ali Omrani, 1386).

Today, lack of the education of urban life culture is completely apparent and in Tehran metropolis, ignorance of the culture and the behavioral rules of urban life, have imposed great costs to the administrators of this the city, its urban environment as well as its residents. Tehran, is facing the steady increase in its fixed and floating population and increase in its numerous subcultures and ethnicities, as well as the related social needs accordingly. With development and rise of this condition, needs will also increase significantly And the responsibilities of the relevant agencies will become heavier (department of Citizenship Education in Tehran municipality, 1389).

We can consider Municipality the proctor of citizenship education and emphasize on the continuity of these educations in the society, because the negative effects of public ignorance of the culture of citizenship and its damages go directly to municipalities. On the other hand, it's necessary that citizens learn about how to interact with urban areas, so that they can have a normal city. Since all urban interactions take place in urban areas and their positive and negative consequences will somehow affect citizens as well. Municipality is the proctor of urban and citizenship education, and it can, through internal and external interactions, educate citizens in the field of its services to citizens, and incite them towards participation by means of an

appropriate notification system in the planning areas (Ibid).

Regardless of the different views and opinions that exist in this field, the programs can be divided into two groups:

1- Direct (or informal) education of citizenship manners: in the form of classes, seminars, conferences, which are designed and implemented according to the nature of the curriculums?

2- Implied or (complementary) education of citizenship manners: which is carried out through media and training tools such as CDs , Internet ,... According to the studies carried out in this regard, above from the formal education programs in schools, other factors such as family, friends, classmates, teachers and religious books, and extracurricular activities can be regarded as other strategies for citizenship education (Khatib Zanjani).

Formal education refers to the educations that enjoy structure, purpose, and planning, teaching methodology and acceptance criteria. And the difference between non-formal and formal education, is that formal education is done within the education system of the country. Informal education, including vocational training, adult education and job training, take place outside the formal education system.

The Criteria for admission to formal education system are very strict and unmodifiable, for example, one cannot go to university before they have obtained a diploma, but the criteria for admission to non-formal education are very flexible. In formal education, teachers must have a degree, i.e. some specific and predetermined criteria are considered for teachers, while in non-formal education system, teachers do not have any specific degree.

Formal education, are to a great extent theoretical, while the non-formal education, are short-term and skills-orientated in most cases. The Non-formal education is intended for develop training and practical skills in people.

Sustainable integrated waste management is a concept that, due to the problems in the field of waste materials and the extent and multifaceted nature of these problems, is being pursued and carried out in in many countries, including Germany. This concept that is related to the concept of "sustainable development" includes different technical, financial, cultural and educational aspects. In these countries as well, education of issues related to waste, as an important component of sustainable management of waste materials, is seriously followed and practiced.

The educational courses that are designed for waste materials in cities should aim to achieve a comprehensive and effective model for the waste materials that can change the attitudes of citizens in favor of sustainable management of waste materials. Therefore, attentions should be focused on the sustainable management of solid waste materials on the one hand and on Educational planning that can provide the citizens with their needed competencies in waste management. Based on the concepts discussed and in accordance with the experiences of other countries, the most important elements of waste management and citizenship education are:

□A systematic, comprehensive and network-based look at waste management and education with consideration of the economic, social, cultural, environmental and technical coordinates at the



same time.

Emphasis on communication and interaction between the economic, social, cultural, environmental and technical elements in waste management

Identification and analysis of the communications between the influential and influenced individuals (Stakeholders) in the production and management of waste.

Searching for and offering solutions that include motivation of all groups of actors for participation in the sustainable management of waste

Development and implementation of educational, promotional and cultural programs and production of educational and cultural products to increase awareness, motivation and public participation in the sustainable management of waste

## 5. CONCLUSION

Social aspects of waste management, including different patterns of waste production, the ways of leading them to the refinery, the producers of waste depend on the community-based management system and the social status of the employees of this sector:

Waste production patterns determine the attitudes and behavior of individuals. Attitudes of people towards waste is influenced by some criteria such as public awareness, citizenship education, and specialized workshops in this field.

In most low-income countries, the community-based waste management is considered the only solution. Functional relationship between social activities of people and functions of municipalities is very crucial in the category of waste materials. Even when waste collection services are fully established, cooperation and participation of people is necessary for efficient management of waste materials. This cooperation and participation is facilitated through raising public awareness by means such as specialized workshops and so on Official and unofficial workers in different parts of the waste management system, due to different and special circumstances in these sections, are always faced with health risks, therefore, these people should be supported in different ways, so that they can have better access to social services and enjoy improved working conditions (Schübeler, 1996: 11).

## 6. SUGGESTIONS

Participation of the Members of a community in waste management, due to differences in their personality and thinking, is performed in a variety of ways. Residents of one region are responsible for waste management at the individual level. This responsibility leads to action, such as reducing the consumption, separating the materials, putting the garbage in the designated places at the predetermined time.

However, there are certain factors that can improve the continuity of social participation:

1- Communication strategies can provide citizens with a broad and comprehensive understanding of the issues about the waste materials and increase the responsibilities of private sectors towards people. Notification measures which are among the communication strategies and

aim to encourage public participation, are very necessary

2- Local authorities and community-based organizations can stimulate public participation in cities and ensure people that they are concerned with the needs of the community and attach great importance to it.

3- Women can play a decisive role in solid waste management and separation of them from origins and establish important channels of communication. They can also stimulate the participation of other women and other community members in this process.

4- NGOs can act as a mediator between the community and other stakeholders and play a crucial role in the continuation of local community-based organizations activities by drawing attentions to the limitations and conflicts in this area.

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