
RESEARCH REPORT

IDENTIFYING BEST PRACTICES IN MUNICIPAL BLUE BOX PROMOTION AND EDUCATION

AUGUST 2005



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Section 1

BACKGROUNDER & STUDY OBJECTIVES

1.1 BACKGROUND INTRODUCTION

In August 2004, the County of Oxford, the Region of Waterloo, Essex-Windsor Solid Waste, plus the AMRC and Commexus Inc. joined as a team to submit an application for funding to The Effectiveness & Efficiency Fund of Stewardship Ontario. The E&E Fund seeks to help municipalities reduce costs and increase tonnes recovered (i.e., enhance program effectiveness). The E&E Fund is part of the Blue Box Program Plan created as a result of Ontario's Waste Diversion Act (2002). It is an integral part of the plan to help Ontario achieve the Minister's recycling target of 60% diversion of Blue Box waste by 2008.

The focus of the proposed project was to determine Blue Box promotion and education (P&E) best/preferred practices through research, and from the research findings develop a workbook of best practices in municipal Blue Box promotion and education for municipal coordinators.

1.2 STUDY OBJECTIVES

This study had six objectives:

1. To look for trends between P&E expenditures and Blue Box tonnage using information from the 2002 and 2003 datacall and to compare this information with 2004 data.
2. To identify what P&E best practices are currently being used in municipalities through a detailed survey and analysis of programs covering each program type.
3. To conduct a literature review of recycling behavioural research, communications theory and other P&E created guides.
4. To conduct six focus groups to gather public input about municipal promotion and education efforts.
5. To develop a step-by-step best practices guide to P&E.
6. To deliver a presentation of the project results at the AMRC conference in February 2006.

Section 2

RESEARCH SCOPE & DESIGN

2.1 RESEARCH COMPONENTS

The research consisted of three components – a survey of municipalities, a literature review, and focus groups. The use of three different types of research allowed for an expansion of data collection. Each component augmented the information of others, in an effort to look for as many explanations or interpretations as possible.

2.2 SURVEY OBJECTIVES & METHODOLOGY

As part of this project, selected municipalities throughout Ontario were surveyed to create a baseline of Blue Box promotion and education information. Questionnaire responses were based on 2002-2003 Datacall information. These years were chosen because 2002 was the first year data was completed at the provincial level.

After the survey was completed, Stewardship Ontario requested that additional information be obtained from the original participating municipalities on P&E expenditures and tonnages for 2004.

2.2.1 Survey Objectives

This part of the research had four objectives:

1. To identify any promotional/educational best practices which were happening in the chosen survey recipient municipalities.
2. To ascertain if there is a consistency in best practices that makes a community successful.
3. To allow a comparison of practices between municipalities – Tactics of “x” community different/similar to “y” community, better results or equal or less.
4. To offer the opportunity for municipal coordinators to give suggestions about what they would like to see in the P&E best practices workbook.

2.2.2 Survey Sample

The survey sample was drawn from the 2002-2003 Datacall Information. The original sample size allocated for the municipal coordinators' survey was 24 respondents. This number represented approximately 10% of the possible municipalities within Ontario.

Survey recipients were chosen based on the following criteria:

- Each program type drawn from the "Policies and Practices to Support Cost Containment and Efficiency and Effectiveness and Small Business Measures" was to be represented;
- Where possible two of the most successful and one of the less successful programs were selected within in each program area;
- As many geographical areas across Ontario as possible were represented;
- Those surveyed must have spent something on P&E during 2003-2003; and
- Selected municipalities must be willing to participate.

Several communities did not complete the survey and alternates were selected where possible. This reduced the sample to 21 completed surveys.

2.2.3 Data Collection Method

The original survey was sent to municipalities in early March 2005. The deadline for the original group of survey recipients was the end of March, however many municipalities asked for an extension of the response time to the end of April. Several steps were taken to increase responses from the original sample group. These steps were numerous and included follow-up prompting phone calls and a second mailing of the questionnaire.

Alternate municipalities were chosen when some municipalities did not reply to the survey. These alternate municipalities were given an extension of the return deadline to July 2005.

Each survey was reviewed for completeness and clarity of response. Follow-up inquiries were made where necessary.

The original contact package included a cover letter, glossary of terms contained in the survey, and a copy of the questionnaire. Examples of these materials can be found in Appendix A.

2.2.4 Data Analysis

All completed questionnaires were entered into a customized database. Analysis of the survey results consists largely of frequency counts for each of the questionnaire variables, as well as relevant cross-tabulations between selected questions.

2.3 LITERATURE REVIEW OBJECTIVES & METHODOLOGY

2.3.1 Review Objectives

This part of the research had three objectives:

1. To define question areas to be used for further exploration and expansion during focus group sessions.
2. To provide comparative information in relation to the viewpoints and information provided by the municipal coordinators' survey and the focus groups.
3. To explore the basis for creation of this project's final culminating task – the development of a workbook for municipal recycling coordinators that will address the best practices in promotion and education for "Blue Box" recycling participation.

2.3.2 Review Methodology

An extensive review of literature was conducted using two different research streams.

In the first stream sources were used that:

- Uncovered consumer attitudinal research;
- Examined the main issues in consumer participation in residential recycling through the use of behavioural intervention strategies; and
- Reviewed the best practices for public communication.

In the second stream sources were used that showed examples of:

- Other communities' promotion and education planning and strategies;
- Specific campaign and communication examples;
- Social marketing approaches; and
- The impact of funding on public education.

2.3.3 Review Research Sources

The following sources of information were examined:

- Trade publications;
- Other municipalities' and organizations' research reports;
- Academic research; and
- P&E and communication manuals from other locations.

2.4 FOCUS GROUPS OBJECTIVES & METHODOLOGY

2.4.1 Focus Group Objectives

This part of the research had four objectives:

1. To provide comparative information in relation to the viewpoints and information provided by the municipal promotion and education survey and the literature review.
2. To conduct focus groups in six disparate locations of the province to offer insight into the differences or similarities in behaviour and knowledge.
3. To determine the public's current levels of recycling knowledge and general attitudes towards recycling and messages that appeal to them.
4. To determine ways to use the public's preferences in municipal communications related to Blue Box recycling.

2.4.2 Focus Group Methodology

Six focus groups were conducted across the province. All sessions were held in the evening. Sessions were held in local venues in each municipality. A total of 36 participants attended the 6 sessions. Each session was professionally videotaped to ensure complete recollection of responses.

The focus group areas were selected based on the following criteria:

- Responded to the survey;
- Represented each of the program types; and
- Were geographically representative.

Potential focus group participants were selected on a random basis from a large sample drawn from the phone book of selected municipalities. Where areas had several communities within its collection territory every effort was made to have a sample from each of the communities.

A professional calling centre was used to obtain participants. A telephone guide was developed for their use. The guide (provided in Appendix C) used the following criteria for participant selection:

- Potential participants were selected only from single family dwellings – both owners and renters;
- Group make-up of 50% mix of males and females where possible;
- Groups containing a good mix of ages, income, education;
- No potential panel member was chosen who currently works in marketing or allied fields or in the municipal sector; and
- All potential participants were required to read, speak, and write English well.

Potential participants were initially chosen according to the selection criteria. A follow-up letter was sent to confirm all details of the initial conversation, and a confirming and reminder phone call was made the evening before the session.

A professional moderator led all of the focus groups. The moderator followed a discussion guide created for and used in the sessions. The discussion guide can be found in Appendix C at the end of this report.

Section 3

SURVEY RESEARCH FINDINGS

3.1 SURVEY BREAKDOWN

Twenty-one (21) municipalities responded to the survey. The municipalities selected to complete the survey represented all program types drawn from the Policies and Practices to Support Cost Containment and Efficiency and Effectiveness Schedule. The breakdown within each program type is detailed in Table 1.

Table 1

Breakdown of Survey Respondents by Program Type

Program Type	Percentage of Total
Large Urban	9.5%
Urban Regional	23.8%
Small Urban	9.5%
Rural Regional	14.3%
Rural Collection South	14.3%
Rural Depot South	14.3%
Urban Collection North	4.8%
Rural Collection North	4.8%
Rural Depot North	4.8%
Total Respondents 21	

3.2 LENGTH OF BLUE BOX PROGRAM EXISTENCE

Four municipalities did not answer this question leaving 17 valid responses. Almost all of the responding municipalities have very mature recycling programs in place with over 76% in existence for 15 years or more.

Table 2

% of Respondents by Time Blue Box Program in Existence

Number of years in existence	% of Respondents
20 or more years	11.8%
15 to 19 years	64.7%
10 to 14 years	11.8%
Less than 10 years	11.8%
Valid Responses 17	

3.3 SURVEY RESULTS

3.3.1 Section A: Municipal & Blue Box Program Operational Information

Question 1 – Please fill in the following chart.

This question contained three parts: Part A – Population, Part B – Single Unit Households, and Part C – Single Units Served By Curbside Recycling for 2002-2003. Responses, detailed in Table 3, were grouped into population categories for analysis.

In **Part A**, 18 of the possible 21 respondents answered this question in both 2002 and 2003. The majority of respondents (61.1%) had populations that fell in the under 100,000 category.

In **Part B**, 18 of the possible 21 respondents answered this question in both 2002 and 2003. The majority of respondents (77.8%) had single unit households in the under 100,000 category. There were slight differences between 2002 and 2003 in other categories due to an increase in reported single family units.

In **Part C**, 17 of the 21 municipalities had curbside pick-up in 2002. Of the 17, one had missing data which gave 16 valid responses. In 2003 a municipality added curbside pick-up allowing a possible 18 of the 21 municipalities to respond to this part of the question. Of the 18, one had missing data which gave 17 valid responses. The majority of the single unit curbside pick-up percentages (68.8% in 2002 and 70.6% in 2003) fall in the under 100,000 category. Single unit pick-up percentages differ slightly from single unit's household percentages.

Table 3

**% of Respondents by Population, Single Unit Households,
Single Unit Households with Curbside Recycling – 2002-2003**

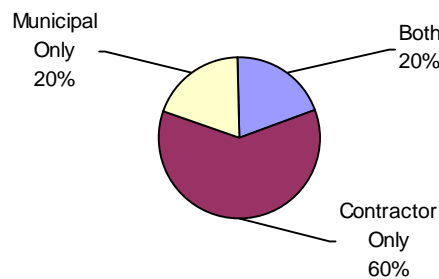
Category	A - Population % of Respondents		B - Single Unit Hhlds % of Respondents		C – Single Unit Curbside % of Respondents	
	2002	2003	2002	2003	2002	2003
Under 100,000	61.1%	61.1%	77.8%	77.8%	68.8%	70.6%
100,000 to 249,999	16.7%	16.7%	16.7%	11.1%	31.2%	23.5%
250,000 to 399,999	5.6%	5.6%	5.5%	11.1%	0.0%	5.9%
400,000 +	16.7%	16.7%	0.0%	0.0%	0.0%	0.0%
Valid Responses	18	18	18	18	16	17

Question 2 – In 2002 and 2003 was your recycling collection contracted out or done municipally? (Check both options if applicable)

Twenty of the 21 respondent municipalities answered this question. Sixty percent (60%) of the respondents indicated that collection was contracted out while municipal collection and a combination of both were used by 20% of municipalities respectively. Collection method percentages were the same for both 2002 and 2003.

Figure 1

% of Respondents by Collection Method – 2002-2003



Question 3 – Type of Blue Box collection in your municipality?

Respondents were asked to indicate the type of Blue Box collection in their municipality – either curbside only, depot-based only, or a combination of the two. All 21 municipalities responded to this question. The following figures show the percentage collection types for both 2002 and 2003. There was a slight change between the two years as one municipality changed from depot collection only in 2002 to a combination of collection in 2003.

Figure 2

% of Respondents by Type of Blue Box Collection – 2002

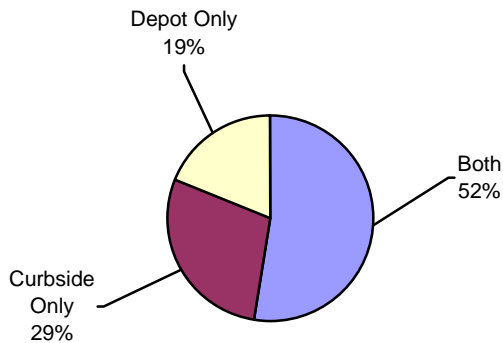
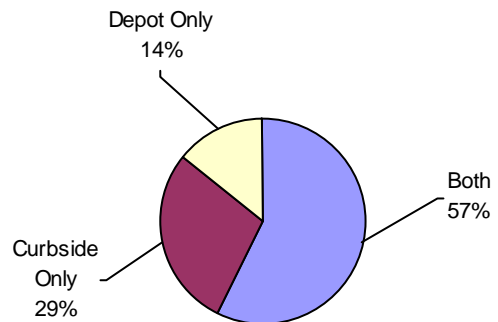


Figure 3

% of Respondents by Type of Blue Box Collection – 2003



Question 4 – Please check all materials collection in your curbside program.

Respondents were asked to check which materials were collected in their curbside program. All of the potential 17 respondents who had curbside Blue Box collection in 2002 responded to this question. Percentages differ between 2002 and 2003 due to the addition of a curbside program and due to actual changes in what municipalities are collecting.

Actual increases are shown in Polycoat, Aseptic, Paint Cans, Aerosol Cans, HDPE, Tubs & Lids, and Bottles as one municipality added all of these to their Blue Box curbside collection in 2003. There is also an actual decrease in a collected material as one community dropped the collection of film. The reduction in polystyrene is accounted for by the addition of the number of municipalities collecting materials curbside not by a reduction in communities collecting the material. It is interesting to note that only seven materials of all potential recyclables are collected by 100% of the responding municipalities.

Table 4
% of Respondents Who Collected Each Material at Curbside – 2002-2003

Category	Material	% of Respondents 2002	% of Respondents 2003
Fibres	ONP (old newspapers/flyers)	100.0%	100%
	OMG/TD (magazines/catalogues/telephone directories)	94.0%	94.4%
	OBB (old boxboard)	94.1%	94.4%
	Fine Papers	94.1%	94.4%
	OCC (old corrugated cardboard)	100%	100%
	Polycoat/Gable Top	35.3%	38.9%
	Aseptic	29.4%	33.3%
Containers	Steel Cans	100%	100%
	Aluminium	100%	100%
	Paint Cans (empty)	47.1%	55.6%
	Aerosol Cans	41.2%	44.4%
	PETE (#1)	100%	100%
	HDPE (#2)	88.2%	88.9%
	Film	41.2%	33.3%
	Tubs/Lids	52.9%	55.6%
	Bottles	70.6%	77.8%
	Polystyrene (#6)	41.2%	38.9%
	Clear Glass	100%	100%
Coloured Glass	100%	100%	
Other (<i>List</i>)	Mixed Plastics (e.g. flower pots, trays, etc.)	5.9%	11.1%
Valid responses		17	18

Question 5 – Please check the Blue Box collection sorts/streams used.

Sixteen of a possible 17 municipalities in 2002 responded to this question. One municipality added curbside collection in 2003 giving a possible 18 respondents. Seventeen of the possible 18 municipalities in 2003 answered this question. The sorts/streams were slightly different for 2002-2003 with the majority of municipalities (over 40%) using a two-stream sort.

Table 5

% of Respondents by Type of Curbside Blue Box Sorts/Streams – 2002-2003

Category	% of Respondents 2002	% of Respondents 2003
Single	6.0%	6.0%
2-Stream	44.0%	41.0%
4-Stream	31.0%	35.0%
Other	19.0%	18.0%
Valid Responses	16	17

Figure 4

**% of Respondents by
Type of Curbside Blue Box
Sorts/Streams – 2002**

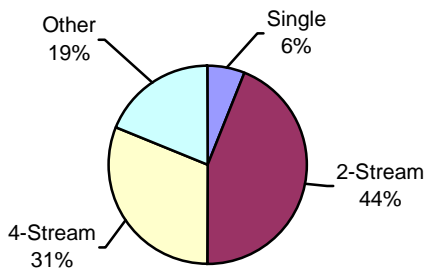
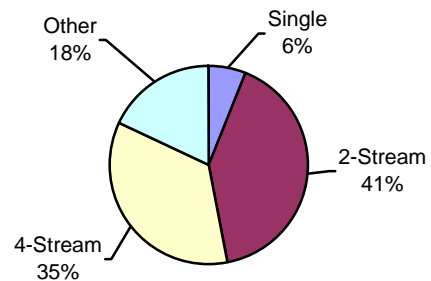


Figure 5

**% of Respondents by
Type of Curbside Blue Box
Sorts/Streams – 2003**



Question 6 – Did you use separate boxes for different materials streams?

All of the potential 17 municipalities who had curbside pick-up in 2002 answered this question. In 2003 one municipality added Blue Box collection therefore there were 18 municipalities who responded to this question in 2003. The majority (76.5% and 72.2% in 2002-2003 respectively) of responding municipalities did not have separate sort boxes.

Table 6
% of Respondents – Separate Sort Boxes – 2002-2003

Separate Boxes	% of Respondents 2002	% of Respondents 2003
Yes	23.5%	22.2%
No	76.5%	72.2%
Mixed (Yes/No)	0.0%	5.6%
Valid Responses	17	18

Note: Although the mixed option shown in the above table was not presented as an option on the survey, one responding municipality indicated that they had separate boxes in a few communities within their Region. Therefore, this category was added for analysis only.

Question 6A – If you answered yes in question 6, please describe differentiating between 2002 and 2003.

Four respondents in 2002 answered yes in Question 6 for the use of separate containers for material streams. One municipality had a Blue Box container and red box container for fibres; one had a Blue Box container and a green box container for fibres; one had a Blue Box for plastics and a black for fibres; and the fourth had a Blue Box for containers and a grey box for fibres.

In 2003 five respondents indicated they had separate boxes. The four from 2002 had the same box mix. One additional community added separate collection boxes in 2003 for papers but did so only in selected communities within its Region.

Question 7 – What was the frequency of collection of Blue Box recyclables?

Sixteen of the potential 17 municipalities in 2002 answered this question. In 2003 one municipality added Blue Box collection therefore there were a potential 18 municipalities who could have responded to this question. Seventeen of the potential 18 did answer. The primary difference between 2002 and 2003 was the addition of one municipality who added Blue Box pick-up. All other collection frequency remained the same as 2002.

Figure 6
% of Respondents by Frequency of Collection of Blue Box Recyclables – 2002

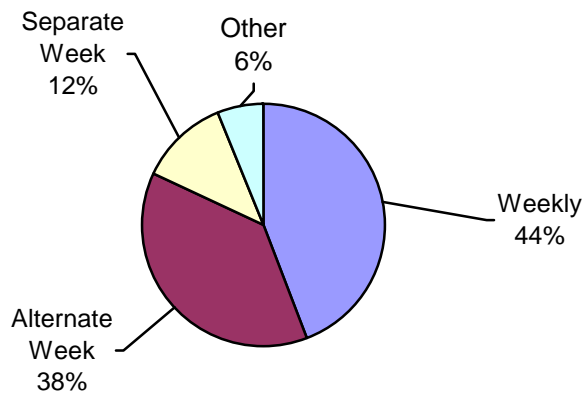
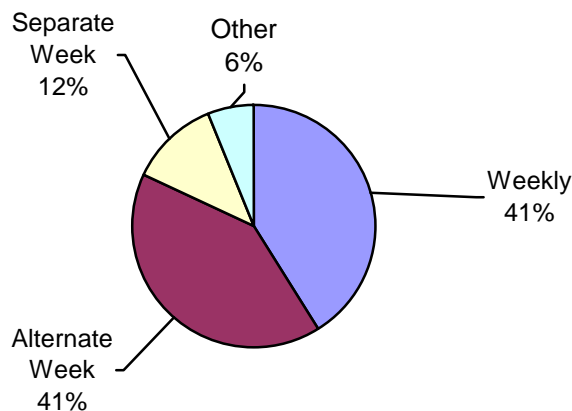


Figure 7
% of Respondents by Frequency of Collection of Blue Box Recyclables – 2003



Question 8 – Check all materials collected in your depot program.

There were a potential 15 respondents who had depots (either as a stand alone option or in combination with curbside pick-up) for materials collection in 2002 and 2003. All answered in 2002. In 2003 only 14 out of the possible 15 answered the question. Percentages differ between 2002 and 2003 due to the non-response of the municipality and due to actual changes in what municipalities are collecting.

Actual increases are shown in Polycoat, Aseptic, Paint Cans, Aerosol Cans, HDPE, Tubs/Lids, and Bottles as one municipality added all of these to their Blue Box depot collection in 2003.

As with curbside collection responses in Question 4, there are several materials being collected by a majority of municipalities, however, many of the materials able to be recycled are not being collected at a majority of depots. It is interesting to note that none of the recyclables are collected by 100% of the responding municipalities. Also it is of interest to compare curbside collection and depot. Depot collection is higher than curbside in 30% of items in 2002 and 40% of items in 2003.

Table 7

% of Respondents Who Collected Each Material at Depots – 2002-2003

Category	Material	% of Respondents 2002	% of Respondents 2003
Fibres	ONP (old newspapers/flyers)	93.3%	92.9%
	OMG/TD (magazines/catalogues/telephone directories)	86.7%	85.7%
	OBB (old boxboard)	73.3%	78.6%
	Fine Papers	80.0%	85.7%
	OCC (old corrugated cardboard)	86.7%	85.7%
	Polycoat/Gable Top	40.0%	50.0%
	Aseptic	26.7%	35.7%
Containers	Steel Cans	86.7%	92.8%
	Aluminium	86.7%	92.8%
	Paint Cans (empty)	66.7%	78.6%
	Aerosol Cans	60.0%	71.4%
	PETE (#1)	80.0%	85.7%
	HDPE (#2)	66.7%	78.6%
	Film	40.0%	42.9%
	Tubs/Lids	60.0%	71.4%
	Bottles	66.7%	78.6%
	Polystyrene (#6)	53.3%	57.1%
	Clear Glass	80.0%	85.7%
Coloured Glass	80.0%	85.7%	
Other (<i>List</i>)	Mixed Plastics (e.g. flower pots, trays, etc.)	13.3%	21.4%
Valid Responses		15	14

Question 9 – Please check the depot collection sorts/streams used.

All 15 municipalities who had depot collection responded to this question. The sorts/streams were identical for 2002-2003 with the majority of municipalities (44%) using a 2-stream sort. Depot sort/streams were very similar to curbside collection sorts/streams.

Table 8

% of Respondents – Depot Collection Sort/Streams – 2002-2003

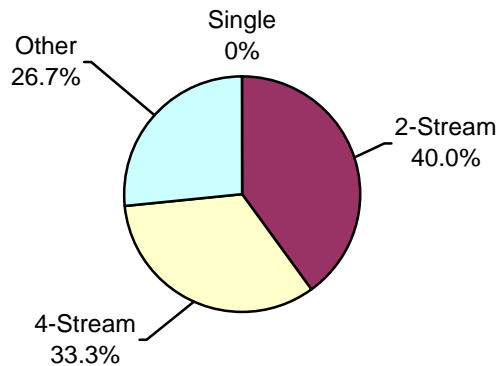
Category	% of Respondents 2002-2003
Single	0.0%
2-Stream	40.0%
4-Stream	33.3%
Other	26.7%

Valid Responses 15

Note: The responses in the “Other” category were “collect limited type of material” and “bins for each material” (3).

Figure 8

% of Respondents – Depot Collection Sort/Streams – 2002-2003



Question 10 – Please indicate the number of depots used for collection.

Five respondents had only urban depots, four respondents had urban and rural depots, and five respondents had rural depots only. The total number of urban and rural depots is detailed in Table 9. There was a significant reduction in the number of urban depots between 2002 and 2003 as one municipality went to curbside pick-up as well as depots.

Table 9

Total Number of Depots – Urban & Rural

# of Urban Depots		# of Rural Depots	
2002	2003	2002	2003
17	13	47	46

Question 11 – What contamination problems were encountered at depots in 2002 and 2003?

Five municipalities responded to this question. Their responses are shown in Table 10.

Table 10

Types of Contamination

Contamination in 2002	2003
Containers and garbage in paper	Same
Depot carts being used for garbage; vandalism; wrong materials in depot cart	Same
Non-recyclables included with recycling; cross-contamination	Same
Wrong type of materials; animal carcasses; bed springs; vinyl siding; car parts	Same
Broken glass; unaccepted items, HHW (depot is next door)	Same

3.3.2 Section B: Overview of Blue Box Promotion & Education (P&E) Program

Question 12 – Check all delivery mechanisms available in your collection area.

All 21 municipalities answered this question. The most available delivery mechanism was mail followed closely by municipal websites. There were only slight changes between 2002 and 2003 with one municipality losing the availability of a daily newspaper and one adding the availability of a monthly paper. Also the number of municipalities who had websites increased in 2003.

NOTE: While only 90% of respondents indicated they had mail delivery available this is really missing data as every community has the option of mail delivery.

Table 11

% of Respondents Who Had Delivery Mechanisms Available in 2002-2003

Available Delivery Mechanism	% of Respondents Who Had Mechanism Available in 2002	% of Respondents Who Had Mechanism Available in 2003
Billboards	42.9%	42.9%
Bus Benches	33.3%	33.3%
Bus Shelters	33.3%	33.3%
Buses	38.1%	38.1%
Community Newsletters/Magazines	76.2%	76.2%
Door-to-door	61.9%	61.9%
Mail	90.5%	90.5%
Newspapers (daily)	47.6%	42.8%
Newspapers (monthly)	42.6%	47.6%
Newspapers (weekly)	71.4%	71.4%
Radio (commercial)	61.9%	61.9%
Radio (community)	42.9%	42.9%
Television (cable)	52.4%	52.4%
Television (commercial)	33.3%	33.3%
Volunteers	47.6%	47.6%
Municipal Website	85.7%	90.4%
Other (Community & environmental groups, call centre)	19.1%	19.1%
Valid Responses	21	21

Question 13 – Please indicate the total Blue Box budget for each year.

While four respondents did not answer this question on the survey, P&E Datacall Information was used to collect the missing data and to confirm the accuracy of all respondent answers. Percentages are shown for 21 valid cases. Budget categories were set for analysis.

Table 12
% of Respondents – Total Blue Box Budget – 2002-2003

Total Blue Box Budget	% of Respondents 2002	% of Respondents 2003
Under \$100,000	28.5%	23.8%
\$100,000 to \$399,999	23.8%	23.8%
\$400,000 to \$699,999	0.0%	4.8%
\$700,000 to \$999,999	9.5%	4.8%
\$1,000,000 to \$4,999,999	28.5%	33.3%
\$5,000,000 to \$9,999,999	4.8%	4.8%
\$10,000,000 +	4.8%	4.8%
Valid Cases	21	21

Question 14 – What was your Blue Box P&E budget for each year?

While only 17 municipalities answered this question on the survey, P&E Datacall Information was used to collect the missing data and to confirm the accuracy of all respondent answers. The majority (42.9%) of municipalities spent less than \$10,000 on Blue Box P&E in 2002 and 33% spent less than \$10,000 in 2003.

Table 13
% of Respondents – Total Blue Box P&E Budget – 2002-2003

Total Blue Box Budget	% of Respondents 2002-2003	% of Respondents 2003
Under \$10,000	42.9%	33.3%
\$10,000 to \$49,999	23.8%	33.3%
\$50,000 to \$99,999	14.3%	9.5%
\$100,000 to \$149,999	4.8%	14.5%
\$150,000 to \$199,999	0.0%	4.8%
\$200,000 to \$249,999	0.0%	0.0%
\$250,000 to \$299,999	14.3%	4.8%
Valid Cases	21	21

Comparison Question 13 & 14: Questions 13 and 14 are quite important to this study. Ranges for spending on P&E as a portion of total Blue Box budgets ranged from a low of 0.6% to a high of 28.6%. Removing these two extremes from calculations the average P&E expenditure as a portion of the total Blue Box budget was 4%.

Question 15 – Did your municipality have an internal person who created Blue Box promotion and education materials?

All respondents answered this question. Responses were the same for 2002 and 2003.

Table 14

% of Respondents – Internal Person Who Created P&E – 2002-2003

Internal Person	% of Respondents 2002-2003
Yes	66.7%
No	33.3%
Valid Responses 21	

3.3.3 Section C: Planning

Question 16 – Had any research specific to your Blue Box program been conducted from 1998 to 2003?

All 21 respondents answered this question. Although this question was specifically geared to looking for communication/behaviour research, in only a few incidents was this type of research conducted. Actual responses outlining the type of research that was conducted are shown in question 16A.

Table 15

% of Respondents – Research Conducted Between 1998 and 2003

Research Conducted	% of Respondents 2002-2003
Yes	38.1%
No	61.9%
Valid Responses 21	

Question 16A – Please describe the research and the goal(s)/objective(s) for conducting the research.

The following comments were given:

- Curbside set-out counts (determine participation); Pilot Program (prior to starting integrated waste collection and adding new materials to BB program); Waste Audits (baseline before integrated waste pilot).
- Waste audits; participation surveys; red box/blue box demonstration project (to determine if 2 box system would increase participation and decrease contamination).
- Focus groups and surveys when switching to wet/dry we sought public input to shape current system.
- Questionnaire/public meetings to develop most favourable program and educate.
- Small waste audit in 2001 and 1998 – main purpose was to look at organics but good information was found on recycling habits.
- Waste audit in two areas in 2000-01 season.
- Assess participation levels; gauge public support for current program and other potential collection options.
- Surveyed residents to determine reaction to 3-bag limit program; mail-in surveys distributed with Annual Guide.

Question 16B – Please describe what you did with the results of the research.

The following comments were given:

- Selected sustainable new BB materials; changed from simple collection schedule to comprehensive waste booklet, plus increased advertising with dedicated education program targeting Grade 3s & 7s.
- Heavier emphasis on boxboard and cardboard advertising; more focus on other areas of home besides kitchen.
- Developed current 3-bag system and corresponding P&E materials using public input.
- Developed better advertising campaign and began school education program.
- Focused on materials not being captured (fine paper, film plastic, etc.) and did more advertising about those.
- Planned new waste collection services (i.e., co-collection).
- Started organics pilot in 2001 in representative neighbourhoods in one pick-up sector.
- Fine tuned communication materials to address issues identified in surveys/feedback. Found a need to use results-based communications.

Question 17 – Did your community have/develop a strategic communications plan for your Blue Box program in 2002 and/or 2003?

All respondents answered this question. The majority of respondents (81% in 2002 and 76% in 2003) did not have or develop a strategic communications plan. Four respondents did have a strategic communications plan in 2002 and five did in 2003. In all instances except one plans were created by large urban and urban regional respondents.

Table 16

% of Respondents – Developed/Had a Strategic Communications Plan – 2002-2003

Developed/Had	% of Respondents 2002	% of Respondents 2003
Yes	19.1%	23.8%
No	80.9%	76.2%
Valid Responses	21	21

Question 17A – Please tell us who developed the plan.

Four respondents in 2002 and five in 2003 had or developed a strategic communications plan. Of the plans created in either year only one was not developed by internal staff alone.

Figure 9

**% of Respondents –
Plan Developer – 2002**

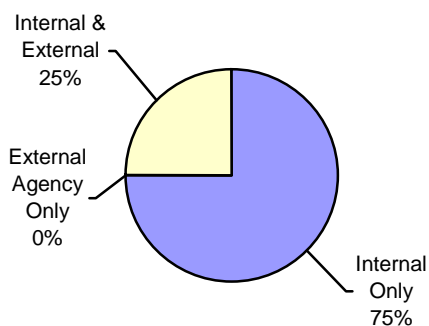
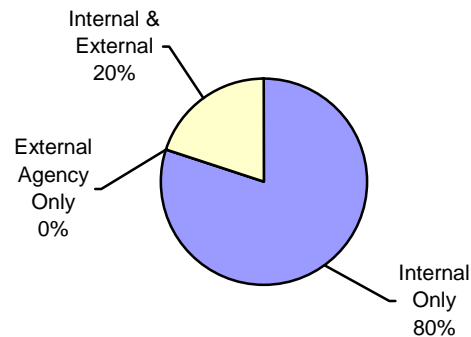


Figure 10

**% of Respondents –
Plan Developer – 2003**



Question 18 – What methods were used to choose the Blue Box messages you created in 2002-2003?

Three respondents did not answer, leaving 18 responses to this question. Actual responses follow. The majority of respondents relied on personal knowledge, history, and staff to choose their Blue Box messages.

- Research, resident/council suggestions, employee observation.
- Personal knowledge – brainstorming by staff on how to get the message out about the change to the BB program.
- Up until 2004 most marketing based on getting information out to inform resident of programs or changes. Until 2004 have not focused on changing behaviour.
- No messages were created.
- Creative design to make stand out.
- Personal knowledge.
- Personal knowledge and experience.
- Discussions with other communities; on-line research; discussion with contractors and their problems.
- Professional knowledge – solid waste supervisor only employee in division handles HHW (contracts, P&E, inquiries, landfill, complaints, bylaw enforcement) all other solid waste as well as transit system.
- BB messages pretty much just personal knowledge.
- AMRC ads/other municipalities' ideas.
- Personal knowledge and what works best in community based on history.
- Previous flyers, other flyers and contractor.
- Personal knowledge; communications research for new collection services roll-out.
- Waste audit info/personal knowledge – perceived needs.
- Personal knowledge – information that is specific to our program.
- Calls from residents with feedback/communications dept, SW staff and consultant's marketing expertise.
- Program needs via staff input. Surveys indicated residents want results-based communications.

Question 19 – Were any Blue Box promotional materials’ creative elements (e.g., clarity, strength of headlines, copy, etc.) in both print and electronic tested for effectiveness before launching/use?

All 21 municipalities responded to Print portion of the question for 2002 and 2003. Five municipalities did not respond to the Electronic portion of the question in either year. The majority of respondents did not test any of their promotional materials’ creative elements in neither print nor electronic.

Table 17

% of Respondents – Tested Creative Elements Print & Electronic – 2002-2003

Tested Creative Elements	Print		Electronic
	2002	2003	2002-2003
Yes	0.0%	4.8%	6.3%
No	85.7%	80.9%	75.0%
Didn't create	14.3%	14.3%	18.8%
Valid Responses	21	21	16

Figure 11

% of Respondents – Tested Creative Elements Print – 2002

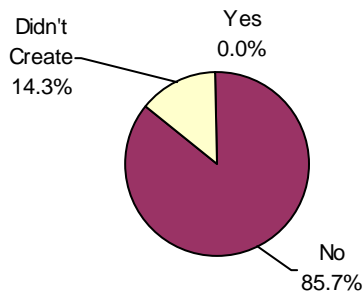


Figure 12

% of Respondents – Test Creative Elements Print – 2003

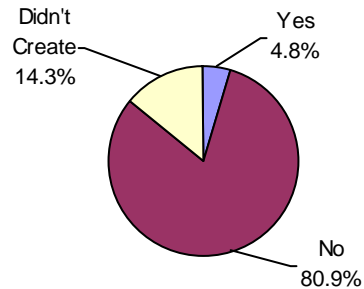
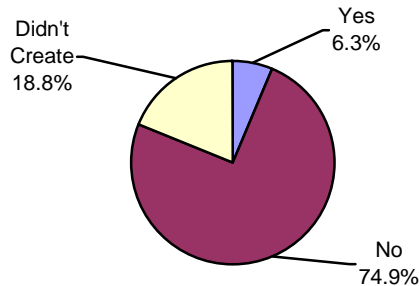


Figure 13

% of Respondents – Tested Creative Elements Electronic – 2002-2003



Question 19A – Please explain why and how these elements were tested, and the result of the testing.

Only two respondents tested elements in either year. One respondent tested electronic creative in both 2002 and 2003 and one respondent tested print creative in 2003. These answers appear in Table 18 below.

Table 18
How/Why Elements Were Tested

Elements Tested	Why Chosen for Testing	Testing Methods	Results
Creative design	Make sure appealing to people so they will keep	Focus groups	Came up with design used for launch
Slogan	Determine slogan most effective for program	Focus group, telephone survey	Selected slogan for all promo materials

Two municipalities did make additional comments. One respondent said that:

- “We have tested before with focus groups and test demonstration neighbourhoods but not in these years.”

Another respondent answered that no testing was done, however for 2003 under testing methods used they indicated:

- “Survey done by consultant indicates strong need for more education about bag limits and feedback on success.”

3.3.4 Section D: Implementation and Delivery

Question 20 – Please indicate what communication tools were used for Blue Box promotion and education in your municipality, indicating the topic and other details.

All municipalities responded to this question. This question contained 6 different parts. Four parts were applicable for all communication tools. The various parts are divided into charts for the purposes of analysis. The last two parts of the question were applicable only to paid print and electronic advertisements. Separate charts were developed in all categories for the paid print and electronic communication tools.

Table 19 below shows the overall percentages of use of each communication tool. The top three most used communication tools in 2002 were brochures/pamphlets, paid print advertising, and tied for third place calendars and newsletters. In 2003 the top three communication tools differed slightly with brochures/pamphlets remaining the number one most used with calendars number two and paid advertising third. There are several possible communication tools that are not being widely used in many communities.

Table 19
% of Respondents Who Used Each Communication Tool in 2002-2003

Tool	% of Respondents	% of Respondents
	2002	2003
Articles/columns	33.3%	33.3%
Brochures/pamphlets	71.4%	71.4%
Calendars	57.1%	61.9%
Displays	47.6%	45.0%
Door hangers	9.5%	14.3%
Magnets/stickers, etc.	23.8%	20.0%
Media release	47.6%	45.0%
Media kits	14.3%	10.0%
Newsletters	57.1%	55.0%
Paid Advertising (Print)	61.9%	60.0%
Public Service Ads (Print)	23.8%	19.0%
Paid Advertising (Electronic)	47.6%	42.8%
Public Service Ads (Electronic)	23.8%	25.0%
Reminder Card	28.6%	25.0%
School tours/presentations	47.6%	38.1%
Signage	23.8%	20.0%
Speaking engagements	47.6%	45.0%
Special days/weeks (Waste Reduction Week)	47.6%	45.0%
Student/Teacher education kits	28.5%	23.8%
Other	9.5%	14.3%
Valid Responses	21	21

Responses in the “Other” category were Welcome Wagon packages to new home owners, website, and special event set-up specifically for presentation.

Question 20 Part A – What was the topic of the communication tool in 2002-2003?

All 21 municipalities answered this question.

Table 20

% of Respondents for Topic of Each Communication Tool in 2002

Topic of Communication Tool	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Sign	Speak Eng	Special Days	Stud/Tr Kits	Other
BB Specific	14%	27%	25%	10%	50%	60%	40%	0%	8%	40%	33%	50%	55%	40%	40%	40%	50%	100%
Multi-program	43%	20%	42%	40%	0%	0%	10%	33%	42%	40%	17%	17%	0%	20%	0%	0%	0%	0%
Both	43%	53%	33%	50%	50%	40%	50%	67%	50%	20%	50%	33%	45%	40%	60%	60%	50%	0%
Valid Responses	7	15	12	10	2	5	10	3	12	5	6	6	11	5	10	10	6	2

Table 21

% of Respondents for Topic of Each Communication Tool in 2003

Topic of Communication Tool	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Sign	Speak Eng	Special Days	Stud/Tr Kits	Other
BB Specific	14%	27%	15%	10%	67%	60%	40%	0%	8%	25%	20%	50%	44%	40%	40%	40%	40%	100%
Multi-program	43%	20%	46%	50%	0%	0%	20%	33%	42%	50%	20%	17%	0%	20%	0%	0%	0%	0%
Both	43%	53%	38%	40%	33%	40%	40%	67%	50%	25%	60%	33%	56%	40%	60%	60%	60%	0%
Valid Responses	7	15	13	10	3	5	10	3	12	4	5	6	9	5	10	10	5	3

Question 20 Part B – What was the delivery mechanism used for each of the communication tools?

Some respondents indicated more than one delivery mechanism or did not answer under different tools therefore valid responses are based on the number of responses received under each tool. Delivery mechanism categories were selected based on the most numerous responses.

Table 22

% of Responses for Tool Delivery Mechanism 2002

Delivery Mechanism	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Speak Eng	Special Days	Stud/Tr Kits	Other
Newspapers	67%	0%	18%	0%	0%	0%	40%	0%	15%	60%	0%	0%	0%	0%	13%	0%	0%
Radio	0%	0%	0%	0%	0%	0%	40%	0%	0%	20%	71%	0%	0%	0%	0%	0%	0%
TV	0%	0%	0%	0%	0%	0%	13%	0%	0%	20%	0%	0%	0%	0%	0%	0%	0%
Mail	0%	44%	73%	0%	0%	0%	0%	0%	54%	0%	0%	0%	0%	0%	0%	0%	0%
In-person	0%	0%	0%	13%	0%	40%	0%	50%	0%	0%	0%	67%	0%	88%	50%	75%	50%
Door-to-door	0%	13%	9%	0%	0%	0%	0%	50%	15%	0%	0%	33%	0%	0%	0%	0%	0%
Shows, malls, displays, events	0%	13%	0%	87%	0%	40%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%
Electronic	0%	0%	0%	0%	0%	0%	7%	0%	8%	0%	29%	0%	0%	0%	0%	0%	50%
Other	33%	31%	0%	0%	0%	20%	0%	0%	8%	0%	0%	0%	0%	12%	13%	25%	0%
Valid Responses	6	16	11	8	2	5	15	4	13	5	7	6	7	8	8	4	2

Table 23

% of Responses for Tool Delivery Mechanism 2003

Delivery Mechanism	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Speak Eng	Special Days	Stud/Tr Kits	Other
Newspapers	67%	0%	17%	0%	0%	0%	40%	0%	15%	50%	0%	0%	0%	0%	13%	0%	0%
Radio	0%	0%	0%	0%	0%	0%	40%	0%	0%	25%	60%	0%	0%	0%	0%	0%	0%
TV	0%	0%	0%	0%	0%	0%	20%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%
Mail	0%	57%	75%	0%	0%	0%	0%	50%	54%	0%	0%	0%	0%	0%	0%	0%	0%
In-person	0%	0%	0%	11%	3%	40%	0%	50%	0%	0%	0%	67%	0%	88%	50%	75%	50%
Door-to-door	0%	14%	8%	0%	67%	0%	0%	0%	15%	0%	0%	33%	0%	0%	0%	0%	0%
Shows, malls, displays, events	0%	7%	0%	89%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%
Electronic	0%	0%	0%	0%	0%	0%	0%	0%	8%	0%	40%	0%	0%	0%	0%	0%	50%
Other	33%	27%	0%	0%	0%	20%	0%	0%	8%	0%	0%	0%	0%	12%	0%	25%	0%
Valid Responses	6	15	12	9	3	5	15	4	13	4	5	6	6	8	8	4	2

Four responses were received for signage in 2002 – 50% trucks and 50% mobile signs. Six responses were received for signage in 2003 – 17% for transfer stations, 33% for trucks, and 50% for mobile signs.

NOTE: The delivery mechanism chosen under each of the “Other” categories follow:

- Articles: magazine, trade paper
- Brochures: insert in newspaper, tax bills, municipal handout, general distribution
- Magnets: on Blue Box
- Newsletters: tax bill
- Speaking Engagements: community groups
- Special Days: recycling plant
- Student/Teacher Education Kits: community groups
- Other: online

Question 20 Part C – What was the frequency of delivery for each of the communication tools?

Some respondents indicated more than one frequency of delivery period or did not answer under different tools therefore valid responses are based on the number of responses received under each tool. Frequency categories were selected based on the most numerous responses.

Table 24
% of Responses for Frequency of Delivery 2002

Frequency of Delivery	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Sign	Speak Eng	Special Days	Stud/Tr Kits	Other
Annually	0%	50%	100%	0%	0%	0%	10%	0%	27%	0%	20%	0%	0%	33%	0%	17%	50%	50%
Bi-annually	50%	13%	0%	30%	0%	0%	10%	0%	55%	25%	20%	0%	0%	0%	0%	33%	0%	0%
Year-round	17%	6%	0%	20%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%	13%	0%	0%	0%
Quarterly	0%	13%	0%	20%	0%	33%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
3/year	0%	13%	0%	20%	0%	33%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Events, occasions	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	0%	0%
As required	0%	6%	0%	0%	0%	67%	40%	33%	0%	25%	20%	67%	33%	0%	25%	33%	25%	0%
As requested	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	17%	6%	0%	30%	0%	0%	20%	67%	9%	50%	20%	17%	67%	67%	63%	0%	25%	50%
Valid Responses	6	16	12	10	1	3	10	3	11	4	5	6	9	3	8	6	4	2

Table 25

% of Responses for Frequency of Delivery 2003

Frequency of Delivery	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Sign	Speak Eng	Special Days	Stud/Tr Kits	Other
Annually	17%	4%	100%	10%	0%	0%	10%	0%	36%	0%	0%	0%	0%	33%	0%	14%	33%	50%
Bi-annually	33%	6%	0%	20%	0%	0%	10%	0%	45%	33%	25%	0%	0%	0%	0%	29%	0%	0%
Year-round	17%	6%	0%	20%	0%	0%	10%	0%	0%	0%	0%	0%	0%	13%	0%	0%	0%	0%
Quarterly	17%	0%	0%	10%	0%	0%	0%	0%	9%	0%	25%	0%	0%	0%	0%	14%	0%	0%
3/year	17%	13%	0%	10%	0%	0%	10%	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%
Events, occasions	0%	6%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
As required	0%	13%	0%	0%	67%	67%	40%	0%	0%	33%	25%	33%	43%	0%	25%	0%	33%	0%
As requested	0%	6%	0%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	29%	0%	0%
Other	0%	6%	0%	30%	0%	33%	20%	67%	9%	33%	0%	17%	57%	67%	63%	14%	33%	50%
Valid Responses	6	16	13	10	3	3	10	3	11	3	4	6	7	3	8	7	3	2

NOTE: The delivery frequency chosen under each of the “Other” categories follow:

- Articles: Monthly
- Brochures: 2-3/year
- Displays: 6/year, 8/year, 2-3year
- Magnets: bi-monthly
- Media Releases: driven by media, 6/year
- Media Kits: 6/year, 8/year
- Newsletters: 10/year, monthly
- PSA (Print): 10/year, limited
- PSA (Electronic): 10/year
- Reminder Card: daily
- School Trips/Presentations: 6-7/year, 20/year, 40/year
- Signs: 25/year, permanent, 35/year
- Speaking Engagements: 5/year, 34/year, 4-5/year, 10/year, 54/year, 5-6/year
- Special Days: 6-7/year
- Student/Teacher Education Kit: 30/year, 100/year
- Other: 36/year, 53/year

Question 20 Part D – What was the time of year for delivery of each of the communication tools?

Some respondents indicated more than one time of year delivery period or did not answer under different tools therefore valid responses are based on the number of responses received under each tool. Time of year categories were selected based on the most numerous responses.

Table 26
% of Responses – Time of Year 2002

Frequency of Delivery	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Sign	Speak Eng	Special Days	Stud/Tr Kits	Other	
Annually	33%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Spring	33%	10%	8%	33%	0%	3%	22%	0%	35%	0%	29%	0%	13%	33%	0%	40%	0%	0%	0%
Summer	0%	10%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Fall	33%	0%	0%	25%	0%	33%	11%	0%	24%	0%	29%	0%	0%	0%	0%	0%	0%	0%	0%
Winter	0%	0%	8%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
December	0%	30%	42%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	50%
March	0%	10%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	13%	0%	0%	0%	0%	33%	0%
April	0%	10%	8%	0%	0%	0%	0%	0%	6%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Varies	0%	10%	8%	8%	0%	0%	22%	50%	6%	0%	0%	0%	13%	0%	17%	20%	0%	0%	0%
As requested	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
All year	0%	10%	0%	17%	0%	0%	22%	50%	0%	25%	0%	100%	50%	67%	83%	20%	33%	50%	0%
Other	0%	0%	25%	8%	0%	0%	22%	0%	24%	25%	43%	0%	13%	0%	0%	20%	33%	0%	0%
Valid Responses	3	10	12	12	0	3	9	2	17	4	7	3	8	3	6	5	3	2	

Table 27
% of Responses – Time of Year 2003

Frequency of Delivery	Articles	Brochure	Calendar	Display	Door Hanger	Magnet	Media Release	Media Kit	Newsletter	PSA (print)	PSA (elect)	Remd Card	School/Tr Pr	Sign	Speak Eng	Special Days	Stud/Tr Kits	Other
Annually	33%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%
Spring	33%	8%	8%	27%	0%	0%	22%	0%	38%	0%	40%	0%	17%	0%	0%	0%	0%	0%
Summer	0%	8%	0%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Fall	33%	0%	0%	18%	0%	0%	11%	0%	25%	0%	20%	0%	0%	0%	0%	0%	0%	0%
Winter	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
December	0%	25%	38%	0%	0%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%
March	0%	8%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%
April	0%	0%	8%	0%	0%	0%	0%	0%	6%	33%	0%	0%	0%	0%	0%	14%	0%	0%
Varies	0%	8%	8%	9%	0%	0%	22%	0%	6%	0%	0%	0%	0%	0%	17%	0%	0%	0%
As requested	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
All year	0%	25%	0%	36%	100%	100%	22%	100%	0%	33%	20%	100%	67%	100%	83%	29%	50%	0%
Other	0%	8%	31%	0%	0%	0%	22%	0%	19%	0%	20%	0%	17%	0%	0%	57%	50%	50%
Valid Responses	2	12	13	11	2	1	9	2	16	3	5	4	6	2	6	7	2	2

NOTE: The time of year delivery chosen under each of the “Other” categories follows:

- Brochures: January, February
- Calendars: November, Winter, January, September
- Displays: bi-monthly
- Media Releases: with intro of special events, theme weeks, launch
- Media Kits: 6/year, 8/year
- Newsletters: 10/year, June, October
- PSA (Print): December, stat holidays
- PSA (Electronic): seasonal
- School Trips/Presentations: 20/year, 6-7/year, 40/year
- Special Days: June, October, May
- Student/Teacher Education Kit: beginning of school year

Question 20 – Paid Print and Electronic Ads

Some respondents indicated more than one answer or did not answer parts of this section of question 20. Therefore valid responses are based on the number of responses received under each heading.

Table 28
Responses – Paid Print Advertising 2002

Tool	Topic			Delivery Mechanism	Frequency	Time of Year	Size of Ad	Placement	
	BB specific	Multi-program	Both						
Paid Print Ads	6	1	7	Newspaper (11)	3 time	Spring	1/8 page	Varied	
					As required	All year	--		
					As required	All year	Varied		City News
					As required	Various	4x5		
					As required	--	2-3 col		
					2 times	Summer	2x3 (3)		
					2/year	Feb/June	4x4		Centre
					1-2/year	Holidays	4x50 lines		City Column
					10/year	Stat Holidays	1/16		
					1/year	Spring	--		
					1/year	October	2x3 col		Varied
					Monthly	--	--		
		--	--		1	E-file	2/month	All year	¼ page
Total # of Responses	6	1	7	12	13	11	10	6	

Table 29
Responses – Paid Print Advertising 2003

Tool	Topic			Delivery Mechanism	Frequency	Time of Year	Size of Ad	Placement
	BB specific	Multi-program	Both					
Paid Print Ads	6	2	4	Newspaper (9)	3 time	Spring	1/8 page	Varied
					As required	All year	--	
					Holidays/spec events	All year	--	
					2 times	Summer	2x3	
					2/year	Feb/June	4x4	Centre
					1-2/year	Holidays	4x50 lines	City Column
					10/year	Stat Holidays	1/16	
					As required	Various	4x5	
					1/year	Spring	--	
					As required	--	2x3 col	
				1/year	October	2x3 col	Not specific	
				Monthly	--	--		
			1	E-file	Weekly	All year	¼ page	Page 3
Total # of Responses 13	6	2	5	10	13	11	9	5

Table 30
Responses – Paid Electronic Advertising 2002

Tool	Topic			Delivery Mechanism	Frequency	Time of Year	Length of Ad	Placement
	BB specific	Multi-program	Both					
Paid Electronic Ads	2	2	5	Radio	3 times daily	All year	All radio spots were	8:30am-5pm
					Throughout year	--	30 seconds	
					3/year	Mar/Apr/Aug		
					10/year (2)	Stat Hol (2)		
					1/year	Spring		
					3 days 3 x/year	Varied		
				1/yr for 2 weeks at	Mid Sept			
				2-3/day	--			
	1	--	--	Cable TV	168/week	Spring	30 sec	TV Guide
Total # of Responses 10	3	2	5	10	9	8	9	2

Table 31
Responses – Paid Electronic Advertising 2003

Tool	Topic			Delivery Mechanism	Frequency	Time of Year	Length of Ad	Placement
	BB specific	Multi-program	Both					
Paid Elect Ads	1	3	4	Radio	7 times daily	All year	All radio spots were	8:30am-4:30pm
					Throughout year	--	30 sec	
					3/year	Mar/Apr/Aug		
					10/year (2)	Stat Hol (2)		
					3 days 3x/day	Varied		
				3/year	Spring			
	1	--	-	Cable TV	168/week	--	30 sec	TV Guide
Total # of Responses	2	3	4	9	8	6	8	2

Question 21 – If any of the communication tools used in 2002 were discontinued for use in 2003, please explain why.

Three respondents discontinued the use of specific tools between 2002 and 2003. There reasons follow:

- Tools in 2002 primarily for launch of wet/dry program.
- Teacher kit costs and unsure if being used.
- Radio used for food drive in 2002, 2003 flyer delivered to each home.

Question 22 – Please record the dollar amount spent for each Blue Box P&E communication tool you used.

This was a very poorly responded to question. It is surmised that it was difficult to split out cost. The Datacall Information was used to obtain accurate numbers where available. However, the Datacall does not break out figures in a similar fashion. Only the information for calendars and newsletters is drawn from the Datacall. Caution should be taken regarding the accuracy of other numbers.

Table 32

% of Respondents and Average Amounts Spent – 2002-2003

Tool	% of Respondents 2002	Average Amount Spent 2002	% of Respondents 2003	Average Amount Spent 2003
Articles/columns	2	\$1,850	1	\$3,000
Brochures/pamphlets	9	\$9,649	9	\$10,560
Calendars	9	\$16,188	7	\$13,105
Displays	3	\$333	3	\$1,200
Door hangers	1	\$1,400	1	\$2,800
Magnets/stickers, etc.	0	\$0	0	\$0
Media release	2	\$700	2	\$700
Media kits	0	\$0	0	\$0
Newsletters	6	\$2,594	6	\$4,683
Paid Advertising (Print)	10	\$3,605	10	\$3,815
PSA (Print)	0	\$0	0	\$0
Paid Advertising (Electronic)	7	\$6,515	6	\$6,654
PSA (Electronic)	0	\$0	0	\$0
Reminder Card	3	\$2,333	4	\$2,625
School tours/presentations	1	\$1,000	1	\$1,000
Signage	3	\$3,241	3	\$1,500
Speaking engagements	2	\$9,297	2	\$10,190
Special days/weeks	3	\$500	3	\$1,000
Student/Teach education kits	1	\$1,000	0	\$0
Other	3	\$2,837	2	\$3,050

Question 23 – Which three communication tools were perceived to be the most effective for your Blue Box program?

For both years the communication tool chosen most effective was calendars. Tied for second place in both years were brochures/pamphlets and newsletters.

Unfortunately in most cases it is not possible to know how the responding municipalities are able to determine the effectiveness of their choices as little evaluation is being undertaken.

Table 33

% of Respondents Most Effective Communication Tools – 2002-2003

Tool	1st Most Effective		2nd Most Effective		3rd Most Effective	
	2002	2003	2002	2003	2002	2003
Brochures/pamphlets	22.2%	29.4%	23.0%	18.2%	20.0%	20.0%
Calendars	38.8%	41.2%	23.0%	27.3%	0.0%	10.0%
Newsletters	11.1%	5.9%	23.0%	18.2%	0.0%	0.0%
Paid Ads – Print (Newspapers)	5.6%	5.9%	7.7%	9.1%	0.0%	10.0%
Paid Ads – Elect (Radio)	5.6%	11.8%	15.4%	9.1%	0.0%	0.0%
Cable TV	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Tours/Presentations	0.0%	0.0%	0.0%	0.0%	20.0%	10.0%
Speaking/Schools	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Reminder Card	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Website	5.6%	5.9%	7.7%	9.1%	0.0%	0.0%
Print & Radio Ads	5.6%	0.0%	0.0%	0.0%	10.0%	10.0%
Green Notice Tag	0.0%	0.0%	0.0%	0.0%	10.0%	0.0%
Annual Waste Mgnt Guide	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Wasteline Call Centre	0.0%	0.0%	0.0%	0.0%	10.0%	0.0%
Valid Responses	18	17	13	11	10	10

Question 24 – Who created each of the communication tools (internal/external/combination) in 2002 and 2003?

It was shown in Question 15 that almost 67% of municipalities had an internal communications person. There is a higher use of external assistance for tool creation than for strategic communications planning found in question 17A.

Table 34

% of Respondents – Communication Tools Created By – 2002-2003

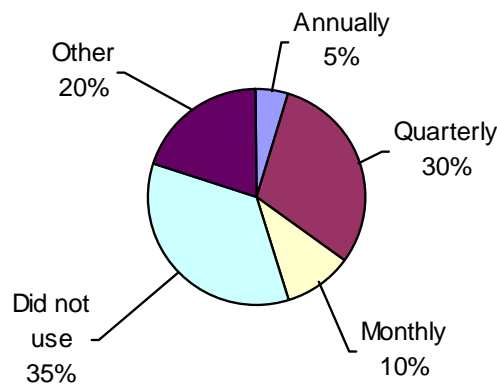
Tool	2 0 0 2			2 0 0 3		
	Internal	Extnl	Comb	Internal	Extnl	Comb
Articles/columns	37.5%	25.0%	37.5%	37.5%	12.5%	50.0%
Brochures/pamphlets	71.4%	0.0%	28.6%	64.3%	0.0%	35.7%
Calendars	58.3%	0.0%	41.7%	66.7%	0.0%	33.3%
Displays	70.0%	0.0%	30.0%	66.7%	0.0%	33.3%
Door hangers	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Magnets/stickers	66.7%	0.0%	33.3%	80.0%	0.0%	20.0%
Media release	90.0%	0.0%	10.0%	90.0%	0.0%	10.0%
Media kits	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Newsletters	75.0%	0.0%	25.0%	75.0%	0.0%	25.0%
Paid Ads (Print)	78.6%	0.0%	21.4%	76.9%	0.0%	23.1%
Public Service Ads (Print)	83.3%	16.67%	0.0%	80.0%	20.0%	0.0%
Paid Ads (Electronic)	33.3%	16.7%	50.0%	33.3%	16.7%	50.0%
Public Service Ads (Electronic)	50.0%	0.0%	50.0%	50.0%	0.0%	50.0%
Reminder card	100.0%	0.0%	0.0%	87.5%	0.0%	12.5%
School tours/presentations	72.7%	9.1%	18.2%	80.0%	10.0%	10.0%
Signage	100.0%	0.0%	0.0%	75.0%	0.0%	25.0%
Speaking engagements	90.9%	0.0%	9.1%	89.9%	0.0%	11.1%
Special days/weeks	66.7%	0.0%	33.3%	62.5%	0.0%	37.5%
Student/Teacher education kits	50.0%	33.3%	16.7%	60.0%	20.0%	20.0%
Other (Welcome Wagon, special events set-up for presentation)	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%

Question 25 – How often did you use free promotion for your Blue Box program?

Responses were the same in both years. One municipality did not answer this question leaving 20 valid responses. The results from this question show significant opportunity for increased use of items such as media release, as a majority of respondents never or infrequently used free media opportunities.

Figure 14

% of Respondents – Times Used Free Promotion – 2002-2003



Question 26 – How often did the media use your submitted free material?

Responses for how often the media used submitted material in both print and electronic were the same in 2002 and 2003. All of the respondents who indicated in question 25 that they used free promotion answered the print portion of this question, giving 14 valid responses.

Of the 14 municipalities who indicated in question 25 that they used free promotion, 5 municipalities did not answer the electronic part of this question, leaving 9 valid responses.

It would appear that the media does use submitted material but there is an opportunity to make free promotion more effective. Also it is especially clear that submissions to the electronic media are quite low.

Figure 15

% of Respondents – Times Print Media Used Free Promotion – 2002-2003

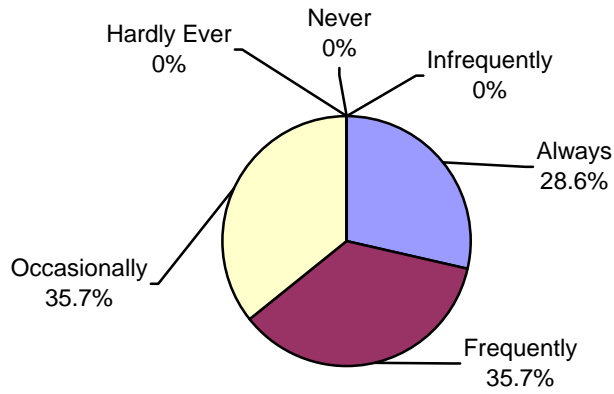
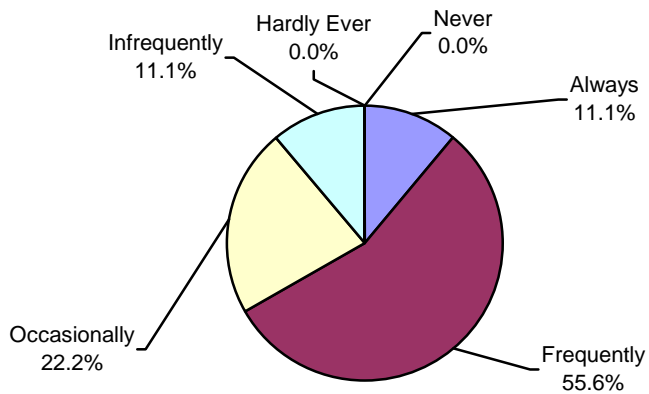


Figure 16

% of Respondents – Times Electronic Media Used Free Promotion – 2002-2003



Question 27 – Did your municipality have a website? If “no”, skip to Q28. If “yes”, complete the following table.

This question contained three parts. All respondents indicated if they had or did not have a website. Table 35 shows that the majority of respondents had websites in 2002 and/or 2003.

Table 35

% of Respondents Had a Website – 2002-2003

Had Website	% of Respondents 2002	% of Respondents 2003
Yes	90.5%	95.2%
No	9.5%	4.8%
Valid Responses	21	21

Part A – Did the website contain Blue Box information?

All respondents who had a website answered this question. Nineteen municipalities responded to this question in 2002 and 18 in 2003.

Table 36

% of Respondents – Website Contained Blue Box Information – 2002-2003

Contained BB Info	% of Respondents 2002	% of Respondents 2003
Yes	89.5%	85.0%
No	10.5%	15.0%
Valid Responses	19	18

Part B – Was information similar to material the public would receive?

Of the eligible respondents, those that stated they had a website (20), four did not answer this part of the question leaving 16 valid responses. Responses were identical for both years.

Table 37

% of Respondents – Blue Box Info Matched Public – 2002-2003

Similar Info	% of Respondents 2002-2003
Yes	81.3%
No	18.7%
Valid Responses	16

Part C – What was the frequency for changing the information?

There were a potential 18 valid answers to the question in 2002 and 19 in 2003. Two did not answer this portion of the question in 2002 and three did not answer in 2003, leaving 16 valid responses for both years. There was a slight change between 2002 and 2003 as one municipality changed from yearly updating in 2002 to as required in 2003. Frequency of change categories were chosen based on the various responses.

Table 38

% of Respondents – Frequency of Change of Information – 2002-2003

Frequency of change	% of Respondents 2002	% of Respondents 2003
Yearly	37.5%	31.5%
Semi-Annually	6.3%	6.3%
Monthly	6.3%	6.3%
As required	50.0%	56.3%
Valid Responses	16	16

Question 28 – Did you conduct a special event campaign in 2002/2003?

Table 39

% of Respondents – Special Campaign – 2002-2003

Conducted	% of Respondents 2002	% of Respondents 2003
Yes	19.0%	28.8%
No	82.0%	71.4%
Valid Responses	21	21

Question 28A – Please describe the type of campaign.

The following comments were given:

- Integrated waste collection, adding more acceptable materials to BB program; tools – waste collection comprehensive booklet, displays, presentations, tours, local cable TV & print ads, promotional materials (magnets, fact cards); kits – door-to-door delivery of green bins, booklet, kitchen containers, compostable bags, garbage bag tags.
- Started in 2002 with introduction of red/blue boxes, introduction of “all plastic bottles”, lots of flyers/distribution in 2002; 2003 large focus on cable TV on plastic bottles, red/blue box and OCC restriction, less print but more TV and truck advertising. Also production/distribution of Windsor and County calendars in 2003 (not in 2002).
- See emailed doc. Copy of submission to AMRC P&E aware contest for best campaign “Curbside Food Drive”.
- 2003 moved to current 3-stream system. A lot of time/energy focused on creating P&E materials for new program. P&E material design began in 2002 and rolled out with launch of new program.
- Switched from depots to central depot system and curbside collection; increased 40% recycling quantities by 2004 from 2002.
- Added aluminum foil and pie plates. Used calendar, newspaper, radio, tours. Calendar is essential due to scheduling of program. Trade shows are excellent tool.
- Change in collection services to weekly alternative streams in several municipalities.

3.3.5 Section E: Monitoring and Evaluation

Question 29 – If you developed a strategic communication plan in 2002 and/or 2003, did the plan(s) contain a monitoring and evaluation component?

All of the four municipalities who indicated in question 17 that they had or developed a strategic communications plan in 2002 answered this question. One of the five who indicated in question 17 that they had or developed a plan in 2003 did not answer this question. Only 1 municipality who developed a strategic communications plan in either year had a monitoring/evaluation component in the plan. All 21 municipalities responded to this question.

Figure 17
% of Respondents –
Plan Contained Monitoring – 2002

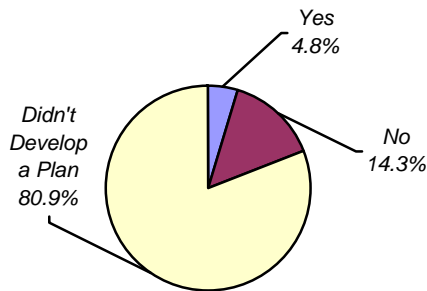
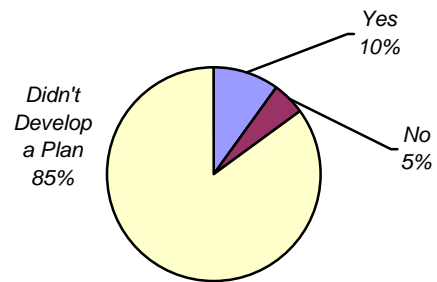


Figure 18
% of Respondents –
Plan Contained Monitoring – 2003



Question 30 – Did you use any pre-test/post-test mechanisms in 2002 and/or 2003?

As shown in Table 40, little pre/post testing was conducted in either year.

Table 40
% of Respondents – Pre/Post Testing – 2002-2003

Used Pre/Post Test	% of Respondents 2002	% of Respondents 2003
Yes	14.3%	9.5%
No	85.7%	90.5%
Valid Responses	21	21

Question 30A – Detail the use of the pre/post testing.

The following are the explanations for the use of the pre/post testing:

- Inquiry monitoring, recording, tabulating and evaluation; customized integrated waste inquiry database.
- Waste audits of 2 specific test areas in order to determine possibilities of co-collection program.
- Changes to type of info on calendars and way was displayed

Question 31 – Please check all of the formal or informal evaluation methods used for Blue Box P&E materials.

Of the possible 21 respondents, three did not reply to this question for the 2002 year and two did not reply for 2003. Of the responding municipalities, only nine indicated they had used an evaluation method in 2002 and 10 indicated they had in 2003. Some respondents indicated that they used more than one evaluation method; therefore percentages are shown for total responses in each category. Although the use of evaluation methods increased between 2002 and 2003, nine of the responding municipalities (50%) in 2002 and nine (47%) in 2003 did not use any form of evaluation.

Table 41

% of Responses - Each Type of Evaluation Method – 2002-2003

Methods Used	% of Respondents 2002	% of Respondents 2003
Focus Groups	5.9%	9.1%
Survey	11.8%	22.7%
Personal Interviews	11.8%	9.1%
Feedback Opportunities	17.6%	18.2%
Information Opinion Questions	23.5%	18.2%
Other	29.4%	22.7%
Valid Responses	17	22

The other evaluation methods used in both years were:

- Internal staff review (2)
- Hotline (1)
- Phone calls (2)

Question 32 – Please check any of the following tracking methods you used to determine the effect of your Blue Box communication efforts.

Of the possible 21 respondents, one did not reply to this question for the 2002 year and one did not reply for 2003. Of the responding municipalities, 11 indicated they had used a tracking method in 2002 and 12 indicated they had in 2003. Some respondents indicated that they used more than one tracking method; therefore percentages are shown for total responses in each category. Although the use of evaluation methods increased between 2002 and 2003, nine of the responding municipalities (45%) in 2002 and eight (40%) in 2003 did not use any form of evaluation. Results were identical between 2002 and 2003.

Table 42

% of Responses – Tracking Methods – 2002-2003

# of Times	% of Respondents 2002-2003
# of calls, visitors, workshops, etc.	16.7%
Frequency of questions	19.4%
# of calls to politicians/senior staff	11.1%
Changes in recycling rate, etc.	27.8%
Monitored media	19.4%
Other (customized database, word of mouth)	5.6%
Valid Responses	36

Question 33 – Did you use any formal methods to assess your audience exposure to your paid broadcast media ads?

One municipality did not respond to this question in 2002. Although 10 respondents indicated in question 20 that they used paid electronic media, only one in 2002 and two in 2003 used any formal method to assess audience exposure to their ads.

Table 43

**% of Respondents Who Used Formal Methods for
Assessing Paid Broadcast Media Ads – 2002-2003**

Used Formal Method	% of Respondents 2002	% of Respondents 2003
Yes	5.0%	9.5%
No	95.0%	90.5%
Valid Responses	20	21

Question 34 – Factors other than promotion and education may affect or influence the motivation to recycle. Please indicate what, if any, factors may have affected the motivation of residents in your municipality to recycle.

The actual number of municipalities who responded to this question was 9 in 2002 and 12 in 2003; however several municipalities indicated multiple factors. Percentages in Table 44 are based on these totals. The factor that most affected motivation is clearly user pay and adding or deleting materials. “Other” factors mentioned were restrictions and recycling bylaw and are included in the table with the “Other” category.

Table 44

% of Responses – Factors Affecting Motivation – 2002-2003

Factors	% of Respondents 2002	% of Respondents 2003
Added/deleted materials	25.0%	26.1%
New collection contractor	6.3%	8.7%
Change in program operation	12.5%	21.7%
Implemented user pay	37.5%	26.1%
Implemented new program	6.3%	13.1%
Other (restrictions, recycling bylaw)	12.5%	4.3%
Valid Responses	16	23

Question 35 – What barriers to Blue Box Promotion and Education did your program have?

Three municipalities did not respond to this question for 2002 and two did not respond in 2003. Several respondents chose more than one response to this question. These additional answers were included, giving a total of 26 responses. It is very clear that respondents see lack of funds and lack of staff as very clear barriers to Promotion and Education in both 2002 and 2003.

Table 45

% of Responses – Barriers to Blue Box P&E – 2002-2003

Factors	% of Respondents 2002	% of Respondents 2003
Not enough funds	44.4%	42.8%
Not enough staff	40.7%	42.8%
Not enough political support	3.7%	3.6%
None	7.4%	7.1%
Other (not specified)	3.7%	3.6%
Valid Responses	27	28

Final Question – The goal from the findings of this survey and additional research is to create a Best Practices Blue Box Promotion and Education Manual for municipal

recycling coordinators. Would you please tell us, in detail, what kinds of information you would find most helpful in such a manual?

Twenty out of the possible 21 municipalities responded to this question. The responses to this question were numerous giving a total of 40 valid responses. Several answers not within the mandate of this project can be found in the Additional Suggestions section of this report.

All responses were categorized into like issues for ease of analysis. The actual responses appear in Appendix B.

Table 46

% of Responses – Kinds of Information Most Helpful in Manual

Area / Topic / Ideas of Most Interest	% of Responses
Evaluation – measuring effectiveness, forms of most effective/tips, impacts, what works	17.5%
Social marketing case studies/how-to	5.0%
Examples of ads, creative work, templates to use, key messages, targets, success stories, successful components	47.5%
Costs – campaigns and payback, comparing staff, data on how/what per capita spending on P&E	10.0%
Reference materials	20.0%
Valid Responses 40	

3.4 CONCLUSIONS

The survey sought answers to four major points. The analysis does answer these.

1. To identify any promotional/educational best practices which were happening in the chosen survey recipient municipalities in 2002-2003.

There are some basic best practices such as strategic communications planning or evaluation which run through any public education communication campaign. The results from this survey show that few of the surveyed municipalities in 2002-2003 were using these elements. The use of communication tools was limited in many communities partially from limited access to some distribution mediums and in many cases from appalling low expenditures on P&E materials.

It also appears as if many municipalities rely on what worked in other communities to make decisions on their P&E materials. Where it is possible that choices may be transferable, the communication tool may not always be applicable to another municipality's needs. Unfortunately, without the upfront audience research and planning, communities have little way of knowing what is most appropriate for their community.

There was no indication in any of the analysis that any behaviour change communications was being created or used.

2. To ascertain if there is a consistency in best practices that makes a community successful.

Data was examined from five respondents who had double digit increases in tonnage between 2002 and 2003. Only one respondent out of the five was consistent in their use of most best practices including conducting research, developing a strategic communications plan, using a range of communication tools, having a monitoring element in the strategic communications plan, and using both formal and informal tracking and evaluation methods. However, it is interesting to note that this municipality also had the lowest tonnage increase of any of the other four municipalities.

3. To allow a comparison of practices between municipalities. - Tactics of "x" community different/similar to "y" community, better /equal/less results.

Using the information from the five respondents discussed in point 2, there were little similarities in who or why they are successful. Two were small municipalities who followed almost none of the best practices, one was a medium-sized municipality and again used almost none of the best practices, the last two were both large regional urban municipalities – one as was noted above used almost all of the best practices and one used almost none of the best practices.

It is interesting to note that four of the five municipalities had a major change in their programs between 2002 and 2003 either adding materials, introducing user pay or restricting materials.

4. To offer the opportunity for municipal coordinators to give suggestions about what they would like to see in the P&E best practices workbook.

Evaluation and examples are big issues for most of the respondents. The need for evaluation information is very evident from the results of this survey as most respondents did not use formative, effectiveness nor impact evaluation in either 2002 or 2003.

3.5 P&E EXPENDITURES & TONNAGES

While not part of the main body of the survey, this study group was asked to examine the Datacall Information for the responding municipalities to confirm the hypothesis that increased P&E expenditures equals increased tonnages.

As Table 47 shows, it cannot be categorically stated that increased spending leads to adding tonnages. While spending does have some relationship other factors were found to have a significant impact.

Sixty-seven (67%) percent of the cases where increases in P&E spending showed increased tonnage there was also introduction of user pay, materials added/changes in the program, and a restriction introduced.

Table 47

% of Respondents – Relationship Between P&E Expenditures and Tonnages

P&E Budgets Change 2002-2003	Tonnage Change 2002-2003	% of Respondents
Increased	Increased	42.8%
Increased	Decreased	19.0%
Decreased	Increased	28.6%
Decreased	Decreased	4.8%
Unchanged	Increased	4.8%
Valid Cases 21		

Section 4

LITERATURE REVIEW

4.1 PART 1

The information contained in the first part of Section 4 details findings from the stream one area of the literature review.

4.1.1 Introduction

The success of recycling programs depends on the participation of the public. Over ninety percent (90%) of Ontarians indicated in a 2004 survey that they participate in recycling through either curbside blue box programs or recycling depots (Ipsos-Reid, 2004). However, research has shown that there are differences in levels of recycling.

While participation is high, Ontario's current waste diversion rate is only 28%. In 2004 the provincial government set a goal of diverting 60% of Ontario's waste from disposal by the end of 2008 (MOE, 2004). While numerous strategies will need to be developed to address this new diversion target, maximizing Blue Box recycling will need to play a substantial role.

The challenge is how to motivate people to participate fully in Blue Box recycling. The discussion paper produced by the provincial government in 2004 stated that "educating the public is a critical component – it is essential to achieving the 60% goal". The answer to two key questions highlighted in the discussion paper about public awareness and participation need to be addressed both by the provincial level government and local municipalities. These two questions are:

1. "How can greater residential/public participation in waste diversion programs be encouraged?"
2. "What are effective methods to raise awareness of waste reduction, reuse, recycling and composting?"

There have been hundreds of studies and papers produced on solid waste management over the past 30 years. The challenge for this review was to synthesize the material into a practical and workable format. To accomplish this we have organized the information into the themes found in the existing research literature.

For the most part we reviewed recycling research studies that have been conducted since 1995. The data from earlier studies is in many cases sufficiently dated to no longer reflect the current recycling environment. Some older studies or information is included as a foundation for later work. Also several communication approaches and concepts are still valid today.

4.1.2 Consumer-Oriented Research – Who Recycles and Why?

“The closer we move to an understanding of what causes some people to recycle while others do not, the better we will be able to design public service and educational programs.” (McCarty, 1994)

Traditional marketers work hard at understanding the audiences they are trying to attract. This is accomplished in different ways, usually through demographics or psychographics profiling of the intended audience so the best marketing mix (product, price, promotion, etc.) can be designed to attract this audience and to deliver some type of loyalty to a brand.

Much of the recycling research effort, especially in the late 1980's and early 1990's, attempted to build a profile or define the characteristics of recyclers and non-recyclers through the use of demographics and psychographics. This portion of the review looks at these two areas plus the findings in motivation and barriers to recycling.

Demographics

Demographics is the defining and segmenting of socio-economic groups, characterized by age, income, sex, education, occupation, etc. In the early years of research, demographic variables were the most commonly investigated predictors in the recycling literature (Hornik, 1995) (Lansana, 1993) (Oskamp et. al, 1991), (Vinning & Ebreo, 1990), (Schultz, Oskamp and Mainieri, 1995).

The four most often compared variables are age, gender, income and education. There has not, however, been a definitive answer from the results of this research. Opinions are divided between positive and negative correlation in predicting recycling behaviour. A study by (Oskamp, et al., 1998) states “it appears as if the relationship between demographic variables and recycling behaviour is becoming weaker as recycling is becoming a more common and wide spread activity.”

Psychographics

Psychographics is a term that describes the study of consumers on the basis of psychological characteristics such as attitudes, values, lifestyles, and opinions. There are numerous studies in the literature assessing the correlation between psychographic characteristics and recycling.

Attitudes and Beliefs

The relationship between attitudes/behaviour is one of the most examined areas of study in psychology. In general, research attitudes have been determined to be poor predictors of behaviour and the results of several attitudinal studies have been mixed.

Personal Values

Several studies have indicated that the values people hold are related to recycling. A study by McCarty & Shrum, (1994) discussed the values of collectivism versus individualism. Results from their research showed that the more individuals consider values that relate to the self (e.g. self-fulfilment) the less she/he considers recycling.

Motivations/Barriers

Recycling behaviour is dependent upon both the motivation to recycle and the ability to overcome barriers. Understanding what barriers and motivations effect recycling behaviour has been fairly well researched (Gamba and Oskamp, 1994; McCarty and Shrum, 1994; Vinning and Ebreo, 1990; Werner and Makela, 1999; Schultz, Oskamp & Maineri, 1995). Findings from these research studies have been fairly similar and several motivational factors associated with recycling behaviour have been identified by Oskamp et. al, (1998) and expanded on by McKenzie-Mohr, (2000). The Massachusetts Department of Environmental Protection has put together the following information on motivations and barriers to recycling drawn from numerous social science research studies.

The factors below seem to contribute to an increase in people's participation in recycling programs.

- **Perceived effectiveness of recycling** – the more that people see recycling as effective, the more likely they are to participate, or to participate more fully.
- **Benefits of recycling** – saving landfill, energy reduction, saving natural resources.
- **Concern for the environment** – the more concerned people are about the state of the environment, the more likely they are to participate or to recycle frequently.
- **Social pressure** – people are motivated to recycle by actual pressure they receive from friends and family to do so or because their friends and family are doing it.
- **Financial motives** – there is general agreement among researchers that short-term monetary incentives do not produce lasting behaviour change. However, user pay systems seem to increase recycling rates.

The factors below have been identified as barriers to recycling:

- **Inconvenience** – a perception of recycling as inconvenient and/or difficult is related to recycling behaviour. Convenience exerts a strong influence on recycling behaviour McCarty & Shrum, (1994). When individuals believe recycling is inconvenient they recycle less or not at all.
- **Lack of knowledge** – people's knowledge of how and/or what to recycle are linked to their level of participation.

Knowledge

Several studies in the literature indicate that knowledge correlates with recycling activity (Vinning and Ebreo, 1990), (Gamba and Oskamp, 1994), (DeYoung, 1989). The Vinning and Ebreo study stated that knowledge is the greatest difference between those who recycle and those who do not. The conclusion from this 1990 study contains what may be the most important point – “further research is needed to explain why knowledge about recycling varies between recyclers and non-recyclers. One explanation is that non-recyclers selectively ignore or discount information they perceive as being irrelevant to their own behaviour, whereas recyclers seek out and remember information about recycling. It is also possible that information about recycling creates dissonance by threatening a non-recycler’s self-concept as a responsible member of a community. It is important to know whether educational information is forgotten, or whether it is never perceived in the first place, and to understand the reasons why. Studies into the specific reasons why information is received, retained or forgotten, and the link between remembered information and actual recycling behaviour, are necessary before effective recycling education efforts may be designed.”

An interesting finding from the Informa Market Research Co. Ltd. (2001) study of non-recyclers in the City of London showed that they knew just as much about what can and cannot be recycled as those who recycle. They were also aware that they were out of step with the social norms of the community as 90% of households recycle.

4.1.3 Behavioural Interventions

Numerous behavioural change experiments have been undertaken to encourage recycling. There are numerous behavioural change methods but for the purposes of this review we have examined only the research that targets social behavioural interventions. We have eliminated those, such as user pay, rewards and environmental alteration, all of which are important to explore, but are beyond the scope and mandate of this project. Behavioural intervention strategies use two different methods called antecedents (those which occur before the target behaviour) and consequences (those that occur after the target behaviour).

Antecedents

The antecedent interventions examined in this review include knowledge, prompts (written and oral), commitment, and appealing to norms.

- **Knowledge Intervention**

The intervention most often used in recycling is information. Findings from the Oskamp et. al (1998) field experiment showed that knowledge about recycling was positively related to the quantity of recycled material per occasion, but not to contamination or frequency of participation. This result suggests that increasing residents’ knowledge about the materials collected in the current program may lead to more collected material but may be ineffective at reducing contamination or increasing participation rates.

Information campaigns to change behaviour have been discounted in much of the literature. However, most of these information campaigns have been based on what Schultz (2002) calls procedural knowledge. The use of persuasive communication can increase the knowledge about recycling. For communication to be persuasive it must be vivid, credible, have moderate fear appeal, propose specific actions, stress the positive versus negative, and appeal to norms (Petty and Wegner, 1998).

Although a well-designed and executed communications campaign can increase knowledge, it does not change behaviour. Several experiments (Schultz, 1999, Werner et al., 1997) examined households who were given information and those that were not, and changes in behaviour were monitored. The basic findings from these studies showed that although knowledge increased there was only a small, short-term change in behaviour.

In most instances disseminating information will not lead to behaviour change; however, there are situations where lack of information may be a barrier. McKenzie-Mohr has identified three areas where lack of knowledge may override people's motivation to recycle – new program, changing an existing program, complexity of procedures.

- **Prompts**

Prompting strategies are either written or verbal communication given to an audience to encourage a behaviour. Prompts for recycling include decals that can be put on recycling bins, “instructions” for what kinds of material go into bins, and reminder cards about contaminants.

- **Commitment**

Commitment intervention asks participants to make a public commitment, either in a written or verbal form, to engage in a particular behaviour. Many commitment interventions have been successful in recycling.

Werner et al. (1995) used a written commitment strategy. Results from this experiment indicated that residents making a written commitment were more likely to participate (to participate more than once) than those who learned about the program face to face, by telephone, or from only a flyer.

In this commitment experiment, Burns (1991) used homes that were not recycling. He randomly divided these into three groups using a persuasive appeal delivered by a block leader, written persuasive appeal only, and a control group. Both the persuasive appeal delivered by the block leader and the written persuasive appeal made use of the same message. The control group was given nothing. Results from the experiment showed an average of 28% of the homes visited by the block leader recycled weekly, compared to 12% for those who received only the written appeal, and only 3% for the control group. Over 58% of those household in the block leader group recycled at least once in the follow-up compared to 38% for the written appeal and 19.6% for the control group.

- **Social Norms**

While the use of norms has been fairly well developed in behaviour change for alcohol consumption moderation in college students, it is a fairly new approach for encouraging recycling.

Cialdini et al. (1990) distinguishes between two types of social norms – descriptive and injunctive. Descriptive norms provide information about what most people do; injunctive norms provide information about social approval and disapproval. There is also a third norm – personal. Personal norms are internalized (self) where social norms are about the behaviour of others.

Cialdini (1999) found that injunctive social norms were the most widely applicable in their ability to encourage specific behaviours across a variety of situations and target populations.

To motivate behaviour, social norms need to be activated. In this case study, Schultz (1999) experimented with social norms through the use of pleas and feedback strategies. Six hundred and five households in a community in California participated in the experiment. Approximately 120 households were randomly assigned to one of five experimental conditions – plea alone, information alone, plea plus group written feedback, plea plus information, and control no intervention. The experiment ran for 9 weeks. Results showed a significant increase in participation and amount of material recycled for the two feedback interventions, but not for information or plea only.

Consequences

The consequence intervention examined in this review is feedback.

- **Feedback**

Dwyer et al. (1993) described 10 experiments using the feedback technique. Results showed that eight of these studies showed positive or mixed results.

We have used two feedback interventions for this review. One a mixed experiment using three-community interventions antecedent (commitment) and consequence (feedback) (DeLeon & Fuqua, 1995). This experiment was conducted with residents of an apartment complex at a Midwestern university. There were 4 test groups: commitment only, feedback only, a combined (feedback and commitment) intervention, and a non-intervention control group. The results showed that the feedback only and the combined interventions increased the weight of recycled paper by 25.47% and 40.0% respectively. In contrast, the commitment only and the control group showed almost no change.

Katzev and Mishima (1992) studied how feedback affected college students' paper recycling. After an initial 1-week start-up period feedback was introduced in the form of a poster showing the number of pounds of paper collected by an entire dormitory during the preceding day. The feedback mechanism increased paper recycling by almost 77%.

4.1.4 Future of Social Behavioural Intervention Strategies

Although the availability of research data on social behavioural interventions is increasing there are two basic downfalls in most of these studies. The first has been the measurement of a single dependent variable, and the second has been the measurement of results in very short time periods. This problem does not, however, preclude the importance of these strategies for behaviour change.

When examining which, if any, of the behaviour change strategies to use in encouraging recycling behaviour it is wise to follow the advice offered by De Young (1994). Intervention strategies should be evaluated based on the following five dimensions.

- **Reliability** – The most straightforward question a practitioner can ask is whether a technique can be relied on to instigate behaviour change. The issue here is both how well a technique is able to affect an individual's behaviour the first time the technique is used, as well as whether it is still able to effect change after many presentations to the same individual.
- **Speed of change** – How rapidly can a technique affect behaviour change? The evaluation should measure how quickly someone adopts new conservation behaviour after being first presented with the intervention or how fast one improves the performance of the existing behaviour.
- **Particularism** – Can the technique be designed for universal application or must it instead be uniquely designed and/or administered to subgroups or, at the extreme, to each individual?
- **Generality** – This point deals with the degree to which the increasing frequency of target behaviour “spills over” to related but untargeted conservation behaviours. It also deals with the strength of a tendency by the individual receiving the intervention to encourage uninvolved others to adopt the behaviour.
- **Durability** – This dimension is whether behaviour change, once effected, can be maintained without repeated intervention.

4.1.5 Communications

As was noted in the previous points in this section, a well designed and executed communications campaign can increase knowledge and raise awareness. **Therefore, it is imperative that all communications be planned, designed, developed, and implemented to gain the maximum impact. Strategic communications are outcome based and results-oriented.**

Moving communications beyond just increasing knowledge or raising awareness is also paramount to the recycling effort. Building behaviour change communication strategies into recycling programs requires the development of social marketing techniques.

In this review references to public communication campaigns and social marketing were examined. The book "Public Communication Campaigns" is a good example of this type of information. It is written by social scientists using a social science theory grounded approach to planning and conducting campaigns. It offers information on campaign and design evaluation, case studies, and new communication approaches. In the second part of this section there are several good social marketing articles.

4.1.6 Conclusion

Motivating people to assume a desired behaviour is a complex process. This review has highlighted some of the various theories and approaches to encouraging recycling participation. In order to make good use of theory in any given community, it is necessary to understand which approach is right for the particular situation.

It is clear that the most successful approaches to increased recycling participation require the best of communication practices with behaviour change tools to ensure information is relevant and acted on. Using more than one form of approach is paramount to success.

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4.2 PART 2

The second part of the section details the findings from the stream two area of the literature review. The following articles and approaches have been evaluated and assessed for inclusion in the P&E Best Practices Manual.

The Impact of Promotion and Education

There appears to be very little research into the direct impact of funds spent on public education and the impact of these expenditures on recycling or diversion behaviour. This information is critically important in the current climate of waning or non-existent P&E budgets within municipalities. However, in the paper *Evaluating the Impact of Recycling Education*, Lisa Skumatz et al have analyzed 140 recycling and diversion promotion and education campaigns in the United States and found that adding a minimal amount per year to outreach budgets has a strong impact on recycling practices and diversion. Further information in the study explores the relative efficacy of message delivery, which was found to be newspapers and bill stuffers in urban areas and direct mail in rural areas.

Social Marketing

Social marketing techniques have been well documented in the efforts to effect behaviour change. Ongoing research, coupled with the application of social marketing principles, is confirming that lack of awareness is not necessarily the issue in behaviour change – i.e., it is not sufficient to simply inform people about the desired actions. *The Seven Doors Social Marketing Approach* (L. Robinson) discusses the more effective approach of identifying the obstacle(s) to the desired behaviour, followed by clearing these obstacles away. This is contrasted with the more “traditional” approach of educating people towards a desired behaviour.

Structuring a Successful Campaign

Of the various campaigns, strategies and communications efforts described in the literature, the exceptional ones go into great detail on the integral steps of a successful P&E effort. These include the absolute requirement to build monitoring and evaluation into campaign design (*Waste Campaign Pilot*, Ministry of the Environment, New Zealand; *Key Performance Indicators Report*, Rethink Rubbish; and *Public Communications Campaign Evaluation: an Environmental Scan of Challenges, Criticisms, Practice and Opportunities*, J. Coffman). Without such evaluation, there is clearly no ability to gauge the results of educational efforts.

The Slash Trash Manual: Community Based Waste Minimization Education and Promotion The Community Business and Environment Centre, New Zealand, 2002

The Slash Trash Manual is an integral part of the “Slash Trash in the Far North Project”, a New Zealand community-run and environmental based promotion and education project with the goal of “creating and encouraging positive new attitudes and habits toward waste reduction and resource recovery.” The manual is directed at local community groups, with a focus on delivery of waste reduction information through direct contact, i.e., from person to person. The promotion and education program is presented as a series of steps, beginning with the development of the Slash Trash logo and brand, the structure of a Slash Trash community project, team development, identifying the target audience, and marketing and presentation tools. The manual also provides information on the additional materials developed at the same time, such as the Slash Trash Waste Audit Manual for Schools, Households and Small Enterprises and the Slash Trash Video.

Attachment VI Recycling: Draft New Solid Waste Management Plan, Department of Sanitation of New York, USA, 2004

This document is excerpted from the Draft New Solid Waste Management Plan for the Department of Sanitation of New York (DSNY). The report summarizes the waste prevention lessons learned over the past 15 years, which include the need to focus on behaviour change and not on conceptual understanding; the need to encourage New Yorkers to take responsibility to prevent waste by providing examples that show how they have the power to do so; consider stakeholders beyond DSNY; and continue community-based efforts.

Examples and descriptions of community-based efforts are described and include the New York Stuff Exchange, NY Wa\$teMatch, and NYVWasteLe\$\$ website. Also summarized are the public education programs, which include a description of recent campaigns and media used.

Waste Campaign Pilot: Research and Evaluation & Behaviour Selection Survey, Ministry for the Environment, 2002, New Zealand

This paper summarizes the results of recent pilot communications campaign – “The Big Clean Up” – and concludes that regional councils and the Ministry of the Environment can work together with local government and the business community to raise public awareness and influence behaviour. Findings indicate that there is a strong correlation between media activities and respondents’ awareness, attitudes and behaviour, confirming the need to use a variety of media activities, ideally over a longer period of time. However, lack of consistent monitoring information means it is difficult to quantify the impact that the campaign had on reducing the amount of household waste sent to landfill. As part of the Big Clean Up campaign, a detailed study of public attitudes and actions was undertaken, and the results conveyed in the paper.

Environmental Communication: Applying Communication Tools towards Sustainable Development, Working Paper of the Working Party on Development Cooperation and Environment, France, 1999

This is a working paper, prepared by the Development Assistance Committee's Working Party on Development Cooperation and Environment of the OECD. It has been developed as a tool for policy makers and planners and provides an overview of the issues involved in environmental communication. The paper examines the reasons that environmental projects and action plans often encounter limited success, and provides the key steps and components of a successful environmental communications strategy. The steps include: 1) Situation analysis and problem identification, 2) Knowledge-Attitude-Practice (KAP) analyses, 3) Communications objectives, 4) Communications strategy development, 5) Participation of strategic groups, 6) Media selection and mix, 7) Message design, 8) Media production and pretesting, 9) Media performance and field implementation, and 10) Process documentation, monitoring and evaluation. Case studies illustrate each of the steps.

Solid Waste Education and Communication Strategy, City Water and Waste Unit, Solid Waste Team, New Zealand, November, 2004

The Solid Waste Education and Communication Strategy is an effort to improve on previous solid waste communications activities by providing guidelines for an integrated long-term proactive program. Education and communication are reviewed in their broadest senses – as the means to facilitate learning and change. The document examines the national and local solid waste context and outlines current activities and resources. It then describes the goals for the education strategy, as well as barriers and motivators to behaviour change, actions to be taken and conclusions. The two key goals identified are: 1) getting people to take ownership and personal responsibility for waste, and 2) getting people to view waste as a resource.

Communications Guide, Recycle Now Partners, UK, undated

The Communications Guide is one of a series of downloadable guides to help with planning local recycling awareness campaign in line with the "Possibilities are Endless" campaign and the new recycling identity. The document is a detailed guide to all aspects of a communications campaign, including a comparison of broad-brush and targeted communications methods, tips for direct marketing, detailed guidance on door stepping, optimizing advertising, the use of PR, and a comprehensive events checklist.

Chapter 1: Public Education and Involvement, Decision-maker's Guide to Solid Waste Management, Vol. II, Environmental Protection Agency 530-R-95-023, 1995, USA

This chapter of the guide provides suggestions for public education and involvement programs. It provides an overview of the critical importance of public education, and underscores the role of planning and research in mounting a successful program. The six stages of a successful education campaign are described. They are: 1) awareness, 2) interest, 3) evaluation, 4) trial, 5) adoption, and 6) maintenance.

Evaluating East Washington's Recycling Public Education Program, East Washington Report, 2000, USA

This document summarizes the results of a consultant's review of East Washington's recycling public education program to determine if a redesigned program would boost recycling. The borough's public education program is broken down by current program information, promoting curbside recycling, diverting additional materials, education in the schools, and grant funding. Recommendations focus on the implementation of a comprehensive educational effort that: 1) provides ongoing reminders to residents to recycle, 2) provides visible spotlights in the program that provide incentives to recycle, 3) targets transient residents through landlords and efforts with the local college, 4) promotes recycling of additional materials where opportunities exist, 5) provides information and training for home composting, and 6) targets students to encourage recycling and to recycle in their homes.

Consultancy Report: Community Education and Awareness Strategy for Waste Management, Environment Protection Agency, Government of South Australia, 2003, Australia

The Community Education and Awareness Strategy has been designed by URS Australia to help support the State Waste Strategy work towards a vision of zero waste. The desired outcomes of implementing the strategy include: 1) increased participation in curbside recycling, 2) reduced contamination, 3) a reduction in waste, 4) increased organics diversion, and 5) a greater understanding of the importance and benefits of recycling. The document further details the essential components of a waste education and awareness strategy, which include development of a promotional theme or brand, the awareness program, and the performance assessment. The strategy fully describes the steps necessary in the education and awareness campaign.

Key Performance Indicators Report, Prepared for WRAP, County Surveyors Society, Biff award and Waste Awareness Wales by Rethink Rubbish, 2004, United Kingdom

This report outlines the three main areas of research that have been carried out to inform the work of waste awareness campaigns in order to: 1) ensure a consistent approach, 2) make the best use of resources, and 3) enable monitoring to be undertaken that can fit into best value reporting and national targets. The three research areas documented in the report are 1) audience segmentation, seasonality and recycling habits, 2) key performance indicators, and 3) links to best value reporting and national targets.

Communication and Education Strategies for Cost-effective Program Management – Pilot Workshop – Participant’s Manual, Resource Integrated Systems Ltd. and McConnell Weaver Communication Management, 1995, Canada

This manual provides a broad overview of course material covered in a series of workshops on communications programs for municipal recycling coordinators. As such, the participant’s manual provides workshop attendees with a basic set of notes on workshop material. The manual covers communications and education planning, conducting research, identifying target audiences and crafting messages, choosing communications tools, evaluating impact, developing and maintaining good media relations, ensuring smooth production, budgeting and case studies.

Changing Behaviour when there is no Crisis – the daily challenge facing environmental professionals; Workshop prepared for the Center for Industrial Services, Institute for Public Services, University of Tennessee, Wesley Schultz, California State University, 2005, USA

This document comprises the overhead slide presentation from a two-day workshop on social marketing given in April 2005. The slides introduce the basic principles of social marketing by reviewing the psychology of behaviour change, community-based social marketing, and examples of recent social marketing projects. Discussion and take home lessons summarize the session. The second portion of the document reviews the implementation of social marketing principles in a communications campaign. The steps covered include 1) identifying barriers and 2) barriers to behaviour. Also included in the document are reference papers on social marketing. They include 1) *Knowledge, Information and Household Recycling: examining the knowledge-deficit model of behaviour change* and 2) *Using Psychological Science to Achieve Ecological Sustainability*.

Public Communications Campaign Evaluation: an Environmental Scan of Challenges, Criticisms, Practice, and Opportunities, Julia Coffman, Harvard Family Research Project, May 2002, USA

This paper summarizes the results of a scan that reveals some of the major gaps in the design and practice of public communication campaign evaluation. Based on this assessment, and using key informant suggestions, opportunities for improvement are identified. Part of the problem with public communications campaign evaluation is a lack of awareness among campaign practitioners and evaluators about what outcomes and methods are appropriate and available. Ideally, a campaign and its evaluation should be designed at the same time.

Participatory and learning evaluations call for openness to diverse models of evaluations, including participatory evaluations that develop along with the campaign. This model requires that the evaluation team be involved up front in the creative design and formative evaluation process. It requires that the evaluation and campaign be done at the same time, and it requires that the evaluation team stay with the campaign over time.

Executive Summary: Talking Conservation: What we Say/What the Public Hears, United States Department of Agriculture: NACD Office of Public Affairs; NRCS Social Sciences Team, and Conservation Communications Office, 1997, USA

This summary highlights the results of a study that determined whether messages developed by the Conservation Partnership are understood by the general public. The results indicate that the general public understands few words that the Conservation Partnership uses in its messages. Guiding principles to improve communications are provided and include: 1) People will support messages that they understand affect them personally, 2) People buy into ideas when they see actions they can take to improve their situation (the message should ask them to do something), 3) People support ideas put forth by people they trust, 4) People respond to ideas that are practical, easy to do and clear (the message should focus on one idea and be easy to understand), 5) People form ideas more by events than words, and 6) People will allow local leaders to make decisions for them if they feel they have had input.

Overview of Marketing Techniques, Remarks by Lori Gummow at the Nonprofit Recyclers Council 1999 Annual Congress, USA

This presentation stresses that a successful community recycling program requires the extra step to plan a targeted communication and education program that can change citizen support from mild to enthusiastic. Education is identified as the key process by which recycling information is communicated. The education process is divided into three campaigns: 1) the awareness campaign, 2) the knowledge campaign, and 3) the action campaign. Each is described and detailed advice on targeting and crafting messages is given.

Municipal Waste Reduction Branch, Massachusetts Department of Environmental Protection, 2002, USA

This series of fact sheets incorporates the principles of community-based social marketing to document a range of motivations (e.g., recycling behaviours) to be strengthened and then provides the strategy that has been shown to be effective in doing so. Case study examples are provided for a range of different approaches, all designed to increase recycling participation rates. Evaluation methods are also provided and analyzed. Sheets include Strategy #1: The Feedback Sign Strategy, Strategy #2: The Curbside Door Hanger Feedback Strategy, Strategy #3: The Outreach Volunteer Strategy, Strategy #4: The Commitment Strategy; Increasing Recycling Participation using Community-based Social Marketing.

The Seven Doors Social Marketing Approach, Social Change Media ACN, 2004; USA

This paper describes the “Seven Doors” social marketing approach developed by Les Robinson, a former campaign director and now consultant for Social Change Media. It is stressed that lack of awareness or education is not necessarily the issue in behaviour change. There is a need for a much broader definition of what is meant by “education.” If lack of awareness is removed as an obstacle to behaviour change, what is/are the real obstacles? The paper discusses the notion of “education strategy” being about clearing away obstacles, rather than awareness building. The seven steps to social change are identified as knowledge, desire, skills, optimism, facilitation, stimulation and reinforcement. Each is defined and described using examples.

Social Marketing, Resource Recycling, April, 2003; pp 39 – 42, USA

This article defines social marketing as the application of commercial marketing concepts to effect some form of desired social change(s), and outlines the principle information that is available online regarding social marketing practices. Websites are recommended for those looking for an overview. For those looking for more detailed information, other sites are recommended, including “A Seven-step Marketing Approach,” and “Fostering Sustainable Behaviour.” Once this initial research is completed, there is also assistance in developing one’s own social marketing plan by using the *Tools of Change* website. Other resources such as “The Social Marketing Resource Manual – a Guide for State Nutrition Education Networks,” and “Making Health Communication Programs Work” are also described.

How to: Campaign Strategize, Friends of the Earth, Issue 39 February/March 2003, United Kingdom

This fact sheet details the three steps necessary to develop a campaign strategy. The three steps are: 1) scope – i.e., what is going on, 2) aims – i.e., what you want to achieve, and 3) objectives – i.e., what needs to happen on the way. The campaign message needs to be specific, and the action(s) or desired results measurable, achievable, realistic and time-specific. Detail is provided on how a successful campaign should work. Recommendations include working out what is going to be said and how, understanding what is already known and what needs to be researched, networking, both locally and further afield, and defining tactics in terms of what is actually going to be done.

Policy and Program Options that Optimize Recycling, Lisa Skumatz, Fraser Forum, November, 2004; pp. 12 – 16, Canada

This paper reviews the different options and strategies available to municipalities to foster improved recycling program participation and recyclables capture, without driving program costs significantly higher. These options include incentive-driven approaches such as user pay or pay as you throw for waste, single-stream recycling collection, changing frequency of collection, and recycling outreach and education. Research undertaken by the author has demonstrated that additional expenditures on education leads to significant increases in recycling, at least for those communities that are not currently spending very much on education. Adding a dollar a year per household to outreach budgets has a strong impact on recycling, above and beyond the impact of differences in recycling program features, demographics and other factors that affect recycling.

Evaluating the Impact of Recycling Education, Lisa A. Skumatz, John Green; Resource Recycling, August, 2001; pp 31 – 37, USA

This article describes the results of a research project designed to better understand the influence of education – the different types, distribution methods, expenditures and messages – on the level of recycling and diversion in municipalities. The research comprised a literature review and data collection and analysis. The latter covered 140 recycling and diversion promotion and education campaigns over diverse media and distribution methods. The outreach materials and distribution methods are discussed with respect to their efficacy in both urban and rural areas. The study indicates the education methods that most increased recycling in urban areas included newspapers and bill stuffers. Direct mail was found to be the most effective in rural areas.

See also: *Evaluating the Impacts of Recycling/Diversion Education Programs – Effective Methods and Optimizing Expenditures*, L.A. Skumatz, J. Green, The Econservation Institute, USA

News Release: Network sends volunteers to boost recycling, Ann Arbor News (release) 2005, USA

This release profiles the efforts of the Ecology Center's Neighborhood Action Network to bolster recycling in two areas of Ann Arbor. The campaign utilized volunteers who went door-to-door with prepared messages and fliers (for those not at home).

Fact Sheet: Developing an education plan for your recycling program, Massachusetts Department of Environmental Protection; 2 pages, undated, USA

This fact sheet outlines and describes the steps for planning an education and outreach program. The steps are: 1) State three goals in order of importance, 2) Attach at least one objective to each goal, 3) Identify targets for each objective, and 4) Evaluate and select communications vehicles (list provided). Other resources related to outreach and education are also listed.

Fact Sheet: Designing effective printed material, Massachusetts Department of Environmental Protection; 2 pages, undated, USA

This fact sheet provides guidance on developing more effective communications materials at a reasonable cost. Presented in a stepwise fashion, the advice includes starting with a theme or concept, conveying only three primary messages, writing concise text, and knowing when to use a professional designer.

Section 5

FOCUS GROUPS

5.1 BACKGROUND – PURPOSE FOR THE FOCUS GROUP RESEARCH

Focus groups were selected as a component of the overall study to compliment and expand upon the information gathered in other research elements. Focus groups were included to provide comparative information to round out the viewpoints and information provided by the municipal coordinators' survey and the literature review.

The purpose of the focus groups was to determine the public's current levels of recycling knowledge and the general attitudes towards recycling. In addition, the groups were probed to find out what messages appeal to them and why, and to determine if there is a way to take advantage of their preferences for communication when designing outreach materials about recycling.

The groups were targeted in six disparate locations to offer insight into the differences or similarities in behaviour, knowledge, and attitudes related to recycling in different geographic areas of the province.

5.2 AN OVERVIEW OF THE SESSIONS

A total of six sessions were held across Ontario in small to medium size communities. Windsor/Essex, Guelph, Peterborough, Belleville, Alexandria, and Kirkland Lake were selected as sites for the sessions.

Each session ran for two hours. The majority of the content for each of the sessions was the same – in some locations where time permitted additional questions were asked or additional materials examined. In each location participants were asked to fill in a questionnaire before the session began. A copy of the questionnaire is included in Appendix C.

As is the case with most social marketing focus groups, the content of the interactive session was designed to gather the thoughts, ideas, feelings and concerns of the participants relative to the specific topic. The sample size associated with a focus group is too small to be seen as statistically accurate in any meaningful way. However, the sessions do provide solid insights into what people think, know, feel and believe about Blue Box recycling when compared and contrasted with information gathered throughout the overall study.

The first hour of interaction focused on these attitudinal and knowledge based inquiries. The purpose was to develop a clear picture of what people in Ontario currently think, know, feel and believe about recycling.

The second hour of the session focused on examining existing communications and information materials related to recycling. These example pieces were taken from a variety of locations across Ontario. The purpose of this examination was to determine what attracted the participants to materials, what types of materials offered the clearest messages, and what impact these materials would have on the participants as recyclers.

Included in the sessions was a close examination of generic plastics recycling advertisements and the advertisement referred to as “All Cans” which is focused on the recycling of cans. The examination of these materials was included in the session at the request of Stewardship Ontario. Included in the body of the focus group report is an analysis of how a group reaction to these advertisements applies directly to the development of best practices in Municipal Blue Box recycling. A more in-depth look at the results of examining these advertising materials is available in appendix D. In this appendix, the reaction to the advertisements as it applies to creative staff, those who write and develop advertisements, and to advertising layout experts is included.

The moderator's guide of the session flow is included in this report in Appendix C.

5.3 PART 1: THE QUESTIONNAIRE

A short questionnaire was given to participants when they arrived at the focus group session. People were asked to fill it out before the session began. This was to ensure that discussion or the information materials used in the session did not influence their questionnaire responses. Of the 36 attendees, there were 35 who filled in a questionnaire.

Not every person responded to every question and some people offered more than one response to questions.

The primary purpose of the questionnaire was:

- to help profile the attendees,
- to assess attitudes towards recycling and information about recycling,
- to determine if they or their household do recycle, and
- to assess their current level of overall knowledge about recycling with respect to their local Blue Box program.

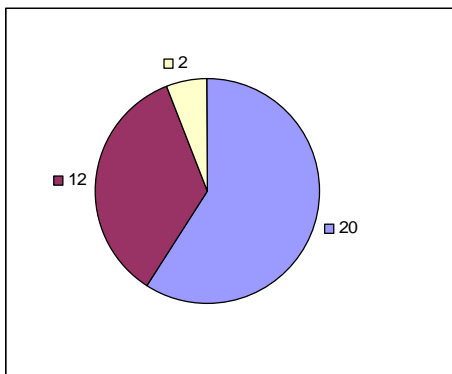
5.3.1 Questionnaire Results

Question 1 – Does your household recycle?

When recruited participants were not told the sessions would be about recycling. Therefore question 1 was asked to determine who in the group was a recycler and who was not.

33 responded Yes 2 responded No

Question 2 – Who takes primary responsibility for gathering the recycling in your household?



This question was to help determine if the responder was the primary person responsible for recycling in the household.

20 attendees responded that they were the party primarily responsible for recycling, 12 responded that others in the household were responsible, 2 responded that they did not recycle.

Question 3 – Does the same person (responsible for recycling) take primary responsibility for gathering garbage in your household?

Many municipalities send out information about garbage collection issues included in the same print media materials as their recycling specific information. The third question was asked to determine if the information, packaged in this way, was likely to be reaching the audiences for whom it was intended.

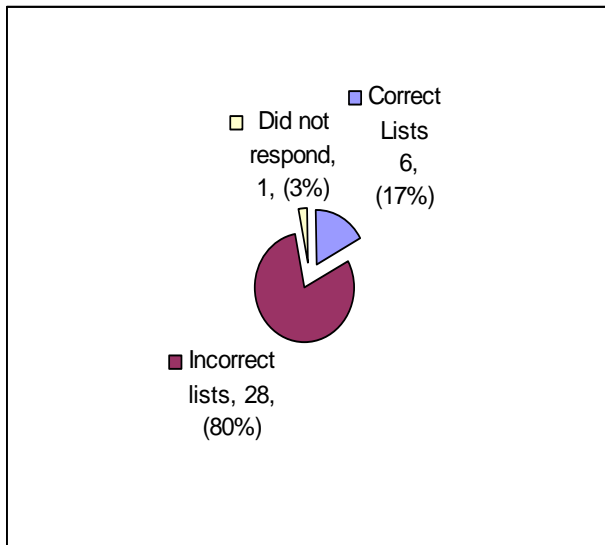
23 responded Yes 10 responded No

2 responded this was not applicable as they did not recycle

Question 4 – Please read through the following list and check any materials listed that CAN be recycled in your local recycling program.

The fourth question provided participants with a list of potential recyclable materials. They were asked to select from the list the materials that were accepted by their local program. (For a list of the recyclables they were given to choose from, see the actual Questionnaire in Appendix C.)

Only one person did not respond. Of the remaining 34 responses, 6 were correct lists, and 28 lists were incorrect. There were a total of six individuals, one in each community, who had a correct list of answers.



The majority of the list selection errors resulted from people who did not correctly select all the items that can be recycled in their area. A few people had errors that related to selecting materials which are not currently recyclable in their area.

Included on the list was a “McGuffin”, a deliberately false item, ceramics. Ceramics are not included in any municipal program although many waste management personnel state that ceramics are often placed in the Blue Box.

No participants selected this item as a recyclable material. However two people placed a question mark beside this item on their lists and many people asked others in the group if ceramics could go in the Blue Box.

One of the two people who identified themselves as a non-recycler attempted the list. This person did not correctly identify all the items that could be recycled in that area. However, they had no more errors than the majority of the respondents. It is clear that although this individual chose not to recycle, they were at least as aware of what can be recycled as others in the group.

Question 5 – Have you received brochures, advertisements or other communications at your home address that explain a) what to recycle, b) when to recycle, c) how to recycle?

For the fifth question participants were asked to select the kinds of information they had received about recycling to help determine:

- If they were getting informational messages.
- The nature of the messages they had received - information (such as scheduling of pick-ups), skill related (how to separate, organize and prepare their blue box items), content information (what materials are accepted by their program), or a combination of these.

Twenty (20) respondents selected all three categories. The remaining 15 respondents selected when to recycle.

Question 6 – Have you received information at your home address that explains why to recycle?

The sixth question focused on determining if people had received motivational information

23 responded Yes 12 responded No

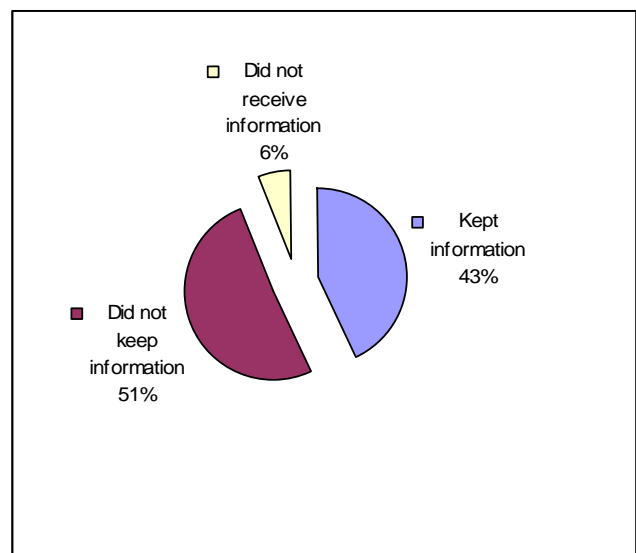
Question 7 – If you have ever received any information about recycling, did you keep this information? Why or why not?

The closing question focused on determining whether or not people keep the information they receive about recycling. In addition they were asked to explain what motivates them to make their choice, to keep or discard the material.

The majority of people who kept their materials stated that they did so as a reference for themselves, or for other members of the household.

It is interesting to note that all six people with correct lists in Question 4 were among those who kept the information they received.

It is also interesting to note that most of the



people who chose not to keep the information stated that it was because they had too much information on hand, they had memorized the list of recyclable materials, or that the materials were easy to remember and so they did not need the reference.

Fifteen (15) people responded that yes they had kept information they received about recycling. Two (2) people responded that they had not received information, and the remaining 18 responded that they had not kept the information

5.3.2 Insights Provided by the Questionnaire

The questionnaire provides some insights into the habits, practices and knowledge levels relative to recycling which were represented by the individuals who attended the focused discussion sessions.

Since 33 of the 35 respondents stated that they recycle, the majority of households represented do recycle. Since only 6 out of the 34 respondents who completed Question 4 had correct lists, even people who recycle regularly are not well informed about what can and cannot be recycled in their area.

The lists of recyclable materials selected in Question 4 were checked against the local materials lists for accuracy and completeness. The participant's lists were accepted as correct unless the responder made two or more errors. The potential errors were:

- failing to select items which can be recycled in their area, or
- incorrectly selecting items which are not currently recyclable in their area.

In most cases the errors attendees made were related to missing items that are currently recyclable in their area rather than incorrect selections of items.

The earliest entries into the Blue Box program were all selected correctly – newsprint, cans and bottles, boxboard and cardboard. None of the participants who responded to this question missed these items. The newer items, such as empty paint and aerosol cans were the most frequently missed in all communities where they are accepted. This indicates that the most recent program information and program updates may not be reaching the community. Newer additions to the Blue Box recycling lists are not as widely recognized as the original collection items.

Later, during the focus group discussions, many people expressed the importance of recycling and their support for recycling efforts. Many participants in discussions during the sessions offered information that suggests recycling is an important function which they feel is vital to their community. However, their questionnaires indicate that while they may find this activity quite important, they are not well informed about the materials accepted by their program.

As we saw in Question 5, over half of the respondents stated that they had received information about how, when and what to recycle. Clearly this seems to be at odds with the level of confusion and the questions people voiced in the sessions about the process for recycling. It may be worth considering that people are not getting enough detail in the messages they receive, not reading them carefully, or not understanding the content of the messages they are getting about recycling.

It should be noted that while many respondents indicated on their questionnaire that they had not received information about recycling this does not mean that it was not sent to them. It may indicate there are delivery issues, or it may be that people simply did not notice or take in the information. Since many noted that they "get a lot of junk mail" the information could have been disregarded. As well, in discussions where existing communications materials were examined, many people did not readily recognize the materials from their own community. Many did not recognize that the materials they were examining contained recycling guidelines. Therefore it is possible that potential readers were unaware that the messages they were getting were about recycling in their area. Their perception of the messages may simply have been that they contained the same information as previous messages. This may explain why some people do not understand new materials, or even how to properly process some of the materials they are already recycling, such as cans or plastics.

Perception often plays a key role in the success of any communication or outreach program. How the individual perceives the material sometimes determines if they will read the content. Consider the perception of the respondents when asked in question six about information they had received about "why" to recycle. More people thought they had received the motivational message than thought they had received general recycling information. This could indicate that the motivational messages may be clearer, perceived as more valuable to them, or may have caught their attention more than other messages. In many cases however, during the discussions, participants expressed that the motivational messages they recalled came from sources other than their local recycling organization. Many people quoted popular media sources for their motivational or "why to recycle" information.

Many people also noted beside their responses to questions five and six, that any information they had received was "probably a long time ago" or made other remarks that indicated they were operating from information that may have been quite dated. This may help explain their responses to question four where they selected what goes in their Blue Box. Many people seem to be recycling on the basis of a materials list that was established in the early years of their program.

For municipalities who are sending Blue Box information with other waste information, such as garbage collection schedules, they may find it interesting to note that in many cases they are addressing two different people in a household. The person who manages the recycling process is not always the same person who is managing waste for collection. This may mean that the person who first sees the information may take only what they are interested in and discard the message without realizing that they should pass it on within the household.

5.4 PART 2: DISCUSSION POINTS – GROUP DISCUSSION & DIALOGUE

A series of thought-provoking discussion questions were raised in the first hour of the sessions. The responses given to these questions highlight the ways in which people view recycling issues, the importance or value they attach to recycling, and the ways in which they most easily notice and remember communications.

In this section of the report, these discussion questions are given, followed by a summary of the key issues and ideas raised by the participants in response to the question. The response most frequently given as the first response is identified since this response has added weight by virtue of being the most common response in all sessions. Additional responses are shown in groups or categories where applicable. Most people offered more than one response, and many responses were similar in nature or content. Where repetition occurred responses were summarized for this report.

Question 1 – What reasons do you think people have for recycling and what reasons do they have for not recycling?

The purpose of this question was to determine the thinking and attitudes of the group with respect to recycling habits and practices. The responses likely reflect not only what respondents thought were the reasons others may have, but also their own reasons. Responses to this question ranged widely, yet there are many common responses across all the groups. For the purposes of clarity and to condense the responses into a manageable group, the responses are categorized under common headings and responses that were similar are expressed as a single idea.

Reasons People Have FOR Recycling

Most Frequent First Response:

“People recycle for the environment”. Environmental protection and related issues was the first response. Examples given included:

- Recycling helps ensure landfill doesn’t fill up too fast.
- Recycling reduces the impact on the environment that results from making new products from raw materials.
- We need to protect the environment for the future and future generations.
- We are keeping non-bio-degradable materials out of the landfill since they will never go away.
- Most people do care about the planet and recycling is one way of showing that.

Other Responses:

Education – Many responses stated that people recycle because they are educated about the need for recycling and why and how to do it.

Social Responsibility – In several sessions people said that recycling is part of the responsibility of living in your community, there is peer pressure to be responsible by recycling, and /or it is the right thing to do as a member of society.

Family and Future – Many people cited pressure from children, who learn to recycle at school as a reason for recycling. People in several sessions stated that youngsters direct the recycling activities at home, and others spoke of people recycling because they want to do the right thing for their children and grandchildren.

Penalties and By-laws – In several locations the issue of penalties arose. The notion was discussed that eventually it costs more not to recycle as landfills fill up and garbage is trucked away (i.e., Toronto). In communities with “garbage tags” where there are charges for garbage or limits on the amount of garbage you can put out without cost, participants saw this as a motivation for recycling, to reduce your volume of garbage and therefore reduce your costs. Other penalties such as by-laws against putting recycling in the garbage were raised. In addition, some groups discussed the threat of penalties may also increase recycling, such as people who are afraid that if there is too much going to landfill local government will put a limit on how much garbage you can have picked up free. In some communities the notion was raised that people are obliged by law to recycle in some areas.

Value of the materials – Some participants suggested that some of the materials that are recyclable are valuable and can be saved and turned in for cash. The value of the raw materials (i.e. aluminum) was thought to be important to municipalities and some citizens recycle these items to help pay for recycling programs.

Landfill limits – Many people added landfill issues to the list of reasons why people recycle. They suggested that with limited landfill space, and the fact that it is difficult to site new landfills many people recycle to avoid the potential problems associated with expanding or creating landfills. Several participants expressed the notion that there are many non-biodegradable materials in landfill that limit the available space in existing landfills.

Easy to do – In many locations this idea was added to the list early in the discussion. People stated that you are given the boxes and the instructions are simple, some people noted that it is free to recycle and has benefits for the household as you get rid of stuff that would be clutter.

Reasons People Have For NOT Recycling

Most Frequent First Response:

"People are lazy." In every location, this was cited as the predominant reason for not recycling. Participants noted that some residents are too lazy to take the actions required to recycle and find that it is easier to throw it all into the garbage.

Other Responses:

Don't know – Many participants said that people are not aware of the process or their responsibility, or they don't know when or where to put or take the materials. Many groups raised the concern that when people are new to the area they may be confused about what goes in the box, or not certain about how to sort materials. Others raised the notion that people don't see the benefits of doing it at all.

Have concerns related to the process – Participants noted that people may be concerned about pests, mess, and smells from recycling bin. This was especially noted in areas where bi-weekly pick-up is the norm. The space available to sort or store recyclables was also raised.

Inconvenient – Some people noted that when pick-up time is too early or too uncertain people are more likely not to recycle. Examples were given such as shift workers who can't meet the schedule, pickup time changes without notice or personal schedules that are just too busy to include recycling.

Not able – People stated that for many citizens it may be difficult to perform the labour of collecting and getting the materials to the curb. They cited seniors, infirm people, and people with no car or any way to get materials to a depot.

Don't care – Every group mentioned that for some people recycling does not seem important or does not seem to affect them personally. These folks do not participate simply because they are not motivated to do so for any reason. Many groups mentioned that people who did not have to do it when they were younger don't want to start now. Almost every group stated that there are people in every community with no respect for the environment.

Not modeled for them- Many groups stated that if people don't see recycling happening at home they may not do it themselves. People mentioned that if you are not taught to recycle in school, or by anyone at home, chances are you won't recycle in your own home.

Discouraged – Every group mentioned some examples of how people do not recycle because they are discouraged. Examples were given such as stories in the media and “urban myth” stories about how recycling materials are going to landfill discourage people. Others said that materials left behind after pick-up do discourage people. Many people noted that a lack of information about pick-up times, contents of the Blue Box, proper preparation, or any part of the process can discourage people.

Don't have the tools – Many groups noted that when a person's Blue Box is broken, blown away or missing and they don't know how to replace or can't afford to replace it, it is likely they will stop recycling. In several locations there were people in the group who had replaced their own Blue Box and paid a fee to do so. Some people noted that they had to work hard to find out how to get one, and had to travel some distance to pick up a new box. People during this part of the discussion also raised the point that often it is the pick-up people who break the box; it gets ploughed into a ditch in winter, or some other loss situation that is not the fault of the box owner. The groups who raised this in discussion felt that by making it more difficult to get a new box, the municipality was discouraging more people from recycling.

Question 2 – Many people who DO recycle don't recycle everything that their recycling program accepts. Why do you think this happens?

The second question was asked in order to better understand the phenomenon of lower than expected capture rates. The following answers were given.

Most Frequent First Response:

Laziness – Many groups cited “laziness” as the first response. People stated that some recyclers can't be bothered to do more than gather up papers and cans. Others said that people who don't recycle everything they can are used to doing the “easy” things and don't want to do other more complicated things.

Other Responses:

Lack information – Another frequent response was the notion that people may not have the required information. People suggested that perhaps when the “what, how, and when” of recycling changed some people were not made aware or did not understand the change. Many participants stated that they knew of people who don’t know there are other items that are accepted, or they are unsure about some items (i.e., plastics) and so put none of them in the Blue Box for collection.

Perceived dangers – A number of perceived dangers were cited. For example, people may not want to recycle some things because they pose a physical danger, such as glass which might get broken in the bin. Other people suggested that putting out some packaging at the curb alerts thieves that you have something new in your home. People also stated that some are afraid the neighbours will see what you are recycling (wine bottles, adult diapers, etc.). Others are afraid of putting personal papers out with fine paper recyclables since the information they contain is valuable, so they avoid recycling fine paper.

Reuse or reduce – Another issue raised was that some people use some recyclables in other ways. A variety of reuse examples were given such as egg cartons taken to vendors, materials used for crafts, materials saved for fund raisers (such as aluminum cans), or reduction efforts such as using cloth bags for groceries.

Too labour intensive – Many people noted that some of the Blue Box items are more difficult to prepare or handle than others. Some may have difficulty in dealing with some more complicated elements (such as cardboard), or don’t have time or the inclination for cleaning items such as cans or jars or plastic tubs containing spoiled food.

Too small to bother with – Many people mentioned that they themselves overlook items such as small boxes. Participants pointed out that some people may feel their few items would not make a difference.

Blue Box size – Another notion discussed in most groups was the physical limitations of the Blue Box itself. People felt that others may not have room in the box for all the potentially recyclable materials, particularly if they have large families or bi-weekly pick-up. Many pointed out that where that is the case, it is costly and time-consuming to get another box or not possible to get another one. In five of the groups the notion that staff will not pick up materials that are sorted and placed at the curb in other containers was raised as an issue. For example, if you have dozens of plastic juice and water bottles a week and they do not all fit in the Blue Box, putting them out in a clear bag or in a carton will get them picked up by the garbage truck and not by the recycling staff.

Discouraged – Again, as in response to the previous question about why people do not recycle at all, groups raised the notion that stories about some recycling going to landfill discourage people from recycling some or all of the Blue Box materials. They also noted that if the truck leaves an item behind and you don't know why, you will not put that type of item out again. Some items blow out of the box or are left on the ground by truck and so people don't put them out again, as it is too hard to clean up after the truck has passed.

Confused – Many groups noted that because recycling programs are all different, people new to an area may be doing things correctly based on where they were living before, but may not be recycling everything their new area's program accepts simply because they are not aware that it is a different program. Groups noted that if programs were uniform it would be easier to teach people and get them to recycle more items.

Question 3 – What would you consider to be the most effective way to encourage and motivate people to participate in a recycling program?

The third question was asked to determine if there is a single way in which more people would be moved to recycle, or if there are common notions of motivational factors that might be used to encourage broader participation.

Most Frequent First Response:

Education – Tell people more – was the most frequent response across all the groups. Many specific suggestions were made such as:

- Explain the “why” behind recycling.
- Tell people about successes, give concrete feedback (where recycling goes and what gets made from it).
- Show the impacts visually (of both recycling and not recycling).
- Teach young people in school, as they will educate others.
- Use the media to get more positive messages out.
- Get employers involved in education.
- Make everyone aware of the impact they have even as a small contributor, and explain the process clearly making it easy to participate.
- Give clear instructions for confusing items (i.e., plastics), use the Internet, and create Internet games for children.

Other Responses:

Incentives – Positive – A number of positive incentive examples were offered such as:

- Tell people what the benefits are.
- Show the community the good they are doing.
- Offer tax rebates or credits, or hold a lottery for best Blue Box street.
- Show the community's progress in public using signage (as in the ISO program)
- Show people (especially children) what is being made from recycled materials.
- Post information on billboards.

Incentives - Negative – Most groups suggested some type of potential penalty or negative incentive:

- Penalize people for throwing recycling in the garbage.
- Limit the number of bags of garbage any household can throw out.
- Offer money back for cans/bottles, etc. as per deposits.
- Show potential impacts visually of what happens when we don't recycle.

Make it more visible – Many people cited the importance of making recycling as visible as possible and as pervasive as possible. They offered specific suggestions such as:

- Encourage public areas (restaurants, malls, public buildings etc.) to have recycling bins out.
- Make sure people see it on the street with places to put cans and bottles and newspapers.
- Make recycling a common sight not just something you see at home.
- Encourage employers to promote and undertake recycling, make it part of everyday life everywhere.
- Make it more user friendly to recycle by making the boxes better, larger, and more durable.
- Tell people why some materials are not picked up.
- Explain how to get a new box and make it free to get one.
- Make instructions clearer so people will be comfortable with what to put in and how to prepare the materials.
- Make it easier for people to understand how to recycle and easier to do the work. For example, make the cardboard preparation process less exacting.

Pervasive and repeated messages – Most groups raised the notion that there are not enough messages about recycling. People suggested that we should tell people about recycling more often; remind them of the program and their role. Repeat the messages frequently and use a variety of media, including young people, as message carriers, television, radio, newspapers and print.

Question 4 – Thinking about communications you have hear, read, or seen from any source and about any topic, jot down the communication that you recall most clearly, one that you clearly understood and remembered the message.

The fourth question was asked to help build a clearer picture of what messages are getting through to people (on any topic and in any source) and to help build an understanding of why they are clear and well remembered.

Although there were many individual responses to this question there were some common responses and some frequently repeated reasons why people chose the message they did as the thing they remembered first. These common responses are indicated below.

Messages recalled first included:

- TV commercials
- newspaper ads
- radio ads
- magazine pieces

The frequently mentioned specific campaigns were:

- anti-smoking
- literacy
- drinking and driving campaigns.

It should be noted that these are all saturation campaigns and are repeated in many media and using a variety of scenarios to get the message across.

People remembered different messages from these same campaigns and often stated they remembered that specific message because it had some relevance to them or to their families, or touched them in some personal way. Children and the impact on children are often used in these particular campaigns and participants frequently spoke about how these images of children in distress stayed with them.

Other messages clearly recalled included advertisements for cars, foods, medicines and other consumables.

The common themes that people cited as reasons for remembering their first recalled messages were:

- It meant something to them personally.
- It involved some anticipation, a teaser or a story line (the coffee commercials that told a story over several installments).

- It had value to them because they wanted to take action about the subject (purchases such as new cars, satellite dishes, etc.).
- The message was emotional (it involved children in distress, focused on animals or the elderly; it explained how the planet was affected).
- There was memorable music or a “jingle”, or some rhyming scheme that stuck in their minds. (Reduce, Reuse, Recycle, Anticipation – the song from the Heinz commercial)
- Messages that were “simple, clear and straightforward” were frequently mentioned.
- Messages that are frequently repeated – even when the person did not care for the message (i.e., credit card applications, sweepstakes notices and other frequently mailed out pieces).
- Many participants also mentioned messages that used humour.

Question 5 – Now, thinking about the message you recalled most clearly and found most memorable that you have just described, does that message represent the same style and the same approach you would like to see used to send you recycling messages?

In order to determine what relevance the messages remembered best by participants had for recycling messages, the groups were asked if there were things about the messages they remembered that they felt could apply to recycling messages.

There were as many responses to this as there were people in the focus groups. Their responses varied from advice-giving to actually describing messages they thought would be effective. However, in spite of this broad range of responses, there are several themes into which these responses fit.

Drama – Many people suggested that the use of drama would be helpful for recycling messages. They pointed out that in the situation relative to the risks and rewards of recycling there is inherent drama. They gave examples such as mountains of trash, people helping preserve the planet, the potential problems and the solutions for landfill. Most people added that when there is a focus on the notion that only by everyone doing their part can we have the solution, the dramatic nature of the topic is clear.

Positive Feedback – In almost every group participants suggested that we need to give people messages that say what a good job they're doing. Most people felt that this makes people want to not only continue but to do more.

Educational Messages – Many participants suggested that we need to make the messages informative, tell people why they should do this, use dramatic photos to show what is being done and what could happen if it is not done. Another suggestion often linked to this was that messages should be uniform across the province and not only communicated at a local level.

Visual – Participants in every location suggested that more visuals make more memorable materials. People often stated that we are a highly visual society and that photos, video and other visual

measures are very important to getting across clear messages. Participants felt that people need to see what products are coming from their efforts through photos and other visual means. People frequently stated that photos help make the recycling process clearer. The point was also made that young people expect photos and video – fast paced, with vibrant colours, and that less text is needed. They felt that messages should primarily let the pictures tell the story (especially in brochures and information pieces.)

Repeat and Vary the Message – People forget, or did not get it the first time, according to the participants and therefore repetition is important. They also stated that people don't always understand what they need to do easily or quickly so to tell people again and in many ways is important. Participants also pointed out that not everyone is moved by the same message, and that you can appeal to many people by using a variety of ways to tell them about recycling.

Environmental Themes – Participants suggested the use of environmental protection as a theme and suggested that recycling messages should talk about the future, our children and grandchildren, the planet and the overall environment.

Memory Triggers – Participants cited their own experiences and suggested that the use of memory triggers such as music, jingles, and slogans make messages more memorable for everyone, especially children. Campaigns aimed at children such as the popular anti-littering campaign were frequently mentioned.

5.5 PART 3: EXAMINING EXAMPLE MATERIALS

5.5.1 Advertisements

Examining a series of advertisements was an activity included in the focus group agenda at the request of Stewardship Ontario. These advertisements fell into two categories:

- Recyclable plastics (three ads printed in colour)
- Recycling cans (one ad printed in black and white)

The primary objective for gathering this feedback from the perspective of Stewardship Ontario was to gather public reaction to the ads, their content, clarity, visuals and other characteristics.

However, the feedback gathered from the group also offers valuable information, insights and ideas that may be useful from the perspective of best practices for public education and communication.

The Process

Participants were shown the series of colour print advertisements and the single black and white print advertisement one at a time. A series of identical questions were asked about each ad.

The Information Collected

Although many specific pieces of information were collected during this activity, the information shown in this section reflects only the issues related to the overall objectives of the focus group research. Appendix D contains more information about the specific creative and technical details which were commented on by the groups.

The following information provided through the examination of these materials may be valuable to anyone designing or developing recycling communications materials for a print medium:

- Participants preferred photos to drawings or cartoons.
- Strong, clear and primary colours were preferred.
- Messages need to be clear, easy to understand, contain detailed instructions without becoming verbose.
- Many people would not read a lot of copy and preferred a streamlined “understood at a glance” message. However, one ad (the All Cans ad), had copy that explained what happens to materials after they are recycled and this information was deemed to be both interesting and valuable. Nonetheless, many participants stated that had they seen the ad at home they might not have read the paragraph of copy.
- When using photos, or any illustrations, it is important that they tell as much of the story as possible, echoing the key message clearly and succinctly.
- The headline of the advertisement should clearly give the message and support both the text and the photograph or illustration.
- A slogan or catchy phrase was appreciated and thought by participants to be both eye-catching and memorable.

Attention to Detail

Of particular interest was the attention to detail people had when examining the ads.

In the plastics ads the copy referred to removing the cap, but did not state specifically what to do with the cap. In many sessions the question was raised about what to do with the cap, with people asking, "Why doesn't the ad tell us what to do with the cap?", or "why do we have to remove the cap?" People noted that the plastics shown in the ads, which were all drawings, were not clear enough and that photos would have provided a clearer and more detailed image of the recyclable examples. Clearly it is critical to explain succinctly but completely in order to make certain the ad gets the message across.

Literal Interpretations

Another interesting and valuable insight is the literal interpretation that people placed on the visuals. For example, the black and white ad (All Cans) shows a Blue Box filled with a variety of cans. Many people noted that the cans in the photo still had labels on them which people seemed to find surprising saying that they were still taking the labels off of cans, and the ad implied that this was not required.

Another interesting detail commented on was that people saw that the cans were extremely clean and interpreted this to mean they are not cleaning their cans the way they should. Clearly, people were interpreting the visual images literally.

5.5.2 Example Print Communications

A series of example print media communications taken from existing municipal materials were shown to participants in the last portion of the focus group sessions. The materials selected were the top three forms of communication used in Blue Box promotion and education. These materials included:

- Brochures,
- Newsletters, and, where time permitted,
- Calendars.

The objective of this print materials feedback gathering was not to critique individual municipal print media, but to gather ideas and information about what attracts people to various types of print materials, what value they place on various types and styles of materials and how they use these materials.

Brochures

Participants were shown a series of brochures about recycling gathered from a range of municipalities within Ontario. A total of six brochures were used to gather the feedback. For half of the sessions one set of three were used, for the remaining three sessions the other three brochures were shown. In each session the three pieces were labeled “a”, “b” and “c”.

In all sessions participants were first asked if they had ever received a brochure at their home about recycling. Many people responded yes, but it was a long time ago. Many people responded that they had no memory of having received a brochure at home.

Participants were then asked to open the envelopes containing the three brochures. They were asked: "Do any of these attract your attention?" They were then asked for the reasons why they found the material attractive.

The reasons given for their attraction to materials included:

- Unusual shape
- Looks unusual or interesting
- Uses attractive colours
- Has an attractive photo on the front
- The colours used are clear and bright
- The photo on the front tells you this is about recycling and why it should be read
- Colourful and inviting
- Clean and simple looking
- It's bright (colourful photo) and does not have too much text.

Clarity of Message

Participants were then asked to skim the text of each of the three brochures they had been given to determine which of them they felt had the clearest message.

Frequently people did not choose the same brochure as having the clearest message as they had chosen as being the most attractive. Below are some of the explanations they offered for why they felt the brochure they chose had the clearest message.

- The material used pictures inside to help explain the information.
- There was limited text and it was clear and to the point.
- It was instructional and colour coded to make it easy to identify the instructions.
- It offered all the details you need to prepare and put out your recycling properly.
- It gave simple tips and maps to depot locations and contact information without being wordy. These elements were included on the back panel and so did not interfere with the main instructional message.

- It is attractive enough to post on the fridge or in the kitchen as a reminder and the reminder lists it contains are simple and clear.
- It has little copy and what is there is clear, and instructive.
- It is easy to follow and easy to read.
- It uses illustrations to add to the message and they are clear and simple.
- It tells you everything you need to know to get the materials to the curb properly,.
- This brochure is small enough and sturdy enough (card stock) to keep as a reference, and has an easy to read list of recyclable materials.

Participants were then asked: "If you received the brochure you selected as having the clearest message, would it change the way you recycle?"

The consistent response was yes the clearest messages would change the way you recycle.

Type Face Size

Although no specific question was asked about typeface, participants noted that in some cases, some or all of the type face in each of the brochures was too small for many people to read. They made the point that older people and people with poor eyesight would have trouble reading a fair bit of the content on many of the brochures.

Newsletters

Overall three example newsletters were selected from municipal information packages. These newsletters were examined by participants to determine if they were considered attractive, and why or why not.

Participants were first asked "Do you recall if you have you ever received a newsletter at your home? Did you read it?"

Most respondents indicated that they had not had a newsletter delivered to them about recycling although some recalled other types of newsletters they had received. Exceptions were people who recalled a newsletter about recycling which they had read avidly since they were new to the area and wanted more information about recycling. Since these participants were often the only ones in a group to recall the newsletter, it seems likely that a newsletter may have been widely distributed but not noticed or recognized by some area residents. It is also possible that the newsletters were too infrequently received to be remembered.

The participants were asked to look at the front cover of the newsletters and state if any of them would attract their attention. If they selected one as being attractive, they were then asked why it attracted them. Alternately they were asked why none of them were considered attractive.

When asked what attracted people to a newsletter, responses included:

- The colourful front page.
- Powerful images (photos of large piles of recycling, trucks and sorting).
- It's clear that it is about recycling.
- The title is positive and tells you what this publication is about.

The participants were less attracted to:

- Newsletters with cartoons on the front – people frequently stated that the newsletter with cartoon images resembled an advertising flyer from a hardware store and would not get their attention.
- Newsletters that did not make a clear impression about the nature of the content or topic.
- Newsletters with too much text, or those that were seen as too "busy"

The groups were asked to look at the front page, the photo/headlines etc, and determine what they thought was the key message of each newsletter. Many people had difficulty understanding the message of the newsletters by simply looking at the outside cover.

The messages conveyed by the covers of the some of the newsletters were not easily interpreted. The example that had photos of large piles of recyclables on the cover was easily and quickly interpreted in all sessions as having a key message related to the importance and value of recycling. Many people stated that this particular newsletter showed how much is being done by people who are recycling, and that their hard work in sorting and taking recycling to the curb pays off when it is all assembled.

What Makes Messages Clearer

Participants were asked to scan the newsletters and determine which had the clearest message in their opinion. Participants made some comments about why they felt some messages were clear. These comments included:

- Simple and brief messages are clearer and more attractive to read.
- Too much going on makes pages hard to focus on and not as clear.
- The use of photos and "clean layouts" grabs your attention and makes it clear what the content is trying to convey.
- Messages are clearer when the type is easy to read, the copy is minimized and the message explains exactly why and how to do things.

Overall Perceived Value of Newsletters

When people were asked "What do you like or dislike about this type of communication?" the responses were frequently very similar from group to group.

- Some people in each session defined themselves as "information junkies" and stated that they would welcome the information provided by this type of publication. However they pointed out that this would only be applicable if they received it and recognized what it was about.
- Many attendees stated that they would not read something as in-depth and wordy as these newsletters and would rather get the messages in smaller doses with fewer words and more visuals, especially photos. They also preferred to get more frequent messages and not have to wait for a once or twice a year publication.
- Many people cited the fact that they already receive a lot of "junk mail" and that it would be difficult to sort these types of communications out of that pile.
- A majority of the people who examined the newsletters preferred the "newspaper" format, a publication that actually looks like a small newspaper, has photos of materials and people and thought that they would open and read that type of newsletter.

When asked, "Would a newsletter change the way you recycle?" most people responded "yes, if I recognized it as recycling information and I actually read it".

Suggestions Made By Participants

Some suggestions were made by participants. These were not prompted by a specific question but were raised in general discussion about both newsletters and brochures.

- Why not send a "keeper" – something that will not be discarded, something that gives good information and directions and has little copy and lots of visual information. Examples included the Canadian Diabetes Association food value guide.
- Give some positive messages, make it clear that things are being done and although more may need to be done, everyone is doing a good job.
- Some people noted that newsletters are pretty costly and that it would irritate them to see money being spent this way when messages could be sent in more efficient or effective ways.
- Some people suggested that newsletters should be available for people to pick up at the grocery store, hardware store, library, or at work. This would allow the people who like in-depth information to access this at will.
- Another suggestion made in several locations was to make a newsletter available to all new residents in the area, giving them all the information they need to recycle in their new community.

- In every session the point was made repeatedly that people do not know what happens to the materials they recycle. This idea was always revisited during the examination of the newsletters since one example had an interior spread showing colour photos of recyclable materials and the new products these recyclables become. Many people noted that by showing people what is made from recycled materials you can help reduce the fear that what people recycle ends up in landfill. In addition, the point was often made that showing people products made from what they have collected and sorted is a way of giving positive feedback, is interesting to people, and would be a source of encouragement.

Calendars

Many municipalities in Ontario distribute calendars to the community as a method of communicating a variety of messages. These calendars often contain recycling information, garbage related information and sometimes many other environmental or civic issues.

Some areas mark on the calendar the waste and recycling pickup days, and provide other tips or information in the margins or at the bottom of pages. Some contain a variety of facts, tips and hints.

In sessions where time permitted, the participants were asked to examine some example recycling information calendars. Three main types of calendars were shown:

1. Large calendars, designed to fit in a calendar frame.
2. Medium sized calendars, closed measurement 8.5 x 11 inches.
3. Small calendars 5 x 8 inches.

Some preferences were shown in all sessions.

- A) The most popular size – 8.5 x 11
- B) The most popular images – large nature photos.
- C) The most popular content – brief facts, tips and general environmental information, recyclable materials lists, pick-up schedules.

Participants offered a variety of information and feedback with respect the calendars they viewed.

Large size calendars with enough space to write family appointments and other information in the squares provided for dates were appreciated by many of the participants.

The more colourful, large size photos were considered most attractive. One of the example calendars used nature photos and was well received by the majority of participants in all the sessions.

Many people stated that they would put a calendar up in their home if it was large enough to be useful, had very attractive photos such as nature photos, and if the date pages were not glossy in finish so they were easier to write on.

Some people noted that the calendar should only be used if the area's program would accept it at the end of the year as a recycling item.

Smaller sized (5"x8") example calendars were not as well accepted, however, some people said they would keep it in a drawer as a reference for the pick-up days and other information.

One example calendar used children's art as the illustration. It was a medium size (8.5 x 11 pages) and the size was well liked. The art was not well received and many people in the areas where this was distributed said they had discarded this calendar as too unattractive to post.

People commented that calendars are a good way to get messages out as reinforcement and to communicate information such as watering times, garbage pick-ups and other useful day-to-day information.

5.5.3 Northern Communities

One session was held in Northern Ontario, in Kirkland Lake. Some of the issues and comments raised in this session were unique to their location. While having only one location from this area does not make the differences statistically reliable, they are well worth noting since it is likely that many of these issues are relevant in more rural or northern locations.

While people in this focus group seemed eager to protect the environment and do their part in recycling household waste, they expressed that there were differences in their community and those in "the south" or southern Ontario. In discussion these differences appeared to be mainly related to weather and the lack of curbside pick-up.

The weather was cited as a factor in Kirkland Lake where many people must use an outdoor communal collection system and bring their recyclables to that location. One comment was made that when it is minus 45 degrees and blowing, people do not want to stand outdoors and place recyclables in a bin. Finding a place to put a Blue Box in deep snow, carrying it out in poor weather, and finding it ploughed into a ditch each week, were all noted as problems for recyclers.

While groups in other areas spoke about the need to recycle to save landfill space, the Kirkland Lake group did not feel that was an issue as they felt their area had plenty of landfill site options.

When examining brochure materials and newsletters from other communities many people expressed interest in the content. Discussion and dialogue among the participants as they viewed the materials made it clear that much of the “how to recycle” and “why to recycle” information was quite new to them. People were very interested in what happens to recyclable materials after they are collected as was illustrated by one of the newsletters. A belief that much of this material ends up in landfill was raised in this group and the idea that it was made into new products was seen as encouraging and positive.

This group suggested that there are a great many individuals living in the community who through age or infirmity are unable to manage recycling. Since students in high school must contribute a certain number of hours to community service the group felt that having the youngsters help others physically with recycling was a good use of this time.

5.6 SUMMARY

Focus groups are often used as a method of collecting more in-depth information about a specific topic. These sessions provided a wide range of ideas and information about the general public, the end users of public education information, and how they perceive, use and value information.

For the most part, people in these sessions expressed a genuine interest in recycling issues, and in the overall state of the natural environment. They were eager to support recycling efforts, but saw this as an effort on their part, hard work in many cases. They also saw that the effort they make is largely going unnoticed by their municipalities. The lack of information about results, the lack of positive feedback and reinforcement and the fact that they rarely hear about recycling issues, all contributed to the feelings they expressed of being unappreciated as recyclers.

In the sessions a great deal of discussion centered on pick-up related issues. When materials are left behind in the Blue Box with no explanation, people are annoyed and discouraged. They often raised the issue that the rules about pick-up are not uniform among staff. As examples they cited situations where a certain crew will pick up all the items in the box regularly while another crew will leave behind some of the exact same items at another time.

They spoke of these situations as annoying and discouraging. The stories of boxes broken by pick-up staff banging them against the truck, and then in subsequent weeks leaving boxes without pickup at all since the boxes were broken or damaged, occurred in every community where Blue Boxes were used. People were angry and upset when telling these stories to one another in the sessions.

Overall the sessions provided some excellent insights into how and why people recycle and ideas about what makes people want to recycle. Motivation is always a difficult issue to uncover. What makes one person want to undertake a task is not what will move another person to action? None the less, the discussion in these sessions outlined some powerful motivations. Clearly people need to feel more appreciated, need to know where their materials are going and what is happening to them after collection. People need to be educated, informed and made aware of changes. People need detail and a clear understanding of both the why's and the hows before they will act.

It is a common understanding among adult educators that there are only three reasons why people's performance does not meet expectations. These reasons are often explained to managers in human resource training programs to help them understand why some staff may be performing their duties as well as the manager expects. These same three reasons apply just as well to understanding why members of the community are not always performing their recycling efforts in the way that municipal staff feels is appropriate. These commonly accepted reasons are simply:

1. They don't know; their knowledge or understanding is lacking,
2. They don't care; their attitude gets in the way, or
3. They can't do the task; they lack the tools, the time or the ability.

When reading the input provided by participants concerning why people do and do not recycle, and why they do not recycle everything their program accepts, these three reasons come through. People cited attitudes, such as laziness, not feeling the issue was important and other examples of not caring. Many participants mentioned knowledge related issues as barriers to recycling, and many spoke about reasons why people can't do the task such as space or physical limitations.

In general terms people who attended the focus group sessions were positive and willing to be proactive about recycling, provided they understood the bigger issues, had the tools, were well instructed, and were motivated to get involved.

Section 6

ADDITIONAL SUGGESTIONS

Several suggestions came out of the information gathered from the survey and focus group sessions. These issues are not the mandate of this project but are certainly of interest and, in many cases, should be explored.

The suggestions are:

- Creation of ad slicks, graphics and communication tool templates with instruction on their use. Free for use photos all downloadable from a central website.
- Advertisements in French.
- All generic advertisements should be focus group tested before general launch.
- Electronic index of campaigns used for specific initiatives.
- Offer training workshops.
- Supplying additional blue boxes to larger families.
- Supply all replacement Blue Boxes free of charge.
- More province-wide advertising.
- Consistency of material collection across the Province.

APPENDIX A

SURVEY QUESTIONNAIRE

COVER LETTER

GLOSSARY

APPENDIX B

RESPONSES FOR FINAL SURVEY QUESTION

The following were actual responses to the final survey question.

- Assess comparison of various techniques vs. impact.
- Determine process to measure impact.
- Successful components of a campaign.
- Does newspaper advertising work?
- Could we be doing this better with the same budget?
- Examples of real campaigns that have been able to track changes (recycling rates, improved set out, etc.) to the implementation of the campaign.
- Examples of creative work (posters, flyers) being used.
- Anything unique (everybody does calendars).
- Examples of social marketing case studies.
- Costs of campaigns – pay back.
- Ideas and sample materials developed specifically for small programs and/or that could be easily adapted for use by the small guys. This would be useful for small programs with little or no P&E dollars.
- Ability to network with other similar communities. Helpful to have contact information for the programs that the sample materials were drawn from.
- Ideas about which P&E materials were most effective and why (i.e., particular design elements for a brochure).
- Cost-effective means of distributing information to the public.
- Need specific info on how to educate people to use the BB properly.
- Beneficial to see “Best Practices” broken down based on means of distribution and budget.
- Examples of materials (i.e., newsletters).
- How far can they go with flyers/inserts? How much will people read if stuff is added to mail/local paper?
- How could radio be better used?
- Helpful to have good information on the positive results of recycling (i.e., energy saved, trees saved, etc.) for the “did you know?” positive reinforcement pieces they do for newsletter.
- Helpful to be able to quantify and report (in e.g. data call and StatsCan surveys) the results of municipal initiatives that result in waste diversion. For example, town put fee on tire disposal in 2002 and now all tire dealers back haul their own, with the result that dump only receives ~200 tires/year (down from 1000s) but this is not quantifiable in most surveys, NOR is there much around to help municipalities in this process, i.e., the P&E needed to help with the transition.
- Manual should contain information for not only large urban centres, but also small centres and rural. The small centres often have a one man show who is responsible for everything – they do not have the time to be proactive but are reactive to putting out the fires. There is neither the time nor budget to develop exceptional P&E therefore templates that could be modified to specific details of the municipality would be beneficial.

- What form of advertising communities have found to be most effective.
- Good examples of other communities' P&E materials.
- Ideas on where to access good clipart, graphics.
- Innovative ideas on distribution (i.e., effective yet inexpensive!)
- Suggestions of good, environmental printers.
- What do communities spend per capita on P&E.?
- Camera-ready graphics.
- Prompting/reminders on what to recycle.
- Examples of various ads that we can use and download from your website.
- Additional campaign or program information that we could copy & use.
- List specific success stories.
- We should also have some French ads.
- "Manpower" – one-on-one contacts.
- Any other ideas would be helpful.
- What % would not be processed through the blue box program?
- I think the survey would be most successful if it was very clear on what kinds of P&E was most effective for municipal programs.
- I am interested in social marketing techniques and monitoring methods (something we have not done), and would be interested to see some survey feedback in these areas.
- How is spending on BB allocated – show chart (as percentage of total budget, per household, % of overall).
- Would be helpful to have reliable reference material on resources conserved by recycling.
- Generic ads/graphics.
- Interested in research methods and findings in other jurisdictions re key messages, target audience insights, etc.

APPENDIX C

FOCUS GROUP TELEPHONE CONTACT SCRIPT
QUESTIONNAIRE
MODERATOR'S DISCUSSION GUIDE

Telephone Recruitment Guide

Good morning/afternoon/evening. My name is _____ and I am calling on behalf of the research firm Commexus Inc. This is not a sales call. We are currently putting together a discussion group to talk about municipal services in the _____. The discussion group will last for 2 hours and each participant will receive \$40 for taking the time to participate in the discussion group. I would like to ask you a few questions to determine how you might fit into our group.

Q1 Do you live in the _____?

- Yes **(CONTINUE)**
- No **(TERMINATE)** Thank you for your time but we are currently looking for residents of the _____ only.

Q2 Do you live in a single family home, a townhouse? **(RECRUIT ONLY THOSE WHO LIVE IN SINGLE FAMILY HOME OR TOWNHOUSE)**

- Single family home or townhouse **(CONTINUE)**
- All others **(TERMINATE)** Thank you for your time but the discussion group is only for residents who live in single family dwellings.

Q3 Have you ever or do you currently work in marketing or advertising, or for municipal government?

- Yes **(TERMINATE)**
- No **(CONTINUE)**

RECRUIT A GOOD MIX OF PARTICIPANTS IN QUESTIONS 4-7

Q4 GENDER **(DO NOT ASK JUST RECORD)** **(50% Men & 50% Women if possible)**

- Male
- Female

Q5 I am going to read to you a list of age ranges? Please let me know when I reach your age range. **(READ LIST)**

- Under 20 (**TERMINATE**) Thank you for your time however; we are recruiting only residents over 20 years of age.
- 20-34
- 35-49
- 50-64
- Over 64
- (Refused) (**DON'T READ TERMINATE**)

Q6 What is the highest level of education you have completed? **READ LIST**

- Less than Grade 9
- High school
- College or technical school
- University
- Refused (**DON'T READ**)

Q7 Which of the following categories includes your annual income? **READ LIST**

- Under \$20,000**
- More than \$20,000 but less than \$35,000**
- More than \$35,000 but less than \$50,000
- More than \$50,000 but less than \$ 100,000
- \$100,000 or more
- Refused (**DON'T READ**)

Q8 In the group discussion you will be asked to make verbal comment. Are you comfortable speaking English?

- Yes (**CONTINUE**)
- No (**TERMINATE**)

Q9 In the group discussion you will be asked to read materials and write short comments. Are you comfortable reading and writing in English?

- Yes (**CONTINUE**)
- No (**TERMINATE**)

We are organizing a discussion group to be held on **Wednesday, May 18th at 7PM**. We are holding the discussion group at the _____ and the discussion will run for 2 hours. We are only interested in soliciting your opinions with no further obligations. We will be video taping the sessions for review purposes only but everything you say remains strictly confidential. You will be paid \$40 for your participation. May I reserve a place for you in the discussion group?

Thank you. May I please get your name, address and telephone number?

Name: _____

Address: _____

Town/City: _____

Phone : Daytime () _____ Evening () _____

We will be sending you a letter confirming the details we have given you and directions to the location where the group will be held. We will also call you back the evening before to remind you of the discussion group time and place.

RECRUITERS PLEASE FINISH WITH THIS –

“JUST A REMINDER. WE WILL BE STARTING THE DISCUSSION RIGHT AT 7PM SO PLEASE TRY TO BE THERE A FEW MINUTES AHEAD OF THIS TIME. IT IS VERY IMPORTANT THAT THE DISCUSSION STARTS ON TIME AND IF YOU ARRIVE AFTER THE SESSION STARTS WE MAY NOT BE ABLE TO INCLUDE YOU.”

“YOU WILL BE ASKED TO LOOK AT MATERIALS SO IF YOU WEAR GLASSES TO READ PLEASE REMEMBER TO BRING THEM.”

THANK YOU.

Questionnaire - Recycling Information

1. Does your household recycle? Yes No

 2. Who takes primary responsibility for gathering the recycling in your household?

 3. Does the same person take primary responsibility for gathering garbage in your household?
 Yes No

 4. Please read through the following list and check any materials listed that **CAN** be recycled in your local recycling program.

<input type="checkbox"/> glass bottles and jars	<input type="checkbox"/> polycoat containers (i.e. milk, juice cartons)
<input type="checkbox"/> plastic pop bottles	<input type="checkbox"/> food and beverage cans
<input type="checkbox"/> plastic food tubs (yoghurt containers for example)	<input type="checkbox"/> telephone directories
<input type="checkbox"/> fine paper	<input type="checkbox"/> empty paint cans
<input type="checkbox"/> ceramics (e.g. dishes)	<input type="checkbox"/> empty aerosol cans
<input type="checkbox"/> magazines	<input type="checkbox"/> newsprint
<input type="checkbox"/> boxboard (e.g. cereal boxes) cardboard	<input type="checkbox"/> aluminum foil /pie plates
	<input type="checkbox"/> other materials not listed here

 5. Have you received brochures, advertisements or other communications at your home address that explain: (*check all that apply*)
 what to recycle how to recycle when to recycle (pick-up schedules)

 6. Have you received information at your home address that explains **why to recycle**?
 Yes No

 7. If you have ever received any information about recycling, did you keep this information?
 Yes No Not applicable (did not receive information)
-

Please explain briefly why you kept or did not keep the information.

FOCUS GROUPS

Moderator's Guide

Opening Remarks & Introductions

PART 1 – QUESTIONNAIRE

Point out the questionnaire. Ask the participants to fill out the questionnaire if they have not already done so. Allow 10 minutes for this task if needed.

PART 2 – GENERAL RECYCLING INFORMATION

- 1) What reasons do you think people have for recycling and what reasons do they have for not recycling?
- 2) We know that some people do not recycle - while some people recycle regularly. We also know that many people who DO recycle don't recycle everything that their recycling program accepts - why do you think this happens?
- 3) If you were managing a recycling program in your community, and knew that some people were not participating in the program - what would you consider to be the most effective way to encourage and motivate them to participate?

PART 3 – THE IDEAL COMMUNICATION

- 4) Thinking about communications you have heard, read or seen from any source and **about any topic** – jot down the communication that you recall most clearly - one that you clearly understood the message, remembered the message - in other words - a communication that attracted you in some way and made you value it in some way."
- 5) Now ask each person to describe the message and explain why they remember it.
- 6) Now, thinking about the message you recalled most clearly and found most memorable that you have just described - does that message represent the same style and the same approach you would like to see used to send you recycling messages?

PART FOUR – EXAMINING ACTUAL MATERIALS

Examining Example Advertising Materials

Ask the group to open Envelope #1 - ask them to look at the ad labeled A -

Ask the following questions about each of the ads A- B- C- D beginning with Ad "A"

- I. **What is the message that this ad is trying to get across?**
- II. **What message does the picture convey? Does it tell you everything you need to know?**
- III. **Does the headline on the ad convey the message?**
- IV. **If you saw this ad, would it change the way you recycle these materials?**

Examining Example Brochures

Do you recall if you have you ever received one at your home? Did you read it?

Ask the following question about each of the brochures labeled - A, B, C

1. Do any of these attract your attention? - Why - Why Not

Now ask the group to skim the brochure content - taking about 2 minutes.

2. Which one of the brochures A- B or C, in your opinion has the clearest message? Why?

3. If you received the brochure you selected as having the clearest message - would it change the way you recycle?

Examining Example Newsletters –

Do you recall if you have you ever received a newsletter at your home? Did you read it?

Ask the following question about the newsletters which are labeled A & B

1. Would either of these attract your attention? - Why - Why Not

2. Looking at the front page, the photo/headlines etc, what do you think is the key message of this newsletter?

3. What do you like or dislike about this type of communication? Would a newsletter change the way you recycle?

If Time Permits

Show example calendars, use three sizes. Ask what they like and dislike about these examples.

Ask if these would change the way they recycle.

When the responses are complete, thank the group for their time and attention. Explain the process for picking up their stipend before they leave. Remind them that if they have questions about their local program they need to leave these with you along with their contact information. **Close the session.**

APPENDIX D

DETAILED INFORMATION CONCERNING ADS

REPORT ON EXAMPLE ADVERTISING MATERIALS

A series of four advertisements were examined in each of the six focus group sessions. Three of the ads focused on recycling plastic materials and one ad focused on recycling cans. Images of the ads used appear next to specific feedback about the ad. Each ad is identified as they were in the sessions using letters A, B, C and D. Larger versions of each ad follow in this appendix.

The following questions were asked about each of the ads A- B- C- D beginning with Ad "A"

1. What is the message that this ad is trying to get across?
2. What message does the picture convey? Does it tell you everything you need to know?
3. Does the headline on the ad convey the message?
4. If you saw this ad, would it change the way you recycle these materials?

Ad "A"



1. **The message:** The majority of participants understood this ad's message as "remove the top and recycle the bottle". People did not understand what to do with the top. The copy says recycle the bottle, and people wondered why they would not be allowed to recycle the cap. People expressed concerns about the message saying that it was "misleading". They felt that many plastic bottles with tops that twist off contained substances which were not suitable for recycling. Bottles such as oil or pesticide containers were cited as examples.

2. **The picture:** Generally was seen as conveying the same message as the headline. People appreciated the variety of containers included in the picture, but in all the sessions discussion returned to the cap, and to the potentially unsuitable containers such as oil or pesticide. People were confused by the lack of information about these types of containers. No one felt that the picture told them everything they needed to know.

3. **The headline:** Generally people seemed to find the headline uninformative. They expressed the concern that nothing was mentioned about what to do with the cap, and that plastic jars have twist off tops and were not included in the headline, picture or copy.

4. **Would it change the way you recycle?** Most people responded "no" because they would not be comfortable with the amount of information they had from the ad.

Ad "B"



1. **The message:** The message this ad is trying to convey was not clear to anyone in any of the sessions. People expressed confusion and found the message contradictory.

2. **The picture:** People found the picture confusing, difficult to see and the images too small to understand. The do's and don'ts signified by green and red circles were not well received. No one felt the picture told them everything they needed to know.

3. **The headline:** Go ahead, it's OK. This was thought to be incomplete, and the rest of the headline ALL your plastic bottles, was seen as a contradiction when viewed in context with the images. Most groups stated that the ad was more about "except" than about "ALL".

4. **Would it change the way you recycle?** All participants in each session said "No" and explained that the ad was too confusing to give them confidence about adding these plastics to their recycling box.

Ad "C"



1. **The message:** The message of the ad was perceived in most sessions as ALL plastic bottles are accepted in the Blue Box, if they have a neck smaller than the base. Many people pointed out that it would be unusual to have a neck larger than a base and this comment in most sessions was the source of some humour.

2. **The picture:** The picture was seen as supporting the message by showing a bottle neck. No one felt the pictures told them everything they needed to know.

3. **The headline:** In the majority of the sessions people commented on the fact that "Introducing" was good to see as it

offered a clear indication that this was a new program. In addition people commented that the "ALL plastic bottles" in the headline was a source of concern as many again raised the issue of pesticide and oil containers as being unsuitable.

4. **Would it change the way you recycle?** Most people responded "Yes" it would change the way they recycle, but they would still want to know more specifically which types of bottles were being accepted before participating.

Ad "D"



1. The message: Participants in every session were asked to read the entire ad, the block of copy below the actual ad does not appear in the thumbnail version shown here. They perceived the message to be:

- The importance and value of recycling cans, and
- The pun on the "good in every can" shows that cans have value as recyclables,

2. The picture: They felt the picture supported the message and told them almost everything they needed to know. People liked the variety of cans the picture showed stating that almost everyone would see something in that photo that represented cans they would have in their home. In all groups people commented favourably on the use of a photo as opposed to drawings or cartoons.

3. The headline: Most groups felt that the headline conveyed the message, intrigued the reader and with one or two more lines of copy could have constituted the entire ad very successfully.

4. Would it change the way you recycle? Almost everyone replied "no" to this question saying that they already recycle cans. However, upon reflection many people said "yes" it would change the way they process their cans as many noted that the picture implied they would no longer have to remove the labels from cans before recycling. Others noted that these cans were much cleaner than the ones they put out to the curb and hoped that the picture was not setting the standard for can preparation.

General Observations

With respect to the ads some general comments were made beyond the responses to specific questions asked.

The Ad Labeled "A"

Of the three plastics ad, this one was selected by all of the groups as being the most visually appealing. They cited the strength and attractiveness of the colours, the simple layout and the brevity of the copy. The majority of participants noted however that the copy was not "catchy" and could have been more instructive and more direct. This ad left people wondering what to do with the tops they removed. The ad implied (in last line of the copy) that the tops could not be recycled leaving people asking the question, "why not?" Since this question was raised by every group, addressing this issue would be something to consider in any redesign of this ad.

The Ad Labeled “B”

This ad was found to be a very confusing layout with too many conflicting messages. People in every session stated that it was too busy and the colours were thought to be extremely unappealing in every session. Every group stated that this ad was the least attractive ad of all.

The columns of do and don't images contained images that were too small and too indistinct to be useful. Many people commented that the ad would have been much better using photos rather than small and poor quality line drawings. In every session people pointed out that the copy says **ALL** but the images are all about exceptions and suggested that this conflict was at the heart of what needed to be addressed first to improve the ad.

The Ad Labeled “C”

This ad was not well received generally from a visual standpoint. In most of the sessions comments were made about the unattractive and “washed out” colours used. People mentioned that it would not stand out or be noticed.

A few people expressed that they liked the phrase **"check the neck"** saying it was "catchy" and “easy to remember”. They also stated however, that it was not helpful to the recycler since it did not really help you sort out what to put out in your box with respect to plastic bottles.

Most people asked about certain food containers that have a neck and base the same size and have a recycle symbol on the body such as peanut butter jars, snack peanuts in plastic jars and other examples. They felt this ad did not explain what to do with these items.

Plastics Ads Overall

Many people expressed a dislike of the types of images used in the plastics ads stating that they would prefer a photo image to cartoons or line drawings. Many people in the sessions cited the ad labeled “D” as an example of how effective a photo is when used in an ad.

General feedback about the plastic bottles ads indicates that:

1. Messages need to be clearer,
2. Messages need to be helpful. The goal for ad design should be to get a quick - complete, clear and well understood message to the recycler to help them sort out what goes in their box.
3. When the message leaves a question in the minds of readers, or does not provide enough information, most people say that they just ignore the message and leave the material out of the box. They would prefer to do this rather than have the driver leave the item behind at pick-up.

The Ad Labeled "D"



There's something good in every one of these cans.

The majority of the participants liked this ad, found it attractive and interesting. Many expressed that they would like to see it in colour.

Some interesting comments about the ad included:

"Of all the ads we have seen this one is the only one that looks like a 'real' ad, it is graphically superior to all the others."

"The cans shown are all either very well cleaned or brand new." (Many participants appeared to be intimidated by this asking "is this how the cans should look when they go out?")

Most people were interested in the copy content but confessed they would be unlikely to read it all had they not been asked to do so in the session. Many people suggested that a version of this copy should be developed that made the key points in a more "point form" as this would likely get the message to more people.

Many people felt that the visual would be improved by showing the story in the picture. When asked to describe what they meant by that all participants voiced a similar vision. They suggested a visual that shows the "cycle" rather than the simple "recycle" photo - in other words a visual that showed the cans flying from the box and onto a shelf, into new cans or new products.

A number of participants expressed an interest in how many varieties of cans were in the photo suggesting that this would help people recognize at least one or two canned products used in their own home.

Some participants noted that the ad was perhaps more effective in black and white than it would be in colour as it stands out more in that format. Some suggested that by using it in black and white with only the Blue Box coloured in blue, it would be more arresting.

Every group liked the headline and the implied pun, "There's Something Good In Everyone of These Cans". People found it catchy and to the point.

Summary

The All Cans Ad was well liked, and the information was considered valuable and interesting. None the less the majority of the participants commented that had they not been asked to read it they would not have done so as they found the amount of copy to be too great. The slick and professional appearance of this ad was appreciated and commented on by every group.

Advertisement Labeled "A"

**Twist off the Top...
And Recycle the Bottle!**



**All plastic bottles with a "Twist-off" cap can now be recycled!
Simply remove the cap and recycle the bottle!**

Advertisement Labeled “B”

GO AHEAD, IT'S O.K.

Now you can recycle **ALL** your plastic bottles with a “twist-off top!”

	 No Oil or Pesticide Bottles
 Bottle with Thread	
	

If the plastic “bottle” you were going to throw away, has a twist-off top... **RECYCLE it!**

 Don't let **ANY** get away!

Advertisement Labeled "C"

Introducing...
The "All Plastic Bottle Recycling Program"

It is now O.K. to recycle **ALL** plastic bottles with a neck.
So, don't let any get away.

Check the neck...



If it is smaller than the base...



Check the Neck

Recycle it!

Remember, ALL plastic "bottles" with a neck can be recycled.

Advertisement Labeled “D”



There's something good in every one of these cans.

<p>Every aluminum and steel can that gets recycled is put to good use. Empty aluminum beverage cans are turned into brand new cans - often back on store shelves within 60 days. Steel cans are turned back into food containers, too, but they can also become parts of automobiles, bridges or even new houses. Aluminum and steel cans can be recycled over and over, infinitely.</p>	<p>Making new products from recycled material uses much less energy than making them from raw materials. And the more cans you recycle, the more money your municipality raises to finance its recycling program.</p> <p><u>We're half way there.</u></p> <p>Right now, about 50% of all cans in Ontario get recycled. The ones that don't are wasted, ending in landfill</p>	<p>sites rather than being put to valuable use. Let's all put more into our Blue Box, and get more out of it.</p> <p>Can we put more aluminum and steel cans into the Blue Box? Can we divert needless waste from landfill sites? Can we save more energy? Can we put every empty can to good use?</p> <p>The answer is simple. Yes, we can.</p>
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