



## 6. Education Strategy

### 6.1 Purpose

Education programs are important to environmental programs because they educate citizens as to the proper and safe procedure to handle such items as household garbage, recycling, yard waste, white goods, automobiles, household hazardous waste, tires, and in ways to diminish the amount they use. Education programs also inform people of services provided by the County and other entities that can help individuals in handling their waste.

This chapter reviews key elements that both Maui and other communities have used to make and implement effective education programs. There are extensive examples from other communities with one detailed break-down of an education program developed to support the inauguration of new collection programs. These details are meant to illustrate the steps that the County will have to take in order to implement a successful campaign.

Finally, the chapter reviews the course of action decided upon by the County and how it is to be implemented.

### 6.2 Review of 1994 ISWMP

The 1994 ISWMP reviewed the County-sponsored program supporting waste reduction and recycling. The County had implemented an educational program in schools designed for kindergarten through fifth grade using aluminum as an educational tool.

The plan also described a partnership with local volunteer groups, specifically the Maui Recycling Group, to increase recycling and reduction awareness in the schools. The Maui County Council had formally resolved to support the educational program through Resolution No. 93-137.

The 1994 ISWMP recommended that the County of Maui continue and expand recycling education programs in coordination with source reduction programs. The recommendation called on the County to provide broad educational programs; distribute written materials; use television, radio, and newspapers, press releases, and articles; continue to work with school-age children; and business associations.

### 6.3 Environmental Social Marketing

Within the environmental movement, there is perhaps no more famous commercial than the television advertisement showing a proud Native American who sees a car pass by and the people inside tossing litter along the roadside. A tear runs down the Native American's face. It was a powerful and important commercial that made, and still makes, people think about this personal impact on the environment.

Approximately 35 years later, a documentary is released about former Vice President Gore who travels around the world giving a devastating slide show on the climate perils human pollution has created. The documentary won an Oscar and Vice



President Gore won a Nobel Peace Prize. As calamitous as his message is, it is a message not of guilt, but of hope that every action each person takes can correct this dangerous situation.

Both examples of environmental marketing focus on individuals making a difference. Local environmental education campaigns have moved to implementing a social marketing campaign to influence social behavior. Social marketing has been at the core of health-related goals to change habit and has been a key strategy in fighting breast cancer, drug abuse, and heart disease.

The Social Marketing Institute, for instance, lists the following central principles of this educational strategy:

- The goal is to influence action;
- If audiences believe that the benefits they receive will be greater than the costs they incur, they will take action;
- Successful programs are those based on the target audience's perceptions of the proposed exchange;
- Target audiences are not always monolithic so one message does not fit all people in the target group;
- Marketing efforts must incorporate all of the "4 Ps:"
  - *"Product:"* must be enticing (i.e., the package of benefits associated with the desired action);
  - *"Price:"* minimize the cost to the target audience;
  - *"Places:"* make the exchange and its opportunities available in places that reach the audience and fit its lifestyles;
  - *"Promote:"* maximize desired responses with creativity;
- Understand that recommended behaviors always have competition and these should be understood and addressed;
- The marketplace is constantly changing and so program effects must be regularly monitored and management must be prepared to rapidly alter strategies and tactics.

Herbert Spencer, the 19<sup>th</sup> century author of *The Principles of Psychology*, wrote what could easily be today's credo for social marketing: "The great aim of education is not knowledge, but action."

## 6.4 Trends

### 6.4.1 In Hawaii

**County of Kauai:** The County's educational efforts focus on radio programs as the best means to educate the public on environmental matters. It has a staff of one person but its solid waste management plan has recommended the hiring of two additional people for environmental education. Currently, the County's Recycling Coordinator appears on the Mayor's television program one to two times a year to discuss the County's environmental management programs. The County has a Web site, as well, and places information in the newspaper at critical points during a



program’s operation, e.g., special collections. The County is moving toward a social marketing education strategy as it implements the new recommended programs.

**County of Hawaii:** Radio and newspaper ads “work best.” Most of the public education that exists, other than the ads, is done by Recycle Hawaii, a nonprofit organization funded, in part, by the County, as well as local businesses, individuals and organizations (See [www.recyclehawaii.org](http://www.recyclehawaii.org)). The County does community outreach on recycling to schools and organizations. The County hopes to do more in 2008 to promote the zero-waste initiative.

**City and County of Honolulu:** The City and County of Honolulu provide access to items from video clips, recycled art, PowerPoint presentations, songs about recycling, videos about recycling produced by community groups, and graphical arts on its Web site. Information pertaining to what, where, and how to recycle/dispose of almost any item for use by the community is also provided ([www.envhonolulu.org/solid\\_waste/media/Graphics\\_Library.htm](http://www.envhonolulu.org/solid_waste/media/Graphics_Library.htm)). The program targets community groups, environmental groups, and teachers to build on their ability to reach individuals. The following is a partial list of items on this jurisdiction’s Web site.

- Data and resources for citizens to use to educate themselves and others on the jurisdiction’s waste stream and how it can benefit recycling;
- “Partnership for the Environment,” a coalition of businesses coordinated by the City and County of Honolulu, offering technical assistance, peer consulting, and a certification that includes listing the businesses;
- A detailed calendar of events where the public can learn about upcoming events;
- As in Maui, a ‘Tour de Trash’ that provides tours for residents of City and County solid waste facilities;
- A comprehensive program targeting school children with a multilevel approach, including recycling projects, field trips, teaching partners, and many resources (videos, PowerPoints, etc.); and
- Recycle Hawaii Teacher Education Kit which includes curriculum guides, videos, slide shows, and interactive CDs.

**County of Maui:** Members of the GBB consultant team remarked on many occasions how well versed citizens of Maui are in recycling. There has been a lot of information disseminated on recycling since the last ISWMP was published in 1994, which is coordinated by the Recycling Section through the use of the County’s Web site. The County Recycling Section staff has developed a network of recycling-oriented citizens, nonprofits and businesses that all assist in education. One example is Maui Recycling Group, a private nonprofit with a specialized Web site and newspaper. The paper is published twice a year with 30,000 going in the Maui News as an insert

**Recycle Maui!**  
Maui Recycling Groups guide for Maui's residents, businesses and visitors • January 2008

**The future of Maui's garbage**

**Solid Waste Resource Advisory Committee STUDIES HIT TRASH.**

Recycling alternatives to disposing of trash, such as burning it or land-filling or another way.

The state of the world's natural resources continues to decline, and the rate at which we consume them is accelerating. The world's population is growing rapidly, and the demand for natural resources is increasing. The world's natural resources are being depleted at an alarming rate, and the consequences are becoming increasingly apparent. The world's natural resources are being depleted at an alarming rate, and the consequences are becoming increasingly apparent.

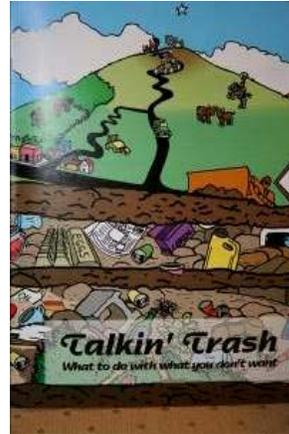
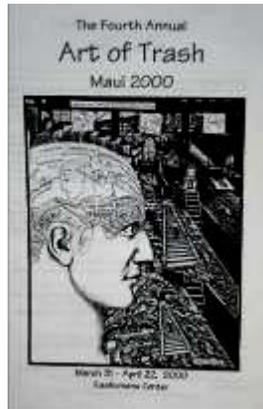
Recycling is a key component of a sustainable future. It helps to reduce the amount of waste that ends up in landfills, and it helps to conserve natural resources. Recycling also helps to reduce greenhouse gas emissions, which is a major contributor to climate change. Recycling is a win-win for the environment and for our economy.

Maui Recycling Groups is committed to promoting recycling on Maui. We provide a variety of resources to help Maui residents, businesses, and visitors learn more about recycling. Our resources include a recycling guide, a recycling directory, and a recycling calendar. We also offer recycling workshops and events throughout the year.

For more information, visit our website at [www.recyclemaui.com](http://www.recyclemaui.com) or call us at 949-833-7300.

**Joy of Worms**  
Turn food scraps & waste paper into valuable compost  
Kits & Instructions • Monthly Workshops  
949-833-7300





**Information:** The Division currently annually sponsors “Talking Trash” a 13 week radio show beginning in January. This is a radio talk show where citizens can call into and get information about recycling, reuse and other waste management subjects. The Division also has information tables at various events throughout the year, especially those with an environmental focus, including four days at the County Fair. Citizens can come and retrieve information on the County’s programs as well as meet representatives in the County who are knowledgeable on recycling and solid waste issues.

**Grants:** The Division is responsible for directly supporting and assisting in the start-up of programs conducted by volunteer and for-profit groups through the use of financial grants. These grants have created operations to recycle latex paint, E-cycling, and, most recently, the development of diverting commercial food waste from the landfill to hog farms.

**Personnel:** The Division has a Recycling Coordinator and three Recycling Specialists who field the recycling calls coming in through the hotline, stay abreast of diversion issues on all three islands of the County, and work to account for tons recycled in both the County’s and the private sector’s programs.

## 6.4.2 Examples of Education Material

The following are examples of tactics jurisdictions are pursuing to educate their respective public.

**Logos:** Jurisdictions are placing on its brochures, collection vehicles, Web sites, carts, and signage a designed logo to develop a brand of service.



Metro Nashville, TN



Anne Arundel County, MD



City of Kansas City, Missouri



Philadelphia, PA, rewards recycling with discount coupons.



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Plano, TX, redesigned its solid waste operations to be service oriented.

**Brochures:** Brochures placed at recycling drop-offs, with civic groups and in other governmental institutions where the public frequents must catch the eye of citizens and be written in a language that the majority of the populace can read.



Fort Worth, TX, provided bilingual brochure of the City's new curbside PAYT, single-stream, three-cart residential recycling program.



SPSA in Virginia developed a brochure explaining the recycling dos and don'ts.

All of the recyclable items listed below may now be placed in one recycling container. The new sorting power from curbside!



Chittenden, VT, announced its new single-stream recycling in this brochure.

**Contests:** There have been communities that have attempted contests to increase diversion. The research is inconclusive whether this strategy universally obtains its goal. However, there are some preliminary success stories.

- Polk County, FL. "Recycle Man" rewards residents who recycle with \$20 grocery gift cards. This has resulted in an increased request of bins.
- Kansas City, MO. Partnered with Price Chopper and Ace Hardware to distribute free bins and provide citizens with a 60 percent redeemable coupon for a bin. Diversion has increased from 25 to 35 percent with a 54 percent recycling participation.
- Philadelphia, PA: RecycleBank created a rewards program whereby 400 retailers provide discount goods to people who recycle. The pilot program of 2 neighborhoods after 2 months saw an increase in diversion of 100 percent with a 90 percent participation rate.



**Pledge Cards:** The case study above discussed pledge cards. This has shown to motivate people to actually take part in a recycling program. Below is an example of a pledge card from New York.

**Slogan:** Marketing is telling a story in an immediate phrase. The longer and more involved the recycling education campaign, the greater the risk of losing the reader's attention. Here are some examples of slogans:

- "Recycle All Ways" – Anne Arundel County, MD
- "Take it to the Curb, Orlando" – Orlando, FL
- "Bin there. Done That!" – Indian River, FL
- "ReTh!nk Recycling. Easier Than Ever" – Denver, CO
- "Reduce, Reuse, Recycle" – Jackson Hole, WY
- "Recycling: It's O! So Easy" – Omaha
- "Recycling: It feels good to do good"—Central Virginia Waste Management Authority
- "Get on the Recycling Cycle" – Albuquerque, NM



### 6.4.3 Best Practices

The following is a list of best practices that have proven effectiveness in recycling programs throughout the U.S. See Appendix H, Public Education Case Studies, for some examples.

#### 6.4.3.1 The Best Practices of Other Cities

- Block leaders recruited to serve as neighborhood contacts
- Calendars of pick-up dates
- Close supervision of cart delivery
- Courtesy letters to the residents not recycling
- Direct mailings ("A change is coming")
- Grassroots outreach
- Informational hotlines
- Interactive Web sites



- Leave-behinds in grocery stores
- Live remote of the first cart being delivered
- Magnets
- Maps of convenience centers
- Master Recyclers (volunteer ambassadors)
- Meetings with apartment managers
- New resident packets for anyone moving in the recycling district
- News conferences to unveil program, logo, billboards, etc.
- Newsletters
- Newspaper ads
- Oops tags
- Packets of instructions with carts
- Postcards
- Presentations at neighborhood meetings and in school assemblies
- Public Service Announcements
- Recycling mascots
- Recycling videos
- Regular updates on success of program
- Series of booklets on different elements of recycling
- System of school materials that follow the children as they move up in grades
- Traveling exhibits

#### **6.4.3.2 Recommendations from Other Cities**

- ALL of the materials should be made from recyclable materials.
- Anticipate many calls to the hotline, especially before the carts are delivered.
- Be consistent with ALL of your messages.
- Constantly remind the residents of the city's recycling goal.
- Don't tell people too early about the delivery of carts. You shouldn't notify them more than three weeks out.
- Emphasize how and why to recycle.
- Frame your messages around focus group results.
- Grassroots outreach, while labor-intensive, is essential.
- It is difficult to coordinate direct mail pieces to be in sync with the phase-in of the cart distribution. Make sure you have thought everything through.
- Keep everything clear and simple.
- Public education is a continual process; keep reminding people about recycling.
- Push environmental benefits.
- Set reasonable recycling goals.
- Show the mayor separating his/her own recyclables at home.
- Solicit as many sponsors as you can.
- Stay in touch with the community.
- The recycling and garbage collection should be on the same day.
- The Web site should be fully functional before initial notification of the carts.
- Use well-known (or easily identifiable) locals in your ads.
- Work closely with educators on classroom materials.
- You MUST research before you create the campaign and DURING the implementation.
- Web sites to review:
  - [www.austinrecycles.com](http://www.austinrecycles.com)
  - [www.cityofseattle.net/util](http://www.cityofseattle.net/util)
  - [www.memphiswaste.org](http://www.memphiswaste.org)
  - [www.wipeoutwaste.com](http://www.wipeoutwaste.com)



## 6.5 Alternatives for Maui

Maui is looking to add new programs to its Solid Waste Division. Unlike the collection of trash, new programs, such as curbside recycling and yard waste collections and household hazardous waste programs, need significant educational support to be launched properly and sustained going forward. What follows are the consultant's recommended elements that are commonly seen in successful educational programs.

Recommended Educational Elements (REE) are:

1. The County should recognize that the education component of solid waste is encompassing of all aspects of solid waste and environmental management. This includes recycling as well as litter abatement, landfill practices, HHW collection, drop-off recycling, and composting. In other words, a successful education campaign cannot have just a niche focus but one that combines the Division's activities and objectives under the aegis of integrated solid waste management.

To further this goal, a summary of the ISWMP that is easy to follow should be developed and provided and be a working document for citizens, political leaders, and media personnel to get acquainted with the features of the overall plan.

2. The County must decide whether it wishes not only to place the resources in education to initiate programs but to sustain them. The dollar span of an environmental campaign for new programs is from \$2 per capita to \$2 per household. If the education campaign is to maintain existing programs, its budget should be between \$1 per capita to \$1 per household.
3. The County must decide whether or not to have professional assistance on the development of the education. Professional assistance will help in researching of the specific social market in Maui, developing images and slogans that will be imprinted on each and every solid waste facility and activity. Such a professional service may not have had experience in environmental issues but should have a strong research and development background and graphics design capability. Many of the successful education programs have used professional support.
4. Members of the solid waste staff and professional education firm should hold a day long brain-storming session where all can be educated on the plan to be implemented, the scope of the work before them, and on specific ideas for education. The session should be attended by members of SWRAC, Maui Recycling Group (the nonprofit), and some of the County's solid waste and recycling vendors and grant recipients. Social marketing education works best when founded on real knowledge of the activities being promoted and bringing in stakeholders and staff for this is an important element.
5. Develop a research paradigm that includes survey questions, focus groups, and intercept interviews at existing County solid waste facilities such as the landfill and recycling drop off sites.



6. From research, develop an overarching image for the division with integrated images for individual programs. Individual programs should be color specific with personalized messages. Brochures, for example, will be specific just not in words but in color. An HHW brochure may, for instance, have an orange design to it which will coordinate with the orange designed signs on the HHW facility. But recycling operations may have a blue design that corresponds to the blue designed signs at recycling facilities.

Develop a message that provides the following:

- o *"Product:"* must be enticing (i.e., the package of benefits associated with the desired action);
- o *"Price:"* minimize the cost to the target audience;
- o *"Places:"* make the exchange and its opportunities available in places that reach the audience and fit its lifestyles;
- o *"Promote:"* maximize desired responses with creativity;

Each spokesperson for the program being implemented must articulate the four bulleted points above. A booklet explaining these items and providing talking points should be given to each policy maker before the program rolls out so they are prepared.

The overarching logo and slogan should be designed. For example, an idea for such a saying could be: *"Paradise Sustained"* capitalizing on the already prevalent belief that Maui is Paradise and juxtaposing it to John Milton's popular title: *"Paradise Lost"* and current sustainability green theme. Another idea is to continue with the current theme but extending it for the new period: *"Maui Recycles Again and Again."*

7. Programs to be implemented will need advance education. Curbside recycling, as an example, will need information fact sheets, brochures, radio spots, and designated people ready to discuss this new program with editorial boards, on radio programs, and civic and environmental groups.

Many successful curbside collection program rollouts include integrating the cart manufacturer into the educational campaign. Cart manufacturers have vast experience in roll-out programs and can provide insight into ways to maximize educational opportunities. Such opportunities may include providing a logo to place on a specifically colored cart for just recycling; a single, laminated bi- or tri-folded brochure explaining both the curbside recycling and the County's solid waste programs placed at the household hanging from the new cart; inside the cart and underneath its lid can be a sticker telling the citizen the proper items to put into the cart and the day of that resident's collection.

A blanket mailing should be sent to every home receiving a recycling cart. Two weeks before the cart arrives, a second mailing should go to those homeowners who will be receiving the cart. This helps to build excitement for the new program.

The education material with the cart should have easy to follow instructions for the placement of the cart.



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The first delivery of the cart should be a media event. The County should do advance work to find a positive receiver of the first cart and have the media there when the household takes control of the new service. The first collection should, as well, be another free media event by which the press is well informed of the location that it will take place so that camera and print media will be available.

8. Old signage should be traded out for new ones at every facility and on every collection vehicle. The signage must correspond to the uniform theme of the marketing image and color.
9. Provide training on the message and all the programs to the Customer Service Personnel, discussed in Chapter 5, who can provide that information through the Division's single number customer call center.
10. Develop a tabloid information piece to be inserted into the newspapers which displays the services of the division but highlights the new programs being implemented. On the islands of Molokai, Lanai and in the Hana Region, local papers should be used to provide information on solid waste activities and programs. Radio ads, interview shows, and public service announcements are productive for providing information to the public.
11. Utilize SWRAC as both an advisory board for education and as the center piece of grass roots network to not only foster support for the programs but to relay problems about them back to the Staff. The SWRAC board should continue to be a viable advisory committee for the County.
12. After developing marketing material, meet with the business and sports community to develop sponsorships whereby the County gets in-kind services or bartering to boost the visibility of the program.
13. Point of Entry/Purchase education should be expanded. As visitors come into the County, whether by plane, cruise ship, or ferry, all should be educated on the County's desire to abate litter and recycle. When a person registers a vehicle, that person should be educated on the proper way of handling cars that are no longer wanted or in demand. When retailers sell new or used appliances, the purchaser should provide educational material to them on how to properly dispose of used appliances. Approaching the consumer or the visitor at the point of entry/purchase helps to prevent disposal problems later.
14. Personalize the education program by having Division staff help spread the message. Citizens identify with staff in the field whom they see at their curb and drop-off locations. This recognition also generates enthusiasm among the members of the crews. Managers sometimes are resistant to use crew members for education because of a fear that something wrong may be said. But when such a person is fully briefed on the message, the enthusiasm he/she shows far outweighs any possible minor verbal mistake made.
15. The success of an education campaign depends on the support of citizens, government agencies, and elected officials at both the County and State levels.
16. Provide additional hands-on outreach by staff to educate K – 12 students on recycling. Supporting this program is important. Education activity will be



focused on creating an awareness and enthusiasm in the youth at school to recycle at home.

## **6.6 County of Maui Solid Waste Resource Management Education Plan**

### **6.6.1 Goal**

Education is to inform the people of this County and to change habits in how they handle their waste resources.

### **6.6.2 Strategy to Reach Goal**

The Division should develop a sense that it is a single entity moving toward a goal of enhancing the County's resources, providing top service to the citizens, and promoting a green ethic. A coordinated education strategy on all activities the Division does is important to maximize the learning opportunities in its brochures, web site, radio ads and shows, public forums, and speeches by its elected officials. This demands a coordinated effort among managers within the Division to discuss the educational ramifications of activities so that education can support the operations from the beginning of the implementation to long after an activity has been operating. This strategy takes the view that education is not a "one-shot" deal but a long-term partnership with operators, the media, and the public.

#### **6.6.2.1 Tools**

A key to developing a long-term education campaign is research. A firm should be contracted so as to find the common elements among the County's populace that will tip an education campaign into being a success. Focus groups performed early on covering a plethora of topics will be useful for years to come as the components of this plan get implemented.

A second tool is a coordinated message integrated with graphic design material. Signage, brochures, radio, classroom exhibits, and messages on the sides of trucks must be thought out and integrated into the overarching message.

##### **6.6.2.1.1 Human Resources**

The Division currently has three individuals who work on environmental education. Although the Division feels this is an adequate number, the Division looks to improve its coordination between operations and the education section of the Division.

##### **6.6.2.1.2 Marketing**

Chapter 14 has timelines for implementing a number of activities that include an educational component. Every activity the Division implements should be coordinated in a similar fashion so as to compound the benefits of an education campaign. The plan recommends that the Division contract for the services of a marketing firm to facilitate the research and graphics work.



### **6.6.2.2 Funding**

The plan calls for a funding level of two dollars (\$2.00) per household, in 2007 numbers, during the years of implementing the various components of the plan. After the implementation has been completed, the funding will drop to one dollar (\$1.00) in 2007 value.

## **6.7 Implementation Plan**

Chapter 14 outlines the integration of education with the specific operations being implemented as part of this plan.

## **6.8 Summary**

This chapter reviewed the concept of social marketing where the goal is to educate for the purpose of changing habits. It then reviewed examples of educational campaigns from other communities and lessons learned by other jurisdictions when implementing programs. Finally, the chapter lists the recommendations from the consultant on items to add to the educational tool chest.