Waste Authority Communications Guidelines:
Communicating effectively for improved recycling and waste minimisation
The Waste Authority thanks WRAP UK for providing access to its communications guide: WRAP (2013) *Improving recycling through effective communications*, report prepared by WRAP Banbury, UK.


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OPENING COMMENTS

Foreword from the Chairman
Introduction Waste Authority Communications Guidelines for Local Government
Planning Framework
Checklist

SECTION 1: QUICK START

1.0 Background
1.1 Gather basic demographic data for your area
1.2 List current and proposed waste management services
1.3 Gather current waste data and targets
1.4 Gather any additional research studies
1.5 Check the availability of funding

2.0 Situational Analysis
2.1 Analyse your current position
2.2 Outline where you need to be and what you’ll focus on to improve performance

3.0 Aim and Objectives
3.1 Define your aim
3.2 Setting objectives
3.3 Setting the evaluation framework
3.4 Communication or behaviour change?

4.0 Target Audience
4.1 All householders
4.2 Internal/external groups
4.3 Partners and advocates
4.4 Hard to reach/engage
4.5 Review lifestyle characteristics

5.0 Branding and Message
5.1 Use of logos and visual identity
5.2 Tone of voice
5.3 Type of message

6.0 Strategy and Communications Methods
6.1 Overall approach
6.2 Effectiveness and impact

7.0 Campaign Activities
7.1 Individual aims & objectives
7.2 Communication tactics
7.3 Agree Monitoring & Evaluation mechanisms

8.0 Planning Your Activities
8.1 Schedule campaign activities
8.2 Outline indicative costs
8.3 Staffing
8.4 Include contingencies
8.5 Getting support

9.0 Monitoring and Evaluation
9.1 Overall aims and objectives achieved?
9.2 Individual aims and objectives achieved?
9.3 Review impact of campaign activities
9.4 Determine future activities

10.0 Conclusion
SECTION 2: COMMUNICATION PLAN

SECTION 3: TOOLS AND TECHNIQUES

Tools and Techniques No1: Gathering demographic & socio-economic information about your community
Tools and Techniques No2: Barriers, benefits and SWOT analysis
Tools and Techniques No3: Identifying potential sources of funding and support
Tools and Techniques No4: Setting aims, objectives & evaluation framework
Tools and Techniques No5: Identifying & segmenting target audiences
Tools and Techniques No6: Internal and external groups
Tools and Techniques No7: Culturally diverse communities and how to engage
Tools and Techniques No8: Campaign branding and identity
Tools and Techniques No9: Developing campaign messages
Tools and Techniques No10: Communications strategy and campaign activities
Tools and Techniques No11: How communications can support operational activity
Tools and Techniques No12: Maximising social media channels
Tools and Techniques No13: Communicating for less
Tools and Techniques No14: Communications to improve quality of comingled collections
Tools and Techniques No15: Planning and the benefits of using Gantt charts
Tools and Techniques No16: Budgeting and costing campaigns
Tools and Techniques No17: Building a business case
Tools and Techniques No18: Cost-benefit analysis:

SECTION 4: CASE STUDIES AND CONTACTS

Case Study 1: Waste Wise Schools Program
Case Study 2: Impact of road signage on preventing litter
Case Study 3: Earth Carers Action Plan
Case Study 4: MRC Waste Warriors
Case Study 5: SMRC Recycle Right
Case Study 6: Plastic Free July
Case Study 7: Wellington Waste Group
Case Study 8: Town of Cambridge
Case Study 9: Master Builders WA Waste Reduction Program
Case Study 10: Making the issues of C&D waste and illegal dumping visible
Case Study 11: Education Campaign Model Template

Sources of further information

Glossary
Foreword from the Chairman

The Waste Authority declared a strong commitment to professional, consistent, and continual engagement with the community in the *Western Australian Waste Strategy: Creating the right environment, 2012*. Explaining why we need to change our waste behaviours and encouraging participation in waste avoidance, source separation and improved recycling is fundamental to the efficient operation of processing facilities and maximisation of materials recovery.

Annual business plans since 2012 have provided significant funding for Authority community engagement projects as well as for wide-ranging education and engagement projects undertaken by our Strategic Partners. If we are investing in expensive infrastructure like kerbside bins and material recovery facilities, we need to invest in engaging with the people who will be using it and sending their waste for processing.

This is not a one-way process. Giving information to the community is essential; no less so is enabling community feedback and addressing the issues they raise about barriers to participation or assuring people of the value of their participation. In short, education and engagement is not only about providing information. Working towards behaviour change requires a whole range of different types of activity, some of which will be done concurrently and some sequentially for best effect, and most definitely as a continuous process.

Now is the time to step up our approach and the *Waste Authority Communications Guidelines: Communicating effectively for improved recycling and waste minimisation* provide the how-to for the task.

The Waste Authority is delighted to present these guidelines to offer both seasoned practitioners and staff new to the task of engaging their local communities on waste and recycling a strong planning framework, a range of case studies and important contacts to help develop a consistent approach to waste communications across the State.

The Authority is grateful to WRAP UK for agreeing to the “recycling” of their guidelines as the basis for the Waste Authority Communications Guidelines. You will see there is a strong Western Australian flavour, with case studies mostly from Western Australia but there are also some of WRAP UK’s case studies where the subject is relevant and links to additional valuable information.

The Guidelines have been developed in conjunction with a reference group who have added significant value to ensure they are relevant for local governments in Western Australia and the information is easily accessible. I thank them for their contributions.

The framework can be used whether local governments are:

- Getting started with waste reduction and recycling communications
- Keeping communications fresh
- Expanding an existing campaign to cover new collection services
- Tackling specific issues or problem areas of waste performance.

The Recycle Right Program has strong brand recognition across the metropolitan area and beyond, and the Waste Authority is pleased to be able to demonstrate how co-branding with Recycle Right can be an effective way of providing community wide recognition and consistent messaging throughout the metropolitan area and beyond.

I commend the *Waste Authority Communications Guidelines: Communicating effectively for improved recycling and waste minimisation* for use by local governments and other organisations seeking to effectively engage their constituents on improving waste recovery and recycling.

MARCUS GEISLER
The Western Australia’s Waste Strategy: Creating the right environment sets targets for diversion of municipal solid waste (MSW) from landfill of:

• 50% (metro) and 30% (regional) diversion by end of June 2015; and

• 65% and 50% respectively by 2020.

In 2009/10 the diversion rates were 36% for metro and 15% in the regions. The metro diversion rate for MSW in 2012/13 was 45%. While progress is being made, only seven of the 30 metropolitan local governments (LGs) are currently meeting the 2015 target of 50% or more, as reported by local government.

Understanding the context

The Waste Hierarchy focuses on three tiers: avoidance, recovery (incorporating reuse, reprocessing, recycling and energy recovery), with disposal to landfill as the last option.

The Waste Authority Communication on the Waste Hierarchy is available for download.
Improved source separation through the Better Bins Kerbside Collection Program

The Waste Authority is committed to source separation over the long term. The *Waste Authority Position Statement on Source Separation of Waste* identifies multiple benefits.

Source separation:

- Provides more homogenous and higher value waste stream, allowing for better resource recovery
- Reduces contamination
- Is consistent with the waste hierarchy
- Supports diversion of waste from landfill, and supports waste strategy targets
- Is better practice.

The *Better Bins Kerbside Collection Guidelines* were launched in early 2014 to support LGs to achieve higher recycling rates by supporting householders to source separate. A three-bin system with one each for general waste, comingled recycling and organics is the preferred system.

Effective communication with residents

LGs can choose the size and type of bins they provide and the frequency of collection, but it is equally important that the community understands how to use the bins effectively. A well-designed collection system needs good communications to overcome people’s barriers to participation with the aim of maximum recovery and minimal contamination.

These Waste Authority Communications Guidelines have been produced to assist local government in the rollout of the Better Bins program in their LGAs and for other waste related community engagement.
Research into community attitudes and behaviour in WA has been undertaken at regular intervals, with the most recent qualitative and quantitative research undertaken in 2013 by the Waste Authority.

Key findings on attitudes to waste and behaviour around recycling were:

- 39% saw waste as one of three top environmental issues; a significant increase from previous surveys;
- 90% reported some level of concern with the amount of waste generated in Western Australia; 25% were very concerned.
- 9 out of 10 residents and businesses reported at least some level of concern with the volume of waste the State produces.

The research identified stages of behaviour change that residents or businesses identify with, each needing different messages and motivators to move them towards higher avoidance and better recycling behaviours. The Attitude and Behaviour Research recommended focusing on these key areas:

- Residents who currently recycle some of the time but not consistently
- Residents with some incorrect understandings and who can also act as advocates for others.
- C&D waste producing businesses. (C&D waste, particularly in relation to home renovations, also impacts on achievement of waste targets at the local government level).
- Other small to medium enterprises that produce waste, such as hotels, cafes, small manufacturing etc.
The WA Local Government Association (WALGA) undertook research on behalf of the Waste Authority on successful and unsuccessful education programs run by local governments and the challenges associated with achieving program goals.

In brief, the *Baseline Report on Local Government Waste Education and Communication* and a subsequent workshop found that:

- There is a vast difference between LGs on expenditure and FTE staff provided to waste education (budgets ranged from $0 to $220,000).
- Many councils have little or no FTE staff committed to waste education.
- A lack of resources and a lack of ongoing funding was a barrier to better results on waste reduction and recycling.
- Some LG staff lacked the skill set required for waste education.
- Waste messages took less precedence over other communications.
- Staff were tied up with competing priorities in regional areas.
## Application of the Guidelines

The guide is structured in four main sections:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Quick Start</strong></td>
<td>Step-by-step guides that take you through the practical tasks at each of the nine stages of the planning cycle. The nine-step planning framework is a useful way to plan what type of communication is needed to address specific areas where a local government chooses how to improve and monitor its waste performance.</td>
</tr>
<tr>
<td><strong>Communications Plan</strong></td>
<td>A model is provided as a starting point.</td>
</tr>
<tr>
<td><strong>Tools and techniques</strong></td>
<td>This section provides more detailed information on specific aspects of the planning process.</td>
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</tbody>
</table>
| **Case studies and contacts** | There are many examples in WA of strategies, programs and activities that work. This section:  
  - presents some of these examples as case studies and  
  - provides contact information to enable follow up directly for further details.  
  There is also a detailed Glossary at the end of the guide with definitions of all the key items. |
| **Each section** | is designed to be used as a whole, or as key concepts as required. |
Planning Cycle

1. Identify where you are:
   - Demographics of area
   - Current and proposed services
   - Waste and data targets
   - Research
   - Funding and support

2. Establish where you want to be:
   - Analyse current position
   - Outline where you need to be
   - Explain what you will do to get there

3. Define aims & objectives:
   - Overall aims
   - Overall objectives
   - Specific
   - Measureable
   - Achievable
   - Realistic
   - Time-bound

4. Identify your audience:
   - All householders
   - Internal / external groups
   - Specific groups
   - Hard to reach / engage
   - Lifestyle characteristics

5. Developing communication:
   - Visual identity
   - Tone of voice
   - Type of message

6. Develop strategy and methods:
   - Overall approach
   - Methods to support services
   - Methods to reach audiences
   - Impact of each method
   - Distribution methods

7. Develop individual activities:
   - Individual aims & objectives
   - Communication tactics
   - Agree measurement & evaluation mechanisms
   - WRAP measurement & evaluation guidance

8. Scheduling and costs:
   - Links with service provision
   - Links with national events
   - Schedule campaign activities
   - Outline indicative costs
   - Include contingencies

9. Evaluation effectiveness:
   - Overall aims & objectives achieved?
   - Individual aims & objectives achieved?
   - Review impact of campaign activities
   - Determine future activities

Click a number or sector to go to that location
## The checklist

<table>
<thead>
<tr>
<th>Planning step 1</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Have you obtained the current waste stats for your Local Government?</td>
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<td>Have you clarified the Waste Strategy targets for your Local Government?</td>
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<td>Have you found out if your Local Government has plans for infrastructure roll-outs or service changes?</td>
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<td>Have you confirmed what budget is available for waste education and communication?</td>
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<tr>
<td>Do you need to seek additional funding through grants?</td>
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<tr>
<th>Planning step 2</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Have you identified what specific waste targets you want to aim for?</td>
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<tr>
<td>Have you identified internal barriers or areas of support?</td>
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<th>Planning step 3</th>
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<tr>
<td>Have you developed short-term, medium-term and long-term objectives?</td>
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<td>Have you identified what action community members need to take to improve waste performance?</td>
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<tr>
<td>Have you identified what you will measure to determine whether change is happening?</td>
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<tr>
<th>Planning step 4</th>
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<th>No</th>
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<tbody>
<tr>
<td>Have you identified what target groups you want to reach through your communication?</td>
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<tr>
<td>Have you identified which groups to address to achieve most improvement in waste behaviour?</td>
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<tr>
<th>Planning step 5</th>
<th>Yes</th>
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<tr>
<td>Have you incorporated Recycle Right branding?</td>
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<tr>
<td>Is your use of Recycle Right branding consistent with the Recycle Right style guide?</td>
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<th>Planning step 6</th>
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<tbody>
<tr>
<td>Have you prepared a Communication and Marketing Plan?</td>
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<td>Have you identified what communication channels already exist and how to utilise them?</td>
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<tr>
<td>Have you clarified your key messages?</td>
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<th>Planning step 7</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Have you identified what activities would be most effective in reaching your target groups?</td>
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<td>Have you included activities to communicate with elected members?</td>
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<tr>
<th>Planning step 8</th>
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<tr>
<td>Have you developed a timeline to schedule the communication on a regular and frequent basis?</td>
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<td>Have you developed a budget?</td>
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<td>Have you prepared a Project Management Schedule?</td>
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<td>Do you need to prepare a proposal or business case?</td>
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<th>Planning step 9</th>
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<tr>
<td>Have you identified how to monitor outputs and outcomes?</td>
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<td>Have you clarified when to monitor and evaluate?</td>
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<td>Do you need to prepare a report for Council on results achieved and recommendations for further activity?</td>
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<td>Have you celebrated your team’s achievement post event?</td>
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Communication programs start because there is a need for change – such as the need to reduce contamination in the recycling bin, the need to improve source separation by households, the need to build awareness of how to use a new bin. It is really important to understand what needs to change, why change needs to be made, who needs to be involved in the change, and what you hope to achieve by instigating the change.

In Western Australia, increases in the landfill levy and achieving the Waste Strategy targets are two of the current drivers for change in how local governments manage waste.

The first two steps in this planning framework help you to gather information about the existing conditions in your local government area, and then to analyse what needs to change in terms of community awareness, knowledge and behaviour to improve waste performance and achieve waste targets. These two steps help you to set benchmarks against which to measure the effectiveness of your communication programs.

### Identify where you are

To help you identify where you are you need to gather basic demographic information about your area and your community. Then, you need all the relevant information about the recycling and waste management services (current and proposed), and current waste data. This information will help you understand:

- Your community members – who they are, how old they are, where they live, what types of houses they live in, what their lifestyles are
- How well they use the recycling and waste management services provided
- What their barriers to recycling are
Even if you know your local area, you should complete this first stage because it will give you the factual evidence you need to develop your strategy, provide baseline information with which you can set targets and make the case for the communications budget you need. It will set the context for those reading your plan (such as elected members or external partners). It will also identify any gaps where you might need more information.

What do you need to know?

1.1 Gather basic demographic data for your area

Start by gathering information about your area – its location (boundaries and zones), population profile, housing types (single or multiple dwellings), urban/rural mix, socio-economic profile and any other aspects you think are relevant.

Much of this data should be readily available in Council documents such as the Strategic Community Plans all Councils prepared during 2013 as part of the Integrated Planning Framework requirements. You can also access demographic information gathered from the latest Census of Population and Housing through the Australian Bureau of Statistics (ABS). Another useful resource is the WA Planning Commission’s report (2010) Directions 2031 and Beyond: Metropolitan Planning Beyond the Horizon which outlines population forecasts and planning priorities.

Draw on all sources to produce an accurate picture of your local community in order to help you develop your communications plan.

For detailed information about gathering demographic and socio-economic information about your community see Tools and Techniques No1.
1.2 List the current and proposed waste management services

All facilities and services contribute to the waste diversion target. Summarise your current recycling and waste services including:

- How waste collection and disposal is managed in your LGA, whether your LGA is part of a Regional Council which enables some services to be shared, which services are run in-house and which are contracted out

- How MSW is collected in your LGA – two-bin or three-bin system, collection types and frequency (weekly and fortnightly collections, verge collections), drop-off facilities (e-waste, household hazardous waste, tip shops)

- Services for other waste streams (mattresses, C&D waste, C&I waste)

- Waste management facilities operated by the local authority (landfill, transfer stations, materials recycling facilities, green waste facilities, drop-off facilities) or where waste is delivered under contract for sorting and/or disposal covering all material streams

- Relevant collection policies (closed lid)

- Special provisions for particular areas or property types such as flats.

- Seasonal collections or service variations, for example garden waste, drop-off days.

- The arrangements for collecting bulky waste. How do residents access it? What do they have to do? Do residents have to pay for this?

- Any community sector recycling schemes, local charity shops, school recycling collection service.
Also gather information on these points:

- **Are there any planned changes to your services?** If so, what are they and what is the timescale for their introduction? For example, are there plans to introduce services at transfer stations to divert new waste streams from landfill?

- **Is there any variation in bin colours or markings within your LGA, and is your LG phasing in kerbside bins that are consistent with Australian Standard 4123.7-2006 Mobile Waste Containers – Colours, markings and designation requirements?**

- **Where does all the material collected for recycling go? What happens to the different streams of recyclables? What are the markets for different types of recyclables?**

- **Are any recycled products used by your LGA? What are they and where are they used?**

- **What does your LGA do to recycle the waste it generates through its own activities and events e.g. office waste, food waste or green waste from parks?**

- **What waste management measures does your LGA require of people and groups who hire LG facilities for events and activities?**
1.3 Gather current waste data and targets

Have a look at how waste management data for your LGA are collated and reported. What you are trying to do is to get a clear picture of:

• How much MSW is collected weekly, monthly or quarterly across your LGA, including waste collected during bulk verge collections

• How much MSW goes to landfill and how much is diverted from landfill

• How much recycling is collected weekly, monthly or quarterly

• Levels of contamination in the recycling collections

• How much green / organic waste is collected weekly, monthly or quarterly, including green waste collected during verge collections

• Extent of issues such as illegal dumping and litter

Waste Authority Guidance Notes have been published to assist LGAs to collect data for the annual *Local Government Waste and Recycling Census* published by the Waste Authority.

It is useful to gather this data for the previous 12 months so you can see whether there are seasonal trends or general trends relating to different waste streams. Gather the results of any relevant operational research your organisation has undertaken, for example participation rates, waste composition analysis, waste audits and bin checks.

All metro LGAs will collect much of this data because it is used in calculating payments such as gate fees, landfill levy contributions, and payments to recycling contractors.

Some LGAs specifically collect data on waste at events such as drop-off days, e-waste or HHW collection days. In addition to a tally of the materials collected, data is also obtained on the day about the number of vehicles, where people have come from to a specific drop-off location, how they heard about the day, and recognition of educational materials. Many of these are required as part of the funding provided.

Gather information about your waste targets, as set in the Waste Strategy. It is important to know how your current results compare to the waste targets specified in the Waste Strategy.
1.4 Gather any additional research studies

Many LGAs do regular customer satisfaction surveys, or surveys to identify community priorities and levels of satisfaction with Council services. If your LGA has done this type of research in the last five years, look through the research report to see if it included questions about waste services. Any information about community attitudes to waste services may be useful.

In waste education, one of the most useful lines of research is to understand community attitudes, knowledge and behaviour about waste reduction and recycling. For example:

- The extent to which they see waste as an issue
- How interested they are in doing the right thing with their waste
- What motivates them to participate in waste reduction, source separation and recycling
- What they see as the benefits of increased participation
- What they see as the barriers to increased participation

If available, this sort of research directly helps your communications plan because it can identify different segments in your community according to their waste behaviour, and gives you the key messages to use to encourage them to do more.

If you have a Community Advisory Group, perhaps established to provide community views on a range of LG initiatives, see what they think about waste issues and effective ways of communicating with the community.

Broaden your search to include some of the following documents:

- Your LGA’s corporate strategy
- Information from any previous communications campaigns undertaken by your LGA
- Activities undertaken by your Regional Council in conjunction with LGAs
- Research or case studies from other organisations such as WA Local Government Association, the Waste Authority, Waste Management Association of Australia
• Feedback from collection and other front line staff

• Helpline enquiry information

As you gather the information, identify any knowledge or information gaps and undertake research to fill these gaps, for example whether you need to:

• Conduct further research into operational performance, for example participation monitoring

• Conduct research into people’s issues and barriers specific to your area.

For detailed information about Barriers, Benefits and SWOT Analysis see Tools and Techniques No2.

QUICK CASE STUDY: THE VALUE OF RESEARCH

In 2013 the Town of Cottesloe introduced a third bin for garden waste. Three other Councils in Perth - Nedlands, Cambridge and Bayswater, had already introduced a green waste bin and were willing to share their experiences.

Some of the important lessons learned that helped to shape Cottesloe’s roll-out were:

• Green waste bins are most used and least contaminated in low-density residential areas with a larger block size. Most of Cottesloe is like that.

• Contamination in the bins was a problem when bins were shared at multi-unit developments. Also, the majority of multi-unit dwellings have insufficient space to store and present the bins and do not produce enough green waste for regular collections. The initial roll-out in Cottesloe was to single-residential premises only.

• Residents of multi-unit dwellings could opt-in for the third bin at no extra cost on the proviso that they manage contamination and that the bins will reasonably be expected to be presented every fortnight.

• The fortnightly collection was seen to be the best option as it ensured diversion of garden waste but also ensures that collection costs were reasonable.

Residents were surveyed prior to a decision being made. They indicated a high level of support (95%) for the introduction, partly because the cost of collection would not be increasing. Most agreed that it was not only a better service but also a sustainable one.

The roll-out was supported by a mix of communication methods including local newspaper ads, verge brochures, etching on the bins and a pamphlet distributed with every bin. This groundwork ensured that residents were aware of the changes when greens bins were presented from the very first collection.

For more information about conducting research on recycling issues – see WRAP’s good practice guide to monitoring and evaluation provides detailed step-by-step guidance on a range of suitable research techniques.
1.5 Check the availability of funding

Your communications activity will require funding. As a starting point, construct your budget on the basis of spending a nominal amount per household. For example, if your community comprises 20,000 households, and your LGA is able to spend $1.00 per household on educating and communicating about desired waste behaviour, the required communications budget will be $20,000. Where will funding for this activity come from? Every local government authority will have a different approach – for example, a $1 education levy added to the rates to cover the cost, a budget line item as part of the operational costs of the waste management service, or the possibility of external funding to support a specific program. You may need to do some initial research now to identify potential sources of funding and support:

- Find out how much funding previous campaigns had and where the funding came from – this will give you a good idea of what you might expect to get for your budget.

- If you don’t know already, find out about your Council’s budgetary decision making processes and deadlines.

- Investigate possible external funding sources eg Waste Authority’s Better Bins funding, Community Grants Scheme, or Australian Packaging Covenant funding.

These Guidelines include some communication ideas that can be undertaken with minimal budget (see Steps 7 and 8).

For more information about identifying potential sources of funding and support see Tools and Techniques No3.
2.0 Situational Analysis

This section looks at how to develop a situational analysis using the information you gathered in Step 1. This information will be used to:

• Establish a baseline of current waste performance

• Understand the wider context for your communications, what is driving it and what it needs to achieve

• Review the actions being undertaken to meet your local authority’s waste management service targets

• Identify what you need to do and by when

The first stage is to analyse your current position by reviewing the demographic, operational and the communication information you have gathered. Once you have come to some conclusions about what the information tells you, you need to work out where you need to be - that is, what you need to achieve and by when. Finally, you need to look at and describe (briefly) the initiatives your local authority will take to reach its goals. This will give you the context for the communication activity required.

2.1 Analyse your current position

Start by reviewing all your research and information and what it tells you:

Demographic analysis

• What does the demographic information tell you? Are there any unusual or unique characteristics, for example, does your LGA have large proportions of apartment blocks or rural lots, significant numbers of elderly people or students, a high proportion of rentals as opposed to home ownership, or community members with English as a second language?

• What implications does the demographic information have for service delivery and your communications?
• Are there areas with relatively high population turnover which might require basic recycling information on a more frequent basis or at specific times of the year?

Operational Analysis

• Are you introducing a new collection service through the Better Bins Kerbside Collection Program?

• What is your LGA's current waste performance? What areas need improvement?

• Analyse the feedback you have about your service, for example from crews, call centres, satisfaction or other surveys etc. Look at levels and types of complaints, satisfaction levels etc. What does this information tell you?

• Where is the good performance happening, for example, low levels of contamination, large amounts of materials collected? Can good performance be replicated elsewhere?

• Where is the low performance happening, for example, ineffective source separation, high contamination levels etc. Do you have any low performing areas or streets that you can identify?

• Identify any operational issues. Are there any significant operational issues in particular areas eg difficult access to properties or bins? Are recycling sites clean and tidy or are they constantly overflowing and untidy?

• Are there any operational barriers to participation? For example, not all households having a bin, bins not large enough?

• Are there any other issues?

If any service issues are identified, you need to look at how to address these before you begin your communications. If the service, in the opinion of your residents, is poor then communications alone are unlikely to succeed in raising participation. To achieve a good waste reduction and recycling rate, services must be convenient to use and easy to understand.
Communications Analysis

• Are residents aware of your service? Do they understand how to use it?

• What results have previous communications achieved? Can previous success be replicated or used in future communications?

• These Guidelines are produced in conjunction with the Recycle Right Program. How can you participate in the program and co-brand your materials for enhanced community recognition?

• Do you have the staff capacity to manage a communications campaign?

• Are there any communications barriers that need to be addressed by your communications?

• Which operational areas or services would benefit from additional communications support?

• Are there any other issues?

You can undertake a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis with colleagues to help identify and highlight key issues. Once you have completed your investigations, draw up a list of your main findings and review them:

• What issues have you identified? Are they new issues or were you already aware of them?

• What do they mean for your communications?

• How will you address the issues you have identified (through service changes or communications)?

• Have you uncovered any gaps in your knowledge? What are they? How will you fill them?

Before you go any further, it is important that you have thought carefully about your approach so far in order to develop improved communications. Remember to look beyond the issues you identify first of all to gain a complete picture of what is happening. Look for facts and do not rely on unsubstantiated opinion alone. If you have insufficient information you will need to think carefully whether you are currently in a position to develop your communications or whether you need to do additional research to explore any issues you have identified.
WALGA’s *Baseline Report on Local Government Waste Education and Communication* identified that many local governments do not have staff who undertake communication and engagement activities. These guidelines and the Recycle Right Program offer the how-to and also messaging and engagement activities; nevertheless, it will be important for LGs to establish positions with the capability (skill set) and capacity (time) to undertake engagement activities for their communities.

For more information about people’s barriers to recycling see Step 4.

I want to know more about Low Performing Areas – see the specific guide developed by WRAP to help users identify areas of low participation, examine why they experience low participation and to develop effective communication solutions.

For more information about SWOT analysis see *Tools and Techniques No2*.

2.2 Outline where you need to be and what you’ll focus on to improve performance

The Waste Strategy targets set out what each local government authority needs to achieve; your organisation will determine how it intends to meet the targets through the services it provides. Once you have looked in detail at the current status of services provided and current results being achieved in relation to the Waste Strategy targets, the next step is to work out what to focus on to improve the waste reduction and recycling results. This will set the scene for the communications activity that you will need to do.

For example, if your LGA intends to introduce new services:

- What new services will be launched and when? For example when do you plan to introduce a third bin for organics?
• What key messages need to be communicated to householders to make them aware of the new service and to help them to use it properly? Refer to the Key Messages section in the Better Bins Kerbside Collection Guidelines.

If no new services or service improvements are planned but householders need to change their behaviour to help to achieve the targets:

• What are the areas of low performance that need to be addressed?

• How can effective communications activity address any issues identified in your situational analysis such as high rates of contamination or insufficient source separation?

• Are there specific segments of the community who need a different or direct approach?

• How can your communications activity help your community achieve even higher recycling targets?

• If you have reached a high recycling rate, are there other opportunities that you would like to explore, such as running a waste prevention campaign?

The communication priorities may come from your analysis of:

• Major issues that need to be addressed

• Biggest potential gains

• Quickest potential gains

• Least resources required

• Greatest alignment to organisational priorities

The communication priorities become your aim, and everything from this point on is planned to help you achieve that aim.
QUICK CASE STUDY - IDENTIFYING BARRIERS TO COMMUNITY PARTICIPATION

In July 2013 the Town of East Fremantle received funding from the Office of the Waste Authority to develop a communication program to reduce bulk waste going to landfill. At least 75% of the waste collected from verges during the Town’s annual bulk-waste collection ends up in landfill.

The first phase was a qualitative research study comprising targeted one-on-one stakeholder interviews with community groups, schools, local service organisations and small business operators who currently have an interest in recycling opportunities. The aim was to understand how to engage to increase community participation in generating initiatives to recycle reusable or recoverable materials (e.g. mattresses, bikes, toys, wood etc).

The second phase was to work directly with interested community groups and organisations to establish a trial partnership to recycle reusable or recoverable material. The research identified a number of community groups and organisations that have fundraising objectives and who could be interested in collecting recyclable materials for sale, and organisations that are looking for good quality feedstock of recycled materials.

The third phase was to host a community workshop to explore other possible local partnerships to increase recovery and re-use of materials that residents put on verges.

Through this project, three barriers emerged:

1. Identification of a major issue to be solved before progress can be made. The issue is around collection, in particular local, supervised collection of variable volumes of ‘waste’ streams. This is important particularly where the items are not of great resale value and domestic volumes could be relatively small. Examples of waste streams this applies to includes: tiles/crockery/floor tiles, flatpack cardboard/ removal boxes, wood
2. Identification of valid concerns from not-for-profit community groups who are wary of ‘opening the floodgates’ and consequently being under-resourced to handle the volume of materials for recycling. For them the involvement needs to be at least cost-neutral, and is only possible with the right level of skilled volunteers;
3. Resale value for many dissembled or repaired items is traditionally low.

In early 2014, a solution was found for a local drop-off centre, accessible on weekends.

For further information: Principal Environmental Health Officer, Town of East Fremantle, ph: 08 9339 9315

YOUR CHECKLIST

Have you identified what specific waste targets you want to aim for?

Have you identified internal barriers or areas of support?
3.0 Aims and Objectives

This section looks in detail at defining your communications aim and setting your overall objectives. It considers the different nature of aims and objectives and how to set targets which are SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

3.1 Define your aim

Identify the main aim for your communications plan. An aim is a general statement of what you intend to achieve and generally, you should only have one aim. Your aim can include vague and undefined terms, for example:

• Meet 2015 Waste Strategy target
• Increase the amount of material recycled
• Encourage low or non-recyclers to recycle
• Support the roll-out of a new bin

For more information about setting aims and objectives see Tools and Techniques No4.
QUICK CASE STUDY: SETTING AIMS AND OBJECTIVES

The London Borough of Barnet ran a campaign to encourage residents in flats to recycle more. The campaign aims were to:

- Maximise participation and tonnage collected from flats using communal recycling facilities through a comprehensive door-to-door canvassing campaign
- Reinforce participation in the flats recycling service using a variety of marketing techniques

The specific objectives set were to increase the following by the end of the campaign:

- Claimed usage rate by at least 10%
- Quantity of recyclables by at least 10%
- Number of committed recyclers by at least 10%
- Level of awareness by at least 10%
- Level of usage of specific material containers by at least 10%

A wide variety of communication channels were used, spearheaded by canvassing and the campaign activities were monitored by collecting:

- Tonnage data collected from the site of each set of flats and were based on estimates of the volume of material in the recycling bins at the time of collection
- Usage data taken from a representative sample of people living in flats who were asked a series of questions about their recycling behaviour
- ‘Committed Recycler’ data determined through a series of linked questions in a face-to-face survey

WRAP Local Authority Communications Case Study: London Borough of Barnet
3.2 Setting objectives

Once your aim is defined you can set the overall objectives for your plan:

• An objective is a specific statement of what you intend to achieve

• Any terms need to be defined and the concepts understood

• You may have several objectives that together add up to meet your overall aim

• Your objectives must relate to the impact of your communications

Your objectives will give your plan clarity of purpose and will help you prioritise activities, for example: does activity “X” help you meet the overall aim and objectives? If it doesn’t, or has marginal benefit you should question whether to go ahead with that activity. They must also be SMART – Specific, Measurable, Achievable, Relevant and Time-bound – and should be stretching (even challenging) but achievable. A target that looks unattainable can be counter-productive.

Remember to make sure that your objectives can be measured and decide now how to measure them. Objectives that a) can’t be measured or b) are too difficult, expensive or time consuming to measure will not be effective. Example objectives might include:

• Increase our recycling rate across the district from 30% to 35% by 30 June 2015

• Reduce contamination rates in commingled recycling bins to under 5% by 30 June 2015

• Provide a green waste bin to the optimal number of households in the local government area by 1 December 2016
Later, when you are looking at individual communication activities, you need to set specific objectives (targets) for each activity. These should also be SMART, should link back to and support your overall aim and objectives and should relate to the inputs, outcomes and impacts of each activity. Your communication aim, in support of the overall aim could be to:

- Create and maintain awareness
- Build interest and anticipation
- Provide practical information
- Address people’s barriers
- Create behavioural change
- Keep people engaged and participating over time

This is covered in more detail in Steps 6 & 7.

### 3.3 Setting the evaluation framework

Monitoring activity and evaluation of results must be done on a regular basis to check that the activity is happening, and to see what results are being achieved. The aims and objectives you develop right at the start become the focus for your monitoring and evaluation.

An example aim might be: *To increase recycling rates*

A related objective might be: *To increase our recycling rate across the district from 30% to 35% by 30 June 2015*

Similarly, if you are monitoring the impact of a communications campaign, you should look at the aims and objectives for the campaign.

An example aim for your communications campaign might be: *To increase awareness and improve recycling behaviour.*

A related objective for your communications campaign might be: *To increase by xx% residents’ awareness of the materials that are included in the kerbside collection scheme in xx area, via a communications campaign by xx date.*
You will then be able to determine what needs measuring to see if the defined objectives have been achieved. This highlights the importance of setting aims and objectives for all work you undertake, so that it can be monitored.

For more information about monitoring and evaluation see Tools and Techniques No4.


3.4 Communication or behaviour change?

Sometimes better delivery of a specific message to the right audience will achieve the results you want. But usually achieving behavioural change is more complex. This model developed by DEFRA (UK, sourced from the WRAP UK Recycling Guidelines) shows the complexities that influence behaviour, and the need for a consistent approach to change entrenched habits. The 4Es model (which WRAP has used in its waste prevention toolkit can be used to help plan communications for behaviour change.

The framework focuses on the need to enable, encourage and engage people to help them towards sustainability (for example by recycling and waste prevention) and recognises the need for those delivering the change to lead by example – exemplify.

All these elements (to enable, encourage, engage and exemplify) are necessary for change to take place, the aim being for the combined package to catalyse people into action and for the new behaviour to become the norm over time. A diagram showing the 4Es model is shown on the following page.
DEFRA 4ES MODEL

Approach evolves as attitudes and behaviours evolve over time

- Remove barriers
- Give information
- Provide facilities
- Provide viable alternatives
- Educate/train/provide skills
- Provide capacity

ENABLE

- Community action
- Co-production
- Deliberative fora
- Personal contacts/enthusiasts
- Media campaigns/opinion formers
- Use Networks

ENCOURAGE

- Tax system
- Expenditure - grants
- Reward schemes
- Recognition/social pressure - league tables
- Penalties, fines & enforcement action

EXEMPLIFY

- Leading by example
- Achieving consistency in policies

ENGAGE

Is the package enough to break a habit and kick-start change?
The framework is designed so that your approach evolves as attitudes and behaviours change over time.

Catalyse – breaking the habits: What will really make things change? Unsustainable behaviour may be deeply entrenched and require powerful catalysts to change habits. Look at how your waste reduction and recycling strategies can trigger change.

Enable – making it easier: this is the starting point. There is no point asking people to recycle if they don’t know how, or the infrastructure that supports recycling isn’t available. Householders may need help to make choices by providing them with education, skills and good quality information. In some cases “enabling” may be all that is needed – for example by providing multi-material kerbside collections.

Encourage – give the right signals: this is about selecting the most effective techniques to encourage, reinforce and, where necessary, enforce behaviour change.

Engage – get people involved: people need to take personal responsibility for what they do. This can work best if your target audience is involved early on in developing actions jointly. Face-to-face contact often works best, e.g. via focus groups or staffed displays at shopping centres. People also care about real-life examples that they can relate to – so a localised approach works best. Engagement can also come through partnering with local organisations on local projects. This is especially useful for LGAs with insufficient resources to undertake projects on their own.

Exemplify – this is where the LGA leads by example, such as:

• Demonstrating your own commitment through in-house recycling, reuse and waste prevention schemes

• Supporting staff as local champions

• Connecting with partners, such as local businesses (who have environmental policies) or working with local communities and demonstrate their own commitment

• Ensuring that consistent policies are in place

You can use the 4Es model as a framework to look in detail at the actions and messages you want to deliver. A comprehensive strategy should have activities in all four boxes.
Earthcare Recycling (ECR) is part of the Earthcare group of companies that has been operating predominately in sustainable landscapes for over 20 years. Earthcare Recycling started in 2007 when it calculated that more than 60% of construction and demolition waste went straight to landfill, compared to a recycling rate of more than 90% in other states.

Each new home constructed in WA generates approximately 30 tonnes of waste, of which 62% (in 2011-2012) was typically transported to landfill. If 25,000 homes (industry estimates) are constructed each year and only 38% of the waste is recovered, this means that almost 500,000 tonnes of construction waste goes to landfill every year.

Traditionally, waste from the majority of new residential homes has been managed by a truck and bobcat which doesn’t enable reuse, recycling or waste minimisation. ECR’s idea was to establish partnerships with developers and builders to implement a system that manages the waste stream with the goal of reducing the amount of material that is ordered, reusing where possible and recycling what is left.

A key part of the system is the engagement with developers who provide local infrastructure in their developments to construct a local Builders Storage Yard. Builders separate their waste at source into colour-coded bins. These are collected regularly and the product is either reused on site or transported to recycling facilities. Developers and builders are provided with data on the waste they generate, with the goal of minimising the amount of waste produced.

After four years, the business is achieving recycling and reuse rates in excess of 85%, saving over 50,000 tonnes of waste to landfill.

The strategic goal of the business is to achieve 5–10–85. This is five Builders Storage Yards in Perth, with 10% market share (which equates to over 2000 homes per annum) and 85% which reflects their desire to achieve 85% recycling by 2015. When the company achieves these goals, over 70,000 tonnes of carbon and 50,000 tonnes of waste will be diverted from landfill every year.

**YOUR CHECKLIST**

<table>
<thead>
<tr>
<th>Question</th>
</tr>
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<tbody>
<tr>
<td>Have you developed short-term, medium-term and long-term objectives?</td>
</tr>
<tr>
<td>Have you identified what action community members need to take to improve waste performance?</td>
</tr>
<tr>
<td>Have you identified what you will measure to determine whether change is happening?</td>
</tr>
</tbody>
</table>
4.0 Target Audience

Identify who you need to communicate with

This section helps you to identify and describe your target audiences. There are four main groups:

- Householders - the main focus of your communications
- Internal groups – Staff at your local government authority, senior officers, and elected members
- External groups - such as the media, community groups, other local authorities
- Partners and advocates – potential partners to help communicate your messages such as schools and community groups

Each of these groups is important to your LGA and your waste management program. Think about what contribution each group makes to waste reduction and recycling. This determines what your communication program needs to achieve.

4.1 All householders

Use the information you gathered in Step 1 to describe your community. It is helpful to think about your community as being made up of different sub-groups. If your LGA has done formal research into waste behaviour, the research may have identified segments based on recycling behaviour, or based on what motivates people in their waste behaviour. A really useful line of research is to identify barriers and benefits to participation.

For example, people living in a leafy suburban street with large detached houses are likely to have different priorities to people living in high rise flats and the services offered may differ—for instance, a green bin is most unlikely to be provided to people living in high density housing. Some multi-unit dwellings however will have space to accommodate a green bin and enough garden waste to justify them being provided. Differences may include levels of income and consumption, and the barriers and benefits to participating
in recycling or home composting may be different. They may have different attitudes towards the environment and recycling. As a result, different methods and messages might be required to reach and effectively communicate with these distinct groups.

Use the demographic information you gathered at Step 1 and think about how you can segment your community into different groups:

1. Which are the most significant in terms of size and distribution?

2. What are their life-stages? For example, young and single, families with young children, mature couples etc?

3. What are their similarities or differences?

4. Are there any areas where particular groups or types of people are concentrated?

5. Any other characteristics?

What do you know about their barriers to waste reduction, source separation and recycling? In its Barriers to Recycling report, WRAP UK identified these generic barriers to recycling.

<table>
<thead>
<tr>
<th>Situational barriers</th>
<th>Not having adequate containers, a lack of space for storage, unreliable collections, unable to get to bring sites.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour</td>
<td>Not having the space or systems in place in the home to recycle, being too busy with other preoccupations, difficulties in establishing routines for sorting waste and remembering to put it out.</td>
</tr>
<tr>
<td>Lack of knowledge</td>
<td>Knowing what materials to put in which container, and understanding the basics of how the scheme works.</td>
</tr>
<tr>
<td>Attitudes and perceptions</td>
<td>Not accepting there is an environmental or other benefit, being resistant to householder sorting or not getting a personal motivational reward from recycling</td>
</tr>
</tbody>
</table>

Source: WRAP Barriers to Recycling report
At an individual level, people will have different barriers or combinations of more than one barrier, or they may have different messaging needs and require different communication methods to reach them. Detailed local knowledge and research can provide more information specific to your community.

If you have a limited budget, your communications plan should prioritise its activities to achieve specific, important aims (e.g., key issues, quick wins etc) or address the barriers of the most widespread audience segments i.e., the largest possible number of people.

For more information more about identifying and segmenting target audiences see Tools and Techniques No5.

4.2 Internal/external groups

As well as householders, you need to consider the other groups (audiences or stakeholders) who might need to be involved in your communications plan. Generally, these groups are people or organisations that can lend their support to help deliver the campaign and its messages. The Recycle Right Program offers significant support for your communications plan.
4.2.1 Internal groups

Internal groups include LGA employees and contractors. These groups can play an invaluable role. Indeed, without their involvement, it may be difficult to deliver waste reduction and recycling communications to achieve the objectives. They may also represent a significant proportion of your local population. Internal groups include:

- Elected members (approving programs and budgets, speaking to residents, promoting recycling in their area, promoting waste management issues with the local media)

- Call centre staff and front counter staff (handling enquiries, handing out information)

- Operational staff (dealing with residents, giving information on schemes, providing input at critical decision-making points related to planning of waste services)

- Other employees (local ambassadors, leading by example)

- Community Advisory Groups (providing input on programs, assisting with communication)

A community group such as a ‘Waste Advisory Committee’ is a good forum to discuss and plan new initiatives or proposed system changes before delivering these to the community.

Keep all of these internal groups informed about waste management initiatives and communication plans and messages. Elected members coming onto Council for the first time may not realise the significance and extent of Council involvement in waste matters and may not therefore give it the support it needs. If they, and other internal groups know about the waste education program, why it is being done, and the key messages, they may be more willing to support it and to help you communicate your message or deliver associated activities and services. You also need to enable them to work with you by making sure they have the right information at the right time in order to use it effectively and that this information is clear and easy to use in the context of their job and daily work.
4.2.2 External groups

These are individuals or organisations who can assist you to achieve your communications objectives because they can lend their support, give advice or engage with key target audiences on your behalf to reinforce your messages and extend the reach of your communication activities. These groups (or stakeholders) range from:

- Local Members of Parliament
- Community groups and organisations
- Environmental advocates and NGOs with an environmental focus
- Local recycling groups and charities
- The local media – (see Steps 6 and 7 for some discussion about media)
- Developers of residential areas

Identify key groups and stakeholders and then decide how you will communicate with them, what sort of information they need and how often. These groups may also be a valuable source of feedback for you about whether communication programs are working.

For more information about external groups and stakeholders see Tools and Techniques No6.
4.3 Partners and advocates

This is all about getting people involved to help your LGA meet its targets for waste reduction and recycling and waste diversion. The more people who understand the need for action, and who model the behaviour, the more assistance you have in actively spreading the message. Partners are incredibly useful. Think about what partnerships could exist in your community. Opportunities may include:

- Schools and the school community including P&C Association
- Waste Wise Schools, where it operates in schools in your LGA
- Sporting clubs
- Community links e.g. libraries, local amenities, leisure centres, community centres, schools, clubs and pubs
- Local community voluntary groups and service organisations e.g. environmental or conservation groups, elderly support groups, community waste and recycling groups, Earth Carer groups, Rotary, Lions, Mens' Sheds, Girl Guides, Boy Scouts
- Industry associations

Use the stakeholder analysis process identified in Tools and Techniques No6 to identify specific local groups that may be important to your communications activities.
QUICK CASE STUDY: WASTE WISE SCHOOLS – LOCAL PARTNERSHIPS

Waste Wise Schools is a program of the Waste Authority and offers resources and support for schools to plan, implement and maintain waste minimisation projects such as recycling, composting and worm farming. The program is FREE and available to all schools in Western Australia.

The broad aim of the program is to engage students in hands on waste reduction and recycling activities within the context of a whole of school waste minimisation program to encourage long term positive environmental attitudes and behaviours.

WWS works in collaboration with schools, and in many cases the schools themselves then extend the collaboration into their local communities.

Kojonup District High School, Winner of the Waste Authority’s 2014 Infinity Award, in the Waste Wise Schools Category, is a very active Waste Wise School. The school has been recognised for the extensive partnerships it formed with the Shire of Kojonup, Warren Blackwood Waste, Kojonup News, Renew Op Shop and Open Gardens Australia. Through these partnerships the school has:

• written and produced a DVD about waste and recycling which was distributed to schools and shires from Esperance to Bunbury
• produced a fridge magnet promoting recycling drop-off points which was distributed to all households in the shire (e.g. glasses, mobile phones)
• held a community open day showing off their gardens, compost and other waste projects to over 250 members of the community
• used local media and the shire to seek materials for reuse at the school (such as sinks and fence posts), to promote waste initiatives and thank volunteers and contributors
• successfully lobbied a local recycling company to begin collecting batteries for recycling
• held a fashion show with op shop clothing
• became a drop-off point for many recyclables
• formed an after-school student Garden Gurus club with volunteer support.

View the full story here or contact Waste Wise Schools on Wastewise@der.wa.gov.au or (08) 6467 5167

4.4 Hard to reach/engage

Think about whether there are any sections in your community who could be described as ‘hard to reach’, such as:

• Those who are hard-to-reach operationally. This may be due to their location or housing type e.g. high rise flats or an isolated rural area. The issues they face are best addressed by consulting with residents at an early stage and by designing an appropriate service. The services provided should be convenient to use and simple to communicate to the residents in question
• Those who are hard to reach through traditional communication methods. These could be transient groups such as students or tenants or FIFO workers.

• Those who are hard to reach because of language and literacy issues, including new migrants.

Hard to reach audiences are commonly associated with low performing areas (LPAs). The term LPA is applied to geographic areas where there is a concentration of households, which, for whatever reason, participate less in the recycling service(s) provided than households in other areas of the same local government. Low participation can cover a number of specific issues:

• Low levels of participation in recycling services overall resulting in low tonnages collected

• Low levels of participation in terms of the range of materials collected resulting in low tonnages captured for some materials

• Incorrect participation resulting in the high levels of contamination

Does your LGA have issues with LPAs? You should look carefully at the issues, barriers and people living in any LPAs you identify. Each area could have a distinct audience profile, geography and associated barriers to recycling. You may need to implement specific operational improvements to address people’s barriers to recycling and run specific communications designed to encourage them to recycle once their barriers have been addressed.

For more information about targeting hard to reach/engage groups and developing focused communications for low participation areas - see *Improving Low Participation Areas – Effective communications planning Guidance Document.*

For more information about culturally diverse communities and how to engage see *Tools and Techniques No7.*
4.5 Review lifestyle characteristics

It is important to understand the impact that lifestyles, life-stages or cultural issues in your local government area may have on how people use their bins, and what you need to communicate. There may be particular opportunities or barriers that are specific to different groups, and your communications (brand, messages, type of activities) should aim to overcome or avoid them. Different areas within your area may have different characteristics and need different approaches to both system design and communications.

Summarise the information you have on the lifestyles of residents in your target areas eg:

- Socio-economic status e.g. where do residents shop and what do they buy? This will affect where you can effectively get your message across to them. Do they have a car? This will affect decisions about the use and location of drop-off facilities. Do they have a house large enough to store the proposed mix of recycling containers easily? Do they have a garden? This will affect choices about communications messages.

- Population turnover/transience e.g. are residents students, migrant groups or travellers? Even in relatively stable districts, the population turnover can be 15% which can be a very significant proportion over a few years. This affects the frequency of communications needed.

- High proportion of students, or rental properties.

Summarise the information you have on the life stages of residents in your target area:

- Children e.g. they may have influence over their parents

- Young people e.g. often transient, have other priorities and relatively low incomes

- Young families with children below school age e.g. may have other priorities but may be open to environmental messages

- Families with children at school e.g. whilst they may have other priorities they are often the ones involved in community activities

- Middle aged e.g. more settled, may be active in the community

- Elderly e.g. may have access issues and not want 360 litre recycling bins for instance, may also be active in the community
QUICK CASE STUDY: MINDARIE REGIONAL COUNCIL’S RESOURCE RESCUERS PROGRAM

Resource Rescuers is a waste education program for 8 to 12 year olds that enables children to extend their knowledge and use their enthusiasm and skills to plan and complete projects that make a difference to waste in their communities.

The objective of the program is to provide a means of engaging with and supporting motivated children to become role models and educators for their peers, their families and others to meet challenges and find fun in living with less waste through valuing and conserving resources of all kinds.

The program was initiated in 2011 in response to suggestions from Earth Carers that we provide opportunities for their own and other children to become motivated and involved in ‘living with less waste’ related activities and to be recognized for their efforts and achievements.

Key components
The Resource Rescuers program is project-based. It starts with a workshop that introduces some particular concepts about waste and valuing resources and invites children to explore their own ideas for projects that they can plan and complete to make a difference to waste in their communities.

Simple props and examples are used to help children notice that many of the things we commonly think of as waste are not really rubbish at all, but valuable resources. They come to understand how waste of various kinds is bad news for the air, soil and water we all rely on and that when we reduce waste we ‘rescue’ resources - the actual materials that things are made from as well as the environments that waste can damage.

Projects can be undertaken by individual children or in small groups or class-sized groups, with the guidance of teachers, parents or group leaders. The Resource Rescuers program coordinator provides assistance to adults to help children choose and complete their projects. As an important part of their projects, children are encouraged to make opportunities to involve and teach others and/or to display their work so that their messages about reducing waste reach a wide audience.

When they initiate, plan and complete their own projects, children learn valuable skills and get the satisfaction of not only learning more about waste but seeing that they can take actions that help themselves and others to reduce, reuse and recycle. In recognition of their efforts and accomplishments as Resource Rescuers, children are awarded Certificates of Achievement.

Completed Resource Rescuers projects include:

- Planning and running a low-waste school camp.
- Setting up a battery collection station at school for recycling.
- Setting up a plant pot recycling system at a community garden.
- Organising school-wide low-waste end-of-year classroom clean ups.
- Holding a swap party to exchange unwanted toys and books.
- Holding a recycled fashion parade.
- Organising a school-wide waste-free lunch challenge.

What most contributes to its success:
The program is successful because it is available to children in a range of circumstances and it provides a useful extension to other waste education programs. It builds on children’s knowledge and empowers them to act through learning new concepts and having a structured but flexible means of putting their knowledge and enthusiasm about reducing waste into meaningful action.

“Resource Rescue? I can do that!”

Contact for further info: The program coordinator is Anne Pettit. For more information email wasteed@mrc.wa.gov.au or mob: 0411 295 880
Review any cultural issues that may be present:

- Literacy and language e.g. populations where English may be a second language or literacy levels may be low

- Social conventions e.g. in some cultures women will not talk to men that they do not know or men may not accept advice from women

- Social attitudes e.g. will environmental messaging resonate or would cost drivers have more impact? Do people care about the place they live?

- Religious beliefs and practices e.g. some religious groups do not drink alcohol so might not respond to images using wine bottles

- Differing waste practices in countries of origin e.g. some residents may not have experienced recycling before or there may not be a translation for the word recycling

Keep this summary to hand when you consider your communications messages and communication methods.
QUICK CASE STUDY: ENGAGING CULTURALLY DIVERSE POPULATIONS

Across Luton as a whole, residents originating from India, Pakistan, Bangladesh, Kashmir and Sri Lanka make up around 25% of the population, but concentrations in certain wards reach 70%. The Council developed materials to communicate effectively with these groups as part of a campaign to promote recycling.

Participation in recycling among Luton’s Indian sub-continent communities tended to be lower than in other communities. The proposed campaign had therefore to suit the cultural and social background of these communities and choose the best method of conveying information about the benefits of recycling and how to recycle.

The campaign used Bollywood themed posters, billboards, advertising shells, a leaflet and roadshows to attract the attention of people who normally ignored standard recycling messages. This highly visual, themed design was developed using the design principles of ‘Recycle Now’ and aimed to be simple and eye-catching to draw in viewers before they knew what the message was. Once they had been drawn in, they read a simple message asking them to ‘recycle’ in a variety of languages. All households in the target area received a leaflet in the same style as the poster campaign explaining how to use the recycling service at home.

The campaign results included:

- Participation increased by 8% and the number of committed recyclers rose by 4%
- The amount of residual waste produced in the campaign area fell by 4.2% (compared to 3.6% for the whole of Luton)
- The amount of dry recycling increased 9.4% in the target area (compared to 8% for the whole of Luton)

The success of the campaign was attributed to the time taken initially to understand the need to identify a common cultural and social theme.

WRAP Local Authority Communications Case Study: Luton Borough Council

YOUR CHECKLIST

- Have you identified what target groups you want to reach through your communication?
- Have you identified which groups to address to achieve most improvement in waste behaviour?
5.0 Branding and Message

All local government authorities have their own logo and identity, and as the main communicator about waste-related matters to their community, the LGA logo and identity need to be prominent in all communications activity. In addition to this, your LGA is encouraged to co-brand with the Recycle Right logo. Recycle Right is an existing central point of information for waste reduction, recycling and sustainable living in Western Australia. It is available for use by other LGAs in Western Australia.

Brands and identities seem easy to produce but can be hard to get right. Developing the right brand for recycling communications is something in which a great deal of time, research and effort has been invested in order to get right, and the Recycle Right brand is being increasingly picked up and used across LGAs in WA.

A brand encompasses concepts such as the brand identity, personality, promise and visual identity:

- The identity is the outward expression (name and visual appearance) of the organisation
- The ‘personality’ is the assignment of human personality traits such as seriousness, warmth, or imagination to a brand
- The promise is the experience consumers should expect from all interactions with the brand eg your recycling collection services
- The visual identity is the overall look and feel of the brand – what images you choose to use, the style and design

Some aspects to think about:

5.1 Use of logos and visual identity

Your LGA may have guidelines about how its logo should be used in promotional material. If you decide to co-brand any of your waste-related communication, you will need to establish guidelines for how two or more logos can be used together. Co-branding is where the waste message is
delivered by your LGA in conjunction with another party (such as Recycle Right or WALGA) and where a logo such as the Recycle Right logo is used.

You may need to use a graphic designer (in-house or external design studio/agency) to develop initial design ideas and ways to incorporate the co-brand with your own corporate branding if necessary. Remember to obtain approval for initial designs from senior managers and/or elected members as required before proceeding too far. And finally, once selected, your brand must be applied consistently across all your communications activities. Production of a Style Guide is often useful so the guidelines are applied consistently.

For more information about campaign visual identity see Tools and Techniques No8.

QUICK CASE STUDY: Campaign branding

A kerbside scheme was introduced in a number of councils across County Durham for the separate collection of glass, cans and paper. The campaign was aimed at all residents with targeted messages in areas identified as low performing.

In the past, communications had been limited to broad brush promotional materials such as calendars and leaflets and these materials had been produced by the individual district councils. As a result, messages across the scheme members were mixed with variations in style and brand. This was felt to be one reason why participation in certain areas was low.

A different approach was required so all design was centralised and managed by the lead LA partner with sign-off by all four LA partners. Design and printing was managed by an external design agency using WRAP brand guidelines. With newly redesigned material under a single, overall campaign brand, the campaign undertook a range of activities designed to target different target audiences, including students who make up a significant proportion of residents in Durham City during term-time.

Overall, participation in the scheme increased between 7% - 14%.

The local authorities felt the use of Recycle Now branding provided a consistent message and allowed economies of scale. Testing the target literature, particularly for the student audience, also gave Durham City Council confidence the materials were appealing and that the messages would be well received.

WRAP Local Authority Communications Case Study: Durham County Council
5.2 Tone of voice

Tone of voice enables a brand to convey its values or qualities through the language it uses. Many brands overlook the words they use and rely on visual cues: the logo, the colour and typeface. A brand’s tone of voice – what it says and how it says it is important yet sometimes it can be an afterthought. When the tone of voice is consistent it becomes another means of recognising the brand and reinforcing expectations (ie the brand promise).

Research shows that the right tone of voice is critical to the success of recycling communications.

5.3 Type of message

Your messages must be designed to engage, inform, educate, motivate and even inspire your target audiences. Depending on what your objectives are, your message needs to:

• Be personal

• Be simple and clear

• Address the barriers of your target audience

• Focus on a single action or an issue and how to overcome it. You need a clear ‘call to action’ - a clear statement urging people to do something eg “Recycle your Christmas Cards” - so they know exactly what you want them to do

• Be consistent

Different audiences may need different messages and you may need to develop separate specific messages to engage specific target audiences. What works for a high recycler may not necessarily work on a low/non recycler, for example: a high recycler may be motivated to greater recycling efforts by information on environmental benefits whereas a low/non recycler may only respond to the fact that recycling is convenient and easy.
Don’t overload people by trying to communicate too much – people are easily distracted or put off and saying too much can be a barrier in itself. It is better to focus on a single message and repeat it than try to communicate too much in one go. Your messages need to be developed with a range of communication channels in mind. How will it work, for example on a leaflet, in an advert, on an exhibition display, on the radio or on the side of a collection vehicle?

Test your messages on your target audience, ideally through focus groups or with non-waste LGA staff. Make sure you have a clear and quick decision-making process for approving designs and messages. Avoid long-drawn out decisions and ones made by committee, as they will probably slow you down you and lessen the impact of your designs.

For more information about developing communications messages see Tools and Techniques No9.

<table>
<thead>
<tr>
<th>YOUR CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you incorporated Recycle Right branding?</td>
</tr>
<tr>
<td>Is your use of Recycle Right branding consistent with the Recycle Right style guide?</td>
</tr>
</tbody>
</table>
6.0 Strategy and Communication Methods

The next stage in the communications planning cycle is to select the strategy and communication methods most appropriate to achieving your aim and objectives.

6.1 Overall approach

Using the information from your background research, your knowledge of your key target audiences and your likely budget, you need to decide which mix of communication methods will be the most effective to reach your target audiences. Key questions to ask yourself are:

- Do I need to reach everyone across the whole LGA area (broad brush communications)?
- Do I need to target particular audiences or people in particular areas (targeted communications)?
- What type of information do I need to communicate (simple or detailed)?

There are a number of standard communication methods available in most LGAs, listed in the table on next page. Think about how to use these effectively and, if you need to go beyond these for a specific campaign, additional methods can be considered.
<table>
<thead>
<tr>
<th>Communication methods</th>
<th>Examples</th>
<th>Broad brush/targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>LGA website</td>
<td>Broad brush (but capable of communicating detailed information).</td>
</tr>
<tr>
<td>Rates notices</td>
<td>Annual notice, can contain additional information</td>
<td>Broad brush (but capable of communicating detailed information).</td>
</tr>
<tr>
<td>Local advertising</td>
<td>LGA ads in local newspaper, ads on local radio</td>
<td>Mainly broad brush though can be targeted if used carefully.</td>
</tr>
<tr>
<td>Fridge calendars</td>
<td>Brochure that explains the collections and services available. Designed to be kept in the kitchen to assist source separation.</td>
<td>Broad brush (but capable of communicating detailed information).</td>
</tr>
<tr>
<td>Information leaflets about waste services</td>
<td>At the very least an information leaflet should be created listing the various waste services available for residents.</td>
<td>Broad brush (but capable of communicating detailed information).</td>
</tr>
<tr>
<td>Publicity</td>
<td>Editorial articles in your local newspaper about waste services, results achieved, special collection days, recycling statistics.</td>
<td>Broad brush (but capable of communicating detailed information).</td>
</tr>
<tr>
<td>Facility tours</td>
<td>Tours of landfill or recycling facilities</td>
<td>Targeted.</td>
</tr>
<tr>
<td>Direct face-to-face techniques</td>
<td>Shopping centre displays, doorknocking, leaflet/information distribution (eg door-to-door), exhibitions and events.</td>
<td>Targeted.</td>
</tr>
<tr>
<td>Signage</td>
<td>Street signage to announce collections, bin signage including bin tags, signage at recycling facilities</td>
<td>Targeted.</td>
</tr>
<tr>
<td>Posters</td>
<td>Posters in libraries, council offices, community centres, leisure centres, doctors' surgeries, schools, local shops, community notice boards etc.</td>
<td>Broad brush and targeted.</td>
</tr>
<tr>
<td>Elected member communications</td>
<td>Briefing for incoming elected members on waste management initiatives and targets; briefing on specific waste education programs before implementation; ongoing briefings and updates.</td>
<td>Targeted.</td>
</tr>
<tr>
<td>Community engagement</td>
<td>Building on-going permanent relationships with local groups to build participation and develop partnerships, Community Advisory Groups formation and discussion</td>
<td>Targeted.</td>
</tr>
<tr>
<td>Internal communications</td>
<td>Internal communications with staff, newsletters, tool box meetings, regular briefings and feedback on how programs are going</td>
<td>Targeted.</td>
</tr>
<tr>
<td>Social media</td>
<td>Twitter, Facebook, Blogs &amp; You Tube</td>
<td>Targeted.</td>
</tr>
<tr>
<td>e-newsletters</td>
<td>Regular newsletters via email can be easily produced. Receivers subscribe, usually via the website, to receive the e-newsletters</td>
<td>Broad brush and targeted.</td>
</tr>
</tbody>
</table>
Additional pros and cons of different communication methods include:

- Radio and TV, while high profile, cover a broad area beyond your LGA boundaries and are therefore rarely used; however, if you can target the radio coverage, radio advertising is good for short, simple messages eg awareness raising and a simple call to action such as call a helpline or consult a website.

- Local weekly newspapers target householders in LGA but may overlap with other local authority areas; but publicity in your local paper can be effective at communicating both simple and more complicated information eg launching a new service, or explaining to people what happens to their recycling.

- Door-to-door canvassing and staffed shopping centre displays can give detailed information tailored to the needs of individual people.

- Signage at recycling sites will only target people visiting that site.

- Social media channels can be an effective way to target information about services and allow you to engage in two-way dialogue with residents to spread messages, improve customer service and build relationships.

Depending on the aims and objectives for the communication program (covered in Step 4), your communications may need to do one or more of the following:

- Create and maintain awareness
- Address people’s barriers
- Build interest and anticipation
- Create behavioural change
- Provide practical information
- Keep people engaged and participating over time

You should design your strategy to use a number of communications methods because no single method will be fully effective on its own and each has its advantages and disadvantages. Also, you should develop an integrated strategy with a range of communication methods targeting a number of target audiences at the same time in different ways. This type of approach will help to maximise the chances of effectively reaching your target audiences and increase the impact of your communications as a whole.

When you have decided which communication methods to use you should look at how they fit together and assess whether they will reach all your target...
audiences. Use the communications matrix in Tools and Techniques No10 to map your communication methods against your target audiences to ensure:

- You haven’t missed any key groups
- All your target audiences are targeted using a number of methods to increase the chances of your message getting through

QUICK CASE STUDY: TOWN OF EAST FREMANTLE STRATEGY

In July 2013 the Town of East Fremantle received funding from the Office of the Waste Authority to develop a communication program to reduce bulk waste going to landfill. The Town believed there was significant scope to increase recovery and re-use of materials including construction and demolition waste from household renovations. It conducted a pilot home renovators program aimed at increasing recycling of C&D waste.

First Phase – Research

The first phase was a qualitative research study with home renovation companies active in the area, and homeowners who have undertaken recent renovations or about to start.

Home renovators (including owner-builders)
The main barriers to recycling of C&D waste were a general lack of awareness and the perceived complexities such as increased time, effort and costs associated with recycling and reusing materials.

Home renovators would like the Council to provide information at the planning stage about the sustainable options for disposing and recycling of the waste.

Some home renovators indicated willingness to go to some extra effort to find alternatives to landfill, but ultimately the process should be simple and have a neutral cost or cost savings.

Building companies
Builders also lack awareness about recycling alternatives and tend to believe that reusing and recycling materials is time consuming and expensive.

Builders are unlikely to raise alternative ways to recycle or reuse waste with clients and tend to believe that their clients are not interested unless there are cost savings.

Second Phase – Resource Kit

Based on the research findings, the pilot program worked with two households undergoing home renovations. Site visits were undertaken and a Data Collection Sheet was provided to determine the main types of waste materials generated.

The main tool to encourage householders to consider recycling of C&D Waste was a Resource Kit developed through this project. The Kit contained a directory of the most conveniently located recycling facilities for commonly generated C&D waste materials including:

- Building Rubble
- Glass
- Green waste
- Metals
- Paper and Cardboard
Three different fee structures were identified for C&D waste materials including:

- Fee – generator pays the facility for treatment at a set rate;
- Free of charge; and
- Payment per kg – generator receives payment from the facility for the material.

Other C&D waste materials accepted at the facilities was also included in the Resource Kit.

Conclusions
The pilot home renovators program generated some interesting findings about C&D waste and barriers to recycling. For example, barriers to recycling of C&D waste generated from domestic demolition projects include:

- Materials generated are not of sufficient quality for recycling or are non-recyclable;
- Low quantities of materials generated; and
- Potential presence of asbestos:

The Resource Kit has been adopted by the Town of East Fremantle and is provided to home renovators as part of the Building Approvals process.

For further information: Principal Environmental Health Officer, Town of East Fremantle, ph: 08 9339 9315.

For more information about developing a communications strategy and different communication activities see Tools and Techniques No10.

For more information about how communications can support operational activity see Tools and Techniques Nos11 & 12.
CASE STUDY: “THAT’S RUBBISH” CAMPAIGN

This Campaign was developed by WALGA, with funding from the Waste Authority. The Campaign aimed to increase recycling and reduce contamination in the kerbside recycling bin, using a consistent metropolitan-wide message.

Key components
Using the Waste Authority’s research on behaviours and attitudes, the campaign comprised six advertisements which were promoted through local newspapers and in shopping centres. Local Governments were also encouraged to use the ads in their own media. The Campaign had several mechanisms in place to monitor impact, including bin inspections, hits on the Recycle Right Website and feedback from material recovery facilities on contamination.

Results / current status:
The Campaign was relatively short term from November 2013 – February 2014. The Campaign focused solely on a media presence to raise awareness about recycling, however the results of the campaign highlighted the need for more direct one-on-one engagement.

What most contributed to its success:
The Campaign provided a starting point for the development of a comprehensive behaviour change campaign. The successful elements of the campaign came from the active use of the ads by Local Governments as part of broader public engagement. The Campaign also provided an opportunity to commence dialogue on what types of engagement were more likely to be successful.

For more information contact Rebecca Brown, WALGA Manager waste and recycling, 9213 2063 or email rbrown@walga.asn.au
6.2 Effectiveness and impact

Will householders and other audiences listen to your message and act accordingly? Obviously your intention in communicating about a new service is for householders to follow the instructions to use the bin properly. But providing the message doesn’t guarantee that it will be received and acted on. This means you need to consider the effectiveness of the communication methods and messages.

The methods you select must:

• Be able to reach the desired target audiences

• Address any barriers they may have

• Present the information in a way that they will respond to.

Each communication method has different strengths and weaknesses and their impact will vary depending on how they are used. It is essential to use the most appropriate mix of communication methods based on your target audience, your objectives and your budget and consider the impact, influence and targeting of the communications method or activity.

External impacts

You can use the following three attributes to assess the likely impact on your target audience and to decide whether a particular communication method is right for your strategy:

• Impact - the degree to which the communication will be noticed by the person receiving it

• Influence - the extent to which the technique will influence the recycling behaviour of the people receiving it

• Targeting - the precision with which the technique can be used to reach a very specific audience or group

These attributes can be applied to different communication methods and activities, for example:

• Shopping centre displays where you have the opportunity to engage directly with community members can be very effective, although costly in terms of staff time.

• Leaflets and fridge calendars delivered into letterboxes can be highly effective
You should assess all the communication methods you have identified to check that they are the ones best suited to your situation before moving on to look at detailed activities.

**Internal impacts**

As well as the effects on your target audience you should consider the potential impact on your LGA if your communications succeed – will your services and resources be able to cope? You should consider the following issues and ensure sufficient resources are in place to cope with any extra demands created by your communications:

<table>
<thead>
<tr>
<th>Potential internal impact</th>
<th>Possible solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of collection teams to cope with the additional material being collected</td>
<td>Rearrange rounds to take account of increased time collecting / emptying containers</td>
</tr>
<tr>
<td>Capacity of containers and vehicles with the additional material being collected</td>
<td>Ensure containers and vehicles have enough capacity Ensure additional containers can be provided if required</td>
</tr>
<tr>
<td>The ability of front line staff to deal effectively with questions from householders</td>
<td>Train staff Make sure they have the most up to date information</td>
</tr>
<tr>
<td>Extra requests for help and support from householders</td>
<td>Identify level of potential demand (use demographic information) and plan how to respond</td>
</tr>
<tr>
<td>Capacity and collection frequency of temporary collection days and ability of drop-off facilities to deal with increased numbers of users</td>
<td>Review size of drop-off facilities and collection frequencies to see if any changes might be required</td>
</tr>
<tr>
<td>Extra requests for bulky waste collections</td>
<td>Review system for responding to enquires to maintain adequate response times and plan to have extra resources on hand if required</td>
</tr>
<tr>
<td>Additional enquiries to call centres</td>
<td>Train staff to deal with enquiries quickly and efficiently and arrange for additional staff to be available to deal with likely peak demand periods eg around the launch of a new service – perhaps through out-sourcing or sharing with a neighbouring authority</td>
</tr>
<tr>
<td>Householders visit website to obtain further information</td>
<td>Update information Check system can cope with increased hits</td>
</tr>
<tr>
<td>The requirement to collect data to determine whether initiatives are working or not</td>
<td>Ensure good data collection systems / forms are available and that staff know how to record the data</td>
</tr>
</tbody>
</table>

**YOUR CHECKLIST**

- Have you prepared a Communication and Marketing Plan?
- Have you identified what communication channels already exist and how to utilise them?
- Have you clarified your key messages?
7.0 Campaign Activities

Your communication methods cover a wide range of individual activities and once you have decided on your overall strategy and selected the mix of communication methods to use, you need to look in detail at the communications activities you need to deliver your strategy’s objectives.

You should begin by looking at which communication activities to use as part of the mix of communication methods you have selected – a list of potential activities is outlined below. Next, you need to set individual aims and objectives for each activity and decide how to monitor and evaluate them. This will enable you to identify which activities perform well, which perform less well and to report on your successes.

<table>
<thead>
<tr>
<th>Communication methods</th>
<th>Communication activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>Council website, Email and E-zines</td>
</tr>
<tr>
<td>Rates notices</td>
<td>And other LGA communications</td>
</tr>
<tr>
<td>Local advertising</td>
<td>Billboards, TV and radio advertising, Online advertising, Local paper advertising or advertorial – ‘Your Council’ pages</td>
</tr>
<tr>
<td>Fridge calendars</td>
<td></td>
</tr>
<tr>
<td>Publicity</td>
<td>Briefing local media (TV, radio, press and online media)</td>
</tr>
<tr>
<td></td>
<td>Launch event(s), Press packs and press briefings, Council newsletters</td>
</tr>
<tr>
<td>Facility tours</td>
<td></td>
</tr>
<tr>
<td>Direct face-to-face techniques</td>
<td>Leaflets and service calendars (collection information)</td>
</tr>
<tr>
<td></td>
<td>Contamination cards</td>
</tr>
<tr>
<td></td>
<td>Door-to-door canvassing</td>
</tr>
<tr>
<td>Signage</td>
<td>Branding of bins</td>
</tr>
<tr>
<td></td>
<td>Livery of collection vehicles</td>
</tr>
<tr>
<td></td>
<td>Signage at ‘drop off’ sites</td>
</tr>
<tr>
<td></td>
<td>Signage on recycling and waste collection containers</td>
</tr>
<tr>
<td>Posters</td>
<td>Free poster sites at community facilities</td>
</tr>
<tr>
<td>Elected member communication</td>
<td>Inductions and regular briefings</td>
</tr>
<tr>
<td>Community engagement</td>
<td>Building on-going permanent relationships with local communities and community groups</td>
</tr>
<tr>
<td></td>
<td>Events, roadshows and drop-in days</td>
</tr>
<tr>
<td></td>
<td>Community Advisory Groups</td>
</tr>
<tr>
<td>Internal communications</td>
<td>Intranet, Staff magazine, Briefings, Crew &amp; staff training packs</td>
</tr>
<tr>
<td>Social media</td>
<td>Twitter, Facebook, Blogs &amp; YouTube</td>
</tr>
</tbody>
</table>
Like your communication methods, your activities need to be selected using the following criteria:

• Appropriate to your strategy and your chosen communication methods

• Support the achievement of your overall aim and objectives

• Appropriate for the services you are promoting

• Best fit for the type of message and audience

• Can be managed successfully with your available resources

• Can be delivered within your anticipated budget – eg using a mix of ‘high cost’ and ‘low cost’ activities and ‘free’ media (such as posters in council/public buildings) wherever possible

Again, you should use a number of activities for each communications method because no single method will be effective on its own and each activity (like their corresponding methods) has its advantages and disadvantages in different situations. Also, you should develop an integrated strategy with a range of communication activities and methods which overlap with each other. This will maximise the chances of hitting your target audiences by delivering your messages via a number of different methods over a period of time and increase the overall impact of your communications. Use the communications matrix from Tools and Techniques No10 to cross-reference and integrate your communication activities with your overall methods and target audiences.
QUICK CASE STUDY: RIVERS REGIONAL COUNCIL “NATIONAL RECYCLING WEEK”

National Recycling Week provides an opportunity for government and industry to promote household recycling through local activities and information to residents. Zac & Tilly are focusing on unwanted items around the home this year. Rather than wait for the verge collection, they are distributing items to ensure they are all re-used and recycled.

For further information: Ruth Levett, Rivers Regional Council, ph: (08) 9497 5699
QUICK CASE STUDY: ACTIVITIES

Environmental Education Centre, Red Hill Waste Management Facility

Interested groups, including school and community groups, are encouraged to take a free tour of Eastern Metropolitan Regional Council’s (EMRC) Red Hill Waste Management Facility and find out how their waste is being managed safely and responsibly. Participants can also visit the Environmental Education Centre and learn more about how waste is managed and what to do at home to reduce, reuse and recycle.

The aim of both the tour and the Environmental Education Centre is to provide an engaging, visually memorable experience of waste and the work required to manage it. In turn, the aim is to encourage people to think more carefully about what they put in their bins and the impacts that this has.

Key components

The Environmental Education Centre was originally an old Telstra transportable workshop. The building was sited at Red Hill in 2004 with the aim of providing an education centre focused on sustainability.

Presently, the Environmental Education Centre hosts interactive activity stations suitable for primary students and a small activity room, suitable for hands-on workshops and group activities. The centre enables activities to be adapted to suit a wide variety of age groups.

For primary school students, the current layout enables two different sessions. The first of these is an 8-activity round robin where students complete a page within a booklet at each activity. The activities include a waste sort, looking at the issue of litter, identifying household hazardous waste, finding items that should not be in landfill and being a smart shopper by purchasing and using items with less waste. The second session in the centre is a creative session where students create something from items that would potentially end up in landfill. This can also be adapted as requested by the teacher or facilitator or can be replaced with an outdoor session looking at composting, worm farming and the benefits of this. The sessions in the Education Centre take place after the students go on a tour of the landfill facility.

Current status

The Environmental Education Centre undergoes continual review to ensure it stays current with the Curriculum. Through the interactive activities, students have a valuable opportunity to learn more about ways they can contribute towards a sustainable future and successful waste management through reducing, reusing, recycling and recovering resources from waste.

Contact for further info:
Waste Education Officer, EMRC ph: (08) 9424 2222 or visit
Community groups: http://www.rgang.org.au/community.html
School groups: http://www.rgang.org.au/schools.html
QUICK CASE STUDY: CITY OF JOONDALUP USE OF TECHNOLOGY

Since the introduction of the yellow top recycling bins in 2006/2007, residents in the City of Joondalup have embraced the program and collected tonnes are higher than first estimated. Unfortunately, contamination is still an issue from residents ignoring instructions on how to recycle. A procedure for management of serial contaminators has been accepted. The procedure allows the contaminator three chances and on the fourth occasion servicing of the bin is suspended until the resident can demonstrate a change in behaviour.

Communication with the residents is via a sticker being placed on the bin, and a letter sent to the resident. Generally, it takes only one or two incidences before the resident addresses the correct bin usage. The tracking of contamination events are counted within the system. The system has only been trialled and is awaiting final approval for full implementation. The trial showed there would be very few incidences where it would be necessary to suspend the service. The City intends to work with these residents to show them how to recycle correctly.

The City of Joondalup is considering how it can utilise technology to streamline the system of tracking contamination and communicating with residents. The contractors trucks come with cameras installed in the hoppers and the drivers report the event with the contamination type e.g. greenwaste, and other non-recyclable items. The IT system generates a report on serial contaminators over a set period and letters are sent by the contractor. It is proposed that the City follows up the first two letters by a visit if there is another event.

At some future point, if manual bin audits are considered too labour intensive, such a system would enable contamination to be identified and communication targeted to the household involved.

For further information: Waste Management Branch, City of Joondalup, ph: 08 9400 4592.

For more information about how communication can support operational activity see Tools and Techniques No11.

For more information about how communications can improve the quality of comingled collections see Tools and Techniques No12.

For more information about communications on a budget see Tools and Techniques No13.

For more information on maximizing social media channels see Tools and Techniques No14.
QUICK CASE STUDY: Campaign activities

London Borough of Barnet undertook a campaign to boost participation in recycling by people living in flats.

The main campaign activity was door-to-door canvassing with the Council commissioning teams of recycling promoters to visit all 15,000 flats with communal recycling bins. Return visits were carried out to achieve a 50% face-to-face contact rate. The promoters offered residents free, reusable bags to store recyclable items and handed out an information leaflet on recycling.

Other communication activities included:

- Media releases to achieve instant and sustained awareness and to launch the Flats Recycling publicity campaign
- Newsletters – including features in local newsletters and community magazines Website – the pages dealing with recycling on the council’s website (www.barnet.gov.uk) were updated with a separate section for flats
- Service leaflets were produced for distribution as part of the door-stepping campaign
- Direct mail – a letter to provide information about the service was posted to residents who were not in when the door-steppers called
- Posters featuring details of the campaign were produced for communal areas of flats
- Reusable bags for storing and transporting recycling printed with service information were distributed to all residents visited
- Signage on recycling containers – new clear, easy-to-follow information stickers conforming to national ‘Recycle Now’ branded signage were introduced
- Show cards were produced illustrating the materials collected for recycling for use by residents who do not speak English as a first language

WRAP Local Authority Communications Case Study: London Borough of Barnet
QUICK CASE STUDY: FACILITATING INDUSTRY DISCUSSIONS THROUGH WASTE MANAGEMENT MINI-SYMPOSIA

WASTE MANAGEMENT ASSOCIATION OF AUSTRALIA

The Waste Management Association of Australia (WMAA) is an independent, not-for-profit association for waste and resource recovery professionals and organisations. WMAA has over 3,000 members from the waste and resource recovery industry, including large business, SMEs, local, state and federal government agencies, service providers and individuals.

WMAA’s growing and broad-based membership provides opportunity to communicate with diverse waste industry representatives. WMAA is currently delivering a series of mini-symposia on topics that are highly relevant and contemporary for the waste management industry, waste generating industries and industries that are markets for recycled products.

Objective:
The mini-symposia aim to:

• Increase industry and stakeholder awareness of key issues affecting the future development and performance of waste management in WA, including achieving the state waste diversion targets

• Bring stakeholders together to share perspectives and potential solutions on key topics.

Key components:
WMAA is delivering a total of six mini-symposia over a two-year period (2014-2015), three per year. Each mini-symposium is a half-day event using 4-6 presenters to explore the topic, followed by a facilitated panel session/small group discussions and then a networking session. A report is prepared on each mini-symposium.

The first three topics for mini-symposia delivered in 2014 were:

• data collection and waste audits (how to use them to drive improved waste management)

• recycling at events (workplace, public places, shopping centres) – this workshop was arranged to facilitate industry input to the Waste Authority Recycling at Events Guidelines.

• recycling of tyres (engagement of generators, recyclers and end product market development).

Results:
The three mini-symposia delivered in 2014 involved a total of about 120 representatives from diverse organisations, including government (state, regional, local), service providers (waste collectors and processors), private sectors (technology, consulting, venues, event management) and environmental NGOs.

Participant feedback on each of the workshops was positive and encouraged further engagement to ensure greater inclusion and representation of perspectives from across the related sectors and stakeholder groups. An online feedback survey on the first workshop on data showed that 100% of respondents considered the workshop value for money and 93% would recommend future events to colleagues.
Some of the outcomes of the workshops included:

- raising awareness of issues
- identifying knowledge gaps
- facilitating input into policy and documents
- gathering ideas for solutions to issues
- provided informal networking opportunities.

**What most contributed to its success**

The mini-symposia are topical and engaging. Bringing together representatives from a variety of backgrounds and interests allows for balanced consultation and a wide range of opinions and ideas to be heard.

For further information contact: Rebecca Brown, WMAA President, (08) 9213 2063
7.1 Individual aims & objectives

For each communication activity you need to identify an individual set of aims and objectives against which progress and achievements can be monitored and evaluated. Your aims and objectives for each activity need to link back to and support your overall aim and objectives. If they do not, you should question the value of a particular activity. This approach will help you to be clear about the purpose of each activity and see how it fits into your overall plan. Remember to make sure your objectives are SMART and include inputs, outputs and impacts where relevant (NB you do not need to include input, output and impact objectives for every activity – use them sensibly). Setting input and output objectives is relatively straightforward as they are easier to measure. Objectives based on impacts should be approached with more care as it as be more difficult to apportion impacts to specific communication activities. Be sensible with the measures you chose – make sure they are appropriate, for example:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts in public buildings and shops throughout local authority</td>
<td>Inputs</td>
</tr>
<tr>
<td>Print 500 A4 colour</td>
<td>450 posters distributed</td>
</tr>
<tr>
<td>400 displayed to the public</td>
<td></td>
</tr>
<tr>
<td>Door-to-door canvassing in LPA</td>
<td>3,000 houses called at</td>
</tr>
<tr>
<td>1,000 people spoken to</td>
<td></td>
</tr>
</tbody>
</table>

To know more about setting aims and objectives and SMART targets see Tools and Techniques No4.
7.2 Communication tactics

Next, you need to look in detail at the individual tactics (or tasks) that make up each activity. You should list all your communication activities and break down the individual tactics each one needs in order to be developed and delivered successfully.

For an example of an activity breakdown see Tools and Techniques No15.

7.3 Agree Monitoring & Evaluation mechanisms

Each activity should have its own monitoring and evaluation system so you know whether it has succeeded in meeting its aims and objectives. You need to measure the inputs, outcomes and impacts (as appropriate) of each activity and determine whether they have met their aim and objectives. For example, the monitoring and evaluation for an event could comprise:

- The number of events organised (input)
- The number of people attending the event (outcome)
- The number of people spoken to (outcome)
- The amount of information taken away (outcome)
- A survey of attendees (all or a sample) to obtain information on attitudes towards, understanding of and opinions about the event and recycling locally (impact)

For an introduction and overview of monitoring and evaluation see Step 9.

YOUR CHECKLIST

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you identified what activities would be most effective in reaching your target groups?</td>
</tr>
<tr>
<td>Have you included activities to communicate with elected members?</td>
</tr>
</tbody>
</table>
Planning Your Activities

This section looks at the process of putting your ideas into an implementation plan and provides you with a mechanism to ensure that all activities are completed on time and within budget.

Consider what is driving the need to communicate at this point in time:

- If the communication activity supports changes to services, you will start your communications plan by looking at your service targets and operational activity. You need to work very closely with the operational staff responsible for the waste management collections and services to ensure your communications plan dovetails with any operational activity that is planned;

- If the communication activity aims to build awareness you might time the activity to piggyback off key environmental events such as Compost Awareness Week, Earth Day, World Environment Day, National Recycling Week, Clean Up Australia Day

Once all these key dates have been timetabled you can schedule all your communication activities and tactics. At the same time you need to obtain costings for all the communications activities and materials in order to develop your budget.

The length of your plan will depend on how far into the future you need to plan and how far you can accurately forecast your budget levels and make reasonable planning decisions. In most cases the best approach is to plan and review communication activities over a 12 month cycle although occasionally, for short campaigns, your plan may only need to cover a few months. It is a good idea though to have an overall strategy that covers 2-3 years, though you do not need to have prepared detailed plans for that length of time. Finally, you should consider the level of detail for different people:

- A simple overview of the main activities, timescales, deliverables and outcomes for senior managers and other key stakeholders

- A much more detailed version which you and your team will use on a day-to-day basis
In terms of the format for your plan, Excel or specialised software programs such as Microsoft Project can be useful in developing a visual representation of activities in the form of Gantt charts.

8.1 Schedule campaign activities

When you have identified all the key dates, deadlines and milestones you need to plot them onto a Gantt chart, planning each activity and breaking it down into its individual tactics (tasks). Look at when each activity needs to be completed and allow time for all the tactics required to organise each one. Other key points to consider:

• Allow time for funding or sponsorship applications and build in campaign meetings as required

• When scheduling activities, remember to allow for holiday dates (staff, public and school holidays)

• Booking advertising space (eg billboards) may need to be done well in advance to get the best spaces and deals

• Leaflet distributions may need to be ready a long time in advance

You need to list your entire communications program and schedule all your activities and tactics. Make sure you include everything.

It can be useful to develop an Activity Table to schedule your communications activities, timescales and costs. A sample table can be downloaded from www.wrap.org.uk/lpa

8.2 Outline indicative costs

You should make some initial budget decisions quite early on based on indications of the size of any budget you are likely to have.

A reasonable starting point is to consider exactly how much money you need (in an ideal world) and compare that to how much money you are likely to get (based, for example, on previous levels of communications funding). Work to an initial target budget that is somewhere between the two figures. Cost efficiencies can be gained for some activities that could reach across a wider area by working in partnership with neighbouring authorities.

Prioritise your activities into ‘must have’ and ‘nice to have’ activities and fully cost all your ‘must have’ activities first. Is the budget figure you obtain higher or lower than your target budget? If lower, prioritise and start costing
your ‘nice to have’ activities until you reach your target budget. If the figure is higher you need to investigate what scope there is for finding some extra budget or economise by prioritising your ‘must have’ activities: rule some out or find more economical ways of delivering them, for example, by reducing the scale of activities such as five events instead of ten, or two weeks of local newspaper advertising instead of four. If you have to economise you should also be wary of making some activities so small that they may not have any impact at all. It might be better not doing them and reallocating that proportion of the budget to other activities that have a greater chance of achieving your objectives. If your communications plan straddles a financial year, look critically at what activities you can push back or pull forwards and adjust your budgets accordingly.

Remember, if you have to cut down, you may need to revise your aims and objectives down as well. If you have to economise, you should consider whether you are still able to reach your targets with a reduced budget. If it looks unlikely, use this information to make a stronger case for additional budget or seek agreement to a less ambitious target.

Refer to the procurement rules for your Local Authority. Where you can secure suitable in–house services you should expect to make savings.

For more information about communications on a budget see Tools and Techniques No13.

For more information about budgeting and costing communications see Tools and Techniques No16.
### 8.3 Staffing

Plan for who should be on your communications team, such as marketing, communications and education staff, ensuring they have the capability (required skill set) and capacity (time within their current role) to achieve success. If no staff are currently undertaking these roles then you should consider setting up a working group with staff who have an interest in developing the requisite skills and knowledge. In addition to these Guidelines, the Recycle Right team will be able to offer assistance in building capacity in local governments.

Local governments who do not support their waste collection infrastructure with effective and ongoing communication and engagement with the community will struggle to maximise resource recovery and achieve the landfill diversion targets.

### 8.4 Include contingencies

Your plan will need to allow for contingencies and the unexpected:

- **Time** - you should build in time (‘slack’) for unexpected delays such as staff illness or key staff leaving, decision-making delays or stoppages, having to re-do work etc

- **Emergencies** - you should draw up an emergency plan and a crisis PR plan to deal with any crises, for example: any local controversy which might arise related to your recycling communications or services such as an accident involving a collection vehicle or plans for new services or facilities

- **Staff** – some communications activities may require additional staff support. You should plan the time and budget to secure and train temporary staff if necessary

- **Re-programming** - plan to be able to respond to budget changes in either direction so that you know how to maintain the best value for money and achieve your objectives

- **Budget** – you should allow for unexpected costs or cost over-runs by including a contingency budget of between 5%-10% of your overall budget

Communications sometimes end up costing more than expected if activities and materials are changed a lot, especially at the last minute. Practical ways to avoid this are by having a clearly agreed plan at an early stage, clear decision-making lines and by completing approvals on messaging and copy before the design stage.
8.5 Getting Support

Decisions about which projects to undertake are important for all organisations. In LGAs it is usually a competitive process to argue the case for resources, given that there are many competing demands and all expenditure is accountable to the community who pay through their rates.

You may be asked to prepare a business case. Think of it as a communication tool, used to convince a decision-maker to support an initiative. If you cannot demonstrate that the initiative has value for the organisation, you’re unlikely to get the support you want.

The business case is often argued in terms of Cost–benefit analysis. The cost-benefit analysis is an analytical tool for assessing the pros and cons of supporting a particular initiative.

A formal cost-benefit analysis starts by identifying all of the costs associated with the initiative, primarily financial costs but also non-financial costs such as risks, consequences and implications. The process then looks at all the benefits associated with the initiative including social and environmental benefits. The costs associated with taking action are then considered against the benefits that would be gained from the action.

For more information about preparing a business case see Tools and Techniques No17

For more information about preparing a cost-benefit analysis see Tools and Techniques No18

YOUR CHECKLIST

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you developed a timeline to schedule the communication on a regular and frequent basis?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Have you developed a budget?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Have you prepared a Project Management Schedule?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Do you need to prepare a proposal or business case?</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
Monitoring and evaluation is part of a continuous process of learning and improvement that enables you to assess the performance of your communications against your aim and objectives. Effective monitoring and evaluation will help you:

- Know whether your communications plan has achieved or exceeded its aim and objectives
- Identify which activities worked well and which didn’t and how they might be improved or whether they should be substituted for other activities
- Justify the expenditure on communications to senior managers and elected members
- Develop better communications in the future by refining and improving activities, focusing spending more effectively and achieving better results
The continuous improvement loop:

A. Set monitoring aims and objectives
   →
B. Identify activities to monitor
   →
C. Develop indicators
   →
D. Identify data requirements
   →
E. Collect data
   →
F. Analyse & evaluate data
   →
G. Identify improvements
   →
H. Take action

Feedback on aims and objectives
QUICK CASE STUDY: Monitoring and evaluation

Bath & North East Somerset Council ran a communications campaign to target householders in hard-to-reach areas to increase awareness and take-up of its recycling services.

To determine whether the campaign had worked the council conducted:

- Pre-and post-campaign participation monitoring in the areas served by a kerbside collection and targeted by the communications campaign
- Pre-and post-campaign usage monitoring in the areas served by mini recycling centres (MRCs) and targeted by the communications campaign
- Pre-and post-campaign ‘committed recycler’ monitoring by surveying flats served by MRCs and shared houses served by the kerbside collection service
- Monitoring of tonnage of recyclate collected at MRCs and by the kerbside collection service on rounds serving the target community

The monitoring programme enabled the council to evaluate the achievements of its campaign against objectives:

- Participation monitoring in shared housing - 5.2% increase in the number of properties using the kerbside recycling service
- Usage monitoring - 28% increase in reported usage of the mini recycling centres. This increase is supported by the tonnage data (see below)
- Committed recycler survey - the proportion of committed recyclers increased by 5% in flats and 9% in shared houses. Respondents claiming to recycle ‘a lot’ showed the most dramatic increases (26.2% in flats and 10.3% in houses)
- Tonnage monitoring - overall there was a steady increase across Bath and North East Somerset in the amount of material being recycled and composted, and a decrease in the amount of residual waste being sent to landfill. Data for houses was disrupted but for flats, tonnages increased from 554,053 tonnes to 621,922 tonnes

The monitoring programme provided evidence that the communications campaign had increased tonnage, participation, usage and the proportion of committed recyclers. It also showed the importance of using a range of monitoring techniques — supported by anecdotal information — as practical constraints interfered with some of the monitoring methods (and therefore the results) and to add weight to results which, on their own, might not appear as significant. By investing resources in measuring performance, it was possible to build evidence to support the use of communications and to make the case for additional funding for future campaigns.
You need to be thinking about your monitoring and evaluation techniques right from the start of the communications planning process:

- If you undertake any pre-campaign research when you assess your current situation, consider whether it could be repeated to form part of your post-campaign evaluation

- You should ensure your monitoring and evaluation measure impacts which directly link back to the attainment of overall recycling and waste management service targets eg increasing your recycling rate. Elements like operational performance should be monitored and evaluated on a continual basis

- If you are measuring changes in awareness, attitudes and behaviour you need to undertake pre-campaign baseline monitoring and then carry out post-campaign monitoring to evaluate changes

You will also need to decide who is responsible for undertaking the monitoring and evaluation activities and how much they will cost. This last point depends on whether they will be managed in-house or contracted out to specialists (or a mixture of the two).

For detailed information about monitoring and evaluation research for waste operations and communications campaigns WRAP has produced a comprehensive guidance document – *Improving the Performance of Waste Diversion Schemes: A Good Practice Guide to Monitoring and Evaluation*.

An example of a monitoring and evaluation reporting framework is available on the NSW Environment and Heritage website.
9.1 Overall aims and objectives achieved?

You should decide how to measure and evaluate your overall communications aims and objectives when you first identify and set them. Your overall objectives (see Step 3 and Tools and Techniques No4 for more information about aims and objectives) should relate to the impact of your communications. Measuring impact is essential as this is the only way of knowing the extent of behaviour change and every campaign, even the smallest, should aim to measure its impact.

There is a range of measures, relevant to waste management communications programs, which you could use to assess your communication activity including:

- Collection tonnages
- Participation rates
- Contamination rates

As a minimum, you should use data from your LGA's routine statutory recycling and waste management performance reporting to measure the impact of your communications. Once you have chosen the methods you are going to use you should schedule when all your monitoring and evaluation will take place:

- Pre-campaign – measuring your baseline
- During the campaign – measuring inputs and outcomes
- Post-campaign – measuring impacts

Remember to allow time for tendering, briefing and start-up if you are using external consultants to help you and don’t forget to schedule your post-campaign M&E to give you time for analysis, review and report writing before any reporting deadlines.
9.2 Individual aims and objectives achieved?

As well as your overall communications aims and objectives you should have set individual aims and objectives for all your communication activities. Your individual objectives (see Step 3 and Tools and Techniques No4 for more information about aims and objectives) should consist of the following types:

• Input objectives

• Outcome objectives

• Impact objectives

All three are useful for different reasons but measuring impact is the most important as this is the only way of knowing the extent of behaviour change and the relative success of your communications in influencing the change in behaviour. There is a range of measures, relevant to waste management communications programs, which you could use to assess your communication activity and these are shown in the table on the following page.
## Measures used to evaluate communications

<table>
<thead>
<tr>
<th>M&amp;E Technique</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>Output</td>
</tr>
<tr>
<td>Advertising reach</td>
<td></td>
</tr>
<tr>
<td>Brochure requests</td>
<td></td>
</tr>
<tr>
<td>Calls to free phone number</td>
<td></td>
</tr>
<tr>
<td>Capture rates</td>
<td></td>
</tr>
<tr>
<td>Collection tonnages</td>
<td></td>
</tr>
<tr>
<td>Competition entries</td>
<td></td>
</tr>
<tr>
<td>Consumer research</td>
<td></td>
</tr>
<tr>
<td>Doorsteps visited</td>
<td></td>
</tr>
<tr>
<td>Employee survey</td>
<td></td>
</tr>
<tr>
<td>Journalist research</td>
<td></td>
</tr>
<tr>
<td>Leaflets printed</td>
<td></td>
</tr>
<tr>
<td>Leaflets distributed</td>
<td></td>
</tr>
<tr>
<td>Members survey</td>
<td></td>
</tr>
<tr>
<td>Participation rates</td>
<td></td>
</tr>
<tr>
<td>Press coverage</td>
<td></td>
</tr>
<tr>
<td>Roadshow attendance</td>
<td></td>
</tr>
<tr>
<td>Sales of composting bins</td>
<td></td>
</tr>
<tr>
<td>Set-out rates</td>
<td></td>
</tr>
<tr>
<td>Website hits</td>
<td></td>
</tr>
</tbody>
</table>
In order to measure them, you need to ensure the monitoring and evaluation system developed for your overall aim and objectives covers your individual activity objectives too. If it does not, you should add extra monitoring and evaluation to measure the relevant inputs, outcomes and impacts of your activities.

9.3 Review impact of campaign activities

When you evaluate the monitoring information you have gathered you should review the impact of your communications by answering the following questions:

<table>
<thead>
<tr>
<th>Did you achieve your overall aims and objectives?</th>
<th>Refer to the overall aims and objectives you set and check the corresponding monitoring and evaluation information you have gathered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you achieve the aims and objectives for your individual communication activities?</td>
<td>Refer to the aims and objectives you set for your individual communication activities and check the corresponding monitoring and evaluation information you have gathered.</td>
</tr>
<tr>
<td>What was the overall impact of your communications?</td>
<td>Identify the overall or ‘headline’ achievement of your communications eg increased tonnage collected, increased participation etc.</td>
</tr>
<tr>
<td>Investigate any other issues (positive or negative) which you identify or relate to your communications objectives</td>
<td>The review process may uncover some unexpected results (good and/or bad) that require investigation as well. You should look at all the issues your monitoring and evaluation reveals in order to conduct a thorough review and build on your successes and avoid repeating any mistakes.</td>
</tr>
</tbody>
</table>

Dealing with disappointing results

If you have followed all the advice in this document your communications should be effective, but success can never be guaranteed and any communications program may experience disappointing results from time to time.
It is important that any temporary setbacks or disappointments – which may have had causes entirely outside your own control, or which may have nothing to do with your communication activity – are not seen as failures by key stakeholders and budget holders. Success in dealing with such situations lies in the consistent and credible presentation of results in an easy to understand format, always relating the actions undertaken to the objectives. Honesty is essential – it is never acceptable to misrepresent or overstate results.

Finally, even disappointments can be turned to your advantage as they will undoubtedly form opportunities to learn. When presenting disappointing results, it is important to show what has been learned as a result and what will be done differently in future.

9.4 Determine future activities

Once you have established whether your communications have succeeded or not you should study the information again in more detail to see what you can learn for future campaigns. This final review could even act as the first stage in your next communications plan with the results forming your baseline information. You should:

• Identify activities that worked well, for example, reached lots of people in a cost-effective manner, had high impact or produced marked increases in participation or tonnage. Could any successes be replicated or built upon in future campaigns? Review the Monitoring & Evaluation information gathered about the inputs, outputs and impacts of your communications activities. Identify which activities worked well and which worked less well. Consider what changes you might need to make in order to repeat successful activities in a different location, on a different scale, with a different audience etc. You may want to conduct debrief meetings with relevant staff to look at the information in more detail.

• Identify activities that weren’t so successful and possibly why not. Look at your weaker performing activities and try to identify the reasons for their weaknesses. Could their shortcomings be eliminated or avoided? Would it be better not to repeat the activity? Is the activity basically ‘sound’ but needs improving in some way? NB - weakness does not necessarily mean failure to reach an objective; it may be a particular activity performed less well than others eg an event that attracted less visitors than other similar events. Again, you may want to conduct debrief meetings with relevant staff to look at the information and implications in more detail.

• Review the findings, identify and list your key recommendations for future communications
This final assessment process will give you a firm, factual basis on which to:

• Build evidence to support the use of communications

• Make the case for additional funding for future communications

• Build and develop campaigns which achieve even greater results in the future

Your results should be summarised, written up into a short campaign report, disseminated to key internal stakeholders and used to gain support for further communications. The findings should also be used in internal communications to thank staff involved in the campaign for their support and in press releases to give feedback to the public on how well they are doing, to thank them for their efforts and urge them to continue to recycle. This will generate additional positive media coverage and further your overall communications aim.

QUICK CASE STUDY: Town of Cambridge - Evaluation

In 2010, the Town of Cambridge commenced the introducing a 3-bin system to reduce the amount of waste going to landfill and increase recycling of recyclables and green waste. Over five years the Town has been able to reduce the amount of waste going to landfill from 74% to 57%.

This flyer (shown on the next page) was sent out with the Town’s 14/15 Rates Notices. The aim of the flyer was to continue to encourage residents to upgrade their recycling services and also thank them for the contribution they had already made. By using the graphs the Town was able to give them a visual representation of how each individual resident is contributing to landfill diversion.

See the full case study on the introduction of the 3-bin system in Section 4 of these guidelines.
Congratulations Cambridge

Your recycling is making a real difference and saving costs.

2013/14
WASTE %

2007/08
WASTE %

In 2007/08 75% of waste went to landfill and only 25% was recycled.

With the introduction of the Greenwaste Bin in 2013 only 57% of waste went to landfill, 29% was recycled and 14% went to green waste.

This reduction in landfill disposal equated to 1,900 tonnes and saved ratepayers $247,000 on disposal fees which allows waste fees to be minimised. And you can do even better! See over the page for how.

Recycling bin overflowing?

You can upgrade your recycling bin for no extra charge!

If you are finding the recycling bin capacity at your property is not enough you can upgrade to a larger 360l Sumo bin, or to a second 240l recycling bin for no extra cost.

Simply fill out the form below and send it to the Town of Cambridge and we arrange that for you.

Do you produce garden or green waste at your place?

An additional Greenwaste bin means you have extra capacity and are sure your garden waste goes into compost and not landfill.

Your green waste bin will cost $70 per year.

Simply fill out the form below and send it to the Town of Cambridge and we arrange that for you.

Request Bin Variation

Please indicate below any upgrades you wish to make to the standard bin system.

Please return the form by 1 October 2014 to the Town of Cambridge - PO BOX 15, Floreat, WA 6014

* I understand that any adjustment will be charged and an invoice will be issued to me for payment.

For more information call 9347 6002 or visit www.cambridge.wa.gov.au/binsystem

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YOUR CHECKLIST

Have you identified how to monitor outputs and outcomes?

Have you clarified when to monitor and evaluate?

Do you need to prepare a report for Council on results achieved and recommendations for further activity?

Have you celebrated your team’s achievement post event?
10.0 Conclusion

By now you will be familiar with all aspects of communications planning but there are a few key points to re-emphasise:

• Your communications need to reflect your situation and your aspirations. Your area and its issues will be unique and may require tailored solutions to encourage and embed long term behaviour change. Understanding your area, the people living in it and the barriers present are all key to the development of a campaign which successfully increases recycling performance

• You will need to use a range of different communication methods and activities to target your audiences successfully and you will need to use all the resources available to you imaginatively in order to achieve your objectives

Careful objective setting together with intelligent use of monitoring and evaluation techniques are vital to measure success and to build on your achievements for the future.