

No Time To Waste

“Turning Education Programs around to deliver positive cost-effective outcomes”

Ricki Hersburgh
National Education & Engagement Coordinator
EnviroCom Australia

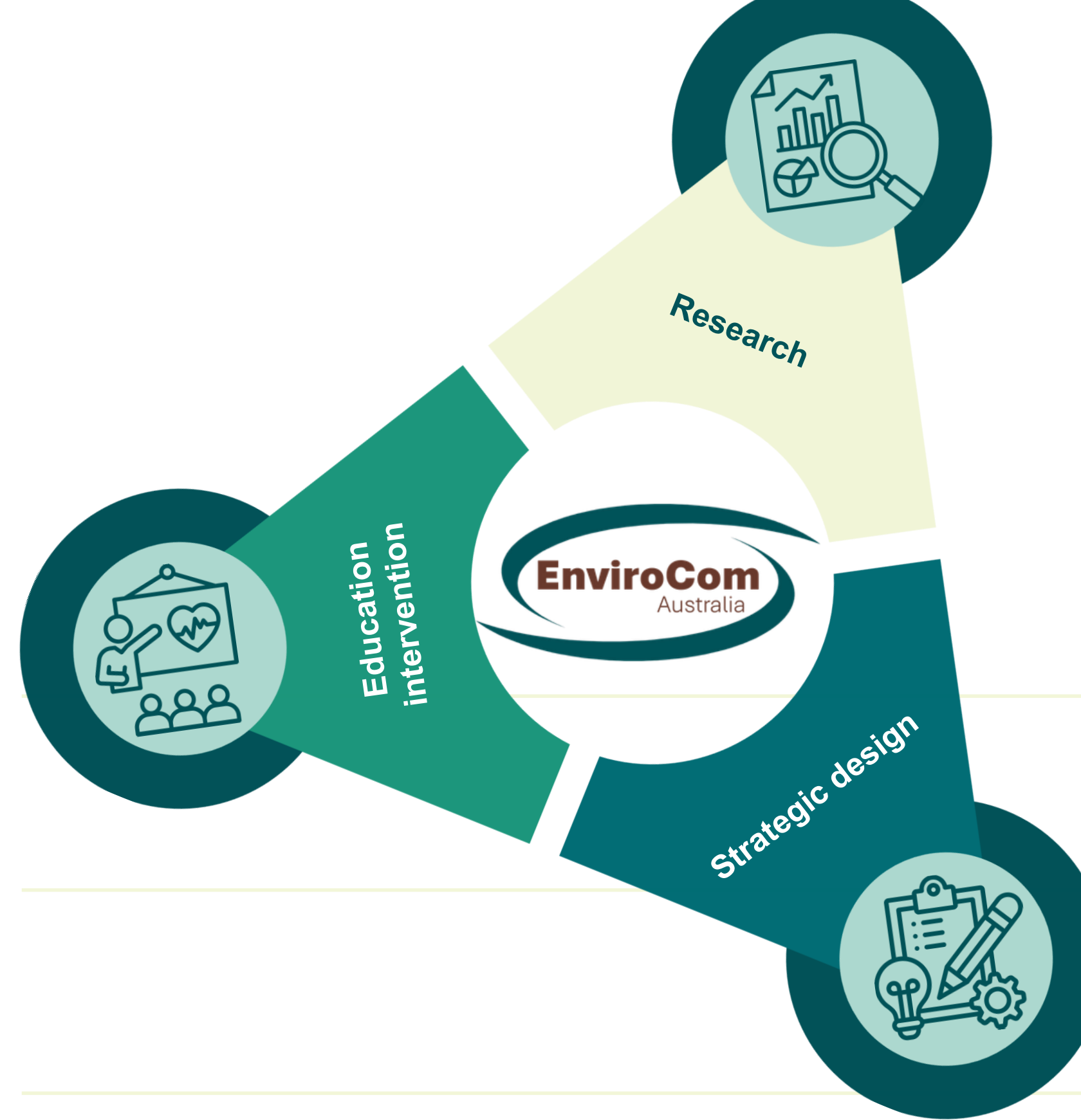


Who We

Are A behaviour change consultancy specialising in the waste and resource recovery industry since 1998 through . . .



30+ professionals



Mā te mahi tahi
Driving impact through **collaboration**



International Adaptation

Not every piece
fits the same spot

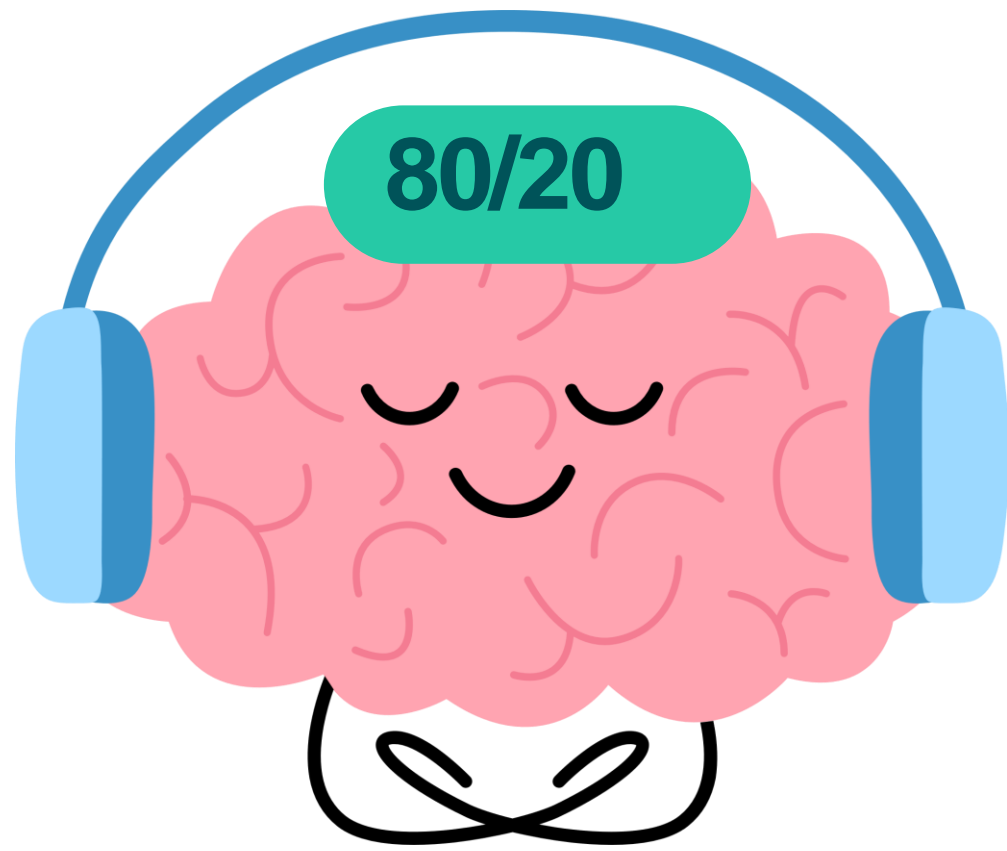
LOCATION

GOVERNMENT

POLOGIES
DEMOGRAPHICS

TRIAL, TEST,
EVALUATE &

Setting The Scene - Conditions For Change



INFORMATI
ON

MOTIVATI
ON

OPPORTU
NITY

IN AUSTRALIA AND NEW ZEALAND, THE 80/20
RULE (PARETO PRINCIPLE) DRIVES WASTE
MITIGATION.

BY TARGETING PROBLEMATIC WASTE STREAMS
THAT MAKE UP THE MAJORITY OF LANDFILL, THE
GREATEST IMPACT CAN BE ACHIEVED FOR
RESOURCE RECOVERY,



80/20 IN PRACTICE

How can we apply these learnings to education within schools?

Focus Area	Rule Application	Key Outcome	Country
Organisations	Target food and garden waste (33%).	Potential to halve organic landfill volumes by 2030.	NZ & Australia
Education Facilities	Use targeted education to influence key behaviours and high-impact waste streams	Increased community-wide resource recovery, reduced landfill waste, and long-term behaviour change	NZ & Australia
Workplaces	For every 10,000 tonnes of waste recycled 9.2 jobs are created, compared to just 2.8 jobs if that same waste were sent to landfill.	Increased sustainability and reduced operating costs.	Australia
Policy Interventions	Target the most harmful "problematic" plastics first.	80% average resource recovery rate across all waste streams by 2030.	NZ
Construction	Focus on high-volume materials like timber and metal (40%).	Significant landfill diversion via dedicated timber/metal recovery.	NZ



Key Challenges for NZ Councils

in delivering cost-effective education programs

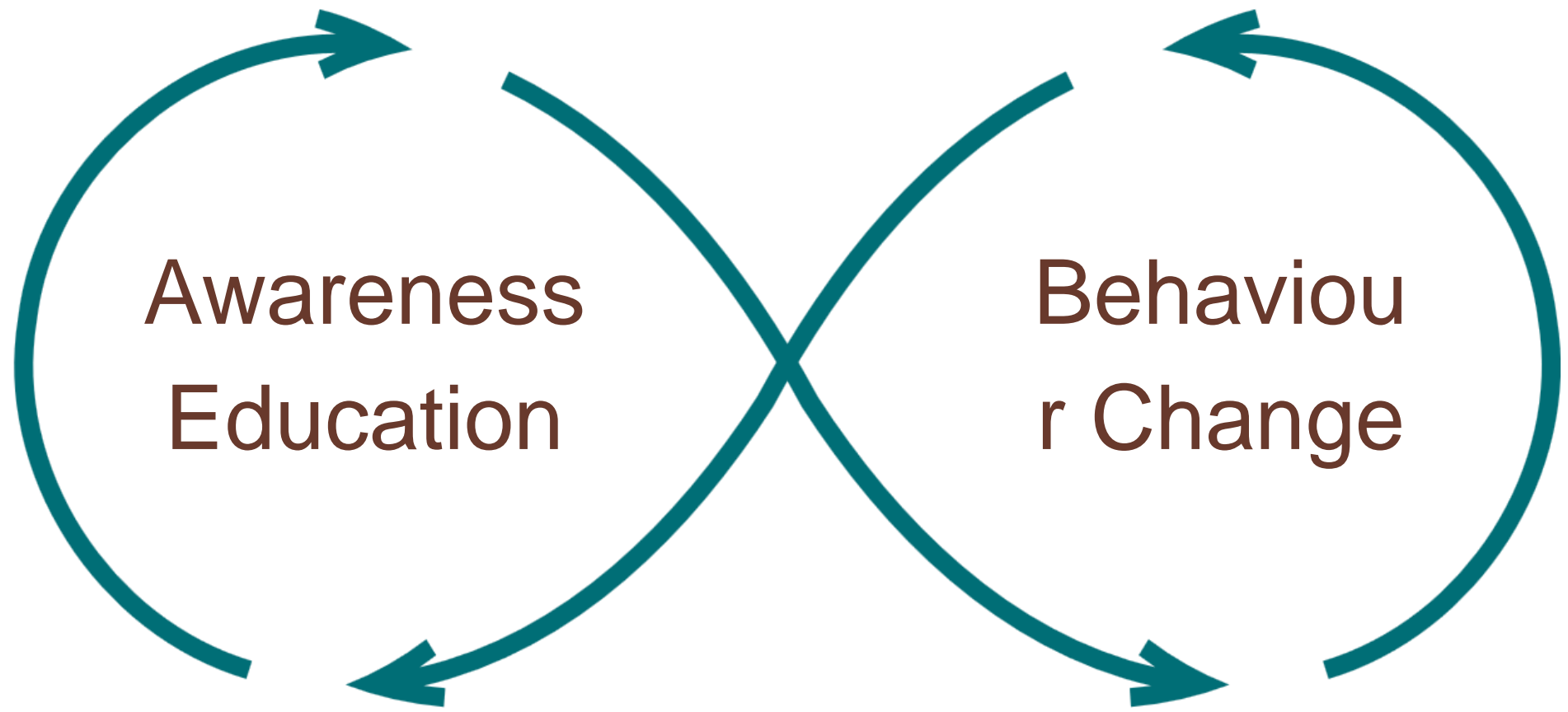
LACK OF

INFRASTRUCTURE
FUNDING

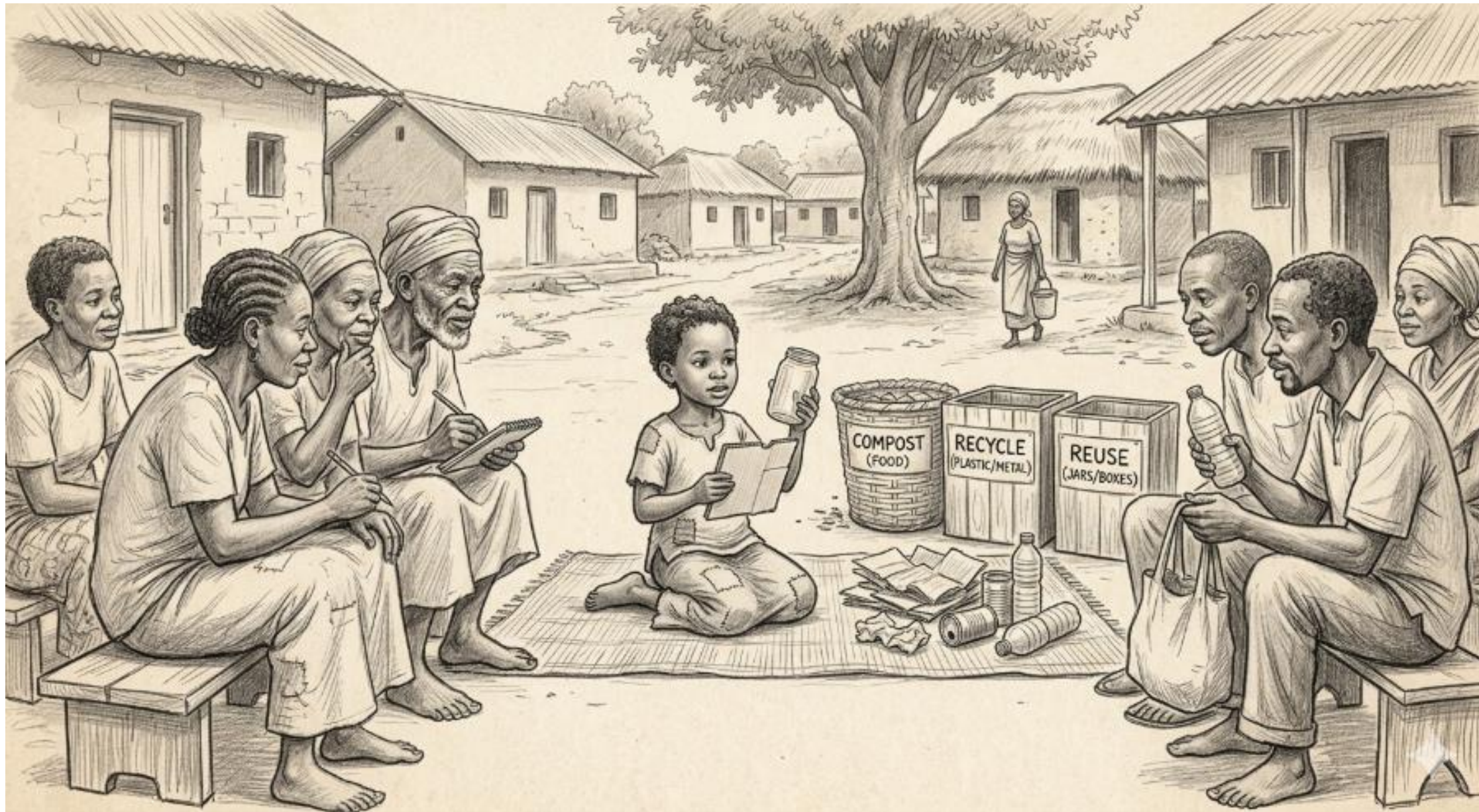
CONSTRAINTS
LOGISTICAL



Does this strategic approach look familiar?



EDUCATION CONTINUUM



THERE IS A
WELLKNOWN
AFRICAN
PROVERB

“IT TAKES A
VILLAGE TO
BRING UP A
CHILD”

“IT TAKES A CHILD TO CHANGE THE
VILLAGE!”

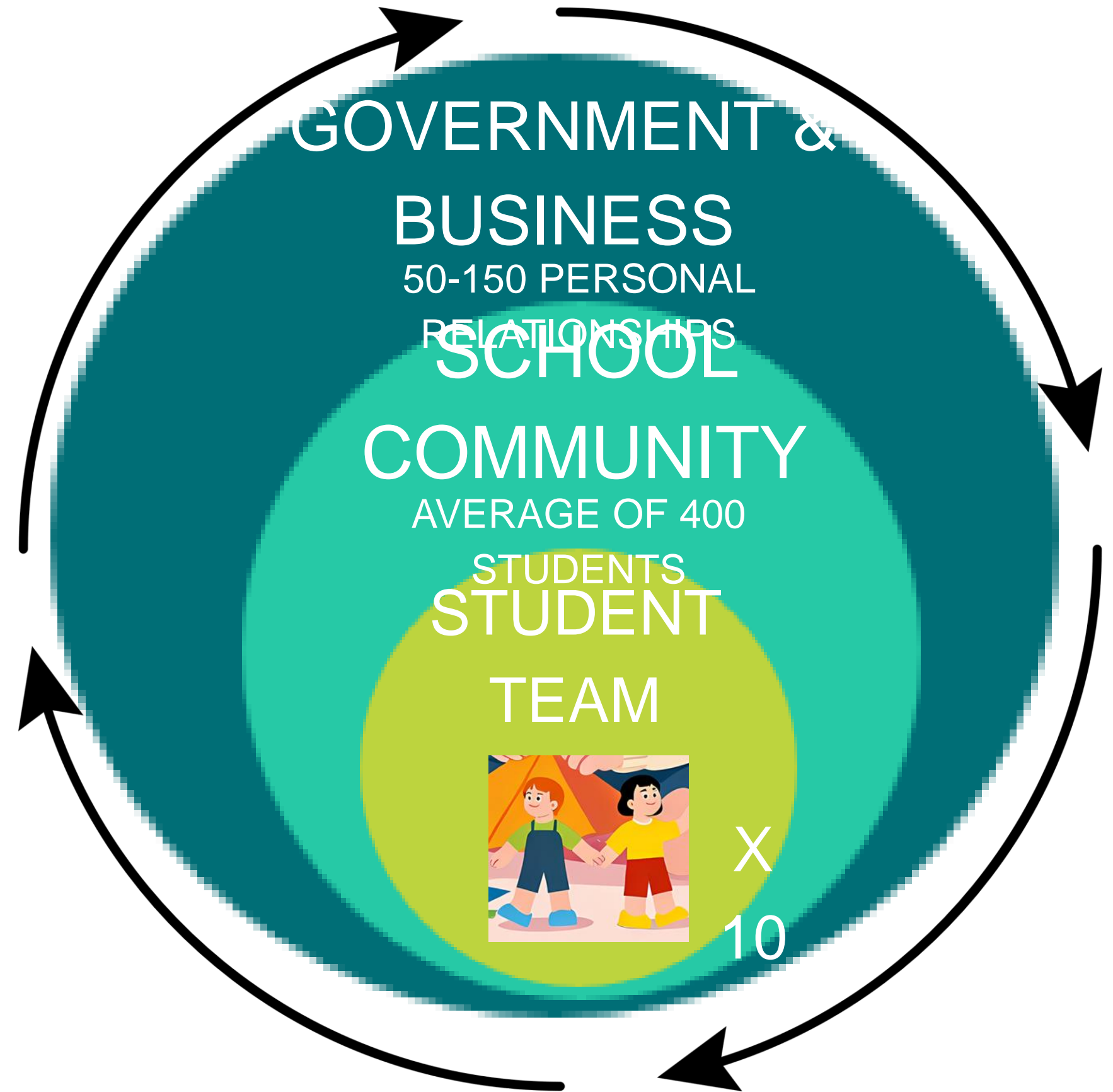
WE WOULD LIKE TO
CHALLENGE THIS
THEORY WHEN IT
COMES TO WASTE

Initiative 1: The Total Resource Pack



TOP DOWN

BOTTOM UP



Initiative 1: Motivation

Resource Pack - IncurSION (Program Extension)

Stage 1 - Student & Classroom Engagement: Take-Home

Learning & Participation

1. Take-Home Letter & Activity Sheet
2. Engagement Activity: "Vote for Your Mascot"
3. Achievement Certificate

Stage 2 – Whole-School Engagement Through Communications: Extending Impact Beyond the Classroom

1. Primary School Newsletter and Other Communication Content
2. Optional Additional Newsletter Feature Design Page
3. Secondary School Newsletter Content



PACK/PICK/PROCE

The continuum:

Once Initiative 1 is implemented into the schools, 'a condition for change' has been created. This opens the door for long-term, cost-effective behaviour change...



INFORMATION

MOTIVATION

OPPORTUNITY



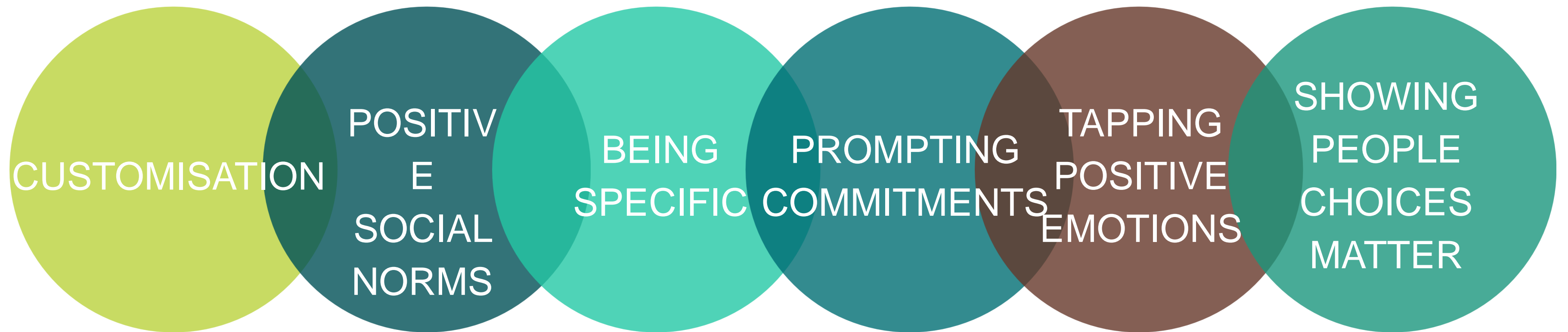
Initiative 2: Effective Campaigns



Picnics
Unwrapped
Oceans in Motion



Initiative 2: Six Effective Campaign Strategies



Initiative 2: Effective Campaigns -

Beware of these Approaches

FEAR

INCENTIVE

HUMOUR

STOPPING AT
AWARENESS

USING GUILT

REINFORCING
BAD NORMS

DISTANCE

COMMON MISTAKES

The NZ Success Story



New Zealand schools generate significant waste—roughly 45kg per pupil in primary schools and 22kg per pupil in secondary schools annually. 80% of school waste is recyclable, targeted interventions have shown massive success such as - Wellington High School, Clyde & Stratford PS



Cost vs Outcome

Cost-effective outcomes come from strategic, targeted, and measurable delivery.



4 Ways to Manage Costs

ADMINISTRATION

MARKETING &

COMMS

MANAGEMENT &
LABOUR &

LOCATION

Your actions
matter.

What habit
did you
decide to
change
today?



Thank you

"EDUCATION ISN'T
ABOUT MORE
INFORMATION,
IT'S ABOUT
BETTER
DELIVERY."

CONTACT

US

