

**RELATIONSHIPS BETWEEN SOCIAL MARKETING
STRATEGIES AND SCHOOL PARTICIPATION IN
ENVIRONMENTAL COMPETITIONS:**

*A CASE STUDY OF COLLECT-A-CAN'S ANNUAL SCHOOLS
COMPETITION*

**A thesis submitted in partial fulfilment of the
requirements for the degree of**

**MASTERS IN EDUCATION
(ENVIRONMENTAL EDUCATION)**

of

RHODES UNIVERSITY

by

ANDREW TUMISHE MATHABATHE

SUPERVISOR: PROF. H.B. LOTZ-SISITKA

JANUARY 2006

ABSTRACT

The South African formal education system has undergone many changes since the formulation of the White Paper on Education and Training in 1995. These developments challenge organisations that want to run successful programmes or projects in schools to adapt their social marketing strategies. Against this background, the aim of the study was to investigate the relationships between social marketing strategies and participation of schools in environmental competitions. The goals of the research were to identify issues that have influenced schools participation in the Collect-a-Can Annual Schools Competition, identify and review social marketing strategies used by Collect-a-Can to influence participation of schools in the competition, and identify relationships between issues that influenced school participation in the competition and the Collect-a-Can's social marketing strategies.

A qualitative design that applied an interpretative case study, which focused on the Collect-a-Can's Annual Schools Competition was used to explore these relationships. Data was generated through interviews, document analysis and a workshop. Nine respondents from nine schools and three Collect-a-Can management staff members participated in the interview process. Twenty participants from twenty schools participated in the workshop. The findings of the research revealed that there were relationships between the social marketing strategies used by Collect-a-Can and participation of schools in the competition. These relationships were found to be linked mainly to policy changes within formal education which Collect-a-Can could not respond to as a result of various reasons which included among others, the core focus of the company, lack of funds and a need to operate in a cost-effective way.

The recommendations indicate possible areas for improvement and guidelines which could be used by Collect-a-Can for the competition without digressing from its core focus or incurring additional costs. These include a more responsive and adaptive management approach and a stronger educational orientation.

DEDICATION

This thesis is dedicated to Mrs. Di Beeton, Executive Officer of Delta Environmental Centre, who created a steady environment for me and allowed me space to learn and opportunity to grow as an environmental educator.

ACKNOWLEDGEMENTS

My thanks are due to many people who helped me to put this thesis together. It is true that only a few theses are the product of one person's efforts and this one is no exception. In writing this thesis, I have sought their help and advice. Without their help, this thesis would never have been written.

I owe a particular debt to Mrs. Di Beeton, my mentor and Executive Officer of Delta Environmental Centre, whom this thesis is dedicated to, for her unwavering encouragement throughout the period of the study.

I am particularly indebted to Collect-a-Can's management for allowing me to continue with the course when I joined them and for allowing me to use the annual schools competition as a case study for this research. I also thank them for their support.

I acknowledge my indebtedness to all interview respondents from the nine schools and workshop participants from twenty schools for agreeing to share their experiences and views with regard to Collect-a-Can schools competition. Given the sensitivity of the study, I commend them and show my appreciation of their courage, professionalism and the high level of honesty that they have displayed when answering the research questions.

My very special thanks are due to my supervisor, Professor Heila Lotz-Sisitka, for her guidance. Her insights, penetrating and detailed criticism helped immeasurably in shaping the structure of the thesis. I would also like to thank Professors Pat Irwin and Rob O'Donoghue for their advice throughout the course.

I acknowledge many people with whom I have had discussions at different stages of the study for being characteristically generous with their ideas and support.

A big "thank you" goes to my family for their continuous support throughout the period of the study.

I would also like to convey my warmest gratitude to the National Research Foundation for the scholarship without which I would not have been able to enroll for the course.

TABLE OF CONTENTS

ABSTRACT	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF FIGURES AND TABLES	viii
LIST OF APPENDICES	ix
CHAPTER 1: INTRODUCTION	1
1.1. Introduction	1
1.2. Introduction to Collect-a-Can	1
1.3. Research focus	3
1.4. Research question and goals	3
1.5. My role at Collect-a-Can in relation to the schools competition	4
1.6. General structure and orientation of the thesis	5
1.7. Overview of the study	5
1.8. Concluding summary	7
CHAPTER 2: CONTEXT AND HISTORY	9
2.1. Introduction	9
2.2. Waste management issues, policy and strategies	10
2.3. Recycling in South Africa	16
2.4. Schools competitions as a strategy to encourage recycling	18
2.5. Collect-a-Can schools competition and social marketing	31
2.6. Previous research conducted in relation to the study	36
2.7. Concluding summary	37

CHAPTER 3: METHODOLOGY AND METHODS	39
3.1. Introduction	39
3.2. Research paradigm	39
3.3. Description of the methodology	40
3.4. Description of data generating methods	41
3.5. Reflections on the methods used to collect data	47
3.6. Data analysis	48
3.7. Research ethics	51
3.8. Validity and trustworthiness	53
3.9. Concluding summary	54
CHAPTER 4: FACTORS INFLUENCING PARTICIPATION IN COLLECT-A-CAN NATIONAL SCHOOLS COMPETITION	56
4.1. Introduction	56
4.2. Introducing the competition to schools	57
4.3. Motivation for participating in the competition	59
4.4. Factors influencing participation of schools in the competition	61
4.5. Competition and curriculum	72
4.6. Suggestions for improvements	73
4.7. Concluding summary	76
CHAPTER 5: FACTORS INFLUENCING PARTICIPATION: IMPLICATIONS FOR COLLECT-A-CAN SCHOOLS COMPETITION	79
5.1. Introduction	79
5.2. Customer service for Collect-a-Can schools competition	80
5.3. Mapping the social marketing environment for Collect-a-Can schools competition	81
5.4. Marketing research for Collect-a-Can schools competition	84
5.5. Strategic partners for Collect-a-Can schools competition	85
5.6. Social marketing in the educational sector	87

5.6. Concluding summary	87
CHAPTER 6: SUMMARY AND RECOMMENDATIONS	90
6.1. Introduction	90
6.2. Summary of the research	90
6.3. Recommendations for excellent customer service	93
6.4. Recommendations for ongoing monitoring and evaluation research	95
6.5. Recommendation for mapping of the environment	96
6.6. Recommendations on forming strategic partnerships	97
6.7. Recommendations for the development of a stronger educational orientation	99
6.8. Limitations of the study	99
6.7. Concluding summary	100
REFERENCE LIST	102

LIST OF FIGURES AND TABLES

FIGURES:

1.1. Map of Gauteng Province showing three Collect-a-Can branches under study	3
2.1. Current recoveries for cans, paper, plastics and glass	18
2.2. Active Learning Framework	23
2.3. Fluctuation of school participation in the Collect-a-Can Annual Schools Competition	33

TABLES:

2.1. Collect-a-Can's monthly branch competition prizes	32
2.2. Collect-a-Can national competition prizes	32
3.1. Documents, codes and reasons for analysis	43
3.2. Categories and sub-categories derived from interviews and workshop results	50
4.1. How schools learned about the Collect –a-Can Annual schools Competition	58

LIST OF APPENDICES

- APPENDIX A:** Summary of strength and weakness of documents analysed
- APPENDIX B:** Guiding questions for the interview with Collect-a-Can's Public Relations Manager
- APPENDIX C:** Guiding questions for interviews with Branch Managers
- APPENDIX D:** Guiding questions for interviews and a workshop with schools
- APPENDIX E:** Analytic memo (Summary of responses to research question)
- APPENDIX F:** Letter to schools
- APPENDIX G:** Letter to Collect-a-Can

CHAPTER 1

INTRODUCTION

1.1. Introduction

This chapter introduces the research. It introduces the context in which the research was carried out and introduces Collect-a-Can, the company which runs an annual national and regional schools competition. The Collect-a-Can schools competition is the subject of this study, which focuses on school competition activities in three Gauteng-based branches of the company (1.2). The focus of the study is introduced, and the research question and goals guiding the research are provided (1.3, 1.4). To further contextualize the research, I introduce my role in the research process, and my interest in this research (1.5). The general structure and orientation of the thesis is also discussed briefly (1.6). The chapter ends by providing an overview of the study which briefly introduces each chapter (1.7).

1.2. Introduction to Collect-a-Can

Collect-a-Can (Pty) Limited is a non-profit making company which was established in 1993 by Iscor (Mittal Steel South Africa) a steel producer and Nampak, a can manufacturing company. Collect-a-Can has seven branches in southern Africa. Five branches are in South Africa, namely: Pretoria, Johannesburg and Vanderbijlpark (Gauteng Province), Cape Town (Western Cape Province) and Durban (Kwazulu Natal). Two branches are in neighbouring countries, namely: Namibia (Windhoek) and Botswana (Gaborone).

The vision of Collect-a-Can is to see a country where the used steel beverage can exists in harmony with the environment. The short-term strategy of the company is to cost effectively facilitate the recovery of used beverage cans by paying cash to the collectors. Collectors of used beverage cans comprise unemployed people, small business

entrepreneurs, organized groups and schools. Since 1993, almost 700 000 tons of used beverage cans have been recovered and recycled.

The long-term strategy of the company focuses on instilling a sense of environmental responsibility in learners to ensure that recycling becomes a way of life. To realize the objectives of this strategy, Collect-a-Can has been running a schools competition annually since 1993. The Collect-a-Can schools competition is a social marketing strategy adopted by Collect-a-Can to involve the youth (learners in schools) and their communities in the recovery and recycling of used cans. It is hoped that through education learners will be sensitized to recycling. It is also hoped that with time, recycling will become second nature to these learners.

The competition is officially referred to as the Collect-a-Can Annual Schools Competition. In this study I use the Collect-a-Can schools competition to refer to the same competition. It is run in all five South African branches of the company. Given its focus on schools, it presents an interesting opportunity to examine the relationships between social marketing and education, particularly since South Africa's curriculum now emphasizes Environmental Education as being integral to all the Learning Areas (DoE, 2002).

The schools competition forms the focus of this study. Three branches in Gauteng Province were used for the study. They are the Pretoria, Johannesburg and Vanderbijlpark branches. Figure 1.1 shows the locations of these branches. The Pretoria branch covers all areas that fall under Pretoria, Limpopo Province, some parts of Mpumalanga Province and the North West Province (see chapter 2 for a detailed discussion on the competition). The Johannesburg branch covers areas around Johannesburg, some parts of Mpumalanga Province, Free State Province and Northwest Province. The Vanderbijlpark branch covers all areas in the Vaal-triangle, some parts of Mpumalanga Province and Free State Province.

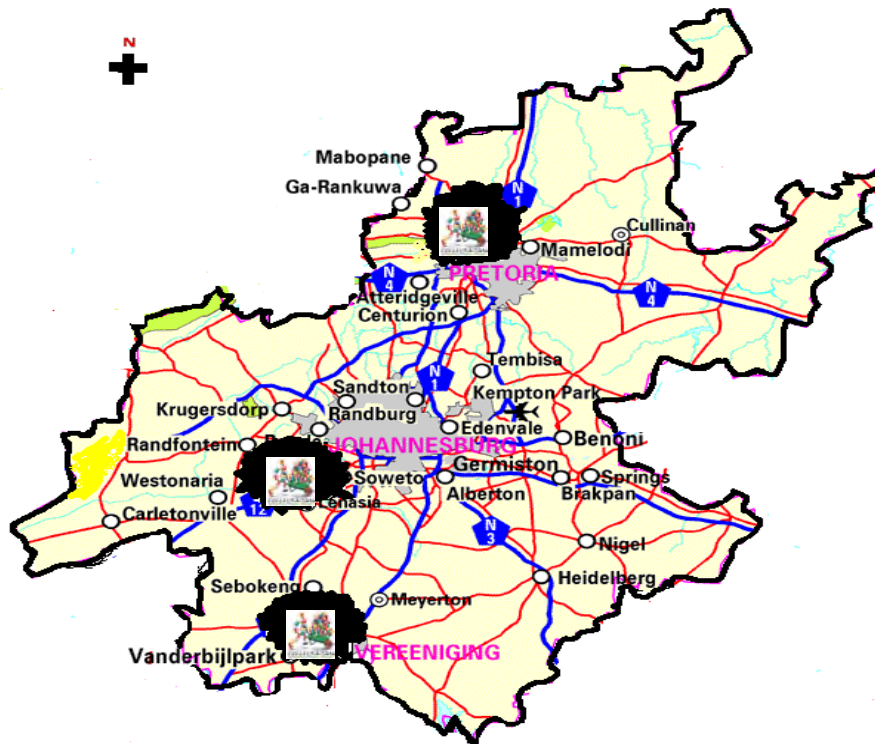


Figure 1.1: A map of Gauteng Province showing locations of the three Collect-a-Can branches under study.

1.3. Research focus

The focus of the study is to investigate the relationships between factors that influence participation of schools in the competition and the social marketing strategies used by Collect-a-Can from (1998– 2004). The study spans a period when participation of schools was increasing, fluctuating, and when participation of schools was decreasing.

1.4. Research question and goals

The research question is: *What are the relationships between social marketing strategies and school participation in environmental competitions?*

To guide the research, the following goals were framed:

- Identify issues that affect schools participation in the competition.
- Identify and review social marketing strategies used by Collect-a-Can to influence participation of schools in the competition.
- Identify relationships between issues that influenced schools participation and social marketing strategies used by Collect-a-Can.

The research aims to provide recommendations that will inform a review of Collect-a-Can's social marketing strategies used to market the competition and aims to inform management of potential social marketing strategies that will improve participation of schools in the competition.

1.5. My role at Collect-a-Can in relation to the schools competition

I am the Public Relations Officer for Collect-a-Can. One of my roles at Collect-a-Can is to co-ordinate the competition and advance its effectiveness. I identify and maintain relations with strategic partners who can help Collect-a-Can to promote the competition. These include various government departments and non-governmental organizations as well as community based organizations. I recruit new schools and maintain relations with existing schools. With regard to the monitoring of the competition, I undertake school visits and communicate with schools telephonically to hear how they are progressing.

My interest in this study grew out of a mini-research project conducted immediately after I joined Collect-a-Can in June 2004. The records of schools participating in the competition (2002 – 2004) showed that many schools which were performing well in the competition had stopped participating in the competition. The research focused on why schools which used to perform well in the competition stopped participating. The study found that there were a number of factors that influenced these schools to stop participating in the competition (Collect-a-Can, 2004). The records on school participation also showed that there were a large number of schools that registered for the

competition and failed to participate. They also showed that other schools participated either for short-term (1 year) or long-term periods (2 years or more) and then stopped. These results of the study generated a need to expand the study to include other schools and to probe the reasons for the fluctuating participation in more depth. In expanding the study, I wanted to hear the views of teachers in schools, which I hoped would enable the development of social marketing strategies that would integrate problems identified and which would be responsive to the needs of schools.

1.6. General structure and orientation of the thesis

The thesis contains six chapters. The chapters are designed to be complementary and to develop a coherent picture of the thesis. Several appendices and diagrams that relate to certain sections of the thesis have been included. The thesis also contains a reference list of all sources of information used to inform the theoretical vantage points and methodology of the study.

1.7. Overview of the study

Chapter 1 introduces the research. It discusses the context in which the research was undertaken. The geographical areas of the Collect-a-Can branches under study are also discussed (section 1.2). The focus of research, research question and goals of the study as well as how the study may assist Collect-a-Can management to introduce alternate social marketing strategies are discussed (sections 1.3 and 1.4). My role at Collect-a-Can in relation to the schools competition is provided (sections 1.5). The general structure and orientation of the thesis is discussed briefly (1.6). The chapter ends with an overview of the thesis by providing a summary of each of the six chapters (section 1.6).

Chapter 2 provides the context of the research. General waste management issues and relevant waste management policies, strategies, plans and educational policy are discussed succinctly. Their discussion focuses on the aims and how they promote recycling and education (section, 2.2). Further, the chapter also looks at the status of

recycling in South Africa. Performance regarding the recovery rates for each recycling sector is reconciled to provide insight into the progress made thus far and is represented graphically (section 2.3).

Competitions as a strategy to encourage recycling in schools are dealt with in more detail in relation to their nature, benefits and the influence that the Environmental Education trends have had on them. The Collect-a-Can schools competition, which is the focus of this study, is looked at in more detail (sections 1.2 and 2.4). The last part of the chapter looks at social marketing theory in relation to the schools competition. Reasons validating my interest in undertaking the research are provided (section 2.5). The chapter ends by looking at whether there has been any research conducted on the relationships between social marketing strategies and participation of schools in environmental competitions (section 2.6).

Chapter 3 introduces the methodology and methods that have been applied in the study. The interpretive paradigm within which the study is located is discussed (section 3.2). The chapter also discusses how the case study approach has been applied (section 3.3). It provides an outline of the interviews, document analyses and the workshop methods used to generate data and my reflections on each of them (sections 3.4 and 3.5). The process of data analysis is described (sections 3.6). Ethics applied in the research process and all steps to ensure validity and trustworthiness of the study are fully explained (sections 3.7 and 3.8).

Chapter 4 presents the findings of the research. It reports on the way in which Collect-a-Can introduced the competition to schools (section 4.2). Reasons that motivated schools to participate in the competition are provided (section 4.3). The chapter also discusses different factors that influenced schools' participation in the competition (section 4.4). The factors include: timing of introducing the competition to schools, competition between parents and learners for cans, lack of cooperation in schools, parent's complaints, lack of cans, rewards and payments, poor quality of service and lack of teacher support. The chapter also discusses the competition in relation to the curriculum

(section 4.5), and ends by outlining the suggestion put forward by interview respondents and workshop participants with reference to improving participation of schools in the competition (section 4.6). In some sections of the chapter, I have used the exact words of the interview respondents to provide a “thick description” of the research findings in accordance with the criteria for trustworthiness in case study research (sections 4.3, 4.4 and 4.6.).

Chapter 5 interprets the research findings presented in Chapter 4. It discusses the implications of factors that influenced participation of schools in Collect-a-Can schools competition. The discussion draws on social marketing theory presented in section 2.4. The discussion includes marketing research, mapping of the social marketing environment, customer service and strategic partners (sections 5.2, 5.3, 5.4, 5.5, 5.6). In discussing each of the mentioned features of social marketing, the chapter also considers the education policy and waste management policies (section 2.2), with reference to curriculum issues.

Chapter 6 provides a summary of the study and recommendations for effecting necessary changes to the current social marketing strategies used for the Collect-a-Can schools competition. It outlines a summary of the key findings in relation to the research question (section 6.2). This is followed by recommendations relating to the key findings which include monitoring research and evaluation, customer service, mapping of the social marketing environment, identification of key strategic partners and the development of a stronger educational orientation (sections 6.3, 6.4, 6.5, 6.6, 6.7). The chapter ends with a discussion on the limitation of the study (6.8).

1.8. Concluding summary

The chapter has introduced the research. It introduced the study by providing orientation to the Collect-a-Can and its objectives. The chapter discussed the focus of the study, research question and goals guiding the research process. My role at Collect-a-Can with regard to the competition was outlined and reasons which generated my interest in the

research were also discussed. An overview of the study was provided to guide and orient the reader to the study.

In the subsequent chapter, I look at the context and history of waste management issues, waste management and education policies in relation to waste management and the Collect-a-Can schools competition. I also introduce social marketing theory to provide a theoretical vantage point in the study, providing a backdrop to the Collect-a-Can schools competition.

CHAPTER 2

CONTEXT AND HISTORY

2.1. Introduction

The chapter provides an overview of the relationships between social marketing strategies and participation of schools in environmental competitions. The focus of the study is on a competition that involves schools recovering cans for recycling (section 1.3, 1.4, 2.5).

The point of departure is a brief discussion on general waste management issues. To examine these issues effectively, their causes, extent and impacts are discussed. Relevant waste management policies, strategies and plans are also discussed (section 2.2.) The policies and strategies include the White Paper on Integrated Pollution and Waste Management (RSA, 1998), the National Environmental Management Act (NEMA) Act 107 (RSA, 1998), the Polokwane Declaration on Waste Management (DEAT, 2001), the National Waste Management Strategy (DEAT, 1999) and the White Paper on Education and Training (RSA, 1995).

Since the competition involves schools, the discussion will center on the aims and relevance in terms of how competitions promote recycling and education. Further, the chapter also looks at the status of recycling in South Africa with regard to who are the role-players, problems, reasons of involvement and the extent of involvement. Role players, in particular the recycling sector and government departments are identified as well as their role in promoting recycling. Performance regarding the recovery rates for each recycling sector is reconciled to provide insight into the progress made thus far and is represented graphically (section 2.3).

Competitions as a strategy to encourage recycling in schools are dealt with in more detail in relation to their nature and the influence that the trends in environmental education have had on them. The Collect-a-Can schools competition, which is the focus of this study, is looked at in more detail (sections 1.2 and 2.4). The last part of the chapter looks at social marketing strategies and competitions. In this section, the features of both traditional social change and social marketing approaches are examined. Later in the chapter, social marketing is linked to the Collect-a-Can schools competition (section 2.5). An argument validating my interest in undertaking the research is provided to position its importance in the Environmental Education community. The chapter ends by looking at whether there has been any research conducted on the relationships between social marketing strategies and participation of schools in environmental competitions (section 2.6).

A discussion on policies and strategies in South Africa that have relevance to the research question and focus will now be looked at.

2.2. Waste management issues, policy and strategies

2.2.1. Issues

According to the National State of the Environment Report (DEAT, 1999), South Africa produces 42 million cubic metres of solid waste every year. Each person produces about 0,7kg per day. The report further likens this level of consumption by South Africans with that of a developed country rather than a developing country.

This situation has led to poor waste management characterized by littering and dumping of waste materials illegally in open spaces which has resulted in a dirty country (Theron, 2004). These problems are primarily visible in poorly serviced areas such as informal settlements and townships (Lotz-Sisitka & Janse van Rensburg, 2000). Similarly, Theron (2004) notes that causes of these problems are diverse and can be traced back to socio-political and socio-economic factors. DEAT (2000) reports that municipalities put

receptacles in strategic positions within some townships for communal use. Clearing of communal receptacles should be done regularly, but due to a lack of sufficient equipment, clearing tends to be erratic (*ibid*). This situation is worse in informal settlements. Receptacles are cleared once in a year if they are lucky (*ibid*).

DEAT (2000) states that due to large quantities of waste that are taken to the landfill sites, salvaging with the intention of re-using and recycling has emerged as a major problem. The document also states that such practice exposes salvagers to “... unacceptable health and safety risks” (DEAT, 2000:1). However, with the new political landscape, the government has developed policies that promote integrated pollution and waste management. These are discussed in the next section.

2.2.2. Policies and strategies

2.2.2.1. South African Constitution (Act 108 of 1996)

Responses to waste management issues in the country commenced at a high level. The Bill of Rights (Chapter 2 of the South African Constitution, 1996:11) enshrines the right of all citizens to:

- (b) an environment that is not harmful to their health or well-being,
- (c) have environment protected, for the benefit of the present and future generations through reasonable legislative and other measures that:
 - (i) prevent pollution and ecological degradation,
 - (ii) promote conservation; and secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.

To ensure that this right is upheld a number of policies and strategies were developed as per recommendations of the state of the environment reporting and other assessments of waste management needs.

In trying to stick to the restrictions of my research focus and the waste management competition that I use as a case study, I will only concentrate on policies and strategies

that relate to waste management and education. In these policies and strategies I will look at the aims and relevance in terms of how each of them promote recycling and education.

Policies and strategies include the White Paper on Integrated Pollution and Waste Management (IP &WM) (RSA, 1998a), the National Environmental Management Act (NEMA act 107 of RSA, 1998b), the Polokwane Declaration on Waste Management (DEAT, 2001), the National Waste Management Strategy (DEAT, 1999) and the White Paper on Education and Training (RSA, 1995). These policies and strategies are discussed below.

2.2.2.2. White Paper on Integrated Pollution and Waste Management (IP &WM) (DEAT, 1998)

This White Paper aims to minimize waste and pollution generation, promote re-use and recycling of waste and ensure efficient and safe treatment of waste and pollution.

Strategic goal 2 of the policy promotes recycling. Strategic goal 5 emphasizes the need “... to promote education and empowerment of South Africa’s people to increase their awareness of, and concern for pollution and waste issues, and assist in developing the skills, knowledge and values and commitment necessary to achieve integrated pollution and waste management “ (DEAT, 1998:8).

One of the administrative actions of the goal makes it clear that pollution and waste management issues should be integrated in all education programmes, at all levels of curricula and in all disciplines of formal and non formal education.

2.2.2.3. National Environmental Management Act (NEMA act 107 of RSA, 1998)

The NEMA (RSA, 1998) aims to prevent or minimize damage to and to rehabilitate already degraded environments. Chapter 1, section 2 of the Act outlines national environmental management principles. Those relevant to the study, are cited below.

Principle 4 (a) stresses that sustainable development requires the consideration of a range of relevant factor including that:

- Waste is avoided, or where it cannot be altogether be avoided, minimized and re-used or recycled where possible and otherwise disposed of in a responsible manner (iv),
- The use and exploitation of non renewable resources is responsible and equitable and takes into account the consequences of the depletion of resources (v),
- The development, use and exploitation of renewable resources and the ecosystems of which they are part do not exceed the level beyond which their integrity is jeopardized (vi).

Principles are also included on Environmental Education which stresses:

- The promotion of community well being and empowerment through environmental education, the raising of environmental awareness, sharing of knowledge and experience (h),
- The recognition and promotion of the vital role that women and youth should play in Environmental Education and development issues (g).

2.2.2.4. The National Waste Management Strategy (DEAT, 1999)

This strategy also emphasizes the minimization of waste and pollution at source through recycling and reusing of waste materials. Action plans have been developed for the following:

- Integrated waste management,
- A waste information system,
- Recycling,
- Waste collection and transportation,
- Waste treatment and disposal, and
- Waste disposal.

Guidelines for a better waste management strategy have been developed to ensure efficient implementation. They include:

- Guidelines for the compilation of waste management plans (DEAT, 2000), which have to be used in conjunction with integrated waste management approaches,
- Practical guidelines on working with waste for municipalities, and
- Guidelines on waste collection and recycling of waste in high density and unserved areas (DEAT, 2000).

2.2.2.5. The Polokwane Declaration on Waste Management (DEAT, 2001)

The Polokwane Declaration (DEAT, 2001) was adopted at the National Waste Summit in 2001. Its vision is to implement a waste management system which contributes to sustainable development and measurable improvement in the quality of life of people, by harnessing the energy and commitments of all South Africans for the effective reduction of waste. It encourages the stabilization of waste generation and reduction of waste disposal by 50% by 2012 and the development of a plan for zero waste to landfill by 2022.

2.2.2.6. Educational Policy

The White Paper on Education and Training (RSA, 1995) notes the need to integrate Environmental Education at all levels and phases of the education and training system. It emphasizes that:

... environmental education, involving an interdisciplinary, integrated and active approach, must be a vital element of all levels and programmes of the education and training system, in order to create environmentally literate and active citizens. (RSA, 1995:18)

For schools to achieve the objectives of the White Paper, environment was introduced as a Phase Organizer in Curriculum 2005 (C2005) (DOE, 1997). In the Revised National Curriculum Statement (RNCS), there is an environmental focus in each Learning Area (DOE, 2002). This allows schools to incorporate environmental topics of their choice in the curriculum. As a result, schools can incorporate activities involving recycling and waste management in all the Learning Areas.

The environmental focus in the RNCS was influenced mainly by the contribution that the National Environmental Education Project for General Education and Training (NEEP-GET) made in influencing the development of the curriculum policy. The NEEP-GET project was established in 2001 to build capacity for environmental learning within the South African education system (NEEP-GET, 2004:1), focusing mainly on curriculum policy development, materials development, professional development and school based implementation (Lotz-Sisitka and Raven, 2001). To date a number of booklets to support environment in the curriculum, workbooks to enable an environmental focus in Learning Programme and Lesson Plan development, guideline documents and a critical dialogues monograph have been produced (NEEP-GET, 2004). A key objective of the NEEP-GET was to foster partnerships and to support organizations like Collect-a-Can to re-orient their programmes to be more aligned with the curriculum policy.

According to Meyer (2005:42) "... nearly all policy documents are underpinned by a vision of environmentally sustainable economic development". They encourage recycling as an integral activity in the way waste management will be implemented in future. Further, they also recognize Environmental Education as the key to ensuring that people at all levels gain skills, knowledge, attitudes and values that will enable them to protect the environment by taking meaningful action with regard to the management of waste.

To a certain degree, government intervention through the development of the above policies, strategies and plans to manage waste, has improved attitudes and actions with regard to recycling in South Africa (Nhamo, 2005). In the next section I discuss the progress made in South Africa in terms of recycling.

2.3. Recycling in South Africa

Recycling refers to the reprocessing of used materials to create new products (DEAT, 2000). The benefits of recycling include the saving of energy, saving of water, conservation of natural resources, saving the landfill space, creation of jobs, saving of money and cleaning of the environment.

Although it is reported by DEAT (2000) that recycling is not generally viewed as an essential part of waste management in South Africa, significant progress has been made to date with recycling activities driven mainly by the private sector (Furter, 2005; DEAT, 2000). South Africa has a strong recycling industry in Collect-a-Can, Mondi, Nampak, the Glass Recycling Association and the Plastic Federation of South Africa (*ibid*). The efforts of the recycling industry, government departments, non governmental organisation (NGO's) and community based organisations (CBO's) have encouraged many South Africans at all levels to recognize the need to recycle waste in order to protect the environment.

In many areas, particularly in high-income areas, individuals, households and organized groups voluntarily recover many of the recyclable materials that they generate or which are generated by other community members for recycling. The materials are taken to the nearby recycling or buy-back centers. For example, information obtained from the Solid Waste Department in Durban (Ethekewini) indicates that the Durban Metropolitan Municipality has eight buy-back centers and ten drop off points in different areas of the metro (Mkhize, pers. comm. 14 November 2005). The information obtained from the City of Tshwane Metropolitan Municipality (CTMM) indicates that the Metro has three formal and three informal buy-back centers (CTMM, 2005).

Recycling has also emerged as a job creation and poverty relief activity (DEAT, 2000). Currently 4.3 million South Africans are unemployed (Statistics South Africa, 2005). Many people who were otherwise unemployed are able to earn an income through the recovery of different materials such as glass, paper, plastics and metal for recycling.

Other people recycle to supplement their income. People involved in the recovery of materials for recycling comprise individuals, organised groups and small business entrepreneurs. It is difficult to ascertain if environmental stewardship or unemployment influences recycling in these circumstances. The big question is whether so many people would be participating in the recovery of waste materials for recycling if there was no monetary gain attached to the activity. According to the study conducted by Durban Metro (1999), it was found that people, especially those that are from low-income groups practice recycling as a means for income generation.

Recycling has also become a priority for some municipalities. This is mainly influenced by the high costs that the municipalities incur to transport waste to different landfill sites as well as the need to increase the life span of the landfills. Municipalities have developed integrated waste management policies that revolve around the waste management hierarchy of which recycling is part thereof. Some municipalities have initiated recycling projects in the form of recycling centers and buy-back centers. These buy-back centers create awareness of recycling and its sustainability in municipalities. They reduce distances that collectors travel or walk to sell recyclable materials. In most municipalities, different recycling companies have placed their containers at strategic points such as shopping centers and sports fields to encourage recycling.

Many schools are also actively involved in the recovery of materials for recycling such as paper, plastics, cans and glass as part of education in waste management since environment is an integral part of curriculum and recycling also helps schools to raise funds (DEAT, 2000). Some schools are involved through participating in competitions. Other schools are not involved in competitions but also participate in recycling activities.

According to Ray Lombard, Chairman of the recycling forum, as reported by Furter (2005), the recovery rates for paper, cans, glass and plastics have doubled since 1984. Theron (2004) reports that some 150 000 people are involved directly or indirectly in the recovery of waste material for recycling. The recovery rates of the materials in each recycling industry sector in Figure 2.1 below shows progress made thus far.

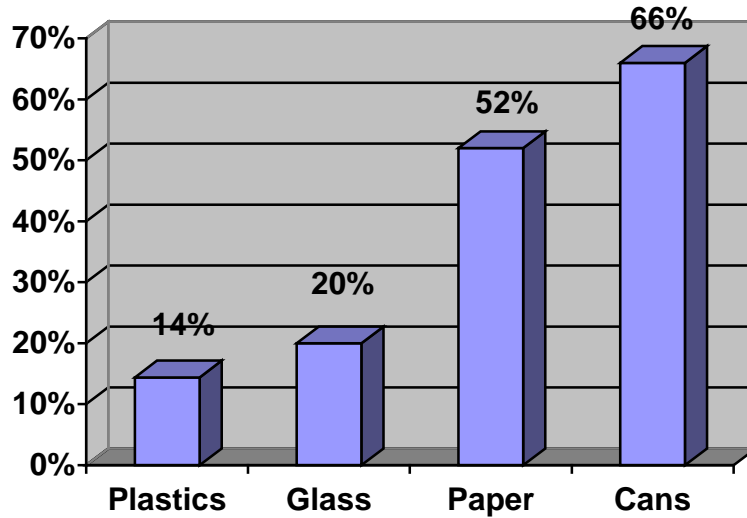


Figure 2.1. *Current recovery rates for cans, paper, plastics and glass*

As can be seen above the recovery rates for the can recycling industry sector is the highest at 66% (Collect-a-Can, 2004). The recovery rates for paper is 52% (Mondi, 2003) while the recovery rates for glass is 20% (Human, 2005). The survey conducted by Plastics Federation of South Africa in 2000, indicates that the recovery rates for plastics is 14.4%.

The improvement of recycling is attributed to many of the strategies that many recycling companies use. Some companies (such as Collect-a-Can) use competitions as a strategy to encourage school learners to recover cans for recycling.

2.4. Schools competitions as a strategy to encourage recycling

2.4.1. Nature of schools competitions

Soanes (1987) defines competition as the activity of competing against others. For a long time in South Africa, companies and government departments have been running and sponsoring recycling competitions for schools. These competitions focus on various aspects of recycling and are run nationally, provincially and even at community level. They involve individual learners in particular grades from one school or a group of

learners from one or more grades in one school or the whole school community (learners, teachers, factotums and parents).

As per trends of environmental education, education *about* the environment, education *through* the environment and education *for* the environment (Fien, 1993), it appears that competitions are run for different reasons. Some are aimed at creating awareness on recycling while others are action-oriented. Competitions that are aimed at awareness creation are often limited to one best learner or a grade or two grades. In most cases competitions of this nature are run for a short period i.e. the Plastics Federation of South Africa's Fantastic Plastics National Essay Competition (2005) for grades 11 and 12. Competitions that are action-oriented, such as Collect-a-Can's Annual Schools Competition, encourage broader participation which involves learners and other members of the school community in the actual recovery of different recyclable materials.

The benefits of competitions are discussed in the next section.

2.4.2. Benefits of environmental competitions for schools

- **Competitions as an opportunity to teach learners about recycling**

Educators can use competitions as an opportunity to engage learners in recycling activities that equip them with skills, knowledge, attitudes and values that will assist them to take meaningful environmental action to protect the environment (Delta Environmental Centre, 2001). For example, Letsema-Ilima Primary School in Vereeniging has linked the Collect-a-Can competition to recycling activities in the curriculum. Since 1998 before the end of each year they incorporated the competition in their year plans (*ibid*).

- **Competitions as an opportunity to create awareness on recycling in communities**

According to Delta Environmental Centre (2001), school competitions can be used as a tool for building stronger ties between schools and communities. Many schools participating in competitions can involve communities in their recycling projects. This approach has potential to assist communities to understand different aspects of recycling.

As a result, some of the unemployed community members may think of recovering recyclable materials to earn an income while other parents might pledge to support schools by giving them the material. Competitions can result in mindset changes in communities on the importance of recycling. For example, most parents at Letsema – Ilima Primary School support the project. Some of the parents according to the information given by the school principal, Mr. Morajane, have formed smaller groups for recovering recyclable material to earn an income (*ibid*).

- **Competitions as an opportunity to raise funds**

Schools can raise much-needed funds by participating in environmental competitions. Many schools that participate in environmental competitions can win significant prizes. The Collect-a-Can national competition annual winners' records (CPWR, 1997-2004) indicate that Laerskool Protearif in the Krugersdorp area has participated in the competition since 1997. Between 1997 and 2004, they had won approximately R130 000. This includes the money won on monthly basis in the Monthly Branch Competition and National Competition (section 2.5). The monies won from the competition can be used to purchase educational materials and can support general school improvements amongst others. In the case of Laerskool Protearif, the school has used the money to purchase various educational materials for all the grades, they paved the school ground, built an extra classroom for the learners, bought desks and chairs and renovated toilets (CAC, 2004).

2.4.3. Environmental Education (EE) trends and competitions

The main objectives of Environmental Education are to create awareness of environmental issues, increase environmental knowledge, develop skills and values and foster participation in social and environmental change (RU, 2002).

Decisions around the design of environmental competitions appear to be related to the influence of what Fien (1993:15) has identified as "... three relatively discrete forms of environmental education": education *about* the environment, education *through/in* the

environment and education *for* the environment. The above scenario appears to indicate that the design of environmental competitions can be influenced by how environmental education is understood by the competition developer. Each of these forms would be looked at briefly to establish the influence they have had and still have on the design decisions for environmental competitions.

Robottom and Spork (as cited in Fien, 1993:15) note that education *about* the environment is "... a common form of environmental education". This approach focuses mainly on the transmission of knowledge/information. Competitions designed within this approach involve essay writing, poetry, drama, drawings and poster making amongst others. The general weakness of these competitions is that they do not foster action to protect the environment. Jensen and Schnack (1997) have grouped environmental action into two main categories, namely, direct and indirect action. Direct actions are actions that contribute directly to the problem that is being worked on while indirect actions are actions that influence others to do something to contribute to solving environmental problems. According to these categories, competitions framed by an education *about* environment promote indirect actions e.g. Fantastic Plastics Essay Schools competition which was run by the Plastics Federation of South Africa in 2005.

Education *through* the environment combines knowledge and experiences. The assumption within this orientation is that people become interested in solving environmental problems if they experience them. The argument around this is that experiences add reality, relevance and practical experience to learning and thus provide the learners with appreciation for the environment (Fien, 1993:15). The experiential learning process is also used to develop attitudes and values. Competitions that fall within this approach are similar to the ones mentioned above. However, the difference is that everything that learners do is based on what they have experienced, for example, sorting litter or observing waste at the dump.

Education *for* the environment is an action oriented approach that draws on the two other discrete forms of environmental education that have already been discussed. As Fien (1993:16) puts it:

Education *for* the environment has an overt agenda of values and social change. It aims to engage students in the exploration and resolution of environmental issues in order to foster the values of the new environmental paradigm and to promote lifestyles that are compatible with the sustainable and equitable use of resources. In so doing, it builds on education about and through the environment to help develop an informed concern for the environment, a sensitive environmental ethic, and skills for participating in environmental protection and improvement.

According to Fien (1993), many writers such as Lucas (1979), Robottom (1984), Maher (1986), Fine (1988) and Sterling (1990) argue that it is only when the overt intentions of a programme is education *for* the environment that environmental education actually takes place. Fien (1993) argues that the two forms of education discussed earlier are valuable with regard to providing skills and knowledge to support the transformative intentions of education *for* the environment. Examples of competitions within this approach are action oriented and involve the learners in recycling and re-using of waste materials. Examples of competitions that fall within this approach are the Collect-a-Can schools competition (1993 –2005), Highveld Steel Reduce, Reuse, Recycle Schools competition (2005) and Nampak Schools Competition (2005).

In South Africa, approaches to environmental education processes have developed that build on Fien's earlier work, such as the use of an active learning framework (O'Donoghue, 2001). This framework was developed for, and used by the National Environmental Education Project for General Education and Training (NEEP-GET), and has also been used by many associated projects and programmes in South Africa (NEEP-GET, 2005). It emphasizes the point that "... meaningful environmental learning can involve finding information about environmental issues, exploring these issues through experiences in the environment and taking action based on what we know" (NEEP-GET, 2004:26). This inquiry-based active learning framework emphasizes situated learning

which takes into account the contextual factors of the learner which includes social, cultural, political and biophysical aspects of the environment (NEEP-GET, 2004).

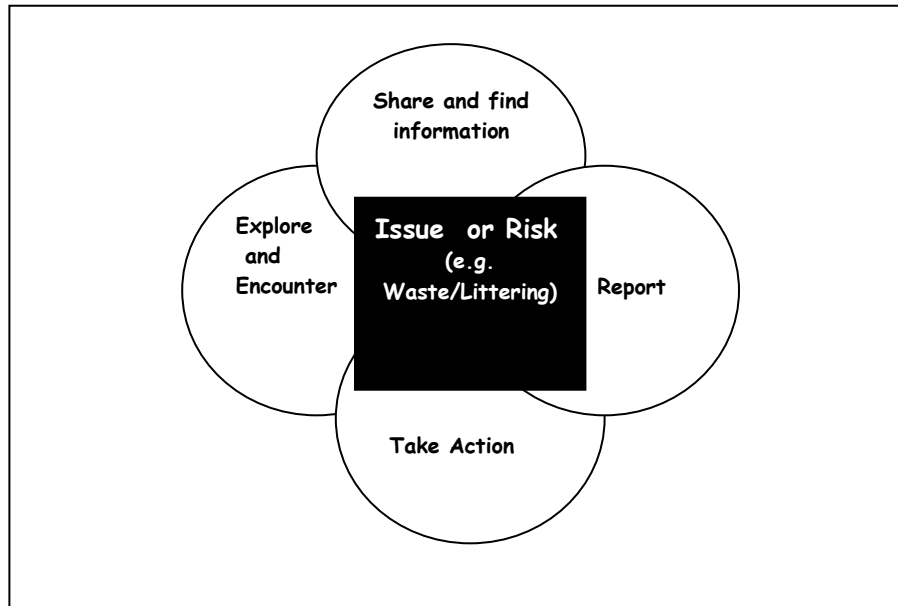


Figure 2.2. *Active Learning Framework (O'Donoghue, 2001)*

The active learning framework provides a series of steering questions to enable better planning and learning processes. These include:

- What do we already know?
- What do we need to find out?
- Who can we contact for help?
- How can we investigate the issue?
- What can we do?
- What can we report on the issue?
- What do we know and what have we achieved towards sustaining alternatives?

Based on the above discussion, organizations that run schools competitions would seem to differ according to their understanding of the trends associated with environmental education. Some organizations may run school competitions that reflect assumptions of

education *about* the environment or assumptions of education *through* the environment (for example, Plastics Federation of South Africa's Fantastic National Essay Competition). Other organizations may combine these three forms to ensure that their competitions encourage action and change (for example, Collect-a-Can's Schools Competition and Gauteng Department of Agriculture, Conservation, and Environment's Bontle Ke Botho-Clean and Green Campaign). These competitions are often linked to the curriculum which adds a further educational imperative to the competitions, namely, curriculum relevance.

2.4.4. Environmental competitions and curriculum

Before the introduction of Curriculum 2005 (C2005) (1997), a new curriculum based on a model called Outcomes Based Education (OBE), environmental competitions were mainly treated as extra-curricular activities as there, was little focus on environment in the curriculum (NEEP-GET, 2005). In C2005 environment was identified as one of the Phase Organizers (DoE, 1997). Schools were required to integrate environment in the eight Learning Areas using context-specific environmental issues.

With a view to assisting schools to use the Phase Organizer environment, a learning support material called the School Environmental Policy Pack (SEPP) was developed by Share-Net in 1998. The resource contained folders focusing on different key elements including environmental competitions. It was through this resource that schools were introduced to environmental competitions as relevant tools through which educators could engage the learners in activities that help them to gain skills, knowledge, attitudes and values (SKAV) with regard to environmental issues (Le Roux, 1999). In the Revised National Curriculum Statement (RNCS), a healthy environment forms part of one of the five principles which links social justice, a healthy environment, human rights and inclusivity and foreground these issues in the curriculum (NEEP-GET, 2005). Each learning area has an environmental focus. In supporting the RNCS, environmental competitions are now being taken further in the context of the Eco-Schools programme. As a result of this programme, the SEPP has now been changed to an Eco-Schools

Toolkit. According to the Eco-Schools Toolkit (2003), competitions are increasingly being seen less as competitive interactions and more as an opportunity to learn and work together in curriculum context.

Changes in the approaches to education and how schools competitions are viewed challenge companies that run schools competitions to adapt their current social marketing strategies to incorporate these educational orientations and changes. The next section discusses the social marketing strategies and environmental competitions.

2.4.5. Environmental competitions and social marketing strategies

Companies use different approaches to induce social change in order to sell their products, programmes or campaigns. There are traditional social change approaches that gave birth to the more recent Social Marketing approach. These different approaches and their aims will be briefly differentiated with a view to avoid confusion.

2.4.5.1. Traditional social change approaches

Andreasen (1995) groups traditional social change approaches as the education approach, the persuasion approach, the behaviour modification approach, and the social influence approach:

- **Education approach**

The primary assumption embedded in this approach is that individuals will do the right thing if only they understand why they need to do what is being advocated and know how to carry it out. In this approach, the company (e.g. Collect-a-Can) would concentrate on enabling learners to understand recycling issues and how to do recycling activities.

- **The persuasive approach**

This approach assumes that action takes place only if people are sufficiently motivated. In this approach the company (e.g. Collect-a-Can) would identify what is good for the

customer (learners in schools) and will attempt to motivate them to adopt this view of the world through incentives and other motivational strategies.

- **Behaviour modification approach**

Social agents, using this approach assume that people do what they do through learning techniques necessary for the action (for example, companies such as Collect-a-Can). In this approach, the company would emphasize the behaviour modifications (e.g. recycling) needed and re-inforce positive behaviour through various rewards.

- **The social influence approach**

This approach focuses on using other people who have already changed behaviour to influence others. Social change agents using this approach assume that people change when they hear or see that other people in the same situation or their age are behaving in a particular way. In this approach, the company (e.g. Collect-a-Can) would emphasize identification of change agents (e.g. popular singers or soccer players) and find ways to involve them in awareness raising recycling campaigns.

Honik (as cited in Andreasen, 1995) observes that the weakness of these early approaches to social change is that they are based on the social agent's prior assumptions that the customer or a target-adopter (i.e. learners in schools) will adopt whatever they could offer. Kotler and Roberto (1989:26) agree with Andreasen that agents who used these traditional social change strategies designed programmes from their point of view "... rather than probing the needs and wants of the client".

Andreasen (1995:253) argues that "... behaviour change does not take place in a vacuum. The broader society and its cultural norms and values have an important role to play". Similarly, O'Donoghue & Lotz-Sisitka (2002) criticise instrumentalist approaches because they undermine the human *habitus* (culturally situated experience) as they only benefit organizations to achieve their objectives.

Based on the weaknesses of traditional approaches, a new approach which takes into consideration what Kotler and Roberto (1989), Andreasen (1995), O'Donoghue and Lotz-Sisitka (2002) argue for, came about. This approach has been called social marketing.

2.4.5.2. Social marketing

This approach, according to Kotler and Roberto (1989) combines the best elements of the traditional social change approaches. Andreasen's (1995:7) definition of social marketing is congruent with that of Kotler and Roberto (1989) and reads:

Social marketing is the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programmes designed to influence the voluntary behaviour of target audiences in order to improve their personal welfare and that of their society.

Social marketing is being widely used in the environmental education and health education sector to foster healthier and more environmentally oriented behaviour in groups of people (Day & Monroe, 2000, Kotler *et al.*, 2002). Some of the examples used in social marketing include programmes such as water conservation campaign, energy saving campaigns, HIV/AIDS awareness, anti smoking campaigns, and litter prevention campaigns. Successful implementation of these programmes centers on key features of this approach which were identified by Andreasen (1995), Kotler and Roberto (1989), Roberto *et al.*, (2002), and McKee (1992). They include:

- Consumer behaviour as the bottom line,
- Cost effective programmes,
- Customer centered strategies,
- The marketing mix: Product, Price, Place and Promotion,
- Market research to provide excellent customer service,
- Competition, and
- Customer segmentation.

A brief discussion on each of the above-mentioned key features of social marketing is provided below.

- **Customer behaviour**

According to Kotler and Roberto (1989) social marketers promote ideas as well as social practices with a view to changing customer behaviour. They regard what customers do as the bottom line for judging the success of their programmes (Andreason, 1995:13).

- **Cost effective programmes**

Like commercial marketing agents, social marketers always ensure that their programmes are cost-effective. Where they think they will incur costs, they use strategic partners (Andreasen 1995, Kotler & Roberto, 1989).

- **All strategies begin with the customer**

Social marketers respect customers to an extent that every strategy begins with the understanding of the needs and wants, values and perception of the target audience. Kotler *et al.*, (2002) note that for social marketers to achieve this requirement the following questions need to be asked:

- What would they rather do than the behaviour we are promoting?
- What do they know about the desired behaviour?
- What are their values and attitudes in relation to the desired behaviour?

According to Andreason (1995:14) these questions are raised for one good reason:

Social marketers do not seek to persuade target audiences to do what marketers believe they ought to do. They do not try to make the audience accept the marketer's values and beliefs. They recognize that customers only take action when they believe it is in their interest.

- **Interventions involve the Four P's: Product, Price, Place and Promotion**

Social marketers realize that these four factors are important and should be put in place before "... the bottom line behaviour can take place" (Andreasen, 1995:15).

Product (e.g. recycling and waste reduction) in social marketing is the desired behaviour being marketed and its associated benefits. It also includes tangible objects and services developed to support and facilitate the target audience's behaviour change (Kotler *et al.*, 2002) (e.g. educational support, incentives, management support).

Price refers to the cost that the target market associates with to adopt a new behaviour, As Kotler *et al.* (2002) put it, adopter costs may be monetary or non-monetary. Major cost categories have been identified and involve exit costs (abandoning the old behaviour) and entry costs (adopting the new behaviour) (*ibid*).

Place in social marketing revolves around where and when the target market will perform the desired behaviour, acquire any related tangible object and receive any associated service (Kotler *et al.*, 2002). The objectives in this regard are to make place as convenient as possible for the target audience to perform the behaviour and to make competing behaviour seem less convenient.

Promotion involves advertising through brochures, posters, radio and TV. Social marketers believe that personal selling in particular face-to-face meetings with customers can yield positive results (McKee, 1992).

- **Market research**

Central to social marketing is research. The research is characterized by stages in the process, source and technique (Kotler *et al.*, 2002). Research characterized by stage in the process includes different kinds of research such as formative, pretest and monitoring and evaluation. According to Kotler *et al.* (2002:79), "... formative research is conducted to help analyze

the marketing environment, select target markets and develop preliminary strategies to address chosen markets". Pretest research is conducted to evaluate a short list of alternatives strategies and tactics and assure that chosen strategies do not have major deficiencies and to fine-tune possible approaches. Monitoring and evaluation is used to

find out how projects are doing so they can be fine-tuned to improve efficiency and effectiveness (*ibid*). Evaluation refers to a single final assessment of a project or program.

With regard to research characterized by source, social marketers focus on both primary and secondary research. Primary research refers to the research that has not been conducted while secondary research involves research that focuses on the information and research data that already exists somewhere. With the idea of saving costs, social marketers tend to start with secondary research. Research characterized by technique may be qualitative or quantitative (or both) (*ibid*).

According to Andreasen (1995:16), research is conducted to “... understand where customers are coming from before they (the marketers) decide just what to try to sell”. Lazer and Kelly (1973) note that “... businesses are increasingly recognizing that customers’ needs are not obvious without research”. Further, they are very much aware that the customer controls the outcomes and cannot only rely on impressionistic evidence. By doing research, McKee (1992) claims that social marketers learn more about their customers. Moreover, he indicates that research assists them to design programmes that suit the needs and perceptions of the customers.

- **Competition**

Most often competition revolves around the current or preferred behaviour of the target market and perceived benefits associated with the behaviour (Kotler *et al.*, 2002). Further, they highlight the fact that social marketers always identify and examine the behaviour their target market would prefer over the one that is being promoted at the time.

- **Customer segmentation**

Each customer segment is identified and researched to allow the development of strategies that are tailored to the unique wants, needs, resources and behaviour of the particular customer segment (McKee, 1992).

The orientation to traditional social change approaches provides a background for interpreting and analyzing social marketing activities such as the Collect-a-Can competition. From the above, it appears that organizations would differ on what approach they use when designing schools' competitions. In the next section, I review the Collect-a-Can company's activities in the light of the social marketing perspectives provided above.

2.5. Collect-a-Can schools competition and social marketing

2.5.1. Collect-a-Can annual schools competition

As indicated in chapter one, Collect-a-Can has been running the Collect-a-Can Annual Schools Competition since 1993. The competition, which is open to all registered educational centers, is currently sponsored by the Amalgamated Beverage Industries (ABI), Nampak, The South African Breweries (SAB) and Coca-Cola Canners of Southern Africa. It commences at the beginning of February each year and terminates at the end of October each year.

The competition is divided into two categories 1 (one) and 2 (two). Category 1 involves registered schools with 250 or more learners and prizes are for the most beverage cans collected per school during the whole competition period. Category 2 involves registered schools with 250 or less learners and prizes are for the most cans collected per pupil during the competition period. It works in two ways – the monthly branch competition and the national competition. Each of these competitions enables participating schools to win cash prizes. The competition has cash prizes totaling R266 000 per annum. Schools that perform well in the monthly branch competition stand a good chance to win cash prizes in the national competition.

- **Monthly Branch Competition**

There are monthly prizes to be won at each Collect-a-Can branch for the period of the

competition. As mentioned above, schools are divided into category 1 and 2. Monthly first prizes per branch are awarded at the end of the competition. However, second, third and fourth prizes are awarded at the end of each month. Besides the prizes listed below, schools are paid for the cans that they have collected.

Table 2.1: *Monthly branch competition prizes (Collect-a-Can, 2005)*

	First	Second	Third	Fourth	Total
Category 1	R1 000	R500	R300	R100	R1 900
Category 2	R1 000	R500	R300	R100	R1 900
					R3 800

- **National Competition**

At the end of the branch competition, Collect-a-Can looks at all the five branches in the country to determine the school that collected the most cans during the period of the competition. This competition is externally audited and larger cash prizes are awarded, as outlined below in Table 2.2.

Table 2.2: *National competition prizes (Collect-a-Can, 2005)*

	First	Second	Third	Fourth	Total
Category 1	R25 000	R15 000	R5 000	R2 500	R47 500
Category 2	R25 000	R15 000	R5 000	R2 500	R47 500
					R95 000

As indicated in section 1.2, many schools stopped participating in the competition in 2003 and 2004. The next section considers this situation in more detail.

2.5.2. Status of the Collect-a-Can schools competition

Of Collect-a-Can's five branches in South Africa, the three branches, Pretoria (PTA), Johannesburg (JHB) and Vanderbijlpark (VDB), located in Gauteng Province have experienced fluctuations regarding the number of schools participating in the competition. This fluctuation was characterized by the following problems.

- Schools registering for the competition but failing to participate,
- Schools participating only for a year, and
- Schools participating for two years or more and then stopping.

Collect-a-Can's annual schools participation records (Collect-a-Can, 1998 – 2004) on the schools participation in the competition indicates that between 2001 and 2004, the number of schools participating in the competition has been fluctuating. This fluctuation became worse in 2003 and 2004 (Collect-a-Can, 2004). Figure 2.1 shows fluctuation of schools participating in the competition from 2001.

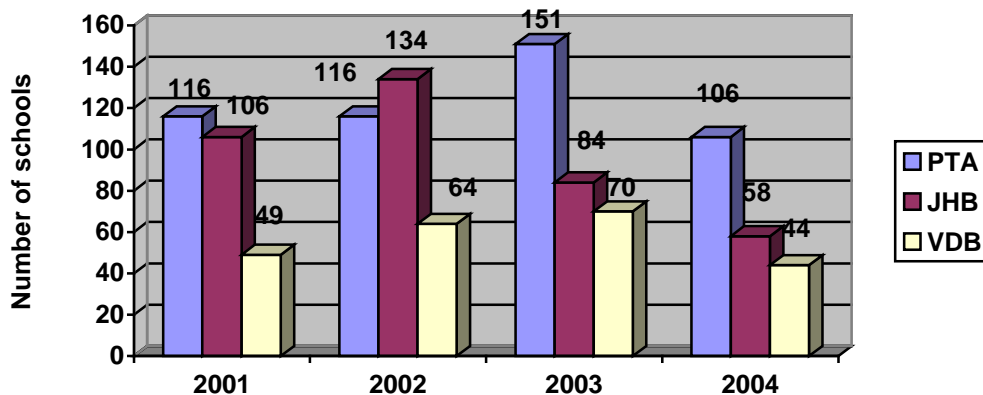


Figure 2.3: *Fluctuation of schools participating in the competition (2001 – 2004)*

New schools were recruited in each year to compensate for the schools lost in the previous year. In 2003, Johannesburg branch lost 36 schools that were active in 2002. 23 three schools were recruited. In 2004, 32 schools that participated in 2003 stopped participating in the competition. As little as 5 new schools were recruited. In 2003,

Pretoria branch lost 54 schools that participated in the competition in 2002. In 2004, the branch lost 18 schools that participated in 2003. In 2004 the branch lost 45 schools that participated in 2003 and managed to recruit 22 new schools. Vanderbijlpark branch lost 21 schools that participated in 2002 but 22 new schools were recruited in 2003. In 2004, the branch lost 18 schools that participated in 2003.

A number of schools in each of the three branches registered for the competition but failed to recover cans. To illustrate this problem in the three branches, 2003 and 2004 will be used as example.

Pretoria Branch

In 2002 of 116 schools that registered for the competition, 75 were active and 41 were inactive. In 2003, 151 schools registered for the competition. 73 were active and 78 were inactive. In 2004, 106 schools registered for the competition. 50 were active and 56 were inactive (Collect-a-Can, 2002 – 2004).

Johannesburg Branch

In 2002, 134 schools registered for the competition. 80 were active and 54 were inactive. In 2003, 84 schools registered for the competition. 42 were active and 42 two were inactive. In 2004, 58 schools registered for the competition. 25 were active and 33 were inactive (2002 – 2004).

Vanderbijlpark Branch

64 schools registered in 2002. Of 64, 33 were active and 31 were inactive. In 2003, 70 schools registered for the competition. 25 were active and 45 were inactive. In 2004, 44 schools registered for the competition. Only 16 schools were active while 28 were inactive (Collect-a-Can, 2002 –2004).

The decrease in the number of schools participating in the competition happened at a time when the direction of environmental education in the country was very clear. It was

reported in section 2.2 that since 1998, environment has been an integral part of educational policy as well as various environmental policies.

Given such state of affairs and the opportunities the competition offers to schools, it raises a major concern to see their participation decreasing. It also raises questions regarding the social marketing strategies that were used to encourage schools participate in the competition, as well as whether other contextual factors such as curriculum change could have affected the decrease.

2.5.3. Status of the competition and social marketing

The problem discussed happened in two successive years. (Collect-a-Can, 20003 – 2004). According to social marketing theory Andreasen (1995), Kotler and Roberto (1998), Kotler *et al.* (2002) and McKee (1992) indicate that if a problem is identified it should be given attention. McKenzie-Mohr and Smith (1999) argue that it is impossible to design an effective strategy without identifying barriers. Andreasen (1995:17) notes that social marketers do not stop researching once the programme is in the field. He further notes that “... they recognize that a great deal can change as the programme goes into a complex field environment where there can be interferences and distortion in what a campaign is trying to do”. There should be a readiness to shift course should mid-campaign data suggest the programme is off-track (*ibid*). Day and Monroe (2000) argue that knowing what people do and why they act the way they do can pinpoint a problem and identify the right way to solve it. Given this and the situation with the competition, it is evident that Collect-a-Can’s social marketing strategies may need to be reviewed. There is a need to identify barriers that contribute to the decrease in the numbers of schools participating in the competition.

In emphasizing the effectiveness of evaluation as an important component of effective Public Relations, Cutlip (1985:291) notes that evaluation is designed to “prove” or do something. Kotler *et al.* (2002:323) put it this way “... marketing is a learning game. You make decisions. You watch the results. Then you make better decisions”.

It is hoped that this research will help Collect-a-Can to identify barriers that affect schools participation in the competition. It is also hoped that the identification of these barriers will assist Collect-a-Can to develop new social marketing strategies or improve certain areas of the current social marketing strategies with a view to improving participation of schools in the competition.

2.6. Previous research conducted in relation to the study

Before the research was conducted, an amount of work was done to ascertain whether there has been any research conducted in relation to social marketing strategies and participation of schools in environmental competitions. Various universities have the databases of all environmental research projects that were conducted throughout South Africa (see for example Irwin, 2005). They were phoned and visited to inquire and check these databases.

The Environmental Education Association of Southern Africa's Environmental Education Bulletins and Journal and Environmental Education Journals from countries such as Canada, America and Australia were also perused. Information gathered from these sources indicates that no such research has been conducted. Further, it indicates that while many organizations use competitions to sell their products and ideas to schools, relationships between social marketing and competitions in the educational sector has been a neglected area. This leaves a gap in the environmental education field that I strongly believe warrants attention, particularly since social marketing strategies are becoming closely linked to environmental education processes (see section 2.5).

Given the above, it seems the study will help to close the gap and serve as a foundation for any research in this new field. It is hoped that the findings of the study will serve as motivation for other researchers to continue exploring relationships between social marketing and schools competitions. This will be valuable for companies that run competitions for schools.

2.7. Concluding summary

This chapter placed emphasis on the history and context of the study. As noted in the introduction of this chapter, the focus of the study is on a competition that focuses on waste management. As a result, the chapter started with a brief discussion on waste management issues. I discussed the Constitution of the Republic of South Africa and how it influenced the development of different policies that relate to the study. These policies which have a direct bearing on recycling and education included the National Environmental Management Act, the Integrated Pollution and Waste Management Policy, the National Waste Management Strategy, the Polokwane Declaration on Waste Management and the White Paper on Education and Training.

As the competition focuses on recycling, the chapter included a discussion on the status of recycling in South Africa with reference to how it is being approached by different sectors as well as the recovery rates per industry sector. I also provided a discussion on school competitions as a strategy to promote recycling. The discussion also covered the benefits of recycling.

As the research is undertaken within the context of environmental education, I discussed how environmental education trends might affect the design of schools competitions by providing examples. This was followed by a discussion on how competitions could be linked to the curriculum. The discussion outlined how competitions could provide teaching and learning opportunities.

As the focus of the research is about investigating social marketing strategies and participation of schools in environmental competitions for schools, I discussed the features of social marketing in detail and later linked them to the Collect-a-Can schools competition (section 2.4.) In ending the chapter, before discussing whether there has been any previous research done in relation to the research focus, I considered the Collect-a-Can competition and social marketing. This included a discussion on the competition and reasons for conducting the research.

In the next chapter, I discuss the research methodology applied in conducting the Collect-a-Can case study in three sites (branches).

CHAPTER 3

METHODOLOGY AND METHODS

3.1. Introduction

Central to this chapter is the methodology and methods that have been used in order to achieve the objectives of the research question: *What are the relationships between social marketing strategies and participation of schools in environmental competitions?* (section 1.3, 1.4).

The chapter starts by discussing the paradigm within which the study is located, outlining features of the interpretive case study approach applied in the study (sections 3.2 and 3.3). The methods used to generate data within this approach are outlined in some detail, as well as reflections on the application and use of each of the methods (sections 3.4 and 3.5). The process of data analysis is described (section 3.6). Ethics applied in the research process and steps to ensure validity and trustworthiness of the study are explained at the end of the chapter (sections 3.7 and 3.8).

3.2. Research paradigm

The paradigm, which frames the research, is interpretive. Although Cohen, Manion and Morrison, (2000) and Locke, Silverman and Spirduso, (2004) use different words, they all agree that an interpretive paradigm prioritizes the respondents and their perspectives. In a similar vein, McTaggart (1991:3) adds that interpretive research "... seeks to understand what is happening in terms in which participants in events actually understand the events themselves". According to Merriam (2002), interpretative research seeks to understand how people make sense of their lives and experiences. Terre-Blanche and Durrheim (1999:124) advance the line of argument that "... interpretative research relies on first hand accounts and tries to describe what it sees in rich detail".

As discussed in Chapter 1 and 2, one of the goals of the study is to identify issues that could have affected participation of schools in the Collect-a-Can's schools competition in order to inform the development of the social marketing strategies that would help to increase participation. To achieve the objectives of the research, I had to locate the study in a research paradigm that would assist me to glean well-grounded and rich information (Janse van Rensburg, 2001) that is based on the experiences and perspectives of the respondents in relation to the competition. As Terre-Blanche and Durrheim (2000) point out, people's subjective experiences are real and should be taken seriously and that we can understand other people's experiences by interacting with them and listening to what they know. That is my rationale for choosing the interpretive paradigm.

In order to understand people's feelings and experiences I decided to use a case study approach. Biklen and Bogdan (1998:5) note that "... qualitative researchers focus on a particular setting under study because they are concerned with context. They feel that action can best be understood when it is observed in the setting in which it occurs".

3.3. Description of the methodology

As indicated in Chapter 1, Collect-a-Can is used as a case study. In relation to the paradigm within which the research is located, it is an interpretive case study. Bassey (1999) defines a case study as a study of singularity conducted in depth in a natural setting. In addition to Bassey's definition, Berg (1998: 212), notes that a case study "... involves systemically gathering enough information about a particular person, social setting, event or group to permit the researcher to effectively understand how it operates". Yin (1994) presents a case study as an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident. In addition Stake (1995:xi) describes case study as "... the study of the particularity and complexity of a single case, coming to understand its activities within important circumstances". Schramm (1971, as cited in Yin, 2003:12) argues that "... a case study tries to illuminate a decision or set of decisions: why they were taken, how they were taken, implemented, and with what

results”. In relation to this statement, I am principally concerned with the strategies employed for the Collect-a-Can schools’ competition and the reasons that influenced schools to stop participating.

To be able to achieve the objectives of my research within this approach, I used relevant data generating methods which are explained in detail in the next section.

3. 4. Description of data generating methods

Moore (1997) notes that the essential factor in research is to be able to select a method which is likely to meet the objectives of the research. Based on his advice, I selected document analysis, interviews and workshop as data generating methods. These are all qualitative methods and the choice of more than one method respond to Bassey’s (1999) advice to apply a multi-method approach in case study research. Stake (1995:44) made an important point about qualitative researchers:

When they cannot see for themselves they ask others who have seen. When formal records have been kept, they pour over the documents, but most of them favor a personal capture of the experience. So, from their own involvement they can interpret it, recognize its context, puzzle the many meanings while still there and pass along an experiential, naturalistic account for readers to participate themselves in some similar reflections”.

I shall begin by discussing document analysis before I discuss interviews and the workshop.

3.4.1. Document analysis

As Terre-Blanche and Durrheim (1999:153) noted “... interpretative analysis sometimes makes use of documentary sources such as letters, newspaper articles, official documents and books”. I analyzed Collect-a-Can’s strategic planning documents, action plans for the implementation of the strategy, annual school participation records, and weekly reports used to compile monthly composite reports produced between 1997 and 2004.

These documents were chosen because of their relevance to the research question. According to Bogdan and Biklen (1998) most qualitative researchers use documents as their primary source of data because they can give access to the past (Payne & Payne, 2004). Since I was not in the employment of the company at the period the decline in the numbers of schools participating in the competition was experienced, I used documents to "... serve as substitutes for a record of activities" that I did not observe directly (Stake, 1995:68). Taking into consideration the point made by McCulloch (2004:6) that "... documents can provide potent evidence of continuity and change in ideals and in practices", I wanted to gain insights and detailed knowledge about the competition with regard to the social marketing strategies used when participation was increasing and decreasing.

Blaxter, Hughes and Tight (1996) endorse the advice given by Bell (1999) that "... documents, whatever their nature, cannot be taken at face value. They are artificial and partial accounts and need to be critically assessed for research purposes". This perspective according to Codd (1998, as cited in McCulloch, 2004:45) "... sets out to establish a more in-depth interpretation of data". I undertook a critical review of the social marketing strategies, action plans and reports used for promoting the competition when participation was increasing and when participation was decreasing. This sample of documents assisted me to trace social marketing strategies three years prior to the decline in numbers 1999 and two years after the decline in participation (2003–2004). In this process I identified specific elements of the strategies and I tried to identify patterns that might have influenced the increase and decrease of school participation.

The documents were analyzed according to their chronology and the way they relate to each other. This comparative analysis approach helped me to understand the significance of each document (Blaxter *et al.*, 1996) in relation to Collect-a-Can's schools competition (see Table 3.1 for a full list of documents analysed).

Table 3.1. *Documents, codes and reasons for analysis*

DOCUMENT	CODE	REASON FOR ANALYSIS
Strategic Plans 1997-2004	SP	To establish how the Collect-a-Can management value the competition as a social marketing strategy and to identify social marketing strategies.
Competition Entry Form	CEF	To understand how the competition works: price structure and general rules.
Action Plans 2000 -2003	AP	To check approaches used to promote the competition, monitor and evaluate the competition.
Annual Schools' Participation Records 1998 - 2004	APR	To check annual participation trends.
Survey Report 1997	SR	To establish what were the findings and recommendations.
Weekly Reports 1998 - 2004	WR	To establish problems and concerns from schools and how they were addressed.
National Competition Winners 1998 - 2003	NCW	To check the frequency at which schools won the competition.

After analyzing each document a summary of strengths and weaknesses was drafted (appendix A). The information gleaned from the said documents was used to formulate interview questions for both management and schools. This method (interview) is discussed in more detail in the section that follows.

3.4.2. Interviews

Seidman (1991:03) notes that "... at the root of interviewing is an interest in understanding the experience of others and the meaning they make of that experience". While Moore (1997) claims that interviews afford the researchers an opportunity to obtain qualified answers, Terre-Blanche and Durrheim (1999:128) add that "... interview gives interviewers an opportunity to get to know people quite intimately so that we can really understand how they think and feel". Because of its nature, Benny and Hughes, (1970, as cited Bryman and Burgess, 1999) call it a "conversation". As Keats (2000) points out, through interviews researchers are able to explore the reasons for a person's responses and verify the reliability of those answers with further questioning. This is called probing.

Given the above, I chose a type of interview that would allow me to probe and I selected the semi-structured interview. Gillham (2000) points out that a semi-structured interview is the most important form of interviewing in case study research. His view is reflected by May (2001) who notes that with semi-structured interviews, the interviewer has more latitude to probe beyond the answers and thus enter into a dialogue with the interviewee. I believe that this may be the reason why Babbie (1983, as cited in Berg, 1998:58) refers to an interview as "face to face interactionary performance". The interviewer may ask certain major questions the same way each time but may alter their sequence and probe for more information (Brewer & Miller, 2003:169).

I interviewed the Public Relations Manager at Collect-a-Can's Head Office. The principal aim of interviewing him was to understand the management's perspective on the problems around the competition and the social marketing strategies that the company used until 2004 (appendix B). I also interviewed two managers at the Pretoria and Johannesburg branches. (appendix C). The manager at the Vanderbiljpark branch was not interviewed because he joined the company in 2004. The managers were interviewed mainly to find out how they have implemented the strategies and also probe their feelings regarding the declining numbers of schools participation in the competition. Towards the

end of the study, I also discussed the study with the Managing Director (MD), who provided additional perspectives on the research findings. While this was not a formal interview, it provided valuable new insights into the research which also served to enhance the validity of the study in the sense that the study was able to present “both sides” of the story.

I also interviewed nine respondents who co-ordinated the project in nine schools that have stopped participating in the competition between 2003 and 2004 (chapter 2). Of the nine, four were school principals and five were Head of Departments.

A pilot version of the interview schedule was developed and tested at three schools which were not earmarked for the study. From the pilot, it became evident that I had to change the wording of certain questions to allow for more rigorous probing (appendix D). Then the official interviews started to take place. I approached the interviews in two ways: tape recording and note taking. My decision to approach the interviews that way was influenced mainly by the work of other researchers who wrote about the strength and weaknesses of the two approaches. As Terre-Blanche and Durrheim (1991:129) express it “... recording allows the interviewer to keep a full record of the interview without having to be distracted by note-keeping”, unlike Stake (1995) who claims that the exact words of the respondents are not important and what is important is what they mean. May (2001) notes that tape recording guards against interviewers substituting their own words for those of the person being interviewed. The intention of using a tape recorder was to capture the exact words said by the respondents. I tape-recorded six interviews at six schools. Two of the six respondents requested to be interviewed in their mother tongues, Sotho and Tswana.

My decision to take notes was influenced by the point made by Moore (1987) that a tape recorder introduces a note of artificiality into any interview. As a result of this, some respondents may refuse to be tape-recorded but accept the conventional note taking (Powney & Watts, 1987). Terre-Blanche and Durrheim (1999) suggest to researchers that if they encounter such problems, they must resort to note taking. This was evident in my

case when three of the nine respondents I interviewed in schools indicated that they were uncomfortable with the notion of being tape-recorded. Note taking, according to Powney and Watts (1987), gives an interviewer an instant record of the key points of an interview. I resorted to this approach very aware of the warning put forward by Blaxter *et al.* (1996:155) that "... note taking can be distracting, putting pen on paper may lead interviewers to think that they have said something significant and *visa versa* (a complex process)". Section 3.5 in this chapter, which focuses on ethics, explains how I avoided this problem. I also took notes when interviewing the Public Relations Manager and the two branch managers.

Realising that the two methods discussed above were not enough for data generation, I included the workshop, which is discussed next.

3.4.3. Workshop

I concluded my data generation process with a workshop. According to Flemming (1997) a workshop involves the sharing of knowledge, skills and experiences. Workshops, according to Ashwell (2004) have become a forum for participatory decision making, problem solving and evaluation and are increasingly used in research. In my case, I used the workshop as a platform to share experiences with educators regarding Collect-a-Can's schools competition.

The workshop took place in Witbank (East of Pretoria) and twenty teachers (fourteen females and six males) attended it. All were from schools in Witbank who participated in the competition in 2003 and stopped in 2004. The workshop began with the outline of the research and an indication of how teachers' experiences would benefit the research process. I used a similar set of questions in the workshop discussion to the ones that I used in the interviews (appendix D). Questions were read twice to ensure that the groups were clear on what was required.

I divided the schools according to the following three groups:

- Group A (all schools that have registered for the competition but failed to participate)
- Group B (schools that have participated for one year and stopped)
- Group C (schools that have participated for two years or more and stopped)

The groups had the following members:

- Group A : 5
- Group B : 8
- Group C : 7

Each group was given a set of questions to deliberate and flip-chart paper to give feedback. During the feedback session, I probed further and asked the entire group to respond. All the responses brought forward during the feedback session were added to the answers that were already put on the flip-chart. Responses of all groups were grouped according to the research questions.

This section discussed the three data generating methods, document analysis, interviews and the workshop. After using each of these methods, I took time to reflect on each of them. Below, I provide a brief discussion on each of these methods.

3.5. Reflections on the methods used to collect data

Analysis of Collect-a-Can's documents (Action plans and Weekly reports) gave me explicit information that helped me to understand the competition better and trace the results of the social marketing strategies used when participation of schools was increasing, fluctuating and decreasing (chapter 2). Information gathered from these documents enabled me to develop three interview schedules: an interview schedule used to interview Collect-a-Can the PRM (appendix B) and staff (appendix B) and an interview schedule which I used to interview co-ordinators of the competition in schools (appendix D).

The piloting of the interview schedules in three schools afforded me an opportunity to refine my questions which in turn enabled me to glean the necessary information required to answer the research questions. Adhering to good ethical practice had a positive impact on the data generation process. I did not encounter problems with the interview respondents regarding the procedure I have followed. All interview respondents were free and displayed honesty when answering questions during the interviews. No respondent or workshop participant withdrew from the research process. Although transcribing of the interviews appeared to be time consuming, in the end I was able to use the respondents' actual words and meanings.

The workshop allowed me to meet many schools at the same time. The information gathered from this workshop was compared with information from interviews and documents. It created an opportunity for triangulation.

Besides reflecting on the above-mentioned methods, I had to find a way of analyzing the data.

3.6. Data analysis

I started the analysis of data in the following way. After every interview, I listened to the tape many times to capture and summarize the key ideas for each research question. This helped me to have a clear focus when moving to the next interview. I gave each school a code that also represents the person who was interviewed. The date of the interview was also recorded. I applied the same principle with Collect-a-Can management.

These codes were used to identify data sources in management interviews in Chapter 4:

- PRM: Public Relations Manager
- JBM: Johannesburg Branch Manager
- PBM: Pretoria Branch Manager
- MD: Managing Director

Johannesburg Branch

- SJ 0: School that has registered but failed to participate
- SJ 1: School that has participated for one year and stopped
- SJ 2: School that has participated for two or more years and stopped

Pretoria Branch

- SP 0: School that has registered but failed to participate
- SP 1: School that has participated for one year and stopped
- SP 2: School that has participated for two or more years and stopped

Vanderbijlpark Branch

- SV 0: School that has registered but failed to participate
- SV 1: School that has participated for two or more years and stopped
- SV 2: School that has participated for two or more years and stopped

Workshop participants were identified by the name of their group:

- WGA: Workshop group A
- WGB: Workshop group B
- WGC: Workshop group C

All the interviews were transcribed after the managers and after the six schools were interviewed. The formal analysis started with open coding and was followed by axial coding. Strauss and Cobin (1990:63) define open coding as "... the part of analysis that pertains specifically to the naming and categorizing through close examination of data". Further, they emphasize that this process of conceptualizing data is the crucial and the first step in data analysis. I examined the first script closely and read it many times to make sense of it (Huberman & Miles, 1994). Through this conceptualization process, I was able to develop categories under each research question. As I was examining the first script I also used the research questions and the summaries I made after every interview. Each category was assigned a code in a form of abbreviation and a particular colour. Categories helped me to identify sub-categories (Table 3.2 below), the process which

Huberman and Miles (1994) and Strauss and Corbin (1990) refer to as axial coding. Strauss and Corbin (1990) argue that “... categories have conceptual power because they are able to pull together around them other groups of concepts or subcategories”. All codes with similar colours were grouped as subcategories under a particular category. Quotations were also coded according to the colours of the categories or subcategories that they fall under. As I moved to the second script, coding became easier because I used colours based on the first script. Through this process I was able to group similar responses as a start for presenting my findings (appendix E). Chapter four presents the findings in more detail.

Table 3.2: Categories and sub categories derived from interviews and workshop results

CATEGORY	SUB-CATEGORY
Introduction of the competition to schools	<ul style="list-style-type: none"> • Direct promotion • Media • Networking
Motivation for participation	<ul style="list-style-type: none"> • Prizes • Environmental benefits
Factors affecting participation	<p>Failure to participate</p> <ul style="list-style-type: none"> • Timing of promotion • Integration with planning schedules • Lack of material • Competition between parents and learners for cans <p>Short term participation</p>

	<ul style="list-style-type: none"> • Parents' complaints • Low price • Timing of promotion • Poor quality of service • Department of Education support <p>Long term participation</p> <ul style="list-style-type: none"> • Low price • Parents' complaints • Poor quality of service • Department of Education support
Competition and Curriculum	<ul style="list-style-type: none"> • No links to curriculum
Suggestion for improvements	<ul style="list-style-type: none"> • Timing of promotion/introduction • Structures • Teacher support • Payment • Parental news • Poor quality of service
Motivation for improvement	<ul style="list-style-type: none"> • Efficiency • Greater participation

3.7. Research ethics

Formal permission to conduct research on Collect-a-Can Annual Schools Competition and analyse documents in relation to the competition was attained. A letter that contained a list of the documents and reasons why I wanted to analyze them was drafted. I did this in line with the point made by Newman (2000) that ethics begins and ends with the

researcher. I interpret these words to mean that as a researcher I have an ethical responsibility to ensure that my research is successful and conducted with dignity.

The fact that the research is focusing on schools that have stopped participating in the competition and I am the employee of Collect-a-Can, made it sensitive. Given this, I realised that there might be some mistrust or lack of openness from the interview respondents, workshop participants and Collect-a-Can management. To address this dilemma, I made sure that throughout the research process I maintained my role as a researcher, adhered to research ethics and did not slip back to the role of the Public Relations Officer.

During the interview process and the workshop, I considered, applied and maintained the two ethical principles, anonymity and confidentiality, as recommended by Brewer and Miller (2003), Berg (1998), Cohen *et al.* (2000) and Newman (2000). Keats (2000:28) reiterates the point that it is imperative for social researchers to adhere to these ethical principles because "... respondents will be freer in voicing opinions". Besides the two mentioned ethical principles, I also considered the three ethical values identified by Bassey (1999): respect for persons, respect for the truth and respect for democratic values.

To interview respondents from schools, and Collect-a-Can, I negotiated entry through letters (appendices F and G). These letters contained all the necessary information regarding the reasons why I wanted to interview them. I also attached the interview schedule and the research proposal to give them an outline of the study. Biklen and Bogdan (1998), Brewer and Miller (2003) and Wellington (2000) have also emphasized the importance of this approach. Before each interview, I re-explained the purpose of the study and reasons for the interview. All the respondents from schools were assured that their names or school names would not be mentioned in the research report. It was agreed that only codes would be used to represent them and their schools. I also discussed their autonomy with regard to their participation in the research process as suggested by Terre-Blanche and Durrheim (2002).

In all schools that I used the tape recorder, I ensured that permission was sought for before using it. I gave an explicit explanation regarding why I wanted to use the tape recorder (Keats, 2000 and Punch, 1986). After every interview was transcribed, I went back to the respondent concerned to discuss the transcripts to check if what I transcribed was correct in terms of the words used and their meanings.

As indicated in sub-section 3.4.2, I took notes when interviewing three of the nine schools and Collect-a-Can management (Public Relations Manager, Pretoria Branch Manager and Johannesburg Branch Manager). After every interview, I went back to the respondents to show them the notes and asked them to make any changes that they deemed necessary. With regard to the workshop, I wrote summaries and confirmed them with the three groups (WGA, WGB, WGC) before the end of the workshop. This was done at the workshop because most participants came from far.

All the inputs made during the member checking process were taken into consideration and changes were made according to the needs of the interview respondents from schools and Collect-a-Can as well as the workshop participants. The member checking process helped to ensure open communication and build a mutual trust with all the participants during the data generation process. It also helped to enhance the quality of the data and according to Lather (1986); it is a good way of ensuring face validity. In particular, the member checking process with Collect-a-Can's management turned out to be a critical aspect of the study, as they were sensitive to the findings of the study, given its focus on schools that had stopped participating in the competition. They were given an opportunity to comment on the entire study towards the end, and the management provided new insights into the findings of the study, based on their longer-term engagement with the issues raised in the study.

3.8. Validity and trustworthiness

Careful piloting of the instruments enhances reliability of the interviews (Silverman, as cited in Cohen *et al.*, 2000). I piloted the interview schedule (sub-section 3.2.4), and have

used the same format and questions for each respondent including the workshop. Further, I conducted all the interviews to ensure consistency throughout the research process.

As already mentioned in section 3.2, multiple sources of data were used as recommended by Bassey (1999). They include interviews, document analysis and a workshop. The use of these multiple sources afforded me an opportunity to triangulate data (Arksey & Knight, 1990). These processes helped to provide thick description of the case study. GAO (1990), reports that case studies require ‘thick “ description. Further, it is noted that case studies are more likely to be much more convincing and accurate if they are based on several sources of information (<http://writing.console.edu./guides/research/casest/pop3c.cfmudy>).

The use of a tape recorder was to ensure that the findings of the research are trusted. Through this, I was able to code the exact words used by the participants from the transcripts. Sacks, (1992, as cited in Silverman, 2001:162) noted that the tape recorder helps because “... others could look at what I had studied and make of it what they could, if they wanted to disagree with me”.

Member checking played an important role in ensuring the validity and trustworthiness of the research findings. As Stake (1995:15) puts it “ ... actors play a major role directing as well as acting in case study. Although it is they who are studied, they regularly provide critical observations and interpretations, sometimes making suggestions as to sources of data.” As indicated in section 3.7, both interview respondents and workshop participants’ suggestions and additions were considered to ensure validity and trustworthiness of the findings.

3.9. Concluding summary

In this chapter, particular attention was given to the methodology and methods that I decided to use in order to address the research question. As discussed in the chapter, this is the first important decision that determines the success or failure of the research. I have

clearly indicated that the study is located within an interpretive paradigm and that I have applied an interpretive case study approach. I explained the reasons that influenced my decision to apply this methodology. In a similar fashion, I have explained the methods that I used to generate data. This was followed by a brief discussion providing reflections on the use of these methods. The data analysis process was described in detail. In the last sections of the chapter, I discuss the research ethics that I adhered to during the research process. I also looked at validity and trustworthiness of my findings which are presented in a detailed manner in the next chapter (Chapter 4).

CHAPTER 4

FACTORS INFLUENCING PARTICIPATION IN COLLECT-A-CAN NATIONAL SCHOOLS COMPETITION

4.1. Introduction

The chapter presents the findings of the research. As reported in chapter 3, data was generated through document analysis, interviews and a workshop (section 3.4). The first section of this chapter reports on the way in which Collect-a-Can introduced the competition to schools (section 4.2). Reasons that motivated schools to participate in the competition are provided (section 4.3). The main focus of this chapter, however, is an analysis of different factors that influenced school's participation in the competition (section 4.4). This includes: timing of introducing the competition to schools; competition between parents and learners; lack of cooperation in schools; parent's complaints; lack of cans; rewards and payments; poor quality of service and lack of teacher support. The chapter also discusses the competition in relation to the curriculum (section 4.5), and ends by outlining the suggestion put forward by interview respondents and workshop participants with reference to improving participation of schools in the competition (section 4.6).

In some sections of the chapter, I have used the exact words of the interview respondents. This approach was adopted to provide a "thick description" of the research findings in accordance with the criteria for trustworthiness in case study research (sections 4.3, 4.4 and 4.6). The decision to cite respondents' verbatim reflects a consideration of insights provided by Connole (1993:90) that "... the research report might consist of what the interviewee said, illustrated by the transcript of the interview".

I now turn to a discussion on how the competition was introduced into the schools, before discussing the motivations for participating in the competition and the factors influencing

participation in the competition.

4.2. Introducing the competition to schools

Information elicited from the documents, (action plans and weekly reports) indicates that Collect-a-Can promoted the competition through direct marketing, print media, radio, exhibitions and workshops. Documented information (AP, WR) also indicates that Collect-a-Can used strategic partnerships as a way of introducing the competition to schools in all the areas that fall under its three branches which are included in this study. In Mpumalanga and North West provinces, the strategic partners were the Department of Agriculture and Land Administration and the Department of Conservation, Environment and Tourism. Officials from these departments together with a Collect-a-Can representative visited the schools and ran workshops to introduce the competition. The information indicates that in Gauteng Province, Collect-a-Can accessed schools through Delta Environmental Centre and various Environmental Health departments in the city councils (now municipalities) as the strategic partners (AP, WR). Delta Environmental Centre runs workshops for teachers on various environmental issues including waste. The environmental Health Departments involved also run waste management projects with schools.

Data generated through interviews and the workshop corresponded with the data from the documents. The interview results revealed that most schools knew about the competition through face-to-face interaction with Collect-a-Can representatives. Representatives visited schools to introduce the competition. Three respondents from schools that fall under the Pretoria Collect-a-Can branch (SP0, SP1, and SP2) indicated that their schools first encountered the Collect-a-Can schools competition at the Pretoria Show where the company was one of the many exhibitors. One respondent (SP1) commented: It was after our conversation at the show that the company's representative visited her school.

Almost all schools read about the competition in "*The Teacher*" newspaper. "*The Teacher*" is a regular newspaper that goes out to many schools in South Africa. It focuses

on many matters that affect teachers and learners and any other problems related to schools. One respondent (SV2) pointed out:

Through the advertisement in the newspaper which contained information about the competition, my school was able to request Collect-a-Can to come and provide more information to all staff members. The newspaper also provided the contact details of the company's head office and all its branches in South Africa.

Two respondents (SV1, SJ2) from two schools indicated that they heard about the competition through networking with other neighbouring schools that were participating in the competition. One respondent (SJ2) commented:

The principal of the school in the nearby township informed us about the benefits of the competition at one of the principals' meetings. When I came back from the meeting, I discussed with my staff about the possibility of participating in the competition. Everyone agreed and we phoned Collect-a-Can to request the entry form.

Table 4.1. below shows how schools have learned about the Collect-a-Can schools competition.

Table 4.1: *How schools learned about the Collect-a-Can Schools competition.*

SCHOOL	SOURCE OF INFORMATION
Johannesburg branch	<ul style="list-style-type: none"> • Other schools • Teachers workshop at Delta Environmental Centre, followed up with visits from Collect-a-Can • The Teacher newspaper • Collect-a-Can representative
Pretoria branch	<ul style="list-style-type: none"> • Pretoria Show, followed up with visits from Collect-a-Can • Representative from North West Department of Agriculture, Environment and Tourism. Mpumalanga Department of

	Agriculture and Land Administration <ul style="list-style-type: none"> • The Teacher newspaper • Collect-a-Can representative
Vanderbijlpark branch	<ul style="list-style-type: none"> • The Teacher newspaper • Departments of Environmental Health officials with follow up visits from Collect-a-Can representative • Collect-a-Can representative

The workshop results were also similar to those of the document analysis and interviews. In relation to the strategic partnerships, the workshop participants indicated that they learned about the competition through the officials who work for the Department of Agriculture and Land Administration. These officials, according to workshop participants organized teachers' workshops as well as visited the schools either alone or with Collect-a-Can representatives.

As can be seen from the findings reported above, the strategic partnerships appear to have been successful in introducing schools to the Collect-a-Can competition. The findings also show that other media such as "*The Teacher*" newspaper and marketing events such as the Pretoria Show were important publicity strategies, which fostered introductions to the Collect-a-Can Competition. The availability of follow up mechanisms (e.g. visits to schools) seems to be an important dimension of first encounters with the competition.

Besides a review of how educators first came to know about the competition, a better understanding of motivation for participating in the competition is also needed, an aspect which is discussed below.

4.3. Motivation for participating in the competition

The data revealed that there were two motivational factors that influenced participation in the competition. These are monetary and concern for the environment.

4.3.1. Monetary benefits

All the interview respondents mentioned that they entered the competition because its big prizes attracted them (see Tables 2.1, 2.2 in section 2.5). Further, probing into the question of motivation revealed that schools wanted to win prizes in order to address their socio-economic problems. Most of the schools, according to the respondents, are faced with problems ranging from lack of resources to issues related to food security. One respondent (SP2) had this to say:

Just look at our school. The buildings are very old and need some improvements. We do not have proper fencing and a gate. All our learners come from informal settlements and their parents are not working. Some of them come to school without lunch and they rely entirely on the feeding scheme. We wanted to win at least R25 000 to supplement the feeding scheme and do general school improvements.

The workshop participants' views corresponded with those of the interview respondents. One participant in the workshop (WGB) mentioned that his school wanted to purchase chairs and desks for the learners. Commenting on the same issue, another workshop participant (WGC) indicated that her school wanted to build a mini-library. As reported at the beginning of this section, other schools were also motivated by the need to take care of the environment, discussed below.

4.3.2. Concern to protect the environment

Two respondents (SP1, SJ1), although attracted by the big prizes, indicated that they were also motivated by the ethical benefits that the competition affords schools. These environmental benefits include the need to raise awareness amongst the learners and communities about the importance of saving non-renewable natural resources through recycling and the need to ensure a clean and healthy environment. Commenting on the same issue, one of the interview respondents (SV2) emphasised the importance of protecting the environment:

It is the responsibility of all schools and every person in the community to take care of their immediate environment. We see the competition as an opportunity to achieve such task because apart from the learners we will involve the wider community in addressing problems related to waste.

Two workshop participants during the report back sessions, one from group B (WGB) and the other from C (WGC) shared similar views. They indicated that issues related to waste, in particular illegal dumping and littering, are the main problems in their area. Furthermore, they indicated that they wanted to use the competition to promote recycling.

Findings in this section indicate that there appear to be two motivating factors that influence school's participation in the competition. Schools are attracted to the prizes on offer, and it would seem that they are interested in the prizes as a means of supplementing resources needed to support learners who are affected by food security issues, and to supplement resources needed to improve the schools. Besides this, schools also show social responsibility interest in the competition, and see it as a way of teaching values and care for the environment, in response to environmental issues experienced in the communities. Data also reveals, however, that despite these motivations, there are other factors that are influencing school's participation in the competition, which are discussed in more detail below.

4.4. Factors influencing participation of schools in the competition

It was mentioned in section 2.5 that the Collect-a-Can records on school participation in the competition indicated that:

- Schools have registered for the competition and failed to participate,
- Some schools participated in the competition for one year and then stopped, and
- Some schools have participated in the competition for two years or more and then stopped.

As noted in the introduction of this chapter, there were many factors that contributed to

the above problems. All the respondents interviewed and workshop participants cited more than one factor. These factors are presented in more detail below.

4.4.1. Lack of material in the area

Of the nine schools interviewed, four schools (SP1, SP0, SV1, SV0) cited lack of cans in their areas as the main reason for not participating in the competition. It emerged that many people in their area consume beverages from packaging materials such as glass and plastics. The glass bottles that they use are mainly the 340ml bottles known as “*dumpies*”. Plastics used are the *Polyethylene Terephthalate* (PET) bottles. One respondent during the interviews (SP1) made this comment:

You can drive in the area ... my friend. You will not see any cans. I mean the whole village and the nearby villages. Visit all bottle stores and taverns ... they only sell *jwala* (N. Sotho word for beer) in *dumpies* and cold drinks in plastic bottles. All what you will see in open spaces and taxi ranks is *dumpies* and the 2 litre bottles.

The discussion with Collect-a-Can’s Managing Director (MD) indicated that as a result of the above situation, only 5% of cans are generated in residential areas. Further probing on the same subject during the workshop revealed that the use of the mentioned packaging materials was mainly influenced by personal choices and to a lesser extent by cultural beliefs. One workshop participant from group A (WGA) mentioned that people prefer the two litre PET bottles, because they are bigger and the beverage from one container is enough for the family to share. During the report back session, in the workshop, two workshop participants (WGA and WGB) commented that a beverage from glass is tastier than that in a can. With regard to cultural beliefs one interview respondent (SP1) linked the lack of cans in the area to witchcraft:

I heard that some *shebeen* [a place where liquor is sold illegally] and tavern owners boil the beer in the can and it becomes poisonous. Apparently they use the poisonous beer to kill people. Hee.... people do not want to die *broer* [Afrikaans word for brother]. For this reason ... I also do not drink any beverage from the can.

Lack of material is not the only factor affecting participation in the competition. A lack of cooperation in schools also appears to have affected participation in the competition.

4.4.2. Lack of cooperation in schools

Three schools that registered and failed to participate in the competition (SJ0, SV0, SP0) and two schools that participated for one year and stopped (SJ1, SV1) mentioned lack of cooperation in their schools as one of the reasons for giving up on the competition. Similarly, two workshop groups (WGA, WGB) reported the same problem.

According to respondents and workshop participants, principals and teachers cause this problem. Two respondents (SV2, SJ1) indicated that in most cases, principals at their schools accept to participate in the competition without first consulting with staff. They further indicated that such top-down decisions de-motivated educators. SJ1 commented:

Look brother [referring to the researcher] ... we understand the benefits of the competition. The problem is that our principal likes doing things on her own and she also likes instructing people. She filled in the entry form for the competition from your company [Collect-a-Can] without informing the fundraising and environmental committees. Both committees were upset with her approach and they decided not to support the competition.

Expanding on the same issue, a workshop participant from group A (WGA) indicated that lack of cooperation regarding the Collect-a-Can Competition was not only caused by the principals in schools. She indicated that the competition was introduced to the environment committee at her school and the committee did not want to involve anyone. She continued to say that many teachers felt excluded from the competition and they did not encourage learners to bring cans.

Apart from lack of cooperation in schools, competition between parents and learners for cans also emerged as another factor which influenced some schools to stop participating in the competition.

4.4.3. Competition between parents and learners for cans

Four of the five respondents (SJ0, SJ1, SP1, SV1) and two groups at the workshop (WG A, WGB) pointed out that their schools stopped participating in the competition as a result of the socio-economic problems experienced in their areas. Their schools are situated in areas where many parents are not working and which results in their schools and parents competing for the cans.

Two groups (WGB, WGC) at the workshop reported that most parents in their areas rely on the recycling of cans and other recyclable materials such as paper, plastics and glass as the only alternative to sustain their livelihoods, and an activity through which they could earn an income. Elaborating on the same point, one interview respondent (SJ1) made this comment:

You may not believe this ... but most of these parents' children are at the school and some of them use the money generated from the recycling activity to pay for the children's fees or lunch. It is for this reason that it becomes a problem for the learners to bring the cans to school. We understand their situation ... and that is why we are not participating in the competition.

Another workshop participant from group B (WGB) mentioned that the competition created the problem for learners at her school because they did not know whether they should support the school or the parents.

As reported at the beginning of this section, there were many factors that influenced schools to stop participating in the competition. Other than the competition between home and school, interview respondents and workshop participants mentioned timing of introducing and promoting the competition as one of those many factors.

4.4.4. Time of promoting and introducing the competition

Information gleaned from weekly reports (WR) indicates that the competition was introduced to schools from February each year of the competition's existence. Since the

introduction of Curriculum 2005 in 1998, schools would, by February, already have planned for the forthcoming year at the end of the previous year. As a result, timing of introducing the competition to schools in February and beyond emerged as another contributing factor to a drop in participation in the competition.

All the respondents interviewed at nine schools and all the groups at the workshop indicated that the competition was introduced too late in their schools, as reflected in this comment:

By the time the competition was introduced to my school in March 2003, we were already implementing the activities that the school had planned in the previous year (2002) for the forthcoming year (2003). (SJ0)

One respondent from a school that participated for one year and stopped (SV1) raised the following point regarding procedures in the education department:

Because the competition was not part of the school's year plan, only keen teachers from the environment committee showed interest in it. Other teachers opted for implementing projects which were included in the year plan. As a result of a lack of support from colleagues, only learners from the three grades brought the cans to the school. Then we decided to stop participating in the competition because it was unfair for the learners who were bringing cans to the school.

Adding to the same point, three respondents (SP1, SJ1, SV1) said the competition was introduced to them as late as July. "We counted the months left after the competition had been introduced and realized that it was not worth participating". (SV1)

Other than timing of introducing the competition, parents also lodged complaints to schools.

4.4.5. Parent's complaints

Although the documents, in particular the weekly reports do not mention anything about concerns from parents, the interview and workshop results revealed that it was concerns

from parents that had influenced most schools to stop participating in the competition. Six schools out of the nine interviewed (SV1, SV2, SJ1, SJ2, SP1, SP2) and two groups at the workshop (WGB, WGC) mentioned that parents were concerned that their children were being “treated like slaves”.

Involving children in collecting cans, according to parents, signifies child labour. Also, the parents complained that the schools were sending the children to unsafe areas where they might either be raped or knocked over by cars. Other reasons cited by the parents, according to the interview respondents and workshop participants were that the project took much of their time which they should rather be using for school work as well as house chores. Two interview respondents (SJ2, SV1) who are also principals at their schools made these points:

One angry parent confronted me. *Eish ...* She asked me if I would be happy to see my own children going to unsafe areas after school to look for the cans when they should be at home doing homework or important house chores or resting. (SJ2)

At one of the parent meetings, about eight angry parents threatened that they would take their children to other schools if the school continued to involve them in collecting cans. (SV1)

Both the Pretoria Branch Manager (PRM) and the Johannesburg Branch Manager (JBM) indicated that parents’ complaints have been one of the frequent problems raised by schools which have stopped participating in the competition in 2004.

Although parent’s complaints seem to be the main contributor to schools stopping to participate in the competition, rewards and payments also played a role.

4.4.6. Rewards and payments

The results of the survey conducted in 1997 indicate that schools raised concerns regarding the low price that Collect-a-Can was paying for the cans collected (S97). Weekly reports (WR) also raised the issue of price many times. This issue also emerged

during the interviews and workshop sessions and was cited as one of the key reasons that led to schools to stopping their participation in the competition. Five interview respondents (SJ1, SJ2, SP1, SP2 and SV1) and two workshop groups (WGB, WGC) cited the issue.

Collect-a-Can wanted us to sort the cans. We asked the learners to do the sorting every Wednesday and it took them hours and hours (many hours). It was too much work but the money we received after the cans were collected was very little. When I showed it to the parents and staff, they all indicated that participating in the competition was a waste of time. (SJ1)

The Public Relations Manager (PRM) had another view on the issue, and he reported that the price for the cans collected by schools was increased by 50% in 2003. Both branch managers (JBM and PBM) reported that many schools still felt that the price offered for the cans was not adequate, and they consequently stopped participating in the competition. Further, the Public Relations Manager (PRM) indicated that the price is more than that paid to collectors by Collect-a-Can in order to increase benefits to schools.

According to the interview respondents and workshop participants mentioned above, their lack of continued participation in the competition was also exacerbated by the fact that their schools never won any of the monthly competition prizes or the national competition prizes (see section 2.5). One interview respondent (SP2) commented:

My school participated in the competition for two years and we always collected bags in the region of 20 or more. Surprisingly, we have not won any of the four monthly prizes offered by Collect-a-Can. Realizing that we had tried very hard and there was no hope of winning prizes, everyone at their school, including parents who were supporting the project suggested that we should stop participating in the competition.

Both JBM and PBM confirmed it and indicated that even schools that are still participating in the competition have raised the issue many times.

Two interview respondents (SP1, SP2) and most workshop participants, mainly from groups A and B (WGB, WGC) believe that their failure to win prizes was also caused by

the format of the competition. Three workshop participants, two from group B and one from group C (WGB, WGC), indicated that the competition only favours schools from the townships because most cans are generated in those areas. Their argument is that there are not many cans in rural areas and is important for Collect-a-Can to consider that suggestion. “If my school manages to collect cans that can fill 15 bags of cans, you must know that we have really done our best considering that we are a rural school.” (SP1)

Collect-a-Can senior management (PRM, MD) indicated that changing the competition format to suite one group would be a problem as other schools from different areas would need different competition formats.

Beside payments and rewards most schools also cited quality of service as another factor that influenced them to stop participating in the competition.

4.4.7. Poor quality of service

The perception of the respondents and workshop participants is that the quality of service rendered by Collect-a-Can was not acceptable. According to them, the poor quality of service included the following:

- Poor communication , failure to collect cans and to deliver bags to store the cans, and
- Non-payment and late payment for the cans collected.

4.4.7.1. Poor communication, failure to collection cans and to delivery of bags

All interview respondents and all workshop participants expressed their concern about the poor communication between Collect-a-Can and schools. This includes failure by each of the three Collect-a-Can branches under study to follow up on requests and complaints as well as failure to get back to the schools. All schools that registered and failed to participate mentioned that their failure to participate in the competition was also influenced by Collect-a-Can’s failure to deliver bags to store the cans. They also raised

their dissatisfaction regarding Collect-a-Can's failure to collect cans from schools even after several calls. Commenting on these problems, one respondent (SJ1) said:

My school collected cans and called Collect-a-Can several times to come and collect but they failed to come. I wish you had visited our school at the time. We had stacks of cans here. Our learners started to play with the cans during break times. It was chaos cans were scattered all over the schoolyard. It became a safety and a health issue. As a result, the school ended up giving the cans to the unemployed man who lives near the school. This situation angered many parents and teachers who supported the project. The school took a decision at one of the meetings not to participate in the competition again.

Most respondents indicated that their schools waited for the bags for a long time and got de-motivated. Another respondent (SP1) commented:

I am disappointed that Collect-a-Can only wanted to deliver bags when it suited them. We phoned the company [Collect-a-Can] many times and when we had already lost interest they delivered the bags. From that experience we concluded that Collect-a-Can did not care about the health and safety of our learners. This experience unfortunately made us to discontinue participating in the competition.

The PRM of Collect-a-Can, however, reports that all complaints received from schools receive immediate attention. He notes that on most occasions when a representative of Collect-a-Can returns the call to resolve the situation, the respective educator is not readily available as he/she is in class.

Discussion with the Managing Director (MD) of Collect-a-Can indicated that people who collect cans from schools are self-employed entrepreneurs. Although these entrepreneurs use Collect-a-Can owned trucks, they do not work directly for the company. These entrepreneurs sell their cans to Collect-a-Can and they get paid for this service by Collect-a-Can. This complex association with Collect-a-Can appears to have led to the misconception amongst schools that the entrepreneurs work directly for Collect-a-Can. As a result of this confusion schools think that it is Collect-a-Can who does not pay them.

According to the respondents, poor communication, failure to collect cans and to deliver cans timeously were not the only problems linked to quality of service. Some of the schools mentioned non-payment and late payment as other contributing factors.

4.4.7.2. Non and late payment

According to the interview respondents, non-payment and late payments for the cans collected from schools angered both teachers and parents who were supporting the project. These issues were raised during the interview and workshop sessions.

Two respondents (SP1, SV2) mentioned that Collect-a-Can collected cans from their school twice in 2003 and they had still not received their money at the time of the interview (May 2005). One respondent (SV2) who is also the principal of the school pointed out:

We used to report to the parents about the money we were getting for collecting cans. We also showed them the cheques we were receiving from your company (Collect-a-Can) or the receipts showing the amount of money received. When we did not receive the money for the cans, parents started to accuse me of using the money for the cans for my own things ... you see. Even now they still think that I did receive the money from your company (Collect-a-Can). To these parents, I now appear as a thief who cannot think for them and their children.

Most schools also expressed their concern about late payment for the cans collected. One respondent (SJ2) pointed out:

For the three years that my school participated in the competition, we have always received cheques for the cans collected very late. Sometimes it took four months. On some occasions payment was only done after we had phoned the branch concerned many times.

Discussing the same point in the workshop, one participant with an angry tone from group C (WGC), commented that they stopped participating in the competition with a view to save the high costs that they incurred for phoning Collect-a-Can many times to pay them. The MD of Collect-a-Can indicated, however, that some of the schools do not

collect their cheques from Collect-a-Can. As a result, there are stale cheques amounting to R30 000.

4.4.7. Lack of teacher support by Collect-a-Can and its strategic partners

The competition action plan indicates that schools would be visited to provide support and assess their progress in the competition (AP). Weekly reports (WR) also indicate that schools were visited. This information differs to the information elicited from the interviews and workshops with the schools that stopped participating in the competition.

Three respondents (SP1, SJ1, SV2) from schools that stopped participating in the competition in 2004 indicated that they were discouraged by not seeing any person from Collect-a-Can. One of the three respondents (SJ2) explained:

My school was contacted telephonically at the beginning of the competition to ask us if we were going to participate in 2004. We thought the Collect-a-Can representative would visit the school to explain how the competition would be running as they had previously done so in the two years that my school participated in the competition.

All the workshop groups except one group (WG A) mentioned that they thought the competition was discontinued. They further indicated that even Collect-a-Can's strategic partners (Department of Agriculture and Land Administration) failed to visit their school.

The interview with the PRM revealed that Collect-a-Can's failure to visit schools was caused by the resignation of the Marketing Officer who was the co-ordinator of the competition. The Marketing Officer resigned in 2003. He continued to say that Branch Managers also had little time to market the competition because of other branch related commitments which are actually the "core business of Collect-a-Can" (the competition is not its core business, but is only one of its strategies with longer term implications).

Five of the respondents during the interview process (SV0, SV1, SP0, SJ1, SJ0) and all the workshop participants mentioned that they were also discouraged by the fact that they

did not receive any letter from the Department of Education encouraging them to participate in the competition. One workshop participant (WGB) commented that the department restricts them in taking part in any activity that is not approved by them: “If we had received the letter from the department, we would have gladly participated in the competition”. (SV0)

Lack of support also had an impact on schools linking the competition to the curriculum. This point is discussed in the next section.

4.5. Competition and Curriculum

All the nine interview respondents indicated that they did not use the competition for curriculum purposes, as expressed in this statement: “The main aim of participating in the competition was to raise funds. We did not think about curriculum as the competition was introduced late to us”. (SP1)

The information elicited from the workshop indicated that one participant from group B (WGB) used recycling as a topic in his Learning Area (Natural Sciences). Some schools have also spoken about recycling in the foundation phase. Two workshop participants, one from group A (WGA) and the other from group B (WGB), indicated that they only mentioned recycling as a solution in passing when they were teaching about littering.

The Public Relations Manager (PRM) indicated that they do not have expertise and funds to execute this function. The PRM further indicated that the ultimate responsibility of incorporating waste management issues in the curriculum is the responsibility of the DoE and educators, not organisations like Collect-a-Can.

As indicated in different sections of the chapter, most schools felt that there was a need for Collect-a-Can to give attention to different factors which were cited to have influenced participation of schools in the competition. They provided a number of suggestions that can help the company to improve the competition.

4.6. Suggestions for improvements

Respondents and workshop participants made important suggestions with reference to the improvement of the competition. They are as follows:

- Introduction of the competition through relevant structures,
- Introduction of the competition before schools plan for the following year,
- Conduct teachers workshops on recycling and curriculum,
- Improve the quality of service and communication with schools, and
- Encourage attendance of parents at meetings at schools.

Most of the interview respondents and workshop participants indicated that these suggestions, if Collect-a-Can takes them into consideration, could help to increase participation of schools in the competition. Respondents' views on each of the above-mentioned suggestions are presented below.

4.6.1. Introduce the competition through relevant structures

All the interview respondents and workshop participants suggested that Collect-a-Can, including all its strategic partners, in particular, the North West Department of Agriculture, Environment and Tourism and Mpumalanga Department of Agriculture and Land Administration should work with the Department of Education in order for the competition to be successful. Four respondents (SP0, SP1, SJ0, SV0) commented that it was difficult for schools to show commitment to the competition if the department did not endorse it. Two workshop participants from groups A and B (WGA, WGB) commented that the department do not encourage schools attend workshops that they have not approved. Emphasizing the same point, one workshop participant from group B (WGB) said:

If the department does not support projects (referring to the competition), schools tend to treat them as extra-curricular activities. It happened at my school. In many cases, such projects become the responsibility of one keen teacher and they do not benefit all educators and learners at the school.

Timing of the workshops also emerged as a concern which Collect-a-Can and its strategic partners should take into consideration. One respondent (SJ0) puts his concern in the following way:

The department recommends that the timing of the workshops should be considered at all times to ensure that teaching activities are not disrupted. All workshops that we attend start at 13:00 or 14:00. If you organise workshops in the morning you will not see any teachers.

Other than workshops to introduce the competition to schools, educators also suggested workshops that would focus on curriculum.

4.6.2. Conduct workshops for educators

All the respondents and workshop participants indicated that there was a need to conduct educators' workshops on recycling and curriculum. Three interview respondents (SP2, SJ2, SV2) and one workshop participant from group B (WGB), mentioned that their schools participated in the competition for more than two years but they struggled to incorporate recycling in their respective Learning Areas. Expanding on the same point, one workshop participant from group C (WGC) indicated that she had been teaching technology for a long time but she could not see the links to the project. During the interviews, one respondent (SV2) said:

The workshops we are suggesting should be run differently. You should do away with workshops that involve one or two teachers from one school as they only benefit those teachers. When they come back from these workshops it becomes difficult for them to explain to the rest of staff. We want workshops that would involve all the teachers in each participating school.

Reasons cited by that respondents and workshop participants put forward indicated that if educators could understand how recycling could be linked to all the eight Learning Areas more educators would see the importance of the recycling projects and their participation in the competition. Other than teacher support, interview respondents and workshop participants also had suggestion on an improved quality of service.

4.6.3. Improve the quality of service

One of the suggestions made in the survey report of 1997 (SR) was that the quality of service should be improved in order to avoid further decline in the number of schools participating in the competition. The survey report states that:

Due to the nature of our business (Collect-a-Can) and the fact that we rely heavily on a great deal of credibility to achieve our aims, it is vitally important for us (Collect-a-Can) to address the concerns raised in the report.

All respondents and workshop participants made similar suggestions to those of the report. “Try to ensure timeous collection of cans from schools, timeous payments, proper follow-up on complaints and requests as well as avoiding non-payments at all costs”. (SJ2)

Other than improving the quality of service many schools suggested that the format of the competition be changed.

4.6.4. Change the competition format

Many respondents (SP1, SP2, SJ1, SJ2, SV1, SV2) and workshop participants (WGC) whose schools have participated in the competition for two years or more mentioned that Collect-a-Can should change the format of the competition. Their main reason is that the company has used the same format for a long time. This format according to them does not interest schools enough to continue because it does not benefit them. Further probing on this suggestion failed to yield results as both interview respondents and workshop participants could not give examples regarding how the changing of the competition format could be approached.

As indicated above many schools seem to be tired of the competition format and they hope that if it could be changed in whatever way, they will be able to win some of the

prizes. Collect-a-Can could attend parents meetings to probe some of the questions further and encourage interactions with parents.

4.6.5. Attend parents' meetings

Both respondents and workshop participants emphasized the importance of Collect-a-Can attending parents' meetings held at schools to explain to parents what the benefits of the competition were.

One workshop participant from group A (WGA) noted that parents do not understand why schools participate in such competitions even after several explanations. Stressing the same point, another workshop participant from group C (WGC) mentioned that some of the parents do understand when educators explain to them, but their number is less than ten percent. According to the two interview respondents (SJ1, SP2), attendance of these meetings will help Collect-a-Can understand the concerns of the parents.

If your company representative attends, he/she can be able to clarify the misunderstandings that parents have regarding the competition. This will help a great deal because parents tend to listen to the outsiders more than us (teachers at the school). They are so used to us ... they do not take us seriously sometimes. (SP2)

As indicated above, a number of the interview respondents and the workshop participants made useful suggestions which can shape the future of the Collect-a-Can competition, and its beneficial role in schools. The implications of this will be discussed in more depth in the next chapter.

4.7. Concluding summary

In this chapter I have presented the findings of the research process drawing on data from documents, a workshop and interviews. The chapter started by looking at how the competition was introduced to the schools, indicating that links with stakeholders and media were important ways of introducing the competition to schools. This was followed

by presentation of reasons that motivated schools to participate in the Collect-a-Can schools competition, and it was interesting to note that schools were motivated to participate in order to generate income to improve their schools. Social reasons such as care for the environment were also put forward as educators saw the potential of the competition for fostering values and addressing local environmental problems.

The bulk of the chapter was focused on exploring the key factors that influenced schools to stop participating in the competition. A range of inter-linked factors was found to have led to a reduction in school participation in the competition. These included lack of the material (cans), lack of cooperation in schools, competition between home and schools, timing of introducing the competition to schools, parents' complaints, rewards and payments, quality of service, incentives and lack of teacher support.

The link between curriculum and the competition was also considered, and the data reveals that this has not been a priority for the Collect-a-Can competition to date. It appears, however, that teachers have an interest in finding out how to integrate the use of the competition into curriculum as revealed by their suggestions to improve participation in the competition.

The final section of this chapter reports on the suggestions made during the interview process and workshop sessions to improve the numbers of schools participating in the competition. Suggestions for improvement included improved service, better support for integrating the recycling focus into the curriculum and establishment of a closer relationship with parents. Integration with Department of Education structures and a reorientation of the competition were two further suggestions made, although no details were provided on how the competition should be re-structure to be more relevant and interesting to schools.

In the next chapter, I explore the implications of social marketing strategies (section, 2.4) in relation to the findings presented in this chapter and in relation to the research

question. The interpretation of the findings will also be linked to environmental education trends and environment and education policies, as discussed in chapter 2 (section 2.2).

CHAPTER 5

FACTORS INFLUENCING PARTICIPATION: IMPLICATIONS FOR COLLECT-A-CAN SCHOOLS COMPETITION

5.1. Introduction

In the preceding chapter, I have presented factors that influenced participation of schools in the Collect-a-Can schools competition. In this chapter, I discuss the implications of these factors for the Collect-a-Can Annual Schools Competition. The main aim of this research was to ascertain if the social marketing strategies used by Collect-a-Can have had an influence on the participation of schools in its competition.

The discussion draws on social marketing theory presented in section 2.5. I only discuss the social marketing features which relate to the data presented in chapter 4 and my research question. The features include marketing research, mapping of social marketing, customer service and strategic partners. To provide better discussion of the implication of the many factors that affected participation of schools in Collect-a-Can schools competition, I clustered them under each of the above-mentioned features of social marketing. In discussing each of the mentioned features of social marketing, I also draw on educational policy which includes the White Paper on Education and Training (RSA, 1995), Curriculum 2005 (DoE, 1997) and the Revised National Curriculum Statement (DoE, 2002). I also consider the waste management policies listed in section 2.2.

As the Collect-a-Can Annual Schools Competition is working with schools, and aims to promote learning about recycling and action taking (collecting cans), I also discuss the educational aspects that Collect-a-Can would need to focus on if they are to address the reduction in schools participation in the competition. Some aspects (e.g. lack of collaboration in schools) may remain outside the Collect-a-Can sphere of influence, but may nevertheless be important to consider.

5.2. Customer service for Collect-a-Can schools competition

As already explained in chapter 4, findings revealed that most schools which stopped participating in the competition cited poor customer service which they thought was rendered by Collect-a-Can as a main reason. According to Kotler and Roberto (1989: 248), "... service delivery is an important adjunct of the adoption of a social product; in fact, it supports the adoption process from start to finish". Katz (1987) notes that badly managed customer service prevents substantial increase in new or repeat business. McKean (2002) adds that seventy percent of customers' decision to deal with any company is based on how they are treated. According to Metcalfe (as cited in Jay, 1999), companies that do not deal with and respond to the problems of customers are likely to lose them permanently. The number of schools which Collect-a-Can had lost between 2002 and 2004 due to poor service rendered by some of the entrepreneurs who are not the employees of Collect-a-Can demonstrates this aspect.

Jay (1999) also notes that it is considerably harder and costly to win back the dissatisfied customers who have left. Although most schools that stopped participating in the competition gave useful suggestions which Collect-a-Can could use to improve the competition, none of them spoke about the possibility of participating in the competition again. As Katz (1987) noted, their expectations have been influenced by earlier dealings with the entrepreneurs.

The findings show that although Collect-a-Can management indicated that they have tried to deal with complaints schools still felt that the company did not perform as well as it could have with regard to managing the customer's complaints. Schools' perceptions are that the company delayed in addressing schools complaints (section 4.4). According to Jay (1999) the way companies handle customers complaints has a huge impact on the likelihood of customers using their service again. Katz (1987:18) notes that "... tensions are created ... with every moment of delay before the customer problem is solved". The longer the complaint takes to resolve, the more it will take to satisfy the customer and you are much more likely to lose the customer permanently" (Metcalfe, as cited in Jay,

1999:93). As the findings indicate, schools that lodged complaints ended up stopping their participation. They claim that Collect-a-Can failed to update them on the progress the company was making with regard to their complaints. Kotler (as cited in Jay 1999) notes that customers like to be kept informed. If they are not kept informed they become disappointed as this makes them feel that the company does not see them as important customers.

The data also shows that schools stopped participating in the competition as a result of the entrepreneurs' failure to keep promises with regard to collecting cans and delivering bags to schools (see section 4.4). Some schools entrepreneurs promised to pay schools for the cans collected but were not able to fulfill the promise. Duran (as cited in Jay, 1999) notes that failure to keep promises reflects poor customer service and may put the company at risk of losing customers.

As noted above, it is clear that customers decide the success and failure of social marketing programmes. The discussion also shows that poor customer service to a large degree affects the credibility of the company. This aspect was evident with the Collect-a-Can Annual Schools Competition even though the poor service was not rendered by Collect-a-Can. Many schools stopped participating and some of them have indicated that they would not be able to participate in the competition in the future. Recommendations for customer service are discussed in section 6.3.

5.3. Mapping the social marketing environment for the Collect-a-Can competition

Data presented in chapter 4 (section 4.2) shows that Collect-a-Can did not adapt their social marketing strategies used for the competition to environmental changes due to the fact that it is not part of their strategy. According to Kotler and Roberto (1989), social marketers acknowledge the fact that their programmes are subject to forces of change arising from the environment. They continue to say that it is imperative for social marketers to map the environment as it assists them to understand the changes that it is undergoing and the potential impact of those changes on their organization's capabilities

and on their target-adopter segments. They argue that by so doing, organizations will be aware of the adaptations that need to be made in order to sustain their programmes. However, they also warn companies to have information about sources of change and their underlying causes. Although curriculum changes are not the priority of the company, these changes have already started to impact on the competition. For example, the timing of promoting the competition and the links to the curriculum which can play an important role in assisting the company to achieve its long-term strategy.

Below, I provide an in-depth discussion on how promotion of the competition and formal education policy changes have affected participation of schools in the competition as revealed by the findings in chapter 4. I shall begin with promotion and end with policy changes.

5.3.1. Promotion of the competition

Data in Chapter 4 show that Collect-a-Can followed all the correct steps in choosing correct communication media channels. From the discussion on how schools get to know about the competition, it seems that the media strategy is successful (section 4.2). However, inappropriate timing appears to have led to loss of participation despite earlier success. The findings reveal that the competition was promoted through the printed media from March and was introduced to schools through direct marketing from January of each year. According to the requirements of the educational policy, schools are required to plan the previous year for the forthcoming year meaning the competition was introduced late. Kotler and Roberto (1989) and Kotler *et al.* (2002) note that it is important for organizations to consider the media timing. They continue to argue that if the message was communicated at a wrong time, it would not have the same impact that it would have if it was done at the correct time. As the data revealed, many teachers in some schools did not support the project because they were already implementing the projects which their schools had integrated into their plans in the previous year for the current year, meaning that the competition was just treated as an extra curricular activity (section 4.2). The disadvantage that occurs when projects are treated as extra-curricular

activities, is that only a few learners participate. As a result this may not contribute positively to the objectives of Collect-a-Can's long-term strategy (section 1.2).

The discussion in this section further addresses the need to adapt marketing strategies to policies that guide the Department of Education and discusses how these may have a positive influence on the programmes of companies. Recommendations that are cost effective and which can contribute to the objectives of Collect-a-Can's long-term strategy are outlined in section 6.6.

5.3.2. Impact of policy changes on Collect-a-Can schools competition

Data revealed that Collect-a-Can's social marketing strategies used for the competition have not incorporated policy changes that have occurred since 1995. The reason, as indicated by the Collect-a-Can senior management (MD), is that all these changes did not form part of the company's strategy at the time. The White Paper on Education and Training (RSA, 1995) notes the importance of integrating environment in all levels of education and training system in order to create environmentally literate and active citizens (section 2.2). It was also discussed in section 2.3 that environment has been an integral part of both versions of Curriculum 2005 and the Revised National Curriculum Statement which emphasize environmental skills, knowledge, attitudes and values within the framework of active learning. Apart from the education policy, waste management policies such as the National Environmental Management Act (RSA, 1998b) and the White Paper on Integrated Pollution and Waste Management (RSA, 1998a) promote integration of waste management issues in education programmes at all levels of curricular and in all disciplines of formal education (section 2.2.).

As noted in chapter 4, policy changes have contributed to schools stopping to participate in the competition. Although educational policy changes are not part of Collect-a-Can strategy, the impact that these changes have already had on the competition reflects a need for re-orientation of the company social marketing strategies to be more adaptive and responsive to policy change. As shown in the teachers' suggestions for improving the

competition, adaptation to the new curriculum policy environment would seem to be an important factor to consider in future Collect-a-Can schools competition social marketing work. It appears that failure to adapt to these changes will affect participation and the company's long-term strategy (section 1.2). As shown in the data (see section 4.6) this will need to include more substantial support to teachers to integrate recycling activities into the curriculum. This kind of support, as teachers suggested in section 4.6, needs to have a strong focus on education *about* the environment, education *through* the environment and education *for* the environment within the framework of active learning, to enable better incorporation of the competition to the curriculum.

Although it is understandable that Collect-a-Can was not able to support schools due to financial restrictions (MD), cost effective recommendations that are discussed in section 6.5, might assist the company to explore a few possibilities regarding the above situation.

The next section discusses how marketing research has also had an influence on participation of schools in the Collect-a-Can schools competition. In this section the discussion focuses on monitoring and evaluation research which is also linked to the mapping of the social marketing environment.

5.4. Marketing research for Collect-a-Can schools competition

As reported in section 2.4.2, research is central to the success of any social marketing programme (Kotler *et al.*, 2002). This, according to McKee (1992), assists organizations to learn more about their customers, resulting in the design of programmes that meet the needs of their target-adopter segment.

As already discussed in section 2.4.2, there are three categories of research identified by Kotler *et al.* (2002). These are formative research, pretest research and evaluation and monitoring research. According to the data presented in chapter 4, monitoring and evaluation research appear to have affected participation of schools in the competition. Andreasen (1995) alludes to the fact that social marketing relies on ongoing monitoring

research in order to get early warnings about successes and failures of their programmes. He further makes the point that information gathered through monitoring can help social marketers to act to change strategies and tactics as rapidly as possible.

Data reveals that due to the need for the company to save costs, monitoring through school visits was not done as intensive as it was supposed to be, for example, schools noted that Collect-a-Can representatives and its strategic partners were not able to visit them. It appears that this has deprived of Collect-a-Can an opportunity to track schools' reaction, which could have helped the company to understand factors that influenced schools to stop participating in the competition (section 4.4) "...while there was time to stop or change it" (Andreasen, 1995:140). For example, the company could have identified the complex mis-communication about the employment affiliations of the entrepreneurs, which led to misconceptions about the payments due to schools. This ultimately affected the reputation of Collect-a-Can in a negative way (section 4.4).

This section highlights the fact that monitoring is an integral part of social marketing programme implementation. If not executed, it can have negative consequences to the success of the programme as it is demonstrated by the Collect-a-Can schools competition. Section 6.4 provides some cost effective recommendations for monitoring and evaluation.

5.5. Strategic partners for Collect-a-Can schools competition

Other individuals can play an important role in inducing initial action and making sure it is reinforced and maintained. Andreasen (1995) argues that for social marketing programs to be successful, the help and assistance of other people should be sought. He further notes that by so doing marketers need to increase the positive benefits of cooperation and decrease the costs. However, these groups should be chosen on the basis of the influence they can have on the success of the programmes or projects (Kotler & Roberto, 1989). They have grouped them into permission granting groups, support

groups, opposition groups and evaluation groups. Further, they note the importance of knowing the characteristics of each influence holding group and addressing their needs.

According to the data presented in section 4.4, Collect-a-Can managed to identify other influence holding groups but have not worked closely with the a permission granting group, which is the Department of Education (DoE). Kotler and Roberto (1989) note that such organizations make decisions on the basis on the routines spelled out in their manuals. They continue to say that it is imperative to understand their routines and rules to get their support. In this case, the Department of Education uses educational policies to make decisions. The DoE controls schools, and failure to work through them or have their support in any of the projects that involve schools may lead to the project failing to achieve the intended outcomes, i.e. the Collect-a-Can competition may not be given the attention it deserves in schools. The information gathered through interviews and a workshop indicates that a number of the schools stopped participating in the competition because they did not receive any letter which shows that the department supported the competition (section 4.4).

Parents and school management teams (which include principals) are other important influence groups that could contribute to the failure or success of the social marketing programmes in schools. A lack of cooperation caused by school principals in some schools and parent complaints as revealed by the data in section 4.4, indicates the amount of influence that these groups can have on the success of the competition in schools. Although it appears that the execution of this task might have cost implications, in section 6.6, I provide some recommendations that the Collect-a-Can management can look at in terms of the competition.

The above discussion indicates two important aspects with regard to influence holding groups. One aspect is that if they are carefully chosen they can influence the sustainability of the social marketing programmes in schools. The other aspect is that if they are not involved, there could be problems as it has been the case with Collect-a-Can schools competition.

5.6. Social marketing in the educational sector

As shown above, there are many aspects to the relationships between social marketing strategies used by Collect-a-Can and the schools competition. A key finding of this study however, is that when social marketing strategies are applied to the educational sector, they need to consider, and be responsive to, educational policy and practice. They are therefore not simply about more effective marketing to target audiences, but are also good educational practice.

Data in Chapter 4 reveals the following key educational issues that need to be considered in social marketing strategies such as the Collect-a-Can Annual Schools Competition:

- The need to develop strong partnerships with the Department of Education in a cost effective way,
- The need for alignment with, and support for curriculum policy in a cost effective way (section 4.6),
- A consideration of the structure and functioning of schools (as revealed by the findings that relationships in schools affected participation in the competition) (section 4.4),),
- A need to consider parent-learner and parent-school relationships (section 4.4), and
- A need to consider ethics and educational approaches (i.e. how the competition activities can enable active learning for a healthy environment).

For environmental education competitions specifically, the latter aspect is particularly significant. This discussion points out that social marketing initiatives should carefully consider the context in which they are operating.

5.7. Concluding summary

In this chapter, I have explored the implications of the factors that influenced schools to stop participating in Collect-a-Can schools competition. As mentioned at the beginning of this chapter, I have drawn on social marketing theory with specific focus on features that

are relevant to the findings presented in chapter 4. This includes customer service, mapping of market environment, monitoring and evaluation research and strategic partnering. In discussing these features of social marketing, I have also considered education policy, environmental education trends and waste management policies and their contributions to formal education. I have also discussed the specific aspect of understanding social marketing in the educational sector, with specific reference to environmental education. The principal aim of exploring the implications of the factors that influenced a decline in the number of schools participating in the competition was to establish if the findings were answering the research question: *What are the relationships between social marketing strategies and participation of schools in environmental competition?*

The interpretation process indicates that there is a strong relationship between the social marketing strategies and participation of schools in the Collect-a-Can schools competition. Some key features of social marketing which showed the relationship included:

- Monitoring of the competition,
- Customer service,
- Mapping of the social marketing environment, and
- Identification of permission granting groups which includes the Department of Education and parents and group which includes the school management teams.

At a broader level, two other dimensions of the Collect-a-Can's social marketing strategy warrants attention:

- Inadequate adaptive management and responsiveness to change, and
- A deeper understanding of what social marketing may look like in an educational setting.

As the findings reveal that some of the earlier marketing strategies have had a somewhat negative impact on the competition, Collect-a-Can management is in a good position to develop or improve specific areas of the current strategies. Being aware of the causes of

the decline in the number of schools participating in the competition, Collect-a-Can may be able to approach the development or improvement of the social marketing strategies from a more informed position. However, it will be difficult for Collect-a-Can to develop or improve their strategies without recommendations. In the subsequent chapter, I propose recommendations.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

6.1. Introduction

This chapter provides a summary of the study and recommendations for effecting necessary changes to the current social marketing strategies used for the Collect-a-Can schools competition. Recommendations are made within the understanding of Collect-a-Can's situation which include its non-profit making status and the need to ensure that every activity is cost effective.

The chapter starts by outlining a summary of the key findings in relation to the research question, making recommendations which include improved monitoring research and evaluation, improved customer service, ongoing mapping of the social marketing environment with adaptive management, identification of key strategic partners, and development of a stronger educational approach to the social marketing strategies

6.2. Summary of the research

The Collect-a-Can Annual Schools Competition, which involves schools collecting cans for recycling was used as a case study. This case study research focused on investigating whether there were any possible links between social marketing strategies and issues related to the decline of the number of schools participating in the Collect-a-Can schools competition.

The study has shown that there are relationships between some of the key features of earlier social marketing strategies used for the Collect-a-Can Annual Schools Competition and the decreasing number of schools of schools participating in the competition (chapters 4 and 5). These features include, customer service, continuous

mapping of the environment, monitoring and evaluation and identification of strategic partners (chapters 2, 4 and 5). The study also identified the need to understand what social marketing needs to take account of in an educational setting.

The data has indicated that schools which stopped participating in the competition cited poor service rendered by Collect-a-Can. Closer examination revealed that the poor service was actually associated with entrepreneurs who collected cans from schools, and who were affiliated to (through use of vehicles), but not employed by Collect-a-Can.. This led to misconceptions about Collect-a-Can's service delivery record (sections 4.4, 5.2). It is clear from the reaction of the interview respondents and workshop participants that the wrong impression created by the entrepreneurs might create a negativity among schools in terms of their participation in the competition. Jay (1999) notes that 68% of customers leave companies because of poor customer service.

The study has also indicated that on the one hand, schools have the perception that Collect-a-Can does not communicate with them regarding their complaints as they wish. On the other hand, Collect –a-Can has indicated that they have tried their level best to resolve the complaints but on most occasions found that teachers were unavailable to take the calls. This apparent communication difficulty has contributed to schools stopping their participating in the competition (section 4.4, 5.2). Jay (1999) notes that companies should always try to hold on to their customers, because getting new customers is very expensive. Recommendations are provided in section 6.2.

The study has also shown that mapping of social marketing environment in terms of the competition has, to date, not been the focus and priority of Collect-a-Can strategy (section 5.3). Kotler and Roberto (1989) note that mapping of the environment assists companies to understand broader changes within the environment in which they are operating. These broader changes include educational policy and procedures of the Department of Education. (section 2.2). Findings in Chapter 4 and a discussion in chapter 5 outline these changes. The data revealed that a failure to map the environment has already had an impact on the competition. This included the timing of introducing the

competition and an opportunity for schools to link the competition to the curriculum (section 4.4, 5.3). Section 6.5 provides recommendations for mapping of the social marketing environment.

Andreasen (1995) notes the importance of companies identifying relevant strategic partners. He indicates that they assist organizations to promote their programmes and save costs. Kotler and Roberto (1989) also note the importance of prioritizing the strategic partners in terms of the amount of influence that they can exert in the implementation and success of programmes. Interpretation of the findings show that Collect-a-Can has not worked closely with the Department of Education which Kotler and Roberto (1989) would classify as permission granting group and critical partner since the competition is school based. Similarly, the competition did not accommodate or form partnerships with parent groups or school management teams. This, however, as it was indicated by Collect-a-Can management in chapters 4 and 5, is not the core focus of Collect-a-Can strategy, which explains why this was not undertaken, in spite of the fact that Collect-a-Can was working with schools.

The study has also indicated that due to reasons including the need to be cost effective and resignation of the Marketing Officer, Collect-a-Can was not able to monitor the competition as it could have done. According to the data presented in chapter 4, the link to the entrepreneurs who were directly working with schools became the closest link to Collect-a-Can, which as discussed earlier has led to some confusion and misrepresentation of Collect-a-Can. Andreasen (1995), Kotler and Roberto (1989), Kotler *et al.* (2002) note that research in the form of monitoring helps companies to understand what is happening to the programme being implemented and assist them to make timely changes. Hinton and Schaeffer (1994:28) point out that "... unless we constantly monitor our performance and sincerely listen to the voices of our customers we become complacent" and that is when things go wrong. Kotler *et al.* (2002) indicates that monitoring is complemented by evaluation.

From the summary it seems there is a need for Collect-a-Can to inject a responsive

element to their strategies in order to maintain the credibility of the competition without compromising its focus. Within this responsive re-orientation of the social marketing strategies, the Collect-a-Can competition will also need to become more educationally responsive. Jay (1999) notes that greater retention of customers (in this case schools) saves the expense of recruiting new ones simply to replace the fallout. Collect-a-Can appears to have the capacity and expertise to address problems raised in the study (Chapters 1, 2, 4 and 5). The summary however, shows that Collect-a-Can could adjust some of the strategies without incurring costs.

The study provides recommendation for each of the discussed key features of social marketing that could help to enhance the credibility of the competitions to schools and decision makers. These recommendations are discussed in the sections that follow.

6.3. Recommendations for excellent customer service

As noted in chapter 4, most schools stopped participating in the competition as a result of showing their dissatisfaction for poor quality of service rendered by the entrepreneurs. Through association, the schools believed that they were working for Collect-a-Can, and this caused some misconceptions about Collect-a-Can service delivery. As discussed in chapter 4 and 5, this affected the number of schools which stopped participating in the competition. Hinton and Schaeffer (1994) note that "... nothing attracts and keeps customers like a genuine commitment to quality and service excellence. According to Jay (1999) on average an unhappy customer will tell about 10 and 16 people. However, when the complainer is satisfied with your response s/he tells the half the number of people. Katz (1987) notes that adverse experiences are related to another customer much more frequently than positive experiences.

These situations suggest an improved customer service orientation as suggested by interview respondent and workshop participants in Chapter 4. It was argued in section 4.6 that consideration of these suggestions would foster the credibility of the competition

amongst schools.

Kotler (as cited in Jay, 1999) identified some expectations for managing service delivery which the study recommends Collect-a-Can should take into consideration in order to avoid losing more schools in the competition. These include responsiveness, sensitivity, reliability and communication.

- **Responsiveness:** Collect-a-Can should advise entrepreneurs rendering service to be responsive to the requests and complaints from schools as rapidly as possible. If schools request collection of cans or bags to store the cans, that service should be rendered with great responsiveness.
- **Reliability:** Collect-a-Can should advise the entrepreneurs rendering service to schools to make sure that they are reliable. If schools are promised collection of cans or delivery of bags to store the cans, or payment for the cans collected on a particular date or day, they must be able to honour the promise and this must be consistent.
- **Communication:** Senior management (MD, PRM) indicated that it was difficult to get hold of the teachers when trying to resolve some concerns raised by the schools. To avoid the miscommunication, the company representative should inquire about appropriate times at which teachers will be available. Currently one of the procedures within schools is that teachers should not be disturbed while they are in class. This will enable Collect-a-Can representatives to contact teachers during times when they are not in class. By working to improve communication with schools, doing this, Tucker (1997) notes that a bond could be established which has the potential to provide the basis for loyalty.
- **Sensitivity:** Collect-a-Can could work more closely with the entrepreneurs to understand the needs of schools with regard to collection of cans and payments as

failure to do so will affect the competition negatively, and impact on Collect-a-Can's objectives.

- Collect-a-Can should analyze its strengths and weaknesses that schools do not know and check what causes weaknesses, and address them, for example, how to ensure that entrepreneurs should render a high quality of service in schools. The recommendations above, seem to suggest that improved communication is needed between Collect-a-Can and the entrepreneurs who utilize their vehicles, and therefore have a close association with the company, even though they are not directly employed by the company. Jay (1999) indicates that approach is the first step to customer satisfaction.
- The information contained in the Schools competition entry form should be examined as it does not make it explicit to schools that the entrepreneurs who collect cans from schools do not work for Collect-a-Can. It should also be clearly stated that Collect-a-Can is only responsible for the payment of the competition prize money which schools can win in the branch and national competitions. Also, if possible, to make it clear to schools that Collect-a-Can pays the money collected for the cans on behalf of the entrepreneurs.

Jay (1999) advises that companies will never achieve 100% customer service, but they must keep on trying. This could be good advice for Collect-a-Can to consider when dealing with issues from schools.

6.4. Recommendations for ongoing monitoring and evaluation research

Andreasen (1995) notes that social marketers understand that their programmes are works in process. Kotler *et al.* (2002) comment that through research, companies are able to make decisions for programme plans that will indeed influence change.

Given the above scenario, the study recommends the following:

- Collect-a-Can should liaise with the Department of Education to organise workshops where the company can meet schools from one area and discuss problems they are experiencing in the competition. Through this process Collect-a-Can will know what is happening to the programme and will be able to address the problems which schools are experiencing. Kotler *et al.* (2002) note the more intimately we know our customers, the more we will be able to offer them what they want. They continue to say that this could only be achieved by listening to them many times.
- Combine monitoring through school visits with telephonic monitoring which can be done once in a quarter. Although schools prefer to talk face-to-face with people from companies when they have complaints, through telephonic conversations Collect-a-Can will still be informed of the problems schools are experiencing. This approach is also more cost effective, which is an important objective of Collect-a-Can
- It is also important to take time to hear the views and perceptions of former schools and those that are dissatisfied to hear about their problems and work through the issues that made them leave. This could be done through a survey at the end of every year. Hinton and Schaeffer (1994) argue that if the former customers left because of the problems with the company, these problems if unresolved, should be the company's priority because others are likely to leave for the same reason.

6.5. Recommendations on mapping of the environment

As already indicated in chapter 4 and 5, the study has shown that Collect-a-Can has not been responding to educational policy and other changes that have occurred since 1995 due to the fact that it has not been a strategic focus area of the company. The impact of these changes have been discussed in section 5.3 and 6.2.

The study recommends the need for Collect-a-Can to adapt its social marketing strategies used for the schools competition to the changes that take place in the formal education

and environmental fields. As indicated in the introduction of this chapter Collect-a-Can's situation was considered.

- Attention should be given to working closely with the Department of Education because they will be able to inform and update Collect-a-Can on possible changes to policies and other procedures of the Department.
- The competition should be aligned with, and be responsive to the requirements of education and waste management policies. These requirements could be integrated into posters, print media when announcing monthly winners for the competition.

From the above, it shows that constant mapping of the environment could help Collect-a-Can to identify when changes in the policy and social environment occur, and that this may have benefits for Collect-a-Can and may assist Collect-a-Can to achieve its longer term strategic objectives.

6.6. Recommendations on forming the strategic partners

As indicated in chapter 4 and 5, Collect-a-Can did not work closely with DOE and school management teams as it was made clear that this was not focus of the company. Although this is not part of the company at present, it seems, based on the data, that these groups can help Collect-a-Can to achieve the objectives of its long term strategy. The department of Education's curriculum policy, the Revised National Curriculum Statement (2002) places more emphasis on environmental skills, knowledge, attitudes and values within the framework of active learning framework. These developments are closely associated with Fien's (1993:15) three approaches to environmental education: education *about* the environment, education *through* the environment, and education *for* the environment which provide a broad-based approach to environmental education and action taking, which is also the longer term objective of Collect-a-Can.

Data in chapter 4 and interpretation of findings in chapter 5 show that Collect-a-Can

chose other alliances to help implement the competition. However, data also shows that the company overlooked the role that the Department of Education and parents could play in the promotion and sustaining of the competition.

The study, therefore, recommends the following cost effective approaches:

- Collect-a-Can should start working closely with the Department of Education. As noted in chapter 4 and 5, the department is a critical partner. The DoE runs workshops for teachers on various environmental topics. If Collect-a-Can strengthens the relations with the department, the competition, in particular recycling, could be used as one of the topics in some of their workshops. Collect-a-Can will not incur any costs in this process.
- Collect-a-Can schools competition should be introduced through the districts of the Department of Education. These districts organise principals' meetings and teachers' workshops. Distribution of the competition entry forms at these meetings will save Collect-a-Can costs of visiting individual schools.
- Collect-a-Can should consider involving parents and school management teams as valuable partners in the competition. The company could arrange with schools that are experiencing problems regarding cooperation to invite a few parents to the meeting whenever Collect-a-Can visit the school. This will be cost effective as the representative will incorporate all problems into one meeting.

From the above, it is clear that strategic partners are important to successful implementation of programmes. For the competition to be successful in terms of Collect-a-Can's vision and mission, it should consider the Department of Education, parents and school management teams as critical partners because the competition is run for schools, and has potential to enrich curriculum activities, if implemented with a stronger educational orientation.

6.7. Recommendations for the development of a stronger educational orientation

As discussed in Chapter 4, a stronger educational orientation could enhance Collect-a-Can's ability to achieve its long term strategic goal. As shown in the data, schools participate in the competition for ethical reasons, as well as for financial reasons, and teachers have a keen interest in working with projects that support curriculum objectives. With this in mind, the following is recommended:

- Ethical benefits that promotes the importance of creating a healthy environment through different Learning Areas should form an integral part of the Collect-a-Can social marketing strategies for the competition.
- A document to guide teachers with regard to how they could incorporate recycling in the eight Learning Areas could be developed internally to save costs.
- Involvement of school management teams and parents is needed to ensure that the Collect-a-Can schools competition is successful in schools, and that it is integrated into the annual planning of Learning Programmes.

6.8. Limitations of the study

The study had some limitations which are discussed briefly below.

- The study only covered 9 schools, three under each of the three branches of Collect-a-Can and a workshop in which 20 teachers from different schools participated. Given such circumstances, the study cannot be generalised.
- A few people were involved in the study due to time constraints. At Collect-a-Can, only the branch managers, Managing Director and Public Relations Manager participated in the study. More people who deal directly with schools could have been involved in the study. These include the financial department manager at head

office, pay clerks at the branches and the entrepreneurs who collect the cans from schools. At schools, parents and learners could have been involved.

- Time allocated by the schools for interviews was very limited and awkward. All interviews were conducted during break times. Had I been able to spend more time with the teachers I could have generated more data. Schools were not happy to allow me interview the teachers during teaching time. Teachers were also not happy to be interviewed after school or during weekends.
- No formal research has been done in the area of social marketing and environmental competitions in South Africa which means that the study was conducted without enough literature to support my theoretical vantage points.

6.9. Concluding summary

As indicated in chapters 4 and 5 and in the summary of the study in this chapter, there are strong relationships between the social marketing strategies and factors that influenced participation of schools in the competition. It appears that the research was relevant and it has potential to contribute meaningfully to the development of the new social marketing strategies which will hopefully ensure increased participation of schools in the competition.

Koltler *et al.*, (2002), Kotler and Roberto (1989) Andreasen (1995) and McKee (1992) indicate that central to social marketing is the customer. Based on the findings and discussions in chapters 4 and 5, there is an indication that in the life of the competition, there has been many changes and it seems the marketing strategies which Collect-a-Can used for the competition have not responded to these changes adequately due to factors that relate primarily to the lack of funds and the need to be cost effective.

The study has argued that in order for the current social marketing strategies to be responsive to the needs of the schools and to the changes, Collect-a-Can should adopt a

more responsive and adaptive approach and a stronger educational orientation without digressing from its core focus or without incurring additional costs.

REFERENCES

- Andreasen, A.R.** (1995). *Marketing social change. Changing behavior to promote health, social development, and the environment*. San Francisco: Josse-Bass.
- Arskey, H., & Knight, P.** (1990). *Interviewing for the social scientist*. London: Sage.
- Ashwell, A.** (2004). (Workshop as a research method). In research design course file, Rhodes University, Department of Education, Grahamstown.
- Bell, J.** (1999). *Doing your research project* (3rd ed.). Maidenhead: Open University Press.
- Bassey, M.** (1999). *Case study research in educational settings*. Buckingham: Open University Press.
- Berg, B.L.** (1998). *Qualitative research methods for social sciences*. Boston: Allyn and Bacon.
- Blaxter, L., Hughes, C., & Tight, M.** (1996). *How to research*. Buckingham: University Press.
- Bogdan, R.C., & Biklen, S.K.** (2003). *Qualitative research for education: An introduction to theories and methods*. Boston: Pearson Education Group.
- Brewer, J. D., & Miller, R. L.** (Eds.). (2003). *The A-Z of social research*. London: Sage.
- Bryman, A., & Burgess, R.G.** (Eds.). (1999). *Qualitative research. Volume IV*. London: Sage.

- City of Tshwane Metropolitan Municipality (CTTM)** (2005). *Waste management brochure*. Pretoria: Housing, City Planning and Environmental Management
- Cohen, L., Manion, L., & Morrison, K.** (2000). *Research methods in education* (5th ed.). London: Routledge.
- Collect-a-Can** (2004). *A decade of leading the clean initiative*. Midrand: Collect-a-Can.
- Collect-a-Can** (2005). Schools competition entry form. Midrand: Collect-a-Can.
- Collect-a-Can** (1997-2004). Strategic plans. Midrand: Collect-a-Can
- Collect-a-Can.** (2000 - 2003). Action plans. Midrand: Collect-a-Can.
- Collect-a-Can .** (1998 - 2004). Annual schools' participation records. Midrand: Collect-a-Can.
- Collect-a-Can.** (98 – 2004). Weekly reports. Midrand : Collect-a-Can.
- Collect-a-Can.** (2005). Survey report. Midrand : Collect-a-Can
- Collect-a-Can.** (2000 –2004). Winners annual schools competition. Midrand: Collect-a-Can.
- Conducting case studies. (n.d.)**. Retrieved 12 January 2006.
<http://writing.consolate.edu./guides/research/casestudy/pop3c.cfm>
- Connole, H.** (1998). 'The research enterprise'. In *Research methodologies in education: Study Guide*. Geelong: Deakin University.
- Cutlip, S.M., Center, A.H., & Broom, G.M.** (1985). *Effective public relations* (6th ed.).

New Jersey: Prentice Hall.

Day, B.A., & Monroe, M.C. (2000). *Fundamental concepts in environmental education and communication for a sustainable world: Handbook for international practitioners*. Washington: Academy for Educational Development.

Denzin, N.K., & Lincoln, Y.S. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oak: Sage

Delta Environmental Centre. (2001). *Active learning through the development of School Environmental Policy*. Johannesburg: Delta Environmental Centre.

Department of Education. (1997). *Curriculum 2005*. Pretoria: Department of Education.

Department of Education. (2002). *Revised National Curriculum Statement Grades R-9*. Pretoria: Department of Education.

Department of Environmental Affairs and Tourism. (1999). *National state of the environment report*. Pretoria: Department of Environmental Affairs and Tourism

Department of Environmental Affairs and Tourism. (1999). *National Waste Management Strategy*. Pretoria: Department of Environmental Affairs and Tourism

Department of Environmental Affairs and Tourism. (1998). *White paper on Integrated Pollution and Waste Management policy*. Pretoria: Department of Environmental Affairs and Tourism.

Department of Environmental Affairs and Tourism. (2000). *Guidelines on Waste collection and recycling of waste in high density and unserved areas*. Pretoria: Department of Environmental Affairs and Tourism.

Department of Environmental Affairs and Tourism. (2000). *The framework for post consumer recycling in South Africa*. Pretoria: Department of Environmental Affairs and Tourism.

Department of Environmental Affairs and Tourism. (1998). *Waste management summit. Declaration on waste management*. Polokwane: Department of Environmental Affairs and Tourism.

Durban Metro. (1999). Recycling initiatives. Retrieved 9 May 2005, <http://www.ceroi.net/reports/durban/issues/waste/recycle.htm>

Eco-Schools Toolkit. (2003). Howick: Share-Net.

Fien, J. (1993). *Education for the environment: Critical environment theorising and environmental education*. Geelong: Deakin University.

Flemming, A. (1997). *New perspectives on designing and implementing effective workshops*. Carlifornia: Jossey Bass.

Furter, L. (2005). Green tax put value on trash. *Resource*, 6(1), 8-11.

GAO. (1990). Case study evaluatuion. Retrieved, 12 January 2006, <http://www.ojp.usdoj.gov/BJA/evaluation/guide/documents/documentee>. Htm

Gauteng Provincial Department of Agriculture Conservation and Environment (2004). Bontle ke Botho/Clean and Green competition. Johannesburg: Gauteng Provincial Department of Agriculture Conservation and Environment.

Gillham, B. (2000). *Case study research methods*. London: Continuum

Hinton, T., & Schaeffer, W. (1994). *Customer focused quality: What to do on Monday*

morning. Eglewood Cliffs: Prentice Hall.

Highveld Steel and Vanadium Corporation Limited. (2005). Highveld Steel reduce, reuse and recycle schools competition. Witbank: Highveld Steel and Vanadium Corporatio Limited.

Human, J. (2005). Industry pioneers national glass recycling drive. *Resource*. 7(2). 21

Janse van Rensburg, E. (2001). Orientation to research: Research methods short course Lecture notes. Grahamstown: Rhodes University Environmental Education Unit.

Jay, R. (1999). *Smart things to know about customers*. Milford: Capstone.

Jensen, B.B., & Schnack, K. (1997). The action competence approach in Environmental Education. *Environmental Education Research*, 3(2), 63-177.

Katz, B. (1987). *How to manage customer service*. England: Gowa.

Keats, M.D. (2000). *Interviewing: A practical guide for students and professionals*. Buckingham: Open University Press.

Kotler, P. Roberto, N., & Lee, L. (2002). *Social marketing: Improving the quality of life*. Thousand Oaks: Sage.

Lather, P. (1986). Issues of validity in openly ideological research: between a rock and a soft place. *Interchange*, 17(4), 63-84.

Lazer, W., & Kelly, E.J. (1973). *Social marketing perspectives and viewpoints*. Homewood: Richard D. Irwin Incl.

Locke, L.F., Silverman, S.J., & Spirduso, W.W. (2004). *Reading and understanding research* (2nd ed.). Thousand Oaks: Sage.

Lotz-Sisitka, H., & Janse van Rensburg, E. (2000). *Contextual profile: Learning for Sustainability project*. Johannesburg.

Le Roux, K. (199). *Getting environmentally organised with a school environmental policy*. Howick

May, T. (2001). *Social Research: Issues, methods and process* (3rd ed.). Maidenhead: Open University Press.

McCulloch, G. (2004). *Documentary research in education, history and the social sciences*. London: RoutledgeFalmer.

McKee, N. (1992). *Social mobilization and social marketing*. Malaysia: Southbound.

McKean, J. (2002). *Customers are people: The human touch*. England: Willy.

McKenzie-Mohr, D.M., & Smith, W. (1999). *Fostering sustainable behavior: An introduction to community-based social marketing* (3rd ed.). Canada: New Society.

McTaggart, R. (1991). Faculty of Education Masters Programme Research in Education and Training course file: Deakin University.

Merriam, S.B. (2002). *Qualitative research in practice: Examples for decisions and analysis*. San-Francisco: Jossey Bass.

Meyer, E. (2005). Plastics recycling: Challenges to consumers and councils. *Urban green file*, 10(2), 40-42.

Miles, M., & Huberman, M. (1994). *Qualitative data analysis*. California: Sage.

- Moore, N.** (1987). *How to do research*. (2nd ed.). London: Library Association.
- Mkhize, M.** (2005, November 14). Co-ordinator, Education and Waste Minimisation, Durban Solid Waste. Telephonic communication.
- NEEP-GET.** (2004). *Lesson planning for a healthy environment: Teachers working with the National Curriculum Statement (R-9)*. Howick: National Environmental Education Project for General Education and Training/Share-Net.
- NEEP-GET.** (2005). *A critical monograph: Building capacity for Environmental learning in South Africa's education system*. Howick: NEEP-GET/Share-Net.
- Nhamo, G.** (2005). Environmental Policy Processes surrounding South Africa's plastic bags regulation: Tensions, debates and responses in waste product regulation. Unpublished doctoral thesis. Grahamstown: Rhodes University.
- Newman, W.L.** (2000). *Research methods: Qualitative and quantitative approaches* (4th ed.). Boston: Allyn and Bacon.
- O'Donoghue, R.** (2001). *Environment and active learning in OBE: NEEP guidelines for facilitating and assessing active learning in OBE*. Howick: Share-Net.
- O'Donoghue, R., & Lotz-Sisitka, H.** (2002). Some insights on the gap. *Journal of Environmental Education Research*, 8(2), (261 -271).
- Pawney, J., & Watts, M.** (1987). *Interviewing in education research*. London: Routledge.
- Payne, G., & Payne, J.** (2004). *Key concepts in social research*. London: Sage.
- Prior, L.** (2003). *Using documents in social research*. London: Sage.

- Punch, M.** (1986). *Politics and ethics of fieldwork*. Newbury Park: Sage.
- Seidman, I.E.** (1991). *Interviewing as qualitative research: A guide for researchers in education and social sciences*. New York: Teachers College Press.
- Silverman, D.** (2001). *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (2nd ed.). London: Sage.
- Soanes, C.** (1987). *South Africa pocket Oxford dictionary* (3rd ed.). Cape Town: Oxford University Press.
- Statistics South Africa.** (2000). *Census*. Pretoria : Statistics South Africa
- .Republic of South Africa.** (1996). *Constitution of the Republic of South Africa Act 108*. Pretoria: Government Printer.
- Republic of South Africa.** (1999). *National Environmental Management Act 107*. Pretoria: Department of Environmental Affairs and Tourism.
- Republic of South Africa.** (1995). *White Paper on Education and Training*. Pretoria: Government Printer.
- Rodes University.** (2002). Gold Fields participatory course in Environmental Education. Grahamstown: Rodes University.
- Stake, R.E.** (1995). *The art of case study research*. Thousand Oaks: Sage.
- Strauss, A., & Corbin, J.** (1990). *Basics of qualitative research: Grounded theory and techniques*. Newbury Park: Sage.

Terre-Blanche, M. T., & Durrheim, K. (1999). *Research in practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press.

Theron, P.F. (2004). Waste management in South Africa. In *The enviropedia*. (pp. 201 – 204). *Simonstown: Eco-Logic*.

Turcker, R.B. (1997). *Customer service for the new millennium: Winning and keeping value-driven buyers*. USA: Book-Mart Press.

Wellington, J. (2000). *Education research: Contemporary issues and practical approaches*. London: Continuum.

Yin, R. K. (1994). *Case study research: Design and methods*. London:Sage.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks: Sage.

APPENDIX A

SUMMARY OF DOCUMENTS ANALYSED

The appendix provides a summary of documents analysed. Analyses of these documents depended on their availability (section 3.)

DOCUMENT (S)	CODE	SUMMARY (STRENGTHS/WEAKNESSES)
Strategic Plans 1997 - 2004	SP	<ul style="list-style-type: none">• Provide information on how the competition forms part of the long-term strategy of the company.
Competition Entry Form/Brochure 2004	CEF	<ul style="list-style-type: none">• Provides information about the competition in a clear manner• Branch and National competition prizes clearly presented.• Does not indicate the amount paid for the cans collected.• Does not have a section on the banking details of the school as an alternate means of payment.
Survey report 1997	SV	<ul style="list-style-type: none">• Highlights concerns raised by schools• Provides suggestions for improvement
Action plans for the competition	AP	<ul style="list-style-type: none">• Provide information on the competition will be promoted and monitoring of the competition.

2000 - 2003		<ul style="list-style-type: none"> • Do not provide information on summative evaluation • Do not provide information on how the company will work with the Department of Education as a critical strategic partner. • Do not indicate the role of branches in terms of customer service and general promotion of the competition.
Annual Schools' Participation Records 1998 – 2004	APR	<ul style="list-style-type: none"> • Provide information on schools that participated in the competition in each branch in different years in a manner that a decrease or increase in numbers could easily be noticed.
Weekly Reports 1998 - 2004	WR	<ul style="list-style-type: none"> • Indicate the implementation of the action plans (i.e. promotion through school visits). • Do not show how problems of the schools that stopped participating in the competition were resolved.
National Competition Winners Records 1998 – 2004	NCW	<ul style="list-style-type: none"> • Show schools that have won the competition prizes.

APPENDIX: B

GUIDING QUESTIONS FOR INTERVIEW: COLLECT-A-CAN'S PUBLIC RELATIONS MANAGER

The interview focused more on strategies that were employed to address problems around the competition (section 3.4).

- 1. When did you join Collect-a-Can?**
- 2. The records (2001-2004) on school participation indicate fluctuation and a decline in the number of schools participation. What do you attribute this fluctuation to and what strategies did collect-a-Can put into place to address the problem?**
- 3. The records also show that in 2003 and 2004, the number of schools which participated in the competition were low. What caused the problem and what strategies were employed to address the problem?**
- 4. How intensive was monitoring through school visits between 2003 and 2004?**
- 5. What were the most frequent concerns or complaints from schools?
In which ways were these concerns and complaints handled?**
- 6. How often did Collect-a-Can evaluate the competition?**

APPENDIX: C

GUIDING QUESTIONS FOR INTERVIEWS: BRANCH MANAGERS

- 1. Records (2003 – 2004) on school participation in the competition show a decline in the number of schools participating in the competition. What are your comments regarding the decline.**
- 2. What problems from schools did you encounter most frequently? How did you address those problems at your branch?**
- 3. How often did you visit schools? Could you briefly explain how you have chosen schools that you have visited?**
- 4. In which ways, apart from visiting schools, have you monitored the competition?**

APPENDIX: D

GUIDING QUESTIONS: INTERVIEW AND A WORKSHOP

These questions were formulated based on the results of the pilot version and were used for the interviews which involved nine respondents from nine schools. The questions were also adapted the workshop which involved 20 schools. Question 4 was asked differently depending on how schools were chosen (see section 3.4).

- 1. How did your school know about Collect-a-Can schools competition? What month did your school know about the competition?**
- 2. Could you briefly explain what motivated your school to participate in the competition?**
- 4 Your school registered for the competition but failed to participate. Could you kindly explain what factors influenced your school' not to participate in the competition?**

or

Your school participated in the competition for one year and stopped. Could you kindly share with me why your school stopped participating in the competition?

or

Your school participated in the competition for more than two years and stopped. Could you kindly share with me why your school stopped participating in the competition?

- 5. Could you briefly explain how your school has linked the competition to the curriculum? If your school was not able to link the competition to the curriculum, could you briefly explain the reasons that led to your school's failure to link the competition to the curriculum?**
- 6. If your school were to participate in the competition again, what aspects of the competition would you like Collect-a-Can to improve? Why do you think these improvements are necessary?**

APPENDIX: E

ANALYTIC MEMO

This appendix provides a summary of the interview and workshop responses. Nine respondents were interviewed in the three branches of Collect-a-Can. Three schools in each branch were selected for the study (see sections 1.2 and 3.3). A workshop in which 20 schools from Witbank area participated was held (section 3.3).

Category	Summary of Responses	Interview respondents	Workshop participants
Knowing about the competition	Direct promotion	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA,WGB, WGC
	Media	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA,WGB, WGC
	Networking	SJ0, SP2	-
Motivation for participation	Prizes	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA,WGB, WGC
	Ethical benefits	SP1, SJ1,	WGB, WGC
Factors affecting participation	Timing of promoting the competition	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA,WGB, WGC
	Integration with planning schedules	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA,WGB, WGC
	Lack of material	SP1, SPO, SV1, SVO	WGA,WGB, WGC
	Competition between home and school	SJ0, SJ1, SP1, SV1	WGA, WGB

	Parents' complaints	SV1, SV2, SJ1, SJ2, SP1, SP2,	WGB, WGC
	Low price	SV1, SJ1, SJ2, SP1, SP2,	WGB, WGC
	Quality of service	SP1, SJ1, SV1, SV2, SJ2, SP2	WGB, WGC
	No support from the Department of Education	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA., WGB, WGC
Competition and Curriculum	No links to curriculum	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGB, WGC
	Links to the curriculum		
Suggestion for improvements	Introduce the competition before schools starts to plan for the forthcoming year.	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA., WGB, WGC
	Work through relevant structures	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA., WGB, WGC
	Teacher support	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGA., WGB, WGC
	Improve payment system and avoid non- payment	SP1, SJ1, SV1, SV2, SJ0, SJ2, SP2	WGC
	Improve quality of service	SP1, SJ1, SV1, SPO, SV2, SVO, SJ0, SJ2, SP2	WGB, WGC

APPENDIX: F

LETTER REQUESTING PERMISSION TO INVOLVE SCHOOLS IN A RESEARCH

This appendix shows the letter that was sent to a school which participated for more than two years in the competition and stopped. The school addresses and other related information could not be furnished for the reasons of confidentiality and anonymity (section 3.7).

Dear Sir/Madam

REQUEST TO INVOLVE YOUR SCHOOL IN A RESEARCH BASED ON COLLECT-A-CAN SCHOOLS COMPETITION

I am enrolled with Rhodes University for MEd (Environmental Education). The focus of my research is on Collect-a-Can Schools competition which your school participated in for 2 years and stopped. Through this research, I aim to find out about the factors that influenced schools to stop participating in the competition.

I hereby wish to request your school to participate in this research as it is hoped that your views and experiences and those of your counterparts from other schools that will participate in the study may assist Collect-a-Can to improve certain areas of the competition that might have influenced your school to stop participating.

Attached please find a copy of my research proposal which outlines the research. Please do not hesitate to contact me at 466 2939/083 708 7533 if you have any queries regarding the study or your participation in the study.

I look forward to your positive response.

Kind regards

Andrew Mathabathe

APPENDIX G

ATT: Mr. Shabeer Jhetam
Public Relations Manager
Collect-a-Can
SUBJECT: Masters in Education (Environmental Education): Rhodes University
DATE: 28 February 2005

Dear Mr Jhetam

REQUEST TO CONDUCT RESEARCH ON COLLECT-A-CAN SCHOOLS COMPETITION

I hereby wish to inform you that I have passed the exams of the first year of the two years Masters programme I am doing through Rhodes University. The first year of this programme focuses on course work and culminate with an examination.

The second and the last year of the course involves students conducting research on various topics. Where possible, students are encouraged to choose research topics that relate to the contexts of their work. This, according to the university, will assist students to be able to do their work better. Given this reason and our short discussion on the course last year, I kindly request the management to allow me to focus my research on Collect-a-Can Schools Competition.

According to Collect-a-Can's yearly records on school participation, from 1998-2001 there has been a slight increase. Between 2001 and 2004 there has been a notable fluctuation with 2003 and 2004 showing a significant decline of schools participating in the competition. The decrease in school participation pinpoints a problem that the company needs to attend to as a matter of urgency. Since the competition is one of my responsibilities, I would like to (through research) establish what contributes to the decrease in school participation. I believe that the research will illuminate the causes of the decrease and assist the company to introduce marketing strategies that would increase the number of schools participating in the competition.

If the management approves my request, I ask for permission to interview you and branch managers regarding the strategies used for the competition. I would also like to request the management to allow me to analyse all the documents which relate to the competition.

I look forward to your response.

Regards

Andrew Mathabathe
Public Relations Officer