

## Let's do it with Ferda in Estonian Schools



### 1. Summary

Country	Estonia
Level implementation	National
Scale	Pilot
Waste fraction	Several
Target Audience	Pupils in age 7-19 and teachers.
Objective	To spread the educational environment programme for children: "Let's do it with Ferda". The programme aims to raise awareness about waste reduction. At the second stage the programme aims to change consumer behaviour.
Initiator/coordinator	Environmental Board (Estonian Ministry for the Environment)
Other key actors involved	Environmental Investment Center
Duration	2010 and the coming years
Number in Mapping report	09
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## 2. Context

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The Republic of Estonia is a state in the Baltic Region of Northern Europe. It is bordered to the north by the Gulf of Finland, to the west by the Baltic Sea, to the south by Latvia, and to the east by the Russian Federation. The territory of Estonia covers 45,227 km<sup>2</sup>. The capital and largest city is Tallinn. With only 1.34 million inhabitants, the population density is 30 inhabitants/ km<sup>2</sup>. The territory is divided into 15 counties and has 225 municipalities.

Estonia's legal framework in waste management is targeted to follow the principles of sustainable production and consumption. The waste hierarchy is respected: waste generation should be prevented, and waste needs to be recovered as much as possible, including by reusing and recycling. Estonia's policy is to bring less waste to landfills. The first national waste prevention programme will be adopted in 2013. So far, no legal target on waste reduction has been set.

The Estonian government has set up different programmes to support waste prevention actions in the production sector and in other sectors. Actions on raising awareness about waste reduction/ prevention are mainly taken at local level, by municipalities. Different foundations and companies, including waste sector enterprises, carry out environmental awareness actions. At state level, the Environmental Board is in charge of awareness campaigns and educational programmes.

In general, awareness about waste prevention is low but there are signs of interest in some areas.

### 3. Strategy

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#### **Objectives**

To diffuse the new educational programme "Let's do it with Ferda" for children aged 7-19. The programme aims to raise awareness about waste reduction.

#### **Preconditions**

The action "Let's do it with Ferda" is a pilot project inside the environment education programme of waste reduction for pupils at basic level. As such, the educational book "Ferda Reduces Waste" has been created for pupils and teachers. The first action took place on 24 November 2009 during the international campaign European Week for Waste Reduction ([www.ewwr.eu](http://www.ewwr.eu)) in Pärnu Kuninga Basic School, where 2-hour lectures were held, along with some practical games about how to avoid and reduce waste at home and at school.

#### **Procedure**

The educational course (which has one theory side and another practical) has been prepared by specialists from the educational department of the Environmental Board.

All Estonian schools and kindergartens can book the course and ask for a specialist's contribution at the school (free of charge). The course is either 1 hour or 2 hours 45 minutes long. For the younger students, the mascot Ferda or a glove puppet is used. During the lesson, materials and tool kits are distributed to teachers and children for further use. In some regions, partners such as youth centres contribute with additional games or competitions.

The content of the course is divided into 3 parts:

1. A visit to a waste treatment facility, landfill, recycling center or any industrial enterprise to show which types of domestic or industrial waste is generated. The transport for children and teachers was covered by the Environmental Investment Center. Bus transport cost approximately €128/person.
2. Lectures at school. The Environmental Board's waste specialist gave lectures about waste prevention, reduction and reuse, as well as how to act in an environmentally friendly way - shop smartly, reuse things in another way, buy long-lasting products, preferably with less packaging, etc., and also showed examples of the damage caused by excess plastics. The course programme was put together by the Environmental Board's waste specialists. To encourage the course's long-lasting influence, work sheets ('Waste prevention work-sheet') and Ferda booklets were given to the participants. The children had to complete the work sheets at the end of the lecture according to what they have learned.
3. Workshops where children 'tuned' used clothes previously brought by them from home. Textile colours were free for pupils, as costs were covered by the project budget by EIC.

The Ferda project was launched by Environmental Board in 2009 on a project-basis with the ongoing financial support of the EIC. Every year new or additional materials have been financed by the EIC, e.g. in 2009: the Ferda booklet and worksheets, textile colours, pupils' transportation to

facilities, the EWR board game; in 2010: additional booklets (also in Russian), an EWR table board game, and Ferda mascots (18 units/specialist, costs around 1700€) were produced.

### ***Instruments***

For the lectures and courses given to students by the Environmental Board specialists, there were several instruments used such as:

- Ferda booklets and worksheets
- Presentation support tools
- Textile colours
- EWR board games
- Mascot clothes
- Glove puppets

### ***Timeframe***

The first edition (launched during the 2009 European Week for Waste Reduction) required 3 months of programme planning. Due to reasons of a limited budget, mascots were created in 2010. No special time schedule for implementing the programme (courses) was planned. The programme is available all year round by booking an appointment with the educational specialist.

## 4 .Resources

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The foundation Environment Investment Centre (EIC) financed the necessary tools developed within the programme (creating/printing the booklet, board game, mascots, pupils' transportation to facilities etc). The main activities of the EIC are to channel the proceeds from the exploitation of the environment into environmental projects; to perform as the agency implementing the environmental projects funded by the European Regional Development Fund (ERDF), the European Social Fund (ESF) and the Cohesion Fund (CF); and to make funds available for the implementation of environmental projects. Since 2010, the EIC also acts as the agency implementing the Green Investment Scheme (selling the excess CO<sub>2</sub> quota and supervising the investments). The Environmental Board is the project manager and developer, and in addition the lecturers are waste specialists from the Environmental Board and are paid by its budget.

### *Financial Resources*

In 2009: €2 110 were provided by the Environmental Board Educational Department. Thanks to this grant 1000 board games and 1000 "Ferda Reduces Waste" booklets have been provided.

In 2010: €21 090 were given by the EIC for the "Waste Reduction campaign for general education schools". This financed 3000 board games and booklets in Estonian, 2000 board games and booklets in Russian, mascot clothes and glove puppets (18 units/specialist, costing circa €1 700).

### *Human Resources*

Fifteen educational specialists are working with the Environmental Board's Environment Education Department in different regions of Estonia. The funding for the specialists is covered by the Environmental Board's budget.

### *Communication Tools*

Tools include the "Race to Reduce" board game (Estonian/Russian versions of the communication tools from the project European Week for Waste Reduction); the "Ferda reduces waste" booklet; the mascot clothes and glove puppets. See above in chapter Financial resources for costs.

To support the project, there was a board game "Race to Reduce" (EWWR tool) and the "Ferda Reduces Waste" booklet. There were also visits to recycling facilities or companies where good examples of waste avoidance or reduction were shown (visits occurred in step two in 2010).

Several press releases in the national and local newspapers about the European Week for Waste Reduction and the actions planned during the week were published by the Environmental Board in cooperation with the Ministry of the Environment. Detailed information about the Ferda programme with local educational specialists' contacts is available on the Board's website. No costs were incurred for press releases.

## *Allocation of resources over time*

The Ferda project was planned as an action for the European Week for Waste Reduction at a time when the budget was very limited. In 2009, as a start, the booklet (illustration, publication) and board game print-run were planned for one year and for distribution only in some regions in Estonia. However the programme was designed to remain on the list of educational programmes for the coming years, with the possibility of further enhancement.

The educational waste reduction programme became popular in schools and kindergartens. So for further development step two was added to the programme. In 2010 the foundation EIC financed the “Waste Reduction campaign for general education schools” project, which sprang from the Ferda project. The project foresees an educational visit to a facility or company (e.g. textile facility), which uses waste as a resource, or has made changes in the production line to minimize its waste generation. The visit includes a lecture about waste reduction, work-sheets and workshops (“tuning” old clothes, painting used ceramics etc). Participation in the programme is free, including travel and material. This new educational project started in February 2011 in volume of 3 x 35 pupils from every county (15 counties).

## 5. Evaluation

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### **Results**

#### ***- Participation***

At the first stage, the action took place at the Pärnu Kuninga Basic School where 50 pupils and teachers participated. At the second stage, the project was implemented all over Estonia. In 2010, more than 600 pupils participated in action during the EWR. Overall all-year participation in the programme is approximately 500 pupils (excluding the EWR). Participation scale is assessed by educational specialists who carry out the course, by counting the booked courses during the year. Increasing participation requires more materials to carry out the courses, as well as more promotion in schools and kindergartens about available educational programmes.

A total of 1500 pupils coming from 35 schools from 15 counties have received courses. 61 programmes have been successfully presented in schools.

#### ***- Avoided waste quantities (or toxicity)***

Possible avoided waste quantity is not estimated, as the action's impact on the amount of waste is too indirect to measure. The quantity of waste avoided during one course's workshop is approximately 1-2 kg per course (used T-shirts, glasses, other textile, package or paper/cardboard). Long-term indirect impact on waste generation depends on participants subsequent activeness to organize collection actions, workshops etc. at school/kindergarten.

#### ***- Other results***

The interest in the waste reduction programme increases every year, both from pupils or teachers. Teachers in schools/kindergartens are very open to using this free opportunity to complement school teaching programmes. The successful part of the course has been the hand-work section, where pupils had to personalise their old clothes.

## ***Impacts***

The project has general positive impacts such as the increase of awareness about waste reduction. Youngsters learn to avoid over-consuming, and to make smart decisions when buying. They pass their knowledge on to parents and other adults which, in a way, is more effective than direct campaigns to adults. Children are more flexible and active in organizing flea markets, collections of different used things etc.

**- *Avoided Costs / Avoided CO<sub>2</sub> equivalents/ Social Benefits***

Not estimated

## ***Continuation over time***

The waste reduction programme “Ferda reduces waste” is implemented at national level without any involvement at municipal level. Cooperation with partners takes place on a voluntary basis and mostly depends on the educational specialist's activity. The programme was created for long-term implementation and only needs resources for educational material. The programme's capacity and level of development mostly depends on the financial support of the EIC from whom the Environmental Board receives its grant. The amount allocated for grants varies from one year to another, because it depends directly on the environmental charges collected.

## ***Monitoring System***

Project reporting to EIC: the Environmental Board's waste specialists report on a monthly basis on different programmes carried out, including the Ferda programme.

## **6. Lesson learnt & recommendations**

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### ***Opportunities & Challenges***

If the programme has succeeded in organizing collection points for used products for further donation, decoration competitions or exhibitions of art made with used products at schools this is a positive impact.

As 'waste prevention' is a new topic for teachers, they must also be trained in order improve their knowledge when explaining to their pupils what prevention is.

### ***Key factors of success***

To make the programme attractive for all school-age children, it has to be renewed every year to keep it fresh, up-to-date, and interesting. The programme has to be flexible so that it can be suitable for every age group - more playful for young children , and more fact-based and visit-orientated at teenage level.

### ***Recommended improvements/adaptations***

In order to catch the interest of teachers and pupils, it might be important to increase the interaction and the follow-up of their activities. For instance, coaching teachers and pupils over time could be useful, as well as organising some kind of contest in order to stimulate pupils' participation and creativity.

### ***Recommended indicators & monitoring***

A survey aimed at pupils and another at teachers could help better determine what they retain and remember from the programme. Moreover, an assessment of waste and resources (paper, meals, etc.) before and after the programme could help monitor the concrete impact of the programme on pupils' behaviour.

## 7. Comparison with similar actions

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### *In different location/context*

Can be compared to other good practices with school children

Pre waste Factsheets:

- Accompanied waste prevention projects in schools in the Brussels Capital Region, Belgium (Pre-waste Factsheet 22).
- Food waste at Schools in Halmstad, Sweden (Pre-waste factsheet 29)
- Gaabriella Kaatis - Puppet theatre project, Finland (Pre-waste factsheet 71)
- LUDOTECA RIU', centre for school children on waste reuse and prevention, in Marche Region Italy (Pre-waste factsheet 107)

European Week for Waste Reduction Award finalists of 2009 in the “schools” category:

- “Sei tu che fai la differenza” - You make the difference in Pozzuoli, Italy  
[www.ewwr.eu/sites/default/files/EWR\\_2009-case-studies\\_Education\\_7-Circolo-didattico-Pozzuoli\\_IT.pdf](http://www.ewwr.eu/sites/default/files/EWR_2009-case-studies_Education_7-Circolo-didattico-Pozzuoli_IT.pdf)
- Reduce for a better consumption (Reduzir para melhor consumir) in Lisbon, Portugal  
[www.ewwr.eu/sites/default/files/EWR\\_2009-case-studies\\_Education\\_Centro-Educativo-Navarro-De-Paiva\\_PT.pdf](http://www.ewwr.eu/sites/default/files/EWR_2009-case-studies_Education_Centro-Educativo-Navarro-De-Paiva_PT.pdf)