



# EWR good practices and case studies

(Un jardín para todos / A garden for everyone)

## 1. Details of Action:

Coordinator: IHOBE - Basque Country Government Environmental Management Public Society

Action Developer: Ikastola Iparragirre

Name of nominated action: Un jardín para todos (A garden for everyone)

Town: Bilbao

Region: Basque Country

Country: Spain

Website: <http://www.iparragirre.org/>

Nominee category: Educational Establishment

Dates of action: throughout 2016, and especially from November 19 to November 27 2016

## 2. Action's theme:

- Reduce – Strict avoidance and reduction at source
- Reuse – Preparing for reuse and reuse
- Recycle – Waste sorting and Recycling
- Let's Clean Up Europe!

## 3. Action related to the Prevention Thematic Days 2016: Packaging waste – Use Less Packaging?

- Yes
- No

## 4. Description of the nominated action:

Iparragirre Ikastola is an Infant Education centre located in Bilbao, in the Basque Country, which educates students from two to six years old. It is a school which opened in September 2014, as a result of the unification of two centres, with fewer classrooms but many years' more experience. The floor for two year olds was opened in September 2015.

One of the transversal lines that we develop in each of the four year groups is THE PREVENTION AND SEPARATION OF TYPES OF WASTE; through our educational commitment, we try to ensure that our students learn environmentally-responsible habits by making them the protagonists of the learning process. Throughout every one of the four years that our students are with us, they are educated through the continuous activities that we organise:

- Every year, a group of four five-year-old students a made responsible for making their classmates aware of transcendence of preventing and separating waste by type, with which they have help from our mascot, "Berdetxo".
- We give out food that is not eaten to a social kitchen, making students aware of the need to avoid



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wasting food.

- We organise weekly workshops so that the students learn to make toys and equipment using daily material waste.
- We organise exhibitions of the materials the students create and invite families to come and enjoy them.
- We ask that families use fabric bags and reusable containers for students to bring their snacks to school.
- We ask families to bring a cup so that students can drink water without generating waste.
- Every classroom has recycling bins for different materials and we teach students to learn which materials go in which recycling bin.
- We invite students and their families to bring waste from home: batteries, toner, CDs, etc.
- We periodically ask families to send us clothes and toys so that we can donate them to charities dedicated to reusing them.
- We develop recycled didactic materials continuously, and we organise educational courses with the aim of raising students' awareness.
- All the information we send to families is sent via e-mail.

During the European Week for Waste Reduction we carried on with our work and sent an e-mail to families, informing them about the week and highlighting our commitment to the prevention and separation of waste. We told them about all the related activities that we develop and we invite them to help us in reducing and recycling waste. As well as the e-mail, we also send a very visual album so that they can learn about our activities.

## 5. Type of evaluation conducted and outcome of the evaluation:

- Number of visitors/participants
- Feedback from visitors/participants (willingness to change their behaviour)
- Quantity of waste avoided/collected
- Amount of CO2 avoided
- Other indicators

Outcome of the evaluation:

Through our activities, we raise the awareness of many people:

- 500 students.
- 30 direct and 20 indirect personnel that work in the centre
- 30 providers.

The quantities of waste that we avoid generating on an annual basis are:

- Clothes and toys: 4,500 kg.
- Food waste: 350 kg.
- Plastic bottles: 300 kg.
- Paper and cardboard: 1,500 kg.

Furthermore, we separately collected the following quantities:



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- Plastic bottles: 200 kg.
- Paper and cardboard: 300 kg.
- Batteries: 5 kg.
- Toner: 6 kg.
- CDs: 4 kg.

## 6. Reasons why the action has been selected for the EWWR 2016 Awards:

### a) Visibility and communicational aspects

Along with the e-mail sent to families during the Waste Reduction Week, a highly-visual album was sent that shows the effort made by the school for raising students' awareness. We consider this communication to be a good way of getting families to participate, since, in this way, they can see the effort their children have put into the project. We believe that getting families involved will help both them and the students to understand the importance of reducing and separating their waste.

The concrete action taken during EWWR is an optimum means of making all our work systematically visible throughout the year.

### b) Quality of content and focus on waste reduction, products reuse or materials recycling

We contemplate action on a global scale through small-scale actions, mainly shared and collaborative ones between students of all ages.

The progress and growth of the "three Rs" increases on a yearly basis for the students. All three facets are worked on, with 'reuse' being possibly the most significant and 'recycle' the easiest and most immediate.

We work with all kinds of waste generated in the centre and we work with everyone: students, teachers, families and providers.

### c) Originality and exemplarity: What makes the action original or innovative?

One of the most original aspects are the objects made by teachers as well as by the students (as part of 'reduce'). Any waste material becomes a source of inspiration.

Regarding innovation criteria, the age of the students (two to six years old) stands out; this is the age bracket in which habits are most easily instilled. Our centre's action stands out because of the difficulty of having to think how to adapt our message so that such young students are able to understand and apply it.

### d) European reproducibility: How can other entities adapt the action to other contexts or European regions?

Any aim, activity or event can be subject to application anywhere; the main ingredient of the recipe is the interest in taking care of their environment.

### e) Lasting impact: In what way is the action designed to have a lasting impact?

The young initial age of the students is a fundamental criterion; at this age, they are discovering new things and are naturally interested. The habits acquired at this age become permanent ones, and through this, family habits can also be influenced.

### f) Motivation: How will your action motivate its target audience/the general public?

At Iparragirre Ikastola the work we have carried out with the entire educational community is visible; the work is creative and encourages whoever sees them to rethink their responsibilities. Our action carried out through EWWK makes the children's work visible, and shows just what we can do to avoid producing waste,



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and to recycle what we cannot avoid reducing. We want to take advantage of the children's performance as a vector to spread the message that we believe is a motivational element, because it increases the emotional impact on those who hear it.

By visiting our website (<http://iparragirre.org/>) you can see our exhibitions for the families enjoy the creations of all the projects, help us recycle and accept our invitation to visit us.



Presentation of the action

Raising awareness in class



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