



EWWR good practices and case studies

1. Details of Action:

EWWR Organiser: Abfallwirtschaftsverband Mürzverband
Country/Region: Austria/Styria
Name of nominated project developer: Helmut Prade
Name of nominated action: Nachhaltige Abfallwirtschaft in Kindergärten und Volksschulen (be)greifbar machen – Zukunftsforscher unterwegs
Place: Linke Mürzzeile 20
Town: 8605 Kapfenberg
Region:
Country:
Website: <http://www.muerzverband.at>
Nominee **category**: educational establishment
Dates of action: Total Project: October 2011 – July 2012, Action Day: 22. November 2011

2. Please select the **theme(s)** highlighted in the action:

- Too Much Waste
- Better Consumption
- Better Production
- A Life for Products
- Less Waste thrown Away

3. Type of Action

- Action open to general public
- Action open to a target group
- Action based on the production of communication tools
- Other, please specify:



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4. Please give a detailed and precise description of the action

„How to comprehend sustainable waste management in Kindergartens and Primary Schools ?“

Applied steps of implementation and targets of the project :

To reach an awareness rising of the children in the field of waste avoidance, we have put the following steps as an aim:

Mineral resources – with support of stories, books, music, picture material and hand puppets, we explore the „roots“ of our waste. Where does it come from? How is packaging produced out of resources?

Usage of packaging – what do we use daily? – Using stories and information about materials helps - everything exactly compiled.

Collection of waste – here we indicate the correct separation of these potential recyclables. We use books, the Müllhexe Rosalie (topic waste) and music-CDs. These educational auxiliary materials offer the advantage, that even very small children (3-4-year-old) well understand, how to separate correctly (e.g. singing tons)

Re-use of products/waste - as examples: collection of used clothes. Suitable for children, we work out the following topics: „The long way of my clothes“, collection of used electronic device - Content: „What does my mobile phone deal with Africa?“ „Where does my broken mobile phone go to?“ – „Where do my toys come from?“ – These are only some subject examples.

Recycling – as the next step, again suitable for children, we work out the topic „Recycling of potential recyclables“. What can be reproduced from these valuable materials? How often is this possible? Where is the material processed?

Removal of waste - we take an exact look on the construction of the dumping ground; how can waste with no specific usage be decontaminated – e.g. thermal utilisation

Now the most important questions from children come up:

- Do we need all that?
- Can we „avoid“ one or another packaging?
- What can we use instead of these packaging?
- Do we need all those costly packaging generally?
- Where does the source product of the packaging come from?
- How do I handle my things best? e.g. clothes, toys, mobile phone... (Esteem for these products)

With all these steps several local and global aspects are compiled. Child employment, dismantling of mineral resources, recycling, routes of transport and a lot more...



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5. Please describe the target audience and how the action motivated its public/target audience, as well as the number of participants

The objectives to be achieved only in the educational and sustained implementation directly in schools and kindergartens, are achieved with the children. This form of conversion is performed by a highly trained specialist, who is also educationally and technically competent. In this process the staff will include the establishment, this integration takes place in the classroom and through appropriate training opportunities. To give children the opportunity to implement what they hear and can be offered in the project schedule and information sessions for parents. Through this joint operation modes of behavior changes are achieved at all levels and to notice.

First Target group: children, teachers, parents, community representatives
Second Number of participants: 205 children, 20 teachers and parents of 205 children

motivation:

All areas of sustainable waste management are prepared for children and taught. Through all the additional services (see above) are plot changes in the budgets already available and understandable.

6. Please explain why you have decided to nominate this action for a EWWR Award, following the main criteria listed here below

- 1) visibility and communicational aspects
- 2) good practice, originality and exemplarity
- 3) quality of content and focus on waste prevention,
- 4) European reproducibility
- 5) follow-up in long-term and lasting impact



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1) Communicative aspects and Visibility

For all participating Kindergartens and Primary Schools, the project start was always accompanied by a common entrance-event with a stage play of the Müllhexe Rosalie. So the children learned and understood easily the main meaning of the project.

2) Avoidance becomes a more and more important step in order to be able to live sustainability in real life.

Sustainability, primarily for the generations we feel obliged to, provide ways of thinking and ways of manners, in order to make avoidance comprehensive.

This work is being developed for over 20 years now and is always adapted to the latest circumstances and educational aspects; the working material is produced for children and is then converted together with the kids.

3) Quality of the contents

The quality of the contents is already guaranteed on account of the fact that I am working with children for more than 20 years and I have persecuted the relevant steps of the waste- and mass-flow-economy very exactly over the years.

Trainings, like those being a Kindergarten-pedagogue, Compost-advisor, waste- and environment-advisor, assure the educational and professional approach of the contents. Moreover, in addition, our work is always accompanied by a local waste-advisor.

4) Ability for reproduction of the contents and steps of implementation for the EU

All these steps are implemented, because I lived and worked for them since the year 2000. The adaptations to the circumstances in the respective country are also possible at any time and stage of the project.

5) Pedagogues advanced training and continuing education

To be able to adapt the creation of the topics individually, we regularly hold meetings. The aim of those meetings is, besides the exchange of the transcribed topics, also the production of the working materials.

At the end of the project, every institution should possess a complete material suitcase, in order to be able to work independently in the future.

7. Please provide us with photos, videos, weblinks or any other material that would help the jury to better understand the EWWR action.





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