

SP-DS01-IN09

WASTE RECYCLING

Secondary and High school



Resources

Human	
Time	
Costs	€

Awareness of selective garbage collection, especially in the schoolyard, by promoting the proper use of waste bins and waste separation. This measure not only contributes to the reduction of waste sent to landfills but also can educate students about environmental responsibility and the positive impact they can have through simple everyday actions.



AUDITORIA AMBIENTAL																
0-6: Mal 7-9: Mejorar 10-11: Bien																
AULA	TOTAL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1ª A	130	10	9	9	7	6	9	9	9	10	9	8	9	9	9	8
1ª B	130	8	8	9	8	8	9	9	8	7	10	9	9	9	10	10
1ª C	126	8	8	9	8	7	7	10	8	9	9	10	10	10	10	11
1ª D	130	10	7	10	9	9	9	9	9	7	10	7	9	9	8	8
2ª A	149	10	10	10	8	10	10	10	11	11	11	11	8	9	10	9
2ª B	139	8	9	9	9	8	9	10	11	9	9	10	10	10	9	9
2ª C	138	6	7	10	9	9	9	11	9	11	10	9	9	10	8	11
2ª D	133	7	9	10	11	9	10	8	9	8	9	8	9	8	9	9
3ª A	149	10	10	9	10	10	10	11	10	11	10	9	11	9	11	8
3ª B	122	8	9	7	7	9	9	7	9	9	7	8	10	8	8	10
3ª C	131	8	10	10	8	10	9	9	7	9	8	9	10	10	8	8
3ª D	126	8	5	8	10	7	9	7	9	10	8	10	7	11	9	8
4ª A	123	8	9	8	8	10	9	7	8	9	8	9	7	7	7	8
4ª B	137	7	8	9	10	11	9	9	10	7	10	10	8	9	10	10
4ª C	145	10	9	11	9	10	10	8	11	7	9	9	11	11	9	11
4ª D	142	8	7	9	11	10	11	9	10	7	11	10	9	11	9	10
4ª E	152	11	10	10	9	11	11	8	9	9	11	11	11	11	11	9
1ª BA	118	7	9	7	9	6	9	8	6	9	9	7	7	9	9	7
1ª BB	132	8	7	8	11	8	11	10	8	9	9	10	10	8	8	8
1ª BC	141	6	9	8	10	9	11	10	8	10	11	9	9	11	11	9
2ª BA	125	7	10	8	5	9	10	7	7	7	8	6	9	10	11	11
2ª BB	126	7	9	8	7	7	9	7	8	7	8	7	9	11	11	11

Weekly reports for monitoring and dissemination on each class performance is a key element to achieve success, improve cleanliness and to strength environmental commitment, at the same time that generates good habits.

Relevant difficulties

- ♦ Pupils' engagement. This intervention must involve all students of different ages to work well.
- ♦ Lack of motivation of environmental coordinators. The duration of this intervention is the whole school year, so classroom coordinators can be tired in some school year stages, neglecting their functions.
- ♦ Functions neglect of the sustainable development department's head.
- ♦ Loss of motivation among an entire class after receiving poor scores for several weeks in a row. If a course that struggles to separate correctly loses the chance to compete for the prize, it loses interest in participating. To address this, several sustainable competition committees proposed the inclusion of penalties if two consecutive weeks of red flags are issued. This modification was added and helped maintain a minimum level in the objectives set by the head of the environmental department.

Individual Competences	Collective Competences	Technical-material Competences
<ul style="list-style-type: none"> ✓ Development of pupils' awareness of the selective waste collection. ✓ Promote the proper use of litter bins in the school playground. ✓ To educate pupils about the correct separation of different types of waste and its impact on the environment. ✓ Improve student motivation to work collectively for a prolonged period of time to achieve a common goal. Adding a prize at the end of the course for the class with the highest final score has been an incentive that has been taken into account since the beginning of the intervention. 	<ul style="list-style-type: none"> ✓ Regulations regarding waste management, selection of environmental coordinators and environmental department functions. Additionally, a clear strategy for waste management has been formalised, including the establishment of internal regulations and detailed procedures for weekly audits. ✓ The head of the environmental department scores each class performance in several tasks regarding cleanliness and classroom order, setting a colour flag depending on the mean of all tasks. The scores are uploaded weekly, and all students receive an email with a report that contains the results of all grades. ✓ Increase of communication between different school employees (professors and cleaning staff mainly). The cleaning staff collab in the process of evaluate each group. 	<ul style="list-style-type: none"> ✓ Reduce the amount of non-recyclable waste sent to landfills. ✓ Change the kind of litters and bins used in the school to separate waste. ✓ Change of cleaning company. The new one has adapted to the separation system proposed, replacing the type of rubbish collection carts they use.

Sustainability competences in place in the intervention



Engagement

- Students start to participate more strongly in this kind of intervention after activities/visits like those done on the SP-DS01-IN09 intervention.
- In some classrooms of the lowest educational levels (11-12 years), there seems to be a big disparity between engaged students and pupils who do not want to participate in this waste management intervention. On higher levels, students may argue that they do not have enough time to worry about these issues.
- The best incentive found to engage students was to propose an excursion for the class that best suited during the year.
- Also, to engage classrooms' coordinators, the proposal is to make them participate in all environmental interventions, excursions or local actions.



Connections

- An award to the best class in waste management helps the desire of students to participate for a while, but pupils need to see that their effort serves to achieve a major purpose, so as not to depend on this kind of incentive to act towards sustainability. To build this relationship, the environmental coordinators have quarterly meetings to monitor the performance of each class, and the environmental knowledge developed across subjects helps to make this connection.
- Greater willingness on the part of the cleaning company.



Change

- The intervention generated a durable and structural impact on the educational community. The implementation of this flag system aims to promote a change in attitude throughout the school year. On the other hand, during the course, the aim is to work on individual initiative skills, although the development of collective skills is also emphasised, both through the implementation of the regulations and the need to make a joint effort to maintain an acceptable level of waste separation throughout the course.
- The motivation is provided initially by the proposed reward, encouraging the group to promote waste separation and keep the classroom clean. Over time, the aim is to develop a habit in the students, whereby the reward becomes less important and the correct separation of waste the caring for the common good, and the respect for cleanliness becomes more important.



Action

- The use of a colour-coded flag scoring system, while also publishing a weekly overall ranking, motivated and generated competition among students.
- The need to purchase new recycling bins, as well as the reluctance of some groups to participate in this type of initiative.
- This intervention does not require time in any of the subjects, nor does it require reserving a place for a talk or training session. Each group is informed at the beginning of the course about how the rules work and the final prize.
- The responsibility to act falls on the students, promoting coordination and engaging with each other.