

Handbook for Litter Less Campaign for ASPnet

Academic Year 2024-2025



LITTER LESS
CAMPAIGN



MARS WRIGLEY
Foundation

In partnership with



unesco

Associated Schools
Network



Young Reporters
for the environment



YRE Litter Less Campaign

Handbook 2024-2025

This Handbook is for UNESCO ASPnet to help you implement the Litter Less Campaign following the agreement with FEE, to engage at least 10 countries over the course of 3 years. You can copy pieces of the Handbook and adapt it to materials you produce in your country, and/or send it to the teachers and students as guidance for implementation of the Litter Less Campaign.

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1. BACKGROUND

1.1. Introduction

The Litter Less Campaign (LLC) funded by the Mars Wrigley Foundation is implemented by Foundation for Environmental Education (FEE) through Young Reporters for the Environment (YRE) and the Eco Schools programmes. The campaign has been instrumental in tackling global litter and waste issues for over a decade and engaging more than 5 million students across 38 countries since 2011, these initiatives have significantly enhanced environmental stewardship and waste management literacy.

The Greening Education Partnership (GEP) is a global initiative based on partnership that is aimed at addressing the climate crisis through education. By adopting a whole-of-system approach, GEP seeks to equip learners with the knowledge, skills, and values necessary for sustainable development and climate action. Its comprehensive framework includes Greening Schools, curriculum, teacher training and education systems' capacities, and communities, ensuring a holistic approach to transformative education. It is led by national governments, intergovernmental organizations youth, civil society organizations, and the private sector, among others. The Secretariat is hosted by UNESCO's Headquarters in Paris. For more information, please contact gep@unesco.org

Since 2023, Eco Schools & YRE have been integral part of GEP, promoting coordinated actions with governments, intergovernmental organizations, civil society, youth, academia, and the private sector. This collaboration allows for the integration of LLC and YRE activities with UNESCO's ASPnet schools.


Eco Schools & YRE encourage young people to engage in their environment by actively protecting it. Starting in the classroom and expanding to the school and community, students experience a sense of achievement by being able to have a say in environmental management policies of their school. These programmes are making a lifelong positive impact on young people, their families, school staff, and local authorities, ultimately steering schools towards meaningful environmental improvements

1.2. Litter Less Campaign and Greening Education Partnership

The LLC's focus on responsible consumption and pollution reduction aligns perfectly with GEP's objectives. YRE further enhances these efforts by involving students in environmental journalism and community projects, fostering global environmental responsibility. Being a part of the GEP amplifies the impact of LLC and YRE, offering a robust platform and resources for broader dissemination of best practices. This reciprocal relationship highlights the critical role of environmental education in creating a greener, more responsible future.

In addition, the campaign illustrates some key recommended actions that schools can undertake to embed climate action and sustainability within all dimensions of schools, particularly facilities and operation, teaching and learning and community engagement as advocated by the [Green School Quality Standard](#) (GSQS) developed by UNESCO through the GEP.

Therefore, schools involved in the LLC campaign are also invited to refer to the Green School Quality Standards to meet the minimum requirements to become green climate-ready schools. If the minimum criteria are met, the concerned ASPnet schools can be accounted within the global monitoring on greening at least 50% of schools globally by 2030. The schools are also



encouraged to refer to the [Greening Curriculum Guidance](#) when developing teaching and learning programmes to ensure holistic approach across environmental, economic and social aspects of sustainable development. Eco-Schools programme is one of the accreditation schemes aligned to the GSQS.

1.3. Participating countries

The following countries are participating in phase V of the Litter Less Campaign. Countries that run both programmes, Eco-Schools and YRE through the FEE network, can initiate actions through both programmes.

Eco-Schools

Scotland, Canada, Kenya, Northern Ireland, Brazil, Mexico

YRE

New Zealand, India, China, Malta

UNESCO ASPnet

In Year 1 (2022-2023), 10 schools from 6 countries engaged (Dominican Republic, Italy, Japan, Kingdom of Bahrain, Namibia, Republic of Korea).

In Year 2 (2023-2024), 20 schools from 10 countries engaged (Dominican Republic, Finland, Gambia, Indonesia, Italy, Japan, Kingdom of Bahrain, Namibia, Oman, Republic of Korea).

In Year 3 (2024-2025), 47+ schools from 18 countries will engage (Dominican Republic, Gambia, Finland, Italy, Korea, Cuba, Croatia, Germany, Lebanon, Luxembourg, Kyrgyzstan, Nigeria, Sri Lanka, Indonesia, Japan, Bahrain, Namibia, The Sultanate of Oman).

2. WHAT IS THE LITTER LESS CAMPAIGN?


2.1. Introduction

The Litter Less Campaign aims to empower young people to find solutions to litter and waste issues they face, by providing them the necessary knowledge, attitude, and skills to change their environment and affect others to do the same.

How does it work?

The Young Reporters (ages 11-25 years) participating in the Litter Less Campaign produce journalistic pieces in the form of articles, videos, photos or podcasts that promote solutions for local litter and waste challenges and disseminate their work to local media. They can submit their work to '[ASPnet Top Honours](#)' Competition and the first-place winners will compete in the International YRE competition. Furthermore, participants will organise [Global Action Days](#) and develop action plans to tackle local waste problems.

Optional - Participants also have the exciting opportunity to engage in '**Twining**,' which opens the door to national or international collaborations with peers from other ASPnet and FEE



schools. Twinning is all about building international partnerships that let students dive into global environmental issues together. It's a fantastic way to facilitate cross-cultural understanding, sparking the exchange of fresh ideas and the sharing of best practices. Along the way, students not only sharpen their leadership, communication, and teamwork skills but also create meaningful, lasting connections with peers from around the world. It's a journey of learning and collaboration that's truly inspiring! Schools can twin using this guide [here!](#)

The twinning participants have also an option to submit their joint entries (articles and videos) to the International YRE competition, where their collaborative projects will be judged independently, giving their work global recognition.

LLC Campaign Activities

Students will:

- Investigate and report on litter and waste issues that bother them.
- Plan and implement a Litter Less media campaign. **The plan of the media campaign should include:**
 - Solutions for the litter and waste issue
 - Media plan for the school year
 - Expected results and number of media reach.
- Work as a team and function as leaders for the whole school community (e.g. motivate other students to implement the proposed solution(s))
- Organise Global Action Days and participate in activities related to the LLC organised by FEE in April 2025.
- Each student will submit their work to a minimum of 3 media outlets and then present their whole project:
 - To their class
 - To their school
 - Via virtual communication tools to the other schools in the network and or partners

A vast range of tools and educational materials ([point 3](#)) are provided to the schools, e.g. a variety of lesson plans aiming to convey knowledge on the environmental consequences of litter and waste as well as planning actions to improve waste management and reduce littering. The campaign will be built into school days, on a regular basis.

2.2. Why litter and waste?

Litter is a great place to start working on environmental issues with students. It is visible and it is easy to see the improvements in the environment after it is picked up. One can identify litter in many ways. In this campaign, litter is defined as follows:

'Litter and waste are a resource in the wrong place.'

Irrespective of its form and if it is intentionally or unintentionally generated, litter's negative consequences are numerous: litter can be harmful to people, animals, and the natural environment, as it can threaten their existence and evolution and disrupt naturally occurring cycles of elements. The major impacts involve the threat of public health, the risk of fire hazards, threatening, or even killing wildlife, and serious harm to waterways. Furthermore, litter, directly and indirectly, affects the tourist industry and quality of life; because of this

irresponsible pollution, protecting the environment from litter requires more spending, which could have been used in environmental preservation or development instead.

2.3. Goals

Through the campaign, students will be empowered to understand the key litter and waste issues in their communities, and in turn drive awareness-raising campaigns that focus on various aspect of circular economy, such as responsible consumption, re-use and recycling but also on the negative impacts of waste, thereby promoting and long-term behaviour change as well as cleaner environment.

You may wish to refer to [the Green school quality standard](#) (GSQS) developed by UNESCO through the GEP which provide key recommended actions that schools can undertake to embed climate action and sustainability within all dimensions of schools, particularly facilities and operation, teaching and learning and community engagement.

It could be suggested to schools involved in the campaign to meet the minimum requirements advocated by the GSQS to become green climate-ready schools and be accounted as part of the global monitoring process on greening schools. Eco-Schools programme provides the accreditation aligned with GSQS.

The campaign's main objectives are:

- To reduce the litter and waste footprint of communities by strengthening students' litter and waste literacy
- To increase student knowledge and practical skills in preventing and managing litter and waste, thereby promoting the Circular Economy concept, and fostering long-term behaviour change. With a focus on ecosystem restoration, the campaign is helping participating students understand the link of production & consumption with environmental degradation.
- To promote and improve the schools'/and/or nearby surroundings waste management.
- To educate youth as opinion leaders and active citizens so they can find solutions to litter and waste issues and disseminate them through social media and other channels.
- To collaborate with other schools nationally or internationally to disseminate good examples, encourage to act and increase the positive impact.
- To ensure meaningful community engagement which promotes a synergetic bond between the school and the local community enabling them to collaborate and learn from each other to address sustainability challenges in the local community and increase climate resilience.

2.4. About Young Reporters for the Environment and Foundation for Environmental Education (FEE)



Young Reporters for the Environment (YRE) is a network of international youth engaged in education for sustainable development. Its goal is to empower young people to take an informed stand on environmental issues, investigate them, research solutions, report and disseminate this work through journalistic pieces, thus enabling its participants to develop precious skills and expand their knowledge. In the context of the Litter Less Campaign, the YRE network acts as the driving force to report on litter and waste issues. The YRE programme is one of the programmes run by the Foundation for Environmental Education (FEE).



For additional information regarding YRE, please refer to Annex 1.

The Foundation for Environmental Education (FEE) is the world's largest environmental education organisation, active in over 100 countries around the world. Through our five groundbreaking programmes, we empower people to take meaningful and purposeful action to help create a more sustainable world. Inspired by the ancient Greek goddess Gaia who personifies the Earth, GAIA 20:30 is FEE's pledge to address the three burning environmental problems that face our planet today – **climate change, biodiversity loss and environmental pollution**. FEE promotes understanding of their causes and of their devastating environmental, social, and economic impacts. Collaborating with its members, educates and empower our audiences to take actions and implement solutions to mitigate the effects of these critical issues locally, nationally, and globally.

The Foundation for Environmental Education (FEE) is proud to be a Supporting Partner of the UN Decade on Ecosystem Restoration for the protection and restoration of ecosystems and biodiversity around the world. FEE is proud to be an active part of the GEP Advisory Board and co-lead of GEP Pillar 1 on Greening Schools.

2.5. About the Sponsor – The Mars Wrigley Foundation

The **Mars Wrigley Foundation** partners with organisations around the world to help people and communities become more sustainable. Since its establishment in 1987, the Mars Wrigley Foundation has contributed over 100 million USD to projects that support oral health education and care, improve lives in mint- and cocoa-growing regions, prevent litter and waste and create vibrant communities. Through the King Baudouin Foundation U.S., the Mars Wrigley Foundation has provided support for a three-year Litter Less Campaign to be run by the Foundation for Environmental Education from 2022-24.


3. Learning Resources and Timeline

3.1. Lesson Plans

- [Lesson plans on litter and waste](#) (in English, Spanish, French and Portuguese): Hands-on practical and inquiry-based learning for students as well as curriculum linkages with different subjects.
- [Lesson Plans on Circular Economy and a Curricular Framework for Advancing Circular Economy](#) These are available in Latvian, Slovenian and English and soon also in French, Arabic and Spanish).

3.2. Courses


- We recommend that you complete the [FEE Academy](#) course which will provide an overview of the topics.
- [Pollution course](#) in English, Portuguese, Swahili, French and Spanish available on FEE Academy. This course aims to provide you with an overview of different types of pollution and their sources. The course also describes some of the main environmental and health impacts of pollution and presents you with success stories and best practice examples on how pollution can be prevented.

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- [Circular Economy course](#) (Only in English) will provide you with an overview of the principles for shifting a linear economy to a circular one.

3.3. Additional Educational and PR Resources

- The information regarding the YRE Competition Page, assessment criteria, calendar and structure is [here](#)
- Videos from our International Jury members explaining the assessment of entries to the YRE competition is [here](#)
- We also recommend you use [the UNESCO Trash Hack Campaign](#) educational resources, as an inspiration for your activities at school.
- We recommend referring to the [Green School Quality Standard](#) developed by UNESCO through the GEP which outlines concrete actions for schools to become green climate-ready schools. The expression of alignment with the Standard minimum criteria clearly indicates the modalities for schools to be considered green schools and accounted within the global monitoring process on greening schools by 2030.
- Tips on taking a good photo are [here](#), for videos please click [here](#), for articles please click [here](#), for podcasts please click [here](#).
- Get inspired by past winners! Check out this [link](#) for some winning ideas.

If you are in need of translations, please check with us if we can provide them.



These steps will help guide the ASPnet National Coordinators to a better YRE programme rollout.

You can print this page to have an overview.

The following steps can help with the implementation of the Litter Less Campaign:

1. Select and invite additional schools from already engaged countries and 3-4 newcomer countries to participate in the Litter Less Campaign. There is no limit on the number of participating schools this year. Share the overview with FEE.
2. Invite ASPnet schools to participate in the LLC activities and work on 'Ecosystem Restoration' theme through the 4 step YRE methodology towards the YRE competition.
3. Share news items about activities from schools or students with FEE, twice a year.
4. Invite teachers and other tutors or stakeholders to an onboarding training workshop (Please refer to point 3.4 for recommended content).
5. Make sure that the participating schools have all necessary information about the campaign, its objectives, planned activities and expected outcomes.
6. Make sure that the participating schools organise the Global Action Days and participate in LLC activities through the year.
7. Engage and provide ongoing support to the schools.
8. Monitor the participation in various activities and posts.
9. Invite ASPnet schools which have completed the LLC activities to also refer at the Green School Quality Standard to meet the minimum requirements to become green climate-ready schools.
10. Translate and conduct impact measurement survey as instructed by the FEE Head Office
11. Facilitate the submissions from all ASPnet participating schools and disseminate the work of the winning participants from ASPnet Top Honours and the International YRE Competition.
12. Participate in the Mid-term report process
13. Participate in the End-term report and in the evaluation of the campaign



3.4. Workshop for teachers

Teachers/students must receive a good introduction to the YRE Programme and the Litter Less Campaign for them to understand how it can be a helping tool for reaching goals within the curriculum. This makes the organisation of a workshop for teachers an essential activity in making the implementation of the Litter Less Campaign successful. This workshop can be online for the selected schools and countries' National Coordinators with a help of FEE Head Office.

Make sure to include:

- Introduction to the LLC from a national and international perspective (Including the YRE Competition)
- The 4 YRE investigation steps
- Expected learning outcomes (e.g. skill development, awareness raising, cleaner school/community)
- Presentation of LLC resources
- Presentation of how the LLC can be integrated into a curriculum.

For access to resources to help plan the workshop please feel free to reach out to Rohan Kulkarni at rohan@fee.global

3.5. Selection Process for ASPnet Top Honours and International YRE Competition

ASPnet Top Honours

As part of the competition process, FEE and UNESCO will be reviewing the top ASPnet submissions and awarding a “1st prize” for each category (Article, Photograph, Video, Podcasts). The ASPnet winning entries will be prominently featured across the ASPnet communication channels, providing global recognition for their outstanding work.

International YRE Competition

Step 1 - The 1st-place winners from ASPnet Top Honours in **article, photograph, and video** in each age category are then submitted to the International YRE Competition.

Step 2 - Only the First Place ASPnet winners' entries then will compete globally with the other schools participating in the International YRE Competition. All the entries are assessed by an international YRE jury comprising expert representatives from the FEE Executive Board, partner organizations, and agencies such as UNEP, UNESCO, World Organisation Scouts Movement (WOSM) alongside world-known journalists.

Step 3 - Certificates are awarded to the top three winners in each category.

UNESCO will also disseminate the winning articles, photos and videos to schools and communities. Students trained through the campaign can be invited as reporters for meetings with UN conferences, workshops etc. They will take the role of Litter Less Ambassadors at the international level.

3.6. Timeline

Timeframe	Activities
August 2024	Teachers and national coordinators include the LLC in teaching plan and allocate time, review LLC resources
Sept 4th 2024	Introductory meeting with the National Coordinators
Sept 24th 2024	Official online launch of the LLC for ASPnet members
Sept 26th 2024	Worldwide Launch of the YRE (Optional attendance - Open to all)
September - October 2024	Schools register and take free online courses on pollution and circular economy, attend information meetings
October 2024	Interested schools twin with schools from other countries to work on joint projects (FEE will facilitate matching)
November - December-24	Provide news and updates about LLC plan and progress (short paragraph in English, 3-4 photos)
January - March 2025	Divide your students into groups (1-5 students per group) and work on your YRE-LLC project towards the YRE Competition.
	Provide news about work with LLC (short description in English, 3-4 photos and/or short video), organize Global Action Days
March 2025	March 10th Submission of entries by schools to National Coordinators
April 2025	Join the Global Action Day (GAD) Facebook Group. Register and participate in FEE's Global Action days. Finalise, disseminate your YRE projects. Take an online 5-minute student impact survey.
	All ASPnet entries will first compete for the ASPnet Top Honours. The first-place winners of ASPnet Top Honours will then compete globally with the other schools participating in the International YRE Competition.
May - June 2025	FEE assess entries, winners announced by 30th June



4. IMPACT MEASUREMENT

4.1. Description of Impact Measurement

Objectives: The evaluation of the campaign will determine whether the goals of the LLC described in point 2.3 were achieved. The approach of the evaluation will be based on quantitative and qualitative analysis of data collected using:

1. An online post-intervention questionnaire for LLC and control student groups.
2. An online post-intervention questionnaire for LLC teachers (with no control group).
3. Optional: A focus group interview with selected LLC teachers about the campaign.

The analysis of the data will include:

1. Evaluation of students' literacy concerning litter and waste
2. Evaluation of YRE students' projects, their dissemination and reach
2. Evaluation of teachers' perception of the LLC

Expected impact: Based on our impact assessment from 2017-23 we expect to demonstrate 10-20% improvement in students' attitude/behaviour, active citizenship, and opinion leadership skills in relation to littering and waste management.

Representative data sampling: Data will be collected from 2-3 LLC countries with rotation each year. In each country, 25% of the schools implementing the campaign will be sampled. In each school, 10 active YRE students will be surveyed and compared with 10 non-YRE students (a Control group) with similar distribution of age and gender from the same school.

Reporting: The results of the analysis including quantification of the impact will be sent to Mars Wrigley twice a year (primo July and Mid December) each year.

4.2. Impact measurement survey

Towards the end of the Campaign, the schools will fill out a survey for measuring pollution literacy among students. ASPnet National Coordinators will receive instructions about this process in advance and just before the data collection. Data collection is typically conducted during April-May in northern-hemisphere countries and during October-November in southern-hemisphere countries.

Please be aware that important aspects of the impact survey are the focus on the students' attitude towards recycling, responsible consumerism and affecting others to better handle waste. In addition, the student's own perception of the development in his/her life-long skills (e.g. Critical thinking, searching for information, argumentation, analysis of information, engaging in group work, motivating others, being pro-active) will be assessed.

5. TECHNICAL INFORMATION

5.1. Reporting

FEE will be required to submit a report two times a year.

- By November 15th, 2024– National ASPnet coordinators from Southern Hemisphere collect data and case stories from schools through designated webforms shared by FEE.
- By May 15th, 2025 - National ASPnet coordinators from Northern Hemisphere collect data and case stories from schools through designated webforms shared by FEE.

The following outcomes will be measured yearly by all schools involved in the campaign:

- number of students, schools, teachers participating
- number of cities
- number of entries submitted by type.
- Reach: number of people exposed to the campaign

6. WEBSITE AND SOCIAL MEDIA

6.1. Planned external communication/media outreach.

Media outreach will be organised at various levels. Detailed activities will be planned together with PR and communication experts through a media/PR company or individually.

International level/FEE Head Office:

- Press release distributed to an audience working with education, sustainability, and CSR as well as to environmental journalists or editors of specific environmental platforms and journals.
- Project communication through the YRE website
- Newsletters
- Posts (free and paid) on social media channels (FEE and Programmes)- including FB, Twitter, Instagram, or LinkedIn
- Webinars and interviews with experts
- Courses on FEE Academy
- Paid promotion in printed media outlets for teachers
- Develop and maintain synergies between the PR of the LLC and Global Action days for maximum reach.

“National” level (i.e. UNESCO ASPnet level):

- Press release distributed to national members.
- Articles in printed/online media.
- Promotion of LLC together with LLC Plus (PR and educational resources available)

School/students level:

Posts on social media from Global Action Days, LLC and LLC Plus activities in schools and YRE competition

Upload your submissions on Exposure.

Partners level:

- Promotion of LLC through their websites and media tools e.g., newsletters, social media etc.

Estimated reach up to 200,000- 500,000 persons directly and approx. 20m indirectly – calculated globally through media reach per year.

7. News and Media

- FEE will try to collect data from participating schools on local media for any mention of Litter Less Campaign, number of viewers and readers, number of students' presentations etc.
- FEE will pick two schools and ask each of them to provide one news item by December and one news item by May. News in the native language must be translated and sent to FEE Head Office.
- Schools can choose a news theme from one of the following:
 - Launch of the Campaign
 - The biggest success of the Campaign
 - The biggest challenge
 - Cooperation with other schools
 - Global Action Day, etc.

News should have no more than 150 words + min. 1 picture or link to the video. Please read the [FEE Story Telling Guide](#) to ensure that the stories are informative and engaging.

When presenting news on social media, remember to always use the hashtag [#Litterlesscampaign](#) and [#greeningeducation](#), so we can track posts specific to the campaign. Below are also some other general hashtags and keywords that you can add for extra exposure.

General #	General keywords
#litterless	
#litterlesscampaign	Litter Less Campaign
#greeningeducation	Greening Education
#YRE	Litter
#LLC	LitterLess
#youngreportersfortheenvironment	Global Action Days
#YRELLC	Young Reporters for the Environment (YRE)
#YRELitterless	Mars Wrigley Foundation
#youngreporters	YRE International Competition
#yrellccompetition	YRE programme
#globalactiondays	

Litter Less Logo

The Litter Less Campaign is represented by its logo, which should be included on all materials produced during the campaign. You can obtain the logo, along with the Mars Wrigley Foundation logo and name, by contacting FEE HO at rohan@fee.global.

For activities and materials associated with the Litter Less Plus Campaign during 2024-2025, please ensure you use the appropriate Litter Less Plus logo, available through FEE HO.





8. Annexes

8.1. Annex 1: Additional information Young Reporters for the Environment

Young Reporters for the Environment (YRE) is a network of international youth engaged in education for sustainable development, coordinated by the Foundation for Environmental Education (FEE). The goal of YRE is to engage youth in resolving environmental issues.

Young Reporters, aged between 11 and 25 in more than 43 countries, investigate environmental problems and issues and propose solutions through published investigative reporting, photographic and video journalism. YRE also enables participants to develop skills and expand their knowledge. For instance, as well as gaining a deeper understanding of sustainable development, the programme teaches or enhances communication and citizenship skills, individual initiative, teamwork, critical analysis, social responsibility, and leadership. Each student or group is supported by the national organisation (National Operator) running YRE, who in turn receives support and guidance from FEE. An international YRE website, as well as social media platforms, are also set up to provide information, inspiration, and ways to connect.

Every year, the best article (written in English), photograph and video in each age category are submitted to the international competition, following a national one, where they are assessed by an international YRE jury. The jury is made up of expert representatives from the FEE Executive Board, organisations, and agencies e.g. UNEP, UNESCO and the European Environment Agency (EEA), as well as the media. Certificates or prizes are awarded to the best article, photograph, and video in each of the three age categories, and international workshops may also take place.

The international network created by youth in participating countries serves as a press agency, specialising in producing and delivering environmental news. In the context of the Litter Less Campaign, the YRE network acts as the driving force to report on litter throughout the campaign.

For more information on the Young Reporters for the Environment:

[The YRE website](#)

8.2. Annex 2: Participating numbers for 2023

Programme outreach in total (from Year 2):

1. Please share the project/program results that you have achieved.
 - a. Number of students and scouts involved in the campaign: 1 287 8338.
Eco-Schools students: 756 894
YRE students: 511 837
ASPnet students: 11 741
Scouts: 7366
 - b. Number of individuals trained as educators or leaders: 7133 (it includes training organized in countries, webinars, and FEE Academy)
Eco-School teachers: 4521
YRE teachers: 1909
ASPnet teachers: 197
Scout leaders: 506
 - c. Number of individuals reached by media: 1.5 million (see point 4. Communications)
 - d. Percent change in behaviour and understanding – Generally, 5-34% depending on programme (See point 7. Evaluation). More data will be available after the NH complete their implementation of Year II in June 2024.
 - e. Number of schools implementing the program – 2825
Eco-Schools: 2069
YRE schools: 746
ASPnet schools: 10
 - f. Number of cities reached by the project/program – 377.
Eco-School cities: 261
YRE cities: 103
ASPnet cities: 9
Scouts' cities: 4



8.3. Annex 3: Four YRE steps to implement the campaign.

Investigation

The students will identify where they would investigate local litter and waste issues.

- Identify, define, and communicate a local problem and/or issue related to litter.
- Investigate (look up, compare, interpret, evaluate) relevant information from primary and secondary sources.
- Identify key individuals/local stakeholders and groups and find out what their different perspectives on the issue are their approaches to resolving it and their assumptions and goals.
- Conduct original research, such as surveys/questionnaires, and interview key individuals or groups to obtain first-hand information.
- Cover relevant historical, economic, social, and/or political implications and possible consequences of the issue.
- Link the local litter problem to the bigger global picture (problem).

Proposing solutions

Propose solutions to a local issue related to litter:

- Identify a possible solution to the litter issue and evaluate its likely effectiveness, giving reasons for and against (pros and cons).
- Do not propose solutions on your own. Use local stakeholders or/and international sources to get knowledge and recommendations.

Reporting

Report on a local litter issue and its possible solution through a journalistic production targeting a local audience:

- Identify your target audience and choose the best way to reach and communicate with them, i.e. which media do they read/watch/listen to?
- Plan how you will report on the issue (who needs to be informed? how? when?) and use the appropriate journalistic format and style.
- Create an article, photo, or video that documents the litter issue, where possible you should suggest a solution.
- Take a positive approach to inspiring change and finding a solution to the litter problem.
-

Informing

Share (disseminate) your work to a local audience through the media, e.g. newspaper, magazine, radio, television, social media, exhibition, film show, local events, etc. To do so, get in touch with local TV or radio channels.